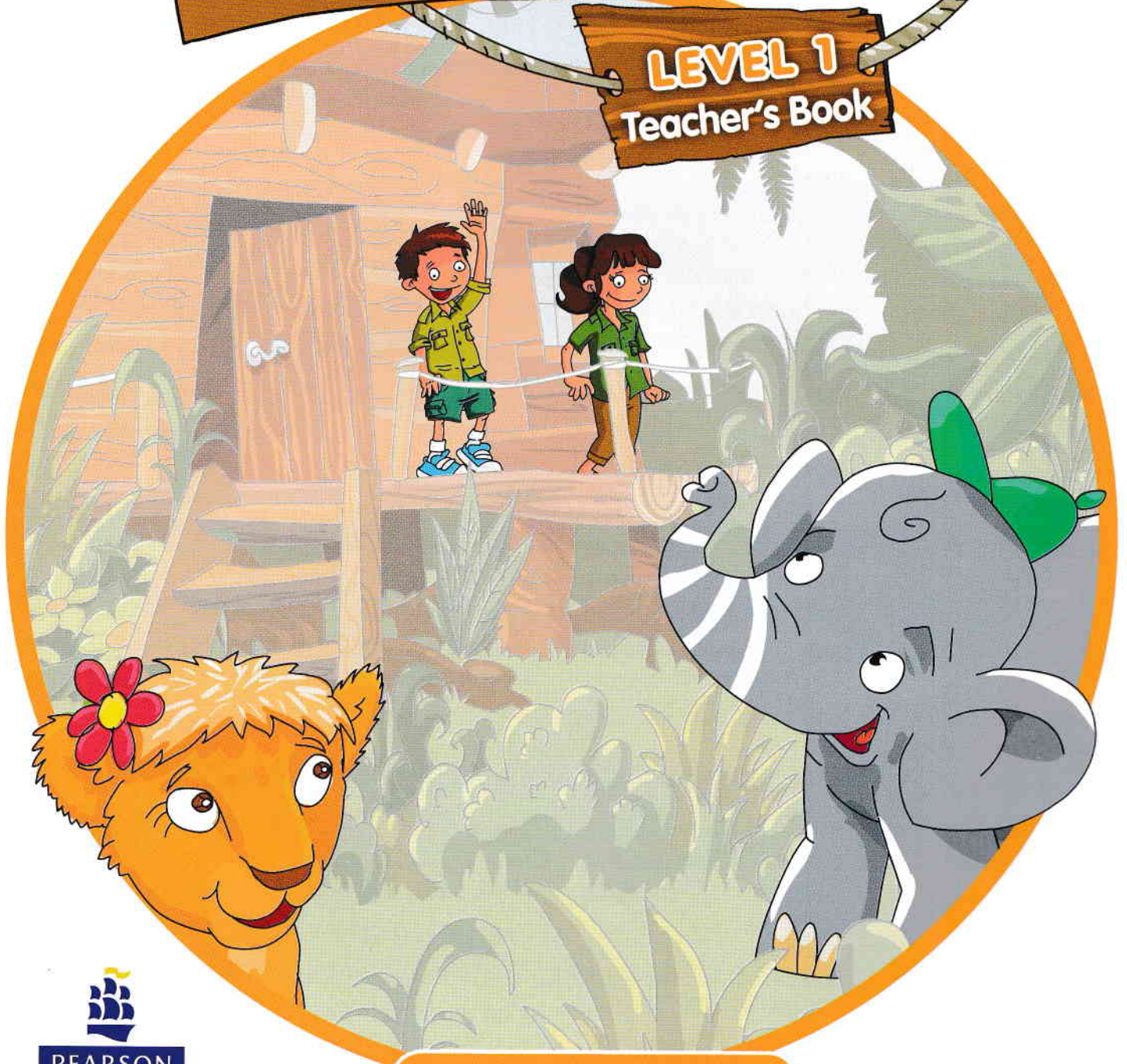


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# YAZOO

LEVEL 1  
Teacher's Book



  
PEARSON  
Longman

Rachel Finnie

Unit	Topic	Vocabulary	Language	Page
	Introduction to the Teacher's Book			i
	List of Flashcards			viii
	Classroom language			ix
	Classroom games			xi
	Hello	girl, boy, animals	Hello, I'm ... What's your name? My name's ... Goodbye.	4
	The alphabet Aa-Zz	Letter sounds and names		6
	Numbers 1-10	one-ten	How many?	12
	Colours	red, yellow, green, blue, orange, pink, purple, black, white, brown, grey		13
<b>1</b>	School things	pencil, book, ruler, bag, pen, rubber, crayon, pencil case	What is it? It's a (book). Is it a (pencil)? Yes./No.	14
<b>2</b>	Family	mum, dad, sister, brother, friend, elephant, lion, parrot	This is my (mum). Who's he/she? He's/She's my (friend).	18
<b>Social Science:</b> My school		pupil, school, teacher, secretary, cook	This is my (school).	22
<b>Review 1</b> Phonics: /p/ /b/				24
<b>3</b>	Pets	pets, hamster, guinea pig, rabbit, cat, dog, snake, bird	I've got/I haven't got a (rabbit).	26
<b>4</b>	Parts of the body	body, arms, legs, wings, tail, hair, nose, mouth, eyes, ears	He's got (four legs). She hasn't got (wings). His/Her (eyes are blue).	30
<b>Social Science:</b> People are different!		long, short, straight, curly		34
<b>Review 2</b> Phonics: /k/ /g/				36
<b>Story Time 1:</b> Look at my pet.		small, big, scary		38
<b>5</b>	Toys	toys, doll, robot, car, teddy, plane, train, ball, puzzle	What are they? They're (brown teddies). Are they your dolls? Yes./No.	40
<b>6</b>	Having fun	draw, skip, dance, ride a bike, sing, jump, climb, swim, fly	I can (draw). I can't (ride a bike). Can you (jump)? Yes./No.	44
<b>Science: Materials</b>		metal, plastic, rubber, wood		48
<b>Review 3</b> Phonics: /t/ /d/				50



Unit	Topic	Vocabulary	Language	Page
7	Home	bedroom, bathroom, kitchen, living room, garden, house, high, low	Where's (Cabu)? He/She is/isn't in the (bedroom). Is he in the (garden)? Yes, he is./No, he isn't.	52
