

Our World

★ ACTIVITY 1A: WHICH WAY TO EARTH? ☐

AIMS: To introduce space vocabulary • To practise colours, numbers 1-10 and the alphabet • To follow a sequence e.g. a journey
LANGUAGE: *I come from ..., my name's ..., it's nice to meet you, Hello, how do you do?* • Numbers 1-10 • *Journey, stars, spaceship, monsters, planet, star, space, Earth* • *Green, yellow, red, purple, black, brown, white, orange, blue, pink* • *Letters A, B, C, D, X, Y, Z*
TIMING: 35 mins
GROUP SIZE: Ind/Class/Pairs
WHAT YOU NEED: Photocopy 1 per child. Cassette (tapescript p.90). Colours. Pictures of *spaceship, monster, stars, planet.*

WHAT TO DO:
1 Show the class a picture of the earth or globe. Find out, in L1, which children have already travelled around the world. Ask *Where would you most like to go? What about other planets? Who would like to travel in space?*
2 Give out photocopy 1. Explain that some aliens are visiting our planet. Four strange spaceships are in the sky and three space monsters have already landed. Teach *spaceship, planet, star and monster.*
3 Tell the children they will hear descriptions of each planet. Play tapescript 1. The children make a small mark of colour on each planet as they listen. They can finish colouring the planets later. The children hold up their photocopies for you to check.

4 Explain that the class will now hear the monsters describe their various journeys from their spaceships to Our World. Play tapescript 2. The children listen and trace the routes, using a different colour for each monster.
5 Play tapescript 2 several times until the children have completed the journey.

FOLLOW-UP ACTIVITY: The children draw the monster from spaceship D, decide its route, and draw in a fourth route. They should not show anyone else the route. Split the class into pairs. They then ask each other about the routes.

★★ ACTIVITY 1B: WELCOME TO OUR WORLD! ☐

AIMS: To practise colours and numbers to 10 • To introduce space vocabulary • To practise introductions • To understand descriptions of people
LANGUAGE: Colours • Numbers 1-10 • *Spaceship, monster, planet, space, stars* • *Head, legs, arms, feet* • *Alphabet* • *Touch your ..., He/She has got ...*
TIMING: 40 mins
GROUP SIZE: Class/Ind/Pairs
WHAT YOU NEED: Photocopy 1 per child. Cassette (tapescript p.91). Colours. Pictures of *spaceship, monster, planet, space.*

WHAT TO DO:
See Activity 1A Steps 1-3.
4 Teach the body parts needed for the activity. Use *Touch your ...* and point to your own head, legs, arms and feet. Get the children to point to each part in turn as you say it.
5 Put children into pairs. Explain you will say *A-feet B-head*. A must then touch B's feet and B must touch A's head. Stress safety and gentleness here. The children will have fun making body sculptures.
6 Explain that the children will hear a voice describe the monsters. Play the cassette, pausing where shown (//). The children should listen and colour the monsters' body parts.

7 Play the cassette a second and third time without pauses so the children can check themselves. Finally, working in pairs, they can describe one of the monsters e.g. *A: I've got ... a red head etc. B: You're X. A: Yes!*

FOLLOW-UP ACTIVITY: Explain there is a missing monster which comes from spaceship D. The children can draw the monster and decide which route it took. Ask individuals to tell you the planets it visited. In pairs, children can describe their monsters to each other. Finally, let the children display their monsters so the rest of the class can see them all.

★★★ ACTIVITY 1C: MY SPACE MONSTER ☐

AIMS: To practise body vocabulary • To practise giving instructions • To understand the past tense • To revise colours
LANGUAGE: *Eyes, ears, hands, legs, arms, feet, face* • *He's got yellow eyes, green hands, blue feet and black ears* • *Very ... beautiful* • *I came/flew/visited/went/travelled*
TIMING: 30 mins
GROUP SIZE: Ind/Pairs
WHAT YOU NEED: Photocopy 1 per child. Cassette (tapescript p.91). Colours. Pictures of *globe, eyes, ears, hands, legs, arms, feet, face.*

