

# 6

# Teacher's notes

## Reinforcement worksheet 1

- Pupils look at the pictures at the top of the page. Say a body part, e.g. *mouth*. Pupils point at the correct row. Pupils colour and cut out the pictures below to make playing cards. They then match the cards to form the four characters: boy, girl, robot and monster. Ask pupils to tell you which numbers make up the characters.

**Key:** boy: 1, 4, 3; girl: 2, 3, 1; monster: 3, 1, 2; robot: 4, 2, 4.

- **Optional follow-up activity:** Pupils shuffle the head cards and lay them face down in a row. They do the same with the body and leg cards and then play pelmanism, turning over one card from each row to create a character.
- **Optional audio activity:** Alternatively, play the audio (Track 22). Pupils point at the different body parts as they are named. They then colour, cut out and match the body parts and listen to the second audio (Track 23) to check their answers.

**Key:** Track 22: head, eyes, mouth, legs, arms, hands.

Track 23: boy: 1, 4, 3; girl: 2, 3, 1; monster: 3, 1, 2; robot: 4, 2, 4.

## Reinforcement worksheet 2

- Show pupils the picture and pre-teach *body*. Pupils colour the body parts in the picture. They use a different colour for each body part. When they have finished, pupils work in pairs, A and B. They guess the colours the other pupil has used. Pupil A says, e.g. *Arm number 1 is blue* (or *blue and yellow*). Pupil B replies *yes* or *no* depending on the colour they have chosen. Pupil A carries on guessing until they have the correct answers. Pupils then swap roles.
- **Optional follow-up activity:** Pupils cut out the body parts. Give them split paper fasteners and show them how to push them through the crosses to make an articulated robot. Pupils can use re-usable putty instead if necessary. They can use their imagination, e.g. put the head for a leg or an arm for a head! If you prefer, pupils can make their robots at home and bring them in to show the rest of the class.
- **Optional audio activity:** Alternatively, pupils listen to the audio (Track 24) and colour the different body parts in the picture as they are named. Remind them to colour each of the body parts a different colour. They then continue with the rest of the activity.

**Key:** eyes, hands, mouth, head, legs, arms.

## Extension worksheet 1

- Pupils look at the sequences of pictures and draw the correct final item in each sequence. Work through the example with pupils, emphasising the intonation of each word to reinforce the sense of a sequence. When they have finished, pupils chant the sequences in pairs.

**Key:** 1 leg, 2 eye, 3 hand, 4 arm, 5 mouth, 6 head.

- **Optional follow-up activity:** Pupils turn over their worksheets and draw their own sequences with the body parts, then give them to their partners to complete.

## Extension worksheet 2

- Pupils look at the pictures and decide who is speaking in each frame. They circle the character, A or B. Pupils listen to the story (Track 25) and check their answers.

**Key:** 1 B, 2 A, 3 A, 4 B, 5 B, 6 A.

- **Optional follow-up activity:** In small groups, Pupil A says, e.g. *I've got an arm ...*. Pupil B says, e.g. *I've got an arm and a leg ...*. Play continues until all six body parts have been named and the next pupil starts again.

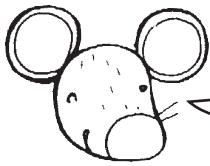
## Song worksheet

- Pupils look at the body parts and name them (*eyes, arms and hands, legs and feet, mouths*). They then remember the song and colour the alien's body parts orange and the boy's body parts blue. Pupils compare their answers in pairs, A and B. Pupil A says e.g. *The alien has got three eyes* and Pupil B says, *Yes* or *No*. Pupils A and B exchange roles. They sing the song (Track 26) and check their answers. Pupils then draw a picture of the two friends (alien and boy) in the frame.

