

# Happy House 1

New Edition

## Teacher's Resource Book

### Contents

Unit 1 Reinforcement .....	3
Unit 1 Extension .....	4
Unit 2 Reinforcement .....	5
Unit 2 Extension .....	6
Unit 3 Reinforcement .....	7
Unit 3 Extension .....	8
Unit 4 Reinforcement .....	9
Unit 4 Extension .....	10
Unit 5 Reinforcement .....	11
Unit 5 Extension .....	12
Unit 6 Reinforcement .....	13
Unit 6 Extension .....	14
Unit 7 Reinforcement .....	15
Unit 7 Extension .....	16
Story books .....	17
Picture and word cards .....	24
Teacher's notes .....	28



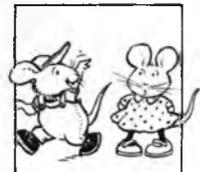
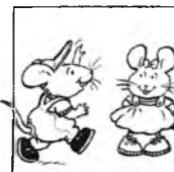
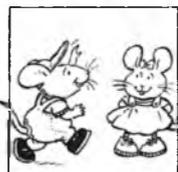
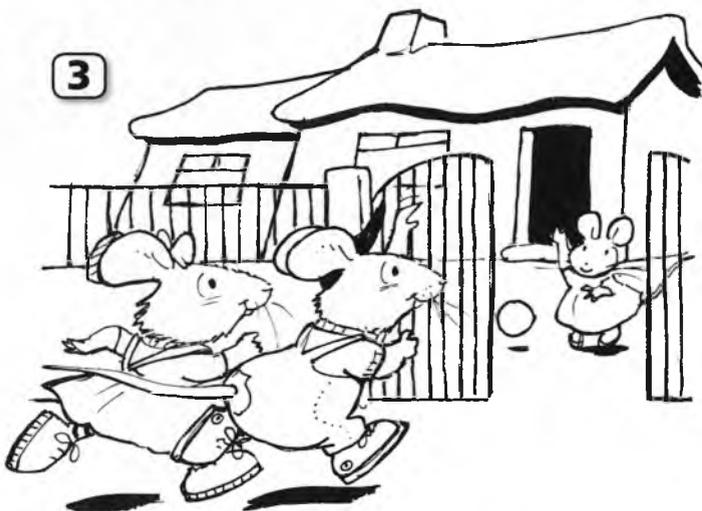
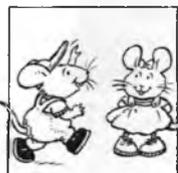
# 1 Reinforcement Welcome to Happy House!

Point and say.



# 1 Extension Welcome to Happy House!

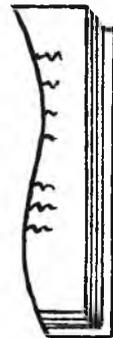
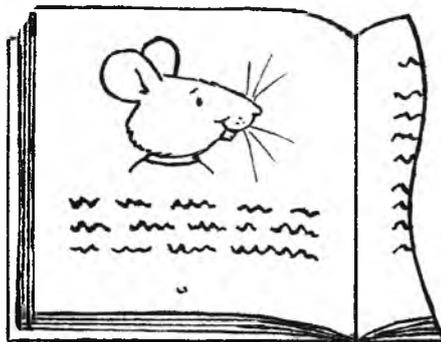
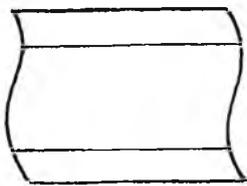
Look and circle Hello! or Goodbye!



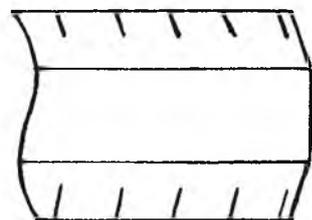
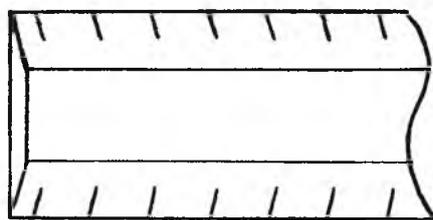
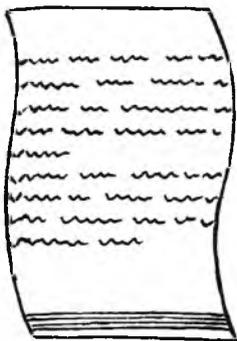
# 2 Reinforcement Pens and pencils

Match, draw and colour.

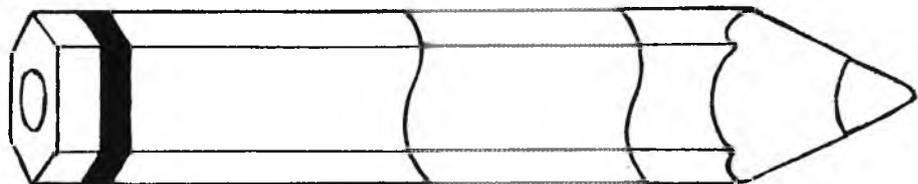
1



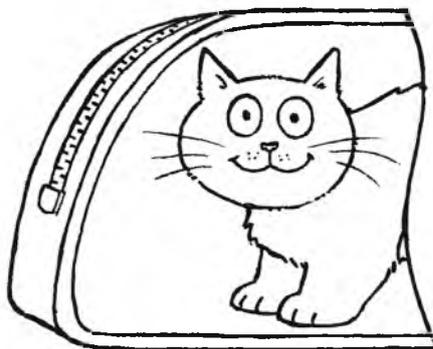
2



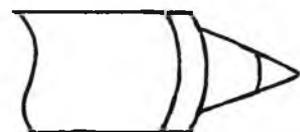
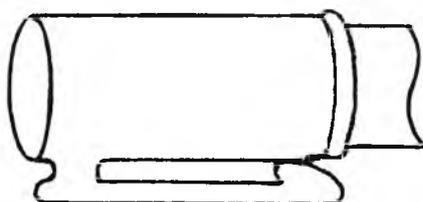
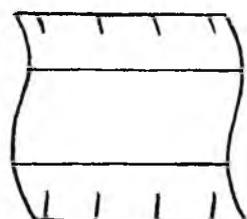
3



4

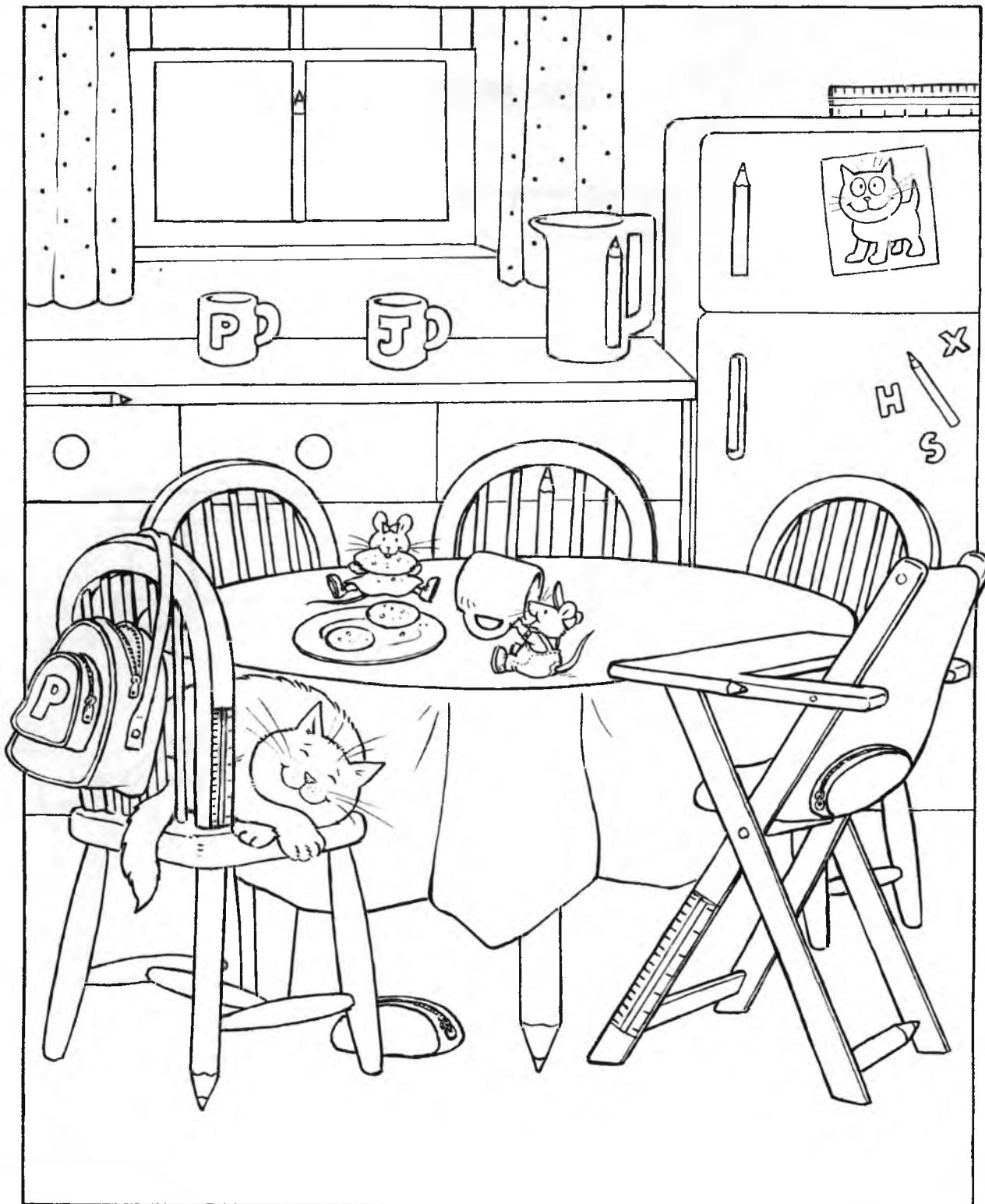
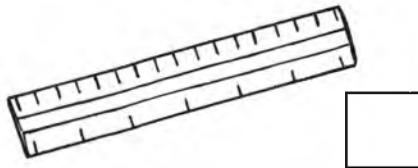
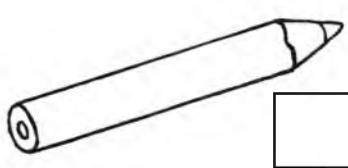


5



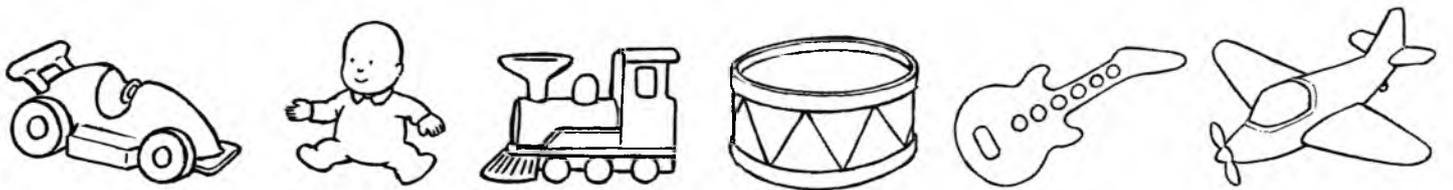
# 2 Extension Pens and pencils

Find, count and colour.



