

Hippo and Friends

Teacher's Book 2

Claire Selby with Lesley McKnight

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Hippo and Friends 2

Contents	Page
Map of the course	4
Introduction	8
Starter unit: Hi! Hello!	14
Unit 1: School	18
Unit 2: Getting dressed	28
Unit 3: Autumn	38
Unit 4: My family	48
Unit 5: Carnival!	58
Unit 6: The pilot	68
Unit 7: A picnic	78
Unit 8: Monkey swing	88
Unit 9: Summer holidays	98
Extra units:	
Halloween	108
Christmas	112
Easter	116
Photocopiable templates	120

Map of the course

Unit	Language	Aims
Starter unit Hi! Hello! Topic Greetings	Main language hippo, monkey, dog, cat, hi, hello, goodbye, see you soon Revised language hippo, monkey, dog, cat, hello, goodbye	To learn <i>Hi</i> and <i>See you soon</i> and to revise <i>Hello</i> and <i>Goodbye</i> . To sing and do the actions to the songs. To develop fine motor skills through worksheet activities. To become familiar with the Hippo puppet again.
Unit 1 School Topic School	Main language school, bag, pencils, crayons, book Revised language Numbers 1–10, pencils, crayons, book, red, green, blue, yellow	To recognise five classroom words through the song, story, activities and worksheets. To revise numbers, colours and classroom language. To sing and do the actions to the song. To understand the story through listening and taking part.
Unit 2 Getting dressed Topic Clothes and routines	Main language trousers, shirt, jumper, socks, shoes Revised language Colours, numbers 1–5	To recognise five clothes words through the song, story, activities and worksheets. To revise colours and numbers. To sing and do the actions to the song. To understand the story through listening and taking part. To develop pre-maths and pre-reading skills through a sorting worksheet activity.
Unit 3 Autumn Topic Autumn	Main language autumn, tree, leaves, rain, umbrella, wellies Revised language Numbers 1–10, colours, jump	To recognise six autumn words through the song, story, activities and worksheets. To revise numbers and colours, and <i>jump</i> . To sing and do the actions to the song. To understand the story through listening and taking part. To develop pre-maths and pre-reading skills through a sequencing worksheet activity and a colour by numbers activity.
Unit 4 My family Topic Family	Main language mummy, daddy, brother, sister, grandma, grandpa Revised language mummy, daddy, brother, sister, grandma, numbers	To recognise six family words through the song, story, activities and worksheets. To revise family vocabulary from <i>Hippo and Friends 1</i> . To sing and do the actions to the song. To understand the story through listening and taking part.
Unit 5 Carnival! Topic Carnival	Main language pirate, clown, witch, princess, fairy Revised language Numbers 1–10	To recognise five carnival words through the song, story, activities and worksheets. To revise numbers. To sing and do the actions to the song. To understand the story through listening and taking part.

Procedures

Participating in the songs.
 Participating in the vocabulary activities.
 Completing a worksheet.

Participating in the song.
 Completing a sticker worksheet.
 Listening to and participating in a simple story.
 Participating in various vocabulary games and activities.
 Finding and counting hidden objects in a worksheet.
 Matching pictures on a worksheet.
 Telling the story using the story worksheet.

Participating in the song.
 Completing a worksheet whilst listening to the song.
 Listening to and participating in a simple story.
 Participating in various vocabulary games and activities.
 Finding hidden objects in a worksheet.
 Doing a sorting activity on a worksheet.
 Telling the story using the story worksheet.

Participating in the song.
 Completing a worksheet to reinforce language presented in the song.
 Listening to and participating in a simple story.
 Participating in various vocabulary games and activities.
 Doing a sequencing worksheet activity.
 Doing a colour by numbers activity.
 Telling the story using the story worksheet.

Participating in the song.
 Completing a worksheet to reinforce language presented in the song.
 Listening to and participating in a simple story.
 Participating in various vocabulary games and activities.
 Finding the hidden grandpas on a worksheet.
 Doing a join the dots activity.
 Telling the story using the story worksheet.

