



Playtime

B

Teacher's Book



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OXFORD



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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 *Goodbye* 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 B, 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 an embroidered blanket 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, Workbook 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 *Go to your tables* 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.
- 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 animated stories on the DVD

- Use the *Go to your tables* 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.

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 B



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 B 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:

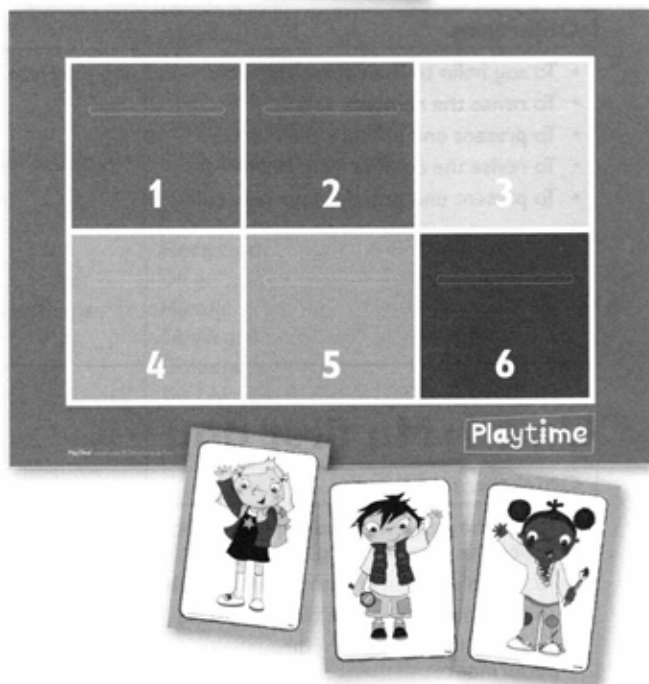
- 4 flashcards of the course characters
- 6 photographic cross-curricular flashcards
- 36 flashcards to present the core vocabulary in each unit
- 6 flashcards to present the numbers 1–6
- 2 Christmas flashcards

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 B

Starter Unit: It's playtime!

Objectives	Vocabulary
<ul style="list-style-type: none"> To say hello to the course characters and sing the <i>Hello</i> song To revise the numbers 1–6 To present and practise the numbers 7–10 To revise the colours from <i>Playtime A</i> To present and practise four new colours 	<p>New</p> <p>Goodbye seven, eight, nine, ten black, brown, pink, white</p> <p>Recycled</p> <p>Monkey, Rocket, Star, Twig, Melody Hello Numbers 1–6 blue, green, orange, purple, red, yellow playground, playhouse, slide, pencil, door</p>

Unit 1: My first day

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 family 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, 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 To reinforce the unit topic through optional Workbook activities, which consolidate and extend the vocabulary, topic and cross-curricular content 	<p>New</p> <p>mummy, daddy, brother, sister, grandad, granny Let's paint. Let's play. Playschool's fun. Come on! Who's this? Goal! play He's got blonde hair. He's got blue eyes. family</p> <p>Recycled</p> <p>Hello! Goodbye playschool, house nose, eyes, hair Colours Numbers 1–5</p>

Optional reinforcement lessons

Objectives	Vocabulary
<ul style="list-style-type: none"> To practise family 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>New</p> <p>mummy, daddy, brother, sister, grandad, granny play family</p> <p>Recycled</p> <p>Hello</p>

Optional extension lessons

<ul style="list-style-type: none"> To emphasize the fact that members of the family belong to different generations 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>This is my (sister). tree sing mummy, daddy, brother, sister, grandad, granny</p>
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Unit 2: Look out, Rocket!

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 the parts of the body 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 To reinforce the unit topic through optional Workbook activities, which consolidate and extend the vocabulary, topic and cross-curricular content 	<p>New <i>arms, body, feet, hands, head, legs</i> <i>robot</i> <i>round</i> <i>Look out!</i> <i>I'm sorry.</i> <i>The robot looks funny!</i> <i>Move your body!</i> <i>clap, nod, shake, stamp, wave</i> <i>circle, square, star, triangle</i> <i>boxes</i> <i>happy, sad</i></p> <p>Recycled <i>Oh no!</i> <i>Hurray!</i> <i>Thank you</i> <i>Colours</i> <i>Yes / No</i> <i>Numbers 1–6</i> <i>eyes, nose, mouth, face</i></p>

Optional reinforcement lessons

Objectives	Vocabulary
<ul style="list-style-type: none"> To practise the parts of the body 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>New <i>arms, body, feet, hands, head, legs</i> <i>clap, nod, shake, stamp, wave</i> <i>up, down</i></p> <p>Recycled <i>Numbers 1–6</i> <i>Colours</i> <i>Yes / No</i> <i>ears, eyes, face, hair, mouth, nose</i></p>

Optional extension lessons

<ul style="list-style-type: none"> To extend the topic of the parts of the body by doing life-size drawings 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 <i>boy, girl</i> <i>arms, body, feet, hands, head, legs</i> <i>Move your body with me!</i> <i>clap, nod, shake, stamp, wave</i></p> <p>Recycled <i>dress, hat, shoes, socks, trousers, T-shirt</i> <i>ears, eyes, face, hair, mouth, nose</i> <i>one, two</i> <i>Colours</i></p>
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Unit 3: It's too noisy!

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 musical instrument 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 <i>drum, guitar, piano, shaker, triangle, trumpet</i> <i>shake</i> <i>Stop! It's too noisy!</i> <i>bang, play, sing</i> <i>music box, musical instruments</i></p> <p>Recycled <i>Thank you</i> <i>play</i> <i>Numbers 1–10</i> <i>star, circle</i> <i>box</i> <i>Colours</i> <i>paint, pencil</i></p>

Optional reinforcement lessons	
Objectives	Vocabulary
<ul style="list-style-type: none"> To practise musical instrument 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>drum, guitar, piano, shaker, triangle, trumpet shake, play, bang, sing</i> Recycled Numbers
Optional extension lessons	
<ul style="list-style-type: none"> To extend the musical instrument topic by making one 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>tambourine, drum, guitar, piano, shaker, triangle, trumpet shake, play, bang, sing</i>

Unit 4: Beep beep! Choo choo!

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 toy 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 To reinforce the unit topic through optional Workbook activities, which consolidate and extend the vocabulary, topic and cross-curricular content 	New <i>ball, car, doll, teddy, train, yo-yo big, small</i> <i>It's too big. Is it too small?</i> <i>Beep beep! Choo choo!</i> <i>wheel</i> <i>toy</i> <i>I've got a train.</i> <i>I'm ready. Let's go.</i> Recycled <i>Watch out! Oh no!</i> <i>Thank you</i> <i>play</i> Colours Numbers 1–8 <i>dress, hair</i> <i>round and round</i> <i>up, down</i> <i>stars</i>
Optional reinforcement lessons	
Objectives	Vocabulary
<ul style="list-style-type: none"> To practise toy 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>ball, car, doll, teddy, train, yo-yo</i> <i>I've got a train.</i> <i>I'm ready. Let's go.</i> Recycled Colours
Optional extension lessons	
<ul style="list-style-type: none"> To extend the topic of toys by learning prepositions 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>yo-yo, ball, plane, air</i> Recycled <i>up, down</i> <i>arms, head, legs</i>

Unit 5: Is it a monster?

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 wild animal 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 To reinforce the unit topic through optional Workbook activities, which consolidate and extend the vocabulary, topic and cross-curricular content 	<p>New <i>bird, elephant, giraffe, snake, tiger, zebra</i> <i>monster, zoo, animals</i> <i>I'm a tiger.</i> <i>tail, feathers, soft, cold, smooth, long, scared</i> <i>Where are the monkeys?</i> <i>I don't know.</i> <i>Is it a monster?</i> <i>rhino, ostrich, penguin, camel, meerkat</i></p> <p>Recycled <i>monkey</i> <i>eyes, ears, feet, legs, nose, mouth</i> Numbers 1–8 Colours <i>Hurray! Wow!</i> <i>happy, sad, noisy</i> <i>apples</i> <i>circle, square, triangle, star</i></p>
Optional reinforcement lessons	
Objectives	Vocabulary
<ul style="list-style-type: none"> To practise wild animal 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>New <i>bird, elephant, giraffe, snake, tiger, zebra, animals</i> <i>I'm a tiger.</i></p> <p>Recycled Colours, Numbers</p>
Optional extension lessons	
<ul style="list-style-type: none"> To extend the topic of wild animals by making masks 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 <i>bird, elephant, giraffe, snake, tiger, zebra, animals</i> <i>I'm a tiger.</i></p>

Unit 6: I love nuts!

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 food 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 To reinforce the unit topic through optional Workbook activities, which consolidate and extend the vocabulary, topic and cross-curricular content 	<p>New <i>biscuits, cheese, juice, nuts, sandwiches, tomatoes</i> <i>I'm hungry! I'm thirsty!</i> <i>eat, drink</i> <i>eating, falling, flying</i> <i>I love nuts!</i> <i>Here you are</i> <i>a cheese and tomato sandwich, butter, bread</i> <i>picnic, lunch</i> <i>wash our hands</i> <i>Let's tidy up!</i> <i>We're hungry!</i></p> <p>Recycled <i>birds</i> <i>happy</i> <i>Watch out!</i> Numbers 1–10 Colours Musical instruments <i>circle, square, triangle, star</i> <i>food</i> <i>up, down</i></p>

Optional reinforcement lessons

Objectives	Vocabulary
<ul style="list-style-type: none"> To practise food 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>biscuits, cheese, juice, nuts, sandwiches, tomatoes</i> Recycled <i>ears, eyes, face, hair, mouth, nose</i> <i>please</i>

Optional extension lessons

<ul style="list-style-type: none"> To extend the food theme by exploring our five senses 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>hard</i> <i>biscuits, cheese, juice, nuts, sandwiches, tomatoes</i> Recycled <i>soft</i> <i>apples, bananas, cherries, lemons, oranges, plums</i> <i>Colours</i> <i>please</i>
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Festival Units

Autumn

Objectives	Vocabulary
<ul style="list-style-type: none"> To present the main characteristics of autumn To present and practise the autumn song To think about the weather in autumn 	New <i>autumn, flag, leaves</i> Recycled <i>brown, green, orange, red, yellow</i> <i>It's windy.</i> <i>tree, nuts</i>

Merry Christmas!

Objectives	Vocabulary
<ul style="list-style-type: none"> To present and practise a Christmas song To think about the weather at Christmas To celebrate Christmas in English 	New <i>Father Christmas</i> <i>sleigh</i> <i>Christmas Day</i> <i>Merry Christmas!</i> <i>It's winter / autumn / summer / spring</i> Recycled <i>Colours</i> <i>Numbers 1–10</i> <i>It's snowing / windy / sunny / raining / cloudy</i> <i>hat, presents</i>

Carnival parade

Objectives	Vocabulary
<ul style="list-style-type: none"> To present and practise a carnival song To celebrate carnival in English To revise colours, numbers and shapes 	New <i>carnival parade</i> <i>dance</i> <i>flowers</i> Recycled <i>circle, square, triangle, star</i> <i>drum, guitar, triangle, trumpet</i> <i>ball, balloon, flag</i> <i>T-shirt, hat</i> <i>Colours</i> <i>Numbers 1–6</i>



Tour of a unit of Playtime

Playtime at a glance

Playtime B 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 *Goodbye* 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.

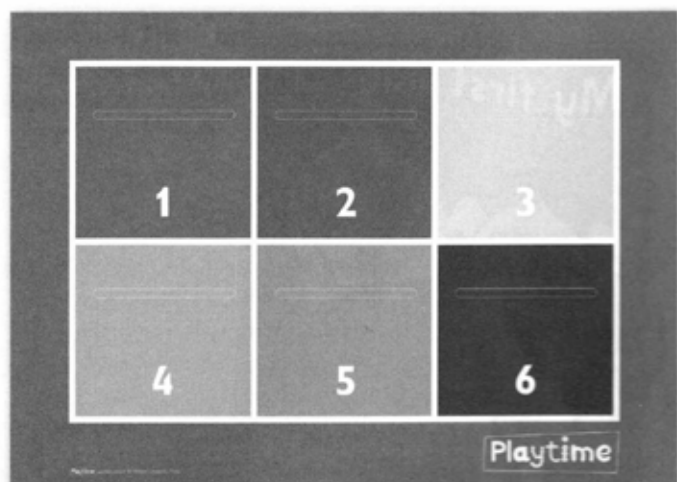
Monkey

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, in six different colours and 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

- 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 in the Photocopy Masters Book, 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 rewarded with a sticker.
- The teacher then plays the Settling song and the children take part in a quiet time 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 in the Photocopy Masters Book. 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 B covers autumn, Christmas and carnival in the festivals and holidays section. 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 in the Photocopy Masters Book for each of the festivals, as well as lots of ideas in the Teacher's Book





Starter Unit: It's playtime!

Lesson 1

Language

New:

seven, eight, nine, ten

Goodbye

Recycled:

Numbers 1–6

Hello

Monkey, Rocket, Star, Twig, Melody

playground, slide

It's playschool!

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 7

Pocket Poster

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

Number flashcards: 1–10

Class Book activity page 1



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

1 Hello

Hello Monkey!

- Hold Monkey in your arms, hiding his face a bit as if he is very shy then bring one paw round to wave at the class. Say *Look! Who is it?*
- Turn Monkey round towards the class. Ask *Who is it?* Encourage them to say *Monkey!*
- Look at Monkey and say to the class *Yes, that's right! It's Monkey. Hello, Monkey!*
- Invite the class to join in and say *Hello, Monkey!* Make Monkey wave at the class.
- 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

Hello, hello, it's playschool! (Wave hello)
Hello, hello, come and see! (Beckon to yourself)
Hello, hello, it's playschool! (Wave hello with one hand)
Hi! Hello! Play with me! (Clap in rhythm)
(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 ask *Who's this?* Encourage the children to say *Monkey.* Say *Hello Monkey!* to the flashcard and wave, encouraging the children to join in.
- Then put the Monkey flashcard in the first pocket of the Pocket Poster.

- Now take out the flashcard of Rocket and hold it with the back facing outwards so the children can't see it. Point to the flashcard and say *This is one of Monkey's friends. Who is it?* Encourage the children to guess who it is and if they are struggling to remember the name ask *Is it Rocket?* Once they have guessed correctly, say *Well done! Hello, Rocket!* and put the flashcard in the Pocket Poster.
- Repeat for Star, Twig and Melody.
- Count the characters out loud *One, two, three, four, five!* Then count again, encouraging the class to join in. At the end, say *Well done!*

2 Numbers time

- Take all 10 number flashcards in the correct order. Show the first flashcard and ask the class *What's this?* The first child to say *One* takes the flashcard and stands in front of the board. Repeat with flashcards 2–6.
- Count from 1–6 encouraging the children to join in with you.
- When you get to the end of the line ask the children if they know what number comes next. Hold up the flashcard for seven and say *Seven.* Encourage the children to repeat after you and then pick a child to take the flashcard and stand at the end of the line.
- Repeat with the numbers 8–10. Then count from 1–10 tapping each child with a card gently on the head as you say their number and encouraging the children to count with you. Say *Well done!*



3 Vocabulary song

- Tell the children to remain standing at the front of the class with the flashcards. Say *Now let's listen to a number song!*
- Play the *Number song* on CD Track 7. Encourage the children to listen and to march on the spot in time to the music with you. As each number is said, encourage the child with the corresponding flashcard to hold it up above their head.

Number song CD Track ⑦

- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. (Count on your fingers)
Say the numbers (Point to the number flashcards again and again. or the poster)
- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. (Count on your fingers)
Say the numbers (Point to the number flashcards again and again or the poster)
(Repeat)
- Play the *Number song* again, this time inviting the children to count with you on their fingers.

4 Class Book activity

Go to your tables

- Ask the children to stand up and to look at what you are doing. Play the following rhyme on CD Track 2 and do the suggested actions. Tell the children that they have to go back to their desks carefully by the time the rhyme is finished.

Go to your tables rhyme CD Track ②

- Stop, listen, look at me (Hold your palm up, hold your hand to your ear then point to your eyes)
Go to your tables (Point to their tables)
One, two, three! (Clap three times)

Class Book activity page 1

- Hold up Class Book activity page 1. Point to the characters and name each one, encouraging the children to join in with you.
- Ask the children to guess where the characters are and then say *Let's see!*
- Point to the number 1 and elicit *One* from the children. Then point to number 2 and elicit *Two*. Draw a pencil line from one to two. Repeat with the next part of the line. Say *Join the dots*.
- Give out Class Book activity page 1 and pencils.

Checking the activity

- Hold up Class Book activity page 1 again. With a pencil draw the line between each number counting as you do so. Encourage the children to hold up their page as well and to count with you.
- Then point to the completed picture and say *Where are Rocket, Monkey, Star, Melody and Twig? Then say They're in the playground, on the slide! Well done!*

5 Goodbye

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

- Tidy up, tidy up, Tidy up, tidy up,
Put it all away, What can you do?
Tidy up, tidy up, Tidy up, tidy up,
Tidy up today! You can tidy up too!
(Repeat twice more)

Goodbye time

- Say *It's time to say Goodbye! Ask But where's Monkey?* and gesture looking around. Let the class point out to you where he is and pick him up. Say *Goodbye, Monkey!* and encourage the children to say *Goodbye* to him too.
- Play the *Goodbye song* on CD Track 6, waving with Monkey and encouraging the children to join in.

Goodbye song CD Track ⑥

- Goodbye, goodbye, (Wave to your neighbour on your left)
It's time to go (Point to your wrist)
And so let's say goodbye! (Wave to Monkey)
Goodbye, goodbye (Wave to your neighbour on the right)
It's time to go (Point to your wrist)
So let's say goodbye! (Wave to Monkey)
(Repeat)

Extra time

Count up

- Stick the ten number flashcards on the walls around the classroom. Ask the children to sit on the mat.
- With Monkey's paw, tap a child on the head and say e.g. *Five!* The child should run towards the flashcard for number five and bring it back to Monkey. The others count slowly up to ten.

Photocopy Master 1: Follow the paths and trace.

- Before the lesson, download and print enough copies of Photocopy Master 1 for each child, and one example.
- Hold up a copy of Photocopy Master 1 so the whole class can see it. Point to the numbers along the top of the page and encourage the children to say the numbers after you.
- Point to the number 4 at the start of the top row again and say *Four*. With a pencil draw a line down the path from the four in the top row down to the bottom row and, pointing at the traceable four in the bottom row, ask *What number's this?* Elicit *Four* and revise the number.
- Say to the children *Follow the paths and trace* and then give a photocopy of Photocopy Master 1 and a pencil to each child.



Starter Unit: It's playtime!

Lesson 2

Language

New:

seven, eight, nine, ten
black, brown, pink, white
Goodbye

Recycled:

Numbers 1–6
blue, green, orange, purple, red, yellow
pencil

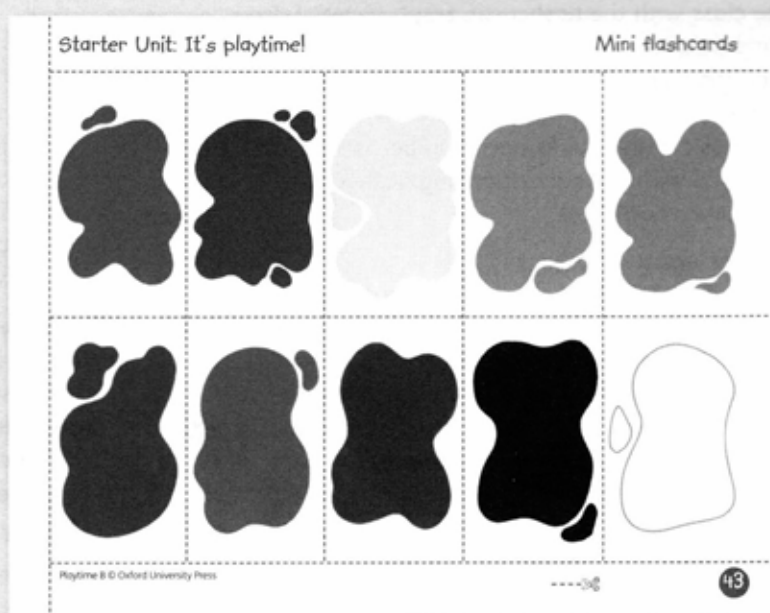
Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 7
Number flashcards: 1–10
Colour flashcards: black, blue, brown, green,
orange, pink, purple, red, yellow

Colour miniflashcards: black, blue, brown, green, orange, pink, purple, red, yellow (Class Book page 43)

A clean and empty cloth bag

Extra time: Photocopy Master 2, 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 CDTrack ①

2 Vocabulary practice

- Take the ten number flashcards and put nine of them on the board in order.
- Ask the children *What's missing?* and elicit the missing number.
- Repeat and when the children feel comfortable with the game remove more than one number.

3 Vocabulary song

- Tell the children that they are going to sing the number song again.
- Say *Stand up, please. Let's sing the Number song!* Ask the children to stand in a row and explain that when you tap them on the head they must kneel down until you tap them on the head again when they can stand up again.
- Play CD Track 7, and tap a child on the head each time a number is sung.

Number song CDTrack ⑦

3 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Lesson 1 of this unit. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CDTrack ②

Class Book activity page 43

- Give out the colour miniflashcards on page 43 of the Class Book to each child.
- Take the ten colour flashcards. Hold them up one at a time, say the colour and encourage the children to repeat, holding up their corresponding miniflashcard.
- Then say *Listen!* Hold a flashcard so that the colour 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 corresponding 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 colours, giving extra support for the four new colours.



4 Vocabulary practice

- Ask the children to sit in a circle on the mat. Put the colour flashcards in a clean and empty cloth bag.
- Explain to the children that you are going to pass round a bag containing the ten colour flashcards. Explain that you will play some music but that when the music is paused, the child holding the bag must reach in and take a card. They must then say the colour on the card.
- If the child who has picked a flashcard gets it wrong they must put the flashcard back in the bag, but if they get it right they can keep it.
- Once all the flashcards have been named and the bag is empty, say *Well done! Very good* to the children.

5 Goodbye

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

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 1 of this unit.

Goodbye song CD Track ⑥

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

Extra time

Look for the colours!

- Ask the children to stand up. Hold Monkey up to your ear as if he's whispering and say *Monkey likes blue. Look for something blue for Monkey!*
- Encourage the children to go around the classroom and find blue objects for you. Correct them if they necessary, e.g. *Pablo, is that blue? No! It's red.*
- Repeat with the other colours and then say *Well done, everyone!*

Photocopy Master 2: Count and match.

- Before the lesson, download and print enough copies of Photocopy Master 2 for each child, and one example.
- Hold up Photocopy Master 2 so everyone can see it.
- Point to the numbers in the middle of the page and say *Count*. Count the numbers with the children.
- Point to the pictures and ask *What's this?* Elicit *Pencil* and then with a finger count the pencils in the first picture out loud. Say *Seven. Seven pencils* and with a pencil draw a line from the picture to the number seven in the middle.
- Give out a copy of Photocopy Master 2 and a pencil to each child and say *Count and match*.
- Once they have finished, ask the children to hold up their sheets. Point to the first picture and ask *How many pencils are there?* Encourage the children to answer and to point to the correct number. Repeat for the other pictures.
- **Optional:** If you would like further practice of the colours, ask the children to colour each set of pencils a different colour. Point at the first picture and ask e.g. *How many pencils are there? That's right! Seven pencils. Colour the pencils pink.*



Starter Unit: It's playtime!

Lesson 3

Language

New:

seven, eight, nine, ten
black, brown, pink, white
Goodbye

Recycled:

Numbers 1–6
blue, green, orange, purple, red, yellow
Hello
door
playhouse

Materials:

Monkey puppet
A clean and empty cloth bag
CD: Tracks 1, 2, 5, 6, 7
Number flashcards: 1–10
Colour flashcards: black, blue, brown, green, orange, pink, purple, red, yellow
Class Book activity page 2
Extra time: Photocopy Master 3, website: enough copies for one each



1 Hello

Hello Monkey!

- Just before the lesson starts, put Monkey out of sight 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 then make Monkey jump out eagerly to greet the children. Make him whisper in your ear and say *Monkey says goodbye children! Goodbye!*
- Look at the children in surprise and say *Oh dear! Is it goodbye time? Try to elicit Hello!*
- Turn Monkey to face you and say *No, no! Monkey! Not goodbye!*
- Encourage the children to help you to correct Monkey. Invite them to join in and say *Hello. Hello Monkey!*
- 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

2 Vocabulary song

- Tell the children that they are going to sing the Number song again.
- Say *Stand up, please. Let's sing the Number song!* Ask the children to stand in a row and explain that when you tap them on the head they must kneel down until you tap them on the head again when they can stand up again.

- Play CD Track 7, and tap a child on the head each time a number is sung.

Number song CD Track ⑦

3 Vocabulary practice

- Invite ten volunteers to come to the front of the class. Give each child a number flashcard from 1–10. Make sure they are standing in order and then ask the whole class to repeat the numbers after you.
- Then give out one colour flashcard to each of the remaining children in the class. If there are more children than there are flashcards, distribute some colour miniflashcards as well.
- Call out *Number five find orange!* and encourage the child with the number five flashcard to find the child holding the orange flashcard. Once they have found each other, say *Well done!*
- Repeat, sometimes swapping the order so you call e.g. *Green find number seven!*

4 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Lesson 1 of this unit. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track ②



Class Book activity page 2

- Hold up Class Book activity page 2 and point to the playhouse. Say *Look! It's the playhouse!* Point to the two characters and ask *Who's that?* Encourage the children to say *Rocket* and *Star*.
- Then point to the key along the bottom. Point to the first circle and ask *What number is this?* Elicit *One*. Then ask *What colour is it?* and elicit *Red*. Repeat with the other numbers and colours.
- Now point to the door of the playhouse and ask *What number is on the door?* Encourage the children to say *Three* and then point to the key and say *What colour is number three?*
- Encourage them to answer *Green* and then say *Yes, well done! Green. Colour the door green.* Take a green pencil and show the children how to colour in the door.
- Then say *Colour by number* and give out Class Book activity page 2 and coloured pencils to each child.

Checking the activity

- When the children have finished, hold up Class Book activity page 2 again, now coloured in. Point to the roof and say *What colour is this?* Encourage them to say *Red*.
- Repeat for all the parts of the picture, encouraging the children to point to their own pictures too.
- Then say *Well done! Very good!*

5 Goodbye

Tidy up time

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

Tidy up song CD Track ⑤

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 1 of this unit.

Goodbye song CD Track ⑥

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

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

Extra time

Photocopy Master 3: Listen and colour.

- Before the lesson, download and print enough copies of Photocopy Master 3 for each child, and one example.
- Hold up Photocopy Master 3 so everyone can see it. Then count the numbers out loud with the class.
- Point to the first paint splash and say *Listen and colour. Colour number one green.* Pick up a green coloured pencil and colour in the paint splash.
- Repeat with another number and colour. To check that they have understood, pick up the wrong colour pencil and make sure they realise that you have got it wrong.
- Dictate all ten colours and numbers in the same way. It is best to leave white until last and then say *Colour number 10 white.* See if any of the children pick up a pencil and then point to the blank space and say *Look! It's white already!*
- When the children have finished colouring, ask them to hold up their sheets and say *Well done! What lovely colours.* Read through all of the colours and numbers to check that the children have got it right.

Colour survey

- Stick all the colour flashcards on the board in a row with plenty of space between each one.
- Ask the children to think hard for a moment about what their favourite colour is. Then say *Put your hand up if your favourite colour is ... brown!* Invite all the children who put their hands up to stand in a column in front of the brown flashcard.
- Repeat with the other colours until all the children are standing. If there is a colour with no one standing in front of it, claim it as Monkey's favourite colour.
- Now ask the class e.g. *How many people like brown?* and with the class count the number of children in that column.
- Once you have counted them, draw one smiley face per child above the relevant flashcard and then ask that column of children to sit down.
- Repeat with the other columns and then go through the results with the rest of the class. Ask *How many people like brown? Two! Yes that's right. Two people like brown.* Then write the number next to the colour.



Starter Unit: It's playtime!

Workbook lesson A

Language

New:

seven, eight, nine, ten
black, brown, pink, white
Goodbye

Recycled:

Numbers 1–6

Materials:

Monkey puppet
A clean and empty cloth bag
CD: Tracks 1, 2, 5, 6, 7
Number flashcards: 1–10
Workbook page 1

1 Hello

Hello Monkey!

- Just before the lesson starts, put Monkey out of sight in a clean and empty cloth bag.
- Ask the class to come and sit down on the mat with you. Say *Sit down, please*.
- If it is a child's birthday or if they were very good in the last lesson, invite that child to wake Monkey up and take him out of the bag for you. All join in and say *Hello. Hello Monkey!*
- 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

2 Vocabulary song

- Tell the children that they are going to sing the *Number song* again.
- Say *Stand up, please. Let's sing the Number song!* Ask the children to hold up all ten fingers. As they sing each number, ask them to tap the next finger (or thumb) onto their nose to count up to ten.
- Play CD Track 7, and tap a finger on your own nose to show them what to do.

Number song CD Track ⑦

3 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Lesson 1 of this unit. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track ②

Workbook page 1

- Hold up the Workbook, open on page 1, and point to the numbers. Say *Look! It's number 1!* Trace over the number one with your finger. Then say *Start at the dot and trace*. Indicate the dots which show where to start each number. Trace over the first of the dotted outlines of number one to show the class what to do. Point to the picture for number two and say *Look! It's number 2!* Repeat the process for this number and the others.
- Say *Trace the numbers* and give out the Workbooks open on page 1 and coloured pencils to each child.

Checking the activity

- As the children are working, go round and check that they are starting to write at the dots and that they are doing well, particularly the more difficult number 8s. When the children have finished, hold up the Workbook page again. Point to numbers in turn and repeat them together.

4 Vocabulary practice

- This is a numbering activity in three stages. It allows the pupils to build on their learning from Level A.
- Invite five volunteers to come to the front of the class. Give each child a number flashcard from one to five, but in the wrong order. Say *Oh dear! That's wrong!* Invite a volunteer to arrange the children and their numbers in the correct order and ask the rest of the class to check. Say *Great work!* when the order is correct.
- Next, invite five new volunteers to hold the numbers from six to ten in the wrong order and encourage the class to sort them out.
- Finally, invite ten volunteers to the front. Shuffle all ten numbers and encourage a volunteer to move them into the correct positions with help from the class. Say *Well done!*

5 Goodbye

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

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 1 of this unit.

Goodbye song CD Track ⑥



Starter Unit: It's playtime!

Workbook lesson B

Language

New:

seven, eight, nine, ten
black, brown, pink, white
Goodbye

Recycled:

Numbers 1–6

Materials:

Monkey puppet
A clean and empty cloth bag
CD: Tracks 1, 2, 5, 6, 7
Number flashcards: 1–10
Workbook page 2
A sheet of plain paper for each child

1 Hello

Hello Monkey!

- Just before the lesson starts, put Monkey out of sight in a clean and empty cloth bag.
- Follow the 'Hello Monkey' routine from the last lesson.
- 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

2 Vocabulary song

- Ask the children to stand in a circle to sing the Number song.
- Say *Stand in a circle, please. Let's sing the Number song!* Ask the children to hold up all ten fingers. As they sing each number, ask them to tap the next finger (or thumb) onto their nose to count up to ten.
- Play CD Track 7, and tap a finger on your own nose to show them what to do.

Number song CD Track ⑦

3 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Lesson 1 of this unit. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track ②

Workbook page 2

- Hold up the Workbook, open on page 2 and point to the pictures of jars of sweets in colourful wrappers.

Point to the first jar and read the number on the lid, 5 (five). Say *Let's count!* Count the sweets inside with the class and say *Oh dear! Four sweets? Let's draw in another one!* Trace over the dotted outline of the extra sweet to add the fifth sweet to the jar. Point to the number 5 on the lid again and say *Five. Five sweets.*

- Then say *Count and draw* and give out the Workbooks open on page 2 and coloured pencils to each child.

Checking the activity

- Once the class has finished, repeat the phrases from the Workbook presentation above and check that the pupils have added the correct number of sweets to each jar.
- Ask *What colour are the sweets?* Point to each jar and elicit the answer.

4 Vocabulary practice

- Hand each pupil a sheet of plain paper. Leave the coloured pencils on the tables and make sure that the new colours are included. Invite the pupils to draw their own sweets using the new colours. There are lots of favourite children's sweets in brown, black, pink and white, so they should be able to draw between five and ten items.
- Invite the class to count how many sweets they have drawn in each colour. Say *How many pink sweets have you got?* Elicit the reply *I've got (three) pink sweets.* Invite volunteers to stand up and show the class their drawings and how many sweets they have. Collect all the sweets together at the end and say *Great work!*

5 Goodbye

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

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 1 of this unit.

Goodbye song CD Track ⑥

1 My first day

Lesson 1

Language

New:

mummy, daddy, brother, sister, grandad, granny

Let's paint.

Let's play.

Playschool's fun.

Come on!

Who's this?

Goal!

Recycled:

Hello! Goodbye!

playschool

Materials:

Monkey puppet

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

Big Story Book, Story 1: *My first day*

Class Book activity page 3



Extra time: Number flashcards, Unit 1 family flashcards: mummy, daddy, brother, sister, grandad, granny

1 Hello

Hello Monkey!

- Take Monkey out but let him cling to you sleepily. Say *Hello Monkey!* Monkey shouldn't react.
- Ask the children to say *Hello Monkey!* to wake him up. At first there is no reaction again, so ask them to say it louder and louder.
- Finally raise Monkey's head and let him say *Hello, children!*
- 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

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

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you 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 with the actions.
Open the book! (Point to the book)
Listen and look! (Point to your eye)

Big Story Book rhyme CD Track ③

Story focus

- Hold up the cover page of Story 1 in the Big Story Book: *My first day* which shows the key character of this story, Star.
- Ask the class *Who can you see?* Point to Star and try to elicit *Star.* Say *Yes! Star! It's Star's story.*

- Point to the character next to her on the story cover and say *Twinkle.* Explain that this is Star's sister. Repeat together *Twinkle.*
- Beckon and say *Come on, Twinkle!* Invite the class to copy the gesture from the story.

Listen to the story on the CD

- Say *Now listen to the story! My first day.*
- Open the Big Story Book and play Story 1 on CD Track 9.
- As key vocabulary is heard, point to it in the pictures.
- During the song, do the actions, encouraging the children to join in as much as possible.

Story 1: *My first day* 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 and phrases. If you like, ask the children to stand up for this activity.

- | | |
|--------------------------|--|
| 1 Come on, Twinkle! | (Do a beckoning gesture) |
| 2 Boo hoo! | (Rub your eyes and look sad) |
| 3 Playschool's fun! | (Raise hands in a big cheer) |
| 4 Who's this? | (Point with open hand and raised eyebrows) |
| 5 my little sister | (All point to flashcard of Twinkle) |
| 6 my little brother | (All point to flashcard of Flint) |
| 7 Goal! | (Punch the air with a fist) |
| 8 My sister's great too! | (All point to flashcard of Star) |

4 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.

Let's play today CD Track 10

- | | |
|-------------------------|---|
| Let's play today. | (Clap once) |
| Let's play today. | (Clap once) |
| At playschool, | (Sway from side to side) |
| At playschool, | (Sway from side to side) |
| I want to play! | (Raise hands in the air in a big cheer) |
| Let's paint, let's play | (Mime painting and clap once) |
| At playschool today, | (Sway from side to side) |
| At playschool, | (Sway from side to side) |
| At playschool, | (Sway from side to side) |
| I want to play. | (Raise hands in the air in a big cheer) |
| Let's play today. | (Clap once) |
| Let's play today. | (Clap once) |
| At playschool, | (Sway from side to side) |
| At playschool, | (Sway from side to side) |
| I want to play! | (Raise hands in the air in a big cheer) |

4 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track 2

Class Book activity page 3

- Hold up Class Book activity page 3.
- Point to the picture of the first scene from the story. Ask the children if they know who's in the picture. Encourage them to say *Star* and *Twinkle*. Then ask them if they can remember what happened next in the story. Begin to trace the line to the next picture with a pencil to show the children what to do. Point to the path and say *Follow the path*.
- Give out Class Book activity page 3 and pencils to the children. Encourage them to draw a pencil line to link the scenes from the story in the right order.

Checking the activity

- Hold up Class Book activity page 3 again. Point to the first picture and ask *Who's this?* Elicit *Star* and *Twinkle*.
- Trace along the path to the next picture and ask the same question. Repeat with the other pictures, asking the children who's in the picture and what they're doing.
- At the end, say *Good. Well done!*

5 Goodbye

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

Goodbye time

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

Goodbye 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

- Put the ten number flashcards on the wall or on the board.
- Using a drum or the desk, beat out a number and count each beat, e.g. *One, two, three, four, five!* Encourage the children to copy you.
- Then ask a volunteer to come to the front. Tell the class to count out a number while you beat time as before. The volunteer must try to point to the corresponding number flashcard.
- Repeat with a new number and a new volunteer.

Daddy, go to green!

- Put the ten colour flashcards up on the walls.
- Divide the class into six groups and give each group a family flashcard.
- Tell the children that you are going to give each group instructions, e.g. *Daddy, go to pink*. That group goes to the flashcard that you've named and touches it.
- Repeat until every group has touched at least one flashcard.





My first day

Lesson 2

Language

New:

mummy, daddy, brother, sister, grandad, granny
 Let's paint.
 Let's play.
 Playschool's fun.
 Come on!
 Who's this?
 Goal!

Recycled:

Hello! Goodbye
 playschool

Materials:

Monkey puppet
 CD: Tracks 1, 2, 5, 6, 9, 10
 A clean and empty cloth bag
 Unit 1 family flashcards: mummy, daddy,
 brother, sister, grandad, granny



Big Story Book, Story 1: My first day
 Class Book activity page 4

1 Hello

Hello Monkey!

- Before the class put Monkey and a family flashcard in a clean and empty cloth bag.
- Hold up the bag and bring Monkey out holding the flashcard turned towards his tummy so that the children can't see it.
- Say *Hello Monkey. Who's this?* Pause and then say *Is it Star's mummy?* Let Monkey shake his head. Say *Is it Star's ...* and encourage a child to complete your sentence with a different family member. Continue until the children guess the correct family member and then let Monkey nod and say *Yes! It's Star's (granny).*
- 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

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: *My first day.*
- Ask the class *Who can you see?* Elicit *Star* and *Twinkle.*
- Read the title of the story, *My first day*, and invite the class to repeat.

Read the story or play it on the CD

- Say *Now listen to the story! My first day!*
- Open the Big Story Book and either tell the story or play it on CD Track 9.
- As key vocabulary is heard, point to it in the pictures.
- During the story song, do the actions and encourage the children to join in.

Story 1: My first day 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 phrases and actions from the previous lesson.
- | | |
|--------------------------|--|
| 1 Come on, Twinkle! | (Do a beckoning gesture) |
| 2 Boo hoo! | (Rub your eyes and look sad) |
| 3 Playschool's fun! | (Raise hands in a big cheer) |
| 4 Who's this? | (Point with open hand and raised eyebrows) |
| 5 my little sister | (All point to flashcard of Twinkle) |
| 6 my little brother | (All point to flashcard of Flint) |
| 7 Goal! | (Punch the air with a fist) |
| 8 My sister's great too! | (All point to flashcard of Star) |

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.

Let's play today 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**

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track ②**Class Book activity page 4**

- Hold up Class Book activity page 4.
- Point to Star's mummy. Say *This is Star's mummy*.
- Begin to trace a circle around the picture of Star's mummy with a pencil to show the children what to do. Say *Circle Star's mummy, daddy, granny, grandad, brother and sister*.
- Give out Class Book activity page 4 and pencils to the children. Encourage them to draw a circle around the members of Star's family only.

Checking the activity

- Hold the Class Book activity page up again.
- Point to each of the characters in turn and encourage the children to say who it is using the family words, e.g. *This is Star's brother*. Repeat for the other members of the family.
- Encourage them to show you that they have not circled Twig's family.

6 Goodbye**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**Goodbye time**

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

Goodbye song CD Track ⑥**Extra time****Yes / No board game**

- Divide the board in two and draw a smiley face (for Yes) on one half and a sad face (for No) on the other half.
- Put the children in a line facing the board. Explain that you are going to show them a family flashcard and say a word. If the word and the flashcard are the same, the first child in the line goes to the Yes side and if not, the child goes to the No side.
- Repeat for all the children, allowing them to change their mind if they are not correct.

Who is it?

- Ask the children to sit in a circle.
- Say *Use your eyes* and point to your eyes.
- Hold up a blank piece of card (or the back of a flashcard). Hold a family flashcard behind it and ask *Who is it?*
- Reveal the card a bit at a time and encourage the children to guess which family member it is. Once they have correctly guessed, show the children the whole of the flashcard and congratulate them.

Lesson 3

Language

New:

mummy, daddy, brother, sister,
grandad, granny
play

Recycled:

Hello!
house

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 12
A clean and empty cloth bag
Pocket Poster
Unit 1 family flashcards: *mummy, daddy, brother, sister, grandad, granny*
Class Book activity page 5
Extra time: Character flashcard: Star;
Photocopy Master 4, website: enough copies for one each



1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey' in Lesson 2 of this unit.

Hello song CD Track ①

2 Present the vocabulary with the Pocket Poster

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

3 Vocabulary practice

- Take the *mummy, daddy* and *brother* flashcards and place them, facing inwards, over the *sister, granny* and *grandad* flashcards. Pick up the Monkey puppet and sit him on your lap.
- Say *Where's Granny? Show Monkey!*
- Invite a volunteer to come and uncover the granny flashcard. Point to it and say *Well done! Yes, here's Granny.*
- Repeat for the other cards and then swap the flashcards around so that the children get a chance to uncover the *mummy, daddy* and *brother* flashcards.

4 Vocabulary song

- Say *Now let's listen to a song about a family!*
- Place the family flashcards on the board in the following order: *mummy, daddy, sister, brother, granny, grandad*.
- Play CD Track 12. Do the following actions and encourage the children to join in too, doing the actions. You will need to give the unit flashcards to six children. The rest stand in two rows facing each other and holding hands with the child in front to make one big roof.

My family's here CD Track ⑫

- | | |
|------------------|---|
| In my house, | (The children hold hands to form a roof) |
| You can see | |
| My mummy's here | (The child with the <i>mummy</i> flashcard goes under the roof) |
| To play with me. | |
| In my house, | (The children hold hands to form a roof) |
| You can see | |
| My daddy's here | (The child with the <i>daddy</i> flashcard goes under the roof) |
| To play with me. | |
| In my house, | (The children hold hands to form a roof) |
| You can see | |

My sister's here.	(The child with the sister flashcard goes under the roof)
To play with me.	
In my house,	(The children hold hands to form a roof)
You can see	
My brother's here	(The child with the brother flashcard goes under the roof)
To play with me.	
In my house,	(The children hold hands to form a roof)
You can see	
My granny's here	(The child with the granny flashcard goes under the roof)
To play with me.	
In my house,	(The children hold hands to form a roof)
You can see	
My grandad's here	(The child with the grandad flashcard goes under the roof)
To play with me.	

5 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CDTrack ②

Class Book activity page 5

- Hold up Class Book activity page 5.
- Point to Star's brother at the top and say *Who's this?* Encourage them to answer *It's Star's brother*. Repeat for the other family members.
- Point to the bottom row and say *Where is Star's brother?* Run your finger along until you reach Star's brother. Say *Here he is! This is Star's brother*. Trace a line from the front of Star's brother to his back view. Say *Match*.
- Give out Class Book activity page 5 and pencils to the children. Encourage them to match the front and back views with lines.

Checking the activity

- Hold Class Book activity page 5 up again and ask the children to hold up their page too.
- Point to each of the characters in turn and encourage the children to trace their matching lines. Say the name of each family member.
- At the end say *Good! Well done!*

6 Goodbye

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

Goodbye time

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

Goodbye song CDTrack ⑥

Extra time

Where's Grandad sleeping?

- Hold up the *grandad* flashcard. Explain that Grandad has fallen asleep and we need to help find him.
- Ask the children to sit in a circle. Invite a volunteer to stand in the middle and to close or cover his / her eyes.
- Silently hand one of the children in the circle the *grandad* flashcard. They hold it behind their back and snore loudly.
- Say *Where's Grandad?* The child in the middle of the circle tries to guess where Grandad is from the snore. He / She opens his / her eyes and points to the child who was playing Grandad. He / She can have three guesses.
- Repeat the game with new volunteers and different family members if you prefer.

Photocopy Master 4: Follow the paths to find Granny and Grandad

- Before the lesson, download and print enough copies of Photocopy Master 4 for each child, and one example.
- Hold up a copy of Photocopy Master 4. Point to the Granny and Grandad in the middle and say *Look! It's Granny and Grandad*. Point to the other family members and ask *Who's this?* and try to elicit their names.
- Now point to Dad and say *Dad wants to go to Granny and Grandad's house*.
- Start tracing a line with a pencil through the maze and say *Follow the paths to find Granny and Grandad*.
- Give out copies of the Photocopy Master and pencils. Encourage the children to trace along the path from each family member to Granny and Grandad in the middle.
- Once the children have finished, hold up the worksheet and ask again *Who's this?* Elicit the name of each family member. Then say *Well done! Good work!*

Lesson 4

Language

New:

mummy, daddy, brother, sister, grandad, granny

Let's paint.

Let's play.

Playschool's fun.

Come on!

Who's this?

Goal!

Recycled:

Hello!

playschool

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 12

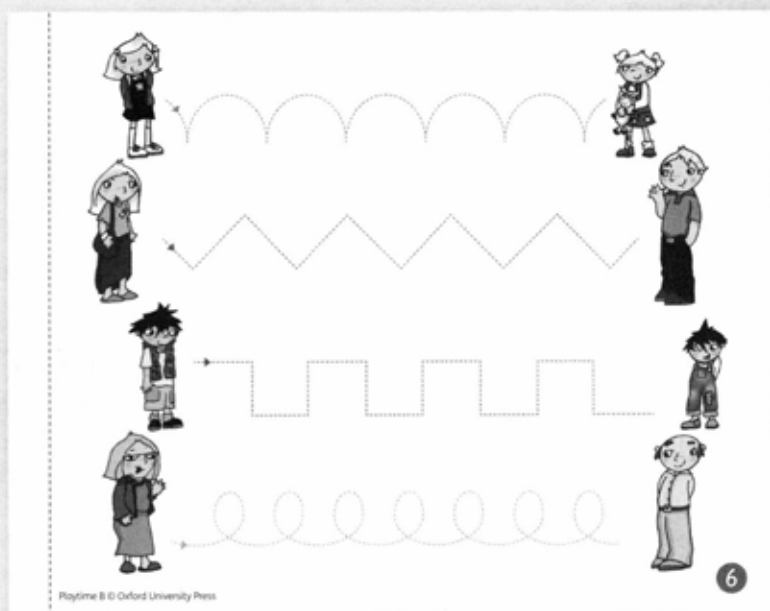
A clean and empty cloth bag

Pocket Poster

Unit 1 family flashcards: mummy, daddy,

brother, sister, grandad, granny

Unit 1 family miniflashcards: mummy, daddy,



brother, sister, grandad, granny (Class Book page 42)

DVD Story 1: *My first day*

Class Book activity page 6

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey' in Lesson 2 of this unit.

Hello song CD Track ①

2 Practise the vocabulary with the miniflashcards

- Give out the family miniflashcards on page 42 of the Class Book to each child.
- Take the six family 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 *Good work! Well done!*
- Repeat for all the family flashcards.

3 Vocabulary song

- Say *Now let's listen to the song My family's here.*
- Explain to the children that they should listen to the song and hold up a family miniflashcard whenever they hear the word.
- Play CD Track 12. Hold up the corresponding flashcard when each family word is said and encourage the children to hold up their miniflashcards.

My family's here CD Track ⑫

4 DVD Story 1: My first day

- Seat the class where they can all see the screen.
- Play Story 1 on the DVD all the way through without stopping 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 family words.
- 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 to sing and act out the story song.
- Optional:** If you like, ask the children to stand up to join in with the story and the song.

Story 1: My first day

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

5 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CDTrack ②

Class Book activity page 6

- Hold up Class Book activity page 6.
- Point to the picture of Star and point to Twinkle at the other end of the dotted line. Say *Star and Twinkle*. Begin to trace the dotted line from Star towards Twinkle with a green coloured pencil to show the children what to do. Say *Trace the line*.
- Give out Class Book activity page 6 and coloured pencils to the children. Encourage them to draw a line to link the family members using coloured pencils.

Checking the activity

- Hold Class Book activity page 6 up again. Point to each of the pictures and say their names (*Star – Twinkle, Mummy – Daddy, Twig / Flint, Granny – Grandad*).