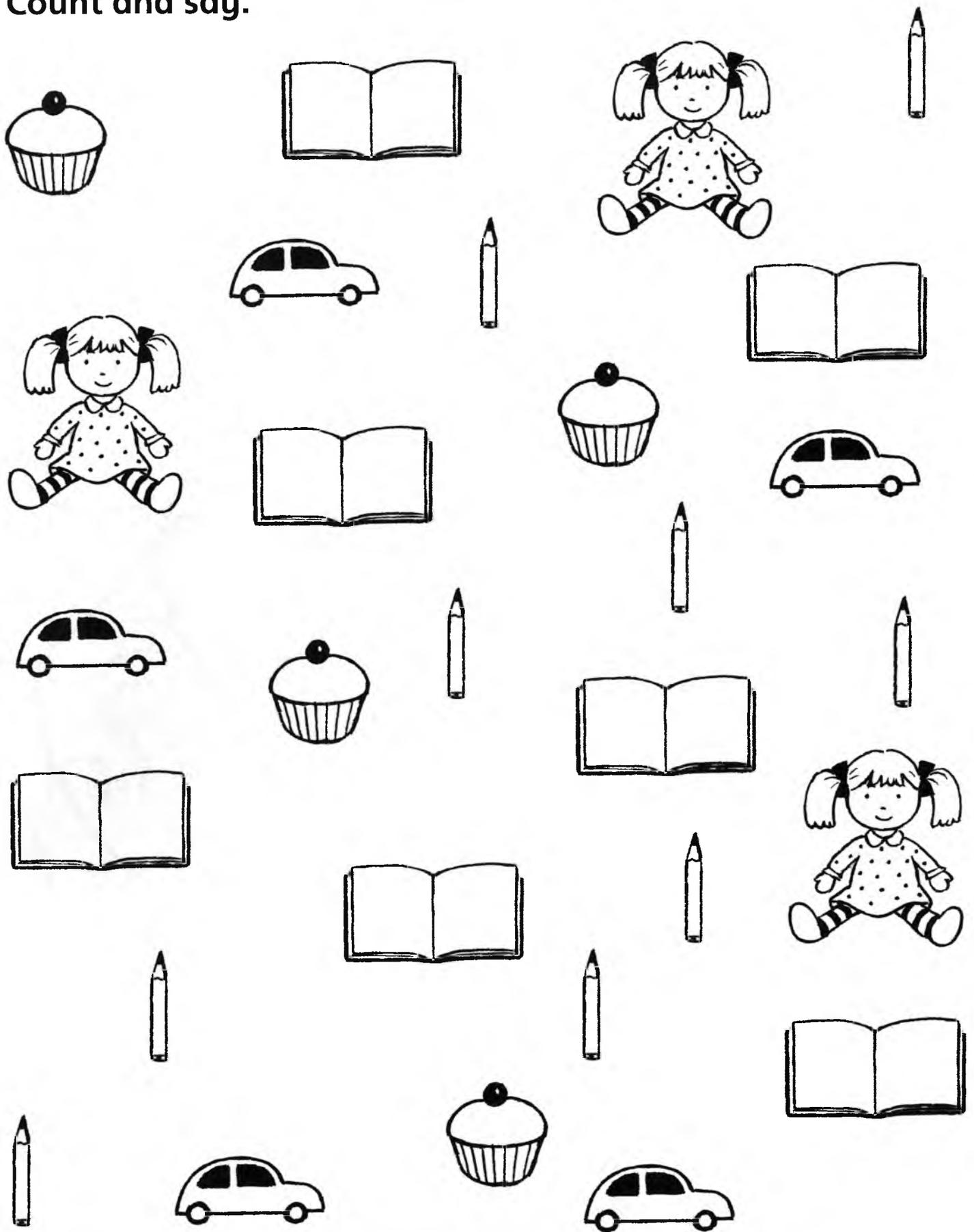
# 3 Reinforcement Come and play!

Draw and ✓.



# 3 Extension Come and play!

Count and say.



# 4 Reinforcement Dressing up

Listen and colour.



# 4 Extension Dressing up

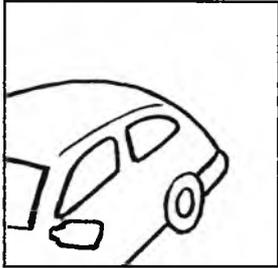
Point and say.



# 5 Reinforcement Happy birthday!

Match, draw and colour.

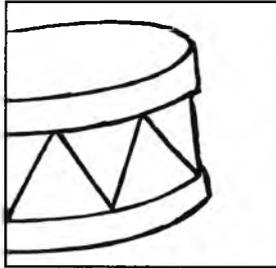
1



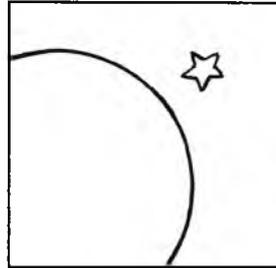
2



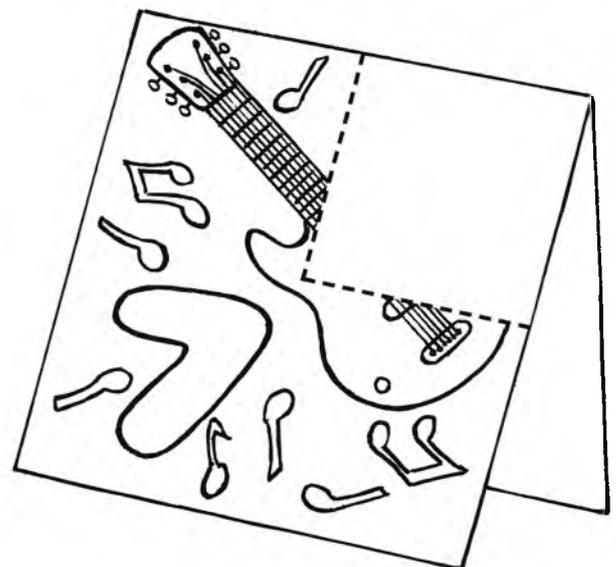
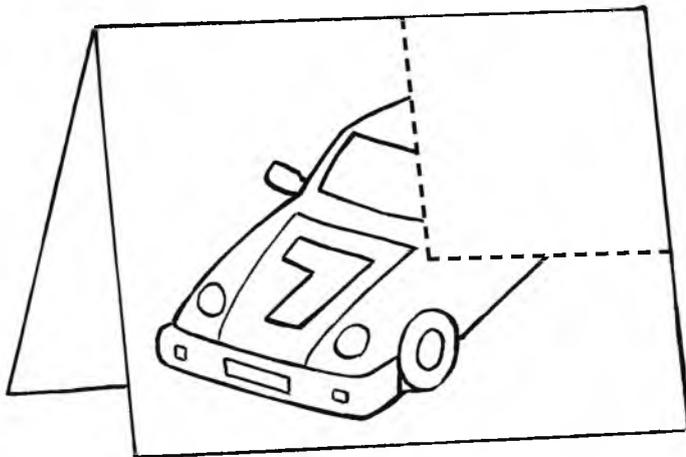
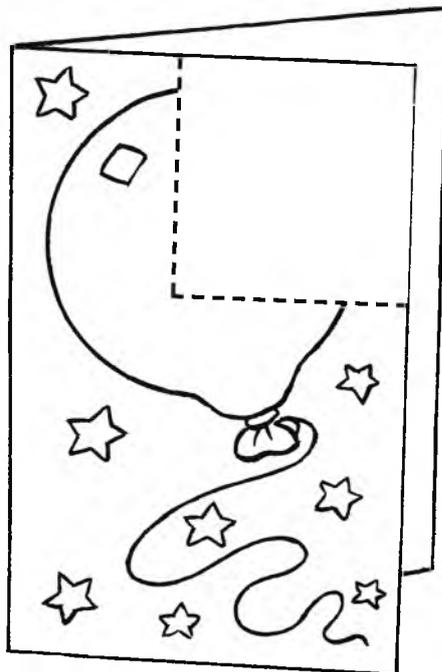
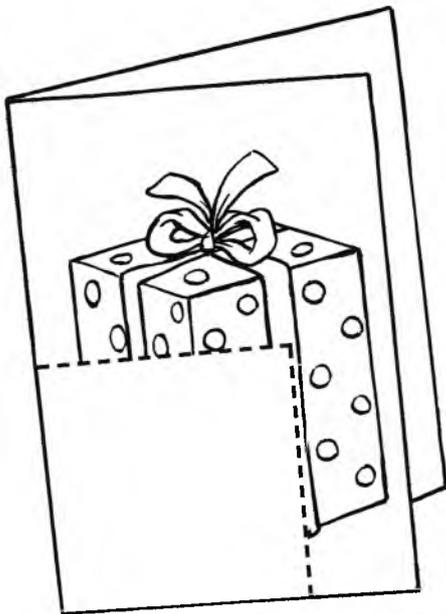
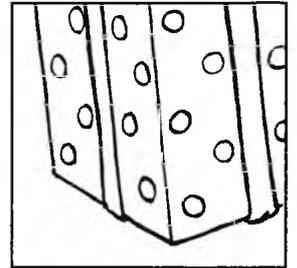
3



