

Jolly English



Combining English vocabulary and phonics to give children the best start



An English language course for pre-school children with little or no knowledge of English



Who is Jolly English for?



Jolly English is an English language course that has been carefully developed and sequenced for pre-school children who have little or no knowledge of English. Join Inky Mouse and her friends, Snake and Bee, as they discover new words and phrases using songs, games, chants and stories that bring the course to life and develop children's English language.



Why choose Jolly English?

This comprehensive course enables teachers to embed essential English vocabulary in their students. It will also help develop children's awareness of the sounds of the English Language. Vocabulary is introduced gradually and the introduction of phonics concepts is systematic. Jolly English lays the foundations, so that children are prepared and ready for the Jolly Phonics programme.

- Using the tried and tested principle of Presentation and Practice, children are introduced to new words and phrases.
- New language is introduced through a series of topic-based units.
- Age-appropriate activities using songs, chants, games and role-play.
- Multi-sensory activities hone children's listening and speaking skills.
- All 42 sounds are introduced in the Jolly Phonics sequence.
- Continuous revision and consolidation built into the course.
- Develops children's fine motor skills.
- Flexible, fun and easy to implement in school.
- Suitable for children age 3+.

Can Jolly English be used in different teaching contexts?

The course has been developed, so that it can be used flexibly to suit different classroom scenarios:

- Use before starting Jolly Phonics.
- Use alongside Jolly Phonics.
- Use as a general early learner's English language course.

Jolly English can be completed in a year or spread out over two years depending on the number of teaching hours available.



Course Components

The course comes in two levels, with each level providing 44 lessons that take 40-45 minutes to complete. Each level comprises of the following components:

- A Teacher's book with step-by-step lesson plans and guidance for every topic, plus all the audio material required.
- A colour Pupil book with stickers, for children to work through in the classroom to reinforce the lesson.
- A black and white Practice book, which provides children with further opportunities to revise and consolidate the teaching. These can be used in class or at home.
- Flashcards, beanbags and puppets can also be used to help present and practice new language (available in the Jolly English Teacher's kit only).

Level 1 Topics: Each level contains a welcome unit and 8 topic based units:

- My Garden
- My School
- At the Farm
- At Home
- My Day
- At the Beach
- A Day Out
- Animals



Jolly English Level 1, Unit 8: Animals, Lesson 3

Learning objective: to listen to a story, to consolidate language from lessons 1 and 2; to learn new vocabulary (featuring the sounds /leɪ/, /ɔɪ/, /z/, /z/).

Target language: zoo, zebra, black, white.

Revised language: vocabulary from lessons 1 and 2; colours; horse legs.

Receptive language (story): Look! Listen! Can you see the animals? They're looking at the animals. Where are the animals? Let's see the animals! What is it? Is it a [horse]? It's [black]. It isn't a [horse], it's got [four] legs. I can see... Sh! Listen! Zebras like apples!

Teacher language: Who's this? What's this? Where are Zack and Jess? What colour is [it]? Find something [black]. What does the zebra say? What's Zack got? What's [Zack] wearing? How many [legs] has it got? Has [it] got a tail? Does [the zebra] like [apples]? What does it eat? Is it [big]? Let's listen to the story. Do you like [going to the zoo]?

Skills: listening, speaking.

Materials: audio CD, flashcards 11 to 19, 28 to 35, 39 to 42, 121, 261 to 264 (colours and animals, including the new animal: zebra, zoo, story cards), character puppets.

Warm up

- Use one of the puppets to say Hello. Play the chant from Unit 6, Lesson 1 (Track 62). Encourage the children to join in with the words and the actions.

Colours game

- Paint to various objects around the classroom and ask: What colour is it? Review the colours (blue, red, green, yellow, pink, purple, orange). Teach the new colours: black and white, by pointing to black and white objects in the room or by using the flashcards. Say: It's [black].
- Do a Colour Hunt. Divide the class into two teams. Ask a member of each team to stand up. Say: Find something [white]. The first child to find something that colour wins a point for their team. Make the instructions more challenging if you wish: for example, Find something [blue] and [yellow].

Listen to the story

- Say: Open your book, and show the children page 44 of the Pupil Book. Ask questions about the story pictures, for example: Who's this? (Zack, Jess.) What's this? (Glass.) What's Zack got? (An apple.) What's [Zack] wearing? (Jeans.) Use the flashcard to teach the word: zebra. Ask: What colour is the zebra? (Black and white.) How many [legs] has it got? (Four.)
- Say: Let's listen to the story. Play the audio (Track 65). Encourage the children to listen to the story and to follow it in their books.
- After listening, hold up the story cards and ask comprehension questions about each frame, for example, (Frame 1) Where are Zack and Jess? (At the zoo.) Can you see the animals? (No.) (Frame 2) Has the animal got a tail? (Yes.) (Frame 3) What colour is the zebra? (Black and white.)

