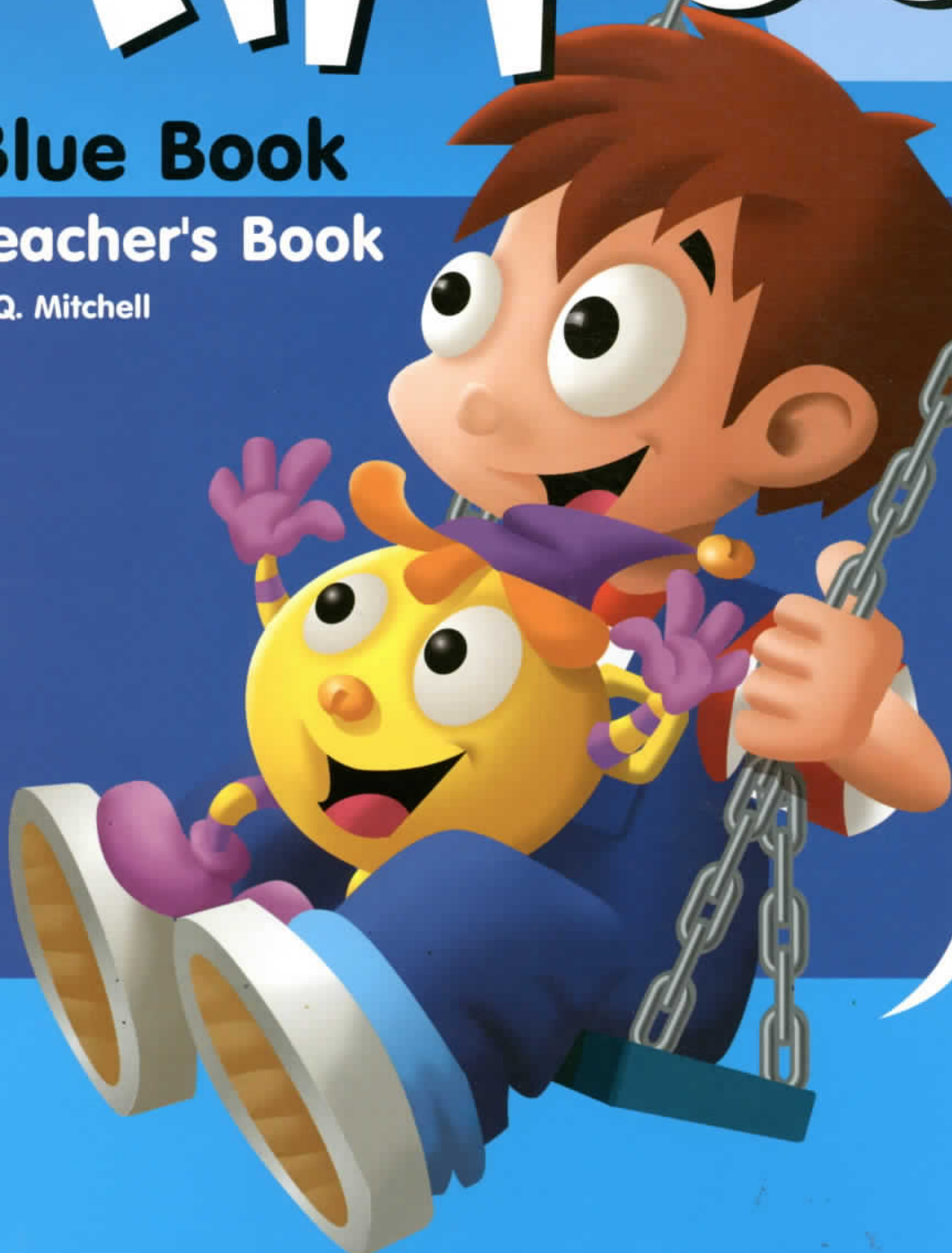


NEW Yipppee!

Blue Book

Teacher's Book

H.Q. Mitchell



Contents

Introduction	2
Syllabus	6
UNIT 1 Welcome	8
UNIT 2 Lunchtime!	20
Let's remember 1-2	32
UNIT 3 Having fun	34
UNIT 4 That's me	46
Let's remember 3-4	58
UNIT 5 A day out	60
UNIT 6 Visiting places	72
Let's remember 5-6	84
UNIT 7 What's the weather like?	86
UNIT 8 Party time!	98
Let's remember 7-8	108
Cross-curricular (1-8)	110
Celebrations (photocopiable material)	118

UNIT 4

That's me

LESSON 1

Aims

To talk about parts of the body.

Vocabulary

nose, feet, big, small

Structures

I've got [AmE I have] + adjective + noun

He's got [AmE He has] + adjective + noun

MUSICAL INTELLIGENCE

- Play the Hello Song and sing along with the Ss (Track 2).

BEFORE the book

1 Introduce new items

VISUAL-SPATIAL / LINGUISTIC INTELLIGENCE

- Introduce the new vocabulary (nose, feet, big, small).
- Point to your nose and say, "nose". Say the word a few times and get Ss to repeat after you.
- Repeat the same with the rest of the parts of the body.
- Say, "big" and show outstretched hands. Then say, "small" and show it with your fingers.
- Point to your nose again and say, "I've got [AmE I have] a big / small nose". Repeat the same with the rest of the parts of the body: *feet, hands* (in order to revise it from Unit 2).
- Draw a boy on the board with a big nose and say, "He's got [AmE He has] a big nose". Draw a boy with a small nose on the board and say, "He's got [AmE He has] a small nose".
- Repeat the same with the rest of the parts of the body.