Participating in the song.
 Completing a worksheet whilst listening to the song.
 Listening to and participating in a simple story.
 Participating in various vocabulary games and activities.
 Doing a join the dots worksheet activity.
 Finding and counting the hidden fairies on a worksheet.
 Telling the story using the story worksheet.

Main attitudes

Enjoyment of the songs and activities.
 Polite behaviour in class towards others.
 Willingness to participate.

Respect for others.
 Enjoyment of the song, story and activities.
 Enjoyment of school.

Positive attitude towards others.
 Enjoyment of the song, story and activities.
 Willingness to tidy up.
 Willingness to help others.

Positive attitude towards others.
 Enjoyment of the song, story and activities.
 Awareness and enjoyment of the changes in nature.
 Awareness of the importance of helping others.
 Willingness to help others.

Positive attitude towards others.
 Enjoyment of the song, story and activities.
 Awareness of the importance of helping others.
 Willingness to help others.

Positive attitude towards others.
 Enjoyment of the song, story and activities.
 Enjoyment of carnival and dressing up.

Unit	Language	Aims
Unit 6 The pilot Topic Transport and professions	Main language pilot, doctor, police officer, aeroplane, ambulance, police car Revised language aeroplane, car	To recognise unit language through the song, story, activities and worksheets. To revise numbers 1–7 and <i>aeroplane</i> and <i>car</i> . To sing and do the actions to the song. To understand the story through listening and taking part. To develop pre-reading skills through a matching exercise. To develop pre-maths skills through a counting and matching exercise.
Unit 7 A picnic Topic Food	Main language bread, cheese, cake, salad, cherries Revised language apple, banana, orange	To recognise five food words through the song, story, activities and worksheets. To revise <i>apple</i> , <i>orange</i> and <i>banana</i> . To sing and do the actions to the song. To understand the story through listening and taking part.
Unit 8 Monkey swing Topic Animals	Main language monkey, tiger, snake, crocodile, giraffe Revised language monkey, hippo, crocodile, cow, pig, duck, tail	To recognise five animals through the song, story, activities and worksheets. To revise animals from previous levels of the course. To sing and do the actions to the song. To understand the story through listening and taking part. To develop pre-maths and pre-reading skills through a matching activity.
Unit 9 Summer holidays Topic Holidays	Main language sea, swim, shell, mountains, climb, country, walk Revised language sea, sand	To recognise seven holiday words through the rhyme, story, activities and worksheets. To revise holiday vocabulary from <i>Hippo and Friends 1</i> . To sing and do the actions to the song. To understand the story through listening and taking part. To develop pre-reading skills through a matching exercise.
Extra unit Halloween	Main language witch, broom, cat, wand Revised language Halloween, numbers 1–10	To recognise unit language through the rhyme, activities and worksheet. To say and do the actions to the rhyme.
Extra unit Christmas	Main language Father Christmas, present Revised language red, feet, head, present, bus, car, boat	To recognise unit language through the rhyme, activities and worksheet. To say and do the actions to the rhyme.
Extra unit Easter	Main language Happy Easter, Easter egg Revised language Happy Easter, numbers	To recognise unit language through the song, activities and worksheet. To sing and do the actions to the song.

Procedures

Participating in the song.
 Completing a worksheet whilst listening to the song.
 Listening to and participating in a simple story.
 Participating in various vocabulary games and activities.
 Completing a worksheet whilst listening to the story.
 Doing a counting and matching exercise.
 Telling the story using the story worksheet.

Participating in the song.
 Completing a worksheet whilst listening to the song.
 Listening to and participating in a simple story.
 Participating in various vocabulary games and activities.
 Completing a worksheet based on the story.
 Doing a matching and tracing exercise.
 Telling the story using the story worksheet.

Participating in the song.
 Listening to and participating in a simple story.
 Participating in various vocabulary games and activities.
 Completing a worksheet based on the story.
 Doing a matching exercise.
 Telling the story using the story worksheet.