Note: You could also say *sister–sister and brother–brother* for *Star–Twinkle and Twig–Flint*.

- Encourage the children to hold up their page and to trace over their lines with their finger, matching the family members on the left with those on the right.
- Invite them to join in saying the names of each of the family members as they point to them.
- Say *Good! Well done!*

6 Goodbye

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 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

Goodbye time

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

Goodbye song CDTrack ⑥

Extra time

Review of Playtime A: Face vocabulary

- Draw a large oval on the board. Say *It's my face!* and point to your face. Ask *Where are my eyes?*
- Start to draw an eye in the wrong place on the face. Ask the children *Here? Yes?* Encourage them to say *No!* or to shake their head. Rub the eye out.
- Draw the eyes in the correct place and ask *Yes?*
- Repeat for your ears, nose, mouth and hair, saying the name of the facial feature for each one.
- **Optional:** Play a game where you draw an oval face on the board at a height where the children can reach. Blindfold a child or ask them to close their eyes so that they cannot see and tell the child to draw the eyes on the face. When they have finished, take their blindfold off and let them see how close they were to the correct position. Repeat with other children.

Game with the miniflashcards: Help Monkey

- Invite Monkey to help you pick up the correct flashcard. Say *Mummy*, but let Monkey pick up the daddy flashcard.
- Look at the card Monkey is holding and say *No, Monkey! That's not Mummy!*
- Encourage the children to hold up the right miniflashcard to help Monkey. Say *Please help Monkey! Hold up the mummy flashcard!*
- When they hold it up correctly, let Monkey put down the daddy flashcard and pick up the correct mummy one.
- Repeat the game so that the children gain confidence by helping Monkey.



My first day

Lesson 5

Language

New:

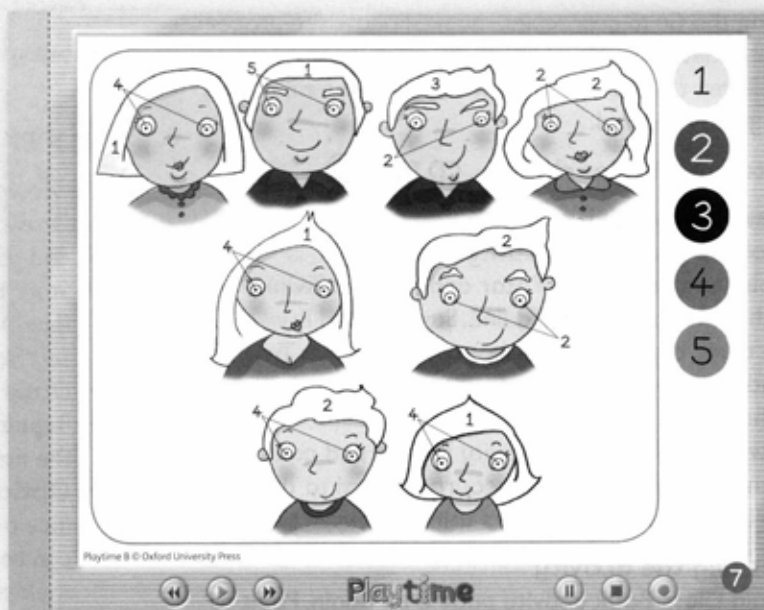
mummy, daddy, brother, sister, grandad, granny
He's got blonde hair.
He's got blue eyes.
family

Recycled:

nose, eyes, hair
Colours
Numbers 1-5

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 12
A clean and empty cloth bag
Unit 1 cross-curricular flashcard:
a family photo
Unit 1 cross-curricular DVD section:
Let's take a family photo!
Class Book activity page 7



Extra time: Baby photos of each child, magazine pages, a piece of paper per child, glue, scissors, optional collage materials

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey' in Lesson 2 of this unit.

Hello song CD Track ①

2 Vocabulary song

- Say *Let's sing the My family's here song!*
- Play CD Track 12. Do the actions from Lesson 3 and encourage the children to join in with you.

My family's here CD Track ⑫

3 Unit 1 cross-curricular film footage:

Let's take a family photo!

- Show the class the Unit 1 cross-curricular flashcard of a real family.
- Point to the members of the family and say *This is a family!* Ask *Who's this?* and point to each member of the family one by one. Then ask *What colour hair has Mummy got?* and encourage the children to answer.
- Seat the class where they can all see the screen.
- Play the Unit 1 cross-curricular DVD section all the way through without stopping the first time for the children to watch and enjoy.
- Then play the same section again, encouraging the children to join in by pointing to the features referred to in the script on their own faces if they can.

Unit 1 cross-curricular film footage: Let's take a family photo!

This is Ben. Hello Ben!
This is Ben's daddy.
Look at their faces.
Now look at their eyes.
Ben's got brown eyes.
Ben's daddy's got brown eyes too.
This is Ben's brother. He's got blonde hair.
Ben's got blonde hair too.
This is Ben's sister, Sarah.
And this is Ben's mummy.
Ben's mummy has blonde hair.
Ben's sister has blonde hair too.
Blonde hair and brown eyes just like Ben!
Who's this? It's Ben's granny!
Where's Grandad? Here he is!
Ben's grandad looks like Ben.
They've got the same noses.
Brown eyes, blonde hair and the same noses!
It's Ben's family!
Smile please!

What a lovely family photo!

- Ask the following questions to check if the children have understood the DVD. Help them to answer.

What colour are Ben's eyes? (Brown)
What colour are Daddy's eyes? (Brown)
Who is Ben's sister? (Sarah)

4 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Class Book activity page 7

- Hold up Class Book activity page 7. Point to the circles on the right of the page. Then point to each number, say it and encourage the children to join in with you.
- Then point to the first circle and ask *What colour is it?* Help the children to answer *Yellow*. Repeat for the other four circles.
- Now point to the girl at the bottom of the page and ask *Who is it?* to elicit *sister*. Repeat for all the family members.
- Point to the boy next to the girl. Point to his hair and say *Hair 2. What colour is 2?* Then point to the brown circle on the right and elicit *Brown*. Say *Yes. Colour the brother's hair brown*. Take a brown coloured pencil and demonstrate colouring his hair brown.
- Then say *Eyes 4. What colour is 4?* Point to the blue circle and elicit *Blue*. Say *Yes! Blue*. Colour the brother's eyes blue. Again pick up a blue coloured pencil and demonstrate by colouring his eyes blue.
- Explain that they should colour each family member's hair and eyes according to the numbers.
- Give out Class Book activity page 7 and coloured pencils to the children. Encourage them to colour the people's hair and eyes correctly.

Checking the activity

- Hold up Class Book activity page 7 again. Point to each of the family members, ask *What colour is his / her hair?* and *What colour are his / her eyes?* and elicit the answers. Encourage them to help you complete sentences such as *Granny's got brown hair* and *Mummy's got blue eyes*, etc.
- If you wish, point out that in English we use the word *blonde* to describe people with fair hair.

5 Goodbye

Tidy up time

- If you like, let Monkey be a good example and appear to help with the clearing up after this lesson. Use the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Goodbye time

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

Goodbye song CD Track ⑥

Extra time

Baby pictures

- Before the lesson, ask parents to bring in a picture of their child as a baby. Make sure you have written the child's name on the back of each photo.
- Hold up each photo so the children can see it and ask the children to guess which child is in the photo.
- Once they have guessed correctly, ask the child who is in the photo to come up and collect it. Encourage the children to describe some of the features of each child from the photo.

Magazine faces

- Before the lesson, prepare a magazine face of your own to show the children by cutting out facial features such as eyes, hair, nose, mouth, etc. from magazine pictures and sticking them onto a face shape drawn on a piece of paper. Try to make the picture humorous and don't worry about features being out of proportion.
- Show the children your picture and explain that they are going to make their own magazine face.
- Give each child a piece of paper and ask them to draw a circle or oval for a face.
- Then hand out some pictures of people that you have torn out of magazines beforehand, glue and scissors. Show them how to cut out various facial features and glue them onto their paper face.
- If you prefer, you could cut out the facial features before the lesson and just let the children choose the ones they want and glue them onto the paper.
- Encourage the children to talk about their face. They could give their face a name and then you could say *José's got brown hair* or *José's got brown eyes*, etc.
- **Optional:** If you wish, you could give each child a paper plate to act as their 'face' and use a variety of collage materials to complete the facial features (e.g. wool for 'hair', buttons for 'eyes').

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



My first day

Lesson 6

Language

New:

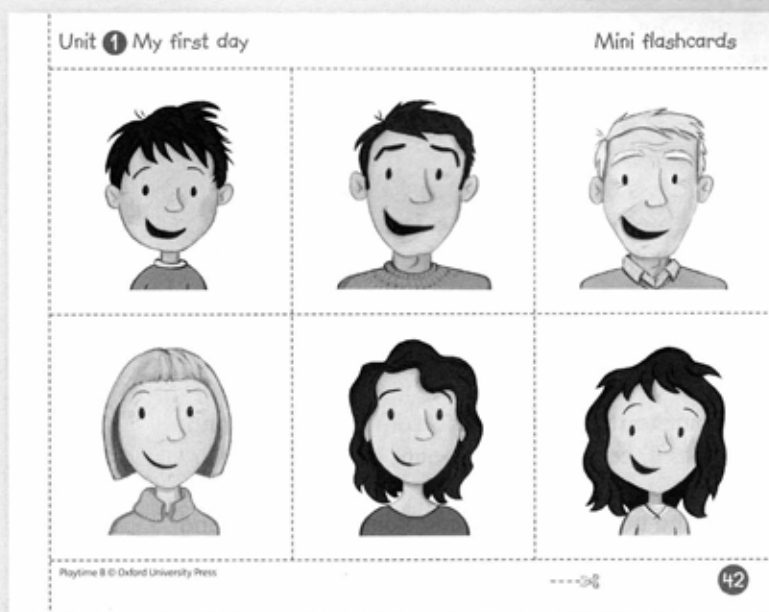
mummy, daddy, brother, sister, grandad, granny
He's got blonde hair.
He's got blue eyes.
family

Recycled:

nose, eyes, face
Colours

Materials:

Monkey puppet
 CD: Tracks 1, 2, 5, 6, 12
 A clean and empty cloth bag
 Pocket Poster
 Unit 1 family flashcards: *mummy, daddy, brother, sister, grandad, granny*
 Unit 1 cross-curricular flashcard: *a family photo*
 Unit 1 cross-curricular DVD section: *Let's take a family photo!*



Unit 1 family miniflashcards: *mummy, daddy, brother, sister, grandad, granny*
Extra time: A sheet of paper per child, number flashcards 1–10

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey' in Lesson 2 of this unit.

Hello song CD Track ①

2 Practise the vocabulary with the Pocket Poster

- Hold up the first family flashcard. Point to it and ask *Who's this?* Repeat with the class: *It's Mummy!*
- Encourage one of the children to come and take the flashcard and put it in the Pocket Poster. Say *Put Mummy in the yellow pocket, please.*
- Repeat for all the flashcards, asking different children to come out each time.
- Turn the flashcard in the blue pocket round so that the children can't see the picture. Lift it to reveal the colour blue but then leave the flashcard back in the pocket. Ask *Who's in the blue pocket?*
- Invite the class to guess who it is and turn the card back round to show them when they have guessed correctly. Repeat with the other colours and flashcards. At the end, say *Well done!*

3 Unit 1 cross-curricular film footage: Let's take a family photo!

- Take the cross-curricular flashcard of the family over to the Pocket Poster where all the family flashcards are.
- Relate the photo to the flashcards. Point to the brother in the photo. Say *Here's the brother.* Point to the Pocket Poster and ask *Where's the brother?*
- Invite a volunteer to come and point to the correct flashcard.
- Repeat for the other family members and say *Good. Well done!*
- Say *Now let's watch the DVD about Ben's family again!*
- Seat the class where they can all see the screen.
- Explain that the children should watch and join in with the actions of touching the parts of their face when they hear the words.
- **Optional:** If you like, give out the family miniflashcards and ask the children to hold them up when the child hears the words *mummy, daddy, granny, grandad, sister or brother* in the film.
- Play the DVD section to the end of the family photo footage. Pause before the vocabulary section at the end.

Unit 1 cross-curricular film footage:**Let's take a family photo!**

- Ask the following questions to check if the children have understood the DVD. Help them to answer correctly.
Who's got blonde hair? (Ben, his brother, his mummy, his sister)
Who's got a nose like Ben? (Grandad)
- Now play the vocabulary at the end of the Unit 1 DVD section.
- Encourage the children to repeat each word as they hear it and to touch or point to the corresponding part of their face or hold up the family miniflashcards.
- Say *Now let's play families!*

4 Miniflashcard activity**Go to your tables**

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.
- Hand out the family miniflashcards and have the family flashcards ready for you to use.
- Explain that each pupil should pick a card. When you count to three, they should hold up the family card they have chosen and you will hold one up and say who it is. If the family member they chose matches the one you chose, they can win a point.
- Have a practice run before you count points so that everyone know what to do. Say *1, 2, 3...Daddy* and hold up the Daddy card. See how many other Daddy cards are held up.
- Repeat the activity until the first winner gets eight points (or ten if you have time)
- Collect in the family miniflashcards. Say *Good! Well done!*

5 Vocabulary song

- Say *Let's sing the song, My family's here.*
- Put the family flashcards in a pile in the following order; *mummy, daddy, sister, brother, granny, grandad.* Take the pile and hold up the relevant flashcard for each verse so that the children can point to it.
- Play CD Track 12 encouraging the children to join in and do the actions described in Lesson 3.

My family's here CD Track 12**6 Goodbye****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**Goodbye time**

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

Goodbye song CD Track 6**Extra time****Drawing game: Funny faces**

- Give each child a sheet of paper.
- Ask them to draw a big circle on it. Say *Draw a big circle* and show them how big by holding up a sheet and tracing a large circle with your finger. Then say *Draw some hair.*
- Help them fold the top of the sheet over and pass it on to the person next to them on the table. When each child has a new sheet, say *Draw some eyes!*
- Again help them fold the top of the sheet over and pass it on to the person next to them on the table. Say *Draw a nose!*
- Again help them fold the top of the sheet over and pass it on to the person next to them on the table. Say *Draw a mouth!*
- Now say *Show your picture!* Each child unfolds the sheet to show the full face. Encourage them to hold up their pictures and describe the faces.

What's new?

- Place the six family flashcards in the pockets of the Pocket Poster.
- Ask the children to shut their eyes. Replace one of the flashcards with a card from a different vocabulary set, e.g. a number. Ask the children what's different. Say *What's new?*
- See if they can tell you the word for the new flashcard and which family member is missing.
- Ask them to close their eyes again. Replace another family flashcard with another number card and repeat the activity.

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



My first day

Lesson 7

Language

New:

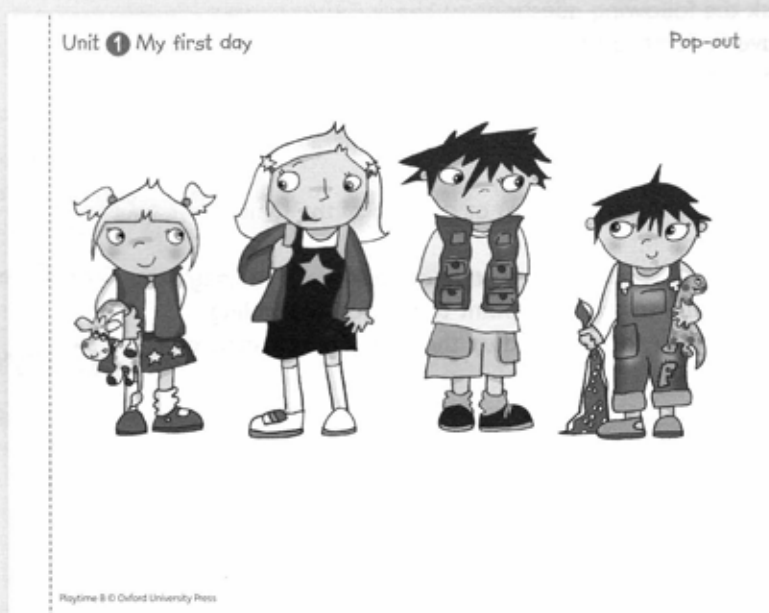
mummy, daddy, brother, sister,
 grandad, granny
 Let's paint.
 Let's play.
 Playschool's fun.
 Come on!
 Who's this?
 Goal!

Recycled:

Hello!
 playschool

Materials:

Monkey puppet
 CD: Tracks 1, 5, 6, 9
 A clean and empty cloth bag
 Pocket Poster
 Unit 1 family flashcards: mummy, daddy,
 brother, sister, grandad, granny



Class Book Unit 1 pop-out

DVD Story 1: My first day

Optional: Props for acting out the story

Extra time: Photocopy Master 18, website: enough
 copies for one each, coloured pencils

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey' in Lesson 2 of this unit.

Hello song CD Track ①

2 Practise the vocabulary with the Pocket Poster

- Make sure the family flashcards are in the Pocket Poster.
- Take Monkey out and say *Monkey is helping me today.*
- Point to one of the family flashcards and let Monkey whisper to you. Say the wrong word for that family member.
- Ask the children to help Monkey get it right. Say *Oh dear! No, Monkey. That's not right.*
- Turn to the children and say *Can you help me?* and elicit the correct family words. Say *Yes, well done!*
- Repeat for all the flashcards.

3 Class Book activity

Pop-out 1: Make the Pop-out of Twig, Flint, Twinkle and Star

- Hold up the characters you have made from Pop-out 1. Say *Look! It's Star.* Point to each character in turn and elicit their names from the children.

- Say *Now you can make a pop-out too!* Either give out the pages for the children to pop out where they are, or use the *Go to your tables* rhyme to lead them back to their desks to make them.
- Show the children how to push out their own pop-outs and to fold the flaps up and down.

Play with the character pop-out

- Play a game with the pop-outs.
- Ask *Where's Star?* and explain that the children have to fold up Star on their pop-out and say *Here's Star!*
- Repeat for the other characters. If you like, invite a child to take your place and ask *Where's (Twinkle)?*
- Optional:** Teach the children *up* and *down* and then give instructions, e.g. *Put Star up! Put Twinkle down!*

4 DVD Story 1: My first day

- Let the children keep their pop-outs while they watch Story 1 on the DVD again.
- Explain before they watch that they should fold up each new character as they hear their name read in the story.
- Play Story 1 on the DVD. Encourage the children to hold up their pop-outs when each character is introduced in the story.

Story 1: My first day

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 characters 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 hold up the right character when they hear the name in the story and to try and say the names too.

Story 1: My first day CD Track ⑨

- 1 Come on, Twinkle! (Hold up the pop-out Twinkle character and do a beckoning gesture)
 - 2 Boo hoo! (Rub your eyes and look sad)
 - 3 Playschool's fun! (Raise hands in a big cheer)
 - 4 Who's this? (Point with open hand and raised eyebrows)
 - 5 my little sister (All point to the pop-out of Twinkle)
 - 6 my little brother (Hold up the pop-out of Flint)
 - 7 Goal! (Punch the air with a fist)
 - 8 My sister's great too! (Hold up the pop-out of Star)
- When the children have finished, congratulate them. Say *Good! 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, e.g. a paints, a football. You can also then use them in the performance in the next lesson.

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Extra time

Game with the pop-out

- Hold up your pop-out and ask the children to do the same. Say *Star's sister* and explain to the children that they should fold up the relevant character, in this case, Twinkle.
- Fold Twinkle down again and say *Flint's brother*. Encourage the children to fold up Twig.
- Continue with other variations (*Twinkle's sister, Twig's brother*).
- If the children are confident with the game, put them in pairs to continue playing. Tell the children to take turns giving the instructions and folding up the characters. Walk around the room, helping them and congratulating them as they play the game.

Photocopy Master 18: Make a family invitation

- Before the lesson, download and print enough copies of Photocopy Master 18 for each child, and one example.
- Use the invitation template 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 18.
- 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 their family around the text of the invitation.



My first day

Unit 1 My first day

Lesson 8

Language

New:

mummy, daddy, brother, sister, grandad, granny

Let's paint.

Let's play.

Playschool's fun.

Come on!

Who's this?

Goal!

Recycled:

Hello!

playschool

Materials:

Monkey puppet

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

Class Book Unit 1 pop-out

Unit 1 family miniflashcards: mummy, daddy,

brother, sister, grandad, granny

Paper stars for each child to use as rewards

Unit 1 family flashcards: mummy, daddy, brother,

sister, grandad, granny

Unit 1 My first day

Pop-out



Playtime B © Oxford University Press

Optional: Props for acting out the story

Extra time: Glue; Photocopy Masters 16 and 17, website: enough copies for one each

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 CDTrack 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 hold up and use their pop-out characters during the story and the story song.

Story 1: My first day CDTrack ⑨

3 Vocabulary song

- To add to the performance, play or sing the *My family's here* song and encourage the children to join in, doing the actions. As each family member is mentioned, invite the class to hold up the corresponding miniflashcard.

My family's here CDTrack 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 to put their face on their hands as if they are sleeping while they listen.

Settling song CD Track ④

Little Monkey wants to go to sleep
He's as sleepy as can be!
I'm sleepy too
And so are you
So close your eyes with me!
(Repeat)

- Then do a quiet review activity to end the unit. Take the family 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. *Daddy*. When a child guesses correctly, say *That's right! Well done!* and hold up the corresponding flashcard
- Repeat for all the flashcards.

6 Goodbye

Goodbye time

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

Goodbye song CD Track ⑥

Extra time

Pairs game

- For this activity you will need two sets of family 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 to 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 sisters, encourage the child to say the word, e.g. *Sister*. The rest of the class repeat the word and hold up their miniflashcards if they have them.
- If the cards are different, say e.g. *Sister and brother*. *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.

Photocopy Masters 16 and 17:

Unit 1 Picture Dictionary

- Before the lesson, download and print enough copies of Photocopy Masters 16 and 17 for each child. Then stick the bottom of Photocopy Master 16 onto Photocopy Master 17 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. Make sure that all the children have 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 a 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!* Do the same with all the flashcards.
- 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:

mummy, daddy, brother, sister, grandad, granny
play
family

Recycled:

Hello!

Materials:

Monkey puppet
CD: Tracks 1, 5, 6, 12
Pocket Poster
Unit 1 family flashcards: *mummy, daddy, brother, sister, grandad, granny*
Unit 1 family miniflashcards: *mummy, daddy, brother, sister, grandad, granny*
A sheet of cardboard per child, pre-cut into a photo frame, collage materials, glue
A family photo brought by each child

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

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey' in Lesson 2 of this unit.

Hello song CD Track ①

2 Re-present the vocabulary with the Pocket Poster

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

3 Vocabulary practice

- Give out the family miniflashcards to each child.
- Say *Show me Mummy!* Encourage the children to hold up their mummy miniflashcard and to say *Mummy!*
- Hold up the corresponding flashcard and place it in the Pocket Poster.

- Repeat with the other flashcards and then say *Well done! Very good.*

4 Vocabulary song

- Say *Now let's listen to the song about the family!*
- Ask the children to stand up.
- Play CD Track 12. Do the actions and encourage the children to join in too.

My family's here CD Track ⑫

5 Decorate a photo frame

- Before the lesson, tell the children to bring in a photo of their family or a family member for this lesson.
- Prepare a cardboard photo frame for each child before the lesson, by taking a thick sheet of cardboard, scoring out the middle rectangle so that you are left with a frame only. Keep some extra sheets of cardboard spare in case any children bring in photos of an unusual size.
- Show the children a photo frame that you have decorated with various collage materials (e.g. dried pasta, wool, stickers, paint, beads, glitter). Glue the photo to the back of your photo frame, and say *Look! My family.*
- Give each child a photo frame, some glue and put various collage materials on their table. Ask them to decorate their photo frame.
- Go round the class helping the children to glue their photo onto the back of their photo frame. If any children have forgotten to bring in a photo, allow them to draw a picture of their family on a piece of paper and to glue this onto the frame instead.
- **Optional:** If you like, you can paint over the photo frames in gold or silver paint.

6 Goodbye

- 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

Goodbye time

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

Goodbye song CD Track ⑥



Extension lesson

Language

New:

This is my (sister).

tree, sing

mummy, daddy, brother, sister, grandad, granny

Materials:

Monkey Puppet

CD: Tracks 1, 5, 6, 13

A photo of your family

A3 photocopies of a drawing of a tree

A4 photocopies of rectangular boxes

Coloured pencils, green and brown paint

Sponges for sponge painting

Painting overalls

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 draw the outline of a tree on a sheet of A3 paper. Photocopy this sheet so that there are enough for one sheet per child.

Draw approximately 12 rectangular boxes on a sheet of A4 paper and photocopy this so that there is enough for one sheet per child. If possible, cut the rows of boxes into strips so there is less cutting for the children. Each child will also need a sponge for painting and painting overalls.

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey' in Lesson 2 of this unit.

Hello song CD Track ①

2 Present the theme

- Bring in a photo of you and your family. Talk to the children about who they are, e.g. *This is my sister.*
- Draw a large tree on the board. Draw a head and shoulders picture of yourself. Point to the picture and say *This is me!* Then draw any siblings next to you and say e.g. *This is my sister!* Point to the photo and back to the drawing to reiterate the point.
- Continue drawing head and shoulders of family members on the tree, naming them as you do so and pointing to any photos you have as well. Draw your family members in rows according to the generation, i.e. grandparents in the top row, parents in the middle row, and children in the bottom row.

3 Project work

- Give each child an A3 photocopy of a tree outline that you prepared in advance, and an A4 photocopy of rectangular boxes.
- Show the children how to paint the tree with a painting sponge, using green for the leaves and brown for the trunk. Ask half the class to do this while the other half of the class start drawing individual family members in the rectangular boxes. Swap the children over when they are ready.
- Tell the children to cut out the boxes, and place them on their tree. Encourage them to place them in rows according to the generation, and move around the classroom helping them to place them. When you have helped them, tell them they can glue the pictures onto the tree.
- Display the trees around the classroom.

4 Karaoke song

- Explain that you are all going to sing a slightly different version of the song *My family's here*, doing the actions.
- Use the family tree drawn on the board to point to different family members as you sing the song.
- Play the karaoke version of the song *My family's here* on CD Track 13, encouraging the children to join in with the actions and as much of the song as they can.

In my tree

You can see

My mummy's here

to sing with me!

In my tree

You can see

My daddy's here

to sing with me!

(Repeat with the other family members.)

My family's here (karaoke version) CD Track ⑬

5 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

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

Workbook lesson A

Language

New:

mummy, daddy, brother, sister, grandad, granny
He's got blonde hair.
He's got blue eyes.
family

Recycled:

nose, eyes, hair
Colours

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 12
Unit 1 cross-curricular flashcard: a family photo
Unit 1 cross-curricular DVD section: Let's take a family photo!
Workbook page 3
A bag

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey' in Lesson 2 of this unit.

Hello song CD Track ①

2 Flashcard time

- Ask the class to stand in a circle. Say *Find granny!*
- Place the family flashcards in a bag and offer the lucky dip to pupils at random. Ask *Is it granny?* If it isn't, keep looking. If it is granny, say *Great! Now where's Daddy?* Continue until the whole family has been found.

My family's here CD Track ⑫

3 Unit 1 cross-curricular film footage: Let's take a family photo!

- Show the class the Unit 1 cross-curricular flashcard of a real family. Point to the members of the family and say *This is a family!* Ask *Who's this?* and point to each member of the family one by one.
- Invite a volunteer to come to the front. Show the new colour cards from the Starter unit, brown and black and hold these together with yellow. Remind the class that we call yellow hair *blonde*.
- Say *Point to Mummy.* Then ask *What colour hair does Mummy have?* and encourage the child to answer. Then ask *What colour hair does your Mummy have?* Use the colour flashcards as a prompt if necessary. Praise the pupil and then ask other children in the class the same question about their mother or father.

- Seat the class where they can all see the screen. Play the Unit 1 cross-curricular DVD section, encouraging the children to join in by pointing to the features referred to in the script on their own faces if they can.

Unit 1 cross-curricular film footage: Let's take a family photo!

4 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 3

- Hold up the Workbook, open on page 3.
- Then point to Star and ask *Who is it?* Then indicate the other pictures and ask *Whose family is it?* Elicit *It is Star's family.*
- Point to Star and ask *Is she a girl or a boy?* Present the word *girl* and say *Yes!* Repeat for *boy*, then say *Circle the girls red. Circle the boys blue.*
- Give out the Workbooks open on page 3 and coloured pencils to the children. Encourage them to circle correctly. While they are working, check that they understand the activity.
- When they have finished circling, say *Let's count the girls.* Point to each girl and count, 1, 2, 3, 4. Demonstrate writing 4 in the box. Repeat for the boys, and demonstrate writing 3 in the box.

Checking the activity

- Hold up the completed Workbook page. Point to each of the family members and ask *Is he/she a girl or a boy?* and elicit the answers. Praise the class.
- Do not collect in the Workbooks, but let the class keep them for the next activity.

5 Vocabulary song with the Workbook

- Ask the class to stand up with their Workbooks open on the table in front of them. Sing the *My family's here* song again, this time pointing to the members of Star's family on Workbook page 3 as the names are heard.

My family's here CD Track ⑫

6 Goodbye

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

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 1 of this unit.

Goodbye song CD Track ⑥

Workbook lesson B

Language

New:

mummy, daddy, brother, sister, grandad, granny
He's got blonde hair.
He's got blue eyes.
family

Recycled:

nose, eyes, face, hair
Colours

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 12
Pocket Poster
A bag
Unit 1 family flashcards: mummy, daddy, brother, sister,
grandad, granny
Workbook page 4

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey' in Lesson 2 of this unit.

Hello song CDTrack ①

2 Where's my Mummy?

- Ask the class to stand in a circle. First, invite a volunteer to be Twinkle. Ask 'Twinkle' to cover her eyes for a moment. Hand the family flashcards out randomly around the circle for the children to hold hidden behind their backs.
- Ask the class to help Twinkle find her family. Invite them all to say with Twinkle *Where's my mummy?* Ask the child with the Mummy flashcard to hold it up. Twinkle can then walk round the outside of the circle to the 'Mummy' and bring her back to the top of the circle.
- Repeat for all the family members till the whole family is reunited. Say together *Hurray!* Now invite a boy to volunteer to be Flint and repeat the process.

3 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CDTrack ②

Workbook page 4

- Hold up the Workbook, open on page 4.
- Point to the photo frame on the sheet and say *Draw your family.*

- Give out the Workbooks, open on page 4 and coloured pencils to the children. Encourage them to draw a picture of their family or someone special in their family if they prefer.

Checking the activity

- When the children have finished, say *Show me your family!* Encourage the children to hold up their picture and to point to members of their family.
- Try to find examples in the pictures of each of the members of a family mentioned in the unit.
- Optional:** If you like, take this opportunity to revise parts of the face too. For example, say *Point to your mummy's hair!*
- Congratulate the children on their drawings. Say *Good! Well done!*
- Do not collect in the Workbooks, but let the class keep them for the next activity.

4 Vocabulary song with the Workbook

- Say *Let's sing the song, My family's here.*
- First, ask volunteers to place the family flashcards in the Pocket Poster. Ask the pupils to stand up where they are sitting and to sing the song. Ask them to point to the members of their family that they have drawn as they sing about them in the song. Play CD Track 12, encouraging the children to join in and point to their picture. If there is a family member they do not have, such as a sister, they can point at the Pocket Poster.

My family's here CDTrack ⑫

5 In my house

- Invite the children to stand in a circle.
- Invite a pupil to stand in the circle and mime being a member of their family. Say together the phrase *Who is in my house?*
- Help the class to ask *Is it Mummy?* and so on. If the children cannot guess which family member the child is miming, invite them to point to the right picture in the Pocket Poster.

6 Goodbye

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

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 1 of this unit.

Goodbye song CDTrack ⑥

Workbook lesson C

Language

New:

mummy, daddy, brother, sister, grandad, granny

He's got blonde hair.

He's got blue eyes.

family

Recycled:

nose, eyes, face

Colours

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 9

Pocket Poster

A bag

Big Story Book, Story 1: *My first day*

Unit 1 character pop-outs

Unit 1 family flashcards: mummy, daddy, brother, sister, grandad, granny

Workbook page 5

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey' in Lesson 2 of this unit.

Hello song CD Track ①

2 Big Story Book

- Keep the Monkey puppet out and say *Monkey wants to play! Let's play like Flint and Twinkle.*
- Then show Monkey holding a pop-out of the characters. Ask *Who is this?* Point to Star, Twig, Flint and Twinkle and elicit their names.
- 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 character pop-outs and 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, My first day.*
- 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, encourage the children to join in and to point to the characters on their pop-outs.

Story 1: My first day CD Track ⑨

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

3 Who is who?

- Use the pop-outs to check understanding of family relationships for a quick revision activity.
Ask *Who is Twig's brother?* Elicit *Flint.*
Ask *Who is Star's sister?* Elicit *Twinkle.*
Ask *Who is Flint's brother?* Elicit *Twig.*
Ask *Who is Twinkle's sister?* Elicit *Star.*
- Say *Well done!*

4 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 5

- Hold up Workbook page 5. Point to the picture on the left and then the one on the right. Say *Look at the ball. Where is it?* Point to the ball in the first picture, then demonstrate that it is in a different place in the second picture. Say *Circle and count the differences.* Mime drawing a circle around the ball to show the class what to do.
- Then give out the Workbooks and pencils to the children. Encourage them to complete the sheet. Say *Find and circle six differences.*

Checking the activity

- When the children have finished, hold up the Workbook page. Invite volunteers to point out the differences in picture 2.

5 Goodbye

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

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 1 of this unit.

Goodbye song CD Track ⑥

Workbook lesson D

Language

New:

mummy, daddy, brother, sister, grandad, granny
He's got blonde hair.
He's got blue eyes.
family

Recycled:

nose, eyes, face
Colours

Materials:

Monkey puppet
 CD: Tracks 1, 2, 5, 6, 10, 11
 Pocket Poster
 A clean and empty cloth bag
 Unit 1 family flashcards: *mummy, daddy, brother, sister, grandad, granny*
 A ball
 Workbook page 6

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey' in Lesson 2 of this unit.

Hello song CD Track ①

2 Let's play

- Ask the class to sit in a circle. Bring out the ball you have supplied or borrowed from the school.
- Explain that you are going to play some music and stop at random, while the children pass the ball around in a circle. The child holding the ball when the music stops should either say *Let's play* or *Boo hoo!* (This is like the Pass the Parcel game.)
- Once the children understand how to play, add a twist. If the child with the ball says *Let's play* then the ball continues being passed in the same direction when the music starts again. If the child with the ball says *Boo hoo!* then the ball should go back in the opposite direction. The extra challenge will keep the children interested and help them to think about the meanings of the phrases.

Let's play today CD Track ⑩

3 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 6

- Hold up Workbook page 6. Say *Who is this?* Elicit *Twinkle*. Say *Trace and colour Twinkle*.
- Demonstrate drawing along the outline with your finger, to show the class what to do.
- Then give out the Workbooks and pencils to the children. Encourage them to complete the sheet. Say *Trace and colour*.

Checking the activity

- When the children have finished, hold up a completed Workbook page. Point to each of the coloured areas and ask which colours they have used. See if anyone can remember the word for yellow hair, *blonde*.

3 Karaoke song

- Play the karaoke version of the song *Let's play today* on CD Track 11 and encourage the children to sing along and mime the actions of playing and painting, like Flint and Twinkle in the story.

Let's play today (karaoke version) CD Track ⑪

4 Come and play in my house

- Revise the action words from Level A here.
- Ask the class to stand in a circle. Say *This is your house*. Ask which of the characters they would like to invite to come and play at their house. Suggest that they can say *Twig, please come and play!*
- Ask the class for ideas of what to do and mime the actions together on the spot. Help them to start remembering by saying. *Let's play. We can ... run!* Try to elicit *We can ... paint, sing a song, jump, clap, slide, draw, listen to a story.*
- Ask what the class' favourite way to play is and all mime it together.

5 Goodbye

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

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 1 of this unit.

Goodbye song CD Track ⑥

Lesson 1

Language

New:

arms, body, feet, hands, head, legs
robot
round
Look out!
I'm sorry
The robot looks funny!

Recycled:

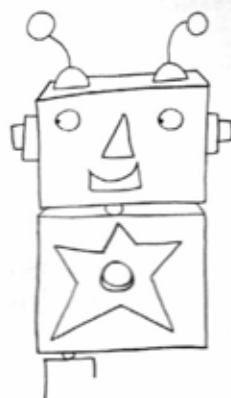
Oh no!
Hurray!

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 14, 15
Routine Poster
Big Story Book, Story 2: Look out, Rocket!
Class Book activity page 8



Playtime 8 © Oxford University Press



2

8

Extra time: Unit 1 family flashcards: mummy, daddy, brother, sister, granny, grandad

1 Hello

Hello Monkey!

- Before the lesson, place Monkey on the desk with his arms and legs tangled, and lying face down.
- Say *Hello children. Hello!* Elicit *Hello*. Draw attention to Monkey and say *Look at Monkey! Oh dear!*
- Pick up a tangled arm and say *Look at his arm!* Straighten out the two arms, lay them flat on the table and say *That's better!*
- Pick up a tangled leg and say *Look at his leg!* Again straighten the legs out and say *That's better!*
- Now pick up Monkey as a puppet and turn his head to you. Say *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 for today's weather and then draw a circle around it or ask a pupil to come up to the poster to draw a circle around it. Say the weather, e.g. *It's windy* and encourage the children to repeat.
- Then ask *What season is it today?* Say the four seasons, eliciting *Yes* or *No* as appropriate, then say the season, e.g. *It's autumn.*

- 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 mirror and write their name 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: *Look out, Rocket!* which shows the key character of this story, Rocket, with Monkey swinging on his back.
- Ask the class *Who can you see?* Point to Rocket and try to elicit *Rocket*. Say *Yes! Rocket! It's Rocket's story.*
- Point to Monkey on his back and ask *Who's this?* and encourage the class to say *Monkey!* Say *Yes, that's right, it's Monkey!*
- Then point to the robot on the shelf and ask *What's this?* and answer *It's a robot.*
- Read the title of the story *Look out, Rocket!*, using the cover illustration and mime to illustrate the meaning.

Listen to the story on the CD

- Say *Now let's listen to the story! Look out, Rocket!*
- Open the Big Story Book and play Story 2 on CD Track 14.
- As key vocabulary is heard, point to it in the pictures.
- During the song, do the actions together.

Story 2: Look out, Rocket CDTrack ⑭

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 and phrases. If you like, you can ask the children to stand up for this activity.

- | | |
|-------------------------------|---|
| 1 round and round and round | (Turn round on the spot) |
| Look out, Rocket! | (Point to Rocket) |
| 2 Crash crash! Bang bang! | (Clap) |
| 'Beep! Beep! Beepooooop' | (Flop forward) |
| 3 'Oh no! I'm sorry!' | (Hands on face and shake head) |
| 4 legs | (Point to your legs) |
| arms | (Point to your arms) |
| 5 hands | (Shake your hands) |
| feet | (Point to your feet) |
| 6 The robot looks funny! | (Mime a giggle) |
| 7 Click! Click! Click! Click! | (Clench your fists and put one fist on the other) |
| 8 Beep! Beep! Beep! | (Move your arms back and forth like a robot) |
| 'Hurray!' | (Throw your arms up in the air) |

③ Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CDTrack 15, encouraging the children to join in with the actions.

Swing swing CDTrack ⑮

- | | |
|---------------------------------|--|
| Rocket swings his monkey round, | (Turn round on the spot) |
| Round and round and round. | (Turn round on the spot) |
| Robot crashes to the ground, | (Stand stiffly like a robot) |
| Down and down and down! | (Bob down to the floor in stages) |
| Swing, swing! Hee hee! | (Swing your arms back and forth) |
| Monkey's swinging round! | (Turn round on the spot) |
| Crash crash! Bang bang! | (Clap twice, slap your legs twice) |
| Robot's on the ground. | (Point to the floor and shake your head) |
| (Repeat) | |

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

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables CDTrack ②**Class Book activity page 8**

- Hold up Class Book activity page 8. Point to the robot and say *Look! What's this?* Elicit *A robot.*
- Point to the parts of the robot and say *Oh dear. The robot is broken!* Point to each of the body parts and say the word, e.g. *Legs.* Encourage the children to repeat.
- Point to the robot's legs. Say *Robot's legs.* Begin to trace a line from the legs towards the appropriate part of the robot's body where they join on and start to draw in a leg to show the children what to do. Then say *Complete the robot.*
- Give out Class Book activity page 8 and pencils to the children. Encourage them to draw a pencil line to link the parts of the robot back to their right places and to draw the parts to complete the robot.

Checking the activity

- Hold up Class Book activity page 8 again. Point to the robot's legs and ask *Where are robot's legs?* Encourage the children to hold up their page and to point to the robot's legs and then join in as you retrace the pencil line to the correct part of the robot's body. Say *Here are robot's legs.*
- Repeat the procedure for all four body parts.
- Say *Well done! Very good!*

⑤ Goodbye**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**Goodbye time**

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

Goodbye song CDTrack ⑥**Extra time****Review of Unit 1: Flashcard game**

- Hold up the family flashcards one at a time and say the word.
- Invite six children to the front of the room and give them a flashcard each. Explain that you are going to say e.g. *Hello Mummy* and that the child with the corresponding flashcard should wave and say *Hello.*
- Repeat with six different children. You can also ask them to say *Goodbye.* Continue until each child has said *Hello* or *Goodbye.*

Where's Monkey game?

- Place the Monkey puppet on your head and pretend you can't see him. Look puzzled and ask the children, *Where's Monkey?* Then ask *Is he on my arms?* and point to your arms. Encourage them to say *No.* Continue until you say *Is he on my head?* Encourage the children to say *Yes* and *head.*
- Continue with the other body parts.

2 Look out, Rocket!

Lesson 2

Language

New:

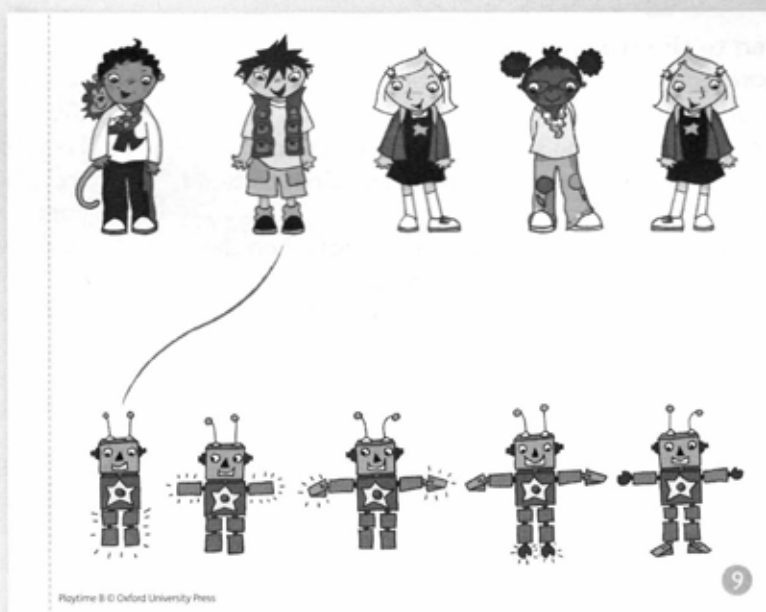
arms, body, feet, hands, head, legs
robot
round
Look out!
I'm sorry
The robot looks funny!

Recycled:

Oh no!
Hurray!

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 14, 15
Routine Poster
Big Story Book, Story 2: Look out, Rocket!
Class Book activity page 9
A clean and empty cloth bag



Extra time: Unit 2 body flashcards: arms, body, feet, hands, head, legs; character flashcards: Rocket, Star, Twig, Melody

1 Hello

Hello Monkey!

- Pick up Monkey and place him round your neck or hold him by his paws. Turn round on the spot so that Monkey and his tail swing out. Say *Look out, Monkey!* Settle him down on your arm to greet the children.
- Say *Hello, children, hello!* Elicit *Hello Monkey!*
- 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 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

- Show the first page of Story 2 in the Big Story Book: *Look out, Rocket!*
- Ask the class *Who can you see?* Elicit *Rocket* and *Monkey*.
- Read the title of the story *Look out, Rocket!* using the cover illustration and mime to illustrate the meaning. Invite the class to repeat *Look out* and do the action.

Read the story or play it on the CD

- Say *Now listen to the story! Look out, Rocket!*

- Open the Big Story Book and either tell the story or play it on CD Track 14.
- As key vocabulary is heard, point to it in the pictures.
- During the story song, do the actions and encourage the children to join in.

Story 2: Look out, Rocket CD Track ⑭

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 from the previous lesson.
- | | |
|-------------------------------|---|
| 1 round and round and round | (Turn round on the spot) |
| Look out, Rocket! | (Point to Rocket) |
| 2 Crash crash! Bang bang! | (Clap) |
| 'Beep! Beep! Beepooooop' | (Flop forward) |
| 3 Oh no! I'm sorry! | (Hands on face and shake head) |
| 4 legs | (Point to your legs) |
| arms | (Point to your arms) |
| 5 hands | (Shake your hands) |
| feet | (Point to your feet) |
| 6 The robot looks funny! | (Mime a giggle) |
| 7 Click! Click! Click! Click! | (Clench your fists and put one fist on the other) |
| 8 Beep! Beep! Beep! | (Move your arms back and forth like a robot) |
| Hurray! | (Throw your arms up in the air) |

4 Action song time

- Say *Now let's sing the story song*. Play the story song on CD Track 15, encouraging the children to join in with the actions.

Swing swing CD Track 15

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

5 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables CD Track 2

Class Book activity page 9

- Hold up Class Book activity page 9.
- Point to the picture of Rocket and ask *Who's this?* Encourage the children to answer *Rocket!* Ask *What does Rocket put on the robot?* With a pencil, begin to trace the line to the feet (which have been put on as hands by mistake – the third picture along) to show the children what to do and encourage them to say the robot part, e.g. *feet*.
- Complete the example on the page with the children, then say *Match*. Give out Class Book activity page 9 and pencils to the children.

Checking the activity

- Hold up Class Book activity page 9.
- Point to Rocket and ask *Who's this?* Encourage the children to answer *Rocket!* Then trace the path with your finger, encouraging the children to follow their pencil line with their finger at the same time. When you reach the robot say *Rocket puts on the ...* and encourage the children to say *feet*.
- Repeat the procedure with the other characters.

6 Goodbye

- 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

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Starter Unit Lesson 1.
- Put Monkey away in a clean and empty cloth bag and fold him up as you put him away. Say *Goodbye legs, goodbye arms, goodbye head, goodbye Monkey!*

Goodbye song CD Track 6

Extra time

Monkey says ...

- Say *Stand up, please*. Hold up Monkey so everyone can see him easily.
- Say *Monkey says Touch your head!* and with your other hand, make Monkey touch his own head.
- Repeat this for the other body parts to familiarise the children with the game.
- Explain that when Monkey gives them an instruction, they should only do it if you say *Monkey says*; if not, they should stay still.
- If children get it wrong, they should not be expected to sit out.

Flashcard game

- Stick the head and body flashcards on the board, with the head positioned on top of the body.
- Invite four children, or a group of children if you prefer, up to the front of the room and give each of them a character flashcard (but not Monkey).
- Divide the rest of the class into four groups and give each group one of the following flashcards: *legs, arms, hands, feet*.
- Explain that each body flashcard group must find the character from the story who put that body part on the robot. Once they've found the right character, the child with the character flashcard must then stick the body part on the board.
- Do an example with the children. Say to the group with the feet flashcard, *Who put the feet on the robot?* Encourage the children to say *Rocket* and then take the feet flashcard to the child holding the Rocket flashcard. Ask the child with the Rocket flashcard *Where do the feet go?* and help them put the feet on the robot on the board.

Lesson 3

Language

New:

arms, body, feet, hands, head, legs

Look out!

Move your body!

clap, nod, shake, stamp, wave

Recycled:

Colours

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 17

Routine Poster

Pocket Poster

Unit 2 body flashcards: arms, body, feet,

hands, head, legs

Class Book activity page 10

Extra time: Photocopy Master 5, website:

enough copies for one each



1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey' in Lesson 2 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

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

3 Vocabulary practice

- Point to your head and say *Head*.
- Encourage a child to take the head flashcard out of the Pocket Poster and to bring it to you. Point to your head and the head flashcard. Say *Head* and encourage the children to repeat.

- Repeat for all six body parts, pointing to the body parts on the flashcards and also to the body parts of different children around the class.

4 Vocabulary song

- Say *Now let's listen to a song!*
- Play CD Track 17. Do the actions and encourage the children to join in with them too.

