



TEACHER'S GUIDEBOOK



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BlaboLingo– Teacher’s Guidebook

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Disclaimer

The computer game, like any software product, is a work in constant progress. This means that the online version is updated regularly in order to add new features and correct bugs. So, until the software reaches its very final version, this manual is also a work in progress.

You might find for example that there are some discrepancies between some screenshots and the actual images included in the manual, or maybe some features in the software are not detailed in the manual. Don't worry, it just means that a new version of the manual is about to be published.

1. Introduction

The BlaboLingo game and the accompanying Teacher's Guidebook are a set of language teaching resources developed under an Erasmus+ KA2 Strategic Partnership project which brought together 6 partners from the UK, Portugal, Italy, France, and Germany.

BlaboLingo is a computer game-based resource to support early language learning. The game, as well as this Guidebook, are available in ENGLISH, FRENCH, GERMAN, ITALIAN and PORTUGUESE and can be used for pupils starting to learn a foreign language or migrant pupils learning the language of their host country.

Using 'serious' games to support language learning is a technique that has many benefits. It can be entertaining, animated, colourful, and fun. Our resources are based on progression and challenges. The levels are aligned with the Common European Framework for Languages at levels A0-A1-A2.

All recordings (nearly 18,000 sound files) were recorded by native speakers and represent a valuable tool to train correct pronunciation of students, but also teachers.

The aim is to both motivate pupils but also to show how they make progress. Each topic has three levels of difficulty, and each level is composed of three stages.

The games cover 7 different topics:

Greetings and Appearance

Numbers and Colours

Family and Friends

Food and Drink

Games and Activities

School

Travel and Transport

The combination of 7 games, 3 levels for each game and 3 stages for each level provides 63 scenes that teachers can choose from to suit precise learning objectives of a language curriculum.

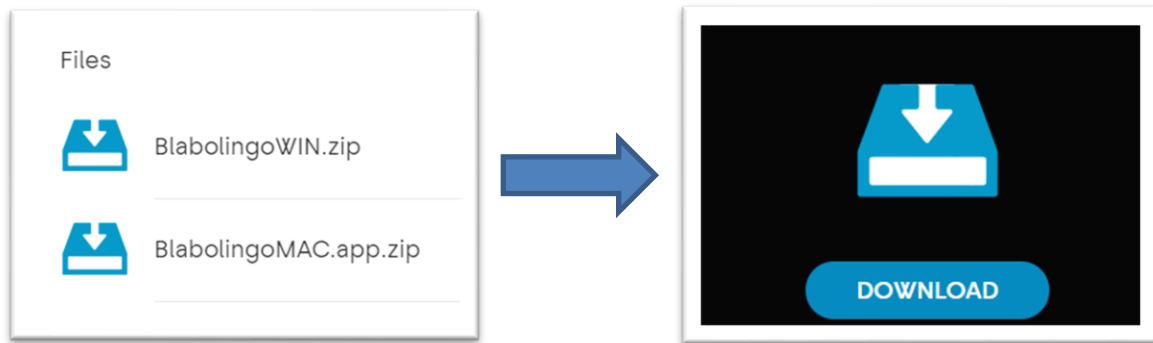
Teachers can integrate the game into their lessons to bring an interactive element of language teaching. This Guidebook will provide examples of Lesson Plans and Case Studies.

2. Technical guidelines

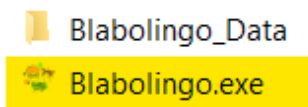
A. How to download and install the game

To download the Installation pack, simply click the link on the project website (www.blabalingo.com) or directly here: <https://home.mycloud.com/action/share/0b36bbb1-c5db-4fcf-a6db-74dde1c28056> and follow these steps:

1. Click on the ZIP file for your operating system (WIN or MAC) and you will be able to download the Installation Package.

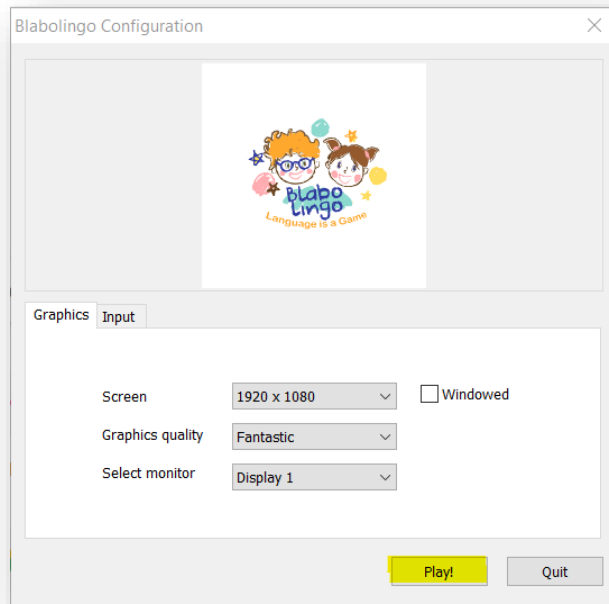


2. Save the file to your preferred location. It would be best to create a dedicated folder for the game.
3. The Installation Package is archived using ZIP, so you will need to extract the files from the ZIP package. This is usually done with a right-click on the ZIP file and in the pop-up menu you choose how to extract the files. If you don't have a ZIP extracting software, "Zipware" is an easy-to-use software that you can [download for free](#).
4. Out of the two extracted files, please do not touch the Data folder.



Double-click on the BlaboLingo file to launch the game.

5. Depending on your computer specifications a dialogue box will appear choosing the best configuration to play the game. You don't need to make any choices, just click PLAY.



6. Blaboli is now running, please refer to the next section of the Guide to learn how to navigate and play the game.

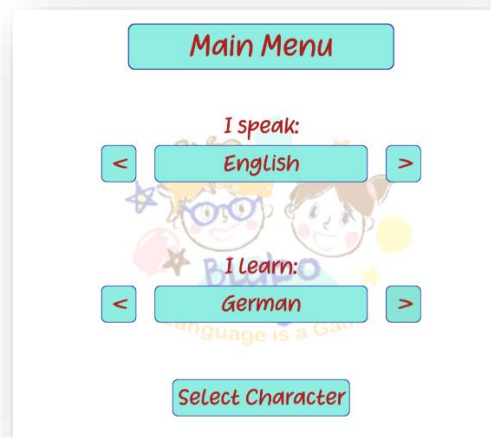
To watch a practical demonstration of the Installation process, click on the following video link:



[Installation on Windows](#)

B. How to navigate inside the game

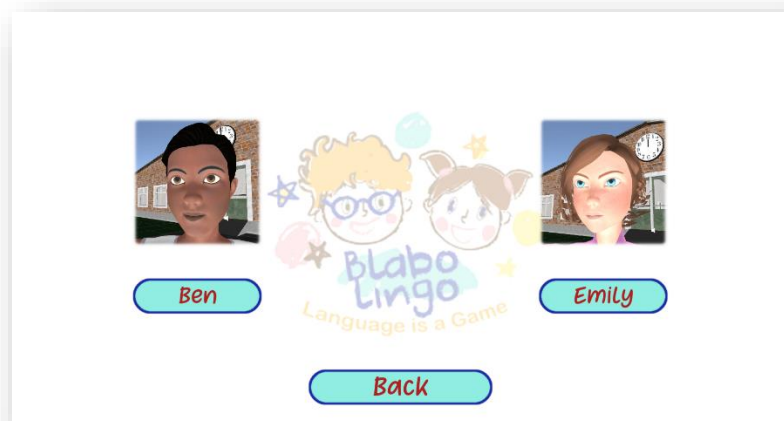
Choice of own language and target language



The first choice consists in selecting the mother tongue of player (or one he/she already speaks), the second selecting which language they want to learn. The first choice has minimal impact as the game is designed to minimize as much as possible displayed interface, but the second one is essential.

By clicking on the “Select Character” button, the user will move onto the next screen.

Selecting the playing character



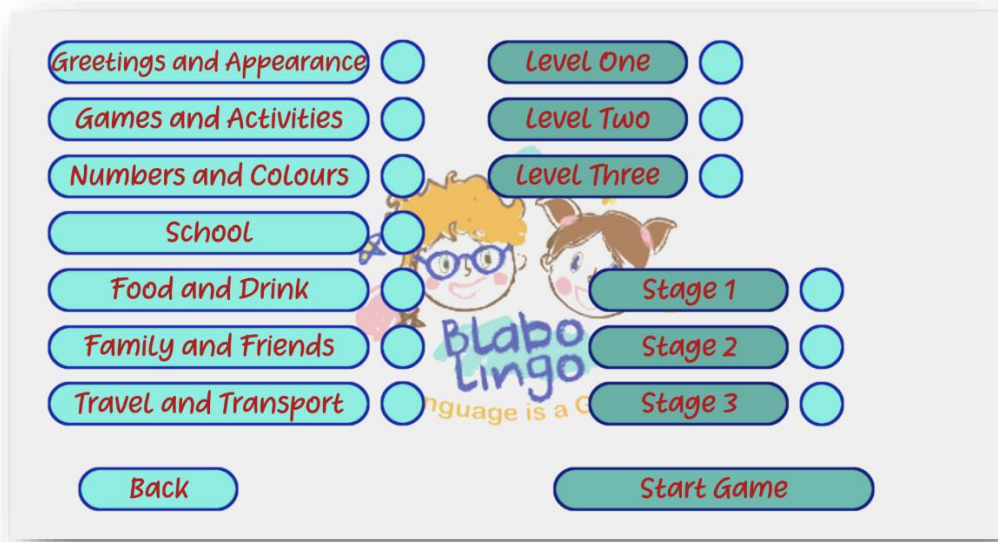
Players select the character they want to play with. The girl and the boy have different names in the different languages:

| | English | German | French | Italian | Portuguese |
|------|---------|--------|---------|---------|------------|
| Girl | Emily | Frieda | Emma | Sofia | Maria |
| Boy | Ben | Anton | Gabriel | Luca | Manuel |

Selecting the game topic – level - stage

Once the languages and the playing character are selected, it is time to choose the GAME TOPIC, the LEVEL and the STAGE. Technically, the player is not required to have completed a certain level before they access another one, but all levels and stages build upon the previous ones. Consequently, teachers need to make sure that the prerequisites to play the game at a specific level and stage have been met in advance.

The game menu invites you to choose first the Game Topic, then the Level and finally the Stage.



Navigation through the game

The navigation through the game is simple and adapted to the lowest skills of the youngest players. To advance in the game, players follow conversations in various situations. Every step is marked by a sentence said by a game character.



The player has two choices:

- a) listen to the sound again by clicking the sound button
- b) validate a sentence or choose an answer by clicking the tick button:



To navigate between the topics, levels and stages, the player needs to return to the main menu using the buttons in the top right corner.



To watch a short video demonstration of the game, click on the following video link:



[Demonstration video](#)

3. Language content: topics and scenes

The combination of 7 games, 3 levels for each game and 3 stages for each level provides 63 scenes that teachers can choose from to suit precise learning objectives of a language curriculum. The following table details the language content present within the game. For ideas and guidance on how to integrate the game into a language lesson, please refer to the next section. For the detailed scripts containing all the content of the games, please refer to Annex 1.

| TOPIC | LEVEL | STAGE 1 | STAGE 2 | STAGE 3 |
|--------------------------|--|--|--|--|
| Greetings and Appearance | L1: Greetings | S1: Basic greetings | S2: Introductions | S3: Consolidation of greetings and introductions |
| | L2: Age and physical appearance | S1: Telling own age | S2: Saying dates / birthdays | S3: Physical descriptions |
| | L3: Countries and clothing | S1: Place of origin | S2: like + clothing items | S3: would like + clothing items |
| Numbers and Colours | L1: 1 to 10, months, and colours | S1: Numbers 1 to 10 | S2: Months of the year | S3: Naming colours |
| | L2: 11 to 30 and colours | S1: Numbers 11 to 30 | S2: Numbers 11 to 30 in phrases | S3: Describing items using colours |
| | L3: Higher numbers, time and colours | S1: Numbers 30 to 100 / plus and minus | S2: Telling the time | S3: Describing clothes using colours |
| Family and Friends | L1: Immediate family | S1: Immediate family members | S2: Family members in a sentence | S3: Introducing family members |
| | L2: Other family and pets | S1: Other family members and pets | S2: Physical descriptions of family members and pets | S3: "Be" and "have got" in sentences with family members |
| | L3: Activities with family and friends | S1: Can + activities/sports | S2: Can, AND, BUT + activities | S3: Like/dislike + activities |

| | | | | |
|-----------------------------|--|--|---|---|
| Food and Drink | L1: Introduction to food and drinks | S1: Food and drinks at a picnic | S2: Food and drinks in a shop | S3: Daily meals + eating habits |
| | L2: Shopping for food + preferences | S1: Food in shops and dining places | S2: Like/dislike + food | S3: Location of food in a shop |
| | L3: Measuring and ordering food | S1: Measures of food and drink | S2: Asking for food at a market stall | S3: Ordering food at a restaurant / with, without |
| Games and Activities | L1: Sport activities | S1: Sport activities | S2: Sport activities + like/dislike | S3: Sport activities + preference |
| | L2: Leisure activities | S1: Leisure activities | S2: Leisure activities + like/dislike | S3: Leisure activities + preference |
| | L3: Activities and preference | S1: Activities + want to | S2: Activities + would like to | S3: Activities + prefer |
| School | L1: Basic school life | S1: Personal school objects | S2: Action verbs at school | S3: School subjects |
| | L2: Getting around a school | S1: Classroom furniture + prepositions | S2: Days of the week + school timetable | S3: Locations at school |
| | L3: Interacting in class | S1: Teacher's instructions in class | S2: Pupil's expressions in class | S3: School subjects + preference |
| Travel and Transport | L1: Transport and places | S1: Means of transport | S2: Travel items / train station | S3: Places in town |
| | L2: Getting around | S1: Location / Prepositions | S2: Directions | S3: Planning holidays |
| | L3: Travel plans and weather | S1: Travel plans + countries | S2: Weather (present, past, future) | S3: Activities on holidays + going to |

4. Sample lesson plans

The following lesson plans provide examples of how BlaboLingo can be used within the language curriculum in primary schools, but also in extracurricular activities, or even youth clubs.

| | | | | | |
|---|----------------------|---------------------|-----------|----------------------|---------|
|  | Target pupils | Year: 5 | Age: 9-10 | CEFR level: A1 | |
| | Topic | Numbers and Colours | | Level / Stage | L3 / S1 |

Sample Lesson Plan 1

Target Language: French

Mother tongue: English

Language of teaching: English / French

Learning activity:

- Pre-learning work
- Learning
- Consolidation
- Revision
- Other :

Learning objectives:

- ✓ To recognise basic introductory words and phrases

Learning context:

Children have theoretically already had 2 levels of Blabolingo in each topic. They will also have accessed Level 3 in Greetings and Introductions.

Prerequisites:


3 years of previous language learning.

Integration of game in lesson (30 minutes):

Short input to recap previous learning of Colours and Numbers.
 Introduce some of the key vocabulary they will experience in the game.
 Allow children to play Blabolingo individually on a given Topic and Level.
 Children to make notes of key vocabulary in their book or jotter.

Possible follow-up activities:

Follow up lesson with reading activities based on the language found in the game.

| | | | | | |
|---|----------------------|----------------------------|----------|----------------------|---------|
|  | Target pupils | Year: 1 | Age: 6/7 | CEFR level: A1 | |
| | Topic | Greetings and introduction | | Level / Stage | L1 / S1 |

Sample Lesson Plan 2

Target Language: Italian

Mother tongue: Arabic or other foreign languages

Language of teaching: Italian

Learning activity:

- Pre-learning work
- Learning
- Consolidation
- Revision
- Other :

Learning objectives:

- ✓ To be able to greet, introduce her/himself, ask and answer simple personal information

Learning context:

Pupils are learning about how to greet, introduce themselves, meet new friends/teachers and adults at school. This lesson is conducted in a very small group (2/3 pupils) outside of the class, using one personal computer for the group.

Prerequisites:

none

Integration of game in lesson (20 minutes):

1. Teacher brainstorms for pre-existing knowledge of greetings and how to introduce her/himself.
2. Pupils and teacher play the game one first time to learn the different kind of greetings depending on the part of the day and on the people you meet or leave. Teacher highlights the correct answers when mistakes are made.
3. Teacher gives some examples how to greet and how to introduce in different situations.
4. Pupils play the game again without teacher's active support to check new knowledge.
5. Teacher builds on this in the remaining parts of the lesson.

Possible follow-up activities:

- Teacher shows some flashcards about greetings. Pupils are supposed to look, listen and repeat.
- Pupils and teachers practice in pairs role play in different situations (meeting, leaving, in the morning, in the afternoon, ...)
- The teacher asks the pupils to draw pictures with bubbles reproducing greetings and introduction in different situations and reporting speeches; the words could be copied from the images of the game.



| | | | | |
|----------------------|---------------------------|--------|----------------------|---------|
| Target pupils | Year: 3 | Age: 7 | CEFR level: A1 | |
| Topic | Greetings & Introductions | | Level / Stage | L1 / S1 |

Sample Lesson Plan 3

Target Language: French

Mother tongue: English

Language of teaching: English / French

Learning activity:

- Pre-learning work
- Learning
- Consolidation
- Revision
- Other :

Learning objectives:

- ✓ To recognise basic introductory words and phrases

Learning context:

First lesson in Y3 – Basic introduction to the language. Following on from lesson regarding pre-learning on French culture and France.

Prerequisites:

N/A


Integration of game in lesson (20 minutes):

Lesson divided into 4 activities for smaller groups (7-8 children in each):

- Group A – Playing BlaboLingo on class set of tablets / laptops
- Group B – Children divide into pairs playing matching game
- Group C – Teacher / TA lead role play – listening and speaking task
- Group D – Children completing written activity (wordsearch)

Possible follow-up activities:

Plenary activity with Teacher leading whole class game of bingo.
Each child to use specialised bingo board or whiteboard and pen.
Teacher to read items in French and children tick of as each piece of vocabulary

| | | | | | |
|---|----------------------|--------------------------|--------------|----------------------|-------------------------|
|  | Target pupils | Year: 5 - 8 | Age: 10 - 14 | CEFR level: A1 | |
| | Topic | Youth Work / Youth Clubs | | Level / Stage | All levels / All stages |

Sample Lesson Plan 4

| | | |
|--|---|--|
| <p>Target Language: (English), German, Portuguese, and Italian</p> <p>Mother tongue: any</p> <p>Language of teaching: any</p> | <p>Learning activity:</p> <ul style="list-style-type: none"> ● Pre-learning work ● Learning ○ Consolidation ○ Revision ○ Other: | <p>Learning objectives:</p> <ul style="list-style-type: none"> ✓ To be able to recognise the European languages ✓ To be able to take the perspective of a second language user ✓ To train strategies to understand and be understood in an unfamiliar language context |
|--|---|--|

Learning context:

The EU's motto "United in diversity" shows that linguistic diversity is a cornerstone of the European project. While the EU strongly promotes learning foreign languages starting at an early age, bilingualism is already a reality in many families. And migrant children who are learning in another than their first language make up an average of almost 10% in European schools. Whether this linguistic diversity can develop its full potential is strongly dependant of young people's attitude towards multilingualism.

(Source: https://ec.europa.eu/education/policies/multilingualism/about-multilingualism-policy_en)

This activity is meant for a youth work context. It aims to enhance the awareness and appreciation of linguistic diversity and curiosity in the European languages. This takes place purposefully in a non-school environment detached from any language learning curricula or pressure to perform. Through confrontation with unfamiliar foreign languages this activity also evokes and strengthens the young people's empathy for foreign language users. It aims to effect a change of perspective especially for those who have no experience of operating in a second language.

This activity is conducted in two groups with at least 2 participants per group.

Prerequisites:

2 devices with the BlaboLingo game / 1 per group

Integration of game in session (40 - 60 minutes)

Preparation phase

6. The facilitator chooses two different languages, one for each device. Choose two languages, ideally no-one or only few people are familiar with. If you can, keep the choice of languages secret though. Open two different levels on each device.
7. Form two equally sized groups and assign them to the devices. If possible, assign two different rooms or two distant areas in one room so the groups have privacy in the preparation phase.
8. Explain to the participants that they play the game together in their group. They decide together on the right answers.
9. After a first round of the game, you ask the participants to play the game again and now speculate on the exact meaning of the phrases. To support the understanding, you can cut the single phrases of the dialogue (you find those in the script) into paper strips and have them bring the sentences in the right order while

playing the game. They can also write down the suspected meaning in their first language under the phrase. If you think your participants need extra support with finding out the meaning, put the translation of the phrases on the backside of the paper strips. But tell them only to check by turning them around when they have finished speculating.

10. After finding out the meaning of the phrases, each participant chooses one mentioned phrase in the target language and practices the pronunciation. They can repeat the audio in the dialogue bubble as often as they need to, and the participants should be encouraged to support each other to get the pronunciation right.
11. Make sure the sentence strips are hidden at the end of this phase, so that the other group can never see the sentences written down.

Group challenge phase

12. Explain to the participants that in the next 15 minutes, both groups must find out as much as they can about what the other group is saying. They should try to answer all the following questions:
 - What language are they speaking?
 - What topic is the other group talking about?
 - What do the single participants say exactly?

They can ask the other group to repeat the sentences as often as required, but the groups are not allowed to interact in any other way. First let them explore without any further assistance. Observe how far the groups get with what they know, what sounds familiar or what they can gather from comparing the sentences. After 5-10 minutes, if you feel that there is no further progress, you can encourage them to use digital devices (which should still be not too easy, as they have no knowledge of the spelling).


13. After the 15 minutes ask one group after the other to present what they found out. Check how many of the above three questions were answered and let the other group react on what is right and what is not. Check which group has answered more of the questions and therefore won. You could provide a small prize for the winning group.

Reflection phase

14. Ask the participants to come together in a circle and close the session with discussing the experience with all participants. You can moderate a classroom discussion on the following questions or alternatively use a classroom routine like think-pair-share (instruction on this method: <https://www.youtube.com/watch?v=Mig4olzUy4M>) for a more cooperative approach. If you use this method, make sure, that pairs are mixed up from both previous groups for more meaningful exchange:
 - Have you ever experienced a situation like that?
 - What does it feel like not to be understood?
 - What does it feel like not to understand?
 - How could you have helped the others to understand what they are saying (without the help of the first or any other language)?

Possible follow-up activities:

- Participants could use BlabLingo further to learn more of the target language or get a taste of other European languages.
- Participants could develop strategies for helping other peers who constantly have to operate in another language than their first language.
- Participants could prepare short presentations or tutorials about other languages they know.
- Participants could do more research on the target language country they were working on in their group and do a presentation on that country according to their interests, like presenting the country's famous sportswomen or sportsmen or preparing a typical dish.

| | | | | | |
|---|----------------------|---------|----------|----------------------|---------|
|  | Target pupils | Year: 3 | Age: 8/9 | CEFR level: A1 | |
| | Topic | School | | Level / Stage | L1 / S1 |

Sample Lesson Plan 5

Target Language: Portuguese

Mother tongue: Foreign languages

Language of teaching: Portuguese

Learning activity:

- Pre-learning work
- Learning
- Consolidation
- Revision
- Other :

Learning objectives:

- To be able to name basic objects used by a pupil in class

Learning context:

Pupils are learning about their school environment and the teacher intends to use the game to consolidate new vocabulary related to personal school objects.

This lesson is conducted in a class of up to 20 pupils, using an interactive whiteboard, but with no access to personal computers.

Prerequisites:


none

Integration of game in lesson (50 minutes):

1. Teacher brainstorms for pre-existing knowledge of personal school objects.
2. Pupils and teacher play the game one first time to consolidate the different basic objects used by a pupil in class. Teacher highlights the correct answers when mistakes are made.
3. Teacher points at objects in the classroom and asks for their names.
4. Pupils play the game again without teacher's active support to systemise new knowledge.
5. Teacher builds on this in the remaining parts of the lesson.

Possible follow-up activities:

- Teacher shows some flashcards about basic objects in class. Pupils are supposed to look, listen and repeat.
- Pupils practice in pairs naming objects in their possession.
- One pupil pronounces the names of his/her objects and the other pupil writes them down to practice spelling.
- Teacher gives pupils a worksheet with some matching exercises: make the correspondence between school objects and their names

| | | | | | |
|---|----------------------|------------------|-------------|--------------------------|---------|
|  | Target pupils | pre-school level | Age: 3 to 5 | Mother tongue in nursery | |
| | Topic | School | | Level | L1 + L2 |

Sample Lesson Plan 6

Target Language:

mother tongue French

Mother tongue:

French

Language of teaching: French

Learning activity:

- Pre-learning work
- Learning
- Consolidation
- Revision
- Other :

Learning objectives:

- ✓ Memorize words to enrich mother tongue vocabulary related to school environment surrounding the pupils.
- ✓ Consolidate and perfect pupils' language (pronunciation and syntax)
- ✓ Understand and answer questions.
To be able to name basic objects used by a pupil in class

Learning context:

The work is carried out solely orally. The young pupils do not yet know how to read - they listen, repeat and memorise vocabulary and phrases to enrich their syntax.

These lessons take place in small groups of 5 to 6 pupils using an interactive whiteboard.

Some pupils do not yet master their own language (1 or 2 pupils with the class computer).

The lesson is supervised by the teacher who will guide, question and click on the speech bubbles according to the answers of each student.