DURING the book

2 Listen and repeat. Stick the stickers.

VISUAL-SPATIAL / KINESTHETIC / LINGUISTIC INTELLIGENCE

- Get Ss to open their books.
- Tell Ss to point to the pictures in the picture vocabulary and say the words they represent.
- Play the CD and get Ss to repeat the words.

Track 38 TAPESCRIPT

small
big
nose
feet

- Tell Ss to turn to the middle of the Student's Book, find the appropriate stickers (part of the clown's hand, part of the clown's nose) and stick them in the corresponding places in the picture.

4. That's me

Lesson 1



3 Talk about the pictures

VISUAL-SPATIAL INTELLIGENCE

- Draw Ss' attention to the picture of the clown and ask them to describe the parts of his body, e.g. "He's got [AmE He has] a big nose, big hands and big feet."

4 Listen and repeat

LINGUISTIC / VISUAL-SPATIAL INTELLIGENCE

- Tell Ss that they are going to listen to a dialogue.
- While Ss are listening to the dialogue, point to the character who is speaking each time.
- Get Ss to point to the characters, while you play the CD for the second time.
- Play the CD again, pausing after each phrase and get Ss to repeat each phrase.

Track 39 TAPESCRIPT

Tim Look! Ha, ha! He's got [AmE He has] a small hat.
Liz Yes! And a big nose.
Tim He's got [AmE He has] big hands, too.
Liz And biiiiig feet!
Jingle Yes. But I've got [AmE I have] a big hat!
Liz and Tim Oh, Jingle! Ha, ha, ha!




small



big



nose



feet

1. Introduce new items.
2. Listen and repeat the words. Stick the stickers.
3. Talk about the pictures.
4. Listen and repeat the dialogue.
5. Act out the dialogue.
6. Play games.
7. Do the Fun Book (pp.28-29).

29

- Alternatively, Ss can also describe their drawings in small groups or to the class.

7 Fun Book

- Follow the instructions on p.28 and get Ss to look at the clown carefully and find the mistakes, in comparison to the Student's Book.

Key:

1. small hands instead of big hands
2. small feet instead of big feet.

- Follow the instructions on p.29 and get Ss to do the activities.

Key:

- 13 hands
7 feet
3 noses

MUSICAL INTELLIGENCE

- Play the Goodbye Song and sing along with the Ss (Track 3).

5 Act out the dialogue

INTERPERSONAL / LINGUISTIC / KINESTHETIC INTELLIGENCE

- Divide Ss into three groups and get them to act out the dialogue.
- Get Ss to point to the corresponding parts of the clown's body while they are acting out the dialogue.
- You can play the dialogue, on the CD, while Ss are acting, for guidance.

6 Play games

▶▶ Listen and make

KINESTHETIC / VISUAL-SPATIAL / LINGUISTIC INTELLIGENCE

- Hand out coloured plasticine to all Ss and tell them to make plasticine people.
- When all Ss have completed the first stage (making the torso, arms and legs), start calling out orders, e.g. "Make big feet, a small nose, big hands etc".

▶▶ Draw and describe

VISUAL-SPATIAL / LINGUISTIC INTELLIGENCE

- Tell each S to draw a boy with a big or small nose / hands / feet etc.
- When all Ss have finished, divide them into pairs.
- Ss take turns and describe their drawing, e.g. **He's got** [AmEHe has] big feet. **He's got** [AmEHe has] a small nose etc.



1. Play a game.
2. Cut out and stick the missing items. Then say with your partner, e.g. *I have a big nose.* Colour.
3. Play a game.

UNIT 4

That's me

LESSON 1 - EXTRA ACTIVITIES

Aims

To talk about parts of the body.

Vocabulary

nose, feet, hands, big, small

Structures

I've got [AmE] have] + adjective + noun

He's got [AmE] He has] + adjective + noun

BEFORE the activity

1 Play a game

▶▶ Roll and draw

VERBAL - LINGUISTIC / BODILY - KINESTHETIC / LOGICAL - MATHEMATICAL / INTERPERSONAL INTELLIGENCE

- Write the numbers 1-6 on the left side of the board. Leave a space in the middle of the board and stick the following flashcards: *hair, head, arms, hands, legs, and feet* on the right side of the board.
- Draw arrows to match the numbers to the flashcards.
- Hand out pieces of paper to each S.
- Divide Ss into pairs and give each pair a dice.
- Explain to Ss that in pairs they are going to take turns rolling the dice and drawing the part of the body that corresponds to the number on the dice that they have rolled.
- Demonstrate by rolling the dice, showing the number to Ss, pointing out the body part the number corresponds to and drawing it on the board. Tell Ss that each time they roll the dice they have to say the number and the part of the body it corresponds to before drawing it on their piece of paper.
- If a S rolls the same number twice he/she gives the dice to his/her partner.
- The first S in each pair to complete his/her drawing first, is the winner.

