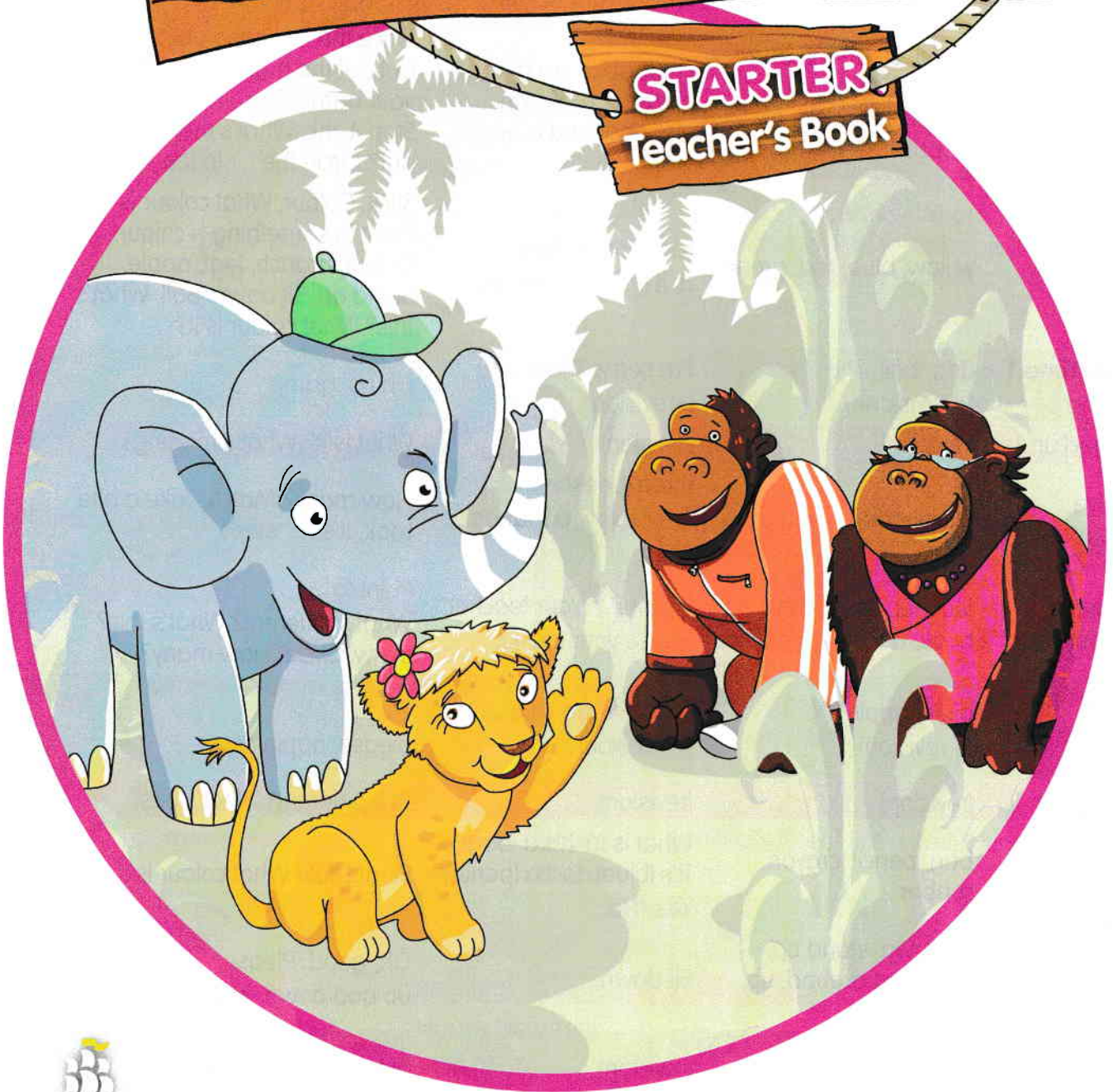


LIBRIS

We know
books

YAZOO

STARTER
Teacher's Book



Yazoo Starter Contents

Unit	Vocabulary	Language	Receptive Language	Page
Introduction to the Teacher's Book				
List of Flashcards				
		Hello! I'm (Cabu). What's your name?		2
1 I'm a lion.	lion(s), elephant, parrot, boy, girl, banana, flower(s), bee(s), hippo(s)	I'm (Cabu). I'm a (lion/ girl/boy). Look, (an elephant and a bee).	Trace the Stand up. Sit down. Cut out the mask. Fold. Write your name. Decorate your card. Stop. Look. What's the odd one out? Circle the ... in the jungle, Stick. Colour. What colour is this? Point to something (+colour), Colour, branch, leaf, apple, Stand up. Sit down. Ball, What's this? What colour is it?	4
2 It's red.	yellow, blue, red, green	Look, it's (yellow). Is it (green)? Yes./No.		8
Story Time 1 Playing	dog, ball (+ revision)	I'm sorry. Thank you. (+revision)	Oh no. game	12
Jungle Fun 1	(revision)	(revision)	What is it? What's missing?	14
3 Five bananas	1-5 Plurals: bees, bananas, etc.	three (bees) five (yellow bananas etc)	How many? Match. Take a bite. Look, it's ... steps,	16
4 Here's your desk.	teacher, desk, chair, book, door	Hello! I'm your teacher. Here's your (desk).	Point to ... What's different? What's this? Draw. Circle. How many?	20
Story Time 2 The green boy	alien, apple (+ revision)	Look! Here's your... (+ revision)	Go to ... please, apple core	24
Jungle Fun 2	(revision)	(revision)	Is it different? What's this?	26
5 It's a pencil.	bag, pencil, crayon, rubber	What is it? It's a (bag). It's (blue). Is it a (pencil)? Yes./No.	Stop! Look! What colour is it?	28
6 Stand up!	sit down, stand up, clap, turn around, up, down	Sit down.	OK, good. Please. up and down, in the jungle	32
Story Time 3 Super Ant	fish, ant (+ revision)	(revision)	Listen. Now. Well done.	36
Jungle Fun 3	(revision)	(revision)	What's missing?	38



Unit	Vocabulary	Language	Receptive Language	Page