Prerequisites:

Access to necessary IT equipment: computer, interactive whiteboard

Integration of game in lesson (15 minutes):

15. Stop on the presentation scene (example: objects and furniture in the classroom):
16. The teacher presents the game by describing the scene, naming the characters and objects. (Revision or acquisition of vocabulary) then has the children repeat by pointing to each element (memorization of words).
17. The teacher plays a first time (memorization of vocabulary: the pupils observe and listen to the answers, they give their opinion: validate or refuse the answers chosen by the teacher).
18. The teacher plays a second time, the pupils name the objects. They answer the questions to
 - a. reuse the vocabulary already heard (repeat the words)
 - b. pronounce correctly (phonology)
 - c. produce a correct sentence (syntax).
5. The teacher asks the pupils to move around the classroom to look for, point at and name objects and supplies similar to the game (a pencil, a pencil case, a table, etc.). Then name other objects in the classroom (paintbrushes, a pencil sharpener etc.)
6. Continue the lesson to enrich vocabulary by discovering and naming other objects.

Possible follow-up activities:

- Manipulations: collect small classroom materials (pencil, rubber, paintbrush, sheet, pencil case, marker, scissors, etc.) to name them by playing and manipulating them (lotto game, Kim game)
- Taking pictures of classroom objects and furniture to create imagery with the pupils that will be used as a support for language and reading activities (literacy).
- Continue with the imagery afterwards to study the vocabulary suggested in the game: colours, family members, numbers, actions, food.

5. Case studies

Case Study № 1 - Italy

Context:

BlaboLingo was trialled in a primary school, Year 1 (6/7 years old).

The pupil is a little girl; she comes from Egypt, she arrived in Italy in the summer of 2020, she has already learnt a few Italian words and simple sentences. At home they speak Arabic.

Use of BlaboLingo:

BlaboLingo was used in a very small group outside of the class (1 or 2 pupils with a teacher). The aim was to reinforce the basic abilities of listening, comprehension and speaking about herself, greeting people in different situations and making new friends at school or in other places.

BlaboLingo helped the pupil to consolidate her knowledge through ludic activities, becoming more comfortable and confident in Italian language.

Impact on teaching and learning:

Pupil had fun playing the game and she was more involved in improving the Italian language.

BlaboLingo is an effective support to teach migrant children.

Case Study № 2 - Portugal

Context:

BlaboLingo was trialled with a group of immigrant children, Year 5 (10/11 years old).

The pupils arrived this year to Portugal; they come from different countries like Morocco, Bulgaria, Belgium, Netherlands, ... Some had just arrived, and others arrived a few months ago, at the end of 2020. Their knowledge of Portuguese varies, some do not know anything and others just some words and simple sentences. At home they speak their native language.

Use of BlaboLingo:

BlaboLingo was used in a small group in class. The aim was to reinforce the basic abilities of listening, comprehension and speaking about themselves, greeting people in different situations, and making new friends at school or in other places.

BlaboLingo helped the pupils to consolidate their knowledge through ludic activities, becoming more comfortable and confident in Portuguese language.

Impact on teaching and learning:

Pupils had fun playing the game and they were more involved in improving the Portuguese language.

BlaboLingo is an effective support to teach migrant children.

Case Study № 3 - FRANCE

Context:

Blaboliingo is used by a French teacher who has to teach English to pupils aged 7 to 9. Every day, in the morning, when they arrive in class, the pupils speak in English to find out about the weather, the date, the absentees, etc. and regularly simple instructions are given in English and allow them to learn vocabulary relating to class material, numbers and colours. For the other themes, the pupils have 2 weekly English sessions of about 40 minutes.

This teacher has only studied English as a second language at high school (the first language being German). The teacher is trying to improve her English, but not having the opportunity to practice, she is making progress in comprehension but is not comfortable speaking, especially because of pronunciation difficulties. She usually uses audio CDs with short dialogues on different themes. These tools were designed by French teachers of English.

Use of Blaboliingo:

The teacher has mastered the vocabulary used during the daily morning activities, but for the rest she has difficulties, particularly with the pronunciation of words, especially the correct stress of syllables. The aim is to achieve correct pronunciation of words. The game (family/friends and transport parts) was used by the teacher before use in class.

Impact on teaching and learning:

The game has proved interesting in that it allows you to listen to the different dialogues as often as you like. This is not the case with the other audio teaching tools we have (you can't listen to a sentence, you have to listen to the whole passage. Once you have listened to the whole passage, you have forgotten the pronunciation of the word that was causing you problems).

Moreover, the fact that the words are pronounced by native speakers means that the pronunciation is not artificial like that of audio CDs made by French people. (Often the pronunciation and intonations sound exaggerated and make the students laugh!)

The fact that the questions can also be listened to again is interesting for the teacher because the intonation of the questions in English and in French is not the same (in French we are used to "rising" intonations for all types of questions and it is very difficult to break this habit)

In class, the use of the game allows a teacher who is not very comfortable to stop relying on audio CDs and a tools like "howjsay" or the audio part of google translation.

Case Study № 4 – United Kingdom

Context:

Teaching Assistant leading the teaching of French for Year 5 (3 form entry), in a UK school. The children have a rather basic level of French, having been taught previously and have English as a native language. They currently have access to one 45-minute lesson every 2 weeks, on a rotational basis.

Use of BlaboLingo:

BlaboLingo has been trialled in small groups alongside current French resources. It matches with the current content taught so was very easily included into a block of lessons. One group (of approximately 6 children) played the game while the other completed different tasks (word-searches, recorded conversations, writing sentences). They took advantage of being able to re-listen to each piece of vocabulary before repeating it orally. This allowed each child to learn at their own pace, being supported appropriately where necessary.

It also provided them with the opportunity to pre-learn key vocabulary before participating in conversations and completing written tasks.

Impact on teaching and learning:

Children enjoyed playing the game and were therefore highly engaged in learning French, which helped with behaviour management across the class. As the children were engaged, the TA could focus on others who required support and assess their progress during the lesson. It also enabled the TA to model the language with no prior language learning. This is a huge positive!

Children were able to independently read, listen to and repeat French vocabulary before putting it into practise in reading, writing and speaking.

6. Annex I: Detailed scenarios

In Annex I, teachers will find the detailed scripts for each game scene. These will help with lesson preparation and guidance through the game.

Greetings and Appearance

| TOPIC | Basic greetings | LEVEL / STAGE | 1 / 1 |
|--|--------------------------------|--|---|
| WHAT | WHO | WHERE | VOCAB |
| Player arrives in the school yard, following the guide. They will meet other children and the teacher Mr. Smith (Clock on wall shows morning e.g. 9am.) | Sam | School yard school building in the background | Hello Good morning Welcome Thank you My name is Goodbye See you later |
| | Ben / Emily | | |
| | Mrs. Taylor | | |
| | Anna | | |
| | Mr. Smith | | |
| | Imani | | |
| | Jasmin | | |
| | Ruby | | |
| | Adam | | |
| | Luke | | |
| Entry Point Dialogue | Task Setup | Question | Answers |
| Guide, Mr. Smith, and Mrs. Taylor talking in school yard. Player watching from aside. Guide: Hello (waves at Mr. Smith and Mrs. Taylor) Mr. Smith: Good morning. (waves at Guide) Mrs. Taylor: Welcome Guide: Thank you Mr. Smith: My name is Mr. Smith (points to self). What's your name? (points to Guide) Guide: My name is Sam. Mrs. Taylor: My name is Mrs. Taylor. (Bell rings) Guide waves and turns away Guide: Goodbye Mrs. Taylor: See you later Guide beckons Player to come into the school yard. | 1: Guide is speaking to player | Guide: Good morning (waves at player) | Goodbye |
| | | Guide: Welcome | Please |
| | | | Hello |
| | | | No |
| | | Guide: What's your name? | Thank you |
| | | | See you later |
| | | | My name is Ben/Emily |
| | | Anna to player: Good morning (waves at player) | Hello |
| | | | Goodbye |
| | | | Goodbye |
| Please | | | |

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|--|---|--|-------------------------------|
| | | | Hello |
| | 2: Guide greets Anna: Hello, Anna Anna responds: Good morning, Sam Player follows. | Anna: Welcome | No |
| | | | Thank you |
| | | | See you later |
| | | Anna: See you later (waves and turns away) | No |
| | | | Thank you |
| | | | See you later |
| | 3: Guide greets teacher formally: Good morning, Mr Smith Mr. Smith responds: Good morning, Sam | Teacher: Good morning (waves at player) | Good morning, Mr Smith |
| | | | Please |
| | | | Goodbye |
| | | Teacher: Welcome | No |
| | | | Thank you |
| | | | See you later |
| | | Teacher: Goodbye (waves and turns away) | No |
| | | | Thank you |
| | | | Goodbye |
| TOPIC | Introductions | LEVEL / STAGE | 1 / 2 |
| WHAT | WHO | WHERE | VOCAB |
| Player is stood with guide in school yard when Karim approaches (Clock on wall shows afternoon e.g. 2pm.) (in the background: Anna and Sue in a wheelchair) | Sam | School yard school building in the background | I'm good I'm OK |
| | Ben / Emily | | |
| | Karim | | |
| | Anna | | |
| | Sue | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Entry Point Dialogue | Task Setup | Question | Answers |
| Guide: Hello (waves) Karim: Good afternoon (waves) Guide: This is Ben/Emily (introduces player, gesturing towards them with hand) Karim: Hi Ben/Emily. My name is Karim. (Points to self) Guide: How are you? Karim: I'm good thanks. (Thumbs up) How are you? Guide: I'm OK thanks. (Thumbs up) | 1: Guide is speaking to player | Guide: Good afternoon (waves at player) | Goodbye |
| | | | Please |
| | | | Good afternoon |
| | | Guide: How are you? | I'm OK, thanks |
| | | | Thank you |
| | | | See you later |
| | | Hi | |

| | | | | | |
|---|---|---|---|---|-----------------------------|
| Both wave- Guide: See you later Karim: See you later | | Guide: Beckons Player to follow to meet some more kids (Anna and Sue) This is Anna | Please Thank you | | |
| | 2: Guide greets Anna: Hi Anna responds: Good afternoon | Anna: Hello (waves at player) | Goodbye Please Good afternoon | | |
| | | Anna: My name is Anna. (points to self) What's your name? (points to player) | My name is Ben/ Emily Thank you See you later | | |
| | | Anna: Welcome | I'm OK, thanks Thank you See you later | | |
| | | 3: Guide greets Sue: Hi Sue responds Good afternoon | Sue: Good afternoon (waves at player) | Goodbye Please Hi | |
| | | | Sue: My name is Sue (points to self) What's your name? (points to player) | My name is Ben/Emily Thank you See you later | |
| | | | Sue: How are you? | I'm OK, thanks Thank you See you later | |
| | TOPIC | | Consolidation of greetings and introductions | LEVEL / STAGE | 1 / 3 |
| | WHAT | | WHO | WHERE | VOCAB |
| | Player is watching guide in the school yard. (Clock on wall shows afternoon e.g. 2pm.) (Karim, Anna and Sue are playing in the background) | | Sam | School yard school building in the background | Good afternoon Mr Mrs |
| | | Ben / Emily | | | |
| | | Mrs. Taylor | | | |
| Mrs. West | | | | | |
| Mrs. Grant | | | | | |
| | | | | | |
| | | | | | |
| Entry Point Dialogue | Task Setup | Question | Answers | | |
| Guide and teacher Mr. Smith talking in school yard - player watching from the side gate. Mr Smith: Good afternoon Sam Guide: Good afternoon Mr. Smith | 1: Player moves to stand with Guide and teacher Mr. Smith | Mr. Smith: Good afternoon (waves at player) | Goodbye Please Good afternoon | | |

| | | | | |
|---|--|--|--|----------------------------------|
| Mr. Smith: How are you? Guide: I'm OK thanks. Guide beckons Player to join them | | My name is Mr. Smith. (points to self) What's your name? (points to player) | My name is Ben/Emily | |
| | | | Thank you | |
| | | | See you later | |
| | | Mr. Smith: Welcome | I'm OK, thanks | |
| | | | Thank you | |
| | | | See you later | |
| | 2: Lunch lady Mrs. West comes over to group and greets teacher "Good afternoon, Mr. Smith" Mr. Smith responds "Good afternoon, Mrs. West, this is Ben/Emily" Gestures to Player | | Lunch lady Mrs. West: (waves at player): Good afternoon, Ben/Emily | Goodbye |
| | | | | Please |
| | | | | Good afternoon, Mrs. West |
| | | | Lunch lady Mrs. West: Welcome | I'm OK, thanks |
| | | | | Thank you |
| | | | | See you later |
| 3: Headteacher Mrs. Grant comes over to group and greets everyone "Good afternoon, Mrs. West, Mr. Smith, Sam." Mr. Smith responds "Good afternoon, Mrs Grant. This is Ben/Emily (Gestures to player) | | Lunch lady Mrs. West: How are you? | I'm good, thanks | |
| | | | Goodbye | |
| | | | See you later | |
| | | Headteacher Mrs. Grant: Good afternoon (waves at player) | Goodbye | |
| | | | Please | |
| | | | Good afternoon, Mrs. Grant | |
| | | Headteacher Mrs. Grant: Welcome | Goodbye | |
| | | | Thank you | |
| | | | See you later | |
| | | Headteacher Mrs. Grant: (Bell rings) Headteacher begins to turn away and waves "Goodbye" | I'm OK, thanks | |
| | | Thank you | | |
| | | Goodbye | | |
| TOPIC | Telling own age | LEVEL / STAGE | 2 / 1 | |
| WHAT | WHO | WHERE | VOCAB | |
| Guide approaches group of other kids with Player | Sam | Park near the school | 7 years old 8 years old 9 years old 10 years old | |
| | Ben / Emily | | | |
| | Adam | | | |
| | Ruby | | | |
| | Jasmin | | | |
| | Imani | | | |
| | | | | |
| | | | | |

| Entry Point Dialogue | Task Setup | Question | Answers | | |
|---|---|--|--|---|--|
| <p>Guide begins chatting with Adam Guide: Hello (waves) Adam: Hi (waves) Guide: I'm Sam. (Gestures to self) What's your name? (Gestures to other player) Adam: I'm Adam (Gestures to self) Guide: How are you? Adam: I'm good thank you. (Gives thumbs up) How are you? Guide: I'm OK, thanks. (Thumbs up). I'm 8 years old. How old are you? Adam: I'm 9 years old. Guide and player move to speak to Ruby.</p> | <p>1: Guide and Player move to speak to Ruby Guide says: Hello. What's your name? Ruby responds: Hi. My name is Ruby.</p> | Ruby: What's your name? | My name is Ben/Emily No Thank you | | |
| | | Ruby: How are you? | I'm OK, thanks Goodbye Thank you | | |
| | | Ruby: I'm 9 years old. (Thought bubble appears on screen with number 9 on a birthday cake) How old are you? | I'm 8 years old Hello Please | | |
| | | <p>2: Ruby introduces another new child - Jasmin to the player: This is Jasmin.</p> | Jasmin: Hello | Hi Goodbye Yes | |
| | | | Jasmin: What's your name? | My name is Ben/Emily Thank you Hello | |
| | | | Jasmin: I'm 7 years old. (Thought bubble appears on screen with number 7 on a birthday cake) How old are you? | I'm 8 years old No Please | |
| | | <p>3: New child - Imani comes over to the group: Hello Sam greets Imani: Hello Imani. Jasmin introduces the player: This is Ben/Emily.</p> | Imani: Hi Ben/Emily. How are you? | I'm OK, thanks No Goodbye | |
| | | | Imani: I'm 10 years old. (Thought bubble appears on screen with number 10 on a birthday cake) How old are you? | I'm 8 years old Please Yes | |
| | | | Imani: See you later | Goodbye Hello I'm 8 years old | |
| | TOPIC | | Saying dates / birthdays | LEVEL / STAGE | 2 / 2 |
| | WHAT | | WHO | WHERE | VOCAB |
| | <p>Guide approaches another group of kids with Player</p> | | Sam | <p>Park near the school. The calendar will appear in a bubble and show the appropriate month and day.</p> | <p>January, February, March, April, May, June, July, August, September, October, November, December 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th</p> |
| | | Ben / Emily | | | |
| | | Karim | | | |
| | | Anna | | | |
| Luke | | | | | |

| Guide is in the school yard with the player, other kids and Mr. Smith | Ben / Emily | School yard school building in the background | Short |
|--|--|---|----------------------------|
| | Luke | | Eyes |
| | Jasmin | | Hair |
| | Mr. Smith | | Glasses |
| | Karim | | Brown |
| | | | Blue |
| | | | Green |
| | | | Blonde |
| Entry Point Dialogue | Task Setup | Question | Answers |
| <p>Guide is in the school yard with the player and another kid - Jasmin. Guide to Jasmin: Hello Jasmin. This is Ben/Emily. (Introducing player to Jasmin)</p> <p>Guide and Jasmin stand next to each other with player alongside them, Guide is in the middle.</p> <p>Guide gestures over his head: I am tall (then gestures over player's head) you are tall (then gestures over Jasmin's head) She is short.</p> <p>Karim: I have green eyes (camera zooms to Karim's's eyes) He has brown eyes (camera zooms to Guide's eyes), you have blue eyes (Emily) / brown eyes (Ben) (camera zooms to player's eyes.)</p> <p>Guide: I have short ginger hair (camera zooms to Guide's hair) She has long black hair (camera zooms to Jasmin's hair) you have short, black (Ben) / medium brown hair (camera zooms to player's hair).</p> | 1: Guide and Jasmin question player to check understanding | Guide: What colour is your hair? (image of brown hair - Emily / black hair - Ben) | My hair is blonde |
| | | My hair is brown (Emily) / My hair is black (Ben) | |
| | | My hair is green | |
| | | Guide: Are you tall or short? (image of tall person) | I am tall |
| | | I am short | |
| | | I am blonde | |
| | Jasmin: What colour are your eyes? (image of brown eyes- Ben, blue eyes - Emily) | My eyes are blue (Emily) | |
| | My eyes are brown (Ben) | | |
| | My eyes are yellow | | |
| | 2: Luke joins the group (tall boy with blonde hair and blue eyes) | Luke: What colour is my hair? | Your hair is blonde |
| | | Your hair is brown | |
| | | Your hair is green | |
| | | Luke: Am I tall or short? | You are tall |
| | | You are short | |
| | | You are blonde | |
| Luke: What colour are my eyes? | | Your eyes are blue | |
| Your eyes are brown | | | |
| Your eyes are yellow | | | |
| 3: Camera zooms to poster on the wall of the school yard with a monster on it. Monster has 3 red eyes and green hair. | Teacher Mr. Smith: How many eyes does he have? | He has 2 eyes | |
| | He has 3 eyes | | |
| | He has 4 eyes | | |
| | Teacher Mr. Smith: What colour is his hair? | He has red hair | |
| | He has blue hair | | |
| | He has green hair | | |
| Teacher Mr. Smith: What colour are his eyes? | He has red eyes | | |
| He has yellow eyes | | | |

| | | | He has brown eyes |
|--|--|---|---|
| TOPIC | Place of origin | LEVEL / STAGE | 3 / 1 |
| WHAT | WHO | WHERE | VOCAB |
| Geography classroom with map of Europe on the wall. Each country has their flag on to help identify it. | Sam | Geography classroom at school | United Kingdom, France, Germany, Portugal, Italy |
| | Ben / Emily | | |
| | Mrs. Taylor | | |
| | Luke | | |
| | Ruby | | |
| | Sue | | |
| | Anna | | |
| | | | |
| | | | |
| Entry Point Dialogue | Task Setup | Question | Answers |
| <p>Teacher Mrs. Taylor is at the front of the classroom stood next to the map of Europe. Teacher points to the map and names the countries, "United Kingdom, France, Germany, Portugal, Italy."</p> <p>She then points to relevant country e.g. UK (Thought bubble containing flag appears above her head) and says to Guide: "Where am I from?"</p> <p>Guide: You are from the United Kingdom.</p> <p>Teacher: Where are you from? (Thought bubble appears above Guide's head containing flag for UK)</p> <p>Guide: I am from the United Kingdom.</p> <p>Teacher then asks Guide: Where is he from? (Indicates to Luke - Thought bubble containing flag for Germany appears above his head: Guide: He is from Germany</p> <p>Teacher asks Guide: Where are they from? (Indicates to 2 children with Portuguese flag above their heads (Ruby and Sue). Guide: They are from Portugal</p> <p>In the entry point the teacher and Guide are from the country of the learnt language, in this case UK.</p> | 1: Camera zooms to Luke in the classroom | Luke: Hello, I am Luke. What's your name? Luke: I'm from Germany (thought bubble appears above Luke's head with German flag in it) Where are you from? Flag of the UI language appears above player's head – here UK Luke: Where is my friend Sam from? (French flag appears above Guide's head.) | My name is Ben/Emily No Thank you I'm from the United Kingdom Hello Please He is from the United Kingdom I am from France Thanks |
| | 2: Camera zooms to Anna in the classroom | Anna: Hello, how are you? Anna: Where am I from? (Thought bubble with Italian flag appears above her head) Anna: Where is my friend Luke from? (German flag appears above Luke's head.) | Hi. I'm OK, thanks. Goodbye Yes You are from Italy Thank you Hello He is from Germany I am from Germany Goodbye |
| | 3: Camera zooms to Guide | Guide: Where are you from? (Flag of the UI language appears above player's head - check language versions! - Here UK.) | I am from the United Kingdom You are from the United Kingdom Goodbye I'm from France |

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|--|------------------------------------|---|---|
| | | Guide: Where am I from? (Thought bubble containing French flag appears above guide's head) | You are from the United Kingdom |
| | | | He is from the United Kingdom |
| | | Guide: Where are my friends from? (Thought bubble containing Portuguese flag appears above Sue and Ruby) | I am from Portugal |
| | | | You are from Portugal |
| | | | They are from Portugal |
| TOPIC | Like + clothing items | LEVEL / STAGE | 3 / 2 |
| WHAT | WHO | WHERE | VOCAB |
| Player and guide are in the Guide's bedroom with three friends - Imani, Adam and Jasmin | Sam | Guide's bedroom | Dress T-shirt Shorts Jumper Skirt Sandals Trainers Boots Hat Sunglasses Bag |
| | Ben / Emily | | |
| | Imani | | |
| | Adam | | |
| | Jasmin | | |
| | | | |
| | | | |
| | | | |
| Entry Point Dialogue | Task Setup | Question | Answers |
| <p>Guide and Player on one side (sitting), and Imani, Adam and Jasmin opposite them. There is a mirror in between. Imani looks into the mirror and says:</p> <p>I like to wear a dress (camera zooms to show). You like to wear a T-shirt and shorts (camera zooms on Adam to show). She likes to wear a jumper and jeans (camera zooms on Jasmin to show).</p> <p>I like to wear sandals (camera zooms to show). He likes to wear trainers (camera zooms on Adam to show). She likes to wear boots (camera zooms on Jasmin to show).</p> <p>I like to wear a hat (camera zooms to show summer hat). You like to wear sunglasses (camera zooms on Adam to show). She likes to wear a cap (camera zooms on Jasmin to show).</p> | 1: Guide questions the player: | Guide: Do you like to wear a T-shirt, a jumper or a dress? (picture of T shirt for Ben, picture of dress for Emily) | I like to wear a T-shirt (correct for Ben) |
| | | I like to wear a jumper | |
| | | I like to wear a dress (correct for Emily) | |
| | | Guide: Do I like to wear sandals, trainers or boots?(picture of trainers) | You like to wear sandals |
| | | You like to wear boots | |
| | | You like to wear trainers | |
| | 2: Guide questions the player: | Guide: Does Jasmin like to wear boots and jeans or trainers and sunglasses? (picture of boots and jeans) | She likes to wear boots and jeans |
| | | You like to wear boots and sunglasses | |
| | | She likes to wear trainers and sunglasses | |
| | | Guide: Does Adam like to wear jeans, a skirt or shorts? (picture of shorts) | He likes to wear a skirt |
| | | He likes to wear shorts | |
| | | He likes to wear jeans | |
| Guide: Does Jasmin like to wear shorts, jeans or a skirt? (picture of jeans) | She likes to wear shorts | | |
| | She likes to wear a skirt | | |
| | She likes to wear jeans | | |
| Guide: Does Adam like to wear a hat, sunglasses or a cap? (picture of sunglasses) | He likes to wear a hat. | | |
| | He likes to wear sunglasses | | |
| | He likes to wear jeans | | |

| | 3: Adam questions player: | Adam: Do I like to wear a dress, shorts or a skirt? (picture of a dress) | You like to wear a dress You like to wear a skirt You like to wear shorts | |
|---|------------------------------------|--|--|--|
| | | Adam: Does Jasmin like to wear a jumper, a dress or a T-shirt? (picture of jumper) | She likes to wear a T-shirt She likes to wear a jumper She likes to wear a dress | |
| | | Adam: Does Imani like to wear trainers and sunglasses or sandals and a hat? (picture of sandals and a hat) | You like to wear trainers and sunglasses She likes to wear sandals and a hat She like to wear boots and a cap | |
| TOPIC | Would like + clothing items | LEVEL / STAGE | 3 / 3 | |
| WHAT | WHO | WHERE | VOCAB | |
| Player, Guide, Anna and Luke are in a clothes shop looking at clothes they would like to buy. | Sam | Clothes Shop - same as N&C level 3/3 | Trousers Shirt Socks Jogging bottoms Hoodie Cap Jeans Top Jacket | |
| | Ben / Emily | | | |
| | Luke | | | |
| | Anna | | | |
| | Shop Assistant Clothes | | | |
| | | | | |
| | | | | |
| | | | | |
| Entry Point Dialogue | Task Setup | Question | Answers | |
| <p>Guide, Luke, Anna and Player in their usual clothes are standing in front of a clothes rack/rail. As they say what clothes they would like to buy, the shop assistant pulls them out of the rack.</p> <p>Shop Assistant: How can I help you?</p> <p>Guide steps forward. Guide: I would like to buy light blue trousers, a red shirt and white socks. Shop assistant pulls out light blue trousers, red shirt and white socks.</p> <p>Shop Assistant: What would you like to buy? (turns to Anna)</p> <p>Anna steps forward. Anna: I would like to buy black jogging bottoms, a green hoodie and a grey cap.</p> | 1: Shop assistant questions player | Shop Assistant: How can I help you? (Player pulls out of the rack black trousers.) | I would like to buy black trousers She would like to buy white trousers He would like to buy blue trousers | |
| | | Shop Assistant:What else would you like to buy? (Player pulls out of the rack light blue jeans) | I would also like to buy light blue jeans You would also like to buy green jeans We would also like to buy purple jeans | |
| | | Shop Assistant: Anything else? (Player pulls out of the rack grey jogging bottoms.) | I would also like to buy grey jogging bottoms You would also like to buy grey jogging bottoms She would also like to buy pink jogging bottoms | |
| | | 2: Shop Assistant walks away and leaves the friends on their own. Guide questions player | Guide: What would I like to buy? (Guide pulls out of the rack a dark blue shirt) | You would like to buy a dark blue shirt You would like to buy a red cap You would like to buy pink trainers |
| | | | Guide: What would Luke like to buy? (Luke pulls out of the rack a red jacket.) | He would like to buy a red jacket He would like to buy a blue jacket |

| | | | |
|--|---------------------------------------|---|---|
| <p>Shop assistant pulls out black jogging bottoms, a green hoodie and a grey cap</p> <p>Shop Assistant: Anything else? What would you like to buy? (turns to Luke)</p> <p>Luke steps forward.</p> <p>Luke: I would like to buy dark blue jeans. I would also like to buy a pink top and a purple jacket.</p> <p>Shop assistant pulls out dark blue jeans, a pink top (long sleeved) and a purple jacket.</p> | | | He would like to buy a black jacket |
| | | Guide: What would Anna like to buy? (Anna pulls out of the rack pink socks.) | She would like to buy pink socks |
| | | | You would like to buy a yellow T-shirt |
| | 3: Guide questions player | | She would like to buy a green dress |
| | | Guide: What else would Luke like to buy? (Luke pulls out of the rack a green cap.) | He would also like to buy a green cap |
| | | | We would also like to buy a pink cap |
| | | | You would also like to buy a black cap |
| | | Guide: What else would you like to buy? (Player pulls out of the rack a purple hoodie.) | I would also like to buy a purple hoodie |
| | | | You would also like to buy a white hoodie |
| | | | I would also like to buy a red hoodie |
| | | Guide: What else would Anna like to buy? (Anna pulls out of the rack a white top) | You would also like to buy a white top |
| | | | She would also like to buy a white top |
| | He would also like to buy a white top | | |

