

NEW Chatterbox

1 & 2

Photocopy
Masters Book



Charlotte Covill

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Level 1

Date, weather and birthdays poster

1 Day race

Stick the poster where all pupils can see it. Point to the days of the week. Ask *What day is it today?*

Encourage the students to repeat the name of the day (e.g. Monday) and ask a pupil to come up and point at the correct word. Say all the days of the week starting with Monday (or the day of the week that it is). Pupils repeat after you. Say *Let's play a game*. Divide the class into two teams and stand them in a line. The first pupil in each team starts by saying *Monday* and then turns to the pupil beside them. The next pupil says *Tuesday*, the next *Wednesday* and so on. They race to see which team can say the days correctly first. If you have more than seven pupils in the team they should start again with Monday after Sunday.

2 Dates and months

Stick the poster where all pupils can see it. Ask pupils what day of the week it is and ask one child to come to the front and point to the correct word on the poster. The pupil at the front should write the correct day at the end of the *Today is...* sentence with a washable pen. Tell pupils what the date is (1st, 2nd etc) and what the month is. Point out the date and month words on the poster. Finish by teaching them the structure: *Today is (Thursday) the (twentieth) of (September)*.

3 Birthdays

Remind pupils which month it is. Say *Look! It's (September)* and point to the month word on the poster. Ask individual pupils which month their birthday is in. Each time a pupil responds in their first language, point out the English name of the month on the poster and say it aloud. Go through the months one by one, saying their names and pointing to the words. Do this again but this time the pupils raise their hands when they hear the month that is their birthday month. Ask pupils which their favourite month is and repeat the exercise.

4 Point to...

Divide the class into two teams. Get one child from each team to come to the front and say *Point to (March)*. The first child to point to the correct word on the poster wins a point for their team. Repeat with different team members and different words.

Level 2

UK map poster

The United Kingdom

Put up the poster at the front of the room where all the pupils can see it. Point at England, Scotland, Wales and Northern Ireland and tell pupils that these are the four countries that make up the United Kingdom. Ask pupils if they know anything about any of them or if anyone has visited any of them.

- Ask pupils if they can tell you what the capital city of England is called (London). Ask one pupil to come to the front and point to where they think London is on the map. Do the same for the capitals of Scotland (Edinburgh), Wales (Cardiff) and Northern Ireland (Belfast).
- Cover up the names of the countries. Divide the pupils into teams and get one pupil from each team to come to the front. Say *Point to (Wales)*. The first team to point correctly wins a point for their team. Repeat with different pupils and the names of any of the four countries and / or capital cities.
- Ask a pupil to come to the front and point at the different countries on the map. Ask them if they remember the capital cities. Ask children if they know anything else about these countries, for example, their national sports, what their flags look like, what foods they are famous for, etc.
- Ask children to look at the poster. Say a number between 1–32 and ask children to find the number on the map. When it has been found, ask children what country it is in. Then ask children what they think the picture is beside it. Encourage some guesses. The list below corresponds to the numbers on the map and gives a brief explanation of what the symbols are.

- **The Scottish Thistle** (1) which grows everywhere in Scotland, is the symbol of Scotland. When Vikings landed on the beaches to attack Scotland, their feet were pierced by these sharp plants and their screams awoke the people. Therefore the thistle saved the Scottish people!
- **Loch Ness** (2) is a big lake in Scotland. Some people believe that there is a pre-historic monster living inside it – the Loch Ness Monster!
- **Scottish Kilt** (3) This is a traditional Scottish costume, which is worn on special occasions. They are skirts which men wear and every old Scottish family has their own pattern.
- **Forth Bridge** (4) was opened by Queen Elizabeth II in 1964 and at the time, it was the largest bridge ever built in Europe – over two and a half kilometers long!
- **Edinburgh Castle** (5) is a big castle, built on an extinct volcano, which overlooks the whole of Edinburgh!
- **The Highland Cow** (6) This type of cow lives in the Highlands of Scotland. They are extremely strong, which is how they survive in the cold and rainy hills!
- **The Giant's Causeway** (7) is a naturally formed group of rocks in Northern Ireland where the cliff meets the sea. Legend says that a Giant built it!
- The capital of Northern Ireland is **Belfast** (8).

- **The Shamrock** (9) is a little green plant that grows in Ireland. Some people believe it has magical powers.
- **Dublin** (10) is the capital of Ireland.
- **Tyne Bridge** (11) is a famous bridge, in Newcastle.
- **Blackpool Tower** (12) – is one of the tallest towers in England. It was modelled on the Eiffel tower in Paris. There is a circus and an amusement park there.
- **The Tudor Rose** (13) is a symbol of the English Royal family.
- **Caernarvon Castle** (14) was built in about 1283 by the English King, Edward I. He wanted to build a big castle to remind people in Wales that he was the King!
- **Mount Snowdon** (15) is the highest mountain in England and Wales. It is 1085 metres tall. You can go up it on a train.
- Don't forget to have a **cup of tea** (16) in England! Staffordshire is famous for making teapots. On average, English people drink more than 3 cups of tea every day!
- You can go to **Sherwood Forest** (17), near Nottingham, where Robin Hood lived!
- On the national holiday, **St. David's Day**, (1st March) Welsh people wear daffodils (18).
- A **Coal Mine** (19) shows the main industry in Wales. There were also a lot of coal mines in the North of England.
- **The Millennium Stadium** (20) in Cardiff cost £130 million to build and there are 74,500 seats. It is where the Welsh rugby team play.

- **Hay-on-Wye** (21) is famous because it's full of second hand bookshops!
- **Stratford upon Avon** (22) is a beautiful city. It's where William Shakespeare was born.
- **Cambridge** (23) is a very old university city. There is a beautiful river that runs through the middle of it.
- **Oxford** (24) is one of the oldest cities in Europe and has the oldest university in England. On the map, you can see the Raddcliffe Camera, a beautiful library.
- **The Houses of Parliament** (25) is where the government is. You can see Big Ben here, the famous bell in the clock tower.
- **Bath** (26) is one of the oldest roman cities in Europe. It has natural hot springs!
- Visit **Stonehenge** (27). It was built over 4,000 years ago.
- **Canterbury Cathedral** (28) is where the Archbishop sits.
- In Cornwall you can see the **Eden Project** (29), two greenhouses built to educate people about the relationship between the environment and the people who live in it.
- **Brighton** (30) has the oldest pier in England.
- **The Channel Tunnel** (31) is a long tunnel under the sea which links France and England.
- **The White Cliffs of Dover** (32) are the first things that you will see if you arrive by sea from France.

Name the country

Divide the class into two teams. Prepare questions in advance about the poster, e.g. *There are a lot of sheep in this country and their national sport is rugby, where is it?* The team that answers first (Wales) gets a point. You can ask about the same countries more than once using different clues.

You are the teachers

- Tell pupils that now they are the teachers and you are a pupil. Point at something on the poster (e.g. a country, capital city or place) and say what it is. If you say the correct word the pupils should say *Yes, that's right* but if you say the wrong word they say *No, that's wrong* and tell you the correct word.

Stand up, sit down

Ask two volunteers to come to the front of the class where you've put a chair for each of them. Tell them that you will point to something on the poster and say a word. If the word you say is the correct word for the object you are pointing at they should sit down on the chair but if the word and object are different, they should stay standing. When they answer wrongly by sitting / standing at the wrong time they are out and another pupil can take their place.

Poster memory game

- Put the poster up at the front of the class and get pupils to look closely at what's on it. Then take the poster away. Split the class into teams and get them to write down as many of the things that are on it as they can remember. The team with the longest list wins.

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Level 1 Projects

In this Photocopy Masters Book (PCM) there is an extra project suggestion for each unit of the Pupil's Book. The projects are simple to do and need few resources. In most cases, the children's work can be displayed on the wall or kept and used to review target language taught in the classbook.

Unit 1 Make a jigsaw

Materials needed

Photocopy of PCM 1 for each child; colouring pencils; scissors

Give each child a copy of PCM 1. Tell the children to cut out the pieces and assemble them to make a picture of one of the main characters. When they have finished, ask *Who is this?* The children answer *This is Zoko*.

Unit 2 Make signs for the classroom

Materials needed

A blank sheet of paper; colouring pencils

Write on the board a list of the expressions and commands you regularly use in the classroom, for example, *Listen. Look. Sit down. Stand up* etc. Give each child a blank sheet of paper and tell them to draw a line down the middle of the page. Then tell the children which expression they should write and illustrate. Give children different commands so there are signs for all of them. On the left they write the command and on the right, they illustrate it.

When they have finished, collect the papers and display them on the wall so you can use them to practise classroom language. Alternatively, you can hold up the papers individually, cover the word and ask the children to look at the picture and say the command.

Unit 3 Make an age badge

Materials needed

Thin card; pencils; scissors; safety pins; tape

The children draw an outline for their badge (whatever shape they want) on the card. They write *I'm (8)* and decorate the badge before cutting it out and fixing a safety pin to the back with tape. Put the children into age groups then ask each group *How old are you?* They answer together.

Unit 4 Make a wordsquare

Materials needed

Photocopy of PCM 2 for each child; coloured pencils

Give each child a copy of PCM 2. Demonstrate on the board how to write a set of words in the grid and then complete the remaining squares with random letters. Give each child a set of six words to write in their wordsquare (all the sets should be different). These words can be any objects learned so

far e.g. classroom objects, some foods. Make sure the children illustrate and write the hidden words in the boxes under the grid.

- When they have finished, the children swap wordsquares and find the words hidden in their partner's grid.

Unit 5 Make a toy mobile

Materials needed

Colouring pencils (yellow, blue, red, green, black and white); a photocopy of PCM 3 for each child; scissors; string; coat hangers (one per child)

- Give each child a copy of PCM 3. Tell them to colour each of the toys a different colour (using only the 6 colours they already know). They then cut them out and attach them to the hangers using string. (If they don't have hangers you can tie 2 pencils / sticks together crossways and pupils can hang the decorations from these).
- Hang the mobiles around the class and use them to practise describing colours and toys.

Unit 6 Write a café menu

Materials needed

Photocopy of PCM 4 for each child; colouring pencils

- Tell the children to imagine that they run a café. They are going to write the menu for their café.
- Give each child a copy of PCM 4. The children decide on the name of their café and write this in the gap at the top. They then write and decorate the menu. Encourage them to think of funny and unusual types of dishes, e.g. apple ice cream, or tomato cake.

Unit 7 Make a photo frame

Materials needed

A photo of each child; a photocopy of PCM 5 for each child; thin card; scissors; items to decorate the frame (feathers, sequins, wool, cloth, etc.); paper; pencils; glue

- Ask the children to bring in a photo of themselves (it can be just them or with their families). Give each child a copy of PCM 5 and tell them to cut out the frame and stick it onto a piece of card. The children colour and stick on decorations to create the frame. When it is finished, they stick their photo in the middle.
- Give each child a piece of paper and ask them to write a description of the photo, using sentences beginning *I'm ...* and *I've got ...*. Display the pictures and descriptions on the wall.

Unit 8 Make funny family trees

Materials needed

Colouring pencils; paper; scissors; Blu-tac®

- Divide the class into groups of ten children and tell each group they are a funny family. They could be a family of clowns, cowboys, vampires or anything else you think they might enjoy.

- Draw a family tree on the board and write the names: *grandfather, grandmother, father, mother, brother, sister, me, aunt, uncle and cousin*. Draw a circle for each head but do not draw any pictures. Give each child a piece of paper and tell them which family member they are to draw. (NB if you have a smaller class / prefer smaller groups each child could do two pictures). The children draw and colour the head and cut it out. Let the children choose a name for their family, e.g. (for cowboys) *The Buffalo Family*.
- When they have finished, the groups take it in turns to stick their portraits on the board in the correct places on the family tree and introduce the family members to the class, e.g. *This is Grandmother Buffalo*.

Unit 9 Make a zoo map

Materials needed

A large sheet of card; paper; colouring pencils; scissors; glue

- Take a large sheet of card and draw a map of a zoo with areas for the animals to live. Mark the entrance by writing *START HERE*. Put the card on the wall at the front of the class. Give each child a piece of paper and tell them to draw, colour and cut out an animal. Make sure they draw them a suitable size to stick on the card. As the children finish, they go to the front of the class and stick the animals in a particular area.
- When the chart is complete, ask and answer, e.g. *Can you see the elephants?* Practise directions by asking a child to direct you to them from the entrance.

