

# Holidays

## ★ ACTIVITY 1A: A HOLIDAY WEEK ☐

**AIMS:** To practise days of the week • To introduce vocabulary of places • To practise using colours  
**LANGUAGE:** Days of the week  
• Farm, mountains, lake, island, beach, park, zoo, tennis court, swimming pool • They go to ...  
• Blue, black, orange, yellow, brown, green, pink, purple, red  
**TIMING:** 45 mins  
**GROUP SIZE:** Class  
**WHAT YOU NEED:** Photocopy 1 per child. Cassette (tapescript p.91). Days of the week written on 7 slips of paper. Scissors. Colours. Pictures of farm, mountains, lake, island, beach, park, zoo, tennis court, swimming pool.

**WHAT TO DO:**  
**1** Ask the class about their most recent holiday. Have a general discussion about it in L1, e.g. *How long was the holiday? What did you do?* Make a list of things which the children enjoy doing in their spare time.  
**2** Teach the days of the week using the seven slips of paper. Ask volunteers to come to the front. They hold up one slip each and put the days in the right order.  
**3** Give out photocopy 1. Ask the children to cut out the days of the week and hold up each day as you call it out.  
**4** Teach the new vocabulary using visuals of farm, mountains, lake, island, beach, park, zoo, tennis court and swimming pool.  
**5** Check understanding by saying a place and getting the children to trace in colour

around its rectangle. Make it clear you don't want the place or rectangle coloured.  
**6** Explain that the photocopy shows where the Smith family are spending a week's holiday. There are nine places to visit but they only have seven days.  
**7** Ask the children to put a pencil dot in seven places they would like to visit. Then play the cassette to check whether the Smith's choice was the same.  
**8** Find out which children had chosen the same places as the Smith family. Which two places did the Smith's not visit? (*Tennis court and island.*)

**FOLLOW-UP ACTIVITY:**  
The children colour in the picture following your instructions, e.g. *Colour the farm red, etc.*

## ★★ ACTIVITY 1B: LET'S ...! ☐

**AIMS:** To practise identifying the days of the week • To practise suggestions • To introduce vocabulary of places  
**LANGUAGE:** Days of the week  
• Where are we going today?  
• Let's ... play, go to ... • Farm, mountains, lake, island, beach, park, zoo, tennis court, swimming pool  
• Good idea! Great! Stop it! Hurray!  
Can you guess?  
**TIMING:** 50 mins  
**GROUP SIZE:** Class/Pairs  
**WHAT YOU NEED:** As Activity 1A.

**WHAT TO DO:**  
See Activity 1A Steps 1-3.  
**4** Teach the places using visuals for farm, mountains, lake, island, beach, park, zoo, tennis court and swimming pool.  
**5** Introduce making suggestions by using *Let's ...* Use actions familiar to the class e.g. *Let's stand up, let's shake our hands* etc. Say the phrase and get the class to repeat after you. Vary by saying *Boys/Girls let's ...* etc.  
**6** The Smith family are deciding what to do on each day of their holiday. Play the cassette. The children listen and match the days of the week with the places agreed upon. There is one day left over. Ask the children which day they think it is (*Sunday*). Play the cassette again.

**7** Call two children to the front. The children should stand or sit back to back. Child A should choose a place for each day of the week and suggest it to child B. Both children place the day of the week on the picture, e.g. A: *Let's go to the lake on Tuesday* (puts Tuesday on lake). B: *OK* (puts Tuesday on lake). A: *Let's go to the farm on Monday* (puts Monday on farm). B: *OK* (puts Monday on farm). Next turn, swap roles and repeat.

**FOLLOW-UP ACTIVITY:**  
The children could stick the days of the week on the places they like best to show how they would like to spend their holidays. They can share their plans with each other in pairs.

## ★★★ ACTIVITY 1C: CAN I ... TODAY? ☐

**AIMS:** To practise questions using *can/can't* • To use leisure vocabulary • To introduce locations  
**LANGUAGE:** Days of the week  
• Play tennis/on the beach/in the park, ride a horse, swim, sail boats, ski, have a picnic • Farm, island, mountains, lake, beach, park, zoo, swimming pool, swing • Closed, open, until, but, in/on ... • I'd like ... • Can/can't  
**TIMING:** 35 mins  
**GROUP SIZE:** Class/Pairs  
**WHAT YOU NEED:** As Activity 1A (tapescript p.92) plus: Pencils. Blu-tack. Pictures of playing tennis, horse riding, swimming, having a picnic, skiing, swinging on a swing, sailing a boat, on a beach.

