

Lorena Roberts

Happy House

New Edition

Teacher's Book

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various stages of its development.*

**The publishers advise that activities involving cutting and sticking
should be carried out under the supervision of an adult.**

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Introductory unit

(R) = Revision

Key language	Additional language	Teacher language (recognition)	Learning outcomes
<p><i>Hello, I'm (+ name). (R)</i> <i>It's a (book).</i> <i>Goodbye! (R)</i> <i>Mum Dad Jack Polly Daisy Otto</i> <i>Spike Ruby (R) Tina</i> <i>a book a jumper a pencil a car</i> <i>a hat a cake a sock a pen a bag</i> <i>a toothbrush</i> <i>a T-shirt a hairbrush a guitar</i> <i>a balloon a towel a pencil-case</i> <i>a dog a train a shoe a cat (R)</i> <i>one two three four five six seven</i> <i>eight nine ten (R)</i></p>		<p><i>What's your name?</i> <i>What's / Who's this?</i> <i>Show me your Class / Activity Books.</i> <i>Look at page (three).</i> <i>Where's the (bag)?</i> <i>What colour is / are the ...?</i> <i>Listen.</i> <i>What's number (six)?</i></p>	<ol style="list-style-type: none"> 1 Identify <i>Happy House</i> characters 2 Review orally key lexis from <i>Happy House 1</i> 3 Review greetings 4 Learn to say the English alphabet 5 Learn to recognize the written form of characters' names 6 Join in with a song and a chant 7 Participate in class games and activities

Unit 1 Playroom safari

Key language	Additional language	Teacher language (recognition)	Learning outcomes
<p><i>a tiger a monkey a zebra a snake</i> <i>a crocodile a lion</i> <i>I can / can't (see) ...</i> <i>Can you (snap) like a (crocodile)?</i> <i>roar hiss</i> <i>Can (zebras) (run)?</i> <i>climb trees fly</i> <i>Hello (R)</i> <i>Goodbye (R)</i> <i>I'm (Lenny Lion).</i> <i>Can you see me?</i> <i>Look! A (zebra).</i></p>	<p><i>There's a...</i> <i>Can you see...?</i> <i>What's this? (R)</i> <i>Look! (R)</i> <i>Help!</i> <i>Where?</i> <i>Thank you.</i> <i>Run!</i> <i>Goodbye.</i> <i>Show me ...</i> <i>This is ...</i> <i>Picture (two)?</i> <i>Your turn.</i> <i>Oh, it's me!</i></p>	<p><i>Look at pages...</i> <i>Listen and point.</i> <i>What does this say?</i> <i>What's number (five)?</i> <i>Who's this?</i> <i>What's this?</i> <i>Where's this?</i> <i>Fold here.</i> <i>Stick here.</i> <i>Cut here.</i></p>	<ol style="list-style-type: none"> 1 Identify, read, and write the words for six animals 2 Follow and understand two simple stories 3 Join in with two songs 4 Talk about ability using <i>I can..., I can't...</i> and <i>Can you...?</i> 5 Talk about animals' abilities 6 Participate in a variety of whole-class and pairwork games and activities

Unit 2 School time

Key language	Additional language	Teacher language (recognition)	Learning outcomes
<p><i>a chair a table a pen a teacher</i> <i>a book a clock</i> <i>I can see a (table).</i> <i>This is my / your (table).</i> <i>Tina</i> <i>red orange blue pink yellow</i> <i>green (R)</i> <i>(It's) a (red) (clock). (R)</i> <i>(It's) an orange (clock).</i> <i>a (red) book</i> <i>an orange (pencil)</i> <i>numbers 1-10 (R)</i> <i>colours (R)</i> <i>It's (loud).</i> <i>quiet fast slow</i> <i>How many (cars)? (R)</i></p>	<p><i>(in) the playroom (R)</i> <i>Here's my...</i> <i>Look around the classroom.</i> <i>What can you see?</i> <i>Thank you! (R)</i> <i>friend</i> <i>Listen.</i> <i>tick, tock</i> <i>Yes. No. (R)</i> <i>Well done!</i></p>	<p><i>Look at (the pictures).</i> <i>Can you see (the clock / something red)?</i> <i>What number is (it / this)?</i> <i>Listen again / to the story.</i> <i>Open your books at page (six).</i> <i>Close your (books / eyes).</i> <i>Is this your (pencil)?</i> <i>Can you read this?</i> <i>Yes, that's right.</i> <i>Stand up!</i> <i>Show me your (blue) pen / pencil.</i> <i>Cut / fold / stick / write here.</i> <i>How many books has Tina got now?</i> <i>Where's this?</i> <i>What numbers can you see?</i></p>	<ol style="list-style-type: none"> 1 Identify, read, and write the words for six things found in a classroom, and six colours 2 Follow and understand two simple stories 3 Join in with two songs 4 Understand and use the possessive pronouns <i>my</i> and <i>your</i> 5 Use colour + noun word order (e.g. <i>a red clock</i>) 6 Use the adjectives <i>loud</i>, <i>quiet</i>, <i>fast</i>, and <i>slow</i> to describe music 7 Participate in a variety of whole-class and pairwork games and activities

Unit 3 I'm hungry!

Key language	Additional language	Teacher language (recognition)	Learning outcomes
<i>fish cheese yoghurt bread rice pasta</i> <i>Here's some (cheese).</i> <i>Do you like (cheese)?</i> <i>Yes. No. (R)</i> <i>coffee tea lemonade orange juice water milk</i> <i>I like / don't like (lemonade).</i> <i>From (cows) we get (milk).</i>	<i>(in) the kitchen (R)</i> <i>We're helping Mum with the shopping today.</i> <i>Open the cupboard / fridge.</i> <i>Put it away.</i> <i>Look on the table.</i> <i>I'm hungry too!</i> <i>Watch this!</i> <i>Be careful! (R)</i> <i>Have another turn!</i> <i>My/Your turn!</i> <i>fields wheat trees</i> <i>butter ice cream cereal</i> <i>cheese bread pasta cakes rice</i> <i>tea coffee oranges lemons (R)</i> <i>soup</i>	<i>Are you hungry?</i> <i>Do I put the (cheese) in the fridge or in the cupboard?</i> <i>Circle the word.</i> <i>I'm Spike. You're Ruby.</i> <i>Who is drinking lemonade?</i> <i>What is he saying?</i> <i>What's (five) across / down?</i> <i>Can you remember?</i>	1 Identify, read, and write the words for six foods and six drinks 2 Follow and understand two simple stories 3 Join in with a song and a chant 4 Talk about likes and dislikes using <i>I like...</i> , <i>I don't like...</i> and <i>Do you like...</i> ? 5 Talk in simple terms about the origins of various foods 7 Participate in a variety of whole-class and pairwork games and activities

My school

Key language	Additional language	Teacher language (recognition)	Learning outcomes
<i>a class a classroom an exercise book a lunch box a pencil-case a school bag</i> <i>T-shirt jumpers trousers skirt</i> <i>I'm wearing my school uniform.</i>	<i>I'm in class (2).</i>		

Unit 4 Happy faces

Key language	Additional language	Teacher language (recognition)	Learning outcomes
<i>face hair eyes nose (R)</i> <i>ears mouth</i> <i>Look at my (face).</i> <i>I've got (a pink nose). (R)</i> <i>a tail</i> <i>big, small</i> <i>teeth (R)</i> <i>brown black blond red</i> <i>I've got (brown) hair.</i> <i>I (see) with my (eyes).</i> <i>hear taste smell touch</i> <i>hands (R)</i> <i>I've got spots on my (face).</i> <i>feet hands (R)</i>	<i>Oh, can't you see?</i> <i>It's me!</i> <i>elephant owl crocodile fish</i> <i>What about you?</i> <i>Can you (smell) it?</i> <i>tummy</i> <i>Oh dear!</i> <i>paint</i> <i>Oops!</i>	<i>Draw the (mouth / a big face).</i> <i>You are the elephant.</i> <i>Have you got (big ears)?</i> <i>Touch your (nose)!</i> <i>What colour hair / eyes have you got?</i> <i>How many children have got (blond hair)?</i> <i>Spike says (touch your feet).</i> <i>Draw (three eyes on your monster).</i>	1 Identify, read, and write the words for six parts of the face and four hair colours 2 Follow and understand two simple stories 3 Join in with a song and a chant 4 Describe appearance/features using <i>I've got...</i> 5 Talk about the five senses in English 7 Participate in a variety of whole-class and pairwork games and activities

Unit 5 My house

Key language	Additional language	Teacher language (recognition)	Learning outcomes
<i>kitchen bedroom bathroom sitting room hall garden I'm in the (bedroom).</i> <i>Is it a ...? (R)</i> <i>It's a television.</i> <i>Where's my (sock)? (R)</i> <i>Is it in the (kitchen)?</i> <i>Is it on the (table)?</i> <i>It's on / in ...</i> <i>sock bag shoe</i> <i>Is it in the (yellow) box?</i> <i>Yes. No. (R)</i> <i>It's a (cat). (R)</i> <i>It's upstairs/downstairs. on the left/right</i> <i>Where's ...? Is it in / on ...? It's ...</i> <i>The (television's) in the (bathroom)!</i>	<i>It's lunchtime.</i> <i>My lunch is in the kitchen.</i> <i>But I'm coming now.</i> <i>Come on! (R)</i> <i>Come and look!</i> <i>Listen!</i> <i>I don't know. (R)</i> <i>It's time to go.</i> <i>I'm (upstairs).</i> <i>I'm on the (right).</i> <i>tiger clock book rice pasta bread</i> <i>cheese milk orange juice guitar</i> <i>train dog (R)</i> <i>cupboard fridge bed box table</i> <i>(R)</i> <i>phone</i> <i>pocket</i> <i>Thank you (R)</i> <i>doll's house</i> <i>That's better!</i>	<i>Is (Polly) in the (bathroom)?</i> <i>Who's in the (bedroom)?</i> <i>Listen to the animals.</i> <i>Answer the questions.</i> <i>Put the cards on the poster.</i> <i>Put the (tiger) in the (bedroom).</i> <i>What's the word?</i> <i>Write it in your notebooks.</i> <i>Copy (name).</i> <i>Read and repeat.</i> <i>Read the words in the box.</i>	1 Identify, read, and write the words for six parts of a house 2 Follow and understand two simple stories 3 Join in with a song and a chant 4 Ask and answer questions with <i>Is it a...?</i> and <i>Is it in the...?</i> 5 Talk about location using <i>upstairs, downstairs, on the left/right, and in the...</i> 7 Participate in a variety of whole-class and pairwork games and activities

At home

Key language	Additional language	Teacher language (recognition)	Learning outcomes
<i>a castle a pirate ship a slide a swing</i> <i>bedroom</i> <i>I like (the slide).</i> <i>I've got (a castle).</i>	<i>house apartment window</i> <i>This bedroom is (blue).</i> <i>There's a (doll) on the (bed).</i> <i>upstairs, downstairs</i> <i>left, right</i>		

Unit 6 Summertime

Key language	Additional language	Teacher language (recognition)	Learning outcomes
<i>a T-shirt shorts trainers a sunhat a dress sandals</i> <i>I'm wearing ...</i> <i>What are you wearing?</i> <i>Are you wearing something (red)?</i> <i>Are you wearing a T-shirt?</i> <i>It's (sunny).</i> <i>rainy snowy windy</i> <i>It's my dress!</i> <i>My dress is in the tree!</i> <i>It's windy!</i> <i>I'm wearing my (yellow) (sunhat).</i>	<i>in the sun</i> <i>I'm having fun</i> <i>Take off your ... (R)</i> <i>I like ...</i> <i>Stand up! Sit down!</i> <i>What's the weather like?</i> <i>That's right.</i>	<i>Where's this?</i> <i>Who's this?</i> <i>What's this?</i> <i>Write the words.</i>	1 Identify, read, and write the words for six items of clothing 2 Follow and understand two simple stories 3 Join in with a song and a chant 4 Talk about clothes using <i>I'm wearing...</i> , <i>Are you wearing...?</i> and <i>What are you wearing?</i> 5 Describe the weather using the adjectives <i>sunny, rainy, windy, and snowy</i> 7 Participate in a variety of whole-class and pairwork games and activities

7 Playtime

Key language	Additional language	Teacher language (recognition)	Learning outcomes
<i>a ball a bike a boat a scooter a skipping rope a trampoline I'm playing with my (bike). I'm riding my bike. I'm swimming. I'm (skipping). jumping hopping running I'm playing with a (ball). I'm playing on a (trampoline). I'm riding a (bike). I'm pushing/pulling. Stop! Where's my (book)?</i>	<i>toys with you and my (skipping rope) too like this stop Come on and (skip) with me. It's easy. After three! Let's go! See you soon. holiday</i>	<i>Come on, it's easy. After 3! 1 point! (Marta) can/can't (hop). Can you do this? in the tree Who's got a (ball)? Circle the correct pictures. This mouse can jump! How many children can ride a bike? Can you see (a ball)? Can you say this in English? What can/can't Tina do? Can you catch a (ball)?</i>	1 Identify, read, and write the words for six outdoor toys 2 Follow and understand two simple stories 3 Join in with two songs 4 Make and understand simple sentences using the present continuous (e.g. <i>I'm playing with a ball</i>) 5 Identify pushing and pulling forces 7 Participate in a variety of whole-class and pairwork games and activities

A Christmas play

Key language	Additional language	Teacher language (recognition)	Learning outcomes
<i>Happy Christmas! Christmas Eve Christmas Day Father Christmas elves reindeer sleigh magic</i>	<i>Hurry! Wake up! Quick! (R) Put on your coat! Come on jingle bells</i>	<i>How many (reindeers) are there?</i>	1 talk about how Christmas is celebrated in their homes 2 read and act out a play 3 sing a Christmas song

An Easter play

Key language	Additional language	Teacher language (recognition)	Learning outcomes
<i>Happy Easter! chicken duck snake crocodile baby Is this my egg? egg basket (R)</i>	<i>To ... From ...</i>	<i>Is this Mother Chicken's egg?</i>	1 talk about how Easter is celebrated in Britain and at home 2 read and act out a play 3 sing an Easter song 4 make an Easter basket

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 2 consists of the following components:

- Class Book
- Activity Book with MultiROM
- Teacher's Book
- Teacher's Resource Pack, which contains 45 colour flashcards, a photocopiable Teacher's Resource Book, an Evaluation Book and 2 large colour posters
- 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. 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, which show an English boy, Harry, at school and at home.

Activity Book

The 72-page *Activity Book* offers extra language practice activities and puzzles, plus Tina's Tiny Books; cut-outs which children make into books to take home and read 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.

Every unit ends with an evaluation spread, which encourages reflection on learning, including an *About me!* activity in which the children can use the language to say something about themselves.

The *Activity Book* also has 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 2*. 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. The flashcards are one-sided, making it easier to play guessing games and memory games.

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 picture and wordcards to use with word recognition activities.

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.

Posters

The first large colour poster provides an overall view of the house where all the action takes place. The language is presented within the 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. The second poster is the *Happy Alphabet* poster which can be used when teaching the children the English alphabet, for instance when presenting the Alphabet chant in the Introductory unit.

Audio CD

This provides recorded material for all the listening activities, stories, songs, and chants in *Happy House 2*.

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 2* includes at least two 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. The disk can be used to present vocabulary, stories, and songs and contains culture DVD clips. It has concise and simple teaching notes that explain each activity. It also contains a Worksheet Builder that can be used to produce a range of worksheets quickly and easily on a computer, with which you can supplement your classes and customise materials.

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 2* is primarily on listening and speaking, along with the introduction of basic word recognition and some simple writing tasks.

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 2 consists of seven main units, an Introductory unit, together with a Christmas and an Easter play to be used in the lead-up to Christmas and Easter, and two 'culture spots'. Each of the main units focuses on a particular topic area or vocabulary set familiar to the day-to-day lives of most children, e.g. animals, toys, clothes. 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 word recognition activity.

Lesson 2

Presentation of a basic structure built around some of the lexis learned 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 listening using the key words from lessons 1 and 2.

Lesson 3

Presentation of either a second lexical set, e.g. colours, 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 4

Practice of the structure taught in Lesson 3, 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 5

This lesson provides an opportunity to use English across the curriculum, e.g. to appreciate different tempos in music, to discuss the origins of different food products, or to learn about the five senses. The cross-curricular topics have been carefully selected to be appropriate to the age and cognitive development of the children using *Happy House 2* 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. *Hello! Goodbye! Well done! Thank you. Let's go!* 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 tiny book which exploits the language of the unit. Children make a tiny book and take it home to read.

The *Take-home English* feature provides children with an opportunity to share their learning with their parents and siblings. In some cases, children may need to 'teach' their parents and siblings the English in the book. 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.

A 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 2* 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 learned 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 6 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 2* 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*, *Teacher's 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 2* are red, blue, green, yellow, orange, pink, purple, brown, 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 Street*.

With best wishes from

Everyone at Happy House

Introductory unit

Learning outcomes

- 1 Identify *Happy House* characters
- 2 Review orally key lexis from *Happy House 1*
- 3 Review greetings
- 4 Learn to say the English alphabet
- 5 Learn to recognize the written form of characters' names
- 6 Join in with a song and a chant
- 7 Participate in class games and activities

Lesson 1

Children will:

- talk about their books and the main characters
- review some of the key lexis from *Happy House 1*
- play a game
- sing a song

Key language:

Hello! (R)

It's a (book).

Goodbye! (R)

a book a jumper a pencil a car a hat a cake

a sock a pen a bag a toothbrush (R)

Mum Dad Jack Polly Daisy Otto Spike Ruby (R)

Materials and advance preparation:

Class Book pages 2–3

Happy House 2 poster

CD1: Listenings 1–2

Flashcards: book jumper pencil car hat cake
sock pen bag toothbrush (*Happy House 1*)

front garden, walking towards the front door.) Do not mention her name at this stage.

Teacher tip!

This stage of the lesson should be used to refresh the children's memories and rekindle their interest in English and in *Happy House*. Encourage them to use English where they can but make sure there is no pressure to do so – allow them to express themselves in their own language if necessary.

2 Revision of key lexis

- Invite ten volunteers to stand up and face the class. Make sure they are well spread out.
- Hold up each of the ten flashcards in turn and ask *What's this?* Invite individuals to answer *It's a (book)* then give the card to one of the ten volunteers. Make sure he/she holds the card so that the rest of the class can see it. Repeat for all ten cards.
- Now tell the rest of the class to point to the correct cards as you say the words in random order. Repeat until you feel that the children are confident with all ten words, speeding up the activity to make it more fun and progressively more challenging.
- Tell the volunteers to turn their cards over. Repeat the activity. This time the rest of the class must try to remember who is holding each of the ten cards.

1 Introduction

- Welcome your class by saying *Hello!* or *Hello, everybody!* several times. Encourage the children to respond by saying *Hello!* and your name. Point to yourself and say *I'm (+ your name)*. Then ask children around the class *What's your name?*
- Put the *Happy House 2* poster in a place where the whole class can see it. See what the children can remember about *Happy House*. Ask (L1): *Can you remember the names of the rooms? How many children live in the house? What are their names? Do they have a pet? What is it? What is his name? What other animals live in the house? Where do they live? What are their names?* Explain that in this book there is a new mouse coming to live in *Happy House*, and that on the poster we can see her, arriving at the house. See if anyone can find Spike and Ruby's new friend. (She is in the

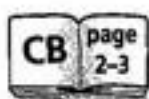
3 Class game

Ten words from memory

- Use the following game to give the children practice in saying the words for the ten lexical items. Pay particular attention to pronunciation!
- Place the ten flashcards on the board in a line. Point to each flashcard in turn and invite the whole class to say what it is, e.g. *a jumper*. Repeat several times, getting faster each time. Encourage the children to say the words rhythmically, like a chant.

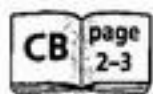
- When you are happy that everyone is saying the words correctly, turn one of the cards face down. Point to all the cards again for the children to say the sequence of words but this time they will have to remember the card that has been turned over.
- Turn over a second card. Repeat.
- Continue turning over a new card each time until the children are saying all ten words from memory.

4 Practice



- Say to the children *Show me your Class Books*. Use this opportunity to remind the children that they will be using two books and that the Activity Book is the only one they should write in.
- Say *Look at pages two and three*. Ask the children if they can find the ten objects from the previous activity in the picture of *Happy House*. Set them a time limit for this and let them do it either on their own or quietly with a partner.
- When the time limit is up, ask questions about the ten objects, e.g. *Where's the (bag)? What colour is the (car)?*

5 Song



- Say *Listen*. Play *The Happy House song* (Listening 1) straight through. See if anyone can remember the actions from *Happy House 1*.
- Remind them of the actions if necessary. On *Here's a window*, mime looking out of the classroom window with your hand above your eyes. On *Here's a door*, mime knocking on the door. On *Here's a roof*, put your hands together pointing upwards over your head, making a roof shape. On *Here's the floor*, stamp your feet and look down.
- Repeat. Invite the children to join in with the mimes.
- Play the song again while you and the children do the mimes. On the words *For you and me*, point to one of the children, and then to yourself. Encourage the children to join in with the singing.



Audio script

Presenter: Class Book Listening 1. 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!

Oxford iTools You can also present the song on an interactive whiteboard using the iTools disk.

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 2).

6 Ending the lesson

- At the end of the lesson, say *Goodbye!* to the children and encourage them to respond.

Lesson 2

Children will:

- review more of the key lexis from *Happy House 1*
- play a revision game and a number game

Key language:

a T-shirt a hairbrush a guitar a balloon a towel
a pencil-case a dog a train a shoe a cat (R)
numbers 1–10 (R)
Hello, I'm (+ name).

Materials and advance preparation:

Class Book pages 2–3

Flashcards: book jumper pencil car hat cake
sock pen bag toothbrush T-shirt hairbrush
guitar balloon towel pencil-case dog train
shoe cat (*Happy House 1*)

1 Introduction

- Greet the children with *Hello!* as you did in the previous lesson. Encourage them to reply.
- Jumble up the flashcards that you used in the last lesson. Hold up each one and ask *What's this?* Do this first as a whole class, then ask individual children around the class.

2 Class game

- Place the flashcards you used above on the wall around the room using reusable adhesive.
- Divide the class into two teams. Choose a child from each team. Then call out one of the objects on the flashcards, e.g. a *toothbrush*. The two children must race to find the correct card. The child who gets to the card first wins a point for his/her team.
- Repeat for all the cards. You could then make the game more challenging by turning the cards face down!

3 Revision of key lexis

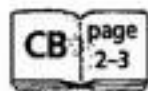
- Use the other ten flashcards (*T-shirt, hairbrush, guitar, balloon, towel, pencil-case, dog, train, shoe and cat*) to review ten more key words with the class.
- Place all ten flashcards on the board and write a number next to each one from 1 to 10. As you write each number, invite the children to say it with you.
- Choose a flashcard at random and say A (*guitar*). The children find the (*guitar*) and call out the correct number. Repeat for all the cards.
- Play the game again but this time say a number, e.g. *What's number eight?* The children now say the word for the corresponding object, e.g. *It's a train.*

4 Class game

What's number six?

- Turn all the flashcards face down and stick them down again on the board.
- Ask the children *What's number (six)?* This time they answer from memory.
- To make this more competitive, you could divide the class into two teams. A child from each team takes it in turns to ask the other team a question.
- The team that correctly identifies the most cards correctly wins the game.

5 Practice



- Ask the children to look at pages 2 and 3 of their Class Books, and to find the ten new objects in *Happy House*. Set them a time limit, and let them find the objects either on their own or with a partner. Encourage them to put up a hand when they've finished.
- When everyone has found all ten objects, ask questions about them, e.g. *Where's the (train)? What colour is the (T-shirt)?*

6 Ending the lesson

- At the end of the lesson, introduce some simple instructions. Say, e.g. *Close your Class Book. Put your books away. Put your pencils in your pencil-case. (Name), clean the board, please, etc.* Demonstrate each instruction to make the meaning clear.
- Then say *Goodbye!* and encourage children to respond.

Lesson 3

Children will:

- review the names of the characters

Key language:

Hello, I'm (+ name).

Mum, Dad, Jack, Polly, Daisy, Otto, Spike, Ruby, Tina

Materials and advance preparation:

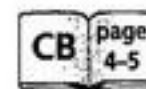
Class Book pages 4–5

Activity Book page 2

CD1: Listening 3

Flashcards: Mum Dad Jack Polly Daisy Otto Spike Ruby (R); Tina

1 Introduction



- Use the flashcards of the *Happy House* characters to review their names quickly with the class. Hold up each card in turn and ask *Who's this?*
- Remind the class that there is a new character in *Happy House*. Explain that today they are going to learn her name. Play the listening straight through and see if anyone can hear her name (*Tina*).
- Say *Open your Class Books at pages four and five.* Invite the children to find Tina in the picture.



Audio script

Presenter: Class Book Listening 3. Listen and point.

- Dad: Hello again! Welcome back to Happy House! Remember? I'm Dad!
- Mum: I'm Mum.
- Polly: I'm Polly.
- Jack: I'm Jack.
- Daisy: I'm Daisy.
- Jack: That's right, Daisy!
- Spike: I'm Spike.
- Ruby: I'm Ruby.
- Tina: I'm Tina.
- Otto: And I'm... Otto!
- Polly: Look, Daisy. It's the alphabet! a – b – c – d – e – f – g – h – i – j – k – l – m – n – o – p – q – r – s – t – u – v – w – x – y – z!

2 Listen and point

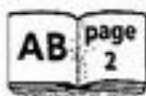


- Hold up one of the flashcards to your face, like a mask, and say *Hello, I'm (Mum)*.
- Choose a member of the class, say *Stand up!* and give him/her another character flashcard. Say *Hello, I'm Mum* as you did before and invite the child to do the same for his/her character. Make sure the child is facing the rest of the class.
- Repeat for all the characters, choosing different pupils from around the class.
- When all ten characters have introduced themselves in this way, invite all the children with character flashcards to stand around the edge of the room, with their cards up to their faces, where the rest of the class can see them. Say *Listen and point*. Then play Listening 3 again. As each character says his/her name, point to the child holding up that card. Invite the class to point with you.
- Repeat, but this time see if the class can point without your help.
- Choose another group of volunteers and repeat.
- The children can then listen and point in their Class Books.

3 Reinforcement

- Use flashcards of the characters to practise greetings in a fun way. Say, e.g. *Hello, I'm Mum!* Invite individual children to take different flashcards and introduce them to class by saying *Hello, I'm (Polly)*.
- Choose a flashcard. Invite a child to come to the front and take a different flashcard. Together, build a short dialogue, e.g.
Hello, Jack.
Hello, Dad.
Goodbye, Jack!
Goodbye, Dad!

4 Practice



- Hold up your Activity Book and say *Show me your Activity Books*. Make sure everyone has the correct book. Then say *Look at page two* and write 2 on the board.
- Point to each of the characters across the middle of the page and ask *Who's this?*
- Using the example answer, show the class how in each of the four main pictures one of the characters is missing. Ask *Who's missing in picture 1?* Invite the class to answer then follow the line down to Polly and say *Yes, it's Polly*.
- Give the class a few minutes to do the other examples in their books before comparing with a partner. Then ask around the class *Who's missing in picture (two)?* for each of the pictures.

5 Ending the lesson

- Hold up a flashcard over your face as the children leave. Say *Goodbye, (Name)!* to the children one by one as they leave the classroom. Encourage them to respond *Goodbye, (Name)* (saying the name of the character). After a while, choose a different flashcard.

Lesson 4

Children will:

- learn to say the alphabet
- say a chant
- play a game
- review the names of the characters and learn to recognize the written form of the names

Key language:

Hello, I'm (+ name).
Mum, Dad, Jack, Polly, Daisy, Otto, Spike, Ruby, Tina


Materials and advance preparation:

Class Book pages 4–5
Activity Book page 3
CD1: Listening 4
Flashcards and word cards: Jack Polly Daisy Otto Spike Ruby (R); Tina

Before the start of the lesson cut out 26 small pieces of paper and write a different letter of the alphabet on each one.

Teacher tip!

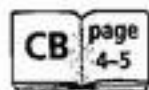
Prepare the word cards for the characters' names before the lesson. Write the words on pieces of card, making sure the words are big enough to be read from the back of the classroom. You will need to prepare similar word cards for the key vocabulary in each unit. If possible laminate the cards to make them more durable.

Oxford iTools  Templates for the word cards are also available as printable pdfs on the iTools disk.

1 Introduction

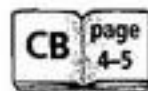
- Choose a character flashcard without the class seeing which one it is. Invite a volunteer to come to the front of the class and greet one of the characters, e.g. *Hello, Jack*.
- Turn the flashcard to show the class, if it matches the greeting (e.g. it is Jack), the child can sit down. If it does not, then choose another flashcard and ask the child to greet another character. Continue until the child says the greeting which matches the flashcard you are holding. Repeat with other volunteers.

2 Presentation



- Say *Look at Class Book pages four and five*. Hold up your book and point to the alphabet frieze across the two pages. Say *Look. This is the alphabet*.
- Gradually build up the alphabet on the board. Write the letter 'a' and say *a*. Invite the class to repeat after you. Add the letter 'b' and say *a... b...* Again, encourage the class to repeat. Continue adding one letter at a time until you have built up the whole alphabet.

3 Chant



- Explain to the class that they are going to hear the *Happy House* family saying an alphabet chant. With books closed, ask the class to listen and tell you how many times they hear the alphabet. Play the chant straight through.
- When the class tell you that they heard the alphabet three times, ask them if it was the same each time. How was it different? Use this opportunity to teach the words *say* (in a normal voice), *whisper* (in a whisper) and *shout* (in a very loud voice).
- Play the chant again, this time inviting the class to join in with the alphabet each time. Encourage them to *say*, *whisper* and *shout* the letters following Polly's instructions.



Audio script

Presenter: Class Book Listening 4. Say: The alphabet chant.

ABC, ABC,
Say the alphabet with me!
ABCD EFG HIJK LMNOP
QRS TUV WXYZ

ABC, ABC,
Whisper the alphabet with me!
ABCD EFG HIJK LMNOP
QRS TUV WXYZ

ABC, ABC,
Shout the alphabet with me!
ABCD EFG HIJK LMNOP
QRS TUV WXYZ

Teacher tip!

Oxford
iTools



You can also present the chant on an interactive whiteboard using the iTools disk.

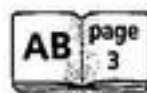
4 Class game

- Give each child in the class one of the pieces of paper on which you wrote a letter of the alphabet, keeping the letter *a* for yourself. If you have more than twenty-five children, repeat some of the letters.
- Demonstrate the activity. Hold up your letter *a* and say *a...* If necessary point to the board to remind the class of the next letter. The child with the letter 'b' should then stand up and say *b...* Continue around the class until everyone has said their letter.
- Clear an area in the classroom, then tell the class to stand up. Explain that they must now make the alphabet by standing in order of the letters beginning with 'a' and ending with 'z'. Again, they can use the alphabet you wrote on the board to help them.
- When all the children are standing in a line, invite each one to say his/her letter in turn. Repeat, speeding it up if possible.

5 Word recognition: presentation

- One at a time, hold up each of the word cards for the *Happy House* family members. Read the name and invite the class to repeat. Then stick the cards around the edge of the board with reusable adhesive. Point to the words in order and then randomly, and invite the class to 'read' the names.
- Hold up each of the character flashcards in turn and ask *Who's this?* Then place all the cards in the middle of the board. Invite volunteers to come to the front and draw a line from each picture card to the correct name. Demonstrate the activity with one example if necessary. Encourage the rest of the class to check that each one is correctly matched by asking *Is that correct?* each time.

6 Word recognition: practice



- Once you have modelled the activity on the board, the children can do a similar matching activity in their books. Say *Show me your Activity Books*. When you are happy everyone has the correct book, say *Look at page three* and write 3 on the board.
- Point out to the children that if they look closely at each of the characters they will find a clue to their names. Monitor and help while children work on their own to match each name to the correct character.

1 Playroom safari

Learning outcomes

- 1 Identify, read, and write the words for six animals
- 2 Follow and understand two simple stories
- 3 Join in with two songs
- 4 Talk about ability using *I can...*, *I can't...* and *Can you...*?
- 5 Talk about animals' abilities
- 6 Participate in a variety of whole-class and pairwork games and activities

Lesson 1

Children will:

- learn six animal words
- sing a song
- learn to recognize the written form of the animal words

Key language:

a tiger a monkey a zebra a snake a crocodile a lion

Additional language:

There's a...

Can you see...?

What's this? (R)

Look! (R)

Help!

Materials and preparation:

Class Book pages 6–7

Activity Book page 4

CD1: Listeners 5–8

Flashcards and word cards: tiger monkey zebra snake crocodile lion

A photocopy of TRB page 24 (cut-out picture/word cards) for each child (optional)

Teacher tip!

Prepare the word cards for the animal words before the lesson. Write the words on pieces of card, making sure the words are big enough to be read from the back of the classroom. You will need to prepare similar word cards for the key vocabulary in each unit. If possible laminate the cards to make them more durable.

Oxford
iTools



Templates for the word cards are also available as printable pdfs on the iTools disk.

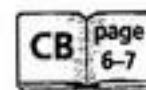
1 Introduction

- Set the scene for the lesson. On the board write the word *safari*. See if anyone can tell you what a safari is. Explain to the class that Jack and Polly are playing a game in which they're pretending to be on safari in the jungle. Invite the class to guess what animals they might see.

Teacher tip!


Use any opportunities you can to encourage children to share with the class what they already know.

2 Presentation

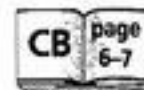


- Say *Look at pages six and seven in your Class Book*. Hold up your book so that everyone can check that they have found the correct pages. Invite the class to find all the animals in the picture.
- Say the words in English, handing a flashcard for each of the animals to a different child.
- Ask the children with flashcards to stand around the edge of the room where everyone can see them. Say *Listen and point*. Say each of the animal words and as you do so point to the correct flashcard while the children do the same.
- Repeat, but this time see if the class can point without your help.

Teacher tip!

Oxford
iTools  You can also present the vocabulary on an interactive whiteboard using the flashcard presentation and games in the relevant section of the iTools disk.

3 Listen and point



- Play Listening 5 straight through while the children look at their books. Make sure the children understand that they are going to be listening for the six words they have been practising. Invite the class to remind you what those words are. As they hear each word, encourage the children to find and point to the correct animal in the main picture.



Audio script

Presenter: Unit 1. Playroom Safari.

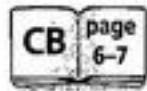
Class Book Listening 5. Listen and point.

- Jack: Polly, sshh! Look! ... Can you see a tiger?
 Polly: Oh yes... and there's a monkey!
 Jack: And what's this? A zebra!
 Polly: Ah! ... But look over there, Jack! Can you see a snake?
 Jack: Yes... and a crocodile!
 Polly: Oh YES!
 Jack: And there's...
 Polly: What?
 Jack: A lion! Help! Help! Aaagh! A lion! A lion! Aagh!
 Polly: Oh, Jack!

Teacher tip!

It is useful to expose children to extended dialogues from an early stage. In this way children will not be afraid when they listen without understanding every word. Make sure everyone realizes that all they have to do is listen out for the key words and find the pictures on the page. If the children also understand some or all of the dialogue, then that is great – but if they don't, it doesn't matter!

4 Listen and say



- Show the children the box on the right-hand side of page 7, with animal words and pictures in it. At this stage don't worry about the words on the page.
- Play Listening 6. The children point and say the words after the recording.



Audio script

Presenter: Class Book Listening 6. Listen and say.

A tiger. A monkey. A zebra. A snake. A crocodile. A lion.

5 Song

- Before playing the song, introduce any new language and review known structures with the class. Use your hands as binoculars, holding them around your eyes. Invite the children to copy you. Then say, e.g. *Look at the monkey!* as you hold up the flashcard.
- Hand out the six animal flashcards to volunteers from around the class. Invite the children to come and stand at the front.
- Play the song straight through and invite the children at the front to place their card on the board when they hear their animal mentioned. Do this so that the cards are in order, in a line from left to right.
- Use the flashcards as prompts to sing the song with the children. Sing the song line by line while the children repeat the words after you.

- Play the whole song again, pointing at the flashcards to remind the children of the verses.
- Divide the class into three groups, assigning a different verse to each group. Play the song again, inviting each group to join in with 'their' verse.



Audio script

Presenter: Class Book Listening 7. Sing: On safari!

On safari! On safari!

I'm on safari today!

Look at the tiger. On safari!

Look at the monkey coming out to play!

Look at the animals. On safari!

I'm on safari today!

Look at the zebra. On safari!

Look at the snake coming out to play!

Look at the animals. On safari!

I'm on safari today!

Look at the crocodile. On safari!

Look at the lion coming out to play!

Look at the animals. On safari!

I'm on safari today!

On safari! On safari!

I'm on safari today!

Teacher tips!

Oxford iTools You can also present the song on an interactive whiteboard using the iTools disk.

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 8).

6 Word recognition: presentation

- Use word cards and flashcards to present the written form of the animal words.
- Place a picture flashcard on the board, e.g. *zebra*. Point to the picture and ask *What's this?* Place the word card *zebra* next to the picture and invite the children to read the word. Do the same for all six new words.
- Repeat several times, but this time point only to the words, giving the children lots of exposure to the new words.
- One by one, remove the flashcards and invite the children to read the words without the help of the pictures. Again repeat several times.
- Point to words randomly and see if the class can read them.
- Arrange the words in a different order and read the words again. Do this as a whole class first, then select volunteers from around the class to read the words.

7 Word recognition: practice



- Say *Open your Activity Books at page four* and write 4 on the board.
- Demonstrate the activity on the board. Place the word cards on the left-hand side of the board one at a time. As you do so, invite the class to read the words aloud.
- Place the corresponding flashcards on the right-hand side. Point to the first word, e.g. *tiger*. Ask *What does this say?* Then ask *Where's the tiger?* Invite a volunteer to come to the front and point to the tiger flashcard. Then tell him/her to draw a line matching the word to the correct flashcard.
- Repeat for all six words. Then rub out the lines.
- Now tell the children to do the same in their books. Monitor and help, giving particular attention to weaker members of the class.

Reinforcement (optional)

- Hand out a photocopy of Teacher's Resource Book page 24 to each child. Tell them to cut out the cards and write their name on the back of each card.
- Let them play a simple matching game to review the animal lexis. Divide the class into pairs. In each pair, tell child A to take his/her cut-out word cards and child B to take his/her cut-out picture cards.
- Call out one of the animal words from this unit and tell all the children to show you the correct card. Hold up the correct flashcards and word cards and let the children check their answers. Each pair that got both the word and the picture correct can award themselves a point. Repeat for all the words and then tell the pairs to swap cards and play the game again.

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 33.

Lesson 2

Children will:

- follow a story
- act out a story
- play a team game
- do a listening task

Key language:

I can/can't see...

Additional language:

Where?

Thank you.

Run!

Goodbye.

Materials and preparation:

Class Book pages 8 and 2–3

Activity Book page 5

CD1: Listeners 9–10

Flashcards: animals; classroom objects from *Happy House 1* and 2; other vocabulary you want to revise from *Happy House 1*

Masks of Spike, Ruby, and Otto

Word cards: animals (optional)

1 Introduction

- Set the scene for the lesson. Ask the children what game Jack and Polly were playing in the playroom. What animals did they have on their safari?
- As the children tell you the animal words they remember, hold up the corresponding flashcards.

2 Story



- Explain that in the story the children are going to hear, there is another safari.
- Play the story straight through. Invite the children to tell you who they hear and what they can see.
- Say *Open your Class Books at page 8*. Point to each frame of the story to check children's understanding. In L1 ask the class to tell you what they think is happening at each stage of the story but try to use English as much as possible in your questions. Teach any new vocabulary or expressions.
- Play the story again, this time with books open.



Audio script

Presenter: Class Book Listening 9. Listen to the story.

Ruby: Ooh, Spike! I can see a zebra!
Spike: A zebra! Where? I can't see a zebra!

Ruby: Look!
 Spike: Thank you!

Spike: I can't see a zebra. I can see... Otto!

Ruby: Yes, I can see Otto, too!

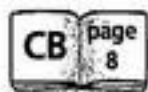
Ruby: Run, Spike! Run!

Spike and Ruby: Goodbye, Otto!

Teacher tips!

Oxford iTools You can also present the story on an interactive whiteboard using the iTools disk

3 Classroom theatre



- Play the story again. After each frame, invite the children to tell you what the characters are saying. Gradually build up the story, recapping from the beginning after each new frame.
- Arrange the 'set' at the front of the classroom.
- Invite the class to tell you which characters are in the story (Spike, Ruby, and Otto). Choose volunteers to play their parts while the rest of the class follow the pictures in their books. Encourage the volunteers to wear masks.

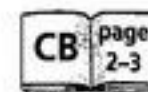
Teacher tip!

Don't worry if what the children produce is not exactly what they heard on the recording. Try not to hinder the flow of the dialogue by correcting them. This activity should be fun. Praise all efforts as this will encourage confidence and fluency.

