



GUIA DO PROFESSOR



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BlaboliNGo – Guia do Professor

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Aviso Legal

O jogo de computador, como qualquer produto de software, é uma obra em constante progresso. Isso significa que a versão online é atualizada regularmente para adicionar novos recursos e corrigir bugs. Portanto, até que o software atinja a sua versão final, este manual é também um trabalho em curso.

Pode descobrir, por exemplo, que há algumas discrepâncias entre algumas imagens do ecrã e as imagens reais incluídas no manual, ou talvez alguns recursos do software não estejam detalhados no manual. Não se preocupe, isso significa apenas que uma nova versão do manual está prestes a ser publicada.

I. Introdução

O jogo BlaboLingo e o Guia do Professor que o acompanha são um conjunto de recursos de ensino de línguas desenvolvidos no âmbito de um projeto de Parceria Estratégica Erasmus + KA2 que reuniu 6 parceiros do Reino Unido, Portugal, Itália, França e Alemanha.

BlaboLingo é um recurso baseado em jogos de computador para apoiar a aprendizagem precoce de línguas. O jogo, assim como este Guia, estão disponíveis em INGLÊS, FRANCÊS, ALEMÃO, ITALIANO e PORTUGUÊS e podem ser usados por alunos que começam a aprender uma língua estrangeira ou alunos migrantes que aprendem a língua do país de acolhimento.

Usar jogos 'sérios' para apoiar a aprendizagem de línguas é uma técnica que tem muitos benefícios. Pode ser animado, colorido e divertido. Os nossos recursos são baseados em progressão e desafios. Os níveis estão alinhados com o Quadro Europeu Comum para as Línguas nos níveis A0-A1-A2.

Todas as gravações (cerca de 18.000 ficheiros de som) foram gravadas por falantes nativos e representam uma ferramenta valiosa para treinar a pronúncia correta dos alunos, mas também dos professores.

O objetivo é motivar os alunos, mas também mostrar como eles progridem. Cada tópico tem três níveis de dificuldade, e cada nível é composto por três etapas.

O jogo abrange 7 tópicos:

Saudações e Apresentações

Números e Cores

Família e Amigos

Comida e Bebida

Jogos e Atividades

Escola

Viagem e Transporte

A combinação de 7 jogos, 3 níveis para cada jogo e 3 etapas para cada nível fornecem 60 cenários que os professores podem escolher para atingir os objetivos de aprendizagem de um currículo de línguas.

Os professores podem integrar o jogo nas suas aulas para adicionar um elemento interativo de ensino de línguas. Este guia fornecerá exemplos de planos de aula e estudos de caso.

2. Diretrizes técnicas

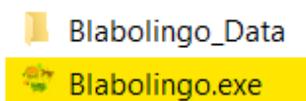
A. Como transferir e instalar o jogo

Para transferir e instalar, basta clicar no link do site do projeto (www.blabalingo.com) ou diretamente aqui: <https://home.mycloud.com/action/share/0b36bbb1-c5db-4fcf-a6db-74dde1c28056> e seguir estas etapas:

1. Clique no arquivo ZIP do seu sistema operacional (WIN ou MAC) e poderá transferir a pasta de instalação.

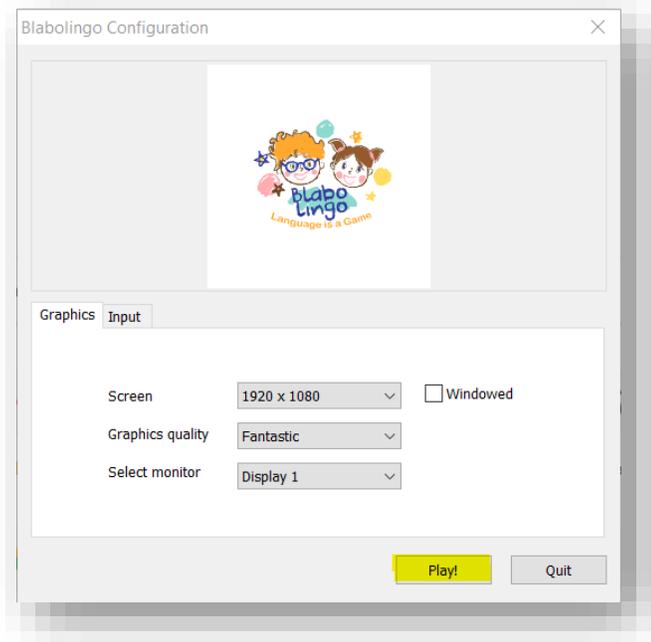


2. Guarde o arquivo no seu computador, criando uma pasta para o jogo.
3. A pasta de instalação é arquivada usando ZIP, portanto, precisará de extrair os arquivos da pasta ZIP. Isso geralmente é feito com um clique com o botão direito do rato no arquivo ZIP e no menu pop-up escolhe como extrair os arquivos. Se não tem um software de extração de ZIP, "Zipware" é um software fácil de usar que pode ser [transferido gratuitamente](#).
4. Dos dois arquivos extraídos, não toque na pasta Dados.



Clique duas vezes no ficheiro BlaboLingo para iniciar o jogo.

5. Dependendo das especificações do seu computador, aparecerá uma caixa de texto para escolher a melhor configuração para jogar o jogo. Não é necessário fazer nenhuma escolha, basta clicar em JOGAR (PLAY).



6. O Blabbling está agora em execução, consulte a próxima seção do Guia para aprender como jogar.

Para assistir a uma demonstração prática do processo de instalação, clique no link do vídeo a seguir



[Instalação Windows](#)

B. Como orientar-se no jogo

Escolha da língua materna e da língua a aprender



A primeira escolha consiste em selecionar a língua materna do jogador (ou a que ele/ ela já fala), a segunda em selecionar a língua que deseja aprender.

Ao clicar no botão “Selecionar personagem”, o jogador irá para o próximo ecrã.

Selecionar a personagem



Os jogadores selecionam a personagem com a qual pretendem jogar. A rapariga e o rapaz têm nomes diferentes em cada língua:

	Inglês	Alemão	Francês	Italiano	Português
Rapariga	Emily	Frieda	Emma	Sofia	Maria
Rapaz	Ben	Anton	Gabriel	Luca	Manuel

Escolher o tópic do jogo – nível - etapa

Uma vez selecionadas as línguas e a personagem do jogo, é o momento de escolher o TÓPICO DO JOGO, o NÍVEL e a ETAPA. Tecnicamente, o jogador não precisa de ter concluído um determinado nível antes de aceder a outro, mas todos os níveis e etapas são construídas a partir dos anteriores. Consequentemente, os professores precisam certificar-se de que os pré-requisitos para jogar num determinado nível e etapa específicas foram atingidos previamente.

O menu do jogo convida o jogador a escolher primeiro o Tópico do Jogo, depois o Nível e finalmente a Etapa.