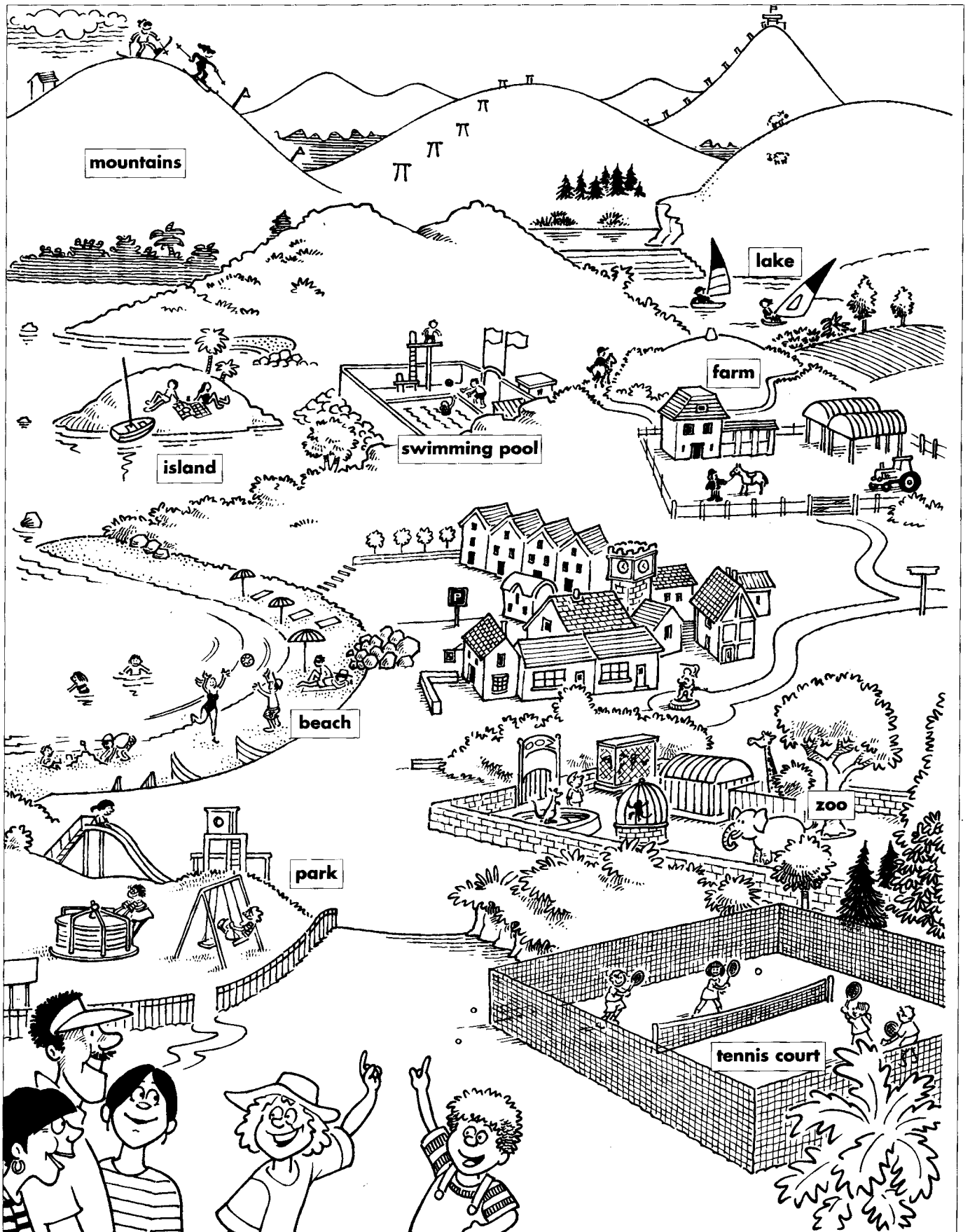
**WHAT TO DO:**  
See Activity 1A Steps 1-3.  
**4** Teach the places on the photocopy and elicit the activities available in each place: *play tennis, watch elephants, swim, play, sail boats, ski/climb, etc.* Use visuals, the photocopy or mime. Play *Simon says* and get the class to mime the actions.  
**5** Introduce *can/can't* by saying *Can I swim at the tennis court? No, I can't. Can I swim at the farm? No, I can't. Can I swim at the lake? Yes, I can.* etc. Teach *but* in context, e.g. *I can't swim on the farm but I can swim in the swimming pool.*  
**6** Change your questions. Ask *What can I do at the zoo? What can't I do at the zoo? I can't play tennis.* etc.  
**7** Explain that the Smith family have been told that there are certain days they can do

certain things at certain places. Play the cassette. The children hear the Smith family talking about what they can do. The class listen carefully and stick (with Blu-tack) the days of the week in the rectangles on the photocopy. They should be able to identify which day of the week it is. (*It's Monday.*)  
**8** Play the cassette again. The children stick Monday on one of the rectangles. They can tell you where they have chosen.

**FOLLOW-UP ACTIVITY:**  
The children roleplay a family arguing about what they can/can't do, e.g. A: *Can we watch TV?* B: *No, you can't.* C: *Can we play in the park?* B: *No you can't.* A: *Well what can we do?* B: *You can go to bed!*

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Name: _____			<b>Monday</b>	<b>Tuesday</b>
<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>

# Holidays

## ★ ACTIVITY 2A: WHAT'S IN YOUR SUITCASE?

**AIMS:** To practise clothes vocabulary • To practise using the possessives *my/your* • To practise questions using *what?*

**LANGUAGE:** *T-shirt, jumper, hat, socks, shorts, swimming costumes* • *Towel, toothbrush, umbrella, shoes, suitcase, family* • *Cut, fold, stick* • *Who's wearing socks ...?* • *That's my toothbrush. Those are my ...*

**TIMING:** 40 mins

**GROUP SIZE:** Class/Ind/Pairs

**WHAT YOU NEED:**

Photocopy 2 per child. Scissors. Coloured pencils. Glue. Pictures of *umbrella, towel, toothbrush, t-shirt, jumper, shorts, swimming costume.*

**WHAT TO DO:**

**1** Teach clothes vocabulary using the clothes children are wearing and visuals. Ask *Who's wearing socks?* etc.

**2** In L1, discuss preparing for holidays and packing suitcases. What do they need to wear for different kinds of holiday?

**3** Give each child photocopy 2. Show the children how to cut out the suitcase, fold the sides in and glue them together. The clothes cards can then be cut up. The children should put their initials on all the pictures, in case they get lost.

**4** The children colour the pictures and put them inside the case. Put the children in pairs. Demonstrate what you want each pair to do. Children should shuffle their clothes cards, upside down, into one

shared pile between them (20 cards). Next, the children should pick up 10 cards and put them into their suitcases.

**5** Child A then asks child B *What's in your suitcase?* Child B pulls out one card and says *A toothbrush*. If it's her own, she can keep it but if child A recognises it, he can say *Hey, that's my toothbrush!* B must then put it in the middle pile. They then swap turns. Keep swapping until all ten items have been declared. The person at the end with the most cards remaining in their suitcase is the winner. The pile in the middle can then be sorted out and the game played again.

**FOLLOW-UP ACTIVITY:**

The children play *Snap* with their clothes cards, working in pairs or groups of three.

## ★★ ACTIVITY 2B: SUITCASE BINGO

**AIMS:** To practise using possessives with apostrophe *s*

• To practise family names  
• To practise clothes vocabulary

**LANGUAGE:** *T-shirt, jumper, hat, socks, shorts, swimming costumes* • *Towel, toothbrush, umbrella, shoes, suitcase, family* • *Cut, fold, stick* • *Dad, Mum, baby, Granny, brother, sister* • Colours

**TIMING:** 45 mins

**GROUP SIZE:** Ind/Class

**WHAT YOU NEED:**

Photocopy 2 per child. Scissors. Glue. An envelope for each child. Pictures of family members e.g. *Dad, Mum, baby, Granny, brother, sister*. Pictures of *umbrella, towel, toothbrush, family, t-shirt, jumper, shorts, swimming costume.*

**WHAT TO DO:**

See Activity 2A Steps 1-3.