8	Furniture	table, bed, chair, cupboard, floor, door, box, shelf	Where are my (books)? They're in/on/under the (bed). Is this your (bag)? Are they your (books)? Put your (robot) (on the shelf).	56
<b>Maths:</b> Numbers 11–20		eleven–twenty		60
<b>Review 4</b> Phonics: /e/ /ø/				62
<b>Story Time 2:</b> Where's Molly?		messy		64
9	Food and drink	hungry, water, chicken, cheese, salad, biscuits, sandwich, crisps, apples, tomatoes	I like/don't like (salad). Do you like (sandwiches)? Yes, I do./No, I don't.	66
10	Hobbies	dancing, sport, football, karate, gymnastics, turn, shake, left, right	Do you like (dancing)? Yes, I do./No, I don't. Stand up. Sit down.	70
<b>Science:</b> Food		rice, bread, milk, plant, sausages	It's from animals/plants.	74
<b>Review 5</b> Phonics: /tʃ/				76
11	Clothes	T-shirt, skirt, trousers, sweater, shorts, coat, hat, socks, shoes	I'm wearing/not wearing (a pink skirt). Are you wearing (a coat)? Yes, I am./No, I'm not.	78
12	Going away	photo, zoo, surprise, party, shout, home	Revision	82
<b>Social Science:</b> Clothes and weather		hot, cold, rainy, sunglasses, boots, umbrella	It's (hot).	86
<b>Review 6</b> Phonics: /ʃ/				88
<b>Story Time 3:</b> Animals at the zoo!		ice cream, carrot, gorilla, zebra		90
The Yazoo Music Show				92
Happy New Year!		dragon, lantern, present, money, fireworks		94
Book Day		story, brave, pirate		96
Wordlist				98

**Aim:** to ask and answer about classroom items

**Target language:** pencil, book, ruler, bag; What is it? It's a .... It's (green).

**Recycled language:** pink, red, blue, orange, brown, green

**Receptive language:** Here you are.

**Materials:** class CD, colour flashcards, drawing paper for each child (optional)

## Lesson 1

### Warm-up

- Use the colour flashcards to revise the colour words. Hold up each flashcard, elicit the colour, then point to an object in the classroom with that colour. Say *Look, it's blue*. Repeat with the whole class, then individual children, and have them say *Look, it's [colour]*.