Participating in the rhyme.
 Completing a worksheet to reinforce language presented in the song.
 Listening to and participating in a simple story.
 Participating in various vocabulary games and activities.
 Completing a worksheet based on the story.
 Doing a colouring exercise.
 Telling the story using the story worksheet.

Participating in the rhyme.
 Completing a worksheet to reinforce language presented in the rhyme.
 Participating in various games and activities.

Participating in the rhyme.
 Finding hidden objects in a worksheet.
 Participating in various vocabulary games and activities.

Participating in the song.
 Completing a worksheet to reinforce language presented in the song.
 Participating in various vocabulary games and activities.

Main attitudes

Positive attitude towards others.
 Enjoyment of the song, story and activities.
 Awareness of different professions and their role in society.

Positive attitude towards others.
 Enjoyment of the song, story and activities.
 Awareness of the importance of helping one another and sharing.
 Enjoyment of healthy food.

Positive attitude towards others.
 Enjoyment of the song, story and activities.
 Awareness of the importance of friendship.

Positive attitude towards others.
 Enjoyment of the rhyme, story and activities.
 Awareness of different types of holiday.
 Enjoyment of holidays and friendship.

Enjoyment of the rhyme and the activities.
 Awareness of how Halloween is celebrated in the UK.

Enjoyment of the rhyme and the activities.
 Awareness of how Christmas is celebrated in the UK.

Enjoyment of the song and the activities.
 Awareness of how Easter is celebrated in the UK.

Introduction

What makes Hippo and Friends a special course?

The key advantage of the course is the special emphasis it places on interactive learning through songs and stories.

Songs

It focuses on teaching pre-school children vocabulary through a portfolio of songs, which have been designed specifically to form the hub of the course. They have huge appeal to children, are highly memorable and their effectiveness in teaching English to young children has already been proven.

The songs provide three key advantages:

- Children remember words more permanently through song.
- The songs are designed to be sung with actions, so the course takes full advantage of the kinaesthetic learning patterns of young children.
- The songs incorporate a built-in plan for repeating and reinforcing vocabulary throughout the course.

Stories

The stories are short and simple. The aim of the stories is to show the children that they can understand and use the language very quickly. The story in each unit can be acted out easily. The take-home story-book also enables the children to work through the sequence of the language again, reinforcing comprehension.

Simplicity

The format of the lesson plans and the page design is clear and simple, for ease of use in the classroom. With just the open book on the desk, you have an overview of the lesson.

The aims of Hippo and Friends

The main aims of the course are:

- to teach English in a way that is fun and enjoyable;
- to support the teacher with flexible, easy-to-use materials;

- to make age-relevant vocabulary easy to learn and to remember;
- to provide focused reinforcement for the children;
- to provide materials which integrate English into the pre-school curriculum.

The content carefully parallels and supports the educational requirements of young learners. It is designed to develop pre-reading skills, pre-maths awareness and comprehension of context through sequencing and matching. It specifically helps children to develop in the following areas:

Language

- language as a means of communication
- refinement of aural skills – correct pronunciation and intonation
- understanding of stories and aural instructions
- active participation in oral communication

Appreciation of music

- sound, silence and music
- song
- rhythm, volume and pace
- movement to music

Games and movement

- awareness of body and movement
- gross motor coordination and fine motor skills
- basic notions of spatial orientation
- respecting the rules of a game
- showing consideration and support for others

Course components

The course provides the following materials:

Teacher's Books

There is one Teacher's Book for each level, containing clear lesson plans and a bank of extra activities. A list of materials needed for each lesson facilitates class preparation. There are also photocopiable templates for use within the classroom.

Pupil's Books

There is a Pupil's Book for each level, containing four worksheets per unit. These are made up as follows:

- one sticker worksheet
- two activity worksheets
- one storybook worksheet

There is also an additional activity worksheet for each extra unit.

The pages of the Pupil's Books are perforated. We suggest that, before each lesson, you tear the worksheets out of the Pupil's Books, and that you give the children only the worksheet and stickers for that lesson.