Story

Frame 1
Narrator: Zack and Jess are at the zoo.
They're looking at the animals.
Zack: I like the zoo!
Jess: Let's see the animals!
Zack: Yes!
Jess: But where are the animals?

Frame 2
Zack: Look, I can see an animal!
Jess: It's got a tail!
Zack: One, two, three, four.
Jess: Four legs. What is it?
Zack: Is it a horse?

Frame 3
Jess: Sh! Listen!
Zack: Oh! That isn't a horse!
Jess: No, it isn't a horse!
Zack: Look! It's black and white!

zebra makes).

- Ask: Do you like going to the zoo? Do you like zebras? Encourage children to share their answers with the class.

Act out the story

Put the class into two groups. Read out the story lines from the story, and show children a mime each one: for example, hold your hand over your eyes and look around where are the animals?; mime awaiting an imaginary tail for: It's got a tail!; put your fingers for: It's got four legs; put your finger to your lips for: Sh!; mime holding out an apple for: zebras like apples. Then divide the class into two groups: one plays the role of Zack, and one plays the role of Jess. Play the story again, this time pausing after each of Zack's lines so that the children can do the mime. Encourage them to join in with some of the simpler phrases from the story; for example, I like the zoo. It's got a tail. It's black and white. It's a zebra. I like zebras. Prompt the children as necessary.

Encourage more confident children to come up in front of the class to act out the story.

Review the lesson

Put the children into two groups: one plays the role of Zack, and one plays the role of Jess. Ask the children to say which of the two animals you are describing point to the corresponding flashcard. Repeat with different pairs of animals: for example, cow and sheep, cat and hen, dog and rabbit, mouse and horse.

Jolly English Pupil Book 1, page 44

Jolly English Level 1, Unit 8: Animals, Lesson 3

Put the pairs of flashcards on the board or around the classroom, and play this as a team game. Ask children from each team to touch the flashcard that is being described. The quickest one to do this wins a point for their team.

Practice Book

- Show the page 44 of the Practice Book. Play the audio (Track 66), and ask the children to colour each of the paint pots at the side of the page. In the classroom or at home, the children colour the picture of the zebra using the colour key.

Colour key

Number one is black.
Number two is white.
Number three is green.

Phonics focus

- Draw the children's attention to the sounds in the words containing /leɪ/, /ɔɪ/ and /z/. Ask: Can you hear the /leɪ/ in 'green'? Can you hear the /ɔɪ/ in 'horse'? Can you hear the /z/ in 'zoo' and 'zebra'?

Sample unit from Jolly English Level 1 Teacher's Book, with corresponding pages from the Jolly English Level 1 Pupil Book (bottom left) and Jolly English Level 1 Practice Book (top right).

Course Contents

Each level features 8 topic based units plus a welcome unit. Each topic has four lessons, split as follows:

- Lessons 1 and 2 - Introduce and extend the unit vocabulary, words are modelled for children on the audio CD for clear pronunciation.
- Lesson 3 - Revise and extend the unit vocabulary through stories on the audio CD, which children can follow in their Pupil Books.
- Lesson 4 - Using songs, the unit vocabulary is revised and extended, which is illustrated in the Pupil Book for children.

Each unit will contain focus sounds introduced in the Jolly Phonics sequence.

Level 2 Topics: Each level contains a welcome unit and 8 topic based units:

- Weather
- Journeys
- Fox at the Farm
- Fun at the Fair
- At the Castle
- A Camping Trip
- Doctor, doctor
- A Party



Jolly English Level 2, Unit 5: At the Castle, Lesson 1

Learning objective: to review language from previous units; to learn vocabulary connected with a king and queen in their castle (featuring the sounds /qu/ and /ou/), to listen to a chant.

Target language: Queen, quack, quilt, quiet, loud, ducks.
Revised language: clothes; King, ring, swan.
Receptive language: The [ducks] are [loud]. They're very [quiet]. Sh! Be quiet. Good [quiet ducks].
Teacher language: Who's this? What's this? I'm [quiet]. What does a [duck] say? Where [are the ducks]? What's [the queen] wearing? What colour [are they]? How many [ducks] can you see? Can you hear the /qu/ in 'queen'? Can you see a /qu- /h/? Let's listen to the chant.
Skills: listening, speaking.
Materials: audio CD, flashcards 44, 48, 103, 140, 188, 203, 205, 223, 224 (swan, duck, quilt, ring, sing; King, Queen, quiet, loud), character puppets.

