THE BUSY BOARD

Primary 1st Cycle

Verbs
Toys

Teacher's Notes

MACMILLAN

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Important technical information

The Busy Board is designed to run on Windows or Linux; it can be used on any whiteboard with software for either of these two operating systems. You will need to have a web browser (Internet Explorer or Firefox) installed on your computer, but you do not need to be connected to the Internet. To enjoy full functionality, you will need to have your whiteboard software installed and activated and your whiteboard connected to your computer, running correctly and calibrated.

You will also need to have version 9 of the Adobe Flash Player installed on your computer. If you do not already have this installed and are not prompted to install it automatically over the internet, you can obtain the install program either from the Adobe website (www.adobe.com) or, if you are using Windows 2000, Windows XP or Linux, by going to the flashplayer9_installers directory on this CD and choosing the appropriate version.

For **The Busy Board** to run correctly, you may also need to modify the security settings for Flash in your browser. Please follow these instructions to check your current settings (and modify them if necessary) using the online Adobe settings manager. If you do not have an Internet connection, please consult the instructions about offline configuration of Flash settings included at the end of these Teacher's Notes. If you require further assistance, please contact Macmillan technical support at:

Email: info@macmillan.es

Telephone: 900 102 007

Online Flash configuration (requires an Internet connection)

The online configuration of the global security settings for Flash is the same for all operating systems and browsers. First we open our Internet browser and go to the configuration page at the following URL:

http://www.macromedia.com/support/documentation/en/flashplayer/help/settings_manager04.html

This is the Adobe Flash Player control panel. It is important to note that although we access this via a web page, any changes we make to our Flash settings will be saved in our own computer.
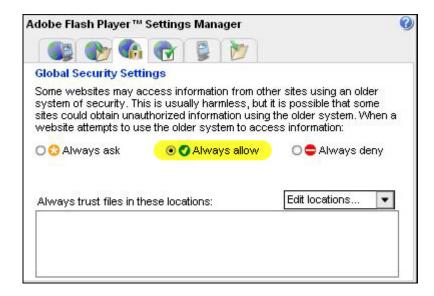
The above link takes us directly to the *Global Security Settings Panel* (the language in which this appears depends on the version of your operating system):

Here we simply select the option *Always allow (Permitir siempre)*:

This completes the configuration process.

Custom security settings

If you prefer not to apply global Flash security settings to all files, it is possible to specify specific files or folders that should always be trusted. To do this, use the *Always trust files in these locations (Confiar siempre en los archivos de estas carpetas y archivos)* option at the bottom of the same Adobe control panel. Click on *Edit (Editar)*, then *Add (Añadir)*, locate the folders or files and confirm the selection:

Introduction

The **Busy Board** series provides a wide variety of enjoyable interactive whiteboard materials based on a common syllabus for all six levels of Primary Education. Whatever textbook you are using with your classes, you will find a wealth of appropriate activities covering many of the key language areas and topics taught at this level.

There is one CD for each cycle of Primary Education. The material is organized by themes (Numbers, Colours, Toys, Food, etc) and is designed to complement your textbook-based teaching programme throughout each cycle by allowing you to choose the most appropriate activity or group of activities for your pupils at any given time throughout the school year. Each theme-based section includes a menu detailing the language focus of each activity and the nature of the task. You can use as many, or as few, of the activities as you wish – and in the order most appropriate to your pupils. They are sure to want to repeat many of them more than once!

The activities are truly interactive and exploit the benefits of IWB technology to the maximum. Many of the activities are self-correcting, rejecting incorrect answers and confirming correct answers in a variety of ways to motivate your pupils to participate and learn. Activity types include:

- Matching activities

- Ordering and classification activities

- Word searches

- Finding hidden pairs

- Completing and ordering stories

- Listening activities and songs

- Sentence formation

- etc

These Teacher's Notes provide step-by-step instructions about how to exploit the material with your classes, though in many cases other approaches are also possible. In addition, abbreviated teacher's notes are provided on the activity screens themselves. To view these, touch the **Interactive Classroom** icon in the bottom right-hand corner; touch the notes to make them disappear again.

NUMBERS

1 Listen and draw.

Key language: Numbers 1-10

Activity: Listen and recognize numbers.

Explain to the pupils that they are going to listen to the audio and join the numbered dots in the order they hear the numbers.

- Invite one of the pupils to come out to the board. Play the audio and encourage the pupil to identify the numbers on the illustration. Ask the rest of the class to help. Pause the audio as necessary by pressing the *Pause* button on the player (you can also move backwards or forwards within the audio file by dragging the slider left or right). Change the pupil at the board after a few numbers if you like.

- Invite a different pupil to come out to the board and join up the dots. Play the audio, pausing it as necessary. Encourage the rest of the class to confirm whether or not the pupil at the board is joining the dots correctly.

- Repeat the activity with different pupils until they are able to complete the drawing without making mistakes.

For an extra challenge, encourage the pupils themselves to call out the numbers while you complete the picture on the board.

Audio script: *one, four, two, three, five, six, eight, nine, seven, ten*

2 Listen and draw.

Key language: Numbers 11-20

Activity: Listen and recognize numbers.

Explain to the pupils that they are going to listen to the audio and join the numbered dots in the order they hear the numbers. Then you will ask them what they can see in the picture.

- Invite one of the pupils to come out to the board. Play the audio and encourage the pupil to identify the numbers on the illustration. Ask the rest of the class to help. Pause the audio as necessary by pressing the *Pause* button on the player (you can also move backwards or forwards within the audio file by dragging the slider left or right). Change the pupil at the board every few numbers if you like.

- Invite a different pupil to come out to the board and join up the dots. Play the audio, pausing it as necessary. Encourage the rest of the class to confirm whether or not the pupil at the board is joining the dots correctly.

- Repeat the activity with different pupils until they are able to complete the drawing without making mistakes.

For an extra challenge, encourage the pupils themselves to call out numbers while you join the dots on the board. Can they make a picture?

Answer: a house

Audio script: *fourteen, eleven, twenty, fifteen, eighteen, twelve, sixteen, thirteen, seventeen, nineteen, fourteen*

3 Look, listen and order.

Key language: Numbers 1-10

Activity: Spell numbers.

Explain to the pupils that they are going to listen to some numbers and spell the corresponding words.

- Play the first audio, more than once if necessary. Ask the class what number they heard. Check that they all heard the number correctly.

- Invite a pupil to come out to the board and order the letters of the first number. Encourage the rest of the class to help if necessary by putting up their hands and calling out the letters. When the answer is correct, the letters will be replaced by the word. Ask the pupil to say it.

- Play the second audio and ask a different pupil to order the letters of the number. Then repeat the process for the other numbers. Point to the numbers and ask the class to say them again.

Answers: one, four, nine, five, ten, three, seven, two, eight, six

4 Read and match.

Key language: Numbers 1-20

Activity: Read and understand numbers as figures and words.

Explain to the pupils that they are going to match words and numbers. Note that this activity appears on two screens. The numbers on the second screen are higher.

- Work with the first screen first. Point to each word in turn and ask the class to read it.

- Invite a pupil to come out to the board and drag a word so that it covers the corresponding number. If the pupil does this correctly, the word will stay in the space and turn pink. If not, it will return to the bottom of the board and you can ask another pupil to help.

- Do the same with different pupils and the remaining words on the first screen. Then repeat with the words and numbers on the second screen. Press *Next* or *Back* to move between the two screens.

Answers: [screen 1] ten, seven, two, four, five

[screen 2] thirteen, seventeen, twelve, nineteen, eleven

5 Play. Match numbers and words.

Key language: Numbers 1-20

Activity: Play a memory game with numbers.

Explain to the pupils that they are going to play a game. They have to find words and numbers which match.

- First, play against the class. Touch square 1 and elicit the number. Then touch another square. If you have found the matching pair, the word and number will remain visible and you can explain that you have won the pair. If your answer is not correct, both squares will return to their original form.

- Tell the class it is their turn. Ask a pupil to suggest a square. Touch it and ask what it is. Ask another pupil to suggest where the pair might be. If he/she is correct, the class wins that pair.

- Continue to take turns. Each time a word appears, ask the pupils to read it and each time a number appears, ask what it is. If you like you can put small coloured marks on the squares that have been won so that you remember which side won them.

- At the end, count up the pairs that each side has won.

For a different approach, ask the pupils to play in two teams. Invite one pupil from each team to come out to the board. The team members take it in turns to tell him/her which squares to touch.

NB Each time you play the game the numbers will change position in the grid.

6 Colour the picture.

Key language: Numbers 1-10

Activity: Colour a picture by numbers.

Explain to the pupils that they are going to colour a picture.

- Ask them to look at the picture and say what they can see.

- Point to each of the coloured circles and ask the pupils to name the colours. Then ask which word and number it corresponds to.

- Explain that they are going to paint each numbered part of the picture the corresponding colour.

