

Unit 5 Patch in the jungle

Key language

Main receptive language	Focus language	Classroom language	Main recycled language
<i>There's a ...</i>	<i>elephant*</i>	Language used so far	<i>Hello*</i>
<i>It goes* ...</i>	<i>tiger</i>	plus:	<i>Bye-bye*</i>
<i>Deep in the jungle</i>	<i>snake</i>	<i>Put ... on*</i>	<i>big*</i>
<i>What can you hear?</i>	<i>monkey</i>	<i>Take ... off*</i>	Facial features
<i>What can you see?</i>	<i>crocodile</i>	<i>That's better!*</i>	Colours
<i>What can it be?</i>	6, 7, 8, 9, 10	<i>Let's (ask).*</i>	Clothes
<i>Please, don't eat me!</i>	<i>jungle</i>	<i>I don't know.</i>	Toys
<i>Are you scared?</i>	<i>flower</i>		Rooms
<i>I'm hungry.*</i>			
<i>Run!*</i>	Chit chat routine		- <i>What is it?*</i>
<i>Come with me.</i>	- <i>What colour is it?</i>		(Answer as appropriate.)
<i>Off we go!</i>	(Answer as appropriate.)		
<i>Get your camera*</i>			
<i>Quickly, take a photo*</i>			

* Items or expressions from previous level.

Unit aims

- To revise focus language from previous units
- To have fun imitating wild animal sounds and movements
- To encourage interest in outside environment
- To give opportunities for artistic expression through dance and movement and stimulate imagination via a fantasy context
- To strengthen and expand concept of number and its purpose and application to the real world
- To maximise spoken output via Chit chat routines and other production games

Main evaluation criteria

Children should:

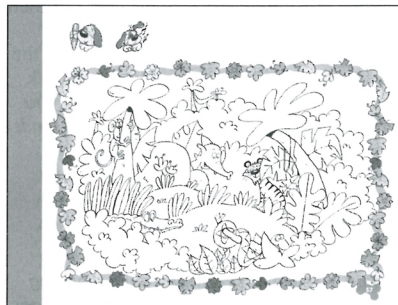
- indicate memory of some main vocabulary from previous units
- demonstrate discrimination between jungle animals through ability to imitate movements and noises
- show curiosity in the world beyond their immediate experience
- participate in fantasy play and enjoy opportunities for artistic expression
- count from 1 to 10 and see the practical application of number to the world
- volunteer to speak in games and other guided situations



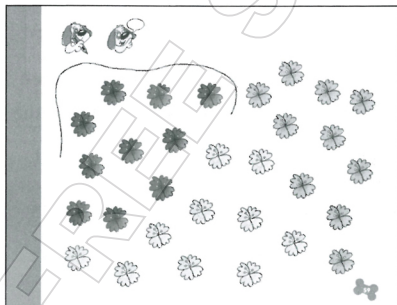
Lesson 1



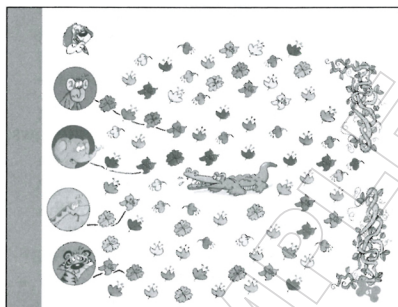
Lesson 2



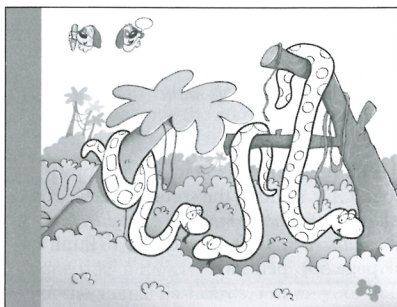
Lesson 3



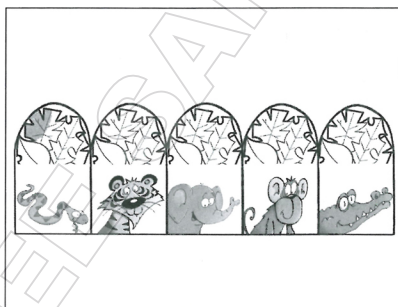
Lesson 4



Lesson 5



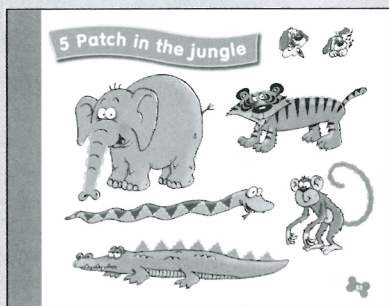
Lesson 6



Lessons 7 and 8

Unit 5 Patch in the jungle

Lesson 1



Lesson focus: Set the context and listen to the *Jungle song*

Focus language: *elephant, tiger, snake, monkey, crocodile*

Main receptive language: *What is it? There's a ..., Are you scared? big, It goes ...*

Classroom language: *Where's the ...? That's right! That's better!*

Main activities:

- Starter routine
- Play *Are you scared?*
- Play *Knock, knock!*
- Do the *Jungle dance*
- Listen to the *Jungle song*
- Play the *Jungle animals mime*
- Worksheet 1
- Bye-bye routine

Materials: Patch's box, Patch the Puppy puppet, CDs 1 and 2, the spinner, flashcards (*elephant, tiger, snake, monkey, crocodile, hair, eyes, mouth, ears, nose*), Worksheet 1 (Pupil's Book page 53), pencils

Teacher's tip

Put the animal flashcards (*elephant, tiger, snake, monkey, crocodile*) in Patch's box before the lesson starts.

Starter routine

1 Sing the *Hello. How are you? song* (CD1 track 4)

- Put on your Patch the Puppy puppet. Sing the song to Patch, moving him as if he's singing along too. See Introductory unit Lesson 1 for the tapescript.

2 Say the *What is it? chit chat routine* (CD2 track 11)

- Take the *hair, eyes, ears, nose and mouth* flashcards from Unit 1 and follow the procedure as in Unit 4 Lesson 7.

Circle activities

3 Play *Are you scared?* (CD2 track 13)

- Play the CD and look at Patch with a scared expression. Move Patch over to his box, but then jump him away as if he were scared and hide him behind your back. Listen to the inside of the box questioningly and look very surprised. Ask ***What's in the box?*** Ask the children ***Are you scared?*** and mime being scared. Use the *Hands up chant* (CD1 track 15) to find a child brave enough to put his / her hand in the box.



Jungle sounds

tiger roaring ... monkey chattering ... elephant trumpeting ... snake hissing ... crocodile snapping teeth ... monkey chattering ... snake hissing ... tiger roaring

4 Play *Knock, knock!* (CD1 track 2)

- Play the chant and encourage the children to join in. See Introductory unit Lesson 2 for the tapescript.
- The volunteer takes out one of the flashcards. Stick it on the board and do the mime as follows:
A tiger! (Prowl like a tiger.) ***A snake!*** (Wriggle your arm and hiss.) ***A crocodile!*** (Stretch your arms out like a crocodile's big mouth and snap them open and shut.) ***An elephant!*** (Make your arm into a trunk and walk about heavily.) ***A monkey!*** (Tuck your arms under your armpits and go 'oo oo'.)

