

Tracks

Tracks

Teacher's Book

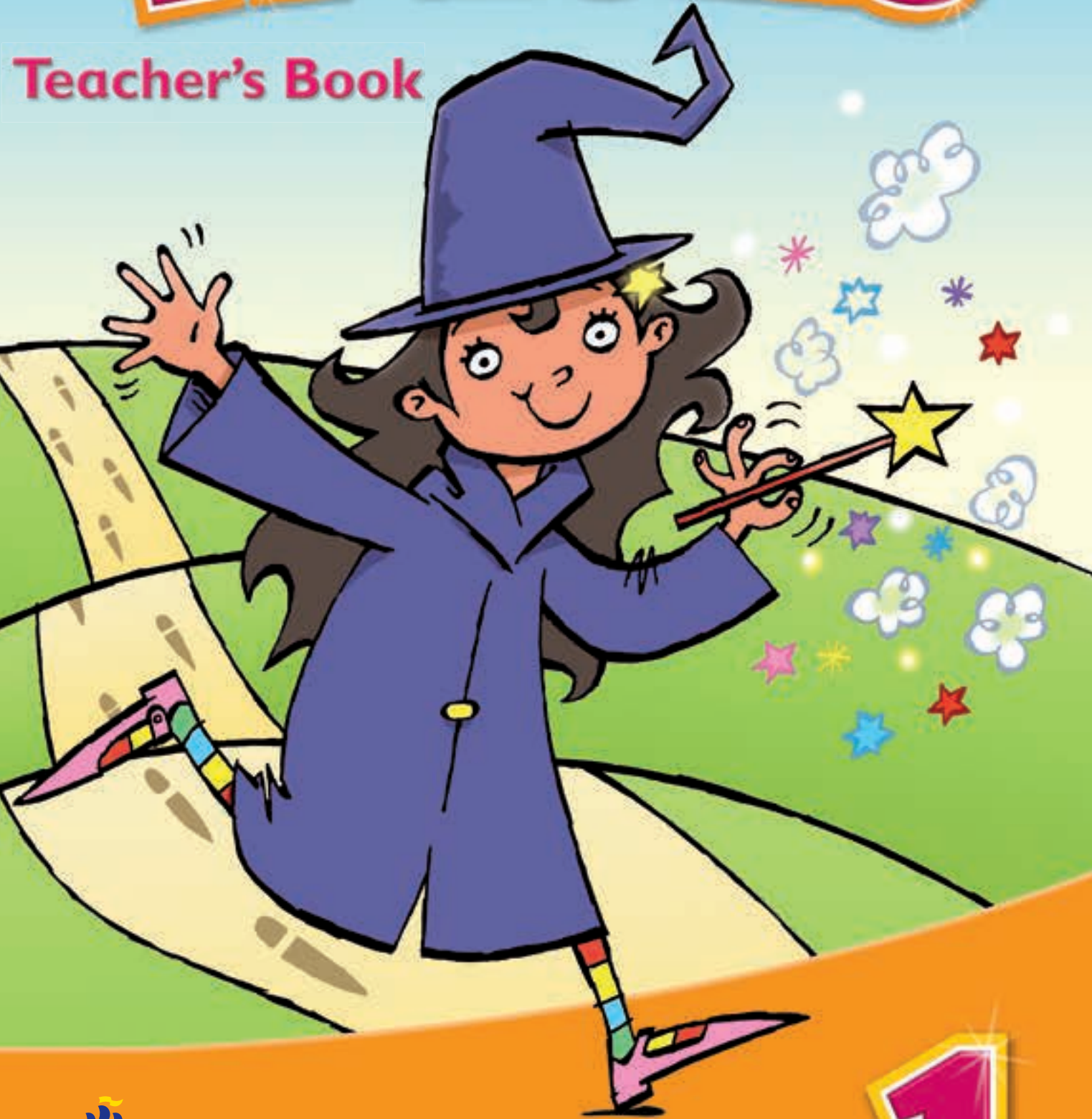
Tracks Teacher's Book Level 1

Steve Marsland and Gabriella Lazzeri with Naomi Simmons

Tracks is an engaging, story-based course with delightful characters, giving young learners a stimulating learning experience. The exciting stories spark pupils' imagination and act as a springboard for language acquisition.

Tracks 1 is the first level of the course which gives pupils a gentle introduction to learning English through listening and speaking.

- Pupil's Book
- Teacher's Book
- Activity Book
- Class CD
- DVD
- Posters
- Flashcards
- CD-Rom



www.pearsonlongman.com/young_learners



Steve Marsland
Gabriella Lazzeri
with Naomi Simmons



Tracks

Teacher's Book 1

Introduction			
Course aims and methodology	2	5 Pets	46
Course components	4	The Colour Spell 3	52
Course structure	6	6 Toys	54
Practical tips	8	Backtrack 3	60
Scope and sequence	12	7 My body	62
		The Colour Spell 4	68
		8 Party	70
		Backtrack 4	76
Lesson notes		The Colour Spell 5	78
1 Hello	14	Festivals	80
The Colour Spell 1	20	Posters	83
2 Colours	22		
Backtrack 1	28	DVD notes	85
3 My family	30	Photocopiable worksheets 1–3	88
The Colour Spell 2	36		
4 School	38	Evaluation and tests	91
Backtrack 2	44	Photocopiable tests 1–8	96

To the teacher

Tracks is a fresh and innovative English course for primary school pupils aged between 6 and 11.

Throughout its six levels, the approach is child-centred and focuses on the individual cognitive, social and emotional needs of the young learner. Language is introduced and practised primarily by means of stories which enable children to learn through play. At the same time, the children also practise new language in a way that is relevant to themselves in their own lives, through personalisation activities.

All the activities in *Tracks* are designed to be motivating and fun, drawing on children's natural love of stories, play, songs and games.

Course aims

The aims of *Tracks* are:

- ▶ to develop a positive attitude to the English language through the use of fun activities and cognitive challenges;
- ▶ to develop competence in the four skills of reading, writing, listening and speaking;
- ▶ to encourage learners to take responsibility for their own learning and monitor their own progress;
- ▶ to provide a solid base knowledge of English to prepare children for later learning challenges.

Methodology

1 Storytelling

Tracks uses a **multi-narrative approach** to language learning. Children are introduced to the new language through a wide range of engaging stories. Stories are used at different stages of each unit to present, practise, consolidate and revise the target language.

Stories are a natural medium for children to learn. In creative play, children invent their own stories. They move effortlessly backwards and forwards between fantasy and reality, exploring possibilities, potentials and ideas. Fantasy-play helps children to feel comfortable with a large range of human experiences, in a context that is non-threatening, social and fun. By entering the child's world, *Tracks* provides a relaxed and stimulating learning environment that is familiar to the young learner.

The stories in *Tracks* help to secure the pupil's attention and provide an ideal context for the presentation of new language. They also provide entertaining scenarios for practising and reviewing language structures and key words in a cyclical manner.

Each level of *Tracks* has a main story within the core units. The plot of the story in each unit fits with the unit theme (see below) to present an exciting and dynamic introduction to the target language. Through the story, the pupils meet and get to know a number of engaging characters and accompany them in many adventures and amusing situations. As they immerse themselves in the characters' fantasy world, they learn and practise both new and recycled language.

In addition to the story in the core units, each level of *Tracks* also offers an adventure story in episodes at the end of every second unit. This provides a fresh point of interest for the pupils as they recycle and review what they have learnt. Each episode

ends with a cliffhanger, stimulating the pupils' curiosity to know what happens next.

Using the multi-narrative approach in this way, *Tracks* develops the learning needs of the whole child; by stimulating linguistic ability alongside his/her wider cognitive, social and emotional development.

The **main story** at Level 1 takes the pupils into the world of magic. They meet a group of child wizards and their enigmatic teacher, *Magicus Pop*. One young wizard, *Witchykoo*, accidentally finds herself transported into a class of normal children, where she quickly befriends *Emily*, and entrances the children with her magical abilities.

Main characters:

MAGICUS POP is the wizard teacher. He is friendly, but like many geniuses, he tends to be rather distracted. Sometimes things do not go exactly as he plans.



BORIS is a fun-loving young wizard, whose attempts at magic sometimes go a bit wrong.



CAYLA is a 'perfect' little witch. She is always tidy, punctual, ready and friendly.



WITCHYKOO is a very curious witch, who accidentally ends up in a class of normal children. She makes friends easily and puts her magical powers at their service.



EMILY is a friendly normal girl who befriends Witchykoo and invites her into her life.



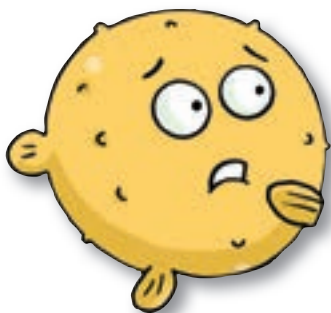
The Level 1 adventure story is called *The Colour Spell*. It is told in episodes (see *Course structure*, page 6), and is set on the ocean floor, off the coast of Mexico. A wicked sea-fairy, *Sarlek*, comes uninvited to the naming ceremony of a mermaid princess. She casts a spell and steals all the colours from the underwater palace, while freezing all the occupants in a glass-like state. *Bobby* the globe-fish seeks the help of a heroic crab called *Rancho Gonzalez* and together they plan to restore life and colour to the sea palace.

Main characters:

RANCHO GONZALEZ is a robust crab from the Gulf of Mexico. He is known for his typical Mexican sombrero, twinkling eyes and big, dark moustache.



BOBBY FERNANDEZ is Rancho's faithful friend and sidekick in the adventure. He is a young, yellow globe-fish.



SARLEK is an evil mermaid who is known for her evil stare and scaly tail. She always wears a golden medallion around her neck which she uses to cast evil spells.



2 Themes

Each unit in *Tracks* is arranged around a theme. The themes are chosen to reflect the world of the child, their school and home life, activities and interests. It is known that children find it easier to learn words when they are organised into word groups or lexical sets, for example, colour words or animal words.

The themes in Level 1 are: *colours, family, school, pets, toys, body, party.*

3 Songs and chants

Songs and chants provide a motivating and social way for children to practise their new language skills. They help to fix new words in the memory and promote musical skills associated with rhythm, melody and tone.

In *Tracks*, all new lexical sets are first practised with a chant. The language from each unit is then brought together with a song. Singing these songs helps the pupils to build confidence in using language and enables them to practise language in a joyful, communal context.

4 Games

Children love to play games; games provide a natural context for them to practise their language skills. They also promote the development of wider cognitive skills such as memory, sequencing, motor skills, reasoning and deductive skills.

Every unit of *Tracks* contains a number of games for the pupils. Some of the games involve movement and physical activity. Others are quieter activities that make use of board games, card games and puzzles.

5 Personalisation and self-evaluation

Although it is important for children to embrace the world of fantasy, it is also important for them to relate what they have learnt to their lives in the real world. This replicates the way in which children naturally move between imagination and reality in their own play.

For this reason, *Tracks* includes personalisation activities as well as classroom projects. These activities often have a craft focus and allow the pupils to use their initiative to relate the target language to their own lives. In Level 1 Pupil's Book, the final page includes an *All about me* activity. This provides the pupils with the opportunity to use the language they have learnt to talk about themselves.

Each of the *Backtrack* review sections (see *Course structure*, page 6) includes a project-style activity for the class. This activity results in a classroom display or poster.

The pupils are also encouraged to use stickers to create their own picture dictionary at the end of each unit. By the end of each level, they have created their own vocabulary record.

At the end of every unit, the pupils complete a unit assessment activity to evaluate the effort that they feel they have put into their work. The aim is for them to learn to assess and take responsibility for their own learning. This activity also provides a useful indication to the teacher of areas that may need additional work. (See *Evaluation*, page 7.)

Course components

For the pupil	For the teacher
Pupil's Book	Teacher's Book
Activity Book	Class CD
Interactive CD-ROM	Flashcards
	Posters
	DVD



Pupil's components

- ▶ The **Pupil's Book** is a core component of *Tracks*. It presents, practises and revises the target language.
- ▶ At Level 1 only, pupils write in their Pupil's Books.
- ▶ Each page of the Pupil's Book, sometimes combined with Activity Book material, represents one teaching lesson.
- ▶ The Pupil's Book is divided into eight units, each exploring a theme relevant to the world of the child. There are four review sections called *Backtrack* (located after Units 2, 4, 6 and 8) and five episodes of an adventure story (located after Units 1, 3, 5, 7 and 8). At the end of the Pupil's Book, there are three *Festivals* lessons.
- ▶ At Level 1, the pupils are not expected to read or write any words. However, the key language of the lesson is listed at the bottom of each page in a lesson reference bar.
- ▶ There is a sticker picture dictionary and a self-assessment activity at the end of each unit.

- ▶ At Level 1, there are 49 colourful **stickers** at the back of the Pupil's Book.
- ▶ These include 41 stickers for the main vocabulary and are used in the picture dictionary activities. There are also an additional eight footprint-shaped stickers for use in the assessment test progress certificates (see *Evaluation*, page 7).
- ▶ At the back of the Pupil's Book, there are five pages of colourful **cut-outs**. These are used for a variety of games and fun activities: pair work, group work and whole class communicative activities.
- ▶ The **Activity Book** is an optional component at Level 1. It provides additional practice and reinforcement of the language covered in the Pupil's Book. From Level 2 onwards, the Activity Book becomes an integral part of the course.
- ▶ At the back of the Activity Book, there is a progress certificate. The pupil's progress is recorded throughout the school year by putting one footprint sticker to represent the passing of each

end-of-unit test. At the end of the year, pupils can cut out their completed certificates and show them to their parents.

- ▶ The **CD-ROM** can be used both in the classroom and at home.
- ▶ It follows the same structure as the Pupil's Book, i.e. eight core units, five *Colour Spell* story episodes, four *Backtrack* revision sessions.
- ▶ It practises the language of each unit through interactive fun activities and games. At Level 1, these focus on the development of the pupil's listening, pronunciation and cognitive skills.
- ▶ It also includes all of the songs and chants featured in the Pupil's Book.
- ▶ The CD-ROM can be used after completing each unit in the Pupil's Book for consolidation purposes, or at the end of the year to revise the language of the entire level.



Teacher's components

- ▷ The **Teacher's Book** provides step-by-step teaching instructions for each lesson.
- ▷ Each page of the Teacher's Book notes contains a reduced colour page of the relevant Pupil's Book for easy reference.
- ▷ Lesson notes open with a colour coded lesson box summarising all the key language and the materials needed for the lesson. The lesson notes include all lesson procedures, including warmers, ending-the-lesson activities, and ideas for extra activities.
- ▷ At the back of the Teacher's Book there is a section for poster work, a DVD section with photocopyable worksheets and a section on evaluation with eight photocopyable tests, one for each unit.
- ▷ The **Class CDs** feature high-quality audio material for classroom use. This includes the core unit story as well as the story in episodes. It also contains all the songs and chants, dialogues and pronunciation work.
- ▷ There are 48 **flashcards** per level for

use in presenting and practising all the key vocabulary.

- ▷ They are also used in classroom games, either as a part of the main teaching lesson or suggested in the extra activity.
- ▷ *Tracks* includes four classroom **posters** per level, including a games poster. These posters are linked to and extend the topics in the Pupil's Book and also develop cross-curricular themes.
- ▷ The posters can be used flexibly for presentation as well as consolidation purposes.
- ▷ *Tracks* offers one **DVD** every two levels of the course. DVD 1 covers Level 1 and Level 2. The first four episodes are specifically for Level 1.
- ▷ The DVD recycles key language in new situations. It also provides opportunities for pupils to extend the language they learn in the classroom.
- ▷ The episodes follow an English family who own a magic bus that can take them around the world, and even back in time.
- ▷ Each episode features fun activities and games with the family on board the

bus, including a song.

- ▷ There is also a *Window on the World* section, which introduces pupils to real elements of the English-speaking world.
- ▷ At the back of the Teacher's Book, there is a separate section dedicated to the DVD work, including suggestions for using each episode in the classroom. Photocopyable worksheets for the pupils are also included.

Course structure

The six levels of *Tracks* are divided into a series of teaching units, each of which is arranged around a specific theme.

Each of the eight units in Level 1 contains six pages, one per lesson. These follow a clear pattern and prepare the pupils for the personalisation and sticker activities on the last page of the unit. A summary of target language is provided at the bottom of each page.

In Level 1, use of the Activity Book is optional, as practice stages are all included within the Pupil's Book unit. The Activity Book can be used for additional practice either at home or in the classroom, depending on individual pupils' needs.

Every two units of Level 1 material constitute a teaching block and are followed by a review section called *Backtrack*. There are four *Backtrack* spreads and these are located after Units 2, 4, 6 and 8.

Episodes of the review story, *The Colour Spell*, are found at the end of Units 1, 3, 5 and 7, with the final episode after Unit 8.

At the end of the book, there are three *Festivals* pages. At Level 1, these are about Halloween, Christmas and Easter. These pages should be used at the appropriate times of year (note that Halloween is traditionally celebrated on 31st October) and can form part of a series of cross-curricular lessons based around a seasonal theme.

At Levels 2 to 4, the Pupil's Books have ten units of four pages, and the Activity Book is an integral part of the course.

Unit structure

The image displays four sample pages from a unit, labeled A, B, C, and D.
Page A: Titled '1 Hello', it features an illustration of a witch, a wizard, and children. Activities include 'Listen and point' (1), a chant (2), and a key for 'Hello' (red) and 'Goodbye' (blue).
Page B: Activities include 'Listen and colour' (3) with a key for 'Hello' (red) and 'Goodbye' (blue), and 'Make a puppet. Then play.' (4).
Page C: Activities include 'Listen and point' (5) with a 'WELCOME CLASS!' sign, and 'Listen and repeat' (6).
Page D: Activities include 'Play and say' (7) with children sitting in a circle, and 'Listen and sing' (8) with a song about names.

1 Main presentation and practice

- ▶ The first page (A) of each unit presents the theme of the unit and introduces the key language (words and structure). The target language is then focussed on and practised with a simple chant. This gives the pupils the opportunity to listen and repeat in a motivating, fun way.
- ▶ On the next opposite page (B), the pupils now practise and produce the new language, using a variety of activities. No new language is introduced on this page.
- ▶ The lesson includes a task-based listening activity and a game to promote production of the new language. In Level 1, this is speaking only. Many of the games involve the characters from the adventure story. Others involve photos of real objects or real children playing the games.

2 Second presentation and practice

- ▶ On this page (C), the language for the theme is extended. Either additional words are introduced, or another aspect of the language structure is presented. For example, in Unit 2 *Colours*, more colours are presented here. In Unit 6 which presents the structure *I've got*, this page presents the negative form, *I haven't got*.
- ▶ This second language presentation is by means of a mini-story, featuring the main story characters.
- ▶ This is followed by a simple listening and speaking practice activity, linked to the mini-story.

- ▶ The opposite page (D) includes practice activities for the new language presented on (C), along with extra practice of the language from the main presentation. In this way, the pupils start to piece the language from the unit together in a coherent way. No new language is presented on this page.
- ▶ Activities here include the unit song, a task-based listening activity and production games or surveys.

3 Consolidation/Extension and round up

- ▶ The fifth page in the unit (E) either extends the unit topic or links the language of the four previous pages together. For example, the topic in Unit 6 is *Toys*. The first two pages introduce *I've got a* along with words for toys. The third and fourth pages extend the topic by introducing *big* and *small*. The fifth page brings the language together and extends it further with *How many (red kites)?*
- ▶ Activities on this page include a mini-story featuring the main characters to contextualise the language. A simple production activity follows, which is linked to the mini-story. This is usually a model dialogue for the pupils to repeat.
- ▶ The final page (F) concludes the unit. It includes a personalisation activity which summarises the communicative aims of the unit. It also has a sticker picture dictionary activity. The unit ends with a self-assessment activity in which the pupils evaluate their own progress.

Skills and language syllabus

Each unit in *Tracks* has a very clear communicative aim: the pupils not only learn the relevant words and structures, but also have opportunities use them and relate them to their own lives.

In Level 1, the main focus is on **listening** and **speaking** skills. Reading and writing skills are introduced and developed from Level 2 onwards.

1 Vocabulary

The pupils learn between 8 and 10 new words in each unit, arranged around the unit topic. For example, in Unit 3 they learn family and party words: *mum, dad, sister, brother, balloon, present, card, party, hat, cake*.

2 Structures

The pupils learn to use structures such as *What's this? It's a (ruler). How old are you? I'm (nine); I've got (a bike). My (head) is (big); My (hands) are (small); I'm a (princess)*. They also learn action words such as *Stand up!* and *Touch your (book)*.

3 Teaching language

The pupils are exposed to carefully selected teaching language in every lesson, for example, *Open/Close your book. Ask and answer. Let's sing*. Details are included with other receptive language items in the coloured lesson box at the start of each lesson in the Teacher's Book.

4 Review

All language is reviewed and recycled every two units in the *Backtrack* spread (see *Course structure*, page 6). Language is also consolidated in fresh contexts in the Review adventure story, *The Colour Spell* (after Units 1, 3, 5, 7, and 8).

Evaluation

Tracks Level 1 evaluates the pupils' progress in three ways:

1 Formative

In this form of evaluation, the teacher monitors and checks on the pupils' progress during classroom activities on an on-going basis. We recommend that teachers use a photocopyable evaluation chart to record classroom activities (see page 94).

2 Summative

This form of evaluation is through structured testing. Eight photocopyable tests, one per unit, are located at the end of this Teacher's Book, along with a test record sheet and marking criteria (see page 95).

To provide additional motivation for the pupils, a *progress certificate* is provided at the end of the Activity Book. The certificate has spaces for special stickers, each sticker representing the passing of the corresponding end-of-unit test. By the end of the year, each pupil will have eight special stickers, representing their learning path and achievements in the school year.

3 Self-evaluation

At the end of each Pupil's Book unit, the pupils are invited to evaluate the effort that they have put into their participation and study during the unit's activities. In this way, they are encouraged to take responsibility for their own learning and to develop a realistic awareness of their learning goals.

Practical tips and techniques in the primary classroom



Maintaining motivation

It is extremely important to maintain motivation and involvement during every lesson. When children are motivated, they learn more quickly and more actively. You are also less likely to encounter problems with discipline and challenging behaviour.

Here are some suggestions for promoting classroom motivation:

- 1 Make the classroom a fun and exciting environment. If you are relaxed and lighthearted in your approach, your pupils will follow your example and many barriers to learning will be broken down. A happy, positive classroom environment will stimulate the pupils' creativity and willingness to participate and learn.
- 2 Praise and encourage the pupils when they suggest their own ideas. For example, when you are presenting a new story episode, encourage them to guess and talk about what they think is going to happen. All suggestions should be valued and acknowledged. Similarly, encourage them to think of alternative ways of carrying out activities and games and if they are feasible, try to put their suggestions into action.
- 3 Success is the biggest motivator of all. So try to make every pupil feel successful and praise their attempts lavishly. Every pupil should be familiar with expressions such as: *Good boy/girl. Good work. Well done! Excellent try! You did that very well*, etc.
- 4 Errors need to be corrected, but in order for this not to jeopardise classroom motivation, try to apply a positive and tactful means of correcting errors. Avoid using words such as *No* or *That's wrong* as these can create negative associations to learning. Instead, say *Good try! Try again*. Then model the correct answer for the pupil to repeat. When the pupil repeats it correctly, praise their work with *That's right. Well done!*
- 5 Remember that children vary considerably in their levels of social confidence. Some pupils will be happy to come to the front and speak out in front of the class. Others will be much more inhibited and shy. These pupils may lose motivation quickly if they are frequently put into situations that they find awkward or embarrassing. They may feel more comfortable speaking as part of a group and can be slowly encouraged to speak alone when they are ready. Be careful not to only ask the confident, extrovert pupils for answers and try to find tactful ways to include and praise the quieter ones.

The well managed classroom

A motivated and relaxed class involves maintaining a well-managed and well-ordered classroom. The pupils need to be clear about what is expected of them and what will not be tolerated.

- 1 *Classroom routine* It is useful to create a consistent lesson routine, so that the pupils know what to expect and what you expect from them. You could play some music that they come to associate with English while giving out the books. You may like to start the lesson with some simple stretching exercises to prepare the pupils for learning. Whatever routine you choose, ritualise it so that it becomes a trigger for the behaviour you expect from them. As *Tracks* draws strongly on the world of fantasy and magic, incorporate this into your classroom routine. You can wear a special magic hat when introducing the stories, or point using a magic wand rather than your finger.
- 2 *Classroom rules* Establish a clear and consistent set of classroom rules and ensure that all the pupils know what to expect. Use hand gestures to reinforce your instructions, such as placing a finger to your ear for *Listen*, placing a finger on your lips for *Be quiet* and raising and lowering your hand for *Stand up* and *Sit down*. Praise the pupils for following your rules. Try to avoid enforcing the rules in a negative way. So instead of saying *Don't talk to your friend*, you could say *Please pay attention to me*. Then praise them when they behave as you expect.
- 3 *Preparation* To create a sense of order, ensure that you are well prepared for every lesson. Read the lesson notes and prepare any materials you will need before the lesson. The pupils will quickly lose interest if they are made to wait while you find the correct flashcards or look for photocopies or crayons.
- 4 *Transition* Try to keep the transition between activities as smooth as possible so that they flow in a meaningful way from one to the other. Again, using rituals can help. You could ask the pupils to do a magic dance when they go back to their desks for book work.
- 5 *Behaviour* Even a well-motivated and well-managed class can occasionally present some problems with discipline. Extremely hot weather, hunger, illness and tiredness can affect behaviour adversely. You will need some flexibility in your lesson planning to address these issues. If the pupils are not engaging with your planned activity, add a fun element to try to regain their attention. You could surprise them by doing a simple magic trick. On other occasions, the activity you propose may not be appropriate to the mood of the class. If this is the case, change it and ask the pupils to sing a song or chant instead.

With challenging individuals, it often helps to isolate them from their classmates so that they do not infect the rest of the class with an attitude of non-cooperation. Often moving them away from their friends and placing them at the front of the class, near to you, is sufficient. If it is not, you could consider asking the child to sit alone for a little while on a special chair until they are ready to cooperate and rejoin the class.

Always praise good behaviour so that bad behaviour does not become a means of gaining your attention.

Using story rituals

Help the pupils to understand that they are going to have a story lesson by using rituals. Here are some ideas:

- 1 Knock on the classroom door, using a special rhythmic sequence of knocks. This sequence should remain the same so that the pupils can recognise it. Say *Hello* to the pupils and encourage them to reply with *Hello, Miss ...*
- 2 Wear an item of clothing associated with one of the magical characters, such as a magic hat and say *It's time for a story*.
- 3 From a 'magic box' which is kept in the classroom, make one of the character puppets or flashcards 'appear' slowly from the box. Make the character say *Hello, children. I'm (name). Are you ready for English?* The pupils reply with *Yes. Let's go!*
- 4 Show the pupils flashcards of the characters from the story and ask them to greet them by name, using *Hello, (Magicus Pop)*.
- 5 Give Story Time a special significance in the classroom by using a different classroom layout for these activities. For example, you could ask the pupils to sit in a circle in a carpeted area.

Procedure for presenting a story

Implement one or more of the story rituals described above to create an atmosphere of anticipation. Then, when the pupils are settled, follow this procedure:

- 1 Set the scene for the story by giving the pupils some time to look carefully at the pictures in their books. Encourage them to talk about what they can see: the atmosphere, the scene and the characters. Create a sense of expectation and allow the pupils to use their imaginations and make predictions.
- 2 Play the story recording once. The pupils listen carefully to get the gist of the story. They show understanding by pointing to the pictures with their fingers. Explain that the 'ping' sound tells them when to move on to the next picture. Pause after each 'ping' sound to check that the children understand.
- 3 Then play the recording again. This time, the pupils listen for detail. Ask specific questions to make sure that the pupils have understood these details, for example, *What does he want? Is he happy? What is she doing?*



Acting out stories

In the review story, *The Colour Spell*, the pupils are required to repeat the words, imitating the characters' voices. To facilitate this you can do the following:

- 1 Prepare the pupils for acting by playing the recording again, so that they can memorise the key phrases and expressions. Pause the recording just before each line so that the pupils can guess what comes next. Take things slowly and make sure that all the pupils are involved and are trying to remember the lines.
- 2 Prepare a set in which the pupils will act out the story. Simple elements are sufficient, for example, a piece of cloth and some desks arranged to represent the palace. The teacher's chair could represent the queen's throne.
- 3 Assign the roles. There are usually at least seven active characters (e.g. in Episode 1 the king, the queen, a mermaid, Fizzy, Sarlek, Princess Luna, courtiers, guards). Make sure that every pupil takes part in the acting at least once. As there are about thirteen characters in total, each story will need to be repeated at least twice.
- 4 Play the musical introduction to the story and let the 'actors' express themselves freely.
- 5 Praise their attempts and encourage the whole class to clap at the end.

Introducing songs and chants

The songs and chants in *Tracks* are motivating and help the pupils to both learn and practise the new language. Help the pupils to anticipate that they are going to learn a new song by using a special, magical ritual. For example, you could gain their attention by playing a special sequence of sounds on a musical instrument like a drum or a triangle. Then you can follow these steps:

- 1 Play the song or the chant to the class. The pupils listen.
- 2 Repeat the song, encouraging them to clap the rhythm.
- 3 Recite the words of the song with the class, without the music or recording. Say each line and ask the pupils to repeat.
- 4 Now recite the words again, this time using the rhythm of the song or the chant. Again, the pupils follow your example.
- 5 Now sing the song with the class, using the recording, a number of times.

To reinforce the meaning and further aid language learning, encourage the pupils to perform actions while they sing. They can also hold up corresponding objects or point to things in the classroom.

Play the songs from *Tracks* as background music while the pupils are carrying out desk-based activities. By hearing the songs a number of times, they will quickly learn them.



Playing games

Games are an important feature of *Tracks* and a wide range of games are presented. Some are whole class games, others are played in groups or pairs and some are played alone by individuals. *Tracks* contains a number of board games, memory games and games using the flashcards and other materials. Many are based on popular children's games such as *Snap*, *Three in a row* and *Snakes and ladders*. The lesson notes give detailed guidance on how to play each game, but the following general points should be considered:

- 1 Before introducing any new game, be absolutely sure that you understand the rules. It is very demotivating for children if you suddenly change the rules due to a misunderstanding. You may need to read the lesson notes about the game a number of times to be sure of what you expect the pupils to do.
- 2 Be absolutely sure that you have all the materials needed for the game to hand. You will need the correct number of counters, dice, photocopied sheets, etc for your class.
- 3 Ask the pupils to look carefully at the pictures in their books and to try to guess the rules of the game as best they can. This will develop their skills of deduction as well as incite their interest in the game itself.
- 4 Explain the rules carefully, drawing on the pupils' own suggestions. You may need to do this a number of times. Check comprehension by asking the pupils questions about the rules.
- 5 Demonstrate the game with the whole class. Again, you may need to do this a number of times until you are sure that everyone knows what to do.
- 6 Divide the class into groups or pairs. Allow them to enjoy playing the game freely. Move around the class while they are playing to monitor their progress, offer help and note down any difficulties.
- 7 Announce the winner from each group or pair and write their names on the board.

When you play the game again, make sure that different pupils are used as 'leaders' so that as many pupils as possible have the opportunity to lead the games.

Managing TPR

Many of the activities in *Tracks* use physical movement to show understanding of the target language. This is called *Total Physical Response*, or TPR. It is based on the idea that pupils learn better when they use movement to engage their whole bodies in learning. In *Tracks*, many of the TPR activities are in the form of action games. Others are movement activities to accompany songs, chants or other activities. Detailed guidance is provided in individual lesson notes. However, the following points should be considered:

- 1 Be very clear about the aim of the activity or game and explain it to the class.
- 2 Explain exactly what the movement is to represent, for example, an animal or a particular action. Invite the pupils to offer their own suggestions on which movements can represent this. Encourage them to use their imagination to come up with ideas for the movements.
- 3 Demonstrate an action to the class and call on volunteers to come to the front to demonstrate their ideas. In the case of a game, demonstrate the game and its rules as a whole class activity.
- 4 Participate in the activity along with the class.
- 5 Repeat the activity a number of times so that every pupil has the chance to participate or 'lead' it, if appropriate.

Managing number work

Tracks Level 1 teaches numeracy skills that include counting to ten, sequencing, ordering and grouping. Bear in mind that although the pupils may be able to count to ten in English, they are unlikely to have mastered the concept of numerical quantity or have learnt to recognise and draw the corresponding digit form. For this reason, it is important to take number work very slowly, repeating the activities where necessary. It may be useful to display a banner or frieze with the numbers 1 to 10 in the classroom and also to organise activities that coincide with what the pupils are learning in their Maths lessons.

The following activities promote understanding of number concepts:

- 1 Say a number between 1 and 10. The pupils clap their hands the corresponding number of times, then show the number with their fingers.
- 2 Clap your hands or make a sound using a musical instrument, such as a drum, triangle or tambourine. The pupils count the sounds and say the number, showing it with their fingers at the same time.
- 3 Show a group of objects, or draw a group of objects on the board. Ask *How many (cakes)?* The pupils count the objects and say the number, for example, *Three cakes. Four books.*
- 4 Write a number digit on the board and say the number word. The pupils make a pile of objects on their desks to correspond with the number, for example, two rubbers, five pencils etc. This activity can also be led by a pupil volunteer or played in groups or pairs.

Using flashcards

The flashcards provided with *Tracks* are a valuable resource to use during the lessons for both introducing and practising new words. They provide a clear visual clue to the pupils, who quickly learn to associate each picture with the corresponding word.

Flashcards for presenting new words

- 1 You could create a classroom routine around presenting new words with your flashcards. For example, place the cards in your 'magic box', tap the box with a magic wand and say the word as they appear.
- 2 Hold up pairs of flashcards. Say a word. The pupils point to the correct card and/or say the word.

Flashcards for practice

- 1 Play memory games. Display a number of cards. Give the pupils a few seconds to look at them. Then cover the cards with a 'magic sheet'. Remove a card without the pupils seeing. The pupils say which card is missing.
- 2 Display a card and cover it with a sheet of paper. Slowly reveal the card. The pupils have to guess the picture on the card and say the word.
- 3 Display the cards in a sequence. The children chant the words. Change the order of the cards, add or remove them. The pupils adapt their chanting accordingly.
- 4 Place cards in different parts of the classroom. Say a word. The pupils point to or race to touch the card.
- 5 Show a card. The pupils perform a corresponding action.

Organising project work

Tracks Level 1 includes a number of project and simple craft activities. Many of these involve the cut-out pages that are located at the back of the Pupil's Book. Project work taps into children's creative talents and promotes skills in manual dexterity and expression. Many of the projects are personalisation activities (see *Course structure*, page 6) and help the pupils relate the language they have learnt to their own lives. Many of the finished craft and project objects are used in subsequent learning activities.

Detailed guidance on each project and craft activity are provided in the lesson notes. However, a number of general points need to be considered:

- 1 Prepare especially thoroughly for any lessons that include a project or craft activity. You will need to ensure that every pupil has access to the materials they need and that you have enough materials for the whole class.
- 2 If possible, make the item in advance of the class so that you can show the class an example of what they are going to do.
- 3 Ask the pupils to guess how they will make the object or carry out the project. Involve them in working out the best method.
- 4 Explain the learning objective of the project or craft activity and any follow-up games or activities that are relevant.
- 5 Demonstrate how to carry out the project or craft activity step-by-step.
- 6 Allow the pupils to carry out the activity as independently as possible. Move around the class while they are working to offer praise, suggestions and help.
- 7 Display the finished projects or craft items in the classroom to foster pride in their achievement.

Encouraging parental involvement

Parents are an important factor in your pupils' learning. Establishing clear communication with parents allows them to share their concerns with you. It also promotes their support in encouraging the pupils to learn more and faster. It is therefore important to keep parents informed about what their children are learning and about their progress.

- ▷ *Tracks* supports parental involvement by providing a reference bar at the foot of every Pupil's Book and Activity Book page. In this way, parents can clearly see what language their children are learning at a particular time.
- ▷ Parents will receive a progress certificate containing pass stickers, following each end-of-unit test (see *Evaluation*, page 9).

You may like to also consider the following ideas:

- 1 You could send home regular newsletters to talk about the activities you are doing in the English class and what the pupils are learning about.
- 2 You could hold 'open days' when parents can come into the classroom to look at displays of the pupils' work and talk to you about their child's work.
- 3 You could invite parents to the school to hear the pupils perform the songs from the course.