Warm up

- Use one of the puppets to say Hello. Use the puppet to hold up flashcards from Unit 1 (King, ring, swan, sing). Show each flashcard and prompt the children to say the words.
- Play the song from Unit 4, Lesson 4 (Track 35) and ask the children to join in.

Listen and say

- Use the flashcards to teach the new words: Queen, quilt and duck. Encourage the children to mime putting on crowns, or to wave or bow in a regal way as you say Queen.
- Show the duck flashcard and ask What does a duck say? Say Quack, quack! Ask the children to join in. Quack loudly and say I'm loud! Quack quietly and say I'm quiet. Repeat Quack both loudly and quietly and encourage the children to copy you.

Vocabulary

Queen Quack
 Quilt Quiet Loud

Chant

Quack, quack, quack!
 The ducks are loud!
 They're very quiet!
 Sh! Sh! Be quiet, ducks!
 Sh! Sh! Be quiet!

Practice Book

- Show the children page 27 of the Practice Book. Point to the paint pots at the side of the page and read the numbers aloud with the children. Play the audio (Track 39) and encourage them to colour each paint pot accordingly.
- Draw the children's attention to the numbers on the picture of the quilt. In the classroom or at home, the children use the colour key to colour the picture.

Colour key

Number one is pink.
 Number two is blue.
 Number three is orange.
 Number four is yellow.
 Number five is green.
 Number six is red.

Phonics focus

- Draw attention to the sounds in words containing /qu/ and /ou/: for example, Can you hear the /qu/ in 'queen', 'quilt' and 'quiet'? Can you hear the /ou/ in 'loud'?
- Practise aural blending with pictures on the Pupil Book page. Show the Pupil Book page and ask, for example, Can you see a /qu- /h/? Can you see a /qu-ee- /h/? Can you see a /h- /ng/? Can you see a /d- /- /h/? Can you see a /- /- /d- /? Encourage the children to point to the right person or object in the picture.

At the Castle

children to copy you.

- Play the audio (Track 37) and ask the children to listen. Hold up each flashcard as they listen. Then play the audio again, this time pausing after each word so that the children can repeat it. Encourage them to say the word quiet quietly and the word loud loudly.

Stick

- Say Open your book, and show the children page 27 of the Pupil Book. Encourage the children to complete the picture on page 27 using the stickers.
- Ask questions about the picture: for example, Who's this? (King, Queen.) What's this? (Window, pond, duck, quilt.) How many [ducks] can you see?

Chant

Say Let's listen to the chant. Play the audio (Track 38) and encourage the children to listen to the chant and point to the picture on page 27.

- Show the children some mirrors for the chant: for example, opening and closing their hands like beaks for quack; putting their fingers to their lips for saying Sh! for quiet; putting their hands over their ears for loud. Play the chant again and encourage the children to mime the actions. Encourage them to join in with the quacks Sh! Be quiet.

Using the lesson

Give the children instructions to do things either loudly or quietly. Say, for example, Sh! Be quiet, stand up. Be loud! Stamp your feet. Give the instructions loudly or a quiet voice to help convey meaning. Repeat this with various instructions: for example, sit down, sing, count to ten, jump, clap your hands, spin around. You could play this as a team game if you wish. Use one of the puppets to say Goodbye.

Sample unit from Jolly English Level 2 Teacher's Book, with corresponding pages from the Jolly English Level 2 Pupil Book (bottom left) and Jolly English Level 2 Practice Book (top right).

What resources do I need to teach Jolly English?

For the Teacher

The Jolly English Teacher's Kit contains all the items you need to teach the course. It comes complete with picture flashcards, puppets and a beanbag.

Jolly English Teacher's Kit

ISBN: 978 1 844146 03 1 JL030

Contains the following items:

1 Teacher's Book 1 (with audio CD)

1 Teacher's Book 2 (with audio CD)

1 Pupil Book 1

1 Pupil Book 2

1 Practice Book 1

1 Practice Book 2

1 set of 296 Picture Flash Cards

1 set of puppets

1 beanbag



Teacher's Kit also available without puppets:

ISBN: 978 1 844146 06 2 JL065

For the Pupil

Each pupil in class will need a Level 1 and Level 2 Pupil Set to complete the course.

Jolly English Level 1 Pupil Set

ISBN: 978 1 844146 04 8

JL049

Contains 1 Pupil Book (full colour with stickers) and

1 Practice Book (black and white)

(48 pages each)



Jolly English Level 2 Pupil Set

ISBN: 978 1 844146 05 5

JL057

Contains 1 Pupil Book (full colour with stickers) and

1 Practice Book (black and white)

(48 pages each)