

I.

Introduction

Introduction

Playway to English 4 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 4* 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 4 Second edition*?

Compared with the previous edition, *Playway to English 4 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. In addition, throughout *Playway 4 Pupil's Book*, there are classroom photos of children modeling the dialogues and language that the children will use in the activities in class.

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, 3* and *4*, 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 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.

- Alongside the new fully animated cartoon 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 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 stories offer a motivating way of developing listening and speaking skills.
- At the end of every unit in *Playway 4*, there are two texts in the Activity Book which use language from the unit. Text A is a bit easier and normally shorter and text B is a more advanced text. The children read the texts, and can use the texts for activities such as finding information. The two texts are followed by some empty lines on which the children can write their own text (using text A and B as a model).

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 4 Second edition Pupil's Book* you will find CLIL activities with the following objectives:

- p. 15 Map reading and orientation.
 - p. 29 Learning about animal families.
 - p. 43 Warning about wild animals in the city.
 - p. 57 Conducting a survey on TV watching habits.
- 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 4* Second edition

Playway to English 4 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 and Word 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 4*, the educational basis 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. The main part consists of detailed and well-tried 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. 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 4* 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 4* 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 activities to support the children's reading, listening, speaking and writing skills. Written words are introduced with the aid of word cards and handwritten sentences when the children have become fully familiar with each spoken word. Sentence writing is introduced in the Pupil's Book in a structured way with clear examples and thorough support to maintain the children's confidence.

Key features and activities:

- After the introduction of important words the children listen to a song, a rhyme or a chant on the CD and follow the text for it in the book. With the aid of the pictures around the text, and mimes from the teacher the children read the texts and gradually sing or say them.
- Exercises on vocabulary revision are for playful and multisensory consolidation of new words.
- 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 a gap fill exercise in the picture story with the aid of a word bank 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.
- 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.
- 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. 33, 38).
- 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 word list with all the main vocabulary offers students the chance to revise or consolidate the learning of the new words or phrases after each unit (see appendix of the 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.
 - 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.

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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 (p. 30), order words to form a sentences (p. 24) and match words to pictures (p. 16). 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 and numbering pictures.
- Matching words, sentences or short texts to pictures.
- Listening and ticking items.
- Solving puzzles.
- Completing short texts.
- Making sentences.

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 4 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 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 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 stories also offer the children important pronunciation models. For extensive dialogue and listening practise, *Playway 4* includes an extra unit consisting of a musical play, *Tammy, the queen of jams*, which can be watched, repeated practised and performed over a number of weeks.

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 the gap fill exercises.

Not all the language in the DVD sequences or CD versions of the stories are presented in the cartoon story in the Pupil's Book. This is mainly because of the length of the stories but also this serves to encourage the children to listen for the necessary information in order to complete the gap fill in the Pupil's Book.

Cards Pack

The pack contains 84 flashcards and 99 word 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. 192).

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 the difficult task of matching an auditory item with a written one. A list of all the word cards is given in the appendix of the Teacher's Book (p. 193).

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 4 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. The children match pictures and words, sentences and pictures, stories and dialogues with speech bubbles.
- to develop listening comprehension and speaking skills. There are several opportunities for short dialogues and role play. The children are involved in spoken communication with the teacher throughout each lesson, and many activities are extended through spoken work in pairs.
- 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 4 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>Shopping</i>	Unit 6 <i>Wild animals</i>
Unit 2 <i>Moving about</i>	Unit 7 <i>Treasure</i>
Unit 3 <i>Feelings</i>	Unit 8 <i>TV</i>
Unit 4 <i>Family and friends</i>	Unit 9 <i>Favourite places</i>
Unit 5 <i>Dreams</i>	Unit 10 <i>Fun time</i>

Characters

Linda, Benny and Max appear frequently as characters in the cartoon stories and also in listening exercises in *Playway to English 4 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 with the aid of the following types of activity:

- *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 4 Second edition* are designed to be compatible with the interests of Year 4 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.