Tracks Level 1: Scope and sequence

Unit	New structures	New vocabulary	Recycled language	Receptive language*
1 Hello	<i>What's your name? I'm (Magicus).</i>	<i>hello, goodbye</i> Character names: <i>Magicus Pop, Boris, Cayla, Witchykoo, Emily</i> Numbers 1 to 10		<i>OK Wow! Say hello to (Magicus Pop). Hi! That's my name.</i>
Story Time The Colour Spell 1			<i>What's your name? I'm (Fizzy). Hello (Fizzy). Numbers 1 to 10</i>	<i>Stop! Luna's colours Come to me!</i>
2 Colours	Instructions: <i>(Stand up!)</i>	Colours: <i>red, blue, yellow, green, orange, purple, pink, black, white, brown</i> Instructions: <i>stand up, sit down, open your book, close your book</i>	<i>Hello! Goodbye! What's your name? Numbers 1 to 10</i>	<i>It's (green). It's Ricky. One is red. Colours, colours all around! Round and round and round with you.</i>
Backtrack 1	Revision of units 1 and 2 Sound hound: /u:/ <i>blue, two</i>			
3 My family	<i>This is my (mum). How old are you? I'm (six).</i>	Family and pets: <i>mum, dad, brother, sister, dog</i> Birthday items: <i>cake, present, card, party hat, balloon</i>	Numbers 1 to 10	<i>Happy Birthday! This is my family. How many? Clap your hands!</i>
Story Time The Colour Spell 2		<i>Happy Birthday!</i>	Colours Family Birthday items	<i>What a nice family! This is my present. No (colours).</i>
4 School	<i>A (book), please. Here. Thank you.</i> Plurals: <i>books</i> <i>How many (books)? Three (red) books</i> Instructions: <i>Look!</i>	Classroom objects: <i>table, pencil, rubber, chair, pen, book, ruler, crayon</i> Instructions: <i>listen, look, hands up, be quiet, touch your book, turn round.</i>	Numbers 1 to 10 Colours	<i>My (book). Up! What colour? Five (rubbers) are (yellow). Two (red) (pens). All for me.</i>
Backtrack 2	Revision of units 3 and 4 Sound hound: /k/ <i>card, cake, crayons</i>			
5 Pets	<i>What's this? It's my (mouse). It's a (mouse). It's (brown).</i>	Animals: <i>rabbit, fish, cat, bird, dog, mouse, frog, butterfly, bear</i>	Colours	<i>Be quiet, please! Ready? Look at my pets! What's this animal? What can it be? Flying by. What colour is it?</i>
Story Time The Colour Spell 3			<i>What's your name? I'm (Rancho). What's this? It's a (book). Animals Instructions</i>	<i>Come on! Let's go! Open the door! Press (cat). Look at the table. Sarlek has got the colours. Sarlek is here!</i>

Unit	New structures	New vocabulary	Recycled language	Receptive language*
6 Toys	<i>I've got (a bike).</i> <i>It's (big).</i> <i>It's (green).</i> <i>A (pink) scooter.</i>	Toys: <i>bike, ball, kite, skateboard, scooter, magic wand</i> Sizes: (<i>big, small</i>)	Colours Plurals <i>How many (bikes)?</i>	<i>Let's play.</i> <i>What about you?</i> <i>Fantastic!</i> <i>It's perfect!</i> <i>Wonderful toys!</i>
Backtrack 3	Revision of units 5 and 6 Sound hound: /b/ <i>big, brown, bear, blue, ball</i>			
7 My body	<i>My (head).</i> Instructions: <i>Touch your (head).</i> <i>My (head) is (big).</i> <i>My (hands) are (small).</i>	Body: <i>head, arms, hands, body, legs, feet</i> Adjectives: <i>big, small, long, short</i> Instructions: <i>touch your head, stamp your feet, clap your hands, wave your arms, close your eyes</i>	Colours	<i>Sing the body song!</i> <i>Yes, Miss.</i> <i>Very nice.</i> <i>Follow the leader.</i> <i>I'm the leader.</i>
Story Time The Colour Spell 4			Body Toys Instructions Colours	<i>It's a monster!</i> <i>It isn't a monster!</i> <i>Go in!</i> <i>Cararamba!</i>
8 Party	<i>I'm a (princess).</i>	Dressing up: <i>fairy, king, princess, pirate, witch</i>	<i>This is (a present).</i> <i>It's a (ball).</i> <i>How many (pirates)?</i> Numbers 1 to 10 Instructions Course vocabulary	<i>What is it?</i> <i>A present for me!</i> <i>Unwrap it and see.</i> <i>Hooray!</i> <i>Let's go and play.</i>
Backtrack 4	Revision of units 1 to 8			
Story Time The Colour Spell 5			<i>I've got (the colours).</i> Colours Numbers Instructions <i>What's this?</i> <i>It's a (present).</i> <i>Thank you.</i>	<i>The palace!</i> <i>Let's have a party!</i>
Festival 1 Halloween		Halloween: <i>witch, pumpkin, ghost, cat</i> <i>Trick or treat!</i>		
Festival 2 Christmas		Christmas: <i>tree, star, stocking, present, card, holly</i> <i>Merry Christmas!</i>	<i>How many (presents)?</i>	<i>We wish you a Merry Christmas and a Happy New Year!</i> <i>The sleigh bells are ringing!</i> <i>Santa is near!</i>
Festival 3 Easter		Easter: <i>egg, bunny, Easter egg hunt</i> <i>Happy Easter!</i>	<i>How many (eggs)?</i>	

* Teaching language such as *What colour/number is it? Colour the pictures* etc. is included under receptive language in individual lesson notes.

Unit 1

Lesson 1

LESSON AIMS greeting and taking leave, meeting the main characters of the book, saying a chant

TARGET LANGUAGE *Hello! Goodbye! Magicus Pop, Boris, Cayla, Witchykoo*

RECEPTIVE LANGUAGE *OK! Open your book. Chant! Listen and point, Jump! Wave! Say hello/goodbye to ... I'm (name). Colour the pictures.*

MATERIALS Pupil's Book title page, Pupil's Book page 2, Activity Book page 2, Class CD, flashcards (*Magicus Pop, Boris, Cayla, Witchykoo*), crayons, a box

Warmer

- ▶ Make each flashcard in turn emerge from a 'magic box' at the front of the class. Make each character say *Hello. I'm (name)*. Encourage the pupils to greet each character with *hello*.
- ▶ Hold each flashcard and wave goodbye. Say *goodbye* to the class. Elicit *goodbye* from the pupils.
- ▶ Ask the pupils to look at the title page of the Pupil's Book. Point to each character and say the name of the character. Then say the names at random. The pupils point to the correct picture.

Pupil's Book page 2

1 Listen and point.

- ▶ Ask the pupils to open their Pupil's Books on page 2. Say *Open your book*.
- ▶ Using L1, encourage the pupils to describe what they see in the picture and make predictions about the story. Explain that the characters are learning to be witches and wizards and it is their first day at magic school. Magicus Pop is calling his pupils by magic.
- ▶ Mime *Listen*. Point to the CD player.
- ▶ Play the recording. The pupils listen as you point to the picture.
- ▶ Talk about what is happening in the picture – something has gone wrong with Magicus's spell: he sneezes while he is calling Witchykoo and now Witchykoo is disappearing. Tell the pupils that they will find out where Witchykoo appears later.
- ▶ Play the recording again. This time ask the pupils to point to the characters.

TAPESCRIPT

MAGICUS: OK! Boris! Ah! Hello, Boris!
 BORIS: Oh! Er. Hello, Magicus!
 MAGICUS: Um ... Cayla. Hello, Cayla!
 CAYLA: Hello, Magicus!
 MAGICUS: Ah ... ah ... ah ... ah ...
 Achoo! Witchykoo! Witchykoo?
 Witchykoo? WITCHYKOO!
 WITCHYKOO: Goodbye!

2 Chant.

- ▶ Place the character flashcards in various parts of the classroom.
- ▶ Play the recording. Ask the pupils to point to the correct characters, as they hear their names. Demonstrate. Say *Listen and point*.
- ▶ Play the chant again. Pause after each line for the pupils to repeat. Encourage them to clap the rhythm as they do so.
- ▶ Play the chant through a few more times. The pupils chant along.

TAPESCRIPT

Magicus Pop, Magicus Pop,
 Say hello to Magicus Pop!
 Hello! Hello!
 Hello! Hello! Hello! (x2)
 Boris, Boris,
 Say hello to Boris!
 Hello! Hello!
 Hello! Hello! Hello! (x2)
 Cayla, Cayla,
 Say hello to Cayla!
 Hello! Hello!
 Hello! Hello! Hello! (x2)

Witchykoo, Witchykoo,
 Say goodbye to Witchykoo!
 Goodbye! Goodbye!

Activity Book page 2

1 Colour and say.

- ▶ Ask the pupils to look at the pictures on page 2. Point to each character and elicit the names.
- ▶ Say *Colour the pictures*. Hold up a crayon to make the meaning clear.
- ▶ Move around the class while the pupils are working. Elicit *Hello (character name)* and *Goodbye (character name)*.

Ending the lesson

- ▶ Divide the class into four groups, one for each magic character. Repeat the chant. This time, ask each group to jump in the air or wave with their arms when their character name is mentioned. Say *Jump!* or *Wave!* Demonstrate.

1 Hello

1 Listen and point.

2 Chant.

2 Hello! Goodbye!
 Magicus Pop, Boris, Cayla, Witchykoo

Unit 1

Lesson 2

LESSON AIMS practising greetings and character names, making puppets

TARGET LANGUAGE *Hello! Goodbye! Magicus Pop, Cayla, Boris, Witchykoo*

RECEPTIVE LANGUAGE *Open your books. Listen! Point to ... Colour! Play! Who's this? Goodbye, class.*

MATERIALS Pupil's Book pages 3 and 71, Class CD, flashcards (*Magicus Pop, Boris, Cayla, Witchykoo*), red and blue crayons, sticks or pencils, glue, scissors, cardboard, sticky tape

Warmer

- ▷ Repeat the chant from Lesson 2 to energise the class and review the target language.

Pupil's Book page 3

3 Listen and colour.

- ▷ Ask the pupils to look at the pictures on page 3.

- ▷ Hold up a red crayon and say *hello*. The pupils repeat. Ask them to point to the coloured red square in their books. Say *Point to 'hello'*. Repeat with a blue crayon and the word *goodbye*.
- ▷ Ensure that every child has a red and blue crayon. Hold up each crayon and elicit the words *hello* and *goodbye*.
- ▷ Play the recording. Pause after the first word. Ask *hello or goodbye?* Elicit *hello*. Hold up the two crayons. Ask the class to point to the correct one for *hello* – the red one.
- ▷ Say *Colour!* The pupils colour the box next to the first picture red.
- ▷ Continue in this way. The pupils colour the box red if they hear *hello* and blue if they hear *goodbye*.

TAPESCRIPT

MAGICUS: Hello!

MAGICUS: Goodbye!

BORIS: Hello!

BORIS: Goodbye!

4 page 71 **Make a puppet. Then play.**

- ▷ Show the pupils the cut-out page (Pupil's Book page 71). Point to each character and ask *Who's this?* to elicit the character names.
- ▷ Ask the pupils to carefully cut out each character picture and stick it onto a piece of card. Offer assistance as needed.
- ▷ Move around the class while the pupils are working and ask them the names of the different characters. Say *hello* and *goodbye* to the characters as you see them.
- ▷ Now ask the pupils to attach the characters to sticks or pencils with sticky tape to make puppets. Offer help as required.
- ▷ Now ask the pupils to play. Ask them to choose two characters who will meet and speak to each other, using *hello/goodbye* and their names. Demonstrate by holding up two puppets and saying *Hello, Boris. Hello, Magicus Pop. Then lower the puppets as you say Goodbye, Boris. Goodbye, Magicus Pop.*
- ▷ The pupils then continue this activity in pairs.

Ending the lesson


- ▷ Hold up a character flashcard, or use one of the puppets the pupils made for Activity 4. Ask the pupils to clap their hands and say the name in time to the claps. Hold up different flashcards or puppets. Maintain the rhythm as the character names change.
- ▷ Say *Goodbye, class*. Ask the pupils to say goodbye to you and the pupils seated next to them. Incorporate this leave-taking into your classroom routine.


1

3 Listen and colour.


= Hello

= Goodbye











4 page 71 **Make a puppet. Then play.**



Hello! Goodbye!
Hello (Witchykoo)! Goodbye (Boris)!


Unit 1

Lesson 3

LESSON AIMS asking and responding to *What's your name?*, making a name tag

TARGET LANGUAGE *What's your name? I'm ...*

REVIEW *Hello! Goodbye! Magicus Pop, Boris, Cayla, Witchykoo*

RECEPTIVE LANGUAGE *Wow! Open your book. Listen! Point! Who's this? Write your name.*

MATERIALS Pupil's Book page 4, Activity Book page 3, Class CD, flashcards (*Magicus Pop, Boris, Cayla, Witchykoo*), A4 paper or card for each pupil, crayons

Warmer

- ▶ Hide a flashcard of one of the magical characters behind a box or book. Very slowly reveal the top of the character's head and ask *What's your name?* The pupils guess who the character is. Elicit the character names.
- ▶ Make each character say *Hello. I'm (name)*. You could use the character puppets made in Lesson 2 for this.
- ▶ Introduce Emily. Hold up the flashcard and say *Hello, Emily*. Emily then greets the class with *hello*.

Pupil's Book page 4

5 Listen and point.

- ▶ Say *Open your book at page 4*. Show the pupils the correct pictures.
- ▶ Using L1, explain that it is the first day of Emily's school and the teacher wants to know the pupils' names.
- ▶ Ask them to look at the pictures and elicit as much information as possible. Point to the picture of Witchykoo and ask *Who's this?* Elicit *Witchykoo*.
- ▶ Play the recording right through. There is a 'ping' sound after each picture to guide the pupils. Point to the characters as they are mentioned and encourage the pupils to point to their books.
- ▶ Now act out the story with the class. Enter the classroom again and say, *Hello. I'm (Miss/Mrs/Mr ...)*. Point to a pupil and ask *What's your name?* Encourage him/her to reply with *I'm (name)*. Shake the pupil's hand and say *Hello. I'm (Miss/Mrs/Mr ...)*.
- ▶ Continue with different pupils.

TAPESCRIPT

(picture 1)

MISS MOON: Sh! Hello! Hello!

PUPILS: Hello!

MISS MOON: I'm Miss Moon.

PUPILS: Hello, Miss Moon.

MISS MOON: OK ... What's your name?

EMILY: I'm Emily.

MISS MOON: Hello, Emily!

(picture 2)

WITCHYKOO: Ah!

(picture 3)

EMILY: Wow! Hello!

What's your name?

WITCHYKOO: Er ... I'm Witchykoo.

6 Listen and repeat.

- ▶ Ask the pupils to look at the picture for Activity 6.
- ▶ Play the recording once. The pupils listen.
- ▶ Repeat. This time, pause after each line for the pupils to repeat.
- ▶ In pairs, the pupils ask and answer the question, using their real names.
- ▶ Repeat. This time, ask the pupils to use character names.

TAPESCRIPT

EMILY: What's your name?

WITCHYKOO: I'm Witchykoo. What's your name?

EMILY: I'm Emily.

Activity Book page 3

2 Make a name tag.

- ▶ Ask the pupils to look at the pictures on page 3. Explain that they are going to make a name tag.
- ▶ Give each pupil a sheet of strong A4 paper or card to fold in half.
- ▶ Ask them to write their name on one half of the card, using large letters (picture 1). Say *Write your name*. Demonstrate on a piece of paper.
- ▶ Encourage the pupils to decorate their name tags (picture 2).
- ▶ In pairs or groups, the pupils place their name tags in front of them and ask and answer *What's your name? I'm (name)* (picture 3).

Ending the lesson

- ▶ Ask the pupils to move around the class with their name tags. Encourage them to ask and answer *What's your name? I'm (name)*. Ask them to hand in their name tags to you for future use.

5 Listen and point.



6 Listen and repeat.



What's your name? I'm (Emily).

Unit 1

Lesson 4

LESSON AIMS asking and responding to *What's your name?*, singing a song

TARGET LANGUAGE *What's your name? I'm (name).*

REVIEW *Hello! Goodbye! Magicus Pop, Boris, Cayla, Witchykoo*

RECEPTIVE LANGUAGE *That's my name. Open your book. Stand up. Listen and sing. Hi! Make a circle.*

MATERIALS Pupil's Book page 5, Class CD, a large soft ball, character flashcards

Warmer

- ▶ Holding one of the character flashcards, move around the class and ask individuals (in character) *What's your name?* Elicit *I'm (name).*

Pupil's Book page 5

7 Play and say.

- ▶ If you have sufficient room, ask the class to form a circle. If not, pupils can play at their desks.
- ▶ Pass the ball to a pupil and ask *What's your name?*
- ▶ The pupil answers with *I'm (name)* and then passes the ball to another pupil and asks *What's your name?* The second pupil answers with *I'm (name)* and passes the ball to another.
- ▶ Continue in this way until every pupil has said his or her name. The pupils must remember not to pass the ball to a child who has already said his or her name.
- ▶ Option: You can play this game in small groups if you have limited space.

8 Listen and sing.

- ▶ Say *Listen and sing*. Ask the class to stand. Say *Stand up!*
- ▶ Play the song once. The pupils listen.
- ▶ Play the song again, pausing after each line for the pupils to repeat. Teach the song in this way, line by line. Explain that *Hi!* means the same as *hello*, and is usually used with friends.
- ▶ Sing the song with the class a number of times. Hold up the Emily and Witchykoo flashcards during the two verses to reinforce the meaning of the song.

TAPESCRIPT

Hello! Hi!
 (chorus)
 Hello! Hi!
 Hello! Goodbye!
 Hey, hey, hey!
 What's your name?
 Hello! I'm Emily.
 What's your name?
 Hello! I'm Emily
 What's your name?
 (chorus)
 Hello! I'm Witchykoo.
 That's my name.
 Hello! I'm Witchykoo.
 That's my name.
 (chorus)

Ending the lesson

- ▶ Repeat the song with actions. Devise a different special action to represent Emily and Witchykoo. Ask the pupils to wave when they sing *Hello! Hi!* and *Goodbye!*
- ▶ Option: You can sing the song with the names of pupils in the class, rather than the course characters.

7 Play and say.



8 Listen and sing.



What's your name? I'm (Emily).



Unit 1

Lesson 5

LESSON AIMS counting from 1 to 10, listening and counting musical notes, matching number groups with numerals

TARGET LANGUAGE numbers 1 – 10

REVIEW *Hello! Goodbye!*
What's your name? I'm (name).

RECEPTIVE LANGUAGE *Open your book on page 6. Look at the picture. How many? What number is it? Draw a line. Point to 1. Find number 5. Match.*

MATERIALS Pupil's Book page 6, Activity Book page 4, Class CD, musical instruments

Warmer

- ▶ Repeat the song from Lesson 4 to energise the class and review the language from the unit.
- ▶ Explain to the pupils that they are going to learn to count to ten in English. Ask any pupils who can already do so to demonstrate to the class. Praise their attempts.
- ▶ Write the numbers 1 – 10 on the board.

Pupil's Book page 6

9 Listen and point.

- ▶ Say *Open your book on page 6.* Ask the pupils to look at the picture. Say *Look at the picture.* Elicit information about the picture in L1. Elicit that it is a PE lesson (Physical Education or sport) and that Miss Moon is counting the pupils. Ask the pupils what they can see behind Witchykoo's back. It is her witch's hat.
- ▶ Play the recording. Point to the pupils in the Pupil's Book as they are counted.
- ▶ Write the numbers 1 – 10 on the board. Play the recording again. Point to each number on the board as it is mentioned.
- ▶ In L1, ask the pupils why Miss Moon is surprised. Elicit that she is not expecting Witchykoo to be in the class.

TAPESCRIPT

MISS MOON: Sh! OK ... one ... two ... three ... four ... five ... six ... seven ... eight ... nine ... TEN? Oh!

9 Then listen and repeat.

- ▶ Now play the recording. Pause after each number word for the pupils to repeat.

TAPESCRIPT

one, two, three, four, five, six, seven, eight, nine, ten

10 Listen and match.

- ▶ Ask the pupils to look at the notes on the left-hand side of the page.
- ▶ Point to the first picture. Ask *How many?* Count the music notes with the class. Elicit the answer: *Three.*
- ▶ Repeat with the remaining pictures.
- ▶ Now ask the pupils to look at the numbers on the right. Point to each number and ask *What number is it?* Elicit each number.
- ▶ Play the recording. Count the sounds out loud with the class. Pause the recording. Ask *How many?* Elicit the number *one.* Say *Point to '1'.* The pupils point to the correct pictures.
- ▶ Point to the example line in the book and say *Draw a line.* Show the pupils how to draw a line from the picture containing one note to the number 1. Continue with the rest of the recording.

TAPESCRIPT

3 piano notes, 1 loud trumpet note, 4 triangle notes, 5 electric guitar notes, 2 drum beats

Activity Book page 4

3 Count, match and say.

- ▶ Point to the first set of items on page 4 (the magic wands). Ask *How many?* Count them with the class and elicit the number (5).
- ▶ Say *Find number 5.* The pupils point to number 5 in their books. Now say *Match.* Point to the example line and explain that the pupils must do the same with the other items.
- ▶ Encourage the pupils to work independently, counting the objects and matching them to each number.
- ▶ Correct their work as a whole class.

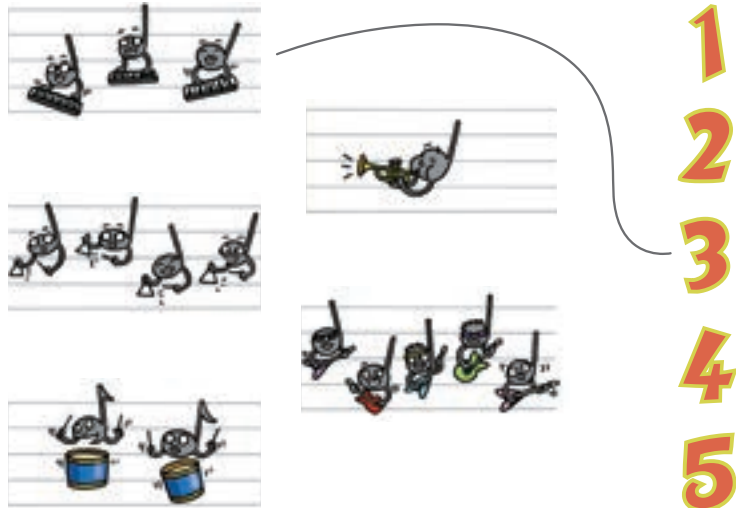
Ending the lesson

- ▶ Repeat the recording for Activity 10 or make sounds using a musical instrument such as a triangle. The pupils count the sounds and say the number in English. They then show the correct number with their fingers.
- ▶ Call volunteers to the front to lead the activity. You can also do this in pairs.

9 Listen and point. Then listen and repeat.



10 Listen and match.



one, two, three, four, five, six, seven, eight, nine, ten

LESSON AIMS personalising and consolidating language from the unit, learning to evaluate own progress

TARGET LANGUAGE *Hello! Goodbye! What's your name? I'm ... (name) numbers 1 – 10*

RECEPTIVE LANGUAGE *Who's this? Draw a picture. What number is it? What's the next number? Point to number 2. Colour one face.*

MATERIALS Pupil's Book page 7, Activity Book page 5, sticker sheet, counters or small objects.

Warmer

- ▷ Say a number between 1 and 10. The pupils clap their hands the corresponding number of times, say the number, then show the number with their fingers. Alternatively, make number cards and show them in random order for the pupils to say the English numbers.

Pupil's Book page 7

11  **Draw a picture.**

- ▷ This is the first 'All about me' activity. It helps the pupils personalise what they are learning and relate it to their own lives.
- ▷ Draw the pupils' attention to the picture of Emily in their books. Ask *Who's this?* to elicit *Emily*.
- ▷ Ask the pupils to draw a picture of themselves. Say *Draw a picture*. Ask them to pay attention to the correct hair length and colour and eye colour, etc.
- ▷ Ask them to write their name next to the picture.
- ▷ Call volunteers to the front to show their pictures to the class. Ask the pupils to introduce themselves, using *Hello. I'm (name)*.

12  **Find and stick.**

- ▷ Make sure each pupil has the sticker sheet from the Pupil's Book.

- ▷ Draw their attention to the pictures. Point to the number on each bag and ask *What number is it?*
- ▷ Ask the pupils to find and stick the missing number stickers (1, 3, 5, 7 and 9) on the correct pictures.
- ▷ Move around the room while they are working to offer praise and encouragement. Point at individual numbers and ask *What number is it?*

13 **How did you do? Choose and colour.**

- ▷ In this self-assessment activity, the pupils think about the unit and decide how much effort they have put into the activities.
- ▷ Point to the faces on the magic wands. Ask the pupils to think about their effort in Unit 1. Explain that the first, unsure face means 'So so', the happy face means 'Good' and the very happy face means 'Excellent'.
- ▷ Ask the pupils to colour just one face to show how much effort they put in for the unit. Say *Colour one face*.

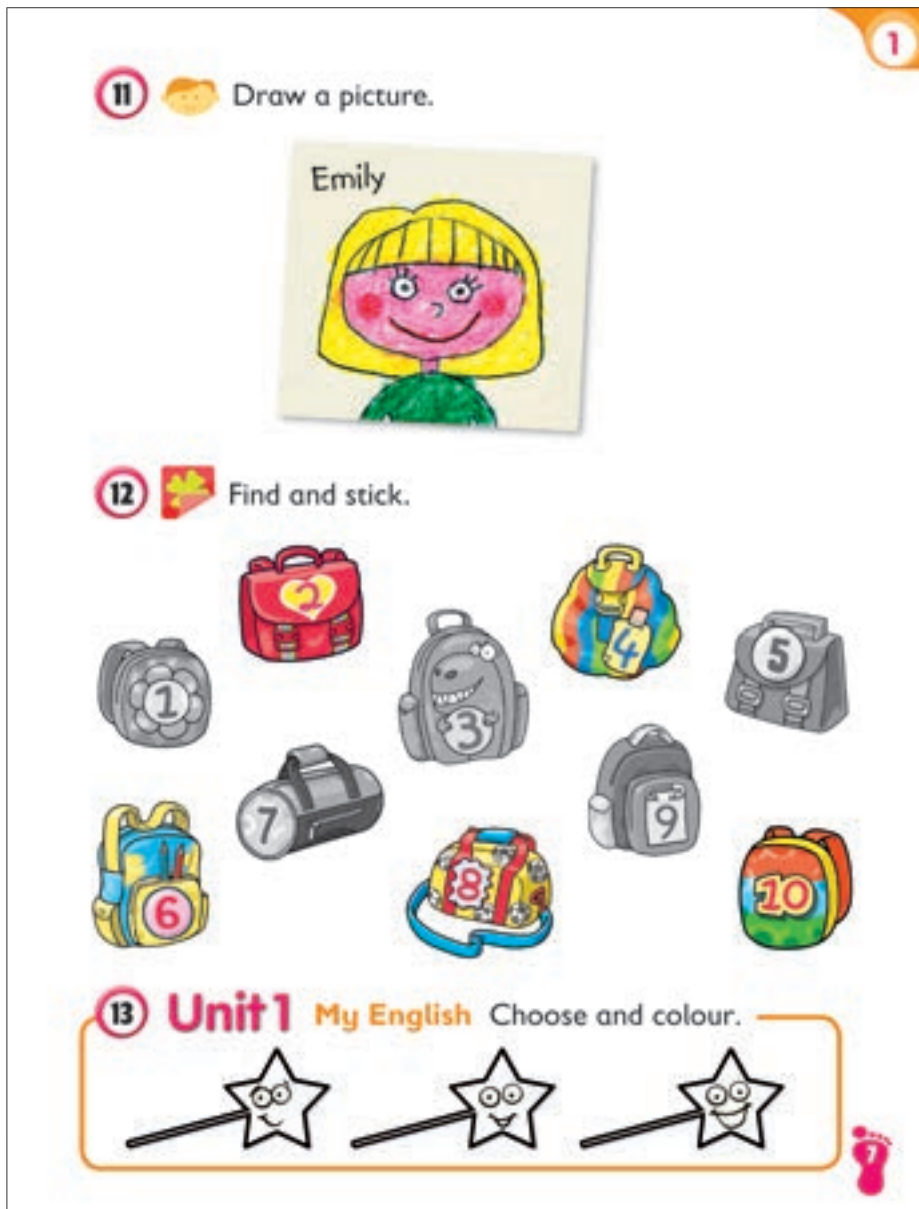
Activity Book page 5

4  **Join the dots and say.**

- ▷ Point to the first picture on page 5. Ask *Who's this?* to elicit *Emily*. Say *Point to number 1*. Then ask *What's the next number?* Elicit 2. Say *Point to number 2*. Continue in this way to 10.
- ▷ Ask the pupils to complete the dot to dot pictures, by joining the numbers in sequence. Point out the example line drawn between numbers 1 and 2.
- ▷ Encourage them to say each number out loud as they join the dots.

Ending the lesson

- ▷ Give each pupil a pile of counters or small objects. Write a number between 1 and 10 on the board. Ask the pupils to make a pile on their desks of the corresponding number of objects and then say the number. Demonstrate.



The page contains three main activities:

- 11 Draw a picture.** A drawing of a girl named Emily with blonde hair and a green top. The name 'Emily' is written above her.
- 12 Find and stick.** A collection of ten different school bags, each with a number on it: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.
- 13 Unit 1 My English Choose and colour.** Three stars on sticks, representing faces. A small red footprint icon is at the bottom right.

Story Time

The Colour Spell 1

LESSON AIMS following a story in English, revising language from Unit 1

TARGET LANGUAGE *Hello! What's your name? I'm (name), numbers 1 – 6*

RECEPTIVE LANGUAGE *queen, Princess Luna, Thank you. Yes. No. Stop! Act out. Who's this? Colour the pictures. Luna's colours come to me. How many? Circle the number.*

MATERIALS Pupil's Book pages 8 and 9, Activity Book page 6, Class CD, crayons

Warmer

- ▶ Ask the pupils to look at the pictures in their books and elicit as much information about the story as possible. Praise all their suggestions.

Pupil's Book pages 8 and 9

1 Listen and look.

- ▶ Set the scene for the story lesson. Seat the pupils on a carpeted area, wear a magic hat or play some music that the pupils will associate with Story Time. (See *Introduction* page 9.)
- ▶ Explain the context of the story in L1, pointing to the characters as you do so.
- ▶ Tell the pupils that the palace is at the bottom of the ocean. The king and queen of the merpeople are celebrating because they have a new baby daughter, Princess Luna. The other characters are coming to meet the new princess and give her gifts.
- ▶ Introduce the king, the queen and Princess Luna. Point to each one and ask *What's your name?* Reply, using a character voice, with *I'm (character name).*
- ▶ Point to the characters in the Pupil's Book pictures. Ask *Who's this?* to elicit the character names. Remind the pupils they will hear a 'ping' sound after each frame of the story.
- ▶ Play the recording once. Point to each corresponding picture as the pupils listen.
- ▶ Continue to explain the context for the story. A bad mermaid comes. Her name is Sarlek. The guards will not let her in. She is angry about this and she casts a spell.
- ▶ Repeat the recording. This time pause after each picture. Ask the pupils to point to the characters who are talking or making a sound.

The Colour Spell 1

1 Listen and look. Then listen and act out.



Hello! What's your name? I'm Fizzy. Hello, Fizzy!

TAPESCRIPT

(picture 1)

KING: Hello! Hello!

QUEEN: Hello.

MERMAID: Hello, Queen! Hello, Princess Luna!

(picture 2)

QUEEN: Oh. Hello. What's your name?

FIZZY: Hello! I'm Fizzy!

KING AND QUEEN: Ah, yes! Hello, Fizzy!

ALL: Oooh! Aaaah!

QUEEN: Thank you, Fizzy.

(picture 3)

SARLEK: Hello!

GUARD: What's your name?

SARLEK: I'm Sarlek!

ALL: Oh! Sarlek!

(picture 4)

KING: No! Sarlek! Stop!

SARLEK: No! No!

(picture 5)

SARLEK: Six, five, four, three!

Luna's colours
Come to me!



Listen and act out.

- ▶ Play the recording again. This time pause after each frame and demonstrate actions. The pupils act what you show them. Continue in this way.
- ▶ Play the recording again without pausing. The class act out the story together. (See *Introduction* page 9, *Acting out stories.*)

Activity Book page 6



Colour and say.

- ▶ Ask the pupils to colour the pictures in their books.
- ▶ Move around the class while they are working and ask *Who's this?* to elicit the names of the king, queen and Princess Luna.



Look at the picture. Count and circle.

- ▶ Ask the pupils to look at the first set of pictures. Ask them to count the presents in the picture in Activity 1. Ask *How many?* Point out the example circle around the correct number of presents in Activity 2. (There are three presents in the picture.) Say *Circle the number.* Demonstrate the meaning on the board.
- ▶ Continue in this way with the remaining items. Answers: three presents, five shells, two crowns.

Ending the lesson

- ▶ The pupils can act out the story in small groups. Assign the following roles – king, queen, mermaid, Fizzy (the eel who gives the princess a toy), Sarlek, guards. Demonstrate with a group at the front of the class.



Hello! What's your name? I'm Sarlek.
six, five, four, three



Unit 2

Lesson 1

LESSON AIMS learning colour words, saying a chant

TARGET LANGUAGE red, blue, yellow, green, pink, orange, purple

REVIEW Hello! Goodbye! What's your name? I'm (name). numbers 1 – 7

RECEPTIVE LANGUAGE It's (colour). It's Ricky. Listen and look! What colour is it? What number is it? What colour is number 1? One is red. Colours, colours all around!

MATERIALS Pupil's Book page 10, Activity Book page 7, Class CD, coloured crayons, coloured objects or flashcards (red, blue, yellow, pink, green, orange, purple), musical instruments

Warmer

- ▷ Repeat the song from Unit 1 page 5 with actions, to energise the class and review the language from Unit 1.

Pupil's Book page 10

1 Listen and point.

- ▷ Ask the pupils to look at the picture on page 10. Use some L1 to talk about it. Elicit that the children are at an aquarium and that they are looking at fish. Point to the boy who is pulling a face. Elicit that he is imitating the fish.
- ▷ Explain that the pupils are going to learn to say colours in English. Some of the class may already know English colour words. Encourage the pupils to point to objects and say the colour words they know.
- ▷ Say and mime *Listen and look*. Play the recording. Point to the correct fish as each colour is mentioned.
- ▷ Repeat the recording. This time ask the pupils to point to the fish in their books or say the corresponding number for each colour (red = 1, blue = 2, etc.).

TAPESCRIPT

MISS MOON: Look!

It's red. It's blue. It's yellow. It's green.

It's pink.

BOY 1: It's orange.

WITCHYKOO: It's purple.

BOY 2: It's Ricky!

MISS MOON: Ricky! Ricky! Come here!

2 Chant.

- ▷ Draw colour marks on the board or use the colour flashcards. Alternatively, you could hold up coloured crayons or paint pots.
- ▷ Point to each colour and ask *What colour is it?* (Red) The class repeats.
- ▷ Call out colour words. Ask the class to hold up the correct colour crayon.

- ▷ Play the recording once. The pupils listen. Encourage them to clap the rhythm.
- ▷ Repeat the recording. This time pause after each line for the pupils to repeat.

TAPESCRIPT

Red! (Red!) Blue! (Blue!) Yellow!
(Yellow!) Green! (Green!)
Colours, colours all around!
Pink! (Pink!) Orange! (Orange!) Purple!
(Purple!) Wow! (Wow!)
Colours, colours all around!

Activity Book page 7

1 Choose your colours. Colour by numbers.

- ▷ Ask the pupils to look at the picture on page 7 and the outlines in the key.
- ▷ Ensure that every child has a crayon or coloured pencil for the seven colours.
- ▷ Ask the pupils to colour the numbered paint splodges in the key, using these colours. Tell them not to repeat any colours. Say *Colour*. They can use any of the seven colours they wish.

- ▷ Move around the class while they are working, asking *What colour is it? What number is it?*
- ▷ Call a pupil to the front of the class with his or her book. Ask *What colour is number 1?* Elicit the colour, for example, *red*. Say *One is red*. Repeat with other pupils.
- ▷ Ask the pupils to look at the main picture. Say *Point to number 1*. The pupils find and point to sections marked with number 1. Say *Colour number 1*. Ensure that they understand that they need to colour each section to match the colour they chose for the key. Continue in this way.

Ending the lesson

- ▷ Repeat the chant using musical instruments if available. Encourage the pupils to make sounds to the rhythm of the chant or point at an appropriately coloured item in the classroom each time a colour is mentioned.

