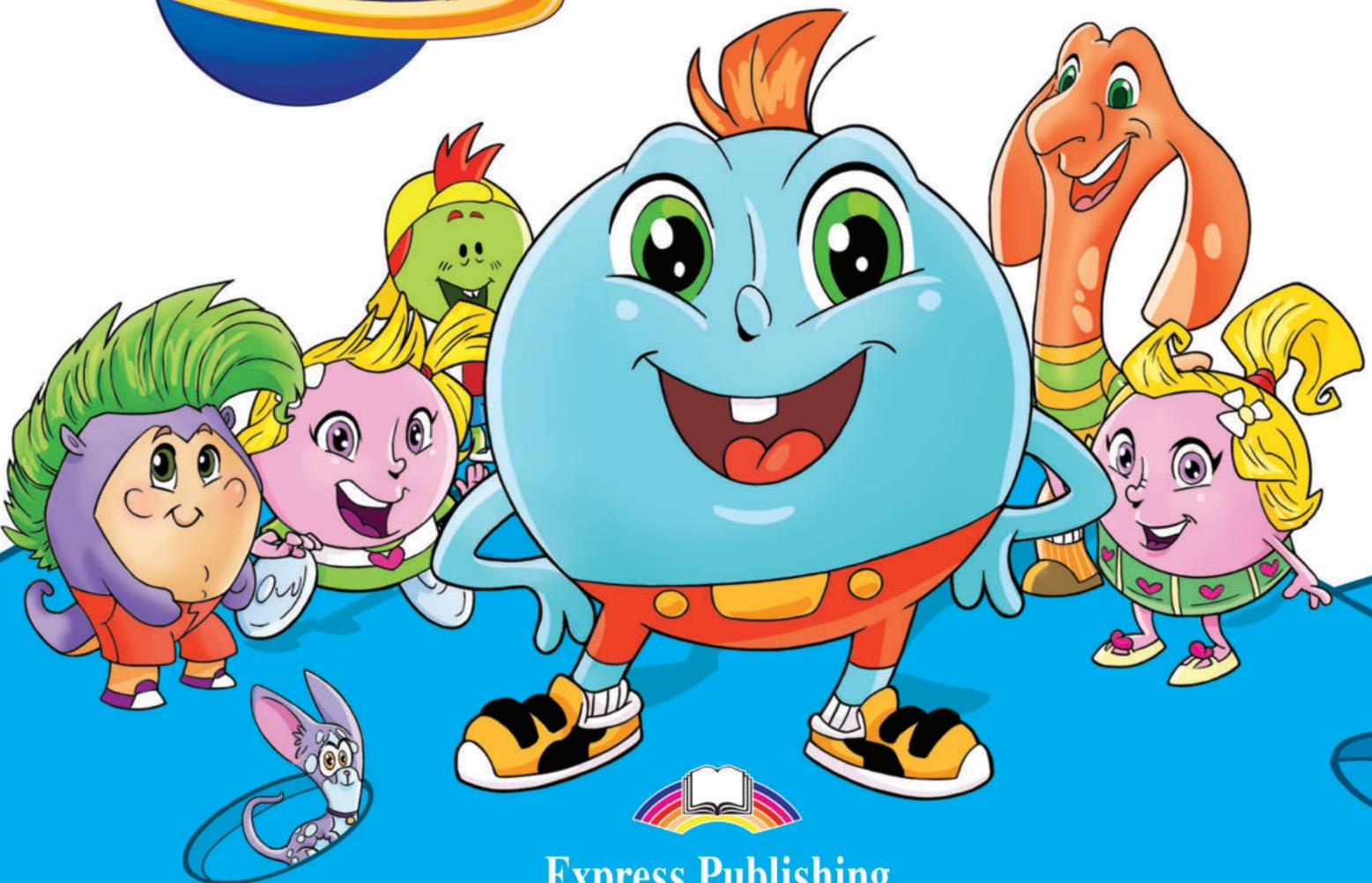
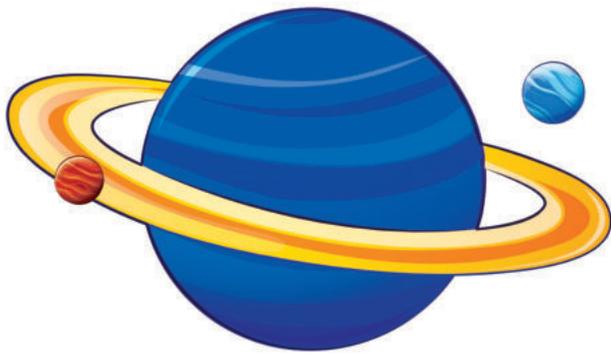


# THE FLIBBETS

Jenny Dooley - Virginia Dooley

# 1

## Teacher's Book

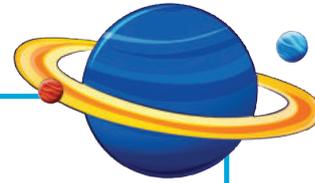


Express Publishing

# THE FLIBETS

## 1

### Teacher's Book



### CONTENTS

Map of the course .....	p.	2
Introduction .....	p.	4
Welcome Back .....	p.	20
Starter Module - Hello! .....	p.	28
Module 1 - My room .....	p.	38
Module 2 - My classroom .....	p.	60
Module 3 - Jobs .....	p.	82
Module 4 - My toys .....	p.	104
Module 5 - At the farm .....	p.	126
Module 6 - My food .....	p.	148
Module 7 - My body .....	p.	170
Module 8 - The weather .....	p.	192
Special Days: Father's Day .....	p.	214
Activity Book: Phonics (Key & Instructions) .....	p.	216
Evaluation Charts .....	p.	220
Worksheets (Photocopiable material) .....	p.	223
Pupil's Cards (Photocopiable material) .....	p.	257

Jenny Dooley - Virginia Dooley



**Express Publishing**

# MAP OF THE COURSE

## S Hello!

### Vocabulary

brother, mummy, daddy, grandma, grandpa, sister, bag, book, crayon, pencil, blue, green, red, yellow, ball, doll, teddy bear, one, two, three

### Structures

Hello! I'm (Zac). Hi, (Zac)! / Who's this? (Mummy). / Look! A (red bag). I've got a (red bag). / Look! (Three balls).

## 1 My room

### Vocabulary

bed, chair, lamp, table, computer, mat, robot, toy box, four, five, six

### Structures

What's this? (A bed). / Where's the (mat)? It's (in/on/under) the (chair). / Where's Kit? Kit is (in the toy box). / Go to bed early. Goodnight. / Count with me: four, five, six. / Look! It's my robot. It's (blue, green and yellow)!

### Think!

Observation: spotting differences through comparing similar items

### Values

Go to bed early

### CLIL

MATHS: Counting items

### Phonics

/l/ sound

Show the class! Making a robot

## 2 My classroom

### Vocabulary

bin, board, door, window, desk, pen, pencil case, rubber, crayons, circle, square

### Structures

Look – a (door)! / Look at the (door). The door is (green). / How many (pens)? (Three). / What's in your pencil case? (Two pens). / How many (pens), (Dan)? No (pens), Miss. Oh dear! / (Six pens), Miss! Well done! / Oh dear! / Well done! / How many (circles)? (Four). / Look – (two pens and two pencils)! / How many (desks)? (Three).

### Think!

Logical thinking; sorting what items go in a pencil case

### Values

Being ready for school

### CLIL

MATHS: identifying and cutting out shapes; counting shapes

### Phonics

/p/ sound

Show the class! Making a pencil holder

## 3 Jobs

### Vocabulary

doctor, firefighter, police officer, teacher, builder, chef, farmer, sailor, accident, fire

### Structures

(He's/She's) a (teacher). / Look! Here's (Mr Pad). (He's) a (police officer). / Help, please! OK, let me try. / Let's work together! / Oh no! (Fire)! Look! Here's a (firefighter)! Help, please! / Look at me! I'm a chef.

### Think!

Focusing on detail; observing; Logical reasoning; analyzing and discriminating parts of uniforms

### Values

Working together

### CLIL

PSHE: Emergencies (*who to call*)

### Phonics

/f/, /v/ sounds

Show the class! Making a chef's hat

## 4 My toys

### Vocabulary

bike, car, plane, train, blocks, bus, kite, scooter, brown, pink, purple

### Structures

I've got a (bike). / I've got a (train). A (red toy train). / Let's play with the (blocks). / A (blue bike). / A (small/big) (blue bike). / Look what I've got! I've got a (train). A (blue toy train)! Wow! / I've got new (blocks)! Wow! That's great! / Wow! (A brown train)!

### Think!

Ordering and sequencing (*What's next?*)

### Values

Be happy for others

### CLIL

ART: New colours; tracing and colouring

### Phonics

/k/ sound

Show the class! Making a train

## 5 At the farm

### Vocabulary

cow, duck, frog, horse, rabbit, seven, eight, nine, ten, hard, soft

### Structures

I can see a (cow). / How many ducks? Count with me. (Eight)! / Where are the (horses)? Come with me. / How many horses? Count with me. One, two, three, four. / I love (horses). / It's hard/soft. / Look – this is my farm. / I can see a (cow).

### Think!

Observation: focusing on detail; identifying animals; counting animals in a large scene

### Values

Caring for animals

### CLIL

Science: Physical properties  
(hard/soft)

### Phonics

/t/ sound

Show the class! Making an animal farm

## 6 My food

### Vocabulary

carrots, oranges, potatoes, tomatoes, chicken, eggs, fish, pizza, apple juice, orange juice, water, hungry, thirsty

### Structures

(Carrots), please! / I (like/ don't like) (carrots). / What's for lunch? (Chicken.) / I like (carrots) and (chicken). / Do you like (eggs)? No, I don't. / (Chicken) and (carrots), please. Here you are. Thank you. / It's good for you! / I'm (hungry/thirsty). Here's some (pizza/water). / What's for lunch? Look – (carrots, eggs, tomatoes and chicken)! / I (like/don't like) (carrots).

### Think!

Observation: focusing on detail by identifying shapes and matching them to food items

### Values

Healthy eating

### CLIL

Science: Identifying solids and liquids

### Phonics

/e/ sound

Show the class! Making a healthy plate

## 7 My body

### Vocabulary

arms, feet, hands, legs, clap, kick, shake, stamp, climb, dance, swim

### Structures

These are my (arms). / These are my (hands). I've got (yellow hands). / I can/can't (clap my hands). / I can't (stamp my feet). I can dance like this! / (Stamp your feet). That's easy! / That's great! / I can (climb). I can't (dance). / This is my puppet. Look at the (arms/feet/hands/legs).

### Think!

Observation: focusing on detail by identifying shapes and matching them to actions items

### Values

Accepting others

### CLIL

PE: Physical movements and abilities

### Phonics

/a/ sound

Show the class! Making a puppet

## 8 The weather

### Vocabulary

cloudy, cold, hot, windy, boots, coat, gloves, scarf, summer, winter

### Structures

It's (cold) today. / What's the weather like today? It's (cold). / Look! I'm wearing my (brown boots). / Brr! It's cold! Put on your (hat). / It's (cold) and (windy) here. / I'm wearing my (pink dress). How lovely! / It's (cold/hot). I'm wearing my (coat/ T-shirt). / It's (summer). It's (hot).

### Think!

Logical reasoning; creating associations by choosing weather appropriate clothes

### Values

Dressing for the weather

### CLIL

SCIENCE: Seasons  
(summer/winter – hot/cold)

### Phonics

/w/ sound

Show the class! Making a weather poster

## Special Days: Father's Day

**Vocabulary**  
daddy

**Structures**  
Happy Father's Day!



# Introduction

*The Flibets* is a three-level course for children aged 3-5 years. It is specially designed to develop the listening, speaking, pre-reading and pre-writing skills of young children. Through dialogues, songs, chants, crafts and a variety of fun activities, children are introduced to the English language in a positive and enjoyable way. The carefully graded learning programme ensures that pre-schoolers make simple yet steady progress in English, while cross-curricular (CLIL) and values lessons help with emotional development and thinking skills. Each module has a range of optional games and activities to cater for a variety of teaching situations, enabling the course to be expanded from 80 to 120 hours of teaching.

## Meet *The Flibets*

*The Flibets* are delightful and fun characters that live in a world very similar to our own. Young learners follow the adventures and daily life of *Zac* – a pre-schooler himself – his twin sisters, *Ina* and *Ani*, and his best friends, *Grok*, *Plok* and *Dan*. Together with *The Flibets*, the children experience the world around them and develop life skills and values appropriate for their age level while forming a solid foundation in the English language.



## Components

### • Pupil's Book

The *Pupil's Book* has been designed to engage the children and encourage them to participate in class. It contains eight modules of ten lessons each. Each module has a central theme and builds up language gradually by focusing on vocabulary first and then structures that are naturally used within that theme. Using colourful illustrations, the language is then highlighted in a story and further consolidated through:

- animated songs, chants and games
- fun craftwork and 'Show the class' lessons
- captivating animations and videos
- thinking skills, values, and CLIL lessons

The Pupil's Book also includes:

- I **Hello!** A starter unit to introduce and/or revise the characters and the key vocabulary found in *Flibets Starter* which is needed to continue to Level 1.
- II **Phonics** An optional section to practise sound recognition and introduce letters.
- III **My Picture Dictionary** The core vocabulary in pictures that can be used as reference.
- IV **Special Days** An optional lesson about *Father's Day*.
- V **Stickers** The stickers are used in Lesson 10. This is a fun way to help learners retain vocabulary and practise fine motor skills.

## Key Features of a Module

### Lesson 1 – New words

**FOCUS:** Presentation and practice of thematic vocabulary items.

In Lesson 1, vocabulary is presented during *Circle Time*, using the IWB or the flash cards and the Zac Puppet. Further practice and consolidation follow during *Table Time*.

**1** My room Lesson 1 **New words**

1 Listen & say. 2 Listen & circle. 3 Point & say.

Vocabulary: bed, chair, lamp, table  
Structures: 'What's this?' '(A bed.)'

*Listen & say* tasks provide an audio pronunciation model.

Vignettes clearly illustrate the task instructions for the learners.

Vocabulary practice tasks involve colouring, circling, tracing, matching and counting. Listening tasks may be combined with any of the above.

All new vocabulary is presented in coloured font and all new structures are in bold print for the teacher's easy reference.

### Lesson 2 – Let's chat!

**FOCUS:** Consolidation of vocabulary and presentation and practice of a language structure.

In Lesson 2, a language structure is presented and practised through enjoyable speaking tasks that may also include a listening activity.

Lesson 2 Let's chat! AB p. 6

1 Trace. 2 Point & say.

Vocabulary: bed, chair, lamp, table  
Structures: 'What's this?' '(A bed.)'

Additional *Activity Book* tasks.

Pre-writing tracing activities are used to help children develop fine motor skills and pencil-to-paper control.

Lesson 2 activities include listening, matching, tracing, focusing on detail by locating objects, drawing, circling, songs, etc.

*Point & say* tasks reinforce the vocabulary and the structures learnt.

# Introduction

## Lesson 3 – Let’s sing!

**FOCUS:** Presentation and practice of additional thematic vocabulary through a song or chant.

In Lesson 3, additional thematic vocabulary and structures are presented and reinforced through a song or chant.

Starting lines are given as examples in matching tasks.

Lesson 3
Let's sing!

**10**    1 Listen & say.    2 Match.    3 Listen & sing.    Vocabulary: computer, mat, robot, toy box  
 Structures: 'Where's the (mat)?' 'It's (in/on/under) the chair!'

The animated songs or chants usually include TPR actions (described in the Lesson plan in the Teacher's Book).

Lesson 3 activities include listening tasks, colouring, tracing, matching, choosing the right answer, counting, etc.

This lesson always features one of the two songs included in each module.

## Lesson 4 – Think!

**FOCUS:** Thinking skills and cognitive development.

Lesson 4 revises language taught in previous lessons with the possible addition of a new structure. The aim of this lesson is to help children develop their thinking skills through a variety of fun tasks.

*Point & say* tasks include practice of vocabulary learnt in the module and can be an introduction to the targeted thinking skills required for the lesson.

Lesson 4
Think!

AB p. 7

**11**    1 Point & say.    2 Think & circle.    Vocabulary: bed, chair, computer, mat, robot, toy box  
 Structures: 'Where's the (mat)?' 'It's (in/on/under) the (bed)!'

Lesson 4 activities include colouring, matching, tracing, circling or locating items, and may be combined with listening.

Thinking skills include ordering and sequencing, sorting and categorising, observing, focusing on details, comparing, deducing, etc.

# Introduction

## Lessons 5 and 6 – Story

**FOCUS:** Contextualisation of the language learnt through a story.

In Lesson 5, a story is presented in 8 frames. The stories are presented through the *Story Cards* and the story can either be narrated by the teacher or listened to on the class audio or the IWB. A picture discussion and suggested questions are included in the lesson plan to further revise and consolidate the language learnt. In Lesson 6, the story is revised through an animated video and language practice is extended through dramatic play.

*Listen & look* tasks are carried out in *Circle Time*, using the *Story Cards* or the IWB.

Through the stories the children also learn values and social skills.



*Listen & point* tasks are carried out in *Table Time*. The children listen to the story and point to the correct frame in their books to ensure listening comprehension.

Additional tasks promote thinking skills by focusing on details.

The main structures in the story are also consolidated through extra activities in the lesson plan.

