

1 Captain Jack's game

Unit objectives

- Identify and respond to new vocabulary. (C1)
- Listen to and join in with a song. (C1)
- Listen and respond to a story. (C1)
- Phonics: practise and respond to the /t/ sound. (C1)
- Identify and respond to the concepts of *big* and *small*. (C1)
- My world: how to wash your hands. (C1) (C3) (C8)
- Recognise colours. (C1)
- Recognise and understand the concept of numbers. (C1) (C2)
- Emotional intelligence: understand the importance of listening to others. (C1) (C3) (C5)
- My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7)
- Revise unit vocabulary through the Multi-ROM and photocopyables. (C4) (C7) (C8)

Main criteria for evaluation

Children should:

- recognise and respond to new vocabulary via mime, gesture, etc.
- demonstrate an understanding of the story.
- attempt to produce the /t/ sound correctly while saying the tongue twister.
- attempt to show personal autonomy when washing their hands.
- identify colours.
- understand the concept of numbers.
- respond appropriately to activity instructions.
- understand the concepts of *big* and *small*.
- show confidence in the face of activities which require concentration.

Language focus

Key language

Head, arms, hands, legs, toes, tummy

Big, small

Water, soap, towel

Numbers 5-6

Recycled language

Hello / bye-bye

Red, yellow, green, blue, pink, brown

Numbers 1-4

Receptive language

Look at my ...

Wave / Clap / Touch / Tickle / Shake your ...

Spider

On your ...

Do you want to play?

Listen to me.

How many ...?

Classroom language

Do you want to ...?

Can you ...?

Is it ...? / It's ...

Yes! / No!

Be quiet!

What colour is it?

Who's got ...?

Pick up ...

Point to ...

Show me ...

Trace ...

Draw ...

Colour ...

Count ...

Circle ...

Say ...

Let's ...

Open / Close your eyes!

Stand up! / Sit down!

Listen! / Look!

Very good! / Well done!

What's this?

Hands up!



Phonics

Practise and respond to the /t/ sound.



My world

Personal hygiene
– how to wash your hands.



Emotional intelligence

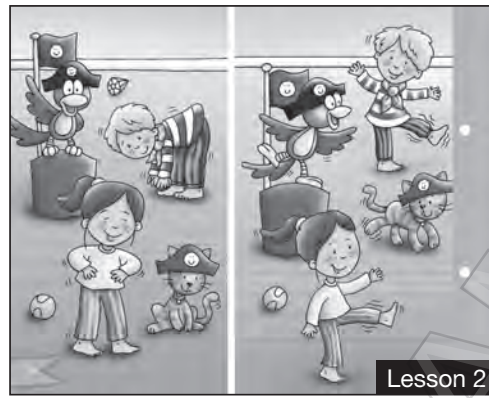
Understand the importance of listening to others.

Basic competences key

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of ICT
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative



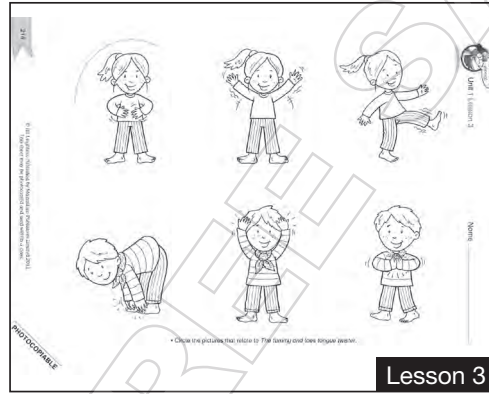
Lesson 1



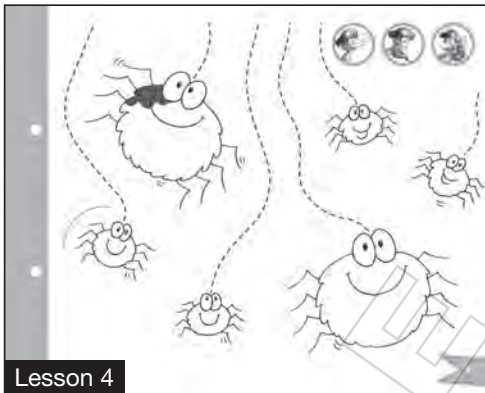
Lesson 2



Lesson 2



Lesson 3



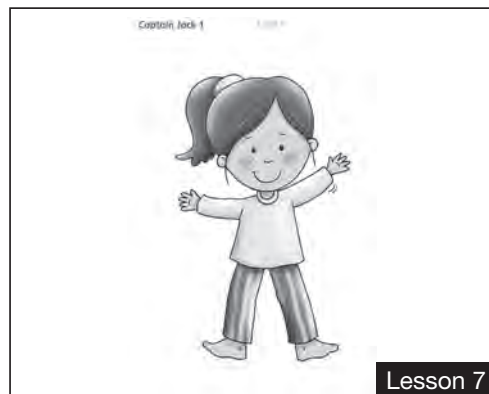
Lesson 4



Lesson 5



Lesson 6



Lesson 7



Lesson 7



Lesson 8

1 Captain Jack's game

Lesson 1



Learning objectives

- Identify and respond to body parts vocabulary.
- Listen to and join in with *The body song*.

Language focus

Key vocabulary

- *Arms, toes, tummy, legs, hands, head*

Receptive language

- *Look at my ...*

Classroom materials

- Puppet
- CD 1
- Treasure chest
- Flashcards: *arms, toes, tummy, legs, hands, head*
- Red crayons



At-a-glance lesson plan

Getting ready

- Put the puppet and flashcards inside the treasure chest.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) (C1 C5 C6)
- 2 Play *What's in the treasure chest?* (C1 C6)
- 3 Play *The pirate dance!* (CD 1 track 19) (C1 C6)
- 4 Play *Pirates! Do you want to play?*
(Optional activity) (C1 C3)
- 5 Play *Captain Jack's echo!* (C1)
- 6 Sing *The body song*. (CD 1 track 20) (C1 C6)

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) (C1 C5 C6)

Table time

- 8 Trace the body parts. (Pupil's Book page 5)
(C1 C6 C7 C8)
- 9 Play *Let's listen and point!* (CD 1 track 20) (C1 C6)
- 10 Sing the *Bye-bye song 1*. (CD 1 track 15)
(C1 C5 C6)

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children in a circle. Get the children to chant *Captain Jack!* Take the puppet from the treasure chest and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version. Sing the song and do the actions. (See *Hello, Captain Jack!* Lesson 1 Activity 3 for the audio script.)

2 Play *What's in the treasure chest?*

- Put on the puppet. Make Captain Jack say **Pirates! Do you want to see my treasure?** Encourage the children to say *Yes!* Take out the flashcards from the treasure chest one by one. Name each of the flashcards: **head, arms, hands, tummy, legs and toes.** Encourage the children to touch their head, arms, hands, tummy, legs and toes. Repeat several times until the children are confident.

3 Play *The pirate dance!* (CD 1 track 19)

- Stick the body flashcards around the class. Play the CD. Encourage the children to dance on the spot or around the class. Pause the CD when the children hear *head* and encourage them to mime holding a telescope as they focus on the head flashcard. Repeat with the rest of the body flashcards. Play the CD again and encourage the children to touch their head, etc when they hear the corresponding word.



The pirate dance!

Head ... arms ... hands ... tummy ... legs ... toes
Head ... arms ... hands ... tummy ... legs ... toes

4 Play *Pirates! Do you want to play?*

Optional activity

- Put on the puppet. Make Captain Jack say **Pirates! Do you want to play?** Encourage the children to say *Yes!* Give instructions and say **Touch your head!** Demonstrate by touching your head. Encourage the children to touch their heads. Repeat with *arms, hands, legs, toes, tummy*. When the children are confident, speed up the activity and change the order of the words.

5 Play *Captain Jack's echo!*

- Encourage a child to come to the front of the class using *The hands up chant* (see Introduction page 21). Point to the volunteer's head. Get Captain Jack to say **Head!** Encourage the children to say *Head!* Repeat with *arms, hands, legs, toes, tummy*. Repeat with different volunteers.

6 Sing *The body song*. (CD 1 track 20)

- Say **Let's sing a song! Let's sing *The body song*.**
- Stick the flashcards around the classroom. Play the CD and encourage the children to listen and point to the correct flashcards as they are mentioned.
- Play the song again. On the second hearing encourage the children to touch the correct body part as it is mentioned in the song.
- Play the song again. Encourage the children to sing along and do the actions.

CD1
20**The body song**

Look at my arms! (Touch your arms.)
 Look at my toes! (Touch your toes.)
 Look at my tummy! (Touch your tummy.)
 Look at my legs! (Touch your legs.)
 Look at my hands! (Touch your hands.)
 Look at my head! (Touch your head.)
 Arms! Toes! Tummy! (Touch each body part in turn.)
 Legs! Hands! Head! (Touch each body part in turn.)

Transition time**7 Say The transition chant. (CD 1 track 13)**

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 7 for the audio script.)

Table time**8 Trace the body parts. (Pupil's Book page 5)**

- Give out the pencils and red crayons. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Say **Katie's arms** and encourage the children to find and point to Katie's arms on the worksheet. Repeat with the other body parts.
- Say **Trace the arms**. Hold up your pencil and pretend to trace Katie's arms. Encourage the children to copy. Repeat with *head, tummy, toes, hands* and *legs*.

Fast finishers Colour the pirate ship red.

9 Play Let's listen and point! (CD 1 track 20)

- Say **Let's listen to The body song**. Encourage the children to point to the body parts on the worksheet as they listen to the song. Encourage them to sing along, too.

10 Sing the Bye-bye song 1. (CD 1 track 15)

- Put on the puppet. Play the karaoke version. Sing the song and do the actions. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 10 for the audio script.)

Extra activities**1 Play Who's this?**

- Put the character flashcards into the treasure chest. Put on the puppet. Get Captain Jack to say **Pirates! Do you want to see my treasure?** Take out the flashcards and put them behind your back. Gradually reveal a flashcard to the children. Say **Who's this?** and encourage them to name the flashcard and say (*Katie!*) Repeat with the other character flashcards.

2 Play Yes! No! Captain Jack!

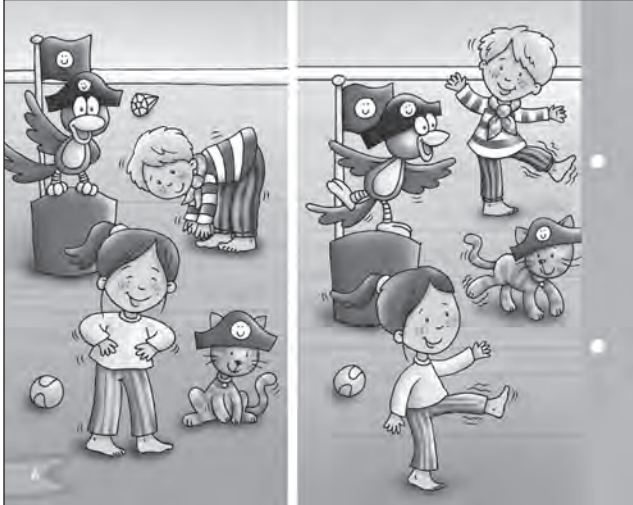
- Put on the puppet. Show the body flashcards one by one. Get Captain Jack to say a body part. If the word he says corresponds with the flashcard encourage the children to nod their head and say *Yes, Captain Jack!* If it doesn't correspond encourage the children to shake their heads and say *No, Captain Jack!* If the children are confident, encourage them to correct Captain Jack by saying the correct word.

3 Play Count the pirate's legs!

- Choose a volunteer to stand at the front of the class using *The hands up chant* (see Introduction page 21). Get Captain Jack to point to the child's legs and ask **How many legs?** Encourage the class to count the number of legs. Repeat with *head, arms, hands* and *tummies*, sometimes varying the number of volunteers from one to two.

1 Captain Jack's game

Lesson 2



Learning objectives

- Listen and respond to a story.
- Listen to and join in with *The story song*.

Language focus

Key vocabulary

- *Arms, toes, tummy, legs, hands, head*

Receptive language

- *Wave, Clap, Touch, Tickle, Shake your ...*
- *Spider*
- *On your ...*

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: *arms, toes, tummy, legs, hands, head, big (spider)*
- *Captain Jack 1 Flip over Book*



At-a-glance lesson plan

Getting ready

- Put the puppet and the big flashcard inside the treasure chest.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- 2 Sing *The body song*. (CD 1 track 21) C1 C6
- 3 Play *Pirates, listen! Pirates, play!* (Optional activity) C1 C3
- 4 Play *Let's go on a treasure hunt!* (Flip over Book page 3) C1
- 5 Say *The story time chant*. (CD 1 track 22) C1 C5 C6
- 6 Listen to *Captain Jack's game story*. (CD 1 tracks 23 & 24) (Flip over Book pages 4-11) C1 C6

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- 8 Point to the body parts. Match the body parts to Katie. (Pupil's Book page 7) C1 C6 C7 C8
- 9 Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD1 track 10)

- Organise the children in a circle. Get the children to chant *Captain Jack!* Take the puppet from the treasure chest and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version. Sing the song and do the actions. (See *Hello, Captain Jack!* Lesson 1 Activity 3 for the audio script.)

2 Sing *The body song*. (CD 1 track 21)

- Say **Let's sing *The body song***. Get Captain Jack to say **Stand up, pirates!**
- Play the karaoke version of the song on the CD. Encourage the children to do the actions and sing the song. Get Captain Jack to congratulate the children at the end of the song and say **Very good, pirates. Well done!** Then say **Sit down, pirates!** (See Lesson 1 Activity 6 for the audio script.)

3 Play *Pirates, listen! Pirates, play!*

Optional activity

- Put on the puppet and get him to say **Ssh! Pirates! Listen to me!** Encourage the children to cup their hands around their ears. Say **Pirates! Do you want to play?** Encourage the children to say *Yes!*
- Ask the children to stand up. Get Captain Jack to say **Captain Jack says Wave your arms!** Demonstrate and encourage the children to copy. Repeat with **Captain Jack says clap your hands, touch your toes, tickle your tummy, shake one leg, touch your head!** When the children are confident explain that if you don't say **Captain Jack says** then they shouldn't do the action (like the traditional game 'Simon says').

4 Play *Let's go on a treasure hunt!* (Flip over Book page 3)

- Point to the treasure map at the beginning of the Flip over Book and say **Look! It's Captain Jack's treasure hunt!** Get Captain Jack to fly around in excitement.

- Say **Let's follow the green path.** Walk your fingers along the green path. Stop at the six body parts along the path and encourage the children to name them.
- Point to the treasure chest at the end of the path. Get Captain Jack to say **I can see the treasure! Shall we see what the treasure is today?** Take the treasure flashcard for this unit out of the treasure chest (the big brown spider flashcard). Show it to the children. Say **Look! A spider for you and me!** Say **Spider!** and mime by making your hand into a spider and wriggling your fingers. Encourage the children to repeat the word and mime several times. Say **Today the story is about a spider!**

5 Say *The story time chant.* (CD 1 track 22)

- Say **It's story time** and open the palms of your hands as if opening a book. Say the chant and do the actions. Encourage the children to join in.

CD1
22

The story time chant

- Look! Look! Look!* (Point to your eyes.)
Listen! Listen! Listen! (Cup your hands round your ears.)
It's story time! (Open palms of hands as if reading a book.)
It's story time! (Open palms of hands as if reading a book.)
Ssh! Ssh! Ssh! (Put your finger to your lips.)