**4** Tell the children to colour the clothes, with colours of your choice, to check their understanding of the clothes vocabulary, e.g. *Colour the T-shirt red. Colour the socks blue.*

**5** Introduce family words *Dad, Mum, brother, sister, baby* and *Granny*. Write them on the board. Introduce the class to the Jones family (on the photocopy). The boy's name is Tom, the girl's name is Jane and the baby's name is Jo.

**6** Explain that the items have got muddled up. The children have to choose and then write one of the family's names on each card e.g. on the *umbrella* card they could write *granny* or *dad*. The children then shuffle their cards, put them into their envelopes, and take out six cards. They should spread these pictures out on their desks.

**7** Now use these to play Bingo. Call and write on the board *Granny's umbrella, Tom's*

*socks* etc. If the children hear one of their six cards being called, they should turn it upside down. They can only turn over a card if it's the same as you call, e.g. *Dad's umbrella, baby's umbrella*. When all their cards are turned over, they should shout *Bingo!* and let you check their cards against your list.

**FOLLOW-UP ACTIVITY:**

In pairs, the children play a matching game. They should keep their cards in their suitcases and choose an item e.g. *shoes*. They then put down the same item side by side e.g. A: *(These are) Granny's shoes*. B: *(These are) baby's shoes*. The child whose card shows the oldest name (*Granny is older than Dad, Dad is older than Mum, Mum is older than Jane, Jane is older than Tom, Tom is older than the baby*) wins the trick and "keeps" the pair of cards. The child at the end with the most tricks wins.

## ★★★ ACTIVITY 2C: WHOSE ... IS THIS / ARE THESE?

**AIMS:** To practise using possessives with apostrophe *s* • To practise singular and plural *It's ... They're ...* • To practise asking and answering questions *Whose ... is this?* • To practise clothes vocabulary

**LANGUAGE:** As Activity 1B plus *Whose ... is this/are these? It's ... They're ...'s* • *Where's my ...? Here's your ...*

**TIMING:** 45 mins

**GROUP SIZE:** Ind/Pairs

**WHAT YOU NEED:**

As Activity 2B plus blank pieces of paper for each child.

**WHAT TO DO:**

See Activity 2B Steps 1-4.

**5** Divide the class into pairs. Write the items of clothing on the board. Point to the items one at a time and say aloud *Whose towel/umbrella is this? Whose trousers/socks are these?* Each child should race their partner, to 'open' their suitcase, look inside and find the picture of that item. Meanwhile, you choose a member of the family e.g. *Granny*. Say aloud *It's Granny's umbrella.*

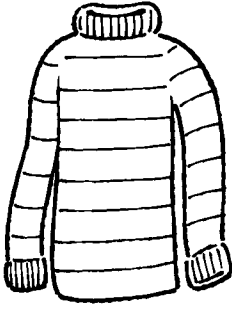
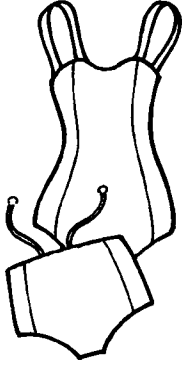
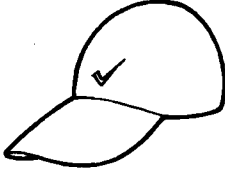


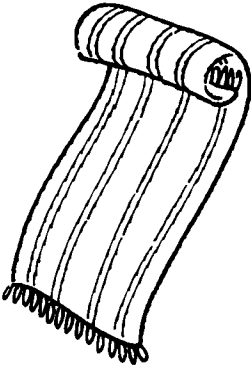
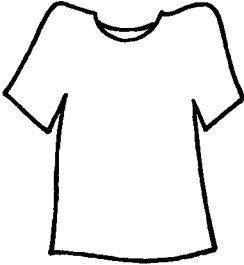
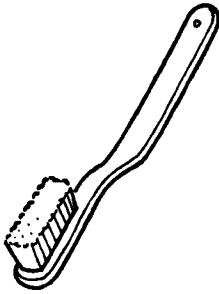
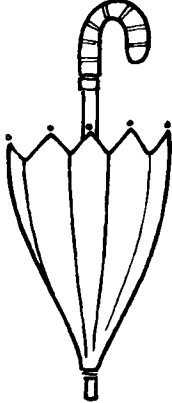
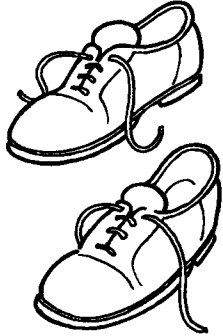