2 Colours

1 Listen and point.

2 Chant.

red, blue, yellow, green, pink, orange, purple

Unit 2

Lesson 2

LESSON AIMS identifying colours, using observational skills

TARGET LANGUAGE *red, blue, yellow, green, orange, purple, pink*

REVIEW numbers 1 – 7

RECEPTIVE LANGUAGE *One is yellow. Look! What colour is it? What number is it? Draw lines. What colour is missing? Red is missing.*

MATERIALS Pupil's Book page 11, Class CD, coloured crayons or objects, flashcards (*red, blue, yellow, green, orange, purple, pink*)

Warmer

- ▷ Repeat the chant from Lesson 1 to review the colour words.

Pupil's Book page 11

3 Listen and match.

- ▷ Ask the pupils to look at the coloured clouds on page 11. Point to each

cloud and ask *What colour is it?* Elicit the colour words. Then point to the numbers next to the wands and ask *What number is it?* Elicit the numbers 1 – 7.

- ▷ Play the recording once. The pupils listen.
- ▷ Play the recording again. Pause after the first sentence. Say *Draw a line.* Point to the example line between the wand numbered 1 and the yellow cloud. Say *Draw lines.* Continue in this way.

TAPESCRIPT

One is yellow.
Two is red.
Three is orange.
Four is blue.
Five is pink.
Six is green.
Seven is purple.

4 Find the missing colours.

- ▷ Make colour marks on the board for red, blue, yellow, green, orange, purple and pink – or stick the colour flashcards on the board.
- ▷ Ask the pupils to look at the first picture. Ask them to name each colour they can see in the picture. Elicit the colour words from the class. Draw a line through each colour mark/put a cross next to each flashcard or turn it around on the board as it is mentioned.
- ▷ Ask *What colour is missing?* Point to the colours on the board. The class will see that yellow does not have a line through it. Elicit the answer: *Yellow.* Say *Yellow is missing.*
- ▷ Ask the pupils to colour the empty (white) section of the picture red to complete the picture. Continue in this way. The pupils may be able to do the last two pictures on their own.
Answers: The missing colours are:
1 – yellow 2 – red 3 – green 4 – purple

Ending the lesson

- ▷ Make colour marks or stick colour flashcards on the board. Repeat the chant from Lesson 1. The pupils point to the correct colours as they chant.
- ▷ Play *What's missing?* Stick a number of colour flashcards on the board. Ask the pupils to close their eyes. Remove one card and ask the pupils to say which card is missing.

Extra activity

- ▷ Ask the pupils to create their own abstract pictures on the computer, using simple software such as Microsoft Paint. If this is not available, they can cut out and stick different coloured shapes on a sheet of paper to make an abstract design. Ask the pupils to describe the colours in their pictures.

2

3 Listen and match.



4 Find the missing colours.

1

2

3

4

red, blue, yellow, green, orange, purple, pink
one, two, three, four, five, six, seven

11

LESSON AIMS learning more colour words, matching colours and numbers

TARGET LANGUAGE *brown, black, white*

REVIEW *red, blue, yellow, green, orange, purple, pink*, numbers 1 – 10

RECEPTIVE LANGUAGE *What colour/number is it? Listen and point. Colour number 1. Colour a balloon. Colour the number.*

MATERIALS Pupil's Book page 12, Activity Book page 8, Class CD, coloured crayons or objects, flashcards (*red, blue, yellow, green, orange, purple, pink, brown*)

Warmer

- ▷ Hide different coloured objects or colour flashcards around the classroom. Call out colour words. The pupils point to the correct objects.

Pupil's Book page 12

5  **Listen and point.**

- ▷ Ask the pupils to look at the picture on page 12. Using some L1, elicit what is happening. Elicit that the paint pots are going to fall.
- ▷ Point to the paint pots and elicit the colour words. Ask *What colour is it?*
- ▷ Teach the new colours *black, brown* and *white*, using objects in the classroom.
- ▷ Play the recording. Point to the correct colour paint pot. Ask the pupils what they think will happen to the cat in the end. Elicit that the paint pots will fall on the cat and cover it with paint.
- ▷ Repeat the recording. This time ask the pupils to point to the correct paint pots. Say *Listen and point.*

TAPESCRIPT

EMILY: One is brown.

Two is black.

Three is white.

Four is yellow.

Five is purple.

Six is blue.

Seven is green.

Eight is pink.

Nine is red.

Ten is orange.

Oh no!

6  **Colour.**

- ▷ Using a little L1, talk about what has happened to the cat in this picture. Paint of different colours has fallen on it.
- ▷ Ask the pupils to colour the picture according to the numbers in Activity 1 (number 6 blue, number 2 black, etc.).
- ▷ Move around the class while they are working. Ask *What colour is it?*

Activity Book page 8

2   **Follow and colour. Then say.**

- ▷ Ask the pupils to look at the balloons and numbers on page 8.
- ▷ Say *Colour a balloon.* The pupils colour the balloon any colour they wish from the target colours they are learning.
- ▷ Ask them to follow the string to the corresponding number. Say *Colour the number.* The pupils carefully colour the number the same as the balloon so that they match. Point out the example shading in 3 as a guide.

- ▷ Continue in this way with the remaining balloons and numbers.

Ending the lesson

- ▷ Say different colour words. Call individual pupils to the front to hold up the corresponding colour flashcards or coloured objects. Then encourage the pupils to call out the colour words themselves.

5  **Listen and point.**



6  **Colour.**



 **12** *brown, black, white, yellow, purple, blue, green, pink, red, orange*

Unit 2

Lesson 4

LESSON AIMS identifying numbers and colours, singing a song

TARGET LANGUAGE *brown, white, black*

REVIEW *red, blue, yellow, green, orange, purple, pink, numbers 1 – 10*

RECEPTIVE LANGUAGE *Bingo! What colour/number is it? Sing and dance. Let's sing! Round and round and round with you! All sit down!*

MATERIALS Pupil's Book page 13, Class CD, counters, crayons or colour flashcards

Warmer

- ▷ Draw numbers 1 – 10 on the board. Say *Red is seven*. Call volunteers to the front to match a red crayon to the number 7 or stick the red flashcard under the number. Continue in this way.

Pupil's Book page 13

7 Play Bingo.

- ▷ Give each pupil three counters or small pieces of paper. Ask them to look at the Bingo grid on page 13.
- ▷ Ask the pupils to choose and cover three squares with their counters or pieces of paper. Before doing so, they need to see and remember the number or colour on these squares.
- ▷ Explain that you will call out numbers and colour words. When you say a number or colour that they have covered, they remove their counter or piece of paper. The first child to remove all the counters calls out *Bingo!* This pupil is the winner. Then continue the game to see who comes second and third.

8 Listen and sing.

- ▷ Ask the pupils to look at the photos on page 13. Elicit that the children are dancing in a circle and then they sit down.

- ▷ Talk about the colours the pupils can see in the photos. Ask *What colour is it?*
- ▷ Play the recording. The pupils listen.
- ▷ Repeat. This time pause after each line for the pupils to learn the song. Say *Let's sing!*
- ▷ Sing the song with the class a number of times. Encourage them to perform the actions. They should hold hands and dance in a circle, then sit down when this is indicated in the song. If you have limited space in the class room they can turn around on the spot and sit down at their desks.

TAPESCRIPT

Red, white, green,
Yellow, black, blue.
Round and round and round with you!
Purple, pink, orange and brown.
Round and round and all sit down!
Round and round and all sit down!
(x2)

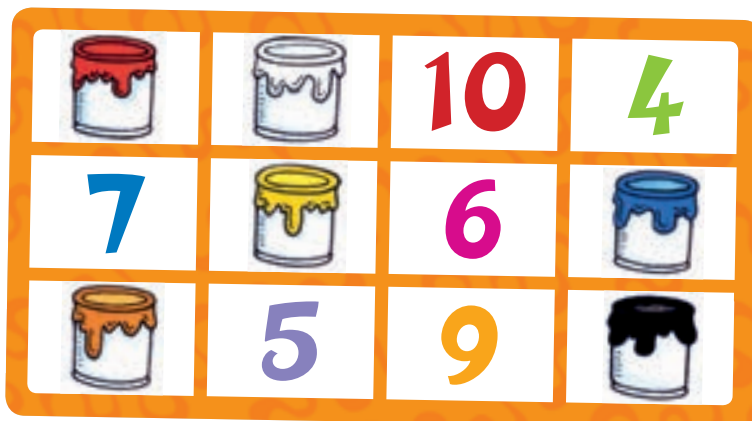
Ending the lesson

- ▷ Play Bingo again in small groups, with one child calling out the words.

Extra activity

- ▷ Put colour flashcards or different coloured classroom objects on a desk or on the floor (you will need to make flashcards for *black* and *white*).
- ▷ Play the *Colour Song* from this lesson. The pupils walk around the classroom. Stop the music and call out a colour word. The first pupil to hold up the correct coloured object or flashcard is the winner.
- ▷ Play the song again, stop the music and call out another colour word. Continue in this way.
- ▷ Demonstrate the game with a small group of pupils at the front of the class.

7 Play Bingo.



8 Listen and sing.



*brown, black, white, yellow, purple, blue, green, pink, red, orange
one, two, three, four, five, six, seven, eight, nine, ten*



Unit 2

Lesson 5

LESSON AIMS giving, listening and following simple instructions

TARGET LANGUAGE *Stand up! Sit down! Open your book! Close your book!*

REVIEW *blue, green, red, pink, hello, goodbye.* 4, 8

RECEPTIVE LANGUAGE *Hold up a card. Do the action. What is different? Draw a circle. Magicus says ...*

MATERIALS Pupil's Book page 14, Activity Book page 9, Class CD, blue, green, red and pink coloured card or white card and crayons

Warmer

- ▷ Repeat the song from Lesson 4 to energise the class and review colours.

Pupil's Book page 14

9 Listen and point.

- ▷ Note: Although the pupils have been exposed to these instructions as receptive language, they will learn to produce them in this lesson.
- ▷ Say *Stand up!* Make a raising action with your hands and demonstrate. The class stands up.
- ▷ Now say *Sit down!* Make a lowering action with your hands. Demonstrate. The class sits down.
- ▷ Do the same with *Open your book* and *Close your book*. Demonstrate. The pupils open and close their books.
- ▷ Play the recording. Pause after each colour word for the pupils to point to the correct colour box on page 14. Ask them to look at the photograph inside each box.

TAPESCRIPT

Blue ... Stand up!

Green ... Sit down!

Red ... Open your book!

Pink ... Close your book!

18 Then listen and repeat.

- ▷ Play the recording. Pause after each line for the pupils to repeat.

TAPESCRIPT

Blue ... Stand up!

Green ... Sit down!

Red ... Open your book!

Pink ... Close your book!

10 Make cards. Then play.

- ▷ Give out the coloured card (four pieces for each pupil) or provide four pieces of white card for the pupils to colour blue, green, red and pink.

- ▷ Hold up a piece of green card. Elicit the corresponding instruction from the class: *Sit down*. Say *Do the action*. The class sit down. Continue in this way with the remaining cards.
- ▷ The pupils now do the activity in small groups. One pupil holds up a card and the others say the instruction and carry it out. This activity can also be done in pairs.

Activity Book page 9

3 Find and circle the differences. Then say.

- ▷ Ask the pupils to look at the two pictures on page 9. Give them a minute to study them.
- ▷ Ask *What is different?* Tell the pupils to draw circles around the parts of the pictures that are different – there are six things. Say *Draw a circle*. Demonstrate the meaning on the board and point out the example circle around the girl (she is sitting down in picture 1, but standing up in picture 2). The pupils find five more differences.

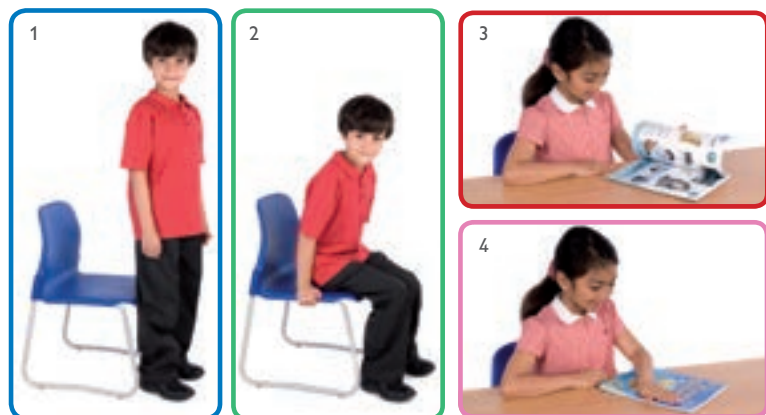
- ▷ Elicit answers from the class.

- Picture 1: The teacher is saying *Stand up!* Picture 2: She is saying *Sit down*.
- Picture 1: The teacher is saying *Close your book* and all the children have their books closed. Picture 2: She is saying *Open your book* and all the children have their books open.
- Picture 1: The number on the wall is 8. Picture 2: The number on the wall is 4.
- Picture 1: *Goodbye* is on the board. Picture 2: *Hello* is on the board.
- Picture 1: There is a board pen. Picture 2: There is no board pen.

Ending the lesson

- ▷ Play *Magicus says*. Give an instruction. Explain that if you say *Magicus says* before the instruction, the pupils should do it. However, if you do not say *Magicus says*, they must not do it. For example, *Magicus says ... 'Stand up!'* The class stands up. *Sit down*. The class should not sit down as you have not said *Magicus says*. Anyone who does the action when they shouldn't is 'out'.

9 Listen and point. Then listen and repeat.



10 Make cards. Then play.



Stand up! Sit down! Open your book! Close your book!

LESSON AIMS personalising and consolidating language from the unit, learning to evaluate own progress

TARGET LANGUAGE *Stand up! Sit down! Open your book! Close your book! Jump! red, blue, yellow, green, orange, purple, pink, brown, white, black*

RECEPTIVE LANGUAGE *Magicus says ... What's your favourite colour? What colour is it? What's missing? Colour one face.*

MATERIALS Pupil's Book page 15, Activity Book page 10, sticker sheet, card, scissors, glue, old magazines, fabric and other craft items

Pupil's Book page 15

11  **Make a colour collage.**

- ▷ This is a creative personalisation activity to consolidate colour work. Provide magazines, fabric and other objects that can be cut out and stuck on a piece of paper to form a collage.
- ▷ Ask the class *What's your favourite colour?* Elicit answers from the class.
- ▷ Ask the class to make a picture using objects of their favourite colour. Show them the example on page 15.
- ▷ Give each pupil a piece of card or paper, scissors and glue. Encourage them to be creative. Display and praise their work.

12  **Find and stick.**

- ▷ Make sure each pupil has the sticker sheet.
- ▷ Ask them to look at the picture of the paintbox on page 15. Point to each colour and ask *What colour is it?*
- ▷ Ask the pupils *What's missing?* and elicit the colour words (*red, yellow,*

green, pink and blue). Tell the pupils to find the five missing stickers and stick them in the correct places on the page.

- ▷ Move around the room while they are working to offer praise and encouragement. Point at colours and ask *What colour is it?*

13 **How did you do? Choose and colour.**

- ▷ In this self-assessment activity, the pupils think about the unit and decide how much effort they have put into the activities.
- ▷ Point to the faces on the magic wands. Ask the pupils to think about their effort in Unit 2. Remind them that the first, unsure face means 'So so', the happy face means 'Good' and the very happy face means 'Excellent'.
- ▷ Ask the pupils to colour just one face to show how much effort they put in for the unit. Say *Colour one face.*

Activity Book page 10

4  **Colour and say.**

- ▷ Ask the pupils to look at the pictures on page 10. Point to each picture and elicit what *Magicus* is saying. In the first picture he is saying *Stand up!* in the second picture *Sit down!* in the third picture *Open your book!* and in the fourth picture *Close your book!*
- ▷ Ask the pupils to colour the pictures. Move around the class while they are working. Ask individuals what *Magicus* is saying in each picture as you do so.

Ending the lesson

- ▷ Play *Colour actions*. Remind the pupils of the actions and colours used in Lesson 5. Call out a colour word. The class performs the corresponding action.

2

11  **Make a colour collage.**



12  **Find and stick.**



13 **Unit 2 My English** Choose and colour.



15

Backtrack 1

Lesson 1

LESSON AIMS revising language from Units 1 and 2, playing a board game with a partner

TARGET LANGUAGE numbers 1 – 10, *Stand up! Sit down! Open your book! Close your book! red, blue, yellow, green, orange, purple, pink, brown, white, black, Witchykoo, Boris, Cayla, Emily, Magicus Pop*

RECEPTIVE LANGUAGE *Point to the arrow. Say the word. What colour is it? Go forward. Go back. Colour the picture. What colour is it? What number is it? What is the next number?*

MATERIALS Pupil's Book page 16, Activity Book page 11, dice, counters, coloured crayons

Warmer

- ▶ Count around the class. Say the name of a pupil. Elicit the number 1. Say the name of another pupil. Elicit the number 2. Continue in this way to 10. Then start again from 1. Speed up to make the game more challenging.

Pupil's Book page 16

A Play a game.

- ▶ Ask the pupils to look at the game on page 16. Explain that the idea of the game is to reach Magicus in the centre of the game and to join him on his broom.
- ▶ Divide the class into pairs. Ensure each pair has a die, and a counter for each child.

- ▶ Explain the rules of the game. The pupils take turns to throw the die and move their counter forward through the corresponding number of squares. The pupil whose turn it is then looks at the picture and says the corresponding word, number, character name or instruction.
- ▶ Explain that if the players land on a square containing + (red number) they have to move forward this number of squares. If they land on a square containing - (red number) they have to move back this number of squares.
- ▶ Ensure that the pupils know where to start. Say *Point to the arrow*. Demonstrate by holding up a book.
- ▶ Move around the class while they are working to ensure fair play and to offer help and encouragement. Prompt the pupils as they play. Say *Go forward/Go back*, or *Say the word*.

Activity Book page 11

1 Colour and say.

- ▶ Ask the pupils to colour the picture, using any colours they wish from the target colour list. Say *Colour the picture*. You could use this opportunity to talk about rainbows and when we see them.
- ▶ Move around the class and ask the pupils *What colour is it?*

2 Write and say.

- ▶ Ask the pupils to say the numbers in the picture. Ask *What number is it?*
- ▶ Point to the first space and ask *What is the next number?*
- ▶ The pupils write the missing numbers (3, 5, 6 and 9) on the stars.

Ending the lesson

- ▶ Call out two or three colour words. The class holds up the correct colour of crayons. Continue with different colour combinations.



Backtrack 1

A  Play a game.

Revision: 1–10, red, blue, green, brown, pink, black, purple, yellow, orange, white
Witchykoo, Cayla, Emily, Boris, Magicus Pop, Stand up! Sit down! Open/Close your book!

Backtrack 1

Lesson 2

LESSON AIMS revising language from Units 1 and 2, making a class display, listening to individual sounds

TARGET LANGUAGE *What's your name? I'm (Emily). red, blue, green, brown, pink, black, purple, yellow, orange, white*

RECEPTIVE LANGUAGE *What's your favourite colour? What's your favourite number? Pass the ball. Draw a picture of you.*

MATERIALS Pupil's Book page 17, Class CD, a ball, a washing line or piece of string, pegs, card, paint, crayons

Warmer

- ▶ Play *Pass the ball*. Pass the ball to a pupil and ask, *What's your name?* The pupil answers with *I'm (name)*. This pupil then passes the ball to another and asks *What's your name?* Continue until every pupil has received the ball. Say *Pass the ball*.

B Draw and make.

- ▶ Ask the pupils to look at the photograph on page 17. Explain that they are going to make a classroom display together.
- ▶ Give each pupil a piece of card or paper. Ask the pupils to draw a picture of themselves and to colour it in and write their names. Say *Draw a picture of you*.
- ▶ Now ask them to draw their favourite number from 1 to 10 on the card and to colour a shape their favourite colour. Ask *What's your favourite colour? What's your favourite number?*
- ▶ Peg the finished drawings onto a washing line or piece of string and display in the classroom.

C 19 Listen and say.

- ▶ This activity helps to practise and identify the sound /u:/.
- ▶ Say the sound /u:/. The class repeats.

- ▶ Ask the pupils to find things in the picture that contain the sound /u:/. Elicit *Witchykoo, blue, two*.
- ▶ Play the recording. The pupils listen.
- ▶ Repeat. This time pause after each line for the pupils to repeat.
- ▶ Repeat the rhyme a number of times, maintaining a steady rhythm.

TAPESCRIPT

/u:/, /u:/
two, blue, Witchykoo
blue, two, Witchykoo

Ending the lesson

- ▶ Play *Mime and say*. Mime an action with your hands, for example, opening or closing your hands to represent *Open/Close your book*, raising or lowering your hands to represent *Stand up/Sit down*. The class say the instruction. This game can then be played in pairs.



B  Draw and make.

C  19  Listen and say.

Sound hound



Revision: *What's your name? I'm (Emily).*
red, blue, green, brown, pink, black, purple, yellow, orange, white



Unit 3

Lesson 1

LESSON AIMS learning family words, saying a chant

TARGET LANGUAGE *mum, dad, brother, sister, dog. This is my ...*

RECEPTIVE LANGUAGE *Happy Birthday! Who's this? Draw your family. Colour the picture.*

MATERIALS Pupil's Book page 18, Activity Book page 12, Class CD, two or three photos or pictures of families, flashcards (*mum, dad, brother, sister, dog*), crayons

Warmer

- ▶ Have a short class discussion in L1 about families. Show pictures of different families and talk about brothers, sisters and other family members.

Pupil's Book page 18

1 Listen and point.

- ▶ Ask the pupils to look at the main picture on page 18. Explain or elicit that Emily is introducing Witchykoo to her family and that it is her birthday. Elicit any family words that the pupils may already know. Some pupils may already know the phrase *Happy Birthday!* Praise any attempts to say the words.
- ▶ Present the family words using the flashcards.
- ▶ Play the recording once. Point to the people as they are mentioned or say the corresponding numbers.
- ▶ Repeat the recording. This time pause after each sentence for the pupils to point to the correct character in their books or say the number.

TAPESCRIPT

EMILY: Witchykoo, this is my mum.
And this is my dad.
This is my brother.
This is my sister.
And this is my dog!
WITCHYCOO: Hello!

2 Chant.

- ▶ Display the family flashcards. Point to each flashcard and ask *Who's this?* to elicit *mum, dad, brother, etc.*
- ▶ Call out family words. The class point to the correct flashcard or the character in the picture on page 18, or say the number of the character.
- ▶ Play the recording once. The pupils listen. Encourage them to clap the rhythm.
- ▶ Repeat the recording. This time, pause after each line for the pupils to repeat.

TAPESCRIPT

My mum! My mum!
This is my mum.
Hello!

My dad! My dad!
This is my dad.
Hello!

My brother! My brother!
This is my brother.
Hello!

My sister! My sister!
This is my sister.
Hello!

My dog! My dog!
This is my dog.

My family! My family!
This is my family.
Hello!

Activity Book page 12

1 Draw, colour and say.

- ▶ Ask the pupils to draw a picture of themselves and their family in the frame provided. Say *Draw your family.* Tell them to colour the picture.
- ▶ Move around the class while they are working and ask *Who's this?* to elicit the correct family word.

Ending the lesson

- ▶ Call individual volunteers to the front to present their pictures. Ask them to point to the members of their family and say the correct family word.

3 My family

1 Listen and point.

2 Chant.

18
mum, dad, brother, sister, dog
This is my (mum).

LESSON AIMS identifying family members, making cards and playing a game

TARGET LANGUAGE *mum, dad, brother, sister, dog, This is my (dad).*

RECEPTIVE LANGUAGE *Who's this? Cut out the cards. Make families. Turn over. Snap!*

MATERIALS Pupil's Book pages 19 and 73, Class CD, flashcards (*mum, dad, brother, sister, dog*), scissors

Warmer

- ▷ Repeat the chant from Lesson 1 to energise the class and review the family words.

Pupil's Book page 19

3 Listen and number.

- ▷ Ask the pupils to look at the family photos on page 19. Point to each family member and ask *Who's this?* Elicit the family words.

- ▷ Play the recording once. The pupils point to the correct picture.
- ▷ Play the recording again. This time pause after each family member. Ask the pupils to write the number next to the correct person.

TAPESCRIPT

- 1 This is my sister.
- 2 This is my brother.
- 3 This is my dad.
- 4 This is my mum.
- 5 This is my dog.

4 Make cards. Then play a game.

- ▷ Ask the pupils to cut out all the cards on page 73 carefully. Say *Cut out the cards.* Then ask them to shuffle the cards and place them face up on their tables.
- ▷ Now ask the pupils to form the cards into family groups. Say *Make families.* Move around the class while they are working, asking *Who's this?* to elicit the correct family words.

- ▷ Play *Memory*. The pupils work in pairs. They put two sets of cards together and spread them face up on a desk, naming the family members they can see. The pupils then turn the cards over so that they are face down. They try to remember where each family member is. The pupils take turns. Pupil A turns over two cards, saying the family words as he/she does so. If Pupil A has found a pair of identical cards, he/she keeps them. If not, he/she puts the cards face down again and it is Pupil B's turn. The winner is the pupil who collects the most cards.

- ▷ You can play an easier version of this game – the pupils can match two dads/mums/brothers/sisters from different families.

Ending the lesson

- ▷ The pupils work in pairs. Pupil A holds up a family card from Activity 4 and says the correct family word. Pupil B then holds up another member of the same family and says the family word. Pupil B then holds up a card from another family. Continue in this way.

3
✎

3

Listen and number.

4

page 73

Make cards. Then play a game.

mum, dad, brother, sister, dog
This is my (mum).

Extra activity

- ▷ Play *Snap!* Seat the pupils opposite each other in pairs. Each pair has two sets of cards. Pupil A turns over a card and says the corresponding family word. Pupil B does the same, putting a card next to Pupil A's card. When two cards are the same, the pupils must say *Snap!* as quickly as possible. The pupil who says *Snap!* first can then take all cards from the table. The game begins again.
- ▷ The winner is the pupil with the most cards.

Unit 3

Lesson 3

LESSON AIMS asking and responding to *How old are you?*, saying a rhyme

TARGET LANGUAGE *How old are you? I'm six.*

REVIEW *mum, dad, sister, brother, dog*

RECEPTIVE LANGUAGE *cake, Please. Thank you. How many candles? Happy Birthday!*

MATERIALS Pupil's Book page 20, Activity Book page 13, Class CD, family flashcards

Warmer

- ▷ Display the family flashcards around the classroom, or stick them on different walls. Call out family words. The pupils point to the correct cards.

Pupil's Book page 20

5 Listen and point.

- ▷ Ask the pupils to look at pictures 1 – 3 on page 20. Remind them that it is Emily's birthday and talk about what will happen in the story. Explain the meaning of *Happy Birthday!*
- ▷ Point to various members of the class and ask *How old are you?* Teach the answer, *I'm (age)*.
- ▷ Play the recording once. Point to the pictures in the book.
- ▷ Ensure that the pupils understand that the dog eats the cake and that Witchykoo uses magic to make it reappear.
- ▷ Play the recording again. Pause after each phrase for the pupils to point to the correct picture.

TAPESCRIPT

(picture 1)

EMILY: I'm six!

WITCHYKOO: Happy Birthday! Happy Birthday!

(picture 2)

EMILY: Oh no! The cake!

Witchykoo! Please!

WITCHYKOO: OK. How old are you?

EMILY: I'm six.

(picture 3)

WITCHYKOO: Abracadoo! A-ha! Happy Birthday!

EMILY: Phew! Thank you.

6 A rhyme! Listen and repeat.

- ▷ Ask the pupils to look at page 20. Point to the picture of the little girl and say, *I'm Sue* so that it is clear that this is a name.
- ▷ Play the recording once. The pupils listen.
- ▷ Teach the rhyme, line by line. Spiral drill the question, *How old are you?* Say *you*. The pupils repeat. Then say *are you*. The pupils repeat. Now say *old are you*. Finally say the whole question *How old are you?* The pupils repeat the whole question.
- ▷ Then play the recording again and ask the pupils to repeat it a number of times.

TAPESCRIPT

WOMAN: Hello, Sue!

How old are you?

GIRL: I'm two.

How old are you?

Activity Book page 13

2 Count and write. Then draw and say.

- ▷ Ask the children to look at the cakes on page 13. Point to the first cake and ask *How many candles?* The pupils count the candles and write the correct number in the box.
- ▷ Continue in this way with the remaining cakes.
- ▷ For the final empty frame, ask the pupils to draw their own cake and candles. They then count the candles and write the correct number in the box.

Ending the lesson

- ▷ Call individual pupils to the front of the class to show their personalised cake and candles. Ask them to count the candles for the class.

5 Listen and point.



6 A rhyme! Listen and repeat.



How old are you? I'm six.

Unit 3

Lesson 4

LESSON AIMS asking and responding to *How old are you?*, singing a song

TARGET LANGUAGE *How old are you? I'm six.*

REVIEW numbers 1 – 10, *Stand up!*

RECEPTIVE LANGUAGE *How many fingers? Clap your hands. Write the number. Happy Birthday!*

MATERIALS Pupil's Book page 21, Class CD, ball

Pupil's Book page 21

7 Look and write the number.

- ▶ Ask the pupils to look at the photos on page 21. Point to the first photo and ask *How many fingers?* Count the fingers the child is holding up with the class. Pretend to ask the child in the photo, *How old are you?* and answer *I'm five.*
- ▶ Now ask the class to count the fingers in each photo and to write each child's age in the box. Point out the example number 5. Check the answers with the whole class.

8 Ask and answer.

- ▶ The pupils work in pairs. Pupil A points to one of the pictures in Activity 7 and asks *How old are you?* Pupil B looks at the picture and answers with *I'm (age).*

9 Listen and sing.

- ▶ Ask the pupils to look at the picture on page 21. Explain that it is the girl in the middle's birthday and that she is six (because she is holding up six fingers).
- ▶ Revise *Stand up* and teach *Clap your hands*. Demonstrate the action.
- ▶ Play the recording once. The pupils listen. Point to the pictures on the page.
- ▶ Teach the pupils the song, line by line. Sing the song with the recording a number of times.

TAPESCRIPT

(chorus)

Happy Birthday! Happy Birthday!

How old are you?

Stand up!

Clap your hands!

How old are you?

Six, six, I'm six!

Six, six, I'm six!

(chorus)

Six, six, I'm six!

Six, six, I'm six!

Happy Birthday! Happy Birthday!

Happy Birthday to you!

Ending the lesson

- ▶ Repeat the song with actions. The pupils can clap their hands and hold up six fingers.

Extra activity

- ▶ Seat the pupils in a circle and get them to pass a ball around quickly. Play the *Happy Birthday* song. Stop the music. The pupil with the ball says his or her name and age.
- ▶ Start the music again and continue until everyone has had a turn.

Warmer

- ▶ Repeat the rhyme from Lesson 3 to energise the class and review the target language. See if the class can remember the words before you play it.

3

7 Look and write the number.



5

8 Ask and answer.

9





Listen and sing.



21

*How old are you? I'm (six).
one, two, three, four, five, six, seven, eight, nine, ten*

Unit 3

Lesson 5

LESSON AIMS learning birthday party words, using observational skills

TARGET LANGUAGE *cake, present, card, balloon, party hat*

REVIEW *mum, dad, brother, sister, dog, red, blue, orange, pink, black, green, yellow*

RECEPTIVE LANGUAGE *What's this? Colour the line/picture. What colour is ... ? What is different?*

MATERIALS Pupil's Book page 22, Activity Book page 14, Class CD, flashcards (*cake, present, card, balloon, party hat*)

Warmer

- ▷ Repeat the song from Lesson 4 to energise the class and review the target language.

Pupil's Book page 22

10 Listen and point.

- ▷ Display the flashcards of the target language.
- ▷ Ask the children to look at the matching photos on page 22.
- ▷ Play the recording once. Point to the corresponding flashcards for each item.
- ▷ Play the recording again. Pause after each word for the pupils to point to the correct photo in their books.

TAPESCRIPT

a cake, a present, a card, a balloon, a party hat

11 Find five differences. Circle.

- ▷ Ask the pupils to look at pictures A and B on page 22. Talk about the pictures and what they can see. Give them a minute to study them carefully and find five things that are different in each. Ask *What is different?* Ask the pupils to draw a circle around the differences as they find them.

- ▷ Elicit the differences from the pupils. They are:

- 1 Picture A: a pink balloon.
Picture B: an orange balloon.
- 2 Picture A: a red hat.
Picture B: a yellow hat.
- 3 Picture A: four balloons.
Picture B: five balloons.
- 4 Picture A: seven candles.
Picture B: six candles.
- 5 Picture A: a blue present.
Picture B: a yellow present.

Activity Book page 14

3 Match and say. Colour the party things.

- ▷ Ask the pupils to trace over the lines from each family member to the object. Ask them to use a different coloured crayon for each. Say *Colour the line*. Ask them to colour the party object the same colour as its corresponding line. Say *Colour the picture*.
- ▷ Call out a family word. The class says the matching party object word.
- ▷ Now call out a party object word. The class says the matching family word.
- ▷ Ask individual pupils about the colours they have used. Say a party object and elicit the colour word.

Ending the lesson

- ▷ Cover a party flashcard with a piece of paper. Very slowly reveal the object. Ask *What's this?* Elicit the party word from the class.
- ▷ Ask the pupils to bring in family photos for the next lesson.

10 Listen and point.



11 Find five differences. Circle.



cake, present, card, balloon, party hat

LESSON AIMS personalising and consolidating language from the unit, learning to evaluate own progress

TARGET LANGUAGE *This is my (mum), mum, dad, brother, sister, dog, cake, card, balloon, party hat, present, 6, 7, 9*

RECEPTIVE LANGUAGE *Who's this? What's this? Point to the presents. What's missing? Which is different? What number? How many (candles)?*

MATERIALS Pupil's Book page 23, Activity Book page 15, sticker sheet, family photos, sheet of card for each pupil, adhesive putty

Warmer

- ▷ Place the party word flashcards in various parts of the classroom. Call out the words. The pupils point to the correct cards.

Pupil's Book page 23

12 Find photos of your family.

- ▷ Give each child a sheet of card. Ask them to make a display, using their family photos. To avoid damage, the photos can be secured to the page with adhesive putty.
- ▷ Write the heading *My family* at the top of each card.
- ▷ Display the pictures and ask volunteers to talk about the members of their family using *This is my (sister)*.

13 Find and stick.

- ▷ Ensure each pupil has the sticker sheet.
- ▷ Ask the pupils to look at the pictures of the family and party things. Point to the pictures and ask about the words. Say *Who's this?* and *What's this?*

- ▷ Ask the pupils *What's missing?* and elicit the words *mum, brother, cake, balloon* and *hat*. Tell the pupils to find the five matching stickers and stick them in the correct places.
- ▷ Move around the room while they are working to offer praise and encouragement. Point at the stickers and ask *Who's this?* and *What's this?*

14 How did you do? Choose and colour.

- ▷ In this self-assessment activity, the pupils think about the unit and decide how much effort they have put into the activities.
- ▷ Point to the faces on the magic wands. Ask the pupils to think about their effort in Unit 3. Remind them that the faces mean 'So so', 'Good' and 'Excellent'.
- ▷ Ask the pupils to colour just one face to show how much effort they put in for the unit. Say *Colour one face*.

Activity Book page 15

4 Find and circle the odd one out.

- ▷ Say *Point to the presents. How many?* Ask the pupils to look carefully at the pictures. Point out the example circle round the last present and ask *Which is different?*
- ▷ Ask them to circle the item that is different in the other picture sets. Go round the class and ask *What's this? What number?* and *How many?*

Ending the lesson

- ▷ Repeat the song from Lesson 4 to end the unit on an energised note.

Extra activity

- ▷ Collect in some of the photos and display them on the board. The pupils say the name of the pupil who is related to the person in each photo, and the family member if they can.

12 Find photos of your family.

My family

13 Find and stick.

14 Unit 3 My English Choose and colour.

Story Time

The Colour Spell 2

LESSON AIMS following a story in English, revising language from Units 2 and 3

TARGET LANGUAGE party hat, balloon, present, Happy Birthday! blue, red, green, yellow, orange, pink, purple, mum, dad, Goodbye

RECEPTIVE LANGUAGE This is my present. What a nice family! No (colours). Who's this? Act out the story. Colour the pictures. What colour is it? What number is it?

MATERIALS Pupil's Book pages 24 and 25, Activity Book pages 16, Class CD, crayons

Warmer

- ▶ Ask the pupils what they can remember from the first episode of the story.
- ▶ Ask them to look at the pictures on pages 24 and 25 and elicit as much information about the story as possible. Praise all their suggestions.
- ▶ Revise the character names. Point to each character and ask *Who's this?*

Pupil's Book pages 24 and 25

1 Listen and look.

- ▶ Play the recording once. Point to each corresponding picture as the pupils listen.
- ▶ Explain to the class that the angry Sarlek has used a magic spell to suck away the colours and to put them into her glass bottles. She has also frozen the people at the palace so that they cannot move. Everyone is frozen by the spell. Introduce Bobby, the globe-fish. Explain that he is late for the party and so Sarlek's spell hasn't affected him. He is shocked to see what is happening.
- ▶ Repeat the recording. This time, pause after each picture. Ask the pupils to point to the characters who are talking or making a sound.

