

Lorena Roberts

Happy House

Activity Book

1

Teaching notes

OXFORD

1 Welcome to Happy House!

Cut-out 1: puppets

pages 39 and 41

- This activity can be used from lesson 1 onwards.
- Point to the characters in turn on pages 39 and 41 of the Activity Book and ask *Who's this?* Tell the children to colour and cut out the figures on both pages.
- Once the figures are coloured in and cut out, children can stick the puppet tabs together so that the figures stand up on their own.

Using the cut-out

- When the puppets are finished, or in a later lesson, you can use them to practise greetings. Hold up two puppets, e.g. Mum and Polly, and say *Hello, Mum! Hello, Polly!* Invite the children to do the same using their puppets. Do this first with the whole class. Then choose volunteers from around the class so that each volunteer has a different puppet.
- Play a game with the puppets. Invite each child to choose one puppet and hold it up. Using one of the puppets, e.g. Dad, greet another member of the family, e.g. Polly. Say *Hello, Polly!* All those children holding up Polly should answer *Hello, Dad!* Repeat with other puppets. Then invite volunteers to take over from you and choose a family member to greet.
- Do the same at the end of the lesson, but this time say *Goodbye!* to each of the puppets in turn before saying *Goodbye!* to the children as they/you leave the classroom.

Practice page 3

- This activity can be used from lesson 2 onwards.
- Remind the children of the meaning of *Hello!* and *Goodbye!* Leave the classroom and say *Goodbye!* as you go out. Come in again and say *Hello!* Repeat. This time encourage the children to respond with *Hello!* and *Goodbye!*
- Point to the two pictures at the top of page 3 of the Activity Book. For each picture, ask the class *What is Spike saying? Hello or Goodbye?*
- Tell the children to look at the other pictures and decide whether Spike is saying *Hello!* or *Goodbye!* Explain and demonstrate that they should then circle the correct small picture of Spike below each picture.
- Go through the answers with the whole class. Then invite volunteers to pretend to be the mice in the pictures and say *Hello!* or *Goodbye!*

Answers

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

Matching puzzle page 4

- This activity can be used from lesson 4 onwards.
- Point to each of the pictures on page 4 of the Activity Book and ask *Who's this?* to review the characters' names. Ask the class (L1) what time of day they think it is (morning). Ask them what clues there are in the pictures that it is morning.
- Point to Mum and ask *Who's this? What is she saying? Hello? Goodbye? Good morning?* Then point to the pictures on the right-hand side and ask *Who is Mum speaking to? Otto? (No), Daisy? (No), Polly? (Yes).* Say *Yes, well done! Mum is saying Good morning, Polly! And what is Polly saying? (Good morning, Mum!).* Invite pairs of volunteers around the class to be Mum and Polly. Repeat around the class.
- Quietly, working on their own, the children pair up the other pictures.
- Check the answers with the children. Then go around the class asking volunteers to be Mum, Polly, Spike, Otto, Dad, Jack and Daisy.

Answers

1 Good morning, Polly! Good morning, Mum!
2 Good morning, Jack! Good morning, Dad!
3 Good morning, Otto! Good morning, Spike!
4 Good morning, Daisy! (baby talk)

Drawing activity page 5

- This activity can be used in lesson 5 or after you have finished the unit.
- Look at page 5 of the Activity Book. Point to each of the pictures and ask *What's this?* Explain (L1) that the house is not complete. Point again to the pictures. Using mime and holding up a pencil, say *Look at the house. Draw a door. Draw a window. Draw a roof.*
- While the children are working quietly, monitor their work. Practise the language of the lesson with individual children. Say *Show me a (door).* Ask *What's this?*
- If you have time at the end of the lesson, encourage the children to show their work to their classmates.



Cut-out 2: house page 43

- This activity can be used in lesson 5 or after you have finished the unit.
- Point to the parts of the house on page 43 of the Activity Book and ask *What's this?* The children answer *It's a (door)*.
- Hold up a finished example of the cut-out. Explain to the children that they are going to design their own house. They can decide which style of roof, door and windows they would like.
- Tell the children to cut out the parts of the house they want to use. As they are doing so, go around the class and review the vocabulary with individual children. The children can then stick the various house parts together and colour them in.