4

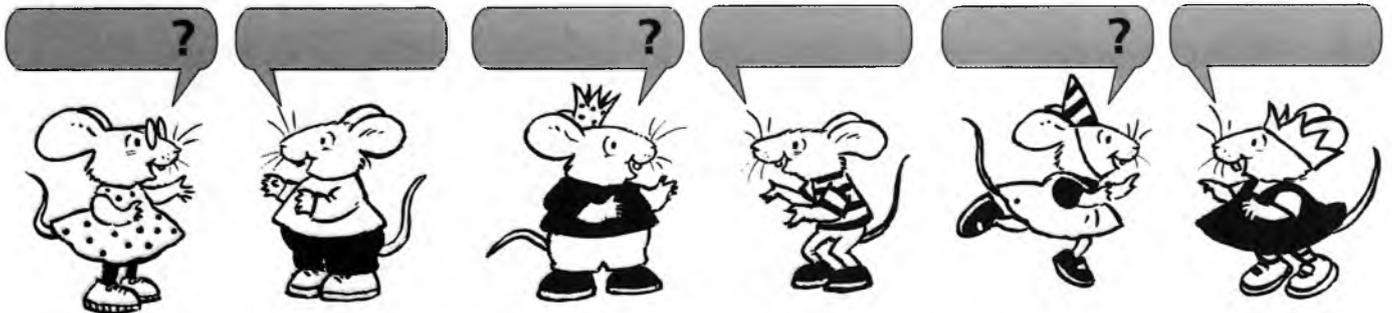
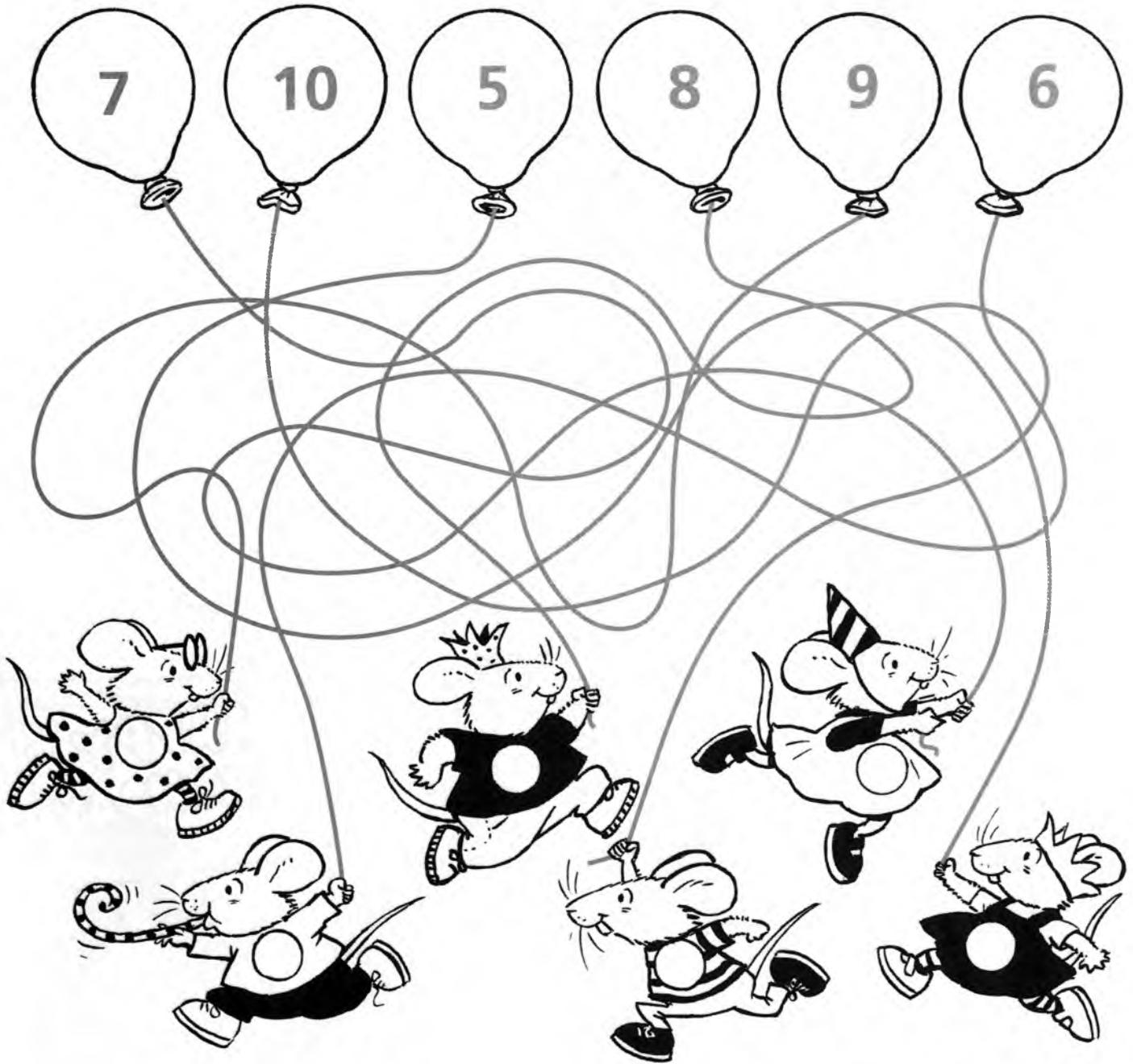


5



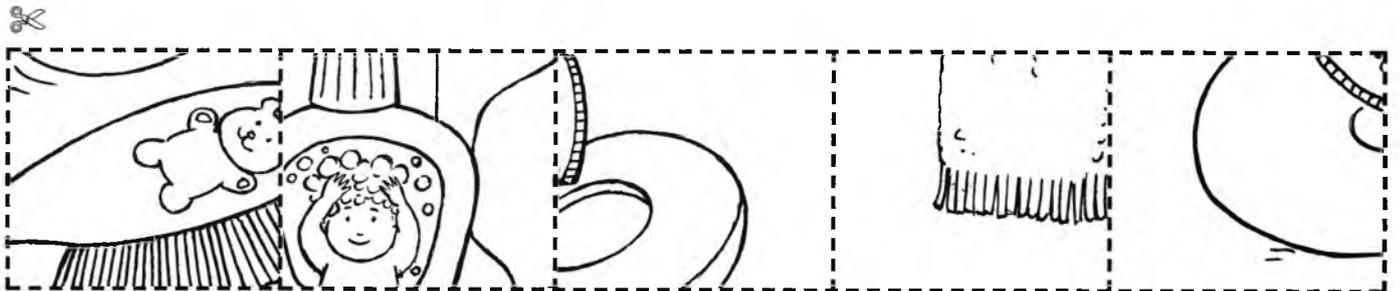
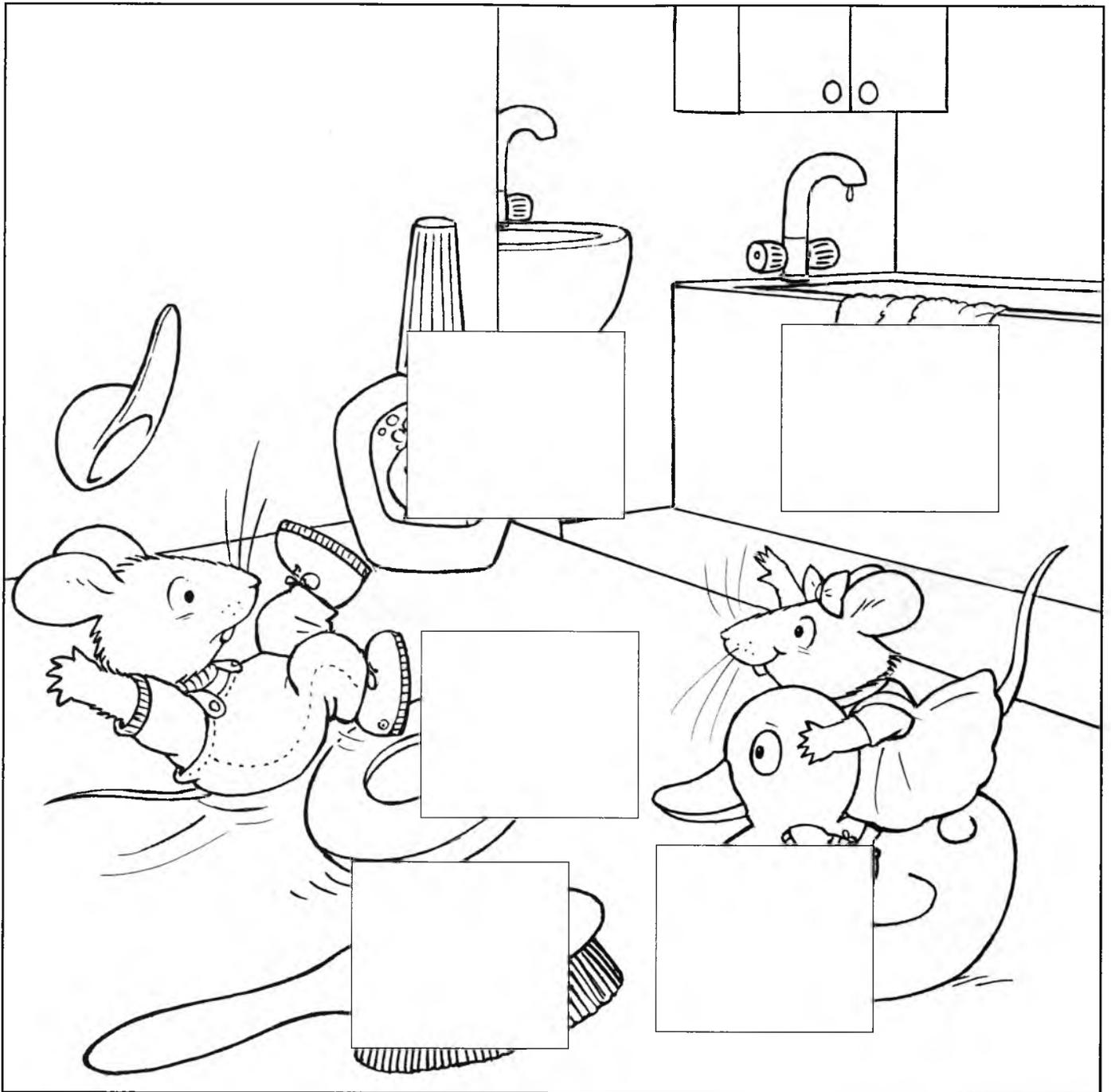
# 5 Extension Happy birthday!

Match, and write the numbers.



# 6 Reinforcement Bathtime!

Do the jigsaw.



# 6 Extension Bathtime!

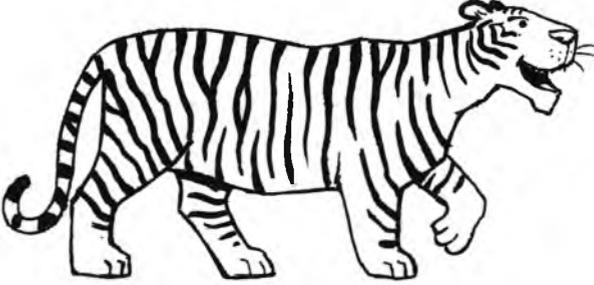
Draw.



<p>a duck</p>	<p>a toothbrush</p>
<p>a towel</p>	<p>shampoo</p>
<p>a hairbrush</p>	<p>soap</p>