5 Do the *Jungle dance* (CD2 track 14)

- Use the *Stand up, sit down!* routine (CD1 track 6) to position the children before and after the dance. Play the CD. Move around the circle in time to the music. When you hear the animal words, stop, mime the animal as above and make the animal noise. The children should imitate you. When the music continues, carry on dancing.



Jungle dance

...Tiger! ... Snake! ... Elephant! ... Crocodile! ... Monkey! ... Tiger! ... Snake! ... Elephant! ... Crocodile! ... Monkey!

6 Listen to the *Spinner chant* (CD1 track 3)

- Spin the spinner and play the CD or say the *Spinner chant*.



Spinner chant

Spin, spin, time for a song!

7 Listen to the *Jungle song* (CD2 track 15)

- Set out the five animal flashcards along the edge of the board in the same order they appear in the song (*tiger, snake, monkey, elephant, crocodile*). Point to the corresponding animal flashcard for each verse and join in with the animal sounds.



Jungle song

There's a tiger (Prowl like a tiger.)

A big tiger (Open arms wide to mime *big*.)

It goes roar, roar, roar, roar!

Are you scared? (Make a scared face.)

There's a snake (Wiggle one of your arms like a snake.)

A big snake (Open arms wide to mime *big*.)

It goes hiss, hiss, hiss, hiss!

Are you scared? (Make a scared face.)

There's a monkey (Mime being a monkey.)

A big monkey (Open arms wide to mime *big*.)

It goes oo, oo, oo, oo!

Are you scared? (Make a scared face.)

There's an elephant (Mime being an elephant.)

A big elephant (Open arms wide to mime *big*.)

It goes trumpet, trumpet, trumpet, trumpet!

Are you scared? (Make a scared face.)

There's a crocodile (Mime being a crocodile, opening arms wide for jaws.)

A big crocodile (Open arms wide to mime *big*.)

It goes snap, snap, snap, snap!

Are you scared? (Make a scared face.)

*8 Play the *Jungle animals mime*

- Wave your arms as though you had a magic wand and say *Abracadabra monkey!* Show the flashcard of the monkey. The children make the noise and do the appropriate mime. Repeat for the other animals.

* If you are short of time, you can leave out Activity 8.

9 Demonstrate Worksheet 1 (Pupil's Book page 53)

- Use your copy of the worksheet to demonstrate. Say *Where's the tiger?* Offer the worksheet to a child who should point to the tiger. Say *That's right!* Take a pencil and join the dots to complete the tiger's head and back. Say *That's better!* Repeat for the other animals with other children.

Table time

10 Time for tables routine (CD1 track 8)

- Follow the procedure (see Introductory unit Lesson 1) and give out the Pupil's Books or just the separated worksheets.

11 Complete the animals (Worksheet 1)

- The children should complete the animals.

12 Worksheet focus: Listen to the *Jungle sounds* and point to the animals (CD2 track 13)

- Play the jungle sounds, pausing the CD after each one. The children identify the animal by pointing to it on their worksheet. Say *That's right! A (tiger)!*
- Use the *Tidy up chant* (CD1 track 25) to have the children put away the materials.

Bye-bye routine

13 Sing the *Bye-bye song* (CD1 track 11)

- See Introductory unit Lesson 2 for the tapescript.

Extra activities

1 Jungle mural

- Copy a simplified jungle scene (without animals) from the Unit 5 poster onto a large piece of paper. Give out pieces of dark green paper for the children to cut into strips and twist round like vines. They can also cut out big green leaf shapes which can be used later to partially hide the animals on the mural. Keep the mural to use as a background for the animals you will make in Extra activities Lesson 3.

2 Number footsteps with animals (1-5)

- Choose five volunteers to come and stand on one side of the classroom. Give each child one of the animal flashcards. Put on your Patch the Puppy puppet and cover his eyes. Patch calls out, e.g. *Tiger ... three*. The child holding the corresponding flashcard takes three steps forward. Patch continues to call out animals and numbers until one of the children reaches the other side of the classroom.

3 Jungle sounds (CD2 track 13)

- Place the five animal flashcards well spaced around the classroom. Play the CD and pause it between each sound. The children should listen to the sound and mime their way to the correct flashcard. Say *Yes! That's right! The elephant*, etc.

Unit 5 Patch in the jungle

Lesson 2



Lesson focus: Listen to the *Where's the crocodile?* story

Focus language: elephant, tiger, snake, monkey, crocodile

Main receptive language: *What is it? Is it a ...? There's a ..., Are you scared? big, It goes, is / are walking in the jungle, Where's ...? Let's (ask) ... I don't know. I'm hungry! Run!*

Classroom language: Find ..., Colour ...

Main activities:

- Starter routine
- Sing the *Jungle song*
- Listen to the *Where's the crocodile?* story
- Play with the poster
- Play *Find the animals*
- Worksheet 2
- Bye-bye routine

Materials: Patch's box, Patch the Puppy puppet, CDs 1 and 2, the spinner, flashcards (elephant, tiger, snake, monkey, crocodile, dress, jumper, hat, coat, boots), Poster 5, poster stickers, Worksheet 2 (Pupil's Book page 55 and Unit 5 stickers), orange and green crayons.

Starter routine

1 Sing the *Hello. How are you?* song (CD1 track 4)

- Put on your Patch the Puppy puppet. Sing the song to Patch, moving him as if he's singing along too. See Introductory unit Lesson 1 for the tapescript.

2 Say the *What is it? chit chat routine* (CD2 track 11)

- Take the *dress, jumper, hat, coat* and *boots* flashcards from Unit 2 and follow the procedure as in Unit 4 Lesson 7.

Circle activities

3 Sing the *Jungle song* (CD2 track 15)

- Use the *Hands up chant* (CD1 track 15) to choose five volunteers. Give them each one of the five animal flashcards and line them up in the same order they appear in the song (*tiger, snake, monkey, elephant, crocodile*). The child should hold up the corresponding animal flashcard for each verse and join in with the animal sounds. See Lesson 1 for the tapescript.
- Play the song again, this time using the karaoke version (CD2 track 16). Sing the song yourself along with the music. Encourage the children to do the actions along with you.

4 Listen to the *Spinner chant* (CD1 track 16)

- Spin the spinner and play the CD or say the *Spinner chant*.



Spinner chant

Spin, spin, time for a story!

- Play, or say, the chant again while you stick Poster 5 on the board within easy reach of the children.

5 Listen to the *Where's the crocodile?* story (CD2 track 17)

- Tell the story or play the CD and add the stickers according to the instructions below.



Where's the crocodile?

Narrator: *Patch is walking in the jungle.* (Put Patch sticker on the poster and point to the jungle vegetation.)

Patch: *Hello, Elephant!* (Add the elephant sticker.)

Elephant: *Hello!*

Patch: *Where's the crocodile?*

Elephant: *I don't know. Let's ask Tiger.*

Narrator: *Patch and Elephant are walking in the jungle.* (Touch each animal as it is named.)

Patch and Elephant: *Hello, Tiger!* (Add the tiger sticker.)

Tiger: *Hello!*

Patch and Elephant: *Where's the crocodile?*

Tiger: *I don't know. Let's ask Snake.*

Narrator: *Patch, Elephant and Tiger are walking in the jungle.* (Touch each animal as it is named.)

Patch, Elephant and Tiger: *Hello, Snake!* (Add the snake sticker.)