### 1 Listen, point and say. CDI Track 30

- Use classroom items to present the new vocabulary. Say *What is it? A (bag)*. Ask the children to repeat the name of each item.
- The children open their books at the lesson page. Ask them to look at the pictures.
- Say *Listen and point*. Play the CD once. The children point to each picture as they listen.
- Say *Listen, point and say*. Play the CD again, pausing after each word for the children to point to the picture and repeat.
- Say the words in random order and ask the children to point to the corresponding picture and repeat the word.

### 2 Listen and read. CDI Track 31

- Give the children a minute to look at the story. Ask them to point to and name the characters they can see. Ask them to find and point to the items/words from Exercise 1.
- Play the CD. The children follow the words in their books.
- Play the CD again, pausing after each frame for the children to read the dialogue.
- Look at the story frames again and ask questions to elicit target vocabulary. For example, in frame 1, ask *What is it?* and elicit *A pink bag*. Prompt if necessary. Repeat the process for the other frames.

### 3 Listen again. Then act out. CDI Track 31

- Tell the children they are going to act out the story. Play the CD again. Pause after each line for the children to repeat as a class. Encourage them to mimic the voices and gestures of the characters. Repeat as necessary.

- Put the children in groups of five and allocate the parts of Paco, Trumpet, Cabu, Rob and Vicky. Let them practise acting out the story together.
- Invite groups to act out the story for the class.

### Activity Book page 8

#### Listen and number. CDI Track 33

- Elicit the names of the four items in the pictures.
- Play the CD twice. The first time, the children listen. The second time, they write the numbers.

#### CDI Track 33

- What is it?  
It's a book.
- What is it?  
It's a pencil.
- What is it?  
It's a ruler.
- What is it?  
It's a bag.

#### Find, circle and colour.

- The children read the word on the left and circle the corresponding picture.

1a It's a book.

1 Listen, point and say. :))



pencil book ruler bag

2 Listen and read. :))

1 Look! A bag! A pink bag.

2 What is it?  
It's red.  
It's a book.

3 A pencil and ...  
What is it?  
Let me see.  
It's a ruler.

4 My bag!  
Thank you.  
Here you are.

3 Listen again. Then act out. :))

14 fourteen

- Walk round the class. Hold up different items from the children (*pencil, ruler, book, bag*) as you go round. The children say the word each time.

#### 4 Listen and stick. Then circle. CDI Track 32

- Tell the children to find the stickers for this activity at the back of their Pupils' Book.
- The children open their books at the lesson page.
- Play the CD and let the children listen all the way through.
- Play the CD again. Pause after each item and allow time for the children to stick their stickers.
- Ask *What's number one?* Elicit *It's a book.* Say *Circle.* Draw attention to the example. Continue as a class or let the children do the exercise individually.
- Check the answers.

#### CDI Track 32

- Look. It's blue. What is it?  
It's a book.
- Look. It's pink. What is it?  
It's a pencil.
- Look. It's brown. What is it?  
It's a ruler.
- Look. It's orange. What is it?  
It's a bag.

#### 5 Look at 4 and match.

- Ask the children to look at Exercise 4. Say *It's pink. What is it?* Elicit *a pencil.*
- Draw attention to the example in Exercise 5. Tell the children to follow the line. Make sure they understand that they look at the colours of the items in Exercise 4 and then match the sentences.
- Say *Look and match* and ask the children to do the exercise. Monitor and help where necessary.

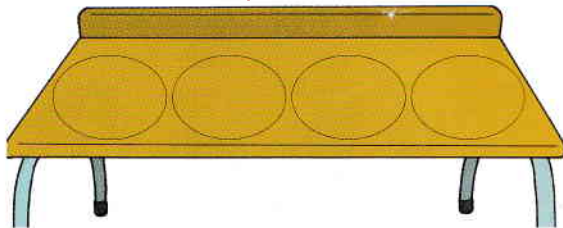
#### 6 Play the game.

- Demonstrate the game on the board. Draw outlines of the target vocabulary on the board in different colours. Say, e.g. *It's yellow. What is it?* Elicit *It's a pencil.* etc.
- Let the children play the game in pairs using the pictures in Exercise 6. Tell them to take it in turns to choose an object to describe and guess the answer.
- Point out that they can choose an object at random.

