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# Happy House

## New Edition

Teacher's Book

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# Unit 1 Welcome to Happy House!

Key language	Additional language	Teacher language (recognition)	Learning outcomes
Dad, Daisy, Jack, Mum, Otto, Polly, Ruby, Spike Hello! I'm (+ name). What's your name? Who's this? It's (Jack)/me! Good morning. It's a (happy) house. Here's a (window). door roof floor	family miaow! Come in. Goodbye! Let's see. Sit down. What's the matter? (in) the kitchen Can you see? for you and me	Open your books at page... Look at... Look and point. Listen. Well done! Who is it? Where's this /(Jack)?	1 Identify the <i>Happy House</i> characters 2 Introduce oneself in English 3 Ask someone what his/her name is 4 Sequence pictures using visual and narrative clues 5 Follow and understand two simple stories 6 Join in with two songs and a chant (do the actions and/or sing some of the words) 7 Participate in games and activities

# Unit 2 Pens and pencils

Key language	Additional language	Teacher language (recognition)	Learning outcomes
a bag, a book, a pen, a pencil, a pencil-case, a ruler There's a (book). What's this? It's a (pencil). Yes. No. one, two, three, four, five, six, seven, eight, nine, ten (Three) and one more is (four). How many (pencil)s? Dance...	What's in my bag? Thank you. I don't know. Yes, it is. This is my (bag). (ten) little fingers Clap! Clap! Clap! Look! Abracadabra! Come on, everybody! Do the number conga. ... with me/like this/in line/again Now it's ten.	Show me a... Give me..., please. Can I have...? Is that right? No. Try again. Who can you see? Where's number (seven)? Who is number (six)? What's (flag) number one? You're (Ruby) and I'm (Spike). Is it Otto? Spike's team. Ruby's team.	1 Identify six classroom objects 2 Count to ten in English 3 Add 'one more' to numbers 4 Follow and understand two simple stories 5 Join in with three songs (do the actions and/or sing some of the words) 6 Participate in games and activities

# Unit 3 Come and play!

Key language	Additional language	Teacher language (recognition)	Learning outcomes
a car, a doll, a drum, a guitar, a plane, a train Here's a (doll). Two/three/four dolls/cakes (four) (planes) blue, green, orange, pink, red, yellow circle, square, triangle (three) (circles) a (red) (pen) Beat/Play/Fly/Drive...	the playroom Come on! Quick! Naughty cat! Picture (one). Your turn. (Red) in my rainbow. Paint with me. Please be quiet! Stop it! Let's have fun with noisy toys!	Bring me a... Can you find a...? That's right. What's missing? What colour is this? Find something (pink) Colour the (car) (red). Who wants to be (Jack)?	1 Identify six toys, six colours, and three shapes 2 Use plurals of objects with numbers (e.g. <i>four planes</i> ) 3 Use colours with nouns (e.g. <i>a blue car</i> ) 4 Count shapes in pictures 5 Follow and understand two simple stories 6 Join in with three songs (do the actions and/or sing some of the words) 7 Participate in games and activities

# Me and my family

<b>Key language</b>			
Hello, I'm (Anna). I'm (seven). mum dad sister brother family This is my (family).			

## Unit 4 Dressing up

Key language	Additional language	Teacher language (recognition)	Learning outcomes
<p>a hat, a jumper, a shoe, a skirt, a sock, a T-shirt Where's my...?</p> <p>One red sock. Two red socks. one red hat two blue shoes</p> <p>My favourite (T-shirt). jeans</p> <p>black, grey, purple, white One (blue) T-shirt and one (yellow) T-shirt. Two (green) T-shirts.</p> <p>This is my favourite (song). Put on your (T-shirt). Take off your (trousers). a (red) (hat) (blue) (socks)</p>	<p>Jack's bedroom dressing up having fun Now I'm (Dad).</p> <p>Be careful! Here you are.</p> <p>This is my (shoe). my favourite jumper in the washing machine Now my jumper is clean! Now my T-shirt is green!</p> <p>Oh no! Listen. Great!</p> <p>And don't forget your hat!</p>	<p>What colour is it? What colour is (Jack)'s (T-shirt)/ this (sock)? What colour are (Polly)'s (jeans)? What's your colour? Colour number one (red). Do you know any more (clothes) words? Is it (Dad's) (hat)? What's your favourite...?</p>	<ol style="list-style-type: none"> <li>1 Identify six clothes items</li> <li>2 Use plurals of objects with numbers and colours (e.g. <i>two red socks</i>)</li> <li>3 Know some colour-mixing combinations</li> <li>4 Follow and understand two simple stories</li> <li>5 Join in with two songs and one chant (do the actions and/or sing some of the words)</li> <li>6 Participate in games and activities</li> </ol>

## Unit 5 Happy birthday!

Key language	Additional language	Teacher language (recognition)	Learning outcomes
<p>a badge, a balloon, a cake, a candle, a card, a present I've got a (present). Is it a (bike)? Is it a (red) (card)? Is it number (four)? How old are you? I'm (seven). I'm not (six). (One) candle...and (two) candles...(three) candles. What's that? Is that the radio/television? birthday card Happy birthday (to you)!</p> <p>Jump! Dance! Shake! Clap! Stamp your feet! How old are you? I'm (seven).</p>	<p>the sitting room It's my birthday today.</p> <p>Come and see! Open it!</p> <p>Happy birthday! Are you (six)? How many candles on your cake?</p> <p>My turn now! When the music stops... Freeze!</p>	<p>Whose birthday is it? Who is the present for? What is it? Spike says... Ruby says... Stand up!</p>	<ol style="list-style-type: none"> <li>1 Identify six objects associated with birthdays</li> <li>2 Ask questions about objects (e.g. <i>Is it a green present?</i>)</li> <li>3 Add numbers together in English</li> <li>4 Follow and understand two simple stories</li> <li>5 Join in with three songs and one chant (do the actions and/or sing some of the words)</li> <li>6 Participate in games and activities</li> </ol>

# Party time!

Key language	Additional language		
a dinosaur, grapes, ice cream, a party bag, sandwiches, stickers, sweets Happy birthday! Wow! It's a (plane)! Thank you!	my favourite food/thing		

# Unit 6 Bathtime!

Key language	Additional language	Teacher language (recognition)	Learning outcomes
a duck, a hairbrush, shampoo, soap, a toothbrush, a towel Here's your (hairbrush). Can you...? Yes, I can. No, I can't. Can you see a (book)? Yes, I can. No, I can't. I wash my face/hands. I brush my teeth/hair. cold hot warm It's (hot). Wash your (hands). Dry your (hands). Brush your (hair). Can you...? ...click your fingers/touch your toes/wink your eye/see your nose	the bathroom bathtime fun Splish! Splosh! Quack! Quack! Quack! Can you see me/climb up? Where are you? Are you OK? Wait a minute. You're welcome. Can you do this? It's morning! every day Then I'm clean and tidy. Good girl! That's better. I can do anything, what about you? just like you	Can you do this? Yes, you can. No, you can't. What do you do...? a mirror Draw yourself. Spike says... Ruby says... What has (Dad) got?	1 Identify six bathroom objects 2 Ask and answer questions with <i>Can you...?</i> 3 Talk about routine bathroom actions 4 Describe temperature using <i>hot, warm, and cold</i> 4 Follow and understand two simple stories 5 Join in with three songs (do the actions and/or sing some of the words) 6 Participate in games and activities

# Unit 7 Animal friends

Key language	Additional language	Teacher language (recognition)	Learning outcomes
a bird, a cat, a dog, a mouse, a snake, a tiger There's a (cat) in the house. Do you like (dogs)? Do you like (birds)? Yes, I do. No, I don't. Where's (Otto)? in the box/cupboard/bed on the chair/box/cupboard/bed a crocodile, a rabbit, a shark on land in water Rabbit's on the floor. Are you happy? Clap your hands! Stamp your feet! Shout 'Hooray'! Where's the snake? In/On the cupboard.	Polly's bedroom Say goodnight to my animal friends. Don't forget (Dog), Dad. Woof! Woof! Tweet! Tweet! Eek! Eek! Auntie Wake up! Naughty boy! Hide in the cupboard. Where do (dogs) live? Don't cry! I'm a happy little mouse, in a happy little house. And if you're happy too...	What does the (dog) say? What animal is in Polly's bed? Ssss! Grrr! mice Where's the (thimble)? Hotter! Colder! In picture one/two...	1 Identify six animals 2 Ask and answer questions with <i>Do you like...?</i> 3 Use the prepositions in and on 4 Say where animals live ( <i>on land or in water</i> ) 4 Follow and understand two simple stories 5 Join in with two songs and one chant (do the actions and/or sing some of the words) 6 Participate in games and activities

# Pets

Key language			
a cat, a dog, a goldfish, a hamster, a rabbit Milo can sit/jump/run. Have you got a (rabbit)?			

# Happy Christmas!

Key language	Additional language		
a bell, a Christmas tree, a fairy, a star, a stocking	We wish you a merry Christmas and a happy New Year.		

# Happy Easter!

Key language			
Happy Easter! Easter Day a basket, a chicken, chocolate, Easter Day, an Easter egg, flowers, a rabbit			

# Introduction

*Happy House* New Edition is a story-based course for young children with very little or no previous experience of English. Based on extensive feedback and research, the new edition of the course builds on the characteristics pupils and teachers value and love and also introduces new features to this best-selling course. *Happy House 1* introduces English through listening and speaking and *Happy House 2* offers a gentle introduction to the written word. *Happy House* ensures that children's first experiences of language learning are stimulating and enjoyable, thereby developing in them an interest and motivation which hopefully will stay with them through their continued language learning experience.

## About Happy House

### Who lives in Happy House?

There are two sets of characters in *Happy House*, and they inhabit parallel worlds within the house.

These are: the world of everyday family life, which we experience via the 'real' human family – Mum, Dad, the twins (Polly and Jack), and Daisy, the baby; and the fantasy 'mouse world' featuring Spike and Ruby. Although the mice live behind the skirting and under the floors, they often venture into the rooms of the house, particularly to tease the family cat, Otto, who interacts with both sets of characters.

## Course components

*Happy House 1* consists of the following components:

- Class Book
- Activity Book with MultiROM
- Teacher's Book
- Teacher's Resource Pack, which contains puppets of Spike, Ruby, and Otto, 40 storycards, colour masks, 60 colour flashcards, a photocopyable Teacher's Resource Book, an Evaluation Book and a large colour poster
- 2 Audio CDs
- *Happy House* iTools

### Class Book

The 72-page Class Book consists of clear and attractive illustrations which support the songs, chants, dialogues, and stories used to present and practise the language. Apart from unit headings, rubrics, and footnotes, intended for you to use as a quick and easy reference, there is no text. The Class Book has a carefully graded cross-curricular page in each unit. Each unit ends with a *Take-home English* craft activity. These activities are simple to do in class, they activate the key language of the unit in a meaningful and stimulating way and children can take the finished activity home in order to share their learning with parents. The Class Book also contains attractive culture pages, introducing children to Anna, a British girl, and to British Christmas and Easter traditions.

### Activity Book

The 72-page Activity Book offers extra language practice activities and puzzles, plus cut-outs, which activate the core language of each unit and which can be shared with parents. Each Class Book lesson has a corresponding Activity Book exercise which provides a means of practice of the key language of the lesson and which can be used at home or during 'quiet time' in the classroom. Each unit of the Activity Book contains an *About me!* activity in which the children can use the language to say something about themselves.

Every unit ends with an evaluation spread, which encourages reflection on learning and also contains a sticker page to review and provide a record of the six key vocabulary items.

The Activity Book includes a MultiROM with a range of games, craft, and colouring activities, click-and-tell stories, and songs. It can be used either in an audio CD player or on a computer and is an ideal way for parents to share in children's learning at home.

### Teacher's Book

The Language summary at the front of the book lists the language content under three different headings and is designed to help you to discriminate easily between different types of language and language use. *Key language* means the essential vocabulary and structures which the children are expected to assimilate and which, in many cases, they will be able to reproduce. *Additional language* means the other language which comes up in the stories, songs, chants, and activities. Children will recognize and produce different amounts of this. Finally, *Teacher language* is the language we suggest the teacher might use in the classroom. Much of this is instructional, and children will be expected to understand it but not, as a rule, to reproduce it.

The Teacher's Book contains comprehensive teaching notes for each lesson, guidelines for the use of English and the children's own language (L1) in the classroom. The *Teacher tip* boxes offer further suggestions and quick reminders to help with preparation and classroom management. At the beginning of each lesson there is a summary of the lesson: the learning outcomes, the language to be covered and the materials that you will need. The Teacher's Book also contains suggestions for reinforcement and extension for mixed-ability classes and for the use of the *Happy House* iTools Digital Classroom resources.

The *Classroom games* section at the back of the book provides additional material in the form of numerous ideas for non book-based activities and games using flashcards, realia, and the board. You may also encounter some of these activities in the lesson notes. However, many of these additional activities can be used to practise other vocabulary and structures, and since children enjoy playing familiar games again, the Classroom games section makes it easier for you to access them quickly.

## Teacher's Resource Pack

The *Teacher's Resource Pack* contains additional teaching materials. The following items are provided:

### Flashcards

The flashcards cover all the key vocabulary items in *Happy House 1*. The teaching notes often suggest the use of flashcards at the presentation stage since this provides a clear and efficient means of teaching the new vocabulary. Many of the TPR (Total Physical Response) activities and games used to practise these key words also require the flashcards. These are one-sided, making it easier to play guessing games and memory games.

### Storycards and masks

The storycards and masks are a valuable classroom resource for the presentation of the first story of each unit. The storycards have A4 images on the front, and the story text, teacher's notes, and mini-reproductions of the images on the back. They provide a motivating way of presenting and extending the stories in a variety of ways.

### Puppets

Puppets of Spike, Ruby, and Otto provide the ideal tools to activate language in the classroom and to model dialogues and social interaction. Intrinsicly motivating and appealing, children are often more confident about speaking the target language when interacting with or animating a puppet.

### 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, 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 full teaching notes, story books, and wordcards (from unit 4 onwards) for teachers who want to introduce word recognition.

### Evaluation Book

The *Evaluation Book* provides unit and skills tests and a range of different ways of evaluating children's progress, through ongoing assessment, children's self-assessment, language portfolio suggestions, and formal testing.

### Poster

The large colour poster provides an overall view of the house where all the action takes place. All the language is presented within the very clear context of a home, moving from one room to another around the house. The poster can be used at the beginning of every unit to identify the new location and talk about it. We suggest that you return to the poster regularly to review vocabulary and remind your pupils where you are going to be for the day's lesson.

## Audio CD

This provides recorded material for all the listening activities, stories, songs, and chants in *Happy House 1*.

Although carefully graded, the language on the audio is intended to provide a natural introduction to real English and is supported by strong visual reinforcement in the Class Book. Every unit of *Happy House 1* includes at least three new songs or chants for children to enjoy. These songs and chants have been specially written around the structures and vocabulary of the unit, using simple rhythms and memorable tunes based on a variety of genuine musical genres. Songs are a natural medium for learning; they are enjoyable and extremely memorable, enabling children to internalize large amounts of language quickly and effortlessly. Karaoke versions of all of the songs can be enjoyed once children feel confident with the tune and the lyrics.

## Happy House iTools

The iTools disk contains Digital Classroom Resources to be used with an interactive whiteboard or data projector in class. This can be used to present vocabulary, stories, and songs and contains culture DVD clips. It also contains a range of make-your-own worksheets that can be produced quickly and easily on a computer.

## Objectives of the course

The main objective of *Happy House* is to provide the children with a real feeling for English, its sounds and rhythms in particular. The emphasis in *Happy House 1* is solely on listening and speaking, and there is no need for the children to read or write until *Happy House 2*.

All the learning that takes place at this very early stage should be motivating and non-threatening. First and foremost we want children using *Happy House* to develop an attitude towards language learning which is positive both in terms of how they view the language itself and their own ability to learn it and use it with confidence.

It is generally recognized that, in the same way as children learn their own language, pupils learning a foreign language can cope with hearing and understanding considerably more than they can produce. In fact they need this richer input, much of which will slowly and gradually be absorbed, internalized, and eventually produced. For this reason *Happy House* aims to provide natural language and everyday expressions, particularly through the stories, of which there are two in every unit. By means of the very clear illustrations, the sound effects, and the tone and intonation of the speakers on the audio, the children will be able to understand the story without difficulty even though they may not recognize all the language.

# Course structure

*Happy House 1* consists of seven main units, two short units to be taught in the lead-up to Christmas and Easter, and three 'culture spots'. Each of the main units is predominantly set in one of the rooms of the house, and focuses on a particular topic area or vocabulary set familiar to the day-to-day lives of most children, e.g. toys, clothes, animals. The target vocabulary is re-activated throughout the unit, through the use of both a different context and a different activity type, and from one unit to the next using whole class games and pencil-and-paper activities in the Activity Book.

## Unit structure

Each unit comprises eight lessons and has been carefully conceived to follow the same basic structure, as follows:

### Lesson 1

Initial presentation of key lexis using flashcards, a recorded set of vocabulary items and a dialogue. This is reinforced via a very simple song or chant which also helps the children to internalize the new vocabulary and produce it using the correct pronunciation. To check that children have understood the six new words and can discriminate between them, the Activity Book page concludes the lesson with a simple listening recognition activity.

### Lesson 2

Presentation of a basic structure built around some of the lexis learnt in Lesson 1. This is achieved using an extended story featuring Spike and Ruby which children can then act out using mime and masks in our regular 'Classroom theatre' stage of the lesson. If you feel that some of your pupils are ready to reproduce some or all of the language, they can do so, but it is not essential at this stage.

The Activity Book generally features a puzzle for this lesson. Once children have completed the puzzle, they should be encouraged to use the key words from lessons 1 and 2 to report back and compare their answers.

### Lesson 3

Practice of the structure taught in Lesson 2, using a simple communicative game. The game is always modelled clearly and simply by Spike and Ruby, the two *Happy House* mice, before children then play the game themselves. This can be done as a whole class activity, with more confident pupils then playing the game in pairs, if and when you feel they are able to do so.

The structure is reinforced further via the Activity Book, orally, aurally or both.

### Lesson 4

Presentation of either a second lexical set, e.g. colours, numbers, or a second structure, which can be used with the vocabulary in Lesson 1. This is done using a song or chant which can be exploited in different ways. Some of the songs or chants incorporate TPR, while in others there are certain lines or choruses where the children can join in very easily.

### Lesson 5

This lesson provides an opportunity to use English across the curriculum, e.g. to do simple addition (mathematics),

to talk about things being cold, warm, and hot (science) or to discuss colour mixing (art). The cross-curricular topics have been carefully selected to be appropriate to the age and cognitive development of the children using *Happy House 1* and also to link very closely with the theme of the unit, thereby enabling revision and expansion of the language of the unit in a very different but familiar context.

### Lesson 6

This lesson focuses on a second story, always featuring the *Happy House* children. The aim is to expand the topic and expose children to some of the everyday expressions we use in English, e.g. *Please, Thank you, Stop it!, What's the matter?* As with the story in Lesson 2, the aim here also is to develop children's extensive listening skills, using all the tools at their disposal to help them to infer meaning where possible. This they learn to do with confidence in a way that is very guided and secure. Unlike listening tasks used with older children, the pupils are not expected to prove how much they have understood in order to succeed. Here, as in the Lesson 2 story, children will assimilate and reproduce different amounts of language.

### Lesson 7

The input for this lesson is provided via a final song which, although closely linked to the topic of the unit, does not present any lexis or structures which children are expected to learn and produce. All the songs in Lesson 5 provide an opportunity for very enjoyable TPR, and children will be expected to recognize the language used to cue the actions.

The *Take-home English* feature provides children with an opportunity to share their learning with their parents and siblings. Children make a simple game in class, using a template in the Activity Book. Having played the game with their classmates, pupils should then be actively encouraged to play the game at home. In some cases, children may need to 'teach' their parents and siblings the English needed to play. This in itself is extremely motivating, builds confidence, and provides further reinforcement of work carried out in class.

### Lesson 8

This lesson is a consolidation, revision, and evaluation lesson. Here children look back over what they have learnt in the unit. The teaching notes suggest that you spend some time discussing this with the class in their own language (L1) since evaluation and reflection are an important part of the learning-to-learn process.

Children review the six key lexical items of the unit by finding the appropriate stickers in their Activity Books and sticking them on the sticker page at the end of each unit. This also acts as a record for future reference and a useful revision tool to come back to at any time. Another fun revision feature is the little mouse, Rodney, who appears throughout the Class Book unit holding or carrying different objects (key lexis) that the children have covered in the unit. By looking back through the pages of the unit, the children find Rodney, identify what he is carrying, and draw the three objects in their Activity Books.

The Activity Book page for this lesson also provides simple evaluation activities which check that children can understand and reproduce the key language of the

unit. At the end of the evaluation page, children are encouraged to think positively about their progress and reward themselves by colouring in the little smiley house.

## Lesson structure

In order to make the teaching of *Happy House 1* as simple as possible, so that you can concentrate on the content as opposed to the procedure, the teaching notes for each lesson follow a broadly consistent pattern, as follows:

A 'Lesson menu' giving the lesson plan and listing the new language and the materials required for the lesson.

### Step 1 Introduction

This may mean referring to the poster or the last lesson, or using the flashcards to remind the class of what they have already learnt and/or encourage them to predict what they are going to learn.

### Step 2 Presentation

Once the class have established the context for the lesson, you can present the new vocabulary or structure. Here the teaching notes will suggest using flashcards, the pictures in the Class Book, the CD, or real objects. In Lesson 1, the key lexis for the unit will be presented on the audio, and in the lessons featuring stories the children will listen to the story on the audio.

### Step 3 Exploitation

This is usually the stage at which the Class Book material, e.g. the song, chant, or story is exploited. In Lessons 2 and 4 the children will act out the story in the 'Classroom theatre'.

### Step 4 Practice

This is the practice or follow-up stage. It will usually take the form of a game or speaking activity.

### Step 5 Individual activities

The final stage of each lesson provides a 'quiet time' for reflection and absorption. The pencil-and-paper activities, which are varied and interesting, have been devised so that children can work quietly on their own and at their own pace. This stage of the lesson is also an important opportunity for you to work with individual children to assess how they are progressing, and in particular, to help those pupils who may not yet be fully confident with the language of the lesson. Our approach to mixed ability is to provide the opportunity for you to give extra help to weaker pupils, thereby narrowing the gap between the more confident members of the class and the less able pupils.

After all the children have completed their puzzle or colouring activity we generally suggest some form of whole-class feedback. As well as providing an opportunity for all the children to check their answers, this is a very effective means of using the language of the lesson in a genuine classroom situation.

# Classroom management

## Activity Types

Given the young age of the pupils for whom *Happy House 1* has been written, the activities have been designed with a 'whole-class' approach in mind. Young children with little or no previous language-learning experience need the confidence provided by the larger group and often find it difficult to use language in groups or pairs.

Project style activities, whilst popular with young children, can be time consuming and difficult to manage in a full class. For this reason we have limited craft activities to very simple cutting-and-sticking activities which require no more than glue or sticky tape, scissors, and coloured pens. Where appropriate, templates have also been provided in the Activity Book or the Teacher's Resource Book.

## Preparation

At the start of each lesson, the 'Lesson menu' in the Teacher's Book helps you to prepare for your classes by giving an overview of objectives, key and additional language, and materials and preparation. This will include, for example, props that you might like to use for vocabulary presentation in Lesson 1 or for the Classroom theatre activity in Lessons 2 and 6. It also mentions optional materials from the *Classroom games* section or the Teacher's Resource Book that you might like to prepare for use with the class. As an additional aid to preparation, a *Teacher tip* (see below) at the end of a lesson will often remind you of any props that you (or occasionally the children) may need for the following lesson. Because children will build up a collection of cut-out materials, we suggest that you provide a large envelope for each child to stick in the back of his/her Activity Book. This can then be used to store the materials until they are next needed.

## Teacher tips

These are situated at the end of the activity to which they refer, within the main body of the lesson notes. They give suggestions about various aspects of classroom management, such as: using optional materials; using the time when children are working individually to monitor progress; your expectations when children perform a sketch or a song; and hints for managing specific activities.

## Materials

In addition to the materials specified in the notes we suggest that you always have available the following aids:

- all the flashcards arranged in their topic sets
- Blu-Tack or a similar product (essential for flashcard activities)
- a CD player
- coloured pens or pencils for the children to use if they do not have their own sets (the colours used in *Happy House 1* are red, blue, green, yellow, orange, pink, purple, black, white, and grey)
- a board and board markers in the above colours
- sheets of paper
- scissors, glue, and sticky tape

## Classroom language

Throughout the *Teaching Notes*, and listed in the *Language summary* at the beginning of the book, you will find models of language for you to use on a daily basis in the classroom. This will help your pupils to build up their understanding of classroom-based language in a way that will serve them throughout their language-learning experience.

## Involving parents

It is very important that parents are involved in the learning process that their children are experiencing, since support and encouragement from parents are vital elements in young children's learning. We would expect children to share with their parents many of the things they do in their English lessons. As well as the specific *Take-home English* feature in Lesson 7, we hope that your pupils will want to sing the songs and chants, and take home other things that they make, for their parents to enjoy with them. In addition, the MultiROM is an ideal tool to promote this.

We hope that you and your pupils enjoy using this course and we look forward to seeing you again in *Happy House 2* or *Happy Street*.

With best wishes from

*Everyone at Happy House*

# 1 Welcome to Happy House!

## Learning outcomes

- 1 Identify the *Happy House* characters
- 2 Introduce oneself in English
- 3 Ask someone what his/her name is
- 4 Sequence pictures using visual and narrative clues
- 5 Follow and understand two simple stories
- 6 Join in with two songs and a chant (do the actions and/or sing some of the words)
- 7 Participate in games and activities

## Lesson 1

### Children will:

- meet the main characters
- sing a song
- 'role-play' simple introductions

### Key language:

*Hello!*

*I'm (+ name).*

*Mum Dad Polly Jack Daisy Otto*

### Additional language:

*family*

*Miaow!*

### Materials and advance preparation:

Class Book pages 4–5

Activity Book page 2

CD1: Listeners 1–5

Flashcards: Mum Dad Polly Jack Daisy Otto

### Teacher tip!

Use this opportunity to arouse the children's interest in their Class Book, the characters in it, and the English they are going to learn.

## 2 Presentation



- Use the flashcards to present the family members. Hold them up one by one, in the following order: *Mum, Dad, Polly, Jack, Daisy, Otto*, saying their names as you do so.
- Place the flashcards on the board using Blu-Tack, and repeat the names.
- Say the names in random order and for each name invite a member of the class to come to the front and point to the correct card. The other children tell you whether they are correct or not.
- Say *Look at your books and listen to the CD*. Point to the picture in your book, then hold your hand to your ear and point to the CD player.
- Play the first part of the audio (*Listen and point*) and ask the class (L1) to point to each of the characters in the book in turn. Show the children what to do by holding up your own book and pointing.
- Now play the second part of the audio (*Listen and say*) and ask the children to listen and repeat the names of the characters as they point to them in their books.

## 1 Introduction



- Welcome your class by saying *Hello! Hello, everyone!* several times. Point to yourself and say *I'm (+ your name)*.
- Ask the children to look at the cover of their Class Book and invite them to comment on it in their own language (L1). What can they see? Tell them the title and explain what it means. Tell the children that in their English lessons they are going to learn about a special house and a special family.
- Say *Open your Class Books at pages four and five*. Write the numbers 4 and 5 on the board and hold up your book. Ask the children to look at the picture and tell you what they can see (L1). Who are the people? How many children are there? What animals can they see?
- Explain that two sets of inhabitants live in the house – the human family (include Otto the cat in this group) and the mice. Tell the class that the mice live secretly under the floors of the house but come out when the humans are not looking.

### 1 Audio script

Presenter: Unit 1. Welcome to Happy House!  
Class Book Listening 1. Listen and point.  
Mum. Dad. Polly. Jack. Daisy. Otto.

Presenter: Listen and say.  
Mum. Dad. Polly. Jack. Daisy. Otto.

### Teacher tip!

Remember that in this lesson the children are hearing the CD for the first time, so keep the activities relaxed and fun.

### 3 Listening and song



- Tell the children (L1) that the characters are going to say 'Hello' to them. Say *Listen*. Play the first line of Listening 2 and ask the class *Who is it?* Invite the children to point to the correct character in their books and tell you who is speaking (*Mum*).
- Play the rest of Listening 2, stopping briefly after each character. Ask the children to point to each character and tell you who they think is speaking.
- Now play the song (Listening 3).
- Invite five members of the class to come to the front and face the rest of the class. Give out the flashcards of Mum, Dad, Polly, Jack, and Otto and demonstrate that you want the children to hold the cards up in front of their faces. Explain that they should listen to the audio and when they hear their character, they should step forward. Play the song again and repeat with other members of the class.
- Invite the class to be Otto. Show them how they can make Otto's ears by holding up their index fingers at the top of their heads. Invite the whole class to join in with the last line.
- Play the song as often as you think necessary and invite the children to join in when they feel ready.

#### 1 <sup>2</sup> Audio script

Presenter: Class Book Listening 2. Listen.

Mum: Hello, I'm Mum.  
Dad: Hello, I'm Dad.  
Polly: Hello, I'm Polly.  
Jack: Hello, I'm Jack.  
Daisy: (*baby talk*)  
Jack: That's Daisy!  
Otto: Miaow! I'm Otto.

#### 1 <sup>3</sup> Audio script

Presenter: Class Book Listening 3. Now sing: The hello song.

Mum: Hello, I'm Mum.  
Dad: Hello, I'm Dad.  
Polly: Hello, I'm Polly.  
Jack: Hello, I'm Jack.  
All: Happy House family  
Happy House family  
Otto: Miaow! I'm Otto.  
Miaow! Miaow! Miaow!

#### Teacher tips!

If appropriate, you could use the iTools Digital Classroom Resources to present the vocabulary and song. When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD1 Listening 4).

### 4 Practice



- Tell the children they will be using two books in class: their Class Books and their Activity Books. The Activity Book is for puzzles, drawing, colouring, etc. Hold up the two books and say *This is your Class Book* and *This is your Activity Book*. Make sure the children understand which book is which.
- Say *Open your Activity Books at page two*. Write the number 2 on the board and hold up your book.
- Ask the children to say the names of the characters in the top row (*Dad, Daisy, Jack*). Play the first line of the audio. Then ask the children which name they heard (*Daisy*). Show them how the picture of Daisy has been circled.
- Now play the rest of the audio. Children circle the characters whose names they hear.
- When they have finished, check their answers. Play the audio again if necessary.

#### 1 <sup>5</sup> Audio script

Presenter: Activity Book Listening 5. Listen and circle.  
Daisy. Mum. Polly. Dad. Jack. Otto.

#### Teacher tip!

The Audio CD has pauses of a standard length. You may need to press pause on your CD player to allow extra time for the children to complete activities.

### 5 Speaking practice

- Hold up each flashcard in turn in front of your face and say *Hello, I'm (Otto)*, etc. for each of the characters, mimicking their voices. Make the occasional mistake by giving the wrong name. Invite the class to correct you.
- Introduce yourself as each of the characters and invite the children to respond by introducing themselves to you using their own names, e.g. Teacher: *Hello, I'm Jack*. Child: *Hello, I'm Marta*.
- Hand out the flashcards. The children with the flashcards can now take the part of the characters, as you did above, while the rest of the children introduce themselves using their own names.
- If you have space in the classroom, invite the children to move around introducing themselves to each other so that everybody has lots of practice. Change roles so that everyone has a chance to be both themselves and the characters from the book.

#### Teacher tip!

Children are wonderful mimics. If mime and mimicry become a regular part of the lesson from an early stage, children will quickly overcome any initial shyness.

# Reinforcement (optional)

- Play a game to reinforce the character names. Choose one of the flashcards at random, look at it and hold it up in front of your face. Say, e.g. *Hello, I'm Mum!* If the name is correct, the children respond by saying *Hello!* If it isn't, they shake their heads.

## Teacher tip!

At this stage you might feel it is appropriate for some children to do Reinforcement activity 1 (Teacher's Resource Book page 3). This can be done at any time after this lesson. See notes on Teacher's Resource Book page 28.

# Lesson 2

## Children will:

- meet the mouse characters
- follow a simple story
- act out the story
- do an activity practising Hello! and Goodbye!

## Key language:

*What's your name?*

*I'm (Spike).*

*Ruby*

## Additional language:

*Come in!*

*Goodbye!*

## Materials and advance preparation:

Class Book page 6

Activity Book page 3

CD1: Listening 6

Unit 1 storycards

Flashcards: Spike Ruby

Puppets of Spike and Ruby (optional)

Masks of Spike, Ruby, and Otto (optional)

# 1 Introduction

- Before the lesson, hide the puppets or flashcards of Spike and Ruby somewhere in the classroom.
- Say *Sshhh! Listen*. Put your finger to your lips then your hand to your ear in support of your instructions. When you have the attention of the whole class, make quiet squeaking noises and look around you, under the table, among the children's desks, etc. as if you are searching for the source of the noise. Ask the children what they think the noise might be, and invite them to help you look around the room.
- Gradually reveal the puppets or flashcards of Spike and Ruby and tell the children their names. Ask the class (L1) where they have seen the mice before (e.g. on the covers

of their books and inside their Class Books).

- Hold up the flashcards of Spike and Ruby, one in each hand with the backs of the cards towards the children. Ask a member of the class to guess which is Spike and point to one of the cards. Ask *Where's Spike?* Then turn the picture to face the class and ask *Is it Spike?* Do the same for Ruby, repeating as necessary.

# 2 Story



- Tell the class that they are going to hear a story about Spike, Ruby, and Otto.
- Hold up storycard 1 and explain that this is the beginning of the story. Use the prompts on the back of the card to talk about what is in the picture, and encourage the children to make their own comments and observations. Ask them what they think is going to happen in the story. Read the story text or play the first part of the audio.
- Continue in the same way with storycards 2, 3, and 4, discussing the pictures and then reading the story text.
- Stick the storycards on the board in the wrong order, using Blu-Tack. Ask a child to come to the front and find the first card, and stick it underneath the others. Do the same with the remaining cards, sticking them in the correct order on the board.
- Say *Open your Class Books at page six*, demonstrating your instruction. Make sure that all the children have found the page before playing the audio. Play the audio straight through while the children follow the story in their books.

## 1 <sup>6</sup> Audio script

Presenter: Class Book Listening 6. Listen to the story.

### Frame 1

Spike: Hello!

Mother Mouse: Hello, Spike! Come in!

### Frame 2

Spike: I'm Spike. What's your name?

Ruby: I'm Ruby.

### Frame 3

Otto: Miaow! Hello!

Mother Mouse: Oh!

### Frame 4

Mother Mouse: Goodbye!

Spike and Ruby: Goodbye, Otto! Goodbye!

## Teacher tips!

If appropriate, you could use the iTools Digital Classroom Resources to present the story.

On page 17 of the Teacher's Resource Book, you will find a cut-out version of the frames from this story, which can be used to make story books or for various other activities. See page 29 of the Teacher's Resource Book for instructions on how to make the books.

# 3 Classroom theatre

- Invite three children to come to the front of the class to take the parts of Spike, Ruby, and Otto while you take the part of Mother Mouse (*Mum*). If you like, give the children playing Spike, Ruby, and Otto the appropriate masks to use. Arrange two chairs at the front of the class. The child who is Ruby should sit on one. Say to the class *I'm Mum*. As you don't have a mask, you might like to squeak (*Eek! Eek!*) to show you're a mouse.
- Explain to the children that they are going to act out the story.  
Begin by playing just the knock on the door from the audio. Ask the class *Who is it?* using mime to support your question.
- Play the rest of the audio, with pauses after each frame to explain the actions. Encourage the whole class to tell you about the pictures.  
Frame 1: Invite the child playing Spike to mime the action of knocking. Then you, as Mother Mouse, open the door and motion Spike to come in. Spike then goes and sits next to Ruby.  
Frame 2: Invite Spike and Ruby to mime introducing themselves as the mice are doing in the picture.  
Frame 3: Invite the child playing Otto to mime the action of knocking on the door. Ask *Who is it?* as you mime opening the door and gasping in surprise. (Otto could say *Miaow! Hello!*)  
Frame 4: Ask the class to tell you about the picture. Mime the action of slamming the door in Otto's face and invite Ruby and Spike to wave and clap in delight.
- When you have been through the story once, invite other groups of children to come and act out the story with the CD.

## Teacher tip!

It's important that the children know they do not have to speak until they are ready. In this activity they can speak if they wish, but nobody needs to say anything unless they want to.

- Go through the answers with the whole class. Then invite volunteers to pretend to be the mice in the pictures and say *Hello!* or *Goodbye!*

Answers

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

## Teacher tips!

While the children are working, use this quiet time to move around the class working with individuals to review the language of the lesson.

At this stage you might feel it is appropriate for some children to do Extension activity 1 (Teacher's Resource Book page 4). This can be done at any time after this lesson. See notes on Teacher's Resource Book page 28.

To give the children further practice and consolidate the language of the unit you may wish, at this stage or later, to use some of the games and activities specifically designed for this purpose (see the Classroom games section, pages 103 to 109).

# Lesson 3

## Children will:

- practise asking people what their name is
- draw a picture of themselves
- play a class game

## Key language:

*What's your name?*  
*I'm (+ name).*

## Materials and advance preparation:

- Class Book page 7
- Activity Book page 4
- CD1: Listening 7
- Flashcards: Mum Dad Polly Jack Daisy Otto Spike Ruby
- A CD with music suitable for playing a party game
- A scarf to act as a blindfold

# 4 Practice



- Say *Open your Activity Books at page three*. Write 3 on the board.
- Remind the children of the meaning of *Hello!* and *Goodbye!* Leave the classroom and say *Goodbye!* as you go out. Come in again and say *Hello!* Repeat. This time encourage the children to respond with *Hello!* and *Goodbye!*
- Point to the two pictures at the top of page 3 of the Activity Book. For each picture, ask the class *What is Spike saying? Hello or Goodbye?*
- Tell the children to look at the other pictures and decide whether Spike is saying *Hello!* or *Goodbye!* Explain and demonstrate that they should then circle the correct small picture of Spike below each picture.

# 1 Introduction

- Play a variation of *Say the word* (see the Classroom games section, page 103) to revise the names of all the characters. Use all six family flashcards and the two mice flashcards. Ask *Who's this?* as you point to each card.

## 2 Presentation and practice



- Say *Open your Class Books at page seven*, and demonstrate your instruction. Point to Spike, Ruby, and Otto and ask *Who's this?* Point to the other mouse and ask *Who's this? Is it Spike?* Explain to the children that they are going to find out who this new mouse is.
- Tell the children to listen carefully to the audio and point to the pictures in their books. Play the audio frame by frame. When you get to the last picture, tell them to listen carefully and then tell you the name of the new mouse (Rodney).
- Repeat the audio for each of the pictures and ask the children to repeat each of the questions and answers. Invite pairs/groups of children to role play each of the exchanges by asking and answering *What's your name? I'm (Ruby)*. If you feel they are able to, children can practise the exchanges in pairs.
- Ask a child *What's your name?* Encourage him/her to answer *I'm (+ their name)*. Model the question for the class to repeat.
- Approach one of the children and ask the question again. The child answers *I'm (+ their name)*, then approaches another child and asks him/her the question. Continue with children asking and answering around the class.

- When the children have completed their drawings, they can hold up their books and show their pictures to the class. Encourage them to say *I'm (+ their name)*.

## 4 Class game

### What's your name, little mouse?

- Invite six or seven members of the class to come to the front to help you to play the game. Explain that they are mice. Place a blindfold on one of the players. This player stands in the middle while the others make a circle round him/her. Play some music while they walk round in a circle. Stop the music and tell the children to stop where they are. Now invite the child in the centre to walk forward and choose a 'mouse'. Say *What's your name, little mouse, what's your name?* and invite the whole class to repeat it after you. Tell the child who has been chosen to make a small squeaking noise. The blindfolded child should then try to identify his/her classmate. Encourage the rest of the class to answer *Yes* or *No* after each guess.
- Repeat the game several times, giving different children the opportunity to play. If you can, play the game with the whole class in a large open space.

## Lesson 4

### Children will:

- say a chant
- identify and match characters by their feet
- draw their own head and foot
- play a class game

### Key language:

*Who's this?*  
*It's (Jack).*  
*It's me!*

### Additional language:

*Let's see.*

### Materials and advance preparation:

Class Book page 8  
Activity Book page 5  
CD1: Listening 8  
Flashcards: Jack Polly Mum Dad Daisy Otto  
Spike Ruby  
*Happy House* poster (optional)

Prepare a piece of paper slightly larger than a flashcard by cutting a hole in it, so that when you place it over the flashcard only a small part of the picture is revealed.

## 1 <sup>7</sup> Audio script

Presenter: Class Book Listening 7. Listen and say.

### Frame 1

Rodney: What's your name?  
Ruby: I'm Ruby.

### Frame 2

Rodney: What's your name?  
Spike: I'm Spike.

### Frame 3

Rodney: What's your name?  
Otto: I'm Otto.

### Frame 4

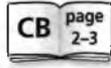
Spike and Ruby: What's YOUR name?  
Rodney: I'm Rodney!

