

Here's my present.

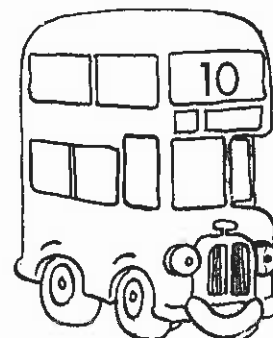
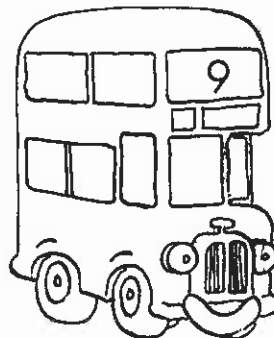
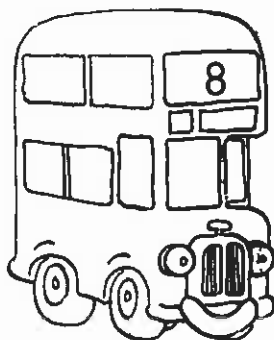
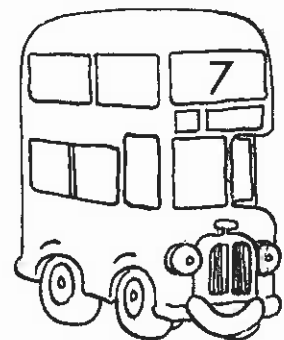
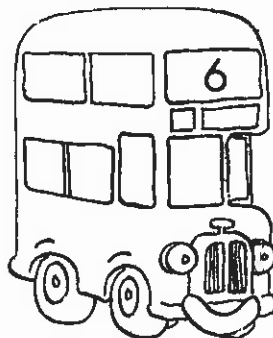
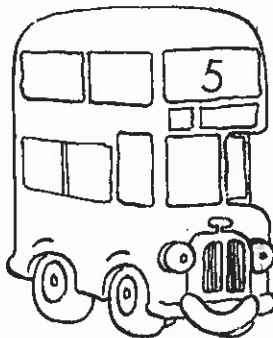
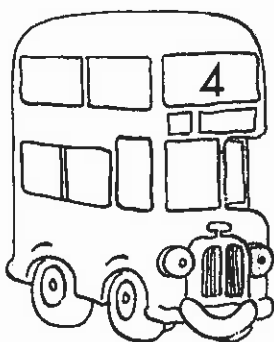
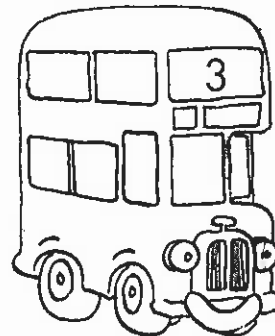
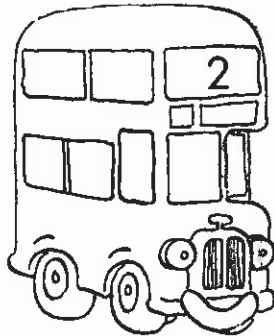
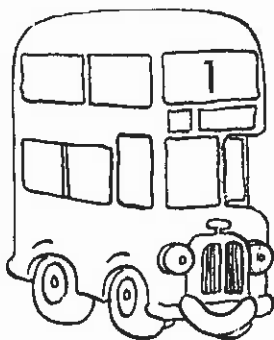
Parties: birthday cake, sandwiches, biscuits, milk shake, balloons

Names: Julie, Tommy, Blacky, Anna,
Paul, Susan, Nick, Martin

- Ask the children to look at 2 Look and write on **Photocopiable A** (page 5). Ask the children to say the colours and write them on the board.
- The children write the colours they have found next to the correct buses in activity 1. Tell them that four colours are missing.
- When everyone has finished, ask the children which colours are missing (*red, blue, black and grey*), encouraging them to say the colours out loud. Write the colours on the board and ask the children to write them next to the correct buses.

Name _____

1 Listen and colour



2 Look and write

purple

green

brown

yellow

white

pink

FOCUS ON THE STORY

1 Getting ready

- If the children are not familiar with the story, say the title and encourage the children to talk about their birthdays (in L1 if necessary). Ask *Do you invite your friends/grandparents/cousins to your house? What do you eat on your birthday, a cake/sandwiches? Do you put candles on your birthday cake? Do you get presents? What presents would you like to get on your birthday?*
- Ask the children to watch the story and at the end to tell you the name of the birthday girl.
- If the children are already familiar with the story, say the title and ask them what they remember about it. Ask *Whose birthday is it, Julie or Tommy's? How old is Julie? Julie's got lots of presents. What presents are they? A hair band, etc* (Encourage the children to say the presents.) *What's the name of Julie's dog?* Write their answers on the board.
- Ask the children to watch the story and check their answers.

Story tapescript

NARRATOR: Julie and her friends are getting off the bus. Mum, Tommy and Blacky, Julie's dog, are at the door.

MUM: Happy birthday Julie!

JULIE: Thank you, mum!

BLACKY: Woof! Woof!

JULIE: Hi, Blacky!

JULIE: Wow! This looks great, mum! Mmmm. A chocolate birthday cake!

MARTIN: And lots of sandwiches! Mmmm!

PAUL: And biscuits! Mmmm!

BLACKY: And milk shake! Woof! Woof!

SUSAN: And look at the balloons!

TOMMY: (laughing)

ANNA: Here's my present for you, Julie.

JULIE: Wow! It's a red hair band! Thank you, Anna.

PAUL: Here's my present for you, Julie.

JULIE: Wow! It's a yellow pencil case! Thank you, Paul.

MARTIN: And here's my present for you.

JULIE: Wow! It's a green money box! Thank you, Martin.

NARRATOR: Julie's got lots of presents. A pink T-shirt from Susan, a blue story book from Nick and a picture from Tommy.

MUM: And here's my present for you, Julie.

JULIE: What is it?

MUM: Open it and see.

JULIE: It's a white cat. Thank you mum!

BLACKY: Woof! Woof!

JULIE: Stop it Blacky!

2 While you watch

- Play the story again, pausing the video and encouraging the children to talk about the pictures. Pause the first picture: *Julie and her friends are getting off the bus.* Say *Look at the bus. What colour is it? What number is it?* Point to Julie and ask *Who is this girl?* Then point to Julie's friends and say their names *This is Nick. This is Susan. This is Martin,* encouraging the children to say them

with you. Ask similar questions for the next picture, e.g. *This is mum. This is Tommy* etc.

- Play the story up to *Wow! This looks great, mum!* Pause here and say: *Look at the items on the table.* Point to the items mentioned in the story and ask the children: *What's this?* or *What are these?* Then play the next sequence for the children to check their answers.
- Ask the children if they can remember some of the presents Julie got for her birthday. Play the present-giving sequence, pausing the video at each new present. Ask *What colour is the paper? What is in it? What colour is the present?* Play the video for the children to check their answers.

NOW YOU SAY IT!

- Ask the children to watch and listen carefully.
- Play the first sentence: *It's a red hair band.*
- Point to the words on the screen as they are spoken.
- Pause the video and ask the children to say the sentence.
- Ask the children to watch again and this time to say the sentence when they hear *Now you say it!*
- Do the same with the rest of the sentences.

ROUND UP

1 Play the game

- Show the children the whole game. Ask them to watch and listen carefully and to try and remember the colour and the name of each present. When the game is finished, ask the children what they can remember and write their answers on the board.
- Divide the class into two teams, A and B. Show the game again, pausing it the first time the music stops. Team A asks team B *What is it?* Team B must try to remember the present and its colour. Check the answer on the video with the class. Change team roles and do the same with the other presents.
- You can play the game with the class by wrapping up some of the presents in the story, in different coloured paper, a hair band, a pencil case etc. Play some music while the children are passing the present round.

2 PHOTOCOPIABLE WORKSHEET B

1 Maze

- Give the children a copy of **Photocopiable B** (page 7). Ask them to look at the children and say their names.
- Point to the pictures on the right and ask *What is it?*
- Show them the example and check that they know what to do. Ask the children to work on their own and match the children with the correct present and then write the name of the present on the dotted line.
- When everybody has finished, correct the activity with the whole class by asking *What's Anna's present? etc.*

KEY: Anna: hat; Nick: book; Paul: toy bus; Susan: teddy bear; Martin: puppy.

Name _____

Maze



hat



teddy bear ~~hat~~ book puppy toy bus



Target language

*How many (eyes) has the monster got?
The monster's got (three eyes).*

Vocabulary

Parts of the body: head, ear, eye, nose, mouth, shoulder, arm, hand, leg, foot, (feet), toe
Appearance: happy, sad, scared.
Numbers: 1-20 (revision)

BEFORE YOU WATCH

- Make sure that the children know these parts of the body: head, ears, eyes, nose, mouth, shoulders, hands, arms, legs, foot.
- If you think the children need some revision, do the following activity:

1 Say and do

- Touch each part of your body saying the name at the same time. Ask the children to touch their eyes, nose etc. Say *Touch your ears. Touch your nose.* Then say: *Open your eyes. Open your mouth. Open your arms. Clap your hands. Stamp your feet.* Do the actions with the children and say each body part as you do the actions.
- Repeat the commands, but this time ask the children to do the actions on their own.
- Prepare cards with the parts of the body written on them, one on each card. Repeat the commands again, holding up the appropriate word card at the same time.
- Ask several children to come to the front of the class. Give each of them a card. Ask them to look at their card and say the word out loud. You give a command using that word, e.g. *arms. Touch your arms.* If you think it is feasible, ask the children to give the commands. Repeat the activity with another group of children.