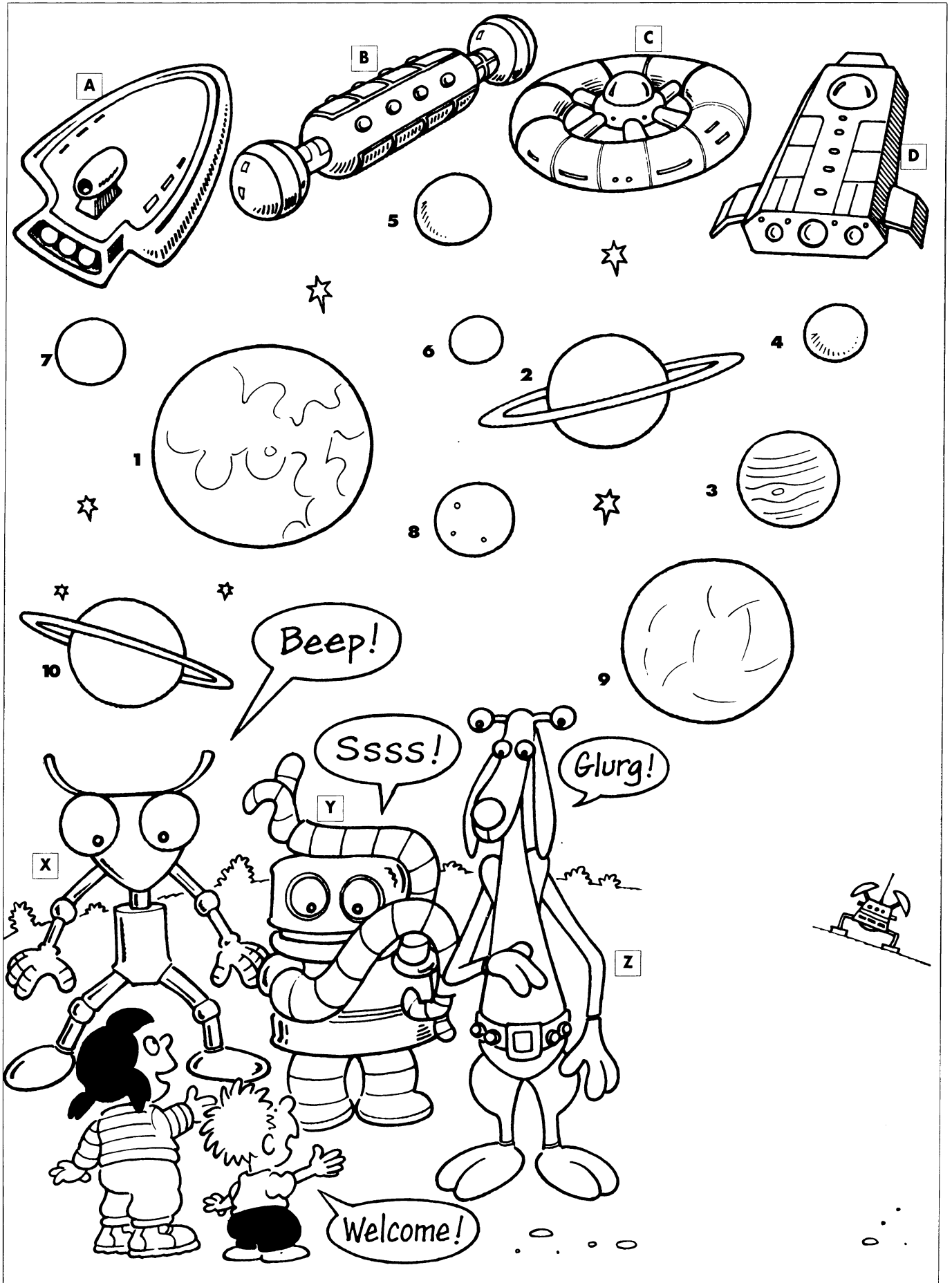
WHAT TO DO:
See Activity 1A Steps 1-2.
3 Explain you will play the cassette which will describe in the past tense the route each monster has taken to reach Earth. Check children understand *I came/I flew/I visited/I travelled ...* The children should listen and trace the route.
4 Play the cassette (tapescript 1).
5 Explain that next they will hear what one of the monsters (Z) looks like (tapescript 2). The children should listen once, then listen again and colour Z.
6 Practise body parts using pictures and the children themselves. Say *Show me your hands ... Touch your feet ... etc.*
7 Put children into pairs and tell them to colour one monster each. A should colour monster X and B should colour Y.

8 Now, back-to-back they describe their monsters to each other (in the 3rd person) and colour what they hear, e.g. *My monster's got a green head and red eyes.*
9 Finally, the children can invent the monster which travelled in Spaceship 4, decide its route to Earth and share this with their partners, describing their monster and its route.

FOLLOW-UP ACTIVITY: Each child could make a 10 item English dictionary of things found in our world in which the aliens might be interested. They should write their definitions in English and present the page of definitions in the same format as a dictionary.

Our World

1



Our World

★ ACTIVITY 2A: ROUND THE WORLD IN ONE LESSON!

AIMS: To develop listening skills

• To practise asking *where?* questions • To introduce English names for countries

LANGUAGE: *Where am I? (you're) in ... Where are you?*

• *Great Britain (the UK), Mexico, France, Italy, Egypt, Greece, Russia, USA, Australia, Japan, India, Spain*
• *Cut, scissors, circle, round, push, pin, turn*

TIMING: 40 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Scissors. Split pins. A completed word wheel. Colours. Cards with a country name on each card. Atlas (Follow-up).

WHAT TO DO:

1 Show the children how to make their wheels. Include *cut, scissors, circle, round, push, pin* and *turn* in the description. They should cut out the largest and smallest circles and join them together with a split pin so the wheels turn. Now tell them to colour one segment of the small wheel and write their name under that face. The rest of the faces are left blank.

2 Teach which country is which and how to say the English names.

3 Give out the cards to individuals and tell them how to say the country. The children say their country aloud and pass the card on to another child. Repeat in a chain.

4 Divide the class into pairs and explain they will play a *Round the World* game.

Call two children to the front to demonstrate.

5 The children should close their eyes and turn the small wheel. When they open their eyes, the small wheels will show which country each child is in. Each child should say *A: Where are you? I'm in ... B: I'm in ...*

6 Both children should tick the country on their wheel which they have visited and have another go. The first child to visit all countries is the winner.

FOLLOW-UP ACTIVITY:

Let the children find the countries in their atlases.

★★ ACTIVITY 2B: WHERE ARE YOU?

AIMS: To practise using English names for countries • To practise asking about location • To practise 3rd person simple

LANGUAGE: *Where are you? (I'm) in ... Where am I? You're in ... Where's ...? (He/She's) in ...*

• *Great Britain (the UK), Mexico, France, Italy, Egypt, Greece, Russia, USA, Australia, Japan, India, Spain*

TIMING: 40 mins

GROUP SIZE: Class/Group

WHAT YOU NEED:

Photocopy 2 per child. Split pins. Scissors. Colours. Cards with one country name on each card. Travel brochures (Follow-up).

WHAT TO DO:

1 Show children how to make their wheels by cutting out the largest and smallest circles and joining them together with a split pin so they can turn. Now tell them to write six sets of initials under the faces on the small wheel (themselves plus five friends, making a group of six).

See Activity 2A Steps 2-3.