## 3 About me!



- On the board, draw a simple picture of yourself. As you are drawing, ask the class *Who's this?* Don't worry if there isn't much of a resemblance – the worse the picture, the more the children will enjoy it! Point to the picture and say *It's me!*, then point to yourself.
- Say *Open your Activity Books at page four*. Write 4 on the board. Point to your drawing on the board and then to the *About me!* activity on page 4 and say *Draw your picture here*.

# 1 Introduction



- Put up the *Happy House* poster or ask the children to look at pages 2 and 3 of their Class Books, and explain that this is a picture of the inside of the house. Give the children plenty of time to look at it and comment on it in their own language.
- See if the children can find the *Happy House* characters on the poster. Ask *Where's (Mum)?* and *Who's this?*
- Explain that in this lesson we are going to find out where the family is today and what it is doing.

## Teacher tip!

This is the first time the children see the poster showing the inside of *Happy House*, so encourage them to familiarize themselves with it and tell you what they can about it (L1).

# 2 Presentation

- Take the flashcards of the characters and place one of them on the board with your piece of paper over it, with the hole positioned so that it reveals a recognizable part of the character. Ask *Who's this?* Present the answer form *It's (Polly)* and invite the class to repeat it after you. Say *Let's see!* Remove the paper to reveal the complete picture.
- Repeat for the other characters, varying the part of the character you reveal.

# 3 Chant



- Say *Open your Class Books at page eight.* Hold up your book and invite the class to tell you what is happening (L1).
- Point to each of the characters in turn and ask *Who's this?*
- Place the flashcards of Jack, Polly, and Dad on the board in that order from left to right.
- Say *Listen!* and play the audio straight through, pointing to the flashcards on the board.
- Repeat. Stop after the second line of each verse and invite the class to call out *It's...* each time.
- Play the chant again, inviting the class to join in with you.

## 1 <sup>8</sup> Audio script

Presenter: Class Book Listening 8. Listen and say the chant:  
Who's this?  
Mum: Who's this?  
Let's see.  
It's Jack!  
Jack: It's me!

Mum: Who's this?  
Let's see.  
It's Polly!  
Polly: It's me!  
Mum: Who's this?  
Let's see.  
It's Dad!  
Dad: It's me!

## Teacher tip!

If appropriate, you could use the iTools Digital Classroom Resources to present the chant.

# 4 Puzzle



- Say *Open your Activity Books at page five.* Hold up your Activity Book open at page 5 and, pointing to each of the mice in the first illustration, ask *Who's this?* Invite the class to tell you where the mice are and what they are doing (L1). Explain that the children must help the mice identify who is standing outside their mousehole in each of the three pictures. Ask *Who's this?* for each picture. Show the children how they should draw a line linking the foot on the left to the character on the right.
- On the board draw another mousehole and in it draw your own foot. Ask the class *Who's this?* Say *Yes. It's me! Good!* and next to the mousehole draw a simple head and shoulders picture of yourself.
- Hold up your book again and, pointing to the empty mousehole and the empty frame, explain to the children that they should draw their own foot and a picture of themselves.
- While the children are working quietly, monitor as necessary and work with individuals or small groups to review the language of the lesson.

# 5 Class game

## Knock! Knock!

- Say the chant without the audio, inviting children to knock on their desks before each verse.
- Now say the chant again and this time substitute the name of a child in the class for one of the characters:  
*Who's this?*  
*Let's see.*  
*It's (Emma)...*  
(Emma) then stands up and says the last line *It's me!*
- Repeat. This time (Emma) chooses a classmate (Miguel) and at the end of the verse he stands up and says *It's me!* He then chooses another classmate, and so on. Repeat as necessary, giving as many children as possible a turn.

## Extension (optional)

- Hand out pieces of paper for the children to draw on. Tell each child to draw a picture of himself/herself on the paper, but not to write anything on it. Set a time limit and make sure the children know that they only have a short time in which to complete their portraits.
- Tell the children to write their name on the back of their portrait. Collect all the pieces of paper and redistribute them around the class so that no child has his/her own picture. Explain to the children that they are going to go around the class and try to identify all the pictures. Practise the question *Who's this?* and the answer *It's...* with the whole class. Invite everyone to get up, go around the class and ask their classmates *Who's this?* The children guess, e.g. *It's (Mia)*. The child with the picture answers *Yes or No, it's (Ana)*.
- Continue until everyone has seen all the pictures, or for a predetermined amount of time.

### Teacher tip!

If you haven't already used Reinforcement activity 1 (Teacher's Resource Book page 3), you might like to use it after this lesson. See notes on Teacher's Resource Book page 28.

## Lesson 5

### Children will:

- practise saying *hello* and *goodbye*
- sequence pictures using visual and narrative clues

### Key language:

*Hello (Ruby).*  
*Goodbye (Otto).*

### Additional language:

*It's Otto!*

### Materials and advance preparation:

Class Book page 9  
Activity Book page 6  
CD1: Listening 9  
Unit 1 storycards  
Flashcards: Jack Polly Mum Dad Daisy Otto  
Spike Ruby  
Puppets of Otto, Spike, and Ruby (optional)

## 1 Introduction

- Hold up the flashcards or puppets of Spike, Ruby, and Otto and ask *Who's this?* for each one. The children answer *It's (Spike)*, etc.
- Play a game to revise *Hello* and *Goodbye*. Stick the three flashcards face down on the board with Blu-Tack, or put the puppets out of sight somewhere, e.g. in your bag. Explain that you are going to turn over one of the cards, or slowly reveal one of the puppets, and that as soon as the children can see who it is, they should call out *Hello, (Ruby)!* Do this with all three characters, leaving the flashcards face up or the puppets out of the bag.
- Now tell the children that you are going to turn a card face down, or put one of the puppets back in your bag. As you do so, they should say *Goodbye, (Spike)!* Do this with all three characters.
- Continue turning the cards face up and face down or taking puppets in and out of your bag at random. Do it quite quickly, to make the game more fun and challenging.

## 2 Presentation

- Introduce the concept of sequencing. Look again at the Unit 1 storycards. Put the cards on the board in the wrong order, as you did in Lesson 2, and ask the children to help you put them in the correct order again. As you do this, ask them how they know where the cards should go. Point out that they can use clues in the pictures and what they remember from the story to help them.

## 3 Cross-curricular activity



- Tell the children they are going to look at and listen to another story about Spike, Ruby, and Otto. But this time, the pictures are in the wrong order.
- Say *Open your Class Books at page nine* and help the children to find the right page. Talk (in L1) about what is happening in each picture. Ask the children which one they think is the first picture, and encourage them to explain why in L1. The children may not agree on the order at this stage. Accept all their ideas.
- Explain that you are going to listen to the audio and use it to help you check the order of the pictures. Play the first part of the audio. Ask the children which picture they think goes with it. Do the same with the rest of the audio. Repeat as necessary, until you have agreed on the order of the pictures.
- Now play the audio straight through while the children point to the pictures.

## 1<sup>9</sup> Audio script

Presenter: Class Book Listening 9. Listen and point.

### Frame 1

Spike: Hello, Ruby!

Ruby: Hello, Spike!

### Frame 2

Spike: Come in!

### Frame 3

Ruby: Aaaagh! Spike! It's Otto! It's Otto!

### Frame 4

Spike: Goodbye, Otto!

Otto: Miaow!

Ruby: (giggles)

## 4 Cross-curricular practice



- Demonstrate the activity on the board. Draw three simple pictures on the board, showing a face drawn in stages, but in a mixed up order.  
First picture: outline of face, with nose and mouth.  
Second picture: complete face, with nose, mouth, eyes and ears.  
Third picture: outline of face, with nothing on it.
- Point to the pictures and ask the children (L1) which one they think comes first (the third picture). Let them explain why in L1. Show them how to put a 1 next to that picture. Do the same with the other pictures, putting a 2 and a 3 next to them.
- Say *Open your Activity Books at page six* and write 6 on the board. Ask them to look at the first row of pictures. Show them how a 1 has been written next to the second picture (the first picture in the sequence). Complete the first example with the children, writing a 2 and a 3 next to the appropriate pictures.
- Let the children work quietly to complete the activity.

### Teacher tip!

The children may already know the numbers 1–3 in English. If they don't, you might like to teach these numbers and use them in this activity. Otherwise, talk about the numbers in L1.

## 5 Class game

- Finish the lesson with a game, e.g. *Bit by bit* (see the Classroom games section, page 103). Use the character flashcards (both the family members and the mice), and ask *Who's this?* as you reveal the card.

### Teacher tip!

If you haven't already used Extension activity 1 (Teacher's Resource Book page 4), you might like to use it after this lesson. See notes on Teacher's Resource Book page 28.

## Lesson 6

### Children will:

- follow a simple story
- act out the story
- do a matching puzzle
- play a team game

### Key language:

*Good morning.*

### Additional language:

*Sit down.*

*What's the matter?*

*(in) the kitchen*

### Materials and advance preparation:

Class Book page 10

Activity Book page 7

CD1: Listening 10

Flashcards: Mum Dad Jack Polly Daisy Otto

Spike Ruby

*Happy House* poster (optional)

Props for Classroom theatre: a comic, a spoon, and a baby's dish (or substitutes)

## 1 Introduction



- Tell the children to open their Class Books at page 10 and write the number on the board. Ask the children if they know what room we are in (L1). See if they can find it on the poster (or on pages 2–3 of their Class Books). Tell them we are *in the kitchen* and ask them to repeat it with you.
- Hold up the flashcard of Daisy. Ask *Who's this?* Invite the children to tell you about her (L1). Who is she? How old do they think she is? Does anyone in the class have a baby brother or sister of about the same age? What sort of things do they like doing?

## 2 Story



- Say *Look at page ten*. Ask the children to tell you (L1) what time of day they think it is (morning/breakfast time).
- Play the story straight through on the CD while children listen and follow by pointing at the pictures in their books.
- Now look at the story in more detail. Elicit the names of the characters by asking *Who's this?* Ask the children to tell you (L1) what is happening in each of the frames:  
Frame 1: Who can they see? What is Mum doing? Who is she calling? Why?  
Frame 2: Who comes into the room? What does she say?  
Frame 3: What's on the chair?  
Frame 4: Now who comes in? What is he doing? What does Mum tell him to do?  
Frame 5: What's the matter?  
Frame 6: What does Jack have on his trousers?



## Audio script

Presenter: Class Book Listening 10. Listen to the story.

### Frame 1

Daisy: (baby talk)

Mum: Polly! Jack!

### Frame 2

Polly: Hello, Mum! Hello, Daisy!

Mum: Good morning, Polly!

### Frame 3

Daisy: (baby talk)

### Frame 4

Mum: Good morning, Jack! Sit down!

Jack: OK!

### Frame 5

Jack: Eughhh!

Mum: What's the matter?

### Frame 6

Jack: Oh, Daisy! YUCK!

### Teacher tip!

If appropriate, you could use the iTools Digital Classroom Resources to present the story.

## 3 Classroom theatre

- Tell the children that they are going to listen to the audio again and act out the story. Place four chairs at the front of the classroom. Invite four children to take the parts of Mum, Daisy, Polly, and Jack.
- Play the audio again, with pauses to explain the actions. Encourage the whole class to contribute. Mime the actions for each frame.

Frame 1: Invite 'Mum' to mime the action of calling, with her hands cupped round her mouth. Behind her back, Daisy is playing with her food.

Frame 2: Polly comes in, greets Mum and Daisy, and sits down.

Frame 3: Daisy waves her spoon, and throws a blob of her breakfast on the empty chair. She looks at it and laughs.

Frame 4: Jack enters reading a comic. Mum is feeding Daisy. She points to a chair for Jack to sit on.

Frame 5: Jack sits down and grimaces in disgust.

Frame 6: Jack stands up and shows the seat of his trousers to the audience while the other characters laugh.

- When you have been through the story with one group, invite other groups of children to come and enact the story with or without the audio, adding words if they want to.

## 4 Matching puzzle



- Say *Open your Activity Books at page seven* and write the number on the board. Hold up your book.
- Point to each of the pictures and ask *Who's this?* to review the characters' names. Ask the class (L1) what time of day they think it is (morning). Ask them what clues there are in the pictures that it is morning.
- Point to Mum and ask *Who's this? What is she saying? Hello? Goodbye? Good morning?* Then point to the pictures on the right-hand side and ask *Who is Mum speaking to? Otto? (No), Daisy? (No), Polly? (Yes). Say Yes, good! Mum is saying Good morning, Polly! And what is Polly saying? (Good morning, Mum!).* Invite pairs of volunteers around the class to be Mum and Polly. Repeat around the class.
- Quietly, working on their own, the children pair up the other pictures.
- Check the answers with the children. Then go around the class asking volunteers to be Mum, Polly, Dad, Jack, Spike, Otto, and Daisy.

## 5 Team game

### Who's this?

- Put the flashcards up on the board and for each one ask *Who's this?*
- Now turn the cards over and see if the class can remember where each character is positioned. Point to the cards in order from left to right asking *Who's this?* Then point to them in random order to make the activity more challenging.
- Jumble the cards and place them on the board again, face down. Divide the class into two teams. In turn, invite a member of each team to answer a question, e.g. *Where's (Polly)?* etc. The child comes to the front and selects a card. If the guess is incorrect, replace the card face down and tell the children to try to remember who is on that card.
- Award a point for every character correctly identified.

## Reinforcement (optional)

- Say *Good morning/afternoon!*, depending on the time of day, to one child in the class. Ask him/her to answer you *Good morning/afternoon, (your name).* Then turn to another child and say *Good morning/afternoon* again. The second child answers *Good morning/afternoon, (the first child's name)* and does the same to another child.
- Continue for as long as the children are enjoying the game.

# Lesson 7

## Children will:

- sing an action song
- make a cut-out to take home
- use the cut-out to practise key language from Lesson 4

## Key language:

*It's a (happy) house.*

*Here's a (window).*

*door roof floor*

*Who's this? It's (Jack).*

## Additional language:

*Can you see?*

*for you and me*

## Materials and preparation:

Class Book page 11

Activity Book page 59 (cut-out)

CD1: Listeners 11–12

Flashcards: Mum Dad Polly Jack Daisy Otto

# 3 Song



- Play the song straight through while the children listen and look at the picture in their books.
- Play the song again while you and the children do the mimes. On the words *For you...* point to one of the class and for *...and me* point to yourself. Encourage the class to join in with the singing.

## 1 <sup>11</sup> Audio script

Presenter: Class Book Listening 11. Sing: The Happy House song.

It's a house

It's a happy house

It's a happy house

Can you see?

Here's a window

Here's a door

Here's a roof

And here's a floor!

It's a house

It's a happy house

It's a happy house

For you and me!

## Teacher tip!

If appropriate, you could use the iTools Digital Classroom Resources to present the song.

When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD1 Listening 12).

# 1 Introduction



- Hold up your Class Book and point to the picture of the house on the cover. Ask *What's this? (Happy House)*. Say *Yes, it's a house*.
- Say *Open your Class Books at page eleven* and write 11 on the board. Invite the children to tell you (L1) what they can see in the picture at the top of the page. Elicit the words *Spike, Ruby, and house*.

# 2 Presentation

- On the board, do a simple outline drawing of a house with a window, door, and roof. Use this to present *window, door, roof, and floor*.
- Mime the actions for the song. Say *Here's a window* and mime looking out of the classroom window with your hand above your eyes. Say *Here's a door* and mime knocking on the door. With your hands together pointing upwards over your head, make a roof and say *Here's a roof*. Finally stamp your feet, look down, and say *Here's a floor*.
- Repeat, this time inviting the class to join in with the mimes.
- Say sentences (e.g. *Here's a window*) at random and see if the class can perform the correct mime. Gradually increase the pace and see if you can catch anyone out.

# 4 Take-home English



- Quickly review the names of the characters by holding up the flashcards one by one and asking *Who's this?*
- Say *Open your Activity Books at page 59* and demonstrate your instruction.
- Hold up your book. Point to the door of the house and ask *What's this?* Point to each of the characters in the bottom half of the page and ask *Who's this?*
- Use the board to illustrate the two different types of line on the page. Explain that only the dotted lines are to be cut. The solid lines must not be cut. Show them how to cut around the edge of the house and part of the door (making sure they don't cut the door off completely). Then show them how to fold along the side of the door.
- Then tell them to cut out the character cards. Cut out your own cards.
- Invite the children to choose a character to hide behind the door of their house. Say *Knock, knock!* and knock on your desk. Then say *Who's this?* Open your door to reveal the character card and say, e.g. *It's Daisy*. Invite volunteers around the class to do the same using the name of the character they have placed behind their door.
- Tell the children to put their finished cut-outs away carefully, and take them home to show to their families.

### Teacher tip!

In the next lesson, ask the children who they showed their cut-outs to, and let them talk about their experiences in L1. Encourage them to take pride in what they have learnt, and to have fun playing with the cut-outs with their families.

## Lesson 8

### Children will:

- review vocabulary and activities from the unit
- find Rodney and draw the objects he is carrying
- complete a sticker dictionary page

### Key language (revision):

Characters

*Hello! Goodbye!*

### Materials and preparation:

Class Book pages 2–3  
Activity Book pages 8–9  
Stickers for Unit 1  
Flashcards of the characters  
*Happy House* poster

## 1 Introduction



- Hold up your Class Book and show the children the cover. Point to the house and ask *Where's this? (Happy House)*.
- Ask the children if they can remember who lives in *Happy House*. As the children tell you the names, hold up the corresponding flashcard.
- Tell the children to look at pages 2 and 3 of their Class Books. See if they can find all the characters in the picture. Ask *Can you find (Daisy)?* etc. (Note: Spike and Ruby are in front of the house.) Let individual children come to the front and point to the characters on the poster.
- Ask the children to look back at the unit in the Class Book and Activity Book. Talk in L1 about the activities they have done, and ask them which ones they enjoyed most. You might like to have a quick vote to find out the class's favourite song or story, and play the favourite song/story again on the CD.

## 2 Find Rodney



- Say *Open your Activity Books at page eight* and write 8 on the board. Hold up your book, point to the picture of Rodney, and ask *Who's this?* Tell the class *It's Rodney*.
- Ask the class to look back through the pages of the unit in the Class Book and find Rodney, then draw the things he is carrying (photographs of Mum, Dad, and Daisy, on pages 4, 8, and 10). Invite the children to tell you who the people in the photos are.

## 3 Evaluation



- Tell the children they are going to try to remember the words that they have learnt in this unit. Tell them to look at the small pictures on page 8 of their Activity Books, underneath the picture of Rodney. Point to the pictures of the *Happy House* family, and ask individual children to say their names.
- Now say the names together as a class. When you have finished, ask the children (L1) if they can say all the names. Tell them to colour the house if they can say the names. If any children are unsure of any of the names, say them again as a class, practising any that are difficult or that children have trouble remembering.
- Repeat the process for the pictures of Otto, Spike, and Ruby below.
- Finally, tell the children to look at the two pictures at the bottom of the page. Ask *What is Spike saying?* for each picture (*Hello!* and *Goodbye!*). Say these words together with the class, and tell the children to colour the house to show that they can say the words.
- Praise the children's efforts in this unit. Say *Well done!*

### Teacher tip!

Keep the evaluation fun and light-hearted. The purpose at this level is not to test the children's knowledge, but to make them aware of what they have learnt, and to encourage them to take pride in their learning.

## 4 Sticker dictionary



- Hold up your stickers for Unit 1 (the characters) and ask the children to find the stickers in the centre of their own Activity Books. Invite the children to identify each of the stickers. Say *Where's (Ruby)?* and ask the children to point to the correct character.
- Now say *Look at page nine of your Activity Books*. The children look at the pictures of the beds and suggest which character goes in each bed. Make sure they understand the 'clues' which will help them to find the correct match.
- When they have matched the characters with the beds they stick the stickers in the appropriate places. While they are working, go around the class asking *Who's this?* and making sure the children know what to do.

### Teacher tips!

You might like to end the lesson and the unit with a flashcard game. See the Classroom games section, pages 103 to 109.

The children can now do the Unit 1 test (see Evaluation Book page 6 and CD2 Listenings 61 and 62). Answer key and audio scripts are on page 15 of the Evaluation Book.

# 2 Pens and pencils

## Learning outcomes

- 1 Identify six classroom objects
- 2 Count to ten in English
- 3 Add 'one more' to numbers
- 4 Follow and understand two simple stories
- 5 Join in with three songs (do the actions and/or sing some of the words)
- 6 Participate in games and activities

## Lesson 1

### Children will:

- learn the names of common classroom objects
- sing a song
- play a guessing game

### Key language:

*a bag a book a ruler a pencil a pen  
a pencil-case  
There's a (book).*

### Additional language:

*What's in my bag?  
Thank you.*

### Materials and preparation:

Class Book pages 12–13  
Activity Book page 10  
CD: Listenings 13–17  
Flashcards: bag book ruler pencil pen  
pencil-case  
An empty school bag (preferably one the children will recognize as belonging to you)

## 1 Introduction

- Stick the flashcards up round the room before the start of the lesson.
- Hold up a bag and explain to the class that this is the bag you bring to school every day. Invite the children to suggest what they think you might put in your bag (L1).
- Hold your bag upside down to reveal that it is empty. Explain that you have lost all your school things but that they are somewhere in the classroom (L1). Draw the children's attention to the flashcards around the room.
- Invite members of the class to each select a flashcard of one of the objects which they think go in your bag. Ask the children one by one to go to the card of their choice, take it down, and put it in your bag. As they do so, ask the rest of the class *Is that right?*

## 2 Presentation



- Hold up each of the classroom object flashcards for the class to see, and say the words clearly.
- Hand out the flashcards to six members of the class. Ask the children holding flashcards to stand around the edge of the room where everyone can see them. Say *Listen and point*. Demonstrate your instruction. Say the name of each of the classroom objects and as you do so point to the correct flashcard while the children do the same.
- Repeat, but now the class point without your help.
- Say *Open your Class Books at pages twelve and thirteen*. Write the numbers on the board and hold up your book. Point to each of the characters, asking *Who's this? Ask Where's Polly?* See if anyone can remember *in the kitchen* from Unit 1. Can anyone suggest what Polly is doing (L1)?
- Play the audio straight through and ask the children to point to the objects in their books as they listen. Then play the audio again for the children to repeat the words.

### 1 <sup>13</sup> Audio script

Presenter: Unit 2. Pens and pencils.  
Class Book Listening 13. Listen and point.  
A bag. A book. A ruler. A pencil. A pen.  
A pencil-case.

Presenter: Listen and say.  
A bag. A book. A ruler. A pencil. A pen.  
A pencil-case.

### Teacher tip!

Do not insist that the class repeat the words when you first say them. Give the children lots of opportunity to hear and assimilate the words first.

### 3 Listening and song



- Divide the class into six groups. Say to one group *Show me a pen*, to the next group *Show me a pencil*, etc. so that each group is holding up a different object. Model each instruction yourself as you give it.
- Repeat, swapping the objects so that each group holds up at least one other object.
- Explain to the children that they are going to hear Polly talking about these objects, then singing about them. Say *Listen!* and play Listening 14.
- Now play the song (Listening 15). Tell the class that each group must hold up their object when they hear Polly singing about it.
- Repeat, swapping the objects that the groups hold up.
- Place the flashcards of the six classroom objects on a table at the front of the class. Invite two or three children to come to the board. Explain that as they listen to the song they should place the cards on the board in the correct order.
- Play the song again for the whole class to check the order of the flashcards. Then invite the class to sing along, using the flashcards as prompts.
- Repeat, but this time turn over one of the cards and invite the class to sing the song again, remembering the missing word as you point to the 'mystery' card.
- Repeat two or three times, turning over another card each time so that eventually the class is singing the words from memory.

#### 1 <sup>14</sup> Audio script

Presenter: Class Book Listening 14. Listen.

Polly: What's in my bag?  
Hmmm... Let's see. There's a book... and a ruler...  
a pencil... and a pen. But no pencil-case!

Daisy: (*baby talk*)

Polly: My pencil-case! Thank you, Daisy!

#### 1 <sup>15</sup> Audio script

Presenter: Class Book Listening 15. Now sing: What's in my bag?

Polly: What's in my bag?  
There's a book. A book!  
What's in my bag?  
There's a ruler. A ruler!

What's in my bag?  
There's a pencil. A pencil!  
What's in my bag?  
There's a pen. A pen!

There's a book, there's a ruler,  
There's a pencil, there's a pen.  
What's in my bag?  
There's a pencil-case!

#### Teacher tip!

If appropriate, you could use the iTools Digital Classroom Resources to present the vocabulary and song. When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD1 Listening 16).

### 4 Practice



- Say *Open your Activity Books at page ten*. Write the number 10 on the board and hold up your book.
- Ask the children to say the names of the objects in the top row (*pencil, pencil-case, book*). Play the first line of the audio. Then ask the children which word they heard (*a pencil*). Show them how the picture of a pencil has been circled.
- Now play the rest of the audio. Children circle the objects they hear mentioned.
- When they have finished, check their answers. Play the audio again if necessary.

#### 1 <sup>17</sup> Audio script

Presenter: Activity Book Listening 17. Listen and circle.

Look! A pencil...  
A bag...  
A ruler...  
A pencil-case...  
A book...  
And a pen!

### 5 Class game

#### What's in my bag?

- Invite members of the class to bring one of each of the six classroom objects to the front of the class. Say (*Sonia*), *give me a (pencil), please*. When you have all the objects, place one of them in the bag without the children seeing. Ask *What's in my bag?* Respond to children's guesses with *No. Try again!* or *Yes. Well done!* Whoever guesses the object correctly can choose a different object to place in the bag and can select classmates to guess what it is.

### Reinforcement (optional)

- Tell the children to put one or more classroom objects into their bags.
- Ask individual children *What's in your bag?* They look in their bags, hold up an object and say, e.g. *A ruler*.

#### Teacher tip!

At this stage you might feel it is appropriate for some children to Reinforcement activity 2 (Teacher's Resource Book page 5). This can be done at any time after this lesson. See notes on Teacher's Resource Book page 28.

# Lesson 2

## Children will:

- follow a simple story
- act out the story
- do a colouring puzzle

## Key language:

*What's this?*  
*It's a (pencil).*  
*Yes. No.*

## Additional language:

*I don't know.*  
*Yes, it is.*

## Materials and preparation:

Class Book page 14  
Activity Book page 11  
CD1: Listening 18  
Unit 2 storycards  
Flashcards: classroom objects; Spike Ruby  
Puppets of Spike and Ruby (optional)  
Masks of Spike and Ruby (optional)

Prepare a piece of paper slightly larger than a flashcard with a 'mousehole' shape cut out at the bottom.

## 1 Introduction/Presentation

- Review the vocabulary from Lesson 1. Cover the flashcard of the pencil with the piece of paper you have previously prepared, so that only part of it is revealed. Ask the class *What's this?* Model the answer *It's a pencil* for them to repeat. Do the same to review the names of the other classroom objects, encouraging the children to answer with a sentence: *It's a...*

## 2 Story



- Tell the class that they are going to hear a story about Spike and Ruby.
- Use the storycards to present the story, as you did in Unit 1. Hold up storycard 1 and explain that this is the beginning of the story. Use the prompts on the back of the card to talk about what is in the picture, and encourage the children to make their own comments and observations. Ask them what they think is going to happen in the story. Read the story text or play the first part of the audio.
- Continue in the same way with storycards 2 to 6, discussing the pictures and then reading the story text.
- Stick the storycards on the board in the wrong order, using Blu-Tack. Ask a child to come to the front and find

the first card, and stick it underneath the others. Do the same with the remaining cards, sticking them in the correct order on the board.

- Say *Open your Class Books at page fourteen*, demonstrating your instruction. Play the audio straight through while the children follow the story in their books.

1<sup>18</sup>

## Audio script

Presenter: Class Book Listening 18. Listen to the story.

### Frame 1

Ruby: What's this?  
Spike: It's a pencil.

### Frame 2

Ruby: What's this?  
Spike: It's a pen. No, it's a ruler.

### Frame 3

Ruby: What's THIS?  
Spike: I don't know!  
Ruby: Oh... it's a book!

### Frame 4

Ruby: What's this?  
Spike: Aaagh! Ruby! It's Otto! It's Otto!

### Frame 5

Ruby: No!  
Spike: Yes, Ruby, it is! It's Otto!

### Frame 6

Ruby: Spike! Look! It's A PENCIL-CASE!  
Spike: Oh, yes!

## Teacher tip!

If appropriate, you could use the iTools Digital Classroom Resources to present the story. On page 18 of the Teacher's Resource Book, you will find a cut-out version of the frames from this story, which can be used to make story books or for various other activities. See page 29 of the Teacher's Resource Book for instructions on how to make the books.

## 3 Classroom theatre

- Take the flashcards of the pencil, ruler, book, and pencil-case. Using the 'mousehole' you made earlier, put up each card in turn, covering it so that only a small section of the picture is visible through the hole. For each one ask *What's this?* and invite the class to answer.
- Pointing first to the class and then to yourself say *You're Ruby and I'm Spike*. Hold up the flashcard of Spike in front of your face.
- Pointing at the pencil flashcard again, invite a volunteer to ask you *What's this?* Model the question for the class to repeat as necessary. Hold up the flashcard of Ruby and encourage the children to mimic Ruby's voice. Reply with *It's a pencil*. Do the same for each of the cards to build up a simple dialogue based on the story.

- Change roles so that the class takes the part of Spike while you ask the questions.
- Invite pairs of children to come to the front and act out the story. If you like, give them the appropriate masks to use. Hold up the 'mousehole' with flashcards behind it as appropriate.
- If the children are confident, they could all act out the story in pairs, using the pictures in their books.

### Teacher tip!

You might like to give the children the puppets rather than the masks to help them act out the story.

## 4 Colouring puzzle



- Say *Look at page eleven of your Activity Books* and hold up your book. Explain that each box has got a 'hidden picture' in it. The children should colour all the shapes in the box that have a dot in them. When they have finished, they will see a picture of an object. Let the children do this quietly.
- When they have finished, hold up your book (uncoloured), point to the first box and ask *What's this?* Encourage them to answer with a sentence: *It's a pencil.*
- Ask the children to colour the other 'hidden pictures', colouring only the shapes that have a dot in them. When they have finished, hold up your book and ask *What's this?* for each picture.

### Teacher tips!

While children are working quietly, use the time to assess individual children and provide additional help for any that may be having difficulty.

If you haven't already used Reinforcement activity 2 (Teacher's Resource Book page 5), you might like to use it after this lesson. See notes on Teacher's Resource Book page 28.

To give the children further practice and consolidate the language of the unit you may wish, at this stage or later, to use some of the games and activities specifically designed for this purpose (see the Classroom games section, pages 103 to 109).

## Lesson 3

### Children will:

- play a guessing game
- draw a classroom object of their own
- play a team game

### Key language:

*What's this?*

*It's a (pencil).*

### Additional language:

*This is my (bag).*

### Materials and preparation:

Class Book page 15

Activity Book page 12

CD1: Listening 19

Flashcards: classroom objects; Spike Ruby

## 1 Introduction

- Play a game to revise the classroom objects. Hold up the flashcards one by one, saying the words as you do so: *a pen, a ruler*, etc. Invite the children to repeat the words after you.
- Explain that you are going to carry on doing the same thing, but that sometimes you will say the wrong word. When you do so, the children shouldn't say anything, but should put a finger on their lips.
- You can make this into an elimination game: if a child makes a mistake, he/she is 'out'. Continue until you have a winner.

## 2 Practice and game



- Say *Open your Class Books at page fifteen* and write the number 15 on the board. Ask the children what they think is happening in the picture. Explain that the mice are playing a game, and that they (the children) are going to play the same game.
- Play the audio all the way through and ask the children to point to the pairs of mice. Pause the audio after each dialogue to check that children are pointing to the correct pair of mice.
- Now ask two volunteers to be Spike and Ruby. Ask them to look at the picture and try to say what Spike and Ruby are saying. Do the same with the other pairs of mice and other volunteers.
- Now play the game. Collect a selection of classroom objects from the class (pens, pencils, rulers, pencil-cases, bags, books).
- Ask two volunteers (A and B) to come to the front of the class. Child A closes his/her eyes tightly. Child B chooses an object and puts it in child A's hands, asking *What's this?* Child A feels the object and says, e.g. *It's a (pencil).*

Child B answers Yes or No. If the answer is incorrect, child A guesses again.

- Repeat with other volunteers.

## 1 <sup>19</sup> Audio script

Presenter: Class Book Listening 19. Listen and point.

Spike: What's this?

Ruby: It's a book!

Spike: Yes! It's a book!

Mouse 1: What's this?

Mouse 2: It's a pencil!

Mouse 1: Yes, it's a pencil!

Mouse 3: What's THIS?

Mouse 4: It's a...pen!

Mouse 3: Yes, it's a pen!

Mouse 5: What's this?

Mouse 6: It's... a ruler!

Mouse 5: YES! It's a ruler!

## 3 About me!

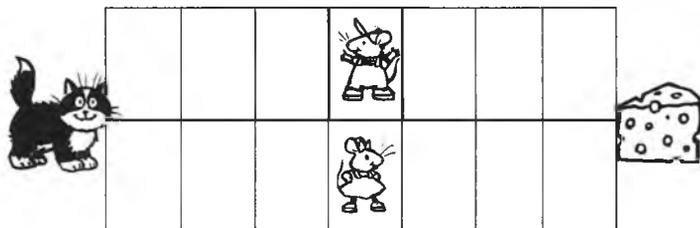


- Say *Open your Activity Books at page twelve*. Write 12 on the board.
- If you have a bag, hold it up and say *This is my bag*. Invite a few individual children to do the same.
- Point to the *About me!* activity in the Activity Book. Explain to the children that they should draw and colour any of their own classroom items in the space provided.
- When the children have finished, encourage them to show their pictures and to say *This is my (bag)*.

## 4 Team game

### Cheese race!

- Divide the class into two teams: *Spike's team* and *Ruby's team*.
- On the board draw a simple grid with Otto at one end and a piece of cheese at the other. Place the flashcards of Spike and Ruby in the middle squares of the grid.



- Call one member of each team to the front to choose a flashcard of one of the classroom objects. He/She then chooses a member of the opposing team, points to the card and says (*Sofia*), *what's this?* If the other child answers correctly, move his/her team's mouse one space towards the cheese. If he/she answers incorrectly move the mouse one space towards Otto.
- Continue, using different objects, until either a team wins by getting its mouse to the cheese or loses by being caught by Otto.

## Reinforcement (optional)

- Choose a real classroom object without letting the class see. Hide it behind a piece of paper. Ask *What's this?* Then move the paper very slowly, so that the object is gradually revealed. The first child to call out the answer can take your place at the front of the class (he/she chooses an object and asks the question).

## Lesson 4

### Children will:

- learn the numbers 1–10
- sing a song
- do a number puzzle
- play a team game

### Key language:

*one two three four five six seven eight nine ten*

### Additional language:

*(ten) little fingers*  
*Clap! Clap! Clap!*

### Materials and preparation:

Class Book page 16  
Activity Book page 13  
CD1: Listeners 20–22  
Flashcards: numbers 1–10; Spike Ruby

## 1 Introduction

- Place the number flashcards on the board and draw the children's attention to these.
- Ask (L1) if anyone knows any numbers in English. Can anyone count in any other language?

### Teacher tip!

It is important that children have the opportunity to bring existing knowledge to the class and share it with their classmates.

## 2 Presentation

- Hold up each flashcard in turn, saying the number as you do so.
- Hand out the number flashcards to ten children and ask them to stand facing their classmates around the edge of the room. Repeat the numbers in order from 1–10 and invite the class to point at the correct card.
- Repeat, but this time call out the numbers in random order.
- Call ten different children to the front of the class. Give each one a flashcard. Ask the class *Who is number (six)?* etc.
- Now tell them to turn their cards over so that the numbers are no longer visible. Again ask *Who is number (five)?* etc.

## 3 Listening and song



- Say *Open your Class Books at page sixteen* and draw the children's attention to the pictures of Polly and Daisy at the top of the page. Ask the children (L1) what Polly is doing (counting Daisy's fingers and drawing around Daisy's hands).
- Play Listening 20 while the children listen and follow the pictures in their books.
- Repeat. Put the flashcards on the board and point to the flashcard of each number as Polly says it. Explain the meaning of *ten little fingers*.
- Play the song (Listening 21) straight through.
- Play the song again. This time the children hold up the correct number of fingers as they hear the numbers in the song.
- Repeat, inviting children to join in with the number words and as much of the song as they can.

### 20 Audio script

Presenter: Class Book Listening 20. Listen.

Polly: Look, Daisy! One... two... three... four... five... six... seven... eight... nine... ten. Ten little fingers!

Daisy: *(baby talk)*

Polly: One, two, three,  
Three little fingers.  
Four, five, six,  
Six little fingers.  
Seven, eight, nine,  
Nine little fingers,  
Ten little fingers  
Clap! Clap! Clap!

#### Frame 2

Polly: Now, look!

Daisy: *(baby talk)*

#### Frame 3

Polly: Two little hands... and ten little fingers!

### 21 Audio script

Presenter: Class Book Listening 21. Now sing: Ten little fingers.  
One, two, three,  
Three little fingers.  
Four, five, six,  
Six little fingers.  
Seven, eight, nine,  
Nine little fingers,  
Ten little fingers  
Clap! Clap! Clap!

### Teacher tips!

You might like to ask the children to draw round their hands and number the fingers, as in the picture. They can then point at the fingers in their picture as they sing the song.

If appropriate, you could use the iTools Digital Classroom Resources to present the song.

When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD1 Listening 22).

## 4 Number puzzle



- Demonstrate the activity with flashcards. On the board place a series of flashcards in numerical order, e.g. 1 2 3 4. Point to each card in turn and invite the children to say the numbers. Now remove one of the cards. Ask a volunteer to tell you which number is missing and write it on the board. Repeat with another sequence of numbers, e.g. 3 4 5 6, removing a different card. Continue with different numbers until you are sure that everyone has the idea.
- Say *Look at page thirteen of your Activity Books*. Hold up your book. Explain to the class that this puzzle is similar to the activity you have just done on the board, but that this time the children must write the missing numbers on the mice.
- Monitor and help weaker children to review the numbers while the other children are working on the puzzle.
- When the children have completed the puzzle, ask them to read out their number sequences.

Answers

3, 6, 7, 9

## 5 Team game

### Mouse whispers

- Hold up the flashcards of Spike and Ruby. Explain (L1) that when Spike and Ruby are out of their mouseholes they have to whisper so that nobody (especially Otto) can hear them. Tell the children that they are going to be mice and whisper to each other in order to play a game.

- Divide the class into teams and stand/sit each team in a line.
- Demonstrate the game. Whisper a number to the last child in the line. He/she then whispers the same number to the next child and so on up the line. The first child in the line must then go to the board and write the number. If the answer is correct the team wins a point.
- Continue the game, whispering a different number for each team.

## Extension (optional)

- Teach the children to count backwards from 10 to 1. Tell the class that they are all going to be rockets. Crouch down on the floor and tell the children to do the same. Count down *ten, nine, eight, seven, six, five, four, three, two, one...* and then shout **BLAST OFF!** as you jump in the air. Practise with the whole class first. Then invite the children to perform their count-down in two groups, e.g. one group of girls and one of boys.

### Teacher tip!

At this stage you might feel it is appropriate for some children to do Extension activity 2 (Teacher's Resource Book page 6). This can be done at any time after this lesson. See notes on Teacher's Resource Book page 28.

## Lesson 5

### Children will:

- revise numbers 1–10
- practise adding 'one more' to numbers

### Key language:

*(Three) and one more is (four).*

### Materials and preparation:

Class Book page 17  
Activity Book page 14  
CD1: Listening 23  
Flashcards: numbers 1–10

## 1 Introduction

- Start the lesson with a counting activity to revise numbers from 1–10. Hold up four fingers and ask *How many fingers?* Count your fingers: *one, two, three, four.* Do this with several other numbers.
- Say *Show me ten fingers.* Each child holds up 10 fingers. Repeat with other numbers at random.

## 2 Presentation

- Present the concept of 'one more'. Place two books on the table at the front of the class. Count the books with the class: *one, two.*
- Hold up a third book and say: *one more.* Then count all three books: *one, two, three.* Point again at the two books and then the third book and repeat: *One, two... and one more... is three.*
- Practise with other known classroom objects from the unit (pens, pencils, pencil-cases). Place three pens on the table. Ask the class to count them with you, then invite a volunteer to bring you one more. Count the pens again saying, *Three and one more is...* Pause and wait for the class to say *Four.* Repeat with different numbers of other known objects.

## 3 Cross-curricular activity



- Say *Open your books at page seventeen.* Write the number 17 on the board and hold up your book open at the correct page.
- Talk about the pictures, checking again that the children understand the concept of *one more.* Point to the first picture in each example and count the mice. Then ask the class to identify, using L1 if necessary, which mouse in each example is *one more*, i.e. which mouse joins the other mice in the second picture.
- Say *Listen and point.* Play the audio while children listen and point to the pictures.
- Play the audio again. This time pause after each example, point at the pictures and help the class to describe the series of pictures in the same way using 'one more'.
- Point at the three series of pictures in turn and invite individual pupils to say, e.g. *Three and one more is four.*



### Audio script

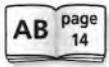
Presenter: Class Book Listening 23. Listen and point.

