

Tracks

Tracks Teacher's Book 3

Tracks

Teacher's Book



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.

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

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Tracks

Teacher's Book Level 3

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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's learning. 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 pupils' 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 fun and 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 their wider cognitive, social and emotional development.

In the **main story** at Level 3, the pupils are introduced to a lively group of friends, *Alfie*, *Poppy*, *Victoria* and *Ryan*. These children meet their new school teacher, *Miss Hill*, and *Stan* and *Joe*, the jovial, yet incredibly clumsy, odd-job men. The pupils will become involved in the humorous adventures of the characters which take place in situations both within and out of the school environment, such as the home, a safari park, a running race, a competition and an airport. In addition, a magical element is introduced, as Poppy is given a magic stone, which proves to have some very special powers.

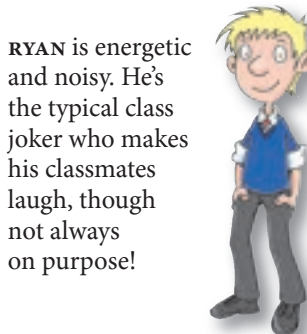
Main characters:



ALFIE is a gentle giant. He is clumsy, friendly and a bit naive.



VICTORIA is nine, a bit older than the other children. She's very lively and athletic.

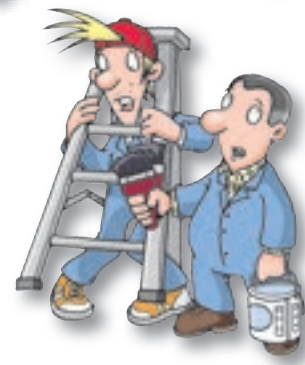


RYAN is energetic and noisy. He's the typical class joker who makes his classmates laugh, though not always on purpose!

POPPY is very sweet, honest, spontaneous and genuine.



MISS HILL is the children's new teacher. She is friendly and enthusiastic.



STAN is a young apprentice in his early 20s. He admires Joe and tries to follow his instructions. He's a bit clumsy, careless and acts without thinking, getting himself and Joe into all sorts of trouble.

JOE is an expert painter/decorator/odd-job man. He is calm, thoughtful and quite intelligent, and tries his best to be tolerant of his younger colleague.

The Level 3 **adventure story** is called *Pirates*. It is told in episodes (see *Course structure* page 6), and takes place on a deserted Caribbean island. It follows the adventures of a group of pirate rats, led by *Captain McRat*, who are hiding the treasure they have found from their archenemies, pirate cats, and their Captain, *Fat Cat*. The rats try to hide their bounty in a fort on the island, the home of *Doo Doo*, an old friend of *Captain Rat*. However, the treasure is not safe for long as the cats are soon to arrive.

Main characters:

CAPTAIN MCRAT is the veteran captain of the pirate rats. He is (fairly!) brave. He can be short-tempered, but he's fair. His faithful parrot Polly sits on his shoulder.



PAVARATTY is the cheerful pirate rat cook, who is always thinking about food. He is brave, fearless and very loyal to his friends.



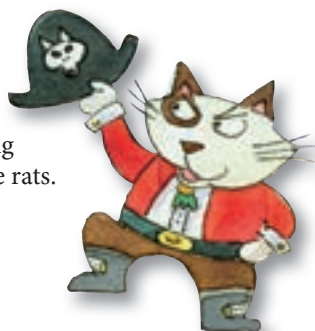
RITARAT is always the first to throw herself into the most arduous tasks facing the rats, and sometimes it seems that she is the one in command.



RATINO is the youngest of Captain McRat's crew. Although he may be small, he makes up for it with his energy and determination.



FAT CAT is the scheming archenemy of the pirate rats.



DOO DOO is an old friend of Captain McRat. He is an old mouse witch doctor, and though somewhat eccentric and rather messy, he tries to present himself with composure.

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, e.g. colour words or animal words.

The themes in Level 3 are: *school, vehicles, descriptions, numbers, animals, the home, free time activities, food, clothes and going on holiday.*

Great emphasis is placed on **cross-curricular themes** in Level 3. There are three *Look at the world* lessons, which deal with the topics of *school, the senses and animals*. Furthermore, there are four classroom posters with supporting lessons on transport, the home, jobs and clothes, and a school quiz, in the form of a board game.

3 Songs and chants

In *Tracks*, all new lexical sets are first practised with a chant. The language from the units is then brought together in the *Backtrack* lessons 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

Every unit of *Tracks* contains a number of games though which the pupils can practise their language skills. 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

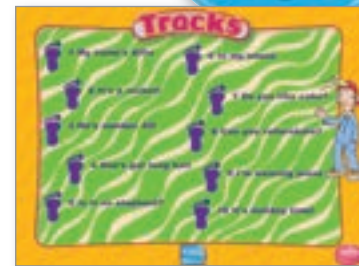
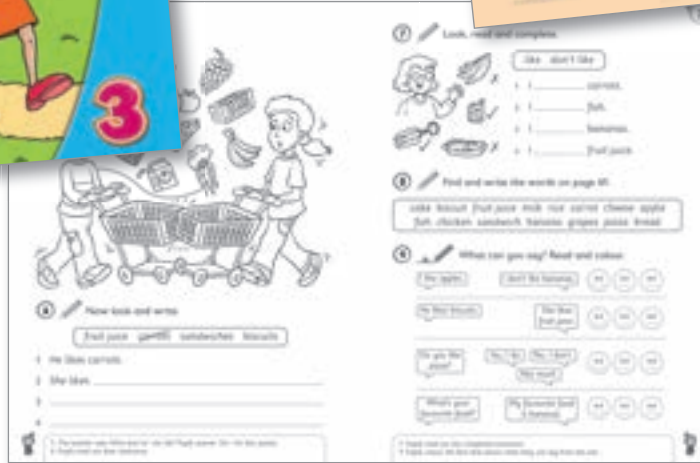
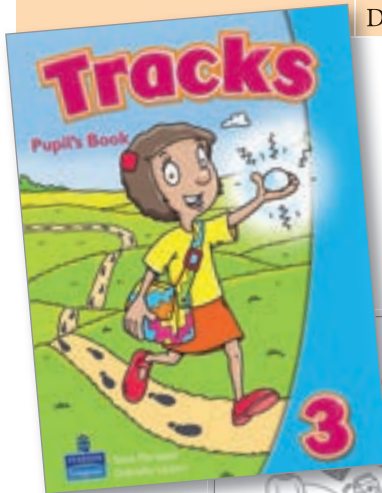
Although it is important for children to embrace the world of fantasy, it is also important for them to relate what they have learnt to their lives in the real world. For this reason, *Tracks* includes personalisation activities that allow the pupils to use their initiative to relate the target language to their own lives.

In Level 3 Pupil's Book, the final page in each unit includes a *Round up!* activity. The pupils bring in an exercise book and create their own notebook, using the ideas in the activities. Through a writing task combined with a drawing or photo, the pupils have the opportunity to use the language they have learnt to talk about themselves. In this way, the pupils gradually assemble a personal record of their learning and progress.

In the Activity Book, each unit finishes with a communicative self-evaluation activity. In pairs, the pupils read the questions and answers, and then, either talking about themselves, or using the pictures in their books, they make their own sentences. They then colour the face that they decide best represents their effort. 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.
- ▶ Each page of the Pupil's Book, combined with Activity Book material, represents one teaching lesson.
- ▶ The Pupil's Book is divided into ten units, each exploring a theme relevant to the world of the child. There are five review sections called *Backtrack* (located after Units 2, 4, 6, 8 and 10) and six episodes of an adventure story, *Pirates*, (located after Units 1, 3, 5, 7, 9 and 10). At the end of the Pupil's Book, there are two *Festivals* lessons and three cross-curricular *Look at the world* lessons: *At school*, *The senses* and *Animals*.
- ▶ At Level 3 the written word is further consolidated and the key language of the lesson is listed at the bottom of each page in a lesson reference bar.
- ▶ The **Activity Book** is an integral part of the course; it provides additional practice and reinforcement of the language covered, and at Level 3 provides further written consolidation.

- ▶ In the core units there are generally two activities on the page. The first activity provides an essential practice stage of each lesson, and is designed to be completed in class, after finishing the Pupil's Book material. The second activity, however, can either be completed in the class, or set as homework.
- ▶ In the *Backtrack* sections a *Question maker* activity helps the pupils focus on question formation.
- ▶ There is a **picture dictionary** activity and a self-assessment activity at the end of each unit.
- ▶ At the back of the Activity Book, there are five pages of colourful **cut-out** materials. These are used for a variety of games and fun activities: pair work, group work and whole class communicative activities.
- ▶ 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. ten core units, six *Pirate* story episodes, and five *Backtrack* revision sessions.
- ▶ It practises the language of each unit

through interactive fun activities and games.

- ▶ At Level 3 the activities include word recognition through matching and labelling pictures and simple spelling completion games.
- ▶ Pronunciation is addressed through record and playback activities.
- ▶ It also includes all of the songs and chants featured in the Pupil's Book.
- ▶ In addition, there is a mini picture dictionary with the vocabulary featured in the units. The pupils can either view the words unit by unit or alphabetically.
- ▶ After completing all the activities in one unit, the pupil is rewarded with an end-of-unit certificate.
- ▶ 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. Tapescripts are cross-referenced and included in a separate section.
- ▷ At the back of the Teacher's Book, there are four cross-curricular poster lessons with photocopiable pages, a DVD section with photocopiable worksheets, and a section on evaluation with ten photocopiable tests, one for each unit, followed by a photocopiable progress certificate (page 119). After completing each end-of-unit test, the pupils colour the appropriate footprint on their certificate, to record their progress.
- ▷ 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, pronunciation work and test audios.
- ▷ 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, one of which is a games poster. These posters focus on cross-curricular themes that are linked to and extend the topics in the Pupil's Book. They can be used flexibly for presentation as well as consolidation purposes.
- ▷ *Tracks* offers one **DVD** every two levels of the course. DVD 2 covers Level 3 and Level 4. The first three episodes are specifically for Level 3.
- ▷ 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. Songs are also included and the pupils are encouraged to sing along.
- ▷ 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. Three photocopiable worksheets for the pupils are also included for Level 3.

Course structure

Each level of *Tracks* is divided into a series of teaching units, arranged around a specific theme.

Each of the ten units at Level 3 contains four pages, one per lesson. These follow a clear pattern and prepare the pupils for the personalisation activity on the last page of the Pupil's Book unit, and the self-assessment activity on the last page of the unit in the Activity Book. A summary of target language is provided at the bottom of each Pupil's Book page.

At Level 3, the Activity Book is an integral part of the course. The Pupil's Book is non-write-in; the Activity Book therefore provides all the pen to paper stages of the lesson. There is an Activity Book page for every page of Pupil's Book unit (and one for each story and review spread).

Every two units of Level 3 material constitute a teaching block and are followed by a review section called *Backtrack*. There are five *Backtrack* spreads and these are located after Units 2, 4, 6, and 10.

Each episode of the review story, *Pirates*, is found at the end of Units 1, 3, 5, 7 and 9 with the final episode coming after Unit 10.

At the end of the book, there are two *Festivals* pages. At Level 3 these are about Christmas and Easter. These pages should be used at the appropriate times of year, and can form part of a series of cross-curricular lessons based around a seasonal theme.

In addition, at Level 3, there are three cross-cultural *Look at the world* pages, on the topics of school, the senses and animals. These provide background information and activities related to different cultural topics from around the world.

Unit structure

A

B

C

D

1 Main presentation and practice

- ▶ The first page (A) of each unit in the Pupil's Book presents the theme of the unit through a mini-story, and introduces the key language (words and/or structure). The target language for the lesson 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.
- ▶ The corresponding Activity Book page provides further written practice of the target language. At the bottom of each page there are brief prompts for the teacher (or parent) on how to operate or check the activity.

2 Second presentation and practice

- ▶ The next opposite page (B) either introduces additional, related vocabulary (e.g. adjectives and numbers) or presents the unit structure with vocabulary from the previous lesson.
- ▶ The lesson includes a task-based listening or reading activity and a further practice activity or a game to promote production of the new language covered so far in the unit.
- ▶ The Activity Book provides written practice of new vocabulary and further practice of the unit structure.

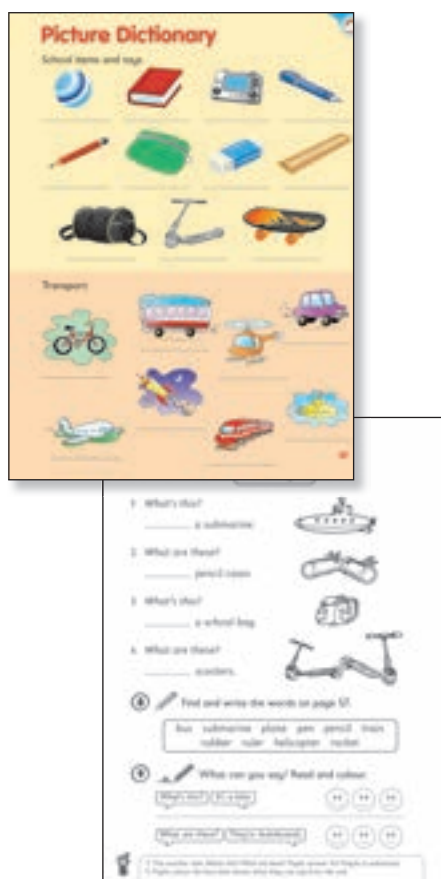
3 Extension/Consolidation

- ▶ On this page (C) the language for the unit theme is extended, e.g. with the introduction of question forms for the unit structure.
- ▶ This language is presented by means of a listening activity frequently featuring the main story characters.
- ▶ This is followed by a simple speaking practice activity, linked to the activity.
- ▶ The Activity Book provides practice of any additional new language.

4 Round up

- ▶ This page (D) concludes the unit. It includes a consolidation game and a personalisation activity. These summarise the communicative aim of the unit, link the unit language together and personalise the language for the pupils.
- ▶ In the Activity Book there is usually firstly a reading and completion activity.
- ▶ Next there is a picture dictionary activity (E), which provides additional practice for the pupils' literacy skills in English as well as consolidating vocabulary learnt in the unit.
- ▶ There is also a communicative, personalised, self-assessment activity (F), in which the pupils evaluate their own progress, while revising all the core unit language.

E



F

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.

At Level 3, while maintaining a focus on **listening** and **speaking** skills, there is a systematic emphasis on the further development of **reading** and **writing** skills. For example, the *Round up!* activity at the end of every unit provides pupils with model sentences for them to adapt to write about their own experiences. The *Picture Dictionary* at this level features the written word as opposed to stickers. Additionally, the *Question maker* activity on the *Backtrack* pages in the Activity Book encourages the pupils to read and copy while reflecting on question formation.

1 Vocabulary

The pupils learn between 10 and 15 new words in each unit, arranged around the unit topic. For example, in Unit 9 they learn the following clothes words: *dress, trousers, skirt, jumper, hat, socks, trainers, shoes, jeans, T-shirt*.

2 Structures

At Level 3 the pupils learn to produce more question forms, to use the third person singular, and to work with plurals. They learn to use structures such as *What's this? What are these? It's a (pencil)./They are (pens). Has (she) got (blue eyes)? Yes, (she) has. (She's) got (long hair). There's a (living room). There are (two bedrooms). Do you like (pizza)? Yes, I do./No I don't. (He) likes (chocolate cake).*

3 Receptive language

The pupils are also exposed to a limited range of in-context receptive language in each lesson. An overview can be found in the *Scope and sequence* chart on pages 12 and 13.

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 adventure story, *Pirates* (after Units 1, 3, 5, 7, 9 and 10).

At Level 3, in the two *Backtrack* lessons, there is song, a game, a pronunciation rhyme and a *Question maker*, all of which serve to link and recycle language from the two previous units.

Evaluation

Tracks Level 3 evaluates the pupils' progress in three ways:

1 Formative

In this form of evaluation, the teacher monitors and checks on the pupils' progress during the classroom activities on an on-going basis. We recommend that teachers use a photocopiable evaluation chart to record classroom activities (see page 106).

2 Summative

This form of evaluation is through structured testing. Ten photocopiable 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 107).

To provide additional motivation for the pupils, a photocopiable *progress certificate* is provided in the Teacher's Book (page 119). The certificate should ideally be copied in colour, and has 'footprints' for the pupils to colour, representing successful completion of the corresponding end-of-unit test. By the end of the year, each pupil will have ten coloured footprints, representing their learning path and achievements in the school year.

3 Self-evaluation

At the end of each Activity 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 develop a realistic awareness of their learning goals.

There are individual lesson notes in the Teacher's Book on how to carry out the self-assessment activities.

Practical tips and techniques in the primary classroom



Maintaining motivation

It is extremely important to maintain the pupils' 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 the pupils to guess and talk about what they think is going to happen. All suggestions should be valued and acknowledged. Similarly, encourage the pupils 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 pupils 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 the pupils come to associate with English while giving out the books. You may like to start the class 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 the pupils.
- 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 or lowering your hand for *Stand up* and *Sit down*. Praise the students 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 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 *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. 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.