4 Children close their eyes and turn the inner wheel. When they open their eyes, the inner wheel will show the country each of the children has visited.

5 The children can now work in groups of six. Each child should hold their wheel securely in their hand. They can ask each other questions within the group, e.g. *A: Where am I? B: You're in ... A: Where*

are you? B: I'm in ... A: Where's Mario/Maria? B: He's/She's in ...

6 The children repeat this process working their way round the other children and keeping the wheels still.

FOLLOW-UP ACTIVITY:

The children, in pairs, could design some travel posters (using old travel brochures if possible) and identify three good things about the country they have chosen e.g. *It's hot. The sea is blue. The food is good.* They could prepare a short publicity presentation to give to the rest of the class, still working in pairs.

★★★ ACTIVITY 2C: WHERE ARE YOU GOING?

AIMS: To practise using the English names of countries • To practise using forms of transport • To practise asking *where?/how?* questions

LANGUAGE: *Where are you going? • Helicopter, train, plane, car, bus, boat • How are you going to travel? By ... • Great Britain (the UK), Mexico, France, Italy, Egypt, Greece, Russia, USA, Australia, Japan, India, Spain*

TIMING: 40 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Split pins. Scissors. Pictures of *helicopter, train, plane, car, bus, boat.*

WHAT TO DO:

1 Show children how to make their wheels. They should cut out all three circles and join them together with a split pin so they can turn. The smallest should be in the centre and the largest on the outside.

2 Now tell them to write their name and five other children's names under the faces on the smallest wheel. Teach the country names.

See Activity 2A Step 3.

4 Teach the forms of transport and teach *How are you going? By ...* Model the dialogue with a child at the front of the class. Call out two other children and let them demonstrate the exchange. *A: How are you going to travel? B: (closes eyes, turns wheels and looks to see which form of transport matches his own name) By ...*

5 The innermost wheel shows the name of the child. The middle wheel shows the form

of transport each child will use to travel to a country. The countries are shown on the largest wheel.

6 The children can now work in pairs. They swap roles and keep going until they have visited six of the countries on the wheel. The first child to visit six different countries wins.

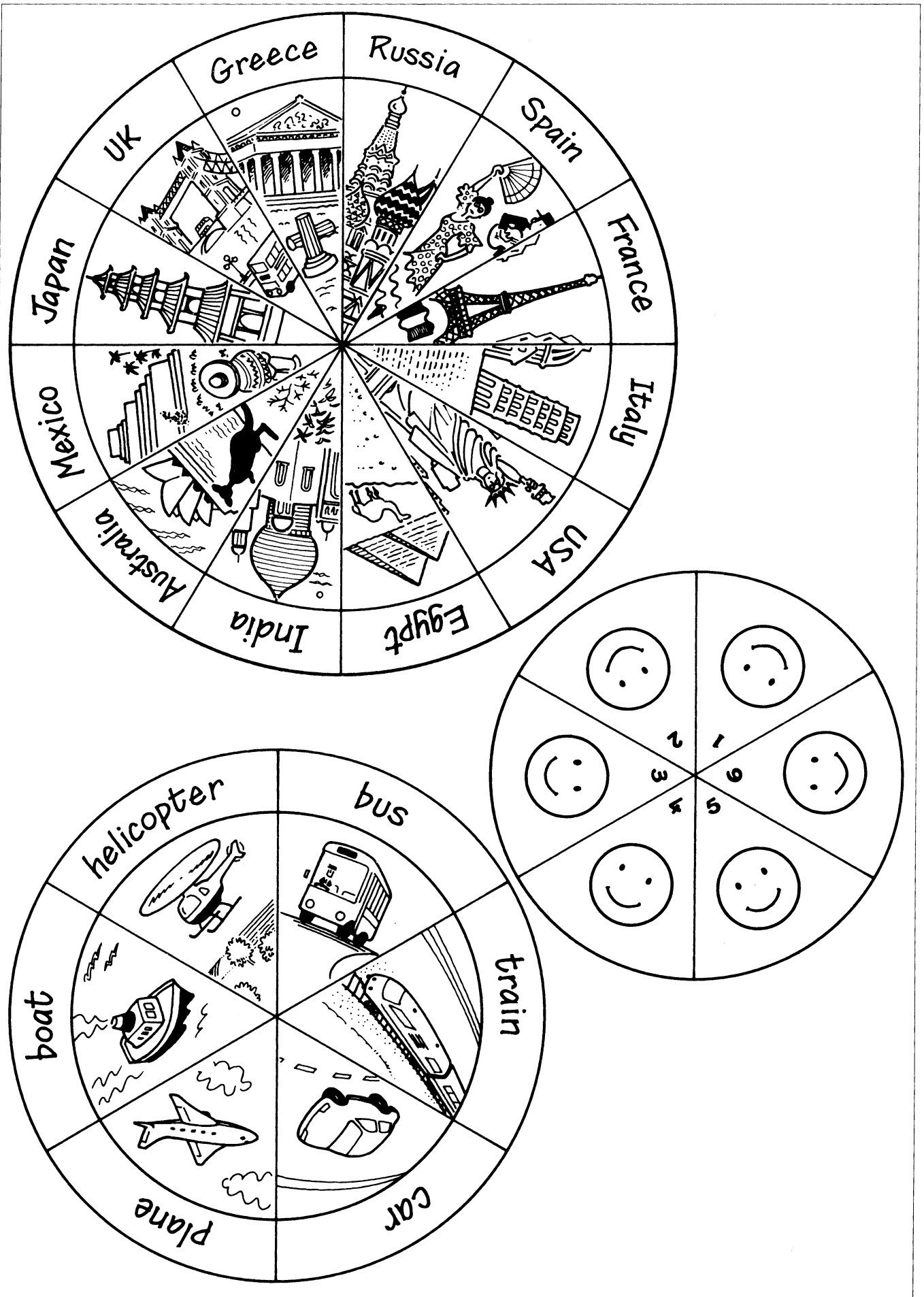
8 Extend to talking about other children on the wheel, e.g. *A: Where is ... going? B: He's going to ... A: How (is he going to travel)? B: By ...*