Numbers and Colours

| TOPIC | Numbers 1 to 10 | LEVEL / STAGE | 1 / 1 |
|---|---|--|-------------|
| WHAT | WHO | WHERE | VOCAB |
| <p>Guide and player are in a classroom with other kids, the teacher Mr. Smith is teaching numbers from 1 to 10.</p> | Sam | Classroom in the school | |
| | Ben / Emily | | |
| | Mr. Smith | | |
| | Anna | | |
| | Karim | | |
| | Imani | | |
| | Jasmin | | |
| | Ruby | | |
| | Adam | | |
| | Luke | | |
| Entry Point Dialogue | Task Setup | Question | Answers |
| <p>Mr. Smith has a pack of cards and he draws cards with numbers on them. Mr. Smith is counting to class numbers 1-10. Word for each number is written underneath each numeral. Teacher pointing to each number as he counts. Guide then counts from 1 to 10 again.</p> | <p>1: Teacher questions the player using the cards (cards show digits, but not the words)</p> | Teacher shows number card for 2: Which number is this? | Two |
| | | | Three |
| | | | Four |
| | | Teacher shows number card for 5: Which number is this? | Four |
| | | | Five |
| | Six | | |

| | | Teacher shows number card for 9: Which number is this? | Seven |
|---|--|--|---|
| | | | Eight |
| | | | Nine |
| | 2: Teacher questions the player using the cards (Teacher shows first card, then second card. The third card which is the answer comes out only once the correct answer is given) | Teacher: What comes next? One, Two... | Two |
| | | | Three |
| | | | Four |
| | | Teacher: What comes next? Five, Six | Seven |
| | | | Eight |
| | | | Nine |
| | | Teacher: What comes next? Eight, Nine... | Four |
| | | | Nine |
| | | | Ten |
| | 3: three sets of three cards are shown by Mr. Smith- First one has number 2 missing 1 _ 3 Second one has number 5 missing 4 _ 6 Third one has number 9 missing 7 8 _ Teacher questions the player. | Teacher: Which number is missing? | One |
| | | | Two |
| | | | Three |
| | | Teacher: Which number is missing? | Five |
| | | | Six |
| | | | Seven |
| | | Teacher: Which number is missing? | Seven |
| | | | Eight |
| | | | Nine |
| TOPIC | Months of the year | LEVEL / STAGE | 1 / 2 |
| WHAT | WHO | WHERE | VOCAB |
| Mrs. Taylor is teaching the months of the year. | Sam | School hall | numbers 1 to 12 months of the year year |
| | Ben / Emily | | |
| | Mrs. Taylor | | |
| | Mr. Smith | | |
| | Mrs. Grant | | |
| | Anna, Karim | | |
| | Sue, Ruby | | |
| | Imani, Jasmin | | |
| | Adam, Luke | | |
| Entry Point Dialogue | Task Setup | Question | Answers |
| Everyone is standing in a row from 1 to 12, except for the Player, who is facing the row. | 1. Mrs. West says: Month number one is January. Then asks about the next three months. | Which is month number two? | February |
| | | | March |

| | | | |
|---|--|------------------------------|--------------|
| <p>Each person steps forward as they say their sentence.</p> <p>Mrs. Taylor: There are twelve months in a year. Mrs. West: Month number one is January. Sam: Month number two is February. Anna: Month number three is March. Karim: Month number four is April. Mr. Smith: Month number five is May. Sue: Month number six is June. Ruby: Month number seven is July. Imani: Month number eight is August. Mrs. Grant: Month number nine is September. Jasmin: Month number ten is October. Adam: Month number eleven is November. Luke: Month number twelve is December.</p> <p>then they repeat only the names of the month making a step again.</p> <p>Mrs. West: January Sam: February Anna: March Karim: April Mr. Smith: May Suet: June Ruby: July Imani: August Mrs. Grant: September Jasmin: October Adam: November Luke: December</p> | | | April |
| | | Which is month number three? | February |
| | | | March |
| | | | April |
| | | Which is month number four? | February |
| | | | March |
| | | | April |
| | 2. Mr. Smith says: Month number five is May. Then asks about the next three months. | Which is month number six? | June |
| | | | July |
| | | | August |
| | | Which is month number seven? | June |
| | | | July |
| | | August | |
| | Which is month number eight? | June | |
| | | July | |
| | | August | |
| 1. Mrs. Grant says: Month number nine is September. | Which is month number ten? | October | |
| | | November | |
| | | December | |
| | Which is month number eleven? | October | |
| | | November | |
| | | December | |
| | Which is month number twelve? | October | |
| | | November | |
| | | December | |
| TOPIC | Naming colours | LEVEL / STAGE | 1 / 3 |
| WHAT | WHO | WHERE | VOCAB |
| Player and Guide are in the Art Classroom. Mrs. Grant is teaching art. | Sam | Art Classroom | |
| | Ben / Emily | | |
| | Mrs. Grant | | |
| | Anna | | |
| | Karim | | |
| | Imani | | |
| | Jasmin | | |
| | Ruby | | |
| Adam | | | |

| Luke | | | |
|---|--|---|--------------|
| Entry Point Dialogue | Task Setup | Question | Answers |
| <p>Mrs. Grant brings class back into classroom ready for art lesson. Mrs. Grant holds up paint palette. Points to and says out loud each colour. Every colour is repeated by a child. Mrs. Grant: This is red. Sam: Red Mrs. Grant: This is blue Anna: Blue Mrs. Grant: This is yellow Karim: Yellow Mrs. Grant: This is green Imani: Green Mrs. Grant: This colour is brown Jasmin: Brown Mrs. Grant: This colour is black Ruby: Black Mrs. Grant: This colour is white Adam: White Mrs. Grant: Red and blue make purple Luke: Purple Mrs. Grant: Red and white make pink Anna: Pink Mrs. Grant: Red and yellow make orange Karim: Orange Mrs. Grant: Black and white make grey Ruby: Grey</p> | <p>1: Classroom transformed for art lesson. Paints, easel, palettes around the room. Mrs. Grant points to her palette for Tasks.</p> | Teacher asking Player: What colour is this? /picture of colour blue/ | Blue |
| | | | Red |
| | | | Yellow |
| | | Teacher asking Player: What colour is this? /picture of colour green/ | Green |
| | | | Black |
| | | | Purple |
| | | Teacher asking Player: What colour is this? /picture of colour orange/ | Orange |
| | | | Brown |
| | | | Pink |
| | <p>2: Questions are asked by the Guide.</p> | <p>Player daydreaming looking outside at the sky, trees and leaves Guide: What colour is the sky?</p> | Blue |
| | | | Green |
| | | | Red |
| | | <p>Player daydreaming looking outside at the sky. Guide: What colour are the clouds?</p> | Black |
| | | | Grey |
| | | | White |
| | | <p>Player daydreaming looking outside at the trees. - Guide: What colour are the trees?</p> | Brown |
| | | | Green |
| | | | Orange |
| <p>3: Mrs. Grant has mixed colours into splats of paint on easel / canvas at the front. Teacher then points to these splats for questions.</p> | <p>Teacher mixing paints at front of the class: What colour is blue and yellow?</p> | Green | |
| | | Orange | |
| | | Red | |
| | <p>Teacher mixing paints at front of the class: What colour is red and yellow?</p> | Orange | |
| | | Blue | |
| | | White | |
| <p>Teacher mixing paints at the front of the class: What colour is blue and red?</p> | Green | | |
| | Purple | | |
| | Black | | |
| TOPIC | Numbers 11 to 30 | LEVEL / STAGE | 2 / 1 |
| WHAT | WHO | WHERE | VOCAB |
| <p>Teacher counting aloud to children 11-31. Karim repeats the numbers after the teacher, as he points at numbers. (or numbers appear in thought bubble) Numbers to be</p> | Sam | <p>Maths classroom</p> | |
| | Ben / Emily | | |
| | Mr. Smith | | |
| | Karim | | |
| | Imani | | |

| | | | |
|--|--|--|---------------------|
| written as words underneath each numeral | Jasmin | | |
| | Ruby | | |
| | Adam | | |
| | Luke | | |
| | Anna | | |
| Entry Point Dialogue | Task Setup | Question | Answers |
| <p>Action: Teacher Mr. Smith counting to class numbers 11-31. Mr. Smith draws numbers from a stack of cards and counts from 11 to 30. As he counts as Karim counts back to him.</p> <p>Mr. Smith: Eleven Karim: Eleven Mr. Smith: Twelve Karim: Twelve Mr. Smith: Thirty Karim: Thirty</p> | <p>1: Mr. Smith at the front of the Maths lesson linked to Entry Point. Ready to question children.:</p> | Teacher shows number card for 20 - Which number is this? | Twelve |
| | | Teacher shows number card for 11 - Which number is this? | Two |
| | | Teacher shows number card for 23 - Which number is this? | Twenty |
| | | | Eighteen |
| | | | Fourteen |
| | | | Eleven |
| | | | Twenty-nine |
| | | | Twenty-seven |
| | | | Twenty-three |
| | <p>2: Mr. Smith questions further</p> | Teacher: What comes next? 14,15... | Sixteen |
| | | | Seventeen |
| | | | Eighteen |
| | | Teacher: What comes next? 11,12... | Fifteen |
| | | | Thirteen |
| | | | Twenty |
| <p>3: Mr. Smith questions for missing numbers</p> <p>First one has number 24 missing: 22, 23, __ Second one has number 18 missing: 16, 17, __ Third one has number 30 missing: 28, 29 __</p> | Teacher: Which number is missing? | Twenty-four | |
| | | Twenty-one | |
| | | Twenty-four | |
| | | Twenty-six | |
| | Teacher: Which number is missing? | Eight | |
| | | Eighteen | |
| | | Twenty-eight | |
| | Teacher: Which number is missing? | Three | |
| | | Thirteen | |
| | Thirty | | |
| TOPIC | Numbers 11 to 30 in phrases | LEVEL / STAGE | 2 / 2 |
| WHAT | WHO | WHERE | VOCAB |
| | Sam | Maths classroom | |

| Teacher counting aloud to children 11-31. Repeat after me. Children in class recite back to teacher. | Ben / Emily | | |
|---|--|--|---------------|
| | Mr. Smith | | |
| | Karim | | |
| | Imani | | |
| | Jasmin | | |
| | Ruby | | |
| | Adam | | |
| | Luke | | |
| | Anna | | |
| Entry Point Dialogue | Task Setup | Question | Answers |
| <p>Continuation of Challenge 1 as there are lots of numbers to include. 11-31 (to help with birthdays) means 2 challenges needed to cover most of the vocabulary.</p> <p>Action: Replay of entry point from previous Challenge. Further opportunity for children to recount numbers.</p> <p>Teacher Mr. Smith counting to class numbers 11-31. Mr. Smith draws numbers from a stack of cards and counts from 11 to 30. As he counts as Anna counts back to him.</p> <p>Mr. Smith: Eleven Anna: Eleven Mr. Smith: Twelve Anna: Twelve Mr. Smith: Thirty Anna: Thirty</p> | 1: Mr. Smith at the front of the Maths lesson linked to Entry Point. Ready to question children: | Teacher shows number card for 12 - Which number is this? | Twelve |
| | | Two | |
| | | Twenty | |
| | | Teacher shows number card for 19 - Which number is this? | Eighteen |
| | | Fourteen | |
| | | Nineteen | |
| | Teacher shows number card for 15 - Which number is this? | Fifteen | |
| | Twenty-three | | |
| | Twenty | | |
| | 2: Mr. Smith questions further | Teacher: What comes next? 20, 21... | Twelve |
| | | Twenty-six | |
| | | Twenty-two | |
| Teacher: What comes next? 19, 20... | | Thirteen | |
| Twenty-one | | | |
| Twenty | | | |
| Teacher: What comes next? 29, 30... | Thirteen | | |
| Thirty | | | |
| Thirty-one | | | |
| 3: Mr. Smith questions for missing numbers First one has number 25 missing: 23, 24, __ Second one has number 14 missing: 12, 13, __ Third one has number 27 missing: 25, 26, __ | Teacher: Which number is missing? | Twenty-one | |
| | Twenty-five | | |
| | Twenty-six | | |
| | Teacher: Which number is missing? | Eleven | |
| | Twenty-three | | |
| | Fourteen | | |
| Teacher: Which number is missing? | Seventeen | | |
| Twenty-seven | | | |

| | | Twenty-one | | |
|---|---|--|---|--|
| TOPIC | Describing items using colours | LEVEL / STAGE | 2 / 3 | |
| WHAT | WHO | WHERE | VOCAB | |
| Guide, player and his family are spending time in the park. There are objects from previous levels and topics of corresponding colours | Sam | In the Park | | |
| | Ben / Emily | Dog - black | | |
| | brother | Football - white | | |
| | sister | Car - red | | |
| | grandma | Bus - orange | | |
| | grandpa | Cat - grey | | |
| | | Schoolbag - black | | |
| | | Book - brown | | |
| | | Skateboard - purple Bicycle - yellow | | |
| Entry Point Dialogue | Task Setup | Question | Answers | |
| <p>Set in park with lots of visual examples of things learned from previous topics:</p> <p>Action:</p> <p>Guide testing brother / sister on the colour of various items. Chance for player to recap on colours learned.</p> <p>What colour is it (while item is sole focus on screen), Brother and Sister answer correctly each time</p> <p>DIALOGUE:</p> <p>Guide: What colour is the football? Brother: The football is white. Guide: What colour is the book? Sister: The book is brown. Guide: What colour is the skateboard? Sister: The skateboard is purple. Guide: What colour is the dog? Brother: The dog is black. Guide: What colour is the car? Sister: The car is red. Guide: What colour is the bus? Brother: The bus is orange. Guide: What colour is the cat? Sister: The cat is grey. Guide: What colour is the schoolbag? Brother: The schoolbag is black. Guide: What colour is the bicycle? Sister: The bicycle is yellow.</p> | 1: Grandma asking the player about a black dog, a grey cat and a red car | What colour is the dog? | The dog is brown The dog is black The dog is white | |
| | | What colour is the cat? | The cat is grey The cat is brown The cat is black | |
| | | What colour is the car? | The car is red The car is blue The car is green | |
| | | 2: Grandpa asking the player about an orange bus in the background, with grandpa holding a brown book and a black schoolbag | What colour is the bus? | The bus is red The bus is orange The bus is purple |
| | | | What colour is the book? | The book is grey The book is brown The book is black |
| | | | What colour is the schoolbag? | The schoolbag is grey The schoolbag is brown The schoolbag is black |
| | 3: Grandma asking about a few object lying on the ground: a white football, a yellow bicycle and a purple skateboard | | What colour is the football? | The football is blue The football is red The football is white |
| | | | What colour is the bicycle? | The bicycle is purple |

| | | | |
|--|--|---|---------------------------------|
| | | | The bicycle is green |
| | | | The bicycle is yellow |
| | | What colour is the skateboard? | The skateboard is blue |
| | | | The skateboard is purple |
| | | | The skateboard is orange |
| TOPIC | Numbers 30 to 100 / plus and minus | LEVEL / STAGE | 3 / 1 |
| WHAT | WHO | WHERE | VOCAB |
| <p>Children are playing on a giant number-board in the school yard. Mrs. West draws numbers from a hat (or bag) and tells children to go to the numbered square.</p> <p>Example number from 40s, 50s, 60s, 70s, 80s, 90s and 100 itself.</p> | Sam | School playground with large 100 square grid on the floor. Possibly a snakes and ladders board. | |
| | Ben / Emily | | |
| | Mrs. West | | |
| | Karim | | |
| | Imani | | |
| | Jasmin | | |
| | Ruby | | |
| | Adam | | |
| | Luke | | |
| Anna | | | |
| Entry Point Dialogue | Task Setup | Question | Answers |
| <p>Player gets the chance to listen to a number from each "ten" and hear how each number is formed.</p> <p>Mrs. West draws and tells the kids to go to the following numbers Karim, go to number forty-two Imani, go to number fifty-seven Jasmin, go to number sixty-three Ruby, go to number seventy-six Adam, go to number eighty-eight Luke, go to number ninety-one Anna, go to number one hundred</p> | <p>1: Mrs. West draws simple equations from a hat, the Guide reads the equation (appears in his and the player must answer correctly.</p> <p>Once the correct answer is given, a child goes to the appropriate number square.</p> | Mrs. West draws an equation: Guide reads: $30+6=$ | thirty-four |
| | | Mrs. West draws an equation: Guide reads: $50-1=$ | thirty-five |
| | | Mrs. West draws an equation: Guide reads: $52+6=$ | thirty-six |
| | | Mrs. West draws an equation: Guide reads: $91+1=$ | forty-seven |
| | | Mrs. West draws an equation: Guide reads: $70-7=$ | forty-eight |
| | | Mrs. West draws an equation: Guide reads: $70+6=$ | forty-nine |
| | <p>2: Mrs. West draws simple equations from a hat, the Guide reads the equation (appears in his bubble as digits and the player must answer correctly.</p> <p>Once the correct answer is given, a child goes to the appropriate number square.</p> | Mrs. West draws an equation: Guide reads: $91+1=$ | fifty-five |
| | | Mrs. West draws an equation: Guide reads: $70-7=$ | fifty-six |
| | | Mrs. West draws an equation: Guide reads: $70+6=$ | fifty-eight |
| | | Mrs. West draws an equation: Guide reads: $91+1=$ | ninety-one |
| | | Mrs. West draws an equation: Guide reads: $70-7=$ | ninety-two |
| | | Mrs. West draws an equation: Guide reads: $70+6=$ | ninety-three |
| | | Mrs. West draws an equation: Guide reads: $70-7=$ | sixty-two |
| | | Mrs. West draws an equation: Guide reads: $70+6=$ | sixty-three |
| | | | sixty-four |
| | | | seventy-six |
| | | | seventy-nine |
| | | | eighty |

| | | | |
|---|---|--|--------------------------------|
| <p>It's half past six It's seven o'clock It's half past seven It's eight o'clock It's half past eight It's nine o'clock It's half past nine It's ten o'clock It's half past ten It's eleven o'clock It's half past eleven It's twelve o'clock</p> | | | Half past 10 |
| | | Guide asks player: What time is it? (Half past 8) | Half past 6 |
| | | | Half past 7 |
| | | | Half past 8 |
| | | Mr. Smith asks player: What time is it? (6 o'clock) | The time is 6 o'clock |
| | | | The time is 7 o'clock |
| | | | The time is 8 o'clock |
| | | Mr. Smith asks player: What time is it? (Half past 7) | The time is half past 7 |
| | | | The time is half past 8 |
| | | | The time is half past 9 |
| | Mr. Smith asks player: What time is it? (12 o'clock) | The time is 11 o'clock | |
| | | The time is 12 o'clock | |
| | | The time is 1 o'clock | |
| TOPIC | Describing clothes using colours | LEVEL / STAGE | 3 / 3 |
| WHAT | WHO | WHERE | VOCAB |
| <p>Guide, Luke and Player go to a clothes shop and assisted by a shopkeeper, they are looking at various items of clothing in show</p> | Sam | <p>Clothes shop with lot of different items (in different colours) in show</p> | |
| | Ben / Emily | | |
| | Luke | | |
| | Shopkeeper (clothes) | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Entry Point Dialogue | Task Setup | Question | Answers |
| <p>Guide, Luke and Player and shopkeeper looking at various items of clothing.</p> <p>Guide and Luke ask the Shopkeeper about the colour of the items.</p> <p>Picture of each item of clothing on the screen</p> <p>Shopkeeper: Hello Guide: Hello Luke: Hello Guide: What colour is the coat? Shopkeeper: The coat is green. Luke: What are colour are the gloves and the</p> | <p>1: Guide, Luke, Player and shopkeeper looking at various items of clothing. <u>Shopkeeper</u> tests Player on the colour of the items. Picture of each item of clothing on the screen next to question and multiple choice answers.</p> | Shopkeeper: What colour is the coat? (Green coat) | The coat is black |
| | | | The coat is green |
| | | | The coat is grey |
| | | Shopkeeper: What colour are the gloves? (Yellow gloves) | The gloves are black |
| | | | The gloves are brown |
| | | | The gloves are yellow |
| | | Shopkeeper: What colour are the trousers? (red trousers) | The trousers are yellow |
| | The trousers are pink | | |
| | The trousers are red | | |
| | Guide: What colour is the t-shirt? (pink T-shirt) | The T-shirt is red | |

| | | | |
|---|--|--|--------------------------------|
| <p>hat?</p> <p>Shopkeeper: The gloves are yellow and the hat is dark green.</p> <p>Luke: What colour are the trousers?</p> <p>Shopkeeper: The trousers are red.</p> <p>Guide: What colour is the T-shirt?</p> <p>Shopkeeper: The T-shirt is pink.</p> <p>Luke: What colour are the shoes?</p> <p>Shopkeeper: The shoes are white.</p> <p>Guide: What colour is the jumper?</p> <p>Shopkeeper: The jumper is red.</p> <p>Luke: What colour are the socks?</p> <p>Shopkeeper: The socks are dark blue.</p> <p>Guide: What colour are the jeans?</p> <p>Shopkeeper: The jeans are light blue.</p> <p>Guide: Thank you.</p> | <p>1: Guide, Luke, Player and shopkeeper looking at various items of clothing.</p> <p><u>Guide</u> tests Player on the colour of the items. Picture of each item of clothing on the screen next to question and multiple choice answers.</p> | Guide: What colour are the shoes? (white shoes) | The T-shirt is green |
| | | | The T-shirt is pink |
| | | | The shoes are black |
| | | | The shoes are brown |
| | | | The shoes are white |
| | | | |
| | | Guide: What colour is the jumper? (red jumper) | The jumper is yellow |
| | | | The jumper is pink |
| | | | The jumper is red |
| | <p>1: Guide, Luke, Player and shopkeeper looking at various items of clothing.</p> <p><u>Luke</u> tests Player on the colour of the items. Picture of each item of clothing on the screen next to question and multiple choice answers.</p> | Luke: What colour are the socks? (dark blue socks) | The socks are white |
| | | | The socks are dark blue |
| | | | The socks are grey |
| Luke: What colour is the hat? (dark green hat) | | The hat is red | |
| | | The hat is dark green | |
| | | The hat is purple | |
| | Luke: What colour are the jeans? (light blue jeans) | The jeans are light green | |
| | | The jeans are orange | |
| | | The jeans are light blue | |