Movimentação no jogo

A movimentação no jogo é simples e adaptada às competências dos jogadores mais jovens. Para avançar no jogo, os jogadores acompanham diálogos em diversas situações. Cada etapa é marcada por uma frase dita por uma personagem do jogo.



O jogador tem duas opções:

a) ouvir o som de novo clicando no botão do som:



b) validar a frase ou escolher uma resposta clicando neste botão:



Para movimentar-se entre os tópicos, níveis e etapas, o jogador tem que regressar ao menu inicial usando os botões no canto superior direito.



Para ver um pequeno vídeo de demonstração sobre o jogo, clique no seguinte link:



[Demonstração](#)

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
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

2. 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 off 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
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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.

4. 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.

5. 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
			Please
			Hello
		Guide: Welcome	No
			Thank you
			See you later
		Guide: What's your name?	My name is Ben/Emily
			Hello
			Goodbye
			Anna to player: Good morning (waves at player)
		Please	

			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					

		Sue	
Entry Point Dialogue	Task Setup	Question	Answers
<p>Guide begins speaking to one of the kids - Karim. Guide: Hi Karim. Karim: Hi Sam. How are you? Guide: I'm good thanks. How are you? Karim: I'm OK. Guide: How old are you? Karim: I'm 9 years old. How old are you? Guide: I'm 8 years old. When is your birthday? Karim: My birthday is May 9th. When is your birthday? Guide: My birthday is July 2nd. Guide, player and Karim move to speak to another kid - Anna .</p>	<p>1: Guide and Karim move to speak to another kid - Anna. Guide introduces player: This is Ben/Emily.</p>	Anna: Hi Ben/Emily. How are you?	I'm OK, thanks
		No	
		Goodbye	
		Anna: I'm 9 years old. How old are you?	I'm 8 years old
		Please	
		Thank you	
		Anna: My birthday is January 4th. (Thought bubble appears on screen above containing a calendar; flicks through pages and stops on January with the 4th circled). When is your birthday?	My birthday is September 1st
		Hello	
		Goodbye	
	<p>2: Anna introduces another new kid - Luke to the player: This is Luke.</p>	Luke: What's your name?	I'm Ben/Emily
		I'm 8 years old	
		Hello	
		Luke: I'm 10 years old. How old are you?	I'm 8 years old
		Thank you	
		Goodbye	
Luke: My birthday is December 2nd. (Thought bubble appears on screen above containing a calendar; flicks through pages and stops on December with the 2nd circled). When is your birthday?	My birthday is September 1st		
I'm 8 years old			
My name is Ben.			
<p>3: Sue comes over to the group: Hello. She is greeted by Sam: Hello, Sue</p>	Sue: Hi Ben/Emily. How old are you?	I'm 8 years old	
	I'm Emily		
	Hello		
	Sue: My birthday is August 9th. (Thought bubble appears on screen above containing a calendar; flicks through pages and stops on August with the 9th circled). When is your birthday?	My birthday is September 1st	
	I'm 9 years old		
	Thank you		
	Sue: Goodbye	See you later	
	Hello		
	Thank you		
TOPIC	Physical descriptions	LEVEL / STAGE	2 / 3
WHAT	WHO	WHERE	VOCAB
	Sam		Tall

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?	My name is Ben/Emily No Thank you	
	2: Camera zooms to Anna in the classroom	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	I'm from the United Kingdom Hello Please	
		Luke: Where is my friend Sam from? (French flag appears above Guide's head.)	He is from the United Kingdom I am from France Thanks	
		3: Camera zooms to Guide	Anna: Hello, how are you?	Hi. I'm OK, thanks. Goodbye Yes
			Anna: Where am I from? (Thought bubble with Italian flag appears above her head)	You are from Italy Thank you Hello
			Anna: Where is my friend Luke from? (German flag appears above Luke's head.)	He is from Germany I am from Germany Goodbye
			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

		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 Ben / Emily Luke Anna Shop Assistant Clothes	Clothes Shop - same as N&C level 3/3	Trousers Shirt Socks Jogging bottoms Hoodie Cap Jeans Top Jacket
Entry Point Dialogue	Task Setup	Question	Answers
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. Shop Assistant: How can I help you? 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.	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
Shop Assistant: What would you like to buy? (turns to Anna) Anna steps forward. Anna: I would like to buy black jogging bottoms, a green hoodie and a grey cap.	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. Luke: I would like to buy dark blue jeans. I would also like to buy a pink top and a purple jacket. 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
		Which is month number two?	February

<p>Everyone is standing in a row from 1 to 12, except for the Player, who is facing the row. 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>	<p>1. Mrs. West says: Month number one is January. Then asks about the next three months.</p>		March
			April
		Which is month number three?	February
			March
	<p>2. Mr. Smith says: Month number five is May. Then asks about the next three months.</p>		April
		Which is month number four?	February
			March
			April
		Which is month number six?	June
			July
			August
		Which is month number seven?	June
	July		
	August		
<p>1. Mrs. Grant says: Month number nine is September.</p>	Which is month number eight?	June	
		July	
		August	
	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
<p>Player and Guide are in the Art Classroom. Mrs. Grant is teaching art.</p>	Sam	<p>Art Classroom</p>	
	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>	Player daydreaming looking outside at the sky, trees and leaves Guide: What colour is the sky?	Blue
			Green
			Red
		Player daydreaming looking outside at the sky. Guide: What colour are the clouds?	Black
			Grey
			White
Player daydreaming looking outside at the trees. - Guide: What colour are the trees?		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>	Teacher mixing paints at front of the class: What colour is blue and yellow?	Green	
		Orange	
		Red	
	Teacher mixing paints at front of the class: What colour is red and yellow?	Orange	
		Blue	
		White	
	Teacher mixing paints at the front of the class: What colour is blue and red?	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</p>	Sam	<p>Maths classroom</p>	
	Ben / Emily		
	Mr. Smith		
	Karim		

thought bubble) Numbers to be written as words underneath each numeral	Imani		
	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>	1: Mr. Smith at the front of the Maths lesson linked to Entry Point. Ready to question children.:	Teacher shows number card for 20 - Which number is this?	Twelve
		Two	
		Twenty	
		Teacher shows number card for 11 - Which number is this?	Eighteen
		Fourteen	
		Eleven	
	Teacher shows number card for 23 - Which number is this?	Twenty-nine	
	Twenty-seven		
	Twenty-three		
	2: Mr. Smith questions further	Teacher: What comes next? 14,15...	Sixteen
		Seventeen	
		Eighteen	
		Teacher: What comes next? 11,12...	Fifteen
		Thirteen	
		Twenty	
		Teacher: What comes next? 26,27...	Twenty-four
Twenty-nine			
Twenty-eight			
3: Mr. Smith questions for missing numbers First one has number 24 missing: 22, 23, __ Second one has number 18 missing: 16, 17, __ Third one has number 30 missing: 28, 29 __	Teacher: Which number is missing?	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