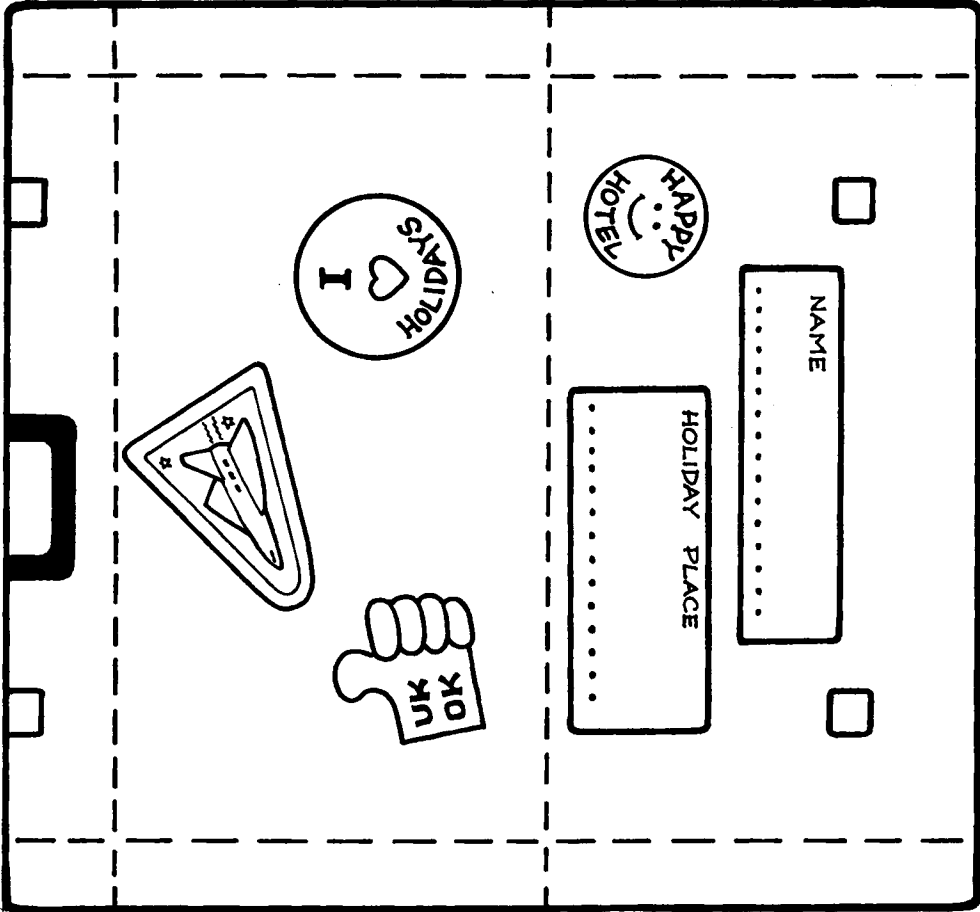
**6** The children should show each other their cards. If one of the pair has the same item/person as you have called, they score one point. The child in the pair with the most points at the end wins.

**FOLLOW-UP ACTIVITY:**

Choose six children to go the front and give each child a role e.g. *granny, dad* etc. Use props to create character, e.g. *a hat for grandad, glasses for Granny, a dummy for baby* etc. Give each of the six children pictures of at least three items. The six children look at one item at a time and then say *Where's my ...?* Divide the rest of the class into two teams. The rest of the class has to look at their suitcases, to see whether they have that item, labelled with that person e.g. *umbrella/Dad*. They can then take the card to the person saying *Here's your umbrella, Dad* and win a point for their team. The team with the most points at the end wins.

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 <p>jumper</p>	 <p>swimsuits</p>	 <p>hat</p>	 <p>socks</p>	 <p>shorts</p>
 <p>towel</p>	 <p>t-shirt</p>	 <p>toothbrush</p>	 <p>umbrella</p>	 <p>shoes</p>
 <p>Mum</p> <p>Dad</p> <p>Granny</p> <p>Tom</p> <p>Jane</p> <p>Baby Jo</p>				

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## ★ ACTIVITY 3A: THE CIRCUS COMES TO TOWN □

**AIMS:** To use the alphabet and numbers 1-10 • To use town and leisure vocabulary • To practise following directions

**LANGUAGE:** *House, zoo, swimming pool, circus, funfair, park, playground* • Numbers 1-10 • Letters A-J • *Turn left/right, go straight on, past*

**TIMING:** 40 mins

**GROUP SIZE:** Class/Ind/Pairs

**WHAT YOU NEED:**

Photocopy 3 per child. Cassette (tapescript p.92). Letters of the alphabet on 26 pieces of paper. Numbers 1-10 on 10 pieces of paper. A dice per pair. Colours. Pictures of *house, zoo, swimming pool, circus, funfair, park, playground*.

**WHAT TO DO:**

**1** Make sure the class can recognise and say the following letters - *ABCDEFGHIJ*. Check numbers 1-10 as well. Give a letter or a number to each child. Call out a letter and a number e.g. *3J/5D*. The children with 3 and J, 5 and D make pairs, who then race each other to bring their combination to you. Repeat with other combinations.

**2** Teach vocabulary, using visuals or the photocopy of *house, swimming pool, circus, funfair, park* and *playground*.

**3** The children number the places, using the blank squares: *playground = 1; zoo = 2; park = 3; swimming pool = 4; funfair = 5; circus = 6*. Check answers by asking questions, e.g. *What's 3? The park* etc.

**4** Teach the following instructions: *turn right/left, straight on, go past*. Call out one volunteer at a time and use instructions to illustrate directions.

**5** Explain that the children will now hear the route which Joe followed from his house to the circus. Play the cassette. The children listen and trace the route using a coloured pencil. Stop occasionally and ask a few individuals where they are. If anyone seems lost, go back to the beginning and start again. Check the routes, orally, as a class.

**6** Finally, the children play the game in pairs. Both children use different colours. They throw the dice and go to the place indicated by the number. They circle the number in their own colour to prove they have visited it. The first child to visit all six places wins!

**FOLLOW-UP ACTIVITY:**

The children make up their own route, using a third colour, and tell their partner which way to go. They should end up with three routes - their own, their partner's and Joe's.

## ★★ ACTIVITY 3B: FUN IN THE PARK

**AIMS:** To use the alphabet • To use town and leisure vocabulary • To practise following directions

**LANGUAGE:** *Turn right/left, go back, go to, throw again, go straight, wait here, miss a go* • *Heads/tails* • *House, zoo, playground, swimming pool, circus, funfair, park*

**TIMING:** 45 mins

**GROUP SIZE:** Class/Pairs

**WHAT YOU NEED:**

Photocopy 3 per child. A coin per pair. Pictures of *house, zoo, playground, swimming pool, circus, funfair, park*.

**WHAT TO DO:**

**1** Teach vocabulary using visuals of *house, zoo, swimming pool, circus, funfair, park* and *playground*. Tell the children to number the places: *playground = 1; zoo = 2; park = 3; swimming pool = 4; funfair = 5; circus = 6*. Check answers by asking *What's 3? The park* etc.

**2** Teach *heads/tails* and explain that the children can use the coins to play a game. At each letter on the game, they will read and follow the instructions.

**3** Teach the instructions in the boxes on the photocopy and check everyone understands *left/right, stop, wait here, throw again, go to, go back* and *miss a go*. Write the instructions on the board and read them aloud as a class.