Family and Friends

| TOPIC | Immediate family members | LEVEL / STAGE | 1 / 1 |
|---|--------------------------|---------------------------|----------------|
| WHAT | WHO | WHERE | VOCAB |
| Guide and Player are visiting Guide's family at their house | Sam | Guide's home: living room | |
| | Ben / Emily | | |
| | mum | | |
| | dad | | |
| | brother | | |
| | sister | | |
| | grandpa | | |
| | grandma | | |
| | Cat, dog, goldfish | | |
| Entry Point Dialogue | Task Setup | Question | Answers |

| | | | | | |
|---|---|---|---|--|--|
| <p>Guide and Player arrive at Guide's home, they enter the house and they meet Guide's family in the living room. Mum is sitting on the sofa with the cat on her legs, dad is sitting on the armchair reading a book to the brother next to him, the dog and the sister are playing sitting on a carpet, grandma and grandpa are sitting on the sofa with mum, the goldfish is in a bowl on the table.</p> <p>Guide introduces his family members: This is my mum (zoom on mum), this is my dad (zoom on dad), my brother (zoom on brother), my sister (zoom on sister), my grandma (zoom on grandma), my grandpa (zoom on grandpa), my dog (zoom on dog), my cat (zoom on cat) and my goldfish (zoom on goldfish).</p> <p>Then Guide repeats their names again pointing to them: She is my mum. He is my dad. They are my brother and sister. They are my grandma and grandpa. This is the dog. This is the cat. This is the goldfish. (zoom on every family member and pet - single or in couples).</p> | 1. Guide checks if Player remembers who is who in the family and asks simple questions. | Guide asks Player: Who's this? The camera zooms on mum | mum dad brother | | |
| | 2. Guide checks if Player remembers who is who in the family and asks simple questions. | Guide asks Player: Who's this? The camera zooms on dad | mum dad sister | | |
| | | Guide asks Player: Who's this? The camera zooms on sister | brother dad sister | | |
| | | Guide asks Player: Who is this? The camera zooms on brother | brother sister dog | | |
| | | | Guide asks Player: What is this? The camera zooms on dog | dog grandpa cat | |
| | | | Guide asks Player: What is this? The camera zooms on cat | goldfish grandma cat | |
| | | 3. Guide checks if Player remembers who is who in the family and asks simple questions. | Guide asks Player: Who are they? The camera zooms on mum and cat | dad and brother mum and cat grandma and grandpa | |
| | Guide asks Player: Who are they? The camera zooms on grandma and grandpa | | | dad and brother sister and cat grandma and grandpa | |
| | | | | Guide asks Player: Who are they? The camera zooms on sister and dog | mum and sister brother and cat sister and dog |
| | TOPIC | | Family members in a sentence | LEVEL / STAGE | 1 / 2 |
| | WHAT | | WHO | WHERE | VOCAB |
| | Guide and Player are round the table with Guide's family at their house | | Sam | Guide's home: dining room / kitchen | |
| Ben / Emily | | | | | |
| mum | | | | | |
| dad | | | | | |
| brother | | | | | |
| sister | | | | | |
| grandpa | | | | | |

| | grandma | | | |
|---|--|---|----------------|---------------|
| | Cat, dog, goldfish | | | |
| | | | | |
| Entry Point Dialogue | Task Setup | Question | Answers | |
| <p>Guide, Player and Guide's family members are sitting around a table in the kitchen following this sequence: grandma, grandpa, mum, dad, sister, brother. It's lunch time. Cat and dog are sitting on the floor next to brother and sister; goldfish (its colour is red) is swimming in the bowl on the table.</p> <p>Guide says: Mum has a blue t-shirt. Dad has a red apple. My sister has a yellow banana. My brother has orange juice. My dog has water. My cat has a green ball. My grandma has coke. My grandpa has pasta.</p> <p>The player watches the scene . The camera zooms on each character and Player listens again to their names: mum, dad, brother, grandma, grandpa, sister, cat, dog , goldfish (voice of Guide).</p> | <p>1. Guide checks if Player remembers who is who in the family and asks simple questions.</p> | The camera zooms on mum. - Who has a blue t-shirt? | mum | |
| | | | dad | |
| | | | sister | |
| | | The camera zooms on dad and on the red apple. - Who has a red apple? | brother | |
| | | | dad | |
| | | | sister | |
| | | The camera zooms on the brother and on the orange juice. - Who has an orange juice? | dog | |
| | | | brother | |
| | | | mum | |
| | <p>2. Guide checks if Player remembers who is who in the family and asks simple questions.</p> | <p>The camera zooms on the sister and on the banana. - Who has a yellow banana?</p> | | grandma |
| | | | | mum |
| | | | | sister |
| | | <p>the camera zooms on the dog and the water. - Who has water?</p> | dog | |
| | | | | cat |
| | | | | goldfish |
| <p>3. Guide checks if Player remembers who is who in the family and asks simple questions.</p> | <p>The camera zooms on the cat and on the green ball. - Who has a green ball?</p> | cat | | |
| | | | dog | |
| | | | grandpa | |
| | <p>the camera zooms on grandma and on coke - Who has coke?</p> | sister | | |
| | | | grandma | |
| | | | grandpa | |
| | <p>The camera zooms on grandpa and on pasta. - Who has pasta?</p> | grandpa | | |
| | | | dad | |
| | | | mum | |
| <p>The camera zooms on goldfish (it's red). - What is red?</p> | cat | | | |
| | | dog | | |
| | | goldfish | | |
| TOPIC | Introducing family members | LEVEL / STAGE | 1 / 3 | |
| WHAT | WHO | WHERE | VOCAB | |
| <p>Guide, Player and Luke are in Guide's bedroom looking at a computer (tablet, laptop) showing family photos</p> | Sam | <p>Guide's home: Guide's bedroom. There is a computer</p> | | |
| | Ben / Emily | | | |
| | Luke | | | |

| Entry Point Dialogue | Task Setup | Question | Answers | |
|--|--|---|---|--------------|
| <p>Guide enters his bedroom with Player; Luke arrives. Guide: Hello Luke. Luke: Hello. Player waves. Guide points at his computer: This is my family. On the computer they watch in order: mum, dad, brother, sister, grandpa, grandma, cat, dog, goldfish one by one and then in groups (mum and dad, brother and dog, sister and cat, grandma and grandpa and goldfish). Guide comments on photos as they come: This is my mum. This is my dad. This is my brother. This is my sister. This is my grandpa. This is my grandma. This is my cat. This is my dog. These are my mum and my dad. These are my brother and the dog. These are my sister and the cat. These are my grandma, grandpa and the goldfish.</p> | <p>1. Guide checks if Player remembers who is who in the family and asks simple questions.</p> | <p>The camera zooms on the computer on mum photo - Guide asks: "Who's this?"</p> | <p>This is your mum This is my sister This is your brother</p> | |
| | <p>2. Luke checks if Player remembers who is who in the family and asks simple questions.</p> | <p>The camera zooms on the computer on brother photo - Guide asks: "Who's this?"</p> | <p>This is my dad This is your sister This is your brother</p> | |
| | <p>3. Guide checks if Player remembers who is who in the family and asks simple questions.</p> | <p>The camera zooms on the computer on sister photo - Guide asks: "Who's this?"</p> | <p>This is your dog This is your sister This is your brother</p> | |
| | <p>2. Luke checks if Player remembers who is who in the family and asks simple questions.</p> | <p>The camera zooms on the computer on dad photo - Luke asks: "Who's this?"</p> | <p>This is Sam's dad This is Sam's dog This is Sam's brother</p> | |
| | <p>3. Guide checks if Player remembers who is who in the family and asks simple questions.</p> | <p>The camera zooms on the computer on dog photo - Luke asks: "Who's this?"</p> | <p>This is Sam's cat This is Sam's dog This is Sam's sister</p> | |
| | <p>2. Luke checks if Player remembers who is who in the family and asks simple questions.</p> | <p>The camera zooms on the computer on cat and sister photo - Luke asks: "Who are these?"</p> | <p>These are Sam's brother and dog These are Sam's cat and sister These are Sam's grandma and grandpa</p> | |
| | <p>3. Guide checks if Player remembers who is who in the family and asks simple questions.</p> | <p>The camera zooms on the computer on mum and dad photo - Guide asks: "Who are these?"</p> | <p>These are your brother and sister These are your mum and dad These are your cat and dog</p> | |
| | <p>3. Guide checks if Player remembers who is who in the family and asks simple questions.</p> | <p>The camera zooms on the computer on grandma, grandpa and goldfish photo - Guide asks: "Who are these?"</p> | <p>These are your brother and goldfish These are your grandma and cat These are your grandma, grandpa and goldfish</p> | |
| | <p>3. Guide checks if Player remembers who is who in the family and asks simple questions.</p> | <p>The camera zooms on the computer on brother and dog photo - Guide asks: "Who are these?"</p> | <p>These are your brother and dog These are your sister and goldfish These are your cat and grandpa</p> | |
| | TOPIC | Other family members and pets | LEVEL / STAGE | 2 / 1 |

| WHAT | WHO | WHERE | VOCAB | |
|--|--|--|---------------------------------------|-----------------------------|
| <p>A family get-together to celebrate Guide's birthday.</p> <p>The whole family is here, including all the pets: cat, dog, goldfish, hamster, budgie, rabbit</p> | Sam | Guide's home: garden | | |
| | Ben / Emily | | | |
| | mum | | | |
| | dad | | | |
| | brother | | | |
| | sister | | | |
| | grandpa+grandpa | | | |
| | uncle + aunt | | | |
| | cousin Rob + cousin Jane | | | |
| | babysitter | | | |
| Entry Point Dialogue | Task Setup | Question | Answers | |
| <p>As we enter the scene, in the background we can hear Happy Birthday tune.</p> <p>In the house garden there is a birthday party: it's Guide's birthday. On the table there are some sweets, a cake, some drinks, pizza, etc. There's a big banner "Happy Birthday!"; all the family members are in the garden around the table, cat and dog are on the grass, goldfish is in a bowl on the table; grandma is next to grandpa, aunt brings a hamster present, cousin (boy) and cousin (girl) bring a budgie in a cage, grandma brings a white rabbit present. The camera zooms on every new pet or person and the Guide tells their names one by one. Guide repeats their names one by one: This is my aunt (zoom on aunt), this is my uncle (zoom on uncle), this is my cousin Rob (zoom on cousin boy), this is my cousin Jane (zoom on cousin girl), this is our babysitter Tina (zoom on baby-sitter). These are our pets: the dog, the cat, the goldfish, the budgie, the hamster and the rabbit (camera zooms on them individually)</p> | <p>1. Guide checks if Player remembers who is who in the family and asks simple questions.</p> | The camera zooms on aunt - Who is this? | This is your aunt | |
| | | | This is your uncle | |
| | | | This is cousin Rob. | |
| | | The camera zooms on uncle - Who is this? | This is your aunt | |
| | | | This is the baby-sitter | |
| | | | This is your uncle | |
| | <p>2. Guide checks if Player remembers who is who in the family and asks simple questions.</p> | <p>The camera zooms on hamster - What is this?</p> | | This is your hamster |
| | | | | This is your budgie |
| | | | | This is your rabbit |
| | | <p>The camera zooms on rabbit - What is this?</p> | | This is your budgie |
| | | | | This is your rabbit |
| | | | | This is your hamster |
| | | <p>The camera zooms on budgie - What is this?</p> | | This is your goldfish |
| | | | | This is your rabbit |
| | | | | This is your budgie |
| <p>3. Guide checks if Player remembers who is who in the family and asks simple questions.</p> | <p>The camera zooms on grandma and grandpa - Who are these?</p> | | These are grandma and grandpa | |
| | | | These are grandpa and the budgie | |
| | | | These are your aunt and cousin Jane | |
| | <p>The camera zooms on aunt and uncle - Who are these?</p> | | These are grandma and the baby-sitter | |
| | | These are the baby-sitter and cousin Rob. | | |
| | | These are your aunt and uncle | | |

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| | | The camera zooms on baby-sitter Jane and the cousin Tina - Who are these? | These are grandpa and his cousin These are baby-sitter Tina and cousin Jane These are grandma and uncle | | |
| TOPIC | Physical descriptions of family members and pets | LEVEL / STAGE | 2 / 2 | | |
| WHAT | WHO | WHERE | VOCAB | | |
| <p>A family get-together to celebrate Guide's birthday.</p> <p>The whole family is here, including all the pets: cat, dog, goldfish, hamster, budgie, rabbit</p> | Sam | Guide's home: garden | | | |
| | Ben / Emily | | | | |
| | mum | | | | |
| | dad | | | | |
| | brother | | | | |
| | sister | | | | |
| | Grandpa + grandpa | | | | |
| | uncle + aunt | | | | |
| | cousin Rob + cousin Jane | | | | |
| babysitter | | | | | |
| Entry Point Dialogue | Task Setup | Question | Answers | | |
| <p>Same setting as in Level 2, Stage 1</p> <p>Guide describes his family members and pets. With each sentence the camera zooms onto the person or pet concerned. In his speech bubble we have an illustration of the adjective:</p> <p><i>My uncle is tall. (tall person in bubble, camera zooms on uncle)</i></p> <p>My cousin Rob is short My aunt is slim. My grandpa is plump. My aunt has got blond hair. My dad has got brown hair. My mum has got black hair. The baby-sitter Tina has got green eyes. My grandma has got brown eyes. My cousin Jane has got blue eyes. My cat has got a long tail. My rabbit has got a short tail. My dog is big. My hamster is small. My budgie has got small wings. My dog has got short legs. (basset)</p> | <p>1. Guide points at people and the Player fills in the blank of Guide's bubble.</p> | The camera zooms on uncle. - My uncle is... | short tall plump | | |
| | | <p>2. Guide points at people and the Player fills in the blank of Guide's bubble.</p> | The camera zooms on the cousin Rob. - Cousin Rob is... | tall big short | |
| | | | <p>The camera zooms on grandpa. - Grandpa is...</p> | slim small plump | |
| | | | | <p>The camera zooms on aunt. - Is my aunt plump, slim, or short?</p> | plump slim short |
| | | | | | <p>The camera zooms on mum. - What colour is mum's hair?</p> |
| | | | <p>The camera zooms on grandma. - What colour are grandma's eyes?</p> | | |
| | <p>3. Guide points at people and the Player fills in the blank of Guide's bubble.</p> | | | <p>The camera zooms on the dog - Who has a long tail?</p> | |

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|---|--|---|--|----------------------------------|
| | | | hamster | |
| | | The camera zooms on budgie. - Who has small wings? | dog | |
| | | | rabbit | |
| | | | budgie | |
| | | The camera zooms on the dog. - Who has short legs? | cat | |
| | | | dog | |
| | | | goldfish | |
| TOPIC | "Be" and "have got" in sentences with family members | LEVEL / STAGE | 2 / 3 | |
| WHAT | WHO | WHERE | VOCAB | |
| A family get-together to celebrate Guide's birthday. The whole family is here, including all the pets: cat, dog, goldfish, hamster, budgie, rabbit | Sam Ben / Emily mum dad brother sister grandpa+grandpa uncle + aunt cousin Rob + cousin Jane babysitter | Guide's home: garden | Use of the verbs to be and to have got (present simple 3rd person singular and plural) | |
| Entry Point Dialogue | Task Setup | Question | Answers | |
| Same setting as in Level 2, Stage 2 Guide describes his family members and pets. Guide to use word 'describe' in this introduction. With each sentence the camera zooms onto the person or pet concerned. In his speech bubble we have an illustration of the adjective: Player: Can you describe your family to me? Guide: OK, I can describe my family to you. My uncle is tall and cousin Rob is short. My aunt is slim, but the grandpa is plump. My aunt has got blonde hair, dad has got brown hair and mum has got black hair. Baby-sitter Tina has got green eyes, grandma has got brown eyes and my cousin Jane has got blue eyes and long hair. My sister has long hair. The cat has got a long tail, but the rabbit has got a short tail The dog is big, but the hamster is small. The budgie has got small wings. The dog has got short legs. | 1. Guide questions the Player about his family again, this time using sentences in the answers. | The camera zooms on the dog - Who is big? | The dog is big The hamster is big The budgie is big | |
| | | The camera zooms on the hamster - Who is small? | The dog is small The hamster is small My uncle is small | |
| | | The camera zooms on dad and uncle - Who is tall? | Brother and sister are tall Dad and uncle are tall Hamster and goldfish are tall | |
| | | The camera zooms on aunt - Who has got blonde hair? | Mum has got blonde hair Dad has got blonde hair My aunt has got blonde hair | |
| | | The camera zooms on grandma - Who has got brown eyes? | Grandma has got brown eyes Baby-sitter Tina has got brown eyes Cousin Jane has got brown eyes | |
| | | | | Cat and dog have got short tails |

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| | | The camera zooms on rabbit and hamster - Who has got a short tail? | Mum and grandma have got short tails Bunny and hamster have got short tails | |
| 3. Guide questions the Player about his family again, this time using sentences in the answers. | | The camera zooms on the budgie - Describe the budgie | The budgie is big and plump The budgie has got small wings | |
| | | The camera zooms on the baby-sitter - Describe the baby-sitter | The budgie has got 4 legs The baby-sitter is short The baby-sitter has got blue eyes The baby-sitter has got green eyes | |
| | | The camera zooms on cousin Jane and sister - Describe my cousin and sister | Cousin Jane and your sister have got long hair Cousin Jane and your sister are plump Cousin Jane and your sister have got short hair | |
| | TOPIC | Can + activities/sports | LEVEL / STAGE | 3 / 1 |
| | WHAT | WHO | WHERE | VOCAB |
| | Player, Guide and his mum, brother and cousin Jane arrive at the playground. They meet friends Karim and Jasmin. | Sam | Playground / park | |
| | | Ben / Emily | | |
| mum | | | | |
| brother | | | | |
| cousin Jane | | | | |
| Karim | | | | |
| Jasmin | | | | |
| | | | | |
| | | | | |
| Entry Point Dialogue | Task Setup | Question | Answers | |
| Guide has a football, brother has a basketball, cousin Jane has a scooter, friend Jasmin has a rope and a volleyball, friend Karim has a radio. Guide: Hi Jasmin, hi Karim. Jasmin: Hello. Karim: Hello. Cousin Jane: Let's play. Guide: I can play football. Brother: I can play basketball. Cousin Jane: I can ride a scooter. Jasmin: I can skip and play volleyball. Karim: I can dance. | | The camera zooms on Guide with the football. Guide: What can I do? | You can play football You can play volleyball You can dance | |
| | | The camera zooms on cousin Jane with scooter - Cousin Jane: What can I do? | You can play volleyball You can ride a scooter You can play basketball | |
| | | The camera zooms on Karim with the radio Karim: What can I do? | You can skip You can play football You can dance | |
| | | The camera zooms on friend Jasmin with a volleyball and a rope. Mum asks Player: What can Jasmin do? | She can play volleyball and skip She can play basketball She can play football | |

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| | | The camera zooms on friend Karim with the radio - Mum asks Player: What can Karim do? | He can skip He can ride a scooter He can dance |
| | | The camera zooms on brother with the basketball - Mum asks Player: What can Sam's brother do? | He can play volleyball He can play basketball He can play football |
| | | The camera zooms on cousin Jane with scooter. Guide asks Player: What can she do? | She can ride a scooter She can play football She can dance |
| | | The camera zooms on brother with basketball. Guide asks Player: What can he do? | He can play football He can play basketball He can dance |
| | | The camera zooms on friend Jasmin with the rope. Guide asks Player: What can she do? | She can dance She can ride a scooter She can skip |
| TOPIC | Can, AND, BUT + activities | LEVEL / STAGE | 3 / 2 |
| WHAT | WHO | WHERE | VOCAB |
| Player, Guide and the baby-sitter Tina go in the garden at Guide's house. | Sam Ben / Emily babysitter dog, cat, a goldfish, a frog, a bird | Guide's home: garden | |
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| Entry Point Dialogue | Task Setup | Question | Answers |
| Player, Guide and baby-sitter with Guide's dog are in the garden. They take a walk and they look around. They see in order: -The cat climbing on a tree. Baby-sitter says: "The cat can climb and run" - A bird singing on the top of the tree. Baby-sitter says: "The bird can sing and fly" - a goldfish swimming in a pond. Baby-sitter says: "The goldfish can swim" - a frog hopping near the pond. | 1. Guide asks Player what the animals can do. | The camera zooms on the dog. Guide asks Player: What can the dog do? | The dog can climb The dog can fly The dog can run |
| | | The camera zooms on the bird. Guide: What can the bird do? | The bird can fly The bird can hop The bird can swim |
| | | The camera zooms on the goldfish. Guide: What can the goldfish do? | The goldfish can sing The goldfish can swim |

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| <p>Baby-sitter says: "The frog can hop and swim" - the dog running in the garden. Baby-sitter says: "The dog can run and swim" The guide then says. Guide: The dog can run, but it can't fly. Baby-sitter: The cat can climb, but it can't sing.</p> | | | The goldfish can run | | |
| | 2. Baby-sitter asks Player what the animals can do. | The camera zooms on the cat. Baby-sitter asks Player: What can the cat do? | The cat can fly and swim The cat can climb and run The cat can sing and hop | | |
| | | the camera zooms on the dog. Baby-sitter asks: What can the dog do? | The dog can swim and fly The dog can climb and sing The dog can run and swim | | |
| | | The camera zooms on the frog. Baby-sitter asks: What can the frog do? | The frog can climb and sing The frog can hop and swim The frog can run and fly | | |
| | | 3. Guide asks Player what the animals can and can't do. | the camera zooms on the dog - Guide asks: "Can the dog fly?" | The dog can run, but it can't fly The dog can run, but it can't swim The dog can fly, but it can't run | |
| | | | The camera zooms on the bird - Guide asks: "Can the bird run?" | The bird can run, but it can't swim The bird can sing, but it can't run The bird can fly, but it can't sing | |
| | | | The camera zooms on the cat - Guide asks: "Can the cat sing?" | The cat can fly, but it can't run The cat can run, but it can't sing The cat can climb, but it can't run | |
| | | | TOPIC | | |
| | | | Like/dislike + activities | | |
| | | | LEVEL / STAGE | | |
| | 3 / 3 | | | | |
| | WHAT | | | | |
| WHO | | | | | |
| WHERE | | | | | |
| VOCAB | | | | | |
| At the park, Player and Guide arrive and they look at their friends and relatives doing some actions. | Sam | At the Park | | | |
| | Ben / Emily | | | | |
| | brother | | | | |
| | sister | | | | |
| | cousin Jane | | | | |
| | cousin Rob | | | | |
| | Sue | | | | |
| | Ruby | | | | |
| | Karim | | | | |
| Jasmin | | | | | |
| Entry Point Dialogue | | | | | |
| Task Setup | | | | | |
| Question | | | | | |
| Answers | | | | | |
| Guide points at the mentioned characters doing activities and each time says: "Look! My brother is running in the park. He likes running, but he doesn't like dancing. Karim is climbing on a tree. He likes climbing, but he doesn't like singing. | 1. Guide asks Player what the characters like doing or not - singular. (the answers could have visual hints to show the correct answer) | The camera zooms on brother in running kit. Guide asks: What does my brother like? | Your brother likes running, but he doesn't like dancing | | |
| | | | Your brother likes cycling, but he doesn't like dancing | | |
| | | | Your brother likes playing the guitar, but he doesn't like running | | |

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| <p>My sister and Jasmin are dancing and making videos. They like dancing and making videos, but they don't like climbing.</p> <p>Sue and Ruby are my friends, they are playing the guitar and singing, but they don't like running.</p> <p>My cousin Jane is cycling, she likes cycling, but she doesn't like taking photos.</p> <p>My cousin Rob is taking photos, he likes taking photos, but he doesn't like climbing."</p> | | <p>The camera zooms on Karim with a climbing rope.</p> <p>Guide asks: What does Karim like?</p> | <p>Karim likes climbing, but he doesn't like singing</p> |
| | | | <p>Karim likes cycling, but he doesn't like climbing</p> |
| | | | <p>Karim likes dancing, but he doesn't like playing the guitar</p> |
| | | <p>The camera zooms on cousin Jane with a cycle.</p> <p>Guide asks: What does my cousin Jane like?</p> | <p>Your cousin Jane likes taking photos, but she doesn't like cycling</p> |
| | | | <p>Your cousin Jane likes cycling, but she doesn't like taking photos</p> |
| | | | <p>Your cousin Jane likes singing, but she doesn't like running</p> |
| | <p>2. Guide asks Player what the characters like doing or not - plural</p> <p>(the answers could have visual hints to show the correct answer)</p> | <p>The camera zooms on the sister and Jasmin with a dance outfit.</p> <p>Guide asks: What do my sister and Jasmin like?</p> | <p>Your sister and Jasmin like climbing, but they don't like making videos</p> |
| | | | <p>Your sister and Jasmin like running, but they don't like taking photos</p> |
| | | | <p>Your sister and Jasmin like dancing and making videos, but they don't like climbing</p> |
| | | <p>The camera zooms on Sue and Ruby with a guitar.</p> <p>Guide asks: What do Sue and Ruby like?</p> | <p>They like running, but they don't like playing the guitar and singing</p> |
| | | | <p>They like playing the guitar and singing, but they don't like running.</p> |
| | | | <p>They like making videos, but they don't like running</p> |
| <p>The camera zooms on cousin Rob.</p> <p>Guide asks: What does my cousin Rob like?</p> | | <p>Your cousin Rob likes climbing, but he doesn't like taking photos</p> | |
| | | <p>Your cousin Rob likes dancing, but he doesn't like playing the guitar</p> | |
| | | <p>Your cousin Rob likes taking photos, but he doesn't like climbing.</p> | |
| <p>3. Guide asks Player what the characters like doing or not - mixed.</p> <p>(the answers could have visual hints to show the correct answer)</p> | <p>The camera zooms on brother in a running kit and Karim with a climbing rope.</p> <p>Guide asks: What do my brother and Karim like?</p> | <p>Your brother likes running and Karim likes climbing</p> | |
| | | <p>Your brother likes climbing and Karim likes running</p> | |
| | | <p>Your brother likes dancing and Karim likes singing</p> | |
| | <p>The camera zooms on the two cousins with a cycle and camera.</p> <p>Guide asks: What do my two cousins like?</p> | <p>Jane likes making videos and Rob likes climbing.</p> | |
| | | <p>Jane likes cycling and Rob likes taking photos.</p> | |
| | | <p>Jane likes taking photos and Rob likes cycling.</p> | |
| | <p>The camera zooms on the sister with dance kit and video camera.</p> <p>Guide asks: What does my sister like?</p> | <p>Your sister likes dancing and making videos, but he doesn't like climbing</p> | |
| | | <p>Your sister likes dancing and making videos, but she doesn't like climbing</p> | |
| | | <p>Your sister likes dancing and making videos, but they don't like climbing</p> | |