DURING the activity

2 Cut out and stick the missing items. Then, say with your partner. Colour.

VISUAL - SPATIAL / BODILY - KINESTHETIC / INTERPERSONAL INTELLIGENCE

- Hand out photocopies of the extra activity for Unit 4 Lesson 1 (TB p.48) to Ss.
- Draw Ss' attention to the picture of the clown and ask them to identify the different items.
- Tell Ss that they have to cut out the shapes they see in the picture and stick the items they choose in the appropriate places.
- Once Ss are done cutting and sticking, assign them with partners and have them talk about the clowns they've made, e.g. *He has (got) a small hat. He has (got) big feet, etc.*
- Tell Ss to colour in the picture.

KEY

open answers

AFTER the activity

3 Play a game

▶▶ Draw, fold and pass

VERBAL - LINGUISTIC / BODILY - KINESTHETIC / INTERPERSONAL INTELLIGENCE

- Tell Ss to sit in a circle.
- Hand out a piece of paper to each S keeping one for you.
- At the top of your paper, draw a head. Then, fold the page back making sure that the fold line is directly below the base of the head.
- Tell Ss to do the same on their papers, and then pass them to the right.
- Pass the paper to the S on your right. Make sure it's facing down so that you don't ruin the surprise.
- The S to your right has to then draw the next part of the body (shoulders / neck), then fold it and pass it to the person to his/her right in the same manner.
- Continue the drawing game until the feet and toes have been drawn.
- When all pictures are finished, unfold them to reveal the funny drawings and have Ss describe the pictures in turns using, *He/she has (got)...* and the vocabulary they have learnt.

UNIT 4

That's me

LESSON 2

Aims

To identify items of clothing.
To describe someone's clothes.

Vocabulary

T-shirt, shoes, skirt, jeans

Structures

He's / She's wearing (a)...

Passive Vocabulary

Where are my...?

Who's...?

Later

You're funny.

MUSICAL INTELLIGENCE

- Play the Hello Song and sing along with the Ss (Track 2).

1 Revise the previous lesson

VISUAL-SPATIAL / KINESTHETIC INTELLIGENCE

- Show Ss the flashcards with the words *feet, hands, nose, big, small* and get them to say the words.
- Draw a boy on the board and choose a S to come to the board.
- Tell him, "He has (got) a big nose". The S has to draw a big nose on the boy's face. Then, choose another S and give him/her another instruction.
- Repeat the procedure with other Ss.

2 Introduce new items

VISUAL-SPATIAL INTELLIGENCE

- Point to your T-shirt or to a S's T-shirt and say, "T-shirt" a few times. Get Ss to repeat after you.
- Point to your shoes and say "shoes" a few times. Get Ss to repeat after you.
- Repeat the same procedure with "skirt" and "jeans".
- Point to a S (boy) and say, "He's wearing a T-shirt/shoes/jeans". Then, point to a girl and say, "She's wearing a T-shirt/skirt etc".
- Repeat the same with a few more Ss.

3 Listen and repeat. Stick the stickers.

VISUAL-SPATIAL / KINESTHETIC / LINGUISTIC INTELLIGENCE

- Get Ss to open their books.
- Tell Ss to point to the pictures in the picture vocabulary and say the words they represent.
- Play the CD and get Ss to repeat each word.



Track 40 TAPESCRIPT

T-shirt
shoes
skirt
jeans

Lesson 2



T-shirt



shoes



skirt



jeans



1. Revise. 2. Introduce new items. 3. Listen and repeat the words. Stick the stickers. 4. Talk about the picture. 5. Listen and repeat the dialogue. 6. Act out the dialogue. 7. Listen and sing. 8. Play a game. 9. Do the Fun Book (p.30).

- Tell Ss to turn to the middle of the Student's Book, find the appropriate stickers (T-shirt, jeans) and stick them to the corresponding places in the picture.

4 Talk about the picture

VISUAL-SPATIAL INTELLIGENCE

- Draw Ss' attention to the picture and ask them, in L1, where the children and Jingle are (in the bedroom) and what they are doing (Liz is looking for something, Jingle is trying on clothes, Tim is looking at Jingle).
- Get Ss to point to and name the items of clothing they can see in the picture.

5 Listen and repeat

LINGUISTIC / VISUAL-SPATIAL INTELLIGENCE

- Tell Ss that they are going to listen to a dialogue.
- While Ss are listening to the dialogue, point to the character who is speaking each time.
- Get Ss to point to the characters, while you play the CD for the second time.
- Play the CD again, pausing after each phrase and get them to repeat each phrase.

Track 41 TAPESCRIPT

Jingle He's wearing jeans. And she's wearing a T-shirt.
Hmm...

Man Later...

Liz Hey! Where are my shoes?

Jingle Liz! Tim! Look at me!

Tim Oh, no! He's wearing a skirt!

Liz ...and he's wearing my shoes, too! Oh, Jingle,
you're funny!

Children Ha, ha, ha, ha!

AFTER the book

Act out the dialogue

INTERPERSONAL / KINESTHETIC / LINGUISTIC INTELLIGENCE

Divide Ss into three groups and get them to act out the dialogue.

Get them to point to the corresponding items of clothing while they are acting out the dialogue.

You can play the dialogue, on the CD, while Ss are acting, for guidance.

