

Animals

★ ACTIVITY 1A: WHICH WAY DOES SAMMY SNAIL GO? □

AIMS: To introduce animals and natural features • To practise listening to a sequence of actions • To practise introductions and prepositions

LANGUAGE: *Frog, snail, spider, rabbit, bee, worm • Tree, river, log, rocks, track, house, bridge • Hello, Hi, come with me • Up, down, over, under, along • Numbers 1-8*

TIMING: 30 mins

GROUP SIZE: Ind/Class

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.90). Colours. Pictures of animals: *frog, snail, spider, rabbit, bee, worm*. A paper snail for you and small pieces of paper per child.

WHAT TO DO:

1 Elicit animal vocabulary using toys or mime. Say the animal's name and get the class to make the appropriate noise or action. Give out photocopy 1.

2 Say a number and then an animal. The children listen and number the animals, e.g. *snail = 1, spider = 2, frog = 3, rabbit = 4, bee = 5, worm = 6*. Check answers.

3 Ask children to look at the other things on the photocopy. Teach or revise *tree, bridge, river, rock, log and house*.

4 Make your own simple Sammy Snail. Use this to teach prepositions through mime e.g. *Sammy's going along the table, over my bag, under the chair, up the wall, down the door*. The children can each draw their own snail on a piece of paper or card and

follow your instructions, moving it around the classroom or around the photocopy.

5 Explain you will play the cassette showing Sammy Snail's route back to his house. Explain that Sammy can only go along the trails or tracks. Ask *Which ones does he use?* The children should move their snails as they listen to the cassette.

6 Play the cassette, stopping it at the pause marks (//), checking everyone is in the same place on the photocopy.

FOLLOW-UP ACTIVITY:

Choose some children to be the animals on the cassette. Act out Sammy's journey, practising introductions, e.g. *What's your name? It's spider. Hello, Spider! How are you? Fine, thank you.* etc.

★ ★ ACTIVITY 1B: SAMMY SNAIL TURNS LEFT AND RIGHT □

AIMS: To introduce animals and natural features • To learn a chant • To practise listening to a sequence of actions • To practise giving directions

LANGUAGE: *Snail, worm, spider, rabbit, bee • Slimy trail, tree, river, log, rocks, house, bridge • Up, down, between, over, under, along, left/right, past • Stop, big, small*

TIMING: 30 mins

GROUP SIZE: Ind/Class

WHAT YOU NEED:

Photocopy 1 per child. Cassette (tapescript p.90). A coin per pair of children. Colours. Paper. Blu-tack. Pictures of animals: *frog, snail, spider, rabbit, bee, worm*.

WHAT TO DO:

See Activity 1A Step 1.

2 Give out photocopy 1 and ask children to look at the other things on it. Teach or revise *tree, bridge, river, rock, log and house*.

3 Show the children how to make a paper Sammy Snail from a small piece of paper. Use it to teach prepositions through mime e.g. *Sammy's going along the table, over my bag, under the chair, up the wall, down the door*. The children should each make a paper snail and follow your instructions to move it around the classroom or around the photocopy.

4 Teach or revise *left and right*. Call one child to the front with his snail and direct him around the room, e.g. *Sammy turn left. Stop. Sammy turn right. Stop.*

5 Play the cassette (tapescript 1). Teach the

class the short chant, teaching new words as necessary.

6 Explain the class will now hear about Sammy Snail's route to his house. He gets lost so they have to listen carefully and follow his trail. Tell them you will pause the cassette occasionally to check everyone is still together. Play the cassette (tapescript 2) and check where the children's snails are during the pauses (//). The children may want to turn their paper so they face the same way as Sammy on the map.

7 Play the cassette again and let the children colour in Sammy's route.

FOLLOW-UP ACTIVITY:

In pairs, the children can direct each other around the map, e.g. *A. Go straight on. Turn right. Go round the bee ...* etc.