TAPESCRIPT

(picture 1)

SARLEK: Ha! Oh! A party hat, a balloon and a present!
Happy Birthday!

(picture 2)

SARLEK: This is MY present, Princess Luna!
Blue! Red! Green and yellow!

(picture 3)

SARLEK: What a nice family! Mum, dad and Princess Luna!

(picture 4)

BOBBY: Ouch!
SARLEK: Goodbye!
BOBBY: Oh no!

(picture 5)

BOBBY: No blue, no red, no green, no yellow!
No orange, no purple, no pink!
No colours! Oh!

The Colour Spell 2

1 Listen and look. Then listen and act out.



party hat, balloon, present, Happy Birthday!
blue, red, green, yellow

Listen and act out.

- ▷ Play the recording again. This time, pause after each frame and demonstrate actions. The pupils act what you show them. Continue in this way.
- ▷ Play the recording again without pausing. The class act out the story together (see *Introduction* page 9, *Acting out stories*).

Activity Book page 16
1  **Choose your colours.**
Colour by numbers.

- ▷ Ensure that every pupil has a crayon for each of the target colours.
- ▷ Ask the pupils to colour the numbered paint splodges. Say *Colour the pictures*. They can use any colour they wish for each number or you can instruct them to use the following colours: 1 orange, 2 yellow, 3 green, 4 blue, 5 red, 6 pink, 7 purple.
- ▷ Move around the class while they are working, asking *What colour is it?* *What number is it?*
- ▷ Ask the pupils to look at the main picture on page 16. Say *Point to number 1*. The pupils find and point to sections marked with number 1. Say *Colour number 1 orange*. Ensure that they understand that they need to colour the sections the colour they have for the paint splodge.
- ▷ Continue in this way.

Ending the lesson

- ▷ The pupils can act out the story in small groups. Demonstrate with a group at the front of the class.



mum, dad, Goodbye!
 blue, red, green, yellow, orange, pink, purple

Unit 4

Lesson 1

LESSON AIMS learning classroom objects, saying a chant

TARGET LANGUAGE *table, chair, pen, pencil, book, rubber.*

RECEPTIVE LANGUAGE *My (book)! Listen and point. What's this? Clap your hands. Draw a line. Match. What's missing?*

MATERIALS Pupil's Book page 26, Activity Book page 17, Class CD, flashcards (*table, chair, pen, pencil, book, rubber*), a cloth or towel, classroom objects

Warmer

- ▷ Have a short class discussion about magic. Ask the pupils about what special skills wizards and witches have.

Pupil's Book page 26

1 Listen and point.

- ▷ Ask the pupils to look at the main picture on page 26. Explain or elicit that it is a magic lesson. Magicus is teaching Cayla how to levitate objects. Ask them if they think Cayla is good at this new skill.
- ▷ Present the six classroom words on page 26 using the flashcards.
- ▷ Play the recording once. Point to the objects as they are mentioned.
- ▷ Repeat the recording. This time, pause after each phrase for the pupils to point to the correct objects in their books or say the corresponding numbers.

TAPESCRIPT

MAGICUS: My table! My chair! My pen!

CAYLA: My pencil! My book! My rubber!

2 Chant.

- ▷ Display the flashcards for the six classroom objects in the small picture on page 26. Point to each and ask *What's this?* to elicit *a pen, a book*, etc.
- ▷ Call out classroom object words. The class point to the correct flashcard.
- ▷ Play the recording once. The pupils listen. Encourage them to clap the rhythm.
- ▷ Repeat the recording. This time, pause after each line for the pupils to repeat.

TAPESCRIPT

My table! My chair! My pen! Look!
(Wow!)

My pencil! My book! My rubber! Look!
(Wow!)

Activity Book page 17

1 Match and say.

- ▷ Ask the pupils to look at the pictures on page 17. Point to each of the pictures of whole objects and ask *What's this?* to elicit *a chair, a table*, etc.
- ▷ Now point to the pictures in the centre of the page that show a magnified section of each object. Ask the pupils to look carefully at these pictures and work out which object they come from.
- ▷ Ask the pupils to draw a line to match each object to its magnified section. Say *Draw a line. Match.* Point out the example line from the chair to the foot of the chair.
- ▷ Move around the class while the pupils are working, asking *What's this?*

Ending the lesson

- ▷ Repeat the chant. This time ask the pupils to hold up or point to the corresponding classroom objects as they chant. You can also say the objects yourself in a different order and at different speeds.

Extra activity

- ▷ Play *Magic table*. Arrange some classroom objects on a desk so that everyone can see. Try to use different numbers and colours of objects.
- ▷ Point to each object or set of objects and say what they are, for example *a red pen, a blue pencil*. Ask the pupils to repeat and memorise the words.
- ▷ Ask the pupils to take a pretend photo of the magic table. Mime holding up a camera and making the sound 'click'.
- ▷ Cover the table with a 'magic cloth' and make an object 'disappear' by removing it discreetly. Ask *What's missing?*
- ▷ Continue in this way. You can also ask the pupils who guess correctly to take the role of the magician.

4 School

1 Listen and point.

2 Chant.

26

table, chair, pen, pencil, book, rubber
My (book)!

LESSON AIMS identifying classroom objects, asking a partner for items

TARGET LANGUAGE *table, pencil, rubber, chair, pen, book, a red book, a blue pen, A (book), please. Here. Thank you.*

RECEPTIVE LANGUAGE *Colour the pictures. What's this? Bingo!*

MATERIALS Pupil's Book page 27, Class CD, classroom objects, flashcards, crayons, counters

Warmer

- ▷ Call out classroom object words. The pupils hold up or point to objects in the classroom.

Pupil's Book page 27

3  **Colour and play Bingo.**

- ▷ Ask the pupils to look at the Bingo board on page 27. Ask them to colour the objects, using any of the colours they have learned. They can use the same colour more than once, but they should colour the repeated objects in different colours (not two green pens or two red chairs).
- ▷ Ensure that every pupil has a set of counters. Explain and demonstrate how to win by forming a line either diagonally, vertically or horizontally.
- ▷ Play *Bingo*. Call out a classroom object and colour, for example *a blue pen, a red book*. The pupils place counters on the squares that match the description.
- ▷ Continue in this way until a pupil has completed a line, either horizontal, vertical or diagonal. This pupil calls out *Bingo!* and is the winner. Then continue the game to see who comes second and third.

4  **Listen. Then ask and answer.**

- ▷ Ask the pupils to look carefully at the photo and to name the classroom objects they see. Point to the objects and ask *What's this?* to elicit *a red pen, a green rubber, etc.*
- ▷ Play the recording. The pupils listen and point to the objects as they are mentioned.
- ▷ Call a pupil to the front to demonstrate the activity. Lay out some classroom items on the desk in front of you. Say *A book, please*. The pupil gives you the book and says *Here*. Say *Thank you*. Continue with other items.
- ▷ Play the recording again for the pupils to listen and repeat if necessary.
- ▷ Now ask the pupils to do the activity in pairs. Move around the class while they are working to offer help, prompts and encouragement.

TAPESCRIPT

GIRL: A book, please.

BOY: Here.

GIRL: Thank you.

BOY: A pen, please.

GIRL: Here.

BOY: Thank you.

GIRL: A rubber, please.

BOY: Here.

GIRL: Thank you.

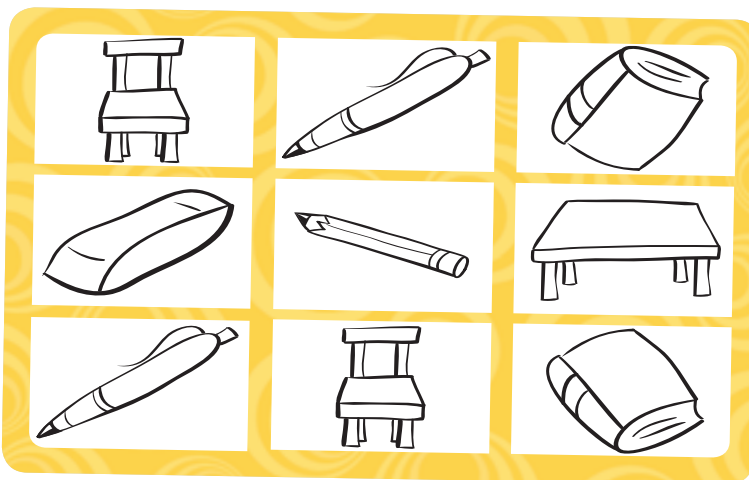
Ending the lesson

- ▷ Play *Bingo* in groups. One pupil in each group calls out the words and the others play the game.

Extra activity

- ▷ Lay a number of objects on your desk. The pupils form a line to pass by the desk. Encourage each pupil to ask you for something, using the model dialogue in Activity 4. You can make the activity more entertaining by using different tones of voice, or speak through a puppet character.

3  **Colour and play Bingo.**



4  **Listen. Then ask and answer.**



*table, pencil, rubber, chair, pen, book
A (book), please. Thank you.*

Unit 4

Lesson 3

LESSON AIMS using plurals, learning more classroom objects

TARGET LANGUAGE *crayon, ruler, two (pencils)*

REVIEW numbers 1 – 10

RECEPTIVE LANGUAGE *How many books? Up!*

MATERIALS Pupil's Book page 28, Activity Book page 18, Class CD, flashcards (*crayon, ruler, table, chair, pen, pencil, book, rubber*)

Warmer

- ▶ Present *crayon* and *ruler* using the flashcards.
- ▶ Play the *Memory* game. Place the classroom objects flashcards face up on your desk or stick them on the board. Ask the pupils to look at the objects and try to remember where they are. Turn all the cards face down. Call pupils to the front to say the classroom object word and then turn over what they believe to be the corresponding card. Continue in this way.
- ▶ Present plurals with *s*. Hold up two pens and say. *Look. Two pens.* Repeat this with other numbers and different classroom objects.

Pupil's Book page 28

5 Listen and point.

- ▶ Ask the pupils to look at picture 1 on page 28. Explain or elicit that Boris is now trying to levitate objects, using a spell from a book. However, Boris finds magic difficult. Ask what happens in picture 2. Boris's magic spell goes wrong and the objects end up multiplying and being scattered around the room.
- ▶ Play the recording once. Point to the objects as they are mentioned.
- ▶ Repeat the recording. This time, pause after each sentence for the pupils to point to the correct objects in their books.

TAPESCRIPT

(picture 1)

BORIS: Mm. Er. OK. Two crayons. Two rulers. Two pens. Two rubbers. Two pencils.
Up! Up! Up! Abracadoo!

(picture 2)

BORIS: Oh no! Oh ... Magicus!

6 Find and count. Write the numbers.

- ▶ Point to the picture of the rubber and ask *What's this?* to elicit *a rubber*. Now point to the second picture in Activity 5 and ask *How many rubbers?* Point out the example number 4 written in the box next to the rubber.
- ▶ The pupils count the rest of the objects in the second picture in Activity 5 and write the number of each in the boxes next to the small pictures. They count all of each object, no matter what colour they are.
- ▶ Answers: There are four rubbers, one book, three pens, four pencils, six crayons and six rulers.

Activity Book page 18

2 Count, write and say.

- ▶ Ask the pupils to look at the objects at the top of the page. Point to each one and ask *What's this?* to elicit *A book, a pen,* etc.

- ▶ Now point to the main picture. Ask the pupils to count the objects and to write the correct number in the box next to each picture at the top of the page.
- ▶ Ask *How many books?* Elicit the answer from the class, *Four books* (point out the example number written in the first box). Continue to ask in this way about the remaining objects.
- ▶ Answers: There are three pencils, five rubbers, seven pens, six crayons and eight rulers.

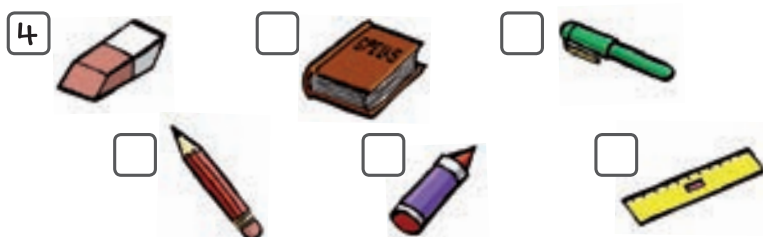
Ending the lesson

- ▶ Ask the pupils to empty the contents of their pencil cases onto their desks beside their books. The pupils work in pairs, asking and answering about the objects. They can use *How many (books)? Two books.* Demonstrate the activity with a volunteer at the front of the class.

5 Listen and point.



6 Find and count. Write the numbers.



ruler(s), pen(s), pencil(s), rubber(s), book(s), crayon(s)
How many (books)? one, two, three, four, five, six

LESSON AIMS listening and colouring objects, singing a song

TARGET LANGUAGE pens, pencils, rubbers, books, crayons, rulers, How many (books)?

REVIEW numbers 1 – 10

RECEPTIVE LANGUAGE How many (books)? What colour? Colour the books blue. Colour five rubbers yellow. Five rubbers are yellow. Let's sing! All for me.

MATERIALS Pupil's Book page 29, Class CD, classroom objects, flashcards, crayons

Warmer

- ▷ Revise numbers. Count around the class. Say the name of a child. Elicit the number 1. Say the name of another child. Elicit the number 2. Continue in this way to 10. Then start again from 1. Speed up to make the game more challenging.

Pupil's Book page 29

7 **Listen and colour.**

- ▷ Point to the pictures of classroom objects on page 29. Explain to the pupils that they have to colour the number of objects in the colour that they are told to on the recording.
- ▷ Play the recording. The pupils listen.
- ▷ Play the recording again. This time pause after each 'ping' sound for the pupils to colour the objects.
- ▷ Check with the whole class, asking *How many (books)? What colour?*

TAPESCRIPT

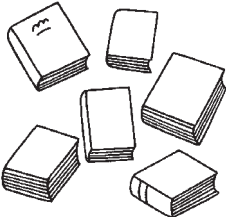
BOY: Look! Books!
 GIRL: How many books?
 BOY: Four.
 GIRL: What colour?
 BOY: Blue. Four blue books.
 GIRL: OK. Four blue books.
 GIRL 2: Look! Rubbers!
 BOY 2: How many rubbers?
 GIRL 2: Five.
 BOY 2: What colour?

GIRL 2: Yellow. Colour five rubbers yellow.
 BOY 2: OK. Five rubbers are yellow.

GIRL: Look! Crayons!
 BOY: How many crayons?
 GIRL: Three.
 BOY: What colour?
 GIRL: Green. Colour three crayons green.
 BOY: OK. Three crayons are green.
 BOY 2: Look! Pencils.
 GIRL 2: How many pencils?
 BOY 2: Four.
 GIRL 2: What colour?
 BOY 2: Black. Colour four pencils black.
 GIRL 2: OK. Four pencils are black.
 BOY: Look! Pens!
 GIRL: How many pens?
 BOY: Two pens.
 GIRL: What colour?
 BOY: Red. Two red pens.
 GIRL: OK. Two red pens.
 GIRL 2: Look! Rulers!
 BOY 2: How many rulers?
 GIRL 2: Six rulers.
 BOY 2: What colour?
 GIRL 2: Orange. Colour six rulers orange.
 BOY 2: OK. Six orange rulers.

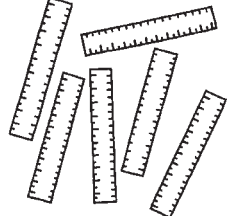
7 **Listen and colour.**

4










8 **Listen and sing.**

33



books, rubbers, crayons, pencils, pens, rulers
 How many (books)? one, two, three, four, five, six



8 **Listen and sing.**

- ▷ Ask the pupils to look at the photo on page 29. Point to each child and ask *How many pencils? How many rulers? How many books?*
- ▷ Ask about the colour of the objects. Ask *What colour?*
- ▷ Play the recording. The pupils listen.
- ▷ Repeat. This time pause after each line for the pupils to learn the song.
- ▷ Repeat with the class several times.

TAPESCRIPT

How many pencils?
 One, two, three.
 How many pencils?
 One, two, three.
 Three pink pencils
 All for me.
 How many rulers?
 One, two, three.
 How many rulers?
 One, two, three.
 Three red rulers
 All for me.
 How many books?
 One, two, three.
 How many books?
 One, two, three.
 Three blue books
 All for me.
 All for me!

Ending the lesson

- ▷ Sing the song again. This time ask the pupils to hold up the classroom objects mentioned as they sing.

Unit 4

Lesson 5

LESSON AIMS listening and following simple instructions

TARGET LANGUAGE *Look! Listen! Hands up! Be quiet! Touch your book! Turn round!*

REVIEW *Stand up! Sit down! Open your book! Close your book!*

RECEPTIVE LANGUAGE *Listen and point. Listen and do. What do you do?*

MATERIALS Pupil's Book page 30, Activity Book page 19, Class CD

Warmer

- ▷ Revise the classroom instructions the pupils know. Play *Magicus says*. Give an instruction. Remind the pupils that if you say *Magicus says* before the instruction, they should do it. However, if you do not say *Magicus says*, they must not do it.

Pupil's Book page 30

9 Listen and point.

- ▷ Ask the pupils to look at the pictures on page 30.
- ▷ Teach the new instructions by demonstrating the actions.
- ▷ Play the recording once. The pupils listen.
- ▷ Play the recording again. Pause after each instruction for the pupils to point to the correct picture in their books or say the corresponding number.

TAPESCRIPT

- 1 Look!
- 2 Listen!
- 3 Hands up!
- 4 Be quiet!
- 5 Touch your book!
- 6 Turn round!

10 Listen and do.

- ▷ Ask the class to stand. Say *Stand up!*
- ▷ Play the recording. Pause after each instruction for the pupils to perform the action. Demonstrate each action to them first. Say *Listen and do*.

TAPESCRIPT

- Hands up!
Look!
Touch your book!
Sit down!
Stand up!
Turn round!
Listen!
Be quiet!

Activity Book page 19

3 Look, say and do.

- ▷ Point to each picture on page 19 and elicit the correct instruction from the pupils. Ask *What do you do?*
- ▷ Now ask them to do the correct action for each instruction. The pupils can also do this activity in pairs.

Ending the lesson

- ▷ Play *Mime and say*. Mime an action from the lesson. The class says the action and then carries it out. Call individuals to the front to mime an action for the class. The pupils can also do this activity in pairs.

Extra activity

- ▷ Ask the pupils to look at the numbers next to the pictures in Activity 9. Call out the numbers. The pupils say the corresponding command.
- ▷ Call out the numbers again. This time the pupils both do and say the corresponding action.
- ▷ The class can also do this activity in pairs or small groups.

9 Listen and point.

10 Listen and do.

30 Look! Listen! Hands up! Be quiet! Touch your book! Turn round!

LESSON AIMS personalising and consolidating language from the unit, learning to evaluate own progress

TARGET LANGUAGE *a book, a pen, a rubber, a ruler, a pencil, a crayon, a table, a chair, Hands up! Listen! Look! Turn round! Be quiet! Touch your book!*

RECEPTIVE LANGUAGE *What's missing? What's this? What number is it? What do you do? How many pens? What colour? Colour one face.*

MATERIALS Pupil's Book page 31, Activity Book page 20, dice for all pupils, crayons, classroom objects, a cloth or towel

Warmer

- ▷ Play *Magic table*. Arrange some classroom objects on a desk so that everyone can see. Try to use different numbers and colours of objects. Point to each object or set of objects and say what they are, e.g. *a red pen, four pencils*. Ask the pupils to repeat and

memorise the words. Ask the pupils to take a pretend photo of the magic table. Mime holding up a camera and making the sound 'click'. Cover the table with a 'magic cloth' and make an object 'disappear' by removing it discreetly. Ask *What's missing?* Continue in this way. You can also ask the pupils who guess correctly to be the magician.

Pupil's Book page 31

11 **Look and tick. Then check your bag.**

- ▷ Ask the pupils to look at the picture at the top of page 31. Jack is about to put various objects into his bag. Ask them to name the objects he has. Ask *What's this?*
- ▷ Point to the grid next to the picture. They should tick the objects that Jack has in his bag.
- ▷ Now ask the pupils to empty the contents of their own bags or pencil cases onto their desks.
- ▷ They then tick the objects that they have in their own bags or pencil cases.

- ▷ Demonstrate how to use the grid if necessary by drawing it on the board.

12 **Find and stick.**

- ▷ Make sure each pupil has the sticker sheet.
- ▷ Draw their attention to the pictures of classroom objects on page 31. Point to each object and ask *What's this?*
- ▷ Ask the pupils to stick the missing stickers (book, chair, crayons, rubber, ruler) in the correct place on the page.

13 **How did you do? Choose and colour.**

- ▷ In this self-assessment activity, the pupils think about the unit and decide how much effort they have put into the activities.
- ▷ Point to the faces on the magic wands. Ask the pupils to think about their effort in Unit 4. Remind them that the faces mean 'So so', 'Good' and 'Excellent'.
- ▷ Ask the pupils to colour just one face to show how much effort they put in for the unit. Say *Colour one face*.

Activity Book page 20

4 **Play a game.**

- ▷ Ask the pupils to look at the pictures on page 20. Point to each die and ask *What number is it?* Elicit the number. Then point to the action next to the die. Ask *What do you do?* Elicit the action.
- ▷ Ensure that each pupil has a die. Ask the class to throw the dice and see what numbers appear. They then do the corresponding action.
- ▷ Now ask the pupils to tick the box next to this action in their books.
- ▷ Ask the pupils to continue to throw their dice until they have done all the actions. If the same action appears twice, they do not do it and they throw again.

5 **Draw and colour.**

- ▷ Ask the pupils to look at their pencil case and to draw what is there. Move around the class while they are drawing. Ask *What's this? How many pens? What colour?*

Ending the lesson

- ▷ Repeat the game from Activity Book page 20 in small groups. One pupil throws the die and calls out the number. The rest of the group does the actions.

11 **Look and tick. Then check your bag.**

	Jack	Me
	✓	

12 **Find and stick.**

13 **Unit 4 My English** Choose and colour.

31

Backtrack 2

Lesson 1

LESSON AIMS revising language from Units 3 and 4, playing a game, singing a song

TARGET LANGUAGE *mum, pencil, books, rubber, dad, balloons, chair, cake, sister, plurals with s, Hands up! Listen! Look! Turn round! Be quiet! Touch your book! Stand up! Sit down!*

RECEPTIVE LANGUAGE *Who's this? What's this? Cover the square. Three in a row. Hands left! Hands right! We are dancing together! Come dance with me!*

MATERIALS Pupil's Book page 32, Activity Book page 21, Class CD, dice, counters, crayons, paper squares

Warmer

- ▷ Play the dice game from the last lesson (Activity Book page 20) in small groups.

Pupil's Book page 32

A Play a game.

- ▷ Ask the children to look at the pictures at the top of page 32. Point to each picture in the grid and ask *Who's this?* or *What's this?*
- ▷ Play *Three in a row*. Give each child squares of paper of the correct size to enable them to cover the picture on the grid. The pupils play in pairs. Pupil A says a word from the grid and covers the corresponding picture with a piece of paper. Pupil B then does the same. The first pupil to cover three squares in a row (horizontally, diagonally or vertically), is the winner. Demonstrate the game first. Say *Three in a row*.
- ▷ Play *Memory*. The pupils play in pairs. Pupil A closes his/her eyes. Pupil B covers one of the squares on the grid with a piece of paper. Pupil A opens his or her eyes and tries to remember which picture is on the square that has been covered. They continue in this way, taking turns.

B Listen, sing and dance.

- ▷ Teach the new instruction words by demonstrating the actions: *Hands left!* *Hands right!* Demonstrate the meaning of *dancing*.
- ▷ Ask the pupils to look at the photos on page 32. Point to each photo and elicit the instructions.
- ▷ Play the recording once. The pupils listen and point to the correct photo in their books.

- ▷ Now teach the song, line by line. Sing the song with the class a number of times.

TAPESCRIPT

Stand up!
Sit down!
Hands up!
Hands down!
Hands left!
Hands right!
Turn round and round! Round and round!

We are dancing, dancing, dancing together!
We are dancing, dancing, dancing together!
We are dancing, dancing, dancing together!
Dancing, dancing,
Come dance with me!
(x2)

Come dance with me!
Come dance with me!

Activity Book page 21

A Colour the party things and say.


- ▷ Ask the pupils to look at the pictures on page 21. Explain that they are going to help the child to get to the party. To do this they have to draw arrows connecting all the party objects.
- ▷ Ensure the pupils start at the first arrows and understand that the first two arrows are examples. When they have finished drawing arrows and formed the route, they can colour the party objects on the page.
- ▷ Move around the class while they are working. Ask *What's this?*

Ending the lesson


- ▷ Repeat the song. This time ask the class to carry out the indicated actions while they sing.

Backtrack 2


A




Play a game.

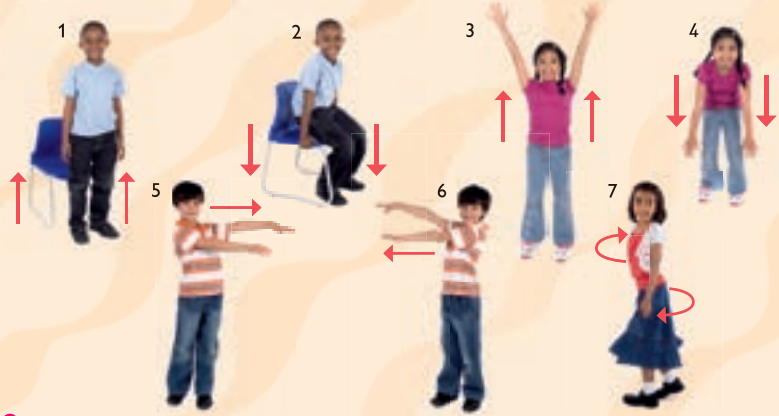


B





Listen, sing and dance.



32

Revision: *mum, pencil, books, rubber, dad, balloons, chair, cake, sister*
Stand up! Sit down! Hands up! Hands down! Hands left! Hands right! Turn round (and round)!

Backtrack 2

Lesson 2

LESSON AIMS revising language from Units 3 and 4, making a class poster, listening to individual sounds

TARGET LANGUAGE *Look! Listen! Hands up! Be quiet! Turn round! Touch your book! card, cake, crayons*

RECEPTIVE LANGUAGE *Draw a picture. Colour. Stick.*

MATERIALS Pupil's Book page 33, Class CD, paper, scissors, glue, flashcards (*card, cake, crayons*)

Warmer

- ▷ Repeat the song from Lesson 1, with the pupils doing the actions.

Pupil's Book page 33

C Make a poster.

- ▷ This activity can be done in pairs or small groups. Ask the pupils to make a poster to show the instructions they have learned. They can use pictures from magazines or draw their own pictures.
- ▷ Ask them to stick their pictures onto a large sheet of paper or card to form a poster.
- ▷ Move around the class while they are working. Ask about the pictures. Elicit the instructions.
- ▷ Display the posters around the classroom.

D Listen and say.

- ▷ This activity helps to practise and identify the sound /k/.
- ▷ Say the sound /k/. The class repeats.
- ▷ Ask the pupils to find things in the picture that contain the sound /k/. Elicit *card, cake, crayons*.
- ▷ Play the recording. The pupils listen.

- ▷ Repeat. This time pause after each line for the pupils to repeat.
- ▷ Repeat a number of times, maintaining a steady rhythm.

TAPESCRIPT

/k/, /k/, /k/
card, cake, crayons,
cake, card, crayons,
crayons, card, cake.

Ending the lesson

- ▷ Place the flashcards of the cake, card and crayon in different parts of the classroom. Repeat the recording from Activity D. Ask the pupils to point to the correct flashcards while they chant. Alternatively, they can do actions for *cake* (blowing out candles), *card* (opening a card) and *crayons* (colouring).



C  Make a poster.

D   Listen and say.

Sound hound



Revision: *Look! Listen! Hands up! Be quiet! Turn round! Touch your book! card, cake, crayons*

33

Unit 5

Lesson 1

LESSON AIMS learning animal words, saying a chant

TARGET LANGUAGE *rabbit, fish, cat, bird, dog, mouse, What's this? It's my (mouse).*

RECEPTIVE LANGUAGE *Ready? Be quiet, please. Look at my pets.*

MATERIALS Pupil's Book page 34, Activity Book page 22, Class CD, flashcards (*rabbit, fish, cat, bird, dog, mouse*), musical instruments

Warmer

- ▶ Introduce the topic of pets. Ask the pupils what pets they have and what pets they like and don't like.

Pupil's Book page 34

1 Listen and point.

- ▶ Ask the pupils to look at the main picture on page 34. Explain or elicit that it is Pet Day and the pupils have brought their pets to school. The teacher is going to take a photo of the pupils with their pets. Point out that Witchykoo is trying to show Emily her pet.
- ▶ Present the animal words using the flashcards.
- ▶ Play the recording once. Point to the animals as they are mentioned. Ask the pupils what kind of pet Witchykoo has and if it is like other pets. Explain or elicit that it is a magic mouse.
- ▶ Repeat the recording. This time pause after each sentence for the pupils to point to the correct animals in their books or say the corresponding numbers.

TAPESCRIPT

(picture 1)

MISS MOON: OK? Ready?

Be quiet, please!

Now, what's this?

BOY 1: It's my rabbit.

BOY 2: It's my fish.

GIRL 1: It's my cat.

BOY 3: It's my bird.

EMILY: It's my dog.

(picture 2)

EMILY: Oh! What's this?

WITCHYKOO: It's my mouse.

2 Chant.

- ▶ Display the pet flashcards. Point to each and ask *What's this?* to elicit *It's a mouse/cat, etc.*
- ▶ Call out pet words. The class point to the correct flashcard or say the correct number from page 34.

- ▶ Play the recording once. The pupils listen. Encourage them to clap the rhythm.
- ▶ Repeat the recording. This time pause after each line for the pupils to repeat.

TAPESCRIPT

My pets, my pets, look at my pets!

What's this? It's my mouse. It's my mouse.

My pets, my pets, look at my pets!

What's this? It's my cat. It's my cat.

My pets, my pets, look at my pets!

What's this? It's my dog. It's my dog.

My pets, my pets, look at my pets!

What's this? It's my bird. It's my bird.

My pets, my pets, look at my pets!

What's this? It's my fish. It's my fish.

My pets, my pets, look at my pets!

What's this? It's my rabbit. It's my rabbit.

My pets, my pets, look at my pets!

Activity Book page 22

1 Match and say.

- ▶ Ask the pupils to look at page 22. Point to each pet and ask *What's this?* to elicit *It's a (rabbit).*
- ▶ Now point at the owners of the pets. Explain that they need to guess who owns each animal and need to look for clues. Elicit some of the clues. Point out the example line matching the dog and its owner.
- ▶ Ask the pupils to draw lines to match each pet to its owner. Point to each owner and say *It's my (rabbit).* Elicit the rest of the clues to help the pupils do the matching.
- ▶ Now ask the class to colour the matching pairs the same colour.

Ending the lesson

- ▶ Repeat the chant. This time, ask the pupils to play the rhythm using musical instruments such as shakers, triangles and drums.

5 Pets

1 Listen and point.

2 Chant.

34

rabbit, fish, cat, bird, dog, mouse
What's this? It's my (mouse).

LESSON AIMS identifying pets

TARGET LANGUAGE *mouse, bird, dog, rabbit, fish, cat, What's this? It's a (mouse).*

RECEPTIVE LANGUAGE *Look at the pictures. Listen to the animals. Write the number. Cut out the pieces.*

MATERIALS Pupil's Book pages 35 and 75, Class CD, pet flashcards (*rabbit, fish, cat, bird, dog, mouse*), scissors, glue

Warmer

- ▷ Display the pet flashcards. Repeat the chant from Lesson 1. Encourage the class to point to the correct cards as they chant.

Pupil's Book page 35

3 Listen and number.

- ▷ Ask the pupils to look at the animal photos on page 35. Point to each animal and ask *What's this?* to elicit *It's a (mouse).*
- ▷ Explain to the pupils that they are going to hear the animals. They have to decide which animal they hear and write the correct number in the box. Point out the example number next to the dog.
- ▷ Play the recording. Pause after each sound effect and elicit the animal. Then play the next sentence and pause for the class to point to the correct picture and write in the correct number.

TAPESCRIPT

- 1 *What's this?*
(sound effect)
It's a dog.
- 2 *What's this?*
(sound effect)
It's a bird.

- 3 *What's this?*
(sound effect)
It's a fish.
- 4 *What's this?*
(sound effect)
It's a rabbit.
- 5 *What's this?*
(sound effect)
It's a cat.
- 6 *What's this?*
(sound effect)
It's a mouse.

4 **Cut and match.**

- ▷ Ensure that each pupil has found the correct cutout page. Ask the class to cut out the domino pieces.
- ▷ Now point to the sections of animals on page 35. Ask the pupils to choose the correct domino pieces to complete each picture.
- ▷ Check their answers. Now ask the pupils to play at making different animals with the halves. Then they put the animals back together in the correct place.
- ▷ Ask the pupils to stick the sections onto the page in the correct place.
- ▷ Move around the classroom while they are working. Ask *What's this?* to elicit *It's a (mouse).*

Ending the lesson

- ▷ Call out a number between 1 and 6. The pupils look at the pictures in Activity 3 and say the correct animal, using *It's a (mouse).*

Extra activity

- ▷ Mime an animal and ask *What's this?* The class answers with *It's a (mouse).* Continue in this way.
- ▷ Then call volunteers to the front to mime an animal.

5

3 Listen and number.

4 **Cut and match.**

rabbit, fish, cat, bird, dog, mouse
 What's this? It's a (mouse).

35

Unit 5

Lesson 3

LESSON AIMS learning more animals, identifying and counting animals

TARGET LANGUAGE *frog, butterfly, bear. What's this? It's a (bear).*

REVIEW *cat, mouse, bird, dog, rabbit, fish*

RECEPTIVE LANGUAGE *Point to the (bear), Circle the (bear). How many (frogs)? Find the (frogs). It's a big rabbit.*

MATERIALS Pupil's Book page 36, Activity Book page 23, Class CD, flashcards (*frog, butterfly, bear* and *pets*)

Warmer

- ▶ Review the words for pets. Place the pet flashcards in different parts of the classroom. Say *It's a mouse*. The pupils point to the correct card. Continue in this way.

Pupil's Book page 36

5 Listen and point.

- ▶ Teach the new animal words, *frog*, *butterfly* and *bear*, using the flashcards.
- ▶ Ask the pupils to look at pictures 1 – 4 on page 36. Explain or elicit that Cayla and Boris are watching some animals in a forest. In the first picture Boris can see a frog. He does not realise that there is a butterfly on his head. In the second picture Boris thinks he can see a rabbit. In the third picture he pulls what he thinks is a rabbit's tail. In the last picture he finds out that it isn't a rabbit's tail. It is a big bear. Boris and Cayla run away.
- ▶ Play the recording once. Point to the animals as they are mentioned.
- ▶ Repeat the recording. This time pause after each sentence for the pupils to point to the correct animals in their books.

TAPESCRIPT

(picture 1)

BORIS: Sh! Be quiet! Look!

It's a frog!

Oh! What's this?

CAYLA: It's a butterfly.

(picture 2)

CAYLA: What's this?

BORIS: It's a rabbit!

(picture 3)

BORIS: Oooh!

It's ... a ... BIG ... rabbit!

(picture 4)

CAYLA: No! It's a bear! Run!

BORIS: Oooh!



42 Then listen and repeat.

- ▶ Play the recording, pausing after each sentence for the pupils to repeat.

TAPESCRIPT

MAN: What's this?

WOMAN: It's a bear.

MAN: What's this?

WOMAN: It's a rabbit.



6 Find and circle. Then ask and answer.

- ▶ Ask the pupils to look at the picture at the bottom of page 36 and identify the hidden animals. Say *Point to the (bear)*. Then *Circle the (bear)*. The pupils draw a circle around the animal you say.
- ▶ The pupils work in pairs. They take turns to point to a hidden animal. Pupil A points and asks *What's this?* Pupil B answers with *It's a (bear)*. Note: The bear is behind the third tree. The rabbit is behind the first tree (its ears look like part of the bush). The butterfly is in the middle, amongst the yellow flowers.

Activity Book page 23

2 Count, write and say.

- ▶ Ask the pupils to look at the main picture. Explain that the animals are hiding. Say *Find the frogs*. The pupils look at the picture and identify the frogs. Then ask *How many frogs?* Point out the example number written in the box next to the small picture at the top of the page. The pupils continue with the butterflies and bears.
- ▶ Elicit the answers: 4 frogs, 7 butterflies, 3 bears.

