

Herbert Puchta & Günter Gerngross



Hooray!

Let's play!



Second Edition

Teacher's Book



APP with full
Audio & Video



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Syllabus Hooray! Let's play! Level A

Unit	Aims	Vocabulary and phrases	Activities and skills	Activity Book
Unit Welcome	- to recognise the characters in <i>Hooray! Let's play!</i> - to listen and join in with a song and a chant - to watch and listen to a story - to recognise some simple routines to mark different activities and sections of the English lesson - to join in during the English lesson and show their understanding using mime, gestures and other actions Phonics: to introduce the 'R' sound using audio and the image of Rosie the rabbit	Key Words - Peter the panda, Rosie the rabbit, Tom the turtle, Connie the crocodile - robot Productive Language - What's your name? - I'm (Sophie). - Yes. / No, sorry.	Chant: <i>Welcome chant</i> - Finding and circling. Story: <i>Hello</i> - Value: friendship - Colouring and adding stickers. Song: <i>Hello, I'm Peter</i> - Matching animals from different views and colouring. Value: - Friendship Thinking Skills: - Matching pictures that are the same.	
Unit 1 Colours	- to recognise the colours red, green, blue, yellow, orange and pink and use their English names - to listen to, act out and order an action story - to listen to and join in with a song and a chant - to watch and listen to a story - to introduce the children to the English lesson routines - to encourage the children to join in and follow some simple instructions showing their understanding using mime, gesture and other actions Our World: to review colours through real life images Phonics: to introduce grapheme and phoneme 'B'	Key Words - red, green, blue, yellow, orange, pink - balloon, kite, ball Word Revision - Bye-bye. - It's nice to see you. - It's time to go. Productive Language - Do you like (red)? - Yes. / No. - What's your favourite colour?	Chant: <i>Colours chant</i> - Colouring activity. Action story: <i>Colours action story</i> - Putting the story in order and drawing dots/numbers. Song: <i>A blue balloon for Rosie</i> - Drawing and colouring activity. Listening comprehension: - Following instructions to colour. Story: <i>The kites</i> - Value: working together - Colouring and adding stickers. Thinking Skills: - Continuing a colour sequence.	Key Words: circle, square, star, triangle Chant: <i>Shapes chant.</i> Thinking Skills: Name the characters, shapes and colours. Listening activity: Following instructions to match the characters with the correct shapes. Project: Balloon activities.
Unit 2 Numbers	- to develop an awareness of the numbers one to six - to develop the ability to count and order the numbers one to six - to act out and order a four part action story - to listen and join in with a song and a chant - to watch and listen to a story - to begin to understand instructions related to numbers, for example 'Colour four rabbits' or 'Count three sticks' - to show understanding through mime, gestures and movement as well as participation in the games and activities Our World: to practise numbers and review animals and colours through real life images Phonics: to introduce grapheme and phoneme 'E' and revise 'T'	Key Words - one, two, three, four, five, six - sticks, elephant, mouse, dog, rabbit, cat, turtle Word Revision - panda, rabbit, turtle, crocodile - red, green, blue, yellow, orange, pink, - kite, balloon Productive Language - How old are you? - I'm (four).	Chant: <i>Numbers chant</i> - Tracing and adding stickers. Action story: <i>Numbers action story</i> - Putting the story in order and drawing dots/numbers. Song: <i>Six little elephants</i> - Tracing and colouring activity. Listening comprehension: - Following instructions to circle. Story: <i>Crossing the road</i> - Value: helping each other and paying attention to road safety - Colouring and drawing lines. Thinking Skills: - Finding, counting and circling.	Key Words: zebra crossing, traffic lights, reflective vest, car, bike Chant: <i>Road safety chant</i> Action story: <i>Road safety action story</i> Thinking skills: Count and trace the numbers. Find the same colours. Project: Crossing the road safely.
Review 1	to review content in Units 1 and 2	Key Words - red, green, blue, yellow - balloon, kite, ball - numbers 1-6	- Look and match. - Trace. - Say and colour. - Listen and colour. 🌟 Optional: poster activities for Units 1 and 2	

Unit 3 Move your body	- to recognise different body parts and use their English names - to listen to and act out an action story, as well as order pictures which tell the action story - to listen and join in with a song and a chant - to watch and listen to a story - to follow slightly more complex instructions using mime, gesture and other actions - to play some simple games using English in small groups without the teacher leading Word Revision - red, green, blue, yellow, orange, pink - one, two, three, four, five, six - stand up, sit down - panda, rabbit, turtle, crocodile Our World: to review body vocabulary through real life situations Phonics: to introduce grapheme and phoneme 'A' and revise 'N'	Key Words - eyes, ears, nose, hands, knees, toes, mouth - apple Word Revision - red, green, blue, yellow, orange, pink - one, two, three, four, five, six - stand up, sit down - panda, rabbit, turtle, crocodile Productive Language - What hurts? - My hand/ear/eye/nose hurts.	Chant: <i>Body chant</i> - Tracing and colouring. Action story: <i>Body action story</i> - Putting the story in order and drawing dots/numbers. Song: <i>Touch your eyes</i> - Tracing and colouring activity. Listening comprehension: - Following instructions to colour. <i>Hop, hop, hop</i> song Story: <i>Rosie, please stop!</i> - Value: helping others - Finding and circling four differences. Thinking Skills: - Finding and circling.	Key Words: taste, hear, smell, touch, see, mouth, fingers Chant: <i>Senses chant</i> Thinking Skills: Identify the body parts corresponding to different senses. Listening activity: Following instructions to match the characters with the body part picture for the correct sense. Tracing outlines. Project: Senses project.
Unit 4 Toys	- to recognise and name some toys using English - to listen to, act out an action story, and order the pictures which tell the action story - to listen to and join in with a song and a chant - to watch and listen to a story - to follow slightly more complex instructions using mime, gesture and other actions - to play some simple games using English in small groups without the teacher leading Our World: to review the unit's vocabulary by listening to children talking about their favourite toys Phonics: to introduce grapheme and phoneme 'U' and revise 'C'	Key Words - car, teddy, plane, doll, scooter - train, bike Productive Language - Do you like (plane)s? - Yes / No. - Yes, I like (plane)s.	Chant: <i>Toys chant</i> - Drawing and adding stickers. Action story: <i>Toys action story</i> - Putting the story in order and drawing dots/numbers. Song: <i>I'm on my little bike</i> - Drawing activity. Listening comprehension: - Following instructions to colour. Story: <i>The tower</i> - Value: apologising and forgiving - Colouring activity. Thinking Skills: - Matching and colouring.	Key Words: boat, car, bus, train, plane, bike, helicopter, land, water, air Chant: <i>Vehicles chant</i> Thinking Skills: Match the vehicles and draw the lines. Listening activity: Following instructions to colour the vehicles and draw lines. Adding stickers. Project: Water experiment.
Review 2	to review content in Units 3 and 4	Key Words - eyes, ears, nose, hands - car, doll, train, teddy, plane, scooter - blue, green, pink, orange	- Listen and colour. - Say and colour. - Listen and circle. Optional: poster activities for Units 3 and 4	
Unit 5 Clothes	- to recognise and name some different clothes in English - to listen and act out an action story and order the pictures which tell the action story - to listen and join in with a song and a chant - to watch and listen to a story - to play some games in English Our World: to review the unit's vocabulary with real life images Phonics: to introduce grapheme and phoneme 'J' and revise 'O'	Key Words - T-shirt, jeans, shoes, socks, jacket, cap, pyjamas, skirt - hot, cold, orange Productive Language - Are you wearing (jeans)? - Yes, I am. / No, I'm not.	Chant: <i>Clothes chant</i> - Tracing and colouring. Action story: <i>Clothes action story</i> - Putting the story in order and drawing dots/numbers. Song: <i>Put on your jeans</i> - Colouring and matching activity. Listening comprehension: - Following instructions to colour. <i>Red shoes</i> song Story: <i>Where's the cap?</i> - Value: cooperation - Adding stickers. Thinking Skills: - Finding and circling the odd one out.	Key Words: toothbrush, toothpaste, soap, water, towel Chant: <i>Washing chant</i> Action story: <i>Daily routines action story</i> Thinking Skills: Match the stickers to the activities that require washing your hands or brushing your teeth. Project: Toothbrush activities.