Move your body CD Track ①7

- | | |
|------------------------------|--------------------------|
| Clap your hands. | (Clap once) |
| Clap! Clap! Clap! | (Clap three times) |
| Stamp your feet. | (Stamp once) |
| Stamp! Stamp! Stamp! | (Stamp three times) |
| Nod your head. | (Nod once) |
| Nod! Nod! Nod! | (Nod three times) |
| Move your body with me! Ooh! | (Wiggle your whole body) |
| Wave your arms. | (Wave once) |
| Wave! Wave! Wave! | (Wave three times) |
| Shake your legs. | (Shake once) |
| Shake! Shake! Shake! | (Shake three times) |
| Clap your hands. | (Clap once) |
| Clap! Clap! Clap! | (Clap three times) |
| Move your body with me! Ooh! | (Wiggle your whole body) |
| (Repeat) | |

5 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track ②

Class Book activity page 10

- Hold up Class Book activity page 10.
- Point to the dotted outline of the figure and say *Who is it?* Elicit *Rocket* and say *Yes, it's Rocket*.
- Begin to trace over the dotted outline of the figure with your finger or a pencil to show the children what to do. As you trace over the outline, name the body parts, e.g. *head, arm, hand, body, leg, foot*.
- Say *Trace over Rocket*.
- Give out Class Book activity page 10 and pencils to the children. Encourage them to draw round *Rocket* to complete all the body parts.
- Once they have traced over *Rocket*, take a coloured pencil and hold up the activity page. Colour part of the picture and say to the children *Colour Rocket*.

Checking the activity

- Hold up Class Book activity page 10 again and ask the children to hold up their books too.
- Point to each of the parts starting from the head. Follow the dotted line down and invite the children to the same. Elicit the names of the body parts from the children as you follow the line. Say *Well done!*
- Then point at the colours on the activity page, such as *Rocket's trousers*, and ask *What colour's this?* and elicit *Blue*.
- Then say *Well done! Very good!*

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Extra time

What is it?

- Ask the children to come and sit in a circle on the mat with you.
- Invite a volunteer to stand up and close their eyes. Hold *Monkey* up for the child and guide their hand to feel part of *Monkey*, e.g. his legs.
- Ask the child to name the body part in English saying e.g. *Legs*.
- If the child is not sure, let the class help them.
- Repeat the activity until all the children have had a go.

Photocopy Master 5: Trace

- Before the lesson, download and print enough copies of Photocopy Master 5 for each child, and one example.
- Hold up a copy of Photocopy Master 5 for everyone to see. Point to the children on the worksheet and ask *How many children are there?* and encourage the children to respond *Four!* Following the path of the ball from child to child with a pencil say *Yes! One, two, three, four! Trace the path*.
- Point to your legs and then point to the legs of the first character on the worksheet, and elicit *Legs*. With a pencil, draw over the legs and repeat *Legs. Trace the legs*.
- Give out copies of the Photocopy Master and pencils to the children. Encourage them to trace over the dotted lines.
- Once the children have finished, hold up the worksheet and point to each of the dotted body parts in the picture. Encourage the children to name each part. Then with your finger trace over the path of the ball and encourage the children to count, *One, two, three, four*.

Lesson 4

Language

New:

arms, body, feet, hands, head, legs

Move your body with me!

clap, stamp, nod, wave, shake

robot

round

Look out!

I'm sorry

The robot looks funny!

Recycled:

Colours

Yes, No

Oh no!

Hurray!

Materials:

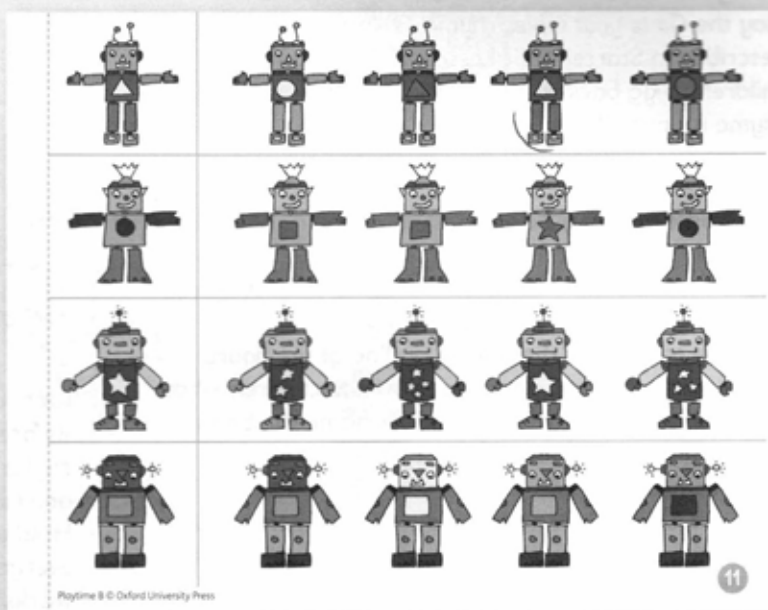
Monkey puppet

CD: Tracks 1, 2, 5, 6, 17

Routine Poster

Unit 2 body miniflashcards (Class Book page 41)

Unit 2 body flashcards: arms, body, feet, hands, head, legs



DVD Story 2: Look out, Rocket!

Class Book activity page 11

Extra time: Colour flashcards: blue, green, orange, purple, red, yellow; colour miniflashcards: blue, green, orange, purple, red, yellow

1 Hello

Hello Monkey!

- Say *Hello children. Hello!* Elicit *Hello*. Bring out Monkey and encourage the children to greet Monkey too.
- Go round the class inviting the children to say Hello again but this time offering them the chance to touch Monkey. Say *Say Hello and touch Monkey's head*. Repeat for the other five body parts, asking different children each time.
- 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 Practise the vocabulary with the miniflashcards

- Give out the body miniflashcards on page 41 of the Class Book to each child.
- Take the six body 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 body flashcards.

3 Vocabulary song

- Say *Now let's listen to the song, Move your body*.
- Explain to the children that they should listen to the song and hold up a body miniflashcard whenever they hear the word.
- Play CD Track 17. Hold up the corresponding flashcard when each body part is said and encourage the children to hold up their miniflashcards.

Move your body CD Track ①⑦

4 DVD Story 2: Look out, Rocket!

- Seat the class where they can all see the screen.
- Play Story 2 on the DVD all the way through without stopping the first time and let the children watch and enjoy the story.
- **Optional:** If you like, ask the children to hold up their body miniflashcards when they hear the matching words.

- 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: Look out, Rocket!

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

5 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables CDTrack ②

Class Book activity page 11

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

Checking the activity

- Hold up Class Book activity page 11 again. Point to the third robot in the top row of four and say *I can see a red and yellow body and green legs* and encourage the children to join in with you saying the colours and the body parts.
- Then ask *Is it this robot?* Answer *Yes!* and encourage the children to join in and to point to it with you.
- Repeat for the other three rows of robots, occasionally choosing the incorrect robot to prompt the answer *No!*
- Say *Well done! Very good!*

6 Goodbye

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 body miniflashcards, so that they can be used in another lesson (unless you choose to do the second game in 'Extra time' below).

Tidy up song CDTrack ⑤

Goodbye time

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

Goodbye song CDTrack ⑥

Extra time

Review of Playtime A

- Stick the ten colour flashcards on the board in a long row and make sure the children have their sets of colour miniflashcards.
- Take Monkey and make him hold a colour flashcard or a colour miniflashcard, but make sure the children can't see it.
- Make Monkey whisper to you and then say to the children *Monkey wants to know: What's your favourite colour?* Encourage the children to call out their favourite colour and to hold up the miniflashcard of that colour. Say to the children *Go to your favourite colour!* and encourage the children to line up in front of their favourite colour.
- With the children, count the number of children in front of each of the colour flashcards and then take their miniflashcards, stick them on the board next to the colour flashcard like a bar graph and count the numbers again.
- Ask the children, *What's Monkey's favourite colour?* and encourage the children to guess before revealing Monkey's flashcard.

TPR time

- Take several sets of body miniflashcards, enough to ensure that every child has one miniflashcard.
- Give out one card to each child and ask the children to look at their cards carefully.
- Explain to the children that you are going to say an instruction, and they should only react if the body part on their miniflashcard is mentioned. Use the instructions from the song, e.g. *Clap your hands!* Ask the children who have clapped to show their miniflashcards to check that they have the hands miniflashcard.
- Repeat until each body part has been said a couple of times.

Note: Sort the miniflashcards into individual sets again after these games.

Lesson 5

Language

New:

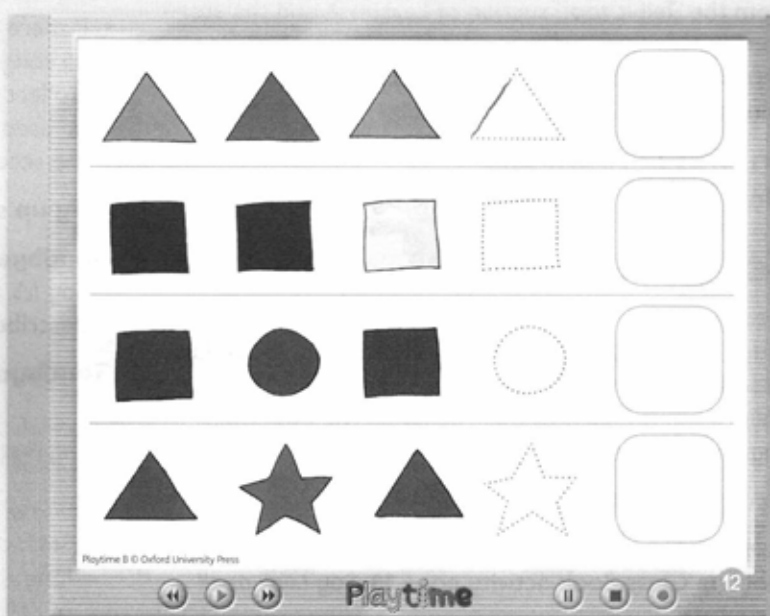
arms, body, feet, hands, head, legs
circle, square, star, triangle
robot
boxes

Recycled:

Colours
one, two
eyes, nose, mouth, face

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 17
Routine Poster
Unit 2 cross-curricular flashcard: robot
Unit 2 cross-curricular DVD section: *Let's make a robot!*
Class Book activity page 12



Extra time: yellow, blue, red, and orange paper shapes, a sheet of A4 blank paper for each child, glue, coloured cardboard shapes, a bag, a blindfold

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey' in Lesson 4 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1.
- Point to the shapes on the poster. Say *Look, a circle!* Draw a circle in the air and invite the children to copy the action and say *Circle* with you. Look around the class for other things which are circular. Draw the shape in the air in front of the item and repeat *Circle*. Ask the children to find other circular things in the classroom *Find a circle*.
- Repeat for *square, star and triangle*.

2 Vocabulary song

- Say *Let's sing the song, Move your body!*
- Play CD Track 17. Do the actions from Lesson 3 of this unit and encourage the children to join in with you.

Move your body CD Track ①⑦

3 Unit 2 cross-curricular film footage: *Let's make a robot!*

- Take Monkey and make him whisper to you. Then say *Monkey likes shapes! Monkey likes squares and draw two large squares one on top of the other on the board. Say Monkey likes circles and draw two circles: the robot's eyes. Then say Monkey likes triangles and draw a triangle for the nose. Say And Monkey likes stars and draw a large star on the robot's body. Ask the class What is it? and try to elicit Robot. Once they've guessed correctly, say Yes! It's a robot! Here are its arms and here are its legs. Draw the missing arms and legs.*
- 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 got squares and circles and a triangle and a star. Point to your robot drawing as you say the shapes.*
- When a child guesses correctly, show the children the photo of the robot on the cross-curricular flashcard. Say *Look! It's a robot! Then say Now we're going to watch a film about a robot.*
- Seat the class where they can all see the screen.
- Play the Unit 2 cross-curricular DVD section all the way through without stopping the first time for the children to watch and enjoy.
- Then play the same section again, encouraging the children to draw the shapes in the air when they are mentioned in the film.

Unit 2 cross-curricular film footage: Let's make a robot!

Let's make a robot!

We need a square box for the head and a square box for the body.

Let's paint the boxes blue. That's it!

That looks good!

Now we need to make the arms and the legs.

First the arms: red arms.

Then the legs: blue legs.

Next we need to make the hands.

Draw around your hand. Careful!

There! We've done it.

And now the feet. Cut them out.

Stick the hands to the arms, and the feet to the legs, and stick the legs to the body.

Look! He's waving!

But what about the face? We need to make the eyes.

This is a circle and this is a circle.

Look! It's got green eyes.

Now we need to make the nose.

Let's use a red triangle. It's got a red nose!

The robot's got a mouth too. That looks good!

Here's a yellow star. Let's stick the star on the body.

The robot's ready now. It looks great!

Hello robot! Hello!

- Ask the following questions to check if the children have understood the DVD. Help the children to answer them correctly.

What are they making? (A robot)

What colour is the head? (Blue)

How many circles are there? (Two)

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

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

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables CDTrack ②**Class Book activity page 12**

- Hold up Class Book activity page 12. Say *Look! Lots of shapes!* Point to the first row and say *A triangle. What colour's the triangle?* Elicit *Orange*. Say *Yes, orange! An orange triangle*. Repeat with the other triangles.
- Show the children what to do by tracing over the dotted lines of the last triangle with a green coloured pencil. Point to the box at the end of the row and ask them *What goes here?* Elicit *Triangle* and then elicit the colour.
- Then give out Class Book activity page 12 and coloured pencils to the children.

Checking the activity

- Hold up Class Book activity page 12 again. Point to each of the shapes and elicit the colour and the shape by saying *This is a ... triangle. The triangle is ... orange*, etc.
- At the end, say *Well done! Good work!*

5 Goodbye**Tidy up time**

- If you like, let Monkey be a good example and appear to help with the clearing up after this lesson. Play the *Tidy up* song while the children help you tidy things away.

Tidy up song CDTrack ⑤**Goodbye time**

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

Goodbye song CDTrack ⑥**Extra time****Shapes house**

- For this activity you will need the following shapes in bright coloured paper already cut out for each child: a large yellow square, two small blue squares, a large red triangle, a small orange triangle. Each child will also need a blank piece of paper and glue.
- Tell the children that you are going to make a house. Say *Show me a yellow square*. Stick the square. Then say *Show me a red triangle* and stick it on the board above the square to create a roof. Follow the same procedure for the two squares to make the windows.
- Then ask the children to draw a door while you draw one on your house on the board. When they have finished, say *Show me an orange triangle* and stick this above the door.
- Ask the children to add more detail to the house and the garden.

Lucky dip

- For this activity you will need plastic coloured shapes: circles, squares, triangles and stars.
- Put the shapes in a bag and mix them up. Seat the children in a circle and ask a volunteer to sit in the middle of the circle with you.
- Blindfold the child gently and help them to pick a shape from the bag. Ask *What shape is it?* and if the child is struggling, give them options e.g. *Is it a triangle?*
- Once the child has correctly identified the shape, ask them to guess the colour *What colour is it?*
- Play several times with different volunteers.

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

Lesson 6

Language

New:

arms, body, feet, hands, head, legs

circle, square, star, triangle

robot

boxes

Move your body with me!

clap, stamp, nod, wave, shake

Recycled:

Colours

Numbers 1–6

eyes, nose, mouth, face

Materials:

Monkey puppet

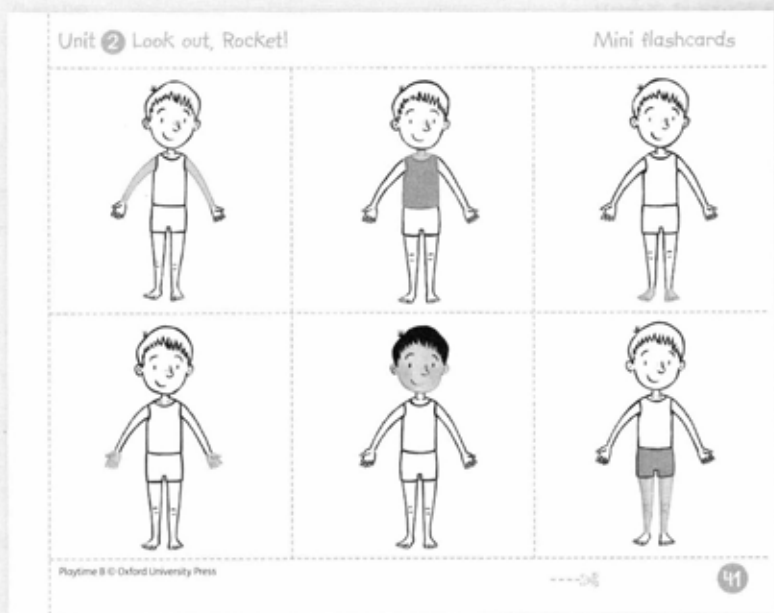
CD: Tracks 1, 2, 5, 6, 17

Routine Poster

Pocket Poster

Unit 2 body flashcards: arms, body, feet, hands, head, legs

Unit 2 cross-curricular flashcard: robot



Unit 2 cross-curricular DVD section: Let's make a robot!

Optional: Unit 2 body miniflashcards

Extra time: A4 blank paper for each child, paint

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 4 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.
- Point to the shapes on the poster. Ask *Where's the circle?* Invite a child to come and point to the right shape. Repeat for the other shapes too. If it is clear that the children have forgotten the names of the shapes, play the shapes game suggested in Lesson 5.

2 Practise the vocabulary with the Pocket Poster

- Take the six body flashcards and spread them out on the floor or desk.
- Give an instruction with one of the words and a number from 1–6, e.g. *Put the arms ... in number five!* and encourage one of the children at random to come and pick up the *arms* flashcard and to put it in fifth pocket of the 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 body 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 make a robot!

- Take Monkey and get him to hold the cross-curricular flashcard of the robot, without showing the children the picture. Say *Look! What's Monkey got?*
- Encourage the children to remember the robot from the last class. Prompt them by saying *Beep! Beep! Beep!* if necessary. Say *Yes! That's right! It's a robot.*
- Say *Now let's watch the DVD about the robot again!*
- Seat the class where they can all see the screen.
- Explain that the children should watch and join in with the actions of drawing shapes in the air and touching the parts of their body when they hear the words.
- **Optional:** If you like, give out the body miniflashcards and ask the children to hold them up when they hear the words *head, body, arms, legs, hands* or *feet* in the film.
- Play the DVD section to the end of the making the robot footage. Pause before the vocabulary section at the end.

Unit 2 cross-curricular film footage: Let's make a robot!

- Ask the following questions to check if the children have understood the DVD. Help the children to answer them correctly.
What shape is the body? (Square)
What shape is the nose? (Triangle)
What shape are the eyes? (Circles)

- Now play the vocabulary at the end of the Unit 2 DVD section.
- Ask the children to stand up and encourage them to repeat each word as they hear it and to touch or point to the corresponding part of their body.

4 Robot action activity

- Ask the class to stand in a circle. Ask them all to stand very straight and stiff like robots. Remind them that robots are machines and only move one body part at a time – so they need to do the same to be robots.
- Explain that you will say a body part or face part and ask them to move only that part. The aim of the game is to find the best class robot.
- Say body parts and see who moves best. You can support the words by showing the flashcard images at first, but after a few repeats, the children should be able to respond to the audio instruction only.
- Make the game an elimination game at the end to find the best robot. Invite the class to applaud the winner and invite the winner to give a stiff, robotic bow!

5 Vocabulary song

- Say *Let's sing the Move your body song!*
- The children may be stiff from the previous activity, so play the song to relax them all again. Explain that the children should listen and join in with the actions to the song. Play CD Track 17.

Move your body CD Track 17

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track 6

Extra time

Chinese whispers

- Attach the body flashcards to the board and put Monkey at the front of the classroom.
- Divide the class into two groups and line them up from the back of the class to the board.
- Tell the children that you are going to whisper a body part to both children at the back of the line and that when you say *Go!* they have to whisper it to the next child. The child nearest the board has to point to the flashcard of the word or touch the part of Monkey that they think they heard.

Hand flowers

- Give each child a blank piece of A4 paper.
- Explain that they are going to make flowers in lots of different colours. Say *Let's make a flower. Draw a yellow circle.*
- Once they have finished the yellow circle, explain that they are going to do hand prints to make the petals. Hand out trays of paint with perhaps a different colour on each table. Show them how to do a hand print and then let them finish their flowers by printing their hand several times round the yellow circle until they have a complete circle of 'petals'.
- Then give them some green paint so they can paint a stem.
- Once the flowers are finished and have dried a little, say to the children *Hold up the red flowers.* Only the children with red flowers should hold up their pictures. Continue with the other colours.
- Put the pictures on the wall to make a display of hand flowers.

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



Lesson 7

Language

New:

arms, body, feet, hands, head, legs
robot
round
Look out!
I'm sorry.
The robot looks funny!
happy, sad

Recycled:

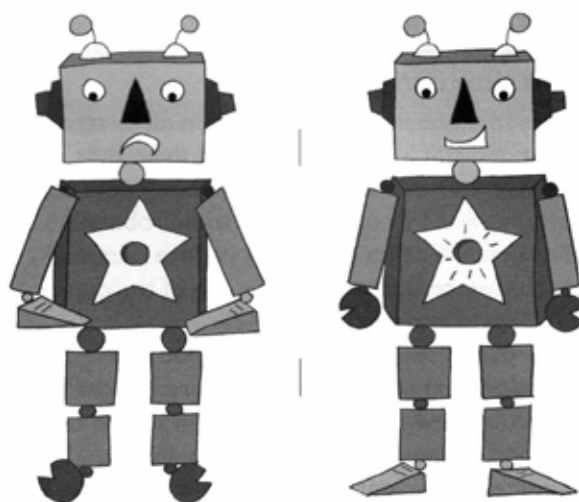
Colours
Oh no!
Hurray!

Materials:

Monkey puppet
CD: Tracks 1, 5, 6, 14
Routine Poster
Pocket Poster
Unit 2 body flashcards: arms, body, feet, hands, head, legs
Class Book Unit 2 pop-out

Unit 2 Look out, Rocket!

Pop-out



Playtime B © Oxford University Press

DVD Story 2: Look out, Rocket!

Optional: Props for acting out the story**Extra time:** Character flashcards: Rocket, Star, Twig, Melody, Photocopy Master 18, website: enough copies for one each, coloured pencils

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey' in Lesson 2 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 body flashcards and hold them in Monkey's mouth.
- Go round the class and invite one child at a time to take one of the cards from Monkey and to say what it is. Ask *What's Monkey got?*
- If the child says the word correctly, tell them to put it in a certain pocket of the Pocket Poster, e.g. *Put the legs in the blue pocket.*
- Once all the flashcards are in place, let Monkey choose one to show the class. Encourage the class to say the word e.g. *Legs!* Then put the flashcard back in the Pocket Poster but hidden behind another card, so that it appears to be missing. Ask *Where are the legs?* and elicit the pocket colour, or the number if you prefer.
- Repeat for all the flashcards.

3 Class Book activity

Pop-out 2: Make the pop-out robot

- Hold up the robot you have made from pop-out 2. Say *Look, it's a robot!*
- Point to each of the robot's body parts and elicit the words from the children.
- Say *Now you can make a robot too!* Either give out the pages for the children to pop out the robots where they are, or use the *Go to your tables* rhyme to lead them back to their desks to make them.
- Show the children how to pop out their own robots and then go round the class stapling the two robots together.

Play with the robot pop-out

- Play a game with the robot.
- Ask the class to hold up their robots and then say *Show me the robot's head* and encourage them to point to the head. Continue until they have pointed to all the body parts.
- Then grin brightly and say *Show me the happy robot.* Encourage the children to fold the pop-out to reveal the smiling robot head and to grin themselves. Then, looking unhappy, say *Show me the sad robot* and make sure they've all folded back the robot's head to show the sad face. Repeat, saying it faster and faster to make it more fun. Once they are confident with the words *happy* and *sad*, ask a volunteer to take your place, saying *happy* or *sad*.

4 DVD Story 2: Look out, Rocket!

- Let the children keep their robots while they watch Story 2 on the DVD again.
- Explain before they watch that they should fold over the sections of their robots as the robot is repaired in the story.
- Play Story 2 on the DVD. Encourage the children to fold their robot when they see the robot in the story being repaired.

Story 2: Look out, Rocket!

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 robots ready.
 - Play Story 2 on CD Track 14. 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 hold up and fold the robot when they hear him being repaired in the story.
- | | |
|-------------------------------|---|
| 1 round and round and round | (Turn round on the spot) |
| Look out, Rocket! | (Point to Rocket) |
| 2 Crash crash! Bang bang! | (Clap) |
| 'Beep! Beep! Beepoooo' | (Flop forward) |
| 3 Oh no! I'm sorry! | (Hands on face and shake head) |
| 4 legs | (Point to the pop-out robot's legs) |
| arms | (Point to the pop-out robot's arms) |
| 5 hands | (Shake the pop-out robot's hands) |
| feet | (Point to the pop-out robot's feet) |
| 6 The robot looks funny! | (Mime a giggle) |
| 7 Click! Click! Click! Click! | (Fold the pop-out into place, leaving the head till last) |
| 8 Beep! Beep! Beep! | (Move your arms back and forth like a robot) |
| Hurray! | (Throw your arms up in the air) |
- 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, e.g. a robot from the class toy box.

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Extra time

Story memory game with the pop-out

- Stick the four character flashcards of Rocket, Star, Twig and Melody on the board.
- Ask the children to hold their robots up.
- Point to the Star flashcard and ask *What does Star put on the robot?* Encourage them to try to remember the story. If they need help, ask *Was it the head?* Elicit *No.* Ask *Was it the arms?* Yes!
- Continue with the other characters, making sure the children point to the pop-out robot as they answer. In the case of Melody and Rocket, make sure they point to the robot with the hands and feet in the wrong places. In the case of Twig make sure they point to the robot with the hands and feet in the right places.

Photocopy Master 18: Make a happy robot invitation

- Before the lesson, download and print enough copies of Photocopy Master 18 for each child, and one example.
- Use the invitation template 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 18.
- 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 robot next to the text of the invitation and different shapes around it.

Lesson 8

Language

New:

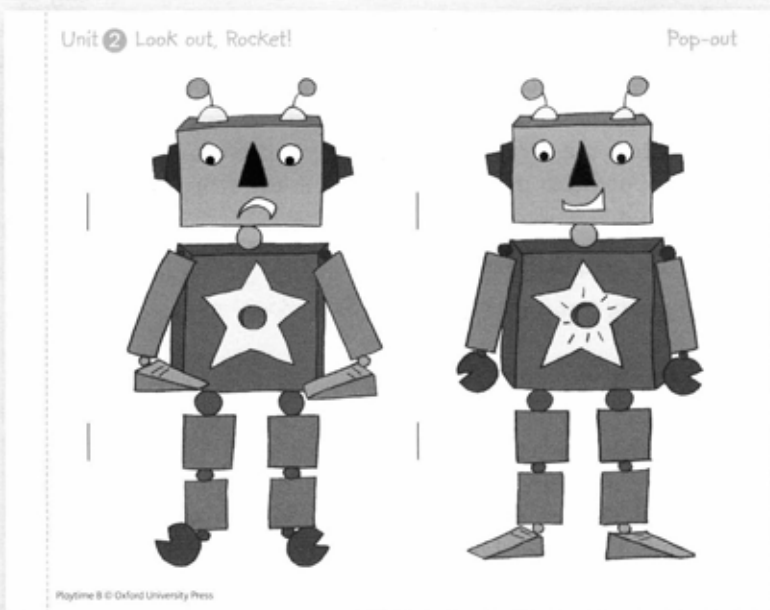
arms, body, feet, hands, head, legs
robot
round
Look out!
I'm sorry.
The robot looks funny!
Move your body with me!
clap, stamp, nod, wave, shake

Recycled:

Oh no!
Hurray!
Thank you

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 6, 14, 17
Class Book Unit 2 pop-out
Unit 2 body miniflashcards: arms, body, feet,
hands, head, legs
Paper stars for each child to use as rewards



Unit 2 body flashcards: arms, body, feet, hands, head, legs

Optional: Props for acting out the story

Extra time: Pocket Poster, Unit 2 face flashcards from Playtime A: eyes, nose, mouth, face, ears, hair; Photocopy Masters 16 and 17, website: enough copies for one each, 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, for example.

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 use their pop-out robots during the story and the song.

Story 2: Look out, Rocket! CD Track ⑭

3 Vocabulary song

- To add to the performance, play or sing the *Move your body* song and encourage the children to join in, doing the actions. As each body part is mentioned, invite the class to hold up the corresponding miniflashcard.

Move your body CD Track ⑰

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 to put their face on their hands as if they are sleeping while they listen.

Settling song CD Track ④

- Then do a quiet review activity to end the unit.
- Tell the children that everybody must be absolutely quiet and not make a sound. Take the body flashcards, show each one quickly and put them in the Pocket Poster.

- Point to or move a part of your body, then point to a child and ask him / her to come up to the Pocket Poster, to take out the corresponding flashcard and to give it to you.
- Repeat for all the flashcards.
- At the end, say *Well done!*

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Extra time

Touch Monkey!

- Divide the class into two groups. Sit Monkey at the front of the class and hand out three body flashcards to each group.
- Explain to the class that you are going to give an instruction using one of the body words and the child with that flashcard must run to Monkey and touch the corresponding part of his body. Say *Touch Monkey's arms!*
- Repeat, making sure different children have the opportunity to touch Monkey.
- **Optional:** If you would like to add an element of revision to this game, give the groups six flashcards each: three body flashcards and three face flashcards from *Playtime A*.

Photocopy Masters 16 and 17: Unit 2 Picture Dictionary

- Before the lesson, download and print enough copies of Photocopy Masters 16 and 17 for each child. Then stick the bottom of Photocopy Master 16 onto Photocopy Master 17 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. Make sure that all the children have 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 a 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!* Do the same with all the flashcards.
- 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:

arms, body, feet, hands, head, legs
clap, nod, shake, stamp, wave
up, down

Recycled:

Colours
Numbers 1–6
Yes / No
ears, eyes, face, hair, mouth, nose

Materials:

Monkey puppet
CD: Tracks 1, 5, 6, 17
Routine Poster
Pocket Poster
Unit 2 body flashcards: arms, body, feet, hands,
head, legs
Unit 2 body miniflashcards: arms, body, feet, hands,
head, legs
Plasticine
Cardboard box

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 from Lesson 1 of this unit.

Hello song CD Track ①

2 Re-present the vocabulary with the Pocket Poster

- Take the six body flashcards. Hold up one and say the word, e.g. *Hands!* Say the word again and encourage the children to repeat the word and to move that part of their body.
- Say either the number or the colour of one of the pockets on the Pocket Poster. Invite one child to come and take the flashcard and put it in the correct pocket. Say the word again and encourage the children 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

- Prepare a stack of body miniflashcards and have them to hand.

- Put the vocabulary song *Move your body* on in the background. Tell the children to dance to the music, moving different parts of their bodies to the rhythm. Explain to them that when you pause the music they must stop moving and stay perfectly still.
- Each time you pause the music, describe the positions of the children, e.g. *Maria has her hands up, Roberto has one leg down and one leg up!*
- If a child moves, they are eliminated from the game, but they must come and pick the miniflashcard of the part of their body they moved. Ask *What did you move Maria?* If they are struggling, help them by asking *Yes / No* questions, i.e. *Did you move your arms Maria?* Those who have been eliminated must stand as still as possible holding their miniflashcard.
- Continue the game until all the children have been eliminated from the game.

4 Vocabulary song

- Say *Now let's listen to the song about moving your body!*
- Ask the children to stand up.
- Play CD Track 17. Do the actions and encourage the children to join in too.

Move your body CD Track ① ⑦

5 Plasticine figures

- Explain to the children that they are going to make plasticine models of the child sitting next to them.
- Hand out plasticine of various colours. Take them through it step by step, for example, say *We need a head* and roll a ball of plasticine. Continue with the other body parts.
- If you would like to revise the face words from *Playtime A*, go through the above procedure with the parts of the face, say e.g. *We need hair*.
- Once all the models are finished, collect them and create a classroom display. If you like, make a model classroom from a cardboard box and arrange the plasticine models in the 'classroom'. Say *Look at our lovely classroom! Well done, everyone!*

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Extension lesson

Language

New:

boy, girl
arms, body, feet, hands, head, legs
Move your body with me!
clap, stamp, nod, wave, shake

Recycled:

one, two
Colours
dress, hat, shoes, socks, trousers, T-shirt
ears, eyes, face, hair, mouth, nose

Materials:

Monkey puppet
CD: Tracks 1, 5, 6, 18
Routine Poster
Large roll of wrapping paper
Paints and paintbrushes

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 large roll of wrapping paper, pencils or paint. Each child will also need a paintbrush and painting clothes.

1 Hello

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

Hello song CDTrack ①

2 Present the theme

- Invite two volunteers, a boy and a girl, up to the front of the class.
- Ask the rest of the class *How many arms does (Juan) have?* Elicit *Two*. *How many arms does (Alicia) have?* Elicit *Two*. Continue with more similarities and then point out some differences, e.g. in hair colour or clothing.

3 Project work

- Ask all the children to stand up. Divide the class into girls and boys.
- Give each group a large piece of paper from the roll, big enough to draw round one of the children. Choose one child in each group to lie down on the paper and another child to draw round them.

- When they have finished tracing round the child in their group, everyone decorates the body, painting on the clothes, hair and face.
- Once the pictures are dry, hang them up at the front of the class and encourage the groups to describe their pictures, e.g. say *What is she wearing? What colour eyes has he got?*

4 Karaoke song

- Stick the pictures made in the previous activity to the board.
- Explain that you are all going to sing the *Move your body* song, doing the actions.
- Divide the class into boys and girls again, and line them up in front of their respective pictures.
- Play the karaoke version of the *Move your body* song, encouraging the children to join in with the actions and as much of the song as they can.
- The child closest to the pictures in each line has to run up to their group's picture and touch the part of the body which they're singing about and then run to the back of the line. Then the next child in line does the same.
- The other children should do the normal actions from Lesson 3 while they wait for their turn.

Move your body (karaoke version) CDTrack ⑱

5 Goodbye

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

Goodbye time

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

Goodbye song CDTrack ⑥

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

Workbook lesson A

Language

New:

arms, body, feet, hands, head, legs
circle, square, star, triangle
robot
boxes

Recycled:

Colours
eyes, nose, mouth, face

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 17
Routine Poster
Unit 2 cross-curricular flashcard: robot
Unit 2 cross-curricular DVD section: Let's make a robot!
Workbook page 7
Unit 2 body flashcards, Playtime A face flashcards

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey' in Lesson 4 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.
- Point to the shapes on the poster. Identify a circle, square, star and triangle.

2 Vocabulary song

Move your body

- Say *Let's sing the song, Move your body!*
- Play CD Track 17. Do the actions from Lesson 3 of this unit and encourage the children to join in with you.

Move your body CD Track ①⑦

3 DVD cross-curricular film footage: Let's make a robot!

- Take Monkey and make him whisper to you. Then say *Monkey says that the robot has shapes. Monkey says, 'What are the shapes called?' Let's help Monkey!*
- Let Monkey hold the Unit 2 cross-curricular flashcard. Point to the shapes on the robot and then let Monkey point to the shapes on the Routine Poster. Then say together *It's got squares and circles, a triangle and a star.*
- Then say *Now we're going to watch a film about a robot.*

- Seat the class where they can all see the screen. Play the Unit 2 cross-curricular DVD section all the way through, encouraging the children to draw the shapes in the air when they are mentioned in the film.

Unit 2 cross-curricular film footage: Let's make a robot!

- Ask the following questions and help the children to answer them correctly.
Can you see any squares?
What colour is the body?
What colour are the arms/legs?
- When the DVD section has finished, say *Now let's go to the tables.*

4 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables CD Track ②

Workbook page 7

- Hold up the Workbook, open on page 7. Say *Look! Lots of shapes! Point to the circle and say What is this? Elicit circle. Point inside the shape and say What can you see in the circle? Elicit head. Say Yes, head! Trace a line with your finger from the head to the head on Twig in the middle of the sheet to show the class what to do. Repeat with the next shape to make sure the instructions are clear.*
- Then give out the Workbooks, open on page 7, and coloured pencils to the children. Say *Match.*

Checking the activity

- Hold up a completed Workbook page. Point to each of the shapes and elicit the name of the shape and of the body part in it.
- At the end, say *Well done! Good work!*

5 Flashcard time: one or two?

- Show the flashcards of the face parts and the body parts and say *One or two?* If there is one (body), the children should put up one arm. If there are two (eyes) they should put up both arms.

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Workbook lesson B

Language

New:

arms, body, feet, hands, head, legs
circle, square, star, triangle
robot

Move your body with me!
clap, stamp, nod, wave, shake

Recycled:

Colours
eyes, nose, mouth, face

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 17
Routine Poster
Pocket Poster
Unit 2 body flashcards: arms, body, feet, hands,
head, legs
Workbook page 8

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 4 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.
- Point to the shapes on the poster. Ask *Where's the circle?* Invite a child to come and point to the right shape.
- Repeat for the other shapes too. Ask volunteers to find matching shapes around the classroom.

2 Double robot activity time

- Invite two volunteers to come to the front.
- Ask the first child to stand in front, facing the class, with the second child directly behind.
- Explain that you will say either *one* or *two* and then a body part. If you say *One, stamp your legs*, then the first child stamps their legs. If you say *Two, wave your arms*, then the child at the back waves his or her arms. This looks funny and is great fun as well as revising vocabulary.
- Repeat for all the body parts. Support your words with the body flashcards if you wish.
- Optional:** Organize the children into pairs and repeat the activity with the whole class, but only if you have plenty of space.

3 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables CD Track ②

Workbook page 8

- Hold up the Workbook, open on page 8. Say *Look! A mirror!*
- Explain that the children have to draw and colour themselves in the mirror. Say *Draw yourself in the mirror.*
- Give out the Workbooks, open at page 8, and coloured pencils to the children.
- Encourage them to draw a picture of themselves from head to feet in the mirror.

Checking the activity

- When the children have finished, say *Show me your picture!* Encourage the children to hold up their pictures. Say *Well done! Very good!*
- Ask *Where are your legs?* *Point to your legs!* and encourage them to point to their legs in the picture and repeat *Legs* with you.
- Ask them to point to each of their other five body parts from this unit too.
- Optional:** If you like, take this opportunity to revise parts of the face too. You could say for example, *Point to your nose!*
- Congratulate the children again on their drawings. Say *Well done!*

4 Vocabulary song

- Say *Let's sing the song, Move your body!*
- Explain that the children should listen and join in with the song, holding up their self-portraits and pointing to the various body parts as they hear them in the song. Play CD Track 17.

Move your body CD Track ①7

5 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Workbook lesson C

Language

New:

arms, body, feet, hands, head, legs
robot
round
Look out!
I'm sorry
The robot looks funny!

Recycled:

Oh no!
Hurray!

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 14, 15
Routine Poster
Big Story Book, Story 2: Look out, Rocket!
Workbook page 9

1 Hello

Hello Monkey!

- Pick up Monkey but let Monkey try to hide. Ask *What's wrong, Monkey?* Let Monkey whisper to you. Say *Oh dear! You've got three legs? Monkey, let's look!* Count the legs with the class and find two. Let Monkey whisper again and then hold up Monkey's tail. Say *No, Monkey, this is not a leg, this is a tail!* Ask the class to help Monkey count. Say *Let's count for Monkey!* Count two arms, two legs, one body and one tail and so on.
- Say *That's better! Now Monkey can say hello! Hello, children, hello!* Elicit *Hello Monkey!*
- 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 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

- Show the first page of Story 2 in the Big Story Book: *Look out, Rocket!*

- Repeat the story focus section from Lesson 2 of this unit. Point to Monkey's tail and invite the class to look out for Monkey's tail in the story.

Read the story or play it on the CD

- Say *Now listen to the story! Look out, Rocket!*
- Open the Big Story Book and either tell the story or play it on CD Track 14.
- As key vocabulary is heard, point to it in the pictures.
- During the story song, do the actions and encourage the children to join in.

Story 2: Look out, Rocket! CD Track ⑭

3 Action song time

- Say *Now let's sing the story song.* Play the story song on CD Track 15, encouraging the children to join in with the actions.

Swing, swing CD Track ⑮

4 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables CD Track ②

Workbook page 9

- Hold up the Workbook, open on page 9.
- Point to the picture of Rocket and ask *Who's this?* Encourage the children to answer *Rocket*. Ask *Where are Rocket's feet?* Point to his feet. Say *Let's match.* With a pencil, begin to trace the line from the feet to the footprints to show the children what to do and encourage them to say the body part, *feet*.
- Complete the example on the page with the children and then say *Match*. Give out the Workbooks, open on page 9, and pencils to the children.

Checking the activity

- Hold up the completed Workbook page.
- Match the footprints to each character.
- Say *Well done!*

5 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Workbook lesson D

Language

New:

arms, body, feet, hands, head, legs
robot
round
Look out!
I'm sorry
The robot looks funny!

Recycled:

Oh no!
Hurray!

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 17
Routine Poster
Big Story Book, Story 2: Look out, Rocket!
Workbook page 10
Enough complete sets of body miniflashcards for
each group of four to six children
Optional: Playtime A CD Track 12

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 4 of this unit.

Hello song CD Track ①

Routine Poster

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

2 Make a body activity time

- Put the class into groups of four to six children. Take enough sets of the body miniflashcards for each group to have one.
- Hide the body flashcards around the classroom. Ask one child at a time from each group to get up and look for a miniflashcard.
- Explain that they need to find all the cards to make a complete body. When they find a card they need, e.g. head, they bring it back to their table and another child from the group can go and look.
- If the children find a card they don't need, e.g. another head card, they put it back where they found it.
- The first group to build a complete body out of miniflashcards is the winner!

3 Vocabulary song

- Say *Let's sing the song, Move your body!*

- Explain that the children should listen and join in with the song, holding up their self-portraits and pointing to the various body parts as they hear them in the song. Play CD Track 17.

Move your body CD Track ⑩

4 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables CD Track ②

Workbook page 10

- Hold up the Workbook, open on page 10. Say *Look at the faces!*
- Explain that the children have to look at all the faces and match one of the faces across the row with the face in the key column on the left.
- Give out the Workbooks, open at page 10, and coloured pencils to the children. Say *Match and circle.*
- Encourage them to match and circle the faces correctly.

Checking the activity

- When the children have finished, hold up the Workbook page again.
- Ask the children to point to the matching image and check that they have answered correctly.
- Optional:** If you like, take this opportunity to revise parts of the face again. You could say for example, *Point to your nose!*
- Say *Well done!*

5 Action song revision time

- Optional extra activity:** Say *Let's sing the song, Monkey says!*
- Explain that the children should listen and join in with the song, to revise the parts of the face again. Play Playtime A CD Track 12.

Monkey says (Level A) CD Track ⑫

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Lesson 1

Language

New:

drum, guitar, piano, shaker, triangle, trumpet

shake

Stop!

It's too noisy!

Bang!

Recycled:

Thank you

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 19, 20

A clean and empty cloth bag

Shaker (or equivalent)

Routine Poster

Big Story Book, Story 3: *It's too noisy!*

Class Book activity page 13

Unit 3 music flashcards: *drum, guitar, piano, shaker, triangle, trumpet*



Extra time: Unit 2 body flashcards: *arms, body, feet, hands, head, legs*, musical instruments or Unit 3 music flashcards

1 Hello

Hello Monkey!

- Before you start the lesson, place Monkey in a clean and empty cloth bag with a shaker or another item that you can use to make a noise.
- Put your hand in the bag to take Monkey out and make a noise with the item, but pretend that it is Monkey making the noise.
- Say *What's that noise? Shake! Shake! Shake! Let's look!*
- Take Monkey out of the bag and say *Who is it? Show Monkey* and elicit *Monkey!* from the class.
- Look in the bag and say *What's that noise?*
- Now let Monkey whisper to you and say to the children Monkey says, *Hello children, Shake! Shake! Shake!*
- Ask the children to say *Hello Monkey! Shake! Shake! Shake!* Repeat it together and say *Well done!*
- 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 Unit 2 Lesson 1.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you 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: *It's too noisy!* which shows the key character of this story, Melody.
- Ask the class *Who can you see?* Point to Melody and try to elicit *Melody*. Say *Yes! Melody! It's Melody's story.*
- Point to her face and say *Look at Melody! What's the matter?*
- Point to the sound lines around her head and, putting the book down for a moment and putting your hands on your ears, say *It's too noisy!*
- Encourage the class to copy the action.

Listen to the story on the CD

- Say *Now listen to the story, It's too noisy!*
- Open the Big Story Book and play Story 3 on CD Track 19.
- As key vocabulary is heard, point to it in the pictures.
- During the song, do the actions, encouraging the children to join in as much as possible.

Story 3: *It's too noisy!* CD Track ① 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 and phrases. If you like, you can ask the children to stand up for this activity.

- 1 Yippee! (Wave your hands above your head)
- 2 Ting! Bang!
Toot toot!
Plinkety plonk! (Mime playing the different instruments)
- 3 Stop! Stop!
Stop! (Cover your ears with your hands)
It's too noisy!
- 4 Shake! Shake! (Mime shaking a shaker)
- 5 Bang! Bang! (Mime banging a drum)
Bang!
- 6 Ting! Ting! (Mime tapping a triangle)
Ting!
- 7 Plinkety plonk! (Mime playing a piano)
Twang! (Mime strumming a guitar)
- 8 Thank you, (Clap)
Melody!

3 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 20 encouraging the children to join in with the actions.

Shake, bang, ting! CD Track 20

- 1, 2, 3. (Count on your fingers)
We can shake, (Mime shaking a shaker)
shake, shake.
- 4, 5, 6. (Count on your fingers)
We can ting, ting, ting. (Mime playing a triangle)
- 7, 8. (Count on your fingers)
We can bang, (Mime playing a drum)
bang, bang
- 9, 10. (Count on your fingers)
We can, shake, (Do each instrument mime again)
bang, ting.
Twang!
(Repeat)

4 Class Book activity

Go to your tables

- Play the *Go to your tables rhyme*. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track 2

Class Book activity page 13

- Hold up Class Book activity page 13.
- Point to the picture of Twig. Say *Who's this?* Elicit *Twig*. Ask *What does Twig play?* Begin to trace a line to the shaker with a pencil to show the children what to do.
- Point to the row of characters and the row of instruments and say *Link with a line*.
- Give out Class Book activity page 13 and pencils to the children. Encourage them to draw a pencil line to link each character with the instruments they play in the story.

Checking the activity

- Hold up Class Book activity page 13 again. Point to each of the characters in turn and say their names with the children.
- Then point to each of the musical instruments and try to elicit or repeat their names with the children.
- Encourage them to hold up their page and to join in re-tracing their pencil lines with their finger. Say, e.g. *Twig plays the shaker*. Don't expect them to repeat the full sentence, though you can encourage those who wish to try to do so.

5 Goodbye

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

Goodbye time

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

Goodbye song CD Track 6

- Let Monkey try to take the shaker back into a clean and empty cloth bag with him and make a lot of shaking noises. Say *Stop, Monkey, Stop! It's too noisy!* Take the shaker and put Monkey away.
- Invite the class to wave and say goodbye to Monkey.

Extra time

Review of Unit 2

- Place the six Unit 2 body 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. Tell the children to try and 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.

What is it?

- If there are real instruments available, use them. If not, use the flashcards and Monkey.
- Let Monkey watch as you pick a flashcard and say *What is it?* Invite the class to guess.
- Join in saying the name of the instrument together and say *Well done!*
- Let Monkey whisper to you and say *Now Monkey will try.*
- Let him hold up a card and say the wrong word, e.g. *Triangle* instead of *Drum*. Ask the class *Is it a triangle?* Shake your head and elicit *No!* and the correct answer.
- Repeat for the other flashcards until Monkey gets it right!

Lesson 2

Language

New:

drum, guitar, piano, shaker, triangle, trumpet

It's too noisy!

Stop!

shake

Bang!

Recycled:

Thank you

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 19, 20

A clean and empty cloth bag

Routine Poster

Big Story Book, Story 3: *It's too noisy!*

Class Book activity page 14

Extra time: Unit 3 music flashcards: *drum, guitar, piano, shaker, triangle, trumpet*



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14

1 Hello

Hello Monkey!

- Before the lesson, hide Monkey in a clean and empty cloth bag.
- Take Monkey out of the bag and show that he is holding his head in his hands. Ask *What's the matter, Monkey?* Let him whisper to you, then tell the class, *Monkey says, 'It's too noisy! Shh!'*
- Whisper *Hello children!* Ask the children to whisper *Hello Monkey!*
- Invite Monkey to join the class in singing the *Hello* song and sing it all together, very quietly the first time and then hold up Monkey and say *That's better, let's sing it again!* and sing it louder.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you 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: *It's too noisy!*
- Ask the class *Who can you see?* Elicit *Melody.*

- Point to her face and say *Look at Melody! What's the matter?*
- Point to the sound lines around her head and, putting the book down for a moment and putting your hands on your ears, say *It's too noisy!*
- Encourage the class to copy the phrase and the action.

