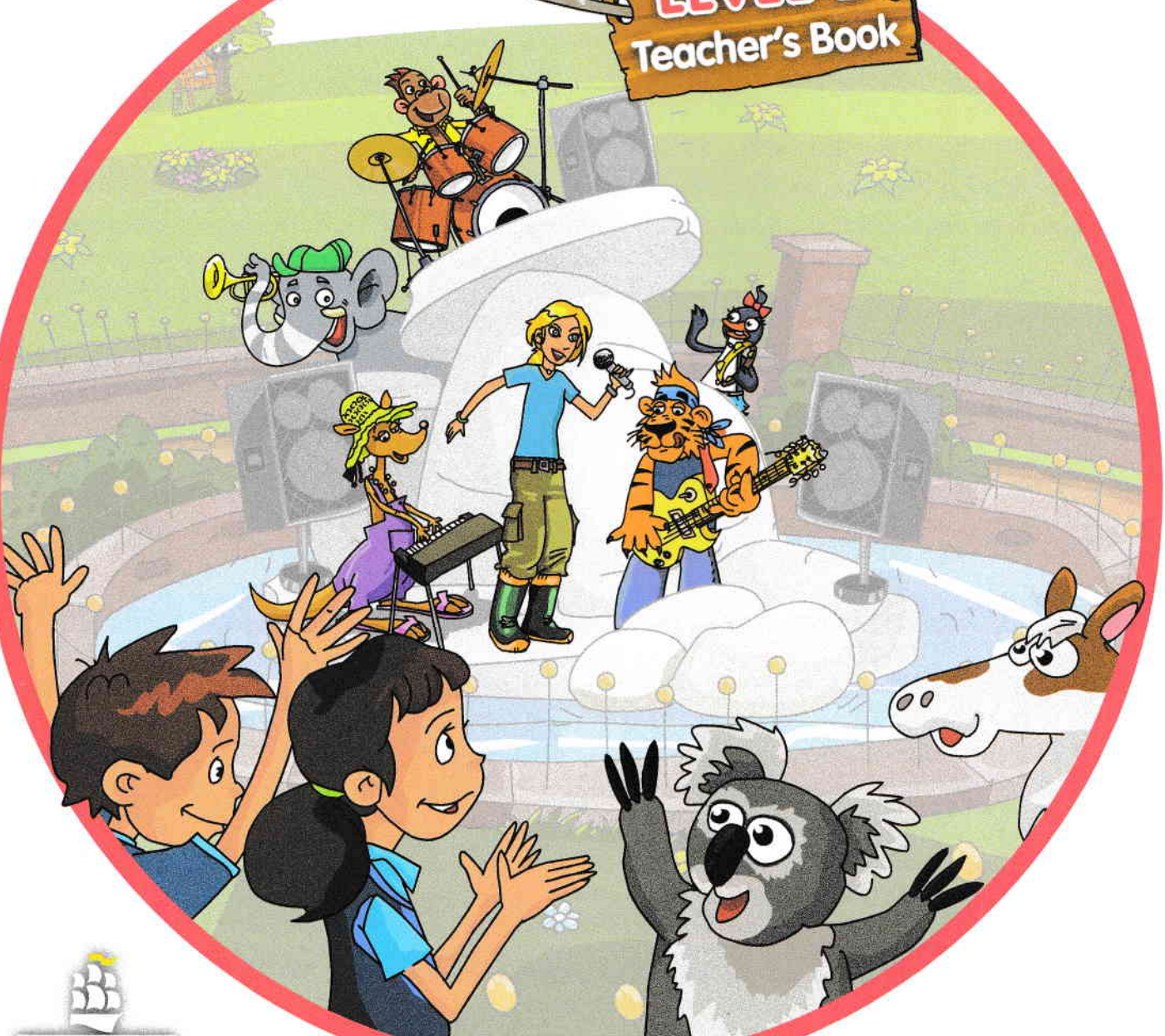


LBRI We know books

YAZOO

LEVEL 2
Teacher's Book



Unit	Topic	Language	Skills: Pupils' Book	Skills: Activity Book
pi	Introduction to the Teacher's Book			
pviii	List of Flashcards			
pix	Classroom language			
pxi	Classroom games			
p4	Welcome to our zoo!	<i>Hello, I'm/my name's ... What's your name? How are you? I'm fine. Goodbye!</i>		
p6	Alphabet Aa-Zz	Letter sounds and names		
p8	Numbers 1-20	<i>How many (goats)?</i>		
p10	Colours	<i>What colour is it? It's (orange).</i>		
1 p12	School things	<i>What's this? It's a/an ... Spell 'apple'.</i>	Reading: My classroom Listening: Identify the correct picture. Speaking: Picture dictation	Listening: Listen and colour. Writing: Identify full sentences. Write about your school things.
2 p18	Birthday presents	<i>What are they? They're (balloons). This is a (watch). That's a (robot). Imperatives: Close the door! Sit down!</i>	Reading: story <i>The frogs!</i>	Listening: Listen and colour. Writing: Numbers 1-20. Write about your classroom.
Social Science p24 Parts of the school		<i>This is the (office). Here's the (canteen). That's (Mr Barnes).</i>	Project: Write about your school.	
Review 1 p26	Phonics: /e/, /æ/			
3 p28	Family	<i>to be (I/you/he/she/it): affirmative, questions and short answers</i>	R: My family L: Identify the correct family member. S: Ask and answer about family.	L: Identify family members. W: Capital letters and full stops. Write about personal details.
4 p34	Dressing up	<i>to be (we/you/they): affirmative, negative, questions and short answers</i>	R: story <i>The grey duck</i>	L: Identify the people. W: Long and short forms of be. Write about your family.
Maths p40 Numbers to 100		<i>10, 20, 30, 40, 50, 60, 70, 80, 90, 100</i>	Project: Make a number square.	
Review 2 p42	Phonics: /ɪ/, /e/			
