

LBRI We know
books

YAZOO

LEVEL 3
Teacher's Book



Unit	Topic	Language	Skills: Pupils' Book	Skills: Activity Book
pi	Introduction to the Teacher's Book			
pvi	List of Flashcards			
pix	Classroom language			
pxi	Classroom games			
p4	Hello, girls and boys!	<i>How are you? I'm fine, thank you.</i>	Speaking: Introducing yourself	
Starter p6	My classroom	<i>How many (bags)? (Three). How do you spell ('book')?</i> Imperatives: <i>Stand up, Sit down etc.</i>		
p7	Numbers 1-100	$20 + 6 = 26$		
p8	Days of the week and time	<i>It's (Monday). What's for lunch? (Chicken) and (spaghetti). What's the time? It's (one) o'clock.</i>		
p9	The school fair	<i>How many (girls) can you see? Where's the (teacher)?</i> Prepositions: <i>on, in, under, next to</i>		
1 p10	Family and friends	<i>to be</i> : affirmative, negative, questions and short answers	Reading: My e-pals Listening: Complete a questionnaire. Speaking: Ask and answer about personal details and likes.	Listening: Identify people and animals. Writing: Capital letters, question marks and full stops. Write about your personal details.
2 p16	Going on holiday	<i>have got</i> : affirmative, negative, questions and short answers	Reading: Story <i>Hurry up, Harry! Hurry up, Harry! It's half past two. It's time for Maths.</i>	Listening: Identify the correct suitcase. Writing: Write about your day. <i>It's half past seven. It's time to get up.</i>
Geography p22	Children around the world	<i>My name is (Kevin). I'm from (Australia). I live in (the country). I've got (two brothers). I like (football).</i>	Project: Write about you.	
Review 1 p24 Phonics: /tʃ/, /dʒ/				
3 p26	Habits and routines	Present simple for routines Expressions of time: <i>every day/year, in the morning/evening, in winter/summer, at night</i>	R: My holiday postcards L: Identify the correct picture. S: Ask and answer about your holidays.	L: Identify people from their routines. W: Use of <i>and/or</i> . Write about your holiday.
4 p32	Animal facts	Present simple for facts Adverbs of frequency: <i>always, sometimes, never</i>	R: Factual text <i>The seasons Summer is my favourite season because we go to the beach.</i>	L: Understand how often someone does activities. W: Write about the seasons. <i>My favourite season is ... because ...</i>
Science p38	Animal habitats and diet	<i>(Zebras) live (on the plains). (Pandas) eat (leaves and bamboo).</i>	Project: Write about an animal.	
Review 2 p40 Phonics: /v/, /w/				
5 p42	Helping at home	Present continuous: affirmative and negative	R: A birthday party L: Identify the children. S: Describe and identify the correct child.	L: Understand what people are doing. W: Spelling rules for verbs + <i>-ing</i> (1). Write about what you, your family and friends are doing now.
6 p48	Shopping in town	Present continuous: questions and short answers <i>Let's (run). Don't (run).</i>	R: Story <i>The bear fight</i>	L: Identify the correct pictures. W: Spelling rules for verbs + <i>-ing</i> (2). Write a postcard.