2 PHOTOCOPIABLE WORKSHEET A

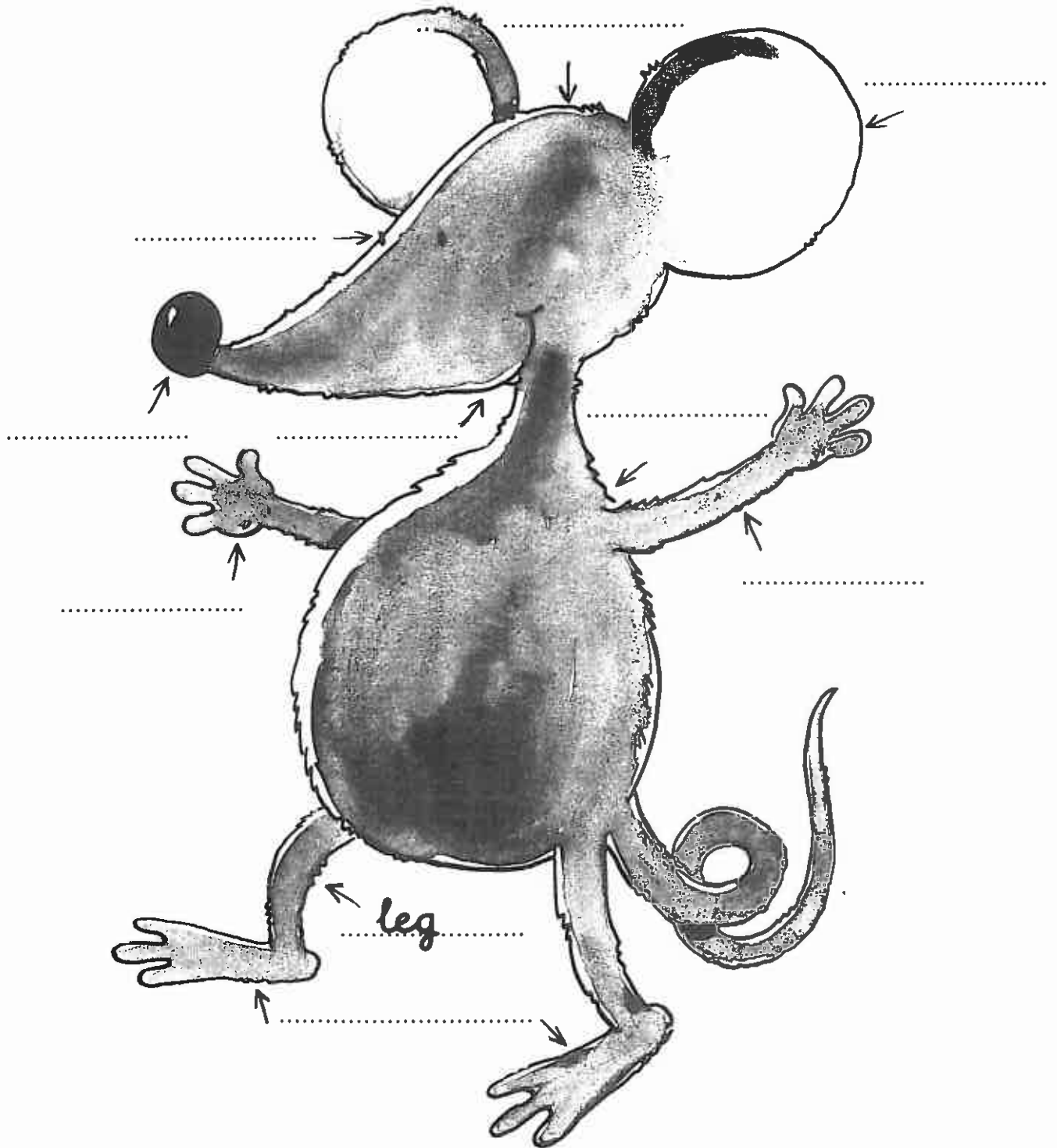
1 Read and write

- Give the children a copy of **Photocopiable A** (page 9). Say the parts of the body and ask the children to point to them on the picture.
- Tell the children to look at the words written in the box at the top of the page. Say them and ask the children to point to them on the picture.
- The children work individually. Ask them to write the parts of the body on the appropriate dotted lines.
- When everyone has finished, tell the children to compare their results in pairs. Walk round and correct the activity individually.

Name _____

1 Read and write

leg eye shoulder mouth feet
arm nose hand ear head



FOCUS ON THE STORY

1 Getting ready

- If the children are not familiar with the story, tell them they are going to watch a story about a child going to the cinema. Ask the children questions about the last time they went to the cinema, who they went with, what film they saw and what kind of films they like.
- Ask the children to watch the story. At the end ask the children to tell you the name of the child going to the cinema and who he is going with.
- If the children are already familiar with the story, say the title and ask them what they remember about it. Ask *Is the story about a girl or a boy? Is the boy at the cinema or at the theatre? What's the name of the film? Is the film scary?* Write their answers on the board. Ask them to watch the story again and check their answers.

Story tapescript

JACK: Look, mum. I want to go to the cinema.

MUM: Well, I don't know. That's a scary film. It's 'The Monster'.

JACK: It isn't scary, mum. Please. I want to see the film.

MUM: Okay, then.

DAD: Let's go in.

JACK: He's got two feet ... like me. I'm not scared!

He's got two legs ... like me. I'm not scared!

He's got two hands ... like me. I'm not scared!

He's got two arms ... like me. I'm not scared!

He's got two shoulders ... like me. I'm not scared!

He's got two eyes ... like me. I'm not scared!

He's got two ears ... like me. I'm not scared!

He's got a nose and a mouth - like me!

Mum, I'm not scared. Ha ha!

MUM: Oh, well ...

JACK: Aaaaarrggggghhhh!

MUM: Don't be scared, Jack. It's me!

JACK: Phew!

2 While you watch

- Play the story again. Ask the children to shout *Stop* every time they hear a part of the body. Pause the video and ask the children to touch and say the part of the body they heard.

NOW YOU SAY IT!

- Ask the children to watch and listen carefully. Play the first sentence: *He's got two feet.*
- Point to the words on the screen as they are spoken.
- Pause the video and ask the children to say the sentence.
- Ask the children to watch again and this time to say the sentence when they hear *Now you say it!*
- Do the same with the rest of the sentences.

3 PHOTOCOPIABLE WORKSHEET B

1 Look and number

- Give the children a copy of **Photocopiable B** (page 11). Ask the children to look at the pictures and to tell you what the story is.
- Tell the children that the pictures are not in order and ask them to number them 1 - 6 in the order of the story. Give them a fixed length of time and then ask them to compare their results in pairs.
- Watch the story again for the children to check the answers.

KEY: 1 = d, 2 = b, 3 = e, 4 = c, 5 = f, 6 = a

ROUND UP

1 Play the game

- Tell the children that they are going to see a monster on the video, but that some of his body is missing. Play the video and pause it when the children can see the head and body of the monster. Ask *How many eyes has the monster got?* Encourage the children to shout the answer. Play the video for the children to check their answer.
- Play the video through, pausing after each question to give the children time to shout their answer.

KEY: four ears, four hands, two feet.