7 This is my family.	mum, dad, brother, sister, me	This is my (brother) / (me). Hello. I'm ...	Who's missing? Where's ...'s family?	40
8 I've got a bike.	train, plane, bike, guitar,	Look. I've got a (yellow) (train). My favourite toy is my (blue) (bike).	What has ... got? What have you got? What's Cabu's favourite toy?	44
Story Time 4 At the park	car, kite	(revision)	Well done. Be careful. new	48
Jungle Fun 4	(revision)	(revision)	What's the odd one out?	50
9 I can see a pink bird.	pink, black, orange, white, big, small	I can see a (pink) (bird)! I can see (two) (bags). My favourite colour is (black).	What colour is this? What's your favourite toy? What colour is it? something, Have you got a ...? hot, cold	52
10 I'm six!	six, seven, eight, nine, ten	six (pencils) six (red) (apples) How old are you? I'm ... Happy birthday!	very good, How many? Guess how many. Let's count. Look! Listen and count. What's missing? apple tree	56
Story Time 5 Playing	cake, balloon (+ revision)	(revision)	It's nice. It's my balloon. I'm sorry.	60
Jungle Fun 5	(revision)	(revision)	card	62
11 I've got two eyes.	eye, nose, ear, mouth,	Look! I've got (two) (ears) / (a) (mouth). I can see a ...	Pass the ... Touch the/your ... What's missing? What number is it? What's the next number?	64
12 I like salad.	ice cream, chips, salad, burger	I like (ice cream). I don't like (salad). Salad and chips, please. Thank you.	restaurant, Who likes ice cream? What's this? I like a (red) food.	68
Story Time 6 The fairy café	fairy, dragon (+ revision)	(revision)	café	72
Jungle Fun 6	(revision)	(revision)		74
Happy New Year!	fireworks, sparkler, calendar	Happy New Year Look at my	Wave your sparklers	76
Family Day	family, park	family day	What's missing? Who's missing?	78
My Picture Dictionary				80

Unit 1

Lesson 1

We know
books

Aims: to learn new animal words; to understand and act out the story

Target language: lion, elephant, parrot, boy, girl; I'm a (lion).

Recycled language: Hello, I'm ... , What's your name?