FOLLOW-UP ACTIVITY:

Let the children set up a roleplay in a travel agency and ask for tickets to different destinations e.g. *A: London, UK please. B: Here you are. A: How much is it, please? B: ... (local currency).*

Our World

2



Our World

★ ACTIVITY 3A: THE ENGLISH SPEAKING WORLD GAME □

AIMS: To read a world map in English • To practise numbers 1-6
• To talk about destinations

LANGUAGE: Numbers 1-6
• Map, world • Great Britain (the UK), Ireland, Canada, USA, Australia, South Africa • I'm going to ..., I've got a ... • Circles
• Where are you going?

TIMING 30 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:
Photocopy 3 per child. Cassette (tapescript p.91). Colours. Scissors. One dice per pair of children. A world map or globe. Travel brochures (Follow-up).

WHAT TO DO:

1 Teach the English names shown on the map. Practise saying the names aloud as a class and chanting them. Play the cassette.

2 Give out photocopy 3. Tell the children to cut off the strips around the map. At this level, they only need the strip with the squares. Each child colours his/her numbered squares with his/her own colour.

3 Play the game in pairs, using dice. The children have to throw a 1 to start. When they throw a 1, they put the square labelled 1 on the UK on the map. They then have to throw a 2 to get to America.

4 Model the exchange at the front of the class with one of the children: *I've got a 1! I'm going to the UK. I've got a 2! I'm going to the USA. I've got a 3! I'm going to Canada.*

5 Explain that if a child doesn't throw the number they need, they are stuck until their next turn. The children take turns.

6 The first child to reach Australia and return to the UK (another 1) wins.

7 Play the game again with the whole class. Copy the photocopy onto the board and ask individuals to throw the dice for you. *Ah! We've got a 4 ... Where are we going? We're going to Ireland.*

FOLLOW-UP ACTIVITY:

Collect some travel brochures and let the children cut out pictures of a destination. They can then ask ten other children e.g. A: *Where are you going (on holiday)?* B: *(I'm going to) Spain.* etc.

★★ ACTIVITY 3B: WHERE ARE YOU GOING? □

AIMS: To practise asking questions • To read a world map in English • To practise numbers 1-12 • To describe forms of transport

LANGUAGE: Numbers 1-12
• Map, world • Great Britain (the UK), Ireland, Canada, USA, Australia, Japan, South Africa, India, Spain, Argentina, New Zealand, Sweden
• Plane, boat, train, bus, helicopter, balloon • I've got ...

TIMING 30 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:
Photocopy 3 per child. Cassette (tapescript p.91). Scissors. One dice per pair of children. Pictures of plane, boat, train, bus, helicopter, balloon. A globe.

WHAT TO DO:

See Activity 3A Steps 1-2. (The children will need all the numbers and pictures, except for the objects strip.)

3 Teach the other countries: Japan, India, Spain, New Zealand, Argentina and Sweden. The children label these in English (next to the triangles) on the maps. Number the map triangles from 7-12, in any order.

4 Hold up the pictures one by one and elicit from the class the appropriate form of transport, e.g. *I'm going by ...*

5 The children now play a game in pairs, using their dice. They should spread their squares and triangles face up but the transport squares should be face down.

6 They have to throw a 1 to start. When they throw a 1, they put the square labelled 1 on the UK on the map. They then have to throw the numbers up to 6, visiting the countries one by one.

7 Model the exchange at the front of the class with one of the children: A (*throws dice*): *I've got a 1!* B: *Where are you going?* A: *I'm going to the UK. (turn over a transport square = bus).* B: *How (are you going)?* A: *I'm going by ... bus.*

8 As the children move around, they place the cut out squares on the map.

9 Next the children start on the triangles. The dice is thrown twice, and the numbers are added up to make a total for each turn. If the total thrown is for a place already visited, the child is stuck until their next turn.

10 The first child to visit all the countries wins.

FOLLOW-UP ACTIVITY:

The children act out a short travel agency role play, e.g. A: *A ticket to New Zealand, please.* B: *How are you going?* A: *I'm going by plane.* B: *Here you are sir/madam.* A: *Thank you.*

★★★ ACTIVITY 3C: GOING ROUND THE WORLD GAME □

AIMS: To practise asking *where, how, what* questions • To describe forms of transport • To widen travel vocabulary

LANGUAGE: As Activity 3B plus • Teddy bear, camera, hat, passport, sunglasses, suitcase
• Where are you going? How are you going? What are you taking? I'm going to/I'm going by ... I'm taking my ...

TIMING: 40 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:
As Activity 3B plus pictures or realia of teddy bear, camera, hat, passport, sunglasses, suitcase.

WHAT TO DO:

See Activity 3A Steps 1-4.

5 Teach the objects shown along the bottom strip, using pictures or realia. Ideally, take in a suitcase and pretend to pack it, e.g. T: *What am I taking? I'm taking my passport ...* etc. Get a child to come and pack the suitcase. T: *What are you taking?* A: *I'm taking my ...*

6 Explain that the children are going to play a game in pairs, using their dice. They should spread their squares and triangles face up but the transport and the object pictures should be face down in two piles.