Unit 6 Party	- to recognise and name different party costumes in English - to listen, act out an action story, and order the pictures which tell the action story - to listen and join in with a song and a chant - to watch and listen to a story - to play some English party games - to mime along with the story when it is told using the recording or by the teacher Our World: to review the unit's vocabulary with real life situations Phonics: to introduce grapheme and phoneme 'l' and revise 'p'	Key Words - doctor, robot, pirate, clown, cowboy, princess, insect, milk Productive Language - Who are you? - I'm a (princess).	Key Words: recorder, guitar, xylophone, drum, trumpet, violin Chant: <i>Party chant</i> - Tracing, colouring and adding stickers. Action story: <i>Party action story</i> - Putting the story in order and drawing dots/numbers. Song: <i>I'm dancing with a princess</i> - Finding and circling activity. Listening comprehension: - Following instructions to match and colour. <i>Welcome to the party</i> song Story: <i>Let's dress up</i> - Matching activity. Value: - Friendship Thinking Skills: - Finding and circling.	Key Words: recorder, guitar, xylophone, drum, trumpet, guitar, xylophone, drum, trumpet, violin Chant: <i>Party chant</i> Chant: <i>Instruments chant</i> Thinking Skills: Look, match, then colour the instruments. Listening activity: Following instructions to match the characters with the instrument pictures. Colouring. Project: Instruments project.
Review 3	to review content in Units 5 and 6	Key Words - doctor, robot, pirate, clown, cowboy, princess - T-shirt, socks, pyjamas, jeans, shoes jacket	- Listen and circle. - Say and colour. - Listen and number. Optional: poster activities for Units 5 and 6	
Extra Unit Birthday party	- to learn about birthday celebrations - to review numbers, colours, toys and party costumes vocabulary in a birthday celebration setting - to learn to make party flags	Key Words - Pirate, princess, cowboy, doctor, clown, robot - Scooter, train, plane, doll - One, two, three, four, five Productive Language - Happy birthday! - How old is she? (S)He's (five). - I can see a (pirate).	Value: celebrating special days together - Matching activity. Reviewing: numbers, party costumes, colours. Thinking Skills: - Counting and matching.	
Extra Unit Love our planet	- to learn to care about the planet - to become familiar with the recycling system - to review colours, animals, clothes and food vocabulary while learning about recycling	Key Words - Banana skin, yoghurt, ball, water bottle - plastic, glass, paper, food, toys, black, green, bin, recycling Productive Language - Is this rubbish? (Yes/No) - Rubbish goes in the (green/black) (bag/bin/recycling bin)	Value: caring for the environment - Matching activity. Reviewing: colours, animals, clothes, food. Thinking Skills: - Matching.	

Introduction

Hooray! Let's play! Level A is a comprehensive course for teaching English to 3 to 5-year-old children. The original series won the *ELTons* (2013) for *Excellence in Course Innovation*, awarded by the British Council, and won the *HRH The Duke of Edinburgh ESU English Language Book Awards* (2013), in the category of *Resources for Young Learners*, awarded by the English-Speaking Union.

Developing **listening skills** is extremely important at this age, so children are encouraged to listen and understand right from the beginning. They are also encouraged to **use all of their senses** to understand and reproduce the language they are introduced to so it is learnt and retained.

The course also focuses on **building intelligence** with the inclusion of a number of activities designed to stimulate children to think and process necessary information. In addition, there is a strong emphasis on the development of the memory via the use of **music, movement and rhymes**.

Stories and games are also used widely to stimulate children's interest.

Who is the book for?

Hooray! Let's play! is a three-level course (Starter, Level A, Level B) for children between the ages of 3 and 5. The course is suitable for all pre-primary classrooms learning English, regardless of the number of hours or lessons per week. The course emphasises the use of chants, songs and stories within the classroom – tools which help young children to engage and interact confidently with English at a low level.

Hooray! Let's play! A is aimed at 4-year-olds and can be used with children who have not had English classes before, or as a continuation of the Starter Level.

Main aims of the course

The main aims of *Hooray! Let's play! A* are:

- that children use all their senses to learn but, at the same time, enjoy themselves and have fun
- that children see language as a means of communication
- that listening and speaking skills are developed slowly and accurately (although speaking skills should be allowed to develop naturally when children feel confident enough)
- to offer a wide range of activities that help the learning process
- to encourage the development of the children's social, emotional and spatial skills by encouraging them to work together, play, resolve problems and reproduce actions and key language
- that children experience the act of language learning as a positive one right from the beginning and are enthusiastic and motivated by the activities they are required to do

- to develop and encourage an open and inclusive attitude to other people and cultures and to underline and encourage key social values such as the values of friendship and helping and appreciating one another
- to provide teachers with teaching notes, games and activities for original and up-to-date lessons in the classroom

COURSE COMPONENTS

Student's Book

The Student's Book has 118 full-colour pages consisting of eight activity worksheets for each of the six main units, with a variety of simple tasks, all featuring Peter the panda, Rosie the rabbit, Tom the turtle and Connie the crocodile. The worksheets are perforated so they can be easily torn out and used. In addition to the six main units of the book, there is a shorter initial Welcome Unit, three Review sections and two final shorter units focusing on birthdays and caring for the Earth, each with their own worksheet. There is one page of **stickers** at the end of the Student's Book for children to complete the worksheets with. Children may need help to peel the stickers from the sticker sheet. You might also want to cut out the relevant stickers needed for a lesson rather than presenting children with a full page of stickers.

Phonics pages

Phonics is a way that children in many English-speaking countries learn to read in their native tongue. It's a method of gradually introducing sounds (phonemes) and their corresponding spelling (grapheme) in a sequence. Children learn to sound out and blend the sounds together to form words when learning to read. The sequence starts with the simplest sounds with individual letters representing them (for example, 'a' as in apple, 't' as in trousers) and builds to introducing children to vowel and consonant digraphs (for example 'ai' as in rain and 'sh' as in ship).

Including a Phonics lesson in *Hooray! Let's play!* supports the new language children are learning in the course and helps focus on the pronunciation of some of the sounds that some learners of English as a foreign language find more challenging.

The Phonics pages can be found in Lesson 5 of the Welcome Unit and in Lesson 8 of the main units in the Student's Book. The lesson is based on single letter-sounds that feature in the unit's vocabulary. The course introduces one new letter-sound in each unit initially and then from Level A, Unit 2 onwards, we also revise a sound introduced earlier in the course.

The first Phonics page focusses on introducing the new letter-sound by listening to and repeating the sound

and hearing the new sound in a familiar word. This is followed by seeing the grapheme that corresponds with the new sound as a capital letter and an indication of how to write the letter. Children should use their finger to follow the arrows and form the shape of the letter.

The second page has an activity to listen to words and match them to the correct letter-sound on the page. Then to match each picture to the correct letter-sound. The objectives of the Phonics lessons are for learners to:

- Discriminate between sounds and identify the initial sound (the target phoneme).
- Reproduce the target phoneme clearly and recognisably.
- Begin to understand grapheme-phoneme correspondence, i.e. associate the letter with the sound.

Our World pages

These lessons aim to introduce children to some cultural or social elements of English-speaking countries, in a fun and enjoyable way. This section includes real-life images to open a window on the different English-speaking countries around the world and stimulate children's interest in different countries and cultures.

The Our World lesson can be found in Lesson 7 of the Student's Book at Levels A and B. They are linked to the unit topic in some way, such as counting pets in the Numbers unit and school physical activities in the Move your body unit, school uniform in different English-speaking countries in the Clothes unit, fancy dress costumes in the Party unit.

Reviews

The objective of these sections is to revisit the content in the previous two units and to offer an opportunity for assessment in the Student's Book. There is a Review worksheet after every two units.

They offer age-appropriate activities to raise children's awareness of what they are learning and check what they have learned. Each Review section includes at least one listening activity. The tasks include drawing, colouring, tracing, circling or numbering to review the vocabulary.

The Review sections follow an *Assessment for Learning* (AFL) approach. *Assessment for Learning* encourages learners to think actively about their learning, or 'think like teachers'. The objective is for children to become more involved in the learning process and, at the same time, this feedback can help teachers monitor their progress and plan additional activities to plug any gaps in their knowledge. This is represented by a happy face and an indifferent face for children to colour in the one that applies to them for that unit.

The Review sections also include a Parental Engagement section (it is flagged at the foot of the page with the Home icon). This is a simple task for children to do at home with their parents or carers. At Level A these tasks are to retell a story from the unit. The children can act out or tell the story in their own words. Or they can watch the animated video together, using the HELBLING Media App or HELBLING e-zone kids. There is a box for the parent/carer to tick on completion.

Early finishers

Throughout each unit there are extension activities for fast finishers on the reverse of some of the worksheets in the Student's Book and Activity Book, alongside the teaching notes.

These activities are very simple (colouring, tracing, drawing, etc.) and are related to the theme of the lesson/unit. The idea is that children can do the activities by themselves, once they have finished their work on the main worksheet, with minimum or no help from the teacher.