Unit 10 Make a clothes collage

Materials needed

Old magazines; paper; scissors; glue

- Write the names of the different items of clothing on the board. Divide the class into small groups. Give each group a piece of paper and some magazines. The children look through the magazines and try to find examples of each type of clothing. They cut the pictures out, stick them on the paper and label them.
- Once the collages are made, discuss them with the children. Get the groups to describe their pictures e.g. a pink skirt, a blue and grey shirt, etc.

Unit 11 Make a monster poster

Materials needed

Some photocopies of PCM 6; a large sheet of card; paper; colouring pencils; scissors; glue

- Cut up the copies of PCM 6, so you have two piles of cards – one of numbers 1–12 and the other of parts of the body. Put them on the table.
- Draw the outline of a body on a large sheet of card and tell the class they are going to make a monster poster. Ask each child to the front of the class to pick a number and a body part. Give them a piece of paper and tell them to draw that number of the particular body part for the monster. Ensure that at least one child is drawing each different body part.

When each child has finished drawing and colouring the parts of the body, they cut them out and stick them on the monster. When the poster is finished, ask individual children to say a sentence describing the monster, e.g. *It's got five eyes. It's got four arms*.

Note: Large classes can be divided into groups of 6–8 pupils each. Each group works on their own monster poster.

Unit 12 Spot the difference

Materials needed

Photocopy of PCM 7 for each child; pencils; colouring pencils

- Give each child a copy of PCM 7. Tell the children to look for the differences between the two pictures and circle the differences with a pencil. They can then colour the pictures. There are eight differences.
- When they have finished, invite children to say the differences between the pictures. Give them an example to help, e.g. *There are seven pencils in picture A, there are 5 pencils in picture B*.

Unit 13 Make a clothes chart

Materials needed

A large sheet of card; a photocopy of PCM 8 for each child; colouring pencils; scissors; glue

Take a large sheet of card, draw columns and write the name of a different item of clothing in each column. Put the card on the wall at the front of the class. Give each child a copy of PCM 8 and tell them to colour and cut out each item of clothing they are wearing that day.

- As the children finish, they go to the front of the class and stick the items in the correct columns. When the chart is complete, discuss the results with the class. Ask, e.g. *How many shirts are there?* Children answer, e.g. *There are eleven shirts*.

Unit 14 Make a clock

Materials needed

Photocopy of PCM 9 for each child; colouring pencils; scissors; paper fasteners

- Give each child a copy of PCM 9. Tell them to colour the numbers and then cut out the clock face and hands. Show the children how to attach the clock hands to the face with the paper fastener. When the clocks are complete, practise telling the time with the children.

Unit 15 Secret code

Materials needed

Photocopy of PCM 10 for each child; pencils

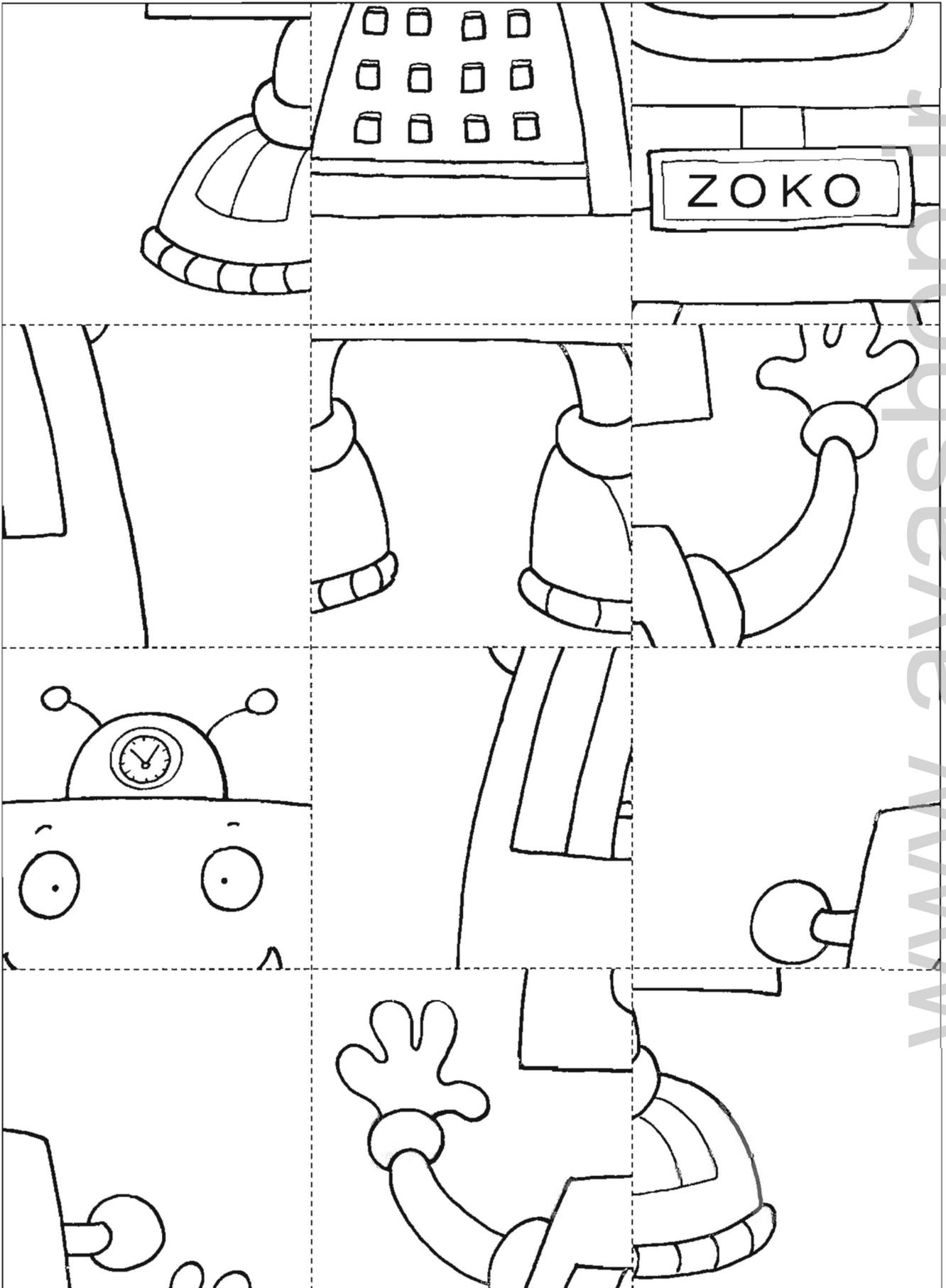
- Give each child a copy of PCM 10. Tell the children it's a code and show them how it works by writing a few words in the code. The children then decipher the message underneath the code: (*Well done, you have finished New Chatterbox level 1*).

Once the children have deciphered the message, they can write more messages for their friends using the code, or they can make up their own code.

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1

Make a jigsaw



2

Make a wordsquare

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1 _____

2 _____

3 _____

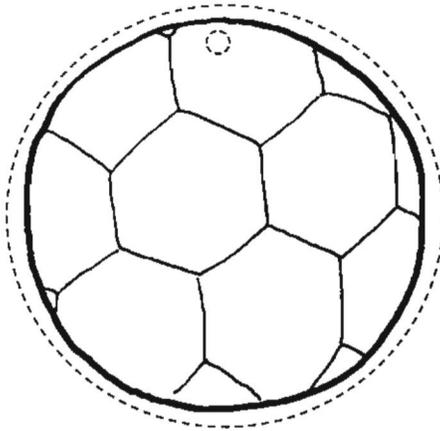
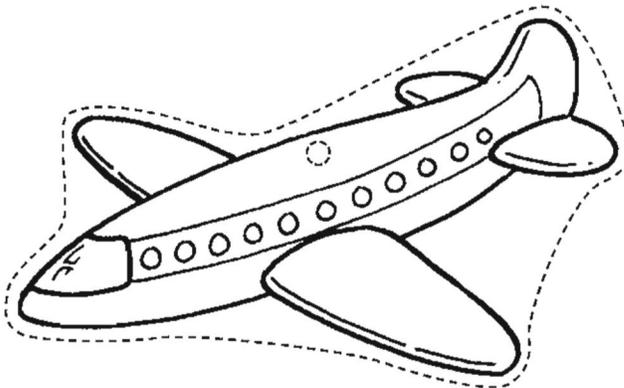
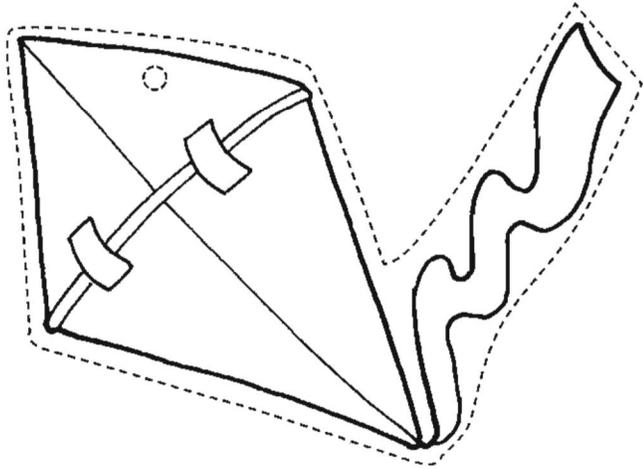
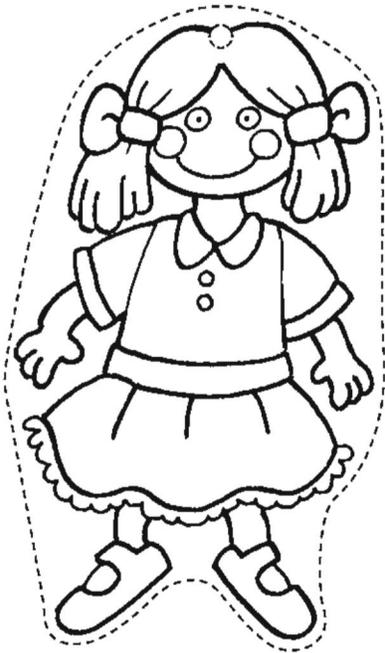
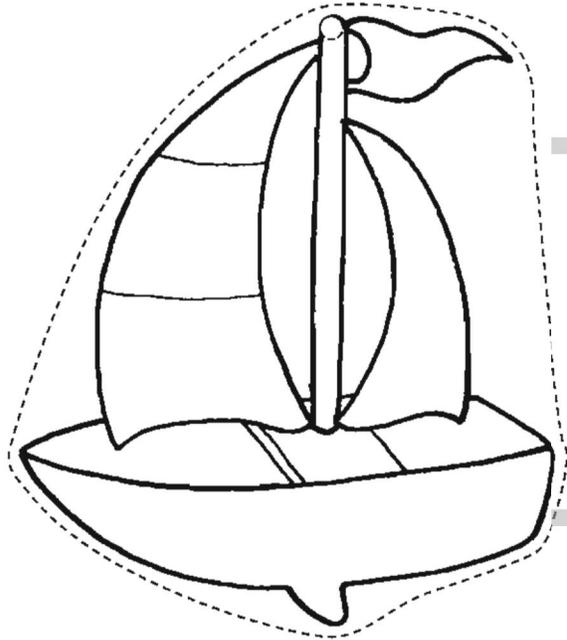
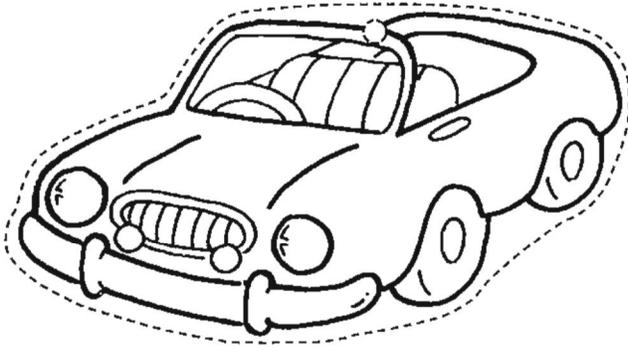
4 _____