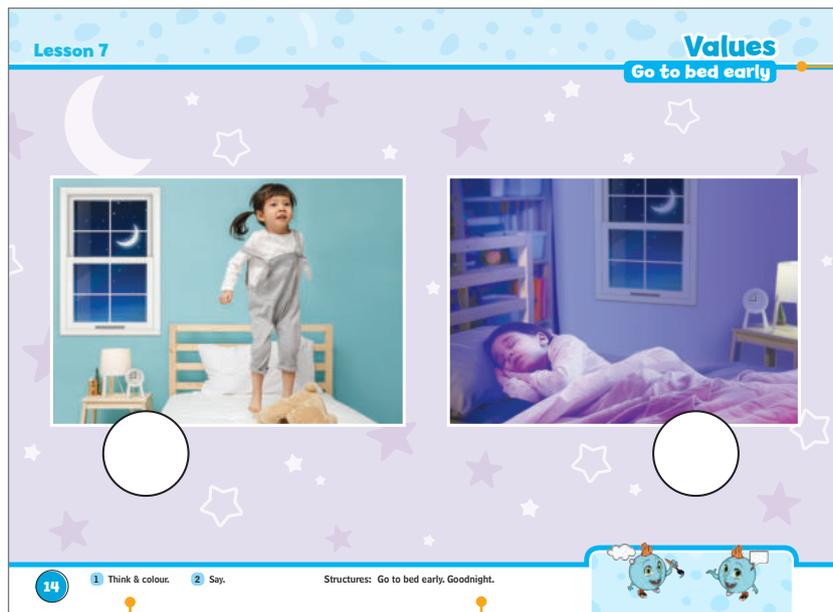
The animated story is included in the IWB.

The target language for the role play is clearly indicated here for easy reference.

## Lesson 7 – Values

**FOCUS:** Presentation and practice of age-appropriate values.

In Lesson 7, values are examined using the language learnt so far. Values help children understand the concepts of responsibility and respect in their family, community and class. Values also help develop emotional intelligence, a sense of self and social skills by helping children realise how their behaviour affects others.



The target value is clearly stated.

Tasks in this lesson include colouring, matching, circling and occasionally a song. They may also be combined with a listening task.

Language related to the target value is clearly indicated.

# Introduction

## Lesson 8 – CLIL

**FOCUS:** Language extension activities through other subject areas.

In Lesson 8, children are given the opportunity to extend and explore the language of the module through other subject areas. On occasion, new vocabulary may be presented here.

*Listen & say* tasks are used as warm-up and revision of the language learnt.

**Lesson 8** AB p. 9 **CLIL: Maths**

1 Listen & say. 2 Trace & match. 3 Listen & sing.

Vocabulary: four, five, six, computer, lamp, robot  
Structure: Count with me: four, five, six.

15

Additional educational videos are included in the IWB that offer children the opportunity to respond to questions using familiar language.

CLIL subjects include Art, Maths, Science, PSHE (*Personal, Social and Health Education*), PE, etc.

Lesson 8 activities may include experiments, tracing, matching, colouring, painting, circling, counting, drawing lines, and occasionally a song.

## Lesson 9 – Show the class!

**FOCUS:** Consolidation of language through craftwork and *Show and Tell* activities.

In Lesson 9, a hands-on craftwork project helps children develop fine motor skills and consolidate familiar language through a *Show and Tell* activity.

The first picture always shows the materials needed for the craftwork, as well as the templates which are included in the *Photocopiable Material* section in the *Teacher's Book*.

**Lesson 9** **Show the class!**

1 2 3 4

16 1 Make a robot. 2 Show & say. Structures: Look! It's my robot. It's (blue, green and yellow)!

Clear, step-by-step picture instructions encourage autonomy during the craftwork activity.

Craftwork is an enjoyable and meaningful way for children to practise fine motor skills, such as cutting, colouring and gluing, while allowing them to explore their creativity.

The language necessary to present the craftwork is clearly indicated.

An example of the completed project is depicted.

# Introduction

## Lesson 10 – Now I can say ... FOCUS: Revision.

In Lesson 10, the children revise and reinforce the language and structures learnt throughout the Module.

*Point & say* tasks are used as warm-up and revision of the language learnt.

**Lesson 10** AB pp. 10-11 **Now I can say ...**

1 Point & say. 2 Find & stick. Vocabulary: bed, chair, computer, lamp, mat, robot, table, toy box  
Structures: 'What's this?' 'It's (a bed)!' 'Where's the (lamp)?' 'It's (in/on/under) the (table)!'

17

Upon completion of each module, the young learners will feel a sense of accomplishment which can be reinforced with a reward sticker or stamp.

This space is provided for either a reward sticker, which is included in the *Stickers* pages of the *Pupil's Book*, or a reward stamp which can be found in the *Teacher's Extended Pack*.

The *Find & stick* task encourages the children to identify, locate and place a sticker in the correct place. This is a fun way to further practise fine motor skills. The stickers can be found at the back of the *Pupil's Book*.

The optional *Phonics* section introduces young learners to the sounds and shapes of the letters of the English language. There are eight sounds in *Starter* and *Level 1* and ten sounds in *Level 2*. These optional lessons can be carried out at the end of each module.

*Trace the letter* tasks focus on letter identification, directionality, fine motor skills, and hand-eye coordination.

*Listen & say* tasks focus the children's attention on the sounds presented and provide a good pronunciation model for them to imitate.

**Phonics (optional)** Module 1 AB p. 54 **My room**

88 1 Listen & say. 2 Trace the letter. 3 Colour & say.

Phonics consolidation tasks involve colouring, identifying sounds, matching, joining dots, etc.

**Look for additional sound identification tasks and interactive games designed for the Phonics section in the IWB!**

# Introduction

- **Activity Book**

While the *Activity Book* is an optional component, it is highly recommended that it is used in class as it offers consolidation tasks for further practice and reinforcement.

The *Activity Book* contains an introductory module called *Welcome Back*, a starter module called *Hello!* and eight modules corresponding to the *Pupil's Book* with additional pre-reading practice and consolidation. Each lesson in the *Activity Book* revises two of the lessons covered in the *Pupil's Book* and includes an additional *Let's play!* activity at the end of each module.

At the back of the book there are optional *Phonics* activities and *Character Cutouts*. The *Phonics* activities aim to consolidate the *Phonics* lesson in the *Pupil's Book* and the *IWB*, and they can be done in class or assigned as homework. The *Character Cutouts* can be made into stick puppets for use during language activation stages such as dramatic play (see *Teacher's Book Hello! Module p. 31 for instructions*).

**Welcome Back!** is an optional eight-page introductory module. Each page revises and/or presents the key vocabulary of *The Flibets Starter* which is needed to continue to *Level 1*. Children who have completed *The Flibets Starter* will be familiar with this vocabulary. Each lesson incorporates revision and/or presentation of the vocabulary, to be used accordingly by the teacher.

- **Teacher's Book**

The *Teacher's Book* includes easy-to-follow, step-by-step lesson plans. Each lesson contains teaching *Tips* and an optional *Zac's Zone* section with a wide range of games and activities, enabling the course to be extended anywhere from 80-120 teaching hours.

The *Teacher's Book* also features:

- a materials checklist for the tasks in each lesson
- tasks that focus on cognitive as well as fine and gross motor skills development
- age appropriate CLIL lessons and videos
- activities to emphasise values
- the targets and objectives of the series
- guidelines on classroom management and teaching young learners
- photocopiable *Worksheets* and *Pupil's Cards* (for use in consolidation activities)
- evaluation forms that can be used to record the children's progress

## Other Teacher's Resources

- **The Flibets** microsite ([www.theflibets.co.uk](http://www.theflibets.co.uk)). On the microsite, the teacher can find and download:
  - Class Audios
  - *Big Story Books* Audios
  - Flash cards
  - Photographic material
  - Extra downloadable material
  - Certificates
  - Evaluation Charts

- **Class Audios**

The Class Audios contain the fully-dramatised dialogues, listening and pronunciation tasks, chants, rhymes and songs for each module.

- **Certificates**

Downloadable colourful certificates from the microsite (one per level). At the end of the course, the teacher awards each young learner with a certificate, in order to promote and enhance a sense of pride and accomplishment.

- **The Teacher's Extended Resource Pack**

Additional material for all three levels is gathered in one handy, easy to store box.

Inside the box you will find:

### The Zac Puppet



The *Zac Puppet* is a valuable tool that inspires all children, even shy ones, to speak in front of others and to communicate in a fun and meaningful way. The *Zac Puppet* can be used at various points in the lessons. It can also be used to ask the children questions about their work during *Table Time* (e.g. *what colours they are using, what object they are colouring, etc*).

**N.B.:** The *Zac Puppet* has been manufactured to meet with international health and safety standards and does not constitute a choking hazard. Nevertheless, any handling of the puppet by children must be under adult supervision.

### Story Cards (3 sets)

The A-4 size, attractively illustrated *Story Cards* are used as a visual aid during the presentation of each dialogue, as well as a springboard for discussion. The script is printed on the back of each card for the teacher's easy reference.

### Flash cards

Colourful *Flash cards* to help present, practise and revise the key vocabulary. All the flash cards have the words printed on the back and are numbered for easy identification.

### Stamp

A fun, handy stamp depicting Zac's happy face is used to reward children for their effort and completed tasks.

## Birthday Poster

The colourful *Birthday Poster* can be used when a child is celebrating his/her birthday. The poster is an excellent means to reinforce classroom interaction, group bonding and the teaching of appropriate social discourse. The lesson before a birthday, ask the child to bring in their photo so they can put it in the empty frame on the poster. (If the child forgets, ask him/her to draw a small picture.) On the day of their birthday the class can sing *Happy Birthday* to them.

## Banners and Magnetic Indicators



The banners can be used at any time during the three-year course to introduce, practise and revise the **characters** as well as some basic vocabulary such as **colours**, **numbers**, **days of the week** and **the weather**. A fun and colourful **growth chart** has also been included and can be used to introduce the concept of the children's changing height as they grow. The **magnetic indicators** are to be used with the banners. You can clip them onto a particular item on a banner, such as a character, number, colour, etc.

## Big Story Books

The series includes three *Big Story Books*, one for each level. Each *Big Story Book* contains a set of eight original short stories, one for every module in the *Pupil's Book*. Each story book features new characters. The stories are designed to instil a love of storytelling in children, as well as revise and enrich the language in the *Pupil's Book*. The stories are optional and can be done as a special treat at the end of each module. The *Big Story Books* are beautifully illustrated and the text is printed on the corresponding page. The stories are also fully dramatised via audio recordings. The *Story Book* audio is downloadable from *The Flibets* microsite.

## Digital Material

### Interactive Whiteboard Software

The IWB software is perfectly integrated with the material in the *Pupil's Book* and the *Activity Book*. It enhances the learning experience by using digital features such as:

- Flash cards with audio to present/practise new words
- Extra activities for further practice and consolidation

- The *Class Audios*
- Animated videos for the stories, songs/chants
- CLIL videos to extend and enhance the topic of each module
- Fun activities and simple games that create a playful learning environment
- A *Picture Dictionary* with colourful pictures and audio
- Additional sound recognition *Phonics* tasks, which are not included in the *Pupil's Book*

### The Flibets app

On *The Flibets* microsite you will find information on how to download, install and use the app. Using the app at home will not only help children practise, but it will also involve parents in their child's learning experience and encourage positive use of technology.

## Using *The Flibets* in the Classroom

Young children are very active and learn easily. They do not have many inhibitions and are highly imaginative. At this level, you can repeat activities as many times as you feel necessary, without dragging the activity out and making it boring.

**Getting the Classroom Ready** The classroom is a strange new learning environment for young children. It is important to make them feel safe and comfortable and, therefore, better able to focus on each activity. Some suggestions:

- Divide the classroom into designated areas, depending on the routine or task you will be doing, e.g. for *Circle Time*, *StoryTime*, *Table Time*, etc.
- Ensure that chairs and tables are easy to move when you need to create space for more physical activities.

**Lesson Stages** There are two basic lesson stages: **Circle Time** and **Table Time**. Both stages begin with a chant that gently guides and motivates the children to go to the designated area using music and rhythm.

### Circle Time

*Circle Time* usually begins the lesson and starts with the *Hello Routine* described in the *Establishing Routines* section below. This is the stage when children discuss, learn, revise and practise new language, sing, play games and are introduced to stories. Designate an area with enough room for the children to sit in a circle. For the sake of hygiene, children should not sit directly on the floor itself. Use floor cushions, a carpet or even floor puzzle mats.

### Table Time

*Table Time* usually follows *Circle Time*. This is the stage when consolidation of the language and structures learnt takes place. This can be done using the *Pupil's Book* and/or the *Activity Book*, as well as doing pair/group work activities. For this stage, children need to sit at their desks/tables.

# Introduction

**Establishing Routines** Using routines creates a sense of familiarity and security for the children. Routines help them feel at ease and make them more focused and receptive to the task at hand.

## The Hello! and Bye-bye! Routines

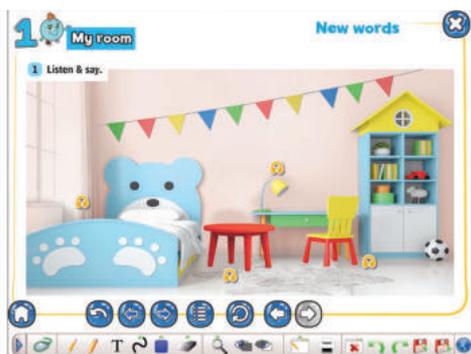
- At the beginning of each lesson, the children sing the *Hello! Song*. Use the *Zac Puppet* while singing so the children feel less intimidated and can begin the lesson feeling confident and focused.
- At the end of each lesson, ask the children to put their books and materials away. Then, play the *Bye-bye! Song*. In this way, the children are given the responsibility of keeping the classroom tidy, and they can say goodbye to their friends in a happy and relaxed way.

**Vocabulary Presentation** Presenting vocabulary can be carried out by using the IWB and/or the Flash cards.

**Using the IWB:** The key vocabulary of each module is presented in the *Listen & say* activities, in Lessons 1 and 3. Occasionally you may find new words in other lessons, as well. There are two steps when presenting new vocabulary: *Listen and repeat*, and *Listen and say*.

## Step 1: Listen and repeat:

- Bring up the *Pupil's Book* page of the lesson, e.g.:



- Click on the first task. All the words in the lesson appear around the screen e.g.:



Mime *Listen & repeat*. Click on a picture to make it pop up in the middle of the IWB. Click on the headphones to play the audio. The children listen to and repeat the word. You can also use the *Zac Puppet* to encourage the children to speak. Continue with the rest of the items in random order.

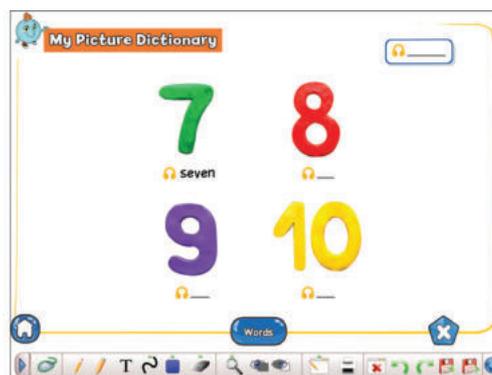
## Step 2: Listen and say.

Click on the arrow pointing to the right, to bring up the *Pupil's Book* page of the lesson. Point to the new words, one at a time, and ask individual children to identify them. Play the audio for verification. The children listen and repeat.

**Vocabulary Revision** To revise the vocabulary, bring up the *Pupil's Book* page again, point to an item and ask the children: *What's this?* Elicit: *A (bed)*. Use the *Zac Puppet* and ask Zac questions. When Zac 'replies' correctly, praise him. When he makes a mistake, say: *No, sorry! Try again!* Invite the children to help Zac say the correct word.

**Note:** You may wish to use the *abc* button to familiarise the children with the written form of the words.

If you wish to revise all the vocabulary in a module, you can go to the *My Picture Dictionary* section, e.g.:



Point to a picture and ask the children: *What's this?* Click on the headphones to play the audio.

**Using Flash cards:** To present the vocabulary, hold up the *Zac Puppet* in one hand and a FC facing the children in the other. In Zac's 'voice' ask: *What's this?* Provide the answer and ask the children to repeat after you. Make sure that Zac repeats the word, also. Repeat the procedure with the rest of the vocabulary you wish to present. To revise vocabulary, use the *Zac Puppet* again. This time, you ask questions and Zac replies. Then, ask the children to identify the flash cards in random order. As the children become more confident, you may ask individual children to identify an item. Alternatively, you can use any of the optional revision/consolidation games suggested in the suggested lesson plan or Introduction (see p. 16).

**The Routine Banners and Birthday Poster** After the *Hello!* routine, you can use any of the banners or the *Birthday Poster* (see Introduction, p. 11) to familiarise young learners with *colours, numbers, the weather*, etc. The children will not pick up this language immediately, but gradually, with regular revision and repetition they will learn it. It is a good idea to keep the banners up all year round.

- **Days of the Week Banner:** Put the banner up and ask: *What day is it today?* Explain the question in L1 and allow the children to respond in L1 if necessary. Say: *Yes, it's (Monday) today.* Point to the word on the banner and have the children repeat after you. Attach a magnetic indicator pointing to the day and say: *Happy (Monday)!* encouraging the children to repeat after you.
- **Weather Banner:** Put the *Weather Banner* up and point to each picture one at a time. Use the Zac puppet and ask Zac: *What's the weather like today, Zac? Is it (sunny)?* In Zac's 'voice' say: *Yes* or *No*, encouraging the children to join him. Then say: *It's (sunny)!* and have Zac and the children repeat after you.
- **Growth Chart Banner:** Put the *Growth Chart Banner* up in the classroom and leave it up until the end of the school year. Ask: *How tall are you, Zac? Let's see!* Use the *Zac Puppet* to introduce the idea of measuring height. As Zac cannot reach the bottom of the chart, this funny moment will make the children feel more comfortable when it is their turn. Create a record of the children's growth throughout the year. Use a sticky note to write the child's name and height and stick it on the banner. Repeat every few months so the children can see how much they have grown.
- **Characters Banner:** Use this banner to present and revise the characters, especially at the beginning of the course. Put the banner up, point to a character or use the magnetic indicator and ask: *Who's this? (Zac).*
- **Colours Banner:** Use this banner to present/revise colours. Ask: *What colour is it? (Blue.)* You can also use it during *Circle Time* games.
- **Numbers Banner:** Use this banner in the same way as the *Colours Banner*. Ask: *How many? (Two.)* You can also revise numbers and for stronger classes use the banner to teach a few more.

