



Print materials and pdf (October 2016)

All printable materials are available in pdf format. Each country can configure the printable materials.

Books can be configured using any of the subjects. Typical configurations for students or consumers go from 12 books or 24 booklets. For more information contact fmallo@dmp.es

Product	Available to	PDF		Printed	Color
		Muzz y Club	Muzzy schools		
Table of content	Teachers ONLY	NO	YES	Binders	B&W
Introduction	Teachers ONLY	NO	YES	Binders	B&W
Lessons and Answer keys	Teachers ONLY	NO	YES	Binders	B&W
Student Activity sheets	Teachers and students	NO	YES	Binders	B&W
Students assessments	Teachers and students	NO	YES	Binders	B&W
Introduction to cultural content	Teachers ONLY	NO	YES	Binders	B&W
Cultural Lessons	Teachers ONLY	NO	YES	Binders	B&W
Flash cards	Consumers and Teachers	NO	YES	flash cards	Color
List of words, expressions and verbs	Teachers ONLY	NO	YES	Binders	B&W
Illustrations	Teachers ONLY	NO	YES	Binders	B&W
Big Muzzy Story	Consumers, Teachers and Students	YES	YES	Book	Color
Video Story books readers	Consumers, Teachers and Students	YES	YES	Booklets	Color
Vocabulary	Consumers, Teachers and Students	YES	YES	Booklets	Color

Items in yellow can be sold as books to students and schools

Table of content

Table of Contents

INTRODUCTION

- I. MUZZY Level I Course Description
 - Objectives
 - Approach
- II. Course Components
 - A. The MUZZY BBC Language Course
 - The Story
 - The MUZZY Vocabulary Builder
 - The MUZZY Interactive Exercises
 - B. The Curriculum Binder
 - Lessons
 - Cultural Lessons
 - Teacher Activity Masters / Student Activity Sheets
 - Assessment Masters / Student Assessment Sheets
 - Appendix
- III. MUZZY LEVEL I Content Overview
- IV. MUZZY Multimedia Teaching Programme
 - A. Benefits of Multimedia
 - B. MUZZY and Technology
- V. How to use the MUZZY Multimedia Lessons
 - A. Getting Started
 - B. Lesson Structure
 - Pre-Viewing Activities
 - Viewing Activities
 - Post-Viewing Activities
 - C. Additional Multimedia Teaching Techniques
- VI. Pacing Guidelines for the MUZZY Programme
- VII. Best Practices for Language Teaching
 - TPR / TPRS
- VIII. Classroom Set Up / Preparation
 - A. Props and Materials
 - B. Every Class Period
- IX. Working with Student Diversity
 - Heritage Speakers
 - Special Needs Students

SCRIPTS

- The MUZZY Story Script
- The MUZZY Vocabulary Builder



CLASSROOM ENGLISH Level I



Table of Contents

LESSONS (Lesson Plans, Activity and Assessment Masters, Student Activity and Assessment Sheets)

Lesson 1:	Meeting the Cast / Introductions
Lesson 2:	Greetings
Lesson 3:	Describing yourself
Lesson 4:	Describing others
Lesson 5:	Saying what you have
Lesson 6:	Asking for things politely
Lesson 7:	Counting to ten
Lesson 8:	Expressing affection, Part I
Lesson 9:	Expressing affection, Part II
Lesson 10:	Identifying yourself
Lesson 11:	The numbers from 11 to 20
Lesson 12:	Asking one's name and age
Lesson 13:	Seeking and giving information
Lesson 14:	Expressing likes and dislikes
Lesson 15:	Asking the question "Who is it?"
Lesson 16:	Naming selected countries
Lesson 17:	Telling where you come from
Lesson 18:	Giving commands
Lesson 19:	The English alphabet
Lesson 20:	Parts of the body
Lesson 21:	Expressing simple needs
Lesson 22:	Asking "Where is it?"
Lesson 23:	Describing capability
Lesson 24:	Learning the colours
Lesson 25:	Telling time
Lesson 26:	Describing daily activities
Lesson 27:	Describing illness
	Enrichment Project: Body and health
Lesson 28:	How are you feeling?
Lesson 29:	Seasons and months
Lesson 30:	Describing the weather
	Enrichment Project: Weather
Lesson 31:	Days of the week
Lesson 32:	Asking the question "When?"
Lesson 33:	Describing the levels of a house
Lesson 34:	Naming the rooms of a house
	Enrichment Project
Lesson 35:	Asking the question "Why?"
Lesson 36:	Comparing people and things
Lesson 37:	Asking for help
Lesson 38:	The conclusion of MUZZY Story Part I



CLASSROOM ENGLISH Level I



© Dorseland Overseas / Digital Education rights reserved. MUZZY is a trademark of the BBC and is used under license.

Table of Contents

CULTURAL LESSONS

Introduction to Cultural Lessons
USA 1: Introduction, MUZZY hears American folk music
USA 2: MUZZY visits all 50 states
USA 3: MUZZY goes to the bank and shopping
USA 4: MUZZY visits an American Thanksgiving
UK 1: Introduction, MUZZY loves Big Ben
UK 2: MUZZY takes the train
UK 3: MUZZY hears music in Liverpool
AUSTRALIA 1: MUZZY explores nature
CANADA 1: MUZZY explores winter sports and forests
INDIA 1: MUZZY takes a hike in the Himalayas

APPENDIX

Appendix A:	Illustrations
Appendix B:	Popular English names
Appendix C:	English-speaking world "holidays"
Appendix D:	Useful classroom expressions
Appendix E:	Activity suggestions for extra class time and for accelerated learners
Appendix F:	Activity suggestions for TPR / TPRS
Appendix G:	Sample Parent Newsletter
Appendix H:	List of words

INDEX



Introduction

Introduction

THIS INTRODUCTION CONTAINS:

- I. MUZZY Level I Course Description
- II. Course Components
- III. Content overview
- IV. MUZZY Multimedia Teaching Techniques
- V. How to Use the MUZZY Lessons
- VI. Pacing Guidelines
- VII. Best Practices for Language Teaching
- VIII. Classroom Set Up / Preparation
- IX. Working with Student Diversity

I. MUZZY LEVEL I COURSE DESCRIPTION

MUZZY is a captivating, award-winning multimedia teaching programme in which language is presented by immersion and natural method approach, through a delightful animated story about the adventures of Muzzy and his friends. The power of the story, with memorable songs that reinforce learning and enjoyment, are shown to capture the attention of students and motivate them to learn and to use the language.

