

C. N. GRIVAS

Happy Kids

Pre - Junior



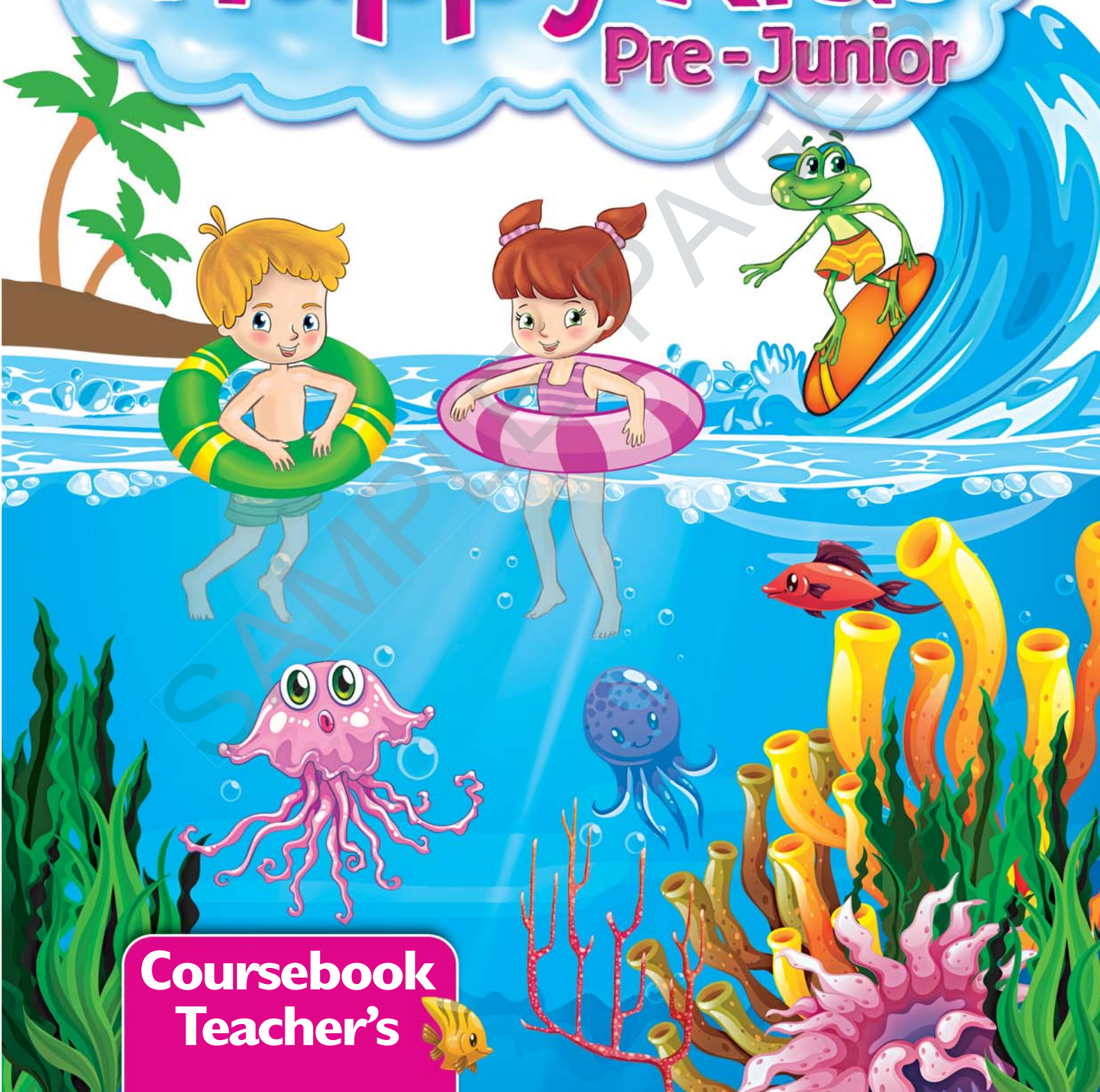
Coursebook
Teacher's

GRIVAS
publications



Happy Kids

Pre - Junior



Coursebook
Teacher's

Welcoming your young learners on their very first day

Imagine yourself as a shy six-year-old being taken to an English-language school for the very first time and you will realise how important your role as a teacher is in making that child feel welcome. Here are some tips to help you create a warm friendly environment for your young pupils.

- 1 You could play the first song as you welcome them with a nice smile and show them to their seat. It might be a good idea to ask them to sit in the same place for the next few lessons so you can make a seating plan and learn their names more quickly.
- 2 Once your pupils are settled, explain that you are their English teacher and introduce yourself by saying, 'Hello, I'm (your name)'. Now go to each pupil individually, shake their hand and say, 'Hello, I'm (your name)' and elicit their name.
- 3 Hold up their Coursebook and explain what **Happy Kids** means. Ask them to open their Coursebooks at page 3 (you don't have this page in the Teacher's Book) and Activity Books at page 3, and help them write their name in English.
- 4* Familiarise pupils with their new materials by asking pupils to turn to pages 6 and 7 and show them all the characters with their names. Explain to your pupils that **Billy** and **Lizzy** are best friends and that pupils will be following their adventures with **Iggy** and the other animals throughout the book. Since children always find animals interesting, point out **Iggy** the frog and his family. Explain that **Tasha** is his mother, **Henry** is his father, **Tibby** is his brother and **Elsa** is his baby sister. And, of course, there is **Roger** the rabbit and his sisters, **Itsy** and **Bitsy**.
- 5 Explain that they will have a lot of fun because they will have the opportunity to read interesting stories and do plenty of exciting activities such as **role-play**, **colouring**, **sticking**, **drawing** and **singing**.

It is important to remember that young children may feel unsure about speaking English in the beginning and that is why in **Happy Kids Pre-Junior** we ask them to carry out Listen and Repeat drills in unison before asking them to speak on an individual basis.

Bear in mind that our Pre-Junior pupils may be unfamiliar with the classroom environment, therefore, they need to be taught to stay in their seats and raise their hands when answering a question. Should your pupils become particularly restless during the lesson, which is something you have to expect, there are activities you can do with them to break up the lesson.

Above all, let's all remember that praise is the key to building our pupils' confidence and giving them the incentive to learn.

[* From page 6 onwards, the page numbering in the Pupil's Book is the same as that in the Teacher's Book.]

The purpose of this book is to help very young learners understand and say simple things in English. Therefore, learning is facilitated through intensive listening and repetition. Thus, there is no reading or writing apart from tracing.