**Gathering components and materials** At this age, children will need help finding the right book, page or stationery item when it is needed for an activity. Setting up a routine for this will save time. Make sure you show the children each item (*scissors, pencil, glue, etc*) and say: *Show me your (scissors, pencil, glue, etc).* Also mime the instructions and then say them. This will make it easier for the children to use the correct items and follow instructions.

## Teaching Very Young Learners

Pre-school children are at the age where they experience rapid development in several different areas of ability. During this stage in their lives, they are naturally inquisitive, enthusiastic and receptive to new input, which are very useful traits in any learning situation. The aim of *The Flibets* course is to create an environment in which children can learn English naturally and steadily progress in every area while enjoying themselves in the process.

### • The SPICE of life

We often refer to the development of a pre-schooler as the S.P.I.C.E. of life:

- SOCIAL
- PHYSICAL
- INTELLECTUAL
- CREATIVE
- EMOTIONAL

*The Flibets* encourages development in each of these five areas by:

- Developing the children's ability to work in groups, play/share with others, follow and accept rules, etc. (**Social development**)
- Developing the children's fine and gross motor skills through drawing, dancing, colouring, miming, etc. (**Physical development**)
- Developing the children's knowledge and understanding of the world by closely examining similarities/differences, using English to explore a variety of child-centred themes and subjects (**CLIL**), examining life patterns and changes (*e.g. family, growth, pets*), etc. (**Intellectual development**)
- Developing the children's self-expression and imagination through music, dance, songs, craftwork, role play, stories, etc. (**Creative development**)
- Developing the children's self-awareness, self-confidence, and mechanisms for coping with their feelings through group-based activities. (**Emotional development**)

Teachers at this level should take the following into consideration:

- 1 **Encouragement:** Young children need constant reassurance. Teachers should walk round the classroom whenever the children are carrying out an activity and praise them. Mistakes should not be over-emphasised. The *Zac Puppet* can be used to say the correct word or phrase.
- 2 **The 4 Vs (variety of activity, variety of pace, variety of organisation & variety of voice):** Young children have short attention spans and need a variety of activities if they are to stay focused. Activities should be organised and presented in different ways to keep the children alert and interested. If children are allowed to get bored, they can become difficult to manage.
- 3 **Repeat rhymes, stories, songs, etc:** Young children love what is familiar. It is therefore a good idea to repeat a favourite song, rhyme, story or activity for as long as the children are actively engaged. The primary goal of teaching at this level is to instil a love of the English language in children.

# Introduction

- 4 **Physical activity:** Young children are very active. They like to move around, see, hear, smell and touch things. In short, young children need to explore their surroundings. Because their bodies are developing rapidly, teachers need to provide opportunities for the children to develop their gross motor skills. Teachers should incorporate activities that involve movement, miming, facial expressions and as many other senses as possible into their lessons.
- 5 **Use a lot of pictures and objects:** Teachers should have pictures and realia at hand and use them as much as possible. Children need to see, hear, smell and touch things as they learn by 'doing'.
- 6 **Pronunciation:** Young children are better at pronunciation than older children. This is because they are keener listeners and are not afraid to make mistakes. It is therefore important that teachers speak clearly *but at a normal pace*.
- 7 **The 'silent' period:** It is quite common for young children not to produce anything during the initial stages of language learning. This period of adjustment should not be alarming. Teachers need to bear in mind that the children are absorbing the new language and will reproduce it naturally in their own time.

**Rules for the Teacher** Teaching very young children can be a very demanding but rewarding experience, provided that you:

- **join in the fun:** Children are more likely to be receptive and motivated to carry out a task if they see you having fun along with them.
- **are calm:** Children respond better to how you behave rather than to what you say, so it is important to be a positive role model. This is especially important when it is necessary to express your disapproval in some way.
- **are patient:** Pre-schoolers need some time to learn the language and procedures you will be using. Be ready to reinforce both with a lot of extra repetition.
- **are firm but fair:** Young children have a very keen sense of fairness and need boundaries in order to feel safe, especially in the classroom environment. Establishing a set of class rules is very important. Once a rule is set, such as no crawling under furniture or shouting, it should be applied at all times and without exception. Rules should be positively reinforced. If a child misbehaves, it is good to talk to him/her, asking concept questions so the child can reflect on what he/she has done.

## Evaluation and Assessment

One of the main goals of *The Flibets* is to instil a sense of achievement in the children as this will motivate them to learn English. For this reason, it is important that you systematically keep a record of each child's progress. To make this process easier, *The Flibets* provides photocopyable charts to record each child's involvement in games, activities, etc. (see Evaluation on p. 220.) These charts are also downloadable.

## Classroom management

Young children need to know what is expected of them. *The Flibets* provides you with the means to manage your classroom efficiently, using very little L1. However, you should keep the following in mind:

- Young children are easily distracted. Do not allow children to clutter their tables with unnecessary pens, pencils, books, etc. **Remember:** something simple, like a colourful pencil case, can easily distract a child's attention.
- Children should move from the circle (*Circle Time*) to their tables (*Table Time*) in groups rather than all at once. This will be faster and quieter.
- Shy, introverted children can be put in charge of looking after the *Zac Puppet*. They will love the responsibility and it will encourage them to interact with others.
- Avoid raising your voice when you need to get the children's attention (e.g. when changing an activity). Instead, try making a sound with a musical instrument (such as a recorder, drum, rattle, etc). The children will soon associate the sound with the requirement to stop talking.
- Involving the children in tidying up their tables and the materials they have used (realia, stationery, etc) teaches them to be responsible for their things and that it is important to keep things neat and tidy.

**Different ways to communicate** A teacher can employ various means to get his/her message across without resorting to L1. For example:

- a) **Gestures/miming:** Children consistently use body language to express themselves. Teachers can take advantage of this fact by accompanying their instructions with gestures, actions and mimes to convey the meaning of their words.
- b) **Pictures/realia:** Visual aids such as realia and pictures are a powerful way of getting one's meaning across. Never forget that *a picture is worth a thousand words*.
- c) **Drawing:** Sometimes a quick sketch on the board is all it takes to get a message across.

The objective is to instil confidence in the children and, gradually encourage them to use their English skills more and more.

**Songs and Chants** The importance of songs, rhymes and chants should not be underestimated. It is well known that music is a powerful tool for language learning and retention.

A song's melody, rhythm and repetition make words highly memorable. There are many ways to teach a song. For example, teachers can play the song and simply ask the children to dance to the melody. If the song has a word which is frequently repeated, the children will soon start joining in and start using that word.

It is highly recommended that teachers not push the children into singing before they are ready. Shy children will not, at first, feel comfortable enough to participate and teachers should not insist. Instead, simply play the song a number of times and encourage the children to join in. The songs in *The Flibets* are simple and based on traditional tunes. After several repetitions of the song, and with plenty of praise and encouragement, teachers will soon find the entire class joining in.

There are many ways to make songs/chants lively in the language classroom. Below are some suggestions:

- a) **TPR Activities:** Ask the children to stand up and form a circle. Play the song and demonstrate the actions that accompany the words. Play the song again, this time asking the children to join in with the actions. (*Suggestions for mimes and actions can be found in the lesson plans of the Teacher's Book.*) Certain children will do the actions without singing, as most children will find it difficult to coordinate both singing and action. The younger they are, the more difficulty they will have. However, the fact that they are 'acting out' the song shows that they do understand it.
- b) **Using prompts:** Hand out realia or picture flash cards to the children and ask them to show their object/picture to the rest of the class each time they hear it mentioned in the song.
- c) **'Short plays':** Young children at this age love pretending and acting. Some songs can be adapted into 'short plays'. Divide the class into groups and assign a section of the song/chant to each group. Play the audio and ask the children to sing and perform the actions. As the children become more comfortable, you can assign 'roles' to individual children to perform.

**Remember** that the ideas above are just some of the ways in which songs can be used in the language classroom. Teachers should be as inventive as they can in coming up with ideas to make the songs lively since young children love performing!

**Videos** Videos are an excellent way to put language in context. Since children have a natural tendency to imitate what they see and hear, videos will help increase their confidence and make learning more enjoyable.

*The Flibets* includes two types of videos: **animated (songs, chants and stories)** and **educational videos (CLIL)**. The animated videos contextualise and reinforce the language learnt throughout the module, while the educational videos reinforce, revise and integrate the language learnt through a different content area. The CLIL videos contain narration with questions designed to encourage the children to reply and use language in a realistic way. The lesson plans in each module suggest specific ways on how to use each one. Here are some additional ideas:

- **Pre-viewing:** To help the children develop comprehension strategies, you can pause the video in the very first scene and ask the children questions about what they can see on the screen (*What's this? Who's this?* etc). Then, you can play some of the video with the volume turned off and ask more questions. This will increase anticipation and encourage the children to make deductions or predictions.
- **While viewing:** To encourage the children to want to watch the video several times, it is best to set a different aim for each viewing. The aim of the first viewing is usually global understanding, but you could also pause the video at any time and ask the children questions (*to name objects or characters, talk about colours, etc*) and encourage them to make more predictions or to reinforce and recycle language. During the second viewing, you could ask the children to listen for something specific, e.g. for thematic vocabulary. You can do this by putting up FCs and asking the children to identify them. After the children have watched the video several times,

they may feel compelled to join in the storytelling. Turn off the volume at various points and encourage them to say the correct word or phrase, adding their own dramatic twist if they wish (use different voices, movement, etc).

- **Post viewing:** Children may wish to share their impressions and comments with you in L1. This will keep them excited and will give you valuable insight into their level of comprehension. Another activity you can carry out at this stage is to ask the children to draw a picture about the video. This could be something related to the content of the video or simply their reaction to it (e.g. a happy face).

**Craftwork and Presentation** Craftwork activities promote a hands-on approach to language learning. Craftwork helps the children develop their fine motor and coordination skills in an exciting and meaningful way. This excitement is easily reflected in the children's desire to talk about their work, both during and after the task is completed. Craftwork allows children to express themselves by using their imagination and developing their creativity.

Each craftwork lesson contains step-by-step visual instructions for the children in the *Pupil's Book*. The *Teacher's Book* contains a suggested lesson plan with additional tips on practical issues and classroom management, as well as photocopyable worksheets (templates) so that teachers' preparation time is minimised. However, before teaching this lesson, you should keep the following in mind:

- Some children are naturally more artistic and creative. They may wish to create their own individual features for their project (e.g. eyes for a mask, draw their own fruit, etc.) rather than use the given templates. It is best to allow them to do so, provided they do not deviate from the target project.
- It is a good idea to have a box containing additional materials the children can use for their projects. These can be recyclable everyday things like empty cartons, toilet and kitchen paper rolls, bottle caps, old buttons, lollipop sticks, scraps of yarn and fabric, cardboard boxes, etc. You can even invite the class and their parents to contribute to this stock, provided that everything is clean and safe for the children to use.
- After a project is completed the children can present it to the class. At the beginning of the next class, the children can use their projects to recycle and revise the language taught in the previous lessons.

**Worksheets** The worksheets are designed to encourage the children to think and speak in English. Activities using the worksheets are usually in *Zac's Zone*. They promote active participation and interaction. They can be found at the back of the *Teacher's Book* and can be used for consolidation.

## Using the Zac Puppet

The *Zac Puppet* has been designed to help children learn in a fun way. *Zac* is the children's friend and can help them out every time they get stuck or have a question. Below are some ideas on how to incorporate the *Zac Puppet* in lessons:

# Introduction

## Present/Practise/Revise new language

The *Zac Puppet* can be used to present/practise and revise vocabulary. Teachers can use the puppet and the FCs to present new words. You can use Zac's 'voice' to repeat the words or ask the children to repeat after him.

To practise and revise vocabulary, the teacher can go round the class and use Zac to show the FCs to the children. You can use Zac to ask the class or individual children to name the FCs.

- Zac can take the role of the teacher and can: think of a word and ask children to guess it; say a word loud/soft or fast/slow and encourage the children to repeat it after him; show a FC and say a word and ask the children to tell him if it is the correct word or not, etc.

## Participating in Circle Time

The suggested lesson plans in *The Flibets* include specific ideas on how to use the *Zac Puppet* in the *Circle Time* activities for each lesson, but do not hesitate to come up with your own ideas or you can use the ones below:

- Hide Zac somewhere in the classroom before the lesson begins. Explain to the children that Zac likes to play hide and seek. Ask: *Where's Zac?* and encourage them to find him.
- The children can pass Zac around a circle as music is played. When the music is paused, the child holding Zac has to do something such as name a FC, respond to an instruction such as: *Stand up, Sing a song, etc.*
- Zac can be used to motivate the children to do something like sing a song or be quiet. For example, you can say: *Look! Zac is sleeping! Wake up, Zac! Come on, children. Let's sing!* The children can 'wake up' Zac by singing a song. Alternatively, if the children are being noisy, you can say: *Shhh! Zac is sleeping! Be quiet, everyone!*
- Zac can also be used to encourage the children to ask questions by playing a guessing game. Put your hand over Zac's eyes. The children show you a FC or an object and ask him: *What's this, Zac?* Zac answers, sometimes making mistakes. This will encourage the children to use set phrases like: *Oh no! Try again! Yes! Well done!*

## Developing a Positive Attitude Towards Self and Others

Teachers can give Zac to the children to look after. The children can then tell Zac what they have learnt or done in class. Moreover, the responsibility will boost their confidence and motivate them to participate more actively.

- Giving Zac to shy children to hold and look after can help them overcome their inhibitions. Asking them to teach Zac what they have learnt will also help them practise language in a meaningful way.
- Zac is a great way to cheer up children who are upset, by giving them a hug.
- During *Table Time*, Zac can go around the class while the children are working and ask them questions and give them praise.

## Using Flash Cards

Games help the children learn the target language more efficiently and more pleasantly. Below are some additional activities to be used with the FCs:

### • Name the flash card

Place the FCs in the middle of the circle or on the board one next to the other. Give the children one minute to memorise the FCs. Then, remove or cover the FCs. Children, in pairs or in groups, have to name as many of the FCs as they can remember.

### • How's your memory?

Put up to six FCs on the board. Point to each FC and name it, asking the children to repeat after you. Then, remove the first FC and point to the space. Encourage the children to name the missing FC, as well as the rest of the FCs on the board. Follow the same procedure until all the FCs have been removed and the children are able to remember them all by heart.

### • Point or race to the flashcards

Put the FCs of the items to be revised up on walls round the class. Ask individual children/pairs/groups to walk/run to a FC and point to it – e.g. *Desk!* In more advanced classes, ask for volunteers to give the instructions to the rest of the class.

### • Whispers

The children sit in a circle. Hand a FC to a child without the others seeing it. The child looks at the FC and whispers the item pictured on it to the child next to him/her and so on around the circle. The last child calls out the item and the first child reveals the FC for verification. Repeat the game starting with a different child.

### • Pass the flash card

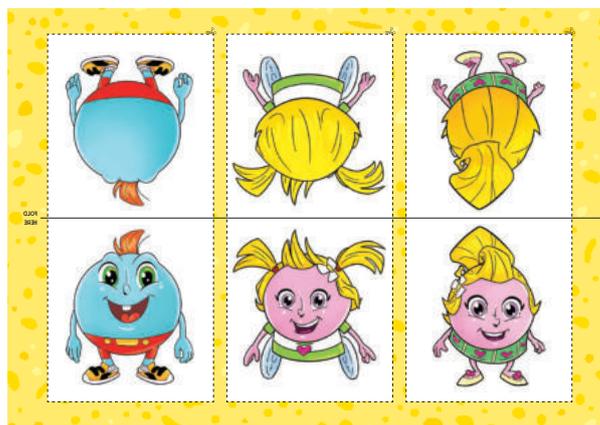
Hand the FCs out to the children. Play a song from the Module and have the children pass the FCs around the circle. Pause the music and ask the children holding a card to name the item on the FC.

### • Flash cards Station

Hand out the FCs of the items to be revised. (If there are more children than flash cards, give the FCs to pairs/groups of children.) Tell the children who are holding the FCs that they are 'stations'. Appoint one child in the class to be the 'train'. Then, call out FC 'stations' at random. The 'train' must go to the correct 'station'. The child holding the FC joins the back of the 'train'.

## Using Character Cutouts

The *Character Cutouts* included at the back of the *Activity Book* are designed for use during role play, pairwork and group work activities. Help the children cut along the dashed lines, and fold them on the vertical line marked *FOLD HERE*. Then glue the two sides together leaving the bottom open so that the children can make a stick puppet by gluing or taping a straw or lollipop stick between the two sides.



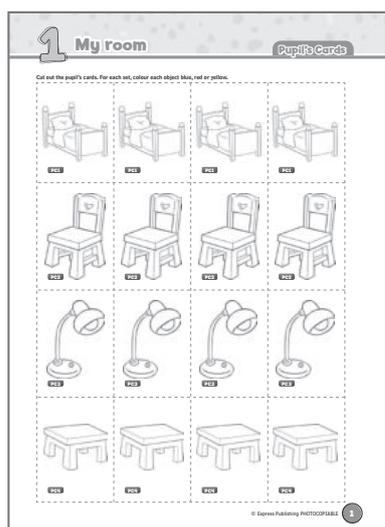
The *Cutouts* can be used for pretend play in the lesson. Below are some suggestions on how to use them:

- Using the *Zac Puppet*, ask the children questions at any point during the lesson and have them reply using a cutout. This is a good way to make it easier for shy children to participate.
- In Lesson 6, besides the suggestion noted in the *Act out* activity, pause after each character speaks to allow time for the children to raise/show their cutouts. Some children may want to repeat the lines as well.
- After having practised an exchange as a class, the children may be ready to practise it in pairs or groups. Taking a different cutout each, they can hold them up and practise it with their partner.

It is best not to allow the children to take the *Cutouts* home with them. They should be kept in the classroom and saved with the rest of your materials, as children at this age are likely to forget things. However, you can ask the children to gather them and help you store them at the end of the lesson.