Receptive language: Trace the In the Jungle

Materials: Unit 1 flashcards: lion (Cabu), elephant (Trumpet), parrot (Paco), boy, girl; Class CD1; pencils

Warm-up

- Ask the children around the class *What's your name?* Elicit *I'm (name)*. Then answer: *Hello, (child's name)*.
- Hold up the three character flashcards one at a time and elicit the names *Cabu*, *Trumpet* and *Paco*.
- Practise the dialogue: *Hello, I'm Cabu. What's your name?* *I'm (child's name). Hello, (child's name).*

1 Listen and point. Then say. CD1 Track 03

- Use the flashcards to present the new vocabulary items *lion*, *elephant*, *parrot*, *boy*, *girl*. Hold them up one by one, say the words and ask the children to repeat.
- Ask the children to open their books at page 4. Play the CD and ask the children to point to the pictures as they listen.
- Play the CD again. Pause after each word and ask the children to repeat.
- Hold up each flashcard again in random order and elicit the word from individual children.

CD1 Track 03

lion, elephant, parrot, boy, girl

2 Look and listen. CD1 Track 04

- Ask the children to look at the pictures of the story. Encourage them to point and name the characters.
- Ask them what they think is happening in the story (L1).
- Play the CD; the children listen to the story and point to the characters as they speak.

CD1 Track 04

Narrator: In the jungle ...

Trumpet: Aaagh!

Cabu: Hello!

Trumpet: Hello. I'm Trumpet. What's your name?

Cabu: I'm Cabu. I'm a lion.

Trumpet: I'm an elephant.

Paco: And I'm Paco. I'm a parrot.

3 Listen again and say. CD1 Track 05

- Play the story again. Pause after each line for the children to repeat.
- Divide the class into three groups. Group 1 repeats Trumpet's lines, Group 2 repeats Cabu's lines and Group 3 repeats Paco's line. Play the CD again. Encourage them to imitate the voices and to do appropriate actions.

Activity Book page 2

1 Complete and say.

- Tell the children to look at the picture and find the characters as you say their names.
- Give out pencils. Hold up a pencil and say *Trace Cabu*. Do the same for the other characters.
- Ask the children what they think the characters are saying. Point to Cabu and imitate her: *Hello, I'm Cabu. I'm a lion*. Encourage the children to repeat. Do the same for Paco and Trumpet.

Round-up

- Hold up the Cabu flashcard and say *It's time to go. Goodbye, Cabu*. Encourage the children to say goodbye and wave to Cabu. Repeat for Trumpet and Paco.
- Say *Goodbye, class!* and wave your hand. The children repeat *Goodbye!*

1 Listen and point. Then say. :)

2 Look and listen. :)

3 Listen again and say. :)

lion, elephant, parrot, boy, girl
Hello, I'm (Trumpet). What's your name? I'm a (lion).

Unit 1

Lesson 2

We know books

Aims: to make character masks; to introduce yourself
Target language: *Hello, I'm (Cabu). I'm a (lion). What's your name?*

Recycled language: *lion, elephant, parrot, boy, girl*

Receptive language: *Stand up. Sit down. Cut out the mask. Fold. Write your name. Decorate your card.*

Materials: Unit 1 flashcards (lion, elephant, parrot, boy, girl); coloured character masks (Pupils' Book pages 83–87); scissors, string, card for name cards; crayons

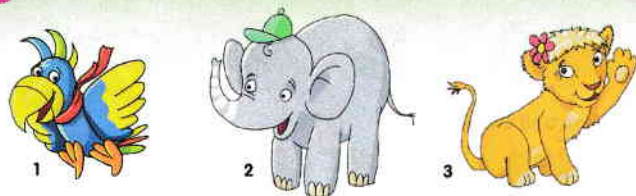
Warm-up

- Review the characters with flashcards. Hold up Cabu and imitate her: *I'm Cabu. I'm a lion.* Repeat with Trumpet and Paco.
- Hold up the girl flashcard and say *Stand up girls. Sit down girls.* Repeat with the boy card. Point to individual girls and boys and say *Girl or boy?*
- Use yourself as an example: *I'm (your name). I'm a (girl/boy).* Ask individuals to talk about themselves.

4 Listen and point. CD1 Track 06

- Ask the children to look at the characters in Exercise 4.

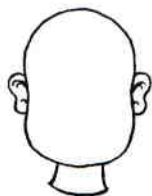
4 Listen and point. »



5 Make a mask. Then listen and say. »



6 Draw and say.



Hello. I'm (Cabu). I'm a (lion). What's your name?