Ending the lesson

- ▶ Conceal an animal flashcard with a sheet of paper. Slowly reveal the picture. Ask *What's this?* The pupils respond with *It's a (bear)*.



5 Listen and point. Then listen and repeat.



6 Find and circle. Then ask and answer.



frog, butterfly, bear, rabbit
What's this? It's a (bear).

LESSON AIMS asking and responding to *What's this?*, singing a song

TARGET LANGUAGE bear, fish, frog, mouse, bird, butterfly, dog, rabbit, cat, *What's this? It's a (bear).*

REVIEW a green (frog), a brown (bear)

RECEPTIVE LANGUAGE *What's this animal? Guess. Let's sing. Find Cayla and Boris.*

MATERIALS Pupil's Book page 37, Class CD, classroom object flashcards, crayons

Warmer

- ▷ Chant the animal words. Place the flashcards on the board and ask the pupils to chant the words in the sequence you provide. Encourage the class to clap as they chant.

Pupil's Book page 37

7  **Look and guess.**

- ▷ Ask the pupils to look at the animal pictures on page 37. Explain that they have to guess what each animal is.
- ▷ Point to the first picture and ask *What's this?* Elicit *It's a bear.*
- ▷ Continue in this way with the remaining pictures.
- ▷ Now the pupils work in pairs. Ask them to point to the animals in a different order. Pupil A asks *What's this?* Pupil B answers *It's a (cat).*

8  **Listen and sing.**

- ▷ Ask the pupils to look at the picture on page 37. Tell them to find Cayla and Boris.
- ▷ Point to each animal and ask *What's this?* to elicit *It's a (bear).*
- ▷ Play the recording. The pupils listen.
- ▷ Repeat. This time pause after each line for the pupils to learn the song. Say *Let's sing!*

- ▷ Sing the song with the class a number of times.

TAPESCRIPT

(chorus)

What's this animal?
What's this? What can it be?
What's this animal?
What's this? Can you tell me?

It's a bear. It's a bear.

It's a brown bear.

It's a bear. It's a bear.

It's a brown bear.

(chorus)

It's a frog. It's a frog.

It's a green frog.

It's a frog. It's a frog.

It's a green frog.

(chorus)

It's a butterfly, It's a butterfly,
Flying by.

It's a butterfly, It's a butterfly,
Flying by.

Ending the lesson

- ▷ Sing the song again. This time, ask the pupils to mime the animals mentioned in the song.

Extra activity

- ▷ Play *Guess the animal*. The pupils play in pairs. Pupil A mimes being an animal. Pupil B guesses the animal. They then change roles.

5

7  **Look and guess.**

1


2


3


4


5


8


6


7


9


8  **Listen and sing.**



bear, fish, frog, mouse, bird, butterfly, cat, rabbit, dog
What's this? It's a (bear).



Unit 5

Lesson 5

LESSON AIMS identifying and colouring animals

TARGET LANGUAGE *What's this? It's a (cat). It's (brown). It's (yellow) and (red).*

REVIEW *cat, rabbit, bear, dog, bird, frog, bear, butterfly, mouse, yellow, blue, brown, green, orange, black, pink*

RECEPTIVE LANGUAGE *Point. What colour is it? Colour the (dog) brown.*

MATERIALS Pupil's Book page 38, Activity Book page 24, Class CD, crayons, musical instruments, animal flashcards

Warmer

- ▶ Sing the song from Lesson 4 again. Encourage the pupils to use musical instruments while they sing.

Pupil's Book page 38

9 Listen and colour.

- ▶ Ask the pupils to look at the picture at the top of page 38. Elicit that the toy animals are in a shop window. Give them a minute to identify the animals.
- ▶ Play the recording. Pause after the first section and ask the pupils to point to the animal that is mentioned. Say *Point*. Then ask *What's this?* to elicit *It's a dog*. Then ask *What colour is it?* to elicit *It's yellow*. Say *Colour the dog yellow*.
- ▶ Continue in this way.

TAPESCRIPT

WOMAN: What's this?
 MAN: It's a dog.
 WOMAN: What colour is it?
 MAN: It's yellow.
 WOMAN: What's this?
 MAN: It's a bird.
 WOMAN: What colour is it?
 MAN: It's blue.
 WOMAN: What's this?
 MAN: It's a rabbit.
 WOMAN: What colour is it?
 MAN: It's pink.
 WOMAN: What's this?
 MAN: It's a bear.
 WOMAN: What colour is it?
 MAN: It's brown.
 WOMAN: What's this?
 MAN: It's a frog.
 WOMAN: What colour is it?
 MAN: It's yellow and green.
 WOMAN: What's this?
 MAN: It's a cat.
 WOMAN: What colour is it?
 MAN: It's orange and black.

10 Draw and colour. Then ask and answer.

- ▶ Ask the pupils to look at the pictures at the bottom of page 38. Point to each picture and ask *What's this?* to elicit *It's a (rabbit)*.
- ▶ Now draw their attention to the outdoor scene. The pupils work in pairs. They take turns to decide which animals will be drawn and what colours they will be. For example, Pupil A: *Two frogs*. Pupil B: *What colour?* Pupil A: *Green*.
- ▶ The two pupils then draw and colour the suggested number and colour of the animal. They can copy the animals at the bottom of the page if they wish.
- ▶ Move around the class and ask *What's this?* and *What colour is it?*
- ▶ Ask each pair of pupils to exchange books with another pair. Pupil A points at one of the pictures and asks *What's this?* Pupil B responds with *It's a (cat)*. They can also ask *How many (rabbits)?* and stronger pupils can ask *What colour?*

Activity Book page 24

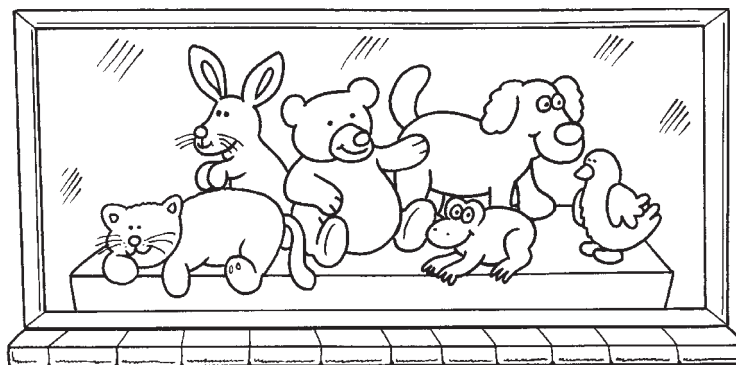
3 Complete and say.

- ▶ Point at the incomplete pictures on page 24. Elicit or explain that each animal has a body part missing.
- ▶ Ask the pupils to complete the pictures by drawing over the faint lines.
- ▶ Move around the class while they are working. Ask *What's this?* to elicit *It's a (fish)*.

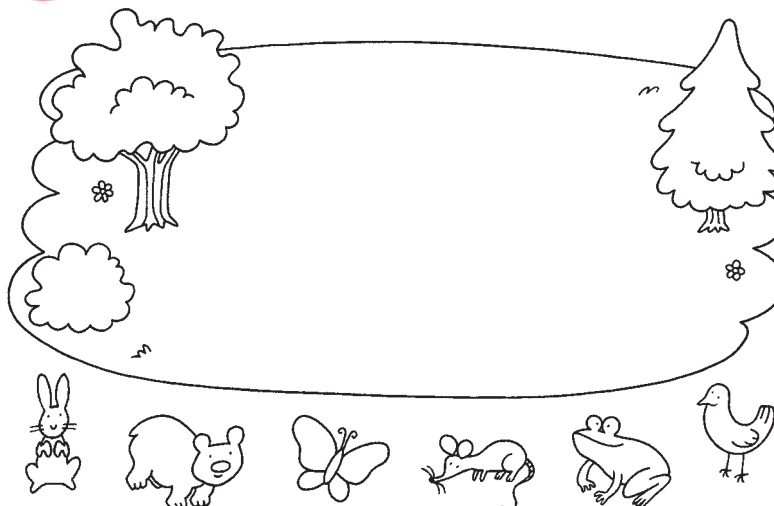
Ending the lesson

- ▶ Play the *Memory* game. Display your animal flashcards in a row. Give the pupils 30 seconds to look at the pictures. Turn all the cards over so that they are face down. Point to individual cards and call individual pupils to the front to tell you what is on the card. Elicit answers such as *It's a rabbit. It's brown*.

9 Listen and colour.



10 Draw and colour. Then ask and answer.



LESSON AIMS personalising and consolidating language from the unit, learning to evaluate own progress

TARGET LANGUAGE *What's this? It's a (cat). It's (brown). It's (yellow) and (red), cat, rabbit, bear, dog, bird, frog, bear, butterfly, mouse, yellow, blue, brown, green, orange, black*

RECEPTIVE LANGUAGE *Think of a funny animal. What's this? What is it? What colour is it? Stick the sticker on the page. Colour one face. Match. Draw a line.*

MATERIALS Pupil's Book page 39, Activity Book page 25, sheets of paper, sticker sheet, animal flashcards

Warmer

- ▷ Display the animal flashcards. Say, *It's (brown). What is it?* The pupils look at the flashcards and identify the animal, using *It's a (cat).*

Pupil's Book page 39

11  **Draw a funny animal.**

- ▷ Point to the picture on page 39. Ask the pupils to identify which animals have been combined to form the funny animal (a dog, a cat and a rabbit).
- ▷ Ask the pupils to imagine their own funny animal, made up of different animals. Elicit ideas from the class.
- ▷ Give each pupil a sheet of paper. Ask the pupils to draw their own funny animals and to colour the picture.
- ▷ Move around the class and ask, *What's this? What colour is it?*

12  **Find and stick.**

- ▷ Make sure each pupil has the sticker sheet.
- ▷ Ask the pupils to look at the animals in the picture on page 39. Point to each and ask *What's this?*
- ▷ Ask the pupils to stick each missing sticker in the correct place in the picture.

13 **How did you do? Choose and colour.**

- ▷ In this self-assessment activity, the pupils think about the unit and decide how much effort they have put into the activities.
- ▷ Point to the faces on the magic wands. Ask the pupils to think about their effort in Unit 5. Remind them that the faces mean 'So so', 'Good' and 'Excellent'.
- ▷ Ask the pupils to colour just one face to show how much effort they put in for the unit. Say *Colour one face.*

Activity Book page 25

4  **Circle, match and say.**

- ▷ Ask the pupils to look at the pictures on page 25. Explain that they need to match each complete real animal to its body part.
- ▷ Point out the example line matching the dog's head and the picture of the dog. Say *Match. Draw a line.*
- ▷ Move around the class while they are working. Ask *What animal is this?* to elicit *It's a (dog).*

Ending the lesson

- ▷ Call individual volunteers to the front of the class to show their funny animals and talk about them. Ask the rest of the class to guess the different animal parts.

5

11  **Draw a funny animal.**



12  **Find and stick.**



13 **Unit 5 My English** Choose and colour.





Story Time

The Colour Spell 3

LESSON AIMS following and enjoying a story, revising language from Units 4 and 5

TARGET LANGUAGE *What's your name? I'm (Rancho), Listen! dog, cat, fish, mouse, Look! What's this? It's a (magic ball).*

RECEPTIVE LANGUAGE *Come on! Let's go! Open the door! Look at the table. Sarlek has got the colours. Sarlek is here!*

MATERIALS Pupil's Book pages 40 and 41, Activity Book page 26, Class CD

Warmer

- ▶ Ask the pupils what they can remember from the second episode of the story. If necessary, remind them that Sarlek has used a magic spell to suck the colours away from the palace and has put the colours into glass bottles. Everyone is frozen. Bobby the globe-fish is looking for help.
- ▶ Ask the pupils to look at the pictures on pages 40 and 41 and elicit as much information about the story as possible. Praise all their suggestions.

Pupil's Book pages 40 and 41

1 Listen and look.

- ▶ Explain to the class that Bobby is asking Rancho Gonzalez, a tough and clever crab, for help. Rancho is a hero in the undersea world. Bobby takes Rancho to see the sea elders, who can show them where Sarlek's house is.
- ▶ Play the recording once. Point to each corresponding picture as they pupils listen.
- ▶ Continue to explain or elicit the story. To enter, Bobby and Rancho have to press the animal buttons in the correct sequence. The elders use a magic spell to make a magic ball rise out of the floor and then show an inhabited shipwreck. This is where Sarlek lives.
- ▶ Repeat the recording. This time pause after each picture. Ask the pupils to point to the characters and objects being mentioned.

TAPESCRIPT

(picture 1)

BOBBY: Rancho? Rancho Gonzalez?

RANCHO: Yes. I'm Rancho, Rancho Gonzalez!

What's your name?

BOBBY: I'm Bobby Fernandez. Rancho.

Listen!

RANCHO: Oh no! Ah!

Sarlek?

(picture 2)

RANCHO: Come on, Bobby Fernandez.

Let's go!

BOBBY: Yes Rancho.

(picture 3)

BOBBY: Hmm. A dog, a cat, a fish and a mouse.

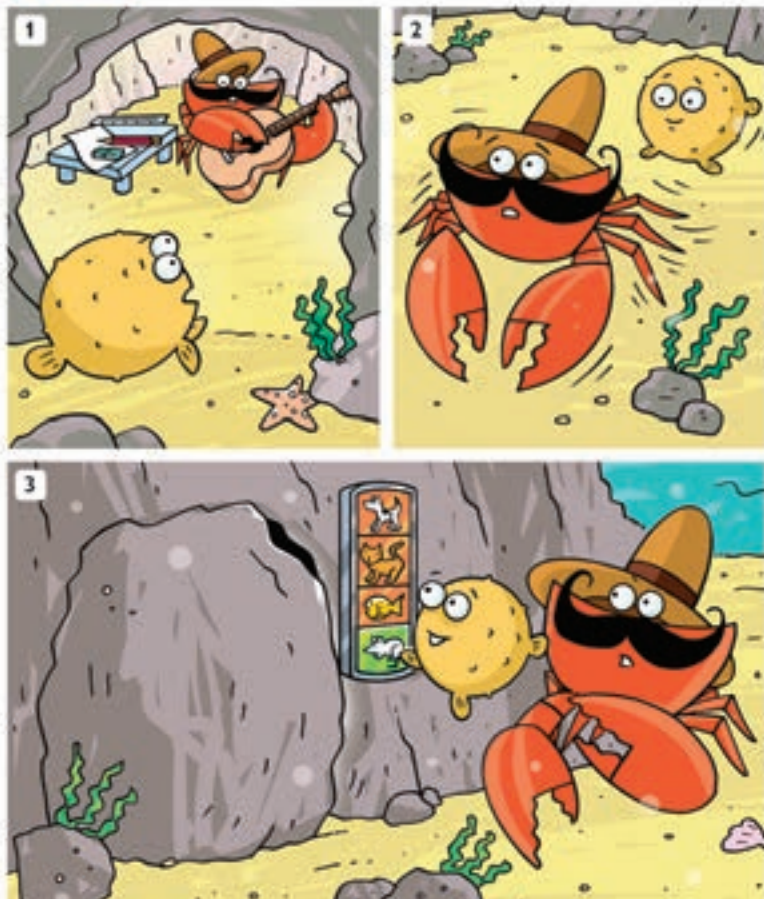
RANCHO: Yes. Now Bobby, open the door!

Press cat ... dog ... and mouse.

Come on!

The Colour Spell 3

1 Listen and look. Then listen and act out.



I'm Rancho Gonzalez. What's your name?
I'm Bobby Fernandez. Listen! dog, cat, fish, mouse.

(picture 4)

RANCHO: Look Bobby! Look at the table.
The magic book!

FIRST ELDER: Hello.

SECOND ELDER: Hello, Rancho. What's the matter?

RANCHO: The colours! Sarlek has got the colours.

ELDERS: Yes. Mmm.

Magic book!

Magic book!

Sarlek! Sarlek!

Sarlek! Look!

(picture 5)

BOBBY: Oh! What's this?

RANCHO: It's a ball! A magic ball!

(picture 6)

ELDERS: Sarlek is here!

RANCHO: Ah! Yes!

BOBBY: Oh!



Listen and act out.

- ▶ Play the recording again. This time pause after each frame and demonstrate actions. The pupils act what you show them. Continue in this way. Play the recording again without pausing. The class act out the story together.

Ending the lesson

- ▶ The pupils can act out the story in groups of five. Demonstrate with a group at the front of the class. Assign the roles of Bobby, Rancho and the three seahorse elders.

Activity Book page 26



Number the pictures. Then colour.

- ▶ Ask the pupils to look at the pictures on page 26. Explain that they are in the wrong order. Ask the pupils to write numbers in the boxes to put them in the correct order.
- ▶ Play the story recording again. Pause after each section for the pupils to find the correct picture and to number it. The pictures should be numbered left to right, by row: 2, 4, 1 and 3.
- ▶ Now ask the pupils to look at the pictures and retell the story, using L1. They can also colour the pictures.



Look! book, table
What's this? It's a ball.



Unit 6

Lesson 1

LESSON AIMS learning toy words, saying a chant

TARGET LANGUAGE *I've got (a bike). bike, ball, kite, skateboard, scooter, magic wand*

REVIEW *What's this? It's a (bike). red, yellow, green, blue, orange, pink, black, white, brown*

RECEPTIVE LANGUAGE: *Let's play! What about you? Point to a (skateboard). Trace the (skateboard) red. What colour is it?*

MATERIALS Pupil's Book page 42, Activity Book page 27, Class CD, flashcards (*bike, ball, kite, skateboard, scooter, magic wand*), crayons, musical instruments

Warmer

- ▶ Introduce the topic of toys. Ask the pupils about the toys they have and the toys they like.

Pupil's Book page 42

1 Listen and point.

- ▶ Ask the children to look at pictures 1 and 2 on page 42. Talk about picture 1. Elicit that Emily, her brother, her friend and Witchykoo are showing each other their toys.
- ▶ Teach the toy words, using the flashcards.
- ▶ Teach *I've got*. Hold up each flashcard and say *I've got a (bike)*.
- ▶ Play the recording. Point to each toy as it is mentioned.
- ▶ Ask what is happening in picture 2. Remind the pupils that as Witchykoo can do magic, she uses her magic wand to make her scooter into a magic one. Point out how the magic scooter can fly in the second picture.
- ▶ Repeat the recording. This time ask the pupils to point to the toys in their books or say the corresponding numbers.

TAPESCRIPT

(picture 1)

CHILDREN: Let's play!

EMILY: Look! I've got a bike!

EMILY'S BROTHER: I've got a kite. And I've got a ball.

JENNY: I've got a skateboard.

WITCHYKOO: I've got a scooter ... and I've got a magic wand!

(picture 2)

WITCHYKOO: Abracadoo! I've got a magic scooter! Whee!

EMILY, BROTHER, JENNY: Wow! Cool! Bye!

2 Chant.

- ▶ Attach the toy flashcards to the board. Point to and elicit each word.
- ▶ Play the recording once. The pupils listen. Encourage them to clap the rhythm.
- ▶ Repeat the recording. This time, pause after each line for the pupils to repeat. Encourage them to point to the correct flashcard as they do so.

TAPESCRIPT

I've got a bike.

I've got a kite.

I've got a ball.

What about you, Witchykoo?

I've got a skateboard.

I've got a scooter.

I've got a magic wand.

What about you, Witchykoo?

What about you, Witchykoo?

Activity Book page 27

1 Find, trace and tick.

- ▶ Ask the pupils to look at the pictures at the top of page 27. Ask *What's this?* to elicit *It's a (skateboard)*.
- ▶ Now draw their attention to the puzzle picture. Say *Point to a skateboard*. The pupils point to the skateboard. Point out the example tick in the box next to the skateboard picture and the outline traced around the skateboard.
- ▶ Ask the pupils to find all the toys in the puzzle. Ask them to trace the outline of each toy a different colour. Ask them to tick each toy as they find it. Finally ask them to colour in the pictures.
- ▶ Move around the class while they are working, asking *What's this? What colour is it?*

Ending the lesson

- ▶ Repeat the chant using musical instruments if available. Encourage the pupils to make musical sounds to the rhythm of the chant.

6 Toys

1 Listen and point.



2 Chant.



42 bike, kite, ball, skateboard, scooter, magic wand
I've got a (bike).

Unit 6

Lesson 2

LESSON AIMS talking about possessions, listening and matching

TARGET LANGUAGE *I've got a (bike). bike, ball, kite, skateboard, scooter, magic wand*

REVIEW numbers 1 – 6, *What's this?*

RECEPTIVE LANGUAGE *Match. Draw a line. Point to number 2. What toys have you got?*

MATERIALS Pupil's Book page 43, Class CD, toy flashcards

Warmer

- ▷ Repeat the chant from Lesson 1 to energise the class and review *I've got* and toys.

Pupil's Book page 43

3 Listen and match.

- ▷ Ask the pupils to look at the photos of the toys. Point to each and ask *What's this?* Elicit *It's a (skateboard).*

- ▷ Explain to the class that each child has one of these toys. They are to listen and match each child to his or her toy. Point out the example line matching the first girl to the kite.
- ▷ Play the recording again. Pause after each number for the pupils to point to the correct child. Then play the recording to the end of each sentence.
- ▷ Ask the pupils to draw a line to match the child to his or her toy. Continue in this way.

TAPESCRIPT

- 1 I've got a kite.
- 2 I've got a skateboard.
- 3 I've got a scooter.
- 4 I've got a bike.
- 5 I've got a ball.

4 Draw three toys. Say what you've got.

- ▷ Ask the class *What toys have you got?* Elicit answers from the class.
- ▷ Ask the pupils to draw three of their toys in the space provided.
- ▷ Move around the class while they are working. Ask *What's this?* to elicit *It's a (bike)* and *What toys have you got?* to elicit *I've got a (bike).*

Ending the lesson

- ▷ Call individuals or groups to the front to present and talk about their pictures from Activity 4. Ask *What toys have you got?* to elicit *I've got a (bike), etc.*

Extra activity


- ▷ Mime playing with a toy, for example, bouncing a ball or flying a kite. Elicit the name of the toy.
- ▷ Continue the activity with the whole class, then the pupils carry out the activity in pairs.

6

3 Listen and match.


1 


2 


3 

4 


5 











4 Draw three toys. Say what you've got.

bike, ball, kite, skateboard, scooter, magic wand
I've got (a bike).



Unit 6

Lesson 3

LESSON AIMS talking about the size of objects

TARGET LANGUAGE *I've got a (bike). It's big. It's small. It's (red).*

REVIEW *a book, a (red) (bike)*

RECEPTIVE LANGUAGE *What have you got? Fantastic! It's perfect. Who's this? What's this? What colour is it?*

MATERIALS Pupil's Book page 44, Activity Book page 28, Class CD, toy flashcards

Warmer

- ▶ Give flashcards to various pupils in the class. Ask *What have you got?* Elicit *I've got a (bike)*. Now ask the pupils to pass the flashcards to others and repeat.

Pupil's Book page 44

5 Listen and point.

- ▶ Ask the pupils to look at the first picture on page 44. Ask *Who's this?* to elicit *It's (Boris/Cayla)*. Elicit that Cayla is showing Boris a book of spells and he is trying to make a bike appear. Ask the pupils if they think Boris will be able to do the spell.
- ▶ Point to the drawing in the spellbook and ask *What's this?* to elicit *It's a bike*. Point to the bike in the second picture. Ask *What colour is it?* to elicit *It's red*.
- ▶ Teach *big* and *small*. Demonstrate by using big and small objects.
- ▶ Play the recording once. Point to the pictures. Explain that *Abracadoo* and *Abracadike* are magic words.
- ▶ Continue to explain or elicit what is happening in the story. There are problems with the spell. First the bike is too big. Then it is too small. But Boris is happy with this as his cat is now able to ride the tiny bike.
- ▶ Play the recording again. Pause after each phrase for the pupils to point to the correct picture.

TAPESCRIPT

(picture 1)

CAYLA: Boris, look! I've got a book, a magic book.

BORIS: A bike! A red bike! Fantastic! Abracadoo! Abracadike!

One, two, three ... I've got a bike!

(picture 2)

BORIS: Uh-oh!

CAYLA: Oh! It's big!

(picture 3)

BORIS: Abracadoo! Abracadike!

One, two, three, I've got a bike!

CAYLA: It's small!

(picture 4)

BORIS: No. It's perfect ... for my cat!

6 Listen and point.

- ▶ Point to the pictures at the bottom of page 44.
- ▶ Play the recording. Pause after each line for the pupils to point to the correct picture or say the corresponding number.

TAPESCRIPT

I've got a kite. It's green. It's small.

I've got a bike. It's red. It's big.

I've got a kite. It's green. It's big.

I've got a bike. It's red. It's small.

51 Listen and repeat.

- ▶ Play the recording (Track 51). This time pause after each line for the pupils to repeat.

TAPESCRIPT

I've got a bike. It's red. It's small.

I've got a kite. It's green. It's small.

I've got a bike. It's red. It's big.

I've got a kite. It's green. It's big.

Activity Book page 28

2 Draw and say.

- ▶ Draw two simple grids on the board – one small, one large, as on Activity Book page 28. Point to the picture of the ball. Demonstrate how to copy a picture using a grid. Draw a simple shape in the small grid on the board. Point to each square and copy its contents into the corresponding square of the large grid on the board.
- ▶ Ask the pupils to copy the two pictures onto the empty grids in the same way.
- ▶ Move around the class while they are drawing. Ask *What's this?* to elicit *It's a (magic wand)*. Ask *Is it big/small?* to elicit *It's big/small*.

Ending the lesson

- ▶ Call individuals to the front of the class to show their drawings from the Activity Book. Encourage them to talk about their work.

5 Listen and point.



6 Listen and point. Then listen and repeat.



big, small
I've got a (bike). It's (green/small).

LESSON AIMS making cards and playing a game, singing a song

TARGET LANGUAGE *I'm (Magicus). I've got a (bike). It's (green/small). I've got a ball. It's big. It's red.*

REVIEW ball, skateboard, bike, magic wand, kite, big, small, blue, red, yellow

RECEPTIVE LANGUAGE *Cut out the cards. Take a card. Ask and answer. Let's sing. Wonderful toys!*

MATERIALS Pupil's Book pages 45 and 77, Class CD, big and small objects, scissors, toy flashcards, musical instruments

Warmer

- ▷ Place a number of big and small objects at the front of the class. Say *It's big* or *It's small*. Call out pupils to the front of the class to point to or pick up the big and small objects as you prompt them.

Pupil's Book page 45

1  **page 77** **Make cards. Then play a game.**

- ▷ Ask the pupils to look at the photos on page 45. Explain that they will play a game to say what toy each person has.
- ▷ Ask the pupils to cut out the cards on page 77. Ask them to colour the toys on the toy cards.
- ▷ The pupils play in pairs. They put two sets of cards together and place them face down in two piles, one for the characters and one for the toys. They take turns to choose a card from each pile and place them face up.
- ▷ They then make sentences about the cards. *I'm (Magicus). I've got a (bike). It's blue.* If their sentence is correct, they keep the cards.

8  **52**  **Listen and sing.**


- ▷ Ask the pupils to look at the picture on page 45. Attach the toy flashcards to the board.
- ▷ Play the recording once. The class listens. Point to the toy flashcards on the board as they listen.
- ▷ Teach the pupils the song, line by line. Sing the song with the recording a number of times.

TAPESCRIPT

*I've got a ball.
It's big. It's blue.
Yes, I've got a big blue ball.
I've got a kite.
It's big. It's red.
Yes, I've got a big red kite.
I've got a bike.
It's big. It's yellow.
Yes, I've got a big yellow bike.
I've got a wand.
It's small. It's red.
Yes, I've got a small red wand.
A ball, a kite,
A bike and a wand.
Wonderful, wonderful toys!
A ball, a kite,
A bike and a wand.
Wonderful, wonderful,
Wonderful, wonderful toys!*

Ending the lesson

- ▷ Repeat the song with musical instruments. The pupils can also point to the flashcards or do actions for each toy while they sing.

7  **page 77** **Make cards. Then play a game.**



8  **52**  **Listen and sing.**



I'm (Magicus). I've got (a bike). It's (green/small).

Unit 6

Lesson 5

LESSON AIMS using observational skills, counting

TARGET LANGUAGE A (*pink/small scooter*).

REVIEW How many (*big/small balls*)? *bike, skateboard, ball, kite, magic wand, ball, scooter, big, small, green, blue, yellow, purple, pink*

RECEPTIVE LANGUAGE *Is it big or small? How many small balls? Write the number.*

MATERIALS Pupil's Book page 46, Activity Book page 29, Class CD

Warmer

- ▷ Repeat the song from Lesson 4 to energise the class and review the target language.

Pupil's Book page 46

9 Look at picture A. Listen and count.

- ▷ Ask the pupils to look at picture A on page 46. Elicit the toys they can see in the picture and the colours. Don't ask the pupils to count the items yet.
- ▷ Play the recording. Pause after each question for the pupils to count the objects in picture A. Elicit the number. Answers: There are four balls, one scooter, two skateboards, five yellow toys, two small balls and two magic wands.

TAPESCRIPT

- How many balls?
- How many scooters?
- How many skateboards?
- How many yellow toys?
- How many small balls?
- How many magic wands?

10 Look at picture B. What's missing?

- ▷ Ask the pupils to look at picture B. Ask *What's missing?* Tell them there are two things missing. Give them a minute to study the picture to see which items are missing. Elicit the answer: *a small yellow ball and a purple magic wand.*

Activity Book page 29

3 Count, write and say.

- ▷ Point to the pictures at the top of the page. Ask *What's this? Is it big or small?* to elicit *It's a (ball). It's small.*
- ▷ Now ask the pupils to find and count the number of similar sized objects in the main picture. Ask *How many (small balls)?* Ask the pupils to write the number in the boxes next to the pictures at the top of the page. Point out the example answer written next to the small ball and ask pupils if it is right.

- ▷ Note: There are five big balls, five small kites, four big kites, two small bikes, one big bike, no small skateboards and four big skateboards.

Ending the lesson

- ▷ Call out a description of the toys at the top of Activity Book page 29. For example, *A big ball.* The class tell you the number of such objects they have found.

9 Look at picture A. Listen and count.



10 Look at picture B. What's missing?



How many (yellow kites)?
A (blue) scooter.

LESSON AIMS personalising and consolidating language from the unit, learning to evaluate own progress

TARGET LANGUAGE *I've got a (scooter).*

RECEPTIVE LANGUAGE *Draw a picture. What have you got? Is it big or small? Colour one face.*

MATERIALS Pupil's Book page 47, Activity Book page 30, sticker sheet, toy flashcards

Warmer

- ▷ Give out the flashcards of toys and other objects to individual pupils. Ask *What have you got?* Elicit from each pupil *I've got a (skateboard)*. Now ask the pupils to turn their cards face down. The class has to remember who has each card. Call out pupils' names and elicit the correct words.

Pupil's Book page 47

11  **Draw a magic toy.**

- ▷ Ask the pupils to look at the picture of the magic toy on page 47. Talk about magic toys with the class. Elicit their ideas about what a magic toy may be able to do.
- ▷ Give each pupil a sheet of paper. Ask them to draw and colour a picture of a magic toy. Encourage them to use their imaginations.
- ▷ Move around the class while they are working to ask each pupil about their ideas. Ask *What's this? What colour is it? Is it big or small?*

12  **Find and stick.**

- ▷ Make sure each pupil has the sticker sheet from the Pupil's Book.
- ▷ Draw their attention to the pictures. Point to and ask about the six toys.
- ▷ Ask the pupils to stick each toy sticker in the right place in the picture.

13 **How did you do? Choose and colour.**

- ▷ In this self-assessment activity, the pupils think about the unit and decide how much effort they have put into the activities.
- ▷ Point to the faces on the magic wands. Ask the pupils to think about their effort in Unit 6. Elicit the meaning of the three faces ('So so', 'Good' and 'Excellent').
- ▷ Ask the pupils to colour just one face to show how much effort they put in for the unit. Say *Colour one face.*

Activity Book page 30

4   **Colour, tick and say.**

- ▷ Point to the small pictures on the right of page 30. Ask *What's this?* to elicit *It's a (scooter)*.
- ▷ Now draw their attention to the first puzzle picture, and the example shaded area. Elicit or explain that the section is coloured because it has a dot in it. Ask the pupils to colour the rest of the sections with dots in to reveal the toy picture. Continue with the other items. Ask them to use a different colour for each puzzle.
- ▷ Now ask them to put a tick next to the small matching picture. Ask *What have you got?* to elicit *I've got a (scooter)*.

Ending the lesson

- ▷ Call individuals to the front of the class to show and talk about their magic toys.

6

11  **Draw a magic toy.**



12  **Find and stick.**



13 **Unit 6 My English** Choose and colour.



47

Backtrack 3

Lesson 1

LESSON AIMS revising language from Units 5 and 6, playing a board game

TARGET LANGUAGE *I've got a (rabbit). What's this? It's a (fish). bird, dog, rabbit, mouse, fish, cat, butterfly, bear, frog, ball, skateboard, scooter, magic wand, bike*

RECEPTIVE LANGUAGE *Throw the die. Move this number. Go up. Go down.*

MATERIALS Pupil's Book page 48, Activity Book page 31, dice, counters, coloured crayons, musical instruments

Warmer

- ▷ Repeat the song from Lesson 4 to review the language from the unit. Encourage the pupils to use musical instruments to show the rhythm of the song.

Pupil's Book page 48

A Play a game.

- ▷ Ask the pupils to look at the game on page 48. They may be familiar with the game of *Snakes and ladders*. Elicit the rules of the game, using some L1 if necessary. Explain or elicit that they have to go up when they land on a ladder and go down when they land on a snake. On the other squares they have to say what they see in the picture. If they get it wrong they have to move back to where they were before.
- ▷ Divide the class into pairs. Ensure the pupils know where to start and that they understand the direction of play (following the arrows). Point to the *Start* square if necessary. Pupil A throws the die and moves his or her counter the indicated number of squares. If he or she lands on a picture square, Pupil B asks *What's this?* Pupil A then answers with *It's a (cat)*.
- ▷ Pupil B then throws the die and the game continues. If a pupil lands on a square with a ladder, they move their counter up to the square at the top of the ladder. If they land on a snake's tail, they move their counter down to the square at the snake's head.

Activity Book page 31

1 Find and say.

- ▷ Ask the pupils to trace along the lines to match each child to his or her pet or toy. Ask them to use a different coloured crayon for each line.
- ▷ Move around the class while they are working. Elicit *I've got a (rabbit)*.

2 Match and say.

- ▷ Point to the silhouette pictures. Ask the pupils to decide which animal they come from and to draw a line to match them with the corresponding whole animal below.
- ▷ Move around the class while they are working. Ask *What's this?* to elicit *It's a (bird)*.

Ending the lesson

- ▷ Call out a colour word and choose a pupil. The pupil looks at the lines in Activity 1 of their Activity Book and says an object that he/she traced with this colour. Elicit *I've got a (bird)*. Repeat with other pupils.



A Play a game.

Finish					
					
					
					
					
Start					

 **48**

bird, dog, rabbit, mouse, fish, cat, butterfly, bear, frog, ball, bike, skateboard, scooter, magic wand
What's this? It's a (frog).

Backtrack 3

Lesson 2

LESSON AIMS revising language from Units 5 and 6, making a class graph, listening to individual sounds

TARGET LANGUAGE *I've got a (cat). bird, dog, rabbit, mouse, fish, cat, ball, bike, skateboard, scooter, magic wand*

RECEPTIVE LANGUAGE *What have you got? What colour is it? Is it (big) or (small)? How many pupils have got a (bike)?*

MATERIALS Pupil's Book page 49, Class CD, animal and toy flashcards

Warmer

- ▷ Play some music and pass animal and toy flashcards around the class. Ask the pupils to keep passing on the cards. Stop the music and ask *What have you got?* The pupils with flashcards hold them up and answer with *I've got a (bike)*.

Pupil's Book page 49

B Make a toy graph.

- ▷ Ask the pupils to look at the photo on page 49.
- ▷ Make a large graph like the one pictured. The class chooses which items (from the toys and pets they know) should go at the bottom of each column.
- ▷ Call each pupil to the front to draw a smiley face in the column above each toy or pet that he or she has got. Encourage them to talk about each thing. Ask *What colour is it? Is it big or small?*
- ▷ When you have finished, display the graph. Demonstrate how to read numbers from the graph.
- ▷ Ask *How many pupils have got a (bike)?*

C 54 Listen and say.

- ▷ This activity helps to practise and identify the sound /b/. Say the sound /b/. The class repeats.
- ▷ Ask the pupils to say which things in the picture contain the sound /b/. Elicit *bear* and *ball*, and also *big*, *brown* and *blue*.
- ▷ Play the recording once. The pupils listen.
- ▷ Repeat. This time pause after each line for the pupils to repeat.
- ▷ Repeat the rhyme a number of times, maintaining a steady rhythm.