## Using Pupil's Cards

The *Pupil's Cards* are basically a smaller version of the key vocabulary depicted on the *Flash cards*. There are multiple b/w copies of each card so that you will not have to make a lot of photocopies.



If you wish, the children can colour in the cards, a different colour of their choice per object, using the colours they have been taught. The *PCs* can also be laminated or glued on card to make them last longer. As with the *Cutouts*, it is best to collect the *PCs* at the end of each lesson and keep them in the classroom.

Besides lesson-specific games included in the suggested lesson plans, below are some more games you can play to revise vocabulary:

- **Snap!** This is a game best played in pairs or groups, but the first time you introduce it you can play it with the whole class during *Circle Time*. Show the children how to shuffle their *PCs* so they are in jumbled order and then they put the cards face-down in front of them. The first child turns over the card at the top and starts a pile in the centre. The next child turns over his/her card and adds it to the pile. The game continues until two cards match. The first child to say: *Snap!* and name the object on the card, wins the cards in the middle. The winner is the child with all or most of the cards. The cards are returned to the children after each game so they can play again.
- **Colour Match!** This game is played in pairs or groups, like *Snap!* Photocopy as many cards as you feel necessary to play the game. Colour them in before bringing them to class or

have the children colour them in. The children shuffle their cards, put two or three of them face-down in a pile while they hold up the rest face-up in their hands. The first child puts down a card near the stack and names the object and its colour (e.g. *A blue crayon!*). The next child selects a card that matches that colour and places it on top (e.g. *A blue bag!*). If that child does not hold a card with the same colour or object, he/she has to pick one up from the cards that are face-down and lose a turn. After two cards of the same colour have been put down, the next player changes colours. The first child to get rid of all his/her cards wins the game.

## Using the Big Story Books

Storytelling has been used for centuries to teach young children about life, the world, their culture and values. In the English classroom, it is an enjoyable way to boost language development and promote social skills. While listening to a story, children create a mental picture and start making predictions about what comes next. They learn to sequence events and develop their social intelligence. They make further associations as they identify with the characters in the story.

The stories in *The Big Story Books* correspond to the topics in each module. They contain the familiar language learnt in each module and also subtly introduce phrases and structures the children will encounter in later lessons. In this way, new language will be acquired naturally and effortlessly.

Even though the audio can be found in the *IWB*, and on *The Flibets* microsite, it is often a good idea to take on the role of the storyteller yourself. Children at this age love being told stories. Reading them a story yourself will make it more appealing, especially if you vary your voice (in pitch, pace and rhythm), use gestures and expressions, make sounds, pause for effect, etc. Pausing to ask them questions and to allow them time to actively participate is also important. It is a good idea, after each module has been completed, to devote a whole lesson to storytelling. The suggested lesson plan that follows can be applied to all storytelling lessons.

- **Hello and Circle Time Routines:** Use the *Hello!* and *Circle Time* Routines as they are described in the *Hello!* Module, Lesson 1 p. 30.
- **Language Revision:** Play one of the games from the module you have just completed or use the *IWB/FCs* to quickly revise the key language the children will need for the story.
- **Storytelling Setup:** Use the *Storytime Chant* (see *Module 1, Lesson 5 p. 48*), to encourage the children to sit down comfortably and indicate it is time for a story. Take a seat yourself and make sure that the *Big Story Book* is clearly visible to all the children when you hold it up.
- **First Storytelling:** As a warm-up, open the *Big Story Book* at the first page of the story. Have a picture discussion and ask the children to identify familiar objects in the picture. Introduce the story characters and then start reading at a natural pace in a clear steady voice. Use facial expressions, gestures and different voices to enhance the story. When you reach a part in the story where the children will be able to guess the word that follows, pause, point to the item and look at the children meaningfully so they can fill in the word, e.g. Teacher: *Oh, yes! My red ...* (pointing to *bag*) Children: *bag!* When the story ends, the children may wish to share what they thought of the story and the characters. Allow them to use *L1*, as maintaining their interest and excitement is important at this point.

# Introduction

- **Second Storytelling:** Start the story again, either narrating it yourself or playing the audio. This time, encourage the children to participate by making sounds or saying words and phrases they are familiar with.
- **After Storytelling:** Encourage the children to draw something they liked from the story while they listen to the audio again. This could be anything – from a scene with all the characters to a single character and/or object. Children who do not enjoy drawing could make a collage by cutting out pictures of items and people from old magazines/the Internet and gluing them onto a piece of paper. Display the children's work in the classroom.
- **Tidy up & Bye-bye Routine:** Use the *Tidy up & Bye-bye Routine* as it is described in the *Hello!* Module, Lesson 1 p. 31.

## List of Flash Cards

1 Zac (brother)	32 circle	64 carrots
2 Dan	33 square	65 oranges
3 Ani (sister)	34 doctor	66 potatoes
4 Ina (sister)	35 firefighter	67 tomatoes
5 Grok	36 police officer	68 chicken
6 Plok	37 builder	69 eggs
7 Miss Klop (teacher)	38 chef	70 fish
8 Kit	39 farmer	71 pizza
9 Mummy (Lin)	40 sailor	72 apple juice
10 Daddy (Fin)	41 accident	73 orange juice
11 Grandma (Libi)	42 fire	74 water
12 Grandpa (Bili)	43 bike	75 arms
13 bed	44 car	76 feet
14 chair	45 plane	77 hands
15 lamp	46 train	78 legs
16 table	47 blocks	79 clap
17 computer	48 bus	80 kick
18 mat	49 kite	81 shake
19 robot	50 scooter	82 stamp
20 toy box	51 brown	83 climb
21 four	52 pink	84 dance
22 five	53 purple	85 swim
23 six	54 cow	86 cloudy
24 bin	55 duck	87 cold
25 board	56 horse	88 hot
26 door	57 rabbit	89 windy
27 window	58 seven	90 boots
28 desk	59 eight	91 coat
29 pen	60 nine	92 gloves
30 pencil case	61 ten	93 scarf
31 rubber	62 hard	94 summer
	63 soft	95 winter

## List of Pupil's Cards

1 bed	42 ten
2 chair	43 carrots
3 lamp	44 oranges
4 table	45 potatoes
5 computer	46 tomatoes
6 mat	47 yuck face
7 robot	48 yummy face
8 toy box	49 chicken
9 school bag	50 eggs
10 pen	51 fish
11 pencil	52 pizza
12 crayon	53 apple juice
13 doctor	54 orange juice
14 firefighter	55 water
15 police officer	56 cake
16 teacher	57 ice cream
17 builder	58 milk
18 chef	59 happy tummy
19 farmer	60 sad tummy
20 sailor	61 arms
21 sailor's hat	62 feet
22 farmer's hat	63 hands
23 firefighter's hat	64 legs
24 police officer's hat	65 clap
25 chef's hat	66 kick
26 builder's hat	67 shake
27 bike	68 stamp
28 blocks	69 climb
29 bus	70 dance
30 car	71 swim
31 kite	72 cloudy
32 plane	73 cold
33 scooter	74 hot
34 train	75 windy
35 cow	76 boots
36 duck	77 coat
37 horse	78 gloves
38 rabbit	79 scarf
39 seven	80 summer
40 eight	81 winter
41 nine	

# Introduction

## Abbreviations and Symbols Used

	Listen & say.	AB	Activity Book		Listen & point.	TPR	Total Physical Response
	Trace./Match./Circle.	FC	Flash Card		Think & colour.		
	Point/Count & say.	IWB	Interactive Whiteboard		Listen & circle/match.		
	Listen & sing.	p.	page		Point.		
	Listen & colour.	pp.	pages		Say./Look/Choose & say.		
	Colour.	PB	Pupil's Book		Trace & colour.		
	Listen & look.	PC	Pupil's Card		Match & say.		
	Watch.	T	track		Colour & say.		
	Make.	T's	Teacher's Book		books closed		
	Show & say.	WS	worksheet		books open		
	Find & stick.	ZZ	Zac's Zone		CLIL video included		
	Think & match/circle.	SC	Story Card				

## The Flibets Shopping Checklist

The following are materials and items children will be using throughout the course. Depending on your teaching situation, you may want to give it to the parents at the beginning of the school year so they know what to buy.

- coloured pencils
- safety scissors
- paper plates and cups
- crayons
- glue stick
- tissues and wet wipes
- eraser
- plastic file folder
- modelling clay (e.g. Plasticine®)
- sharpener
- assorted construction paper



## Language

### Children's language

bag, book, crayon, pencil, blue, green, red, yellow

### Teacher's language

*Hello! I'm (Miss Julie). / This is Zac! / What's this? / What colour is it? / Now colour! / Thank you, children. Bye-bye.*

### Extra materials checklist

- Zac puppet
- Class CD1
- Starter level: FCs 11–18 (pencil/book/bag/crayon/blue/red/yellow/green)

## Tip!

Greet the children at the classroom door in L1 and in English with the Zac puppet to make them feel comfortable.

## Circle Time

### 1 Introduction

Stand where all the children can see you, say: *Hello!* Introduce yourself, in L1 first. When you see that the children are comfortable, say: *Hello! I'm (Miss Julie).* Ask the children to stand up and form a circle in your *Circle Time* area. Then have them sit down. While doing this, play the audio for the *Circle Time Chant*.

### Circle Time Chant

*Make a circle! Stand with me!*  
*Make a circle – one, two, three!* (clapping to the rhythm)

## Tip!

See Tip on p. 30 of Hello! module for details of how to introduce Zac to the children.

### 2 Play *Say your name.* (productive skills; gross motor skills; hand-eye coordination; peer bonding)

Have the children sit in a circle. Say: *Hello! I'm (Miss Julie)!* Hold up the Zac puppet and say: *This is Zac!* In Zac's 'voice' say: *Hello!* Go to each child, tell them to shake hands with Zac and in Zac's 'voice' say: *Hello! I'm Zac.* Say: *Hi, Zac!* The children repeat after you. Encourage each child to shake Zac's hand and say *hello* back. Play the *Hello song*. Ask the children to sing or hum along.



### Hello Song

*CHORUS: Hello, hello!*  
*Hello and, how are you?*  
*Hello, hello!*  
*I'm happy to see you!*

### 3 Vocabulary Presentation/Revision: *Listen & repeat.* (receptive skills; picture-word association)

**FCs 11–18** Use the FCs to present/revise the vocabulary (see *Introduction*, p. 12).

### 4 Vocabulary Practice: Play *What is it?* (productive skills)

**FCs 11–18** Put the FCs in the middle of the circle. Pick one and ask: *What's this?* Elicit: *(It's a) (pencil).* Say: *What colour is it?* Elicit: *It's (red).* Follow the same procedure with the rest of the FCs. Repeat as many times as necessary.

## Table Time



Ask the children to go back to their seats using the *Table Time Chant*.



### Table Time Chant

*Go to your table. Go, go, go!*  
*Go to your table. Go now, go!* (stamping feet to the beat)

### 5 Consolidation: *Look & colour.*

**IWB** Bring up the *My class* page on the IWB. Ask the children to identify the items and the colours. Play the audio for verification. Ask a child to come to the board and point to the pencil. Ask: *What colour is it?* Elicit: *(Red.)* Say: *Now, colour.* Help the child colour in the pencil. Repeat with *book*, *bag*, and *crayon*.

**AB** Hold up AB *My class* page. Follow the same procedure to present the task. Allow the children time to complete the task in their books. Provide help when necessary.

### 6 Tidy up & Bye-bye

Ask the children to put their books and stationery away. Hold up the Zac puppet. Say: *Thank you, children. Bye-bye.* Ask the children to say goodbye to Zac. Play the *Bye-bye Chant*. Ask the children to sing along and wave goodbye.



### Bye-Bye Chant

*Stand up! Let's go!*  
*It's time to go! Bye-bye!*  
*Stand up! Let's go!*  
*Bye-bye, friends, bye-bye!*



## Language

### Children's language

brother, daddy, mummy, grandma, grandpa, sister

### Teacher's language

*Who's this? / Who's missing? Sister? Grandma? / Now, match!*

### Extra materials checklist

- Zac puppet
- Class CD1
- Starter level: FCs 1, 5, 6, 9, 10, 19, 20 (brother/sister/Mummy/Daddy/Grandpa/Grandma)
- The *Characters banner*



## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from the *My class* lesson.

### 4 Vocabulary Consolidation: Remember, look & say. (productive skills; picture-word association)



Bring up the *My family* page on the IWB. Point to Zac and ask: *Who's this? (Zac.)* Explain in L1 that this is Zac's family tree and that these are the members of his family. Point to the people in and around the tree and explain/ elicit their relationship in the family. Point to Zac again and ask: *Who's this?* Elicit: *Brother*. Repeat for the rest of the family members. Invite a child to the board. Point to a family member and have the child say their role in the family (e.g. point to Ani, the child says: *Sister*). Repeat with all the family members until all the children have had a turn.

Alternatively, hold up AB *My family* page and follow the same procedure to elicit/practise the family members.

### 5 Consolidation: Match.



Bring up the *My family* page on the IWB. Point to and elicit the family members. Play the audio for verification. Point to the empty circle at the bottom left. Ask: *Who's missing? Sister? Grandma?* Explain the question in L1 if necessary. Ask a child to come to the board and point to the correct answer. Say: *Now, match!* Help the child do the task. Repeat with the rest of the family members. Use the redo button and repeat until all the children have had a turn.

Hold up AB *My family* page. Follow the same procedure to present the task. Have the children trace a line with their finger from the correct family member to the tree before using their pencils. Allow the children time to complete the task. Provide help when necessary.

### 6 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in the *My class* lesson.

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in *My class* lesson.

### 2 Vocabulary Presentation/Revision: Listen & repeat. (receptive skills; picture-word association)

**FCs**  
1, 5, 6,  
9, 10,  
19, 20

Use the FCs to present/revise the vocabulary (see *Introduction*, p. 12).

### 3 Vocabulary Practice: Play *Show me the family member*: (receptive & productive skills)

Put the **Characters banner** up on the board. Say a family member: e.g. (*mummy*). Ask a child to come to the board, point to the character on the banner and say the word.



## Language

### Children's language

ball, doll, teddy bear, one, two, three

### Teacher's language

*How many balls? / What colour? / Colour the ball blue! / Your turn! Count and colour!*

### Extra materials checklist

- Zac puppet
- Class CD1
- Starter level: FCs 22–27 (ball/doll/teddy bear/one/two/three)
- Realia: toys (dolls, balls and teddy bears)



## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in *My class* lesson.

### 2 Vocabulary Presentation/Revision: Listen & repeat. (receptive skills; picture-word association)



Use the FCs to present/revise the vocabulary (see *Introduction*, p. 12).

### 3 Vocabulary Practice: Play *Count the toys*. (productive skills; mathematical thinking)



Put a different number of toys in the middle of the circle.



(e.g. *one teddy bear, two dolls, three balls*, etc.) Say: e.g. *(Three) balls*. Point to the balls and count on your fingers: *(One, two, three.) (Three) balls*. The children repeat after you. Ask a child to find and count a certain number of toys. Say e.g.: *(Two dolls), please*. The child points to two dolls. Help them count using their fingers. Elicit: *One, two. Two dolls*. Repeat until all the children have had a turn.

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from the *My class* lesson.

### 4 Consolidation: *Count & colour*.



Bring up the *My toys* page on the IWB. Ask individual children to identify the numbers. Have them count the numbers out on their fingers. Point to each toy and ask: *What's this?* Elicit: *(It's a ball.)* Then point to the ball again. Ask: *How many balls?* Explain the question in L1 if necessary. Ask a child to come to the board, count and say how many balls there are. Elicit: *One*. Ask: *What colour?* Elicit: *Blue*. Point to the ball and number one and explain that the toys should be the same colour as the numbers. Say: *Colour the ball blue*. Help the child do the task. Repeat with the rest of the toys/numbers until all the children have had a turn.

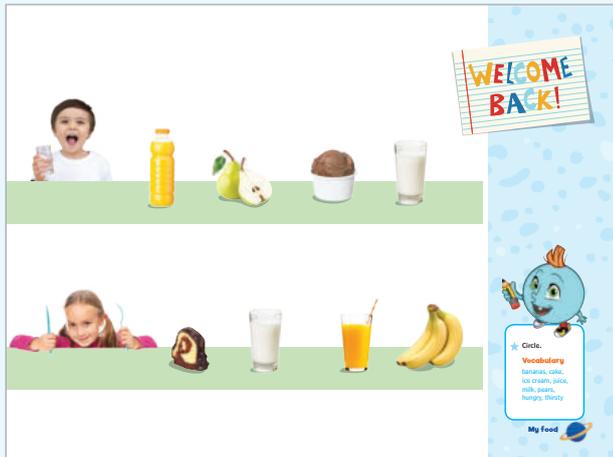


Hold up AB *My toys* page. Follow the same procedure to present the task. Before the children colour the pictures, ask them to take out their coloured pencils/crayons. Mime colouring in the toys and have the children do the same with their fingers. Say: *Your turn! Count and colour*. Allow the children time to complete the task in their books. Go around the classroom and provide help when necessary.

### 5 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in the *My class* lesson.



## Language

### Children's language

bananas, cake, ice cream, juice, milk, pears, hungry, thirsty

### Teacher's language

Point to the (bananas). / Hungry or thirsty? / Yes, s/he's thirsty/hungry. Which ones? / Now, circle!

### Extra materials checklist

- Zac puppet
- Class CD1
- Starter level: FCs 28-32, 34 (cake/ice cream/milk/bananas/pears/juice)



## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in *My class* lesson.

### 2 Vocabulary Presentation/ Revision: Listen & repeat. (receptive skills; picture-word association)



Use the FCs to present/revise the vocabulary (see *Introduction*, p. 12).

### 3 Vocabulary Practice: Play *The whispering game*. (receptive & productive skills)

Ask the children to form a circle. Whisper a word (e.g. *cake, juice, pears*) into a child's ear. Have him/her whisper it to the child next to them. The children whisper the word around the circle. When the word reaches the last child, s/he says the word aloud.