#### Extra!

Put the children in new pairs. They play the game with their own belongings (*pencil, book, ruler, bag*). They take turns to say the colour and ask what the item is, e.g. *It's blue. What is it?* Their friend says what the item is, e.g. *It's a book.*

#### 4 Listen and stick. Then circle. :D

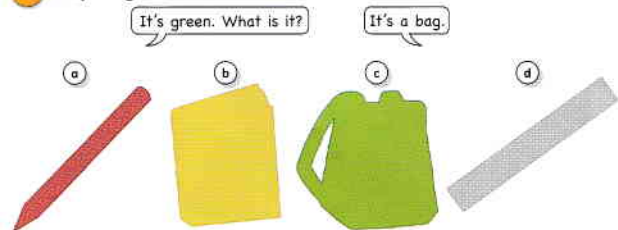


- 1 book / bag    2 pencil / ruler    3 ruler / book    4 pencil / bag

#### 5 Look at 4 and match.

- |                |                |
|----------------|----------------|
| 1 It's pink.   | It's a bag.    |
| 2 It's blue.   | It's a ruler.  |
| 3 It's orange. | It's a book.   |
| 4 It's brown.  | It's a pencil. |

#### 6 Play the game.



#### Activity Book page 9

#### 3 Read and draw.

- The children read the word and draw a picture of the item.

#### 4 Match and trace.

- The children match the pictures with the sentences that say what they are. Then they trace the words.

#### Round-up

- Distribute the drawing paper or tell the children to use their notebooks. Tell the children you want them to draw and colour pictures according to what you say. Give instructions using colours and numbers, e.g. *Draw three blue pencils.* *Draw two orange fish.* etc.

**Aim:** to learn/review classroom language

**Target language:** *rubber, crayon, pencil case; Is it a/your (pencil)? Stand up. Sit down. Shake your head. Here you are.*

**Recycled language:** *pen, pencil, book*

**Receptive language:** *Guess again. I don't know.*

**Materials:** class CD, photocopiable *Quiz* and *I can do it!* worksheet for Unit 1

## Lesson 1

### Warm-up

- Use classroom items to revise the vocabulary from the previous lesson.

### 1 Listen, point and say. **CD1 Track 34**

- Use classroom items to present the new vocabulary. Ask *What is it? A (crayon)*. Ask the children to repeat the name of each item.
- The children open their books at the lesson page. Ask them to look at the pictures.
- Say *Listen and point*. Play the CD once. The children point to each picture as they listen.
- Say *Listen, point and say*. Play the CD again, pausing after each word for the children to point to the picture and repeat.
- Say the words in random order and ask the children to point to the corresponding picture and repeat the word.

### 2 Listen and sing. **CD1 Tracks 35 and 36**

- Ask the children to look at the boy. Ask *Who is it? (Rob)*
- Put a rubber in your hand without the children seeing it. Put your hand behind your back like Rob in the picture. Say *Is it a bag?* Shake your head and say *No*. Repeat with *pencil*. Then say *Is it a rubber?* *Yes, it is!* *Look!* and show the children the rubber.
- Demonstrate *stand up, sit down* and *shake your head*.
- Play the CD and ask the children to listen and follow the words in their books.
- Play the CD again. This time, pause after each verse and ask the children to read the words.
- Play the CD again and ask the children to sing along. They can stand by their desks and mime to make it more fun.

### 3 Look and match.

- Ask the children to look at the pictures then ask them to look at you. Shake your head and ask them to call out *a, b* or *c*. Then you call out one of the letters and ask the children to mime the action.
- Ask the children to look at the example.
- Say *Look and match* and ask the children to do the exercise individually in their books.

- Check answers by calling out the picture letters and asking the children to call out the matching phrase.

### Extra!

Play 'Simon says' with the class. Explain that you will give the children instructions and they must do them when you say *Simon says* before the instruction, but NOT when you don't say *Simon says*. Play the game, using *stand up, sit down* and *shake your head*.

## Activity Book page 10

### 1 Listen and tick or cross. Then circle. **CD1 Track 38**

- The children listen and tick or cross depending on whether the word they hear matches the picture. Then they circle the word they heard.

#### CD1 Track 38

- |   |   |
|---|---|
| 1 Is it a pen?<br>Yes, it is. It's a pen.             | 3 Is it a crayon?<br>No, it isn't. It isn't a crayon.     |
| 2 Is it a rubber?<br>No, it isn't. It isn't a rubber. | 4 Is it a pencil case?<br>Yes, it is. It's a pencil case. |

### 2 Colour, trace and circle.

- The children colour the pictures, trace the words and circle the correct answer to each question.