- Play the CD and point to the characters. Hold up your book and point to each character as the CD is playing.
- Play the CD again. Pause after each character speaks. Hold up a character flashcard and prompt the children to shout *Yes* if it is the correct character or *No* if it isn't.

CD1 Track 06

Cabu: Hello. I'm a lion.

Paco: Hello, I'm a parrot.

Trumpet: Hello. I'm an elephant.

5 Make a mask. Then listen and say.

CD1 Track 07

- Prepare in advance the materials for making the masks.
- Tell the children that they are going to make masks. Ask them to look at the photos in Exercise 5, and find the animal masks. Then look at the completed mask on the girl. Play the CD.
- Say *Cut out the mask.* Help them cut out and attach the masks. Once they have completed the masks, they can put them on and act out the characters.
- Ask children with masks to shake hands and introduce themselves to children without masks as in the recording.
- Keep the masks as they will be used throughout the course.

CD1 Track 07

Cabu: Hello. I'm Cabu. I'm a lion. What's your name?

Tom: I'm Tom. I'm a boy.

6 Draw and say.

- Draw a face on the board. Point to it and say *Hello. I'm (name). I'm a (boy/girl).*
- Ask the children to look at the outline of a head in their books and tell them to draw their face using the outline.
- Ask individual children to stand up and show their pictures. Encourage them to introduce themselves.

Activity Book page 3

2 Make a name card. Then say.

- In advance, prepare card and coloured pencils or crayons.
- Point to the different stages in the activity: Polly folds the card and writes her name. Polly decorates the card. Polly puts her card on the table and introduces herself.
- Tell the children it is their turn to make cards. Say and demonstrate: *Fold the card. Write your name. Decorate the card.* If children have difficulty with writing, you can write their names and ask them to decorate the cards.
- Then ask the children to put the name cards in front of themselves and introduce themselves to their partners.

Round-up

- Hold up the character masks and encourage the children to say and wave goodbye to the characters.
- Say *Goodbye, class!* and wave your hand. The children repeat *Goodbye, (your name)!*

Unit 1

Lesson 3

We know
books

Aims: to name objects and animals; to understand and act out a story

Target language: *banana, flower(s), bee(s), hippo(s); Stop! Look! (A banana.)/(Flowers.)*

Recycled language: *Hello, I'm What's your name?*

Receptive language: *What's the odd one out?, Circle the ...*

Materials: Unit 1 flashcards (lion, elephant, parrot, boy, girl, banana, flower, bee, hippo); Class CD1

Warm-up

- Holding one of the character flashcards, walk around the class and say to individual children: *Hello. I'm Trumpet. I'm an elephant. What's your name?* Encourage the children to respond: *Hello, Trumpet. I'm (name). I'm a (boy/girl).*

7 Listen and point. Then say. CD1 Track 08

- Use the flashcards to present the new vocabulary items *banana, flower, bee, hippo*. Hold them up one by one, say the words and ask the children to repeat.
- Ask the children to open their books at page 6 and look at the pictures. Play the CD twice. The first time, the children point to the pictures as they listen. The second time, stop after each word and ask the children to repeat.
- Hold up each flashcard again in random order and elicit the word from individual children.

CD1 Track 08

banana, flower, bee, hippo

8 Look and listen. CD1 Track 09

- Ask the children to look at the pictures of the story and tell you what they think is happening (L1). Ask them to point to and name the new items they have learned in Exercise 1.
- Play the CD; children listen and point to the characters as they speak.

CD1 Track 09

Voice: In the jungle ...

Cabu: Look! A banana!

Trumpet: Ouch!

Cabu: Look! Flowers!

Trumpet: And bees.

Paco: Stop! Look, hippos.

9 Listen again and say. CD1 Track 10

- Play the story again. Pause for children to repeat.
- Divide the class into three groups. Give each group the role of one character. If possible, ask them to put on their masks. They listen and repeat the lines of their character.

- Then play the story again, but this time, choose two children to act it out with you. You can do this several times and if the children are more confident they can do this on their own.

Activity Book page 4

3 Find, circle and say.

- Ask the children to look at the pictures in number one. Encourage the children to join you as you point and say what's there: *hippo, elephant, hippo, etc.*
- Explain the concept of the odd one out in L1, then ask the children: *What's the odd one out?* Elicit the correct response and say *Yes, it's the elephant. Can everyone say that?*
- Say and demonstrate *Circle the elephant*. Children circle the elephant in their books.
- Continue in this way for all the sets of pictures.

