

I.

Introduction

Introduction

Playway to English 1 Second edition represents an integrated body of material for teaching English starting in Year 1; its essential characteristic is learning through play. With the aid of the SMILE approach *Playway to English 1* introduces basic listening and speaking skills and engages the children in learning English.

The tried and tested **SMILE approach** is based on the following principles:

- S** kill oriented foreign language learning
- M** ulti-sensory learner motivation
- I** ntelligence-building activities
- L** ong-term memory storage through music, movement, rhythm and rhyme
- E** xciting sketches, stories and games

What is new about *Playway to English 1 Second edition*?

Compared with the previous edition, *Playway to English 1 Second edition* is even more efficient because of the following innovations:

1. A stronger emphasis on outcome in the development of the speaking skills

With the aid of numerous exercises the pupils are systematically encouraged to speak English. An extended range of exercises and a clearer focus on communicative speaking results in the children learning to express themselves on a wide variety of topics and developing an ever expanding repertoire of communicative expressions.

2. Better possibilities for assessment and self-assessment:

Under the heading *Show what you can do*, *Playway* now offers material for self-assessment at regular intervals that the children can use to assess their progress. This is initially done under supervision but then gradually the students are encouraged to assess their progress independently.

3. New content:

- Alongside well-established content from the original edition of *Playway* there are also new songs, rhymes and stories.
- Four humorous DVD sketches about Mr Matt and his two children, Danny and Daisy, have been added. Each episode is intended to develop listening and visual comprehension in a way that is motivating and fun for the children. They bring the target language to life in an extremely entertaining way, conveying cultural information about the country and providing the children with valuable encounters with everyday English phrases and expressions used by children of the same age. In this way the sketches offer a motivating way of developing listening and speaking skills.

4. CLIL

(Content and Language Integrated Learning):

The CLIL pages introduce content from the general curriculum into the English classroom. In this cross-curricular lesson the intention is not so much 'language learning' but 'learning through language'. This means, therefore, that the children work with interesting content from other areas of the curriculum that is new to them. The main aim of these lessons is to cultivate the receptive processing of language, i.e. that the children learn to understand the foreign language in new, meaningful contexts that are important for them. The cross-curricular links promote holistic 'immersion' in English and give foreign language learning additional meaning.

In *Playway to English 1 Second edition Pupil's Book* you will find CLIL activities with the following objectives:

- p. 15: Colour mixing (Investigating and naming which colours are produced when two colours are mixed together.)
- p. 29: Making a fishbowl (Following instructions to do a craft activity.)
- p. 43: Making a rainbow (Following instructions to perform an experiment to show how a rainbow is formed and being able to name the colours of the spectrum.)
- p. 57: A listening activity about health (Listening and identifying some basic ideas to maintain good health.)
- p. 71: Animals: (Predicting which animals lay eggs then listening to check their predictions.)
- In addition, in Unit 6 (*Weather*) a CLIL activity is suggested in the teacher's notes following Lesson 3 (p. 110 in the Teacher's Book) that can be used after working on the story *The Little Seed*. The activity provides a content link between the topic and Art and Natural Science.

The CLIL activities are optional and are well suited to different interests and abilities. Teachers can decide on a case by case basis which of the CLIL activities to carry out with the children according to their level and interests.

5. Steps to creativity (Word Play):

These new activities have been developed especially to give the children an opportunity to be linguistically creative with the help of set structures or models. For example, the children compose their own chant by means of set rhyming words or, with the aid of pictures, they construct a rhyme. In other sections, they are encouraged to change set expressions within a structured framework to make dialogues or role plays as they wish.

6. More user-friendliness:

A clear cross-referencing system in the Pupil's Book, Activity Book and the Teacher's Book facilitates the use of *Playway to English* in the lesson. The new active vocabulary of each activity is shown at the foot of the Pupil's Book pages. The CD icons alongside the Pupil's Book and Activity Book rubrics give the relevant audio CD track number whilst DVD section references are given alongside the teaching notes. Transcriptions of all audio CD and DVD texts are included in the teaching notes.