- Invite a pupil to come out to the board, name a colour, say its number and touch the circle. A brush will appear in the box at the bottom of the board. The pupil drags the brush to the parts of the picture where he/she can see the corresponding number. Then he/she returns to brush to its box. Ask if the class agree that he/she has coloured all the places where the number appears.

- Repeat with different pupils until the whole picture has been coloured.

THE FAMILY

1 Play. Match photos and words.

Key language: *mummy, daddy, grandma, grandpa, sister, brother*

Activity: Play a memory game with family members.

Explain to the pupils that they are going to play a game. They have to find words and pictures which match.

- First play against the class. Touch square number 1 and elicit the family member. Then touch another square. If you have found the matching pair, the word and picture will remain visible and you can explain that you have won the pair. If your answer is not correct, both squares will return to their original form.

- Tell the class it is their turn. Ask a pupil to suggest a square. Touch it and ask the pupil to read the word or say who they can see in the photo. Ask another pupil to suggest where the pair might be. If he/she is correct, the class wins that pair.

- Continue to take turns. Each time a word appears, ask the pupils to read it, and each time a photo appears, ask who it is. If you like you can put small coloured marks on the squares that have been won so that you remember which side won them.

- At the end, count up the pairs that each side has won.

For a different approach, ask the pupils to play in two teams. Invite one pupil from each team to come out to the board. The team members take it in turns to tell him/her which squares to touch.

NB Each time you play the game the family members will change position in the grid.

2 Listen and match.

Key language: *Who's this? This is my … mummy, daddy, grandma, grandpa, sister, brother*

Activity: Listen and identify family members.

Explain to the pupils that they are going to listen to the names of family members and, each time, show which is the corresponding word. They are going to pretend that these people are in their own family.

- Point to each word. Ask the pupils to repeat. Check their pronunciation.

- Invite a pupil to come out to the board. Play the audio and pause it after the first question and answer by pressing the *Pause* button on the player (you can also move backwards or forwards within the audio file by dragging the slider left or right). Ask the pupil which family member was named. He/she drags number *1* to the correct box. If his/her answer is correct, the word will change into the corresponding photo. Ask the pupil *Who's this?* and elicit *daddy* or *my daddy* or *This is my daddy*.

- If the answer is not correct, play the audio again and ask the class to help.

- Do the same with different pupils and each of the remaining family members.

Optional follow-up activity: point to each of the six photos on the board and ask *Who's this?* (the answer *daddy,* etc is enough). Then ask a pupil to take your place, point to the photos and ask the question.

Audio script: *Number 1. Who's this? This is my daddy. Number 2. Who's this? This is my sister. Number 3. Who's this? This is my brother. Number 4. Who's this? This is my grandpa. Number 5. Who's this? This is my mummy. Number 6. Who's this? This is my grandma.*

3 Listen and sing. Make words.

Key language: *mum, dad, brother, sister, grandma, grandpa*

Activity: Sing a song. Make family member words.

Explain to the pupils that first of all they are going to listen to a song. Tell them that after they have listened you will ask them what words they recognized in it.

- Play the audio. Elicit the family words.

- Play the audio again, one line at a time by pressing the *Pause* button on the player (you can also move backwards or forwards within the audio file by dragging the slider left or right). The pupils listen, read the words under the picture and repeat. Play the song again and ask them to sing along. They sing the words as they turn red.

- Point to the boxes and the letters in the bottom half of the page. Encourage the pupils to form the names of the family members in the song. You could do this in different ways.

- Alternative approaches:

  1 - Ask different pupils to say the correct letters in order, while you drag them to the boxes to form the words.

  2 - Ask different pupils to come out to the board and drag the letters into place, with the help of the rest of the class if necessary.

  3 - Divide the class into three teams and assign two boxes to each team. Ask a member of each team to come out to the board. They drag the letters into the boxes to form the corresponding words, with the help of the rest of their team.

- Finally, play the audio once more and encourage the class to sing along.

Answers: grandma, mum, dad, sister, brother, grandpa

Audio script: *This is my mum and dad,*

       This is my brother and sister,

       This is my grandma and grandpa,

       This is my big, black cat.

       I love you, yeah. I love you, yeah.

       I love you very much.

4 Look and say.

Key language: *mum(my), dad(dy), grandma, grandpa, sister, brother*

Activity: Name family members.

Explain to the pupils that they are going to look at photos of family members and name them as quickly as they can.

- Divide the class into two teams. The first pupil in each team will be the first to play.

- Touch one of the squares. As you do so, a photo will be revealed slowly. Encourage the pupils to say which family member is in the photo. The first pupil to give the correct answer gets a point for his/her team.

- Explain that the second pupil in each team will now play. Touch another square, and so on. (Note that you can touch the same square more than once.)

For a different approach, ask one of the pupils to take your place and touch the squares.

Answers: dad(dy), mum(my), brother, grandpa, sister, grandma

5 Look and find.

Key language: *mummy, daddy, grandma, grandpa, sister, brother*

Activity: Find family members in a word search.

Explain to the pupils that they are going to look at the word search and find the names of some family members.

- Point to each of the pictures and ask *Who's this?* Elicit the names. Point to *I can see … * and *I can't see …* and check that the pupils understand the phrases.

- Ask the class to look carefully at the word search. When a pupil has found a name, invite him/her to come out to the board and point to it. He/she says the name out loud and points to the picture it corresponds to. Ask the rest of the class if they agree. Alternative approaches:

  1 – The pupil highlights the word with an IWB pen tool.

  2 - He/she drags the corresponding picture to the *I can see …* box. The picture will disappear and the word will automatically be coloured.

- The pupils will not be able to find the word *sister*. Invite one of them to come out to the front and drag the corresponding picture to the *I can't see …* box. The picture will disappear.

Optional follow-up activity: ask the pupils to say sentences about the words they can or can't see, eg, *I can see grandpa.*

Answers in the word search: grandma, daddy, mummy, grandpa, brother

COLOURS

1 Listen to the story.

Key language: *red, yellow, blue, brown*

Activity: Listen and understand a story.

Explain to the pupils that they are going to listen to a story and read it. Note that this activity appears on one screen only, but the pictures and the words that accompany them change. Each time the picture changes there is a sound to that effect on the recording.

- Point to the first picture. Ask the pupils what they can see.

- Play the audio. The pupils listen to the story and read it to themselves. The words turn red as they are pronounced on the audio. Pause the audio as necessary by pressing the *Pause* button on the player (you can also move backwards or forwards within the audio file by dragging the slider left or right).

- Continue in the same way with the rest of the story.

Optional follow-up activity: assign the characters Ben, Lisa, Sally, Peter and the narrator to five pupils. Repeat the activity and ask the pupils to read their parts as the words turn red (turn down the volume so that the recording is not audible).

Audio script:

[frame1]   Narrator: *Ben and Lisa are in the garden.*

                Lisa: *Look at Sally's picture! Let's colour the flowers.*

                Ben: *OK.*

                Lisa: *Where's my red crayon? Where's my red crayon?*

                Ben: *Here!*

[frame 2]   Lisa: *Where's my yellow crayon? Where's my yellow crayon?*

                Ben: *Here!*

[frame 3]   Lisa: *Where's my blue crayon? Where's my blue crayon?*

                Ben: *Here!*

[frame 4]   Lisa: *Oh no!*

                Ben: *Let's sit down here.*

[frame 5]   Lisa: *Wow! Look at Sally's picture now.*

                Ben: *The flowers are red, yellow, blue and brown.*

[frame 6]   Narrator: *Here's Sally. Here's Peter.*

                Sally: *Look at my picture. It's fantastic!*

                Peter: *Yes! Red, yellow and blue make brown.*

2 Play. Match words and colours.

Key language: *red, yellow, blue, brown, green, orange*

Activity: Play a memory game with colours.

Explain to the pupils that they are going to play a game. They have to find words and colours which match.

- First play against the class. Touch square number 1 and elicit the colour. Then touch another square. If you have found the matching pair, the word and colour will remain visible. You can explain that you have won the pair. If your answer is not correct, both squares will return to their original form.

- Tell the class it is their turn. Ask a pupil to suggest a square. Touch it and ask the pupil to read the word or name the colour. Ask another pupil to suggest where the pair might be. If he/she is correct, the class wins that pair.

- Continue to take turns. Each time a word appears, ask the pupils to read it, and each time a colour appears, ask what it is. If you like you can put small coloured marks on the squares that have been won so that you remember which side won them.

- At the end, count up the pairs that each side has won.

For a different approach, ask the pupils to play in two teams. Invite one pupil from each team to come out to the board. The team members take it in turns to tell him/her which square to touch.

NB Each time you play the game the colours will change position in the grid.

3 Look and say. Then read and complete.

Key language: *red, yellow, blue, brown, green, orange, purple*

Activity: Understand colour mixtures; read and say them in English.