Using the cut-out

- When the children have finished their cut-outs, or in a later lesson, review the Happy House song (tapescript 6). Encourage the children to point to the parts of the house as they hear them.
- You could use the finished pictures to create a street display for your classroom.

About me! page 6

- This activity can be used in lesson 5 or after you have finished the unit.
- On the board, draw a simple picture of yourself. As you are drawing, ask the class *Who's this?* Don't worry if there isn't much of a resemblance – the worse the picture, the more the children will enjoy it! Point to the picture and say *It's me!*, then point to yourself.
- Tell the children to look at the *About me!* activity on page 6 of their Activity Books. Point to your drawing on the board and to the frame on page 6 and say *Draw your picture here*.
- When the children have completed their drawings, they can hold up their books and show their pictures to the class. Encourage them to say *Hello, I'm (their name)*.



2 Pens and pencils

Drawing puzzle page 7

- This activity can be used from lesson 1 onwards.
- Point to the picture of Mum on page 7 of the Activity Book and ask *Who's this?* Then ask *What's in Mum's bag?* Invite the children to follow the line from Mum's bag to the correct object and ask a volunteer to give you the answer, i.e. a book. Say *A book! Well done! Now draw the book.* Make sure everyone has understood your instruction. The children can now complete the rest of the puzzle on their own.
- Check the answers by asking around the class *What's in (Jack's) bag?*

Answers

- 1 Mum: a book
- 2 Jack: a pencil-case
- 3 Daisy: a pencil
- 4 Polly: a pen
- 5 Dad: a ruler

Number puzzle page 8

- This activity can be used from lesson 3 onwards.
- On the board place a series of flashcards in numerical order, e.g. 1 2 3 4. Point to each card in turn and invite the children to say the numbers. Now remove one of the cards. Ask a volunteer to tell you which number is missing and write it on the board. Repeat with other sequences of numbers, e.g. 3 4 5 6 and 6 7 8 9, removing a different card each time.
- Say *Look at page eleven of your Activity Books.* Explain to the class that this puzzle is similar to the activity you have just done on the board, but that this time the children must write the missing numbers on the pictures.
- When the children have completed the puzzle, ask them to read out their number sequences.

Answers

3, 6, 7, 9

Matching activity page 9

- This activity can be used from lesson 4 onwards.
- Hold up your book and point to the three pencils on page 9. Ask *How many pencils?* Then say

Where's the number three? Demonstrate to the class how they should join each picture with the correct number.

- Monitor and help individual children while they are completing the puzzle. When everyone has finished, ask more questions, e.g. *How many doors? How many pencil-cases?*

Answers

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

Reinforcement page 10

- This activity can be used from lesson 4 onwards.
- Point to the pencils on page 10 of the Activity Book and ask *How many pencils?* To help the children find the answer, follow the path of the maze with your finger to the number 6. When the children say *six*, say *Well done! Draw and colour six pencils.*
- The children then follow the maze to find the number of rulers, pens and books. They draw and colour them in the same way.
- When all the children have completed the activity, check the answers and review the language of the lesson by asking *How many (books)?*

Answers

6 pencils 4 rulers 7 pens 9 books

Cut-out 3: dominoes page 45

- This activity can be used from lesson 4 onwards.
- Point to page 45 of the Activity Book and tell the children to cut out the dominoes.
- Draw an ordinary domino brick on the board. Ask if any of the children have ever played dominoes and how they played it. Explain that this game is similar, but that instead of matching dots the children will match a picture with each number.
- Divide the class into pairs, and demonstrate the following with a volunteer. The children put their two sets of cards together, shuffle them and deal seven cards to each player. Of the remaining cards, one card is turned face up and the rest go face down in a pile.
- Child A must put down one of his/her cards next to the face up card, matching either a picture with



the number or a number with the picture. If child A does not have a matching card, he/she takes a card from the pile. If this card matches, it can be used immediately. If it doesn't match, child A waits until his/her next turn.

- Child B can now add a card or pick up a card in the same way.
- Continue until one player has no more cards or until all the cards have been taken and neither player can go. In this case, the player with the least cards left is the winner.