TAPESCRIPT

/b/, /b/

Big brown bear.

Big blue ball.

Ending the lesson

- ▷ Play *Magicus says*. Remind pupils that if you say *Magicus says* before the instruction, the pupils should do it. However, if you do not say *Magicus says*, they must not do it. For example, *Magicus says ... stand up*. The class stands up. *Sit down*. The class should not sit down as you have not said *Magicus says*.

B  Make a toy graph.



C  54  Listen and say.

Sound hound



bird, dog, rabbit, mouse, fish, cat, ball, bike, skateboard, scooter, magic wand, bike
I've got a (cat).

49

LESSON AIMS learning parts of the body, saying a chant

TARGET LANGUAGE *head, arms, legs, hands, body, feet. My (head)! Touch your (head).*

REVIEW *What's this? It's a (head). What are these?*

RECEPTIVE LANGUAGE *Listen and look. Listen and point. What's missing? What's his/her name? What are these?*

MATERIALS Pupil's Book page 50, Activity Book page 32, Class CD

Warmer

- ▶ As the story introduces the topic, it is useful to have a class discussion about bullying. Emphasise how negative the behaviour is and elicit suggestions about ways the problem can be tackled.

Pupil's Book page 50

1 Listen and point.

- ▶ Ask the pupils to look at picture 1 on page 50. Explain or elicit that the boy (Bruce) has thrown a ball at Emily's head. Bruce is a mean boy. He is a bully. Talk about what the pupils think has happened in picture 2.
- ▶ Teach the body parts words, by pointing to the corresponding parts of your body.
- ▶ Play the recording. Point to the correct body part as it is mentioned.
- ▶ Continue to talk about the story. Witchykoo has used magic to enlarge parts of Bruce's body to make them look silly.
- ▶ Repeat the recording. This time ask the pupils to point to the body parts in their books.

TAPESCRIPT

(picture 1)

EMILY: Ow! My head!

WITCHYKOO: Hey!

(picture 2)

WITCHYKOO: It's OK Emily.

Touch your head.

Head ... Abracadoo!

Arms ... Abracadoo!

Hands ... Abracadoo!

Body ... Abracadoo!

Legs ... Abracadoo!

Feet ... Abracadoo!

BRUCE: Eh? Eh? What?!

WITCHYKOO AND EMILY: Head ...

Abracadoo!

Arms ... Abracadoo!

Hands ... Abracadoo!

Body ... Abracadoo!

Legs ... Abracadoo!

Feet ... Abracadoo!

2 Chant.

- ▶ Point to each body part and ask *What's this?* to elicit *A (head)*. You can ask *What are these?* receptively for *hands, arms, legs* and *feet*, but do not explain the difference between *this* and *these* at this stage.
- ▶ Play the recording once. The pupils listen. Encourage them to clap the rhythm.
- ▶ Repeat the recording. This time pause after each line for the pupils to repeat. As they learn the chant they should try to keep up as the pace increases – they should have fun attempting to do so!

TAPESCRIPT

Touch your head.

Touch your arms.

Touch your legs.

Touch your feet.

Clap your hands.

Clap your hands.

(x5)

Activity Book page 32

1 Circle and say.

- ▶ Ask the pupils to look at the pictures on page 32. Point to the parts of the characters' bodies that are drawn with grey lines and ask *What's this?*
- ▶ Ask the pupils to circle the body parts that are drawn in grey.
- ▶ Move around the class while they are working, asking *What's his/her name? What's this?* For arms, feet, legs and hands, ask *What are these?* to elicit the word only.

Ending the lesson

- ▶ Repeat the chant using actions. Ask the pupils to touch the part of the body mentioned, and then clap their hands. See if they can do the actions when the chant speeds up.

7 My body

1 Listen and point.

2 Chant.

head, arms, hands, body, legs, feet
My (head)! Touch your (head).

Unit 7

Lesson 2

LESSON AIMS identifying parts of the body, giving instructions

TARGET LANGUAGE *head, arms, legs, hands, body, feet, red, orange, yellow, blue, pink. Touch your (head).*

REVIEW *red, orange, yellow, blue, pink*

RECEPTIVE LANGUAGE *Listen and colour. Colour the (head) (red).*

MATERIALS Pupil's Book page 51, Class CD, crayons

Warmer

- ▷ Repeat the chant from Lesson 1 to review the body words. Encourage the pupils to perform the actions as they chant.

3 Listen and point.

- ▷ Play the first part of the recording (Track 57), pausing after each word for the class to repeat.
- ▷ Play the recording again. This time ask the pupils to point to the corresponding part of the body as they repeat.

TAPESCRIPT

head
arms
hands
body
legs
feet

58 Listen and colour.



- ▷ Play the second part of the recording (Track 58). Say *Listen and colour*. Pause after each sentence for the class to colour the corresponding body part the correct colour.

TAPESCRIPT

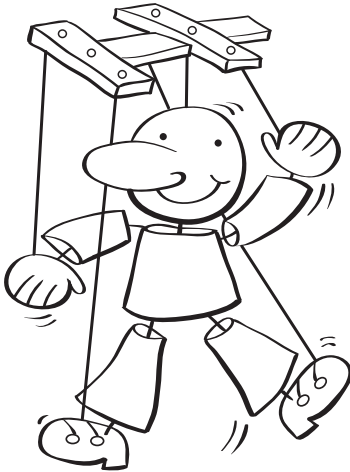
Colour the head red.
Colour the arms orange.
Colour the hands yellow.
Colour the body green.
Colour the legs blue.
Colour the feet pink.


4 Play a game.



- ▷ Explain to the class that they have to imagine that they are a mirror. They will look at you and mirror your actions.
- ▷ Demonstrate the activity. Give a command, for example, *Touch your head*. Perform the action. The class mirrors the action.
- ▷ Now the pupils play the game in pairs. Pupil A gives a command and performs the action. Pupil B mirrors it. They then change roles.

3   Listen and point. Listen and colour.


7



4  Play a game.

head, arms, hands, body, legs, feet, red, orange, yellow, green, blue, pink
Touch your (head).



Ending the lesson

- ▷ Call pairs to the front to demonstrate the mirror game to the whole class. The class can decide how successfully Pupil B is mirroring the actions.

LESSON AIMS describing objects using adjectives

TARGET LANGUAGE *big, small, long, short. My (head) is (big). My (hands) are (small).*

REVIEW *dog, ruler, cake, pencil, present*

RECEPTIVE LANGUAGE *Yes, Miss. Very nice. Is it long or short?*

MATERIALS Pupil's Book page 52, Activity Book page 33, Class CD, coloured crayons or objects

Warmer

- ▶ Play *Magicus says* using the body part words. Give an instruction, for example, *Touch your legs*. If you say *Magicus says* before the instruction, the pupils should do it. However, if you do not say *Magicus says*, they must not do it.

Pupil's Book page 52

5 Listen and point.

- ▶ Ask the pupils to look at pictures 1 – 3 on page 52. Explain or elicit that the children are making a giant puppet. This puppet has unusual body proportions. It has a big head, long arms, short legs and big feet.
- ▶ Teach the words *long* and *short* and revise *big* and *small*, using objects in the classroom.
- ▶ Play the recording. Point to the corresponding body parts as they are mentioned.
- ▶ Repeat the recording. This time ask the pupils to point to the correct pictures as they listen.

TAPESCRIPT

(picture 1)

MISS MOON: OK. Ready? Look!
My head is big! My body is small.
Emily!

EMILY: Yes, Miss. Two arms ... Look! My arms are long!

MISS MOON: Thank you.

(picture 2)

MISS MOON: Liam!
LIAM: Yes, Miss. My legs are short ...
and look!
My feet are big.

MISS MOON: Mmm, very nice! Two big feet!

(picture 3)

MISS MOON: Look! Hello! I'm Mickey Monster! My head is big. My body is small.
My arms are long. My legs are short.
My feet are big.

6 Listen and number.

- ▶ Point to the pictures of clowns on page 52. Talk about the pictures with the class.
- ▶ Play the recording once. The pupils listen and look at the pictures.
- ▶ Play the recording again. This time, pause after each sentence for the pupils to number the correct picture. The clowns should be numbered (left to right) 3, 1, 2, 4.

TAPESCRIPT

- 1 My feet are small. My head is small.
- 2 My arms are long.
- 3 My head is big. My body is small.
- 4 My legs are short. My body is big.

Activity Book page 33

2 Match and say.

- ▶ Point to the pictures on page 33. Ask *What's this?* to elicit *It's a big/small (cake). It's a long/short (ruler).*

- ▶ Explain the idea of opposites. Elicit that the opposite of *big* is *small*. The opposite of *long* is *short*.
- ▶ Ask the pupils to draw lines to match the pairs of opposite objects as in the example. Move around the class while they are working. Ask *What's this? Is it big or small? Is it long or short?*

Ending the lesson

- ▶ The pupils work in pairs, taking turns. Pupil A describes one of the clowns in Activity 6, Pupil B points to the correct picture.

5 Listen and point.



6 Listen and number.



head, body, arms, legs, hands, feet, big, small, long, short
My (head) is (big). My (hands) are (small).

LESSON AIMS describing by using adjectives, singing a song

TARGET LANGUAGE *head, arms, legs, hands, feet, big, small, long, short. My (head) is (big). My (hands) are (small).*

RECEPTIVE LANGUAGE *Cut out the pictures. Stick the pictures on the page. What's this? Is it long or short? Is it big or small? Sing the body song! You are the (big/small) monster.*

MATERIALS Pupil's Book pages 53 and 79, Class CD, scissors, glue

Warmer

- ▷ On the board, start to draw a fictitious animal. Make the head particularly big or small, the legs long or short. While you are drawing, ask *Is it big or small? What's this?* You can also call individuals to the front to draw a fictitious animal.

Pupil's Book page 53

7 **61** **page 79** **Cut. Then listen and choose.**

- ▷ Ensure that the pupils have found the correct cut-out page. Ask them to cut out the body parts.
- ▷ Play the recording once. The pupils listen.
- ▷ Play the recording again. This time, pause after each sentence for the pupils to choose and hold up the corresponding body part.
- ▷ Ask the pupils to place the three body parts cards in the rectangles on the left of Pupil's Book, page 53, to make a whole person. (The second set of rectangles on the right is for pupils to make another person with parts and describe him to their partner.)
- ▷ Now ask the pupils to stick the body parts onto the marked areas of the Pupil's Book page. Move around the class while they are working. Ask *What's this? Is it long or short? Is it big or small?*

- ▷ Draw the pupils' attention to the second set of spaces in their books. Ask them to make another person with the parts. Divide the class into pairs and ask the pupils to describe the person to their partner.

TAPESCRIPT

Hello! Listen!
My head is big.
My arms are long and my hands are small.
My legs are short and my feet are big.

8 **62** **Listen and sing.**

- ▷ Ask the pupils to look at the pictures of the two monsters on page 53. Explain that they are singing a song called *The body song*.
- ▷ Point to the pictures. Ask *What's this? Is it (big/long) or (small/short)?*
- ▷ Play the recording. The pupils listen.
- ▷ Repeat. This time pause after each line for the pupils to learn the song. Say *Sing the body song!*
- ▷ Sing the song with the class a number of times.

TAPESCRIPT

My head is big.
My head is small.
My arms are long.
My arms are short.
(chorus)
Big or small,
Short or long.
Come on, sing the body song!
My body's big.
My body's small.
My legs are long.
My legs are short.
(chorus)
My hands are big.
My hands are small.
My feet are big.
My feet are small.
(chorus)
Come on, sing the body song!

Ending the lesson

- ▷ Divide the class in half. One half of the class is the small monster and sings the small monster's lines. The other half is the big monster and sings the big monster's lines. The pupils points to the corresponding body part while they are singing.

7 **61** **page 79** **Cut. Then listen and choose.**

8 **62** **Listen and sing.**



head, body, arms, legs, hands, feet, big, small, long, short
My (head) is (big). My (hands) are (small).

LESSON AIMS giving and following instructions

TARGET LANGUAGE *Touch your head! Stamp your feet! Clap your hands! Wave your arms! Close your eyes!*

REVIEW *head, arms, legs, hands, body, feet, big, small, long, short. My (head) is (big). My (hands) are (small).*

RECEPTIVE LANGUAGE *Follow the leader. I'm the leader. What number is it? What's (one)? What do you do?*

MATERIALS Pupil's Book page 54, Activity Book page 34, Class CD

Warmer

- ▶ Repeat the song from Lesson 4 to energise the class and review the target language.

Pupil's Book page 54

9 Listen and point.

- ▶ Ask the pupils to look at the pictures on page 54. Explain that the characters are playing a game called *Follow the leader* and everyone has to follow the instructions they are given.
- ▶ Teach the instructions by demonstrating and pointing to the pictures.
- ▶ Play the first part of the recording once. The pupils listen and look at their books.
- ▶ Play the recording again. This time, pause after each instruction for the pupils to point to the correct picture in their books.

TAPESCRIPT

(picture 1)

BORIS: Let's play 'Follow the leader!'

CAYLA: Good idea!

BORIS: I'm the leader! Ready?

Touch your head! One, two!

(picture 2)

BORIS: Stamp your feet! One, two!

(picture 3)

BORIS: Clap your hands! One, two!

(picture 4)

BORIS: Wave your arms! One, two!

(picture 5)

BORIS: Close your eyes! One ...

(picture 6)

ALL: Ow! Ow! Ha, ha, ha!



Then listen and repeat.

- ▶ Play the recording, pausing after each instruction for the pupils to repeat.

TAPESCRIPT

Touch your head.

Stamp your feet.

Clap your hands.

Wave your arms.

Close your eyes.

10 Play Boris and Cayla's game.

- ▶ Demonstrate the activity with the whole class. Give an instruction from Activity 9.
- ▶ The class perform the correct action. Continue in this way with the remaining instructions.

Activity Book page 34

3 Play a game.

- ▶ Ask the pupils to look at the pictures on page 34. Point to each die and ask *What number is it?* Elicit the number.

Then point to the action next to the die. Ask *What's (one)? What do you do?* Elicit the action (*Stamp your feet*).

- ▶ Ensure that each pupil has a die. Ask the class to throw the dice and see what number appears. They then do the corresponding action.
- ▶ Now ask the pupils to tick the box next to this action in their books.
- ▶ Ask the pupils to continue to throw the dice until they have done all the actions. If the same action appears twice, they do not do it, and they throw the dice again.

Ending the lesson

- ▶ Repeat the game from the Activity Book in small groups. One pupil throws the die and calls out the number. The rest of the group does the action.

9 Listen and point. Then listen and repeat.

1



2



3



4



5



6



10 Play Boris and Cayla's game.



Touch your head! Stamp your feet! Clap your hands! Wave your arms! Close your eyes!

LESSON AIMS personalising and consolidating language from the unit, learning to evaluate own progress

TARGET LANGUAGE *head, arms, legs, hands, body, feet, big, small, long, short. My (head) is (big). My (hands) are (small). (four) big (hands), (one) small (head)*

RECEPTIVE LANGUAGE *What's this? What are these? Is it big or small? Are they long or short? How many (short) (legs)? Colour one face. Stick the stickers on the page.*

MATERIALS Pupil's Book page 55, Activity Book page 35, very large sheets of paper, crayons, sticker sheet

Warmer

- ▶ Play *Follow the leader* in small groups. Encourage the pupils to take turns to give the instructions.

Pupil's Book page 55

11  **Draw your body.**

- ▶ Ask the pupils to look at the photos on page 55. Elicit or explain that one boy is drawing around the body of the other boy to make a body outline picture. The boys then draw in the details for the face, clothes, etc.
- ▶ Divide the class into pairs or small groups. Give a very large sheet of paper to each pupil. Pupil A lies down on the sheet of paper. Pupil B draws around the pupil's body. They then change roles.
- ▶ The pupils then add the details to their body outline, drawing in and colouring their hands, face, arms, legs, etc.
- ▶ Move around the class while they are working. Ask *What's this? What are these? Is it big or small? Are they long or short?* Elicit *My (hands) are (small). My (head) is (big).*

12  **Find and stick.**

- ▶ Make sure each pupil has the sticker sheet.
- ▶ Draw their attention to the picture on page 55. Point to each part of the body and ask *What's this?* or *What are these?*
- ▶ Ask the pupils to stick each of the six stickers in the correct place in the picture.

13 **How did you do? Choose and colour.**

- ▶ In this self-assessment activity, the pupils think about the unit and decide how much effort they have put into the activities.
- ▶ Point to the faces on the magic wands. Ask the pupils to think about their effort in Unit 7. Elicit the meaning of the three faces ('So so', 'Good' and 'Excellent').
- ▶ Ask the pupils to colour just one face to show how much effort they put in for the unit. Say *Colour one face.*

Activity Book page 35

4  **Colour and say.**

- ▶ Ask the pupils to look at the picture on page 35. Ask about the picture. Ask *How many (big) (hands)? How many (legs)?*
- ▶ Now ask the pupils to colour the matching body parts in the same colour (e.g. all the arms the same colour, all the legs the same colour). Move around the class while they are working. Ask *What is this/What are these? How many (big) (hands)? What colour are they?*

Ending the lesson

- ▶ Ask the pupils to draw a body. Explain that they can exaggerate some of the sizes of the body parts. They then talk about their pictures in pairs.

7

11  **Draw your body.**



12  **Find and stick.**



13 **Unit 7 My English** Choose and colour.





Story Time

The Colour Spell 4

LESSON AIMS following and enjoying a story, revising language from Units 6 and 7

TARGET LANGUAGE *head, (two) (long) (arms), ball, bike, kite, scooter, skateboard, magic wand, Look! Turn round. red, blue, green, yellow*

RECEPTIVE LANGUAGE *It's a monster! It isn't a monster! Go in! Cararamba! Act out the story. How many (scooters)?*

MATERIALS Pupil's Book pages 56 and 57, Activity Book page 36, Class CD

Warmer

- ▶ Ask the pupils what they can remember from the third episode of the story. If necessary, remind them that Rancho took Bobby to see the elders. The elders used a magic ball to see the location of Sarlek. The ball showed a shipwreck.
- ▶ Ask the pupils to look at the pictures on pages 56 and 57 and elicit as much information about the story as possible. Praise all their suggestions.

Pupil's Book pages 56 and 57

1 Listen and look.

- ▶ Explain to the class that Rancho and Bobby arrive at the shipwreck to look for the bottles containing the lost colours.
- ▶ Play the recording once. Point to each corresponding picture as the pupils listen.
- ▶ Continue to talk about the story. After Bobby mistakes a plant for a monster, they are surprised first by a shark. The shark is wearing the glass bottles containing the colours around its neck. Luckily the shark gets trapped and Rancho is able to take the bottles. (Explain, if necessary, that *Cararamba* is a magic word.) Then they are confronted by Sarlek herself, ready to cast a magic spell with her medallion.
- ▶ Repeat the recording. This time pause after each picture. Ask the pupils to point to the corresponding pictures.

TAPESCRIPT

(picture 1)

BOBBY: Look, Rancho! The ship!

RANCHO: Sh! Be quiet, Bobby!

BOBBY: Oh no! Look Rancho!

A head, two long arms, two hands!

It's a monster!

RANCHO: No Bobby, it isn't a monster!

Go in!

BOBBY: OK.

(picture 2)

RANCHO: A bike, a ball. No colours.

Bobby?

BOBBY: No. It's a kite.

(picture 3)

RANCHO: A scooter ... and a skateboard.

No colours.

BOBBY: Oh! Listen!

(picture 4)

RANCHO: Bobby! Turn round! Look ... out!

BOBBY: Aaah! Help!

RANCHO: Yes, but look. The colours!

RANCHO: Weh hey! Cararamba!

Ah! The colours! I've got the colours!

The Colour Spell 4

1 Listen and look. Then listen and act out.



Look! head, (long) arms, hands, ball, bike, kite, scooter, skateboard, listen!

RANCHO AND BOBBY: Hey! Hey! The colours! Red, blue, green and yellow!
RANCHO: Let's go, Bobby!

(picture 5)

SARLEK: Ah! My colours! My colours!

BOBBY: Oh no!

(picture 6)

SARLEK: Ha ha ha!

65 Listen and act out.

- ▶ Play the recording again. This time pause after each frame and demonstrate actions. The pupils act what you show them. Continue in this way.
- ▶ Play the recording again without pausing. The class act out the story together.

Activity Book page 36

1 Find the colours. Tick the toys.

- ▶ Ask the pupils to look at the small pictures of the toys at the bottom of page 36. Point to each and ask *What's this?* to elicit *It's a (skateboard)*.
- ▶ Now ask them to look at the main picture of a maze. Explain that they are to help Bobby and Rancho find the colours by drawing a line from the entrance (top left) to the exit of the maze (where the bottles are).
- ▶ When they have done this, they tick the toys they find along the route (they tick the small pictures – point out the example tick next to the skateboard). Note: The pupils should not tick the bike, as there is no bike on the correct route out of the maze.
- ▶ Move around the class while they are working. Ask *How many (scooters)?*

Ending the lesson

- ▶ The pupils can act out the story in small groups. Demonstrate with a group at the front of the class.



Turn round! Look! red, blue, green, yellow



Unit 8

Lesson 1

LESSON AIMS learning fantasy character names, saying a chant

TARGET LANGUAGE *fairy, king, princess, pirate, witch. I'm a (princess).*

REVIEW *It's a (fairy).* numbers 1 – 10

RECEPTIVE LANGUAGE *What number is it? What's the next number? Who's this?*

MATERIALS Pupil's Book page 58, Activity Book page 37, Class CD, fantasy character flashcards (*fairy, king, princess, pirate, witch*), musical instruments

Warmer

- ▶ Introduce the topic of fancy dress parties. Ask the pupils about parties they have had or been to and what their favourite costume is.

Pupil's Book page 58

1 Listen and point.

- ▶ Ask the pupils to look at picture 1 on page 58. Explain or elicit that it is a fancy dress party and that the characters are describing who they are.
- ▶ Present the fantasy character words with the flashcards.
- ▶ Play the recording once. Point to the characters as they are mentioned.
- ▶ Repeat the recording. This time, pause after each sentence for the pupils to point to the correct characters in their books or say the corresponding numbers.

TAPESCRIPT

(picture 1)

JENNY: Look! I'm a fairy.

LIAM: I'm a king!

EMILY: I'm a princess!

SEBASTIAN: I'm a pirate!

ALL: Witchykoo?

WITCHYKOO: Oh! I'm a ... er ...

(picture 2)

WITCHYKOO: I'm a witch!

2 Chant.

- ▶ Display the fantasy character flashcards. Point to each and ask *Who's this?* to elicit *It's a (fairy).*
- ▶ Call out fantasy character words. The class point to the correct flashcard.
- ▶ Play the recording once. The pupils listen. Encourage them to clap the rhythm.
- ▶ Repeat the recording. This time, pause after each line for the pupils to repeat.

TAPESCRIPT

A pirate!

A princess!

A fairy!

A witch!

A king!

(x2)

Activity Book page 37

1 Join the dots and say.

- ▶ Ask the pupils to look at the three people in the picture on page 37. Ask them to join the three sets of dots from 1 to 10 to complete the people.
- ▶ Move around the class while they are working. Ask *What number is it? What's the next number? Who's this?*

Ending the lesson

- ▶ Repeat the chant. This time ask the pupils to play the rhythm using musical instruments such as shakers, triangles and drums.

8 Party

1 Listen and point.

2 Chant.

58
fairy, king, princess, pirate, witch
I'm a (princess).

LESSON AIMS identifying characters, playing a game, revising language from the course

TARGET LANGUAGE *fairy, king, princess, pirate, witch. I'm a (princess). I've got (a rabbit).*

RECEPTIVE LANGUAGE *Look and match. Draw a line. Match. What are you?*

MATERIALS Pupil's Book page 59, flashcards from the course

Warmer

- ▷ Display the fantasy character flashcards. Repeat the chant from Lesson 1. Encourage the class to point to the correct cards as they chant.

Pupil's Book page 59

3  **Look and match.**

- ▷ Point to the pictures at the top of page 59. Explain that the pupils have to match each person to his or her costume (they can look at the picture on page 58 for help). Point out the example line from Emily to her princess costume.
- ▷ Go through the answers with the class (1 princess 2 fairy 3 pirate 4 king 5 witch).

4  **Choose and mime.**

- ▷ Divide the class into pairs. Pupil A mimes being one of the fantasy characters. Pupil B guesses.
- ▷ Demonstrate with a volunteer first. Move around the class while the pupils are working to offer praise and encouragement. Ask *What are you?* to elicit *I'm a (fairy).*

Ending the lesson

- ▷ Call pupils to the front of the class to mime. The first child to guess the fantasy character can come to the front to choose another character to mime.

Extra activity

- ▷ Play a memory game with the whole class or in large groups. Hand out flashcards from the course (toys, party items, animals, classroom objects and fantasy characters).
- ▷ Each pupil in turn stands up and shows their flashcard saying *I've got (a rabbit)*. The next pupil has to repeat this sentence and then show his/her flashcard and make a sentence. The third pupil says the first two sentences, then adds a sentence about his/her flashcard and so on.
- ▷ You can vary the game by asking the pupils to say *It's a (rabbit)*. *It's (brown)* instead of using *I've got*.



3  **Look and match.**

1


2


3


4


5








4  **Choose and mime.**



*fairy, king, princess, pirate, witch
I'm a (princess).*



Unit 8

Lesson 3

LESSON AIMS giving and receiving, revising language from the course

TARGET LANGUAGE *This is a present for you. It's a (ball). Thank you.*

REVIEW *princess, fairy, pirate, king, witch, hello, goodbye, skateboard, ball, rabbit, bike, mouse, magic wand, butterfly. This is ... It's a (hat).*

RECEPTIVE LANGUAGE *What's this? Draw a line. Match.*

MATERIALS Pupil's Book page 60, Activity Book page 38, Class CD, fantasy flashcards

Warmer

- ▶ Cover a fantasy character flashcard and very slowly reveal the picture. Ask *Who's this?* to elicit *It's a (fairy)*. Continue with the other flashcards.

Pupil's Book page 60

5 Listen and point.

- ▶ Ask the pupils to look at pictures 1 and 2 on page 60. Explain that Magicus Pop, Boris and Cayla have appeared at the party to take Witchykoo home. In picture 2 she gives Emily a present.
- ▶ Teach *This is a present for you* and *Thank you*, using classroom objects.
- ▶ Play the recording once. Ask the pupils what Witchykoo has given to Emily (picture 3). Elicit that it is her witch's hat.
- ▶ Play the recording again, pausing for the pupils to point to the pictures.

TAPESCRIPT

(picture 1)

WITCHYKOO: Magicus Pop! Boris! Cayla! Hello!

MAGICUS, BORIS AND CAYLA: Hello, Witchykoo! Hi! Oh!

WITCHYKOO: Er ... This is Emily.

MAGICUS, BORIS AND CAYLA: Hello, Emily.

(picture 2)

MAGICUS: Witchykoo, ready?

WITCHYKOO: Er ... OK. Emily, this is a present for you.

EMILY: What is it?

(picture 3)

EMILY: It's a hat!

WITCHYKOO: A magic hat! Goodbye, Emily!

EMILY: Thank you! Bye! Cool!

MAGICUS, BORIS AND CAYLA: Goodbye!.

69 Listen and repeat.

- ▶ Play the recording, pausing after each sentence for the pupils to repeat.

TAPESCRIPT

WITCHYKOO: This is a present for you. It's a hat.

EMILY: Thank you.

6 Listen and number. Then say.

- ▶ Point to each present on page 60. Ask *What's this?* to elicit *It's a (hat)*.
- ▶ Play the recording. Pause after each item. Ask the pupils to write the number in the box next to each present. Then practise the exchanges in pairs.

TAPESCRIPT

1 MAGICUS: This is a present for you. It's a skateboard.

EMILY: Thank you!

2 CAYLA: This is a present for you.

It's a rabbit.

EMILY: Thank you!

3 WITCHYKOO: This is a present for you.

It's a hat.

EMILY: Thank you!

4 BORIS: This is a present for you. It's a kite.

EMILY: Thank you!

5 LIAM: This is a present for you. It's a ball.

EMILY: Thank you!

Activity Book page 38

2 Match and say.

- ▶ Ask the pupils to look at the pictures around the edge of page 38. Point to each picture and ask *What's this?* to elicit *It's a (bike)*.
- ▶ Now point to the pictures that show an enlarged section of each object. Ask the pupils to look carefully at the pictures and work out which object they come from.
- ▶ Ask the pupils to draw a line to match each object to its enlarged section. Say *Draw a line. Match.*
- ▶ Move around the class while they are working, asking *What's this?*

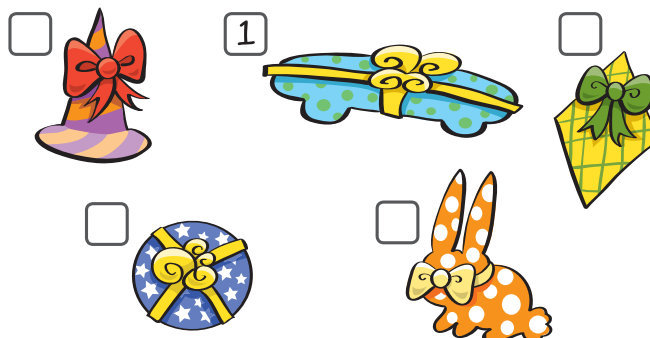
Ending the lesson

- ▶ Call pairs of pupils to the front of the class. Pupil A chooses a classroom item or a flashcard and gives it as a 'present' to Pupil B. Elicit *A present for you. and It's a (book). Thank you.*

5 Listen and point. Then listen and repeat.



6 Listen and number. Then say.



This is a present for you. It's a (ball). Thank you.

LESSON AIMS finding and identifying objects (revision), singing a song

TARGET LANGUAGE It's a (fairy). pirate, king, witch, book, chair, cake, bird, ball, dog, scooter, skateboard

REVIEW numbers 1 – 10, a present, Thank you. How many (fairies)?

RECEPTIVE LANGUAGE Unwrap it and see! Hooray! Let's go and play! What's this? Let's sing!

MATERIALS Pupil's Book page 61, Class CD

Warmer

- ▷ Review numbers 1 – 10 by counting around the class. Point to a child. He or she says *One*. Quickly point to another, who says *Two*. Continue in this way to 10, speeding up all the time. After you reach 10, go back to 1 again. The pupils will need to stay very alert as they will not know when they will be called to say a number.

Pupil's Book page 61

7 Look and count. Write the numbers.

- ▷ Ask the pupils to look at the small pictures in the middle of page 61. Point to each picture and ask *What's this?* Elicit *It's a (fairy)*.
- ▷ Now draw their attention to the large picture. Ask them to find and count each of the objects and to write the number next to each small picture.
- ▷ Move around the class while they are working. Ask *How many (fairies)?* to elicit the number. Answers: 1 fairy; 2 pirates; 2 bikes; 3 witches; 4 books; 4 chairs; 6 cakes; 5 birds; 6 balls; 4 dogs.

8 Listen and sing.

- ▷ Ask the pupils to look at the picture at the bottom of page 61. Point to Cayla and Boris's presents and ask *What's this?* to elicit *It's a (scooter)*.
- ▷ Play the recording. The pupils listen.

- ▷ Repeat. This time pause after each line for the pupils to learn the song. Say *Let's sing!*

- ▷ Sing the song with the class a number of times.

TAPESCRIPT

(chorus)

A present! A present!

A present for me.

What is it? What is it?

Unwrap it and see.

It's a scooter! A scooter!

Thank you! Hooray!

It's a scooter! A scooter!

Let's go and play.

(chorus)

It's a skateboard! A skateboard!

Thank you! Hooray!

It's a skateboard! A skateboard!

Let's go and play.

A present! A present!

A present for me.

Ending the lesson

- ▷ Sing the song again. This time ask the pupils to mime riding a scooter and a skateboard as they sing. Demonstrate how to do this on the spot.

7 Look and count. Write the numbers.



8 Listen and sing.



How many (pirates)? Two.

LESSON AIMS revising language from the course

TARGET LANGUAGE *Stand up! Sit down! Turn round! Hands up! Hands down! Touch your (nose)! Stamp your feet! Clap your hands. up, down, left, right*

RECEPTIVE LANGUAGE *What's this? How many?*

MATERIALS Pupil's Book page 62. Activity Book page 39, (extra) classroom objects or toys wrapped for *Pass the parcel*, musical instruments, object flashcards

Warmer

- ▷ Sing the song from Lesson 4 again. Encourage the pupils to use musical instruments while they sing.

Pupil's Book page 62

9 Party games! Look and play.

- ▷ Ask the pupils to look at the pictures on page 62. Elicit that the children are playing party games. Talk about party games with the class. Elicit which games they like. See if they can identify the games in the pictures.
- ▷ Point to picture 1. This is a game that they are familiar with. Elicit that it is *Magicus says*. Play the game. Give an instruction. Remind the pupils that they follow the instruction only if you use the words *Magicus says*.
- ▷ Now point to picture 2. Explain or elicit that this is a game of *Chinese whispers*. Form the pupils in a line. Choose an object flashcard, look at but do not let the pupils see it. Whisper the word to the first pupil in the line. The pupils then whisper the word to each other down the line. The last pupil says the word out loud. Compare this to the original word. Continue in this way with different pupils choosing flashcards and saying the word first.

Activity Book page 39

4 Count, write and say.

- ▷ Point to the small pictures at the top of page 39. Point to each and elicit the actions *Sit down, Clap your hands*, etc.
- ▷ Repeat with individual pupils.
- ▷ Now draw their attention to the large picture. Ask them to find and count the number of children doing each activity. Ask them to write the number in the box next to each small picture, as in the example.
- ▷ Move around the class while they are working. Point to individual items in the picture and ask *What's this?* Elicit the actions and ask *How many?*
- ▷ Answers: Sit down – 5; Clap your hands – 6; Turn round – 2; Stamp your feet – 3; Touch your head – 2.

Ending the lesson

- ▷ Choose one of the party games. This time play it in small groups.

Extra activity

- ▷ Play another party game with the class – *Pass the parcel*. Prepare some parcels by wrapping objects or flashcards in layers of old wrapping paper or newspaper. There should be up to ten layers of paper on each item.
- ▷ Play the Songs CD. The pupils sing along and pass the parcels around the class.
- ▷ Pause the music. The pupils who are holding parcels when the music stops take off one layer of paper (make sure it is only one layer).
- ▷ Repeat this until a pupil takes off the last layer of a parcel. The pupil says what he/she has got, e.g. *I've got a bike. It's red.*
- ▷ The game continues until all the parcels have been unwrapped.

9 Party games! Look and play.

1

2

62 Revision: instructions, course vocabulary

LESSON AIMS personalising and consolidating language from the book, learning to evaluate own progress

TARGET LANGUAGE *princess, pirate, fairy, king, witch, clown, I'm a (clown). This is a (fairy).*

RECEPTIVE LANGUAGE *What are you? Stick your photo on the page. What's this? Match. Draw a line.*

MATERIALS Pupil's Book page 63, Activity Book page 40, passport photo of each child, sticker sheet

Warmer

- ▷ Choose a party game from Lesson 5. Remind the pupils how to play. Play the game in small groups.

Pupil's Book page 63

10 🗑️ **Draw your fancy dress costume.**

- ▷ Ask the pupils to look at the picture on page 63. Elicit that the boy is dressed up as a pirate.
- ▷ Give each pupil a sheet of paper. Ask them to stick a small passport photo of themselves on the page or draw a picture of their head. Then ask them to draw a body wearing a party costume around the photo.
- ▷ Move around the class while they are working. Ask *What are you?* to elicit *I'm a (pirate).*

11 🗑️ **Find and stick.**

- ▷ Make sure each pupil has the sticker sheet.
- ▷ Point to the picture of the children in fancy dress costume on page 63. Point to each child and ask *What's this?*
- ▷ Ask the pupils to find the appropriate stickers and stick each one in the correct place in the picture.

12 **How did you do? Choose and colour.**

- ▷ In this self-assessment activity, the pupils think about the unit and decide how much effort they have put into the activities.
- ▷ Point to the faces on the magic wands. Ask the pupils to think about their effort in Unit 8. Elicit the meaning of the three faces ('So so', 'Good' and 'Excellent').
- ▷ Ask the pupils to colour just one face to show how much effort they put in for the unit. Say *Colour one face.*

Activity Book page 40

4 ✍️ **Match and say.**


- ▷ Point to the characters on the left of page 40. Explain that they need to match each character to his or her objects. Point to the objects the pupils know and ask *What's this?* to elicit *It's a (magic wand).*
- ▷ Point out the example line from the pirate to his hat. Say *Match. Draw a line.*
- ▷ Move around the class while the pupils are working. Ask *What's this?* to elicit *This is a (fairy). This is a (magic wand).*

Ending the lesson

- ▷ Call individual volunteers to the front of the class to show and talk about their fancy dress pictures. Elicit *I'm (Jack). I'm a (pirate).*


8

10 🗑️ **Draw your fancy dress costume.**




Pirate

11 🗑️ **Find and stick.**



12 **Unit 8 My English** Choose and colour.