Read the story or play it on the CD

- Say *Now listen to the story! It's too noisy!*
- Open the Big Story Book and either tell the story or play it on CD Track 19.
- As key vocabulary is heard, point to it in the pictures.
- During the story song, do the actions and encourage the children to join in.

Story 3: *It's too noisy!* CD Track ①9

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 from the previous lesson.
- 1 Yippee! (Wave your hands above your head)
 - 2 Ting! Bang!
Toot toot!
Plinkety plonk!
 - 3 Stop! Stop! Stop!
It's too noisy! (Cover your ears with your hands)

- 4 Shake! Shake!
Shake! (Mime shaking a shaker)
- 5 Bang! Bang!
Bang! (Mime banging a drum)
- 6 Ting! Ting!
Ting! (Mime tapping a triangle)
- 7 Plinkety plonk!
Twang! (Mime playing a piano)
- 8 Thank you,
Melody! (Mime strumming a guitar)

4 Action song time

- Say *Stand up, please. Let's sing the story song.* Play CD Track 20 encouraging the children to join in with the actions.

Shake, bang, ting! CD Track 20

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

5 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track 2

Class Book activity page 14

- Hold up Class Book activity page 14.
- Point to the picture of the class playing the musical instruments. Say *Look at the pictures.*
- Point to the teacher playing the guitar in the first picture and then the teacher playing the shaker in the second picture. Say *Look here ... and here. Is it the same?* Shake your head and elicit *No!*
- Trace a circle with your finger around the teacher and the shaker in the second picture to show the children what to do.
- Give out Class Book activity page 14 and pencils to the children. Encourage them to draw circles around the differences in picture two and to count them to make sure they have found and circled five.

Checking the activity

- Hold up Class Book activity page 14 again. Encourage them to hold up their page and to point one by one to the differences they have found and circled in the second picture. As you point to each circled character and instrument, say e.g. *Twig is playing a ...* and encourage the children to say *triangle*.

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track 6

- Let Monkey whisper to you. Say in a whisper *Monkey says goodbye.*
- Invite the class to whisper *Goodbye* to Monkey as you put him in a clean and empty cloth bag.

Goodbye song CD Track 6

Extra time

Stop! It's too noisy!

- Sit in a circle and hold up the flashcard of the drum.
- Say *Play the drum!* and demonstrate miming banging a drum, saying *Bang! Bang! Bang!*
- Encourage the children to join in and explain that they have to stop when you say *Stop! It's too noisy!*
- Now hold up the triangle flashcard. Say *Play the triangle!* Demonstrate hitting a triangle and say *Ting! Ting! Ting!*
- Repeat for the other instruments. If you like, invite one of the children to lead the activity.

Musical cards

- Ask the children to sit in a circle.
- Play a song from the CD and pass three or four of the music flashcards around the circle.
- Stop the music at random and encourage the children to try to say the name of the instrument card they are holding.

Lesson 3

Language

New:

drum, guitar, piano, shaker, triangle, trumpet
play, bang, shake, sing

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 22

Routine Poster

Pocket Poster

Unit 3 music flashcards: drum,

guitar, piano, shaker, triangle, trumpet

Class Book activity page 15

Extra time: Photocopy Master 6,

website: enough copies for one each



1 Hello

Hello Monkey!

- Pick up Monkey and show him to the class. He is busy miming playing the guitar.
- Say *Hello Monkey! What are you doing?*
- Let Monkey whisper to you and say *Monkey's playing the guitar, let's say hello and play the guitar too!*
- All mime playing the guitar and say *Hello*. Say *Hello, children* Elicit *Hello Monkey!*
- Play the *Hello* song on CD Track 1, encouraging the children to join in and helping Monkey join in, this time all miming playing the guitar to the song.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 Present the vocabulary with the Pocket Poster

- Mime playing one of the instruments, e.g. the piano.
- Ask the class to guess which one it is. Ask *What is it?*
- The child that guesses correctly can come and get the flashcard from you and put it in the Pocket Poster.
- Repeat for all the flashcards.

3 Vocabulary practice

- Take the triangle, guitar and piano flashcards and place them, facing inwards, over the drum, trumpet and shaker flashcards. Pick up the Monkey puppet and sit him on your lap.
- Say *Where's the drum? Show Monkey, please!*

- Invite a volunteer to come and uncover the drum, point to it for Monkey and say *Drum!*

- Repeat for the other cards and then vary it by swapping the cards or their positions around to make it a harder memory game.

4 Vocabulary song

Play the piano

- Ask the class to stand in a circle. Say *Let's sing a new song!*
- Play CD Track 22. Sing along and encourage the children to listen.

Play the piano CD Track ②②

Play the trumpet.	(Mime playing the trumpet)
Bang the drum.	(Mime playing the drum)
Play the triangle.	(Mime playing the triangle)
Ting, ting, ting!	(Mime playing the triangle)
Shake the shaker.	(Mime shaking the shaker)
Play the guitar.	(Mime playing the guitar)
Play the piano	(Mime playing the piano)
And sing, sing, sing!	(Mime holding a microphone)

5 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track ②

Class Book activity page 15

- Hold up Class Book activity page 15.
- Point to the drum in the top line and say *What's this?* Try to elicit *Drum* and confirm the answer by saying, *Yes, it's a drum.*
- Ask *Can you see another drum?*
- With your finger trace along the path to the drum in the bottom row. Say *Follow the path.*
- Point out the dotted lines on the drum in the bottom row and trace over the pattern with your finger. Say *Trace over the drum.*
- Give out Class Book activity page 15 and pencils to the children. Encourage them to follow the paths and trace over the dotted lines on the instruments.

Checking the activity

- Hold up Class Book activity page 15 again and ask the children to hold up their page too.
- Ask them to point to their page and to tell you what each instrument is called. Say *What is it?* and elicit the words. Say *Well done!*

6 Goodbye**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**Goodbye time**

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

Goodbye song CD Track ⑥**Extra time****Find the shaker**

- If the class is small, ask the class to close their eyes. Hide the shaker flashcard in the room. Ask the class to open their eyes and find the shaker. Say *Find the shaker!*
- If the class is large, place all the flashcards face down on the floor or table and mix them up. Invite one child at a time to come and turn over a card to look for the shaker. Say *Find the shaker!*
- If they turn over a card that is not the shaker, elicit the name of the instrument and turn the card back over.
- When the shaker is found let everyone mime shaking a shaker and say *Shake! Shake! Shake!*

Photocopy Master 6: Trace and colour. Make a trumpet.

- Before the lesson, download and print enough copies of Photocopy Master 6 for each child, and one example.
- Hold up Photocopy Master 6 and show the children how to trace over the decoration lines. Say *Trace over the dots.*
- Invite the class to colour and decorate the trumpet cone shape.
- Cut out along the cut lines and roll the paper into the trumpet shape.
- Help each child stick the sides together with sticky tape.
- When everyone is ready, repeat together, *I've got a trumpet!* Play it together by saying *Toot! Toot! Toot!*

Lesson 4

Language

New:

drum, guitar, piano, shaker, triangle, trumpet

It's too noisy!

play, bang, shake, sing

Stop!

Recycled:

Numbers 1–10

Thank you

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 22

A clean and empty cloth bag

Routine Poster

Pocket Poster

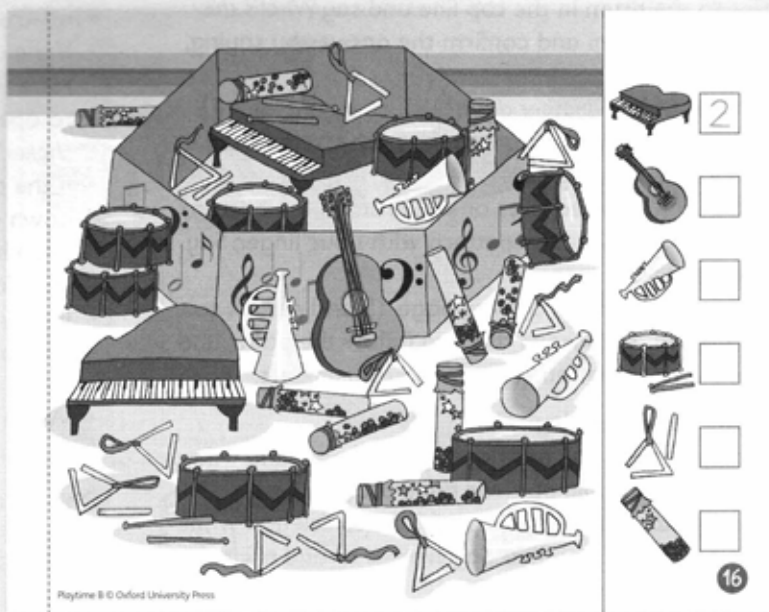
Colour flashcards: red, yellow, green, blue

Extra time: Unit 2 colour flashcards:

red, blue, yellow, green, orange, purple

Unit 3 music flashcards: drum, guitar, piano,

shaker, triangle, trumpet



Unit 3 music miniflashcards (Class Book page 40)

DVD Story 3: *It's too noisy!*

Class Book activity page 16

1 Hello

Hello Monkey!

- Pick up a clean and empty cloth bag with Monkey in it. Listen as if you can hear something.
- Say *I can hear something. Monkey's counting!*
- Take Monkey out of the bag and show that he is holding up his 'hands'. Use one of Monkey's hands to tap the other hand as if counting on his fingers.
- Say *Let's count with Monkey. Hold up your hands! Count 1–10 with Monkey.*
- Repeat this all together and say *Well done!*
- 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 Unit 2 Lesson 1.

2 Practise the vocabulary with the miniflashcards

- Invite six children to place the six flashcards in the pockets of the Pocket Poster.
- Give out the miniflashcards on page 40 of the Class Book to each child.
- Tell the children to place the cards face up on their desks.

- Tell the children to close their eyes. Shuffle the flashcards around in the pockets and take one away. Give it to Monkey and sit him on the desk with the flashcard in his lap.
- Ask the class to open their eyes, to work out which flashcard is missing and to hold up the corresponding miniflashcard. Ask *What's missing?*
- Check that they are holding up the correct miniflashcard and then invite a child to go to Monkey and take the real flashcard to show the class.
- Say e.g. *Yes! It's the guitar!* Repeat the word together.
- Mix the flashcards in the Pocket Poster up again and repeat the activity.

3 Vocabulary song

- Say *Now let's listen to the Play the piano song.*
- Explain to the children that they should listen to the song and hold up a music miniflashcard whenever they hear the word.
- Play CD Track 22. Hold up the corresponding flashcard when each musical instrument word is said and encourage the children to hold up their miniflashcards.

Play the piano CD Track ②②

4 DVD Story 3: It's too noisy!

- Seat the class where they can all see the screen.
- Play Story 3 on the DVD all the way through without stopping the first time and let the children watch and enjoy the story.
- **Optional:** If you like, ask the children to hold up their music miniflashcards when they hear the matching words.
- 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 to sing and act out the story song.
- **Optional:** If you like, ask the children to stand up to join in with the story and the song.

Story 3: It's too noisy!

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

5 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track ②

Class Book activity page 16

- Hold up Class Book activity page 16.
- Point to the picture of the music box and the instruments scattered around it. Say *How many pianos can you see?* Point to the first piano and then the second, counting aloud with the class as you do so. Say *Yes, there are two pianos.*
- Point to the piano at the top of the column on the right and then draw the children's attention to the number 2 in the box.
- Give out Class Book activity page 16 and pencils to the children. Encourage them to count the musical instruments and to write the numbers in the appropriate boxes.

Checking the activity

- Hold up Class Book page 16 again. Point to each of the instruments in the column on the right. For each one ask *What is it?* and elicit the name of the musical instrument. Then ask *How many (guitars) can you see?* and count the instruments in the main picture with the class.
- Say *Well done! Very good!*

6 Goodbye

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 music miniflashcards for the children to use in another lesson.

Tidy up song CD Track ⑤

Goodbye time

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

Goodbye song CD Track ⑥

Extra time

Review of Playtime A: Actions

- Sit the children in a circle. Hold Monkey and make him jump up and down. Say *Wow Monkey. What are you doing?* Make Monkey whisper in your ear and say *Do you want to jump?* Turn to the children and say *Monkey wants to jump. Let's all jump.* Encourage the children to stand up and jump up and down with Monkey.
- Say *Sit down now.* Let Monkey start another action and encourage the children to join in. Repeat for all six action words:
jump: jump up and down;
run: run on the spot;
play: wave both arms in the air in excitement;
slide: with your hands, show the action of sliding down a slide;
climb: mime climbing up;
clap: clap your hands together.

Game with the miniflashcards

- Make sure all the children have their music miniflashcards.
- Stand where all the class can see you clearly. Mime playing an instrument, e.g. the piano, and ask the class to hold up the corresponding flashcard.
- When they all get it right, use the phrase, *I can play the piano!*
- Invite the class to copy the action and repeat *Piano* or the whole phrase if they can, *I can play the piano!*
- Repeat by miming playing the other instruments too.

irlanguage



Lesson 5

Language

New:

drum, guitar, piano, shaker, triangle, trumpet
musical instruments

shake

It's too noisy!

Recycled:

star, circle

Numbers 1–6

box

Colours

paint, pencil

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 22

Routine Poster

Unit 3 music flashcards: drum, guitar, piano,
shaker, triangle, trumpet

Unit 3 cross-curricular flashcard: shaker

Unit 3 cross-curricular DVD section:

Let's make some noise!



Class Book activity page 17

Extra time: Materials for making a shaker:
a yoghurt pot per child, beans or dried pasta,
cellophane, elastic bands, materials for decoration

1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello Monkey!* Take Monkey's hand and shake it, as if shaking hands.
- Let Monkey whisper to you and say to the class, Monkey says, *Shake, shake, shake your hand!*
- Let Monkey go round the class and shake hands with some of the children as he says, *Hello, children!* Elicit *Hello Monkey!* from the class.
- 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 Unit 2 Lesson 1.

2 Vocabulary song

- Say *Let's sing the Play the piano song!*
- Play CD Track 22. Do the actions from Lesson 3 and encourage the children to join in with you.

Play the piano CD Track ②②

3 Unit 3 cross-curricular film footage:

Let's make some noise!

- Show the class the cross-curricular flashcard of the hand-made shaker that they make on the DVD.
- Say *What's that?* If they do not recognize it, show them the unit flashcard of the shaker. Say and repeat *Shaker*.

Unit 3 cross-curricular film footage: Let's make some noise!

Look, here are the musical instruments.

There's a piano, a guitar, a drum, a triangle, a trumpet and a shaker!

Shake! Shake! Shake!

Let's make a shaker!

First decorate the pots.

Put on some blue and red stars.

Put in the beans. That's it!

Now put on the circles.

Red, green, purple and blue!

Fix it on!

Ready? Shake!

Four shakers: 1, 2, 3, 4!

Shake, shake! Shake, shake!

We can make a guitar too.

We need a box.

Let's paint it yellow and blue.

That looks good.

Let's put on the strings. Careful!

We need a pencil too. That's right.

And now the neck.
Twang! It's a guitar!
Let's play together.
One, two, three!
Ooh! It's too noisy!

- Ask the following questions to check if the children have understood the DVD. Help the children to answer them correctly.
 - 1 What are they making? (*Shakers and a guitar*)
 - 2 What colours are the stars? (*Blue and red*)
 - 3 What colour is the guitar box? (*Yellow and blue*)
- When the DVD section has finished, say *Now let's put the scenes in order!*

4 Class Book activity

Go to your tables

- Play the *Go to your tables rhyme*. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track ②

Class Book activity page 17

- Hold up Class Book activity page 17. Point to the first picture and ask *What is it?* Elicit *Shaker*. Say *Well done!* Ask *Where is picture one?* Point to the box with the 1 in it, next to the first picture from the sequence of stages for making the shaker and say *Number one*.
- Point to the other pictures and say *Find number two*. Go through pointing and encourage the children to say *Yes* when you point to the second picture in the sequence.
- Give out Class Book activity page 17 and pencils to the children. Encourage them to write the numbers in the boxes to show the correct sequence of stages for making the shaker.

Checking the activity

- Hold up Class Book activity page 17 again. Point to picture one in the sequence and say *One*. Repeat with all six pictures in the correct order.
- Say *Excellent! Well done!*

5 Goodbye

Tidy up time

- If you like, let Monkey be a good example and appear to help with the clearing up after this lesson. Play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Goodbye time

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

Goodbye song CD Track ⑥

- Take Monkey's hand and shake it, as if shaking hands.
- Let Monkey whisper to you and say to the class, *Monkey says, Shake, shake, shake your hand!*
- Let Monkey go round the class and shake hands with some of the children as he says, *Goodbye children!* Elicit *Goodbye Monkey!* from the class.

Extra time

Let's make a shaker

- Follow the procedure shown on the Unit 3 cross-curricular DVD section: Let's make some noise! for the children to make their own shakers.
- Encourage the children to decorate their shakers.
- Play or sing a song and ask the children to shake their shakers in time to the rhythm.

Musical paintings

- Before the lesson, collect together a few different pieces of music, e.g. upbeat, slow, marching, etc.
- Explain to the children that music can make us feel different things. For example, some songs make us feel sleepy and relaxed, like the *Settling* song. Others give us energy and make us want to be active, like the *Tidy up* song.
- Play one of the pieces of music you have brought to class and ask the children to listen carefully and think about how it makes them feel.
- Hand out paper and paints or coloured pencils to each child and tell them they must paint how they feel when they listen to the music. Tell them they must think carefully about what colour best reflects how they feel. Play the music again and let them paint their picture.
- Repeat with a very different piece of music and then ask the children to hold up their paintings and tell you what's different about them, e.g. the different colours and shapes, and ask them how they felt about each piece of music.

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

3 It's too noisy!

Lesson 6

Language

New:

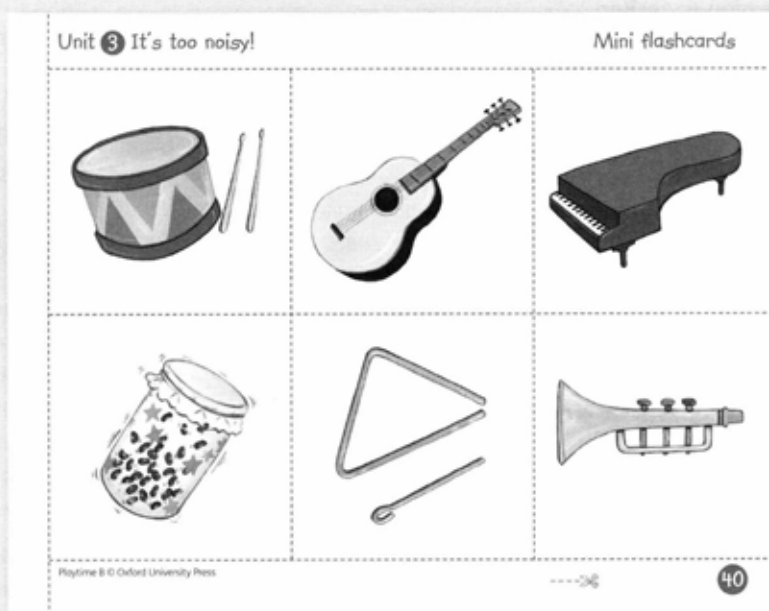
drum, guitar, piano, shaker, triangle, trumpet
musical instruments
shake, play, bang, sing
It's too noisy!
Stop!

Recycled:

star, circle
Numbers 1–6
box
Colours
paint, pencil

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 22
Routine Poster
Pocket Poster
Unit 3 music flashcards: drum, guitar, piano,
shaker, triangle, trumpet
Unit 3 cross-curricular flashcard: shaker



Unit 3 cross-curricular DVD section:

Let's make some noise!

Number flashcards 1–10, Colour flashcards: blue, green,
orange, red, purple, yellow

Extra time: xylophone

1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello Monkey!*
- Let Monkey go round the class and shake hands with some of the children as he says, *Hello, children!* Elicit *Hello Monkey!* from the class.
- See if they can remember the phrase from the previous lesson: *Shake, shake, shake your hand!*
- 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 Unit 2 Lesson 1.

2 Practise the vocabulary with the Pocket Poster

- Invite one of the children to mime playing one of the instruments.
- Let the class guess what it is called and say the name in English.
- The child that guesses correctly can come and take the flashcard and place it in the Pocket Poster.
- When all the flashcards are in their pockets, reverse the procedure. Say the name of one of the instruments and invite the class to mime the action of playing it.

The first child to mime the correct action can come and take the flashcard out again.

- Repeat for all the flashcards.

3 Unit 3 cross-curricular film footage:

Let's make some noise!

- Take the cross-curricular flashcard of the shaker and show the class. Ask *What's this?* Prompt them by saying *Shake! Shake! Shake!* and then repeat together *Shaker*.
- Say *Good. Well done!*
- Say *Now let's watch the DVD about the shaker again!*
- Seat the class where they can all see the screen.
- Explain that the children should watch and join in with the actions of shaking the shaker when they hear *Shake, shake! Shake, shake!* and *shaker*.
- **Optional:** If you like, give out the music miniflashcards and ask the children to hold them up when they hear the words *triangle, drum, guitar, trumpet, piano* and *shaker* in the film.
- Play the DVD section to the end of footage about making the shaker. Pause before the vocabulary section at the end.

Unit 3 cross-curricular film footage: Let's make some noise!

- Ask the following questions to check if the children have understood the DVD. Help them to answer correctly.
What colour are the circles? (Red, green, purple, blue)
How many shakers are there? (Four)
What other musical instruments are there? (Piano, drum, triangle, trumpet)
- Now play the vocabulary section at the end of the Unit 3 DVD section.
- Encourage the children to repeat each word after they hear it and to hold up the corresponding musical instrument miniflashcard.

4 Musical phrases

- Prepare three piles of flashcards, perhaps in three small boxes or on three small chairs. The first set of cards, on the left for the pupils, is the numbers set, the second set of cards, in the middle for the pupils, is the colours set and the third set of cards, on the right for the pupils, is the musical instruments set.
- Ask the rest of the class to gather round where they can see clearly. This may be in a circle or sitting on the floor.
- Invite three volunteers to come to the front and ask each one to stand behind a set of flashcards.
- On the count of three (say 1, 2, 3!) ask the volunteers to pick up one card each from the pile at random.
- Say the three cards from left to right to make a phrase, for example: *6 blue drums!*
- Repeat the activity for different combinations such as: *5 green trumpets; 2 white pianos; 4 red guitars, 8 pink triangles; 3 purple shakers.*

Note: You can use any six number cards and any six colour cards so you can choose the ones that need to be reviewed most.

5 Vocabulary song

- Say *Let's sing the Play the piano song!*
- Explain that the children should listen and join in with the song, holding up their Class Book activity page and pointing to the various instruments as they hear them in the song. Play CD Track 22.

Play the piano CD Track 22

6 Goodbye**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

Goodbye time

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

Goodbye song CD Track 6

Extra time**Colour commands**

- Divide the children into groups of four or five. Give each group a colour flashcard.
- Tell the class to mime playing the instrument you mention if you call out their colour. Say *Red, play the piano*. Encourage the red group to mime playing the piano, whilst the other groups stand still. Call out more commands using different instruments and colours, so that different groups are playing different instruments at the same time.
- Say *Stop! It's too noisy!* and invite a volunteer to say the commands or help you to call out commands by pointing to a colour flashcard and a musical instrument flashcard.

Xylophone colours and numbers

- Bring a xylophone into class. If the bars aren't already coloured, stick a different coloured sticker on each bar, and stick a different number on each bar too.
- Ask the children to sit in a circle and place the xylophone in the middle.
- Explain to the children that they are going to listen to a song. Pass a number flashcard and a colour flashcard around the circle. When you pause the music, the children holding the flashcards must come up to the xylophone, say the colour or number and hit the corresponding bars.
- Repeat with different colour and number flashcards.

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

Lesson 7

Language

New:

drum, guitar, piano, shaker, triangle, trumpet

music box

It's too noisy!

shake

Stop!

Bang

Recycled:

Thank you

Colours

Numbers 1–6

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 19

A clean and empty cloth bag

Routine Poster

Class Book Unit 3 pop-out

Pocket Poster

Unit 3 music flashcards: *drum, guitar, piano, shaker, triangle, trumpet*

Unit 3 It's too noisy!

Pop-out



Playtime 8 © Oxford University Press

Class Book Unit 3 pop-out

DVD Story 3: *It's too noisy!*

Optional: props for acting out the story

Extra time: Photocopy Master 18, website: enough copies for one each, coloured pencils and optional collage materials

1 Hello

Hello Monkey!

- Open the bag with Monkey in and look inside. Look back to the class and say *Monkey's asleep!*
- Divide the class into four groups. Tell the first group that they should mime banging a drum and say *Bang! Bang!* Ask the next group to mime playing the piano and to say *Plinkety Plonk!* Ask the third group to mime playing the guitar and to say *Twang! Twang!* and then ask the last group to mime blowing the trumpet and to say *Toot toot!*
- After a few seconds, pull Monkey out of the bag on your hand and make his head move quickly as if he's looking around.
- Say *Stop! Well done! Look, Monkey's awake! Let's say hello Monkey!* Elicit *Hello Monkey!* Let Monkey say *Hello, children!*
- Play the *Hello* song on CD Track 1, encouraging the children to join in and helping Monkey join in with the actions to the song.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 Practise the vocabulary with the Pocket Poster

- Invite a child to come to the board and tell them to take a flashcard as you hold out the set face down.
- Let them show it to the class and say what it is, e.g. *Piano.*
- Say *Put the piano in the red pocket.*
- Ask other volunteers to do the same for the other instruments.
- When all the instruments are in place, say to a child *Take the piano out of the red pocket and put it in the blue pocket.* Help the child to do this so that the others understand what to do.
- Repeat the activity to revise all the colours.

3 Class Book activity

Pop-out 3: Make the Pop-out music box

- Show the children the music box you have prepared from Pop-out 3.
- Say *Now you can make a pop-out music box too!* Either hand out the pages for the children to pop out where they are, or use the *Go to your tables* rhyme to lead them back to their desks to make them.
- Show the children how to pop out their own music box and fold over the flaps.

Play with the music box

- Play a game with the children and their music boxes.
- Fold all the pop-out star points inwards to cover the images of the instruments. Each of the star points has a number on it which we can now see.
- Play a memory game by asking *What's under number (one)?* Ask them to try and remember and then to unfold the star point to see what's hiding underneath.

4 DVD Story 3: It's too noisy!

- Let the children keep their music boxes while they watch Story 3 on the DVD again.
- Explain before they watch that they should fold over the star points so the music box is closed, and that they should unfold each point to reveal the relevant musical instrument as it appears in the story.
- Play Story 3 on the DVD. Encourage the children to join in with the phrases and actions from the 'Tell it too!' section of Lesson 2, and to sing and act out the story song.
- **Optional:** If you like, ask the children to stand up to join in with the story and the song.

Story 3: It's too noisy!

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

5 Acting out

- Say *Now let's act out the story! Stand up, please.*
 - Play Story 3 on CD Track 19. Encourage the children to join in with the key story actions and phrases as much as they can, as well as the story song.
- | | |
|--|---|
| 1 Yippee! | (Wave your hands above your head) |
| 2 Ting! Bang!
Toot toot!
Plinkety plonk! | (Mime playing the different instruments) |
| 3 Stop! Stop!
Stop!
It's too noisy! | (Cover your ears with your hands) |
| 4 Shake! Shake!
Shake! | (Mime shaking a shaker) |
| 5 Bang! Bang!
Bang! | (Mime banging a drum) |
| 6 Ting! Ting!
Ting! | (Mime tapping a triangle) |
| 7 Plinkety plonk!
Twang! | (Mime playing a piano)
(Mime strumming a guitar) |
| 8 Thank you,
Melody! | (Clap) |
- 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, e.g. any real instruments to show the audience what the story is about. You could also use these props in the performance in the next lesson.

6 Goodbye**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**Goodbye time**

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

Goodbye song CD Track ⑥**Extra time****Game with the pop-out**

- Say *We need to play music. We need a one and a six. What do we need?*
- Let the children look under numbers 1 and 6 on the pop-out and tell you which instruments are needed by naming them, e.g. *Piano and guitar.*
- Repeat with different number combinations. Ask for three numbers once they have mastered answering with two.
- Write the numbers 1–6 on pieces of paper and put them on the walls or on a clear surface.
- Explain that you are going to say the name of an instrument, and that they have to find it on their music box, turn down the star flap to see the corresponding number, and touch the piece of paper on the wall with that number on it.
- Repeat several times.

Photocopy Master 18: Make a musical invitation

- Before the lesson, download and print enough copies of Photocopy Master 18 for each child, and one example.
- Use the invitation template 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 18.
- 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 musical instrument next to the text or decorate it with other sticky shapes.

3 It's too noisy!

Lesson 8

Language

New:

drum, guitar, piano, shaker, triangle, trumpet

It's too noisy!

shake, play, bang, sing

Stop!

Bang!

Recycled:

Thank you

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 6, 19, 22

Class Book Unit 3 pop-out

Unit 3 music miniflashcards: drum, guitar,

piano, shaker, triangle, trumpet

Paper stars for each child to use as rewards

Unit 3 music flashcards: drum, guitar, piano,

shaker, triangle, trumpet

Unit 3 It's too noisy!

Pop-out



Playtime B © Oxford University Press

Optional: Props for acting out the story

Extra time: Photocopy Masters 16 and 17, 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 and explain that they are going to perform the story and the song. 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 stand up and use their pop-out music box at the appropriate points in the story.

Story 3: It's too noisy! 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 Play the piano song and encourage the children to join in, doing the actions. As each musical instrument is mentioned, invite the class to hold up the corresponding miniflashcard.

Play the piano CD Track ②②

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 to put their face on their hands as if they are sleeping while they listen.

Settling song CD Track ④

- Then do a quiet review activity to end the unit. Show the music flashcards to the children briefly and then explain that you are going to imitate the sound of the instruments one by one. Tell them to listen carefully to guess the instrument. When they think they know what it is, they put their hands up.

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

6 Goodbye

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

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Starter Unit Lesson 1.
- Ask the class to say *Goodbye Monkey!*

Goodbye song CD Track ⑥



Extra time

Pop-out time

- Hold up the pop-out music box. Say to the children *Hold up your music box!*
- Fold the flap over the piano and say *Goodbye, piano!* Encourage the children to join in with you. Repeat with the other flaps.
- Close the whole musical star to finish the topic.

Photocopy Masters 16 and 17: Unit 3 Picture Dictionary

- Before the lesson, download and print enough copies of Photocopy Masters 16 and 17 for each child. Then stick the bottom of Photocopy Master 16 onto Photocopy Master 17 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. Make sure that all the children have 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 a 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!* Do the same with all the flashcards.
- 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.

3 It's too noisy!

Reinforcement lesson

Language

New:

drum, guitar, piano, shaker, triangle, trumpet
shake, play, bang, sing

Recycled:

Numbers

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 22

Pocket Poster

Unit 3 music flashcards: *drum, guitar, piano, shaker, triangle, trumpet*

A favourite song on CD

Optional: objects to use as musical instruments

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

3 Vocabulary practice

- Ask the children to sit in a circle. Place the flashcards face down in the middle of the circle.
- Pick up a flashcard, look at it without showing the children, and then mime playing that instrument.
- Ask the children to guess which instrument it is. When the correct word is guessed, tell the children to repeat the word with you and to mime playing that instrument.
- Repeat with the other flashcards. If you like, invite a volunteer to take your place by picking up a flashcard and miming the instrument.

4 Vocabulary song

Play the piano

- Say *Now let's listen to the song about musical instruments!*
- Ask the children to stand up.
- Play CD Track 22. Do the actions and encourage the children to join in too.

Play the piano CD Track ②

5 Making music

- Sit the children on the mat near you. Explain that you are going to clap a rhythm and once you have finished the children have to try and clap that same rhythm. Keep the rhythm very simple at first, e.g. three claps evenly spaced, and allow the children several attempts to copy you accurately.
- Repeat with another rhythm, e.g. two short claps followed by a pause then another two short claps.
- Continue with other rhythms according to the ability of the class. If the children seem quite confident with clapping to the rhythm, encourage them to repeat numbers to the beat with you, e.g. *One, two. One, two.*
- Tell the class that you are going to play a song on the CD and they are going to clap in time to the rhythm of the song. Practise clapping part of the rhythm of the song together first, several times if necessary, keeping the rhythm you choose as simple as possible. Then play the CD of the song and encourage the children to join in with the clapping.
- **Optional:** If you like, pick out some 'instruments' from around the classroom. This could be real musical instruments, or as simple as banging on a plastic pot with a pencil, shaking a box of crayons, etc. Give a few children these 'instruments' to play alongside the song, whilst the remainder of the class continue to clap the rhythm. After one round, allow different children to play the 'instruments'.

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Extension lesson

Language

New:

tambourine

drum, guitar, piano, shaker, triangle, trumpet

shake, play, bang, sing

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 22, 23

A tambourine

Paper plates, crêpe paper, paints, collage materials

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 tambourine to show the children, and collect together various collage materials.

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

- Ask the children which instruments they can remember. Elicit the six musical instruments and practise the actions for each with the children.
- Tell the children that they are going to listen to a new instrument. Shake a tambourine behind your back, then bring it out to show the children. Let them pass it around giving it a shake. Tell them the name in English. Say *This is a tambourine. Shake shake shake!*
- Show the children the home-made tambourine that you prepared before the class. Shake it and say *Tambourine!*
- Say *Tambourine!* again, but this time shake the tambourine in rhythm with the word.

3 Project work

- Demonstrate to the children how to make the tambourine. First, they decorate the outside of two paper plates as they wish.
- Then you need to staple the two plates together around the edge, but leaving half open. The children then add some dried beans, sand or rice, and you can then finish stapling up the tambourine. If you like, you can add some crepe paper streamers to the bottom of the tambourine.
- Optional:** Another possibility is to use a hole-puncher to make holes around the outside of the paper plate and lace wool through them to hold the two plates together. Add a few staples too to make it secure.
- Once all the children have finished making their tambourines, explain to the class that they are going to play them to accompany the *Play the piano* song.
- Play the *Play the piano* song and encourage the children to shake their tambourines to the beat.

Play the piano CD Track ②

4 Karaoke song

- Explain that they are now going to play their tambourines along to the rhythm of the karaoke version of the *Play the piano* song.
- Play the karaoke version, encouraging the children to join in with their tambourines.
- Play the karaoke version again, but this time lower the volume in the middle of the song and encourage the children to shake their tambourines to the same rhythm. Then raise the volume again to see whether they've managed to keep the rhythm.
- Repeat a couple of times to give the children more opportunities to follow the rhythm.

Play the piano (Karaoke version) CD Track ③

5 Goodbye

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 goodbye* and repeat the procedure described in 'Goodbye time' in Starter Unit Lesson 1.

Goodbye song CD Track ⑥

Workbook users – now go to pages 90 and 91 for Workbook lessons C and D.

Workbook lesson A

Language

New:

drum, guitar, piano, shaker, triangle, trumpet
musical instruments
shake
It's too noisy!

Recycled:

square, circle, triangle
star

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 22
Routine Poster
Unit 3 music flashcards: *drum, guitar, piano, shaker, triangle, trumpet*
Unit 3 cross-curricular flashcard: *shaker*
Unit 3 cross-curricular DVD section: *Let's make some noise!*
Workbook page 11

1 Hello

- Pick up Monkey and say *Hello Monkey!*
- Let Monkey go round the class and shake hands with some of the children as he says, *Hello, children!* Elicit *Hello Monkey!* from the class.
- See if the pupils can remember the phrase from the previous lesson: *Shake, shake, shake your hand!*
- 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 Unit 2 Lesson 1.

2 Vocabulary song

- Say *Let's sing the Play the piano song!*
- Play CD Track 22. Do the actions from Lesson 3 and encourage the children to join in with you.

Play the piano CD Track ②②

3 Unit 3 cross-curricular film footage: Let's make some noise!

- Invite the class to sit where they can all see the DVD clearly. Show the class the shaker if you made it in the last lesson, or the flashcard.

- Say *What's this?* Say and repeat *Shaker*. Repeat the phrase and action: *Ready? Shake! Shake, shake! Shake, shake!* Mime playing a guitar and ask *What's this?* Elicit *Guitar* and repeat the phrase and action: *Ready? Twang! Twang, twang! Twang, twang!* Play the DVD, inviting the pupils to join in the actions.

Unit 3 cross-curricular film footage: Let's make some noise!

4 Workbook activity

Go to your tables

- Play the *Go to your tables rhyme*. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 11

- Hold up Workbook page 11.
- Draw round the window shapes with your finger and ask *What shape is this?* Elicit *circle, triangle, square* and *star*.
- Point to the picture inside the first square and ask *What is it?* Elicit *Guitar*. Say *Well done!* Trace a line with your finger from the guitar in the square to the picture of the guitar to show the class what to do.
- Give out the Workbooks, open on page 11, and pencils to the children. Encourage them to identify the instruments in the pictures and match them correctly. Say *Match*.

Checking the activity

- Hold up the Workbook page again. Point to the first shape and elicit what it is. Repeat with all six pictures in the correct order.
- Say *Excellent! Well done!*

5 Flashcard time

- Use the unit flashcards for a quick response activity. Hold each one up and invite the class to say what the instrument is called. If you show the guitar, invite them to mime playing a guitar and say *Guitar! Twang, twang! Twang, twang!*

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

3 It's too noisy!

Workbook lesson B

Language

New:

drum, guitar, piano, shaker, triangle, trumpet
musical instruments
shake, play, bang, sing
It's too noisy!
Stop!

Recycled:

Melody, teacher

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 22
Routine Poster
Pocket Poster
Unit 3 music flashcards: drum, guitar, piano, shaker,
triangle, trumpet
Character flashcards for: Melody, teacher
Workbook page 12

1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello Monkey!*
- Let Monkey go round the class and shake hands with some of the children as he says, *Hello, children!* Elicit *Hello Monkey!* from the class.
- See if they can remember the phrase from the previous lesson: *Shake, shake, shake your hand!*
- 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 Unit 2 Lesson 1.

2 Musical instrument teams

- Divide the class into instrument groups: drums, guitars, pianos, shakers, triangles and trumpets.
- Remind each group what their sound is. Show the teacher flashcard and say *Play!* to start the groups making the sounds. Show the Melody card and say *Stop!* to stop them. Then say all together *It's too noisy!* The group who is slowest to stop when you say *Stop!* is eliminated.
- Repeat, swapping the sounds around the groups.

3 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 12

- Hold up the Workbook, open on page 12.
- Point to the pictures of children playing various musical instruments around the stage and elicit the names of the instruments.
- Explain that the children have to draw themselves playing a musical instrument. Point to the empty space in the middle of the page and say *Draw yourself playing a musical instrument.*
- Give out the Workbooks, open on page 12 and pencils to the children.
- Encourage them to draw a picture of themselves playing any musical instrument they want.

Checking the activity

- When the children have finished, say *Show me your picture!* Encourage the children to hold up their pictures and then say *Excellent! Well done!*
- Ask *What is it?* and invite them to say the name of the instrument they have drawn. If they have drawn a new instrument, give them the English word.
- Congratulate the children again on their drawings. Say *Well done!*

4 Vocabulary song

- Say *Let's sing the Play the piano song!*
- Play CD Track 22. Do the actions from Lesson 3 and encourage the children to join in with you.

Play the piano CD Track ②②

5 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Workbook lesson C

Language

New:

drum, guitar, piano, shaker, triangle, trumpet
musical instruments
shake, play, bang, sing, plinkety plonk
It's too noisy!
Stop!

Recycled:

That's much better!
Play it like this!

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 14, 22
Routine Poster
Pocket Poster
Unit 3 music flashcards: drum, guitar, piano, shaker,
triangle, trumpet
Big Story Book, Story 3: *It's too noisy!*
Workbook page 13

1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello Monkey!*
- Follow the handshake routine from the previous lesson, then 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.

2 Plinkety plonk!

- Divide the class into two halves. Ask one half to repeat *Plinkety plonk!* until you tell them to stop. Ask the other half to repeat after you: *Play it like this, play it like this. Well done, well done. That's much better, that's much better!*
- Reverse the teams so that each group has to practise holding their own part.

Note: If you have a very gifted group, set up a round with four groups, one taking each of the four phrases from the story.

3 Vocabulary song

- Say *Let's sing the Play the piano song!*
- Play CD Track 22. Do the actions from Lesson 3 and encourage the children to join in with you.

Play the piano CD Track ②②

4 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 Big Story Book B: *It's too noisy!* Repeat the story focus section from Lesson 2.

Read the story or play it on the CD

- Say *Now listen to the story, It's too noisy!*
- Open the Big Story Book and either tell the story or play it on CD Track 14.
- As key vocabulary is heard, point to it in the pictures. During the story song, do the actions and encourage the children to join in.

Story 3: It's too noisy! CD Track ⑭

5 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 13

- Hold up the Workbook, open on page 13. Say *Look at the instruments!*
- Point to the drum in the column on the left. Run your finger across the row and say *Look and match!* Find the matching drum and trace a circle around it with your finger to show the class what to do.
- Give out the Workbooks, open on page 13, and coloured pencils to the children. Say *Match and circle*. Encourage them to match and circle the instruments correctly.

Checking the activity

- Hold up the completed Workbook page and check that they have circled the right answers. Say *Well done!*

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

3 It's too noisy!

Workbook lesson D

Language

New:

drum, guitar, piano, shaker, triangle, trumpet
musical instruments
shake, play, bang, sing, plinkety plonk
It's too noisy!
Stop!

Recycled:

That's much better!
Play it like this!
Numbers 1–5

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 22
Routine Poster
Pocket Poster
Unit 3 music flashcards: drum, guitar, piano, shaker,
triangle, trumpet
Number flashcards
Workbook page 14

1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello Monkey!*
- Follow the handshake routine from the previous lesson, then 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.

2 Count down to bang!

- By this age, children can start to learn to count backwards from five to one.
- First, invite volunteers to come and choose a musical instrument flashcard, name it and place it for you in the Pocket Poster. Say *Please put the drum in the blue pocket!*
- Explain that you are now going to point to different instruments, one at a time. Point to the drum first. Repeat the word *drum* and the sound *bang!*
- Invite five more volunteers to come and hold up the five number flashcards in reverse order, so 5, 4, 3, 2, 1. Count down together and finish with *Bang!*
- Repeat for the other instruments and sounds, counting down each time. Say *Well done*.

3 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 14

- Hold up the Workbook, open on page 14. Say *Look at Star. What is she doing?*
- Explain that the children have to join the dots to complete the picture. Trace a line from number 1 dot to number 2 dot to show the children what to do.
- Give out the Workbooks, open on page 14, and coloured pencils to the children. Say *Join the dots*. Encourage them to match and circle the instruments correctly.

Checking the activity

- Hold up the Workbook page and ask *What is Star playing?* Elicit or say *Star is playing a trumpet*.
- Trace a line from dot number one to dot number ten with your finger and encourage the class to follow their own line and to count with you. Repeat *Star is playing a trumpet*.

4 Miniflashcard game

- Hand out the musical instrument miniflashcards.
- Explain that you are going to show the class different musical instrument flashcards and say their names. They must listen carefully, because if you say the right name, the class should hold up the matching instrument miniflashcard. However, if you say the wrong name for your card, the class should shout out *Toot! Toot!* instead to tell you it is wrong. You can then correct the name and the class will hold up the correct matching card.

5 Vocabulary song

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

Play the piano CD Track ②②

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Lesson 1

Language

New:

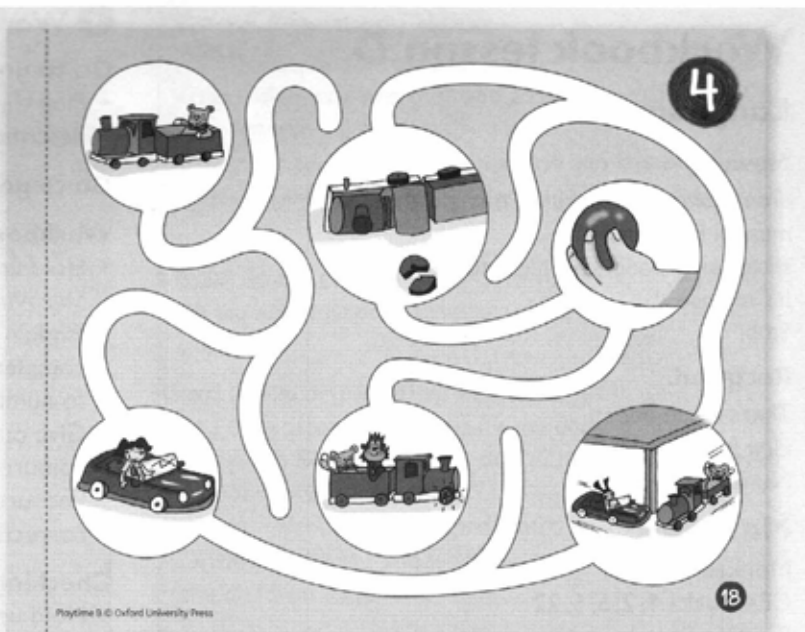
ball, car, doll, teddy, train, yo-yo
big, small
It's too big.
Is it too small?
Beep beep! Choo choo!

Recycled:

Watch out!
Oh no!
Thank you

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 24, 25
Routine Poster
Big Story Book, Story 4: Beep beep! Choo choo!
Class Book activity page 18
A clean and empty cloth bag



Extra time: Unit 3 music flashcards: drum, guitar, piano, shaker, triangle, trumpet; Unit 4 toy flashcards: ball, car, doll, teddy, train, yo-yo

1 Hello

Hello Monkey!

- Hold Monkey in front of you with his paws out as if miming being pistons on a steam train.
- Say *Choo choo! Choo choo!*
- Invite just one child to join you in the train and go round the class saying *Choo choo! Choo choo!*
- After a moment, let Monkey say *Hello children!* to the children as you go around and invite the children to say *Hello Monkey!* back.
- 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 Unit 2 Lesson 1.

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: *Beep beep! Choo choo!* which shows the key character of this story, Star.
- Ask the class *Who can you see?* Point to Star and try to elicit *Star. Say Yes! Star! It's Star's story.*

- Point to the train that Star is holding and say *Train*. Invite the class to join in saying *Train*. Put the book down and mime turning pistons with your arms like a train and invite the class to join in. Say *Choo choo!*
- Point to the car Star is holding and say *Car*. Invite the class to join in saying *Car*.
- Mime turning the steering wheel and say *Beep beep!*
- Encourage the class to copy the actions.

Listen to the story on the CD

- Say *Now listen to the story, Beep beep! Choo choo!*
- Open the Big Story Book and play Story 4 on CD Track 24.
- As key vocabulary is heard, point to it in the pictures.
- During the song, do the actions, encouraging the children to join in as much as possible.

Story 4: Beep beep! Choo choo! CD Track ②④

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

Listen to the story again

- Now read the whole 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 and phrases. If you like, you can ask the children to stand up for this activity.
- | | |
|--------------|--|
| 1 Choo choo! | (Mime pulling a cord above your head) |
| 2 Choo choo! | (Mime pulling a cord above your head) |
| 3 Beep beep! | (Mime pressing the horn on the steering wheel) |

- | | |
|------------------------|---|
| 4 Watch out! | (Shield your eyes with your hand and look around) |
| 5 Oh no! | (Hand on chin and shake your head) |
| 6 Ball | (Mime bouncing a ball) |
| No, it's too big. | (Hands out, measuring a large circle) |
| 7 What about my yo-yo? | (Mime playing with a yo-yo) |
| Is it too small? | (Hands together, measuring a small circle) |
| 8 Great, | (Clap hands) |
| Thank you! | |
| Beep beep! | (Mime pressing the horn on the steering wheel) |
| Choo choo! | (Mime pulling a cord above your head) |

3 Action song time

- Say *Stand up, please. Let's sing the story song.*
- Play CD Track 25 encouraging the children to join in with the actions.

