

I.

Introduction

Introduction

Playway to English 2 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 2* 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 stories and games

What is new about *Playway to English 2 Second edition*?

Compared with the previous edition, *Playway to English 2 Second edition* is even more efficient because of the following innovations:

1. A stronger emphasis on outcome in the development of 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 opportunities 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:

- In *Playway 1* the learners are not confronted with the written word. In *Playway 2* the written word is carefully introduced on a word, a sentence and a text level. When the children have heard words, sentences and dialogues and when they have spoken them they are presented with the written form of what they have learned orally so far. Thus the written words serve as an additional memory anchor which speeds up learning.
- Alongside well-established content from the original edition of *Playway* there are also new songs, rhymes and stories.

- Four humorous DVD stories 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 and providing the children with valuable 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 2 Second edition Pupil's Book* you will find CLIL activities with the following objectives:

- p. 15 Making a fruit salad.
- p. 29 Being aware of the senses.
- p. 43 Doing sums.
- p. 57 Learning about the lives of earthworms.
- p. 71 The sea. Finding out about ecological matters.
- In addition, in Unit 8 (*On the farm*) a CLIL activity is suggested in the teacher's notes following Lesson 1 (p. 121 in the Teacher's Book).

CLIL activities are suggested in the Teacher's Book to extend the content of the lesson – these link to science, (food, nutrition, nature and the five senses), maths, geography and art (making a cat). 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 Teacher's Book facilitates the use of *Playway to English* in the lesson. The new active vocabulary of each activity is shown at beginning of each lesson. Each activity is clearly accompanied by a Pupil's Book or Activity Book icon for quick reference. The CD icons give the relevant audio CD track number whilst DVD section references are also 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 2* Second edition

Playway to English 2 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 Stories)
- Cards Pack (flashcards, word cards 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 2*, 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-trying 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 2* 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 2* e.g. humorous role plays that encourage 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.

Key features and activities:

- The illustrations of the songs and chants help the children to quickly master the meaning of written words.
- Many lessons begin with a song, a rhyme or a chant on the CD and invite children to follow it in the book. With the aid of pictures the children learn to understand the texts and gradually to sing or say them.
- There are several action stories in the Pupil's Book. These encourage children to learn phrases in the imperative. Children match the pictures in the Pupil's Book to what they hear, e.g. on p. 22. and do the actions themselves to show that they understand.
- Exercises on vocabulary revision are for playful and multi-sensory consolidation of new words (e.g. Pupil's Book p. 16).
- The model presentation of dialogues with the aid of classroom photos has a similar function. The children look at the photos and at the same time read and/or listen to the mini-dialogues. They learn to say it themselves and also to change it in a creative way (e.g. Pupil's Book p. 24, 28, 37).
- There are exercises that directly build upon the stories. 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).
- 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.
- A picture dictionary with all the main vocabulary also in print offers students the chance to revise or consolidate the learning of the new words or phrases after each unit (see Pupil's Book pp. 76–79).
 - 1) Child A points to a picture, covers up the written word or phrase. 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.

Introduction

- 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.

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 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 and numbering pictures.
- Matching words, sentences or short texts to pictures.
- Listening, reading and colouring.
- Listening and drawing.
- Decoding anagrams.
- Drawing and speaking.
- Listening and finding items.
- Solving puzzles.
- Completing short texts.
- Finding words in a puzzle.
- Making sentences.
- Doing logical puzzles.

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 2 Second edition* can be supplemented either at home or at school.

System requirements:

Operating systems: Windows 2000, XP, Vista
 CPU: Pentium 1 GHz
 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 stories and eight cartoon stories that present English in a way that is both humorous and informative. At the centre of the Mr Matt stories 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 years, 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 74 flashcards, 117 word cards and 63 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. 156.

Word cards

In addition to the flashcards there are also word cards available. Once the children have understood the meaning of a word or phrase, have listened to it several times and have spoken it the teacher will introduce the written form of the word or phrase. In this way the children will learn to deal successfully with matching words orally and visually. A list of all the word cards is given in the appendix of the Teacher's Book, p. 157.

Story cards

There are story cards to accompany each of the cartoon stories in *Playway to English 2 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.

A list of all the story cards is given in the appendix of the Teacher's Book, p. 156.

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 2 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 practise reading skills with activities such as matching pictures and words, sentences and pictures, stories and dialogues with speech bubbles.
- to develop listening comprehension and speaking skills.
- 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. They gather positive learning experiences of finding their creative side when, for example, they learn to compose short texts, rhymes and chants using the models provided and with 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 2 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 again</i>	Unit 6	<i>Let's count</i>
Unit 2	<i>Shopping</i>	Unit 7	<i>Family</i>
Unit 3	<i>In my house</i>	Unit 8	<i>On the farm</i>
Unit 4	<i>My body</i>	Unit 9	<i>Travelling</i>
Unit 5	<i>Clothes</i>	Unit 10	<i>Holidays</i>

Characters

Linda, Benny and Max appear frequently as characters in the cartoon stories and also in listening exercises in *Playway to English 2 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 stories will become familiar to the children.