★ ★ ★ ACTIVITY 1C: SAMMY CAN ONLY GO ONE WAY! □

AIMS: To practise using the present simple • To give and follow instructions • To introduce/revise animal vocabulary

LANGUAGE: *Turn left/right, stop, past • Frog, snail, spider, rabbit, bee, worm • Tree, river, log, rocks, bridge, house • Up, down, over, under, along, between • Big, small • Who/What can I see?*

TIMING: 30 mins

GROUP SIZE: Ind/Class/Pairs

WHAT YOU NEED:

Photocopy 1. Cassette (tapescript p.90). Colours. Paper. Pictures of *frog, snail, spider, rabbit, bee, worm*. Blu-tack (Follow-up).

WHAT TO DO:

See Activity 1A Step 1.

2 Give out photocopy 1 and show the children how to make a paper snail from a small piece of paper. Explain that the children will listen and move Sammy along the routes.

3 Play the cassette once so the children can listen and move their snails. Then let the children trace Sammy's route when you play the cassette a second time.

4 Next, with the whole class go through the photocopy and give each junction a number. In pairs, the children check they both have the same.

5 Now describe a route, and the children move their snails around the photocopy.

6 Then tell the children to secretly block all routes except one on the sheet. In pairs, A then has to try and mark B's route on their map by asking questions to which B can only reply *Yes/No*, e.g. *Can Sammy go right at 1, near the frog? No. Can Sammy go left at 3? Yes.* etc. The children should use a different colour for each route drawn. The children then swap roles. At the end, they compare routes to check themselves.

FOLLOW-UP ACTIVITY:

Find out which animals the children like/don't like. Stick pictures of the animals on the board. Ask the children to raise their hands if they like the animal. Which one is the most popular?

Animals

1

Sammy Snail's Trail

Hello!

Sammy Snail

Hi!

spider

tree

frog

tree

bridge

river

rabbit

Hi!

log

hill

rocks

Worm

Hello!

WELCOME

PUSH

Animals

★ ACTIVITY 2A: MIX 'N' MATCH BOOK

AIMS: To introduce/revise animals and colours • To practise body parts • To follow instructions

LANGUAGE: *Elephant, lion, monkey, bear, tiger, zebra* • *Cut, fold, staple* • *Legs, arms, head, feet, tummy, nose, ears, eyes, tail* • *I've got* • Colours

TIMING: 35 mins

GROUP SIZE: Class/Ind/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Scissors. Stapler. Pictures of new vocabulary.

WHAT TO DO:

1 Explain that the children are going to make a book of funny animals. Preteach the animals involved, using mime, sound effects or pictures. Give out photocopy 2 and revise body parts. Use the children themselves, e.g. *Simon says touch your head, tummy* etc and then the animals, e.g. *Point to the lion's legs, head, feet, tummy.*

2 Practise colours. Ask *What colour's a lion?* etc. The children don't colour in anything yet, but explain that they can soon start to colour their photocopies.

3 Show them how to make their book, by cutting each animal strip lengthways. Next, cut horizontally up to the shaded section on each strip.

4 Half the class should colour the animals. The other half should cut their strips and you go round with the stapler. The shaded sections need to be stapled together. Once

you have stapled a child's book, they can continue to colour the animals.

5 Let the children enjoy their books in pairs, telling each other the names of the animals. Call two children to the front to demonstrate.

6 In pairs, each child makes up a funny animal, without the partner seeing. The pair then share their animals. If a child has flipped over the monkey's head, elephant's middle and lion's bottom he can say *I've got a monkey, an elephant and a lion.*

FOLLOW-UP ACTIVITY:

In pairs, child A closes her eyes while child B flips the pages of his book. Child B then asks (without showing the page) *What's this?* Child A must guess: *It's a tiger, a monkey and an elephant.* One part correct scores 1, two parts 2, and three parts 3. Swap turns. The highest score wins.

★ ★ ACTIVITY 2B: MY ANIMAL'S GOT ...

AIMS: To describe features or attributes of animals • To practise the possessive form • To introduce/revise animals

LANGUAGE: *Elephant, lion, monkey, bear, tiger, zebra* • *Cut, fold, staple* • *Legs, arms, head, feet, tummy, nose, ears, eyes, tail* • *My animal's got a ... 's head, a ... 's body and a ... 's legs* • Colours

TIMING: 40 mins

GROUP SIZE: Ind/Class/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Colours. Scissors. Stapler. Pictures of animals.

