Unit 6: Lesson 1

OPENING ROUTINE
Wake up Tommy by guessing the magic word (e.g. items of clothing) (TRB, page 19).
Sing Hello! and pass Tommy round for all to see.
Check attendance and sing The weather song, and The days of the week.
Have a sing song. Choose from:
Wake up. Close your eyes. 
Where’s mummy? 
Use the following songs to move the children. All together twice.

CLOSING ROUTINE
Sing Tidy up. Say goodbye to Tommy and sing Goodbye.

VOCABULARY AND EXPRESSIONS
school, shop, hospital
doctor, fire fighter, police officer
bus, car, train, plane
Get in your car, close the door, put your seat belt on, put on your brake, stop.
Go straight on, go round the corner.
There’s the… You’re at the…

AUDIO
Action Song 6: We’re off.
Tommy’s music.

LESSON A
PREPARATION
• Tommy with a bandage on his leg
• Flashcards: hospital, school, shop, doctor, fire fighter, police officer, bus, car, plane, train
• CD
• A sweetie
• Stickers

ALL TOGETHER TIME 1.5
• Playing with Tommy: school, shop, hospital
  - Create interest and introduce new vocabulary: Put the flashcards on the floor. Put a sweetie on the shop flashcard. Use Tommy and mime this story: Tommy was at school. He fell over and went to the hospital. The doctor put a bandage on his leg. Then, his mummys took him to the shop to buy a sweetie. Call out a child to pick up Tommy and show where he went.
  - Play a flashcard game: Stop and Walk to the song. (Teacher’s Resource Book, page 27)

  - Action song 6: We’re off.
• Show the children the transport flashcards and see which ones they remember. Point and ask children: Do you come to school by (train)? Ask what they do when they get in a car. Say and mime with the children: You get in the car. You close the door. You put your seat belt on, clunk click! Also mime: Go straight on, go round a corner, put on the brake. (Using a handbrake.)
• Put the places flashcards around the room.
• Play the song. Children join in with the mimes and point to the place flashcards.

  - Worksheet 6.1: shop, school, hospital, car, bus, train, plane, police officer, doctor, fire fighter
  - Display and talk about the worksheet: Show children the jobs flashcards and see which ones they remember. Hold up the worksheet and call out children to find the fire fighter, the police officer and the doctor. Describe where they are: Where’s the fire fighter? Good, he’s in a car next to the school.
  - Practise the task: Call out a child and say: Point to the hospital. Look, there’s an empty window in the school! Draw yourself in the school. Trace the dotted line with your finger. Call children out to do the same. Using their fingers they trace the same pattern on their desks or the floor.

  - Table Time 1.6
• Give out the stickers saying: It’s the shop. Play the song while the children stick the stickers. They draw themselves in the school and trace over the dotted lines.
• Play or sing the song. The children point to the worksheet as they listen.
• Encourage the children to identify the places, people and vehicles.

OPTIONAL ACTIVITIES Musical people/places/vehicles
Choose the flashcards that children need to practise most. Establish a mime for each of them. Say: You’re a (police officer) and put on some music. Children mime being a police officer to the music. Say: Stop! Continue with other people, places or vehicles.

LESSON B
PREPARATION
• Tommy
• Flashcards: school, shop, hospital, doctor, fire fighter, police officer, bus, car, plane, train
• CD
• Photocopy of the worksheet for all the class
• Yellow, blue and red gomet

ALL TOGETHER TIME 1.5
• Playing with Tommy: school, shop, hospital, doctor, fire fighter, police officer, bus, car, plane, train
  - Recap vocabulary: Jumble the flashcards and then ask the children to help you order the flashcards into three piles: people, places and vehicles. Choose one of the piles and take a flashcard without looking. Hold the card behind your back. The children guess what it is. Reveal the card.
  - Play a flashcard game: Partial reveal (Teacher’s Resource Book, page 27)

  - Action song 6: We’re off.
• Sing the song and do the actions.
• Place the school, hospital and shop flashcards on three different walls. Call out a group of children and play the first verse. They mime the verse and must end up at the correct place. Call out different children for the second and third verses.