<p>Teacher counting aloud to children 11-31. Repeat after me. Children in class recite back to teacher.</p>	<p>Sam Ben / Emily Mr. Smith Karim Imani Jasmin Ruby Adam Luke Anna</p>	<p>Maths classroom</p>	
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>	<p>1: Mr. Smith at the front of the Maths lesson linked to Entry Point. Ready to question children:</p>	<p>Teacher shows number card for 12 - Which number is this?</p>	<p>Twelve Two Twenty</p>
		<p>Teacher shows number card for 19 - Which number is this?</p>	<p>Eighteen Fourteen Nineteen</p>
		<p>Teacher shows number card for 15 - Which number is this?</p>	<p>Fifteen Twenty-three Twenty</p>
	<p>2: Mr. Smith questions further</p>	<p>Teacher: What comes next? 20, 21...</p>	<p>Twelve Twenty-six Twenty-two</p>
		<p>Teacher: What comes next? 19, 20...</p>	<p>Thirteen Twenty-one Twenty</p>
		<p>Teacher: What comes next? 29, 30...</p>	<p>Thirteen Thirty Thirty-one</p>
	<p>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, __</p>	<p>Teacher: Which number is missing?</p>	<p>Twenty-one Twenty-five Twenty-six</p>
		<p>Teacher: Which number is missing?</p>	<p>Eleven Twenty-three Fourteen</p>
		<p>Teacher: Which number is missing?</p>	<p>Seventeen</p>

		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	
				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		
				thirty-five	
				thirty-six	
				Mrs. West draws an equation: Guide reads: $50-1=$	forty-seven
					forty-eight
				forty-nine	
			Mrs. West draws an equation: Guide reads: $52+6=$	fifty-five	
				fifty-six	
			fifty-eight		
		<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: $91+1=$	ninety-one	
				ninety-two	
				ninety-three	
			Mrs. West draws an equation: Guide reads: $70-7=$	sixty-two	
			sixty-three		
			sixty-four		
		Mrs. West draws an equation: Guide reads: $70+6=$	seventy-six		
			seventy-nine		

It's six o'clock 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			Half past 9 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
	Guide, Luke and Player go to a clothes shop and assisted by a shopkeeper, they are looking at various items of clothing in show	Sam	Clothes shop with lot of different items (in different colours) in show	
		Ben / Emily		
		Luke		
Shopkeeper (clothes)				
Entry Point Dialogue	Task Setup	Question	Answers	
Guide, Luke and Player and shopkeeper looking at various items of clothing. Guide and Luke ask the Shopkeeper about the colour of the items. Picture of each item of clothing on the screen Shopkeeper: Hello Guide: Hello Luke: Hello Guide: What colour is the coat? Shopkeeper: The coat is green.	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.	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	

<p>Luke: What are colour are the gloves and the hat? Shopkeeper: The gloves are yellow and the hat is dark green. Luke: What colour are the trousers? Shopkeeper: The trousers are red. Guide: What colour is the T-shirt? Shopkeeper: The T-shirt is pink. Luke: What colour are the shoes? Shopkeeper: The shoes are white. Guide: What colour is the jumper? Shopkeeper: The jumper is red. Luke: What colour are the socks? Shopkeeper: The socks are dark blue. Guide: What colour are the jeans? Shopkeeper: The jeans are light blue. Guide: Thank you.</p>	<p>1: Guide, Luke, Player and shopkeeper looking at various items of clothing. <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 is the t-shirt? (pink T-shirt)	The T-shirt is red	
			The T-shirt is green	
			The T-shirt is pink	
			Guide: What colour are the shoes? (white shoes)	The shoes are black
				The shoes a brown
			The shoes a 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. <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>	<p>1. Guide checks if Player remembers who is who in the family and asks simple questions.</p>	<p>Guide asks Player: Who's this? The camera zooms on mum</p>	<p>mum dad brother</p>	
	<p>Guide asks Player: Who's this? The camera zooms on dad</p>	<p>mum dad sister</p>		
	<p>Guide asks Player: Who's this? The camera zooms on sister</p>	<p>brother dad sister</p>		
	<p>2. Guide checks if Player remembers who is who in the family and asks simple questions.</p>	<p>Guide asks Player: Who is this? The camera zooms on brother</p>	<p>brother sister dog</p>	
	<p>Guide asks Player: What is this? The camera zooms on dog</p>	<p>dog grandpa cat</p>		
	<p>Guide asks Player: What is this? The camera zooms on cat</p>	<p>goldfish grandma cat</p>		
	<p>3. Guide checks if Player remembers who is who in the family and asks simple questions.</p>	<p>Guide asks Player: Who are they? The camera zooms on mum and cat</p>	<p>dad and brother mum and cat grandma and grandpa</p>	
	<p>Guide asks Player: Who are they? The camera zooms on grandma and grandpa</p>	<p>dad and brother sister and cat grandma and grandpa</p>		
	<p>Guide asks Player: Who are they? The camera zooms on sister and dog</p>	<p>mum and sister brother and cat sister and dog</p>		
	<p>TOPIC</p>	<p>Family members in a sentence</p>	<p>LEVEL / STAGE</p>	<p>1 / 2</p>
	<p>WHAT</p>	<p>WHO</p>	<p>WHERE</p>	<p>VOCAB</p>
	<p>Guide and Player are round the table with Guide's family at their house</p>	<p>Sam Ben / Emily mum dad brother sister</p>	<p>Guide's home: dining room / kitchen</p>	

	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>The camera zooms on the cat and on the green ball. - Who has a green ball?</p>		cat		
		dog		
		grandpa		
<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 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	
	Sam	Guide's home: Guide's bedroom. There is a computer		
	Ben / Emily			

Guide, Player and Luke are in Guide's bedroom looking at a computer (tablet, laptop) showing family photos	Luke			
	photos of characters from Level 1 Stage 2			
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</p> <p>This is my sister</p> <p>This is your brother</p>	
		<p>The camera zooms on the computer on brother photo - Guide asks: "Who's this?"</p>	<p>This is my dad</p> <p>This is your sister</p> <p>This is your brother</p>	
		<p>The camera zooms on the computer on sister photo - Guide asks: "Who's this?"</p>	<p>This is your dog</p> <p>This is your sister</p> <p>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</p> <p>This is Sam's dog</p> <p>This is Sam's brother</p>
			<p>The camera zooms on the computer on dog photo - Luke asks: "Who's this?"</p>	<p>This is Sam's cat</p> <p>This is Sam's dog</p> <p>This is Sam's sister</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</p> <p>These are Sam's cat and sister</p> <p>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</p> <p>These are your mum and dad</p> <p>These are your cat and dog</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</p> <p>These are your grandma and cat</p> <p>These are your grandma, grandpa and goldfish</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</p> <p>These are your sister and goldfish</p> <p>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.</p> <p>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).</p> <p>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
	The camera zooms on cousin Rob - Who is this?	This is the rabbit	
		This is cousin Rob.	
		This is your brother	
	<p>2. Guide checks if Player remembers who is who in the family and asks simple questions.</p>	The camera zooms on hamster - What is this?	This is your hamster
			This is your budgie
			This is your rabbit
		The camera zooms on rabbit - What is this?	This is your budgie
			This is your rabbit
			This is your hamster
The camera zooms on budgie - What is this?		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>	The camera zooms on grandma and grandpa - Who are these?	These are grandma and grandpa	
		These are grandpa and the budgie	
	The camera zooms on aunt and uncle - Who are these?	These are your aunt and cousin Jane	
		These are grandma and the baby-sitter	
	These are the baby-sitter and cousin Rob.		