Extra Units

At the end of the book are two extra units which focus on non-religious events like birthdays, family fun and looking after the environment. These pages are about fun, colouring and finding elements on the page with a big illustration and a fun activity related to the illustration. The environmental ones contain simple messages of how we can all help look after where we live in small but effective ways.

Activity Book

The Activity Book has 52 full-colour pages consisting of four two-sided activity worksheets for each of the six main units. It has a variety of simple tasks on perforated worksheets that can be easily torn out, used in class and sent home. There are two pages of **stickers** at the end of the book for children to complete the worksheets with. Children may need help to peel the stickers from the sticker sheet. You might also want to cut out the relevant stickers needed for a lesson rather than presenting children with a full page of stickers. It also includes a **picture dictionary** at the end, which includes all key words from the course and can be used as a record of the words the children know in English. When you finish each unit, show the children the picture dictionary pages and see which words they remember from that and previous units. Alternatively, if parents or guardians know some English, they can help their children check at home.

Introduction

Alphabet Book

The Alphabet Book offers children the opportunity to develop their fine motor skills and learn the formation of the letters of the alphabet. The book focusses on different sets of capital letters in groups, starting with straight and zigzag letters, before moving on to letters with curved lines, which are often harder for children when first learning to use a pencil to write. The focus of this book is on the formation of the written letters and not on the sounds or vocabulary. It is used alongside the main Student's Book and Activity Book and complements the learning. Although the Phonics section of the Student's Book also features letters, the Phonics lesson very much focusses on the sound and pronunciation of a letter sound, whereas the Alphabet Book concentrates on the development of fine motor skills for the children that are ready to start writing letters.

Teacher's Book

This Teacher's Book includes detailed teacher's notes for using *Hooray! Let's play! A*.

The detailed teacher's notes include a unit overview and a lesson overview outlining the main objective, key words, receptive, classroom, and productive language and activities with a materials checklist. There are full teaching notes for each stage of the lessons, including step-by-step instructions for all the activities, stories and chants plus scripts of the songs and suggestions for the language that can be used during an activity.

HELBLING e-zone kids

Teacher's DIGI Pack / Presentation Software (IWB) including:

- **Digital versions of the books.**
- **Step-by-step lesson notes** from the Teacher's Book.
- All the **audio** content including the songs, chants, stories and listening activities (Also available on the HELBLING Media App).
- **Animated videos** of all the stories from *Hooray! Let's play! A*, which can be used to introduce or revise the stories in class. (Also available on the HELBLING Media App).
- **Interactive posters** which feature key vocabulary items for each unit.
- **Flashcards, story cards** and a **picture dictionary** with integrated audio for expanding activities or games in class.
- Fun, simple **games** to preview and revise key words.
- Printable **letters to parents/carers** which can be edited on-screen and inform the parents or carers of their child's progress (See p. 22 for details).
- **Extra worksheets**  to be used as optional extra material. All worksheets can be printed out and used in class or at home. Some of the worksheets will work better if copied onto thicker paper or card. A list of all the worksheets can be found in the appendix (See p. 200).

- **Teacher training video** which shows one of the authors of the course, Herbert Puchta, at work in the classroom with children of 3–5 years. It shows how some of the materials and activities can be used within the classroom, applying multi-sensory teaching techniques which focus on the needs and cognitive capabilities of very young learners.

HELBLING Media App

The HELBLING Media App includes the full class audio and animated videos from *Hooray! Let's play! A*. For information on how to download the HELBLING Media App, see the inside cover.

Hand puppet

The Peter the panda hand puppet is used in all lessons and can be used to welcome and praise the children, as well as introduce the vocabulary and demonstrate some of the games and activities.

Flashcards and story cards

The **flashcards** can be used to introduce and practise key vocabulary. A number of games and activities using the flashcards are listed later in the introduction section (See p. 11), and more specific suggestions are included in the lesson plans for each unit.

The **story cards** can be used when listening and retelling the stories from the book to the children. Each frame appears on an individual card with the script on the back of each.

STRUCTURE

Hooray! Let's play! introduces children to basic listening and speaking skills in English, using simple principles for young learners and focusing on learning through play.

Unit structure

Each of the six main units of the Student's Book consists of **eight key lessons**, all focusing on a specific topic. The key lessons from each unit provide a complete overview of a topic.

The vocabulary and topics are introduced through a song and then practised through songs and stories as well as a wide range of other games and activities.

The **Welcome Unit** functions slightly differently to the other units because of the need to introduce the characters and the classroom routine songs. Thereafter the units follow the same basic pattern.

Lesson 1 introduces the children to the new vocabulary through a **chant** and other games and simple activities, which stimulate children's attention and interest for the theme and contents of the unit.

Lesson 2 introduces a **TPR** (Total Physical Response) **action story** to the children, which uses the target vocabulary in short phrases. During the Pencil and Paper section of the lesson, the children are encouraged to put the pictures of the action story in the correct order.

Lesson 3 uses a **song** to practise the target vocabulary for the unit. The worksheet during the Pencil and Paper part of the lesson then reinforces the vocabulary and the order of the vocabulary in the song.

Lesson 4 gives further practice of the target vocabulary through a **listening activity** as well as more games and activities.

Lesson 5 introduces the children to a **story** in English using the story cards and the animated video version of the story. Each story reuses the target vocabulary of the unit in a fun way which demonstrates an important life value, such as friendship or sharing. The worksheet activity uses one scene from the story. There is also an activity to reinforce the value from the lesson.

Lesson 6 helps children to review content through games and to practise the vocabulary from the current and previous units. In addition, during the Pencil and Paper section of the lesson, the worksheet focuses on **Thinking Skills**, such as focusing attention, recognising items which are the same, or sequencing.

Lesson 7 focuses on **culture** with **real life images** and listening activities, through which the children review and expand on the vocabulary and concepts of the unit.

Lesson 8 introduces the children to the main sounds and letters in English. Using fun images, children learn how to pronounce English sounds correctly, as well as recognise most main graphemes in the English language.

The **Unit Poster** contains a fun activity based on the unit's target vocabulary. It can be found in the Teacher's DIGI Pack / Presentation Software (IWB) and used as a visual aide for the target language, as well as being a fun way to review the main vocabulary, once each unit has been finished.

Reviews

The second edition of *Hooray! Let's Play!* incorporates a Review section after every two units, in order to reinforce the unit's concepts. Each Review includes an **Assessment for Learning (AFL) activity**, which offers assessment exercises for the teacher, as well as an opportunity of self-assessment for the children. These activities help children to think about their accomplishments using *I can* statements.



The Review sections also include a section for **Parental Engagement**. These are simple tasks, such as telling or watching one of the stories, that children can do at home to share what they've been learning in English class. There is a box for parents/carers to tick.

Early Finishers' Activities

As all teachers know, children work at very different rhythms. For this reason, this second edition of *Hooray! Let's play!* includes activities for children who finish tasks before the rest of the class, which offer an opportunity to extend on what they've practised in class. Some worksheets include an activity for early finishers on the back, which reviews the lesson's concepts. These activities are very simple, ensuring children will soon learn to move on to them independently, without needing input from the teacher.

Extra Units

Hooray! Let's play! offers two Extra Units per level: Birthday party and Love our planet. These units can be used at any time during the school year to share positive learning experiences connected with concepts the children are familiar with and enjoy.

Lesson structure

Each lesson is split into short sections, although the length of each will depend on the number of children in your class. For shorter lessons, the Warm-up and Revision and Rounding Off sections can be shortened to just the *Hello* and *Bye-bye songs*. Some lessons have an **If there is time activity** described at the end of each lesson in the Teacher's Book notes which you may wish to use. Some lessons also have extra worksheets to extend the lesson. Alternatively, any games and activities which the children have enjoyed from previous lessons can be repeated.

Lessons start with a **Warm-up and Revision** section which is introduced in the Welcome Unit. Children sing the *Hello song* and greet Peter the panda and the rest of the class. The children are also encouraged to join in with a chant, song or activity from a previous lesson. This is followed by **Carpet Time**. During Carpet Time, the Peter the panda hand puppet introduces the children to new vocabulary, chants, stories and songs as well as playing a variety of games with them. (It is not necessary for Carpet Time to be done on a carpet, any space where the children can sit together in a circle or semi-circle on the floor can be used.) The *Table song* is used to help move the children from the floor to the tables and for the **Pencil and Paper** section of the lesson. During this part of the lesson, the children practise vocabulary, chants and songs while completing worksheets or art and craft activities. Each lesson ends with a **Rounding Off** section which sometimes includes a final activity or a chance to perform to parents or carers before they sing the *Bye-bye song*.