Procedure for presenting a story

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

- 1 Make sure the pupils are sitting quietly and can all see clearly. Use cross-over movements to help concentration. Show the pupils how they should cross their feet, and place their right hand on their left knee, and their left hand on their right knee. Ask them to breathe in, slowly and deeply, three times.
- 2 Play some music the pupils will associate with story time, or wear an item of clothing associated with one of the pirate characters, such as a pirate scarf and say *It's time for a story*.
- 3 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.
- 4 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.
- 5 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, e.g. *What does he want? Is he happy? What is she doing?*

Acting out stories

In the review story, *Pirates*, the pupils are encouraged to act out the story, 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 trying to remember the lines.
- 2 Prepare a set in which the pupils will act out the story. Simple elements are sufficient, e.g. some desks arranged to represent the ships, a piece of blue cloth for the sea, a large piece of card or paper for the island.
- 3 Take in clothes to represent the characters. These could be hats, eye-patches, scarves and boots.
- 4 Assign the roles. There are usually at least three main characters (e.g. in Episode 1 *Captain McRat*, *Ratino* and *Doo Doo*) and other pupils can play the parts of other pirates and crew cats. Make sure that every pupil takes part in the acting at least once, repeating the representations as many times as necessary.
- 5 Play the musical introduction to the story and let the 'actors' express themselves freely. They can look at the story pictures (examples shown here) for ideas on how to act the different characters.
- 6 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 anticipate that they are going to learn a new song by using a ritual. For example, you could gain their attention by playing a special sequence of sounds on a musical instrument.

- 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 board races, card games and guessing games. 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 de-motivating for the pupils 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. 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. This 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, e.g. an animal, a feeling or a particular action. Invite the children 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.

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 cue 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. Cover the flashcards, either with paper, the back of a different flashcard, or put them in a large envelope. Gradually reveal parts of the flashcard, eliciting the word.
- 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 Card drilling. 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.

Using the Picture Dictionary

The Picture Dictionary is both a fun way for the pupils to review the words they have learnt, and it also serves as an attractive reference tool. At Level 3, the emphasis is on providing written consolidation, and the pupils label the pictures. A comprehensive Picture Dictionary activity occurs regularly at the end of every unit in the Activity Book.

Follow the procedure below to use the Picture Dictionary in class.

- ▷ Show the pupils the Picture Dictionary pages in their Activity Book, ask them to look at the pictures for the unit, and point to, identify, and name the pictures.
- ▷ Ask the pupils to label the pictures, using the written words provided in their Activity Book.
- ▷ Move around the room while they are working to offer praise and encouragement. Point to individual words and ask the pupils to identify them in their Picture Dictionary.
- ▷ You can also ask the pupils to cover up the words, either using their hands, or with little slips of paper. In pairs, Pupil A points to the pictures, Pupil B tries to remember the words. The pupils then swap roles.

Using cross-curricular materials

You can use *Tracks* cross-curricular materials at regular intervals during Level 3, or choose a suitable time during the year when they are particularly appropriate. The following guidelines indicate where they fit in the language learning programme.

The *Look at the world* lessons (on pages 66–71 of the Pupil's Book) can be used at any point during the school year, but they have been designed for use as follows:

- Look at the world 1 At school*, after Unit 1;
- Look at the world 2 The senses*, during or after Unit 4;
- Look at the world 3 Animals*, during or after Unit 5.

The four posters at Level 3 can be used as part of a normal lesson or as the basis for a separate lesson. Teaching notes for poster lessons can be found on pages 90 to 93 and the lessons can be introduced as follows:

- Poster 1 *Transport*, during or after Unit 2;
- Poster 2 *A big family house*, during or after Unit 6;
- Poster 3 *Jobs and clothes*, during or after Unit 9;
- Poster 4 *A school quiz*, at the end of the school year.

Encouraging parental involvement

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, and can appreciate the required outcomes of activities from the Activity Book, which may be set as homework.
- ▷ Parents will receive a progress certificate containing coloured spaces, following each end-of-unit test (see *Evaluation*, page 7).

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 children's work.
- 3 You could invite parents to the school to hear the pupils perform the songs from the course.
- 4 You could invite parents to an end of course theatre performance of the *Pirates* story.

Tracks Level 3: Scope and sequence

Unit	New structures	New vocabulary	Recycled language	Receptive language
1 My name's Alfie	<i>What's your favourite colour? My favourite colour is (green).</i>	Character names: <i>Stan, Joe, Miss Hill, Alfie, Poppy, Ryan, Victoria</i>	Greetings <i>How old are you? I'm (eight). I've got a (green bike). Have you got a (cat)? Yes, I have./No, I haven't.</i> Classroom objects, Toys, Colours, Pets	<i>This is Greenwood Primary School. Can I help you? This is for you. Thank you.</i>
Story Time Pirates 1		Character names: <i>McRat, Pavaratty, Ritarat, Ratino, Polly, Doo Doo</i>	Greetings <i>Have you got (the treasure)? Yes, I have. My favourite colour is red.</i>	<i>Look, the fort! Home again. Open the door! Hide the treasure. Let's go to the inn.</i>
2 It's a rocket!	<i>What's this? It's a (rocket). What are these? They're (pencils). It's (grey).</i>	<i>colouring pencil Vehicles: rocket, bus, car, submarine, plane, train, bike, scooter, helicopter</i>	Classroom objects, Colours, Pets	<i>This is a (car) for my mouse. Oh! Sorry. Look at your submarine.</i>
Backtrack 1	Revision of Units 1 and 2	Sound hound: /eɪ/ <i>play, game, train</i>		
3 He's number 42	<i>He's/She's (happy). He's/She's number (74).</i>	Numbers: 1 to 100 Adjectives: <i>happy, sad, angry, surprised, hungry, thirsty</i>	Numbers 1 to 20 <i>This is (Peter).</i>	<i>Ready, steady, go. London Marathon. Look out! Sorry!</i>
Story Time Pirates 2			<i>What's this? What are these? I'm thirsty/tired.</i>	<i>Oh, dear! In here. Find the treasure. I've got an idea.</i>
4 She's got long hair	<i>Shake your (head). He's/She's got (long hair). Has he/she got (blue eyes)? Yes, he/she has. No, he/she hasn't.</i>	Body parts: <i>hand, leg, head, foot, arm, bottom, hair, eyes, feet</i> Adjectives: <i>long, short, blonde, dark, big, small</i>	<i>I've got (brown hair).</i>	<i>Be careful. Stop! Ow! It's OK.</i>
Backtrack 2	Revision of Units 3 and 4	Sound hound: /ɪ/ <i>He's/She's green.</i>		
5 Is it an elephant?	<i>Is it (big)? Is it a/an (elephant)? Yes, it is./No, it isn't. It's a (bear). It's (furry). It's got/hasn't got (four legs).</i>	<i>safari park Animals: elephant, giraffe, ostrich, snake, tiger, tortoise, bear Adjectives: strong, fast, slow, furry, tall</i>	<i>I'm hungry.</i>	<i>Look! It's a safari park.</i>
Story Time Pirates 3			<i>My face/arms/hands. I'm strong. It's big. It's long. Is it a snake?</i>	<i>Don't touch me. Wait a minute. Quick! Find the pirates! Don't worry.</i>
6 In my house	<i>There's a (living room). There are (two bathrooms). Where's (Silver)? He's/she's (on) the wardrobe.</i>	<i>garden, house Rooms: hall, kitchen, living room, bathroom, bedroom Furniture: door, window, table, chair, wardrobe, bed, cupboard, sofa Prepositions: in, on, under, behind</i>	Colours <i>He's, She's</i>	<i>Stan and Joe are at Victoria's house. Paint the kitchen (yellow). Finished.</i>
Backtrack 3	Revision of Units 5 and 6	Sound hound: /əʊ/ <i>old, stone, nose</i>		
7 Do you like cake?	<i>I like/don't like (apples). Do you like (pizza)? Yes, I do./No, I don't. Not much. He/She likes (milk). His/Her favourite food is (cheese).</i>	Food and drink: <i>apples, fruit juice, sandwiches, biscuits, grapes, bananas, chocolate cake, pizza, apples, bananas, bread, rice, cheese, fish, chicken, milk, carrots</i>	<i>he, she</i>	<i>It's on the desk. I'm sorry.</i>

Unit	New structures	New vocabulary	Recycled language	Receptive language
Story Time Pirates 4			<i>There's/There are</i> Prepositions, Food, Rooms, Furniture	<i>Where are (the pirates)? Look in the (kitchen). OK, boss. It's a monster! What is behind that door? Come on.</i>
8 Can you sing?	<i>I like (sport). I can/can't (swim). He/She can/can't (ride a bike). Can you (paint)? Yes, I can./No, I can't.</i>	Free time activities: <i>sport, music, art, play football/ music/the recorder, swim, dance, paint, make models, ride a bike, skateboard, rollerskate, sing</i>	<i>Do you like (sport)? Yes, I do./No, I don't. He/she likes (music).</i>	<i>Look! A competition! And there's a prize! Great. Dear Kids' Fun, Let's swap!</i>
Backtrack 4	Revision of Units 7 and 8	Sound hound: /aɪ/ <i>Mike, white, ride, bike</i>		
9 I'm wearing jeans	<i>I'm wearing (a dress). What are you wearing? It's/ They're (black). I've got (black socks). My (T-shirt) is (pink). My (socks) are (white). He's/She's wearing (brown shoes).</i>	Clothes: <i>dress, trousers, skirt, jumper, hat, socks, trainers, shoes, jeans, T-shirt</i>	Colours	<i>Come on, Joe. Let's swim.</i>
Story Time Pirates 5			<i>I can swim. What are these? He's/She's wearing ... Clothes</i>	<i>Look at the window, Ghosts. Let's go. Well done.</i>
10 It's holiday time!			Course structures and vocabulary	
Backtrack 5	Revision of Units 1 to 10	Sound hound: /u:/ <i>two, blue, shoes, scooter</i>		
Story Time Pirates 6			<i>Goodbye, Fat Cat! Do you like fruit juice? Yes, I do. Thank you! I'm sad!</i>	<i>Hooray! Wait. Not cannon number 3! I'm sorry! It's OK. Another treasure map!</i>
Festival 1 Christmas		<i>Father Christmas, sleigh, presents, reindeer, stocking</i>		<i>White hair, beard, full of presents for everyone, mince pie. Jingle all the way, oh, what fun it is to ride on Santa's Christmas sleigh.</i>
Festival 2 Easter		<i>Easter eggs</i>	Descriptions. <i>Shake your (head).</i>	<i>Clap your hands, stamp your feet, shake your head for Easter. Happy Easter Day, the bunny's on his way.</i>
Look at the world 1 At school		School subjects: <i>Maths, English, Art, Science, PE, Music. This is a (Maths lesson). paint, fold, open, draw</i>	<i>Do you like (Maths)? Yes, I do./No, I don't.</i> Colours	<i>What (numbers) can you see? games, sport, piano (Red) and (yellow) make (orange).</i>
Look at the world 2 The senses.		Verbs of senses: <i>see, hear, smell, taste, feel</i>	<i>ears, eyes, mouth, nose</i> Family members, Furniture	<i>What can you smell?</i>
Look at the world 3 Animals	<i>Elephants eat (leaves). It can (fly). Has it got (a long tail)? This animal is (big). It likes (fish).</i>	<i>lions, crocodiles, squirrels, gorillas, grass, leaves, fish, nuts, fruit, eat, fly, climb trees, tail</i>	<i>Can/can't</i> Adjectives: <i>tall, furry, strong, small, big, long</i> <i>It's got (a long nose). It's (grey).</i>	

* Teaching language such as *What's missing?* repeats that of earlier levels.

LESSON AIMS greeting and saying goodbye, meeting the main characters of the book, saying a chant, asking and responding to *What's your name? How old are you?*

TARGET LANGUAGE *Alfie, Poppy, Victoria, Ryan, Miss Hill, Stan, Joe. What's your name? My name's (Alfie). How old are you? I'm (eight).*

RECEPTIVE LANGUAGE *Hello! Goodbye! Open your book. This is (Greenwood Primary School). Thank you, (Stan).*

MATERIALS Pupil's Book title page and page 2, Activity Book page 2, Class CD, character flashcards (*Poppy, Alfie, Victoria, Ryan*)

Warmer

- ▷ Greet individual pupils. Say *Hello, I'm (name). What's your name?* Elicit *Hello, my name's (name).*
- ▷ In small groups, the pupils greet each other in turn.
- ▷ Show the character flashcards one by one. Say *Look this is (Alfie)* and point to (Alfie). Using L1 as needed, briefly describe their personalities (see *Introduction* page 2). Ask the pupils if they know anyone similar.

Pupil's Book Title page

- ▷ Help the pupils to find the title page in their books. Say *Open your book.*
- ▷ Call out the character names at random, and ask the pupils to point to them in their books.

Pupil's Book page 2

1 Listen and read.

- ▷ Show the pupils the first picture on page 2. Explain, using L1 if needed, that it is the beginning of the school year and Miss Hill is the new teacher. Let the pupils talk about what is happening.
- ▷ Tell the pupils that they will hear a 'ping' sound when they need to move to another picture. Say *Listen and read.* Play the recording (page 84). The pupils listen and point to the pictures, following the speech bubbles if they want to.
- ▷ Elicit what is happening in the story – Stan and Joe have just finished painting. Ryan, Poppy and Victoria are in the classroom. Alfie rushes into class late, and knocks the paint over Stan.
- ▷ Play the recording again. The pupils point to the characters as they are mentioned.

2 Chant.

- ▷ Place the character flashcards around the classroom. Elicit the names.
- ▷ Play the chant (page 84). The pupils point to the flashcards as they are mentioned. Demonstrate. Say *Listen and point.*
- ▷ Play the chant again, pausing after each line for the pupils to chant and clap the rhythm. Say *Listen and chant.*

Then ask and answer.

- ▷ Demonstrate with a pupil. Hold up your book and point to a character. The pupil asks *What's your name?* Reply *My name's (Alfie).* Encourage the pupil to point to (Alfie) in Activity 2, and to ask *How old are you?* Reply *I'm (eight).*
- ▷ The pupils then continue in pairs.

Activity Book page 2

1 Read and match.

- ▷ Gradually reveal the character flashcards, eliciting the names.

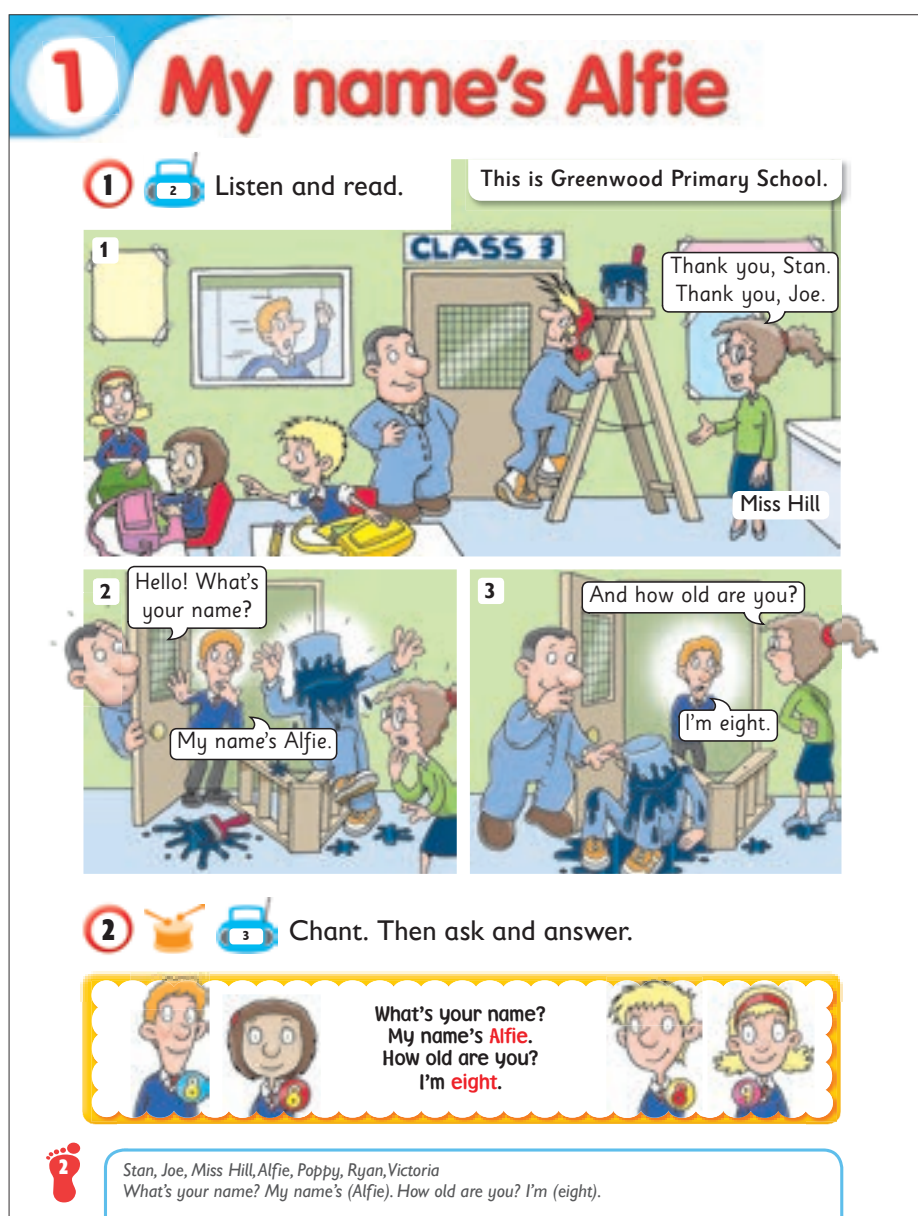
- ▷ Ask the pupils to open their Activity Book at page 2. Read aloud the speech bubbles with the class.
- ▷ Demonstrate how the pupils match the characters to the text. Say *Match.*
- ▷ Check their work. Say *One. What's your name?* Elicit *Miss Hill.*

2 Read. Then draw and complete.

- ▷ Read aloud Miss Hill's questions and Alfie's answers with the class.
- ▷ Explain that the pupils need to draw their own faces and complete the sentences for themselves.
- ▷ Check the answers with the class.