4 Practice

- Use some of the flashcards from *Happy House 1* to review known vocabulary and to practise the structures *I can/I can't see a...*
- Place a selection of flashcards on the board. Include the animal flashcards from this unit, other words you want to revise from last year, and some objects which you might have in the classroom, e.g. *a book, a pencil, a bag, a pencil-case*, etc.
- Hold up a card, e.g. *a tiger*, then put it down again. Look around the room very deliberately then shrug your shoulders and say *I can't see a tiger*. Do the same with another animal flashcard and invite a volunteer to make a sentence in the same way.
- Hold up a card for an object the children are likely to have in the classroom, e.g. *a pencil*. See if anyone in the class can make a correct sentence, this time using *can*. Repeat with other cards.

5 Team game



- Use pages 2 and 3 of the Class Book to play a game.
- Divide the class into two teams: A and B. Quickly draw a simple score chart on the board. Tell a child in team A to look at the picture in the Class Book and make a sentence about what he/she can see as you did above, e.g. *I can see a car*. Award a point for a correct sentence.
- Now choose a volunteer from team B. He/She must try to repeat the sentence, then add a second object, e.g. *I can see a car and a cat*. Again, award a point for a correct sentence.
- A different volunteer from team A continues the game with a third object from the picture, e.g. *I can see a car, a cat and a sock*.
- Continue the game awarding a point for each correct sentence in which all the previously mentioned objects are given in the correct order. If two consecutive players make a mistake, start the game again.

6 Listening practice



- Demonstrate the activity from Activity Book page 5 using the animal flashcards.
- Place each of the cards on the board and beside each one draw a box large enough for children to write a number from 1–6.
- Pretend that you are Spike or Ruby (you could use a mask, if you wish, to make this more fun!). Put your hands in front of your eyes like binoculars.
- Say *Number one. I can see a tiger!* Invite a volunteer to come to the front and write the number 1 in the correct box. Repeat for all the animals.
- Explain to the class that they are going to do the same in their Activity Books. Tell the class to look at Activity Book page 5. Hold up your book and for each picture ask *What's this?*
- Play Listening 10 straight through with pencils down. Tell the children to point at the correct picture each time.
- Play the first example on the recording. Show the children how a 1 has been written in the box next to the monkey. Then play the rest of the recording. This time children write numbers 1–6 in their books.
- Go through the children's answers by asking, *What's number one?* etc. so that everyone can check that they have completed the activity correctly.



Audio script

Presenter: Activity Book Listening 10. Listen and write the numbers.

Presenter: One.

Ruby: Ooh! Spike! I can see a monkey.

Presenter: Two.

Spike: And I can see a lion!

Presenter: Three.
 Ruby: A lion! No, I can't see a lion, Spike... but I can see a tiger!

Presenter: Four.
 Spike: Look! Ruby! I can see a snake!

Presenter: Five.
 Ruby: A snake? I can't see a snake, Spike... but look! I can see a zebra!

Presenter: Six.
 Spike: Oh no, Ruby... I can see a crocodile... HELP!

Answers
 snake – 4, zebra – 5, crocodile – 6, monkey – 1, tiger – 3, lion – 2

Teacher tip!

The pauses on the audio CD are of a standard length. Monitor the children's progress and press pause on your CD player if children require more time to complete an activity.

Reinforcement (optional)

- Hold up the word cards one by one and ask the children to read them with you.
- Hand out the flashcards to six volunteers. Tell them to stand up and face the class.
- Hold up a word card, but this time say nothing. Invite the class to point to the correct flashcard.
- Make this into a memory game. Tell the volunteers to turn their flashcards around. The rest of the children point to the correct card from memory.

Teacher tip!

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 and answers on Teacher's Resource Book page 33.

Lesson 3

Children will:

- review the animal lexis from Lesson 1
- sing a song
- play a class game
- write the animal words
- review the story from Lesson 2 (optional)

Key language:

Can you (snap) like a (crocodile)?
roar hiss

Additional language:

Show me...
This is...

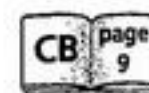
Materials and preparation:

Class Book page 8–9
 Activity Book page 6
 CD1: Listeners 9, 11–12
 Flashcards and word cards: animals from Lesson 1; bird mouse cat dog (*Happy House 1*)
 A photocopy of Teacher's Resource Book page 17 for each child (optional)

1 Introduction

- Review the six animal words from Lesson 1 and the other animals from *Happy House 1* (bird, mouse, cat, and dog).
- Hold up the flashcard for each animal and ask *What's this?* Then place the flashcards for the ten known animals on the board. Write a number from 1 to 10 on the board above each animal. Ask around the class, e.g. (Name), *what's number five?* (Name), *what's number eight?*
- When you are confident that the children know all the words, turn the flashcards over and see if the children can answer the questions again, but this time from memory.

2 Presentation



- Say *Open your Class Books at page 9*. Present the language and the actions the children will need to sing the song, as follows.
- Ask the class *Can you snap like a crocodile?* Hold your arms out in front of you so that your elbows are together and do a snapping motion, clapping your hands together. Invite the class to copy you.
- Then ask *Can you hiss like a snake?* Make a hissing sound and wiggle your body. Again, encourage the class to copy you.
- Finally, say *Can you roar like a lion?* Make a loud 'roar'.

turning your head as you do so, and invite the class to copy you.

- Ask individual children around the class one of the three questions and invite them to make the correct action.

3 Song



- Play the song. Tell the class to listen and do the correct action without singing at this stage.
- Play the song again and invite the children to join in with the action or sound words *snap*, *hiss* and *roar* as they do the actions.
- Sing the song line by line, inviting the children to repeat after you. Then play the song one more time for the children to join in where they can.



Audio script

Presenter: Class Book Listening 11. Sing the song.

Can you snap like a crocodile?
Snap! Snap! Snap!
Can you snap like a crocodile?
Snap! Snap! Snap!
Can you snap like a crocodile?
Snap! Snap! Snap!
I can! You can! Snap! Snap! Snap!

Can you hiss like a snake?
Hiss! Hiss! Hiss!
Can you hiss like a snake?
Hiss! Hiss! Hiss!
Can you hiss like a snake?
Hiss! Hiss! Hiss!
I can! You can! Hiss! Hiss! Hiss!

Can you roar like a lion?
Roar! Roar! Roar!
Can you roar like a lion?
Roar! Roar! Roar!
Can you roar like a lion?
Roar! Roar! Roar!
I can! You can! Roar! Roar! Roar!

Teacher tips!

Oxford iTools You can also present the song on an interactive whiteboard using the iTools disk.

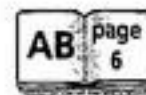
When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD1 Listening 12).

4 Class game

- Tell the children to pretend to be one of the animals they have been miming above (crocodile, snake or lion). You could also include *monkey* as this is another fun animal to mime.

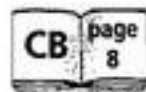
- Take the three (or four) flashcards for these animals. Hold one of them up at random for the class to see. All those children miming the same animal as on the card stay in the game. All the others are out.
- Repeat until you have a winner, selecting a different card each time, or inviting a volunteer to do so.

5 Writing practice



- Say *Open your Activity Books at page six.*
- Hold up your book and for each animal ask *What's this?*
- Demonstrate the activity by doing the first example with the class on the board. Show the children how the word *lion* has been completed and the number 1 written in the box next to the lion picture.
- Tell the children to complete the rest of the activity in the same way, on their own or in pairs.
- Invite volunteers from around the class to come to the board and copy each word for the rest of the class to check their answers.

6 Story review (optional)



- Explain to the children that they are going to listen to the mouse story from the previous lesson again. See if anyone can remember what happened in the story.
- Say *Open your Class Books at page eight.* Play Listening 9 and tell the children to listen carefully, following the story in their books.
- Point to the first frame and talk about what is happening (L1). Can the children tell you what Ruby and Spike are saying? Repeat for the other frames.
- Say *Close your Class Books* and give each child a photocopy of page 17 of the Teacher's Resource Book. Ask the children to tell you how this story is different from the one in their Class Books (it has speech bubbles and the frames are in the wrong order – and of course, it isn't in colour!). The children should cut out the six frames and try to put them in the correct order on the desk in front of them, without looking in their Class Books. Encourage them to use the words as clues to help them to do this.
- Play the story again. The children listen again and check that they have ordered the frames correctly. Play the recording as many times as necessary.
- Read the story with the class, inviting a volunteer to read each part.
- Give the children some time to practise the story in groups of three.
- The children can then stick the correctly ordered frames in their books. They might also like to colour the pictures.

Lesson 4

Children will:

- sing the song from Lesson 3
- practise asking, answering and reading questions with *Can you see...?*
- play a class game

Key language:

Can you see (a snake)? (R)

Additional language:

*Picture (two)?
Your turn.*

Materials and preparation:

Class Book page 10
Activity Book page 7
CD1: Listeners 11 and 13
Flashcards and word cards: animals

Ruby: Yes!
Spike: Your turn.

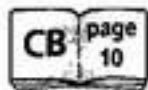
3 Class game

- Play this game to practise recognition of the animal words.
- First, quickly review the animal words using flashcards and word cards. Put the flashcards on the board one by one, asking *What's this?* for each one. Hold up the word cards one by one, again asking *What's this?* Put each word card on the board next to the appropriate flashcard.
- Remove all the cards. Ask two volunteers to go out of the room. Then invite the children to help you stick three of the animal word cards in different places around the room. (They must be clearly visible.)
- Call the two volunteers back into the classroom. Invite individual children to ask them *Can you see the word (lion)?* etc. The volunteers look around the room for the word card and answer *Yes* or *No*. When they find a word card, they go and take it down, until they have collected all three cards.
- Repeat with different volunteers.

1 Introduction

- Sing the song from lesson 3 (Listening 11) again. Encourage the children to do the actions.

2 Pairwork activity



- Say *Open your Class Books at page ten* and hold up your book. Explain that Spike and Ruby are playing a game.
- Play Listening 13. The children follow in their books. Make sure they understand the meaning of the question *Can you see...?* and, if necessary, explain the meaning of *Your turn*. See if anyone can tell you (L1) how the game works. Explain if necessary that Ruby has chosen one of the pictures and Spike has to find out which one by asking a question.
- Invite one of the children to choose one of the pictures, without saying which one. Ask *Can you see a (monkey)?* The child answers *Yes* or *No*, and you then say which picture they have chosen. They answer *Yes* or *No* again, then you say *Your turn* to a different child. Repeat several times.
- Now think of a picture yourself and invite a volunteer to ask you a question in order to work out which picture it is. Repeat several times.
- When you feel the children are ready, they can play the game in pairs.



Audio script

Presenter: Class Book Listening 13. Listen.

Spike: Can you see a lion?
Ruby: Yes!
Spike: Picture 2?

4 Reading practice



- Say *Open your Activity Books at page seven*. Hold up your book and point to the correct page. Ask questions about the picture, choosing animals at random, e.g. *Can you see a monkey?* Make sure the children realize that not all the animals are in the picture.
- When you've been through the activity orally and asked about all six animals, invite the children to read the questions with you at the bottom of the page. Make sure they all keep their pencils down at this stage. Read the first question, then invite volunteers from around the class to read the remaining five questions.
- Now tell the children to read the questions quietly to themselves, or with a partner, and this time to circle the answer: *Yes* or *No*. Monitor and help children to read and answer the questions.

Answers

1 Yes. 2 No. 3 Yes. 4 Yes. 5 No. 6 Yes.

Extension (optional)

- Place the word cards in random order on the board.
- Tell the children to write the numbers from 1 to 6 down the left-hand side of a page of their notebooks. Hold up a flashcard of an animal. Don't say anything. The children choose the correct word from the board and copy it into their books.
- Repeat for all the animals. Tell the children to compare and check their answers in pairs. Make sure that the children are copying carefully and accurately.

Lesson 5

Children will:

- learn three new verbs
- practise asking questions about animals' abilities
- use general knowledge to answer questions about animals' abilities
- play a class game

Key language:

Can (zebras) (run)?
climb trees fly

Materials and preparation:

Class Book page 11
Activity Book page 8
CD1: Listeners 14–15
Flashcards: animals from Lesson 1; duck dog cat
bird (*Happy House 1*)

1 Introduction

- Revise all the animal words that children will use in this lesson (the six animals from Lesson 1, plus *duck*, *dog*, *cat* and *bird* from *Happy House 1*). Hold up the flashcards one by one, and ask *What's this?* Explain that we are going to be talking about real animals in this lesson, not toy animals!

2 Presentation

- Present the new verbs (*run*, *climb trees*, and *fly*) using mime.
- Say the words and let the children do appropriate actions.
- Then say the words again for the children to repeat after you.
- Ask individual children around the class *Can you (run)?* etc.

Teacher tip!

Oxford iTools You can present the cross-curricular lesson on an interactive whiteboard using the iTools disk.

3 Cross-curricular activity



- Say Open your *Class Books* at page eleven and hold up your book. Ask the children (L1) what Spike and Ruby are doing (watching television).
- Play Listening 14. The children follow the words in their books.
- Model the questions in the speech bubbles for the class to repeat after you. Then invite pairs of volunteers to read the dialogue in the speech bubbles.
- Tell the children that Ruby is going to ask them some questions. They must think carefully about their answers, and say Yes or No. Play Listening 15. Pause the CD after each question if necessary to give the children time to answer.
- Ask more questions about the animals for the children to answer, e.g. *Can snakes fly?* Then invite volunteers to ask some questions.



Audio script

Presenter: Class Book Listening 14. Listen and point.

- Spike: Can zebras run?
Ruby: Yes, look!
Spike: Can tigers climb trees?
Ruby: Yes!
Spike: Can ducks fly?
Ruby: Yes!



Audio script

Presenter: Class Book Listening 15. Listen and answer.

- Ruby: Can monkeys climb trees?
Can lions fly?
Can ducks climb trees?
Can snakes run?
Can crocodiles fly?
Can zebras run?
Very good!

4 Cross-curricular practice



- Tell the children to look at page 8 of their Activity Books and hold up your book. Point to the four animals in the left-hand column of the table and ask *What's this?* for each one. Read the verbs in the top row of the table.
- Explain that they are going to answer questions about the animals. Point to the monkey and the word *run* and ask *Can monkeys run?* Show them how *Yes* has been written in the first box.
- Point to the second box and see if anyone can tell you what question they have to answer (*Can monkeys climb trees?*). Show them how *Yes* has been written in this box.
- Do a few more questions orally, then let the children fill in the first four rows of the table independently. Monitor and help as necessary while they are working.
- When everyone has finished, explain that they should now think of two more animals and draw them at the bottom of the table, then answer the questions in the same way.
- When they have finished, go through their answers as a class. Choose volunteers to ask and answer the questions, while the rest of the class listen and check their answers. You may need to discuss their answers in L1 if they disagree!

Answers			
monkey	Yes	Yes	No
dog	Yes	No	No
cat	Yes	Yes	No
bird	Yes	Yes/No	Yes

Teacher tip!

There may be some debate about the first two questions about birds. Most birds can run. Some birds can climb trees, and some can't! Allow either or both answers.

5 Class game

- Place the animal flashcards on the wall around the classroom. Next to each animal place a number flashcard from 1 to 6.
- Tell the children to walk around the room slowly while you play the song *On safari!* (Listening 8). Explain that you are going to stop the CD randomly, and that when the music stops, the children should stand next to the nearest animal flashcard, so that they are standing in six groups.
- Say a number from 1-6. All those children standing by that number flashcard should sit down. All the other children are still in the game.
- Continue until you have a winner. Then repeat with the whole class.
- When you have played the game once or twice with flashcards, replace the pictures with word cards.

Lesson 6

Children will:

- practise recognizing the six animal words
- listen to, read, and act out a story
- play a game
- do a crossword puzzle

Key language:

Hello.

Goodbye.

I'm (Lenny Lion).

Can you see me?

Materials and preparation:

Class Book page 12

Activity Book page 9

CD1: Listening 16

Flashcards and word cards: animals from Lesson 1

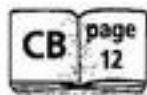
1 Introduction

- Ask the children to remind you of the six animal words they have learnt in this unit.
- As they call out an animal give the corresponding flashcard to a volunteer who should come and stand at the front of the class and hold up the card. Repeat for all the cards.
- Quickly review all six cards. Then jumble the children up so that they are standing in a different order and tell them to turn over their cards so that the class can no longer see them.
- Choose six more volunteers and one by one give each of them an animal word card and tell him/her to go to the child with the correct picture. Encourage the class to help. Repeat for all six cards.

2 Class game

- Play a quick game with the class to review the animal lexis and to practise recognition of the six new words.
- Place the six flashcards down one side of the board. Ask *What's this?* as you do so. Now hold up the word cards one at a time and invite the class to read the words one at a time. Repeat, if you feel the class need more practice, then place the word cards down the other side of the board. Tell the class to look at the words and pictures carefully and try to remember where they are.
- Turn both sets of cards over so that they are now face down on the board. Then invite volunteers from around the class to choose two cards – one word card and one flashcard. If they match, the class wins a point. If they don't match, you win the point! Continue until all the words and pictures have been correctly paired.

3 Story



- Say *Open your Class Books at page twelve*. Play Listening 16 while the children follow the words in their books.



Audio script

Presenter: Class Book Listening 16. Listen and read the story.

Jack: Hello, I'm Lenny Lion.

Daisy: Hello, I'm Daisy.

Jack/Lenny: Goodbye.

Daisy: Oh! Goodbye.

Jack/Lenny: And hello!

Daisy: Hello!

Jack/Lenny: And goodbye!

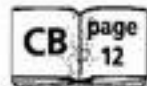
Jack/Lenny: Can you see me, Daisy?

Daisy: Yes, Jack!

Teacher tip!

Oxford iTools You can also present the story on an interactive whiteboard using the iTools disk.

4 Classroom theatre



- Invite two volunteers to read the parts of Daisy and Jack. Check pronunciation and intonation using the CD if necessary.
- Arrange the class in pairs to practise the dialogue, changing roles so that everyone gets to read each of the parts.
- Invite pairs to come to the front and act out the story for the class.

5 Class game

- Play a version of *Hangman* to review the letters of the alphabet from the Introductory unit and the animal lexis. On the left-hand side of the board draw a crocodile. On the right-hand side draw a pin figure on a raft, made up of a series of five logs as follows:



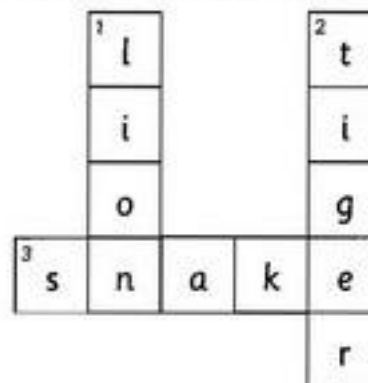
- Choose an animal word, e.g. *snake* and for each letter draw a line on the board, (i.e. _ _ _ _ _). Invite volunteers from around the class to call out a letter. If the letter

appears in the word, add it to the correct line. If it doesn't, write the letter on the board and remove one of the logs on the raft by rubbing out one of the circles. The object of the game is to add all the letters to the word before the raft is completely rubbed out.

6 Writing practice

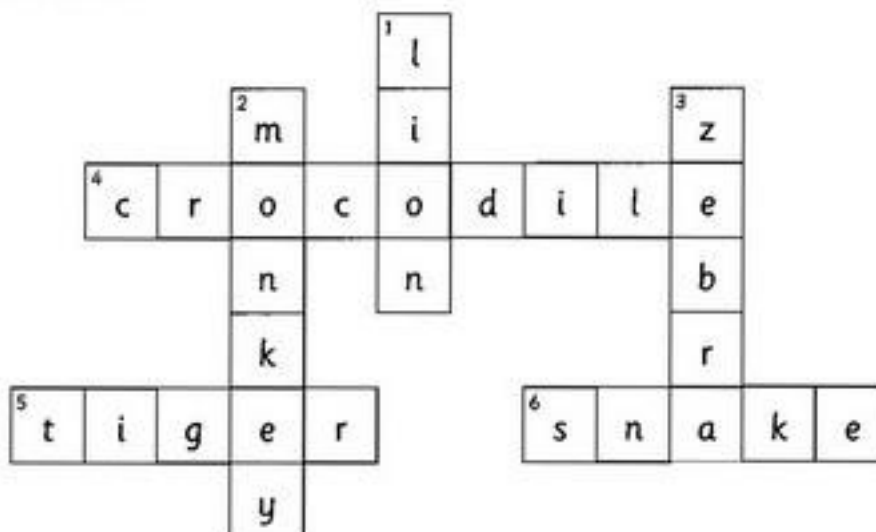


- Use the board to demonstrate the crossword puzzle activity which the children are going to do on their own in the Activity Book.
- Copy the following crossword on the board, with the numbers but without the words:



- Use three flashcards as picture clues (*lion*, *tiger*, and *snake*). Point to the number 1 in the crossword and explain that the word that goes there must be written vertically. Draw a vertical arrow pointing downwards and teach *down*. Hold up the lion flashcard and ask *What's this?* Invite a child to come and write the word *lion* on the crossword puzzle. Encourage the rest of the class to help and correct. Do the same with the tiger flashcard and the word *tiger*, for number 2.
- Draw a horizontal arrow and teach *across*. Hold up the snake flashcard and invite a different child to write the word horizontally in the puzzle.
- Say *Open your Activity Books at page nine* and hold up your book. Indicate the three pictures at the top of the page and point to the word *Down* and the vertical arrow. Explain that these three words must be written vertically. Show the children the example answer *lion*. Then point to the remaining three pictures, the word *Across* and the horizontal arrow. Make sure the children understand that these words must be written horizontally.
- The children now complete the crossword puzzle in their books, copying the words from the top of the page.

Answers



Reinforcement (optional)

- For this activity, the children will need their cut-out word cards for the animals (Teacher's Resource Book page 24).
- Play the song *On safari!* (Listening 7) again. As the children hear the animals mentioned in the song, they put the cut-out word cards in order in front of them.
- Invite the children to tell you the words in the correct order as you place the appropriate word cards on the board. (Alternatively you could ask a volunteer to place the cards for you.) Play the song again and point to each word as you hear it.
- Invite the children to sing the song again using the word cards on the board as prompts for each verse.

Lesson 7

Children will:

- sing a song
- play a game
- read a very simple story
- make and personalize their own 'tiny book'
- complete simple written sentences

Key language:

Look! A (zebra).

Additional language:

Oh, it's me!

Materials and preparation:

Class Book pages 2–3 and 13

Activity Book pages 61–62

A completed example of the 'tiny book' (optional)

CD1: Listening 11

Word cards: animals

Cut-out picture/word cards for the animals
(Teacher's Resource Book page 24)

1 Introduction

- Sing the song from Lesson 3 (Listening 11) again.
- Repeat the song, but this time divide the class into two groups, e.g. girls and boys. Invite one half to ask the questions *Can you...?* and the other half to respond by doing the correct actions and making the correct noises.
- Swap groups and repeat.

2 Class game

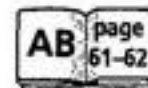
- Play a game to practise recognition of the animal words from Lesson 1.
- Call out one of the animal words. The children must hold up the correct cut-out picture card. Quickly check around the class that everyone has the correct card.
- Repeat but this time invite everyone to show you the correct word card. Encourage the children to check with the person sitting next to them that they both have the same card.

3 Story



- Say *Open your Class Books at page 13*. Introduce the class to Tina, the new mouse in *Happy House 2* who the children will be getting to know better throughout the course. Ask the children to look back at pages 2–3 of the Class Book and invite them to find Tina. Explain to the class that in every unit they will make their own little book about Tina.
- Hold up your book and talk about the pictures. Ask the children to tell you what Tina is doing (she is watching television). Point to each of the five pictures on the television screen and ask *What's this?* for each one. Then point to Spike and ask *What's this?* and then *Who's this?* Make sure the children understand that Spike is hiding behind the television screen!
- Point to the words and read the text aloud, naturally but slowly, while the children follow in their books. Encourage them to underline the words with their finger as you read.
- Invite volunteers from around the class to read each 'page' of Tina's book.
- Divide the class into pairs to take it in turns to read to each other. Monitor and spend some time with any children who may be finding this stage of the lesson challenging.

4 Take-home English



- Explain to the class that in each of the units they are going to make their own 'tiny book'. Explain the meaning of *tiny* (very small). If you have got a completed example of the tiny book, show it to the children now.
- Say *Open your Activity Books at page 61* and write 61 on the board.
- Hold up your Activity Book, point to the dotted lines on the page, and say *Cut here*. Demonstrate how to cut around the outside of the page and cut it in half, and then fold the two pieces of paper to make a simple book. Point to the fold lines and say *Fold here*. Show the children how to add a little glue along the shaded area. Say *Stick here*. Monitor the class as they make their books and make sure everyone has assembled them correctly before they apply any glue.

- Hold up your completed tiny book, or one of the children's, and read the title *Animals* and the word *by*. Tell the children to write their names on their books on the dotted line. Ask a volunteer to suggest what *by* might mean. Make sure they understand that the person whose name is written here is the author of the book.
- With pencils down, invite the children to look at the pictures and tell you where they think Tina is (in a picture gallery). Hold up your little book and say *Look at page one*. Read the sentence *Look! A lion*.
- Point to page 2. Read the words *and a...* Shrug your shoulders to indicate that you don't know what is in the picture frame here. Explain that the children are going to choose an animal and draw it in the picture frame, and then complete the sentence at the bottom of the page. Put the word cards for the animals on the board so they can copy the animal word they have chosen.
- Do the same for pages 3 to 5. Make sure that the children understand that the order of animals does not have to be the same as in Tina's book in the Class Book. In fact, if children know other animal words in English, they might even want to use these.
- Finally read page 6 together. Make sure the children understand that Tina is looking in a mirror!
- Invite the children to complete their books. While the class are drawing, colouring, and completing their sentences, monitor and check that everyone understands what they are supposed to be doing. Help them where necessary. Encourage the children to read their sentences to you and make sure they have understood the simple story.
- When everyone has finished their books ask volunteers to read their books aloud to the class.

Teacher tip!

Encourage the children to take their tiny books home and read them aloud to their parents and family. Alternatively you could display the completed books around the class, encouraging children to read each other's work.

Lesson 8

Children will:

- review vocabulary and activities from the unit
- find Rodney and draw the animals he is with
- do a personalized drawing and writing activity
- play a team game

Key language:

Review of known language

Materials and preparation:

Happy House 2 poster

Activity Book pages 10–11

CD1: Listening 17

Word cards: animals

Two or three sets of cut-out picture and word cards (from Teacher's Resource Book page 24)

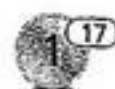
1 Introduction

- Ask the children to tell you (L1) what Jack and Polly were doing in Lesson 1, and let them look at pages 6 and 7 of the Class Book if necessary (they were pretending to go on safari). What animals have the children learnt to say in English in this unit?
- 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 Evaluation



- Say *Open your Activity Books at page ten*. Tell the children they are going to try to remember the words that they have learnt and practised in this unit. Explain that when they have done each activity, they should colour the house next to that activity.
- For the first two activities, say the letters/words together as a class, then invite volunteers to say them individually. If you like, children can also say them in pairs.
- For the final two activities, explain to the children what they have to do then let them do each activity independently. Play Listening 17 twice if necessary. When they have finished, check their answers.
- Praise the children's efforts in this unit. Say *Well done!*



Audio script

Presenter: Activity Book Listening 17. Listen and circle Yes or No.

Presenter: One.

Adult: Can you see a zebra?

Presenter: Two.

Adult: Can you see a snake?

Presenter: Three.

Adult: Can you see a tiger?

Presenter: Four.

Adult: Can you see a lion?

Answers

1 No 2 Yes 3 Yes 4 No

Teacher tip!

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

3 Find Rodney



- Say *Now look at page eleven of your Activity Books*. 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 their Class Books (pages 6–13), find Rodney, and draw the animals he is with (a zebra, a lion, and a monkey, on pages 8, 9, and 12). Invite the children to name them. Tell the children to point to the correct word for each animal in their books. Put all six word cards on the board and invite volunteers to choose the three correct words.
- The children draw the three animals, and copy the correct word under each picture.

4 About me!



- Hold up your Activity Book and point to the *About Jack!* box at the bottom of the page. Explain that Jack has chosen one of the animals from the playroom to draw. Ask the children to tell you what it is (a *crocodile*). Invite a volunteer to read out what Jack has written.
- Tell the children to do the same in the *About me!* box. They can choose one of the animals they have learnt in the unit – or another animal if they want to. In this case you might have to help them to write the word correctly.

5 Team game

- Divide the class into two or three teams. There should be an even number of children in each team.
- Ask two or three volunteers to lend you their cut-out word and picture cards. (Ensure they have written their names on the cards!)
- Hand out a set of cards to each team, giving either a word or a picture to each team member. Remove some pairs of cards if necessary, making sure each team is left with complete pairs of words and pictures. The children should not look at the cards until you tell them to.
- When you say *Go!* the children should find the other member of their team with either the word or the picture that matches their card. The first team to match each picture to the correct word wins.

Teacher tip!

The children can now do the Unit 1 test (see Evaluation Book page 5 and CD2 Listening 48). Answer key and audio scripts are on page 15 of the Evaluation Book.

2 School time

Learning outcomes

- 1 Identify, read, and write the words for six things found in a classroom, and six colours
- 2 Follow and understand two simple stories
- 3 Join in with two songs
- 4 Understand and use the possessive pronouns *my* and *your*
- 5 Use colour + noun word order (e.g. *a red clock*)
- 6 Use the adjectives *loud*, *quiet*, *fast*, and *slow* to describe music
- 7 Participate in a variety of whole-class and pairwork games and activities

Lesson 1

Children will:

- learn six items of vocabulary related to the classroom
- sing a song
- learn to recognize the written form of the classroom words

Key language:

*a chair a table a pen a teacher a book a clock
I can see (a table).*

Additional language:

(in) the playroom (R)

Here's my...

Look around the classroom. What can you see?

Materials and preparation:

Class Book pages 14–15

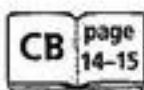
Happy House 2 poster

Activity Book page 12

CD1: Listeners 18–21

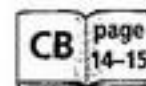
Flashcards and word cards: chair table pen
teacher book clock

1 Introduction



- Say *Open your Class Books. Look at pages fourteen and fifteen. Talk about the picture (L1). Ask questions in English, e.g. Who's this? What's this?*
- Ask the children to tell you what they think the unit is going to be about and where we are in this lesson. Teach or revise *in the playroom* and invite a volunteer to find *the playroom* on the poster.

2 Presentation

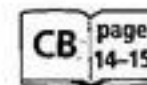


- Invite the children to find all the classroom objects in the main picture on pages 14 and 15 of the Class Book. Hold up the flashcard for each object and repeat the word in English. Introduce the word *teacher* if the children don't already know it.
- Repeat the words, this time handing each flashcard 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 each of the classroom words and as you do so point to the correct flashcard. Encourage the children to do the same.
- Now ask the children to point without your help.

Teacher tip!

Oxford iTools You can also present the vocabulary on an interactive whiteboard using the flashcard presentation and games in the relevant section of the iTools disk.

3 Listen and point



- Play Listening 18 straight through while the children look at their books. As they hear each school word, they find and point to the object in the main picture on pages 14 and 15.



Audio script

Presenter: Unit 2. School time.
Class Book Listening 18. Listen and point.

Polly: Good morning, everybody!

Daisy: Hello, Polly.

Polly: No, I'm Miss Polly today, Daisy. Look! Here's my chair... and my table. Here's my pen. I'm a teacher! Here's my book... and here's my clock – listen. Tick! Tock! Tick! Tock! Now... who's this?

Otto: Miaow!

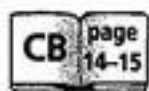
Daisy: Otto!

Polly: That's right, Daisy! It's Otto! Well done!

Teacher tip!

It is a good idea to get children used to listening to extended dialogues in which they cannot necessarily understand every word. Explain that all they have to do is listen out for the key words and find the pictures on the page.

4 Listen and say



- Hold up your Class Book and point to the box on the right-hand side of page 15. Say *Look at the pictures*. At this stage there is no need to draw the children's attention to the words on the page.
- Say *Listen and say the words*. The children point and say the words after the CD.



Audio script

Presenter: Class Book Listening 19. Listen and say.

A chair. A table. A pen. A teacher. A book. A clock.

5 Song

- Say *Look around the classroom*. Peer around the room to make the meaning clear. Ask *What can you see?* Invite the children to tell you any things they can see in the classroom.
- Play Listening 20 and ask the children to listen carefully for the classroom words.
- Invite the children to tell you the names of any objects in the song. Place the flashcards on the board in random order. Repeat the song and invite volunteers to put the flashcards in the correct order.
- Sing the song with the class, using the flashcards as prompts. Divide the class into groups and assign a different flashcard to each group. Play the song again, inviting each group to join in with 'their' verse.



Audio script

Presenter: Class Book Listening 20. Sing: The classroom song.

Look around the classroom. What can you see?

I can see you and you can see me.

Look around the classroom. What can you see?

I can see... a chair!

... I can see... a table!


... I can see... a pen!

... I can see... a teacher!

... I can see... a book!

... I can see... a clock!

Teacher tips!

Oxford iTools  You can also present the song on an interactive whiteboard using the iTools disk.

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 21).

6 Word recognition: presentation

- Using the flashcards and word cards for the school objects, teach the children to recognize the written form of the words.
- Place a school object flashcard, e.g. the pen, on the board and ask *What's this?* Place the corresponding word card next to the flashcard and invite the children to read the word. Do the same for all six new words, leaving all the cards on the board.
- Read the words with the children several times, pointing to the flashcards. Then repeat, this time pointing to the word cards. Give the children lots of exposure to the new words.
- Remove the picture flashcards one by one and invite the children to read the words without the help of the pictures. Then point to the words in random order and repeat.

7 Word recognition: practice



- Say *Look at page twelve of your Activity Books. Look at the picture*. Tell the children to cover the words at the bottom of the page.
- To demonstrate the activity, place the six word cards for classroom objects on the board in random order. Point to one of the words, e.g. clock, and invite the children to read it aloud. Say *Can you see the (clock) in the picture? What number is it?* Invite a volunteer to come and write the correct number (3) next to the word card. Do the same with the other word cards.
- Remove the word cards and numbers from the board. The children now do the activity in their books.
- When everyone has finished, ask *What's number one?* Repeat for all six objects so that everyone can check their answers.

Answers

a table – 6

a book – 4

a chair – 1

a clock – 3

a teacher – 2

a pen – 5

Extension (optional)

- Make labels for objects in the classroom. They can be a mixture of lexical items from this lesson and other words that the children already know, e.g. *clock, book, door, pencil, pen, window*.
- You might want to extend the vocabulary to include other useful words, e.g. *wall, light*.

Teacher tip!

At this stage you might feel it is appropriate for some children to do 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 33.

Lesson 2

Children will:

- follow and act out a story
- make simple sentences with *This is my/your...*
- play a class game
- do a listening task

Key language:

This is my/your (table).
Tina

Additional language:

Thank you! (R)
friend

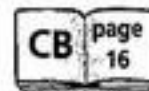
Materials and preparation:

Class Book page 16
Activity Book page 13
CD1: Listeners 22–23
Flashcards: Spike Ruby (*Happy House 1*); Tina
Masks of Spike, Ruby, and Tina
Some real classroom objects
A photocopy of Teacher's Resource Book page 25
(cut-out picture/word cards) for each child (optional)

1 Introduction

- Ask the children (L1) what Polly was pretending to be in Lesson 1 (a teacher). What had she made the playroom into? (a classroom). What did she have in it?
- Explain that for this lesson they are going to visit a different classroom. Can they guess what kind of classroom it might be?

2 Story



- Say *Listen to the story* and play Listening 22 with books closed. Then ask the children what kind of classroom they think this is (a mouse classroom). Hold up the flashcards of Spike and Ruby and ask *Who's this?* Hold up the flashcard of the new mouse (Tina) and see if anyone can remember her name from the 'tiny book' activity in unit 1.
- Say *Open your Class Books at page sixteen*. Point to each frame and ask the children what they think is happening. Teach any new vocabulary or expressions.
- Play the story again. This time the children listen and follow the story in their books.
- Say *Close your books and close your eyes* and play the story again.
- See how much of the story the children can remember.



Audio script

Presenter: Class Book Listening 22. Listen to the story.

Ruby: Look! This is Tina.

Tina: Hello!

Ruby: This is your table.

Tina: Thank you!

Spike: This is MY table, Tina!

Ruby: This is your chair.

Spike: And this is MY chair – look!

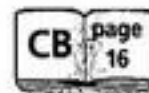
Spike: Woooah!

Ruby: And THIS is my friend Spike!

Teacher tip!

Oxford iTools You can also present the story on an interactive whiteboard using the iTools disk.

3 Classroom theatre



- Play the story again. Pause after each frame and invite the children to tell you what the characters are saying. Gradually build up the story, frame by frame.
- Arrange the 'set' at the front of the classroom. Ask the children what you need (two tables and two chairs).
- Ask which characters are in the story. Choose volunteers to play the three parts while the rest of the class follow the story in their books. Encourage the volunteers to wear masks. The child who is playing the part of Spike should not really climb on a chair or fall over, but should simply pretend to do this, using mime.

4 Practice

- Hold up some classroom objects that the children know the English words for. Say *This is my (pen)*, etc.
- Tell the children to hold up one of their pencils and say *This is my pencil*. Repeat with other classroom objects. Then hold up one of the children's pencils, point to the child who owns it, and say *This is your pencil*. Invite the rest of the class to repeat the sentence after you. Repeat with other objects.
- The children work in pairs, taking it in turns to pick up an object and make a sentence with *my* or *your*.

5 Class game

This is your pencil

- Invite six children to the front. Each one places a classroom object on the table, saying *This is my (ruler)*. The rest of the class try to remember which object belongs to which child.
- Divide the class into two teams. Pick up an object and ask a volunteer (not the child that owns the object) (*Name*), *is this your (pencil)*? The volunteer must answer *No*, give the (pencil) to the correct child and say (*Name*), *this is your (pencil)*. If the answer is correct, the team wins a point. If not, put the (pencil) back and a member of the opposing team has a turn. Repeat for all the objects.

6 Listening practice



- Say *Open your Activity Books at page thirteen*. Hold up your book and talk about the pictures. Ask *What's this?* and *Who's this?*
- Play the first part of Listening 23 to demonstrate. The children must match each object with the mouse that owns it. Make sure the children understand that Spike is speaking. Show them how a line has been drawn matching Spike to his table.
- Do the rest of the activity orally with the class, stopping the CD after each example.
- The children can now complete the activity on their own in their books. Then play the recording again so that they can check their answers.



Audio script / Answers

Presenter: Activity Book Listening 23. Listen and match.

Presenter: One.

Spike: I'm Spike and this is my table.

Presenter: Two.

Spike: This is your chair, Tina!

Tina: Oh, thank you, Spike.

Presenter: Three.

Spike: And this is your pen, Tina!

Tina: Oooh!

Presenter: Four.

Spike: And this is my book.

Tina: Mmm.

Presenter: Five.

Spike: And this is my friend, Ruby.

Tina: Yes, Spike. Hello, Ruby.

Reinforcement (optional)

Pelmanism

- Give each child a photocopy of page 25 of the Teacher's Resource Book. The children cut out and colour the picture cards and play *Pelmanism* in pairs. Each child lays his/her six picture cards face down on the table. They take it in turns to pick up two cards, one from each set. As they do this, they say *This is my (table)* and *this is your (chair)*. When a child has two matching pictures and can say, for example, *This is my chair and this is your chair*, he/she wins the pair and has another go.

Lesson 3

Children will:

- review six known colours and learn to recognize their written form
- practise making sentences with *It's a (+ colour + noun)*
- sing a song
- play a class game
- do a reading and colouring activity
- review the story from Lesson 2 (optional)

Key language:

red orange blue pink yellow green (R)

It's a (red) clock.

It's an orange clock.

Additional language:

Listen.

tick, tock

Materials and preparation:

Class Book page 17

Activity Book page 14

CD1: Listeners 24–25

Flashcards and word cards: colours

A photocopy of Teacher's Resource Book page 18 for each child (optional)

A photocopy of Teacher's Resource Book page 26 (cut-out picture/word cards for the colours) for each child (optional)

1 Introduction

- Review the six known colours orally with the whole class, using the colour flashcards.
- Place a colour flashcard on the board, e.g. red. Point to the card and invite the children to say *red*. Do this with the whole class and then individually with a few children. Try to maintain a quick and lively pace. Add another card, e.g. *blue*. Then invite the children to say the two colours consecutively: *red, blue*. Again do this first with the class and then with a few individuals. Continue in the same way until you have all six cards on the board and the children are saying the six colours in sequence, like a chant.
- Turn one of the cards face down. Point to each card in turn, repeating the sequence with the children. See if they can remember the missing colour.
- Turn over another card and do the same. Now the children must try to remember the two missing colours.
- Continue until all six cards are face down and the children are chanting the entire sequence of colours from memory.