The components of *Playway to English 1* Second edition

Playway to English 1 Second edition consists of a comprehensive range of teaching materials:

- Teacher's Book
- 3 Audio CDs
- Pupil's Book
- Activity Book and CD-ROM
- DVD (with the Cartoon Stories and Mr Matt Sketches)
- Cards Pack (flashcards and Story Cards)
- The Max glove puppet

Teacher's Book

The Teacher's Book provides:

- **Information on the structure, components and ways of using the material and also on the desired outcomes.** In addition there is an introduction to the teaching theory of *Playway to English 1*, the educational bases and the principles behind the use of the materials plus a discussion of important issues of classroom management.
- **Comprehensive notes on the individual units.** These notes give a clear overview of the topic in question, the desired outcomes, the learning content, the learning activities and vocabulary plus tips on possible pronunciation difficulties. The main part consists of detailed and well-tryed step-by-step instructions for using the individual lesson plans in class. There are also suggestions on how to practise listening comprehension and speaking skills and sub-skills such as vocabulary and pronunciation.

Audio CDs

The three audio CDs contain all the listening exercises, action stories, Word Plays, songs and chants, dialogues and interviews plus the listening versions of the cartoon stories and scenes from the Mr Matt sketches. The songs, Word Plays and chants include karaoke versions that can be used to introduce them in stages.

Listening to a foreign language frequently and intensively is an essential requirement for the development of speaking skills. On the CD, the children hear examples of authentic pronunciation and intonation from both child and adult native speakers. Although the teacher represents the most important model for pronunciation and intonation for the children, by using the CD from the start of their learning process the children are given the opportunity to hear a variety of native speakers. In this way they can develop differentiated listening comprehension skills that are not limited to just one attachment figure (the teacher). The CD is, therefore, an ideal resource in preparing the students for meeting different variations of English.

The different types of aural comprehension activities give the children exposure to a variety of models. In the trial phase of *Playway to English 1* it was noted that, in a role play activity, some children were able to imitate the pronunciation of the characters almost perfectly. This is seldom achieved with isolated pronunciation exercises but the various activities offered in *Playway to English 1* e.g. humorous role plays

that encourages the students to identify with the characters through play, emphasise the valuable connection between motivation and pronunciation.

Pupil's Book

The 80-page Pupil's Book has a wide range of illustrations that support the development of the children's listening comprehension and speaking skills.

The written word is not introduced at this level in accordance with the educational psychological theory that this prevents the interference between writing and pronunciation that might arise if the child is faced with the written word before the pronunciation is secured.

Key features and activities:

- The illustrations of the songs, Word Plays or chants help the children to quickly master the texts without the support of the written word.
- After the introduction of important words the children listen to a song, a rhyme or a chant on the CD and follow it in the book. With the aid of the pictures they learn to understand the texts and gradually to sing or say them.
- A picture dictionary with all the main vocabulary offers students the chance to revise or consolidate the learning of new words after each unit (see pp. 74–79 of the Pupil's Book). This will be more effective if the children are encouraged to actively use the dictionary through pair work games, like those outlined below:
 - 1) Child A points to a picture and child B names it.
 - 2) Child A looks at the picture dictionary for ten seconds and tries to remember as many items as possible. Then they close their eyes and tell child B as many items as they can remember.
 - 3) Child A names a picture and child B points to it.
 - 4) Both children look at the picture dictionary. Child A says the names of all the items except one. Child B has to identify and name it.
- The model presentation of dialogues with the aid of pictures has a similar function. The children look at the picture and at the same time listen to a mini-dialogue. They learn to say it themselves and also to change it in a creative way (e.g. Pupil's Book p. 49, 55, 56).
- Exercises on vocabulary revision are for playful and multi-sensory consolidation of the new words (e.g. Pupil's Book p. 11).
- Asking each other how many objects there are in puzzle pictures, counting the objects and saying how many there are.
- There are exercises that directly build upon the stories and sketches. When the children have seen a cartoon story on the DVD, for example, they then complete missing scenes in the picture story with the aid of the picture stickers (see appendix of the Pupil's Book) whilst listening to the audio version on the CD. This engages the children in an active reconstruction of the story.
- There are a wide range of activities to encourage active listening. For example, the children listen to instructions on the CD and complete a set exercise in the Pupil's Book (they draw a picture following spoken instructions, or put pictures in the correct sequence).
- There are numerous exercises that help to develop important thinking skills. For example, the children complete logical sequences by drawing a series of pictures then they 'read' out their answers (e.g. Pupil's Book p. 24).