Ending the lesson

- ▷ Say *Goodbye, everyone.* Ask the pupils to say goodbye to you and the pupils next to them. Elicit *Goodbye, (name).* Incorporate this into your classroom routine.



1 My name's Alfie

1 Listen and read. This is Greenwood Primary School.

1 Thank you, Stan. Thank you, Joe.

2 Hello! What's your name? My name's Alfie.

3 And how old are you? I'm eight.

2 Chant. Then ask and answer.

What's your name?
My name's **Alfie**.
How old are you?
I'm **eight**.

2 Stan, Joe, Miss Hill, Alfie, Poppy, Ryan, Victoria
What's your name? My name's (Alfie). How old are you? I'm (eight).

LESSON AIMS practising greetings, character names and ages; learning colours, toy words and school object words

TARGET LANGUAGE *school bag, pencil case, car, book, ball, scooter, bike, computer game, skateboard, colours. My favourite colour is (green). I've got a (green school bag).*

RECEPTIVE LANGUAGE *Listen and match.*

MATERIALS Pupil's Book page 3, Activity Book page 3, Class CD, character flashcards, adhesive putty, pre-prepared word cards, labelled: *Megan, Ben, Harry, Amy, Jack; 7, 8, 9, 10; purple, green, yellow, pink, blue; bike, scooter, computer game, skateboard, book, drawing paper*

Warmer

- ▷ Place the character flashcards around the room. Elicit the names. Write the numbers 8 and 9 on the board. Repeat

the chant from Lesson 1 to energise the class.

- ▷ Revise school object words and colours.

Pupil's Book page 3

3 **Listen and read.**

- ▷ Ask the pupils to look at the pictures on page 3. Encourage them to name the colours and objects they know. Explain that the children are talking about their favourite colours and showing objects and toys of that colour.
- ▷ Play the recording (page 84) and encourage the pupils to listen and read the text.
- ▷ Ask individual pupils to tell you their favourite colour: *My favourite colour is (blue).*

4 **Listen and match.**

- ▷ Ask the pupils to read the names of the children with you and identify the colours and toys they can see.
- ▷ Explain they need to listen and match (drawing an imaginary line with their

fingers), each child to their favourite colour, and their toy or school object.

- ▷ Do the first one as an example.
- ▷ Now play the recording (page 84). Pause after each one to elicit the answer.
- ▷ Check the answers with the class.

Then choose and say.

- ▷ Put the pre-prepared word cards on the board in four columns: names, ages, favourite colours, objects. The pupils read the words aloud as you do so.
- ▷ Ask two pupils to come to the board. Pupil A secretly chooses a character and gives a piece of information *My favourite colour is (pink)*. Pupil B guesses who Pupil A has chosen and says *My name's (Megan)*. The pupils then change roles. Repeat with further pairs.

5 **Draw your favourite toy. Tell your partner.**

- ▷ Ask the pupils to draw and colour their favourite toy on a piece of paper.
- ▷ When they have finished, encourage them to talk to their partner. Encourage them to say *My name's (Ken). I'm (eight). My favourite colour is (red). I've got a (red skateboard)*. Help with vocabulary where needed.

Activity Book page 3

3 **Find and circle the phrases.**

- ▷ Copy the word snake onto the board.
- ▷ Circle the first colour word and object as an example on the board.
- ▷ Pupils work individually. Check their answers on the board.

4 **Look and copy. Then read and colour.**

- ▷ Read aloud the objects and the sentences with the class.
- ▷ Explain that the pupils need to complete the sentences by carefully copying the correct object words. They then read the sentences and colour the objects.
- ▷ Check with the class. Pupil A says *(One)*. Pupil B replies *I've got a (ball)*. *My favourite colour is (yellow)*. The pupils then change roles.

Ending the lesson

- ▷ Give each of four volunteers one of the character cards. See if they can remember the information about the characters. Encourage them to say *My name's (Alfie). I'm (eight). My favourite colour is (green). I've got a (green schoolbag)*.

1

3 **Listen and read.**

My favourite colour is green. I've got a green school bag.

My favourite colour is yellow. I've got a yellow pencil case.

My favourite colour is red. I've got a red car.

My favourite colour is blue. I've got a blue ball.

4 **Listen and match. Then choose and say.**

1

2

3

4

5

a pink bike

a blue scooter

a purple book

a yellow computer game

a green skateboard

5 **Draw your favourite toy. Tell your partner.**

school bag, pencil case, car, ball, bike, computer game, book, scooter, skateboard, colours
My favourite colour is (green). I've got a (green school bag).

Unit 1

Lesson 3

LESSON AIMS asking and responding to *Have you got (a cat)? What's your favourite colour? What's your name?*

TARGET LANGUAGE *What's your name? My name's (name). Have you got a (cat)? Yes, I have./No, I haven't. What's your favourite colour? (Blue).*

RECEPTIVE LANGUAGE *Can I help you? This is for you. Thank you.*

MATERIALS Pupil's Book page 4, Activity Book page 4, Class CD, character flashcards, a stone (optional)

Warmer

- ▷ Divide the class into four groups. Place one character card near each group.
- ▷ Repeat the chant from Lesson 1, encouraging each group to stand up and chant with their character.

Pupil's Book page 4

6 Listen and read.

- ▷ Ask the pupils to talk about the first picture on page 4. The old woman has a stick and might need help to cross the road.
- ▷ Play the recording (page 84). The pupils listen and follow the story.
- ▷ Do not elaborate on the stone at this point, to create suspense.
- ▷ See if the pupils can remember the questions in the conversation.

7 Write questions. Then ask and answer.

- ▷ Ask the pupils to look at the photos in their books. Explain that they are going to write their own questions, and ask their partners.
- ▷ Put the questions and writing lines on the board, and ask the pupils to copy them.
- ▷ Each pupil takes turns to ask the questions and write their partner's answers.

Activity Book page 4

5 Read and match.

- ▷ Read aloud the questions and answers with the class.
- ▷ Ask the pupils to match the questions and answers.
- ▷ Check with the whole class.

6 Read, choose and write.

- ▷ Read aloud the answers and questions with the class. Ask individual pupils to answer the questions orally first.
- ▷ When you are confident the pupils understand all the questions, ask them to copy the answers carefully, so that the questions are true for them.
- ▷ Check orally with the class.

Ending the lesson

- ▷ Encourage the pupils to ask questions about their favourite colours around the class. Pupil A asks Pupil B *What's your favourite colour?* Pupil B replies *Green*. Pupil B then asks Pupil C, who replies and asks Pupil D.
- ▷ Continue around the class.

Extra activity

- ▷ Act out the dialogue from Activity 6. In pairs, ask the pupils to read and practise the conversation. Ask for volunteers to perform the dialogue for the class. If you wish, give the pupils a stone to use.

6 Listen and read.

7 Write questions. Then ask and answer.

Have you got a (cat)? Yes, I have./No, I haven't. What's your favourite colour?

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

REVIEW colours, toys, school objects, pets. *What's your name? I'm (name), How old are you? I'm (seven), Have you got (a cat)? Yes, I have./No, I haven't. What's your favourite colour? (Blue).*

RECEPTIVE LANGUAGE *Make a vocabulary poster. Write about yourself. Notebook. What can you do? Find and write the words in your Picture Dictionary.*

MATERIALS Pupil's Book page 5, Activity Book pages 5 and 57, a very large sheet of poster paper, 4 large sheets of paper, smaller sheets for individual drawings, glue, one notebook per pupil

Give the interviewer a prop to use as a microphone and encourage him or her to ask *What's your name? How old are you? Have you got a (cat)? What's your favourite colour?* The other pupil answers.

Pupil's Book page 5

8 **Make a vocabulary poster.**

- ▷ Explain that the pupils are going to make a poster, like the one on page 5.
- ▷ Divide the class into four groups, to work on one of the sections; toys, school objects, colours, animals.
- ▷ Give each group a large sheet of paper. Ask the pupils to make a title for their section, and to draw and colour pictures of the words they know to go into their section. More confident pupils can label the pictures.
- ▷ When each group has finished, attach their sheets to the poster paper for display.

9 **Write about yourself. Draw a picture.**

- ▷ The pupils will gradually assemble a notebook about themselves. (See *Introduction* page 5 for more information.)
- ▷ Copy the notebook text onto the board, underlining the words that will be substituted.
- ▷ Ask the pupils to draw a picture of themselves in their notebooks, then ask them to carefully write out the sentences so they are true for themselves. They can add sentences about their pets or family members, e.g. *I've got a cat. I've got a sister.*
- ▷ As the pupils work, go round the class, helping individuals.
- ▷ Encourage them to show and read their work to their partners.
- ▷ Keep the notebooks for future lessons.

Activity Book page 5

7 **Read and complete.**

- ▷ Read aloud the words in the box and copy the incomplete sentences onto the board.
- ▷ Ask the pupils whether they think each of the words in the box in turn is the right one to complete the correct sentence for the picture.
- ▷ When they have agreed on the correct word, write it in the gap.
- ▷ Complete all the sentences in this way, as this is the first time pupils have had to choose between different parts of speech.
- ▷ The pupils then write the answers in their books.

8 **Find and write the words on page 57.**

- ▷ *Picture Dictionary* (see *Introduction* page 11). Help the pupils to complete the activity, using the words from the box.

9 **What can you say? Read and colour.**

- ▷ Ask the pupils to read aloud the speech bubbles.
- ▷ In pairs, they ask and answer, making the sentences true for themselves.
- ▷ They then colour the face that they decide best represents their effort.

Ending the lesson

- ▷ Select some of the best pupils' notebooks. Encourage these pupils to come to the front of the class and read their work to the others.

Warmer

- ▷ Put two chairs at the front of the class. Ask one pupil to be the 'interviewer' and another to be the 'interviewee'.



Round up!

9 **Write about yourself. Draw a picture.**



Story Time

Pirates 1

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

TARGET LANGUAGE *What's your name? I'm (McRat). My name is (Doo Doo). McRat, Pavaratty, Ritarat, Ratino, Polly, Doo Doo. Have you got (the treasure)? Yes, I have. My favourite colour is (red). Pencil. Goodbye.*

RECEPTIVE LANGUAGE *Who's this? Look, the fort! Home again. Open the door. This is (Ratino). Look at this stone. Hide the treasure. The treasure is in cannon number 3. Let's go to the inn.*

MATERIALS Pupil's Book pages 6 and 7, Activity Book page 6, Class CD, clothes and props (hats, eye patches, scarves, beads and a stick for Doo Doo, a box to represent the treasure) to act out the story (optional)

Warmer

- ▶ Help the pupils to relax and get ready for the story. Make sure they are sitting quietly, and play some music that the pupils will associate with story time.
- ▶ Use cross-over movements to help concentration. Show the pupils how they should cross their feet, and place their right hand on their left knee, and their left hand on their right knee. Then ask them to breathe in deeply and slowly three times.

Pupil's Book pages 6 and 7

1 Listen and read.

- ▶ Set the scene for the story lesson. (See *Introduction* pages 3 and 9 for information.)
 - ▶ Ask the pupils to look at the pictures in their books. For those pupils who know the *Pirates* story from Level 1, see how much they can remember about the story and the characters. Praise all their suggestions.
 - ▶ Explain the context of the new story, pointing to the characters as you do so. Explain to the pupils that the rats found treasure and rescued it from the bad pirate cats, who tried to steal it. Explain that Captain McRat is now returning with the treasure to his fort.
 - ▶ Remind the pupils of the characters; Captain McRat, the captain (and his parrot Polly), Pavaratty, the cook, Ritarat and Ratino, and introduce the new character Doo Doo, an old witch doctor friend of McRat's.
- ▶ Point to the characters in the Pupil's Book pictures. Say *This is (Captain McRat)*. Ask the pupils to point to the characters and repeat the names with you. Say *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 (page 84) once. Point to each corresponding picture as the pupils listen and follow the story.
 - ▶ Continue to explain the context for the story. McRat has taken the treasure to the fort and hidden it in cannon 3.
 - ▶ Repeat the recording. This time, pause after each picture. Ask the pupils to follow the text with their fingers and point to the characters who are talking or making a sound.

Pirates 1

1 Listen and read. Then listen and act out.

1 Look, the fort! Home again.

2 What's your name?
I'm McRat. Open the door!

3 Captain McRat!
This is Ritarat and Pavaratty. And this is Ratino.

4 My name is Doorinkadooranabus. Call me Doo Doo.
What's your name?



Then listen and act out.

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

Activity Book page 6



Read, match and colour the treasure.

- ▶ Ask the pupils to look at the pictures and name the characters. Then ask volunteers to read aloud the speech bubbles.
- ▶ Doing the first one as an example, show how the pupils read and match the character to the speech bubble.
- ▶ They then colour each treasure item according to the characters' favourite colours.

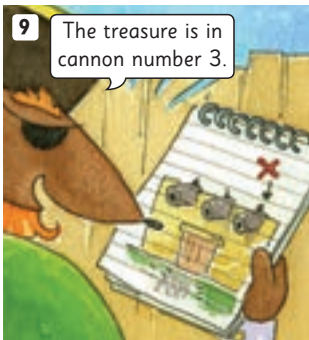


Read and write T (true) or F (false).

- ▶ Explain to the pupils that they read the sentences and decide if they are true or false. They write T if the sentence is true, and F if it's false.
- ▶ Give the pupils time to complete the activity individually.
- ▶ Correct the activity with the class. Sentences 1 and 4 are false. Elicit the correct answers from the class, *My name's McRat* and *The treasure is in cannon number 3*.

Ending the lesson

- ▶ The pupils can act out the story in small groups. Assign the following roles: Captain McRat, Pavaratty, Ritarat, Ratino and Doo Doo. Demonstrate with a group at the front of the class. If you have brought them, use props (hats, eye patches, etc.) to make the story come alive.



Unit 2

Lesson 1

LESSON AIMS learning vehicle words, saying a chant, asking and responding to *What's this?*

TARGET LANGUAGE *rocket, bus, car, submarine, stone, magic.*
What's this? It's a (submarine)

RECEPTIVE LANGUAGE *This is a car for my mouse. Sorry! Look at your submarine.*

MATERIALS Pupil's Book page 8, Activity Book page 7, Class CD, vehicle flashcards (*rocket, bus, submarine*), a toy car (or photo from a magazine), character flashcards

Warmer

- ▶ Show the pupils the toy car (or photo of a car). Elicit the word. Explain that there is a car and bike in the new unit, and see if they can guess what the new unit is about.

Pupil's Book page 8

1 Listen and read.

- ▶ Ask the pupils to open their books on page 8. Show them the page.
- ▶ Ask them to look at the first picture. Explain, using L1 if needed, that the children are in an art lesson, making models. Check in L1 that the pupils can see which vehicles the children have made.
- ▶ Explain that the pupils will hear a 'ping' sound when they need to move to another picture. Say *Listen and read*. Play the recording (page 84). The pupils listen and follow the story.
- ▶ Explain/elicit what has happened in the story – Alfie's mouse has knocked over some paint and ruined Poppy's submarine, but her magic stone has transformed it back to its original form.
- ▶ Play the recording again. Ask the pupils to point to the pictures and models of vehicles as they are mentioned.