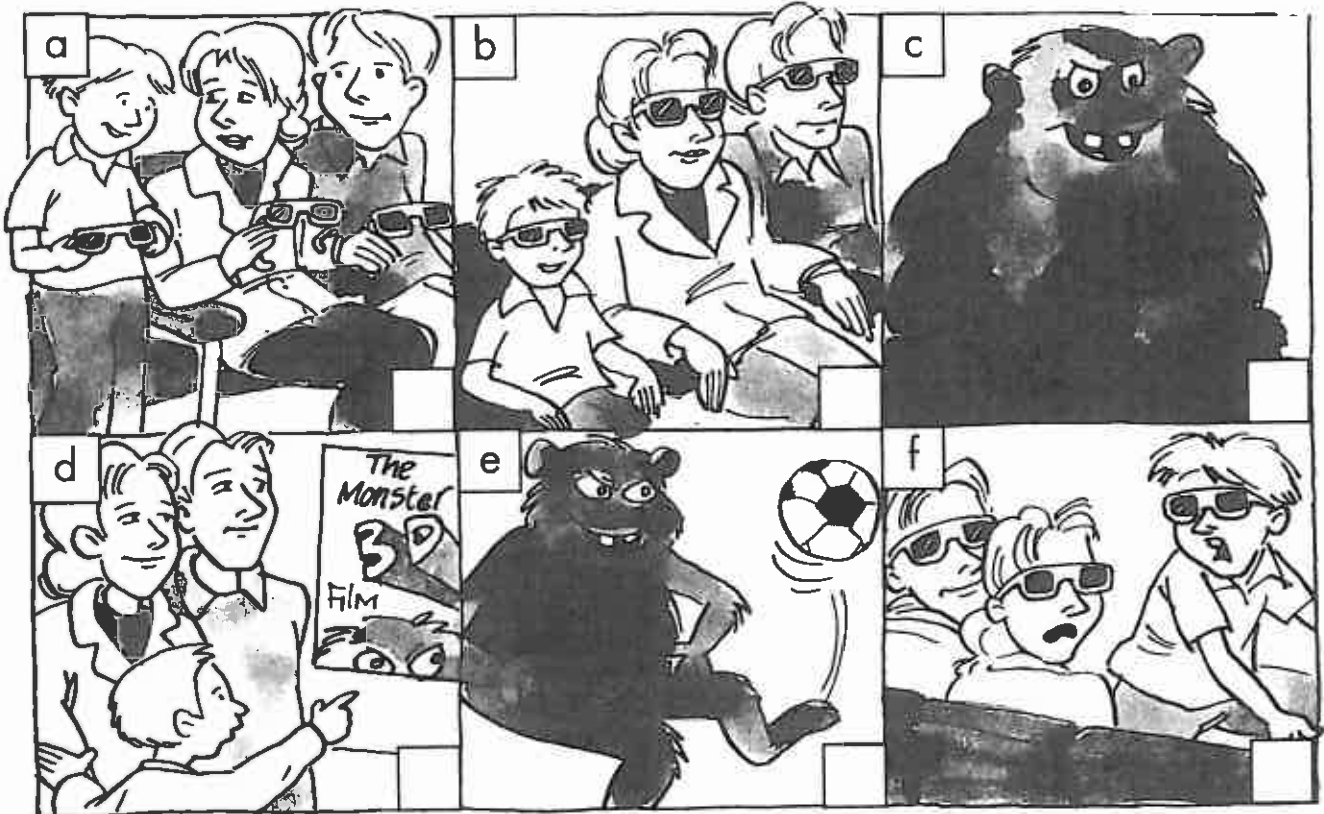
2 PHOTOCOPIABLE WORKSHEET B

2 Draw and speak

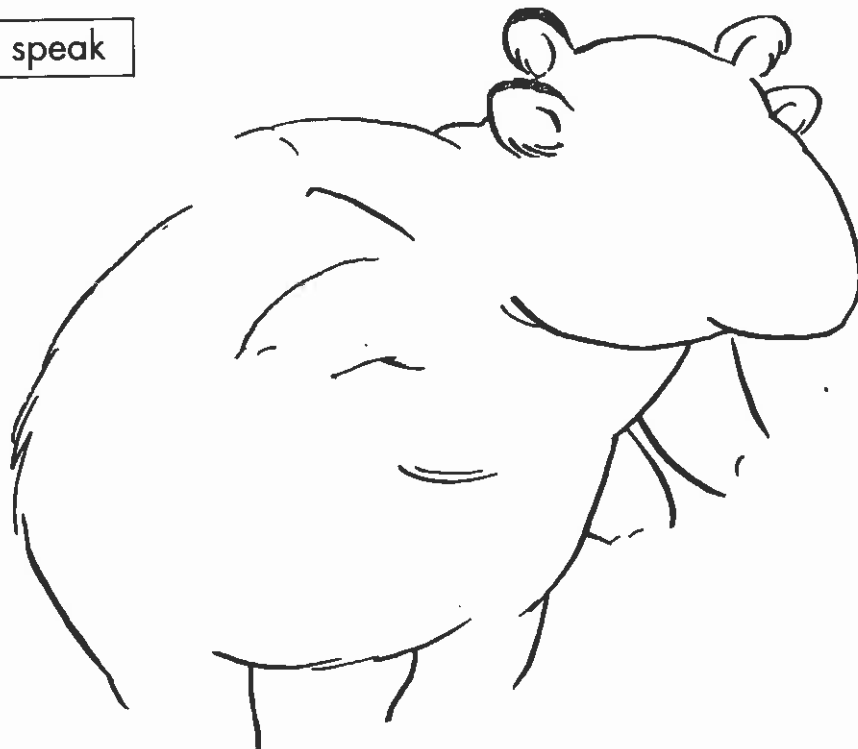
- Tell the children to look at the monster in activity 2 and ask *How many ears has the monster got?*
- Ask the children what parts of the body are missing and tell them to draw those missing parts. Make clear that each child can draw any number of the missing parts, e.g. three eyes, six hands, eight feet, etc.
- When the children have finished, put them into pairs. They ask and answer questions about their monsters, e.g. *How many eyes has the monster got?* To make sure that the children understand what to do, ask several pairs to go to the front of the class and ask and answer questions.

Name _____

1 Look and number



2 Draw and speak





Target language

What are you wearing? I'm wearing ...

What is he/she wearing?

He/she's wearing ...

Who's wearing ...?

Vocabulary

Clothes: jeans, T-shirt, trousers, dress, jumper, skirt, track suit, shirt, trainers, socks, shoes, jacket

Colours: (revision)

BEFORE YOU WATCH

- Make sure that the children know these clothes: jeans, T-shirt, trousers, dress, jumper, skirt, track suit, shirt, socks, shoes, jacket, trainers.
- If you think the children need some revision, do the following activity:

1 Match

- If you have got **Here Comes Super Bus** flashcards, put the flashcards of the items of clothing up on the board at the front of the classroom. If you have not got them you can cut out pictures from catalogues or bring doll's clothes to class. Point to each item of clothing, say the word and ask the children to repeat it with you.
- Ask the children to go to the front of the class in turn and point to the items of clothing you call out.
- Prepare cards with the items of clothing written on them, one item on each card. Show the children the word cards, one by one, say the word and stick the card next to the corresponding picture. Say the items of clothing again while pointing to the picture and the word card.
- Put the children in pairs. Give one picture card to each pair. Ask them to look at their pictures and to go to the front of the class and take the matching word card.
- Finally give each child two pieces of paper and ask them to write down two items of clothing they are wearing, one on each piece of paper. Collect all the pieces of paper and make a pile. Take one piece of paper and ask *Who's wearing (the item of clothing written on the paper)?* The children wearing that item stands up and answers *I am/me*. Ask them what colour the item is.

2 PHOTOCOPIABLE WORKSHEET A

1 Find, write and colour

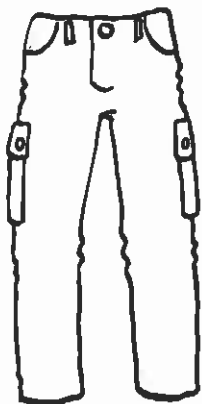
- Give the children a copy of **Photocopiable A** (page 13). Ask them to look at the first word snake. Tell them to find as many names of clothes as they can.
- Check the answers with the whole class.
- Do the same with the colour word snake.
- The children now work individually and write the name of the clothing and a colour on the dotted lines below the pictures. They are free to choose any colour from the word snake. Show them the example and check that they know what to do. Walk around the room helping where necessary.

- When everyone has finished, ask them to colour the clothes in the colours they have chosen. They could do the colouring at home for the next lesson.

Name _____

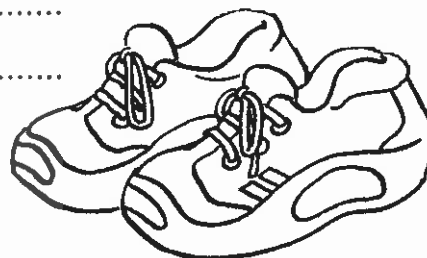
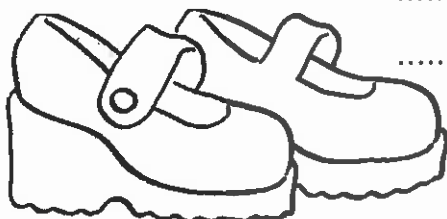
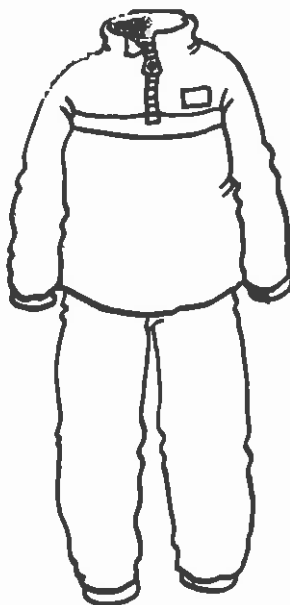
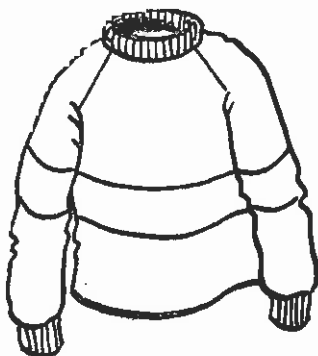
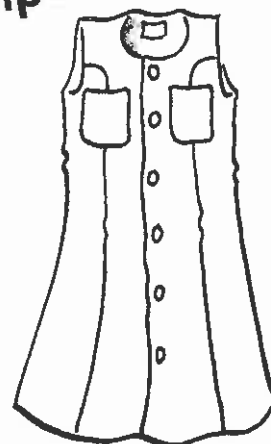
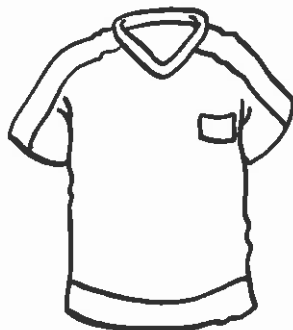
1 Find, write and colour

dress trainers suit trousers socks jumpers shoes t-shirt



trousers

blue



blue red purple yellow green pink white black

FOCUS ON THE STORY

1 Getting ready

- If the children are not familiar with the story, tell them they are going to watch a story about two children getting ready for school. Encourage the children to talk (in L1) about what they do in the mornings before going to school.
- Ask them to watch the story and at the end to tell you the names of the children in the story.
- If the children are already familiar with the story, say the title, and ask them what they remember about it. Ask *How many characters are in the story? What are their names? What's the girl wearing? Write their answers on the board.*
- Ask the children to watch the story and check their answers.

Story tapescript

MUMMY: Sarah! It's time for school! Hurry up!

SARAH: Yes, mummy.

MUMMY: What are you wearing today, Sarah?

SARAH: I'm wearing a blue dress. White socks and black shoes.

MUMMY: You look very nice! Paul! It's time for school! Hurry up!

PAUL: Yes, mummy.

MUMMY: What are you wearing today, Paul?

PAUL: I don't know.

MUMMY: Well, put on your white trousers and your green shirt. Your red socks and your black shoes.

PAUL: Okay. Look, mummy. I'm wearing my white and brown trousers today.

MUMMY: What? Oh, dear!

2 While you watch

- Play the story again. Ask the children to shout *Stop* every time they hear an item of clothing.
- Pause the video and ask several children to repeat the item mentioned and its colour.
- Ask the children if they can see anyone in the classroom wearing the same item.
- If you want to make this activity more challenging, play the video with just the sound. To do this, cover the TV with a big sheet of paper or some cloth.

NOW YOU SAY IT!

- Ask the children to watch and listen carefully. Play the first question: *What are you wearing today, Sarah?*
- Point to the words on the screen as they are spoken.
- Pause the video and ask the children to say the sentence.
- Ask the children to watch again and this time to say the sentence when they hear *Now you say it!*
- Do the same with the rest of the sentences.
- Divide the class into three teams, *Mummy, Sarah and Paul*. Play the video again and ask the teams to say their sentence when they hear it.
- Change roles and do the same again.
- Turn down the sound and ask the teams to say their part when they see it on the screen.