Introduction

- Regular Word Play activities give the children a valuable opportunity to use the language they have learned creatively. After practising a structured chant or rhyme, the children are then encouraged to produce their own version, therefore allowing them to engage with the language in a wholly personal, imaginative way.
- At the end of every second unit the *Show what you can do* section serves as a summary, revision and reinforcement of the main vocabulary in the topics of the preceding two units. The children may – at first with the help of the teacher and, gradually, independently – evaluate their progress for the purpose of self assessment.

Activity Book

The 64-page Activity Book offers a variety of exercises designed to consolidate the language that children have learnt and to assist them in using it creatively in individual, pair and group work. There are a wide range of activities that involve students in a number of different tasks: they listen and complete with numbers or colour; complete logical sequences by drawing pictures; draw, colour and speak, etc. As a general guideline, the Activity Book is for use at the end of a lesson rather than at the beginning since it helps to consolidate the presented language that has been practised through various other means.

Key activities:

These are the main methodological steps that the children take when they work with the Activity Book:

- Listening to sequences of instructions that are similar to the language they have heard in the Action Stories and putting pictures in order.
- Listening to words, sequences of words, sentences or short dialogues and deciding which pictures go with what they have heard.
- Listening and comparing pictures with what they have heard and completing the pictures if things are missing.
- Looking at logical sequences, 'reading' them out and completing the sequences by drawing the missing pictures.
- Listening to stories that are slightly different from the ones they have already learnt and completing tasks based on them.
- Practising language through various games, for example *Bingo* and *Memory*.
- Looking at rows of pictures and identifying which ones are the same and which are different.
- Solving logical puzzles and other problem-solving activities and also creating similar puzzles themselves to be solved in pairs.

CD-ROM (included in the Activity Book)

This learning software contains not only vocabulary activities but also exercises for use with the songs, chants, rhymes, cartoon stories and action stories in the book, meaning that *Playway to English 1 Second edition* can be supplemented either at home or at school.

System requirements:

Operating systems: Windows 2000, XP, Vista
 CPU: Pentium 800 MHz or higher
 Memory: 256 MB RAM, (Vista: 512 MB RAM)
 Graphics card: min. 800 x 600, 16 bit colour
 CD-ROM drive: min. 16X speed
 Sound card: full duplex, speakers or headphones

DVD

The DVD contains four Mr Matt sketches and six cartoon stories that present English in a way that is both humorous and culturally informative through dialogues that are relevant to the unit topic. At the centre of the Mr Matt sketches are Mr Matt and his two children, Danny and Daisy. These sequences are intended to help the children to understand English in the context of a genuine dialogue. The interaction of picture and sound offers important support for the comprehension process. The use of native speakers provides an ideal preparation for understanding English in real situations. The sketches also offer the children important pronunciation models.

In their first school year, children still have a very strong imitative way of learning pronunciation, and classroom research shows that this process is particularly effective when the pronunciation models are appropriately motivating and invite imitation.

The cartoon stories are fully animated. There are also audio versions of them on the CD. This means that the children can listen to a story several times for revision without needing to use a PC or DVD player. Furthermore, the children listen to the audio version after watching the story on the DVD when they do the text-editing exercises in the Pupil's Book, such as completing a picture story by correctly inserting the picture stickers.

Cards Pack

The pack contains 93 flashcards and 57 story cards to support work in the lesson.

Flashcards

There are flashcards for all the main vocabulary. They are an essential means of conveying the meaning of new words and they help the children to memorise them more effectively. The flashcards also eliminate the task of drawing on the board or producing home-made pictures, thus saving a lot of preparation time for the teacher. The lesson notes give numerous tips on how the flashcards can be used for the reinforcement and revision of vocabulary and in games. A list of all the flashcards is given in the appendix of the Teacher's Book (p. 170).

Story Cards

There are story cards to accompany each of the cartoon stories in *Playway to English 1 Second edition*. After the children have watched a story on DVD, they reconstruct it with the aid of the pictures and picture stickers in the Pupil's Book, then the teacher repeats the story using story cards, mimes and gestures. Alternatively, these two stages can be reversed. The teacher revises the story with the aid of the story cards and gradually the children can join in the reconstruction of the story. Then they complete the exercise in the Pupil's Book.

The Max glove puppet

The Max glove puppet is used for the visual presentation and modelling of dialogues in the classroom. Teachers can use the puppet to act out a dialogue between two people, helping the children to understand the dialogues better. The Max puppet can also be used to ask the children questions or to act out simple dialogues with them. Short role plays where one child controls the glove puppet are also an option, after the children have seen a story on DVD, for example.