Objectives

MUZZY is designed to be used as a versatile core curriculum unit and enrichment programme for any beginning level foreign language class. MUZZY teaches functional language, following national foreign language standards, that is rich in thematic content, vocabulary and extensive interactive material. The design and variety of the learning components are intended to provide a natural learning experience that communicates well with a wide range of learning styles and surrounds a student with a multisensory environment of new language.

Because of the engaging, entertaining nature and the educational design of the MUZZY programme, specific objectives include:

- * Students will develop comprehension of vocabulary and expressions used in the MUZZY programme (receptive language skills)
- * Students will learn, and transfer to new situations, vocabulary and expressions used in the MUZZY programme (productive language skills)
- * Students will develop motivation and a positive attitude toward second language learning (aesthetic value of language learning)

Approach

MUZZY is designed to teach and/or reinforce communicative language skills in a natural way using a very hands-on, participatory approach. MUZZY is a rich and versatile programme; it has been developed so that it may easily be adapted to a variety of teaching styles. How you use the materials will be greatly influenced by the philosophy and methods of your core objectives. The language and topics are presented within a story context, organized around *Muzzy's* adventures. While emphasis is on listening and speaking skills, MUZZY is rich in situations which lead to activities that promote the development of reading, writing, academic skills and cognitive development.



CLASSROOM ENGLISH Level I



Introduction

II. COURSE COMPONENTS

The MUZZY programme includes multiple components, each working in tandem to develop second language skills among your students.

A. THE MUZZY BBC LANGUAGE COURSE

* The Story

The MUZZY story is comprised of scenes that introduce then reintroduce language usage and vocabulary through telling the adventures of Muzzy and his friends. In addition to the story line scenes, language focus chapters are interspersed throughout. These short segments focus students' attention on specific language skills, which are presented and reviewed as an integral part of the MUZZY story line. These short segments follow a suspenseful story line. However, after initial viewing, scenes may be used out of order, thematically, to complement any curriculum.

* The MUZZY Vocabulary Builder

Divided into 28 Lesson scenes, the MUZZY Vocabulary Builder not only reinforces vocabulary presented in the MUZZY Story, but it also adds hundreds of new words. The Vocabulary Builder presents over 600 words by showing an object or concept and specifying the proper word. Each Lesson is an animated vignette with its own simple story line which will captivate students. The Vocabulary Builder is ideal to introduce, reinforce and review targeted vocabulary.

* The MUZZY English Interactive Exercises

MUZZY Online includes interactive computer games and exercises to match up to lesson content in this curriculum. These games reinforce concepts introduced in the video and classroom lessons, and extend learning into reading, writing and spelling. An ideal supplement for independent student practice, or group work when projected onto classroom screens or white boards.

B. THE CURRICULUM BINDER

This printed material contains everything needed to teach the MUZZY Level I Programme. It has over 400 pages of best practice methodology, lesson materials and reproducible sheets to make your class preparation quick and easy. This Curriculum material is designed to assist you in planning your programme or for the integration of the MUZZY components into your programme. It includes a complete Story Scene Script and Vocabulary Builder Script; a content planning chart; objectives, directions and answer key Masters for each Activity and Assessment Sheet; images for projects and flashcards; and a complete glossary and component correlations chart of all Lesson content.

* Lessons

There are 38 Lesson Plans in this book. Each is designed to cover 2-3 class periods of approximately 20-45 minutes duration, depending on the number of class activities and projects selected. The Lesson Plans support the vocabulary and language structures in one or two of the MUZZY Story Scenes. Each Lesson Plan follows a similar structure of pre-viewing, viewing and post-viewing activities. Within any given Lesson Plan, there are a variety of suggestions for skits, songs, games, projects and which activity sheets and assessments should be used in conjunction with that Lesson.



CLASSROOM ENGLISH Level I



© Dorseland Overseas / Digital Education rights reserved. MUZZY is a trademark of the BBC and is used under license.

Introduction

I

*Cultural Lessons

There are ten Cultural Lessons included in the MUZZY Level I Classroom Programme. Each of these Lessons can last several class periods. They can be used intermittently, as well as integrated across curriculum with social studies, geography, history, music and art. These Lessons may be implemented at any time of the school year and can certainly be interspersed throughout your curriculum. Each Cultural Lesson highlights a specific cultural point and allows for a variety of projects for you and your students to do. Although teaching aspects of culture is the goal for these Lessons, several vocabulary terms and other language structures are also introduced.

* Teacher Activity Masters / Student Activity Sheets

This set of reproducible masters provides you with a range of engaging activities that complement the video material. These activities reinforce and review both the language components and the story line of the Story, while focusing on developing academic skills such as sequencing and figure/ground perception. They may be used in class, for large and small group activities, or as homework.

* Assessment Masters / Student Assessment Sheets

These Listening Comprehension Assessments will help you build your students' listening comprehension skills. They should be administered as a final review once the students have achieved a certain level of mastery of the content being assessed.