**4** You can make this fun by asking one child to stand up. Give her a coin and ask

her to toss it. They should say *heads/tails* and then follow the instructions e.g. *turn right/left/go straight/ wait here/go back/throw the coin again*, etc. Repeat with other children.

**5** The children now play in pairs. At each letter, the children should toss the coin to decide which action has to be taken. The first child to reach the circus wins. Swap partners and play again.

**FOLLOW-UP ACTIVITY:**

Teach zoo animals e.g. *monkey, elephant* using visuals. The children act out the story of a journey to the circus (standing behind their desks) as you tell the story, e.g. *It's a lovely sunny day. I walk along the street and I buy an ice cream. I go to the zoo and watch the animals. I laugh at the monkeys and I give the elephant a banana.*

## ★★★ ACTIVITY 3C: HOORAY! I CAN GO TO ...

**AIMS:** To use the alphabet • To use town and leisure vocabulary • To practise following directions • To practise using *I can go to ...*

**LANGUAGE:** *Late* • Numbers 1-6 • Letters A-K • *Park, funfair, house, playground, zoo, swimming pool, circus* • *Heads/tails, left, stop, right, go straight, wait here, throw again, miss a go* • *Can*

**TIMING:** 45 mins

**GROUP SIZE:** Class/Pairs

**WHAT YOU NEED:**

As Activity 3B plus 7 pieces of paper per child.

**WHAT TO DO:**

See Activity 3B Steps 1-3.

**4** Each pair should write the names of the areas on the small pieces of paper and cover the appropriate pictures with them e.g. *zoo, swimming pool, circus, funfair, house, park* and *playground*. Check all seven places are covered.

**5** The children have to toss the coin at each letter junction but if they come to an entrance to one of the leisure areas they have to go and visit it.

**6** Demonstrate at the front with a child and introduce *Hooray! I can go to the zoo*. This means missing a turn but if they are the

first to visit a place, they take the piece of paper with the place name. They have to say in English (*Hooray!*) *I can go to the ...*

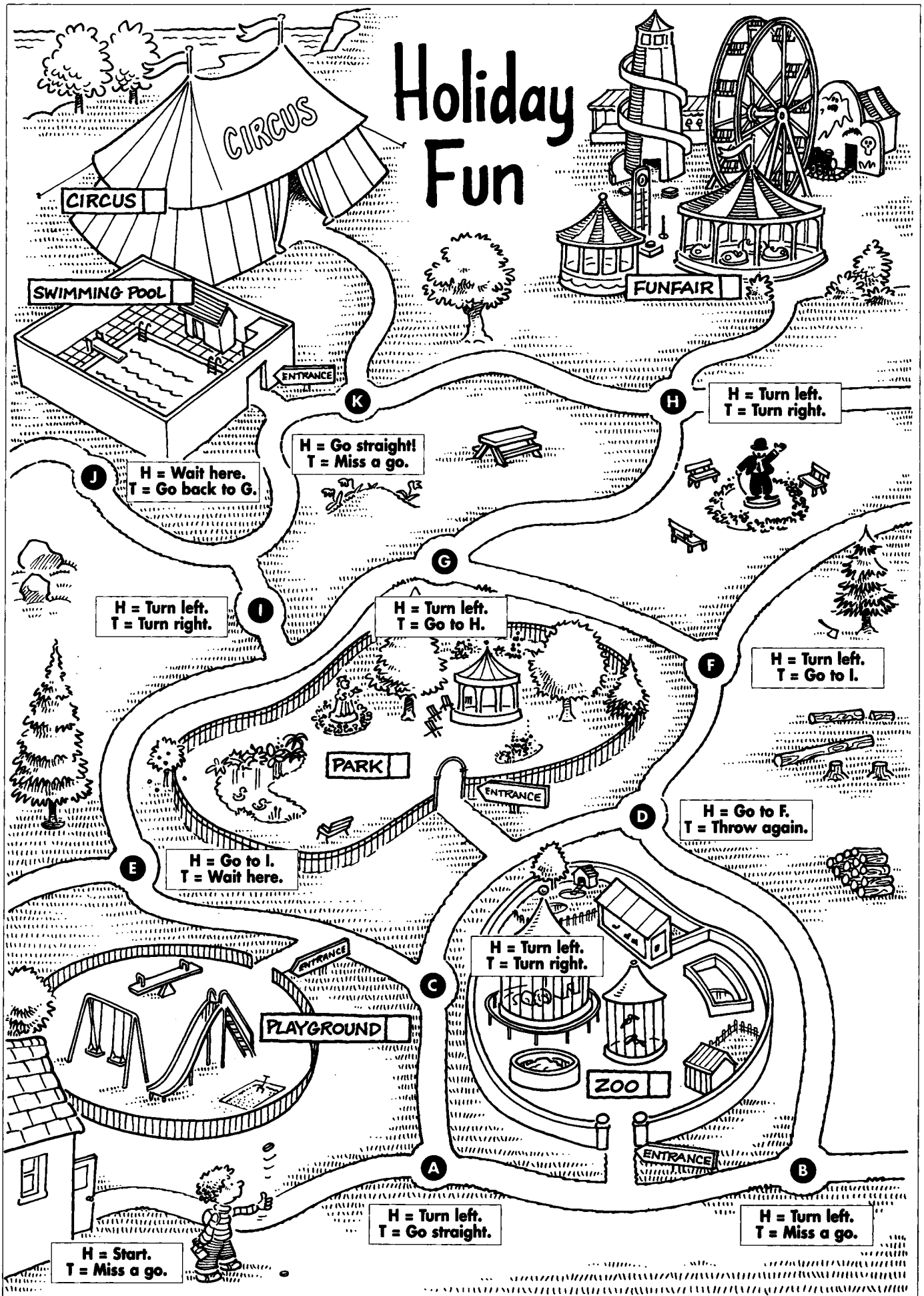
**7** The game is played until both children have reached the circus. The child at the end with the most pieces of paper is the winner.

**FOLLOW-UP ACTIVITY:**

The children can make a list, booklet or display of all the leisure areas in their city, town or village which they like to visit in their free time.