WHAT TO DO:

See Activity 2A Steps 1-4.

5 Revise body parts and introduce or revise the apostrophe 's'. Revise *I've got one head, two ears, two legs, two feet* etc.

6 Explain that you are going to play a class game. You imagine an animal and the children have to try and read your mind and make up the same combination of head, body and leg in their own books. You then describe your imaginary animal: *My animal's got a monkey's head, a lion's body and a tiger's legs.* If a child has the same he must put up his hand and say *My animal's got a monkey's head* etc. Each child with the same animal wins a point.

7 The children now make up their own animal in their books. In pairs, they then show and describe it to their partner.

FOLLOW-UP ACTIVITY:

The children play a game in pairs. They can score a point for every similarity, e.g. same colour, same body part.

B: (chooses combination) *OK, I'm ready.*

A: (imagining animal). *My animal's got a monkey's head, a ...'s body and a ...'s legs.* B: *Yes! My animal's got a monkey's head. One point!* Swap turns. The pair with the highest score wins.

★ ★ ★ ACTIVITY 2C: INVENTED ANIMALS

AIMS: To practise the possessive form • To use *looks like* ...

(Follow-up) • To introduce/revise animal names and body parts

LANGUAGE: *Elephant, lion, monkey, crocodile, tiger, zebra* • *Cut, fold, staple* • *Legs, arms, head, feet, tummy, nose, ears, eyes, tail* • *My animal's got a ... 's head, a ... 's body and a ... 's legs. My animal's like a ..., a ... and ...* • *Has it got ...?*

TIMING: 30 mins

GROUP SIZE: Ind/Class/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Colours. Scissors. Stapler. Pictures of animals.

WHAT TO DO:

See Activity 2A Steps 1-4.

5 With the class write the animal names on the board in syllables, like this: MON-KEY, LI-ON, ELE-PHANT, TI-GER, ZEB-RA, CROC-O-DILE. Leave these on the board.

6 Now let the children jumble their strips to make funny animals. Hold up one or two and get the class to make a funny name, using the syllables on the board, e.g. LI-GER-PHANT

7 Let the children invent a name for their funny animal, e.g. *a monk-li-phant.* Collect all the funny names on the board.

8 Demonstrate this next stage with two children at the front. One of the children can make up a new animal and say the new name to their partner e.g. *zeb-key-dile.* The partner has to quickly (within one