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from the *My class* lesson.

### 4 Vocabulary Consolidation: Point & say. (productive skills; picture-word association)



Bring up the *My food* page on the IWB. Ask a child to come to the board. Say: *Point to the (bananas)*. The child points and says the word. Repeat with the rest of the items until all the children have had a turn.

### 5 Consolidation: Circle.



Bring up the *My food* page on the IWB. Point to the top row of food and drinks and elicit which items we can drink and which we can eat. Play the audio for verification. Point to the boy holding a glass and ask: *Hungry or thirsty?* Explain the words in L1 if necessary. Elicit: *Thirsty*. Then say: *Yes, he's thirsty. Which ones?* Point to the items one at a time, name them and elicit: *Yes* if we can drink them (*juice, milk*) and *No* if we cannot (*pears, ice cream*). Invite a child to the board to circle the *drink* items. Follow the same procedure with the second row. Point to the girl holding cutlery and ask: *Hungry or thirsty?* Elicit: *Hungry*. Then say: *Yes, she's hungry. Which ones?* Point to the items, one at a time, name them and elicit: *Yes* if we can eat them (*cake, bananas*) and *No* if we cannot (*milk/juice*). Repeat until all the children have had a turn.



Hold up AB *My food* page. Follow the same procedure to present the task. Have the children circle the items with their fingers. Say: *Now, circle!* Allow the children time to complete the task in their books. Go round the class and provide help when necessary.

### 6 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in the *My class* lesson.



## Language

### Children's language

ears, eyes, face, hair, mouth, nose, teeth

### Teacher's language

*Touch your ... / Your turn. Draw your face / Show the class!*

### Extra materials checklist

- Zac puppet
- Class CD1
- Starter level: FCs 35-41 (face/ears/eyes/nose/hair/mouth/teeth)



## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in *My class* lesson.

### 2 Vocabulary Presentation/ Revision: *Listen & repeat.* (receptive skills; picture-word association)



Use the FCs to present/revise the vocabulary (see *Introduction*, p. 12).

### 3 Vocabulary Practice: *Play Zac and my face.* (receptive skills; fine motor skills)

Use the Zac puppet to touch a part of your face (*e.g. eyes*). Say in Zac's 'voice': *Touch your ...*. Explain the phrase in L1 if necessary. Elicit: *Eyes*. Continue with the different parts of the face. Then give the Zac puppet to a child and say: *Touch your nose!* The child uses the Zac puppet and touches his/her nose. Repeat until all the children have had a turn with the Zac puppet.

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from the *My class* lesson.

### 4 Consolidation: *Draw your face.*



Bring up the *My face* page on the IWB. Demonstrate the task by drawing your face.

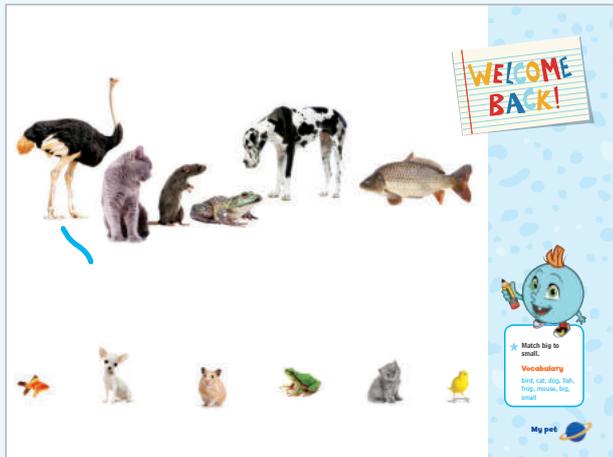


Hold up AB *My face* page. Have the children take out their coloured pencils and present the task. Say: *Your turn! Draw your face.* Allow the children time to draw their face on the page. Go round the class and provide help when necessary. Then say: *Show the class!* and have various children hold up their books and show their drawings to the rest of the class.

### 5 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in the *My class* lesson.



## Language

### Children's language

bird, cat, dog, fish, frog, mouse, big, small

### Teacher's language

*Look! A big/small (bird). / Show me a (big/small bird), please! / Point to the big/small (bird), please. / Now, match!*

### Extra materials checklist

- Zac puppet
- Class CD1
- Starter level: FCs 42–49 (cat/dog/bird/frog/fish/mouse/big/small)



## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in *My class* lesson.

### 2 Vocabulary Presentation/Revision: Listen & repeat. (receptive skills; picture-word association)



Use the FCs to present/revise the vocabulary (see *Introduction*, p. 12).

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from the *My class* lesson.

### 3 Vocabulary Practice: Look & say. (receptive & productive skills)



Bring up the *My pet* page on the IWB. Point to the (bird). Say: *Look! What's this?* Elicit: *A (bird)*. Repeat with the rest of the animals. Then point to the (bird) in the top row. Say: *Look! A big (bird)*. The children repeat after you. Repeat with the rest of the animals in the top row. Point to the bottom row and say: *Look! A small (bird)*. Repeat with the rest of the animals. Alternatively, put the FCs up on the board or place them on your desk. Invite a child to come to your desk. Say: *Show me a (big/small bird), please!* The child points to it or picks up the *big/small* FC and the corresponding animal FC and shows the class.

Hold up AB *My pet* page and follow the same procedure to practise the vocabulary.

### 4 Consolidation: Match big to small. [AB p. 6]



Bring up *My pet* page on the IWB. Elicit the animals. Invite a child to the board and say: *Point to the big (bird), please*. Explain in L1 if necessary. Then say: *Point to the small (bird), please*. Say: *Now, match!* Help the child do the task. The audio plays for verification. Repeat with the rest of the animals until all the children have had a turn.

Hold up AB *My pet* page. Follow the same procedure to present the task. Have the children trace lines matching the pictures with their finger before using their pencil. Allow the children time to complete the task in their books. Go round the class and provide help when necessary.

### 5 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in the *My class* lesson.



## Language

### Children's language

dress, hat, shoes, shorts, socks, T-shirt

### Teacher's language

*Let's trace. / Now, colour.*

### Extra materials checklist

- Zac puppet
- Class CD1
- Starter level: FCs 50–55 (T-shirt/dress/hat/shoes/socks/shorts)
- Realia: pictures of clothes from magazines or the Internet (dress, hat, shoes, shorts, socks, T-shirt) in different colours (blue, green, red, yellow), clothes pegs, cord or rope



## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in *My class* lesson.

### 2 Vocabulary Presentation/ Revision: *Listen & repeat.* (receptive skills; picture-word association)



Use the FCs to present/revise the vocabulary (see *Introduction*, p. 12).

### 3 Vocabulary Practise: *Play Hang the clothes.* (productive skills; gross motor skills)



Hang a piece of cord/rope somewhere in the classroom. Hold up the pictures of the clothes from magazines and show them to the children. Mime washing the pictures of the clothes. Hold up an item (*e.g. red T-shirt*). Elicit the item and the colour and *hang* it on the line using a clothes peg. One at a time, the children take a picture of a clothing item, describe it by name and colour and hang it on the line with a clothes peg. Repeat until all the children have had a turn.

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from the *My class* lesson.

### 4 Consolidation: *Trace & colour.* [AB p. 7]



Bring up the *My clothes* page on the IWB. Point to and elicit the items. Ask a child to come to the board. Say: *Let's trace.* Help the child trace an item. Then point to the colours. Say: *Now, colour.* Help the child colour the item. Repeat with the rest of the items until all the children have had a turn.

Hold up AB *My clothes* page. Follow the same procedure to present the task. Have the children trace the clothes with their finger before using their pencil. Ask them to take out their coloured pencils and colour in the clothes. Allow the children time to complete the task. Provide help when necessary.

### 5 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in the *My class* lesson.



## Language

### Children's language

boat, bucket, castle, sand, sea, spade, sun, umbrella

### Teacher's language

*Point to the bucket. / What colour is the umbrella? / Now colour!*

### Extra materials checklist

- Zac puppet
- Class CD1
- Starter level: FCs 56–63 (bucket/spade/umbrella/sun/castle/boat/sea/sand)



## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in *My class* lesson.

### 2 Vocabulary Presentation/ Revision: *Listen & repeat.* (receptive skills; picture-word association)



Use the FCs to present/revise the vocabulary (see *Introduction*, p. 12).

### 3 Vocabulary Practice: Play *Slow reveal.* (productive skills)



Hold up a FC covered by a piece of paper. Slowly move the paper down to reveal the picture. Pause and ask the children: *What is it?* The children guess the item on the FC. Repeat as many times as necessary.

### 4 Consolidation: Play *Point to it.* (receptive skills)



Put the FCs up on the board. Ask a child to come to the board. Say: *Point to the bucket.* Repeat with the rest of the items until all the children have had a turn.

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from the *My class* lesson.

### 5 Consolidation: *Colour.* [AB p. 8]



Bring up the *At the beach* page on the IWB. Point to the items on the left and elicit the items. Play the audio for verification. Then elicit what colour each item is. Invite a child to the board. Point to the sketch of the umbrella and elicit the name. Ask: *What colour is the umbrella?* Elicit: *Blue.* Say: *Now, colour!* Help the child do the task. Repeat with the rest of the items. Use the redo button and repeat the activity until all the children have had a turn.

Hold up AB *At the beach* page. Ask the children to take out their coloured pencils. Follow the same procedure to present the task. Allow the children time to colour in the items. Provide help when necessary. Ask individual children to point to and present an object, e.g.. *Look! A blue umbrella.*

### 6 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in the *My class* lesson.



# Hello!

## Aims

- To familiarise the children with the English class routine
- To introduce the main characters
- To practise greetings
- To revise previously taught vocabulary (family members, classroom objects, colours, toys, numbers 1-3)
- To practise fine motor skills through hand-eye coordination games, and by circling, drawing lines, pointing to objects, colouring, sticking and making stick puppets out of the character cutouts
- To practise gross motor skills through movement games and TPR activities
- To encourage the children to cooperate by singing songs and playing games
- To practise listening and pronunciation of key vocabulary and structures by listening and repeating, etc.

## Language

### Children's language

**Vocabulary:** *Ani, Dan, Grog, Ina, Kit, Plok, Zac, Miss Klop, brother, mummy, daddy, grandma, grandpa, sister, bag, book, crayon, pencil, blue, green, red, yellow, ball, doll, teddy bear, one, two, three*

**Structures:** *Hello! I'm (Zac). Hi, (Zac)! / Who's this? (Mummy). / Look! A (red bag). I've got a (red bag). / Look! (Three balls).*



### Teacher's language

#### Instructions & questions:

*Hello, I'm ... / Who's in the box? / Zac! / Hello, Zac! / Hello! I'm (Zac). Hi, (Zac)! / Look! The Flibets! / Who's this? / Let's make a puppet. / Good. Let's cut here. / Now, let's fold. / Let's glue it. / Now, watch! / Let's sing! / Who's this / Find (Mummy). / Now, circle. / What colour is it? / What colour is the (bag)? / I've got a (red bag). / Look! A (blue book). / Now, match. / Close your eyes. / Find the (crayons). / Show me the (book). / Show me the (book) and the (blue crayon). / How many blue balls? Count with me. (One. One blue ball).*

#### Polite language & praise:

*Hello! / Bye-bye! / Thank you, children. Bye-bye!*

## Special features

### SOCIAL SKILLS

Bonding with peers;  
following class  
routines;  
taking turns;  
observing body  
language;  
being polite



### SONGS & CHANTS

Circle Time Chant  
Hello Song  
Table Time Chant  
Bye-bye Chant

## Skills

### Communication

#### Listening:

- Listening and repeating

#### Speaking:

- Responding to simple questions when discussing a picture
- Role-playing a short exchange

#### Body language:

- Body movement during TPR activities

### Early Literacy

#### Pre-writing skills:

- Circling / Drawing lines



## Language

### Children's language

**Characters:** Ani, Dan, Grok, Ina, Kit, Miss Klop, Plok, Zac

**Structures:** *Hello! I'm (Zac). Hi, (Zac)!*

### Teacher's language

*Hello! / Hello, I'm (Miss Jenny)! / Who's in the box? / Zac! / Hello, Zac! / Hello! I'm (Zac). Hi, (Zac)! / Look! The Flibets! / Who's this? / Let's make a puppet. / Good. Let's cut here. / Now, let's fold. / Let's glue it. / Now, watch! / Let's sing! / Thank you, children. Bye-bye!*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD 1
- a box
- FCs 1–8 (Zac/Dan/Ani/Ina/Grok/Plok/Miss Klop/Kit)
- a soft ball
- Cutouts (Zac, Dan, Ani, Ina, Grok, Plok, Miss Klop, Kit)
- glue or sticky tape, straws/tongue depressors

### For optional activities

- ZZ 1: a soft ball

**Note:** As this is the first lesson, and until the children are comfortable in the classroom environment, greet them at the door with the *w puppet*, using L1 and English. It is also natural for the children to go to their seat first before doing anything else. This will become routine after a few lessons.

## Circle Time



### 1 Introduction

Stand where all the children can see you. Say: *Hello!* Introduce yourself, in L1 first. When you see that the children are comfortable, say: *Hello! I'm (Miss Jenny)!* Ask the children to stand up, and form a circle in your *Circle Time* area. Then, have them sit down. While doing this, play the *Circle Time Chant*.

### Circle Time Chant

*Make a circle! Stand with me!*

*Make a circle – one, two, three! (clapping to the rhythm.)*

## Tip!

*Before the class starts, decide where Zac's home is going to be. You can make a home for him out of a shoebox and keep him there when he is not being used. At the end of every lesson, make it a routine for the children to say Bye-bye to Zac.*

## NOTE:

Make sure you have put Zac in his 'home' (see Tip!). Shake the box lightly so that the children can hear that there is something inside and say: *Who's in the box? Look inside as you put the Zac puppet on your hand and say excitedly: Zac! (Show Zac to the children.) Hello! Hello! Hello, Zac!* Use L1 to explain to the children that Zac speaks another language: English.

Invite the children to say *Hello* to Zac. Go round the circle with the Zac puppet and say: *Hello!* to the children using Zac's 'voice'. Go up to each child, tell them to shake hands with Zac and in Zac's 'voice' say: *Hello! I'm Zac.* Say: *Hi, Zac!* The children repeat after you. Encourage each child to shake Zac's hand and say *hello* back. Play the *Hello song*. Ask the children to repeat the words or to hum along. They will begin to repeat the song when they are more comfortable.

### Hello! Song

*Chorus: Hello, hello!  
Hello and, how are you?  
Hello, hello!  
I'm happy to see you!*

← **EXTENSION:** See Zac's Zone activity 1

### 2 Character Presentation: *Listen & repeat.* (receptive skills; picture-word association)

**IWB** Use the IWB to present the characters on p. 4 (see *Introduction*, p. 12). Alternatively, use the FCs and follow the same procedure to present the characters (see *Introduction*, p. 12).

**FCs**  
1–8

## Tip!

*If the children have been taught The Flibets Starter in the previous year, use this task to revise the characters by asking the children to name them.*

### 3 Character Practice: *Listen & say.* [PB p.4, Ex. 1]

**IWB**  Bring up p. 4 on the IWB. Point to the characters. Ask individual children to name them. Play the audio for verification. Repeat until all the children have had a turn. Alternatively, hold up PB p. 4 and follow the same procedure to elicit/practise the names of the characters.



#### Audio script

*Listen & say.*

*Zac: Zac, Dan, Kit, Ina, Ani, Plok, Grok, Miss Klop*

## Table Time



Ask the children to go back to their seats using the *Table Time Chant*.



#### Table Time Chant

*Go to your table. Go, go, go!*

*Go to your table. Go now, go!* (stamping feet to the beat)

### 4 Make the Flibets stick puppets.

Hold up AB p. 73. Say: *Look! The Flibets!* Ask the children to identify the characters: *Who's this? Zac*, etc. Say: *Let's make a puppet*. Have the children gather their tools (see *Introduction*, p. 13). When everyone is ready, say: *Good. Let's cut here*. and point to the dotted line. Ask the children to trace the line with their fingers before they cut. Monitor the children as they work, making sure they are cutting along the correct line. Then, point to the folding line and say: *Now, let's fold*. Show the children how to fold. Hold up the glue and say: *Let's glue it!* Point to the two sides the children need to glue together. Give the children a straw or a tongue depressor to glue between the two sides of the puppet. Go round the class and provide help when necessary. Make all the puppets to have for use in future lessons.

### 5 Structure Presentation: *Point & say.* [PB p. 4, Ex. 2]

**IWB**  Bring up p. 4 on the IWB. Point to Zac and hold up the Zac cutout. Say in Zac's 'voice': *Hello, I'm Zac*. The children say: *Hi, Zac*. Play the audio for verification. Repeat the procedure with the rest of the characters. Give each child a cutout. Point to a character on the IWB. The children assigned that character come to the front and present their character using the structure *e.g.* holding up the Plok cutout: *Hello, I'm Plok*. The rest of the children say *hello* back. Repeat until all the children have had a turn.

#### CUTOUTS

 Alternatively, hold up PB p. 4. Follow the same procedure to present the structure. Point to a character in the book (*e.g.* Plok). The children assigned that character, use the cutout and the structure to present the character, *e.g.* *Hello, I'm Plok*. Repeat until all the children have had a turn.

### 6 Song: *Listen & sing.* [PB p. 4, Ex. 3]

**IWB**  Say: *Now, watch!* Use the IWB and play the animated video of the song.

 Say: *Let's sing!* Go through the song demonstrating the TPR actions. The children copy your actions. Play the song on CD1 or the IWB. The children repeat and carry out the actions.



