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Happy House

American English

1

Teacher's Book

OXFORD

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Language summary

Unit 1 Welcome to Happy House!

Key language

Mom Dad Jack Polly Daisy
Otto Spike Ruby
Hello!
I'm (+ name).

What's your name?

Who's this?
It's (Jack)/me!

Good morning.

It's a (happy) house.
Here's a (window).
door roof floor

Additional language

family
Miaow!

Come in!
Good-bye!

Let's see.

Sit down.
What's the matter?
(in) the kitchen

Can you see?
for you and me

Teacher language (recognition)

Open your books at page...
Look at...
Look and point.
Listen.
What's your name, little mouse.
Good!
Who is it?
Where's this/(Jack)?

Unit 2 Pens and pencils

Key language

a bag a book a ruler a pencil
a pen a pencil case
There's a (book).

What's this?
It's (Otto)/a (pencil case).
Yes. No.

one two three four five six
seven eight nine ten

How many (pencils)?

Additional language

What's in my bag?
Thank you.

I don't know.
Yes, it is.
(ten) funny faces
Wait and see!
(Now) look.

Look!
Abracadabra!

Come on, everybody!
Do the number conga.
... with me ... like this ... in line
... again
Now it's ten.

Teacher language (recognition)

Show me a...
Give me..., please.
Can I have...?
Is that right?
No. Try again.
Who/what can you see?
Where's number (seven)?
Who is number (six)?
Where's (flag) number one?
You're (Ruby) and I'm (Spike).
Is it Otto?

Spike's team. Ruby's team.
finger puppets



Unit 3 Come and play!

Key language

a doll a train a car a plane
a guitar a drum
Here's a...

(three) (doll)s
cakes

red green yellow orange
pink blue

a (red) (pen)

Beat/Play/Fly/Drive...

Additional language

the playroom

Come on!

Naughty cat!

(Red) in my rainbow.
Paint with me.
Color

Please be quiet!
Stop it!

Let's have fun with noisy toys!

Teacher language (recognition)

Bring me a ...
Can you find a...?
That's right.
What's missing?
What color is this?
Find something (pink)
Color the (car) (red).
Who wants to be (Jack)?
How many (dolls) are there?
Can you see the (doll)?

Unit 4 Dressing up

Key language

a T-shirt a skirt a shoe a hat
a sweater a sock
Where's my...?

One (red) (sock)
Two (red) (socks).

My favorite (T-shirt) is green.

This is my favorite (song).

Put on your (pants).
Take off your (shoes and socks).

Additional language

Jack's bedroom
dressing up
having fun
Now I'm (Dad).

Be careful!
There you go.

Wash, wash, wash, in the washing
machine
Polly's blue jeans

Listen.
Great!
Here it is.
And don't forget your hat!

Teacher language (recognition)

What color is it?
What color is (Jack)'s (T-shirt)/
this (sock)?
What color are (Polly)'s (jeans)?
What's your color?
Color number one (red).
Do you know any other (clothes)
words?
Is it (Dad)'s (hat)?
What's your favorite...?
You are the (green) team.
How many (red books) can you see?

Unit 5 Happy birthday!

Key language

a present a card a candle a cake
a pin a balloon
I have...

Is it a (bike)?

How old are you?
I'm (seven).
I'm not (six).

What's that?
Is it the radio/television?
birthday card
Happy birthday to you!

Jump! Shake! Clap!
Stamp your feet!

Additional language

the living room
It's my birthday.

I don't know.
Come and see!
Open it!

Happy birthday!
today
Hurray!
Are you (six)?
No, I'm not.

My turn now!

When the music stops...
Freeze!

Teacher language (recognition)

Whose birthday is it?
Who is the present for?
What is it?
Spike says... Ruby says...
Stand up!
What number is on Jack's pin?
What does Daisy have?
Does she have (the balloon)?
Touch your nose!



Unit 6 Bathtime!

Key language

*a hairbrush a toothbrush soap
shampoo a towel a duck
Here's your...*

*Can you...?
Yes, I can. No, I can't.*

*I wash my face/hands.
I brush my teeth/hair.*

*Wash your (face).
Dry your (hands).*

*click your fingers/touch your
toes/wink your eye/see your nose*

Additional language

*(in) the bathroom
bathtime fun
Splish, splosh
Quack! Quack!*

*Can you see me/climb up?
Where are you?
Are you OK?
Wait a minute.
You're welcome.*

*with soap and water
early in the morning*

*Good girl!
That's better.*

*I can do anything, how about you?
just like you*

Teacher language (recognition)

*Can you do this?
Yes, I/you can.
No, I/you can't.
What do you do...?
It's a mirror
Draw yourself.
Spike says... Ruby says...
What does (Dad) have?*

Unit 7 Animal friends

Key language

*a dog a cat a bird a snake a mouse
a tiger
There's a (cat) in the house.*

Do you like (dogs)?