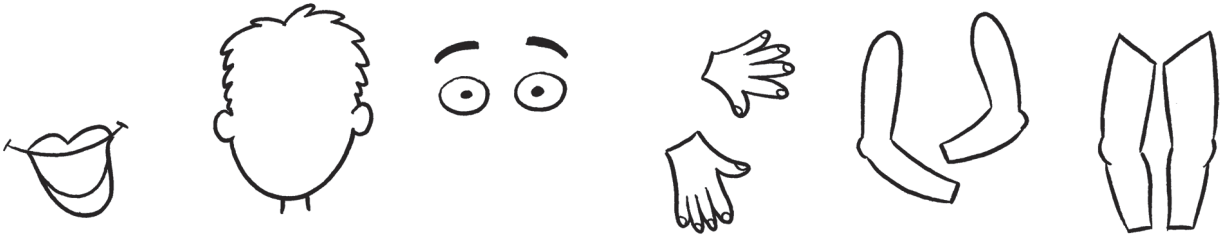
**Key:** Alien: 4 arms, 4 hands, 3 eyes, 2 mouths, 6 legs.  
Boy: 2 arms, 2 hands, 2 eyes, 1 mouth, 2 legs.

- **Optional follow-up activity:** Play "Beetles" in pairs or small groups (see Reinforcement worksheet 1, Unit 5). Use body parts instead of house parts as follows: 6 – body, 5 – head, 4 – arm, 3 – leg, 2 – eye, 1 – mouth. Pupils add a body part each time they throw a number, to make monsters. They cannot start until they throw a 6. They need a head (5) to be able to draw the eye(s) and mouth(s).

# Reinforcement worksheet 1



Look, cut and match.