TEACHING STAGES

There are 7 stages for each lesson:

STAGE 1 LESSON REVIEWS

In order to help refresh pupils' memory of any **previous words and structures**, there is a **Lesson Review**, utilising the **flashcards***, which you can do before you start the next lesson. This recommended drill consists of two parts:

Part 1 has been **recorded** and pupils revise the previous lesson briefly through a series of **Listen and Repeat** drills.

Part 2 includes active participation amongst pupils and is carried out with the help and guidance of the teacher.

All the Reviews can be found at the back of the **Teacher's Book** (pp. 105-137).

STAGE 2 LISTENING PRESENTATION [recorded]

This presents the **new lesson** through a series of **Listen and Repeat** drills, using **flashcards**.

STAGE 3 PRESENTATION & PRACTICE [by the teacher]

To help pupils further consolidate the new language material more easily, the **teacher also** presents the **new lesson** by using various teaching techniques. This way, young learners are more actively involved.

STAGE 4 DIALOGUE [recorded]

Pupils **listen to and repeat** a short dialogue based on the main picture of the lesson.

STAGE 5 COURSEBOOK – ACTIVITIES [recorded]

Here pupils practise very **simple listening skills** through a variety of enjoyable classroom activities such as colouring, **sticking**** and drawing. The **transcripts** for the **listening exercises** appear next to each exercise in the **Teacher's Book**.

STAGE 6 ACTIVITY BOOK – ACTIVITIES

Each lesson in the **Coursebook** is accompanied by two corresponding pages in the **Activity Book** and consolidates the work done in the **Coursebook** through creative activities.

STAGE 7 LET'S SING [recorded]

Singing short songs makes learning a pleasant experience. It is suggested that the song is heard and sung at the very end of the lesson. There are 11 songs. **Each song appears in 3 consecutive lessons** so that young learners will be able to learn them. There is also the **Happy Birthday song**, a **Christmas Carol** and an **Easter song**.

ADDITIONAL ACTIVITIES***

To maintain the element of fun, we have included additional activities for each lesson in the **Teacher's Book**. The teacher is informed of where and when to use the activities.

EXTRA ACTIVITIES***

Should teachers find themselves with extra time on their hands at the end of the lesson, they can turn to pages 105-137, at the back of the book, and choose one of the fun activities. These include **picture expansion**, **role-play activities**, entertaining **games** and many more for each lesson.

[* **142 flashcards** are provided to help in teaching and practising vocabulary. The same flashcards appear in a smaller size in the **Pupil's Book** (at the bottom of each lesson) to help pupils start recognising the words.]

[** There are **100 colourful stickers** to make pupils' learning more enjoyable.]

[*** Optional but recommended.]

Contents *

LESSONS	VOCABULARY & STRUCTURES	Page
Lesson 1 Hello!	hello, hi, bye-bye, Miss – I'm	8
Lesson 2 Look! A frog!	ball, frog, rabbit, look, yes, no – a	10
Lesson 3 My name's Iggy.	bag, What's your name?, My name's ... – It's a ...	12
Lesson 4 It's a cat!	dog, cat, aeroplane – an	14
Lesson 5 What's this?	pen, pencil, book, notebook – What's this?	16
REMEMBER! **		18
STORY 1 [Part 1] **	Hello! I'm Whizz!	20
Lesson 6 Wow! A tiger!	elephant, bear, tiger, hippo, lion – This is a / an ...	22
Lesson 7 It's an orange pencil.	red, blue, green, yellow, orange	24
Lesson 8 Sit down, please.	taxi, lorry, stand up / sit down, please, open / close your books, please, open / close the window, please	26
Lesson 9 I can see a car.	bike, train, bus, car – I can see a / an ...	28
Lesson 10 This is my dad.	dad, mum, brother, sister – my, This is my ...	30
Lesson 11 One, two, three.	yo-yo, robot, (numbers) 1-5, 2 cars, 3 cars, 4 cars, 5 cars, 3 dogs, 4 frogs, 5 robots – and	32
REMEMBER!		34
STORY 1 [Part 2]	Hello! I'm Whizz!	36
Lesson 12 Aa Bb	Aa, Bb, apple, boy	38
Lesson 13 Cc Dd	Cc, Dd, cake, desk	40
Lesson 14 Ee Ff	Ee, Ff, eye, ear, fish, flower	42
Lesson 15 Gg Hh	Gg, Hh, grandma, grandad, hat, horse	44
REMEMBER!		46
STORY 2 [Part 1]	The Lion King	48
Lesson 16 Ii Jj	Ii, Jj, ice cream, jam, jacket, fly	50
Lesson 17 Kk Ll	Kk, Ll, king, kite – or	52
Lesson 18 Six, seven, eight.	brown, black, pink, white, (numbers) 6-10	54
Lesson 19 Mm Nn	Mm, Nn, mouth, monkey, nose	56

Lesson 20 Oo Pp	<i>Oo, Pp, orange, octopus</i>	58
REMEMBER!		60
STORY 2 [Part 2]	The Lion King	62
Lesson 21 Qq Rr	<i>Qq, Rr, queen</i>	64
Lesson 22 Ss Tt	<i>Ss, Tt, snake, sandwich, tree</i>	66
Lesson 23 Uu Vv	<i>Uu, Vv, umbrella, van, vase</i>	68
Lesson 24 Ww Xx	<i>Ww, Xx, window, box</i>	70
Lesson 25 Yy Zz	<i>Yy, Zz, zebra, zoo</i>	72
REMEMBER!		74
STORY 3 [Part 1]	The Rabbits and the Zebra	76
Lesson 26 This is my bedroom.	<i>bedroom, bed, chair – This is my ...</i>	78
Lesson 27 I can sing!	<i>swim, dance, sing, jump – I can ...</i>	80
Lesson 28 Can you swim?	Can you ... ?	82
Lesson 29 How are you?	How are you?, I'm fine, thank you.	84
Lesson 30 I've got a blue bed.	Good morning, I've got a / an ... , Have you got a / an ...?, thanks	86
Lesson 31 I've got big ears!	big, small	88
Lesson 32 I like ice cream!	<i>spaghetti, pizza – I like, I don't like ...</i>	90
Lesson 33 I don't like football!	<i>football, tennis, basketball – Do you like ... ?</i>	92
REMEMBER!		94
STORY 3 [Part 2]	The Rabbits and the Zebra	96
CELEBRATIONS		
1: Happy Birthday	<i>candle, balloon, present, It's my birthday!, Happy Birthday, How old are you? I'm ...</i>	98
2: Happy Christmas	<i>snowman, Santa, Christmas tree, Christmas – Happy / Merry Christmas</i>	100
3: Happy Easter	<i>basket, egg, Easter egg, Easter – Happy Easter</i>	102
Goodbye!		104
LESSON REVIEWS & EXTRA ACTIVITIES		105-137
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STICKERS		

[* In the **Pupil's Book**, these two contents pages (4,5) have been replaced by two pictures showing two of the main characters, Billy and Lizzy. The rest of the pages in the **Pupil's Book** correspond to the **Teacher's Book**.]