2 Chant.

- ▶ Ask the pupils to name the objects in their books as you point to them.
- ▶ Play the chant (page 85). The pupils point to objects as they are mentioned. Demonstrate. Say *Listen and point*.
- ▶ Play the chant again, pausing after each line for the pupils to point, chant and clap along with the recording. Say *Listen and chant*.

Then ask and answer.

- ▶ Call out one object, say *It's a (rocket)*. The pupils all point to the rocket. Add another object. Say *It's a (rocket). It's a (submarine)*. The pupils point to first the rocket and then the submarine. Continue with more objects.
- ▶ Model the question *What's this?* and the reply *It's a (rocket)*. In pairs, Pupil A points to one of the objects in the chant and asks *What's this?* Pupil B names the object. The pupils then change roles.

Activity Book page 7

1 Read and match.

- ▶ Ask the pupils to look at the models and name them. Then ask them to read aloud the words.
- ▶ Ask the pupils to match the words to the models.
- ▶ Check with the class. Say *One. What's this?* Elicit the answers.

2 Join the dots. Then complete.

- ▶ Ask the pupils to join the dots and make the objects.
- ▶ Then ask them to complete the sentences, copying the words from Activity 1.
- ▶ Check with the class on the board.

Ending the lesson

- ▶ Put the character and vehicle flashcards on the board randomly. Encourage individuals to come to the board, point to a character, say the name and match them to their vehicle, also naming the vehicle.

2 It's a rocket!

1 Listen and read.

2 Chant. Then ask and answer.

What's this? It's a rocket.

8

rocket, bus, car, submarine, stone, magic
What's this? It's a (submarine).

Unit 2

Lesson 2

LESSON AIMS practising vehicles and colours, learning more vehicle words, asking and responding to *What's this?*

TARGET LANGUAGE *car, bus, plane, train, submarine, helicopter, rocket, bike, grey. What's this? It's a (rocket). What colour is it? It's (grey).*

RECEPTIVE LANGUAGE *Now play Transport Bingo.*

MATERIALS Pupil's Book page 9, Activity Book page 8, Class CD, all vehicle flashcards (*rocket, bus, car, plane, helicopter, submarine*), a toy car and bike (or photos from a magazine), small pieces of paper/counters (four for each pupil)

Warmer

- ▷ Ask the pupils to name the vehicles as you show the flashcards, the car and the bike (toys or photos) you have brought to class. Place the rocket, bus, car and submarine around the classroom.

- ▷ Repeat the chant from Lesson 1, asking the pupils to point to the vehicles as they are mentioned.

Pupil's Book page 9

3 Listen and point.

- ▷ Present the new vehicles using the flashcards, then display all the vehicle flashcards.
- ▷ Ask the pupils to look at the picture on page 9 and identify the new vehicles.
- ▷ Play the recording (page 84), and pause after each sound effect. Ask the pupils to listen and point to the pictures as they identify the noises.

Then ask and answer.

- ▷ Model the questions and answers *What's this? It's a (rocket). What colour is it? It's grey.*
- ▷ In pairs, Pupil A points to an object and asks what it is. Pupil B responds. It's then Pupil B's turn to ask, and Pupil A responds.

- ▷ In groups of three, using one Pupil's Book, Pupil A says *It's a (car). It's pink.* Pupils B and C see who can point to the object first.

4 Now play Transport Bingo.

- ▷ Tell the pupils they are going to play a game, *Bingo*. Ask the pupils to look at the photos and elicit what they can see *A (pink) (car).*
- ▷ Hand out four counters to each pupil. Ask the pupils to choose four of the vehicles, and place a counter on each one.
- ▷ Read out a list of the vehicles, and say *It's a (pink) (car).* Pause after each one for the pupils to find the picture. If they have a counter on it, they remove this.
- ▷ The first pupil to hear all four vehicles he/she has chosen is the winner.
- ▷ If you wish, encourage the winner(s) to come to the front of the class and take the teacher role as you repeat.

Activity Book page 8

3 Read, find and colour.

- ▷ Ask the pupils to name the objects and read aloud the sentences with the class.
- ▷ The pupils work individually to read, find and colour the objects.
- ▷ Correct the activity with the class. Point to an object and say *What's this? Elicit the answer It's a (train). It's (red).*

4 Find and circle.

- ▷ Ask the pupils to look at the pictures and name the objects.
- ▷ Ask them to find the name of each of these objects in the wordsearch activity.
- ▷ Check with the class. Say *One. What's this? Elicit the answers.*

Ending the lesson

- ▷ Hand out the vehicle flashcards to individual pupils. Make a sound, or mime each mode of transport, one by one. The pupil who has the card stands up, lifts it up and says the word.
- ▷ Repeat, giving the cards to other pupils.

Extra activity

- ▷ Play a memory game with the flashcards. Put the vehicle flashcards on the board. Ask the pupils to close their eyes. Take away one of the vehicle flashcards. The pupils guess which vehicle is missing. Say *What's missing?*

3 Listen and point. Then ask and answer.

What's this? It's a rocket. What colour is it? It's grey.



car



bus



plane



train



submarine



helicopter



rocket



bike

4 Now play Transport Bingo.

car, bus, plane, train, submarine, helicopter, rocket, bike, grey
What's this? It's a (rocket). It's (grey).



Unit 2

Lesson 3

LESSON AIMS learning school object words and plural words, asking and responding to *What's this? What are these?*

TARGET LANGUAGE *pencil, ruler, rubber, pen, pencil case, colouring pencil, book. What's this? It's a (ruler). What are these? They're (rubbers).*

RECEPTIVE LANGUAGE *Find the (pens).*

MATERIALS Pupil's Book page 10, Activity Book page 9, Class CD, school objects, a non-transparent bag.

Warmer

- ▷ Secretly place one of the school objects in a non-transparent bag. Ask a pupil to the front of the class. Ask *What's this?* He/She feels the bag and guesses what it is, saying *It's a (pencil)*. The pupil then takes out the object and sees if he/she was correct.
- ▷ Repeat with other pupils.

Pupil's Book page 10

5 Listen and look.

- ▷ Ask the pupils to look at the pictures on page 10. Elicit what they can see; Alfie has made an amazing car from school objects and Ryan is asking him what he's used to make it.
- ▷ Play the recording (page 84). The pupils look and listen.

12 Then listen and repeat.

- ▷ Play the recording (page 84), pausing after each question and answer for the pupils to repeat.
- ▷ Say the school objects, in the order in the book, and the pupils point and repeat. Repeat, using a random order. The pupils then do the same, in pairs.
- ▷ Point to the pencils and ask *What are these?* Elicit the answer, concentrating on the pronunciation and the plural forms, *They're (pencils)*. Repeat for the other school objects.
- ▷ Ask the pupils to find school objects from their bags and put them in groups on their tables. In pairs, Pupil A points to a group of school objects and asks *What are these?* Pupil B replies *They're (rubbers)*. They then change roles.

6 Ask and answer.

- ▷ Ask the pupils to point to objects in the collage. Say *Find the (pens)*.
- ▷ Point to objects in the collage and elicit the question *What's this?/What are these?* Elicit the answer *It's a (book)/ They're (rubbers)*.

- ▷ Ask individual pupils to repeat, in pairs.

Activity Book page 9

5 What are these? Look, read and complete.

- ▷ Read aloud with the class the words in the box.
- ▷ Ask the pupils to work individually and decide what the objects are.
- ▷ The pupils then complete the sentences, copying the words from the box.
- ▷ Check with the class. Say *What are these?* Elicit the answers.

6 Find, count and write.

- ▷ Demonstrate, using your book, that the pupils need to find the objects in the picture, count them, then write the words from the box next to the correct number.
- ▷ Check with the class. Say *How many (books)?* Elicit the answers: *2 pencil cases; 2 pens; 3 rulers; 4 rubbers; 10 pencils.*

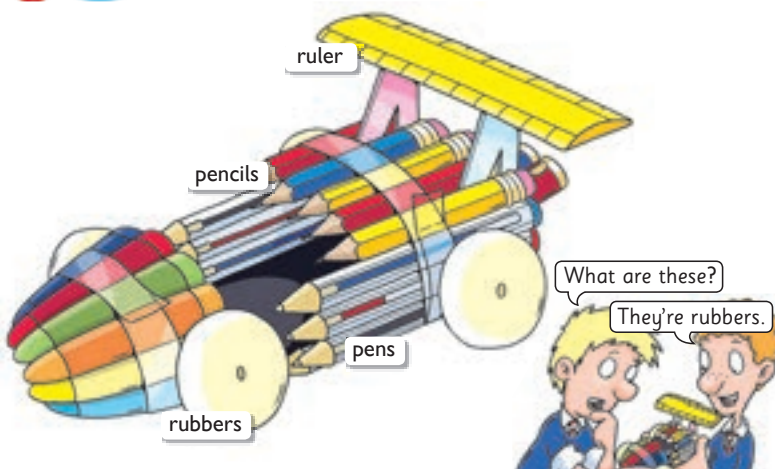
Ending the lesson

- ▷ Find various school objects. Put them in groups on your table. Ask *How many (pencils)?* and encourage the pupils to count and reply. Do the same for the other objects.

Extra activity

- ▷ Ask the pupils to make their own collage. Elicit suggestions of what kind of vehicles they could make and with what school objects.
- ▷ Once the pupils have finished, encourage them to work in pairs, to ask questions *What's this? What are these?*

5 Listen and look. Then listen and repeat.



6 Ask and answer.

What's this? It's a book. What are these? They're rubbers



ruler, pencil, rubber, pen, pencil case, colouring pencil, book
What's this? It's a (ruler). What are these? They're (rubbers).

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

REVIEW vehicles, colours, school objects, pets. *What's this? What are these? It's a green pencil. They're (rulers).*

RECEPTIVE LANGUAGE *Touch and guess. Write about a vehicle.*

MATERIALS Pupil's Book page 11, Activity Book pages 10 and 57, pupils' notebooks, vehicle flashcards, toy vehicles, school objects

Warmer

- ▷ Quickly revise vehicle words with the class using the flashcards.
- ▷ Cover the vehicle flashcards, either with paper or the back of a different flashcard. Gradually reveal parts of the vehicles, eliciting their names.

Pupil's Book page 11

7 **Play Touch and Guess.**

- ▷ Ask the pupils to look at the photos. Read aloud the speech bubbles with the class.
- ▷ Explain that they are going to play this game in pairs, touching and guessing objects.
- ▷ Ask the pupils to find examples of the objects they have learnt in this unit. Ask them to group objects of the same type on their tables.
- ▷ Demonstrate the game with two pupils at the front of the class. The guessing pupil must not see the object(s).
- ▷ The pupils change roles. Repeat with different pairs.

8 **Write about a vehicle. Draw a picture.**

- ▷ Ask the pupils to look at the completed notebook page. Read the text aloud with the class.
- ▷ Copy the notebook text onto the board, underlining the words that will be substituted.

- ▷ The pupils use their imagination and draw a picture of a vehicle for their pets, or for an imaginary pet.
- ▷ As the pupils write their own texts, go round the class, helping as necessary.
- ▷ Encourage them to show and read their work to their partners.
- ▷ Keep the notebooks for future lessons.

Activity Book page 10

7 **Read and complete.**

- ▷ Read aloud the words in the box and write the incomplete sentences on the board.
- ▷ When the pupils have agreed on the correct word, write it in the gap.
- ▷ Complete all the sentences on the board in this way.
- ▷ The pupils write the answers in their books.
- ▷ Ask *What's this?/What are these?* Elicit the answers *It's a (submarine). They're (pencil cases).*

8 **Find and write the words on page 57.**

- ▷ *Picture Dictionary* (see *Introduction* page 11). Help the pupils to complete the activity, using the words from the box.

9 **What can you say? Read and colour.**

- ▷ Ask the pupils to read aloud the speech bubbles.
- ▷ In pairs, Pupil A points to a picture from the unit in their Pupil's Book and Pupil B responds. The pupils then change roles.
- ▷ They then colour the face that they decide best represents their effort.

Ending the lesson

- ▷ Line the pupils up in pairs in the classroom. Show each pair either a vehicle flashcard, or school objects. Ask *What's this?* or *What are these?* If the pupils answer correctly, they can leave the class. Help if necessary.

2

7 **Play Touch and Guess.**

What's this?

It's a car.

What are these?

They're pens.

Round up!

8 **Write about a vehicle. Draw a picture.**

This is a rocket for my dog. It's red and white.

This is a submarine for my cat. It's green and yellow.

Picture Dictionary

11

Backtrack 1

Lesson 1

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

TARGET LANGUAGE school objects, toys, colours, pets. *What's this? It's a (submarine). What are these? They're (cars).*

RECEPTIVE LANGUAGE *Play a game.*

MATERIALS Pupil's Book page 12, Activity Book page 11, a die, two counters and a simple score sheet for each pair of pupils, one sheet of paper per pupil (extra activity)

Warmer

- ▶ Write the colour words on the board. The pupils choose five and write them down.
- ▶ Call out colours randomly. The pupils cross out their colour words when they hear them.
- ▶ The first pupil to cross out all the colours says *Bingo!*

Pupil's Book page 12

A Play a game.

- ▶ Ask the pupils to look at the game board on page 12. Explain that they are going to play a game, asking questions, and those who get the most points at the end of the game are the winners.
- ▶ In pairs, Pupil A throws the die and moves a counter forward. If Pupil A lands on a square with a picture on it, he/she makes a question for Pupil B, asking *What's this?* or *What are these?* Pupil B replies. If Pupil B is correct, he/she wins a point, which is recorded on the scoresheet.
- ▶ It's then Pupil B's turn to throw the die and ask Pupil A a question.
- ▶ The winner is the pupil who has won most points when they reach the end of the game.

Activity Book page 11

1 Listen and colour.

- ▶ Ask the pupils to look at the pictures and name the objects.
- ▶ Play the recording (page 85), pausing after each object for the pupils to colour.
- ▶ Check with the class. Say (*They're (orange).* Elicit the answer (*Cats.*)

2 Read and match. Then write the questions and answer for you.

- ▶ Ask the pupils to work individually and match the halves of the questions.
- ▶ Check the answers with the class.
- ▶ Then ask the pupils to copy out the questions, and complete the answers so they are true for them.
- ▶ Check with the class, asking individuals for their answers.

Ending the lesson

- ▶ Call out colour words at random. Ask the pupils to find and point to things around the classroom of that colour.

Extra activity

- ▶ Give each pupil a sheet of paper. Ask them to look in their pencil cases, or school bags, and draw the contents.
- ▶ Once finished, in pairs, they ask each other questions about the drawings, pointing and asking *What's this?* or *What are these?*



A  Play a game.

Revision: school objects, toys, colours
What's this? It's a (submarine). What are these? They're (cars).

Backtrack 1

Lesson 2

LESSON AIMS revising language from Units 1 and 2, singing a song, saying a chant to practise individual sounds

TARGET LANGUAGE *pets, Have you got a (dog)? No, I haven't. I've got a (plane).*

RECEPTIVE LANGUAGE *But, it's for my rat, and it's not for you.*

MATERIALS Pupil's Book page 13, Class CD, five or six small pieces of card per pupil (extra activity)

Warmer

- ▷ Divide the class into two teams. Divide the board into two halves with a line down the middle.
- ▷ Call out a pupil from each team. Secretly show the pupils an object in the Picture Dictionary from Units 1 and 2.
- ▷ The pupils draw the object on their half of the board. The first team to guess the word scores a point for their team.
- ▷ Repeat with other pupils.

Pupil's Book page 13

B **14** Listen and sing.

- ▷ Ask the pupils to look at the picture and name what they can see. Remind them of the word 'rat' from the *Pirates* story.
- ▷ Play the song (page 85) once. The pupils point to the rat and the plane as they hear the words.
- ▷ Now teach the song, line by line. Sing along with the class several times.
- ▷ Divide the pupils into two groups. Play the song again. Encourage half the class to sing the questions in the song. The other half sings the answers.
- ▷ Repeat the activity reversing the parts.

C **15** Listen and say the rhyme.

- ▷ This activity helps to practise the sound /ei/.
- ▷ Ask what the pupils can see in the picture. Elicit *A train*. Explain that the dog is playing a game on a train.

- ▷ Play the rhyme (page 85), several times, for the pupils to listen and repeat.
- ▷ Say the chant with the pupils several times, each time saying it faster, encouraging the pupils to speed up with you.

Ending the lesson

- ▷ Hide different coloured school objects around the classroom. Call out the words, say *It's a (red pencil). They're (blue crayons)*. The pupils find and point to the correct objects.

Extra activity

- ▷ Make colour cards with the pupils. Hand out five or six small pieces of white card to each pupil. Dictate the colours for the pupils to colour each card on one side only.
- ▷ Use the cards to play pelmanism (pairs). The pupils work in pairs. Both pupils put their cards face down, on their tables, in front of them. Pupil A turns over a card and says the colour. Pupil B turns over a card and says the colour. If the two cards are the same, Pupil B keeps the cards. If not, Pupil B replaces the cards, chooses another card, turns it over and says the colour. It's then the turn of Pupil A.
- ▷ The pupils continue until there are no cards left on their tables.
- ▷ Keep the cards for use in future lessons.