ACTIVITIES

Each of the main 6 units contain the following activities:

- Chants
- Action stories
- Songs
- Listening activities
- Value-based stories
- Thinking Skills
- Our World
- Phonics

In order for the child to retain their knowledge of a foreign language, they need to enjoy it and to feel inspired. Knowledge is more firmly fixed in children's memories when it appeals to them. Most information that reaches our brains via various senses is quickly forgotten. The information which is retained is normally information which is most relevant to us. Thus, using chants, stories and songs which children can relate to is a good way to inspire and motivate their interest. The activities in *Hooray! Let's play! A* are designed to be compatible with the interests of 4-year-old children and to facilitate their learning. They involve as many of the children's senses as possible so they are engaged at a variety of levels in learning and producing the language.

Chants

The use of chants encourages students to practise their pronunciation and intonation and helps them attune their ear to rhythms of speech. All chants in *Hooray! Let's play! A* have been written specially for each unit and focus on practising key vocabulary. Children experience the chants in a multi-sensory way. They see the vocabulary in the chant, listen, perform certain movements and then say it. By involving as many senses as possible, the chants are retained in the memory for a long time.

When introducing a chant to the class, arrange the appropriate flashcards in order where the children can see them, then listen to the chant and point to each of the flashcards to show the children what they are chanting. The second time you play the chant, use gestures and mimes for each of the vocabulary items (the gestures and mimes should be the same ones that you used when introducing the vocabulary to the children). The children watch your gestures and, once they feel more confident, copy them and begin to join in.

In the Student's Book, the chant is represented by illustrations which the children follow. These illustrations can also be used to help them repeat the chant during the Pencil and Paper section of the lesson.

Action stories

James Asher¹ created a method of language teaching based on **Total Physical Response (TPR)** where teachers are encouraged to teach children to understand and use language using all their senses. Action stories use actions, gestures and mime. This

total engagement of the children in the story makes learning an active rather than a passive experience and allows them to retain and experience the language more profoundly.

It also encourages them to develop good listening skills. Children hear a phrase then act it out by copying the teacher, thus linking comprehension directly to action and, in so doing, fixing the information firmly in their brains.

Action stories use all senses and benefit children's learning process in a number of ways:

- Acting out stories allows children to develop skills in following instructions and working with other people. As language and action are closely linked, meaning is learnt directly through action.
- Acting out stories is fun. Children can relax and enjoy the experience. Also, the group provides security, particularly for those children who take longer to speak. In this case, they can use other children in the group as models for the appropriate language to use.
- From the beginning, children learn that they can achieve something in English. This increases their confidence in learning a foreign language.
- The development of listening skills is important. Action stories are all about children listening then speaking with the teacher. This initial listening allows them to gain confidence in pronunciation and intonation and the main task of working with the action stories develops listening comprehension. The goal is achieved when children can act out an action story independently after practising it. They do not need to be able to recite the story or even to be able to reconstruct it freely – it is good enough that they can act it.

We suggest that you keep the action story mimes and gestures different from the mimes and gestures used when introducing the vocabulary. One way to do this is to always do the mimes and gestures for the action story standing up, and to do the vocabulary mimes and gestures sitting down in a circle or semi-circle.

Songs

Children generally enjoy songs at this age. Singing in groups is fun and children learn many songs during the course. The songs in the course have been written specially for each unit. They revise the language presented so teachers can easily see how much of the language students are able to produce and understand.

The first time the children listen to a new song, sing along and use gestures or mimes. The children will then gradually join in with you, over a period of time. Once the children seem confident singing a song, don't be afraid to use the karaoke version. You can also adapt some of the songs by changing the words, the order of the verses, and, if appropriate, using the children's names in the song.

1 Asher, J. (1988), *Learning Another Language Through Actions: The Complete Teacher's Guide Book*, Los Gatos, Ca.: Sky Oaks Publications.

Listening activities

The development of children's listening skills forms an important foundation both for speaking and comprehension of the target language. Each unit of the Student's Book contains a listening activity which requires students to listen, colour, match and identify various objects. The listening activities are short and focus on key lexis. They encourage the child to listen carefully to detail and then to use that knowledge in a practical way. This kind of activity encourages the child to develop their ear in the foreign language and then to use that knowledge actively, thus fixing and developing their auditory skills. Each unit also has an extra listening activity with an accompanying worksheet. The worksheet can be found on HELBLING e-zone kids.

Stories and value-based teaching

It is well known that stories make an essential contribution to the cultural, social, emotional and ethical development of a child. In *Hooray! Let's play!* motivating and enjoyable **value-based stories** encourage children to remember language and understand sequences of events while creating an awareness and understanding of universal values and beliefs, such as cooperation, friendship and sharing.

The story is a cultural universal; everyone everywhere enjoys stories. The story, then, is not just some casual entertainment; it reflects a basic and powerful form in which we make sense of the world and experience.²

In the foreign-language classroom, children learn to understand sequences of events via stories. They enjoy good, motivating stories and usually remember them well if they are presented in an appropriate and interesting way.

Stories can also be used to develop children's enjoyment and appreciation of theatre. In this course, children can watch the story and then, in the next lesson, listen to the story using the story cards. Alternatively, teachers can use the story cards while telling the story themselves.

Students can use the character masks from Worksheet 1 and the character cut outs from Worksheet 2 to act out the scenes (See p. 15 for details). In addition, each story has its own cut-out mini storybook for students to make and colour. (For detailed description of how to work with the mini storybook see p. 15.)

Thinking Skills

By using *Hooray! Let's play!* children train their thinking skills, thereby developing both their language and their ability to think. The Pencil and Paper activity in Lesson 6 in each unit

presents specific **Thinking Skills pages** to develop key cognitive skills, such as focussing attention, recognising similarities and differences and identifying and continuing sequences. These activities cognitively engage the children in the task while helping them acquire the skills they will need when learning English.

Our World

Each main unit contains an **Our World lesson**, Lesson 7, in which the children review and expand on the unit's vocabulary and concepts, using real life images and situations. The objective of this lesson is to revisit the theme of the unit from a real-life perspective, helping the children make the connection between life and what they are learning in each unit.

Phonics

Each unit includes a **Phonics lesson**, Lesson 8, which helps develop children's use of the language while building confidence in pronunciation. The lesson uses the unit's vocabulary to reinforce one phoneme per unit. Children will also practise writing the letter by tracing with their finger. This helps to identify the letter as well as the sound it makes in a word.

SOME TEACHING TIPS

Working with the flashcards

Flashcards visually introduce key words and are an indispensable part of most pre-primary courses. Here are some teaching tips as to how to use the flashcards in your lessons.

- Remember that when trying to convey the meaning of a new word to children, the word should be shown first, so use the flashcards at the beginning of every lesson to introduce the new vocabulary.
- Make sure that children always hear the word a number of times before you start to use it within the lesson. Children need to hear and really understand the pronunciation and intonation of the word a number of times. Use the flashcard audio, your voice, the songs and any other listening devices to really anchor the word in the child's memory.
- Get active! Use the children's bodies, ears, and eyes to reinforce the new words and language they are learning. Pictures, pronunciation and motor-processing techniques used together all help the children retain the word and its meaning in an active way.
- Repeat the new words using the flashcards. Keep repeating until you feel the children have absorbed the meaning and relevance of a word. You can use different voices to keep their interest as we suggest within the Teacher's Book notes.

On the next page are some games using flashcards we have suggested based on the principles outlined.

² Egan, K. (1986), *Teaching as Story Telling*, Chicago, University of Chicago Press, p. 2.

Introduction

Vocabulary games using memory

Point to...

- Put the flashcards on the floor in front of the children.
- Point to each of the cards and elicit the correct words for each picture.
- Say **Point to...** and name one of the flashcards. Then encourage the children to point to the correct flashcard.
- You could also say **Touch the...** and let the children touch the flashcard you have named.
- If the children are likely to hit instead of gently touch the cards, roll some sheets of paper into batons and let the children touch the flashcards with the paper batons. You could also give the paper batons to half the children, and after they have touched a flashcard, all children pass their baton to a child without a baton so everyone gets a turn.

Where's the...?

- Show the children each of the flashcards and elicit the correct word as you place each card face down on the floor.
- Mix up the cards by sliding them around the floor.
- Make Peter ask the children for one of the flashcards.
- Allow the children to take it in turns to try turning over a card to find the flashcard Peter wants.

Yes or no game

- Show the children that you are mixing the cards in your hands so neither you nor the children know the order of the cards.
- Take one of the flashcards and hold it above your head so that the children can see which flashcard you are holding but you can't.
- With your free hand, point to the flashcard and name one of the possible flashcard items. Encourage the children to say **Yes**, if you guessed correctly and **No, sorry**, if not.
- If the answer was **No, sorry**, keep guessing until the children say **Yes**.
- Repeat this with some of the other flashcards.
- If you have time, invite confident children to take the role of the teacher and guess which flashcard is above their head.