5 _____

6 _____

3

Make a toy mobile



4

Write a café menu

M

2

_____ *Café*

Menu

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5

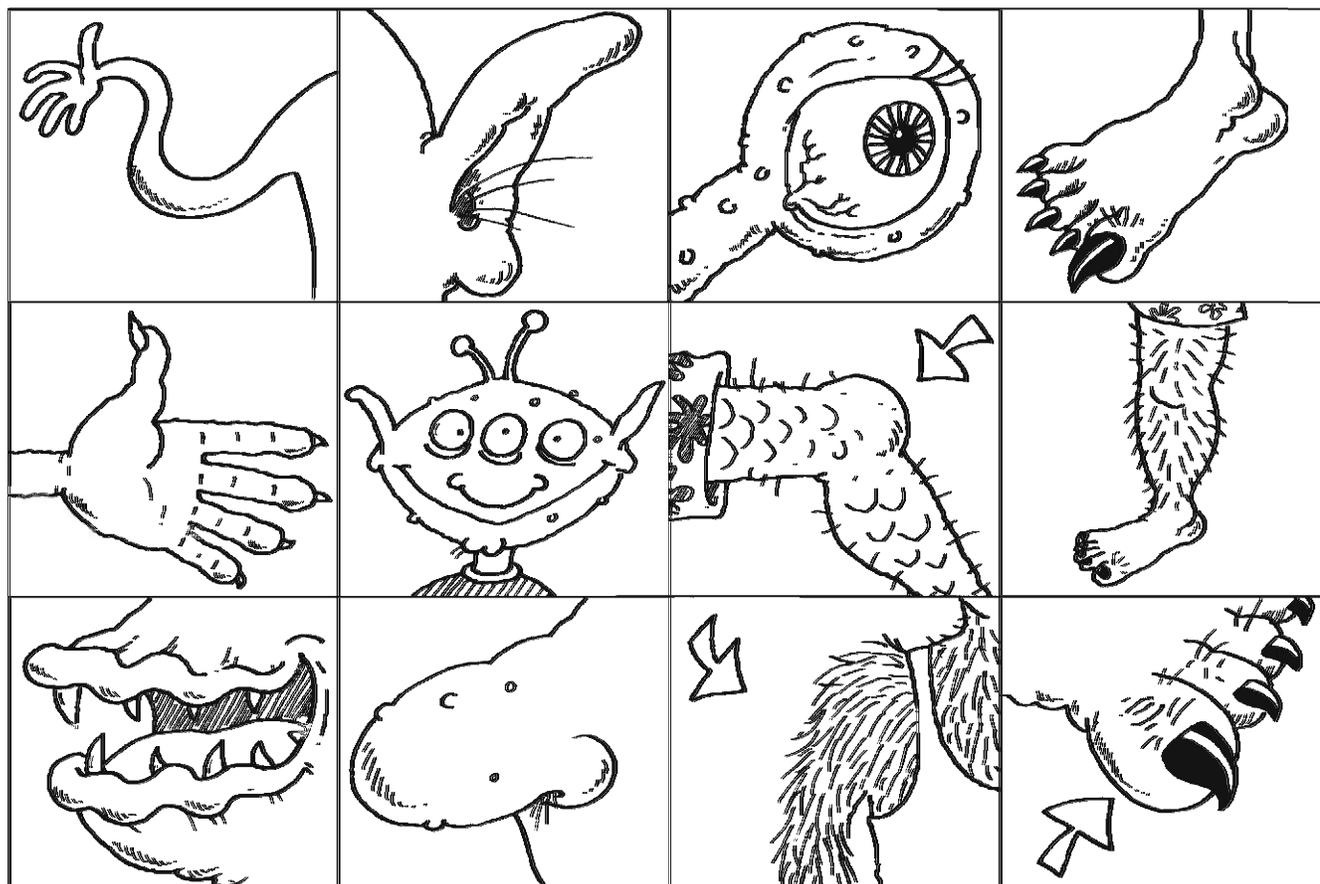
Make a photo frame



6

Monster cards

1	2	3	4
5	6	7	8
9	10	11	12

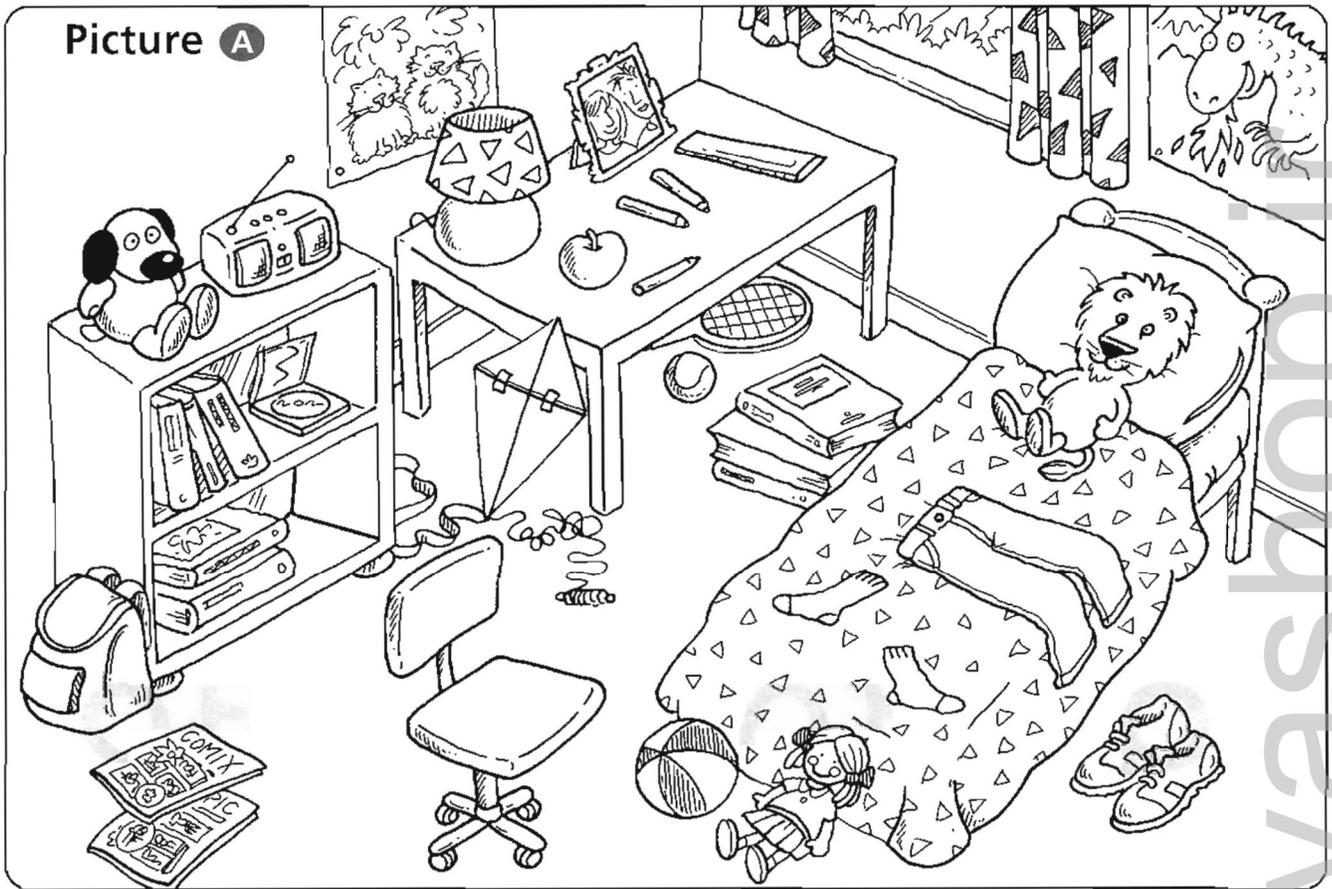


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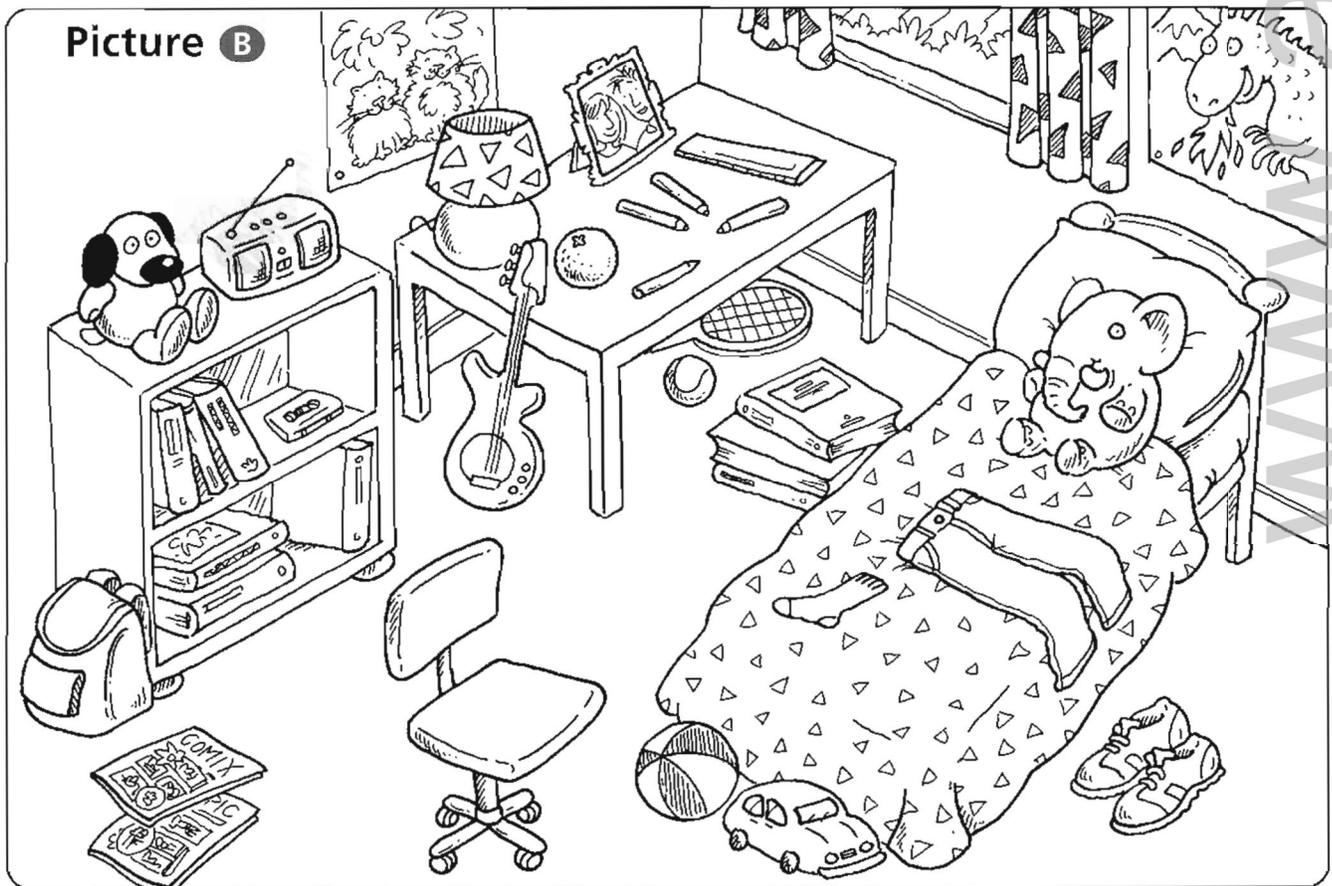
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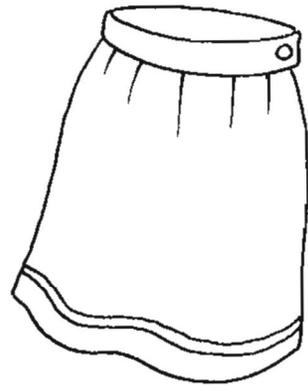
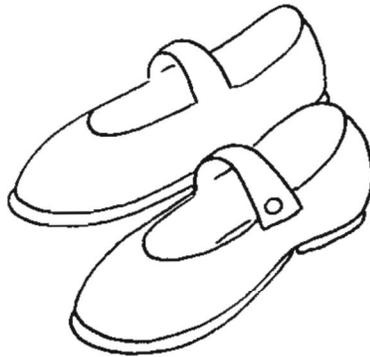
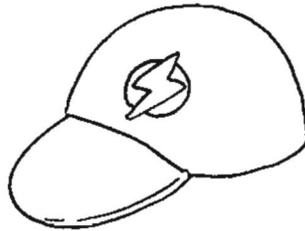
Spot the difference