[** These sections revise and consolidate material previously taught in a fun and enjoyable way. Note that the **Remember!** lessons are only in the **Coursebooks**.]

Happy Kids

CD1 Track 2



Roger

Billy



Elsa



Iggy



Lizzy



Tasha



Tibby



Henry



Bitsy



Itsy



1

Hello!



1



2



Lesson 1 *[Setting the scene: Explain to your pupils that in this lesson Billy and Lizzy meet in a park and they introduce themselves.]*

New words / phrases: **hello, hi, bye-bye, Miss** (replace **Miss** with **Mr** if necessary) – **I'm**

Flashcards: 1 [Billy], 2 [Lizzy]



STAGE 1 INTRODUCTION *[Not included in the IWB Software.]*

Introduce yourself to the pupils.

- 1 Hello! (explain **hello**)*
- 2 (your name – pointing to yourself)
- 3 I'm
(explain **I'm** – pointing to yourself)

STAGE 2 LISTENING PRESENTATION ** CD1 Tracks 3-7

Have pupils listen to the CD and repeat each word / phrase twice***.

- A**  Hello! (class just listens)
 Hello! (class listens and repeats in chorus)
 Hello! [You repeat the word, class listens. Then you ask each pupil to repeat after you individually.]
- [The **same procedure** is followed for all the recorded **Listening Presentations** and **Reviews**.]
- B** (hold up flashcard 1 [Billy], pointing to Billy)
 1 Billy.
 2 I'm Billy.
 3 Hello, I'm Billy. } [do the same as in A]
- C** (hold up flashcard 2 [Lizzy], pointing to Lizzy)
 1 Lizzy.
 2 I'm Lizzy.
 3 Hello, I'm Lizzy.
- D** (hold up flashcards 1 [Billy], 2 [Lizzy])
 1 Hello, Billy! (pointing to Billy)
 2 Hi, Lizzy! (pointing to Lizzy) (explain **hi**)
 3 Bye-bye, Billy! (explain **bye-bye**)
 4 Bye-bye, Lizzy!

STAGE 3 PRESENTATION & PRACTICE (by the teacher) *[Not included in the IWB Software.]*

Have pupils repeat as many times as necessary.

STEP 1

Teacher: Hello!

Class: Hello!

(Now ask all the girls to say **hello**,
and all the boys to answer **hello**.)

STEP 2

1 Teacher: (Your first name, pointing to yourself.)

Class: (repeats teacher's name)

2 (Point to each pupil, expecting them to tell you their first name.)

Pupil 1: ... (his / her first name)
 Pupil 2: ... (his / her first name) } [do the same with each pupil]

3 Pupil 1 to Pupil 2: Hello!

Pupil 2 to Pupil 1: Hello!

[greeting each other in pairs – all pupils]

STEP 3

1 Teacher: Hello! I'm Miss
 (explain **I'm Miss**)

Class: Hello, Miss

2 Teacher to Pupil 1: Hello! I'm Miss
 Pupil 1: Hello! I'm ... (his / her first name)
 [do the same with each pupil]

* Pupils' mother tongue should **only** be used to explain things **when absolutely necessary**.

** The recorded **LISTENING PRESENTATION** section will help pupils familiarise themselves with the **correct English pronunciation, natural stress** and **intonation** by listening and repeating the language material.

*** The material for the **LISTENING PRESENTATION** has been recorded **twice**. The **first time** pupils **just listen** and the **second time** the whole **class repeats** it in chorus. Then stop the recording, repeat the recorded word / phrase and ask each pupil individually to repeat it after you. This is so that you can listen to each pupil's pronunciation to check if they pronounce each word / phrase correctly.

STEP 4

- Teacher:** Hi! I'm Miss
Class: Hi, Miss
- Teacher:** Hello! (ask class to answer **Hi!**)
Class: Hi! (Ask all the girls to say **hello**, and all the boys to answer **hi**.)

STEP 5

- Teacher to Pupil 1:** Hello (pupil's name)
Pupil 1: Hi!
- Pupil 1 to Pupil 2:** Hello! I'm (pupil's name)
Pupil 2 to Pupil 1: Hi! I'm (pupil's name)
[all pupils in pairs]
- Pupil 1 to Pupil 2:** Bye-bye (name of **Pupil 2**)
Pupil 2 to Pupil 1: Bye-bye (name of **Pupil 1**)

STAGE 4 DIALOGUE



Have pupils listen and repeat the dialogue.

Billy: Hello! I'm Billy.	} (point to the flashcards of Billy or Lizzy, holding them up each time they are speaking)
Lizzy: Hi! I'm Lizzy.	
Billy: Hello, Lizzy.	
Lizzy: Hi, Billy.	
Billy / Lizzy: Hello!	
Billy / Lizzy: Bye-bye!	

(This recorded dialogue is based on the main picture of the lesson and appears only in the Teacher's Book. It is recommended that any Additional Activities be done after the dialogue.)

For this stage, it is recommended that you follow the steps below:

- 1 Play the entire dialogue and pupils **just listen**.
- 2 Play the dialogue again, pausing after each sentence, so that pupils can **listen and then repeat what they hear in chorus**.
- 3 Play the dialogue a third time, pausing after each sentence, so that pupils can **listen** and then take it in turns to **repeat what they hear individually**.

STAGE 5 COURSEBOOK – ACTIVITIES

Have pupils do the activities in the Coursebook.

STAGE 6 ACTIVITY BOOK – ACTIVITIES

Have pupils do the activities in the Activity Book.

STAGE 7 ENDING THE LESSON



Play the song.

Let's sing

Song 1: Hello!

Hello, hello, I'm Billy.	..... Hello, hello.
Hello, hello, hello.	..... Hello, hello.
Hello, hello, I'm Lizzy.	..... Hi! Hi!
Hello, hello, hello.	..... Bye-bye!
Hello, hello.	.....