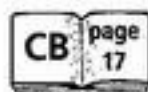
2 Presentation

- Take a red board pen and draw a clock on the board. Ask *What's this?* Encourage the children to answer *It's a clock*. Say *It's a red clock* and ask the children to repeat after you. Then draw a blue clock. Again ask *What's this?* Invite the children to say *It's a blue clock*. Do the same for *yellow, pink, orange, and green*. Make sure the children are aware that we say *an* instead of *a* before *orange*, and practise the phrase *It's an orange clock* with them.

Teacher tip!

If you don't have all the colours available as board pens, use a large piece of paper and ordinary coloured marker pens.

3 Song



- Say *Open your Class Books at page seventeen* and hold up your own Class Book. Say *Listen and point*. Play the song. The children listen and point to the correct coloured clocks – but without saying anything at this stage.
- Play the song again. Invite the children to point again and to join in with the words on the second and fourth lines, i.e. *(Red) clock! Tick, tock!* and *Tick, tick, tock!*
- Divide the class into six groups and give each group a colour. Sing the song again, with each group singing the verse for 'their' colour word.



Audio script

Presenter: Class Book Listening 24. Sing the song.

Listen, it's a red clock.

Red clock! Tick, tock!

Listen, it's a red clock.

Tick, tick, tock!

Listen, it's an orange clock...

Listen, it's a blue clock...

Listen, it's a pink clock...

Listen, it's a yellow clock...

Listen, it's a green clock...

Teacher: Time to go home!

Children: (cheer)

Teacher tips!

Oxford iTools You can also present the song on an interactive whiteboard using the iTools disk.

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 25).

4 Class game

It's a blue pen!

- Choose a coloured pen or pencil and put it behind your back.
- Tell the class to hold up a coloured pen or pencil.
- Reveal the pen or pencil you had behind your back and say *(Blue)! It's a (blue) pen/pencil!* Children whose pen or pencil is the same colour as yours are in, and the rest are out.
- Repeat until you have a winner.

5 Word recognition

- Teach the written form of the colour words, using the flashcards and word cards.
- Place a colour flashcard on the board, e.g. green. Point to the flashcard and say *What colour is this?* Place the word card *green* next to the colour flashcard and invite the children to read the word. Do the same for all six colour words leaving all the cards on the board.
- Read the words with the children several times, pointing to the flashcards. Then repeat, this time pointing to the word cards. Give lots of practice.
- Remove the colour flashcards one by one and invite the children to read the words without the help of the flashcards. Again read the words several times.

- Point to words randomly. Ask *Can you read this?*
- Arrange the colour words in a different order and read them again. Do this as a whole class first and then select volunteers from around the class to read the words to you.

6 Reading/writing practice

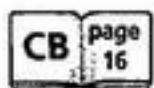


- Say *Open your Activity Books at page fourteen and hold up your own book. Say Look at the pencils. What colour is number one?* Go through the colours, asking volunteers. Then say *Colour the pencils.*
- When the children have finished, quickly review the vocabulary for the objects on the right of the page. Ask *What's this?* for each one. Then tell the children to follow the lines from the pencils to the objects, and colour the objects the corresponding colours.
- Ask questions around the class so the children can check their answers, e.g. *What colour is the table?*

Answers

an orange table, a green crocodile, a blue chair, a pink book, a yellow pen, a red snake

7 Story review (optional)



- Review the story using page 16 of the Class Book and photocopies of the cut-out story frames on page 18 of the Teacher's Resource Book. For methodology, see page 23 of the Teacher's Book.

Reinforcement (optional)

- Give each child a photocopy of page 26 of the Teacher's Resource Book. Tell them to cut out all the cards and to colour the colour cards red, blue, green, yellow, orange and pink. Call out colour words and invite the children to hold up the correct colour card and word card.
- In pairs, the children take it in turns to say a colour. Their partner finds the matching colour and word cards.

Lesson 4

Children will:

- review numbers 1–10
- practise talking about colour using colour + noun word order
- play a game
- read and write colour words in order to complete simple phrases

Key language:

classroom objects

a (blue) (book)

an orange (pencil)

numbers 1–10 (R)

colours (R)

Materials and preparation:

Class Book page 18

Activity Book page 15

CD1: Listening 26

Flashcards: numbers 1–10

Word cards: red blue yellow green pink

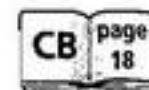
orange; one of the classroom objects

The following objects: a pencil, a book, a clock; seven other known objects (each object should be mainly red, blue, yellow, green, orange or pink)

1 Introduction

- Quickly review the numbers 1–10. Put the number flashcards on the board one by one and ask *What number is this?* Then jumble the flashcards and invite individuals to tell you the numbers.
- Invite ten children to come to the front of the class. Give each child a number flashcard. Then hand out the following ten objects, one to each child: a pencil, a book, a clock and seven other known objects in the six known colours.
- As you give each object to a child, ask *What's this? What colour is it?* Then say *Yes, that's right. It's a (yellow) (book).* The class repeat after you.
- Tell the ten children to put the objects behind their backs. Each child holds up his/her number flashcard with the other hand. Invite the class to tell you the objects and their colours from memory. Ask *What's number (one)? What colour is it?*

2 Pairwork activity



- Say *Open your Class Books at page eighteen and write 18 on the board.* To demonstrate the activity, play Listening 26. The children follow in their books.

- Invite a volunteer to describe another object in the same way. The rest of the class listen and give the correct number. Repeat with different volunteers.
- The children can then play the game in pairs.



Audio script

Presenter: Class Book Listening 26. Listen.

Spike: A blue book.

Ruby: Number nine!

Ruby: An orange pencil.

Spike: Number five!

3 Class game

- Say to the class *Stand up!* Hold up each of the colour word cards in turn and read the word for the children to read after you. Repeat several times, changing the order of the words each time.
- Now ask the children to read the words without your help.
- Add one of classroom object word cards to your set. Hold up the cards again but tell the children that they should only read the colour words. If they see the word which is not a colour, they should put their hands on their heads and say nothing!
- Now play the game. Go round the class asking each child to read a word. Make sure this is done quickly to keep the game moving. If a child reads a word incorrectly, he/she should sit down and the next child should try to read it. If anyone reads the word that is not a colour he/she should also sit down. Gradually add more word cards to your set to make the game more challenging. The last child to remain standing wins the game.

4 Reading/writing practice



- Say *Open your Activity Books at page fifteen.*
- Use word cards or the key at the top of Activity Book page 15 to review the colour words quickly with the whole class. For each colour say *Show me a (red) pen.* Make sure everyone has access to coloured pens or pencils in each of the six colours.
- Demonstrate the activity on the board. Draw a simple pattern or object, e.g. a ball or a kite made up of several sections. Copy a symbol from the key in the Activity Book into each section (you don't need to use them all). Invite a pupil to come to the board. Point to a section and ask *What colour is this?* If the pupil answers correctly, he/she can colour the section in the correct colour. Repeat until your pattern or object has been coloured in.
- The children can then complete the activity in their Activity Books.

- When everyone has finished, ask questions about the picture: *What colour is the (table)?* Then invite volunteers around the class to complete the sentences on the page orally. The class can then copy the words at the top of the page to complete each sentence.

Answers

A red pencil.

A green chair.

A blue table.

A pink pen.

A yellow book.

Extension (optional)

- Divide the class into teams of six. Give each group a sheet of paper and draw the following grid on the board for a member of each group to copy. Tell them to make the grid as large as possible, as they will be drawing a picture in each square.

1	2	3
4	5	6

- Before the lesson, write the following numbers and phrases on a large sheet of paper:
 - 1 a green table
 - 2 a blue chair
 - 3 a red book
 - 4 a pink pen
 - 5 an orange hat
 - 6 a yellow car
- Put the sheet at one side of the classroom, e.g. on a table, so that it is not visible to the children from where they are sitting.
- One child from each team goes to the sheet of paper, reads the first phrase and goes back to his/her team. He/She says the phrase and someone in that team must draw the object (a table) in square number 1, using the correct colour (green).
- The second child then does the same with the second phrase. Continue in this way until each team has drawn all six objects.
- Check the teams' answers by asking *What's number (one)?* The children answer *A (green) (table).*

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 and answers on Teacher's Resource Book page 33.

Lesson 5

Children will:

- learn to describe music as loud, quiet, fast or slow
- do a class singing activity

Key language:

It's (loud).

quiet fast slow

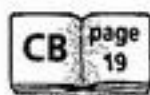
Materials and preparation:

Class Book page 19

Activity Book page 16

CD1: Listeners 27–30

1 Introduction/Presentation



- Explain to the children that you are going to learn some words to describe sounds and music.
- Say *Open your Class Books at page 19* and hold up your book. Point to the first clock at the top of the page and ask *What's this? (a clock)*. (If you like, you can introduce the word *watch* for the third picture, but the children will not need to use this word.)
- Explain that these four clocks make very different sounds. Play Listening 27. The children listen to the sounds the clocks make and point to the pictures in their books.
- Play the CD again, pausing after each sentence for the children to repeat. See if they can tell you what the adjectives mean in L1.



Audio script

Presenter: Class Book Listening 27. Listen and say.

Presenter: One. Listen!

(Alarm clock ringing loudly)

It's loud!

Two. Listen!

(Clock chiming quietly)

It's quiet.

Three. Listen!

(Watch ticking quickly)

It's fast!

Four. Listen!

(Grandfather clock ticking slowly)

It's slow!

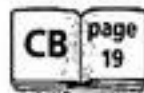
Teacher tips!

Oxford
iTools



You can also present the cross-curricular lesson on an interactive whiteboard using the iTools disk.

2 Cross-curricular activity



- Tell the children to look at the mouse pictures at the bottom of page 19. Explain that you are going to listen to the mice playing their instruments, and answer questions about the music.
- Play Listening 28, pausing the CD after each question. The children answer *It's (loud)*, etc.



Audio script

Presenter: Class Book Listening 28. Listen and answer.

Presenter: One. Listen!

Is it loud – or is it quiet?

(Loud, fast drum solo)

Listen again...

(Loud, fast drum solo again)

Is it fast – or is it slow?

Two. Listen!

Is it loud – or is it quiet?

(Quiet, fast flute music)

Listen again...

(Quiet, fast flute music again)

Is it fast – or is it slow?

Three. Listen!

Is it loud – or is it quiet?

(Loud, slow trumpet music)

Listen again...

(Loud, slow trumpet music again)

Is it fast – or is it slow?

Four. Listen!

Is it loud – or is it quiet?

(Quiet, slow harp music)

Listen again...

(Quiet, slow harp music again)

Is it fast – or is it slow?

3 Cross-curricular practice



- Tell the children to open their Activity Books at page 16 and write the number on the board. Hold up your book.
- Point to the pictures at the top of the table and invite a volunteer to read the words aloud.
- Now point to the instrument pictures in the left-hand

column of the table. Explain to the children that they are going to hear these instruments playing. Say *Listen and point* and play Listening 29. The children point to the instruments they hear. Pause the CD after each extract of music and ask *Which instrument is it?* You might like to ask the children if they know the names of the instruments in L1.

- Now play the first part of Listening 30 (the trombone music). Ask *Is it loud – or is it quiet? (It's loud.)* Show them how a tick has been added to the table under the word *loud*. Then ask *Is it fast – or is it slow?* and show them the tick under *slow*.
- Explain (L1) that they are going to hear the rest of the instruments, and for each one they should decide whether the music is loud or quiet, and whether it is fast or slow. Say *Listen and tick* and play the rest of Listening 30.
- At the end of the activity, play Listening 30 again, pausing after each extract of music and asking questions as before, to allow children to check their answers. Encourage them to answer *It's quiet*, etc.



Audio script

Presenter: Activity Book Listening 29. Listen and point.

Presenter: One

(Slow, quiet xylophone music)

Two

(Quiet, fast tambourine)

Three

(Loud, slow trombone music)

Four

(Quiet, slow piano music)

Five

(Loud, fast guitar music)

Six

(Loud, slow cymbals)



Audio script / Answers

Presenter: Activity Book Listening 30. Listen and tick.

Presenter: One.

(Loud, slow trombone music)

Two.

(Loud, fast guitar music)

Three.

(Quiet, slow piano music)

Four.

(Slow, quiet xylophone music)

Five.

(Loud, slow cymbals)

Six.

(Quiet, fast tambourine)

4 Class activity

- Choose a song that your class enjoy and know well. It could be a favourite song from *Happy House 1*, or a song from *Happy House 2* that they have learnt so far. If necessary, vote for the children's favourite.
- Explain that you are going to sing the song in different ways. Sing one verse of the song or, if it is a short song, sing the song all the way through. Then say one of the adjectives they have learnt, e.g. *quiet*. Sing the song again (or the second verse), but this time quietly. Then say *slow*. The children sing the verse or song slowly.
- Continue for as long as the children enjoy the activity. You could try saying two adjectives at a time to add an extra challenge, i.e. *loud and fast*, *loud and slow*, *quiet and fast*, or *quiet and slow*.

Lesson 6

Children will:

- play a game to review numbers 1–10
- listen to, read, and act out a story
- play a word game
- do a wordsearch puzzle

Key language:

How many cars? (R)

Review of known language

Additional language:

Well done!

Yes. No.

Materials and preparation:

Class Book page 20

Activity Book page 17

CD1: Listening 31

Happy House 2 poster

Flashcards: numbers 1–10 (*Happy House 1*)

Squared paper (optional)

Before the lesson, draw a 3 x 3 *Noughts and crosses* grid on a piece of paper and write a different number from 1–10 in each box. (There will be one number missing, e.g. 7.)

1 Introduction

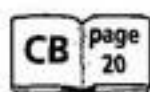
- Quickly review numbers 1–10 by playing a game with the number flashcards.
- Remind the children how to play *Noughts and crosses*. Invite two volunteers to come to the front and demonstrate how to play the game.

- Take the *Noughts and crosses* grid that you prepared earlier. Draw the grid on the board and put the appropriate number flashcard in each square, so that it matches your prepared grid.

9	1	5
6	4	10
2	8	3

- Give the children about a minute to try to remember the numbers. Then turn the flashcards face down.
- Put the children into two teams (the *noughts* and the *crosses*) and play the game. A child from each team in turn chooses a square by calling out a number. (This is why you need to have prepared a copy of the grid for yourself beforehand!)
- As each team calls out a number, remove the corresponding flashcard and show it to the class. Write a 0 or an X in the corresponding square. The first team to complete a line of three wins the game.

2 Story



- Hold up your Class Book open at page 20, indicate the whole story and ask *Where's this? (in the playroom)*. Invite someone to find the *playroom* again on the poster. Ask the children to remind you what Polly and Daisy were doing in the playroom in Lesson 1 (playing schools).
- Say *Look at the pictures. What numbers can you see?*
- Play Listening 31 while the children follow the story in their books.



Audio script

Presenter: Class Book Listening 31. Listen and read the story.

Polly: How many cars?

Jack: Psst! Daisy!

Polly: Three – yes!

Polly: OK. How many hats?

Polly: Five – yes! Well done, Daisy!

Daisy: No! Well done, Jack!

Polly: Oh, JACK!

Teacher tip!

Oxford
iTools



You can also present the story on an interactive whiteboard using the iTools disk.

3 Classroom theatre



- Invite volunteers to read the parts of Daisy, Polly, and Jack. Check pronunciation and intonation.
- Arrange the class in groups of three to practise the dialogue. Let the children change roles so that everyone has a turn reading each of the parts.
- Ask groups to act out the story for the class.

4 Team game

- Use the board to build up a simple wordsearch puzzle to demonstrate the activity before children do one on their own in the Activity Book.
- Draw a simple 10 x 10 grid on the board. Invite volunteers from around the class to come to the board one by one and write or copy a word from this unit into the grid, writing each letter in a different square. Explain that the words can go across (from left to right) or down, and that they can cross over each other, but that the letters must be in a straight line. Say *Write a word here, or here*. Repeat for about eight words. If you prefer, you could ask individuals to call out words and you could write them in the grid yourself.
- Fill in all the remaining squares with random letters.
- Divide the class into two teams. Choose one child from each team. Call out one of the words. The first child to find the word in the grid wins a point for his/her team.

5 Revision puzzle



- Say *Open your Activity Books at page seventeen*. Write 17 on the board if necessary. Read the words surrounding the grid with the children before they do the activity.
- Use the example answers to make sure all the children understand how they should circle each word in the grid as they find it. When they find a word, they should put a line through the matching word outside the grid so that they have a record of the words they still need to find.
- Set a time limit. The children find the remaining words on their own or in pairs.

- When they have found all the words, point to the outlines of a pencil and a board at the bottom of the page. Read aloud the headings *Colours* and *My Classroom*. Invite the children to tell you all the words they will write under each heading.
- Give the children some time to copy all the words into the appropriate spaces. Monitor and check.

Extension (optional)

- The children can make simple wordsearch puzzles for their partners to solve, on squared paper.

Teacher tip!

You could print off the blank wordsearch grid from the MultiROM (Unit 7, Craft 1) for the children to make their puzzles.

Lesson 7

Children will:

- sing the song from Lesson 3
- read a very simple story
- make and personalize their own 'tiny book'
- practise using colour + noun word order
- read and write colour words in order to complete simple phrases

Key language:

a (red) pen/book

Materials and preparation:

Class Book page 21 and 17

Activity Book pages 63–64

A completed example of the 'tiny book' (optional)

Cut-out picture/word cards for the classroom objects (Teacher's Resource Book page 25) (optional)

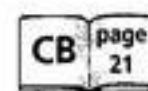
1 Introduction

- Sing the song from Lesson 3 (*Listen, it's a red clock*) again, but this time without the CD (the words are on page 17 of the Class Book). Sing the first verse yourself to demonstrate the activity. Then invite volunteers to sing a verse each, choosing a different colour each time. The rest of the class should join in with the second and fourth lines of each verse.

2 Class game

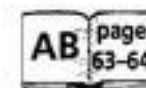
- For this activity, the children will need their cut-out picture and word cards for the classroom words.
- Tell the children to place their picture cards face up on the desk in front of them. Call out one of the classroom words from Lesson 1. The children choose and hold up the correct picture card. Quickly check around the class that everyone has the correct card.
- Now tell the children to put their word cards face up on the desk, and match the pictures and words to make pairs. One at a time say the words for each of the classroom objects and invite everyone to show you the correct pair of cards. Encourage the children to check with the person sitting next to them that they both have the same cards.

3 Story



- Tell the class to open their Class Books at page 16. Point to Tina and ask *Who's this? Can you remember?*
- Tell the class to turn to page 21. Hold up your book and talk about the pictures. For pages 1 to 5 of Tina's book, ask *How many pens has Tina got? What colour are Tina's pens?* Then point to the final picture and say *Oh, no!*
- Point to the words and read the text aloud, naturally but slowly, while the children follow in their books. Encourage them to underline the words with their finger as you read.
- Invite volunteers from around the class to read each page of Tina's book.
- Divide the class into pairs to take it in turns to read to each other. Monitor and spend some time with any children who may be finding this stage of the lesson challenging.

4 Take-home English



- Say *Open your Activity Books at page 63* and write 63 on the board.
- Hold up your Activity Book, point to the dotted lines on the page and say *Cut here*. For general instructions, see page 28 of the Teacher's Book.
- Ask the children to look at their completed books. Can they tell you what is happening in the story? Say *Look at page one*. Hold up your completed example of the tiny book, if you have one. Read the phrase *A red book*, and say *Colour Tina's book* pointing to the book Tina is carrying. Make sure everyone has access to a red pencil or crayon.
- Then say *Look at page two*. Ask *How many books has Tina got now?* Point to the first book and say *What colour is this book?* Make sure the children understand that the bottom book is the red book from the previous page. Read the sentence from page 1 again, then read

the gapped sentence on page 2. Explain to the children that they can choose which colour they want the second (top) book to be. The colours don't have to be the same as in the story in the Class Book. (If they choose orange, help them to change *a* to *an*.) Invite the class to colour the second book and to write the appropriate colour word in the gap.

- Do the same for page 3. Again make sure that the children understand that the bottom two books should be the same colours as the two books on page 2. It should be clear to them that Tina is adding more books to the same pile.
- Repeat for pages 4 and 5. Then read page 6 together. While the children are colouring the pictures and completing their sentences, monitor and check. Encourage the children to read their sentences to you and make sure they have understood the simple story.
- When everyone has finished their books, ask volunteers to read their stories aloud to the class.

Lesson 8

Children will:

- review vocabulary and activities from the unit
- find Rodney and draw the objects he is carrying or using
- do a personalized drawing and writing activity
- play a team game

Key language:

Review of known language

Materials and preparation:

Happy House 2 poster

Activity Book pages 18–19

CD1: Listening 32

Happy House 2 poster

Word cards: classroom objects

1 Introduction

- Invite the children to tell you all the new school words they can remember from Unit 2. What colour words have they been practising? Can they count up to ten and back down to 1?
- Put the *Happy House 2* poster on the wall. Ask the children to look at it and point to the room they have visited in this unit (*the playroom*).
- 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 Evaluation



- Say *Open your Activity Books at page 18*. Tell the children they are going to try to remember the words that they have learnt and practised in this unit. When they have done each activity, they should colour the house next to that activity, as they did in the previous unit.
- For the first activity, say the words together as a class, then invite volunteers to say them individually. If you like, children can also say them in pairs.
- For the next two activities, explain to the children what they have to do then let them do each activity independently. Play Listening 32 twice if necessary. When they have finished, check their answers.
- For the final activity, the children choose two colours and colour the pictures. Then invite individual children to say phrases, e.g. *A blue clock. An orange table*. Let them practise saying the phrases to their partner.
- Praise the children's efforts in this unit. Say *Well done!*



Audio script

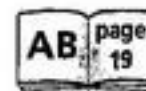
Presenter: Activity Book Listening 32. Listen and colour.

Adult: A green pen.

An orange book.

A yellow chair.

3 Find Rodney



- Open your Activity Book at page 19 and hold it up. Point to the picture of Rodney and ask *Who's this?*
- Ask the children to look through the unit in their Class Books, to find Rodney, and to draw the things he is carrying or using (a table, a clock, and a chair, on pages 14, 16 and 20). Tell them to point to these words on page 19. Put all six word cards on the board and invite volunteers to choose the correct ones.
- The children then draw the three objects and copy the correct words under each picture.

4 About me!



- Point to the *About Jack!* box at the bottom of Activity Book page 19. Explain that Jack has drawn something in his classroom. Ask what it is (his teacher). Invite a volunteer to read out what Jack has written.
- Tell the children to do the same for themselves in the *About me!* box. They can choose to draw their own teacher or a classroom object. They should then complete the sentence with the correct word.

5 Team game

- Play a game of *Chinese Whispers* with the class. Divide the class into three or four teams. Sit the teams at the front of the class, one child behind the other in a line with the first child facing the board.
- Whisper a simple instruction to the last child in each team, i.e. the one sitting at the back of the line, e.g. *Find a yellow book*. If possible, whisper a different instruction to each team and make a note of each one.
- Each team member then whispers the instruction to the next child in the line until it reaches the one at the front. He/she must then follow the instruction and find the correct classroom object in the correct colour. Award a point for each successfully completed instruction.

Teacher tip!

The children can now do the Unit 2 test (see Evaluation Book page 6 and CD2 Listening 49). Answer key and audio scripts are on page 15 of the Evaluation Book.

3 I'm hungry!

Learning outcomes

- 1 Identify, read, and write the words for six foods and six drinks
- 2 Follow and understand two simple stories
- 3 Join in with a song and a chant
- 4 Talk about likes and dislikes using *I like...*, *I don't like...* and *Do you like...?*
- 5 Talk in simple terms about the origins of various foods
- 7 Participate in a variety of whole-class and pairwork games and activities

Lesson 1

Children will:

- learn six food words
- sing a song
- learn to recognize the written form of the food words

Key language:

fish cheese yoghurt bread rice pasta
Here's some (cheese).

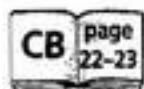
Additional language:

(in) the kitchen
We're helping Mum with the shopping today.
Open the cupboard/fridge.
Put it away.

Materials and preparation:

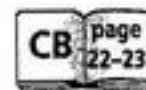
Class Book pages 22–23
Happy House 2 poster
Activity Book page 20
CD1: Listeners 33–36
Flashcards and word cards: fish cheese yoghurt bread rice pasta
Real food items, two boxes, shopping basket (all optional)
A photocopy of Teacher's Resource Book page 27 (cut-out picture/word cards) for each child (optional)

1 Introduction



- Rub your stomach and say *I'm hungry*. Ask a child *Are you hungry, (Name)?* Invite the class to guess what the unit is going to be about.
- Say *Look at Class Book pages 22 and 23*. Talk about the picture (L1). Ask *Where's this?* Teach or revise *in the kitchen* and invite a volunteer to find *the kitchen* on the *Happy House 2* poster.

2 Presentation

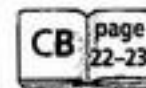


- Invite the children to find and name all the foods in the main picture. Hold up the flashcard for each food and say the word in English.
- Repeat, this time handing each flashcard to a different child.
- Ask the children with flashcards to stand around the edge of the room. Say *Listen and point* and say each of the food words, pointing to the corresponding flashcard as you do so.
- Now ask the children to point without your help.

Teacher tip!

Oxford iTools You can also present the vocabulary on an interactive whiteboard using the flashcard presentation and games in the relevant section of the iTools disk.

3 Listen and point



- Say *Listen and point* and play Listening 33. The children listen, look at their books, and point to the foods in the main picture.

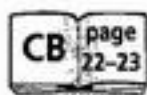


Audio script

Presenter: Unit 3. I'm hungry!
Class Book Listening 33. Listen and point.

Polly: Let's put the shopping away!
Jack: OK! ... Pooh! What's this? Oh, it's fish!
Polly: Put it in the fridge, Jack!
Jack: And here's some cheese...
Daisy: And some yoghurt... Mmm, yoghurt! Lovely!
Polly: Here's some bread... and some rice...
Ooh, look! Some pasta. Yum!
Jack: Quick, put it in the cupboard!
Mum: Oh, where's the shopping?
Jack: Aha! Look in the fridge!
Polly: And in the cupboard!
Mum: Oh, thank you!

4 Listen and say



- Hold up your Class Book and point to the box on page 23. Say *Look at the pictures*.
- Say *Listen and say*. Play Listening 34. The children point and say the words after the recording.



Audio script

Presenter: Class Book Listening 34. Listen and say.

Fish. Cheese. Yoghurt. Bread. Rice. Pasta.

5 Song

- Hand out a photocopy of Teacher's Resource Book page 27 to each child, and tell them to cut out the picture cards. Keep the word cards for another lesson.
- On the board draw two simple outlines, one of a fridge and one of a cupboard.
- Point to the cupboard and ask *What's this?* Then point to the fridge and say *This is a fridge*.
- Hold up a flashcard, e.g. *cheese*, and ask *What's this?* Then ask *Do I put the cheese in the fridge or in the cupboard?* Say *Open the fridge and put it away*. Mime opening the fridge and stick the flashcard onto the drawing on the board. Repeat for each of the flashcards, asking volunteers to put the 'foods' away for you. Alternatively, you could bring in real foods and use two boxes to represent the fridge and the cupboard.
- Say *Listen to the song*. Play the song straight through. The children listen and order their cut-out cards in front of them.
- Invite the children to repeat each line after you. Use flashcards or real foods and the pictures in the book to illustrate the meaning of the words.
- Play the song again and invite the children to join in.



Audio script

Presenter: Class Book Listening 35. Sing: Helping Mum.

Here's some fish and here's some cheese.

Here's some yoghurt. Mmm, yes please!

We're helping Mum with the shopping today.

Open the fridge – and put it away!

Here's some bread and here's some rice.

Here's some pasta. Very nice!

We're helping Mum with the shopping today.

Open the cupboard – and put it away!

Teacher tips!

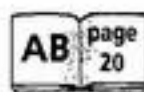
You can also present the song on an interactive whiteboard using the iTools disk.

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 36).

6 Word recognition: presentation

- Place a food flashcard on the board. Point to the picture and say *What's this?* Place the corresponding word card next to the picture. Say *Can you read the word?* Do the same for all six new words. Repeat.
- Point again, this time to the word cards only.
- Remove the flashcards and invite the children to read the words without the help of the pictures.
- Repeat, pointing to the words in random order.

7 Word recognition: practice



- Make a shopping list on the board with the six word cards and draw the outline of a note pad around them. Place three or four food flashcards on the other side of the board (or use real foods in a basket!).
- Tell the class that this is your shopping list. Count the flashcards and then the word cards. Explain that you have forgotten to buy some of the things on your list. Invite a volunteer to come to the front and tick off the things that you have bought.
- Repeat with one or two other lists, rearranging the food words in a different order each time.
- Tell the children to do the same on page 20 of their Activity Books.

Answers

1 fish X	2 cheese X	3 pasta ✓
cheese ✓	fish ✓	fish ✓
yoghurt ✓	rice X	cheese ✓
bread ✓	pasta ✓	bread X
pasta X	bread ✓	rice ✓
rice ✓	yoghurt ✓	yoghurt X

Reinforcement (optional)

- Choose two volunteers. One child chooses four word cards to make a shopping list. The other child chooses four flashcards to represent the things he/she has bought. They both place their cards face down.
- They then turn their cards face up. The child with the flashcards gets a point for every item he/she has got that is also on the other child's shopping list.
- Swap roles and repeat. The player with the most points wins the game.
- The children play the game in pairs, using their cut-out word and picture cards.

Lesson 2

Children will:

- review the food vocabulary from Lesson 1
- follow and act out a story
- practise asking questions with *Do you like...?*
- do a listening task

Key language:

Do you like (cheese)?
Yes. No. (R)

Additional language:

Look on the table.
I'm hungry too!
Watch this!
Be careful!

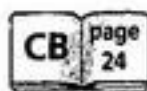
Materials and preparation:

Class Book page 24
Activity Book page 21
CD1: Listenings 37–38
Flashcards and word cards: food
Masks of Spike, Ruby, and Tina

1 Introduction

- Play a game to review the lexis from Lesson 1. Place two food flashcards on the board, asking *What's this?* for each one. Point to both cards and invite the children to say the words. Add a third card and repeat. Continue until all six cards are on the board and the children are saying all six words.
- One at a time, turn the cards face down so that the children are reciting the words from memory.
- Turn the flashcards face up again. Hand out the word cards to six volunteers. Invite each child to match his/her word card to the correct flashcard.

2 Story



- With their books closed, the children listen to the story and see which foods are mentioned.
- Say *Look at page 24 in your Class Books*. Play the story again. The children listen and follow in their books.
- Repeat. This time point to each frame of the story to check the children's understanding. Ask them what they think is happening in each frame. Use as much English as possible and use this opportunity to teach any new vocabulary or expressions.

Frame 1: Who can you see in the picture? What is on the table?

Frame 2: What is the matter with Ruby? What does *hungry* mean? Who else is hungry?

Frame 3: Does Tina like cheese? How does Spike ask her this in English?

Frame 4: What is Spike doing? What are Tina and Ruby saying?

Frame 5: What is happening?

Frame 6: Is Spike happy? Why not? What does Ruby ask him?

- Say *Close your books and close your eyes*. Play the story again.
- See how much of the story the children can remember.



Audio script

Presenter: Class Book Listening 37. Listen to the story.

Spike: Ooh! Look on the table!

Ruby: Mmm! Cheese!

Ruby: I'm hungry!

Spike: Yes, I'm hungry, too!

Spike: Do you like cheese, Tina?

Tina: Ooh, yes!

Spike: OK. Watch this! Wheel!

Tina: Be careful, Spike!

Spike: Oh no!

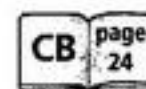
Ruby: Do you like yoghurt, Spike?

Spike: NO!

Teacher tips!

Oxford iTools You can also present the story on an interactive whiteboard using the iTools disk.

3 Classroom theatre



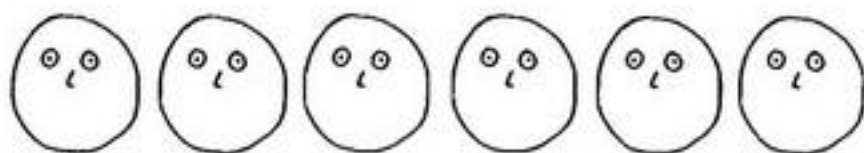
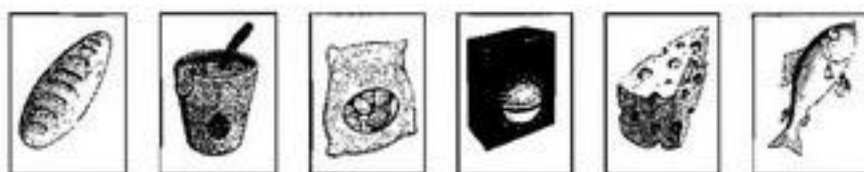
- Play the story again. After each frame, invite the children to tell you what the characters are saying. Gradually build up the dialogue.
- Arrange the 'set' at the front of the classroom. Choose three volunteers to act out the story for the class. Encourage them to wear masks.
- Repeat with other groups of pupils if there is time.

4 Practice

- Holding up flashcards or real foods, ask questions around the class, e.g. *(Name), do you like cheese?* The children answer *Yes* or *No*.
- Invite children to ask classmates similar questions around the class.

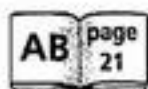
5 Class activity

- Make a simple 'chart' by putting the six food flashcards in a line on the board and drawing a simple, incomplete face below each one.



- Invite the children to ask you questions using *Do you like...?* Invite volunteers to add a sad or smiley mouth to each face to show whether you answered Yes or No.

6 Listening practice



- Say *Open your Activity Books at page 21.* Talk about the pictures. Ask *What's this?* for each food.
- Play the first four lines of Listening 38. Show the children how a smiley mouth has been added to Spike's face in the first picture.
- Now play the rest of the recording. The children complete the activity on their own in their books by adding a smiley or a sad mouth to each picture.
- Invite volunteers to be Spike and Ruby. Ruby asks *Do you like...?* and Spike answers Yes or No, according to the answers that children have recorded in their books. This will allow the children to practise the language and check their answers.



Audio script/Answers

Presenter: Activity Book Listening 38. Listen and draw.

Presenter: Hello, Spike!

Spike: Hello!

Presenter: Do you like cheese?

Spike: Cheese? Mmm – yes!

Presenter: Do you like bread?

Spike: Yes.

Presenter: Do you like rice?

Spike: Rice? No.

Presenter: Do you like pasta?

Spike: Oh yes!

Presenter: Do you like yoghurt?

Spike: No!

Presenter: Do you like fish?

Spike: Oh no! Yuk!

Presenter: Thank you, Spike. Goodbye.

Spike: Bye!

Extension (optional)

- Ask the children what question you have been practising. Write *Do you like ____?* on the board, leaving a gap before the question mark. Place a food word card in the gap and invite the children to read the question. Repeat with the other word cards.

- Each child writes his/her name on a piece of paper, and then copies the question, choosing one of the food words to complete it, e.g. *Do you like fish?*
- Write Yes and No on the board. Each child passes his/her piece of paper to a classmate, who then reads the question and writes Yes or No on the paper, copying from the board if necessary. He/She then passes it on to another classmate, who writes his/her answer. Continue until each child has answered four or five questions.
- Invite volunteers to read out the last question they answered. Then ask them to read the list of Yes/No answers. Discuss which foods are the most popular.

Lesson 3

Children will:

- learn six words for drinks and learn to recognize their written form
- say a chant
- review the story from Lesson 2 (optional)

Key language:

coffee tea lemonade orange juice water milk I like I don't like (lemonade).

Materials and preparation:

Class Book page 24 and 25

Activity Book page 22

CD1: Listening 39

Flashcards and word cards: food

Word cards: tea coffee milk water orange juice lemonade (you will need to prepare these; see *Teacher tip!* on page 49)

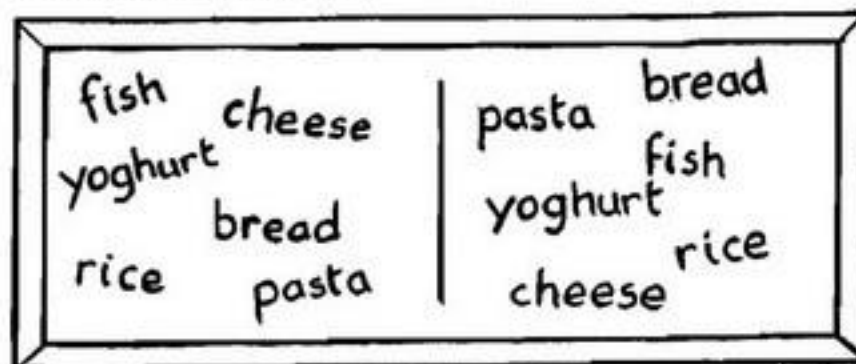
Real bottles, cartons or cans of the above drinks (optional)

A photocopy of Teacher's Resource Book page 19 for each child (optional)

A photocopy of Teacher's Resource Book page 28 (cut-out picture/word cards for the drinks) for each child (optional)

1 Introduction

- Divide the board in two down the middle. On each side of the board, write the six food words from Lesson 1 randomly around the space, in different positions on each side. Make sure the words are low enough for the children to reach them.

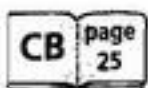


- Divide the class into two teams. Each team has one half of the board.
- Choose a volunteer from each team to play the game. Call the players to the front, facing the board, and give them each a board pen. Hold up a food flashcard and say *Circle the word*. The first child to do so correctly wins a point for his/her team.
- Repeat for all the words, choosing a different pair of players each time. The team with the most points wins the game.

2 Presentation

- Explain to the class that today you are going to learn to say the words for some drinks in English. Invite children around the class to guess (L1) what those drinks are going to be. When a child correctly guesses one of the drinks say, e.g. *Well done! Orange juice!* Hold up a real carton of orange juice, if you have brought one to the class, or draw a simple picture on the board. Repeat the new word several times and invite the children to repeat it after you. Continue in this way until the class have guessed all six words and you have either shown the children the six real drinks or drawn them on the board.
- Give all the children a sheet of paper large enough to act as a flashcard. Divide the class into six groups and assign a different drink to each group. The children then draw and colour the drink assigned to their group.
- Collect in all the pictures, jumble them up, then hold up each one and ask *What's this?* for the class to reply with the name of the correct drink.
- Choose one picture for each of the drinks. Hold it up again and ask *(Name), do you like (tea)?* Repeat around the class. The children answer *Yes* or *No*.

3 Chant



- Hand out the children's drinks pictures so that each child has one.
- Call out a drinks word. All the children with that picture should hold it up. Repeat for all six words.
- Say *Listen* and play the chant straight through. The children listen with their books closed. As they hear the drinks word they have on their picture, they should hold it up.
- Draw a face on either side of the board, one with a smile and one with a frown.



- Point to each face in turn and say *I like...* and *I don't like...* Tell the children to listen and see if they can hear which sentence the mice say for their drink.

- Say *coffee* and invite one of the children with a picture of coffee to come and place their picture under the correct card. Encourage them to make sentences with *I like...* or *I don't like...* for each one, according to what they heard in the chant. Repeat for each of the drink words in the order in which they appear in the chant. Play the chant again, stopping after each line for the children to check that the pictures have been positioned under the correct face.
- Now tell the children to open their Class Books at page 25. Say the chant line by line for the class to repeat after you. (Note that only the first verse is printed in the Class Book.)
- Divide the class into four groups. Each group says a different verse.



Audio script

Presenter: Class Book Listening 39. Say the chant.

I don't like coffee, I don't like tea,
I like lemonade, lemonade for me!

I don't like coffee, I don't like tea,
I like orange juice, orange juice for me!

I don't like coffee, I don't like tea,
I like water, water for me!

I don't like coffee, I don't like tea,
I like milk, milk for me!

Teacher tip!

Oxford iTools You can also present the chant on an interactive whiteboard using the iTools disk.

4 Class game

- Take pictures (drawn by the children) of the following four drinks: *lemonade*, *orange juice*, *water*, and *milk*. Place each picture on a different wall. Then tell the children to choose a drink and stand by that card.
- Say a verse. All children standing next to your chosen drink stay in the game. The others are out.
- Ask children to move to a different picture. Choose a volunteer to say another verse, this time choosing a different drink. They should be blindfolded, or select a picture randomly. Again, all those children next to that drink stay in.

5 Word recognition

- Take a picture of each of the six drinks, and the six food flashcards. Hold up each flashcard or picture in turn and ask *What's this?* Then stick it on the board.
- Now hold up the word cards, one at a time. Read the words and invite the children to read each word after you. Repeat around the class.

- Hold up each word card again. This time invite a volunteer to come to the board and place the word card under the correct flashcard or picture.
- Point to each word card and say *Read the word*. Remove the flashcards and pictures and repeat.
- Point to the words randomly and see if the children can recognize all the words. Do this as a whole class and then with individual children around the class.