Let's go for a ride CD Track 25

- | | |
|-----------------------------------|--|
| Let's go for a ride in the car! | (Mime steering a car) |
| Beep beep! | (Mime pressing the horn on the steering wheel) |
| Beep beep! | (Mime pressing the horn on the steering wheel) |
| Let's go for a ride in the car! | (Mime steering a car) |
| Beep beep! | (Mime pressing the horn on the steering wheel) |
| Beep beep! | (Mime pressing the horn on the steering wheel) |
| Let's go for a ride in the train! | (Make piston actions with your arms) |
| Choo choo! | (Mime pulling a cord above your head) |
| Choo choo! | (Mime pulling a cord above your head) |
| Let's go for a ride in the train! | (Make piston actions with your arms) |
| Choo choo! | (Mime pulling a cord above your head) |
| Choo choo! | (Mime pulling a cord above your head) |

(Repeat twice)

4 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1

Go to your tables rhyme CD Track 2

Class Book activity page 18

- Hold up Class Book activity page 18.
- Point to the picture in the top left of the page of the teddy in the train. Say *Teddy*. Ask *Where's the teddy?* and try to elicit *Train*. Say *Yes, teddy is in the train.*
- Then ask *What happens next?* Begin to trace the route through the maze with a pencil to show the children what to do.
- Give out Class Book activity page 18 and pencils to the children. Encourage them to draw a pencil line following the path.

Checking the activity

- Hold up Class Book activity page 18 again. Slowly trace the path through the maze with your finger encouraging the children to trace the maze with their fingers too. Stop at each story scene and elicit any words or phrases the children can remember from the story, e.g. *Watch out!*, *Big*, *Small*.
- When you get to the last scene, say *Well done!*

5 Goodbye

Tidy up time

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

Tidy up song CD Track 5

Goodbye time

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

Goodbye song CD Track 6

Extra time

Review of Unit 3: Flashcard game

- For this game you will need the six musical instrument flashcards from the previous unit. Hold up each flashcard, say the word and encourage the children to repeat after you.
- Put the cards on the board. Divide the class into two teams. Ask one child from each team to come and stand in front of the board. Say a musical instrument and tell the two team members to race to touch the correct flashcard. Repeat with other team members.

Let's play again!

- Ask the children to sit in a circle.
- Play the story song again and pass round four of the toy flashcards, e.g. *car*, *train*, *yo-yo*, *ball*.
- Pause the music and ask *Who's got the car?* The child with the car holds up the flashcard and says *Beep beep!* Say *Car* and encourage the children to repeat.
- Repeat with the other flashcards. Play the music again, pausing the music at a different set of children.

Lesson 2

Language

New:

ball, car, doll, teddy, train, yo-yo

big, small

It's too big.

Is it too small?

Choo choo! Beep beep!

toy

Recycled:

Watch out!

Oh no!

Thank you

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 24, 25

Routine Poster

Big Story Book, Story 4: *Beep beep! Choo choo!*

Class Book activity page 19



Extra time: Unit 4 toy flashcards: ball, car, doll, teddy, train, yo-yo; character flashcards: Rocket, Star, Twig, Melody

1 Hello

Hello Monkey!

- Hold Monkey in front of you with his paws out as if holding a steering wheel.
- Say *Beep beep!* and 'drive' Monkey around the room. Invite the children to mime steering their own cars and to join in with the sounds.
- Let Monkey say *Hello!* to the children as you drive around and invite the children to say *Hello Monkey!* back.
- 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 Unit 2 Lesson 1.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you 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 Big Story Book B: *Beep beep! Choo choo!*
- Ask the class *Who can you see?* Elicit *Star.*
- Read the title of the story *Beep beep! Choo choo!* pointing to the car as you say *Beep*, and the train as

you say *Choo*. Invite the class to mime the action of pressing the horn on a steering wheel and saying *Beep beep!* Then mime the action of pulling a cord above your head and saying *Choo choo!*

Read the story or play it on the CD

- Say *Now listen to the story, Beep beep! Choo choo!*
- Open the Big Story Book and either tell the story or play it on CD Track 24.
- As key vocabulary is heard, point to it in the pictures.
- During the story song, do the actions and encourage the children to join in.

Story 4: *Beep beep! Choo choo!* CD Track ②④

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 from the previous lesson.
- 1 Choo choo! (Mime pulling a cord above your head)
 - 2 Choo choo! (Mime pulling a cord above your head)
 - 3 Beep beep! (Mime pressing the horn on the steering wheel)
 - 4 Watch out! (Shield your eyes with your hand and look around)
 - 5 Oh no! (Hand on chin and shake your head)
 - 6 Ball (Mime bouncing a ball)
No, it's too big (Hands out, measuring a large circle)

- | | |
|--|---|
| 7 What about my yo-yo?
Is it too small? | (Mime playing with a yo-yo)
(Hands together, measuring a small circle) |
| 8 Great,
Thank you!
Beep beep! | (Clap hands)
(Mime pressing the horn on the steering wheel) |
| Choo choo! | (Mime pulling a cord above your head) |

4 Action song time

- Say *Now let's sing the story song.* Play CD Track 25, encouraging the children to join in with the actions.

Let's go for a ride CD Track 25

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

5 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track 2

Class Book activity page 19

- Hold up Class Book activity page 19.
- Point to the picture of Rocket. Say *Here's Rocket.* Ask *What does Rocket play with?* Begin to trace a line to the train with a pencil to show the children what to do.
- Say *Match the children to the toys from the story.*
- Give out Class Book activity page 19 and pencils to the children. Encourage them to draw a pencil line to link the children with the toys they play with.

Checking the activity

- Hold up Class Book activity page 19 again. Point to each character in turn and encourage the children to say the characters' names.
- Ask *Where's Rocket's toy?* Encourage them to hold up their page and to join in re-tracing the pencil line from Rocket to the train with their finger. Point to the train and ask *What's this?* Elicit the word *Train*.
- Repeat for the other characters and then say *Well done! Very good!*

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track 6

Extra time

Watch out!

- Ask the children to sit in a circle. Show them the train flashcard. Elicit the word.
- Give the train flashcard to the first child to name it correctly. Encourage the child to go round the circle saying *Choo choo!* Encourage the other children to join in making the piston action.
- Show them the teddy flashcard. Elicit the word.
- Give the teddy flashcard to the first child to name it correctly and encourage the child to go round the circle behind the child with the train flashcard, also saying *Choo choo!*
- Ask these two children to sit down and repeat the activity but this time with the car and the doll, saying *Beep beep!* instead of *Choo choo!*
- Keep the car and the doll children walking round the circle and then get the train and teddy children to stand up again and walk around the circle in the opposite direction.
- As the two groups approach one another, call out *Watch out!* with the children to prevent a collision.

Climb in!

- Divide the class into five groups and give each group a character flashcard.
- Hold up the train flashcard. Say *I'm a train!* and start to make the piston movement and to say *Choo choo!*
- Turn to the children holding the Monkey flashcard and say *Monkeys, climb in!* Encourage the children to hold on to each other by the waist to form a conga. Walk around the classroom with the children saying *Choo choo!* and encouraging them to join in and to do the train actions.
- Come to a halt and say *Rockets, climb in!* The group with the Rocket flashcard should join the back of the train. Go round the classroom again.
- Repeat with the remaining three groups and then say *Let's all go for a ride in the train!* and go round the classroom once more.

Lesson 3

Language

New:

ball, car, doll, teddy, train, yo-yo
I've got a train
I'm ready.
Let's go.

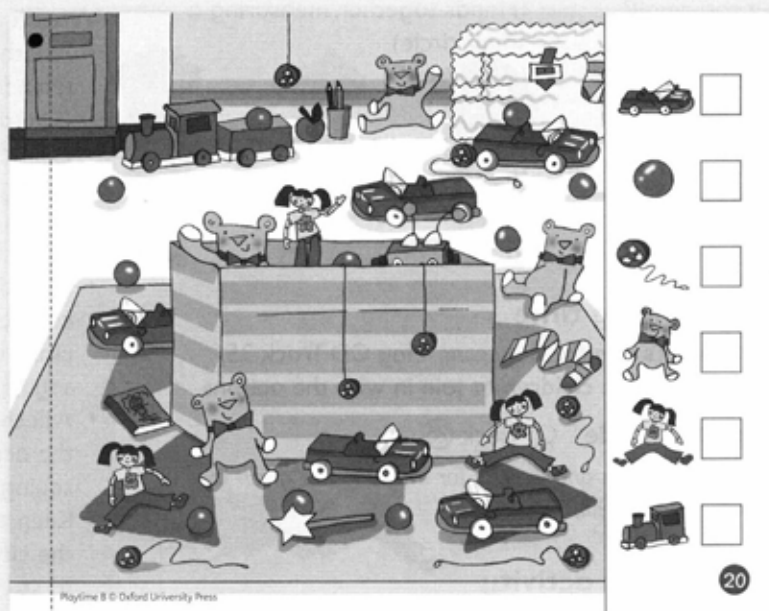
Recycled:

play
Colours
Numbers 1-10

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 27
Routine Poster
Pocket Poster

Unit 4 toy flashcards: ball, car, doll, teddy, train, yo-yo
Class Book activity page 20



Extra time: Photocopy Master 7, website: enough copies for one each

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey' in Lesson 2 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 Present the vocabulary with the Pocket Poster

- Take the six toy flashcards. Hold up one and say the word, e.g. *Train*. Say the word again and encourage the children to do the train action, working their arms like pistons, and to try to say the word.
- Invite a child to come and take the train flashcard and put it in a coloured pocket of the Pocket Poster. Repeat the word and encourage the children to do the action again.
- 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 on the mat with you. Place the six toy flashcards face down in the middle of the circle.
- Take the Monkey puppet and pick four toy flashcards for him, making sure the children don't see.
- Ask the children *How many toys has Monkey got? Count the cards together One, two, three, four!*

- Then hold them up in a fan facing you with the reverse side towards the children. Ask *What's Monkey got?* Elicit the names of the toys and when they get one right, put the corresponding flashcard face up in the middle of the circle and say *Monkey's got a (train)*.
- When they have guessed all four flashcards, gather up the six flashcards, shuffle them and repeat the activity, picking a different selection.

4 Vocabulary song

- Say *Now let's listen to a song about toys!*
- Play CD Track 27. Do the actions and encourage the children to join in with them.

I'm ready to play CD Track ②7

- | | |
|---|---------------------------------------|
| I've got a train and a doll so I'm ready, | (Move arms like pistons) |
| I'm ready, | (March on the spot) |
| I'm ready to play. | (Hold a steering wheel as if driving) |
| I've got a car and a ball so I'm ready, | (March on the spot) |
| I'm ready, | (Mime bobbing a yo-yo up and down) |
| I'm ready to play. | (March on the spot) |
| Let's play with a yo-yo, | (Mime hugging a teddy) |
| Let's go, let's play! | (March on the spot) |
| Let's play with a teddy, | |
| I'm ready to play! | (March on the spot) |

5 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track ②

Class Book activity page 20

- Hold up Class Book activity page 20.
- Point to the picture and say *Look! A classroom with lots of toys.* Point to a car in the picture. Say *Look! Here's a car.* Point to the other cars and count them out loud *One, two, three, four, five.*
- Point to the car on the right and the box next to it. Take a pencil and write the number 5 in the box saying *Five cars!*
- Say *Count the toys and write the number in the box.*
- Give out Class Book activity page 20 and pencils to the children. Encourage them to find and count the toys and to write the number in the matching box.

Checking the activity

- Hold up Class Book activity page 20 again and ask the children to hold up their page too.
- Point to each of the toys and say the words: *train, car, doll, teddy, yo-yo, ball.*
- Ask the children *How many cars are there? Count the cars out loud with the children and say Five cars!*
- Repeat with the other toys and encourage the children to show you the numbers they have written. To help them check that they have written the correct number, point to the number on the Routine Poster.
- Then say *Great, well done!*

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Extra time

Memory game

- Hold all the toy flashcards so the reverse sides are facing the children.
- Pick a card at random and quickly show it to the children for a few seconds before hiding it again.
- Encourage the children to remember which toy it was and to call out the word. Show the flashcard again if they are struggling to remember which card it was.
- Repeat with the other toy flashcards.

Photocopy Master 7: Trace. Count and circle.

- Before the lesson, download and print enough copies of Photocopy Master 7 for each child, and one example.
- Hold up a copy of Photocopy Master 7. Point to the car and ask *What's this?* Elicit *Car.* Repeat for the remaining toys.
- Point to the dotted outlines of the car's wheels and ask *What shape are the wheels?* With a pencil, trace around the dotted circles and say *Circle!* Say to the children *Trace the circles!*
- Give each child a copy of Photocopy Master 7 and a pencil. Encourage them to trace the circles.
- When they have finished, ask them to hold up the Photocopy Master. Count the number of circles out loud with the children. Say *Count the circles.* Then say *Circle the correct number of circles.* Encourage them to count and circle the correct group of circles at the bottom of the page.

Lesson 4

Language

New:

ball, car, doll, teddy, train, yo-yo

big, small

It's too big.

Is it too small?

I'm ready.

Let's go.

Recycled:

Watch out!

Oh no!

Thank you

dress

hair

Materials:

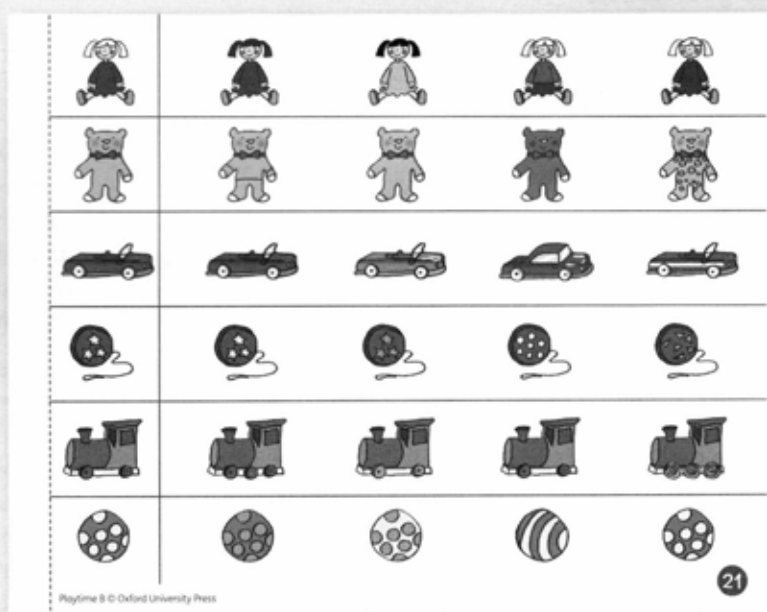
Monkey puppet

CD: Tracks 1, 2, 5, 6, 27

Routine Poster

Pocket Poster

Unit 4 toy flashcards: ball, car, doll, teddy, train, yo-yo



Unit 4 toy miniflashcards (Class Book page 39)

DVD Story 4: Beep beep! Choo choo!

Class Book activity page 21

Extra time: Unit 4 clothes miniflashcards from Playtime A: hat, trousers, socks, T-shirt, dress, shoes

1 Hello

Hello Monkey!

- Sit Monkey on your lap. Hold out both of Monkey's arms and make him mime throwing a ball in the air and catching it again. Say *Ball*. Encourage the children to copy Monkey's action and to repeat the word *Ball*.
- Then make Monkey mime bobbing a yo-yo up and down, and say *Yo-yo*. Encourage the children to copy and repeat.
- Sit Monkey on your lap, and turn his head to you. Say *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

- Repeat the procedure described in Unit 2 Lesson 1.

2 Practise the vocabulary with the miniflashcards

- Give out the toy miniflashcards on page 39 of the Class Book to each child.
- Place the toy flashcards in the Pocket Poster, with the reverse sides facing the children.

- Do an action for one of the toys without saying the word. Encourage the children to hold up the corresponding miniflashcard and to say the word.
- Repeat the word and turn round the flashcard so they can check they're holding up the correct miniflashcard.
- Repeat with the other toy flashcards and say *Well done! Very good!*

3 Vocabulary song

- Say *Now let's listen to the song, I'm ready to play*.
- Explain to the children that they should listen to the song and hold up a toy miniflashcard whenever they hear the matching word.
- Play CD Track 27. Hold up the corresponding flashcard when each toy word is said and encourage the children to hold up their miniflashcards.

I'm ready to play CD Track ②⑦

4 DVD Story 4: Beep beep! Choo choo!

- Seat the class where they can all see the screen.
- Play Story 4 on the DVD all the way through without stopping the first time and let the children watch and enjoy the story.
- **Optional:** If you like, ask the children to hold up their toy miniflashcards when they hear the toy 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 to sing and act out the story song.
- **Optional:** If you like, ask the children to stand up to join in with the story and the song.

Story 4: Beep beep! Choo choo!

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

5 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track ②

Class Book activity page 21

- Hold up Class Book activity page 21. Say *Look at all the dolls!*
- Point to the first doll and ask *What colour's the doll's hair?* Elicit *Yellow* or *Blonde*. Then point to the dress and ask *What colour's the dress?* Elicit *Purple!* Then point to each doll in the row and elicit the hair colour and clothing colours of each doll. Then ask *Which doll is the same?* Point to each doll and ask *This one?* until you reach the matching doll. Then take a pencil and circle the matching doll.
- If necessary, go through another row before giving out the activity.
- Give out Class Book activity page 21 and pencils to the children. Ask them to match and circle the remaining toys in the same way.

Checking the activity

- Hold up Class Book activity page 21 again. Point to the first toy in each row.
- Then point to each toy in the row in order and ask *Which one is the same? This one?* Encourage the children to say *Yes* or *No* accordingly.
- Then say *Great. Well done!*

6 Goodbye

Tidy up time

- If there are books and pencils to tidy up, use the *Tidy up* song while you all tidy things away.
- Collect all the toy miniflashcards, so that they can be used in another lesson (unless you want to do the second 'Extra time' game described below).

Tidy up song CD Track ⑤

Goodbye time

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

Goodbye song CD Track ⑥

Extra time

Review of Playtime A: Clothes

- Put the six clothes flashcards on the board. Point to each item of clothing and repeat the word. Tell the children to repeat after you.
- Mime putting on an item of clothing and ask the children to say what item they think it is. Ask *What am I wearing?* Point to the corresponding flashcard if the children need extra help.
- If you like, invite a volunteer to come to the front of the class and mime putting on the clothes.

What's missing?

- Give each child a set of miniflashcards. Then put five of the toy flashcards in the Pocket Poster.
- Point to each of the cards and repeat the names of the toys with the class.
- Point to the empty space and ask *What's missing?*
- Invite the class to hold up the miniflashcard of the missing toy. Say *Show me the card!*
- When they show you the right card, say *Yes! Well done!* Encourage the children to say the name of the toy.
- Put the missing card in the pocket. Then ask the children to shut their eyes, and whilst they are doing so, take another out and repeat the game.

- The car goes on the road.
 What's this?
 It's a train! Choo choo!
 The train goes on the track. Whee!
 This is a plane.
 The plane flies up and down and round and round.
 It flies in the air! Whoosh!
 Look over there!
 It's a boat. The boat goes on the water.
 It's yellow and red.
 Goodbye, boat! Goodbye!
- Ask the following questions to check if the children have understood the DVD. Help the children to answer them correctly.
What toys can you see? (Teddy, car, doll, yo-yo, ball, plane, boat)
How many boats are there? (One)
What colour is the yo-yo? (Green)
 - When the DVD section has finished, say *Now let's draw some transport toys!*

4 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Class Book activity page 22

- Hold up Class Book activity page 22.
- Point to the boat. Say *Boat* and mime the rise and fall of waves in the sea with your hand.
- Point to the blue dotted line of the waves. Begin to trace over the line with a blue pencil to show the children what to do.
- Say *Trace over the paths.*
- Give out Class Book activity page 22 and coloured pencils to the children. Encourage them to trace over the lines to get to each of the transport toys on the right hand side.

Checking the activity

- Hold up Class Book activity page 22 again. Encourage the children to hold up their page too and to point to the start of each of the paths. Trace the paths with your finger all together as a class.
- When you get to the transport toy at the end, ask the children what the transport toy is, eliciting *Boat, train, car, plane* respectively.
- Then say *The boat goes on the water. The train goes on the tracks. The car goes on the road. The plane flies through the air, pointing to each row in turn.*
- Then say *Well done! Good work!*

5 Goodbye

Tidy up time

- If you like, let Monkey be a good example and appear to help with the clearing up after this lesson. Play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Goodbye time

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

Goodbye song CD Track ⑥

Extra time

Traffic lights

- Before the lesson find a cardboard box and cut three equal holes in one side of it.
- Show this to the children and tell them they are going to make traffic lights. Ask them to help you paint the box. Take three sheets of cellophane in red, orange and green and stick them behind the holes in that order from top to bottom.
- Shine a torch through the cellophane to make it look like the green light is on. Say to the children *Green means go!* and encourage them to go round the class miming holding a steering wheel and saying *Beep beep!*
- Move the light to the orange hole and say *Orange means slow!* and encourage them to slow down.
- Finally move the light to red and say *Red means stop!* and all the children must stop.
- Repeat several times and then take the opportunity to discuss how important it is to cross the road safely.

Shape boats

- Before the lesson prepare lots of different coloured paper semicircles, squares and triangles of different sizes.
- Hold up each shape and revise the name of the shape using the Routine Poster as a reference.
- Then say *Let's make a shapes boat!* Take a semicircle and stick it up on the board to form the hull of a boat. Then take two triangles to make sails.
- Leave this on the board and then give out paper shapes and a sheet of blue paper to each child. When they have correctly arranged the shapes help the glue them down on the paper.
- Stick the completed boats up on the wall as a classroom display.
- **Optional:** If you like, you can also easily make shape trains and shape cars in the same way.

Workbook users – now go to page 110 for Workbook lesson A.

Beep beep! Choo choo!

102 Unit 4 Beep beep! Choo choo! Lesson 6

Unit 4 cross-curricular film footage: Let's play with transport toys!

- Ask the following questions to check if the children have understood the DVD. Help the children to answer them correctly.
What colour is the ball? (Orange)
How many wheels does the car have? (Four)
Where's the teddy? (In the car)
- Now play the vocabulary section at the end of the Unit 4 DVD section.
- Ask the children to stand up and encourage them to repeat each word after they hear it and to hold up the corresponding miniflashcard.

4 Team mimes

- Divide the class into two equal teams, standing in circles.
- Invite the first member of each team to come to you and whisper a different one of the following to each of them: *plane, boat, yo-yo, car, train, kite*. Say *Go!*
- The children return to their teams and mime the item. The team has to guess in English what is being mimed and the next child comes to you for you to whisper the next item.
- The winning team is the first to have sent everyone to you once.

5 Vocabulary song

- Say *Let's sing the song, I'm ready to play!*
- Explain that the children should listen and join in with the song, and can also join you in doing the actions. If they have drawn one of the toys from the unit, they can hold up their toy box picture when their toy is mentioned in the song. Play CD Track 27.

I'm ready to play CD Track 27

5 Goodbye

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

Goodbye time

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

Goodbye song CD Track 6

Extra time

Round the circle

- Ask the children to sit in a circle.
- Make sure you have either a flashcard or a real toy of a car, a boat, a plane and a train. Make a paper plane and boat if you haven't got these.
- Explain to the children that they must pass the transport toy around the circle whilst the music plays, but when the music stops, the child holding the toy must stand up and try to say the word. If they get it right, they walk around the circle making the noise and doing the action associated with that type of transport before sitting back in their place.
- Play the *I'm ready to play* song, pausing to allow the children to play the game. Repeat with different transport toys.

Fly a kite

- Make *Monkey* fly like a plane again and ask the children *What's Monkey?* Elicit *A plane!* Say *He's flying through the air!*
- Discuss with the children what other things fly through the air, e.g. *birds, bees*. Ask the children if they can think of another toy that flies through the air and if they don't suggest it, remind them that kites fly through the air.
- Say to the children *Let's make a kite!* Divide the class into small groups and hand out a diamond shaped piece of sugar paper to each group. Encourage them to decorate their sheet.
- Go round the class while they are working on their kites and, using a hole punch, make a hole in the bottom of each kite. Tie a colourful piece of wool to each kite and if you like, tie some ribbons on the wool.
- When the children have finished making their kites, take them over to the Routine Poster and point to the weather section. Ask the children what weather they need to fly a kite. Elicit *Windy*. Then ask the children *What's the weather like today?* If it's windy, take the children outside to try to fly the kites. If it's not windy enough, hang the kites from the classroom ceiling to make a classroom display.

Workbook users – now go to page 111 for Workbook lesson B.



Lesson 7

Language

New:

ball, car, doll, teddy, train, yo-yo

big, small

It's too big.

Is it too small?

Beep beep! Choo choo!

Recycled:

Watch out!

Oh no!

Thank you

stars

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 24

Routine Poster

Pocket Poster

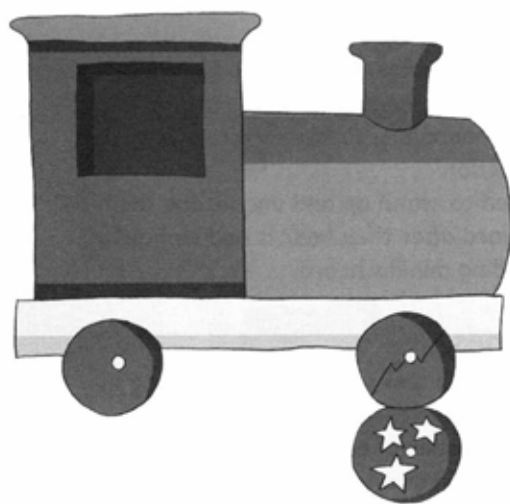
Unit 4 toy flashcards: ball, car, doll, teddy, train, yo-yo

Class Book Unit 4 pop-out

DVD Story 4: Beep beep! Choo choo!

Unit 4 Beep beep! Choo choo!

Pop-out



Playtime 8 © Oxford University Press

Optional: props for acting out the story

Extra time: Photocopy Master 18, website: enough copies for one each, coloured pencils and optional collage materials

1 Hello

Hello Monkey!

- Hold Monkey in front of you with his paws out as if miming being pistons on a steam train. Say *Choo choo! Choo choo!*
- Start to walk round the class pausing at different children to say e.g. *Hello Maria! Climb in!* They should walk behind you in a conga, miming the train and saying *Choo choo!*
- Continue going round the class until all the children have joined the train. Then say *Stop! It's time to sing the Hello song!* 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 Unit 2 Lesson 1.

2 Practise the vocabulary with the Pocket Poster

- Put the six toy flashcards in the Pocket Poster, face out so the children can see them.
- Hold Monkey up to your ear as if he's whispering to you. Say to the class *Monkey says the yo-yo is in the blue pocket. Is he right?*

- Encourage the children to say *Yes* or *No*, as appropriate. If they are right, say *Well done!* and correct Monkey if necessary.
- Repeat for all the flashcards.
- **Optional:** To make the activity more challenging, say the colours out of order.

3 Class Book activity

Pop-out 4: Make the pop-out train

- Hold up the train you have made from Pop-out 4. Say *Look, it's a train! It's the train from the story. Choo choo!*
- Point to the wheel and ask *What colour's the wheel?* Elicit *Blue!*
- Fold the pop-out so that the broken wheel is visible and say *Oh no! The wheel is broken!*
- Fold the pop-out so that the yo-yo wheel is visible and say *A yo-yo! It fits!*
- Say *Now you can make a train too!* Either give out the pages for the children to pop-out their trains where they are, or use the *Go to your tables* rhyme to lead them back to their desks to make them.
- Show the children how to pop out the train and fold the wheel.

Play with the train pop-out

- Play a game with the pop-out train.
- Ask the class to hold up their trains and then say *Show me the blue wheel!* Encourage the children to fold their pop-out to show the complete blue wheel.

- Then say *Show me the broken wheel!* They should fold the pop-out so the broken wheel is visible. Say *Oh no! The wheel's broken!*
- Then say *Show me the yo-yo wheel!* They should fold it until the yo-yo wheel is visible. Ask *How many stars are there on the yo-yo?* and count with the children.

4 DVD Story 4: Beep beep! Choo choo!

- Let the children keep their trains while they watch Story 4 on the DVD again.
- Explain before they watch that they should fold over the wheel of their trains as appropriate.
- Play Story 4 on the DVD. Encourage the children to fold their trains when they see the train in the story being broken and repaired.
- **Optional:** If you like, ask the children to hold up their toy miniflashcards when they hear the corresponding words in the story.

Story 4: Beep beep! Choo choo!

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 trains ready.
- Play Story 4 on CD Track 24. 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 and fold the train wheel appropriately.

Story 4: Beep beep! Choo choo! CD Track 24

- 1 Choo choo! (Mime pulling a cord above your head)
 - 2 Choo choo! (Mime pulling a cord above your head)
 - 3 Beep beep! (Mime pressing the horn on the steering wheel)
 - 4 Watch out! (Shield your eyes with your hand and look around)
 - 5 Oh no! (Hand on chin and shake your head)
 - 6 Ball (Mime bouncing a ball)
No, it's too big (Hands out, measuring a large circle)
 - 7 What about my yo-yo? (Mime playing with a yo-yo)
Is it too small? (Hands together, measuring a small circle)
 - 8 Great, Thank you! (Clap hands)
Beep beep! (Mime pressing the horn on the steering wheel)
Choo choo! (Mime pulling a cord above your head)
- When the children have finished, congratulate them and 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, e.g. a ball, a teddy, a doll, a yo-yo, a car and a train from the class toy box.

6 Goodbye

Tidy up time

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

Tidy up song CD Track 5

Goodbye time

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

Goodbye song CD Track 6

Extra time

Climb in teddy!

- Ask the children to sit in a circle with their pop-out trains.
- Explain that you are going to pass round the teddy flashcard and that when you say *Climb in teddy!* the child holding the teddy flashcard must hold the pop-out train and the flashcard up together and walk round the circle saying *Choo choo!*
- Repeat several times with different children.

Photocopy Master 18: Make a toys invitation

- Before the lesson, download and print enough copies of Photocopy Master 18 for each child, and one example.
- Use the invitation template 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 18.
- 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 toys or different shapes around the invitation text.

Lesson 8

Language

New:

ball, car, doll, teddy, train, yo-yo

big, small

It's too big.

Is it too small?

Beep beep! Choo choo!

I've got a train.

I'm ready.

Let's go.

Recycled:

Watch out!

Oh no!

Thank you

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 6, 24, 27

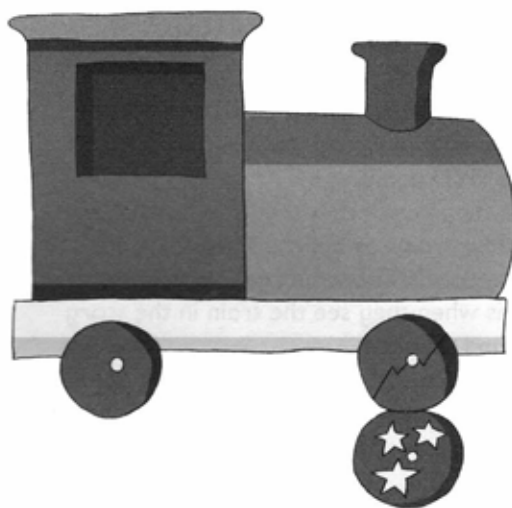
Class Book Unit 4 pop-out

Unit 4 toy miniflashcards: ball, car, doll, teddy, train, yo-yo

Paper stars for each child to use as rewards

Unit 4 Beep beep! Choo choo!

Pop-out



Playtime 8 © Oxford University Press

Unit 4 toy flashcards: ball, car, doll, teddy, train, yo-yo

Optional: props for acting out the story

Extra time: Real toys, a bag, a blindfold, Photocopy Masters 16 and 17, website: enough copies for one each, 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, for example.

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 use their pop-out trains during the story and the story song.

Story 4: Beep beep! Choo choo! CD Track ②④

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

3 Vocabulary song

- To add to the performance, play or sing the I'm ready to play song and encourage the children to join in, doing the actions. As each toy is mentioned, invite the class to hold up the corresponding miniflashcard.

I'm ready to play CD Track ②⑦

4 Reward time

- Say *Well done!* to each pupil to congratulate them for their performance and their work for the 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 to put their face on their hands as if they are sleeping while they listen.

Settling song CD Track ④

- Then do a quiet review activity to end the unit.
- Briefly show the children the toy flashcards and explain that you are going to draw the outline of one of the toys in the air without saying the word.

- Tell them that they have to look carefully to see which word it is. When they think they know, they put their hands up.
- When a child guesses correctly, say *That's right! Well done!* and hold up the corresponding flashcard.
- Repeat with the other flashcards.

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Extra time

Lucky dip

- Place real toys in a bag, preferably the six studied in this unit, although you can add some toy musical instruments if you like.
- Blindfold a child and ask them to pick a toy from the bag and feel it with their hands. Encourage them to guess what it is and if they are struggling, ask the rest of the class to help.
- Once the child has correctly guessed, take the blindfold off and show him/her the toy.
- Ask another volunteer to pick a toy. Repeat until all the toys have been guessed.

Photocopy Masters 16 and 17: Unit 4 Picture Dictionary

- Before the lesson, download and print enough copies of Photocopy Masters 16 and 17 for each child. Then stick the bottom of Photocopy Master 16 onto Photocopy Master 17 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. Make sure that all the children have 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 a 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!* Do the same with all the flashcards.
- 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:

ball, car, doll, teddy, train, yo-yo

I've got a train.

I'm ready.

Let's go.

Recycled:

Colours

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 27

Pocket Poster

Unit 4 toy flashcards: ball, car, doll, teddy, train, yo-yo

Unit 4 toy miniflashcards: ball, car, doll, teddy, train, yo-yo

Cardboard boxes, collage materials, paint, real toys

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 toy flashcards. Hold up one and say the word, e.g. *Teddy!* Say the word again and encourage the children to repeat the word and to point to the flashcard or do an accompanying action.
- Say either the number or the colour of one of the pockets on the Pocket Poster. Invite one child to come and take the flashcard and put it in the correct pocket. Say the word again and encourage the children 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 toy 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 the colour of a pocket and the children have to guess the card.
- Say a colour, e.g. *Red!* Encourage the children to guess the flashcard in the red pocket by holding up one of their miniflashcards. Choose children at random and encourage them to say the word for their miniflashcard, e.g. *Train!*
- 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 the pockets are empty.

4 Vocabulary song

- Say *Now let's listen to the song about toys!*
- Ask the children to stand up.
- Play CD Track 27. Do the actions and encourage the children to join in too.

I'm ready to play CD Track ②⑦

5 Decorate a toy box

- Divide the class into several small groups.
- Give each group a large cardboard box. Tell the class that they are going to decorate toy boxes.
- Give each group some collage materials and paint. Encourage the children to work together to decorate their box. Walk around the room, talking to the children about the colours they are using. Ask *What colour is this?*
- Once they have finished, give each group a toy flashcard or a real toy to put in their toy box. Say *What lovely toy boxes! Well done!*

6 Goodbye

Tidy up time

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

Tidy up song CD Track ⑤

Goodbye time

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

Goodbye song CD Track ⑥

Extension lesson

Language

New:

yo-yo, ball, plane, air

Recycled:

up, down

arms, head, legs

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 28

Unit 4 toy flashcards: ball, car, doll, teddy, train, yo-yo

Real toys including a ball and a yo-yo

A sheet of paper for each child

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, make a paper plane. To do this, fold a sheet of paper in half lengthways. Then fold two of the corners into the middle to make the nose of the plane. Finally, fold the sides to make the wings.

1 Hello

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

Hello song CD Track ①

2 Present the theme

- Say to the children that you are going to play *Monkey says* and that they must only do the action if they hear *Monkey says*.
- Say *Monkey says ... stand up!* The children should stand up. Repeat a few times, combining it with the instruction *Sit down!* as well, sometimes saying *Monkey says*, and sometimes not.
- Expand the game by adding instructions like *Monkey says arms up!* *Monkey says head down!* *Jump up!* *Slide down!* *Monkey says climb up!* Make sure all the instructions involve the prepositions *up* and *down*.
- Then ask the children *What things go up and down?* Hold up the train flashcard and ask *Does the train go up and down?* No! Go through the remaining flashcards leaving the ball and yo-yo flashcards until the end. When you present these, encourage the children to say *Yes!*
- Hold up a real ball and throw it up in the air, saying *Up!* then as it falls say *Down!* Encourage the children to join in with you.

- Hold up a real yo-yo and let it drop down saying *Down!* then as it rises say *Up!* Encourage the children to join in with you.
- Ask the children if they can think of anything else that goes up and down. Ask them if they can think of another form of transport, a bit like a hot air balloon. Once they have guessed that it's a plane, say *Well done! Yes, a plane goes up and down. Let's make some paper planes!*

3 Project work

- Give each child a piece of paper and show the class how to make a plane. If they are struggling, fold the paper for them and give them coloured pencils to decorate their planes instead.
- If possible, let the children play with them outside, saying *The plane flies through the air!* Throw the planes in the air and say with the children *Up, up, up! Down, down, down!*
- If you like, attach the planes to the ceiling to create a classroom display.

4 Karaoke song

- Explain that they are going to sing the song *I'm ready to play* with slightly different words.
- Play the karaoke version of the song *I'm ready to play*, encouraging the children to join in with the actions and as much of the song as they can.

I've got a train and a doll so I'm ready,
I'm ready, I'm ready to play.
I've got a car and a ball, so I'm ready
I'm ready, I'm ready to play.
Let's play with a yo-yo,
Go up and go down!
Let's play with a ball.
Go up and go down!

I'm ready to play (karaoke version) CD Track ②⑧

5 Goodbye

Tidy up time

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

Tidy up song CD Track ⑤

Goodbye time

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

Goodbye song CD Track ⑥

Workbook users – now go to pages 112 and 113 for Workbook lessons C and D.

Workbook lesson A

Language

New:

ball, car, doll, teddy, train, yo-yo

play

Beep beep! Choo choo!

wheel

I've got a train.

I'm ready.

Let's go.

toy

Recycled:

Colours

Numbers 1-4

Watch out!

round and round

up, down

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 27

Routine Poster

Unit 4 toy flashcards: ball, car, doll, teddy, train, yo-yo

Unit 4 cross-curricular flashcard: transport

Unit 4 cross-curricular DVD section: Let's play with transport toys!

Workbook page 15

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 4 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 Vocabulary song

- Say *Let's sing the song, I'm ready to play!*
- Play CD Track 27. Do the actions from Lesson 3 of this unit and encourage the children to join in with you.

I'm ready to play CD Track ②

3 Unit 4 cross-curricular film footage: Let's play with transport toys!

- Hold your arms out for the plane wings and say *Nnnnnnnaww!* Ask *What's this?* Elicit and say *A plane!* Repeat for *boat* and *train*.
- Seat the class where they can all see the screen.

- Play the Unit 4 cross-curricular DVD section all the way through, encouraging the children to do the actions for car, train, aeroplane and boat when they are mentioned in the film.

Unit 4 cross-curricular film footage: Let's play with transport toys!

- Ask the following questions to check if the children have understood the DVD. Help the children to answer them correctly.
What toys can you see? (teddy, car, doll, yo-yo, ball, plane, boat)
How many wheels are there on the car? (four)
Where does the plane fly? (up in the air)

4 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 15

- Hold up the Workbook, open on page 15.
- Point to the coloured circles with numbers in. Match a number to a numbered area on the picture.
- Say *Colour by number*.
- Give out the Workbooks, open on page 15, and coloured pencils to the children. Encourage them to colour the shapes according to the numbers to reveal the toys in the picture.

Checking the activity

- Hold up the Workbook page again. Elicit the names of the hidden toys. Say *Good work!*

5 Revise with the Workbook

- Revise the names of the colours in the dots. Link the colours to each of the toys and say *The teddy is ... brown. The yoyo is ... red.*

6 Goodbye

Tidy up time

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

Tidy up song CD Track ⑤

Goodbye time

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

Goodbye song CD Track ⑥

Workbook lesson B

Language

New:

ball, car, doll, teddy, train, yo-yo
wheel

Beep beep! Choo choo!

I've got a train.

I'm ready.

Let's go.

play

toy

Recycled:

round and round

up, down

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 27

Routine Poster

Pocket Poster

Unit 4 toy flashcards: ball, car, doll, teddy, train, yo-yo

Workbook page 16

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 4 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 Practise the vocabulary with the flashcards

- Invite the class to stand in a circle. Take the six toy flashcards. Ask three children at different points in the circle to hold the teddy, doll, ball and yoyo flashcards.
- Ask a volunteer to help you. Say *Fly like a plane and find the doll*. Guide them to fly around the circle with arms out like a plane and bring the doll flashcard back to place in the Pocket Poster, then return to their place.
- Repeat for all the flashcards, asking different children to come out each time and mime a different item of transport: car, train, plane, boat.
- Once all the flashcards are in the Pocket Poster, reverse the process and ask other children to mime and bring the cards back to you.
- Repeat until all the children have had a turn. Say *Now let's draw our favourite toy!*

3 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 16

- Hold up the Workbook, open on page 16. Say *Look! A toy box!*
- Explain that the children have to draw and colour their favourite toy in the toy box. Say *Draw your favourite toy*.
- Give out the Workbooks, open on page 16, and coloured pencils to the children. Encourage them to draw a toy they really like.

Checking the activity

- When the children have finished, say *Show me your picture!* Encourage the children to hold up their pictures. Say *Great! Well done!*
- Ask *What's that?* and encourage them to say what it is in English if it is a toy from the unit. Otherwise, they can use L1, or you can give them the English word.
- Congratulate the children again on their drawings. Say *Well done!*

4 Vocabulary song

- Say *Let's sing the song, I'm ready to play!*
- Play CD 2 track 27. Explain that the children should listen and join in with the song, and can also join you in doing the actions.
- If they have drawn one of the toys from the unit, they can hold up their toy box picture when their toy is mentioned in the song.

I'm ready to play CD Track ②7

5 Goodbye

Tidy up time

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

Tidy up song CD Track ⑤

Goodbye time

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

Goodbye song CD Track ⑥

Workbook lesson C

Language

New:

ball, car, doll, teddy, train, yo-yo

big, small

It's too big.

Is it too small?

Beep beep! Choo choo!

Recycled:

Watch out!

Oh no!

Thank you

stars

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 24, 27

Routine Poster

Pocket Poster

Big Story Book, Story 4: Beep beep! Choo choo!

Unit 4 pop-outs

Unit 4 toy flashcards: ball, car, doll, teddy, train, yo-yo

Workbook page 17

1 Hello

Hello Monkey!

- Build the Choo choo train using the instructions in Lesson 7. Then say *Stop! It's time to sing the Hello song!* 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 Unit 2 Lesson 1.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you, 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: *Beep beep! Choo choo!*
- Follow the Story focus outline for Lesson 2 and elicit the key words and phrases for the story.

Read the story or play it on the CD

- Say *Now listen to the story, Beep beep! Choo choo!*
- Read the story or play it on CD Track 24.
- As key vocabulary is heard, point to it in the pictures. Invite the class to hold up their pop-outs at the appropriate moments.
- During the story song, do the actions and encourage the children to hold up the pop-out again. Collect the pop-outs at the end.

Story 4: Beep beep! Choo choo! CD Track ②④

3 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 17

- Hold up the Workbook, open on page 17. Say *Oh dear! Look at the toys!*
- Point to the teddy bear and demonstrate that it is missing an arm. Point to the row of pictures along the bottom of the page and say *Where's teddy's arm?* Trace a line from teddy to the missing arm.
- Explain that the children have to draw a line to link each toy to its missing part to mend it.
- Give out the Workbooks, open on page 17, and coloured pencils to the children. Say *Match and colour.*

Checking the activity

- When the children have finished, review the page and check that the right toys have been linked to the right parts.
- Say *Well done!*

4 Vocabulary song

- Say *Let's sing the song, I'm ready to play!*
- Tell the children that now the toys are mended, they are ready to play. Encourage the children to join in the actions.

I'm ready to play CD Track ②⑦

5 Goodbye

Tidy up time

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

Tidy up song CD Track ⑤

Goodbye time

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

Goodbye song CD Track ⑥

Workbook lesson D

Language

New:

ball, car, doll, teddy, train, yo-yo
big, small
It's too big.
Is it too small?
Beep beep! Choo choo!

Recycled:

Watch out!
Oh no!
Thank you
stars

Materials:

Monkey puppet
CD: Tracks 1, 5, 6, 26
Routine Poster
Pocket Poster
Unit 4 miniflashcards: ball, car, doll, teddy, train, yo-yo
Workbook page 18
Optional: Toy car, plane, boat and plane

1 Hello

Hello Monkey!

- Build the *Choo choo* train using the instructions in Lesson 7. Then say *Stop! It's time to sing the Hello song!* 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 Unit 2 Lesson 1.

2 Ten trains

- Collect together different numbers of the toy miniflashcards: ten trains, eight balls, etc.
- Ask ten children by name to stand up. Give them each a train miniflashcard and ask each one to say train when you point to them.
- Now ask the class to join you in counting the trains. Point to each 'train' in turn and count to ten together. Ask *How many trains are there?* Elicit 10. Repeat together 10 trains.
- Repeat with another group of children of the right number for each of the other toys. Praise everyone.

3 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 18

- Hold up the Workbook, open on page 18. Say *What's this?*
- Point to dot number 1 and say 1. Then point to each subsequent number and repeat the numbers 1–10 with the class. Then point to dot number 1 and trace a line to dot number two. Say *Join the dots*. Explain that the children have to draw a line to link the dots in order and find out what is in the picture.
- Give out the Workbooks, open on page 18, and coloured pencils to the children. Say *Join the dots. Then colour*.

Checking the activity

- When the children have finished, elicit the word *boat*. Say *Well done!*

4 Karaoke song: Let's go for a ride

- Say *Let's sing the song, Let's go for a ride!*
- Form a circle and say that the car and the train are not too big and not too small. They are just right for a ride. Walk round in a circle, miming driving a car for verse one, and pistons of a train for verse two.
- Make up a sound for a plane and a boat horn and sing the karaoke version again, this time replacing the word *car* with *plane* and *beep* with the plane noise, then replacing *train* with *boat* and *choo choo* with a boat foghorn sound. Play the song and walk round in the circle, using the new words and gestures.

Let's go for a ride! (karaoke version) CD Track ②6

5 Goodbye

Tidy up time

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

Tidy up song CD Track ⑤

Goodbye time

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

Goodbye song CD Track ⑥

Lesson 1

Language

New:

bird, elephant, giraffe, snake, tiger, zebra
monster

zoo

tail

scared

Where are the monkeys?

I don't know.

Is it a monster?

Recycled:

monkey

eyes

Wow!

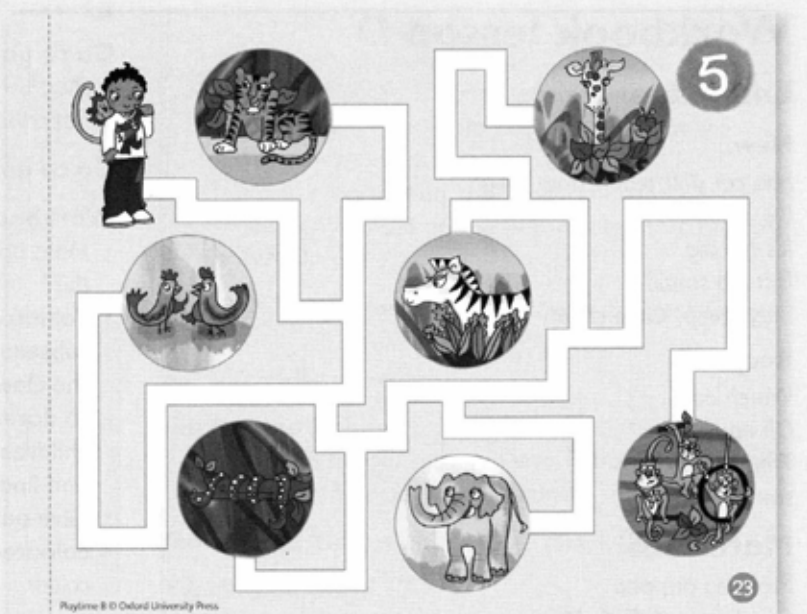
Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 29, 30

Routine Poster

Big Story Book, Story 5: *Is it a monster?*



Class Book activity page 23

Extra time: Unit 4 toys flashcards: ball, car, doll, teddy, train, yo-yo; Unit 5 wild animal flashcards: bird, elephant, giraffe, snake, tiger, zebra

1 Hello

Hello Monkey!

- Pick up Monkey and make him greet the children.
- Say *Hello children!* Elicit *Hello Monkey!* and encourage the children to wave back at Monkey.
- 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.

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: *Is it a monster?* which shows the key character of this story, Rocket, with Monkey on his back.
- Point to him and ask *Who's this?* Elicit *Rocket.* Say *Yes! Rocket!* and repeat together *It's Rocket's story.*
- Ask the children *Do Rocket and Monkey look happy?* Elicit *No.* Ask *Do Rocket and Monkey look sad?* Elicit *No.* Look frightened and ask *Do they look scared?* *Yes.*
- Point to the shape of the 'monster' elephant and bird shadow on the cover and ask *What's that?*

- Put your hands up to your face as if you were worried and say the story phrase *Is it a monster?* Encourage the class to copy the action.