One... and one more... is two!

Three... and one more... is four!

Five... and one more... is six!

## 4 Cross-curricular practice



- Demonstrate the activity on the board. Draw a very simple picture of a tree with one apple on it. Point to the apple and say *One*. Then write the number 1 underneath the picture.
- Draw the tree again with the one apple and invite a pupil to come to the board and add *one more*. Say *Two* and invite the pupil to write the number 2 underneath.
- Continue with different numbers of apples, adding one more and writing the numbers each time.
- Say *Open your Activity Books. Look at page fourteen*. Write the number 14 on the board and hold up your book at the correct page.
- Use the model answer to demonstrate the activity. Say *One and one more... is two* as you point to the first pair of pictures. Point to the second pair of pictures and count the balloons *One, two, three...* Then say *And one more is...* Pause for the children to say *Four*. Repeat for the other pictures.
- The children work quietly to complete the puzzle by drawing the object and writing the numbers.

## 5 Team game

### One more...

- Hold up each of the number flashcards for the class to say the numbers in order from 1–10. Place each card face up on the board in random order. Put them low down on the board so the children will be able to reach them.
- Divide the class into two teams (or more if you have a very large class). Choose one member from each team to play at any one time. Call these pupils to the front of the class.
- Say, e.g. *Five and one more is...* The child who is the first to select the correct card, in this case the '6', wins a point for his/her team.
- Continue with different numbers and different pupils.
- If you think the children can manage it, they can then continue the game in pairs with one child saying, e.g. *Four and one more...* and the other child completing the sentence with the correct number.

## Lesson 6

### Children will:

- follow a simple story
- act out the story
- do a matching puzzle
- play a class game

### Key language:

*How many (pencils)?*

### Additional language:

*Look!*

*Abracadabra!*

### Materials and preparation:

Class Book page 18

Activity Book page 15

CD1: Listening 24

Flashcards: numbers 1–10

Props for Classroom theatre: a table, two chairs, four pencils, and a bag

## 1 Introduction

- Introduce the lesson by quickly reviewing the numbers 1–10 with the whole class, using the flashcards.
- Invite one child to come to the front and turn around so that his/her back is to the class. Very clearly, with your finger, draw a large number from 1–10 on the child's back and ask *What number is this?* Do the same thing with another volunteer and a different number.
- Arrange the children in pairs to take it in turns drawing a number on their partner's back.

## 2 Story



- Say *Look at page eighteen of your Class Books*. Ask the children *Who can you see? Where's Daisy? (In the kitchen.)* Invite the children to tell you what they think happens in the story (L1).
- Play the audio while the class follow in their books. Can they now tell you anything more about the story? Can they remember any words or sounds that helped them to understand the story? What 'magic word' does Polly say?
- Ask questions (L1) to check understanding:  
Frame 1: What is Daisy doing?  
Frame 2: What is Polly doing?  
Frame 3: How many pencils has Polly got?  
(Ask *How many pencils?*)  
Frame 4: What is Polly doing? What is Daisy doing?  
Frame 5: How many pencils has Polly got now? (Ask *Now how many pencils?*) Why is Mum surprised?  
Frame 6: What is Daisy doing?

Presenter: Class Book Listening 24. Listen to the story.

**Frame 1**

Daisy: (baby talk)

**Frame 2**

Polly: Thank you, Daisy!

**Frame 3**

Polly: Look, Mum! How many pencils?

Mum: One, two, three, four!

**Frame 4**

Polly: Abracadabra!

Mum: Ooooh!

**Frame 5**

Polly: And... NOW how many pencils?

Mum: Two!

**Frame 6**

Daisy: (baby talk)

Polly: Oh, Daisy!

**Teacher tip!**

If appropriate, you could use the iTools Digital Classroom Resources to present the story.

### 3 Classroom theatre

- Arrange a table and two chairs at the front of the classroom. Place a school bag on the back of one of the chairs, and four pencils on the floor. Ask the class to help you, e.g. say *Can I have two chairs, please?* etc.
- Invite two members of the class to come to the front and take the parts of Polly and Daisy. You take the part of Mum.

Go through the actions as follows. Invite the rest of the class to tell you what is happening as you listen to each frame.

Frame 1: Mum is sitting at the table. Daisy is on the floor playing with four pencils.

Frame 2: Polly enters and takes the pencils from Daisy.

Frame 3: Polly goes to the table and sits opposite Mum. She holds out four pencils. Mum points to each one as she counts. Daisy crawls towards the table.

Frame 4: Polly drops two pencils in the bag.

Frame 5: Polly holds out two pencils. Mum raises her hands in surprise.

Frame 6: Daisy pulls the two pencils from the bag and holds them up for all to see. Polly shrugs her shoulders and raises her eyes.

- Play the story again.
- Invite volunteers to come and 'perform' the story to the class in threes. Encourage more confident children to use the language if they want to.

## 4 Matching puzzle



- Say *Open your Activity Books at page fifteen.* Write 15 on the board.
- Hold up your book and point to the three pencils. Ask *How many pencils?* Then say *Where's the number three?* Demonstrate to the children how they should join each picture with the correct number.
- Monitor and help individual children while they are completing the puzzle. When everyone has finished, ask more questions, e.g. *How many doors? How many pencil-cases?*

**Answers**

1 window	5 doors	9 books
2 bags	6 books	10 pencils
3 pencils	7 windows	
4 pens	8 pencil-cases	

## 5 Class game

### Pencil roulette

- Hide a number of pencils between one and ten behind your back. Explain to the children that they are going to guess how many pencils are behind your back. Ask *How many pencils?* Then say *Show me the number on your fingers* and demonstrate your instruction, saying *Is it (three)? Is it (five)?* When the children are all showing you a number on their fingers, say *Look! (Four) pencils!* and hold them up. All those children showing the correct number of fingers should stand up. The rest of the class are 'out'. They can stay seated and help you monitor those children still in the game.
- Repeat with the children who are standing until you have only one child left. That child is the winner and can come to the front to hide the pencils and continue the game.

## Extension (optional)

- The children can play a variation of the guessing game above (*Pencil roulette*) in pairs. For this, you will have to practise the question *How many pencils?* with the class.
- One child puts a number of pencils behind his/her back and asks the question. The other child guesses the number. If the child guesses correctly in a maximum of three tries, he/she wins a point. If not, the point goes to the child holding the pencils. The children take it in turns to ask and answer.

**Teacher tip!**

If you haven't already used Extension activity 2 (Teacher's Resource Book page 6), you might like to use it after this lesson. See notes on Teacher's Resource Book page 28.

# Lesson 7

## Children will:

- play a class game
- sing an action song
- make a game to take home
- use the game to practise numbers

## Key language:

Dance...

Numbers 1–10

## Additional language:

*Come on, everybody! Do the number conga.  
...with me like this in line again  
Now it's ten.*

## Materials and preparation:

Class Book page 19

Activity Book page 61 (cut-out)

CD1: Listeners 25–26

## 1 Introduction

- Play a quick number revision game. On the board draw a noughts and crosses grid and write a number from 1–9 in each square. Write '1' in the top left-hand square and invite the class to help you complete the numbers.

1	2	3
4	5	6
7	8	9

- Divide the class into two teams: 'The Noughts' and 'The Crosses'. Invite a child from each team to choose a number in which to put their symbol. Continue until one team gets three 'O's (noughts) or 'X's (crosses) in a row vertically, horizontally or diagonally, or until the grid is filled.

## 2 Presentation



- Say *Open your Class Book at page nineteen*. Write the number on the board and hold up your own book. Ask *What number is Spike? What number is Ruby? Where's number seven?* etc. Invite the children to tell you (L1) what they think the mice are doing. Does anyone in the class know what a 'conga' is?

## 3 Song



- Play the song straight through while the children listen and look at the picture in their books.
- Repeat the song. Invite the class to jig in time with the music and join in singing the numbers: *One, two, three. (Dance with me!)*, etc.
- If you have space, do the conga with nine members of the class, dancing round the room or the playground in a line while the other children sing along. Repeat with other groups of children.



## Audio script

Presenter: Class Book Listening 25. Sing: The number conga.

Come on everybody

Do the number conga!

One, two, three,

Dance with me!

Come on everybody

Do the number conga!

Four, five, six,

Dance like this!

Come on everybody

Do the number conga!

Seven, eight, nine,

Dance in line!

Come on everybody

Do the number conga!

Now it's ten,

Dance again!

## Teacher tips!

If appropriate, you could use the iTools Digital Classroom Resources to present the song.

When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD1 Listening 26).

## 4 Take-home English



- Make a number game for children to play in class and at home.
- Say *Open your Activity Books at page 61* and write the number on the board. Hold up your book and point to the number cards. Say the numbers together while you and the children point to the numbers. Then point to the cards with pictures on them. Ask *How many (books)?* etc.
- Show the children how to cut along the dotted lines to make 20 small cards.
- Hold up two of your cards that match, e.g. the number 4 and the card showing four pens. Say *Four...and four. Yes! That's a pair!* Hold up a pair of cards that don't match, e.g. the number 9 and the card showing two windows. Say *Nine...and two. No. That isn't a pair.*

- Hold up more pairs of cards and say the numbers. Invite the children to call out *Yes* if they match and *No* if they don't.
- Invite the children (L1) to find a pair of cards that match and hold them up. Ask confident children to say the numbers. When they say each pair of numbers, say *Yes! That's a pair!*
- Play the game with a volunteer. Put your cards face down on the table in two groups, so that the number cards and picture cards are separate. Ask your volunteer to pick up one card from each group and say the numbers. If they match, he/she keeps the cards and has another turn. If they don't match, he/she puts them back where they were and it is your turn. Continue until all the cards have gone, then count who has the most pairs.
- Repeat with other volunteers.
- The children take the cards home and play the game with their families.

### Teacher tip!

You may want to give each children an envelope to take his/her cards home in.

## Lesson 8

### Children will:

- review vocabulary and activities from the unit
- find Rodney and draw the objects he is carrying
- complete a sticker dictionary page

### Key language (revision):

Classroom objects  
Numbers

### Materials and preparation:

Class Book pages 2–3  
Activity Book pages 16–17  
Stickers for Unit 2  
Flashcards: numbers 1–10; classroom objects  
*Happy House* poster

## 1 Introduction



- Invite the children (L1) to look back through Unit 2 and tell you what new words they have learnt to say in English (classroom objects, numbers). As they tell you each word, place the corresponding flashcard on the board. Make sure the children are all familiar with these words.
- Tell the children to look at pages 2 and 3 of their Class Books. See if they can find the six classroom objects in the picture. Ask *Can you find (a book)?* etc. Let individual children come to the front and point to the objects on the poster.
- Ask the children to look back at the unit in the Class Book and Activity Book. Talk in L1 about the activities they have done, and ask them which ones they enjoyed

most. You might like to have a quick vote to find out the class's favourite song or story, and play the favourite song/story again on the CD.

## 2 Find Rodney



- Say *Open your Activity Books at page sixteen* and write the number on the board. Hold up your book, point to the picture of Rodney and ask *Who's this?*
- Ask the class to look back through the pages of the unit in the Class Book, find Rodney, and draw the objects he is carrying (a ruler, a pencil, and a book, on pages 12, 16, and 18). Invite the children to name the objects.

## 3 Evaluation



- Tell the children they are going to try to remember the words that they have learnt in this unit. Tell them to look at the small pictures on page 16 of their Activity Books, underneath the picture of Rodney. Point to the pictures of classroom objects, and ask individual children to say the words.
- Now say the words together as a class. When you have finished, ask the children (L1) if they can say all the words. Tell them to colour the house if they can. If any children are unsure of any of the words, say them again as a class, practising any that are difficult or that children have trouble remembering.
- Repeat the process for the two rows of numbers below. Make sure the children can say all the number words, and then tell them to colour the house.
- Praise the children's efforts in this unit. Say *Well done!*

## 4 Sticker dictionary



- Hold up your stickers for Unit 2 (the classroom objects) and ask the children to find their own stickers. Ask *What can you see?*
- Now say *Look at page seventeen* and hold up your book. The children look at the pictures of the characters and suggest what object each character might be holding. Make sure they understand the 'clues' which will help them find the correct match.
- When the children have matched the objects with the characters they stick the stickers in the appropriate places.

### Teacher tips!

You might like to end the lesson and the unit with a flashcard game. See the Classroom games section, pages 103 to 109.

In Unit 3 the children will be learning about toys. If you can, bring a doll, a toy train, a toy car, a toy plane, a toy guitar, and a drum with drumsticks to the next lesson. The children can now do the Unit 2 test (see Evaluation Book page 7 and CD2 Listeners 63 and 64). Answer key and audio scripts are on page 15 of the Evaluation Book.

# 3 Come and play!

## Learning outcomes

- 1 Identify six toys, six colours, and three shapes
- 2 Use plurals of objects with numbers (e.g. *four planes*)
- 3 Use colours with nouns (e.g. *a blue car*)
- 4 Count shapes in pictures
- 5 Follow and understand two simple stories
- 6 Join in with three songs (do the actions and/or sing some of the words)
- 7 Participate in games and activities

## Lesson 1

### Children will:

- learn the names of some common toys
- sing a song
- do a drawing puzzle
- play a team game

### Key language:

*a doll a train a car a plane a guitar a drum*  
*Here's a (doll).*

### Additional language:

*the playroom*

### Materials and preparation:

Class Book pages 20–21  
Activity Book page 18  
CD1: Listenings 27–30  
Flashcards: doll train car plane guitar drum;  
numbers 1–10; any four classroom objects; Polly  
Jack  
*Happy House* poster  
A doll, a toy train, a toy car, a toy plane, a toy  
guitar, and a drum with drumsticks (optional)

## 1 Introduction



- If possible, bring the six toys to the lesson and talk about them with the class. Ask (in L1) Have you got a (guitar)? Has your brother/sister got a (train)?
- Ask the children to look at the poster and tell the class that the *Happy House* children have got a big playroom at the top of the house where they keep all their toys. Say *Can you find the playroom?* Tell the class that today Polly, Jack, and Daisy are in the playroom and we are going there too.
- Say *Open your Class Books at pages 20 and 21*, and demonstrate your instruction. Ask the class to tell you (L1) what toys the children are playing with.

## 2 Presentation



- Present the vocabulary using the flashcards. Say *What's this?* as you hold up each flashcard, and give the answer *It's a (doll)*, etc.
- Hand out the flashcards to six members of the class and ask them to stand round the edge of the room.
- Say *Listen and point*. Point to each flashcard as you say the word. The children point with you at first and then point without your help.
- Say the words in random order and invite members of the class to point to the appropriate flashcard. The other children tell you whether they are correct or not.
- Say *Look at your books and listen to the CD*.
- Play the first part of the audio (*Listen and point*) and ask the class (L1) to point to each of the objects in turn. Show them what to do by holding up your own book and pointing.
- Now play the second part of the audio (*Listen and say*) and ask the children to listen and repeat the names of the objects as they point to them in their books.



### Audio script

Presenter: Unit 3. Come and play!

Class Book Listening 27. Listen and point.

A doll. A train. A car. A plane. A guitar. A drum.

Presenter: Listen and say.

A doll. A train. A car. A plane. A guitar. A drum.

## 3 Listening and song



- With books closed, invite six members of the class to come to the front. Give each child a flashcard of one of the toys. Show the flashcards to the rest of the class.
- Play Listening 28, inviting the children to put their flashcard on the board when they hear Polly and Jack talking about that toy.
- Check that the flashcards are in the correct order and see if any of the children can say the English word for each toy. Reinforce any words they say: *That's right. It's a (car)*.

- With books open play the song (Listening 29), pointing to each flashcard.
- Play the song again, and this time demonstrate strumming a guitar and banging a drum.
- Repeat as often as you think necessary, inviting the children to join in with the actions and the words.

### 1 <sup>28</sup> Audio script

Presenter: Class Book Listening 28. Listen.

Polly: Look, Daisy! It's a doll!

Polly: And here's a train! Choo choo!

Jack: Hey, look at this! It's a car! Brrrm! Brrrm!

And here's a plane... Look, Daisy! A plane!  
Nee-ow!

Daisy: *(baby talk)*

Jack: Yes, Daisy! It's a guitar!

Daisy: *(baby talk)*

Jack: And a drum!

### 1 <sup>29</sup> Audio script

Presenter: Class Book Listening 29. Now sing: The toy song.

Look, Daisy, here's a doll!

Daisy, here's a train!

Look, Daisy, here's a car!

Daisy, here's a plane!

Look, Daisy, here's a guitar!

Daisy, here's a drum!

Rum pum pum pum – pum pum pum

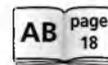
Rum ta ta pum, pum, pum!

### Teacher tips!

If appropriate, you could use the iTools Digital Classroom Resources to present the vocabulary and song.

When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD1 Listening 30).

## 4 Drawing puzzle



- Say *Open your Activity Books at page eighteen* and hold up your book. Point to the small pictures of the toys at the top of the page and ask *What's this?* for each one.
- Now point to the large pictures of the toys and explain in L1 that there is something missing from each one. See if the children can tell you what is missing from the doll (her face).
- Do the same for the other toys.
- Tell the children to complete the pictures. While they are working, go round the class saying to individual children *What's this?* and *Show me a (guitar)*.

## 5 Team game

### Memory game

- Quickly revise the numbers 1–10. Hold up each flashcard in turn and invite the class to call out the number as you place the cards on the board in a line from 1–10.
- Hand out ten flashcards to include the six toys taught in this lesson and four of the items from Unit 2 (e.g. pen, pencil, book, and bag).
- Give instructions for children to place their card under a given number. Say *Put the (car) under number (two)*, etc. (Make a note of each card and its number). When all the cards are on the board, ask *What's number (four)?* etc.
- Play a memory game. Divide the class into two teams, *Polly's team* and *Jack's team*, and put the flashcards of Polly and Jack at the top of the board on the left and right.
- Turn all the object cards face down. A member of Polly's team chooses an opponent and asks *(Anna), what's number (6)?* (Anna) answers, e.g. *a car*. Say *Let's see!* and turn the card over. If the answer was correct, leave the card face up and give a point to Jack's team. Jack's team now chooses a number and asks *What's number...?* If the answer was wrong, turn the card face down again. When all the cards have been revealed, the team with the most correct answers is the winner.

### Teacher tip!

At this stage you might feel it is appropriate for some children to do Reinforcement activity 3 (Teacher's Resource Book page 7). This can be done at any time after this lesson. See notes on Teacher's Resource Book page 28.

# Lesson 2

## Children will:

- follow a story
- act out the story
- do a matching puzzle

## Key language:

*two/three/four dolls/cakes*

## Additional language:

*Come on!*

*Quick!*

*Naughty cat!*

## Materials and preparation:

Class Book page 22

Activity Book page 19

CD1: Listening 31

Unit 3 storycards

Masks of Spike, Ruby, and Otto (optional)

Puppets of Spike and Ruby (optional)

Props for Classroom theatre: 4 dolls and 4 small cakes

## 1 Introduction

- Set the scene for the lesson, using mainly L1 but encouraging the children to use any English words they know. Ask the class if they can remember where the *Happy House* children were in the last lesson (in the playroom). What toys were they playing with?
- Explain that we are still in the playroom, but that now Jack is playing a game with Daisy. Invite the class to guess what game they might be playing. Say *Let's see!*

## 2 Story



- Tell the class that they are going to hear a story about Spike, Ruby, and Otto – and that Jack and Daisy are in it too.
- Present the story in the usual way, using the storycards.
- Say *Open your Class Books at page 22*, demonstrating your instruction. Play the audio straight through while the children follow the story in their books.

## 1 <sup>31</sup> Audio script

Presenter: Class Book Listening 31. Listen to the story.

### Frame 1

Jack: Look, Daisy! One... two... three... four – four dolls!  
And one... two... three... four – four cakes!

Daisy: *(baby talk)*

### Frame 2

Spike: Look, Ruby! Cakes!

Ruby: Mmmm! Yum yum!

### Frame 3

Ruby: Oh no! It's Otto!

Spike: Come on! Quick!

### Frame 4

Otto: Miaow!

Spike/Ruby: Goodbye, Otto!

### Frame 5

Jack: One, two, three! Hey, three cakes? Daisy?

Daisy: *(baby talk)*

### Frame 6

Jack: Oh, Otto! Naughty cat!

Otto: Miaow!

## Teacher tip!

If appropriate, you could use the iTools Digital Classroom Resources to present the story.

On page 19 of the Teacher's Resource Book, you will find a cut-out version of the frames from this story, which can be used to make story books or for various other activities. See page 29 of the Teacher's Resource Book for instructions on how to make the books.

## 3 Classroom theatre

- Arrange the 'set' at the front of the class. Invite the class to help you. Ask *How many dolls in the story? How many cakes? Who wants to be (Jack)?*

- Play the story (Listening 31) again. As each character speaks, mime the following actions:

Frame 1: Jack pointing at and counting the four cakes.

Frame 2: Spike/Ruby pointing at the cakes and rubbing their tummies.

Frame 3: Spike grabbing the cake and running away with it.

Frame 4: Otto pouncing at the mice and missing. Spike/Ruby waving and laughing.

Frame 5: Jack counting three cakes and looking puzzled. Daisy pointing at the mousehole.

Frame 6: Jack wagging a finger at Otto.

- Mime some of the actions again, and ask *Who's this?*
- Invite five children to come to the front of the class. Explain that they are going to act out the story as they listen to the audio. Encourage the rest of the class to follow in their books. If you like, give the children playing Spike, Ruby, and Otto the appropriate masks to use.
- Before each frame, remind the 'actors' what the characters are doing – enlist the help of the rest of the class.
- Change groups. As the children hear the story repeated, they may pick up some or all of the words. Encourage them to use the language if they can, but do not insist on it.

### Teacher tip!

You may want to let the children playing Spike and Ruby use the puppets rather than the masks.

## 4 Matching puzzle



- Say *Look at page nineteen of your Activity Books* and write the number on the board.
- Point to each of the jigsaw pieces with pictures on them and ask *How many (dolls)?* etc.
- Point to the blank jigsaw pieces. Explain to the class that they should look at the shape of the pieces in order to match the two halves. With your finger, trace the line joining the piece with the two dolls to the piece with the figure 2.
- Tell the children to write the missing numbers on the blank pieces. They can then colour the objects.

### Teacher tip!

While the class complete the other examples, monitor and help as necessary. Use this quiet time to give extra attention to weaker children.

## Reinforcement (optional)

- Play a mime game to revise the toy words. Let confident children come to the front of the class and mime playing with one of the toys. The rest of the class guess the toy.

### Teacher tips!

At this stage you might feel it is appropriate for some children to do Extension activity 3 (Teacher's Resource Book page 8). This can be done at any time after this lesson. See notes on Teacher's Resource Book page 28.

To give the children further practice and consolidate the language of the unit you may wish, at this stage or later, to use some of the games and activities specifically designed for this purpose (see the Classroom games section, pages 103 to 109).

# Lesson 3

### Children will:

- practise talking about numbers of objects
- draw a toy of their own
- play a class game

### Key language:

(four) (planes)

### Additional language:

Picture (one).

Your turn.

### Materials and preparation:

Class Book page 23

Activity Book page 20

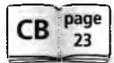
CD1: Listening 32

A CD with lively music for *Musical chairs*

## 1 Introduction

- Play a game to revise numbers 1–10, e.g. *Numbers race* (see the Classroom games section, page 105).

## 2 Practice and game



- Say *Open your Class Books at page 23* and write the number on the board. Ask the children what room they can see in the pictures (the playroom). Ask them to tell you in English what toys they can see.
- Say *Look at picture one*. Hold up your book and point to picture 1. Ask *How many (books)?* etc. Then do the same with picture 2.
- Choose objects from one of the pictures and say, e.g. *Four cars*. Then ask *Which picture?* The children answer *Picture (two)*. Do the same with some other numbers of objects from the pictures.
- Tell the children they are going to listen to Spike and Ruby playing a game. Play the audio while the children listen and point to the correct pictures. Explain the meaning of *your turn*.
- Play the game. Invite a volunteer (child A) to choose objects from one of the pictures and say, e.g. *Five dolls*. Ask a different child (child B) to say which picture. Child A answers *Yes* (assuming the answer is correct) then says *Your turn, (Sam)* to child B. Child B then chooses different objects, and a different child (child C) must say which picture. Continue playing the game around the class.

## 1 (32) Audio script

Presenter: Class Book Listening 32. Listen and point.

- Spike: Four planes!  
Ruby: Four planes! Oooh... picture one!  
Spike: Yes! Your turn, Ruby!
- Ruby: OK, Spike... two pencils.  
Spike: Picture two!  
Ruby: Yes!

## 3 About me!

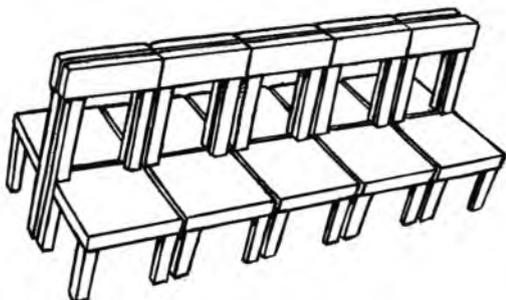


- Tell the children to open their Activity Books at page 20 and hold up your book. Point to the *About me!* activity. Explain to the class that they should draw a toy of their own.
- When the children have finished, encourage them to show their pictures and to say *This is my (car)*.

## 4 Class game

### Musical chairs

- Ask ten children to bring their chairs to the front of the class. As the class count the chairs with you arrange them in two rows of five, back to back:



- Ask *How many chairs?* Invite the class to count with you. Remove one chair and count the chairs again with the class.
- Arrange the ten children round the chairs. Play some music and tell the children that when the music stops they must all try to sit down. Invite the class to suggest what will happen (there will be one too few chairs!). Whoever does not get a chair is 'out'.
- As each child is out, remove another chair. Invite the class to give you the number of children/chairs at each stage. Continue until all ten players are out. Repeat with other groups.

## Lesson 4

### Children will:

- learn some colour names
- sing a song
- do a colouring activity
- play a team game

### Key language:

*red green yellow orange pink blue*

### Additional language:

*(Red) in my rainbow.*

*Paint with me.*

### Materials and preparation:

- Class Book page 24
- Activity Book page 21
- CD1: Listeners 33–36
- Happy House* poster (optional)
- Flashcards: red green yellow orange pink blue
- Board pens in the above six colours
- Coloured pens in the six colours for each child

## 1 Introduction

- Put up the *Happy House* poster (or ask the children to look at pages 2–3 of their Class Books) and review the names of the characters and any known vocabulary. Point to the playroom and ask *Where's this?* Invite the class (L1) to tell you what Polly is doing (painting a picture).
- Ask the children to suggest what colour paints Polly has in her paint pots. As the children call out colours in their own language, put the colour flashcards on the board and say the colour names in English.
- Invite the class to suggest what Polly might paint. Ask for a volunteer to come to the board and draw anything they think Polly might like. Encourage the class to help by suggesting what colour Polly might then paint it. See if anyone can remember the colour in English. Now ask for another volunteer to add something else to the drawing. Again encourage the class to suggest a colour or colours. Continue in this way until the class have built up a colourful picture on the board.
- Point to the different colours in the picture and ask *What colour is this?* The children answer in L1 or in English if they are able. Always give reinforcement in English, e.g. *(Red), that's right.*

### Teacher tip!

If you don't have board pens in all the colours, use a large sheet of paper and ordinary marker pens.

## 2 Presentation



- Say *Open your Class Books at page 24* and write the number on the board. Invite the class to tell you what Polly is painting (a rainbow).
- Place the flashcards on a desk or table. Tell the children to look at Polly's paint pots in Frame 1 and invite individuals to come to the board and put up flashcards in the corresponding colour and in the same order. Ask *What colour is this?* for each flashcard.
- Ask the class to look at all three pictures and tell you in their own language what they think happens in the story.

## 3 Listening and song



- Say *Listen!* and play Listening 33 while the children listen and look at the pictures in their books.
- Divide the class into six groups. Give each group a colour flashcard and explain to the class that they are going to hear the song again and that when they hear 'their' colour word they should hold up their flashcard.
- Play Listening 34 several times, swapping round the flashcards, and encourage the children to join in with the singing.

### 1 <sup>33</sup> Audio script

Presenter: Class Book Listening 33. Listen.

#### Frame 1

Polly: Red... green... yellow... orange... pink... blue.

Red in my rainbow  
Green in my rainbow  
Yellow in my rainbow  
Can you see?

Orange in my rainbow  
Pink in my rainbow  
Blue in my rainbow  
Paint with me!

#### Frame 2

Polly: Aaaaaah!!

#### Frame 3

Polly: Oh, Otto!

Otto: Miaow!

### 1 <sup>34</sup> Audio script

Presenter: Class Book Listening 34. Now sing: The colour song.

Red in my rainbow  
Green in my rainbow  
Yellow in my rainbow  
Can you see?

Orange in my rainbow  
Pink in my rainbow  
Blue in my rainbow  
Paint with me!

## Teacher tips!

Ask the class if these are the correct colours in a real rainbow. See if anyone knows the real colours and their order. In English these are red, orange, yellow, green, blue, indigo (dark blue), violet (purple).

If appropriate, you could use the iTools Digital Classroom Resources to present the song.

When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD1 Listening 35).

## 4 Colouring activity



- Make sure everyone has a selection of coloured pens/pencils. Say *Show me your red pencils*. Repeat for the other five colours.
- Tell the children to open their Activity Books at page 21 and hold up your book. Say *Look – paint pots! How many paint pots?* Invite the class to count the paint pots with you. Then say *Listen to the CD and colour the paint pots*. Play the first part of the audio (*One. Red!*) and make sure children understand that they should colour the first pot red.
- Play the whole of the audio, telling the children to colour the rest of the paint pots. Pause the CD as necessary.
- When everyone has finished colouring, check they have coloured the paint pots correctly by asking *What colour is number (five)?* etc.
- Explain to the class that the paint pots are a key. They must now use the same colours to colour the picture below. Ask *What colour is number one?* Say *Red. OK. Find number one in your picture and colour it red*. Repeat with the next colour (pink) until you are sure they have the idea.
- When the children have finished colouring the picture, ask individual children *What colour is the doll?* (pink), etc.

### 1 <sup>36</sup> Audio script

Presenter: Activity Book Listening 36. Listen and colour.

Adult: One.

Polly: Red!

Presenter: Two.

Polly: Pink!

Presenter: Three.

Polly: Yellow!

Presenter: Four.

Polly: Blue!

Presenter: Five.

Polly: Orange!

Presenter: Six.

Polly: Green!

## 5 Team game

### Colours race

- Play this game to practise the colour words. Divide the class into teams. Give each member of each team a number from 1–10.
- Call out an instruction, e.g. *Number (seven). Find something (pink)*, etc. Those children given the number seven must then look for something pink and bring it to the front of the class. The first child to do so correctly wins a point for his/her team. Keep a tally of the score on the board to decide the winning team.

## Reinforcement (optional)

- Play a *Bingo* game to reinforce the colour words.
- Tell each child to choose four of the colours and to draw four 'blobs' on a piece of paper. Demonstrate on the board if necessary.
- Select a colour flashcard at random, hold it up and say the colour. Any child who has that colour on his/her piece of paper crosses it out.
- Continue selecting flashcards until someone has crossed out all of his/her colours. He/She calls out *Bingo!*
- Play the game again, asking the children to choose different colours.

## Lesson 5

### Children will:

- learn the words for some shapes
- count shapes in pictures
- play a class game

### Key language:

*square triangle circle*  
*(three) (circles)*

### Materials and preparation:

Class Book page 25  
Activity Book page 22  
CD1: Listeners 37–38

## 1 Introduction

- Revise numbers 1–10. Tap a desk, or clap a number of times from 1–10. The children count quietly to themselves. When you stop tapping/clapping, the children must hold up the correct number of fingers then say the number in English.

## 2 Presentation



- Draw three shapes on the board, as far apart as possible: a square, a triangle, and a circle. For each one, ask *What's this?* When children say the names of the shapes in L1, say the words in English.
- Say *Listen and point*. Say the shape words at random several times, while the children point to the shapes.
- Say *Open your Class Books at page 25* and demonstrate your instruction. Play the audio. The children first point at the shapes, and then repeat the words.
- Pointing at the shapes, ask individual children *What's this?* etc. They answer *A (circle)*, etc.



### Audio script

Presenter: Class Book Listening 37. Listen and point.  
A square. A circle. A triangle.  
A circle. A triangle. A square.  
Listen and say.  
A square. A circle. A triangle.

## 3 Cross-curricular activity



- Ask the children to look at the pictures in the lower part of the page. Point to the first picture and say *Look, it's a doll*. Point to the other pictures in turn and ask *What's this?* Choose a picture and say *Look at the (plane)*. Ask *How many (triangles)?* etc. Repeat with another picture.
- Choose a different picture without telling the children which one you have chosen. Describe the shapes in the picture, e.g. *Six squares, two triangles, and four circles*. Let the children count the shapes and tell you which picture you are talking about (the car).
- Explain to the children that they are going to hear Spike and Ruby playing a game. Play the first part of the audio. Tell the children to listen carefully and point (silently) to the picture the mice are talking about (the doll). Pause the CD after Spike's second line. Play this part of the audio again if necessary. Then play the rest of the audio. Ask the children if they were right.
- Play the game as a class. Ask a volunteer to choose a picture and describe the shapes in it. The rest of the class listen and say which picture. Repeat with other volunteers.



### Audio script

Presenter: Class Book Listening 38. Listen.

Spike: One, two, three, four, five, six, seven, eight... eight squares, one circle, and... one triangle!  
Ruby: Oooh, um... how many squares?  
Spike: Eight. Eight squares, one circle, and one triangle.  
Ruby: Aha! It's number one – it's a doll!  
Spike: Yes! That's right, Ruby – now your turn!

## 4 Cross-curricular practice

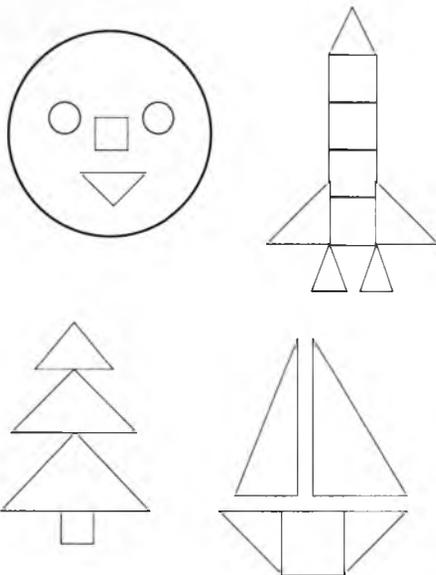


- Tell the children to open their Activity Books at page 22 and write the number on the board. Hold up your book and point to the set of three shapes in the first frame on the left-hand side of the page. Ask *What's this?* for each shape.
- Ask the children *How many circles?* (Two.) Ask *How many triangles?* (One.) Encourage the children to say *Two circles and one triangle.*
- Tell the children to look at the sets of shapes on the right side of the page. Ask them to find the frame with the same shapes. Using the example, show them how they should match the frames. Tell the children to match each set of shapes on the left with the same set of shapes on the right.
- When they have finished, check their answers. Ask *How many (circles)?* etc. Encourage the children to describe each set of shapes with a phrase, e.g. *Three squares.*

## 5 Class game

### Shape pictures

- On the board, draw a simple picture made up of circles, squares, and triangles. As you draw each shape, the children call out *A (square)*, etc.
- If anyone guesses what you are drawing, they can call out what they think it is (in L1, if they don't know the word in English).
- When you have finished the picture and the children have guessed what it is, ask the children to help you describe the shapes in the picture (e.g. *three circles, a square, and a triangle*).
- Repeat with other pictures. Here are some examples of pictures you could draw:



## Lesson 6

### Children will:

- review toy vocabulary and add colours
- follow a story
- act out the story
- do a colouring activity
- play a game

### Key language:

*a (red) (pen)*

### Additional language:

*Please be quiet!*

*Stop it!*

### Materials and preparation:

Class Book page 26

Activity Book page 23

CD1: Listening 39

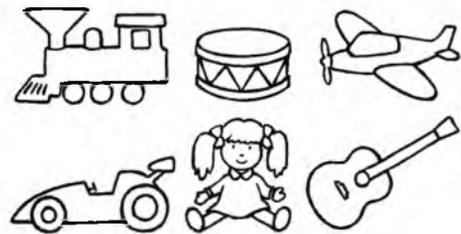
Flashcards: colours

Coloured pens in the six colours for each child

Props for Classroom theatre: a book and two pens, a drum with drumsticks (optional)

## 1 Introduction

- In a line across the board draw simple pictures of the toys from Lesson 1, like this:



- As you draw, ask the class *What's this?* and see if they can guess the toy before you have completed the picture. Invite whoever was the first to guess it correctly to come to the board, choose a colour, and colour the picture while you draw the next one. Use as many of the colours as possible.
- When the pictures are finished, point to the first picture and ask *What's this?* Provide the model answer *It's a (blue) (train)* for the class to repeat. Do the same for the second picture, then cover the first two pictures and invite the children to say *It's a (blue) (train)* and *It's a (pink) (drum)* as you point to each one. Do the same for each picture until they are all covered and children are describing the whole sequence from memory.

## 2 Story



- Play the story with books closed. Invite the class to tell you (L1) as much as they can about what happens.
- Now tell the children to open their Class Books at page 26. Play the story again, this time with books open, while the class follow in their books. Ask questions (L1) to check understanding:

Frame 1: Who is in the picture? Why is Jack telling Daisy to be quiet? What action does Jack use for *Be quiet*?

Frame 2: What is Jack doing? Why? Is Daisy happy?

Frame 3: What is Daisy doing now?

Frame 4: What is Jack doing now?

Frame 5: What is Jack giving Daisy?

Frame 6: What does Daisy do with the book and the pens?



### Audio script

Presenter: Class Book Listening 39. Listen to the story.

#### Frame 1

Daisy: *(baby talk)*

Jack: Sssssh!

#### Frame 2

Jack: Be quiet, Daisy!

Daisy: Wah!

#### Frame 3

Daisy: *(baby talk)*

Jack: Oh Daisy! Please be quiet!

#### Frame 4

Jack: STOP IT, DAISY!

Daisy: *(baby talk)*

#### Frame 5

Jack: Look – here's a red pen... and here's a blue pen... and here's a book.

#### Frame 6

Daisy: *(baby talk)*

Jack: Oh no!

### Teacher tip!

If appropriate, you could use the iTools Digital Classroom Resources to present the story.

## 3 Classroom theatre

- Practise miming the story with the class. Divide the class into pairs, so that one child mimes Jack's actions and the other mimes Daisy's. Demonstrate the mimes at the front as follows:

Frame 1: Daisy bangs on the drum. Jack puts his finger to his lips.

Frame 2: Jack takes the drum from Daisy.

Frame 3: Daisy bangs the drumsticks together. Jack blocks his ears.

Frame 4: Jack takes the drumsticks away from Daisy.

Frame 5: Jack gives Daisy a book and two pens.

Frame 6: Daisy bangs on the book with the two pens. Jack puts his hand to his head in despair.

- Play the story (Listening 39) again.
- Invite volunteers to come and perform the story to the class in pairs. Encourage children to use the language if they want to.

## 4 Practice



- Say *Open your Activity Books at page 23* and write the number on the board. Hold up your Activity Book open at page 23 and point to each of the objects. For each object, ask *What's this?*
- Tell the children they must colour each of the objects one colour, e.g. *a red pen* or *a blue pen*.
- When everyone has finished colouring, ask individual children to hold up their books, point to the objects and say *A (red) pen, a (yellow) train, etc.*

## 5 Class game

### Kim's game

- Invite members of the class to bring objects in different colours to the front. Say (*Lidia*), *bring me a (red) (bag)*, etc. so that you have a collection of about 12 objects in different colours.
- Put the objects where everyone can see. Point to each in turn and ask *What's this?* Encourage children to say the colour as well as the object by asking, e.g. *Is it a YELLOW ruler?*
- Invite two volunteers to leave the room. Remove an object, then invite the volunteers back in to identify which object you have removed. Ask *What's missing?* The children must tell you the colour as well as the name of the object. Ask the class *Is that right?*

## Extension (optional)

- For this game, you will need the classroom object flashcards.
- Place all the cards on the board and tell the children to look at them carefully for a minute. Turn all the cards over. Point to each one and ask *What's this?* Then ask questions about the colours, e.g. *What colour is the book? (orange)*.
- Turn the cards face up. Point to one of the cards, e.g. the bag, and say, e.g. *a red bag*. Point to each of the other cards in turn and invite the class to do the same.
- Down one side of the board, place the picture flashcards you used above, face down. Down the other side of the board, place the colour flashcards. Invite the children to name each colour as you do so.
- Divide the class into two teams and play a matching game. Invite a volunteer from each team in turn to come to the board and choose two cards – a picture card and a colour card. If the colour is the same as the colour of the object, the team wins a point.