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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 multisensory 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 4 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 4 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 4 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 a version 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 4 Second edition includes tasks that carefully encourage the children to be creative in English. For example, the children listen and read a poem on p. 23 in the Pupil's Book.

*A happy frog,
 a hungry dog,
 a sad fox,
 a tired ox,
 an angry bat,
 a thirsty cat,
 are having a chat,
 just like that.*

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

*A h f
 a h d
 etc.*

The children jointly reconstruct the text. The books are closed.

At the bottom of the page the children find the instruction: *Write your own chant. Draw pictures.* The children are then given some more ideas of animals that rhyme. 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.

By involving as many senses as possible the rhymes are retained in the long-term memory. 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, the pictures and the rhymes.

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

How to use *Playway to English 4 Second edition* in the lesson

The selection of teaching topics

There are numerous ways of using the material in *Playway to English 4 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 4 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.

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Topics	Types of text and activities	Vocabulary, phrases and structures
1 Shopping	<ul style="list-style-type: none"> • Extending vocabulary with flashcards • Listening activity Pair work: 'Back writing' • Listening activity • <i>Going shopping</i> (Mr Matt story) • Listening activity Reading activity Role play Change the dialogue to act it out • <i>No money, no sweets</i> (action story) Imitating and carrying out instructions • <i>Monster lunch</i> (chant) Drawing and composing a chant (step to creativity) 	<ul style="list-style-type: none"> • pencil sharpener; magazine; CD; DVD; sweets; stickers; felt-tip pen; pen • How much is/are the felt-tip pen/scissors, please? • pounds; pence • Receptive: <i>There's no food in the house; Can you go shopping?; Let's make a shopping list; OK, I'm ready; Let's go; Sorry, Dad! We're busy. We're making a house of cards.</i> • <i>Two ice creams, please; What flavours?; Vanilla and chocolate for me, please; And strawberry and yoghurt for me, please; Ok. Here you are; How much is it?; £2; Here you are; Thank you; Goodbye;</i> • <i>Open your piggy bank; Take out a two-pound coin; Walk to the supermarket; Pick up a bag of sweets; Go to the cash desk; Put your hand in your pocket; Nothing!; There's a big hole in your pocket; Take the sweets back.</i> • buy
2 Moving about	<ul style="list-style-type: none"> • Extending vocabulary with flashcards Pair work: Test your partner • Extending vocabulary with flashcards Listening activity • <i>Where's the cinema?</i> (chant) • Reading activity • Listening activity Role play: Act out the dialogues • Personalising the new vocabulary: Talking about their area • <i>The ticket</i> (action story) Imitating and carrying out instructions • CLIL: Extending vocabulary using flashcards Using mnemonics Personalising the new vocabulary: Drawing and writing about their area 	<ul style="list-style-type: none"> • go straight on; turn left; turn right; go across; go past; go through; opposite; next to • map, post office; hospital; museum; supermarket; hotel; station; park; swimming pool; sweet shop; school; Excuse me, please; Where's the (post office)?; It's on Park Road; Where's that?; Turn right here, then turn left at the zoo; Go past the school and turn right; The hospital is opposite the park; Thank you very much. • Excuse me, Monica; Where's the cinema?; Sorry, Joe; I don't know. • <i>Get on a bus; Buy a ticket; Sit down; You're hot; Put the ticket in your mouth and take off your pullover; Oops! You've swallowed the ticket; There's the conductor; The conductor says, "Where's your ticket?"; Say, "It's in my tummy!";</i> • north; south; east; west; The (station) is (north) of the cinema.
Units 1–2 Show what you can do	<ul style="list-style-type: none"> • Reading and writing activities 	<ul style="list-style-type: none"> • Vocabulary from previous units.