Snake: *Hello!*

Patch, Elephant and Tiger: *Where's the crocodile?*

Snake: *I don't know. Let's ask Monkey.*

Narrator: **Patch, Elephant, Tiger and Snake are walking in the jungle.** (Touch each animal as it is named.)

Patch, Elephant, Tiger and Snake: **Hello, Monkey!**

Monkey: **Hello!** (Add the monkey sticker.)

Patch, Elephant, Tiger and Snake: **Where's the crocodile?**

Crocodile: **Here I am and I'm hungry!** (Add the crocodile sticker.)

Patch, Elephant, Tiger, Snake and Monkey: **Run!!**

(Quickly take off stickers, except for crocodile, and put them along the bottom of the poster.)

6 Play with the poster

- Put the crocodile sticker at the bottom of the poster with the other animals, within easy reach of the children. Move Patch into the centre of the poster, but still within easy reach of the children. Demonstrate with the Patch the Puppy puppet. Say **Hello, Snake!** Patch puts the snake sticker next to the Patch sticker and makes a hissing sound. Use the *Hands up chant* (CD1 track 15) to choose volunteers to manipulate the stickers. Repeat with the other animals. If the children are having difficulty, make the animal noise to help them.

*7 Play Find the animals

- Put the animal flashcards face up, naming them clearly as you do so. Say **Find (the monkey)**. Ask a child to pick up a flashcard. Say **Is it a monkey? Yes! or No!** Repeat with a different volunteer and a different animal.

* If you are short of time, you can leave out Activity 7.

8 Demonstrate Worksheet 2 (Pupil's Book page 55)

- Use your copy of the worksheet to demonstrate. Demonstrate sticking on the snake, monkey and elephant. Then colour the tiger orange and the crocodile green.

Table time

9 Time for tables routine (CD1 track 8)

- Follow the procedure (see Introductory unit Lesson 1) and give out the Pupil's Books or just the separated worksheets and the children's stickers.

10 Stick on the snake, elephant and monkey. Then colour the crocodile green and the tiger orange (Worksheet 2)

- The children should add the stickers and colour the tiger orange and the crocodile green, as you did. Use the *Colour it chant* (CD1 track 24).

11 Worksheet focus: Say Hello to the snake, elephant, monkey, crocodile and tiger

- Cover one of the animals, e.g. the snake, with your hand and make the noise **Sssssss**. Lift your hand off and say **Hello, Snake!** Encourage the children to do the same, hiding the animals and imitating the noise.
- Use the *Tidy up chant* (CD 1 track 25) to have the children put away the materials.

Bye-bye routine

12 Sing the Bye-bye song (CD1 track 11)

- See Introductory unit Lesson 2 for the tapescript.

Extra activities

1 Play Animal mime

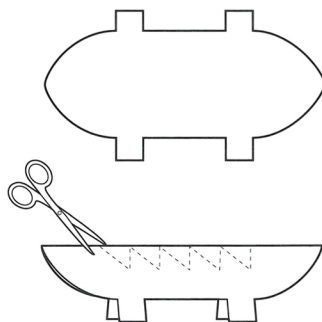
- Hold up the animal flashcards one at a time, saying each one clearly. Encourage the children to make the animal noise and do the mime for each one. When they are gaining confidence, put away the flashcards and just say the animal you want them to mime.

2 Feely animals

- If there are plastic animals in the classroom, use them. Put one of each in Patch's box, naming and showing them as you do so. Choose a volunteer. Say **Find the (elephant)**. The child puts in both hands and tries to find the animal you name.

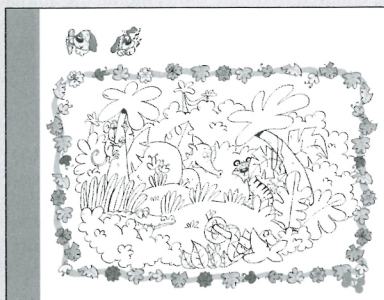
3 Crocodile craft

- Copy the diagram onto green paper, one for each child. The children fold it lengthways and cut it out. They then cut four or five notches along the fold to make a spiky back. Add stickers for eyes and draw big teeth. Stick on a straw.



Unit 5 Patch in the jungle

Lesson 3



Lesson focus: Listen to the *Please don't eat me song*

Focus language: elephant, tiger, snake, monkey, crocodile, jungle

Main receptive language: big, Deep in the jungle, What is it? What can you hear? What can you see? What can it be? Please don't eat me! There's a ..., It goes ..., Are you scared? ... walking ..., I don't know, I'm hungry! Run!

Classroom language: Where's ...? Here!

Main activities:

- Starter routine
- Sing the *Jungle song*
- Play *In the jungle*
- Listen to the *Please don't eat me song*
- Worksheet 3
- Bye-bye routine

Materials: Patch's box, Patch the Puppy puppet, CDs 1 and 2, the spinner, flashcards (jungle, elephant, tiger, snake, monkey, crocodile, teddy, ball, boat, kite, scooter), Worksheet 3 (Pupil's Book page 57), crayons

Starter routine

1 Sing the *Hello. How are you? song* (CD1 track 4)

- See Introductory unit Lesson 1 for the tapescript.

2 Say the *What is it? chit chat routine* (CD2 track 11)

- Take the *teddy, ball, kite, boat and scooter* flashcards from Unit 3 and follow the procedure as in Lesson 2.

Circle activities

3 Sing the *Jungle song* (CD2 track 15)

- Use the *Stand up, sit down!* routine (CD1 track 6) to position the children before and after the song. Play the CD and do the actions. Encourage the children to join in with the actions and animal noises. See Lesson 1 for the tapescript.

4 Play *In the jungle* (CD2 track 13)

- Put on your Patch the Puppy puppet and show the children the *jungle* flashcard. Move Patch about a bit as if he's nervous. Make a walking movement with your fingers and say **Deep in the jungle**. Walk around the classroom slowly. Say to Patch **What can you see?** Point to your eyes and look around the classroom cautiously. Say **What can you hear?** Point to your ears and pretend to be listening for jungle sounds. Say **What can it be?** Shrug your shoulders.
- Switch the lights off and pull the blinds down a bit to create the atmosphere. Use the *Stand up!* routine (CD1 track 6) and encourage the children to walk around the classroom with you cautiously. Say **What can you see I hear?** and **What can it be?** as above and encourage the children to mime with you. Play the CD and hold up the appropriate flashcard and say **A tiger**, etc.



Jungle sounds

tiger roaring ... monkey chattering ... elephant trumpeting ... snake hissing ... crocodile snapping teeth ... monkey chattering ... snake hissing ... tiger roaring

- Use the *Sit down!* routine (CD1 track 6) to have the children sit back in the circle for the song.

5 Listen to the *Spinner chant* (CD1 track 3)

- Spin the spinner and play the CD or say the *Spinner chant*.



Spinner chant

Spin, spin, time for a song!

6 Listen to the *Please don't eat me song* (CD2 track 18)

- Play the CD and mime the actions as indicated.



Please don't eat me song

Deep in the jungle, what can you see? (Point to your eyes.)

What can you hear? (Point to your ears.)

What can it be? (Shrug your shoulders.)

A tiger! A tiger! (Mime tiger prowling.)

Come with me! (Beckoning gesture.)