Listen and sing

MUSICAL / KINESTHETIC INTELLIGENCE

Tell Ss that they are going to listen to a song.

Play the song once to familiarise Ss with the tune. Get Ss to hum the tune.

Explain to Ss the structure *Who's wearing...?* Get them to answer the questions in the song while they are listening to it.

Play the song a few times and get Ss to repeat.

Track 42

Who's wearing jeans

Jeans, jeans, jeans

He's wearing jeans.

Jeans, jeans, jeans

Who's wearing jeans?

Tim's wearing jeans.

A T-shirt, a T-shirt, a T-shirt

She's wearing a T-shirt.

A T-shirt, a T-shirt, a T-shirt

Who's wearing a T-shirt?

Liz is wearing a T-shirt.

A skirt, a skirt, a skirt

He's wearing a skirt.

8 Play a game

A miming game

KINESTHETIC/VISUAL-SPATIAL / LINGUISTIC INTELLIGENCE

- Choose a S to come to the board.
- Tell him/her that he/she should pretend he/she's putting on an item of clothing (jeans, shoes, skirt, T-shirt).
- The rest of the class has to guess what he/she's wearing saying, "He / She's wearing...".
- Repeat the procedure with other Ss.

9 Fun Book

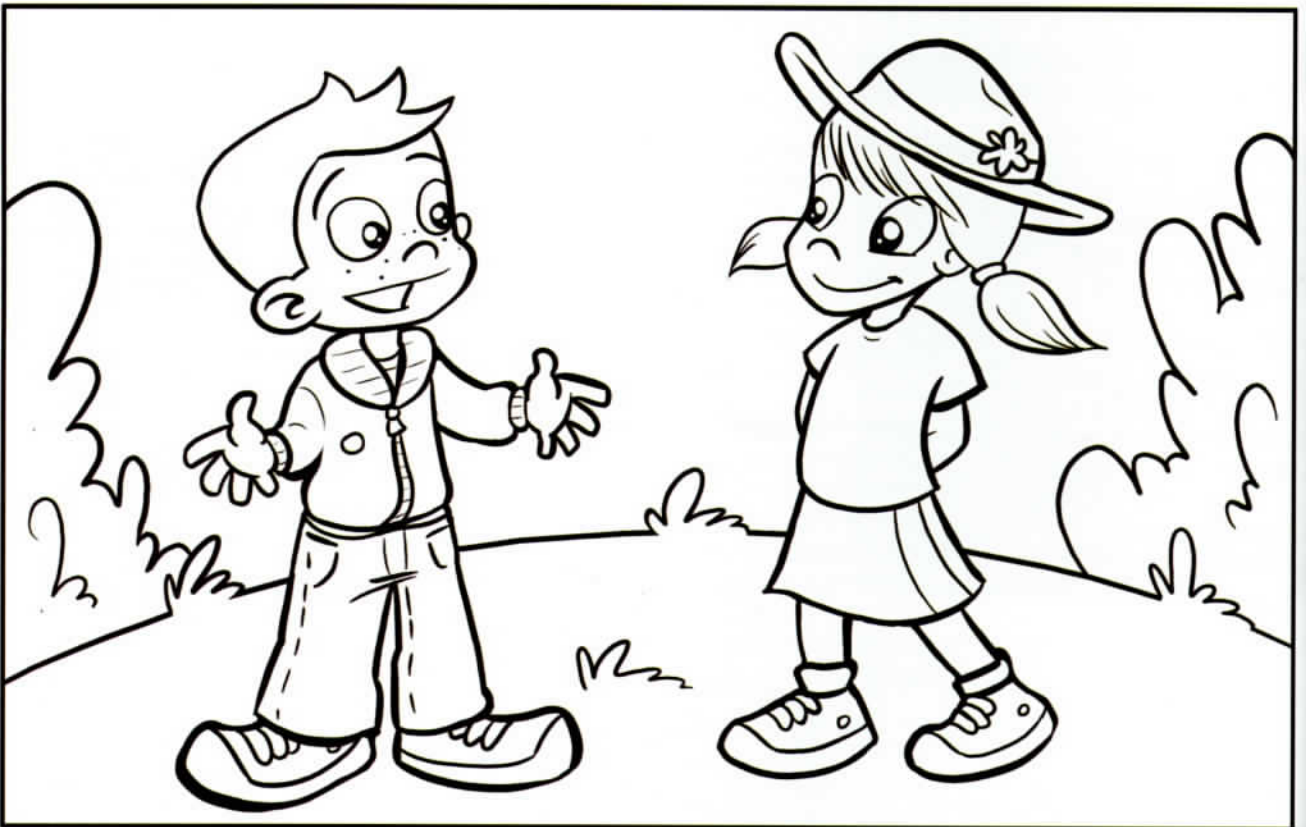
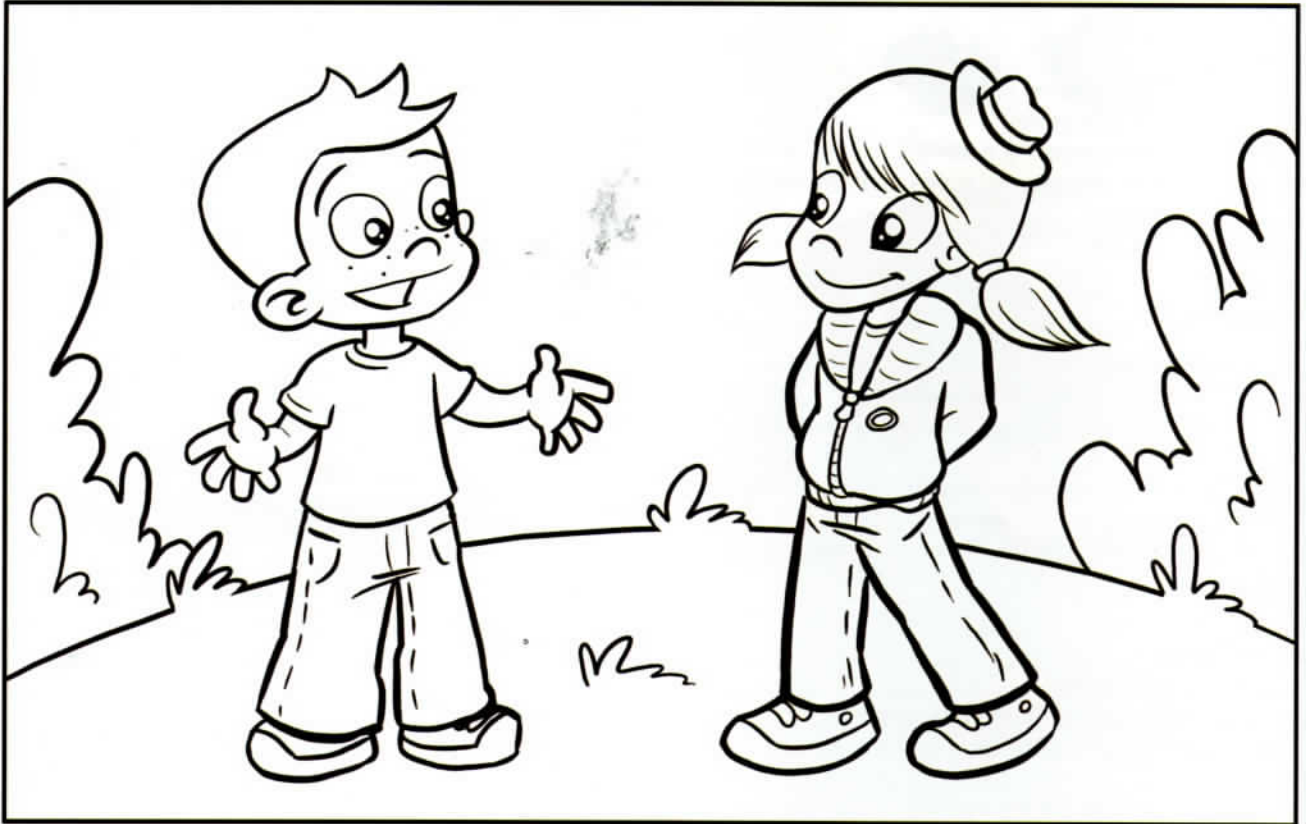
- Follow the instructions on p.30 and get Ss to draw clothes (a T-shirt, shoes, a skirt or jeans) on the children. Then, in pairs, Ss describe what the children are wearing.