**1b Is it a pencil?**

1 Listen, point and say.

pen rubber crayon pencil case

2 Listen and sing.

Is it a pencil?  
Is it a pen?  
Is it a rubber?  
**No**, guess again!  
Stand up for **yes!**  
Sit down for **no!**  
Shake your heads for **I don't know!**

Is it a crayon?  
Is it a book?  
Is it a pencil case?  
**Yes**, it is. Look!

3 Look and match.

1 Stand up.      2 Sit down.      3 Shake your head.

a b c

16 sixteen

- Walk round the class. Hold up different items (*pencil, ruler, book, bag*). The children say the word.

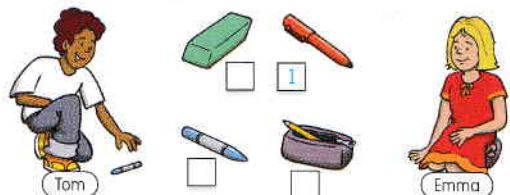
#### 4 Listen and number. CDI Track 37

- Ask the children to look at the pictures. Tell them that the boy is Tom and the girl is Emma.
- Elicit the names of the four items in the picture (*rubber, pen, crayon, pencil case*).
- Tell the children to listen to Tom and Emma and point to each item as they listen. Play the CD all the way through.
- Tell the children to listen again. This time they should number each item in the order they hear them.
- Play the CD. Pause after each item.

#### CDI Track 37

- |  |  |
|--|--|
| <p>1 Is it your pen?<br/>Yes, it is.<br/>Here you are.<br/>Thank you.</p> <p>2 Is it your crayon?<br/>Yes, it is.<br/>Here you are.<br/>Thank you.</p> | <p>3 Is it your rubber?<br/>Yes, it is.<br/>Here you are.<br/>Thank you.</p> <p>4 Is it your pencil case?<br/>Yes, it is.<br/>Here you are.<br/>Thank you.</p> |
|--|--|

#### 4 Listen and number. 🎧



#### 5 Look and circle.



- |  |  |
|--|--|
| 1 Is it your pencil? <input checked="" type="radio"/> yes <input type="radio"/> no | 3 Is it your book? <input type="radio"/> yes <input type="radio"/> no        |
| 2 Is it your rubber? <input type="radio"/> yes <input type="radio"/> no            | 4 Is it your pencil case? <input type="radio"/> yes <input type="radio"/> no |

#### 6 Play the game.



#### 5 Look and circle.

- Ask the children to look at the pictures. Tell them that the girl is Yasmin and the boy is Alex. They are friends of Tom and Emma.
- Ask the children the names of the four items in the picture.
- Point out that Yasmin is asking Alex questions like the ones Tom asked Emma in Exercise 4.
- Tell the children to follow the lines to find out which items belong to Alex. They read the questions and circle *yes* or *no*.
- Let them work individually or in pairs to do the exercise.
- Check the answers by asking the questions, e.g. *Alex, is it your pencil?* Elicit the answers from different children.

#### Answers

2 no 3 yes 4 no

#### 6 Play the game.

- Ask the children to look at the photo. Pick up a ruler from one of the children's desks. Ask another child *Is this your ruler?* Elicit *No*. Repeat with a second child. Then ask the original child *Is this your ruler?* Elicit *Yes*. Hand the child the ruler and say *Here you are*. Elicit *Thank you*.
- Put the children in groups to play.
- Tell the children to put some classroom objects they know on the table. They then jumble them up.
- Explain that they take it in turns to choose an object and ask the question.
- The game is over when the children have all their things back.

#### Activity Book page 11

#### 3 Read and write the numbers in the bag.

- The children read the questions and answers. If the answer is *Yes*, they write the number of the object in the boy's school bag.

#### 4 What about you? Draw and trace.

- The children draw the items in the school bag then trace the words.

#### Round-up

- Mime using one of the classroom objects. The children guess and say the word. Invite children to *come out and mime* using another classroom object.

#### Photocopiable Resources

- The children are now ready for **Unit 1 Quiz**. See the Active Teach Resources section.
- You can use the *I can do it!* worksheet as a follow up to the Activity Book.