Activities

The content of the units is taught through various types of texts:

- *Cartoon Stories*
- *Mr Matt Stories*
- *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 are particularly suitable.

The activities in *Playway to English 2 Second edition* are designed to be compatible with the interests of Year 2 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 stories

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 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 classic 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 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 gives 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 2 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.

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

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 2 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 2 Second edition* it was found 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 2 Second edition includes tasks that carefully encourage the children to be creative in English. For example, the children listen and read the poem on Pupil's Book p. 36, ex. 6:

*Look at me.
 My T-shirt's red.
 My jacket's green.
 My jeans are blue.
 Like a parrot in a zoo.*

The teacher might then write a skeleton text of the poem on the board:

*L a m
 M T 's r
 ...
 ...
 ...*

The children jointly reconstruct the text.

On Pupil's Book p. 36, ex. 7 the children find the instruction: Draw, write and say. Below is the following gapped text.

*Look at me.
 My _____'s _____.
 My _____'s _____.
 My _____ are _____.
 Like a parrot in a zoo.*

Then the teacher might write items of clothing and colour words on the board or simply tell the children to check the spelling of the words in their books.

Then the children create their own poem. The teacher checks it, asks the individual children to read it out to her and finally asks the children to present their poem in class.

When the children ask for words that have not been introduced, write them on the board, say them and ask the children to repeat them.

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.

ME-page

Each unit in the Activity Book also contains a ME-page. These activities are designed to give the children the opportunity to personalise the language they have used in the class. They are encouraged to complete the activity in a way that is personal to them and are therefore given guided support in using the language creatively.

How to use *Playway to English 2 Second edition* in the lesson

The selection of teaching topics

There are numerous ways of using the material in *Playway to English 2 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 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 2 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 again	<ul style="list-style-type: none"> Revision/introduction of vocabulary. Vocabulary games.  <i>Hello again</i> (song) Listening exercise.  The mouse in the house (Mr Matt story) Listening exercise. Reading exercise.  <i>The banana skin</i> (action story) Listen and imitate. Listen and point. Listen and write the numbers.  Listen and draw. Guessing the fruit. Find the pattern.  <i>One apple for Benny</i> (rhyme) Create your own poem. Word play. Step to creativity. Draw and describe. 	<ul style="list-style-type: none"> Word groups: colours; toys; school; pets; party; numbers from one to ten. <i>bird/s</i> <i>Melon; grapes; pound, pence, two pounds fifty, one pound sixty, fifty-four pence.</i> Receptive: <i>Just a little. Let's eat the melon; Where are the grapes?; Where is the melon?; Two pounds, please.</i> <i>Walk to school; Open your schoolbag; Take out a banana; Eat it; Throw the skin away; Walk on; Ouch.</i> <i>What number is ...?</i> <i>Peach/es; nut/s; kiwi/s; strawberry/es; orange/s.</i> Receptive: <i>Close your eyes; open your mouth; What is it?</i> <i>One (apple) for (Benny); Some (grapes) for (me). My favourite (fruit) is (plums).</i>
2 Shopping	<ul style="list-style-type: none">  <i>I like potatoes</i> (chant) Match the words to the pictures. Write jumbled letters to make words. Look, read and write numbers. Stick in pictures. Pair work.  Listen and write names.  <i>At a shop</i> (cartoon story) Act out shop scenes. Picture puzzle. Make a fruit salad (CLIL activity). 	<ul style="list-style-type: none"> <i>I like potatoes; onions; carrots; green/red peppers; tomatoes; cucumbers; Yummy; I don't like ...</i> <i>How many (cucumbers) are there? What do you like? (Maria) likes/doesn't like. What about you?</i> <i>How much is it?; Two pounds; Here you are; Three onions, please; Thank you; Goodbye.</i> Receptive: <i>Cut the apple; Add yoghurt; Mix everything; In my favourite fruit salad there are ...</i>
Units 1–2 Show what you can do	<ul style="list-style-type: none"> Listening activity Matching activity 	Vocabulary from previous units.