1



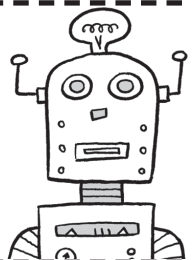
2



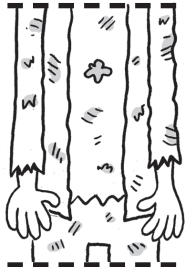
3



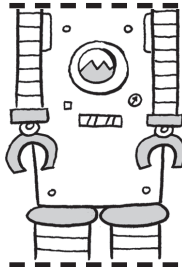
4



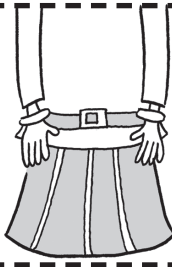
1



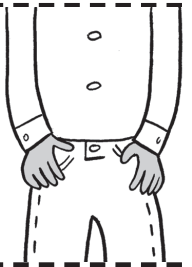
2



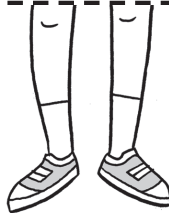
3



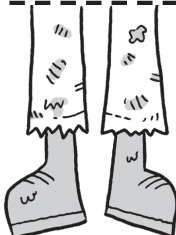
4



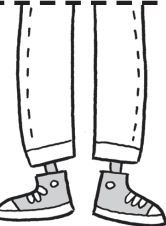