*Where's (Otto)?
on in
The (T-shirt) is on the (chair)/in the
(box).
chest bed*

Rabbit's on the floor.

*riding a horse
round and round
up/down.
Say/Wave good-bye.
Clap your hands!
Turn around!*

Additional language

*(in) Polly's bedroom
Say goodnight to my animal friends.
Don't forget (Dog), Dad.
Wow!
Woof! Woof! Tweet! Tweet!
Eek! Eek!*

*Come in/here
Auntie
Wake up!
Naughty boy!
Hide...*

*You're welcome!
table*

Don't cry!

*on the merry-go-round
faster and faster
Now I go...
Happy House is fun for everyone.*

Teacher language (recognition)

*What does the (dog) say?
Ssss! Grrr!
mice
Where's the (thimble)?
Hotter! Colder!
In picture one/two...
Ride your horse.
This is Polly's merry-go-round.
How many horses are there?
What animal is in Polly's bed.*

Merry Christmas!

Key language

*a star a snowman a stocking a bell
a tree*

Additional language)

*We wish you a merry Christmas and a
happy New Year.
everyone*



Introduction

Happy House is a story-based course for young children with very little or no previous experience of English. *Happy House 1* introduces English through listening and speaking and *Happy House 2* offers a gentle introduction to the written word. *Happy House* ensures that children's first experiences of language learning are stimulating and enjoyable, thereby developing in them an interest and motivation which hopefully will stay with them through their continued language learning experience.

About Happy House

Who lives in Happy House?

There are two sets of characters in *Happy House*, and they inhabit parallel worlds within the house. These are: the world of everyday family life, which we experience via the 'real' human family – Mom, Dad, the twins (Polly and Jack), and Daisy, the baby; and the fantasy 'mouse world' featuring Spike and Ruby. Although the mice live behind the baseboard and under the floors, they often venture into the rooms of the house, particularly to tease the family cat, Otto, who interacts with both sets of characters.

Course components

Happy House 1 consists of the following components:

- Student Book
- Activity Book
- Teacher's Book
- Teacher's Resource Pack, which contains 60 color flashcards, and a large color poster
- Audio CD
- Photocopy Masters Book which contains 42 picture cards and 42 word cards.

Student Book

The 80-page write-in Student Book consists of clear and attractive illustrations which support the songs, chants, dialogues, and stories used to present and practice the language. Apart from unit headings and footnotes, intended for you to use as a quick and easy reference, there is no text.

The Student Book also contains a variety of puzzles, and drawing and coloring activities for the children to complete during the 'quiet time' at the end of each lesson.

Every unit ends with a sticker page to review and provide a record of the six key vocabulary items.

Activity Book

The 64-page Activity Book offers extra language practice activities and puzzles, plus optional Cut-outs, which practice the basic skills of listening and speaking, to complement the Student Book. The Activity Book provides a means of oral feedback and practice of the key language of the lesson. Each unit ends with an *About me!* activity in which the children can use the language to say something about themselves.

Teacher's Book

The *Language summary* at the front of the book lists the language content under three different headings and is designed to help you to discriminate easily between different types of language and language use. 'Key language' means the essential vocabulary and structures which the children are expected to assimilate and which, in many cases, they will be able to reproduce. 'Additional language' means the other language which comes up in the stories, songs, chants, and activities. Children will recognize and produce different amounts of this. Finally, 'Teacher language' is the language we suggest the teacher might use in the classroom. Much of this is instructional, and children will be expected to understand it but not, as a rule, to reproduce it.

The Teacher's Book contains comprehensive teaching notes for each lesson including guidelines for the use of English and the children's own language (L1) in the classroom. The 'Teacher tip' boxes offer further suggestions and quick reminders to help with preparation and classroom management. At the beginning of each lesson there is a summary of the lesson: the language to be covered, the activities which the children will be doing, and the materials that you will need.

The *Resource Bank* at the back of the book provides additional material in the form of numerous ideas for non book-based activities and games using flashcards, realia, and the board. You may also encounter some of these activities in the lesson notes. However, many of these additional activities can be used to practice other vocabulary and structures, and since children enjoy playing familiar games again, the Resource Bank makes it easier for you to access them quickly.