About me! page 11

- This activity can be used in lesson 5 or after you have finished the unit.
- If you have a bag, hold it up and say *This is my bag*. Invite a few individual children to do the same.
- Point to the *About me!* activity on page 11 of the Activity Book. Explain to the class that they should draw and colour their own bag in the space provided.
- When the children have finished, encourage them to show their pictures and to say *This is my bag*.



3 Come and play!

Drawing puzzle page 12

- This activity can be used from lesson 1 onwards.
- Hold up your Activity Book, open at page 12. Point to the small pictures of the toys and ask *What's this?* for each one.
- Now point to the large pictures of the toys and explain in L1 that there is something missing from each one. See if the children can tell you what is missing from the doll (her face).
- Do the same for the other toys.
- Tell the children to complete the pictures. While they are working, go round the class saying to individual children *What's this?* and *Show me a (guitar)*.

Colouring activity page 13

- This activity can be used from lesson 3 onwards.
- Make sure everyone has a selection of coloured pens/pencils. Say *Show me your red pencils*. Repeat for the other five colours the children know in English.
- Hold up your Activity Book, open at page 13. Say *Look – paint pots! How many paint pots?* Invite the class to count the paint pots with you. Then say *Colour the paint pots – red, blue, green, orange, pink, yellow*. Make sure the children understand that they should colour the paint pots in the six colours they know in English, but that they can use the colours in any order they want.
- As the children are colouring, go around the class and revise the colours and numbers with individual children. Ask *What colour is number (five)?*
- When everyone has finished colouring, explain to the class that the paint pots are a key. They must now use the same colours to colour the picture below. Say to individual children (Name), *what colour is your number one? (Blue)*. OK. *Find number one in your picture and colour it blue*, etc. Make sure the children understand that they should use the same colour-number combination as they used for their paint pots above.
- When the children have finished colouring the picture, ask individual children *What colour is the doll?* etc.

Cut-out 4: colour cube

page 47

- This activity can be used from lesson 3 onwards.
- Point to page 47 of the Activity Book. Tell the children to colour each blob a different colour, choosing from the six colours that they know in English. They then cut along the dotted lines.
- Help the children to fold and stick their cube as indicated.

Using the cut-out

- Divide the class into pairs. Let them play one or more of the following games, demonstrating them first at the front of the class:
 - 1 Child A says a colour. Child B throws the cube 3 times. Child A scores one point each time the cube shows the colour that he/she named. When one player has five points, he/she is the winner.
 - 2 Child A throws the cube and child B must point to something in that colour. Change over.
 - 3 Each child needs six pens or pencils in the six colours they know in English. They put the pens/pencils on the table in front of them. They take it in turns to throw the cube and pick up the matching pen/pencil. The first child to pick up all six pens/pencils wins the game.

Practice page 14

- This activity can be used from lesson 4 onwards.
- Hold up your Activity Book open at page 14 and point to each of the objects. For each object, ask *What's this?*
- Tell the children they must colour each of the objects one colour, e.g. *a red pen* or *a blue pen*.
- When everyone has finished colouring, ask individual children to hold up their books, point to the objects and say *A (red) pen, a (yellow) train*, etc.

Cut-out 5: paint pots page 49

- This activity can be used from lesson 4 onwards.
- Hold up your Activity Book open at page 47. Say *Look! Polly's paint pots*. Ask *What colour are Polly's paint pots? Can you remember?*
- Make sure the children have access to pens or pencils in the six colours they know in English. They also need scissors. Tell the children to colour each paint pot in a different colour.



- Next, demonstrate how they should cut out the two sets of three paint pots. They then glue the two sets together, so that they have one single chain of six paint pots.
- Invite individual children to stand up and say the colours for each of their paint pots in order.
- (Optional) If you like, you could write the six colour words on the board and help the children to copy the correct word onto each paint pot label.

Using the cut-out

- When the children have finished their cut-outs, or in a later lesson, review the song from Lesson 3 (tapescript 16). Encourage the children to point to their paint pots as they sing each colour word.
- Use the paint pots to practise simple phrases using colours. Hold up your chain of paint pots and show them to the class. Say *A red paint pot. A blue paint pot*, etc. As you do so, point to the appropriate paint pots. Do this from right to left, so that the children see the colours from left to right.
- Say to the class *Show me a red paint pot*. The children hold up their paint pots and point to the red paint pot. Check that everyone is pointing to the correct paint pot. Do the same for all the colours.