Listen to the story on the CD

- Say *Now let's listen to the story, Is it a monster?*
- Open the Big Story Book and play Story 5 on CD Track 29.
- As key vocabulary is heard, point to it in the pictures.
- During the song, do the actions, encouraging the children to join in as much as possible.

Story 5: Is it a monster? CD Track ②9

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 and phrases. If you like, you can ask the children to stand up for this activity.
- | | |
|--------------------------|---|
| 1 Where are the monkeys? | (Shield your eyes, as if looking for something) |
| I don't know | (Raise your arms in question) |
| 2 I can see a tail. | (Swish one arm like a tail) |
| 3 Grrr! | (Hold your hands up like claws) |
| Sss! | (Wiggle your arm like a snake) |
| 4 Eyes | (Point to your eyes) |
| 5 Giraffe | (Stretch one arm up high) |
| Zebra | (Shake your head like a horse) |
| 6 Is it a monster? | (Put your hands up to your face) |

- 7 Hee hee! (Mime giggling)
Elephant (Swing an arm like a trunk)
Bird (Flap your arms like bird's wings)
- 8 Monkeys! Oo oo! (Hold your arms rounded at your sides like a monkey)

3 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 30, encouraging the children to join in with the actions.

In the zoo CD Track 30

- Oo Oo Oo Oo! (Cup your mouth, calling)
In the zoo, (Sway from side to side)
Oo Oo Oo Oo! (Cup your mouth, calling)
In the zoo, (Sway from side to side)
There are tigers and zebras (Make claws)
And monkeys too! (Hold your arms rounded like a monkey)
- In the zoo, (Sway from side to side)
In the zoo, (Sway from side to side)
- But oh oh! (Cover your eyes with your hands)
Can you see? (Open your fingers to look)
But oh oh! (Cover your eyes with your hands)
- Can you see? (Open your fingers to look)
Is that a monster? (Point ahead)
Looking at me? (Point to yourself)
- Oo Oo Oo Ooo! (Cup your mouth, calling)
In the zoo, (Sway from side to side)
Oo Oo Oo Oo! (Cup your mouth, calling)
In the zoo, (Sway from side to side)
There are tigers and zebras (Make claws)
And monkeys too! (Hold your arms rounded like a monkey)
- In the zoo, (Sway from side to side)
In the zoo, (Sway from side to side)
Ooooooooo!

4 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track 2

Class Book activity page 23

- Hold up Class Book activity page 23.
- Point to Rocket and Monkey. Mime looking for the monkeys and say *Where are the monkeys?* Encourage the children to point to the monkeys in the zoo at the end of the maze.

- Trace the beginning of the path that Rocket will follow, demonstrating how to go along the maze with a pencil to show the children what to do. Say *Find the monkeys!*
- Give out Class Book activity page 23 and pencils to the children. Encourage them to draw a pencil line following the paths through the maze to find the monkeys.

Checking the activity

- Hold up Class Book activity page 23 again. Point to Rocket and say *Can Rocket find the monkeys?* Encourage the children to hold up their page and to join in as you retrace the pencil line.
- First go down all the dead ends in the maze and ask *What's this?* Encourage the children to repeat the animals' names with you or to do the actions: *tiger, snake, zebra, elephant, giraffe, bird.* Say *Is it a monkey?* Elicit *No* and then say *Let's look for the monkeys.*
- Finally trace the correct path, point to the monkeys and say *Here are the monkeys!* Ask the class to join in and say *Hurray!*

5 Goodbye

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

Goodbye time

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

Goodbye song CD Track 6

Extra time

Review of Unit 4

- Hold a toys flashcard above your head so that the children can see it but you can't.
- Ask the children e.g. *Is it a train?* If it is, the children should say *Yes*. If it isn't, they should say *No*.
- Repeat with other flashcards. You could invite a volunteer to ask the questions to the class.

Flashcard game

- Lay out the wild animal flashcards on your desk or put them up in the Pocket Poster.
- Sit in a circle and mime being each of the animals in turn, saying the word.
- Then mime the snake and ask *What's that?* Say *Point to the flashcard.*
- Invite a child who thinks they know the answer to go and point to the correct flashcard.
- If they point to the right one, say *Well done!* Then say the name of the animal, e.g. *Snake*, and encourage the whole class to copy the mime.
- Repeat with a different animal.

Lesson 2

Language

New:

bird, elephant, giraffe, snake, tiger, zebra
monster

zoo

tail

scared

Where are the monkeys?

I don't know.

Is it a monster?

Recycled:

monkey

eyes

Wow!

happy, sad

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 29, 30

Routine Poster

Big Story Book, Story 5: *Is it a monster?*



Class Book activity page 24

Extra time: Unit 5 wild animal flashcards: bird, elephant, giraffe, snake, tiger, zebra, character flashcards: Rocket, Star, Twig, Melody

1 Hello

Hello Monkey!

- Hold Monkey as if he is trying to hide, either behind you or in a bag or behind a chair. Say *Hello Monkey! Oh dear! What's the matter, Monkey? Pick Monkey up and let him whisper in your ear. Ask Where's the monster? Laugh and say No, no! There aren't any monsters! Come on, Monkey, say hello to the children!*
- 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

- Repeat the procedure described in Unit 2 Lesson 1.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you 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: *Is it a monster?* which shows the key character of this story, Rocket, with Monkey on his back.

- Point to him and ask, *Who's this?* Try to elicit *Rocket*. Say *Yes! Rocket!* and repeat with the class *It's Rocket's story.* Then elicit *Monkey.*
- Ask the children *Do Rocket and Monkey look happy?* Elicit *No.* Ask *Do Rocket and Monkey look sad?* Elicit *No.* Look frightened and ask *Do they look scared?* Yes.
- Point to the shape of the 'monster' elephant and bird shadow on the cover and ask *What's that?*
- Put your hands up to your face as if you were worried and say the story phrase *Is it a monster?* Encourage the class to copy the action.

Read the story or play it on the CD

- Say *Now listen to the story, Is it a monster?*
- Open the Big Story Book and either tell the story or play it on CD Track 29.
- As key vocabulary is heard, point to it in the pictures. Encourage the children to join in with the animal noises.
- During the song, do the actions and encourage the children to join in.

Story 5: *Is it a monster?* CD Track ②⑨

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 from the previous lesson.

- | | |
|--|--|
| 1 Where are the monkeys?
I don't know | (Shield your eyes, as if looking for something)
(Raise your arms in question) |
| 2 I can see a tail. | (Swish one arm like a tail) |
| 3 Grrr!
Sss! | (Hold your hands up like claws)
(Wiggle your arm like a snake) |
| 4 Eyes | (Point to your eyes) |
| 5 Giraffe
Zebra | (Stretch one arm up high)
(Shake your head like a horse) |
| 6 Is it a monster? | (Put your hands up to your face) |
| 7 Hee hee!
Elephant
Bird | (Mime giggling)
(Swing an arm like a trunk)
(Flap your arms like bird's wings) |
| 8 Monkeys! Oo oo! | (Hold your arms rounded at your sides like a monkey) |

4 Action song time

- Say *Now let's sing the story song!* Play the story song on CD Track 30, encouraging the children to join in with the actions.

In the zoo CD Track 30

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

5 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track 2

Class Book activity page 24

- Hold up Class Book activity page 24.
- Point to the tail in the first picture and say *Ooh! What's that? Elicit A tail!*
- Ask the children *Is it a monkey? No!* Ask the same question about each animal until you reach the tiger. Say *It's the tiger!* Point to the tiger. With a pencil, draw a line linking the two pictures.
- Then say *Match.* Give out Class Book activity page 24 and pencils to the children. Encourage them to link the other animals and their matching pictures on the page.

Checking the activity

- Hold up Class Book activity page 24 again. Point to the tiger's tail and ask *What animal is this? Elicit A tiger.*
- Encourage the children to hold up their activity page and to retrace the line they have drawn joining the tail to the tiger. Repeat the procedure for all the animals.
- Say *Well done! Very good!*

6 Goodbye

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

Goodbye time

- Say *It's time to say goodbye.*
- Let Monkey wave goodbye. First wave goodbye with his tail and say *No Monkey! Not your tail!* Then let him wave goodbye with his hand. Say *That's better! Wave goodbye with your hand!*
- Invite the class to wave with their hands and to say goodbye too. Say *Wave goodbye with your hand!*

Goodbye song CD Track 6

Extra time

Is it a monster?

- Show the children a wild animal flashcard bit by bit. Place a sheet of paper or a book over the flashcard. Ask the class *Is it a monster?* and gradually move the sheet of paper down to reveal the flashcard. Encourage the children to guess what it is before the flashcard is completely revealed.
- Repeat with the remaining flashcards and, at the end, say *Good! There aren't any monsters!*

Has it got a tail?

- Use the wild animal flashcards and the character flashcards. Shuffle them together and choose one of an animal with a tail.
- Show the flashcard to the class and ask *Has it got a tail?* Point to the tail and say *Yes! Wave your hand behind your back like a tail.*
- Play the game, encouraging the children to say *Yes* or *No*.
- At the end, ask the children *Have you got a tail? No!*

Lesson 3

Language

New:

bird, elephant, giraffe, snake, tiger, zebra
animals
I'm a tiger.

Recycled:

Numbers 1–8

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 32
A clean and empty cloth bag
Routine Poster
Pocket Poster
Unit 5 wild animal flashcards: bird,
elephant, giraffe, snake, tiger, zebra
Class Book activity page 25



Extra time: Playtime A farm animal flashcards: cow, sheep, duck, hen; Photocopy Master 8, website: enough copies for one each

1 Hello

Hello Monkey!

- Wave Monkey's tail out of the bag. Say *Ooh! What's that?* Elicit *A tail.*
- Ask *Is it a tiger?* Elicit *No!* Ask *Is it a zebra?* Elicit *No!* Then ask *Is it a monkey?* Elicit *Yes! Hello Monkey!*
- 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 Unit 2 Lesson 1.

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 wild animal flashcards. Hold up each one in turn and say the word. As you say the word, do an action or sound for each of the animals and encourage the class to join in.
- Say *Tiger* and hold up your hands like claws.
- Say *Snake* and wiggle your arm like a snake.
- Say *Elephant* and swing your arm like a trunk.
- Say *Bird* and flap your arms like wings.
- Say *Zebra* and shake your head like a horse.
- Say *Giraffe* and hold one arm up very high like a long neck stretching into the trees.

- Invite a child each time to come and take the corresponding flashcard and to put it in a pocket of the Pocket Poster. Repeat the word and encourage the child to do the action.

3 Vocabulary practice

- For this activity, you will need a clean and empty cloth bag to put the zoo flashcards in.
- Ask the children to sit in a circle. Place the flashcards face down in the bag.
- Encourage the class to pass the bag around the circle and stop it occasionally, inviting a child to take out a flashcard. Ask *What's in the bag?*
- As the children are choosing a flashcard, create some excitement by saying *Ooh! Is it a monster? Watch out for the tiger! Grrr! or Watch out for the ssssssnake!*
- Ask each child to show the card they have picked to the class and encourage the class to join in saying the name of the animal and doing the actions.
- Then put the flashcard back in the bag and carry on playing.

4 Vocabulary song

- Say *Now let's listen to a song!*
- Play CD Track 32. Do the actions and encourage the children to join in too.

Animals CD Track ③②

Do do do (Dance)
I'm a tiger. (Hold up your hands like claws)
Do bee do bee do, (Dance)

I'm a bird.	(Flap your arms like wings)
Do bee do bee do,	(Dance)
I'm a snake.	(Wiggle your arm like a snake)
Do bee do bee do	(Dance)
I'm an elephant.	(Swing your arm like a trunk)
Do do do.	(Dance)
Animals! Animals!	
Do bee do bee do	(Dance)
bee do!	
Animals! Animals!	
Do bee do bee do	(Dance)
bee do!	
I'm a zebra.	(Shake your head like a horse)
Do bee do bee do.	(Dance)
I'm a giraffe.	(Hold one arm up very high)
Do bee do bee do.	(Dance)
I'm a monkey.	(Curl your arms rounded at the sides like a monkey)
Do bee do bee do.	(Dance)
Sing with me, do do do!	(Dance)

5 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track ②

Class Book activity page 25

- Hold up Class Book activity page 25.
- Say *How many elephants are there?* Point to the first then the second elephant in the picture, counting as you do so. Say *Two elephants.*
- Point to the elephant in the column on the right. Write a number 2 in the box next to the elephant. Say *Count and write the numbers in the boxes.*
- Give out Class Book activity page 25 and pencils to the children. Encourage them to count and circle the animals and to write the numbers in the boxes on the right.

Checking the activity

- Hold up Class Book activity page 25 again.
- Point to each of the animals in turn and revise the words together. Say *Elephant, snake, zebra, giraffe, tiger, bird.*
- Say *Let's count them together!* Count the animals together and check that the correct number has been written in the matching box.
- Then say *Great! Well done!*

6 Goodbye

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

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 2 of this unit.

Goodbye song CD Track ⑥

Extra time

Odd-one-out

- Take the wild animal flashcards from this unit and the farm animals from Level A.
- Put five wild animal flashcards and one farm animal in the Pocket Poster. Ask the children *Which one is the odd-one-out?* Encourage the children to say the animal.
- Remove the flashcards and repeat with a new set of five wild and one farm animal or vice versa.

Photocopy Master 8: Trace the paths

- Before the lesson, download and print enough copies of Photocopy Master 8 for each child, and one example.
- Hold up a copy of Photocopy Master 8. Point to the animals on the right, and encourage the children to say the words with you.
- Point to the first animal print on the left. Say *An elephant.* Trace around the footprints with a pencil and say *Trace.*
- Give out copies of Photocopy Master 8 and pencils to the children. Encourage them to trace over the animal footprints.
- When they have finished, ask the children to hold up their copies and to trace the paths with their fingers.

Lesson 4

Language

New:

bird, elephant, giraffe, snake, tiger, zebra
monster

zoo

tail

scared

Where are the monkeys?

I don't know.

Is it a monster?

I'm a tiger.

Recycled:

Colours

monkey

eyes

Wow!

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 32

A clean and empty cloth bag

Routine Poster



Playtime 5 © Oxford University Press

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Unit 5 wild animal flashcards: bird, elephant, giraffe, snake, tiger, zebra

Unit 5 wild animal miniflashcards (Class Book page 38)

DVD Story 5: *Is it a monster?*

Class Book activity page 26

Extra time: Playtime A fruit flashcards: apple, orange, banana, cherries, plum, pear

1 Hello

Hello Monkey!

- Before the lesson, put Monkey in a clean and empty cloth bag. Wave Monkey's tail out of the bag and then move it and hiss like a snake. Ask *What's this? Is it a snake?*
- Pull out Monkey and say *No! It's Monkey! Hello Monkey!*
- 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 Unit 2 Lesson 1.

2 Practise the vocabulary with the miniflashcards

- Give out the wild animal miniflashcards on page 38 of the Class Book to each child.
- Take the six wild animal 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 wild animal flashcards.

3 Vocabulary song

- Say *Now let's listen to the Animals song.*
- Explain to the children that they should listen to the song and hold up a wild animal miniflashcard whenever they hear the word.
- Play CD Track 32. Hold up the corresponding flashcard when each animal word is said and encourage the children to hold up their miniflashcards.

Animals CD Track ③②

4 DVD Story 5: *Is it a monster?*

- Seat the class where they can all see the screen.
- Play Story 5 on the DVD all the way through without stopping the first time and let the children watch and enjoy the story.

- **Optional** If you like, ask the children to hold up their wild animal miniflashcards when they hear the matching words.
- 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 to sing and act out the story song.
- **Optional** If you like, ask the children to stand up to join in with the story and the song.

Story 5: Is it a monster?

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

5 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CDTrack ②

Class Book activity page 26

- Hold up Class Book activity page 26.
- Point to the tiger in the first picture and ask *What colour is the tiger?* Elicit the colours. Then point to the tiger in the second picture and ask *What colour is the tiger?* Laugh and say *Yes, purple and black!*
- Ask *Is it the same?* Shake your head and encourage the children to say *No!* Take a pencil and trace a circle around the tiger in the second picture and. Say *Circle six differences.*
- Give out Class Book activity page 26 and pencils to the children.
- Encourage them to find six differences and to draw a circle round each.

Checking the activity

- Hold up Class Book activity page 26 again and ask the children to hold up their page too.
- Point to the first picture and ask *What colour's the tiger?* Once the children have answered, point to the second picture and ask the same question.
- Go through each of the differences encouraging the children to explain what they are.
- Say *Excellent! Well done!*

6 Goodbye

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 wild animal miniflashcards so that they can be used in another lesson (unless you want to do the second 'Extra time' game).

Tidy up song CDTrack ⑤

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 2 of this unit.

Goodbye song CDTrack ⑥

Extra time

Review of Playtime A: Monkey's hungry

- Take the fruit flashcards from *Playtime A Unit 5* and place them in the Pocket Poster face up.
- Hold Monkey to your ear and make it look as if he's whispering to you. Say to the children *Monkey's hungry! He likes fruit. Ask Monkey What fruit do you want Monkey?*
- Then make Monkey whisper again and say *Monkey wants a yellow fruit. Which fruit does he want?* Encourage the children to say *Banana!* Ask a volunteer to take the banana flashcard from the Pocket Poster and to give it to Monkey.
- Repeat with the other fruit flashcards until Monkey has all six fruits.

Group snap with the miniflashcards

- Make sure each child has a complete set of wild animal miniflashcards. Ask the children to put them in a pile face down on the desk in front of them.
- Ask the children to pick one card from the pile.
- Hold up a wild animal flashcard so they can all see it and say the word. The children with a matching wild animal miniflashcard should hold them up and say *Snap!*
- Repeat with the other flashcards.

Lesson 5

Language

New:

bird, elephant, giraffe, snake, tiger, zebra,
rhino, ostrich, penguin, camel, meerkat
animals

zoo

cold, smooth, long, soft

tail, feathers

I'm a tiger.

Recycled:

Colours

Hurray!

feet, ears, legs, eyes, nose, mouth

noisy

apples

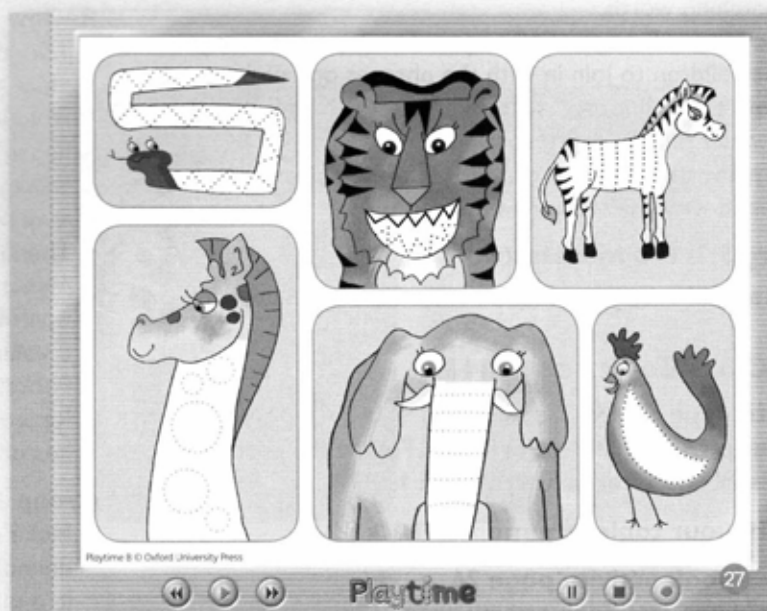
Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 32

Routine Poster

Unit 5 cross-curricular flashcard: safari park



Unit 5 cross-curricular DVD section: *Let's visit the zoo!*

Class Book activity page 27

Extra time: Unit 5 wild animal flashcards: bird, elephant, giraffe, snake, tiger, zebra; Unit 5 wild animal miniflashcards

1 Hello

Hello Monkey!

- Hold Monkey with his tail up against his nose, and swing his tail (to mimic an elephant's trunk).
- Say *Hello, Monkey! What are you doing with your tail?* Let Monkey whisper in your ear.
- Say *You're an elephant?* Laugh and say *No, no! You're a monkey!*
- 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 Unit 2 Lesson 1.

2 Vocabulary song

- Say *Let's sing the Animals song!*
- Play CD Track 32. Do the actions from Lesson 3 of this unit and encourage the children to join in.

Animals CD Track ③②

3 Unit 5 cross-curricular film footage:

Let's visit the zoo!

- Let Monkey hold the Unit 5 cross-curricular flashcard without showing the children the photo. Ask *What's Monkey got?* Make Monkey whisper to you and say *Monkey can see an animal on the flashcard. What animal do you think it is?* Encourage the children to guess and when they say *Giraffe!* say *Yes! Well done!*
- Ask *Where do you think the giraffe is?* If they say *Zoo*, say *Yes, that's right* and turn the cross-curricular flashcard over so the children can see the safari park in the picture.
- Seat the class where they can all see the screen.
- Play the Unit 5 cross-curricular DVD section all the way through without stopping the first time for the children to watch and enjoy.
- Then play the same section again, encouraging the children to join in with animal actions as they see the animals.
- **Optional** If you like, ask the children to stand up to do the actions.

Unit 5 cross-curricular film footage:

Let's visit the zoo!

Today we're at the zoo.

Let's find the animals.

Look over there! What's that?

It's got black and white stripes.

It's got four legs. It's a zebra!

What's that?



It's got smooth scales and two eyes. It's a snake!
What's this? It's got a big shell. It's a tortoise.
Look at those feet! They're big!

It's got two ears and two eyes.

What's that on its nose? Two horns! It's a rhino!

What's that?

It's got feathers, long legs and a long white neck.

It's a bird! An ostrich. Two ostriches.

Now here's another bird.

It's got two feet. It's black and white.

What kind of bird is it?

It's a penguin! There are lots of penguins at the zoo!

Ooh! That looks soft!

It's got four long legs and it's brown.

Look at its mouth! It's eating! It's a big camel!

Look! What's that? It's got a long tail, four legs, two eyes, two ears, and a mouth. It's a meerkat.

Meerkats love apples!

- Ask the following questions to check if the children have understood the DVD. Help the children to answer them correctly.

What colour is the zebra? (Black and white)

What colour is the ostrich? (Black and white)

What do the meerkats eat? (Apples)

- When the DVD section has finished, say *Now let's draw and colour some wild animals!*

4 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track ②

Class Book activity page 27

- Hold up Class Book activity page 27. Point to the snake on the page and say *Ssssnake! I can see a snake! It's smooth and cold.*
- Take a pencil and demonstrate tracing over the dotted lines of the snake's scales. Say *Trace over the lines.*
- Then give out Class Book activity page 27 and pencils to the children.
- Encourage them to trace over the dotted lines which match the patterns of the animals' skins and the tiger's teeth.

Checking the activity

- Hold up Class Book activity page 27 again. Point to each of the animals in turn and revise the words together.
- Encourage the children to describe each animal by asking questions like *Has it got feathers? Yes! What colour are the feathers?*
- Then say *Good! Well done!*

5 Goodbye

Tidy up time

- If you like, let Monkey be a good example and appear to help with the clearing up after this lesson. Play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 2 of this unit.

Goodbye song CD Track ⑥

Extra time

What am I?

- Put the wild animal flashcards up on the board so that the children can see them.
- Put a chair in front of the board so that the back is facing the board. Now ask for a volunteer to come out.
- With the volunteer sitting facing the class, point to one of the cards on the board. Invite the rest of the class to give the child a clue by doing the action for that animal.
- Tell the child to turn round and touch the flashcard that he / she thinks you chose.
- If the child guesses incorrectly, get the class to do the action again and let the child try a second time.
- Repeat with different volunteers and different animals.

Animal descriptions

- Make sure the children have their wild animal miniflashcards.
- Hold up the zebra flashcard, facing you so that the children cannot see it.
- Say *I'm black and white. What am I?* If they have trouble guessing, prompt them by doing the animal action.
- Encourage the children to say which animal you are and to hold up the corresponding miniflashcard.
- Show the zebra flashcard and say *Yes! I'm a zebra!*
- Repeat for the other animals using the following language.

I'm yellow and brown. What am I? Yes! I'm a giraffe!

I'm small and I've got feathers. What am I? Yes! I'm a bird!

I'm orange and black. I've got big teeth. What am I? Yes! I'm a tiger!

I'm big with big ears. What am I? Yes! I'm an elephant!
I'm small and cold and I say Sss! What am I? Yes! I'm a snake!

I'm brown and noisy. What am I? Yes! I'm a monkey!

Workbook users – now go to page 132 for Workbook lesson A.

Lesson 6

Language

New:

bird, elephant, giraffe, snake, tiger, zebra,
rhino, ostrich, penguin, camel, meerkat
zoo

cold, smooth, long, soft

tail, feathers

I'm a tiger.

animals

Recycled:

circle, square, triangle, star

Hurray!

feet, ears, legs, eyes, nose, mouth

noisy

apples

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 32

Routine Poster

Pocket Poster

Unit 5 wild animal flashcards: bird, elephant, giraffe,
snake, tiger, zebra

Unit 5 Is it a monster?

Mini flashcards



Playtime B © Oxford University Press

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A magnifying glass

Unit 5 cross-curricular flashcard: safari park

Unit 5 cross-curricular DVD section: Let's visit the zoo!

Extra time: Animal silhouettes; Unit 5 wild animal
miniflashcards: bird, elephant, giraffe, snake, tiger, zebra; a
piece of paper for each child with a snake silhouette
on it

1 Hello

Hello Monkey!

- Ask a volunteer to come to the front of the class and to close his / her eyes and hold out a hand.
- Take Monkey out and stroke Monkey's hand on the child's hand. Say *It's soft. What is it?* Ask the child to guess what it is, and allow the class to help him / her.
- Say *Yes! It's Monkey!*
- **Optional** Ask the class to say some sentences or words about Monkey. Prompt them to use some of the following language: *He's brown / He's got two arms / He's got two legs / He's got a tail.*
- Say *Hello Monkey!* and 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

- Repeat the procedure described in Unit 2 Lesson 1.

2 Practise the vocabulary with the Pocket Poster

- Ask the children to sit in a circle on the mat.
- Take the magnifying glass and say *Let's look at the animals!*
- Ask the children to close their eyes and then pick a wild animal flashcard. Place it in the middle of the circle where all the children can see it and then place the magnifying glass over part of the animal. If it is still obvious which animal it is, cover part of it to make it more difficult to recognize.
- Let the children look and then ask *What is it?* Ask them different questions about the section of the animal they can see, e.g. *What colour is it? Has it got a tail?* until they guess. The first child to guess can take the flashcard and put it in the Pocket Poster.
- Ask the children to close their eyes again and repeat the activity with a new flashcard. Repeat until all the flashcards are in the Pocket Poster.

3 Unit 5 cross-curricular film footage: Let's visit the zoo!

- Take Monkey and the cross-curricular flashcard of the safari park, without showing the children the photo. Say *Look! What's Monkey got?*

- Tell the children that they saw it in the previous lesson. Prompt them by doing the giraffe action if necessary to remind them.
- Say *Now let's watch the DVD about the animals again.*
- Seat the class where they can all see the screen.
- Explain that the children should watch and join in with the actions from the last class.
- **Optional:** If you like, give out the wild animal miniflashcards and ask the children to hold them up when they hear the animal words during the film.
- Play the DVD section to the end of the footage about the animals. Pause before the vocabulary section at the end.

Unit 5 cross-curricular film footage: Let's visit the zoo!

- Ask the following questions to check if the children have understood the DVD. Help the children to answer them correctly.
How many legs does the zebra have? (four)
What does the tortoise have? (a shell)
What colour's the camel? (brown)
- Now play the vocabulary at the end of the Unit 5 DVD section.
- Ask the children to stand up and to repeat each word they hear and to do the animal action.

4 Who are you?

- Ask the class to sit in a circle. Invite a volunteer to be an elephant. Explain that elephants go on long journeys and that this elephant is going on a journey too.
- Invite five volunteers to come to the top of the circle and hold the remaining unit flashcards. The elephant goes all around the circle until it returns to the beginning. The first pupil with a card holds it up. The elephant says *Hello, I'm an elephant. Who are you?* The class joins in with the cardholder to say *Hello, elephant, I'm a ... zebra!* The elephant replies *Come with me!* Now the elephant and zebra walk round the circle and return to the next cardholder. Repeat until all five creatures have joined the elephant on its journey.
- If you have time, let each animal say *Goodbye, elephant!* one by one and return to their place, while the elephant train continues, until just the elephant is left. All say *Goodbye, elephant!* to finish.

5 Vocabulary song

- Say *Let's sing the Animals song!*
- Explain that the children should listen to the song and do the actions from Lesson 3. Play CD Track 32.

Animals CDTrack 32

6 Goodbye

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

Goodbye time

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

Goodbye song CDTrack 6

Extra time

Silhouette animals

- For this activity you need to make animal silhouettes by photocopying the wild animal flashcards and going round the animal outlines with black marker pen.
- Make sure the children all have their sets of wild animal miniflashcards.
- Hold up a silhouette of one of the wild animals. Say to the children *Ooh! What's that? Is it a monster?* Encourage the children to say *No* and to hold up the corresponding miniflashcard, saying the animal word. If they are struggling, ask *Is it a tiger?* to elicit a *Yes / No* response.
- Repeat for all the wild animals. Then say *Phew! No monsters!*

Snake skin

- Before the lesson, draw a simple snake shape on a sheet of paper and photocopy enough copies for each child in the class.
- Draw a similar snake shape on the board. Point to the shapes on the Routine Poster and revise the words. Ask the children which shape they want to use as the snake's skin pattern. Once they have picked one, complete the snake.
- Give out the snake outlines and ask the children to draw their own patterns using squares, circles, triangles and even stars.

Workbook users – now go to page 133 for Workbook lesson B.

Lesson 7

Language

New:

bird, elephant, giraffe, snake, tiger, zebra

monster

zoo

Where are the monkeys?

tail

Wow!

Recycled:

monkey

eyes

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 29

Routine Poster

Pocket Poster

Unit 5 wild animal flashcards: bird, elephant, giraffe, snake, tiger, zebra

Class Book Unit 5 pop-out

DVD Story 5: Is it a monster?

Unit 5 Is it a monster?

Pop-out



Playtime 8 © Oxford University Press

Optional Props for acting out the story

Extra time: Photocopy Master 18, website: enough copies for one each, coloured pencils and optional collage materials

1 Hello

Hello Monkey!

- Put Monkey on your lap. Holding him by his arms, help him to flap his arms up and down (like a bird's wings). Look puzzled and say *Monkey, what are you doing?*
- Let Monkey whisper in your ear. Look surprised and say *You're a bird?* Let Monkey nod and try and 'fly' again. Pull Monkey down onto your lap and say *No! You're a monkey.* Let Monkey mime laughing and then say *Hello children!* and invite the children to greet Monkey.
- 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 Unit 2 Lesson 1.

2 Practise the vocabulary with the Pocket Poster

- Show the class each of the wild animal flashcards and elicit the words.
- Place the flashcards into the pockets of the Pocket Poster, but place two cards together in one pocket, so one is hidden.
- Ask the children to tell you the name of each animal as you point to them.

- Look puzzled and ask *What's missing?*
- When they have named the card, pretend to find the missing card behind another card but, apparently absent-mindedly, put it into a pocket covering another flashcard instead of in a pocket on its own.
- Repeat the activity until they have identified all six flashcards

3 Class Book activity

Pop-out 5: Make the pop-out animals

- Hold up the animals you have made from Pop-out 5. Say *Look at all the animals!*
- Fold up each flap with an animal picture in turn and say the words with the class.
- Say *Now you can make a pop-out too!* Either give out the pages for the children to pop out the animals where they are, or use the *Go to your tables* rhyme to lead them back to their desks to make them.
- Show the children how to pop out their own animals and how to fold them over.

Play with the animal pop-out

- Play a game with the animal pop-out.
- Hold up the pop-out with all the flaps folded down so that you can't see any of the animals. Say *Hide the animals.*
- When all the pictures are hidden, say *Where's the zebra? I can see some eyes!*
- Invite the class to fold up the correct flap to show the zebra. Say *Well done! There's the zebra!*

- Repeat the activity for the other animals too, so that the children know how to use the pop-out before they act out the story.

4 DVD Story 5: Is it a monster?

- Let the children keep their animal pop-out while they watch Story 5 on the DVD again.
- Explain before they watch that they should fold up the correct flap as they hear each animal mentioned.
- Play Story 5 on the DVD. Encourage the children to fold their animals up as they see them in the story.

5 Acting out

- Say *Now let's act out the story! Stand up, please.* Make sure the children have their animal pop-out ready.
- Play Story 5 on CD Track 29. 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 correct animal flap when they hear its name in the story.

Story 5: Is it a monster? CD Track 29

- | | |
|--------------------------|--|
| 1 Where are the monkeys? | (Shield your eyes, as if looking for something) |
| I don't know | (Raise your arms in question) |
| 2 I can see a tail. | (Swish one arm like a tail) |
| 3 Grrr! | (Hold your hands up like claws) |
| Sss! | (Wiggle your arm like a snake) |
| 4 Eyes | (Point to your eyes) |
| 5 Giraffe | (Stretch one arm up high) |
| Zebra | (Shake your head like a horse) |
| 6 Is it a monster? | (Put your hands up to your face) |
| 7 Hee hee! | (Mime giggling) |
| Elephant | (Swing an arm like a trunk) |
| Bird | (Flap your arms like bird's wings) |
| 8 Monkeys! Oo oo! | (Hold your arms rounded at your sides like a monkey) |

- When the children have finished, 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, e.g. some plastic wild animals from the class toy box.

6 Goodbye

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

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 5 of this unit.

Goodbye song CD Track 6

Extra time

Mime game with the pop-out

- Hold up the pop-out and say *Let's play a game!*
- Explain that you are going to turn up one of the animal flaps in secret so that the class can't see which one it is. Do this by turning your back to the class.
- Mime the animal that you unfolded.
- Tell the class to turn up the flap of the animal that they think you are miming.
- Then show them your pop-out with the flap unfolded so that they can check whether they were right. Say *Yes! It's an (elephant).*
- Repeat with other animals. If you want, invite a volunteer to the front of the class to take your role.

Photocopy Master 18: Make an animal invitation

- Before the lesson, download and print enough copies of Photocopy Master 18 for each child, and one example.
- Use the invitation template 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 18.
- 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 animals and shapes around the text of the invitation.

Lesson 8

Language

New:

bird, elephant, giraffe, snake, tiger, zebra
monster

zoo

Where are the monkeys?

tail

Wow!

I'm a tiger.

animals

Recycled:

monkey

eyes

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 6, 29, 32

Class Book Unit 5 pop-out

Paper stars for each child to use as rewards

Unit 5 wild animal miniflashcards: bird, elephant, giraffe, snake, tiger, zebra

Unit 5 Is it a monster?

Pop-out



Playtime 8 © Oxford University Press

Unit 5 animal flashcards: bird, elephant, giraffe, snake, tiger, zebra

Optional: Props for acting out the story

Extra time: Photocopy Masters 16 and 17, website: enough copies for one each; 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, for example.

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 and use their animal pop-out during the story.

Story 5: Is it a monster? CD Track ②⑨

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

3 Vocabulary song

- To add to the performance, play or sing the Animals song and encourage the children to join in, doing the actions. As each animal is mentioned, invite the class to hold up the corresponding miniflashcard.

Animals CD Track ③②

4 Reward time

- Say *Well done!* to each pupil to congratulate them for their performance and their work for the 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 to put their face on their hands as if they are sleeping while they listen.

Settling song CDTrack ④

- Then do a quiet review activity to finish the unit.
- Take the wild animal flashcards and show them to the children. Explain that you are going to make the sound and do the action of one of the animals. Tell them that they have to listen and watch carefully to see which animal it is. When they think they know, they should 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 Goodbye**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 CDTrack ⑤**Goodbye time**

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 2 of this unit.

Goodbye song CDTrack ⑥**Extra time****Yes or no?**

- Divide the board in half by drawing a vertical line down the middle. On one side draw a big smiley face and on the other side draw a big sad face.
- Stand with your back to the board and invite the class to stand anywhere in front of the board, facing you.
- Show a wild animal flashcard to the class and ask a question about it, e.g. *Is it a bird?* Explain that if the answer is yes, all the children should move to the side of the board facing the smiley face. If the answer is no, the children should move to the side of the board facing the sad face.
- Repeat with other wild animal flashcards, keeping a lively pace. Make sure that you have a good mixture of questions, eliciting both positive and negative answers.

Photocopy Masters 16 and 17: Unit 5 Picture Dictionary

- Before the lesson, download and print enough copies of Photocopy Masters 16 and 17 for each child. Then stick the bottom of Photocopy Master 16 onto Photocopy Master 17 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. Make sure that all the children have 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 a 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.

5 Is it a monster?

Reinforcement lesson

Language

New:

bird, elephant, giraffe, snake, tiger, zebra
I'm a tiger.
animals

Recycled:

Colours
Numbers

Materials:

Monkey puppet
CD: Tracks 1, 5, 6, 32
Routine Poster
Pocket Poster
Unit 5 wild animal flashcards: bird, elephant, giraffe, snake, tiger, zebra
Unit 5 wild animal miniflashcards: bird, elephant, giraffe, snake, tiger, zebra
Paper plates with a spiral drawn on each one
Paint, scissors, sticky tape, pieces of string

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 Lesson 1 of this unit.

Hello song CD Track ①

2 Re-present the vocabulary with the Pocket Poster

- Take the six wild animal flashcards. Hold up one and say the word, e.g. *Snake!* Say the word again and encourage the children to repeat the word and to do the accompanying action.
- Say the number or the colour of one of the pockets of the Pocket Poster. Invite a child to come out and take the flashcard and to put it in the correct pocket of the Pocket Poster. Say the word again and encourage the children to repeat it and to point to the flashcard again.
- Repeat for all the flashcards, asking different children to come to the front each time.

3 Vocabulary practice

- Give out a set of wild animal miniflashcards to each child. Take the wild animal flashcards and put them in a pile in front of you. Take the top flashcard and look at it, but don't let the children see.

- Mouth the word and perform the corresponding action for the word. Encourage the children to hold up the matching miniflashcard and to say the word, doing the action as well.
- Once they have correctly identified the word, show them the flashcard. Congratulate all the children who guessed correctly. Keep this card to one side.
- Repeat with the other flashcards.

4 Vocabulary song

- Say *Now let's listen to the song about animals!*
- Ask the children to stand up.
- Play CD Track 32. Do the actions and encourage the children to join in too.

Animals CD Track ③②

5 Make a snake

- Before the lesson, draw a spiral in pen onto a paper plate, starting at the edge of the plate and moving inwards.
- Give each child a paper plate with a spiral drawn on it. Tell the children to paint the plate and to decorate it as they wish. As they finish, go round the class cutting along the pen marks.
- When they have finished, tell them to draw an eye on the head of the snake, and help them to attach a piece of string with sticky tape. Then hang the snakes from the ceiling.
- Point to the snakes and encourage the children to say which colours they used for their snake. Then say *Look at our lovely snakes! Well done, everyone!*

6 Goodbye

Tidy up time

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

Tidy up song CD Track ⑤

Goodbye time

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

Goodbye song CD Track ⑥

Extension lesson

Language

New:

bird, elephant, giraffe, snake, tiger, zebra
I'm a tiger.
animals

Materials:

Monkey puppet
CD: Tracks 1, 5, 6, 33
Routine Poster
Paper plates, paints and paintbrushes, collage materials, elastic or rubber bands

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 several animal masks as examples, and to collect various collage materials such as cardboard tubes and paper plates.

1 Hello

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

Hello song CD Track ①

2 Present the theme

- Put on a mask that you have prepared earlier. Do the action for that animal and make the noise the animal makes. Ask the children *What am I?* and elicit the animal.
- Show the children the other masks you have prepared and ask them for the names of the animals.
- Ask the children other questions about the masks to help them concentrate on the individual features of each animal, e.g. its colours, whether it has big teeth or big ears, etc.

3 Project work

- Show the children how you made the masks, e.g. sticking some rolled up paper onto the paper plate for the elephant's trunk, painting the plate yellow for the giraffe then putting brown spots of paint on after the yellow paint has dried.
- Explain that they are going to make animal masks. Ask each child which animal they would like to make. Allow them to choose any animal they wish, and if they choose one you have not presented, tell them the word in English.
- Give out the paints, paper plates and collage materials.

- Go around the room helping to attach ears, noses etc.
- Cut out the eyes for each mask as you go around, and attach elastic or a rubber band around the back of each child's head so that the children can wear the masks.
- Once the children have finished, allow them to wear their masks while you tell the Unit 5 story or sing either of the unit songs.

4 Karaoke song

- Ask the children to keep their masks on.
- Explain that you are going to sing a slightly different version of the *Animals* song, also doing the actions. Some of the *Do bee dos* have been replaced by animal noises.
- Play the karaoke version of the *Animals* song, encouraging the children to join in with the actions and as much of the song as they can.

Animals (karaoke version) CD Track ③③

Do do do,	I'm a zebra.
I'm a tiger.	Do bee do bee do
Roar! Roar!	I'm a giraffe.
I'm a bird.	Do bee do bee do
Tweet! Tweet!	I'm a monkey.
I'm a snake.	Oo! Oo! Oo!
Sss! Sss!	Sing with me, do do do!
I'm an elephant.	
Do do do	
Animals! Animals!	
Do bee do bee do	
bee do!	
Animals! Animals!	
Do bee do bee do	
bee do do!	

5 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Workbook users – now go to pages 134 and 135 for Workbook lessons C and D.

Workbook lesson A

Language

New:

bird, elephant, giraffe, snake, tiger, zebra, rhino, ostrich,
penguin, camel, meerkat
animals

zoo

cold, smooth, long, soft

tail, feathers

I'm a tiger.

Recycled:

What's this?

Materials:

Monkey puppet

Pocket poster

CD: Tracks 1, 2, 5, 6, 32

Routine Poster

A clean and empty cloth bag

Unit 5 cross-curricular flashcard: *safari park*

Unit 5 cross-curricular DVD section: *Let's visit the zoo!*

Workbook page 19

1 Hello

Hello Monkey!

- Place Monkey in a bag with the zoo animal flashcards, except the monkey card. Ask *Where's Monkey?* Put your hand in the bag and pull out a card. Show the class and ask *What is it? Is it Monkey?* Elicit all the animal names and invite a child to put the card in a pocket. Finally bring out Monkey to say hello.
- 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 Unit 2 Lesson 1.

2 Vocabulary song

- Say *Let's sing the Animals song!*
- Play CD Track 32. Do the actions from Lesson 3 of this unit and encourage the children to join in. Point to the Pocket Poster if you need to remind the pupils.

Animals CD Track ③②

3 Unit 5 cross-curricular film footage: Let's visit the zoo!

- Let Monkey hold the Unit 5 cross-curricular flashcard. Point to each animal and ask *What animal do you think it is?* Encourage the children to guess and say *Well done!* when they guess correctly.
- Seat the class where they can all see the screen. Play the Unit 5 cross-curricular DVD section, encouraging the children to join in with animal actions as they see the animals.

Unit 5 cross-curricular film footage: Let's visit the zoo!

- Ask the children what they remember seeing in the DVD. Help the children to answer with the names of the animals. Ask them to watch and check if they have remembered them all.

4 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 19

- Hold up the Workbook, open on page 19. Explain that the children have to look at all the animals in each row. Point to each of the tiger faces in turn and repeat the animal name as you point to each image: *tiger, tiger, tiger.* Find the odd-one-out and stop. Ask *What's this?* Elicit *giraffe.* Say *Yes, it's a giraffe. It isn't a tiger!* Point to the last image and elicit *tiger.* Say *Well done. Circle the odd-one-out.*
- Give out the Workbooks, open at page 19, and coloured pencils to the children. Say *Circle the odd-one-out.* Encourage them to find and circle the animals correctly.

Checking the activity

- Hold up the completed Workbook page and check that they have circled the right answers. Say *Well done!*

5 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Workbook lesson B

Language

New:

bird, elephant, giraffe, snake, tiger, zebra, zoo, neck

Recycled:

feet, ears, legs, eyes, nose, mouth, big

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 32

Routine Poster

Pocket Poster

A clean and empty cloth bag

Unit 5 wild animal flashcards: bird, elephant, giraffe, snake, tiger, zebra

Workbook page 20

1 Hello

Hello Monkey!

- Place all the unit flashcards in a bag, but hide Monkey. Ask a volunteer to come to the front of the class and to take a card from the bag to show the class.
- Ask *Is it Monkey?* Elicit *No, it's a ... tiger!* Ask the child to place the flashcard in the Pocket Poster.
- Finally, bring out Monkey. Say *Is it Monkey?* Yes! *It's Monkey!*
- Say *Hello Monkey!* and encourage the children to greet Monkey too.
- Say *Stand up, please.* Play CD Track 1 and sing the *Hello* song with the actions.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 Big and long

- Ask the children to sit in a circle on the mat.
- Revise the word *big* together. Invite the class to guess what you are. Say and point to the body part: *I've got big ears. I've got a big head. I've got big legs. I've got a big, big body.* Elicit *elephant.* Invite the pupil who guessed correctly to get the flashcard to show the class. Repeat using *big mouth* and *big body* for *tiger.*
- Revise the word *long* together. Invite the class to guess what you are. Say and mime *I've got a long body* (snake). *I've got a long tail* (monkey). *I've got a long nose* (trunk – elephant). *I've got a long neck* (giraffe/ostrich).
- Say *Now let's draw an animal!*

3 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 20

- Hold up the Workbook, open on page 20. Say *Look at the animals.*
- Explain that the children have to draw their favourite zoo animal in the space in the middle. Say *Draw your favourite zoo animal.*
- Give out the Workbooks, open on page 20, and coloured pencils to the children. Encourage them to draw and colour their favourite zoo animal.

Checking the activity

- When the children have finished, say *Show me your picture!* Encourage the children to hold up their pictures and to point to their animal.
- Ask several children individually which animal is in their picture. Ask *What is it?* Revise all the animal words.
- You can also revise colours. Point to a child's picture and ask *What colour is it?* Prompt the correct response or ask the other children to help the child reply correctly.
- Congratulate the children on their drawings. Say *Excellent! Well done!*

4 Vocabulary song

- Say *Let's sing the Animals song!*
- Explain that the children should listen to the song and do the actions from Lesson 3 with you. Play CD Track 32.

Animals CD Track ③②

5 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Workbook lesson C

Language

New:

bird, elephant, giraffe, snake, tiger, zebra
zoo, monster

Recycled:

Go!

Where are the monkeys?

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 29, 30

Routine Poster

Pocket Poster

A clean and empty cloth bag

Big Story Book, Story 5: *Is it a monster?*

Unit 5 pop-outs

Unit 5 wild animal flashcards: bird, elephant, giraffe,
snake, tiger, zebra

Workbook page 21

1 Hello

Hello Monkey!

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

Hello song CD Track ①

2 Big Story Book

- Make Monkey jump back into the bag. Look in the bag and ask *What's the matter, Monkey?*
- Take Monkey out slowly and let him whisper to you. Say *Monkey says, 'Where is the monster?'* Say *Let's read the story and see!*
- Ask the children 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 animal pop-outs. Bring out the Big Story Book. Set the story time scene with the Story Book rhyme.

Listen to the story on the CD

- Say *Now let's listen to the story, Is it a monster?* Open the Big Story Book and play Story 5 on CD Track 29.
- 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 point to the animals on their pop-outs.

Story 5: *Is it a monster?* CD Track ②⑨

3 The snake and the tiger

- Make Monkey jump back into the bag. Look in the bag and ask *What's the matter, Monkey?*

- Put the class into two teams and arrange them in two lines, one behind the other and well-spaced, with their arms pointing up like trees. Place a flashcard on a chair in front of each team: the tiger flashcard on one, and the snake flashcard on the other.
- When you say *Go!* ask the child at the back of each line to run in and out of the 'trees', pick up the card on the chair and look at it. They see the snake or tiger and say *Ahh! A (snake)!* The child puts the card back on the chair and returns through the 'trees' to touch the next tree in the line, then joins the back of the line. The next tree repeats the action. The first team to complete the actions wins.

4 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 21

- Hold up Workbook page 21. Say *Build the story. Find picture number one.*
- Look at the pictures and ask a child to point to the picture that they think is first in the story.
- Say *Yes! Write number 1.* Trace a number one in the box at the top of the image. Say *Find picture number two.*
- Give out the Workbooks, open on page 21, and pencils to the children. Say *Number in order.*

Checking the activity

- When the children have finished, hold up the Workbook page again. Ask the class to help you make the correct sequence for the story pictures and repeat the matching text from that stage in the story. Say:
Where are the monkeys?
That's a tiger!
That's a zebra!
Is it a monster? No, it's an elephant!
Here are the monkeys!

5 Story song

- Sing the story song with the actions again.