Explain to the pupils that they are going to talk and read about colour mixtures.

- Point to the first two tubes of paint (but don't touch them!). Ask the class what colours they are. Then ask *What do red and yellow make?*

- Invite a pupil to come to the board and touch the two tubes. The paint mixture will immediately turn orange and the class can check their previous answer. Say *Red and yellow make orange* and ask the pupil to repeat *orange*.

- Do the same with the other three pairs/groups of tubes.

- Then ask the class to look at the sentences under the colours. Invite a pupil to read the first one, come out to the board and complete the sentence by dragging the correct colour word to it. If the word is correct, it will stay in place and the whole sentence will change colour. If it is not correct, it will return to its original position.

- Do the same with the other three sentences and different pupils.

For a different approach, you could ask the class to work on two tubes and then the corresponding sentence, followed by two more tubes and another sentence, etc.

Finally, ask different pupils to read each of the coloured sentences on the board.

Answers: orange, green, purple, brown

4 Read and choose. Say.

Key language: *red, yellow, blue, brown, green, orange, purple*

Activity: Understand colour mixtures; read and say what colour objects are.

Explain to the pupils that they are going to read sentences and match objects with their colours.

- Ask several pupils to read the first sentence aloud. Then ask *What colours make orange?* Invite one of the pupils to come out to the board and drag the rubber across to the red and yellow splodges. If their answer is correct, the rubber will turn orange and will stay in the column on the right. If not, it will return to its original position.

- Do the same with the other three sentences and the corresponding objects.

- When they have completed the activity, ask different pupils to read the sentences again.

Optional follow-up activity: cover the sentences and ask the pupils to look at the coloured objects and say the corresponding sentences.

Answers: pen – blue + yellow; sharpener – red + blue; rubber – yellow + red; ruler – blue + red + yellow

5 Read and match.

Key language: *red, yellow, blue, brown, green, orange, purple, pink, black*

Activity: Read and understand the names of colours.

Explain to the pupils that they are going to match colours and words and colour a picture.

- Ask them to look at the picture and say what they can see. Point to each of the coloured circles. For each one, ask *What colour is this?* Elicit the names of the colours. Then point to the words on the left. Ask different pupils to read them out.

- Invite a pupil to come out to the board and drag a colour to the corresponding word. If he/she does this correctly, the word will change colour and different parts of the picture will appear in that colour. If not, the coloured circle will return to its original position.

- Do the same with the other colours and different pupils.

Optional follow-up activity: point to different parts of the coloured picture and ask *What colour is this?* Cover the words if you want to make this more difficult.

6 Look and find.

Key language: *red, yellow, blue, brown, green, orange, purple, pink, black, white*

Activity: Find colour words in a word search.

Explain to the pupils that they are going to look at the word search and find some colour words.

- Point to each of the circles and ask *What colour is this?* Point to the *I can see …* and *I can't see …* boxes and check that the pupils understand the phrases.

- Ask the class to look carefully at the word search. When a pupil has found a word, invite him/her to come out to the board and point to it. He/she says the word and points to the corresponding coloured circle. Ask the rest of the class if they agree. Alternative approaches:

  1 - The pupil highlights the word with an IWB pen tool.

  2 - He/she drags the corresponding coloured circle to the *I can see …* box. The circle will disappear and the word will automatically be highlighted.

- The pupils will not be able to find the word *red, black* or *yellow.* Invite one of them to come out to the front and drag the corresponding coloured circles to the *I can't see …* box. The circles will disappear.

Optional follow-up activity: ask the pupils to say sentences about the colour words they can or can't see, eg, *I can see* pink.

Answers in the word search: orange, purple, blue, brown, white, pink, green

TOYS

1 Read and match.

Key language: *bike, ball, computer game, train, doll, board game*

Activity: Read and understand names of toys.

Explain to the pupils that they are going to match some toys with their names.

- Point to each of the words and ask different pupils to read them aloud. Check their pronunciation.

- Point to the picture of a bike. Ask *What's this?* Invite a pupil to come out to the board and drag the correct word to the box under the picture. If he/she does this correctly, the word will stay in the box and the bike will be more brightly coloured. If not, the word will return to its original position and you can ask the class to help. Say *bike* several times and ask the pupil to repeat it.

- Do the same with the other pictures and different pupils.

For a different approach, divide the class into two teams. Ask the first member of one team to come out to the board. He/she chooses a toy and drags the word to label it. If his/her answer is correct, the team gets a point. Then it is the other team's turn to do the same. Continue in this way with different pupils until all the toys have been named. Don't allow the rest of the class to help.

Answers: bike, ball, computer game

train, doll, board game

2 Read and match.

Key language: *bike, ball, doll, car, scooter, robot*

Activity: Read and understand names of toys.

Explain to the pupils that they are going to match some toys with their names.

- Point to each of the words and ask different pupils to read them aloud. Check their pronunciation.

- Point to the picture of a scooter. Ask *What's this?* Invite a pupil to come out to the board and drag the picture to the circle where the corresponding word is. If he/she does this correctly, the scooter will remain in the circle and the word will disappear. If not, the scooter will return to its original position and you can ask the class to help. Say *scooter* several times and ask the pupil to repeat it.

- Do the same with the other pictures and different pupils.

For a different approach, divide the class into two teams. Ask the first member of one team to come out to the board. He/she chooses a toy and drags it to the corresponding circle. If his/her answer is correct, the team gets a point. Then it is the other team's turn to do the same. Continue in this way with different pupils until all the toys have been named. Don't allow the rest of the class to help.

3 Read, match and trace.

Key language: *bike, ball, doll, car, scooter, robot*

Activity: Read and write names of toys.

Explain to the pupils that they are going to practise writing the names of some toys. Note that this activity appears on two screens.

- Point to the first picture. Ask *What's this?* Ask which circle they think it belongs in. Invite a pupil to come out to the board and drag it to the correct circle. If he/she does this correctly, the ball will remain in the circle. If not, the toy will return to its original position and you can ask the class to help. Then ask the pupil to trace over the name of the toy.

- Do the same with the other toys on both screens. Press *Next* or *Back* to move between the screens.

Follow-up activity: ask different pupils to read out the words under the pictures.

Optional follow-up activity: remove the activity from the board and dictate the words, one by one, to the class. The pupils write them down. Beside each word they draw a small picture of the toy.

4 Listen, repeat and match.

Key language: *bike, ball, doll, car, scooter, robot*

Activity: Listen and recognize names of toys.

Explain to the pupils that they are going to listen to the names of some toys and say which word they have heard. Note that this activity appears on six screens.

- Point to each of the six words on the first screen. Ask the pupils to read them.

- Play the audio. Play it again if necessary. Ask the class to repeat the word they heard. Then ask a pupil to come out to the board and drag the word into the box. If he/she does this correctly, the picture of the corresponding toy will appear. If not, the word will return to its original position and you can ask the class to help, or invite another pupil to come out to the board.

- Do the same with the words on the other five screens. Press *Next* or *Back* to move between the screens.

Answers: scooter, doll, robot, ball, bike, car

5 Look and find.

Key language: *bike, ball, doll, car, scooter, robot*

Activity: Find names of toys in a word search.

Explain to the pupils that they are going to look at the word search and find some names of toys.

- Point to each of the pictures and ask *What's this?* Point to *I can see …* and *I can't see …* and check that the pupils understand the phrases.

- Ask the class to look carefully at the word search. When a pupil has found the name of a toy, invite him/her to come out to the board and point to it. He/she says the word out loud and points to the corresponding picture. Ask the rest of the class if they agree. Alternative approaches:

  1 - The pupil highlights the word with an IWB pen tool.

  2 - He/she drags the corresponding picture to the *I can see …* box. The toy will disappear and the word will automatically be highlighted.

- The pupils will be able to find all the toys so it will not be necessary to drag any pictures to the *I can't see …* box.

Answers in the word search: doll, bike, robot, scooter, car, ball

6 Order.

Key language: *bike, ball, doll, car, scooter, robot*

Activity: Order letters to make names of toys.

Explain to the pupils that they are going to look at some toys and order letters to form their names. Note that this activity appears on two screens.

- Point to one of the toys on the first screen, eg, *robot.* Ask *What's this?* Ask the class to repeat the word. Invite a pupil to come out to the board and order the letters above the picture. When he/she does this correctly, the individual letters will disappear and the complete word will appear in their place. Until then, the letters will remain as they are and you can ask the class to help, or invite another pupil to come out to the board.

- Do the same with the other toys on both screens. Press *Next* or *Back* to move between the screens.

- Point to the pictures and ask different pupils to say the words.

Answers: scooter, robot, doll

car, bike, ball

FOOD

1 Listen and match.

Key language: *rice, chicken, fish, fruit, Can I have …, please? Here you are, I (don't) like …*

Activity: Listen and understand a story.

Explain to the pupils that they are going to listen to a story, look at the pictures and put the speech bubbles in the correct places. Note that this activity appears on three screens.