Move towards the flashcard

- If there is a board in the classroom, attach the flashcards so that half the cards are on the left of the board and half are on the right. If there is no board in the classroom, put the flashcards to the left and right of a space on the floor.
- Ask some of the children to stand in front of the board (or in the space between the flashcards if they are on the floor).
- Name one of the flashcards and encourage the children who are stood up to move to the left or right towards the correct flashcard.

Vocabulary games for speaking

Uncover the flashcard

- Cover a flashcard with a piece of card (or another flashcard).
- Gradually move the piece of card up/down or across the flashcard to show some of the picture on the card.
- Encourage the children to guess which flashcard is hidden as it is being revealed.

Flash the flashcard

- Show the children the flashcards and elicit the correct word.
- Show the children that you are mixing the flashcards in your hands so neither you nor the children know the order of the cards.
- Hold the flashcards so you can see the first card but the children can't. Quickly rotate or fan the cards so the children get a quick look at the first flashcard and say **What is it?**
- Encourage the children to name the flashcard they think they can see.
- Gradually reduce the speed that you rotate or fan the flashcard until the children can correctly name the card.

What's missing?

- Elicit the vocabulary for the flashcards you are using and then put all the cards on the floor face down so the picture can't be seen.
- Mix the cards up and then take one away without letting the children see the picture on the card that has been taken away.
- Turn the remaining flashcards over and elicit the vocabulary for each card.
- Say **What's missing?** and encourage the children to try and tell you which flashcard was taken away.

Find the flashcard

- Choose a confident child from the class and ask him or her to choose a flashcard then stand near you. Ask this child to close his or her eyes.
- Tell the other children to be quiet and show them that you are hiding the flashcard, for example under a cushion, in a toy box, on the bookcase, etc.
- Ask the child to open his or her eyes and ask them where they think the flashcard is.
- Make it clear to the other children that they are not to say where the flashcard is hidden.
- Encourage the child to walk around the classroom to find the hidden flashcard. Keep saying the name of the picture on the flashcard as the child moves around.
- As the child gets closer to the flashcard, say the word from the flashcard more loudly and nod your head. As the child gets further away, say it more quietly and shake your head.

- Once the child has found the card, the child should return to the circle with the flashcard and another child can take a turn.

The Flashcard jumble

- Show the children the flashcards and elicit the appropriate vocabulary.
- Choose six children and ask them to stand at the front of the class. Give each of them a flashcard and encourage everyone to tell you which flashcard each child has.
- Ask the children to turn over their flashcards and hold them to their chests so no one can see the pictures on the cards.
- Put your hands gently on the heads or shoulders of different children and direct them to change places (as if you are mixing the children up).
- Point to each child with a flashcard and ask all the children to tell you the picture on the flashcard before allowing each child to reveal their card.

Roll the dice

- Attach the flashcards to the board (or put them on the floor) in a line with the picture facing down.
- Ask a child to roll the dice, say **Roll the dice**, and count the dots on the dice.
- Start with the first flashcard and encourage the children to count along the cards with you until you reach the number from the dice.
- Turn that flashcard over and encourage the children to name the picture on the flashcard. If the children can name the picture, the card stays face up, if not, say the correct word and turn it back face down.
- Ask another child to roll the dice and count on from the card which you just looked at. Start again with the first flashcard and only count the flashcards which still have their picture hidden.
- Turn over the flashcard you end on and encourage the children to name the picture on this flashcard.
- Continue throwing the dice and counting along the flashcards which are face down until all the flashcards are showing their picture.

What's my favourite picture?

- Put the flashcards in the centre of the circle where all the children can see them clearly and say the name of each of the words.
- Choose one of the cards for the children to guess and say for example, **Listen carefully. What's my favourite picture? It isn't (dog). It isn't (cow).** etc. **What is it?**
- Then encourage the children to name the picture they think is your favourite. The children should work this out by a process of elimination, but if they find this hard, you can use the flashcards and point to the cards you like and don't like.

Flashcard list

Welcome

- 1 Peter the panda
- 2 Rosie the rabbit
- 3 Tom the turtle
- 4 Connie the crocodile

Colours

- 5 red
- 6 green
- 7 blue
- 8 yellow
- 9 orange
- 10 pink
- 11 kite
- 12 balloon
- 13 ball

Numbers

- 14 one
- 15 two
- 16 three
- 17 four
- 18 five
- 19 six
- 20 elephant
- 21 mouse

Move your body

- 22 eyes
- 23 ears
- 24 nose
- 25 hands
- 26 knees
- 27 toes

Toys

- 28 car
- 29 teddy
- 30 plane
- 31 doll
- 32 scooter
- 33 train
- 34 bike

Clothes

- 35 T-shirt
- 36 jeans
- 37 shoes
- 38 socks
- 39 jacket
- 40 cap
- 41 pyjamas

Party

- 42 doctor
- 43 robot
- 44 pirate
- 45 clown
- 46 cowboy
- 47 princess

Working with the mini flashcards

Note:

To make the mini flashcards last longer, you could print them onto card or thick paper before the children colour them, or you could laminate the cards after the children have coloured them.

There is a set of mini flashcards for each unit of *Hooray! Let's play! A*. The children colour and cut out their own mini flashcards, which can be used to play some of the games in the lessons, for example *Bingo!*, *Snap!* and *Musical chairs*, or, if parents/carers want to use them with their children, extra copies could be made to take home.

Bingo!

- Put the teacher's flashcards face down on the floor in front of Peter (everyone must be using the same vocabulary set).
- Help the children to move so that they have a space in front of them. Help them to choose four of their mini flashcards and put them on the floor with the picture facing up.

Introduction

- Make Peter turn over one of the flashcards from his set, and show and name the flashcard for the children. Then encourage the children to turn over the mini flashcard with the same picture so the picture can't be seen.
- Repeat this until some of the children have turned over all of their mini flashcards and encourage them to shout **Bingo!** Peter can then kiss, hug or high-five with the children who have 'Bingo'.
- If the children are still interested, then turn all the cards back over and repeat the activity, this time calling the names of the flashcards a little quicker.

Snap!

- Help the children to move so that they have a space in front of them. Help them to choose four of their mini flashcards and put them on the floor with the picture facing up.
- Hold the teacher's flashcards in a fan. Make Peter select one of the cards and hold it so the children can't see which card has been chosen.
- Encourage the children to choose one of their mini flashcards and hold it up in the air so you can see which card they have selected.
- Make Peter show the card which he selected and name the card for the children.
- Make Peter hug, kiss or high five the children who held up the same card and say **Snap!**
- Put all the cards back to the starting position and repeat the activity with Peter and the children selecting a different flashcard.

Musical chairs

- Put chairs (cushions or laminated mini flashcards) in a place where the children can easily walk around (and sit on) them. If you are using chairs or cushions, a mini flashcard should be clearly attached to each chair or cushion.
- Play some music for the children to move around to.
- Stop the music and say **Sit down.** and encourage the children to sit down on the nearest seat that is available.
- Randomly select one of the teacher's flashcards and name the picture on the flashcard.
- All the children sitting on a chair with that mini flashcard are 'out'. Ask these children to stand near you for the next round and then allow them to join back in the game the round after.
- Play the music again and allow the remaining children to move around the chairs and repeat the activity.

If you are keeping the children's mini flashcards in the classroom, you could put them in envelopes or boxes with the children's name so they are easy to find.

Working with the hand puppet

The Peter the panda hand puppet performs a variety of functions in the classroom. It can be used to help classroom management by:

- demonstrating activities to the children
- quietening the class down
- choosing children to take part in activities
- comforting children who are upset by giving them a hug or a kiss

Peter can also help with using and practising English by:

- making mistakes for the children to correct
- modelling language for the children to copy or repeat
- getting embarrassed and asking the children to help him with their English
- giving more opportunities for using English for example saying **Hello.** and **Goodbye.,** waking Peter up, or guessing flashcards that Peter is thinking of.

The following methodology tips make the use of Peter particularly effective in the lesson:

- Use a distinctive voice for Peter by changing your voice slightly. You can also copy the voice of Peter in the stories. This helps to give Peter his own identity in the children's perception, i.e. it makes him seem as real as possible.
- Only make Peter look like he is speaking when he is speaking. When you are speaking as yourself Peter should not move. This is an important aid to comprehension for the children.
- When children speak to Peter in their first language (L1) he repeats the request in English or doesn't understand them. Peter should never be used in an L1 lesson because he serves as an important psychological anchor for foreign language use.