Unit	Topic	Language	Skills: Pupils' Book	Skills: Activity Book
Social science p54 Jobs in our community		<i>I'm (a police officer). I work (at the police station). I (help people).</i>	Project: Write about a job.	
Review 3 p56 Phonics: /ʃ/, /tʃ/				
7 p58	At the aquarium	<i>This is/These are</i> Regular and irregular plurals: <i>watch-watches, baby-babies, foot-feet</i>	R: The aquarium L: Listen and draw the route. S: Describe animals and fish in an aquarium.	L: Listen for pronunciation of plurals. W: <i>This is a/an</i> (singular noun) <i>These are</i> (plural noun). Draw and write about your aquarium.
8 p64	Food	Countable and uncountable nouns with <i>some/any</i> <i>There are some apples. Are there any cherries? There's some milk. Is there any cheese?</i>	R: Story <i>Harry and Greta</i>	L: Identify the correct information. W: <i>There's a/an/some and There are some</i> . Write about your kitchen.
Science p70 A healthy diet		<i>(Fruit and vegetables) (keep you healthy). How often do you eat (potatoes)?</i>	Project: Make a poster: an 'eat well' plate.	
Review 4 p72 Phonics: /ɜ:/				
9 p74	An accident in the playground	<i>was/were</i> : affirmative, negative, questions and short answers	R: Last weekend L: Identify locations last week. S: Ask and answer about locations last week.	L: Identify the correct picture. W: <i>at, on, in with</i> expressions of time. Write about where you were last weekend.
10 p80	Holiday activities	past simple of regular verbs: affirmative, negative, questions and short answers	R: Story <i>A week in London</i> <i>first, second, third, fourth, fifth, sixth, last</i> <i>On the(first) day they visited ...</i>	L: Understand a sequence of actions. W: <i>First, Then and After that</i> . Write about your last weekend.
Social Science p86 Take care of your body		<i>I'm visiting (the dentist) because (I've got toothache).</i>	Project: Write about how to take care of your body.	
Review 5 p88 Phonics: /au/				
11 p90	At the beach	<i>want to + verb</i> <i>can/can't</i> for permission	R: A fantastic holiday! L: Match the children and the activities. S: Decide what to do.	L: Understand requests. W: <i>and, or</i> . Write about what you want to do in the holidays.
12 p96	Animal rescue Rules for correct behaviour	<i>must/mustn't</i> Object pronouns	R: Story <i>Our beautiful world</i> <i>We must look after our beautiful world.</i>	L: Identify location. W: <i>can, must and mustn't</i> . Write about the rules in your family.
Science p102 Environment		<i>We mustn't drop litter. We must put it in the bin. We can pick up litter in the park.</i>	Project: Make a poster about the environment.	
Review 6 p104 Phonics: /eɪ/				

Goodbye song p106

The Yazoo Music Show p108

International Friendship Day p110

Carnival p111

Festivals in Britain p112

Audioscripts and Answer Key p113

Wordlist p130

Lesson 1 Vocabulary

Aims: to understand a cartoon story; to learn vocabulary

Target language: *aunt, uncle, cousin, holiday, airport, Africa*

Recycled language: *noise, mobile phone, friend, zebra*

Receptive language: *It's a beautiful day.*

Materials: Class CD, vocabulary flashcards

Warm-up

- Introduce the topic of the lesson. Tell the children they are going to meet a friend of the zoo animals. His name is Ziggy and he's from Africa. He's here on holiday with his family. Use the flashcards to teach *holiday, airport and Africa*. Ask the children what they know about Africa.
- Draw a family tree on the board to revise family words. Use the flashcards to introduce the new words *aunt, uncle and cousin*. Point to the family tree and say, *This is my mum. This is her sister. She's my aunt.*

1 Listen, point and say. CD1 Track 10

- Ask the children to open their books and look at the pictures.
- Play the CD. The children point to each word as they listen.
- Play the CD again, pausing after each word for the children to repeat.
- Hold up the flashcards in random order and elicit the words from the class.

2 Listen and read. CD1 Track 11

- Talk about the story with the class. Ask questions about each frame. E.g. *Who can you see in picture 1? Where's Ziggy? Look at picture 3. Who are they?* (Ziggy, his aunt, uncle and cousin)
- Play the CD. Tell the children to follow the story in their books.
- Play the CD again, pausing after each picture to ask more questions. E.g. *Is it a beautiful day? Is it a mobile phone?* etc. Elicit yes/no responses.
- Ask the children to find and point to the new words from Exercise 1.
- Play the CD a third time, pausing for the children to repeat as a class.