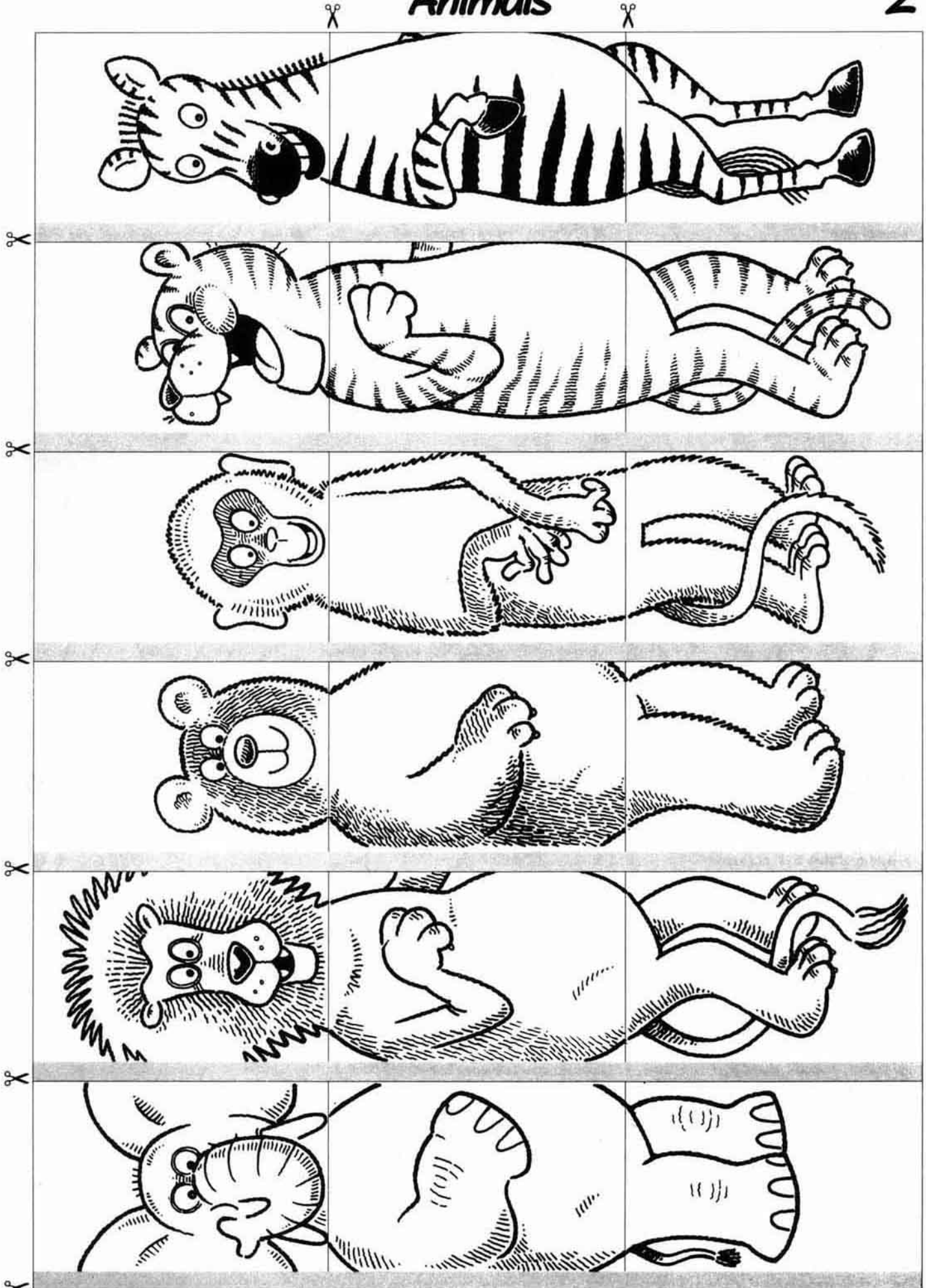
minute) match the new name to pictures in their flip book, e.g. choosing a zebra's head, a monkey's tummy and a crocodile's bottom: A: *Zeb-Key-Dile.* B: (making an animal) *It's got a zebra's head.* A: *Yes.* B: *It's got a monkey's tummy.* A: *Yes.* B: *It's got a crocodile's bottom.* A: *Yes!* Swap turns and let all the pairs play the game.

FOLLOW-UP ACTIVITY:

The children make an animal in their book. They can then describe it to their neighbour, but they must muddle the order, e.g. A: *My animal looks like a monkey, an elephant and a lion.* Child B has to guess which animal has which body part, e.g. B: *Has it got brown ears?* A: *Yes.* B: *It's got a monkey's head* A: *Yes.* *Has it got a grey body?* A: *No.* etc.

Animals

2



Animals

★ ACTIVITY 3A: ANIMAL TRAIL GAME

AIMS: To practise numbers 1-6

• To introduce animal vocabulary

LANGUAGE: Numbers 1-6

• *Throw again, dice* • *Ladybird, shark, monkey, spider, crocodile, zebra, octopus, cat, bird, butterfly, cow, rabbit, mouse, elephant, bee, kangaroo, frog, fish, lion, snake, horse, dog*

TIMING: 20 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 3 per child. A dice per pair. Pictures of any new vocabulary.

WHAT TO DO:

1 Preteach the new animal names using mime or sound effects. Practise them with the whole class using the pictures. (If there are too many items of vocabulary for your class, write out some of the animals and replace them with extra bees.)

2 Give out photocopy 3.

3 Once the animal names are known, the children can play the game in pairs. Each child throws the dice but can only move along a path if the number of the path matches the number on the dice. If it does not, the child is stuck. If they land on a bee, they have an extra throw.

4 The players try to move from the top of the page to the bottom, moving from animal to

animal as the dice numbers allow. They should colour the paths they travel as they go.

5 They can only move if they know the name of the animal they are on. If they don't, they miss a turn. If they do, they throw again. If the second number doesn't match the paths available, they are stuck until their next turn. The first player to the end wins.