  - Tommy’s music.
• Go to a shop and play a game. Go to a shop and buy a ball. Put in the shop and drive your car.
• Practise mimes for buying something in a shop. Open the door, point at something, pay for it, say goodbye, go out of the door and walk away.
• Children stand up and find a space. Play Tommy’s music and the children follow the instructions.

OPTIONAL ACTIVITY
Tommy says
Put the school, shop and hospital flashcards on three different walls.
Give the children instructions: Tommy says go (straight on). Tommy says go (to the school). When the children have got the idea, tell them that if you give an instruction without saying: Tommy says they mustn’t do it. (Instead of moving to the flashcards, children can point to them.)

• Photocopiable Worksheet 6.1: hospital, school, shop, doctor, fire fighter, police officer, bus, car, plane, train
  - Display and talk about the worksheet: Point and ask: Who’s this? What is (the fire fighter) in? Is it a (train)? Look, what’s here? Yes, it’s a (school).
  - Practise the task: Call a child out and say: Point to the doctor. Where is the doctor going? Follow the doctor’s route with your finger. Clarify that you can go over and under bridges. Yes, go! He’s going to the shop.

  - Table Time 1.6
• Children stick yellow gomet on the doctor’s route, blue gomet on the police officer’s route and red gomet on the fire fighter’s route.
• Encourage the children to identify the people, places and vehicles.
• Sing or play We’re off. while the children work.

ACTIVITY BOOK
This is a good time to work with Unit 6, Worksheet 6.1, page 43.
Unit 6: Lesson 2

LESSON A

PREPARATION
- Tina
- Flashcards: loudly, quietly
- CD
- A tambourine or another percussion instrument in a bag
- A big bag and a little bag (optional)
- Cover each pair of pictures on the worksheet with a post-it stickers

ALL TOGETHER TIME - 15
- Playing with Tina: loudly, quietly
- Create interest: Hide the tambourine in a bag. Shake the bag and the children guess what Tina has brought to class.
- Introduce a new concept: Tina demonstrates playing the tambourine. Display the flashcards. Point to a flashcard and say: Loudly/quietly and Tina plays accordingly. Pass the tambourine round the class and Tina tells each child how to play. Include numbers: Hit the tambourine (three times loudly) and (once quietly).
- More practice: Children sing a song they know well. When you point to the quietly flashcard, they sing quietly and when you point to the loudly flashcard, they sing loudly

Song: Loud and quiet - 1:18
- Practise the actions by asking the children: Can you sing/walk/clap/stamp?
- Play the song. Children do the actions and join in with the singing

OPTIONAL ACTIVITY Speaking into a bag
- Show the children a big bag and a little bag. Speak loudly into the big bag. Say: Hello, Tina. My name is Tina. Say the same sentence quietly into the little bag. Call children out to choose a bag to speak into.

- Worksheet 6.2: baby, bike, bus, girl, dog, fish, police officer, teacher, loud, quiet, eight
- Display and talk about the worksheet: Remove the first post-it and say: It's a baby. He's crying. She's sleeping. The children close their eyes and imagine they can hear the picture. Ask: Can you hear the baby? Yes. Can you hear the girl? No. The baby is loud and the girl is quiet. Repeat the procedure with the other pairs of pictures. Point to the loudly and quietly flashcards to reinforce the meaning.
- Practise the task: Count together the number of pictures and point to the number eight. Trace the dotted line of the eight with your finger. Call children out to do the same. Call a child out and draw a number on their back using your finger. Sometimes draw an eight and sometimes draw a different number. Ask: Is it an eight?

TABLE TIME - 16
- Children stick the stickers of Tina covering her ears next to the loud pictures. They trace the number 8 and colour the fish.
- Encourage the children to identify loud, quiet and the number eight.