Picture A



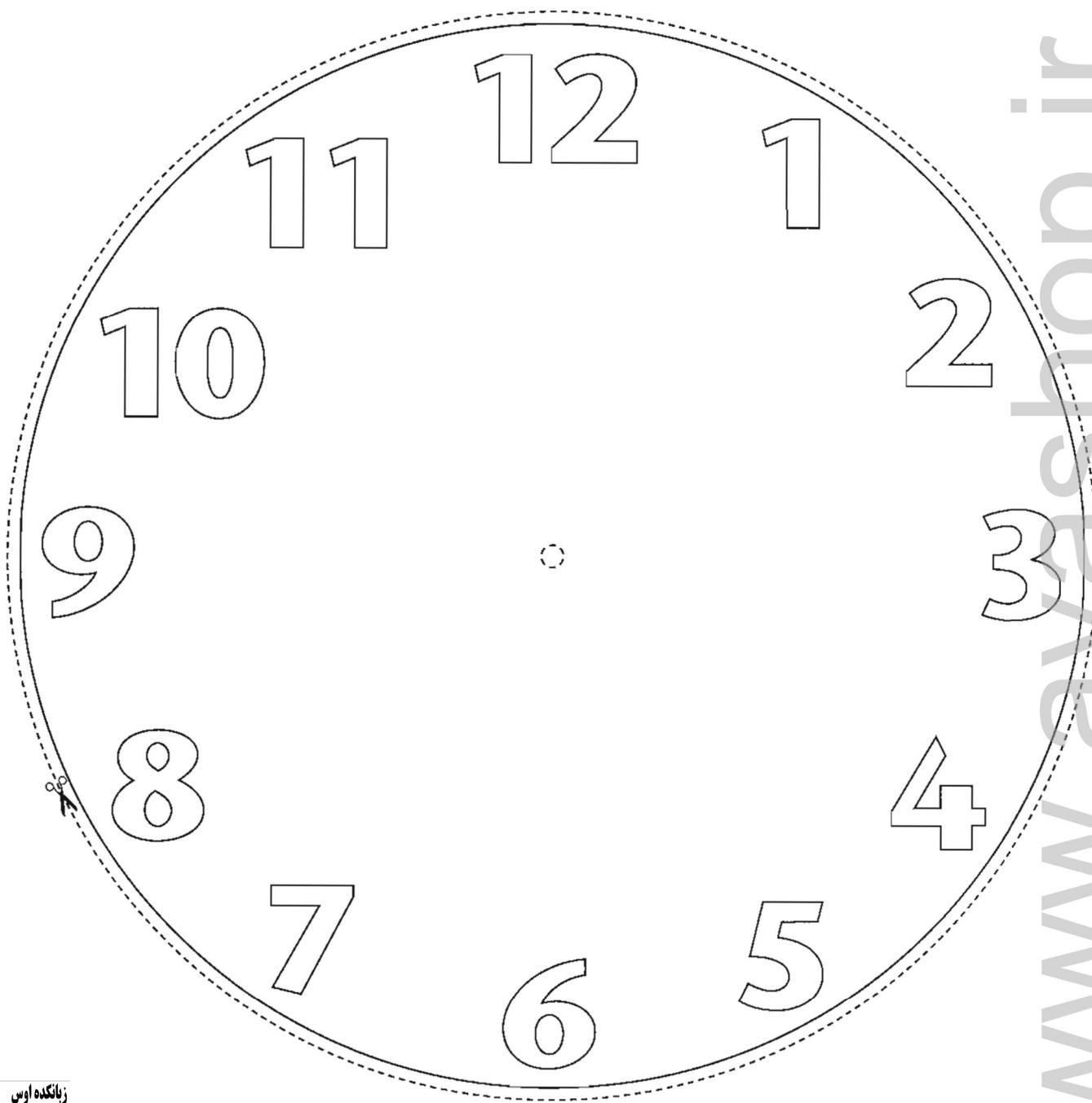
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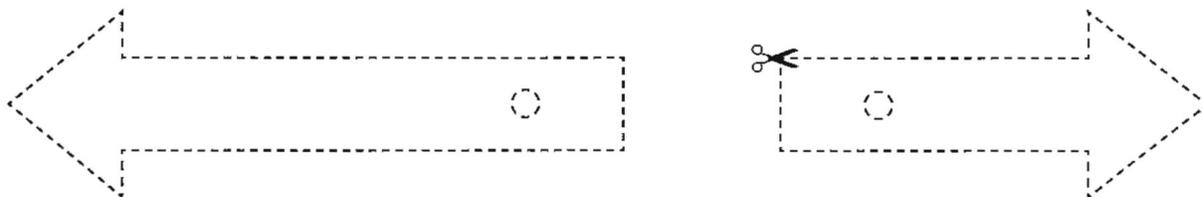


9

Make a clock



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a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		

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Level 2 Projects

Unit 1 Make a room

Materials needed

Photocopy of PCM 11 for each child; colouring pencils; scissors; glue

- Give each child a copy of PCM 11. Tell the children to colour the room and objects and then cut them out. They stick the objects where they want to in the room. When they have finished, ask individual children about their picture, e.g. *Where's your bag?* Children answer, e.g. *It's in / on / under / near the ...*

Unit 2 Make a town map

Materials needed

Photocopy of PCM 12 for each child; pencils

- Give each child a copy of PCM 12. Tell the children to cut out and stick the icons of the ten places on the buildings and write on the names to complete the map. (The children choose what function each building has.)
- When they have completed the map, ask individual children questions, e.g. *Is there a cinema here, please?* and they answer using their map, e.g. *Yes. It's at number 12 Green Street.*
- When the children can answer confidently, they can take turns asking and answering about their maps.

Unit 3 Write a shopping list

Materials needed

Photocopy of PCM 13 for each child; pencils; a bag; word cards

- Before the lesson, make word cards with the following phrases and put them in a bag: *a piece of cake, a piece of cheese, a piece of sausage, a packet of butter, a packet of cookies, a packet of sugar, a bottle of milk, a bottle of water, a jar of honey, a jar of jam, a jar of lollipops, a can of soup, a can of tomatoes, six apples, six bananas, six cookies, six donuts, six eggs.*
- Brainstorm the different types of food the children know and write the following words on the board: *apples, bananas, butter, cake, cheese, cookies, donuts, eggs, honey, jam, lollipops, milk, sausage, soup, sugar, tomatoes.*
- Give each child a copy of PCM 13. Each child completes the shopping list with suitable items from the board.
- Now play a game. Explain that they are going shopping. Call out the items in the shop by pulling the word cards out of the bag. The children tick the box next to the item as they hear it. The first child to tick all six boxes is the winner.

Unit 4 Find the people

Materials needed

Photocopy of PCM 14 for each child; pencils

- Give each child a copy of PCM 14. Tell the children to look for the people shown at the bottom of the paper in the main picture and circle them with a pencil.
- When they have finished, discuss the answers: *Number 1. What's he doing? He's playing the guitar.*

Unit 5 Make a pairs game

Materials needed

Photocopy of PCM 15 for each child; scissors

- Give each child a copy of PCM 15. Tell them they should cut out all the cards and then match the pictures and sentences.
- Play *Pairs*. Divide the class into pairs. Tell the children to shuffle their cards and place them face down on the table. (They can use one set or both sets of cards.) The children take turns turning over two cards. If the cards match, the child keeps the pair, if not, they turn them face down again and the other child has a go.

Unit 6 Make a weather vane

Materials needed

Photocopy of PCM 16 for each child; colouring pencils; scissors; paper fastener

- Give each child a copy of PCM 16. The children colour the weather pictures and the arrow before cutting them out. Show the children how to attach the arrow to the centre of the weather vane with a paper fastener.
- When the weather vanes are complete, say, e.g. *The sun is shining* and the children move the arrow to the correct picture.
- Use the weather vane regularly to practise describing the weather.

Unit 7 Do a sports survey

Materials needed

Large sheet of card; paper; colouring pencils; scissors; glue

- Take a large sheet of card, draw columns and ask the children for the names of some different sports. Write the name of a different sport in each column. Put the card on the wall at the front of the class. Give each child a piece of paper and tell them to draw and cut out a picture of the equipment needed for the sport they like.
- As the children finish, they go to the front of the class and stick the items in the correct columns. When the chart is complete, discuss the results with the class, e.g. *How many people like football? Eleven.*

Unit 8 Write a poem

Materials needed

Photocopy of PCM 17 for each child; pencils; colouring pencils

- Give each child a copy of PCM 17. Read the poem to the children. Let each child decide what their poem is about, e.g. food, animals, etc and tell them to complete the lines with suitable vocabulary. When they have done this, encourage them to illustrate the poem.
- Ask some confident children to read their poem aloud to the class. Put the poems on the wall.

Unit 9 Make a perfect room

Materials needed

Paper; colouring pencils; scissors; glue

- Give each child a piece of paper and tell them to draw their perfect room. When they have finished drawing, compare the children's ideas and ask questions about the pictures, e.g. *Is your room a bedroom / a living room? What's in your perfect room? Where's the TV?*

Unit 10 Vocabulary game

Materials needed

Photocopy of PCM 18 for each child; pencils; colouring pencils

- Give each child a copy of PCM 18. The children label the pictures. When they have finished, they colour the items following the instructions in the box. The key relates to the first letter of the word for each object in English e.g. *Plane*.
- Ask about the objects, e.g. *What is it? What colour is it?*

Unit 11 Make a questionnaire

Materials needed

Photocopy of PCM 19 for each child; pencils

- Give each child a copy of PCM 19. The children complete the questions with suitable words / phrases from the word box and then fill in the answers for themselves in the column headed *Me*.
- Now divide the class into pairs. The children take turns asking and answering the questions on the questionnaires in their pairs and filling in the answers in the column headed *My friend*.

Unit 12 Zoko's timetable

Materials needed

Photocopy of PCM 20 for each child; pencils

- Give each child a copy of PCM 20. Children should follow the tangle lines from the pictures to the days of the week to find out what subjects Zoko has each day. They then complete his timetable with the correct information. The upper pictures go in the 'morning' and the lower in the 'afternoon' slots.

Unit 13 Make a class calendar

Materials needed

Twelve photocopies of PCM 21; a diary; colouring pencils; hole punch; string

- Divide the class into twelve groups, according to which month their birthdays are in. Give each group a copy of PCM 21. Each group needs to draw a suitable picture for that month at the top of the paper, write the dates under the correct days for that month (which can be checked from the diary) and write the birthdays of each member of the group in the correct place.
- When they have finished, ask, e.g. *When is Sarah's birthday?* Children answer, e.g. *It's on the twenty-sixth of June*.
- Collect the papers together and put them in order. Punch holes at the top and tie the papers together with string. Put the calendar on the wall.

Unit 14 Make a dinosaur poster

Materials needed

Large sheet of card; dinosaur books; paper; colouring pencils; scissors; glue

- Draw a prehistoric background on a large sheet of card and tell the class they are going to make a Jurassic Park poster. Give each child a piece of paper and tell them to draw a dinosaur and write a short description of it – the dinosaur can be real or imaginary.
- When each child has finished drawing and writing, they cut their pictures out and stick them on the prehistoric background. When the poster is finished, point to a dinosaur and say, e.g. *It had a long tail*. The children say whether the statement is *True* or *False*.

NOTE Large classes can be divided into groups of 6–8 pupils each. Each group can work on their own dinosaur poster.