#### Hello! Song (extended version)

*Chorus: Hello, hello!* (mime waving)

*Hello and how are you?*

*Hello, hello!*

*I'm happy to see you!*

*Hello, Plok!* (point to Plok on the PB page IWB)

*Hello, Grok!* (point to Grok on the PB page IWB)

*Hello, Zac!* (point to Zac on the PB page IWB)

*Hello, Dan!* (point to Dan on the PB page IWB)

*Hello, Ani!* (point to Ani on the PB page IWB)

*Hello, Ina!* (point to Ina on the PB page IWB)

*Hello, Miss Klop!* (point to Miss Klop on the PB page IWB)

*Hello, Kit!* – *Miaow!* (point to Kit on the PB page IWB and say *miaow*)

 Alternatively, the children open their books on PB p. 4. Play the song. The children point to the characters in their books as they sing along. Play the song as many times as necessary.

## Tip!

*Play new songs more than once and give the Zac puppet to the children. Moving him themselves may encourage the children to get more involved.*

### 7 Tidy up & Bye-bye

Ask the children to put their books and stationery away. Provide help where necessary. Hold up the Zac puppet and say: *Thank you, children. Bye-bye*. Ask the children to say goodbye to Zac. Play the *Bye-bye Chant*. Encourage the children to sing along and wave goodbye.



#### Bye-Bye Chant

*Stand up! Let's go!*

*It's time to go! Bye-bye!*

*Stand up! Let's go!*

*Bye-bye, friends, bye-bye!*

## ZAC'S ZONE



### 1 Circle Time Consolidation: *Hello!* (productive skills, gross motor skills, hand-eye coordination, peer bonding)

Say: *Hello! I'm (Miss Jenny!)* and pass a soft ball to the child on your left. Encourage the child to say his/her name and say *Hi* to you, using your name: *Hello! I'm (Tom)! Hi, (Miss Jenny!)* Take the ball and pass it to the next child in the circle and repeat the procedure. Repeat until all the children have had a turn.



## Language

### Children's language

**Character Revision:** Ani, Dan, Grok, Ina, Kit, Miss Klop, Plok, Zac

**New Vocabulary:** *brother, daddy, grandma, grandpa, mummy, sister*

**Structures:** *Who's this? (Mummy).*

### Teacher's language

*Who's this? / Find (Mummy). / Now, circle.*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD1
- FCs 1, 3, 4, 9-12 (Zac/Ani/Ina/Mummy/Daddy/Grandma/Grandpa)

### For optional activities

- ZZ 1: FCs 1, 3, 4, 9-12 (brother/sister/Mummy/Daddy/grandma/grandpa)
- ZZ 2: copies of WS1 (T's p. 225), one per child

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### NOTE:

If the children have been taught *The Flibets Starter* in the previous school year, use the IWB and FCs from *Flibets Starter* to revise the vocabulary (for FC games see *Introduction*, p. 16). If this is new vocabulary, use the tasks below to present it.

### 2 Vocabulary Presentation: *Listen & repeat.* (receptive skills; picture-word association)



Use the IWB to present the family members on p. 5 (see *Introduction*, p. 12). Alternatively, use the FCs to present the family members (see *Introduction*, p. 12).



1, 3, 4, 9-12

### 3 Vocabulary Practice: *Listen & say.* [PB p. 5, Ex. 1]



Bring up p. 5 on the IWB. Point to the family members in the picture. Ask individual children to identify them. Play the audio for verification. Repeat until all the children have had a turn. Alternatively, hold up PB p. 5 and follow the same procedure to practise the vocabulary.



1, 3, 4, 9-12



### Audio script

*Listen & say.*

*Zac: brother, mummy, daddy, grandma, grandpa, sister*

### 4 Structure Presentation & Practice: *Who's this? (Mummy).* (receptive skills; picture-word association)



Bring up p. 5 on the IWB. Point to *(Mummy)*. Ask: *Who's this?* (Explain the question in L1 if necessary.) Ask individual children to answer. Elicit: *(Mummy)*. Repeat for the rest of the characters. Alternatively, hold up PB p. 5 and follow the same procedure to present and practice the structure. Repeat until all the children have had a turn.

### 5 Structure Consolidation: Play *Find who!* (productive skills; gross motor skills)



1, 3, 4, 9-12

Hand out the FCs of the family members to different children. Play some music. The children pass the FCs around the circle. Pause the music and point to a child to hold up his/her FC. Ask: *Who's this?* The child names the family member, e.g. *Mummy*. Ask the other children to answer as well. Resume the music and continue the game until all the children have had a turn.



**EXTENSION:** See Zac's Zone activity 1



## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Lesson 1.

### 6 Consolidation: *Point & say.* [PB p. 5, Ex. 2]



Bring up p. 5 on the IWB. Ask a child to come to the board. Point to a character (*Mummy*) and ask: *Who's this?* The child replies: (*Mummy*). Play the audio for verification. Repeat with the rest of the characters until all the children have had a turn.

Alternatively, hold up PB p. 5. Follow the same procedure to present the task. The children take turns pointing to the family members in their books and naming them.

EXTENSION: See Zac's Zone activity 2

EXTENSION: Tap on the star on the IWB to access the extra activity.

OPTIONAL: At this point, children can do the task on AB p. 4.

## Activity Book (p. 4)



Table Time Activity: *Circle Zac's family members.*



Bring up AB p. 4 on the IWB. Point to the characters in the picture and ask the children to identify them. Play the audio for verification. Ask a child to come to the board. Say: *Find (Mummy)*. The child points to the family member. Say: *Now, circle*. Help the child do the activity. Repeat with the rest of the family members until all the children have had a turn.

Hold up AB p. 4. Follow the same procedure to present the activity. Have the children circle Zac's family members with their finger before using their pencil. Allow the children time to complete the activity in their books. Provide help when necessary. Check the children's work.

### 7 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

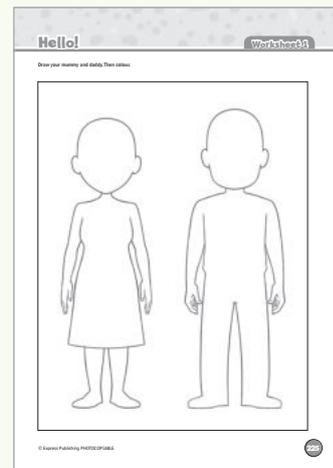
## ZAC'S ZONE

### 1 Circle Time Consolidation: *Fast tap!* (receptive skills, gross motor skills)

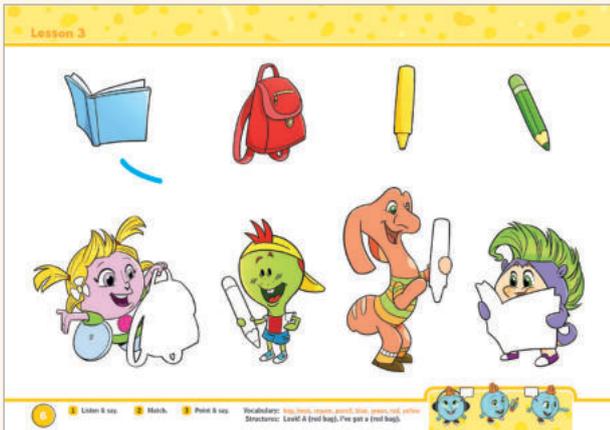


Put the FCs (*brother, sister, Mummy, Daddy, grandma, grandpa*) up on the walls around the classroom. Divide the class into pairs. Whisper a family member to one of the children in the pair. Then that child whispers the family member to his/her partner. The partner runs to the correct FC, taps it and says the word. Play until all the pairs have had a turn.

### 2 Table Time Consolidation: *My family.* (productive skills, fine motor skills) [T's p. 225, Worksheet 1]



WS1 Give each child a copy of WS1. Have the children take out the coloured pencils they will need (see *Introduction*, p. 13). Point to the body outlines and explain to the children that they have to draw and colour their *mummy* and *daddy*. Allow them time to complete the task. Provide help when necessary. Invite individual children to present their work. Use the Zac puppet and ask questions, e.g. *Who's this? (It's) Daddy/Mummy.*



## Language

### Children's language

**Vocabulary Revision from L2:** brother, daddy, grandma, grandpa, mummy, sister

**New Vocabulary:** bag, book, crayon, pencil, blue, green, red, yellow

**Structures:** Look! A (red bag). I've got a (red bag).

### Teacher's language

*What's this? / What colour is it? What colour is the (bag)? A (red bag). / I've got a (red bag). / Look! A (blue book)! / Now, match. / Close your eyes! Find the (crayons). / Show me the (book). Show me the (book) and the (blue crayon).*

### Extra materials checklist

#### For the lesson

- Zac puppet
- Class CD 1
- FCs 1, 3, 4, 9–12 (brother/sister/Mummy/Daddy/Grandma/Grandpa)
- Realia: bags, books, crayons, pencils (your own and the children's)
- a scarf
- Cutouts (Ani, Dan, Plok, Grok)

#### For optional activities

- ZZ 1: realia: the children's bags, books, crayons, pencils
- ZZ 2: realia: the children's bags, books, crayons, pencils

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Vocabulary Revision: Play *Who's this?* (receptive & productive skills; fine motor skills)

#### FCs

1, 3, 4, 9–12

Lay the FCs face down in the middle of the circle. Invite a child to select a FC and turn it over. Ask: *Who's this?* The child names the family member. Repeat with the rest of the FCs. Mix up the FCs, turn them face down again and repeat until all the children have had a turn.

#### NOTE:

If the children have been taught *The Fibets Starter* in the previous school year, use the IWB and FCs from *Fibets Starter* to revise the vocabulary (for FC games see *Introduction*, p. 16). If this is new vocabulary, use the tasks below to present it.

### 3 Vocabulary Presentation: *Listen & repeat.* (receptive skills; picture-word association)

#### IWB

Use the IWB to present the classroom objects on p. 6 (see *Introduction*, p. 12). Alternatively use the FCs to present the classroom objects (see *Introduction*, p. 12).



#### Audio script

*Listen & say.*

*Zac: book, bag, crayon, pencil*

### 4 Vocabulary Practice: *Touch the school object* (receptive & productive skills; observation; fine motor skills)

#### REALIA

Put the school items in the middle of the circle. Ask the children to put their classroom objects in front of them. Use the Zac puppet and point to one of the items. Ask in Zac's 'voice': *What's this?* Invite a child to go to the middle of the circle, touch the object and name it. If correct, the rest of the children have to touch the same object in front of them as well. If wrong, the other children remain and a new child goes into the centre. Play until all the children have had a turn.

### 5 Vocabulary Presentation: *Listen & repeat.* (receptive skills; picture-word association)

#### IWB

Use the IWB to present the colours on p. 6 (see *Introduction*, p. 12). Alternatively, use the FCs to present the colours (see *Introduction*, p. 12).



#### Audio script

*Listen & say.*

*Zac: blue, green, red, yellow*

### 6 Vocabulary Practice: *Listen & say.* [PB p. 6, Ex. 1]

#### IWB

Bring up p. 6 on the IWB. Point to the classroom objects. Ask individual children to identify them by name and colour. Play the audio for verification. Repeat until all the children have had a turn. Alternatively, hold up PB p.6 and follow the same procedure to practise the vocabulary.

## 7 Structure Presentation & Practice: *Look! A (red bag).* (receptive & productive skills)

**IWB** Bring up p. 6 on the IWB. Point to the classroom objects and ask the children to identify them. Point to the *(bag)* and say: *Look! A (bag)!* The children repeat after you. Then ask: *What colour is the (bag)? (Red).* Say: *A (red bag).* The children repeat after you. Repeat with the rest of the classroom objects. Give the Zac puppet to a child. Point to an object (e.g. *book*) and ask the child to describe it using Zac's 'voice': (*A blue book*). Repeat until all the children have had a turn.

## 8 Structure Presentation: *I've got a (red bag).* (receptive & productive skills)

**IWB** Bring up p. 6 on the IWB. Use the masking tool to hide the objects. Unmask an object (e.g. *bag*) and elicit the word and the colour (*What's this? A bag. What colour is it? Red. A red bag.*) Point to the bag and say as you point to yourself: *I've got a red bag.* Stress the use of *I've got* and keep pointing to yourself. (Explain the phrase in L1 if necessary). Encourage the children to repeat after you. Unmask the rest of the objects (*one at a time*) and follow the same procedure to present the structure.

## 9 Structure Practice: *What have you got?* (productive skills; fine motor skills)

**REALIA** Ask the children to place their bags, books, crayons and pencils in front of them. Use a scarf and blindfold a child. The child feels the items in front of him/her and picks one. Remove the blindfold. Ask: *What have you got?* (Explain the question in L1). The child presents the item [e.g. *I've got a (green pencil)*]. Repeat until all the children have had a turn.

← **EXTENSION:** See Zac's Zone activity 1

## Table Time



Ask the children to go back to their seats using the *Table Time* Chant from Lesson 1.

## 10 Consolidation & Fine Motor Skills: *Match.* [PB p. 6, Ex. 2]

**IWB** Bring up p. 6 on the IWB. Point to the first item (*book*) and say: *Look! A (blue book).* Ask individual children to use the same structure and identify the rest of the items. Point to the silhouettes. Ask the children to identify them. Invite a child to come to the board. Point to the first silhouette. Ask the child to point to the item that matches the silhouette. Then say: *Now, match!* Help the child do the task. Play the audio for verification. Repeat with the rest of the items.

**Hold up PB p. 6.** Follow the same procedure to present the task. Have the children trace a line from the items to the silhouettes with their finger before using their pencil. Allow the children time to complete the task. Provide help when necessary.

## 11 Consolidation: *Point & say.* [PB p. 6, Ex. 3]

**IWB** Bring up p. 6 on the IWB. Ask the children to identify the characters and the classroom objects. Point to Ani and say in her 'voice': *Look! A (red bag)! I've got a red bag.* Play the audio for verification. The children repeat in chorus. Repeat for the rest of the characters. Ask a child to come to the board. Name a character (e.g. *Dan*). The child points to the correct picture and says the corresponding sentence (e.g. *Look! A green pencil. I've got a green pencil*). Play the audio for verification. Repeat with the other characters and until all the children have had a turn.

**Alternatively,** hold up PB p. 6. Hand out the character cutouts. Name a character and say the sentence in that character's 'voice'. The children repeat after you using the corresponding cutout. Repeat for the rest of the characters. The children then take turns pointing to the characters in their books and saying sentences using the structures and the cutouts. Repeat until all the children have had a turn.

← **EXTENSION:** See Zac's Zone activity 2

## 12 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE



### 1 Circle Time Game: Play *Find the object* (receptive skills, fine & gross motor skills)

**REALIA** Show different school items like books, bags, pencils, crayons (blue, green, red and yellow) to the children. Say: *Close your eyes* and mime the action for the children to follow. Then hide the objects around the class. Ask the children to open their eyes. Say: *Find the (crayons).* The children walk around the class looking for the (*crayons*). The children bring you an item and describe it (name and colour): e.g. *A (blue crayon)*. Repeat with the rest of the items. Play as many times as necessary.

### 2 Table Time Consolidation: *Listen and show.* (receptive skills, fine motor skills)

**REALIA** Ask the children to put a book, crayons (*blue, green, red, yellow*) and a pencil on their desks. Say: *Show me the (book).* The children choose the correct item and hold it up. Then add one more item to the sentence. Say: e.g. *Show me the (book) and the (blue crayon).* Repeat with the rest of the items as many times as necessary.



## Language

### Children's language

**Vocabulary Revision from L3:** bag, book, crayon, pencil, blue, green, red, yellow

**New Vocabulary:** *ball, doll, teddy bear, one, two, three*

**Structures:** *Look! (Three balls.)*

### Teacher's language

*What's this? / What colour is it? A blue ball. / Look! / How many balls? / Count with me! / One, two, three. Three balls. / How many blue balls? Count with me. (One. One blue ball). / How many red dolls? / Now, circle!*

### Extra materials checklist

#### For the lesson

- Zac puppet
- Class CD1
- Realia: toys (balls, dolls, teddy bears) in different numbers.
- a bag

#### For optional activities

- ZZ 1: realia: toys (ball, doll, teddy bear)
- ZZ 2: modelling clay in different colours

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Vocabulary Revision: *Remember and say.* (productive skills; picture-word association)



Use the IWB to revise the vocabulary from the previous lesson (see *Introduction*, p. 12).

#### NOTE:

If the children have been taught *The Flibets Starter* in the previous school year, use the IWB and the FCs from *Flibets Starter* to revise the vocabulary (for FC games see *Introduction*, p. 16). If this is new vocabulary, use the tasks below to present it.

### 3 Vocabulary Presentation: *Listen and repeat.* (receptive skills; picture-word association)



Use the IWB to present the toys on p. 7 (see *Introduction*, p. 12). Alternatively, use the FCs to present the toys (see *Introduction*, p. 12).



#### Audio script

*Listen & say.*  
Zac: ball, doll, teddy bear

### 4 Vocabulary Practice: *Play Feel the toy* (receptive & productive skills; fine motor skills).



Bring some toys (*balls, dolls, teddy bears*) to class and put them in a bag. Hold the bag in front of a child and have the child put his/her hand in the bag and feel the toys. Ask: *What's this?* The child makes a guess and then takes the toy out of the bag to see if his/her guess was correct. Repeat until all the children have had a turn.

### 5 Vocabulary Presentation: *Listen and repeat.* (receptive skills; picture-word association)



Use the IWB to present the numbers on p. 7 (see *Introduction*, p. 12). Alternatively, use the FCs to present the numbers (see *Introduction*, p. 12).



#### Audio script

*Listen & say.*  
Zac: one, two, three

### 6 Vocabulary Practice: *Listen & say.* [PB p. 7, Ex. 1]



Bring up p. 7 on the IWB. Point to the toys and the numbers. Ask individual children to identify them. Play the audio for verification. Repeat until all the children have had a turn. Alternatively, hold up PB p. 7 and follow the same procedure to practise the vocabulary.

### 7 Structure Presentation: *Look! (Three balls)* (productive skills; mathematical thinking)



Put a different number of each toy in the middle of the circle (e.g. 2 dolls, 1 teddy bear, 3 balls, etc). Say: *Look!* Ask the children to identify the toys. Point to the balls and ask: *How many balls? Count with me!* Explain the question and the phrase in L1 if necessary. Start counting. The children follow along. Say: *One, two, three. Three balls.* The children repeat

after you. Point to the balls again and say: *Look! Three balls.* The children repeat. Follow the same procedure with *dolls* and *teddy bears*. Have the children count on their fingers.