Working with the Student's Book

The Student's Book is used during the **Pencil and Paper** section of each of the eight key lessons. In order for you to use the worksheets in the Student's Book effectively we suggest the following:

- If possible, keep the Student's Books in the classroom. This prevents the children from colouring them at home and ensures that you always have the sheets you need for the lesson.
- Only hand out the Student's Book when it is needed during the Pencil and Paper section of the lesson. Alternatively, you can tear out the appropriate page and give this to the children.
- At the end of the Pencil and Paper section, all worksheets should be collected. These can then be stored in a folder for the children or displayed on the walls in the classroom.
- Parents/carers can be invited to look at their child's book or folder at the end of the lessons, or you can send the worksheets for a unit home at the end of the unit.

Working with the Activity Book

The Activity Book is used in the Pencil and Paper section of each of the six key lessons. In order for you to use the worksheets in the Activity Book effectively, we suggest the following:

- If possible, keep the books in the classroom. This prevents the children from colouring them at home and ensures that you always have the books when you need them for the lesson.
- Only hand out the Activity Book when it is needed during the Pencil and Paper section of the lesson. Alternatively, you can tear out the appropriate page and give this to the children.
- At the end of the Pencil and Paper section, all worksheets should be collected. These can then be stored in a folder for the children or be displayed on the walls in the classroom.
- Parents/carers can be invited to look at their child's book or folder at the end of the lessons, or you can send all the worksheets home at the end of the unit.

Working with the story cards

The story cards can be used to tell the story with audio, or they can be used to re-tell the story in lessons after the children have watched the animated videos. While showing the children the story cards you can either play the video, or you can read the script for the story from the back of each card. In order for you to use the story cards effectively we suggest the following:

- Check the order of the story cards before the lesson, to make sure they are in the correct order.
- Only show the children one story card at a time while you are telling the story and point to characters and items in the picture while the children listen to the story.
- You might find it easiest to have the cards in a pile with the pictures face down and the first card on the top of the pile. In this way, you can pick up the top card from the pile to show the children and you can see the script on the back of the card.
- If you are reading the script on the back of the story cards, try to use a different voice for each character so the children know which character is talking.

Working with masks and cut-outs

On HELBLING e-zone kids there are **masks** and **character cut-outs** that can be used to play the characters or act out parts of the stories (Worksheets 1 and 2). You may want to spend the first lesson of the course introducing the characters and helping the children to make the masks and characters.

- For Worksheets 1a–d, help the children cut out the masks, then using a pencil or scissors punch the holes through and thread some string or elastic



through them. You may need to do the last steps for the children.

- For Worksheets 2a–b, help the children cut out each character and colour them. Then put some glue or Blu-Tack on the back of each one and have the children attach them to a straw or a stick.



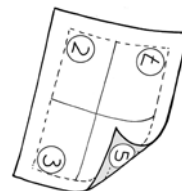
Working with the mini storybooks

There are extra worksheets for mini storybooks for each story presented in *Hooray! Let's play! A*. The children can then take their storybook home and look at the story with their parents or carers, or even describe the events from the story using L1.

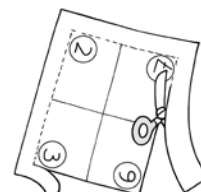
How to make the mini storybook

Please note: the children may need help using scissors to cut their storybooks.

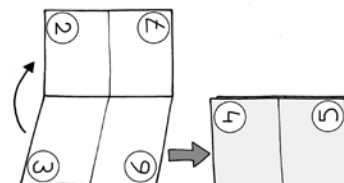
- 1) Print the two worksheets onto one A4 page (front and back). Or print the two sheets separately and stick them together.



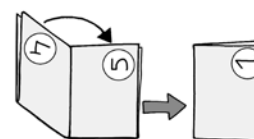
- 2) Cut around the story on the worksheets.



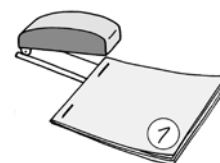
- 3) Fold the sheet in half horizontally.



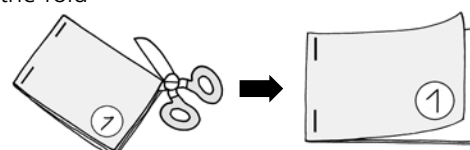
- 4) Fold the sheet in half vertically.



- 5) Staple or use sticky tape along the fold on the left hand side of the book to fix it.



- 6) Cut along the fold at the top.



HOW YOUNG LEARNERS LEARN

Methodology

Children of this age are already in the process of learning their first language (L1) so they are already equipped with basic skills to learn a second language. Second language learning allows them to use these skills as well as developing others.

Understanding without words

Before young learners start to use words, they decode meaning from intonation, mime, gesture and overall context. This is of great value when learning a foreign language as these skills can be applied to the new language and children can begin to understand using a process they are already familiar with. This develops confidence and a sense of achievement.

Using limited words

Young learners are encouraged to express themselves as much as they can within their second language, however, as their grasp of the language is limited, they will often resort to playing and/or creating new words within it, or transferring what they have learnt from other contexts. They may, for example, use words from their native language but say them with an English accent. These sorts of strategies give the teacher an important insight into how the child is progressing with second language acquisition.

Learning indirectly

At this age, grammar, punctuation or other structural aspects of language are not key to the learning process. Children of this age love stories, the sound of new words and songs and chants that they can sing along to and do the actions to. They like games where they are challenged to think and guess and, in so doing, use structures they have learnt. They also enjoy copying movements from a story or imitating the voices of the characters. The way they pronounce a word is often almost identical to the model they have heard. By doing this, children are learning new skills and experiencing language as a means of communicating.

Interacting and speaking

Most young learners have a natural need to communicate. Using this as a starting point, both teachers and parents/carers can help, improve and stimulate their child in the second language by interacting as much as possible in it and helping them to read, listen and talk when appropriate. Sometimes you may just want them to listen rather than communicate so the teacher needs to establish a good balance of speaking and listening within the classroom.

Holistic Language Learning

We use language to understand others and to make ourselves understood. Most adult learners want to understand how a second language works and what rules it follows, for example, how verbs are formed and used. They use this cognitive knowledge to learn systematically.

Children, however, learn in a much more holistic way.

Listening comprehension is a fundamental part of this process. Learners speculate about what they hear and are helped in their comprehension by mime, gesture and visual prompts like photos and pictures. Likewise, young learners will gradually start to understand the instruction 'Stand up!' because the teacher actually stands up each time the phrase is used. By doing this, he/she interprets the meaning visually, the children imitate and so learn its meaning and sound through action and repetition. This repetition allows the child to fix both meaning and sound into their long-term memory.

For successful learning to take place, children also need to feel relaxed and at ease within the classroom. Positive feedback and praise are fundamental in encouraging them to experiment and push back the boundaries of the language in so far as they feel able. Patience is also necessary for when they have misunderstood or need more time to understand and absorb relevant language or words.

Content is also of crucial importance and needs to be meaningful and interesting. Songs, chants and stories encourage children to connect with the second language at a basic sensory level via movement and sound. Their ability to understand, for example, a story in the second language, is a good way to increase self-esteem and confidence in the second language and heightens their **motivation to learn**.

Speaking skills are also important to develop.

Songs and chants allow children to practise pronunciation and intonation and repeat important words and expressions in fun ways that fix them in their memories. Stories help children memorise important expressions and improve their understanding of connections. Eventually, they are confident enough to act out simple utterances in communicative contexts.

21st Century Skills

As our global society advances, certain skills have taken on an increased importance. In order to respond to the need for higher-level thinking, creativity and the ability to collaborate effectively with others, educators in all subject areas are building these skills throughout the academic years.

Even as very young learners, children can become aware of their thinking and can be encouraged to find creative solutions together. *Hooray! Let's play!* incorporates these 21st Century Skills throughout all units.

Critical Thinking is the ability to think rationally and logically, giving individuals the tools to think independently. Very young children can learn to predict, problem-solve, explain and evaluate. In the second edition of *Hooray! Let's play!* we have signposted with a small lightbulb icon activities that are specifically designed for young learners to develop critical thinking, in order to make it easy for teachers to locate and recognise these activities.

Communicative skills are essential in today's society and it is important for small children learning languages to acquire these skills. In English class, children will build their communicative abilities by asking and answering questions using simple structures, building vocabulary, and singing together. They will understand both verbal and non-verbal cues from the teacher about classroom activities and will practise using movement and gestures in role-playing.

Cooperative abilities are developed through understanding games and taking turns, working as a group to complete a task, and acting out different roles in short plays. In addition, the Values activities in *Hooray! Let's play!* offer ways for the class to work on important skills such as sharing, road safety and the importance of apologising and forgiving.