Food and Drink

| TOPIC | Food and drinks at a picnic | LEVEL / STAGE | 1 / 1 |
|--|-----------------------------|---|--------------------------|
| WHAT | WHO | WHERE | VOCAB |
| Picnic in the park | Sam | Park | |
| | Ben / Emily | | |
| | Mrs. Taylor | | |
| | Karim | | |
| | Ruby | | |
| | | | |
| | | | |
| | | | |
| Entry Point Dialogue | Task Setup | Question | Answers |
| <p>The teacher Mrs.Taylor goes with the children to the park to have a picnic there. Every child brought something to eat and drink. The pupils start unpacking the food and drinks and tell what they brought. Some pupils already unpacked what they brought. Everything is lying on a picnic blanket. Other pupils are still unpacking.</p> <p>Karim: (grabs into his backpack and takes out the mentioned items) "I have an apple, a banana and tomatoes."</p> <p>Ruby: (grabs into her backpack and takes out the mentioned items) "I have bread with cheese and milk."</p> <p>Guide: (The Guide says what there is and points with the finger at the different things.) "There are cherries, cucumbers, water and juice."</p> <p>After the scene: The camera zooms in on the picnic blanket with</p> | 1: Staple food | Mrs. Taylor: "What is this?" (picture with the picnic blanket with bread) | bread |
| | | Ruby: "What is this?" (picture with the picnic blanket with cheese) | yoghurt |
| | | Guide: "What is this?" (picture with the picnic blanket with water) | sausage cheese |
| | 2: Fruits & vegetables | Guide: "What is this?" (Guide is sitting next to the picnic blanket with all the foods and drinks. He is pointing at two bananas/ picture of 2 bananas) | milk |
| | | Guide: "What is this?" ((picture with red tomatoes) | water |
| | | Guide: "A banana is yellow. What is red?" (picture with bananas and cherries) | juice |
| | | 1 banana | |
| | 2 bananas | | |
| | 3 bananas | | |
| | red tomatoes | | |
| | green apples | | |
| | yellow bananas | | |
| | cucumbers | | |
| | apples | | |

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| all the different foods and drinks. This is the final picture. | | | cherries | |
| | 3: Drinks (+ to eat & to drink; not to be used actively, but to be understood passively) (the answer comes from the ability to drink or eat only one of the answers: drink - juice, not bread or cheese) | Guide: (Has a bottle of water in his hand and drinks something) "I drink water. What can you drink?" | bread | |
| | | | cheese | |
| | | | juice | |
| | | Ruby: (Eating bread) "I eat bread. What can you eat?" | water | |
| | | | apples | |
| | | | coke | |
| | | Karim : (Eating tomatoes) "I eat tomatoes. What can you eat?" | cucumber | |
| | | | milk | |
| | | | juice | |
| TOPIC | Food and drinks in a shop | LEVEL / STAGE | 1 / 2 | |
| WHAT | WHO | WHERE | VOCAB | |
| Guide and Player go to the supermarket | Sam | Supermarket | | |
| | Ben / Emily | | | |
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| Entry Point Dialogue | Task Setup | Question | Answers | |
| <p>Player and Guide go to the supermarket. They go to the different sections in the supermarket and the Guide point to the different foods and names them.</p> <p>In the section of fruits and vegetables Guide: These are strawberries and these are pears. (pointing with the finger first at strawberries and then at pears next to it)</p> <p>In the chilled foods section Guide: This is butter and these are sausages. (pointing with the finger first at butter and then at sausages)</p> <p>In the section for tea/coffee/hot chocolate & sweets Guide: This is tea. (pointing at tea) This is hot</p> | 1: chilled foods section | Guide: "What is this?" (picture of sausages) | butter | |
| | | | | sausages |
| | | | | milk |
| | | | Guide: "What is this?" (picture of cheeses) | cheese |
| | | | | sausages |
| | | | | pears |
| | | | Guide: "What is this?" (picture of butter) | milk |
| | | | | butter |
| | | | | chocolate |
| | | 2: section of fruits and vegetables | Guide: "These are 5 apples and 9 strawberries. What are these?" (picture with 5 apples, 9 strawberries, 4 pears) | 4 pears |
| | 2 pears | | | |
| | 6 pears | | | |
| | cucumbers | | | |

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| chocolate. (pointing at hot chocolate) This is a bar of chocolate. (pointing at chocolate) | | Guide: (picture of strawberries and carrots) "The strawberries are red. What is orange?" | strawberries carrots | |
| | | Guide: (picture with 3 apples and 7 potatoes) "These are 3 green apples. And these are 7..." | red strawberries brown potatoes orange carrots | |
| | 3: section for tea/coffee/hot chocolate & sweets | | Guide: "What can you drink?" (picture of tea) | tomatoes potatoes tea |
| | | | Guide: "What can you drink?" (picture of hot chocolate) | hot chocolate butter strawberries |
| | | | Guide: "What can you eat?" (picture of chocolate) | juice a bar of chocolate water |
| | TOPIC | Daily meals + eating habits | LEVEL / STAGE | 1 / 3 |
| | WHAT | WHO | WHERE | VOCAB |
| | Meals | Sam | Guide's home: dining room / kitchen | |
| | | Ben / Emily | | |
| | | mum | | |
| dad | | | | |
| brother (passive) | | | | |
| sister (passive) | | | | |
| | | | | |
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| Entry Point Dialogue | Task Setup | Question | Answers | |
| <p>Family of Guide, Guide and Player are sitting in the kitchen at the table. There is a window in the kitchen and a clock next to the window on the wall.</p> <p>Guide: (the clock on the wall shows 7 a.m.; through the window you can see the sun rising; on the table is breakfast)</p> <p>"It's morning now." (pointing to window) "In the morning I have breakfast. For breakfast I eat cereals and I drink milk." (pointing at the table)</p> | 1: what | Guide: "What do you have in the morning?" (picture: table with breakfast and window with rising sun) | lunch breakfast dinner | |
| | | Mother: "What do you have at noon?" (picture: table with lunch and window with sun at its highest point) | lunch breakfast dinner | |
| | | Father: "What do you have in the evening?" (picture: table with dinner and dark outside the window) | lunch breakfast dinner | |

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| <p>Mother: (the clock shows noon; the sun is at its highest point now; on the table is lunch) "Now it's noon." (pointing to window) "At noon I have lunch. For lunch I eat sausages and I drink water." (pointing at the table)</p> <p>Father: (the clock shows 6 p.m.; it is dark outside; on the table is dinner) "It's evening now." (pointing to window) "In the evening I have dinner. For dinner I eat pizza and drink juice." (pointing at the table)</p> | 2: when | <p>Guide: "When do you have breakfast?" (picture: window with rising sun, clock at 7 a.m.)</p> <p>Mother: "When do you have lunch?" (picture: window with sun at its highest point, clock at 12.)</p> <p>Father: "When do you have dinner?" (picture: dark outside the window, clock at 6 p.m.)</p> | <p>in the evening</p> <p>in the morning</p> <p>at noon</p> <p>in the evening</p> <p>in the morning</p> <p>at noon</p> <p>in the evening</p> <p>in the morning</p> <p>at noon</p> | |
| | 3: what | <p>Guide: "For breakfast I eat cereals. (picture with cereals) What do you eat?" (picture of cheese)</p> <p>Guide: "For breakfast I drink tea. (picture of tea) What do you drink?" (picture of hot chocolate)</p> <p>Guide: "For breakfast I eat an apple. (picture of an apple) What do you eat?" (picture of a banana)</p> | <p>I drink milk.</p> <p>I eat cheese.</p> <p>I eat chocolate.</p> <p>I drink hot chocolate.</p> <p>I eat a pear.</p> <p>I drink strawberries.</p> <p>I drink milk.</p> <p>I eat water.</p> <p>I eat a banana.</p> | |
| | | TOPIC | | 2 / 1 |
| | | Food in shops and dining places | LEVEL / STAGE | VOCAB |
| | WHAT | WHO | WHERE | |
| | Places to buy and eat food | Sam | In centre of town (market or high street) and around there are a supermarket, a market stall, a bakery, butcher's, a restaurant and a café | |
| Ben / Emily | | | | |
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| Entry Point Dialogue | Task Setup | Question | Answers | |
| <p>Guide and Player are walking down the main street of the town. There are different places in the street to buy or eat food.</p> <p>Guide: (passing the supermarket; pointing at the respective places) "This is the supermarket. Next to it is the</p> | 1. What is where | <p>Guide: (Guide and Player are standing in the street seeing all the different places.) "What is next to the bakery?" (pointing at the supermarket)</p> <p>Guide: (pointing at the restaurant) "What is next to the butcher's?"</p> | <p>Next to the bakery is the supermarket.</p> <p>Next to the bakery is the butcher's</p> <p>Next to the bakery is the café.</p> <p>Next to the butcher's is the restaurant.</p> <p>Next to the butcher's is the market stall.</p> | |

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| <p>bakery. In the bakery you can buy bread.”</p> <p>Guide: (continue walking; pointing at the respective places) “This is the restaurant. In the restaurant you can have lunch or dinner. Next to it is the butcher’s shop. In the butcher’s shop you can buy sausages.”</p> <p>Guide: (crossing the street; pointing at the respective places) “Between the butcher’s shop and the market stall is a café. At the market stall you can buy apples and cucumbers. In the café you can drink tea and eat.”</p> <p>After the scene: The camera takes some kind of a bird's eye perspective in order to see the layout of the main street with all the different places.</p> | | | Next to the butcher’s is the supermarket. |
| | | Guide: (pointing at the café) “What is between the market stall and the butcher’s?” | Between the market stall and the butcher’s is the bakery. |
| | | | Between the market stall and the butcher’s is the supermarket. |
| | | | Between the market stall and the butcher’s is the café. |
| | 2. Where to get food. | Guide: (picture of sausages) “Where can you buy sausages?” | You can buy sausages in the bakery. |
| | | | You can buy sausages in the butcher’s shop. |
| | | | You can buy sausages in the café. |
| | | Guide: (picture of bread) “Where can you buy bread?” | You can buy bread in the bakery. |
| | | | You can buy bread in the café. |
| | | | You can buy bread at the market stall. |
| | 3. Where to buy, eat, drink | Guide: (picture of dinner table) “Where can you have dinner?” | You can eat dinner in the bakery. |
| | | | You can eat dinner in the supermarket. |
| | | | You can eat dinner in the restaurant. |
| Guide: “Where can you buy fruit?” | | You can buy fruit at the school. | |
| | | You can buy fruit at the station. | |
| | | You can buy fruit at the market stall. | |
| | Guide: “Where can you have lunch?” | You can eat lunch in the restaurant. | |
| | | You can eat lunch in the toilet. | |
| | | You can eat lunch in the butcher’s shop. | |
| | Guide : “Where can you drink tea?” | You can drink tea in the supermarket. | |
| | | You can drink tea in the café. | |
| | | You can drink tea at the market stall. | |
| TOPIC | Like/dislike + food | LEVEL / STAGE | 2 / 2 |
| WHAT | WHO | WHERE | VOCAB |
| A family get-together to celebrate Guide's birthday. | Sam | Guide's home: garden | |
| | Ben / Emily | | |
| | mum | | |
| | dad | | |
| | uncle | | |
| | aunt | | |
| | | | |
| | | | |
| Entry Point Dialogue | Task Setup | Question | Answers |

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|---|--|--|---|--|--------------|
| <p>Guide, Guide's mother, aunt and uncle and Player sit at the table, Guide's father stands at the barbecue and grills different foods. Guide: "Today, we are having a barbecue."</p> <p>Father (holds up a grilled steak with the tongs): "Who likes steak?"</p> <p>Uncle: "I like steak with a bun." (Father puts the steak on the uncle's plate with a bun.)</p> <p>Uncle (to Guide): "What do you like?"</p> <p>Guide: "I like sausages and ketchup. And I like lemonade."</p> <p>Father (holds up a grilled sausage and puts it on the Guide's plate with ketchup): "For you, Sam, sausage and ketchup."</p> <p>Uncle (strokes his belly): "Hmmmmm, tasty ..."</p> <p>Guide (from off – we see the mother with grilled vegetables on her plate): "Mum likes grilled vegetables."</p> <p>Guide: "I don't like grilled vegetables." (with a disgusted face)</p> <p>Father (to Player – turns a skewer with the tongs at the barbecue): "Do you like grilled skewers?"</p> <p>Sam nods in approval.</p> | 1: Likes & dislikes | Guide: (Guide and Player are sitting at the table with plates and glasses.) "What do you like?" (picture with a steak and the thumb up sign) | <p>I like steak.</p> <p>I like tomatoes.</p> <p>I like jam.</p> | | |
| | 2: Likes & dislikes | Guide: "What else do you like?" (picture with a glass of lemonade and the thumb up sign) | <p>I like milk</p> <p>I like lemonade.</p> <p>I like grilled vegetables.</p> | | |
| | | Guide: "What does my mother like?" (picture with grilled vegetables and the thumb up sign) | <p>I like sausages.</p> <p>He likes grilled skewers.</p> <p>She likes grilled vegetables.</p> | | |
| | | Guide: "Do you like sausages and ketchup?" (picture of sausages und the thumb up sign) | <p>No, I don't like sausages.</p> <p>Yes, I like sausages and ketchup.</p> <p>No, I don't like ketchup.</p> | | |
| | | Guide: "Do you like milk?" (picture of milk and the thumb down sign) | <p>No, I don't like milk.</p> <p>Yes, I like lemonade.</p> <p>Yes, I like orange juice.</p> | | |
| | | Guide: "Does my father like grilled vegetables and bread?" (picture of grilled vegetables with bread and thumb down) | <p>Yes, he likes grilled vegetables.</p> <p>No, she doesn't like grilled vegetables and bread.</p> <p>No, he doesn't like grilled vegetables and bread.</p> | | |
| | | 3: Likes & dislikes | Guide: "What do you like to eat?" (picture with sausages and ketchup and thumb up sign) | <p>I don't like to eat a skewer and ketchup.</p> <p>I like to eat steak and bun.</p> <p>I like to eat sausages and ketchup.</p> | |
| | Mother: "What does Sam like to drink?" (picture with lemonade and thumb up sign) | | <p>Sam likes to drink lemonade.</p> <p>My mother likes to drink water.</p> <p>Sam likes to drink tea.</p> | | |
| | Guide: "What doesn't my mother like to eat?" (picture with a skewer and bun and thumb down sign) | | <p>She likes to eat grilled vegetables and bread.</p> <p>She doesn't like to a eat a skewer and a bun.</p> <p>He doesn't like to eat a skewer and a bun.</p> | | |
| | TOPIC | | Location of food in a shop | LEVEL / STAGE | 2 / 3 |
| | WHAT | | WHO | WHERE | VOCAB |
| | Directions and positions | | Sam | Supermarket | |
| Ben / Emily | | | | | |
| Luke | | | | | |
| Imani | | | | | |
| shop assistant (food) | | | | | |
| | | | | | |

| Entry Point Dialogue | Task Setup | Question | Answers | |
|--|--------------------------|--|--|--------------|
| <p>Player and Guide are with friends after school at the supermarket. They want to buy something and they are now looking for the products. They are walking through the aisles and meet a shop assistant.</p> <p>Shop assistant: "Hello! Can I help you?"</p> <p>Imani: "Yes, thanks. I need to ask you: Where is the pasta, please?" (thought bubble over Imani's head with a picture of pasta)</p> <p>Shop assistant: "The pasta is on the shelf under the rice." (picture of the shelf with pasta and rice)</p> <p>Imani: "Thank you"</p> <p>Luke: "And where is the ice cream?" (thought bubble over Luke's head with a picture of ice cream)</p> <p>Shop assistant: "The ice cream is in the freezer next to the pizza." (picture of the freezer with ice cream and pizza)</p> <p>Luke: "Thank you"</p> <p>Guide: "And where are the cakes?" (thought bubble over Guides head with a picture of cake)</p> <p>Shop assistant: "The cakes are on the shelf above the bread." (picture of a shelf with the cakes and bread)</p> <p>Guide: "Thank you"</p> | 1. Where is? | <p>Luke: "Where is the ice cream?" (picture of ice cream in the freezer)</p> <p>Imani: "Where is the pasta?" (picture of shelf with pasta and rice - pasta on the shelf above rice)</p> <p>Guide: "Where are the cakes?" (picture of shelf with cakes and bread - cake over bread)</p> | <p>The ice cream is next to the chocolate.</p> <p>The ice cream is in the freezer.</p> <p>The ice cream is under the bread.</p> <p>The pasta is on the shelf.</p> <p>The pasta is in the freezer.</p> <p>The pasta is above the shelf.</p> <p>The cakes are under the rice.</p> <p>The cakes are next to the cherries.</p> <p>The cakes are above the bread.</p> | |
| | 2. Where is / Is is? | <p>Guide: "Where is the bread?" (picture of shelf with bread and cakes - bread under cake)</p> <p>Imani: "Is the rice above the pasta?" (picture of a piece of shelf - rice above pasta)</p> <p>Luke: "Is the pizza next to the apples?" (picture of freezer with pizza and ice cream)</p> | <p>The bread is above the cakes.</p> <p>The bread is under the cakes.</p> <p>The bread is next to the cakes.</p> <p>No, the rice is under the pasta.</p> <p>Yes, the rice is next to the pasta.</p> <p>Yes, the rice is above the pasta.</p> <p>No, the pizza is next to the ice cream.</p> <p>Yes, the pizza is next to the apples.</p> <p>No, the pizza is under the bread.</p> | |
| | 3. Ask for directions | <p>Guide (stood with shop assistant): Ask for the chocolate</p> <p>Guide (stood with shop assistant): Ask for the apples</p> <p>Guide (stood with shop assistant): Ask for the ketchup</p> | <p>Where are the chocolate?</p> <p>Where is the chocolate?</p> <p>Where chocolate is??</p> <p>Where are the apples?</p> <p>Where the apples?</p> <p>Where is the apples?</p> <p>Where are ketchup?</p> <p>Where is the ketchups?</p> <p>Where is the ketchup?</p> | |
| | TOPIC | Measures of food and drink | LEVEL / STAGE | 3 / 1 |
| | WHAT | WHO | WHERE | VOCAB |
| | Receipients & quantities | <p>Sam</p> <p>Ben / Emily</p> <p>mum</p> | Guide's home: dining room / kitchen | |

| | dad | | | | |
|---|-----------------------|---|--|---|-------|
| | brother | | | | |
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| Entry Point Dialogue | Task Setup | Question | Answers | | |
| <p>Player, Guide and the family are in the kitchen and discuss what they want to eat for a meal. When one of the characters says what he wants to eat, a picture of it appears in a thought bubble.</p> <p>Mum: "I would like to eat an apple and drink a cup of tea. What would you like to eat and drink?" (an apple and a cup of tea appear in a thought bubble over the head of mum)</p> <p>Guide: "I would like to eat cake and drink a cup of tea." (cake and a cup of tea appear in a thought bubble over the head of the Guide)</p> <p>Dad: "I would like to eat bread with cheese and drink a bottle of water." (bread and a bottle of water appear in a thought bubble over the head of the father)</p> <p>Brother: "I would like to eat a plate of pasta and drink a glass of milk with a spoon of chocolate powder" (a plate of pasta, a glass of milk and a spoon of chocolate powder appear in a thought bubble over the head of the brother)</p> | 1. What is this? | Guide: "What is this?" (picture of a bottle of juice) | This is a glass of juice. This is a bottle of juice This is a cup of juice | | |
| | | Guide: "What is this?" (picture of plate of pasta) | This is a plate of pasta. This is a cup of pasta. This is a glass of pasta. | | |
| | | Guide: "What is this?" (picture of a spoon of chocolate powder) | This is a cup of hot chocolate. This is a spoon of chocolate powder. This is a bottle of hot chocolate. | | |
| | | 2. What would you like? | Guide: "What would you like to eat?" (picture of an apple) | I would like to eat a glass of milk. I would like to eat a cup of tea. I would like to eat an apple. | |
| | | | Guide: "What would you like to drink?" (picture of a glass of juice) | I would like to drink a glass of juice. I would like to drink a bottle of water. I would like to drink a plate of pasta. | |
| | | | Guide: "What would my mother like to eat and drink?" (picture of an apple and a cup of tea) | I would like to eat an apple. She would like to eat an apple and drink a cup of tea. He would like to eat bread and drink a bottle of water. | |
| | 3. What would X like? | | Guide: "What would my father like to eat?" (picture with a slice of bread) | Your father would like to eat bread. Your father would like to eat an apple. Your father would like to eat a glass of juice. | |
| | | | Guide: "What would my brother like to eat?" (picture of a plate of pasta) | Your brother would like to eat a plate of cherries. Your brother would like to eat a bottle of water. Your brother would like to eat a plate of pasta. | |
| | | | Guide: "What would I like to drink?" (picture with a cup of tea) | You would like to drink a glass of milk. You would like to drink a cup of tea. You would like to drink a bottle of water. | |
| | | TOPIC | Asking for food at a market stall | LEVEL / STAGE | 3 / 2 |

| WHAT | WHO | WHERE | VOCAB | |
|---|----------------------------|---|-------------------------------------|----------------------------------|
| asking for certain food and for prices | Sam | at the market stall with a lot of vegetables and fruits | | |
| | Ben / Emily | | | |
| | Luke | | | |
| | Imani | | | |
| | stall holder | | | |
| | | | | |
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| Entry Point Dialogue | Task Setup | Question | Answers | |
| <p>Player, Guide, Imani and Luke are in the street in front of the market stall with vegetables and fruits.</p> <p>Guide to Imani: "Would you like to eat plums?" (points to the plums)</p> <p>Imani: "Yes, I would like to eat plums. I would also like to eat peaches."</p> <p>Imani to the seller: "Do you have plums?"</p> <p>Seller shows a plum: "Yes, I have plums."</p> <p>Luke: Imani, can you ask for the price?</p> <p>Imani: "How much are the plums?"</p> <p>Seller: "The plums are £2.50 per kilo."</p> <p>Luke to the seller: "Do you have peaches?"</p> <p>Seller shows a peach: "Yes, I also have peaches."</p> <p>Luke: "How much are the peaches?"</p> <p>Seller: "The peaches are £1.70 per kilo."</p> <p>Guide to the seller: "Do you also have grapes?"</p> <p>Seller points at the grapes: "Yes, I also have grapes."</p> <p>Guide: "How much are the grapes?"</p> <p>Seller: "The grapes are £2.80 per kilo."</p> | 1: Asking for certain food | Guide: Ask for grapes | Do we have pears? | |
| | | | Do you have grapes? | |
| | | | Do you have apples? | |
| | | Guide: Ask for plums | Do you have plums? | |
| | | | Do you have cucumbers? | |
| | | | Does she have tomatoes? | |
| | | Guide: Ask for bananas | Do you have bread? | |
| | | | Do you have bananas? | |
| | | | Do you have cheese? | |
| | | 2: Asking for prices | Guide: Ask for the price of peaches | Do you have grapes? |
| | | | | How much are the grapes? |
| | | | | How much are the peaches? |
| | | | Guide: Ask for the price of plums | How much are the plums? |
| | | | | The plums are £1.70. |
| | | | | How much are the cherries? |
| | | Guide: Ask for the price of apples | How much is it? | |
| | | | How much are the apples? | |
| | | | How much is the banana? | |
| | 3: Saying the price | Guide: "How much are the grapes?" | The grapes are £2.80. | |
| | | | The grapes are blue. | |
| | | | The apples are £1.70. | |
| | | Guide: "How much are the peaches?" | The peaches are £1.70. | |
| | | | The grapes are £1.70. | |
| | | | The cucumbers are £2.90. | |