MUSICAL INTELLIGENCE

- Play the Goodbye Song and sing along with the Ss (Track 3).

NOTE

- Bring pictures of T-shirts, shoes, skirts, jackets and jeans from magazines and a plastic bottle for the lesson Unit 4, Lesson 3.



UNIT 4

That's me

LESSON 2 - EXTRA ACTIVITIES

Aims

- to identify items of clothing.
- to describe someone's clothes.

Vocabulary

T-shirt, shoes, skirt, jeans

Structures

He's / She's wearing (a) ...

BEFORE the activity

1 Play a game

▶▶ Matching pictures

VISUAL - SPATIAL / VERBAL - LINGUISTIC / INTERPERSONAL /
BODILY - KINESTHETIC INTELLIGENCE

- Give each S two pieces of paper.
- Divide Ss into pairs.
- Explain that one S has to draw a picture of a person using items of clothing Ss have learnt (hat, jacket, T-shirt, shoes, skirt and jeans) making sure his/her partner can't see what he/she is drawing.
- After the S has finished drawing the picture, he/she must describe it to their partner by saying for example, *He/She's wearing a T-shirt, jeans and shoes* while his/her partner draws it.
- When the S has finished drawing, Ss compare their drawings. Then the Ss swap roles so that they both get the chance to describe their drawings to each other.

DURING the activity

2 Look at the pictures and spot the differences. Then, say and colour.

VISUAL - SPATIAL / BODILY - KINESTHETIC INTELLIGENCE

- Hand out photocopies of the extra activity for Unit 4 Lesson 2 (TB p.52) to Ss.
- Draw Ss' attention to the pictures of the children and encourage Ss to identify all of the items of clothing they know.
- Tell Ss that they have to look at the two pictures carefully and spot the differences between the first and the second picture.
- Divide Ss into pairs and have them discuss the differences between the pictures. Alternatively, you could do this as a class activity.
- Then, tell Ss to colour in the picture.