Matching activity page 15

- This activity can be used in lesson 5 or after you have finished the unit.
- Say *Look at page fifteen of your Activity Books*. Point to the four objects in the centre of the page. Ask *What's this?* Then point to the mice. Ask *How many mice?* Explain that the children have to match each mouse with an object. They do this by drawing a line between the mouse and the corresponding object.
- The children draw the lines. Check the answers in L1 if necessary. Encourage them to say the phrases from the song: *Beat the drum! Play the guitar! Drive the car! Fly the plane!*

Answers

1 drum 2 guitar 3 car 4 plane

About me! page 16

- This activity can be used in lesson 5 or after you have finished the unit.
- Point to the *About me!* activity on page 16 of the Activity Book. Explain to the class that they should draw a toy of their own.
- When the children have finished, encourage them to show their pictures and to say *This is my (car)*.



4 Dressing up

Drawing puzzle page 17

- This activity can be used from lesson 1 onwards.
- Hold up your Activity Book and point to the picture of Ruby on page 17. Ask *Who's this?* Point to each of the small items of clothing and ask *What's this?*
- Point to the small hat. Say *Where's Ruby's hat?* Show the children how to make Ruby's clothes the same as the small ones at the bottom of the page, e.g. add a flower to her hat.
- The children can then colour Ruby's clothes.
- Ask them around the class *In your picture, what colour is Ruby's (hat)?*

Colouring activity page 18

- This activity can be used from lesson 1 onwards.
- Point to the picture of Spike and Ruby on page 18 of the Activity Book and ask *Who's this?*
- Point to the blobs of paint at the top of the page. Tell the children to colour each blob a different colour, using the six colours they know in English. Explain that the blobs of paint are a key, and that they should use this key to help them colour the picture of Spike and Ruby.
- When they have finished colouring the picture, ask individual children *In your picture, what colour is Ruby's jumper?* etc.

Revision page 19

- This activity can be used from lesson 2 onwards.
- Hold up your Activity Book open at page 19. Point to the small pictures at the top of the page and ask *What's this?* (*a ruler, a drum, a jumper, a shoe, a car, a hat*).
- Ask *How many rulers?* Tell the children to count the rulers in the frame. Show them how 3 has been written in the box at the top of the page. Tell the children to choose a colour and to colour all three rulers in the big picture the same colour.
- Ask *How many drums?* and let the children count the drums. Tell them to choose a colour and to colour all the drums the same colour.
- Let the children finish the puzzle on their own. When they have finished, check their answers by asking *How many (jumpers)?* etc.

- (Optional) You could ask your more able children to give the colours they have chosen as well as the numbers, e.g. *Six orange jumpers*.

Answers

3 rulers 5 drums 6 jumpers 8 shoes 7 hats
4 cars

Cut-out 6: washing machine pages 51 and 53

- This activity can be used from lesson 4 onwards.
- Ask the children to look at page 51 of their Activity Books. Demonstrate to them how to make the washing machine. They should cut around the dotted lines (including the door) and then make a cube by sticking the flaps down.
- Now tell the children to look at page 53. Ask *What's this?* for each clothes item. Remind them of the word *jeans*. Tell them to colour the T-shirt yellow on one side and green on the other side.
- Say *They're blue jeans. Colour the jeans*. The children colour the jeans. Do the same with the other clothes items, telling them what colour to make each item. Say *It's a (green) hat*, etc.

Using the cut-out

- Sing the song from Lesson 3 (tapescript 22). Show the children how they should pretend to put Jack's yellow T-shirt into the machine, and pull out his green T-shirt, as they sing.
- Repeat the song with the class divided into two groups, one group taking the part of Polly and the other the part of Jack.
- Use the cut-out pictures of the clothes and the completed washing machine to practise some phrases from the song. Pretend to put some cut-out clothes into the washing machine one by one, saying *Wash my yellow T-shirt. Wash my blue jeans, etc.* as you do so. Do the same with all the items of clothing. Encourage the children to do the same.
- Say to the class *Wash my blue jeans*, but without showing the children your picture of the jeans. The children put their jeans into their washing machines. Then say *Wash my (red) skirt*. Again the children put the item into the machine. Check around the class that each child is putting the correct item into the machine.