6 Ask a few individuals to tell you which animals they landed on by reading aloud their trail from start to finish.

FOLLOW-UP ACTIVITY:

In pairs, the children play a guessing game. Child A starts to draw one of the animals and child B has to guess which one it is. They then swap turns.

★ ★ ACTIVITY 3B: ANIMAL GAME

AIMS: To practise numbers 1-10

• To introduce animal vocabulary

LANGUAGE: As Activity 3A

TIMING: 30 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 3 per child. A dice per pair. Pictures of new animals.

WHAT TO DO:

1 Preteach the new animal names and practise them through whole class games, e.g. by guessing the animal being drawn on the blackboard and through pictures.

See Activity 3A Steps 2-6.

7 The children should note down which number they use each turn and add them up as they go along. If you land on a bee it means double the total so far. This is good because the player with the highest total is the winner.

FOLLOW-UP ACTIVITY:

Each child should choose one of the animals and give a short description of it, e.g. *I've got 4 legs, I'm brown, I live in a tree.* They should then say this aloud to the class or a small group so that the others can guess the animal, e.g. *An elephant? No. A monkey? Yes.* etc.

★ ★ ★ ACTIVITY 3C: GAME/CLASS MATRIX

AIMS: To use animal vocabulary

• To classify animals using *which*

LANGUAGE: Numbers

• *Throw again, I'm/You're stuck* • *Ladybird, shark, monkey, spider, crocodile, zebra, octopus, cat, bird, butterfly, cow, rabbit, mouse, elephant, bee, kangaroo, frog, fish, lion, snake, horse, dog* • *Live, fly* • *In/on, farm, Africa, Australia* • *Legs*

TIMING: 35 mins

GROUP SIZE: Pairs/Class

WHAT YOU NEED:

Photocopy 3 per child. Dice. Colours. Paper. Pictures of animals.

WHAT TO DO:

See Activity 3A Step 1.

2 Give out photocopy 3.

3 Once the animal names are known, the children can play the game in pairs. Each child throws the dice but can only move along a path if the number of the path matches the number on the dice. If it does not, the child is stuck. Teach *You're stuck/I'm stuck.*

See Activity 3A Steps 4-6.

7 Now play the game again, but this time the children should note down which number they use each turn and add them up as they go along. Landing on a bee means double the total so far. The player with the highest total is the winner.

8 Finally draw a class matrix on the board. Write the following categories down the left hand side: *animals which live in water/animals which fly/animals which live in Africa/animals which live on a farm/animals which live in Australia.* Write *0 legs/2 legs/4 legs/6 legs* along the top.

9 The children should help you fill in the matrix (some animals may appear twice) on the board.

10 In pairs, they can then play a guessing game, using the matrix on the board as a prompt, e.g. *A: I live in Africa. I've got no legs. B: You're a snake. A: Yes.*

FOLLOW-UP ACTIVITY:

Let the children work out which route to the bottom would carry the most points!

Animals

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Animal Game

START

FINISH

Animals

★ ACTIVITY 4A: FIVE LITTLE SPECKLED FROGS SONG ☐

AIMS: To read and sing a counting song • To practise numbers 1-5

LANGUAGE: Numbers 1-5
• Frog, log, cool, pool, speckled
• Eat, sit, jump • Delicious, bug, munch, lunch • nice, little, most

TIMING: 30 mins

GROUP SIZE: Class

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.90). Colours. Five paper frogs and five paper bugs (beetles). Blu-tack.

WHAT TO DO:

1 Draw a log on the board. Stick a paper frog on it. Teach *log* and *frog*. Use a coloured chalk to make speckles on the frog and the log. Teach *speckled*. Teach *on, sit, eat* and *bug*. Use a blue chalk to draw a pool. Draw a sun and suggest *it's hot on the log, but cool in the pool*. Teach *munch* and *jump* using mime.

2 Explain you will teach the children a song about five frogs (attach them one by one and let the class count them, forwards and backwards) who like to eat bugs. Use your paper bugs.