LESSON B

PREPARATION
- Tina
- Photocopy of the worksheet for all the class
- Flashcards: loudly, quietly, ball, car, crayons, doll, police officer, robot, scooter, train
- CD
- Three unbreakable objects (optional)

ALL TOGETHER TIME - 15
- Playing with Tina: loudly, quietly, ball, car, crayons, doll, police officer, robot, scooter, train
- Recap the concept: Tina whispers in your ear. Pretend you can’t hear. Ask the children: How is Tina speaking? Quietly. Point to the quietly flashcard and say: Tina, you’re speaking too quietly. Speak up, I can’t hear you. Tina now shouts. Pretend that she has given you a fright. Ask: How is Tina speaking now? Loudly. Point to the loudly flashcard and say: Tina, now you’re speaking too loudly! Then, say: But what does Tina want?… To play a game.
- More practice: Hold an object flashcard facing you and upside down. Flick it over and back again quickly so the children only see it for a moment. They shout out the word. You can then ask them to repeat the word loudly or quietly.

OPTIONAL ACTIVITY Loud or quiet
- Choose three unbreakable objects, for example, a piece of paper, a rubber and a large plastic brick. Drop an object from waist height and ask: Is it loud or quiet? Show the next object and the children predict if it will be louder or quieter. Drop an object from a low height and then ask the children to predict if the same object from a greater height will be louder or quieter.

Song: Loud and quiet - 1:18
- Play the introductory music and then pause it. Ask the children if they can remember the actions of the song.
- Play the song and the children do the actions and join in with the singing.
- Children suggest different actions and sing together a new version of the song.
- Photocopiable Worksheet 6.2: ball, car, crayons. doll, police officer, robot, scooter, train
- Display and talk about the worksheet: Say: Look, it’s a shop. It’s a toy shop! What toys can you see?
- Practise the task: Call a child out. Hold up one of the flashcards for the rest to see and say the word. The child then finds the toy and colours it. Continue with the rest of the toys using a different coloured crayon each time. Count the toys with the children and call out a child to trace the number 8.

TABLE TIME
- Children colour each toy in a different colour and trace the number 8.
- Encourage the children to identify the toys and count them.

VOCABULARY
- loud, loudly, quiet, quietly
- bike, bus
dog, fish
baby, girl, police officer, teacher
eight

AUDIO
Load and quiet - 1:18
I can sing quietly
I can walk quietly
I can stamp quietly.
I can sing loudly
I can walk loudly
I can stamp loudly.
I can sing quietly
I can walk quietly
I can clap quietly.
I can stamp quietly.

BASIC COMPETENCES
The children recognise what makes a sound.
Unit 6: Lesson 3

OPENING ROUTINE
- Wake up Tommy, Tina and Polly by guessing the magic word (TRB, page 21).
- Sing Hello everyone! 123 and pass Tommy round for all to greet.
- Check attendance and sing The weather song 1,2,3 and The days of the week 1,2,3.
- Have a sing song. Choose from: We’re off! 2,11
- Wake up! 2,16
- Close your eyes 2,13
- I can paint a picture 1,22
- Use the following songs to move the children:
  - All together 1,15
  - Sing Tidy up! 1,18
  - Say goodbye to Tommy, Tina and Polly and sing Goodbye! 1,14

VOCABULARY
hospital, school, shop
jump, run, swim
tiger
(not) good at, wonderful

AUDIO
Story 6: Tommy’s a wonderful tiger! 2,13
Story chant 6: Tommy’s a wonderful tiger! 2,14
Tommy’s running.
Run, Tommy run!
Tommy’s jumping.
Jump, Tommy jump!
Tommy’s swimming.
Swim, Tommy swim!
Tommy’s a wonderful tiger,
Thank you, everyone!

BASIC COMPETENCES
Draw the children’s attention to the story and explain that everyone is good at something.