Deep in the jungle, what can you see? (Point to your eyes.)

What can you hear? (Point to your ears.)

What can it be? (Shrug your shoulders.)

A snake! A snake! (Wiggle one of your arms like a snake.)

Come with me! (Beckoning gesture.)

Deep in the jungle, what can you see? (Point to your eyes.)

What can you hear? (Point to your ears.)

What can it be? (Shrug your shoulders.)

A monkey! A monkey! (Mime monkey.)

Come with me! (Beckoning gesture.)

Deep in the jungle, what can you see? (Point to your eyes.)

What can you hear? (Point to your ears.)

What can it be? (Shrug your shoulders.)

An elephant! An elephant! (Mime elephant.)

Come with me! (Beckoning gesture.)

Deep in the jungle, what can you see? (Point to your eyes.)

What can you hear? (Point to your ears.)

What can it be? (Shrug your shoulders.)

A crocodile! A crocodile! (Mime crocodile with arms as snapping jaws.)

Please don't eat me! (Shake your head and gesture to your mouth.)

7 Demonstrate Worksheet 3 (Pupil's Book page 57)

- Use your copy of the worksheet to demonstrate. Look closely at the jungle scene and say *Where's the monkey?* Offer the worksheet to a nearby child, who should try to find the monkey. Say *Oh yes! A monkey, here!* and show it to the other children. Demonstrate colouring the monkey brown. Repeat for one or two more animals using appropriate colours.

Table time

8 Time for tables routine (CD1 track 8)

- Follow the procedure (see Introductory unit Lesson 1) and give out the Pupil's Books or just the separated worksheets.

9 Find and colour the animals (Worksheet 3)

- Children should find and colour the hidden animals, as you did.

10 Worksheet focus: Sing the *Please don't eat me song* and point to the animals (CD2 track 18)

- Play the CD and pause it after each animal. The children should listen to the song and point to the animal on their worksheet as they hear it. They can also join in with the animal sounds.
- Use the *Tidy up chant* (CD1 track 25) to have the children put away the materials.

Bye-bye routine

11 Sing the *Bye-bye song* (CD1 track 11)

- Follow the procedure. See Introductory unit Lesson 2 for the tapescript.

Extra activities

1 Identify the animals (CD2 track 13)

- Place the five animal flashcards around the room. Play the CD and the children point to the correct animal when they hear each sound. Confirm their responses by saying, *Yes! The tiger!*, etc.

2 Animal hunt

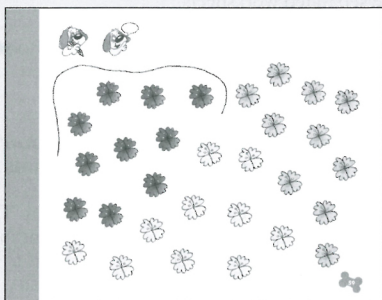
- Place the five animal flashcards around the room. Put on your Patch the Puppy puppet and say *Find a tiger!* Patch should go to the *tiger* flashcard, pick it up and return to the centre of the circle pretending to be a tiger. Put the flashcard back. Choose a child to play the game. Repeat with other children.

3 Extra worksheet 1 (Extra activities worksheets page 161)

- Photocopy the worksheet and cut it into five so that you have one animal per child. Divide the children into five groups. Each group has one of the animals. The children should colour or paint the animals appropriately. Have one of each ready prepared as a model. Say *Just like me!* When finished, cut them out and display them on the jungle mural that you made in Lesson 1, Extra activities 1.

Unit 5 Patch in the jungle

Lesson 4



Lesson focus: Listen to the *Where's the crocodile?* story again

Focus language: *elephant, tiger, snake, monkey, crocodile, big, flower, Numbers 1-10*

Main receptive language: *What is it? What can you hear? What can you see? What can it be? Please don't eat me! There's a ..., It goes ..., Are you scared? How many are there? Where's ...?*

Classroom language: *Draw (a line). That's right. Find ..., Count!*

Main activities:

- Starter routine
- Sing the *Please don't eat me song*
- Listen to the *Where's the crocodile?* story
- Play with the poster
- Play *How many are there?*
- Listen to *Flowers chant*
- Play *How many?*
- Worksheet 4
- Bye-bye routine

Materials: Patch's box, Patch the Puppy puppet, CDs 1 and 2, Poster 5, poster stickers, flashcards (*elephant, tiger, snake, monkey, crocodile, bedroom, bathroom, kitchen, living room*), Worksheet 4 (Pupil's Book page 59), pencils

Starter routine

1 Sing the *Hello. How are you?* song (CD1 track 4)

- Put on your Patch the Puppy puppet. Sing the song to Patch, moving him as if he's singing along too. See Introductory unit Lesson 1 for the tapescript.

2 Say the *What is it? chit chat routine* (CD2 track 11)

- Take the flashcards of *bedroom, bathroom, kitchen, stairs and living room* from Unit 4 and show them to the children, naming them as you do so. Turn your back on the children and hold the flashcards together in front of you, picture facing outwards. Very quickly, turn right round so that the children have a chance to catch a glimpse of the top flashcard. Say *What is it?* and wait for a child to shout out the answer. Choose a child to take over your role, both asking the question and manipulating the flashcards, with your help. Repeat for two or three more children.

Circle activities

3 Sing *Please don't eat me song* (CD2 track 18)

- Play the CD and do the actions along with the song. Encourage the children to join in with you. See Lesson 3 for the tapescript.
- Play the song again, this time using the karaoke version (CD2 track 19). Sing the song yourself along with the music, encouraging the children to join in with the actions.

4 Listen to *Where's the crocodile?* story (CD2 track 17)

- Stick Poster 5 on the board, play the CD and add the stickers accordingly. See Lesson 2 for the tapescript.

5 Play with the poster

- Remove the five animal stickers and place them along the bottom of the poster within easy reach of the children. Use the *Hands up chant* (CD1 track 15) to choose a volunteer and say *Where's the ... (elephant)*. The child puts the sticker on and says *Here I am*.

6 Play *How many are there?*

- Point to the flowers on the poster and say *How many are there?* and point to each one in turn as you count them. Say *One, two, three, four, five, six, seven, eight, nine, ten*. Choose a (confident) child to come out and count the flowers on the poster, as you did.

7 Listen to the *Flowers chant* (CD2 track 20)

- Play the CD and touch each flower on the poster as you count. Use the *Hands up chant* (CD1 track 15) to choose a volunteer to touch the flowers as the other children count. Ensure that the counting and touching keep pace one with the other.



Flowers chant

*One, two, three, four, five flowers
Six, seven, eight, nine, ten flowers!*

*8 Play *How many?*

- Set out some blocks or crayons on the floor (10 or fewer, colour unimportant) Ask *How many are there?* and use the *Hands up chant* (CD1 track 15) to choose children to come out and count. Confirm the children's answers, e.g. *That's right! Seven.*

* If you are short of time, you can leave out Activity 8.

9 Demonstrate Worksheet 4 (Pupil's Book page 59)

- Use your copy of the worksheet to demonstrate. Point to the jungle flowers inside the partially drawn circle and say *Find ten red flowers. Count! One, two, three ...* When you get to ten, draw a line around the flowers. Count again, to be sure. Say *Count! One, two, three ...* Let the children watch you draw a line in pencil to form a group of ten. Say *Draw a line.* Repeat for the other groups of flowers.