			These are your aunt and uncle	
		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	
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		
Entry Point Dialogue	Task Setup	Question	Answers	
Same setting as in Level 2, Stage 1 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: <i>My uncle is tall. (tall person in bubble, camera zooms on uncle)</i> 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)	1. Guide points at people and the Player fills in the blank of Guide's bubble.	The camera zooms on uncle. - My uncle is...	short	
				tall
				plump
				tall
				big
				short
		2. Guide points at people and the Player fills in the blank of Guide's bubble.	The camera zooms on grandpa. - Grandpa is...	slim
				small
				plump
				plump
				slim
				short
		The camera zooms on mum. - What colour is mum's hair?	black	
			blonde	
			brown	
		The camera zooms on grandma. - What colour are grandma's eyes?	green	
			brown	
			blue	
		The camera zooms on the dog - Who has a long tail?	cat	

			rabbit
			hamster
	3. Guide points at people and the Player fills in the blank of Guide's bubble.	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.	1. Guide questions the Player about his family again, this time using sentences in the answers. 2. 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 camera zooms on the hamster - Who is small? The camera zooms on dad and uncle - Who is tall? The camera zooms on aunt - Who has got blonde hair? The camera zooms on grandma - Who has got brown eyes?	The dog is big The hamster is big The budgie is big The dog is small The hamster is small My uncle is small Brother and sister are tall Dad and uncle are tall Hamster and goldfish are tall Mum has got blonde hair Dad has got blonde hair My aunt has got blonde hair Grandma has got brown eyes Baby-sitter Tina has got brown eyes Cousin Jane has got brown eyes

The budgie has got small wings. The dog has got short legs.		The camera zooms on rabbit and hamster - Who has got a short tail?	Cat and dog have got short tails	
			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 budgie has got 4 legs
			The camera zooms on the baby-sitter - Describe the baby-sitter	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	
			She can play volleyball and skip	
		She can play basketball		

		The camera zooms on friend Jasmin with a volleyball and a rope. Mum asks Player: What can Jasmin do?	She can play football
		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	
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"	1. Guide asks Player what the animals can do.	The camera zooms on the dog. Guide asks Player: What can the dog do? The camera zooms on the bird. Guide: What can the bird do?	The dog can climb The dog can fly The dog can run The bird can fly The bird can hop The bird can swim

<p>- a goldfish swimming in a pond. Baby-sitter says: "The goldfish can swim" - a frog hopping near the pond. 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 camera zooms on the goldfish. Guide: What can the goldfish do?	The goldfish can sing The goldfish can swim 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:	1. Guide asks Player what the characters like doing or not - singular.	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	

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

The camera zooms on the sister with dance kit and video camera.
 Guide asks: What does my sister like?

Your sister likes dancing and making videos, but she doesn't like climbing

Your sister likes dancing and making videos, but they don't like climbing

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</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)	rice
		Guide: "What is this?" (picture with the picnic blanket with water)	pasta
	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)	yoghurt
			sausages
			cheese
			milk
			water
			juice
			1 banana
			2 bananas
			3 bananas
		Guide: "What is this?" ((picture with red tomatoes)	red tomatoes
			green apples

juice.” After the scene: The camera zooms in on the picnic blanket with all the different foods and drinks. This is the final picture.			yellow bananas	
		Guide: “A banana is yellow. What is red?” (picture with bananas and cherries)	cucumbers	
			apples	
			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			
Entry Point Dialogue	Task Setup	Question	Answers	
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. 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) In the chilled foods section Guide: This is butter and these are sausages. (pointing with the finger first at butter and then at sausages)	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		4 pears

<p>In the section for tea/coffee/hot chocolate & sweets</p> <p>Guide: This is tea. (pointing at tea) This is hot chocolate. (pointing at hot chocolate) This is a bar of chocolate. (pointing at chocolate)</p>		<p>Guide: "These are 5 apples and 9 strawberries. What are these?" (picture with 5 apples, 9 strawberries, 4 pears)</p>	<p>2 pears</p>	
			<p>6 pears</p>	
			<p>Guide: (picture of strawberries and carrots) "The strawberries are red. What is orange?"</p>	<p>cucumbers</p>
				<p>strawberries</p>
				<p>carrots</p>
			<p>Guide: (picture with 3 apples and 7 potatoes) "These are 3 green apples. And these are 7..."</p>	<p>red strawberries</p>
				<p>brown potatoes</p>
				<p>orange carrots</p>
	3: section for tea/coffee/hot chocolate & sweets		<p>Guide: "What can you drink?" (picture of tea)</p>	<p>tomatoes</p>
				<p>potatoes</p>
				<p>tea</p>
			<p>Guide: "What can you drink?" (picture of hot chocolate)</p>	<p>hot chocolate</p>
			<p>butter</p>	
			<p>strawberries</p>	
		<p>Guide: "What can you eat?" (picture of chocolate)</p>	<p>juice</p>	
			<p>a bar of chocolate</p>	
			<p>water</p>	
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)			
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>	1: what	<p>Guide: "What do you have in the morning?" (picture: table with breakfast and window with rising sun)</p>	<p>lunch</p>	
			<p>breakfast</p>	
			<p>dinner</p>	
		<p>Mother: "What do you have at noon?" (picture: table with lunch and window with sun at its highest point)</p>	<p>lunch</p>	
		<p>breakfast</p>		
		<p>dinner</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> <p>Mother: (the clock shows noon; the sun is at it's 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>		Father: "What do you have in the evening?" (picture: table with dinner and dark outside the window)	lunch breakfast dinner		
	2: when	Guide: "When do you have breakfast?" (picture: window with rising sun, clock at 7 a.m.)	in the evening in the morning at noon		
		Mother: "When do you have lunch?" (picture: window with sun at its highest point, clock at 12.)	in the evening in the morning at noon		
		Father: "When do you have dinner?" (picture: dark outside the window, clock at 6 p.m.)	in the evening in the morning at noon		
	3: what	Guide: "For breakfast I eat cereals. (picture with cereals) What do you eat?" (picture of cheese)	I drink milk. I eat cheese. I eat chocolate.		
		Guide: "For breakfast I drink tea. (picture of tea) What do you drink?" (picture of hot chocolate)	I drink hot chocolate. I eat a pear. I drink strawberries.		
		Guide: "For breakfast I eat an apple. (picture of an apple) What do you eat?" (picture of a banana)	I drink milk. I eat water. I eat a banana.		
				2 / 1	
		TOPIC		Food in shops and dining places	LEVEL / STAGE
		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	VOCAB	
		Ben / Emily			
Entry Point Dialogue	Task Setup	Question	Answers		
Guide and Player are walking down the main street of the town. There are different places in	1. What is where		Next to the bakery is the supermarket.		
			Next to the bakery is the butcher's		