LESSON A

PREPARATION
- Tommy
- Flashcards: hospital, school, shop
- Story cards: Story 6: Tommy’s a wonderful tiger!
- CD
- Plasticine (optional)

ALL TOGETHER TIME 1,15
- Playing with Tommy: hospital, school, shop
- Recap vocabulary: Take Tommy with you and mime having an injection in a hospital, buying an apple in a shop (and eating it) and going to school. The children guess where you are.
- Play a flashcard game: Echo (Teacher’s Resource Book, page 26)
- Story 6: Tommy’s a wonderful tiger! 2,13
- Create interest: Use the flashcards to ask children what they like best: Do you like playing schools, shops or hospitals? Count the number of children for each option.
- Introduce the story: Display story card 1 and ask: Who’s this? Tommy, Tina and Polly. What are they playing? Hospitals. Is Tommy a good doctor? No!
- Listen to the audio: Play the audio and show the story cards one at a time, pausing to ask questions, or show all the cards, commenting and asking questions and then play the audio through without stopping.
- Check comprehension: For story cards 1, 2 and 3, ask: What is Tommy playing at? Is he good at playing (school)? For story cards 4, ask: Is Tommy happy or sad? Why? For story cards 5, 6 and 7, ask: What is Tommy doing? Is he good at running/jumping/swimming? For story card 8, ask: Is Tommy a good tiger? Yes, he’s a wonderful tiger!
- Listen to the audio and join in: Display the story cards in a random order and get the children to put them in order. Listen to the audio to check if they are correct. Pause after each picture for the children to repeat the last sentence.

OPTIONAL ACTIVITY
Play robots
Stick some red and some green plastilene on the board. You are the robot controller and the children are your robots. You switch them on and off by touching the green and red buttons. Start by pressing the red button to switch all the robots off. Say: Robots jump! They must not move until you press the green button and then they must keep moving till you press the red button. Repeat with different actions and with the children taking turns at being the controller.

- Worksheets 6.3A and 6.3B: hospital, school, shop
- Display and talk about the worksheet: Point to each of the pictures of Tommy in turn and ask: What is Tommy playing at?
- Practise the task: Show the children the dotted lines around the pictures of Tommy on worksheet 6.3A. Say: Get your scissors and cut here. Show the children worksheet 6.3B, point to the first picture and say: Which picture of Tommy goes here?

TABLE TIME 1,16
- The children cut out the pictures of Tommy on worksheet 6.3A and stick them in the correct place on worksheet 6.3B. They trace and colour the arrows.
- Encourage the children to identify school, shop and hospital.

LESSON B

PREPARATION
- Tommy, Tina, Polly
- Flashcards: hospital, school, shop
- Story cards: Story 6: Tommy’s a wonderful tiger!
- CD
- Story cards: Story 6: Tommy’s a wonderful tiger!
- A percussion instrument

ALL TOGETHER TIME 1,15
- Playing with Tommy, Tina and Polly: hospital, school, shop
- Recap vocabulary with a flashcard game: Say it like me (Teacher’s Resource Book, page 27)
- Story 6: Tommy’s a wonderful tiger! 2,13
- Recap the story: Ask the children to tell you the story. Show the story cards to help if necessary. Put all the story cards on the carpet or board out of order and choose a story monitor. The story monitor puts the story in order. Play the CD or read what is on the back of the story cards. Encourage the children to join in with the last sentence of each story card.
- Act out the story: Display the story cards. Divide the children into three groups: Tommy, Tina and Polly. Give each soft toy to a child in each group. Play the audio and pause it periodically. The group whose character has just spoken puts their hands up. Repeat the activity but this time when you pause, the corresponding group repeats their character’s line.
- Story chant 6: Tommy’s a wonderful tiger! 2,14
- Listen to the audio: Display story cards 5, 6, 7 and 8. The children listen to the chant and mime the actions.
- Listen to the audio and join in: The children listen to the audio and join in with the repetition of each line. Encourage them to follow the rhythm as closely as possible. Use a percussion instrument to help reinforce the rhythm.
- Photocopiable Worksheet 6.3: jumping, running, swimming
- Display and talk about the worksheet: Say: Look! Tigers! Count the tigers: one, two, three. Can you see a tiger running? How many tigers are jumping? Practise the task: Call out a child and say: Find a tiger that is running and colour it yellow. Call out another child and say: Find a tiger that is swimming and colour it orange. Call out a third child and say: Find a tiger that is jumping and colour it brown. Continue until all the tigers are coloured in.