Table time

10 Time for tables routine (CD1 track 8)

- Follow the procedure (see Introductory unit Lesson 1) and give out the Pupil's Books or just the separated worksheets.

11 Find groups of ten flowers then draw a circle around each group (Worksheet 4)

- The children should count and group the flowers, as you did.

12 Worksheet focus: Count the flowers in each group

- Point to the flowers in the groups and say *How many blue flowers are there? Count!* Encourage the children to count with you. Say *One, two, three ...*, etc.
- Use the *Tidy up chant* (CD1 track 25) to have the children put away the materials.

Bye-bye routine

13 Sing the *Bye-bye song* (CD1 track 11)

- Stand up and wave bye-bye to the children. Say *Bye-bye!* Put on your Patch the Puppy puppet and play or sing the song with Patch doing the actions, as indicated. See Introductory unit Lesson 2 for the tapescript.

Extra activities

1 *How many are there?* routine with more items

- Have some small building blocks, wooden beads or small pegs. Pick some up in your hand (between 1-10) and have the children guess how many there are. Say *How many are there?* Open your hand and count to see who guessed correctly. Use the *Hands up chant* (CD1 track 15) to choose a confident child to come out, pick up the blocks and ask the question.

2 *How many ...?*

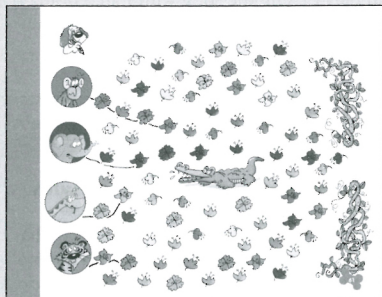
- Use the animals that the children coloured in Lesson 3, Extra activities 3 or colour the mural if you made it. Say *How many (tigers) are there?* and encourage the children to count along with you.

3 Number footsteps with animals (6-10)

- Use the *Hands up chant* (CD1 track 15) to choose five volunteers to come and stand on one side of the classroom. Give each child one of the animal flashcards (*tiger, elephant, snake, crocodile or monkey*). Put on your Patch the Puppy puppet and cover his eyes. Use your puppet to call out, e.g. *Tiger ... seven!* The child holding the corresponding flashcard should take the correct number of steps forward. Patch continues to call out animals and numbers until one of the children reaches the other side of the classroom. You'll need to be watching carefully to help them with this.

Unit 5 Patch in the jungle

Lesson 5



Lesson focus: Listen to the *Where's the crocodile?* story song

Focus language: elephant, tiger, snake, monkey, crocodile, jungle, big, flower, Colours

Main receptive language: *What can you hear? What can you see? What can it be? Please don't eat me! There's a ..., ... goes ..., Are you scared? What colour is it?*

Classroom language: *Find ..., Try again. That's right. Draw a line.*

Main activities:

- Starter routine
- Sing the *Jungle song*
- Listen to the *Where's the crocodile?* story song
- Play with the poster
- Colour focus
- Play *Which hand?*
- Do the *Colour dance*
- Worksheet 5
- Bye-bye routine

Materials: Patch's box, Patch the Puppy puppet, CDs 1 and 2, the spinner, flashcards (elephant, tiger, snake, monkey, crocodile), Poster 5, poster stickers, Worksheet 5 (Pupil's Book page 61), pencils

Starter routine

1 Sing the *Hello. How are you?* song (CD1 track 4)

- Put on your Patch the Puppy puppet. Sing the song to Patch, moving him as if he's singing along too. See Introductory unit Lesson 1 for the tapescript.

2 Say the *What is it?* chit chat routine (CD2 track 11)

- Take the animal flashcards and follow the procedure as in Lesson 4.

Circle activities

3 Sing the *Jungle song* (CD2 track 15)

- Use the *Stand up, sit down* routine (CD1 track 6) to position the children before and after the song.
- Divide the children into five groups – *tigers, crocodiles, elephants, snakes or monkeys* and position them in five different areas of the classroom. Give one child from each group their corresponding animal flashcard. Sing the song, indicating which group should do the actions and make the noises for each animal. See Lesson 1 for the tapescript.

4 Listen to the *Spinner chant* (CD1 track 3)

- Spin the spinner and play the CD or say the *Spinner chant*.



Spinner chant

Spin, spin, time for a song!

- Play, or say, the chant again while you stick Poster 5 on the board within easy reach of the children.

5 Listen to *Where's the crocodile?* story song (CD2 track 21)

- Play the CD and mime the actions according to the instructions below. Add the animal stickers as they are mentioned in the song.



Where's the crocodile? story song

Patch: *Hello, Elephant!* (Add the elephant sticker.)

Where's the crocodile?

Elephant: *I don't know.* (Shrug shoulders.)

Patch: *Hello, Tiger!* (Add the tiger sticker.)

Where's the crocodile?

Tiger: *I don't know.* (Shrug shoulders.)

Patch: *Hello, Snake!* (Add the snake sticker.)

Where's the crocodile?

Snake: *I don't know.* (Shrug shoulders.)

Patch: *Hello, Monkey!* (Add the monkey sticker.)

Where's the crocodile?

Crocodile: *Here I am and I'm hungry!*

(Add the crocodile sticker.)

All animals: *Run!*

6 Play with the poster (CD2 track 21)

- Choose five volunteers to manipulate the stickers. Listen to the story song again with the volunteers adding their sticker at the correct moment. Pause the CD if necessary.

7 Colour focus

- Point to an example on the poster of all the colours introduced so far. Say **Look, blue ... yellow ... red ... green ... pink ... brown ... orange ... purple** as you touch different objects.

8 Play Which hand?

- Use the *Hands up chant* (CD1 track 15) to choose four children to play the game. Take felt-tip pens or stickers in all eight colours (*red, yellow, blue, green, pink, orange, brown and purple*), then draw a different colour cross, or place a different coloured sticker, on the back of each child's hands. The children should hold their hands out so that the colours are clearly visible to the rest of the class. Tap each child's hand and name the colour.
- With your back to the rest of the class and making a big secret of it, hide a small block in one of the children's hands. Demonstrate with your Patch the Puppy glove puppet. Say **Where is it?** Patch shouts out a colour, e.g. **Blue!** Open the hand of the child who has that colour to reveal if the block is there or not and say **Yes, that's right!** (if Patch's guess was correct) and **No! Try again!** if not. Repeat the activity, this time with a child guessing where the block is. Encourage the child to name a colour rather than merely pointing to a hand.

9 Do the Colour dance (CD2 track 10)

- Give red, blue, green, yellow, pink, brown, orange and purple crayons out randomly, one per child, to the children, who remain seated in the circle. Play the CD. The children should move in time to the music and when they hear the colour they are holding, they should stand up, turn around and sit down following the instructions on the CD.



Colour dance

Blue, blue, blue, blue, blue
Stand up, turn around and sit down!
Yellow, yellow ...
Red, red ...
Green, green ...
Brown, brown ...
Pink, pink ...
Purple, purple ...
Orange, orange ...

- Collect the crayons and use the *Calm down chant* (CD1 track 7) to refocus the children's attention.

10 Demonstrate Worksheet 5 (Pupil's Book page 61)

- Use your copy of the worksheet to demonstrate. Point to the monkey in the purple circle. Say **Look, purple!** and show the children the circle.