There is also one Reading Comprehension and one Written Expression Assessment Masters with answer keys and student Assessment Sheets. These serve as an excellent year-end summary assessment of your students' learning experiences with MUZZY.

* Appendix

The Appendix is an extensive group of additional resources that will assist you in implementing lessons. It contains resources such as reproducible image Illustrations of use in Lessons and cultural projects, and for Character puppets, props and flashcards; Popular Names, Useful Classroom Expressions, Holidays, Activities for Accelerated Learners and TPR/TRPS, a Sample Parent Newsletter, etc



CLASSROOM ENGLISH Level I



Lessons and Answer keys

MEETING THE CAST / INTRODUCTIONS

OBJECTIVES

Meeting the MUZZY cast of characters
Introducing oneself

VOCABULARY

<i>I'm</i>	<i>Corvax</i>
<i>the King</i>	<i>Bob</i>
<i>the Queen</i>	<i>Norman</i>
<i>Princess Sylvia</i>	<i>Muzzy</i>



MATERIALS

MUZZY Online Level I - Unit 1 - Scene 1 - Hello! : 00:53-02:20
Large picture or puppets of the MUZZY cast of characters (See Appendix A)
Vocabulary flash card "*I'm*"
Activity Sheets 1a, 1b, 1c and 1d.

PRE-VIEWING ACTIVITIES

- * **Introduce the characters** by pointing to the cast pictures or finger puppets. Say their names and encourage the class to repeat after you.
- * **Hold the finger puppet faces** or pictures in front of your face and say, "**Hi, I'm Sylvia / Corvax / Muzzy / the Queen / the King / Bob / Norman.**"
- * **Point to yourself**, and say "**I'm** (name)." Indicate the "**I'm**" vocabulary flash card at this time. Teachers with some English-speaking background might say: point to yourself and say "**Hello, I'm** (name). **I am the teacher.**"

VIEWING ACTIVITIES

- * **Show** the video. Ask students to listen carefully for the word "**I'm.**" Have them count on their fingers the number of times they hear the word. (Answer: 8 times)
- * **Show** the scene again and pause it after the characters introduce themselves. Allow students time to repeat. "**I'm the King / the Queen / Princess Sylvia / Bob / Corvax / Muzzy.**"



POST VIEWING ACTIVITIES

- * **Ask students** to report how many times they heard the word **"I'm."** If there is disagreement, show the segment again, pausing the video each time the word **"I'm"** is spoken.
- * **Discuss the characters**, and review their names using the pictures or puppets.
- * **Ask students** to introduce themselves to the class, using the construction **"I'm"** plus their name.
- * **"Chain Reaction" activity.** This works best if students sit in a large circle. A student (or the teacher) begins by saying, **"I'm (name), and you?"** (Turn to the next person while saying **"and you?"**) Continue in this way around the circle, so that each student has a chance to speak. After repeated practice, it is fun to use a stop watch and time this activity.
Note: It helps to give students a ball or small stuffed animal to pass along to the next person after they have said, **"and you?"**
- * **Use** Activity Sheet 1a.
- * **Assign English names** to students. Have them make a name card and decorate it. These can be displayed on a bulletin board, and used for future activities.

ONLINE EXERCISES

- * **Unit 1 - Watch and Play - Hello!** - Game "a" and game "b".

ADDITIONAL SUGGESTIONS

- * **Simple pictures** of the characters can be drawn on paper plates, using yellow yarn for Sylvia's hair, for example. Or, use the cast pictures (See Appendix A) and colour them. Glue to construction paper. These can be quite useful when dramatising scenes from MUZZY in your classroom.
Especially useful: If you have magnetic chalkboards, stick a small piece of magnetic tape on the back of all pictures and flash cards.
- * **For good visibility**, when creating the flash cards, use a strip (about 3" x 8") of bright yellow construction paper, cardstock or tagboard that has been laminated for longer wear. Print the English word with a broad black marker, using large letters. Leave the flash card and pictures where they are visible throughout the day, space permitting.
- * **Use** Activity Sheet 1b to make finger puppets of the MUZZY characters. Have students practice in pairs by saying, for example, **"Hi, I'm Bob; Good morning, I am Corvax,"** etc.
- * **Use** Activity Sheet 1c. These crowns can be used as props for skits. Spray the crown gold, or glue on fake jewels.
- * **Use** Activity Sheet 1d. Give students the instructions on how to complete this exercise.

GRAMMAR NOTE

"I'm" is the construction of **"I am."** Point out the apostrophe stands for the letter that has fallen out.



OBJECTIVES, DIRECTIONS AND ANSWER KEY

The following objectives, directions and answer keys correspond to the Student Activity Sheets that are referenced throughout the Lesson Plans. Please administer the Activity Sheets, while orally giving the directions.

AM 1a***Who is it?*****Objectives:**

To develop skill in: * recognising characters in a story
* distinguishing characters from one another and naming them

Directions:

Have students write the name of each character in the appropriate blank.

Answer:

Princess Sylvia / Muzzy / the King / the Queen / Bob / Corvax

AM 1b***Muzzy and his friends*****Objectives:**

To develop skill in: * following directions
* fine motor skills
* recalling characters / events from a story
* practising oral language

Directions:

Have students colour and cut out these Muzzy finger puppets. Students may attach the two ends of the bottom band with paste or scotch tape. The puppets may be slipped over students' fingers to be used for a variety of large and small group activities. The puppets may be used to practise language and review story line events before or after viewing the video. Students may create their own stories and re-sequence or change events by using the finger puppets to demonstrate and practise action and dialogue.

AM 1c***Can you make a crown?*****Objectives:**

To develop skill in: * following directions
* developing motor skills

Directions:

Have students make a crown by following directions 1-9. (They can use crayons or coloured markers instead of paint.)