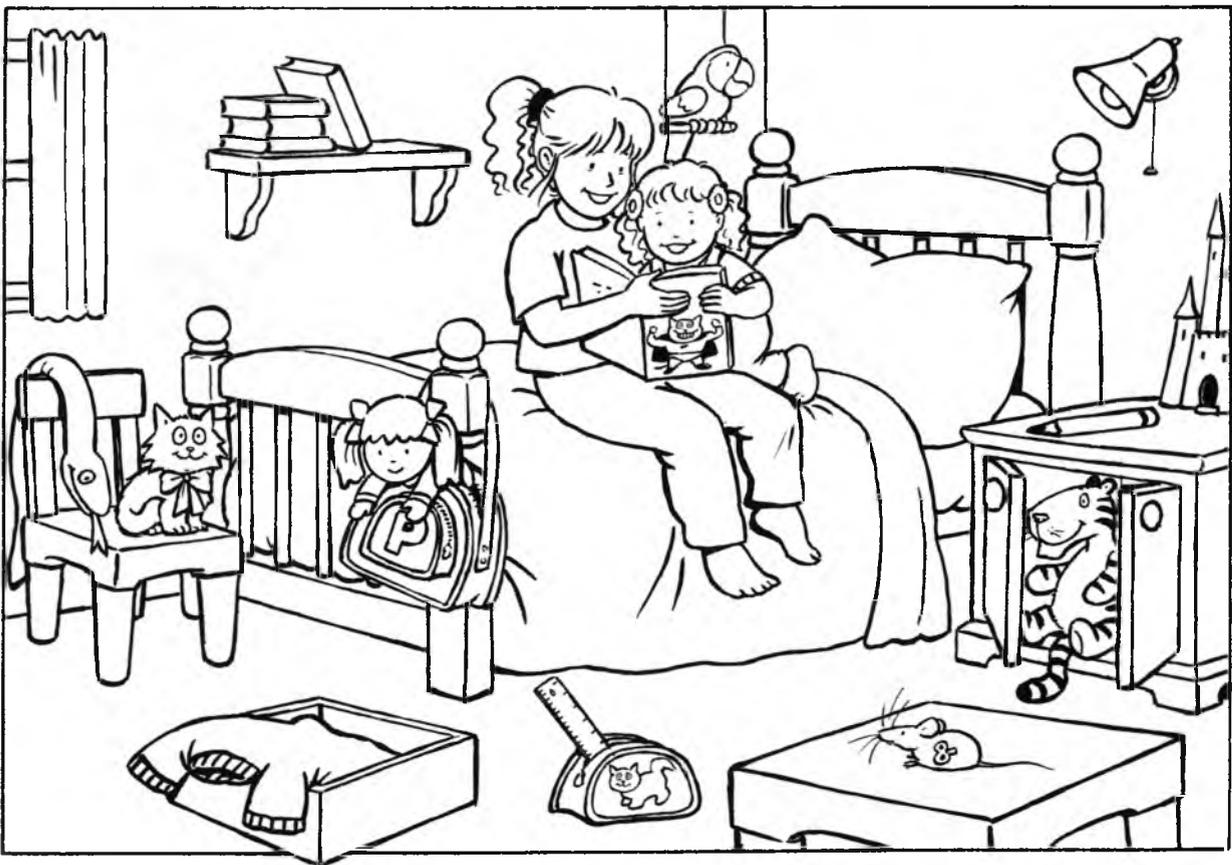
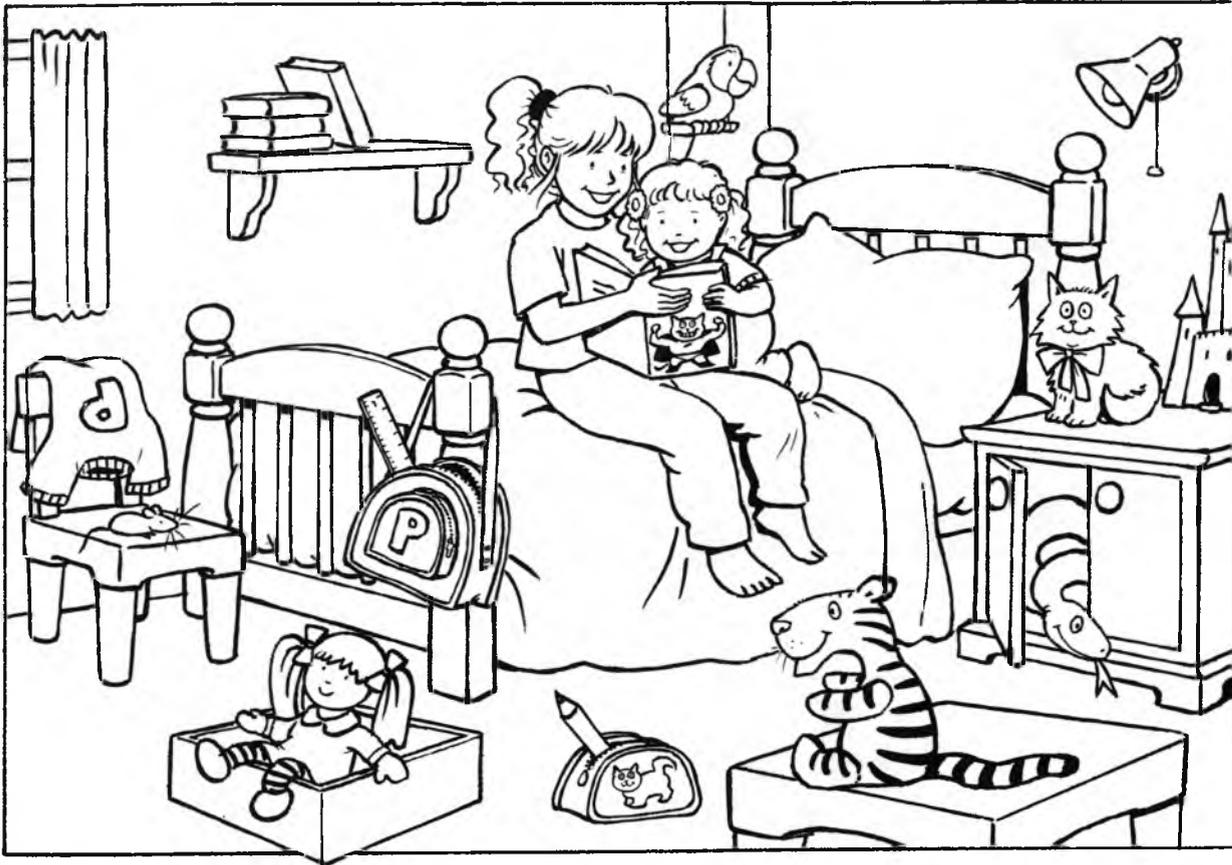
# 7 Reinforcement Animal friends

Ask your teacher and ✓ or X.

1 	
2 	
3 	
4 	
5 	

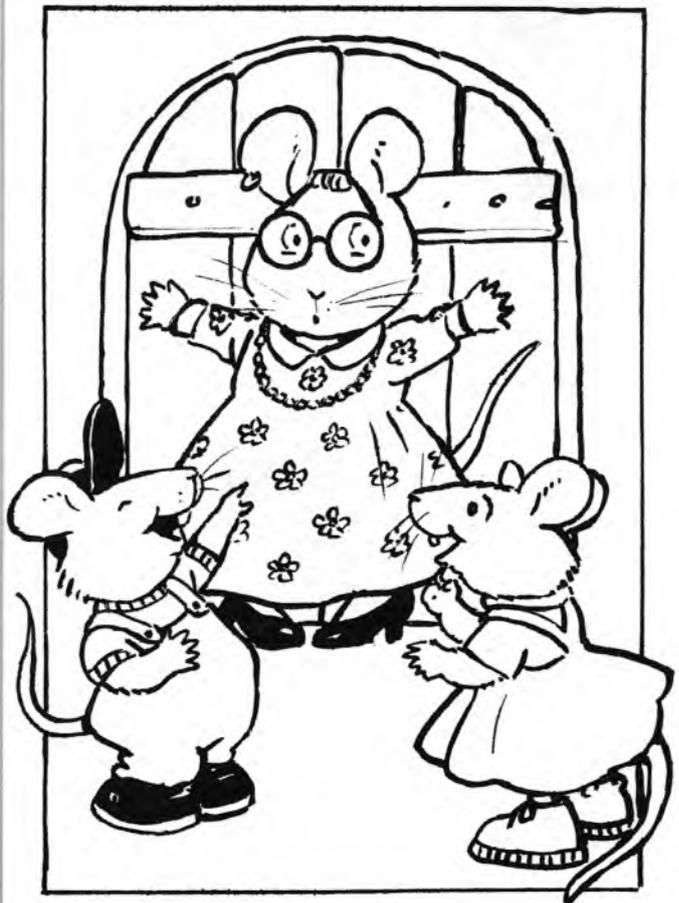
# 7 Extension Animal friends

Find and circle 8 differences.



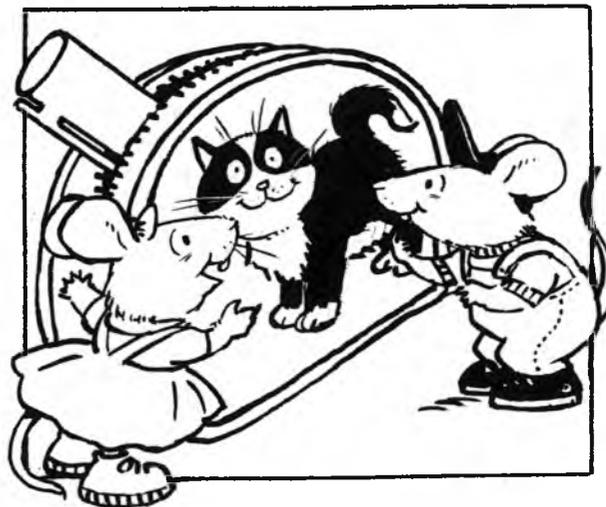
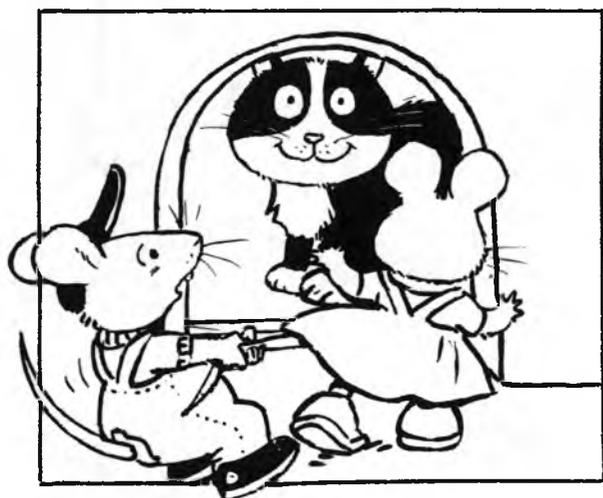
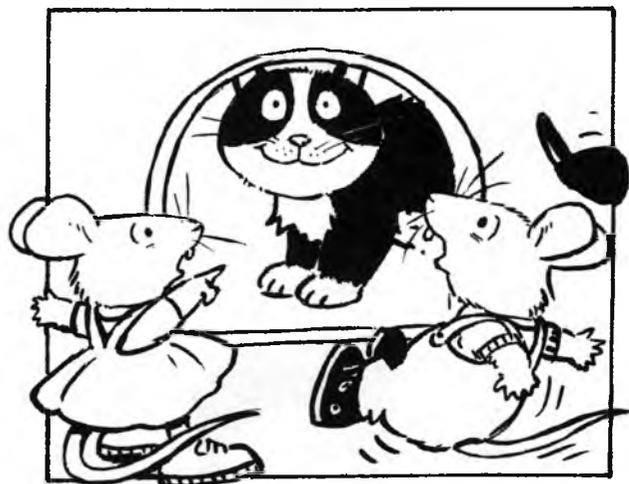
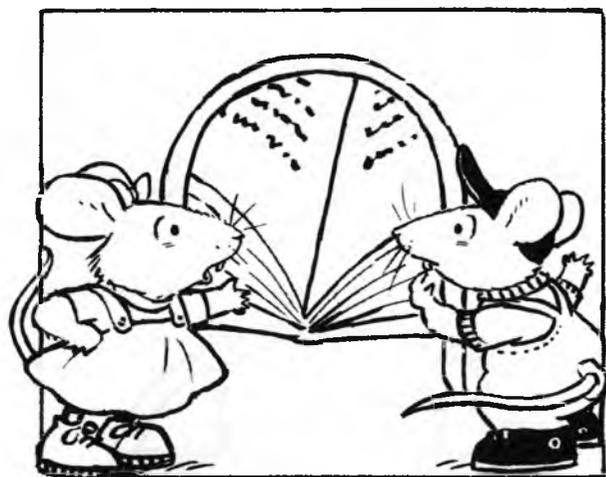
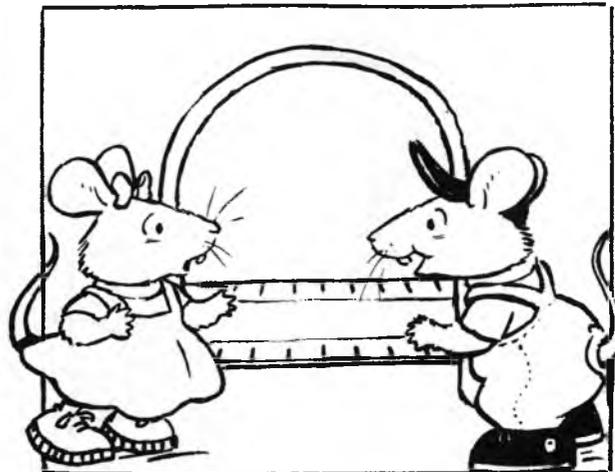
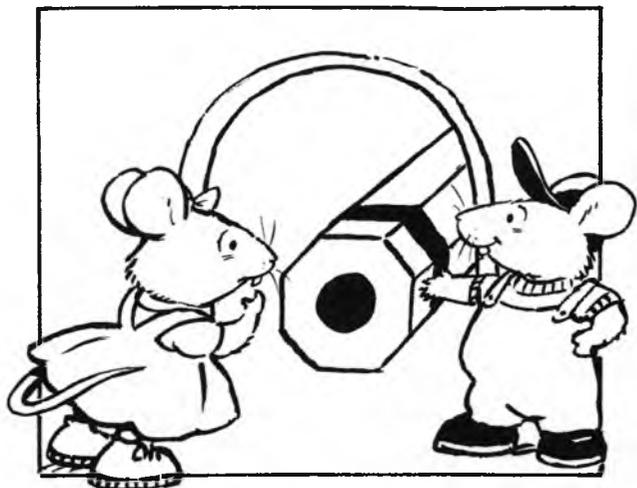