<p>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 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>		<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>	Next to the bakery is the café.	
		<p>Guide: (pointing at the restaurant) "What is next to the butcher's?"</p>	<p>Next to the butcher's is the restaurant.</p> <p>Next to the butcher's is the market stall.</p> <p>Next to the butcher's is the supermarket.</p>	
		<p>Guide: (pointing at the café) "What is between the market stall and the butcher's?"</p>	<p>Between the market stall and the butcher's is the bakery.</p> <p>Between the market stall and the butcher's is the supermarket.</p> <p>Between the market stall and the butcher's is the café.</p>	
	2. Where to get food.	<p>Guide: (picture of sausages) "Where can you buy sausages?"</p>	<p>You can buy sausages in the bakery.</p> <p>You can buy sausages in the butcher's shop.</p> <p>You can buy sausages in the café.</p>	
		<p>Guide: (picture of bread) "Where can you buy bread?"</p>	<p>You can buy bread in the bakery.</p> <p>You can buy bread in the café.</p> <p>You can buy bread at the market stall.</p>	
		<p>Guide: (picture of dinner table) "Where can you have dinner?"</p>	<p>You can eat dinner in the bakery.</p> <p>You can eat dinner in the supermarket.</p> <p>You can eat dinner in the restaurant.</p>	
		3. Where to buy, eat, drink	<p>Guide: "Where can you buy fruit?"</p>	<p>You can buy fruit at the school.</p> <p>You can buy fruit at the station.</p> <p>You can buy fruit at the market stall.</p>
			<p>Guide: "Where can you have lunch?"</p>	<p>You can eat lunch in the restaurant.</p> <p>You can eat lunch in the toilet.</p> <p>You can eat lunch in the butcher's shop.</p>
			<p>Guide: "Where can you drink tea?"</p>	<p>You can drink tea in the supermarket.</p> <p>You can drink tea in the café.</p> <p>You can drink tea at the market stall.</p>
	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	
<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.) Uncle (to Guide): "What do you like?" 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." Uncle (strokes his belly): "Hmmmmm, tasty ..." Guide (from off – we see the mother with grilled vegetables on her plate): "Mum likes grilled vegetables." Guide: "I don't like grilled vegetables." (with a disgusted face) Father (to Player – turns a skewer with the tongs at the barbecue): "Do you like grilled skewers?" Sam nods in approval.</p>	1: Likes & dislikes	<p>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> <p>Guide: "What else do you like?" (picture with a glass of lemonade and the thumb up sign)</p> <p>Guide: "What does my mother like?" (picture with grilled vegetables and the thumb up sign)</p>	<p>I like steak.</p> <p>I like tomatoes.</p> <p>I like jam.</p> <p>I like milk</p> <p>I like lemonade.</p> <p>I like grilled vegetables.</p> <p>I like sausages.</p> <p>He likes grilled skewers.</p> <p>She likes grilled vegetables.</p>	
	2: Likes & dislikes	<p>Guide: "Do you like sausages and ketchup?" (picture of sausages und the thumb up sign)</p> <p>Guide: "Do you like milk?" (picture of milk and the thumb down sign)</p> <p>Guide: "Does my father like grilled vegetables and bread?" (picture of grilled vegetables with bread and thumb down)</p>	<p>No, I don't like sausages.</p> <p>Yes, I like sausages and ketchup.</p> <p>No, I don't like ketchup.</p> <p>No, I don't like milk.</p> <p>Yes, I like lemonade.</p> <p>Yes, I like orange juice.</p> <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	<p>Guide: "What do you like to eat?" (picture with sausages and ketchup and thumb up sign)</p> <p>Mother: "What does Sam like to drink?" (picture with lemonade and thumb up sign)</p> <p>Guide: "What doesn't my mother like to eat?" (picture with a skewer and bun and thumb down sign)</p>	<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> <p>Sam likes to drink lemonade.</p> <p>My mother likes to drink water.</p> <p>Sam likes to drink tea.</p> <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	Sam	Guide's home: dining room / kitchen		
	Ben / Emily			
	mum			
	dad			
	brother			
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	
		2. What would you like?	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.	
		3. What would X like?	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 to eat?	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.	
		2. What would you like to drink?	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.	
	3. What would my mother like to eat and drink?	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 my father like to eat?	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.		
	3. What would my brother like to eat?	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.		

mayonnaise." (thought bubble: picture with ketchup and picture with crossed out mayonnaise)		Waiter: "Would you like your French fries with ketchup or with mayonnaise?" (picture of French fries with ketchup AND mayonnaise)	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.	
	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)	Without tomatoes or mayonnaise, please.
			Yes, she would like to have a salad with cucumbers.
		Guide (to Player talking about the father): "Would dad like to have a hamburger without tomatoes?" (picture of a pizza with ham)	Yes, she would like to have a salad with tomatoes.
			No, she would not like to have a salad with tomatoes.
		Guide: "Would you like to have sausages with ketchup?" (picture of French fries and ketchup and mayonnaise)	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.		
	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
		Guide points to tennis racket: Which sport is this?	Tennis

<p>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. 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>	<p>1: Guide points to kids holding the items and turns to Player – and asks the questions</p>		Football
			Basketball
		Guide points to football: Which sport is this?	Tennis
			Football
			Basketball
		Guide points to basketball: Which sport is this?	Tennis
	<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
<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.</p> <p>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>	Skateboarding
		Swimming	
		Cycling	
		Guide points to the bike: Which sport is this?	Cycling
		Skateboarding	
		Swimming	
	<p>2: Guide points at kids holding the items and turns to Player – and asks the questions</p>	<p>Guide points to the skateboard: Which sport is this?</p>	Swimming
		Skateboarding	
		Cycling	
		Guide: Does Karim like skateboarding? (Image of Karim with an unhappy face and the broken skateboard)	Yes, Karim likes swimming
		Yes, Karim likes skateboarding	
		No, Karim does not like skateboarding	
	<p>3: Guide points at kids holding the items and turns to Player – and asks the questions</p>	<p>Guide: Does Imani like swimming? (Image of Imani with her bike)</p>	No, Imani likes cycling
		Yes, Imani likes swimming	
		No, Imani likes tennis	
		Guide: Does Luke like swimming? (Image of Luke in his swimming kit)	No, Luke likes cycling
		No, Luke likes skateboarding	
		Yes, Luke likes swimming	
<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>	Yes, I like swimming	
	Yes, I like cycling		
	Yes, I like skateboarding		
	Guide points to bike: Do you like cycling? (Unhappy face and thumbs down)	No, I don’t like skateboarding	
	No, I don’t like swimming		
	No, I don’t like cycling		
<p>Guide points to skateboard: Do you like skateboarding? (Unhappy face and thumbs down)</p>	No, I don’t like swimming		
	No, I don’t like skateboarding		
	No, I don’t like cycling		
TOPIC	Sport activities + preference	LEVEL / STAGE	1 / 3
WHAT	WHO	WHERE	VOCAB
<p>Player, Guide and three other kids are in the park commenting on sports activities - preferences</p>	Sam	<p>Outside the swimming pool... but could also be in the park/playground + direction sign to the swimming pool</p>	
	Ben / Emily		
	Ruby		
	Adam		