7 They have to throw a 1 to start. When they throw the 1, they can put the square labelled 1 on the UK. They then have to

throw any number up to six, and visit the countries one by one in any order. Each time a child goes to a new country, they should conduct this exchange: A: *Where are you going?* B: (*throws dice*) *I've got a three. I'm going to Canada.* A: *How are you going?* B: (*turns up transport square*) *I'm going by balloon.* A: *What are you taking?* B: (*turns up object square*) *I'm taking a/my passport.*

8 The first child to visit all the countries wins.

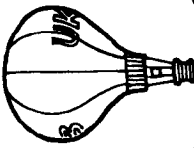
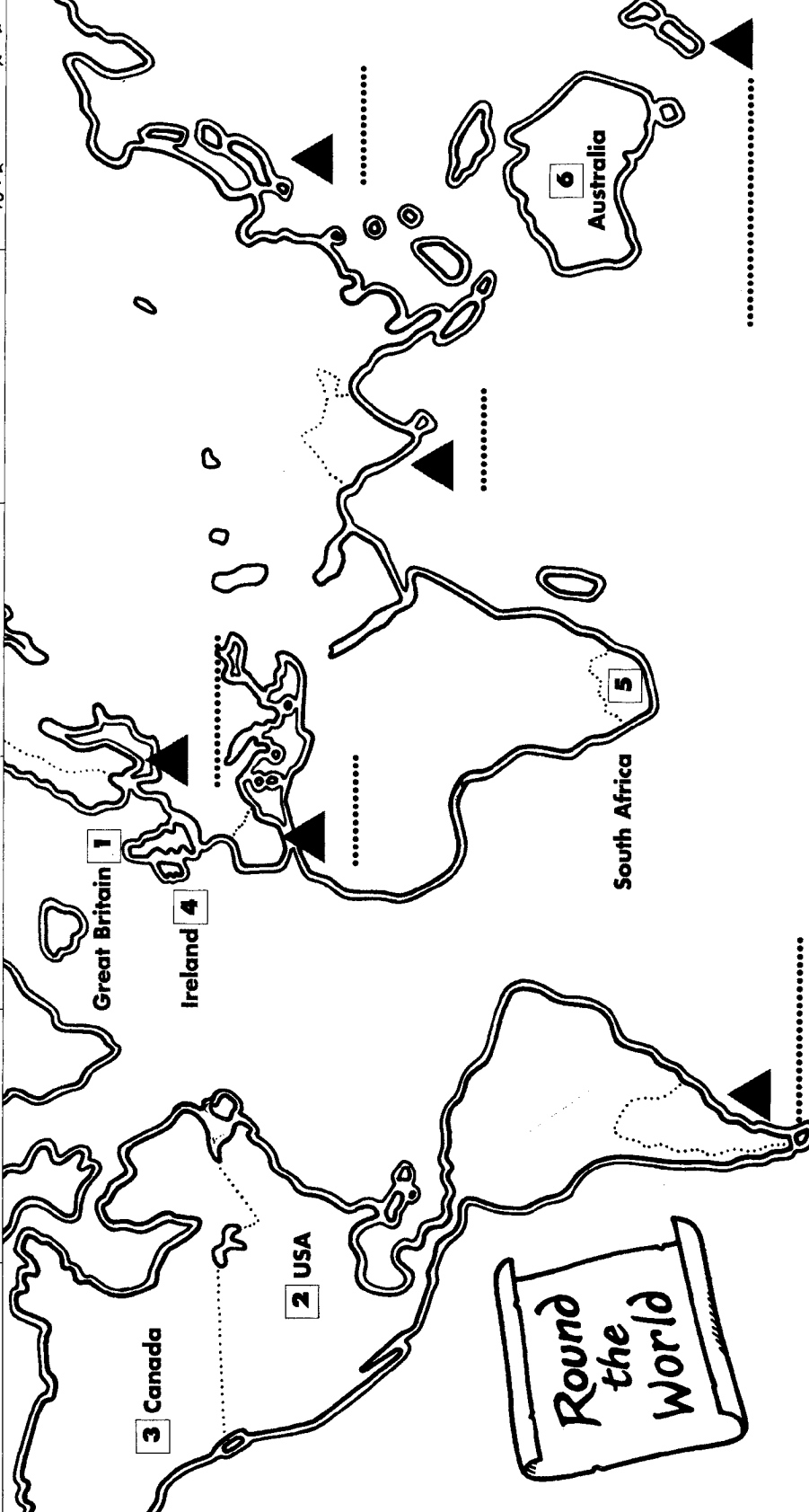

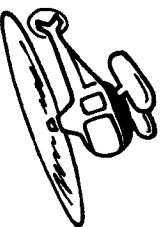
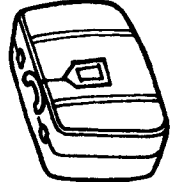
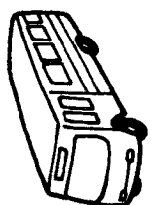

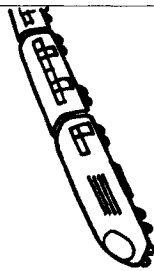
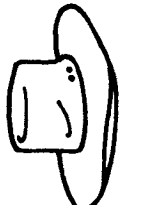

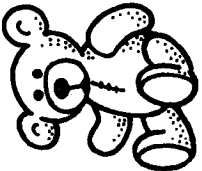

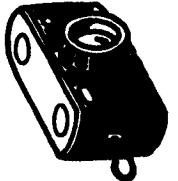
FOLLOW-UP ACTIVITY:

The children draw something from each country, labelling it with an adjective of nationality e.g. *a Canadian stamp, a South African flower*, etc. They could make an international class display from each place.