There are 14 photocopiable pages that provide material for cutting-and-sticking, project-type activities that you may want to use with your class.

Teacher's Resource Pack

The Teacher's Resource Pack contains additional teaching materials. The following items are provided:

Flashcards

The flashcards cover all the key vocabulary items in *Happy House 1*. The teaching notes often suggest the use of flashcards at the presentation stage since this provides a clear and efficient means of teaching the new vocabulary. Many of the TPR (Total Physical Response) activities and games used to practice these key words also require the flashcards. These are one-sided, making it easier to play guessing games and memory games.

Poster

The large color poster provides an overall view of the house where all the action takes place. All the language is presented within the very clear context of a home, moving from one room to another around the house. The poster can be used at the beginning of every unit to identify the new location and talk about it. We suggest that you return to the poster regularly to review vocabulary and remind your students where you are going to be for the day's lesson.

The Photocopy Masters Book

This 32-page book contains additional optional material for teachers wishing to introduce writing at this stage (before moving on to *Happy House 2*). Three or four reading/writing activities are provided for each of the seven units, together with seven sets of picture and word cards. All the activities may be photocopied for the class. Teaching notes are also included.

Audio CD

This provides recorded material for all the listening activities, stories, songs, and chants in *Happy House 1*.

Although carefully graded, the language on the CD is intended to provide a natural introduction to real English and is supported by strong visual reinforcement in the Student Book. Every unit of *Happy House 1* includes at least three new songs or chants for children to enjoy. These songs and chants have been specially written around the structures and vocabulary of the unit, using simple rhythms and memorable tunes based on a variety of genuine musical genres. Songs are a natural medium for learning; they are enjoyable and extremely memorable, enabling children to internalize large amounts of language quickly and effortlessly.

Objectives of the course

The main objective of *Happy House* is to provide the children with a real feeling for English, its sounds and rhythms in particular. The emphasis in *Happy House 1* is solely on listening and speaking, and there is no need for the children to read or write until *Happy House 2*. (For teachers who do wish to introduce their students to reading and writing in English, the Photocopy Masters Book provides additional material – see above.)

All the learning that takes place at this very early stage should be motivating and non-threatening. For this reason *Happy House 1* does not include any activities which in any way 'test' the children or might instil a sense of failure or poor achievement. First and foremost we want children using *Happy House* to develop an attitude towards language learning which is positive both in terms of how they view the language itself and their own ability to learn it and use it with confidence.

It is generally recognized that, in the same way as children learn their own language, students learning a foreign language can cope with hearing and understanding considerably more than they can produce. In fact they need this richer input, much of which will slowly and gradually be absorbed, internalized, and eventually produced. For this reason *Happy House* aims to provide natural language and everyday expressions, particularly through the stories, of which there are two in every unit. By means of the very clear illustrations, the sound effects, and the tone and intonation of the speakers on the CD, the children will be able to understand the story without difficulty even though they may not recognize all the language.

Course structure

Happy House 1 consists of seven main units and a short unit to be taught in the lead-up to Christmas. Each unit is predominantly set in one of the rooms of the house, and focuses on a particular topic area or vocabulary set familiar to the day-to-day lives of most children, e.g. toys, clothes, animals. The target vocabulary is re-activated throughout the unit, through the use of both a different context and a different activity type, and from one unit to the next using whole class games and pencil-and-paper activities.

Unit structure

Each unit comprises five lessons and has been carefully conceived to follow the same basic structure, as follows:

Lesson 1

Initial presentation of key lexis using flashcards, a recorded set of vocabulary items, and a dialogue. This



is reinforced via a very simple song or chant which also helps the children to internalize the new vocabulary and produce it using the correct pronunciation.

Lesson 2

Presentation of a basic structure built around some of the lexis learned in Lesson 1. This is achieved using an extended story featuring Spike and Ruby which children can then act out using mime in our regular 'Classroom theater' stage of the lesson. If you feel that some of your students are ready to reproduce some or all of the language, they can do so, but it is not essential at this stage.

Lesson 3

Presentation of either a second lexical set, e.g. colors, numbers, or a second structure, which can be used with the vocabulary in Lesson 1. This is done using a song or chant which can be exploited in different ways. Some of the songs or chants incorporate TPR, while in others there are certain lines or choruses where the children can join in very easily.