3 Play the cassette once and then teach the song line by line.

4 Let the children sing the song several times.

FOLLOW-UP ACTIVITY:

Five of the children can act out the song, sitting on a 'log' made of coats or jumpers, while the rest of the class sings the song.

★★ ACTIVITY 4B: THE HAPPY FROG SONG ☐

AIMS: To read and sing a counting song • To practise numbers 1-5 • To introduce adjectives which describe feelings

LANGUAGE: Numbers 1-5
• Frog, log, cool, pool, speckled
• Sit, jump, eat • Delicious, bug, munch, lunch • Happy, sad, sleepy, angry, frightened • Tree, rock, hole, leaf, flower

TIMING: 30 mins

GROUP SIZE: Class

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.90). Colours. Five paper frogs and five paper bugs (beetles). Blu-tack. Visuals of *happy, sad, sleepy, angry, frightened* and *frog, log, pool, big, tree, rock, hole, leaf, flower*. An envelope (Follow-up).

WHAT TO DO:

See Activity 4A Step 1.

2 Use the photocopy and visuals to teach the adjectives *happy, sad, sleepy, angry* and *frightened*. Tell the children to number the frogs so that *1 = the sad frog, 2 = angry frog, 3 = sleepy frog, 4 = frightened frog, 5 = happy frog*. Use the numbers to check understanding. Say *Happy Frog* etc. The class should say *1* etc. Then say the number and the class identifies the frog.

3 Explain you will teach the children a song about five frogs. Attach the paper frogs on the board and let the class count them, forwards and backwards.

4 Play the cassette (tapescript 4A) once and then teach the song line by line.

5 After the children have sung the song a few times, choose five children to come

and act out each of the frogs, as the rest of the class sing.

FOLLOW-UP ACTIVITY:

Team game *Where's the frog?*

1 Teach *tree, rock, hole, leaf* and *flower*. Show the children how each feature can be drawn very simply and quickly.

2 Split the class into two teams. Tell them you are going to "hide" a frog next to a tree, rock, hole, leaf or flower. The children draw one of the places on a piece of paper. They have one minute.

3 You draw the place you have chosen at the same time and put it in an envelope. Stop the class, open your envelope and see how many children from each team have drawn the same place as you. The team with the most children who have read your mind correctly wins a point. Repeat.

★★★ ACTIVITY 4C: WHICH ANIMAL? ☐

AIMS: To practise the alphabet

• To develop reading skills • To consolidate animal vocabulary

LANGUAGE: *Duck, giraffe, snake, monkey, parrot, elephant, rabbit, bug, kangaroo, zebra*
• Which? • Jump, swim, fly, have, say, like • Ears, neck, legs

• Stripes, big, long, bananas

TIMING: 20 mins

GROUP SIZE: Class/Ind

WHAT YOU NEED:

Photocopy 4 (bottom) per child. Pencils. Visuals of *duck, giraffe, snake, monkey, parrot, elephant, rabbit, bug, kangaroo, zebra*.

WHAT TO DO:

1 Use visuals or mime to introduce animal vocabulary. Check the alphabet.

2 Introduce *Which?* Then explain you will choose a letter which is the first letter of the first name of somebody in the class, e.g. *Which M sits next to Jo?* Answer = *Mario*.

3 Before showing the children the photocopy, practise body parts and teach any new words. Ask *Which D swims?* (question 2) and ask all the other questions orally as well.

4 Give out the photocopy and read it through. The children can then circle the correct answers, working individually.

5 Check answers as a class.

6 In pairs children ask each other the questions and give the answers.

ANSWERS:

Which B has six legs? (bug)

Which D swims? (duck)

Which E has big ears? (elephant)

Which G has a long neck? (giraffe)

Which K jumps around? (kangaroo)

Which M likes bananas? (monkey)

Which P flies? (parrot)

Which R has got long ears? (rabbit)

Which S doesn't have legs? (snake)

Which Z has got stripes? (zebra)