For the **song**, it is recommended that you follow the steps below:

- 1 Pupils **just listen** to the entire song.
- 2 Play the song again, pausing after each line, so that pupils can **listen and then repeat what they hear in chorus**.
- 3 Play the song a third time and encourage pupils to **sing along**. The song can then be repeated as many times as desired.

ADDITIONAL ACTIVITY

[Not included in the IWB Software, but you can use the main picture of the lesson (STAGE 4 – DIALOGUE) for the Picture Expansion.]

Picture Expansion

- ➔ Point to Billy and say 'Billy'. Pupils repeat. Point to Lizzy and have pupils respond this time 'Lizzy'. Point to Billy again and say 'Hello, Billy.'. Pupils repeat. Point to Lizzy again and have pupils respond this time 'Hello, Lizzy.'.

Goodbye

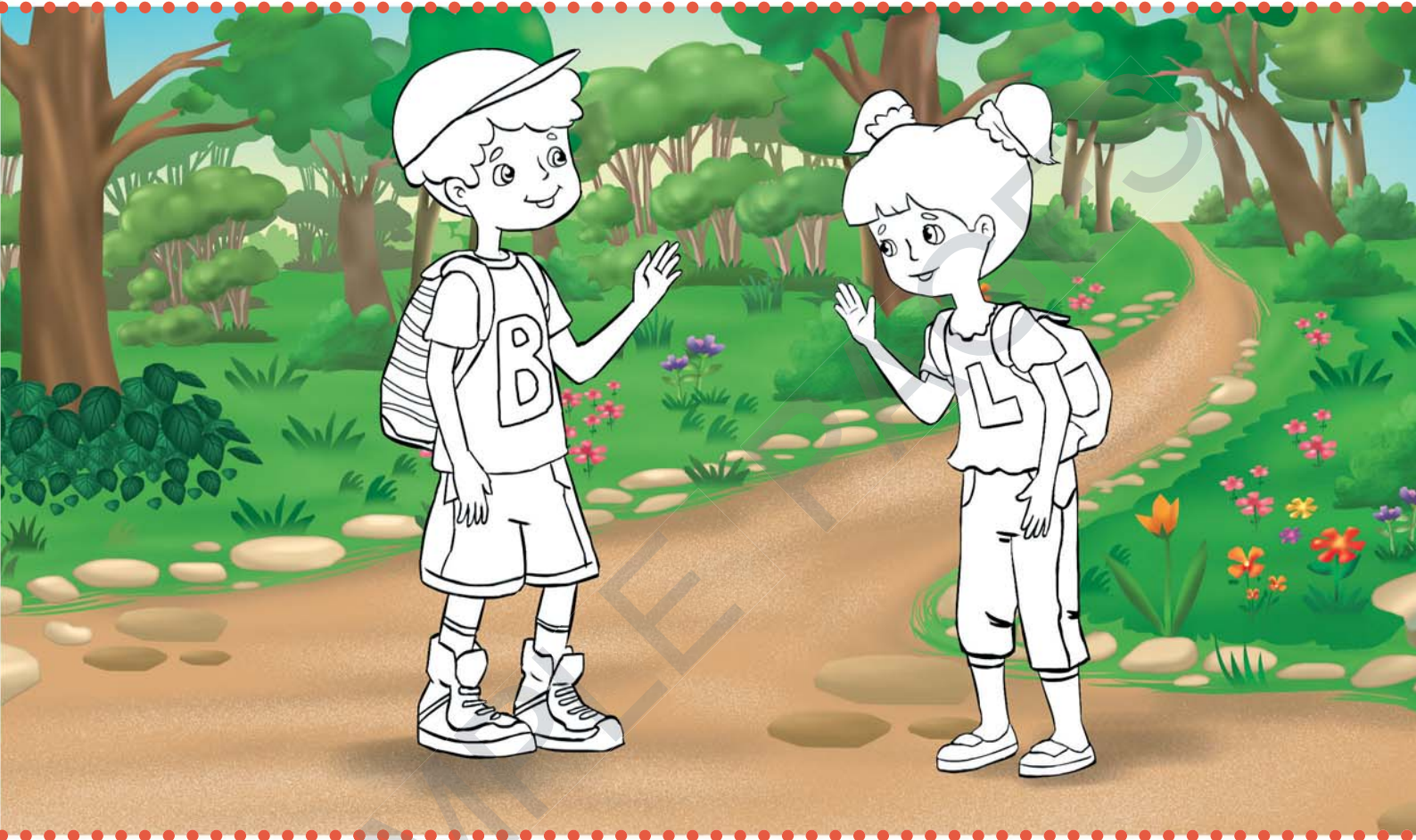
- ➔ As pupils leave the classroom, say 'Bye-bye.' to each of them by name and have them respond with 'Bye-bye, Miss ...'.

Activities

1 Colour the picture.



[As this is the first lesson, some pupils may not have brought coloured pencils with them. In this case, tell them to colour the picture at home.]*



2 Stick** and say.



[Show pupils where the correct stickers are at the back of the book. Then have them tell you who the characters are.]



[* All instructions appear in the Teacher's Book only (Coursebook and Activity Book).]

[** All **stickers** can be found at the back of both the Pupil's and the Teacher's Coursebook.]

2

Look! A frog!



3



4



5



Lesson 2 *[Setting the scene: Explain to your pupils that in this lesson while Billy and Lizzy are walking through a park, they see Iggy, his brother, Tibby, his sister, Elsa, and Roger the rabbit.]*

New words / phrases: **ball, frog, rabbit, look, yes, no – a** Flashcards: 3 [frog], 4 [rabbit], 5 [ball]

STAGE 1 REVIEW 1 (see page 106)

STAGE 2 LISTENING PRESENTATION



CD1 Tracks 10-13

Have pupils listen to the CD and repeat each word / phrase twice. *[same procedure as Lesson 1]*

A (hold up flashcard 5 [ball])

1 Ball.

A ball. (explain **a**)

(hold up flashcard 3 [frog])

2 Frog.

A frog.

(hold up flashcard 4 [rabbit])

3 Rabbit.

A rabbit.

B (hold up flashcard 5 [ball])

1 Look! A ball. (explain **look**)

(hold up flashcard 3 [frog])

2 Look! A frog.

(hold up flashcard 4 [rabbit])

3 Look! A rabbit.

C (hold up flashcard 3 [frog])

1 A rabbit? – No. (explain **no**)

(hold up flashcard 4 [rabbit])

2 A rabbit? – Yes. (explain **yes**)

STAGE 3 PRESENTATION & PRACTICE (by the teacher)

Have pupils repeat as many times as necessary.