Then say **Find a purple flower. Here!** Offer the worksheet to a child and say **Find a purple flower!** Take a pencil and show how, by drawing a line linking the purple flowers, the monkey can 'escape' from the crocodile. Say **Draw a line.** Point to the elephant in the red circle and say **Find a red flower.**

Table time

11 Time for tables routine (CD1 track 8)

- Follow the procedure (see Introductory unit Lesson 1) and give out the Pupil's Books or just the separated worksheets.

12 Match the same colour flowers to make a path to the exit for each animal (Worksheet 5)

- The children should link the colours of the flowers corresponding to the circle around each animal to find the way out.

13 Worksheet focus: Point to pink, orange, purple, red and green

- Say **Point to red | green | pink | orange | purple** at random. Make sure all the children are pointing to the correct colour flower before moving on.
- Use the *Tidy up chant* (CD1 track 25) to put away the materials.

Bye-bye routine

14 Sing the Bye-bye song (CD1 track 11)

- See Introductory unit Lesson 2 for the tapescript.

Extra activities

1 What colour? guessing game

- Shuffle the flashcards and hold them so that they are facing you. You can see the top flashcard, but the children can't. Say **What colour?** The children shout out colours until someone guesses correctly. Say **No, not (yellow)**, for incorrect guesses, then turn the card around and say **That's right! (Pink)**. Repeat, shuffling the flashcards again and looking at a different colour.

2 Play Is it blue?

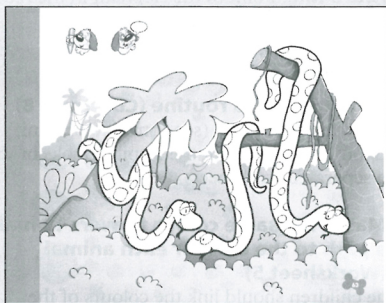
- Take the eight colour flashcards (*red, yellow, blue, pink, purple, orange, brown and green*). See Unit 1 Lesson 5, Extra activities 2.

3 Colour racing

- See Unit 1 Lesson 5, Extra activities 3. This time place red, blue, yellow, green, orange, purple, pink and brown crayons in the boxes.

Unit 5 Patch in the jungle

Lesson 6



Lesson focus: Learn the *What colour is it? chit chat routine*

Focus language: elephant, tiger, snake, monkey, crocodile, jungle, big, blue, yellow, red, green, pink, brown, orange, purple, *What colour is it?*

Main receptive language: *What can you hear / see? What can it be? Please don't eat me! There's a ... It goes ..., Are you scared? I don't know. Here I am. I'm hungry. Any colour.*

Classroom language: *Where's the ...? What colour is it?*

Main activities:

- Starter routine
- Sing the *Where's the crocodile? story song*
- Sing the *Jungle song*
- Play *Quick flash!*
- Learn the *What colour is it? chit chat routine*
- Worksheet 6
- Bye-bye routine

Materials: Patch's box, Patch the Puppy puppet, CDs 1 and 2, flashcards (elephant, tiger, snake, monkey, crocodile, all eight colours), Worksheet 6 (Pupil's Book page 63), crayons

Starter routine

1 Sing the *Hello. How are you? song* (CD1 track 4)

- Put on your Patch the Puppy puppet. Sing the song to Patch, moving him as if he's singing along too. See Introductory unit Lesson 1 for the tapescript.

2 Say the *What is it? chit chat routine* (CD2 track 11)

- Take the animal flashcards and follow the procedure as in Lesson 4.

- Today is the last opportunity to ensure that all children have participated in this Chit chat routine.

Circle activities

3 Sing the *Where's the crocodile? story song* (CD2 track 21)

- Play the CD and mime the actions according to the instructions. See Lesson 5 for the tapescript.

4 Sing the *Jungle song* (CD2 track 15)

- Use the *Hands up chant* (CD1 track 15) to choose five volunteers. Give them each one of the five animal flashcards and line them up in the same order they appear in the song (tiger, snake, monkey, elephant, crocodile). The child should hold up the corresponding animal flashcard for each verse and join in with the animal sounds. See Lesson 1 for the tapescript.

5 Play *Quick flash!*

- Take the flashcards of the colours (red, blue, yellow, green, pink, purple, orange and brown) and show them to the children, naming them as you do so. Turn your back on the children and hold the flashcards together in front of you, one colour facing outwards. Very quickly, turn right round so that the children have a chance to catch a glimpse of the top flashcard. Say ***What colour is it?*** and wait for a child to shout out the answer. Shuffle the flashcards and repeat with the other colours.

6 Learn the *What colour is it? chit chat routine* (CD2 track 22)

- Choose a child who is wearing one of the eight colours taught. Point to one of the clearly identifiable colours on their clothes and ask the class ***What colour is it?*** When someone answers correctly, say ***Yes, that's right! (Pink.)*** Play the CD and listen with the children.



What colour is it? chit chat routine

Child: *What colour is it?*

Children: ***Red / yellow / green / purple / brown / pink / blue / orange.***

- Choose a (confident) child who is wearing one of the eight colours taught so far. Point to one of the colours on their clothes and ask ***What colour is it?*** The child should reply. Say ***Yes, that's right! (Blue.)*** Repeat with two or three other children wearing different colours.

7 Demonstrate Worksheet 6 (Pupil's Book page 63)

- The aim of this worksheet is for the children to produce a coloured picture that can be used for practice of the Chit chat routine. They can colour the snakes any colour from the eight taught so far (*yellow, blue, red, green, brown, pink, orange, purple*). Use your copy of the worksheet to demonstrate. Point to one of the snakes and say **What colour is it?** and shrug your shoulders. Pick up a colour and show it to the children and ask (*Blue*)? Shrug your shoulders again. Pick up a different colour and again ask (*Orange*)? Put the colour back in the box and shrug your shoulders again. Say **Any colour**. Probably a child will ask in mother tongue and you confirm their guess. Repeat **Yes, any colour**.

Table time

8 Time for tables routine (CD1 track 8)

- Follow the procedure (see Introductory unit Lesson 1) and give out the Pupil's Books or just the separated worksheets.

9 Colour the snakes red, yellow, green, purple, brown, pink, blue or orange (Worksheet 6)

- The children should colour the snakes any colour they like. As the children are working, go round asking them individually **What colour is it?** pointing to one of their snakes.

10 Worksheet focus: Say the **What colour is it? chit chat routine** and point to the snakes (CD2 track 22)

- Demonstrate the *What colour is it? chit chat routine* yourself using the worksheet of a (confident) child. Hold up the worksheet to make sure the other children can see the colour of the snake. Encourage the child to ask the other children using the *What colour is it? chit chat routine*.
- Use the *Tidy up chant* (CD1 track 25) to have the children put away the materials.

Bye-bye routine

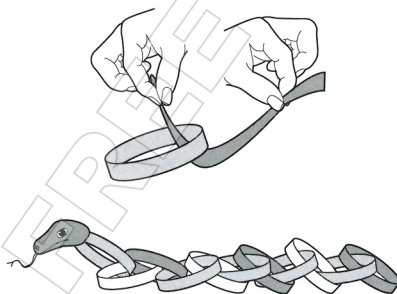
11 Sing the **Bye-bye song** (CD1 track 11)

- Stand up and wave bye-bye to the children. Say **Bye-bye!** Put on your Patch the Puppy puppet and play or sing the song with Patch doing the actions, as indicated. See Introductory unit Lesson 2 for the tapescript.