TABLE TIME 1,16
- The children colour the tigers according to the code and count them.
- Encourage the children to identify running, swimming and jumping.
Unit 6: Lesson 4

OPENING ROUTINE
Wake up Tommy by guessing the magic word. (TRB, page 19)
Sing Hello everyone! 1.2
Check attendance and sing The weather song 1.4 and The days of the week 1.9
Have a sing song. Choose from: We’re off 2.1
Wake up! 2.5

CLOSING ROUTINE
Sing Tidy up! 1.3
Say goodbye to Tommy
and sing Goodbye! 1.7

PREPARATION

LESSON A

Tommy
Poster game 6, poster game pop-outs
Pop-outs 6
Blu-tack
CD (optional)

LESSON B

Tommy
Flashcards: car, bus, train, plane, doctor, police officer, fire fighter, shop, hospital, school, 8, loud, quiet
Poster game 6
Photocopy of Worksheet 6.4 for all the class
Stickers
Crayons

ALL TOGETHER TIME 1.5

Poster game 6: car, bus, train, plane, doctor, police officer, fire fighter, shop, hospital, school, seven, eight, triangle, rectangle, pink, orange, purple, brown

CREATE INTEREST: Tommy has brought a dominos game to class and is very excited about playing dominos with the children. Ask: What game does Tommy want to play? Dominos. What pictures are on his dominos? Do you want to play with Tommy? Remind children how to play by placing two dominos together. In some cases the pictures are the same and in others they are different. Ask: Can this domino go here?

Play a poster game: Dominos Place all the dominos face up where the children can see them. Choose one and place it in the centre of a space on the floor. Say: (Car and shop.)

Name a child to choose another domino and say: (Shop and police officer.) They place the next domino in the correct place next to the one on the floor.

Continue naming children to come out and place dominos until there are none left.

Print-out 6: hospital, school, shop, doctor, fire fighter, police officer

Display and talk about the print-out: Ask: What can you see? A hospital, a shop and a hospital and a police officer, a fire fighter and a doctor.

Play a game: Guess: Stick the doctor in one of the places and the children guess where he is. Ask: Where is the doctor? Stick all of the people in different places and ask the children to guess where each person is. Ask: Who is in the school?

Worksheet 6.4: car, bus, train, plane, doctor, police officer, fire fighter, shop, hospital, school

Display and talk about the worksheet: Cover picture 2 and ask: Look at picture 1. What can you see? Remove the cover from picture 2 and ask: What can you see?

Practise the task: Call a child out to look closely at the worksheet. Ask: Are the pictures exactly the same? No. Can you find a difference? Talk about the difference the child finds and give the child a pen to circle the difference on picture 2. Call out another child to find, talk about and circle another difference.

STAR ACTIVITY: 1.6

Children find and circle the six differences.

Encourage the children to identify car, bus, train, plane, doctor, police officer, fire fighter, shop, hospital, school.

Children prepare their pop-outs and ask and play Guess!

BASIC COMPETENCES

The children use their observation skills to interpret the pictures and discover the differences.

ACTIVITY BOOK

This is a good time to work with Unit 6, Worksheet 6.2, page 45.

OPTIONAL ACTIVITY: Listen and play

Do Action song 6: We’re off 2.11 and use the pop-out to reinforce the song. The children listen and place the people in the corresponding places. Establish who is singing at the start of each verse. Listen to the song again without stopping it and the children put the people in the corresponding places and join in singing.

ACTIVITY 1

Get the T wig sticker and stick it next to the hospital.

Get the babies sticker and stick it next to the

Get the Tommy sticker and stick it next to the school.

Red, green, yellow, black, pink, orange, purple, brown

Six, seven, eight, loud, quiet

Use the following songs to move the children. All together 1.3

Table time 1.6

Photocopiable Worksheet 6.4: car, bus, train, plane, doctor, police officer, fire fighter, shop, hospital, school, seven, eight, black, yellow, blue, green, red, loud, quiet

Bring a small group of children at a time.