ROUND UP

1 Play the game

- If you are using **Here Comes Super Bus**, dress Paul and Sarah using Cut outs 2a and 2b. If not, use pictures of clothes from magazines. The children should not see the clothes you have dressed Paul and Sarah in. Fix the remaining clothes on the board at the front of the classroom.
- Ask the children to look at the clothes on the board. Say *These are Sarah's clothes*. Ask *What's Sarah wearing today?* Encourage the children to look at the remaining clothes and guess what Sarah is wearing. Write some of their answers on the board.
- Show Sarah to the class and ask *What's Sarah wearing today?* How many children guessed right?
- Do the same activity with Paul.
- Play the video and pause at *What's she wearing?* Allow the children to answer. (*She's wearing jeans and a T-shirt.*)
- Play the answer to the question and ask who guessed correctly.
- Repeat the activity with the boy's clothes. (*He's wearing trousers and a jumper.*)

2 PHOTOCOPIABLE WORKSHEET B

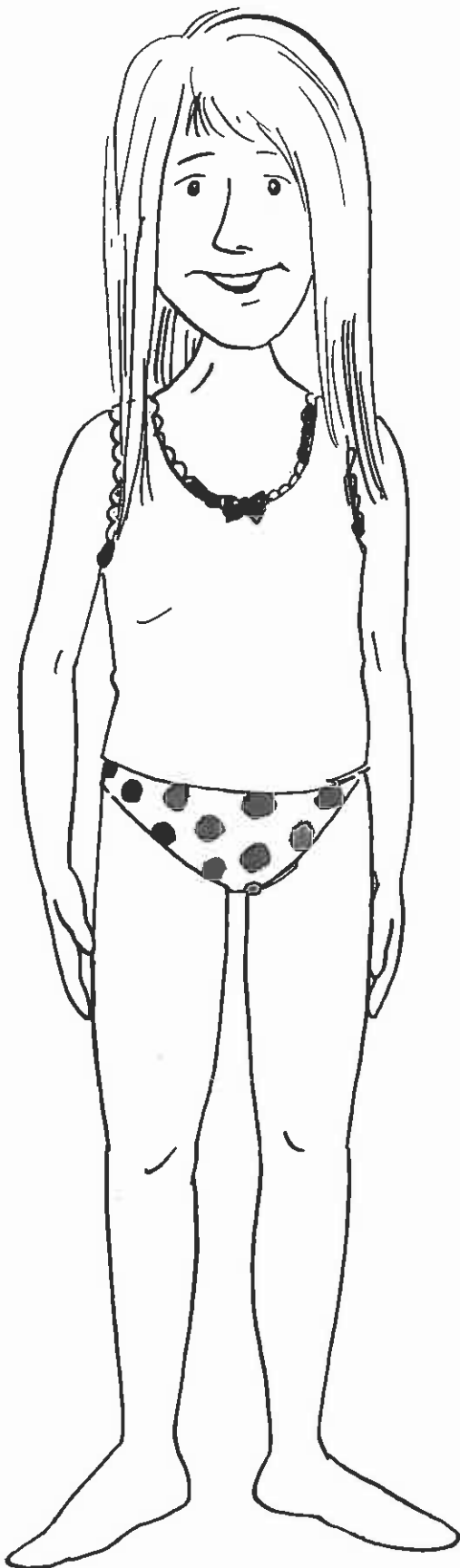
1 Draw, colour and speak

- Put on the board cut outs of jeans, T-shirt, trousers, dress, jumper, skirt, track suit, shirt, jacket, socks, shoes and trainers. If you are using **Here Comes Super Bus**, use the clothes from cut outs 2a and 2b.
- Give the children a copy of **Photocopiable B** (page 15). Ask them to choose items of clothing for their characters from the pictures on the board.
- The children work individually and draw and colour the clothes on the characters.
- When everyone has finished, ask the children to ask and answer questions in their groups about their drawing. They ask *What's the girl/boy wearing?* The children answer and then show their pictures.
- You can display the children's pictures around the classroom.

Name _____

1

Draw, colour and speak





Target language

Time to go to bed.

Go to sleep.

It's very late.

Vocabulary

Family: *daddy, mummy, grandpa, grandma, sister, brother*

Pets: *cat, dog*

Greetings: *Good morning, Good afternoon, Good evening, Goodnight.*

BEFORE YOU WATCH

Make sure that the children know these words: *daddy, mummy, grandpa, grandma, sister, brother*. If you think the children need some revision, do the following activity:

1 Listen and do

- Cut out pictures to make up a family from a magazine. You need mummy, daddy, grandpa, grandma, sister, brother, cat and dog.
- Put them up on the board at the front of the classroom.
- Point to mummy and ask *Who is this? Daddy? Mummy?* Tell them that this is mummy.
- Point to the other pictures in turn and encourage the children to tell you who they are.
- Divide the class into eight groups: daddy, mummy, grandpa, grandma, sister, brother, cat and dog.
- Say one of the people. One child from that group has to come to the front and point to the correct picture.
- When all of the names have been called, give each group a different name and repeat the activity, encouraging different children to come to the board.

2 PHOTOCOPIABLE WORKSHEET A

1 Write and circle

- Give the children a copy of **Photocopiable A** (page 17). Tell them that they are going to see some of these things in the story on the video.
- Ask them to look at the pictures. Say *Look at picture one. What is it?* Do the same with each picture.
- Ask the children to look at the words at the bottom of the page. Tell them to write the correct word under each picture. Walk around the room and help where necessary.
- Check the answers with the whole class.

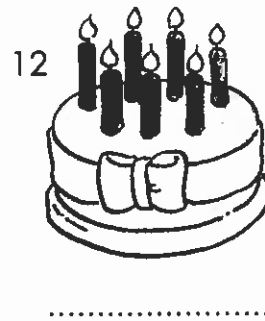
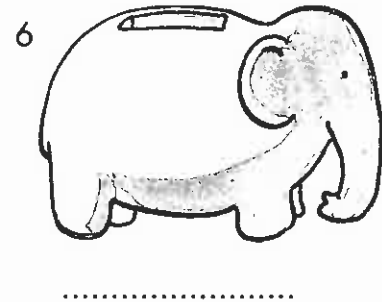
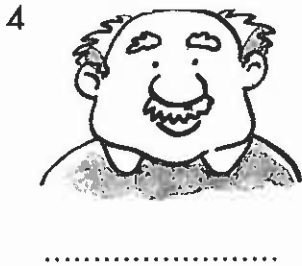
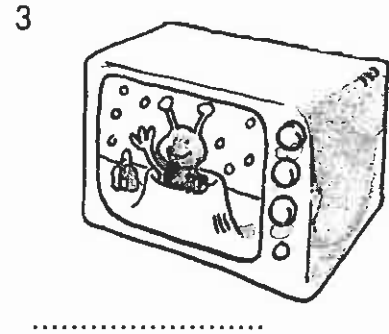
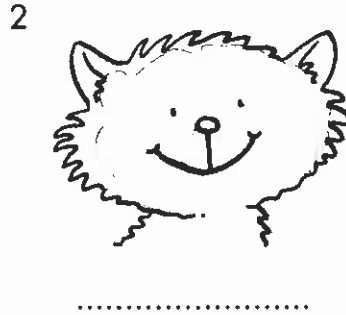
KEY: 1 dog, 2 cat, 3 television, 4 grandpa, 5 grandma, 6 money box, 7 brother, 8 sister, 9 mummy, 10 daddy, 11 storybook, 12 birthday cake, 13 ice-cream

- Finally, ask the children to circle the characters and objects they think they are going to see on the video. The children can check their guesses after they have watched the story.

KEY: *television, mummy, daddy, grandma, grandpa, ice-cream.*

Name _____

1 Write and circle



sister brother cat ~~dog~~ television ice-cream money box daddy
mummy grandpa grandma storybook birthday cake

FOCUS ON THE STORY

1 Getting ready

- If the children are not familiar with the story, tell them that they are going to watch a story about bedtime. Use mime and gesture to make yourself understood and to ask questions, e.g. *Do you read a story? Do you have a drink?* etc.
- Ask them to watch the story and to see if they circled the right things on their photocopiable sheet.
- If the children are already familiar with the story, say the title and ask them what they remember about it. Ask *How many characters are in the story? Does Jerry want to go to bed?*
- Ask the children to watch the story, and to see if they circled the right things on their photocopiable sheet.

Story tapescript

NARRATOR: Jerry is watching television. It is very late. It is 9 o'clock.

MOTHER: Come on, Jerry. Bedtime. It's very late. Go to bed.

JERRY: Oh, no, mummy. I don't want to go to bed. I want to watch TV.

MOTHER: No. It's bedtime. Go to bed.

JERRY: All right. Goodnight, mummy. Goodnight, daddy. Goodnight, grandma. Goodnight, grandpa.

NARRATOR: Jerry is in bed now, but ... is he sleeping? No. He's not sleeping.

JERRY: Mummy!

MOTHER: Yes, Jerry. What is it?

JERRY: A glass of water, please!

MOTHER: OK. Here you are. A glass of water.

JERRY: Thank you, mummy. Goodnight.

MOTHER: Goodnight, Jerry.

JERRY: daddy!

DADDY: Yes, Jerry. What is it?

JERRY: What's on television now, daddy?

DADDY: A new programme.

JERRY: A new programme?

DADDY: Yes.

JERRY: What's the name of the new programme?

DADDY: The name of the programme?

JERRY: Yes. What's the name of the programme?

DADDY: BEDTIME! Go to sleep, Jerry!

JERRY: All right, daddy. Goodnight.

DADDY: Goodnight.

JERRY: Grandma!

GRANDMA: Yes, Jerry. What is it, dear?

JERRY: Grandma, tell me a story.

GRANDMA: A story? Not now, Jerry. It's very late. Go to sleep. Goodnight, Jerry.

JERRY: Goodnight, grandma. Grandpa!

GRANDPA: Yes, Jerry. What is it?

JERRY: Grandpa, will you buy me an ice-cream tomorrow?

GRANDPA: An ice-cream?

JERRY: Yes, grandpa. A big ice-cream.

GRANDPA: OK. Tomorrow. But now got to sleep. It's very late.

JERRY: All right, grandpa. Goodnight.

GRANDPA: Goodnight, Jerry.

NARRATOR: Jerry imagines the ice-cream. Vanilla?

Chocolate? Mmmmm ... A big ice-cream ... Big! Big! Ssssssh. Jerry's sleeping now.

2 While you watch

- Divide the class into five groups: Jerry, mummy, daddy, grandma, grandpa.
- Ask each group to put their hands on their heads when their character speaks. They must put their hands down as soon as their character stops talking.

NOW YOU SAY IT!

- Ask the children to watch and listen carefully. Play the first sentence: *Goodnight, mummy.*
- Point to the words on the screen as they are spoken.
- Pause the video and ask the children to say the sentence.
- Ask the children to watch again and this time to say the sentence when they hear *Now you say it!*
- Do the same with the rest of the sentences.

ROUND UP

1 Look and say

- Ask the children to tell you what we say when we are going to bed. Say *In the story, Jerry's going to bed. What does he say?*
- Ask them if they know what we say in the morning, afternoon and evening (*Good morning, good afternoon, good evening*).
- Play the first scene on the video. Ask *How does Jerry know what to say?* Encourage the children to look at the pictures to find their answer.
- Ask the children to imagine that they are Jerry. Play the video, pausing at each picture and asking individual children what they would say. The children can then check their answers on the video.

2 PHOTOCOPIABLE WORKSHEET B

1 Write

- Give the children a copy of **Photocopiable B** (page 19). They work individually and write the appropriate greeting under each set of pictures.
- When everyone has finished, ask the children to say the greeting for each set of pictures.