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| | | Guide: "How much are the tomatoes?" | The tomatoes are red. The tomatoes are £3.40 per kilo. The strawberries are £3.40 per kilo. |
| TOPIC | Ordering food at a restaurant / with, without | LEVEL / STAGE | 3 / 3 |
| WHAT | WHO | WHERE | VOCAB |
| Ordering prepared food with or without a certain ingredient | Sam | Restaurant | |
| | Ben / Emily | | |
| | mum | | |
| | dad | | |
| | waiter | | |
| | | | |
| | | | |
| | | | |
| Entry Point Dialogue | Task Setup | Question | Answers |
| Player and Guide are with Guide's family at a restaurant. The waiter/waitress comes and they order. Waiter/waitress: "Hello! What would you like to order?" Mother: "I would like to have a salad with tomatoes. And a bottle of water without bubbles, please. (thought bubble: picture of a salad bowl + tomatoes and picture of a bottle of water + crossed out bubbles*)" Father: "I would like to have a pizza with ham, please. And also a bottle of water, but with bubbles." (thought bubble: picture of a pizza + ham and onions above and picture of a bottle of water with bubbles) Guide: "I would like to have a hamburger with French fries. And I would like to drink an apple juice, please. (thought bubble: picture of hamburger, French fries and of a glass of apple juice)" Waiter/waitress: "Would you like to have your fries with ketchup and mayonnaise?" Guide: "With ketchup, but without mayonnaise." (thought bubble: picture with ketchup and picture with crossed out mayonnaise) | 1. With or without | Guide (to Player speaking about the mother): "What would Mum like to have?" (picture of a salad bowl + tomatoes) | She would like to have a salad without tomatoes. She would like to have a salad with tomatoes. She would like to have a salad with ham. |
| | | Guide (to Player speaking about the father): "What would Dad like to have?" (picture of a pizza + ham) | He would like to have a pizza with ham. He would like to have a pizza without ham. He would like to have a hamburger with tomatoes. |
| | | Guide: "And what would you like to have?" (picture of a hamburger + tomatoes above and crossed out ham) | He would like to have a hamburger with tomatoes, but without ham. We would like to have a hamburger with tomatoes and ham. I would like to have a hamburger with tomatoes, but without ham. |
| | 2. With or without | Waiter: "Would you like your water with bubbles or without bubbles?" (picture of a bottle of water + crossed out bubbles) | With bubbles, please. Without gas, please. With apple juice, please. |
| | | Waiter: "Would you like your French fries with ketchup or with mayonnaise?" (picture of French fries with ketchup AND mayonnaise) | With ketchup, please. With mayonnaise, please. With ketchup and mayonnaise, please. |
| | | Waiter: "Would you like your hamburger with tomatoes and mayonnaise?" (picture of a hamburger + tomatoes above and crossed out mayonnaise) | With tomatoes, but without mayonnaise, please. With mayonnaise, but without tomatoes, please. |
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| | | | Without tomatoes or mayonnaise, please. |
| 3. With or without | Guide (to Player speaking about the mother): "Would mum like to have salad with tomatoes?" (picture of salad bowl with tomatoes) | | Yes, she would like to have a salad with cucumbers. |
| | | | Yes, she would like to have a salad with tomatoes. |
| | | | No, she would not like to have a salad with tomatoes. |
| | Guide (to Player talking about the father): "Would dad like to have a hamburger without tomatoes?" (picture of a pizza with ham) | | No, he would like to have a pizza with ham. |
| | | | Yes, he would like to have a hamburger without tomatoes. |
| | | | Yes, she would like to have a hamburger with ham. |
| | Guide: "Would you like to have sausages with ketchup?" (picture of French fries and ketchup and mayonnaise) | | Yes, I would like to have sausages with mayonnaise. |
| | | | Yes, I would like to have sausages without ketchup. |
| | | | No, I would like to have French fries with ketchup and mayonnaise. |

Games and Activities

| TOPIC | Sport activities | LEVEL / STAGE | 1 / 1 |
|---|--|---|---------------|
| WHAT | WHO | WHERE | VOCAB |
| Player, Guide and three other kids are in the park commenting on sports activities - likes, dislikes. | Sam | Park / Playground | |
| | Ben / Emily | | |
| | Ruby | | |
| | Adam | | |
| | Anna | | |
| | | | |
| | | | |
| | | | |
| Entry Point Dialogue | Task Setup | Question | Answers |
| Playground – Player, Guide and a three other kids - Ruby holding a football, Anna holding a tennis racket and Adam holding a basketball - Dialogue between Guide and the three kids: Guide: Hello Ruby, Anna and Adam. Do you like sports? Adam – Hello Sam. Yes, we like sports. | 1: Guide points to kids holding the items and turns to Player – and asks the questions | Guide points to tennis racket: Which sport is this? | Tennis |
| | | | Football |
| | | | Basketball |
| | | Guide points to football: Which sport is this? | Tennis |
| | | Football | |

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| <p>Ruby - Do you like football? Guide – No, I don't like football – (unhappy face and thumbs down) Adam – Do you like basketball? Guide – No, I don't like basketball- (unhappy face and thumbs down) Anna – Do you like tennis? Guide – Yes, I like tennis – (happy face and thumbs up)</p> | | | Basketball |
| | | Guide points to basketball: Which sport is this? | Tennis |
| | | | Football |
| | | | Basketball |
| | <p>2: Guide points to kids holding the items and turns to Player – and asks the questions</p> | <p>Guide: Does Ruby like football? (Image of Ruby holding the football)</p> | Yes, Ruby likes football |
| | | | No, Ruby likes tennis |
| | | | No, Ruby likes basketball |
| | | <p>Guide: Does Anna like basketball? (Image of Anna holding a tennis racket)</p> | No, Anna likes tennis |
| | | | No, Anna likes football |
| | | | Yes, Anna likes basketball |
| | <p>Guide: Does Adam like tennis? (Image of Adam with a basketball)</p> | Yes, Adam likes tennis | |
| | | No, Adam likes basketball | |
| No, Adam likes football | | | |
| <p>3: Guide points to kids holding the items and turns to Player – and asks the questions</p> | <p>Guide points to basketball: Do you like this sport? (Happy face and thumbs up)</p> | No, I don't like football | |
| | | Yes, I like basketball | |
| | | No, I don't like tennis | |
| | <p>Guide points to football: Do you like this sport? (Happy face and thumbs up)</p> | No, I don't like tennis | |
| | | No, I don't like basketball | |
| | | Yes, I like football | |
| <p>Guide points to tennis racket: Do you like this sport? (Unhappy face and thumbs down)</p> | No, I don't like football | | |
| | No, I don't like tennis | | |
| | No, I don't like basketball | | |
| TOPIC | Sport activities + like/dislike | LEVEL / STAGE | 1 / 2 |
| WHAT | WHO | WHERE | VOCAB |
| <p>Player, Guide and three other kids are in the park commenting on sports activities - likes, dislikes.</p> | Sam | <p>Outside the swimming pool... but could also be in the park/playground and the swimmer has swimming gear on, going in the direction of a sign showing a pool.</p> | |
| | Ben / Emily | | |
| | Luke | | |
| | Karim | | |
| | Imani | | |
| | | | |
| | | | |
| Entry Point Dialogue | Task Setup | Question | Answers |
| | | | Skateboarding |

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|---|---|--|--|---|
| <p>In the park near a swimming pool – Player, Guide and three other kids - Imani with a bike, Karim with a skateboard broken in two pieces and Luke in swim shorts and snorkel. Guide and thee kids dialogue: Guide: Hi Luke, Imani and Karim. Luke: Hi Sam. Guide to Luke – Do you like swimming, Luke? (points to swimming pool sign) Luke – Yes, I like swimming (happy face and thumbs up) Guide – And you Karim, do you like skateboarding? Karim – No, I don’t like skateboarding. (unhappy face and points to broken skateboard) Guide – Imani, do you like cycling? Imani – Yes, I like cycling (happy face and thumbs up) (possibly makes her bike bell ring)</p> | <p>1: Guide points at kids holding the items and turns to Player – and asks the questions</p> | <p>Guide points to the swimming pool sign: Which sport is this?</p> | <p>Swimming</p> | |
| | | <p>Guide points to the bike: Which sport is this?</p> | <p>Cycling</p> | |
| | | <p>Guide points to the skateboard: Which sport is this?</p> | <p>Skateboarding</p> | |
| | | <p>Guide points to the skateboard: Which sport is this?</p> | <p>Swimming</p> <p>Skateboarding</p> <p>Cycling</p> | |
| | <p>2: Guide points at kids holding the items and turns to Player – and asks the questions</p> | <p>Guide: Does Karim like skateboarding? (Image of Karim with an unhappy face and the broken skateboard)</p> | <p>Yes, Karim likes swimming</p> <p>Yes, Karim likes skateboarding</p> <p>No, Karim does not like skateboarding</p> | |
| | | <p>Guide: Does Imani like swimming? (Image of Imani with her bike)</p> | <p>No, Imani likes cycling</p> <p>Yes, Imani likes swimming</p> <p>No, Imani likes tennis</p> | |
| | | <p>Guide: Does Luke like swimming? (Image of Luke in his swimming kit)</p> | <p>No, Luke likes cycling</p> <p>No, Luke likes skateboarding</p> <p>Yes, Luke likes swimming</p> | |
| | | <p>3: Guide points at kids holding the items and turns to Player – and asks the questions</p> | <p>Guide points to swimming pool: Do you like swimming? (Happy face and thumbs up)</p> | <p>Yes, I like swimming</p> <p>Yes, I like cycling</p> <p>Yes, I like skateboarding</p> |
| | | | <p>Guide points to bike: Do you like cycling? (Unhappy face and thumbs down)</p> | <p>No, I don’t like skateboarding</p> <p>No, I don’t like swimming</p> <p>No, I don’t like cycling</p> |
| | | | <p>Guide points to skateboard: Do you like skateboarding? (Unhappy face and thumbs down)</p> | <p>No, I don’t like swimming</p> <p>No, I don’t like skateboarding</p> <p>No, I don’t like cycling</p> |
| | <p>TOPIC</p> | <p>Sport activities + preference</p> | <p>LEVEL / STAGE</p> | <p>1 / 3</p> |
| | <p>WHAT</p> | <p>WHO</p> | <p>WHERE</p> | <p>VOCAB</p> |
| <p>Player, Guide and three other kids are in the park commenting on sports activities - preferences</p> | <p>Sam</p> | <p>Outside the swimming pool... but could also be in the park/playground + direction sign to the swimming pool</p> | | |
| | <p>Ben / Emily</p> | | | |
| | <p>Ruby</p> | | | |
| | <p>Adam</p> | | | |
| | <p>Anna</p> | | | |
| | <p>Luke</p> | | | |
| | <p>Karim</p> | | | |
| <p>Imani</p> | | | | |

| Entry Point Dialogue | Task Setup | Question | Answers |
|--|--|--|---|
| <p>Outside the swimming pool and playing fields Player, Guide and kids from Level 1 and Level 2 with their sports objects Guide and kids dialogue: Guide – I enjoy tennis, basketball and swimming! What sports do you enjoy? Luke – I enjoy swimming, tennis and basketball. (points as appropriate) Guide – What sports do you enjoy? Imani – I enjoy cycling, tennis and football. (points as appropriate) Guide – What sports do you enjoy? Ruby – I enjoy football, tennis and skateboarding. (points as appropriate)</p> | <p>1: Guide points to the swimming pool and kids holding the items in question and turns to Player – and asks the questions</p> | <p>Guide points to Luke with the swimming kit, tennis racket and basketball: Which sports does Luke enjoy?</p> | <p>He enjoys cycling, football and tennis</p> |
| | | <p>He enjoys swimming, skateboarding and cycling</p> | |
| | | <p>He enjoys swimming, tennis and basketball</p> | |
| | | <p>Guide points to Imani with her bike, tennis racket and football: Which sports does Imani enjoy?</p> | <p>She enjoys tennis, cycling and football</p> |
| | | <p>She enjoys basketball, tennis and football</p> | |
| | | <p>She enjoys football, skateboarding and swimming</p> | |
| | | <p>Guide points to Ruby with a football, tennis racket and skateboard: Which sports does Ruby enjoy?</p> | <p>She enjoys football, cycling and basketball</p> |
| | | <p>She enjoys tennis, swimming and skateboarding</p> | |
| | | <p>She enjoys football, skateboarding and tennis</p> | |
| | <p>2: Guide holds up a tennis racket, a basketball and swimming kit</p> | <p>Guide: Do I like swimming?</p> | <p>No, you enjoy cycling</p> |
| | | <p>Yes, you like swimming</p> | |
| | | <p>No, you enjoy skateboarding</p> | |
| | | <p>Guide: Do I like basketball?</p> | <p>Yes, you like basketball</p> |
| | | <p>No, you enjoy football</p> | |
| | | <p>No, you enjoy cycling</p> | |
| | | <p>Guide: Do I like cycling?</p> | <p>No, you enjoy swimming</p> |
| | | <p>Yes, you like cycling</p> | |
| | | <p>No, you enjoy skateboarding</p> | |
| <p>3: Guide points to items – tennis racket, basketball, skateboard, football, bike and turns to Player – and asks the questions</p> | <p>Player has a thought bubble above head- football appears and player smiles. Guide: Do you enjoy football or basketball?</p> | <p>I enjoy football</p> | |
| | <p>I enjoy basketball</p> | | |
| | <p>I enjoy cycling</p> | | |
| | <p>Player has a thought bubble above head- tennis racket appears and player smiles. Guide: Do you enjoy tennis or swimming?</p> | <p>I enjoy swimming</p> | |
| | <p>I enjoy tennis</p> | | |
| | <p>I enjoy basketball</p> | | |
| | <p>Player has a thought bubble above head- skateboard appears and player smiles. Guide: Do you enjoy skateboarding or cycling?</p> | <p>I enjoy skateboarding</p> | |
| | <p>I enjoy tennis</p> | | |
| | <p>I enjoy swimming</p> | | |
| TOPIC | Leisure activities | LEVEL / STAGE | 2 / 1 |
| WHAT | WHO | WHERE | VOCAB |
| <p>Activities at home</p> | <p>Sam</p> | <p>Guide's home: Guide's bedroom</p> | |
| | <p>Ben / Emily</p> | | |
| | <p>sister</p> | | |
| | | | |

| Entry Point Dialogue | Task Setup | Question | Answers | |
|--|--|--|---|-----------------------------|
| <p>Player, Guide and his sister are at Guide's home, in his bedroom. There are some books on a shelf, a TV set and a stereo. Guide and sister dialogue: Sister – I like reading. Do you like reading? (pointing to the book shelf)? Guide – Yes, I like reading. – (happy face and thumbs up) Guide – Do you like watching TV? (pointing to the TV) Sister – No, I don't like watching TV. (unhappy face and thumbs down) Guide – Do you like listening to music? (pointing to the stereo) Sister – Yes. I like listening to music. – (happy face and thumbs up) Guide - I like listening to music, too!</p> | <p>1: Guide points to the items and turns to Player – and asks the questions</p> | <p>Guide: What do you like doing? Player points to the television and answers:</p> | <p>Listening to music Watching TV Reading</p> | |
| | | <p>Guide: What else do you like doing? Player points to the books and answers:</p> | <p>Listening to music Reading Watching TV</p> | |
| | | <p>Guide: What else do you like doing? Player points to the stereo and answers:</p> | <p>Watching TV Reading Listening to music</p> | |
| | <p>2: Guide points to the items and turns to Player – and asks the questions</p> | <p>Guide points to the stereo: Do I like listening to music? (Happy face, thumbs up?)</p> | <p>Yes, you like watching TV Yes, you like listening to music Yes, you like reading</p> | |
| | | <p>Guide points to the bookshelf: Do I like reading? (Happy face, thumbs up)</p> | <p>Yes, you like reading Yes, you like listening to music Yes, you like watching TV</p> | |
| | | <p>Guide points to the television: Do I like watching TV? (sad face and thumbs down)</p> | <p>No, you don't like watching TV No, you don't like reading No, you don't like listening to music</p> | |
| | <p>3: Guide points to the items and turns to Player – and asks the questions</p> | <p>Guide points to the stereo: Do you like listening to music? (Unhappy face and thumbs down)</p> | <p>No, I don't like watching TV No, I don't like listening to music No, I don't like reading</p> | |
| | | <p>Guide points to the books: Do you like reading? (Happy face and thumbs up)</p> | <p>Yes, I like listening to music Yes, I like watching TV Yes, I like reading</p> | |
| | | <p>Guide points to the television: Do you like watching TV? (Happy face and thumbs up)</p> | <p>Yes, I like listening to music Yes, I like watching TV Yes, I like reading</p> | |
| | | <p>TOPIC</p> | <p>Leisure activities + like/dislike</p> | <p>LEVEL / STAGE</p> |
| | <p>WHAT</p> | <p>WHO</p> | <p>WHERE</p> | <p>VOCAB</p> |

| Guide, Player, Sue and Ruby meet in the park. Ruby has a shopping bag, Sue has a tablet. | Sam | In the park | | |
|---|--|--|--|--------------------------------------|
| | Ben / Emily | | | |
| | Sue | | | |
| | Ruby | | | |
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| Entry Point Dialogue | Task Setup | Question | Answers | |
| <p>Guide and kids discuss what they like doing: Guide – Hi Sue and Ruby, do you like playing video games? Sue – Yes, I like playing video games (happy face and thumbs up) Guide – I like shopping. Do you like shopping? Sue – No, I don't like shopping (unhappy face and thumbs down) Guide – Ruby, do you like walking in the park? Ruby – Yes, I like walking in the park (happy face and thumbs up)</p> | 1: Guide points to park, shopping bag or tablet, then turns to player – and asks the questions | Guide: What do you like doing? Image in bubble shows boots. Player answers: | Walking in the park | |
| | | | Shopping | |
| | | | Playing video games | |
| | | Guide: What else do you like doing? Image in bubble shows a tablet. Player answers: | Shopping | |
| | | | Playing video games | |
| | | | Walking in the park | |
| | | 1: Guide points to park, shopping bag or tablet, then turns to player – and asks the questions | Guide: What else do you like doing? Image in bubble shows a shopping bag. Player answers: | Playing video games |
| | | | Walking in the park | |
| | | | Shopping | |
| | | 1: Guide points to park, shopping bag or tablet, then turns to player – and asks the questions | Guide: Does Ruby like walking in the park or shopping? | She likes walking in the park |
| | | | She likes shopping | |
| | | | She likes playing video games | |
| | | 1: Guide points to park, shopping bag or tablet, then turns to player – and asks the questions | Guide: Does Sue like shopping or playing video games? | She likes playing video games |
| | | | She likes walking in the park | |
| | | | She likes shopping | |
| | | 1: Guide points to park, shopping bag or tablet, then turns to player – and asks the questions | Guide: Do I like shopping or playing video games? | You like shopping |
| | You like playing video games | | | |
| | You like walking in the park | | | |
| | 1: Guide points to park, shopping bag or tablet, then turns to player – and asks the questions | Guide points to shopping bag: Do you like this? (Unhappy face and thumbs down) | No, I don't like walking in the park | |
| | | No, I don't like shopping | | |
| | | No, I don't like playing video games | | |
| | 1: Guide points to park, shopping bag or tablet, then turns to player – and asks the questions | Guide points to the tablet: Do you like this? (Happy face and thumbs up) | Yes, I like walking in the park | |
| | | Yes, I like playing video games | | |
| | | Yes, I like shopping | | |
| | 1: Guide points to park, shopping bag or tablet, then turns to player – and asks the questions | | Yes, I like shopping | |

| | | | | |
|--|--|--|--|----------------------------------|
| | | Guide points to the park: Do you like this? (Happy face and thumbs up) | Yes, I like playing video games | |
| | | | Yes, I like walking in the park | |
| TOPIC | Leisure activities + preference | LEVEL / STAGE | 2 / 3 | |
| WHAT | WHO | WHERE | VOCAB | |
| Player, Guide and his sister, Sue and Ruby are in the park. Guide has a shopping bag, sister has headphones on her head, Sue has a tablet and Ruby has her trainers on. | Sam | In the park | | |
| | Ben / Emily | | | |
| | sister | | | |
| | Sue | | | |
| | Ruby | | | |
| | | | | |
| | | | | |
| | | | | |
| Entry Point Dialogue | Task Setup | Question | Answers | |
| <p>Guide asks the kids about their preferred activities. Their answers are reflected in thought bubbles - thumbs up for preferred activity and thumbs down for less preferred activity.</p> <p>Guide and kids conversation: Guide – I prefer watching TV to walking in the park. Which activities do you prefer, Sue? Sue – I prefer playing video games to watching TV. Guide – Which activities do you prefer, Ruby? Ruby – I prefer walking in the park to shopping? Guide – Which activities do you prefer, sister? Sister – I prefer listening to music to reading. (points as appropriate)</p> | 1: Guide turns to Player and asks the questions | Do I prefer watching TV (thumbs up) or walking in the park (thumbs down)? | You prefer reading to listening to music You prefer watching TV to walking in the park You prefer walking in the park to watching TV | |
| | | Do I prefer listening to music (thumbs up) or walking in the park (thumbs down)? | You prefer listening to music to reading You prefer listening to music to watching TV You prefer listening to music to walking in the park | |
| | | Do I prefer listening to music or watching TV? | You prefer them both to walking in the park You prefer reading to watching TV You prefer walking in the park to listening to music | |
| | 2: Guide points at the other kids accordingly and turns to Player and asks the questions | Does Sue prefer playing video games (thumbs up), watching TV (thumbs down) or shopping (thumbs down)? | Sue prefers shopping to walking in the park Sue prefers playing video games to shopping Sue prefers shopping to playing video games. | |
| | | Does Ruby prefer walking in the park (thumbs up), playing video games (thumbs down) or shopping (thumbs down)? | Ruby prefers playing video games to shopping Ruby prefers playing video games to walking in the park Ruby prefers walking in the park to shopping | |
| | | Does my sister prefer playing video games (thumbs down), listening to music (thumbs up) or shopping (thumbs down)? | She prefers playing video games to shopping She prefers listening to music to playing video games She prefers shopping to playing video games | |
| | | 3: Guide turns to Player and asks the questions | Do you prefer shopping or watching TV. (both thumbs up) | I prefer shopping to watching TV |
| | | | | I prefer watching TV to shopping |

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|--|---|---|--|
| | | | I prefer both shopping and watching TV |
| | | Do you prefer reading or playing video games? (both thumbs up) | I prefer reading to playing video games |
| | | | I prefer both playing video games and reading |
| | | | I prefer playing video games to reading |
| | | Do you prefer walking in park or listening to music? (both thumbs up) | I prefer both listening to music and walking in the park |
| | | | I prefer walking in the park to listening to music |
| | | | I prefer listening to music to walking in the park. |
| TOPIC | Activities + want to | LEVEL / STAGE | 3 / 1 |
| WHAT | WHO | WHERE | VOCAB |
| <p>Mum is trying to organise afternoon activities for Player, Guide, brother, sister, Anna and Karim who need to decide what to do.</p> <p>There are randomly all the following objects: a football, a book, a tennis racket, a basketball, a bicycle, a skateboard, a tablet, a shopping bag, a snorkel and a radio.</p> | Sam | Guide's home: garden | |
| | Ben / Emily | | |
| | brother | | |
| | sister | | |
| | Anna | | |
| | Karim | | |
| | mum | | |
| | | | |
| | | | |
| Entry Point Dialogue | Task Setup | Question | Answers |
| <p>Mum is asking the kids what they want to do: Mum – What do you want to do, Sam? Sam – I want to play video games and I want to play football. (pointing at each item in turn) Mum – What do you want to do? sister – I want to go shopping and I want to listen to music mum – What do you want to do? brother – I want to watch TV or read a book. mum – What do you want to do? Karim – I want to play basketball or go swimming. mum – What do you want to do? Anna – I want to go cycling or skateboarding. Mum's makes an awkward face as there is no common vote for anything.</p> | 1: Guide points to the items and turns to Player and asks the questions | Guide points to the football: What do I want to do? | You want to play basketball |
| | | You want to play football | |
| | | You want to play video games | |
| | | You want to play video games | |
| | | You want to play football | |
| | | You want to play tennis | |
| | 2: Guide points to the items and turns to Player and asks the questions | Guide points to the tablet: What do I want to do? | No, you don't want to play basketball |
| | | No, you don't want to go cycling | |
| | | Yes, you want to go cycling | |
| | | Guide points to the basketball (thumbs down): Do I want to play basketball? | He wants to go to the park |
| | | He wants to go shopping | |
| | | He wants to go swimming | |
| Guide points to the snorkel: What does Karim want to do? | She wants to go swimming | | |
| | She wants to go shopping | | |
| | She wants to go skateboarding | | |
| | He wants to read a book | | |
| Guide points to the skateboard: What does Anna want to do? | | | |
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| | | Guide points to a book: What does my brother want to do? | He wants to go swimming He wants to go cycling |
| | 3: Guide points to the items and turns to Player and asks the questions | Guide asks the player: What do you want to do? (Player points to the basketball) | I want to listen to music I want to read a book I want to play basketball |
| | | Guide asks the player: What do you want to do? (Player points to the bike) | I want to go cycling I want to watch TV I want to listen to music |
| | | Guide asks the player: What do you want to do? (Player points to the headphones) | I want to listen to music I want to watch TV I want to read a book |
| | | | |
| TOPIC | Activities + would like to | LEVEL / STAGE | 3 / 2 |
| WHAT | WHO | WHERE | VOCAB |
| Guide's aunt is visiting and would like to organise some free time activities. She has brought some objects for the activities: guitar, scooter, board game, cooking pot, airplane model, beach towel | Sam | Guide's house: living room | |
| | Ben / Emily | | |
| | aunt | | |
| | cousin Rob | | |
| | Cousin Jane | | |
| | | | |
| | | | |
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| Entry Point Dialogue | Task Setup | Question | Answers |
| Aunt is proposing some activities: Aunt – What would you like to do? Sam – I would like to play the guitar, listen to the radio and then I would like to watch TV. (pointing at each item in turn) Aunt – What would you like to do? Cousin Rob – I would like to make a model, go to the beach and then I would like to cook. (pointing at each item in turn) Aunt – What would you like to do? Cousin Jane – I would like to ride a scooter, play a board game and then I would like to read a book. (pointing at each item in turn) | 1: Guide asks the Player questions and the associated object appears in the question bubble. | Guide: What would I like to do? (image of a guitar) | You would like to play the guitar. You would like to cook. You would like to ride a scooter. |
| | | Guide: What would I like to do? (image of a TV) | You would like to cook. You would like to watch TV You would like to go to the beach. |
| | | Guide: What would I like to do? (image of a radio) | You would like to ride a scooter. You would like to listen to the radio You would like to play the guitar. |
| | 2: Aunt asks the Player questions and the associated object appears in the question bubble. | Aunt: What would you like to do? (image of a stereo) | I would like to listen to music. I would like to go to the beach. I would like to ride a scooter. |
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| | | Aunt: What would you like to do? (image of an airplane model) | I would like to go to the beach. I would like to play board games. I would like to make a model. |
| | | Aunt: What would you like to do? (image of an inflatable beach ball) | I would like to go to the beach. I would like to make a model. I would like to ride a scooter. |
| | 3: Guide asks the Player questions and the associated object appears in the question bubble. | Guide: What would Cousin Rob like to do? (image of a cooking pot) | He would like to ride a scooter. He would like to cook He would like to listen to music. |
| | | Guide: What would Cousin Jane like to do? (image of a board game) | She would like to go to the beach. She would like to play the guitar. She would like to play a board game. |
| | | Guide: What else would Cousin Jane like to do? (image of a book) | She would like to cook. She would like to make a model. She would like to read a book. |
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| TOPIC | Activities + prefer | LEVEL / STAGE | 3 / 3 |
| WHAT | WHO | WHERE | VOCAB |
| Guide and Player meet three friends at the park and discuss their plans for the weekend. | Sam | Park / Playground | |
| | Ben / Emily | | |
| | Imani | | |
| | Luke | | |
| | Jasmin | | |
| | | | |
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| Entry Point Dialogue | Task Setup | Question | Answers |
| As the Guide asks the three friends about their plans for the weekend, their answer bubbles contain the associated objects. (a beach ball, an airplane model, a cooking pot, a board game, a guitar, a scooter, a tablet, a shopping bag and a book) Conversation: Guide – Hi everyone this weekend I have plans. First I am going to play the guitar. Then I am going to play board games. Also I am going to go shopping. What are you going to do at the weekend, Imani? | 1: Guide asks the Player questions and the associated object appears in the question bubble. | Guide's question bubble - board game: What am I going to do at the weekend? | You are going to play board games. You are going to go shopping. You are going to make a model. |
| | | Guide's question bubble - shopping bag: What am I going to do at the weekend? | You are going to listen to music. You are going to go shopping. You are going to go cycling. |
| | | Guide's question bubble - guitar: Am I going to read a book this weekend? | No, you are going to play the guitar. No, you are going to go to the beach. No, you are going to ride your scooter. |
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| Entry Point Dialogue | Task Setup | Question | Answers | |
|---|--|---|--|---|
| <p>Player arrives in classroom and Guide shows the school objects in his schoolbag. The Guide shows his schoolbag (zoom at schoolbag): "This is my new schoolbag"</p> <p>and he takes the school objects one by one:</p> <p>This is my book (zoom on book), this is my pencil case (zoom on pencil case). The Guide opens his pencil case: this is my pen (zoom on pen), my pencil (zoom on pencil), my rubber (zoom on rubber), my ruler (zoom on ruler), my glue (zoom on glue), my colored pencils (zoom on colored pencils).</p> <p>Then Guide repeats their names again pointing to them: schoolbag, book, pencil case, pen, pencil, rubber, pencil sharpener, glue and colored pencils (zoom on every school object).</p> | 1: Guide shows the school objects to the player | Guide shows the object (zoom at schoolbag): What is this? | Cat Schoolbag Rubber | |
| | | Guide shows the object (zoom at book): What is this? | Book Orange Schoolbag | |
| | | Guide shows the object (zoom at pencil case): What is this? | Schoolbag Book Pencil case | |
| | | 2: Guide opens his pencil case and shows the objects | Guide shows the object (zoom at pen): What is this? | Pen Apple Book |
| | | | Guide shows the object (zoom at pencil): What is this? | Pen Pencil Pencil case |
| | | | Guide shows the object (zoom at ruler): What is this? | Rubber Dog Ruler |
| | 3: Teacher Mrs. Taylor points to some school objects on her desk | Mrs. Taylor points the object (zoom at rubber): What is this? | Rubber Book Pencil | |
| | | Mrs. Taylor points the object (zoom at glue): What is this? | Rubber Glue Cat | |
| | | Mrs. Taylor points the object (zoom at coloured pencils): What is this? | Mum Book Coloured pencils | |
| | | TOPIC | | 1 / 2 |
| | | WHAT | | LEVEL / STAGE |
| | | WHO | | WHERE |
| | <p>Learning various action verbs in school context. Camera zooms on kids doing the actions.</p> <p>In the classroom, teacher Mr. Smith goes to students and asks them to do the action described by the verb. The Guide then repeats the action in 3rd person.</p> | Sam | Classroom | Write Read Repeat Count Draw Circle Match |
| | | Ben / Emily | | |
| | | Mr. Smith | | |
| all school kids | | | | |
| | | | | |