Extra activities

1 Snake craft

- Give out coloured paper in assorted colours for the children to cut into strips. Once the children have cut 10 or 12 strips each, distribute the strips so that the children have a mix of colours. Show the children how to take one strip of paper and glue the ends together. Then take another strip, in a different colour and thread it through the first loop. Say **Watch. Like this. Glue here.**, etc. Glue the ends together. Each child glues their 10-12 strips together to make a snake. Stick on a forked tongue cut out of red paper.



2 Play the **What is it? mime**

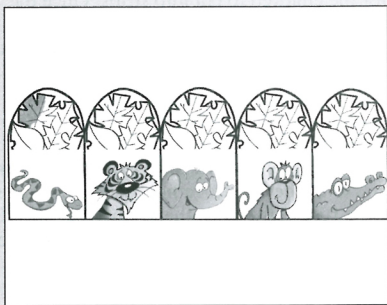
- Ask **What is it?** then make one of the animal sounds (no mime). The child who guesses correctly comes out to the front and makes another sound. Each time ask **What is it?**

3 Guess the animal

- Shuffle the animal flashcards and hold them close to you as though you had a secret. Say **What is it?** The children try to guess which animal you are looking at by calling out animal names. Say (*A tiger*)? **No!** etc. When the animal is guessed, turn the flashcard around to confirm. Say **Yes, an elephant!** Shuffle the flashcards and play again.

Unit 5 Patch in the jungle

Lesson 7



Lesson focus: Remove the jungle animals press out

Focus language: *elephant, tiger, snake, monkey, crocodile, jungle*

Main receptive language: *big, I don't know. Here I am. I'm hungry. Get your camera! Quickly take a photo! Off we go!*

Classroom language: *Where's the ...? Put ... on, Take ... off, Listen!*

Main activities:

- Starter routine
- Sing the *Where's the crocodile?* story song
- Play the *Animal movement game*
- Play *Jungle expedition*
- Play *Crocodiles*
- Remove the press out
- Bye-bye routine

Materials: Patch's box, Patch the Puppy puppet, CDs 1 and 2, flashcards (*elephant, tiger, snake, monkey, crocodile*) Unit 5 press out, felt-tip pens or crayons

Starter routine

1 Sing the *Hello. How are you?* song (CD1 track 4)

- Put on your Patch the Puppy puppet. Sing the song to Patch, moving him as if he's singing along too. See Introductory unit Lesson 1 for the tapescript.

2 Say the *What colour is it? chit chat routine* (CD2 track 22)

- Use the CD to model the routine, as in Lesson 6, if you think it necessary. Choose a child who is wearing one of the eight colours. Point to the colour and ask *What colour is it?* The child should reply. Say *Yes, that's right! (Blue.)*

Repeat with two or three other children wearing different colours.

Circle activities

3 Sing the *Where's the crocodile?* story song (CD2 track 21)

- Play the CD and mime the actions according to the instructions. See Lesson 5 for the tapescript.

4 Play the *Animal movement game* (CD2 track 23)

- Play the CD. Listen to the music and ask the children *What is it?* Encourage them to shout out the name of the animal. Say *Yes! (an elephant)!* Say *Listen!* As you hear the elephant sounds on the CD, move around the circle heavily, with one arm like an elephant's trunk. The children should imitate you. Repeat for the other animals, doing the appropriate mime each time.



Animal movements

elephant music ... real elephant trumpeting

monkey music ... monkey chattering

snake music ... snake hissing

tiger music ... tiger roaring

crocodile music ... crocodile snapping

5 Play *Jungle expedition*

- Place the five animal flashcards spaced out around the room, but each one partially hidden. If you made the jungle leaves in Lesson 1 Extra activities, use some of these to partially hide the flashcards. Use the *Stand up!* routine (CD1 track 6) to position the children and say *Put your hat on!* Mime putting your hat on and encourage the children to do the same. Say *Put your boots on!* Mime putting boots on and encourage the children to do the same. Say *Get your camera!* Mime putting a camera around your neck and taking some photos. Say *Off we go!*
- As you lead the children around the class, sing or say the lines from the song while doing the appropriate actions, *Deep in the jungle what can you see? What can you hear? What can it be? A tiger, a tiger!* Say *Quickly take a photo! Click, click, click* and mime taking a photo of the tiger flashcard. Say *Off we go!* and continue to lead the children around the classroom until they have taken photos of all the animals.
- Then say *Take your hat! Boots off!* And mime taking your hat and boots off. Use the *Sit down!* routine (CD1 track 6) to finish the activity.

*6 Play Crocodiles

- Use the *Hands up chant* (CD1 track 15) to choose ten children to play the game. Encourage the other children to count them as they stand up. Tell the ten children they are crocodiles and get them to lie down in two teams of five. There should be enough space between each child for another child to jump over. The first child in each team should stand up and jump over the other crocodiles in their team and return to their place. The second child does the same and so on until all the children have had a turn. The team who finishes jumping first is the winner. The other children watch and count. Repeat with different teams of children.

* If you are short of time, you can leave out Activity 6.

7 Demonstrate the press out

- Show the children how to remove their press out from the sheet. Show them how to bend the leaves over to partially cover the pictures and demonstrate colouring the leaves green. (The leaves fold over to hide the animals.)

Table time

8 Time for tables routine (CD1 track 8)

- Follow the procedure (see Introductory unit Lesson 1) and give out the press outs. Make sure the children's names are on them for redistribution next lesson.

9 Remove the jungle animals press out

- Let the children remove the press out themselves. Say **Look! Just like me!** Use the *Colour it chant* (CD1 track 24) to have them colour the leaves green.

10 Press out focus: Hello tiger

- Fold the leaves down over the animals. Lift up each of the leaves in turn and say hello to the animals, e.g. **Hello, Tiger!**
- Use the *Tidy up chant* (CD1 track 25) to have the children put away the materials.

Teacher's tip

Don't let the children take the press outs home today. They will use them in the performance activities in the next lesson.

Bye-bye routine

11 Sing the Bye-bye song (CD1 track 11)

- Follow the procedure. See Introductory unit Lesson 2 for the tapescript.

Extra activities

1 Mr Crocodile game

- Demonstrate the activity first using your Patch the Puppy glove puppet as the crocodile. Give Patch the *crocodile* flashcard. Stand on one side of the classroom (with Patch as the crocodile) and the children stand on the other side of the classroom ('the water'). Say to Patch **Please Mr Crocodile, can we cross the water?** Nod your head and say in Patch's voice **Yes, if you're wearing ... blue!** The children who are wearing blue may 'cross the water' freely. The other children have to try to sneak past without getting caught. The child Patch catches is next crocodile. Give the new crocodile the flashcard and stand with the other children. Say **Please Mr Crocodile, can we cross the water?** Nod your head and say in Patch's voice **Yes, if you're wearing ...** and wait for the 'crocodile' to choose a colour. The children wearing the chosen colour cross freely and the 'crocodile' tries to catch one of the others.