3 Read again and circle.

- Ask the children *Is Ziggy an elephant?* and elicit *no*. Ask *Is Ziggy a zebra?* Elicit *yes*. Say *Circle a zebra*.
- Ask the children to read the sentences, look back at the story, then circle the correct answers.
- The children work individually.

Extra!

Prepare the children to act out the story. Divide them into groups and allocate roles. Play the CD. The children repeat their character's lines. Encourage them to mimic their character's voice and mime appropriate actions. Repeat without playing the CD. Let them practise, then invite groups to act out the story in front of the class.

Activity Book page 6

1 Circle the family words.

- Ask the children to tell you as many family words as they can.
- Tell them to find and circle all the family words.

2 Look and write. Use family words from 1.

- Tell the children to look at the pictures. Read out the example sentence. Pause before the answer and encourage the class to say it.
- Tell them to complete the other sentences in the same way, using the family words from Exercise 1.

3 Read and write. Use words from 1.

- Read out the example sentence. Pause before the answer and encourage the class to say it. Tell them to complete the rest of the text the same way using words from Exercise 1.

1a He's from Africa.

1 Listen, point and say.

aunt
 uncle
 cousin
 holiday
 airport
 Africa

2 Listen and read.

3 Read again and circle.

1 Ziggy is an elephant / a zebra

2 He's in Africa / at the airport

3 He's on holiday / at school.

4 He's from Africa / the zoo.

Lesson 2 Structure

We know
books

Aims: to practise be

Target language: *I'm/You're/He's/She's/We're (from) ...*, countries, greetings and introductions

Recycled language: *elephant, zebra, tiger, colours*

Receptive language: *Let's...*

Materials: Class CD, a world map/globe, your country's flag (optional)

Warm-up

- Ask the children where Ziggy comes from (Africa). Write the English names of the countries from this lesson on the board. Can anyone find them on the map/globe?

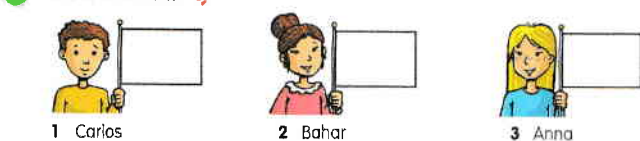
4 Let's learn! Listen and say. CD1 Track 12

- Ask the children to look at the pictures. Say *tiger, elephant, zebra* and ask the children to point to the correct picture.
- Play the CD. The children follow the words in their books.
- Play the CD again and pause after each sentence. They repeat as a class.
- Point to yourself and say *I'm a teacher*. Point to the whole class and say *You're pupils*. Point to a boy/girl and say *He's a boy./She's a girl*. Then, gesturing to show the whole class and yourself, say *We're in the classroom*. Repeat the gestures and sentences and ask the class to repeat after you.

4 Let's learn! Listen and say.



5 Listen and stick.



6 Look at 5. Read, circle and write.

- Carlos is from Argentina / Poland. His flag is blue and white.
- Bahar is from Turkey / Argentina. Her flag is red and white.
- Anna is from Poland / Turkey. Her flag is white and red.

7 What about you? Write.

I'm from . My flag is .

8 Sing along with the band!

I'm from England,
He's from France,
We're from Greece,
Come on, let's dance.
Play and laugh, boys and girls,
You're the children of the world.
Where are you from? Where are you from?
Let's all dance and sing this song.
Where are you from? Where are you from?
Let's all dance and sing this song.



5 Listen and stick. CD1 Track 13

► **Audioscript:** TB pages 113–114

- Explain that the children in the pictures are holding the flag of their country.
- Ask the class to find the stickers at the back of their books. Elicit the colours of each flag.
- Play the CD twice. The second time, pause after each item to allow time for the children to stick the correct flag.

6 Look at 5. Read, circle and write.

- The children circle the correct country, then complete the sentences with colour words to describe the flags.

7 What about you? Write.

- Show the children your country's flag if you have brought one. Say *I'm from ... My flag is ...*
- Ask individual children *Where are you from? What colour is your flag?* Elicit *I'm from ... My flag is ...*
- Tell them to complete the sentences in their books.