| | | | | Order Complete | | |
|---|---|---|---|--|----------|--|
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| Entry Point Dialogue | Task Setup | Question | Answers | | | |
| <p>Teacher: WRITE goes to Anna and says: Anna, please, write. Guide: Anna writes. Teacher: READ goes to Karim and says: Karim, please, read. Guide: Karim reads. Teacher: REPEAT goes to Sue and says: Sue, please, repeat: "Hello. My name is Sue" Sue: Hello. My name is Sue. Guide: Sue repeats. Teacher: COUNT goes to Imani and says: Imani, please, count to 5. Imani counts with fingers: 1,2,3,4,5 Guide: Imani counts. Teacher: DRAW goes to Jasmin and says: Jasmin, please, draw a circle. Guide: Jasmin draws a circle. Teacher: MATCH goes to Ruby and says: Ruby, please, match the colours. Guide: Ruby matches. Teacher: ORDER goes to Adam and says: Adam, please, order the numbers from 1 to 5. Guide: Adam orders. Teacher: LISTEN goes to Luke and says: Luke, please, listen. (hand to ear) Guide: Luke listens. Teacher: BE QUIET turns to Guide and says: Sam, please, be quiet. Guide: Shhhhhhhh. (Finger in front of mouth)</p> | <p>1. Mr. Smith now draws the verb cards again, but without showing the verb. The camera zooms on the child doing it and the Player must choose the right option. Mr. Smith doesn't speak. Once the correct answer is given, Mr. Smith turns the card and pronounces the action verb.</p> | (camera zooms on Anna doing action) WRITE After correct answer Mr. Smith says: Write | Listen | | | |
| | | | | Order | | |
| | | | | | Write | |
| | | | | (camera zooms on Karim doing action) READ After correct answer Mr. Smith says: Read | Write | |
| | | | | | Read | |
| | | | | | Count | |
| | | | | (camera zooms on Sue doing action) REPEAT After correct answer Mr. Smith says: Repeat | Repeat | |
| | | | | | Draw | |
| | | | | | Be quiet | |
| | | <p>2. Mr. Smith now draws the verb cards again, but without showing the verb. The camera zooms on the child doing it and the Player must choose the right option. Mr. Smith doesn't speak. Once the correct answer is given, Mr. Smith turns the card and pronounces the action verb.</p> | (camera zooms on Imani doing action) COUNT After correct answer Mr. Smith says: Count | Listen | | |
| | | | | Read | | |
| | | | | | Count | |
| | | | | (camera zooms on Jasmin doing action) DRAW After correct answer Mr. Smith says: Draw | Draw | |
| | | | | | Be quiet | |
| | | | | | Repeat | |
| | <p>3. Mr. Smith now draws the verb cards again, but without showing the verb. The camera zooms on the child doing it and the Player must choose the right option. Mr. Smith doesn't speak. Once the correct answer is given, Mr. Smith turns the card and pronounces the action verb.</p> | (camera zooms on Ruby doing action) MATCH After correct answer Mr. Smith says: Match | Listen | | | |
| | | | Match | | | |
| | | | | Write | | |
| | | | (camera zooms on Adam doing action) ORDER After correct answer Mr. Smith says: Order | Listen | | |
| | | | | Order | | |
| | | | | Repeat | | |
| | | | (camera zooms on Luke doing action) LISTEN After correct answer Mr. Smith says: Listen | Match | | |
| | | | | Listen | | |
| | | | | Write | | |
| | | (camera zooms on Guide doing action) BE QUIET After correct answer Mr. Smith says: Be Quiet | Be quiet | | | |
| | | | Draw | | | |
| | | | Count | | | |
| TOPIC | School subjects | LEVEL / STAGE | 1 / 3 | | | |
| WHAT | WHO | WHERE | VOCAB | | | |
| Guide, Player and Imani are in the hall looking at the timetable. | Sam | Hall in front of classroom | | | | |
| | Ben / Emily | | | | | |

| Entry Point Dialogue | Task Setup | Question | Answers |
|---|--|--------------------------------|---|
| <p>Guide, Player and Imani are in the hall looking at the timetable. Guide points to each hour and reads the name of the subjects (zoom on each subject and symbol). Imani repeats just the subjects, while pointing at them.</p> <p>Guide: In the morning, we have Maths, Science, English and Music In the afternoon, we have History, Art and Physical Education</p> <p>Imani: Maths, Science, English, Music, History, Art, P.E.</p> <p>(Note: Imani reduces Physical Education to P.E.) (Note2: English is home language subject, so it will be PT in PT, DE in DE etc.)</p> | <p>1. Guide shows the timetable (zoom at timetable) without the name of the correct subject, zoom at the symbol.</p> | <p>What is this? (Maths)</p> | <p>English</p> <p>Maths</p> <p>Art</p> |
| | <p>2. Guide shows the timetable (zoom at timetable) without the name of the correct subject, zoom at the symbol.</p> | <p>What is this? (Science)</p> | <p>Maths</p> <p>English</p> <p>Science</p> |
| | <p>3. Guide shows the whole timetable (zoom at timetable)</p> | <p>What is this? (English)</p> | <p>Music</p> <p>Maths</p> <p>English</p> |
| | <p>In the morning we have...</p> | <p>What is this? (Music)</p> | <p>Music</p> <p>Maths</p> <p>English</p> |
| | <p>In the afternoon we have...</p> | <p>What is this? (History)</p> | <p>History</p> <p>Maths</p> <p>English</p> |
| | <p>We have Music...</p> | <p>What is this? (Art)</p> | <p>History</p> <p>Art</p> <p>English</p> |
| | <p>... Music, English and Art</p> | <p>... in the afternoon</p> | <p>... Maths, Science, English and Music</p> <p>... English, Maths, History and Art</p> |
| | <p>... History, Art and Physical Education</p> | <p>... in the morning</p> | <p>... Maths, History and Physical Education</p> <p>... English, Music and Physical Education</p> |
| | <p>... Maths, History and Physical Education</p> | <p>... in the evening</p> | <p>... English, Music and Physical Education</p> |

| TOPIC | Classroom furniture + prepositions | LEVEL / STAGE | 2 / 1 |
|---|--|--|--|
| WHAT | WHO | WHERE | VOCAB |
| <p>Player and Guide arrive in the classroom. Teacher Mrs. Taylor and Ruby are standing in the front. Other kids sitting.</p> <p>They will explore the objects in the classroom.</p> | Sam | Classroom | desk, chair, board, computer, map, door, window, teacher and student |
| | Ben / Emily | | |
| | Mrs. Taylor | | |
| | Ruby | | |
| | other kids (passive) | | |
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| Entry Point Dialogue | Task Setup | Question | Answers |
| <p>Player arrives in the classroom and Guide introduces his classroom: "This is my classroom".</p> <p>Teacher Mrs. Taylor welcomes the students and introduces the lesson topic: "Hello children. These are our classroom objects".</p> <p>Mrs. Taylor goes around the classroom and shows the classroom objects, pointing at them one by one: This is a desk (zoom on desk); this is a chair (zoom on chair); this is a board (zoom on board); a computer (zoom on computer); a map (zoom on map), the door (zoom on door); the window (zoom on window), the teacher (zoom on teacher; she points to herself) and the student (zoom at a student near the door).</p> <p>Then Ruby (standing near the teacher) repeats the names again pointing to the objects and gives the position of: The desk is near the board. The computer is on the desk. The chair is near the desk. The map is on the wall. The board is on the wall. The door is near the window. The teacher is near the student. (zoom on every classroom object and person).</p> | <p>1: Guide shows the classroom objects to the player.</p> | Guide points to the object (zoom at computer): Where is the computer? | On the chair |
| | | On the desk | |
| | | On the window | |
| | <p>2: Guide goes around the classroom and shows other classroom objects.</p> | <p>Guide points to the object (zoom at chair): Where is the chair?</p> | Near the door |
| | | | Near the window |
| | | | Near the desk |
| | | <p>Guide points to the object (zoom at board): Where is the board?</p> | On the wall |
| | | | On the computer |
| | | | On the desk |
| | <p>3: Ruby points at the door, another kid and the teacher.</p> | <p>Guide points to the object (zoom at desk): Where is the desk?</p> | Near the board |
| | | | Near the door |
| | | | Near the map |
| <p>Guide points to the object (zoom at map): Where is the map?</p> | | On the desk | |
| | | On the chair | |
| | | On the wall | |
| <p>Guide points to the object (zoom at window): Where is the window?</p> | Near the desk | | |
| | Near the map | | |
| | Near the door | | |
| <p>Ruby points to the object (zoom at door): Where is the door?</p> | <p>Ruby points to the child near the door (zoom at the child): Where is the student?</p> | Near the window | |
| | | Near the chair | |
| | | Near the desk | |
| | | | Near the teacher |
| | | | Near the computer |

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|--|--|--|----------------------------|
| | | | Near the door |
| | | Ruby points to the teacher (zoom at the teacher): Where is the teacher? | Near the classroom |
| | | | Near the hall |
| | | | Near the student |
| TOPIC | Days of the week + school timetable | LEVEL / STAGE | 2 / 2 |
| WHAT | WHO | WHERE | VOCAB |
| Guide and Player are looking at the timetable. This time focusing on days of the week. | Guide | Hall in front of classroom | Mon-Fri |
| | Ben / Emily | | |
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| Entry Point Dialogue | Task Setup | Question | Answers |
| <p>Guide and Player are in the hall looking at the timetable. Guide points to the days of the week and reads the name of the days and subjects (zoom on each day).</p> <p>Guide: On Monday, we have Maths. On Tuesday, we have Science On Wednesday, we have English On Thursday, we have Art and Music On Friday, we have Physical Education.</p> <p>(Note: display on Schedule as Art/Music and P.E. Also English here is mother tongue, so for the other languages it will be DE, FR, IT, PT)</p> | 1. Guide shows the timetable (zoom at timetable) without the name of the correct day | When is Maths? (Monday) | Maths is on Friday. |
| | | Maths is on Monday. | |
| | | When is English? (Wednesday) | Maths is on Thursday. |
| | | English is on Monday. | |
| | | English is on Wednesday. | |
| | | English is on Tuesday. | |
| | When is Science (Tuesday) | Science is on Wednesday. | |
| | Science is on Friday. | | |
| | Science is on Tuesday. | | |
| | 2. Guide shows the timetable (zoom at timetable) without the name of the correct day | When is Art? (Thursday) | Art is on Friday. |
| | | Art is on Monday. | |
| | | Art is on Thursday. | |
| | | When is Physical Education? (Friday) | P. E. is on Friday. |
| | | P.E. is on Wednesday. | |
| P.E. is on Thursday. | | | |
| When is Music? (Thursday) | | Music is on Friday. | |
| Music is on Monday. | | | |
| Music is on Thursday. | | | |
| | What do you have on Monday? (Maths) | On Monday we have English. | |

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|---|---|---|---|----------------------------------|
| | | | On Monday we have Maths. On Monday we have Art/Music. On Tuesday we have Maths. On Tuesday we have English. On Tuesday we have Science. On Wednesday we have Art/Music. On Wednesday we have Maths. On Wednesday we have English. | |
| | 3. Guide shows the timetable (zoom at timetable) without the name of the correct subject | What do you have on Tuesday? (Science) What do you have on Wednesday? (English) | | |
| TOPIC | Locations at school | LEVEL / STAGE | 2 / 3 | |
| WHAT | WHO | WHERE | VOCAB | |
| Guide and Player are in the hall discovering different parts of the school. | Sam Ben / Emily | Hall in front of classroom | classroom, computer room, music room, art room, library, gym, playground, toilets and canteen. | |
| Entry Point Dialogue | Task Setup | Question | Answers | |
| Guide and Player are in the hall looking at the school map. Guide points to each facility/ symbol and reads the name of the school facilities (zoom on each facility and symbol): Guide: Look at our school. Here is our classroom This is the computer room. There is the music room. This is the art room. Next to it is the library. At the end is the gym. Next to the gym is the canteen. The toilets are next to the classroom. The playground is outside. | 1. Guide shows the map (zoom at map) and points to a symbol (zoom at the symbol). Then asks the player. | What is here? (classroom) | Canteen Maths Classroom | |
| | | What is here? (computer room) | Computer room Desk Bathroom | |
| | | What is here? (music room) | Playground Music room Board | |
| | | 2. Guide shows the map (zoom at map) and points to a symbol (zoom at the symbol). Then asks the player. | What is here? (art room) | Book Maths Art room |
| | | | What is here? (library) | Library |
| | | | | Canteen |
| | English | | | |

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|--|---|---|--|
| | | What is here? (gym) | History Gym Music room |
| | 3. Guide shows the map (zoom at map) and points to a symbol (zoom at the symbol). Then asks the player. | What is here? (playground) | Playground Maths Art room |
| | | What is here? (toilets) | Library Canteen Toilets |
| | | What is here? (canteen) | Canteen Gym Music room |
| | | | |
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| | | | |
| TOPIC | Teacher's instructions in class | LEVEL / STAGE | 3 / 1 |
| WHAT | WHO | WHERE | VOCAB |
| Teacher Mr. Smith conducts a lesson and typical phrases are used in a natural situation. | Sam | Classroom | sit down, stand up, be quiet, listen, open your book; close your book; can I go to the toilet?; read a story, thank you for your attention |
| | Ben / Emily | | |
| | Mr. Smith | | |
| | Karim | | |
| | other kids (passive) | | |
| | | | |
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| Entry Point Dialogue | Task Setup | Question | Answers |
| Kids are walking and talking around the classroom (recording of classroom noise). Mr. Smith enters the room. Mr. Smith: Please, be quiet. (classroom noise fades away) Mr. Smith: Sit down, please. Kids sit down on their chairs, apart from Karim, so teacher repeats: Mr. Smith: Sit down, Karim. Karim: Can I go to the toilet? Mr. Smith: Yes, quickly, please. Mr. Smith: Open your books, please. Kids open their books. Karim returns and sits down. Mr. Smith: Pay attention, please. (Blurred transition to end of lesson. The school | 1. Guide and Player are checking the understanding of the used phrases. Guide gestures and acts the phrases, the Player needs to choose the correct phrase. | Guide puts his finger in front of his mouth as a gesture to be quiet. | Listen Be quiet Sit down |
| | | Guide is standing, then sits down. | Stand up Listen Sit down |
| | | Guide is sitting, then stands up. | Stand up Be quiet Sit down |
| | | Guide puts his palm behind his ear in effort to listen. | Listen Be quiet |
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| bell rings.) Mr. Smith: Now close your books. Kids close their books. Mr. Smith: Thank you for your attention. Kids smile and nod. Mr. Smith: Stand up, please. Mr. Smith: See you later. Kids: Good bye, Mr. Smith. (several voices) | 2. Guide and Player are checking the understanding of the used phrases. Guide gestures and acts the phrases, the Player needs to choose the correct phrase. | | Sit down | |
| | | Guide opens a book | Listen | |
| | | | Be quiet | |
| | | | Open your book | |
| | | Guide closes a book | Close your book | |
| | | | Be quiet | |
| | | | Sit down | |
| | | 3. Guide and Player are checking the understanding of the used phrases. Guide gestures and acts the phrases, the Player needs to choose the correct phrase. | Guide has a thought bubble with a toilet / WC sign. | Can I go to the toilet? |
| | | | | Thank you for your attention. |
| | | | | Pay attention |
| Guide lifts his finger in gesture to pay attention. | Can I go to the toilet? | | | |
| | Thank you for your attention. | | | |
| | Pay attention | | | |
| Guide puts his hand on his heart and bows slightly | Can I go to the toilet? | | | |
| | Thank you for your attention. | | | |
| | Pay attention | | | |
| TOPIC | Pupil's expressions in class | LEVEL / STAGE | 3 / 2 | |
| WHAT | WHO | WHERE | VOCAB | |
| The teacher Mrs. Taylor is conducting a lesson in the classroom. Teacher is standing in front and children are sitting in a circle facing the teacher. Use of expressions with Can I / May I and polite answers. | Sam | | MAY I come in? / sit down? PLEASE, come in. I AM SORRY, I am late. Never mind. Can you help me, please? Sure CAN YOU sing a song? HOW DO YOU SAY... in English Can you repeat, please?; | |
| | Ben / Emily | | | |
| | Mrs. Taylor | | | |
| | Ruby | | | |
| | Imani | | | |
| | Adam | | | |
| | other kids (passive) | | | |
| | | | | |
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| Entry Point Dialogue | Task Setup | Question | Answers | |
| Ruby arrives late, she opens the door and asks: Ruby: Hello Mrs. Taylor. May I come in? Mrs. Taylor: Hello Ruby, please, come in. Ruby: I am sorry, I am late. Mrs. Taylor: Never mind. Ruby: May I sit down? Mrs. Taylor: Yes. Sit down, please. Ruby sits down. Mrs. Taylor: Imani, can you help me, please? Imani: Sure, Mrs. Taylor. | 1. Guide and Player are checking the understanding of the used phrases. Guide gestures and acts the phrases, the Player needs to choose the correct phrase describing the gesture. | Guide is at the door, knocking, but not entering. | Sit down | |
| | | | May I come in? | |
| | | | Never mind | |
| | | Guide is now entering through the door, but waits midway. | Please, come in | |
| | | | Sit down, please | |
| | Can you help me, please? | | | |
| | Guide points at the clock (or his watch), sad face. | I am sorry, I am late. | | |

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|--|---|--|---|----------------------------|--------------|
| <p>Mrs. Taylor: Can you sing a song? Imani: Yes. I can sing Hosi Yanga. I love this song. Mrs. Taylor: Can you translate the words: Hosi Yanga Imani: It means My Lord in Changana language. Mrs. Taylor: Can you repeat, please? Imani: Hosi Yanga. Mrs. Taylor: My Lord.</p> <p>Imani sings: (recording of a song in Changana)</p> | <p>2. Guide and Player are checking the understanding of the used phrases. Guide gestures and acts the phrases, the Player needs to choose the correct phrase describing the gesture.</p> | Guide smiles and waves his hand to illustrate never mind | Never mind | | |
| | | Guide rubs his head and asks with a gesture for help | Please, come in Sit down Never mind I am sorry, I am late. Can you help me, please? Can you sing a song? May I come in? | | |
| | | Guide smiles, hand gesture thumbs up. | Can you translate this word? Can you repeat, please? Sure | | |
| | | Guide's mouth is moving and notes appear in thought bubble. | Can you sing a song? May I come in? Can you repeat, please? | | |
| | | Guide has a curious expression and symbols from different alphabets in bubble thought? | Can you repeat, please? Can you translate this word? Can you sing a song? | | |
| | | Guide puts his palm behind his ear in effort to listen and with the other hand invites the player to repeat something. | Can you repeat, please? May I come in? Can you help me, please? | | |
| | | TOPIC | School subjects + preference | LEVEL / STAGE | 3 / 3 |
| | | WHAT | WHO | WHERE | VOCAB |
| | | Guide, Player and Jasmin discuss their preferences of subjects | Sam | Hall in front of classroom | |
| | | | Ben / Emily | | |
| Jasmin | | | | | |
| | | | | | |
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| Entry Point Dialogue | Task Setup | Question | Answers | | |
| Guide and Player are in the hall looking at the timetable. Guide points to the subjects and asks Jasmin about her preferences. Her answer bubbles contain emojis. | 1. Guide shows the Player his own preference of subjects. The question states the preference and the answer needs to associate the emoji with the statement. | Guide: I like Maths | emoji like | | |
| | | | emoji don't like | | |
| | | | emoji don't mind | | |

| | | | |
|--|---|--|--|
| <p>Guide: Do you like History? 😊 Jasmin: Yes, I like History 😊 Guide: And Art? Jasmin: No, I don't like Art. 😞 Guide: Do you like Physical Education? Jasmin: Yes, I love Physical Education. 😍 Guide: And Maths? Jasmin: It's OK. I don't mind Maths. 😐</p> <p>I love 😍 heart-eyes I like 😊 moderate smile I don't mind 😐 neutral face I don't like 😞 frowning face</p> | No recording for the answers, only for the questions. | Guide: I love Science | emoji like emoji love emoji don't mind |
| | | Guide: I don't like History | emoji like emoji love emoji don't like |
| | 2. Guide shows the Player his own preference of subjects. The question states the preference and the answer needs to associate the emoji with the statement. | Guide: I don't mind P.E., it's OK. | emoji like emoji don't mind emoji don't like |
| | No recording for the answers, only for the questions. | Guide: I love Art. | emoji like emoji love emoji don't like |
| | | Guide: I don't mind English, but I don't love it. | emoji like emoji don't mind emoji don't like |
| | 3. Jasmin asks Player about his/her preference of subjects. The question bubble contains the correct emoji for the answer. There are no recordings for the questions, only for the answers. | Jasmin's bubble contains: Physical Education (emoji don't like) Art (emoji don't mind) | You don't like P. E., but you love Art. You don't like P. E., but you don't mind Art. |
| | | Jasmin's bubble contains: History (emoji like) English (emoji don't like) | You like History, but you don't like English. You like History, but you don't mind English. You don't like History, but you like English. |
| | | Jasmin's bubble contains: English (emoji don't like) Music (emoji don't mind) | You like English, but you love Music. You don't like English, but you don't mind Music. You don't like English, but you love Music. |