Audio CDs

There is an audio CD for each level, containing all of the songs and stories, sung and read by native English speakers. There is also a section of useful classroom language.

Photocopiable Extras

The book of Photocopiable Extras supplements the games and activities provided with the lesson plans.

Flashcards

The colourful flashcards can be used to teach and revise the target language.

Story Posters

There is a story poster for every story, providing a clear focus for the children as they listen to the stories.

Puppet

The Hippo puppet is an invaluable tool for establishing routines in the classroom.

Support materials for home use

Many parents wish to support their children in learning English in a way which will complement their lessons in the classroom. We are happy to recommend that children listen to the home supplement to *Hippo and Friends*. This is a song-based series, specifically designed for young children. It builds vocabulary through adventures and songs and directly parallels the vocabulary and systematic methodology of *Hippo and Friends*. See www.yellowh.com for more information.

Course structure

The course is divided into three levels. Each level begins with a Starter unit, which revises greetings. In *Hippo and Friends Starter*, there are six main topic units and two extra units. In *Hippo and Friends 1* and *2*, there are nine main topic units and three extra units. For a detailed description of the syllabus, please see the Map of the course on pages 4–7.

Unit structure

There are five lessons in each unit. Each lesson begins and ends with the greeting song for that level.

Lesson 1 – Sing and learn. In Lesson 1, you present the main vocabulary for the unit, hear and sing the song and reinforce the vocabulary with the sticker worksheet.

Lesson 2 – Listen and learn. In this lesson, you present the story, using the story poster as a visual aid.

Lesson 3 – Do and learn. This lesson revises the song and the story with activities and a worksheet to consolidate the material from the first two lessons of the unit.

Lesson 4 – Say and learn. Here a section called Talk time specifically encourages children to give one-word responses to questions or to complete a phrase. This builds confidence in using the spoken word.


Lesson 5 – Moving on. Lesson 5 draws together the song and story elements. The children sing the song again and make a storybook to take home. This enables them to recall the story at home.

Lesson structure

- **Hello time** Each lesson begins with a *Hello* song. There is a different *Hello* song for each level of the course.
- **Vocabulary and song time presentation** A presentation or revision of the main vocabulary for the unit follows.
- **Song time** There is an activity based on the song in every lesson.
- **Story time** There is an activity based on the story in each of Lessons 2–5.

- **Talk time** In Lessons 4 and 5, this section builds confidence in using the spoken word.
- **Worksheet presentation** The worksheets provide table-time work in Lessons 1, 3, 4 and 5. The sticker worksheets reinforce the key vocabulary. The worksheets in Lessons 3 and 4 consolidate vocabulary and reinforce basic skills. The story worksheet has two roles. There is always a small element of the story to complete. This focuses the children on the content of the story. The children then fold the worksheet to form the book. The children are encouraged to take the completed story worksheet home to show their family, which gives them the opportunity to share their learning and to revise the material. Parents and carers can be encouraged to applaud this, whatever language is used.
- **Move to the tables** Moving to the table can disturb the flow of a lesson, so each time the children move to the tables, the lesson plans suggest an action or gesture to keep the children focused on the unit topic, even as they move.
- **Goodbye time** Each lesson ends with a *Goodbye* song. There is a different *Goodbye* song for each level.
- **Extra activities** Games and craft or other activities related to the unit topic are included at the end of each lesson.

A note on evaluation

For this age group, evaluation has to be continuous throughout the year and testing has to be invisible to the children. To facilitate this, certain games and activities are flagged by an evaluation icon , to show that they are opportunities for the children to demonstrate what they have learnt or are capable of.

Methodology

The course proactively harnesses the natural and uninhibited approach of young children to the acquisition of language. At this age, children generally enjoy singing songs. They memorise the words, repeat new spoken words back out loud and learn kinetically, visually, orally and aurally. The unique combination of songs and actions, stories and acting out, activities and games in *Hippo and Friends* provides a holistic approach to learning.