Teacher tip!

Prepare the word cards for the six drinks words before the lesson. Write the words on pieces of card, making sure the words are big enough to be read from the back of the classroom. If possible, laminate the cards to make them more durable.

6 Reading/writing practice



- Hold up the food word cards and ask *Can you read this word?* Place each word card on the board next to the corresponding flashcard.
- Demonstrate the activity on page 22 of the Activity Book. Do this by drawing a similar chart on the board, but with only two columns. Draw a smiley face and a sad face in the top row, and point to yourself to make it clear that this is you. Draw two different foods in the bottom row.
- Point to the chart and write two sentences on the board beginning with *I like...* and *I don't like...*, corresponding to the foods shown in your chart. Point out the difference between the written forms of *I like...* and *I don't like...*
- Say *Open your Activity Books at page 22* and write 22 on the board. Do the activity orally with pencils down. Invite children around the class to complete Polly's, Jack's, and Daisy's sentences using the information in the table at the top of the page.
- The children can then choose the correct words from the box and complete the sentences on their own.

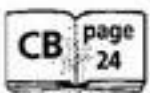
Answers

Polly: I like bread. I don't like yoghurt.

Jack: I like fish. I don't like rice.

Daisy: I like pasta. I don't like cheese.

7 Story review (optional)



- Review the story using page 24 of the Class Book and photocopies of the cut-out story frames on page 19 of the Teacher's Resource Book. For methodology, see page 23 of the Teacher's Book.

Reinforcement (optional)

- For this activity, the children will need their cut-out picture and word cards of the drinks. Ask them to write their name on the back of each card.
- Let them play a simple matching game to review the drinks lexis. Divide the class into pairs. In each pair, tell child A to take his/her cut-out word cards and child B to take his/her cut-out picture cards.
- Call out one of the drinks words and tell all the children to show you the correct card. Hold up the correct flashcards and word cards and let the children check their answers. Each pair that got both the word and the picture correct can award themselves a point. Repeat for all the words and then tell the pairs to swap cards and play the game again.

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) or Extension activity 3 (Teacher's Resource Book page 8). These activities can be done at any time after this lesson. See notes on Teacher's Resource Book page 33.

Lesson 4

Children will:

- practise talking about likes and dislikes using *I like...*, *I don't like...* and *Do you like...?*
- play a board game
- do a reading and writing activity

Key language:

I like/I don't like (bread).

Do you like (tea)?

Additional language:

Have another turn!

My/Your turn!

Materials and preparation:

Class Book page 26

Activity Book page 23

CD1: Listening 40

A dice, or flashcards of numbers 1–6 (*Happy House 1*)

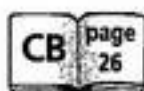
Dice and counters for the children (optional)

Before the lesson, photocopy and cut out one copy of the picture and word cards for food and drinks (Teacher's Resource Book pages 27 and 28). If possible, photocopy the cards at a larger size. You will need enough pairs of picture and word cards for each child to have one card. If you have more or less than 24 children in your class, add extra pairs or remove some pairs as necessary.

1 Introduction

- Hand out the cut-out picture and word cards for food and drinks that you prepared earlier, giving one card to each child.
- Tell the children to move around the classroom and find the child with the matching word or picture.
- When everyone has matched their cards, ask the children to tell their partners if they like or don't like the food or drink on their cards.
- Invite volunteers to make sentences aloud for the rest of the class. The volunteer holds up his/her card and says, e.g. *I like (cheese) or I don't like (coffee)*.
- Collect the cards to use again later in the lesson.

2 Pairwork activity



- For this activity you will need a dice or the flashcards for the numbers 1–6, and two counters (or small objects that you can use as counters).
- Say *Open your Class Books at page 26*. Explain the rules of the game. Each player will be either Spike or Ruby. The players take it in turns to throw the dice (or select a number card at random) and move their 'counter' the correct number of squares on the board. When a player lands on a food square, e.g. *yoghurt*, he/she must look at the key at the top of the page and say either *I like yoghurt* (Ruby) or *I don't like yoghurt* (Spike). If the food is one that his/her mouse likes, he/she can throw again. If it isn't, he/she must stay on the same square and the other player throws the dice and continues the game in the same way. If a player lands on an 'Otto' square he/she must go back to the start!
- Say *Listen*. Explain to the children that Spike and Ruby are playing the game. Play Listening 40. The children follow the words in their books. Explain the meaning of *Have another turn!*
- Play the game against the whole class. Point to yourself and say *I'm Spike*. Then point to the children and say *You're Ruby*.
- Put one of the counters on the *Start* square. Throw the dice or select a number card and say the number, e.g. *three*. Hold up your book and show how you start from the *Start* square, then move your counter three squares to land on *bread*. Point to the key at the top of the page and say *Look! I like bread. I can have another turn*. Throw the dice again and say the number, e.g. *two*. Hold up your book so that the children can see as you move your counter. Then say, e.g. *I don't like yoghurt! Your turn*.
- Invite a volunteer to play for the class, using your second counter. Continue the game until the player lands on a food or drink Ruby does not like. Then it is your turn again.

- Play against the class with a different volunteer each time until one of you reaches the *Finish* square.
- Let the children play the game in pairs if you think they are ready to do so. Each pair of children will need a dice and two counters, if you have them. If not, give each pair six small pieces of paper. Tell them to write a number from 1 to 6 on each piece of paper. Then tell each child to find a small object to use as a counter – e.g. a small rubber or paperclip or a screwed-up piece of paper.



Audio script

Presenter: Class Book Listening 40. Listen.

Spike: 1, 2, 3. Bread! I like bread.

Ruby: Have another turn!

Spike: 1, 2, 3, 4. Tea! I don't like tea.

Ruby: My turn!

Teacher tip!

You could ask the children to make the dice and counters from the MultiROM (Unit 3, Craft activity 1) before playing this game.

3 Word recognition

- Hand out the picture and word cards for the 12 foods and drinks that you used earlier. Tell the children to move around the room and find their partner by matching each word card to the corresponding flashcard, as they did in the Introduction. Then they should stay in their pairs.
- When everyone has found their partner, play a quick game to review the question *Do you like...?* Choose a child to hold up his/her card and ask a classmate the question *Do you like (lemonade)?* This child answers *Yes* or *No*, then holds up his/her card and chooses another classmate to ask a similar question about the food or drink shown on the card. Continue around the class.

4 Reading/writing practice



- Say *Open your Activity Books at page 23* and demonstrate your instruction in the usual way.
- Hold up your book and point to the gapped sentences in the speech bubbles. Invite the children to read them with you. Point to each of the foods and drinks in the pictures above and ask *What's this?*
- Point to the first speech bubble and read the words again. Then point to the pictures at the top of the page and ask *Who is drinking lemonade?* Point to the boy who is drinking the lemonade and ask *What is he saying?* *'I like lemonade'* or *'I don't like lemonade'*? Then tell the children to complete the sentence by writing the word *like* in the speech bubble.

- Go through the other examples orally, with pencils down. For each speech bubble, encourage the children to look for the same child in the picture at the top of the page. They should use the picture to decide whether or not the child likes that food or drink, and then complete the sentence by writing *like* or *don't like*.
- The children now complete the activity by themselves. Monitor and help the children while they are working.
- When everyone has completed all six sentences, invite volunteers from around the class to read out the answers. While they are doing this, they should hold up their books and point to the correct child in the pictures at the top of the page.

Answers

I like lemonade.
 I don't like coffee.
 I don't like milk.
 I like water.
 I like pasta.
 I don't like yoghurt.

Lesson 5

Children will:

- talk about the origins of some foods and drinks
- play a game

Key language:

From (cows) we get (milk).

Additional language:

*fields wheat trees
 butter ice cream cereal
 cheese bread pasta cakes rice tea coffee
 oranges lemons (R)*

Materials and preparation:

Class Book page 27
 Activity Book page 24
 CD1: Listening 41
 A selection of real foods, packaged and fresh (include some dairy and wheat products if possible)

Before the lesson, draw simple pictures of the following things on large pieces of paper: milk, yoghurt, butter, cheese, ice cream, wheat, bread, pasta, cereal, cakes.

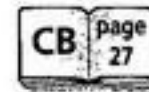
1 Introduction

- Show the children the foods you brought to the lesson. Talk in L1 about where each food comes from, e.g. see if the children know whether they come from animals or plants. Encourage the children to give you their ideas, and clarify them where necessary. Examples of foods you could use are:
carrots – from a carrot plant (the carrot itself grows under the ground)
bread – made from flour, which is made from wheat
tinned fish – from the sea
apples or other fruit – from a tree
yoghurt or cheese – made from milk, which comes from cows
chocolate – made from cocoa beans, which come from the cocoa plant
eggs – from hens

Teacher tip!

This lesson contains and uses a lot of food vocabulary. However, the emphasis should be more on the cross-curricular topic of where food comes from than on the language. Encourage the children to use English words that they know, but let them express their ideas in L1 wherever necessary, and make it clear to them that they are not expected to remember all the English vocabulary.

2 Presentation



- Tell the children to open their Class Books at page 27 and hold up your own book. Point to the mouse farmers. Tell the children that the first farmer has cows on his farm, and that the second farmer has fields of wheat. Introduce the word *wheat*. Explain that the mice are going to talk about some foods that we get from milk and wheat.
- Say *Listen and point* and play Listening 41. The children point to the items as they are mentioned on the CD.



Audio script

Presenter: Class Book Listening 41. Listen and point.

Farmer 1: From cows we get milk.
 From milk we get yoghurt ...
 and butter ...
 and cheese ...
 and ice cream.

Farmer 2: From fields we get wheat.
 From wheat we get bread ...
 and pasta ...
 cereal ...
 and cakes.

Teacher tip!

Oxford
iTools



You can present the cross-curricular lesson on an interactive whiteboard using the iTools disk.

3 Cross-curricular activity



- Read the words on the page with the children.
- Hold up your book. Say two sentences, e.g. *From fields we get wheat. From wheat we get pasta*, following the arrows and pointing to the appropriate pictures as you do so. Say the sentences again for the children to repeat.
- Do the same with two different sentences.
- Challenge individual children to follow the arrows in the pictures and make pairs of sentences. Help them with the words if necessary.

4 Cross-curricular practice



- Tell the children to look at page 24 of their Activity Books. Hold up your book and point to the food pictures, saying the words as you do so. Do the same with the words in the middle of the page.
- Ask (L1): Where do oranges come from? (they grow on trees). Show the children how a line has been drawn from the picture of the oranges to the picture of some trees. With pencils down, ask about the other food items in the same way.
- Children draw lines, matching the foods to where they come from.
- When they have finished, say *We get oranges from...* (see *Teacher tip!* below) and invite the children to complete your sentences.
- Invite confident volunteers to make sentences in English.

Answers

We get oranges/lemons from trees.

We get rice/tea/coffee from fields.

We get milk from cows.

Teacher tip!

In this exercise we are focusing on the products (oranges, rice, etc.), rather than the places of origin (trees, fields, etc.), as we were in the Class Book. In order to show the change of emphasis it is more natural in spoken English to reverse the order of the structure the children learnt in the Class Book.

5 Class game

- Take the pictures that you prepared before the lesson. Hold them up one by one and ask *What's this?*
- Stick all the pictures up around the room, apart from the milk and wheat pictures.
- Hold up either the milk picture or the wheat picture and say either *From milk we get...* or *From wheat we get...*, and completing the sentence with one of the food items. If the sentence is true, the children run and stand next to that picture. If it isn't, they stay still.
- If the sentence is true, the last person to go and stand next to the picture is out. If the sentence is false, anyone who moves is out.
- Continue until you have a winner.

Lesson 6

Children will:

- revise some known vocabulary
- listen to, read, and act out a story
- do a speaking activity
- do a crossword puzzle

Key language:

Do you like... ?

Review of known language

Additional language:

soup

Materials and preparation:

Class Book page 28

Activity Book page 25

CD1: Listening 42

Happy House 2 poster

Flashcards and word cards: vocabulary you want to revise from Units 1–3

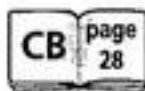
1 Introduction

- Before the start of the lesson select flashcards and word cards for the lexis you want to revise from Units 1–3. (If you want to revise the drinks words, use some of the pictures drawn by the children in Lesson 3.)
- Give each child a flashcard as they come into the classroom.
- Choose two of the word cards and place them on the board. The two children with the corresponding flashcards must race to the board and place their cards under the correct words. The first child to place his/her card under the correct word wins.
- Put up two different word cards and play again.
- Repeat as many times as the children are happy to do so.

Teacher tip!

Alternatively, you could make this a team race by dividing the class into two teams. In this case, make sure that each time you select two word cards, one is from each team.

2 Story



- Say *Open your Class Books. Look at page 28.* If necessary, write the number 28 on the board.
- Hold up your book, indicate the whole story, and ask *Where's this? (in the kitchen).* Invite someone to find the kitchen again on the *Happy House 2* poster. Ask the children to remind you what Polly and Jack were doing in the kitchen in Lesson 1 (putting the shopping away).
- Ask the children to look at the pictures and tell you who is in the kitchen now. Ask (L1) what they think Dad and Jack are doing in the kitchen. What about Daisy – what is she doing? Teach the meaning of the word *soup*.
- Say *Listen.* Play the story on the CD while the children follow the words and pictures in their books.
- Play the story again. This time pause after each frame, read the text aloud, and ask questions (L1) to check that the children have understood.



Audio script

Presenter: Class Book Listening 42. Listen and read the story.

Dad: Do you like soup, Jack?

Jack: Oh yes! Great!

Dad: Do you like soup, Daisy?

Daisy: Yes!

Daisy: Soup! Soup! Lovely soup!


Daisy: Milk... and orange juice!

Daisy: And pasta!

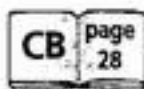
Daisy: Look, Dad! Soup!

Dad: Oh! Thank you!

Teacher tip!

Oxford iTools  You can also present the story on an interactive whiteboard using the iTools disk.

3 Classroom theatre

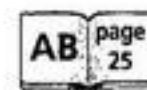


- Invite two volunteers to read the story with you. They read Dad and Jack's parts while you read Daisy's part.
- Repeat with other volunteers.
- Put the children into groups of three and say *Read the story*. The children practise reading it together.
- Invite groups to come to the front and act out the story for the class.

4 Class activity

- The children draw six foods or drinks, with a face below each one, to make a 'chart' like the one you made with flashcards for the Class activity in Lesson 2. Encourage them to include foods they can remember from Lesson 5. They then take it in turns to ask their partners *Do you like (cheese)?* They each record their partner's answers by drawing sad and smiley mouths.

5 Revision puzzle



- Say *Open your Activity Books at page 25*. Read the words in the box at the top of the page with the children.
- Then go through each of the picture clues orally with the class. Ask, e.g. *What's six down? What's five across?* Show the children the example answers for *one across and one down (crocodile and cheese)*.
- Let the children complete the puzzle on their own or in pairs.

Answers

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Extension (optional)

- The children design a menu for a classroom café. Divide the class into pairs or small groups and give each group a large sheet of paper. Show them how to divide the sheet into two halves: *Food* and *Drinks*. The children then choose foods and drinks they would like to serve in their café. Tell them to list the foods and drinks they would like to serve in the 'café', then illustrate their menus. They could add prices if they wish, and think of a name for the café.
- Encourage the children to use known foods and drinks. You can also extend their vocabulary by telling them the words for other foods and drinks they do not yet know in English.
- Display the menus around the room.

Lesson 7

Children will:

- say the chant from Lesson 3
- play a team game
- read a very simple story
- make and personalize their own 'tiny book'

Key language:

foods

drinks

I like/I don't like (bread).

Thank you. (R)

Materials and preparation:

Class Book page 29

Activity Book pages 65–66

A completed example of the 'tiny book' (optional)

Flashcards and word cards: food

1 Introduction

- Say the chant from Lesson 3 (*I don't like coffee...*) without the CD. Invite volunteers to personalize the chant by choosing a drink that they like (*lemonade, milk, orange juice or water*) and to say a verse of the chant to their classmates.

Teacher tip!

At this point encourage children with more English experience to add other drink words they may know, e.g. *cola, hot chocolate, etc.*

2 Team game

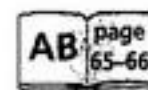
- Place the six food flashcards face down on one side of the board and the corresponding word cards face down on the other side of the board.
- Divide the class into two teams. Call volunteers from each team to take it in turns to come to the front and turn over a word card and a flashcard. If the cards match, that team takes the cards and has another turn. If they don't match, turn the cards over again and it is now the other team's turn. The team that correctly matches the most words and pictures wins the game.

3 Story



- Tell the class to open their Class Books at page 29. Point to Tina and ask *Who's this? Can you remember?*
- Hold up your book and talk about the pictures. Ask the children (L1) where they think Spike is (in a supermarket). For pages 1 to 4 of Tina's book, ask *What's this?* Then ask, e.g. *Does Spike like (cheese)?*
- Point to the words and read the text aloud, naturally but slowly, while the children follow in their books. Encourage them to underline the words with their finger as you read.
- Invite volunteers from around the class to read each page of Tina's book.
- Divide the class into pairs and tell them to take it in turns to read to each other. Monitor and spend some time with any children who may be finding this stage of the lesson challenging.

4 Take-home English



- Invite any volunteers who have their 'tiny books' from Units 1 and 2 to read out their stories to the class.
- Say *Open your Activity Books at page 65* and write 65 on the board.
- Hold up your Activity Book, point to the dotted lines on the page, and say *Cut here*. For general instructions, see page 28 of the Teacher's Book.
- Hold up your completed example of the tiny book, or one of the children's, and turn to page 1. Point to Tina, and ask *Who's this?* Then point to the cheese in her thought bubble and ask *What's this?* Invite the children to tell you what Tina is thinking. Read the words together at the bottom of the page.
- Turn to the next page and read the sentence *I don't like pasta*. Then invite the children to draw a packet of pasta in the cupboard.
- Turn to page 3 of your tiny book and invite volunteers from around the class to complete the sentence. Encourage volunteers to suggest different foods or drinks which are kept in the fridge and which Tina might not like. Make sure the children understand that there is more than one right answer. If necessary, write suggestions on the board for the children to copy. Then give the children some time to complete the sentence and draw their chosen food in the fridge.
- Do the same for page 4. Monitor and help while children complete the drawing and colouring stages of the activity.
- Repeat the same procedure for page 5, reminding the children what Tina said she liked on page 1. Allow the children some time to add the cheese to the picture before reading together the final sentence on page 6.
- Now ask volunteers to read their books aloud to the class.

Lesson 8

Children will:

- review vocabulary and activities from the unit
- find Rodney and draw the foods he is carrying
- do a personalized drawing and writing activity
- play a team game

Key language:

Review of known language

Materials and preparation:

Happy House 2 poster

Activity Book pages 26–27

CD1: Listening 43

Flashcards: foods

Word cards: foods and drinks

Cut-out picture cards for foods and drinks
(Teacher's Resource Book pages 27 and 28)
(optional)

- For the final activity, children complete the faces with a smiley or sad face to show whether or not they like each drink. Then invite individual children to say sentences, e.g. *I like coffee. I don't like milk.* Let them practise saying the sentences to their partner.
- Praise the children's efforts in this unit. Say *Well done!*



Audio script / Answers

Presenter: Activity Book Listening 43. Listen and write the numbers.

Presenter: One.

Child 1: I don't like fish!

Presenter: Two.

Child 2: I like tea!

Presenter: Three.

Child 1: I like yoghurt!

Presenter: Four.

Child 1: I don't like orange juice!

1 Introduction

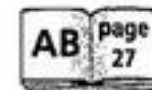
- Invite the children to tell you all the new food and drink words they have learnt in this unit. As they say each word, place the corresponding word card on the board.
- Ask the children to look at the *Happy House 2* poster and point to the room they have visited in this unit (the kitchen). Ask *Where's this?* See if the children can remember the names of any of the other rooms.
- 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 Evaluation



- Say *Open your Activity Books at page 26.* Tell the children they are going to try to remember the words that they have learnt and practised in this unit. When they have done each activity, they should colour the house next to that activity, as usual.
- For the first activity, say the words together as a class, then invite volunteers to say them individually. If you like, children can also say them in pairs.
- For the next two activities, explain to the children what they have to do then let them do each activity independently. Play Listening 43 twice if necessary. When they have finished, check their answers.

3 Find Rodney



- Say *Open your Activity Book at page 27.* Hold up your own book, point to the picture of Rodney, and ask *Who's this? Can you remember?*
- Ask the children to look back through the pages of the unit in their Class Books, find Rodney, and draw the foods he is carrying. Invite the children to name them (*bread, cheese and fish*, on pages 23, 24 and 28). Tell the children to point to the correct word for each food in their book. Put all six food word cards on the board and invite volunteers to choose the three correct words.
- The children now draw the three foods and copy the correct word under each picture.

4 About me!



- Hold up your Activity Book and point to the *About Jack!* box on page 27. Point to the pasta in Jack's drawing and ask *What's this?* Then invite a volunteer to read out what Jack has written.
- Now tell the class to look at the incomplete sentence in the *About me!* box. Invite volunteers from around the class to complete the sentence orally for themselves.
- The children can then draw a food or drink from this unit in the *About me!* space provided and complete the sentence about themselves.
- Monitor while the children are drawing and writing.

5 Class game

Bingo

- For this game, children will need their cut-out picture cards for foods and drinks.
- Tell the children to choose four cards and put them on the desk in front of them.
- Take a word card for one of the foods or drinks and stick it on the board. Don't read the word aloud. Any children who have the corresponding picture in front of them should turn it face down.
- Continue until a child has turned over all four of his/her cards. He/She shouts *Bingo!* He/She then says the names of the four foods or drinks on the cards, and the class check that all these words are on the board.

Teacher tip!

The children can now do the Unit 3 test (see Evaluation Book page 7 and CD2 Listening 50). Answer key and audio scripts are on page 15 of the Evaluation Book.

Culture

My school

Children will:

- talk about school and school uniform
- learn some new vocabulary related to school
- revise some known vocabulary

Key language:

a class, a classroom, an exercise book, a lunch box, a pencil-case, a school bag

T-shirt, shirt, jumper, trousers, skirt

I'm wearing my school uniform.

Additional language:

I'm in class (2).

Materials and preparation:

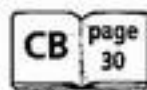
Class Book pages 30–31

CD1: Listeners 44–46

A photocopy of Teacher's Book page 59 for each child.

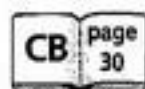
Before the lesson, place a variety of school items (e.g. pencils, exercise books, pens, rulers, lunch box) in a school bag. This is for the Lucky Dip game.

1 Introduction



- Talk about school in L1. Ask the children what they like about school, e.g. What's their favourite subject? Are there any games or sports they particularly enjoy? Encourage the children to say the words in English if they know them.
- Tell the children to open their Class Books at page 30. Point to Harry in the photo and say *Who's this?* See if any of the children can remember Harry from *Happy House 1*. Ask *Where is he?* (at school).
- Ask (L1) what Harry is wearing. What is special about Harry's clothes? Explain to the children that in the UK it is usual for children to wear a uniform to school. Ask the children if they wear different clothes at school compared to the clothes they wear at home.
- Encourage the children to tell you the English words for any of the clothes they can see and draw them on the board. Say the words in English and encourage them to repeat after you.

2 School uniform



- Play the audio. Tell the children to listen carefully and tell you what Harry is wearing (grey trousers, blue jumper, blue shirt).

- Play the audio again, and see if anyone can tell you what Harry's school is called (St John's). Does Harry like school?
- Go around the class asking volunteers to tell you if they like school, and also what they are wearing to school today (e.g. a red T-shirt).

Teacher tip!

If you like, ask the class to design, draw, and colour a school uniform for your own school. Then encourage them to describe their design in English if they can.



Audio script

Presenter: Class Book Listening 44. My school. Listen. What's Harry's school uniform?

Harry: Hello, I'm Harry. I'm wearing my school uniform today – grey trousers, a blue jumper and a blue shirt. This is my school. It's St John's Primary School. I like my school.

3 Harry's school bag



- Now tell the children to look at the photo at the bottom of page 30. Point to the school bag and ask *What's this?* (Harry's school bag).
- Explain that they are going to hear Harry talking about his school bag. Play the audio. Tell them to listen carefully, and answer the question: *What's in Harry's school bag?* (pencil-case, exercise book, lunch box).
- Play the audio again, and this time ask the children to tell you what colour the school bag and the exercise book are (blue and grey, yellow). Then hold up your book and point to the items so they can check their answers.
- Point to the small pictures at the top of the page and name them in English asking the children to repeat (e.g. pencils, ruler, pens, book). Ask the children what items they have in their own school bags. Do they have the same items as Harry? How many pencils do they have?
- Draw their attention to the picture of the lunch box. Explain that lots of children in the UK bring their own lunch to school. Encourage them to think of what kinds of food you might have in a lunch box (e.g. sandwiches, cheese, orange juice).



Audio script

Presenter: Class Book Listening 45. Listen and say. What's in Harry's school bag?

Harry: This is my school bag. It's blue and grey. In my school bag there's a pencil-case, a lunch box and a yellow exercise book.

4 Class game

Lucky dip

- Sit the children in a circle. Show the children the school bag you have prepared before the lesson. Ask *What's this?* (A school bag).
- Hand the bag to the first child and tell them to open the bag and pull out an item without looking. They should then name the item in English. If they get it wrong, the item should be returned to the bag. Pass the bag around the rest of the circle, making sure each child has a turn.

Teacher tip!

As an extension activity you could ask the children to draw the objects that they have in their school bags on to the template. The children ask and answer in pairs *What's in your school bag?*

5 Harry's class



- Now tell the children to look at the big photo on page 31. Explain that the children are going to hear Harry talking about his class. Play the audio. Tell them to listen carefully, and answer the questions: *What class is Harry in?* (Class 2) and *Can you see Miss Fox?*
- Play the audio again, and this time ask the children to point to Anna, Miss Fox, and Harry as each one is mentioned in the audio.
- Ask confident volunteers what class they are in and what your name is (or what the class teacher's name is).
- Now tell the children to look at the small photo on page 31. Ask *What's this?* and ask a volunteer to read out the label on the bag.



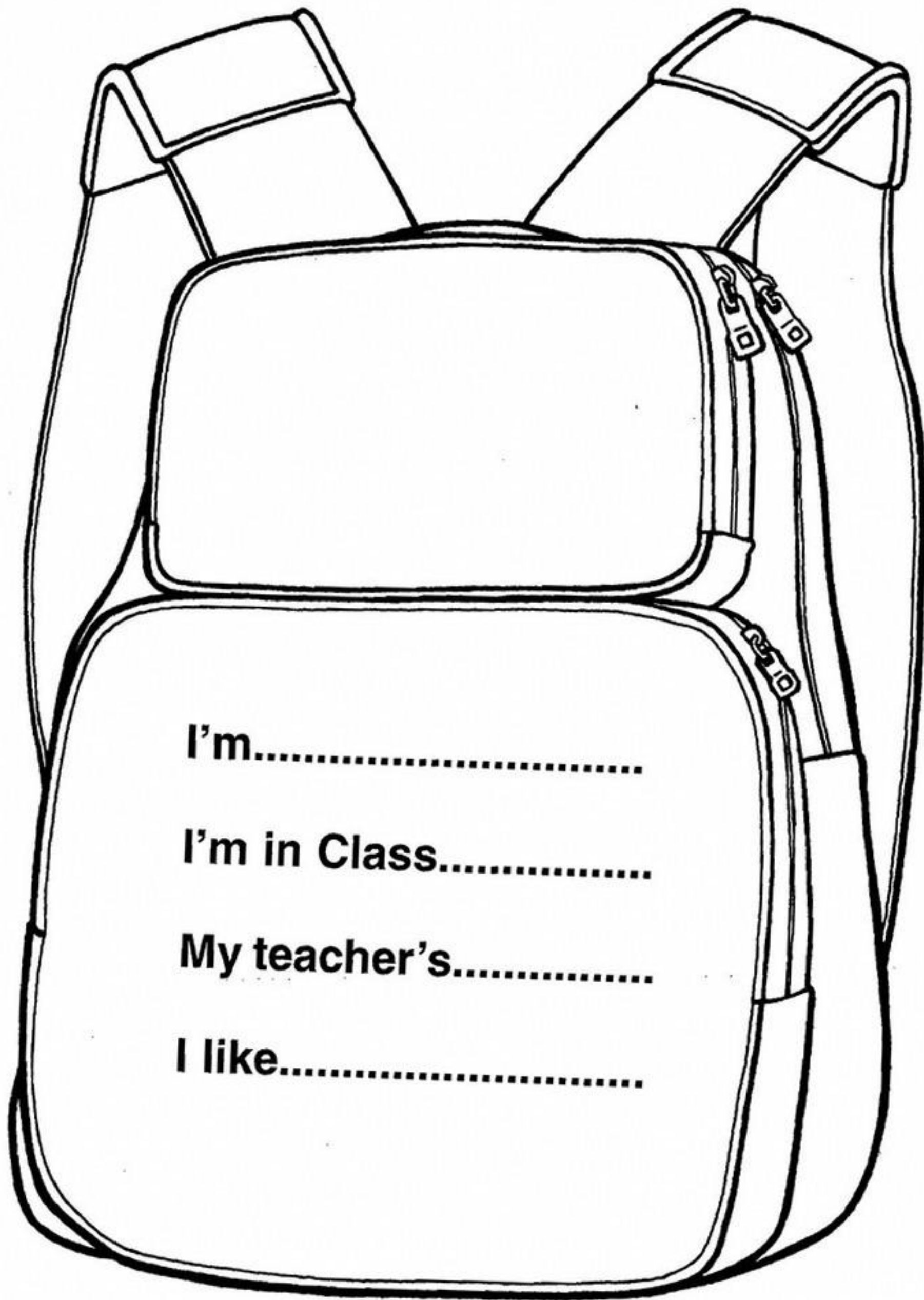
Audio script

Presenter: Class Book Listening 46. Listen. Can you see Miss Fox?

Harry: This is my classroom. I'm in Class 2. My teacher's Miss Fox. I like Miss Fox – she's nice. Can you see my friend Anna in this picture? And can you see me?

6 Make a school bag

- Hand out copies of the school bag template on Teacher's Book page 59 to each child. Ask them what the picture is (a school bag). Draw their attention to the gapped text and ask volunteers what they think they should write in the gaps. Refer back to the bag in the photo on page 31 of the Class Book if necessary. Write some example answers on the board.
- Tell the children to complete the gapped text and then to decorate the school bag. Once they have finished, you might also choose to ask them to talk in pairs about what they have written on their school bags.
- Make a display of the children's school bags in the classroom, like the one on page 31 of the Class Book (a washing line with the bags pegged on it).



4 Happy faces

Learning outcomes

- 1 Identify, read, and write the words for six parts of the face and four hair colours
- 2 Follow and understand two simple stories
- 3 Join in with a song and a chant
- 4 Describe appearance/features using *I've got...*
- 5 Talk about the five senses in English
- 7 Participate in a variety of whole-class and pairwork games and activities

Lesson 1

Children will:

- learn six words for parts of the face
- sing a song
- learn to recognize the written form of the face words

Key language:

face hair eyes nose (R)
ears mouth
Look at my (face).

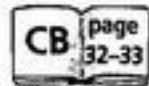
Additional language:

It's me!
Oh, can't you see?

Materials and preparation:

Class Book pages 32–33
Activity Book page 28
CD1: Listeners 47–50
Flashcards and word cards: face hair eyes nose ears mouth
A photocopy of Teacher's Resource Book page 29 (cut-out picture/word cards) for each child
Two or more dice (optional)

1 Introduction



- Set the scene for the lesson. Say *Look at pages 32 and 33 in your Class Books*. Hold up your book, indicate the whole picture and ask *Where's this? (the playroom)*. Ask (L1): Who is in the picture? What is Polly doing? Who has Polly painted a picture of? (herself)
- Invite the children to guess what they think the unit is going to be about (parts of the face). Invite volunteers to tell you any words they already know in English for parts of the face. (Note that some of the words are revision from *Happy House 1*.) As they say each word, tell them to stand up and point to the correct part of their face. Repeat the words, correcting pronunciation as necessary, and invite the rest of the class to copy and repeat.

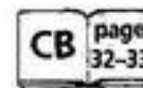
2 Presentation

- Name the key items (*face, hair, eyes, nose, ears, and mouth*) and ask the children to find these parts of the face in Polly's painting.
- Repeat the words, this time pointing to the parts of your own face as you say each word.
- Say each of the words again but this time invite the children to point to their own faces as you do so.
- Now ask the children to point without your help.

Teacher tip!

Oxford You can also present the vocabulary on an **iTools** interactive whiteboard using the flashcard presentation and games in the relevant section of the iTools disk.

3 Listen and point



- Say *Listen and point* and play Listening 47. The children listen, look at Polly's painting in their books, and point to the various parts of her face.



Audio script

Presenter: Unit 4. Happy faces.

Class Book Listening 47. Listen and point.

Jack: Who's this, Polly? What a funny face!

Polly: It's ME – it's MY face! Look!

Jack: YOU?! Is it you? No!

Polly: Yes, Jack. Look! My hair, and my eyes...

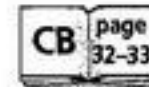
Jack: And your nose!

Polly: Yes, my nose – and my ears and my mouth. I think it's VERY GOOD!

Daisy: Yes, very good, Polly!

Polly: Thank you, Daisy!

4 Listen and say



- Hold up your Class Book and point to the box on the right-hand side of page 33. Say *Look at the pictures*.
- Say *Listen and say*. Play Listening 48. The children point and say the words after the recording.



Audio script

Presenter: Class Book Listening 48. Listen and say.

Face. Hair. Eyes. Nose. Ears. Mouth.

5 Song

- Hand out a photocopy of Teacher's Resource Book page 29 to each child, and tell them to cut out the cards. They should then place the picture cards face up on the desk in front of them. Keep the word cards safe for another lesson.
- Play the song straight through while the children listen and order their picture cards in front of them.
- Sing the song and invite the children to repeat each line after you.
- Play the song. Invite the children to join in.



Audio script

Presenter: Class Book Listening 49. Sing: It's me!

Look at my face – oh can't you see?

Look at my hair – it's me!

Look at my face – oh can't you see?

It's me! It's me! It's me!

Look at my face – oh can't you see?

Look at my eyes – it's me! ...

Look at my face – oh can't you see?

Look at my nose – it's me! ...

Look at my face – oh can't you see?

Look at my ears – it's me! ...

Look at my face – oh can't you see?

Look at my mouth – it's me! ...

Teacher tips!

Oxford iTools You can also present the song on an interactive whiteboard using the iTools disk.

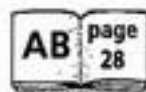
When you feel the children know the song well enough, you might like to ask them to sing along to the 'karaoke' version (CD1 Listening 50).

6 Word recognition: presentation

- Use flashcards and word cards to present the written form of the new words.
- Place a flashcard of a part of the face on the board. Point to it and invite the children to say the correct word. Then place the corresponding word card under the flashcard. Point to the word card and ask *Can you read this word?* Repeat for each word.

- One by one turn the flashcards face down and practise reading the words without the help of the flashcards.
- Hold up the word cards. Invite the children to point to the corresponding part of their own faces.

7 Word recognition: practice



- Demonstrate the activity on Activity Book page 28. Draw a simple outline of a face on the board. Invite members of the class to add the features (*eyes, ears, nose, mouth, and hair*).
- Write the words around the outside of your drawing. Point out and explain the differences between the singular and plural forms. Invite volunteers to come to the front and draw a line from each word to the correct part of the face.
- Say *Look at page 28 in your Activity Books*. Hold up your book and write 28 on the board if necessary. Say *Draw the eyes, the nose, the ears, the mouth, and the hair*. Monitor while the children are completing the faces in their Activity Books.
- When everyone has finished drawing, tell the children to draw a line from each word to the correct part of the face, as you did on the board.

Reinforcement (optional)

- For this game you will need two dice.
- Write the numbers 1–6 on the board. Beside each number place a flashcard of a part of the face, making sure that number 6 is the face. As you do so invite the children to say the words by asking, e.g. *What's number five?*
- Divide the class into two teams. Give each team a dice. The teams take turns to throw the dice (passing the dice along so a different child throws it each time) until they get a six. When someone gets a six, he/she comes to the front and draws the outline of a face on the board.
- Once a team has got a face outline, they can add the other parts of the face by throwing the correct number according to the key on the board.
- If a team throws a number for a part of the face they have already got, they must wait until their next turn and throw again. The first team to complete a face wins the game.
- This game can also be played in pairs. You will need a dice for each pair. Alternatively, the children can write the numbers 1–6 on small pieces of paper, and take turns to select a piece of paper.

Lesson 2

Children will:

- follow and act out a story
- practise making simple sentences with *I've got...*
- do a listening task
- play a guessing game

Key language:

I've got... (R)
parts of the face
a tail
big, small
teeth (R)

Additional language:

elephant owl crocodile fish

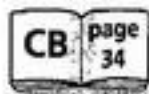
Materials and preparation:

Class Book page 34
Activity Book page 29
CD1: Listeners 51–52
Masks of Spike, Ruby, Otto, and Tina

1 Introduction

- Play a game to review the lexis from Lesson 1. Say each of the words for parts of the face. As you do so, point to the correct part of your face. Invite the children to copy you.
- Repeat, but this time make some mistakes – e.g. say *mouth* but point to your nose. Any children that copy you instead of pointing to the correct part of the face are out!
- Repeat. Speed up the game and try to catch the children out. Continue until you have a winner.

2 Story



- Say *Listen to the story*. Tell the children to keep their books closed. Ask them to listen carefully and see if they can hear any of the face words they know (*teeth* is revision from *Happy House 1*).
- Say *Open your Class Books at page 34* and write the number 34 on the board.
- Point to each frame of the story to check the children's understanding. Ask them to tell you (L1) what they think is happening at each stage of the story. Use as much English as possible in your questions. Teach or review any new vocabulary or expressions.
- Play the story again. This time the children listen and follow in their books.
- Say *Close your books and close your eyes* and play the story again. At the end, see how much of the story they can remember without looking at their books.




Audio script

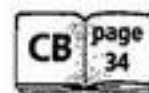
Presenter: Class Book Listening 51. Listen to the story.

- Tina: Hello?
Otto: Hello! I'm a mouse!
Ruby: A mouse?
Otto: Yes! I've got big ears.
Spike: And a tail?
Otto: Yes, I've got a tail.
Tina: And big teeth?
Otto: Oh YES! I've got BIG teeth!
Spike: And a pink nose?
Otto: Yes! I've got a pink nose. Look!
Ruby: Goodbye, Otto!

Teacher tip!

Oxford  You can also present the story on an interactive whiteboard using the iTools disk.

3 Classroom theatre



- Play the story again. Pause after each frame and invite the children to tell you what the characters are saying. Gradually build up the dialogue, starting again at the beginning after each new frame.
- Arrange the 'set' at the front of the classroom. Invite the children to help you. You could use chairs to represent the mousehole and the door.
- Choose volunteers to play the parts of Spike, Ruby, Tina, and Otto. Encourage them to wear masks. The rest of the children follow and help.
- Repeat with other groups of pupils if there is time.

4 Practice

- Go around the class saying sentences beginning with *I've got...* Ask the children to decide whether your sentences are true or false, and to answer *Yes* or *No*. Say, e.g. *(Name), I've got a tail. Yes or No? (Name), I've got big ears. Yes or No? (Name), I've got green eyes. Yes or No?*
- Invite volunteers to make up similar sentences to say to their classmates around the class.

5 Listening practice



- Say *Look at page 29 of your Activity Books*. Hold up your own book, point to each of the animals and ask *What's this?* Teach the words *elephant* and *owl* if the children don't already know them.
- Demonstrate the activity by listening to the first part of Listening 52 with the class. Repeat as necessary and then invite the children to guess which animal is speaking. Show how the children should write the number 1 next to the crocodile.
- Play the remaining three examples. See if the children can identify which animal is speaking each time. Repeat as necessary.
- When the children have numbered each of the animals, play the recording again. Stop after each example. Invite a volunteer to show which animal is speaking so that the rest of the class can check their answers.



Audio script

Presenter: Activity Book Listening 52. Listen and write the numbers.

Presenter: One.

Voice 1: I've got big teeth.

Presenter: Two.

Voice 2: I've got big ears.
And I've got a big nose.

Presenter: Three.

Voice 3: I've got big eyes.

Presenter: Four.

Voice 4: I've got a big mouth.

Answers

1 crocodile 2 elephant 3 owl 4 fish

6 Class game

- The children practise making sentences beginning with *I've got...* To demonstrate, choose one of the animals (e.g. the crocodile) and ask the children to suggest some sentences, e.g. *I've got big teeth. I've got a tail.*
- Ask the children to work in pairs. They should choose an animal and make up one or two sentences. Ask volunteers to say their sentences so the rest of the class can guess the animal.