6 Listen to *Captain Jack's game story.* (CD 1 tracks 23 & 24) (Flip over Book pages 4-11)

- Say **Let's listen to the story.** Read the story aloud or play the CD. Point to the pictures in the Flip over Book and mime. Encourage the children to listen and look at the pictures. Then read the story aloud or play it on the CD a second time. Encourage the children to join in and do the actions. Encourage them to say *arms, hands, tummy, toes, legs* and *head* when these words are mentioned in the story.
- At the end of the story encourage the children to listen to *The story song* and move to the music.

CD1
23

Captain Jack's game

Frame 1

Narrator: *Here's Captain Jack, Fluffy, Katie and Danny.* (Point to the characters.)

Captain Jack: *Pirates! Do you want to play?* (Throw your arms up in excitement.)

Katie and Danny: *Yes!* (Nod your head.)

Fluffy: *Meow!*

Captain Jack: *Listen to me. Wave your arms!* (Wave your arms.)

Katie: *Wave your arms!* (Wave your arms.)

Captain Jack: *Clap your hands!* (Clap your hands.)

Danny: *Clap your hands!* (Clap your hands.)

Frame 2

Captain Jack: *Tickle your tummy!* (Tickle your tummy.)

Katie: *Tickle your tummy!* (Tickle your tummy.)

Captain Jack: *Touch your toes!* (Touch your toes.)

Danny: *Touch your toes!* (Touch your toes.)

Frame 3

Captain Jack: *Shake your leg!* (Shake your leg.)

Katie and Danny: *Shake your leg!* (Shake your leg.)

Frame 4

Captain Jack: *Touch your head!* (Touch your head.)

Katie and Danny: *Aagh! A big spider!* (Put your hands up in horror.)

CD1
24

The story song

Wave your arms, arms, arms! (Wave your arms.)

Clap your hands, hands, hands! (Clap your hands.)

Tickle your tummy, tummy, tummy! (Tickle your tummy.)

Touch your toes, toes, toes! (Touch your toes.)

Shake your leg, leg, leg! (Shake your leg.)

Touch the spider, spider, spider! (Wiggle your fingers.)

On your head, head, head! (Pat your head.)

Transition time

7 Say *The transition chant.* (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 7 for the audio script.)

Table time

8 Point to the body parts. Match the body parts to Katie. (Pupil's Book page 7)

- Give out the pencils. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Point to the first body part on the left hand side of the page. Say **What's this?** Encourage a child to say *Head!* Say **Find where head should be!** Encourage the children to find where the head should be on the worksheet. Point to it on your worksheet and encourage the children to point to *head*. Repeat with *hand, leg* and *toes*.
- Hold up your pencil and say **Draw a line!** Demonstrate this by pretending to draw a line from the head picture to Katie's head.
- Repeat in the same way with the remaining body parts.
- Ask the children to listen to the story and point to the body parts on their worksheets as they are mentioned.

9 Sing the *Bye-bye song 1.* (CD 1 track 15)

- Put on the puppet. Play the karaoke version. Sing the song and do the actions. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 10 for the audio script.)

Extra activities

1 Play *The pirate blindfold game!*

- Choose a volunteer using *The hands up chant* (see Introduction page 21). Blindfold the child and turn him/her around two or three times. Say **One, two, three!** Encourage the class to join in.
- Lead the volunteer to another child in the class. Say **Touch (his) hands** and encourage the child to touch the other child's hands. Say **Who is it?** If they guess correctly say **Yes! It's (Pedro)!** If they guess incorrectly let them guess again.
- Play the game with different children.

2 Play *Find the treasure chest with Yes! and No!*

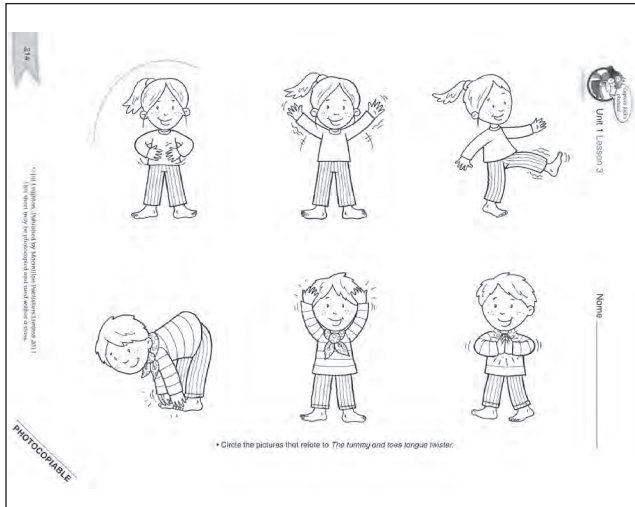
- Put the body flashcards in the treasure chest.
- Put on the puppet. Get him to say **Where's my treasure chest?** Choose two volunteers using *The hands up chant* (see Introduction page 21).
- Say **Close your eyes!** Encourage the volunteers to close their eyes. Hide the treasure chest in the classroom. Say **Hold hands pirates! Help find my treasure chest!** Encourage the children to hold hands and look for the treasure chest. When they get close to the treasure chest encourage the class to shout **Yes!** And when they get further away **No!** When the children find the treasure chest get Captain Jack to say **Thank you, pirates!**
- Then say **Pirates! Do you want to see my treasure?** Reveal the body flashcards one by one and encourage the children to name them.

3 Play *What's Captain Jack hiding!*

- Put the body flashcards on the board one by one and encourage the children to name them. Say **Count the flashcards!** Encourage the children to count them one by one as you point to each one.
- Say **Close your eyes!** and place the Captain Jack puppet in front of the head flashcard. Say **Open your eyes! What's Captain Jack hiding?** Encourage the children to say *head!* Show the children the flashcard.
- Move the flashcards on the board so they are in different positions and play again.

1 Captain Jack's game

Lesson 3



Learning objectives

- Phonics: practise and respond to the /t/ sound.

Language focus

Key vocabulary

- Head, legs, toes, tummy, arms, hands

Receptive language

- Wave, clap, tickle, touch, shake
- Spider
- On your ...

Classroom materials

- Puppet
- CD 1
- Treasure chest
- Flashcards: head, legs, toes, tummy, arms, hands
- Teacher's Notes Photocopiable Resources: Unit 1 phonics worksheet
- Crayons



At-a-glance lesson plan

Getting ready

- Put the puppet and unit flashcards in the treasure chest.

Circle time

- Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- Play *Lucky dip with the treasure chest!* C1
- Play *Captain Jack's listening game*. (Optional activity) C1
- Sing *The story song*. (CD 1 track 24) C1
- Play *Captain Jack's phonics!* (CD 1 tracks 25 & 26) C1

Transition time

- Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- Circle the correct picture. (Teacher's Notes, page 214) C1 C7 C8
- Play *Let's listen and point!* (CD 1 track 26) C1
- Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children in a circle. Get the children to chant *Captain Jack!* Take the puppet from the treasure chest and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version. Sing the song and do the actions. (See *Hello, Captain Jack!* Lesson 1 Activity 3 for the audio script.)

2 Play *Lucky dip with the treasure chest!*

- Put on the puppet. Get Captain Jack to say **Pirates! Do you want to see my treasure?** Encourage the children to say *Yes!* Choose a volunteer to play the game using *The hands up chant* (see Introduction page 21). Encourage the volunteer to close their eyes, take a flashcard out of the treasure chest and show it to the rest of the class.
- Get Captain Jack to say **What's this?** Encourage the class to say *Tummy!* Say **Very good! Tickle your tummy!** Encourage the children to tickle their tummies. Encourage the volunteer to put the flashcard back into the treasure chest.
- Play the game with different volunteers until all the flashcards have been revealed. Give the children the appropriate instruction for each part of the body: *Wave your arms! Touch your toes! Shake your leg! Clap your hands! Touch your head!*

3 Play *Captain Jack's listening game!*

Optional activity

- Get Captain Jack to say **I'm Captain Jack 1, 2, 3! Listen, pirates! Listen to me!** Whisper instructions and encourage the children to carry out the instruction. If they are confident encourage them to repeat what you say. Whisper **Clap your hands!** and encourage the class to do the action. Repeat with **Touch your toes! Tickle your tummy! Wave your arms! Touch your head! Shake one leg!**
- Clap your hands and say quietly **Shake your hands!** Encourage the children to say *No! Clap your hands!* Repeat with different parts of the body.
- You may need to use *The calm down chant* if children get too excited (see Introduction page 21).

4 Sing *The story song*. (CD 1 track 24)

- Before singing *The story song* you may wish to revisit the story as outlined in Lesson 2 Activity 6.
- Play the CD. Encourage the children to point to the parts of their body as they are mentioned.
- Play the song again. Encourage the children to stand up, sing along and do the actions.

5 Play *Captain Jack's phonics!* (CD 1 tracks 25 & 26)

- Show the children the tummy and toes flashcards. Encourage them to name the flashcards. Flash the flashcards at the children, and ask them to name them. Speed the process up as the children get more confident. Repeat the words after the children, exaggerating the /t/.

- Stick the flashcards on opposite sides of the board. Play *Tummy and toes!* Children dance to the music. Pause the CD when either word is spoken. Children point to the relevant flashcard and do the action.



Tummy and toes!

*Tummy ... toes ... tummy ... toes ... tummy ... toes
tummy ... toes*

- Play *The tummy and toes tongue twister*. Children listen once. The second time the teacher says the tongue twister and then does the mime. The children are encouraged to participate.



The tummy and toes tongue twister

*Touch your tummy and your toes, toes, toes!
Touch your tummy and your toes, toes, toes!*

Transition time

6 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 7 for the audio script.)

Table time

7 Circle the correct picture. (Teacher's Notes page 214)

- Give out the photocopiable worksheets, pencils and crayons.
- Point to each picture and encourage the children to say the body part. Ask the children to identify the pictures that relate to the tongue twister. Encourage them to say *tummy* and *toes*.
- Say **Circle the tummy**. Demonstrate with a pencil or your finger and pretend to circle the picture of Katie touching her tummy. Encourage the children to do the same on their worksheet. Repeat with *toes*.

Fast finishers Colour the pictures.

8 Play *Let's listen and point!* (CD 1 track 26)

- Say **Let's listen to the tongue twister!** Encourage the children to point to the body parts on the worksheet as they listen to the tongue twister. Encourage them to say the tongue twister, too.

9 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version. Sing the song and do the actions. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 10 for the audio script.)

Extra activities

1 Sing *The body song*. (CD 1 track 21)

- Say **Let's sing *The body song***. Play the karaoke version of the song and encourage the children to sing the song and do the actions. Place Captain Jack in a position where he can see all the children singing. Get him to congratulate the children at the end of the song. Say **Well done, pirates!** (See Lesson 1 activity 6 for the audio script.)

2 Play *Flash the flashcards*.

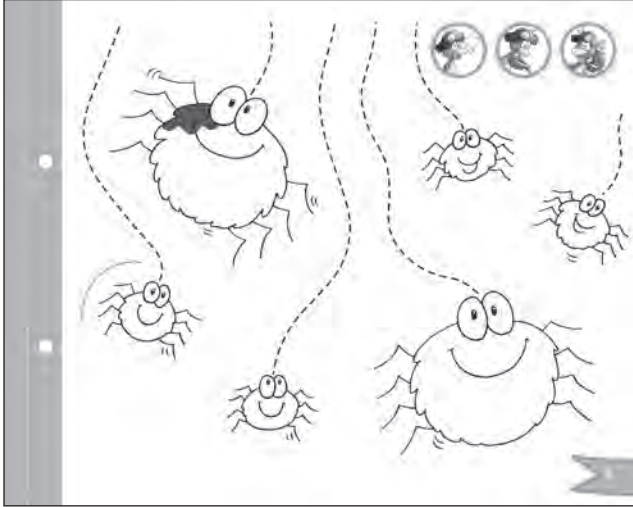
- Put the flashcards behind your back and slowly reveal one of the flashcards as you say **Touch your ...** Encourage the children to say (*Head!*) and do the appropriate action. Repeat with all the flashcards encouraging the children to gradually join in.

3 Play *Pass the flashcards*. (CD 1 track 16)

- Put the body parts flashcards in the treasure chest.
- Play the pirate music and encourage the children to pass around the treasure chest. Stop the music and encourage the child to take out a flashcard. Ask the children **What is it?** Encourage them to give the answer. Say **Yes, that's right - toes!**
- Repeat with the rest of the flashcards.

1 Captain Jack's game

Lesson 4



Learning objectives

- Identify and respond to the concept of *big* and *small*.
- Listen to and join in with *The big and small song*.

Language focus

Key vocabulary

- *Big, small*
- *Head, hand, leg, toes, arms, tummy*

Receptive language

- *Tickle my ...*
- *Spider*

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: *big, small, head, hand, leg, toes, arms, tummy*
- *Captain Jack 1 Flip over Book*
- Brown crayons



At-a-glance lesson plan

Getting ready

- Put the puppet and big and small flashcards inside the treasure chest.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- 2 Join in the story with the *Flip over Book*. (CD 1 track 23) (Flip over Book pages 4–11) C1 C6
- 3 Introduce *big* and *small*. C1
- 4 Play *Big spider, small spider!* C1
- 5 Play *Musical statues* (CD 1 track 16). (Optional activity) C1
- 6 Sing *The big and small song*. (CD 1 track 27) C1 C6

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- 8 Circle the small spiders and colour the big spiders brown. (Pupil's Book page 9)
C1 C2 C6 C7 C8
- 9 Sing the *Bye-bye song 1*. (CD 1 track 15)
C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children in a circle. Get the children to chant *Captain Jack!* Take the puppet from the treasure chest and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version. Sing the song and do the actions. (See *Hello, Captain Jack!* Lesson 1 Activity 3 for the audio script.)

2 Join in the story with the *Flip over Book*. (CD 1 track 23) (Flip over Book pages 4–11)

- Get Captain Jack to say **Pirates! Listen to me!** Encourage the children to hold one hand to their ear. Say **Do you want to listen to the story?** Encourage the children to say *Yes!*

- Say **Listen to the story!** Play the CD or read the story. Encourage the children to join in the story and do the actions. Encourage them to say key words: *arms, hands, tummy, toes, leg* and *head*.

- At the end of the story, encourage the children to stand up and act out *The story song*.

3 Introduce *big* and *small*.

- Make Captain Jack say **Pirates! Do you want to see my treasure!** Encourage the children to say *Yes!*

- Take the big and small flashcards out of the treasure chest. Show the small spider flashcard. Say **Look! A spider! It's small! A small spider!** Encourage the children to wriggle their fingers on one hand like a small spider.

- Show the big spider flashcard. Say **Look! A spider! It's big! A big spider!** Encourage the children to link their thumbs together and wriggle the fingers on their two hands like a big spider.

- Say **It's big! It's small!** several times, while showing the relevant flashcard and doing the actions. Encourage the children to join in and make the appropriate spider with their hands. Speed up the activity alternating between **It's big!** and **It's small!** until the children are confident.

4 Play *Big spider, small spider!*

- Show the small spider flashcard. Say **Is it big or small?** Encourage the class to say *Small!* and make a spider with one hand. Repeat with the big spider flashcard encouraging them to say *Big!* and make a big spider with their two hands. Repeat this a few times and speed up the activity as the children get more confident.

5 Play *Musical statues!* (CD 1 track 16)

Optional activity

- Play the pirate music. Encourage the children to dance on the spot or around the class. Every so often pause the music and get Captain Jack to say **Be big spiders!** Encourage the children to make the shape of a big spider with their hands and freeze. Repeat with **Be small spiders!**

- You may need to use *The calm down chant* if children get too excited (see Introduction page 21).

6 Sing *The big and small song*. (CD 1 track 27)

- Say **Let's sing *The big and small song!*** Stick the big and small flashcards on different walls. Play the CD and encourage the children to listen and to point to the correct flashcards as they are mentioned.
- Play the song again and on the second hearing mime the actions. Encourage the children to copy.
- Play the song again and on the third hearing encourage the children to sing along and do the appropriate actions.