Our World

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↑ N	1	2	3	4	5	6	W ↓

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Our World

★ ACTIVITY 4A: SONG: I'VE GOT THE WHOLE WORLD IN MY HANDS □

AIMS: To practise describing possessions • To practise using *I've got ...* • To use pronouns *he, she, it*
LANGUAGE: *Hands, in, my, his, her, your, our, their, whole world • I, you, he, she, we, they ... • I've got ...*

TIMING: 30 mins

GROUP SIZE: Class

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.91). Blu-tack. Pronouns - *I, you, he, she, we, they* on pieces of paper. Possessives - *my, your, his, her, our, your, their* on different pieces of paper.

WHAT TO DO:

1 Teach children the pronouns and their possessives *his, her, my, your, their, our*. Ask pairs or individuals to make up a short sentence with one of the possessives in it, e.g. *I like your shoes.*

2 Use personal possessions in the classroom to demonstrate which possessive should be used. All children hold up something which belongs to them, e.g. *She's got a red pen. Is it my pen? Is it his pen? Your pen? No, it's her pen.* etc.

3 Attach the pronouns to the board and give the possessives to individuals. They should try and match the possessive to the pronoun, e.g. *he/his, she/her, I/my, you/your, they/their, we/our.*

4 Explain that the children are going to learn an action song about the world. Teach the following actions. For *I*, the children should point to themselves. For

you, they point to each other. For *he/she*, they point to someone of the appropriate gender. For *we*, they link arms with their neighbours. For *they*, they point to another pair. They should also include these actions: For *Whole world*, they can make a big circle above their heads. For *In my/your/our hands*, they should bring their hands down to cup them.

5 Play the cassette. Let the children follow the song, just doing the actions at least twice before they learn the words.

FOLLOW-UP ACTIVITY:

The children change the words using: *We've got ... (your country's name) in our hands; We've got ... (the town of ...) in our hands...; We've got ... (street for school) street in our hands; We've got ... (name of school) school in our hands* etc

★★ ACTIVITY 4B: SONG - WIDER VOCABULARY □

AIMS: To practise vocabulary of natural features • To enable pupils to add lyrics of their own

LANGUAGE: *Rivers, mountains, birds, animals, flowers, trees • Hands, in, my, his, her, your, our, their, whole world • I, you, he, she, we, they ..., I've got ...*

TIMING: 35 mins

GROUP SIZE: Class/Group

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.91). Colours. Blu-tack. Cards. Pictures of *rivers, mountains, birds, animals, flowers, trees*. Paper.

WHAT TO DO:

1 Use the pictures to teach *mountains, rivers, houses, families, birds, animals, flowers* and *trees*. Write the words on pieces of paper and attach them to the blackboard, next to each visual.

2 Agree an action for each word with the class e.g. for *river*, you could use one hand moving up and down like waves to represent water. For *bird*, you could use two hands to represent wings etc.

3 Explain that the children are going to learn a song about the world.

4 Play the cassette through, then play it verse by verse, teaching the words.

5 Split the class into groups and give each group one verse. Use the word cards as prompts, indicating one group of children at a time to sing a specific verse.

6 Ask the class to suggest other words which could make new verses for the song and sing them altogether, e.g. *girls, boys, and babies, lots of people, hills and valleys, sun, moon and stars* etc.

FOLLOW-UP ACTIVITY:

Let each of the children make a small book showing all the features, e.g. *rivers, mountains, birds and animals, flowers and trees*. They can give it the title *My World*.

★★★ ACTIVITY 4C: THE KEY OF THE KINGDOM □

AIMS: To introduce location vocabulary • To practise definite/indefinite articles • To learn a traditional British rhyme/riddle

LANGUAGE: *Town, city, house, key, kingdom, flowers, basket, bed, room, street • This ..., there is ..., there are ... • Whose ...?*

TIMING: 20 mins

GROUP SIZE: Ind

WHAT YOU NEED:

Photocopy 4 (bottom) per child. Cassette (tapescript p.91). A key, preferably large and old. A basket. A few fresh flowers. Pictures of *bed, room, house, street, king*.

WHAT TO DO:

1 Show the class the key. Ask them for words which rhyme with *key* e.g. *knee, tea, sea, we, he, she*. Discuss in L1 how some poems and songs rhyme while others do not.

2 Explain you are going to show them an old English riddle. Explain *riddles* in L1. A riddle is a poem which requires the reader or listener to guess the subject of the riddle.

3 Establish whether the place the children live is a village, town or city. Is the school in a big street or a small street?

4 Show a picture of a king. Explain a country with a king can be called a kingdom. Tell the class the key belongs to the king. *Whose key is this? It's the king's.*

5 Read the poem to the class. Then ask them what they think the writer was trying to do (go from large to small).

6 Read the first verse again and ask the class to read it aloud as well.

7 Explain you are going play the cassette so the children can hear the reverse (from small to large). They have to listen and then write in the missing words in the second verse. Point out that the tapescript doesn't tell us what is in the basket.

8 The children have to decide what they want in their basket. They should draw their object in the empty box. Explain you have chosen flowers to go into the basket. Show fresh flowers and your basket.

FOLLOW-UP ACTIVITY:

The children can illustrate and label the riddle, drawing and labelling each of the items. Each child chooses something original for the object in the basket.