# Lesson 7

## Children will:

- sing a song
- make a cut-out to take home
- use the cut-out to practise the colour words

## Key language:

*Beat the drum. Drive the car. Fly the plane.  
Play the guitar.*  
Colours

## Additional language:

*Let's have fun with noisy toys!*

## Materials and preparation:

Class Book page 27  
Activity Book page 63 (cut-out)  
CD1: Listeners 40–41  
Flashcards: toys  
Coloured pens in the six colours for each child  
Thin card  
Glue  
Some large pieces of paper and old magazines (optional)

Before the lesson, colour and make the colour spinners from your copy of Activity Book page 63 (see instructions below).

## 1 Introduction

- Play a flashcard game to revise the toy vocabulary, e.g. *Can you remember?* (see the Classroom games section, page 103).

## 2 Presentation

- Mime the action of beating a drum. Ask the class *What's this?* Then say *Yes, it's a drum. Beat the drum! Rum pum pum!* and invite the class to mime with you. Do the same for the other toys/actions in the song: *Play the guitar. Strum strum strum! Fly the plane. Nee-ow! Drive the car. Brrm brrm brrm!*
- Call out instructions (with sounds) at random and see if the class can perform the correct mime. Gradually increase the pace and see if you can catch anyone out.

## 3 Song



- Tell the children to open their Class Books at page 27 and demonstrate your instruction. Invite the class to suggest why the mice like these toys. Explain that they are *noisy toys* (explain what these words mean) and the mice like playing with them and making a noise when nobody is there. Ask the class to listen out for the words *noisy toys* on the audio.
- Play the song while you and the class do the mimes, and encourage the class to gradually add the words.

### 1 <sup>40</sup> Audio script

Presenter: Class Book Listening 40. Sing: Noisy toys.

Chorus: Noisy toys! Noisy toys!  
Let's have fun with noisy toys!

Spike: Beat the drum  
Rum pum pum!  
Beat the drum  
Rum pum pum!

Chorus: Noisy toys! Noisy toys!  
Let's have fun with noisy toys!

Ruby: Play the guitar  
Strum, strum, strum!  
Play the guitar  
Strum, strum, strum!

Chorus: Noisy toys! Noisy toys!  
Let's have fun with noisy toys!

Boy Mouse: Fly the plane!  
Neee-ow!  
Fly the plane  
Neee-ow!

Chorus: Noisy toys! Noisy toys!  
Let's have fun with noisy toys!

Girl Mouse: Drive the car  
Brrm Brrm Brrm!  
Drive the car  
Brrm Brrm Brrm!

Chorus: Noisy toys! Noisy toys!  
Let's have fun with noisy toys!

### Teacher tips!

If appropriate, you could use the iTools Digital Classroom Resources to present the song. When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD1 Listening 41).

## 4 Take-home English



- Say *Open your Activity Books at page 63* and write the number on the board. Show the children your two completed spinners.
- Tell the children to colour the sections of each hexagon in the six colours from this unit. Make sure all the children have got access to these six colours.
- When they have finished colouring, they glue the hexagons onto card and cut them out.
- Help each child to make a hole in the middle of the spinner and push a pencil through it. Then let them practise spinning their spinners.
- Ask for a volunteer to help you demonstrate the game. You and the volunteer spin your spinners at the same time. When they stop spinning, you each say the name of the colour that your spinner has landed on. If the spinners land on the same colour, you score a point between you. See how many points you can score in a given time.
- Repeat with other volunteers.
- The children take their spinners home and play the game with their families.

### Teacher tip!

An easy and safe way of making the holes in the spinners is to put a piece of Blu-Tack on the desk, put the spinner on it, and push something sharp through the card into the Blu-Tack. Use something thinner than a pencil to make the hole, so the hole isn't too big – if the pencil is too loose in the hole, the spinner won't work.

## Reinforcement (optional)

- Divide the class into six groups and give each group a large piece of paper and some old magazines. Allocate one of the six *Happy House* colours to each group. The children then cut out magazine pictures of objects in their colour to make a colour collage.
- Display the colour posters around the room.

## Extension (optional)

- Demonstrate the activity by doing a simple example on the board. Invite a volunteer to come to the front and say *Draw a (train)*. Invite another volunteer to come to the front and add *It's a (yellow) (train)*. *Colour the (train)*. Repeat for other simple objects until you are happy the class have understood the idea of the activity and the instructions *Draw...* and *Colour...*
- Make sure everyone has coloured pens or pencils in all the six colours you have been practising. Then give a series of simple instructions, for example:  
*Draw a house. Draw four windows, a roof, and a door. It's a red roof. Colour the roof. They're blue windows. Colour the windows. It's a green door. Colour the door. Draw a car. It's an orange car. Colour the car. Draw a plane (in the sky). It's a pink plane. Colour the plane.*

## Lesson 8

### Children will:

- review vocabulary and activities from the unit
- find Rodney and draw the objects he is carrying
- complete a sticker dictionary page

### Key language (revision):

Toys  
Colours  
(five) (pencils)

### Materials and preparation:

Class Book pages 2–3  
Activity Book pages 24–25  
Stickers for Unit 3  
*Happy House* poster  
Flashcards: toys, colours

## 1 Introduction



- Invite the class (L1) to tell you where we have been in this unit (in the playroom). Explain that when nobody is there Spike, Ruby, and their friends come out to play. Ask the class to suggest what toys the mice might play with. As the children offer suggestions, put the flashcards on the board. Revise the toy vocabulary with the class.
- See if the children can remember the six colours they learnt in this unit. As they say each colour, put the flashcard on the board.
- Tell the children to look at pages 2 and 3 of their Class Books. See if they can find the six toys in the picture. Ask *Can you find (a train)?* etc. Let individual children come to the front and point to the toys on the poster.
- Ask the children to look back at the unit in the Class Book and Activity Book. Talk in L1 about the activities they have done, and ask them which ones they enjoyed most. You might like to have a quick vote to find out the class's favourite song or story, and play the favourite song/story again on the CD.

## 2 Find Rodney



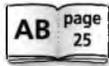
- Say *Open your Activity Books at page 24* and write the number on the board.
- Ask the class to look back through the pages of the unit in the Class Book, find Rodney, and draw and colour the objects he is carrying or driving (a doll, a train, and a car, on pages 20, 24, and 26). Invite the children to name the objects.

## 3 Evaluation



- Tell the children they are going to try to remember the words that they have learnt in this unit.
- Ask the children to look at the 'blobs' of paint on page 24 of their Activity Books. Explain that they should colour these in the six colours that they have learnt in this unit. When they have done this, they should say the colour words to their partner. Ask them if they can say all the colour words. If they can, they should colour the house.
- Now tell them to look at the small pictures underneath. Point to the pictures of toys, and ask individual children to say the words.
- Now say the words together as a class. When you have finished, ask the children (L1) if they can say all the words. Tell them to colour the house if they can. If any children are unsure of any of the words, say them again as a class, practising any that are difficult or that children have trouble remembering.
- Finally, ask them to look at the pictures at the bottom of the page. Ask the children to tell you what they can see in the first picture (*four books*). Do the same with the other three pictures. Then say all the phrases together as a class. Repeat if necessary. If children can say all the phrases, they should colour the house.
- Praise the children's efforts in this unit. Say *Well done!*

## 4 Sticker dictionary



- Ask the children to find the stickers for Unit 3 and hold up your own stickers. Ask the children to tell you the names of the toys.
- Say *Now look at page 25*. Ask the children to look at the pictures and suggest where to put the stickers in the toy cupboard. Make sure they understand the clues for each toy.
- When the class have identified the correct positions for all the stickers, they can stick them in the appropriate places.

### Teacher tips!

You might like to end the lesson and the unit with a flashcard game. See the Classroom games section, pages 103 to 109.

The children can now do the Unit 3 test (see Evaluation Book page 8 and CD2 Listeners 65 and 66). Answer key and audio scripts are on page 15 of the Evaluation Book.

# Me and my family

## Children will:

- meet a child and her family
- talk about their own families

## Key language:

*Hello, I'm (Anna). I'm (seven).  
mum dad sister brother family  
This is my (family).*

## Materials and preparation:

Class Book pages 28–29  
CD1: Listenings 42–43

Ask the children to bring in photos of their families to use in this lesson. If this isn't possible, ask them to draw a picture of their family. Bring in one or more photos of you and your own family too, preferably taken when you were a child.

## 1 Introduction



- Tell the children that today they are going to meet someone new in their books – a real child, not a story character.
- Tell the children to open their Class Books at page 28 and demonstrate your instruction. Ask them to tell you (L1) what they can see in the photo. Can they tell you the English words for anything they can see? Can they guess how old the girl is?

## 2 Introducing Anna



- Play the audio. Tell the children to listen carefully and tell you the girl's name (Anna).
- Play the audio again, and see if anyone can tell you how old Anna is (seven), and what two things she talks about (her doll and her house).
- Tell the children to imagine they are talking to Anna. Can they introduce themselves and say how old they are? (e.g. *Hello, I'm James. I'm seven.*) Go around the class asking for volunteers to do this. If necessary, prompt them with the questions *What's your name?* and *How old are you?*

## 1 42 Audio script

Presenter: Class Book Listening 42. Listen. Who's this?

Anna: Hello, I'm Anna. I'm seven. This is my doll... and this is my house.

## 3 Introducing Anna's family



- Now tell the children to look at the photo at the top of page 29. Point to Anna in the photo and ask *Who's this?*
- Explain that the children are going to hear Anna talking about her family. Play the audio. Tell them to listen carefully, and answer the question: *Who's five?* (Tom, her brother). Ask them to find Tom in the photo.
- Make sure children understand the meaning of *sister*. Play the audio again, and this time tell the children to point to the people in the photo. Pause the CD as necessary.
- Hold up your book and point to the people in the photo. Say the words for the children to repeat: *mum, dad, sister, brother.*

## 1 43 Audio script

Presenter: Class Book Listening 43. Listen. Who's five?

Anna: This is my family. This is my mum... and my dad. This is my sister, Sophie... This is my brother, Tom... and this is me!

Sophie's ten, Tom's five and I'm seven.

## 4 Talk about your family

- Tell the children to look at the photo at the bottom of page 29. Explain that the children in Anna's class have made a display of photos, showing members of their families.
- Ask the children to take out the photos of their families that they have brought to class, or the pictures they have drawn.
- Show them the photo(s) of your own family. Point to the people in the photo(s) and say *This is me. This is my (mum), etc.*
- Ask some confident volunteers to come to the front and introduce their family to the class, using their photos.
- Now tell the children to talk about their families in pairs, showing their photos to their partners. You might also choose to ask them to move around the room, 'introducing' their families to more of their classmates.
- Make a display of the children's photos in the classroom, like the one on page 29. Encourage the children to look at it regularly and talk to their classmates about the photos. They can point to people in the photos and ask *Who's this?* Their classmates answer *This is my (sister) etc.*

# 4 Dressing up

## Learning outcomes

- 1 Identify six clothes items
- 2 Use plurals of objects with numbers and colours (e.g. *two red socks*)
- 3 Know some colour-mixing combinations
- 4 Follow and understand two simple stories
- 5 Join in with two songs and one chant (do the actions and/or sing some of the words)
- 6 Participate in games and activities

## Lesson 1

### Children will:

- learn the names of some items of clothing
- say a chant
- do a drawing puzzle
- play a class game

### Key language:

*T-shirt skirt shoe hat jumper sock*  
*Where's my (T-shirt)?*

### Additional language:

*Jack's bedroom*  
*dressing up*  
*having fun*  
*Now I'm (Dad).*

### Materials and preparation:

Class Book pages 30–31  
Activity Book page 26  
CD1: Listenings 44–46  
Flashcards: T-shirt skirt shoe hat jumper sock  
*Happy House* poster (optional)  
Items of your own adult-sized clothing: a T-shirt, a skirt, a shoe, a hat, a jumper, a sock  
A photocopy of Teacher's Resource Book page 24 for each child (optional)

## 1 Introduction



- Ask the children to look at the poster (or at pages 2–3 of their Class Books). Ask for volunteers to point to the rooms they have visited so far (the kitchen and the playroom) and ask if anyone can remember the names of these rooms. Ask (L1) which room the children think they might be going to visit in this unit. Point to Jack's bedroom and say *This is Jack's bedroom. We are in Jack's bedroom today.*
- Invite the class to look through the pages of Unit 4 and tell you what they think they are going to learn about. Encourage the children to tell you any words for clothes they already know in English.

## 2 Presentation



- Say *Open your books at pages 30 and 31.* Hold up your own book and write the page numbers on the board. Invite the class to find all the items of clothing in the picture. Hold up the corresponding flashcard for each item and tell the class the word in English. Hand each card to a different child.
- Ask the children holding flashcards to stand around the edge of the room where everyone can see them. Say *Listen and point.* Demonstrate your instruction. Say each of the items of clothing and as you do so point to the correct flashcard while the children do the same.
- Repeat, but now the class point without your help.
- Play the audio and ask the children to look at their books while they listen, point, and say in the usual way.

### 1 <sup>44</sup> Audio script

Presenter: Unit 4. Dressing up.

Class Book Listening 44. Listen and point.

A T-shirt. A skirt. A shoe. A hat. A jumper. A sock.

Presenter: Listen and say.

A T-shirt. A skirt. A shoe. A hat. A jumper. A sock.

## 3 Listening and chant



- Hold up the real items of clothing that you have brought to the class. For each one ask *What's this? Say Yes, it's a T-shirt. It's MY (T-shirt),* pointing to yourself to demonstrate the meaning.
- Invite six volunteers to leave the classroom while you cover your eyes and the rest of the class hide your clothes around the room.
- Ask the six children to come back into the classroom. Ask them individually (*Marcos*), *where's my sock? (Elena), where's my T-shirt?* etc. As each item is found, hold it up and say *Ah, here's my sock!* etc.
- Hold up your Class Book again. Ask the class what they think is happening in the picture. Play Listening 45 and see if the class can tell you what Mum and Dad are doing (looking for items of their clothing). What are Jack, Polly, and Daisy doing? (dressing up in Mum and Dad's clothes).

- Play the chant (Listening 46) and invite six children to come to the front and place the clothes flashcards on the board as they hear each item of clothing mentioned.
- Play the chant again, pointing to each flashcard.
- Repeat, inviting the class to join in.
- Play the chant again. This time divide the class into four groups so that each group takes the part of Mum, Dad, Polly, or Jack.

### 1 <sup>45</sup> Audio script

Presenter: Class Book Listening 45. Listen.

Dad: Hmm... Where's my T-shirt?  
 Mum: And where's my skirt? Where's my shoe?  
 And where's my hat?  
 Dad: Where's my jumper? Where's my sock?

### 1 <sup>46</sup> Audio script

Presenter Class Book Listening 46. Now say the chant:  
 Where's my T-shirt?

Dad: Polly! Jack!  
 Where's my T-shirt?  
 Mum: Polly! Jack!  
 Where's my skirt?  
 Where's my shoe?  
 And where's my hat?  
 Dad: Where's my jumper?  
 Where's my sock?

Polly and Jack: Dressing up!  
 Having fun!  
 Jack: Now I'm Dad!  
 Polly: Now I'm Mum!

#### Teacher tip!

If appropriate, you could use the iTools Digital Classroom Resources to present the vocabulary and chant.

## 4 Drawing puzzle



- Say *Open your Activity Books at page 26* and write the number on the board. Point to the picture of Ruby. Ask *Who's this?* Point to each of the small items of clothing and ask *What's this?* for each one.
- Point to the small picture of a hat. Say *Where's Ruby's hat?* Show the children how they should make Ruby's clothes in the big picture the same as the small ones at the top of the page, e.g. add a flower to her hat.
- When the children have finished drawing, they can colour Ruby's clothes.
- Ask individual children *In your picture, what colour is Ruby's (hat)?*

## 5 Class game

- Down one side of the board, stick the flashcards for the six items of clothing. As you do so, hold up each one and ask *What's this?* Write a number from 1 to 6 next to each item of clothing.
- On the board draw simple outlines of Daisy and Polly.
- Divide the class into Daisy's team and Polly's team.
- In turn, invite a member from each team to throw the dice or select a number flashcard. The number on the dice or the flashcard indicates the item of clothing that the team can add to their character. For example, if Daisy's team throws a 6, refer to the flashcards on the board and ask *What's number six?* When the children answer correctly, e.g. *It's a hat*, invite a volunteer to draw the hat on Daisy, on the board.
- For sock and shoe, let the children draw both socks/shoes. For *jumper*, tell the children to draw it in Daisy's/Polly's hand, as if they are holding it.
- If a team throws a number for an item of clothing which their character already has, then the turn passes to the next team. The team that completes their drawing first is the winner.

## Reinforcement (optional)

- Give each child a photocopy of the cut-out picture cards from the top half of page 24 of the Teacher's Resource Book. Ask the children to cut out the cards.
- Say *Show me a shoe* and invite all the children to hold up the correct cut-out card. Repeat for the other objects.

#### Teacher tip!

At this stage you might feel it is appropriate for some children to do Reinforcement activity 4 (Teacher's Resource Book page 9). This can be done at any time after this lesson. See notes on Teacher's Resource Book page 28.

# Lesson 2

## Children will:

- follow a story
- act out the story
- do a colouring activity

## Key language:

*One red sock.*

*Two red socks.*

## Additional language:

*Be careful!*

*Here you are.*

## Materials and preparation:

Class Book pages 30–32

Activity Book page 27

CD1: Listenings 47–48

Unit 4 storycards

Masks of Spike, Ruby, and Otto (optional)

Puppets of Spike and Ruby (optional)

Props for Classroom theatre: 2 pillowcases (optional)

A photocopy of Teacher's Resource Book page 24 for each child (optional)

## Frame 2

Ruby: Ah-ha! Come on, Spike!

Spike: Um... OK!

## Frame 3

Ruby: Here you are, Spike!

Spike: Thank you!

## Frame 4

Otto: One... red... sock... Hmmm!

## Frame 5

Otto: Two... red... socks...

Two red socks?!

Ruby: Quick, Spike!

## Frame 6

Otto: Miaow!

Spike and Ruby: Goodbye, Otto! Goodbye!

## Teacher tips!

If appropriate, you could use the iTools Digital Classroom Resources to present the story.

On page 20 of the Teacher's Resource Book, you will find a cut-out version of the frames from this story, which can be used to make story books or for various other activities. See page 29 of the Teacher's Resource Book for instructions on how to make the books.

## 3 Classroom theatre

- Arrange the 'set' at the front of the class. Ask *Who wants to be Otto/Spike/Ruby?* If you like, give the children the appropriate masks or puppets to use.
- Explain to the class that they are going to listen to the story again and do the actions. Encourage the rest of the class to follow in their books.
- Before each frame, remind the 'actors' what the characters are doing – enlist the help of the rest of the class:

Frame 1: Otto is asleep, snoring gently. Spike and Ruby see Otto and Spike holds Ruby back.

Frame 2: Ruby points up at the socks, beckons to Spike, and starts to climb.

Frame 3: Ruby, then Spike, climb up the chest of drawers (mime climbing up). Ruby hands Spike a sock.

Frame 4: Ruby puts a sock over her head, climbs down, and runs past Otto who dozily opens one eye.

Frame 5: Spike puts his sock over his head and runs past Otto.

Frame 6: Otto chases the mice, who escape and wave from the mousehole, laughing.

- Change groups. As classes hear the story repeated, some children may pick up some/all of the words. Encourage them to use the language if they can, but do not insist on it.

## Teacher tip!

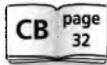
Make this activity fun by using pillowcases for the socks. You will have to imagine they are red! If the children are using the puppets, then they can use real socks instead of pillowcases.

## 1 Introduction



- Set the scene for the lesson. Ask the children to look again at pages 30 and 31 of their Class Books. Ask *Where are Jack and Polly? Where's Daisy?* (in Jack's bedroom). Ask the class (L1) what the *Happy House* children were doing in the last lesson.
- Say *Now look at page 32* and hold up your book. Explain that we are still in Jack's bedroom, but now the children aren't there. Invite the class to tell you who is in the story.

## 2 Story



- Tell the class that they are going to hear a story about Spike, Ruby, and Otto.
- Present the story in the usual way, using the storycards.
- Say *Open your Class Books at page 32*, demonstrating your instruction. Play the audio straight through while the children follow the story in their books.

## 1<sup>47</sup> Audio script

Presenter: Class Book Listening 47. Listen to the story.

### Frame 1

Spike: Ruby! It's Otto! Be careful!

Ruby: Oh NO!

## 4 Colouring activity



- Say *Open your Activity Books at page 27* and hold up your book. Point to one of the socks and ask *What's this?*
- Play the first line of the audio (*Two pink socks*) and explain that the children should choose two of the socks on the page and colour them pink.
- Tell the children they will now hear other numbers and colours, and they should colour the correct number of socks in the correct colour each time.
- When the children have finished colouring, ask *How many (pink) socks?* etc. and encourage them to count the socks of that colour and answer with a number.

### 1 <sup>48</sup> Audio script

Presenter: Activity Book Listening 48. Listen and colour.

- Two pink socks.
- Four yellow socks.
- Three green socks.
- Five orange socks.
- Six blue socks.

### Teacher tip!

Monitor the progress of the children, and pause the CD player or repeat as necessary to allow the children time to complete their colouring before playing the next item.

## Extension (optional)

- Use this game to practise the question *Where's my...?* as well as the six clothes words.
- If the children haven't already got the cut-out picture cards of the clothes, give each child a photocopy of the top half of page 24 of the Teacher's Resource Book, and ask them to cut out the cards.
- When all the cards have been cut out, tell the children they are going to play a game in pairs, A and B.
- The children shuffle their cards and put them face down in front of them on the desk. Child A then asks *Where is my (hat)?* Child B must try to guess where that particular card is and turn it over. If child B has guessed correctly, the card is left face up. If not, it is turned over again. Now it is child B's turn to ask a question. The children take it in turns to ask questions until one player has correctly identified all his/her partner's cards and is the winner!

### Teacher tip!

To give the children further practice and consolidate the language of the unit you may wish, at this stage or later, to use some of the games and activities specifically designed for this purpose (see the Classroom games section, pages 103 to 109).

## Lesson 3

### Children will:

- revise vocabulary from earlier units
- practise talking about objects, colours, and numbers
- play a team game

### Key language:

*one red hat*  
*two blue shoes*

### Additional language:

*This is my (shoe).*

### Materials and preparation:

- Class Book page 33
- Activity Book page 28
- CD1: Listening 49
- Flashcards: Colours; T-shirt hat shoe sock book bag pen doll plane car
- A photocopy of Teacher's Resource Book page 24 for each child (optional)

## 1 Introduction

- Quickly review the six colours by holding up the colour flashcards and asking *What colour's this?* Then review the remaining vocabulary by holding up the object flashcards and asking *What's this?*
- Now play a game with the object flashcards. Stick the cards around the room with Blu-Tack. Say a phrase that correctly describes one of the pictures, e.g. *A red bag*. The children point to the picture. Now say an incorrect phrase, e.g. *A green plane*. Explain that the children must find the plane flashcard and see if the colour is correct. If it isn't, they don't point at the flashcard – they put their hands on their heads.
- Continue saying correct and incorrect phrases at random. When a child makes a mistake, he/she is 'out'. Continue until you have a winner.

## 2 Practice and game



- Say *Open your Class Books at page 33* and write the number on the board.
- Explain that Spike and Ruby are playing a game, where they have to say everything that they can see in the picture. Say *Listen and point* and play the audio. The children point to the lines of objects in the big picture.
- Ask the children to tell you what Ruby said first (*One red hat!*). Then ask what Spike says next. Explain that he must repeat what Ruby says, then add what he can see in the next line. Do the same with Ruby's next line. Play the audio again to reinforce how the game works.

- Ask the children what they can see in the fourth line of the picture (four yellow T-shirts). Help them to list everything up to that point.
- If you think the children can manage it, they can do the activity in pairs. Starting again from the top of the picture, they should take turns to list the items, as Spike and Ruby did, ending with *Ten red pens*.

### 1 <sup>49</sup> Audio script

Presenter: Class Book Listening 49. Listen and point.

Ruby: One red hat!

Spike: One red hat... and two blue shoes!

Ruby: One red hat and two blue shoes... and three green bags.

### Teacher tip!

If you prefer, this could be done as a whole class activity, with the children saying the lists of objects chorally.

## 3 About me!



- Tell the children to look at page 28 of their Activity Books. Hold up your book and point to the *About me!* activity. Explain that children should draw an item of their own clothing. If they choose to draw a shoe or sock, make sure they only draw one of them.
- When children have finished drawing, encourage them to hold up their books and say *This is my (jumper)*, etc.

## 4 Team game

### Treasure hunt

- Divide the class into three or four teams and give each team a colour. Say *You're the (green) team*, etc.
- Explain to the class (L1) that you are going to have a 'treasure hunt' in which each team has to look for things in their colour. Check that all the children remember their team colour. Ask individual children *What's your colour?*
- Begin with the first member of each team and say *How many (red) (books) can you see?* saying the correct colour word to each team. The children look around the room and find as many books in their team colour as they can. Set a time limit, e.g. one minute for each 'hunt'. Award each team a point for every item found in the correct colour. Encourage the children to say what they found, e.g. *Eight red books*.
- Repeat, giving each team member a turn, and choosing a different item each time, e.g. pencils, pens, bags, hats, socks, pencil-cases, etc.
- Add up the total number of points for each team to decide the winner.

## Extension (optional)

- Give each child a photocopy of the cut-out word and picture cards (page 24 of the Teacher's Resource Book). Tell the children to cut out the cards. Note that they may already have the cut-out picture cards stored somewhere (see page 49).
- The children race in pairs to see who can be the first to correctly match the six pairs of cards.

## Lesson 4

### Children will:

- review clothes and colours vocabulary
- sing a song
- draw and colour their favourite T-shirt
- play a team game

### Key language:

*my favourite (T-shirt)*  
*jeans*

### Additional language:

*my favourite jumper in the washing machine*  
*Now my jumper is clean!*  
*Now my T-shirt is green!*

### Materials and preparation:

Class Book page 34  
Activity Book page 29  
CD1: Listeners 50–52  
Flashcards: clothes; colours; Jack Polly  
Board pens in the six known colours

## 1 Introduction

- Quickly review the clothes vocabulary from Lesson 1, using the clothes flashcards.
- Play a short warm-up game. Explain to the class (L1) that you are going to say some clothes words in English. When the children hear the word for something they are wearing, they must stand up and put their hands on their heads (ask the children to sit down again before you say the next word!). Demonstrate with one or two examples. Say, e.g. *shoes...* (everybody should stand up), *a hat...* (nobody should stand up). Gradually speed up the game to make it more fun.
- If you think it is appropriate, make the game more difficult by adding colours: *a green jumper*, *a blue skirt*, etc.

## 2 Presentation



- Say *Open your Class Books at page 34*. Discuss the pictures (L1). Who can they see? What are they doing? What happens?
- Point to the washing machine in Frame 1 and ask *What's this?* Tell the children *It's a washing machine*.
- Ask *What's this? What colour is it?* for each of the clothes items. Teach the new item, *jeans*.
- Draw a large outline of a washing machine on the board. Ask *What's this?*
- Place the flashcards of the clothes items on the board. Invite members of the class to come to the front and put the clothes the children are washing into the machine. Ask the class what's missing (*the jeans*).

## 3 Listening and song



- Play Listening 50 while the children look at their books.
- Point to Polly's jumper in Frame 1 and say *Look! This is Polly's favourite jumper. What colour is it?* Then do the same for Jack's T-shirt in Frame 2. Say *Look! This is Jack's favourite T-shirt. What colour is it?* Explain the meaning of *favourite* if necessary. Now point to the last frame and ask *What colour is Jack's T-shirt now?* Ask the children why they think this is (L1). Ask them, too, what Spike and Ruby are doing in the pictures.
- Play the song (Listening 51) straight through.
- Repeat. This time invite the class to mime the following actions with you as they listen to the song.  
*My favourite jumper/T-shirt in the washing machine:* Make big circles in the air to represent the machine going round.  
*Now my jumper is clean:* Hold up an imaginary jumper, with a smile on your face.  
*Now my T-shirt is green:* Hold up an imaginary T-shirt, with a look of horror on your face.
- Repeat as necessary, encouraging the class to join in with any parts of the song they remember as they mime the actions.

### 1 <sup>50</sup> Audio script

Presenter: Class Book Listening 50. Listen.

#### Frame 1

Polly: My blue skirt, my blue jeans, and my favourite jumper.

#### Frame 2

Jack: And my yellow T-shirt. My favourite T-shirt.

#### Frame 3

Polly: Now my favourite jumper is clean!

#### Frame 4

Jack: Oh no! My favourite T-shirt is... green!

### 1 <sup>51</sup> Audio script

Presenter: Class Book Listening 51. Now sing: My favourite T-shirt.

Polly: My favourite jumper in the washing machine,  
The washing machine, the washing machine,

My favourite jumper in the washing machine,  
Now my jumper is clean!  
Oh yes!  
Now my jumper is clean!

Jack: My favourite T-shirt in the washing machine,  
The washing machine, the washing machine,  
My favourite T-shirt in the washing machine,  
Now my T-shirt is green!  
OH NO!  
Now my T-shirt is green!

### Teacher tips!

If appropriate, you could use the iTools Digital Classroom Resources to present the song. When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD1 Listening 52).

## 4 Colouring activity



- Ask the class *What colour is Jack's favourite T-shirt?* Then ask individual children around the class *What colour is your favourite T-shirt?*
- Say *Open your Activity Books at page 29*. Hold up your book and point to the T-shirt on page 29. Say *This is your favourite T-shirt! Draw and colour*. Explain (L1) that the children should draw a picture or a design on their T-shirt then colour it.
- Use this opportunity to help individual children to review the language of the unit while the rest of the class are working quietly. Ask *What's this? What colour is this? What colour is your favourite (jumper)?* etc.

## 5 Team game

### Colours and clothes

- Draw a very simple outline of a child at one side of the board. Now add clothes, asking the class to help you by suggesting colours.
- Place the six colour flashcards face down in a row next to your drawing and then the six clothes flashcards face down in a row underneath them. Below each row of cards write the numbers 1–6.
- Divide the class into two teams, *Jack's team* and *Polly's team*, and put up the flashcards of Jack and Polly at either side of the board. A child from Jack's team selects two flashcards, a colour and an item of clothing, by calling out the number of each card, e.g. *five* and *four*. Turn over the two flashcards and invite the child to make a phrase using the colour and clothes words, e.g. *a red jumper*. If the child in your drawing is wearing that item of clothing in the given colour, the team wins a point. A child from Polly's team repeats the procedure.
- Continue in this way, marking up the points for each team until all the items of clothing have been matched with the correct colour, or for a predetermined time.

# Lesson 5

## Children will:

- revise colour words
- learn some new colour words
- learn about colour-mixing combinations

## Key language:

*black white grey purple*

*One (blue) T-shirt and one (yellow) T-shirt.*

*Two (green) T-shirts!*

## Additional language:

*Oh no!*

## Materials and preparation:

Class Book page 35

Activity Book page 30

CD1: Listening 53

Flashcards: colours

Paint or tissue paper in the following colours:  
black, white, red, yellow, blue

Pots and brushes for mixing, if using paint

Pens or pencils in the following colours: blue,  
yellow, red, black, white (two of each colour)

(purple), yellow and red (orange), black and white (grey), and red and white (pink). As you make the new colours purple and grey, say the words in English for the children to repeat.

- Review the four new colours (black, white, purple, grey) by pointing to things in the classroom and asking *What colour's this?*

## Teacher tip!

If it isn't practical to use paints, you can demonstrate colour mixing using tissue paper. Hold up two colours separately against a window, then overlap them to make a third colour. If you have enough tissue paper, you could give some to each pair, so they can 'mix' the colours themselves.

## 3 Cross-curricular activity



- Say *Open your Class Books at page 35* and demonstrate your instruction. Talk about the pictures in L1. Ask the children what is happening in each picture.
- Say *Listen and point* and play the audio. The children point to the T-shirts as they are mentioned.

## 1 <sup>53</sup> Audio script

Presenter: Class Book Listening 53. Listen and point.

Presenter: One.

Ruby: One blue T-shirt and one yellow T-shirt.  
Oh no! Two green T-shirts!

Presenter: Two.

Spike: One red T-shirt and one yellow T-shirt.  
Oh no! Two orange T-shirts!

Presenter: Three.

Ruby: One blue T-shirt and one red T-shirt.  
Oh! Two purple T-shirts!

Presenter: Four.

Spike: One black T-shirt and one white T-shirt  
Ah! Two grey T-shirts!

- Invite volunteers to describe what is happening to the T-shirts in each of the pictures, as Spike and Ruby did. If necessary, play the audio again for children to repeat the sentences before trying to say them on their own.

## 4 Cross-curricular practice



- Say a pair of colours (e.g. *red and yellow*) and ask the children to call out the colour you get when you mix them together (*orange*). Repeat with other pairs of colours.
- Say *Open your Activity Books at page 30* and demonstrate your instruction. Look at the first picture

## 1 Introduction

- Quickly review the six known colour words. Hold up the colour flashcards, asking *What colour's this?* for each one.
- Say *Show me something green*. All the children who have got something green (e.g. a pencil or a ruler) hold those objects up for you to see. Repeat with other colours.
- You could make the activity more challenging by saying the name of a classroom object as well, e.g. *Show me a yellow ruler*.

## 2 Presentation

- Ask the children to tell you (L1) what happened to Jack's T-shirt in Lesson 4 (it turned green). Why did it change colour? (Because the colours mixed together in the washing machine). Talk about colour mixing. Ask the children if they have ever mixed two colours of paint together to make a different colour. Do they remember what colours they mixed and what colours they made?
- Teach the words *black* and *white*. Hold up your black and white paints, or point to black and white things in the classroom, asking *What colour's this?* for each one. Say the words in English for the children to repeat.
- If possible, demonstrate some colour mixing to the class with paint. Explain that you are going to make some new colours. Mix together blue and yellow paint. Ask the children to predict what colour these will make (green). As you mix the colours, say *Blue and yellow... look – green!*
- Repeat with the following pairs of colours: red and blue

with the children. Explain in L1 that the mice have knocked over two pots of Polly's paint, and that the paints have mixed together to make another colour. Point to the two pots of paint and ask *What colour's this?* for each one. Point to the grey paint and ask *What colour's this?* again.

- Tell the children to colour the other pictures in the same way, choosing a pair of colours for each one and showing what colour they make when they are mixed.
- Ask volunteers to call out pairs of colours from their pictures (e.g. *red and yellow*). The rest of the class call out the colour you get when you mix them together (e.g. *orange*). Tell the children to check their answers are correct.

## 5 Team game

### Mixing colours

- Divide the class into two teams. Invite five members of each team to come to the front of the class. Hand out the following colour pens or pencils to the five children from each team, saying the colour words as you do so: *blue, yellow, red, black, white*.
- Explain that you are going to say a colour that can be made by mixing two other colours (e.g. *purple*). The children who have those colours (i.e. *red and blue*) must stand together and hold their pens/pencils in the air.
- Continue saying colours at random, choosing from *green, grey, orange, pink and purple*. Award the teams a point for each correct answer. Play until all the children at the front of the class have had a turn, then repeat with different children.

## Lesson 6

### Children will:

- talk about favourite things
- follow a story
- act out the story
- do an activity to revise vocabulary and numbers
- play a class game

### Key language:

*This is my favourite (song).*

### Additional language:

*Listen.*

*Great!*

### Materials and preparation:

Class Book page 36

Activity Book page 31

CD1: Listening 54

Flashcards: colours

Props for Classroom theatre: a spare CD player and two unwanted CDs (optional)

## 1 Introduction

- Introduce the lesson by talking about favourite things. Show the class a colour flashcard and say *Look! This is my favourite colour*. Then ask *What's your favourite colour?* Do the same for favourite number, toy, song, story, etc. Don't worry if children answer in L1, the important thing is that they have practice hearing and understanding the question.

## 2 Story



- Tell half the class to open their books at page 36 and the other half to keep their books shut for the moment. Then play the story audio. Ask the class to listen and think about what is happening. Ask questions in L1: *Who can they hear? What are they doing? What happens at the end?*
- Invite the children who still have their books closed to try to re-tell the story (L1). Ask those children with their books open to confirm or correct what their classmates say. Invite them to add anything else about the story from what they can see in the pictures.
- Now ask everyone to open their books and ask questions (L1) to check understanding:

Frame 1: What is Daisy doing?

Frame 2: Why is Daisy crying? Does she like the music?

Frame 3: What is Jack doing? Does he like the music?

Frame 4: Whose CD is Jack getting?

Frame 5: Why is Daisy happy now?

Frame 6: Do you think Jack likes this music?

### 1 54 Audio script

Presenter: Class Book Listening 54. Listen to the story.

#### Frame 1

Daisy: *(baby talk)*

#### Frame 2

Daisy: *(gasps and starts to cry)*

Jack: It's OK, Daisy!

#### Frame 3

Daisy: *(continues to cry)*

Jack: This is my favourite song!

#### Frame 4

Daisy: *(continues to cry)*

Jack: Oh, OK!

Daisy: *(Daisy gradually stops crying)*

Jack: What's your favourite song? I know...

#### Frame 5

Jack: Here it is. Listen!

Daisy: *(baby talk)*

#### Frame 6

Daisy: *(baby talk)*

Jack: Oh, great!

### Teacher tip!

If appropriate, you could use the iTools Digital Classroom Resources to present the story.

## 3 Classroom theatre

- Invite two members of the class to come to the front and take the parts of Jack and Daisy. Explain to the rest of the class that they must help to 'direct' the classroom theatre by reminding their classmates what actions they should do.
- Play the story again, stopping at the beginning of each frame to discuss with the class (L1) what the 'actors' should be doing, as follows:

Frame 1: Daisy pushes down buttons on the CD player – loud music suddenly blasts out.

Frame 2: Jack enters and turns down the volume.

Frame 3: Daisy is still crying. Jack is dancing to the music.

Frame 4: Jack holds up another CD. Daisy stops crying.

Frame 5: Jack replaces the original CD with the new one. Daisy happily claps her hands.

Frame 6: Jack shrugs his shoulders.

- Play the story straight through for the children to mime. Repeat with other volunteer actors.

## 4 Revision activity



- Say *Open your Activity Books at page 31* and write the number on the board. Point to the small pictures at the top of the page and ask *What's this? (a ruler, a drum, a jumper, a shoe, a car, a hat)*.
- Ask *How many rulers?* Tell the children to count the rulers in the frame. Show them how the number 3 has been written in the box at the top of the page. Tell the children to choose a colour and to colour all three rulers in the big picture the same colour.
- Ask *How many drums?* and let the children count the drums. Tell them to choose a colour to colour all the drums.
- Let the children finish the puzzle on their own. When they have finished, check their answers by asking *How many (jumpers)? etc.*
- (Optional) You could ask more able children to give the colours they have chosen as well as the numbers, e.g. *six orange jumpers*.

Answers

3 rulers 5 drums 6 jumpers 8 shoes 4 cars 8 hats

## 5 Class game

- This game requires a large space and enough chairs for all the children.
- Place the chairs in a circle. Stand in the middle and tell the children to sit down. Call out a colour and an item of clothing, e.g. *a red T-shirt*. All children wearing a red T-shirt must change seats and you must try to sit on one of their seats. If you succeed in sitting on an empty chair before one of the children, that child must now stand in the middle of the circle and call out another item of clothing, e.g. *black shoes*. All the children wearing black shoes must now change seats and try to find a new chair before the person in the middle gets there.
- Continue with different colours and items of clothing.

## Extension (optional)

- On the board, draw a simple chart using a colour flashcard as the heading for each column, as below. Ask several pupils around the class *What's your favourite colour?* Then put a tick in the correct column to demonstrate the activity.

✓	✓ ✓	✓ ✓ ✓	✓	✓ ✓ ✓ ✓	✓ ✓ ✓

- Invite the children to copy the simple chart into their notebooks, simply putting a splotch of colour at the head of each column. The children can then go around the class asking their classmates and completing their own personal charts. Practise the question *What's your favourite colour?* with them before they do this.

### Teacher tip!

Ask the children to bring a hat to the next lesson.

# Lesson 7

## Children will:

- sing an action song
- make a cut-out to take home
- use the cut-out to practise clothes and colours

## Key language:

*Put on your (T-shirt).*

*Take off your (trousers).*

*a (red) (hat)*

*(blue) (socks)*

## Additional language:

*And don't forget your hat!*

## Materials and preparation:

Class Book page 37

Activity Book page 65–66 (cut-out)

CD1: Listeners 55–56

Flashcards: clothes

Some spare hats for children who forget to bring their own

A variety of hats, shoes, socks, T-shirts, etc., in different colours (optional)

## 1 Introduction/Presentation

- Ask the class to show you their hats. Ask *Where's your hat?* Hand out any spare hats you may have to children who have forgotten to bring one.
- Say *Put on your hat.* Repeat your instruction and demonstrate. Do the same with *Take off your hat.* Repeat the instructions several times and try to catch the children out by giving the same instruction twice.
- Do the same with individual children around the class (*Maria*), *put on your hat!* and (*Maria*), *take off your hat!*
- Now ask the children to mime putting on and taking off other items of clothing, e.g. jumper, socks, shoes. Make sure the children understand the difference between *Put on...* and *Take off...* and make the activity into a game. If a child fails to follow an instruction correctly, he or she is 'out'.