CD1
27

The big and small song!

Small, small spider (Make a spider with one hand and wiggle fingers.)

Tickle my hand (Make your fingers crawl on your other hand.)

Small, small spider (Make a spider with one hand and wiggle fingers.)

Tickle my leg (Make your fingers crawl up your leg.)

Small, small spider (Make a spider with one hand and wiggle fingers.)

Tickle my head! (Make your fingers tickle your head.)

Big, big spider (Join thumbs and wiggle fingers on both hands.)

Tickle my hand (Make your fingers crawl on your other hand.)

Big, big spider (Join thumbs and wiggle fingers on both hands.)

Tickle my leg (Make your fingers crawl up your leg.)

Big, big spider (Join thumbs and wiggle fingers on both hands.)

Tickle my head! (Make your fingers tickle your head.)

Transition time

7 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 7 for the audio script.)

Table time

8 Circle the small spiders and colour the big spiders brown. (Pupil's Book page 9)

- Give out the pencils and brown crayons. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Point to a small spider. Say **What's this?** Encourage the class to say *Spider!* Say **Is it big or small?** Encourage the class to say *Small!* Encourage the children to point to the small spider and repeat *Small, (spider)!* Say **How many small spiders?** Encourage the children to count aloud pointing to each small spider and say *One, two, three, four!*

- Hold up a pencil and say **Draw circles around the small spiders!**

• Demonstrate this by drawing circles around the small spiders. Encourage the children to draw circles around the small spiders on their worksheet.

- Point to a big spider on the worksheet. Say **Is it big or small?** Encourage the children to say *Big!* Encourage the children to point to the big spider and repeat *Big (spider)!* Say **How many big spiders?** Encourage the children to count aloud pointing to each big spider and say *One, two!*

- Hold up a brown crayon. Say **Colour the big spiders brown.** Encourage the children to colour the big spiders.

- Say **Trace the lines to the spiders.** Hold up your worksheet and trace one of the lines to the spider with your finger. Encourage the children to trace the lines with their pencils.

Fast finishers Ask children to do the extra activity, Pupil's Book page 10.

9 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version. Sing the song and do the actions. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 10 for the audio script.)

Extra activities

1 Play *Is it big or small?*

- Hold out the big and small flashcards face down. Find a volunteer using *The hands up chant* (see Introduction page 21). Ask them to come to the front of the class and choose a flashcard. The child acts out the word depicted on the flashcard. The class guess the word.
- Shuffle the flashcards and ask for another volunteer. Repeat until the children are confident with the activity.

2 Play *No, Captain Jack!*

- Go round the class touching big and small items in the class. For example, touch the teacher's table and get Captain Jack to say **Big!** Encourage the children to repeat and mime big by stretching their arms up and out. Touch a rubber and say **Small!** Encourage the children to repeat and mime *small* by curling up. When the children understand the game get Captain Jack to make a mistake and encourage the children to correct him. For example, get Captain Jack to point to the door and say **Small!** Encourage the children to say *No, Captain Jack! Big!*

3 Play *Stand up big spider!* (CD 1 track 16)

- Play the pirate music. Encourage the children to pass the big and small flashcards around the circle. Stop the music and get Captain Jack to say **Stand up big spider!** Encourage the child holding the big spider flashcard to stand up. Say **Well done (Alex).** Repeat with the small spider. Play the music again and continue the game with different children.

1 Captain Jack's game

Lesson 5



Learning objectives

- Identify and respond to personal hygiene vocabulary.
- My world: personal hygiene - how to wash your hands

Language focus

Key vocabulary

- *Water, soap, towel*
- *Hands*

Receptive language

- *What do you need ...?*
- *Can you ...?*

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: *hands, water, soap, towel*
- Blue crayons



At-a-glance lesson plan

Getting ready

- Have the big and small flashcards ready. Put the puppet and the hands, water, soap and towel flashcards in the treasure chest.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) (C1 C5 C6)
- 2 Sing *The big and small song*. (CD 1 track 28) (Optional activity) (C1 C6)
- 3 Play *A big spider! Run!* (C1)
- 4 Play *Look with your telescope!* (C1)
- 5 Play *Wash your hands!* (C1 C3)
- 6 Play *Put the flashcards in order!* (C1 C3)

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) (C1 C5 C6)

Table time

- 8 Colour the circles blue. (Pupil's Book page 11) (C1 C6 C7 C8)
- 9 Say what you need to wash your hands with. (C1 C3 C8)
- 10 Sing the *Bye-bye song 1*. (CD 1 track 15) (C1 C5 C6)

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children in a circle. Get the children to chant *Captain Jack!* Take the puppet from the treasure chest and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version. Sing the song and do the actions. (See *Hello, Captain Jack!* Lesson 1 Activity 3 for the audio script.)

2 Sing *The big and small song*. (CD 1 track 28) **Optional activity**

- Show the big and small flashcards and encourage the children to name them. Remind them how to make a big and small spider with their hands. Say **Let's sing *The big and small song!*** Play the karaoke version of the song on the CD. Encourage the children to sing the song and do the actions. (See Lesson 4 Activity 6 for the audio script.)

3 Play *A big spider! Run!*

- Stick the big and small flashcards on different walls. Get Captain Jack to say **Listen to me!** Say **Pirates! Do you want to play?** Encourage the children to say *Yes!* Say **Look! A small spider on your leg!** Encourage the children to point to the small spider flashcard and mime a spider tickling their leg. Repeat with *head, arm, tummy, toes and hand*. When the children are confident explain that if you say **A big spider! Run!** they have to point to the big spider and run on the spot as fast as they can until you say **Stop!** Alternate the instructions.

4 Play *Look with your telescope!*

- Get Captain Jack to say **Pirates! Do you want to see my treasure?** Encourage the children to say *Yes!*
- Take the hands, water, soap and towel flashcards from the treasure chest. Name each flashcard and encourage the class to repeat several times.
- Show the flashcards and get Captain Jack to say the words. Encourage the children to repeat the words.
- Put the flashcards around the room. Say **Look with your telescopes 1, 2, 3! Can you see hands? Say hands with me!** Encourage the children to pretend to look with a telescope and focus on the hands flashcard, repeat the word and show you their hands. Repeat with *water, soap and towel* several times. (Encourage the children to do an appropriate mime each time, e.g. putting hands under a tap, washing hands with soap and drying hands with towel).

5 Play *Wash your hands!*

- Choose four children to hold the flashcards in front of the class using *The hands up chant* (see Introduction page 21). Encourage the children to stand in order (hands, water, soap, towel). Get Captain Jack to say **Show me your hands!** Encourage all the class to hold up their hands. Then get him to say **Wash your hands!** Demonstrate and encourage the children to mime washing their hands with water, soap and then drying them with a towel.

- Point to the flashcards one by one and say **Wash your ...** Pause and elicit *Hands!* Then say **with ...** (elicit *Water!*) **and ...** (elicit *Soap!*) **and dry with a ...** (elicit *Towel!*). Repeat this several times until the children are confident.

6 Play *Put the flashcards in order.*

- Put the hands, towel, water and soap flashcards on the board out of sequence. Encourage the class to put them in order (*hands, water, soap, towel*). Ask the children to mime washing their hands following the sequence.

Transition time

7 Say *The transition chant.* (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 7 for the audio script.)

Table time

8 Colour the circles blue. (Pupil's Book page 11)

- Give out the pencils and the blue crayons. Give out the Pupil's Books and help the children find the worksheet or give out the separate worksheets, depending on which you prefer.
- Point to the photo of the water coming from the tap and say **What's this?** Encourage the class to say *Water!* Repeat with the other photos.
- Say **What do you need to wash your hands with?** Encourage the children to point to the water, soap and towel photos.
- Hold up your blue crayon and pretend to colour the circle of the water photo blue. Say **Colour it blue!** Repeat with soap and towel.

Fast finishers Ask children to do the extra activity, Pupil's Book page 12.

9 Say what you need to wash your hands with.

- Say **Wash your hands with ...** Pause and encourage the children to say *water, soap, towel* in the correct order and point to the correct photos on their worksheet.

10 Sing the *Bye-bye song 1!* (CD 1 track 15)

- Put on the puppet. Play the karaoke version. Sing the song and do the actions. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 10 for the audio script.)

Extra activities

1 Play *Captain Jack's miming game.*

- Show the hands, water, soap, and towel flashcards to the children and encourage them to name them.
- Choose a volunteer using *The hands up chant* (see Introduction page 21). Fan the flashcards and encourage the volunteer to choose one without showing the rest of the class. Act out the appropriate mime and encourage the class to guess the word. Repeat with all the flashcards and different children several times.

2 Play *Captain Jack's whispering game!*

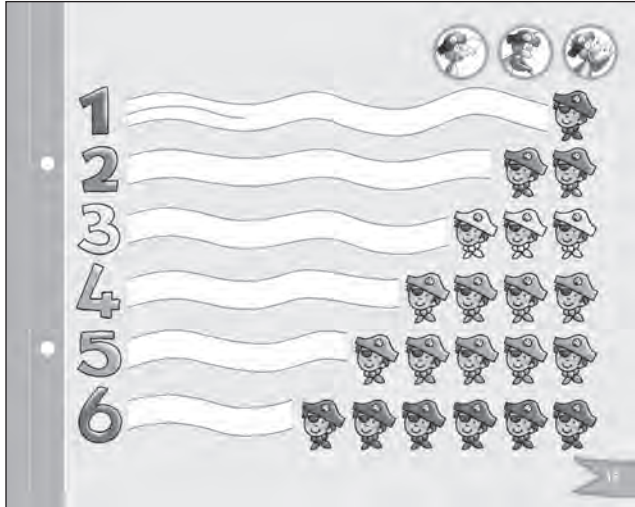
- Put on the puppet. Tell the children that Captain Jack has a secret that he wants to tell them. Put the body flashcards on the board.
- Get him to whisper **Hands!** to a child. The child whispers this to the next child who passes it on. This continues around the circle until it reaches the last child.
- Ask the class what the word is. If they get it wrong, give them the correct answer and congratulate them for trying.
- Repeat with the other parts of the body.

3 Play *What's missing?*

- Put the hands, soap and towel flashcards on the board and ask **Which flashcard is missing?** Encourage the children to say *Water!*
- Repeat with a different flashcard left out each time.
- When children become confident with the game, put the flashcards out of order, and perhaps remove two flashcards.

1 Captain Jack's game

Lesson 6



Learning objectives

- Recognise colours.
- Recognise and understand the concept of numbers.
- Listen to and join in with *The numbers song*.

Language focus

Key vocabulary

- *Yellow, red, green, blue, pink, brown*
- Numbers 1-6

Receptive language

- *How many ...?*

Classroom materials

- Puppet
- CD 1
- Treasure chest
- Flashcards: *yellow, red, green, blue, pink, brown*, numbers 1-6



At-a-glance lesson plan

Getting ready

- Put the puppet and the numbers flashcards in the treasure chest.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) **C1 C5 C6**
- 2 Sing *The big and small song*. (CD 1 track 28) (Optional activity) **C1**
- 3 Play *Show me five fingers!* **C1 C2**
- 4 Play *Pass the flashcards*. (CD 1 track 16) **C1 C2**
- 5 Sing *The numbers song*. (CD 1 track 29) **C1 C2 C6**
- 6 Play *Count with Captain Jack!* **C1 C2**

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) **C1 C5 C6**

Table time

- 8 Draw lines from the numbers to the pirates. (Pupil's Book page 13) **C1 C2 C7 C8**
- 9 Play *Let's listen and point!* (CD 1 track 29) **C1**
- 10 Sing the *Bye-bye song 1*. (CD 1 track 15) **C1 C5 C6**

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children in a circle. Get the children to chant *Captain Jack!* Take the puppet from the treasure chest and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version. Sing the song and do the actions. (See *Hello, Captain Jack!* Lesson 1 Activity 3 for the audio script.)

2 Sing *The big and small song*. (CD 1 track 28) **Optional activity**

- Get Captain Jack to say **Let's sing *The big and small song!*** Play the karaoke version of the song and encourage the children to sing and mime. Move Captain Jack as if he is singing along. (See Lesson 4 Activity 6 for the audio script.)

3 Play *Show me five fingers!*

- Gradually reveal the number flashcards 1-4 in order. Encourage the children to say the number and hold up the correct amount of fingers to show the quantity. Repeat until the children are confident.
- Get Captain Jack to say **Pirates! Do you want to see my treasure?** Encourage the children to say **Yes!** Take out the number five flashcard and say **Five!** Encourage the class to repeat. Say **Show me five fingers!** Encourage the children to hold up five fingers. Repeat with number six.

4 Play *Pass the flashcards*. (CD 1 track 16)

- Put the number flashcards into the treasure chest.
- Play the pirate music and encourage the children to pass around the treasure chest.
- Stop the music and encourage the child to take out a flashcard. Ask the children to say the number and clap the appropriate number of times. Demonstrate by saying **Five!** and clapping five times.
- Repeat with the rest of the flashcards.

5 Sing *The numbers song*. (CD 1 track 29)

- Stick the number flashcards on different walls.
- Say **Let's sing *The numbers song!*** Play the CD and encourage the children to listen and to point to the correct flashcards as they are mentioned.
- Play the song again. Encourage the children to show the correct amount of fingers as the numbers are mentioned in the song.
- Play the song again. Encourage the children to sing along and do the appropriate actions.



The numbers song

- 1, 2, 3 pirates (Count on fingers.)
 4, 5, 6 pirates (Count on fingers.)
How many? How many? (Hold up your hands questioningly.)
How many pirates?
 1, 2, 3! (Count on fingers.)
 4, 5, 6! (Count on fingers.)

6 Play Count with Captain Jack!

- Get Captain Jack to encourage the children to count things around the class. Point to six pencils and get Captain Jack to say **Let's count!** Show each item one by one and encourage the children to say *One, two, three, four, five six*. Repeat with crayons, flashcards, books, toys, etc.
- Ask six children to stand up. Get Captain Jack to touch each of the children on the shoulder and encourage all the class to count *one, two, three, four, five, six*. Say **How many pirates?** and encourage the children to say *Six!* Repeat with different numbers of different children.

Transition time

7 Say The transition chant. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 7 for the audio script.)

Table time

8 Draw lines from the numbers to the pirates. (Pupil's Book page 13)

- Give out the pencils. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets depending on which you prefer.
- Say **Point to number 1!** Encourage the children to point to number 1 on their worksheets and say *One!* Say **What colour is it?** and encourage the children to say *red*.
- Say **Point to one pirate!** Encourage the child to point to the single pirate on their worksheet.
- Hold up a pencil and say **Draw a line to one pirate.**
- Demonstrate this by pretending to draw a line from the number 1 to one pirate. Encourage the children to draw a line on their worksheet.
- Repeat with the numbers 2-6.

9 Play Let's listen and point! (CD 1 track 29)

- Say **Let's sing The numbers song!** Encourage the children to point to the different number of pirates on their worksheet as they listen to the song. Encourage them to sing along, too.

10 Sing the Bye-bye song 1. (CD 1 track 15)

- Put on the puppet. Play the karaoke version. Sing the song and do the actions. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 10 for the audio script.)

Extra activities

1 Play How many legs?

- Put the number flashcards on the board. Ask three volunteers to stand at the front of the class using *The hands up chant* (see Introduction page 21). Say **How many legs?** Ask the children to count their total number of legs one by one. Then ask a volunteer to give you the correct number flashcard. Congratulate them if they are correct. Say **Very good! Six legs!** Then ask all the children to count the legs again. Repeat with other parts of the body. Then repeat with two different volunteers standing at the front of the class and then only one volunteer.