In the zoo CD Track ③⑩

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

5 Is it a monster?

Workbook lesson D

Language

New:

bird, elephant, giraffe, snake, tiger, zebra, monster

Recycled:

Parts of the face

Colours

Numbers

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 30

Routine Poster

Pocket Poster

Unit 5 wild animal flashcards: bird, elephant, giraffe, snake, tiger, zebra

Number, shape and colour flashcards for a memory game

Workbook page 22

1 Hello

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

Hello song CD Track ①

2 The monster hunter

- Invite the class to stand in a circle. Say *Let's go to the zoo!* Walk on the spot and invite the class to join in.
- Say *Look! There's a tiger!* Mime being a tiger with claws up and teeth bared. Say *Phew! It's gone!* and walk on the spot again.
- Repeat for the other animals with actions to match. Every now and then, say *Look! There's a monster!* Whenever you say that, the children should sit on the floor cross-legged as fast as possible (but safely!) to be safe.
- After a while, make this an elimination game to find out which monster hunter escapes the fastest.

3 Story song

- Stay standing in a circle. Sing the story song with the actions.

In the zoo CD Track ③⑩

4 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 22

- Hold up Workbook page 22. Say *What is it? Yes! It's an elephant!*
- Trace over part of the dotted lines with your finger and say *Trace and colour the elephant.*
- Then give out the Workbooks, open on page 22, and pencils to the children. Encourage them to complete the sheet. Say *Trace and colour.*

Checking the activity

- When the children have finished, hold up the Workbook page again. Revise the parts of the face with the word *big*. Ask *What's the elephant got? He's got big...ears...eyes* and so on.

5 Elephant time

- Explain that elephants have good memories and remember things very well.
- Divide the class into four groups and have a memory game or a series of memory activities.
- Each team can win points for correct answers.

Game 1: Show the flashcards in a random order and give points for quick answers naming the items. If you like, give two points per answer for shapes and one each for colours and numbers.

Game 2: Show the zoo animal cards and then pin them to the board in a random order. Ask *Where is the snake?* See who can remember where it is and repeat the action for the other cards.

- Stage two of this game is to pin up two sets of cards, say six animals and six colours. It will now be more of a challenge to remember where each animal is. Allocate two points for each correct answer.
- Give the winning team a round of applause and let them choose a favourite song for the class to sing.

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Lesson 1

Language

New:

biscuits, cheese, juice, nuts, sandwiches,
tomatoes

I'm hungry!

I'm thirsty!

eat

picnic

falling

I love nuts!

Here you are!

Recycled:

birds

happy

Watch out!

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 34, 35

Routine Poster

Big Story Book, Story 6: *I love nuts!*

Class Book activity page 28



Playtime B © Oxford University Press

Unit 6 food flashcard: *biscuits*

Extra time: Unit 5 wild animal flashcards: *bird, elephant, giraffe, snake, tiger, zebra*; a basket, Unit 6 food flashcards: *biscuits, cheese, juice, nuts, sandwiches, tomatoes*

1 Hello

Hello Monkey!

- Pick up Monkey and make him greet the children.
- Say *Hello children! Hello!* and encourage them to join in and say *Hello Monkey!*
- 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 Unit 2 Lesson 1.

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: *I love nuts!* which shows the key character of this story, Twig.
- Ask the class *Who can you see?* Point to Twig and try to elicit *Twig*. Say *Yes! Twig! It's Twig's story.*
- Then point to the nuts and ask *What are these?* Give the answer: *They're nuts.* Mime holding a handful of nuts and picking them up to eat with the other hand.

- Invite the class to join in with the action and the phrase *I love nuts!*

Listen to the story on the CD

- Say *Now let's listen to the story! I love nuts!*
- Open the Big Story Book and play Story 6 on CD Track 34.
- As key vocabulary is heard, point to it in the pictures.
- During the song, do the actions, encouraging the children to join in as much as possible.

Story 6: *I love nuts!* CD Track ③④

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 and phrases. If you like, you can ask the children to stand up for this activity.

- | | |
|--------------------|-----------------------------------|
| 1 Great! A picnic! | (Jump or clap excitedly) |
| 2 sandwiches | (Make a triangle with your hands) |
| I'm hungry! | (Rub your tummy) |
| 3 juice | (Mime pouring juice) |
| I'm thirsty! | (Hold your throat) |
| 4 I love nuts! | (Mime eating nuts from your hand) |
| 5 Watch out! | (Wave your hands about) |
| falling | (Wiggle your fingers) |

- 6 The birds are hungry too! (Mime flying then rub your tummy)
Hee hee (Hold your sides, laughing)
- 7 Here you are (Mime handing some nuts to the birds)
happy (Exaggerated smile)
- 8 I love picnics! (Raise your hands in a silent cheer and pat your tummy)
Yum yum!

3 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 35, encouraging the children to join in with the actions.

Tweet tweet! CD Track 35

- Look at the birds, (Mime looking up to the sky and shield your eyes as if looking)
- Tweet tweet! (Make a beak with fingers and thumb on one hand)
- They're sweet, Tweet tweet! (Make a beak with fingers and thumb on one hand)
- They're flying down to eat, (Mime flapping wings with your arms, mime a beak with one hand eating from the other hand)
- Tweet tweet! (Make a beak with fingers and thumb on one hand)
- (Repeat)

4 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track 2

Class Book activity page 28

- Hold up Class Book activity page 28.
- Point to Twig. Say *I love nuts!* Encourage the children to point to the nuts on the page. Then point to them yourself.
- Trace a path from Twig to the nuts with a pencil to show the children what to do. Say *Match*.
- Give out Class Book activity page 28 and pencils to the children. Encourage them to draw a pencil line from each character to the food that he / she takes to the picnic table in the story.

Checking the activity

- Hold up Class Book activity page 28 again. Point to the nuts and say *Who takes the nuts?* Follow the line from the nuts with your finger back up to Twig. Say *Yes, Twig!*
- Repeat for each of the other characters, e.g. *Who takes the biscuits?* *Yes, Rocket!*
- When you have been through all the matching pairs, say together as a class *I love picnics!*

5 Goodbye

Tidy up time

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

Tidy up song CD Track 5

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Starter Unit Lesson 1.
- Play the Goodbye song on CD Track 6
- Let Monkey show the biscuit flashcard to the class. Mime taking a biscuit from the card and biting it. Say *Mmm I love biscuits!*
- Take Monkey and the flashcard round the class. Let Monkey offer each child a 'pretend' biscuit and encourage them to say *I love biscuits!*
- Then let Monkey wave to them before putting him and the flashcard in a clean and empty cloth bag.

Goodbye song CD Track 6

Extra time

Review of Unit 5

- Ask the children to close their eyes and count together up to 10.
- Hide one of the Unit 5 wild animal flashcards somewhere in the classroom, e.g. the tiger.
- When the children open their eyes say *Find the tiger!* Explain that you will clap slowly if they are far away from the tiger, but that your clapping will speed up if they get closer.
- Guide them with the speed of your clapping until they find the flashcard.
- Ask them to shut their eyes again and repeat the activity using a different flashcard.

Musical picnics

- Ask the children to sit in a circle and place an empty basket in the middle.
- Hand three of the food flashcards to children at different points around the circle.
- Explain to the children that you are going to play some music and they must pass the flashcard round the circle while the music is playing, but that they should stop when the music is paused.
- Pause the music at random and ask for each card in turn. Say *Who's got the tomatoes?* If necessary, help the children to identify the tomatoes. Say *Put the tomatoes in the basket please!*
- Start the music again and repeat the game with the remaining three flashcards until all the cards are in the basket.
- Say *Thank you! Now we've got a picnic!*

6 I love nuts!

Lesson 2

Language

New:

biscuits, cheese, juice, nuts, sandwiches, tomatoes

I'm hungry!

I'm thirsty!

eat

picnic

falling

I love nuts!

Here you are!

Recycled:

birds

happy

Watch out!

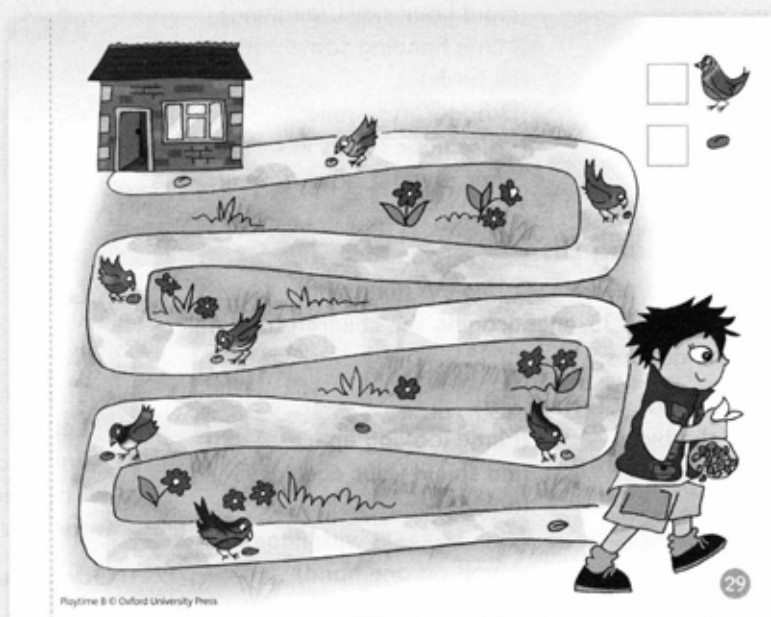
Numbers 1–10

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 34, 35

Routine Poster



Unit 6 food flashcards: biscuits, cheese, juice, nuts, sandwiches, tomatoes

Big Story Book, Story 6: I love nuts!

Class Book activity page 29

1 Hello

Hello Monkey!

- Let Monkey whisper to you and then let him rub his tummy with his paw. Say *Monkey says, 'I'm hungry!'*
- Say *Oh dear!* Ask the children *What do you think Monkey would like to eat?* Hold up the picnic flashcards to inspire them.
- 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 Unit 2 Lesson 1.

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 of Big Story 6: *I love nuts!* which shows the key character of this story, Twig.
- Ask the class *Who can you see?* Point to Twig and try to elicit *Twig. Say Yes! Twig! It's Twig's story.*
- Then point to the nuts and ask *What are these?* Encourage the children to answer *Nuts.* Mime holding

a handful of nuts and picking them up to eat with the other hand.

- Invite the class to join in with the action and the phrase *I love nuts!*

Read the story or play it on the CD

- Say *Now let's listen to the story, I love nuts!*
- Open the Big Story Book and either tell the story or play it on CD Track 34.
- As key vocabulary is heard, point to it in the pictures.
- During the song, do the actions, encouraging the children to join in as much as possible.

Story 6: I love nuts! CD Track ③④

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 the actions from the previous lesson.

1 Great! A picnic!

(Jump or clap excitedly)

2 sandwiches

(Make a triangle with your hands)

I'm hungry!

(Rub your tummy)

3 juice

(Mime pouring juice)

I'm thirsty!

(Hold your throat)

- | | |
|---|--|
| 4 I love nuts! | (Mime eating nuts from your hand) |
| 5 Watch out!
falling | (Wave your hands about)
(Wiggle your fingers) |
| 6 The birds are
hungry too!
Hee hee | (Mime flying then rub your tummy)
(Hold your sides, laughing) |
| 7 Here you are

happy | (Mime handing some nuts to the birds)
(Exaggerated smile) |
| 8 I love picnics!
Yum yum! | (Raise your hands in a silent cheer and pat your tummy) |

4 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 35, encouraging the children to join in with the actions.

Tweet tweet! CD Track 35

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

5 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track 2

Class Book activity page 29

- Hold up Class Book activity page 29. Point to Twig and ask *Who's this?* Elicit *Twig*.
- Point to the first bird and say *Look! What's this?* Elicit *A bird!*
- Point to a nut and say *A nut*.
- Trace a line along the path with your finger. When you reach the first bird say *One* and continue along counting a few more of the birds. Explain that they should follow the path from the house to Twig counting the birds and then write the number of birds in the correct box in the top right hand corner of the page. They should then do the same counting the nuts.
- Give out Class Book activity page 29 and pencils to the children. Encourage them to follow the path and to count the birds and nuts.

Checking the activity

- Hold up Class Book activity page 29 again.
- Ask *How many birds are there?*
- Encourage the children to hold up their activity page and to copy you, following the path with their finger. Stop each time you reach a bird and count it.
- Repeat the procedure for all the nuts.
- Then say *Well done! Very good!*

6 Goodbye

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

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 1 of this unit.

Goodbye song CD Track 6

Extra time

What colour is it?

- Show the food flashcards to the class.
- Ask the children questions about the colours. Ask *What colour are the tomatoes?* Elicit *Red*.
- Tell the children to find something red in the classroom. Say *Match the colour. Find something red.* When they find something red, say *Well done!*
- Repeat with the other food flashcards.

I love nuts!

- Set the food flashcards out on your table or sit in a circle and display them in the middle.
- Say *I love cheese!* and pick up the cheese card to show the class. Encourage the class to repeat the phrase with you.
- Invite a volunteer to come and point to a flashcard. Prompt them to say *I love ...*
- **Optional:** If your children would like to name additional food items that they love and you haven't covered in the unit, allow them to say it in L1 and tell them the word in English. Alternatively they could draw the item on the board and you tell them the word in English.

Lesson 3

Language

New:

biscuits, cheese, juice, nuts, sandwiches,
tomatoes

I love biscuits.

picnic

eat, drink

I'm thirsty.

I'm hungry.

Recycled:

please

Colours

drum, guitar, piano, shaker, triangle, trumpet

musical instruments

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 37

Routine Poster

Pocket Poster

Unit 6 food flashcards: biscuits, cheese, juice,
nuts, sandwiches, tomatoes



Class Book activity page 30

Extra time: Unit 3 musical instrument flashcards:
drum, guitar, piano, shaker, triangle, trumpet; Photocopy
Master 9, website: enough copies for one each

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 2 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

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

3 Vocabulary practice

- Remain sitting in a circle on the mat. Say *I'm hungry!* *We're going to have a picnic!*
- Rub your tummy and say *I love biscuits!* Invite a volunteer to take the biscuit flashcard out of the

Pocket Poster and to pass it to you. Place it in the middle of the circle.

- Repeat for all the flashcards, each time saying *Well done!*
- When all six flashcards have been gathered, place them face up on the mat and say *Look! A picnic! Yum yum!*

4 Vocabulary song

- Say *Now let's listen to a song!*
- Play CD Track 37. Do the actions and encourage the children to join in too.

Please! CD Track ③⑦

Sandwiches,

(Make a triangle with your hands)

Nuts and juice,

(Pretend to pour from a jug)

Tomatoes and cheese!

(Make circles with your fingers)

Biscuits, mmm! Biscuits!

(Rub your tummy)

Please, please, please!

(Hands together, pleading)

I'm so hungry,

(Rub your tummy)

I'm thirsty too.

(Hold your throat)

It's time for a picnic

(Point to your wrist)

For me and you!

(Point to yourself and then the children)

(Repeat)

5 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track ②

Class Book activity page 30

- Hold up Class Book activity page 30. Say *I'm hungry. What can I eat?*
- Point to the shaker and say *No!* Point to the cheese and say *Yes!*
- Show the children what they have to do by completing the circle with a red coloured pencil around the cheese.
- Say *Circle the things you can eat or drink in red!*
- Then mime playing some musical instruments: a guitar, a triangle, a trumpet, a drum, a piano and a shaker, and try to elicit the words from the children. Help them with prompts if necessary.
- Say *I want to play some music.* Point to the piano and complete the circle around it with a blue coloured pencil.
- Say *Circle the things you can eat in red. Circle the musical instruments in blue.* If you wish, you could draw a sandwich on one side of the board and circle it with red and a guitar on the other side of the board and circle it with blue.
- Give out Class Book activity page 30 and coloured pencils to the children.
- Encourage them to circle the items correctly.

Checking the activity

- Hold up Class Book activity page 30 again. Say *I'm hungry! What can I eat?*
- Invite the children to hold up their page and to point to things you can eat. Encourage them to say the words and repeat them with the class.
- Say *I'm thirsty. What can I drink?* Elicit *Juice!*
- Say *I want to play some music.* Ask the children to point to the musical instruments and encourage them to say the words too.

6 Goodbye

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

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 1 of this unit.

Goodbye song CD Track ⑥

Extra time

What's wrong?

- Place five of the six food flashcards in the pockets of the Pocket Poster. Add one musical instrument flashcard.
- Ask the children which flashcard is different from the rest. Say *What's different?*
- Point to the flashcards one by one and say all the food items with the class. When you reach the musical instrument card, see if they realise that it is different.
- Prompt them and say *No! It's a guitar!* Take out the card and replace it with the last food item. Repeat all the words. Say *That's better.*
- Now replace five of the food flashcards with five of the musical flashcards.
- Point to each musical flashcard in turn, saying the word, and then when you reach the food flashcard say *No! They're (sandwiches)!*
- Repeat the activity. This time, just ask *What's wrong?* without going through all the flashcards, and encourage the children to identify the odd-one-out.

Photocopy Master 9: Follow the path

- Before the lesson, download and print enough copies of Photocopy Master 9 for each child, and one example.
- Hold up a copy of Photocopy Master 9. Point to the sandwiches and elicit the word *Sandwiches*.
- Trace a line through the maze with a pencil until you reach the picnic table. Say *Put the sandwiches on the table.*
- Give out copies of Photocopy Master 9 and pencils to the children. Encourage them to trace paths through the maze from the food item to the picnic table.
- Once the children have finished, hold up the worksheet and point to each food item. Encourage the children to say the words.

Lesson 4

Language

New:

biscuits, cheese, juice, nuts, sandwiches,
tomatoes

I'm hungry!

I'm thirsty!

eat

picnic

falling

I love nuts!

Here you are!

Recycled:

birds

happy

Watch out!

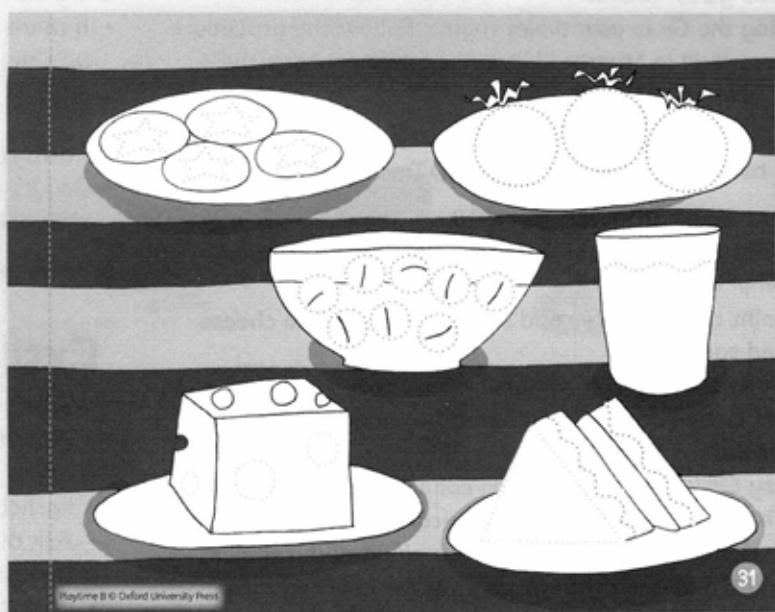
Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 37

Routine Poster

Unit 6 food flashcards: biscuits, cheese, juice, nuts,
sandwiches, tomatoes



Unit 6 food miniflashcards (Class Book page 37)

Class Book activity page 31

DVD Story 6: I love nuts!

Extra time: Playtime A farm animal flashcards: cow,
sheep, duck, hen

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 2 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 Practise the vocabulary with the miniflashcards

- Give out a set of food miniflashcards from page 37 of the Class Book to each child.
- Take the six food 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 *I'm hungry! Can I have some sandwiches, please?* 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.
- Then say *I'm thirsty! Can I have some juice, please?* 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 food flashcards and words.

3 Vocabulary song

- Say *Now let's listen to the Please! song!*
- Explain to the children that they should listen to the song and hold up a food miniflashcard whenever they hear the word.
- Play CD Track 37. Hold up the corresponding flashcard when each food word is said and encourage the children to hold up their miniflashcards.

Please! CD Track ③7

4 DVD Story 6: I love nuts!

- Seat the class where they can all see the screen.
- Play Story 6 on the DVD all the way through without stopping the first time and let the children watch and enjoy the story.
- **Optional:** If you like, ask the children to hold up their food miniflashcards when they hear the matching words.

- 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 to sing and act out the story song.
- **Optional:** If you like, ask the children to stand up to join in with the story and the song.

Story 6: I love nuts!

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

5 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track ②

Class Book activity page 31

- Hold up Class Book activity page 31. Say *Look at the picnic!*
- Then point to the biscuits and say *What are these?* Prompt the class to say *Biscuits*. Take a pink coloured pencil and trace over the dotted lines on the biscuits. Say *Trace the food*.
- Give out Class Book activity page 31 and coloured pencils to the children. Encourage them to trace over the dotted lines on each food item in the relevant colour.

Checking the activity

- Hold up Class Book activity page 31 again. Point to each food item and elicit the word.
- Ask *What's this? Juice! Good work! Ask them about the colours too. What colour's the juice? Orange! Repeat with the other food items.*
- Then say *Well done! Very good!*

6 Goodbye

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 food miniflashcards so that they can be used in another lesson (unless you want to do the second activity in 'Extra time').

Tidy up song CD Track ⑤

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 1 of this unit.

Goodbye song CD Track ⑥

Extra time

Review of Playtime A: Farm animals

- Hold up the farm animal flashcards from *Playtime A* and say the animals with the children.
- Then invite the children to sit in a circle with you and say *Use your eyes!*
- Ask a volunteer to stand at the front and to cover their eyes.
- Show the rest of the class an animal flashcard. When everyone has seen the card, ask the volunteer to uncover their eyes.
- The class has to mime being the animal but not make any noise. The volunteer tries to guess which animal it is.
- Repeat for the other animals with new volunteers.

Food survey

- Stick the six food flashcards on the board in a long row and make sure the children have their sets of food miniflashcards.
- Take Monkey and make him hold a food miniflashcard, making sure the children can't see it.
- Make Monkey whisper to you and then say to the children *Monkey wants to know, What's your favourite picnic food?* Encourage the children to shout out their favourite food and to hold up the miniflashcard of that food. Say to the children *Go to your favourite picnic food!* and encourage the children to line up in front of the flashcard of their favourite food.
- With the class, count the number of children in front of each of the food flashcards. Then take the relevant miniflashcard from all the children in each line and stick them on the board above the picnic food flashcard like a bar graph. Then count again.
- Ask the children *What's Monkey's favourite picnic food?* and encourage the children to guess before revealing Monkey's miniflashcard. Give Monkey to the children standing in front of the flashcard of the food that he chose. Make sure Monkey picks something healthy.

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



Lesson 5

Language

New:

biscuits, cheese, juice, nuts, sandwiches, tomatoes
a cheese and tomato sandwich
butter, bread
lunch
wash our hands
Let's tidy up!
We're hungry!

Recycled:

circle, square, triangle, star
please

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 37
Routine Poster
Unit 6 cross-curricular flashcard: A cheese and tomato sandwich
Unit 6 food miniflashcards: cheese, sandwiches, tomatoes



Unit 6 cross-curricular DVD section: *Let's prepare lunch!*
Class Book activity page 32

Extra time: Healthy and unhealthy food (or photos of it), two cardboard boxes, paper plates, food pictures cut out of magazines, glue, scissors

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 2 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 Vocabulary song

- Say *Let's sing the song, Please!*
- Play CD Track 37. Do the actions from Lesson 3 of this unit and encourage the children to join in with you.

Please! CD Track ③⑦

3 Unit 6 cross-curricular film footage:

Let's prepare lunch!

- Take Monkey and make him whisper to you and rub his tummy. Then say *Monkey's hungry!* Ask the children what they think Monkey would like. Go through various foods until they guess *sandwiches*.
- Let Monkey hold the Unit 6 cross-curricular flashcard without showing the children the photo. Ask *What's Monkey got?* Make Monkey whisper to you again. Say *Hurray! Monkey's got some sandwiches!*
- Show the class the Unit 6 cross-curricular flashcard of a cheese and tomato sandwich.

- Ask the children *What do you think is in the sandwich?* Encourage the children to guess *Cheese and Tomatoes*. Say *Well done! A cheese and tomato sandwich. Then say Now we're going to watch a film about making a cheese and tomato sandwich.*
- Seat the class where they can all see the screen.
- Play the Unit 6 cross-curricular DVD section all the way through without stopping the first time for the children to watch and enjoy.
- Then play the same section again, encouraging the children to hold up their cheese, tomato and sandwich miniflashcards when they are mentioned in the film.
- Optional:** If you like, ask the children to stand up to do the actions.

Unit 6 cross-curricular film footage: Let's prepare lunch!

It's lunchtime. Are you hungry?
Let's prepare lunch.
First we wash our hands. That's it.
What have we got?
We've got juice, nuts and biscuits. Yum, yum!
Let's make some sandwiches too!
Here's the bread and here's the butter.
We need some cheese and tomatoes too.
First butter the bread. That's good.
Put on the cheese.

Now let's cut the tomatoes.

Mmm! Lovely red tomatoes!

Put on the tomatoes.

Look, it's a square. Careful!

And now it's two triangles.

There. The sandwiches are ready.

Now let's tidy up!

And wash our hands again. That's better!

Mmm! We're hungry. Let's eat.

It looks good! Yum yum!

- Ask the following questions to check if the children have understood the DVD. Help the children to answer them correctly.

What are they making? (Sandwiches)

What is in the sandwich? (Cheese and tomatoes)

What shape are the sandwiches? (Accept square or triangle)

- When the DVD section has finished, say *Now let's look at some pictures of making a sandwich.*

4 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track ②

Class Book activity page 32

- Hold up Class Book activity page 32. Say *Look at the pictures. She is making a sandwich just like in the film.*
- Ask the children *What happens first?* Explain to them that it's very important to wash your hands before touching food and point to that picture on the Class Book page. Take a pencil and write 1 in the box and say *Picture 1.*
- Then say *What happens next? Where is picture 2?* Point to some of the other pictures, asking *Yes or no?* until you find the next picture. Nod and say *Yes, this is picture 2.* Write the number 2 in the box as well.
- If you feel it is necessary, continue doing examples until the whole sequence has been done.
- Then give out Class Book activity page 32 and pencils to the children. Say *Order.*

Checking the activity

- Hold up Class Book page 32 again and point to picture 1 again.
- Encourage the children to hold up their Class Book page. Point to the pictures in order and ask them to do the same. Encourage them to tell you what's in the pictures, e.g. *What food is in this picture? What shape are the sandwiches? What colour are the tomatoes?*
- Then say *Well done! Good work!*

5 Goodbye

Tidy up time

- If you like, let Monkey be a good example and appear to help with the clearing up after this lesson. Play the *Tidy up* song while the children help you tidy things away.

Tidy up song CD Track ⑤

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 1 of this unit.

Goodbye song CD Track ⑥

Extra time

Healthy food / Unhealthy food

- Before the lesson, collect food or pictures of food if you prefer. This could include the fruit studied in Playtime A and items such as tomatoes and sandwiches from this unit. Also bring in some unhealthy food, like biscuits, cake and chocolate.
- Prepare two boxes: one with a smiley face on it, and the other one with a sad face on it.
- Ask the children to sit in a circle and place the food in the middle. Hold up an item of food, e.g. an orange. Ask *What's this?* Elicit *An orange.* Then ask *Is it healthy or unhealthy?* Encourage the children to decide and to put the orange in the smiley box.
- Repeat until all the food is sorted.
- **Optional:** If you like, play a healthy restaurant game. Set up some restaurant tables and divide the children into serving staff and customers. Make sure the children order healthy food.

Picnic plates

- Before the lesson, cut out lots of food items from magazines. Make sure there are a few food items from the unit.
- Give each child a paper plate and some glue.
- Tell the children to pick their favourite picnic food items and to glue them onto their paper plate to create their own picnic.
- Say to the children *Come on! The picnic is ready!* and encourage them to sit round a table with their plates in front of them. Ask the children to name any food items they know in English. They can use L1 for any items that they don't know.

Workbook users – now go to page 154 for Workbook lesson A.

Lesson 6

Language

New:

biscuits, cheese, juice, nuts, sandwiches, tomatoes
a cheese and tomato sandwich
wash our hands
butter, bread
lunch
food
I love biscuits.
Let's tidy up!
We're hungry!

Recycled:

circle, square, triangle, star, elephant
please

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 37
Routine Poster
Pocket Poster
A clean and empty cloth bag
Unit 6 food flashcards: biscuits, cheese,
juice, nuts, sandwiches, tomatoes
Unit 5 flashcard: elephant



Unit 6 food miniflashcards: biscuits, cheese, juice, nuts,
sandwiches, tomatoes

Unit 6 cross-curricular flashcard: A cheese and tomato sandwich

Unit 6 cross-curricular DVD section: Let's prepare lunch!

Extra time: Teeth cut out of yellow paper, white paint,
toothbrushes

1 Hello

Hello Monkey!

- Introduce Monkey using the routine from Lesson 5 but this time say he is hungry and offer him some tomatoes. Then let Monkey see the class. Say *Let's say hello to the children.*
- Say *Hello, children!* Encourage them to join in by waving back and saying *Hello Monkey!*
- 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 Unit 2 Lesson 1.

2 Practise the vocabulary with the Pocket Poster

- Place the six food flashcards in a clean and empty cloth bag. Let Monkey offer the bag as a lucky dip for a volunteer to take out a card.
- Invite the child to show the flashcard to the class. Encourage the class to say what it is. Ask *What is it?* and elicit e.g. *Tomatoes.*

- Say *Put the tomatoes in the green pocket* and encourage the volunteer to put the card in the green pocket of the Pocket Poster.
- Look at the poster and ask *What's missing?* Ask the class to try to remember before offering the lucky dip to another volunteer.
- Repeat until all the flashcards are in the poster.

3 Unit 6 cross-curricular film footage: Let's prepare lunch!

- Take Monkey and the cross-curricular flashcard of the cheese and tomato sandwich, without showing the children the photo. Say *Look! What's Monkey got?*
- Prompt the class by saying *It's a ...* for the children to complete the phrase with *sandwich* and say *Yes! It's a sandwich.* Ask *What's in the sandwich?* Point to the cheese and the tomato in the filling and try to elicit *Cheese* and *Tomato*. Say *Yes! A cheese and tomato sandwich.*
- Say *Now let's watch the DVD about making a sandwich.*
- Seat the class where they can all see the screen.
- Give out the sets of miniflashcards and explain that the children should watch and hold up their cheese, tomato and sandwich miniflashcards when they hear the words.

- Play the DVD section to the end of the making the sandwich footage. Pause before the vocabulary section at the end.

Unit 6 cross-curricular film footage: Let's prepare lunch!

- Ask the following questions to check if the children have understood the DVD. Help the children to answer them correctly.
What colour are the tomatoes? (Red)
What are the children having for lunch? (Cheese and tomato sandwiches, nuts, biscuits, juice)
How many times do the children wash their hands? (Two)
- **Optional:** At this point you could have a discussion about the importance of washing your hands regularly
- Now play the vocabulary at the end of the Unit 6 DVD section.
- Encourage the children to repeat each word they hear and to hold up their miniflashcard.

4 The elephant is hungry!

- Ask the class to stand in a circle. Show the elephant flashcard from Unit 5 and elicit its name.
- Say and repeat with the class *The elephant is hungry!* Remind the class of the word *lunchbox* from Level A. Explain that lunch is the midday meal and practise the phrase *What's for lunch?*
- Hold up the elephant card and say a rhyme together using the revised words:
The elephant is hungry.
Munch, munch, munch!
The elephant is hungry.
What's for lunch?
- Prepare the unit flashcards and hold them out as a fan. Offer the fan to a child to pick a card and show the class. Say the word and ask if the elephant likes the food on the card. In fact, elephants will eat all the items in this unit, but should not really have biscuits, so say yes to all the others and no to biscuits.
- Elicit other items the elephant could eat, including all the fruit words from Level A (*pear, plum, banana, cherries, apple, orange*). For each good suggestion, repeat the rhyme and add the new item at the end.
- Praise the class and say Great work!

5 Vocabulary song

- Say *Let's sing the song, Please!*
- Explain that the children should listen and join in with the song, holding up their pictures and pointing to any food items they have drawn as they hear them. Play CD Track 37.

Please! CD Track 37

6 Goodbye

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

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 1 of this unit.

Goodbye song CD Track 6

Extra time

Wash your hands!

- Explain to the children that, just like in the film, it's very important to wash your hands before and after touching food. Explain that if we keep our hands clean, we are less likely to be ill.
- Ask the children to stand up. Say *Let's pretend to wash our hands!* Mime washing your hands together.
- Stick the six food flashcards around the classroom. Remind the children that they have to wash their hands before touching food.
- Say to the class, or to one volunteer if you prefer, *Touch the sandwiches!* They should mime washing their hands before touching the sandwiches flashcard.
- Say *Well done!* to the children who remembered to wash their hands first.
- Continue until the children have touched all six food flashcards.

Brush your teeth!

- Before the lesson, draw sets of teeth on yellow paper (and cut them out if you wish). There should be a set of teeth per child.
- Explain to the children that we wash our hands to keep them clean. Tell them that it is also important to clean our teeth. Ask the children if they know when in particular we need to brush our teeth, e.g. after eating, especially unhealthy food such as sugar or chocolate.
- Hand out the yellow paper teeth to the children. Ask the children *What colour are they?* Elicit *Yellow*. Ask the children if they think teeth should be yellow and elicit *No!* Ask them what colour they should be and elicit *White!*
- Hand out toothbrushes and white paint to each child. Help them paint the yellow teeth white. When they have finished, ask the children to hold up their pictures and say *What lovely clean, white teeth!*

Workbook users – now go to page 155 for Workbook lesson B.

Lesson 7

Language

New:

biscuits, cheese, juice, nuts, sandwiches,
tomatoes

flying

eating

I'm hungry!

I'm thirsty!

I love nuts!

Here you are!

Recycled:

Colours

Watch out!

up, down

bird

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 34

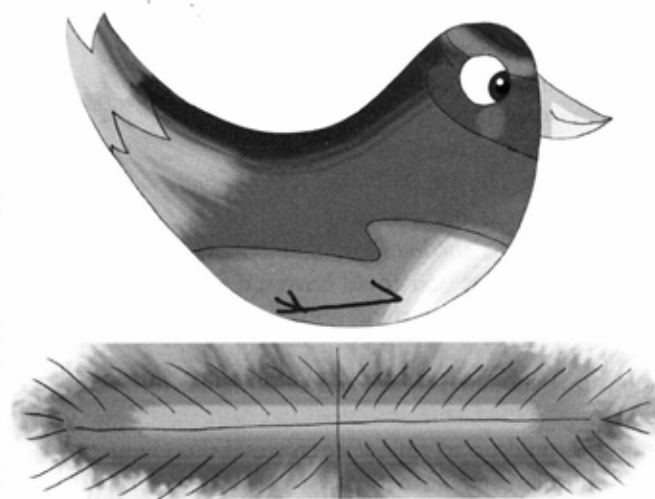
Routine Poster

Pocket Poster

Unit 6 food flashcards: biscuits, cheese, juice, nuts,
sandwiches, tomatoes

Unit 6 I love nuts!

Pop-out



Playtime B © Oxford University Press

Class Book Unit 6 pop-out

DVD Story 6: *I love nuts!*

Optional: Props for acting out the story

Extra time: Photocopy Master 18, website: enough
copies for one each, coloured pencils and optional
collage materials

1 Hello

Hello Monkey!

- Let Monkey whisper to you and then let him rub his tummy and then his throat with his paw. Say *Monkey says, 'I'm hungry and I'm thirsty!'*
- Say *Oh dear!* Hand out the six food flashcards to six children and ask them to give Monkey something to eat and drink. As each child gives Monkey a flashcard, let Monkey pretend to eat or drink the item. Let Monkey whisper in your ear. Say *Monkey says thank you!* Turn to Monkey and say *Let's say hello to the children.*
- Turn Monkey to look at the children. Say *Hello children!* Encourage them to join in by waving back and saying *Hello Monkey!*
- 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 CDTrack ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 Practise the vocabulary with the Pocket Poster

- Take the six food flashcards and hold them in Monkey's mouth. Say *They aren't all for you Monkey!*
- Ask a volunteer to take one of the flashcards and to show it to the class. Encourage the class to say the word.
- Then say *Put the (tomatoes) in pocket number 5, please!* and encourage the child to put the flashcard in the pocket numbered 5 on the poster.
- Repeat for all the flashcards, saying different numbers and asking different children to come out each time.

3 Class Book activity

Pop-out 6: Make the pop-out bird

- Hold up the bird you have made from Pop-out 6. Say *Look, it's a bird!*
- Hold the bird by its back and move it up and down so that it looks as if it's flying. Say *Tweet! Tweet! They're flying down to eat!*
- Say *Now you can make a bird too!* Either give out the pages for the children to pop out the bird where they are, or use the *Go to your tables* rhyme to lead them back to their desks to make them.
- Show the children how to pop out their birds, fold the wings and pass the wings through the slot.

Play with the bird pop-out

- Play a game with the children and their birds.
- Ask the class to hold up their birds. Say *Show me the birds!* Then say *They're flying up, up, up!* Hold up the bird pop-out and make it fly up.
- Then say *They're flying down to eat!* and make the bird pop-outs fly down.
- Say *The birds are eating the nuts* and make the birds peck on the table.
- Repeat several times.

4 DVD Story 6: I love nuts!

- Let the children keep their birds while they watch Story 6 on the DVD again.
- Explain before they watch that their bird should copy what the bird in the story song does.
- Play Story 6 on the DVD. Encourage the children to make their birds fly and eat at the appropriate points during the story song.
- **Optional:** If you like, ask the children to hold up their food miniflashcards when they hear the words in the story.

Story 6: I love nuts!

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 birds ready for the story song.
- Play Story 6 on CD Track 34. 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 hold their bird up and make it fly when the birds fly down to eat in the story.

Story 6: I love nuts! CD Track 34

- | | |
|-----------------------------|---|
| 1 Great! A picnic! | (Jump or clap excitedly) |
| 2 sandwiches | (Make a triangle with your hands) |
| I'm hungry! | (Rub your tummy) |
| 3 juice | (Mime pouring juice) |
| I'm thirsty! | (Hold your throat) |
| 4 I love nuts! | (Mime eating nuts from your hand) |
| 5 Watch out! | (Wave your hands about) |
| falling | (Wiggle your fingers) |
| 6 The birds are hungry too! | (Mime flying then rub your tummy) |
| Hee hee | (Hold your sides, laughing) |
| 7 Here you are | (Mime handing some nuts to the birds) |
| happy | (Exaggerated smile) |
| 8 I love picnics! | (Raise your hands in a silent cheer and pat your tummy) |
| Yum yum! | |

- At the end, congratulate the children. 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, e.g. toy food or a picnic basket and rug.

6 Goodbye**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**Goodbye time**

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 1 of this unit.

Goodbye song CD Track 6**Extra time****Fly, bird! Fly!**

- Make sure the children have their bird pop-outs. Say *Stand up, please!*
- Hold your bird up and say *Fly, bird, fly!* Move it gently up and down, as if flying. Encourage the class to copy you.
- Say *Fly, bird! Fly to my head!* Make your bird fly up on to your head. Encourage the children to join in.
- Repeat but this time say *Fly, bird, fly to my arm!* Make your bird fly down onto your arm.
- Repeat with the other body parts. As the children become more confident, wait for them to do the action before you make your bird fly.

Photocopy Master 18: Make a bird invitation

- Before the lesson, download and print enough copies of Photocopy Master 18 for each child, and one example.
- Use the invitation template 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 18.
- 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 bird next to the text of the invitation and other pictures around it.

Lesson 8

Language

New:

biscuits, cheese, juice, nuts, sandwiches,
tomatoes

flying

eating

I'm hungry!

I'm thirsty!

I love nuts!

Here you are!

Recycled:

Colours

Watch out!

up, down

please

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 6, 34, 37

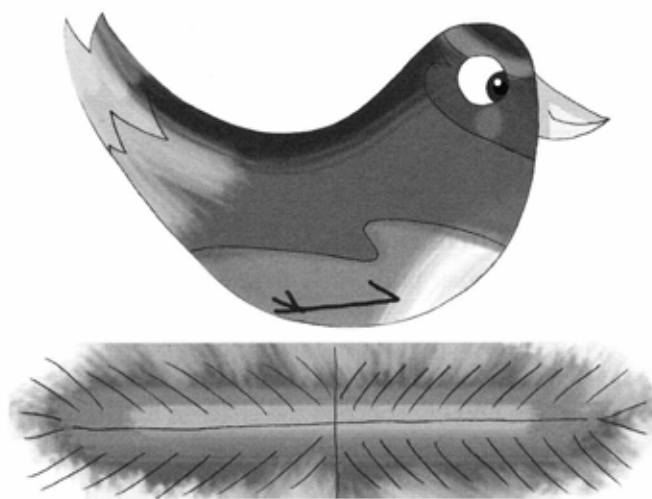
Class Book Unit 6 pop-out

Paper stars for each child to use as rewards

Photocopy Master 19, website: enough copies for
one each

Unit 6 I love nuts!

Pop-out



Playtime B © Oxford University Press

Unit 6 food miniflashcards: biscuits, cheese, juice, nuts,
sandwiches, tomatoes

Unit 6 food flashcards: biscuits, cheese, juice, nuts,
sandwiches, tomatoes

Optional: Props for acting out the story

Extra time: Pocket Poster, character flashcards,
Photocopy Masters 16 and 17, 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, for example.

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 and make sure they have their pop-outs and any additional 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 hold up and use their pop-out birds during the story song.

Story 6: I love nuts! CD Track ③④

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

3 Vocabulary song

- To add to the performance, play or sing the Please! song and encourage the children to join in, doing the actions. As each food item is mentioned, invite the class to hold up the corresponding miniflashcard.

Please! CD Track ③⑦

4 Certificate time

- Say *Well done!* to each pupil to congratulate them for their performance and their work for this final 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 19) for each child and hand these out too.
- **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 to put their face on their hands as if they are sleeping while they listen.

Settling song CD Track ④

- Then do a quiet review activity to end the unit.
- Take the food flashcards and show them to the class. Explain that you are going to cover a flashcard with a piece of paper and then gradually reveal the picture. The children have to guess which flashcard it is.
- When a child guesses correctly, say *That's right! Well done!* and hold up the flashcard.
- Repeat with the rest of the flashcards.

6 Goodbye**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**Goodbye time**

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

Goodbye song CD Track ⑥**Extra time****What does Twig love?**

- Put up the Pocket Poster where all the children can see it. Put the five character flashcards in the pockets face out.
- Put food flashcards behind each character flashcard without the children seeing what they are. If you like, put some fruit flashcards from *Playtime A* in the pockets too.
- Ask the children *What does Twig love?* Encourage the children to guess what food Twig loves, shown by the flashcard behind him. When they guess correctly, pull the flashcard out and say *Well done! Yes, Twig loves nuts!*
- Repeat with the other characters until they have guessed all the picnic food.

Photocopy Masters 16 and 17: Unit 6 Picture Dictionary

- Before the lesson, download and print enough copies of Photocopy Masters 16 and 17 for each child. Then stick the bottom of Photocopy Master 16 onto Photocopy Master 17 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. Make sure that all the children have 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 a 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.

6 I love nuts!

Reinforcement lesson

Language

New:

biscuits, cheese, juice, nuts, sandwiches, tomatoes

Recycled:

ears, eyes, face, hair, mouth, nose
please

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 37

Routine Poster

Pocket Poster

Unit 6 food flashcards: biscuits, cheese, juice, nuts,
sandwiches, tomatoes

Unit 6 food miniflashcards: biscuits, cheese, juice, nuts,
sandwiches, tomatoes

A dried pasta face already made

Dried pasta, paper plates, glue, paint

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 in Lesson 1 of this unit.

Hello song CD Track ①

2 Re-present the vocabulary with the Pocket Poster

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

3 Vocabulary practice

- Play *Bingo!* Hand out three of the six food miniflashcards at random to each child. Tell the children to place them face up on the table in front of them.
- Call out a food word. Any children that have that food word in front of them can turn over their miniflashcard.
- Continue with the other words. As you say each word, take the corresponding flashcard and put it to one side to keep a record of the ones you have called.
- When a child has all three cards turned over, they can call out *Bingo!*
- Once someone has called out *Bingo!* ask them to hold up their miniflashcards and at the same time turn over your flashcards so you can check that they are right.

4 Vocabulary song

- Say *Now let's listen to the song, Please!*
- Ask the children to stand up.
- Play CD Track 37. Do the actions and encourage the children to join in too.

Please! CD Track ③⑦

5 Pasta faces

- Make a pasta face on a paper plate before the lesson.
- Show the children your pasta face and explain to them that they are going to make one too.
- Give the children a variety of dried pasta and a paper plate each. Show the children how to glue the pasta onto the plate to create features. Spaghetti is useful for hair. Some features can be drawn on.
- Once they have glued the pasta on, hand out paints and encourage the children to paint their pasta faces.
- When all the children have finished, ask them to hold up their pasta faces and encourage them to point to various features and say the words.
- Say *Well done! What lovely pasta faces!*

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥

Extension lesson

Language

New:

biscuits, cheese, juice, nuts, sandwiches, tomatoes
hard

Recycled:

apples, bananas, cherries, lemons, oranges, plums

Colours

soft

please

Materials:

Monkey puppet

Routine Poster

CD: Tracks 1, 5, 6, 38

A blindfold

Food samples

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, make sure you are aware of any food allergies the children may have. Be particularly careful with nuts.

Collect together some food items for them to try, e.g. oranges, lemons, apples, bananas, nuts, biscuits, tomatoes, cheese

1 Hello

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

Hello song CD Track ①

2 Present the theme

- Ask the children to sit in a circle.
- Hold Monkey up to your ear and make him whisper something in your ear. Say *Monkey likes bananas!* Ask the children why they think Monkey likes bananas. Encourage them to think of other things than just the taste, e.g. the colour, the texture.
- Using Monkey, ask the children what food they like the most and why.

3 Project work

- Invite a volunteer to come to the front of the class. Make sure they have clean hands and blindfold them.
- Explain that you are going to give them a bit of food and they have to try to guess what it is from the way it feels, the way it smells and the way it tastes.
- Give the child a slice of orange and let them feel it first. Encourage them to explain in L1 what it feels like.
- Then encourage them to smell it and again describe in L1 what it smells like.
- Finally let them taste it and say what it tastes like. Ask the child if he / she knows what it is and if they can remember the word in English: *Orange*. If the child doesn't want to taste the food, don't force them. Let them guess just from the touch and smell of the food.
- Take the blindfold off and show them the food. Say *Well done! Good work!*
- Repeat the activity with other foods and encourage them to compare the food, e.g. the sweetness of oranges with the sourness of lemons.

4 Karaoke song

- Draw pictures of the food you have used in the previous activity on the board.
- Explain that you are all going to sing a slightly different version of the *Please!* song, doing the actions.
- Play the karaoke version of the *Please!* song substituting the food items in the song with the food items you've drawn on the board.

Please! (karaoke version) CD Track ③⑧

5 Goodbye

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

Tidy up song CD Track ⑤

Goodbye time

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

Goodbye song CD Track ⑥

Workbook users – now go to pages 156 and 157 for Workbook lessons C and D.

Workbook lesson A

Language

New:

biscuits, cheese, juice, nuts, sandwiches, tomatoes
a cheese and tomato sandwich
butter, bread
lunch
wash our hands
Let's tidy up!
We're hungry!

Recycled:

please

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 37
Routine Poster
Unit 6 cross-curricular flashcard: A cheese and tomato sandwich
Unit 6 food miniflashcards: cheese, sandwiches, tomatoes
Unit 6 cross-curricular DVD section: Let's prepare lunch!
Workbook page 23

1 Hello

Hello Monkey!

- Repeat the procedure described in 'Hello Monkey!' in Lesson 2 of this unit.

Hello song CDTrack ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 Vocabulary song

Please!

- Say *Let's sing the song, Please!*
- Play CD Track 37. Do the actions from Lesson 3 of this unit and encourage the children to join in.

Please! CDTrack ③⑦

3 Unit 6 cross-curricular film footage:

Let's prepare lunch!

- Take Monkey and make him whisper to you and rub his tummy. Then say *Monkey's hungry!* Ask the children *Are you hungry too?* Elicit *Yes!* Ask *What shall we eat?* Elicit the unit picnic words. When you hear *sandwich*, say *Now we're going to watch a film about making a cheese and tomato sandwich.*

- Seat the class where they can all see the screen. Hand out the picnic miniflashcards.
- Play the Unit 6 cross-curricular DVD section, encouraging the children to hold up only the miniflashcards that are mentioned in the film.