- Point to the first frame on the first screen. Ask the class what they can see. For each of the characters, ask *Who's this?* Establish that the man is the father and the children are brother and sister.

- Explain that some of the characters are speaking. Play the audio. Play it again if necessary.

- Ask for a volunteer to come out to the board and drag the correct speech bubble to the correct place.

- Do the same with the second frame. Then repeat with the other frames on the other two screens. Press *Next* or *Back* to move between the screens.

Optional follow-up activity: bring in some rice, some toy chicken, a toy fish and some fruit, or prepare some pieces of paper with drawings of these foods on them. Divide the class into three or four groups. Assign a member of the family to each group. Play the audio again, frame by frame, pausing after each character has spoken. Ask the pupils to repeat their parts. Ask three or four pupils to come out to the board and act out the story. Encourage them to physically give each other some food when they say *Here you are!* Don't insist on a complete version of the story. It will be enough if they manage to say what is in the speech bubbles on the board. Divide the class into groups of three or four. Let them act out the story in their groups.

Answers:

[frame 1]   Daddy: *Are you hungry?*

[frame 2]   Daddy: *Can I have the rice please, Sally?*

            Sally: *Here you are.*

[frame 3]   Daddy: *Can I have the chicken please, Peter?*

            Peter: *Here you are.*

[frame 4]   Daddy: *Can I have the fish please, Sally?*

            Sally: *I like fish.*

[frame 5]   Daddy: *Can I have the fruit please, Peter?*

            Peter: *I don't like fruit.*

[frame 6]   Daddy: *It's good for you!*

            Peter: *Oh … Mmm! It's delicious.*

Audio script:

[screen 1] Daddy: *Are you hungry?*

Sally & Peter: *Oh yes!*

Daddy: *It's dinner time!*

Daddy: *Can I have the rice, please, Sally?*

Sally: *Here you are.*

Daddy: *Thank you.*

Sally: *Mmm. I like rice.*

[screen 2] Daddy: *Can I have the chicken, please, Peter?*

Peter: *Here you are.*

Daddy: *Thank you.*

Peter: *I don't like chicken.*

Daddy: *It's good for you, Peter.*

Daddy: *Can I have the fish, please, Sally?*

Sally: *Here you are.*

Daddy: *Thank you.*

Sally: *Mmm! I like fish.*

[screen 3] Daddy: *Can I have the fruit, please, Peter?*

Peter: *Here you are.*

Daddy: *Thank you.*

Peter: *I don't like fruit.*

Daddy: *It's good for you, Peter.*

Narrator: *Mummy, Daddy, Peter and Sally sit down to eat.*

Daddy: *Here you are, Peter. It's good for you!*

Peter: *Oh … Mmm! It's delicious. I like chicken, rice and fish. Can I*

have some more, please?

Family: *Oh, Peter!*

2 Read and complete.

Key language: *tomato, chicken, cheese, lettuce, ham, egg*

Activity: Read names of foods; complete sequences.

Explain to the pupils that they are going to look at some foods and read their names. Then they are going to complete the sequences they are in.

- Point to the words at the bottom of the board. Ask the class to read them one by one. Check their pronunciation.

- Point to the first sequence of pictures. Ask the class to name each of the four foods illustrated. Then ask which two foods are necessary to complete the sequence. When a pupil answers correctly, invite him/her to come out to the board and drag the appropriate words into the two boxes. If he/she does this correctly, the words will

disappear and pictures will appear instead. If not, each word will return to its original position.

Follow-up activity: ask the class to say the names of the foods.

Optional follow-up activity: each pupil makes a sequence of foods, either by drawing simple pictures or by writing words. Their sequences should be incomplete. They swap their notebooks with a friend. The friend continues the sequence.

Answers: cheese, lettuce

ham, egg

lettuce, chicken

3 Make a sentence. Read.

Key language: *I (don't) like …, bananas, sandwiches, pears, apples, cereal, oranges*

Activity: Make sentences about personal likes and dislikes.

Explain to the pupils that they are going to make sentences about the food they like and dislike.

- Point to the individual boxes and ask the class to say the words. Check that they understand what they mean.

- Ask different pupils *Do you like oranges/sandwiches/cereal/apples/ pears?* Elicit *Yes, I do / No, I don't* or simply *Yes/No.* Invite a volunteer to come out to the board and drag words into the big box at the bottom of the board to make a true sentence about him/herself. The words have to be dragged in the correct order. When a correct sentence is completed, it will be confirmed. Incorrect combinations appear in red.

- When a pupil completes a correct sentence, ask him/her to read it out to the class.

- Press *Start again* to erase the pupil's sentence and invite another pupil to do the same. Continue until they have made several correct sentences.

Optional follow-up activity 1: ask the class to remember the sentences that each of the pupils formed. For example, ask *(David)'s sentence?* They can look at the board as they do this. Encourage the pupil in question to confirm the sentence suggested by the class (or not, as appropriate).

Optional follow-up activity 2: ask a pupil to come out to the board and form a phrase with *I like* or *I don't like.* Then he/she uses the IWB pen tool to continue the sentence with a different food that doesn't appear in the activity (eg, *ice cream*).

4 Find and say.

Key language: *This is …, pasta, bread, pizza, milk, ice cream, chocolate*

Activity: Name different foods.

Explain to the pupils that they are going to play a game and name some foods.

- First ask the class to look at the numbers and say them. Then point to each of the foods and ask *What's this?*

- Invite a pupil to come out to the board. Ask him/her to touch the dice and say the number that appears. Then ask him/her to find the food with that number and name it, saying *This is …*

- Do the same with other pupils. If they get the same number, it doesn't matter: they simply name the same food again.

For a different approach, divide the class into two teams, A and B. Write A and B on the board or on a piece of paper. Ask the first pupil from each team to come out to the board. They take it in turns to touch the dice, name the number, find the food with that number, and say *This is …* If the answer is correct, write the number under A or B. If the number is already there, don't write anything. The winning team is the first one to name all six foods.

NB Each time you play the game the foods will change position.

5 Play. Match pictures and words.

Key language: *tomato, chicken, cheese, lettuce, ham, egg*

Activity: Play a memory game with food.

Explain to the pupils that they are going to play a game. They have to find words and pictures which match.

- First play against the class. Touch square number 1 and elicit the name of the food. Then touch another square. If you have found the matching pair, the word and the picture will remain visible. You can explain that you have won the pair. If your answer is not correct, both squares will return to their original form.

- Tell the class it is their turn. Ask a pupil to suggest a square. Touch it and ask the pupil to read the word or name the food. Ask another pupil to suggest where the pair might be. If he/she is correct, the class wins that pair.

- Continue to take turns. Each time a word appears, ask the pupils to read it, and each time a picture appears, ask them to name the food. If you like you can put small coloured marks on the squares that have been won so that you remember which side won them.

- At the end, count up the pairs that each side has won.

For a different approach, ask the pupils to play in two teams. Invite one pupil from each team to come out to the board. The team members take it in turns to tell him/her which square to touch.

NB Each time you play the game the foods will change position in the grid.

6 Order.

Key language: *tomato, chicken, cheese, lettuce, ham, egg*

Activity: Order letters to make food words.

Explain to the pupils that they are going to look at some foods and order letters to form their names. Note that this activity appears on two screens.

- Point to one of the food pictures on the first screen. Ask *What's this?* Ask the class to repeat the word. Invite a pupil to come out to the board and order the letters above the

picture. When he/she does this correctly, the individual letters will disappear, and the complete word will appear in their place. Until then, the letters will remain as they are and you can ask the class to help, or invite another pupil to come out to the board.

- Do the same with the other food words on both screens. Press *Next* or *Back* to move between the screens.

- Point to the pictures and ask different pupils to say the words.

Answers: chicken, lettuce, egg

ham, cheese, tomato

THE HOUSE

1 Listen and match.

Key language: *kitchen, living room, bathroom, bedroom*

Activity: Listen and identify rooms in a house.

Explain to the pupils that they are going to help the children explore an old house. The children will go to each of the four rooms in turn.

- Ask the class what they can see in the picture. Point to the bat, cobwebs, spiders, etc and establish that the house is old or empty and a bit scary. Teach or elicit the names of the rooms.

- Play the first audio. Ask which room was mentioned. Play it again, until the class can repeat the whole sentence. Explain that the children are saying this and invite a pupil to come out to the board and drag them to the corresponding room. If he/she does this correctly, the room will be coloured more brightly and the audio icon will disappear. If not, the children will simply return to their original position.

- Do the same with the other three audios.

Optional follow-up activity: invite a pupil to say *Let's go to the ...* and name a room. Drag the children to that room. The class says whether you have taken them to the correct room or not. Repeat with the different rooms.

Audio script: *Let's go to the kitchen.*

Let's go to the living room.

Let's go to the bathroom.