2 Play Match the flashcards! (CD 1 track 16)

- Put the colour flashcards in the treasure chest and stick the number flashcards on the board. Play the pirate music. Encourage the children to pass the treasure chest around the circle. Stop the music and encourage the child to take out a flashcard and put it on the board. Ask the children to identify the correct number flashcard which matches the colour. Demonstrate by holding up the blue flashcard and saying **Which number?** Then point and say **Two!** (because it is blue).

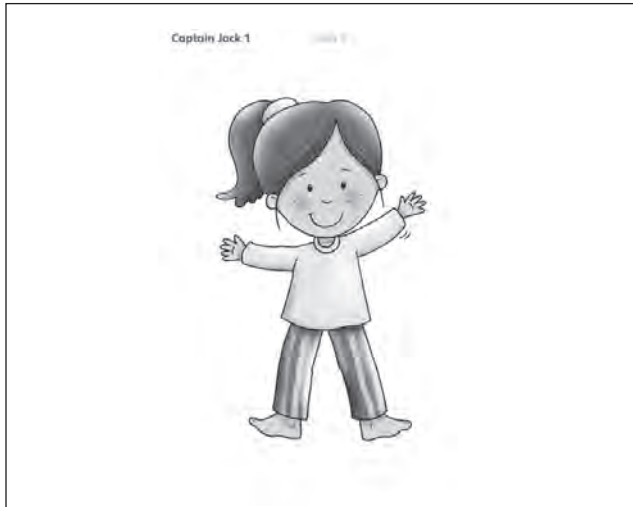
3 Play Captain Jack says hand to hand! (CD 1 track 16)

- Play the pirate music. Encourage the children to dance around the class or on the spot. Stop the music and get Captain Jack to say **Pirates! Hand to hand!** Encourage the children to find a partner or a group and put their hands together. Play the music again and continue the game getting Captain Jack to give instructions such as **Hand to head, hand to arm, hand to foot, leg to hand!**
- You may need to use *The calm down chant* if children get too excited (see Introduction page 21).

If you would like to increase this unit's lexical set, please use the *Extra vocabulary flashcards*, *Extra vocabulary Teacher's Notes* and *Extra vocabulary worksheets* on the Photocopiable Resources CD. This gives your class the opportunity to learn and practise an additional four words.

1 Captain Jack's game

Lesson 7



Learning objectives

- Listen to and join in with *Pirates' playtime*.
- Listen to and act out the story with Press outs.
- Emotional intelligence: understand the importance of listening to others.

Language focus

Key vocabulary

- *Head, hands, arms, tummy, toes, leg*

Receptive language

- *Listen to me!*
- *Stand up, Sit down*
- *Clap, wave, tickle, touch, shake your ...*
- *Close your eyes*

Classroom materials

- Puppet • CD 1 • Treasure chest
- All Unit 1 flashcards
- *Captain Jack 1 Flip over Book* • Unit 1 Press out
- Teacher's Notes Photocopiable Resources: Unit 1 emotional intelligence worksheet



At-a-glance lesson plan

Getting ready

- Put the puppet in the treasure chest. Have all the flashcards for the unit ready.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) **C1 C5 C6**
- 2 Play *Pirates' playtime*. (CD 1 track 31) **C1**
- 3 Play *Who's got the toes?* **C1**
- 4 Play *Musical statues!* (CD 1 track 16)
- 5 Play *Pirates run!* (Optional activity) **C1**

Transition time

- 6 Say *The transition chant*. (CD 1 track 13) **C1 C5 C6**

Table time

- 7 Remove the Danny and Katie Press out. **C1 C8**
- 8 Join in the story. (CD 1 track 23) (Flip over Book pages 4-11) **C1 C6 C8**
- 9 Emotional intelligence (Teacher's Notes, page 215) **C1 C3 C5**
- 10 Sing the *Bye-bye song 1*. (CD 1 track 15) **C1 C5 C6**

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children in a circle. Get the children to chant *Captain Jack!* Take the puppet from the treasure chest and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version. Sing the song and do the actions. (See *Hello, Captain Jack!* Lesson 1 Activity 3 for the audio script.)

2 Play *Pirates' playtime*. (CD 1 track 31)

- Put on the puppet. Get Captain Jack to say **Pirates! Do you want to play?** Encourage the children to **Yes!** Say **Stand up, pirates!**
- Make sure that the children have room to move freely. Encourage the children to draw a magic circle around themselves. Say **Arms out! Turn around!** Encourage the children to stretch out their arms and turn around without touching anybody.
- Play the CD. Encourage the children to follow Captain Jack's instructions, join in and do the actions.



Pirates' playtime

Pirates, pirates

Listen to me! (Cup your hand round your ear.)

Stand up. 1, 2, 3! (Stand up.)

Clap your hands (Clap your hands.)

Wave your arms (Wave your arms.)

Tickle your tummy (Tickle your tummy.)

Touch your toes (Touch your toes.)

Shake your leg (Shake your leg.)

Touch your head. (Touch your head.)

Pirates, pirates

Sit down like me! (Sit down.)

Close your eyes. 1, 2, 3! (Close your eyes.)

3 Play *Who's got the toes?*

- Show the body flashcards and encourage the children to name them.
- Get Captain Jack to choose six volunteers using *The hands up chant* (see Introduction page 21).

Get the children to stand in front of the class holding the body flashcards to their chests so that the other children can't see what they've got. Say **Who's got the toes?** Encourage the rest of the children to guess who has got the toes flashcard and say *Anna!* If a child guesses correctly, tell the child to reveal their flashcard and say **Touch your toes!** Encourage the children to repeat and do the action. If a child guesses incorrectly, encourage a different volunteer to guess. Continue until all the flashcards have been revealed.

4 Play *Musical statues!* (CD 1 track 16)

- Play the pirate music. Encourage the children to dance on the spot or around the class. Stop the music and say **Touch your toes!** Encourage the children to do the action and freeze in the position. Repeat with **wave your arms, clap your hands, tickle your tummy, shake your leg, touch your head.**

5 Play *Pirates run!* **Optional activity**

- Get Captain Jack to say **Stand up!** Give the children instructions, demonstrate and encourage them to copy. Say **Pirates, run!** Encourage them to run. Say **Stop!** Encourage them to stop. When they are confident repeat with **jump, hop, shake, wiggle, fly, clap your hands, look with your telescope!**
- Show the following flashcards very quickly: body parts, big and small, numbers and colours. Encourage the class to name the flashcards. From time to time give an instruction. Say **Pirates (run!)** Encourage the children to run and then say **Stop!** Repeat with all the flashcards and different instructions.

Transition time

6 Say *The transition chant.* (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 7 for the audio script.)

Table time

7 Remove the Danny and Katie Press out.

- Give out the Press outs and help the children to remove Danny/Katie. Encourage the children to say **Hello, Katie!** or **Hello, Danny!** and show the correct side of the Press out.
- Get Captain Jack to say **Pirates! Do you want to listen to the story?** Encourage the children to say **Yes!** Say **Who do you want to be? Danny or Katie?** Encourage the children to hold up the correct side of the Press out and say *Katie* or *Danny*.

8 Join in the story. (CD 1 track 23) (Flip over Book pages 4-11)

- Say **It's story time!** If you wish say the chant and do the actions. (See Unit 1 Lesson 2 Activity 5 for the audio script.)
- Open the Flip over Book at the story pages and play the CD or tell the story yourself. Refer to each of

the story pictures in turn. Encourage the children to join in by miming and saying as much language as possible.

- Encourage them to touch the parts of the body on their press out as they are mentioned in the story.
- Congratulate the children for their participation. Say **Well done, everybody! What a lovely story!**
- Collect the Press outs and write the children's names on them.

9 Emotional intelligence: I know how to listen! (Teacher's Notes page 215)

- Give out the photocopiable worksheets and pencils.
- Point to the teacher holding the Captain Jack puppet. Say **Who's this?** Encourage the children to say *Captain Jack*.
- Say **Point to the children listening to Captain Jack** (mime listening by holding a hand to your ear). Encourage the class to point to the children listening on their worksheets. Then say **Count the children listening to Captain Jack!** Encourage the children to say *one, two, three, four, five!*
- Hold up a pencil and say **Who isn't listening to Captain Jack?** Encourage the class to point to the child. Pretend to draw a circle around the child and encourage the children to do the same on their worksheets.

10 Sing the *Bye-bye song 1.* (CD 1 track 15)

- Put on the puppet. Play the karaoke version. Sing the song and do the actions. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 10 for the audio script.)

Extra activities

1 Play *Point to the story pictures!*

- Tell the children your favourite frame of the story. Encourage volunteers to point to their favourite part of the story and get Captain Jack to comment.

2 Act out *The numbers song.* (CD 1 track 30)

- Play the karaoke version of *The numbers song*. Choose six volunteers using *The hands up chant* (see Introduction page 21). They are the pirates in the song: point to them as they are counted in the song. Encourage the rest of the class to sing the song and do the actions. (See Lesson 6 Activity 5 for the audio script.)

3 Play *Captain Jack says!*

- Say **Captain Jack says Touch your (head)!** Encourage the children to say *Head!* and touch their heads. Repeat with *arm, hand, leg, toes* and *tummy* encouraging the children to join in with as much language as possible. Once the children are familiar with the game, explain that if you don't say **Captain Jack says** then they shouldn't do the action.

1 Captain Jack's game

Lesson 8



Learning objectives

- Review all vocabulary.
- Review a song.
- My English Dossier: show understanding of vocabulary through a sticker activity.

Language focus

Key vocabulary

- *Head, legs, toes, tummy, arms, hands*
- *Big, small*
- *Water, soap, towel*
- Numbers 1-6

Receptive language

- *Wave, touch, tickle, clap, shake your ...*

Classroom materials

- Puppet • CD 1 • Treasure chest
- All Unit 1 flashcards
- Unit 1 stickers
- *Captain Jack 1 Flip over Book*



At-a-glance lesson plan

Getting ready

- Put the puppet and the unit flashcards in the treasure chest.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- 2 Play *Everybody do this!* C1
- 3 Play *How many?* C1 C2
- 4 Play *Big and small!* C1
- 5 Play *Sequences*. C1 C3 C8
- 6 Sing our favourite song. (Optional activity) C1 C8

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- 8 Fill Captain Jack's treasure chest with body parts stickers. (Pupil's Book page 15) C1 C7
- 9 Play *Find the treasure!* (Flip over Book pages 4-11) C1
- 10 Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children in a circle. Get the children to chant *Captain Jack!* Take the puppet from the treasure chest and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version. Sing the song and do the actions. (See *Hello, Captain Jack!* Lesson 1 Activity 3 for the audio script.)

2 Play *Everybody do this!*

- Say **Everybody do this!** Mime waving your arms. Say **Wave your ...** Pause and encourage the children to say arms. Encourage the children to say *Wave your arms* and do the action. Repeat with *Touch your (toes)*, *Tickle your (tummy)*, *Clap your (hands)*, *Shake your (leg)*, *Touch your (head)*.

3 Play *How many?*

- Put the body parts flashcards on the board. Say **How many heads?** Encourage the children to count and say *One!* Repeat with *arms*, *hands*, *tummy*, *legs* and *toes*.

4 Play *Big and small!*

- Take the big and small flashcards. Make sure the children have enough space around them. Show the children the small flashcard and curl up into a ball and say **Small!** Encourage the children to copy you. Show the children the big flashcard and jump up, spreading your arms and legs, and say **Big!** Encourage the children to copy you.

- Show a card, and encourage the children to do the appropriate action and say the word. As the children get more confident, speed up the process.

5 Play *Sequences*.

- Get Captain Jack to say **Pirates! Do you want to see my treasure?** Encourage the children to say *Yes!* Say **Come on pirates! Guess what's inside the treasure chest!** Give the children clues by miming *hands*, *soap*, *water*, *towel* and encourage them to name the words. Take the flashcards one by one from the treasure chest encouraging the children to name them.

- Put the flashcards on the board out of sequence (*hands*, *towel*, *soap*, *water*). Say **Let's wash our hands like this.** Encourage the class to say *No!* and encourage a volunteer to put the flashcards in the correct sequence prompted by the rest of the class. Point to the flashcards and encourage the class to say *Wash your hands with ... water, soap and a towel.* Put the flashcards out of sequence again and repeat with different volunteers.

6 Sing our favourite song. **Optional activity**

- Ask the children to think of their favourite song from the unit. Remind them by playing bits of the songs. Say **This one?** Ask children to hold up their hands to vote for the song. Say **Hands up!**
- Sing the song and do the actions.

Transition time

7 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 7 for the audio script.)

Table time

8 My English Dossier: Fill Captain Jack's treasure chest with body parts stickers. (Pupil's Book page 15)

- Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets depending on which you prefer.
- Point to the treasure chest. Say **Look! It's Captain Jack's treasure chest!**
- Explain to the children that they are now at the end of the journey on the treasure hunt. Point to the arms and say **What's this?** Encourage the class to say *Arms!* Repeat with the rest of the body parts.
- Hold up the stickers and say **Show me the arms!** Encourage the children to peel off the arms sticker and hold it up in the air. Say **Where do the arms go?** and encourage the children to point to the correct silhouette. Say **Stick on the arms!** and encourage the children to put the arms sticker in place. Repeat in the same way with *hands, head* and *legs*.

Fast finishers Ask children to do the extra activity, Pupil's Book page 16.

Tip: The Lesson 8 worksheets can be collected and bound together to form a learning dossier for each child. A photocopiable front cover can be found on the Photocopiable Resources CD.

9 Play *Find the treasure!* (Flip over Book pages 4-11)

- Say **Very good! Now let's find your treasure!** Hold up the Flip over Book at the story pages and encourage the children to look for the hidden treasure in the story pages. You may wish to get Captain Jack to say the following rhyme as the children look for the treasure: **Where is the treasure? Look in the story! Can you see? Find the treasure 1, 2, 3!**
- When the children spot the hidden treasure, encourage a volunteer to point to it in the Flip over Book. (The treasure is hidden in frame 2.) Say **Treasure!** Encourage the children to repeat. Say **What colour is the treasure?** Encourage the children to say *Yellow!*
- Hold up the sticker page and say **Show me the treasure!** Encourage the children to peel off the treasure sticker, hold it up in the air and then put it in place. Encourage Captain Jack to say **Well done, pirates!**

10 Sing the *Bye-bye song 1*. (CD 1 track 15)

Put on the puppet. Play the karaoke version. Sing the song and do the actions. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 10 for the audio script.)

Extra activities

1 Say *The well done chant*. (CD 1 track 32)

- Put on the puppet. Get Captain Jack to congratulate the children on successfully finishing the treasure hunt. Say **Well done, pirates! Very good work!**
- You may wish to say *The well done chant* and encourage the children to join in.



The well done chant

*I'm happy, pirate friends
Here the treasure hunt ends
Well done to me!
Well done to you!
Well done to Captain Jack, too!*

2 Sing *The story song*. (CD 1 track 24)

- Put on the puppet and get Captain Jack to say **Pirates! Do you want to play?** Encourage the children to say *Yes!* Get him to say **OK! Listen to me!** Say **Wave your arms!** Encourage the children to repeat *Wave your arms!* and do the action. Repeat with *Clap your hands, Tickle your tummy, Touch your toes, Shake one leg* and *Touch your head*.
- Play the CD and encourage the children to sing and do the actions. (See Lesson 2 Activity 6 for the audio script.)

3 Play with the *Captain Jack 1 Multi-ROM*.

- For extra vocabulary practice, play the interactive games in Unit 1 of the Multi-ROM.