8 Sing along with the band! CD1 Tracks 14 and 15

- Talk about the picture. Say *Look at Karla the kangaroo. Where's she from?* (Australia). Repeat for the other animals and children in the picture (Trumpet: Kenya, Tag: India, Vicky: England, the other children: France and Greece).
- Play the CD. The children listen, follow in their books and clap along with the rhythm.
- Teach the song line by line, using actions.
- Play the CD again. Encourage the children to join in and do the actions.

Activity Book page 7

4 Choose and write. Then colour.

- Ask the children to look at the pictures and name the countries.
- Do the exercise orally as a class before children complete it individually and colour the flags.

5 Read and match.

- Ask the questions and invite individuals to answer without looking at the book.
- They then match the questions and answers in the exercise.

6 Write. Then answer about you.

- The children complete the questions, then answer about themselves.

Round-up

- Put the children into pairs and tell them to make sentences about the picture in Exercise 8. E.g. *He's a boy, He's an elephant, They're happy, She's from England*, etc. Give them a time limit of 1 minute to make the task more challenging.

1b Are you hungry?

Lesson 1 Vocabulary

Aims: to understand a cartoon story; to learn vocabulary

Target language: *England, sauce, shy, tired, hungry*

Recycled language: food words, family words, *holiday*

Receptive language: *Welcome to ..., It's nice to meet you.*

Materials: Class CD, food pictures/play food (optional)

Warm-up

- Review food words. Ask the children to tell you as many foods as they can. Prompt them with the food pictures/play food if you have any, or draw different foods on the board. Include the food words from the story (*spaghetti, ice cream, cheese*).

1 Listen, point and say. CD1 Track 16

- Act out the adjectives, e.g. say *I'm hungry* and rub your tummy.
- Do the actions again in a different order and invite children to say *You're hungry*, etc.
- Ask the children to open their books and look at the pictures.
- Play the CD. The children point to each word as they listen.
- Play the CD again, pausing after each word for the children to repeat.

2 Listen and read. CD1 Track 17

- Talk about the story with the class. Ask questions about each frame. E.g. *Look at picture 1. Where are they? Who can you see in picture 2?* (Ziggy, his aunt, uncle and cousin).
- Play the CD. Tell the children to follow the story in their books.
- Play the CD again, pausing after each picture to ask more questions. E.g. *Is she shy? Are they hungry?* Elicit yes/no responses.
- Ask the children to find and point to the new words from Exercise 1.
- Play the CD a third time, pausing for the children to repeat as a class.

3 Read again and write yes or no.

- Read out the first statement and invite the class to answer yes or no.
- Tell the children to read the story again and complete the exercise individually.

Extra!

Prepare the children to act out the story. Let them practise in their groups. Then invite groups to act out the story in front of the class.

Activity Book page 8

1 Find, circle and write.

- Ask the children to look at the pictures. Elicit the words.
- Tell them to look at the circled word. Elicit the number of the picture that it matches.
- Make the exercise a race. The first one to put up his/her hand with correct answers (and spellings) is the winner!

2 Choose and write.

- The children match the words to the pictures and complete the sentences.

3 Choose and write.

- Tell the children to look at the word bank and find all the countries, then ask which group they belong in, 1, 2, 3 or 4 (4). Repeat for the other sets of words (food words, adjectives, family words).
- Tell them to write the words in the correct groups.

1b Are you hungry?

1 Listen, point and say.

 England
  sauce
  shy
  tired
  hungry

2 Listen and read.



Hello, Ziggy!
 Welcome to our zoo!
 It's nice to meet you.
 Thank you. It's nice to meet you, too.



This is my aunt and uncle and this is my cousin.
 Is she shy?
 She's tired.
 No, I'm not.



Are you on holiday?
 Yes, we are.
 England and Turkey!