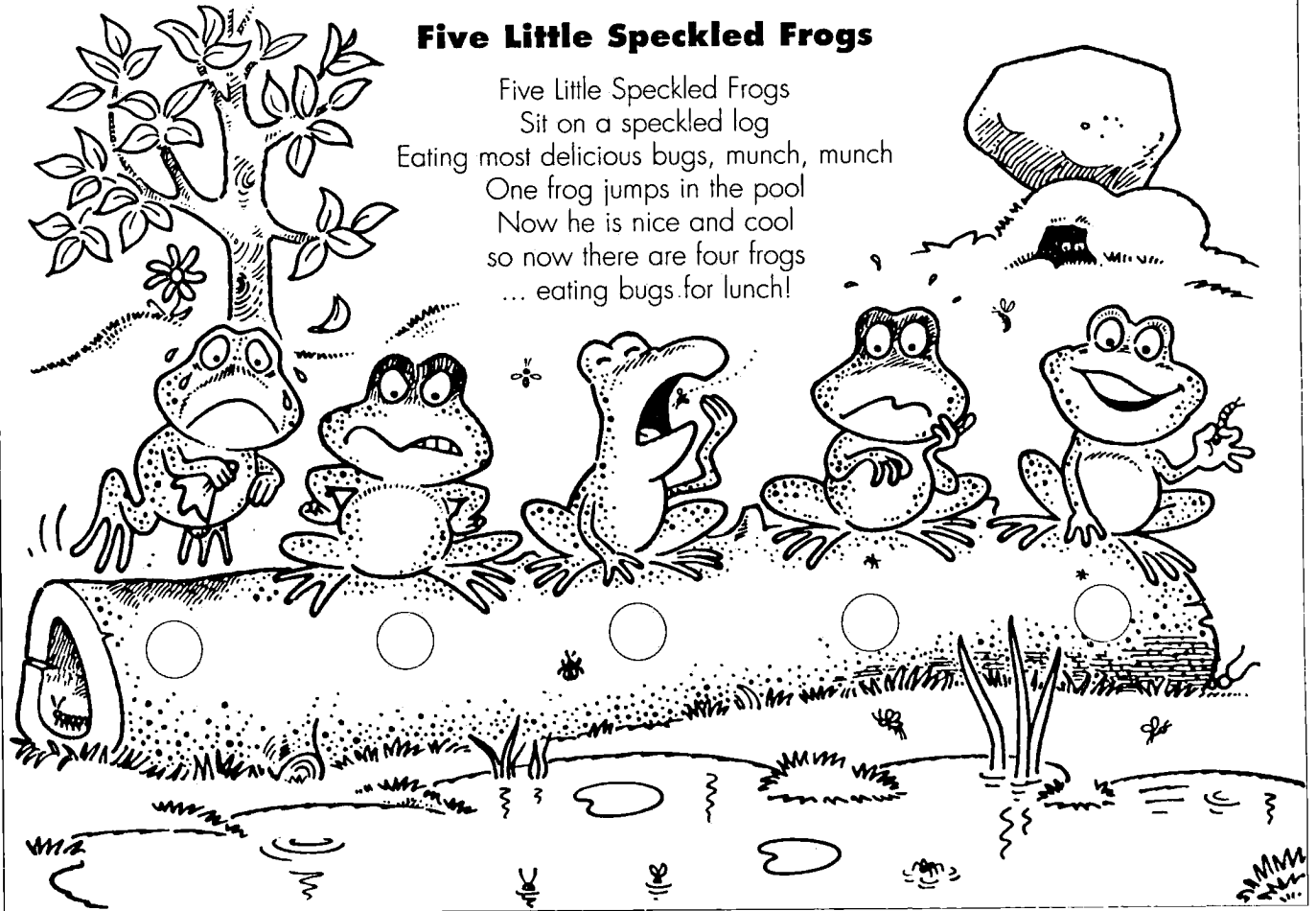
FOLLOW-UP ACTIVITY:

The children make up five puzzle questions about animals or other objects, and then ask a partner.