STEP 1

1 (hold up flashcard 5 [ball])

Teacher: Ball.

Class: Ball.

2 **Teacher:** A ball.

Class: A ball.

STEP 2

Teacher to Pupil 1: Ball.

Pupil 1: Ball.

Teacher to Pupil 1: A ball.

Pupil 1: A ball.

[do the same with each pupil individually]

STEP 3

1 **Teacher:** Look! A ball.

Class: Look! A ball.

2 **Teacher to Pupil 1:** Look! A ball.

Pupil 1: Look! A ball.

[do the same with each pupil individually]

STEP 4

1 (hold up flashcard 3 [frog])

Teacher: A frog?

Class: A frog?

Teacher: Yes.

Class: Yes.

2 (hold up flashcard 3 [frog])

Teacher: A rabbit?

Class: A rabbit?

Teacher: No.

Class: No.

STEP 5

1 (hold up flashcard 3 [frog])

Teacher: Frog.

Class: Frog.

2 **Teacher:** A frog.

Class: A frog.

3 **Teacher:** Look! A frog.

Class: Look! A frog.

[do the same with flashcard 4 [rabbit]]

STAGE 4 DIALOGUE

Have pupils listen and repeat the dialogue (as in Lesson 1).

Lizzy: Look!
A ball!

Billy: Hmm! A ball.

Lizzy: Look, Billy!
A frog.

Billy: Look, Lizzy!
A rabbit.

Lizzy: Ah! A rabbit.

(This recorded dialogue is based on the main picture of the lesson and appears only in the Teacher's Book.

It is recommended that any Additional Activities be done after the dialogue.)

STAGE 5 COURSEBOOK – ACTIVITIES

Have pupils do the activities in the Coursebook.

STAGE 6 ACTIVITY BOOK – ACTIVITIES

Have pupils do the activities in the Activity Book.

STAGE 7 ENDING THE LESSON

Play the song.  **CD1 Track 17**

 **Let's sing** 

Song 1: Hello!

Hello, hello, I'm Billy.	..... Hello, hello.
Hello, hello, hello.	..... Hello, hello.
Hello, hello, I'm Lizzy.	..... Hi! Hi!
Hello, hello, hello.	..... Bye-bye!
Hello, hello.	.....

ADDITIONAL ACTIVITIES

[Not included in the IWB Software, but you can use the main picture of the lesson (STAGE 4 – DIALOGUE) for the Picture Expansion.]

① Picture Expansion

- ➔ Point to Billy and say 'Billy'. Pupils repeat. Point to Lizzy and have pupils respond this time 'Lizzy'. Point to one of the frogs and say 'A frog.'. Point to another frog and have pupils respond 'A frog.'. Point to the rabbit and have pupils respond 'A rabbit.'. Point to one of the balls and say 'A ball.'. Point to another ball and have pupils respond 'A ball.'.

② Role Play

- ➔ Pupils colour and then cut out the character face masks for **Billy** and **Lizzy**. (**Photocopiable material pages 140-141**)
- ➔ Pupils wear their **Billy** and **Lizzy** face masks and take it in turns (at the front of the class) to act out the dialogue between **Billy** and **Lizzy**. If necessary, play the dialogue again.

Goodbye

- ➔ As pupils leave the classroom, say 'Bye-bye.' to each of them by name and have them respond with 'Bye-bye, Miss '.

■ Time allowing, you can do the Extra Activities (page 106). *[Not included in the IWB Software.]*

Activities

1 Listen and stick.* CD1 Track 15



- 1 Look! A ball!
- 2 Look! A rabbit!
- 3 Look! A frog!

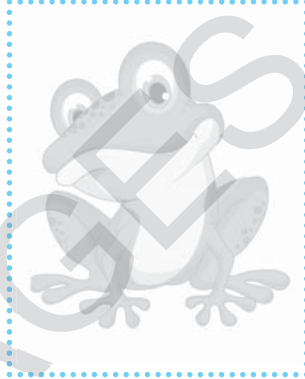
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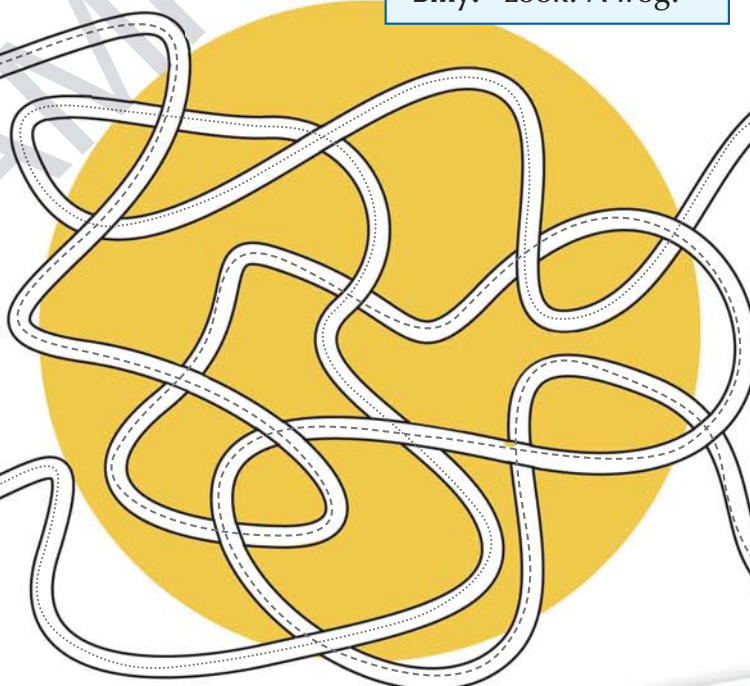


[* Show pupils where the correct stickers are at the back of the book. Pause the recording after each sentence to give pupils enough time to find and stick the correct sticker.]

2 Listen and find. CD1 Track 16



- Lizzy: Look! A rabbit!
Billy: Look! A frog!



3

My name's Iggy.



6



7



8



Lesson 3 *[Setting the scene: Explain to your pupils that in this lesson Billy and Lizzy introduce themselves to Iggy and Elsa, and then Iggy spots a bag.]*

New words / phrases: **bag, What's your name?, My name's ... – It's a ...**

Flashcards: 6 [Iggy], 7 [Elsa], 8 [bag] – 2 [Lizzy]

STAGE 1 REVIEW 2 (see page 107)

STAGE 2 LISTENING PRESENTATION



CD Tracks 18-21

Have pupils listen to the CD and repeat each word / phrase twice.