Are you hungry? There's spaghetti with sauce, cheese and ice cream.
 Yes, we are! Thank you, Sally!

3 Read again and write yes or no.

1 Ziggy is at the airport. no

2 His cousin is shy. _____

3 Ziggy and his family are on holiday. _____

4 The animals are hungry. _____

Lesson 2 Structure

We know
books

Aims: to practise be

Target language: *Are you/they (tired)?, Yes, I/am./Yes, we are./Yes, they are. / No, I'm not./No, we aren't./No, they aren't., Is he/she/it (tired)?, Yes he/she/it is. / No, he/she/it isn't.; She/It isn't ... They aren't ...* (Activity Book)

Recycled language: animals, hungry, tired, shy, big, small, funny, happy, strong; teacher, dancer, doll, robot, police officer (Activity Book)

Materials: Class CD

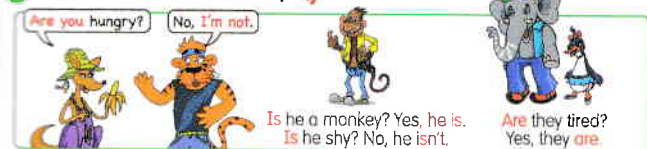
Warm-up

- Use mime to revise adjectives that the children know. As you mime, ask the children what you are miming. E.g. *Am I tired?* Elicit answers.
- Ask for volunteers to mime adjectives and have the class ask them questions and guess what they are miming.

4 Let's learn! Listen and say. CD1 Track 18

- Ask the children to look at the pictures. Say *Tag is a lion. Chatter is a kangaroo. They're tired.* Elicit *yes* or *no*.
- Play the CD. The children follow the words in their books.
- Play the CD again and pause after each sentence. They repeat as a class.

4 Let's learn! Listen and say.



Look, read and circle.

		
1 Is she hungry? <u>Yes she is.</u> / No, she isn't.	2 Is he tired? Yes he is. / No, he isn't.	3 Are they shy? Yes they are. / No, they aren't.
		
4 Are you strong? Yes I am. / No, I'm not.	5 Is it big? Yes it is. / No, it isn't.	6 Are they happy? Yes they are. / No, they aren't.

Play the game.

zebra
cat
lion
kangaroo
frog
elephant
monkey
tiger



- Ask various questions about the children. Point to a child and ask the class *Is he/she a monkey?* Elicit *No, he/she isn't.* Repeat using other pronouns, known adjectives and nouns. Elicit correct short answers.
- Write some prompts on the board, e.g. *shy, tired, kangaroo.* Encourage the children to ask similar questions using these words of other children in the class.

5 Look, read and circle.

- Ask the children to look at the pictures. Ask the first question and elicit the correct answer.
- The children circle the correct answers individually.
- Check the answers by asking individual children to ask and answer the questions.

6 Play the game.

- Make sure children know the animal words in the box.
- Explain that the children in the photo are playing a guessing game. Read the speech bubbles aloud for the class to repeat.
- Ask pairs of children to come to the front, choose an animal and mime it. The class asks questions to guess the animal.

Activity Book page 9

4 Listen and number. CD1 Track 19

Audioscript: TB page 114

- Ask questions about the picture to revise vocabulary. E.g. *Is she a dancer?* *Are they lions?* etc. Elicit short answers.
- Play the CD twice. The second time, the children number the pictures as they listen.

5 Write *Is* or *Are*. Then look at 4 and answer.

- The children complete the questions with *Is* or *Are*. Then they look at the picture and write the correct short answers. The sentence numbers match the picture numbers.

6 Answer about you.

- The children write their own short answers.

7 Look and correct the sentences. Use *is/isn't* or *are/aren't*.

- Look at the first picture; read the example with the class.
- Go through the rest of the exercise orally before asking the children to write.

Round-up

- Ask various children to mime an adjective. E.g. *happy, shy.* The other children ask them questions, (e.g. *Are you tired?*) until they guess correctly.