← **EXTENSION:** See Zac's Zone activity 1

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Lesson 1.

### 8 Vocabulary/Structure Practice: *Count and circle.* [PB p. 7, Ex. 2]

**IWB** Bring up p. 7 on the IWB. Ask the children to identify the items by name and colour. Then point to the blue ball and ask: *How many blue balls? Count with me. (One. One blue ball).* Point to the circled number on the right. Invite a child to come to the board. Point to the red doll and ask: *How many red dolls? Elicit the answer: Two (red) dolls.* Point to the numbers under the red doll. Say: *Now, circle!* Help the child do the task. The audio plays for verification. Repeat with the *teddy bear* and until all the children have had a turn.

📖 Hold up PB p. 7. Follow the same procedure to present the task. Ask the children to circle the numbers with their finger before using their pencil. Allow the children time to complete the task. Provide help when necessary.

### 9 Consolidation: *Point & say.* [PB p. 7, Ex. 3]

**IWB** Bring up p. 7 on the IWB. Point to the ball and say: *Look! A red ball!* Play the audio for verification. Have the children repeat in chorus. Invite a child to come to the board. Point to an item and ask the child to name it. Repeat until all the children have had a turn.

📖 Alternatively, hold up PB p. 7 and follow the same procedure to present the task. The children take turns pointing to the items in their books and describing them by name and colour e.g. *Look! A green ball!*

← **EXTENSION:** See Zac's Zone activity 2

← **EXTENSION:** Tap on the toy ball to play the game on the IWB.

← **OPTIONAL:** At this point, children can do the task on AB p. 5.

## Activity Book (p. 5)



Table Time Activity: *Colour, count & circle.*



**IWB** Bring up AB p. 5. Point to the coloured toys on the right and ask the children to describe them. Play the audio for verification. Then point to and elicit the numbers. Play the audio for verification. Invite a child to come to the board. Point to the toys on the left and say: *Find the (balls), please.* The child looks for the (balls) and points to them. Ask: *What colour? Elicit: (Red).* Say: *Now, colour the balls red.* Help the child colour the balls. Ask: *How many balls? Let's count!* Elicit: *One, two. Two balls.* Point to the numbers next to the red ball. Say: *Now, circle!* Help the child circle the number. Repeat with the rest of the toys until all the children have had a turn.

📖 Hold up AB p. 5. Ask the children to take out their coloured pencils. Follow the same procedure to present the activity. Allow the children time to complete activity. Provide help when necessary. Check the children's work.

### 10 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE



### 1 Circle Time Consolidation Game: Play *Whispers.* (productive skills; fine motor skills)

**REALIA** Place one of each of the toys (*ball, doll, teddy bear*) in the centre of the circle. Whisper a toy (*e.g. doll*) to the child next to you who then whispers the toy to the child sitting next to him/her and so on around the circle. The last child stands up, picks up the toy from the circle and names it. Start every round with a different child until they have all had a turn.

### 2 Table Time Consolidation Activity: *Build the Numbers/Toys.* (fine motor skills, teamwork)

Divide the children into two teams A and B. Give each team some modelling clay in different colours. Ask team A to use their modelling clay to make the numbers in different colours. Ask Team B to use their modelling clay to make the toys in different colours. Go around the class and check the children's work. Provide help when necessary. Give praise and encouragement.

# Special Days



## Language

### Children's language

**Vocabulary:** daddy

**Structure:** *Happy Father's Day!*

### Teacher's language

*I love my daddy! / Really? Great! / It's Father's Day. / Look! A card! A card for daddy! / Let's colour it (blue). / (Dance!) / Stop!*

## Extra materials checklists

### For the lesson

- Zac puppet
- Class CD1, CD2
- FC 10 (Daddy)

### For optional activities

- ZZ 1: FC 10 (Daddy), a soft scarf
- ZZ 2: a photo/drawing of the children's daddies
- ZZ 3: model of the shirt/tie card, copies of WS1 (T's p. 256) one per child

**NOTE:** This lesson is designed to be taught just before or on Father's Day.

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Module 1.

### 2 Revision & Structure Presentation: *Happy Father's Day!* (receptive & productive skills)

**FC 10** Put the *Daddy* FC on the board and draw a big heart around it. Use the Zac puppet, point to Daddy and ask, in Zac's 'voice': *Who's this?* Elicit: *It's Daddy.* Say, in Zac's 'voice': *I love my daddy!* Encourage the children to repeat after you. Then hold the Zac puppet close to your ear and pretend he is whispering something to you. Look surprised and say: *Really? Great!* Turn to the children and say: *It's Father's Day.* Explain, in L1 if necessary, what Father's Day is and that *father* is another word for *daddy*. Say: *Happy Father's Day!* The children repeat after you.

### 3 Discussion: *Father's Day.* (thinking skills)

Ask the children in L1 what we celebrate on *Father's Day*. Have a discussion. Explain that our daddies are special because they take care of us, our home, protect us, etc. It is very important to show our love for them every day.

← **EXTENSION:** See Zac's Zone activities 1–2

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Module 1.

### 4 Consolidation & Fine Motor Skills: *Colour.* [PB p. 104, Ex. 1]



Bring up p. 104 on the IWB. Point to each character and ask the children to identify them: *Who's this?* Elicit: *Zac/Ina/Ani/Daddy.* Say: *Happy Father's Day!* as you point to Daddy again. Encourage the children to repeat after you. Then point to the card and say: *Look! A card! A card for daddy!* The children repeat in chorus. Point to the card again and pretend you are wondering. Ask the children: *What colour?* Point to the colour splashes and elicit the colours. Say: *Let's colour it (blue).* With the colouring tool, colour in the card. Point to it and say: *A (blue) card for daddy! Happy Father's Day!* Ask individual children to come to the board and colour in the card. When they finish colouring, encourage the children to say: *A (blue) card for daddy! Happy Father's Day!* Repeat until all the children have had a turn.

Hold up PB p. 104. Follow the same procedure to present the task. Before the children colour in the card, have them mime colouring in the card with their finger. Allow the children time to complete the task in their books.

## 5 Song: *Listen & sing.* [PB p. 104, Ex. 2]

**IWB** Say: *Now, watch!* Use the IWB and play the animated video of the song.

**IWB** Say: *Let's sing!* Go through the song, demonstrating the TPR actions. The children copy your actions. Play the song on CD2 or the IWB. The children repeat the key vocabulary (*underlined in the script*) as they carry out the actions.



### Happy Father's Day! Song

*Happy Father's Day!* (make a heart with your hands)  
*Here's a special card!* (mime picking up the card, putting it over your heart and giving it)  
*Happy Father's Day!* (make a heart with your hands)  
*You are a great dad!* (put both thumbs up)  
*A big hug for Daddy!* (mime giving a big hug)  
*You are our super dad!* (put both thumbs up)

Alternatively, the children open their books on p. 104. Play the song. The children listen to the song and carry out the actions as they sing along. Play the song as many times as necessary.

← **EXTENSION:** See Zac's Zone activity 3

## 6 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Module 1.

## ZAC'S ZONE



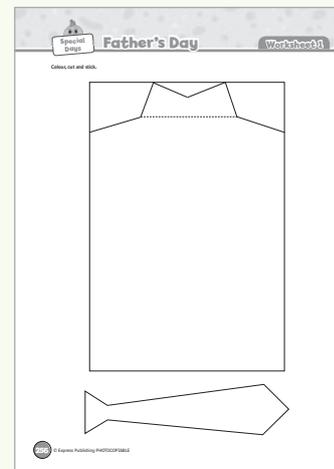
### 1 Circle Time Consolidation Game: Play *Where's daddy?* (receptive skills, fine & gross motor skills)

**FC 10** Ask a child to come to the middle of the circle and blindfold him/her. Hide the daddy FC somewhere in the classroom. Remove the blindfold and ask the child to look for the FC around the class. Play some music. When the child is close to the FC the rest of the children clap their hands. When the child is moving away from the card, the rest of the children stamp their feet. When the FC is found encourage the child to say: *Happy Father's Day!* Repeat until all the children have had a turn.

### 2 Circle Time Consolidation: *My daddy!* (receptive & productive skills, fine motor skills)

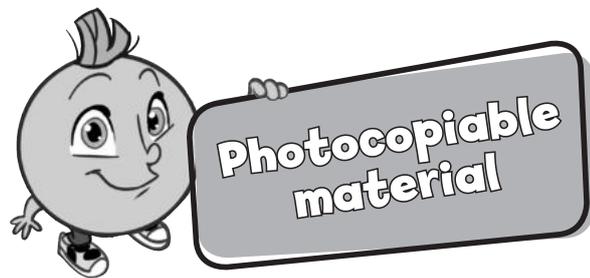
Ask the children to bring a photo/drawing of their daddy. Collect all the photos/drawings, shuffle them and make a pile on your desk. Use the Zac puppet, pick up a photo from the pile and ask, in Zac's 'voice': *Who's this?* The child whose daddy is in the photo, comes to the front and introduces his/her daddy to the rest of the class. Encourage the child to say his/her daddy's name and say: *Happy Father's Day!* Give praise for his/her effort. Repeat until all the children have had a turn.

### 3 Table Time Consolidation: *Daddy's card!* (productive skills, fine motor skills) [T's p. 256, Worksheet 1]

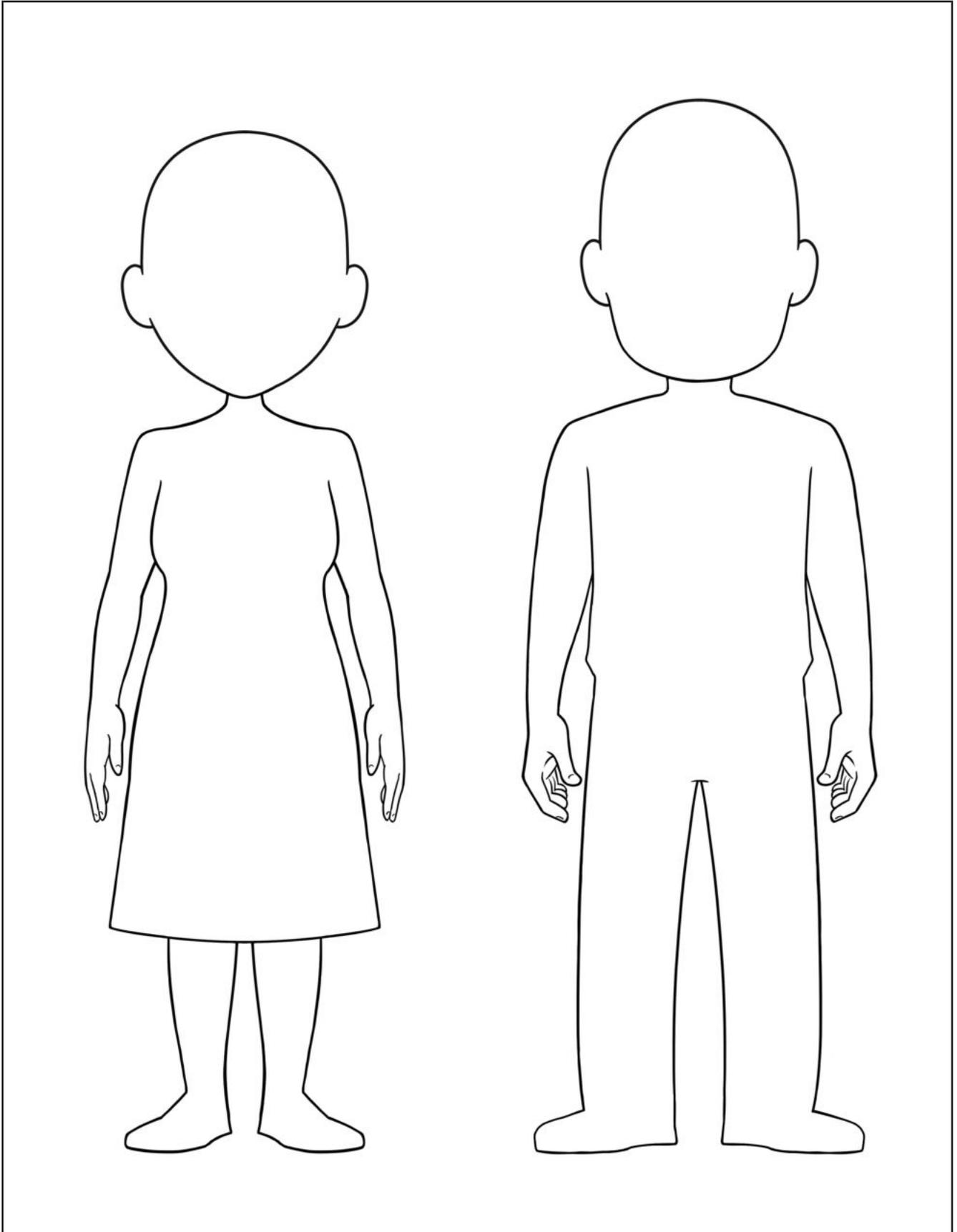


**WS1** Give each child a copy of WS1. Hold up your model of the shirt & tie card. Explain to the children that they will colour in and cut out the templates of the shirt and tie. Then they fold along the dotted lines on the shirt to make a collar and glue the tie in the middle in order to complete the card. Allow the children time to complete the task. When they finish, ask individual children to stand up and present their card.

# Worksheets

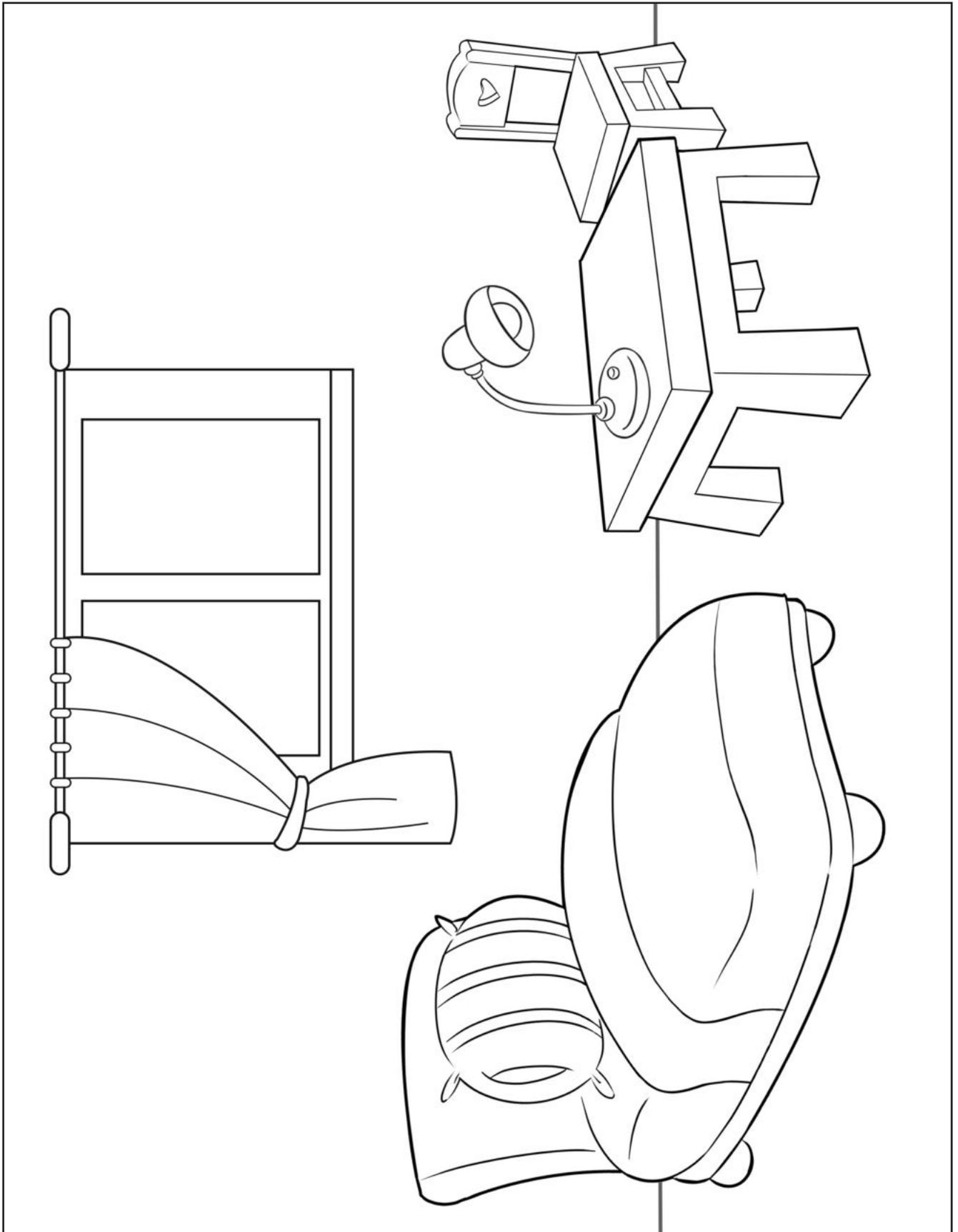


Draw your mummy and daddy. Then colour.



# 1 My room

Draw a computer, a robot and a mat. Then colour.