Our World

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

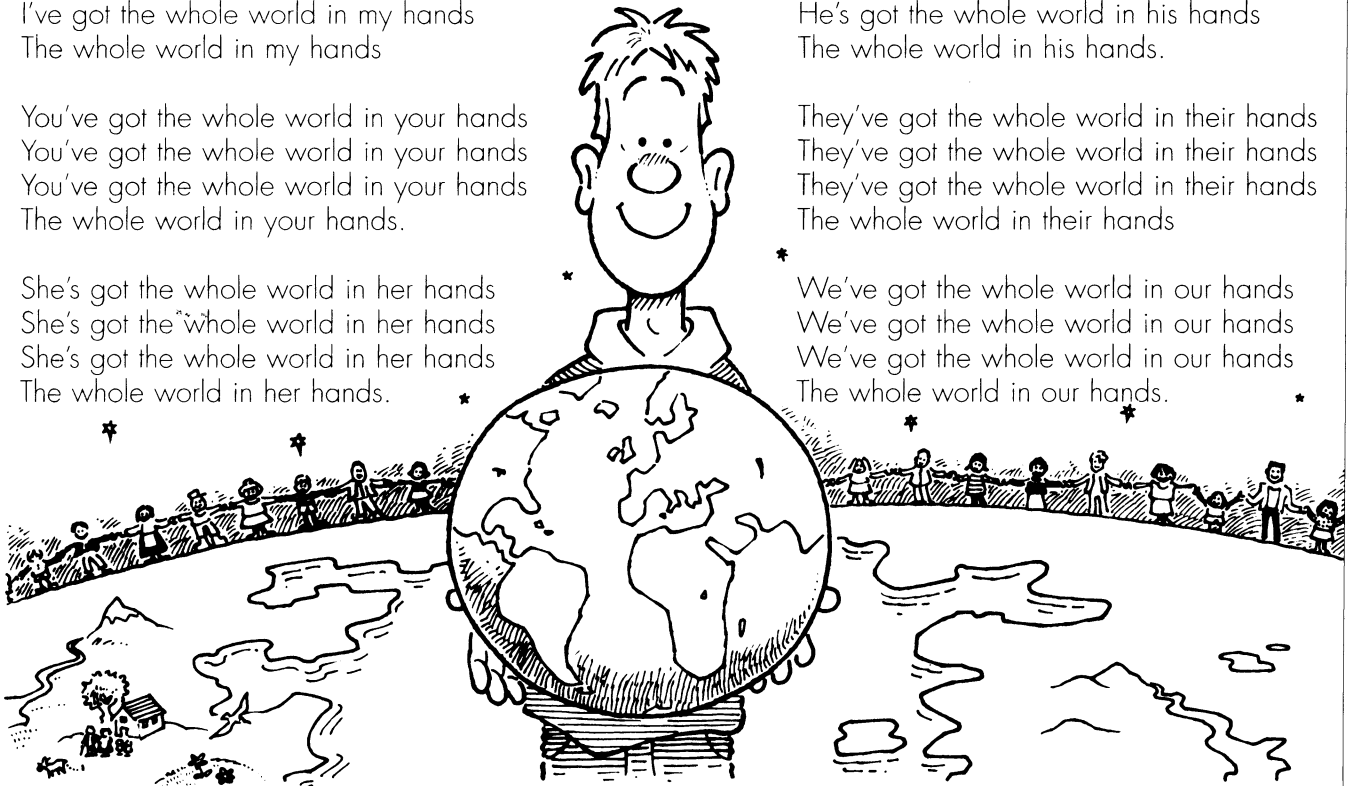
You've got the whole world in your hands
 You've got the whole world in your hands
 You've got the whole world in your hands
 The whole world in your hands.

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

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

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

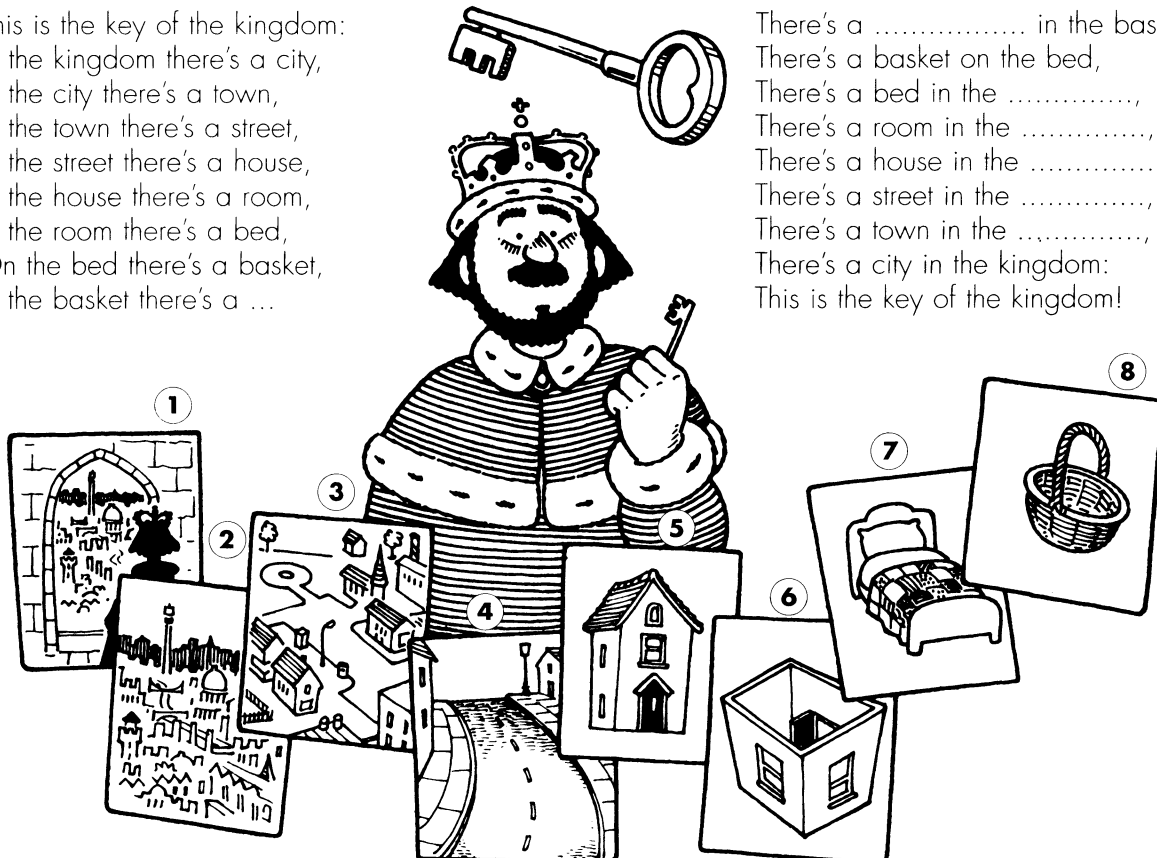
We've got the whole world in our hands
 We've got the whole world in our hands
 We've got the whole world in our hands
 The whole world in our hands.