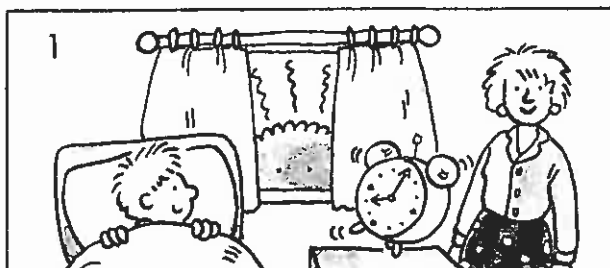
KEY: 1 *Good morning, mummy*; 2 *Good morning, grandpa*; 3 *Good afternoon, daddy*; 4 *Good afternoon, grandma*; 5 *Good evening, grandpa*; 6 *Good evening, mummy*; 7 *Goodnight, daddy*; 8 *Goodnight, grandma*.

Name _____

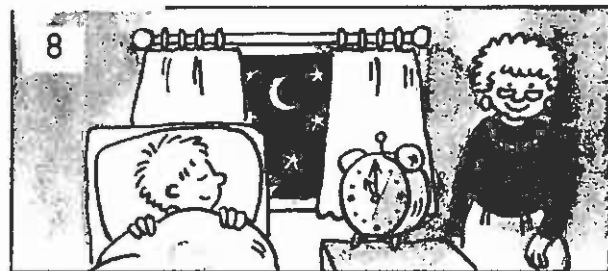
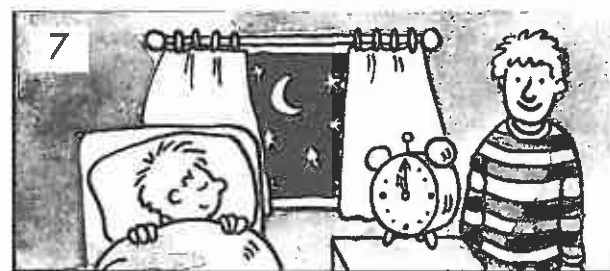
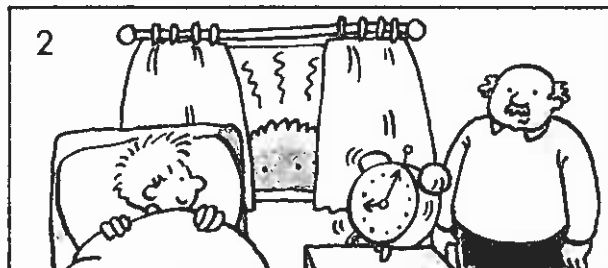
1

Write

Good afternoon, grandma. Good evening, grandpa.
 Good morning, grandpa. Goodnight, daddy. ~~Good morning, mummy.~~
 Good afternoon, daddy. Good evening, mummy. Goodnight, grandma.



Good morning, mummy.





Target language

Who is it?
What big eyes you've got! / All the better to see you.
What's the time? + o'clock

Vocabulary

Parts of the body: (revision), *teeth*

Family: (revision)

Clothes: (revision)

Senses: *see, hear, smell, eat*

Actions: *run, walk, stop, put on, pick flowers, knock at the door, jump, come in*

BEFORE YOU WATCH

- Make sure that the children know these actions: *run, walk, stop, put on, pick flowers, knock at the door, jump, come in*. If necessary, revise the parts of the face: *ears, eyes, nose, mouth* and introduce *teeth*.
- If you think the children need some revision, do the following activities:

1 Listen and do

- Begin by pointing to the parts of the face saying or encouraging the children to say them. Introduce *teeth* by showing them yours and saying the word. Ask the children to perform commands such as: *open your mouth, close your eyes, touch your nose, touch your ears, show your teeth*, etc.
- Divide the class into five groups and give each group a card with one of the following words written on it: *ears, eyes, nose, mouth, teeth*.
- Give a command e.g. *Open your mouth!* The children with the appropriate card stand up and perform the action.
- When you have given each group a command, ask the children to exchange their cards and repeat the activity.

2 Read and do

- Introduce or revise the following actions: *run, walk, jump, stop, put on, pick flowers, knock at the door, come in*. You will need some paper flowers and a hat for *pick flowers* and *put on* (a hat).
- Ask four children to come and stand next to you. Choose one of the actions and tell the children to do it with you, e.g. *run*. The class watches in silence. Say the same command again and ask the four children to perform it without you - first as a group and then individually. Go through each action with the four children.
- Say another command and repeat the procedure.
- Now ask other members of the class to do the actions without you.
- Write the actions on pieces of paper, one action on each piece.
- Divide the class into groups of three or four. Give each group a piece of paper saying the action written on it.
- The children pass the piece of paper around the group and do the action.
- The groups then perform their action to the rest of the class.

- Ask the groups to exchange the pieces of paper, saying the actions out loud to each other as they do so. Repeat the activity.
- Finally you can play *Simon says*. Tell the children to do the actions beginning with *Simon says*. Explain that if any of them do actions that do not begin with *Simon says*, they are out.

3 PHOTOCOPIABLE WORKSHEET A

1 Match

- Give the children a copy of **Photocopiable A** (page 21).
- Ask them to look at the pictures carefully. Then ask the children to look at the actions in the middle of the page.
- Read the actions in the order they are written. Ask the children to listen and follow the words with their fingers.
- Ask them to match the correct action with the pictures. Show them the example and make sure that they know what to do.
- When everybody has finished, ask the children to check their answers in pairs.
- Finally, correct the answers with the whole class. You say the number of each picture and the children shout out the action.

KEY: 1 *come in*, 2 *run*, 3 *jump*, 4 *stop*, 5 *walk*, 6 *knock at the door*, 7 *put on a T-shirt*, 8 *pick up a pencil case*.

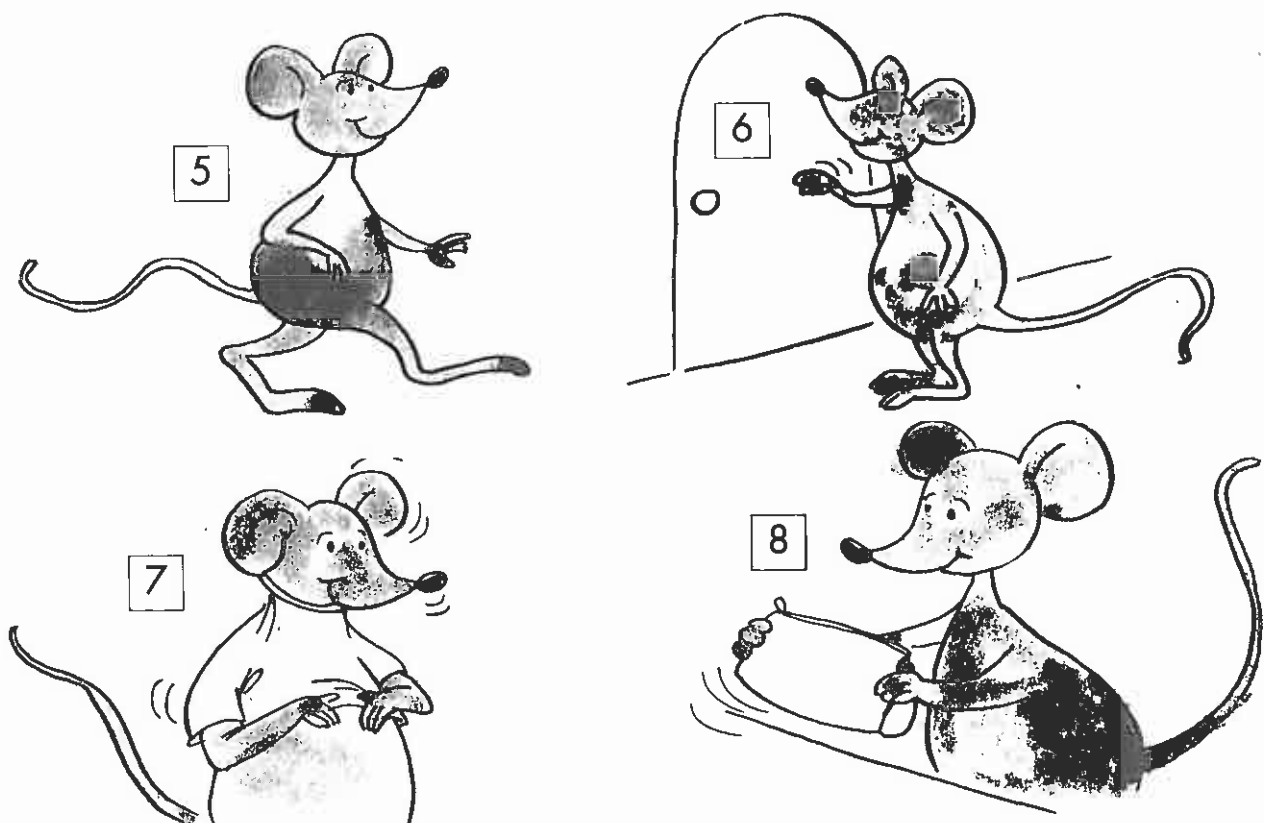
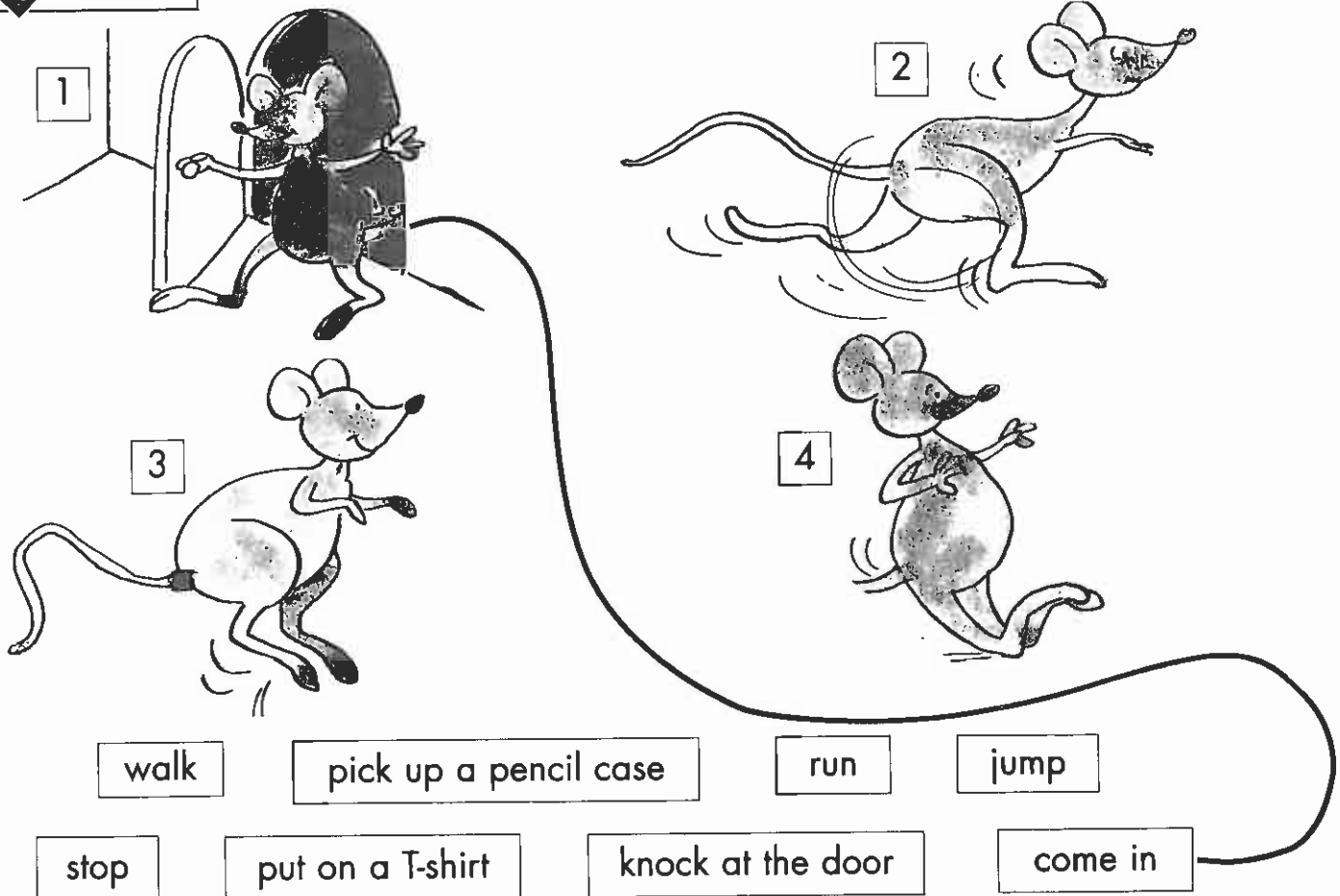
FOCUS ON THE STORY