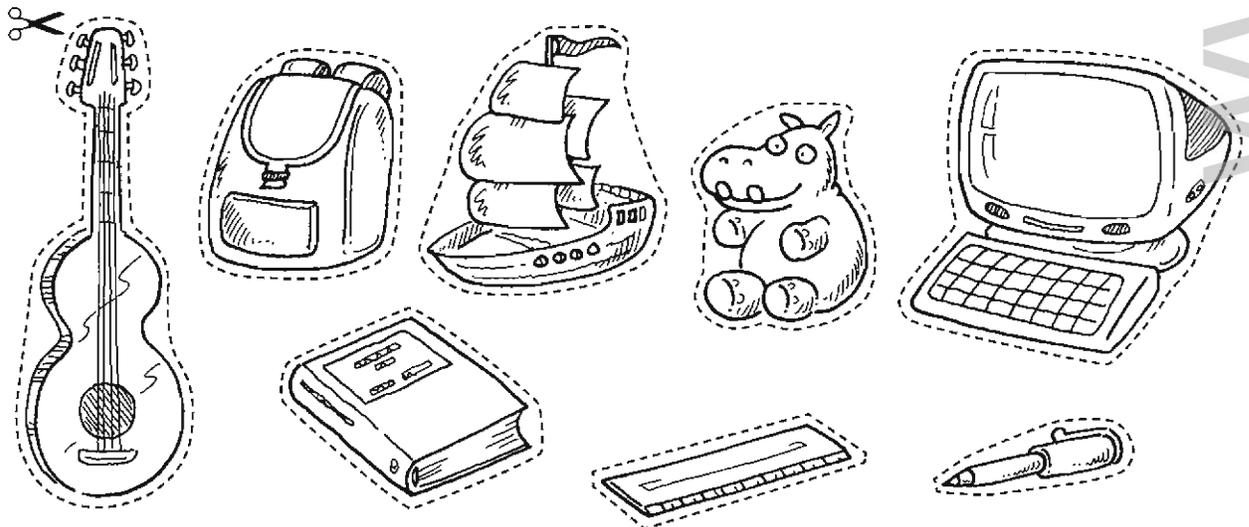
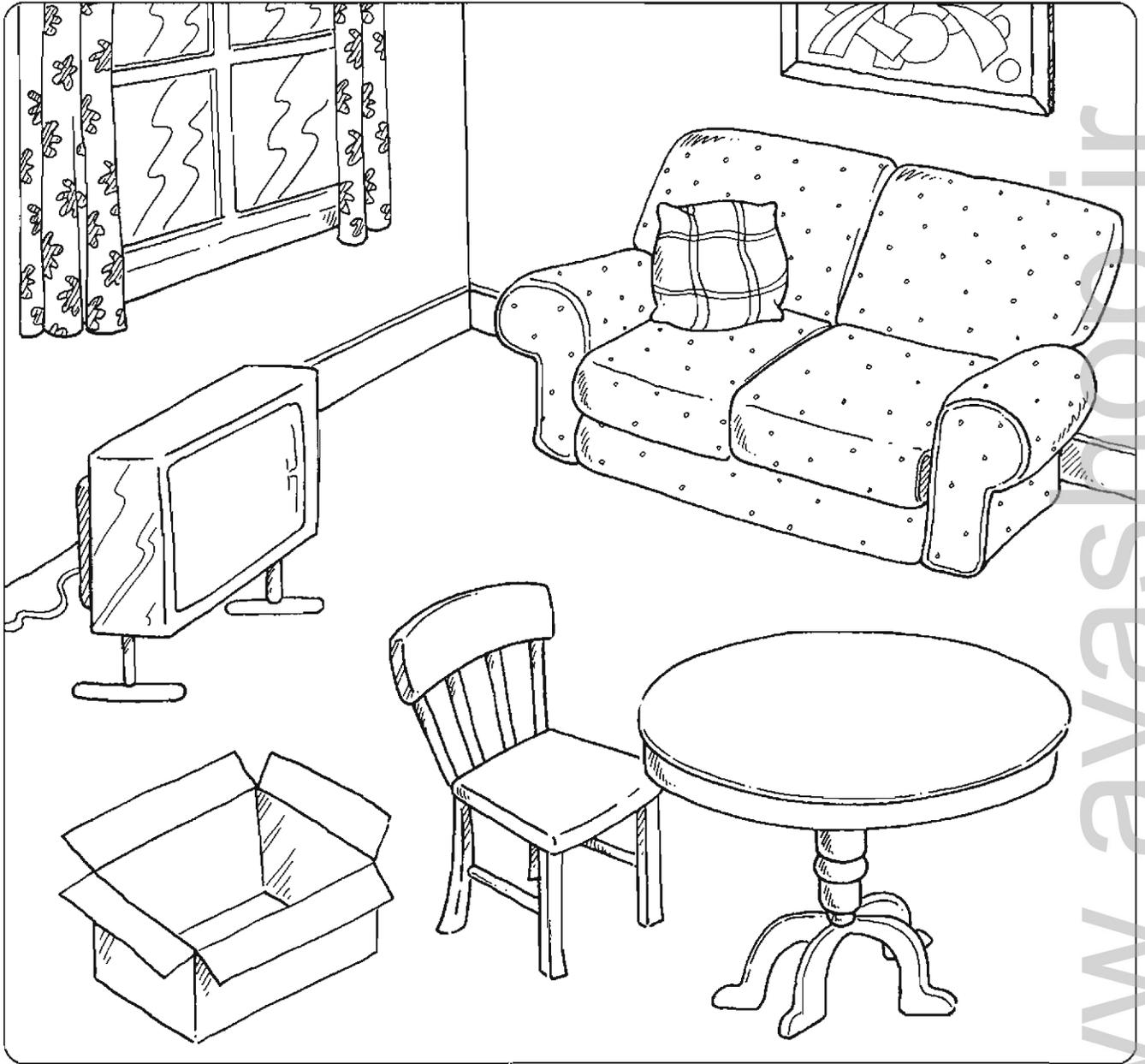
Unit 15 Secret code

Materials needed

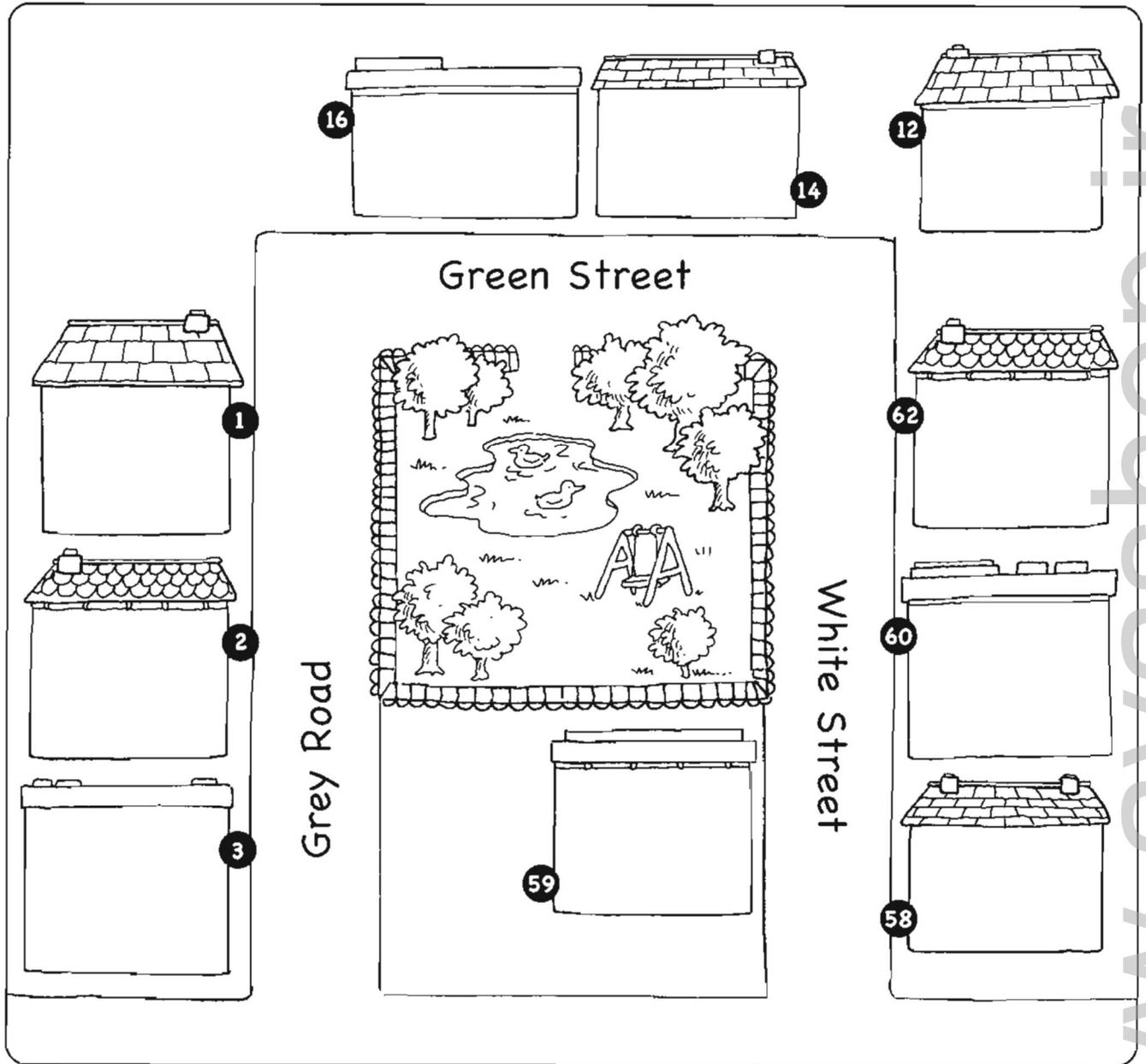
Photocopy of PCM 22 for each child; pencils

- Give each child a copy of PCM 22. Tell the children it's a code and show them how it works by writing a few words in the code. The children then decipher the message underneath the code: *(Well done. This is the end of New Chatterbox level two. Have a good holiday.)*
- Once the children have deciphered the message, they can write more messages for their friends using the code, or they can make up their own code.

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www.avaas.com



bank



bookshop



café



cinema



computer shop



donut factory



pet shop



school



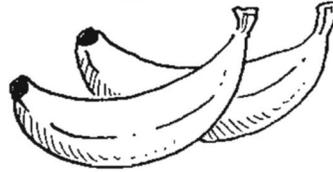
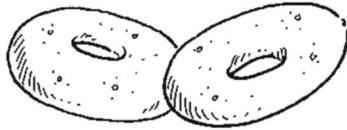
supermarket



toy shop

www.avasshop.ir

Shopping list



1 a piece of _____



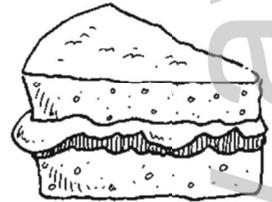
2 a packet of _____



3 a bottle of _____



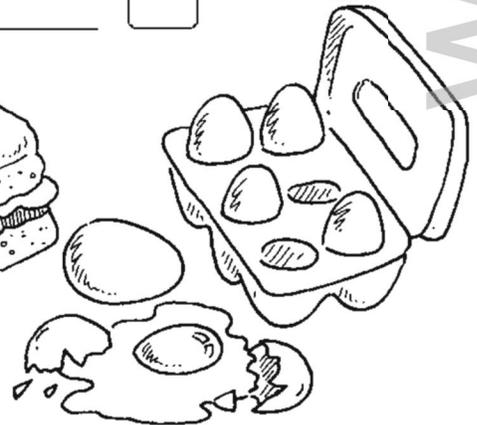
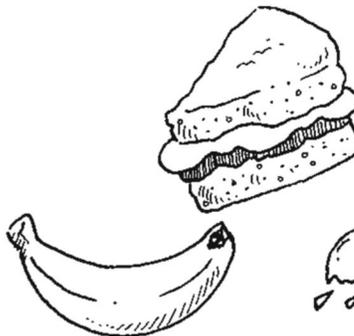
4 a jar of _____