Lesson 4

This lesson focuses on a second story, always featuring Daisy. The aim is to expand the topic and expose children to some of the everyday expressions we use in English, e.g. *Please* and *Thank you*; *Stop it!*; *What's the matter?* As with the story in Lesson 2, the aim here also is to develop children's extensive listening skills, using all the tools at their disposal to help them to infer meaning where possible. This they learn to do with confidence in a way that is very guided and secure. Unlike listening tasks used with older children, the students are not expected to prove how much they have understood in order to succeed. Here, as in the Lesson 2 story, children will assimilate and reproduce different amounts of language.

Lesson 5

This lesson is very much a consolidation and review lesson. Here children look back over what they have learned in the unit. The teaching notes suggest that you spend some time discussing this with the class in their own language (L1) since evaluation and reflection are an important part of the learning-to-learn process.

The input for this lesson is provided via a final song which, although closely linked to the topic of the unit, does not present any lexis or structures which children are expected to learn and produce. All the songs in Lesson 5 provide an opportunity for very enjoyable TPR, and children will be expected to recognize the language used to cue the actions.

Children review the six key lexical items by finding the appropriate stickers in their Student Books and sticking them on the sticker page at the end of each unit. This also acts as a record for future reference and a useful

review tool to come back to at any time. Another review feature is the little mouse, Rodney, who appears throughout the unit holding or carrying different objects (key lexis) that the children have covered in the unit. By looking back through the pages of the unit, the children find Rodney, identify what he is carrying, and draw the three objects in the frames at the bottom of the page.

Activity Book

All the language taught in the Student Book is practiced in the accompanying Activity Book Material.

Lesson structure

In order to make the teaching of *Happy House 1* as simple as possible, so that you can concentrate on the content as opposed to the procedure, the teaching notes for each lesson follow a broadly consistent pattern, as follows:

A 'Lesson menu' giving the lesson plan and listing the new language and the materials required for the lesson.

Step 1 Introduction

This may mean referring to the poster or the last lesson, or using the flashcards to remind the class of what they have already learned and/or encourage them to predict what they are going to learn.

Step 2 Presentation

Once the class has established the context for the lesson, you can present the new vocabulary or structure. Here the teaching notes will suggest using flashcards, the pictures in the Student Book, the Audio CD, or real objects. In Lesson 1, the key lexis for the unit will be presented on the CD, and in the lessons featuring stories the children will listen to the story on the CD.

Step 3 Exploitation

This is usually the stage at which the Student Book material, e.g. the song, chant, or story is exploited. In Lessons 2 and 4 the children will act out the story in the 'Classroom theater'.

Step 4 Practice

This is the practice or follow-up stage. It will usually take the form of a game or speaking activity.

Step 5 Individual activities

The final stage of each lesson provides a 'quiet time' for reflection and absorption. The pencil-and-paper activities, which are varied and interesting, have been devised so that children can work quietly on their own and at their own pace. This stage of the lesson is also an important opportunity for you to work with individual children to assess how they are progressing, and in particular, to help those students who may not yet be fully confident with the language of the lesson. Our approach to mixed ability is to provide the opportunity for you to give extra help to weaker students, thereby narrowing the gap between the more



confident members of the class and the less able students. After all the children have completed their puzzle or coloring activity we generally suggest some form of whole-class feedback. As well as providing an opportunity for all the children to check their answers, this is a very effective means of using the language of the lesson in a genuine classroom situation.

Classroom management

Activity Types

Given the young age of the students for whom *Happy House 1* has been written, the activities have been designed with a 'whole-class' approach in mind. Young children with little or no previous language-learning experience need the confidence provided by the larger group and often find it difficult to use language in groups or pairs.

Cutting-and-sticking activities, whilst popular with young children, can be time-consuming to manage in a full class. For this reason we have not, apart from the two exceptions explained below, included this kind of project-type activity in the main body of the teaching notes. However, there are suggestions for possible language-linked projects in the *Resource Bank*. These have been limited to very simple cutting-and-sticking activities which require no more than glue or tape, scissors, brightly colored cut-outs from magazines, and paper and/or card. Apart from these *Resource Bank* ideas, the only instances of activities requiring cutting and sticking are the Cut-out activities in the Activity Book and at the back of the Teacher's Book.

Preparation

At the start of each lesson, the 'Lesson menu' in the Teacher's Book helps you to prepare for your classes by giving an overview of objectives, key and additional language, and materials and preparation. This will include, for example, props that you might like to use for vocabulary presentation in Lesson 1 or for the Classroom theater activity in Lessons 2 and 4. It also mentions optional materials from the Resource Bank or photocopyable section that you might like to prepare for use with the class. As an additional aid to preparation, a 'Teacher tip' (see below) at the end of a lesson will often remind you of any props that you (or occasionally the children) may need for the following lesson. Because children will build up a collection of cut-out materials, we suggest that you provide a large envelope for each child to stick in the back of his/her Activity Book. This can then be used to store the materials until they are next needed.