	Anna		
	Luke		
	Karim		
	Imani		
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>	Guide points to Luke with the swimming kit, tennis racket and basketball: Which sports does Luke enjoy?	He enjoys cycling, football and tennis
			He enjoys swimming, skateboarding and cycling
			He enjoys swimming, tennis and basketball
		Guide points to Imani with her bike, tennis racket and football: Which sports does Imani enjoy?	She enjoys tennis, cycling and football
			She enjoys basketball, tennis and football
			She enjoys football, skateboarding and swimming
		Guide points to Ruby with a football, tennis racket and skateboard: Which sports does Ruby enjoy?	She enjoys football, cycling and basketball
			She enjoys tennis, swimming and skateboarding
			She enjoys football, skateboarding and tennis
	<p>2: Guide holds up a tennis racket, a basketball and swimming kit</p>	Guide: Do I like swimming?	No, you enjoy cycling
			Yes, you like swimming
			No, you enjoy skateboarding
		Guide: Do I like basketball?	Yes, you like basketball
			No, you enjoy football
			No, you enjoy cycling
		Guide: Do I like cycling?	No, you enjoy swimming
			Yes, you like cycling
			No, you enjoy skateboarding
<p>3: Guide points to items – tennis racket, basketball, skateboard, football, bike and turns to Player – and asks the questions</p>	Player has a thought bubble above head- football appears and player smiles. Guide: Do you enjoy football or basketball?	I enjoy football	
		I enjoy basketball	
		I enjoy cycling	
	Player has a thought bubble above head- tennis racket appears and player smiles. Guide: Do you enjoy tennis or swimming?	I enjoy swimming	
		I enjoy tennis	
		I enjoy basketball	
	Player has a thought bubble above head- skateboard appears and player smiles. Guide: Do you enjoy skateboarding or cycling?	I enjoy skateboarding	
		I enjoy tennis	
		I enjoy swimming	
TOPIC	Leisure activities	LEVEL / STAGE	2 / 1
WHAT	WHO	WHERE	VOCAB

Activities at home	<p style="text-align: center;">Sam</p> <hr/> <p style="text-align: center;">Ben / Emily</p> <hr/> <p style="text-align: center;">sister</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Guide's home: Guide's bedroom	
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</p>
	<p>Guide: What else do you like doing? Player points to the books and answers:</p>	<p>Listening to music Reading</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</p>
	<p>Guide points to the bookshelf: Do I like reading? (Happy face, thumbs up)</p>	<p>Yes, you like reading Yes, you like reading</p>	
	<p>Guide points to the television: Do I like watching TV? (sad face and thumbs down)</p>	<p>Yes, you like listening to music Yes, you like watching TV No, you don't like watching TV</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, you don't like reading No, you don't like listening to music No, I don't like watching TV No, I don't like listening to music</p>
	<p>Guide points to the books: Do you like reading? (Happy face and thumbs up)</p>	<p>No, I don't like reading Yes, I like listening to music Yes, I like watching TV Yes, I like reading</p>	
		<p>Yes, I like listening to music</p>	

		Guide points to the television: Do you like watching TV? (Happy face and thumbs up)	Yes, I like watching TV Yes, I like reading	
TOPIC	Leisure activities + like/dislike	LEVEL / STAGE	2 / 2	
WHAT	WHO	WHERE	VOCAB	
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			
Entry Point Dialogue	Task Setup	Question	Answers	
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)	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	
		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
			Guide: Does Sue like shopping or playing video games?	She likes playing video games She likes walking in the park She likes shopping
			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	

		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	
		Guide points to the park: Do you like this? (Happy face and thumbs up)	Yes, I like shopping 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
				She prefers playing video games to shopping

		Does my sister prefer playing video games (thumbs down), listening to music (thumbs up) or shopping (thumbs down)?	She prefers listening to music 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 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
Mum is trying to organise afternoon activities for Player, Guide, brother, sister, Anna and Karim who need to decide what to do. 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.	Sam Ben / Emily brother sister Anna Karim mum	Guide's home: garden	
Entry Point Dialogue	Task Setup	Question	Answers
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.	1: Guide points to the items and turns to Player and asks the questions 2: Guide points to the items and turns to Player and asks the questions	Guide points to the football: What do I want to do? Guide points to the tablet: What do I want to do? Guide points to the basketball (thumbs down): Do I want to play basketball? Guide points to the snorkel: What does Karim 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 No, you don't want to play basketball No, you don't want to go cycling Yes, you want to go cycling He wants to go to the park He wants to go shopping

			He wants to go swimming
		Guide points to the skateboard: What does Anna want to do?	She wants to go swimming
			She wants to go shopping
			She wants to go skateboarding
		Guide points to a book: What does my brother want to do?	He wants to read a book
			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		
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)	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.

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)	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)	You would like to listen to the radio
			You would like to play the guitar.
			I would like to listen to music.
			I would like to go to the beach.
			I would like to ride a scooter.
			I would like to make a model.
	3: Guide asks the Player questions and the associated object appears in the question bubble.	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.	
3: Guide asks the Player questions and the associated object appears in the question bubble.	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.	
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		
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	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.
			You are going to listen to music.

<p>bag and a book)</p> <p>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?</p> <p>Imani – First, I am going to read. Then I am going to go to the beach. Also, I am going to play board games. (each sentence in new bubble with object)</p> <p>Guide – And you Jasmin? Jasmin – First, I am going to make a model. Then I am going to go shopping. Also, I am going to play the guitar</p> <p>Guide – Luke, what are you going to do at the weekend? Luke – First, I am going to play video games. Then I am going to ride my scooter. Also, I am going to cook.</p>		Guide's question bubble - shopping bag: What am I going to do at the weekend?	<p>You are going to go shopping.</p> <p>You are going to go cycling.</p>
		Guide's question bubble - guitar: Am I going to read a book this weekend?	<p>No, you are going to play the guitar.</p> <p>No, you are going to go to the beach.</p> <p>No, you are going to ride your scooter.</p>
	2: Guide asks the Player questions and the associated object appears in the question bubble.	Guide's question bubble - cooking pot: What is Luke going to do at the weekend?	<p>Luke is going to cook.</p> <p>Luke is going to read.</p> <p>Luke is going to go shopping.</p>
		Guide's question bubble - beach ball: What is Imani going to do at the weekend?	<p>Imani is going to play the guitar.</p> <p>Imani is going to go to the beach.</p> <p>Imani is going to cook.</p>
		Guide's question bubble - model. What is Jasmin going to do at the weekend?	<p>Jasmin is going to go cycling.</p> <p>Jasmin is going to play board games.</p> <p>Jasmin is going to make a model.</p>
	3: Guide asks the Player questions and the associated object appears in the question bubble.	Guide's question bubble - book: What are you going to do at the weekend?	<p>I am going to read a book.</p> <p>I am going to play the guitar.</p> <p>I am going to play board games.</p>
		Guide's question bubble - a pot: What are you going to do at the weekend?	<p>I am going to cook.</p> <p>I am going to go to the beach.</p> <p>I am going to go shopping.</p>
		Guide's question bubble - scooter: What are you going to do at the weekend?	<p>I am going to make a model.</p> <p>I am going to cook.</p> <p>I am going to ride my scooter.</p>