Matching puzzle page 20

- This activity can be used in lesson 5 or after you have finished the unit.
- Say *Look at page twenty of your Activity Books*. Point to each of the picture halves and talk about who is in the picture and where they are (L1). Invite the children to match each picture on the left with a picture on the right.
- Ask the children what might be in the speech bubbles next to the people on the left.

Answers

- 1 Jack: Put on your shoe, Daisy.
- 2 Polly: Take off your sock, Jack.
- 3 Mum: Put on your hat, Polly.
- 4 Dad: Take off your T-shirt, Jack.

the items of clothing, say *Ruby, take off your (hat)*, etc. The children follow your instructions.

- (Optional) You might like to repeat the activity, and ask a confident volunteer to give the instructions.

About me! page 21

- This activity can be used in lesson 5 or after you have finished the unit.
- Point to the *About me!* activity on page 21 of the Activity Book. Explain to the class that they should draw one of their shoes.
- When the children have finished, encourage them to show their pictures and to say *This is my shoe*.

Cut-out 7: Ruby's clothes

page 55

- This activity can be used in lesson 5 or after you have finished the unit.
- Hold up your book open at page 55. Ask *Who's this?* Tell the children to cut Ruby out. They then colour the clothes and cut them out too, being particularly careful not to cut off the tabs. They can then follow your instructions and dress Ruby, pretending that she is dressing herself. Say *Ruby, put on your (skirt)*, etc. When they have put on all



5 Happy birthday!

Drawing puzzle page 22

- This activity can be used from lesson 1 onwards.
- Hold up your Activity Book open at page 22. Point to Spike and Ruby and ask *Who's this?* Explain to the children (L1) that there are some birthday things missing from the picture. Invite the class to tell you in English what they think is missing. Help them if necessary by pointing to the objects at the bottom of the page.
- Point to the number 1 in the picture. Ask the class *What's number one? What's missing here? (a card).* Then say *Well done! Draw a card here. And write '1' in this box.*
- Encourage the children to complete the picture on their own and to write the numbers in the boxes. Review the vocabulary with individual children.
- Check the children's answers by asking *What's number (two)?*

Answers

1 a card 3 a balloon 5 a badge
2 a candle 4 a present 6 a cake

Listening practice page 23

- This activity can be used from lesson 1 onwards.
- First demonstrate the activity using flashcards. Place the flashcards of the six birthday objects on the board. Invite a volunteer to come to the front and say to him/her (Name), *circle the (cake).* Hand the volunteer the board pen so that he/she can draw around the correct flashcard. Repeat for other cards with other volunteers.
- Now tell the class to look at page 23 of the Activity Book. Say *Look at number one. Circle the present.* Go through all the examples in this way, choosing a different object for the children to circle each time, e.g.
Look at number two. Circle the cake.
Look at number three. Circle the candle.
Look at number four. Circle the balloon.
Look at number five. Circle the card.
Look at number six. Circle the badge.
- When you have finished the activity, ask *What's number (one)?*, so that the children can further review the vocabulary and check their answers.

Practice page 24

- This activity can be used from lesson 3 onwards.
- Tell the children to look at Activity Book page 24. Point to the numbers on the balloons across the top of the page. Invite the class to say the numbers as you point to each one.
- Point to one of the mice. Ask *How old is this mouse?* Invite the children to follow the balloon string and give you the answer. Then point to the badge on the mouse and explain to the children that they should write the appropriate number here. Do the same for the other mice or invite the children to complete the puzzle on their own.
- Check the children's answers and monitor closely as they work.
- Point to the *Look and say* section at the bottom of the page. In L1, invite someone to tell you if they can remember the question we ask in English when we want to know how old someone is (*How old are you?*). Explain that the mice at the bottom of the page are asking and answering this question. Invite two volunteers to ask and answer using the information from the puzzle above to give the correct age, i.e. *How old are you? I'm ...*