Why songs are important

There are many good reasons why it is natural for songs to form the core of a language teaching course for this age group. Here are just a few:

- The use of song parallels language learning experiences in their native language.
- The association of words with atmospheric or rhythmic music makes them far easier to remember.
- The irregular position of the stressed syllable in English can be remembered without fail through well-written songs.
- Sentence structure can become second nature by association with musical phrases.
- Songs with actions maximise the kinetic effect of learning: oral, aural, visual and movement coming together.
- Songs learnt in childhood remain with us into adulthood. This makes song an ideal way to learn and retain the foundations of a second language.

Ideas for using the songs

- Demonstrate the actions. The children will usually follow the actions before they join in with the words. This is natural. The words will follow later and will be more confidently remembered when they are linked with an action.
- Join in singing the songs yourself. It is vital that the class see that you enjoy the music too. This will encourage them to join in.
- Repetition is the key to success with the songs. The more the children hear and join in, the better they will learn them.
- Just as in every other activity for this age group, the children cannot be forced to join in, only encouraged. However, all of the children will be listening and absorbing, even if it takes a little longer for some of them to have the confidence to participate.
- It is very important to allow the class time to settle into the new pattern of learning, with a song for each unit. By Unit 3, the class should be comfortable with the approach and keen to join in, at first with the actions and then gradually with the words.
- Use the songs to help during the activities. They provide background music for the games and can

be played during the craft time and worksheet time at the tables if you wish.

- Once the class have covered a few units, singing a favourite song can be used as a reward for good work.
- The children will start to hum the tunes at play-time and at home too. While they do this, they are unconsciously consolidating the vocabulary and, as each unit progresses, their confidence to speak the words, which are now so familiar in song, will grow.

Why stories are important

Stories are of immense value in a child's education and this is equally valid for teaching English.

- Children love stories.
- The use of story parallels language learning experiences in their native language.
- The process of listening to stories is a familiar and enjoyable one for the children. The children feel at ease in a pressure-free setting and so language acquisition is enhanced.
- A story provides a context to help children understand the application of new words.
- A story provides the perfect context for language acquisition due to the repetition of language throughout.

Ideas for using the stories

- It is important to create the right atmosphere and to quieten the children in preparation for the story. For this reason, we have included the *Listen. Look. Are you ready? Good.* section to establish a story time routine.
- You can read the stories yourself or use the CD. You may decide to use the CD in some lessons and read the story yourself in others. If you choose to read the story yourself, remember to use your voice effectively with dramatic impact.
- Focus the children's attention on the story poster to show the sequence of the story. You may wish to cut the poster into four and laminate it to form separate story cards.
- Repeat the story. Repetition is not boring when done with variety. Acting out the story, pausing

for children to fill in the gaps, and deliberately making mistakes for the children to correct you, are all fun forms of repetition. As the children become familiar with the story and are able to participate in it actively, their confidence will grow.

- Encourage the children to join in, but never force a reluctant child. Respect their wish to remain silent.

Ideas for using the puppet

- Use the puppet to establish an affective link with the children.
- Use the puppet to establish routines at the beginning and end of every lesson. Routine is a vital part of the lesson, providing a safe framework for the children to learn in.
- Use it to create a sense of mystery and excitement in the vocabulary presentation.
- Use it to present the story.
- Use it wherever you feel it would be helpful and conducive to the learning process.

Ideas for using the flashcards

- Use them to present vocabulary.
- Put them on display on the wall or floor to revise vocabulary.
- Use them as suggested in the extra activities.

Games

Some of the game structures have been repeated throughout in order to further establish routines, as well as to maximise language acquisition. There is nothing more frustrating than to have to spend precious moments of the language class explaining the complex rules of a new game. Familiarity means that you and the children can focus on the target language.

Snap is a game where two or more players each place one card down on the table in turn. If two consecutive cards are the same, the children shout *Snap!* The first one to shout can pick up the pile of cards. The winner is the player with the most cards when one other player runs out of cards.