--- = cut — = fold



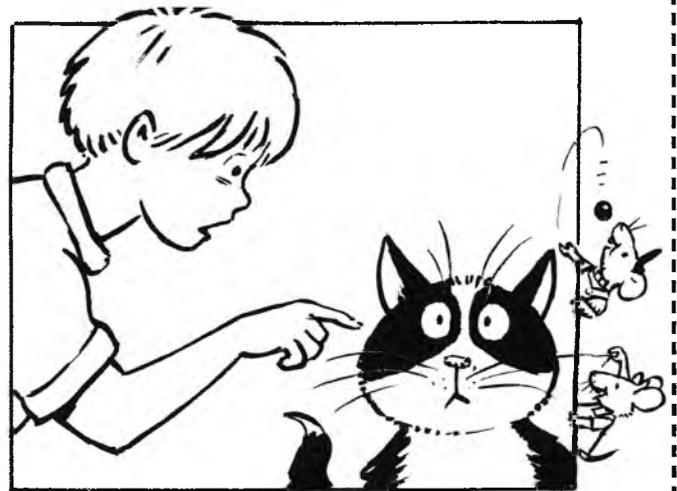
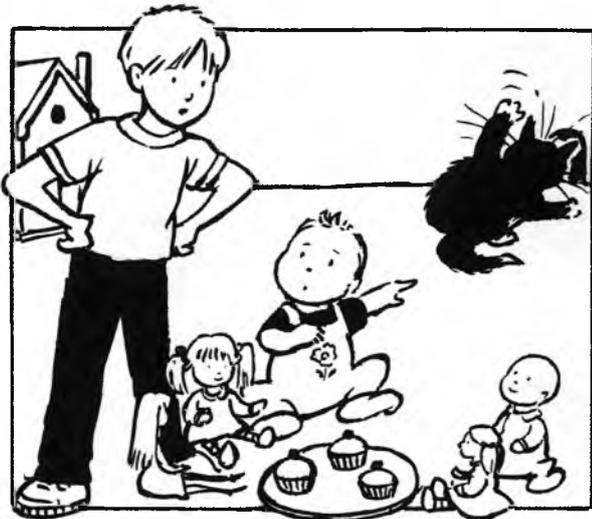
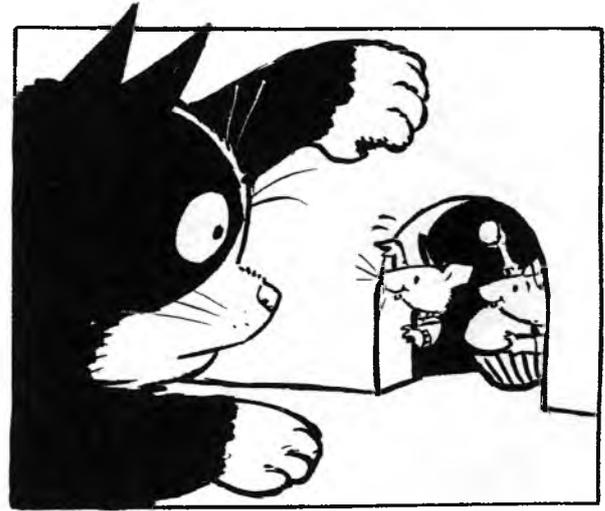
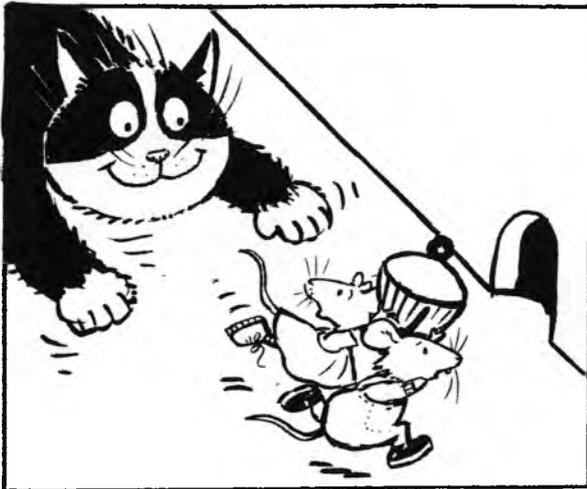
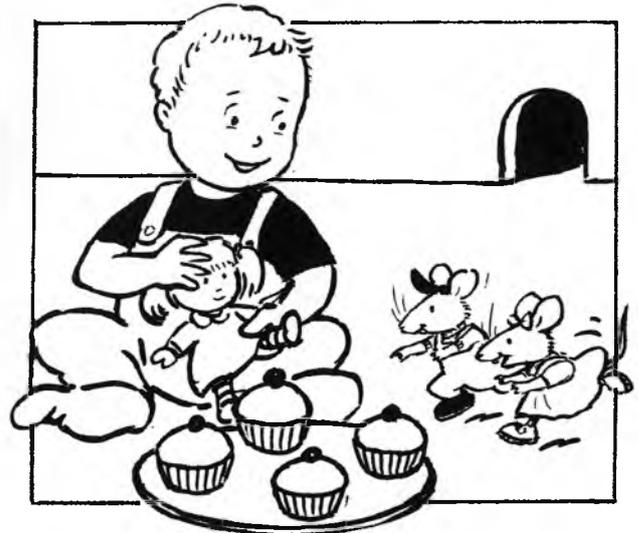
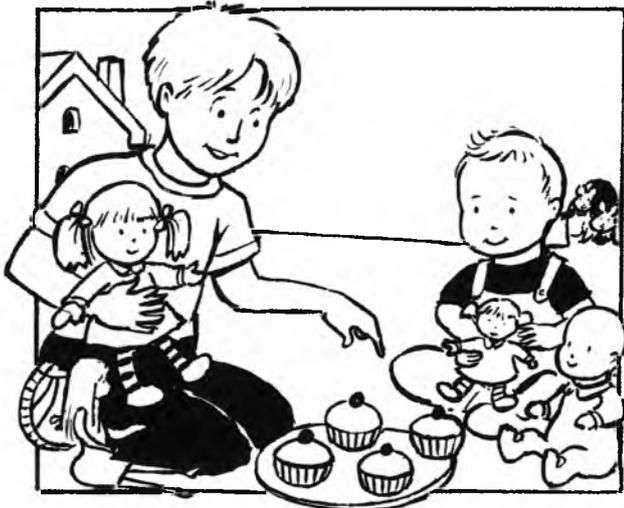