Aims

The aims of *Playway to English 1 Second edition* are:

- to let the children experience, through all the senses, that learning a foreign language is fun.
- to enable the children to experience language as a means of communication in the lesson itself.
- to enable the children to express their own wishes and needs in English.
- to develop listening comprehension and speaking skills. Reading is not introduced until later – in *Playway 2* – but is carefully prepared for with forms of practice such as copying, transcribing and rewriting. In *Playway 3* these foundations for reading and writing are methodically consolidated.
- to offer a wide range of activities that promote the learning process.
- to contribute to the development of the intellectual, social, emotional and spatial skills of the children.
- to establish foreign language learning as a positive experience for the children from the start. As they gather positive learning experiences through finding their creative side when, for example, they learn to compose short texts, rhymes and chants using the models provided and with corresponding linguistic assistance.
- to lay the foundations for an open and positive attitude to other peoples and cultures by familiarising the children with another linguistic community.
- to offer teachers concrete teaching models for an innovative and up-to-date foreign language lesson in the primary school and to support them with ideas for integrating foreign language learning into the curriculum.

Contents

Playway to English 1 Second edition is divided into ten topic areas that have been selected according to motivational and age-appropriate criteria and can also be integrated into the main curriculum as they contain elements from other subject areas.

The songs and chants, for example, can be worked on in the music lesson, the action stories and activity games can be integrated into the PE lesson and logical sequences refer to aspects of mathematics. In addition, the CLIL activities referred to above offer links to other topics.

Topics

Unit 1	<i>Hello</i>	Unit 6	<i>Weather</i>
Unit 2	<i>School</i>	Unit 7	<i>Party</i>
Unit 3	<i>Fruit</i>	Unit 8	<i>Health</i>
Unit 4	<i>Pets</i>	Unit 9	<i>Food</i>
Unit 5	<i>Toys</i>	Unit 10	<i>Animals</i>

Characters

Linda, Benny and Max appear frequently as characters in the cartoon stories and also in listening exercises in *Playway to English 1 Second edition*. Max is a fantasy figure who is friends with Benny and Linda. He also steps out of the material as a glove puppet and is used in various activities in the classroom.

Alongside them the characters of Mr Matt, Danny and Daisy from the DVD Mr Matt sketches will become familiar to the children.

Activities

The content of the units is taught with the aid of the following types of activity:

- *Cartoon Stories*
- *Mr Matt Sketches*
- *Action Stories*
- *Songs*
- *Chants*
- *Word Plays*

It has been clearly shown that information in a foreign language remains more firmly fixed in the children's memories when what they are learning appeals to them. Most information that reaches our brains via various senses is quickly forgotten. What is retained in our memories is what is relevant to us. Psychologists talk of the 'depth quality' of an experience. For teaching interesting and humorous content, stories, rhymes, songs and chants – is particularly suitable.

The activities in *Playway to English 1 Second edition* are designed to be compatible with the interests of Year 1 children and to facilitate their learning. These involve as many of the children's senses as possible.

The combination of interesting content and holistic presentation ensures that the children retain the material and have fun learning English.

Cartoon Stories and Mr Matt Sketches

It is impossible to imagine primary school lessons without stories. There is good reason for this as educational psychologists repeatedly stress the idea that stories make an essential contribution to the cultural, social and emotional development of the child:

*The story form is a cultural universal; everyone everywhere enjoys stories. The story, then, is not just some casual entertainment; it reflects a basic and powerful form in which we make sense of the world and experience.*¹

In the foreign-language lesson the children learn to understand longer sequences of events with the aid of stories and gradually become accustomed to descriptive, narrative language. It has been clearly established through action research on foreign language in primary schools that stories rate particularly highly in the children's scale of preferences. Stories are strong motivators and remain very strongly anchored in the memory if they are conveyed appropriately. Moreover, they promote the children's enjoyment of theatrical presentation. The children watch the story first on DVD, then the mini-dialogues are practised and next a role play is performed.

The work with the role plays makes an essential contribution to the development of the children's speaking skills. The children's high degree of identification with the content of a story can be seen in the fact that many children succeed in imitating with surprising accuracy the pronunciation and intonation of the roles of the speakers that they have previously heard on the DVD.

¹ Egan, K. (1986) *Teaching as Story Telling*, Chicago, University of Chicago Press, p. 2.