School

TOPIC	Personal school objects	LEVEL / STAGE	1 / 1
WHAT	WHO	WHERE	VOCAB
Guide shows to Player his schoolbag and all the objects related to school life in it	Sam	Classroom	
	Ben / Emily		
	Mrs. Taylor		

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>	<p>1: Guide shows the school objects to the player</p>	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	
	<p>2: Guide opens his pencil case and shows the objects</p>	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	
<p>3: Teacher Mrs. Taylor points to some school objects on her desk</p>	Guide shows the object (zoom at ruler): What is this?	Rubber	
	Dog		
	Ruler		
	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		
<p>Mrs. Taylor points the object (zoom at coloured pencils): What is this?</p>	Mum		
	Book		
	Coloured pencils		
TOPIC	Action verbs at school	LEVEL / STAGE	1 / 2
WHAT	WHO	WHERE	VOCAB
	Sam	Classroom	

<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>	Ben / Emily		<p>Write</p> <p>Read</p> <p>Repeat</p> <p>Count</p> <p>Draw</p> <p>Circle</p> <p>Match</p> <p>Order</p> <p>Complete</p>	
	Mr. Smith			
	all school kids			
Entry Point Dialogue	Task Setup	Question	Answers	
<p>Teacher: WRITE goes to Anna and says: Anna, please, write. Guide: Anna writes.</p> <p>Teacher: READ goes to Karim and says: Karim, please, read. Guide: Karim reads.</p> <p>Teacher: REPEAT goes to Sue and says: Sue, please, repeat: "Hello. My name is Sue" Sue: Hello. My name is Sue. Guide: Sue repeats.</p> <p>Teacher: COUNT goes to Imani and says: Imani, please, count to 5. Imani counts with fingers: 1,2,3,4,5 Guide: Imani counts.</p> <p>Teacher: DRAW goes to Jasmin and says: Jasmin, please, draw a circle. Guide: Jasmin draws a circle.</p> <p>Teacher: MATCH goes to Ruby and says: Ruby, please, match the colours. Guide: Ruby matches.</p> <p>Teacher: ORDER goes to Adam and says: Adam, please, order the numbers from 1 to 5. Guide: Adam orders.</p> <p>Teacher: LISTEN goes to Luke and says: Luke, please, listen. (hand to ear) Guide: Luke listens.</p> <p>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
				Write
		<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 Karim doing action) READ After correct answer Mr. Smith says: Read	Read
				Count
				Repeat
				Draw
		<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 Sue doing action) REPEAT After correct answer Mr. Smith says: Repeat	Be quiet
				Listen
				Read
				Count
	<p>(camera zooms on Imani doing action) COUNT After correct answer Mr. Smith says: Count</p>	(camera zooms on Jasmin doing action) DRAW After correct answer Mr. Smith says: Draw	Draw	
			Be quiet	
			Repeat	
			Listen	
	<p>(camera zooms on Ruby doing action) MATCH After correct answer Mr. Smith says: Match</p>	(camera zooms on Adam doing action) ORDER After correct answer Mr. Smith says: Order	Match	
			Write	
			Listen	
			Order	
	<p>(camera zooms on Luke doing action) LISTEN After correct answer Mr. Smith says: Listen</p>	(camera zooms on Luke doing action) LISTEN After correct answer Mr. Smith says: Listen	Repeat	
			Match	
			Listen	
			Write	
	<p>(camera zooms on Guide doing action) BE QUIET After correct answer Mr. Smith says: Be Quiet</p>		Be quiet	
			Draw	

TOPIC	School subjects	LEVEL / STAGE	Count
WHAT	WHO	WHERE	1 / 3 VOCAB
Guide, Player and Imani are in the hall looking at the timetable.	Sam	Hall in front of classroom	
	Ben / Emily		
	Imani		
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>	1. Guide shows the timetable (zoom at timetable) without the name of the correct subject, zoom at the symbol.	What is this? (Maths)	English
		What is this? (Science)	Maths
		What is this? (English)	English
			Science
			Music
			Maths
	2. Guide shows the timetable (zoom at timetable) without the name of the correct subject, zoom at the symbol.	What is this? (Music)	English
		What is this? (History)	Music
		What is this? (Art)	Maths
			History
			Art
			English
	3. Guide shows the whole timetable (zoom at timetable)	In the morning we have...	... Music, English and Art
			... Maths, Science, English and Music
		In the afternoon we have...	... English, Maths, History and Art
... History, Art and Physical Education			

			... Maths, History and Physical Education	
			... English, Music and Physical Education	
		We have Music...	... in the afternoon	
			... in the morning	
			... in the evening	
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. 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)			
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>	1: Guide shows the classroom objects to the player.	Guide points to the object (zoom at computer): Where is the computer?	On the chair	
		On the desk	Guide points to the object (zoom at chair): Where is the chair?	On the window
				Near the door
				Near the window
	Near the desk	Guide points to the object (zoom at board): Where is the board?	On the wall	
	On the computer			
	On the desk			
	2: Guide goes around the classroom and shows other classroom objects.	Guide points to the object (zoom at desk): Where is the desk?	Near the board	
			Near the door	
		Near the map		
Guide points to the object (zoom at map): Where is the map?		On the desk		
		On the chair		
On the wall	Guide points to the object (zoom at window): Where is the window?	Near the desk		
Near the map				
Near the door				

<p>The toilets are next to the classroom. The playground is outside.</p>	<p>2. Guide shows the map (zoom at map) and points to a symbol (zoom at the symbol). Then asks the player.</p>		Maths
			Art room
		What is here? (library)	Library
			Canteen
			English
	<p>3. Guide shows the map (zoom at map) and points to a symbol (zoom at the symbol). Then asks the player.</p>	What is here? (gym)	History
			Gym
			Music room
		What is here? (playground)	Playground
			Maths
	Art room		
	Library		
	Canteen		
	Toilets		
	What is here? (canteen)	Canteen	
		Gym	
		Music room	