Reinforcement (optional)

- Play the karaoke version of the song *It's me!* (Listening 50). Hold up a different word card at random for each verse. The children must sing that verse of the song. Encourage them to point to the appropriate part of their face as they do so.

Lesson 3

Children will:

- learn how to describe the colour of their hair and eyes
- learn four adjectives used to describe hair colour and learn to recognize their written form
- say a chant
- play a game
- do a writing activity
- review the story from Lesson 2 (optional)

Key language:

brown black blond
red (R)
I've got (brown) hair.

Additional language:

What about you?

Materials and preparation:

Class Book page 35
Activity Book page 30
CD1: Listening 53
Flashcards: Polly Jack Dad (*Happy House 1*)
A photocopy of Teacher's Resource Book page 20 for each child (optional)

1 Introduction

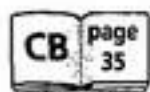
- Play the following game to review the lexis for parts of the face from Lesson 1 and any other body parts from *Happy House 1* (e.g. *hands, fingers, toes*).
- Demonstrate some simple instructions with *Touch your...* before you begin the game. Say *Touch your (nose)!* and invite the children to follow your instruction. Repeat with other instructions (*Touch your face, toes, etc.*) until you are sure they have understood.
- Now explain to the children that they should only do the action if you end your instruction with the word *Tina*. For example, if you say *Touch your ears, Tina!* the children should touch their ears. But if you say simply *Touch your ears!*, they should remain still.
- Play the game with all the children standing up. When a child makes a mistake, he/she is out of the game and sits down. Continue until you have a winner.

2 Presentation

- Present the new language. Indicate your hair and say *Look. I've got (colour) hair*. Choose a member of the class with the same colour hair if possible and say (*Name*), *what about you?* Encourage the child to answer *I've got (colour) hair*.

- Use flashcards of the characters to present *blond* and *brown*. Hold up the flashcard of Polly or Jack and say *I've got blond hair*. Invite members of the class with blond hair (but not light brown hair!) to repeat the sentence. Use the Dad flashcard to present *I've got brown hair*.
- If you have children in the class with black or red hair, use these children to teach *black* and *red*. Otherwise use the picture on page 35 of the Class Book.

3 Chant



- Say *Open your Class Books at page 35. Listen and point.* Play the chant. The children should point to each of the children in the picture when they think that child is speaking. Pause the CD after each verse and ask the children how they knew who was speaking.
- Play the chant again. Hold up your book and point to each child on the page as he/she is speaking.
- Say the chant line by line and encourage the children to repeat each line after you.
- Divide the class into four groups. Give each group a different verse to say.



Audio script

Presenter: Class Book Listening 53. Say the chant.

I've got brown hair, brown hair, brown hair.
I've got brown hair. What about you?

I've got black hair, black hair, black hair.
I've got black hair. What about you?

I've got blond hair, blond hair, blond hair.
I've got blond hair. What about you?

I've got red hair, red hair, red hair.
I've got red hair. What about you?

Teacher tip!

Oxford iTools You can also present the chant on an interactive whiteboard using the iTools disk.

4 Class game

What about you?

- Use the chant (Listening 53) to play a simple game.
- Say a verse of the chant without the CD, using your own hair colour. As you say the last line add a pupil's name, e.g. *What about you, (Name)?*
- This child then continues the chant, changing the adjective as necessary to describe his or her own hair colour. He chooses another classmate and adds his/her name to the last line of the chant, e.g. *I've got black hair, black hair, black hair. I've got black hair. What about you, (Name)?*
- Continue in this way until everyone has had a turn.

5 Word recognition

- On the board write all the colour words the children know. Include the words that they have used in this lesson (*black, brown, blond, and red*). As you write each word, ask *Can you read this word?* Invite volunteers to read the words aloud.
- Invite a member of the class to come to the front and circle all the words that are usually used to describe people's hair colour. Point out that the word *blond* is only used to describe hair colour.

6 Reading/writing practice



- Say *Look at page 30 of your Activity Books.* Demonstrate the activity. Hold up your book and point to the words on the right-hand side of the page. Invite the children to read them with you.
- Do the first example with the class. Point to the first boy and tell the children to follow the line to find the colour of his hair (*black*). Show them how the word *black* has been written in the speech bubble, and his hair has been partly coloured black. Do the other examples orally with the children.
- Explain to the children that they are going to colour each child's hair (including finishing the colouring of the first child's hair). Make sure that they understand that *blond* is the word we use to describe hair which is very pale yellow. Remind them too that *red* hair is not bright red! Say *Colour the hair*.
- When the children have finished colouring the hair, tell them to complete each of the speech bubbles by choosing and copying the correct colour word in the space.
- Invite volunteers to hold up their books and read out their answers.

Answers

I've got black hair.

I've got brown hair.

I've got red hair.

I've got blond hair.

7 Story review (optional)



- Review the story using page 34 of the Class Book and photocopies of the cut-out story frames on page 20 of the Teacher's Resource Book. For methodology, see page 23 of the Teacher's Book.

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 33.

Lesson 4

Children will:

- review key lexis from Lesson 1
- play a team game
- practise describing hair and eye colour
- practise reading and writing colour words

Key language:

I've got (green) (hair).
parts of the face
colours (R)

Materials and preparation:

Class Book page 36
Activity Book page 31
CD1: Listening 54
Word cards: parts of the face
Paper plates or pieces of card, coloured wool (optional)

1 Introduction

- Quickly ask some children questions about their appearance. Make the activity more fun by including some ridiculous questions, e.g. *Have you got a green nose? Have you got pink hair? Have you got five eyes?*
- If the answer is no, encourage the children to answer with the structure they have been practising, e.g. *No. I've got brown hair! No, I've got two eyes!*

2 Team game

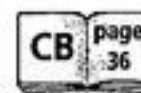
Chinese whispers

- Play a game of *Chinese whispers* with the children to give further practice of the structure *I've got...*
- Divide the class into three or four teams. Line the teams up so that the first person in each team is facing the board and the other members of the team are sitting in a line behind him/her. Draw one large circle on the board for each team. Point to each circle and say *This is a face*.
- Explain to the children that they will hear a sentence describing their team's face. They must add features to the face following the description they have been given.
- Demonstrate the game. Whisper a different sentence to the last child in each team. For example, if there are three teams, you could say *I've got a green nose, I've got*

blue hair, and I've got a yellow mouth. Now tell each of these children to whisper the same sentence to the next child in his/her team's line. Repeat up the line until the sentence reaches the child who is sitting at the front of the line. This player goes to the board and draws the feature, in this case a green nose, blue hair or a yellow mouth, on the outline of his/her team's face. Then he/she goes to the back of the line, leaving a different child to draw the next feature on the face.

- Continue until all the teams have completed their faces. You can award a point for each correctly interpreted sentence.

3 Pairwork activity



- Say *Look at page 36 of your Class Books*. If necessary, write 36 on the board.
- Play Listening 54. The children follow the words in the speech bubbles at the top of the page. See if anyone can use the dialogue to explain the rules of the game (L1).
- Invite a volunteer to come to the front of the class. He/She chooses one of the masks on the page without telling the children which one he/she has chosen. Explain to the children that they have to guess which mask the volunteer has chosen.
- Help the volunteer to describe his/her mask starting with hair colour, e.g. *I've got green hair*. Invite a volunteer to guess the mask. If the guess is incorrect the child at the front of the class can complete the description, e.g. *No, I've got green hair and red eyes*. Choose another volunteer to identify the mask.
- Repeat as you feel appropriate. The children can now play the game in pairs or small groups.



Audio script

Presenter: Class Book Listening 54. Listen.

Jack: I've got pink hair.
Polly: Number 4?
Jack: No. I've got pink hair and orange eyes.
Polly: Oh! Number 1!

4 Word recognition

- Use the word cards to practise reading the key words from Lesson 1.
- Hold up the word cards in turn and ask *Can you read this word?* Pay particular attention to pronunciation.
- One by one, hold up the words again but this time tell the children to point to the correct part of their faces without saying the words. This will enable you to check whether everyone is able to recognize the words. Do this slowly at first. Then gradually increase the pace to encourage quick recognition of the written words.

5 Reading/writing practice



- Say *Look at page 31 in your Activity Books.*
- Quickly review the colours using the words at the top of the page. Read the words aloud with the class.
- Explain that the children should choose from these colours and colour in the hair and the eyes of the four dolls in the picture. Remind the children that the word *blond* can only be used to describe hair.
- Monitor and help while the children are working. Ask individual children questions, e.g. *What colour is this?*
- Practise completing the sentences orally before they write anything in their books. Choose a volunteer to stand up, hold up his/her book and point to one of the toys. He/She should complete the relevant speech bubble orally, according to the colours he/she used, e.g. *I've got red hair and blue eyes.*
- Choose other volunteers to say sentences for the other toys.
- When you are happy that the children understand how to complete the sentences, say *Write the words.* The children work quietly. Monitor and check as they work, offering help where necessary.

Teacher tip!

Any children who finish the activity ahead of their classmates could colour in the rest of the toys.

Reinforcement (optional)

- Give out paper plates or pieces of card and let the children make masks. They can use wool or coloured string for hair.
- They can then stand up with their masks and describe themselves, e.g. *I've got (orange) (hair) and (yellow) (eyes).* You could make a display of the masks around the room. Add speech bubbles which give simple written descriptions of hair and eye colour.

Teacher tip!

There is also a template available on the MultiROM which would be suitable for this activity (Unit 4, Craft activity 1).

Lesson 5

Children will:

- name the five senses in English
- identify parts of their body that they use to sense things
- identify the senses they use to sense various objects

Key language:

*I (see) with my (eyes).
hear taste smell touch
parts of the face
hands (R)*

Additional language:

Can you (smell) it?

Materials and preparation:

Class Book page 37
Activity Book page 32
CD1: Listeners 55–56
A variety of objects that children can look at, listen to, taste, smell, and touch

1 Introduction

- Revise words for parts of the face and body. Ask the children to tell you all the words they can think of. If necessary, prompt them by pointing to your own face and body. Make sure you cover the following words: *eyes, ears, mouth, nose, hands.*

2 Presentation

- Talk briefly in L1 about the senses. Explain, if necessary, that we use our senses to find out about the world around us. See if the children can name any of the senses in L1.
- Present the verbs using gestures. Say *see* and look around the room in an exaggerated manner. Say *hear* and cup your hand around your ear as if listening carefully. Say *taste* and mime eating, and say *Mmm!* Say *smell* and pretend you are smelling something nice. Say *touch* and quickly touch several different objects around the room.

Teacher tip!

Oxford iTools You can present the cross-curricular lesson on an interactive whiteboard using the iTools disk.

3 Cross-curricular activity



- Say *Open your Class Books at page 37* and hold up your own book. Point to the pictures of Spike, and talk about them in L1. Ask the children what Spike is doing in each picture.
- Say *Listen and point* and play Listening 55. The children point to the pictures in their books.
- Do the mimes again and say the words for the children to repeat.
- Now play Listening 56. Pause the CD after each line for children to suggest what word is missing. (You might like to explain that we usually touch things with our hands, but in fact we can feel things with most parts of our bodies.)
- Play Listening 56 again, straight through, and say the missing words together.



Audio script

Presenter: Class Book Listening 55. Listen and point.

- Spike:
- I see with my eyes.
 - I hear with my ears.
 - I taste with my mouth.
 - I smell with my nose.
 - I touch with my hands.

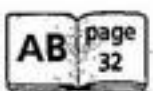


Audio script

Presenter: Class Book Listening 56. Listen and say.

- Spike:
- I see with my...
 - I hear with my...
 - I taste with my...
 - I smell with my...
 - I touch with my...

4 Cross-curricular practice



- Tell the children to open their Activity Books at page 32. Hold up your book and point to the speech bubble with *Hello!* in it. Explain that this picture means the sound of someone saying *Hello!* to you, and that you are going to think about what senses you use when this happens.

- Point to the pictures in the top row of the table one by one, and read the words. Ask *Can you see it?* Say *No!* and point to the cross. Repeat with the remaining pictures and questions, pointing out the crosses and the tick.
- Do the same with the picture of the moon.
- The children can now complete the table by themselves.
- When they have finished, check their answers by pointing to the pictures in the left-hand column of the table and asking *Can you (touch) it?* etc.

Answers

	X	X	X	X	✓
	✓	X	X	X	X
	✓	✓	✓	✓	X
	✓	X	✓	X	✓
	X	X	X	X	✓
	✓	✓	✓	X	✓

5 Class activity

- Use the objects that you brought to the class to help the children explore their senses. Some examples of things you could use are: some pieces of apple, a music CD and CD player, a tambourine, a piece of sandpaper, some fabric, a pot with herbs or spices in it, scented toiletries. The more objects the better!
- Hold up one of the objects and invite two of the children to come to the front of the class. Give them the object and ask *Can you (see) it?* etc. The children answer *Yes* or *No* to each question. Ask them in L1 which part of their body they use to sense the object, and whether each sensation is pleasant or not.
- Repeat with other objects and different children.

Lesson 6

Children will:

- review some known vocabulary
- listen to, read, and act out a story
- do a drawing activity
- do a wordsearch puzzle

Key language:

parts of the face

I've got spots on my (face).

hands feet (R)

Additional language:

tummy

Oh dear!

Materials and preparation:

Class Book page 38

Activity Book page 33

CD1: Listening 57

Flashcards: parts of the face

Word cards: parts of the face; colours

Cut-out picture/word cards for parts of the face
(Teacher's Resource Book page 29) (optional)

Squared paper (optional)

- Use this stage of the lesson to explain any unknown language and to check that the children have understood what is happening.



Audio script

Presenter: Class Book Listening 57. Listen and read the story.

- Jack: Look! I've got spots on my face!
Dad: Oh no!
- Jack: I've got spots on my hands!
Dad: Oh dear!
- Jack: AND I've got spots on my tummy!
Dad: Oh dear! Oh dear!
- Mum: Wash your hands, Jack!
- Dad: What?!
- Mum: And wash your face!
- Daisy: Look! I've got spots too!
Dad: Oh, JACK!

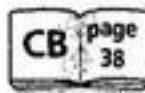
Teacher tip!

Oxford iTools You can also present the story on an interactive whiteboard using the iTools disk.

1 Introduction

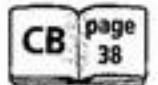
- Quickly review the written form of the words for parts of the face by inviting volunteers to match the flashcards and word cards on the board. Then remove the cards.
- Children can then play a matching game in pairs using their cut-out cards. Child A chooses a picture and places the card on the desk. Child B then places the correct word card next to it. Continue until all the cards have been matched. Child A then checks that they have been matched correctly (he/she can refer to page 33 of the Class Book if necessary). Child B scores a point for each correctly matched pair.
- The children swap roles and play again.

2 Story



- Say *Look at page 38 in your Class Books.* Hold up your own book.
- Say *Look at the pictures.* Ask (L1): What do you think is the matter with Jack? Is he really ill? How did he get all those spots?
- Play Listening 57 while the children follow the words and the pictures in their books.
- Repeat the recording. Pause after each frame to read the speech bubbles with the class.

3 Classroom theatre

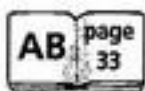


- Invite volunteers to come to the front of the class and read the different characters' parts.
- Divide the class into groups of four. In their groups they read the parts of Mum, Dad, Jack, and Daisy.
- Invite some groups to come to the front and perform the story to the class.

4 Class activity

- Place the six colour word cards (*red, blue, green, yellow, pink, and orange*) on the left-hand side of the board and the six word cards for parts of the face on the right-hand side of the board, all face down. Say *Draw a big face.* The children draw a large outline of a face in their notebooks.
- Invite a volunteer to come to the front and turn over any colour card and any face card. Invite the children to read the words with you, e.g. *blue* and *nose*. Then say *Draw a blue nose*. Repeat with a different child and another two cards, e.g. *green* and *mouth*. Ask a volunteer to tell you what they have to draw next (*a green mouth*).
- Continue in this way until the children have completed their faces.
- Remove all the cards from the board and invite the children to describe their faces. They hold up their books in front of them like a mask and say *I've got a blue nose. I've got a green mouth, etc.*

5 Revision puzzle



- Say *Open your Activity Books at page 33* and hold up your own book. Using the picture of Daisy at the bottom of the page, review the face and body lexis (*face, hair, eye, ear, nose, mouth, hands, feet*).
- Explain the activity. Show the children how the word *feet* has been found in the wordsearch grid and copied onto the corresponding label next to the picture at the bottom of the page. Do another one or two examples with the class if you feel this is necessary.
- Set a time limit. The children complete the puzzle on their own or in pairs.
- Monitor and check that the children are copying the words correctly.

Extension (optional)

- The children can make simple wordsearch puzzles for their partners to solve, on squared paper, or using the blank wordsearch grid printed off from the MultiROM.

Lesson 7

Children will:

- review key lexis from Lesson 1
- read a very simple story
- make and personalize their own 'tiny book'

Key language:

parts of the face
colours (R)
hands (R)
I've got ... (R)

Additional language:

paint
Oops!

Materials and preparation:

Class Book page 39
Activity Book pages 67–68
A completed example of the 'tiny book' (optional)
Flashcards and word cards: parts of the face; other lexical sets from units 1–4

1 Introduction

- Divide the class into four teams. Give each team one of the main lexical sets from Units 1 to 4, i.e. *animals, school, food, or parts of the face*.
- Take the six flashcards for each lexical set, jumble all the cards together, and hold up one card at a time. Ask *What's this?* to review the words quickly with the whole

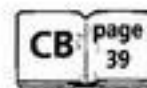
class. Then stick the cards randomly on the board, face down. Make sure the teams remember which is their set and which words belong to them!

- Call a child to come to the board and tell him/her to choose a card. Explain that the idea of the game is to find a flashcard from his/her team's word set. When the player turns a card over, ask *What's this?* If it belongs to the correct set, the child removes the card and sits down again. If the flashcard does not belong to their word set, the child must place it back on the board in the same position, face down.
- Do the same with another child from the next team. Continue with members from each team taking it in turns to choose a card.
- The first team to find all six cards for their set wins the game.

2 Word recognition practice

- On the board place all the flashcards for the six face words from Lesson 1. Point to each flashcard in turn and ask *What's this?*
- Invite a volunteer to come to the front. Give him/her a word card and tell him/her to replace the correct flashcard with the word. Point to each of the cards again. The children read/say each of the words.
- Repeat, inviting another volunteer to replace a second flashcard with a word card.
- Continue until all the pictures have been replaced with the words and the children are reading all six words.

3 Story



- Tell the class to open their Class Books at page 39. Hold up your book and talk about the pictures. Point to the ice cream on the first 'page' and ask *What's this?*
- Point to the words and read the text aloud, naturally but slowly, while the children follow in their books. Encourage them to underline the words with their finger as you read.
- Invite volunteers from around the class to read each page of Tina's book.
- Divide the class into pairs to take it in turns to read to each other. Monitor and spend some time with any children who may be finding this stage of the lesson challenging.

4 Take-home English



- Say *Open your Activity Books at page 67* and write 67 on the board.
- Hold up your book, point to the dotted lines on the page, and say *Cut here*. For general instructions, see page 28 of the Teacher's Book.

- Hold up your completed example of the 'tiny book', or one of the children's, open at page 1. Point to Tina, and ask *Who's this?* Then point to the paintpot and ask *What's this? (paint)*. Ask *What colour is the paint?* Invite the children to choose a colour and to colour the paint and the brush with this colour. While they are colouring, place the colour word cards on the board.
- Go round the class asking individual children *What colour is the paint in your book?* Invite the children to read and complete the sentence under the picture. Monitor and help. Make sure everyone has understood your instruction. Draw their attention to the word cards on the board so that they can copy their colour word if they need to.
- Turn to page 2 and read the sentence *Oops! I've got ... hands!* Ask children around the class *What colour is your paint? So what colour are Tina's hands?* Make sure the children realize that her hands are covered in paint and so they should be the same colour as the paint. Tell the children to colour Tina's hands and to complete the sentence with the same colour that they used on page 1. Ask volunteers to read out their stories so far.
- Repeat the same procedure for the remaining pages, one by one. Make sure the children understand that Tina is getting the same colour paint all over her. Note that if children have chosen *orange* they will need to change a to *an* on pages 3 and 5 of the tiny book.
- When everyone has completed their drawing and their writing, ask volunteers to read their finished books aloud to the class.

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 33.

Lesson 8

Children will:

- review vocabulary and activities from the unit
- find Rodney and draw the parts of the face he is carrying pictures of
- do a personalized drawing and writing activity
- play a class game

Key language:

Review of known language

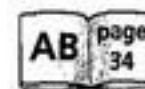
Materials and preparation:

Activity Book pages 34–35
CD1: Listening 58

1 Introduction

- Invite the children to tell you all the words they know for parts of the body.
- Play a game of *Spike says* using instructions with *Touch your...* to review the parts of the face and body. Say, e.g. *Spike says touch your nose. Touch your ears.* If any child performs an action when you haven't added *Spike says...* to your instruction, they are out!
- 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 Evaluation



- Say *Open your Activity Books at page 34.* Tell the children they are going to try to remember the words that they have learnt and practised in this unit. When they have done each activity, they should colour the house next to that activity, as usual.
- For the first activity, say the words together as a class, then invite volunteers to say them individually. If you like, children can also say them in pairs.
- For the remaining three activities, explain to the children what they have to do then let them do each activity independently. Play Listening 58 twice if necessary. When they have finished, check their answers.
- Praise the children's efforts in this unit. Say *Well done!*

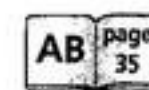


Audio script

Presenter: Activity Book Listening 58. Listen and draw.

Child: I've got brown hair ...
I've got green eyes ...
I've got a small nose ...
I've got a big mouth ...
And I've got big ears!

3 Find Rodney



- Hold up your Activity Book and say *Look at page 35.* Hold up your book, point to the picture of Rodney, and ask *Who's this?*
- Ask the class to look back through Unit 4 in their Class Books, find Rodney, and draw the parts of the face he is carrying pictures of (eyes, mouth, and nose, on pages 33, 35, and 38). Put all six word cards on the board and ask volunteers to choose the correct three.
- The children now draw the three parts of the face and copy the correct word under each picture.

4 About me!



- Hold up your Activity Book and point to the *About Jack!* box at the bottom of page 35. Invite a volunteer to read out what Jack has written. Say *What about you?* and ask volunteers to describe themselves in the same way.
- Point to the *About me!* box and explain to the children that they should draw their own faces here.
- Ask the children to tell you the different colour words people use to describe their hair and their eyes. Write the words on the board. The children select the appropriate words and copy them into the spaces provided.
- Monitor while the children are writing.

5 Class game

Word relay

- Arrange the class into groups of three or four. One child from each group should take out his/her cut-out picture cards for parts of the face and arrange them where the rest of the group can see.
- One child from each group comes to the front. Show these children a word card for one part of the face. The children then go back and tell their team mates the word. The team mates choose the correct picture card. Place your own flashcard on the board face down.
- Another child from each team then comes to the front. Show him/her a second word. He/she returns and reports the word back to his/her team, who place the second picture next to the first. Place your flashcard next to the first on the board. Continue until you have shown all six words, and the flashcards are in a line. Each group should have arranged their six picture cards in a line on the desk.
- Invite volunteers from each team to call out their words one at a time. After each word turn over your flashcard for the class to check they have got the cards in the correct order.

Teacher tip!

The children can now do the Unit 4 test (see Evaluation Book page 8 and CD2 Listening 51). Answer key and audio scripts are on page 16 of the Evaluation Book.

5 My house

Learning outcomes

- 1 Identify, read, and write the words for six parts of a house
- 2 Follow and understand two simple stories
- 3 Join in with a song and a chant
- 4 Ask and answer questions with *Is it a...?* and *Is it in the...?*
- 5 Talk about location using *upstairs*, *downstairs*, *on the left/right*, and *in the...*
- 7 Participate in a variety of whole-class and pairwork games and activities

Lesson 1

Children will:

- learn the words for some parts of a house
- sing a song
- learn to recognize the written form of the words for part of a house

Key language:

kitchen bedroom bathroom sitting room hall garden

I'm in the (bedroom).

Additional language:

It's lunchtime.

My lunch is in the kitchen.

But I'm coming now!

Materials and preparation:

Class Book pages 40–41

Happy House 2 poster

Activity Book page 36

CD2: Listeners 1–4

Flashcards: kitchen bedroom bathroom hall sitting room garden; Polly Jack Daisy Dad Otto
Word cards: kitchen bedroom bathroom hall sitting room garden

1 Introduction

- Set the scene for the lesson, using the *Happy House 2* poster. Invite a couple of volunteers to come to the front. Ask the rest of the class to look at the poster and to name any rooms that they remember the English words for. As they say a word, the volunteers point to that room on the poster.

2 Presentation

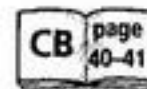


- Say *Look at pages 40 and 41 in your Class Books*. Ask questions about the location of the different characters, e.g. *Where's Mum?* Teach or revise the words for the parts of the house using flashcards. Note that there is no flashcard for *playroom*.
- Ask individual children around the class questions, e.g. *Is Otto in the garden? Who's in the sitting room?*

Teacher tips!

Oxford iTools You can also present the vocabulary on an interactive whiteboard using the flashcards and games in the relevant section of the iTools disk.

3 Listen and point



- Say *Listen and point* and play CD2 Listening 1. The children listen, look at their books, and point to the rooms in the main picture on pages 40 and 41.



Audio script

Presenter: Unit 5. My house.

Class Book Listening 1. Listen and point.

Mum: Lunchtime! Lunch is on the table in the kitchen, everybody! Polly! Polly! Where are you?

Polly: I'm in my bedroom.

Mum: It's lunchtime!

Polly: OK! I'm coming!

Mum: Now... where's Jack? Jack!

Jack: I'm in the bathroom, Mum. I'm coming now!

Mum: And where's Daisy? Daisy!

Daisy: I'm in the sitting room!

Mum: Come into the kitchen now, it's lunchtime!

Mum: Dad?

Dad: Yes, I'm here – in the hall!

Mum: Oh good! Come on, it's lunchtime!

Dad: OK! I'm coming.

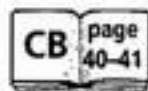
Mum: That's everybody... Oh no! Otto! Where's Otto? Ah, he's in the garden! Otto! Otto!

Otto: Miaow!

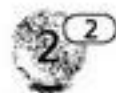
Mum: It's your lunchtime too, Otto!

Otto: MIAOW!

4 Listen and say



- Hold up your Class Book and point to the box on the right-hand side of page 41. Say *Look at the pictures*.
- Say *Listen and say*, and play Listening 2. The children say the words after the recording.

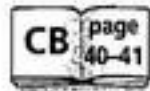


Audio script

Presenter: Class Book Listening 2. Listen and say.

Kitchen. Bedroom. Bathroom. Sitting room. Hall. Garden.

5 Song



- Place the flashcards on the board in the order in which they appear in the song (*kitchen, bedroom, bathroom, sitting room, hall, garden*).
Point to each of the flashcards in turn. Ask *What's this?*
- Say *Listen* and play the song (Listening 3). The children look at the picture on pages 40 and 41 of their Class Books.
- Ask *Who's in the (bedroom)?* etc. The children answer by looking at the picture.
- Divide the class into five groups and allocate a character (*Polly, Jack, Daisy, Dad* or *Otto*) to each group. Choose a volunteer from each group. Give the volunteers the appropriate character flashcards.
- Play the song again. Each volunteer places his/her character flashcard next to the appropriate flashcard on the board.
- Give the flashcards to different volunteers and repeat.
- Play the song again. Point to each flashcard in turn and ask each group to join in with 'their' verse.



Audio script

Presenter: Class Book Listening 3. Sing: It's lunchtime!

Lunchtime! Lunchtime! Lovely lunchtime!

Lunchtime! Lunchtime! Yum! Yum! Yum!

Polly: It's lunchtime. My lunch is in the kitchen.
I'm in the bedroom. But I'm coming now!

Jack: ...I'm in the bathroom...

Daisy: ...I'm in the sitting room...

Dad: ...I'm in the hall...

Otto: ...I'm in the garden...
Miaow!

Teacher tips!

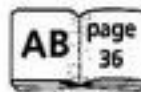
Oxford iTools You can also present the song on an interactive whiteboard using the iTools disk.

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).

6 Word recognition: presentation

- Use flashcards and word cards to present/revise the six words for parts of a house.
- Jumble the word cards and the flashcards and stick all the cards randomly around the board. Invite volunteers to come to the board and draw a line from each word to the correct part of the house.

7 Word recognition: practice



- Say *Open your Activity Books at page 36*. Hold up your own book and point to the first picture. Ask *What's this?* Then, pointing to the three words, say *Is it the bathroom? Is it the sitting room? Is it the bedroom?* Show the children how the correct word has been circled.
- If necessary, go through the rest of the activity in the same way, with pencils down.
- The children complete the activity in their books.

Answers

1 bedroom	2 bathroom	3 sitting room,
4 kitchen	5 garden	6 hall

Reinforcement (optional)

- Place the flashcards for the parts of a house around the classroom. For each one, say *This is the (sitting room)*.
- Hold up a word card. If the word is *bathroom*, say *Go to the bathroom*. All the children should go and stand next to the correct card. If you have a large class, you could do the activity in small groups, each group taking it in turns to 'go' to a different room. Repeat for all the cards.
- Repeat the activity, this time saying nothing when you hold up each card. The children read the word and go to the correct room.

Extension (optional)

- Help the children to make simple door signs for some of the rooms in their house. They write the word and decorate the sign. You may want to give the children more words for rooms not covered in this unit, e.g. *Playroom, Dining room*. Help them to use *'s* and *my* for bedrooms if they would like to (*My bedroom, Juan's bedroom*, etc.)
- The children can take their signs home and attach them to the doors at home using reusable adhesive.

Lesson 2

Children will:

- play a mime game
- follow and act out a story
- practise the structures *Is it a...?* and *It's a...*
- do a listening task

Key language:

Is it a...? (R)

It's a television. (R)

Additional language:

Come and look!

Listen!

I don't know!

Come on! (R)

Materials and preparation:

Class Book page 42

Activity Book page 37

CD2: Listeners 5–6

Flashcards and word cards: known lexis that you want to revise; tiger snake (optional)

Word cards: parts of a house

A photocopy of Teacher's Resource Book page 30 (cut-out word cards) for each child

Masks of Spike, Ruby, and Tina

1 Introduction

- In L1, ask the children what they talked about in the last lesson. Invite them to tell you the names of any places in *Happy House* that they can remember.
- Ask questions about their homes, e.g. *Have you got a garden/hall/bedroom?* How are their homes similar to or different from *Happy House*?
- Invite volunteers to tell you about their homes: *I've got (three) bedrooms, I've got a garden*, etc. (Help them to say *I haven't got* if you want to.) You might want to teach other rooms, e.g. *dining room, garage*.

2 Class game

Where am I?

- Choose a room (or the garden) and mime an action you might do there – e.g. mime pouring coffee (*kitchen*), washing your face (*bathroom*) or digging (*garden*). Invite the class to guess where you are.
- Whoever guesses correctly can come to the front and mime another room for his/her classmates to guess.

3 Story



- Before you play the story, use mime to teach or revise some of the expressions, e.g. *come* (beckon with your finger), *listen* (cup your hand around your ear), and *look* (point to your eye). Use flashcards or simple board pictures to remind the children of the meaning of *tiger* and *snake*.
- Say *Listen to the animals* and play Listening 5. The children listen to the story with books closed. What animal noises do they hear?
- Ask questions about the story (L1): Where is Spike? What is he doing? Why are Ruby and Tina frightened? Is there really a dangerous animal in the house?
- Say *Open your books. Look at the story. Say Listen again* and play the story while the children follow in their books. Ask the class to tell you what is happening at each stage. Use as much English as possible.
- Say *Close your books and close your eyes* and play the story again. At the end, see how much of the story the children can remember.



Audio script

Presenter: Class Book Listening 5. Listen to the story.

Spike: Ruby! Tina! Come and look!

Ruby: Listen! Is it Otto?

Tina: I don't know!

Ruby: Is it a tiger?

Tina: I don't know!


Ruby: Oh no! Is it a snake?

Tina: I don't know! ... Oh, Ruby – where's Spike?

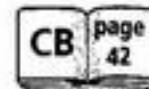
Spike: Come on!

Ruby: Oh! It's a television!

Teacher tips!

Oxford  You can also present the story on an interactive whiteboard using the iTools disk.

4 Classroom theatre



- Gradually build up the story in the usual way. Arrange the 'set' at the front of the classroom.
- Choose volunteers to play the parts of Spike, Ruby, and Tina. Encourage them to wear masks. Choose another child to make the animal noises.

5 Practice

- Put a flashcard for a known object on the board, e.g. *book*. Under it place a word card for another object, e.g. *pen*. Point to the flashcard and say *Is it a pen?* Remove the word card *pen* and replace it with the correct word card *book*. Say *No! It's a book*.

- Repeat with other known words, inviting volunteers to replace the word cards with the correct card and make questions and answers in the same way.

6 Listening practice



- Hold up your Activity Book open at page 37 and tell the children to find the same page in their books.
- Demonstrate the activity by doing the first example with the class, using the example answers to help you. Say *Look at number one*. Point to the picture of Spike and explain that he is looking in the box, and Ruby wants to know what is in there. Play the first part of Listening 5, pointing to the objects on the right as Ruby asks *Is it a book/hat?* Make sure the children understand that a *X* means *No* and a *✓* means *Yes*. Repeat the questions and answers with the class if necessary, pointing to each object and then to each answer.
- Continue with the rest of the listening activity while the children put a *X* or a *✓* next to each object.
- Ask pairs for their answers. They ask and answer questions with *Is it a...?* for each of the pictures.



Audio script / Answers

Presenter: Activity Book Listening 6. Listen and tick or cross.

Presenter: One.

Ruby: What is it, Spike? Is it a book?

Spike: No...

Ruby: Is it a hat?

Spike: No. Oh... it's a clock!

Presenter: Two.

Spike: What's in the pencil-case? Is it a pencil?

Tina: No!

Spike: Is it a pen?

Tina: No... Oh, it's a ruler!

Presenter: Three.

Ruby: Oh, look!

Tina: What is it? Is it a snake?

Ruby: No.

Tina: Is it a tiger?

Ruby: No. It's a monkey! Hee, hee!

Presenter: Four.

Spike: Ooh! What's this? Is it cheese?

Ruby: No...

Spike: Is it pasta?

Ruby: No! It's yoghurt.

Spike: Oh no! I don't like yoghurt!

Reinforcement (optional)

- For this activity, the children will need their cut-out word cards for parts of a house (Teacher's Resource Book page 30).

- Play the song *It's lunchtime!* (Listening 3) again. The children put their word cards in front of them in the order in which they hear them. (As the word *kitchen* appears lots of times they could remove this card.)
- Play the karaoke version of the song (Listening 4). Hold up a different word card at random for each verse – children must sing this verse.

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 and answers on Teacher's Resource Book page 33.

Lesson 3

Children will:

- say a chant
- play a guessing game
- practise recognizing the written words for parts of a house
- practise asking and answering about location
- review the story from Lesson 2 (optional)

Key language:

Where's my (sock)? (R)

Is it in the (kitchen)?

It's on / in ...

sock bag shoe (R)

Additional language:

I don't know.

It's time to go.

Materials and preparation:

Class Book pages 2–3 and 43

Activity Book page 38

CD2: Listening 7

Happy House 2 poster

Flashcards: parts of a house; some of the objects from Class Book page 2

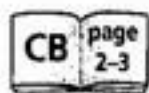
Word cards: parts of a house (optional)

A photocopy of Teacher's Resource Book page 21 for each child (optional)

1 Introduction

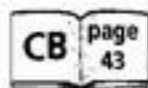
- Play a game to review the structure *Is it a...?* Send a couple of volunteers out of the classroom. Choose a known object, e.g. a *ruler*, and show it to the rest of the class before placing it in a bag.
- Ask the volunteers to come back into the room and feel inside the bag. They guess *Is it a...?* The rest of the class answers *Yes* or *No*.
- Continue with different objects and different volunteers.

2 Presentation



- Use pages 2 and 3 of the Class Book (or the *Happy House 2* poster) to review the key language that the children will need for the chant.
- Choose one of the objects in the box on page 2. Hold up the corresponding flashcard. Ask questions about the location of this object in the main picture, e.g. *Where's the train? Is it in the kitchen? Is it in the bedroom?* Do the same for several other objects. Make sure you include *sock, shoe, and bag*, so that these words are reviewed before the children say the chant.

3 Chant



- Say *Look at page 43 of your Class Books* and write *43* on the board. Say *Look at the pictures*. Ask volunteers to read the questions in the speech bubbles.
- Say *Close your books* and play the chant (Listening 7). Ask the children to listen and tell you which rooms they hear mentioned (*kitchen, hall, and bedroom*).
- Play the chant again. This time the children listen and follow the words in their books.
- Read the words of the chant aloud with the class without the recording.
- Play the chant again. This time encourage the children to join in.



Audio script

Presenter: Class Book Listening 7. Say the chant.

Where's my sock?

I don't know!

Where's my sock?

It's time to go!

Is it in the kitchen?

Is it in the hall?

Is it in the bedroom?

Or anywhere at all?

Where, oh where's my sock?

Where's my bag? ...

Where's my shoe? ...

Teacher tip!

Oxford iTools You can also present the chant on an interactive whiteboard using the iTools disk.

4 Class game

Is it in the kitchen?

- Play a game using the *Happy House 2* poster. Call a volunteer to the front of the class. Show him/her your flashcards for objects from *Happy House 1* and tell him/

her to choose an object. Don't let the rest of the class see what he/she has chosen.

- Ask a question about the location of the object on the poster, e.g. *Is it in the kitchen?* If the answer is *No*, invite another volunteer to ask a second question, e.g. *Is it in the bathroom?*
- When the correct location has been guessed, ask *Is it a (T-shirt)?* Encourage the children to ask more questions until someone correctly identifies the chosen object.
- Whoever correctly guesses the object can then come to the front, choose another flashcard, and answer the children's questions.

Teacher tip!

In order to play the game, you may have to teach the children to say *Jack's/Polly's/Daisy's bedroom*, but don't worry if they are not using the 's accurately. As long as they are communicating which room they mean, that is all that matters at this level.

5 Reading/writing practice



- Open your Activity Book at page 38 and hold it up. Ask questions about the pictures, e.g. *Where's Polly? Where's Dad?*
- Now point to the questions and answers. Read the question *Where's Mum?* aloud with the class. Then show how the question has been joined to the correct answer and how the missing letters have been added to this.
- Say *Write the words* and point to the incomplete answers on the right. If necessary, invite the children to tell you which room they think each one should be. You could also help them to complete the words by writing them on the board or by holding up the correct word card. Alternatively, give them some time to work quietly on their own.
- Now let the children read the remaining questions and match them to the correct answers.

Answers

1 Mum – garden, 2 Dad – bathroom, 3 Jack – kitchen

4 Polly – hall, 5 Daisy – sitting room, 6 Otto – bedroom

6 Story review (optional)



- Review the story using page 42 of the Class Book and photocopies of the cut-out story frames on page 21 of the Teacher's Resource Book. For methodology, see page 23 of the Teacher's Book.

Lesson 4

Children will:

- review the words for parts of a house
- practise asking and answering questions with *Is it in the...?*
- play a guessing game
- practise reading and writing words for parts of a house

Key language:

Is it in the (yellow) box?

Yes. No. (R)

It's a (cat). (R)

Materials and preparation:

Class Book page 44

Activity Book page 39

CD2: Listeners 3 and 8

Flashcards: known lexis that you want to revise

Word cards: parts of a house

Happy House 2 poster

A yellow box, a red box, a blue box and a green box (optional)

Several real, known objects (optional)

1 Introduction

- Begin the lesson by singing the song from Lesson 1 (Listening 3) to remind the children of the lexis for the parts of a house.
- Hand out the word cards for the parts of a house and some reusable adhesive to six different children. Say *Put the cards on the poster.*
- Point to each card in turn and invite the children to read the words. Remove the cards and hold them up one by one. Invite individual children from around the class to read the words.

2 Class game

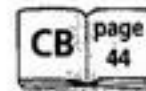
Is it in the red box?

- Play a simple game to demonstrate the activity below.
- If you have four real, different-coloured boxes you might like to use these. Place a variety of real, known objects in each box and position the boxes so that everyone can see what is inside them. Alternatively, you could draw four coloured squares on the board and place several known flashcards in each one. As you place each object or flashcard, ask *What's this?*
- Explain to the children that you are going to play a guessing game. Invite a volunteer to come to the front. He/She chooses one of the objects or flashcards, but must not say what it is. Ask *Is it in the (red) box?* The volunteer answers Yes or No. Continue until you have identified

the correct box. Then ask *Is it a (book)?* until you have identified the object.

- Repeat with another volunteer. This time encourage the rest of the class to guess which object it might be by asking questions in the same way. Repeat for other objects.