B **14** Listen and sing.



Sound hound

C **15** Listen and say the rhyme.



Play a game on a train.

Revision: *Have you got a (dog)? No, I haven't. I've got a (plane).*



Unit 3

Lesson 1

LESSON AIMS learning numbers (tens) 10 to 100 (figures and words), saying a chant

TARGET LANGUAGE *ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred*

RECEPTIVE LANGUAGE *Ready, steady, go! London marathon. Look out! Sorry!*

MATERIALS Pupil's Book page 14, Activity Book pages 12 and 58, Class CD, pre-prepared flashcards for 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Warmer

- ▶ Repeat the song from last lesson to energise the class and review the language from the previous units.
- ▶ Revise 1 to 20. Count with the class from 1 to 20, then count backwards. Write the number words on the board and ask individuals to come and write the figures.
- ▶ Read aloud the title of the new unit and ask the pupils what they think it will be about.

Pupil's Book page 14

1 Listen and read.

- ▶ Ask the pupils to open their books on page 14. Show them the page.
- ▶ Ask them to look at the first picture, and elicit what they can see. Explain that it is a marathon, and the athletes are competitors.
- ▶ Say *Listen and read*. Play the recording (page 85). The pupils listen and follow the story.
- ▶ Elicit what is happening in the story. Stan and Jo have come to measure and paint a banner, and they don't realise that the race has started. Unfortunately, they trip up several of the athletes.
- ▶ Play the recording again. Ask the pupils to point to the numbers as they are mentioned.

2 Chant.

- ▶ Play the chant (page 85). The pupils point to the numbers as they are mentioned.
- ▶ Play the chant again, pausing after each line for the pupils to chant and clap the rhythm.

Then point and say.

- ▶ In pairs, Pupil A points to a number in the picture and says *What's this?* Pupil B replies (*Twenty*). The pupils then change roles.

Activity Book page 12

1 Help Stan. Match the words and numbers.

- ▶ Read aloud the number words with the class.
- ▶ Using the example, show the pupils how to match the words and numbers.
- ▶ Check the answers with the class on the board.

2 Write the number words on page 58.

- ▶ *Picture Dictionary* (see *Introduction* page 11). Help the pupils to complete the activity, using the words from the box.

3 Calculate and write.

- ▶ Copy the sums onto the board. Elicit the answers orally.
- ▶ The pupils work individually, calculating the answers and copying the correct number word from Activity 1.
- ▶ Check the answers on the board.

Ending the lesson

- ▶ Hand out the pre-prepared number flashcards. Call out the numbers randomly. The pupil holding the card lifts it up. Speed up the activity.
- ▶ Repeat with other pupils.

3 He's number 42

1 Listen and read.

2 Chant. Then point and say.

ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred

Unit 3

Lesson 2

LESSON AIMS practising numbers in tens, learning numbers from 10 to 100

TARGET LANGUAGE numbers 10 to 100

RECEPTIVE LANGUAGE *He's/She's number (42).*

MATERIALS Pupil's Book page 15, Activity Book page 13, Class CD, number flashcards from the last lesson, more number cards; one set of numbers in tens and one set of numbers from 1 to 10 for each pair of pupils

Warmer

- ▶ Hand out the flashcards you made with the numbers on from the last lesson. Repeat the chant. The pupil holding the corresponding number lifts it up as they hear it.
- ▶ Repeat with other pupils.

Pupil's Book page 15

3 Listen and point.

- ▶ Ask the pupils to look at the picture at the top of page 15. Elicit the numbers they can see.
- ▶ Play the recording (page 85), and encourage the pupils to listen and point to the people wearing the correct number. Say *Listen and point*.
- ▶ Repeat the recording, pausing after each line to check the answers. The pupils listen and point.

19 Then listen and repeat

- ▶ Now play recording 19 (page 85). Pause after each line for the pupils to repeat.
- ▶ In pairs, Pupil A chooses a number, points to it, and says *What's this?* Pupil B replies. The pupils then change roles.

4 Make cards. Then play and say.

- ▶ Ask the pupils to look at the photo and explain that they are going to play a game, turning over a 'ten' card and a 'unit' card, then saying the number they make, e.g. *Thirty and five is thirty-five*.
- ▶ Hand out the pre-prepared cards to each pair of pupils, or ask them to make sets. Shuffle each set and place it in a pile face down.
- ▶ Pupil A turns over one card from each pile and says, *(Fifty) and (three) is (fifty-three)*.
- ▶ It's then Pupil B's turn.

Activity Book page 13

4 Listen and write the numbers.

- ▶ Explain that the pupils need to listen to the recording and write the correct numbers on the T-shirts.
- ▶ Play the example on the recording (page 85), then the rest of the recording, pausing after each number to give the pupils time to write.
- ▶ Play the recording again, pausing it to check the answers on the board.

5 Match and copy.

- ▶ Using the example, show the pupils how they match the numbers on the jigsaw pieces to the words.
- ▶ They then copy the number words on the writing lines provided.

Ending the lesson

- ▶ Play a variation of the game in Pupil's Book Activity 4. Add one or two jokers to the 'units' pile. If a pupil turns over this card, both pupils have to see who is the quickest to say the next full number, once this card has been turned over.
- ▶ Alternatively, add + or - cards to the 'units' pile. Pupils can see who is the quickest to give the answer - e.g. $40 - 2$: *Thirty-eight*.

Extra activity

- ▶ Play a mind game. In pairs, Pupil A thinks of a number between 10 and 100. Pupil B tries to guess it. Pupil A can respond with a gesture indicating whether the number is greater or less by signalling with his/her hand.
- ▶ When Pupil B has guessed the word, the pupils change roles.

3 Listen and point. Then listen and repeat.



4 Make cards. Then play and say.



numbers 10-100



Unit 3

Lesson 3

LESSON AIMS learning adjectives for feelings and senses, learning pronouns *he* and *she*

TARGET LANGUAGE *happy, sad, angry, surprised, hungry, thirsty, number, numbers 10 to 100. He's/She's (happy). He's/She's number (64).*

RECEPTIVE LANGUAGE *What number? Mime.*

MATERIALS Pupil's Book page 16, Activity Book page 14, Class CD, flashcards (*happy, sad, surprised, hungry, thirsty, angry*)

Warmer

- ▶ Count with the pupils, in tens, from 10 to 100. Say *happy*, then smile and count again in an exaggeratedly happy tone. Do the same for *sad*.
- ▶ Ask the pupils if they are feeling happy or sad. Ask individuals to say how they are feeling.

Pupil's Book page 16

5 Listen and read.

- ▶ Ask the pupils to look at the pictures on page 16. Focus on the feelings of the children in the pictures.
- ▶ Play the recording (page 85), and ask the pupils to listen and point to the children as they are mentioned.
- ▶ Repeat the recording, pausing after each example for the pupils to read and point.
- ▶ Draw the pupils' attention to the use of *he* and *she*.

22 Then listen and repeat

- ▶ Now play recording 22, pausing after each sentence for the pupils to repeat.
- ▶ In pairs, Pupil A points to a picture and Pupil B says *He's/She's (happy)*. The pupils then change roles.

6 Find and say.

- ▶ Ask the pupils to look at the pictures and name the numbers they can see on the athletes' T-shirts. Say *What number?*
- ▶ Call out a number and ask the class to name how the athlete is feeling.
- ▶ In pairs, Pupil A says *He's angry*. Pupil B responds *Number twenty-three*.
- ▶ The pupils then change roles.

Activity Book page 14

6 Read and draw.

- ▶ Read aloud the captions with the class.
- ▶ Using the example, show the pupils how they need to draw the expressions on the blank faces.
- ▶ Check the answers on the board.

Ending the lesson

- ▶ Put the flashcards around the room. Encourage a pupil to mime one of the expressions. The other pupils guess the feeling, point to the card and say *(He)'s (angry)*.
- ▶ Allow different pupils to mime the expressions.

Extra activity

- ▶ Cover the flashcards, using paper or the back of a different flashcard. Gradually reveal parts of the flashcards and ask how the children in the pictures are feeling.

5 Listen and read. Then listen and repeat.



1 She's hungry.



2 He's surprised.



3 She's angry.



4 He's happy.



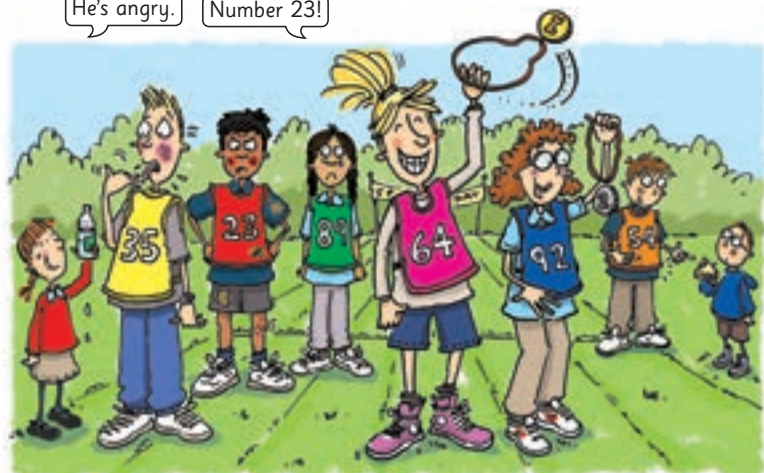
5 She's sad.



6 He's thirsty.

6 Find and say.

He's angry. Number 23!



happy, sad, angry, surprised, hungry, thirsty, number He's/She's (happy). He's/She's number (64).

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

REVIEW *happy, sad, angry, surprised, hungry, thirsty. This is (Peter). (He)'s number (24). (He)'s (happy). (He)'s (hungry)!*

RECEPTIVE LANGUAGE *Make cards. Act and guess. Write about an athlete.*

MATERIALS Pupil's Book page 17, Activity Book pages 15 and 58, Class CD, pupils' notebooks, flashcards of feelings, adhesive putty, 2 pieces of card per pupil

Warmer

- ▷ Write the words *happy, sad, angry, surprised, hungry, thirsty* on the board.
- ▷ Name the feelings with the class as you place the flashcards randomly on the board.

- ▷ Ask individuals to draw a line, matching the flashcard to the correct word.
- ▷ Leave the words on the board for the next activity.

Pupil's Book page 17

7 **Make cards. Then act and guess.**

- ▷ Explain that the pupils are going to play a mime game like the children in the photos.
- ▷ Put the pupils in groups of three and hand out six pieces of card to each group. Ask them to copy each of the words on the board onto the cards.
- ▷ The pupils shuffle their cards together and put them face down on the table (or in a bag, or hat).
- ▷ In turn, a pupil takes out a card, secretly reads the word on it, and mimes the feeling. The other two pupils try to guess, e.g. *He's hungry*.
- ▷ It's then the turn of the first pupil who guessed correctly.

8 **Write about an athlete. Draw a picture.**

- ▷ Ask the pupils to look at the completed notebook page. Read the text aloud.
- ▷ The pupils draw their own athlete and how he/she is feeling, and put a number on the T-shirt.
- ▷ When the pupils have finished drawing, write the text on the board, underlining the words to be substituted. The pupils then write their own texts in their notebooks. Give help as necessary.
- ▷ Encourage them to show and read their work to a partner.
- ▷ Keep the notebooks for future lessons.

Activity Book page 15

7 **Choose, draw and copy.**

- ▷ Read aloud the words in the box with the class.
- ▷ Explain that they can choose what expression to draw on the faces, and they then complete the caption underneath their picture, choosing the appropriate word from the box.

8 **Find and write the words on page 58.**

- ▷ *Picture Dictionary* (see *Introduction* page 11). Help the pupils to complete the activity, using the words from the box.

9 **What can you say? Read and colour.**

- ▷ Ask the pupils to read aloud the speech bubbles.
- ▷ In pairs, Pupil A points to one of the people on page 16 of their Pupil's Book, and describes how they are feeling. It's then Pupil B's turn. Encourage the pupils to try to remember all the adjectives.
- ▷ In pairs, they each try to count to a hundred, in tens (ten, twenty, etc.) if time is short.
- ▷ They then colour the face that they decide best represents their effort.

Ending the lesson

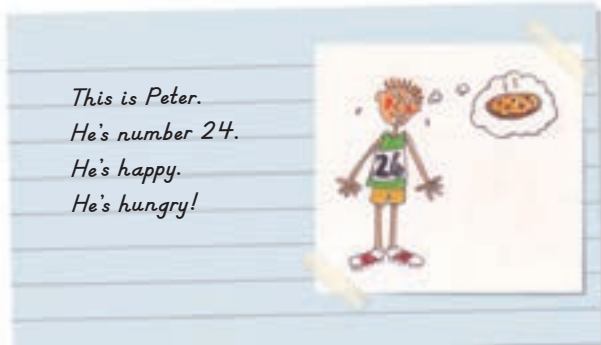
- ▷ Play a memory game with the flashcards. Put the emotion flashcards on the board. Ask the pupils to close their eyes. Take away one of the character flashcards. The pupils have to guess which one is missing. Say *What's missing?*

7 **Make cards. Then act and guess.**



Round up!

8 **Write about an athlete. Draw a picture.**



Story Time

Pirates 2

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

TARGET LANGUAGE *rocket, submarine, treasure, pencils, rulers, books, numbers 10 to 100. What's this? It's a (rocket). What are these? I'm thirsty/hungry/angry.*

RECEPTIVE LANGUAGE *Oh, dear! In here. Find (the treasure). Where's the treasure? It's not here, boss. I've got an idea.*

MATERIALS Pupil's Book pages 18 and 19, Activity Book page 16, Class CD, optional clothes and props (hats, scarves, eye-patches, beads for Doo Doo, a water bottle for the thirsty cat, books, pencils, rulers) to act out the story

Warmer

- ▶ Help the pupils to relax and get ready for the story.
- ▶ Ask how much they remember about the *Pirates* story. Show the previous story pictures from your book to elicit as much information as possible.
- ▶ Revise the character names. Point to each character and ask *Who's this?*

Pupil's Book pages 18 and 19

1 Listen and read.

- ▶ Ask the pupils to look at the story in their books. Ask them to identify any numbers they can see on the pages.
- ▶ Play the recording (page 85) once. The pupils point to each corresponding picture as they listen.
- ▶ Encourage the pupils to retell the story using as much English as possible. Praise all their suggestions.
- ▶ Explain to the class or elicit that the cats are furious because the pirates have the treasure. They arrive at the island in a submarine, hungry, thirsty and angry. Doo Doo runs away from them and hides behind a curtain in his house. Then, when he sees some red ink, he has an idea.
- ▶ Ask the pupils (L1) what they think Doo Doo will do with the red ink.
- ▶ Repeat the recording. This time pause after each picture. Ask the pupils to follow the text with their fingers and point to the characters that are talking or making a sound.

23 Then 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. (See *Introduction* page 9, *Acting out stories*.)
- ▶ Play the recording again without pausing. The class act out the story together.

Activity Book page 16

1 Find, count and write numbers.

- ▶ Identify some of the objects you can see with the pupils.
- ▶ Read aloud the questions with the class.
- ▶ Ask the pupils to find the objects in the picture, count them and write the correct number in the space provided.
- ▶ Check with the class. Ask *How many (books)?* Elicit the answers: 1 (books) 18; 2 (pencils) 5; 3 (rockets) 15; 4 (pens) 5; 5 (bikes) 3.

Pirates 2

1  Listen and read. Then listen and act out.

1 What's this? It's a rocket!

2 It's a submarine. It's Fat Cat!

3 Fat Cat! Oh dear! In here!

4 I'm thirsty. I'm hungry.

5 And I'm angry.

Find the treasure and the pirates!

98 steps

18

② Look and write.

- ▷ Ask the pupils to look at the pictures and identify how the characters are feeling.
- ▷ Using the example, show the pupils that they need to write sentences. If you wish, allow them to use their Pupil's Book to copy the words from, or write the words on the board.
- ▷ Check the answers on the board, focussing on correct spelling.

Ending the lesson

- ▷ The pupils can act out the story in small groups. Assign the following roles: Fat Cat, Crew Cats 1, 2 and 3, Doo Doo. Demonstrate with a group at the front of the class. If you have brought them, use any props you have to make the story come alive.



Unit 4

Lesson 1

LESSON AIMS learning words for parts of the body, saying a chant

TARGET LANGUAGE *hand, leg, head, foot, arm, bottom, hair. Shake your (head)!*

RECEPTIVE LANGUAGE *Be careful! Stop! Ow! It's OK. Stand up.*

MATERIALS Pupil's Book page 20, Activity Book page 17, Class CD, character flashcards

Warmer

- ▶ Stand up and name parts of the body the pupils already know from Level 1, as you point to them on your own body. Encourage the pupils to do the same.
- ▶ Read aloud the title of the new unit with the class and ask the pupils what they think it will be about.