1 Getting ready

- If the children are watching the story for the first time, say the title in L1, encouraging them to tell you what the story is about. Write some of their ideas on the board.
- Ask the children to watch the story and at the end to tell you if all of the ideas written on the board are in the story.
- If the children are already familiar with the story, say the title and ask them what they remember about it. Write some of the ideas on the board.
- Ask the children to watch the story again and check the ideas on the board.

Name _____

1 Match



Story tapescript

NARRATOR: Look at this little girl. Her name is Little Red Riding Hood. What a strange name! Little Red Riding Hood! Why Little Red Riding Hood? Well, because she always wears a red riding hood. Little Red Riding Hood is with her mother.

MOTHER: Take this cake to grandma. It's her birthday today. But do not stop in the wood.

NARRATOR: Little Red Riding Hood puts on her red riding hood and goes to grandma's house. Little Red Riding Hood is in the wood. She's very happy. She's singing and picking flowers for grandma. Then suddenly she sees a wolf behind a tree.

WOLF: Good morning, little girl. What's your name?

LRRH: Good morning Mr Wolf. My name's Little Red Riding Hood.

WOLF: Where are you going?

LRRH: I'm going to grandma's house.

WOLF: Where's your grandma's house?

LRRH: It's that little white house over there.

NARRATOR: Mr Wolf runs to grandma's house. Little Red Riding Hood picks some more flowers for grandma. Mr Wolf arrives at grandma's house and knocks at the door. Knock, knock, knock.

GRANDMA: Who's there?

WOLF: It's me, Little Red Riding Hood.

NARRATOR: Mr Wolf tries to sound like Little Red Riding Hood.

GRANDMA: Open the door and come in.

NARRATOR: Mr Wolf opens the door and runs to grandma. Grandma jumps into the wardrobe. Then Mr Wolf puts on grandma's night cap and jumps into grandma's bed. Little Red Riding Hood arrives at the house and knocks at the door. Knock, knock, knock.

WOLF: Who's there?

LRRH: It's me, Little Red Riding Hood.

WOLF: Open the door and come in.

NARRATOR: Little Red Riding Hood opens the door. She walks to grandma's bed. She sits on the bed. She says:

LRRH: Oh, grandma. What big ears you've got!

WOLF: All the better to hear you.

LRRH: Oh, grandma. What big eyes you've got!

WOLF: All the better to see you.

LRRH: Oh, grandma. What a big nose you've got!

WOLF: All the better to smell you.

LRRH: Oh, grandma. What big teeth you've got!

WOLF: All the better to eat you.

NARRATOR: Then Little Red Riding Hood's father opens the door and Mr Wolf runs out of the house and into the wood. Grandma, father and Little Red Riding Hood are very happy. They sit at grandma's table and eat the birthday cake.

2 While you watch

- Play the story up to when the wolf saying Good morning, little girl. What's your name?
- Cover the television screen and play the dialogue between Little Red Riding Hood and Mr Wolf.
- Pause the video after each character has spoken and say Listen. Who is speaking now? Is it Little Red Riding Hood, Mr Wolf or grandma? What's (Mr Wolf) saying? Do this to the end of the story.
- Divide the class into two teams: Little Red Riding Hood and Mr Wolf.

- Play the story again with pictures and sound to Oh, grandma. What big ears you've got! Pause the video and encourage the Red Riding Hood team to say their part. Do the same for Mr Wolf, encouraging the children to remember the dialogue.
- The teams swap roles. Play the story again, but this time turn off the sound and encourage the children to say their part on their own.

3 PHOTOCOPIABLE WORKSHEET B

1 Cross-out and number

- Give the children a copy of **Photocopiable B** (page 23). Ask them to look at the pictures in activity 1. Tell them that two pictures are wrong.
- Give the children time to find the two pictures that are wrong and ask them to cross them out.
- Ask the children to put the rest of the pictures in order. Correct the activity by asking *Where's Little Red Riding Hood in picture 1? Is she at home or in the wood?* Ask similar questions about the rest of the pictures.

KEY: Wrong pictures: c, e. Correct order: 1 d, 2 f, 3 a, 4 b.

NOW YOU SAY IT!

- Ask the children to listen to the poem and count the parts of the body mentioned.
- Ask the children how many they have counted.
- Play the poem again. Ask the children to touch the parts of the body as they hear them. Play the poem again, encouraging the children to join in.

PHOTOCOPIABLE WORKSHEET B

2 Complete

- Ask the children to look at activity 2 on their sheets. Explain that there are some words missing from the poem.
- Point to the words down the side of the page, reading them slowly. Ask the children to read the poem and write the missing words in the right place.
- Correct the activity by asking several children to read the poem out loud or by playing it on the video.

ROUND UP

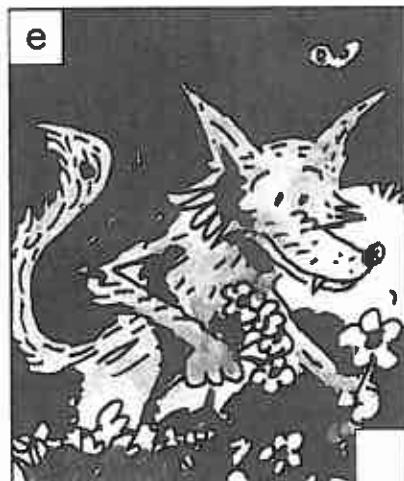
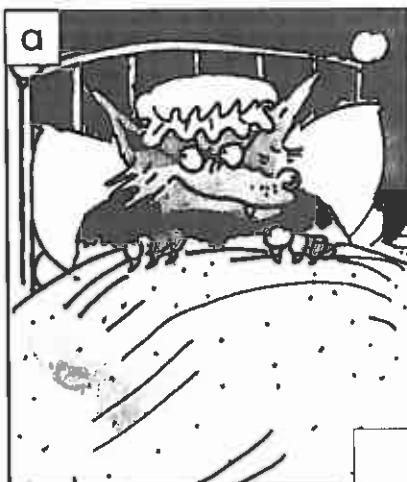
1 Play the game

- Tell the children they are going to watch a popular British game called *What's the time, Mr Wolf?*
- Play the game all the way through and ask the children to tell you in L1 what the game is about.
- Ask the children to watch the game again and shout Stop every time they hear the question *What's the time Mr Wolf?* Pause the video and encourage the children to repeat the question.
- Divide the class into two teams. One team asks the question and the other answers.
- Play the game on the video again, pausing it after the question and again after the answer to give the teams time to repeat their lines.
- Play the game in the gym or the playground, or perhaps in small groups in the classroom.

Name _____

1

Cross out and number



2

Complete

eyes

hear

mouth

say

ears

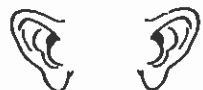
see

Two little



..... to

Two little



..... to

And one little



..... to

I love you my dear!



Target language

*He's got (big blue eyes).
He's wearing (a green jacket).
How are you this morning?*

Vocabulary

Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
Clothes: (revision)
Physical appearance: (revision)
School: classroom, teacher, playing field, playground, hall, library, laboratory, dining room.

BEFORE YOU WATCH

Make sure that the children remember the days of the week, the different items of clothing and the words for physical description. If you think the children need some revision, do the following activities:

1 Sing

- Divide the class into seven groups. If you are using **Here Comes Super Bus**, give each group a flashcard with a day of the week on it. If **not**, write the days of the week on seven pieces of paper and give one to each group.
- Play the song *This is the way I walk to school* on the cassette from Unit 6 of **Here Comes Super Bus** 1 and ask each group to hold up their flashcard when their day is mentioned in the song.
- Play the song again and tell the children to sing along.
- Tell the groups to keep their day flashcard for the next activity.

2 Listen and play

- Divide the class into seven groups. Give each group a flashcard with a day of the week on it. Say the day as you give the group the card. If you do not have the **Here Comes Super Bus** flashcards, you can make your own by writing the days of the week on A4 sheets of paper.
- Say the days of the week in order, pausing after each day. The group with the corresponding flashcard stands up.
- When you have said all of the days, the groups exchange cards and the activity is repeated.
- Encourage the class to say the days of the week. As they say each day, the group with that day comes to the front of the class and puts their card up on the board.