AM 1d**Directions:**

Fill in the blanks with the greetings used by the characters in scene 1.

Answer:

1. Hi!
2. Hello!
3. How do you do?
4. Hello!
5. How do you do?



NAME THAT CHARACTER!

Read the following sentences aloud and instruct the students to write the corresponding number in the blank next to the appropriate MUZZY character. Read each item 2-3 times as necessary.

1. *I am Corvax.*
2. *Hi, I am Princess Sylvia.*
3. *How do you do? I am the Queen.*
4. *Hello, I am Big Muzzy.*
5. *I'm Bob. I'm a gardener.*
6. *I am the King of Gondoland.*



GREETINGS

2

OBJECTIVES

Learning basic greetings
Asking "How are you?"

VOCABULARY

Hello
How are you (all)?
Good morning
Good afternoon
Good evening
Good night



MATERIALS

MUZZY Online Level I - Unit 1 - Scene 1 - Hello! : 00:53-02:20
MUZZY Online Level I - Unit 1 - Scene 2 - Good morning! : 02:20-03:50
Three pictures showing times of day: morning, afternoon, night.
Activity Sheets 2a and 2b.

PRE-VIEWING ACTIVITIES

- * **Using the puppets** or pictures of the cast, walk around the class saying, "**Hi, I'm Bob,**" and "**How do you do? I'm the King,**" etc.
- * **Display** the time of day pictures. Point to them and say, "**Good morning / Good afternoon / Good evening.**" Ask students to repeat after you.

VIEWING ACTIVITIES

- * **Show** 00:53-02:20 again. Ask students to listen for the expressions "**Hi**" and "**How do you do?**" Divide the class into two groups: Ask Group I to identify which characters say "**Hi,**" and Group II to identify those characters who say "**How do you do?**"
- * **Before showing** 02:11-03:50, tell students that they are going to be hearing a song containing some greetings. Encourage them to sing along with Norman. Ask students to pay special attention to the clock. Why is it important in the scene?



POST-VIEWING ACTIVITIES

- * **Ask students** to report which characters said **"Hi," "Hello,"** and **"How do you do?"** Tell students that **"Hi"** is a casual way of greeting someone. (Sylvia, Bob and Muzzy say this.) **"How do you do?"** is formal.
- * **Clarify the meanings of "Good morning / Good afternoon / Good evening / Good night"** by using the time-of-day pictures. Ask who noticed the clock during the video, and at what times the greetings changed. Explain that **"Good evening"** is used in the early evening after 6:00 PM, and **"Good night"** is used when retiring for the night. You may want to show the second scene again to check the times.
- * **Model a sentence** for students by saying, **"Hi, I'm (your name)."** Ask students to try this, using their own name. Encourage everyone to try. Use the time-of-day pictures to get students started. Use lots of positive reinforcement! Say **"Good!"** or **"Excellent!"** whenever a student attempts a sentence in English.
- * **Use laminated tagboard** cut-outs of the sun and the moon and a rooster puppet or picture to illustrate the concept of **"Good morning / Good afternoon / Good evening / Good night."** For **"Good morning"** the rooster crows and the sun appears. For **"Good morning"** the student holding the sun stands up on a chair and holds the sun above his/her head. For **"Good evening,"** you can make the sun go down like it is setting, and for **"Good night,"** you can make the moon come out.
- * **At the beginning** of each class period, sing a greeting song. (Tune: "Happy Birthday.")
**"Good morning to you,
 Good morning to you,
 Good morning, friend,
 Good morning to you"**

("Good afternoon" if the class meets in the afternoon.)
- * **Use** Activity Sheets 2a and 2b.

ONLINE EXERCISES

- * **Unit 1 - Watch and Play - Good morning!** - Game "a", game "b" and game "c".

OBJECTIVES, DIRECTIONS AND ANSWER KEY

The following objectives, directions and answer keys correspond to the Student Activity Sheets that are referenced throughout the Lesson Plans. Please administer the Activity Sheets, while orally giving the directions.

AM 2a***What are they saying?*****Objectives:**

To develop skill in: * exchanging greetings
* using context clues
* writing short expressions

Directions:

Have students write (or say) the appropriate greeting in (for) each word bubble.

Answer:

Hello / Hi! / Good evening. / Good morning. / Good night. / I'm fine, thank you...

AM 2b***What are they saying?*****Directions:**

Fill in the blanks.

Answer:

Good morning / Good afternoon / Good evening / Good night



Student Activity Sheets



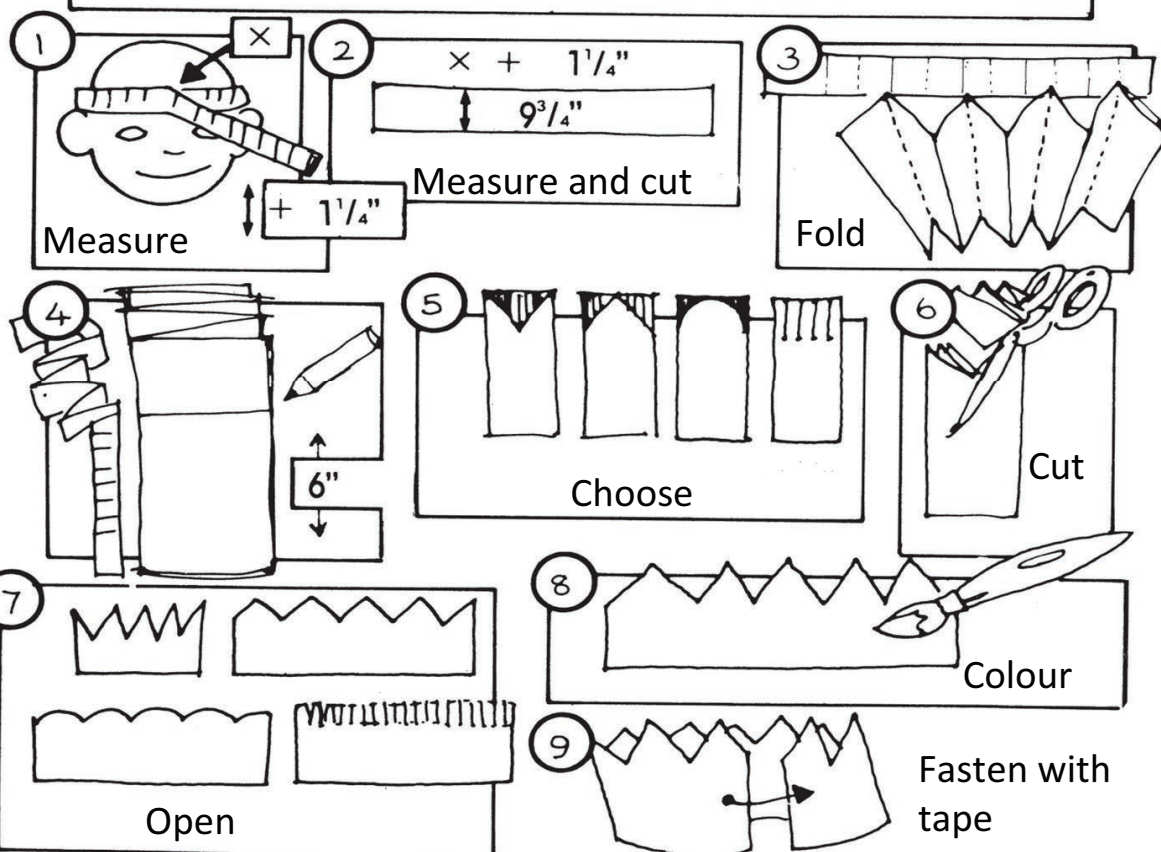
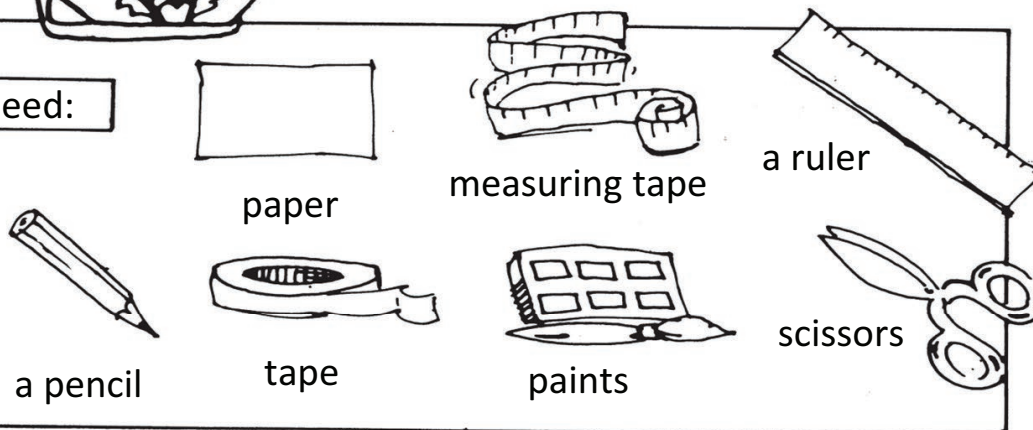
WAZZY® CLASSROOM ENGLISH Level I






Can you make a crown?

You need:



CLASSROOM ENGLISH Level I





How do you do? I'm the King of Gondoland.

1. I'm Muzzy. Big Muzzy.

2. I'm Princess Sylvia.

3. I'm Corvax.

4. I'm Bob. I'm the gardener.

5. I'm the Queen.



































CLASSROOM ENGLISH Level I



Student Assessments

WHAT IS IT?

Listen to the statements your teacher reads aloud and circle the item the sentence is about.

1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

5



CLASSROOM ENGLISH Level I



Cultural Lessons

MUZZY TAKES THE TRAIN

LEARNING STANDARDS

Communication: 1.1, 1.3

Cultures: 2.1

Communities: 5.1

OBJECTIVES

Acquiring train vocabulary by role-playing a trip by train

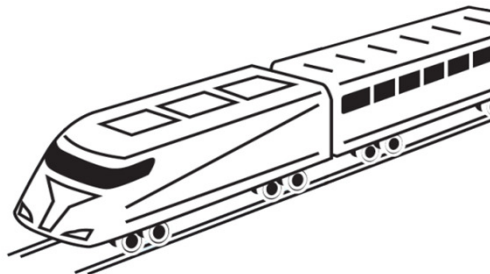
Learning to purchase and read train tickets

Communicating in the target language to purchase rail tickets and do other activities while in the train station and on the train

Becoming familiar with several cities serviced by the English National Railway System

Learning European geography by investigating what cities are serviced by rail

Learning to convert British Pounds to the local currency



VOCABULARY

Excuse me.

Could you please help me?

Please.

Thank you.

You're welcome.

Where is...?

a train station

a ticket window

a platform

I want to buy...

a ticket

How much is it?

Does this train stop at London?

Can you tell me when we arrive at...?

a timetable

a train

Is it a local train?

Is it an express local train?

Is it a direct train?

When does the train leave?

When does the train arrive?

Is the train on time?

Is the train late?

a train car

Is there a dining car?

Is there a sleeping car?

a seat

Is this seat taken?

MATERIALS

Map of the United Kingdom (preferably a railway map)

Props such as a toy train, rail schedules, euros, tickets, luggage, etc.