Round-up

- Tell the children: *It's time to go*. Hold up the flower flashcard and say and mime *Smell the flower*. The children mime this.
- Hold up the hippo flashcard and say *Wave to the hippo*. The children wave. Hold up the elephant flashcard and say *Say goodbye to the elephant*. The children do this.
- Hold up the bee flashcard and say *Now buzz buzz buzz away like bees*. The children or you buzz away.

7 Listen and point. Then say. 



8 Look and listen. 




9 Listen again and say. 

banana, flower, bee, hippo
Stop! Look!

Unit 1

Lesson 4

We know books

Aims: to listen and identify animals; to sing a song; to consolidate new vocabulary

Target language: *Look, (an elephant and a bee).*

Recycled language: *parrot, banana, flowers, hippos, bees, lions, Look*

Receptive language: *In the jungle*

Materials: Unit 1 flashcards (lion, elephant, parrot, boy, girl, banana, flower, bee, hippo); Class CD1, crayons

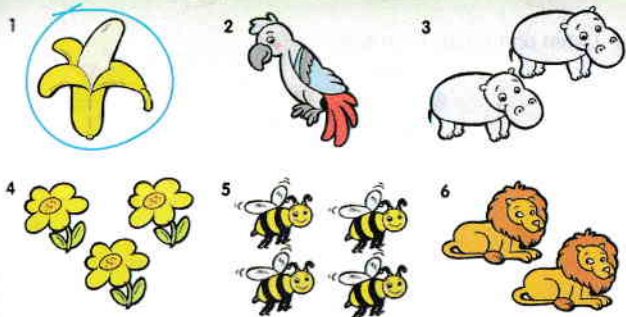
Warm-up

- Revise the items from previous lessons. Hold up the first flashcard from the set. Say *Look, a banana* and ask the children to repeat.
- Then start giving the wrong words and ask whether that's right: *Look, a banana. Is that right?* The children tell you the correct word and you say: *Oh yes. A flower.* Continue until you have covered all the words.

10 Listen and circle. CD1 Track 11

- Elicit the names of the items shown. Plural forms are introduced here, but there is no need to teach them explicitly.

Listen and circle. 🎧



Listen and point. Then sing. 🎧



Look, an elephant and a bee

- Say *Look, a banana* and ask the children to point to the correct picture. Say and demonstrate *Circle the banana*.
- Play the CD twice. The second time, pause after each line for the children to circle the correct picture.
- Ask a child to choose a picture and say, e.g. *Look, lions!* The rest of the class listen and point. Repeat with different children, then let them continue in pairs.

CD1 Track 11

Look, a banana! Look, hippos! Look, lions!
Look, flowers! Look, a parrot! Look, bees!

11 Listen and point. Then sing. CD1 Track 12

- Ask the children to look at the pictures and name objects and animals: *flower, bee, parrot, Cabu, etc.*
- Say and demonstrate actions for the song: *look, elephant, bee, parrot, lion, flower, in the jungle*. Call out the words and the children mime them.
- Play the song on the CD; the children listen and point.
- Play the CD again and encourage the children to do the actions to the song.
- Play the CD again, and encourage the children to join in with the words as they do the actions.

CD1 Track 12

Look, an elephant and a bee. Look, a parrot and a flower.
Look, an elephant and a bee. Look, a parrot and a flower.
In the jungle. In the jungle.
In the jungle. In the jungle.

Look, a parrot and a lion.

Look, a parrot and a lion.

In the jungle.

In the jungle.

Activity Book page 5

4 Complete and say.

- Ask the children to look at the semi-completed pictures and name the objects/animals if they can. Tell them to complete the drawings by tracing over the dotted lines.
- When they have finished, elicit *Look, a (flower).* for each item. If you have time, they can colour the pictures.

Round-up

- Tell the children: *It's time to go*. Say and wave: *Goodbye, girls*. Encourage the girls to wave back and say goodbye.
- Say and wave: *Goodbye, boys*. Encourage the boys to wave back and say goodbye.

Extra!

Make envelopes for the children to keep their masks in. They can decorate these and you can help them write their names.