If you feel your class needs extra practice on the vocabulary contained in this unit, please use the *Revision worksheets* on the Photocopiable Resources CD.

2 The pirate ship

Unit objectives

- Identify and respond to new vocabulary. (C1)
- Listen to and join in with a song. (C1)
- Listen and respond to a story. (C1)
- Phonics: practise and respond to the /h/ sound. (C1)
- Identify and respond to the concepts of *hot* and *cold*. (C1)
- My world: personal autonomy – how to get dressed. (C1, C3, C8)
- Recognise colours. (C1)
- Recognise and understand the concept of numbers. (C1, C2)
- Emotional intelligence: understand which clothes are required in different weather. (C1, C3, C5)
- My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)
- Revise unit vocabulary through the Multi-ROM and photocopyables. (C4, C7, C8)

Main criteria for evaluation

Children should:

- recognise and respond to new vocabulary via mime, gesture, etc.
- demonstrate an understanding of the story.
- attempt to produce the /h/ sound correctly while saying the tongue twister.
- attempt to show personal autonomy when getting dressed.
- identify colours.
- understand the concept of numbers.
- respond appropriately to activity instructions.
- understand the concepts of *hot* and *cold*, and the clothes associated with each state.
- show confidence in the face of activities which require concentration.

Language focus

Key language

Trousers, jumper, coat, hat, shorts, t-shirt

Shoes, socks

Hot, cold

Recycled language

Yellow, red, green, blue, pink, brown

Numbers 1-6

Hello / bye-bye

Legs, tummy, head

Basic competences key

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of ICT

Receptive language

Put on your ... / Take off your ...

Come on! We're ready!

It's very ...

Put your ... on your ...

Can you ...?

Jump up and down!

Turn around!

What colour is it?

How many ...?

Classroom language

Do you want to ...?

Can you ...?

Is it ...?

Yes! / No!

Be quiet!

What's this?

What is it?

Where is ...?

Who's got ...?

Pick up ...!

Point to ...

Show me ...

Trace ...

Draw ...

Colour ...

Put on your ... when

it's ...

Count ...

Circle ...

Say ...

Let's ...

Hop

Open / Close your

eyes!

Stand up!

Sit down!

Tidy up!

Listen! / Look!

Very good!

Well done!



Captain Jack's phonics!

Phonics

Practise and respond to the /h/ sound.



My world

My world

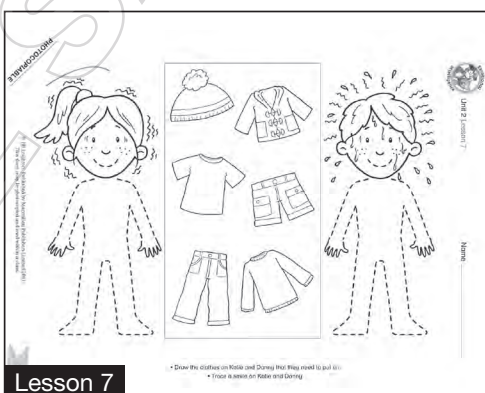
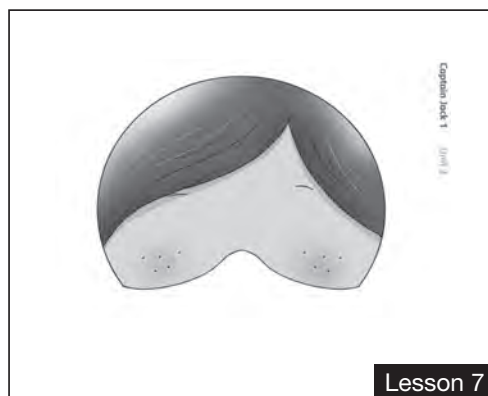
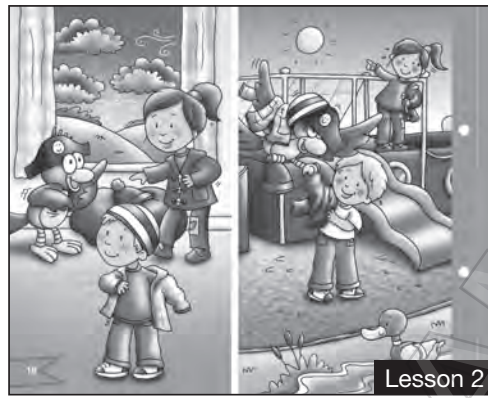
Personal autonomy – how to get dressed.



Emotional

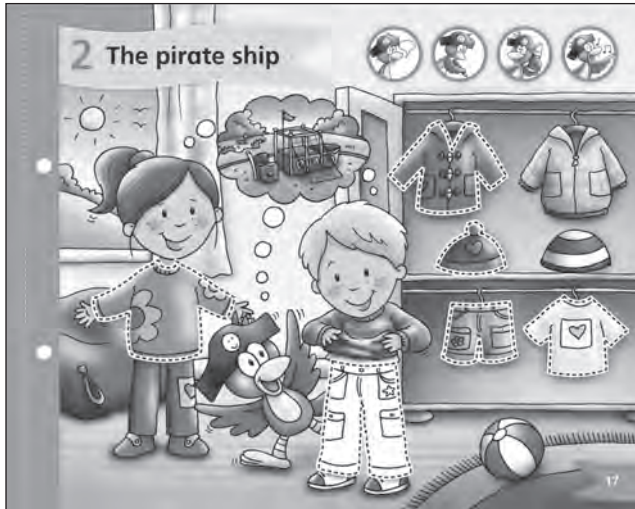
Emotional intelligence

Understand which clothes are required in different weather.



2 The pirate ship

Lesson 1



Learning objectives

- Identify and respond to clothes vocabulary.
- Listen to and join in with *The put on your jumper song*.

Language focus

Key vocabulary

- *Trousers, jumper, coat, hat, shorts, t-shirt*

Receptive language

- *Put on your ...*

Classroom materials

- Puppet
- CD 1
- Treasure chest
- Flashcards: *trousers, jumper, coat, hat, shorts, t-shirt*
- Blue crayons



At-a-glance lesson plan

Getting ready

- Put the puppet and flashcards inside the treasure chest.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- 2 Play *What's in the treasure chest?* C1 C6
- 3 Play *The pirate dance!* (CD 1 track 33) C1 C6
- 4 Play *Stop with Captain Jack!* (Optional activity) C1
- 5 Play *Be a parrot!* C1 C3 C6
- 6 Sing *The put on your jumper song*. (CD 1 track 34) C1 C6

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- 8 Trace the clothes. (Pupil's Book page 17) C1 C6 C7 C8
- 9 Play *Let's listen and point!* (CD 1 track 34) C1 C6
- 10 Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children in a circle. Get the children to chant *Captain Jack!* Take the puppet from the treasure chest and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version. Sing the song and do the actions. (See *Hello, Captain Jack!* Lesson 1 Activity 3 for the audio script.)

2 Play *What's in the treasure chest?*

- Put on the puppet. Make Captain Jack say **Pirates! Do you want to see my treasure?** Encourage the children to say *Yes!* Take out the flashcards from the treasure chest one by one. Name each of the flashcards: **jumper, trousers, coat, hat, t-shirt and shorts**. Encourage the children to mime putting on the clothes items as they are named. Repeat several times until the children are confident.

3 Play *The pirate dance!* (CD 1 track 33)

- Stick the clothes flashcards around the class. Play the CD. Encourage the children to dance on the spot or around the class. Pause the CD when the children hear *jumper* and encourage them to mime holding a telescope as they focus on the *jumper* flashcard. Repeat with the rest of the clothes. Play the CD again and encourage the children to mime putting on the clothes when they hear the corresponding words.



The pirate dance!

Jumper ... trousers ... coat ... hat ... t-shirt ... shorts
Jumper ... trousers ... coat ... hat ... t-shirt ... shorts

4 Play *Stop with Captain Jack!*

Optional activity

- Put the flashcards next to each other on the board. Draw a washing line connecting all the flashcards. Explain that Captain Jack is flying so quickly it's difficult for him to stop. Get Captain Jack to squawk the name of a vocabulary item, e.g. **Trousers!**, and fly him over the clothes items on the washing line. Encourage the children to say *Stop!* when he reaches the correct flashcard. Repeat the activity with the rest of the clothes.

5 Play *Be a parrot!*

- Encourage six volunteers to hold the flashcards at the front of the class using *The hands up chant* (see Introduction page 21). Put on the puppet and fly Captain Jack onto the shoulders of the volunteers. Tell the children that Captain Jack likes to speak and say the names of everything he sees. Tell the children they are going to mimic Captain Jack.
- Make Captain Jack say **T-shirt!** as he lands on the volunteer holding the t-shirt flashcard. Encourage the class to repeat and mime putting on a t-shirt. Repeat the activity with the rest of the clothes and different volunteers.
- Repeat with the children's real clothes. Fly Captain Jack onto a volunteer's shoulder and point to the child's jumper and say **Jumper!** Encourage the class

to repeat and mime putting on a jumper. Repeat with the rest of the clothes and different volunteers.

Tip: Children may be wearing overalls over their clothes. When an activity asks for the children to point to or touch their own clothes, ask them to lift up their overalls first.

6 Sing *The put on your jumper song*. (CD 1 track 34)

• Say **Let's sing a song! Let's sing *The put on your jumper song!***

• Stick the flashcards around the classroom. Play the CD and encourage the children to listen and point to the correct flashcards as they are mentioned.

• Play the song again. On the second hearing mime putting on the clothes as they are mentioned in the song. Encourage the children to do the same.

• Play the song again. Encourage the children to sing along and do the actions.



The put on your jumper song

Put on your jumper (Mime putting on a jumper.)

Put on your jumper (Mime putting on a jumper.)

Put on your jumper (Mime putting on a jumper.)

1, 2, 3! (Count on your fingers.)

Put on your trousers (Mime putting on trousers.)

Put on your trousers (Mime putting on trousers.)

Put on your trousers (Mime putting on trousers.)

1, 2, 3! (Count on your fingers.)

Put on your coat (Mime putting on a coat.) ...

Put on your hat (Mime putting on a hat.) ...

Put on your shorts (Mime putting on shorts.) ...

Put on your t-shirt (Mime putting on a t-shirt.) ...

Transition time

7 Say *The transition chant*. (CD 1 track 13)

• Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in.

(See *Hello, Captain Jack!* Lesson 1 Activity 7 for the audio script.)

Table time

8 Trace the clothes. (Pupil's Book page 17)

• Give out the pencils and blue crayons. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets depending on which you prefer.

• Point to the jumper on your worksheet and say **What's this?** Encourage the class to say *Jumper!* Say **What colour is the jumper?** Encourage the children to say *Pink!* Say **Point to the pink jumper!** and encourage the children to point to the jumper on their worksheets and say the word.

• Say **Trace the jumper!** Hold up your pencil or finger and pretend to trace the jumper. Encourage the children to copy. Repeat with *trousers*, *coat*, *hat*, *shorts* and *t-shirt*.

Fast finishers Colour the trousers blue.

9 Play *Let's listen and point!* (CD 1 track 34)

• Say **Let's listen to *The put on your jumper song*.** Encourage the children to point to the clothes on the worksheet as they listen to the song. Encourage them to sing along, too.

10 Sing the *Bye-bye song 1*. (CD 1 track 15)

• Put on the puppet. Play the karaoke version. Sing the song and do the actions. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 10 for the audio script.)

Extra activities

1 Play *Captain Jack says put on your hats!*

• Put on the puppet. Get Captain Jack to say **Pirates! Do you want to play?** Encourage the children to say *Yes!* Say **Captain Jack says put on your hat!** Encourage the class to mime putting on their hats. Repeat with *coat*, *t-shirt*, *shorts*, *jumper* and *trousers*. Once the children are familiar with the game explain that if you don't say **Captain Jack says** then they shouldn't do the action.

2 Play *Guess the flashcard*.

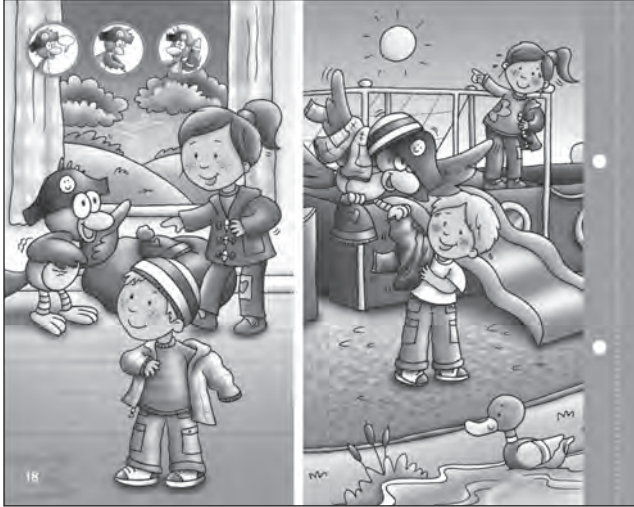
• Put the flashcards face down on the board. Point to a flashcard and encourage the children to guess what it is. If a child guesses correctly, get Captain Jack to fly onto their shoulder and say **Well done, (Daniel)**. Shuffle the flashcards and start the game again.

3 Play *Musical bumps*. (CD 1 track 16)

• Get Captain Jack to say **Stand up, pirates!** Play the pirate music. Encourage the children to dance on the spot or around the class. Stop the music and get Captain Jack to give instructions e.g. **Children wearing t-shirts ... sit on the floor, hop on one leg, jump up and down**, etc. Repeat with *trousers*, *jumper*, *coat*, *hat* and *shorts*. If the children are confident add a colour to the instruction e.g. **Children wearing blue trousers sit on the floor**.

2 The pirate ship

Lesson 2



Learning objectives

- Listen and respond to a story.
- Listen to and join in with *The story song*.

Language focus

Key vocabulary

- *Trousers, jumper, coat, hat, shorts, t-shirt*

Receptive language

- *Put on your ... / Take off your ...*
- *Come on! We're ready!*
- *It's very hot / cold.*

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: *trousers, jumper, coat, hat, shorts, t-shirt, pirate ship playground*
- *Captain Jack 1 Flip over Book*
- Unit 2 stickers



At-a-glance lesson plan

Getting ready

- Put the puppet inside the treasure chest.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- 2 Sing *The put on your jumper song*. (CD 1 track 35) C1 C6
- 3 Play *Captain Jack's lost treasure*. (Optional activity) C1
- 4 Play *Let's go on a treasure hunt!* (Flip over Book page 3) C1 C6
- 5 Say *The story time chant*. (CD 1 track 22) C1 C5
- 6 Listen to *The pirate ship story*. (CD 1 tracks 36 & 37) (Flip over Book pages 12-19) C1 C6

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- 8 Point to the clothes. Put on the coloured stickers. (Pupil's Book page 19) C1 C7 C8
- 9 Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children in a circle. Get the children to chant *Captain Jack!* Take the puppet from the treasure chest and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version. Sing the song and do the actions. (See *Hello, Captain Jack!* Lesson 1 Activity 3 for the audio script.)

2 Sing *The put on your jumper song*. (CD 1 track 35)

- Say **Let's sing *The put on your jumper song!*** Get Captain Jack to say **Stand up, pirates!** Play the karaoke version of the song on the CD. Encourage the children to do the actions and sing the song. Get Captain Jack to congratulate the children at the end of the song. Say **Very good, pirates! Well done!** (See Lesson 1 Activity 6 for the audio script.)

3 Play *Captain Jack's lost treasure*.

Optional activity

- Put the flashcards on the board and encourage the children to name them as you do so. Get Captain Jack to say **Pirates! Do you want to play?** Encourage the children to say **Yes!** Fly Captain Jack to flashcards at random and encourage the children to name them. Say **Close your eyes!** and mime the instruction. Turn over a flashcard. Get Captain Jack to say **I've lost one of my treasures! What is it?** Encourage the children to say the correct word. When they guess correctly, turn over the flashcard and continue the game.