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## ★ ACTIVITY 4A: CHANT: DON'T FORGET YOUR TOOTHBRUSH □

**AIMS:** To practise using *don't*

- To practise using the present continuous
  - To revise family vocabulary and relationships
  - To introduce *It's time to ...*
- LANGUAGE:** Mum, Dad, baby, Granny • Car, toothbrush, rocks, socks, everything, suitcase, holiday
- Sleep, wait, cry, scream, pack
  - It's time to, don't forget, full of

**TIMING:** 35 mins

**GROUP SIZE:** Class

**WHAT YOU NEED:**

Photocopy 4 (top) per child. Cassette (tapescript p.92). Realia of a toothbrush, a pair of socks, a small suitcase, rocks.

**WHAT TO DO:**

**1** Teach *car, toothbrush, rocks, socks* and *suitcase* using realia. Pretend to pack the suitcase with these items and mime how heavy it becomes when imaginary rocks are packed. Ask *What's in my suitcase?* and call one child to pull out the things so the rest of the class can say them together.

**2** Teach *sleep, wait, cry, scream, pack* and *forget* through mime and add *don't* to each one. Check children understand the meaning of *don't*.

**3** Give out photocopy 3. Introduce *Mum, Dad, baby* and *Granny*.

**4** Explain you are going to teach the class a chant. Ask the children to listen and identify where the family are going on holiday

(Granny's) and to listen carefully to what happens to the baby (he changes from sleeping to crying to screaming!).

**5** Play the cassette a few times and let the children say the chant, copying the actions which you demonstrate at the front.

**FOLLOW-UP ACTIVITY:**

Ask three children to be mum, dad and baby and two other children to pack a suitcase. Introduce actions: mum looking at watch, dad impatient in car (yawning or drumming fingers) and baby sleeping. Child 1 is packing the case and child 2 is handing over the toothbrush and socks. The children should mime the family's actions while the rest of the class say the chant again.

## ★★ ACTIVITY 4B: IT'S TIME TO ... □

**AIMS:** To practise using *o'clock* times • To practise describing daily routines • To practise using verbs

**LANGUAGE:** Mum, Dad, baby, Granny • Car, toothbrush, rocks, socks, everything, suitcase • Sleep, wait, cry, scream, pack • It's time to, don't forget, full of

**TIMING:** 40 mins

**GROUP SIZE:** Class/Pairs

**WHAT YOU NEED:**

Photocopy 4 (top) per child. Cassette (tapescript p.92). A clock with moving hands or 12 large clock faces, each marked with a different o'clock e.g. 1 o'clock, 2 o'clock etc.

**WHAT TO DO:**

**1** Teach *car, toothbrush, rocks, socks* and *suitcase* using realia or visuals. Teach *sleep, wait, cry, scream, pack* and *forget* through mime.

**2** Teach *don't* with the same verbs.

See Activity 4A Steps 3-5.

**6** Brainstorm with the class actions they sometimes do on holiday, or when preparing for a holiday e.g. *fly a kite, go fishing, buy tickets, lock the house, walk the dog, read a book* etc. Write and draw these actions on the board. Ask the whole class *What time is it?* Then ask a volunteer to choose an action from the board and say, e.g. *It's time to walk the dog*. The rest of the class then have to mime *It's time to walk the dog*. Tick the action *walk the dog* on the board, so it is not used again. Repeat with other actions and children.

**FOLLOW-UP ACTIVITY:**

Use the classroom clock or paper clocks to practise saying the time. Do this in an entertaining way, e.g. *What's the time Mr Wolf?* with two children and a "wolf" at the front of the class. Ask *What's the time Mr Wolf?* and hold up the "o'clock" time. The class have to say the time together e.g. *It's four o'clock* and the children take the same number of steps e.g. four towards the wolf. The wolf can suddenly say *Yes, It's ... four o'clock and it's time to eat you!* and runs at the two children. If he catches one of them before they sit down, they have to be the next wolf. Now choose two other children to creep up on the wolf.

## ★★★ ACTIVITY 4C: HOLIDAY PASSPORT □

**AIMS:** To fill in a simple form

- To practise asking questions with *Where, When and Who?*
- To practise using seasons/months of the year
- To practise using the present continuous/conditional

**LANGUAGE:** Seasons - *spring, summer, autumn, winter* • Months • Name, age, destination, holiday, passport • *Where would you like to go? When would you like to go? Who would you like to take?* • Friend

**TIMING:** 40 mins

**GROUP SIZE:** Class/Ind/Pairs

**WHAT YOU NEED:**

Photocopy 4 (bottom) per child. Pencils. Map of the world or a globe. Pictures of the four seasons. Names of months on 12 strips of paper.

**WHAT TO DO:**

**1** Teach the months of the year using the strips of paper. Give the strips out to twelve children and ask them to get into the correct order and then say the months aloud. Stick the months up around the room and ask each child to go and stand next to the month of their birthday.

**2** Introduce the four seasons using pictures. Children think about the season in which they most like to go on holiday and about where they would like to go. They also think about the person or people with whom they would most like to travel. Discuss together as a class.

**3** Give out photocopy 4 (bottom) to each child. Explain that the children have to draw themselves and fill in the details on the left hand side of their holiday passport.

Read through the headings as a class so everyone understands what is required.

**4** Split the class into pairs and model a possible exchange at the front with two children, e.g. A: *Where would you like to go?/are you going?* A: *When would you like to go/are you going?* A: *Who would you like to take/are you taking?*

**5** Explain that the children have to fill in the answers for themselves on the right-hand side and then interview one other person. Share some of the answers as a class.

**6** Let the children fold the passport in half and design a cover for it.

**FOLLOW-UP ACTIVITY:**

Let the children draw and label their holiday destinations or write postcards as if they were on holiday there.

# Holidays

## Don't forget your toothbrush!



Mum says we're going on holiday  
She says it's time to pack  
Dad is waiting in the car  
And baby's sleeping in the back.

Don't forget your toothbrush  
Don't forget your socks  
Please don't forget anything  
Oof! Is your suitcase full of rocks?