Travel and Transport

TOPIC	Means of transport	LEVEL / STAGE	1 / 1
WHAT	WHO	WHERE	VOCAB
<p>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 understand. Use of "There is / isn't" and "What is it? - This is."</p>	Sam	In the street	bus, car, bike, lorry, tram, train, taxi, motorbike, scooter
	Ben / Emily		
	policeman		
Entry Point Dialogue	Task Setup	Question	Answers

<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>	1. Policeman points and asks (or image appears in bubble)	What is that? (points at bus)	Bus Bike Motorbike	
		What is that? (points at a lorry)	Car Lorry Scooter	
		What is this? (points at a car)	Car Train Tram	
	2. Policeman points and asks (or image appears in bubble)	What is this? (points at a motorbike)	Bike Motorbike Bus	
		What is this? (points at a taxi)	Lorry Taxi Scooter	
		What is that? (points at a tram)	Train Car Tram	
	3. Policeman points and asks (or image appears in bubble)	What is this? (points at a bike)	Motorbike Bike Bus	
		What is this? (points at a scooter)	Scooter Taxi Lorry	
		What is that? (points at a train)	Tram Car Train	
	TOPIC	Travel items / train station	LEVEL / STAGE	1 / 2
	WHAT	WHO	WHERE	VOCAB
	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"	Sam	At the train station	ticket, luggage, passenger, platform, hall, toilet, ticket office, train station, train.;
Ben / Emily				
Luke				

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	Sam	In the street	bakery, post office, pharmacy, restaurant, hotel, museum, supermarket, travel agency, bank,
	Ben / Emily		
	Tourist		

I.../do something/..?. Answers will use "Over there, in the ..."	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		
		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		
		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	
			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	
			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
				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)		
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

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	The bike is behind the car
	Ben / Emily		The bike is behind the scooter
	Tourist		The bike is under the car
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
		Where do you have to go? (symbol to cross the road)	I have 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		
At the end of this stage the Guide says: Here is the cinema!!		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	
		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	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..."	
	Ben / Emily			
	Travel Agent			
Entry Point Dialogue	Task Setup	Question	Answers	
<p>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...</p> <p>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) the farm (image of farm)</p> <p>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</p>	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
		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
		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	

<p>Luke: Would you like a cruise holiday? (image of cruise ship) Jasmin: You can go to Finland, Sweden and Denmark (Countries light up as mentioned) Guide: Thank you! That's great.</p> <p>(Only Guide and Player enter the travel agency)</p>		<p>Guide asks Player: Where else would you like to go on a mountain holiday?</p>	<p>Bulgaria</p> <p>Finland</p> <p>Portugal</p>
		<p>Guide asks Player: Where else would you like to go on a mountain holiday?</p>	<p>Norway</p> <p>Denmark</p> <p>Sweden</p>
<p>TOPIC</p>	<p>Weather (present, past, future)</p>	<p>LEVEL / STAGE</p>	<p>3 / 2</p>
<p>WHAT</p>	<p>WHO</p>	<p>WHERE</p>	<p>VOCAB</p>
<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>	<p>Sam</p> <p>Ben / Emily</p> <p>Anna</p> <p>Sue</p>	<p>Guide's home: Guide's bedroom</p>	<p>Words to be learnt: 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; Expressions: What is the weather like today ? What was the weather like yesterday? What is the weather going to be like tomorrow?</p>
<p>Entry Point Dialogue</p>	<p>Task Setup</p>	<p>Question</p>	<p>Answers</p>
<p>DIALOGUE: Guide dials into an online video chat with Anna and Sue. Every time a type of weather is mentioned, an image of it appears. 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.</p>	<p>1: The guide asks the player about the weather. The player answers according to the suggested image.</p>	<p>What is the weather like today? (sunny)</p> <p>What is the weather like today? (rain)</p> <p>What is the weather like today? (snow)</p>	<p>It is sunny</p> <p>It is raining</p> <p>It is snowing</p> <p>It is sunny</p> <p>It is raining</p> <p>It is snowing</p> <p>It is sunny</p> <p>It is raining</p>

<p>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>			It is snowing
	<p>2: The guide asks the player about the weather. The player answers according to the suggested image.</p>	<p>What was the weather like yesterday? (lightning)</p>	It was stormy
			It was foggy
		<p>What was the weather like yesterday? (fog)</p>	It was stormy
			It was foggy
			It was snowing
			It was stormy
	<p>What was the weather like yesterday? (wind)</p>	It was stormy	
		It was foggy	
		It was windy	
	<p>3: The guide asks the player about the weather. The player answers according to the suggested image.</p>	<p>What is the weather going to be like tomorrow? (symbol of clouds)</p>	It is going to be cloudy
			It is going to be hot
It is going to be cold			
<p>What is the weather going to be like tomorrow? (symbol of thermometer showing high temperature)</p>		It is going to be cloudy	
		It is going to be hot	
		It is going to be cold	
<p>What is the weather going to be like tomorrow? (symbol of thermometer showing low temperature)</p>		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
<p>We're at the campsite and it's the morning. The Guide discusses with uncle and cousin Rob their plans for the day.</p>	Sam	<p>at the campsite (could be a modified park location)</p>	<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?</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>	I am going to sunbathe
			I am going to go cycling
			I am going to have a barbecue

<p>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>		What am I going to do near the lake? (Cousin Rob bubble: on a bike)	You are going to go cycling
		You are going to have a barbecue	
		What is Sam's uncle going to do in the countryside? (Uncle's bubble: with a barbecue)	He is going to sunbathe
	2. Cousin Rob speaks with the Player and asks the Player about the activities they are going to do together:	He is going to go cycling	
		He is going to have a barbecue	
		What are we going to do in the mountains? (Sam and Cousin Rob with a rucksack and walking pole)	We are going to go hiking
		You are going to go swimming	
		We are going to play football	
		What are we going to do in the forest? (Sam and Cousin Rob with a bike)	We are going to go hiking
		He is going to go swimming	
		We are going to go cycling	
		What are we going to do in the lake? (Sam and Cousin Rob swimming in the lake)	She is going to go hiking
We are going to go swimming			
They are going to play football			
3. Guide speaks with the Player and asks the Player about the activities uncle wants to do:	What is uncle going to do in the countryside? (asleep)	He is going to have a nap	
	I am going to have a nap		
	She is going to have a nap		
	What is uncle going to do on the lake? (in a boat on the lake)	They are going to go sailing	
	He is going to go sailing		
	We are going to go sailing		
What is uncle going to do at the farm? (having a picnic)	He are going to have a picnic		
He am going to have a picnic			
He is going to have a picnic			

6. Annex II: Lesson Plan Template

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

	Target pupils	Year:	Age:	CEFR level:
	Topic			Level / Stage

Sample Lesson Plan

Target Language:

Mother tongue:

Language of teaching:

Learning activity:

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

Learning objectives:

✓

Learning context:

Prerequisites:

Integration of game in lesson (20 minutes):

Possible follow-up activities:

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