RESOURCES

* **For teachers** who have never experienced train travel in England, this website is the answer to all of your questions. It offers rail maps, help in reading tickets, advice in the station and links to great information about each city on the line. Your students will enjoy how easy it is to find information. **www.britrail.com**

* **This site** will help your students easily convert currencies for ticket prices: **www.x-rates.com/calculator**

ACTIVITIES

* **Since many** students have never taken a train, begin this project with a TPRS story (for TPR(S) ideas see Appendix F), about *Muzzy* to immerse them in a simulated travel experience. You will need a map of the U.K., preferably a railway map, props such as a toy train, rail timetables, pounds, tickets, luggage, etc.

* **Explain** that *Muzzy* is in London at Paddington Station and wants to see other parts of the country. He needs to consult his railway timetable and map.

* **Introduce** appropriate ticket counter vocabulary by demonstrating buying a ticket and using British Pounds. Have other students role-playing buying tickets. Students can fill in a blank teacher-created ticket, or design one of their own. Use the currency converter to truly understand the prices.

* **Act out** finding the correct platform and boarding the train. Set up chairs to resemble the seats and aisle in the train. Students with tickets may be shown to their seats by the **"conductor"** who punches the tickets.

* **Once again**, "*Muzzy is hungry*" and can visit the **"dining car"**, and when "*Muzzy is tired*", he can go to the **"sleeping car"**.

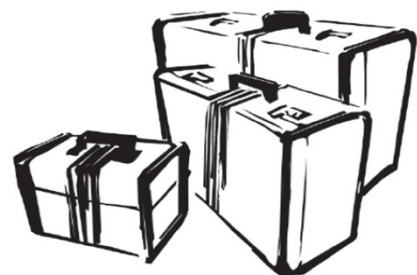
* **Have students** choose two cities they would like to visit. Using the BritRail website they can learn about the types of tickets for the trips. Students can investigate the different types of trains and their services.

The following are major hub cities in the UK:

London	Manchester
York	Chester
Edinburgh	Norwich
Glasgow	Shrewbury
Inverness	Birmingham
Cardiff	Exeter



British Underground
subway symbol



ACTIVITIES (ctd)

Decide where you can go from your chosen hub city and how long it will take you to get there.

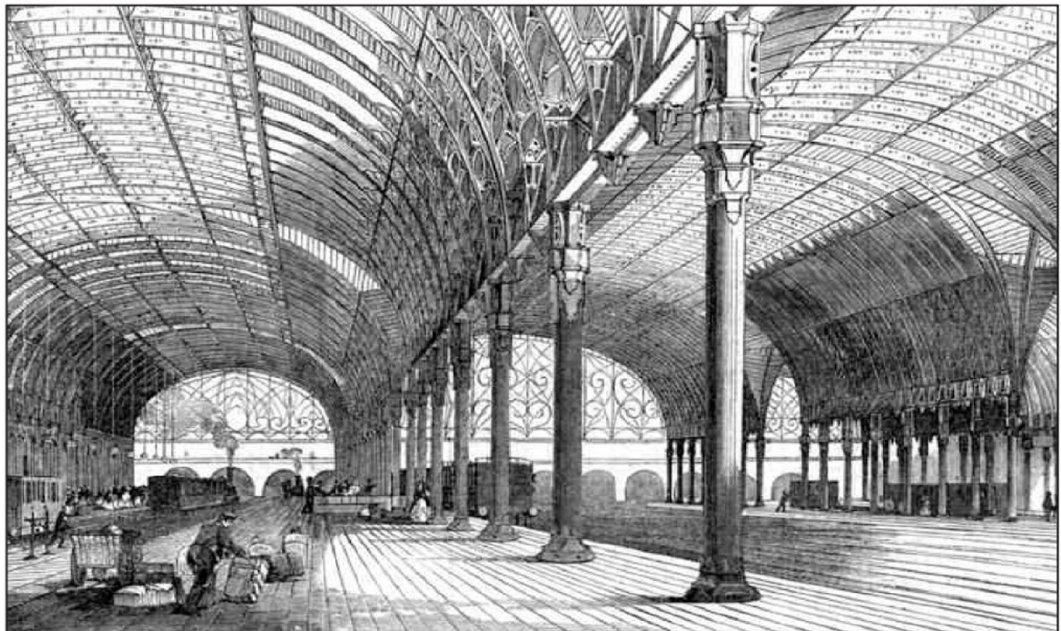
* **Encourage students** to explore their chosen UK cities. Each student should find a reason why they would like to visit each city. It could be a museum, beach or an event.

* **Have students** create a ticket showing their destination and seating choice. Ask them to share the information learned about showing their ticket, information learned about the two cities and an ability to use new train vocabulary. Some ideas are:

- * **Write and perform** a play about your trip using some of the above vocabulary and expressions
- * **Create a poster** showcasing your information
- * **Write a travel diary** highlighting each day's events
- * **Make a power point** presentation or DVD
- * **Create a board game** about train travel

ENRICHMENT ACTIVITIES

- * **Visit a travel agent** or do further research about train travel in your country.
- * **Plan a field trip** to a local train station.
- * **Plan a family holiday** to the UK.
- * **Compare and contrast** the British Rail System and that of your own country.