KEY

Picture 1

The boy is wearing a T-shirt.
The boy has (got) small feet. /
The boy is wearing small shoes.
The girl is wearing a small hat.
The girl is wearing a jacket.
The girl is wearing jeans.

Picture 2

The boy is wearing a jacket.
The boy has (got) big feet. /
The boy is wearing big shoes.
The girl is wearing a big hat.
The girl is wearing a T-shirt.
The girl is wearing a skirt.

AFTER the activity

3 Play a game

▶▶ Fashion show

VERBAL - LINGUISTIC / BODILY - KINESTHETIC / VISUAL - SPATIAL /
INTERPERSONAL INTELLIGENCE

- Revise all of the items of clothing Ss have learnt by holding up the flashcards (hat, jacket, T-shirt, shoes, skirt and jeans) and encouraging them to call them out.
- Divide Ss into two groups.
- Call up one group to line up at the front of the class.
- Tell each S in the seated group to write the numbers 1-10 in large writing, on pieces of paper.
- Have the first S in the group that is standing walk down the middle of the classroom as if he/she was a model walking down the catwalk while the S behind him/her in line describes what he/she is wearing. e.g. *John is wearing a T-shirt. It's yellow. He's wearing jeans and shoes. They're blue.* Have the first S in line describe the last S in line.
- As the members of the group standing present their models, the sitting group holds up their scores.
- Keep track of each S's score so that at the end the S with the highest score will be announced as the winner.
- Have groups swap roles so that everyone gets a turn on the catwalk.

NOTE

- Bring pictures of T-shirts, shoes, skirts, jackets and jeans from magazines and a plastic bottle for the lesson Unit 4, Lesson 3.

UNIT 4

That's me

LESSON 3

Aims

To make a "mix and match" booklet.

MUSICAL INTELLIGENCE

- Play the Hello Song and sing along with the Ss (Track 2).

1 Revise the previous lesson

MUSICAL INTELLIGENCE

- Play the song from the previous lesson (Track 42) and sing along with the Ss.

BEFORE the book

KINESTHETIC / VISUAL-SPATIAL INTELLIGENCE

- Place the pictures from the magazines you have brought on your desk.
- Divide Ss into two groups.
- Call two Ss, one from each group, to come to your desk. SA whispers the name of one item of clothing to SB. SB has to search and find the corresponding picture, show it to his/her group and get them to say the word. If they do it correctly, they take the picture.
- Ss swap roles.
- Repeat the same with a few more Ss.
- The group with the most pictures wins.

2 Make a "mix and match" booklet

LOGICAL-MATHEMATICAL / KINESTHETIC / VISUAL-SPATIAL / LINGUISTIC INTELLIGENCE

- Draw Ss' attention to the photos and explain that they are going to make a "mix and match" booklet.
- Have your "mix and match" booklet ready and show it to Ss.
- Tell Ss to turn to p.31 in the Fun Book and cut out the page.
- Explain the procedure to the Ss.
- Tell Ss to be careful when cutting along the blue dotted lines in order not to cut any further than is indicated.
- When all Ss have finished, divide them into pairs.
- SA describes what one of the children is wearing, according to his/her booklet, without showing SB. SB has to turn the pages of his /her booklet and "create" this person. Then, Ss compare their pages.
- Ss swap roles.

NOTE

20cm ≈ 8in 12cm ≈ 5in

3 Sing and do

VISUAL-SPATIAL / MUSICAL INTELLIGENCE

- Draw Ss' attention to the photo and, in L1, ask them what the children are doing. (Comparing their pictures in their booklets.)
- Explain to Ss that they are going to listen to a song.
- Play the song a few times and get Ss to repeat.
- Ask Ss to "make" and point to the corresponding characters and their clothes in their booklets while they are singing the song.

NOTE

- The end of the song has instrumental music. Choose different Ss in your class and sing about them. e.g. Look at Greg, Greg, Greg He's wearing jeans.

Make a "mix and match" booklet



1. Colour and cut the pictures (FB p.31).



2. Cut a piece of card(board) [20cm (AmE 8in) x 12cm (AmE 5in)] and fold it in half



3. Decorate the cover.



4. Staple the cover and the pages together.

Now sing



1. Revise. 2. Make a "mix and match" booklet. 3. Sing and do. 4. Play a game.

Track 43

He's wearing a skirt!

Look at Liz, Liz, Liz
She's wearing jeans.

Look at Tim, Tim, Tim
He's wearing a T-shirt.

Look at Liz, Liz, Liz
She's wearing shoes.

Look at Tim, Tim, Tim
He's wearing a skirt.

AFTER the book

4 Play a game

Spin the bottle

KINESTHETIC / VISUAL-SPATIAL / LINGUISTIC INTELLIGENCE

- Tell Ss to sit on the floor and form a circle.
- Place a bottle in the middle of the circle. One S spins the bottle.
- When it stops, Ss have to say what the S who the neck of the bottle is pointing to, is wearing.
- Repeat the same procedure a few more times.
- You could also play this in groups.

MUSICAL INTELLIGENCE

- Play the Goodbye Song and sing along with the Ss (Track 43).

UNIT 4

That's me

LESSON 4

Aims

To introduce the letters Mm, Nn, Oo, Pp.