1



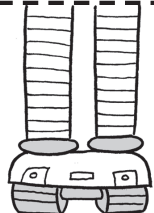
2



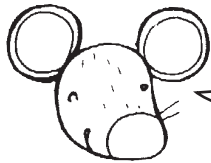
3



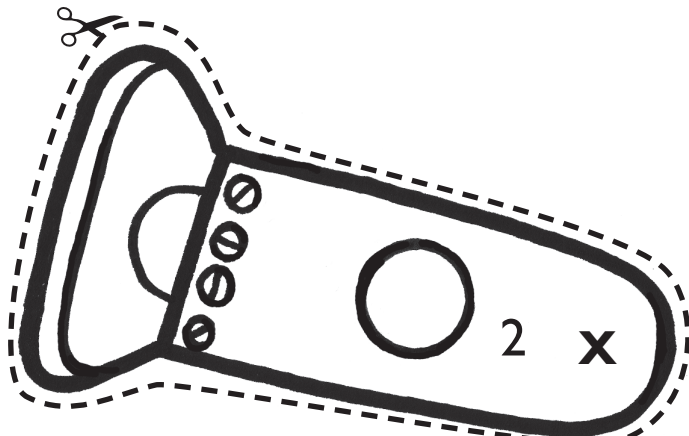
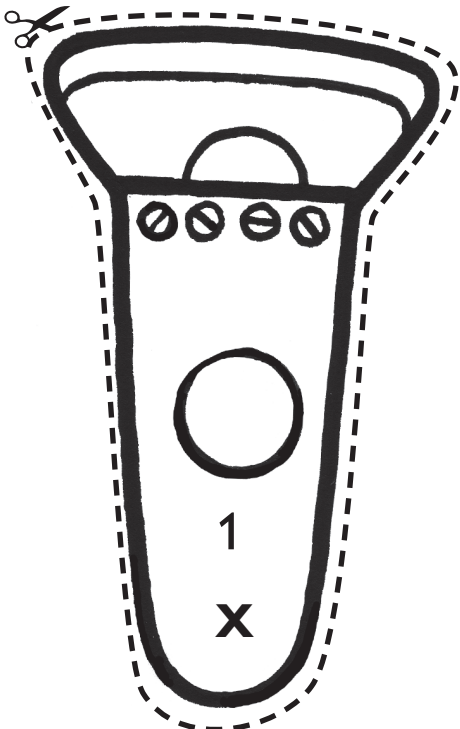
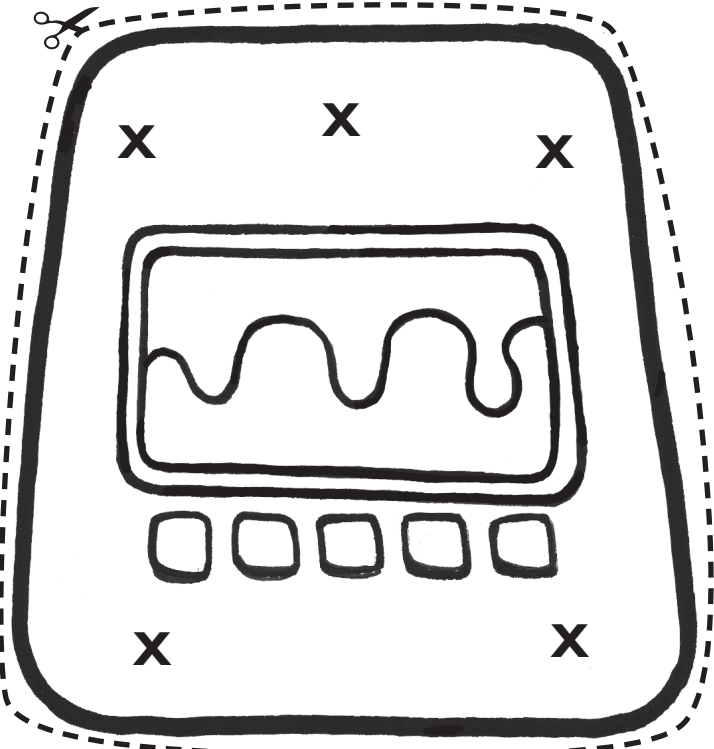
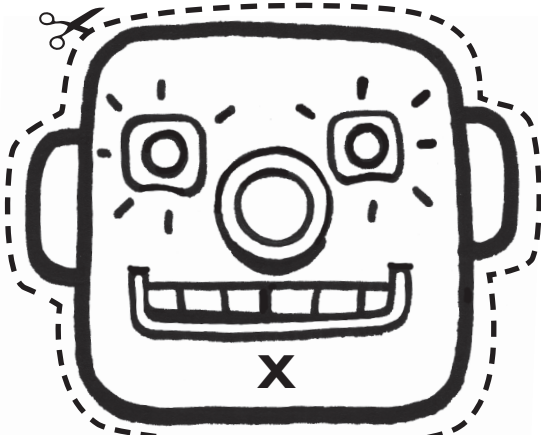
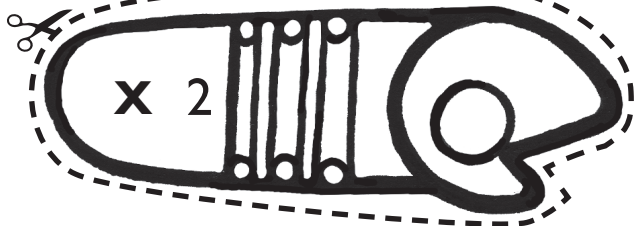
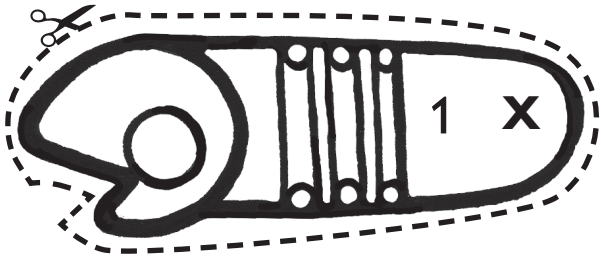
4