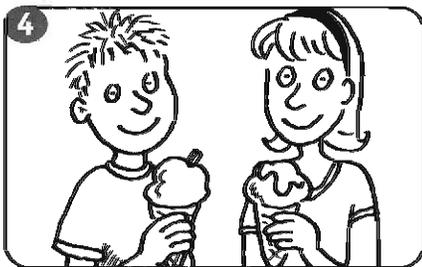
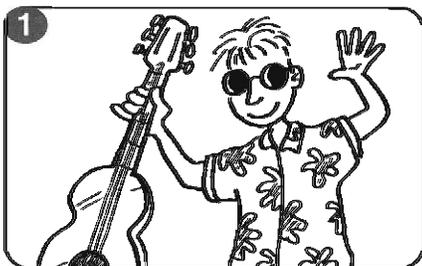
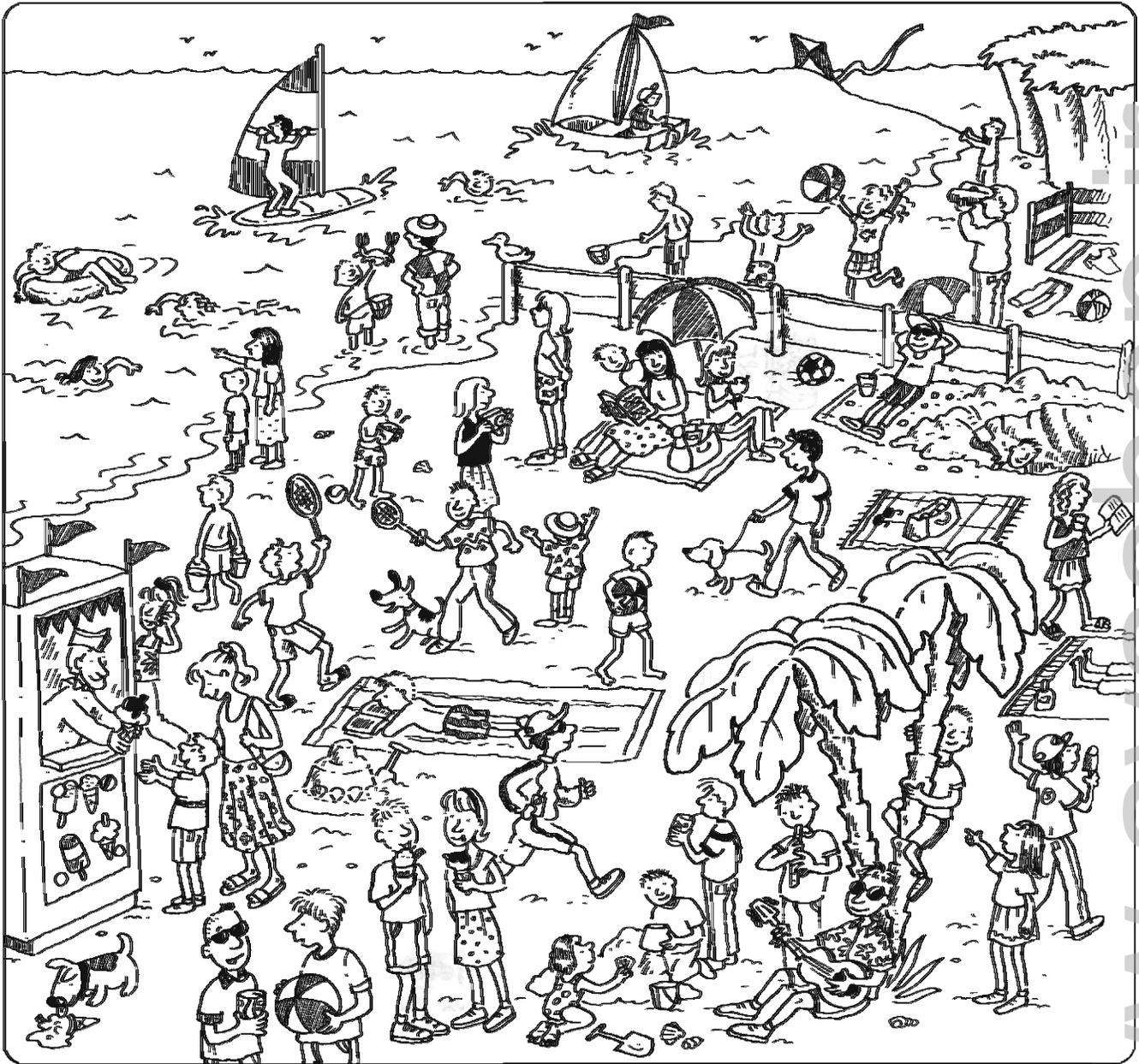


5 a can of _____



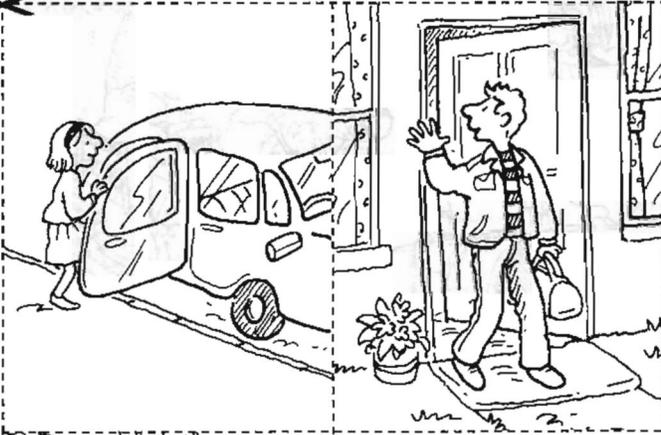
6 six _____







● Match the sentences to the pictures.



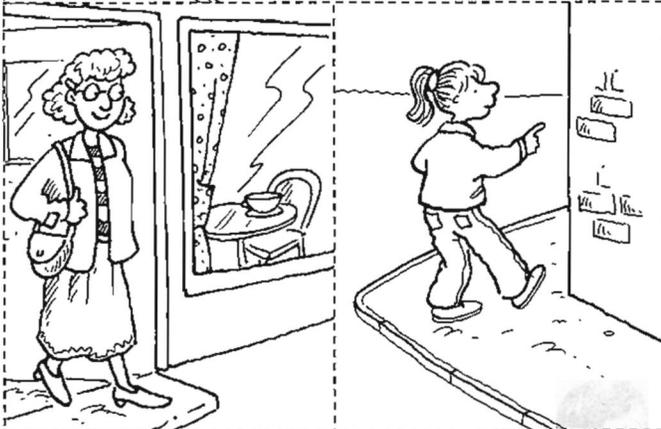
He's going into the shop.

She's coming out of the café.



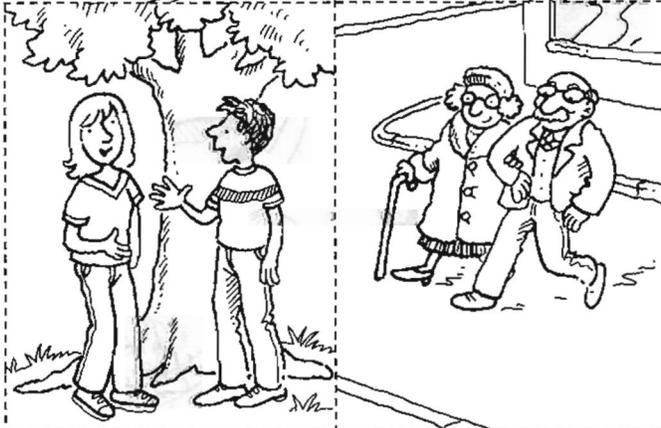
They're walking across the street.

He's coming out of the house.



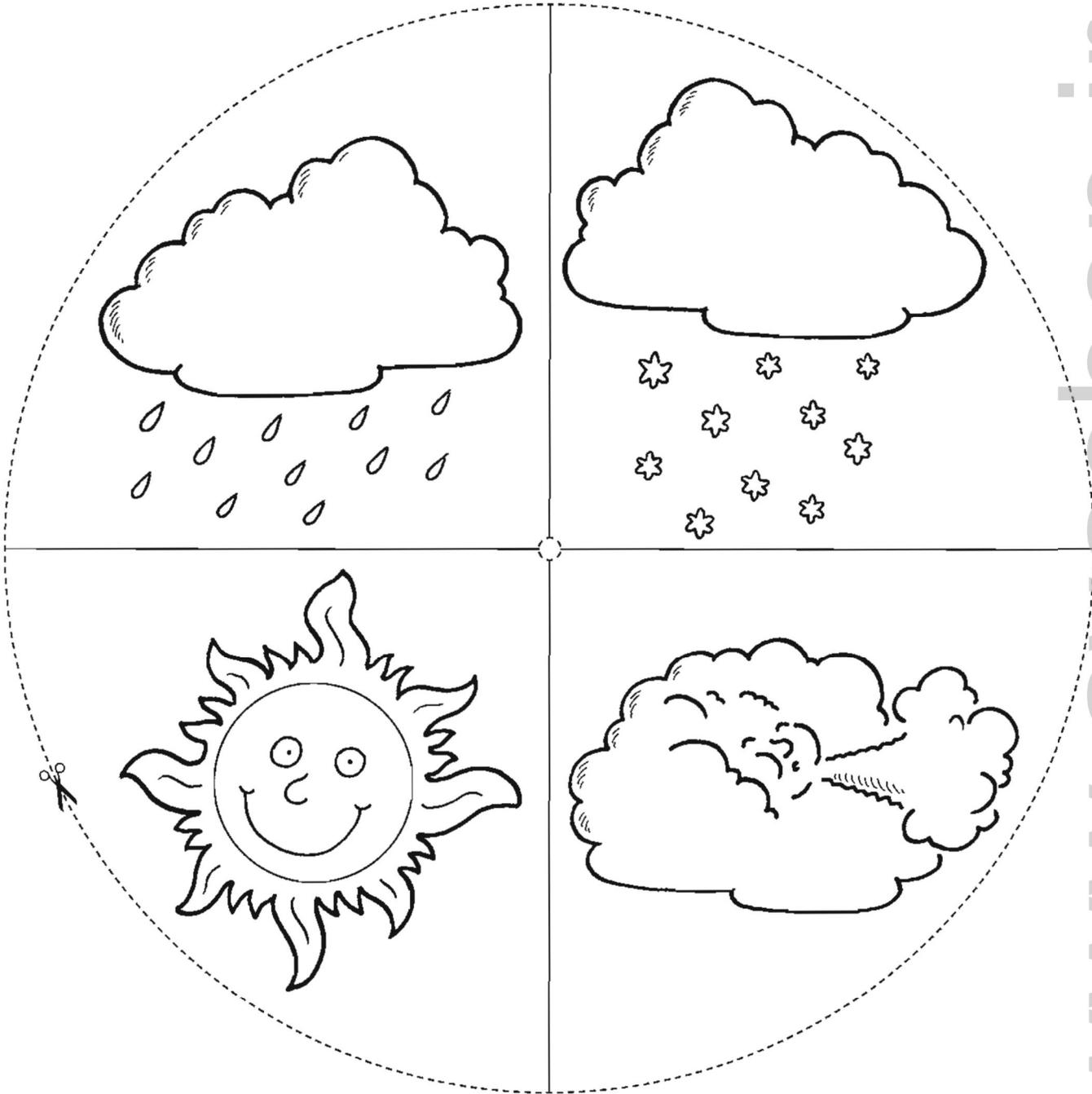
She's getting into the car.

They're standing next to the tree.



She's going round the corner.

He's waiting next to the bus stop.



I like _____ .

I like _____ too.

I don't like _____ .

What about you?

Do you like _____ ?

Do you like _____ ?

Do you like _____ ?

I do.

I like _____ .

I like _____ too.

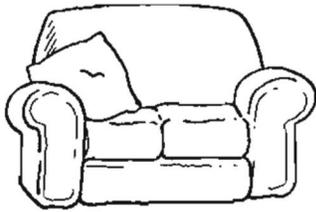
I don't like _____ .

● Write and colour.

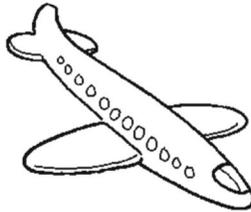
1



2



3



4



5



6



7



8



9



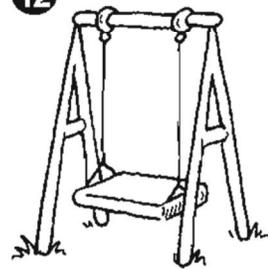
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11



12



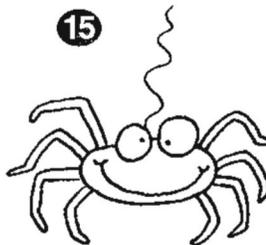
13



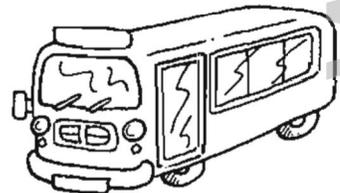
14



15



16



c = orange

t = green

s = red

b = blue

p = brown

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- Complete the sentences. Answer for you. Ask a friend.

My questionnaire

get up early eat cereal eat worms
 watch TV get up late eat bread play basketball
 do your homework wash brush your teeth

✓ = Yes, I do. ✗ = No, I don't.

Me My
 friend

1 Do you _____ in the morning?

2 Do you _____ for breakfast?

3 Do you _____ for lunch?

4 Do you _____ after school?

5 Do you _____ in the evening?

6 Do you _____ every day?



● Match. Complete Zoko's timetable.