Topics	Types of text and activities	Vocabulary, phrases and structures
<p>3 In my house</p>	<ul style="list-style-type: none"> •  Listen and point. • Pair work. •  <i>The mice are having fun</i> (song) • Listen and read. Create your own poem. Step to creativity. •  Listen and say. Describing rooms. Look and match. Reading exercise. Word ping-pong. •  <i>Time for fun!</i> (cartoon story) Stick-in pictures. •  <i>The chocolate bar</i> (action story) Listen and imitate. •  Pair work: Arithmetic game. Listen and match. Draw your own room and describe. Step to creativity. 	<ul style="list-style-type: none"> • sofa; chair; cupboard; curtains; TV; lamp; table; telephone; mat • What colour is the (sofa)?; What colour are the (curtains)? mice; floor; door; on; family • In my room, there's a pink sofa ... • Let's watch TV; Listen! A cat; They've got a cat; Let's run!; The TV's on; That's strange; I can smell mice. • Open the cupboard; Ah. A chocolate bar; Climb onto a chair; Take the chocolate bar; Jump down; Ouch! Your foot! You drop the chocolate bar; Your dog grabs the chocolate bar; Shout "Give it back!" • numbers from 11–20; start/finish; It's my turn/your turn. Eleven plus five is ...
<p>4 My body</p>	<ul style="list-style-type: none"> •  Listen and write numbers. Point and say activity – point at the body part and say what it is. •  <i>Bend your knees</i> (chant) • Listen to the monster descriptions and number. •  <i>Wilbur</i> (action story) •  <i>Mr Matt keeps fit</i> (Mr Matt story) Listen and write the numbers. • Listen and colour. •  Listening exercise. Pair work. Circle the words. Exercises on the five senses (CLIL activity). •  Listen and draw a monster from a description. Draw your own monster and describe it. 	<ul style="list-style-type: none"> • hand/s; head; ear/s; hair; shoulder/s; arm/s; finger/s; toe/s; leg/s; foot/feet; eye/s; nose; mouth • Bend your knees; Touch your toes; Clap your hands; Touch your nose; Shake your fingers; Touch your hair; Stamp your feet; Jump up high; Grow and grow; Touch the sky. • Receptive: My monster has got ...; Close your eyes; Open your eyes. • Wilbur gets out of bed; He shakes his arms; He shakes his legs; He bends his knees; He says hello to his dog; Oh no! Wilbur runs into the bathroom; He cleans his teeth. • Receptive: Ouch, my back!; Where are we going?; Next, please; I've got an idea; Look at my tooth; Watch me, Megan. • My tummy/knee/head etc. hurts. • My monster has got ...

Introduction

Topics	Types of text and activities	Vocabulary, phrases and structures
Units 3–4 Show what you can do	<ul style="list-style-type: none"> • Listening activity • Matching activity 	Vocabulary from previous units.
5 Clothes	<ul style="list-style-type: none"> • Vocabulary games and activities. Pair work. Clothes sums. Word search. • Listen and write. • <i>Oh no!</i> (action story) Listen and write the numbers. • <i>The woolly hat</i> (cartoon story) Listen and stick. • Listen and colour. Listen and circle. • Colour and say. • Vocabulary games. Reading a poem. Create your own poem. • <i>The T-shirt</i> (Mr Matt story) Listen and colour. Read, match and colour. • Draw, write and say. 	<ul style="list-style-type: none"> • shoes; pullover; woolly hat; skirt; socks; jacket; trainers; T-shirt; dress; hat; cap; jeans • Susan is wearing ... • You're in the swimming pool; Get out of the water; Dry yourself; Put on your jeans; Put on your shoes and socks; Put on your T-shirt; Put on your jacket; Walk out; Oh, no! You're wearing your swimming goggles. • His (hat) is (blue); He/she's wearing. Hurry up; I don't know what to wear; put on; take off. • What colour is the jacket?; What colour are the shoes?; It's blue/...; They're brown/... • Revision: colours Introduction of vocabulary: zoo; parrot. Look at me; My T-shirt's red; My jacket's green; My jeans are blue; Like a parrot in a zoo. • I don't like it; Can I try the T-shirt on?; Can I help you?; I'll take the blue jacket; That's nice. • My favourite clothes.
6 Let's count	<ul style="list-style-type: none"> • Introduction of vocabulary. Listen and colour. Listen and write the numbers. Introduction of written words. • <i>Pounds in my piggy bank</i> (song) Draw lines to join numbers. Number word search. Write the words. • <i>Clever Joe</i> (cartoon story) Role play of Clever Joe • Listen and colour. Play a game (snakes and ladders) as pair work. Match and write – forming categories. Look and do the sums. (CLIL activity) Match the numbers in figures to the written numbers. 	<ul style="list-style-type: none"> • thirty; forty; fifty; sixty; seventy; eighty; ninety; a hundred; zero • piggy bank; camera skateboard; football; hammer • circus; the maths test; I can't do it. • I'm so sorry; Let's go to the swimming pool; Tim is ill; Ben is thinking; Anne, come here; Can I try?