## 2 Song



- Say *Open your Class Books at page 37* and hold up your book open at the correct page. Point to the pictures of Spike. Teach the word *trousers*. Invite the children to tell Spike to *Put on...* or *Take off...* the different items of clothing. Point to different pictures and invite members of the class to say the correct instruction.
- Point to the last picture in each row and ask the children what Spike has forgotten. (Children explain that Spike has forgotten to put on and take off his hat). Teach the

expression *And don't forget your hat!*

- Tell the class that they are going to be Spike and that they are going to pretend to put on and take off different items of clothing.
- Place the flashcard of the T-shirt on the board, draw a pair of trousers beside it, then put up the flashcards of a sock, shoe, and hat. Use these as visual prompts to help children remember the verses.
- Play the song straight through, miming the actions for each verse. The children listen and do the mimes with you.
- Repeat the song, inviting the class to join in with the words if and when they can.

## 1 55 Audio script

Presenter: Class Book Listening 55. Sing: And don't forget your hat!

Put on your T-shirt,  
Your T-shirt,  
Your T-shirt.  
Put on your T-shirt  
And don't forget your hat!

Put on your trousers,  
Your trousers,  
Your trousers.  
Put on your trousers  
And don't forget your hat!

Put on your socks and shoes,  
Socks and shoes,  
Socks and shoes.  
Put on your socks and shoes  
And don't forget your hat!

Take off your socks and shoes,  
Socks and shoes,  
Socks and shoes.  
Take off your socks and shoes  
And don't forget your hat!

Take off your trousers,  
Your trousers,  
Your trousers.  
Take off your trousers  
And don't forget your hat!

Take off your T-shirt,  
Your T-shirt,  
Your T-shirt.  
Take off your T-shirt  
And don't forget your hat!

### Teacher tips!

You might like to divide the class into groups, giving each group a different verse to sing for their classmates to mime.

If appropriate, you could use the iTools Digital Classroom Resources to present the song.

When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD1 Listening 56).

## 3 Take-home English



- Say *Open your Activity Books at page 65* and write the number on the board.
- Show the children how to cut along the dotted lines and fold along the grey line to make the mix-and-match people. Show them how the cut-out works: you can fold the parts backwards or forwards to make different combinations of clothes – some of them silly!
- Make sure all the children have got access to pens or pencils in the six *Happy House* colours. Say, e.g. *A yellow hat*, and show the children that they should colour one of the hats yellow. Then say, e.g. *An orange hat*. They colour the other hat orange.
- Continue saying other colours and items of clothing, until the children have coloured all the clothes, e.g. *A pink T-shirt, an orange and pink skirt, green socks, red shoes, a blue and yellow jumper, red and green trousers, and blue shoes*.
- Tell the children to listen carefully and make the combination that you describe. Fold one or two pieces of the cut-out back and say, e.g. *Listen. A yellow hat, a blue and yellow jumper, an orange and pink skirt, green socks and red shoes!* Repeat if necessary. Hold up your cut-out for everyone to check that they have made the same combination.
- Repeat with different combinations of clothes, or ask individual children to make combinations and describe them to the class.
- Play a class game. Each child uses his/her cut-out to make a combination. One child is then chosen to describe the combination he/she has made. All children who have made the same combination remain 'in'. All those whose combinations are different are 'out'. Continue until you have a winner.
- Children take their cut-outs home and show them to their families.

### Teacher tip!

If you prefer, you could allow the children to choose the colours for the various clothes. This is a more creative option, although it doesn't offer as many opportunities for whole-class activities. Children can then make combinations of clothes with their cut-outs and show them to the class, describing them as above. They can also do the same thing in pairs.

## Reinforcement (optional)

- Place the clothes that you brought to the lesson in a box or in a pile at the front of the classroom. Divide the class into two or three teams and position the team members in a line.
- Whisper a command, e.g. *Put on the red hat*, to the last child in each team, i.e. the person furthest away from the pile of clothes. He/She then whispers the command to the next person in the line, who then passes the instruction on to the next team member, and so on until the command reaches the person nearest the clothes. He/She must run to the pile and put on the correct item. These children then go to the end of their lines and the game continues with other instructions, using *Put on...* or *Take off...*

### Teacher tip!

At this stage you might feel it is appropriate for some children to do Extension activity 4 (Teacher's Resource Book page 10). This can be done at any time after this lesson. See notes on Teacher's Resource Book page 28.

## Lesson 8

### Children will:

- review vocabulary and activities from the unit
- find Rodney and draw the objects he is carrying
- complete a sticker dictionary page

### Key language (revision):

Clothes  
*(three) (red) (hats)*  
*Take off your (sock).*  
*Put on your (shoe).*

### Materials and preparation:

Activity Book pages 32–33  
CD1: Listening 57  
Stickers for Unit 4  
Flashcards: clothes

## 1 Introduction

- Before the start of the lesson, place the flashcards of the different clothes around the classroom.
- Ask the children (L1) to look back over the pages of Unit 4 and find all the clothes that they can now say in English.
- As the children say each word, correct pronunciation if necessary and ask *Where's the (hat)?* Look around the room and ask the class to point to the card. Choose one member of the class to bring the correct card and place it on the board. Continue in this way for all the cards.

- Ask the children to look back at the unit in the Class Book and Activity Book. Talk in L1 about the activities they have done, and ask them which ones they enjoyed most. You might like to have a quick vote to find out the class's favourite song or story, and play the favourite song/story again on the CD.

## 2 Find Rodney



- Say *Open your Activity Books at page 32* and write the number on the board.
- Ask the class to look back through the pages of the unit in the Class Book, find Rodney, and draw and colour the clothes he is wearing or carrying (a sock, a hat, and a shoe, on pages 31, 34, and 36). Invite the children to name the objects.

## 3 Evaluation



- Tell the children they are going to try to remember the words that they have learnt in this unit. Tell them to look at the small pictures on page 32 of their Activity Books, underneath the picture of Rodney. Point to the pictures of clothes, and ask individual children to say the words.
- Now say the words together as a class. When you have finished, ask the children (L1) if they can say all the words. Tell them to colour the house if they can. If any children are unsure of any of the words, say them again as a class, practising any that are difficult or that children have trouble remembering.
- Now tell the children to look at the second row of pictures. Explain that they are going to hear phrases telling them what colours to colour the objects. Play the first line of the audio (three red hats). Help the children to find the hats, and make sure they understand that they must colour the hats red. Give them a moment to do this, then play the rest of the audio. Pause as necessary to allow time for the children to complete the activity.
- Check they have coloured all the objects correctly. Ask individual children to say the phrases in the correct order: *Four green pencils*, etc. Then tell the children to colour the house.
- Finally, tell the children to look at the last two pictures. Remind them of the instructions *Put on...* and *Take off...* by giving them some instructions and asking them to mime the actions. Then ask the children what Polly is saying in the first picture (*Take off your sock!*). Do the same with Jack in the second picture (*Put on your shoe!*). Say the instructions together as a class, then tell the children to colour the house.
- Praise the children's efforts in this unit. Say *Well done!*

1 57

## Audio script

Presenter: Activity Book Listening 57. Listen and colour.

Three red hats.

Four green pencils.

One yellow sock.

Two blue pens.

## 4 Sticker dictionary



- Hold up your stickers for Unit 4. Ask the children to find their own stickers and tell you the names of the clothes.
- Say *Look at page 33 of your Activity Books* and hold up your book open at the correct page. Ask the children to look at the pictures on the page and tell you who each item of clothing belongs to, e.g. *Is it Dad's hat? No, it's Ruby's hat.*
- When the class have found the appropriate places for all the clothes, they can stick the stickers in their books.

### Teacher tips!

You might like to end the lesson and the unit with a flashcard game. See the Classroom games section, pages 103 to 109.

The children can now do the Unit 4 test (see Evaluation Book page 9 and CD2 Listeners 67 and 68). Answer key and audio scripts are on pages 15 and 16 of the Evaluation Book.

# 5 Happy birthday!

## Learning outcomes

- 1 Identify six objects associated with birthdays
- 2 Ask questions about objects (e.g. *Is it a green present?*)
- 3 Add numbers together in English
- 4 Follow and understand two simple stories
- 5 Join in with three songs and one chant (do the actions and/or sing some of the words)
- 6 Participate in games and activities

## Lesson 1

### Children will:

- learn some vocabulary related to birthdays
- sing a song
- play a class game

### Key language:

*a present a card a candle a cake a badge  
a balloon  
I've got a (present).*

### Additional language:

*the sitting room  
It's my birthday today.*

### Materials and preparation:

Class Book pages 38–39  
Activity Book page 34  
CD2: Listenings 1–5  
Flashcards: present card candle cake badge  
balloon; toys (optional)  
*Happy House* poster

- Invite the class to tell you about the picture. What special day do they think it is? What is the family doing? Teach the word *birthday*.
- Invite the class to find and tell you (L1) all the things they can see in the picture that tell us that it is someone's birthday. Hold up the flashcard for each item as the class say it and say the word in English (*a present, a card, a candle, a cake, a badge, a balloon*).
- Repeat the words, this time handing each card to a different child.
- Ask the children with flashcards to stand around the edge of the room where everyone can see them. Say *Listen and point*. Demonstrate your instruction. Say each birthday item and as you do so point to the correct flashcard.
- Repeat, but now the class point without your help.
- Play the audio and ask the children to look at their books as they listen, point, and say the words.

## 2<sup>1</sup> Audio script

Presenter: Unit 5. Happy birthday!

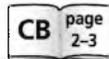
Class Book Listening 1. Listen and point.

A present. A card. A candle. A cake. A badge.  
A balloon.

Presenter: Listen and say.

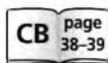
A present. A card. A candle. A cake. A badge.  
A balloon.

## 1 Introduction



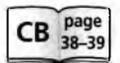
- Invite the class to look at the poster or at pages 2 and 3 of their Class Books. Review the names of the rooms you have visited so far (*the kitchen, the playroom, Jack's bedroom*).
- Point to the sitting room and tell the children *This is the sitting room*. Explain that today is a very special day in *Happy House* and that in this unit the family are all together in the sitting room.

## 2 Presentation



- Say to the class *Open your Class Books at pages 38 and 39, and demonstrate your instruction in the usual way.*

## 3 Listening and song



- Place the flashcards on the board in a row and play Listening 2 with books closed.
- Tell the children to open their books again and ask *Whose birthday is it?* Explain, if necessary, that Jack and Polly are twins, so they have the same birthday. Ask the class to tell you what happens to the balloon.
- Now play the song (Listening 3).
- Repeat, inviting the class to join in.
- Play the song as often as necessary, and encourage the children to join in with the words if and when they feel able.

## 2<sup>2</sup> Audio script

Presenter: Class Book Listening 2. Listen.

Polly: It's my birthday!  
Jack: And it's my birthday too!  
Dad: Hey! Look, Polly! Look, Jack! A present... and a card.  
Mum: And here's a candle... for the cake.  
Polly: Mmm! Yum! Look, Mum! I've got a badge!  
Jack: And I've got a balloon!  
Mum: Be careful, Jack!  
(Loud bang as balloon bursts)

## 2<sup>3</sup> Audio script

Presenter: Class Book Listening 3. Now sing: It's my birthday.

Polly and Jack: I've got a present  
It's my birthday.  
I've got a card  
It's my birthday.  
I've got a candle  
It's my birthday,  
It's my birthday today!

I've got a cake!  
It's my birthday  
I've got a badge  
It's my birthday.  
I've got a balloon  
It's my birthday.  
It's my birthday today.

### Teacher tips!

If appropriate, you could use the iTools Digital Classroom Resources to present the vocabulary and song. When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD2 Listening 4).

## 4 Practice



- Say *Open your Activity Books at page 34*. Write the number on the board and hold up your book.
- Ask the children to say the names of the objects in the top row (*a balloon, a present, a candle*). Play the first line of the audio. Then ask the children which word they heard (*a present*). Show them how the picture of the present has been circled.
- Now play the rest of the audio. Children circle the objects they hear mentioned.
- When they have finished, check their answers. Play the audio again if necessary.

## 2<sup>5</sup> Audio script

Presenter: Activity Book Listening 5. Listen and circle.

One... a present.  
Two... a cake.  
Three... a candle.  
Four... a balloon.  
Five... a card.  
Six... a badge.

## 5 Class game

### Yes or No game

- Select one of the birthday flashcards, and hold it so that the class cannot see which you have chosen, e.g. the cake.
- Say a statement that may be either correct or incorrect, e.g. *I've got a (candle)*. Then ask *Yes or no?*
- All the children who think this is correct (*yes*) should stand up and all those who think it is incorrect (*no*) should stay sitting down and put their hands on their heads.
- Reveal the picture on the card. All those children who answered incorrectly are 'out'.
- Choose another card and repeat with the children who are left in the game.
- Continue with different cards until the whole class is out. The last child/children to be out win(s) the game.
- If some members of the class are confident enough you could choose volunteers to take your place.

## Extension (optional)

- Play the *Yes or No* game again, but as a team game.
- Quickly review the toy vocabulary from Unit 3 by holding up the toy flashcards one by one and asking *What's this?* for each one.
- Divide the class into two teams and invite six volunteers from each team to come to the front. Hand out the birthday flashcards to one team and the toy flashcards to the other team. Tell the children not to show their cards to anyone.
- Each child with a card chooses a member of the class from the opposing team and says, e.g. (*David*), *I've got a (balloon)*. This child (i.e. David) must guess if this sentence is true or not by saying *Yes or No*.
- Award a point for every correct answer.

### Teacher tip!

At this stage you might feel it is appropriate for some children to do Reinforcement activity 5 (Teacher's Resource Book page 11). This can be done at any time after this lesson. See notes on Teacher's Resource Book page 28.

# Lesson 2

## Children will:

- follow a story
- act out the story
- do a puzzle

## Key language:

*Is it a (bike)?*

## Additional language:

*Come and see.*

*Open it.*

## Materials and preparation:

Class Book pages 38–40

Activity Book page 35

CD2: Listening 6

Unit 5 storycards

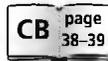
Masks of Spike, Ruby, and Otto (optional)

Puppets of Spike, Ruby, and Otto (optional)

Props for Classroom theatre: a large box, big enough for a child to get into, or a large wrapped 'present' (or a smaller box – see Teacher tip below)

A photocopy of Teacher's Resource Book page 25 for each child (optional)

## 1 Introduction



- Set the scene for the lesson. In L1 ask: Where were we in the last lesson? What was the *Happy House* family doing? Whose birthday was it? Ask the class to look again at pages 38 and 39 of the Class Book, and review the birthday vocabulary with them. Ask them about their birthday. Do they have a cake? And a present? What present would they like to have?
- Explain that in today's story somebody else we know has a present.

## 2 Story



- Tell the class that they are going to hear a story about Spike, Ruby, and Otto.
- Present the story in the usual way, using the storycards.
- Say *Open your Class Books at page 40*, demonstrating your instruction. Play the audio straight through while the children follow the story in their books.

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## Audio script

Presenter: Class Book Listening 6. Listen to the story.

### Frame 1

Ruby: Spike! Spike!

Spike: What?

Ruby: Come and see!

### Frame 2

Ruby: It's a present – for you!

Spike: For me?

Ruby: Yes, Spike! For you!

### Frame 3

Spike: Is it a bike?

Ruby: I don't know!

### Frame 4

Spike: Is it a... CAR?

Ruby: I don't know!

### Frame 5

Ruby: Open it, Spike!

Spike: OK!

### Frame 6

Spike: Aaaaargh! It's Otto!

Otto: Miaow!!!

## Teacher tips!

If appropriate, you could use the iTools Digital Classroom Resources to present the story.

On page 21 of the Teacher's Resource Book, you will find a cut-out version of the frames from this story, which can be used to make story books or for various other activities. See page 29 of the Teacher's Resource Book for instructions on how to make the books.

## 3 Classroom theatre

- Arrange the 'set' at the front of the class. Ask *Who wants to be Otto/Spike/Ruby?* If you like, give the children the appropriate masks or puppets to use. If possible use a large box, big enough for a child to get into, as the present. (Or the child playing Otto could jump out from behind a 'pretend' present.)
- Explain to the class that they are going to listen to the story again while some of the class do the actions. Encourage the rest of the class to follow in their books.
- Before each frame, remind the 'actors' what the characters are doing, enlisting the help of the rest of the class:

Frame 1: Spike is reading a book. Ruby comes running towards him looking very excited.

Frame 2: Ruby points to the present. Spike points to himself disbelievingly.

Frame 3: Spike examines the present while Ruby looks on.

Frame 4: Spike is still examining the present. Ruby is jumping up and down with impatience.

Frame 5: Spike starts to open the present.

Frame 6: Otto bursts out and chases the mice away.

- Change groups. If they wish, the children can say the words they remember.

### Teacher tip!

If the child playing Otto uses a puppet rather than a mask, you can use a smaller box (one that is just big enough for the puppet).

## 4 Puzzle



- Say *Look at page 35 of your Activity Books* and demonstrate your instruction in the usual way.
- Point to the first example. Say *Look! A present. What is it? Is it a plane? Is it a doll? Yes, that's right. It's a doll!* Tell the children to colour the picture of a doll. Then tell them to complete the activity on their own. They should decide what is inside each present, and colour the correct picture.
- While the class are working quietly, monitor and help as necessary.
- Check children's answers at the end of the activity by asking about each of the wrapped presents in turn: *Is it a...?*

## Reinforcement (optional)

- Give each child a photocopy of the cut-out picture cards of the birthday objects (from the top half of page 25 of the Teacher's Resource Book). Ask the children to cut out the cards.
- They then play a game in pairs to review the birthday vocabulary. They turn the cards face down and put them on the desk in front of them. One by one, they turn up the cards. As they do so, they say *I've got a cake, a balloon, a present, a card*, etc. (as in the chant in Lesson 1).

### Teacher tip!

To give the children further practice and consolidate the language of the unit you may wish, at this stage or later, to use some of the games and activities specifically designed for this purpose (see the Classroom games section, pages 103 to 109).

## Lesson 3

### Children will:

- practise asking questions about objects
- play a guessing game
- play a class game

### Key language:

*Is it a (red) (card)?*  
*Is it number (four)?*

### Materials and preparation:

Class Book page 41

Activity Book page 36

CD2: Listeners 7–8

Flashcards: birthday objects; 12–15 flashcards of previously taught vocabulary items (e.g. classroom objects, toys, clothes); Otto

A photocopy of Teacher's Resource Book page 25 for each child (optional)

## 1 Introduction

- Revise the birthday objects by playing *Bit by bit* (see the Classroom games section, page 103).

## 2 Practice and game



- Say *Open your Class Books at page 41* and demonstrate your instruction.
- Ask the children to tell you some things they can see in the picture. Encourage them to answer with colours and nouns, e.g. *an orange candle, a yellow present*.
- Explain that Spike and Ruby are playing a guessing game. Ruby has chosen a picture and Spike is trying to guess which one. Play the audio, stopping the CD after *Is it a blue balloon?* Ask the children to tell you the number of the picture Ruby has chosen. Repeat the audio from the beginning if necessary, then play it to the end and let the children listen for the answer.
- Demonstrate how to play the game with a volunteer. Tell him/her to choose a picture, but not to tell you which one it is. Ask him/her questions to identify which picture: *Is it a (card)? Is it a (red) (card)? Is it number (two)?* etc. He/She answers *Yes* or *No* to each question.
- Now choose a picture yourself and tell the class they must think of questions to ask you. Ask for suggestions, and model the questions for the class to repeat so that everyone is asking you the questions. Answer *Yes* or *No* to each question, until they have identified the picture.
- Now ask a volunteer to choose a picture and answer the questions. Repeat several times with different volunteers.

## 2<sup>7</sup> Audio script

Presenter: Class Book Listening 7. Listen.

Spike: Is it a present?

Ruby: No.

Spike: Is it a balloon?

Ruby: Yes!

Spike: Is it a blue balloon?

Ruby: Yes!

Spike: Number three?

Ruby: Yes! Very good! Now your turn!

## 3 Listening activity



- Tell the children to look at page 36 of their Activity Books, and demonstrate your instruction. Point to the first picture and ask *Is it a train?* Then say *No!* and draw a cross on the board. Then ask *Is it a car?* *Yes!* Draw a tick on the board.
- Explain that the children are going to do the same thing in their books. They will hear Spike asking questions on the CD, and they should put a tick if the answer is *Yes* and a cross if the answer is *No*. Play the first question on the audio, then stop the CD to check that everyone has put a cross. Then play the rest of the audio.
- Check the children's answers by playing the audio again, and pausing after each question for children to call out *Yes* or *No*.

## 2<sup>8</sup> Audio script

Presenter: Activity Book Listening 8. Listen and tick for yes or cross for no.

Presenter: One.

Spike: Is it a plane?

Presenter: Two.

Spike: Look! Is it a cake?

Presenter: Three.

Spike: Is it a sock?

Presenter: Four.

Spike: Is it a present?

Presenter: Five.

Spike: Is it a pencil?

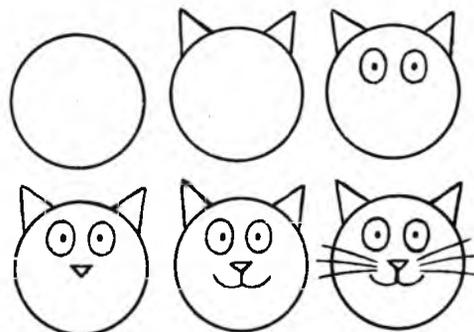
Presenter: Six.

Spike: Is it a guitar?

## 4 Class game

### Is it a bike?

- Select as many flashcards as you would like to revise with the class. Quickly go through the vocabulary items.
- Put up the flashcard of Otto at one side of the board and explain to the class that they are going to play a game against Otto.
- Place one of the object flashcards on the board face down and draw a simple outline of a present around it.
- Invite the class to guess what is in the present by asking you *Is it a...?* Each time the class make a wrong guess draw a part of Otto on the board building him up gradually like this:



- If the class guess what is in the present before Otto is complete, they win a point. If Otto is completed he wins a point.
- Continue the game using a different flashcard each time.

## Extension (optional)

- Write the six birthday words on the board, saying each word as you do so. Hand out the corresponding flashcards to six volunteers. Invite the volunteers to come and match each of their cards to the correct words on the board. Leave the words and flashcards on the board.
- Give each child a photocopy of page 25 of the Teacher's Resource Book. Ask the children to cut out the picture and word cards. Note that they may already have the cut-out picture cards stored somewhere.
- Call out a birthday word, e.g. card. Invite the class to find and hold up the correct cut-out picture card and the correct cut-out word card.
- If you feel the children are ready for more of a challenge, remove the word cards and flashcards from the board, then continue the activity as before.

# Lesson 4

## Children will:

- review numbers 1–10
- say a chant
- design their own badge and birthday cake
- play a class game

## Key language:

*How old are you?*

*I'm (seven).*

*I'm not six.*

## Additional language:

*Happy birthday!*

*Are you (six)?*

*How many candles on your cake?*

## Materials and preparation:

Class Book page 42

Activity Book page 37

CD2: Listenings 9–10

Flashcards: numbers 1–10; birthday objects; Jack

## 1 Introduction

- Quickly review numbers 1–10 using the number flashcards. Hold up each flashcard for the class to say the number, first in order, then at random.
- Play a quick numbers game with the class. Explain to the class (L1) that they should continue calling out the numbers as before, but now when you show them the number 7, they should keep quiet and touch their noses. Say *Touch your nose!* and demonstrate your instruction.
- Once the class have got the idea of the game, add another instruction for a different number, e.g. when you show them the number 3 they must stand up. Demonstrate as before. If the children are good at the game, continue adding instructions for different numbers. You can make this into an elimination game: any children who call out a number instead of doing an action and any who do a wrong action are 'out'. Continue until there is a winner.

## 2 Presentation



- Ask the class if they can remember the birthday words they have learnt in this unit. Quickly sing the song from Lesson 1 (CD2 Listening 3) to remind them. As the children say each word, place the flashcard on the board.
- Say *Open your Class Books at page 42 and demonstrate your instruction.* Ask the class to look at the pictures and find five of the six birthday objects. Ask what's missing (*the card*).

- Talk about the pictures (L1). If necessary explain that Jack's friend has come to his birthday party. Ask *What number is on Jack's badge? How many candles are there on the cake in picture 2? And in picture 3?*

## 3 Listening and chant



- Say *Listen!* and play Listening 9 while the children listen and look at the pictures in their books.
- Hold up the flashcard of Jack in front of your face and say *I'm seven.*
- Place the number flashcards on the board. Take the flashcard away from your face, point to number 6 and ask *Are you six?* Then, again using the flashcard of Jack as a mask, shake your head and say *No. I'm not (six)!* then point to number 7 and say *I'm seven!*
- Ask children around the class *How old are you?* Encourage them to respond *I'm six/seven, etc.*
- Now play the chant (Listening 10), pointing to each of the numbers as they are said.
- Repeat. This time invite the class to hold up the correct number of fingers for each line. On the last line they hold up seven fingers and shout *I'm seven!*
- Repeat as necessary, encouraging the class to join in with as many of the words as they can.

### 2<sup>9</sup> Audio script

Presenter: Class Book Listening 9. Listen.

#### Frame 1

Guest: Happy birthday, Jack!

Jack: Thank you!

Guest: How old are you?

Jack: I'm seven!

#### Frame 2

Guest: But look – six candles!

Jack: I'm not six! I'm seven.

#### Frame 3

Jack: Aha! That's better! One, two, three, four, five, six, seven! I'm seven today! Hooray!

### 2<sup>10</sup> Audio script

Presenter: Class Book Listening 10. Now say the chant: How old are you?

Guest: How old are you? How old are you?

Are you one? Or are you two?

Are you six? Or are you eight?

How many candles on your cake?

How old are you?

Jack: I'm seven!

(repeat)

### Teacher tip!

If appropriate, you could use the iTools Digital Classroom Resources to present the chant.

## 4 About me!



- Tell the children they are going to design their own badge and birthday cake.
- Point to the *About me!* activity on page 37 of the Activity Book. Say *Look. A badge and a cake.* Ask one of the children *How old are you, (Ana)?* When the child answers, e.g. *I'm seven,* point to the badge and write the number 7 on it with your finger, saying *Good, (+ their name).* Write the number 7 here.
- Then point to the cake and say *Draw seven candles.* Repeat for other members of the class. The children write their age and draw the correct number of candles, and colour/decorate their pictures.
- When the children have finished, ask individual children *How old are you?* Encourage them to show their pictures to the class and answer *I'm (six).*

## 5 Class game

### How old are you?

- Draw a large cake on the board.
- Choose a member of the class to come to the front and ask them *How old are you?* Tell the child to select a number flashcard from 1–10, without showing the rest of the class.
- Now invite a volunteer to come to the front and draw any number of candles from 1–10 on the cake. If the number isn't the same as the number on the flashcard the child with the flashcard says, e.g. *I'm not (nine)!* Then another volunteer comes to the board and either rubs out some of the candles or adds more. Continue in this way until the number of candles is the same as the number on the flashcard and the child answers *Yes! I'm (five).*
- The person who drew the correct number of candles now chooses a card.

## Reinforcement (optional)

- Invite members of the class to ask each other *How old are you?* and to answer *I'm (seven).*
- Select one volunteer to stand up, choose a classmate and ask (*Sergio*), *how old are you?* The child who has been chosen must now stand up, answer *I'm (seven)* and choose another classmate to ask the question to. Continue in this way around the class.

### Teacher tip!

At this stage you might feel it is appropriate for some children to do Extension activity 5 (Teacher's Resource Book page 12). This can be done at any time after this lesson. See notes on Teacher's Resource Book page 28.

## Lesson 5

### Children will:

- revise birthday objects
- add numbers of objects together in English
- play a team game

### Key language:

*(One) candle... and (two) candles... (three) candles.*

### Materials and preparation:

Class Book page 43  
Activity Book page 38  
CD2: Listening 11

## 1 Introduction/Presentation

- Ask ten volunteers to come to the front of the class. Say *Look. Ten children.*
- Use your volunteers to demonstrate some simple addition. Make two groups of children. Say, e.g. *Three children... and two children.* Put the two groups together and ask *How many children now?* With the class, count the children in the bigger group (*one, two, three, four, five*), and say *Three children... and two children... five children.* Encourage the children to help you as much as possible.
- Repeat with different numbers.

## 2 Cross-curricular activity



- Draw a large cake on the board, as you did for the Class game in Lesson 4. Draw four candles on the cake. Say *How many candles? That's right. Four candles.* Invite a volunteer to come and draw some more candles on the cake. Ask *How many candles now?* and let the children answer. Then say *Four candles and (three) candles... (seven) candles.*
- Say *Open your Class Books at page 43* and demonstrate your instruction. Explain that Spike and Ruby are putting candles on cakes. They start with some candles on a cake, then add some more, then count how many there are altogether.
- Say *Listen and point* and play the audio. The children point to the pictures.
- Hold up your book and point to the first row of pictures. Ask the children to help you make a 'number sentence': *One candle... and two candles... three candles.* Do the same with the other pictures.
- Invite a volunteer to come and draw three more candles on the cake. Ask *How many candles now?* And invite the children to answer. Then say *Four candles and (three) candles... (seven) candles.*

## 2<sup>11</sup> Audio script

Presenter: Class Book Listening 11. Listen and point.

Presenter: One.

Ruby: One candle... and two candles... One, two, three.  
Three candles! Three candles on your cake!

Presenter: Two.

Ruby: Two candles... and three candles... One, two, three,  
four, five. Five candles! Five candles on your cake!

Presenter: Three.

Ruby: Three candles... and four candles... One, two, three,  
four, five, six, seven. Seven candles! Seven candles on  
your cake! Happy birthday!

## 3 Cross-curricular practice



- Say *Open your Activity Books at page 38* and demonstrate your instruction. Explain that they are going to do an activity where they add numbers of candles together.
- Look at the first picture and ask *How many candles?* Reinforce the addition by saying *That's right, one candle... and three candles... four candles.* Show them how the total number of candles (four) have been drawn on the cake on the right-hand side, and the number 4 has been written in the box.
- Let the children complete the activity quietly on their own.
- When they have finished, check their answers. Hold up your book and point to each of the pictures on the right-hand side, asking *How many candles?* for each one. Reinforce the additions by saying *Yes, that's right. (Three) candles... and (three) candles... (six) candles.*

## 4 Team game

### How many fingers?

- Divide the class into Jack's team and Polly's team. Put the flashcards of Jack and Polly on the board.
- Choose a member of Jack's team. Say, e.g. *Two fingers... and four fingers.* That child puts up the appropriate numbers of fingers, adds them together, and says the total: *(Six) fingers.* If the answer is correct, say *That's right! One point for Jack's team.*
- Repeat with different numbers, asking a different child each time, alternating between Jack's team and Polly's team. Keep a tally of the scores on the board, under the flashcards.

### Teacher tip!

This game could be played with numbers of objects (e.g. pens) instead of fingers. Children could play the game in pairs and work together to find the correct number of objects.

## Lesson 6

### Children will:

- follow a story
- act out the story
- sing a song
- do a listening activity
- play a class game

### Key language:

*What's that?*  
*Is it the radio/television?*  
*birthday card*  
*Happy birthday (to you)!*

### Additional language:

*My turn now!*

### Materials and preparation:

Class Book page 44  
Activity Book page 39  
CD2: Listeners 12–14  
*Happy House* poster (optional)  
Flashcards: a selection of items from previous units you would like to revise  
Prop for Classroom theatre: a real or home-made birthday card

## 1 Introduction/Presentation

- Ask the class to tell you what the last lesson was about. Tell them that it is still Jack and Polly's birthday and that we are going to hear more about it in this lesson. Use the poster (or pages 2–3 of their Class Books) to set the scene (*in the sitting room*). At one side of the board draw a radio. Begin with a rectangle and ask *What's this?* Invite the class to offer suggestions, e.g. *Is it a book?* Gradually add details, e.g. the knobs, the dials, then an aerial, etc. so that you are building up the picture in stages. At each stage invite the class to offer more suggestions as to what they think it might be. When the drawing is complete, teach the class *It's a radio.*
- Repeat the same procedure to teach *It's a television*, beginning by drawing a rectangle at the other side of the board.

## 2 Story



- With books closed, play the first part of the audio until we hear Polly say *What's that?* Invite the class to suggest what it might be. Does anyone recognize the tune?
- With books still closed, play the rest of the story and see if at the end anyone can tell you what the tune was.

## 3 Classroom theatre

- Use a real birthday card if possible. Arrange two chairs at the front of the class. This will be the 'sofa'.
- Invite three members of the class to come to the front and take the parts of Jack, Polly, and Daisy. Explain to the rest of the class that they must help to 'direct' the classroom theatre in the usual way.
- Play the story again, stopping at the beginning of each frame to discuss with the class (L1) what the actors should be doing, as follows:

Frame 1: Polly and Jack are sitting on the sofa. Daisy is sitting behind the sofa looking at the card.

Frame 2: Polly and Jack look around puzzled. Polly points to the radio and shrugs her shoulders. Jack shakes his head.

Frame 3: Polly puts her ear to the television and shakes her head.

Frame 4: Polly and Jack discover Daisy with the card.

Frame 5: Daisy shuts the card.

Frame 6: Daisy opens the card again and Jack and Polly sing *Happy birthday* to each other.

- Play the story straight through for the children to mime.
- Repeat with other volunteer actors.

## 4 Sing a song



- Play the Happy birthday song (Listening 13) and sing it with the whole class.
- Divide the class into two groups so that one group sings *Happy birthday* to Polly and the other sings it to Jack.

### 2<sup>13</sup> Audio script

Presenter: Class Book Listening 13. Now sing: Happy birthday!

Happy birthday to you!  
Happy birthday to you!  
Happy birthday, dear Polly!  
Happy birthday to you!

Happy birthday to you!  
Happy birthday to you!  
Happy birthday, dear Jack!  
Happy birthday to you!

### Teacher tip!

If any of the children have a birthday soon, you could sing the song to them.

- Say *Open your Class Books at page 44*. Hold up your book and tell the class to follow the story again, this time listening and looking at the pictures. Use this opportunity to introduce any new language.
- Ask questions (L1) to check understanding:

Frame 1: What is Daisy doing? Where is she? What is special about the birthday card? (Hold up the card if you have one and check that the children understand *birthday card*.)

Frame 2: Can Polly and Jack see Daisy? Where does Polly think the music is coming from?

Frame 3: Where does Jack think the music is coming from?

Frame 4: Where is the music really coming from?

Frame 5: What does Polly ask Daisy to do? Why?

Frame 6: What are the children doing? Why are they singing *Happy birthday* to each other?

### 2<sup>12</sup> Audio script

Presenter: Class Book Listening 12. Listen to the story.

#### Frame 1

Daisy: (baby talk)

#### Frame 2

(short phrase from musical card playing 'Happy Birthday to You')

Polly: What's that? Is it the radio?

Jack: No!

#### Frame 3

(another short phrase from 'Happy Birthday to You')

Jack: Is it the television?

Polly: No!

#### Frame 4

('Happy Birthday to You' again)

Polly: Oh, it's a birthday card!

Daisy: (baby talk)

#### Frame 5

Polly: Open the card, Daisy! Please!

Daisy: (baby talk)

Polly: Oh, please!

#### Frame 6

(whole verse of 'Happy Birthday' music)

Jack: Happy birthday to you!

Happy birthday to you!

Happy birthday, dear Polly!

Happy birthday to you!

Polly: My turn now!

Happy birthday to you!

Happy birthday to you!

Happy birthday, dear Jack!

Happy birthday to you!

Daisy: (baby talk)

### Teacher tip!

If appropriate, you could use the iTools Digital Classroom Resources to present the story.

## 5 Listening activity



- Ask the children (L1) what noise the children heard in the story (the *Happy birthday* song). Ask them where the noise was coming from (the birthday card). Remind children of the question that Polly asked (*What's that?*).
- Say *Open your Activity Books at page 39* and demonstrate your instruction. Point to each of the pictures in turn, asking the children to say the words. Tell the children they are going to do an activity where they will hear the things on the page making a noise. After each noise, they will hear Spike and Ruby asking *What's that?*
- Play the first part of the audio (the car noise and Spike's question). Encourage the children to tell you what it is in English (*It's a car*). Show the children the number 1 in the box next to the car picture.
- Now play the rest of the audio. The children write the numbers next to the correct pictures.
- When they have finished, check their answers. Play the audio again, pausing after each question for children to call out the answer: *It's a (bike)*. etc.

Answers

guitar: 5 car: 1 bike: 2 plane: 6

drum: 7 train: 3 balloon: 8 television: 4



### Audio script

Presenter: Activity Book Listening 14. Listen and write the numbers.

Presenter: One.

(*car sounds*)

Spike: What's that?

Presenter: Two.

(*bike sounds*)

Ruby: What's that?

Presenter: Three.

(*train sounds*)

Spike: What's that?

Presenter: Four.

(*television sounds*)

Ruby: What's that?

Presenter: Five.

(*guitar sounds*)

Ruby: What's that?

Presenter: Six.

(*plane sounds*)

Ruby: What's that?

Presenter: Seven.

(*drum sounds*)

Ruby: What's that?

Presenter: Eight.

(*sound of balloon popping*)

Ruby: What's that?

## 6 Class game

### Pictionary

- Use flashcards of known vocabulary items from this and previous units. Choose one to begin the game without showing it to the class.
- Begin drawing the object on the flashcard on the board. Ask the class *What's this?* Add to the drawing a little at a time. At each stage invite the class to ask questions using *Is it a...?* until a member of the class guesses what you have drawn. He/She can then come and select a card to draw in the same way.

## Lesson 7

### Children will:

- play a class game
- sing an action song
- make a cut-out to take home
- use the cut-out to practise key language from Lesson 4

### Key language:

*Jump! Dance! Shake! Clap!*

*Stamp your feet!*

*How old are you? I'm (seven).*

### Additional language:

*When the music stops... Freeze!*

### Materials and preparation:

Class Book page 45

Activity Book page 67 (cut-out)

CD2: Listenings 15–16

A CD with some fun, lively music (optional)

## 1 Introduction



- Ask the class (L1) to tell you what this unit has been about. Ask them what sort of things people do on their birthday. Has anyone in the class been to a party where there has been dancing?
- Tell the children to open their Class Books at page 45 and demonstrate your instruction. Ask the children (L1) what the mice are doing in the picture. Explain that Spike and Ruby like dancing and that today they are playing a party game with their friends. Tell the children that they are going to learn this game.

## 2 Presentation

- Say *Stand up!* and demonstrate the action. Tell the class to push their chairs under their desks out of the way. Jump up and down and say to the class *Jump!* Then dance and say *Dance!* Go through the other verbs (*Shake! Clap! Stamp your feet!*) in this way with the whole class copying your actions.
- Repeat, but this time say the words without the actions and see if the class can follow your instructions.

## 3 Class game

### Spike says...

- In L1 explain the rules of the game as follows: When you give an instruction beginning with *Spike says...* e.g. *Spike says jump!* the class must follow the instruction. But if you give an instruction without saying *Spike says...* the class must freeze (i.e. stand absolutely still).
- Give a series of instructions, e.g. *Spike says clap. Spike says stamp your feet. Spike says dance. Spike says clap. Jump.* At this point any child who has jumped is 'out' because you didn't say *Spike says...*

## 4 Song



- Explain to the class (L1) that often at children's parties in England a game is played where children dance to music and when the music stops everyone must stand still – or 'freeze'. This game is called *Musical statues*. Tell the class that they are going to play the game to a special song called *The Party Freeze!*
- Play the song straight through so that children can listen and familiarize themselves with the tune.
- Repeat. This time invite the class to do the actions with you, freezing on the word **FREEZE!**
- Play the song again inviting children to join in with the words if they want to.

### 2<sup>15</sup> Audio script

Presenter: Class Book Listening 15. Sing: The party freeze.

Jump, jump, jump to the party music!  
Dance, dance, dance to the party beat!  
Shake, shake, shake to the party music!  
Clap, clap, clap! And stamp your feet!  
But when the music stops,  
When the music stops,  
When the music stops...  
**FREEZE!**

### Teacher tips!

If appropriate, you could use the iTools Digital Classroom Resources to present the song. When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD2 Listening 16).

## 5 Take-home English



- Say *Open your Activity Books at page 67* and write the number on the board.
- Point to one of the badges, the cake and one of the candles and ask *What's this?* for each.
- Show the children how to cut out the badges and the cake, cutting along the dotted lines. Make sure they don't cut the candles off the cake! Then show them how to fold carefully along the fold line, so that each candle can be folded back out of the way. They can then colour the cake, candles, and badges.
- Put your badge cards face down on a table. Ask a volunteer to come to the front of the class. Ask *How old are you?* and indicate to the child to choose a badge card. The child takes a card and replies, e.g. *I'm two*. Fold down six candles on your cake so that two candles are showing, then ask *How many candles on the cake?*
- Repeat with a different volunteer, but this time the class ask the question *How old are you?* and all put the correct number of candles on their cakes.
- If you think the children can manage it, they can now do the activity in pairs.
- The children take their cut-outs home and play the game with their families.

### Teacher tips!

The cut-outs could also be used to practise adding candles to a cake (*One candle... and two candles... three candles,* etc), as in Lesson 5.