Let's go to the bedroom.

2 Read and match.

Key language: *kitchen, living room, bathroom, bedroom, garage, garden*

Activity: Read and understand the names of places in a house.

Explain to the pupils that they are going to look at a house and match the places in it with their names.

- Point to each of the words at the bottom of the board in turn. Ask different pupils to read them.

- Point to *bedroom* again. Invite a pupil to come out to the board and drag the word to the corresponding room. If he/she does this correctly, the word will stay in the room and change colour. If not, it will return to its original position and you can ask the class to help.

- Do the same with the other places in the house.

For a different approach, write the six words on six strips of paper. Divide the class into two teams. Invite the first pupil from each team to come out to the board. Give each pupil a strip of paper. In turn, the pupils find their word on the board and drag it to the

corresponding room. If they do this correctly, they get a point for their team. If it isn't correct, they have to give the strip of paper back to you. Then invite the second pupil from each team to come out to the board and do the same. Continue until you have no strips of paper left.

Answers: bathroom, bedroom

garden, kitchen, living room, garage

3 Read, match and trace.

Key language: *kitchen, living room, bathroom, bedroom, garage, hall*

Activity: Read and write the names of places in a house.

Explain to the pupils that they are going to practise reading the names of the rooms in a house and then write them.

- Ask what they can see in the picture. Establish that it is a house, with different rooms around the outside. Point to the rooms and the garage one by one. Ask the class to name them. Explain that the pupils are going to drag these pictures to the corresponding places in the house.

- Invite a pupil to come out to the board. Point to the hall again. Ask him/her to name it. Then he/she finds the word *hall* in the picture and drags the illustration there. If he/she does this correctly, the picture will stay in place and the name will appear in handwriting script at the bottom of the board. If not, it will return to its original position and you can ask the class to help.

- Ask the pupil to write the name of the room by tracing over the word at the bottom of the board.

- Repeat the same procedure with the other pictures.

Optional follow-up activity: write the words one by one on the board. Invite the class to read them and to point to the corresponding room in the picture.

THE CLASSROOM

1 Listen, repeat and point.

Key language: *pen, pencil, crayon, ruler, rubber, pencil sharpener*

Activity: Listen and recognize names of classroom objects.

Explain to the pupils that they are going to practise saying the names of classroom objects.

- Point to the picture. Ask what the pupils can see in it. Point to the classroom objects, and ask them to name them.

- Point to the first word (*pen*) and play the first audio. Play it again if necessary. The pupils listen and repeat the word. Invite a pupil to come out to the board and touch the pen in the picture. If he/she does this correctly, the pen will change colour. If not, it will remain as it is and you can ask the class to help, or invite another pupil to come out to the board.

- Do the same with the other five objects and different pupils.

2 Read and match.

Key language: *pencil, crayons, rubber, pencil sharpener, scissors, glue*

Activity: Read and understand names of classroom objects.

Explain to the pupils that they are going to practise matching classroom objects to their names.

- Point to the picture. Ask the pupils what they can see. Point to each of the items in the pencil case and ask them to name them.

- Then point to one of them again, eg, *scissors.* Ask the class if they can see the word *scissors* in one of the boxes at the bottom of the board. Invite a pupil to come out to the board and drag the scissors to the appropriate box. If he/she does this correctly, the scissors will stay in place and change colour. If not, they will return to their original position and you can ask the class to help, or invite another pupil to come out to the board.

- Do the same with the other five items in the pencil case.

Optional follow-up activity: point to the coloured objects at the bottom of the board and ask what each one is.

3 Listen and put the objects into the pencil case.

Key language: *pencil, crayons, rubber, pencil sharpener, scissors, glue*

Activity: Listen and identify classroom objects.

Explain to the pupils that when they hear the names of the classroom objects, they have to drag them into the pencil case.

- Ask them what they can see on the board. Point to each object in turn and ask what it is.

- Invite a pupil to come out to the board. Play the audio. The pupil drags the four objects named in the audio into the pencil case. If he/she does this correctly, the objects will stay in the pencil case. If he/she tries to drag an incorrect object into the pencil case, it will return to its original position and you can ask the class to help.

- Repeat the activity as many times as you like with different pupils.

- Finally, ask the pupils to name the four objects in the pencil case and the two objects outside.

Optional follow-up activity: ask the pupils what they heard on the audio. Ask the class to repeat the sentence. Encourage different pupils to hold up their own pencil cases and say a sentence about what they have got in them.

Answers: pencil, crayons, rubber, glue

Audio script: *I've got a pencil, crayons, a rubber and glue.*

4 Listen and match.

Key language: *pen, pencil, crayon, ruler, rubber, pencil sharpener*

Activity: Listen and identify classroom objects.

Explain to the pupils that they are going to practise recognizing the names of classroom objects.

- Ask the class what they can see in the picture. Point to each of the classroom objects and ask what it is. Then point to each number and ask the pupils to say it.

- Explain that they are going to listen to a question on the audio and answer it by dragging the number to the appropriate box. Play the first audio and ask them where the number 1 should go. Invite a pupil to come out to the board. Play the audio again. He/she drags the number to the appropriate box. If he/she does this correctly, the box will change colour and the number will stay in it. If not, the number will return to its original position and you can ask the class to help, or invite another pupil to come out to the board.

- Do the same with the other five numbers.

Optional follow-up activity: ask the pupils what the question on the audio was. Invite them to repeat it. Encourage a pupil to ask this question about one of the objects. You answer *Here, number (1)* and point to the board. Ask a pupil to come out to the board and take your place, so that one pupil is asking a question and another one is answering it from the board. Do the same with the other objects and different pupils.

Answers: 1 – pen; 2 – pencil; 3 – crayon; 4 – rubber; 5 – pencil sharpener; 6 – ruler

Audio script: *Number 1: Where's my pen?*

Number 2: Where's my pencil?

Number 3: Where's my crayon?

Number 4: Where's my rubber?

Number 5: Where's my pencil sharpener?

Number 6: Where's my ruler?

5 Match, ask and answer.

Key language: *a, some, pencil, crayons, rubber, pencil sharpener, scissors, glue*

Activity: Ask for classroom objects using *some* or *a.*

Explain to the pupils that they are going to practise using *a* or *some* with classroom objects, and then they are going to practise asking for them.

- Ask what they can see in the picture. Point to each of the classroom objects and ask *What's this?* or *What are these?* Point to the *a* and *some* boxes at the bottom of the board and remind the pupils that both words are sometimes used with objects. Point to the crayons. Ask if we use *a* or *some* with *crayons.* Invite a pupil to come out to the board and drag the picture into the appropriate box. If he/she does this correctly, the picture will stay there. If not, it will return to its original position and you can ask the class to help.

- Do the same with the other objects and different pupils.

- Revise the objects under *a.* Ask the pupils what they are. Do the same with the objects under *some.*

- Ask the class how we can ask for something in English. Teach or revise *Can I have …, please?* Explain that the girl is asking the boy. Drag one of the pictures into the square in the speech bubble and elicit the question.

- Do the same with the other five pictures.

- Ask how we answer the question and teach or revise *Yes. Here you are.*

- Divide the class into pairs. They decide who is going to ask and who is going to answer. Drag a picture into the square in the speech bubble. One pupil in each pair asks for the object and the other one answers the request and mimes giving the object to his/her partner.

- Do the same with the other objects. Then ask the pupils to change roles.

Answers: a pencil, a pencil sharpener, a rubber, some crayons, some scissors, some glue

> Can I have some crayons, please? Yes, here you are.
>
> Can I have some scissors, please? Yes, here you are.
>
> Can I have a pencil, please? Yes, here you are.
>
> Can I have some glue, please? Yes, here you are.
>
> Can I have a pencil sharpener, please? Yes, here you are.
>
> Can I have a rubber, please? Yes, here you are.

6 Read and complete.

Key language: *pencil, crayons, rubber, (pencil) sharpener, scissors, glue*

Activity: Complete the names of classroom objects.

Explain to the pupils that they are going to practise spelling the names of classroom objects.

- Ask what they can see on the board. Point to the pencil sharpener and ask *What's this?* Point to the gaps in the word and ask which letters are missing from each one. Invite a pupil to come out to the board and drag the missing letters into the word. If he/she does this correctly, the letters will stay there and change colour. If not, each letter will return to its original place and you can ask the class to help.

- Ask the pupil to name the object again and spell the word. Then do the same with the other objects and different pupils.

Optional follow-up activity 1: repeat the activity with different pupils.

Optional follow-up activity 2: ask each pupil to think of a classroom object and write its name down with two or three blank letters. Then he/she swaps notebooks with a partner and the partner completes the word.

Answers: sharpener, scissors, crayons, rubber, pencil, glue

7 Read and match.

Key language: *pencil, crayons, rubber, pencil sharpener, scissors, glue*

Activity: Read and understand names of classroom objects.