A (hold up flashcard 6 [Iggy])

1 Iggy.

(hold up flashcard 7 [Elsa])

2 Elsa.

(hold up flashcard 8 [bag])

3 A bag.

It's a bag. (explain **it's**)

4 Look! It's a bag.

B 1 What's your name? (explain **what's your name**)
Iggy.

2 What's your name?

Billy.

3 Hello! What's your name?

4 My name's Lizzy. (explain **my name's**)

C (hold up flashcard 2 [Lizzy])

1 I'm Lizzy.

2 My name's Lizzy.

3 Hello! My name's Lizzy.

4 Hi! My name's Lizzy.

STAGE 3 PRESENTATION & PRACTICE (by the teacher)

Have pupils repeat as many times as necessary.

STEP 1

1 (hold up flashcard 6 [Iggy])

Look! Iggy.

2 (hold up flashcard 7 [Elsa])

Look! Elsa.

3 (hold up flashcard 8 [bag])

Look! A bag.

STEP 2

Pupil 1 to Pupil 2: A bag.

Pupil 2 to Pupil 1: It's a bag.

[all pupils in pairs]

STEP 3

Teacher: Hello! I'm (teacher's name)

Pupil 1: Hi! I'm (pupil's name)

[do the same with all pupils]

STEP 4

1 **Teacher:** I'm My name's

2 **Teacher to Pupil 1:** My name's

Pupil 1: My name's

STEP 5

Pupil 1 to Pupil 2: Hello! My name's

Pupil 2 to Pupil 1: Hi! My name's

[all pupils in pairs]

STEP 6

1 **Teacher to Pupil 1:** What's your name?

Pupil 1: (pupil's name)

[do the same with each pupil individually]

2 **Pupil 1 to Pupil 2:** What's your name?

Pupil 2 to Pupil 1: (pupil's name)

[all pupils in pairs]

STEP 7

1 **Teacher to Pupil 1:** Hello! What's your name?

Pupil 1: My name's

[ask each pupil individually]

2 **Pupil 1 to Pupil 2:** Hello, what's your name?

Pupil 2 to Pupil 1: Hi! My name's

[all pupils in pairs]

STAGE 4 DIALOGUE

Have pupils listen and repeat the dialogue.

Billy: Hello! I'm Billy.
What's your name?

Iggy: Err, my name's Iggy.

Billy: Hello, Iggy!

Lizzy: Hello! My name's Lizzy.

Elsa: My name's Elsa!
My name's Elsa!

Lizzy / Billy: Hi, Elsa!

Mum: Billy! Lizzy!

Lizzy / Billy: Bye-bye, Iggy!
Bye-bye, Elsa!

Iggy / Elsa: Bye-bye!

Iggy: Hmm! A bag!
It's a bag.

STAGE 5 COURSEBOOK – ACTIVITIES

Have pupils do the activities in the Coursebook.

STAGE 6 ACTIVITY BOOK – ACTIVITIES

Have pupils do the activities in the Activity Book.

STAGE 7 ENDING THE LESSON

Play the song.

Let's sing

Song 1: Hello!

Hello, hello, I'm Billy.	.....	Hello, hello.
Hello, hello, hello.	.....	Hello, hello.
Hello, hello, I'm Lizzy.	.....	Hi! Hi!
Hello, hello, hello.	.....	Bye-bye!
Hello, hello.	.....

ADDITIONAL ACTIVITIES

[Not included in the IWB Software, but you can use the main picture of the lesson (STAGE 4 – DIALOGUE) for the Picture Expansion.]

1 Picture Expansion

- ➔ Point to an object in the picture and have pupils repeat it.

Teacher: (pointing to the bag) It's a bag.

Pupils: It's a bag.

Do the same with: *ball*, *frog* (point to the frog by the lily pad, on the left of the picture), *rabbit*.

2 Role Play

- ➔ Pupils colour and then cut out the character face masks for **Iggy** and **Elsa**. (**Photocopiable material pages 142-143**)
- ➔ Pupils wear their **Billy**, **Lizzy**, **Iggy** and **Elsa** face masks. In groups of four, they take it in turns (at the front of the class) to act out the dialogue between **Billy**, **Lizzy**, **Iggy** and **Elsa**. You can play the role of 'Mum'.

Goodbye

- ➔ As each pupil is about to leave, say:

Teacher: What's your name?

Pupil: My name's

Teacher: Bye-bye,

Pupil: Bye-bye, Miss

■ Time allowing, you can do the Extra Activities (page 107). [Not included in the IWB Software.]



1 Listen and stick.*

CD1 Track 23



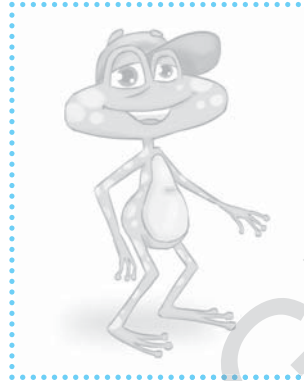
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2



3



4



1 Hello! My name's Elsa.

2 What's your name?
My name's Billy.

3 What's your name?

My name's Iggy.

4 Hello! I'm Lizzy.

[* Show pupils where the correct stickers are at the back of the book. Pause the recording after each sentence to give pupils enough time to find and stick the correct sticker.]

2 Listen and tick (✓).

CD1 Track 24



1



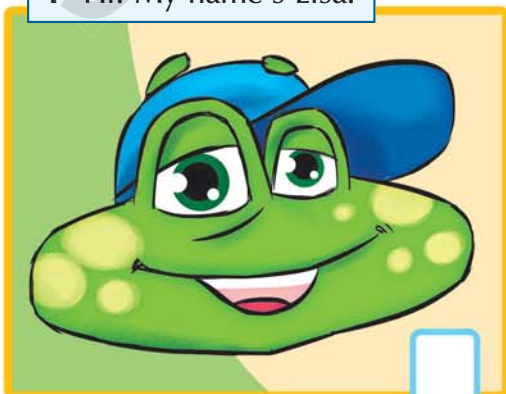
1 Hi! My name's Elsa.



2



2 Hello! I'm Iggy.





4

It's a cat!