Unit 6 cross-curricular film footage: Let's prepare lunch!

4 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CDTrack ②

Workbook page 23

- Hold up the Workbook, open on page 23. Say *Look at the pictures. What can you see?*
- Elicit the names of the items and then the sandwich and fruit.
- Point to the tomatoes and elicit *tomatoes*. Say *Let's match the tomatoes. Do we match the tomatoes to the fruit or to the sandwich?* Point to the fruit bowl and sandwich respectively as you ask this. Elicit *sandwich* and say *Good!* Trace a line with your finger from the tomatoes to the sandwich to show the children what to do.
- Give out the Workbooks, open on page 23, and pencils to the children. Say *Match*.

Checking the activity

- Hold up the Workbook again. Encourage them to tell you how to link the items correctly. Say *Match the apple to... the fruit.*
- Then say *Well done! Good work!*

Using the Workbook

- Revise all the fruit names again and ask which extra fruit the class would like! You could also revise the *Playtime A* fruit words: *pear, plum, banana, cherries, apple, orange.*

5 Goodbye

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

Tidy up song CDTrack ⑤

Goodbye time

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

Goodbye song CDTrack ⑥

6 I love nuts!

Workbook lesson B

Language

New:

biscuits, cheese, juice, nuts, sandwiches, tomatoes
a cheese and tomato sandwich
food
I love biscuits.
We're hungry!

Recycled:

circle, square, triangle, star
cake, juice, grapes
please

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 37
Routine Poster
Pocket Poster
A clean and empty cloth bag
Unit 6 food flashcards: biscuits, cheese, juice, nuts,
sandwiches, tomatoes
Starter level Unit 3 food flashcards
Workbook page 24

1 Hello

Hello Monkey!

- Introduce Monkey using the routine from Lesson 2 of this unit, but this time say he is hungry and offer him some nuts. Then let Monkey see the class. Say *Let's say hello to the children.*
- Say *Hello, children!* Encourage them to join in by waving back and saying *Hello Monkey!*
- 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 Unit 2 Lesson 1.

2 My favourite food

- Ask the class to stand in a circle and place the six food flashcards from this unit and the food flashcards from Unit 3 of the Starter level face up on the floor.
- Say *Let's have our favourite food!* Invite three volunteers to come and pick up a card and show the class.
- Say *What's your favourite food?* Point to each of the three cards they have picked up and repeat the food words together. Ask the children to put the cards down again.

- Invite three more children to pick three more cards. Say *Let's have our favourite food!*
- Repeat until all the flashcards have been used at least once.
- Say *Now let's draw a picture of your favourite food!*

3 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 24

- Hold up the Workbook, open on page 24. Point to the plate and say *Look! A plate.*
- Explain that the children have to draw and colour their favourite food on the plate. Say *Draw your favourite picnic food.*
- Give out the Workbooks, open on page 24, and coloured pencils to the children. Encourage them to draw and colour their favourite food.

Checking the activity

- When the children have finished, say *Show me your picture!* Encourage the children to hold up their pictures and to point to the food they have drawn. Say *Good! Well done!*
- Ask *What's your favourite food?* and encourage them to say what they have drawn.
- Congratulate the children again on their drawings. Say *Well done!*

4 Vocabulary song

- Say *Let's sing the song, Please!*
- Explain that the children should listen and join in with the song, holding up their pictures and pointing to any food items they have drawn as they hear them. Play CD Track 37.

Please! CD Track ③

5 Goodbye

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

Tidy up song CD Track ⑤

Goodbye time

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

Goodbye song CD Track ⑥

Workbook lesson C

Language

New:

biscuits, cheese, juice, nuts, sandwiches, tomatoes
a cheese and tomato sandwich
food
I love biscuits.
We're hungry!

Recycled:

Numbers

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 34, 35
Routine Poster
Pocket Poster
Big Story Book, Story 6: *I love nuts!*
Unit 6 pop-outs
A clean and empty cloth bag
Unit 6 food flashcards: *biscuits, cheese, juice, nuts, sandwiches, tomatoes*
Workbook page 25

1 Hello

Hello Monkey!

- Introduce Monkey using the routine from Lesson 2, but this time say he is hungry and offer him some cheese. Then let Monkey see the class. Say *Let's say hello to the children.*
- Say *Hello, children!* Encourage them to join in by waving back and saying *Hello Monkey!*
- 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 Unit 2 Lesson 1.

2 The Big Story Book

- Ask the pupils to come and sit in a circle with you 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: *I love nuts!*
- Follow the Story focus outline from Lesson 1 and elicit the key words and phrases for the story.

Read the story or play it on the CD

- Say *Now listen to the story, I love nuts!*
- Open the Big Story Book and either tell the story or play it on CD Track 34.
- As key vocabulary is heard, point to it in the pictures. Invite the class to hold up their pop-outs at the appropriate moments.
- During the story song, do the actions and encourage the children to hold up the pop-outs again. Collect the pop-outs at the end.

Story 6: I love nuts! CD Track ③④

3 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 25

- Hold up the Workbook, open at page 25. Say *Build the story. Find picture number one.*
- Look at the pictures and ask a child to point to the picture that they think is first in the story.
- Say *Yes! Write number 1.* Trace a number one in the box at the top of the image. Say *Find picture number two.*
- Then give out the Workbooks, open on page 25, and pencils to the children. Encourage them to complete the sheet. Say *Number in order.*

Checking the activity

- When the children have finished, hold up the Workbook page again. Ask the class to help you sort out the correct sequence for the story pictures and repeat the text from that stage in the story. Say:
We're going to have a picnic!
I've got a bag of nuts!
The nuts are falling on the ground.
The birds are eating the nuts.
A picnic for everyone!
- Repeat the text with the class and end with *Yum, yum!*

4 Story song

- Sing the story song with the actions again.

Tweet! Tweet! CD Track ③⑤

5 Goodbye

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

Tidy up song CD Track ⑤

Goodbye time

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

Goodbye song CD Track ⑥

Workbook lesson D

Language

New:

biscuits, cheese, juice, nuts, sandwiches, tomatoes
I love biscuits.

Recycled:

Numbers
Party foods
apples, plums, cherries

Materials:

Monkey puppet
CD: Tracks 1, 2, 5, 6, 35
Routine Poster
Pocket Poster
Unit 6 food flashcards: biscuits, cheese, juice, nuts,
sandwiches, tomatoes
Workbook page 26
Envelope or drawstring bag
Optional: Starter unit Birthday party food
flashcards, fruit flashcards, plain paper and paints for
each child

1 Hello

Hello Monkey!

- Introduce Monkey using the routine from Lesson 2, but this time say he is hungry and offer him some bananas. Say *Bananas are Monkey's favourite food!* Then let Monkey see the class. Say *Let's say hello to the children.*
- Say *Hello, children!* Encourage them to join in by waving back and saying *Hello Monkey!*
- 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

2 I love nuts!

- Ask the class to sit in a circle. Place the food flashcards in an envelope or a drawstring bag so that they don't fall out.
- Play the vocabulary song and ask the class to pass the bag around the circle. Stop the music at random. Ask the child holding the bag to name their favourite food using the phrase *I love ... biscuits.* Help the child open the bag or envelope and pick out a card.
- Ask whether the card picked matches the food named. If it does, repeat the name with the class. If it does not, elicit the name of the item picked and praise the pupil for a correct answer. This way, the pupil can be praised for knowing the fruit words with either outcome of the lucky dip.
- Start the music again and continue the game.

3 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 26

- Hold up the Workbook, open on page 26. Point to the plate of plums and ask *How many plums are there?* Count together up to 10. Trace writing 10 in the number box to show the class what to do.
- Say *Count and write the numbers.*
- Then give out the Workbooks, open on page 26, and pencils to the children. Encourage them to complete the sheet. Say *Count and write.*

Checking the activity

- When the children have finished, hold up the Workbook page again. Ask the class to help you count the food items on each plate. End each time by saying *Yum, yum!*

4 Story song and best bird

- Sing the story song with the actions or, if you like, make this a small competition. Ask the class to stand in a circle and invite a few pupils at a time to mime to the song while the other watch. Vote for the 'best bird' in the group and repeat the song for the next group.
- Invite the winners of each group to mime in a final 'Tweet' competition to find the best bird!

Tweet! Tweet! CD Track ③⑤

5 Best picnic with craft option

- If you have time, bring out the food flashcards from Star's Birthday party unit in the Starter unit, and combine them with the picnic and fruit flashcards.
- Elicit the names for all the foods and invite the class to put together their 'Best picnic' choices. Set up the tables for painting and hand out the sheets of paper. Make a wall collage of pictures of their 'best picnic' foods.

6 Goodbye

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

Tidy up song CD Track ⑤

Goodbye time

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

Goodbye song CD Track ⑥



Festival: Autumn

Lesson 1

Language

New:

autumn, flag, leaves

It's winter / autumn / summer / spring

Recycled:

brown, green, orange, red, yellow

It's windy.

tree, nuts

It's snowing / windy / sunny / raining / cloudy.

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 39

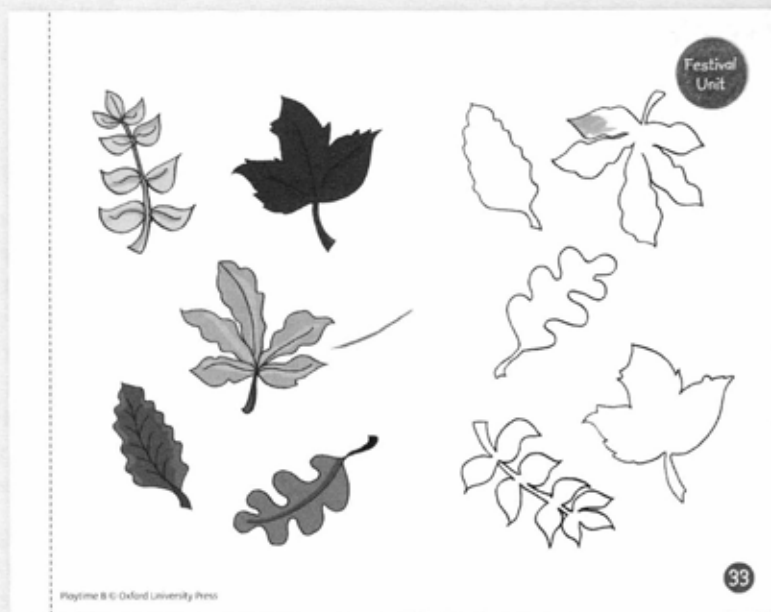
Routine Poster

Colour flashcards: red, orange, yellow, green, brown

Class Book activity page 33

Extra time: Photocopy Masters 10 and

11, website: enough copies for one each, finger paints, sticks, sticky tape



1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello children. Hello!* Elicit *Hello*.
- 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

- Before the lesson, put up the Routine Poster where all the children can see it.
- Point to the seasons part of the poster and ask *What season is it today?* Say the four seasons eliciting *Yes* or *No*. Then say the season *It's autumn*.
- Let Monkey look closely at the autumn section of the poster and whisper to you. Say *What's that, Monkey?* Let Monkey point to some of the items on the poster which represent autumn. Say *Look, leaves and nuts!*
- Ask *What colour are the leaves? Are they green?* Elicit *No* and then encourage the children to say the colours *Red, orange, yellow, brown*.
- Point to 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 a circle around it or ask a child to come up to the poster and to draw a circle around it. Say the weather, e.g. *It's windy* and encourage the children to repeat. Say *In the autumn it's windy*.

2 Action chant time

- Blow in Monkey's direction, making him bend over as if in the wind and say *It's windy*. Tell the children that you are all going to sing a song about autumn leaves dancing in the wind.
- Either put up the orange, red and yellow colour flashcards or move next to the Routine Poster so that you can point to the different coloured leaves. Make Monkey point to the different colours and encourage the children to repeat them: *Orange, red, yellow!*
- Say *Now let's say a chant about the autumn*.
- Ask the children to stand up and make sure the children are well spaced out. Say *Let's be trees* and encourage the children to stand with their arms held up. Play CD Track 39. Say the chant and do the actions, encouraging the children to join in.

It's windy! CD Track ③⑨

Whoosh! Whoosh!

Whoosh!

Whoosh! It's windy!

Whoosh! Whoosh!

Whoosh!

The leaves fall down.

The leaves are orange, red and yellow.

Falling, falling

All around!

(Hold your arms up and sway from side to side)

(Blow)

(Hold your arms up and sway from side to side)

(Move your hands to look like leaves fluttering down)

(Point to the leaves on the Routine Poster or to the colour flashcards)

(Move your hands to look like leaves fluttering down and slowly bend your knees)

(Bob down towards the ground and spread your arms in a circle.)



3 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Class Book activity page 33

- Hold up Class Book page 33. Say *Look! Leaves! It's autumn. The leaves are red, yellow, orange, brown and green!* while pointing at the different coloured leaves.
- Trace around a leaf on the left, encouraging the children to say the colour of the leaf, e.g. *A red leaf.* Then trace around the same shaped leaf on the right and say *Colour the leaf red.* Repeat with another pair of leaves.
- Tell the children to match the leaves and colour them in the matching colours. Say *Match and colour.*
- Give out Class Book activity page 33 and coloured pencils to each child.

Checking the activity

- When the children have finished, hold up Class Book activity page 33 again.
- Point to a leaf and trace the path to its match with your finger. Then ask *What colour's the leaf?*
- Elicit the colour. Repeat for each leaf encouraging the children to trace the lines they drew with their fingers at the same time and to tell you the colours.
- Then say *Well done! Very good!*

4 Chant time

- Tell the children that they are going to say the *It's windy* chant again, this time pointing to their pictures when the different coloured leaves are mentioned.
- Tell the children that Monkey is going to pretend to be a tree blowing in the autumn wind and make Monkey do all the actions this time.
- Play CD Track 39 again.

It's windy CD Track 39

5 Goodbye

- 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

Goodbye time

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

Goodbye song CD Track 6

Workbook users – now go to page 166 for Workbook lesson A.

Extra time

Photocopy Master 10: Make an autumn tree

- Before the lesson, download and print enough copies of Photocopy Master 10 for each child, and one example.
- Hold up a copy of Photocopy Master 10 so the whole class can see it. Ask the class *What's this?* and elicit *tree*. Say to the children *Yes, it's a tree. What's missing?* and try to elicit that the leaves are missing. Go over to the Routine Poster and point at the different coloured leaves on the poster. Say *This is an autumn tree. What colour are the leaves?* Elicit *orange, red, yellow and brown.*
- Say to the children *Let's make an autumn tree!* Ask the children to gather round you and demonstrate how to put leaves onto the tree's branches using finger painting. Say *Look! Red leaves!* as you dip a finger in red paint and press it on the branches. Repeat with the other colours.
- Send the children back to their seats and then give a photocopy of Photocopy Master 10 to each child. Say *Make an autumn tree* and encourage them to finger paint their own trees.
- When the children have finished, ask them to hold up their autumn trees. Say to the children *Point to the yellow leaves* and encourage them to point to the yellow leaves on their tree. Continue with the other colours.
- If you like, you can create a classroom display with all the completed trees.

Photocopy Master 11: Make a wind flag

- Before the lesson, download and print enough copies of Photocopy Master 11 for each child, and one example. Cut out the flag from a copy of Photocopy Master 11 and attach it to a thin stick by wrapping the side of the flag around the stick and taping it in place.
- Show the flag to the children and ask them if they know what it is. Tell them that in English it's called a *Flag*. Keep the flag quite still and point to the flag whilst asking *Is it windy?* Elicit *No* from the children. Ask a volunteer to blow on the flag so it moves and ask *Is it windy now?* Elicit *Yes*.
- Say to the children *Now let's make flags!* and give out a photocopy of Photocopy Master 11 to each child and some coloured pencils or paints. Once the children have finished decorating their flags, stick the flags to some sticks.
- Take the children and the flags outside and either stick the flags into the ground or give them to the children to hold carefully. Ask the children *Is it windy?* They should only say *Yes* if the flags flutter.



Festival: Merry Christmas!

Lesson 1

Language

New:

Father Christmas
sleigh

Christmas Day

Merry Christmas!

It's winter / autumn / summer / spring.

Recycled:

Colours

Numbers 1–10

It's snowing / windy / sunny / raining / cloudy.

presents

hat

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 40

Routine Poster

Class Book activity page 34



Extra time: Photocopy Master 12, website: enough copies for one each; a Christmas card with reindeer on it, finger paints, card (optional); character flashcards

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 Merry Christmas!* Encourage the children to wish Monkey *Merry 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

Routine Poster

- Before the lesson, put up the Routine Poster where all the children can see it.
- Point to the seasons part of the poster and ask *What season is it today?* Say the four seasons eliciting *Yes* or *No*. Then say the season *It's winter*.
- Let Monkey look closely at the winter section of the poster and whisper to you. Say *What's that, Monkey?* Let Monkey point to some of the items on the poster which represent winter. Say *Look, leaves and berries!*
- 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 a circle around it or ask a pupil to come up to the poster and to draw a circle around it. Say the weather e.g. *It's snowing* and encourage the children to repeat and wiggle their fingers like falling snow at the same time.

2 Action song time

- Hold up Class Book activity page 34 so all the children can see it. Point to Father Christmas and say *Who's this? It's Father Christmas!* Ask the children if they know what Father Christmas says and try to elicit *Ho ho ho!* Point to the sleigh and say *This is his sleigh.* Ask the children *What's in his sleigh?* Elicit *Presents.*
- Say *Now let's listen to a song about Father Christmas in his sleigh!* Play CD Track 40 and encourage the children to join in.

Ho ho ho! CD Track ④⑩

- | | |
|---------------------|---|
| Ho ho ho! | (Hold your sides, chuckling) |
| Father Christmas, | |
| Ho ho ho! | |
| In his sleigh, | (Hold reins in front of you) |
| Ho ho ho! | |
| Look, it's snowing! | (Wiggle your fingers to look like snow falling) |
| Ho ho ho! | (Wave your hands above your head) |
| On Christmas Day! | |
| Ho ho ho! | (Hold your sides, chuckling) |
| Father Christmas, | |
| Ho ho ho! | |
| In his sleigh, | (Hold reins in front of you) |
| Ho ho ho! | |
| Merry Christmas! | (Wave from your sleigh!) |
| Ho ho ho! | (Wave your hands above your head) |
| It's Christmas Day! | |



3 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track ②

Class Book activity page 34

- Hold up Class Book activity page 34 and point to Father Christmas. Say *Look! Father Christmas! Ho ho ho! And here's his sleigh full of presents!*
- Point to Father Christmas and say *Look at his hat. What number is it?* Encourage the children to say *One* and then point to the key and say *What colour is number one?* Encourage them to answer *Red* and then say *Yes, well done! Red. Colour the hat red.* Take a red pencil and show the children how to colour in the hat
- Repeat with a few more parts of the picture until the children are comfortable with the activity. Then say *Colour by number* and give out Class Book activity page 34 and coloured pencils to each child.

Checking the activity

- When the children have finished, hold up Class Book activity page 34 again. Point to the sleigh and say *What colour is his sleigh?* Encourage them to say *Green.*
- Repeat for all the parts of the picture, encouraging the children to point to their own pictures too.
- Then say *Well done! Very good!*

4 Merry Christmas hugs

- Tell the children that you are going to play the *Ho ho ho!* song again but that this time they should dance around the room as if they are snowflakes to the music. Explain that when you pause the music they must gently hug the nearest person and say *Merry Christmas!*

Ho ho ho! CD Track ④

5 Goodbye

Tidy up time

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

Tidy up song CD Track ⑤

Goodbye time

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

Goodbye song CD Track ⑥

Extra time

Photocopy Master 12: Colour the reindeer

- Before the lesson, download and print enough copies of Photocopy Master 12 for each child, and one example.
- Show the children a Christmas card with reindeer on it. Then hold up Photocopy Master 12 and ask the children if they know who it is. If they don't guess immediately, give them clues until they have guessed that it's a reindeer.
- Tell them they are going to colour in the reindeer. Ask them questions such as *What colour is his face? (brown) What colour is his nose? (red).* Then give out a photocopy of Photocopy Master 12 to each child and give them paints or coloured pencils.
- When they have finished colouring, ask them to hold up their pictures. Say to Monkey *Do you like the pictures, Monkey?* and make him whisper in your ear. Say *Monkey says something is missing. What's missing, children?* Let the children guess until someone correctly points out that the antlers are missing.
- Ask a volunteer to come to the front of the class with his / her picture and get the rest of the class to gather round. Gently dip the volunteer's palm in some yellow paint and press it on their picture to give the reindeer an antler. Say *Is that better Monkey?* and make Monkey nod in agreement. Say to the children *Now complete your pictures.*
- Once the pictures are complete and dry, either make a classroom display with them or alternatively use them to make Christmas cards. To do this take a large piece of card and fold it in half, stick the reindeer picture to the front and write *Merry Christmas* inside and give them to the children to take home to their families.

Merry Christmas!

- Sit the children in a circle on the rug. Explain to the children that they are going to listen to the *Ho ho ho!* song and that they will be passing round a flashcard at the same time. Say that when the music stops, whoever is holding the flashcard must look at it and say *Merry Christmas* to the character on the flashcard, e.g. *Merry Christmas, Rocket!*
- Give one of the children a character flashcard and then play the *Ho ho ho!* song on CD Track 40. Pause the CD at random and if the child holding the flashcard successfully says *Merry Christmas!* to the character, give the next child in the circle a new flashcard. If they get it wrong, continue with the same flashcard until someone gets it right.



Festival: Merry Christmas!

Lesson 2

Language

New:

Father Christmas

sleigh

Christmas Day

Merry Christmas!

It's winter / autumn / summer / spring.

Recycled:

It's snowing / windy / sunny / raining / cloudy.

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 40

A small scarf

Routine Poster

Class Book activity page 35

Extra time: Photocopy Master 13, website: enough copies

for one each; glitter, glue, scissors, coat hangers, string;

clothes: scarf, woolly hat, sunglasses, sun hat, anorak,

umbrella, wellington boots



1 Hello

Hello Monkey!

- Before the lesson, put a small scarf around Monkey's neck and then repeat the 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 Action song time

- Bring out Monkey and make him shiver and then whisper in your ear. Say *Monkey says he's cold! Let's sing a song to warm him up.*
- Ask the children if they remember what Father Christmas says and elicit *Ho ho ho!* Ask them if they can remember what Father Christmas travels in with his presents: *A sleigh.* Tell the children they are all going to pretend to be travelling in Father Christmas' sleigh.
- Ask the children to move to the carpet. Then line them up behind one another in rows of two or three as if they were sitting in a sleigh.
- Then say to the children *Let's sing the Ho ho ho song!*
- Play CD Track 40. Do the actions and encourage the children to join in with you.

Ho ho ho! CD Track ④⑩

3 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1. Encourage the children to go back to their desks by the time the rhyme is finished.

Go to your tables rhyme CD Track ②

Class Book activity page 35

- Hold up Class Book activity page 35 and point to the snowflake. Say *Look! It's snow!*
- Pick up a blue pencil and start to trace over the outline. Then say *Trace.*
- Give out Class Book activity page 35 and blue pencils to the children. Encourage them to trace over the lines carefully.

Checking the activity

- Ask the children to hold up their pictures so that you can see them. Say *Well done! What lovely pictures.*
- Ask the children to stand up, holding their pictures high above their heads. Tell the children that they're going to play *Monkey says.* If you say *Monkey says it's snowing,* the children must move their pictures from side to side and bend their knees to make it look as if the snow is falling. If you don't say *Monkey says,* they mustn't move.
- Play the game a few times and then say *Well done, everybody!*



4 Merry Christmas hugs

- Tell the children that you are going to play the *Ho ho ho!* song again but that this time they should dance around the room as if they are snowflakes to the music. Explain that when you pause the music they must gently hug the nearest person and say *Merry Christmas!*

Ho ho ho! CD Track 40

5 Goodbye

Tidy up time

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

Tidy up song CD Track 5

Goodbye time

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

Goodbye song CD Track 6



Extra time

Photocopy Master 13: Make a snow mobile.

- Before the lesson, download and print enough copies of Photocopy Master 13 for each child, and one example.
- Hold up Photocopy Master 13 and with a coloured pencil, trace over the tracing lines on one of the snowflakes. Say *Trace*.
- Hand out a photocopy of Photocopy Master 13 and coloured pencils to each child.
- Once they have finished tracing the lines, ask a volunteer to bring their Photocopy Master to the front of the class. Ask the other children to gather round and watch as you demonstrate decorating a snowflake with glitter to make it sparkle. Say to the children *Look! It twinkles!*
- Send the children back to their seats and hand out glitter, glue and any other things they can use to decorate their snowflakes.
- As they finish their snowflakes, help them to cut them out and then attach the snowflakes to wire coat hangers to create snow mobiles which can then be displayed from the ceiling of the classroom. Encourage the children to repeat *Look, it's snowing. Merry Christmas!*

What season is it?

- Before the lesson, make sure you have ready a variety of different children's clothes and accessories as well as an umbrella.
- Ask a volunteer to come to the front of the class and give them a woolly hat and a scarf. Say e.g. *Is it sunny? Is it summer?* Encourage the children to say *Yes* or *No* and repeat until the correct weather and season has been identified. Then say *It's snowing. It's winter* and ask one of the children to point to the winter section on the Routine Poster.
- Ask a different child to volunteer and repeat with other clothes, weather and seasons, e.g. sunglasses and sun hat for *It's sunny. It's summer*, an anorak for *It's windy. It's autumn*, and an umbrella for *It's raining. It's spring*.
- If your class is very confident, encourage them to say the weather and seasons rather than *Yes* or *No*.



Festival: Carnival

Lesson 1

Language

New:

carnival parade, dance, flowers

Recycled:

circle, square, triangle, star

drum, guitar, triangle

ball, balloon, flag

T-shirt, hat

Colours

Numbers: 1-6

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 42

A clean and empty cloth bag

Routine Poster

Pocket Poster

Colour flashcards: red, yellow, blue, green, purple, orange, black, white, brown, pink

Class Book activity page 36

Extra time: Photocopy Masters 14 and 15, website: enough copies for one each; washing line and pegs (optional), glue, paints, decorating materials: glitter, foil (optional), scissors



1 Hello

Hello Monkey!

- Ask the children to sit in a circle on the carpet.
- Bring Monkey out of the bag and say *Hello Monkey!*
- Play the *Hello* song and pass Monkey round the circle while the music is playing. Pause the music at random and invite the child holding Monkey at that point to say *Hello Monkey* and to hug him.
- Continue playing this game until everyone has had an opportunity to say hello to Monkey.

Hello song CD Track ①

Routine Poster

- Put up the Routine Poster where all the children can see it.
- Draw one of the shapes in the air and ask the children to copy you. Ask e.g. *What shape is this? Is it a square? Is it a circle? Yes! Well done!*
- Once the children have correctly guessed the shape, ask one of them to come up to the Routine Poster and to point to the corresponding shape on the poster.
- Repeat until all four shapes have been guessed.

2 Revise the colours with the Pocket Poster

- Let Monkey show the children a colour flashcard and encourage them to say the colour e.g. *Purple*.
- Say *Well done!* Ask a volunteer to come to the front and say *Please put purple in pocket number two!*

- Repeat until you feel the children are confident with the colours.
- Leave the colour flashcards in the Pocket Poster during the lesson.

3 Class Book activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Class Book activity page 36

- Hold up Class Book activity page 36. Point to the juggling balls and ask the class *What are these?* Elicit *Balls*. Repeat with the balloons and then ask *What shape are the balls and the balloons?* Elicit *Circle* from the children.
- Now point to the row of flags and elicit *Flags, Squares and Triangles*. Go back to the start of the row of flags and elicit the colours. Say *Blue ... red, blue, red* and carry on along the row until you reach the first blank flag. Ask the children *What colour is this flag?* Encourage them to say *Blue* and take a blue pencil and colour the flag in. Repeat with the next flag, this time in red.
- Repeat the above procedure with the balls and with the balloons.
- Tell the children to colour the flags, the balls and the balloons.
- Give out Class Book activity page 36 and coloured pencils to each child.



Checking the activity

- When the children have finished, hold up Class Book activity page 36 again.
- Point to the first flag and ask *What colour is this?* Elicit *Blue*. Repeat with the rest of the flags.
- Point to the first ball and ask *What colour is this?* Elicit *Orange*. Repeat with the rest of the balls.
- Then point to the first balloon and ask *What colour's this?* Elicit *Purple*. Repeat with the rest of the balloons.
- If you like, you can also use the sheet to revise some musical instruments. Point to them in turn and ask *What's this?* Try to elicit *Triangle, guitar, shaker*.

4 Action song time

- Tell the children that they're going to go on a carnival parade too, just like in the Class Book picture.
- Tell the children to stand in two lines facing each other. Show the first pair a colour flashcard. Ask *What colour is it?* Try to elicit the colour and allow them to answer individually or together. When they answer correctly say *Yes! Join the carnival parade!*
- Let them parade up between the two lines of children, turn round and walk along the outside of the rows, back to their places. Then tell them to march on the spot.
- Continue with the other children until everyone has had a turn. If the class is large and you need more than ten colours, use the musical instrument or number flashcards for the remaining pairs.
- Say *Now let's sing a song about carnival!*
- Ask the children to stay standing up. Play CD Track 42. Sing and do the actions, encouraging the children to join in.

Carnival parade CD Track 42

Get ready, get ready,	(Clap in time to the music)
For the carnival parade.	
Dress up in lots of colours,	(Pat your clothes)
Shapes and flowers too.	(Draw a simple flower in the air)
Play some happy music	(Clap in time to the music)
So I can dance with you!	(Dance on the spot)
In the carnival parade,	(Clap and jiggle to the music on the spot)
In the carnival parade,	(Raise waving hands above your head)
In the carnival parade!	
(Repeat)	

Workbook users – now go to pages 167 for Workbook lesson A.

5 Goodbye

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

Goodbye time

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

Goodbye song CD Track 6

Extra time

Photocopy Master 14: Trace and colour.

- Before the lesson, download and print enough copies of Photocopy Master 14 for each child, and one example.
- Hold up Photocopy Master 14 and trace the outline of the item of clothing. Ask *What's this?* Elicit *T-shirt*.
- Point to the drawings on the T-shirt and ask the children *What shape is this?* and elicit the shapes *circle, square, star, triangle, flower*.
- Pick up a colouring pencil and start to colour one of the shapes and say *Colour the shapes on your carnival T-shirt!*
- Give out a photocopy of Photocopy Master 14 and coloured pencils to each child.
- Once the children have finished colouring their T-shirts, ask them to hold them up and ask them questions about their T-shirts, e.g. *(Maria) what colour is your T-shirt?*
- If you like, peg the T-shirts to a washing line to create a classroom display.

Photocopy Master 15: Make a carnival hat.

- Before the lesson, download and print enough copies of Photocopy Master 15 for each child, and one example. Make the carnival crown on Photocopy Master 15. You may also prefer to cut out the copies before the lesson.
- Hold up your pre-prepared carnival crown and ask the children *What's this?* Elicit *Hat* and then explain to the children that it's a very special hat: a carnival hat! Point to the different shapes on the hat and ask *What shape is this?*
- Once you have gone through all the shapes, tell the children they are going to make their own carnival hats for the carnival parade.
- Give out a photocopy of Photocopy Master 15, paints and other things to decorate their hats.
- Once they have finished decorating their hats, cut out the two sections (if you haven't done this already) and stick them together.
- Give the hats back to the children and say *Now let's sing the carnival parade song and wear our carnival hats!*
- Play CD Track 42. Sing the song and do the actions together.



Festival: Autumn

Workbook lesson A

Language

New:

autumn, leaves

Recycled:

brown, green, orange, red, yellow

It's windy

tree, nuts

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 39

Routine Poster

Workbook page 27

Starter CD Track 11: *Splish! Splash! Splish!*

1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello children. Hello!* Elicit *Hello*.
- 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

- Before the lesson, put up the Routine Poster where all the children can see it.
- Let Monkey stare at the poster with you and shake his head, then whisper to you. Explain that Monkey has forgotten the words for the items on the poster. Ask the class to help Monkey and revise the autumn Routine Poster items from Lesson 1. Finish by saying *In the autumn it's windy* and encourage the children to repeat.

2 Action chant time

- Blow in Monkey's direction, making him bend over as if in the wind and say *It's windy*. Tell the children that you are all going to say the chant about autumn leaves dancing in the wind.
- Move back to the Routine Poster so that you can point to the different coloured leaves. Let Monkey point to the different colours and encourage the children to repeat them: *Orange, red, yellow!*
- Say *Now let's say a chant about the autumn*.
- Ask the children to stand up and make sure they are well spaced out. Say *Let's be trees* and encourage the children to stand with their arms held up. Play CD Track 39. Say the chant and do the actions, encouraging the children to join in.

It's windy! CD Track ③⑨

3 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Workbook page 27

- Hold up the Workbook, open on page 27. Point to the picture on the left. Ask *What can you see?* Elicit the words *leaves, flowers, rabbits, birds and trees*. Ask *What colour are the leaves? What colour are the flowers? How many rabbits can you count? How many birds can you count?* Elicit the answers to each question in turn. Say *Great! Yes, that's right!*
- Ask the class to look at the picture on the right and see what is different. Ask them to count the items in the new picture and to find and circle the differences.
- Give out the Workbooks, open on page 27, and coloured pencils to each child. Say *Find and circle six differences*.

Checking the activity

- When the children have finished, hold up Workbook page 27 again.
- Invite volunteers to come and point out the differences. Then say *Well done! Very good!*

4 Action song time

- Revise the weather on the Routine Poster and elicit *rain* and *sun* again. Ask who can remember the *Splish! Splash! Splish!* song from the Starter level about jumping in the rain. Sing the song with the actions. Play *Splish! Splash! Splish!*

Starter CD Track ①①

5 Goodbye

- 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

Goodbye time

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

Goodbye song CD Track ⑥



Festival: Carnival

Workbook lesson A

Language

New:

carnival parade, dance, flowers

Recycled:

circle, square, triangle, star

drum, guitar, triangle

ball, balloon, flag, hat

Colours

Numbers: 1–6

Materials:

Monkey puppet

CD: Tracks 1, 2, 5, 6, 42

Routine Poster

Pocket Poster

Workbook page 28

Optional: Card, paint and cotton wool pompoms

1 Hello

Hello Monkey!

- Repeat the Carnival 'Hello' routine from Lesson 1.

Hello song CD Track ①

Routine Poster

- Put up the Routine Poster where all the children can see it.
- Ask Monkey to help you draw some shapes. Pick up Monkey and wave his tail gently. Say *Look at Monkey's magic tail! The magic tail can draw!* Draw a circle in the air with the end of the tail and ask the children *What shape is this?* Elicit *Circle!* Say *Yes! Well done!* Let Monkey's tail help you revise the other shapes too. If the children are not sure about a shape, such as the triangle, use Monkey's tail to point at the Routine Poster as a hint.
- Once the children have correctly guessed the shape, ask one of them to come up to the front and draw in the air with Monkey's magic tail too. Say *Well done, everyone!*

2 Revise the musical instruments

- Ask the class to stand in a circle.
- Point to the triangle on the triangle flashcard. Ask what shape it is and elicit *triangle*. Say *Good*. Then elicit the sound the triangle makes. Explain that you will name an instrument for carnival music and that they should make a matching sound to show they know which one is which.
- Then say *trumpet, piano, drum, shaker* or *guitar* and elicit the sounds from Story 3.
- Divide the class into groups and let them each make a different sound. Say *It's too noisy! Let's go to the tables!*

3 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 28

- Hold up the Workbook, open on page 28. Say *Look at the carnival pictures!* Elicit *hat, balloon* and *flag* and explain *flower*.
- Explain that the children have to look at all the pictures in the key column on the left and find a matching one in the row to the right. The activity is to circle the matching item.
- Give out the Workbooks, open at page 28, and coloured pencils to the children. Say *Match and circle*.
- Encourage them to match and circle the pictures correctly.

Checking the activity

- When the children have finished, hold up the Workbook page again.
- Ask them each to point to the matching image and check that they have the right answer.
- Say *Well done!*

4 Action song time

- Repeat the Carnival parade from Lesson 1. Say *Now let's sing a song about Carnival!*
- Play CD Track 42. Sing and do the actions, encouraging the children to join in.
- **Optional:** Make carnival conical hats with pompoms, like the example on the Workbook page, for the children to wear.

Carnival parade CD Track ④

5 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥



Workbook lesson A

Language

Recycled:

zoo animals, toys, food, musical instruments

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 25

Selection of flashcards from all units

A clean and empty cloth bag

Complete set of flashcards for Units 3, 4, 5 and 6

Workbook page 29

1 Hello

Hello Monkey!

- Prepare a selection of flashcards from all units of the course, in a clean and empty bag. Pick up Monkey and say *Hello children. Hello!* Elicit *Hello*.
- Let Monkey whisper to you. Say *Monkey says, 'What is it?' Let's look in the bag!* Let Monkey pick flashcards out of the bag and hold them up for the class to name. Include easier cards in the set like colours or numbers to encourage everyone to respond.
- Say *Well done! Now stand up, please.* Play CD Track 1 and sing the *Hello* song with the actions, encouraging the children to join in.

Hello song CD1 track ①

2 What is it?

- Take four sets of flashcards from the book: animals, toys, musical instruments and food. Take four chairs and arrange them in a row. Ask the class to sit in an open circle with the chairs at the top.
- Spread five of the cards from each set on the floor inside the circle.
- On each chair, display the sixth card from each set, so that everyone can see it. Point to each chair and say or elicit: *animals, toys, music, food*.
- Pick a flashcard from floor and turn it over to show what it is. Praise everyone if they can name it correctly. Let Monkey show which set the card belongs to by taking it to the chair which shows the card from the matching set.
- Ask a volunteer to turn over another card and repeat the activity. The class can help if they find this difficult. Repeat until all the cards are in the right set.
- Say *Well done!*

3 Action song time

- Choose a good action song to sing, such as the toys song, *Beep beep! Choo choo!* Ask the children to all stand in a circle.
- Play CD Track 25 and remind the children how to join in with the actions explained in Unit 4.

Beep beep! Choo choo! CD Track ②⑤

4 Workbook activity

Go to your tables

- Play the *Go to your tables* rhyme. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CD Track ②

Workbook page 29

- Hold up the Workbook, open at page 29 and point to the picture of the teddy. Ask *What is it?* Elicit and repeat *teddy*. Remind the class that *Teddy is a toy*. Say *Circle the toys in red*. Trace and complete the red circle on the sheet. Point to the snake and say *What is it?* Elicit and repeat *snake*. Remind the class that *A snake is an animal*. Say *Circle the animals in blue*. Trace over the blue circle on the sheet.
- Give out the Workbooks, open on page 29, and coloured pencils to each child. Encourage them to complete all the links. Say *Circle the toys red. Circle the animals blue*.

Checking the activity

- When the children have finished, hold up the completed Workbook page and check that the children have circled the items correctly.
- Then say *Well done! Very good!*

5 Find the tiger!

- Divide the class into two teams.
- Show the toys cards and the zoo animal cards and then pin them to the board in a random order. Ask *Where is the tiger?* See who can remember where it is and repeat the action for the other animal cards. Allocate two points for each correct answer.
- Give the winning team a round of applause.

6 Goodbye

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

Goodbye time

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

Goodbye song CD Track ⑥



Round up

Workbook lesson B

Language

Recycled:

body, colours, shapes, numbers 1–10

Materials:

Monkey puppet

CD: Tracks 1, 5, 6, 17

Body, colour and number flashcards

A clean and empty cloth bag

Workbook page 30

1 Hello

Hello Monkey!

- Prepare a bag with the colour flashcards from the Starter Unit in it. Pick up Monkey and say *Hello children. Hello!* Elicit *Hello*.
- Let Monkey whisper to you. Say *Monkey says, 'What's your favourite colour?' Let's look in the bag!* Invite volunteers to pick out the colour cards and name the colour. Then say to the rest of the class, *If it is your favourite, stand up!* Repeat together *My favourite colour is ... blue!* Repeat for all the cards.
- Say *Stand up, please.* Play CD Track 1 and sing the *Hello* song with the actions, encouraging the children to join in.

Hello song CDTrack ①

2 Countdown

- Place Monkey in the bag.
- Invite ten children to come and stand at the front and hold up the ten number cards.
- First ask the class to arrange them so that they are in the right order. Count up to ten as they do this.
- Say that Monkey is feeling very shy today and will not come out of the bag again. Explain that he likes counting and if the class counts from ten down to one, perhaps he will come out by the time they reach one. Count down with the class, checking on the bag. Make Monkey jump out just as they reach one, but then fall back into the bag. Encourage the class to count down and try again. Let Monkey come out and stay out on the third attempt. Praise everyone.

3 Workbook activity

Go to your tables

- Play the *Go to your tables rhyme*. Follow the procedure described in Starter Unit Lesson 1.

Go to your tables rhyme CDTrack ②

Workbook page 30

- Hold up the Workbook, open at page 30, and point to the shapes and numbers. Ask *What colour is number 5?* Elicit *orange*. Repeat for the other colours.
- Point to shapes and elicit *star, circle, triangle and square*. Say *Colour by numbers*.
- Give out the Workbooks, open on page 30, and coloured pencils to each child. Encourage them to match the numbers in the column on the right to the shapes on the images and colour them correctly.

Checking the activity

- When the children have finished, show the sheet again and ask what is hidden in the picture. Elicit *Robot!* Match and check the colours and numbers on a few of the Workbooks to check that the children have managed this activity.
- Then say *Well done! Very good!*

4 Action song time

- Choose a good action song to sing, such as the body song, *Move your body*. Ask the children to all stand in a circle.
- Play CD Track 17 and remind the children how to join in with the actions explained in Unit 2.

Move your body CDTrack ①⑦

5 Robot repeat

- Play CD Track 17 again but this time ask the children to act differently. Ask them to stand in a circle and walk around the circle stiffly like a robot. When you start the music they should walk normally, but when the music goes off, they become robots again. Play the song on repeat and turn the music down, then up at random to elicit the reactions. This can become an elimination game to find the best robot if you wish.

Move your body CDTrack ①⑦

6 Goodbye

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

Goodbye time

- Say *It's time to say goodbye* and repeat the procedure described in 'Goodbye time' in Lesson 1 of the Starter unit.

Goodbye song CDTrack ⑥



Games bank

Flashcard games

Touch Stick six flashcards around the classroom. Say to the class e.g. *Touch the teddy!* 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 giraffe?* 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, food: *sandwiches, juice, biscuits, cheese and tomatoes*) with one card that is from a different vocabulary set (for example, *tiger*). 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. *car, tiger, head*. 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.

Chinese whispers race Stick a set of flashcards on the board. The children stand in two lines, facing the flashcards on the board. Whisper two different words to the last child in each line. Then say *One two three! Go!* Each child whispers the word to the child in front, and so on, to the front of the line. When the word reaches the child at the front, he or she has to point to the correct flashcard. The children at the front of the lines then go to the back for you to play again.

Miniflashcard games

Bingo Ask the children to choose three miniflashcards from the set that you are working with. Tell them to place them face up on their desks. Call out the words from the unit one by one and write them down so that you don't forget which ones you have used. When the children hear you say one of the words that they have chosen, they turn the corresponding miniflashcard over. When they have turned all three over, they call out *Bingo!* The first child to call *Bingo!* is the winner.

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.

Survey Give the children a set of miniflashcards each, e.g. toys. Ask them to choose their favourite toy and to put the corresponding flashcard face up on their desks. Stick the same set of large flashcards on the board and ask, e.g. *Is your favourite toy a teddy?* The children who chose the teddy as their favourite toy come out and make a line in front of the flashcard on the board. Take the children's miniflashcards and stick them on the board to make a bar chart. Do the same with the rest of the toys and when you have finished and all the children are standing at the board, count the number of children who like each toy to see which is the most popular. Say, e.g. *Five children like teddies.*

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 (drum)?* 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 the name of one or two children who must then find the correct flashcard and place it in one of the pockets on the Pocket Poster as quickly as possible. Say a name (or two) and e.g. *Daddy!* While the child / children is / are moving, the rest of the class counts out loud. Clap between numbers to allow more time for the children to find the cards (*one clap, two clap, three clap, four clap, five clap, clap*).

Games with the Routine Poster

Numbers and colours

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.

Something red. Point to the poster and 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 number days On special number days, write the number on the board and count classroom items up to that number. Encourage the children to find the number in various types of print, e.g. in magazines or on food packets. 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.

Guessing game with sticky notes Put the poster where everyone can see it well. Cover four parts of the poster, e.g. the numbers or the shapes, with sticky notes. Point to the sections you have covered and ask *What is it?* Encourage the children to guess or to try and remember.

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.

Sticky note game Before the children come into the class, draw the most appropriate weather symbol for the day in the space on the poster and cover it with a sticky note. Ask the children what symbol they think you have drawn for the day, depending on the weather. Remove the sticky note 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

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 on the poster.

Sing Happy Birthday Encourage the class to join in singing the traditional song *Happy Birthday* to the birthday boy / girl. Alternatively, sing the *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 in order not to wake him up.

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.

Monkey says ... Ask the children to stand up. Explain that Monkey is going to give them instructions but that they should only follow them if they hear *Monkey* says before the instruction, e.g. *Monkey says touch your head*. If they don't hear *Monkey* says before the instruction, they should stay still.

Who's right? Take a flashcard or a classroom object and show it to the children and to Monkey. Say e.g. *It's a ball*. Then make Monkey whisper in your ear and say *Hmm, Monkey thinks it's a train. Who's right?* Encourage them to say who they think is right: you or Monkey.

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

Please Give various instructions to the children. They should only do them if you say *Please*. For example, say *Please stand up* and the children stand up, *Please jump* and the children jump, *Close your eyes* and the children don't do anything because you haven't said *Please*.

Colour commands Divide the children into groups of four or five. Assign each group a colour. Give instructions preceded by a colour, e.g. *Red. Clap your hands*. *Blue. Point to the door*. The group whose colour is mentioned should follow the instructions. 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 and tell him or her to put a hand into the bag, to take out an object and show it to the class. 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.

Missing word Sing a verse from a song that the children know but miss out a word. Ask the children to tell you which word is missing. Use words that you are sure they know.



Wordlist

A cheese and tomato sandwich

Apple(s)

Animals

Arms

At night time

Autumn

Baby

Ball

Balloon

Bananas

Bang!

Bee

Biscuits

Big

Bird

Black

Blue

Body

Bounce

Box(es)

Boy

Bread

Brother

Brown

Butter

Camel

Car

Carnival parade

Cheese

Cherries

Christmas Day

Circle

Clap

Cold

Colours

Come on!

Daddy

Dance

Doll

Door

Down

Dress

Dress up

Drink

Drum

Ears

Eat

Eight

Elephant

Eyes

Face

Fall

Falling

Family

Father Christmas

Feathers

Feet

Five

Flag

Flower

Fly

Food

Four

Frog

Giraffe

Girl

Goal

Good morning

Goodnight

Goodbye

Guitar

Grandad

Granny

Green

Hair

Hands

Happy

Hard

Hat

He's got blonde hair.

Head

Hello

Here you are!

Hurray!

I don't know.

I love (nuts)!

I'm a tiger.

I'm hungry!

I'm sorry.

I'm thirsty!

Is it a monster?

Is it too small?

It's cloudy.

It's raining.

It's snowing.

It's sunny.

It's too big.

It's too noisy!

It's windy.

It's winter.

Juice

Leaves

Legs

Lemons

Let's paint!

Let's play!

Light

Look out!

Long

Lunch

Merry Christmas!

Monkey

Monster

Moon

Mouth

Move your body with me!

Mummy

Music box

Musical instruments

New

Nine

No

Nod

Noisy

Nose

Nuts

Oh no!

One

Orange

Ostrich

Pencil

Penguin

Piano

Picnic

Pink

Play

Playground

Playhouse

Playschool

Playschool's fun!

Please

Plums

Presents

Purple

Rainbow

Red

Rhino

Robot

Rocket

Round

Sad

Sandwiches

Scared

Seven

Shake

Shaker

Shapes

She's got blue eyes.

She's got brown hair.

Shoes

Sing

Sister

Six

Sleigh

Slide

Small

Smooth

Snake

Socks

Soft

Spring

Square

Stamp

Star

Stop!

Summer

Swim

Tail

Tambourine

Teddy

Ten

Thank you

The robot looks funny!

Three

Tiger

Tomatoes

Toy

Train

Tree

Triangle

Trumpet

Trousers

T-shirt

Two

Up

Wash your hands

Watch out!

Wave

Wheel

Where are the monkeys?

White

Who's this?

Wow!

Yellow

Yes

Yo-yo

Zebra

Zoo

Classroom language

Saying hello and goodbye

Hello
Goodbye
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.