Introduction

Action Stories

Action stories are short stories with sentences that can be represented by actions, gestures and mimes. They are performed using the Total Physical Response (TPR) method developed by James Asher² to convey language with a multi-sensory approach by first aiming for intensive training of the receptive skills. As already noted above, it is critically important to develop listening comprehension skills. The closer the link between what children hear and a concrete action, the better they can remember the language that they have learned and the easier it is for them to use it productively. In the action stories the children hear a sentence and act it out immediately by imitating the teacher. The sentence is represented physically after it has been heard; in this way, listening comprehension is directly linked to action.

Action stories are a classical example of learning with all the senses. Studies on the use of Total Physical Response show that, for several reasons, this method is well suited to getting the foreign language across to children at beginners' level. The reasons for this are:

- Doing the actions with others allows the child to experience following instructions as an action game. In this game, language and action are experienced as inseparable and the meaning of the language is learned directly through the action.
- Action stories are learned in an anxiety-free environment and through play. The actions of the group provide security, particularly for those children who need a little longer to process the language; they can get their bearings by looking at other children in the group and using them as models.
- Right from the start the children learn through the action stories that they can do something in English. This is an important sense of achievement and strengthens the children's confidence in their own ability to learn a foreign language.
- The development of the children's listening comprehension skills forms an important foundation for their speaking. When working with the action stories the children should first and foremost be listening. Gradually, they will speak along with the teacher and in this way gain self-confidence in their pronunciation and intonation. The primary goal in working with action stories is developing listening comprehension. This means that the teaching/learning goal is achieved when the children can act out the sentences of an action story independently after practising it. It is not the primary goal of working with action stories to have the children immediately recite the story or even to be able to reconstruct it freely.

Songs

Songs are highly valuable for motivating children of primary school age. Singing in groups is fun and children enjoy learning a repertoire of songs during the course of the year. *Playway to English 1 Second edition* offers songs that have been written especially for the individual topics. The advantage of this is that songs consolidate the language presented and the language input can be easily monitored.

Chants

Chants are texts that are recited to a set rhythm. They offer an excellent opportunity to practise pronunciation, intonation and speech rhythm. All the chants in *Playway to English 1 Second edition* have been written especially for the individual topics. When working on a chant the children listen to it on the CD first. In the Pupil's Book the text is represented by the illustrations, so, when listening to the chant a second time, the children follow the chant in the book. In the pilot phase of *Playway to English 1 Second edition* experience showed that the pictures were very helpful for the children in mentally reconstructing the text.

Then the children watch the gestures of the teacher, imitate them and speak at the same time. Next the children listen to the first part of the karaoke section (*And now you!*) with gaps (half playback) and say the missing parts of the text. Finally, the children recite the complete text of the chant with the rhythmic support of the karaoke section.

Word Plays – creative tasks

Playway to English 1 Second edition includes tasks that carefully encourage the children to be creative in English right from the beginning. For example, in the rhyme on Pupil's Book p. 8:

*A red bike for Linda,
 A green bike for Li,
 A yellow bike for Benny,
 A blue bike for me!*

First of all the children listen to the rhyme and colour the children's bikes in the appropriate colours, then the rhyme is practised intensively. Next the children look at a picture on the next page (Pupil's Book, p. 9). They are asked to colour each of the boats a different colour. This gives them the framework to compose their own rhyme using the picture as a guide. For example:

*A green boat for Benny,
 A red boat for Li,
 A blue boat for Linda,
 A yellow boat for me!*

By involving as many senses as possible the rhymes are retained in the memory long-term. Research findings in primary school English lessons show that children who have forgotten parts of the text can remember them again by recalling the series of actions or the colours and the rhymes.

² Asher, J. (1988), *Learning Another Language Through Actions: The Complete Teacher's Guide Book*, Los Gatos, Ca.: Sky Oaks Publications.

Rhymes

The rhymes in *Playway to English 1 Second edition* were also written especially for the individual topics. The children can experience the rhymes in a multi-sensory way. For example a rhyme like:

*Snow, snow,
 Snowman grow.
 Oh, the sun.
 Snowman run.*

is presented so that the children simultaneously listen, speak, and perform certain movements. By involving as many senses as possible, the rhymes are retained in the memory for a long time.

Research in the pre-primary English classrooms shows that children who have forgotten the text can easily remember it again by recalling the series of movements.