1



2



9



10



11



Lesson 4 *[Setting the scene: Explain to your pupils that in this lesson Roger, Iggy and Elsa point out things they can see in the park and they play with the cat and dog.]*

New words / phrases: **dog, cat, aeroplane – an** Flashcards: 9 [dog], 10 [cat], 11 [aeroplane]

STAGE 1 REVIEW 3 (see page 108)

STAGE 2 LISTENING PRESENTATION CD1 Tracks 26-28

Have pupils listen to the CD and repeat each word / phrase twice.

A (hold up flashcard 9 [dog])

1 Dog.

A dog.

2 Look! It's a dog.

(hold up flashcard 10 [cat])

3 Cat.

A cat.

4 Look! It's a cat.

(hold up flashcard 11 [aeroplane])

5 Aeroplane.

An aeroplane.

6 Look! It's an aeroplane.

B (hold up flashcard 9 [dog])

1 A dog? –Yes.

(hold up flashcard 10 [cat])

2 An aeroplane? –No.

(hold up flashcard 11 [aeroplane])

3 An aeroplane? –Yes.

STAGE 3 PRESENTATION & PRACTICE (by the teacher)

Have pupils repeat as many times as necessary.

STEP 1

1 (hold up flashcard 9 [dog])

Dog.

It's a dog.

2 (hold up flashcard 10 [cat])

Cat.

It's a cat.

3 (hold up flashcard 11 [aeroplane])

Aeroplane.

It's an aeroplane.

STEP 2

(hold up flashcard 10 [cat])

Pupil 1: Cat.

Pupil 2: It's a cat.

(do the same with flashcards 9 [dog] and 11 [aeroplane])

[all pupils in pairs]

STAGE 4 DIALOGUE CD1 Track 29

Have pupils listen and repeat the dialogue.

Roger: Hello, Iggy!

Hi, Elsa!

Iggy & Elsa: Hi, Roger!

Roger: Oh! A dog!

It's a dog!

Iggy: Look!

Elsa: A cat!

Iggy: No, an aeroplane!

It's an aeroplane.

Elsa: Iggy! A cat!

Iggy: Yes! It's a cat!

STAGE 5 COURSEBOOK – ACTIVITIES

Have pupils do the activities in the Coursebook.

STAGE 6 ACTIVITY BOOK – ACTIVITIES

Have pupils do the activities in the Activity Book.

STAGE 7 ENDING THE LESSON

Play the song.  CD1 Track 32

 Let's sing 

Song 2: What's this?

What's this?	}	x2	Look! A tiger.
What's this?			Look! A lion.
It's a pencil.			Look! A tiger.
What's this?			Look! A lion.
What's this?			What's your name?
It's a pen.			Hi! Hi! Hi!
What's this?			I am Brian.
What's this?			I'm Brian.
It's a pencil.			
What's this?			
What's this?			
It's a pen.			
What's your name?			
Hi! Hi! Hi!			
I am Ben.			
I'm Ben.			

ADDITIONAL ACTIVITIES

[Not included in the IWB Software, but you can use the main picture of the lesson (STAGE 4 – DIALOGUE) for the Picture Expansion.]

1 Picture Expansion

- Say the following sentences from the dialogue and ask pupils to try and remember who said them. Use: 'A cat!' (Elsa) 'A dog!' (Roger) 'An aeroplane!' (Iggy)

2 Role Play

- Pupils colour and then cut out the character face mask for Roger. (**Photocopiable material page 144**)
- Pupils use the face masks for **Iggy, Elsa and Roger**. In groups of three, pupils take it in turns to act out the dialogue between **Iggy, Elsa and Roger**.

3 Game

- **Guess the animal:** Ask a pupil to come to the front of the class. Show them one of the animal flashcards (3 [frog], 4 [rabbit], 9 [dog] and 10 [cat]) and ask them to mime the animal so that the rest of the class can guess what it is.

Goodbye

- As each pupil is about to leave, ask them to mime one of the animals. Use: *frog, rabbit, cat, dog*. E.g. Say 'Frog.' and the pupil acts like a frog. Then say 'Bye-bye ...'.

■ Time allowing, you can do the Extra Activities (page 108). [Not included in the IWB Software.]



1 Listen and tick (✓).



1



2



3



- 1 Iggy: It's a dog.
Elsa: No!
Iggy: It's a cat.
Elsa: Yes!
- 2 Roger: It's an aeroplane.
Iggy: Yes. It's an aeroplane.
- 3 Lizzy: It's a ball.
Billy: No! It's a bag.

2 Listen and circle.



Look! A frog!
Look! It's a ball.
Look! It's a cat.

5

What's this?



12



13



14



15



Lesson 5 *[Setting the scene: Explain to your pupils that in this lesson Roger opens the bag and takes out a pen, pencil, book and notebook and asks what they are.]*

New words / phrases: **pen, pencil, book, notebook – What's this?**

Flashcards: 12 [pen], 13 [book], 14 [pencil], 15 [notebook] – 3 [frog], 4 [rabbit], 5 [ball], 9 [dog], 10 [cat], 11 [aeroplane]

STAGE 1 REVIEW 4 (see page 109)

STAGE 2 LISTENING PRESENTATION CD Tracks 33-36

Have pupils listen to the CD and repeat each word / phrase twice.

A (hold up flashcard 12 [pen])

1 A pen.

(hold up flashcard 14 [pencil])

2 A pencil.

(hold up flashcard 13 [book])

3 A book.

(hold up flashcard 15 [notebook])

4 A notebook.

B (hold up flashcard 12 [pen])

1 What's this? (explain **what's this**)
It's a pen.

(hold up flashcard 13 [book])

2 What's this?
It's a book.

(hold up flashcard 14 [pencil])

3 What's this?
It's a pencil.

(hold up flashcard 15 [notebook])

4 What's this?
It's a notebook.

C (hold up flashcard 12 [pen])

1 A pencil! –No. It's a pen.

(hold up flashcard 14 [pencil])

2 A pencil! –Yes. It's a pencil.

(hold up flashcard 13 [book])

3 A pen! –No. It's a book.

(hold up flashcard 15 [notebook])

4 A notebook! –Yes! It's a notebook.

STAGE 3 PRESENTATION & PRACTICE (by the teacher)

Have pupils repeat as many times as necessary.

STEP 1

1 (hold up flashcard 12 [pen])
Pen.

2 (hold up flashcard 14 [pencil])
Pencil.

3 (hold up flashcard 13 [book])
Book.

4 (hold up flashcard 15 [notebook])
Notebook.

STEP 2

1 (hold up flashcard 12 [pen])
What's this?
It's a pen.