Answers

6 9 5
8 7 10

Cut-out 8: birthday cake page 57

- This activity can be used from lesson 4 onwards.
- Tell the class to look at page 57 of the Activity Book. Hold up your book, point to the cake and ask *What's this?* Tell the children to colour the cake. When they have finished, say *Cut out the cake.*
- Point to one of the candles and ask *What's this?* Ask *How many candles?* Invite the class to count them with you. Ask one of the children *How old are you?* Then ask *So, how many candles on your cake?* When the child answers, e.g. *Six*, say *Good. Cut out six candles.* Repeat for other children around the class so that they understand that they should cut out the correct number of candles for their own age.
- Tell the children *Colour your candles.* Then *Stick your candles on your cake.* While the children are working quietly, use this quiet time to provide



extra help for weaker children, reviewing the key language of the unit.

Using the cut-out

- Use the cakes and the candles to practise asking and answering about age. Invite a volunteer to bring his/her cut-out cake to the front of the class. Hold it up and count the candles aloud with the children. Ask the child who cut out the cake *How old are you? Are you three? Are you four?* Teach *Yes, I am* and *No, I'm not*.
- Review the chant from Lesson 3 (tapescript 28). Say the first part of the chant:
How old are you? How old are you?
Are you one? Are you two?
Are you three, four, five or six?
- Ask a volunteer to say the second part of the chant in reply, pointing to his/her cake. Explain that he/she should say *Yes, I am* if he/she is six (or younger) and *No, I'm not* if he/she is seven.
Yes, I am. Listen to this.
It's my birthday and hooray!
Now I'm six, I'm six today!
or
No, I'm not. Listen to this.
It's my birthday and hooray!
Now I'm seven, I'm seven today!
- Invite pairs of volunteers to say the chant in the same way. The whole class can then practise in pairs.

Matching activity page 25

- This activity can be used in lesson 5 or after you have finished the unit.
- Open your Activity Book at page 25 and hold it up. Point to mouse number one. Point to the speech bubble and ask the children *What's she*

saying? (Jump). Explain that they have to find the mouse that she is talking to, i.e. the other mouse that is jumping.

- Go through the other examples orally. Then ask the children to match the mice in their books.
- As a follow-up activity, invite pairs of volunteers from the class to pretend to be pairs of mice. The first child does the action and gives the instruction and the second child copies the action.

Answers

1 and 8 (jump) 2 and 9 (stamp) 3 and 7 (shake)
4 and 10 (clap) 5 and 6 (dance)

About me! page 26

- This activity can be used in lesson 5 or after you have finished the unit.
- Point to the *About me!* activity on page 26 of the Activity Book. Say *Look. A badge and a cake*. Ask one of the children *How old are you, (Name)?* When the child answers, e.g. *I'm seven*, point to the badge and write the number 7 on it with your finger, saying *Good, (Name). Write the number 7 here*. Then point to the cake and say *Draw seven candles*. Repeat for other members of the class. The children write their age and draw the correct number of candles, and colour/decorate their pictures.
- When the children have finished, ask individual children *How old are you?* Encourage them to show their pictures to the class and answer *I'm (six)*.



6 Bathtime!

Practice page 27

- This activity can be used from lesson 1 onwards.
- Hold up your book open at page 27. Point to the shampoo at the top of the page and ask *What's this?* Explain to the children that they should look for the shampoo in the main picture. When they have found it, they tick the box under the shampoo picture.
- Let the children complete the puzzle on their own, then colour the picture. When they have finished, ask *Where's the (soap)?* etc. The children point to the objects in the main picture.

Speaking practice page 28

- This activity can be used from lesson 3 onwards.
- Draw a smiling sun on the board to represent the morning. Include an arrow to make sure the children understand that your sun is rising. Mime brushing your teeth and say to the class *I brush my teeth in the morning*. Point to the sun. Ask children around the class *What about you, (Name)? Do you brush your teeth in the morning?* Point to the sun so that the children understand you are asking about the morning.
- Repeat this procedure for some other actions, e.g. *I wash my hands/face, I brush my hair*.
- Hold up your Activity Book at page 28. Point to one example and say *Do you (play the guitar) in the morning?* If the children answer Yes, explain that they should colour the sun beside the picture of the mouse playing the guitar.
- Let the children complete the activity on their own. Monitor and help while they are working.
- Ask questions around the class once more, e.g. *Do you brush your hair in the morning?*

Cut-out 9: bathroom objects page 59

- This activity can be used from lesson 4 onwards.
- Point to the pictures on page 59 of the Activity Book. For each object, ask *What's this?* Tell the children to colour each object in a different colour, then cut them out. If possible, stick the cut-out objects onto thin card to make them stronger.