--- = cut — = fold

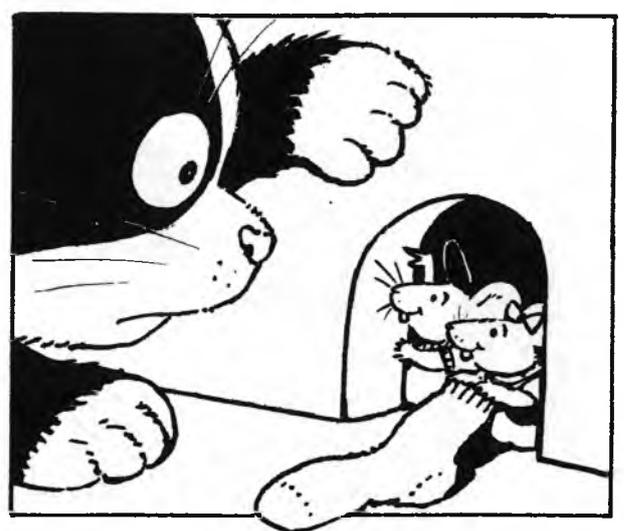
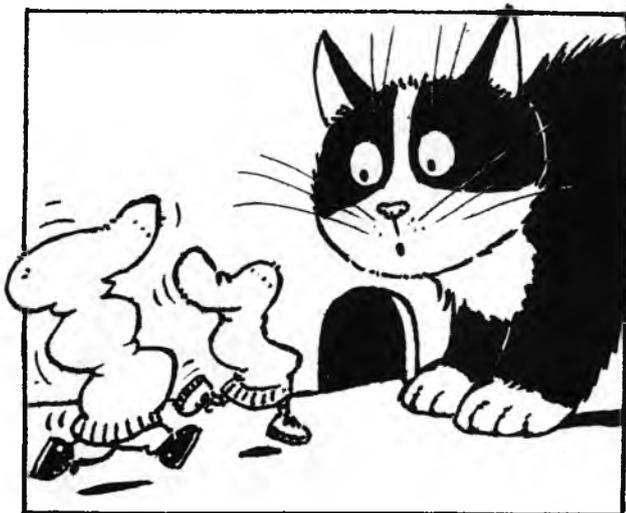
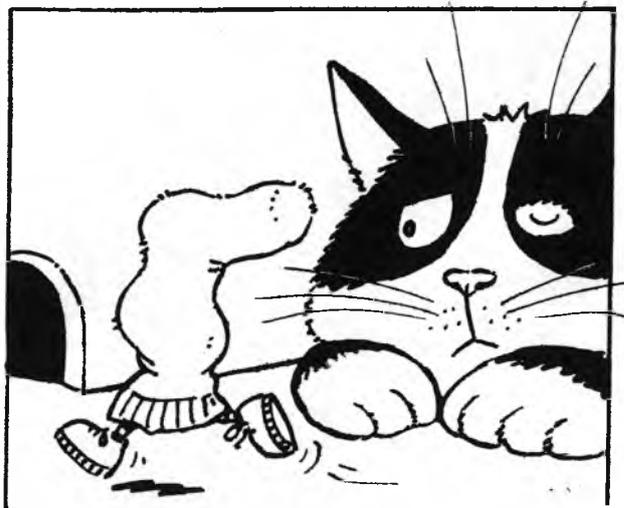
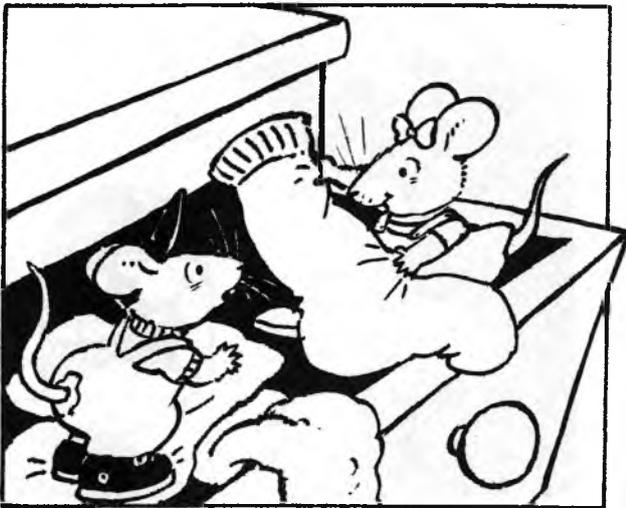
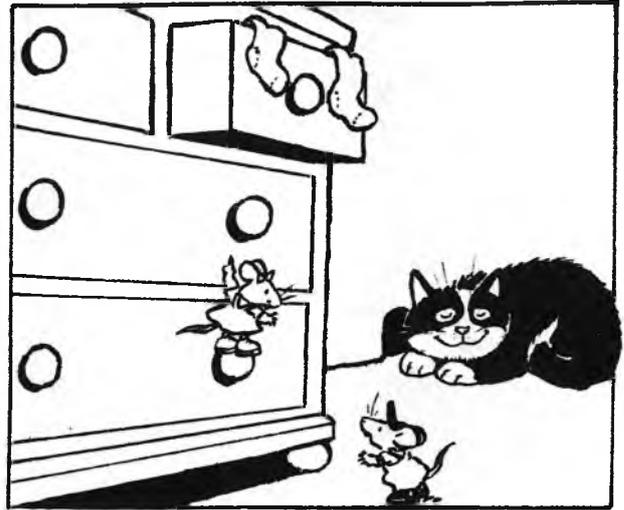
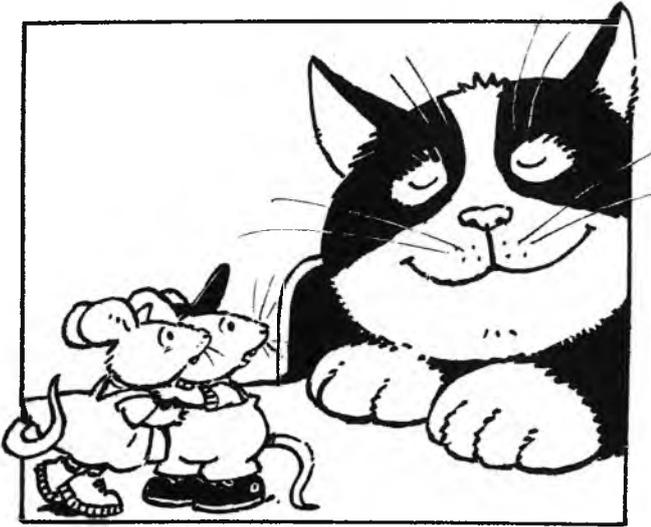




--- = cut    — = fold

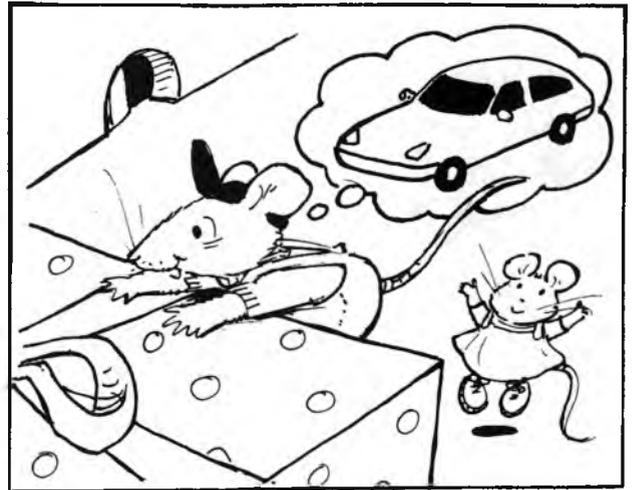
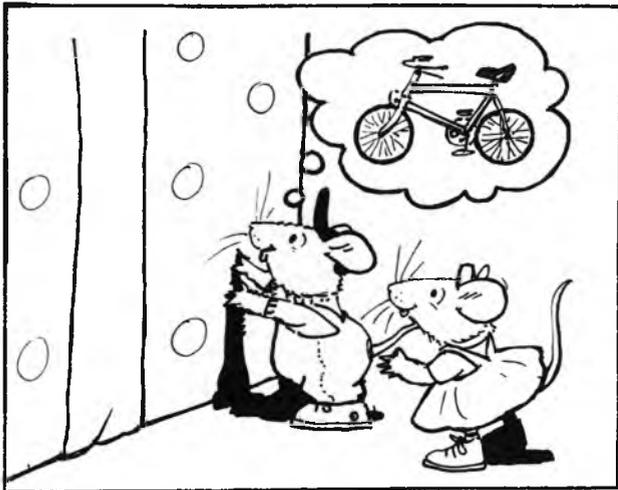
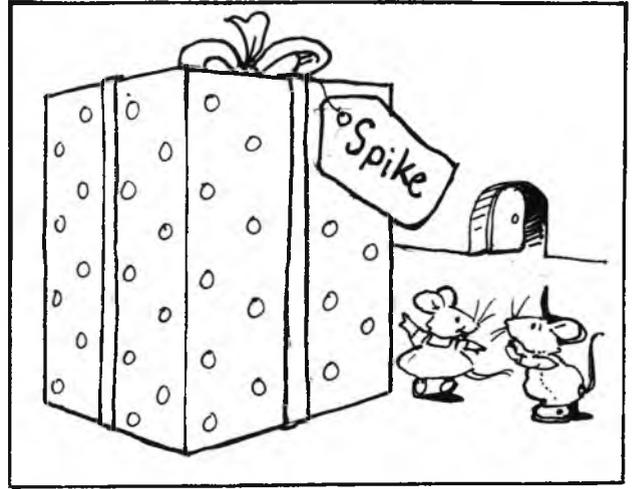
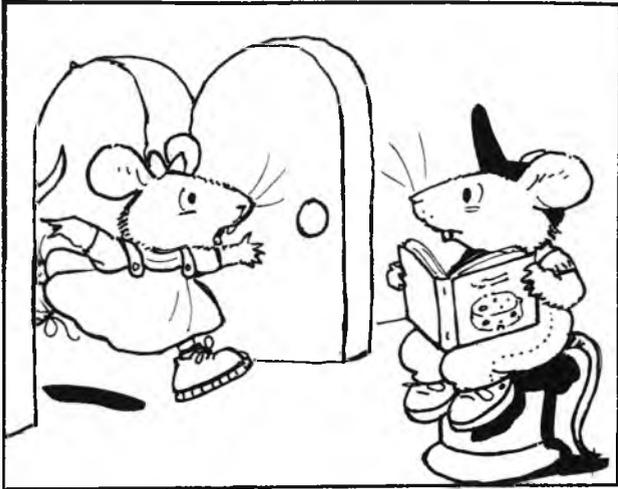


--- = cut — = fold



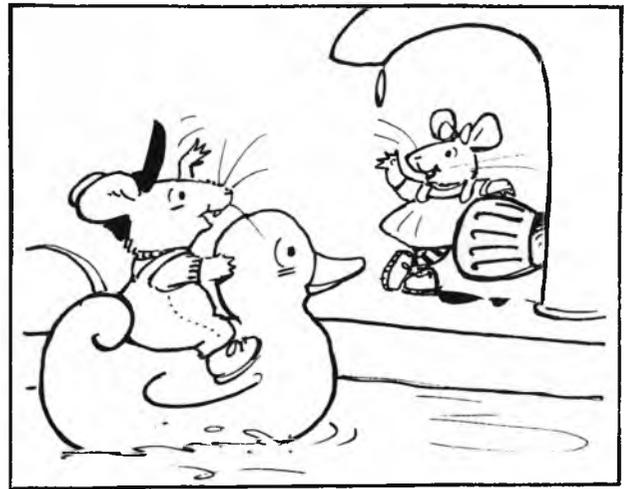
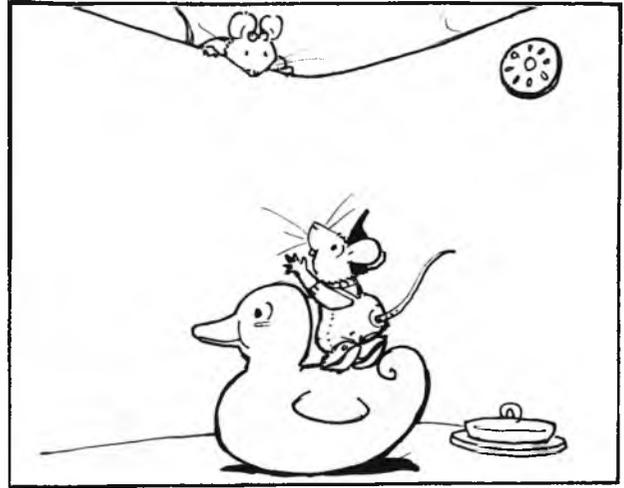
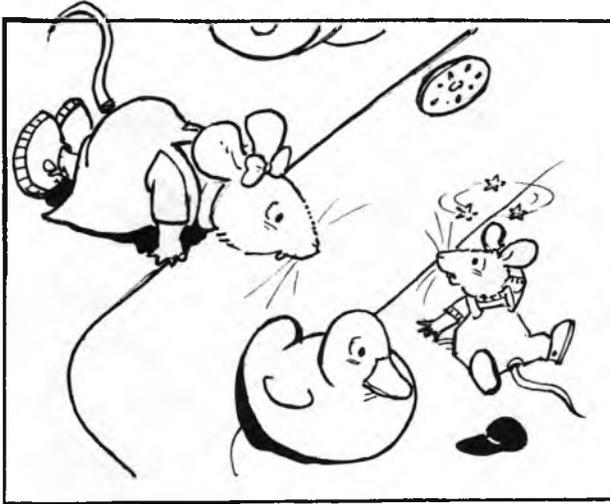
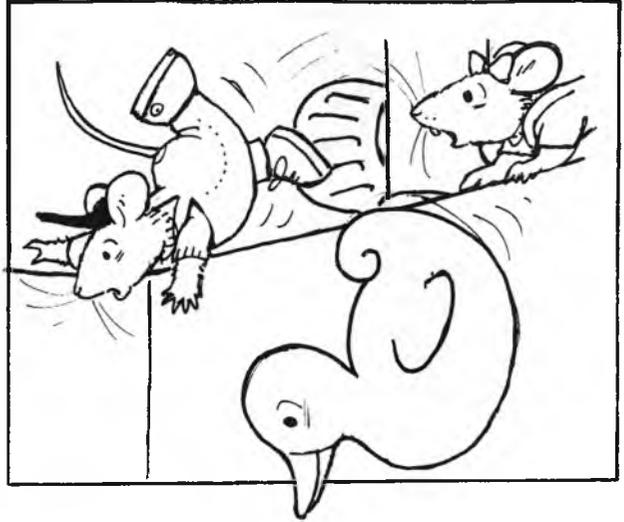
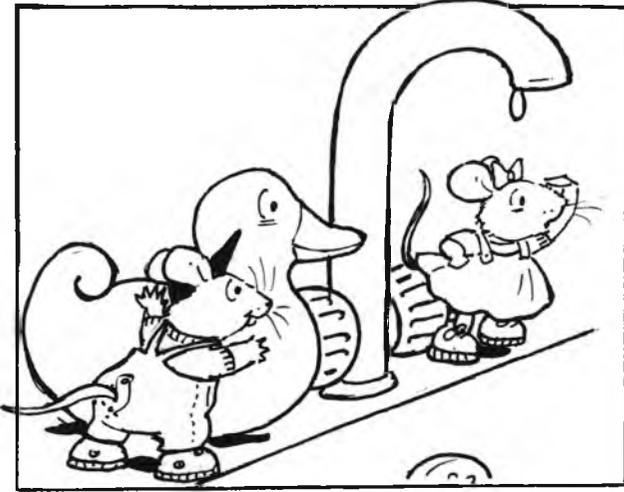