How to use *Playway to English 1 Second edition* in the lesson

The selection of teaching topics

There are numerous ways of using the material in *Playway to English 1 Second edition* in combination with the topics in the curriculum. The topics have been organised in such a way that the teacher can always find material and activities that link in with the topics currently being taught in the curriculum. See contents on p. 2 for the list of topics.

Lesson overviews









































At the start of the teaching notes for each individual lesson there is an overview box provides a summary of the language used and lists the materials required in that lesson under the following headings:

- Vocabulary, phrases and structures
- Linguistic skills
- Cognitive, motor and social skills
- Cross-curricular integration
- Materials

Lesson plans for the school year

Lessons should always be pre-planned to take into account the situation in individual classes. The following overview gives a summary of the syllabus with suggestions for integration of the individual units of *Playway to English 1 Second edition* into the curriculum for the whole of the school year. It presents a framework that can be used as a basis for individual lesson plans.

Introduction

Topics	Types of text and activities	Vocabulary, phrases and structures
1 Hello	<ul style="list-style-type: none">  <i>I'm Max</i> (cartoon story)  Sticker activity  Mini-dialogues  <i>What's your name?</i> (song)  Presenting vocabulary with flashcards  Vocabulary games  <i>Stand up</i> (action story)  Imitating and carrying out instructions  Putting pictures in order  Presenting vocabulary with flashcards  Vocabulary games  <i>Give me red</i> (chant)  Extending vocabulary  Listening activity  Pair work: Vocabulary game  Extending vocabulary with a flashcard  <i>A red bike for Linda</i> (rhyme)  Presenting vocabulary with a flashcard  Word play – Step to creativity  Composing and reciting a rhyme. 	<ul style="list-style-type: none"> <i>Good morning; Hello, I'm (Max); What's your name?</i> <i>Hello to you.</i> <i>one; two; three; four; right; left</i> <i>Receptive: Stand up; Shout 'Hooray!'; Stretch; Sit down.</i> <i>red; yellow; green; blue; black; white</i> <i>Yes; No</i> <i>Receptive: What colour is it?</i> <i>Give me (red); Here you are; Yeah, alright.</i> <i>brown</i> <i>bike</i> <i>boat</i>
2 School	<ul style="list-style-type: none">  Presenting vocabulary with flashcards  Vocabulary games  <i>Baby face!</i> (chant)  Listening activity  Pair work: Vocabulary game with stickers  Practicing and performing mini-dialogues  <i>The painting</i> (cartoon story)  Sticker activity  Retelling the story with story cards  Extending vocabulary with flashcards  Vocabulary game  Pair work: Vocabulary game  Extending vocabulary with flashcards  <i>Smile</i> (action story)  Imitating and carrying out instructions  Putting pictures in order  CLIL activity  Doing an experiment (colour mixing experiment) 	<ul style="list-style-type: none"> <i>schoolbag; pencil; pencil case; scissors; glue; book</i> <i>Receptive: Touch (the pencil); Open/Close your eyes; What's missing?</i> <i>baby face; Sit down!</i> <i>Receptive: What does (Benny want)?; Thank you; Please;</i> <i>Receptive: Come on, Max! It's (not) very good; That's OK, Linda/Benny; Oh, no; I'm sorry; Fantastic; Congratulations; Thank you.</i> <i>orange; pink; purple</i> <i>five; six</i> <i>Receptive: Stand up; Close your eyes; Touch your nose/eyes; Smile.</i>
Units 1-2 Show what you can do	<ul style="list-style-type: none">  Matching activity  Speaking activity 	<ul style="list-style-type: none"> <i>Receptive: Take a (red pencil); Write the numbers; Here we go.</i>