Topics	Types of text and activities	Vocabulary, phrases and structures
3 Feelings	<ul style="list-style-type: none"> Presenting vocabulary with flashcards Listening activity Pair work: Test your partner Personalising the new vocabulary Creating dialogues <i>I'm scared</i> (Mr Matt story) Predicting what will happen in a story <i>The football</i> (action story) Imitating and carrying out instructions Listening activity Pair work: Talking about what other people are feeling Role play <i>A happy frog</i> (chant) Composing your own chant (step to creativity) 	<ul style="list-style-type: none"> happy; sad; scared; tired; angry; nervous; excited; bored; Tell me about (Anne); I think she's (scared). Are you (angry)?; No, I'm not/Yes, I am; What's the matter? Receptive: Turn off the TV, Dad. I'm scared; Come on! It's just a film. I'm not scared; Yes, turn on the light, dad. I'm scared too; OK; There are no ghosts. Don't be silly; It's very late. Go to bed now; What is it, Dad?; There's something cold in my bed. You're thirsty; You get some orange juice; You go out into the garden; You trip over your football; Now there's orange juice all over your clothes; You're angry; You kick your football; Crash! The window breaks; Your dad is very angry; You empty your piggy bank. What can I do?; How does Debbie's mum feel? hungry; thirsty
4 Family and friends	<ul style="list-style-type: none"> Presenting vocabulary with flashcards Listening activity Pair work: Ask your partner Reading activity Speaking activity: Talk about your family <i>Snow White</i> (cartoon story) Role play <i>Friends</i> (song) CLIL activity: Quiz Learning about baby animals and their families 	<ul style="list-style-type: none"> aunt; uncle; daughter; son Who is (Anne)'s (sister)?; (Ruby) is (Anne's sister). Receptive: Mirror, mirror, who's the best singer?; That's Snow White my queen; You stupid mirror; Where are we going Ted?; Hello Snow White. I'm so happy to see you again; Stop, Snow White. Don't eat the chocolate; Come with us.
Units 3–4 Show what you can do	<ul style="list-style-type: none"> Reading and writing activities 	<ul style="list-style-type: none"> Vocabulary from previous units.

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Topics	Types of text and activities	Vocabulary, phrases and structures
5 Dreams	<ul style="list-style-type: none"> Presenting vocabulary with flashcards Listening activity Pair work: Test your partner Reading activity Identifying and correcting false sentences <i>The silly fox</i> (story) Role play Class survey: Asking classmates about their dreams Presenting your results to the class Listening activity (rhyme) Listening activity (poem) Compose a poem using a model 	<ul style="list-style-type: none"> fly to the moon, climb a mountain, explore a cave, drive a racing car, fight a monster, pick a flower, catch a bat; Tell me about (Tom)'s dream; He/She's (exploring a cave). The fox wants to catch a duck; The raven shouts, 'Duck! The fox is coming.'; The fox is very angry; The fox has got an idea: 'I'll close my eyes. The raven will think I'm dead.'; The raven says, 'Dead foxes wiggle their ears.'; The fox wiggles his ears; The raven laughs, 'You're not dead. You silly fox.'; Then the fox catches the raven. 'Now I've got you!', he says; The raven says, 'Before you eat me, please sing me a song.'; The fox sings a song and the raven flies away. tower, picking a flower
6 Wild animals	<ul style="list-style-type: none"> Presenting vocabulary with flashcards Pair work: Test your partner Writing activity: Animal quiz <i>Lucy's pet</i> (song) <i>Pinky the elephant</i> (cartoon story) Role play Speaking activity: Guessing game Create your own animal. CLIL activity: Learn about wild animals in cities/towns. Create a poster. Reading and writing activities 	<ul style="list-style-type: none"> giraffe; crocodile; leopard; rattlesnake; seal; owl; kangaroo; polar bear; seagull; whale; penguin; What number is the (lion)?; What is number (seven)? How many animals (can climb trees)? Receptive: go down to the river; useful; wonderful Has it got (four) (legs)?; Can it (swim)?; Does it (lay eggs)? Vocabulary from previous units.
Units 5-6 Show what you can do	<ul style="list-style-type: none"> Reading and writing activities 	<ul style="list-style-type: none"> Vocabulary from previous units.