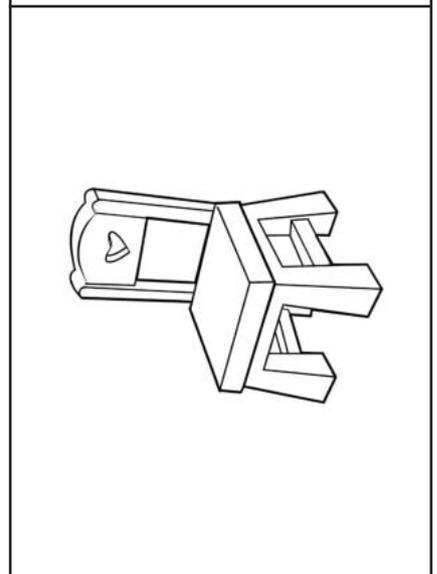
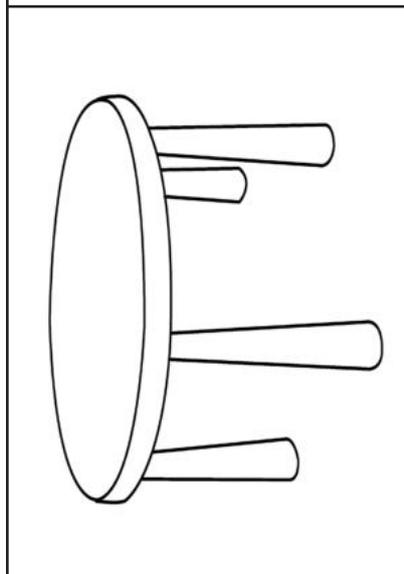
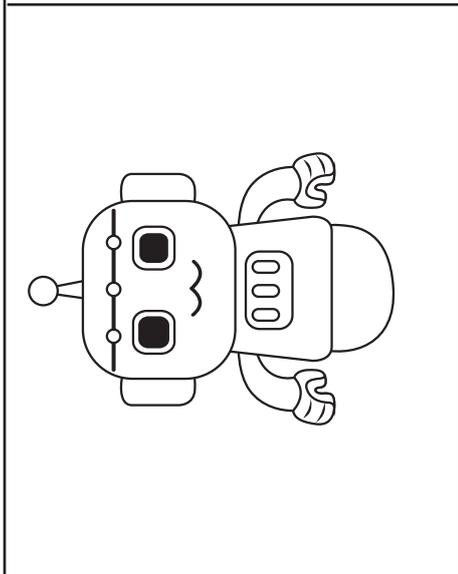
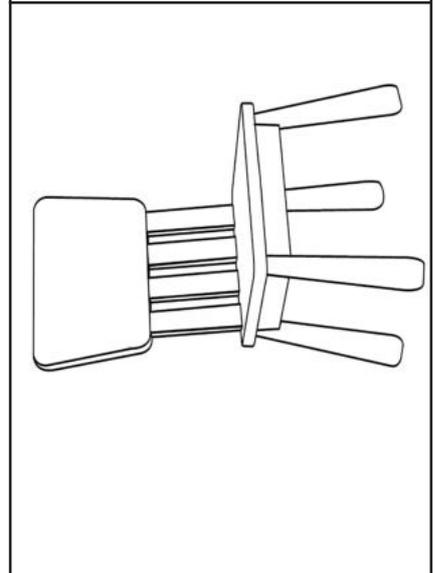
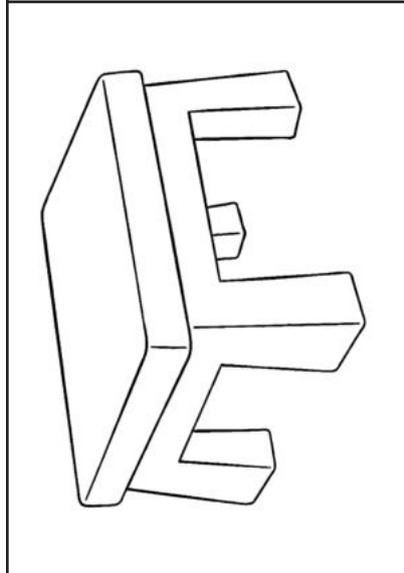
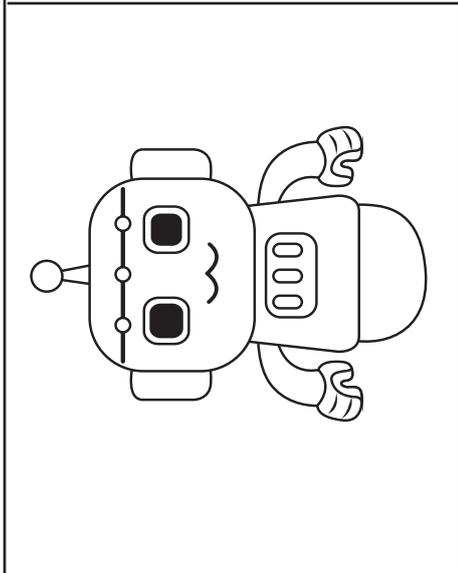
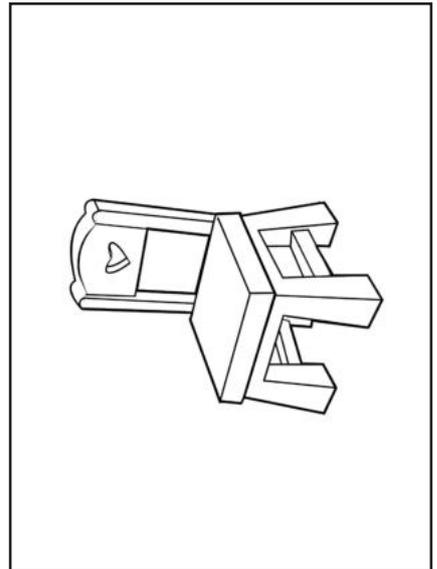
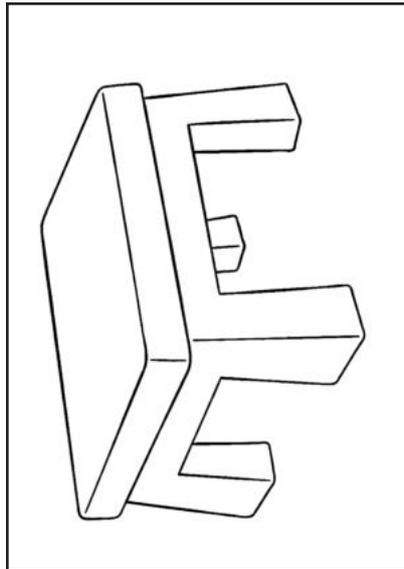
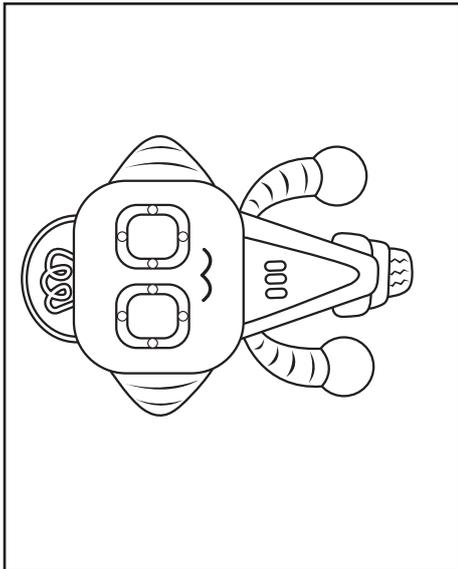


# 1

# My room

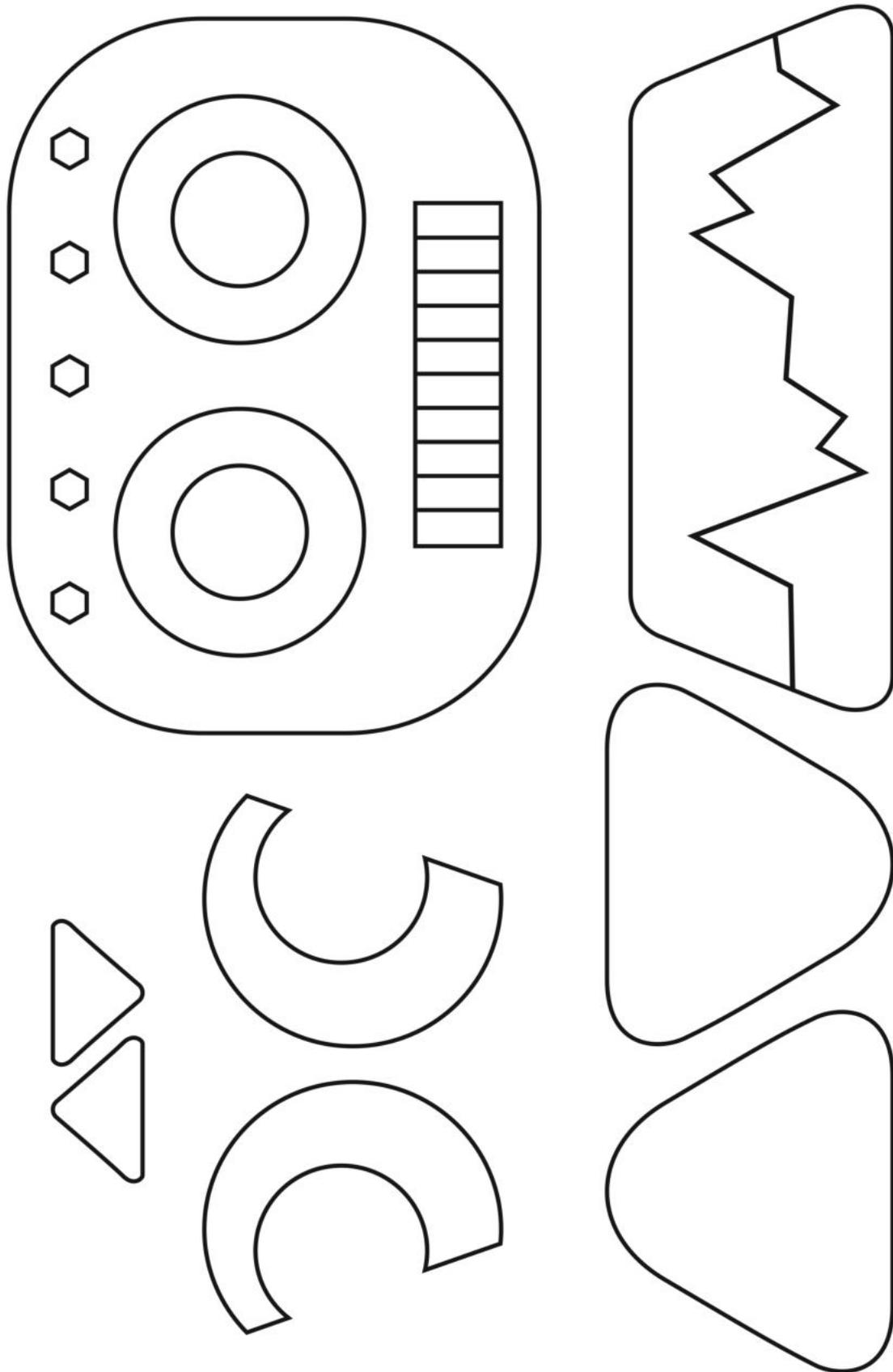
## Worksheet 2

Circle the odd one out.

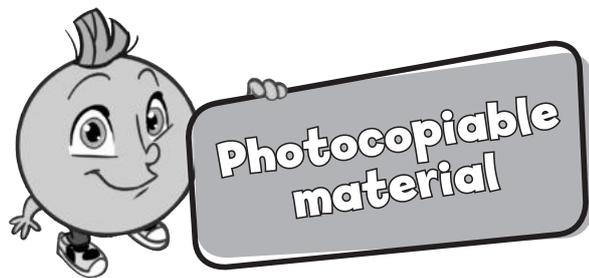


# 1 My room

Colour and cut out the pictures to make your robot.



# Pupil's Cards

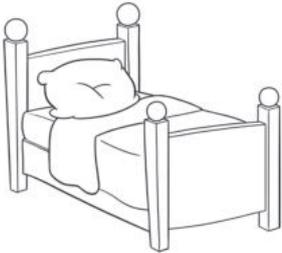
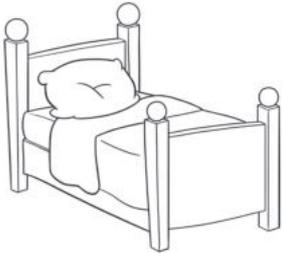
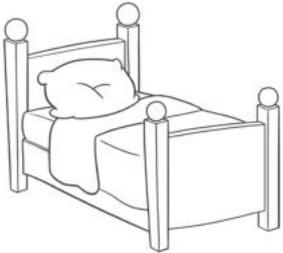
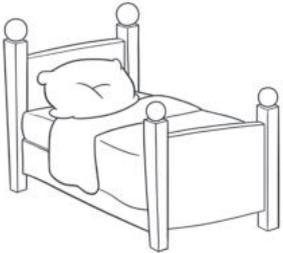
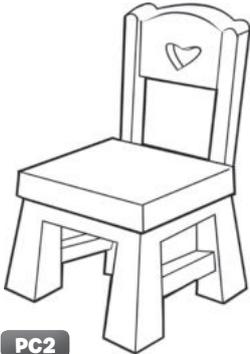
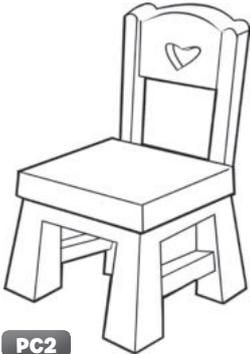
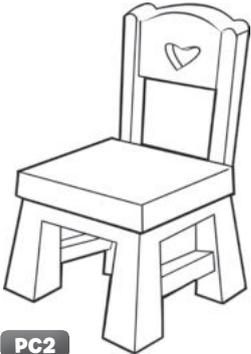
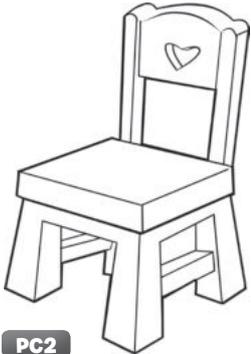
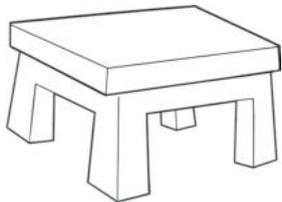
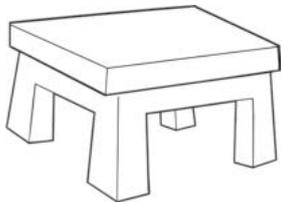
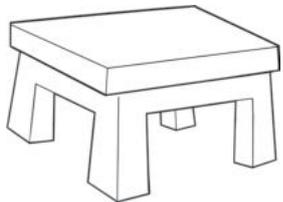
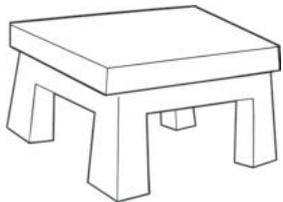


# 1

# My room

## Pupil's Cards

Cut out the pupil's cards. For each set, colour each object blue, red or yellow.

 PC1	 PC1	 PC1	 PC1
 PC2	 PC2	 PC2	 PC2
 PC3	 PC3	 PC3	 PC3
 PC4	 PC4	 PC4	 PC4

# 1

# My room

## Pupil's Cards



PC5



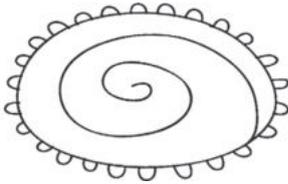
PC5



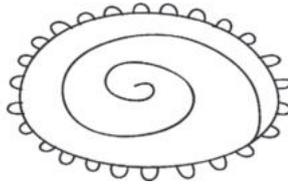
PC5



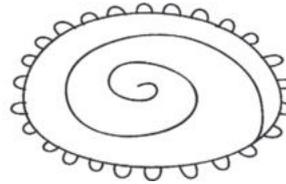
PC5



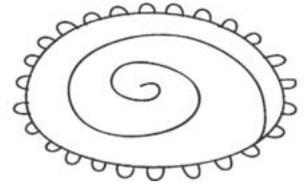
PC6



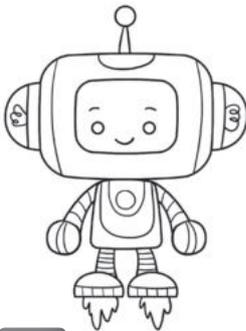
PC6



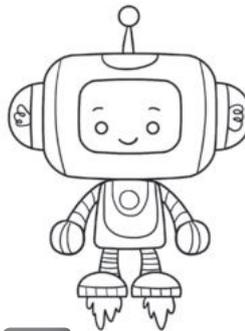
PC6



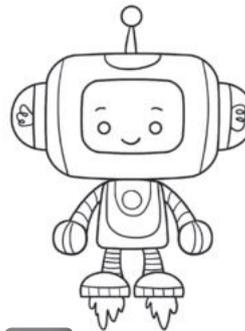
PC6



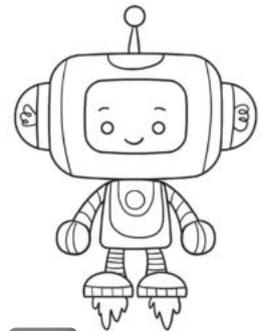
PC7



PC7



PC7



PC7



PC8



PC8



PC8



PC8

# THE FLIBETS

The *Flibets* is a 3-level course with 8 themed modules per level designed for pre-primary children. Zac and his friends introduce pupils to their fantasy world through English, engaging them with exciting stories and stimulating activities. The course contains a combination of elements which fully support teachers in the classroom and make learning fun for pupils.



## For Pupils

- **Pupil's book** with stickers
- **Activity Book** with character cutouts
- **Certificate**

### The *Flibets* app with:

- Animated stories
- Animated songs
- CLIL videos

OK

## Recommended Reader



## For Teachers

- **Pupil's Book**
- **Activity Book**
- **Teacher's Book** with extra activity worksheets
- **Class CDs**
- **IWB**
- **The *Flibets* app**
- **Teacher's Extended Pack** (for all three levels) with:
  - Banners/Posters
  - Flash cards
  - Story cards
  - Stamp
  - Zac puppet
  - Big Story Books (one per level)

Visit *The Flibets* microsite [www.theflibets.co.uk](http://www.theflibets.co.uk) for extra resources!



Express Publishing

ISBN 978-1-4715-8942-3



9 781471 589423