Using the cut-out

- Give instructions to the children, e.g. *Show me your hairbrush, Show me your toothbrush*. Ask children around the class about their cut-outs, e.g. *What colour is your soap?*
- Instruct the children to mime bathroom actions using their props. Say, for example, *Brush your hair*. All the children should pretend to brush their hair using their cut-out hairbrushes.
- Play the song from Lesson 3 (tapescript 46), to remind the children of the words and the tune. Sing the song with the children. As they sing, they mime washing their hands with soap, brushing their hair with their hairbrushes and brushing their teeth with their toothbrushes.
- Use the cut-out bathroom objects to practise the phrases in the song and to revise colours. Ask the children to pick up their cut-out bars of soap. Sing *I wash my face with soap and water*, mime the action and encourage the class to do the same with their cut-out bars of soap.
- Then ask, for example, *Who's got a red hairbrush?* Everyone with a red hairbrush should stand up and sing the next verse with you: *I brush my hair with my red hairbrush ...* Repeat for any other colours the children have used. Then do the same with the toothbrush.
- Play a simple elimination game. Invite the children to select one of their cut-outs and hold it up. Choose an action, and say, for example, *I brush my teeth*. All the children who are holding out the correct cut-out, i.e. the toothbrush, are still in the game, while the others are out. Continue until you have a winner.

Matching puzzle page 29

- This activity can be used from lesson 4 onwards.
- Hold up your Activity Book open at page 29. Match the first two pictures with the class to demonstrate the activity. Then give the children a couple of minutes to match the remaining pictures.
- Invite the children to suggest to you what the characters with speech bubbles are saying each time, and to whom.

Answers

- 1 Dad: Wash your hands, Jack!
- 2 Polly: Brush your hair, Jack!
- 3 Jack: Wash your face, Daisy!
- 4 Mum: Dry your hair, Polly!



Speaking practice page 30

- This activity can be used in lesson 5 or after you have finished the unit.
- Hold up your Activity Book open at page 30.
- Ask the children to look at the first column in their books. Say *Look at picture number one. The mouse can wink.* Then ask one of the children *Can you wink?* Encourage him/her to answer *Yes, I can* or *No, I can't.* Show the children how to mark their answer in the right-hand column, with a tick (✓) for *Yes, I can* and a cross (✗) for *No, I can't.*
- Let the children complete the table on their own. When everyone has finished, go through the children's answers. Ask *Can you (play the guitar)?* and encourage the children to answer *Yes, I can* or *No, I can't.*

About me! page 31

- This activity can be used in lesson 5 or after you have finished the unit.
- Say to the class *Show me your hands.* Ask *How many hands have you got?* Say *Wiggle your fingers.* Demonstrate your instruction. Ask *How many fingers have you got?* Say *Show me your feet.* Ask *How many feet have you got?* Say *Wiggle your toes.* *How many toes have you got?*
- Hold up your hand and say *This is my hand.* Repeat the sentence, then encourage the children to hold up their hand and say it with you. Draw round your hand on the board and say again *This is my hand.*
- Point to the *About me!* activity on page 31 of the Activity Book. Tell them to draw round their hand on the page. They can then colour in their hands, adding their finger nails.
- When everyone has finished, encourage individual children to hold up their books and say *This is my hand.*



7 Animal friends

Puzzle page 32

- This activity can be used from lesson 1 onwards.
- Say *Look at page thirty-two of your Activity Books*. Hold up your book and point to the small animal pictures at the bottom of the page. For each animal, ask *What's this?* Point to the tiger. Then point to the puzzle and ask *Where's the tiger?* Tell the children to choose a colour pen or pencil and to trace over the outline of the tiger. They should then put a tick in the box under the tiger.
- The children now do the same for the other animals, choosing a different colour for each one.