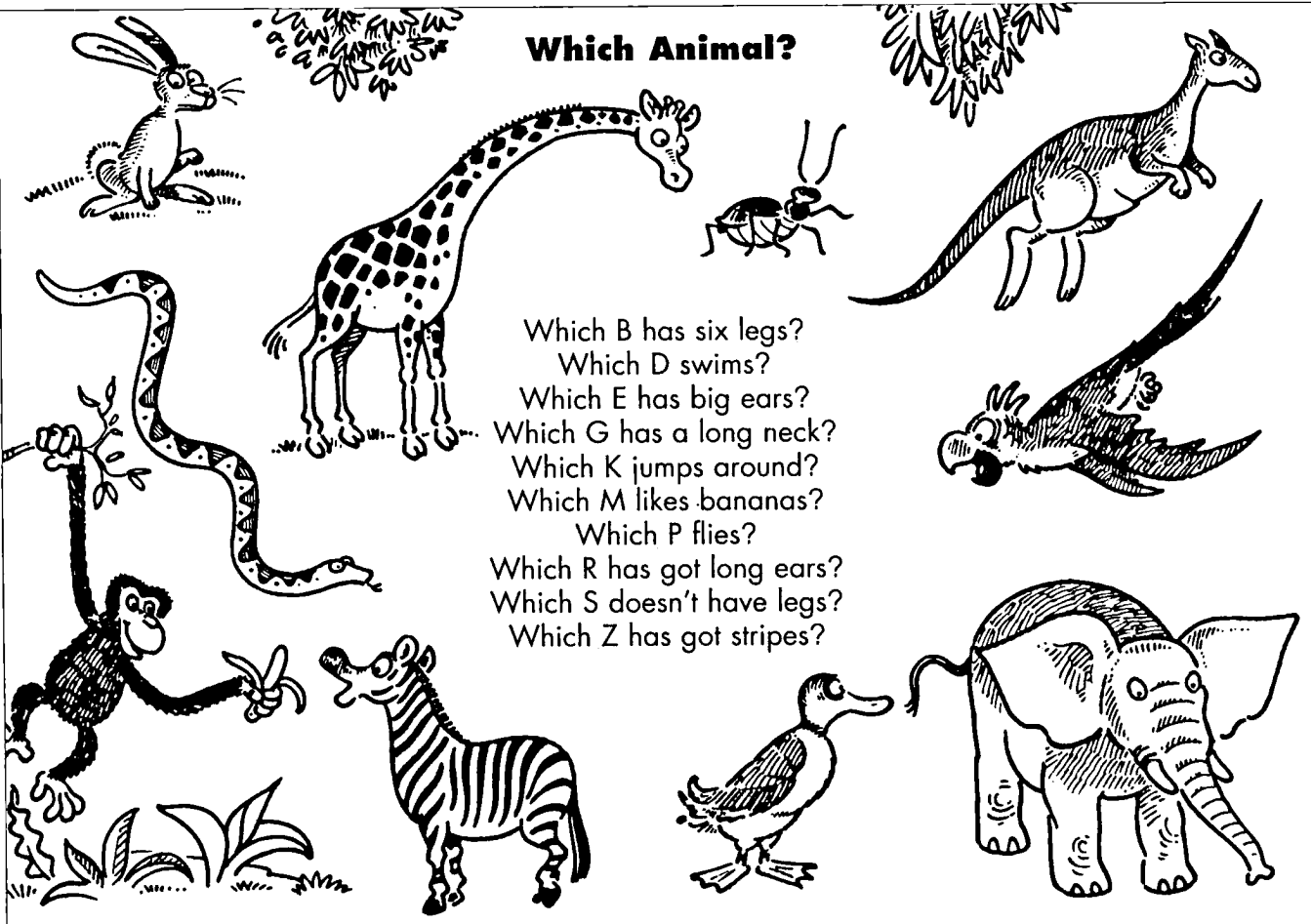
Animals

Five Little Speckled Frogs

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



Which Animal?



Which B has six legs?
 Which D swims?
 Which E has big ears?
 Which G has a long neck?
 Which K jumps around?
 Which M likes bananas?
 Which P flies?
 Which R has got long ears?
 Which S doesn't have legs?
 Which Z has got stripes?

Tapescripts

FAMILIES 1A

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

FAMILIES 1B

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

FAMILIES 1C

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

FAMILIES 4A

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

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

FAMILIES 4B

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

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

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

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

ANIMALS 1A

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

ANIMALS 1B

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

ANIMALS 1B

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

ANIMALS 1C

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

ANIMALS 4A

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

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

OUR WORLD 1A

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

OUR WORLD 1A

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