Teacher tips

These are situated at the end of the activity to which they refer, within the main body of the lesson notes. They give suggestions about various aspects of classroom management, such as: using optional materials; using the time when children are working individually to monitor progress; your expectations when children perform a sketch or a song; and hints for managing specific activities.

Materials

In addition to the materials specified in the notes we suggest that you always have available the following aids:

- all the flashcards arranged in their topic sets
- poster putty or a similar product (essential for flashcard activities)
- a CD player
- colored pens or pencils for the children to use if they do not have their own sets (the colors used in *Happy House 1* are red, blue, green, yellow, orange, and pink)
- a board and board markers in the above colors
- sheets of paper
- scissors, glue, and tape

Classroom language

Throughout the Teaching Notes, and listed in the Language summary at the beginning of the book, you will find models of language for you to use on a daily basis in the classroom. This will help your students to build up their understanding of classroom-based language in a way that will serve them throughout their language-learning experience.

Involving parents

It is very important that parents are involved in the learning process that their children are experiencing, since support and encouragement from parents are vital elements in young children's learning. We would expect children to share with their parents some of the things they do in their English lessons. We hope that they will want to sing the songs and chants, and take home things that they make, for their parents to enjoy with them. We suggest that when they reach the end of the course the class might like to perform the last song in the book, *The Good-bye Song*, for their parents. We hope that you and your students enjoy using this course and we look forward to seeing you again in *Happy House 2* or *Happy Street*.

With best wishes from

Everyone at Happy House



1 Welcome to Happy House!

Lesson 1

Children will:

- meet the main characters
- sing a song
- 'role-play' simple introductions
- cut out and assemble a jigsaw puzzle

Key language:

Hello!
I'm (+ name)
Mom Dad Polly Jack Daisy Otto

Additional language:

family
Miaow!

Materials and advance preparation:

Student Book pages 4–5
Activity Book pages 39 and 41 (Cut-out)
CD: audio scripts 1, 2
Flashcards: Mom Dad Polly Jack Daisy Otto

Make a photocopy of pages 98 and 105 (Jigsaw activity 1) for each child.
Before the start of the lesson photocopy a flashcard of one of the characters (not Jack), and cut into six pieces to make a jigsaw puzzle.

- Explain that two sets of inhabitants live in the house – the human family (include Otto the cat in this group) and the mice. Tell the class that the mice live secretly under the floors of the house but come out when the humans are not looking.

Teacher tip!

Use this opportunity to arouse the children's interest in their English book, its characters, and the English they are going to learn.

2 Presentation

- Use the flashcards to present the family members. Hold them up one by one, in the following order: *Mom, Dad, Polly, Jack, Daisy, Otto*, saying their names as you do so.
- Place the flashcards on the board using poster putty, and repeat the names.
- Say the names in random order and for each name invite a member of the class to come to the front and point to the correct card. The other children tell you whether they are correct or not.
- Say *Look at your books and listen to the CD*. Point to the picture in your book, then hold your hand to your ear and point to the CD player.
- Play the first part of the CD (*Listen and point*) and ask the class (L1) to point to each of the characters in the book in turn. Show the children what to do by holding up your own book and pointing.
- Now play the second part of the CD (*Listen and repeat*) and ask the children to listen and repeat the names of the characters as they point to them in their books.

① Audio script

Presenter: Unit 1. Welcome to Happy House!
Listening 1, Student Book pages 4 and 5.
Listen and point.

Mom. Dad. Polly. Jack. Daisy. Otto.

Presenter: Listen and repeat.

Mom. Dad. Polly. Jack. Daisy. Otto.

1 Introduction

- Welcome your class by saying *Hello! Hello, everyone!* several times. Point to yourself and say *I'm + your name*.
- Ask the children to look at the cover of their book and invite them to comment on it in their own language (L1). What can they see? Tell them the title and explain what it means. Tell the children that in their English lessons they are going to learn about a special house and a special family.
- Say *Open your Student Books at pages four and five*. Write the numbers 4 and 5 on the board and hold up your book. Ask the children to look at the picture and tell you what they can see (L1). Who are the people? How many children are there? What animals can they see?