63

Backtrack 4

Lesson 1

LESSON AIMS revising language from the course

TARGET LANGUAGE revision of numbers, colours, animals, school objects, outdoor toys, fantasy characters

RECEPTIVE LANGUAGE *Who's this? What's this? What number is this?*

MATERIALS Pupil's Book pages 64 and 65, Activity Book page 41

Warmer

- ▶ Choose a party game from Lesson 5. Play the game in small groups.

Pupil's Book pages 64 and 65

Play a game.

- ▶ Point to the footprints in the main picture on pages 64 and 65. Explain to the pupils that they have to answer questions to colour the footprints and reach the treasure.
- ▶ Draw their attention to the character pictures. Ask *Who's this?* to elicit the name of each character. Show them how each character has different kinds of words. Magicus Pop has numbers. Witchykoo has colours. Cayla has school objects. Emily has animals. Boris has toys. Emily's dog has fantasy characters.
- ▶ Divide the class into six teams. Each team chooses a character. Show the Team A pupils a flashcard related to their character's category of words or ask, for example, *How many (rulers)? What colour is it?* The question can also take the form of a mime. If the team answers correctly, they colour in the first footprint.
- ▶ Continue in this way with each group. Ensure that all the teams arrive at the treasure.

Backtrack 4



Play a game.



Revision: numbers, colours, animals, school objects, toys, fantasy characters

Story Time

The Colour Spell 5

LESSON AIMS following and enjoying a story, revising language from the course

TARGET LANGUAGE *yes, no, goodbye, I've got ... numbers 1 - 4, green, red, blue, yellow. Stand up. Open your eyes. What's this? It's a present. Thank you. mouse, ruler, kite, cake, butterfly, ball.*

RECEPTIVE LANGUAGE *Listen and point. Act out the story. Who's this? Find the objects. Write the number. The palace! Let's have a party!*

MATERIALS Pupil's Book pages 66 and 67, Activity Book page 42, Class CD, crayons

Warmer

- ▶ Ask the pupils what they can remember from the fourth episode of the story. If necessary, remind them that Bobby and Rancho went to the shipwreck to look for the lost colours. They found the colours in little bottles around the neck of a shark. The shark got trapped and Rancho got the bottles. Then they met Sarlek who wanted to cast a magic spell with her medallion.
- ▶ Ask them to look at the pictures on pages 66 and 67 and elicit as much information about the story as possible. Praise all their suggestions.

Pupil's Book pages 66 and 67

1 Listen and look.

- ▶ Ask the pupils to look at picture 1 on page 66 and explain or elicit that Rancho manages to take Sarlek's magic medallion.
- ▶ Play the recording once. Point to each corresponding picture as the pupils listen.
- ▶ Continue to talk about the story. Elicit or explain that this is the end of Sarlek. Rancho and Bobby then go to the Sea Palace, where they restore the colours and life to the scene. They give Princess Luna the medallion as a present. Then they all celebrate with a party.
- ▶ Repeat the recording. This time pause after each picture. Ask the pupils to point to the corresponding pictures.

TAPESCRIPT

(picture 1)

RANCHO: Ah!

SARLEK: No! No! No! Help! My magic!

(picture 2)

SARLEK: Oh no!

RANCHO AND BOBBY: Goodbye, Sarlek!

(picture 3)

RANCHO: Come on, Bobby. I've got the colours!

BOBBY: Princess Luna! The palace!

RANCHO: Yes! Let's go.

(picture 4)

RANCHO: One! Two! Three! Four!

Blue! Yellow! Green and red!

Aha! Look! The colours! The colours!

BOBBY: Stand up!

Open your eyes!

(picture 5)

KING: What's this?

RANCHO: It's a present for Princess Luna.

KING: Ah! Good! Thank you, Bobby.

Thank you, Rancho.

(picture 6)]

QUEEN: My friends! Princess Luna!

Let's have a party!

RANCHO: Yes! A big party!

The Colour Spell 5

1 Listen and look. Then listen and act out.



66 Goodbye Sarlek! I've got (the colours).

Listen and act out.

- ▷ Play the recording again. This time, pause after each frame and demonstrate actions. The pupils act what you show them. Continue in this way.
- ▷ Play the recording again without pausing. The class act out the story together.

Activity Book page 42

1



Find, colour and tick.

- ▷ Point to the small pictures at the top of page 42. Ask *What's this?* to elicit *It's a (mouse)*.
- ▷ Now ask the pupils to look at the main picture. Elicit what is happening at this point of the story. Everyone at the palace is happy and enjoying a party.
- ▷ Ask the pupils to find the objects that are hidden in the picture and to circle them. They then tick the corresponding small picture. When they have finished they can colour the picture.

2

Draw your favourite character.

- ▷ Ask the pupils to decide who their favourite character from the story is. Elicit *It's (character name)* from individuals.
- ▷ Now ask the class to draw a picture of their favourite character. Move around the class while they are working. Ask *Who's this?* to elicit *It's (character name)*.

Ending the lesson

- ▷ Call individuals to the front to show their pictures. Ask them to present their pictures, using *This is (character name)*.



one, two, three, four, red, blue, green, yellow, Stand up! Open your eyes!
What's this? It's a present (for Princess Luna). Thank you.

Festival 1

Halloween

LESSON AIMS learning Halloween vocabulary and traditions

TARGET LANGUAGE *witch, pumpkin, ghost, cat. Trick or treat!*

RECEPTIVE LANGUAGE *What's this? Listen and repeat. Match and say.*

MATERIALS Pupil's Book page 68, Activity Book page 43, Class CD

Warmer

- ▶ Talk about Halloween with the class. Explain that on this day in autumn (31st October), children in Britain and the USA dress up as ghosts and witches and have parties. They also go from house to house and try to scare the people there. When the people open the door, they say *Trick or treat!* The people then give the children sweets or other small treats, or risk being 'scared' some more.

Pupil's Book page 68

1 Listen and repeat.

- ▶ Point to the photos on page 68. Ask *What's this?* to elicit *witch* and *cat*. Teach *ghost* and *pumpkin*. It is a custom in Britain for children to make a lantern out of a pumpkin at Halloween. The children (with help from adults) prepare the pumpkin by removing the inside and cutting out a scary face onto one side. They then place a candle inside so that it glows in the dark.
- ▶ Play the recording once. The pupils listen and point to the pictures in their books.
- ▶ Play the recording again. This time pause after each word for the class to repeat.

TAPESCRIPT

- 1 witch
- 2 pumpkin
- 3 ghost
- 4 cat

2 Match and say.

- ▶ Ask the pupils to trace over the lines to match each child to his or her Halloween costume.
- ▶ Move around the class while they are working. Ask *What's this?* to elicit *It's a (witch)*.

Activity Book page 43

1 Draw your Halloween mask and colour.

- ▶ Point to the things in the picture frame on page 43 and elicit as many words as possible. Ask *What's this?* to elicit *cat, pumpkin, ghost, book, hat*.
- ▶ Ask the pupils to draw and colour their own scary Halloween mask.

Ending the class

- ▶ Call out a Halloween character. The class mimes the character you say.



Halloween

1  Listen and repeat.

1  2  3  4 

2  Match and say.





 68 *witch, pumpkin, ghost, cat*
Trick or treat!

Festival 2

Christmas

LESSON AIMS learning Christmas vocabulary and traditions, singing a Christmas song

TARGET LANGUAGE (*Christmas*) tree, star, stocking, present, card, holly. *Merry Christmas! How many (presents)?*

RECEPTIVE LANGUAGE *We wish you a Merry Christmas and a Happy New Year! The sleigh bells are ringing! Santa is near! Christmas Eve, Christmas Day*

MATERIALS Pupil's Book page 69, Activity Book page 44, Class CD,

Warmer

- ▶ Talk about Christmas with the class and ask them to describe their own customs. Explain that in Britain, it is the custom for a family to have a Christmas tree. People sometimes decorate their homes with holly and lights. Children hang Christmas stockings beside the fire or at the end

of their beds on Christmas Eve and when they wake up on Christmas Day they are full of presents. People send Christmas cards to family and friends and they say *Merry Christmas!*

Pupil's Book page 69

1 Listen and point. Then count and say.

- ▶ Ask the pupils to look at the picture on page 69. Ask them if it's Christmas Eve or Christmas Day (it's Christmas Day because the presents are there). Talk about the objects in the picture and elicit as many words as possible.
- ▶ Teach the new words.
- ▶ Play the recording once. The pupils look at the picture and point to the corresponding objects.
- ▶ Play the recording again. This time pause after each word for the pupils to repeat.
- ▶ Ask them to count the objects. Ask *How many (presents)?*

TAPESCRIPT

- 1 tree
- 2 star
- 3 stocking
- 4 card
- 5 holly
- 6 presents

2 Listen and sing.

- ▶ Explain that in Britain, some groups of adults and children go from house to house to sing Christmas songs (or *carols*). This is a very popular Christmas song.
- ▶ Play the recording. The pupils listen.
- ▶ Teach the song, line by line.
- ▶ Sing the song with the class a number of times.

TAPESCRIPT

We wish you a Merry Christmas,
We wish you a Merry Christmas,
We wish you a Merry Christmas
And a Happy New Year!

The sleigh bells are ringing!
The sleigh bells are ringing!
The sleigh bells are ringing
And Santa is near!

We wish you a Merry Christmas,
We wish you a Merry Christmas,
We wish you a Merry Christmas
And a Happy New Year!

Merry Christmas!

Activity Book page 44

1 Decorate and colour the Christmas tree.

- ▶ Point to the picture on page 44. Ask *What's this?* to elicit *It's a Christmas tree.*
- ▶ Ask the pupils to draw decorations onto the tree. They can draw baubles, tinsel, holly or other objects. They can add a star or an angel to the top. They can put presents underneath.
- ▶ Move around the class while they are working. Ask *What's this? How many (presents)?*

Ending the class

- ▶ Ask individuals to come to the front to show and talk about their decorated Christmas trees.

Christmas

1 Listen and point. Then count and say.



2 Listen and sing.



(Christmas) tree, star, stocking, card, holly, present
How many (presents)? Merry Christmas!

Festival 3

Easter

LESSON AIMS learning Easter vocabulary and traditions

TARGET LANGUAGE *egg, bunny, Easter egg hunt, How many eggs? Happy Easter. It's (small). How many (big) rabbits?*

RECEPTIVE LANGUAGE *What's this? How many (eggs)?*

MATERIALS Pupil's Book page 70, Activity Book page 45, Class CD

Warmer

Talk about Easter with the class and ask them to describe their own customs. Explain that in Britain and the USA, it is the custom for children to take part in an Easter egg hunt. Chocolate eggs are hidden in a park or garden and the children have to find them. It is also the custom to decorate eggs and give chocolate Easter eggs or Easter bunnies (rabbits) as presents.

Pupil's Book page 70

1 Listen and repeat.

- Ask the pupils to look at the pictures on page 70. Talk about the objects in the smaller pictures and then about the large picture of the Easter egg hunt and elicit as many words as possible.
- Teach the new words.
- Play the recording once. The pupils look at the picture and point to the corresponding objects.
- Play the recording again. This time pause after each word for the pupils to repeat.

TAPESCRIPT

- egg
- bunny
- Easter egg hunt

2 Easter egg hunt! Match, count and say.

- Explain that the children from the picture at the top of the page have finished their Easter egg hunt. Ask the pupils to follow the lines to match each child to a basket, and count the number of eggs he/she has found.
- Point to each picture of a child and ask *How many eggs?* Note: The boy on the left has found seven eggs, the girl next to him six, the second girl five and the last boy eight.

Activity Book page 45

1 Count, write and say.

- Ask the pupils to look at the picture with the rabbits on page 45. Point to some of the rabbits and ask *Is it a big or small rabbit?* Elicit *It's big* or *It's small*.
- Now ask the pupils to find and count the big and small rabbits and to write the number in the box next to the corresponding rabbit.

- Move around the class while they are working. Ask *How many (big/small) rabbits?* Answer: three big rabbits, seven small rabbits.

Ending the lesson

- Wish the pupils *Happy Easter*. Ask them to move around the class to wish their classmates *Happy Easter*.

Extra activity

- Do an Easter egg hunt. Hide small chocolate or plastic eggs around the classroom (one per pupil). If possible, attach a sticker with each pupil's name to the eggs.
- Ask the pupils to hunt for their eggs. When they have found them, they can wish each other *Happy Easter* (and eat the chocolate eggs!).



Easter

1 Listen and repeat.

1 egg
2 bunny
3 Easter egg hunt

2 Easter egg hunt! Match, count and say.

egg, bunny, Easter egg hunt
How many eggs? Happy Easter!

The page features a large illustration of children on an Easter egg hunt. To the left are three smaller images: a blue egg with a red top, a pink bunny, and a child in a red jacket. Below the main illustration are four baskets of eggs, each connected by a line to a child's head. The baskets contain 7, 6, 5, and 8 eggs respectively. A footer contains a red footprint icon with the number 70 and the text 'egg, bunny, Easter egg hunt How many eggs? Happy Easter!'.

Poster 1

Numbers and colours

UNITS for use during and after Unit 2

LANGUAGE numbers 1 – 10, colours: *red, yellow, orange, blue, green, purple, pink, brown, black, white*

CROSS-CURRICULAR LINK numeracy work on numbers 1 – 10

Introducing the poster

- ▷ Talk about the poster with the class. Elicit as much information as possible from the pupils about what they can see. Magicus Pop is doing some magic. He has made the numbers 1 to 10 appear, each in a different colour.
- ▷ Elicit as many number and colour words as possible from the pupils.

1 Point and say.

- ▷ Point to the numbers in order. Ask *What number is it?* The class says the number. Repeat, pointing to the numbers randomly.
- ▷ Continue this activity, calling on individuals to answer.
- ▷ Call volunteers to the front of the class to point to the numbers. The class says the correct number word.
- ▷ Carry out the same procedure to practise the colour words.
- ▷ Option: Point to a number. The class says the number word and then claps their hands the corresponding number of times.

2 Listen and point.

- ▷ For numbers: Call a small group to the front of the class. Play *Run and point*. Call out a number between 1 and 10. The pupils take turns to run or walk to the poster and touch or point to the correct number.
- ▷ For colours: Repeat this activity, calling out a colour word. The pupils touch or point to the number of the correct colour.

3 Listen and answer.

- ▷ Ask the class *What colour is number 4?* Call a volunteer to the front to point to number 4 on the poster. Elicit the correct colour word from the class.
- ▷ Continue in this way with the remaining numbers, choosing them randomly.
- ▷ Now reverse this activity. Ask *What number is green?* Call a volunteer to the front to point to the green number. Elicit the correct number word from the class.

Poster 2

Classroom objects

UNITS for use during and after Unit 4

LANGUAGE classroom objects: *table, chair, book, pen, pencil, rubber, ruler, crayon*. Colours: *red, yellow, orange, blue, green, purple, pink*

CROSS-CURRICULAR LINK numeracy (counting on the squares of the game and identifying the numbers on the die)

MATERIALS a die, post-it stickers/magnets or counters

Introducing the poster

- ▷ Talk about the poster with the class. Elicit that it is a board game with different coloured classroom objects. Ask the class to tell you how they think the game is played. Elicit the names of as many classroom objects and colours on the poster as possible.

1 Listen and point.

- ▷ Say an object and colour, for example, *a red table*. Call an individual to the front to point to or touch the correct square on the game.
- ▷ Continue in this way.
- ▷ Option: This activity can be carried out in teams. Award a team point when a member points to the correct square.

2 Listen and answer.

- ▷ Point to a square and ask *What's this?* Elicit the classroom object and colour, for example, *(a) blue pen*.
- ▷ Continue in this way.
- ▷ Allow individuals to come to the front to point to the squares.

3 Play a team game.

- ▷ Display the poster and ensure the pupils understand where they will start and where they will finish. Explain that the first team to reach the finish are the winners.
- ▷ Divide the class into teams and give each a post-it sticker (or a magnet if you are displaying the poster on a metal whiteboard) to mark their position on the poster. Ask them to attach the stickers or magnets to the 'start' square on the game.
- ▷ Each group takes turns to throw the die and move on the corresponding number of squares.
- ▷ Ask the group *What's this?* The pupils respond with the object name and colour, for example, *(a) red pencil, (a) green book*. If they do so correctly, they attach their post-it sticker or magnet to the square. If they are unable to answer correctly, they stay where they are.
- ▷ Option: You can lay the poster on the floor and seat a group of pupils around it. Instead of post-it stickers, the teams can mark their position by placing a counter or coin on the squares.



Poster 3

Animals

UNITS for use during and after Unit 5

LANGUAGE *dog, cat, fish, bird, bear, butterfly, mouse, rabbit, frog.* Colours: *white, brown, blue, pink, yellow, purple, orange, green, red*

CROSS-CURRICULAR LINK Geography topic work about the habitats of different animals, and animals that can be seen in the wild in the pupils' region.

Introducing the poster

- ▶ Talk about the poster with the class. Explain that the animals live in the mountains near a lake. Show the pupils that there are two examples of the smaller animals, each of a different colour. (There is only one bear, dog and cat.) Elicit the names of as many of the animals as possible and their colours. Talk about which animals the pupils like and don't like and any animals they have as pets.

1 Point and say.

- ▶ Point to one of the animals and ask the class *What's this?* Elicit the animal and colour word from the class, for example, *A brown mouse.*
- ▶ Continue in this way.
- ▶ Option: Point to an animal and make a statement about it that is true or false. The pupils say *Yes* or *No* or show whether they think the sentence is true or false by a gesture, such as thumbs up for true, thumbs down for false. For example, point at the pink fish and say *It's a yellow fish.* Pupils say *No.* Elicit the correct colour.



2 Listen and point.

- ▶ Divide the class into two teams. Call a pupil from each team to the front of the class and stand them either side of the poster.
- ▶ Describe one of the animals, for example, *(It's) a brown bear.* The pupils have to touch the correct animal. The pupil who touches the animal first wins a point for his or her team.

3 Play find the other one.

- ▶ Using the smaller animals only (not the cat, dog or bear) say *A green frog.* Call a pupil to the front to point to the green frog.
- ▶ Then say. *Find another one!* Call another pupil to the front to point to the frog of a different colour.
- ▶ Ask the class *What colour is it?* Elicit *A brown frog.*
- ▶ Continue in this way with the other smaller animals.
- ▶ Option: Take the poster down or turn it over and see if the pupils can remember all of the animals and what colour they are.



Poster 4

Body

UNITS for use during and after Unit 7

LANGUAGE *Wave your arms; Stamp your feet. Clap your hands. Touch your head. Touch your legs.* Numbers 1 – 5

CROSS-CURRICULAR LINK Biology topic work about the human body.

Introducing the poster

- ▶ Talk about the poster with the class. Ask the pupils to say what the children in the photos are doing. Encourage them to name as many parts of the body as possible and to say whether each photo is of a boy or a girl.
- ▶ Ask *How many photos?* Count them with the class and elicit the answer: 5.

1 Listen and point.

- ▶ Call a small group to the front and stand them a metre from the poster. Say an action, for example, *Touch your legs.* The pupils run or walk to the poster to touch the correct photo.
- ▶ Continue in this way.
- ▶ Call different pupils to the front so that as many pupils as possible have a turn.

2 Say and do.

- ▶ Point to one of the photos. The pupils say the corresponding action, for example, *Wave your arms.*
- ▶ The pupils then carry out the action, as shown in the photo.
- ▶ Continue in this way with the remaining photos.
- ▶ Repeat the activity, speeding up each time as you point to the different actions.

3 Watch and say.

- ▶ Do one of the actions shown on the poster.
- ▶ The class says the action, for example, *Clap your hands.*
- ▶ Then call a volunteer to the front to point to or touch the correct picture on the poster. This pupil then leads the activity by doing another action from the poster.

DVD Level 1 – Level 2

Episode	New language
1 Names	<p><i>Hello/Hi/Goodbye</i> Craft materials: <i>card, paper, scissors, glue, pencil, rubber</i> Numbers 1 – 10 <i>What's your name? I'm (Anna).</i></p> <p>Receptive: <i>Look! Sorry! Come here! Wait! Come on! Thank you.</i></p>
2 Birthday	<p>Birthday items: <i>party hat, balloon, birthday card, cake, present. Happy Birthday</i> Numbers: 1 – 10 Family members: <i>mum, dad, sister, brother; This is my (mum).</i></p> <p>Receptive: <i>Where are we going? It's a surprise! Yes, please. Here, (Anna).</i></p>
3 Pets	<p>Animals: <i>dog, cat, guinea pig, horse, rabbit, bird, lizard, snake, crocodile, shark, fish</i> Animals (in song only): <i>mouse, goat, hamster, bear, fox, bat, lamb, cow, tiger, kangaroo</i></p> <p>Receptive: <i>Here (Anna). Thank you. I like (dogs). I'm sorry. I want a pet.</i></p>

DVD Level 1 language summary

Purpose of the DVD

The DVD Level 1 – 2 contains episodes that relate to *Tracks* Level 1 and Level 2. There are **three episodes** relating to *Tracks* Level 1. Each episode recycles key language in new situations. It also provides opportunities for pupils to extend the language they are learning in class. New words and phrases are introduced for extension, with clear references to show their meaning.

Using the DVD episodes

The episodes follow an ordinary English family, Anna, Thomas and their mum and dad. But the family are not all that ordinary, they own a 'magic bus' that can take them around the world, and even back in time!

Each episode in DVD Level 1 – Level 2 includes the following elements:

- 1 Fun activities with the family on the bus. When the family play games together, they use carefully graded dialogue that pupils can later use to act out similar scenes in the classroom.
- 2 *Window on the World* This is a screen which shows the family in external situations and introduces pupils to real elements of the English-speaking world. It provides opportunities for discussion on cultural comparisons, as well as vocabulary extension.
- 3 An episode song.

The teaching notes provide detailed suggestions for using each episode in your class. The suggestions are broken up into the following seven steps.

Step 1 Before watching

Pupils revise key language before they watch the DVD.

Step 2 Watch

Pupils watch the episode from start to finish. Elicit any words that they remember hearing from the episode.

Step 3 Watch and do

Pupils watch the DVD in parts and are encouraged to become active watchers with a range of fun class activities. These activities will focus on key language and test comprehension.

Step 4 Watch and sing

Pupils watch the episode song again. Encourage pupils to follow the words and actions of the presenters, when appropriate. They should hum the tune and join in with any actions as soon as they can, and as they become more confident, they can join in with the words. Play the song again as often as necessary.

Step 5 Worksheet activity

Pupils complete the Worksheet for the episode.

Step 6 After watching (optional)

There is an optional follow-up activity suggested after each episode. This might be a game to practise key language from the DVD, or an extension or project idea suggested by the DVD material.

Step 7 Window on the World (optional)

Each episode provides an opportunity for pupils to see scenes from around the world – via the special *Window on the World* viewing screen inside the magic bus. In the episodes to be used with *Tracks* Level 1, this will show the pupils the inside of a primary school in the UK, a seaside scene and animals.

There is a suggestion in each episode for ways to use these scenes to raise pupils' cross-cultural awareness.

Episode 1

Names

SUMMARY We meet the Magic Bus family, and we see Anna and Thomas's school. The family and the school children do some craft activities.

MATERIALS scissors, card, paper, glue, a pencil, a rubber (or pictures of these items) for Step 3, enough for each pupil in the class to have one item or picture

1 Before watching

- ▶ Revise numbers and colours with the class. For example, hold up three fingers and ask *How many?* (*Three*).

2 Watch

- ▶ Pupils watch the episode from start to finish. Elicit any words that they remember hearing from the episode.

3 Watch and do

- ▶ Distribute the craft materials (or pictures) making sure each pupil in the class has one of the following: card, paper, scissors, glue, a pencil, a rubber.
- ▶ Play the first part of the episode again (to just after Anna's tower with ten blocks collapses). Pupils with the correct craft materials stand up when they hear their item mentioned on the DVD.
- ▶ Play the second part of the episode again (where characters are talking to children inside the primary school). Pause the DVD as necessary and elicit the different character names: *What's his/her name?* *Thomas, Anna, Joe, Mary, Emily.*

4 Watch and sing

- ▶ Pupils watch the *Hello/Goodbye* song again. Encourage them to hum the tune first and wave at the characters on screen. As they become more confident, they can join in with the words. Play the song again as often as necessary.

SONG LYRICS

Hello, I'm Anna. What's your name?
Hello, I'm Thomas. What's your name?
Hello, I'm Jenny. What's your name?
Hello, I'm David. What's your name?
(repeat)

We say 'hello, hello, hello!'
Goodbye! Goodbye! Goodbye!
Hello! Hello! Hello!
Goodbye! Goodbye! Goodbye!
We say 'hello!'
Goodbye!

Hello, I'm Anna. What's your name?

Hello, I'm Thomas. What's your name?

Hello, I'm Jenny. What's your name?

Hello, I'm David. What's your name?

Hello! Goodbye! Hello!

5 Worksheet activity

- ▶ Hand out Worksheet 1. Pupils find and point to the correct characters as you name them: *Hello, I'm Anna. I'm Thomas. I'm Mum/Jenny. I'm Dad/David. I'm Emily. I'm Joe. I'm Mary.*
- ▶ The pupils identify the main family characters. They match them to the bus by drawing a line. Then they identify the characters from the school and match these to the school with a line.

6 After watching (optional)

- ▶ Play the name game to practise *What's your name?* *I'm (Anna)*. Use a soft ball or other object. One pupil holds the ball, asks the question: *What's your name?* and throws it to another pupil. They answer: *I'm (Harry)*.

7 Window on the World (optional)

- ▶ This episode provides an opportunity for pupils to see the inside of a primary school in the UK. Children start school at age five. They don't sit at desks, but spend time either in groups on small tables, or seated on the floor on a special carpet in front of the teacher.
- ▶ Encourage pupils to look for any differences between the UK classroom and their own. Using L1, ask questions: *Is this classroom like their own? How is it different or the same? Do they wear school uniform? Do they use paints like these?* etc.

Episode 2

Birthday

SUMMARY It is Anna's birthday. Thomas has a present for her, and the family go on a surprise trip.

MATERIALS birthday flashcards (*present, card, cake, party hat, balloon*), handmade number flashcards (numbers 1 – 10), enough for one per pupil in the class

1 Before watching

- ▶ Ask different pupils: *How old are you?*
- ▶ Use the birthday flashcards to introduce the theme of birthdays and revise vocabulary. Tell pupils they are going to watch a DVD episode about a birthday. Ask pupils to guess whose birthday it is. Write their suggestions on the board.

2 Watch

- ▶ Pupils watch the episode from start to finish. Elicit whose birthday it is (Anna's) and any birthday words that they remember hearing from the episode.

3 Watch and do

- ▶ Play the first part of the episode again (pausing where Anna is blowing the candles out on her cake). Ask pupils: *How old is Anna?* and see if they remember. Accept all answers as possible. They can try to count the candles on her cake.
- ▶ Play the second part of the episode again (to where Anna tells Thomas her age after the song: *I'm nine*). Ask pupils again, *How old is Anna?* (*Nine*.)
- ▶ Play the last part of the episode again. Pause the DVD as necessary and ask questions in English or L1 to check comprehension: *What colour is Anna's present?* (*Green and yellow.*) *Where are they going for Anna's birthday now?* (*To the seaside.*) *What do they take?* (*A bucket, a spade, the cake.*) etc.

4 Watch and sing

- ▶ Pupils watch *The Birthday Song* again. Encourage them to hum the tune first and join in with the counting. As they become more confident, they can join in with the other words, too. Play the song again as often as necessary.
- ▶ Distribute the number flashcards so that each pupil in the class has one. Play the song again, with the class singing along. Pupils with the correct number flashcards stand up when their number is called.

SONG LYRICS

Happy Birthday! Happy Birthday!
How old are you?
How old are you?
Happy Birthday! Happy Birthday!
One, two, three, four, five,
six, seven, eight, nine or ten.
It's my birthday.
Happy Birthday!
It's my birthday.
Happy Birthday!
One, two, three and four.
Five, six, seven, eight ...
I'm nine today!
It's my birthday.
Happy Birthday!
It's my birthday.
Happy Birthday!

5 Worksheet activity

- ▶ Hand out Worksheet 2. Pupils join the dots to find out what each birthday item is. Check vocabulary by calling out the numbers: 1, etc. Pupils say the correct birthday item: *cake*, etc. They can then circle the birthday items they remember seeing in the DVD.

6 After watching (optional)

- ▶ Practise family words. Call out names from the DVD: *Anna, Thomas, Jenny, David* and encourage pupils to call out the corresponding family word: *sister, brother, mum, dad*. Then call out the family words and encourage pupils to call out their names.

7 Window on the World (optional)

- ▶ Pupils see the inside of a primary school again. Encourage pupils (L1) to notice any key differences between this classroom and their own. In particular, look at the school uniform the children in the DVD are wearing. Do your pupils wear uniform? Is it the same or different to that worn by the children in the DVD?
- ▶ We also see a British seaside scene. Ask pupils questions in L1 to encourage them to take note of any key differences between this scene and the beaches they might visit in their own country. Do they go to the beach? Where do they go? Does it look the same as the one in the DVD? What is the same? What is different? Making sandcastles is a popular traditional activity. Do they make sandcastles on the beach?

Episode 3

Pets

SUMMARY Anna wishes she had a pet. Eventually her mother agrees she can have one. This episode provides an opportunity to extend pupils' vocabulary of animals.

MATERIALS Tracks animal flashcards (*rabbit, fish, dog, cat, bird*), handmade animal flashcards (*mouse, guinea pig, horse, lizard, snake, crocodile, shark*)

1 Before watching

- ▶ Revise animals that pupils are already familiar with from their *Tracks* coursework: *mouse, rabbit, fish, cat, bird, dog*. Mime each animal or make an animal noise. Pupils guess the animal. They can also play this game in small groups or pairs.
- ▶ Teach the new animal words *guinea pig, horse, lizard, snake, crocodile, shark* – showing a flashcard or drawing a picture on the board if necessary.
- ▶ Ask pupils what pets they think Anna and Thomas own (if any).

2 Watch

- ▶ Pupils watch the episode from start to finish. Elicit any animal words that they remember hearing from the episode. Ask pupils what pet Anna has (*a fish*).

3 Watch and do

- ▶ Allocate an animal to each pupil in the class – a dog, a cat, a guinea pig or a horse. Play the first part of the episode again (to just before the animals are shown on the screen). Pause after each animal Anna mentions. Pupils who are that animal stand up and make the correct animal noise or mime.
- ▶ Play the second part of the episode again (where we see different animals on screen up to where Mum says: *Yes, a shark*). Pause the DVD as necessary and encourage pupils to repeat the different animal names. Ask individual volunteers to act out the different animals for the rest of the class.
- ▶ Hold up one of the animal flashcards, smile and say, *I like (dogs)*. Encourage individual pupils to say what animals they like from the DVD.

4 Watch and sing

- ▶ Pupils watch the third part of the episode again (*The Animal Song*). The song includes further new animal words for vocabulary extension: *goat, hamster, bear, fox, bat, lamb, cow, cat,*

tiger, kangaroo. Encourage pupils to hum the tune and join in with any animal words. As they become more confident, they can join in with the rest of the words. Play the song again as often as necessary.

- ▶ Ask pupils to draw a picture of their favourite animal from the song. Play the song again. Pupils stand up when their favourite animal is mentioned.

SONG LYRICS

I want a dog, a fish, a mouse.
I want a pet for me.
I want a bird, a goat, a horse.
I want a pet for me.
A guinea pig! A hamster! A rabbit! A snake!
You want a snake?
I want a bear, a fox, a bat.
I want a pet for me.
I want a lamb, a cow, a cat.
I want a pet for me.
A crocodile! A tiger! A kangaroo or a shark!
Or a shark?
I want a dog, a cat, a mouse.
I want a pet for me.
I want horse, a bird, a fish.
I want a pet for me.
I want a pet for me.

5 Worksheet activity

- ▶ Hand out Worksheet 3. Pupils complete the animal pictures. They then circle the animal that Anna receives as a pet in the DVD (the fish).

6 After watching (optional)

- ▶ Play an animal drawing game. Start a picture of an animal on the board. Pupils have to guess the animal. They can also play this game in pairs.
- ▶ Pupils can create their own animal scrapbook/poster, similar to the one Anna is making at the start of the DVD.
- ▶ Pupils can make up their own verse of the animal song, using drawings or pictures of their favourite animals.

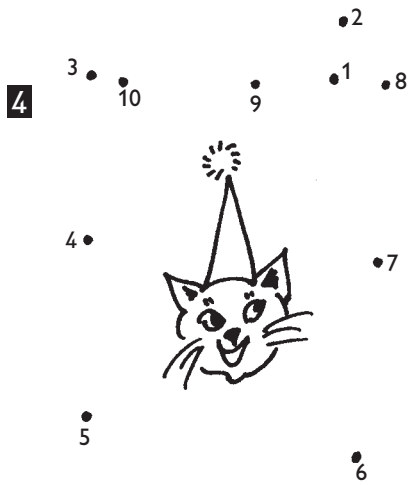
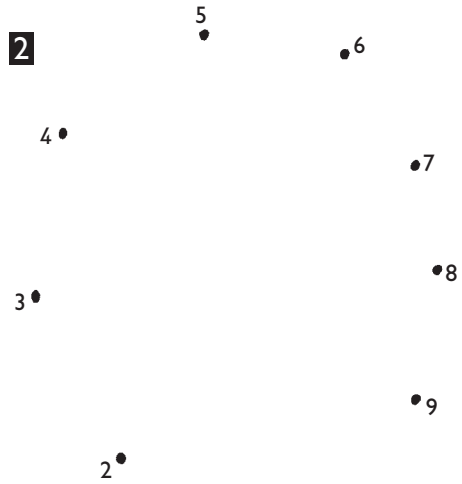
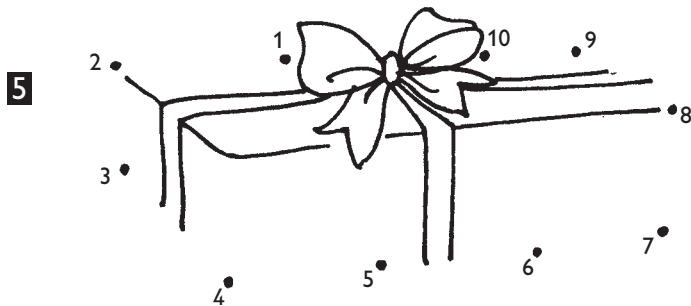
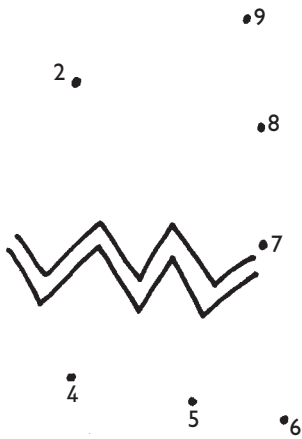
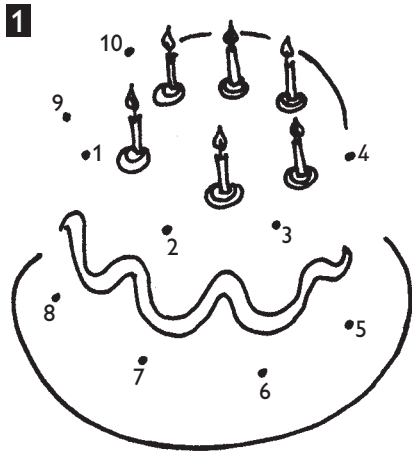
7 Window on the World (optional)

- ▶ Encourage discussion about the animals on the screen by asking questions (L1). Where can you see the various animals? As pets, in zoos, in farms? Which of these animals can be found in the wild in your country? Which of the animals on screen are pets? Do any pupils have these pets (or others)? Which pets would be easy to look after? Which pets would be more difficult? etc.