If you have more time at the end of the lesson, you could play *Musical statues* with the music that you brought to the lesson. Play the music while the children dance, then stop it at random. When the music stops, the children must 'freeze' like statues. If anyone moves any part of their body, they are 'out'. Continue until you have a winner.

# Lesson 8

## Children will:

- review vocabulary and activities from the unit
- find Rodney and draw the objects he is carrying
- complete a sticker dictionary page

## Key language (revision):

Birthday objects

*Is it a (book)?*

*How old are you? I'm (seven).*

## Materials and preparation:

Activity Book pages 40–41

CD2: Listening 17

Stickers for Unit 5

Flashcards: birthday objects

## 1 Introduction

- Ask the children if they can remember the birthday objects they have learnt in this unit. As they say each word, stick the flashcard on the board.
- Play a quick game with the flashcards, e.g. *Say and remember* (see the Classroom games section, page 104).
- Ask the children to look back at the unit in the Class Book and Activity Book. Talk in L1 about the activities they have done, and ask them which ones they enjoyed most. You might like to have a quick vote to find out the class's favourite song or story, and play the favourite song/story again on the CD.

## 2 Find Rodney



- Say *Open your Activity Books at page 40* and write the number on the board.
- Ask the class to look back through the pages of the unit, find Rodney, and draw and colour the birthday items he is carrying (a balloon, a candle, and a present, on pages 39, 42, and 44). Invite the children to name the objects.

## 3 Evaluation



- Tell the children they are going to try to remember the words that they have learnt in this unit. Tell them to look at the small pictures on page 40 of their Activity Books, underneath the picture of Rodney. Point to the pictures of birthday objects, and ask individual children to say the words.

- Now say the words together as a class. When you have finished, ask the children (L1) if they can say all the words. Tell them to colour the house if they can. If any children are unsure of any of the words, say them again as a class, practising any that are difficult or that children have trouble remembering.
- Now tell the children to look at the second row of pictures. Explain that they are going to hear questions, and they should put a tick if the answer is *Yes* or a cross if the answer is *No*. Play the first question on the audio. Show how there is a tick in the box next to the book. Then play the rest of the audio.
- Check the children's answers by playing the audio again, pausing after each question for children to call out *Yes* or *No*. Let the children correct any answers they got wrong, then tell them to colour the house.
- Finally, tell the children to look at the last three pictures. Explain that the mice are asking each other their ages. Ask the children how we ask this question in English (*How old are you?*). Point to the first picture and ask the class how the mouse wearing the badge would answer this question (*I'm five*). Do the same with the other pictures, then say all the questions and answers with the class. Tell the children to colour the house.
- Praise the children's efforts in this unit. Say *Well done!*

## 2<sup>17</sup> Audio script

Presenter: Activity Book Listening 17. Listen and tick or cross.

One. Is it a book?

Two. Is it a shoe?

Three. Is it a train?

Four. Is it a bag?

Five. Is it a plane?

Six. Is it a doll?

## 4 Sticker dictionary



- Hold up your stickers for Unit 5. Ask the children to look at their own stickers and tell you the names of the birthday items.
- Say *Look at page 41 of your Activity Books and hold up your book*. Ask the children to look at the pictures and tell you where each sticker goes, e.g. What has Daisy got? Has she got the balloon? Encourage them to look for clues in the pictures.
- When the class have found the appropriate places for all the stickers, they can stick them in their books.

### Teacher tips!

You might like to end the lesson and the unit with a flashcard game. See the Classroom games section, pages 103 to 109.

The children can now do the Unit 5 test (see Evaluation Book page 10 and CD2 Listenings 69 and 70). Answer key and audio scripts are on page 16 of the Evaluation Book.

# Party time!

## Children will:

- talk about birthdays
- learn some new vocabulary related to birthdays
- play a party game
- revise some known vocabulary

## Key language:

*Happy birthday!*

*Wow! It's a (plane)!*

*Thank you!*

a dinosaur, grapes, ice cream, a party bag, sandwiches, stickers, sweets.

## Additional language:

*my favourite food/thing*

## Materials and preparation:

Class Book pages 46–47

CD2: Listenings 18–19

A CD with fun party music (for party games)

Before the lesson, make up a parcel for the *Pass the parcel* game. Choose some flashcards of things that would make suitable small presents, e.g. book, pencil, pencil-case, pen, car, plane, drum, badge. Wrap one flashcard in paper and stick the paper down with sticky tape. Then add more layers of paper, putting a flashcard under each layer.

## 1 Introduction

- Talk in L1 about birthdays. Ask the class some questions, e.g. How did you celebrate your last birthday? Was there a party? What happened at the party? What did you eat? Did you play any games?
- You may like to play a flashcard game to revise the birthday vocabulary from Unit 5. (See Classroom games pages 103 to 109).

## 2 A birthday present



- Tell the children to open their Class Books at page 46 and demonstrate your instruction. Point to Anna in the big photo and ask *Who's this?*
- Explain that Anna has gone to her friend Harry's birthday party. Ask them (L1) what they can see in the photo. How many of the birthday objects from Unit 5 can they see? Ask them to say the words in English (*balloons, a cake, candles, a present, a card*).

- Point to the small photos at the bottom of the page and ask *What's this?* for each one (*a plane, a book, a car*). Point to the present in the big photo and ask *What's in the present?* Explain that Anna is giving Harry one of the things in the small photos. Ask the children to guess what it is. Play the audio and let the children check if they were right.
- Let the children role-play giving a present to a friend at their birthday party. Ask two volunteers to come to the front of the class. Ask one of them to pretend that he/she is giving a present to the other child. Give him/her a box or other object to represent the present. Ask the class to decide what the present is (e.g. *a book*). Encourage the first child to say *Happy birthday!* as he/she hands the 'present' over. The other child mimes unwrapping the present and says *Wow! It's a (book)!* *Thank you!* Repeat with other pairs of children and different 'presents'.

## 2<sup>(18)</sup> Audio script

Presenter: Class Book Listening 18. Listen. What's Harry's present?

Anna: This is my friend, Harry. It's Harry's birthday today.  
Happy birthday, Harry! I've got a present for you!

Harry: Ooh, thank you!  
Wow! It's a plane! Thank you, Anna!

## Teacher tip!

If you like, you could provide some real objects (presents) for the class to choose from, and let the children wrap the chosen object loosely in a piece of paper, in order to make the role play more 'real'.

## 3 The birthday party



- Tell the children to look at the big photo on page 47. Explain that all the children have now arrived at the party, and that they are going to have tea. Ask the children (L1) what foods they can see. Can they name any of them in English? Hold up your book and point to the new items, and say the words for the children to repeat (*grapes, sandwiches, ice cream*).
- Now ask the children to look at the small photo. Explain that children who go to birthday parties in Britain often receive a 'party bag' with some small presents in it. Tell them that this is Anna's party bag. Ask the children to tell you (L1) what presents they can see. Encourage them to say the words in English if they know them. As they say words in L1, say the words in English for them to repeat.
- Tell the children they are going to hear Anna talking about the food and the things in her party bag. Tell them to listen carefully and tell you what Anna's favourite food is (*ice cream*). Play the audio.
- Now play the audio again and ask the children to listen and point to the things in the pictures.

## 2<sup>19</sup> Audio script

- Presenter: Class Book Listening 19. Listen. What's Anna's favourite food?
- Anna: Mmmm, look – grapes, cakes, sandwiches, and ice cream!
- Other child: What's your favourite food?
- Anna: Ice cream!
- Anna: What's in my party bag? Sweets... a pen... stickers... and a green dinosaur!
- Other child: What's your favourite thing?
- Anna: Er... the stickers. I love stickers!

## 4 A party game

### Pass the parcel



- Ask the children (L1) if they play games at birthday parties. What games do they play?
- Tell the children to look at the photos at the bottom of page 47. Explain that Harry is playing a party game with his friends. Talk about the photos in L1. What do the children think is happening?
- Tell the children you are going to play the game as a class. Take the parcel that you prepared before the lesson and ask the children to sit in a circle on the floor. Demonstrate the game.
- Play the music and ask the children to pass the parcel around the circle. Stop the music. The child who has got the parcel must try to guess what is inside e.g. *Is it a (pencil)?* Undo the wrapping and check if the guess was correct. Explain that at a party, there is usually a sweet or small present under each layer of paper. You are going to pretend that the flashcards are presents. Encourage the child to show the flashcard to the class and say *It's a (pencil)!*
- Continue in the same way, starting and stopping the music, making sure a different child gets the parcel each time until all the layers have been unwrapped.

### Teacher tip!

If you have more time at the end of the lesson, you could play *Musical statues* (see Unit 5, page 70).

# 6 Bathtime!

## Learning outcomes

- 1 Identify six bathroom objects
- 2 Ask and answer questions with *Can you...?*
- 3 Talk about routine bathroom actions
- 4 Describe temperature using *hot, warm, and cold*
- 5 Follow and understand two simple stories
- 6 Join in with three songs (do the actions and/or sing some of the words)
- 7 Participate in games and activities

## Lesson 1

### Children will:

- learn some vocabulary related to bathtime
- sing a song
- play a class game

### Key language:

*a hairbrush a toothbrush soap shampoo a towel a duck*  
*Here's your (hairbrush).*

### Additional language:

*the bathroom*  
*Bathtime fun*  
*Splish! Splosh!*  
*Quack! Quack! Quack!*

### Materials and preparation:

Class Book pages 48–49  
Activity Book page 42  
CD2: Listenings 20–24  
Flashcards: hairbrush toothbrush soap shampoo towel duck; Polly Jack  
*Happy House* poster (optional)  
The following objects (optional): a hairbrush, a toothbrush, a towel, a plastic duck, a bar of soap, a bottle of shampoo

## 1 Introduction



- If you have brought the bathroom objects to the lesson, hold them up one by one and say *Look! A (hairbrush),* etc. (If you don't have objects, use the flashcards instead). Ask the class (L1) which room they think they are going to be in for this lesson. Teach *in the bathroom.* Refer to the *Happy House* poster (or pages 2–3 of the Class Book) and invite the class to find the bathroom.

## 2 Presentation



- Use the flashcards to teach the vocabulary items.
- Hand out a flashcard to six members of the class. Ask the children with the flashcards to stand around the edge of the room. Say *Listen and point.* Say each of the bathroom objects and as you do so point to the correct flashcard while the class do the same.
- Repeat, but now the class point without your help.
- Say *Open your Class Books at pages 48 and 49,* demonstrating your instruction. Invite the class to find all the bathroom objects in the picture. Ask *Can you see (a toothbrush)? Where's (the soap)?* etc.
- Say *Listen and point* and play the audio as the children listen, point, and say the words in the usual way.

### 2<sup>20</sup> Audio script

Presenter: Unit 6. Bathtime!

Class Book Listening 20. Listen and point.

A hairbrush. A toothbrush. Soap. Shampoo. A towel.  
A duck.

Presenter: Listen and say.

A hairbrush. A toothbrush. Soap. Shampoo. A towel.  
A duck.

## 3 Listening and song



- Ask individual children to place the bathtime objects (or flashcards) round the classroom while you look away.
- Ask *Where's my (toothbrush)?* Invite a volunteer to bring you the toothbrush and say *Here's your (toothbrush)!*
- Repeat with the other objects/flashcards.
- Place the flashcards of Polly and Jack on either side of the board, some distance apart. Play Listening 21 and ask the children to look at their books and decide whether Polly or Jack gives Daisy each of the bathroom objects.
- Invite the class to place the flashcards under either Polly or Jack as appropriate.

- Play the song (Listening 22), pointing to each of the flashcards as the words are sung. Explain the meaning of *Splish! Splosh!* (the noise of the water) and *Bathtime fun!*
- Play the song again and encourage the children to join in with *Splish! Splosh!* and *Quack! Quack! Quack!*
- Repeat, inviting the class to join in as you point to each of the flashcards.
- Repeat several times, each time turning over one of the flashcards so that eventually the class is singing the song from memory.

## 2<sup>(21)</sup> Audio script

Presenter: Class Book Listening 21. Listen.

- Polly: Here's your hairbrush, Daisy, and your toothbrush.  
 Jack: And here's your soap... and your shampoo... and your blue towel.  
 Daisy: (*baby talk*)  
 Jack: Oh yes, and your duck!  
 Daisy: Kack! Kack!  
 Polly: That's right, Daisy! Quack! Quack!

## 2<sup>(22)</sup> Audio script

Presenter: Class Book Listening 22. Now sing: The bathtime song.

- Polly: Here's your hairbrush, hairbrush, hairbrush,  
 Chorus: Bathtime fun. Splish, splosh.
- Polly: Here's your toothbrush, toothbrush, toothbrush,  
 Chorus: Bathtime fun. Splish, splosh.
- Jack: Here's your soap and your shampoo,  
 Chorus: Bathtime fun. Splish, splosh.
- Jack: Here's your towel and here's your duck,  
 Chorus: Bathtime fun. Quack! Quack! Quack!

### Teacher tips!

If appropriate, you could use the iTools Digital Classroom Resources to present the vocabulary and song. When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD2 Listening 23).

## 4 Practice



- Say *Open your Activity Books at page 42* and demonstrate your instruction. Point to the small pictures at the top of the page and ask *What's this?* for each one.
- Tell the children to listen to the CD and colour the objects to match the descriptions they hear. Play the audio, pausing after each phrase to allow the children to colour the pictures.

- When they have finished, check they have coloured the pictures correctly by asking *What colour's the (towel)?* etc.
- Tell the children to look at the big picture. Explain that they should find each object in the big picture, and colour it the same colour as the corresponding small picture at the top of the page. Ask *Where's the towel?* and let the children find it in the big picture. Say, as you point at the small picture in your book, *This towel is red.* Then, pointing to the towel in the large picture, *Colour this towel red, too.* Repeat with another example if necessary.
- Let the children work quietly on their own to complete the activity.

## 2<sup>(24)</sup> Audio script

Presenter: Activity Book Listening 24. Listen and colour.

- A red towel.
- Green shampoo.
- A yellow duck.
- Pink soap.
- An orange hairbrush.
- A blue toothbrush.

## 5 Class game

### Quack! Quack!

- Demonstrate the mimes children will need to do to play the game. Say a bathroom object, e.g. *toothbrush*, then mime brushing your teeth. Do the same for the other objects, saving the duck until last. For this hold your clenched hands level with your chest and flap your arms against your sides, saying *Quack! Quack! Quack!*
- Tell the class to stand up and copy the mimes after you.
- Explain the game (L1). Each member of the class chooses one of the six mimes. You then select a flashcard at random. If, for example, the flashcard shows the shampoo, all those children miming washing their hair continue the game while the rest of the class are 'out'.
- Repeat until there is only one child still 'in'. He or she is the winner.

### Teacher tip!

At this stage you might feel it is appropriate for some children to do Reinforcement activity 6 (Teacher's Resource Book page 13). This can be done at any time after this lesson. See notes on Teacher's Resource Book page 28.

# Lesson 2

## Children will:

- follow a story
- act out the story
- talk about what they can see in the classroom

## Key language:

Can you...?

Yes, I can.

No, I can't.

## Additional language:

Can you see me?

Can you climb up?

Where are you?

Are you OK?

Wait a minute.

You're welcome.

## Materials and preparation:

Class Book page 50

Activity Book page 43

CD2: Listening 25

Unit 6 storycards

Masks of Spike and Ruby (optional)

Puppets of Spike and Ruby (optional)

Prop for Classroom theatre: a plastic duck

A photocopy of Teacher's Resource Book page 26 for each child (optional)

## 1 Introduction

- Set the scene for the lesson. In L1, but using as much English as possible, ask the class: *Where were we in the last lesson? What were the children doing? What 'bathroom words' did we learn?*
- Explain that we are still in the bathroom, but now the children aren't there! Invite the class to suggest who might be in the story. Who else was in the bathroom? Look back at pages 48 and 49 of the Class Book. Say *Can you see Spike and Ruby?*

## 2 Story



- Tell the class that they are going to hear a story about Spike and Ruby.
- Present the story in the usual way, using the storycards.
- Say *Open your Class Books at page 50*, demonstrating your instruction. Play the audio straight through while the children follow the story in their books.

## 2<sup>(25)</sup> Audio script

Presenter: Class Book Listening 25. Listen to the story.

### Frame 1

Spike: Coo-ee! Ruby! Can you see me?

Ruby: No! Where are you, Spike?

### Frame 2

Spike: Here I am! Ooops... Aaaargh!

Ruby: Oh, Spike!

### Frame 3

Ruby: Are you OK?

Spike: Yes!

### Frame 4

Ruby: Can you climb up?

Spike: No, I can't!

### Frame 5

Ruby: OK. Wait a minute.

### Frame 6

Spike: Thank you, Ruby!

Ruby: You're welcome!

## Teacher tips!

If appropriate, you could use the iTools Digital Classroom Resources to present the story.

On page 22 of the Teacher's Resource Book, you will find a cut-out version of the frames from this story, which can be used to make story books or for various other activities. See page 29 of the Teacher's Resource Book for instructions on how to make the books.

## 3 Classroom theatre

- Arrange the 'set' at the front of the class. You could use three chairs as the edge of the bath, with the plastic duck and a box to represent the tap on the middle chair. Spike and Ruby stand on the chairs with the 'tap' and the duck between them.
- Explain to the class that they are going to listen to the story again and do the actions. Ask the children *Who wants to be Spike/Ruby?* If you like, give the children the appropriate masks or puppets to use. Encourage the rest of the class to follow in their books.
- Before each frame, remind the actors what the characters are doing and ask the rest of the class to help you.

Frame 1: Spike and Ruby are standing on the edge of the bath. Spike is hiding behind the duck and the tap. Ruby is looking for Spike.

Frame 2: Spike and the duck fall into the bath (the child taking the part of Spike jumps off the 'bath' and falls onto the floor with the duck).

Frame 3: Ruby looks anxiously down at Spike in the bottom of the bath.

Frame 4: Spike reaches up and tries to climb out of the bath.

Frame 5: Ruby turns on the tap.

Frame 6: Spike sits on the duck and rises to the surface (for this the child could gradually stand up from a crouching position).

- Change groups. As the children hear the story repeated, some of them may pick up some/all of the words. Encourage them to use the language if they can, but do not insist on it.

### Teacher tip!

If the children playing Spike and Ruby use the puppets rather than the masks, you can use something smaller to represent the bath, e.g. some thick books standing up on end. Make sure the rest of the class can see what is happening inside the 'bath'.

## 4 Practice



- Say *Open your Activity Books at page 43* and demonstrate your instruction.
- Hold up your book and point to each picture in turn, asking *What's this?* to review the vocabulary.
- Say *Look* and use a gesture to show that you want children to look around the classroom. Ask *Can you see a shoe?* Explain the meaning of the question if necessary. When they answer *Yes*, hold up your book and put a tick in the box next to the shoe. Then ask about something that you don't have in the classroom: e.g. *Can you see a balloon?* When they answer *No*, put a cross in the box next to the balloon picture in your book.
- Let the children work quietly to finish the activity, putting ticks and crosses to show whether they can see the objects in the classroom.
- When they have finished, check their answers. Ask confident volunteers to ask *Can you see a (doll)?* etc. and let the class answer *Yes* or *No*.

## Reinforcement (optional)

- Play a memory game in pairs, to review the bathroom vocabulary.
- Give each child a photocopy of the cut-out picture cards (from the top half of page 26 of the Teacher's Resource Book). Tell the children to cut out the cards.
- Child A places a card on the desk in front of him/her, says what it is and turns it over. Child B repeats the process with another card. Child A then adds a third card and the children say the names of all three items. They continue together until they have six cards face down on the desk.
- Child A tries to say the sequence of the six cards. If he/she does it correctly, he/she gets a point. If he/she makes a mistake, child B gets a point.

### Teacher tip!

To give the children further practice and consolidate the language of the unit you may wish, at this stage or later, to use some of the games and activities specifically designed for this purpose (see the Classroom games section, pages 103 to 109).

## Lesson 3

### Children will:

- talk about what they can see in pictures
- draw a bathroom object that belongs to them
- play a class game

### Key language:

*Can you see a (book)?*  
*Yes, I can.*  
*No, I can't.*

### Additional language:

*Can you do this?*

### Materials and preparation:

Class Book page 51  
 Activity Book page 44  
 CD2: Listening 26  
 Flashcards: bathroom objects

## 1 Introduction

- Play a game with the bathroom flashcards to review the vocabulary, e.g. Say the word (see the Classroom games section, page 103).

## 2 Presentation and practice



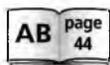
- Say *Open your Class Books at page 51* and demonstrate your instruction.
- Tell the children to look at the small pictures at the top of the page. Point to each one, asking *What's this?*
- Explain that the children are going to hear Spike and Ruby asking about these objects. The children should point to the little picture at the top of the page, then point to the object in the big picture (where applicable). Say *Listen and point* and play the first question and answer on the audio. Make sure the children understand what they should do, then play the rest of the audio, pausing after each question and answer to give children time to find the objects and point to them.
- Ask the class *Can you see a book?* and let them look at the big picture. When they say *Yes*, model the answer *Yes, I can* for them to repeat. Then ask *Can you see a pencil?* Model the answer *No, I can't* for them to repeat. Ask more questions at random. When children answer the questions, practise the answers as a class.
- Finally, put some flashcards on the board, including some things that are in the classroom and some things that aren't. Let confident volunteers ask individual children *Can you see a (pencil-case)?* etc.

## 2<sup>26</sup> Audio script

Presenter: Class Book Listening 26. Listen and point.

- Spike: Can you see a door, Ruby?  
Ruby: Yes, I can...  
Can you see a pencil, Spike?  
Spike: Um... no, I can't.  
Can you see a cake?  
Ruby: Yes, I can!  
Can you see a window?  
Spike: A window? No... no, I can't.  
Can you see a pencil-case?  
Ruby: Hmm... no, I can't.  
Can you see a toothbrush?  
Spike: A toothbrush? Yes, I can! Yes! Look!  
OK, Ruby, can you see a book?  
Ruby: Yes, I can!  
And can you see a hairbrush?  
Spike: Yes, I can!

## 3 About me!



- Tell the children to look at page 44 of their Activity Books. Hold up your book and point to the *About me!* activity. Explain that children should draw a bathroom object that belongs to them.
- When children have finished drawing, encourage them to hold up their books and say *This is my (shampoo) etc.*

## 4 Class game

### Copy cats!

- Say *Stand up!* and demonstrate your instruction.
- Do an action, e.g. put your hands on your head and ask an individual pupil *Can you do this, (Juan)?* Invite the child to copy your action and answer *Yes, I can.*
- Choose another pupil. This time do two actions, the one you have just done followed by another, e.g. put your hands on your head and stamp your feet. Again ask *Can you do this, (Isabel)?*
- Continue in this way, adding another action each time until a child makes a mistake, and then start again. Once the class have got the idea of the game, invite children to take over from you and do the actions for their classmates to copy.

### Teacher tip!

At this stage you might feel it is appropriate for some children to do Extension activity 6 (Teacher's Resource Book page 14). This can be done at any time after this lesson. See notes on Teacher's Resource Book page 29.

# Lesson 4

### Children will:

- review bathroom vocabulary
- talk about actions they do in the bathroom every day
- sing a song
- play a class game

### Key language:

*I wash my hands/face.*

*I brush my teeth/hair.*

### Additional language:

*It's morning!*

*every day*

*Then I'm clean and tidy.*

### Materials and preparation:

Class Book page 52

Activity Book page 45

CD2: Listeners 27–30

Flashcards: bathroom objects; Jack Polly Spike Ruby; six other known vocabulary items

*Happy House* poster

A photocopy of Teacher's Resource Book page 26 for each child (optional)

## 1 Introduction

- Ask the children if they can remember which room of *Happy House* we are in. Invite a child to come to the front, point to the correct room on the poster and say *in the bathroom.*
- Play a short warm-up game with the class to review the bathroom vocabulary from Lesson 1. On the board place the twelve flashcards, face down, of the six bathroom items and six others. Position the flashcards at random in the centre part of the board.
- Divide the class into two teams, *Spike's team* and *Ruby's team*. Place the flashcards of Spike and Ruby face up on either side of the board.
- Choose a member of Spike's team to start. Invite him/her to come to the front and choose a card. Ask *What's this? Is it a bathroom object?* If the team has chosen a bathroom object, the card is placed face up under the flashcard of Spike; if not, the card is turned face down again and repositioned on the board.
- Ruby's team then chooses a card in the same way. The game ends when all six bathroom objects have been found. The team with the most flashcards of bathroom objects is the winner.

## 2 Presentation



- Say *Open your Class Books at page 52* and demonstrate your instruction. Talk about the pictures (L1). Who can they see? Where are they? What are they doing? What time of day is it? (morning). Teach the word *morning*.
- Mime each of the actions in the song as you say *I wash my face*, etc.
- Say each of the sentences again and this time the children mime the actions with you.

## 3 Listening and song



- Place the flashcards of Jack and Polly on the wall at different sides of the room. Play Listening 27 as the children listen and point to the character who is speaking.
- Play the song (Listening 28) while the children listen and point to Jack or Polly doing each of the activities in the Class Book.
- Explain the meaning of *every day* and *I'm clean and tidy*. Play the song again, and this time invite the class to mime the actions with you as they listen.
- Repeat as necessary, encouraging the class to join in with any parts of the song they remember as they mime the actions.

### 2<sup>(27)</sup> Audio script

Presenter: Class Book Listening 27. Listen.

#### Frame 1

Jack: It's morning! Every day I wash my hands.  
Polly: And I wash my face.

#### Frame 2

Jack: I brush my teeth...  
Polly: And I brush my hair.  
Jack: And then I'm clean and tidy!  
Polly: And I'm clean and tidy too!  
Otto: Miaow!

#### Frame 3

Mum: Polly! Jack!  
Polly and Jack: Coming, Mum!

### 2<sup>(28)</sup> Audio script

Presenter: Class Book Listening 28. Now sing: I wash my hands.

Every day I wash my hands,  
Wash my hands, wash my hands.  
Every day I wash my hands,  
Then I'm clean and tidy!  
Every day I wash my face,  
Wash my face, wash my face.  
Every day I wash my face,  
Then I'm clean and tidy!

Every day I brush my teeth,  
Brush my teeth, brush my teeth.  
Every day I brush my teeth,  
Then I'm clean and tidy!

Every day I brush my hair,  
Brush my hair, brush my hair.  
Every day I brush my hair,  
Then I'm clean and tidy!

### Teacher tips!

If appropriate, you could use the iTools Digital Classroom Resources to present the song. When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD2 Listening 29).

## 4 Practice



- Tell the children to open their Activity Books at page 45 and demonstrate your instruction. Look at the pictures with the children.
- Explain to the children that they should listen to Jack talking and find the picture, and write the number next to the picture. Play the first example on the audio and show the children how a '1' has been written in the box next to the picture of Jack washing his hands. Play the rest of the audio for the children to add the numbers 2–5.
- When they have finished, ask *What's number (two)?* and invite a volunteer to say the correct sentence (e.g. *I wash my face*). Repeat pictures/sentences 3–5 in turn. Encourage the children to check their answers.

### 2<sup>(30)</sup> Audio script

Presenter: Activity Book Listening 30. Listen and write the numbers.

Presenter: One.  
Jack: Every day I wash my hands.

Presenter: Two.  
Jack: Then I wash my face.

Presenter: Three.  
Jack: I put on my T-shirt, my jeans, my socks, and my shoes.

Presenter: Four.  
Jack: Then I brush my hair.

Presenter: Five.  
Jack: And I brush my teeth.

Presenter: Six.  
Jack: Then I'm clean and tidy!

# 5 Class game

## Action game

- Do the actions from the song again, as you say *I wash my face*, etc. Continue saying the sentences and doing the actions at random, encouraging the children to join in with the actions.
- Continue saying the sentences, but stop doing the actions. The children do the actions without your help.
- Now explain that you are going to try to catch them out. Continue saying the sentences, but do the wrong actions. The children must do the actions for what you are saying and ignore the actions that you do.
- When a child does the wrong action, he/she is 'out'. Continue until you have a winner.

## Reinforcement (optional)

- Practise word order in the phrase *a (green) (toothbrush)*, etc.
- If the children haven't already got the cut-out picture cards, give each child a photocopy of the top half of page 26 of the Teacher's Resource Book and tell them to cut out the cards.
- Tell the children to colour the objects six different colours, choosing from red, yellow, green, blue, orange, and pink.
- Ask one of the children to give you his/her toothbrush card. Put it behind your back so the class can't see it and ask *What colour's this toothbrush?*
- Let the class guess *It's a green toothbrush*, etc.
- The child who guesses correctly can come to the front and take your place. Continue with other bathroom objects, taking a card from a different child each time.

## Extension (optional)

- Let the class play the above game with their cut-out picture cards (coloured in six different colours), but let them ask *Is it...?* and answer *Yes* or *No*.
- Divide the class into two teams. A child from team A selects a cut-out card and puts it behind his/her back, saying, e.g. *It's a hairbrush* or *It's shampoo*. The first child from team B asks him/her a question, e.g. *Is it a green hairbrush?* or *Is it red shampoo?* The child from team A answers *Yes* or *No*. If the answer is correct, team B scores a point.

# Lesson 5

## Children will:

- describe temperature using hot, warm, and cold
- be aware of when water is hot, warm or cold
- play a class game

## Key language:

*hot warm cold*

*It's (hot).*

## Materials and preparation:

Class Book page 53

Activity Book page 46

CD2: Listening 31

A thimble or other small object (for the Class game)

## 1 Introduction/Presentation

- Explain that today you are going to talk about temperature. Ask the children to tell you (L1) what words they use to describe temperature. Use mimes to prompt them: for *hot*, pretend to touch something then quickly move your hand away as if it burned you; for *cold*, wrap your arms around yourself and shiver; for *warm*, smile and look comfortable. As they say the words in L1, say them in English for them to repeat.
- Ask the children what the temperature is like outside today. Encourage them to answer you with an English word: *hot*, *cold* or *warm*.

## 2 Cross-curricular activity



- Say *Open your Class Books at page 53* and demonstrate your instruction. Tell the children to look at the pictures. Tell them to listen to Spike and point to the correct pictures at the top of the page. Play the first part of the audio (Spike's first three lines). Ask the children what the temperature is like in Spike's bath (*warm*). Ask them to tell you (L1) how you make warm water (by mixing hot water and cold water together). Ask the class in L1 how we know which tap is hot and which tap is cold.
- Now look at the pictures numbered 1–6. Play the audio while children listen and point to each of the pictures in turn. Play the audio again. This time children listen and say *It's cold/warm/hot*. Point to each of the pictures and practise saying the sentences without the audio. You can do this with the whole class and then with individual children.

## 2 <sup>31</sup> Audio script

Presenter: Class Book Listening 31. Listen and point.

Spike: Ow! It's hot!  
Brrr! It's cold!  
Mmmm! It's warm!

Presenter: One.  
Spike: It's cold.

Presenter: Two.  
Spike: It's warm.

Presenter: Three.  
Ruby: It's cold.

Presenter: Four.  
Mrs Mouse: It's hot.

Presenter: Five.  
Ruby: It's warm.

Presenter: Six.  
Mrs Mouse: It's cold.

### Teacher tip!

Encourage the children to talk about temperature in L1. Ask them why we use cold water to water flowers? Ask the class if they ever have cold showers? What happens if the water in the shower is too hot? Can you cook things with cold water? What other things do we use hot water to make? (Tea and coffee). Can the children think of other uses of warm and cold water?

## 3 Cross-curricular practice



- Draw three big drops of water in a row on the board (like the ones on page 46 of the Activity Book). Colour the first one red and say *It's hot*. Colour the third one blue and say *It's cold*. Ask the children (L1) what you get if you mix hot and cold water together (warm water). Ask them what you get if you mix red and blue together (purple). Colour the middle water drop purple.
- Explain that they are going to do an activity where red means hot, blue means cold, and purple means warm.
- Say *Open your Activity Books at page 46* and demonstrate your instruction. Ask the children to look at the pictures. Explain that they should decide whether the water in each picture is hot, warm or cold, and colour the water drop accordingly. Do the first one with them as an example, then leave them to complete the activity quietly on their own.
- When they have finished, check their answers. Say *Number (one)* etc, and ask a volunteer to say *hot, cold or warm*.

## 4 Class game

### Hunt the thimble

- Hold up a thimble (or you could use any small object, preferably one the children know, e.g. a toothbrush) and explain to the class that you are going to play a game that English children often play at parties. Explain (L1) that you will send one of the children out of the room while you hide the object (it shouldn't actually be placed out of sight). The child must then look around and try to find it. When he/she comes back into the classroom say *Where's the (thimble)?* To help him/her, the rest of the class say *Hot!* when he/she is close to the object, *Warm!* when he/she is quite close, and *Cold!* when he/she moves away.
- When the object has been found, invite another member of the class to leave the room while the child who found it hides it again. Play the game as often as you like.

## Lesson 6

### Children will:

- review 'bathroom actions'
- follow a story
- act out the story
- do a matching puzzle
- play a class game

### Key language:

*Wash your (hands).*  
*Dry your (hands).*  
*Brush your (hair).*

### Additional language:

*Good girl!*  
*That's better.*

### Materials and preparation:

Class Book page 54  
Activity Book page 47  
CD2: Listening 32  
Flashcards: Spike Ruby  
Prop for Classroom theatre: a towel (optional)

## 1 Introduction

- Introduce the lesson by asking children around the class (L1) what 'bathroom actions' they can remember from Lesson 4 (*I wash my hands/face, I brush my teeth/hair*).
- Let volunteers choose an action and mime it for their classmates to guess.

## 2 Story



- Say *Open your books at page 54*. Give the children a few minutes to look at the pictures, then see if they can tell you the story (L1).
- Play the story straight through while the children follow the pictures in their books.
- Ask questions (L1) to check understanding:

Frame 1: What's the matter?

Frame 2: Where is Polly taking Daisy?

Frame 3: What is Polly doing?

Frame 4: What is she washing now? Does Daisy like it?

Frame 5: What is Polly doing now?

Frame 6: Is Daisy still covered in chocolate? Why is Mum surprised?

### 2 <sup>32</sup> Audio script

Presenter: Class Book Listening 32. Listen to the story.

#### Frame 1

Polly: Oh, Daisy! Look at your hands! And your face!  
Oh, yuck!

Daisy: *(baby talk)*

#### Frame 2

Polly: Come on, Daisy!

Daisy: *(baby talk)*

#### Frame 3

Polly: Wash your hands... good girl!

Daisy: *(baby talk)*

#### Frame 4

Polly: Now, wash your face!

Daisy: Waaah!

#### Frame 5

Polly: Now dry your hands! That's better!

#### Frame 6

Polly: Oh! Here's Mum!

Mum: Oh, Polly!

Daisy: *(baby talk)*

### Teacher tip!

If appropriate, you could use the iTools Digital Classroom Resources to present the story.

## 3 Classroom theatre

- If possible, use a real towel.
- Invite three members of the class to come to the front and take the parts of Polly, Daisy, and Mum. Explain to the rest of the class that they must help to direct the classroom theatre in the usual way.
- Play the story again, stopping at the beginning of each frame to discuss with the class (L1) what the actors should be doing, as follows:

Frame 1: Daisy is sitting on the floor. Polly enters and puts her hand to her head in dismay.

Frame 2: Polly takes Daisy to the bathroom.

Frame 3: Polly washes Daisy's hands.

Frame 4: Polly washes Daisy's face. Daisy protests.

Frame 5: Polly dries Daisy's hands.

Frame 6: Mum enters and throws up her hands in dismay when she sees Polly covered in chocolate.

- Play the story straight through for the children to mime.
- Repeat with other volunteer actors.

## 4 Matching puzzle



- Say *Open your Activity Books at page 47* and demonstrate your instruction.
- Match the first two pictures with the class to demonstrate the activity. Then give the children a couple of minutes to match the remaining pictures.
- Invite the children to suggest to you what the characters with speech bubbles are saying each time, and to whom.

Answers

1 Dad: Wash your hands, Jack!

2 Polly: Brush your hair, Jack!

3 Jack: Wash your face, Daisy!

4 Mum: Dry your hair, Polly!

## 5 Class game

### Spike says... Ruby says...

- Play a variation of the game *Spike says...* (see Unit 5, Lesson 7).
- Begin by reviewing some simple known instructions for the whole class to follow or mime, e.g. *Stand up. Sit down. Brush your hair. Point to...* etc.
- Explain to the class that you are going to play a game. Place the flashcards of Spike and Ruby on the board. Explain (L1) that if Spike gives an instruction they must do it but if Ruby gives an instruction they must not. Demonstrate the game with a couple of examples. Say e.g. *Spike says: Stand up. Spike says: Brush your teeth! Ruby says: Sit down!* At this point any child who sits down is 'out'.
- Increase the pace to make the game more fun. Continue until all the class are out.

# Lesson 7

## Children will:

- sing an action song
- make a cut-out to take home
- use the cut-out to practise key language from unit 6

## Key language:

Can you...?

...click your fingers

...touch your toes

...wink your eye

...see your nose

Can you do this?

## Additional language:

*I can do anything, what about you?  
just like you*

## Materials and preparation:

Class Book page 55

Activity Book page 69 (cut-out)

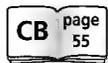
CD2: Listeners 33–34

A photocopy of Teacher's Resource Book page 26 for each child (optional)

## 1 Introduction

- Remind the class of the question *Can you do this?* by playing the *Copy cats!* game from Lesson 3.

## 2 Presentation



- Introduce the new actions for the lesson. Ask *Can you click your fingers?* as you demonstrate. Repeat for each of the actions in the song and encourage the children to copy you and to answer *Yes, I can*.
- Say *Open your Class Books at page 55*. Hold up your book and point to each of the pictures. Ask the class (L1) to tell you what they think Spike is saying in the first picture – and what Ruby's reply is. Confirm that Spike is asking *Can you click your fingers?* and Ruby is saying *Yes, I can*.
- Go through the rest of the pictures in the same way.
- Say to the class *Listen. I'm Spike*. Demonstrate one of the actions and ask e.g. *Can you wink your eye?* Then ask the class to show you the picture where Spike is asking the question. Do the same with the other pictures.
- Repeat, but this time ask the questions without doing the actions. The children do the appropriate actions.
- Ask children around the class if they can do the actions and encourage them to answer *Yes, I can* or *No, I can't*. Encourage pupils to ask their friends around the class the same questions.

## 3 Song



- Play the song straight through while the children listen and look at the pictures in their books.
- Divide the class into two groups, *Spike's group* and *Ruby's group*, and play the song again. One half of the class sings Spike's questions while performing the actions, and the other half replies with Ruby's answers. If you feel the class can cope with the additional language, the whole class could sing the chorus: *I can do anything...*
- Change round the groups so that everyone has a chance to both ask the questions and give the answers.

## 2<sup>33</sup> Audio script

Presenter: Class Book Listening 33. Sing: I can do anything.

Spike: I can do anything, anything, anything!  
I can do anything. What about you?

Spike: Can you click your fingers?

Ruby: Yes, I can!

Spike: Can you touch your toes?

Ruby: Yes, I can!

Spike: I can do anything, anything, anything!  
I can do anything. What about you?

Spike: Can you wink your eye?

Ruby: Yes, I can!

Spike: Can you see your nose?

Ruby: Yes, I can!

Ruby: I can do anything, anything, anything!  
I can do anything, just like you!

### Teacher tips!

You might like to use the mouse puppets as a prompt for the groups. Hold one in each hand, and lift up the one who is singing.

If appropriate, you could use the iTools Digital Classroom Resources to present the song.

When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD2 Listening 34).

## 4 Take-home English



- Say *Open your Activity Books at page 69* and write the number on the board.
- Hold up your questionnaire. Choose a volunteer to help you demonstrate the activity. Write his/her name at the top of the first column. Hold up your book and point to the first picture. Ask your volunteer *Can you do this? Can you wink your eye? Wink your eye to reinforce the meaning of the question. He/She answers Yes or No. Put a tick or cross in the first box, as appropriate.*
- Do the same with the other pictures, asking *Can you do this?* for each one, followed by the appropriate question from the song (*Can you touch your toes? Can you click your fingers? Can you see your nose?*).
- Practise the question *Can you do this?* with the children. Then point to each picture in turn and see if the children can remember the appropriate question from the song.
- Let the children ask you the questions. First show them how to write your name at the top of the first column. Then choose volunteers to ask you the questions (they can choose whether to ask the questions from the song, or *Can you do this?*). Show the class how to put a tick or cross in each box as appropriate. Check that they have done so correctly.
- The children take their surveys home and choose two people to ask. They should write the people's names at the top of the second and third columns and then record their answers underneath.
- Tell the children to bring their completed questionnaires to the next English lesson.

## Extension (optional)

- Play a *Bingo* game to practise the written form of the bathroom vocabulary. If the children haven't already got the cut-out word cards, give each child a photocopy of the bottom half of page 26 of the Teacher's Resource Book and tell the children to cut out the cards.
- Draw a simple 2 x 2 grid on the board and ask the children to copy it, making sure each square is big enough to hold a word card.
- Quickly review the words by saying *Show me the word (duck) etc.*
- Tell the children to choose four word cards and place each word on a square of their *Bingo* card. Randomly select a bathroom flashcard and say the word. If a child has this word on his/her *Bingo* card, he/she can turn it over.
- The first child to turn over all four cards is the winner. He/She calls out *Bingo!* He/She can then come to the front and choose the flashcards at random and say the words.