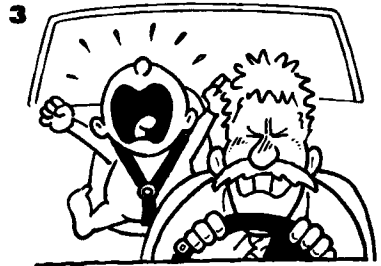
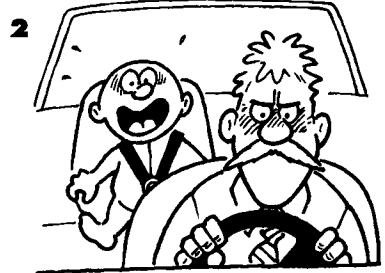
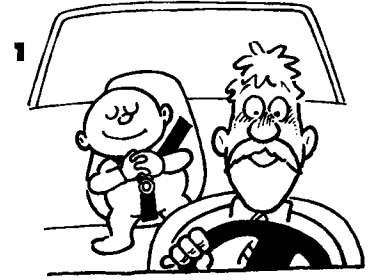


Mum says we're going to granny's  
She says it's time to pack  
Dad is waiting in the car  
And baby's crying in the back.

Don't forget your toothbrush  
Don't forget your socks  
Please don't forget anything  
Oof! Is your suitcase full of rocks?

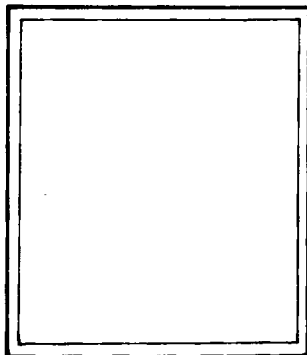


Mum says we're going to be late  
She says it's time to pack  
Dad is waiting in the car  
And baby's screaming in the back!



## Holiday passport

### MY HOLIDAY PASSPORT



NAME \_\_\_\_\_

AGE \_\_\_\_\_

DATE \_\_\_\_\_

HOLIDAY DESTINATION \_\_\_\_\_

Me

My friend

Where?

When?

Who?



# Tapescripts

## OUR WORLD 1B

X has got a red head. X has got green arms and legs. X has got red feet. X's hands are pink. // Beep! Beep! Hello, I'm X! //

Y's blue with yellow feet and hands. // Ssssss. Hello, I'm Y. Ssssss!

Z is green but he's got black feet. // Glurg, glurg, gloop, gloop! Hello, I'm Z. Glurg, glurg, gloop, gloop!

## OUR WORLD 1C

### Tapescript 1

Beep, beep! My name's X. I flew to your world in spaceship A. First I went to planet 5. After that I visited planet 6, then planet 2 and planet 3. Finally I went to planet 10 and then I came to planet Earth. //

Ssssss. My name's Y. I came to planet Earth in spaceship B ... I flew to planet 4 and then to planet 6. Next I went to planet 9 and then your world. Ssssss // Glurg, glurg, gloop, gloop! My name's Z and I travelled in spaceship C. First I went to planet 1 and then I went to planet 7. After that I went to planet 10, planet 8 and planet Earth.

## OUR WORLD 1C

### Tapescript 2

Hello, my name's Z. Glurg, glurg, gloop, gloop! I'm red. I've got yellow eyes. I've got green hands. I've got blue feet and black ears. Gloop ... I'm very beautiful!

## OUR WORLD 3A

Canada, Canada, the United States of America

South Africa, South Africa, South, South Africa

Australia, Australia, New, New Zealand

Ireland, Ireland, Great, Great Britain

People speak English, English everywhere!

## OUR WORLD 4A

I've got the whole world in my hands  
I've got the whole world in my hands  
I've got the whole world in my hands  
The whole world in my hands.

You've got the whole world in your hands ...

She's got the whole world in her hands ...

He's got the whole world in his hands ...

They've got the whole world in their hands ...

We've got the whole world in our hands ...

## OUR WORLD 4B

I've got the whole world in my hands  
I've got the whole world in my hands  
I've got the whole world in my hands  
The whole world in my hands.

I've got the rivers and mountains in my hands ...

I've got the houses and families ...

I've got the birds and animals ...

I've got the flowers and trees ...

## OUR WORLD 4C

This is the key of the kingdom:  
In the kingdom, there's a city,  
In the city there's a town,  
In the town there's a street,  
In the street there's a house,  
In the house there's a room,  
In the room there's a bed,  
On the bed there's a basket,  
In the basket there's a ...

There's a ... in the basket,  
There's a basket on the bed,  
There's a bed in the ...,  
There's a room in the ...,  
There's a house in the ...,  
There's a street in the ...,  
There's a town in the ...,  
There's a city in the kingdom:  
This is the key of the kingdom!

## CHRISTMAS 1A

### Tapescript 1

Picture 1. Colour the presents red, orange and green.

Picture 3. Colour the door green.

Picture 6. Colour Father Christmas's boots black.

Picture 7. Colour the presents blue and yellow.

Picture 9. Colour the door green.

## CHRISTMAS 1A

### Tapescript 2

Picture 1: It's December 24th. It's Christmas Eve. Father Christmas packs Christmas presents.

Picture 2: He flies very fast through the sky.

Picture 3: He stops at house number 12.

Picture 4: He climbs down the chimney - Oof!

Picture 5: Oh no! He's stuck! Help!

And the children wake up!

Picture 6: The boy and the baby pull Father Christmas's boots.

Picture 7: Hello! Father Christmas!

Picture 8: Father Christmas gives the children presents.

Picture 9: Father Christmas opens the door and waves goodbye!

## CHRISTMAS 1C

Picture 1: It was December 24th. It was Christmas Eve. Father Christmas packed his Christmas presents.

Picture 2: He flew very fast through the sky.

Picture 3: He stopped his sleigh at house number 12.

Picture 4: He climbed down the chimney.

Picture 5: Oh no! He got stuck! Help! And the children woke up!

Picture 6: The boy and the baby pulled Father Christmas's boots.

Picture 7: Father Christmas laughed and laughed.

Picture 8: He gave the children their presents. He gave the boy a kite and the baby a bear. Thank you!

Picture 9: But he didn't go up the chimney. Oh no. He opened the door and waved goodbye.