3 Pairwork activity



- Hold up your Class Book open at page 44 and write 44 on the board. Point to the mice at the top of the page.
- Say *Look and listen.* Play Listening 8. The children follow in their books.
- Invite two volunteers to be Spike and Ruby and to read the dialogue aloud for the class.
- The children can then practise the dialogue in pairs.
- Tell the class you are going to choose another object and invite them to guess what it is. First they ask *Is it in the...box?* until they know all the boxes that the object appears in. Then they ask *Is it a...?* The child who guesses correctly can then choose another object for the rest of the class to guess.
- If you think the children are ready, they can play the game in pairs.



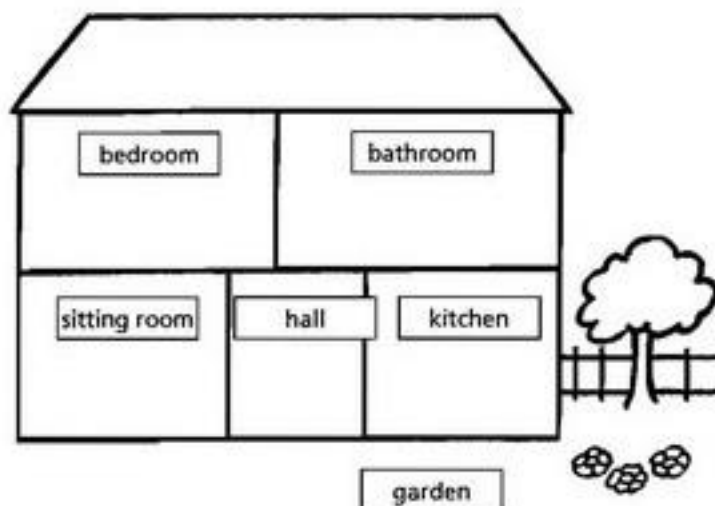
Audio script

Presenter: Class Book Listening 8. Listen.

Spike: Is it in the yellow box?
Ruby: No.
Spike: Is it in the blue box?
Ruby: Yes.
Spike: Is it in the green box?
Ruby: Yes.
Spike: Is it in the red box?
Ruby: Yes.
Spike: It's a cat!
Ruby: Yes!

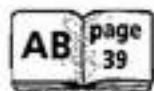
4 Word recognition

- On the board, draw a simple outline of a house and garden, like the one below. Each room (and the garden) should be big enough to hold a word card and several flashcards.



- Hold up one of the word cards, e.g. *bathroom*. Ask *What's this?* and invite the children to read the word aloud. Then place the card on your drawing, in the 'bathroom'. Repeat for all the word cards.
- Select some flashcards for known objects and hand them out to volunteers around the class. Say, e.g. *Put the tiger in the bedroom*. The child with the *tiger* flashcard comes to the front and places it in the 'bedroom', under the word card *bedroom*. Repeat for all the flashcards.
- Quickly review by asking *Where's the (tiger)?* to children around the class.

5 Reading/writing practice



- Say *Open your Activity Books at page 39* and hold up your own book.
- Point to each of the pictures at the top of the page. Say *Look at the picture. What's this?* The children answer with the words for the parts of the house.
- Point to the questions and answers. Read the first pair of questions aloud, then invite the children to find Jack's sock in one of the pictures. Invite a volunteer to complete the first answer orally by adding the missing word (*bedroom*).
- Go through the other examples orally.
- Say *Look at the pictures and answer the questions*. The children complete the answers in their books. Monitor and check that they are writing the sentences correctly.

Answers

- 1 No. It's in the bedroom.
- 2 No. It's in the bathroom.
- 3 No. It's in the hall.
- 4 No. It's in the garden.
- 5 No. It's in the kitchen.
- 6 No. It's in the sitting room.

Extension (optional)

- The children can make up their own game by drawing various known objects in simple coloured boxes and playing a similar guessing game to that in the Class Book.

Lesson 5

Children will:

- describe location using *upstairs*, *downstairs*, *left* and *right*
- identify objects from descriptions of their location
- revise vocabulary from *Happy House 1* and *2*
- play a team game

Key language:

*It's upstairs/downstairs.
on the left/right*

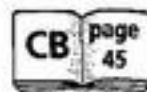
Additional language:

*I'm (upstairs).
I'm on the (right).
tiger clock book rice pasta bread cheese milk
orange juice guitar train dog (R)
cupboard fridge bed box table (R)*

Materials and preparation:

Class Book page 45
Activity Book page 40
CD2: Listeners 9–11
Flashcards: tiger clock book rice pasta bread cheese; guitar train dog (*Happy House 1*)
A carton of milk and a carton of orange juice (optional)

1 Introduction/Presentation



- Explain that you are going to learn different ways of saying where someone or something is.
- Tell the children to open their Class Books at page 45 and write the number on the board. Point to the two pictures at the top of the page. Say *Listen and point* and play Listening 9. The children point to the mouse who is saying each line.
- Say *Listen and say* and play Listening 9 again. The children repeat the sentences.
- Hold up your book and point to the first picture. Ask *Where's Spike/Ruby? Upstairs or downstairs?* Then point to the second picture and ask *Where's Spike/Ruby? On the left or on the right?*



Audio script

Presenter: Class Book Listening 9. Listen and say.

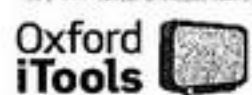
Spike: I'm upstairs.

Ruby: I'm downstairs.

Ruby: I'm on the left.

Spike: I'm on the right.

Teacher tip!



You can also present the cross-curricular lesson on an interactive whiteboard using the iTools disk.

2 Cross-curricular activity



- Hold up your Class Book and point to the picture at the bottom of the page. Point to each of the rooms and ask *What's this?*
- Say *Listen and point to the rooms* and play Listening 10. Then play the listening again for the children to repeat the answers to the questions.
- Ask questions at random, e.g. *Where's the sitting room?* and see if the children can give you the answer.



Audio script

Presenter: Class Book Listening 10. Listen and point.

Spike: Where's the bathroom?

Ruby: It's upstairs, on the left.

Spike: Where's the kitchen?

Ruby: It's downstairs, on the right.

Spike: Where's the sitting room?

Ruby: It's downstairs, on the left.

Spike: Where's the bedroom?

Ruby: It's upstairs, on the right.

3 Cross-curricular practice



- Quickly revise the vocabulary using the flashcards. Hold up each flashcard in turn and ask *What's this?*
- Revise *milk* and *orange juice* using the cartons you brought to the lesson, or use the pictures on page 25 of the Class Book.
- Say *Open your Activity Books at page 40. Say Listen* and play the first part of Listening 11. Say *It's in the cupboard, on the left. Pasta or rice?* The children answer *pasta*.
- Say *Listen and point* and play the rest of Listening 11 with pencils down. The children listen to the descriptions and point to the objects. Then play the listening again. This time the children circle the objects. Play the listening twice if necessary.

- When they have finished, check their answers by asking *Milk or orange juice?* etc.
- To reinforce the target language (*left* and *right*), hold up your book, point to a picture and ask *Where's the (guitar)? On the left or on the right?*



Audio script

Presenter: Activity Book Listening 11. Listen and circle.

Presenter: One.

Adult: It's in the cupboard, on the left.

Presenter: Two.

Boy: It's in the fridge, on the right.

Presenter: Three.

Girl: It's on the bed, on the right.

Presenter: Four.

Adult: It's in the box, on the left.

Presenter: Five.

Girl: It's on the table, on the left.

Presenter: Six.

Adult: It's on the cupboard, on the right.

Answers

1 pasta 2 milk 3 tiger 4 train 5 bread 6 clock

4 Team game

- Play a game with the flashcards. Draw a simple house shape on the board, with four 'rooms' and a roof.
- Hold up one of the flashcards and ask *What's this?* Put the flashcard face down in one of the rooms of your house. Repeat with three more flashcards until there is a flashcard in each room.
- Divide the class into two teams. Describe the location of one of the flashcards, e.g. *It's upstairs, on the right*. Choose a member of one team to tell you the object that is in that room. Show the class the picture on the flashcard. If the answer was correct, remove the card and award that team a point. If it was incorrect, replace the card.
- Now describe the location of another flashcard and let the other team tell you the object. Continue until the cards have gone, then replace with four more cards and play again.
- Continue playing the game with random selections of four cards for as long as the children are enjoying it.

Lesson 6

Children will:

- play a mime game to review words for parts of a house
- listen to, read, and act out a story
- play a writing game
- do a writing activity

Key language:

Where's...?
Is it in/on...?
It's...

Additional language:

phone
pocket
Thank you (R)

Materials and preparation:

Class Book page 46
Activity Book page 41
CD2: Listening 12
Happy House 2 poster
Flashcards: parts of the house
Word cards: parts of the house; shoe car pencil
toothbrush; other objects from Class Book page 2

1 Introduction

- Review the vocabulary for the parts of a house. Hold up each flashcard and ask *What's this?*
- Now hold up each of the word cards in turn, but in a different order from the flashcards. Can children read the words?

2 Class game

Mime game

- Hold up a word card for a part of a house, e.g. *kitchen*. Tell everyone to do a mime for an activity that they or someone else might do in the kitchen. Choose one of the mimes. Say *Copy (Name)*. Repeat for the other rooms, so that you have one mime for each room.
- Now tell the children to choose one of the rooms (or the garden) and to do the mime for it. Pick a flashcard for one of the parts of a house and hold it up. Anyone who is doing the mime for that place stays in the game. Everyone else is out.
- Continue until you have only one child left.

3 Story



- Hold up your Class Book and say *Look at the story on page 46*. Ask *Where's this? (in the sitting room)*.
- Invite the children to look at the pictures and tell you (L1) what they think is happening. Present the words *pocket* and *phone*.
- Play the story (Listening 12). The children follow the words and pictures in their books.
- Repeat. Stop before each frame and ask questions (L1) to check understanding, e.g.
Frame 1: *Who's this?* Where is he? What can he hear?
Frame 2: What's the matter? Where does Jack think Dad's phone might be?
Frame 3: Is Dad's phone on the table?
Frame 4: Is Dad's phone in the bag?
Frame 5: Where does Dad find his phone?
Frame 6: What happens when Dad answers the phone?
- Say *Listen again* and play the story again. Pause after each character speaks. Say *Read and repeat*. Invite the children to repeat by reading the text in the bubbles.



Audio script

Presenter: Class Book Listening 12. Listen and read the story.

Dad: Oh! It's my phone!

Dad: Where's my phone, Jack?

Jack: Is it on the table?

Dad: No!

Jack: Is it in your bag?

Dad: No! No! Oh, where's my phone?


Polly: Dad!

Polly: Look! It's in your pocket!

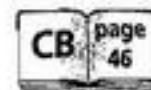
Dad: Oh! Thank you, Polly!

Dad: Hello? Hello? Oh no!

Teacher tip!

Oxford  You can also present the story on an interactive whiteboard using the iTools disk.

4 Classroom theatre



- Invite three volunteers to read the parts of Dad, Polly, and Jack.
- Repeat with other volunteers around the class.
- Invite groups of children to come to the front and act out the story for the class.

5 Class game

- Help the children to write questions about the *Happy House 2* poster (or the picture on pages 2 and 3 of the Class Book). They can follow the models on page 39 of the Activity Book: *Where's my (sock)? Is it in the (kitchen)?* Or you can write a gapped model on the board *Where's my _____? Is it in the _____?*
- Do an example or two on the board, e.g. *Where's my bag? Is it in the bathroom?*
- Give each child two pieces of paper. Each child writes two pairs of questions like these, one pair on each piece of paper. Put word cards of the objects on the board to help them. Make sure you include the following words: *shoe, car, pencil, toothbrush*.
- Collect in the questions, number them, and stick them around the room. The children can then go around the room. They read each question, then write down the number and the answer (Yes or No) in their notebooks.
- Give the class a time limit. At the end of this time, go through the children's answers.

6 Reading/writing practice



- Tell the children to open their Activity Books at page 41. Read the words in the box with the children. Look at the picture and ask *Where's the (pencil)?* etc. and *Where's Daisy?*
- The children complete the sentences in their books. When they have finished, invite volunteers to read their sentences.

Answers

- 1 The car is in the bathroom.
- 2 The toothbrush is in the hall.
- 3 The clock is in the sitting room.
- 4 The shoe is in the bedroom.
- 5 The pencil is in the kitchen.
- 6 Daisy is in the garden!

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 and answers on Teacher's Resource Book page 33.

Lesson 7

Children will:

- play a team game and a reading game
- read a very simple story
- make and personalize their own 'tiny book'
- complete simple written sentences

Key language:

The (television)'s in the (bathroom)!

Additional language:

doll's house
That's better!

Materials and preparation:

Happy House 2 poster
Class Book page 47
Activity Book pages 69–70
A completed example of the 'tiny book' (optional)
Flashcards: parts of a house; about six known objects that you want to revise
Word cards: parts of a house
Cut-out picture/word cards for parts of a house (Teacher's Resource Book page 30)

1 Introduction

- Say the chant from the Lesson 3 (Listening 7) again. Play it straight through and invite the class to join in.
- Divide the class into groups. Give each group a known object (but not a sock, a bag, or a shoe). Invite each group to say a verse of the chant using their object, e.g.
Where's my (pencil)?
I don't know.
Where's my (pencil)?
It's time to go!
- The rest of the class join in with the chorus: *Is it in the...,* etc.

2 Team game

Is it a chair?

- Play a matching game to review known vocabulary and the structure *Is it a...?* Select about ten flashcards for vocabulary you want to revise. Place the corresponding word cards face down on the board, randomly.
- Divide the class into two teams. Hold up one of the flashcards and choose a volunteer to come to the front and select a word card. He/She looks at the word card and uses it to ask the class a question about the flashcard. For example, if the word card shows the word *chair*, he/she asks *Is it a chair?* The class answers Yes or No, depending on whether the object on the flashcard is a chair.

- Volunteers from the two teams take it in turns to choose a word card. The child who finds the correct one wins a point for his/her team.
- Continue with different objects and other volunteers from around the class.

3 Word recognition practice

- For this activity, the children will need their cut-out picture and word cards for parts of a house.
- Tell the class to choose three cards and place them in a row, picture side up, on their desks.
- While they are doing this, place three word cards for parts of the house, face down, in a row on the board. Above each one write a number from 1–3.
- One by one turn the cards over and say *What's number (one)?* Any child with a picture card in the same position as the corresponding word card on the board wins a point (children may win up to three points).

4 Story



- Tell the class to open their Class Books at page 47. Hold up your book and talk about the pictures. Point to page 1 of Tina's book and ask *What's this?* Teach *It's a doll's house.* Ask if any of the children have got a doll's house. Ask *What rooms/furniture have you got in your doll's house?*
- Tell the children to look at the other pictures. Ask them (L1) what is the matter with the house (the furniture is in the wrong rooms).
- Point to the words and read the text aloud, naturally but slowly, while the children follow in their books. Explain the meaning of *That's better.* Encourage the children to underline the words with their finger as you read.
- Invite volunteers from around the class to read each page of Tina's book.
- Divide the class into pairs to take it in turns to read to each other. Monitor and spend some time with any children who may be finding this stage of the lesson challenging.

5 Take-home English



- Say *Open your Activity Books at page 69* and write 69 on the board.
- Hold up your book, point to the dotted lines on the page, and say *Cut here.* For general instructions, see page 28 of the Teacher's Book.
- Choose a child and say *Look at page one. Read it.* He/She reads the sentence.
- Say *Look at page two.* Hold up your completed example of the tiny book, or one of the children's, and ask *Where's Tina? (in the kitchen).* Point to the dotted outline of the armchair, look puzzled, and ask *What's this?* Ask *What's the matter?* Make sure the children

realize that the armchair is in the wrong room. Ask them (L1) where it should be. Then read the sentence, or invite a volunteer to do so.

- Say *Look at page three.* Again ask *Where's Tina? (in the bedroom).* Read the sentence with the class, inviting a volunteer to complete it orally. Ask the children to tell you what they are going to draw in the bedroom (*a table*). Again, ask them to tell you if this is the correct place for the table and where it should be (*in the kitchen*).
- Repeat this procedure for each page, going through the story and completing the sentences orally.
When you get to page 6, ask the children to tell you (L1) why Tina is happy now. What has she done? In English, ask *Where's the (table) now?*
- Now invite the children to complete and colour the pictures, and to add the words to complete the sentences. If necessary, write the words they will need on the board or let them copy from word cards.
- When everyone has completed their drawing and their writing, ask volunteers to read their finished books aloud to the class.

Lesson 8

Children will:

- review vocabulary and activities from the unit
- find Rodney and draw the rooms he is carrying pictures of
- do a personalized drawing and writing activity
- play a class game

Key language:

Review of known language

Materials and preparation:

Activity Book pages 42–43

CD2: Listening 13

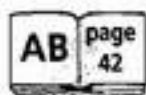
Flashcards and word cards: lexis that you want to revise

Word cards: parts of a house

1 Introduction

- Ask the class what words for parts of a house they can remember.
- Point to the rooms and garden on the *Happy House* poster. Ask *What's this?* and see if the children can remember the names of the rooms (and the garden).
- Invite volunteers to come and place the word cards for parts of a house next to each of the places 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 Evaluation



- Say *Open your Activity Books at page 42*. Tell the children they are going to try to remember the words that they have learnt and practised in this unit. When they have done each activity, they should colour the house next to that activity, as usual.
- For the first activity, say the words together as a class, then invite volunteers to say them individually. If you like, children can also say them in pairs.
- For the next two activities, explain to the children what they have to do then let them do each activity independently. Play Listening 13 twice if necessary. When they have finished, check their answers.
- For the final activity, first read the questions with the children and check that they understand them. Then ask individual children the questions. They answer *In the (bedroom)*, etc. Finally, children can ask and answer in pairs.
- Praise the children's efforts in this unit. Say *Well done!*



Audio script

Presenter: Activity Book Listening 13. Listen and match.

Presenter: One.

Dad: Where's my pencil? Is it in the kitchen?

Polly: No, it's in the hall.

Presenter: Two.

Jack: Where's my book? Is it in the bathroom?

Mum: No, it's in the sitting room.

Presenter: Three.

Polly: Where's my towel? Is it in my bedroom?

Dad: Er... no, it's in the bathroom.

Presenter: Four.

Mum: Where's my hat? Is it in the sitting room?

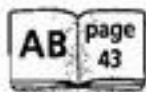
Jack: No, it's in the garden.

3 Find Rodney



- Hold up your Activity Book open at page 43, point to the picture of Rodney, and ask *Who's this?*
- Ask the class to look back through the unit in their Class Books, find Rodney, and draw the rooms he is carrying pictures of (*kitchen, bedroom and sitting room*, on pages 42, 43 and 46). Tell the children to point to the correct word for each room in their book. Put all six word cards on the board and invite volunteers to choose the three correct ones.
- The children now draw simple pictures of the three rooms, and copy the correct word under each picture.

4 About me!



- Hold up your Activity Book and point to the *About Jack!* box at the bottom of page 43.
- Ask the class *Where's Jack?* Then invite a volunteer to read what Jack has written.

- Point to the *About me!* box and explain to the class that they should draw a picture of themselves in a room in their house and complete the sentence.
- Monitor while children are drawing. Ask them questions about the picture, e.g. *Where is this? Is this your (kitchen)?* Invite them to complete their sentences orally before they write anything down.
- Invite volunteers to hold up their completed pictures and read their sentences to the class.

5 Class game

A house full of things

- Stick the six word cards for parts of a house around the room, saying, e.g. *This is the garden*. Under each word card place three or four flashcards of vocabulary that the children have learnt so far. Then hand out the corresponding word cards for these picture cards so that each child has one word card.
- The object is for children to place their word card 'in' the correct room, i.e. to stick it next to the correct picture card and then to stand 'in' that room.
- When all the children have found their object, ask e.g. *Where's the (lion)?* The child with that word card answers *It's in the (kitchen)*.

Reinforcement (optional)

- Encourage the children to make sentences based on the Class game above.
- Leave the object flashcards and the word cards for parts of a house where they are, but turn the object flashcards face down. Place the object word cards randomly on the board.
- The children must now try to remember which object is in each room by saying *The (chair's) in the (kitchen)*. Encourage the rest of the class to listen and correct the sentence if they think it is wrong, e.g. *No. It's in the (sitting room)*.
- You could make this into a team game, offering a point for every correct answer and a bonus point for every corrected sentence.
- Once you have played the game, help the class to write sentences about the objects. On one side of the board place the flashcards of six objects. Next to each object place a flashcard of the part of a house where this object was. On the other side of the board place the 12 word cards for the parts of a house and for the six objects, in random order. The children now write sentences (e.g. *The tiger's in the bathroom*) in their notebooks using the flashcards as cues. They can use the word cards to help them write the words.

Teacher tip!

The children can now do the Unit 5 test (see Evaluation Book page 9 and CD2 Listening 52). Answer key and audio scripts are on page 16 of the Evaluation Book.

Culture

At home

Children will:

- talk about homes and toys
- learn some new vocabulary related to homes
- revise some known vocabulary

Key language:

*a castle, a pirate ship, a slide, a swing
bedroom*

I like (the slide).

I've got (a castle).

Additional language:

house, apartment

This bedroom is (blue).

There's a (doll) on the (bed).

upstairs, downstairs

left, right

window

Materials and preparation:

Class Book pages 48–49

CD2: Listeners 14–16

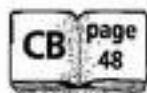
A photocopy of Teacher's Book pages 86 and 87 for each child

Before the lesson, prepare your own copy of Teacher's Book pages 86 and 87

1 Introduction

- Talk in L1 about homes. Ask the class if they live in a house or an apartment. Explain that a lot of people in the UK live in houses. What rooms are there in the children's own apartment or house?
- Draw a basic outline of a house on the board. Encourage volunteers to come up to the board and draw and name rooms on the outline. As they do so, ask questions like *Are bedrooms usually upstairs or downstairs? Is the kitchen on the left or the right?* Label the picture in English. Make sure the children understand the meaning of *upstairs, downstairs, left, and right*.

2 Harry's house



- Tell the children to open their Class Books at page 48. Point to Harry in the big photo and ask *Who's this?* Then ask *Where is Harry?* Encourage them to guess that he's at home. Then ask them to guess which window is Harry's bedroom window.

- Play the audio. Tell them to listen carefully, and answer the question: *Where's Harry's bedroom?* and ask them to point to the relevant window in the Class Book.

2¹⁴ Audio script

Presenter: Class Book Listening 14. At home. Listen. Where's Harry's bedroom?

Harry: I'm at home today. This is my house. My bedroom is upstairs on the right. Can you see my bedroom window?

3 Harry's garden



- Tell the children to look at the small photo on page 48. Ask where they think Harry is now (in the garden). Is he on his own in the garden? Who is with him? Tell the children to listen carefully to Harry talking, to find out who is with him in the garden. Play the audio. Ask *Who is Ella?* (Harry's sister).
- Play the audio again, and this time ask the children *Who's on the slide?* and *Who's on the swing?* Encourage them to listen and point to the relevant child in the photo as they are mentioned.
- Ask the children which they like, swing or slide? Encourage them to respond in English, e.g. *I like the slide*.

2¹⁵ Audio script

Presenter: Class Book Listening 15. Listen. Who's on the slide?

Harry: This is my garden. I'm in the garden with my sister, Ella. Ella's on the slide and I'm on the swing. I like the swing. It's fun!

Teacher tip!

You might like to discuss with the children whether their own houses / apartments have gardens. Explain that in Britain it is usual for houses to have gardens – even in towns and cities.

4 Where's Bruno?



- Ask the children (L1) if they have any toys at home and which room they keep them in. What are their favourite toys?
- Tell the children to look at the big photo on page 49. Explain that Harry is playing with his toys at home. Talk about the photos in L1. Where is Harry and what is he playing with? Do they have any toys like Harry?
- Play the audio. Tell them to listen carefully and point to each toy on the Class Book page as it's mentioned.
- Play the audio again but this time ask *where's Bruno?*



16 Audio script

Presenter: Class Book Listening 16. Listen. Where's Bruno?

Harry: This is my bedroom. I've got a castle and I've got a pirate ship, too. Look, here's my pirate ship on the bed! Can you see Bruno, my brown monkey?

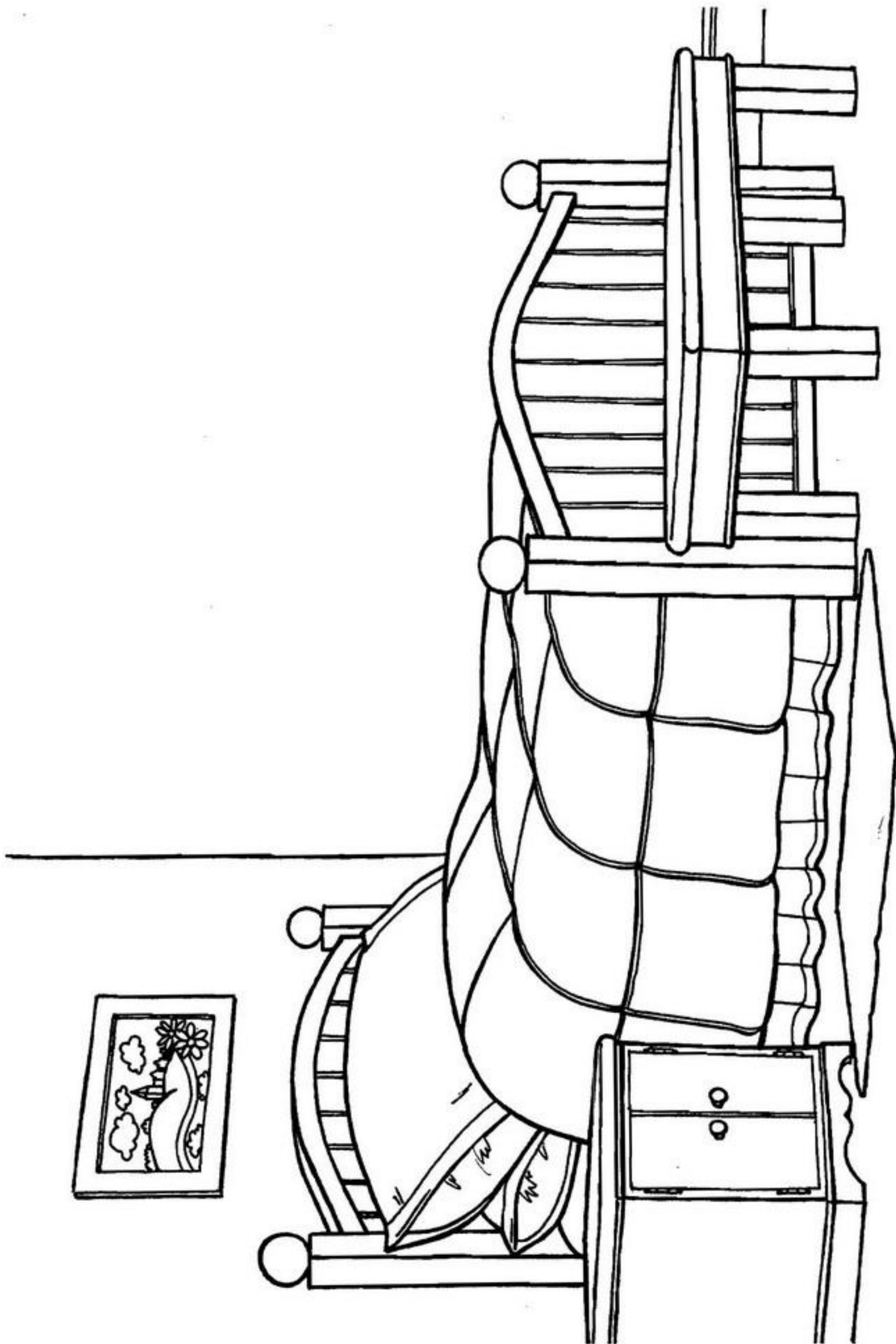
5 Design a bedroom

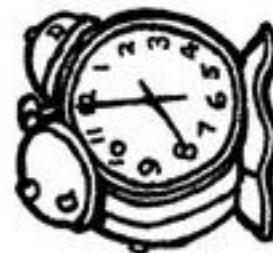
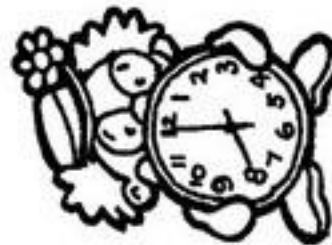
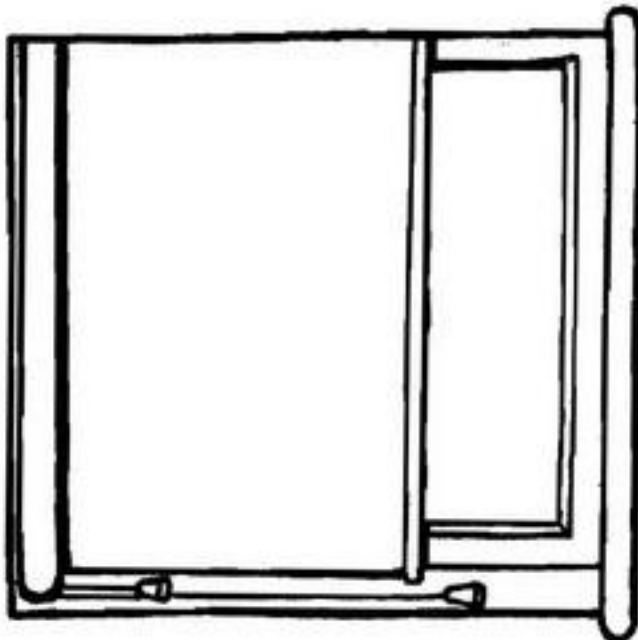
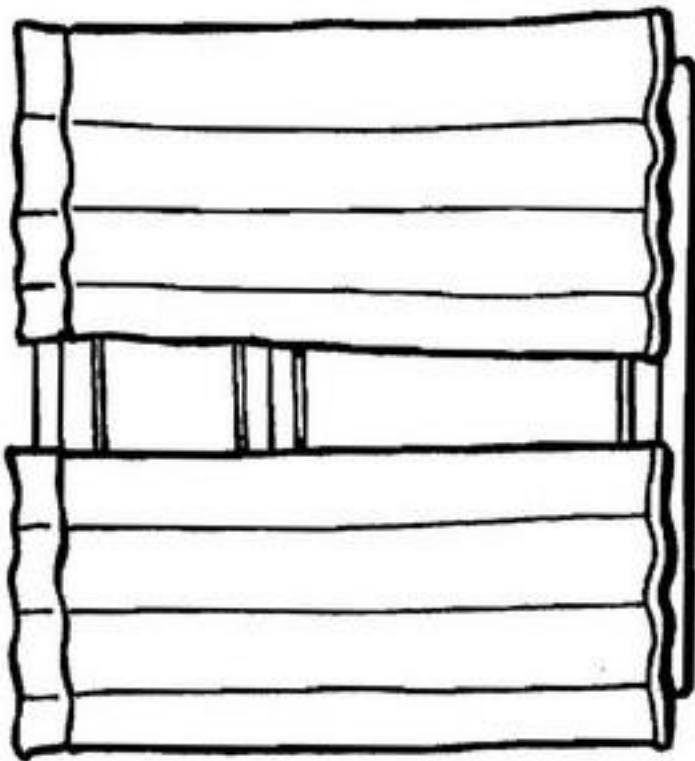


- Now tell the children to look at the small photo of Anna. Point to the picture she's holding and ask the children what it is. Ask volunteers about the picture, e.g. *What colour is the bedroom? Are there any toys in the bedroom? Where are the toys?*
- Hand out copies of the template on Teacher's Book page 85 to each child. Ask them what the picture is (a bedroom). Now give them copies of page 86. Point to each item in turn and ask the children what they are (book, car, doll, clock, lion, window).
- Explain to the children that they should colour the bedroom picture. They should then pick items of their choice from the other photocopy and colour them in as well. Hand out scissors and glue and show the children how to cut out the items and stick them on their bedroom picture.
- When they have finished their pictures, hold up the Class Book page once more and read Anna's speech bubble. Invite a confident volunteer up to the front of the class and encourage them to describe their picture, using as much English as possible.
- Now ask the children to describe their pictures in pairs.
- Make a display of the children's pictures in the classroom. Encourage them to look at the pictures and discuss the similarities and differences.

Teacher tip!

Colour your own bedroom picture and items, but don't stick them down. Attach an item to the picture with Blu-tak and ask the children, e.g. *Where's the clock? (The clock is on the table).* Ask them to shut their eyes and then move the item. Tell them to look at the picture once more and spot what has changed. Repeat with different items.





6 Summertime

Learning outcomes

- 1 Identify, read, and write the words for six items of clothing
- 2 Follow and understand two simple stories
- 3 Join in with a song and a chant
- 4 Talk about clothes using *I'm wearing...*, *Are you wearing...?* and *What are you wearing?*
- 5 Describe the weather using the adjectives *sunny*, *rainy*, *windy*, and *snowy*
- 7 Participate in a variety of whole-class and pairwork games and activities

Lesson 1

Children will:

- learn six words for summer clothes
- sing a song
- learn to recognize the written form of the clothes words

Key language:

a T-shirt shorts trainers a sunhat a dress sandals
I'm wearing...
What are you wearing?

Additional language:

in the sun
I'm having fun.

Materials and preparation:

Class Book pages 50–51
Activity Book page 44
CD2: Listeners 17–20
Flashcards and word cards: T-shirt shorts trainers sunhat dress sandals
A photocopy of Teacher's Resource Book page 31 (cut-out word cards) for each child

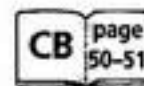
necessary.

- Repeat the words, this time handing each flashcard 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 each of the clothes words 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.

Teacher tips!

Oxford iTools You can also present the vocabulary on an interactive whiteboard using the flashcard presentation and games in the relevant section of the iTools disk.

3 Listen and point



- Play the recording straight through while the children look at the garden scene on pages 50 and 51 of their Class Books and point to the various items of clothing as they hear them mentioned.



Audio script

Presenter: Unit 6. Summertime.

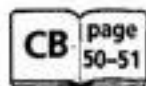
Class Book Listening 17. Listen and point.

Jack: Phew! It's hot! ... I'm wearing my T-shirt, my shorts, and my trainers – my summer trainers – and I'm hot!

Polly: I'm hot too! ... I'm wearing my sunhat, my dress, and my sandals – and I'm very hot! ... Look at Daisy in the paddling pool! Are you hot, Daisy?

Daisy: No!

1 Introduction



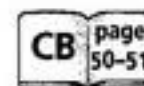
- Set the scene for the lesson. Say *Open your Class Books at pages 50 and 51*. Hold up your book at the correct pages and write the numbers 50 and 51 on the board.
- Ask the class to tell you (L1) about the picture. Ask some questions in English: *Who's this?*, *What's this?*
- Invite the class to guess what they think the unit is going to be about.

2 Presentation



- Invite the class to name all the clothes Jack and Polly are wearing in the picture. Encourage them to say any words they already know in English. Present any new words as

4 Listen and say



- Indicate to the children the box on the right-hand side of page 51. Say *Look at the pictures*.
- Say *Listen and say*, and play Listening 18. The children point and say the words after the recording.

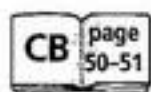


Audio script

Presenter: Class Book Listening 18. Listen and say.

Presenter: A T-shirt. Shorts. Trainers. A sunhat. A dress. Sandals.

5 Song



- Before playing the song, introduce the children to the structure *I'm wearing...* Stand at the front of the class and describe what you are wearing. Then explain the other additional phrases in the song: *in the sun* (draw a large sun on the board), and *I'm having fun* (a quick translation will probably be the most effective way to teach the meaning of this expression).
- Play the song (Listening 19) straight through while the children listen and tell you who they think is singing each verse, i.e. who is wearing the item of clothing they hear mentioned.
- Say the words of the song line by line, using flashcards or mime and the pictures in the book to illustrate the meaning.
- Invite the class to repeat each line after you.
- Play the song, inviting the children to join in.



Audio script

Presenter: Class Book Listening 19. Sing: My summer song!

Out in the garden
 In the sun,
 I'm wearing my T-shirt
 And I'm having fun!
I'm having fun, all day long.
This is my summer song!

...I'm wearing my shorts...

...I'm wearing my trainers...

...I'm wearing my sunhat...

...I'm wearing my dress...

...I'm wearing my sandals...

Teacher tips!

Oxford iTools You can also present the song on an interactive whiteboard using the iTools disk.

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 20).

6 Word recognition: presentation

- Use word cards and picture flashcards to present the written forms of the new clothes words.
- Place a flashcard on the board. Point to the picture and say *What's this?* Place the corresponding word card next to the flashcard and invite the children to read the word. Do the same for all six new words.
- Read all the words several times then, one by one, remove the flashcards and invite the children to read the words without the help of the pictures. Again repeat several times.
- Point to words randomly and see if the class can read them.
- Arrange the words in a different order and read the words again. First do this as a whole class, then select volunteers to read the words to you.

7 Word recognition: practice



- Say *Open your Activity Books at page 44.* Hold up your own book.
- Point to the words at the bottom of the page and invite volunteers to read them aloud to the class. As the children read the words, invite the rest of the class to find the correct item of clothing in the picture.
- Do the first example with the class, showing the children how a number 1 has been written in the box on Polly's dress.
- The children can then read the words again, quietly to themselves, and write the numbers in the correct boxes.

Reinforcement (optional)

- Hand out a photocopy of Teacher's Resource Book page 31 to each child and tell them to cut out the word cards. They should keep the picture cards for another lesson.
- Play *My summer song!* (Listening 19) again. The children order the word cards on the desk in front of them.
- Put the word cards on the board in random order. Play the karaoke version of the song (Listening 20). The children sing the verses of the song in the order shown on the board.

Lesson 2

Children will:

- review clothes words from *Happy House 1*
- follow and act out a story
- practise describing clothes using *I'm wearing...*
- do a reading and writing activity
- play a game

Key language:

What are you wearing?

I'm wearing...

Additional language:

Take off your... (R)

I like... (R)

Materials and preparation:

Class Book page 52

Activity Book page 45

CD2: Listening 21

Flashcards: T-shirt skirt shoe hat jumper sock
(*Happy House 1*)

Flashcards and word cards: clothes from Lesson 1
(optional)

Masks of Spike, Ruby, and Tina

1 Introduction

- Invite the class to tell you any clothes words they can remember. Use the flashcards or the children's clothes to revise the clothes words from *Happy House 1*, and remind them of the word *trousers* if necessary.

2 Story



- Tell the children to listen to the story with books closed and see if they can hear what Spike is wearing.
- Tell the children to open their Class Books at page 52. Play the story again. This time the children listen and follow in their books.
- Point to each frame of the story to check children's understanding. In L1, ask the class to tell you what they think is happening at each stage of the story but try to use English as much as possible in your questions. Teach any new vocabulary or expressions.
- Say *Close your books and close your eyes* and play the story again. At the end, see how much of the story the class can remember.



Audio script

Presenter: Class Book Listening 21. Listen to the story.

- Ruby: Spike! What are you wearing?
- Spike: It's hot! I'm wearing my sunhat.
- Ruby: Take off your sunhat, Spike!
- Spike: No, I like my sunhat!
- Tina: But Spike... can you see?
- Spike: Yes.
- Tina: Be careful, Spike!
- Spike: Aaagh!
- Ruby: Oh, Spike! What are you wearing now?!

Teacher tips!

Oxford iTools You can also present the story on an interactive whiteboard using the iTools disk.

3 Classroom theatre



- Play the story again. After each frame, invite the children to tell you what the characters are saying. Gradually build up the story, frame by frame.
- Arrange the 'set' at the front of the classroom. Invite the class to help you.
- Choose volunteers to play the parts of Spike, Ruby, and Tina and to act out the story for their classmates. Encourage them to wear masks.

4 Practice

- Do the following activity to practise the clothes vocabulary and the structure *I'm wearing...* (You may need to adapt the activity if your school wears a uniform.)
- Invite volunteers to the front of the class and invite each one to tell you what he or she is wearing.
- Invite the class to stand up and move around the room while you play the song again. Stop the music and tell the children to get into pairs with the nearest person. Each child must describe to that person what they are wearing using *I'm wearing...*
- Repeat so that every child has a new partner with whom to exchange descriptions.

5 Reading/writing practice



- Say *Look at Activity Book page 45*. Point to the picture of Dad at the bottom of the page and explain to the children that they are going to colour Dad's clothes, but first of all they need to follow the lines to find out what colour his clothes are.
- Hold up your book. Point to and read the first colour word (*red*). Tell the children to follow the line and tell you what word is at the end of it (*socks*). Say *Red... socks. Colour Dad's socks red*. Explain that they should follow the lines and colour all of Dad's clothes in the appropriate colours. When everyone has done so, ask *What colour is Dad's (T-shirt)? What colour are Dad's (trainers)?* etc, to check they have coloured the picture correctly.
- Show the children how the word *socks* has been written next to the word *red* in the speech bubble. Tell the children to look at their picture and complete the speech bubble with the correct clothes words.
- When everyone has finished writing, invite a volunteer to read Dad's speech bubble.