5 p44	Toys	<i>Possessive adjectives: my, your, his, her, its, our, their</i>	R: My toys L: Identify possessions. S: Talk about your favourite toy.	L: Identify the correct object. W: Identify word boundaries. Capitals and full stops. Write about your toys.



6 Parts of the body *have got*: affirmative, negative, questions and short answers R: story *Sam, the circus boy!* L: Identify the correct person.
p50 W: Identify adjectives.
Write about a friend.

Science p56 *(Whales) have got (big bodies). They haven't got (arms) or (legs).* Project: Write about your favourite animal.
Classifying animals

Review 3 p58 Phonics: /a/, /ʌ/

7 In the playground *There is / There are* R: My town L: Identify location.
p60 Prepositions: in, on, under, next to L: Identify location.
Let's (go to the park). S: Decide what to do. W: and and but. Write about your town.

8 Hobbies *can*: affirmative, negative, questions and short answers R: story *Where's my mobile phone?* L: Identify the correct answer.
p66 W: Commas with *and* in a list. Write about your bedroom.

Science p72 *We smell with our noses. We can smell flowers and plants.* Project: Write about your senses.
Our senses

Review 4 p74 Phonics: /eɪ/

9 Food present simple: *like, want* R: What's on the menu? L: Identify what children like and don't like.
p76 affirmative, negative, questions and short answers L: Identify likes and dislikes
S: Order food and drink W: *and, or* and *but*. Write about what you like and don't like.

10 Daily routines present simple for routines R: story *Superboy!* L: Identify the correct information.
p82 *at (seven) o'clock, every day, on (Monday)* W: Identify verbs. Write about what you do after school.

Social Science p88 *Healthy Harry (eats fruit every day).* Project: Write about your life.
A healthy life

Review 5 p90 Phonics: /aɪ/

11 Activities, present continuous: affirmative R: Me and my friends L: Identify the correct information.
p92 Clothes L: Identify the children.
S: Describe and identify the correct child. W: Short forms of *is* and *has*. Write you and a friend.