Vocabulary

mouse, moon, night, nest, orange, octopus, penguin, parrot

MUSICAL INTELLIGENCE

- Play the Hello Song and sing along with the Ss (Track 2).

1 Revise the previous lesson

KINESTHETIC / MUSICAL INTELLIGENCE

- Play the song from the previous lesson (Track 43) and sing along with the Ss.
- Tell Ss to act it out while they are singing it.

BEFORE the book

2 Listen and say the chant

LINGUISTIC / VISUAL-SPATIAL / MUSICAL INTELLIGENCE

- Play the alphabet chant and ask Ss to repeat it.
- Every time you hear a particular letter of the alphabet, hold up the corresponding flashcard (Mm, Nn, Oo, Pp).
- Repeat the procedure several times.

Track 44

The Alphabet chant

M /m/ /m/ /m/ (Ss repeat)

/m/ for mouse, /m/ for moon

N /n/ /n/ /n/ (Ss repeat)

/n/ for night, /n/ for nest

N /n/ /n/ /n/ (Ss repeat)

O /ɒ/ /ɒ/ /ɒ/ (Ss repeat)

/ɒ/ for orange, /ɒ/ for octopus

O /ɒ/ /ɒ/ /ɒ/ (Ss repeat)

P /p/ /p/ /p/ (Ss repeat)

/p/ for penguin, /p/ for parrot

P /p/ /p/ /p/ (Ss repeat)

DURING the book

3 Teach the letters/words

VISUAL-SPATIAL / KINESTHETIC / LINGUISTIC INTELLIGENCE

- Draw Ss' attention to the letter "Mm" and say it aloud.
- Get Ss to repeat after you.
- Write the letter "Mm" on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter "Mm" several times in their books with their index fingers. Use your own book to demonstrate.
- Ss can also practise "writing" the letter in the air.
- Show Ss how they can make the shape of the letter with their bodies and get them to do it.

Lesson 4

Mm

mouse
moon

Nn

night
nest

Oo

orange
octopus

Pp

penguin
parrot

1. Revise. 2. Listen and say the chant. 3. Teach the letters/words. Listen and repeat the letters, the sounds and the words.
4. Play with flashcards. 5. Sing the Alphabet song. 6. Play games. 7. Make letters bricks. 8. Do the Fun Book (pp.33-34).



- Draw Ss' attention to the two words (mouse, moon), show them the appropriate flashcards and say the words a few times.
- Get Ss to repeat the words after you.
- Draw Ss' attention to the first picture and ask them, in L1, what's happening.
- Tell Ss to point to the things in the picture that begin with "M" and say them.
- Instruct Ss to match each word with the picture by drawing a line.
- If you like you can revise the words *pizza* (from Yippee Green) and *plane* (from Unit 1) using the flashcards.
- Play the CD and get Ss to repeat.
- Repeat the same procedure with the rest of the letters.

Track 45 Phonics

M

/m/
mouse
moon

N

/n/
night
nest

O

/ɒ/
orange
octopus

P

/p/
penguin
parrot

4 Play with flashcards

VISUAL-SPATIAL INTELLIGENCE

- Stick the flashcards (mouse, moon, night, nest, orange, octopus, parrot, penguin) on the board.
- Tell Ss to look at the order they are in carefully. Then, instruct Ss to close their eyes and change the order of some of the flashcards.
- Ss open their eyes and they have to say how the order of the flashcards has changed.
- Alternatively, you can remove one flashcard and Ss have to say which one is missing.

5 Sing the "Alphabet song"

LINGUISTIC / KINESTHETIC / MUSICAL INTELLIGENCE

- Before you listen to the song, get Ss to say the previous letters of the alphabet a few times.
- Play the "Alphabet Song" once and ask Ss to listen to it carefully.
- Stop the CD after you hear up to the letter "P" in the alphabet.
- Play the song again and encourage Ss to sing along.
- Ss can "write" the letters in the air or point to the corresponding letters of the alphabet in their books while they are singing the song.

Track 4

The Alphabet Song

A ... Z

AFTER the book

6 Play games

▶▶ Alphabet piles

VISUAL-SPATIAL / KINESTHETIC INTELLIGENCE

- Divide Ss into two groups.
- Make a photocopy of the flashcards (mouse, moon, night, nest, orange, octopus, penguin, parrot) and distribute a set to each group.
- Ss shuffle the flashcards and place them facing down on a desk, forming a pile.
- Tell Ss that when you say, "Start", they have to turn the flashcards over and form four piles, one for every letter. They have to form a pile with the photocopies of the mouse and the moon, a pile with the photocopies of the night and the nest etc.
- The group that forms the four piles correctly first is the winner.

▶▶ Memory circle

VISUAL-SPATIAL INTELLIGENCE

- Tell Ss to form a circle.
- Give the flashcards of the lesson, face down, to a S.
- This S overturns the first card, looks at the picture, says the word and places the card under the pile. Then, he/she gives the flashcards to the S next to him/her.
- Follow the same procedure until all Ss have participated.

- If a S cannot remember the word, then he/she's out of game.