Travel and Transport

| TOPIC | Means of transport | LEVEL / STAGE | 1 / 1 |
|--|--------------------|---------------|--|
| WHAT | WHO | WHERE | VOCAB |
| The player must associate the vehicles on the street to learn the vocabulary. There are 9 words of vocabulary to acquire and one or two phrases to | Sam | In the street | bus, car, bike, lorry, tram, train, taxi, motorbike, scooter |
| | Ben / Emily | | |
| | policeman | | |
| | | | |

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|---|--|--|--|---------------------|
| <p>understand. Use of "There is / isn't" and "What is it?" - This is."</p> | | | | |
| <p>Entry Point Dialogue</p> | <p>Task Setup</p> | <p>Question</p> | <p>Answers</p> | |
| <p>Guide leads Player to the street, where they meet a policeman. Policeman stops them and says:</p> <p>DIALOGUE with a Policeman (pointing at vehicles): Policeman: Please, be careful. There is a bus. There is a lorry. There is a tram. Guide What is that? Policeman: (points at train on bridge) That is a train. Guide: What is this? Policeman: This is a taxi. It is a car, too. Guide: What are these? Policeman: This is a bike. This is a motorbike. This is a scooter. (ex. Vespa)</p> | <p>1. Policeman points and asks (or image appears in bubble)</p> | <p>What is that? (points at bus)</p> | <p>Bus Bike Motorbike</p> | |
| | <p>What is that? (points at a lorry)</p> | <p>Car Lorry Scooter</p> | | |
| | <p>What is this? (points at a car)</p> | <p>Car Train Tram</p> | | |
| | <p>2. Policeman points and asks (or image appears in bubble)</p> | <p>What is this? (points at a motorbike)</p> | <p>Bike Motorbike Bus</p> | |
| | <p>What is this? (points at a taxi)</p> | <p>Lorry Taxi Scooter</p> | | |
| | <p>What is that? (points at a tram)</p> | <p>Train Car Tram</p> | | |
| | <p>3. Policeman points and asks (or image appears in bubble)</p> | <p>What is this? (points at a bike)</p> | <p>Motorbike Bike Bus</p> | |
| | <p>What is this? (points at a scooter)</p> | <p>Scooter Taxi Lorry</p> | | |
| | <p>What is that? (points at a train)</p> | <p>Tram Car Train</p> | | |
| | <p>TOPIC</p> | <p>Travel items / train station</p> | <p>LEVEL / STAGE</p> | <p>1 / 2</p> |
| | <p>WHAT</p> | <p>WHO</p> | <p>WHERE</p> | <p>VOCAB</p> |

| <p>The player must associate the items at a train station to learn the vocabulary. There are 9 words of vocabulary to acquire and one or two phrases to understand. Use of "Do you have? - I have" and "Are you? - Yes, I am"</p> | Sam | At the train station | ticket, luggage, passenger, platform, hall, toilet, ticket office, train station, train.; |
|--|--|--|---|
| | Ben / Emily | | |
| | Luke | | |
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| Entry Point Dialogue | Task Setup | Question | Answers |
| <p>Guide leads Player to the train station, where they meet Luke. Luke and Guide talk:</p> <p>DIALOGUE: Luke: This is a train station. Guide: Is there a train? Luke: Yes, the train is at the platform. Guide: What is this? (pointing at ticket in Luke's hand) Luke: This is a ticket. There is a ticket office in the hall. (pointing at ticket office) Guide: Is there a toilet? Luke: Yes, there is a toilet in the hall, too. Guide: Are you a passenger? Luke: Yes, I am a passenger. I have a ticket. (shows ticket) Guide: Do you have luggage? Luke: Yes, I have luggage. (points at suitcase)</p> | 1. Luke points and asks (or image appears in bubble) | What is this? (picture of the station) | Station |
| | | Luggage | |
| | | Toilet | |
| | | What is this? (picture of ticket) | Ticket |
| | | Hall | |
| | | Passenger | |
| | | What is this? (picture of ticket office) | Ticket office |
| | | Platform | |
| | | Train | |
| | 2. Luke points and asks (or image appears in bubble) | What is this? (picture of the toilet sign) | Toilet |
| | | Station | |
| | | Luggage | |
| | | What is this? (picture of the hall) | Hall |
| | | Passenger | |
| | | Ticket | |
| 3. Luke points and asks (or image appears in bubble) | What is this? (picture of the luggage symbol) | Luggage | |
| | Station | | |
| | Toilets | | |
| | Who is this? (picture of passenger) | Passenger | |
| Hall | | | |
| Ticket | | | |
| What is this? (picture of the platform) | Train | | |

| | | Platform | | |
|--|---|---|---|---|
| | | Ticket office | | |
| TOPIC | Places in town | LEVEL / STAGE | 1/3 | |
| WHAT | WHO | WHERE | VOCAB | |
| The player will learn the names of places in town by asking "Where can I.../do something/..?. Answers will use "Over there, in the ..." | Sam | In the street | bakery, post office, pharmacy, restaurant, hotel, museum, supermarket, travel agency, bank, | |
| | Ben / Emily | | | |
| | Tourist | | | |
| | Karim | | | |
| | Anna | | | |
| | | | | |
| | | | | |
| | | | | |
| Entry Point Dialogue | Task Setup | Question | Answers | |
| <p>DIALOGUE between a lost Tourist and Guide, Karim and Anna. Guide, Karim and Anna point to locations when answering.</p> <p>Tourist: Excuse me, hello. Guide: Hello Tourist: Where can I eat something? Guide: There is a good bakery over there. There is a restaurant next to the bakery, too. There is also a supermarket near the restaurant. Tourist: Where can I get money? Anna: There is a bank over there. You can also get money at the post-office. Tourist: Where can I buy medicine? Anna: Over there at the pharmacy. It is near the bakery. Tourist: Where can I find a hotel? Karim: There is a hotel next to the restaurant. You can book a hotel at the travel agency, too. Tourist: Where can I see old paintings? Guide: Over there, at the museum. It is next to the bank Tourist: Thank you very much. Guide: Welcome</p> | 1. Tourist points and asks (or image appears in bubble) | Where can I buy bread? (image of bakers) | You can buy bread at the bakery | |
| | | | You can buy bread at the post office | |
| | | | You can buy bread at the pharmacy | |
| | | 2. Tourist points and asks (or image appears in bubble) | Where can you eat? (image of restaurant) | I can eat at the restaurant |
| | | | I can eat at the hotel | |
| | | | I can eat at the museum | |
| | | 3. Tourist points and asks (or image appears in bubble) | Where can you plan holidays? (image of travel agency) | I can plan holidays at the supermarket |
| | | | I can plan holidays at the travel agency | |
| | | | I can plan holidays at the bank | |
| | | 2. Tourist points and asks (or image appears in bubble) | Where can I send a letter? (image of post office) | You can send a letter at the bakery |
| | | | You can send a letter at the post office | |
| | | | You can buy a stamp at the pharmacy | |
| | | 2. Tourist points and asks (or image appears in bubble) | Where can you see old paintings? (image of museum) | I can see old paintings at the restaurant |
| | | | I can see old paintings at the hotel | |
| | | | I can see old paintings at the museum | |
| | 2. Tourist points and asks (or image appears in bubble) | Where can you buy food? (image of supermarket) | I can buy food at the supermarket | |
| | | I can buy food at the travel agency | | |
| | | I can buy food at the bank | | |
| | 3. Tourist points and asks (or image appears in bubble) | Where can I buy medicine? (image of pharmacy) | You can buy medicine at the bakery | |
| | | You can buy medicine at the post office | | |
| | | You can buy medicine at the pharmacy | | |

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| | | Where can you sleep at night? (image of hotel) | I can sleep at the restaurant I can sleep at the hotel I can sleep at the museum |
| | | Where can you get money? (image of bank) | I can get money at the pharmacy I can get money at the museum I can get money at the bank |
| TOPIC | Location / Prepositions | LEVEL / STAGE | 2/1 |
| WHAT | WHO | WHERE | VOCAB |
| <p>The player already knows the names of the vehicles on the street. Now the player will learn some prepositions in order to describe the location of an item.</p> <p>Use of "Where is? / Where are?"</p> | Sam | In the street | between; next to; behind; in front of; on; in; |
| | Ben / Emily | | |
| | babysitter Tina | | |
| | brother and sister (passive) | | |
| | | | |
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| Entry Point Dialogue | Task Setup | Question | Answers |
| <p>Guide leads Player to the street after school, where they meet a babysitter Tina. Brother and sister are in the car. Tina and Guide talk:</p> <p>DIALOGUE:</p> <p>Guide: Hello Tina, where are the children? Tina: Hello Sam. The children are in the car. Guide: Is it a taxi? Tina: No, it is not a taxi, it is my car. Guide: Where is the bike? Tina: It's on the car. Guide: Where is the bus? Tina: The bus is in front of the car. Guide: Where is the lorry? Tina: The lorry is behind the car. Guide: Is it a bike next to the lorry? Tina: No, it's a motorbike. Guide: Is the car between the lorry and the bus? Tina: Yes, it is. Guide: Bye Tina. Tina: Buy Sam.</p> | <p>1: In the street - looking for VEHICLES or places. Guide asks the Player:</p> | Where is the taxi? | The taxi is behind the bus The taxi is on the bus The taxi is in the bus |
| | | Where is the taxi? | The taxi is next to the bike The taxi is between the bike and the motorbike The taxi is on the bike |
| | | Where is the taxi? | The taxi is in front of the lorry The taxi is on the lorry The taxi is behind the lorry |
| | | Where is the bus? | The bus is between the taxi and the motorbike The bus is on the taxi The bus is behind the taxi |
| | | Where is the bus? | The bus is behind the motorbike The bus in on the lorry The bus is in the lorry |
| | | Where is the bus? | The bus is in front of the taxi The bus is behind the taxi |



| | |
|--------------------|--|
| | The bus is on the taxi |
| Where is the bike? | The bike is next to the motorbike |
| | The bike is behind the tram |
| | The bike is in the underground |
| Where is the bike? | The bike is in front of the bus |
| | The bike is under the bus |
| | The bike is in the bus |
| Where is the bike? | The bike is behind the car |
| | The bike is behind the scooter |
| | The bike is under the car |

| TOPIC | Directions | LEVEL / STAGE | 2 / 2 |
|--|--|---|--|
| WHAT | WHO | WHERE | VOCAB |
| The Guide and Player are taking the Tourist to the travel agency. Player and tourist will follow Guide's instructions | Guide | In the street | directions |
| | Ben / Emily | | |
| | Tourist | | |
| | | | |
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| | | | |
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| Entry Point Dialogue | Task Setup | Question | Answers |
| <p>Guide and Player bump into the tourist again.</p> <p>SCENARIO: Tourist: Excuse me, I have to go to the Travel Agency. Can you help me? Guide: Yes, follow me. (waves to follow) Tourist: Thank you. Guide: We have to go across the road. (they walk across the road). Then we have to turn left and go straight on. (they follow the guide) Then we have to turn right and go straight on. (they follow the guide) Now stop, we are here. Turn around, this is the travel agency.</p> <p>If possible the Guide can use the directions repeatedly. Every time he gives a direction an image sign can appear to show the direction.</p> | <p>Guide and Player come out of the Travel Agency with a map. Guide says: Let's find the cinema. Player is holding the map and answering Guide's questions. Guide's question bubble contains the direction symbol)</p> | Where do you have to go? (symbol to go right) | I have to turn right I have to turn left I have to turn around |
| | | Where do you have to go? (symbol to go left) | I have to turn right I have to turn left I have to turn around |
| | | Where do you have to go? (symbol to turn around /U-Turn/) | I have to turn right I have to turn left I have to turn around |
| | | Where do you have to go? (symbol to go straight on) | I have to go straight on I have to turn left I have to turn around I have to cross the road |

| | | | |
|--|--|--|---|
| | | Where do you have to go? (symbol to cross the road) | I have to turn left I have to turn around |
| | | Where do you have to go? (symbol stop) | I have to go straight on I have to turn left I have to stop |
| | | Where do you have to go? (symbol to turn around and go right) | I have to turn around and turn right I have to turn around and go straight on I have to turn around and cross the road |
| | | Where do you have to go? (symbol to cross the street and go left) | I have to cross the road and turn right I have to turn around and cross the road I have to cross the road and turn left |
| | At the end of this stage the Guide says: Here is the cinema!! | Where do you have to go? (symbol to stop and to turn around) | I have to stop and turn around I have to stop and go straight on I have to stop and cross the road |
| TOPIC | Planning holidays | LEVEL / STAGE | 2 / 3 |
| WHAT | WHO | WHERE | VOCAB |
| Guide takes Player to the Travel Agency and they meet the travel agent. In the entry point dialogue, the guide and the travel agent will discuss holiday options. | Sam Ben / Emily Travel Agent | Travel Agency | The words to be learnt are: mountains, forest, beach, lake, countryside, farm Expressions: "Where would you like to go?" - " I would like to go to..." |
| Entry Point Dialogue | Task Setup | Question | Answers |
| DIALOGUE: Travel Agent: Hello. Guide: Hello. Travel Agent: How can I help you? Guide: I would like to go on holiday. Travel Agent: Where would you like to go? You can go to... the mountains (image of mountains) the forest (image of forest) the beach (image of beach) the lake (image of lake) the countryside (image of countryside) | 1. Guide discusses with Player, where to go on holidays. | Where would you like to go? (picture of countryside) | I would like to go to the countryside I would like to go to the mountains I would like to go to the beach |
| | | Where would you like to go? (picture of mountains) | I would like to go to the countryside I would like to go to the mountains I would like to go to the beach |
| | | Where would you like to go? (picture of beach) | I would like to go to the countryside I would like to go to the mountains I would like to go to the beach |

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| <p>the farm (image of farm) Guide reflects and in a bubble, his thoughts scroll through the six images representing the six new words (image, text and sound) Then his thought process ends and the guide says: Guide: I would like to go to the beach. Travel Agent: Where would you like to go? To which country? Guide: I would like to go to the beach in Portugal. Travel Agent. Great. The beaches in Portugal are beautiful. Guide: I love the beach. Thank you</p> | 2. Guide discusses with Player, where to go on holidays. | Where would you like to go? (picture of a lake) | I would like to go to a lake I would like to go to the farm I would like to go to the forest |
| | 3. Guide discusses with Player, where to go on holidays. | Where would you like to go? (picture a farm) | I would like to go to a lake I would like to go to the farm I would like to go to the forest |
| | | Where would you like to go? (picture of a forest) | I would like to go to a lake I would like to go to the farm I would like to go to the forest |
| | | Where would you like to go? (zoom on France and picture of mountains) | I would like to go to the mountains in France |
| | | | I would like to go to the beach in Spain |
| | | | I would like to go to the forest in Germany |
| | | Where would you like to go? Zoom on Germany and picture of forest) | I would like to go to the countryside in Portugal |
| | | | I would like to go to the farm in England |
| | | | I would like to go to the forest in Germany |
| | | Where would you like to go? Zoom on Portugal and picture of beach) | I would like to go to the beach in Italy |
| I would like to go to the beach in Portugal | | | |
| I would like to go to the beach in Germany | | | |
| TOPIC | Travel plans + countries | LEVEL / STAGE | 3 / 1 |
| WHAT | WHO | WHERE | VOCAB |
| Guide brings the Player to the Travel Agency and they look at a map of Europe with holiday adverts. Luke and Jasmin walk past and stop to look together. Every time a country is mentioned, it lights up and the shape fills with flag colours. | Sam | Travel Agency | non project countries: Spain Turkey Greece Norway Bulgaria Croatia Sweden Morocco Denmark |
| | Ben / Emily | | |
| | Travel Agent | | |
| | Luke | | |
| | Jasmin | | |
| | | | |
| | | | |
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| Entry Point Dialogue | Task Setup | Question | Answers |
| Conversation outside the travel agency Luke and Jasmin arrive: Luke: Hello Guide: Good morning. Jasmin: Where would you like to go? Guide: We would like to go on holiday in Europe. | 1. Travel agent welcomes Guide and Player. Travel agent: Hello, how can I help you? Guide: Hello, I would like to go on a beach holiday. Travel Agent: You could go to Portugal, Spain, Italy, Greece, Croatia or Turkey | Guide asks Player: Where would you like to go on a beach holiday? | Norway |
| | | Guide asks Player: Where else would you like to go on a beach holiday? | Finland |
| | | | Croatia |
| | | | Spain |
| | | | Denmark |


| | | | |
|--|--|---|---|
| <p>Luke: Would you like a beach holiday? (image of beach)</p> <p>Jasmin: You can go to Spain, Turkey, Greece or Croatia? (Countries light up as mentioned)</p> <p>Guide: I like that.</p> <p>Jasmin: Would you like a mountain holiday? (image of mountains)</p> <p>Luke: You can go to Morocco, Norway or Bulgaria. (Countries light up as mentioned)</p> <p>Guide: I like that, too.</p> <p>Luke: Would you like a cruise holiday? (image of cruise ship)</p> <p>Jasmin: You can go to Finland, Sweden and Denmark (Countries light up as mentioned)</p> <p>Guide: Thank you! That's great.</p> <p>(Only Guide and Player enter the travel agency)</p> | | | Sweden |
| | | Guide asks Player: Where else would you like to go on a beach holiday? | Greece |
| | | | United Kingdom |
| | | | Germany |
| | <p>2. Guide: Where could I go on a mountain holiday?</p> <p>Travel Agent: You could go to Morocco, Norway, Bulgaria, France, Italy or Spain.</p> | Guide asks Player: Where would you like to go on a mountain holiday? | Morocco |
| | | | Denmark |
| | | | Sweden |
| | | Guide asks Player: Where else would you like to go on a mountain holiday? | Bulgaria |
| | | | Finland |
| | | | Portugal |
| | <p>3. Guide: Where could I go on a cruise holiday?</p> <p>Travel Agent: You could go to Portugal, France, Norway, Denmark, Sweden, or Finland.</p> | Guide asks Player: Where else would you like to go on a mountain holiday? | Norway |
| | | | Denmark |
| | | Sweden | |
| Guide asks Player: Where would you like to go on a cruise holiday? | | I would like to go to Finland | |
| | | I would like to go to Bulgaria | |
| | | I would like to go to Germany | |
| Guide asks Player: Where else would you like to go on a cruise holiday? | | I would like to go to Denmark | |
| | | I would like to go to Germany | |
| | | I would like to go to the United Kingdom | |
| | Guide asks Player: Where else would you like to go on a cruise holiday? | I would like to go to Bulgaria | |
| | I would like to go to Sweden | | |
| | I would like to go to the United Kingdom | | |
| TOPIC | Weather (present, past, future) | LEVEL / STAGE | 3 / 2 |
| WHAT | WHO | WHERE | VOCAB |
| <p>The player will learn the concept of yesterday, today and tomorrow as well as discover 9 different types of weather. This will be done through an online group chat between the guide and two cousins witnessed by the Player. The guide and the two cousins will be asking each other about the weather yesterday, today and tomorrow.</p> | Sam | Guide's home: Guide's bedroom | <p>Words to be learnt:</p> <p>It is sunny; it is raining; it is snowing; it is stormy; it is foggy; it is windy; it is cloudy; it is hot; it is cold;</p> <p>Expressions:</p> <p>What is the weather like today ?</p> <p>What was the weather like yesterday?</p> <p>What is the weather going to be like tomorrow?</p> |
| | Ben / Emily | | |
| | Anna | | |
| | Sue | | |
| | | | |
| | | | |
| Entry Point Dialogue | Task Setup | Question | Answers |
| | | What is the weather like today? (sunny) | It is sunny |

| | | | | | |
|---|--|--|---|---|--|
| <p>DIALOGUE:</p> <p>Guide dials into an online video chat with Anna and Sue. Every time a type of weather is mentioned, an image of it appears.</p> <p>Guide: Hello from England Anna: Hi from Italy Sue: Hello from Portugal Guide: What is the weather like today? Here it is cold. (image of windy weather) Anna: Here it is sunny. Sue: Here it is cloudy. Anna: What was the weather like yesterday? Sue: In Portugal, it was foggy. Guide: In England, it was raining. Anna: In Italy, it was stormy. Sue: What is the weather going to be like tomorrow? Anna: In Italy, it is going to be hot. Sue: In Portugal, it is going to be windy. Guide: In England it is going to be snowing. Sue: I would like to go to Italy. Guide: I would like to go to Italy, too. Anna: Come to Italy, you are welcome!</p> | 1: The guide asks the player about the weather. The player answers according to the suggested image. | What is the weather like today? (rain) | It is raining It is snowing | | |
| | 2: The guide asks the player about the weather. The player answers according to the suggested image. | What is the weather like today? (snow) | It is sunny It is raining It is snowing | | |
| | | What was the weather like yesterday? (lightning) | It was stormy It was foggy It was snowing | | |
| | | What was the weather like yesterday? (fog) | It was stormy It was foggy It was snowing | | |
| | | What was the weather like yesterday? (wind) | It was stormy It was foggy It was windy | | |
| | | 3: The guide asks the player about the weather. The player answers according to the suggested image. | What is the weather going to be like tomorrow? (symbol of clouds) | It is going to be cloudy It is going to be hot It is going to be cold | |
| | | | What is the weather going to be like tomorrow? (symbol of thermometer showing high temperature) | It is going to be cloudy It is going to be hot It is going to be cold | |
| | What is the weather going to be like tomorrow? (symbol of thermometer showing low temperature) | | It is going to be cloudy It is going to be hot It is going to be cold | | |
| | TOPIC | | Activities on holidays + going to | LEVEL / STAGE | 3 / 3 |
| | WHAT | | WHO | WHERE | VOCAB |
| | We're at the campsite and it's the morning. The Guide discusses with uncle and cousin Rob their plans for the day. | | Sam | at the campsite (could be a modified park location) | <p>Words to be learnt: To have a nap; to sunbathe; to go sailing; to go hiking; to go cycling; to go swimming; to play football; to have a picnic; to have a barbecue; Expressions: « What are you going to do at ? » « I am going to ... »</p> |
| | | Ben / Emily | | | |
| uncle | | | | | |
| cousin Rob | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| Entry Point Dialogue | Task Setup | Question | Answers |
|---|---|---|--|
| <p>DIALOGUE: Guide: Good morning Uncle: Good morning Cousin Rob: Hello Guide: Where are you going today? Uncle: I am going to the lake. Guide: What are you going to do at the lake? Uncle: In the morning, I am going to go sailing. In the afternoon, I am going to go swimming. In the evening I am going to play football. Guide: What are you going to do together? (turns to Cousin Rob and Uncle) Cousin Rob: We are going to go hiking, then we are going to have a picnic. In the afternoon we are going to go cycling. Uncle: What are you going to do? (turns to Guide) Guide: I am going to sunbathe in the morning. I am going to have a nap in the afternoon. And in the evening, I am going to have a barbecue. Uncle: This is a great plan!</p> | <p>1. Cousin Rob speaks with the Player and asks the Player about the activities they want to do:</p> | <p>What are you going to do at the beach? (Player bubble: lying in the sun)</p> | <p>I am going to sunbathe I am going to go cycling I am going to have a barbecue</p> |
| | | <p>What am I going to do near the lake? (Cousin Rob bubble: on a bike)</p> | <p>You are going to sunbathe You are going to go cycling You are going to have a barbecue</p> |
| | | <p>What is Sam's uncle going to do in the countryside? (Uncle's bubble: with a barbecue)</p> | <p>He is going to sunbathe</p> |
| | | | <p>He is going to go cycling</p> |
| | | | <p>He is going to have a barbecue</p> |
| | | <p>2. Cousin Rob speaks with the Player and asks the Player about the activities they are going to do together:</p> | <p>What are we going to do in the mountains? (Sam and Cousin Rob with a rucksack and walking pole)</p> |
| | <p>What are we going to do in the forest? (Sam and Cousin Rob with a bike)</p> | | <p>We are going to go hiking He is going to go swimming We are going to go cycling</p> |
| | <p>What are we going to do in the lake? (Sam and Cousin Rob swimming in the lake)</p> | | <p>She is going to go hiking</p> |
| | | | <p>We are going to go swimming</p> |
| | | | <p>They are going to play football</p> |
| | <p>3. Guide speaks with the Player and asks the Player about the activities uncle wants to do:</p> | | <p>What is uncle going to do in the countryside? (asleep)</p> |
| | | <p>What is uncle going to do on the lake? (in a boat on the lake)</p> | <p>They are going to go sailing He is going to go sailing We are going to go sailing</p> |
| | | <p>What is uncle going to do at the farm? (having a picnic)</p> | <p>He are going to have a picnic</p> |
| | | | <p>He am going to have a picnic</p> |
| | | | <p>He is going to have a picnic</p> |

7. Annex II: Lesson Plan Template

In Annex II, teachers can use a lesson plan template to plan their own lesson incorporating BlaboLingo.

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|---|---|------------------------------------|------|----------------------|
|  | Target pupils | Year: | Age: | CEFR level: |
| | Topic | | | Level / Stage |
| Sample Lesson Plan | | | | |
| <u>Target Language:</u> | <u>Learning activity:</u> | <u>Learning objectives:</u> | | |
| <u>Mother tongue:</u> | <input type="radio"/> Pre-learning work <input type="radio"/> Learning <input type="radio"/> Consolidation <input type="radio"/> Revision <input type="radio"/> Other : | ✓ | | |
| <u>Language of teaching:</u> | | | | |
| <u>Learning context:</u> | | | | |
| <u>Prerequisites:</u> | | | | |
| <u>Integration of game in lesson (20 minutes):</u> | | | | |
| <u>Possible follow-up activities:</u> | | | | |
| • | | | | |