--- = cut    - - - - = fold



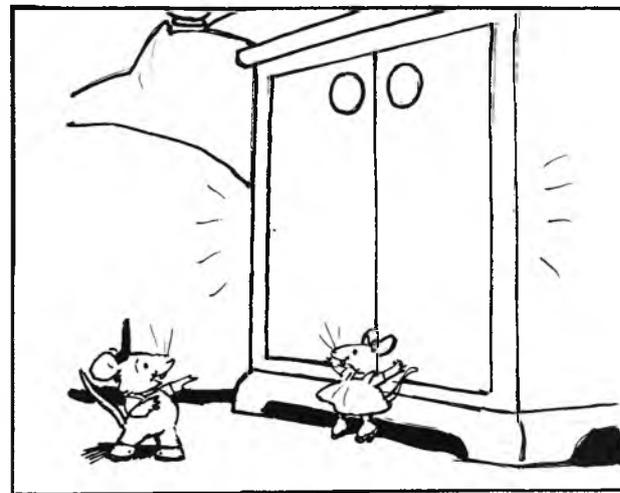
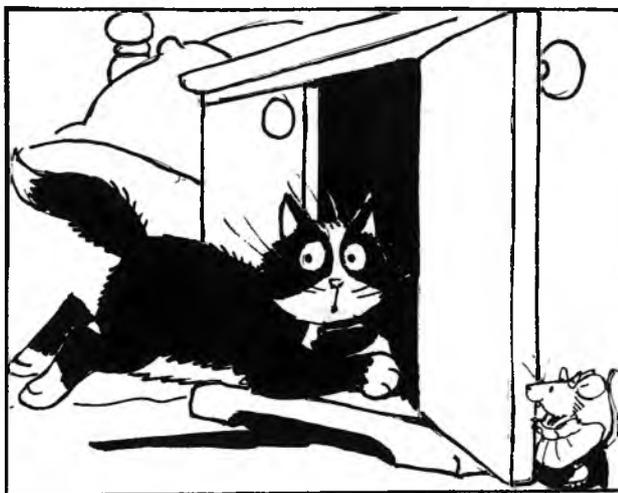
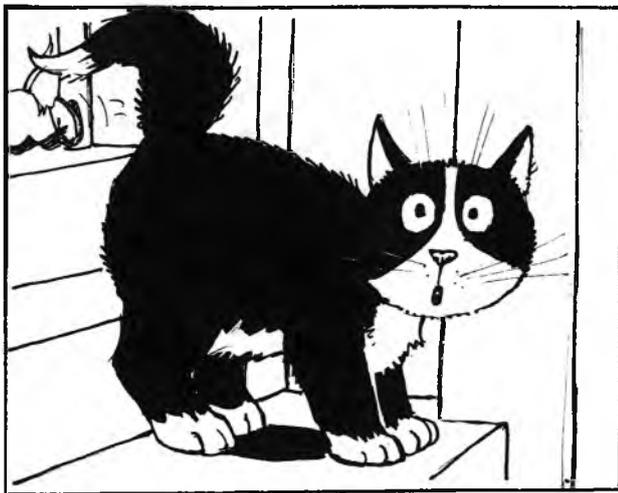
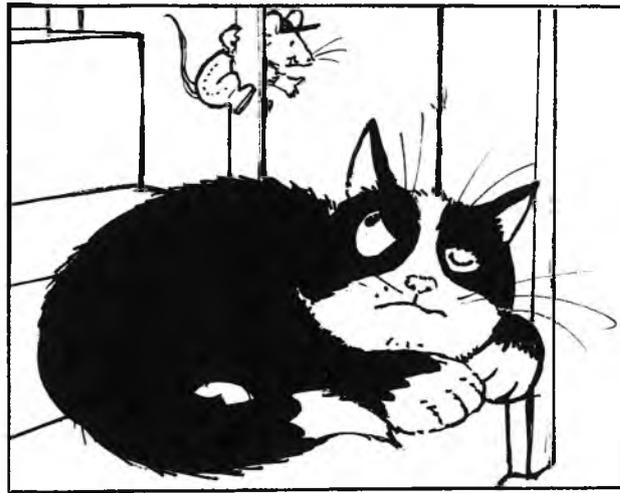
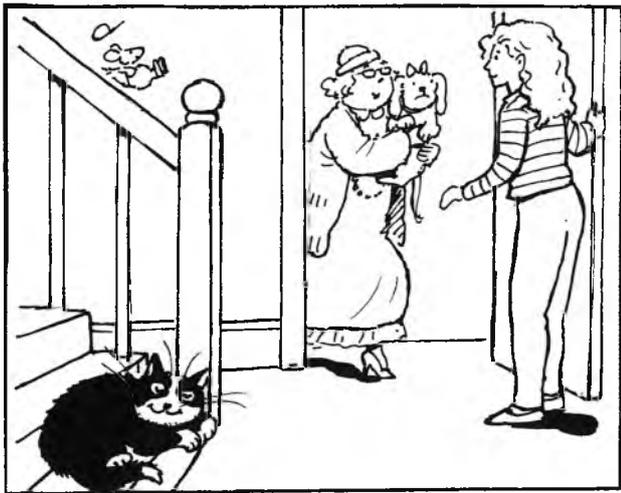


--- = cut — = fold





--- = cut    — = fold



# 4 Picture and word cards

--- = cut



skirt

shoe

hat

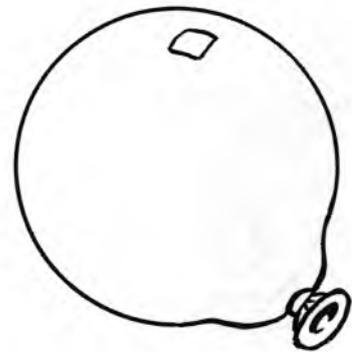
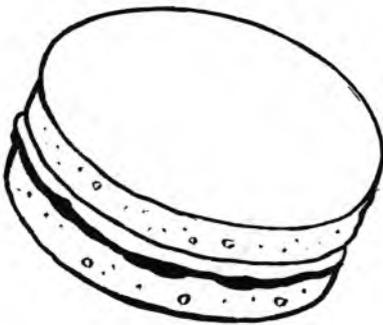
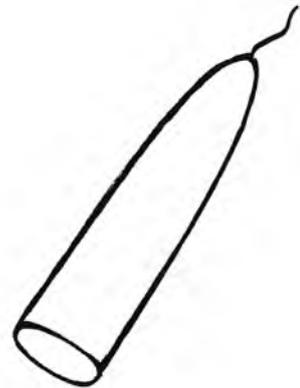
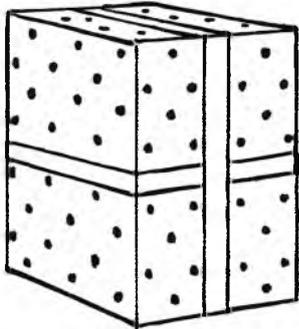
jumper

sock

T-shirt

# 5 Picture and word cards

--- = cut



present

card

candle

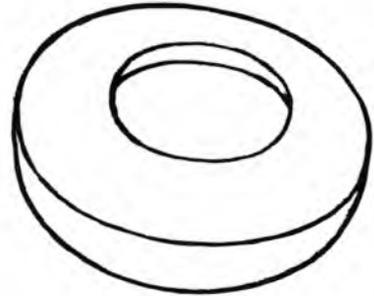
cake

badge

balloon

# 6 Picture and word cards

--- = cut



hairbrush

toothbrush

soap

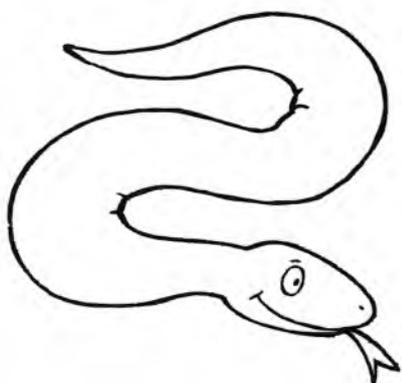
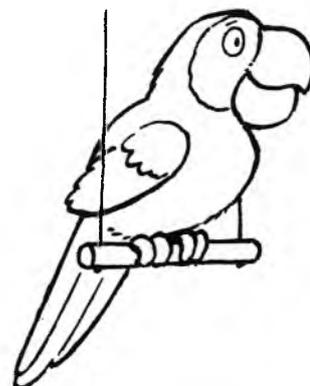
shampoo

towel

duck

# 7 Picture and word cards

--- = cut



dog

cat

bird

snake

mouse

tiger

# Notes

## Teacher's Resource Book

The Teacher's Resource Book contains a range of reinforcement and extension activities. The reinforcement activities can be used to help revise and recycle language from the units of the book and are principally at the level of vocabulary reinforcement, whilst the extension activities are designed to activate simple structures. These are ideal for mixed-ability classes and for teachers who require supplementary material and flexibility. The Teacher's Resource Book contains story books and also picture and word cards (from unit 4 onwards) for teachers who want to introduce word recognition.