3 PHOTOCOPIABLE WORKSHEET A

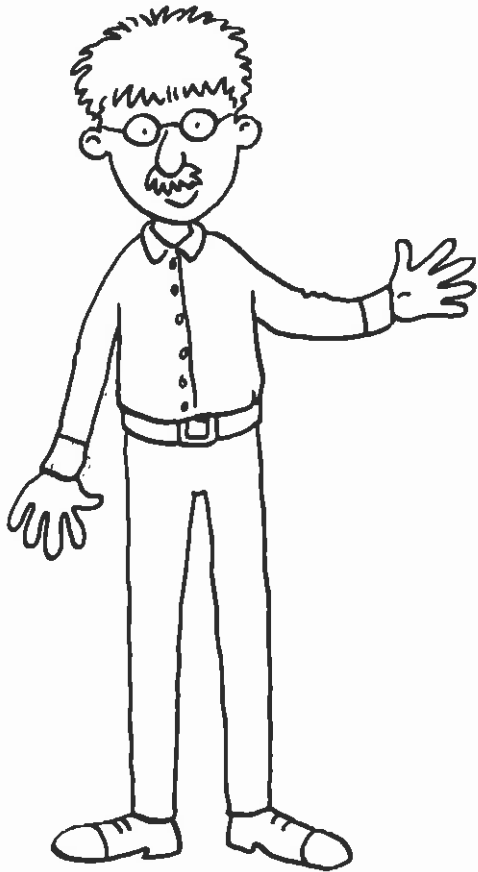
1 Read and colour

- Focus the children's attention on physical appearance and clothes by asking: *Who's wearing blue jeans today? Who's got blue eyes in this class?* etc.
- Give the children a copy of **Photocopiable A** (page 25) and encourage them to read the sentences individually or in pairs.

- When everyone has finished, read the sentences to the children or ask some of them to read them out loud.
- Ask the children to read the sentences again and to colour the pictures according to the sentences.
- Walk around the class and help if necessary.

Name _____

1 Read and colour



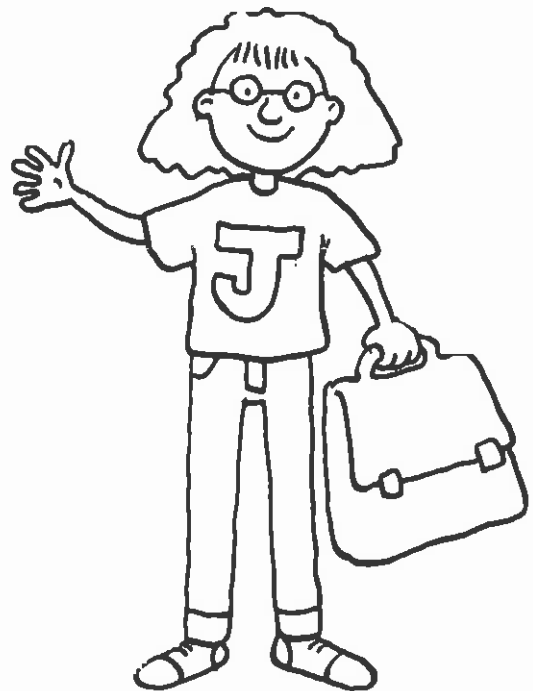
This is Mr Hill. He's the teacher.
He's wearing brown trousers.



This is George. He's tall. He's got blue
eyes. He's wearing a yellow jumper.



This is John. He's short.
He's wearing a green jacket.



This is Jane. She's tall.
She's wearing blue jeans.

FOCUS ON THE STORY

1 Getting ready

- If the children are not familiar with the story, tell them that they are going to watch a story about Super Bus. Tell them that Super Bus is taking some children to school.
- Encourage the children to talk about how they come to school. Ask *Do you come to school by car? By bus?* etc.
- Ask the children to watch the video and at the end to tell you how many children get on the bus. If the children find this easy, you can ask them for the children's names too.
- If the children are already familiar with the story, say the title and ask them what they remember about it. Ask *Where is the bus going? What are the names of the children on the bus? What do they look like? What are they wearing?* Write their answers on the board.
- Ask the children to watch the story and check their answers.

Story tapescript

SUPER BUS: Hello. I'm a bus. A Super Bus. I'm very strong. I make a lot noise. Can you hear me?
BRRRRRRMMMMMMM. I go to school on Monday, Tuesday, Wednesday, Thursday and Friday. No school on Saturday and Sunday. I take the children to school. I'm going to school now. That man is Mr Hill, the teacher. He's wearing a white shirt and brown trousers.

Can you see that tall boy in the yellow jumper? It's George. Let's pick him up. George is a good boy. He's got big blue eyes and a small nose. Let's stop and pick him up

SSSSTOP. Hello, George. How are you this morning? Fine? Good! Get on and sit down. OK? Right! Let's go! **BRRRRRRMMMMMMM.**

Look. There's John. Can you see him? He's short and thin. He's wearing a green jacket today. I like his jacket. It looks very nice. Let's stop and pick him up.

SSSSTOP. Hello John. How are you this morning? Fine? Good! Get on and sit down. OK? Right! Let's go! **BRRRRRRMMMMMMM.**

Look. There's Jane. Can you see her? She's the tall girl with the glasses. Today she's wearing blue jeans and a T-shirt with a J on it. Let's stop and pick her up too.

SSSSTOP. Hello, Jane. How are you this morning? Fine? Good! Get on and sit down. OK? Right! Let's go! **BRRRRRRMMMMMMM.**

What's that noise? Ah! Ah! Ah! Someone's pushing one of my windows. Who is it? Ouch! Ouch! Oh, look. It's John. Come on, John, close that window. It's cold. Ouch! Ouch! What is it now? What's wrong? I can't see anything. Oh, yes! It's Rachel and Joanna. Look. They are fighting. Oh, dear! Stop it! You'll hurt yourselves. Please don't fight. Oh! There goes Mr Hill. Oh, here we are. This is the school. Goodbye, George. Goodbye, Rachel and Joanna. Goodbye everybody. Have a nice day!

2 While you watch

- Play the story again. Pause the video as Super Bus sees each character. Ask *What's his/her name? What is he/she wearing? What does he/she look like?* etc.
- After each pause, encourage the children to tell you who Super Bus picks up next. Can they remember what the person is wearing and what they look like?

ROUND UP

1 School tour Come with me!

- Tell the children that they are going to see a British school. Ask them *What is different? Is there a playground?* etc.
- Play the video through.
- Ask the children about the differences between the school they saw on the video and their own school. Ask them *Do you like the school on the video?*
- Encourage the children to ask you questions about British schools, e.g. timetables, meals at school, holidays, uniforms, sports, etc. Allow them to use L1 if necessary.

2 PHOTOCOPIABLE WORKSHEET B

1 Write

- Give the children a copy of **Photocopiable B** (page 27). Ask the children to look at the pictures. Point to the first picture on your worksheet. Ask *What is this? Is this a classroom? Is it a dining room?* etc. Do the same with the rest of the photographs.
- Read the words at the top of the page. Pause after each word and encourage the class to repeat it.
- Ask the children to write the appropriate word on the dotted lines under the pictures. Walk around the room helping where necessary.
- Check the answers with whole class.
- Divide the class into three groups. Ask each group to draw a picture of their school, labelling the classrooms, the playground etc. These could be displayed around the classroom.

KEY: 1 classroom, 2 playing fields, 3 library, 4 hall.

Name _____

1 Write

~~classroom~~ hall playing field library

1



Classroom

2



3



4





Target language

Where are you? I'm in the (kitchen).
There's a (mouse) in the (kitchen).

Vocabulary

Rooms in the house: kitchen, living room, dining room, bedroom, bathroom.

Furniture: sofa, bath, fridge.

Animals: mouse, hippo, lion.

BEFORE YOU WATCH

- Make sure that the children remember the names of rooms in a house, and the pieces of furniture. If you think the children need some revision, do the following activities:

1 Memory game

- Use your **Here Comes Super Bus** flashcards or cut out some pictures of rooms in a house from a magazine.
- Hold up the cards one by one and encourage the children to say the names: *kitchen, living room, dining room, bedroom, bathroom*. Help them if necessary.
- Repeat the activity and put the flashcards up on the board after each one has been said.
- Once all the flashcards have been put up, arrange the children into pairs. Tell them that you are going to let them look at the pictures on the board for a few seconds and then you are going to cover them. Explain that they have to try and remember the order the pictures are in.
- Give them thirty seconds to look and then cover the pictures. The children put up their hands when they think they can remember the order. They whisper the answer to you.
- The activity ends when all the pairs have got the order right. Repeat the procedure above if necessary.
- Uncover the flashcards one by one and ask the class to say the room.
- Tell the children to stay in pairs for the next activity.

2 Guessing game

- Put the room flashcards up on the board.
- Ask the children to say the name of an animal, e.g. *mouse*.
- Arrange the children into pairs. Ask one of the pairs to imagine which one of the rooms their animal is hiding in. They write down where they have hidden it, or whisper the room to you.
- The other children in the class ask questions to find out where the animal is hiding by asking *Is it in the (kitchen)?* etc.
- The pair that find the animal go to the board and take the room where it was hiding. Another pair then choose a different room.
- The game goes on until all of the cards have been used. Repeat this procedure again if you want to continue the game.