# Reinforcement worksheet 2



Colour and play.



Unit  
**6**

**Extension worksheet 1**



Look and complete.

**1**

**2**

**3**

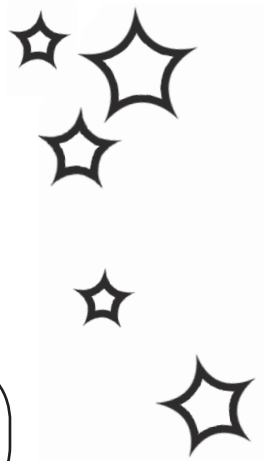
**4**

**5**

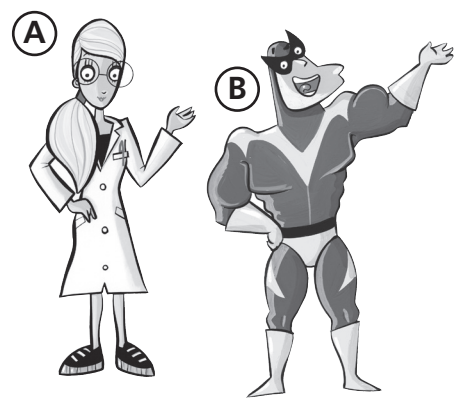
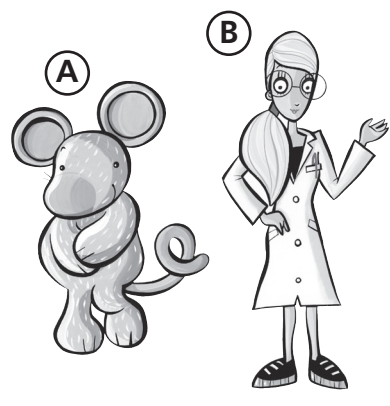
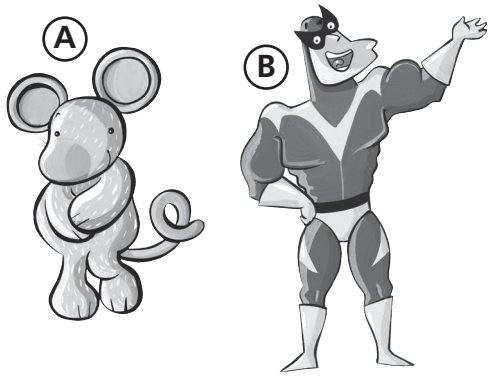
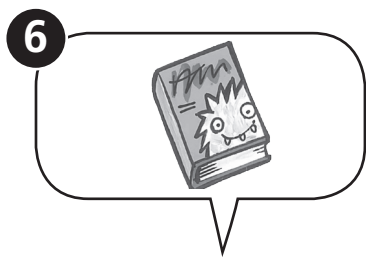
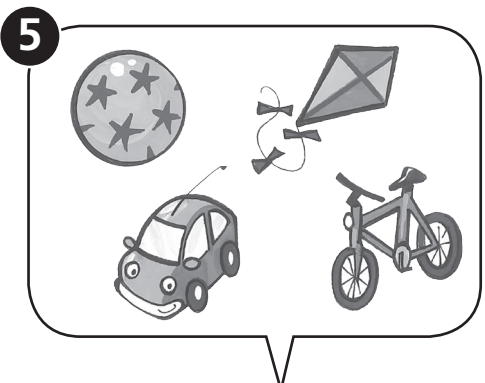
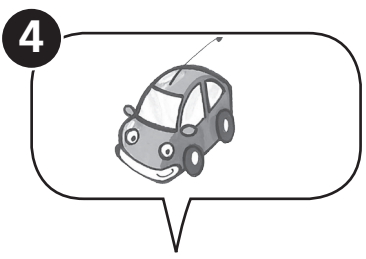
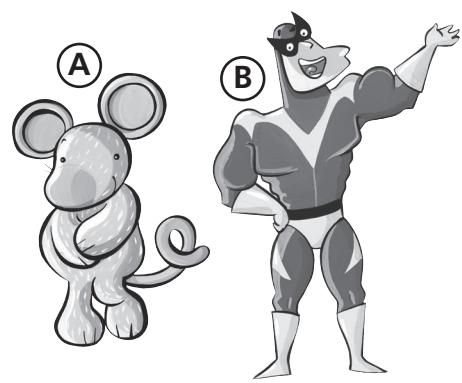
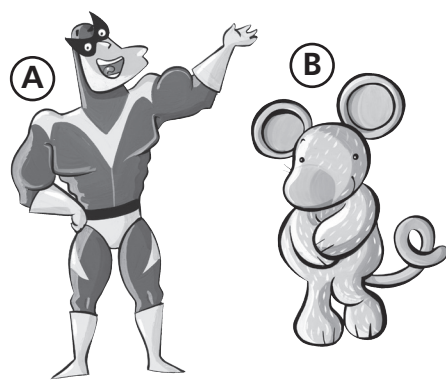
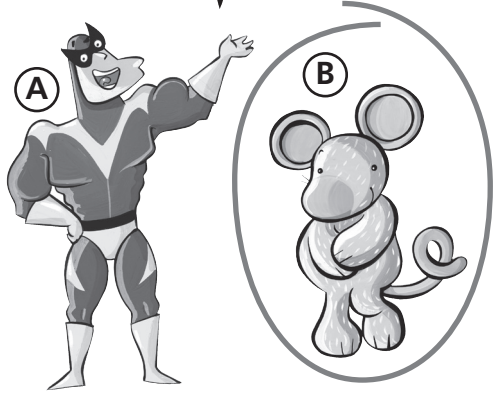
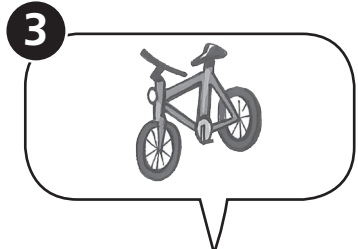
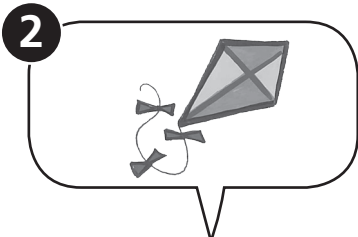
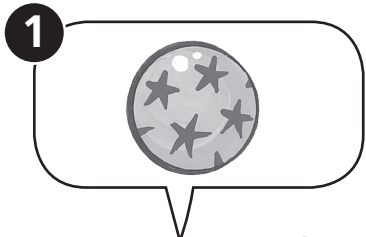
**6**

# Unit 6

## Extension worksheet 2



Look and circle. Listen.



# Song worksheet



Colour and draw. Sing.