Answers

I'm wearing red socks, blue trainers, a yellow T-shirt, brown shorts and a green sunhat!

6 Class game

- This game is not appropriate if your school wears a uniform.
- Tell the class to have a good look at everyone's clothes.
- Invite a volunteer (A) to come to the front and cover his/her eyes with a blindfold.
- Choose a second volunteer (B) to come to the front and invite the blindfolded child to ask *What are you wearing?* Child B describes his/her clothes and from the description Child A must guess the identity of his/her classmate.
- Repeat with other volunteers from around the class.

Reinforcement (optional)

- Place the word cards in random order on the board.
- Tell the children to write the numbers from 1 to 6 down the left-hand side of a page of their notebooks. Hold up a flashcard of an item of clothing. Don't say anything. The children choose the correct word from the board and copy it into their books.
- Repeat for all the clothes items. Tell the children to compare and check their answers in pairs. Make sure that the children are copying carefully and accurately.

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) or Extension activity 6 (Teacher's Resource Book page 14). These activities can be done at any time after this lesson. See notes on Teacher's Resource Book pages 33 and 34.

Lesson 3

Children will:

- do a drawing activity
- say a chant
- play a game
- do a listening task
- review the story from Lesson 2 (optional)

Key language:

Are you wearing something (red)?

Additional language:

Stand up! Sit down!

Materials and preparation:

Class Book page 53

Activity Book page 46

CD2: Listeners 22–23

A photocopy of Teacher's Resource Book page 22 for each child (optional)

Flashcards: clothes (*Happy House 1 and 2*)

1 Introduction

- Quickly revise the clothes words from *Happy House 1 and 2*, using the flashcards.
- Say to the children, e.g. *I'm wearing black shoes. I'm wearing a blue sunhat*. The children say *Yes* or *No* to each statement, as appropriate.
- Repeat, asking a volunteer to come to the front of the class and continue in your place.

2 Presentation

- Say *Are you wearing something blue? Yes or No?* Explain the meaning of the question if necessary. Invite the children to stand up if they are wearing something blue. Say *Stand up!* Then say *Sit down!*
- Repeat with other colours.

3 Chant



- Say *Open your Class Books at page 53* and write 53 on the board. Explain that Polly and Jack are playing a game with two friends.
- Play the first verse of the chant. Ask the children (L1) if they can explain how the game works. Ask them why Jack is standing up (because he is wearing a red T-shirt).
- Play the second verse of the chant. Tell the children to listen carefully for the colour word (blue). Then invite the children to look at the picture and tell you (L1) which child or children should stand up and sit down for this verse, and why (Polly should sit down, because she is wearing something blue).
- Do the same for the remaining two verses.
- Play the chant all the way through. Ask the children to stand up and sit down for the appropriate verses (i.e. if they are wearing the colour that is mentioned).
- Play the chant again and encourage the children to join in with the words.



Audio script

Presenter: Class Book Listening 22. Say the chant.

Chorus: Red, red, red! Are you wearing something red?
Are you wearing something red?
Stand up!
Red, red, red! Are you wearing something red?
Are you wearing something red?
Sit down!

Blue, blue, blue! Are you wearing something blue? ...

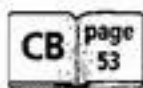
Brown, brown, brown! Are you wearing something brown? ...

Green, green, green! Are you wearing something green? ...

Teacher tip!

Oxford iTools You can also present the chant on an interactive whiteboard using the iTools disk.

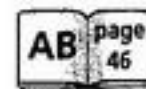
4 Class game



- Point to Polly in the picture on page 53 and ask *What's Polly wearing?* Invite volunteers to describe items of her clothing, using colours (*a blue dress, white sandals*). Do the same with Jack.
- Point to the other children in the picture and ask *What's he/she wearing?* The children describe the clothes as before.
- Now play the game. Say a phrase, e.g. *green and white trainers*. The children point to that clothes item in the picture, if it is there. If it isn't there, they put their hands on their head. Continue with other phrases.

- You could turn this into an elimination game: the last child to put their hands on their head (or anyone who puts their hand on their head when they shouldn't) is out. Continue until you have a winner.

5 Listening practice



- Say *Look at Activity Book page 46* and demonstrate your instruction.
- Demonstrate the activity by listening to the first example with the class and showing the class how they should choose and tick the box next to the correct mouse according to the clothes he/she is wearing.
- The class can then complete the activity on their own, in their books, by ticking the correct pictures for the second and third mouse.



Audio script

Presenter: Activity Book Listening 23. Listen and choose.

Presenter: One.
Narrator: Hello!
Mouse 1: Hello!
Narrator: What are you wearing today?
Mouse 1: I'm wearing shorts, a T-shirt, and trainers.
Narrator: Thank you!

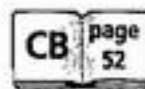
Presenter: Two.
Narrator: And what are you wearing?
Mouse 2: Oh, I'm wearing a dress, trainers, and a sunhat. Hee hee!
Narrator: Thank you!

Presenter: Three.
Narrator: And what are you wearing?
Mouse 3: I'm wearing a dress and sandals.
Narrator: Thank you!
Mouse 3: Goodbye.

Answers

- 1 Mouse 1.
- 2 Mouse 3.
- 3 Mouse 2.

6 Story review (optional)



- Review the story using page 52 of the Class Book and photocopies of the cut-out story frames on page 22 of the Teacher's Resource Book. For methodology, see page 23 of the Teacher's Book.

Lesson 4

Children will:

- say the chant from Lesson 3
- practise asking and answering questions with *Are you wearing...?*
- play a board game
- play a guessing game

Key language:

Are you wearing a (T-shirt)?
clothes (R)
colours (R)

Materials and preparation:

Class Book page 54
Activity Book page 47
CD2: Listening 24
A dice, or flashcards of numbers 1–6 (*Happy House 1*)
Dice and counters for the children (optional)

1 Introduction

- Say the chant from Lesson 3 (*Are you wearing something red?*), without the CD. Ask volunteers to choose the colours for the verses. The children stand up and sit down if they are wearing the colour that is mentioned, as before.

2 Pairwork activity



- For this activity you will need a dice or the flashcards for the numbers 1–6, and two counters (or small objects that you can use as counters).
- Tell the children to look at the game on page 54 of their Class Books. Explain the rules of the game. The players take it in turns to throw the dice (or select a number card at random) and move their 'counter' the correct number of squares on the board. If they are wearing the clothes item that they land on, they have another turn. If not, the other player has a turn.
- Say *Listen*. Explain to the children that Spike and Ruby are playing the game. Play Listening 24. The children follow the words in their books.
- Invite pairs of children to read the dialogue to the class.
- Demonstrate the game by playing with the class. Invite a volunteer to take a turn. Ask *Are you wearing a (T-shirt)?* If the volunteer is wearing the required item of clothing, he or she continues to play, if he or she is not wearing the item of clothing, he or she sits down and a different volunteer takes the next turn.
- Play against the class with a different volunteer each time until one of you reaches the *Finish* square.
- Let the children play the game in pairs if you think they

are ready to do so. Each pair of children will need a dice and two counters, if you have them. If not, give each pair six small pieces of paper. Tell them to write a number from 1 to 6 on each piece of paper. Then tell each child to find a small object to use as a counter – e.g. a small rubber or paperclip or a screwed-up piece of paper.



Audio script

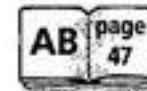
Presenter: Class Book Listening 24. Listen.

- Spike: One, two, three, four. A T-shirt!
Ruby: Are you wearing a T-shirt?
Spike: Yes.
Ruby: Have another turn.
- Spike: One, two. A dress.
Ruby: Are you wearing a dress?
Spike: No.
Ruby: My turn!

3 Class game

- Invite a volunteer to come to the front of the class, and blindfold him/her.
- Choose another child to come to the front. The child wearing the blindfold asks a question, e.g. *Are you wearing trainers?* or *Are you wearing a jumper?* The second child answers *Yes* or *No*. If the answer is *Yes*, the second child sits down again and the child wearing the blindfold has another turn (i.e. asks a different child a question). If the answer is *No*, the second child can now wear the blindfold and ask a different child a question.
- Continue the game for as long as the children are enjoying it.

4 Speaking practice



- Say *Open your Activity Books at page 47* and hold up your book. Point to each of the clothes items in the table and ask *What's this?*
- Ask individual children to make questions with the clothes items, e.g. *Are you wearing a T-shirt?*
- Explain the activity. First, the children write their name at the top of the first column and answer the questions themselves, by putting a ✓ or a X in each box as appropriate. Then they write their partner's name at the top of the second column and ask their partner the questions, putting a ✓ or X in each box in the second column.
- While the children are working, go around the class monitoring and helping as necessary.

Lesson 5

Children will:

- describe the weather in simple terms in English
- talk about the weather in pairs
- draw weather pictures
- play a mime game

Key language:

It's (sunny).

rainy snowy windy

Additional language:

What's the weather like?

Materials and preparation:

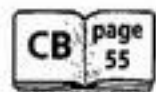
Class Book page 55

Activity Book page 48

CD2: Listening 25

Before the lesson, prepare four cards with simple pictures on them to represent the four weather conditions: sunny, rainy, snowy, and windy.

1 Introduction/Presentation



- Ask the children (L1) what the weather is like today. Do they know any words to describe the weather in English?
- Tell the children to open their Class Books at page 55. Say *Listen and point* and play Listening 25. Then say *Listen and say* and play the listening again for them to repeat the questions and answers.
- Point out of the window of the classroom and ask *What's the weather like today?*



Audio script

Presenter: Class Book Listening 25. Listen and say.

Adult 1: What's the weather like?

Adult 2: It's sunny.

Adult 1: What's the weather like?

Adult 2: It's rainy.

Adult 1: What's the weather like?

Adult 2: It's snowy.

Adult 1: What's the weather like?

Adult 2: It's windy.

Teacher tips!

Oxford iTools You can also present the cross-curricular lesson on an interactive whiteboard using the iTools disk.

2 Cross-curricular activity



- Tell the children to look at the six pictures on page 55. Hold up your book and point to the first picture. Ask *What's the weather like? (It's sunny)*. Repeat with the other pictures.
- Model the question again for the children to repeat. They can then ask and answer about the pictures in pairs.

Answers

- | | |
|---------------|---------------|
| 1 It's sunny. | 2 It's windy. |
| 3 It's snowy. | 4 It's rainy. |
| 5 It's sunny. | 6 It's windy. |

3 Cross-curricular practice



- Say *Open your Activity Books at page 48* and write the number on the board. Hold up your book and talk about each of the four mice pictures in L1. Ask: What are Spike and Ruby doing? Ask in English *What's the weather like?*
- Tell the children to complete the pictures to show what the weather is like. Read the words at the top of the page with them. Ask them what they will draw in each picture.
- Children complete the pictures then complete the sentences by copying the appropriate words from the top of the page.
- When they have finished, check their answers. Say *Number (one)*. The children say *It's (sunny)*. Individual children can also hold up their books and show their pictures to the class.

Answers

- | | |
|---------------|---------------|
| 1 It's sunny. | 2 It's snowy. |
| 3 It's windy. | 4 It's rainy. |

4 Class game

- Hold up the four cards that you prepared before the lesson, and ask *What's the weather like?* for each one.
- Say *It's windy* and invite the children to think of a mime to represent windy weather. Choose one of the mimes and ask all the children to do the same mime. Do the same with the other weather sentences.
- Say the weather sentences at random while the children do the mimes.
- Choose one of your weather cards but don't show it to the children. The children choose and perform one of the mimes. Reveal the card. The children doing that mime are still in the game. The remaining children are out.
- Continue until you have a winner, then play again.

Teacher tip!

You might like to prepare some weather cards that you can use to talk about the weather in future lessons. Take four pieces of card and write a weather sentence (e.g. *It's rainy*) on each one, and add an appropriate picture. Depending on the climate in your country, you might like to add other sentences, e.g. *It's foggy*. In each lesson, you can ask *What's the weather like?* and let the children stick the appropriate picture or pictures on the wall.

Lesson 6

Children will:

- listen to, read, and act out a story
- write the clothes words
- play a bingo game

Key language:

It's my dress!

My dress is in the tree!

It's windy!

Additional language:

That's right.

Materials and preparation:

Class Book page 56

Activity Book page 49

CD2: Listening 26

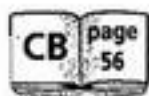
A child's dress, or an adult's T-shirt to represent a dress (optional)

The weather cards you prepared for the previous lesson.

1 Introduction

- Review the weather words from the previous lesson. Hold up each card and ask *What's the weather like?*

2 Story



- Hold up your Class Book and say *Look at the story on page 56. Ask Where's this? (in the garden).*
- Invite the children to look at the pictures and tell you (L1) what they think is happening.
- Play the story (Listening 26). The children follow the words and pictures in their books.
- Repeat. Stop before each frame and ask questions (L1) to check understanding, e.g.

Frame 1: *Who's this? Where are they? What is Mum doing?*

Frame 2: *What's the weather like?*

Frame 3: *What has happened?*

Frame 4: *How is Daisy feeling? Who is in the garden now?*

Frame 5: *What is Otto doing?*

Frame 6: *How are Daisy and Mum feeling now? Why?*

- Say *Listen again* and play the story again. Pause the audio after each character has spoken. Say *Read and repeat*. Invite the children to repeat by reading the text in the bubbles.



Audio script

Presenter: Class Book Listening 26. Listen and read the story.

Daisy: *It's my dress!*

Mum: *That's right, Daisy!*

Mum: *It's windy!*

Mum: *Oh no!*

Daisy: *Jack! My dress is in the tree!*

Otto: *Miaow!*

Jack: *Look! It's Otto!*

Mum: *Thank you, Otto!*

Otto: *Miaow!*

Teacher tip!

Oxford iTools You can also present the story on an interactive whiteboard using the iTools disk.

3 Classroom theatre



- Invite volunteers to come to the front of the class and read the different characters' parts.
- Divide the class into groups of four. In their groups they read the parts of Mum, Jack, Daisy, and Otto!
- Invite some groups to come to the front and perform the story to the class. If you brought a dress or T-shirt to the lesson, they can use this as a prop. Use a chair to represent the tree.

4 Class game

Bingo

- For this game, children will need their cut-out picture cards for the summer clothes.
- Tell the children to choose four cards and put them on the desk in front of them.
- Take a word card for one of the clothes items and stick it on the board. Don't read the word aloud. Any children who have the corresponding picture in front of them should turn it face down.
- Continue until a child has turned over all four of his/her cards. He/She shouts *Bingo!* He/She then says the names of the four clothes items on the cards, and the class check that all these words are on the board.

5 Writing practice



- Say to the class *Look at Activity Book page 49.*
- Hold up your book, point to the box at the top of the page, and invite volunteers to read the words. Then point to each of the small pictures and ask *What's this?* for each one.
- Say *Write the words.* Monitor and check that they are copying the words correctly.
- Now point to the main picture. Explain to the children that there are some details missing and that the children should make each of Spike and Ruby's clothes the same as those at the top of the page. Demonstrate with one example using a simple board drawing if necessary.
- Use this 'quiet time' as an opportunity to work with individual children.

Lesson 7

Children will:

- play a team game
- read a very simple story
- make and personalize their own 'tiny book'
- complete simple written sentences

Key language:

I'm wearing my (yellow) (sunhat).

Materials and preparation:

Class Book page 57

Activity Book pages 71–72

A completed example of the 'tiny book' (optional)

Word cards: colours; clothes from Lesson 1

Word cards: clothes from *Happy House 1*, including trousers (optional)

1 Introduction

- Sing the song from Lesson 1 again (Listening 19).
- Repeat the song, but this time divide the class into two groups, e.g. girls and boys. Invite one half to sing Polly's verses and the other group to sing Jack's verses.

2 Team game

- Play a game with the class to review the written form of the colour words and clothes words.
- Divide the class into two teams. Place the 12 word cards (clothes and colours) face down in the middle of the board. On each side of the board, draw a simple 'stick figure' of a child. Tell the class to draw a figure like this in their books.
- Invite a volunteer to choose two cards from the board. If the two cards are a colour and an item of clothing,

e.g. *red* and *dress*, invite a member of the same team to make a sentence, e.g. *I'm wearing a red dress.* If the team correctly make a sentence, they can add that item of clothing to their drawing. The members of that team draw the same item of clothing in their books. If the two cards are both colour words or both clothes words, or if the team fails to make the sentence correctly, they do not add to their drawing.

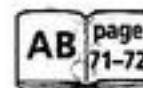
- Repeat, with each team taking it in turns to choose two. The first team to complete their picture wins the game. (A complete picture consists of someone wearing: 1 a sunhat, 2 sandals or trainers, and 3 either a dress, or shorts and a T-shirt.)

3 Story



- Tell the class to open their Class Books at page 57. Hold up your book and talk about the pictures. Ask the children to tell you what Spike is wearing in each picture.
- Point to the words and read the text aloud, naturally but slowly, while the children follow in their books. Encourage them to underline the words with their finger as you read.
- Invite volunteers from around the class to read each page of the tiny book.
- Divide the class into pairs to take it in turns to read to each other. Monitor and spend some time with any children who may be finding this stage of the lesson challenging.

4 Take-home English



- Say *Open your Activity Books at page 71* and write 71 on the board.
- Hold up your Activity Book, point to the dotted lines on the page, and say *Cut here.* For general instructions, see page 28 of the Teacher's Book.
- Hold up your completed example of the 'tiny book', or one of the children's, open at page 1. Read the sentence *It's sunny!* Then turn to page 2 and read the text: *Look! I'm wearing my ... sunhat.* Shrug your shoulders to show that you don't know what colour the sunhat is. Tell the children to choose a colour and use it to colour the sunhat. They then write the appropriate colour word in the gap. Put the colour word cards on the board so they can copy their colour word if necessary.
- Do the same with pages 4 and 5 of the tiny book. Make sure that the children understand that the colours do not have to be the same as the story in the Class Book.
- Finally, read page 6 together before inviting the children to complete their books. While the class are colouring and completing their sentences, monitor, check that everyone understands what they are supposed to be doing, and help where necessary. Encourage the children to read their sentences to you and make sure they have understood the story.
- When everyone has finished their books, ask volunteers to read their books aloud to the class.

Extension (optional)

- Invite the children to tell you all the words they know for clothes. As they say each word, write it on the board, or stick up the appropriate word card.
- Divide the class into two teams. Invite one member of each team to come to the front of the class.
- Slowly draw an item of clothing on the board. As soon as a child guesses what it is, he/she points to the appropriate word card. The first child to point at the correct card wins a point for his/her team.

Lesson 8

Children will:

- review vocabulary and activities from the unit
- find Rodney and draw the objects he is carrying
- do a personalized drawing and writing activity
- play a team game

Key language:

Review of known language

Materials and preparation:

Activity Book pages 50–51

CD2: Listening 27

Flashcards: complete lexical sets from units 1–6

Word cards: clothes from Lesson 1

1 Introduction

- Invite the children to tell you all the words they know for clothes.
- Say *Are you wearing (shorts)? Stand up!* Any children wearing shorts must stand up. Then say *Sit down!* Repeat with other items of clothing.
- 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 Evaluation



- Say *Open your Activity Books at page 50.* Tell the children they are going to try to remember the words that they have learnt and practised in this unit. When they have done each activity, they should colour the house next to that activity, as usual.

- For the first activity, say the words together as a class, then invite volunteers to say them individually. If you like, children can also say them in pairs.
- For the next two activities, explain to the children what they have to do then let them do each activity independently. Play Listening 27 twice if necessary. When they have finished, check their answers.
- For the final activity, first read the questions with the children. Then ask individual children the questions. They answer Yes or No. Finally, children can ask and answer in pairs.
- Praise the children's efforts in this unit. Say *Well done!*



Audio script

Presenter: Activity Book Listening 27. Listen and colour.

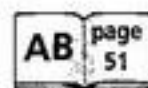
Adult: Look! A yellow dress ...
Blue shorts ...
A red T-shirt ...
And a green sunhat!

3 Find Rodney



- Say *Look at Activity Book page 51.* 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 their Class Books, find Rodney, and draw the clothes he is carrying (shorts, T-shirt, and dress, on pages 50, 52, and 53). Invite the children to name them. Tell the children to point to the correct word for each item of clothing in their book. Put all six word cards on the board and invite volunteers to choose the three correct words.
- The children now draw the three items of clothing, and copy the correct word under each picture.

4 About me!



- Hold up your book and point to the *About Jack!* box at the bottom of the page. Explain that Jack has drawn himself wearing his sunhat. Ask the class *What colour is Jack's sunhat?* Hold up your book and read the words under Jack's drawing then tell the children to colour Jack's hat yellow.
- Point to the *About me!* box. Tell the children to draw themselves wearing a sunhat. They can choose any colour to complete the sentence and colour their sunhat accordingly. If they choose *orange* they will need to change the *a* to *an*...

5 Class game

Odd one out

- Select three flashcards belonging to the same lexical set, e.g. *cheese*, *pasta*, and *bread*, and one which clearly does not belong, e.g. *tiger*. Stick the cards on the board. Point to each card in turn and ask *What's this?* Ask *Which is the odd one out?* Explain the meaning of *odd one out* in L1 if necessary. Invite a child to come and remove the one card that does not belong with the others.
- Repeat with other flashcards and then with word cards.

Teacher tip!

The children can now do the Unit 6 test (see Evaluation Book page 10 and CD2 Listening 53). Answer key and audio scripts are on page 16 of the Evaluation Book.

7 Playtime

Learning outcomes

- 1 Identify, read, and write the words for six outdoor toys
- 2 Follow and understand two simple stories
- 3 Join in with two songs
- 4 Make and understand simple sentences using the present continuous (e.g. *I'm playing with a ball*)
- 5 Identify pushing and pulling forces
- 7 Participate in a variety of whole-class and pairwork games and activities

Lesson 1

Children will:

- learn six words for outdoor toys
- sing a song
- learn to recognize the written form of the outdoor toy words

Key language:

a bike a scooter a boat a skipping rope a trampoline a ball
I'm playing with my (bike).

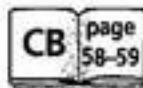
Additional language:

toys
with you
and my (skipping rope) too

Materials and preparation:

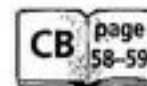
Class Book pages 58–59
Activity Book page 52
CD2: Listeners 28–31
Flashcards and word cards: bike scooter boat skipping rope trampoline ball
A photocopy of Teachers Resource Book page 32 (cut-out picture/word cards) for each child

1 Introduction



- Say *Look at pages 58 and 59 of your Class Books.*
- Ask the children to tell you (L1) about the picture. Ask some questions in English, e.g. *Where's this? Who's this? What's this?*
- Invite the children to guess what the unit is going to be about.

2 Presentation

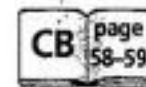


- Invite the children to find all the outdoor toys in the picture. Encourage them to say any words they already know in English. Use the flashcards to present any words they do not already know.
- Repeat the words, this time handing the flashcards out to six children around the class.
- Ask the children with flashcards to stand around the edge of the room where everyone can see them. Say *Listen and point*. Say each of the toy words and as you do so point to the correct flashcard while the children do the same.
- Repeat. Now the children point without your help.

Teacher tips!

Oxford iTools You can also present the vocabulary on an interactive whiteboard using the flashcard presentation and games in the relevant section of the iTools disk.

3 Listen and point



- Say *Listen and point* and play Listening 28. The children listen, look at their books and point to the toys in the picture.



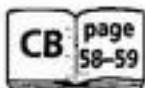
Audio script

Presenter: Unit 7. Playtime.

Class Book Listening 28. Listen and point.

- Jack: It's fun playing in the garden! Look, I've got a bike... and I've got a scooter too!
- Daisy: I'm playing with a boat and a skipping rope.
- Polly: And I'm playing with a ball and a trampoline! Look at this! Wheee!
- Daisy: I like playing in the garden!
- Polly: So do I, Daisy!

4 Listen and say



- Hold up your Class Book and point to the box on the right-hand side of page 59. Say *Look at the pictures*.
- Say *Listen and say* and play Listening 29. The children point and say the words after the recording.

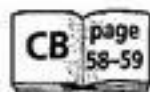


Audio script

Presenter: Class Book Listening 29. Listen and say.

A bike. A scooter. A boat. A skipping rope. A ball. A trampoline.

5 Song



- Before you play the song, teach the phrase *I'm playing with my...* Use mime to pretend that you are playing with each of the new toys. Say *Look! I'm playing with my (skipping rope)*.
- Repeat, but this time invite the children to copy your mimes and repeat the phrases after you.
- Give each child a photocopy of Teacher's Resource Book page 32. Tell them to cut out the picture cards and write their name on the back of each one. They should keep the word cards safely for later or another lesson.
- Play the song straight through with books closed. The children listen and order their picture cards in front of them as they hear each toy mentioned.
- Read the song line by line, using flashcards, mime or the pictures in the book to illustrate the meaning. Invite the children to repeat after you.
- Play the song again and invite the children to join in. You could divide the class into three groups and ask each group to sing one verse.



Audio script

Class Book Listening 30. Sing: *I'm playing!*

Jack: I'm playing, playing, playing,
I'm playing with my bike,
I'm playing with my bike
And my scooter too!

Chorus: *I'm playing, playing, playing,
I'm playing with my toys,
I'm playing with my toys,
And I'm playing with you!*

Daisy: I'm playing, playing, playing,
I'm playing with my boat,
I'm playing with my boat
And my skipping rope too!

Polly: I'm playing, playing, playing,
I'm playing with my ball,
I'm playing with my ball
And my trampoline too!

Teacher tips!

Oxford iTools You can also present the song on an interactive whiteboard using the iTools disk. 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 31).

6 Word recognition: presentation

- Do the following activity to present the written words for the six outdoor toys and to review the structure *I've got...*
- Invite five volunteers to come the front of the class. Give each volunteer a flashcard and keep one for yourself. Hold up your card and say *I've got a (scooter)*. Invite the volunteers to do the same with their cards.
- Now turn over your flashcard so that no one can see it and tell the volunteers to do the same.
- Hold up a word card, e.g. *ball*, and ask *Who's got a ball?* Choose a member of the class to answer with a classmate's name. The chosen child answers *Yes* or *No*.
- Continue until you have matched each word card to the correct child.

7 Word recognition: practice



- Say *Open your Activity Books at page 52*. Hold up your own book and point to the first picture. Ask *What's this?* Then point to the three words, saying *Is it a ball? Is it a boat? Is it a bike?* Show the children how the correct phrase (a bike) has been circled.
- If necessary, go through the rest of the activity in the same way, with pencils down.
- The children complete the activity in their books.

Answers

1 a bike	2 a trampoline	3 a boat
4 a skipping rope	5 a ball	6 a scooter

Reinforcement (optional)

- Make sure everyone in the class has their cut-out picture cards from earlier in the lesson. Tell them to cut out the word cards, and to write their name on the back of all of their cards.
- Tell the children to place their word cards in a line on the table in front of them.
- With a partner, they jumble their two sets of picture cards together and place them face down in a pile on the desk.

- Child A now turns over a picture card, e.g. *ball*, says *I've got a (ball)* and places the picture next to his/her word card *ball*. The children take it in turns to pick up a picture card and place it next to their corresponding word card. If they pick up a card they have already got, they put it back at the bottom of the pile. The first child to match all six words and pictures wins the game.

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 34.

Lesson 2

Children will:

- follow and act out a story
- play an action game
- do a listening task

Key language:

I'm riding my bike.

I'm swimming.

Additional language:

like this

stop

Materials and preparation:

Class Book page 60

Activity Book page 53

CD2: Listeners 32–33

Flashcards: outdoor toys

Cut-out picture/word cards for the outdoor toys (Teacher's Resource Book page 32)

Masks of Spike, Ruby, and Tina

children listen with their books closed. Ask them to listen carefully to see if they can hear which toy Spike is playing with. Children listen and hold up their picture card of the correct toy (the bike).

- Play the story again. This time the children listen and follow in their books.
- Point to each frame of the story to check children's understanding. Ask the children to tell you (L1) what they think is happening at each stage of the story. Use as much English as possible in your questions. Teach the two new structures *I'm riding my bike* and *I'm swimming*. Use mime to help reinforce the meaning.
- Say *Close your books and close your eyes* and play the story again. At the end, see how much of the story the children can remember.



Audio script

Presenter: Class Book Listening 32. Listen to the story.

Spike: Look at me! I'm riding my bike!

Spike: I'm riding like this!

Spike: And I'm riding like this!

Ruby: Spike! STOP!

Tina: Oh, Spike – are you OK?

Spike: Yes... I'm OK.

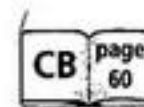
Spike: Look! I'm swimming!

Ruby: Oh, Spike!

Teacher tips!

Oxford iTools You can also present the story on an interactive whiteboard using the iTools disk.

3 Classroom theatre



- Play the story again. Pause after each frame and invite the children to tell you what the characters are saying. Gradually build up the story, going back to the beginning each time.
- Arrange the 'set' at the front of the classroom. Invite the children to help you.
- Choose volunteers to play the parts of Spike, Ruby, and Tina and act out the story for their classmates. Encourage them to wear masks.

4 Class game

- Play an action game where children do actions in different ways.
- Jump up and down in a particular way (e.g. do star jumps) and say *I'm jumping like this*. All the children have to try to jump in a different way, e.g. from side to side, small jumps on the spot, etc.
- Choose individual children to show the rest of the class

1 Introduction

- For this activity, the children will need their cut-out picture and word cards of the outdoor toys.
- Ask a volunteer to name one of the outdoor toys. When he/she names a toy, e.g. *a skipping rope*, tell the rest of the class to hold up their picture cards of a skipping rope. Repeat for each of the cards. When everyone is holding up their cards, show the class the flashcard so that everyone can check that they have the correct card.
- Repeat. This time ask the children to hold up both the picture card and the word card for each toy.

2 Story

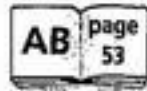


- Say *Listen to the story* and play Listening 32. The

how they are jumping as they say *I'm jumping like this*.

- Repeat with other actions/mimes, e.g. *hopping, running, swimming*.

5 Listening practice



- Say *Open your Activity Books at page 53* and write the number on the board.
- Explain (L1) that you are going to listen to the characters talking about what they're doing in the garden. Invite the children to guess what they think the characters are going to say, e.g. *I'm playing with a (ball)*.
- Tell the children to listen carefully and point to the objects they hear mentioned. Say *Listen and point* and play Listening 33.
- Play Listening 33 again. Stop after the first example and ask *Who's number 1?* Point to the example answer and say *Yes, it's Daisy*. The children listen and write the numbers 2 to 6 next to each of the other *Happy House* characters.



Audio script/Answers

Presenter: Activity Book Listening 33. Listen and write the numbers.

Presenter: One.

Daisy: Look at me! I'm swimming!

Presenter: Two.

Jack: I'm playing on the trampoline.

Presenter: Three.

Dad: I'm playing with a ball.

Presenter: Four.

Mum: Look, Daisy. I'm playing with a boat.

Presenter: Five.

Polly: I'm riding a bike. I can ride fast – look!

Presenter: Six.

Boy: I'm riding a scooter. I can ride fast too!

Lesson 3

Children will:

- learn some new verbs
- sing a song
- understand simple sentences with *I'm + verb + ing*
- play an action game
- review the story from Lesson 2 (optional)

Key language:

outdoor toys

I'm (skipping).

jumping hopping running

Additional language:

Come on and (skip) with me.

It's easy.

After three!

Materials and preparation:

Class Book page 61

Activity Book page 54

CD2: Listeners 34–35

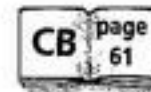
A photocopy of Teacher's Resource Book page 23 for each child (optional)

Before the lesson, make cards with the following sentences written on them: *I'm jumping. I'm skipping. I'm running. I'm hopping. I'm riding a bike. I'm playing with a ball.*

1 Introduction/Presentation

- Present the verbs from the song. (Note that children may remember the verb *jump* from *Happy House 1*.) Say *I'm skipping* and mime skipping with a rope. Do the same with the other verbs: *jumping, hopping, and running*. (For *I'm running*, run on the spot.)
- Continue saying the sentences and doing the actions. Encourage the children to do the actions with you.

2 Song



- Say *Look at page 61 in your Class Books. Say Look at the mice! Hold up your book and say Look! This mouse is (jumping)!* Do the same for all the mice.
- Say *Listen and point* and play the song. The children point to the correct picture in their books as they hear each action mentioned.
- Read the song line by line and invite the children to repeat after you. Make sure they understand the meaning of the expressions *Come on and (skip) with me.* and *It's easy ... after three!*

- Play the song again and let the children join in with the words and the actions.
- Ask a volunteer to sing each verse. The rest of the class join in with the actions when they are invited to do so by the volunteer (i.e. when he/she has sung *One... two... three!*).



Audio script

Presenter: Class Book Listening 34. Sing the song.

Ruby: I'm skipping! I'm skipping!
Come on and skip with me!
It's easy! It's easy!
After three...
One... two... three!

Spike: I'm jumping! I'm jumping!
Come on and jump with me! ...

Tina: I'm hopping! I'm hopping! ...
Come on and hop with me! ...

Mouse: I'm running! I'm running! ...
Come on and run with me! ...

Teacher tips!

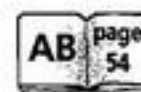
Oxford iTools You can also present the song on an interactive whiteboard using the iTools disk.

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 35).

3 Class game

- Play a game to practise the sentences on page 54 of the Activity Book.
- Say *I'm jumping* and do the action (jumping up and down). The children repeat the sentence after you and do the action. Do the same with the other actions from the song (*hopping, skipping, and running*).
- Introduce two more mimes. Say *I'm playing with a ball* and do an appropriate mime, e.g. mime bouncing a ball with one hand, or throwing it up into the air and catching it. Then say *I'm riding a bike* and mime riding a bike. Again, the children repeat after you and do the actions.
- Take the 'sentence cards' that you prepared earlier. Hold them up one by one and let the children read the sentences. Repeat until they can read the sentences confidently.
- Stick the sentence cards up around the room. Divide the class into six groups. Each group goes to a different card and does the appropriate mime. When you clap your hands, the groups move around the room, so they are standing next to a different card. They then do the mime for that card.
- Continue until all the groups have done all the mimes.

4 Reading practice

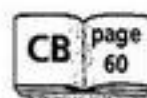


- Tell the children to look at page 54 of their Activity Books. Say *Look at number one*. Read the two sentences and ask the children which sentence the mouse is saying (*I'm riding a bike*). Show them how the correct sentence has been circled.
- The children now choose and circle the correct sentence for each of the other pictures.
- When everyone has finished, say *Number (two)* and invite volunteers to tell you the correct sentence for each picture. Encourage the children to check their own work.

Answers

- | | |
|----------------------|----------------------------|
| 1 I'm riding a bike. | 2 I'm skipping. |
| 3 I'm running. | 4 I'm jumping. |
| 5 I'm hopping. | 6 I'm playing with a ball. |

5 Story review (optional)



- Review the story using page 60 of the Class Book and photocopies of the cut-out story frames on page 23 of the Teacher's Resource Book. For methodology, see page 23 of the Teacher's Book.

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 34.

Lesson 4

Children will:

- practise talking about actions using *I'm + verb + ing*
- play a game
- write the outdoor toy words

Key language:

I'm playing with a (ball).
I'm playing on a (trampoline).
I'm riding a (bike).

Materials and preparation:

Class Book page 62
Activity Book page 55
CD2: Listening 36
Cut-out picture/word cards for the outdoor toys or a photocopy of Teacher's Resource Book page 32 for each child

1 Introduction



- Tell the children to open their books at page 62 and write the number on the board.
- Point to the pictures of each of the mice and invite the class to tell you what each mouse is saying, e.g. *I'm playing with/riding my scooter.*
- Choose numbers at random and then ask a volunteer to tell you what that mouse is saying. The sentences are:
 - 1 *I'm riding a scooter.*
 - 2 *I'm skipping.*
 - 3 *I'm running.*
 - 4 *I'm playing with a boat.*
 - 5 *I'm swimming.*
 - 6 *I'm playing with a ball.*

2 Pairwork activity



- Explain that Spike and Ruby are playing a game. Spike is pretending to be one of the mice doing an action and Ruby has to choose the correct one.
- Play Listening 36, stopping after Spike's first sentence. Repeat the sentence if necessary and ask the class to tell you the correct number. Play the rest of the listening while children follow the words in their books.
- Now play the game around the class. Say, e.g. *I'm skipping* and invite a volunteer to tell you the number. When he/she says the correct answer, say *Yes! Your turn!* That child then says a sentence and chooses another child to say the number. Continue around the class.
- When you think they are ready, the children can do the activity in pairs.
- To make this more challenging, you could then tell one child in each pair to close their books and play the game again but this time they have to try to remember which mouse is doing each activity.



Audio script

Presenter: Class Book Listening 36. Listen.

Spike: I'm playing with a boat.
 Ruby: Number 4?
 Spike: Yes! Your turn!

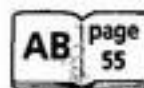
3 Class game

- Tell the children to take out their cut-out picture cards of the outdoor toys.
- Select one of the flashcards at random, and hold it so the children can't see the picture. Say *I'm playing with my ball/boat/skipping rope, I'm riding my bike/scooter, or I'm playing on my trampoline*, as appropriate. The children hold up the appropriate picture card. Check that everyone is showing you the correct card. Show them the flashcard so they can check they've got the correct answer. Repeat with other sentences.
- Now take another flashcard and say an incomplete sentence, e.g. *I'm riding a...* The children have to guess what is on the flashcard, and hold up the appropriate picture card. Show them the flashcard. Anyone who selected the correct card wins a point.
- Continue selecting flashcards and saying incomplete sentences. Encourage the children to listen carefully to what you are saying because the incomplete sentences (*I'm riding a...*, *I'm playing with a...*, and *I'm playing on a...*) will give them a clue to what follows.

4 Word recognition

- Put the flashcards on the board. Hand out the word cards to six children and invite them to come and match them to the correct flashcards. Then remove the cards.
- The children take out their cut-out word cards, and match the words to the pictures on the desk in front of them.

5 Reading/writing practice



- Tell the children to look at page 55 of their Activity Books.
- Invite a volunteer to read the words in the box at the top of the page. Then invite a volunteer to read out the example answer. Point out how the word *scooter* has been added to the sentence and crossed out of the box. Choose more volunteers to read and complete (orally) the other sentences in the speech bubbles. Ask the class *Is that correct?* The children answer *Yes* or *No*.
- The children now complete the sentences quietly by themselves. When they have finished, invite volunteers to read their complete sentences.

Answers

1 scooter	2 boat	3 trampoline
4 skipping rope	5 bike	6 ball

Lesson 5

Children will:

- identify pushing and pulling movements in pictures
- explore a variety of objects and say how we make them work (i.e. by pushing or pulling or both)

Key language:

I'm pushing/pulling.

Materials and preparation:

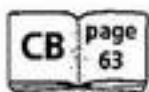
Class Book page 63

Activity Book page 56

CD2: Listening 37

A selection of children's toys that you operate by pushing or pulling or both (optional)

1 Introduction/Presentation



- Explain that today you are going to talk about how we make things move. Pull a chair towards you with an exaggerated gesture and say *I'm pulling*. Then push it away from you and say *I'm pushing*. Explain that when we push something we are moving it away from us and when we pull something we are moving it towards us.
- Say the sentences again for the children to repeat. Encourage them to mime pushing and pulling as they do so.
- Tell the children to open their Class Books at page 63. Hold up your book and point to the picture at the top of the page. Ask (L1): What are Spike and Ruby doing? (they are going on holiday, and they are pushing/pulling some heavy luggage).
- Say *Listen and point* and play Listening 37. The children listen and point to the mice. Then say *Listen and say* and play the listening again for children to repeat.
- Say the sentences again and reinforce the meaning by miming pushing and pulling luggage trolleys. Say the sentences together and encourage the children to mime with you.



Audio script

Presenter: Class Book Listening 37. Listen and say.

Spike: I'm pushing!

Ruby: I'm pulling!

Teacher tip!

Oxford iTools You can present the cross-curricular lesson on an interactive whiteboard using the iTools disk.