Flash Cards



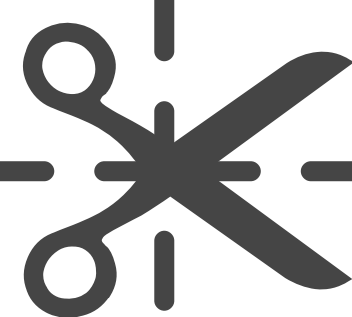
49

pineapple	pineapple
la piña	el anana
l'ananas	l'ananas
菠萝	菠蘿
bō luó	die Ananas
파인애플	pa-in-ae-peul



50

raspberries	raspberries
las frambuesas	las frambuesas
les framboises	i lamponi
木莓	木莓
mù méi	die Himbeeren
나무딸기	rajeuberi



51

bananas	bananas
los plátanos	las bananas
les bananes	le banane
香蕉	香蕉
xiāng jiāo	die Bananen
바나나	banana



52

blueberries	blueberries
los arándanos	los arándanos
les myrtilles	i mirtilli
蓝莓	藍莓
lán méi	die Blaubeeren
블루베리	beul-lu-beri

List of words, Concepts and Verbs

biting
 black
 black - 6
 blackboard - 2
 blackboard rubber - 2
 blanket - 5
 blouse - 7
 blue
 blue - 6
 blueberries - 1
 boar - 11
 boat
 boat's
 Bob
 body
 body - 3
 bonnet - 9
 book
 book - 2
 boot - 9
 boots - 7
 bottle
 bouncing
 box
 boxes
 boy - 9
 bracelet - 7
 brave
 bread - 8
 breakfast
 breakfast - 4
 bricks - 6
 bring
 brings
 Britain
 broccoli - 1
 brooch
 brother - 9
 brown
 brown - 6
 brush - 2
 brush - 5

bucket - 5
 bucket - 6
 builder - 2
 bull - 12
 bulldozer - 11
 bun
 buns
 bus
 bus - 11
 bus station - 10
 bush - 4
 bushes
 busy
 but
 butter - 8
 butterfly - 12
 button
 by
 bye
 cafe - 10
 cage - 12
 cake
 cake - 8
 calendar - 2
 calf - 12
 call
 calm
 came
 camel - 12
 camera - 5
 can
 can not
 can't
 car
 car - 11
 car park - 10
 cards - 6
 careful
 carefully
 carpenter - 2
 carpet - 5
 carrot - 1

carry
 cars
 cart - 11
 cat - 12
 catch
 celery - 1
 cell phone - 7
 cellar - 5
 cello - 6
 cereal
 cereal - 8
 chair - 5
 chairs
 chalk - 2
 chandeliers
 cheek - 3
 cheers
 cheese
 cheese - 8
 cherries - 1
 chest - 3
 chicken - 2
 chicken - 8
 chimney - 5
 chin - 3
 China
 chips
 chips - 8
 chocolate
 cinema - 10
 circle - 6
 circus - 10
 clarinet - 6
 classroom - 2
 claws - 12
 clever
 clock
 clock - 4
 clocks
 clock's
 close
 closed



this
those
three
three - 1
through
Thursday
tiger - 12
time
tired
to
to appear
to appear present continuous tense
to be
to be able to
to be able to present tense
to be future tense
to be past tense
to be present continuous tense
to be present tense
to bite
to bite past tense
to bite present tense
to bounce
to bounce present continuous tense
to bring present tense
to carry
to carry imperative
to close
to close imperative
to close past tense
to close present continuous tense
to come
to come imperative
to come past tense
to come present continuous tense
to come present tense
to count
to count past tense
to do
to do future tense
to do past tense
to do present continuous tense

to do present tense
to drive
to drive present continuous
to eat imperative
to eat present tense
to feel
to feel present continuous tense
to find
to find future tense
to finish
to finish past tense
to follow
to follow imperative
to get
to get past tense
to get present tense
to give
to give future tense
to go
to go future tense
to go imperative
to go past tense
to go present continuous tense
to go present tense
to happen
to happen past tense
to happen present continuous tense
to have
to have future tense
to have imperative
to have present continuous tense
to have present tense
to hear
to hear past tense
to hear present tense
to help
to help future tense
to help imperative
to jump
to know
to know present tense
to learn



PHRASES / EXPRESSIONS

how do you do?