Explain to the pupils that they are going to match classroom objects with their names.

- Point to each of the words and ask different pupils to read them aloud. Check their pronunciation.

- Point to the picture of crayons. Ask *What are these?* Invite a pupil to come out to the board and drag the correct word to the box under the picture. If he/she does this correctly, the word will stay in the box and the picture of the crayons will be coloured more brightly. If not, the word will return to its original position and you can ask the class to help. Say *crayons* several times and ask the pupils to repeat it.

- Do the same with the other objects and different pupils.

Optional follow-up activity: ask the pupils to read out each of the words again.

Answers: crayons, glue, scissors

       pencil sharpener, pencil, rubber

8 Look and find.

Key language: *pencil, crayons, rubber, sharpener, scissors, glue*

Activity: Find names of classroom objects in a word search.

Explain to the pupils that they are going to look at the word search and find some names of classroom objects.

- Point to each of the pictures and ask *What's this?* or *What are these?* Point to *I can see …* and *I can't see …* and check that the pupils understand the phrases.

- Ask the class to look carefully at the word search. When a pupil has found a word, invite him/her to come out to the board and point to it. He/she says the word out loud and points to the classroom object it corresponds to. Ask the rest of the class if they agree. Alternative approaches:

  1 - The pupil highlights the word with an IWB pen tool.

  2 - He/she drags the corresponding picture to the *I can see …* box. The picture will disappear and the word will automatically be highlighted.

- The pupils will be able to find all the classroom objects so it will not be necessary to drag any pictures to the *I can't see …* box.

Optional follow-up activity: ask the pupils to say sentences about the classroom objects they can or can't see. Hold a piece of card over *glue* so that they can't see it.

Answers in the word search: sharpener, pencil, crayons, rubber, scissors, glue

ANIMALS

1 Listen and order.

Key language: *rabbit, tortoise, race, carrots, apples, vegetables, fruit, I can …, rabbits eat …*

Activity: Listen and understand a story.

Explain to the pupils that they are going to listen to a story and put the pictures in the correct order.

- Ask them to look at the pictures. Ask what they think the story will be about. Teach or revise *race, rabbit* and *tortoise.*

- Ask the pupils to listen to the first part of the story. Play the first audio. Invite the class to say which picture is first. Drag the picture to the first position, or invite a pupil to come out to the front and do this. The other pictures will automatically move out of the way.

- Do the same with the second picture. Each time the pupils have listened to the audio, encourage them to choose the appropriate picture, and then ask one of them to drag it into place (or do this yourself).

- If the pupils want to change the order of the pictures, encourage them to listen to the audios again from the beginning. When all the pictures are in the correct position, this will be confirmed and it will no longer be possible to move the pictures without restarting the activity.

- Play the audio once more so that the pupils can listen to the story with the pictures in the correct order.

Optional follow-up activity: read the story to the class, pausing before some of the key words. The pupils say the words.

Answers: 1 The girl holding a rabbit and the boy holding a tortoise.

2 The girl waving a black and white flag.

3 The rabbit and a basket of carrots.

4 The rabbit eating apples.

5 The tortoise finishing the race first; the rabbit is exhausted.

6 The tortoise receiving the prize.

Audio script:

[frame 1] Narrator: *Peter, Sally, Ben and Lisa are in the garden.*

Sally: *I've got a rabbit.*

Peter: *I've got a tortoise.*

Sally: *Let's have a race!*

Ben and Lisa: *Good idea!*

[frame 2] Narrator: *Rabbit and Tortoise have a race.*

Sally: *Are you ready? Go!*

Rabbit: *Look at me! I can run.*

Tortoise: *Oh dear!*

[frame 3]   Rabbit: *Look! Some carrots. I'm hungry!*

Peter: *Rabbits eat vegetables.*

[frame 4]   Rabbit: *Look! Some apples. I'm hungry!*

Peter: *Rabbits eat fruit.*

[frame 5]   Sally: *Look, Rabbit! Look at Tortoise! Run, Rabbit, run!*

[frame 6]   Ben: *Tortoise is the winner!*

Peter: *Here's your prize.*

Lisa: *Well done, Tortoise!*

2 Make words.

Key language: *duck, sheep, cow, pig, hen, horse*

Activity: Make animal words.

Explain to the pupils that they are going to see some animals and practise spelling their names.

- Ask what they can see. Point to the duck and ask *What's this?* Ask the class to repeat the name several times. Then invite a pupil to come out to the board and drag the letters into the box to form its name. If he/she does this correctly, the word will appear in the box. If a letter is not correct, or if it isn't in the correct order, it will return to its original position and you can ask the class to help. Say *duck* several times and ask the pupil to repeat it.

- Do the same with the other five animals and different pupils.

For a different approach, divide the class into two teams. Ask the first pupil from each team to come out to the board. Point to an animal. The pupil from team A drags the letters to the box to form its name. If he/she does this correctly, team A wins a point. Then it is team B's turn. Then bring out the second pupil from each team, and so on. Repeat the activity if necessary. The winning team is the one with the most points at the end.

Answers: duck, sheep, cow, pig, hen, horse

3 Listen and match.

Key language: *What can you see?, I can see …, Where's …?, duck, duckling, pig, hen, mummy*

Activity: Listen and understand a story.

Explain to the pupils that they are going to listen to a story, look at the pictures and put the speech bubbles in the correct places. Note that this activity appears on three screens.

- Point to the first frame on the first screen. Ask the class what they can see. Teach or revise *egg* and *duckling.*

- Explain that the characters are speaking. Play the audio. Play it again if necessary.

- Ask for a volunteer to come out to the board and drag the correct speech bubble to the correct place.

- Do the same with the second frame. Then do it with the other frames on the different screens. Press *Next* or *Back* to move between the screens. Teach or revise the following vocabulary before the second screen: *pig, duck, mummy*, and before the third screen: *hen, under the tree.*

Optional follow-up activity: play the audio again, frame by frame, pausing after each character has spoken. Ask the pupils to repeat. Divide the class into groups of six. Assign a character to each pupil (Ben, Lisa, the duckling, the hen, the pig and the duck). Ask them to act out the story. Don't insist on a complete version of the story. It will be enough if they manage to say what is in the speech bubbles on the boards.

Answers:

[frame 1]   Lisa: *What can you see?*

[frame 2]   Ben: *I can see a duckling.*

[frame 3]   Duckling: *Where's my mummy?*

            Lisa: *I don't know.*

[frame 4]   Ben: *Look! I can see a duck.*

            Lisa: *No, Ben. It's a pig.*

[frame 5]   Hen: *Look under the tree.*

[frame 6]   Ben: *Now I can see a duck!*

            Duckling: *Mummy!*

Audio script:

[frame 1]   Narrator: *Ben and Lisa are on the farm.*

            Ben: *Look, Lisa!*

            Lisa: *What can you see?*

            Ben: *I can see an egg.*

[frame 2]   Ben: *Look, Lisa!*

            Lisa: *What can you see?*

            Ben: *I can see a duckling.*

            Duckling: *Quack!*

[frame 3]   Narrator: *The duckling is sad.*

            Duckling: *Where's my mummy?*

            Lisa: *I don't know.*

            Ben: *Oh dear!*

[frame 4]   Narrator: *Ben and Lisa look for the duckling's mummy.*

            Ben: *Look! I can see a duck.*

            Lisa: *No, Ben. It's a pig.*

            Pig: *Look under the tree.*

[frame 5]   Ben: *Look! I can see a duck.*

Lisa: *No, Ben. It's a hen.*

Hen: *Look under the tree.*

[frame 6]   Narrator: *Ben, Lisa and the duckling look under the tree.*

Ben: *Now I can see a duck!*

Lisa: *Yes, it's a duck!*

Duckling: *Mummy!*

4 Ask and answer.

Key language: *elephant, giraffe, lion, zebra, parrot*

Activity: Play a guessing game using *Have you got …?*

Explain to the pupils that they are going to play a game with pictures of wild animals.

- Point to each animal in turn and ask *What's this?* Ask the pupils to repeat the names.

- First, play the game against the class. Ask the pupils to close their eyes. Drag two, three or four of the animals to the squares. Memorize them or note them down. Then click on the green square and it will cover them. (Don't click on the green square again until you want to show the pictures.) Invite the class to open their eyes and guess which animals you have hidden there. To do so, they ask *Have you got a …?* Answer *Yes, I have,* or *No, I haven't.* Invite several questions from different pupils. Allow them four questions in all and give them a point if they can name your animals.

- Tell the class it is their turn. Press *Start again.* Ask a pupil to come out to the board. Close your eyes as he/she drags two, three or four animals to the squares, notes them down, and covers them with the green square. Ask four questions. If you can name the animals, you get a point.

- Continue to take turns until there is a clear winner.