Display and talk about the worksheet: Point to each of the pictures and ask: What is it?

Give each child their stickers. Play audio 2.15 Activity 1. Pause to allow all the children time to peel off the appropriate sticker. Pause again until they have all stuck their sticker on the page.

Ensure that all of the children have black, yellow, blue, green and red crayons. Play audio 2.15 Activity 2. Pause to allow all of the children time to select a crayon. Pause again until they have all traced the number or the baby’s head.

After the listening activities check production of the target words. Point to a sticker and say: Who is it? (Petit) Then, ask the child: Where is (Petit)? Check the numbers and loud and quiet. Point to a number and ask: What number is it? Point to a baby and ask children to describe it.

Activity 1

Sing and do Action song 6: We’re off 2.11

Listen and join in with the Story 6 2.13 and/or Story chant 6: Tommy’s a wonderful tiger! 2.14

Sing and do Loud and quiet 4.10

Activity 2

Photocopy of Worksheet 6.4 for all the class

Stickers
Crayons

Activity 3

Recap vocabulary: Tommy the dominos game to class and is very excited about playing dominos with the children. Ask: What game does Tommy want to play? Dominos. What pictures are on his dominos? Do you want to play with Tommy? Remind children how to play by placing two dominos together. In some cases the pictures are the same and in others they are different. Ask: Can this domino go here?

Play a poster game: Dominos Place all the dominos face up where the children can see them. Choose one and place it in the centre of a space on the floor. Say: (Car and shop.)

Name a child to choose another domino and say: (Shop and police officer.) They place the next domino in the correct place next to the one on the floor.

Continue naming children to come out and place dominos until there are none left.

Print-out 6: hospital, school, shop, doctor, fire fighter, police officer

Display and talk about the print-out: Ask: What can you see? A hospital, a shop and a hospital and a police officer, a fire fighter and a doctor.

Play a game: Guess: Stick the doctor in one of the places and the children guess where he is. Ask: Where is the doctor? Stick all of the people in different places and ask the children to guess where each person is. Ask: Who is in the school?

Worksheet 6.4: car, bus, train, plane, doctor, police officer, fire fighter, shop, hospital, school

Display and talk about the worksheet: Cover picture 2 and ask: Look at picture 1. What can you see? Remove the cover from picture 2 and ask: What can you see?

Practise the task: Call a child out to look closely at the worksheet. Ask: Are the pictures exactly the same? No. Can you find a difference? Talk about the difference the child finds and give the child a pen to circle the difference on picture 2. Call out another child to find, talk about and circle another difference.

Display and talk about the worksheet: Point to each of the pictures and ask: What is it?

Give each child their stickers. Play audio 2.15 Activity 1. Pause to allow all the children time to peel off the appropriate sticker. Pause again until they have all stuck their sticker on the page.

Ensure that all of the children have black, yellow, blue, green and red crayons. Play audio 2.15 Activity 2. Pause to allow all of the children time to select a crayon. Pause again until they have all traced the number or the baby’s head.

After the listening activities check production of the target words. Point to a sticker and say: Who is it? (Petit) Then, ask the child: Where is (Petit)? Check the numbers and loud and quiet. Point to a number and ask: What number is it? Point to a baby and ask children to describe it.
Unit 6: Lesson 5

LESSON A
PREPARATION
- Tommy
- CD
- A toy bus in a cloth bag
- Four pieces of paper with drawings of wheels, wipers, bell and horn

ALL TOGETHER TIME 1.5
- Playing with Tommy: bus, wheels, wipers, bell, horn
  - Create interest: Tommy gives the bag to the children to feel and to guess what is inside. Give a sound clue or a mime to help them guess what it is. Once the bus is out of the bag, point to the wheels and count them.
  - Introduce new vocabulary: On four pieces of paper draw the following parts of the bus: wheels, wipers, bell, horn. Introduce the words and an action or a sound word for each part. Wheels (round and round) = make circles with your hands, palms outwards, in front of you. Wipers (swish) = wave both arms together in front of you. Bell (ding) = press an imaginary button above your head with your finger. Horn (toot) = mime holding a large steering wheel and then hitting it in the middle with your fist. Flash your pictures one at a time and the children do the corresponding action. Help them to say the words. Tommy looks at a picture and does an action. The children clap if he gets it right.