Drawing activity page 33

- This activity can be used from lesson 1 onwards.
- Hold up your book open at page 33. Point to the pictures of the animals and ask *What's this?* for each one. Explain in L1 that the animals' tails are missing (they are in the box at the top of the page).
- Tell the children to draw the correct tail on each animal. As they are working, go round the class reviewing the animal vocabulary with the children.

Listening practice page 34

- This activity can be used from lesson 3 onwards.
- Tell the children to look at page 34 of the Activity Book. Ask questions about the pictures, e.g. *Where's the (mouse)?* etc.
- Tell the children to listen very carefully, and explain that you are going to say a sentence about one of the animals. Say *It's in the cupboard*. See if anyone can tell you which animal you are talking about (the *snake*). Repeat with some more examples.
- When the children have got the idea, do the first example with the children. Say *Number one. It's in the car*. Show them how the tiger has been circled. Tell them they must listen to the sentences and circle the correct picture. Read out the following sentences, stopping after each one to allow the children to circle the correct picture.
Number two. It's in the bag.
Number three. It's in the pencil-case.
Number four. It's in the house.
Number five. It's in the cupboard.
Number six. It's in the shoe.

Answers

- | | | |
|-----------|-----------|-----------|
| 1 a tiger | 3 a mouse | 5 a snake |
| 2 a dog | 4 a cat | 6 a bird |

Speaking practice page 35

- This activity can be used from lesson 3 onwards.
- Review the words *in* and *on*. Put a pen inside a pencil case and ask *Where's the pen? In the pencil-case or on the pencil-case?* Put a book on a table and ask *Where's the book? In the table or on the table?* Continue until children have got the idea.
- Tell the children to look at page 35 of their Activity Books. Point to the first picture and say *Where's Otto? In the chair or on the chair?*
- Let the children colour the pictures. While they are working, review the answers with individual children. Ask *Number (two). In or on?* You can ask your more able children *Where's Otto?* Encourage them to answer *(In) the (cupboard)*.

Answers

- 1 on 2 in 3 on 4 on 5 on 6 in

Cut-out 10: cupboard and animals pages 61 and 63

- This activity can be used from lesson 4 onwards.
- Hold up your book open at page 61 and say *Look. It's a cupboard*. Tell the children to cut out the cupboard. Show them how to fold the sides in to make the doors.
- Then tell the children to look at page 63. Ask *What's this?* for each item. Remind them of the word *box*. Tell the children to colour the pictures and then cut them out.

Using the cut-out

- Say the chant from Lesson 3 (tapescript 40) with the children. Build up the flashcards on the board as you did in Lesson 3, in the same order as in the chant. Then tell the children to put the animals and the box 'inside' their cupboard, in the correct order. (They can check by looking at the board, or at page 68 of their Class Books.)
- Say the chant again. The children point to the pictures as they hear the words.
- Let the children glue the pictures in place. You could use them to create a display.



About me! page 36

- This activity can be used in lesson 5 or after you have finished the unit.
- Tell the children to look at the *About me!* activity on page 36. Point to the cupboard and ask *What's this?* Tell the children to think of an object that belongs to them and draw it in the cupboard. Explain that it must be an object that they know the word for in English. Invite some suggestions from the class.
- Draw a simple cupboard on the board, and draw an object inside it. Say *My (hat) is in the cupboard.*
- Tell the children to draw their pictures. While they are working, ask them questions about their pictures, e.g. *What's this? Where is it?*
- When they have finished, invite individual children to stand up and say *My ... is in the cupboard.*

Revision page 37

- This activity can be used at the end of the year to revise a selection of vocabulary from units 1 to 7.
- Say *Look at page thirty-seven of your Activity Books.* Review the vocabulary by asking *What's this?* for each of the small pictures.
- Say *Where's the sock?* and let them find the sock hidden in the house picture. Show them how the sock is coloured in, and that there is a tick in the box next to the sock picture.
- Let the children find, colour and tick all the objects. When they have finished, ask *Where's the (car)?* etc. The children point to the objects in the picture.