Creativity is a skill that can be associated with self-expression, problem-solving and even learning to cope with difficult situations. This skill is fostered throughout the series with opportunities for children to use movement, colour and express ideas which are unique to each child. The projects included in the Activity Book help children to build skills to further express themselves and appreciate one another's unique ideas.

Metacognition is the ability to think about what we are thinking or feeling. Young children can begin to build this skill which will help them develop an awareness for how they learn best. All Review sections include a self-assessment activity in which children will use *I can* statements to reflect on what they've learnt. Throughout the series *Hooray! Let's play!* children will foster these 21st Century Skills in a positive learning environment, which will help build their confidence for the future.

THE SMILE APPROACH®

While researching and writing for young learners, we have formalised a set of principles with a handy acronym to help ourselves and teachers appreciate the key basic principles for teaching in a systematic and clear way. Our approach is called *The SMILE Approach®* and you can find a breakdown of its main points below with how they affect and inform our writing and your teaching.

S M I L E

↳ Skill-oriented learning

The development of second language skills does not take place independently of general cognitive development. When children try to understand the meaning of a sentence, they draw on skills that they also use for solving problems, establishing relationships, drawing conclusions etc. Because of this, it makes sense to integrate second language learning into the curriculum as early as possible. As we have said, children of this age learn holistically so integrating second language learning into the curriculum encourages the development not only of the child's general intellectual skills but also of his or her linguistic ones.

S M I L E

↳ Multi-sensory learner motivation

You need only watch children playing to understand how important learning through the senses is at this age. *Hooray! Let's play!* aims to involve as many senses as possible during the language-learning process. This is based on the following principles:

- When pupils learn, they do so through their senses: they learn what they see, hear and do.
- Our 'hearing' sense is located on the so-called left side of the brain. Processing information kinaesthetically – by concrete activity – is closely connected to the right side of the brain. The visual reception of information can be controlled by either the left or the right side of the brain.
- The better the senses are integrated at the presentation of information stage, the better children will receive the information (multisensory reception).
- Receiving and processing information activates the visual, auditory and kinaesthetic neurological systems. During the processes of thinking and remembering, the brain's multisensory activation heightens students' ability to pay attention, concentrate and store linguistic information in their long-term memory.

Introduction

- The fact that most children have different learning styles and a preference for one sensory channel over another (and therefore weaknesses in one or two of the other sensory channels) underlines the importance of a teaching methodology that takes into account the differing needs of different learners and one which strikes a balance between visual, auditory and kinaesthetic presentation, processing and practice.
- Children love stories. When presented in an appropriate multi-sensory way, these stories remain in the memory. Words, parts of sentences and sentences can thus be fixed in the long-term memory.

S M I L E

↳ **Involving children in thinking skills activities**

In their book *Teaching Young Learners to Think*³, Puchta and Williams (2011) present a concept and a typology of practical activities that help to develop young learners' thinking skills alongside their language skills. In every unit of *Hooray! Let's play!* children are encouraged to do such activities.

They challenge the children cognitively while encouraging them to interact meaningfully with the teacher and their classmates. In this way, learning English can contribute significantly to the development of children's cognitive tools. In the same way as physical tools extend what we can do with our hands, tools for the mind extend children's cognitive capabilities. Without them, children will not be able to pay attention, will have poor memory skills, and will not be able to engage in abstract thinking later on in their lives.

You can find Thinking Skills activities in Lesson 6 in each main unit in the Student's Book and in Lesson 2 in each unit of the Activity Book. The related lesson notes in this Teacher's Book include more detailed information on how to use these activities.

Thinking skills development through stories

Egan⁴ (1997) postulates that a person's intellectual growth happens naturally, through the acquisition of certain intellectual qualities (he calls them 'developments'), deeply rooted in our cultural history. In order for an individual's intellect to grow appropriately, the development of certain 'cognitive tools' is essential. If a child doesn't get the opportunity to develop those cognitive qualities appropriately in early childhood, this may have serious 'long-term consequences because mental tools influence the level

of abstract thinking a child can attain' (Bodrova and Leong, 2007, p. 6). The building blocks of language as a cognitive tool in early child development are rhythm and rhyme, images and imaginative thinking, humour, small talk and story thinking.

Egan (1999) points out that stories play an essential role in the cognitive development of children. He stresses that the story form is something people enjoy in all cultures. Stories, however, have more than an entertainment function – they help the child develop an understanding of the world and their own life experiences.

The stories in *Hooray! Let's play!* were written with the goal in mind of developing children's language as a cognitive tool. The methodology laid out in the Teacher's Book develops a number of cognitive capabilities in direct and indirect ways: children are motivated to focus their attention, listen and watch attentively, follow a sequence of events, remember important (chunks of) language, make meaning of the stories, and relate it to their own life experiences.

S M I L E

↳ **Long-term memory storage through music, movement, rhythm and rhyme**

Many adults can remember and retell the rhymes and songs they learnt in childhood easily and rhythmically. Often the reason is because they have been learnt using actions and movement. The ability to grasp and retell a story using the rhythmic structuring of the words is an indication of the level of language development of a child. The main function of this rhythmic differentiation ability is that it combines perception and understanding and so is important for remembering words, writing and recognising sentence patterns.

S M I L E

↳ **Exciting stories and games**

When children identify with what has been learnt, they remember it. They remember phrases, parts of sentences and often whole sentences (so-called chunks of language). Good foreign-language learners can repeatedly transfer such chunks of language to other contexts and so practise and consolidate the foreign language through play.

³ Egan, K. (1997) *The Educated Mind: How Cognitive Tools Shape Our Understanding*. Chicago: University of Chicago Press

⁴ Puchta, H. and Williams, M. (2011) *Teaching Young Learners to Think*. Innsbruck: Helbling Languages.

HOW TO MANAGE YOUR CLASS

Children of this age group have naturally got a short attention span, are restless and get excited very easily. We believe that it is better to try and divert their energy towards activities rather than try and control it or ask them to be silent or still.

What does the teacher do?

The English teacher has a number of different tasks:

- managing and focusing the attention of the learners
- giving linguistic input with the aid of interactive materials and checking this has been understood
- establishing a routine in the classroom
- encouraging the children to speak in the foreign language
- using the first language in small amounts
- managing the seating in the classroom to suit the activity

Managing and focusing attention

Some tools you can use to manage their attention and focus their attention during the lesson are:

- Get the children used to hearing you speaking in English.
- Follow a similar pattern of activities each lesson and mark changes in the lesson using the routines.
- Use the *Calm down song* when the children are becoming too energetic as a signal that everyone needs to calm down (See p. 22).
- Plan for quiet periods in your lessons, for example Pencil and Paper time, to give the children the chance to work independently and for you to give attention to individuals.
- Alternate between activities with lots of movement and very little movement. Movement and making noise tends to excite children of this age. If you allow too much movement and noise, a class of children this young can quickly get overexcited and difficult to control. By following a loud or energetic activity with a quieter activity, you can calm the children down a little and stop them from becoming too excited.
- Be flexible, occasionally it is better to go with distractions and interruptions and try to use them in the lesson rather than trying to make the children ignore them.

Checking understanding

We can't understand everything that we hear in a foreign language. We often work out the meaning from

the context. A good teacher will try to help children understand as much as possible by using the children's sensory channels (auditory, visual and motor).

In order to check comprehension, many teachers use the following methods which are slightly counter-productive:

- Repeatedly translating individual words. This makes children feel that they can only understand when they know every single word. This is not necessary as when you teach action stories, you teach the whole phrase rather than individual words. Translating each word hinders comprehension. There are some circumstances where the teacher may need to use the child's L1 to explain a phrase. If, for example, a child displays aggressive or frustrated behaviour because they can't understand, it would benefit the child to give the L1 equivalent as well as showing the required action again.
- Asking the question **Do you understand?** is often not helpful. Children will say **Yes**, rather than explaining. It is better to watch how the children behave. This will enable you to determine if you need to help them with their comprehension or not.
- Teachers often give an instruction in English then translate it straight into the students' native language. This may make children lazy as they realise that each instruction is also given in their first language so they stop listening. It is better for the teacher to speak in short sentences, give the children time to think, then repeat the instructions slowly using mimes, gestures, pictures or demonstrations if necessary.

Teacher talk and classroom language

Teaching very young learners is mainly about communication. It is required, therefore, that the children understand their teacher when performing activities in English. That is why vocabulary is acquired in a playful way at the beginning of every unit and should be reinforced with facial expressions, gesture, intonation and visual aids such as the story cards, flashcards and videos. The children can thus try out important strategies for successful contact with the foreign language.

It is important to expose the children to as much English as possible during their English lessons. Research indicates that children of this age can acquire a foreign language and good levels of pronunciation by a natural exposure to the foreign language. However, for this to be successful the children need as much exposure to the foreign language as possible.