4 Play *Let's go on a treasure hunt!* (Flip over Book page 3)

- Point to the treasure map at the beginning of the Flip over Book and say **Look! It's Captain Jack's treasure hunt!** Get Captain Jack to fly around in excitement.
- Say **Let's follow the blue path!** Walk your fingers along the blue path. Stop at the six clothes items along the blue path and encourage the children to name them.

- Point to the treasure chest at the end of the path. Get Captain Jack to say **I can see the treasure chest! Shall we see what the treasure is today?** Take the treasure flashcard for this unit out of the treasure chest. Show it to the children. Say **Look! A pirate ship playground for you and me!** Point to the pirate ship. Say **Pirate ship!** and mime a ship going up and down in the sea with your hand. Encourage the children to repeat the word and mime several times. Say **Today the story is about a pirate ship!**

5 Say *The story time chant*. (CD 1 track 22)

- Say **It's story time** and open the palms of your hands as if opening a book. Say the chant and do the actions. Encourage the children to join in. (See Unit 1 Lesson 2 Activity 5 for the audio script.)

6 Listen to *The pirate ship story*. (CD 1 tracks 36 & 37) (Flip over Book pages 12-19)

- Say **Let's listen to the story**. Read the story aloud or play the CD. Point to the pictures in the Flip over Book and mime. Encourage the children to listen and look at the pictures. Then read the story aloud or play it on the CD a second time. Encourage the children to join in and do the actions. Encourage them to say *shorts, t-shirts, trousers, jumpers, coats and hats* when these words are mentioned in the story.
- At the end of the story, encourage the children to listen to *The story song* and move to the music.

CD1
36

The pirate ship

Frame 1

Narrator: *Here's Captain Jack, Katie and Danny.* (Point to the characters.) *They are getting ready to play on the pirate ship.* (Point to the pirate ship.)

Captain Jack: *Come on! Put on your trousers and jumpers!* (Mime putting on trousers and a jumper.)

Danny and Katie: *We're ready!* (Point to Danny and Katie and smile.)

Frame 2

Captain Jack: *But it's very cold!* (Rub your arms and point to the cold weather.) *Put on your coats and hats.* (Mime putting on a coat and hat.)

Danny and Katie: *Coats and hats!* (Point to Danny and Katie's coats and hats.) *Okay! Now we're ready!* (Point to Danny and Katie and smile.)

Frame 3

Narrator: *Captain Jack, Danny and Katie are playing on the pirate ship.* (Point to the characters.) *It's sunny.* (Point to the sun.)

Captain Jack: *It's hot, hot, hot!* (Wipe your brow.) *Take off your coats and hats!* (Mime taking off a coat and hat.)

Danny and Katie: *Coats and hats!* (Point to Danny and Katie's coats and hats.) *Okay! Phew! It's very hot!* (Wipe your brow.)

Captain Jack: *Take off your jumpers!* (Mime taking off a jumper.)

Danny and Katie: *Jumpers!* (Point to the jumpers.) *Okay! Now let's play!* (Throw your arms up in excitement.)

Frame 4

Narrator: *Katie and Danny are playing.* (Point to Katie and Danny and smile.)

Danny: *Captain Jack! Where are you?* (Shade your eyes with your hand and look around.)

Captain Jack: *I'm here! It's cold! Atishoo!* (Shiver.)

Katie: *Don't worry, Captain Jack! We love you!* (Pretend to cuddle Captain Jack.)

CD1
37

The story song

Brr! It's cold! (Rub your arms.)

Put on your coats (Mime putting on a coat.)

Brr! It's cold! (Rub your arms.)

Put on your hats (Mime putting on a hat.)

Okay! Let's play! (Wave your arms in the air.)

Phew! It's hot! (Wipe your brow.)

Take off your coats (Mime taking off a coat.)

Phew! It's hot! (Wipe your brow.)

Take off your hats (Mime taking off a hat.)

Okay! Let's play! (Wave your arms in the air.)

Transition time

7 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 7 for the audio script.)

Table time

8 Point to the clothes. Put on the coloured stickers. (Pupil's Book page 19).

- Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets depending on which you prefer.

- Say **I spy something yellow in the picture. You put it over your tummy! What is it?** Encourage the class to say *T-shirt!*

- Encourage the children to point to the yellow t-shirt on their worksheets. When most children have done this, demonstrate the correct answer on your own worksheet.

- Hold up the yellow sticker and ask **Where does it go?** Encourage the children to point to the dotted circle on the t-shirt. Say **Yes!** and encourage them to stick the sticker in the correct place.

- Repeat in the same way with *jumper, trousers and hat* and the pink, blue and brown stickers.

9 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version. Sing the song and do the actions. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 10 for the audio script.)

Extra activities

1 Play *Captain Jack says put on your coats!*

- Put on the puppet. Get Captain Jack to say **Pirates! Do you want to play?** Encourage the children to say *Yes!* Say **Captain Jack says put on your coat!** Encourage the class to mime putting on their coats. Repeat with *hat, t-shirt, shorts, jumper* and *trousers*. Once the children are familiar with the game explain that if you don't say **Captain Jack says** then they shouldn't do the action.

2 Play *What lovely trousers!* (CD 1 track 16)

- Play the pirate music. Encourage the children to pass around the clothes flashcards. Stop the music, say **Trousers!** and encourage the child holding the trousers flashcard to stand up. Get Captain Jack to say **What lovely trousers!** The class mime putting on trousers. Repeat with all the flashcards.

3 Play *Who's got the treasure?*

- Get Captain Jack to select six volunteers to stand in a row in front of the class with the clothes flashcards. Use *The hands up chant* (see Introduction page 21). Make sure that the children in the class cannot see the flashcards.
- Get Captain Jack to say **Who's got the hat?** Encourage the class to name one of the volunteers. When they guess correctly, play the activity again with different volunteers.

2 The pirate ship

Lesson 3



Learning objectives

- Phonics: practise and respond to the /h/ sound.

Language focus

Key vocabulary

- Trousers, jumper, coat, hat, shorts, t-shirt

Receptive language

- Put on your ...
- Take off your ...
- Put your ... on your ...

Classroom materials

- Puppet
- CD 1
- Treasure chest
- Flashcards: trousers, jumper, coat, hat, shorts, t-shirt, head (Unit 1)
- Teacher's Notes Photocopiable Resources: Unit 2 phonics worksheet



At-a-glance lesson plan

Getting ready

- Put the puppet in the treasure chest. Have the unit flashcards ready.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- 2 Play *Fan the flashcards*. (Optional activity) C1
- 3 Play *Flash the flashcards*. C1
- 4 Sing *The story song*. (CD 1 track 37) C1 C6
- 5 Play *Captain Jack's phonics!* (CD 1 tracks 38 & 39) C1

Transition time

- 6 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- 7 Trace the hat. (Teacher's Notes, page 216) C1 C7 C8
- 8 Play *Let's listen and point!* (CD 1 track 39) C1
- 9 Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children in a circle. Get the children to chant *Captain Jack!* Take the puppet from the treasure chest and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version. Sing the song and do the actions. (See *Hello, Captain Jack!* Lesson 1 Activity 3 for the audio script.)

2 Play *Fan the flashcards*. **Optional activity**

- Show the clothes flashcards one by one and encourage the children to name them. Choose a volunteer using *The hands up chant* (see Introduction page 21). Fan the clothes flashcards and encourage the volunteer to choose a flashcard. Encourage the class to mime putting on the item of clothing. As the children are doing the mime say **Put on your ...** Encourage the class to say (*Coat!*). Repeat with all the clothes vocabulary. Repeat with *Take off your ...*

3 Play *Flash the flashcards*.

- Put the flashcards behind your back and slowly reveal one of the flashcards as you say **Put on your ...** Encourage the children to say (*Hat!*) and do the appropriate action. Repeat with all the flashcards encouraging the children to gradually join in.
- Repeat with *Take off your ...*

4 Sing *The story song*. (CD 1 track 37)

- Before singing *The story song* you may wish to revisit the story as outlined in Lesson 2 Activity 6.
- Play the CD. Encourage the children to mime putting on and taking off the clothes as they are mentioned in the song.
- Play the song again. Encourage the children to stand up, sing along and do the actions. (See Lesson 2 Activity 6 for the audio script.)

5 Play *Captain Jack's phonics!* (CD 1 tracks 38 & 39)

- Show the children the hat and head flashcards. Encourage them to name the flashcards. Flash the flashcards at the children, and ask them to name them. Speed the process up as the children get more confident. Repeat the words after the children, exaggerating the /h/.
- Stick the flashcards on opposite sides of the board. Play *Hat and head!* Children dance to the music. Pause the CD when either word is spoken. Children point to the relevant flashcard and do the action.



Hat and head!

Hat ... head ... hat ... head ... hat ... head ... hat ... head

- Play *The hat and head tongue twister*. Children listen once. The second time the teacher says the tongue twister and then does the mime. The children are encouraged to participate.



The hat and head tongue twister

Put your hat on your head, head, head!
Put your hat on your head, head, head!

Transition time

6 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 7 for the audio script.)

Table time

7 Trace the hat. (Teacher's Notes page 216)

- Give out the photocopiable worksheets.
- Point to Katie's head and say **What's this?** Encourage the children to say *Head!* Repeat with *hat*. Exaggerate /h/ as you say the words.
- Say **Trace the hat**. Demonstrate with a pencil or your finger and pretend to draw the hat. Encourage the children to do the same on their worksheets.

Fast finishers Colour the picture.

8 Play *Let's listen and point!* (CD 1 track 39)

- Say **Let's listen to the tongue twister!** Encourage the children to point to the hat and head on the worksheet as they listen to the tongue twister. Encourage them to say the tongue twister, too.

9 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version. Sing the song and do the actions. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 10 for the audio script.)

Extra activities

1 Play *Lucky dip with the treasure chest!*

- Put the clothes flashcards in the treasure chest. Put on the puppet. Get Captain Jack to say **Pirates! Do you want to see my treasure?** Encourage the children to say *Yes!* Encourage a volunteer to close their eyes, take a flashcard out of the treasure chest and show it to the rest of the class.
- Get Captain Jack to say **What's this?** Encourage the class to say (*Jumper!*) Say **Very good! Put on your jumper!** Encourage the children to mime putting on their jumpers. Encourage the volunteer to put the flashcard back in the treasure chest.

- Play the game with different volunteers until all the flashcards have been revealed. Repeat with *Take off your ...*

2 Sing *The put on your jumper song*. (CD 1 track 35)

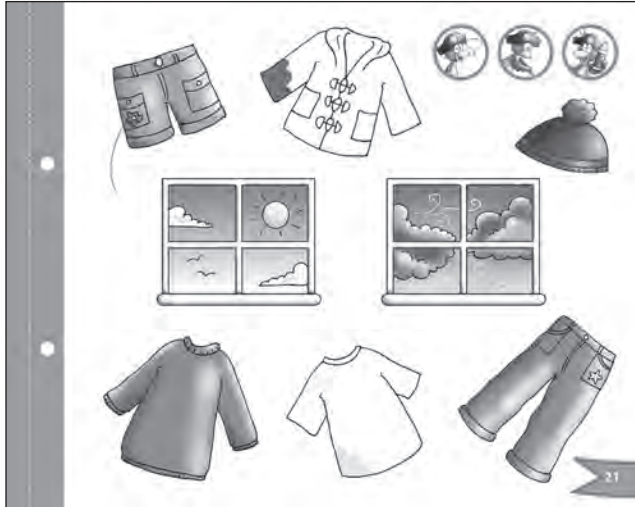
- Say **Let's sing *The put on your jumper song***. Play the karaoke version of the song and encourage the children to sing the song and do the actions. Place Captain Jack in a position where he can see all the children singing. Get him to congratulate the children at the end of the song. Say **Well done, pirates!** (See Lesson 1 Activity 6 for the audioscript.)

3 Play *Pass the flashcards*. (CD 1 track 16)

- Put the clothes flashcards into the treasure chest.
- Play the pirate music and encourage the children to pass around the treasure chest.
- Stop the music and encourage the child to take out a flashcard. Ask the children **What is it?** Encourage them to give the answer. Ask the children **What colour is the (jumper)?** Encourage the children to say (*Pink!*). Say **Yes, that's right - a pink jumper!** Encourage the children to repeat after you.
- Repeat with the rest of the flashcards.

2 The pirate ship

Lesson 4



Learning objectives

- Identify and respond to the concepts of *hot* and *cold*.
- Listen to and join in with *The hot and cold song*.

Language focus

Key vocabulary

- *Hot, cold*
- *Trousers, jumper, coat, hat, shorts, t-shirt*

Receptive language

- *Put on your ... when it's ...*

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: *hot, cold, trousers, jumper, coat, hat, shorts, t-shirt*
- *Captain Jack 1* Flip over Book
- Red and yellow crayons



At-a-glance lesson plan

Getting ready

- Put the puppet and hot and cold flashcards inside the treasure chest.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- 2 Join in the story with the Flip over Book. (CD 1 track 36) (Flip over Book pages 12–19) C1 C3 C6
- 3 Introduce *hot* and *cold*. C1
- 4 Play *The hot and cold sequence*. C1
- 5 Play *Is it hot or cold?* (Optional activity) C1
- 6 Sing *The hot and cold song*. (CD 1 track 40) C1 C6

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- 8 Match the clothes to the hot or cold window. (Pupil's Book page 21) C1 C3 C7 C8
- 9 Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children in a circle. Get the children to chant *Captain Jack!* Take the puppet from the treasure chest and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version. Sing the song and do the actions. (See *Hello, Captain Jack!* Lesson 1 Activity 3 for the audio script.)

2 Join in the story with the Flip over Book. (CD 1 track 36) (Flip over Book pages 12–19)

- Get Captain Jack to say **Pirates! Listen to me!** Encourage the children to hold one hand to their ear. Say **Do you want to listen to the story?** Encourage the children to say *Yes!*
- Say **Listen to the story!** Play the CD or read the story. Encourage the children to join in the story and do the actions. Encourage them to say key words: *trousers, jumpers, coats and hats*.
- At the end of the story, encourage the children to stand up and act out *The story song*.

3 Introduce *hot* and *cold*.

- Make Captain Jack say **Pirates! Do you want to see my treasure?** Encourage the children to say *Yes!*
- Take the hot and cold flashcards out of the treasure chest.
- Show the hot flashcard. Make Captain Jack say **It's hot!** Pretend to wipe his brow. Encourage the children to copy the action.
- Show the cold flashcard. Make Captain Jack say **It's cold!** Make him shiver. Encourage the children to join in.
- Speed up the activity alternating between **It's hot!** and **It's cold!** until the children are confident.
- Take Captain Jack to look out the window and say **Is it hot or cold?** Encourage the children to say the correct word according to the weather outside.

4 Play *The hot and cold sequence*.

- Choose six volunteers to stand in front of the class using *The hands up chant* (see Introduction page 21). Give the first two volunteers the hot and cold flashcards. Encourage the class to name them and encourage the volunteers to pass the flashcards to the following volunteers. Encourage the class to say the words in sequence. Continue the sequence until the children are confident, encouraging them to mime hot or cold when they say the word.

5 Play *Is it hot or cold?* **Optional activity**

- Hold out the hot and cold flashcards face down. Find a volunteer using *The hands up chant* (see Introduction page 21). Ask them to come to the front of the class and choose a flashcard. The child acts out the word depicted on the flashcard. The class guess the word.
- Shuffle the flashcards and ask for another volunteer. Repeat until the children are confident with the activity.