12 Sports present continuous: negative, questions and short answers R: story *Jane and the giant* L: Identify the correct activity.
p98 W: Apostrophes. Write about what you, your family and friends are doing.

Social Science p104 *My home is (a flat). There are (two bedrooms).* Project: Compare your homes.
Other homes

Review 6 p106 Phonics: /əʊ/

The Yazoo Music Show p108

World Animal Day p110

International Children's Day p112

Audioscripts and Answer Key p113

Wordlist p129

LIBRIS Welcome to our zoo!

Aims: to introduce the characters of the book; to practise introductory phrases

Target language: zoo, elephant, monkey, kangaroo, penguin, tiger, keeper

Hello, Hi, I'm ..., What's your name?, My name's ...,

How are you?, I'm fine, thank you., Goodbye.

Materials: Class CD

Warm-up

- Introduce yourself to the class by saying *Hello, girls and boys. My name's [name].* Walk round the class greeting each child and ask *What's your name?* Encourage them to say *Hello, my name's [name].*
- Ask the children to introduce themselves to each other round the class using *Hello, my name's [name].*

Lead-in

- Ask the children to look at the cover of their Pupils' Books. Ask them if they remember any of the characters from Level 1. Point to Trumpet, Rob and Vicky and ask *Who's this?* Say/ elicit *This is Trumpet. He's an elephant. This is Rob. He's a boy. This is Vicky. She's a girl.* Remind them/explain that in Level 1 Rob and Vicky were staying with their mum and dad in the jungle. There they met Trumpet and his friends Cabu the lion and Paco the parrot. At the end of Level 1 Rob and Vicky left the jungle and went home. Trumpet went with them to live in the zoo.
- Tell the class that Trumpet has made new friends in the zoo. They all play in a band called *The Yazoo Band*. The children will get to know all these characters during their English lessons and will share their adventures – and there will be lots of *Yazoo Band* songs in the book for them to sing.

Welcome to our zoo! CDI Track 2

- Ask the children to open their books at pages 4 and 5. Give them time to look at the picture and elicit what they can see.
- Ask them to look at the speech bubbles and find Karla. Say: *Karla is a kangaroo.* Repeat for the other animals: *Tag is a tiger, Patty is a penguin, Chatter is a monkey.* Ask them to find Sally and explain that she is a zoo keeper. She looks after the animals. Explain that Rob and Vicky visit the zoo regularly with their grandfather.
- Play the CD. Tell the class to listen and follow in their books the first time. The second time, ask them to repeat.
- Reinforce the introductory phrases. Say *Hello, I'm [name].* Ask a child *What's your name?* Elicit *Hello/Hi, I'm [name].* Have the children repeat the question and answer around the class.
- Choose a child and ask *How are you?* Elicit *I'm fine, thanks.* Repeat around the class.