I have

I have got

I've got

off we go

take him away

CONCEPTS

adjectives

adverbs

adverbs of frequency

animals

asking for personal information

asking for things

asking for things politely

big muzzy story

big numbers

can I have

colours

comparatives

counting to ten

counting to twenty

days of the week

directions

explaining when we do things

expressing ability

expressing obligations and prohibitions

first adjectives

food and drink

fruit

future intentions

giving advice

giving directions

giving orders

greeting at different times of the day

greetings

house and home

imperative

in a restaurant

in the garden

introductions

jobs

likes and dislikes

making a telephone call

musical instruments

Norman's car

numbers

numbers 1-10

numbers 11-20

numbers 21-30

offering and accepting or rejecting

online exercise

ordinal numbers

parts of the body

people and family

pet shop

plural

positions

possession

possessive pronouns

present continuous tense

quantifiers

questions with "how" and adjective

revision of verbs

saying how one feels

saying how things look

saying how you feel

saying what is happening now

saying what you like and dislike

saying where things are

school

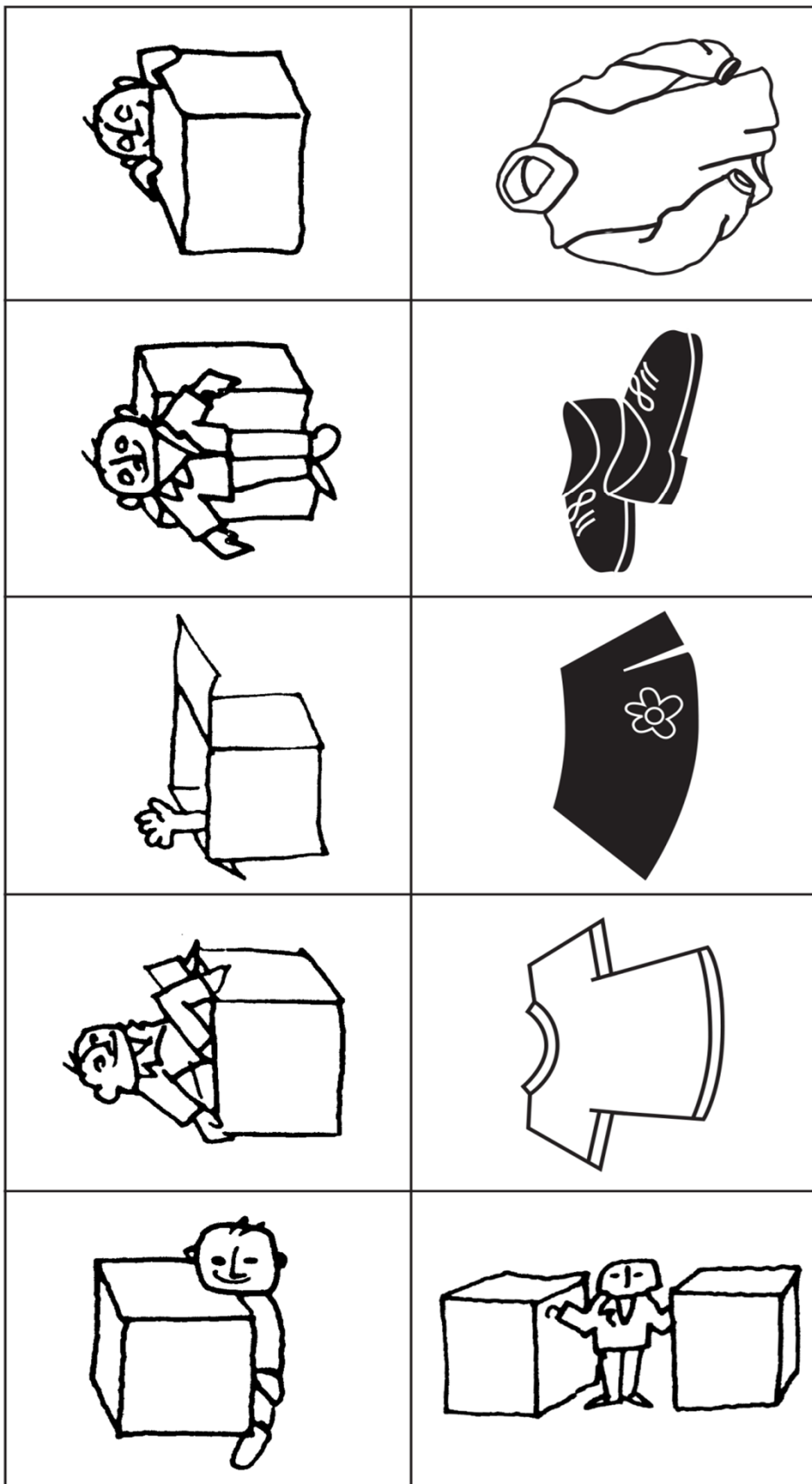
shapes

shapes and colours

singular



Illustrations



ENGLISH-SPEAKING WORLD "HOLIDAYS"

DATE	HOLIDAY
1st January	New Year's Day
3rd Monday in January	Martin Luther King, Jr. Day (USA)
26th January	Australia Day (Australia)
1st-2nd February	Imbolc (Ireland)
2nd February	Groundhog Day (USA)
14th February	St Valentine's Day
3rd Monday in February	Presidents' Day (USA)
	Family Day (Canada)
1st March	St David's Day (Wales' National Day - UK)
1st Monday in March	Labour Day (Australia)
17th March	St Patrick's Day
1st April	April Fool's Day
23rd April	St George's Day (England National Day - UK)
25th April	ANZAC Day (Australia)
1st May	May Day
2nd Sunday in May	Mother's Day (USA, Canada)
Last Monday in May	Memorial Day (USA)
Monday on or before 24th June	Victoria Day (Canada)
2nd Monday in June	Queen's Birthday (Australia)
3rd Sunday in June	Father's Day (USA, Canada)
1st July	Canada Day (Canada)
4th July	Independence Day (USA)
1st Monday in August	August Civic Holiday (Canada)
1st Monday in September	Labor Day (USA, Canada)
2nd Monday in October	Columbus Day (USA)
	Thanksgiving (Canada)
31st October	Halloween (USA, UK, Northern Ireland)
1st Tuesday in November	Melbourne Cup Day (Australia)
5th November	Bonfire Night (UK)
11th November	Veteran's Day (USA)
	Remembrance Day (UK, Canada)
	Lunantshees (Ireland)
4th Thursday in November	Thanksgiving (USA)
30th November	St Andrew's Day (Scotland's National Day - UK)
25th December	Christmas
26th December	Boxing Day (UK, Australia, Canada)
31st December	New Year's Eve



The Big Muzzy Story



This is Muzzy, a big, green thing! He comes from a distant planet. He travels around the universe in his spaceship. Big Muzzy is always hungry. He likes clocks. Big or small, he eats them all!

Video Story Books readers

King
Sylvia
Corvax
Bob
Muzzy

Strong!
Beautiful!
Clever.
And brave!
Big! I'm big. Big Muzzy.



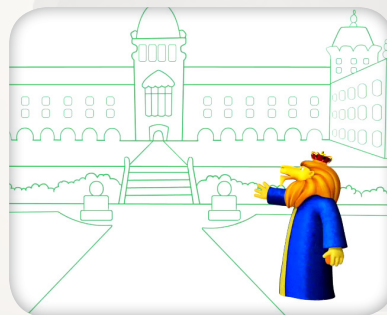
Scene 4

Muzzy
Cat
Muzzy
Cat
Muzzy

Big.
Small.
I'm Big Muzzy.
Big.
Small.

Cat
Muzzy
King
Bob

Big.
Small.
Big.
Small.
Big.
Small.



Muzzy

And I'm Big Muzzy.

Vocabulary Books



sandwich box



map



calendar



desk