Pupil's Book page 20

1 Listen and read.

- ▶ Ask the pupils to open their books on page 20. Show them the page.
- ▶ Ask them to look at the first picture and elicit what they can see. Use the flashcards to help identify the course characters if necessary. Explain that the children have gone sledging in the snow.
- ▶ Explain that the pupils will hear a 'ping' sound when they need to move to another picture. Say *Listen and point*.
- ▶ Play the recording (page 85). The pupils listen and follow the story.
- ▶ Explain that Alfie was too excited about going down the hill to notice the other children and crashed into them, causing a minor accident. Poppy hurt her hand, but the magic stone appears to have cured it.
- ▶ Play the recording again. Pause for the pupils to point to the parts of the body as they are mentioned.

2 Chant.

- ▶ Point to the parts of the body in the pictures. Elicit the names.
- ▶ Play the recording (page 85). The pupils point to the parts of the body in the pictures. Demonstrate. Say *Listen and point*.
- ▶ Play the chant again, pausing after each line for the pupils to point, chant and clap the rhythm. Say *Listen and chant*.
- ▶ Ask the pupils to stand up, and play the chant one more time for them to chant and do the actions.

Then say and do.

- ▶ In pairs, Pupil A says *Shake your (head)*. Pupil B points to the picture of the (head) and shakes his/her (head). The pupils then change roles.

Activity Book page 17

1 Read and match.

- ▶ Read aloud the body words with the class, encouraging the pupils to point to the corresponding part of their body as you do so.
- ▶ Using your book, show the pupils how they need to match the words to the parts of the body.
- ▶ Check with the class. Point to a part of Alfie's body and ask *What's this?/What are these?* Elicit the answers.

2 Look and copy.

- ▶ Ask the pupils to read aloud the words in the box, and to identify the parts of the body in the pictures.
- ▶ Then ask them to copy the corresponding body word under the correct picture.
- ▶ Check the answers with the class. Ask (*One. What's this?*) Elicit the answers.

Ending the lesson

- ▶ Divide the class into six groups, one for each part of the body in the chant. Play the chant again. This time each group does the action as they hear it.
- ▶ Repeat, changing groups.

4 She's got long hair

1 Listen and read.

1

2

3

2 Chant. Then say and do.

Shake your head!

20

hand, leg, head, foot, arm, bottom, hair
Shake your (head)!

LESSON AIMS learning adjectives to describe people

TARGET LANGUAGE *long, short, blonde, dark, brown, green, blue, big, small, eyes, feet. He's/She's got (long hair).*

RECEPTIVE LANGUAGE *True or False.*

MATERIALS Pupil's Book page 21, Activity Book pages 18 and 58, Class CD, character flashcards

Warmer

- ▷ Repeat the chant with the actions from the previous lesson to energise the class. You can add variety by changing the order of the lines.
- ▷ Describe yourself, say *I've got (brown) hair and (blue) eyes.* If you wish, describe the hair and eyes of individual pupils.

Pupil's Book page 21

3 **26 Listen and repeat.**

- ▷ Ask the pupils to look at the pictures on page 21. Focus on the different hairstyles and eye colours, and elicit how they are different.
- ▷ Play the recording (page 85). The pupils look, listen and point to the children.
- ▷ Play the recording again (page 85). The pupils listen and repeat.

Then point and say.

- ▷ In pairs, Pupil A says (*He's got (short) hair. (He's) got (green) eyes.*) Pupil B points to the correct picture. Pupils change roles.

4 **27 Listen and read. Say True or False.**

- ▷ Ask the pupils to look at the pictures. See if the pupils can describe the characters orally.

- ▷ Play item 1 of the recording (page 85) and ask the pupils to read it in their books. Ask the pupils if the three sentences are true or false.
- ▷ Do the same for items 2–4. Ask the pupils to correct the sentences that are false.
- ▷ Answers:
 - She's got green eyes* is false. Poppy's got brown eyes.
 - He's got short legs* is false. Ryan's got long legs.
 - True.
 - He's got dark hair* is false. Alfie's got red hair.

Activity Book page 18

3 **28 Listen, draw and colour.**

- ▷ Ask the pupils to look at the pictures. Explain that they will listen and draw short or long hair, colour dark or blonde hair, and then colour the eyes, for both the boy and the girl.
- ▷ Play the recording (page 85), pausing after each sentence for the pupils to complete the activity.
- ▷ Play the recording again to check with the class.

4 **Read and look. Complete the sentences.**

- ▷ Read aloud the phrases with the class.
 - ▷ Explain that the pupils need to look at the pictures and write either *He's got* or *She's got* to make true sentences.
 - ▷ The pupils work individually, completing the activity.
 - ▷ Check the activity orally.
- 5** **Find and write the words on page 58.**
- ▷ *Picture Dictionary* (see Introduction page 11). Help the pupils to complete the activity, using the words from the box.

Ending the lesson

- ▷ Show the character flashcards to elicit descriptions of the characters' hair and eyes.

4

3 **26 Listen and repeat. Then point and say.**

He's got short hair.



short hair
green eyes

She's got blue eyes.



blonde hair
blue eyes



long hair
brown eyes



dark hair
brown eyes

4 **27 Listen and read. Say True or False.**



- 1 This is Poppy. She's got dark hair. She's got green eyes.
- 2 This is Ryan. He's got blonde hair. He's got short legs.
- 3 This is Victoria. She's got blue eyes. She's got long hair.
- 4 This is Alfie. He's got dark hair. He's got a big foot!

*long, short, blonde, dark, big, small, eyes, feet
He's/She's got (long hair).*



Unit 4

Lesson 3

LESSON AIMS describing people, asking and responding to *Has he/she got?*

TARGET LANGUAGE *Has he/she got (blue eyes)? Yes, he/she has. No, he/she hasn't.*

RECEPTIVE LANGUAGE *My turn.*

MATERIALS Pupil's Book page 22, Activity Book page 19, Class CD, character flashcards

Warmer

- Place the character flashcards around the room. Give physical descriptions of the characters, and encourage the pupils to point to them.
- Individual pupils can repeat this.

Pupil's Book page 22

5 Listen.

- Ask the pupils to look at the photos on page 22. Elicit what they can see.
- Explain that the children are playing a game, trying to guess the identity of the mystery person on the game board.
- Focus on the game board pictures. Call out some names and elicit descriptions from the pupils, concentrating on *he* and *she*.
- Play the recording (page 85). As the pupils listen, ask them to look at the people on the game board and see if they can guess the answers.

Then play.

- Explain that the pupils are going to play the same game. First, practise the question forms and short answers with the whole class.
- In pairs, Pupil A secretly chooses a person from the board. Pupil B asks questions. Pupil A can only reply with short answers *Yes, he/she has* or *No, he/she hasn't*.
- When Pupil B has guessed the mystery identity, it is Pupil B's turn to choose another person.
- Repeat several times.

Activity Book page 19

6 Do you remember? Read and circle.

- Read aloud the questions with the class, explaining that the pupils need to circle the correct answer.
- The pupils work individually to complete the activity.
- Check the answers with the class. Ask the questions and elicit the correct answers.

7 Draw your friend. Circle and write the answers.

- Ask the pupils to draw a picture (head and shoulders) of a friend of their choice.
- Once they have finished, read aloud the questions with the pupils. Do the first question as an example on the board. Ask the pupils if their friend is a boy or girl, and show them that they circle *he* or *she* accordingly in the questions.

- Explain that the pupils then need to answer the questions. They can copy the answers from Activity 6.
- Check with the class, asking the questions about their friends. The pupils reply.

Ending the lesson

- See if the pupils can guess the character. Secretly, choose one of the character flashcards and show the pupils the back of the flashcard (covering up the name). Say (*he*). Encourage the pupils to ask you questions about the character *Has he got (blue eyes)?* Answer *Yes, he has* or *No, he hasn't*.
- Continue for the other characters.
- Encourage pupils to take the teacher role.

5 Listen. Then play.

He or She?

Has he got blue eyes?

Has he got dark hair?

He.

Yes, he has.

No, he hasn't.

Mary	Tom	Tessa
Kim	David	Gloria
Ricky	Olga	Robert

22 Has he/she got (blue eyes)? Yes, he/she has. No, he/she hasn't.

Unit 4

Lesson 4

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

REVIEW *He's got a (big head). Has (he) got a (big head)? Yes, (he) has, No, (he) hasn't.*

RECEPTIVE LANGUAGE *Make cards/ notebooks.*

MATERIALS Pupil's Book page 23, Activity Book pages 20, 58, 59 and 63 (Cut out 1), pupils' notebooks

Warmer

- ▷ Repeat the activity for ending the previous lesson, but choose a pupil in the class for the others to guess.
- ▷ Repeat for several different pupils.

Pupil's Book page 23

6 **AB page 63** **Make cards.**

- ▷ Ask the pupils to look at the photos. Explain that Max is a boy's name and Meg is for a girl.

- ▷ Explain that the aim of the game is to try to make up the same monster their partner has created by asking questions and listening to their partner's description.
- ▷ Direct the pupils to Cut out 1 (Activity Book page 63). Ask them to carefully cut out the cards.

Then play Max or Meg.

- ▷ When they have finished, put the class in pairs. Ask each pair to use a book to create a barrier (as in the photos).
- ▷ Pupil A asks *Max or Meg?* Pupil B creates their (male) monster and says (*Max*). Pupil A can ask questions *Has (he) got (big) (feet)?* Pupil B responds *Yes, (he) has* or *No, (he) hasn't*. It's then Pupil B's turn to describe their monster *He's got a big head*. Pupil A recreates Pupil B's monster.
- ▷ Ask the pupils to check how similar the two monsters are. The pupils then change roles.
- ▷ Repeat as many times as you wish.
- ▷ Keep the cards for future lessons or fast finishers.

7 **Write about a monster. Draw a picture.**

- ▷ Ask the pupils to look at the completed notebook page. Read the text aloud.
- ▷ The pupils draw their own monster in their notebooks.
- ▷ As they finish, write the text on the board, underlining the words to be substituted. The pupils then write their own texts in their notebooks. Give help as necessary.
- ▷ Encourage them to show and read their work to their partners.
- ▷ Keep the notebooks for future lessons.

Activity Book page 20

8 **Read and complete.**

- ▷ Read aloud the words in the box and copy the incomplete sentences on the board.
- ▷ Encouraging the pupils to refer to the picture, ask them whether they think each of the words in the box, in turn, is the right one to complete the sentence.
- ▷ When they have agreed on the correct word, write it in the gap. Complete all the sentences in this way.
- ▷ The pupils then write the answers in their books.

9 **Find and write the words on pages 58 and 59.**

- ▷ *Picture Dictionary* (see *Introduction* page 11). Help the pupils to complete the activity, using the words from the box.

10 **What can you say? Read and colour.**

- ▷ Ask the pupils to read aloud the speech bubbles.
- ▷ In pairs, Pupil A points to a child on Pupil's Book page 21 and asks a question about their hair or eyes. Pupil B responds. It's then Pupil B's turn. Encourage the pupils to ask questions about more than one child.
- ▷ They then colour the face that they decide best represents their effort.

Ending the lesson

- ▷ Invite pupils to come to the front of the class and show and describe their monsters to the other pupils.

6 **AB page 63** **Make cards. Then play Max or Meg.**



Round up!

7 **Write about a monster. Draw a picture.**

This is Meg. She's got long hair and short arms. She's got small hands and small feet. She's got purple eyes.



Backtrack 2

Lesson 1

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

TARGET LANGUAGE numbers 1 to 100, parts of the body *Touch your (hair).*

RECEPTIVE LANGUAGE *Play a game.*

MATERIALS Pupil's Book page 24, Activity Book page 21, a piece of drawing paper for each pupil, a die and three counters per group of three pupils

Warmer

- ▷ Do a picture dictation with the class. Explain to the pupils that they are going to draw a monster body on their paper. Ask them to complete the monster as you describe it. Say (*She's got two big heads/She's got four yellow eyes*) etc.
- ▷ When you have finished, ask the pupils in pairs, to compare and talk about the monster they have drawn.

Pupil's Book page 24

A Play a game.


- ▷ Ask the pupils to look at the game board in their books. Explain that they are going to play a game the aim of which is to say the numbers, and touch parts of their body quicker than their partners.
- ▷ Put the pupils in groups of three. Hand out a die and three counters to each group.
- ▷ Pupil A throws the die and moves forward over the number and body part squares. If they land on a number square, they say the number. If they land on a part of the body, they say *Touch your (foot)!* to their partners. The quickest of Pupil B or C to do so moves forward two spaces.
- ▷ If Pupil A has given the instruction correctly, Pupil A moves forward three spaces.
- ▷ It is then the next pupil's turn.
- ▷ The winner is the first person to reach the finish.

Activity Book page 21

1 Look at the pictures. Complete the words.

- ▷ Explain to the pupils that they are going to complete a puzzle and find a hidden word.
- ▷ Ask the pupils to look at the pictures and identify what they can see.
- ▷ The pupils work individually, writing the words that correspond to each picture in the correct number. If you

wish, allow them to check the spelling in the Picture Dictionary.

- ▷ Correct the answers on the board, focussing on the correct spelling, and finding the hidden word (*thirsty*).
- 2  **Reorder and write the questions. Then answer Yes, he has or No, he hasn't.**
- ▷ Ask the pupils to work individually and reorder the words to make questions, which they write on the lines provided.
 - ▷ Check the answers with the class.
 - ▷ Then ask the pupils to look at the picture of the clown and answer the questions.
 - ▷ Check with the class, asking individuals for their answers.

Ending the lesson

- ▷ Using the monster you dictated for the pupils to draw in the warmer activity say true and false statements. Say (*She's got green eyes*). Encourage the pupils to reply (*No, she hasn't. She's got yellow eyes*).
- ▷ Continue for the rest of the description.

Extra activity

- ▷ Play a monster race. Put the pupils in small groups of three. Hand out a die to each group. On the board write the following: *body 1, arm 2, head 3, leg 4, foot 5, eye 6*.
- ▷ Each pupil throws the die, and draws that part of their monster.
- ▷ When a group has drawn at least one of all the parts of the body, the race is over and they win the game.



The illustration shows a game board titled 'Backtrack 2' with a bear in the top right corner. The board is a grid of 10x10 squares. The top-left square is labeled 'START' and has a cartoon boy starting a race. The bottom-right square is labeled 'FINISH' and has a cartoon boy crossing the finish line. The board contains various numbers and body parts: 43 (eye), 86 (hand), 29 (hair), 12 (hair), 90 (eye), 77 (hand), 51 (eye), 64 (mouth), 35 (hand), 16 (hair), 59 (hand), 97 (hand), 88 (eye), 100 (mouth). The board is set in a grassy field with flowers and bushes.

A  Play a game.

Revision: numbers, parts of the body
Touch your (hair).

Backtrack 2

Lesson 2

LESSON AIMS revising language from Units 3 and 4, singing a song, saying a rhyme to practise individual sounds

TARGET LANGUAGE *happy, sad, angry, hungry. He's/She's (hungry). He's/She's got (dark hair)/(blue eyes).*

RECEPTIVE LANGUAGE *Today.*

MATERIALS Pupil's Book page 25, Class CD

Warmer

- ▷ Divide the class into two teams. Divide the board into two halves with a line down the middle.
- ▷ Call out a pupil from each team. Secretly, show the two pupils one of the words in the Picture Dictionary from Units 3 and 4.
- ▷ The pupils draw the picture on their half of the board. The first team to guess the word scores a team point.
- ▷ Continue with other pupils.

Pupil's Book page 25

B Listen and sing.

- ▷ Ask the pupils to look at the picture and describe the children and how they are feeling.
- ▷ Play the song (page 85) once. The pupils point to each child as they hear the description of them.
- ▷ Now teach the song, line by line. Sing along with the class several times, adding actions for variety.

C Listen and say the rhyme.

- ▷ This activity helps to practise the sound /i:/.
- ▷ Ask the pupils to look at the picture and elicit what they can see: a male dog and a female dog covered in green paint.
- ▷ Play the rhyme (page 86) several times. The pupils point to each dog, as they listen and repeat.
- ▷ Say the rhyme with the pupils several times, speeding up each time.