For a different approach, ask the pupils to play in two teams, A and B. Invite a pupil from team A to come out to the board. The pupils in team B close their eyes. The pupil from team A drags animals into the squares and covers them. Team B open their eyes and ask four questions. Different members of team A take it in turns to answer. If team B guess correctly, they get a point. Then swap roles.

Optional follow-up activity: the pupils continue the game in pairs. One pupil writes down two, three, or four animals. The other asks four *Have you got …?* questions and tries to guess the animals. Then they swap roles.

5 Find, colour and complete. Say.

Key language: *I can see …, tortoise, sheep, cow, cat, rabbit, duck, horse, mouse, hen, fish*

Activity: Complete sentences beginning *I can see …*

Explain to the pupils that they are going to look at a puzzle picture and say what animals they can see.

- First ask them to look at the words at the bottom of the board. They read them one by one. Check their pronunciation.

- Then ask them to look at the picture. Ask if anyone can see an animal. Invite a pupil who can see one to come out to the board, point to the animal and colour it with an IWB pen tool (if this takes too long, just ask him/her to draw round the outline).

- Ask the same pupil to find the name of the animal and to drag it to a box on the right to complete the sentence *I can see …* Finally ask him/her to read the *I can see …* sentence to the class.

- Do the same with the other animals and different pupils. Note that some of the words will not be used because the animals do not appear in the picture.

Optional follow-up activity 1: cover the sentences on the right. Invite different pupils to say what they can see in the picture.

Optional follow-up activity 2: teach or revise *I can't see …*. Invite different pupils to make sentences about the picture using the remaining animal words.

Optional follow-up activity 3: teach or revise the question *Can you see …?* and the answers *Yes, I can* and *No, I can't.* Nominate pupils to ask and answer questions about the picture.

Answers: I can see a duck.

I can see a cat.

I can see a sheep.

I can see a horse.

I can see a cow.

I can see a hen.

6 Match.

Key language: *dog, cat, rabbit, tortoise, guinea pig, meat, fish, vegetables, fruit*

Activity: Match different pets with the kinds of food they eat.

Explain to the pupils that they are going to talk about what food different animals eat.

- Ask what animals they can see on the board. Point to them one by one and teach or revise their names. Ask the pupils to repeat and check their pronunciation. Then point to the food and teach or revise *meat, fish, fruit* and *vegetables.*

- Point to the tortoise. Ask the class *What does the tortoise eat? Meat? Vegetables and fruit? Or meat, vegetables and fruit?* Invite a volunteer to come out to the board and drag the animal to the appropriate square. If he/she does this correctly, the animal will disappear. If not, the animal will return to its original place and you can ask the class to help, or invite another pupil to come out to the board. When the pupils get the correct answer, say *Yes, the tortoise eats vegetables and fruit*, etc.

- Do the same with the other four animals and different pupils.

If any of the pupils disagree with the answers (eg, because their cat eats something else), encourage them to say so in English.

Answers: tortoise – vegetables and fruit; cat – meat and fish; rabbit – vegetables and fruit; guinea pig – vegetables and fruit; dog – meat, vegetables and fruit.

7 Play. Match words and pictures.

Key language: *lion, zebra, giraffe, elephant, tortoise, parrot*

Activity: Play a memory game with animals.

Explain to the pupils that they are going to play a game. They have to find words and pictures which match.

- First, play against the class. Touch square 1 and ask what it is. Then touch another square. If you have found the matching pair, the word and the picture will remain visible and you can explain that you have won the pair. If your answer is not correct, both squares will return to their original form.

- Tell the class it is their turn. Ask a pupil to suggest a square. Touch it and ask what word or animal it is. Ask another pupil to suggest where the pair might be. If he/she is correct, the class wins that pair.

- Continue to take turns. Each time an animal appears, ask the pupils to say what it is. Each time a word appears, ask them to read it. If you like you can put small coloured marks on the squares that have been won so that you remember which side won them.

- At the end, count up the pairs that each side has won.

For a different approach, ask the pupils to play in two teams. Invite one pupil from each team to come out to the board. The team members take it in turns to tell him/her which square to touch.

8 Order.

Key language: *dog, cat, guinea pig, tortoise, rabbit*

Activity: Order letters to make animal names.

Explain to the pupils that they are going to look at some animals and order letters to form their names.

- Point to the dog. Ask *What's this?* Ask the class to repeat the word. Invite a pupil to come out to the board and order the letters above the picture. When he/she does this correctly, the individual letters will disappear, and the complete word will appear in their place. Until then, the letters will remain as they are and you can ask the class to help, or invite another pupil to come out to the board.

- Do the same with the other animals.

- Point to the pictures and ask different pupils to say the words.

Answers: dog, cat, rabbit, tortoise, guinea pig

THE BODY

1 Look and find.

Key language: *hair, body, mouth, face, legs, hands, arms, head*

Activity: Find parts of the body in a word search.

Explain to the pupils that they are going to look at the word search and find the names of some parts of the body.

- Point to the picture of the boy. Elicit the names of parts of the body that the pupils can see in the picture.

- Ask the class to look carefully at the word search. When a pupil has found a part of the body, invite him/her to come out to the board and point to it. He/she says the word out loud, highlights it with an IWB pen tool and circles the corresponding part of the body in the picture. Ask the rest of the class if they agree.

- Do the same with other words until the pupils can't find any more. Press *Show answers* to see if they found everything.

Optional follow-up activity: ask a pupil to come out to the board. He/she points to parts of the boy's body. The class names them.

Answers in the word search: hair, body, head, hands, legs, face, arms, mouth

2 Ask and answer.

Key language: *Can you see …? Yes, I can, No, I can't, eyes, nose, hands, ears, feet, face, body, toes, fingers*

Activity: Ask and answer questions with *Can you see …?* and the names of different parts of the body.

Explain to the pupils that they are going to look at a picture where different parts of the body are mixed up, and ask and answer about what they can see there.

- Point to the names of the parts of the body in the boxes at the bottom of the board. Ask the pupils to repeat them after you and check their pronunciation. Finally, point to the question *Can you see …?* and the answers *Yes, I can* and *No, I can't*, and check that the pupils understand them.

- Ask different pupils some questions, eg, *Can you see a girl? Can you see a boy? Can you see different parts of the body?*

- Invite a pupil to come out and drag a phrase from the boxes to form a question on the right. The question will begin *Can you see …?* and it will appear in the box as soon as he/she has dragged a part of the body there. Then invite a different pupil to come out and drag the answer to the box next to the question. Again the complete answer will appear.

- Ask the pupils to read out their question and answer to the class and point to the relevant parts of the body in the picture, counting them if necessary. The class decides if they are correct.

- Do the same with the other parts of the body, allowing as many pupils as possible to participate. When all the lines are full of questions, press *Start again* to repeat the activity.

For a different approach, do the activity in two teams. The first pupil from team A forms a question and the the first pupil from team B forms the answer. Then the teams swap roles. Award a point for each correct answer.

Optional follow-up activity: Restart the activity. Pupils put up their hands and ask you questions beginning *Can you see …?* They can use any parts of the body and any numbers. Give some incorrect answers and see if they notice your mistakes.

3 Look and match.

Key language: *hands, feet, face, body*

Activity: Read and understand names of parts of the body.

Explain to the pupils that they are going to read the names of parts of the body and use them to label a picture.

- Point to each word. Ask the class to repeat them after you. Check their pronunciation.

- Invite a pupil to come out to the board and drag a word to the correct box. If his/her answer is correct, the word will stay in the box. If not, the word will return to its original place and you can ask the class to help.

- Do the same with the other words and different pupils.

Optional follow-up activity: cover the words. Point to each of the parts of the body and ask *What's this?* or *What are these?*

Answers: face, hands, body, feet

4 Look and match.

Key language: *mouth, ears, eyes, nose*

Activity: Read and understand names of parts of the face.

Explain to the pupils that they are going to read the names of parts of the face and use them to label a picture.

- Point to each word. Ask the class to repeat them after you. Check their pronunciation.

- Invite a pupil to come out to the board and drag a word to the correct box. If his/her answer is correct, the word will stay in the box. If not, the word will return to its original place and you can ask the class to help.

- Do the same with the other words and different pupils.

Optional follow-up activity: cover the words. Point to each of the parts of the face and ask *What's this?* or *What are these?*

Answers: eyes, nose, mouth, ears

5 Read and complete.

Key language: *mouth, nose, legs, eyes, arms, fingers*

Activity: Complete the names of parts of the body.

Explain to the pupils that they are going to practise spelling the names of parts of the body.

- Ask what they can see on the board. Point to the different parts of the body and ask the pupils to name them. Point to the first word. Ask which letter is missing from each gap. Invite a pupil to come out to the board and drag the missing letters into the word. If he/she does this correctly, the letters will stay there and change colour. If not, each letter will return to its original position and you can ask the class to help, or invite another pupil to come out to the board.

- Ask the pupil to point to the corresponding part of the body, say the word and spell it. Then do the same with the other words and different pupils.