Topics	Types of text and activities	Vocabulary, phrases and structures
<p>3 Fruit</p>	<ul style="list-style-type: none"> Presenting vocabulary with flashcards Vocabulary games Listening activity Pair work: Vocabulary game Presenting vocabulary through a memory game Listening and speaking activity Pair work (word play) <i>Give me more!</i> (chant) <i>Hello!</i> (Mr Matt sketch) <p>Listening activity</p> <ul style="list-style-type: none"> <i>I'm Danny!</i> <i>I'm Daisy!</i> (song) <i>The plum</i> (action story) Imitating and carrying out instructions <i>The greedy monster</i> (cartoon story) Sticker activity Retelling the story with story cards 	<ul style="list-style-type: none"> apple; banana; plum; pear apples; bananas; plums; pears Receptive: How many (apples) are there? Give me more! No way! OK! Receptive: Hello, my name's ...; This is my boy/girl; Where are they?; Here?; Say hello; Here we are, Dad! I'm Danny/Daisy; And I'm Mr Matt; Oh, no! Stop saying that you're Danny/ Daisy; Hooray! Receptive: Say 'Hello' to your mum; You're hungry; You're mum shows you some plums; Cut open a plum; Show the plum to your mum; Your mum says 'Eek!'. Receptive: A monster!; Help!; I'm thirsty; Here you are; I'm hungry; Give me more; Just a moment.
<p>4 Pets</p>	<ul style="list-style-type: none"> Presenting vocabulary with flashcards Vocabulary games Listening activity Pair work: Vocabulary game Logical sequences <i>What's this?</i> (chant) <i>The mouse</i> (action story) Imitating and carrying out instructions Putting pictures in order Extending vocabulary with flashcards Listening activity Putting pictures in order CLIL activity Doing a craft activity (make a fishbowl) 	<ul style="list-style-type: none"> dog; mouse; rabbit; duck; cat What's this?; miaow; woof; squeak; quack Let's play; Go away. Receptive: The mouse goes away; the mouse is very sad; What can I do now?; Wonderful; Abracadabra; Let's go to the show; Ladies and gentleman; ghost
<p>Units 3–4 Show what you can do</p>	<ul style="list-style-type: none"> Matching activity Speaking activity 	

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5 Toys	<ul style="list-style-type: none"> Presenting vocabulary with flashcards Vocabulary game Revising and extending vocabulary with flashcards Picture puzzle Listen, listen! (chant) Extending vocabulary with a flashcard Listening exercise (rhyme) Word play – Step to creativity Composing and reciting a rhyme A dog in your car (action story) Imitating and carrying out instructions Putting pictures in order My cool pets (song) Listening activity Pair work: Talking about toys 	<ul style="list-style-type: none"> teddy bear; train; plane; car; doll; computer game; ball; puzzle seven; eight Receptive: How many (balls) are there? Listen; And there's a plane. star My (blue train). <p>Receptive: You're in a car; There's a dog; Stop the car and get out; The dog jumps into your car; The dog drives off; Vroom!; You run after the car.</p> <ul style="list-style-type: none"> I've got a cool, cool, duck/dog/mouse/cat on a super bike; ting, ting; in a super car; vroom, vroom; in a super train; chao, chao; in a super plane; woo, woo; Whee! I've got (two cars), (one train), (six dolls). <p>Receptive: Hi, I'm (Anna); How many (cars) has (Anna) got?; How many (cars) have your got?</p>
6 Weather	<ul style="list-style-type: none"> Presenting vocabulary with flashcards Listening activity vocabulary game Pair work: Vocabulary game Extending vocabulary with flashcards and realia A cap on a cat (chant) Presenting vocabulary with flashcards and actions Snowman grow (rhyme) Vocabulary revision ball game Discovery picture Presenting vocabulary with flashcards, board drawings, and actions The little seed (cartoon story) Sticker activity Retelling the story with story cards Optional: Role play CLIL activity Optional: mini-projects (Making a seed pattern; Growing cress) It's raining (song) Listening activity Pair work: Vocabulary game CLIL activity Doing an experiment (make and observe a rainbow) 	<ul style="list-style-type: none"> rain; sun; wind; clouds; snow; It's raining/sunny/windy/cloudy/snowy. cap; frog A cap on a (cat); Rain, snow or sun; Caps are always fun. snowman; grow; run snowman grow; Oh, the sun; Snowman run cat; dog; hamster; mouse; duck; rabbit bee; butterfly; flower; umbrella; a little seed; grows; What a sweet smell; Bless you! <p>Receptive: The little seed is asleep; Hello, Bee; Hi, Butterfly; Look at the clouds; I've got an umbrella; Come with me; Aah! This is good; The little seed grows and grows; The rain stops; Thanks for the umbrella; That's OK; Careful! Oh, dear! Look. Here comes the sun; Fantastic! A week a later; Look at the wonderful flower.</p> <p>Receptive: sunflower seeds; cress seeds; orange pips; apple pips; beans; peas; lentils; It's raining; Come out; Run and jump; Oh, what a rainy day!</p> <p>Receptive: What's the weather like today?; It's (very) (sunny).</p>
Units 5–6 Show what you can do	<ul style="list-style-type: none"> Matching activity Speaking activity 	