2 [do the same with flashcards 13 [book], 14 [pencil], 15 [notebook]]

STEP 3

[Use flashcards pupils are familiar with in order to revise the material taught so far (3 [frog], 4 [rabbit], 5 [ball], 9 [dog], 10 [cat], 11 [aeroplane], 12 [pen], 13 [book], 14 [pencil], 15 [notebook]).]

Teacher: What's this?

Pupil 1: It's a / an ...

Teacher: What's this?

Pupil 2: It's a / an ...

[do the same with each pupil individually]

STAGE 4 DIALOGUE CD1 Track 37

Have pupils listen and repeat the dialogue.

Roger: What's this?	Roger: Look! A pencil.	Iggy: Ah, a book.
Iggy: Hmm, a pencil. It's a pencil.	Iggy: No. A pen! It's a pen.	It's a book, Roger.
Elsa: What's this, Iggy?	Roger: What's this?	Roger: A pen, a pencil, a pencil, a pen.
Iggy: A notebook, Elsa. It's a notebook.		

STAGE 5 COURSEBOOK – ACTIVITIES

Have pupils do the activities in the Coursebook.

STAGE 6 ACTIVITY BOOK – ACTIVITIES

Have pupils do the activities in the Activity Book.

STAGE 7 ENDING THE LESSON

Play the song.  CD1 Track 40

 Let's sing 

Song 2: What's this?

What's this?	} x2	Look! A tiger.
What's this?		Look! A lion.
It's a pencil.		Look! A tiger.
What's this?		Look! A lion.
What's this?		What's your name?
It's a pen.		Hi! Hi! Hi!
What's this?		I am Brian.
What's this?		I'm Brian.
It's a pencil.		
What's this?		
What's this?		
It's a pen.		
What's your name?		
Hi! Hi! Hi!		
I am Ben.		
I'm Ben.		

ADDITIONAL ACTIVITIES

[Not included in the IWB Software, but you can use the main picture of the lesson (STAGE 4 – DIALOGUE) for the Picture Expansion and Game.]

1 Picture Expansion

→ Point to each object in the picture and ask pupils what it is.

Teacher: (pointing to the ball) What's this?

Pupils: It's a ball.

Use: bag, book, notebook, pen, pencil.

2 Role Play

→ Pupils use the face masks for **Iggy**, **Elsa** and **Roger**. In groups of three, pupils take it in turns to act out the dialogue between **Iggy**, **Elsa** and **Roger**.

3 Game

Memory Game: Have pupils look at the picture in their coursebooks for one minute and then tell them to close their books. Ask each pupil in turn to name an object / character who is in the picture. (Iggy, Elsa, Roger, bag, ball, book, notebook, pen, pencil).

Goodbye

→ Have a pen and pencil in your hand. As each pupil is about to leave, ask him / her 'What's this?'. After they have answered correctly, say 'Bye-bye, ...'.

■ Time allowing, you can do the Extra Activities (page 109). [Not included in the IWB Software.]



1 Listen and tick (✓).



CD1 Track 38



1



Elsa: What's this, Iggy?
Iggy: It's a notebook.



2



Roger: What's this, Elsa?
Elsa: It's a pencil.



3



Iggy: What's this, Roger?
Roger: It's a pen.



2 Listen and stick.*

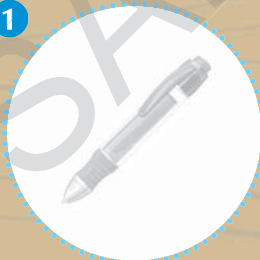


CD1 Track 39



[* Show pupils where the correct stickers are at the back of the book. Pause the recording after each sentence to give pupils enough time to find and stick the correct sticker.]

1



3



- 1 A pen.
- 2 A book.
- 3 A pencil.
- 4 A notebook.

2



4



Remember!

Lessons 1-5



Revise the words / structures taught in Lessons 1-5.

Step 1: Point at a picture (e.g. dog) and say the word.

Teacher: Dog!

Then pupils (individually or in chorus) repeat the word.

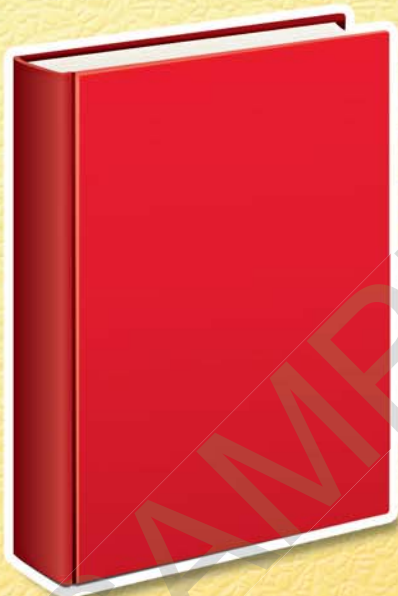
Pupil(s): Dog!*

Step 2: Point at another picture (e.g. cat) and say the word with **a / an**.

Teacher: A cat!

Pupil(s): A cat!*

[The purpose of this **Remember!** lesson is to help pupils consolidate both the vocabulary and the structures used in previous lessons. Instructions appear only in the Teacher's Book.]



Step 3: Then point at a different picture (e.g. bag) and say:

Teacher: What's this? It's a bag!

Teacher: What's this? (point at another picture and expect pupil(s) to answer **It's a / an ...** .)

Pupil(s): It's a / an *

[* Do the same for all pictures.]

[Setting the scene: Explain to your pupils that Buddy and Polly are brother and sister. As they are playing, they find a bag with a notebook and pen in it. Buddy draws a plane in the notebook and a genie called Whizz appears out of the picture and introduces himself. The plane then magically flies off the page and Whizz takes them for a ride in it. That's when Buddy falls off the wing into a big muddy pool where Hilda the Hippo is.]



Have pupils listen and repeat the dialogue. [Text appears only in the Teacher's Book.]

1 **Polly:** Look, Buddy! A bag!

Buddy: Ooh! What's this?

Polly: A notebook! It's a notebook.
Look! A pencil!

2 **Buddy:** Hmm! Huh!

Whizz: Hello! I'm Whizz.
What's your name?

Buddy: I'm ... I'm ... I'm Buddy.

Polly: Hi! My name's Polly.

3 **Polly:** Ooh, look! An aeroplane.
It's an aeroplane.

4



5



4 Buddy: Aargh!

5 Polly: Oh, no! Buddy!!!

Have pupils do the activities in the Activity Book.

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