  - Authentic song 6: The wheels on the bus 3.15
    - Focus on the music: Listen to the music and the children clap to the beat.
    - Focus on the actions: First say the words of the song and do the actions for the children to copy. For all long stretch both arms up above your head then pull them down to your sides. For the last verse put your head in your hands and relax your body. Encourage the children to repeat the action/sound/words.
    - Play the audio: The children do the actions and join in with the singing.

OPTIONAL ACTIVITY Action game
Display your four drawings, one on each wall of the classroom. In the middle of the classroom draw an outline of a bus on the floor with chalk. It should be big enough for all the children to be able to stand inside. Say, for example: The wheels on the bus go round and round and the children must run and touch the corresponding wall. Every so often say: Everyone on the bus and they must run and stand inside the bus.

- Worksheet 6.5: bus, wheels, wipers, bell, horn
  - Display and talk about the worksheet: Point and say: What can you see? Which part of the bus is this? What do the (wheels) do?
  - Prepare for the task: Call out a child to point to one of the pictures at the top and ask: What part of the bus is it? (Wipers) Then, point to the bus and ask: Where are the wipers on the bus? Ask the child to draw a line between the two.

TABLE TIME 1.6
- The children match the pictures to the right part of the bus and trace the outline of the bus.
- Encourage the children to identify bus, wheels, wipers, bell, horn.

LESSON B
PREPARATION
- Tommy
- Flashcards (a selection of flashcards from previous units, the toy bus)
- CD
- Photocopy of the worksheet to allow a bus for each child and one extra
- Black plasticine
- Two large sheets of coloured card, glue (optional)

ALL TOGETHER TIME 1.5
- Playing with Tommy
  - Play a game that revises flashcards from previous units. Display the flashcards randomly. Say a word and drive the bus round the flashcards. The children shout: Stop! when you arrive at the corresponding flashcard.
  - Authentic song 6: The wheels on the bus 3.15
    - Do actions for the song in silence and challenge the children to remember some of the words of the song.
    - Play the audio and the children do the actions and join in with the singing.
    - Draw two new pictures: children and the driver. Introduce the words and action words. Children = up and down, driver = Sit down, please! Say the two new verses.

OPTIONAL ACTIVITY Action story
Use the children to make a bus. Eight children are wheels and stand in pairs, making the four corners of the bus. Two children are the wipers and stand at the front. One child is the driver and sits on a chair. Two children are the doors. The rest of the children are passengers and remain seated for the time being. Play the song and pause every now and again and name a few passengers to get on the bus. Resume the song!

- Photocopiable Worksheet 6.5
  - Tommy shows the children a picture of a bus. Show them how to decorate the bus by first colouring it with a crayon and then pressing black plasticine onto the wheels. They can draw faces in the windows.

TABLE TIME 1.5
- Children decorate their buses following your example. As the children work play the song several times.
- Encourage individual children to say the words of the song with you.

OPTIONAL ACTIVITIES Optional follow up
Cut out and glue the buses onto the two pieces of card. Display the children’s song poster, then use it as a page in the Very big class song book. Children can watch versions of this song on the internet. Audio or video record the children singing the song along with the music to make a class CD/DVD of authentic songs.
Unit 6: Lesson 6

LESSON A

PREPARATION
- Polly
- Flashcards: letter, post box, postman, letterbox
- Extension poster 6
- CD
- A letter, an envelope and a stamp
- Stickers