2 Cross-curricular activity



- Point to picture 1 and ask *What's the mouse saying? 'I'm pushing' or 'I'm pulling?' (I'm pushing).*
- Do the same with the other pictures.
- Invite individual children to choose one of the pictures and mime the action shown in the picture. The rest of the class guess which picture. Ask *What's he/she saying? 'I'm pushing' or 'I'm pulling?'*

Answers

- | | |
|----------------|----------------|
| 1 I'm pushing. | 2 I'm pulling. |
| 3 I'm pulling. | 4 I'm pushing. |
| 5 I'm pushing. | 6 I'm pulling. |

3 Cross-curricular practice



- Tell the children to open their Activity Books at page 56. This page has more examples of mice pushing and pulling various things.
- Hold up your book and point to the first picture. Ask *What's the mouse saying? 'I'm pushing' or 'I'm pulling?' (I'm pulling).* Show them how the word *pulling* has been written in the speech bubble to complete the sentence.
- Children complete the activity quietly on their own, copying the appropriate word for each sentence from the top of the page.
- Check their answers by saying *Number (two). What's the mouse saying?*

Answers

- | | |
|----------------|----------------|
| 1 I'm pulling. | 2 I'm pushing. |
| 3 I'm pushing. | 4 I'm pulling. |
| 5 I'm pulling. | 6 I'm pushing. |

4 Class activity

- Challenge the children to find things in the classroom that you move by pushing or pulling or both, e.g. keys on a computer or buttons on a CD player: pushing; a drawer: pushing and pulling; curtains or blinds: pulling.
- Let the children have a go at moving these things so they can feel for themselves what kind of force (pushing or pulling) they have to use. Encourage them to say *I'm pushing* or *I'm pulling* as they do so.
- If you have brought some toys to the lesson, let the children have an opportunity to explore these too.

Lesson 6

Children will:

- listen to, read, and act out a story
- sing a song
- do a crossword puzzle

Key language:

Stop!

Where's my (book)?

Additional language:

Let's go!

See you soon.

holiday

Materials and preparation:

Class Book pages 64–65

Activity Book page 57

CD2: Listeners 38–40

Flashcards: Dad Mum Jack Polly bag tiger book toothbrush (*Happy House 1*)

Cut-out picture cards for all the *Happy House 2* lexical sets (optional)

- Repeat the story with books open this time so that the children can follow the words in their books.

Teacher tip!

If the children understand very little of the story with their books closed, do these activities with books open.



Audio script

Presenter: Class Book Listening 38. Listen and read the story.

- Dad: OK, let's go!
- Mum: Oh no! Where's my bag? Stop!
- Jack: Oh, Mum!
- Dad: OK, let's go!
- Polly: Oh no! Where's my tiger? Stop!
- Jack: Oh, Polly!
- Dad: OK, let's go!
- Jack: Aaagh! Where's my book?! Stop, Dad, stop!
- Polly: Oh, JACK!
- Dad: OK! Now let's GO!
- Dad: Oh NO! ...Where's my toothbrush?!

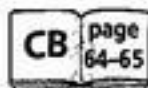
Teacher tip!

Oxford iTools You can also present the story on an interactive whiteboard using the iTools disk.

1 Introduction

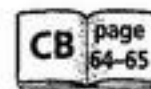
- Set the scene for the lesson. Ask the class to guess what time of year it is and what the family are doing (going on holiday).
- Encourage the children to tell you a little bit about themselves in L1. When do their summer holidays start? Is anyone going on holiday?

2 Story



- Play the story from Class Book pages 64–65 straight through with books closed while the children simply listen and try to understand as much of it as they can.
- When the children have listened to the story straight through, encourage them to tell you (L1) anything they can about what happened. Use questions to prompt them, e.g. *Where are the Happy House family?* (in the car) *Why?* (They're going on holiday.) *What's the matter?* (They have to keep stopping because someone has forgotten something.)
- Repeat the story, still with books closed, and ask the class to listen and tell you who has forgotten something.
- As the children name each of the characters (*Mum, Polly, Jack, and Dad*), place the corresponding character flashcard on the board. Then hold up the flashcards of a *tiger, a bag, a toothbrush, and a book*. For each one ask *What's this?* See if the children can now match each forgotten object to the correct character. If necessary, play the story again.

3 Classroom theatre



- Play the story again. Then invite four volunteers to read the parts of Jack, Polly, Mum, and Dad. Correct and help with pronunciation.
- Repeat with other volunteers around the class.
- Explain to the class that they are going to make up their own version of the story. Remove the object flashcards from the board and invite the children to suggest a different thing each of the members of the family could have forgotten. Write the words for these things under the appropriate character flashcards. (Note that Daisy is in the car too, although she doesn't say anything in the story. You might like to include her in the new version of the story – i.e. let the class suggest something that she has forgotten.)
- Either as a whole class activity or in groups, help the class to change the story by substituting their suggested items.
- Arrange five chairs at the front of the class, two in front, and three in a row behind. This will be the car. Invite volunteers to act out their new version of the story to the rest of the class.

4 Song

- Play the song straight through while the children listen and follow the words in their books.
- Read the words of the song with the class, explaining any unknown vocabulary.
- Repeat the song, this time stopping after each line for the class to repeat.
- Play the song through again, inviting the class to join in. Repeat as necessary.
- Divide the class into three groups. Give each group a verse to sing with everyone joining in with the last two lines.



Audio script

Presenter: Class Book Listening 39. Sing: The holiday song.

It's summertime!

We're going away

for a happy, happy holiday!

Goodbye! Goodbye!

We're going away

for a happy, happy holiday!

See you soon!

We're going away

for a happy, happy holiday!

A happy, happy holiday!

Goodbye!

Teacher tips!

Oxford iTools You can also present the song on an interactive whiteboard using the iTools disk.

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 40).

5 Revision puzzle



- Say *Open your Activity Books at page 57 and write the number on the board.* Read the words in the box at the top of the page with the children.
- Then go through some of the picture clues orally with the class. Ask, e.g. *What's five across? What's three down?* Show the children the example answers for *one across* and *one down* (*eyes and ears*).
- Let the children complete the puzzle on their own or in pairs.

Answers

[illegible]

Extension (optional)

- Divide the class into pairs. Each pair will need a complete set of all the cut-out picture cards from *Happy House 2*.
- Invite the children to sort the words into sets on the desk in front of them.
- Now divide the class into two teams. Say the name of a lexical set, e.g. *drinks* or *clothes*. Invite members of each team in turn to tell you a word from that lexical set. Allocate a point for each correct answer.
- Repeat for all the lexical sets.

Lesson 7

Children will:

- review vocabulary and activities from the unit
- find Rodney and draw the objects he is playing with
- do a personalized drawing and writing activity
- play a team game

Key language:

Review of known language

Materials and preparation:

Activity Book pages 58–59

CD2: Listening 41

Flashcards and word cards: complete lexical sets from *Happy House 2*

1 Introduction

- Invite the children to tell you the new words they have learnt in this unit.
- 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 Evaluation



- Say *Open your Activity Books at page 58*. Tell the children they are going to try to remember the words that they have learnt and practised in this unit. When they have done each activity, they should colour the house next to that activity, as usual.
- For the first activity, say the words together as a class, then invite volunteers to say them individually. If you like, children can also say them in pairs.
- For the remaining three activities, explain to the children what they have to do, then let them do each activity independently. Play Listening 41 twice if necessary. When they have finished, check their answers.
- Praise the children's efforts in this unit. Say *Well done!*



Audio script

Presenter: Activity Book Listening 41. Listen and write the numbers.

Boy 1: I'm jumping!

Girl 1: I'm riding my scooter!

Boy 2: I'm riding my bike!

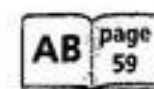
Girl 2: I'm skipping!

3 Find Rodney



- Say *Look at Activity Book page 59*. 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 their Class Books, find Rodney, and draw the outdoor toys he is playing with (trampoline, scooter, and skipping rope, on pages 59, 60, and 62). Invite the children to name them. Tell the children to point to the correct word for each toy in their book. Put all six word cards on the board and invite volunteers to choose the three correct words.
- The children now draw the three toys, and copy the correct word under each picture.

4 About me!



- Hold up your book and point to the *About Jack!* box at the bottom of the page. Explain that Jack has drawn himself playing with a ball. Ask the class *What is Jack saying?* Hold up your book and read the words under Jack's drawing.
- Point to the *About me!* box. Tell the children to draw themselves playing with one of the toys. They then complete the sentence with the name of the toy. Invite individual children to read their sentences to the class.

5 Team game

Word set relay

- Choose two word sets from *Happy House 2* and select the word cards and flashcards for those words.
- Write the headings for the two sets on the board, e.g. *food* and *colours*. Make sure the children understand the headings before you start the game.
- Place the word and flashcards for each set face up on the board, jumbled up.
- Divide the class into two teams and assign each team a set to complete, e.g. *food* or *colours*. The first member of each team must come to the board and place both a word card and the matching picture card under their column. They then return to their place and the next team member does the same. The first group to place all their word cards and flashcards in their set correctly wins the game.
- Repeat with other word sets.

Teacher tips!

The children can now do the Unit 7 test and the Skills tests (see Evaluation Book pages 11-14 and CD2 Listeners 54-57). Answer key and audio scripts are on pages 16 and 17 of the Evaluation Book.

The children could put on a short concert for their parents at the end of the year, to show them how much English they have learnt. This concert could include one or more plays from the Classroom theatre, the Christmas or Easter play (if appropriate in your country at this time), and one or two of the other *Happy House 2* songs and chants. You could end the concert with *The holiday song* from this unit. (You may need to adapt the first line of the song.)

Festivals

A Christmas play

Children will:

- talk about how Christmas is celebrated in their homes
- read and act out a play
- sing a Christmas song

Key language:

Happy Christmas!

Christmas Eve/Day

Father Christmas

elves reindeer sleigh magic

Additional language:

Hurry! Wake up!

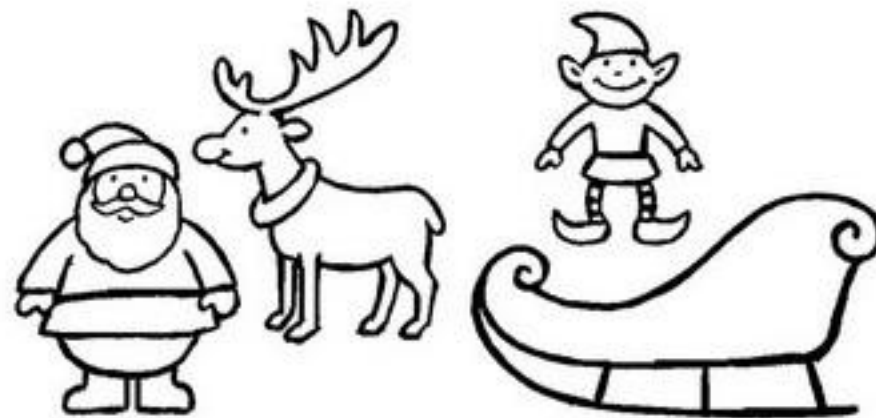
Quick! Come on! Put on your coat! (R)
jingle bells

Materials and preparation:

Class Book pages 66–67

CD2: Listeners 42–44

Christmas, sleigh, reindeer, and elf (elves). Explain that the elves are Father Christmas's special helpers. Explain the meaning of *Christmas Eve*.



- Say *Open your Class Books at pages 66 and 67* and hold up your book. Play Listening 42. The children listen and follow in their books.
- Talk about each story frame in turn. Ask simple questions in English, e.g. *Who's this?*
- Point to various items and ask *What's this?* to review the vocabulary. Ask *How many reindeer/dolls/cars are there?* Point to frame 4, look puzzled, and ask *What's the matter? Where's Father Christmas?*
- Play the story again. This time pause the recording after each frame and read the text with the class. Use this opportunity to clarify any new language.
- Invite four volunteers to read the parts of *Sid, Pip, Father Christmas*, and the *reindeer*. Repeat with other groups of pupils.



Audio script

Presenter: Class Book Listening 42. Listen and read.

Elves: It's Christmas Eve! It's Christmas Eve!
Hurry! Hurry! Hurry! It's Christmas Eve!

Sid: Two dolls... and three cars. OK, Pip?

Pip: Two dolls... and three cars. OK!

Sid: Now... six reindeer.

Pip: How many reindeer?

Reindeer: Six!

Sid: But where's Father Christmas?

All: Where's Father Christmas?

Pip: Hmm. Wait a minute!

Pip: Wake up! Wake up! It's Christmas Eve!

Father Christmas: Is it?

Pip: Quick! Put on your coat!

Father Christmas: Is it Christmas Eve?

All: Where's Father Christmas?

Father Christmas: I'm here! Come on!

Father Christmas: Happy Christmas, everyone! And thank you, Pip!

All: Goodbye!

1 Introduction

- On the board write the phrase *Happy Christmas!* and see if anyone can read it. Explain what it means. See if the children can remember any Christmas words in English.
- Talk about Christmas in Britain, using as many English words as possible. Explain that British children get very excited on *Christmas Eve* (December 24th). Before they go to bed at night they hang up big, colourful stockings, either at the end of their bed or on the mantelpiece. They believe that when they are asleep in their beds *Father Christmas* will arrive on his *sleigh*, pulled by his *magic reindeer* through the sky. The *sleigh* is full of toys, which *Father Christmas* delivers to the children and puts in their *stockings*. Many children leave a drink and a snack for *Father Christmas* and a carrot for his *reindeer*. On Christmas morning, children all over the country wake to find their *stockings* filled with *presents* – and usually whatever has been left for *Father Christmas* and his *reindeer* has been eaten or drunk. It's no surprise that *Father Christmas* is so big and round!
- Invite the children to talk about how they celebrate *Christmas* in their homes (L1). Ask: Do you have a Christmas stocking? Who brings you presents? Do you have a Christmas tree? Do you decorate it? What with?

2 Christmas play



- Teach the key words that the children will need in order to understand the gist of the play. Use simple board drawings or the pictures in the book to teach *Father*

Teacher tips!

Oxford iTools You can also present the Christmas play on an interactive whiteboard using the iTools disk.

3 Classroom theatre

- Invite a group of volunteers (including five more reindeer) to come to the front and act out the story. Use either a box or some chairs as the sleigh.

4 Song

- Ask if anyone can remember any Christmas songs. If they remember *We wish you a merry Christmas* from *Happy House 1*, sing it with them to get them in the mood.
- Play *The Christmas song* straight through while the children listen. Ask them if they recognize the tune.
- Read the words slowly while the children follow in their books. Explain the meaning of *jingle* (the sound that Father Christmas's sleigh bells make), *tomorrow*, and *Christmas Day*.
- Invite the class to repeat each line after you.
- Play the song again. Encourage the children join in.



Audio script

Presenter: Class Book Listening 43. Sing: The Christmas song.

Jingle bells, jingle bells, jingle all the way.
Look! It's Father Christmas in his magic sleigh!

Oh! Jingle bells, jingle bells, jingle all the way.
Hurry, Father Christmas, tomorrow's Christmas Day!

Hooray! Happy Christmas!

Teacher tips!

Oxford iTools You can also present *The Christmas song* on an interactive whiteboard using the iTools disk.

You can present the traditional Christmas carol, *O Christmas Tree*, on an interactive whiteboard using the iTools disk.

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 44).

An Easter play

Children will:

- talk about how Easter is celebrated in Britain and at home
- read and act out a play
- sing an Easter song
- make an Easter basket (optional)

Key language:

Happy Easter!
chicken duck snake crocodile baby
Is this my egg?
egg basket

Additional language:

To...
From...

Materials and preparation:

Class Book pages 68–69
CD2: Listeners 45–47

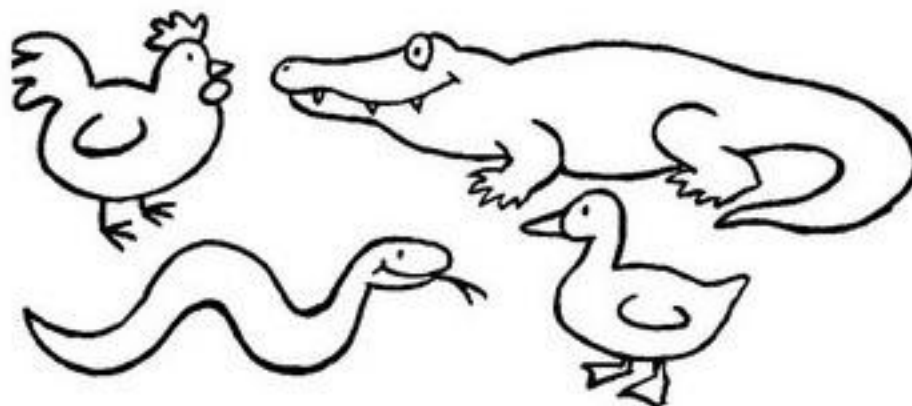
1 Introduction



- Say *Open your Class Books at pages 68 and 69*. Write the numbers on the board.
- Read the heading *An Easter play*. See if anyone can guess what it means. Write *Easter* on the board. Ask the children to tell you any words (in English or in L1) they can think of to do with Easter. Talk about what Easter means to the children. Ask them (L1) how and where they celebrate it. What do they eat? What do they do? What do they give each other?
- Explain that in Britain, people often give their friends and family members chocolate Easter eggs and Easter cards.

2 Easter play

- Teach/revise the words for the animals in the play: *chicken*, *duck*, *snake*, and *crocodile*. Draw pictures on the board or hold up your book and ask *Where's the (chicken)?* Then point to the animals in turn and ask *What's this?*



- Point to the first story frame and read the words aloud to the class. Ask *What's the matter?* Ask the children why Mother Chicken is sad (she can't find her egg).
- Play Listening 45. The children listen and follow in their books.
- Point to each frame in turn and talk about what is happening. Ask simple questions in English, e.g. *Who's this? Is this Mother Chicken's egg?*
- Play the story again. This time pause the CD after each frame and read the text with the class.
- Invite volunteers to read the eight parts. Repeat with other groups of children.

2⁴⁵ Audio script

Presenter: Class Book Listening 45. Listen and read.

Mother Chicken: Hello! I'm Mother Chicken.
Now, where's my egg?

Duck: Hello, Mother Chicken!

Mother Chicken: Hello, Duck! Is this my egg?

Duck: No, this is MY egg... and this is my baby duck!

Baby duck: Hello!

Snake: Hello, Mother Chicken!

Mother Chicken: Hello, Snake! Is this my egg?

Snake: No, this is MY egg... and this is my baby snake!

Baby snake: Hello!

Crocodile: Hello, Mother Chicken!

Mother Chicken: Hello, Crocodile! Is this my egg?

Crocodile: No, this is MY egg... and this is my baby crocodile!

Baby crocodile: Hello!

All: Look, Mother Chicken! This is your egg!

Baby chicken: And I'M your baby chicken. Hello!

Teacher tip!

Oxford iTools You can also present the Easter play on an interactive whiteboard using the iTools disk.

3 Classroom theatre

- Divide the class into groups of eight to practise the play. Invite the groups to come to the front and act out the play for their classmates.
- Arrange a simple 'set' at the front of the class. You could use a large box with an egg drawn on the front for the baby animals to jump out of, or you could paint and cut out a large egg shape and stand it against a chair.

Teacher tip!

The children could make masks for the different animals.

4 Song



- Play Listening 46 while the children listen and follow the words in their books. This is a simplified adaptation of a traditional English song.
- Read the words slowly while the children follow in their books. Explain any new words. Explain that tea is a meal that British people have in the late afternoon. This might simply be a cup of tea and some cakes or sandwiches, but some children use the word *tea* to talk about their evening meal.
- Invite the children to repeat each line after you.
- Play the song again. Let the children join in.

2⁴⁶ Audio script

Presenter: Class Book Listening 46. Sing: The Easter song.

Chick, chick, chick, chick, chicken,
Have you got an egg for me?
Chick, chick, chick, chick, chicken,
Have you got an egg for me?
Have you got an egg for Easter?
A nice egg for my tea?
Oh! Chick, chick, chick, chick, chicken,
Have you got an egg for me?

Teacher tips!

Oxford iTools You can also present the Easter song on an interactive whiteboard using the iTools disk.

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 47).

You could get the children to make the Easter basket Craft activity from the MultiROM. When they have finished it, they could either take it home as a gift for their families, or put it in their Portfolio.

Classroom games

Word and picture games

Many of the simpler matching games listed below can also be played in pairs using the cut-out picture and word cards from the Teacher's Resource Book.

Chinese whispers

Divide the class into three or four teams and line the teams up so that the first person is facing the board and the other members of the team are sitting in a line behind him / her. On the board place a selection of word cards for the vocabulary you want to practise. Show the last player in each team a picture flashcard and tell him / her to whisper this word to the next player in the team. The word is then passed up the line by each child whispering it to the classmate in front. When the word reaches the player at the front of the line and nearest the board, he / she must go to the board and select the correct word card. Award a point for every correctly matched card.

Choose a card!

Place all the picture cards for the vocabulary that you want to practise on the board. Invite a volunteer to come to the front of the class. Hold out the six word cards face down. Invite the volunteer to take a word card. He / she must then select the corresponding picture card. Encourage the rest of the class to say whether he / she is right or wrong. Repeat for the rest of the cards with other volunteers.

Disappearing pictures

Place the picture flashcards for the words that you want to practise in a row on the board. Hold up one of the word cards and invite a volunteer to come and place the word card directly under the correct picture card. Do this for all the cards, choosing a different volunteer for each word card. Point to each of the picture and word pairs. Invite the children to say each word as you point to the pair of cards. Turn over one of the picture cards and go through the sequence again. This time one of the pictures is missing and only the word card is left, so the children must say the word from memory and / or with the help of the word card. Turn over another picture card. Continue until you have turned over all the picture cards. This time, point to the words in random order. When the children say a word, turn over the picture card to check that they are saying the correct one. Continue until you have all the picture cards turned over again.

Find your partner

Give out picture flashcards for known vocabulary to half the class. Give the other half of the class the corresponding word cards. Tell the children to move around the room (or play this outside if you can) and find the child with the matching word or picture. You can make this into a team game by dividing the class into two or three teams and giving each team a different lexical set. Give half the team the word cards and half the team the picture flashcards. The first team to match all their words and pictures correctly, wins the game.

Mystery pairs

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

One picture, lots of words

Give out six picture flashcards for known vocabulary that you want to practise. As you do so, ask *What's this?* Hand out word cards for the same six items of vocabulary to the other children in the class. Hand out additional copies of the word cards to the rest of the class, so that each child has one card. Invite the children with word cards to stand up and find the child holding the corresponding picture flashcard. When they have done this, invite the children to hold up their cards in their groups. Their classmates check that they have matched the word cards and the picture cards correctly.

Point to it!

Hand out picture flashcards of the vocabulary that you want to practise to some volunteers, so that they have one card each. Tell each volunteer to hold up his / her card and review the words if necessary. Choose some more volunteers and give them the word cards for the same objects. Then tell each child to go and stand next to the child who is holding the correct picture flashcard. Say the words. The class point to the children holding the picture and word cards. Tell one of the children with a picture flashcard to sit down. Continue the activity. Repeat, so that eventually only the children with word cards are standing and the class are pointing to the words alone.

Read it, find it!

Place the colour word cards and the word cards for classroom objects face down in two columns on the board. Invite a volunteer to choose one card from each column and turn the cards over, e.g. *yellow* and *pencil-case*. Put the words next to each other and invite the class to read the words aloud. The children must then try to find the object in the correct colour in the classroom, i.e. a *yellow pencil-case*. The first child to do so can then come to the front and turn over another colour word card and another classroom object word card. When you have demonstrated with a couple of examples, divide the class into two teams. Select one volunteer from each team. The first of the two to find the correct object in the correct colour wins a point for his / her team.

Silent dictation

Choose about six word and picture cards for the lexis you want to practise. Hold up each word card in turn for the class to read aloud. Then stick the cards face up on one side of the board. Now, putting your finger to your lips to indicate to the children that they should not say the word, hold up one of the corresponding picture cards. Tell the children to identify the correct word card on the board and copy the word into their notebooks. Repeat for each of the six flashcards, placing each card on the other side of the board from the word cards. Invite volunteers to come to the board and match the word and picture cards so that everyone can check that they have written down the correct words.

Two by two

Divide the board in two. On one side of the board, place picture flashcards of the vocabulary that you want to review. On the other side of the board, place the word cards for the same vocabulary, but in a jumbled order. Divide the class into two teams. Call two members of the first team to the front of the class. Call out the word for one of the objects you are reviewing. Tell one child to find the correct picture and the other child to find the correct word. Award one point for each correct card chosen. Now call two members from the opposing team and do the same. Repeat until all the cards have been correctly selected.

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 (pen)?*, etc.

Where's that word?

Place some picture flashcards on the board in a row. Tell the class to look at the pictures carefully. Then turn all the cards over. Give the six word cards to six volunteers and tell them to place their word cards under what they think are the correct picture cards. Encourage the class to help each other as necessary and to work as a team. When all six word cards have been placed on the board, point to each of the picture cards and ask a question. For example, if the word below the card is *tiger*, ask *Is this a tiger?* Repeat for all of the cards. Turn over the picture cards and check.

Word and picture match

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

Word and picture race

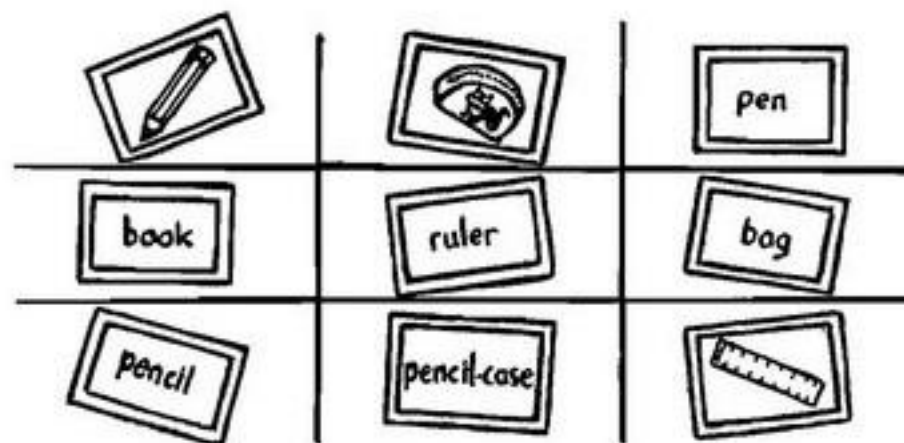
Select the picture flashcards and the corresponding word cards for the vocabulary you want to practise. Divide the board in half. Place half the word cards and half the picture flashcards on each side, so that you do not have a matching pair on the same side of the board, but so that there is an equal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

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

Word noughts and crosses

On the board, draw a large noughts and crosses grid. Ask the class if anyone knows this game. If there is time, you might like to ask some volunteers from the class to take it in turns to add a 0 or a X to the grid, to demonstrate the principle of the game.

In each of the nine squares on the grid add either a word or picture card, like this:



Divide the class into two teams, the noughts and the crosses. Ask a volunteer from each team in turn to choose a card by saying the word, e.g. *pencil*. The child must then come to the board and pick up the correct card. If there is both a picture and a word, he / she can choose either. If the choice is correct, he / she can place either a 0 or an X in that square for their team. If the choice is not correct, a volunteer from the opposing team can write a 0 or an X in a square. The first team to make a straight line of three squares wins the game. Repeat as necessary, changing the cards each time.

Word sets

Demonstrate the card game using picture flashcards. On the board place three picture cards, each one for a different word set that the children know, e.g. a classroom object, a number, and a character. Here is an example:



Hand out flashcards for other words in the same three word sets. One by one, invite each child to come to the front and place his / her card in the correct column. Invite the other children to correct and help as necessary. Repeat the activity, but this time use word cards instead of picture flashcards.

Word set relay

Decide on the word sets you want to revise and select the flashcards and picture cards for those words. Write the headings for the two sets on the board, e.g. *food* and *colours*. Make sure the children understand the headings before you start the game. Place word and picture cards for the six key lexical items for each set on the board, jumbled up. Divide the class into two teams and give each team a set to complete. The first member of each team must come to the board and place both a word card and the matching picture card under their column. They then return to their place and the next team member does the same. The first group to place all their word and picture cards in their set correctly wins the game. Repeat with other sets and different team members so that every child has an opportunity to play the game.

Small card games and classroom activities

The following instructions are for whole class games and activities but most of them can be played in pairs if you feel your class is up to it. However, it is always advisable to play the game as a whole class first so that the rules of the game are clear.

Bingo!

Draw a 3x2 square grid on the board and ask the children to copy it, making the squares approximately the size of their cut-out cards. Then ask them to choose six cut-out picture cards (or cut-out word cards if you want to practise word recognition) from a given set of vocabulary that you want to practise or revise. They place one card on each square. Call out words, one by one. As a word is called out, any child who has the corresponding picture card turns the card over. The first child to turn over all his / her cards wins the game.

Build a face game

For this game you will need some dice, pieces of paper, and pencils.

Write the numbers 1–6 on the board. Beside each number place a flashcard of a part of the face, making sure that number 6 is the face. As you do so, invite the children to say the words by asking, e.g. *What's number five?*

Divide the class into pairs or small groups. Give each group a dice and make sure each child has a piece of paper and a pencil to draw with.

Explain the rules of the game. The children take it in turns to throw the dice until they get a six. At this point they can draw the outline of a face. Once they have the face, they can add the other parts of the face by throwing the correct number according to the key on the board. If a child throws a number for a part of the face he / she has already drawn, he / she must wait until his / her next turn and throw again. The first child in each group to complete the face wins the game.

Chinese whispers

You will need chalk or board pens in different colours to play this game. Divide the class into three or four teams. Line the teams up so that the first person is facing the board and the other members of the team are sitting in a line behind him / her. Draw large circles on the board, one for each team. Point to each circle and say *This is a face*.

Explain to the children that they will hear a sentence describing their team's face. They must add features to the face following the description they have been given.

Demonstrate the game. Whisper a different sentence to the last child in each team. For example, if there are three teams, you could say *I've got a green nose, I've got blue hair, and I've got a yellow mouth*. Now tell each of these children to whisper the same sentence to the next child in his / her team's line. Repeat up the line until the sentence reaches the child who is sitting at the front of the line. This player goes to the board and draws the feature, in this case a green nose, blue hair or a yellow mouth, on the outline of his / her team's face. Then he / she goes to the back of the line, leaving a different child to draw the next feature on the face.

Continue until all the teams have completed their faces. You can award a point for each correctly interpreted sentence.

Colour dictation

Use the cut-out picture cards to review the vocabulary and the colour words. Before the children cut out the cards, tell them they are going to colour them in the colours you say. Say, for example, *It's a red chair. It's a pink T-shirt.*

Monster consequences

Give each child a large piece of paper. Tell the children to write their names on the back.

Say *Draw a big face.* Each child should draw a large circle which takes up most of the page. Demonstrate your instruction.

Explain to the class that they are going to listen to your instructions and draw a funny monster. Say, e.g., *Draw three eyes on your monster.* Once the children have drawn three eyes they pass the paper on to a classmate so that everyone now has a different piece of paper.

Add another instruction, e.g., *Draw five ears on your monster. Draw two mouths. Draw six teeth. Draw green hair.* After each instruction the children draw and then pass the piece of paper on. Continue until the class have completed their monster faces.

Invite volunteers to hold up their pieces of paper in front of their faces like a mask. They describe their faces. Let each child say one sentence, e.g. *I've got green hair.*

Numbers and pictures

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

Picture roulette

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

Picture / word sequences

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

Show me the card

Use the small picture cards to practise and review target vocabulary quickly and simply. For example, say to the class *Show me the tiger!* Everyone in the class must then hold up the picture card of a tiger.

You can repeat this activity using words and pictures. Call out a word and invite the children to find both the picture and the word.

Word set posters

On the board write a heading for each of the lexical sets covered so far. Invite children to suggest some words for each set.

Divide the class into five groups. Give each group a large sheet of paper or card and assign one of the word sets to each group.

Each group then designs a poster for their set. Each poster should clearly show the six words and pictures. You can then use the posters regularly in your teaching to review the lexis.

Projects

Below are a few project ideas you might like to use with your class to reinforce and extend the vocabulary for the topic of each unit.

Unit 1

Our friends

- Invite the children to bring in an animal toy of their own. Encourage the children to tell their classmates about their animals. Use questions to help them express themselves, for example, *What is it? What's his name? How old is it? Does it sleep in your bed with you?* Help the children to write a short 'profile' of their animal, e.g.
This is Leo.
Leo is a lion.
Leo is yellow.
Leo is six years old.

Our favourite animals

- Give each child in the class a large piece of paper on which to draw and colour their favourite animal.
- Go round the class and hold up all the animal pictures asking *What's this?* Teach any new animal words and write them on the board. Tell each child to label his / her picture then use them to make a display around the classroom.

Unit 2

Colour mobiles

Divide the class into six groups. Give each group a colour. Then tell each child to draw a simple object and colour it in that one colour. Suggest some examples of what they might draw, e.g. *chair, book, clock*, etc. The children then carefully cut out their objects so that each group has several objects but all in the same colour. Tell all the children to cut out their objects. Make a small hole in the top of each one and thread through a piece of string. Attach all the objects of the same colour to the base of a wire coat hanger. Invite one child from each group to write their colour word on a separate piece of paper and attach this to the coathanger too. These can then be displayed around the room.

My classroom cupboard

Give each child a sheet of A4 paper or thin card, coloured if possible, which he / she should lay lengthways across the desk before folding each end carefully into the middle to create a simple 'cupboard'. Add door handles to complete the effect. If you want to, you can also draw one or two shelves inside.

The children can then 'fill' their cupboard by drawing and / or writing classroom words for things they might like to put in their cupboard, for example, pens, pencils, books, pencil-cases, tables, chairs, a board etc. You can then display the cupboards around the room.

Unit 3

Classroom shopping lists

Invite the children to bring in containers for foods that they like or regularly eat. Teach them the words in English and write them on the board. Then invite the class in groups to write the shopping lists for these foods which they can then display around the classroom.

Foods I like and don't like

The children collect magazine pictures and food labels of things they like and don't like. Each child then makes a small poster by dividing the page in half and writing *I like ...* as a heading for one half of the page and *I don't like ...* as the heading for the second half of the page.

Unit 4

Labelled faces

Children draw large faces on sheets of paper. If you prefer, you could use paper plates.

Display the faces around the classroom. Children then copy or write labels for the parts of the face and connect each label to the face with a piece of string.

Faces in a crowd

Make a display on the wall. Tell each child to cut out a picture of a person in a magazine and to write a speech bubble for him / her, e.g. *Hello, I'm (his / her name). I've got black hair and blue eyes.*

Stick all the magazine pictures and speech bubbles on a large sheet of paper to create a collage of faces which looks like a crowd of people.

Class survey

Draw two tables on the board, one for *hair colour* and one for *eye colour*. Invite the children to tell you the different colour words you should write as headings. Tell them to copy the tables into their notebooks.

Go around the class asking the children *What colour hair / eyes have you got?* Encourage confident children to answer with a sentence, e.g. *I've got brown hair.*

Record the answers in the table, or ask a volunteer to do this for you. Show the children how it is easier to record the numbers if you use a tally mark for each child and mark groups of five (*||||*). When the survey is complete, count up the tally marks and record the totals for each colour. Ask *How many children have got (blond) (hair)?*, etc.

Label a body

Children work in groups. Each group chooses one child to lie on a large piece of paper and draw round. The group then colour / paint their outline drawing adding facial features and other details such as clothes etc. The children then cut out their life-size figures and display them in the classroom. Children then write large labels for the different parts of the face / body, using string to join each label to the correct body part.

Unit 5

Make a class house

Use a large cardboard box. Stand it on its side and, using pieces of cardboard attached to the inside of the box, divide it into four sections. Label each section with the name of a different room: *bedroom, bathroom, sitting room, and kitchen*. Divide the class into four groups. Allocate each room to a group. Using small boxes, cardboard tubes, cotton reels, pieces of fabric etc. each group makes small items of furniture for your miniature house.

Make door signs

Help the children to make simple door signs for some of the rooms in their house. They write the word and decorate the sign. You may need to give the children more words for rooms not covered in this unit, e.g. *Playroom, Dining room*. Help them to use *'s* and *my* for bedrooms if they would like to (*My bedroom, Juan's bedroom*, etc.)

The children can take their signs home and attach them to the doors at home using reusable adhesive.

Unit 6

Summer outfits

Tell the children to draw a picture of themselves in summer clothes. Tell them to draw themselves wearing *shorts*, a *T-shirt*, a *sunhat*, and *sandals*. On the board write the following: *It's Summertime! I'm wearing shorts, a T-shirt, a sunhat, and sandals*. Tell the children to copy the text under their pictures and complete it by adding a colour for each item of clothing.

Summer snapshots

Invite children to bring to class photographs or pictures of themselves in the summer. The children can tell their classmates where they are and what they are wearing.

Pack your suitcase

Give each child a large piece of paper. On the board draw a simple outline of a suitcase and tell the children to copy this onto their sheet of paper, making it as large as possible. Alternatively, you could draw an outline of a suitcase onto a sheet of A4 and make a copy for each child. Explain to the class that they too are going on holiday and that each child should choose eight things to pack. Tell the class to draw the things in their suitcases and then to colour them. While they are working, go around the class teaching any new vocabulary the children might need, e.g. a camera, a passport, a bucket. When everyone has finished, invite the children to stand up and tell the rest of the class what they have packed. Write any new vocabulary on the board and tell the children to label the items in their suitcases. Cut out and display the suitcases around the class.

Unit 7

Famous people

Talk about famous personalities and what they can and can't do. The children collect pictures from magazines or draw pictures, and write about them, e.g. *(Name) can sing very well*.

Vocabulary

This list contains all the key words and phrases from the six main units of *Happy House 2*.

The number after each word or phrase indicates the unit where it first appears as key language. (R) indicates vocabulary that is revised from *Happy House 1*.

The underlined words constitute the core vocabulary for *Happy House 2*. There is a flashcard for each of these words.

bag (R)	dog (R)	home Culture
<u>bathroom</u> 5	downstairs 5	hopping 7
<u>ball</u> 7	<u>dress</u> 6	How many ...? (R)
<u>bedroom</u> 5	drive (verb) 6	
Be careful! 3	drum (R)	I can ... (R)
bed (R)	duck Festivals	I can see ... 1
big 4		I can't ... (R)
<u>bike</u> 7	<u>ears</u> 4	I don't know (R)
black 4	Easter Festivals	I don't like ... 3
blond 4	egg (R)	I like ... 3
blue (R)	eight (R)	I'm ... (R)
<u>boat</u> 7	elf Festivals	I'm playing 7
<u>book</u> 2	exercise book Culture	I'm wearing ... 6
<u>bread</u> 3	<u>eyes</u> (R)	I've got ... (R)
brown 4		ice cream 3
butter 3	<u>face</u> (R)	in 2
	Father Christmas Festivals	in the house 2
cake (R)	feet (R)	Is it a ...? (R)
car (R)	fields 3	It's a ... (R)
castle Culture	<u>fish</u> 3	
cat (R)	five (R)	Jack (R)
cereal 3	fly 1	jumping 7
<u>chair</u> 2	four (R)	
<u>cheese</u> 3	fridge 3	<u>kitchen</u> 5
chick Festivals	friend 2	
chicken Festivals		left 5
Christmas Day Festivals	<u>garden</u> 5	lemonade 3
class Culture	Goodbye! (R)	Let's go! 7
classroom Culture	green (R)	<u>lion</u> 1
climb trees 1	guitar (R)	Look at my ... 4
<u>clock</u> 2		loud 2
coffee 3	<u>hair</u> 4	lunch box Culture
cow 3	<u>hall</u> 5	lunchtime 5
<u>crocodile</u> 1	hands (R)	
cupboard 3	hat (R)	milk 3
	hear 4	<u>monkey</u> 1
Dad (R)	Hello! (R)	mouse (R)
Daisy (R)	Here's some ... 3	<u>mouth</u> 4
doll's house 5	hiss 1	Mum (R)
Do you like ...? 3	holiday 7	my 1

nine (R)
 no (R)
nose 4

 one (R)
 orange (R)
 orange juice 3
 Otto (R)

pasta 3
pen 2
 pencil (R)
 pencil-case (R)
 phone 5
 pink (R)
 pirate ship Culture
 play (verb) (R)
 pocket 5
 pulling 7
 pushing 7
 Polly (R)

 quiet 2

 rainy 6
 red (R)
 reindeer Festivals
rice 3
 riding my bike 7
 right 5
 roar 1
 Ruby (R)
 ruler (R)
 run 6
 running 7

sandals 6
 school bag Culture
scooter 7
 see 4, 6
 seven (R)
 shoe (R)
shorts 6
 sing (R)
 Sit down! 6

sitting room 5
 six (R)
 skipping 7
skipping rope 7
 sleigh Festivals
 slow 2
 smell 4
snake (R)
 snap 1
 snowy 6
 sock (R)
 soup 3
 Spike (R)
 spots 4
 Stand up! 6
 Stop! 7
sunhat 6
 sunny 6
 swimming 7

table 2
 tail 4
 Take off your...
 taste 4
 tea 3
teacher 2
 teeth (R)
 television 5
 ten (R)
 This is ... 1
 three (R)
tiger (R)
Tina 1
 toothbrush (R)
 touch 4
 train (R)
trainers 6
trampoline 7
T-shirt (6)
 tummy 4
 two (R)

 upstairs 5

washing machine 5
 water 3
 Well done (R)
 wheat 3
 Where's ... (R)
 windy 6

 yellow (R)
 yes (R)
yoghurt 3
 your 2

zebra 1