## Lesson 8

### Children will:

- review vocabulary and activities from the unit
- find Rodney and draw the objects he is carrying
- complete a sticker dictionary page

### Key language (revision):

Bathroom objects

*I brush my teeth/hair.*

*I wash my face/hands.*

*Can you touch your toes/click your fingers?*

*Yes, I can. No, I can't.*

### Materials and preparation:

Activity Book pages 48–49

CD2: Listening 35

Stickers for Unit 6

Flashcards: bathroom objects

## 1 Introduction

- Invite children to show their completed questionnaires from last lesson. Ask questions, e.g. *Can your mum/sister click her fingers?* Demonstrate your questions with actions to remind children of the meaning if necessary. Invite children to answer simply *Yes* or *No*.
- Ask the children if they can remember the bathroom objects they have learnt in this unit. As they say each word, stick the flashcard on the board.
- Play a quick game to review the vocabulary, e.g. *Miming game* (see the Classroom games section, page 104).
- Ask the children to look back at the unit in the Class Book and Activity Book. Talk in L1 about the activities they have done, and ask them which ones they enjoyed most. You might like to have a quick vote to find out the class's favourite song or story, and play the favourite song/story again on the CD.

## 2 Find Rodney



- Say *Open your Activity Books at page 48* and write the number on the board.
- Ask the class to look back through the pages of the unit in the Class Book, find Rodney, and draw and colour the items he is carrying (soap, a hairbrush and a towel, on pages 49, 52 and 54). Invite them to name the objects.

## 3 Evaluation



- Tell the children they are going to try to remember the words that they have learnt in this unit. Tell them to look at the small pictures on page 48 of their Activity Books, underneath the picture of Rodney. Point to the pictures

of bathroom objects, and ask individual children to say the words.

- Now say the words together as a class. When you have finished, ask the children (L1) if they can say all the words. Tell them to colour the house if they can. If any children are unsure of any of the words, say them again as a class, practising any that are difficult or that children have trouble remembering.
- Now tell the children to look at the second row of pictures. Explain in L1 that they are going to hear Spike and Ruby talking about 'bathroom actions'. Tell them to listen carefully and write each number next to the correct picture. Play the audio, repeating if necessary.
- Check the children's answers by saying the sentences for the pictures in the order in which they appear on the page, and letting children tell you the numbers.
- Finally, tell the children to look at the last two pictures. Explain that the mice are asking each other questions with *Can you...?* For each picture, ask them to suggest what questions the first mouse is asking, and what the second mouse is replying (*Can you touch your toes? No, I can't. Can you click your fingers? Yes, I can.*). Say the questions and answers with the class. Tell the children to colour the house.
- Praise the children's efforts in this unit. Say *Well done!*

### Teacher tips!

You might like to end the lesson and the unit with a flashcard game. See the Classroom games section, pages 103 to 109.

The children can now do the Unit 6 test (see Evaluation Book page 11 and CD2 Listenings 71 and 72). Answer key and audio scripts are on page 16 of the Evaluation Book.

### 2<sup>35</sup> Audio script

Presenter: Activity Book Listening 35. Listen and write the numbers.

Presenter: One.

Ruby: Every day, I wash my hands.

Presenter: Two.

Spike: Every day, I wash my face.

Presenter: Three.

Ruby: I brush my hair.

Presenter: Four.

Spike: And I brush my teeth.

## 4 Sticker dictionary



- Hold up your stickers for Unit 6 and ask the class to find their own stickers and tell you what bathtime objects they can see.
- Say *Now look at page 49 of your Activity Books. Ask What has Dad got? What has Jack got? etc.*
- When the class have identified the correct places for all the bathroom objects, they can stick the stickers into their books.

# 7 Animal friends

## Learning outcomes

- 1 Identify six animals
- 2 Ask and answer questions with *Do you like...?*
- 3 Use the prepositions *in* and *on*
- 4 Say where animals live (*on land* or *in water*)
- 5 Follow and understand two simple stories
- 6 Join in with two songs and one chant (do the actions and/or sing some of the words)
- 7 Participate in games and activities

## Lesson 1

### Children will:

- learn the names of some animals
- sing a song
- do a drawing activity
- play a class game

### Key language:

*a dog a cat a bird a snake a mouse a tiger*  
*There's a (cat) in the house.*

### Additional language:

*Polly's bedroom*  
*Say goodnight to my animal friends.*  
*Don't forget (Dog), Dad.*  
*Woof! Woof! Tweet! Tweet! Eek! Eek!*

### Materials and preparation:

Class Book pages 56–57  
Activity Book page 50  
CD2: Listeners 36–39  
Flashcards: dog cat bird snake mouse tiger;  
numbers 1–6  
*Happy House* poster  
A dice or small pieces of paper with the  
numbers 1–6  
A photocopy of Teacher's Resource Book page 27  
for each child (optional)

- Ask the class what time of day they think it is and what Dad is doing (saying goodnight to Polly).
- Ask the class where they think we are in this lesson. Teach *in Polly's bedroom* and invite a volunteer to find Polly's bedroom on the *Happy House* poster.

## 2 Presentation



- Invite the class to find all the toy animals in Polly's bedroom. As they name each animal in L1, hold up the flashcard and say the word in English.
- Repeat the words, this time handing each card to a different child.
- Ask the children with flashcards to stand around the edge of the room where everyone can see them. Say *Listen and point*. Say the animal words and point to the correct flashcards while the children do the same.
- Repeat, but now the class point without your help.
- Play the audio while the children look at their books and listen, point, and say in the usual way.



### Audio script

Presenter: Unit 7. Animal Friends.

Class Book Listening 36. Listen and point.

A dog. A cat. A bird. A snake. A mouse. A tiger.

Presenter: Listen and say.

A dog. A cat. A bird. A snake. A mouse. A tiger.

## 1 Introduction



- Set the scene for the lesson. Say to the class *Open your books at pages 56 and 57*. Write the numbers on the board and hold up your book.
- Ask the class to tell you about the picture (L1). Ask some questions in English e.g. *Who can you see? What can you see?*
- Invite the class to guess what the unit is going to be about.

## 3 Listening and song



- Place the flashcards on the board in the order of the audio script and explain to the children that in Britain even the animals speak a different language! Point to each of the flashcards in turn and ask the class to tell you what each animal says in the children's own language.

- Play Listening 37 while the children listen and look at the picture in their books.
- Tell the class they are going to listen to the song and they should try to remember what the animals say in English.
- Play the song (Listening 38), pointing to each flashcard in turn.
- Point to the flashcards and go through each of the animal noises by asking *What does the dog say? What does the cat say?* etc. Remind the class that *Wow!* is something you say when you are surprised. Perhaps the class can tell you why the people singing the song are surprised? (Because there's a snake in the house and a tiger in the house!) Tell the class that in English a snake says *Ssss!* and a tiger says *Grrr!*
- Divide the class into groups, assigning a different flashcard to each group. Play the song again, inviting each group to join in with 'their' animal noise.
- Assign the flashcards to different groups and play the song again. Point to each flashcard in turn and ask the children to join in with their animal noise and with the words if they are able. If they are confident enough, they could all sing the chorus.

Say 'Goodnight' to my animal friends.  
 There's a dog in the house  
 Woof! Woof! Woof!  
 There's a cat in the house  
 Miaow!  
 There's a mouse in the house  
 Eek! Eek! Eek!  
 There's a tiger in the house  
 OH WOW!  
 Animal friends, animal friends,  
 Say 'Goodnight' to my animal friends.

### Teacher tips!

If appropriate, you could use the iTools Digital Classroom Resources to present the vocabulary and song. When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD2 Listening 39).

## 4 Drawing activity



- Say *Open your Activity Books at page 50* and demonstrate your instruction. Point to the pictures of the animals and ask *What's this?* for each one. Explain in L1 that the animals' tails are missing (they are in the box at the bottom of the page).
- Tell the children to draw the correct tail on each animal. As they are working, go round the class reviewing the animal vocabulary with the children.

## 5 Class game

### Flashcard game

- Place the animal flashcards on the wall around the classroom so that they are well spread out. Next to each animal place a number from 1–6.
- Tell the children to walk around the room slowly, while you play the song on the tape. When the music stops the children should stand next to the nearest animal and each group in turn should make the appropriate animal noise.
- Use a dice or pieces of paper with the numbers 1–6 to select a number at random. If, for example, the number is a 3 and this is next to the snake all the snakes are still 'in' the game. All the other children sit out. Continue until you have a 'winner' then repeat with the whole class.

### 2<sup>37</sup> Audio script

Presenter: Class Book Listening 37. Listen.

Dad: Goodnight, Polly!  
 Polly: Say goodnight to Dog, Dad!  
 Dad: Goodnight, Dog!  
 Polly: Woof! Woof! Dog says goodnight!  
 Say goodnight to Cat and Bird!  
 Dad: Goodnight, Cat! Goodnight, Bird!  
 Polly: Don't forget Snake!  
 Dad: Ooh-er! Goodnight, Snake!  
 Polly: And Mouse!  
 Dad: OK. Goodnight, Mouse!  
 Polly: Oh, Dad! Don't forget Tommy!  
 Dad: Who's Tommy?  
 Polly: He's my tiger – look!  
 Dad: A tiger in your bed!  
 Polly: Yes!  
 Dad: Goodnight, Tommy. And GOODNIGHT POLLY!

### 2<sup>38</sup> Audio script

Presenter: Class Book Listening 38. Now sing: Animal friends.

There's a dog in the house  
 Woof! Woof! Woof!  
 There's a cat in the house  
 Miaow!  
 There's a bird in the house  
 Tweet! Tweet! Tweet!  
 There's a snake in the house  
 OH WOW!  
 Animal friends, animal friends,

# Reinforcement (optional)

- Play a *Bingo* game to practise the animal vocabulary. Give each child a photocopy of the cut-out picture cards (from the top half of page 27 of the Teacher's Resource Book) and tell them to cut out the cards.
- Draw a simple 2 x 2 grid on the board and ask the children to copy it, making sure each square is big enough to hold a picture card.
- Tell the children to choose four cards and place each card on a square of their *Bingo* card. Randomly select a flashcard and say the word. If a child has this animal on his/her *Bingo* card, he/she can turn it over.
- The first child to turn over all four cards is the winner. He/She calls out *Bingo!* He/She can then come to the front and choose the flashcards at random and say the words.

## Lesson 2

### Children will:

- follow a story
- act out the story
- answer questions with *Do you like...?*

### Key language:

*Do you like (dogs)?*

### Additional language:

*Auntie*

*Wake up!*

*Naughty boy!*

*Hide in the cupboard.*

### Materials and preparation:

Class Book page 58

Activity Book page 51

CD2: Listening 40

Unit 7 storycards

Masks of Spike, Ruby, and Otto (optional)

Puppets of Spike and Ruby (optional)

## 1 Introduction

- Set the scene for the lesson. In L1 ask the children what they are learning to talk about in English in this unit (animals). Can they remember what toy animals Polly had in the last lesson? If you like, make the animal noises and ask the children to tell you the animals' names. What real animals are there in *Happy House* and what are their names?

## 2 Story



- Tell the class that they are going to hear a story about Spike, Ruby, and Otto, and some other characters.
- Present the story in the usual way, using the storycards.
- Say *Open your Class Books at page 58*, demonstrating your instruction. Play the audio straight through while the children follow the story in their books.

### 2 <sup>40</sup> Audio script

Presenter: Class Book Listening 40. Listen to the story.

#### Frame 1

Mum: Hello, Auntie! Come in!

Auntie: Hello, dear!

Mum: Oh! Who's this?

Auntie: This is Fufu.

#### Frame 2

Spike: Psst! Otto! Wake up!

Otto: Miaow! What?

Spike: Do you like dogs, Otto?

#### Frame 3

Otto: DOGS??!!

#### Frame 4

Auntie: Fufu! Come here! Naughty dog!

#### Frame 5

Ruby: Quick, Otto! Hide in the cupboard!

#### Frame 6

Otto: Miaow! Thank you!

Ruby: You're welcome!

### Teacher tips!

If appropriate, you could use the iTools Digital Classroom Resources to present the story.

On page 23 of the Teacher's Resource Book, you will find a cut-out version of the frames from this story, which can be used to make story books or for various other activities. See page 29 of the Teacher's Resource Book for instructions on how to make the books.

## 3 Classroom theatre

- Play the story again. As each character speaks, mime the following actions for the class:

Frame 1: Auntie rings the doorbell. Mum opens the door and points enquiringly at Fufu.

Frame 2: Spike whispers to Otto. Otto sleepily opens one eye.

Frame 3: Otto jumps up in horror.

Frame 4: Fufu chases Otto up the stairs.

Frame 5: Ruby opens the cupboard door.

Frame 6: Ruby bangs the door shut. Otto miaows from inside the cupboard. Spike and Ruby laugh.

- Arrange the 'set' at the front of the classroom. Invite the class to help you.
- Explain to the class that they are going to listen to the story again and act it out. Choose volunteers to play the parts of Mum, Auntie, Fufu, Spike, Ruby, and Otto. If you like, give the children playing Spike, Ruby, and Otto the appropriate masks or puppets to use. Encourage the rest of the class to follow in their books.
- Play the story. Before each frame, remind the actors what the characters are doing. Enlist the help of the rest of the class.
- Change actors. As they hear the story repeated, the children may pick up some or all of the words. Encourage them to use the language if they can.

### Teacher tip!

This activity needs careful preparation, as the story is set in several different locations in the house. Choose a position for the front door, the stairs, and the cupboard where Otto hides, and make sure the actors know where they should be and what they should be doing at each stage.

## 4 Practice



- Demonstrate the activity on the blackboard. Place several flashcards of different animals on the board. Next to each animal draw a round face with eyes and nose but no mouth.
- Ask a member of the class *Do you like (cats)?* If the child answers *Yes*, draw a big smile on the face. If the child answers *No*, draw a turned-down mouth. Repeat with several examples.
- Say *Look at page 51 of your Activity Books.* Hold up your own book for the class to see. Explain that the face they can see is their own face. They must add the appropriate mouth to indicate if they like or don't like each animal.
- When they have finished, ask *Do you like mice?* Tell the children to put their hand up for *Yes* or keep it down for *No*. Do the same with the other animals, to find out who likes which animals.

### Teacher tip!

To give the children further practice and consolidate the language of the unit you may wish, at this stage or later, to use some of the games and activities specifically designed for this purpose (see the Classroom games section, pages 103 to 109).

## Lesson 3

### Children will:

- practise asking and answering with *Do you like...?*
- draw an object that belongs to them
- play a class game

### Key language:

*Do you like (birds)?*

*Yes, I do.*

*No, I don't.*

*a shark a rabbit a crocodile*

### Materials and preparation:

Class Book page 59

Activity Book page 52

CD2: Listening 41

Flashcards: animals

A photocopy of Teacher's Resource Book page 27 for each child (optional)

## 1 Introduction

- Quickly review the animal vocabulary by holding up the flashcards and asking *What's this?* for each one.
- Play a mime game. With the children, devise a simple mime or action for each animal (e.g. for bird, pretend to flap your wings; for cat, indicate your whiskers; for tiger, pretend to roar and show your claws).
- Say the words at random as you do the mimes. The children mime with you.
- Now explain that you are going to try to catch them out. Continue saying the words and doing the mimes, but sometimes do the wrong mime. The children must do the mime for what you are saying and ignore your mimes.
- You can make this into an elimination game: when a child does the wrong mime, he/she is 'out'. Continue until you have a winner.

## 2 Presentation and practice



- Say *Open your Class Books at page 59* and demonstrate your instruction. Ask the children (L1) what Spike and Ruby are doing (looking at a book). Ask them to tell you what animals they can see in the book. When they say the words for shark, rabbit, and crocodile in L1, say the words in English for the class to repeat.
- Say *Listen and point* and play the audio. The children listen and point to the pictures.
- Hold up your book and point to the first picture. Ask the children to tell you what question Spike asked (*Do you like birds?*). Ask them what Ruby's answer was.

Encourage them to look at the picture for clues if they can't remember. Model the answer *Yes, I do* for the children to repeat.

- Do the same with the second picture. This time, model the answer *No, I don't* for the children to repeat.
- Ask individual children *Do you like (crocodiles)?* etc, and encourage them to answer *Yes, I do* or *No, I don't*.
- When you are confident that children can ask and answer *Do you like...?* for each of the animals, choose pairs of volunteers to stand up and ask each other about different animals. Do this around the class, including as many children as possible. Children can then practise in pairs while you monitor and help as necessary.

## 2 <sup>41</sup> Audio script

- Presenter: Class Book Listening 41. Listen and point.
- Presenter: One.
- Ruby: Look, Spike! What's this?
- Spike: It's a book!
- Spike: Ooh look, Ruby, there's a bird! Do you like birds, Ruby?
- Ruby: Yes, I do!
- Presenter: Two.
- Spike: And there's a tiger – do you like tigers?
- Ruby: No, I don't!
- Presenter: Three.
- Spike: Ooh! There's a shark! Do you like sharks, Ruby?
- Ruby: No, I don't.
- Presenter: Four.
- Spike: And there's a rabbit! Do you like rabbits?
- Ruby: Ah! Yes, I do!
- Presenter: Five.
- Spike: Wow! Look – there's a crocodile! Do you like crocodiles?
- Ruby: No, I don't!
- Presenter: Six.
- Spike: And a cat! Ooh! Do you like cats?
- Ruby: No, I don't!
- Otto: Miaow!
- Spike and Ruby: Aaagh, it's Otto! It's Otto!

## 3 About me!



- Tell the children to look at the *About me!* activity on page 52 of their Activity Books. Point to the cupboard and ask *What's this?* Teach the word *cupboard* (they may remember it from the story from Lesson 2). Tell the children to think of an object that belongs to them and draw it in the cupboard. Explain that it must be an object that they know the word for in English. Invite some suggestions from the class.
- Draw a simple cupboard on the board, and draw an object inside it. Say *My (hat) is in the cupboard*.

- Tell the children to draw their pictures. While they are working, ask them questions about their pictures, e.g. *What's this? Where is it?*
- When they have finished, invite individual children to stand up and say *My... is in the cupboard*.

## 4 Class game Tigers!

- Explain the game to the class. Go round the class asking children *Do you like cats? Do you like dogs?* etc. Children answer *Yes, I do* or *No, I don't*. However, if you ask the question *Do you like tigers?* the whole class shout *Tigers!* and put their hands on their heads.
- Teach the word *mice*. Gradually make the game more difficult by using more than one animal, e.g. *Do you like cats and dogs? Do you like snakes and mice? Do you like birds and tigers?* etc. At any mention of tigers the whole class shout *Tigers!* and put their hands on their heads.

## Extension (optional)

- Play *Bingo* as in Lesson 1 (see page 88), but with the cut-out word cards instead of the picture cards. Give each child a photocopy of the bottom half of page 27 of the Teacher's Resource Book and tell them to cut out the cards.
- Before you start, quickly review the written forms of the words by saying *Show me the word (tiger)* etc.

### Teacher tip!

At this stage you might feel it is appropriate for some children to do Reinforcement activity 7 (Teacher's Resource Book page 15). This can be done at any time after this lesson. See notes on Teacher's Resource Book page 29.

## Lesson 4

### Children will:

- learn to talk about where things are located using *in* and *on*
- say a chant
- play a team game

### Key language:

*Where's (Otto)?*  
*in the box/cupboard/bed*  
*on the chair/box/cupboard/bed*

### Materials and preparation:

Class Book pages 58 and 60  
Activity Book page 53  
CD2: Listeners 42–44  
Flashcards: animals; Otto Spike Ruby

# 1 Introduction



- If possible, before the start of the lesson hide the flashcard of Otto in a cupboard in the classroom.
- Ask *Where's Otto?* and search around the room for him.
- Open the cupboard door to reveal Otto. Say *Otto's in the cupboard!*
- Ask the children if they can remember what animal came to *Happy House* in the story in lesson 2.
- Say *Open your Class Books at page 58* and demonstrate your instruction. Ask the class to look again at the story. Ask them to tell you (L1) what happened when Fufu came to *Happy House*. Use questions to prompt them as necessary.

# 2 Presentation



- Tell the class to turn to page 60. Ask *Where's this?* (*Polly's bedroom*). Explain that Jack and Polly are looking for Otto.
- Introduce the word *chair*, and reinforce by pointing at chairs round the classroom and asking *What's this?*
- Play the audio.
- Go through the story frame by frame, introducing the new vocabulary and expressions.

Frame 1: Point to the chair and ask *Where's Otto? On the chair?*

Frame 2: Point to the bed and ask *In the bed?* using hand actions to illustrate the meaning of *in*.

Frame 3: Point to the cupboard and ask *In the cupboard?*

- Check that the class have understood the new language, then invite three children to come to the front and take the parts of Jack, Polly, and Otto to act out the scene as you play it on the audio. Use three chairs for a bed and, if you can, have Otto concealed behind a cupboard door.
- Repeat with other children, encouraging them to use the language if they are ready.

## 2 <sup>42</sup> Audio script

Presenter: Class Book Listening 42. Listen.

### Frame 1

Jack: Where's Otto?  
Polly: On the chair?  
Jack: No!

### Frame 2

Jack: In the bed?  
Polly: No!

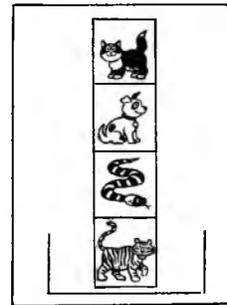
### Frame 3

Otto: Miaow!  
Polly/Jack: Hello, Otto!  
Otto: Miaow!

# 3 Chant



- Hold up all of the animal flashcards from Lesson 1 except for the cat, one by one. For each animal ask *What's this?* and place them in a line across the board.
- Play the chant. Tell the class to listen to the chant and try to remember which animals they hear mentioned.
- Play the chant again and invite three members of the class to come to the front and each take away an animal that they did NOT hear, so that you are left with the dog, the snake, and the tiger.
- Ask *Where's Otto?* and play the beginning of the chant as far as *On the dog*. Say *On the dog!* as you place the flashcard of Otto above the dog.
- Now ask *Where's the dog?* Play the next part of the audio and invite one of the class to select the correct animal (the snake) and place it beneath the dog. Say *On the snake!* Do the same for the tiger.
- Draw a box around the flashcard of the tiger and teach *In the box*.
- Finally, draw an open cupboard around all the cards:



- Use the flashcards and illustration as prompts for the chant. Point to each animal and ask *Where's...?* answering with the children *On the... In the...* until you have built up the whole chant. Then say it along with the audio, pointing at the flashcards.
- Divide the class into two groups with one group asking the questions and the other group answering.

## 2 <sup>43</sup> Audio script

Presenter: Class Book Listening 43. Now say the chant: Where's Otto?

Where's Otto?  
On the dog.  
Where's the dog?  
On the snake.  
Where's the snake?  
On the tiger.  
Where's the tiger?  
In the box.  
Where's the box?  
In the cupboard.  
Where's Otto?  
In the cupboard.  
In the cupboard?  
YES!

## Teacher tip!

If appropriate, you could use the iTools Digital Classroom Resources to present the chant.

## 4 Practice



- Tell the children to open their Activity Books at page 53. Point to each of the pictures in turn, asking *What's this?* Remind the children of the words *chair* and *cupboard* if necessary, and teach the word *box*. Say the words for them to repeat.
- Point to each of the pictures again, asking *Where's Otto?* for each one. Help the children to answer *On the...* or *In the...*, making sure they understand the difference between the prepositions *on* and *in*.
- Explain to the children that they are going to hear Spike and Ruby asking about Otto. They should listen to each dialogue and write the number next to the correct picture. Play the first dialogue on the audio. Show the children how a number '1' has been written next to the second picture. Now play the rest of the audio.
- When they have finished, check their answers. Talk about the pictures in order. Say *Where's Otto? On the chair.* The children say the number that they wrote next to that picture (*three*).

## 2<sup>44</sup> Audio script

Presenter: Activity Book Listening 44. Listen and write the numbers.

Presenter: One.

Ruby: Where's Otto?

Spike: In the box.

Ruby: In the box?

Spike: Yes, look!

Presenter: Two.

Spike: Ruby, where's Otto?

Ruby: On the cupboard! Hee! Hee!

Presenter: Three.

Ruby: Where's Otto now, Spike.

Spike: There, look! On the chair!

Presenter: Four.

Spike: Ruby, where's Otto?

Ruby: On the bed. Sshhh!

Presenter: Five.

Spike: Ruby! Ruby! Where's Otto?

Ruby: Oh, Spike! Look! In the cupboard.

Presenter: Six.

Ruby: Psst! Spike! Where's Otto?

Spike: There he is! On the box!

Answers

[on the chair] 3

[in the box] 1

[on the box] 6

[on the bed] 4

[on the cupboard] 2

[in the cupboard] 5

## 5 Team game

### In the box!

- Hold up flashcards of Otto, Spike, and Ruby. For each one ask *Who's this?* Hold up the flashcard of the dog and ask *What's this?*
- On the board draw simple illustrations of a bed, a chair, a box, and a cupboard, making them large enough to place a flashcard in or on each one.
- Shuffle the four flashcards then add one to each of your blackboard drawings, face down, so that there is an animal in the box and the cupboard, and on the bed and the chair.
- Divide the class into two teams, *Jack's team* and *Polly's team*, and put up the flashcards of Jack and Polly at either side of the board. Choose a member from one team to ask a classmate from the other team e.g. *Where's Spike?* or *Where's the dog?* The classmate guesses and answers e.g. *In the box*. Turn the card over, and if the answer is correct, leave it face up. If it isn't, turn the card face down again and the teams take it in turns to ask and answer more questions until someone correctly guesses the location of one of the characters. The team to 'find' the most characters is the winner.

## Teacher tip!

At this stage you might feel it is appropriate for some children to do Extension activity 7 (Teacher's Resource Book page 16). This can be done at any time after this lesson. See notes on Teacher's Resource Book page 29.

## Lesson 5

### Children will:

- review animal vocabulary
- talk about where animals live (on land or in water)

### Key language:

*on land*

*in water*

### Additional language:

*Where do (dogs) live?*

### Materials and preparation:

Class Book page 61

Activity Book page 54

CD2: Listeners 45–46

A CD with fun, lively music for playing a game

Large pieces of paper or PE mats

# 1 Introduction

- Revise the animals from Lesson 1, and the new ones from Lesson 3 (*shark, rabbit, and crocodile*).
- Draw a simple picture of one of the animals on the board. As you draw, ask *What's this?* Encourage the children to call out their guesses. As soon as someone guesses correctly, say *Yes! That's right. It's (a rabbit)*, then leave your drawing and quickly start to draw another animal.
- Continue for as long as the children are enjoying the game, or until you have drawn all the animals.

## Teacher tip!

Don't worry if your drawings aren't very realistic – children will enjoy the activity all the more if they aren't!

# 2 Presentation

- Explain (L1) that today you are going to talk about where animals live. Talk about how some animals live on land, some live in water, and some live both on land and in water. Teach *on land* and *in water*. Explain the meaning of the phrases by drawing simple pictures on the board.
- Then say some known animals (rabbit, crocodile, shark, tiger) and for each one ask *on land or in water?* The children call out the answer.

# 3 Cross-curricular activity



- Say *Open your Class Books at page 61* and demonstrate your instruction. Point to each of the animals in turn and ask *What's this?* for each one. Then point to the pictures at the bottom of the page, and say *land* and *water*.
- Explain to the children that they are going to hear Spike and Ruby talking about the animals and where they live – *on land* or *in water*. Tell the children they should listen and point, first to the animal then to the land or water, as appropriate. Play Listening 45.

## 2<sup>45</sup> Audio script

Presenter: Class Book Listening 45. Listen and point.

- Ruby: Look, Spike... a tiger! Where do tigers live? On land? Or in water?
- Spike: On land!
- Ruby: Yes!
- Ruby: Now Spike... a shark. Where do sharks live? On land, or in water?
- Spike: In water!
- Ruby: Yes!
- Ruby: OK... a crocodile. Where do crocodiles live? On land? Or in water?

- Spike: Ooh! On land... AND... in water!
- Ruby: Yes! Very good Spike!
- Ruby: And a dog. Where do dogs live? On land? Or in water?
- Spike: On land!
- Ruby: Yes!
- Ruby: Oh look! A mouse! Where do mice live? On land? Or in water?
- Spike: On land, Ruby!
- Ruby: Yes! That's right, Spike.
- Ruby: And – a duck. Where do ducks live? On land or in water?
- Spike: Aha! On land... AND... in water!
- Ruby: Yes! On land AND in water. Very good!
- Now explain that they are going to hear Ruby asking the questions again but this time they have to answer the questions. They should listen and say *On land* or *In water*. Play Listening 46. Pause the CD as necessary to give the children time to answer.

## 2<sup>46</sup> Audio script

Presenter: Class Book Listening 46. Now listen and answer.

- Ruby: Look, a tiger! Where do tigers live? On land? Or in water?
- And a shark. Where do sharks live? On land, or in water?
- A crocodile. Where do crocodiles live? On land? Or in water?
- And a dog. Where do dogs live? On land? Or in water?
- A mouse. Where do mice live? On land? Or in water?
- And – a duck. Where do ducks live? On land or in water?

# 4 Cross-curricular practice



- Say *Open your Activity Books at page 54* and demonstrate your instruction. Tell the children to look at the three scenes and remind the children. Ask the children to tell you which of the three scenes shows 'on land', which shows 'in water' and which shows 'on land and in water'. Explain to the children that they should draw a line from each of the animals to one of these pictures to show where each of the animals lives. Show them how a line has already been drawn from the tiger to the picture of 'on land'.
- Tell the children to complete the activity quietly on their own. When they have finished, say the name of each of the animals in turn and invite volunteers to say *on land, in water* or *on land and in water*. Encourage the children to check their answers.

## 5 Class game

### Land and water

- Play a fun game to practise recognition of the words *land* and *water*. You will need a large, empty space.
- Put some large pieces of paper (or PE mats) on the floor. Explain in L1 that the pieces of paper/mats are islands, and the floor around them is the sea.
- Demonstrate the game. Play the music that you brought to the lesson. The children walk around the room. Call out *Land!* or *Water!* then wait a few seconds and stop the CD. If you call out *Land!* all the children must stand on a mat/piece of paper. If you call out *Water!* all the children must stand on the floor – not on a mat/piece of paper. Anyone who is standing in the wrong place when the music stops is 'out'.
- Play the game. Continue until you have a winner.

## Lesson 6

### Children will:

- practise talking about location using *in* and *on*
- follow a story
- act out the story
- play a class game

### Key language:

*Rabbit's on the floor.*

### Additional language:

*Don't cry!*

### Materials and preparation:

Class Book page 62

Activity Book page 55

CD2: Listeners 47–48

Flashcards: some items that you would like to revise (optional)

*Happy House* poster

Various classroom objects

A thimble or other small object (for the Class game)

Prop for Classroom theatre: a toy rabbit (optional)

## 1 Introduction

- Quickly review the prepositions *in* and *on* from Lesson 4. Use known classroom objects, e.g. a ruler, a pen, a pencil, a book, etc. Place one of the objects on or in something so that the class can see (for instance, put a pencil in a pencil-case with the top sticking out). Then ask *Where's the (pencil)?* The class reply *In the (pencil-case)*. Repeat with another object and again ask *Where's the (book)?* for the children to reply *On the (chair)*. Continue in this way asking about various objects positioned in or on

different things around the room, choosing individual pupils to answer round the class.

## 2 Story



- Say *Open your books at page 62* and write 62 on the board. Indicate the whole story and ask *Where's this?* Invite someone to find Daisy's bedroom on the *Happy House* poster. Point to the toy rabbit in the first frame and ask *What's this?* Revise the word *rabbit*. (If you have brought a toy rabbit to the lesson show it to the class, then drop it on the floor. Ask *Where's the rabbit?*, then point and say *On the floor*.)
- Invite the class to look at the pictures and tell you (L1) what they think is happening.
- Play the story while the children follow in their books.
- Repeat. Stop before each frame and ask questions (L1) to check understanding. Use this stage of the lesson to explain any new language.

Frame 1: *Where's Daisy? What time of the day is it? What is Daisy doing?*

Frame 2: *Who comes into the room? Why?*

Frame 3: *What is Mum doing? Where is Rabbit now?*

Frame 4: *What is Daisy doing?*

Frame 5: *Who comes into the room this time? What happens?*

Frame 6: *Where is Dad now? What are Jack and Polly doing?*

### 2<sup>(47)</sup> Audio script

Presenter: Class Book Listening 47. Listen to the story.

#### Frame 1

Daisy: *(baby talk)*

#### Frame 2

Daisy: Boo-hoo!

Mum: What's the matter, Daisy?

Daisy: Boo-hoo-hoo!

Mum: Oh! Rabbit's on the floor!

#### Frame 3

Mum: Rabbit's in your bed now. Goodnight!

#### Frame 4

Daisy: *(baby talk)*

#### Frame 5

Daisy: Boo-hoo! Waah!

Dad: It's OK, Daisy. Don't cry! Daddy's here!

Dad: Wooo... aaaagh!

#### Frame 6

Daisy: *(baby talk)*

Dad: Oh, DAISY!

### Teacher tip!

If appropriate, you could use the iTools Digital Classroom Resources to present the story.

## 3 Classroom theatre

- Practise miming the story with the class. Play the audio and invite the class to tell you (L1) what happens in each frame.

Frame 1: Daisy is in her bed throwing her toy rabbit into the air.

Frame 2: Mum enters the room and picks up the rabbit, which has fallen on the floor.

Frame 3: Mum puts the rabbit into Daisy's bed.

Frame 4: Daisy throws the rabbit out again.

Frame 5: Dad enters and trips on the rabbit.

Frame 6: Mum, Jack, and Polly open the door and laugh at Dad sitting on the floor.

- Play the story again, miming the actions for the class.
- Repeat, and this time the children join in and mime the actions with you.
- Invite volunteers to come and perform the story to the class. Put chairs together to make Daisy's cot. Encourage confident children to use the words if they want to.

## 4 Practice



- Tell the children to look at page 55 of their Activity Books. Ask questions about the pictures at the top of the page, e.g. *Where's the (mouse)?* etc.
- Tell the children to listen very carefully, and explain that you are going to say a sentence about one of the animals. Say *It's on the cupboard*. See if anyone can tell you which animal you are talking about (*the snake*). Repeat with some more examples.
- When the children have got the idea, play the first example on the audio. Show them how the tiger has been circled in the first row of pictures. Tell them they must listen to the sentences and circle the correct picture for each one. Play the rest of the audio.

Answers

- |           |           |           |
|-----------|-----------|-----------|
| 1 a tiger | 3 a mouse | 5 a snake |
| 2 a dog   | 4 a cat   | 6 a bird  |

### 2 <sup>48</sup> Audio script

Presenter: Activity Book Listening 48. Listen and circle.

Presenter: One.

Voice: It's in the car.

Presenter: Two.

Voice: It's in the bag.

Presenter: Three.

Voice: It's in the pencil-case.

Presenter: Four.

Voice: It's on the bed.

Presenter: Five.

Voice: It's on the cupboard.

Presenter: Six.

Voice: It's in the shoe.

## 5 Class game

### Hunt the thimble

- Play *Hunt the thimble* again (see page 81).

## Extension (optional)

- On the board draw simple illustrations of a bed, a chair, a box, and a cupboard, as you did for the Team game in Lesson 4, making them large enough to place a flashcard in or on each one.
- Take flashcards of five vocabulary items that you want to revise. Quickly review the words by asking *What's this?* for each one. Then place the flashcards on the bed, on the chair, in the box, on the cupboard, and in the cupboard.
- Divide the class into two teams. Demonstrate how to make a sentence about one of the objects, e.g. *The plane is on the chair*.
- Choose members of each team in turn to say a sentence. Award a point for each correct sentence. When all the objects have been mentioned, reposition the cards or choose five different ones and play the game again.

## Lesson 7

### Children will:

- revise vocabulary from Units 1–7
- sing an action song
- make a cut-out to take home
- use the cut-out to practise language from Lesson 4

### Key language:

*Are you happy?  
Clap your hands!  
Stamp your feet!  
Shout 'Hooray'!  
Where's the (snake)?  
In/On the (cupboard).*

### Additional language:

*I'm a happy little mouse, in a happy little house.  
And if you're happy too...*

### Materials and preparation:

Class Book page 63  
Activity Book page 71 (cut-out)  
CD2: Listeners 49–50  
Flashcards: various items that you would like to revise

# 1 Introduction

- Play a game to revise a selection of vocabulary from Units 1–7, e.g. *The parachute game* (see the Classroom games section, page 103).

## 2 Presentation



- Ask *Are you happy?* and explain the meaning of the question. Ask the children (L1) how they show that they are happy (e.g. smiling).
- Tell the children to look at page 63 of their Class Books. Explain that the mice are singing a song where they do actions to show that they are happy.
- Say *Clap your hands!* and demonstrate. The children clap their hands. Repeat with *Stamp your feet!* Then say *Shout 'Hooray!'* and encourage the children to shout *Hooray!* with you. Call out instructions at random for the children to follow.

## 3 Song



- Play the song straight through while you and the children do the actions and shout *Hooray!*
- Explain the meaning of *I'm a happy little mouse in a happy little house.*
- Play the song again, inviting pupils to join in with the words if they can.

### 2 <sup>49</sup> Audio script

Presenter: Class Book Listening 49. Sing: Are you happy?

Are you happy? Are you happy?

Clap your hands!

(Clap! Clap!)

Are you happy? Are you happy?

Clap your hands!

(Clap! Clap!)

I'm a happy little mouse,

In a happy little house,

And if you're happy too

Clap your hands!

(Clap! Clap!)

Are you happy? Are you happy?

Stamp your feet!

(Stamp! Stamp!)

Are you happy? Are you happy?

Stamp your feet!

(Stamp! Stamp!)

I'm a happy little mouse,

In a happy little house,

And if you're happy too

Stamp your feet!

(Stamp! Stamp!)

Are you happy? Are you happy?

Shout 'Hooray!'

HOORAY!

Are you happy? Are you happy?

Shout 'Hooray!'

HOORAY!

I'm a happy little mouse,

In a happy little house,

And if you're happy too

Shout 'Hooray!'

HOORAY!

### Teacher tips!

If appropriate, you could use the iTools Digital Classroom Resources to present the song.

When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD2 Listening 50).

## 4 Take-home English



- Say *Open your Activity Books at page 71* and write the number on the board.
- Point to the three animals and ask *What's this?* for each one. Show the children how to cut along the dotted lines to make two 'boards' and six 'counters'. When they have done this, tell them to put one of the boards and three of the counters aside – they won't need these until they get home.
- Tell the children (L1) to take the three animal counters and put one of them on the cupboard, one of them in the cupboard, and one of them on the chair. Help them if necessary. Then ask individual children *Where's the (snake)?* etc. Help them to answer *In/On the cupboard/ box/chair* as appropriate.
- Play a class game. Position your counters on your board, without letting the class see. Choose volunteers to ask you *Where's the (mouse)?* etc. All the children listen to the answers and put their counters in the same positions as yours. When all three questions have been asked, check that they have positioned the counters correctly.
- Continue to play, letting confident volunteers take your place at the front of the class (he/she positions his/her counters on the board and answers the questions).
- The children take the game home and play it with their families. The other player will need the second board and the other three counters.

### Teacher tip!

You may want to give each children an envelope to take his/her boards and counters home in.

# Lesson 8

## Children will:

- review vocabulary and activities from the unit
- find Rodney and draw the objects he is carrying
- complete a sticker dictionary page

## Key language (revision):

Animals

*Where's Spike?*

*On the (bed). In the (cupboard).*

*Do you like (birds)?*

*Yes, I do. No, I don't.*

## Materials and preparation:

Class Book pages 2–3

Activity Book pages 56–57

Stickers for Unit 7

*Happy House* poster

Flashcards: animals

## 1 Introduction



- Invite the class to tell you all the animal words they can remember from Unit 7. As they say each word, hold up the flashcard.
- Tell the children to look at pages 2 and 3 of their Class Books. Ask them in L1 if they can find the six animal toys, and if they can tell you what room the toys are in. Point to Polly's bedroom on the poster. See if the children can remember the name of the room in English. Ask the children what other room they have visited in this unit (*Daisy's bedroom*).
- Ask the children to look back at the unit in the Class Book and Activity Book. Talk in L1 about the activities they have done, and ask them which ones they enjoyed most. You might like to have a quick vote to find out the class's favourite song or story, and play the favourite song/story again on the CD.

### Teacher tip!

As this is the end of the last unit, you might also like to quickly look through the whole book and ask the children which song/story they liked best overall.

## 2 Find Rodney



- Say *Open your Activity Books at page 56* and write the number on the board.
- Ask the class to look back through the pages of the unit in the Class Book, find Rodney, and draw the animals he is carrying (a snake, a bird, and a tiger, on pages 57, 60 and 62). Invite the children to name the animals.