3 Listening and song



- Tell the children (L1) that the characters are going to say 'Hello' to them. Say *Listen*. Play the first line of the CD and ask the class *Who is it?* Invite the children to point to the correct character in their books and tell you who is speaking (*Mom*).
- Play the first part of the CD (*Listen*), stopping briefly after each character. Ask the students to point to each character and tell you who they think is speaking.
- Now play the song.
- Invite five members of the class to come to the front and face the rest of the class. Give out the flashcards of Mom, Dad, Polly, Jack, and Otto and demonstrate that you want the children to hold the cards up in front of their faces. Explain that they should listen to the CD and when they hear their character, they should step forward. Play the song again and repeat with other members of the class.
- Invite the class to be Otto. Show them how they can make Otto's ears by holding up their index fingers at the top of their heads. Invite the whole class to join in with the last line.
- Play the song as often as you think necessary and invite the children to join in when they feel ready.

2 Audio script

Presenter: Listening 2, Student Book pages 4 and 5. Listen.

Mom: Hello, I'm Mom.
Dad: Hello, I'm Dad.
Polly: Hello, I'm Polly.
Jack: Hello, I'm Jack.
Daisy: Oooh! Da-da-da!
Jack: That's Daisy!
Otto: Miaow! I'm Otto.

Presenter: Now sing: The Hello Song.

Mom: Hello, I'm Mom.
Dad: Hello, I'm Dad.
Polly: Hello, I'm Polly.
Jack: Hello, I'm Jack.

All: Happy House family
Happy House family
Otto: Miaow! I'm Otto.
Miaow! Miaow! Miaow!

Teacher tip!

Remember that in this lesson the children are hearing the CD for the first time, so keep the activities relaxed and fun.

4 Practice

- Hold up each flashcard in turn in front of your face and say *Hello, I'm (Otto)*, etc. for each of the characters, mimicking their voices. Make the occasional mistake by giving the wrong name. Invite the class to correct you.
- Introduce yourself as each of the characters and invite the children to respond by introducing themselves to you using their own names, e.g. Teacher: *Hello, I'm Jack*. Child: *Hello, I'm Marta*.
- Hand out the flashcards. The children with the flashcards can now take the part of the characters, as you did above, while the rest of the children introduce themselves using their own names.
- If you have space in the classroom, invite the children to move around introducing themselves to each other so that everybody has lots of practice. Change roles so that everyone has a chance to be both themselves and the characters from the book.

Teacher tip!

Children are wonderful mimics. If mime and mimicry become a regular part of the lesson from an early stage, children will quickly overcome any initial shyness.

5 Jigsaw activity

- Demonstrate the activity using the jigsaw puzzle you prepared earlier. Place one of your jigsaw pieces on the board and ask *Who is it?* Invite individual students to come and add the pieces to complete the picture.
- Give each child a photocopy of page 98 (Jigsaw activity 1), page 105 (the 'frame' for the children to stick their jigsaw onto), and a pair of scissors.
- Explain to the class (L1) that they are going to make a puzzle. Show them how to cut along the dotted lines, and allow some time for them to cut out their puzzle and arrange the pieces in the right positions on the paper. When they have done this correctly, hand out glue for them to stick down the pieces and invite them to color the completed puzzle.
- Use this quiet time, while children are working independently, to monitor and assess individual students, giving extra help as necessary.



Activity Book

Cut-out 1: puppets

- Say *Open your Activity Books at pages thirty-nine and forty-one*. Write 39 and 41 on the board.
- Point to the characters in turn and ask *Who's this?* Tell the children to color and cut out the figures on both pages.
- Once the figures are colored and cut out, children can stick the puppet tabs together so that the figures stand up on their own.

Using the cut-out

- When the puppets are finished, or in a later lesson, you can use them to practice greetings. Hold up two puppets, e.g. Mom and Polly, and say *Hello, Mom! Hello, Polly!* Invite the children to do the same using their puppets. Do this first with the whole class. Then choose volunteers from around the class so that each volunteer has a different puppet.
- Play a game with the puppets. Invite each child to choose one puppet and hold it up. Using one of the puppets, e.g. Dad, greet another member of the family, e.g. Polly. Say *Hello, Polly!* All those children holding up Polly should answer *Hello, Dad!* Repeat with other puppets. Then invite volunteers to take over from you and choose a family member to greet.
- Do the same at the end of the lesson, but this time say *Good-bye!* to each of the puppets in turn before saying *Good-bye!* to the children as they/you leave the classroom.

Teacher tip!

In the next lesson the children will play a class game. Try to bring in a CD with lively music to make it more fun. You will also need a scarf (or similar) to act as a blindfold.