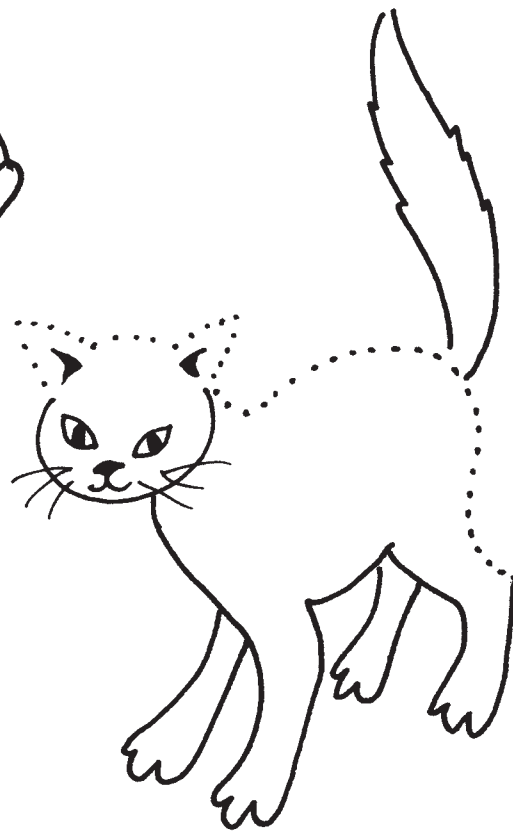
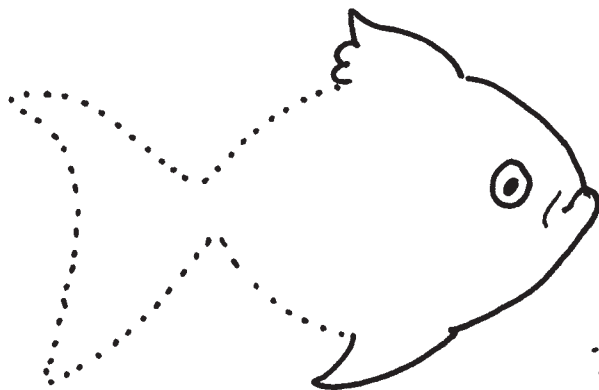
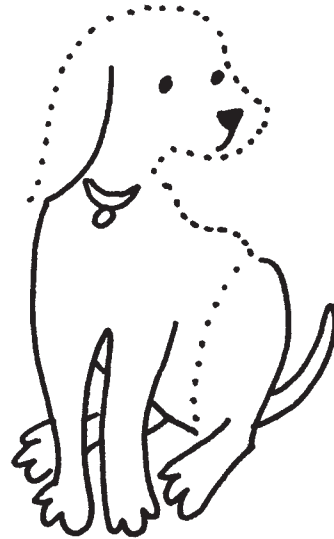
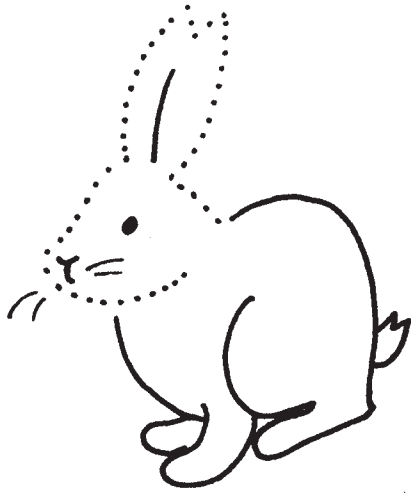
1 Match.



1 Join the dots.



1 Complete the pictures.



2 Find Anna's pet. Draw a circle.

Evaluation and tests

Evaluating progress

Evaluation plays a key role in the teaching and learning process. It provides important information not only on the progress of the children, but also on the teaching methods and materials used. By monitoring pupils' progress systematically, teachers are able to reinforce any positive aspects and identify areas for improvement.

Tracks provides material for monitoring and evaluating pupils' progress in a number of ways:

Formative evaluation

Pupils' work and classroom activities should be monitored on a regular basis. A photocopiable evaluation chart to record classroom activities and lessons is provided on page 94. This enables the teacher to record which activities were a particular success, which materials were particularly popular and the strengths and weaknesses of the class as a whole.

Summative evaluation

Photocopiable tests are provided on pages 96 to 103 to be completed by the pupils at the end of each unit. These are all based around activity types pupils are comfortable and confident with.

Encourage pupils to mark their own tests by colouring in the appropriate number of footprints. This will make them aware of their own learning. Each test has a total of ten marks, with suggestions made for the amount of marks to allocate to each activity.

There is a photocopiable record sheet for teachers to record the results of these tests on page 95.

Self-evaluation

A self-evaluation stage is presented at the end of Lesson 6 in each unit. Pupils are encouraged to rate their own performance by choosing the magic wand that best reflects their own performance.

Explain each time that they have reached the end of another unit, and congratulate them on their performance in that topic. If necessary, revisit any areas that need reinforcing.

At the end of the school year, pupils will receive a certificate (Activity Book page 47) for them to take home and show their parents.

Oral evaluation

As well as the more formal types of evaluation listed above, informal evaluation should be built into lessons as a matter of course. Include oral evaluation by asking individuals or groups of pupils simple questions. Or use flashcards to elicit vocabulary items that pupils should know.

Instructions for the tests

Before the test

- ▶ Ask the pupils to write their name and class at the top of the page, before they start the test.

During the test

- ▶ Pause the recording after each item to allow the pupils sufficient time to complete the required task.

After the test

- ▶ If possible, mark the test with the pupils. They colour in the appropriate number of footprints at the bottom of the page. Allow one mark/footprint for each item. Note that some items carry two marks, so they can colour in two footprints for these.
- ▶ Alternatively, you can write their scores directly on the Test record sheet (see page 95).

Test 1

1 77 Hello or Goodbye? Listen and tick.

(4 marks, 2 for each)

- ▶ Ask the pupils to look at each pair of pictures and decide silently what the people are saying in each picture. Remind them each time they hear 'hello' or 'goodbye', they tick one box only.
- ▶ Play the recording or read aloud the tapescript below. Pupils listen and tick the correct picture in each pair.

TAPESCRIPT

- 1 Goodbye!
- 2 Hello!

2 78 Listen and circle.

(6 marks)

- ▶ Play the recording or read aloud the tapescript below. Pupils listen and circle the numbers they hear.

TAPESCRIPT

- 2, 5, 6, 8, 9, 10

Test 3

1 81 Listen and write the ages. (5 marks)

- ▶ Play the recording or read aloud the tapescript below. Pupils listen and write the ages of the children in the age badges, according to the instructions they hear.

TAPESCRIPT

- 1 How old are you?
I'm five.
- 2 How old are you?
I'm ten.
- 3 How old are you?
I'm six.
- 4 How old are you?
I'm seven.
- 5 How old are you?
I'm four.

2 82 Listen and number.

(5 marks)

- ▶ Play the recording or read aloud the tapescript below. Pupils listen and number the members of the family from 1 to 5, according to the instructions they hear.

TAPESCRIPT

- 1 This is my dad.
- 2 This is my dog.
- 3 This is my brother.
- 4 This is my sister.
- 5 This is my mum.

Test 2

1 79 Listen and colour.

(6 marks)

- ▶ Play the recording or read aloud the tapescript below. Pupils listen and colour the fish according to the instructions they hear.

They will need access to red, blue, pink, purple, yellow and orange colouring pencils or crayons.

TAPESCRIPT

- 1 is red.
- 2 is blue.
- 3 is pink.
- 4 is purple.
- 5 is yellow.
- 6 is orange.

2 80 Listen and number.

(4 marks)

- ▶ Play the recording or read aloud the tapescript below. Pupils listen and number the action pictures from 1 to 4, according to the instructions they hear.

TAPESCRIPT

- 1 Close your book.
- 2 Stand up.
- 3 Open your book.
- 4 Sit down.

Test 4

1 83 How many? Listen and circle. (6 marks)

- ▶ Play the recording or read aloud the tapescript below. Pupils listen to the instructions and circle the correct number of objects each time.

TAPESCRIPT

- 1 How many pencils?
Four.
- 2 How many books?
Six.
- 3 How many rubbers?
Three.
- 4 How many crayons?
Nine.
- 5 How many rulers?
Seven.
- 6 How many pens?
Two.

2 84 Listen and number. (4 marks)

- ▶ Play the recording or read aloud the tapescript below. Pupils listen and number the action pictures from 1 to 4, according to the instructions they hear.

TAPESCRIPT

- 1 Turn round.
- 2 Be quiet.
- 3 Touch your book.
- 4 Hands up.

Test 5

1 85 What's this? Listen and circle. (4 marks)

- ▶ Play the recording or read aloud the tapescript below.
Pupils listen to the instructions and circle the correct animal each time.

TAPESCRIPT

- 1 What's this?
It's a fish.
- 2 What's this?
It's a bird.
- 3 What's this?
It's a mouse.
- 4 What's this?
It's a cat.

2 86 Listen and colour. (6 marks, 2 for each)

- ▶ Play the recording or read aloud the tapescript below.
Pupils listen to the instructions and colour the animals correctly.

They will need access to brown, yellow and green colouring pencils or crayons.

TAPESCRIPT

- 1 It's a brown bear.
- 2 It's a yellow butterfly.
- 3 It's a green frog.

Test 7

1 89 Listen and colour. (6 marks)

- ▶ Play the recording or read aloud the tapescript below.
Pupils listen to the instructions and colour in the parts of the monster correctly.

They will need access to red, blue, green, yellow, orange and pink colouring pencils or crayons.

TAPESCRIPT

- My head is red.
My body is blue.
My arms are green.
My legs are yellow.
My hands are orange.
My feet are pink.

2 90 Listen and number. (4 marks)

- ▶ Play the recording or read aloud the tapescript below.
Pupils listen and number the action pictures from 1 to 4, according to the instructions.

TAPESCRIPT

- 1 Stamp your feet.
- 2 Clap your hands.
- 3 Touch your head.
- 4 Close your eyes.

Test 6

1 87 Listen and match. (5 marks)

- ▶ Play the recording or read aloud the tapescript below.
Pupils listen to the instructions and match the children with the correct toys.

TAPESCRIPT

- 1 I've got a bike.
- 2 I've got a scooter.
- 3 I've got a kite.
- 4 I've got a ball.
- 5 I've got a skateboard.

2 88 Listen and circle. (5 marks)

- ▶ Play the recording or read aloud the tapescript below.
Pupils listen to the instructions and circle the correctly sized toy each time.

TAPESCRIPT

- 1 It's a big bike.
- 2 It's a small skateboard.
- 3 It's a small ball.
- 4 It's a big magic wand.
- 5 It's a big kite.

Test 8

1 91 Listen and number. (4 marks)

- ▶ Play the recording or read aloud the tapescript below.
Pupils listen and number the fancy dress pictures from 1 to 5, according to the instructions.

TAPESCRIPT

- 1 I'm a princess.
- 2 I'm a witch.
- 3 I'm a king.
- 4 I'm a pirate.
- 5 I'm a fairy.

2 92 Listen and colour. (6 marks)

- ▶ Play the recording or read aloud the tapescript below.
Pupils listen and colour the items according to the instructions. Pause the recording as necessary.

They will need access to blue, green, pink, purple and yellow colouring pencils or crayons.

TAPESCRIPT

- 1 It's a book. It's blue.
- 2 It's a hat. It's green.
- 3 It's a cat. It's pink.
- 4 It's a ball. It's purple.
- 5 It's a scooter. It's yellow.

Evaluation chart

Class: _____ Unit: _____ Lesson: _____

Objectives:

Activities and materials used:

Pupil's name	Comments
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

Test record sheet

Pupil's name	1	2	3	4	5	6	7	8
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								



1-3 = needs more work



4-6 = progressing well

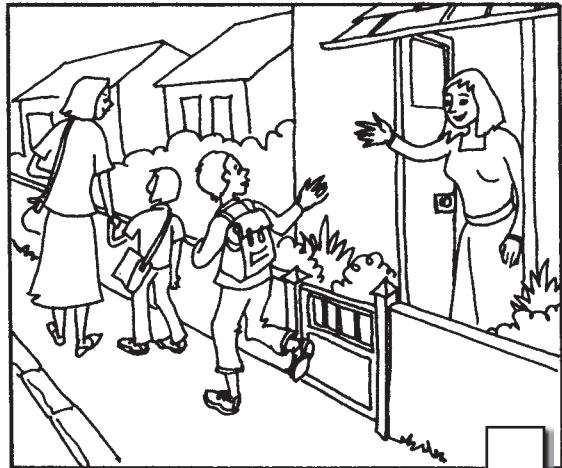


7-10 = excellent!

Test **1** Name: _____

Class: _____

1 **77** Hello or Goodbye? Listen and tick.



2 **78** Listen and circle.

1 2 3 4 5
6 7 8 9 10

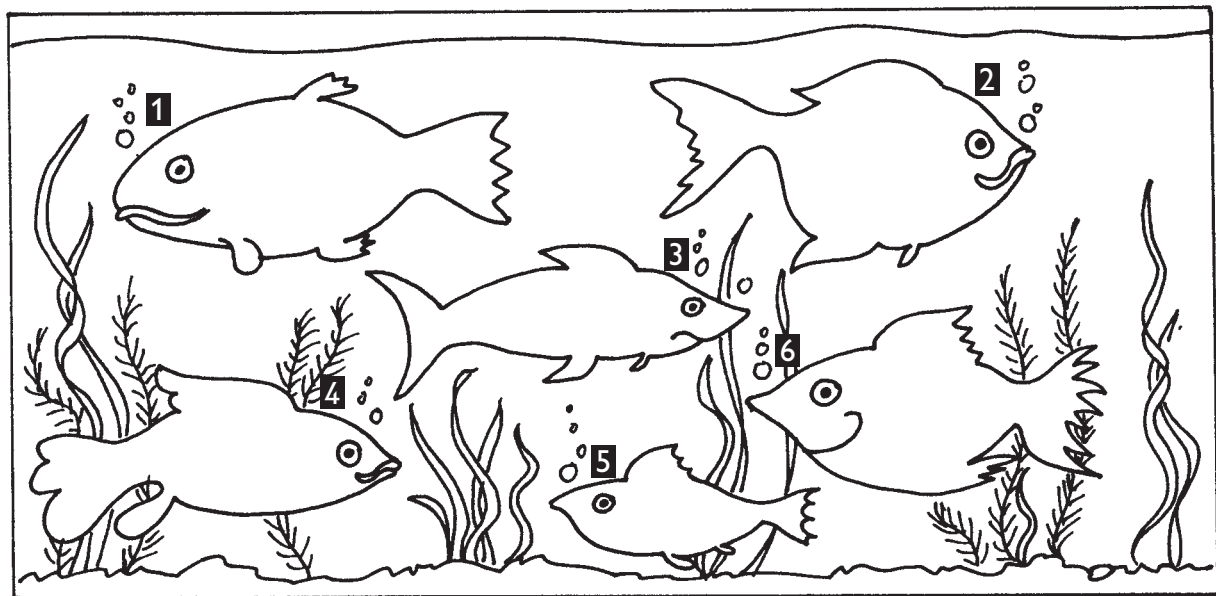


Count your score and colour

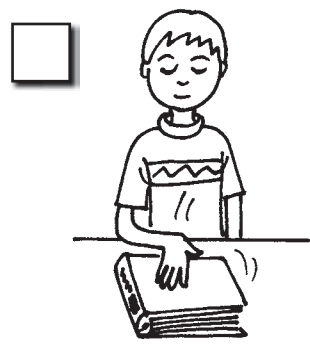
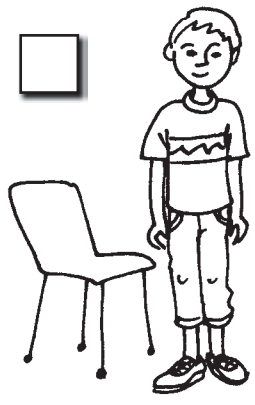
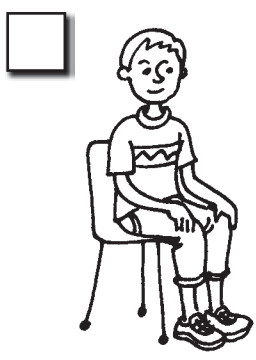
Test **2** Name: _____

Class: _____

1  Listen and colour.



2  Listen and number.



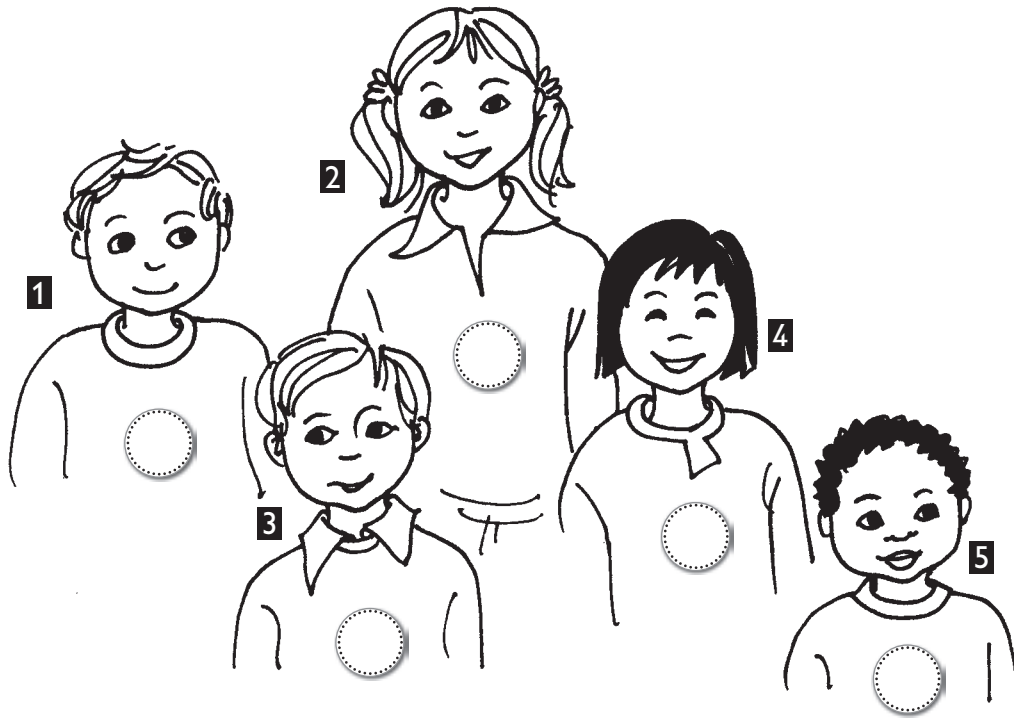


Count your score and colour

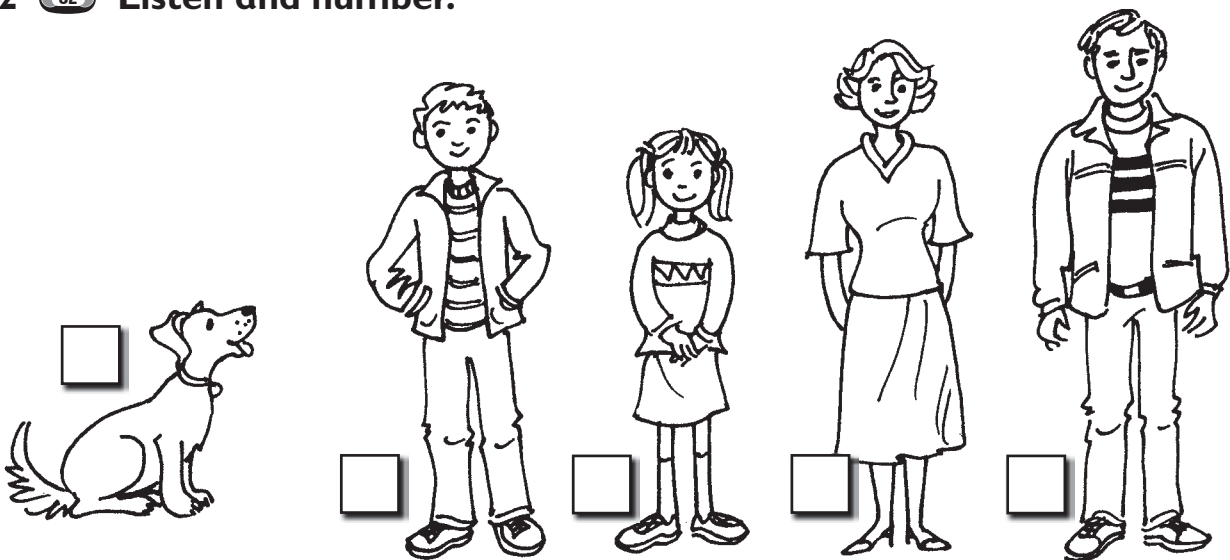
Test **3** Name: _____

Class: _____

1  Listen and write the ages.



2  Listen and number.



Count your score and colour

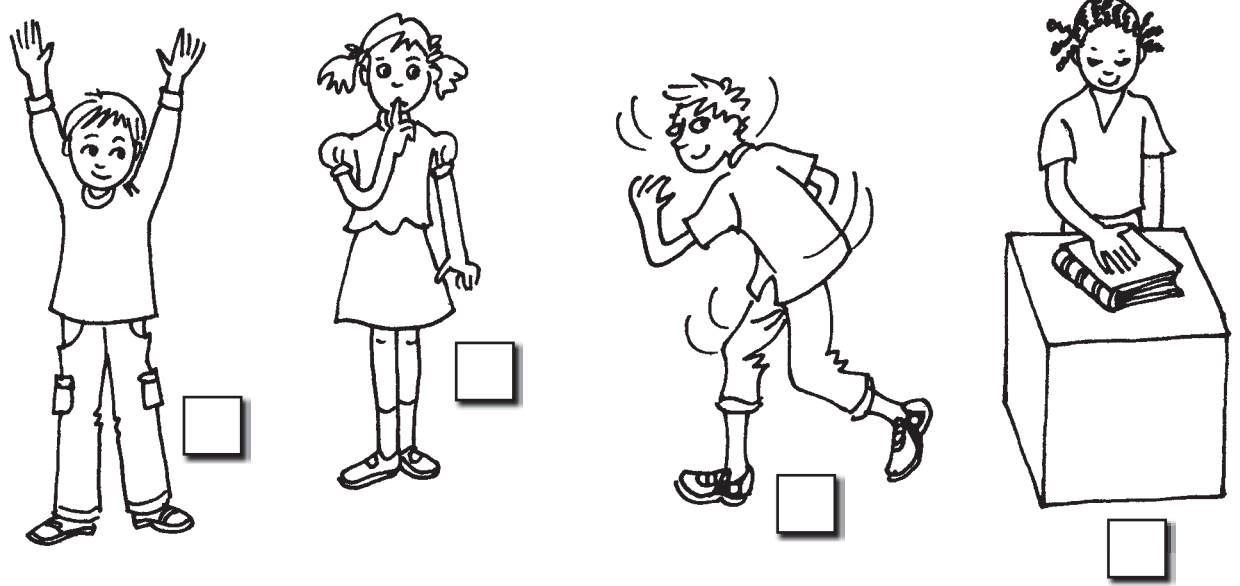
Test **4** Name: _____

Class: _____

1  How many? Listen and circle.



2  Listen and number.



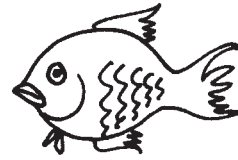

Count your score and colour

Test **5** Name: _____

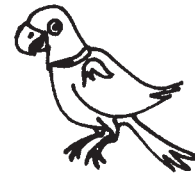
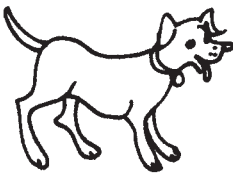
Class: _____

1 **85** What's this? Listen and circle.

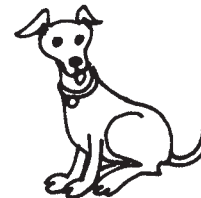
1



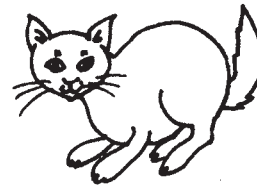
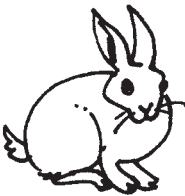
2



3

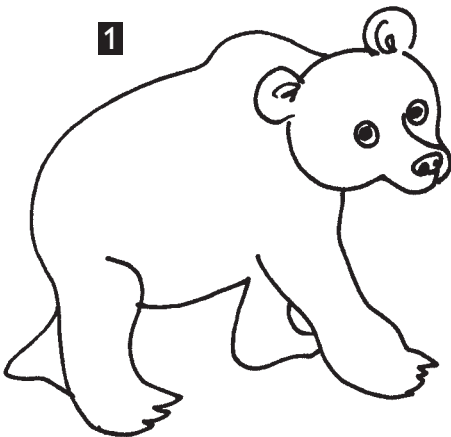


4

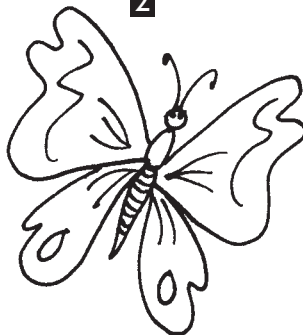


2 **86** Listen and colour.

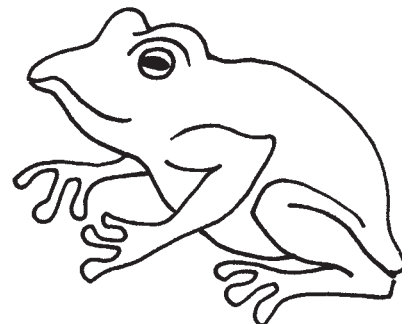
1



2



3

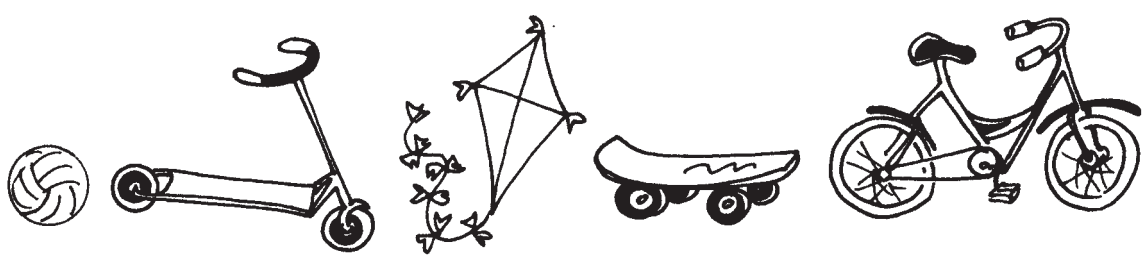
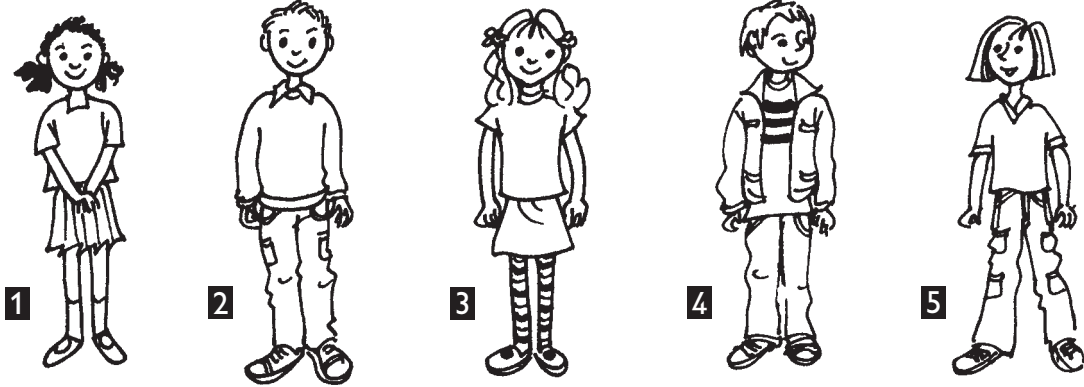


Count your score and colour

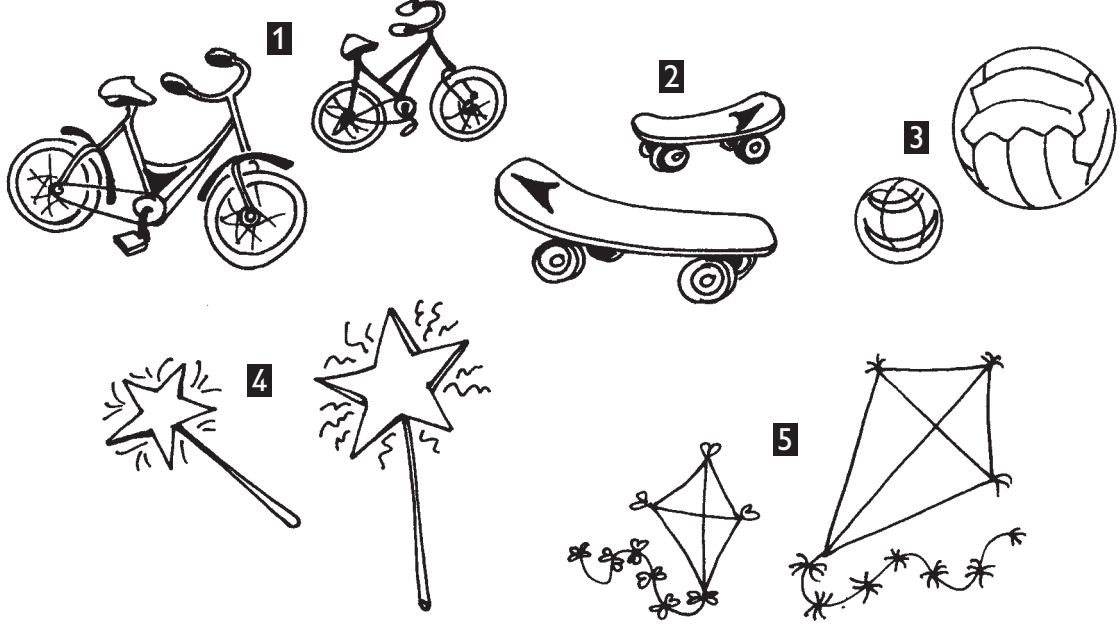
Test **6** Name: _____

Class: _____

1  Listen and match.



2  Listen and circle.




Count your score and colour

Test **7** Name: _____

Class: _____

1  Listen and colour.



2  Listen and number.

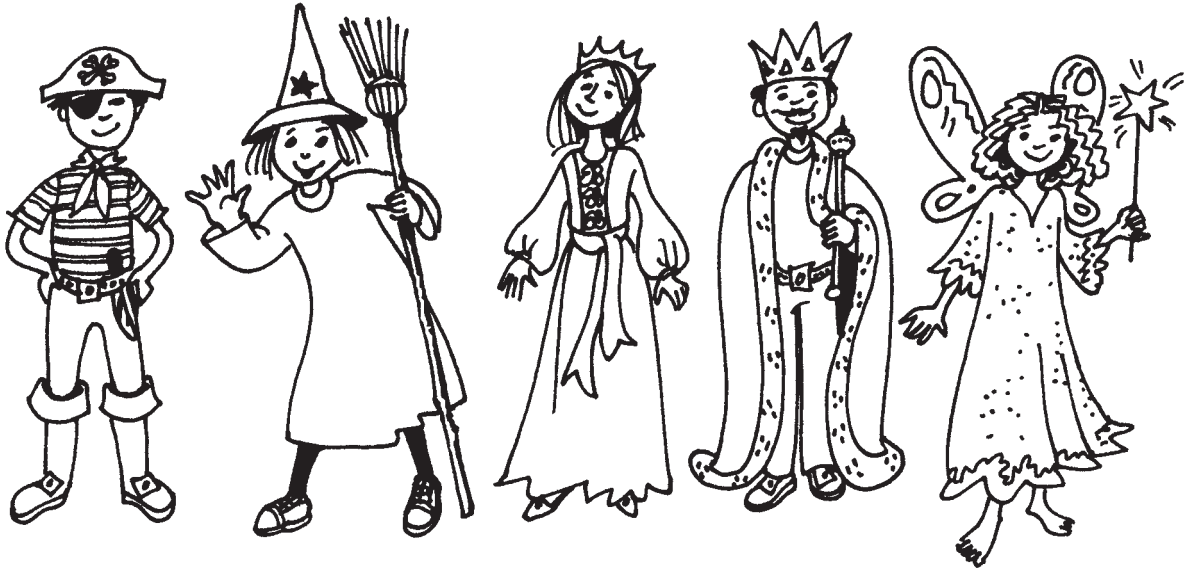


Count your score and colour

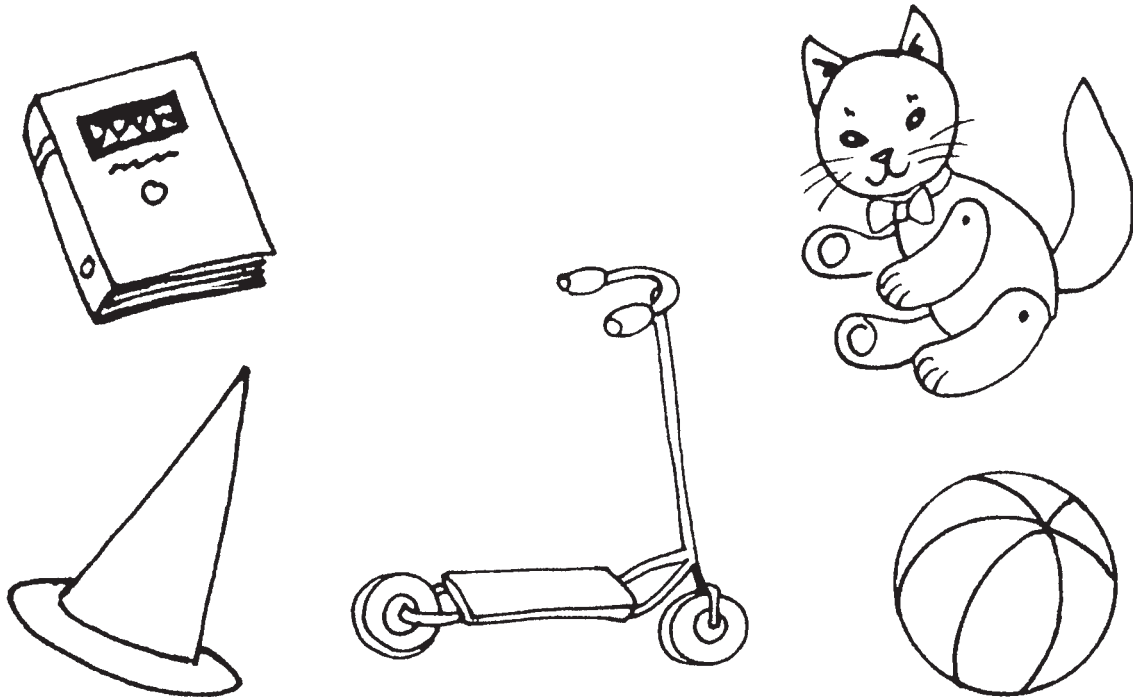
Test **8** Name: _____

Class: _____

1  Listen and number.



2  Listen and colour.



Count your score and colour

Pearson Education Limited
Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout
the world.

www.pearsonlongman.com

© Pearson Education Limited 2009

All rights reserved; no part of this
publication may be reproduced, stored
in a retrieval system, or transmitted in
any form or by any means, electronic,
mechanical, photocopying, recording,
or otherwise without the prior written
permission of the Publishers.

Pages 85-103 by Susannah Reed

First published 2009
ISBN: 978-1-4058-7549-3

Set in Minion Pro
Printed in China(EPC/01)

Design by Jim Weaver

Prepared for publication
by Aldridge Press

Illustrated by Jean de Lemos (GCI);
Pupil's Book pages by Adrian Barclay
(Beehive Illustration), Mike Brownlow
(Beehive Illustration), Garry Davies
(Beehive Illustration), Helen Foster, Andy
Peters and Jackie Stafford-Snider.

The Publishers would like to thank the
following for their kind permission to
reproduce their photographs: Trevor
Clifford, p10; Frank Noon, pp8 and 9
Subsequent page references refer to
Pupil's Book: (Key: b-bottom; c-centre;
l-left; r-right; t-top) Alamy Images:
OnRequest Images 23cr; Steve Skjold 23r;
Trevor Clifford: 3, 5, 13, 14, 17, 19b, 21,
22 (cake), 22 (card), 27, 29, 32, 33, 43 (2),
43 (4), 43 (5), 43 (d), 45, 49, 51, 55, 59;
Corbis: Sean Justice 19cl; DK Images: 22
(present), 35 (budgie), 35 (goldfish), 35
(mouse), 68 (pumpkin), 68 (witch); Andy
Crawford 68 (cat), 68 (ghost), 69; Dave
King 22 (hat), 35 (cat); Stephen Oliver
43 (e); Tim Ridley 35 (dog); Steve Shott
35 (rabbit); Getty Images: Photographers
Choice 19tr; Taxi 23c; iStockphoto:
19tl, 33 (quiet), 33 (hands up), 33
(listening), 33 (reading), 33 (standing);
PhotoObjects: 22 (balloon), 43 (a), 43
(b), 43 (c); PunchStock: Bananastock
23cl, 23l, 43 (3); Big Cheese Photo 43
(1); Brand X 19cr; Digital Vision 19c. All
other images © Pearson Education.