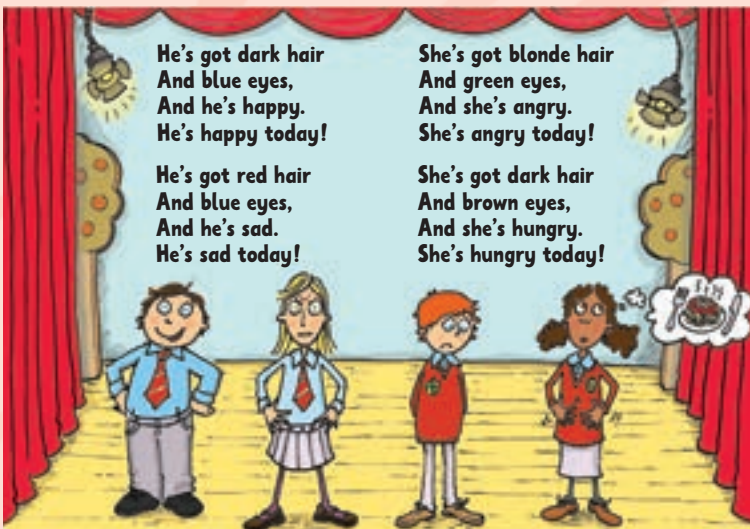
Ending the lesson

- ▷ Mime one of the feelings in the song. Ask the pupils to point to the appropriate child in the picture on page 25 and encourage them to repeat the verse.
- ▷ The pupils can then do the activity in pairs.

Extra activity

- ▷ Divide the pupils into two groups, girls and boys. (If you only have a single sex class, ask one group to play the girls' part, and the other the boys' part.)
- ▷ Play the song again. Encourage the pupils to sing along and do the actions for their part.
- ▷ Play the song again and change parts.

B Listen and sing.



Sound hound

C Listen and say the rhyme.



Revision: descriptions, *happy, angry, sad, hungry*
He's/She's got (dark hair). He/She's (hungry).

Unit 5

Lesson 1

LESSON AIMS learning animal names, *a* and *an*, saying a chant

TARGET LANGUAGE *safari park, elephant, giraffe, tiger, ostrich, tortoise, snake, bear. I'm hungry. It's a (bear). It's an (elephant).*

RECEPTIVE LANGUAGE *It's a safari park.*

MATERIALS Pupil's Book page 26, Activity Book page 22, Class CD, animal flashcards (*bear, elephant, giraffe, ostrich, snake, tiger, tortoise*)

Warmer

- ▶ Repeat the song from the last lesson to energise the class and review the language from the previous units.
- ▶ Introduce the topic of animals. Read aloud the title of the new unit and ask the pupils what they think it will be about. Elicit the animal names they already know.

Pupil's Book page 26

1 Listen and read.

- ▶ Ask the pupils to open their books on page 26. Elicit what they can see from the pictures. Explain that Stan and Joe are looking for a quiet place to have lunch. They think they are in a park.
- ▶ Say *Listen and read*. Play the recording (page 86). The pupils listen and follow the story.
- ▶ Explain what is happening in the story – Stan and Joe thought they had gone to have lunch in a park, but they didn't see the sign *Safari Park*. They are surprised and somewhat scared by the animals.
- ▶ Play the recording again. Ask the pupils to point to the pictures and animals as they are mentioned.

2 Chant.

- ▶ Play the chant (page 86). The pupils listen and point to the animals as they hear them.
- ▶ Play the chant again. This time the pupils point, clap their hands and repeat the chant in time with the rhythm.

Then point and say.

- ▶ Ask the pupils if they notice any difference in the word before each animal in the chant. Focus attention on *a/an*. Explain that if the word begins with a vowel, *an* is necessary for ease of pronunciation.

- ▶ Ask the children to experiment by saying first *A elephant* and then *An elephant*, and ask them which was easier to say. If applicable, draw parallels with their own language where letters are added or cut, or apostrophes added to ease pronunciation.
- ▶ In pairs, Pupil A points to an animal on page 26 and says *What's this?* Pupil B replies *It's a/an (name of animal)*. The pupils then change roles.

Ending the lesson

- ▶ Elicit the names of the animals as you show the flashcards and place them around the room.
- ▶ Play the chant again, encouraging the pupils to chant and point to the flashcards as they hear them.

Activity Book page 22

1 Look and complete.

- ▶ Ask the pupils to look at the pictures and name the animals.
- ▶ Using the example, explain that the pupils need to decide if *a* or *an* goes with each animal.
- ▶ The pupils then complete each sentence with *a/an* and the animal name.
- ▶ The pupils work individually, completing the sentences.
- ▶ Check with the class. Say *What's this?* Elicit the answers.

5 Is it an elephant?

1 Listen and read.




2 Chant. Then point and say.

It's an elephant. It's a bear. It's a tiger.
It's an ostrich. It's a snake. It's a tortoise.
It's a giraffe.

3



safari park, elephant, giraffe, tiger, ostrich, tortoise, snake, bear
I'm hungry. It's an (elephant). It's a (bear).

LESSON AIMS practising animal names, learning adjectives to describe animals

TARGET LANGUAGE *strong, fast, slow, furry, tall. It's a (bear). It's (furry). It's got/hasn't got (four legs).*

RECEPTIVE LANGUAGE *Read and match. Is the (bear) (fast)?*

MATERIALS Pupil's Book page 27, Activity Book page 23, Class CD, animal flashcards

Warmer

- ▷ Divide the class into seven groups, one for each animal from the last lesson. Place an animal flashcard near each group.
- ▷ Repeat the chant from the last lesson, encouraging each group to chant and do an appropriate action, as they hear their animal.

Pupil's Book page 27

3 **Listen and point.**

- ▷ Ask the pupils to look at the pictures on page 27. Elicit the animals they can see and check the pupils understand the adjectives the pictures represent.
- ▷ Play the recording (page 86). The pupils listen and point.

35 **Then listen and repeat.**

- ▷ Play recording 35 (page 86). The pupils listen, read and repeat.

4 **Read and match.**

- ▷ Ask the pupils to look at the photos of the animals and read the sentences underneath.
- ▷ Explain that they need to read the descriptions (A–D) and match them to the animal.
- ▷ Do the first one as an example with the class. Read the text aloud with the pupils and elicit which animal it is.

- ▷ Pupils work individually to match the texts and animals.
- ▷ Check the answers with the class.

Activity Book page 23

2 **Find and circle 5 words. Then match and copy.**

- ▷ Copy the word snake onto the board. Tell the pupils they need to find five words. Circle the first word as an example on the board.
- ▷ Pupils work individually, finding and circling the words in their book.
- ▷ Check the answers on the board.
- ▷ Look at the pictures of the bear and help the pupils to identify the words that best describe each picture, using the example (*strong*).
- ▷ The pupils copy the words they found in the word snake underneath the correct pictures.
- ▷ Check their answers. Say *Is the bear (fast)?* Elicit the reply.

3 **Read and match.**

- ▷ Explain to the pupils they need to read and match the descriptions to the animals.
- ▷ The pupils work individually to complete the activity.
- ▷ Check with the class, read a description and ask *What animal is this?*

Ending the lesson

- ▷ Agree on actions with the class for *strong, fast, slow, furry* and *tall*. Call out the words and the pupils mime the actions.
- ▷ In groups of three, one pupil plays the teacher role and calls out the adjectives. The other two pupils mime.
- ▷ Pupils take turns to be the teacher.

Extra activity

- ▷ Write the adjectives from this lesson on the board. Hand out the animal flashcards to individuals and ask them to place their cards on the board, under a word that describes their animal.
- ▷ Repeat with other pupils.

5

3 **Listen and point. Then listen and repeat.**



strong



tall



slow



fast



furry

4 **Read and match.**

1



It's a snake.

2



It's a bear.

3



It's an elephant.

4



It's a tortoise.

A *It's strong. It's grey. It's got four legs.*

B *It's green and brown. It's long. It's fast. It hasn't got legs.*

C *It's big. It's furry. It's brown. It's got four legs.*

D *It's slow. It's green and brown. It's got short legs.*

strong, tall, slow, fast, furry
It's a (bear). It's (furry). It's got/hasn't got (four legs).



LESSON AIMS practising adjectives to describe animals, asking and responding to *Is it (big)?*

TARGET LANGUAGE *Is it (big)? Is it a/an (elephant)? Yes, it is./No, it isn't.*

RECEPTIVE LANGUAGE *What's missing? Run. Is it (fast)?*

MATERIALS Pupil's Book page 28, Activity Book page 24, Class CD, animal flashcards, cut-out or drawn pictures of animals from the pupils (optional), glue

Warmer

- ▶ Put the animal flashcards on the board. Ask the pupils to close their eyes. Take away one of the flashcards. The pupils have to guess which animal is missing. Say *What's missing?*
- ▶ Repeat several times.

Pupil's Book page 28

5 Listen and read.

- ▶ Ask the pupils to look at the pictures on page 28 and name the characters. Elicit what they can see. Explain that Stan and Joe are still in the safari park. They are examining some animal tracks they have found, and wondering what animal could have made them.
- ▶ Play the recording (page 86). The pupils listen, point to the pictures and follow the text.
- ▶ Explain that Stan and Joe finally realise the tracks are from a tiger. They run off, terrified.

37 Then listen and repeat.

- ▶ Play recording 37 (page 86), pausing after each sentence for the pupils to listen, read and repeat each sentence. Focus on the pronunciation and the intonation of the questions.

6 Ask and answer.

- ▶ Ask the pupils to look at the photos and animal pawprints. Read aloud the speech bubbles with the class.
- ▶ Explain that the pupils will ask their partner questions to guess the animals.
- ▶ Elicit from the pupils other possible adjectives to describe animals, from previous lessons, and write them on the board.
- ▶ In pairs, Pupil A asks questions about the animal. Pupil B responds. The pupils then change roles.

Activity Book page 24

4 Listen and circle the answers.

- ▶ Ask the pupils to look at the pictures and identify the animals.
- ▶ Play the first question in the recording (page 86). Using the example, point out how the pupils circle the correct answer.
- ▶ Play the rest of the recording, pausing after each question for the pupils to circle the answer.
- ▶ To check the answers, ask the questions, encouraging the pupils to reply.

5 Draw an animal. Answer the questions.

- ▶ Ask the pupils to think about one of the animals from the unit and to draw it in the space provided.
- ▶ Then ask them to read and answer the questions.
- ▶ Check the answers on the board with the class.

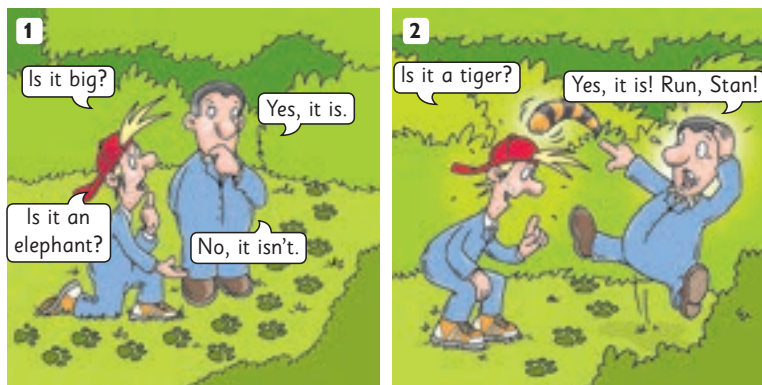
Ending the lesson

- ▶ Secretly, choose an animal flashcard and hold it so the pupils can't see the picture, or the word. Prompt the pupils with some questions they could ask to guess the animal. The pupils ask *Is it (fast)?* Reply *Yes, it is* or *No it isn't*.
- ▶ Repeat for the other animals and encourage individual pupils to take the teacher role.

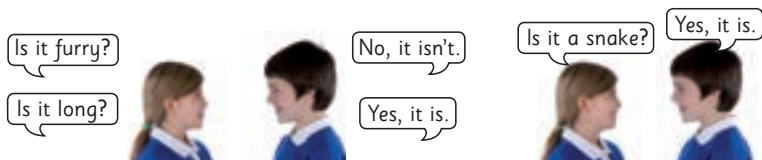
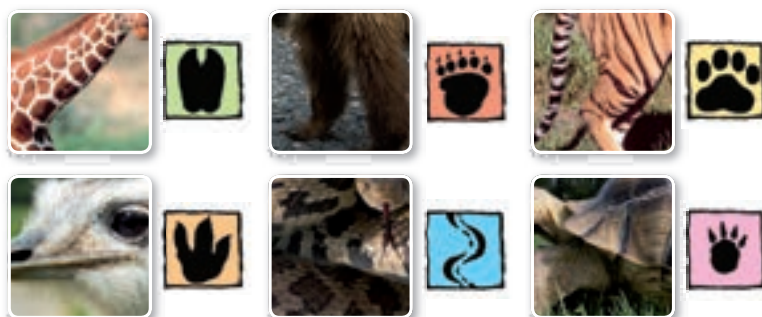
Extra activity

- ▶ Put the pupils in small groups to make an animal collage. Using the pictures the pupils have brought in, ask them to stick them to paper and label the animals with their name and adjectives. Help with any new vocabulary needed.
- ▶ Make a classroom display and ask individuals to go to their picture and describe it to the class.

5 Listen and read. Then listen and repeat.



6 Ask and answer.



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

REVIEW animal names, *a/an. Is it (big)? Yes, it is. No, it isn't. It's got (four legs),*

RECEPTIVE LANGUAGE *Make cards. Play in pairs.*

MATERIALS Pupil's Book page 29, Activity Book pages 25, 58–9 and 65 (Cut out 2), animal flashcards, pupils' notebooks, magazine pictures of animals, scissors

Warmer

- ▷ Put the animal flashcards on the board. Ask pupils to come to the board and write the animal name, spelt correctly, under each flashcard. See if the other pupils agree with the spelling.

Pupil's Book page 29

7  **AB page 65**  **Make cards. Then play in pairs.**

- ▷ Ask the pupils to look at the photo and explain they are going to make cards, for an animal guessing game.
- ▷ Direct the pupils to Cut out 2 (Activity Book page 65). Ask them to carefully cut out the cards.
- ▷ Call out names of animals *It's a (snake)*. Encourage the pupils to lift up their cut-out cards.
- ▷ Put the class in pairs. The pupils shuffle the cards, and place them face down in a pile.
- ▷ Pupil A picks up a card, Pupil B asks questions *Is it (big)?* Pupil A responds *Yes, it is* or *No, it isn't*. When Pupil B has guessed the animal correctly, the pupils change roles.
- ▷ Repeat as many times as you wish.
- ▷ Keep the cards for future lessons or fast finishers.

8  **Write about an animal. Find a picture.**

- ▷ Ask the pupils to look at the completed notebook page. Read the text aloud.
- ▷ Ask the pupils to either cut out a magazine picture of their favourite animal or draw one in their notebooks.
- ▷ As they do this, write the text on the board, underlining the words to be substituted.
- ▷ As the pupils write their own texts, go round the class, helping individuals.
- ▷ Once they have finished, encourage them to show and read their work to their partner.
- ▷ Keep the notebooks in the classroom for future lessons.

Activity Book page 25

6  **Read and answer. Then complete the puzzle.**

- ▷ Explain to the pupils that they need to read the definitions (1-6) and complete the puzzle, using the answers – animal words from the unit.
- ▷ The pupils work individually.
- ▷ Check the activity. Say *(One) What's this?* Encourage the pupils to reply, and build up the crossword on the board. Answers: 1 ostrich 2 tortoise 3 giraffe 4 elephant 5 bear 6 snake

7  **Find and write the words on pages 58 and 59.**


- ▷ *Picture Dictionary* (see Introduction page 11). Help the pupils to complete the activity, using the words from the box.

8  **What can you say? Read and colour.**

- ▷ Ask the pupils to read aloud the speech bubbles.
- ▷ In pairs, the pupils take turns to point to and name as many animals as possible on Pupil's Book page 27.
- ▷ They then ask and answer questions about the animals, using adjectives.

Ending the lesson

- ▷ Use the cards the pupils made in Activity 7 for a pair activity. This time Pupil A describes the animal *It's (tall). it's (fast)*. Pupil B tries to guess the animal, asking *Is it a (giraffe)?*
- ▷ The pupils then change roles.

7  **AB page 65**  **Make cards. Then play in pairs.**


It's brown. It's got four legs. It's strong and furry.

Is it a bear?

Yes it is!



Round up!

8  **Write about an animal. Find a picture.**

*My favourite animal is the giraffe.
It's brown and yellow.
It's strong and tall.
It's got long legs.*



Story Time

Pirates 3

LESSON AIMS following and reading a story in English, revising language from Units 4 and 5

TARGET LANGUAGE *My face, my arms, my hands. I've got ... I'm strong. It's big. It's long. Is it a snake? No, it isn't a snake.*

RECEPTIVE LANGUAGE *Perfect. Red spots! What is it? I've/He's got Doodoored! Don't touch me! Wait a minute. Quick! Find the pirates! Don't worry.*

MATERIALS Pupil's Book pages 30 and 31, Activity Book page 26, Class CD, clothes and props (hats, scarves, eye-patches, beads, little red stickers for Doo Doo's fake illness, rope/string for the snake) to act out the story (optional)

Warmer

- ▶ Help the pupils to relax and get ready for the story.
- ▶ Ask the pupils how much they remember about the *Pirates* story. Show the previous story pictures from your book to elicit as much information as possible.
- ▶ Revise the character names. Point to each character and ask *Who's this?*

Pupil's Book pages 30 and 31

1 Listen and read.

- ▶ Play the recording (page 86) once. Point to each corresponding picture as the pupils listen.
- ▶ Encourage the pupils to retell the story using as much English as possible. Praise all their suggestions.
- ▶ Explain to the class, or elicit, that Doo Doo has painted spots on himself to pretend he has a contagious disease, and has tricked the cat pirates. He escapes on his ostrich to warn the pirates that the pirate cats are there. Fat Cat is furious and follows the pirates to the inn. Meanwhile the pirates have hidden upstairs in the inn, where Ratino was frightened by what he thought was a snake, but was only a rope.
- ▶ Repeat the recording. This time pause after each picture. Ask the pupils to follow the text with their fingers and point to the characters that are talking or making a sound.