Morning

Monday Tuesday Wednesday Thursday Friday

Afternoon

Timetable

	Morning		Afternoon
Monday		L	
Tuesday		U	
Wednesday		N	
Thursday		C	
Friday		H	

21

Make a class calendar



Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Puppet theatre plays

The following two plays, which star Captain Shadow and her friends, can be acted out in class, or used as an end of year performance starring the children. They can also be used with the Oxford puppet theatre. At the end of the plays there are pictures of the characters which can be cut out, coloured to match the Pupil's Book characters, stuck onto card and used as puppets.

Preparing for a performance

- Plan the performance carefully because there are many elements to manage: children, equipment, space, and time. Children need to feel confident about the story, the language, the characters and all other aspects of the play.
- Make sure that the instructions are understood. If necessary, give them in L1.
- Don't be too ambitious. Focus on the process and the children's enjoyment more than on the perfection of the final performance.
- Try to avoid putting pupils on the spot, or making them feel uncomfortable. While all children should be given an opportunity to perform if they want to, if some children do not enjoy performing, they can be included in other ways and will still learn from the experience. Give them another important job, like making a prop for the play.

Stages in planning a performance

Prepare carefully for a performance and allow enough time for all the stages of preparation. The following list can be used as a guideline for preparing a play:

- 1 The class should feel relaxed and confident together. This can be achieved by some warm-up activities and games.
- 2 The script of the play should be slowly read out loud by the teacher. Any new vocabulary should be written on the board, and the meaning of new words clarified.
- 3 The characters should be listed on the board. Each character can be talked about together as a class. This is a good opportunity for the class to talk about the personality of the character, the relationship it has with the other characters, and what kind of voice it might have. You will need to explain the role of the 'narrator'.
 - Divide up the children into groups, allocate parts to children, and give them each a scene to learn. When they have done that, put the whole play together with different groups doing the different scenes. Do this again until all the children have practised all the different scenes.
- 5 Decide on any extra props that will be needed. These might be decorations, scenery, music, or lights. Children can make any extra props themselves, which will develop their craft skills.
- 6 Arrange the classroom to allow enough space for the stage and the audience (a horseshoe arrangement is recommended).

Performance follow-up activities

In order to reinforce the impact of the performance and revise the vocabulary and structures of the play's language, you can do a number of follow-up activities with the children. Some examples are:

- 1 **Book-making** – the children can make a little book which consists of the main scenes in the story, with pictures of the characters and speech bubbles containing their lines.
- 2 **A photo display** – if a teacher or parent has taken pictures of the play, then these pictures can be displayed in the classroom.
- 3 **A class poster** – this could be done in small groups, with each group choosing a scene from the play which they illustrate and write about. The posters can be put up in sequence in the classroom.
- 4 **A performance review** – the children can write their thoughts and ideas about the play; which characters they liked, and which characters they didn't like. They can also write about whether they liked the play or not, and why.

Level 1 play

The Halloween Party at the Wax Museum

Context

This play is set at Madame Tussauds waxwork museum in London. In this museum:

- There are over 400 wax figures including famous actors, politicians, kings, queens, and sports stars.
- You can have your photo taken with your favourite celebrity – Brad Pitt, David Beckham, or the Queen!
- You can take a taxi ride through time – this shows you what London looked like 400 years ago, and how it has changed over the years.
- There are many interactive games and you can score a goal for England, sing on stage with Britney Spears, or give a speech at the UN!

Play outline

Woody, Poppy & Bean meet Captain Shadow near Madame Tussaud's one morning and agree to help her solve a mystery at the wax museum. The museum boss, Mr Candle, tells them that there have been strange noises in the museum at night, and they decide to stay in the museum that night, to investigate the problem. After midnight they hear noises. Three of the wax models in the 'Ghosts Room' of the museum have come to life and are making plans for a Halloween party. They are planning their 'Trick-or-Treat' activities too. Captain Shadow and the children overhear the ghosts' plans for the party. Mr Candle is happy that the noises are only made by his ghosts.

Characters

Narrator Ghost 1
 Captain Shadow Ghost 2
 Luke Ghost 3
 Poppy
 Bean
 Woody
 Mr Candle, the boss of the wax museum

Structures

Commands: *Listen. Be quiet. Stop!*
 The verb *be*: *It's ... I'm ... We're ... They're ... There is / are ... What's ...?*
 The verb *got* (ability & possibility)
I've got ... We've got ... They've got ... can (ability & possibility)

Vocabulary

- Greetings / expressions: *Good morning. How are you? We're fine. Good! Let's ... Oh, great! Well done! Thank you.*
- Other words / phrases:

<i>message</i>	<i>boss</i>
<i>wax museum</i>	<i>problem</i>
<i>strange noises</i>	<i>(wax) ghosts</i>
<i>midnight</i>	<i>Halloween</i>
<i>Trick-or-Treat</i>	<i>people</i>
<i>smell (v.)</i>	<i>tomorrow</i>
<i>ideas</i>	

Level 2 play

Captain Shadow and the President of Asholia

Context

- This play is set in Buckingham Palace.
- When the Queen is at Buckingham Palace, there is a flag on top of the palace.
- Buckingham Palace is open to the public for two months every summer.
- The Changing of the Guard happens every day at 11.30am in the summer – the new guards march to the palace and take over command of the palace.
- To be a guard at the palace, you have to train for seven years!
- Buckingham Palace was built in 1703 but it was a private house. It became a royal palace when Queen Victoria went to live there in 1837.
- There are more than 600 rooms. There are 52 bedrooms, 78 bathrooms, and 92 offices.

Play outline

At Captain Shadow's office one morning, Luke receives a message from the Queen. She needs Captain Shadow's help. Captain Shadow, Pluto, Poppy, Bean and Woody go to Buckingham Palace and the Queen explains the problem: the President of Asholia is staying at the Palace, but he has gone missing. Can Captain Shadow find him? They search the rooms of the Palace, but cannot find the missing President. Pluto leads them to the Palace Kitchen, following the smell of baking. The cook is making cookies, but the President isn't in the kitchen. As usual, Pluto was just hungry! They are waiting at a lift to go up to the Queen's sitting-room, to report to her. But the lift doesn't come – something is wrong with it. They listen and hear a voice in the lift – it's the missing President, stuck in the lift! The Queen comes and together they open the lift door and free the trapped President, who is happy and grateful to be free.

Note: 'Asholia' is a fictional country, not a real place.

Characters

Narrator	Bean
Captain Shadow	Woody
Luke	The Queen
Pluto	The President of Asholia
Poppy	

Structures

There's ...
 have got
 can (possibility; ability)
 Present continuous
 Present simple
 Past simple of be (was / wasn't)
Where ...?

Vocabulary

- Greetings / expressions:
Ma'am (the formal way to address the British Queen)
Mr President (the formal way to address a male President)
Good luck. I'm pleased to meet you.
Let's ... Well done.

Other words / phrases:

<i>bring</i>	<i>I don't know</i>
<i>The President of ...</i>	<i>staying with</i>
<i>missing</i>	<i>help (v.)</i>
<i>office</i>	<i>bedroom</i>
<i>sitting-room</i>	<i>library</i>
<i>kitchen</i>	<i>cookies</i>
<i>hungry</i>	<i>report to</i>
<i>the (fourth) floor</i>	
<i>lift (n.)</i>	
<i>wrong with</i>	<i>noise</i>
<i>stuck (in ...)</i>	<i>free</i>

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ACT 1 Can you help us, Captain?

Narrator: It's eleven o'clock in the morning. Captain Shadow is at a café near the wax museum. The door opens. Woody, Poppy and Bean come in.

Woody: Good morning, Captain Shadow. We're here.

Captain Shadow: Good! How are you?

Poppy, Bean & Woody, together: We're fine, Captain.

Captain Shadow: Can you help me today?

Poppy: Yes, Captain. There's no school today.

Captain Shadow: We've got a message from the boss of the wax museum. Please read it, Luke.

Narrator: Luke reads the message.

Luke: "Can you help us, Captain? We've got a problem. Please come to the wax museum."

Captain Shadow: Can you come to the wax museum with me?

Poppy, Bean & Woody, together: Yes, Captain.

Captain Shadow: Good! Let's go!



ACT 2 Strange noises

Narrator: Captain Shadow and her three young friends are now at the wax museum. They are with Mr Candle, the boss of the museum.

Mr Candle: My name is Mr Candle. I'm the boss of the wax museum.

Captain Shadow: Pleased to meet you, Mr Candle. How can we help you?

Mr Candle: We've got a problem in the museum.

Captain Shadow: What's the problem?

Mr Candle: There are strange noises in the museum every night!

Woody: Noises? Maybe there are ghosts here?

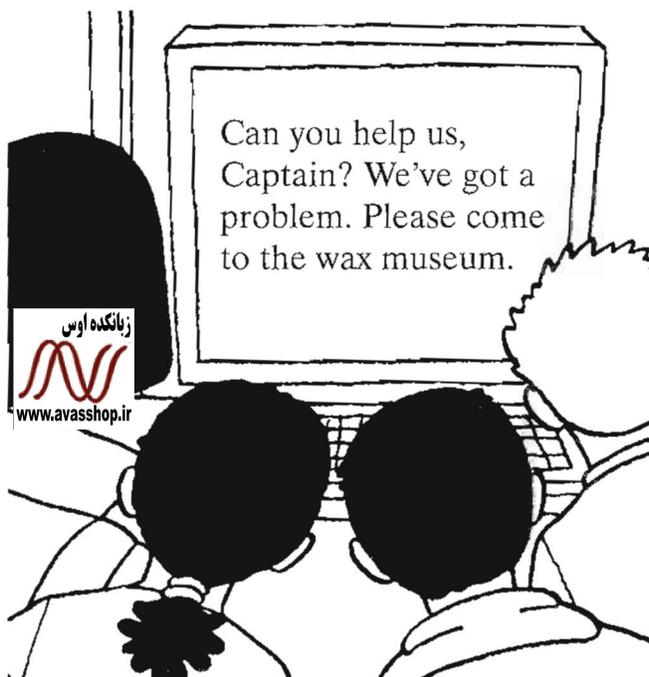
Mr Candle: Well, yes – we've got some wax ghosts here!

Captain Shadow: I've got a plan!

Poppy: What's your plan, Captain?

Captain Shadow: We can hide in the museum tonight, and listen.

Mr Candle: It's a good plan, Captain.



ACT 3 Midnight, in the museum

Narrator: Late that night, Captain Shadow and her young friends are in the wax museum. It is very quiet.

Bean, (quietly): I can't hear any noises ...

Poppy, (quietly): Shh! Be quiet, Bean. What's that?

A noise: Tick ... tock ... tick ... tock ...

Captain Shadow, (quietly): It's a clock!

Woody, (quietly): Maybe the noises are only after midnight?

Narrator: It is now midnight.

Poppy: I'm tired.

Captain Shadow, (quietly): Shh – listen!

Woody, (quietly): It's a song.

Bean: It's in the Ghosts Room!

Three wax ghosts, singing together:
It's Halloween, It's Halloween ...

Ghost 1: Stop! Listen – there are people here!

Ghost 2: People? Yes! I can smell people!

Ghost 3: Stop talking. There are people in the museum!



ACT 4 Trick or Treat?

Narrator: The ghosts have got plans for a Halloween party with all the wax people in the museum!

Ghost 1: It's OK – I can't smell any people now.

Ghost 2: We can talk again now.

Narrator: But Captain Shadow is there. She can hear everything!

Ghost 3: Halloween is tomorrow. Let's talk about our plans for the party.

Ghost 2: We've got some great 'treats' – cakes and ice creams.

Ghost 1: And our 'tricks' are good, too – we've got fireworks for some big BANGS!

Ghost 3: And our Halloween song is great!



ACT 5 Some answers for Mr Candle

Narrator: The next morning Captain Shadow and her friends have got some answers for Mr Candle.

Captain Shadow: Good morning, Mr Candle.

Mr Candle: Good morning. How are you this morning?

Woody: We can tell you about the strange noises now, Mr Candle.

Mr Candle: Good! Please tell me.

Captain Shadow: It's three of your wax ghosts. They've got plans for a Halloween party.

Poppy: And they've got ideas for tricks and treats, too.

Mr Candle: It's only my ghosts? That's OK – they're not a problem.

Narrator: Mr Candle is happy – he's got answers about the strange noises now.

Mr Candle: Well done, Captain! Thank you.



ACT 1 At Captain Shadow's office in London

Narrator: One morning, there is a message for Captain Shadow.