Pelmanism is a memory game usually played in pairs. The children have identical picture cards,

which they shuffle and place face down on the table. Each child in turn turns over two cards and names the object on each card. If the child turns over two cards the same, he/she keeps them and has another turn. If the cards are not the same, the child turns them face down again. The winner of the game is the child with the most cards.

Before you start

You will need a bag for the Hippo puppet and the flashcards. You may wish to make one or, alternatively, use a pillow case.

Assembly ideas

Many teachers find that the beginning of the lesson is the ideal time to introduce and establish certain assembly routines. Concepts such as colours, the days of the week, the weather and seasons can be repeated throughout the year. The advantage of having a brief assembly time at the beginning of the lesson is that all of the children, regardless of ability, benefit from the repetition within the routine. Because of this constant repetition, even the less able children have the chance to shine in the assembly. As a result, the children gain in confidence and this in turn has enormous repercussions on the learning process.

The following are just a few ideas you may wish to incorporate into your lessons:

- Use the weather template on page 120 to make a weather wheel. Simply cut out, colour and laminate it. In your assembly time, point to the pictures on the wheel and say *Is it sunny, raining, cloudy or snowing?*
- Do the same to create a seasons wheel, using the template on page 121.
- To introduce the days of the week, prepare a colour chart with a different colour for each day. Laminate the chart for durability. Stick the days of the week colour chart onto a wall or simply carry it around with you from class to class. Make five simple scarves from scrap material using the same five colours as on the chart. Alternatively, use coloured stickers. At the beginning of each lesson,

ask the children *What day is it today?* Then say *Yes. Today it's (Monday). (Monday) is a (red) day.* Show the children the scarves or stickers and ask a child to give you the red scarf or sticker. Invite the child to tie the scarf round the puppet's neck or to stick the sticker to the puppet.

Use of the mother tongue in the classroom

It is almost impossible to avoid using some mother tongue in the classroom with such young children as they have many physical and emotional needs to be addressed while they are learning. It is important to capture their interest and imagination and to draw them into the world of English gradually and slowly, at their pace. Use the classroom language to build up a bank of instruction vocabulary with which they are familiar and so reduce the necessity to switch between languages.

Classroom language

Hello time / assembly

Sit/Stand in a circle, please.

Let's sing a song!

What day is it today?

What colour is it?

What's the weather like?

Is it spring, summer, autumn or winter?

Vocabulary and song time presentation

What's in the bag?

What's this?

Point to the ...

Song time

Let's sing a song!

Join in.

Do the actions.

Worksheet presentation

Look at the picture.

What is it?

Who is it?

How many ... ?

Use the stickers.

Count and write.

Draw a line.

Colour.

Fold and stick.

Find, circle and write.

Count.

Write the number in the box.

Look and colour.

Colour by numbers.

Join the dots.

Trace over the dots.

Find and count.

Listen and match.

Count and match.

Circle the odd one out.

Move to the tables

Go to your table, please.

Story time

Listen. Look. Are you ready? Good.

Who wants to be ... ?

Hands up.

Hands down.

Talk time

Which one's missing?

Bring me the ...

Extra activities

Throw the dice.

It's your turn.

It's my turn.

1, 2, 3 ... Touch the ...

Praise

Very good!

Well done!

Excellent!

Fantastic!

That's lovely.

A note on parental support

It may be useful to attend the Parents' Meeting at the start of the school year to discuss parental support and to include the following points:

- Always encourage your child, even when they find it hard.
- Do not force them to respond too early. Some children need time to gain confidence before they speak, sing or contribute, but they are listening and so learning.
- If possible, take a few moments to see what your child can remember about the story. Do not worry if they describe it to you in your own language – they will find it unnatural to speak to you in English.
- Expect the process to build gradually. The first week, there may be resistance to talking about the new subject. It will progress very gradually, over weeks and months.

... and finally

The most important aspect of the lessons is for you and the children to enjoy them. You can create an atmosphere of fun, which will generate a positive learning environment. *Hippo and Friends* is designed to be fun in order to be effective – so please enjoy it!