2 Spin the bottle

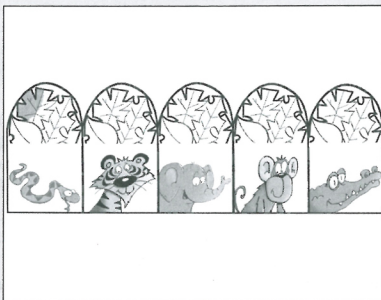
- Place the five animal flashcards in a ring in the centre of the circle, naming each one as you do so. Place an empty water bottle in the centre of the ring. Spin the bottle and name the flashcard it ends up pointing to. Use the *Hands up chant* (CD1 track 15) to choose children to come out and spin the bottle and name the flashcard towards which it is pointing.

3 Extra worksheet 2 (Extra activities worksheets page 162)

- Make an example of the finished zigzag book to show the children. Enlarge the page onto A3 paper. The children should colour the animals and cut the page in half horizontally along the dotted line. Stick the two strips together where indicated and then fold along the dotted lines. The children can then count the animals and 'read' their books, e.g. *One elephant, two crocodiles ...*

Unit 5 Patch in the jungle

Lesson 8



Lesson focus: Perform with the press out
Focus language: *elephant, tiger, snake, monkey, crocodile, jungle*

Main receptive language: *big, There's a ..., It goes ...*

Classroom language: Language used so far

Main activities:

- Starter routine
- Demonstrate the *Jungle song* and the *Please don't eat me song*
- Perform the *Jungle song* and the *Please don't eat me song*
- Bye-bye routine

Materials: Patch's box, Patch the Puppy puppet, CDs 1 and 2, children's press outs made in Lesson 7

Starter routine

1 Sing the *Hello. How are you? song* (CD1 track 4)

- Put on your Patch the Puppy puppet. Sing the song to Patch, moving him as if he's singing along too. See Introductory unit Lesson 1 for the tapescript.

2 Say the *What colour is it? chit chat routine* (CD2 track 22)

- Follow the procedure as in Lesson 7.

Circle activities

Teacher's tip

The activities in Lesson 8 of each unit review the material via a performance. The children should remain seated during the teacher's demonstration, though not discouraged from joining in singing.

This provides a model for their own performance. They will be more inclined to join in if you use the karaoke version of the recordings. However, a suggested procedure for using the fully harmonised tracks first when performing with press outs is given below, if you feel your class need the extra support of the lyrics. The children have got both versions on the Songs CD that they will use at home to perform the songs for their family.

3 Demonstrate the *Jungle song* (CD2 track 16)

- Using the karaoke version, play the CD, sing the song and do the actions as indicated.



Jungle song

There's a tiger (Prowl like a tiger.)

A big tiger (Open arms wide to mime *big*.)

It goes roar, roar, roar, roar!

Are you scared? (Make a scared face.)

There's a snake (Wiggle one of your arms like a snake.)

A big snake (Open arms wide to mime *big*.)

It goes hiss, hiss, hiss, hiss!

Are you scared? (Make a scared face.)

There's a monkey (Mime being a monkey.)

A big monkey (Open arms wide to mime *big*.)

It goes oo, oo, oo, oo!

Are you scared? (Make a scared face.)

There's an elephant (Mime being an elephant.)

A big elephant (Open arms wide to mime *big*.)

It goes trumpet, trumpet, trumpet, trumpet!

Are you scared? (Make a scared face.)

There's a crocodile (Mime being a crocodile, opening arms wide for jaws.)

A big crocodile (Open arms wide to mime *big*.)

It goes snap, snap, snap, snap!

Are you scared? (Make a scared face.)

4 Demonstrate the *Please don't eat me song* (CD2 track 18)

- Use your own copy of press out to demonstrate the song. Fold the leaves down over the animals before the demonstration. Play the CD and lift up the leaves as indicated in the song.
- Repeat the activity using the karaoke version (CD2 track 19).



Please don't eat me

Deep in the jungle, what can you see? (Point to your eyes.)

What can you hear? (Point to your ears.)

What can it be? (Shrug your shoulders.)

A tiger! A tiger! (Lift up the leaf covering the tiger.)

Come with me! (Beckoning gesture.)

Deep in the jungle, what can you see? (As above.)

What can you hear? (Point to your ears.)

What can it be? (Shrug your shoulders.)

A snake! A snake! (Lift up the leaf covering the snake on the press out.)

Come with me! (Beckoning gesture.)

Deep in the jungle, what can you see? (As above.)

What can you hear? (Point to your ears.)

What can it be? (Shrug your shoulders.)

A monkey! A monkey! (Lift up the leaf covering the monkey on the press out.)

Come with me! (Beckoning gesture.)

Deep in the jungle, what can you see? (As above.)

What can you hear? (Point to your ears.)

What can it be? (Shrug your shoulders.)

An elephant! An elephant! (Lift up the leaf covering the elephant on the press out.)

Come with me! (Beckoning gesture.)

Deep in the jungle, what can you see? (As above.)

What can you hear? (Point to your ears.)

What can it be? (Shrug your shoulders.)

A crocodile! A crocodile! (Lift up the leaf covering the crocodile on the press out.)

Please don't eat me! (Shake your head and gesture to your mouth.)

Table time

5 Time for tables routine (CD1 track 8)

- Follow the procedure (see Introductory unit Lesson 1) but don't give out the children's press outs until they are ready to perform the *Please don't eat me* song.

6 Listen to the *Spinner chant* (CD1 track 26)

- Spin the spinner and play the CD or say the *Spinner chant*.



Spinner chant

Spin, spin, time for a show!

7 Perform the *Jungle song* (CD2 track 16)

- Using the karaoke version, this time encourage the children to do the actions as they sing the song, as you did. Encourage children who are doing the movements well. Say *Very good! Yes!* etc.

8 Perform the *Please don't eat me* song (CD2 track 18)

- Give out the children's press outs. Say **Look. Fold here. Just like me** and show the children how to fold down the leaves.
- They lift the leaves to reveal the animals as they are mentioned in the song.
- Repeat the activity using the karaoke version of the song (CD2 track 19).

Teacher's tip

If your lesson is not at the end of the day, ask the class tutor to give out the children's press outs and the Unit 5 letter to parents at home time.

Bye-bye routine

9 Sing the *Bye-bye* song (CD1 track 11)

- Follow the procedure. See Introductory unit Lesson 2 for the tapescript.

Extra activities

1 Perform *Where's the crocodile?* story song (CD2 track 21)

- Play the CD and children act out the song with their press outs, revealing the animals as they are mentioned in the song. When the crocodile says **Here I am and I'm hungry!** the children should move the press out away very fast, as though the animals were running.

2 Flashcard setting game

- Set out five hoops on the floor. Put one flashcard from each topic covered so far into each hoop, naming them as you do so, e.g. **eyes, dress, kite, bathroom, tiger**. Play the game as in Unit 4 Lesson 8, Extra activity 1.

3 Extra worksheet 3 (Extra activities worksheets page 163)

- If possible, photocopy the page on coloured paper, if not, allow the children to decorate the snakes as they please. Demonstrate cutting along the dotted line. Say **Watch! Slowly! Just like me**. When you have finished cutting, lift up the snake's head allowing the rest of the snake to fall down in a spiral. Add stickers for eyes and a long red tongue and say **Look! It's a snake!** While the children are colouring, go round asking them individually **What colour's your snake?** Hang the snakes up in the classroom or let the children take them home.