ALL TOGETHER TIME
- Playing with Polly: letter, post box
  - Create interest: Polly shows a letter she has written for her granny and asks for help sending it. Help her put the letter in an envelope, write the address and stick a stamp on it. Then ask: What next? Show the children the flashcard of the post box. Say: Polly must post the letter in a postbox.
  - Display and talk about the poster: Introduce Daisy and read or listen to what she is saying. Ask: Is Daisy a girl or a boy? How old is she? What is she telling us? Ask children to come out and name and point to items on the poster that they know the word for in English, for example: I can see a plane, a letter, a postbox. Count the number of words they know. Then, talk about each picture to show the stages of a journey of a letter, for example: The boy/girl posts a letter in a postbox. Choose and practise a mime with the children.
  - Display the audio (in order): Pause after each sentence. Point to the picture and do the mime with the children. Continue in the same way but without pausing the audio. Play the audio again, pausing after each sentence, for the children to repeat what they hear. As they repeat, point to the corresponding picture.
  - Flashcard practice: letter, post box, postman, van
    - Show the flashcards one at a time and call out the children to identify the items. Display the flashcards and mime one of them. Name children to come out and point to the item on the poster and name it. The children can take over your role.

OPTIONAL ACTIVITY Action game: You’re a postman
Say and do the following actions with the children: Empty the post box. Stop! Drive a van. Stop! Put letters in a bag. Stop! Ride a scooter. Stop! Ride a bike. Stop! Go on foot. Stop! Put a letter in a letterbox. Repeat the actions, changing the order. Every so often, say: Woof! Woof! Beware of the dog! The children must run and touch a wall.

WORKBOOK
- Display and talk about the worksheet: Point to each picture on the route and ask: Is it a postbox or a letterbox? Is it a van or a lorry? Is it a big machine?
  - Practise the task: Display the children’s version of the worksheet for the children to compare it with the teacher’s version. Ask: What’s missing? What’s different? Show children the stickers of the vehicles and ask where they go. Call out a child to trace the road with their finger.
- Worksheet 6.6

LESSON B

PREPARATION
- Polly
- Flashcards: letter, post box, postman, man, train, plane
- Photo poster 6 (cover each of the pictures)
- CD
- Photocopy of the worksheet for the class

ALL TOGETHER TIME
- Playing with Polly: letter, post box, postman, man, train, plane
  - Recap phrases: Display the flashcards and place them in a pile face down. Name a child to turn over the top card and name it. E.g. Van.
  - Photo poster 6: (in order) letter, post box, postman, letterbox, van, lorry, boat, plane, train, bike, scooter, on foot
  - Play games with the poster: Play a memory game. Point to a covered item and ask: What is it? As the children guess correctly uncover the pictures. Say a sentence, for example: The letter goes by plane and the children say the corresponding number on the poster. Say sentences about the poster that are either true, for example: You post a letter in a postbox or false, for example: A postman takes a letter to your house by lorry. The children say: Yes! when you say a true sentence and No! when you say a false sentence.
  - Play the audio (out of order): Name a child to come out to the poster. Pause the audio after each sentence. For the children to do the corresponding mime and the child at the front to point to the right picture. You can make this more challenging by not pausing the audio. Listen again, pausing after each sentence, and children repeat what they hear.

OPTIONAL ACTIVITY Post a letter to Tommy
Help the children write a surprise letter to Tommy. They provide ideas for the content and write the letter. Then, put it in an envelope addressed to Tommy at the school. Put a stamp on the letter and if possible walk to the nearest post box to post the letter with the children, or post it on their behalf. Encourage the children to ask each day in the school office if a letter has arrived for Tommy. Once the letter has arrived, recap its journey with the children: Where did it go? and How did it get there?

WORKBOOK
- Display and talk about the worksheet: Point to each of the pictures at the top and ask: What is it? A postman (on foot). Name a child to come out and point to all the postmen on foot while the rest of the class count them. Continue in the same way with the rest of the postmen.

TABLE TIME
- The children count the postmen and write the numbers in the circles at the top of the page.
- Encourage the children to identify postman, van, scooter, bike, on foot.

BASICS COMPETENCES
The children learn about one of the ways in which we communicate with each other.