3 PHOTOCOPIABLE WORKSHEET A

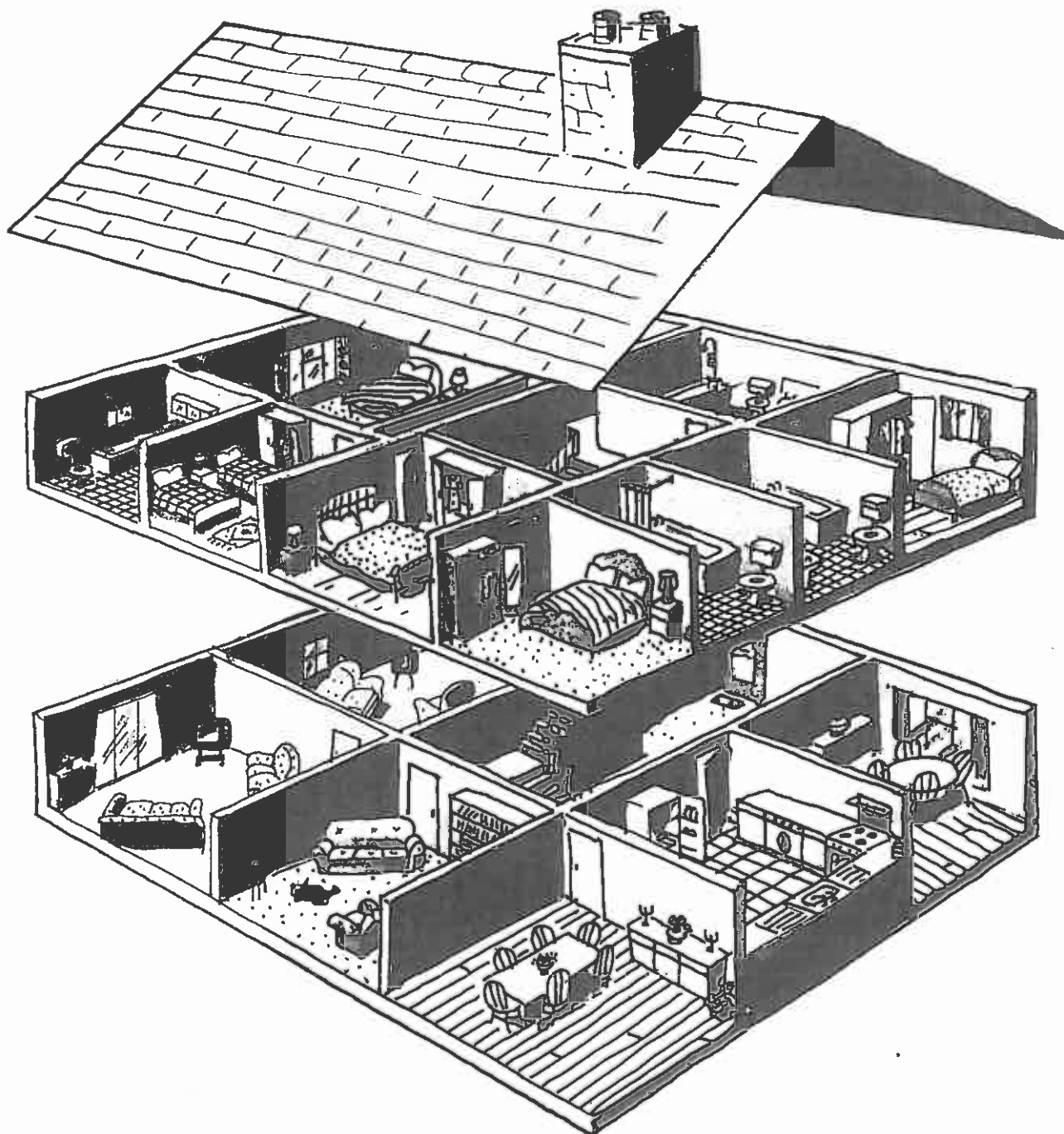
1 Count and write

- Give the children a copy of **Photocopiable A** (page 29). Ask them to look at the picture of the house.
- Ask *How many kitchens are there?* Ask this question for each room in the house.
- Ask the children to write about the number of rooms in the house.
- Check the answers with the whole class and ask different children to write the answers on the board.
- Encourage the children to tell you what furniture they can see in the different rooms of the house.

KEY: one kitchen, two dining rooms, three living rooms, four bathrooms and five bedrooms.

Name _____

1 Count and write



In this very big house, there's one

.....

.....

.....

FOCUS ON THE STORY

1 Getting ready

- If the children are not familiar with the story, tell them they are going to watch a story about a party. Ask *What games do you play at parties with your friends? Computer games? Card games? Board games?*
- Tell them that the children in the story are playing a very different game - they are playing ghosts!
- Ask them to watch the story and at the end to tell you the names of the ghosts in the story.
- If the children are already familiar with the story, say the title and ask them what they remember about it. Ask *How many children are there in the story? What are the children's names? Is Jimmy's mother at home?* Write their answers on the board.
- Ask the children to watch the story and check their answers.

Story tapescript

NARRATOR: Jimmy is having a ghost party with his friends. They are playing games.

SAMMY: Saaaaaa ...

JIMMY: Sammy Ghost, where are you?

SAMMY: Heee! I'm in the kitchen.

JIMMY: Where?

SAMMY: I'm in the kitchen. Listen.

TINA: Tina ...

JIMMY: Tina Ghost, where are you?

TINA: I'm in the dining room.

JIMMY: Where?

TINA: In the dining room. Listen.

ANNIE: Aaaahhh!

JIMMY: Annie Ghost, where are you?

ANNIE: I'm in the living room.

JIMMY: Where?

ANNIE: In the living room. Listen.

ROSIE: Rooooooohhh!

JIMMY: Rosie Ghost, where are you?

ROSIE: I'm in the bathroom.

JIMMY: Where?

ROSIE: In the bathroom. Listen.

GRANDMA: Hello! Where are you?

SAMMY: I'm in the kitchen.

TINA: I'm in the dining room.

ANNIE: I'm in the living room.

ROSIE: I'm in the bathroom.

JIMMY: I'm in the bedroom.

GRANDMA: Jimmy, where are you?

JIMMY: I'm in the bedroom, grandma!

GRANDMA: Aaaaagh!

JIMMY: Hello, grandma. We're playing ghosts.

GRANDMA: Oh ... !

2 While you watch

- Play the story again. Pause in each room and ask the children to tell you which room the ghost is in. Ask *Which room is this? Who is in this room?*
- Elicit the names of the furniture in each room.

NOW YOU SAY IT!

- Ask the children to watch and listen carefully. Play the first sentence: *I'm in the kitchen.*
- Point to the words on the screen as they are spoken.
- Pause the video and ask the children to say the sentence.
- Ask the children to watch again and this time to say the sentence when they hear *Now you say it!*
- Do the same with the rest of the sentences.

ROUND UP

1 Sing

- Play the song on the video all the way through.
- At the end ask *Is there a mouse in the song? Where's the mouse? What rooms did you hear in the song? Where's the hippo?*
- Can they guess the meaning of *mad house*?
- Play the song again and encourage the children to join in.
- Finally turn the volume down and encourage volunteers to sing in it individually or as a group using the karaoke words.

2 PHOTOCOPIABLE WORKSHEET B

1 Write in order

- Give the children a copy of **Photocopiable B** (page 31). Tell them that this is the song on the video, but it is in a muddle.
- Ask the children to put the song back in the right order.
- Check the answer by asking volunteer children to sing the song with or without the video.

KEY:

There's a mouse in the kitchen.

It's hiding in the fridge.

What a mad house!

There's a hippo in the bathroom.

It's hiding in the bath.

What a mad house!

There's a lion in the living room.

It's sitting on the sofa.

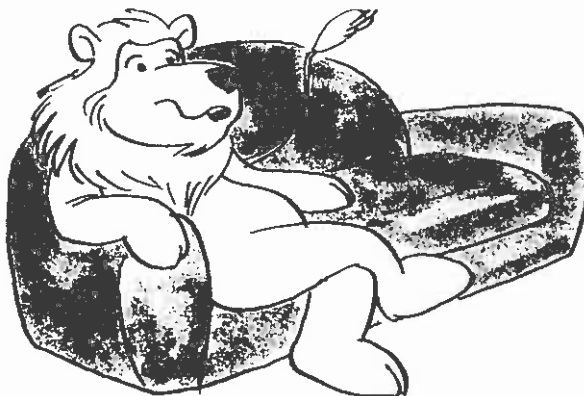
What a mad house!

*The mouse, the hippo and the lion
are in the mad house! Hooray!*

Name _____

1

Write in order



.....

 What a mad house!

.....

 What a mad house!

.....

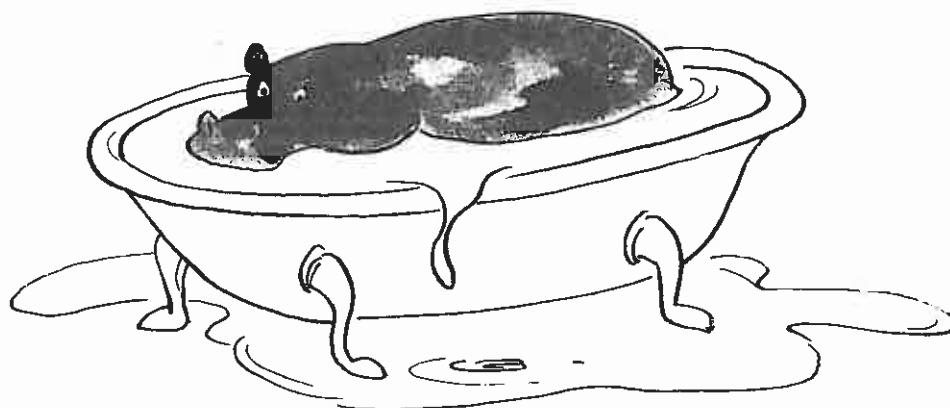
 What a mad house!

The mouse, the hippo and the lion
 are in the mad house! Hooray!

There's a lion in the living room.
 It's sitting on the sofa.

There's a hippo in the bathroom.
 It's hiding in the bath.

There's a mouse in the kitchen.
 It's hiding in the fridge.



**Target language**

Christmas greetings: *Merry Christmas, Happy New Year!*

Presents: *walkman, T-shirt, bicycle, trainers, chocolates, computer game*

1 PHOTOCOPIABLE WORKSHEET A**1 Complete**

- Give the children a copy of **Photocopiable A** (page 33). Tell them to look at the letter. Ask *Who is the letter for? (Father Christmas)*
- Tell the children to look at the pictures and tell you what the objects are. Write the words on the board.
- Now ask them to complete the letter to Father Christmas. Explain that where there is a picture they must write the word on the dotted line.
- When everyone has finished, read the letter to the children.
- Ask some of the children to read the letter.
- The children could write and illustrate their own letters. These can be displayed around the classroom.

KEY: *Father Christmas, walkman, T-shirt, bicycle, trainers, chocolates, computer game.*

2 Sing

- Play the whole song through. Tell the children to watch and listen.
- Play the song again, encouraging the children to join in when the song is sung with the words on the screen.
- Let the children practise it as many times as needed.

Tapescript

*I saw three ships come sailing in,
Come sailing in, come sailing in,
I saw three ships come sailing in,
On Christmas Day in the morning.*

Name _____

1 Complete

Dear



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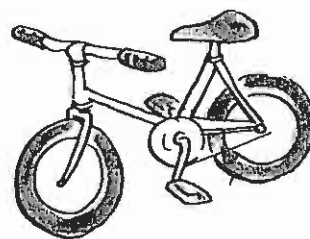
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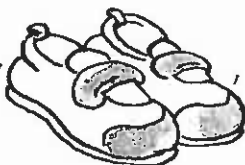


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Thank you very much.

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Merry Christmas and a Happy New Year.