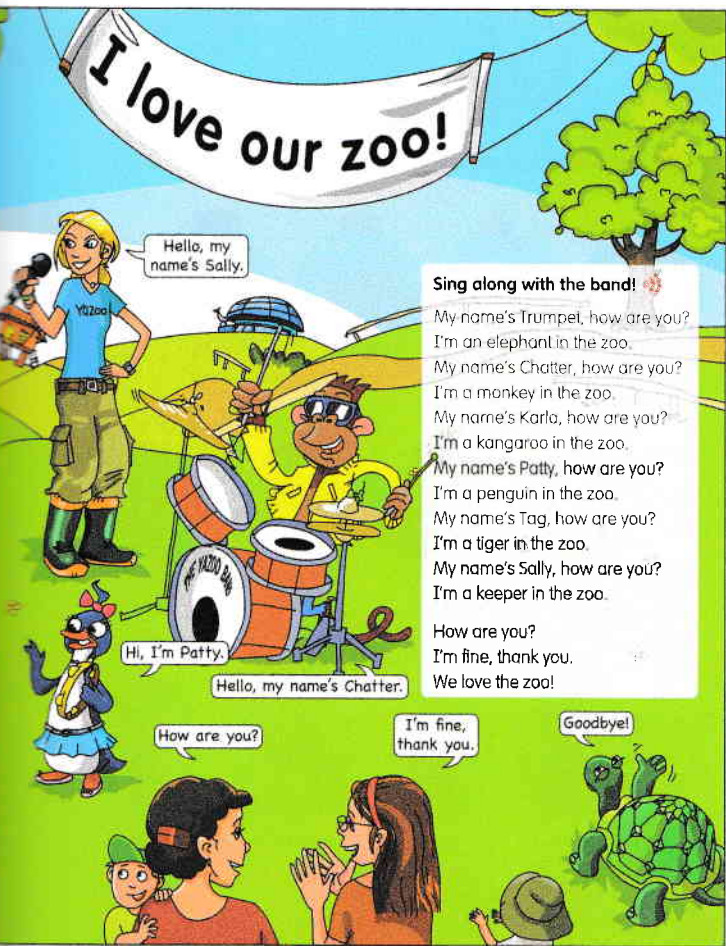


Sing along with the band! CD1 Tracks 3 and 4

- Draw a drum, a guitar, a trumpet, a tambourine and a keyboard on the board. Point to them at random. Say the name of the instrument so children learn it passively, but don't test them. Ask the children to look at their books and call out the name of the animal character that plays that instrument.
- Tell the children that *The Yazoo Band* is now going to sing a welcome song for them.
- Play the CD. The children follow in their books.
- Recite the song rhythmically, pausing every two lines for the children to repeat.
- Play the CD again. The children can either clap to the song, or join in if they feel confident.
- You can divide the class into six groups and allocate a character to each group. Each group sings the lines of their character and the whole class sings the final lines.
- Use the karaoke version (music only) when you think the children are confident enough.

Round-up

- Write the names of the animal characters on the board. Point to them at random. Each time, say the name, ask the children to repeat, then ask them to say what animal that character is.
- Say *Goodbye, class!* and wave your hand. Ask the children to repeat *Goodbye [your name]*. You can do this at the end of every class.



Alphabet Aa-Zz

Aims: to review the letters and sounds of the alphabet

Target language: alphabet words *apple* to *zebra*

Recycled language: *elephant, kangaroo, monkey, penguin, tiger*

Materials: Class CD, alphabet flashcards

Warm-up

- Ask the children to open their books and look at the pictures. Allow a minute or two and encourage them to find pictures of the animals they already know (*elephant, kangaroo, monkey, penguin, tiger*).
- Ask the children if they can see anything else in the pictures that they know the English word for. They may remember the following words from Level 1: *apple, dog, insect, jelly, monkey, queen, rabbit, umbrella, fox, yo-yo, zebra*.
- Explain that they are going to learn/review the English alphabet. Ask the children to recite the alphabet in their own language. See if they can think of one word for each letter.

1 Listen, point and say. CD1 Track 5

► **Audioscript:** TB page 113

- Display the flashcards for the letters *Aa-Ff*. Say the words *apple, bear*, etc and ask the class to repeat. Point to them again in random order and elicit the words.
- Hold up the flashcard for the letter *Aa*. Say /ei/ and tell the children this is the name of the letter. Then cup your hand to your ear, say /æ/ and tell them this is how the letter sounds. Then show the word on the back and say *apple*. Do this again and ask the class to repeat.
- Tell them they are going to hear the letter names, letter sounds and the words on the CD. Ask them to point to each picture in their books as they listen. Play track 5.
- Play track 5 again, pausing for the children to repeat.
- Hold up the flashcards again randomly and elicit the letter name, the sound and the word.

2 Listen and chant. CD1 Track 6

► **Audioscript:** TB page 113

- Tell the children they are going to learn the Alphabet chant. Play track 6 of the CD. The children listen and follow in their books.
- Play track 6 again. Encourage the children to join in with the chant.
- Repeat the chant as a class without the CD. Clap the rhythm to help them.