## 3 Evaluation



- Tell the children they are going to try to remember the words that they have learnt in this unit. Tell them to look at the small pictures on page 56 of their Activity Books, underneath the picture of Rodney. Point to the pictures of the animals, and ask individual children to say the words.
- Now say the words together as a class. When you have finished, ask the children (L1) if they can say all the words. Tell them to colour the house if they can. If any children are unsure of any of the words, say them again as a class, practising any that are difficult or that children have trouble remembering.
- Now tell the children to look at the second row of pictures. For each one, ask *Where's Spike?* The children answer *On the chair*, etc. Say the answers together, then tell the children to colour the house.
- Remind the children of the question form *Do you like...?* by asking questions to individual children – e.g. *Do you like tigers?* Encourage them to answer *Yes, I do* and *No, I don't*. Ask the children to look at the two pictures at the bottom of the page. Ask them what the mice are asking and answering in each picture (*Do you like birds? Yes, I do. Do you like cats? No, I don't.*) Say the questions and answers together, then tell the children to colour the house.
- Praise the children's efforts in this unit. Say *Well done!*

## 4 Sticker dictionary



- Hold up your stickers for Unit 7 and ask the children to find their own stickers. Ask the class to tell you the names of the animals.
- Say *Now look at page 57 of your Activity Books* and ask e.g. *What animal is in Polly's bed?* Go through the pictures and for each one ask the class if they know what animal goes in that picture. Remind the children to look for clues.
- When the children have identified all the animals, they can stick the stickers in the appropriate places.

### Teacher tips!

You might like to end the lesson and the unit with a flashcard game. See the Classroom games section, pages 103 to 109.

The children could put on a performance for their parents at the end of the year, to show them how much English they have learnt. It could include a play/plays from the 'Classroom theatre' and some of the *Happy House* songs and chants.

The children can now do the Unit 7 test and the Listening and Speaking Skills tests (see Evaluation Book pages 12–14 and CD2 Listenings 73–76). Answer key and audio scripts are on pages 16 and 17 of the Evaluation Book.

# Pets

## Children will:

- talk about their pets
- learn some new words for animals
- make a chart showing what pets the class has

## Key language:

*dog cat rabbit goldfish hamster*  
*Milo can (sit).*  
*jump run*  
*Have you got a (rabbit)?*

## Materials and preparation:

Class Book pages 64–65  
CD2: Listenings 51–52

Prepare a chart, like the one on page 65 of the Class Book. Draw simple animal pictures along the top of the chart. You might also want to cut out some small squares of coloured paper (see Teacher tip!).

## 1 Introduction

- Talk about pets in L1. Teach the word *pets* if children don't already know it. Ask the children to name any pets that they have, or would like to have. As they mention the animals, draw simple pictures of them on the board. Encourage the children to say the words in English if they know them. As they say words in L1, say the words in English for them to repeat. Make sure the following animals are included: *a cat, a rabbit, a goldfish, a hamster*.

## 2 Introducing Anna's pet



- Tell the children to look at page 64 of their Class Books and demonstrate your instruction. Point to Anna in the big photo and ask *Who's this? Say Look. Anna's got a dog!*
- Point to the small pictures at the bottom of the page. Explain (L1) that these photos show some things that Anna's dog can do. Ask them to tell you in L1 what he is doing in each photo. Point to each photo in turn and say the verbs in English: *sit, run, jump*. Demonstrate the meaning of each word using actions (sitting down, running on the spot, and jumping). Say the words again several times and let the children do the actions.

- Tell the children they are going to hear Anna talking about her dog, and saying what he can do. Play the audio and tell the children to listen and point to the photos. Then say the verbs again for the children to repeat. Ask the class if anyone can tell you the name of Anna's dog (Milo).
- Ask *What can Milo do?* Ask individual children to say sentences, e.g. *Milo can (jump)*.

## 2<sup>51</sup> Audio script

Presenter: Class Book Listening 51. Listen and point.

Anna: This is my dog, Milo.  
Look! Milo can sit, Milo can run... and Milo can jump!

## 3 Talk about your pets



- Now tell the children to look at page 65. See if they can remember the names of the four animals in English. Say *Listen and point*, and say the names of the animals at random. Then say the words for the children to repeat.
- Play the first line of the audio. Tell the children to point to the animal that Anna is talking about. Pause the CD and explain the meaning of *Have you got a cat?* Let the children answer the question. Now play the rest of the audio. The children listen and point to the animals, and answer the questions.
- Practise the question *Have you got a (cat)?* with the class. Then let them ask and answer in pairs.

## 2<sup>52</sup> Audio script

Presenter: Class Book Listening 52. Listen and answer.

Anna: This is a cat. Have you got a cat?  
This is a rabbit. Have you got a rabbit?  
This is a goldfish. Have you got a goldfish?  
This is a hamster. Have you got a hamster?

## 4 Make a chart



- Tell the children to look at the photo at the bottom of page 65. Explain that the children in Anna's class are making a chart to show what pets the children have got. Children who have got a pet write their name under the appropriate pet picture.
- Show the children the chart you prepared earlier. Ask the children *Have you got a pet?* Let them write their names on the chart under the appropriate pictures.
- When the chart is finished, talk about what it shows, using as much English as possible. Say *Look. (Sara) has got a (goldfish)*. etc. Ask *How many children have got a (dog)?* etc.

### Teacher tip!

To save time in class (and also make the chart more colourful and eye-catching) you could hand out small squares of coloured paper for the children to write their names on, and they could stick these on the chart instead of writing their names directly on the chart.

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## 5 Team game

### Have you got a cat?

- Play a team game to revise animal vocabulary and practise *Have you got...?*
- Quickly review the animal vocabulary from Unit 7 by holding up the flashcards one by one and asking *What's this?*
- Divide the class into two teams. Ask one member of each team to come to the front of the class. Give each child three of the flashcards, and tell them to keep them hidden.
- Ask a child from the first team to choose an animal and ask his/her teammate at the front of the class *Have you got a (dog)?* That child answers *Yes* or *No* – if the answer is *yes*, that team scores a point.
- Continue, asking children from each team in turn to ask their teammate a question, until all the cards have gone.
- Choose two different children to come to the front of the class and play the game again.

# Festivals

## Happy Christmas!

### Children will:

- talk about how Christmas is celebrated in Britain and in their country
- learn some words for Christmas decorations
- sing a Christmas song
- make some Christmas decorations

### Key language:

*Happy Christmas!*

*a Christmas tree star bell fairy stocking*

### Additional language:

*We wish you a merry Christmas and a happy new year.*

### Materials and preparation:

Class Book pages 66–67

CD2: Listenings 53–56

Before the lesson, cut out a large Christmas tree shape for the children to decorate. Use green paper, or let the children paint the 'tree' green.

## 1 Introduction

- Talk about Christmas in L1. Do the children celebrate Christmas at home? How do they celebrate? What special things happen at Christmas? Do they decorate their houses? Do they eat any special foods? Do they give and receive presents?
- Teach the meaning of *Happy Christmas!* Ask the children how they say this in their language.

## 2 Anna's Christmas tree



- Tell the children to look at page 66 of their Class Books and demonstrate your instruction. Point to Anna and ask *Who's this?*
- Talk about the pictures in L1. What can they see? Encourage them to name things in English if possible (e.g. presents, cards, etc.). Teach *Christmas tree*.
- Ask the class to talk about whether you have Christmas trees in your country. If so, where? Do the children have them in their homes? If they do, who decorates the tree? What with? What other decorations do you have at Christmas time?

- Hold up your book and point to the small pictures at the bottom of the page. Ask *What's this?* for each one. As children say words in L1, say the words in English for them to repeat (*a bell, a star, a fairy*).
- Tell the children they are going to hear Anna talking about her Christmas tree and the decorations on it. Say *Listen and point* and play the audio.
- Hold up your book again and point to the big photo. Tell the children (L1) to count the stars and bells on the Christmas tree. Allow them a few moments to do this silently. Then ask *How many stars/bells?*

### 2 <sup>53</sup> Audio script

Presenter: Happy Christmas!

Class Book Listening 53. Listen and point.

Anna: This is my Christmas tree. Look, there are bells and stars... and here's a fairy!

## 3 Christmas presents



- Ask children if they give or receive presents at Christmas? Who do they give presents to? Do they put their presents under the tree? When do they give and receive Christmas presents? What would they like to have this Christmas?
- Tell the children to look at page 67. Hold up your book and point to the Christmas stocking in the first picture, and ask *What's this?* If the children say the word *sock*, say *Yes, it's a sock!* Explain that it is called a *Christmas stocking* (*stocking* is an old word for *sock*) and that children in Britain usually put a Christmas stocking on their beds or in the sitting room before they go to bed on Christmas Eve (the night before Christmas). In the morning, they find it full of presents from Father Christmas, who has visited during the night. Compare this tradition with any similar traditions in your country. Ask children if they have stockings. What other things do they do?
- Look at the other photo at the top of the page and ask the children (L1) what Anna is doing (she is giving a present to her mum).
- Ask the children *What's in Anna's stocking?* and invite them to guess what presents could be in there. Then play the audio and ask the children to tell you what presents Anna has got in her stocking. Did they guess any correctly?

### 2 <sup>54</sup> Audio script

Presenter: Class Book Listening 54. Listen. What's in Anna's Christmas stocking?

Anna: It's Christmas Day. What's in my Christmas stocking?  
A doll, a book, and a pencil-case!  
And here's my present for Mum.  
Happy Christmas, Mum!

### Teacher tip!

You can use the idea of a Christmas stocking to revise vocabulary in the weeks leading up to Christmas. Draw a large stocking shape on the board. Show the children some flashcards and quickly review the words. Then select a flashcard at random and put it on the board, inside the stocking shape. Ask *What's in my stocking?* and let the children guess. You could turn it into a team game, where teams score one point for each correct guess.

## 4 Song



- Tell the children they are now going to hear a traditional Christmas song. Play the song and explain what the words mean (explain that *merry* means *happy*). Play it or sing it several times, and let the children join in if they would like to.

### 2<sup>55</sup> Audio script

Presenter: Class Book Listening 55. Sing: We wish you a merry Christmas!

We wish you a merry Christmas,  
We wish you a merry Christmas,  
We wish you a merry Christmas,  
And a happy new year!

### Teacher tip!

When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD2 Listening 56).

## 5 Make a Christmas tree



- Tell the children to look at the small photos at the bottom of page 67. Talk (L1) about what they can see in the photos. Explain that you are going to make a Christmas tree and decorate it. Each child should draw, colour, and cut out a decoration.
- Ask the children to suggest (in English) what decorations they could make. Draw simple star, bell, and stocking shapes on the board for them to copy.
- Hand out pieces of paper of the correct size. Tell the children to choose a decoration, and to draw it as big as possible on the paper. Then they colour it in and cut it out. As they are working, go around the class asking individual children *What's this?* (and, if they have learnt some colour words, *What colour's this?*).
- Let the children stick their decorations on the tree. Encourage them to say *This is a (bell)*, etc. as they do so.

# Happy Easter!

### Children will:

- talk about how Easter is celebrated in Britain and in their country
- sing an Easter song
- colour paper Easter eggs
- look for paper Easter eggs in the classroom

### Key language:

*Happy Easter!*

*a basket a chicken chocolate Easter Day  
an Easter egg flowers a rabbit*

### Materials and preparation:

Class Book pages 68–69

CD1: Listeners 57–60

Before the lesson, cut out some paper egg shapes for the children to colour (one per child).

## 1 Introduction



- Set the scene for the lesson. Tell the children to look at page 68 of their Class Books and demonstrate your instruction. Point to Anna and ask *Who's this?*
- Talk about Easter in L1. Do the children celebrate Easter at home? How do they celebrate?
- Teach the meaning of *Happy Easter!* Ask the children how they say this in their language.

## 2 Easter chocolates



- Talk about the pictures on page 68 in L1. Point to Anna's Easter egg and ask *What's this?* Teach *an Easter egg* and say the phrase for the children to repeat. Explain that children often eat chocolate eggs on Easter Day in Britain. Sometimes they eat chocolate animals too. Tell the children that the photos on this page show two typical chocolate animals. Hold up your book, point to each one and ask *What's this?* As they say words in L1, say the words in English for them to repeat (*a rabbit, a chicken*).
- Tell the children they are going to hear about Anna talking about the things in the pictures. Tell the children to listen carefully and tell you what day it is today. What chocolate things has Anna got? Does Anna like chocolate? Play the audio.

## 2<sup>57</sup> Audio script

Presenter: Happy Easter!  
Class Book Listening 57. Listen. What day is it today?

Anna: It's Easter Day! Look! I've got an Easter egg. It's chocolate. Mmmm...  
I've got a rabbit and a chocolate chicken, too.

## 3 An Easter egg hunt

- Tell the children to look at the big photo at the top of page 69. Say *Anna is in the garden*. Ask (L1) what Anna is doing (looking for Easter eggs). Explain that in Britain, children often have Easter egg hunts where real eggs, which have been boiled and coloured, or chocolate eggs, are hidden outside for them to find.
- Point to the small photo of Anna's basket of eggs. Tell the children to listen carefully and tell you how many eggs Anna has got in her basket. Play the audio, then ask *How many eggs?*

## 2<sup>58</sup> Audio script

Presenter: Class Book Listening 58. Listen. How many eggs in Anna's basket?

Anna: Look in my basket. I've got lots of little Easter eggs. Hooray! Here's an egg in the flowers.  
Now I've got... one, two, three, four, five, six, seven, eight! I've got eight little eggs!

## 4 Song

- Tell the children they are now going to hear an Easter song. Play the song and explain what the words mean. Play it or sing it several times, and let the children join in with it if they would like to.

## 2<sup>59</sup> Audio script

Presenter: Class Book Listening 59. Sing: The Easter egg song.

Let's all look for Easter eggs  
Easter eggs, Easter eggs!  
Let's all look for Easter eggs,  
It's Easter Day today!

### Teacher tip!

When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD2 Listening 60).

## 5 Look for Easter eggs

- Tell the children to look at the photos at the bottom of page 69. Talk about the pictures in L1. Explain that you are going to look for Easter eggs like Anna, but that you are going to use paper eggs. Look at the first picture and ask what Anna is doing (making a paper Easter egg). Look at the other two pictures, and talk about what is happening (in picture 2, she is hiding her egg, and in picture 3, she is finding someone else's egg).
- Hand out the paper eggs for the children to decorate. While they are working, you could revise colours by asking individual children *What colour's this?*
- When the children have coloured their eggs, divide the class into two teams. Draw a big Easter basket on the board. The children in one team cover their eyes, while the other team hide their Easter eggs around the classroom. Make sure they are all visible – they should not be hidden out of sight.
- When the eggs have all been hidden, the other team open their eyes and look for the eggs. When a child finds an egg, he/she sticks it 'in' the basket on the board with Blu-Tack, then sits down. Point to the eggs in the basket on the board and ask *How many eggs?* Continue until all the eggs have been found.
- Now let the children who found the eggs hide their eggs for the other team to find.

### Teacher tip!

If there is an odd number of children in the class, add an extra egg so that there is one egg for each child to find. If any children are having difficulty finding an egg, let a child who hid an egg help him/her by saying hot, cold or warm as you did in the *Hunt the thimble* game (see page 81).

# Classroom games

## Flashcard guessing games

### Bit by bit

Hide a flashcard behind your book or a large piece of paper. Gradually reveal the card bit by bit from behind the book asking *What's this?* The first child to call out the correct answer is the winner and chooses the next card to show to his/her classmates. You can make this more difficult by showing some cards upside down or on their sides. This can also be played in teams. A team wins a point if one of its members is the first to call out the correct answer.

### Mousehole game

The object of the game is to reveal part of a flashcard for the children to guess what it is. Make a 'mousehole' in the bottom of a sheet of paper slightly larger than the flashcard, and place the 'hole' over the flashcard, to reveal part of the object. Ask *What's this?* for the children to call out the answer.

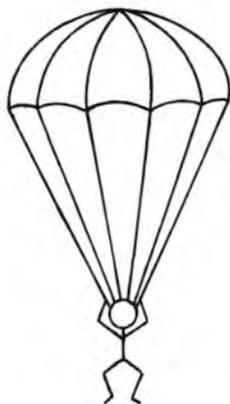
### Envelope game

Take about ten flashcards for vocabulary items you want to practise or revise and place each one in an envelope of the correct size in which you have cut two or three holes revealing small sections of the card. Number the envelopes 1–10 then circulate them around the class. Tell the children to write the numbers 1–10 (well spaced out) in their notebooks or on a sheet of paper and draw what they think is in each envelope. When everyone has had a chance to look at all the envelopes, take them in and ask *What's number (three)?* Open the envelope to reveal the object. The children score one point for every correct answer.

### Parachute game

Use this game to revise known vocabulary. Using flashcards of the vocabulary you want to revise ask *What's this?* for each object as you hold up the card. (You need at least ten cards to make this game work, but the more cards you use, the more challenging the game.) Select one of the cards at random, look at it and place it face down on the board.

Copy the following next to the card:



As you are drawing ask the children what they think it might be (a man with a parachute).

Point to the card on the board and ask *What's this?* Each time a child answers incorrectly, rub out one of the parachute strings. If a member of the class guesses the object on the card before all the strings have been removed, the class win. If all the strings have been rubbed out and the object is still unknown, you win!

You can play the above game in teams as follows: Give each team a separate parachutist labelled e.g. R (for Ruby) and S (for Spike), or colour the parachutes a different colour for each team so that you have e.g. the blue team and the red team. Choose a member from each team in turn to guess the object on the card. For every wrong answer remove a string, and for every correctly guessed card, add a string. Continue, using different cards, until one team has lost all its parachutist's strings and is 'out'.

## Flashcard memory games

### Say the word

Place about six flashcards in a row on the board using Blu-Tack. Point to each one and ask *What's this?* Turn one card over and ask the same question. Turn another card over and, pointing to each hidden object, ask *What's this?* Continue in this way until all the cards are face down on the board and the children are identifying the objects from memory.

### 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 (plane)?* etc.

### Can you remember?

Hold up a flashcard and ask *What's this?* The class answer *It's a (book)*. Place the same card on the board face down, point to it and ask the question again. Hold up a second card and do the same. Then repeat the question for both cards. Add a third card and repeat the procedure, asking *What's this?* for the third card and then for all three cards that are face down on the board. Continue adding cards and asking questions in this way.

You can play this game in teams, choosing a member from each team in turn to answer a question. Each time someone gives a wrong answer, the opposing team wins a point.

## Say and remember

Place a series of cards on the board in a row. Point to each card and say the word for the class to repeat after you, e.g. *a doll, a train, a car, a plane, a guitar, a drum*. Point to each card again. This time the class say the words without you. Do this until you feel all the class are saying the words confidently and rhythmically, like a chant. Turn over one of the cards. Repeat the sequence pointing to each card in turn as before so that the class are saying one of the words without seeing the picture. Continue in this way, each time turning over a new card at random until the class are saying all the words from memory.

## What's the card?

Choose about six cards for vocabulary you want to practise or revise (you can use more if you want to). Call six volunteers to the front of the class and give each one a card. The volunteers stand in a row and in turn hold up their cards and ask *What's this?* for the rest of the class to answer. Rearrange the children holding the cards so that they still have the same cards but are standing in a different order.

Each volunteer now holds up the card, but facing towards him/herself, so that the rest of the class cannot see the object. The first volunteer asks again *What's this?* and chooses a member of the class to answer. If the answer is correct, the volunteer reveals the object. If the answer is incorrect, the next volunteer asks another child the same question. Continue in this way, returning to the first volunteer, until all the objects have been correctly identified.

## Sequences

Place about six flashcards face up in a row on the board. Invite a volunteer to come to the front. Call out the word for one of the flashcards. The pupil then selects the correct card and places it in the centre of the board. Replace the card and invite a second volunteer to come to the front. This time call out the words for two cards. The pupil selects the two cards and sticks them in the order you said them in the centre of the board. Continue in this way, calling out three, four, five and finally six words, saying a different sequence of cards each time. The activity gets progressively more difficult, so choose the stronger pupils for the longer sequences.

# TPR games

## Miming game

Choose flashcards for the vocabulary items you wish to practise or revise. Invite a volunteer to come to the front of the class. Give the volunteer a card which he/she must not show to the rest of the class. He/She then tries to convey the object on the card using mime only, e.g. if the object is a balloon, the child might mime blowing up a balloon and throwing it in the air. Whoever correctly guesses the word can then choose another card to mime.

You can play this game in teams. Set a time limit, e.g. five minutes (an egg timer or a cooking timer is useful here). Play the game in the same way with each team trying to

guess as many words as possible in the set time. When the time is up, count the number of words guessed and give a point for each one. The next team then takes over.

## Flashcards race

Before the start of the lesson, place the flashcards of the vocabulary items you want to practise on the wall around the room. Do this using Blu-Tack. Divide the class into two or three teams depending on the number of children in your class and give each team member a number from 1–10. Ask a question, e.g. *Number (five), where's the T-shirt?* The two or three children to whom you have given the number 5 must then race to find the correct card. The winner gains a point for his/her team.

## Noughts and crosses

Across the top of the board place nine flashcards, face down, of e.g. the six classroom objects plus three character cards. Write a number from 1–9 below each card. Then draw a large noughts and crosses grid, also numbering the squares 1–9 as follows:

1	2	3
4	5	6
7	8	9

Divide the class into two teams, 'The Noughts' and 'The Crosses'. Say *You are noughts* and *You are crosses* as you draw the symbols 0 and X on the board. Choose a volunteer from, e.g. the noughts to start the game by choosing a number, e.g. *seven*. Turn over card number 7. If the player can correctly name the object on the card, his/her team can place a 0 in the number 7 square. Now it is the turn of the crosses to choose a number, name the object on the card, and add a cross to the grid. The object of the game is to be the first team to get three noughts or three crosses in a line vertically, horizontally, or diagonally. Play this game with any set of nine flashcards to revise known vocabulary.

# Unit 1 games

## Chain game

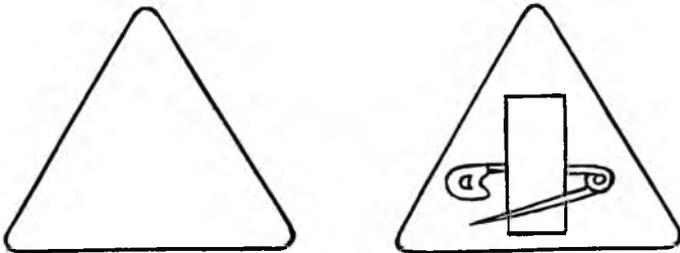
Approach one of the children in the class and say *Hello, I'm... What's your name?* The child answers *Hello, I'm...* adding his or her name and then asking another pupil the same question. Continue with pupils asking and answering around the class. If possible do this activity with children moving around the room to greet their friends.

## Catch and say

This game requires a large open space and a soft ball. Stand the class in a large circle. Demonstrate the game. Say *Hello, I'm... What's your name?* then throw the ball to one of the children, who then introduces him/herself before throwing the ball to another classmate. Continue in this way, trying to speed up the game to keep the children on their toes.

## Make a name badge

For this activity you will need some thin card, safety pins, scissors, and sticky tape. Each child draws a simple shape for their badge. They then write their name on it and decorate it before cutting it out and fixing a safety pin to the back.



## Funny photos

For this activity you will need to ask each child to bring to the lesson an old photo of him/herself – the funnier the better!

Number all the photos then stick them on large sheets of paper using Blu-Tack and display them. Give the class some time to look at the photos and decide who they think each one is. If they don't know each other very well, this provides an ideal opportunity for them to ask each other *What's your name?* At the end of the activity, go through the photos asking *Who's this?* The class make guesses about the identity of the person in the photo until they guess correctly and the person whose photo it is says *Yes! It's me!* If you don't want to use real photos, invite the children to draw pictures of themselves instead.

## Portrait gallery

Give each child a piece of paper to draw his/her picture and write his/her name. Stick all the pictures on a large sheet of paper and display them on the classroom wall.

Alternatively, this activity can be done in groups. Give each group a large sheet of paper for children to draw their pictures and write their names.

# Unit 2 games

## Feel it!

For this activity you will need a cloth bag or a pillow case. Place one of the classroom objects in the bag. Invite a volunteer to come to the front and feel the bag in order to guess the mystery object inside. Repeat with the other objects.

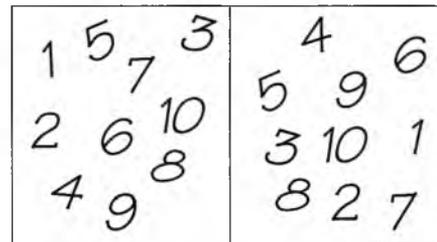
## Number dictation

Invite a volunteer to come to the front to demonstrate the activity. Give the pupil a board pen and say *Listen and write the numbers*. Call out a series of numbers from 1–10, e.g. *Six... four... seven... nine... two... three...* giving the pupil enough time to write each number. Ask the class to tell you if the numbers are correct.

Now tell the class to open their notebooks or give each child a sheet of paper. Keep a note of the numbers as you say them, or place a flashcard on the board face down as you call out each number. Repeat as necessary. At the end of each mini-dictation, ask a pupil to call out his/her numbers and either turn over the flashcards, or write the numbers on the board for the class to check their answers. When the class are confident, invite volunteers to come to the front and dictate to their classmates.

## Numbers race

Draw a line down the centre of the board, dividing it roughly in half. Invite two volunteers to come to the front and give each one a board pen. Call out the numbers 1–10 in random order and tell the volunteers to write the numbers anywhere on their side of the board. When you have finished, the board should look something like this:



Divide the class into two teams. Call out the names of one member from each team and say e.g. *Where's number 8?* The two players must run to the board and circle the correct number in their half of the board. The first player to circle the number correctly wins a point for his/her team. Rub out the circles, choose another number for two more pupils, and continue the race until all the children have played the game.

## Make a set of number cards

Draw a grid with 10 squares. Photocopy and give a sheet to each child. Tell the children to write the numbers 1–10, one number in each square. They can colour the numbers if they wish. Then show them how to cut the sheet into separate number cards. You might like to give the children an envelope to store their number cards in. The number cards can be used in many classroom activities, see below for some ideas.

## Show me a number (Number cards)

For this you will need one set of number cards, (as outlined above) per child. Say *Show me number (5)*, etc. and demonstrate your instruction by holding up the appropriate number flashcard. Call out another instruction for a different number, but this time do not demonstrate the answer. Repeat, using different numbers at random.

## Number sequences (Number cards)

Using the number cards (as above), call out a sequence of about six numbers. As you do so, place the flashcards of the numbers on the board face down and invite the class to place their number cards in the same order. At the end of each sequence, invite the class to call out their sequence and reveal the numbers on the board.

## Match it! (Number cards)

Play this game with number flashcards 1–5. Place the flashcards on the board face down and in random order. Make a note of the sequence of numbers. Tell the class to use number cards 1–5 and to place their five cards in a row in any order on their desks. When they have all done this reveal the first number on the board. Any child whose first card matches the number on the board calls out *Yes!* Repeat for the other four numbers. The object of the game is to match as many of the numbers on the board as possible. Repeat, using a different sequence.

## Bingo!

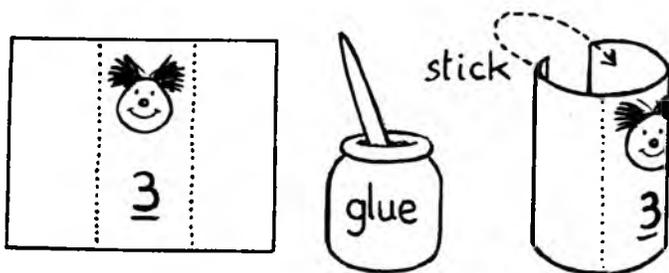
On the board draw a simple 3 x 2 grid and ask the children to copy the grid and write a different number from 1–10 in each square, like this:

2	9	7
10	3	4

Use the number flashcards to select numbers at random. If a child has this number on his/her *Bingo* card, he/she should put a cross through it. Continue until one or more pupils have crossed out all the numbers on their cards.

## Make finger puppets

Prepare a template similar to that below, photocopy it and give a copy to each child. Explain to the children that they are going to make finger puppets. Demonstrate how they should cut out their puppets and draw a 'funny face' and a number between 1 and 10 on each puppet. Hand out glue and show the children how to stick the edges of their puppets together.



## Make a number frieze

Divide the class into small groups, giving each group a large piece of paper. Number the groups 1, 2, 3, etc. Tell each group to draw their number on their sheet of paper. Hand out magazines with bright colourful pictures. Each group should then look through the magazines finding groups of objects for their number, for example, the group with the number '2' might use a pair of shoes, two cars, etc. When all the groups have decorated their posters with the pictures they have found, display the posters as a frieze around the room.

## Unit 3 games

### Colour sequences

Make sure children have in front of them a pen or pencil in each of the six *Happy House* colours (red, green, yellow, orange, pink, blue). Hold up a pen/pencil yourself and say, e.g. *Show me red*. Repeat for the other colours. After a couple of examples encourage the children to hold up the colours without you demonstrating.

On the board place a series of 3/4 different coloured pens/pencils in a row. Stick them to the board using Blu-Tack. Invite the class to make the sequence on their desks with their own pens/pencils. Then ask a volunteer to call out the colours in order from left to right.

Now call out another series of colours e.g. *red, yellow, green* and invite another volunteer to make the correct sequence on the board while the class make the sequence on their desks in front of them.

Call out a third series of colours, and this time all the children arrange their pens/pencils in the correct order. Then invite a volunteer to make the sequence on the board. Continue in this way, adding more colours to make the game more challenging.

### Colour and number dictation

Make sure all the children have access to pens, pencils or crayons in the six *Happy House* colours (red, green, yellow, orange, pink, blue). Say *Number (seven) is (red)*, etc. The children listen and write the numbers in the appropriate colour. You could use this activity to make the number cards (as outlined above). At the end of the activity ask *What colour is number (five)?*

### Make a colour collection

Collect objects in different colours. You can do this by having 'colour tables' around the room. Divide the class into groups, giving each group a colour. The members of each group collect objects in 'their' colour and place them on the table. NB All pens and pencils should be put away before the start of the activity to avoid any later problems regarding about ownership.

## Make a colour collage

Divide the class into groups. Give each group a colour. Hand out scissors, glue, magazines, and a large piece of paper to each group. The children then look through the magazines, cutting out pictures of objects in their colour to stick on their collage. Display the collages around the room.

## Unit 4 games

### Colour dictation

Before the lesson make photocopies of page 9 from the Teacher's Resource Book (one for each child) and cut them in half lengthwise.

Hand out pictures of Jack to half the class and pictures of Polly to the other half. Make sure the children have access to pens, pencils or crayons in the six *Happy House* colours (red, green, yellow, orange, pink, blue). Say *Listen and colour*. Say e.g. *Jack's hat is blue*. *Polly's skirt is red*. Allow some time for the children to colour the items of clothing in the correct colour. Continue until the children have coloured in all the items of clothing.

Now hand out pictures of Jack to those who have already coloured Polly's clothes and pictures of Polly to those who have already coloured Jack's clothes. Invite volunteers to describe Jack's and Polly's clothes, using their coloured-in pictures, for their classmates to colour their own pictures using the same colours. By the end of the activity all the class should have pictures of both the *Happy House* children coloured the same.

### Make a sentence!

On one half of the board place the flashcards of numbers 1–6, the colours, and the toy vocabulary (or classroom vocabulary if you wish to review it). Do this so that all the cards are random and jumbled. Explain to the class that you are going to call out a 'sentence' and that the children must make the sentence by choosing the correct cards. Demonstrate an example. Take a number card, e.g. 4, a colour card, e.g. 'red' and an object card, e.g. 'car'. Place the cards in a row on the empty part of the board and pointing to each card say *Four red cars*.

Call out a sentence and invite a volunteer to 'make' that sentence with the cards. Alternatively, choose the cards and invite a volunteer to say the correct sentence.

You can develop this into a team game as follows: a member of team A arranges the cards and a member of team B has to say the sentence. Award a point for each correct sentence.

Another option is to turn all the cards face down. The two teams take it in turns to turn over a card until one of the teams finds a number, (*four*). Continue until someone finds a colour, (*green*) and finally an object, (*train*). The pupil to find the final card and say the sentence correctly wins a point for his/her team.

## Musical hats

This is a game sometimes played at children's parties. You will need a large selection of silly hats. You will also need some lively music.

Arrange the children in a circle on the floor so that each child is sitting behind the next, i.e. facing the back of the child in front. Give each child except one a hat. When you play the music the child without a hat must remove the hat from the head of the child in front and put it on his/her own head. The child in front, now without a hat, takes the hat from the next child and so on. When the music stops the child left without a hat is out. Remove a hat and continue the game until there is only one child left wearing a hat.

## Make a clothes collage

Using magazine pictures, the children cut out items of clothing. On a large sheet of paper the children then draw a person's head and stick on the pieces of clothing to create a character. They may also need to add hands and feet.

## Favourite colours survey

On the board draw a simple chart using a colour flashcard as the heading for each column. Ask several pupils around the class *What's your favourite colour?* Then put a tick in the correct column (see page 90).

red	green	yellow	orange	pink	blue
					
✓	✓ ✓	✓	✓ ✓	✓ ✓	✓

## Unit 5 games

### Pop! My balloon!

Explain to the class that every time they hear you say the word balloon they must clap their hands and shout *POP!* Repeat the words from Lesson 1, varying the order, e.g. *I've got a card, a present, a candle, a balloon. I've got a cake, a balloon, a present, a card, a badge, a cake, a candle, a balloon, etc.*

## Puzzle pictures

Photocopy some of the flashcards of known vocabulary and cut each one into four pieces to make a mini jigsaw puzzle. Put one of the pieces on the board and invite a member of the class to guess the object by asking you *Is it a ...?* Add one piece at a time until a child guesses correctly, then add the remaining pieces.

A variation of this is to play a team game. Each team takes it in turns to identify an object as above. If the team succeed in guessing the object from only one jigsaw piece they win four points; if they answer correctly with the second guess, i.e. two jigsaw pieces, they win three points; with three pieces they win two points and finally they win one point if they answer correctly when the whole jigsaw has been reassembled.

## It's Otto!

This is a game best played in a large open space. Demonstrate the game by taking the part of Otto. Tell the class that they are mice and arrange them in a large circle while you crouch down in the middle. Select flashcards of the vocabulary you want to practise or revise, plus the flashcard of Otto. Shuffle the cards and place them face down on the floor in front of you. Choose one of the children to begin the game by inviting him/her to guess the object on the first card by asking you e.g. *Is it a ball?* Look at the card and answer *Yes, it is* or *No, it's a (plane)*, in which case all the 'mice' must now move one step closer to 'Otto', i.e. you!

Choose another child and continue in this way until you reach the flashcard of Otto. At this point say *No, it's Otto!* and chase the children. Whoever you catch takes the part of Otto in the centre. Repeat as often as you wish.

## Names on a cake

Divide the class into two or three groups depending on the number of different age groups in your class. Give each group a large sheet of paper on which they should draw and decorate a big birthday cake. If, for example, the pupils are all aged six or seven, tell one group to add six candles to their cake and the other group to add seven candles. Go round the class asking individual pupils *How old are you?* (or invite the children to ask each other). Then they add their names to the correct cake.



## Make a birthday card

For this activity, print off the template from the MultiROM and give a copy to each child. Show the children in stages what to do.

First hand out scissors and cut out the cards. Tell the children to colour them. When they have done this, show them how to fold their cards in half along the centre line. Now hand out glue and demonstrate how to cut out the inserts and stick them in. The children should stick the insert with the balloons carefully into the top part of their card, and then stick the text insert below.

Tell them to colour in the balloons and decide who they want to send their card to (this could be Jack or Polly, or a real friend). Write *To...* and *From...* on the board, and any names the children want to know.

When the children have written in the names, show them how to cut very carefully along the cutting line which is part-way down the front of the card (be careful not to cut through to the back!).

When they open the flap they will see Spike and Ruby playing with *Happy Birthday* balloons instead of kites.

## Unit 6 games

### Get ready!

Before the start of the activity select the bathroom flashcards plus about ten other flashcards of known vocabulary. Place all the flashcards face down and randomly on the board. Explain to the class that they are going to help you get things ready for Daisy's bath. Ask them to remind you what Daisy needs (*a towel, soap, shampoo, a toothbrush, a hairbrush, a duck*). In teams, the children take it in turns to come to the board and turn over a card. If that card is one of the bathroom objects the team wins that point and removes the card. If not, replace the card. The next team selects a new card.

### What can you do, little man?

The following is an adaptation of a traditional English children's game. Stand the children in a circle. Choose a volunteer to stand in the middle while the rest of the children hold hands and circle around. As they are doing so say the following:

*What can you do, little man?*

*What can you do, little man?*

Invite the child in the middle of the circle to do an action, e.g. hop on one leg, for the class to copy. As the rest of you copy the action say:

*I can do it too, little man!*

*I can do it too, little man!*

The child in the middle then chooses someone else to take his/her place and do an action for the class to copy.

# Unit 7 games

## Animal mimes

Invite a volunteer to come to the front of the class. Show the pupil an animal flashcard and tell him/her to pretend to be the animal – but without making a noise! The other members of the class try to guess the animal.

## Say goodnight to the animals

Go round the class saying (*Juan*), *say goodnight to the (bird)*, etc. (*Juan*) must try to make the correct animal sound, in this case tweet like a bird. Go round other members of the class saying goodnight to all the animals in a similar way.

## Word chains

Make an animal sound, e.g. *Ssssss!* Choose a member of the class to start the game. This pupil says the word *snake*. The next pupil says the word twice, i.e. *snake, snake*. Each pupil adds another example of the same word to the chain, e.g. *snake, snake, snake*, until you make a different animal noise and the chain starts again.

## Picture dictation

Give the children each a large sheet of paper, or they can use their notebooks if they have them. Give a series of instructions, e.g. *Draw a chair. On the chair draw a bag. In the bag draw a ruler. Colour the bag red. Colour the ruler yellow*. Repeat with other known vocabulary and colours to build up a picture.

## Chinese whispers

This is a variation of the game played in Unit 4 lesson 7. This time, however, use commands telling children to place known objects in different places in the classroom using the prepositions *in* and *on*. Say to the last child in each line e.g. *Put a red pencil on the floor or Put a green book in my bag*. The children pass the instruction up the line to the first person in each team, who must follow the instruction correctly.

# Vocabulary

This list contains all the key words from *Happy House 1*.

The number after each word indicates the unit where it is first heard.

There is a flashcard for every word underlined. These words constitute the core vocabulary.

are 5

badge 5

bag 2

balloon 5

basket **Happy Easter!**

beat (verb) 3

bed 7

bell **Happy Christmas!**

bike 5

bird 7

birthday 5

blue 3

book 2

box 7

brother **Me and my family**

brush (verb) 6

cake 5

cakes 3

can / can't 6

candle 5

car 3

card 5

cat 7

chair 7

chicken **Happy Easter!**

chocolate **Happy Easter!**

circle 3

clap (verb) 5

click (verb) 6

cold 6

crocodile 7

cupboard 7

Dad 1

dance (verb) 2

Daisy 1

Do you...?

dog 7

doll 3

door 1

down 7

drive (verb) 3

drum 3

dry (verb) 6

duck 6

Easter egg **Happy Easter!**

eight 2

eye 6

face 6

fairy **Happy Christmas!**

family **Me and my family**

favourite 4

feet 5

fingers 6

five 2

floor 1

flowers **Happy Easter!**

fly (verb) 3

flowers **Happy Easter!**

food **Party time!**

four 2

good morning 1

goodbye 7

goldfish **Pets**

green 3

grey 4

guitar 3

hair 6

hairbrush 6

hamster **Pets**

hands 6

happy 1

hat 4

Hello! 1

Here's... 1

Hooray! 7

horse 7

hot 6

house 1

How many...? 2

How old...? 5

I'm... 1

I've got... 5

in 7

is 4

Is it...? 5

It's... 1

Jack 1

jump (verb) 5

jumper 4

land 7

like (verb) 7

me 1

more 2

mouse 7

Mum 1

my 4

name 1

nine 2

no 2

nose 6

not 5

on 7

one 2

orange (adjective) 3

Otto 1

pen 2

pencil 2

pencil-case 2

pink 3

plane 3

play (verb) 3

Polly 1

present 5

purple 4

put on 4

rabbit 7

radio 5

red 3

ride (verb) 7

roof 1

round and round 7

Ruby 1

ruler 2

run **Pets**

say 7  
see 6  
seven 2  
shake (verb) 5  
shampoo 6  
shark 7  
shoe 4  
sister **Me and my family**  
six 2  
skirt 4  
snake 7  
soap 6  
sock 4  
song 4  
Spike 1  
square 3  
stamp (verb) 5  
star **Happy Christmas!**  
stocking **Happy Christmas!**

yellow 3  
yes 2  
you 5  
your 1

T-shirt 4  
take off 4  
teeth 6  
television 5  
ten 2  
Thank you! **Party time!**  
that 5  
There's... 2  
this 1  
three 2  
tiger 7  
to 5  
toes 6  
toothbrush 6  
touch (verb) 6  
towel 6  
train 3  
triangle 3  
trousers 4  
turn around 7  
two 2

up 7

warm 6  
wash (verb) 6  
water 7  
wave (verb) 7  
What's...? 1  
Where's...? 4  
Who's...? 1  
window 1  
wink (verb) 6  
wow! **Party time!**