6 Sing *The hot and cold song*. (CD 1 track 40)

- Say **Let's sing *The hot and cold song!*** Play the CD. Sing the song and do the actions. Encourage the children to join in.

CD1
40**The hot and cold song***It's cold, cold, cold* (Rub your arms.)*Put on your coat* (Mime putting on a coat.)*It's cold, cold, cold* (Rub your arms.)*Put on your coat!* (Mime putting on a coat.)*Jump up and down, turn around!* (Jump up and down, turn around.)*It's hot, hot, hot* (Wipe your brow.)*Put on your shorts* (Mime putting on shorts.)*It's hot, hot, hot* (Wipe your brow.)*Put on your shorts!* (Mime putting on shorts.)*Jump up and down, turn around!* (Jump up and down, turn around.)*Turn around!* (Turn around.)**Transition time****7 Say *The transition chant*. (CD 1 track 13)**

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 7 for the audio script.)

Table time**8 Match the clothes to the hot or cold window. (Pupil's Book page 21)**

- Give out the pencils, yellow and red crayons. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets depending on which you prefer.
- Say **Point to hot** and encourage the children to point to the hot window. Repeat with *cold*.
- Point to the shorts on your worksheet and say **Put on your ...** Pause and encourage the class to say *Shorts!* Say **It's ...** and encourage the children to say *Hot!*
- Say **Draw a line!** Demonstrate this by drawing a line with your finger or a pencil from the shorts to the hot weather window. Encourage the children to do the same. Repeat in the same way with *coat, hat, jumper, t-shirt* and *trousers*.
- Ask the children to colour the coat and the t-shirt. Say **Colour the coat red! Colour the t-shirt yellow!**

Fast finishers Ask children to do the extra activity, Pupil's Book page 22.

9 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version. Sing the song and do the actions. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 10 for the audio script.)

Extra activities**1 Play *Musical clothes!* (CD 1 track 16)**

- Play the pirate music. Encourage the children to dance on the spot or around the class. Every so often pause the music and get Captain Jack to say **T-shirts!** Encourage the children wearing t-shirts to jump up, wave their arms and touch their t-shirts. Repeat the procedure several times with *trousers, jumper, hats, shorts* and *coats*.
- Make the activity more difficult by adding a colour to the clothes word e.g. say **Blue t-shirts!**

2 Play *No, Captain Jack!*

- Put on the puppet. Get Captain Jack to say **Stand up, pirates!** Encourage the children to mime being pirates and say *Aaaar!*
- Get Captain Jack to give instructions but sometimes make mistakes. If Captain Jack's instruction is correct, encourage the children to do the action. If the instruction is incorrect, encourage the children to shake their head and say *No, Captain Jack!*
- Get Captain Jack to say **It's cold! Put on your shorts!** Encourage the children to shake their heads and say *No, Captain Jack!* Then get him to correct himself with **It's hot! Put on your shorts!** Encourage the children to mime putting on their shorts and, if they are confident, repeat the instruction.

3 Play *Hot or cold!*

- Say **I put on my trousers when it's cold.** Ask the children to mime putting on trousers and then shivering. Repeat with *coat, hat, jumper, shorts, t-shirt* and *hot*. Once the children are confident, alternate between *Put on your ...* and *Take off your*

2 The pirate ship

Lesson 5



Learning objectives

- Identify and respond to new clothes vocabulary.
- My world: personal autonomy – how to get dressed.

Language focus

Key vocabulary

- Shoes, socks
- Trousers, jumper, coat, hat, shorts, t-shirt

Receptive language

- Can you ... ?
- Put on your ...
- Take off your ...

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: shoes, socks, hot, cold, trousers, jumper, coat, hat, shorts, t-shirt



At-a-glance lesson plan

Getting ready

- Have the clothes flashcards ready. Put the puppet and the shoes and socks flashcards in the treasure chest.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) (C1) (C5) (C6)
- 2 Sing *The hot and cold song*. (CD 1 track 41) (Optional activity) (C1) (C6)
- 3 Play *Guess the flashcard*. (C1) (C3)
- 4 Play *Look with your telescope!* (C1)
- 5 Play *Musical bumps*. (CD 1 track 16) (C1)
- 6 Play *Can you put on your coat?* (CD 1 track 16) (C1) (C8)

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) (C1) (C5) (C6)

Table time

- 8 Trace the happy or sad faces. (Pupil's Book page 23) (C1) (C3) (C7) (C8)
- 9 Say what you can do. (C8)
- 10 Sing the *Bye-bye song 1*. (CD 1 track 15) (C1) (C5) (C6)

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children in a circle. Get the children to chant *Captain Jack!* Take the puppet from the treasure chest and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version. Sing the song and do the actions. (See *Hello, Captain Jack!* Lesson 1 Activity 3 for the audio script.)

2 Sing *The hot and cold song*. (CD 1 track 41)

Optional activity

- Show the hot and cold flashcards and ask volunteers to name them. Say **Let's sing *The hot and cold song!*** Play the karaoke version of the song on the CD. Encourage the children to sing the song and do the actions. (See Lesson 4 Activity 6 for the audio script.)

3 Play *Guess the flashcard*.

- Show the clothes flashcards and encourage the children to name them. Put the flashcards face down on the board. Point to a flashcard and get the children to guess what it is.
- When the correct answer is found show the hot and cold flashcards. Say **Put on your ...** pause and elicit the name of the flashcard (*Shorts!*) **when it's ...** pause and encourage the class to name the correct flashcard (*Hot!*). Point to the flashcard once the class have named it.

4 Play *Look with your telescope!*

- Get Captain Jack to say **Pirates! Do you want to see my treasure?** Encourage the children to say *Yes!*
- Take the shoes and socks flashcards from the treasure chest. Name each flashcard and mime putting on each item of clothing. Encourage the class to repeat several times.

- Show all the clothes flashcards and get Captain Jack to say the words. Encourage the children to repeat the words and mime the actions.

- Put the flashcards around the room. Say **Look with your telescopes 1, 2, 3! Can you see socks? Say socks with me!** Encourage the children to pretend to look with a telescope and focus on the socks flashcard, repeat the word and show you their socks or do the mime. Repeat with the rest of the flashcards.

5 Play *Musical bumps*. (CD 1 track 16)

- Put on the puppet. Get Captain Jack to say **Pirates! Do you want to play?** Encourage the children to say *Yes!* Play the pirate music. Encourage the children to dance on the spot. Stop the music and get Captain Jack to say **Pirates with blue socks sit down!**
- Repeat with different colours, and shoes.

6 Play *Can you put on your coat?* (CD 1 track 16)

- Organise the children in a circle. Show the children some real clothes and ask them to name them. Say **What's this?** Encourage the children to say (*Coat!*).

- Give a child in the circle an item of clothing. Explain that they must pass the item of clothing around the circle to the music. When the music stops they must listen and try to carry out your instructions.
- Play the pirate music. Stop the music. Say to the child holding the clothes item **Can you put on the (coat)?** Encourage the child to say *Yes!* Encourage the child to put on the coat. Give help if necessary. Say **Well done!**
- If the child says *No!*, say **Come on! Try! I can help you!** If a child does not want to put on the item of clothing, play the CD again and find another volunteer.

Transition time

7 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 7 for the audio script.)

Table time

8 Trace the happy or sad faces. (Pupil's Book page 23)

- Give out the pencils. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets depending on which you prefer.
- Point to the photo of a child putting on her t-shirt on your worksheet. Say **What's this?** Encourage the children to point and say *T-shirt!* Ask **Can you put on your t-shirt?** Encourage a child to say *Yes!* or *No!* Ask different volunteers.
- Depending on the child's answer say **Trace the happy face!** (if they can put on the item) or **Trace the sad face!** (if they can't put on the item). Make the faces yourself to demonstrate happy and sad. Demonstrate the answer on your worksheet by pretending to trace the happy or sad face with either a pencil or your finger.
- Repeat in the same way with the remaining photos of *socks*, *shoes* and *coat*.

Fast finishers Ask children to do the extra activity, Pupil's Book page 24.

9 Say what you can do.

- Encourage the children to answer questions about the photos. Point to the t-shirt. **What colour is the t-shirt? How many t-shirts are there? Can you take off your t-shirt?**
- Repeat in the same way with the remaining photos.

10 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version. Sing the song and do the actions. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 10 for the audio script.)

Extra activities

1 Play *What is it?*

- Choose a volunteer using *The hands up chant* (see Introduction page 21). Ask them to pick a clothes flashcard. The child mimes the action of putting on the clothes item. The class guess which clothes item the child is miming. Once the answer has been found, repeat with other volunteers and clothes items.

2 Play *Captain Jack's whispering game!*

- Put on the puppet. Tell the children that Captain Jack has a secret that he wants to tell them. Put the hot and cold flashcards on the board.
- Get him to whisper **Cold!** to a child. The child whispers this to the next child who passes it on. This continues around the circle until it reaches the last child.
- Ask the class what the word is. If they get it wrong, give them the correct answer and congratulate them for trying.
- Repeat with **Hot!**

3 Play *Can you put on your hat?*

- Bring in two piles of identical clothes, containing some of the following: jumper, coat, t-shirt, shorts, hat, trousers. Choose two volunteers using *The hands up chant* (see Introduction page 21).
- Say **Hat!** Each child goes to their pile of clothes and finds the hat. Ask **Can you put on your hat?** Encourage the children to say *Yes!* and help them put on their hats. Repeat the game with different volunteers and clothes items.

2 The pirate ship

Lesson 6



Learning objectives

- Recognise colours.
- Recognise and understand the concept of numbers.
- Listen to and join in with *The colours song*.

Language focus

Key vocabulary

- *Yellow, red, green, blue, pink, brown*
- Numbers 1-6

Receptive language

- *What colour is it?*
- *How many ...?*

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: *yellow, red, green, blue, pink, brown, trousers, jumper, coat, hat, shorts, t-shirt, socks, shoes*



At-a-glance lesson plan

Getting ready

- Put puppet and the colour flashcards in the treasure chest.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) (C1 C5 C6)
- 2 Sing *The hot and cold song*. (CD 1 track 41)
(Optional activity) (C1 C6)
- 3 Play *Guess the flashcard!* (C1 C6)
- 4 Sing *The colours song*. (CD 1 track 18) (C1 C2 C6)
- 5 Play *I spy with colours*. (C1)
- 6 Play *Musical flashcards*. (CD 1 track 16) (C1)

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) (C1 C5 C6)

Table time

- 8 Count and circle the clothes. (Pupil's Book page 25) (C1 C2 C6 C7)
- 9 Play *Tidy up!* (C1 C3 C8)
- 10 Sing the *Bye-bye song 1*. (CD 1 track 15) (C1 C5 C6)

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children in a circle. Get the children to chant *Captain Jack!* Take the puppet from the treasure chest and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version. Sing the song and do the actions. (See *Hello, Captain Jack!* Lesson 1 Activity 3 for the audio script.)

2 Sing *The hot and cold song*. (CD 1 track 41)

Optional activity

- Get Captain Jack to say **Pirates! Let's sing *The hot and cold song!*** Play the karaoke version of the song and encourage the children to sing and mime. Move Captain Jack as if he is singing along. (See Lesson 4 Activity 6 for the audio script.)

3 Play *Guess the flashcard!*

- Put on the puppet. Get Captain Jack to say **Pirates! Do you want to see my treasure?** Encourage the children to say *Yes!*
- Take out the colour flashcards from the treasure chest and encourage the children to name them. Then return the flashcards to the treasure chest. Get Captain Jack to say **Pirates! Do you want to play?** Encourage the children to say *Yes!*
- Ask a volunteer to come to the treasure chest. Say **Close your eyes!** Take a flashcard out of the treasure chest. Say **What colour is it?** Encourage the child to guess the colour of the flashcard. If the child guesses correctly, get Captain Jack to say **Very good, pirate (Anna)!** and the class to clap their hands.
- If the guess is incorrect, encourage the rest of the class to say the answer.
- Continue the activity with different volunteers and the rest of the colour flashcards.

4 Sing *The colours song*. (CD 1 track 18)

- Put the colour flashcards on the board in the order of the song and encourage the children to name them. Say **How many pirate hats can you see?** Encourage the children to count the flashcards one by one.
- Play the karaoke version of the song and encourage the children to sing the song and do the actions. (See *Hello, Captain Jack!* Lesson 2 Activity 6 for the audio script).

5 Play *I spy with colours*.

- Stick the clothes flashcards (including socks and shoes) on the walls around the classroom. Put on the puppet. Explain to the children that Captain Jack wants them to play with their imaginary telescopes. Say **Show me your telescopes!**
- Get Captain Jack to say **I spy (with my little eye) something (blue)!** Encourage the children to focus on the blue trousers with their telescopes and say *Trousers!* Say **Yes, that's right! Blue trousers!** Encourage the children to repeat.
- Repeat in the same way with *coat, hat, shorts, t-shirt, jumper, socks and shoes*.

- Revise body vocabulary by getting Captain Jack to say **Where do you put your t-shirt?** Say **Over your** Point to your tummy and elicit the word from the children.

6 Play Musical flashcards. (CD 1 track 16)

- Play the pirate music and encourage the children to pass the colour flashcards around the circle. Stop the music and get Captain Jack to say **Pink!** Encourage the child with the pink flashcard to stand up. Say **What colour is it?** Encourage the class to say *Pink!*
- Get Captain Jack to say **Stand up pirates wearing pink!** Encourage all the children wearing something pink to stand up. Get Captain Jack to make comments such as **What lovely pink (socks), pirate (Maria)!**
- Repeat with all the colour flashcards and different volunteers.

Transition time

7 Say The transition chant. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 7 for the audio script.)

Table time

8 Count and circle the clothes. (Pupil's Book page 25)

- Give out the pencils. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets depending on which you prefer.
- Say **Point to the jumpers!** Encourage the children to point to the jumpers on their worksheets and say the word.
- Say **What colour are the jumpers?** Encourage the children to say *Pink!*
- Ask **How many jumpers are there?** Count with the children: *one, two, three!*
- Say **Circle the jumpers.** Demonstrate on your worksheet with a pencil or your finger. Encourage the children to do the same on their worksheets.
- Repeat with *t-shirts, coats, trousers, shoes* and *shorts*.

Fast finishers Ask children to do the extra activity, Pupil's Book page 26.

9 Play Tidy up!

- Point to the bedroom on Pupil's Book page 25. Say **What a tidy bedroom! Katie and Danny are tidy!** Put on the puppet. Get Captain Jack to fly around the class inspecting if the class is tidy (clothes, bags, toys, etc). If things are tidy make him say **Very good! What a tidy class!** If things are untidy make him say **Let's tidy up.** Then say *The tidy*

up chant (see Introduction page 21) and get Captain Jack to give instructions, e.g. **Pick up the paper! Put it in the bin please! Tidy up the bags! Tidy up the coats! That's better! Very good! Captain Jack says be tidy!**

10 Sing the Bye-bye song 1. (CD 1 track 15)

- Put on the puppet. Play the karaoke version. Sing the song and do the actions. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 10 for the audio script.)

Extra activities

1 Play What colour is it?

- Get Captain Jack to go round the class exploring. Hold up clothes, bags and classroom objects and get Captain Jack to say **What colour is it?** Encourage the children to say the colour of the object.
- Once they are familiar with this activity, get Captain Jack to say **Is it (blue)?** when holding up a (red) pen for example. Encourage children to say *No!*

2 Play What's Captain Jack hiding?

- Put the clothes flashcards on the board one by one and encourage the children to name them. Say **Count the flashcards!** Encourage the children to count them one by one as you point to each one.
- Say **Close your eyes!** and place the Captain Jack puppet in front of the t-shirt flashcard. Say **Open your eyes! What's Captain Jack hiding?** Encourage the children to say *T-shirt!* Show the children the flashcard.
- Say **What colour is the t-shirt?** Encourage the class to answer and say **Very good! A yellow t-shirt!** Encourage the class to repeat.
- Move the flashcards on the board so they are in different positions and play again.