This is the key of the kingdom

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!



Tapescripts

FAMILIES 1A

Hello. // My name is Susan.// Can you see me in the picture? // This is a picture of my family. // The girl next to me is my sister. // The boy next to me is my brother. // The woman next to my brother is my aunt. // She is holding the baby. // Next to my aunt is my mother. // Next to my mother is my grandfather. // Next to my grandfather is my grandmother. // Next to my grandmother is my cousin. He's playing football. // Next to my cousin is my father. // Next to my father is my uncle. // Next to my uncle is my cousin.

FAMILIES 1B

Hello. // My name is Susan. This is a picture of my family. // I am standing in between my brother and sister. // They are twins. // My grandfather is sitting behind the table. // My mother is behind my grandfather. // My aunt is next to my mother. // She is holding a baby. // The baby is my baby cousin. // My grandfather is sitting next to my grandmother. // Next to my grandmother is my cousin. // My father is next to my cousin. // Next to my father is my uncle. // My cousin is next to my uncle.

FAMILIES 1C

Hello. My name is Susan. // This is a picture of my big family. // I'm going to tell you who they are. // Sitting down behind the table is my grandfather. // His name is Tom. // My grandmother is also sitting down. // Her name is Mary. // Behind my grandfather is my mother. // Her name is Anne. // My aunt is holding the baby. // My aunt's name is Sandra. // The baby's name is Alex. // Next to my grandmother is my cousin Sam. He's playing football. // Next to Sam is my father. // His name is John. // Next to my father is my uncle. // His name is Robert. // My cousin, Jane, is next to my uncle. // My brother and sister, who are twins, are standing each side of me. // My brother's name is Nicholas. // My sister's name is Nancy. // How old do you think we all are?

FAMILIES 4A

There are three in my family: my father, my brother and me! What about you?// There are five in my family: my father, my mother, my sister, my brother and me. What about you?//

There are four in my family: my mother, my grandmother, my sister and me! What about you?

FAMILIES 4B

The farmer wants a wife
 The farmer wants a wife
 Ey-ay-adio
 The farmer wants a wife.

The wife wants a child
 The wife wants a child
 Ey-ay-adio
 The wife wants a child.

The child wants a dog
 The child wants a dog
 Ey-ay-adio
 The child wants a dog.

We all stroke the dog
 We all stroke the dog
 Ey-ay-adio
 We all stroke the dog.

ANIMALS 1A

Hello! My name's Sammy. I'm a snail. Come with me! // I say Hi! to my friend the spider and then I go around a tree. // I say Hello to the bee, then I go over a small bridge and along a log. // Next, I go up, up, up and down down, down. // I go round the rocks and say Hello to the worm. // Good! Here's my house.

ANIMALS 1B

Tapescript 1
 Sammy Snail, Sammy Snail
 Follow Sammy's slimy trail.
 He goes up and he goes down
 He goes round and round and round.
 Sammy Snail, Sammy Snail.
 Follow Sammy's slimy trail
 He goes left, he goes right
 He goes out by day and night.

ANIMALS 1B

Tapescript 2
 Poor Sammy Snail's lost. He can't remember which way to go. Listen and trace. First he goes straight to the frog, then round to the spider and then left round the bee. // Then he goes right over the small bridge, and right again, over the log. // Next, he goes left, up the hill and down again. // He turns left again and goes right between the worm and the rocks. Hooray! He's home!

ANIMALS 1C

Sammy Snail: I'm Sammy Snail. Which way is my home? Can you help me? // Er ...Yes, I go along here and I go straight. Who can I see?
 Spider: Frog.
 Sammy Snail: And I go right. What can I see?
 Spider: A tree.
 Sammy Snail: Now I go round here and then I turn left and go over the big bridge and over the stones. // Who can I see?
 Spider: Rabbit.
 Sammy Snail: I turn right and I go along the log. I turn right again and I see some rocks. // I turn right and go over the rocks and down to my house.

ANIMALS 4A

Five little speckled frogs
 Sit on a speckled log
 Eating most delicious bugs, munch, munch
 One frog jumps in the pool
 Now he is nice and cool
 So now there are four frogs
 ... eating bugs for lunch!

Four little speckled frogs ...
 Three little speckled frogs ...
 Two little speckled frogs ...
 One little speckled frog ...

OUR WORLD 1A

Tapescript 1
 Planet 1 is green. Planet 2 is yellow. Planet 3 is red. Planet 4 is purple. Planet 5 is black. Planet 6 is brown. Planet 7 is white. Planet 8 is orange. Planet 9 is blue. Planet 10 is pink.

OUR WORLD 1A

Tapescript 2
 Beep, beep! My name's X. I come from spaceship A. This is my journey. From spaceship A I go to planet 5 ... to planet 6 ... to planet 2 ... to planet 3 ... to planet 10 ... and here I am. // Sssss. My name's Y. I come from spaceship B. I go to planet 4 ... to planet 6 ... to planet 9 ... and to your world. Sssss. How do you do? // Glurg, glurg, gloop, gloop! My name's Z and I come from spaceship C. I go to planet 5 ... to planet 1 ... to planet 8 ... to planet 9 ... and then to planet Earth. Hello!

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.