Lesson 2

Children will:

- follow a simple story
- enact the story
- play a class game
- do a coloring puzzle

Key language:

What's your name?
Spike Ruby

Additional language:

Come in!
Good-bye!

Materials and advance preparation:

Student Book pages 6, 7
Activity Book page 3
CD: audio script 3
Flashcards: Spike Ruby Otto
A CD with music suitable for playing a party game
A scarf to act as a blindfold

1 Introduction

- Before the lesson, hide the flashcards of Spike and Ruby somewhere in the classroom.
- Say *Sshhh! Listen*. Put your finger to your lips then your hand to your ear in support of your instructions. When you have the attention of the whole class, make quiet squeaking noises and look around you, under the table, among the children's desks, etc., as if you are searching for the source of the noise. Ask the children what they think the noise might be, and invite them to help you look around the room.
- Gradually reveal the flashcards of Spike and Ruby and tell the children their names.
- Hold up the flashcards one in each hand with the backs towards the children. Ask a member of the class to guess which is Spike and point to one of the cards. Ask *Where's Spike?* Then turn the picture to face the class and ask *Is it Spike?* Do the same for Ruby, repeating as necessary.



2 Story

- Ask the class (L1) if they can remember where they have seen the mice before (on the cover and in their books).
- Ask the class to look back at pages 4 and 5. Can they find Spike and Ruby? Explain that they are going to hear a story about Spike, Ruby, and Otto.
- Say *Open your Student Books at page six*, demonstrating your instruction. Make sure that all the children have found the page before playing the CD. Play the CD straight through, repeating as necessary, while the children follow the story in their books.
- Now look at the story in more detail. Ask the class to tell you (L1) what is happening in each of the four frames, e.g:
 Frame 1: Who is at the door? Who opens the door?
 Frame 2: What are the mice doing in this picture?
 Frame 3: What is Mother Mouse (*Mom*) doing? Who is at the door?
 Frame 4: What is Mother Mouse (*Mom*) doing now? Why? What do you think the mice are saying?

3 Audio script

Presenter: Listening 3, Student Book page 6.
Listen to the story.

Frame 1

Spike: Hello!

Mother Mouse: Hello, Spike! Come in!

Frame 2

Spike: I'm Spike. What's your name?

Ruby: I'm Ruby.

Frame 3

Otto: Miaow! Hello!

Mother Mouse: Oh!

Frame 4

Mother Mouse: Good-bye!

Spike and Ruby: Good-bye, Otto! Good-bye!

3 Classroom theater

- Invite three children to come to the front of the class to take the parts of Spike, Ruby, and Otto while you take the part of Mother Mouse (*Mom*). Give each child the appropriate flashcard to use. Arrange two chairs at the front of the class. The child who is Ruby should sit on one. Say to the class *I'm Mom*, you might like to squeak (*Eek! Eek!*) to show you're a mouse.
- Explain to the children that they are going to act out the story.
Begin by playing just the knock on the door. Ask the class *Who is it?* using mime to support your question.
- Play the CD, with pauses after each frame to explain the actions. Encourage the whole class to tell you about the pictures.
 Frame 1: Invite the child playing Spike to mime the action of knocking. Then you, as Mother Mouse, open the door and motion Spike to come in. Spike then goes and sits next to Ruby.
 Frame 2: Invite Spike and Ruby to mime introducing themselves as the mice are doing in the picture.
 Frame 3: Invite the child playing Otto to mime the action of knocking on the door. Ask *Who is it?* as you mime opening the door and gasping in surprise. (Otto could say *Miaow! Hello!*)
 Frame 4: Ask the class to tell you about the picture. Mime the action of slamming the door in Otto's face and invite Ruby and Spike to wave and clap in delight.
- When you have been through the story once, invite other groups of children to come and enact the story with the CD.

Teacher tip!

It's important that the children know they do not have to speak until they are ready. In this activity they can speak if they wish, but nobody needs to say anything unless they want to.



4 Class game

What's your name, little mouse?