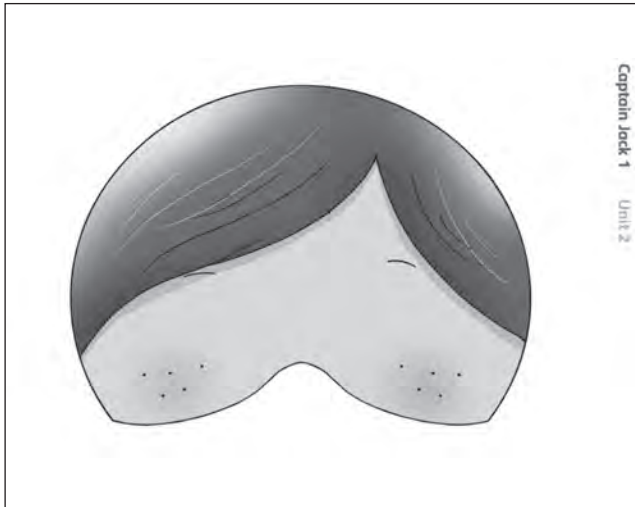
3 Play Musical colours. (CD 1 track 16)

- Stick the clothes flashcards around the room. Play the pirate music and invite the children to dance quietly around the class. Stop the music and give the children instructions.
- Say **Stop! Point to green!** Encourage the children to stop and point to the green shorts. Say **Green shorts! Put on your green shorts!** Encourage the children to mime and repeat after you. Say **Is it hot or cold?** Mime and encourage the children to say *Hot!*
- Play the music again and repeat with all the clothes items.

If you would like to increase this unit's lexical set, please use the *Extra vocabulary flashcards*, *Extra vocabulary Teacher's Notes* and *Extra vocabulary worksheets* on the Photocopiable Resources CD. This gives your class the opportunity to learn and practise an additional four words.

2 The pirate ship

Lesson 7



Learning objectives

- Listen to and join in with *Pirates' playtime*.
- Listen to and act out the story with Press outs.
- Emotional intelligence: understand which clothes are required in different weather.

Language focus

Key vocabulary

- *Trousers, jumper, coat, hat, shorts, t-shirt*
- *Shoes, socks*
- *Big, small, hot, cold*

Receptive language

- *Put on your (when it's ...)* • *Listen to me ...*
- *Stand up / Sit down* • *Close your eyes*

Classroom materials

- Puppet • CD 1 • Treasure chest
- All Unit 2 flashcards, *big, small* (Unit 1)
- *Captain Jack 1* Flip over Book • Unit 2 Press out
- Photocopiable Resources CD: pirate hat
- Teacher's Notes Photocopiable Resources: Unit 2 emotional intelligence worksheet



At-a-glance lesson plan

Getting ready

- Put the puppet in the treasure chest. Have all the flashcards for the unit ready.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) (C1 C5 C6)
- 2 Play *Pirates' playtime*. (CD 1 track 42) (C1)
- 3 Play *Pirates, look! Pirates, find!* (Photocopiable Resources CD) (C1)
- 4 Play *Big and cold*. (Optional activity) (C1)
- 5 Play *Put on your coat!* (C1 C3)

Transition time

- 6 Say *The transition chant*. (CD 1 track 13) (C1 C5 C6)

Table time

- 7 Remove the mask Press out. (C1 C8)
- 8 Join in the story. (CD 1 track 36) (Flip over Book pages 12-19) (C1 C6 C8)
- 9 Emotional intelligence (TN, p. 217) (C1 C3 C5)
- 10 Sing the *Bye-bye song 1*. (CD 1 track 15) (C1 C5 C6)



Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children in a circle. Get the children to chant *Captain Jack!* Take the puppet from the treasure chest and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the CD. Sing the song and do the actions. (See *Hello, Captain Jack!* Lesson 1 Activity 3 for the audio script.)

2 Play *Pirates' playtime*. (CD 1 track 42)

- Put on the puppet. Get Captain Jack to say **Pirates! Do you want to play?** Encourage the children to say *Yes!* Say **Stand up, pirates!**
- Make sure that the children have room to move freely. Encourage the children to draw a magic circle around themselves. Say **Arms out! Turn around!** Encourage the children to stretch out their arms and turn around without touching anybody.
- Play the CD. Encourage the children to follow Captain Jack's instructions, join in and do the actions.



Pirates' playtime

Pirates, pirates

Listen to me! (Cup your hand round your ear.)

Stand up. 1, 2, 3! (Stand up, count on your fingers.)

Put on your trousers. (Mime putting on trousers.)

Put on your jumper. (Mime putting on a jumper.)

Put on your coat. (Mime putting on a coat.)

Put on your hat. (Mime putting on a hat.)

Put on your t-shirt. (Mime putting on t-shirt.)

Put on your shorts. (Mime putting on shorts.)

Pirates, pirates

Sit down like me! (Sit down.)

Close your eyes. 1, 2, 3! (Close your eyes.)

3 Play *Pirates, look! Pirates, find!*

- If you wish, make six pirate hats in advance using the photocopiable pirate hat (see Photocopiable Resources CD), or play the game without the hats.
- Take the unit flashcards. Flash the flashcards one by one and encourage the children to name them.

- Choose six volunteers using *The hands up chant* (see Introduction page 21). If you wish, give them each a pirate hat to wear. Encourage them to turn around and close their eyes. Quickly hide the flashcards around the class in easily seen places.
- Encourage the volunteers, in pairs, to look for as much treasure as possible before you and the class count slowly to six before saying **All stop!**
- Get Captain Jack to say **Well done, pirates! What a lot of treasure!** Encourage the volunteers to show their treasure while the rest of the class name them.
- Play several times with different volunteers.

4 Play **Big and cold!** Optional activity

- Take the flashcards of big, small, hot and cold. Encourage the children to name the words and mime each.
- Fan the flashcards and encourage a child to take one without letting the rest of the class see. Encourage the child to mime and encourage the rest of the class to say the word. Continue until the children are confident with the game.
- Get Captain Jack to say **Big and cold!** Encourage the children to say *No!* Say **Well done! Big and small!** Repeat with correct and incorrect statements e.g. say **Hot and small! Cold and small!** etc.

5 Play **Put on your coat!**

- Get Captain Jack to say **Put on your coat!** Encourage the children to repeat and mime putting on a coat
- Mime cold and encourage the children to copy. Elicit *It's cold!* and *It's hot!* Say **That's right! Put on your coat when it's cold!** Repeat in the same way with all the flashcards.

Transition time

6 Say **The transition chant.** (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 7 for the audio script.)

Table time

7 Remove the mask **Press out.**

- Give out the Press outs and help the children to remove the mask. Add string to the children's masks if you want the children to wear them.
- Say **Where's Katie?** and encourage the children to point to the side of the mask that shows Katie. Say **Where's Danny?** and encourage the children to point to the side of the mask that shows Danny.
- Get Captain Jack to say **Pirates! Do you want to listen to the story?** Encourage the children to say *Yes!* Say **Who do you want to be? Danny or Katie?** Encourage the children to hold up the correct side of the Press out and say *Katie* or *Danny*.

8 Join in the story. (CD 1 track 36) (Flip over Book pages 12-19)

- Say **It's story time!** If you wish say the chant and do the actions. (See Unit 1 Lesson 2 Activity 5 for the audio script.)
- Open the Flip over Book at the story pages and play the CD or tell the story yourself. Refer to each of the story pictures in turn. Encourage the children to join in by miming and saying as much language as possible.
- If the children aren't wearing their masks, encourage them to put it to their eyes when their character speaks.
- Congratulate the children for their participation. Say **Well done, everybody! What a lovely story!**
- Collect the Press outs and write the children's names on them.

9 Emotional Intelligence: I know what you need! (Teacher's Notes page 217)

- Give out the photocopiable worksheets and pencils.
- Point to Katie and ask **Is Katie hot or cold?** Encourage the children to say *Cold!* Mime cold.
- Point to the clothes on the worksheet and ask **What does Katie need to put on?** Prompt the children by miming cold, pointing to the t-shirt and asking **A t-shirt?** Encourage the children to say *No!* Elicit the correct answers from the children. Repeat with Danny.
- Ask the children to draw the correct clothes on Katie and Danny so that they are no longer hot or cold. Ask them to trace the smile on Katie and Danny's face.

10 Sing the **Bye-bye song 1.** (CD 1 track 15)

- Put on the puppet. Play the karaoke version. Sing the song and do the actions. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 10 for the audio script.)

Extra activities

1 Play **Point to the story pictures!**

- Tell the children your favourite frame of the story. Encourage volunteers to point to their favourite part of the story and get Captain Jack to comment.

2 Play **Flash the flashcard.**

- Divide the class into two groups. Take the clothes flashcards, and the hot and cold flashcards. Gradually reveal a flashcard to the children. The group quickest to name the flashcard gets a point.
- Speed up the activity as the children become confident. You may need to use *The calm down chant* if children become too excited. (See Introduction page 21)

3 Play **Lucky dip with the treasure chest!** (CD 1 track 16)

- Put the clothes flashcards in the treasure chest. Play the pirate music and encourage the children to pass the treasure chest around the circle. Stop the music and encourage a child to take out a flashcard and show it to the class. Encourage the children to say (*Hat!*). Say **Put on (a hat) when it's ...** Pause and encourage the class to say (*Cold!*).

2 The pirate ship

Lesson 8



Learning objectives

- Review all vocabulary.
- Review a song.
- My English Dossier: show understanding of vocabulary through a sticker activity.

Language focus

Key vocabulary

- Trousers, jumper, coat, hat, shorts, t-shirt
- Hot, cold
- Shoes, socks

Receptive language

- Put on your ...
- Take off your ...
- Can you ...?

Classroom materials

- Puppet • CD 1 • Treasure chest
- All Unit 2 flashcards • Unit 2 stickers
- Captain Jack 1 Flip over Book



At-a-glance lesson plan

Getting ready

Put the puppet and the unit flashcards in the treasure chest.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- 2 Play *What's in my treasure chest?* C1
- 3 Play *Everybody do this!* C1
- 4 Play *Hot and cold!* C1
- 5 Play *Pirate friends!* (CD 1 track 16) C1 C5 C8
- 6 Sing our favourite song. (Optional activity) C1 C8

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- 8 Fill Captain Jack's treasure chest with clothes stickers. (Pupil's Book page 27) C1 C7
- 9 Play *Find the treasure!* (Flip over Book pages 12-19) C1
- 10 Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children in a circle. Get the children to chant *Captain Jack!* Take the puppet from the treasure chest and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version. Sing the song and do the actions. (See *Hello, Captain Jack!* Lesson 1 Activity 3 for the audio script.)

2 Play *What's in my treasure chest?*

- Get Captain Jack to say **Pirates! Do you want to see my treasure?** Encourage the children to say *Yes!*
- Take a flashcard out of the treasure chest and make sure the children can't see what's on it. Encourage the children to guess the flashcard. Give the flashcard to the child who guesses correctly. Encourage the children to guess *jumper, coat, shorts, t-shirt, trousers, socks, shoes, hot and cold*. Prompt the children if necessary with mimes.
- Get Captain Jack to congratulate them for guessing so well and say **Well done, pirates!**

3 Play *Everybody do this!*

- Say **Everybody do this!** Mime putting on your jumper. Say **Put on your** Pause and encourage the children to say *Jumper!* Encourage the children to say *Put on your jumper* and do the action. Repeat with *coat, hat, trousers, shorts, t-shirt, shoes, socks* and *It's ... hot / cold*.

4 Play *Hot and cold!*

- Choose two volunteers using *The hands up chant* (see Introduction page 21). Ask them to close their eyes. Hide the puppet in the classroom. Say **Where's Captain Jack?** The two volunteers look around the room. Encourage the class to say *Cold!* and mime cold if the two volunteers aren't close to the puppet. If the two volunteers are close to the puppet, encourage them to say *Hot!* and mime hot.

5 Play *Pirate friends!* (CD 1 track 16)

- Ask the children to dance on the spot or around the class to the pirate music. Explain that when you stop the music they have to stand with a partner (the child nearest them) and hold hands.
- Say **Can you put on your shoes?** Encourage all the children to say *Yes!* Then encourage the children to mime putting on their shoes as if their partner were a mirror. Repeat the activity with all the clothes items and vary the question between *Can you put on your ...?* and *Can you take off your ...?*

6 Sing our favourite song. Optional activity

- Ask the children to think of their favourite song from the unit. Remind them by playing bits of the songs. Say **This one?** Ask children to hold up their hands to vote for the song. Say **Hands up!**
- Sing the song and do the actions.

Transition time

7 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 7 for the audio script.)

Table time

8 My English Dossier: Fill Captain Jack's treasure chest with clothes stickers. (Pupil's Book page 27)

- Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets depending on which you prefer.
- Point to the treasure chest. Say **Look! It's Captain Jack's treasure chest!**
- Explain to the children that they are now at the end of the journey on the treasure hunt. Point to the shorts and say **What's this?** Encourage the class to say *Shorts!* Repeat with the rest of the clothes.
- Hold up the stickers and say **Show me the shorts!** Encourage the children to peel off the shorts sticker and hold it up in the air. Say **Where do the shorts go?** and encourage the children to point to the correct silhouette. Say **Stick on the shorts!** and encourage the children to put the shorts sticker in place. Repeat in the same way with *jumper*, *trousers* and *hat*.

Fast finishers Ask children to do the extra activity, Pupil's Book page 28.

Tip: The Lesson 8 worksheets can be collected and bound together to form a learning dossier for each child. A photocopiable front cover can be found on the Photocopiables Resources CD.

9 Play *Find the treasure!* (Flip over Book pages 12-19)

- Say **Very good! Now let's find your treasure!** Hold up the Flip over Book at the story pages and encourage the children to look for the hidden treasure in the story pages. You may wish to get Captain Jack to say the following rhyme as the children look for the treasure. Say **Where is the treasure? Look in the story! Can you see? Find the treasure 1, 2, 3!**
- When the children spot the hidden treasure, encourage a volunteer to point to it in the Flip over Book. (The treasure is hidden in frame 4). Say **Treasure!** Encourage the children to repeat. Say **What colour is the treasure?** Encourage the children to say *Blue!*
- Hold up the sticker page and say **Show me the treasure!** Encourage the children to peel off the treasure sticker, hold it up in the air and then put it in place. Encourage Captain Jack to say **Well done, pirates!**

10 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version. Sing the song and do the actions. Encourage the children to join in. (See *Hello, Captain Jack!* Lesson 1 Activity 10 for the audio script.)

Extra activities

1 Say *The well done chant*. (CD 1 track 32)

- Put on the puppet. Get Captain Jack to congratulate the children on successfully finishing the treasure hunt. Say **Well done, pirates! Very good work!**
- Say *The well done chant* and encourage the children to join in. (See Unit 1 Lesson 8 Extra Activities 1 for the audio script.)

2 Sing *The body song*. (CD 1 track 21)

- Say **Let's sing *The body song!*** Play the karaoke version of the song and encourage the children to do the actions and sing. Make Captain Jack sing along, too. (See Unit 1 Lesson 1 Activity 6 for the audio script.)

3 Play with the *Captain Jack 1 Multi-ROM*.

- For extra vocabulary practice, play the interactive games in Unit 2 of the Multi-ROM.

If you feel your class needs extra practice on the vocabulary contained in this unit, please use the *Revision worksheets* on the Photocopiable Resources CD.