Optional follow-up activity: ask each pupil to think of a part of the body and write its name down with two or three blank letters. Then he/she swaps notebooks with a partner and the partner completes the word.

Answers: mouth, nose, legs, eyes, arms, fingers

VERBS

1 Listen and match.

Key language: *play football, walk, ride a bike, swim, run, dance*

Activity: Listen and match sounds to the names of different activities.

Explain to the pupils that they are going to listen to some sounds (of people doing different activities) and drag the names of the activities to the appropriate boxes.

- Point to the words in the boxes at the bottom of the board. Ask the class to repeat them after you. Check their pronunciation.

- Play the first audio and ask a volunteer to come out to the board. Play the audio again. He/she drags the appropriate word or phrase to the box. If he/she does this correctly, the word will change colour and the corresponding picture will appear. If not, the word will return to its original position and you can ask the class to help.

- Do the same with the other five activities and different pupils.

Follow-up activity: divide the class into two teams, A and B. Ask the first pupil in team A to come out to the board, point to a word and say it. Then he/she points to the box where he/she thinks this activity goes. Play the audio. If the pupil thinks he/she has chosen the correct box, he/she can drag the word to it. If it is correct, his/her team gets a point. Then it is team B's turn to choose a word, say it, and guess which box it belongs in. Then ask the second pupil in each team to come out to the board and continue in the same way. Keep a note of the score.

Answers: run, play football, ride a bike

dance, swim, walk

2 Read and match.

Key language: *run, listen to music, sing, play computer games, dance, play cards, walk, play football, watch TV, ride a bike, play a board game, swim*

Activity: Read and recognize the names of different activities.

Explain to the pupils that they are going to match the names of the activities with the pictures. Note that this activity appears on two screens.

- Work with the first screen first. Point to each word/phrase in turn and ask the class to read it. Check their pronunciation.

- Invite a pupil to come out to the board and drag a word to the box below the corresponding picture. If the pupil does this correctly, the word will stay in the box and the picture will become brighter. If not, the word will return to the bottom of the board and you can ask the class to help, or invite another pupil to come out to the board.

- Do the same with the remaining words on the first screen and different pupils. Then repeat with the words on the second screen. Press *Next* or *Back* to move between the screens.

For a different approach, after the pupils have practised reading the words and phrases, divide the class into two teams. Ask the first pupil from each team to come out to the board and take it in turns to drag a word or phrase to the corresponding picture. If pupils label the pictures correctly, their team gets a point. Continue with the second pupil from each team and so on. The winner is the team with the most points. Finish by asking them to read the names of the activities aloud.

Answers:

[screen 1] listen to music, sing, run

dance, play computer games, play cards

[screen 2] play football, watch TV, ride a bike

play a board game, swim, walk

3 Choose. Make a sentence.

Key language: *I want to … play a computer game / football / cards / a board game, listen to music, watch TV*

Activity: Make personalized sentences using *I want to …* and the names of different activities.

Explain to the pupils that they are going to look at some activities and choose one that they want to do. Then they will make a sentence about it.

- Point to the activities and ask the class to say what they are. Ask them to repeat after you and check their pronunciation.

- Check they understand *I want to …* and then invite them to decide what they want to do. Ask one of them to come out to the board and drag the one of the pictures into the box on the left. Ask him/her to say what he/she wants to do. Then he/she completes the sentence on the right by dragging the appropriate words into the yellow box. If he/she does this correctly, the sentence will appear in green. Incorrect combinations will appear in red. When the answer is correct, ask the pupil to read the complete sentence.

- Do the same with different pupils. After each one has made a sentence, press *Start again.*

Optional follow-up activity: ask different pupils what they want to do this afternoon after school.

4 Make words.

Key language: *watch TV, swim, walk*

Activity: Recognize different activities and make the corresponding words.

Explain to the pupils that they are going to practise spelling the names of some activities.

- Ask what they can see on the board. Encourage them to say anything they can about the characters. Point to the first picture and ask what the verb is. Invite a pupil to come out to the board and form this verb by dragging letters into the box. If he/she does this correctly, the letters will stay in the box and the box will turn green when the word is

completed. If not, the letters will return to their original position and you can ask the class to help.

- Do the same with the other two activities and different pupils (NB make sure they insert the space between *watch* and *TV*).

Answers: walk, swim, watch TV

DO YOU REMEMBER …?

1 Say and point.

Key language: Recycled vocabulary from 1st Cycle.

Activity: Make and say sentences about a picture using *I can see …*

Explain to the pupils that they are going to say what they can see in the picture and point to the items.

- Ask the class what they can see in the picture. Accept general answers.

- Say *I can see some apples*. Ask the class *Where are the apples?* Invite a pupil to come out to the board and point to them. At the same time, he/she should say *Here*.

- Do the same with several different objects. Then invite a pupil to take your place and say, from where he/she is sitting, *I can see a/some …* Ask the *Where …* question yourself, and invite different pupils to come out to the board one by one to point and say *Here*.

For a different approach, divide the class into two teams. Proceed as above. A pupil from team A says *I can see a/some …* and goes to the board, points to the object(s) and says *Here*. Then a pupil from team B does the same. It is probably best if you continue to ask the *Where …?* question. Don't accept objects that have already been named. The winner is the last team to be able to say *I can see …* and name something new.

Offline Flash configuration (does not require an Internet connection)

Unfortunately, no user-friendly tool exists for the offline configuration of the Flash security settings. However, by following the following instructions it can be achieved without too much difficulty (versions are provided for different operating systems and browsers).

Windows Vista – Firefox, Internet Explorer 6 and Internet Explorer 7

When the Flash Player security settings are configured online, a **settings.sol** file is automatically created in our computer. If this file already exists, it will be updated when we change the settings. To achieve offline configuration, therefore, we will manually copy a **settings.sol** file (provided on the Busy Board CD) and paste it into the appropriate folder on our computer:

1. Open the CD/DVD drive in **Computer**. Copy the file **settings.sol** from the folder **sol_files**.

2. Now we have to paste the **settings.sol** file into a hidden folder which is part of the operating system. If your operating system is configured to hide folders of this type, you can access the folder by typing the directory path into the address bar at the top of the Windows Explorer window. The path is:

   C:\Users**YourUser**\AppData\Roaming\Macromedia\Flash Player\macromedia.com\support\flashplayer\sys

   where **YourUser** is your Windows username.

3. Paste the **settings.sol** file into this folder. If the file already exists, you should replace it with the one copied from the CD, or, if you prefer, you can rename the file already on your computer (as *settings-back.sol*, for example) in case you want to return to your previous security settings at any time in the future.

Windows XP – Firefox, Internet Explorer 6 and Internet Explorer 7

When the Flash Player security settings are configured online, a **settings.sol** file is automatically created in our computer. If this file already exists, it will be updated when we change the settings. To achieve offline configuration, therefore, we will manually copy a **settings.sol** file (provided on the Busy Board CD) and paste it into the appropriate folder on our computer:

1. Open the CD/DVD drive in **My Computer**. Copy the file **settings.sol** from the folder **sol_files**.

2. Now we have to paste the **settings.sol** file into a hidden folder which is part of the operating system. If your operating system is configured to hide folders of this type, you can access the folder by typing the directory path into the address bar at the top of the Windows Explorer window. The path is:

   *C:\Documents and Settings***YourUser***\Program Files\Macromedia\Flash Player\ macromedia.com\support\flashplayer\sys*

   where **YourUser** is your Windows username.

3. Paste the **settings.sol** file into this folder. If the file already exists, you should replace it with the one copied from the CD, or, if you prefer, you can rename the file already on your computer (as *settings-back.sol*, for example) in case you want to return to your previous security settings at any time in the future.

Linux – Firefox

Automatic mode

1. Open the folder *sol_files* in the Busy Board CD.

2. Run the file ***configFlash.sh*** (double-click on the file icon, then choose *Run*).

This completes the configuration process.

Manual mode

When the Flash Player security settings are configured online, a **settings.sol** file is automatically created in our computer. If this file already exists, it will be updated when we change the settings. To achieve offline configuration, therefore, we will manually copy a **settings.sol** file (provided on the Busy Board CD) and paste it into the appropriate folder on our computer:

1. Open the CD/DVD drive in the file manager. Copy the file **settings.sol** from the folder **sol_files**.

2. Now we have to paste the **settings.sol** file into a hidden folder which is part of the operating system. If your operating system is configured to hide folders of this type, you can make them visible (in the GNOME environment) by using the keyboard shortcut CTRL+H. Navigate to the following path (within your own personal folder):

    .macromedia/Flash_Player/macromedia.com/support/flashplayer/sys/

3. Paste the **settings.sol** file into this folder. If the file already exists, you should replace it with the one copied from the CD, or, if you prefer, you can rename the file already on your computer (as *settings-back.sol*, for example) in case you want to return to your previous security settings at any time in the future.