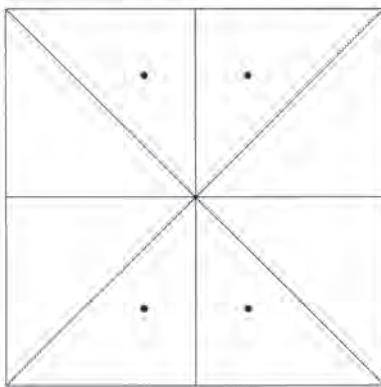
- Invite six or seven members of the class to come to the front to help you to play the game. Explain that they are mice. Place a blindfold on one of the players. This player stands in the middle while the others make a circle round him/her. Play some music while they walk round in a circle. Stop the music and tell the children to stop where they are. Now invite the child in the center to walk forward and choose a 'mouse'. Say *What's your name, little mouse, what's your name?* and invite the whole class to repeat it after you. Tell the child who has been chosen to make a small squeaking noise. The blindfolded child should then try to identify his/her classmate. Encourage the rest of the class to answer *Yes* or *No* after each guess.
- Repeat the game several times, giving different children the opportunity to play. If you can, play the game with the whole class in a large open space.

Teacher tip!

To give the children further practice and consolidate the language of the unit you may wish, at this stage or later, to use some of the games and activities specifically designed for this purpose (see Resource Bank page 92).

5 Puzzle

- Demonstrate how to do the puzzle on the board. Draw a simple diagram like the one below. Put a dot in four of the sections as shown.



- Invite members of the class to come to the front to color the areas marked with a dot so as to form a pattern.
- Now hold up your book at page 7 and explain that one of the characters from the book is hidden in this puzzle. Invite the class to color all the dotted areas to find who the character is. When you judge that the class has had enough time, hold up your book again and ask *Who is it? (Otto)*.

Teacher tip!

While the children are working, use this quiet time to move around the class working with individuals to review the language of the lesson.

Activity Book

Practice

- Say *Open your Activity Books at page three*. Write 3 on the board.
- Remind the children of the meaning of *Hello!* and *Good-bye!* Leave the classroom and say *Good-bye!* as you go out. Come in again and say *Hello!* Repeat. This time encourage the children to respond with *Hello!* and *Good-bye!*
- Point to the two pictures at the top of page 3 of the Activity Book. For each picture, ask the class *What is Spike saying? Hello or Good-bye?*
- Tell the children to look at the other pictures and decide whether Spike is saying *Hello!* or *Good-bye!* Explain and demonstrate that they should then circle the correct small picture of Spike below each picture.
- Go through the answers with the whole class. Then invite volunteers to pretend to be the mice in the pictures and say *Hello!* or *Good-bye!*

Answers

1 Good-bye! 2 Hello! 3 Hello! 4 Good-bye!



Lesson 3

Children will:

- say a chant
- play a class game
- identify and match characters by their feet
- draw their own head and foot

Key language:

Who's this?
It's (Jack).
It's me!

Additional language:

Let's see.

Materials and advance preparation:

Student Book pages 8, 9
CD: audio script 4
Flashcards: Jack Polly Mom Dad Daisy Otto
Spike Ruby
Happy House poster

Prepare a piece of paper slightly larger than a flashcard by cutting a hole in it, so that when you place it over the flashcard only a small part of the picture is revealed.

1 Introduction

- Put up the *Happy House* poster or ask the children to look at pages 2 and 3 of their Student Books, and explain that this is a picture of the inside of the house. Give the children plenty of time to look at it and comment on it in their own language.
- See if the children can find the *Happy House* characters on the poster. Ask *Where's (Mom)?* and *Who's this?*
- Explain that in this lesson we are going to find out where the family is today and what it is doing.

Teacher tip!

This is the first time the children see the poster showing the inside of *Happy House*, so encourage them to familiarize themselves with it and tell you what they can about it (L1).

2 Presentation

- Take the flashcards of the characters and place one of them on the board with your piece of paper over it, with the hole positioned so that it reveals a recognizable part of the character. Ask *Who's this?* Present the answer form *It's (Polly)* and invite the class to repeat it after you. Say *Let's see!* Remove the paper to reveal the complete picture.
- Repeat for the other characters, varying the part of the character you reveal.

3 Chant

- Say *Open your Student Books at page eight.* Hold up your book and invite the class to tell you what is happening (L1).
- Point to each of the characters in turn and ask *Who's this?*
- Place the flashcards of Jack, Polly, and Dad on the board in that order from left to right.
- Say *Listen!* and play the CD straight through, pointing to the flashcards on the board.
- Repeat. Stop after the second line of each verse and invite the class to call out *It's...* each time.
- Play the chant again, inviting the class to join in with you.

④ Audio script

Presenter: Listening 4, Student Book page 8.
Listen and say the chant.

Mom: Who's this?
Let's see.
It's Jack!

Jack: It's me!

Mom: Who's this?
Let's see.
It's Polly!

Polly: It's me!

Mom: Who's this?
Let's see.
It's Dad!

Dad: It's me!



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