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Therefore, we recommend that you try to speak as much English as possible during the lesson, and try to conduct the lesson as much as possible in only English. It is especially important that classroom language, the everyday instructions and directions that you use to keep the children on task and focused is in English as this will give the children the most natural exposure to English.

The teacher can assume that the children are able to decode new language when it is presented with gestures and visual clues. Therefore, from a very early stage of the foreign language lesson, simple instructions such as **Sit down.** and **Colour the plane red.** can be given only in English. Using L1 might be helpful when something needs to be explained quickly in order to not disturb the continuity of an activity or when you want to give some pre-information for the activities. However, avoid using translations unless they are necessary.

Essential classroom language is clearly indicated in the lesson notes throughout the course and some useful examples of classroom language are listed below.

Questions

Where's the...?

What's this?

What are these?

Who's this?

How many...?

What colour?

Praise

Well done!

Good job!

Very good!

Great!

Excellent!

Yes, that's right!

Activity instructions

Point to...

Show me...

Look!

Listen.

Touch.

Let's count.

Let's sing.

Pencil and Paper instructions

Colour...

Draw...

Find...

How many...?

Count...

Stick on...

Cut out...

Using English names within the classroom

Many teachers give their students English names when working in the classroom. Two reasons given for this are:

- Children like to assume the identity of someone else.
- When the teacher says, for example, **Mario, sit down please.** most of the sentence is in English, the child's name isn't, so it makes sense to change it too.

We think it is better to retain the child's own name in the classroom for the following reasons:

- The children – and sometimes the teacher – keep forgetting the English names of their classmates. This leads to confusion about who is meant to be following the instructions that are given.
- If children are communicating in the foreign language, this means that they are stating their own feelings, state of health, preferences, etc. If they are using a different name, they are using this as their identity. For example, if the teacher asks Sue (who is actually called Maria) to name her favourite colour, Sue talks about Sue. Maria's identity is not present.
- If Maria meets another child in the holidays and this child can only communicate in English, if she is asked her name, she will answer Sue and not Maria.

How to arrange seating in the classroom

Although it is unrealistic to expect the tables in the classroom to be moved for short periods of teaching, the following points should be considered:

- It is easiest to focus and keep children's attention when they can see you clearly and you can see each of them. For this reason, most games and activities should be played with the children sat on chairs or on the floor in a circle or semi-circle.
- When doing Pencil and Paper activities, the children should be sat on chairs at a table, but the chairs and tables should be arranged in such a way that the children have enough room in their places to be able to move.
- All children should have a clear view of you and any materials you are showing or demonstrating at any stage of the lesson.

Tips for teaching very young learners

This most important tip we can give for teaching very young learners is be flexible and enjoy it!

The lesson plans provided in the Teacher's Book are guidelines only. You know your class and can make the best decisions about what will work for you and your class in your English classroom area. Don't be afraid to try new games and activities in your classroom, but constantly listen, watch and react to the children in your class during everything you do.

Some suggestions to help you teach your young learners successfully:

- Encourage the children to join in with the actions for the chants, stories and songs. Children will learn the actions quickly and this can give them the confidence to join in with the English lessons even though they might not feel confident enough to speak. Actions can also prompt the children and help them remember words and phrases they have produced in previous lessons.
- Plan for all activities to be short but allow activities and games to be repeated as long as the children are happy to continue doing them.
- Remember to reuse games and activities the children particularly enjoyed in later lessons.
- If the children don't react well to an activity, just stop and move on to something new. Try it again later in another lesson perhaps with different vocabulary or a different topic.
- Be aware of the children's energy levels depending on the time of the day/the day of the week/the weather. Try to structure your lesson to allow for this. If they arrive at the lesson excited, you can start with a quiet activity to calm them down, or if they have low energy you can do something energetic to wake them up.
- Don't think that you have to do all the activities in the Teacher's Book. Choose the activities that you think your children will react best to.
- Experiment with the materials and let the children guide you in adapting the games and activities.
- Listen to the children and make them feel that you value their opinions.
- Allow the children to produce English words or phrases at their own speed. Some children take longer than others but most will want to produce when they are having fun and feel confident enough.
- Encourage the children's natural enjoyment of chants, songs, stories and characters and build on this enjoyment in your lessons.
- Have fun and enjoy the lessons yourself. Children can tell when you are having fun and will want to have fun with you.

OVERVIEW OF ROUTINES

Children of this age group work better within a clear structure where they know what to expect and what is expected of them. Therefore, it is important to set up clear routines and indicators at the start of the course for the children to follow through all of their English lessons.

In *Hooray! Let's play! A*, each stage of the lesson can be introduced using a song. The children are not expected to learn these songs themselves, but you might find that they join in singing them as the course progresses.

Hello routine

This marks the start of each lesson for the children. Use the Peter the panda hand puppet to greet the children as they enter the classroom and encourage them to wave and say hello back.

Hello song

*Hello, hello,
It's nice to see you.
Hello, hello,
It's nice to see you.*

Bye-bye routine

This marks the end of each lesson for the children. The Peter hand puppet should say goodbye to each child as they leave the English lesson.

Bye-bye song

*Bye-bye, bye-bye,
It's time to go.
Bye-bye, bye-bye,
It's time to go.
Bye-bye!*

Transition routines

These are to help the transition from one area of the classroom to another in a calm and organised manner. Encourage the children to join hands during the song and then lead them in a snake to the new area of the classroom.

Circle song

*Come with me,
Come with me,
Make a circle.

Come with me,
Come with me,
One, two, three.*

Table song

*Come with me,
Come with me,
Sit at a table,
One, two, three.*

Introduction

Story routine

This tells the children that the next activity is watching or listening to a story. As you sing the song, make appropriate actions and encourage the children to sit down quietly ready to listen.

Story song

It's time for a story <mime opening a book>

Listen and look. <hold hand to ear and point to your eye>

It's time for a story <mime opening a book>

Listen and look. <hold hand to ear and point to your eye>

Tidying up routine

This marks the end of a Pencil and Paper activity and can be used to encourage the children to help you tidy up before you move on to the next activity or end the lesson with the *Bye-bye* song. Sing the *Tidy up song* and start to tidy up while encouraging the children to help you.

Tidy up song

Let's help each other,

And tidy up.

Let's help each other,

And tidy up.

Calm down routine

This can be used any time the children get overexcited and need to be calmed down. As you sing the song get quieter, put your fingers on your lips and encourage the children to sit down quietly with you. You might need to sing the song more than once to get the class to calm down completely.

Calm down song

Let's be quiet,

Let's calm down.

Let's be quiet,

Let's calm down.

HOW PARENTS/CARERS CAN HELP

Parents or carers of young children generally have a positive attitude towards learning a foreign language and will want to actively support their children's development. You should encourage this involvement by keeping the parents/carers fully informed about what is happening in the language lessons. If appropriate, you could also invite parents/carers to visit their child's lesson to watch them perform the action stories. If parents/carers have time and are willing to try and speak in English, they could even help out with some of the art and craft activities.

There are printable letters that you can edit and send home to parents or carers at the beginning or at the end of each unit. These not only inform the parents/carers about the topic and materials their children will be

covering or have covered in class, but also includes the lyrics for the chants and songs in each unit and some information about how children learn a foreign language.

If parents/carers want to speak to you about their child's learning, it is recommended that the following points are made:

- You want the child's early experiences of learning a foreign language to be positive ones so they gain confidence and lose their shyness about expressing themselves in a foreign language.
- Parents/carers should not expect their children to speak at the beginning. Children need to learn to understand first and then respond using simple language.
- Using *Hooray! Let's play! A* will develop a variety of the children's skills – intellectual, social, emotional and motor.
- Learning a foreign language at an early age encourages an open-minded attitude towards other cultures.
- It is very important to praise children for their progress in learning.
- If children want to show you what they can do, show interest. Errors are a sign of progress in learning.
- Parents/carers should encourage their children to learn the foreign language holistically and not translate it. They may be able to understand the meaning of the sentences and phrases but not understand them in their first language. This is okay. It is better not to translate.
- Parents/carers should not be disappointed if their child cannot say something that they have learnt.
- Parents can help their children to learn English with *Hooray! Let's play! A* in the following ways:
 - Chants and songs can be listened to and revised using the HELBLING Media App or HELBLING e-zone kids. Access information for parents can be found on the inside cover of the Student's Book.
 - Parents/carers can play 'at school' with their children taking the role of the pupil. Children take great pleasure in teaching their parents/carers a foreign language.
 - Parents/carers can look at the worksheets and art and craft objects with the children and talk to them in their first language about what they did.