▶▶ Alphabet Bingo

LINGUISTIC / KINESTHETIC / VISUAL-SPATIAL INTELLIGENCE

- Before you start the game revise letters A-P. Say the letter and get Ss to repeat.
- Ask Ss to draw a 2x2 grid in their notebooks and write capital letters from A to P in each box.
- Draw an example on the board and go around the class to ensure that all Ss have drawn the grid and written the letters correctly.
- Explain to Ss that you will call out letters in random order. If the letter you call out is the same as the letter they have in a box, they cross out that particular box. The first S to get all his/her letters called out and shout, "Bingo!" wins.

A	F
H	O

7 Make letter bricks

LINGUISTIC / KINESTHETIC / VISUAL-SPATIAL INTELLIGENCE

- Divide Ss into groups of four, one for every letter (M, N, O, P).
- Give each group pages from magazines and ask the first group to find and cut out words with the letter "Mm", the second group "Nn" and so on, or to cut out just the letter (Make sure there is at least one word with the letter "Mm" etc. on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper. Some of them must be the ones taught in this lesson, e.g. mouse, moon, for Group A, night, nest for Group B and so on. Make sure they are written with upper and lower case "M/N/O/P".
- Make a photocopy for each group and instruct them to circle and cut out the words beginning with the appropriate letter or just the letter.
- Collect Ss' words / letters and stick them on the thirteenth, fourteenth, fifteenth and sixteenth "brick", accordingly, on the wall.

8 Fun Book

- Follow the instructions on pp.33-34 and get Ss to do the activities.

MUSICAL INTELLIGENCE

- Play the Goodbye Song and sing along with the Ss (Track 3).

UNIT 4

What's me

LESSON 5 / REVISION

Consolidate structures and vocabulary taught in this unit.

MUSICAL INTELLIGENCE

Play the Hello Song and sing along with the Ss (Track 2).

Revise the previous lesson

LINGUISTIC / MUSICAL INTELLIGENCE

Write "A, B, C, D, E, F, G, H, I, J, K, L, __, N, O, P" on the board and ask Ss which letter is missing.

Elicit Ss' answers and then ask them to remind you what the letter "M" sounds like.

Ask Ss what words they can remember beginning with "M".

Follow the same procedure with the rest of the letters taught in the previous lessons.

Play the "Alphabet Song" and sing along with the Ss (Track 4).

WRITING the book

Talk about the pictures

VISUAL-SPATIAL INTELLIGENCE

Draw Ss' attention to the pictures of the story and ask them what animals they can see (kangaroos and a scorpion).

Ask Ss where kangaroos come from (Australia).

Ask why a scorpion can be dangerous (because it has a poisonous sting).

Get Ss to describe Roo, the small kangaroo in the pictures,

e.g. **She's got** [AmE She has] a small nose / big feet etc.

Get Ss to guess what is happening in the story.

Listen and repeat

LINGUISTIC / VISUAL-SPATIAL INTELLIGENCE

Ask Ss to listen to the story and find out why the big kangaroos are laughing at the small kangaroo. (Because **she's got** [AmE she has] big feet, a small nose and small hands).

Listen again, pausing after each phrase and get Ss to repeat each phrase.

Get Ss to point to the kangaroos as they hear their voices.

Play the CD at least twice for Ss to repeat until they feel confident with the language.

Track 46

TAPESCRIPT

Roo

Kangaroo 1 Look at Roo, look at Roo! She's a small kangaroo! 🎵

Kangaroo 2 Look at Roo! **She's got** [AmE She has] a small nose, **she's got** [AmE she has] small hands...

Kangaroo 1 But **she's got** [AmE she has] big feet, big feet, ha, ha, ha.

Kangaroo 2 ...and she's wearing big shoes, big shoes, big shoes, ha, ha, ha. 🎵

Kangaroo 1 Oh, no! Jump!

Roo Don't worry! **I've got** [AmE I have] big feet! 🎵

Lesson 5 / Revision

1. Revise. 2. Talk about the pictures. 3. Listen and repeat. 4. Act out the dialogue. 5. Draw and say.
6. Do the Fun Book (p.35).

Discuss.

VALUE
Never make fun of people.

4 Act out the dialogue

INTERPERSONAL / KINESTHETIC INTELLIGENCE

- Divide Ss into three groups.
- One group plays the part of the first kangaroo, the other group plays the part of the second kangaroo and the third group plays the part of Roo.
- Groups act out the dialogue by imitating the animals' movements.
- You can play the dialogue, on the CD, while Ss are acting, for guidance.

Value

- Read the value aloud and explain it in L1.
- Discuss the value in L1 with the Ss.

AFTER the book

5 Draw and say

VISUAL-SPATIAL / LINGUISTIC INTELLIGENCE

- Ask Ss to draw an animal on a piece of paper with unusual features e.g. *big feet* etc.
- Divide Ss into small groups and ask them to take turns and describe their animal, e.g. *small nose*, *big feet* etc.
- Display Ss' drawings around the classroom.

6 Fun Book

- Follow the instructions on p.35 and get Ss to colour the kangaroos. Then, in pairs, Ss take turns to say what is wrong with each kangaroo, e.g. **She's got** [AmE She has] a big nose. / **She's got** [AmE She has] big hands. Then, Ss must decide which kangaroo is the real Roo.

Key: The bottom left one.

MUSICAL INTELLIGENCE

- Play the Goodbye Song and sing along with the Ss (Track 3). 57