Luke: There's a message for you, Captain – it's from Buckingham Palace. Look!

Narrator: Captain Shadow reads the message.

Captain Shadow: Good morning, Captain Shadow. Please come to Buckingham Palace. We've got a problem. Bring Pluto and your three young friends.

Bean: Wow! The Queen wants to see us!

Pluto: Woof! Woof!

Poppy: What's this problem?

Captain Shadow: I don't know. Let's go to the Palace.

Woody: The Queen can tell us. Come on, Pluto.

ACT 2 Later, at Buckingham Palace

Narrator: Captain Shadow, Pluto and the children are at Buckingham Palace.

The Queen: Pleased to meet you, Captain. I think you can help me with a problem.

Captain Shadow: Please tell us about it, Ma'am.

The Queen: It's the President of Asholia. He's staying with us, but he's missing!

Captain Shadow: Was he here last night?

The Queen: Yes, he was. But he wasn't at breakfast this morning. We can't find him.

Captain Shadow: We can find him, Ma'am – my young friends are good detectives too.

The Queen: And Pluto can help you.

Captain Shadow: Yes, Ma'am. He always helps.

Pluto: Woof! Woof!

The Queen: Good luck, Pluto!



ACT 3 In the Palace kitchen

Narrator: Captain Shadow, Pluto and the three children are looking in all the rooms of the Palace.

Bean: There are hundreds of bedrooms here!

Woody: Yes, and the President isn't in any of them.

Poppy: He's not in the TV room, or in the library – where is he?

Narrator: Suddenly Pluto starts to run.

Pluto: Woof!

Captain Shadow: Where are you going, Pluto?

Narrator: Captain Shadow and the children follow him. After five minutes, they arrive at the palace kitchen.

Woody: We're in the palace kitchen!

Captain Shadow: The President is not in the kitchen, Pluto.

Bean: But Pluto can smell the fresh cookies. He's hungry again!

Pluto: Woof! Woof!

Captain Shadow: Oh, Pluto! You're always hungry!

Poppy: The President isn't in the Palace, Captain. What can we do?

Captain Shadow: Let's go and report to the Queen.

ACT 4 There's a problem with the lift

Narrator: Captain Shadow, Pluto and the children are going to report to the Queen. They are waiting for a lift.

Captain Shadow: Let's take the lift. The Queen's office is on the fourth floor.

Woody: Good idea – I'm tired.

Narrator: Three minutes later.

Bean: The lift isn't coming, Captain.

Poppy: Something is wrong with the lift.

Pluto: Woof! Woof! Woof!

Captain Shadow: Pluto can hear a noise! You're right, Pluto! There's a man in the lift.

Poppy & Bean, together: Maybe it's the missing President?

Woody: What can we do?

Captain Shadow: Let's go and ask the Queen. She can get people to help us.

Narrator: In the Queen's sitting-room, five minutes later.

Captain Shadow: There's a man in the lift near the library, Ma'am. And the lift isn't working.

The Queen: The lift is stuck?

Poppy: That's right, Ma'am.

Woody: We think the President of Asholia is stuck in the lift, Ma'am.

The Queen: Let's go and look.

Narrator: The Queen asks three of her men to come with them.

ACT 5 The missing President

Narrator: They all go and listen at the door of the lift.

The Queen: I think Woody is right! The President is stuck in the lift.

Bean: I can hear him now, too.

Noises from the lift: Bang! Bang!

The President of Asholia: Help! Please help me! I'm stuck in this lift!

Captain Shadow: It's the missing President!

The Queen: We can't open the doors of the lift. Men, help us please.

Narrator: The men pull the doors open.

Poppy, Bean and Woody, together: The President is free!

The Queen: It's good to see you, Mr President.

The President of Asholia: It's good to be free, Ma'am!

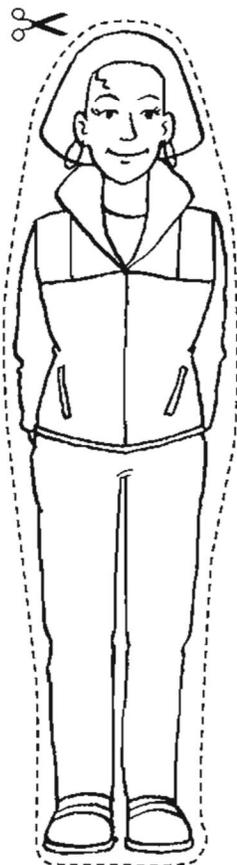
The Queen: Well done, children! And well done, Pluto! Pluto was the first to hear you, Mr President!

The President of Asholia: Thank you, Pluto, and thank you, Captain Shadow.

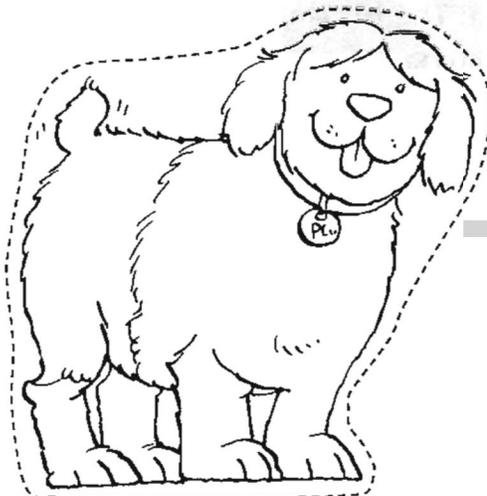
The Queen: Let's all go and have some cookies.

Pluto: Woof! Woof!

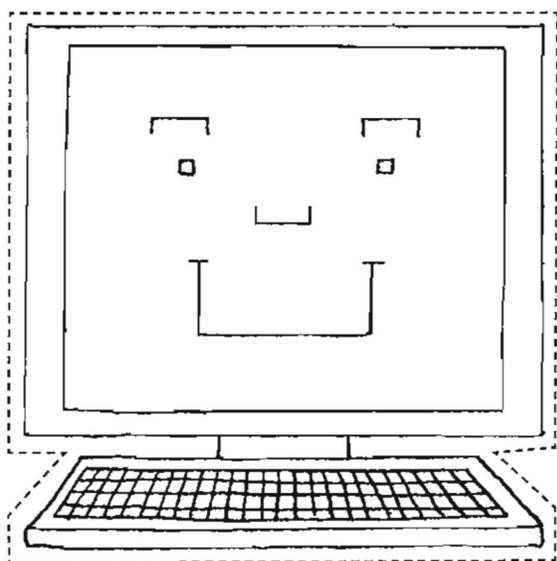




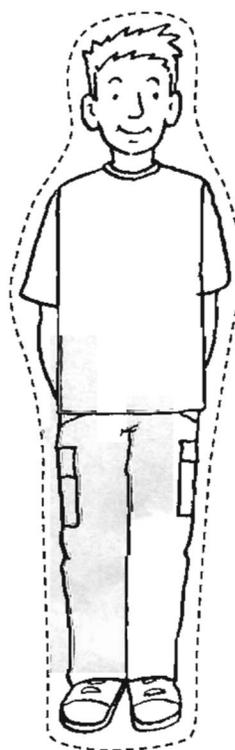
Captain Shadow



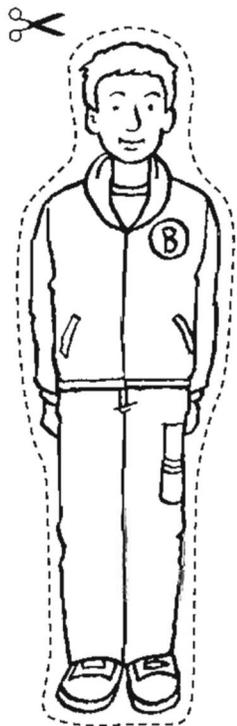
Pluto



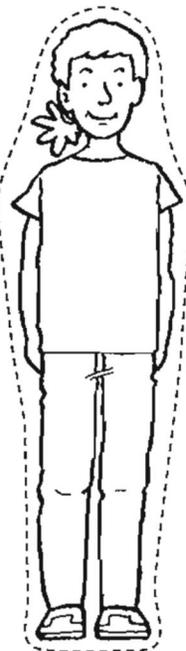
Luke



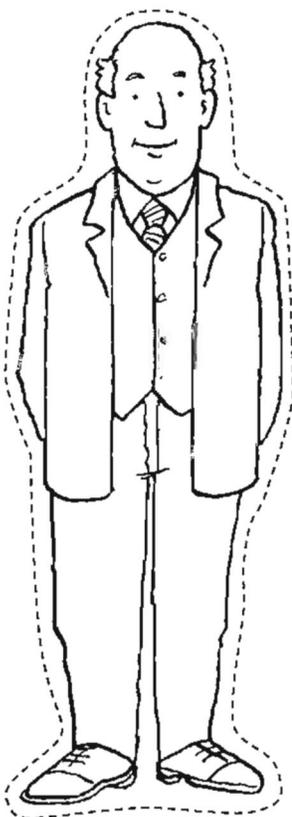
Woody



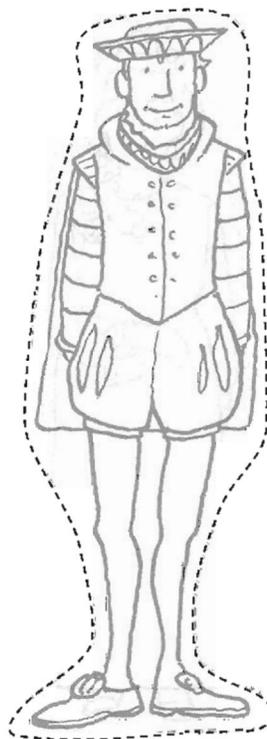
Bean



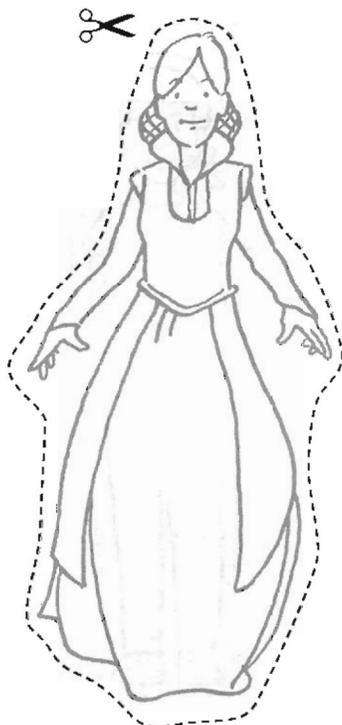
Poppy



Mr Candle



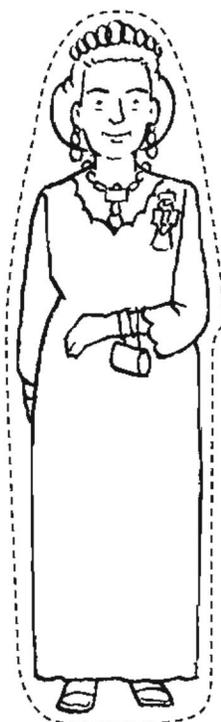
Ghost 1



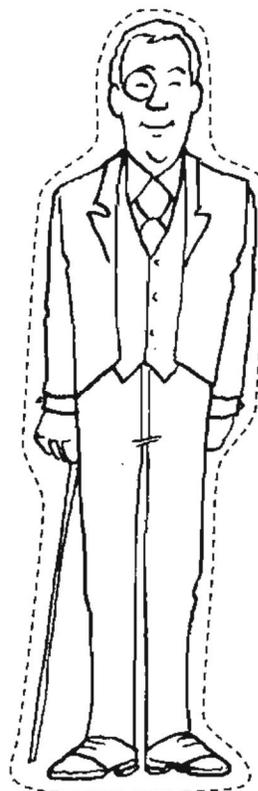
Ghost 2



Ghost 3



The Queen



The President of Asholia



CERTIFICATE OF EXCELLENCE

This is to certify that

has successfully completed New Chatterbox _____

at _____ School

in

Congratulations!

Signed: _____

Date: _____

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First published 2006

2010 2009 2008 2007 2006

10 9 8 7 6 5 4 3 2 1

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ISBN-13: 978 0 19 472835 5

ISBN-10: 0 19 472835 8

Printed in China

ACKNOWLEDGEMENTS

The Publisher advises that project work involving cutting and
sticking should be carried out under the supervision of an adult.



OXFORD
UNIVERSITY PRESS

OXFORD ENGLISH
ISBN 0-19-472835-8