1 Listen, point and say. CD1 Tracks 7, 9, 11 and 13

► **Audioscript:** TB page 113

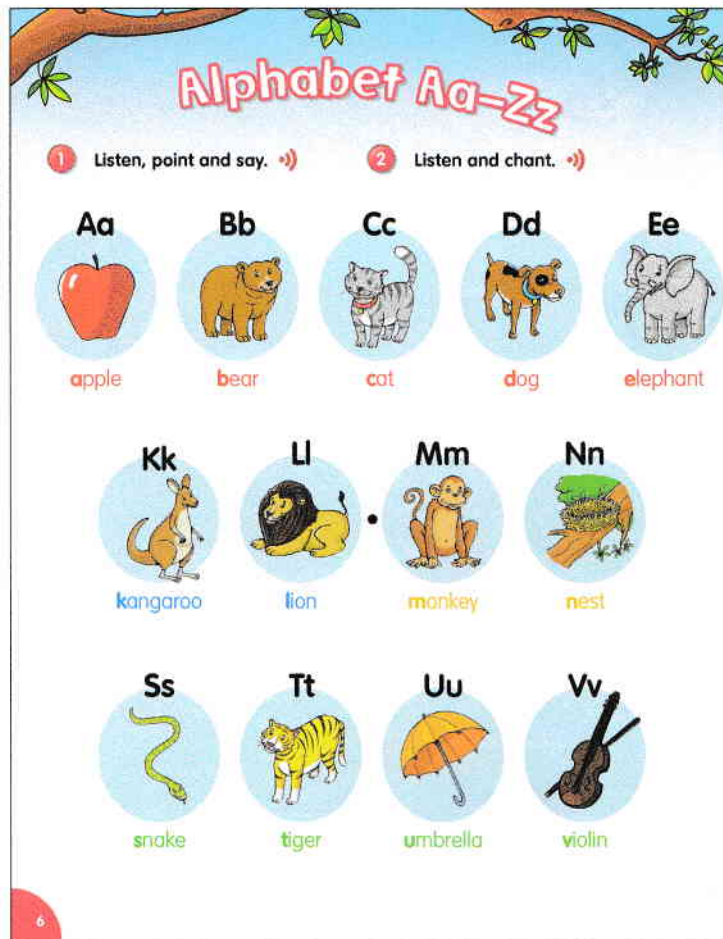
2 Listen and chant. CD1 Tracks 8, 10, 12 and 14

► **Audioscript:** TB page 113

- Repeat the process with the remaining tracks to work through the whole alphabet. This can be done over several lessons if you prefer.
- Note that there is an activity in the Activity Book for each section of the alphabet (with *Ss-Ww* and *Xx-Zz* combined). See the Activity Book section below.

Extra!

Write all the letters of the alphabet on the board in capitals – scattered randomly. Invite children to come up and write the corresponding lower case letter next to its capital.



1 Look and write.

- This can be done after the *Aa-Ff* section of the alphabet.
- The children look at the pictures and say what they can see.
- They then write the first letter for each word.

2 Match and write.

- This can be done after the *Gg-Ii* section of the alphabet.
- The children look at the pictures and say what they can see.
- They match the words and pictures and write the first letter of each word, as in the example.

3 Find and circle. Then write.

- This can be done after the *Mm-Rr* section of the alphabet.
- The children look at the pictures and say what they can see.
- They circle the words in the wordsnake, then complete the labels under each picture.

4 Order the letters and write.

- This can be done after the final section of the alphabet.
- The children look at the pictures and say what they can see.
- They write the letters in the correct order to label the pictures.

Round-up

- Play a game. Distribute the alphabet flashcards around the class in random order, giving one card to each child. (If there aren't enough cards for everyone, play again to ensure all the children get a turn.) Say A. The child with the A card stands up and says the letter name, sound and word. The child with the B card then stands and does the same, then the child with C, etc. The children continue through the alphabet.