## CHRISTMAS 4A

We wish you a Merry Christmas  
We wish you a Merry Christmas  
We wish you a Merry Christmas  
And a Happy New Year!

## HOLIDAYS 1A

On Monday the Smiths go to the mountains. // On Tuesday they go to the farm. // On Wednesday they go to the swimming pool. // On Thursday they go to the zoo. // On Friday they go to the park. // On Saturday, they go to the beach. // On Sunday, they go to the lake.

## HOLIDAYS 1B

Mum: Let's go to the zoo on Monday.

Dad: Good idea!

Child 1: Let's go to the swimming pool on Tuesday.

Child 2: NO! Let's go to the farm.

Child 1: Swimming pool!

Child 2: Farm!

Mum: Stop it, children! Let's go to the island on Tuesday, the swimming pool on Wednesday and the farm on Thursday.

Children 1 and 2: Okay!

Dad: And let's go to the beach on Friday.

Child 3: And let's go to the lake on Saturday.

Mum: Great! So where are we going today? Let's go to the park!

Everyone: Hooray!

Narrator: Can you guess which day of the week they go to the park? // Yes, it's Sunday.

# Tapescripts

## HOLIDAYS 1 C

Dad: Right, children, what we can do this week?

Child 1: Can we go swimming today, daddy?

Dad: No, but we can go to the swimming pool on Friday. //

Child 2: Can I ride a horse today?

Mum: No, but you can ride a horse at the farm on Wednesday.

Child 3: Well, can we play in the park today?

Dad: No, we can't, but we can play in the park on Thursday, Okay?

Child 3: Oh good!

Mum: I'd like to go to the zoo today but we can't. We can only go to the zoo on Tuesday. That's tomorrow.

Dad: I'd like to sail a boat on the lake but we can't do that until Saturday.

Mum: Can we play tennis today?

Ch 1: No, the tennis court is closed. We can play tennis on Sunday.

Narrator: Now can you guess which day of the week it is? //

Yes, it's Monday. //

Listen again. What can the Smith family do on Monday? (Argument breaks out)

Dad: Oh dear!

Narrator: Where can they go? Choose a place and stick Monday on the place.

## HOLIDAYS 3 A

It's Joe's holiday and he's going to the circus. Joe leaves his house and walks to A, then turns left. He goes between the zoo and the playground. He goes to C and then turns right. He turns left at D and F. He turns left at G and he runs to I. He turns right at I and goes past the swimming pool. He goes to K. He turns left at K and goes to the circus.

## HOLIDAYS 4 A

Mum says we're going on holiday

She says it's time to pack

Dad is waiting in the car

And baby's SLEEPING in the back.

Don't forget your toothbrush

Don't forget your socks

Please don't forget anything

Oof! Is your suitcase full of rocks?

Mum says we're going to Granny's

She says it's time to pack

Dad is waiting in the car

And baby's CRYING in the back.

Don't forget your toothbrush

Don't forget your socks

Please don't forget anything

Oof! Is your suitcase full of rocks?

Mum says we're going to be late

She says it's time to pack

Dad is waiting in the car

And baby's SCREAMING in the back!

## HOW THINGS WORK 1 A

One. Put these on at night to see.

Two. Open this to get in.

Three. Sit on this.

Four. Put luggage in this.

Five. Hold this to turn the car.

## HOW THINGS WORK 1 B

One. Put these on at night to see.

Two. Open this to get in.

Three. Sit on this.

Four. Put luggage in this.

Five. Hold this to turn the car.

Six. Look through this.

Seven. Listen to the radio when this is up.

Eight. These move round and round and move the car along the road.

Nine. This makes the car go.

Ten. These move from side to side on the windscreen.

## HOW THINGS WORK 1 C

One. Put these on at night to see.

Two. Open this to get in.

Three. Sit on this.

Four. Put luggage in this.

Five. Hold this to turn the car.

Six. Look through this.

Seven. Listen to the radio when this is up.

Eight. These move round and round and move the car along the road.

Nine. This makes the car go.

Ten. These move from side to side on the windscreen.

Eleven. This goes round us and keeps us safe in the car.

Twelve. Open this to look in the engine.

Thirteen. Open this to put in the petrol.

Fourteen. These flash and tell which way the driver is going, left or right.

Fifteen. These go on the wheels and make them look good.

## HOW THINGS WORK 4 A

The wheels on the bus go round and round

Round and round, round and round

The wheels on the bus go round and round

All day long.

The bell on the bus goes ting-a-ling-a-ling

Ting-a-ling-a-ling, ting-a-ling-a-ling

The bell on the bus goes ting-a-ling-a-ling

All day long.

The doors on the bus go open and shut

Open and shut, open and shut

The doors on the bus go open and shut

All day long.

The wipers on the bus go swish swish swish

Swish swish swish, swish swish swish

The wipers on the bus go swish swish swish

All day long.

The driver on the bus shouts 'Move along, please'

'Move along, please, move along, please'

The driver on the bus shouts 'Move along, please'

All day long.

The horn on the bus goes beep beep beep

Beep beep beep, beep beep beep

The horn on the bus goes beep beep beep

All day long.

## HEALTH AND FITNESS 1 A

Vegetables // fruit // cereal // yoghurt // milk // rice // eggs // pasta // beans // fish // salad // bread //

## HEALTH AND FITNESS 1 C

1. Here is a list of the things I eat in a day.// I eat lots of crisps//, and biscuits.// I like to eat lots of chips and I love sweet drinks.// I sometimes eat an apple// but I don't like them much.// Oh! and I have lots of pizzas, too.//

2. I like to eat lots of fruit. // I like cereal. // I eat salad // and sometimes chips. // I eat lots of beans and drink lots of water. // I love bread // and eat lots of yoghurt. // I sometimes eat a little chocolate. //

## HEALTH AND FITNESS 4 A

Head, shoulders, knees and toes, knees and toes

Head, shoulders, knees and toes, knees and toes

And eyes and ears and mouth and nose

Head, shoulders, knees and toes, knees and toes.

## PEOPLE 1 A

I've got long, black hair. I wear small yellow glasses. I've got a black moustache and I've got a long nose. I'm Mr Black. //