## Unit 1 Reinforcement

Use after Unit 1 lesson 1 to review the characters, or after Unit 1 lesson 4 to reinforce the question and answer *Who's this? It's...* Point to the pictures and say, *Who's this? It's...* Children point to the course characters and say their names.

## Unit 1 Extension

Use after Unit 1 lesson 2 or after lesson 5. Point to the two small pictures at the top of the page and ask the children to tell you whether Spike is saying *Hello!* or *Goodbye!* Children look at the four bigger pictures and decide whether Spike is saying *Hello!* or *Goodbye!* They circle the appropriate greeting picture.

### Answers

1 Hello! 2 Goodbye! 3 Hello! 4 Goodbye!

## Unit 2 Reinforcement

Use after Unit 2 lesson 1 to practise *There's a...* or after lesson 2 to reinforce the question and answer sequence *What's this? It's a...* Children match the missing pieces from each item, draw it in the space and colour the finished pictures.

### Answers

1 a pencil 2 a book 3 a pencil-case  
4 a pen 5 a ruler

## Unit 2 Extension

Use after Unit 2 lesson 4 to review numbers or after lesson 6 to practise the question *How many (pencils)?* Point to the pictures at the top and say *What's this? It's a...* Children look for the items in the picture, colour each item a different colour, and then count.

### Answers

10 pencils, 3 rulers, 2 pencil-cases

## Unit 3 Reinforcement

Use after Unit 3 lesson 1. Point to the pictures and say *What's this? It's a...* Children draw the shapes and tick the pictures below when they have traced the matching outline.

## Unit 3 Extension

Use after Unit 3 lesson 2. Point to the pictures and say *What's this? It's a...* Say *How many cakes?* Children count each item and say how many there are.

### Answers

4 cakes, 7 books, 3 dolls, 9 pencils, 5 cars

## Unit 4 Reinforcement

Use after Unit 4 lesson 1. Point to the pictures and say *Who's this? It's...* Read the script below. Children listen and colour the clothes.

### Answers/Script

Polly:	Jack:
A yellow T-shirt	A red hat
A pink skirt	A blue jumper
Two orange socks	Two green shoes
Two green shoes	

## Unit 4 Extension

Use after Unit 4 lesson 7. Point to the pictures and say *Who's this? It's Ruby.* Ask the children to identify what Ruby feels like (she is too hot / too cold). Drill *Put on your... / Take off your...* The children point to each picture and say what Ruby's mum is saying.

### Answers

1 Put on your jumper. 2 Put on your hat.  
3 Take off your jumper. 4 Take off your hat.

## Unit 5 Reinforcement

Use after Unit 5 lesson 1. Point to the pictures and say *What's this? It's a...* Children match the missing pieces of the birthday cards, draw them in to complete the pictures, and colour the finished cards.

## Unit 5 Extension

Use after Unit 5 lesson 4. Ask a few children *How old are you?* and encourage them to answer *I'm (6)*. Children match the mice to their balloons and write the numbers in the circles on the mice's clothes. Then they look at the pairs of mice and say the question and answer for each pair.

### Answers

1 How old are you? I'm six.  
2 How old are you? I'm ten.  
3 How old are you? I'm five.

## Unit 6 Reinforcement

Use after Unit 6 lesson 1. Point to the pictures and say *What's this? It's a...* Children match the missing pieces of the jigsaw with the gaps in the picture.

## Unit 6 Extension

Use if the written form of the word has been introduced to the class. Children read and draw the missing object using the key at the top to help them.

## Unit 7 Reinforcement

Use after Unit 7 lesson 3. Point to the pictures and say *What's this? It's a...* Demonstrate the target language by asking a few children *Do you like...?* Children look at the pictures and make the question for the teacher to answer (see script below). If the answer is positive, they put a tick in the box, if the answer is negative, they put a cross.

### Answers/Script

- 1 Do you like cats? No, I don't.
- 2 Do you like snakes? Yes, I do.
- 3 Do you like dogs? Yes, I do.
- 4 Do you like tigers? Yes, I do.
- 5 Do you like birds? No, I don't.

## Unit 7 Extension

Use after Unit 7 lesson 4. Review the words for pens and pencils, toys, clothes, and animals. Children look at the two pictures and circle eight differences. Encourage them to say the differences in sentences *Where's the tiger? It's in the cupboard. / There's a cat on the chair.*

### Answers

- In picture 1 the tiger is on the table. In picture 2 it's in the cupboard.
- In picture 1 the mouse is on the chair. In picture 2 it's on the table.
- In picture 1 the cat is on the cupboard. In picture 2 it's on the chair.
- In picture 1 the doll is in the box. In picture 2 it's in the bag.
- In picture 1 the T-shirt is on the chair. In picture 2 it's in the box.
- In picture 1 the snake is in the cupboard. In picture 2 it's on the chair.
- In picture 1 the ruler is in the bag. In picture 2 it's in the pencil-case.
- In picture 1 the pencil is in the pencil-case. In picture 2 it's on the cupboard.

## Story books

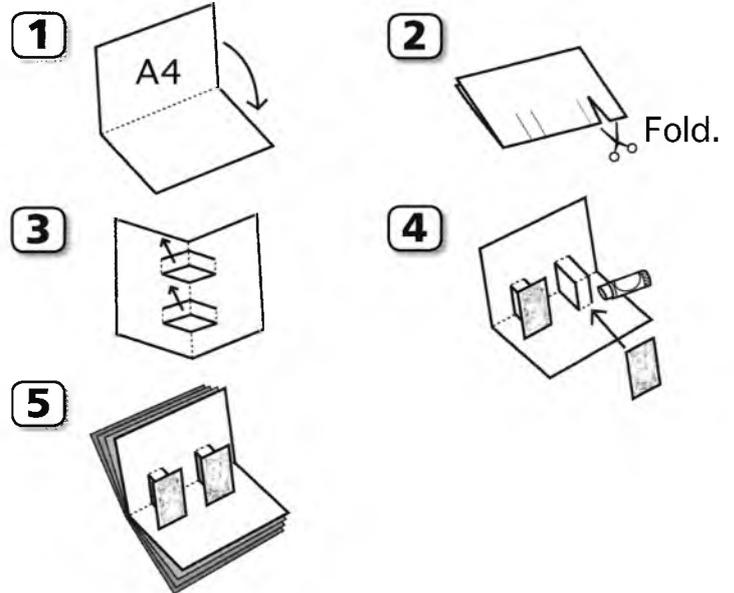
The story books go with the first story from each unit of *Happy House 1 CB* (the mouse stories). These cards can be cut out and used for sequencing whilst listening to the story or memory games (e.g. mixing pairs of cards and getting the children to match). To make the story books, cut along the dotted line, fold along the fold mark, and glue the backs together. Finally staple the pages to make a book.

Alternatively, you can use them to make a pop-up book. To do this:

Fold an A4 sheet in half. Make four cuts (of around 4 centimetres) as shown in picture 2.

Open the sheet of A4 and push inwards the two hinges you have made, as in picture 3. Pupils then cut out the individual cards and stick them individually onto the hinges.

Repeat the same operation on the other sheets of A4. When all of the cards have been stuck on the hinges stick the reverse sides of the A4 together to form a book as in figure 5.



## Picture and word cards

Below, there are suggestions for how to present the written forms of words and how to use the picture and word cards. You can use these games and activities with the picture and word cards, **if it is appropriate to introduce word recognition in your classroom situation**. You can use these games and activities at the end of a lesson, as a warm-up at the beginning of a lesson or to practise the vocabulary of the unit.

Children should cut out the picture and word cards carefully. If there is time, children can stick the cut-outs onto card so that they last longer.

Games should be demonstrated and played first as a whole class, with flashcards and word cards (prepared by the teacher). It is recommended that you prepare a word card set to accompany the flashcards, writing each vocabulary item on a piece of card large enough to be seen from the back of the class.

## Introducing the written word

With the word cards you have made, you can teach word recognition using the following suggestions.

### Word and picture match

Place all the word cards and picture flashcards for the vocabulary that you want to practise in a random arrangement on the board. Say a word and invite a volunteer to come to the front of the class and find the correct flashcard and the correct word card.

## What's number (one)?

Place ten object flashcards in a row on the board and write the numbers 1–10 above the cards so that there is one number above each object. (Alternatively use the number flashcards).

Choose a number and ask *What's number (seven)?* If the answer is correct, turn the card face down. You can vary your questions by asking *What number is the (balloon)?* etc.

## Mystery pairs

Place picture flashcards and their corresponding word cards face down in two columns on the board. Invite volunteers to come to the board and turn over two cards, one from each column. The object of the game is to try to match all the pictures with the correct words. When a match has been made, remove the matched pair of cards from the board. Once the class have the idea of the game, you might want to play it in two teams, awarding a point for every correct match. You can make this game more difficult by jumbling all the words and pictures on the board.

## Word and picture race

Select the picture flashcards and the corresponding word cards for the vocabulary you want to practise. Divide the board in half. Place half the word cards and half the picture flashcards on each side, so that you do not have a matching pair on the same side of the board, but so that there is an equal number of words and pictures on each side.

Divide the class into two teams and allocate one side of the board to each team. Choose a volunteer from each team, call out a word and tell the volunteers to find either the word or the picture on their side of the board. Repeat for all the words awarding a point for the first child to find either the word or the picture.

## Using the picture and word cards

Once you have introduced the written form of the word, you can use the picture and word cards for the following activities.

### Show me the card

Use the small picture cards to practise and review target vocabulary quickly and simply. For example, say to the class *Show me the present!* Everyone in the class must then hold up the picture card of the present. You can repeat this activity using words and pictures. Call out an item of vocabulary and invite the children to find both the picture and the word.

## Picture/word sequences

Call out a sequence of words, e.g. *bird, snake, mouse*. All the children must find the correct word or picture cards and place them in a line on their desks in the correct order. As the children grow more confident you can add more words, making the sequences gradually longer.

## Bingo!

Draw a 2x2 square grid on the board and ask the children to copy it, making the squares approximately the size of their cut-out cards. Then ask them to choose four cut-out picture cards (or cut-out word cards if you want to practise word recognition) from a given set of vocabulary that you want to practise or revise. They place one card on each square. Call out words, one by one. As a word is called out, any child who has the corresponding picture card (or word card) turns the card over. The first child to turn over all his/her cards wins the game.

## Colour dictation!

Use the cut-out picture cards to review the vocabulary and the colour words. Before the children cut out the cards, tell them they are going to colour them in the colours you say. Say, for example, *It's a red balloon. It's a pink cake.*

## Numbers and pictures

Tell the children to place all their cut-out number cards in a row. Demonstrate with flashcards on the board. Say a sentence for each number, e.g. *Number seven is a hat. Number four is a shoe*, etc. The children place the correct cut-out picture (or word) card under each number as you say it. Keep a record by placing your own flashcards face down under the numbers on the board. When you have been through all the numbers and all the pictures, ask the class *What's number (one)?* Turn over the flashcard you placed on the board and the class can check whether they have the correct card for each number.

## Picture roulette

Choose a set of cards to play with. Tell each member of the class to choose one card and stand up with it. Select a card randomly yourself and call out the word, e.g. *doll!* All those children holding up the doll card stay in the game and all the others sit down. Those still standing choose another card. Continue in the same way until you have only one player left in the game.