39 Then 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 (see *Introduction* page 9, *Acting out stories*).
- ▶ Play the recording again without pausing. The class act out the story together.

Activity Book page 26

1 Look and complete. Then listen and check.

- ▶ Ask the pupils to look at the picture and see if they can remember what Ratino was saying.
- ▶ Ask them to try to complete the speech bubble.
- ▶ Play the recording (page 86), pausing for the pupils to check their answer.
- ▶ Write the correct sentences on the board to check.



Pirates 3

1  Listen and read. Then listen and act out.

1 Red! My face, my arms and my hands. Perfect.

2 I've got Doodoored. Don't touch me!

Ah! Red spots!

What is it?

3 Wait a minute.

He's got Doodoored! Help!

4 Doodoored? Red Doo Doo!

Quick! Find the pirates!

Listen and write the answers.

- ▷ Explain that the pupils need to listen to the animal sounds and write either *Yes, it is* or *No, it isn't*.
- ▷ Play the recording (page 86), pausing after each sound, to give time for the pupils to write their answers.
- ▷ Play the recording again and ask the questions to check the answers. Write the answers on the board, focussing on the spelling.

Ending the lesson

- ▷ The pupils can act out the story in small groups. Assign the following roles: Fat Cat, Crew Cat 1, 2, and 3, Doo Doo, McRat, Pavaratty, Ratino, Ritarat. Demonstrate with a group at the front of the class. If you have brought them, use props (scarves, hats, eye-patches, beads, red stickers and rope) to make the story come alive.



Unit 6

Lesson 1

LESSON AIMS learning words for rooms in the house, learning *There's*, *There are*, saying a chant

TARGET LANGUAGE *house, hall, kitchen, living room, bathroom, bedroom. There's a (kitchen). There are (three bedrooms).*

RECEPTIVE LANGUAGE *Stan and Joe are at Victoria's house. Paint the bedrooms (yellow). Finished.*

MATERIALS Pupil's Book page 32, Activity Book page 27, Class CD, photos of rooms from magazines

Warmer

- ▷ Introduce the topic of the home. Read aloud the title of the new unit.
- ▷ Ask the pupils what their house is like.
- ▷ Use photos from magazines to elicit the names of the rooms the pupils already know.

Pupil's Book page 32

1 Listen and read.

- ▷ Ask the pupils to open their books on page 32. Elicit what they can see in the first picture. See if they can name any of the rooms. Explain that Stan and Joe are going to paint Victoria's house.
- ▷ Play the recording (page 86). The pupils listen and follow the story.
- ▷ Explain what is happening – Victoria's mum asked Stan and Joe to paint the bedrooms green, pink and orange. What she meant was to paint each bedroom a different colour, but Stan has painted all the bedrooms in all three colours.
- ▷ Play the recording again. Ask the pupils to point to the pictures and rooms as they are mentioned.

2 Chant.

- ▷ Ask the pupils to look at page 32. Using your book, point to and say the names of the rooms.
- ▷ Play the chant (page 86). The pupils point to the rooms in Activity 1 as they are mentioned. Demonstrate. Say *Listen and point*.
- ▷ Play the chant again, pausing after each line, for the pupils to chant and clap the rhythm. Say *Listen and chant*.

Then talk about your house.

- ▷ Ask individuals about their houses. Elicit *In my house there's a (kitchen), there are (two bedrooms)*. Point out that we use *There's* to talk about one room, and *There are* to talk about more than one room.
- ▷ Elicit sentences from several pupils.
- ▷ Put the pupils in pairs. Pupil A points to the rooms in Activity 1, as they describe their own house. It's then Pupil B's turn.

Activity Book page 27

1 Look and match.

- ▷ Ask the pupils to look at the picture of the house in their books. Elicit the rooms they can see, and read aloud the words in the box.
- ▷ Using the example, show how the pupils match each word to the corresponding room.
- ▷ In pairs, encourage the pupils to say *This is the (hall)*.

2 Read and circle the answers.

- ▷ Read aloud the sentences with the pupils. Remind them when to use *There's* and *There are*.
- ▷ Ask the pupils to look at the house above and circle the correct answer.
- ▷ Check the answers with the class, ask *How many (bedrooms) are there?* Elicit the correct sentences in reply.

Ending the lesson

- ▷ Draw a quick plan of your house on the board. Describe it to the class. Say *In my house, there's/there are (two bedrooms)*.
- ▷ Encourage the pupils to do the same in pairs.

6 In my house

1

📻

Listen and read.

Stan and Joe are at Victoria's house.

1

There's a kitchen. There's a living room. There are three bedrooms.

2

🔨

Paint the bedrooms green, pink and orange.

Green, pink and orange. OK!

3

🏠

Finished.

Green, pink and orange! Oh, no!

2

🔨

📻

Chant. Then talk about your house.

In my house there's a **kitchen**. hall living room

In my house there are **three bedrooms**. two bathrooms

👣

32

kitchen, living room, bedroom, bathroom, hall
There's a (kitchen). There are (three bedrooms).

LESSON AIMS learning furniture words, practising names of rooms, describing things in a room

TARGET LANGUAGE *door, window, table, chair, wardrobe, bed, cupboard, sofa. There's a (blue door) in the (kitchen). There are (five cupboards).*

RECEPTIVE LANGUAGE *True or False. What's missing?*

MATERIALS Pupil's Book page 33, Activity Book page 28, Class CD, paper for the pupils to draw their rooms, furniture flashcards (*bed, chair, cupboard, door, sofa, table, wardrobe, window*), adhesive putty

Warmer

- ▷ Call out the rooms and mime actions with the class, e.g. *bathroom* (brush teeth), *bedroom* (sleep), *kitchen* (cook), *living room* (hands behind head, relaxing), *hall* (hang up coat).
- ▷ Divide the class into five groups, one for each room.

- ▷ Repeat the chant, encouraging each group to mime and chant when they hear their room.
- ▷ Present the furniture words by showing each furniture flashcard quickly, eliciting and naming each item.

Pupil's Book page 33

3 Listen and repeat.

- ▷ Ask the pupils to look at the pictures on page 33. Elicit the words by pointing at the objects, then read aloud the written words with the pupils.
- ▷ Play the recording (page 86). The pupils look at the pictures and listen.
- ▷ Repeat the recording, pausing after each line for the pupils to listen and repeat.

4 Read and say True or False.

- ▷ Ask the pupils to look at the three pictures in their books. Elicit sentences about the pictures *There's a (table) in the (kitchen). There are (chairs) in the (kitchen).*

- ▷ Read aloud the sentences with the pupils, and using the first one as an example, say *There's a blue door in the kitchen*. In pairs, they decide if the sentences are true or false.
- ▷ Check the answers with the class. If the answer is false, ask the pupils to correct the sentence to make it true.

Activity Book page 28

3 Draw a bedroom. Say what there is.

- ▷ Ask the pupils to look at the room and name the furniture. Explain they can choose whether to draw one, two or three of each furniture item in the room, and then colour them.
- ▷ Once the pupils have finished their pictures, in pairs they describe them to each other. Say *There's a (bed). The (bed) is (blue). There are (two chairs). The chairs are (green).*
- ▷ As the pupils are working, go round the class giving help where needed.

4 Write about your bedroom.

- ▷ Show the pupils in their books that they are going to write about the rooms they drew in Activity 3.
- ▷ First, elicit some sentences on the board.
- ▷ The pupils then work individually to write about their pictures, using the words given.
- ▷ Check the answers with the pupils. Ask them to read out their sentences to the class.

Ending the lesson

- ▷ Play a memory game with the flashcards. Put the furniture flashcards on the board. Ask the pupils to close their eyes. Take away one of the flashcards. The pupils have to guess which item of furniture is missing. Say *What's missing?*

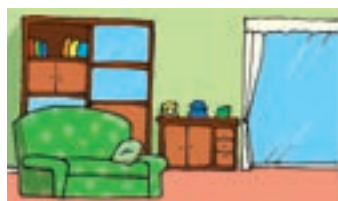
Extra activity

- ▷ Ask the pupils to draw a room of their house on A4 paper. Ask them to draw, label and colour the furniture items they know.
- ▷ In pairs, the pupils describe their rooms to each other.
- ▷ Display the pictures on the board.
- ▷ Ask individuals to go to their picture and describe it to the class.

3 Listen and repeat.



4 Read and say True or False.



- 1 There's a blue door in the kitchen.
- 2 There are five cupboards.
- 3 There's a window in the living room.
- 4 The sofa is green.
- 5 There's a small bed in the bedroom.
- 6 There's a white wardrobe.

door, sofa, cupboard, window, chair, bed, table, wardrobe
There's a (blue door) in the (kitchen). There are (five cupboards).

Unit 6

Lesson 3

LESSON AIMS learning prepositions to describe where things are, asking and responding to *Where's ...?* practising names of rooms and furniture, practising *He's/She's*

TARGET LANGUAGE *in, on, under, behind. Where's (Kitty)? (He's/She's) (under the table).*

RECEPTIVE LANGUAGE *Silver, Fluffy, Rambo, Kitty, Dinky*

MATERIALS Pupil's Book page 34, Activity Book pages 29 and 61, Class CD, furniture and animal flashcards, a toy animal

Warmer

- ▶ Show the pupils the toy animal. Place it in various parts of the classroom to teach the prepositions *in, on, under, behind*.
- ▶ Give the animal to an individual pupil. Say *(The cat) is (under) the (table)*. The pupil puts the animal in the correct position.
- ▶ Repeat with other pupils, varying the place each time.

Pupil's Book page 34

5 Where's Silver? Listen and repeat.

- ▶ Ask the pupils to look at the pictures on page 34. Explain that the cat is Victoria's and is called Silver. Point to each picture and elicit where the cat is.
- ▶ Play the recording (page 86). The pupils point to the pictures.
- ▶ Repeat the recording, pausing after each line for the pupils to listen and repeat.

6 Ask and answer.

- ▶ Ask the pupils to look at the pictures, and read aloud the names of the cats. Explain that some of the cats are female and some male, and elicit for each pet whether it is *he* or *she*.
- ▶ Demonstrate with two pupils, using the example dialogue. Pupil A chooses a cat and asks *Where's (Fluffy)?* Pupil B finds the cat and replies *(She's on the bed)*. It's then Pupil B's turn to choose and ask about a cat.
- ▶ As the pupils are working, go round the class, helping as needed.

Activity Book page 29

5 Read and draw.

- ▶ First, use the furniture and animal flashcards for quick revision.
- ▶ Ask the pupils to look at the picture in their books and name the rooms.
- ▶ Read aloud the sentences with the class, and explain they need to read and draw the furniture items and animals in the picture.
- ▶ The pupils work individually to read and complete the drawing.
- ▶ Check the answers with the class. Ask *What's in the (bedroom)? Where's the (snake)?* Encourage the pupils to reply.

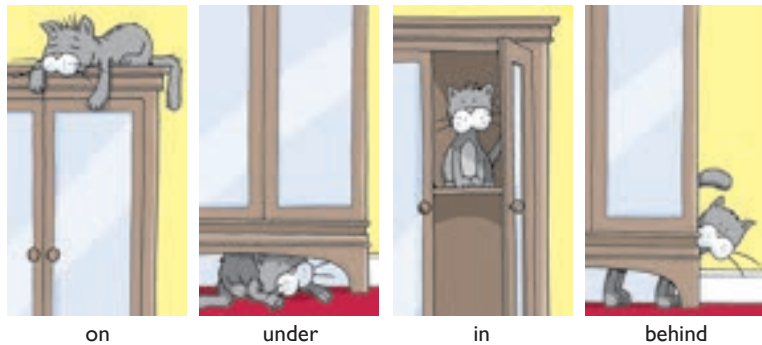
6 Find and write the words on page 61.

- ▶ *Picture Dictionary* (see *Introduction* page 11). Help the pupils to complete the activity, using the words from the box.

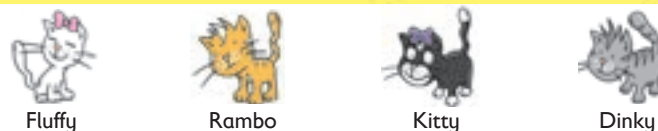
Ending the lesson

- ▶ On the board, draw a table and a chair. Ask a pupil to come to the front of the class and sit with their back to the board, so they can't see it.
- ▶ Draw a cat under the table. Tell the pupil that he/she is going to find out where the cat is by asking questions. The class can only give *Yes/No* answers.
- ▶ The pupil asks *Is the cat (on) the (chair)?* The class replies *Yes, it is* or *No, it isn't*. Continue until the pupil guesses where the cat is.
- ▶ Repeat with other pupils.

5 Where's Silver? Listen and repeat.



6 Ask and answer.



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

REVIEW rooms, furniture, prepositions, garden. *There's/There are. The (table) is in the (garden).*

RECEPTIVE LANGUAGE *Make a notebook.*

MATERIALS Pupil's Book page 35, Activity Book pages 30, 60, 61 and 67 (Cut out 3), Class CD, pupils' notebooks, furniture flashcards.

Warmer

- ▷ Place the furniture flashcards on the board. Encourage individual pupils to come up and write the words correctly under each item of furniture.
- ▷ Revise *garden* if necessary, from Level 1 of the course.

Pupil's Book page 35

7  **AB page 67**  **Make cards. Then play and say.**

- ▷ Ask the pupils to look at the photo. Read aloud the text with the class.
- ▷ Explain that they are going to play a game, making silly sentences.
- ▷ Pupils cut out the cards on Activity Book page 67 (Cut out 3) and divide them into two sets – rooms and furniture items.
- ▷ In pairs, the pupils combine their cards to make two piles, one of rooms and one of furniture. They then shuffle each pile and place them face down
- ▷ Pupil A chooses a furniture card, then a room card and says a sentence *The (table) is in the (garden)*. Pupil B decides if the sentence is correct or not. It's then Pupil B's turn.
- ▷ The pupils continue until they finish the cards.
- ▷ Keep the cards for use in future lessons or with fast finishers.

8  **Write about your bedroom. Draw a picture.**

- ▷ Ask the pupils to look at the completed notebook page. Read the text aloud.
- ▷ Ask the pupils to draw a picture of their bedroom, and to draw and colour the furniture in their notebooks.
- ▷ As they work, copy the text onto the board, underlining the words to be substituted. Elicit some suggestion from individuals that relate to their work.
- ▷ As the pupils write their texts, go round the class, helping individuals as necessary.
- ▷ Once they have finished, encourage them to show and read their work to their partners.
- ▷ Keep the notebooks in the classroom for future lessons.

Activity Book page 30

7  **Read and complete.**

- ▷ Read aloud the words in the box and copy the incomplete sentences on the board.
- ▷ Encouraging the pupils to refer to the picture, ask them whether they think each of the words in the box in turn is the right one to complete the sentence.
- ▷ When they have agreed on the correct word, write it in the gap.
- ▷ The pupils write the answers in their books.

8  **Find and write the words on pages 60 and 61.**

- ▷ *Picture Dictionary* (see *Introduction* page 11). Help the pupils to complete the activity, using the words from the box.

9  **What can you say? Read and colour.**

- ▷ Ask the pupils to read aloud the speech bubbles.
- ▷ In pairs, they take turns to describe Victoria's house on Pupil's Book page 32.
- ▷ They then take turns to describe the furniture on page 33.
- ▷ They then ask and answer questions about where Silver is, using their own suggestions.
- ▷ They then colour the face that they decide best represents their effort.

Ending the lesson

- ▷ Ask the pupils to lay the cut-out cards face up, in two piles (furniture and rooms) on their tables.
- ▷ Call out one of the items and the pupils race to be the first to find it and lift it up.

6

7  **AB page 67**  **Make cards. Then play and say.**



Round up!

8  **Write about your bedroom. Draw a picture.**

This is my bedroom. It's small. There's a red door and a big window. There's a bed, a wardrobe, a table and two cupboards. There are toys under the bed.





Picture Dictionary



35

Backtrack 3

Lesson 1

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

TARGET LANGUAGE animals, adjectives to describe animals, rooms, furniture. *It's in/on/under/behind the (cupboard). A (tiger)! An (elephant)!*

RECEPTIVE LANGUAGE *Describe and find.*

MATERIALS Pupil's Book page 36, Activity Book page 31, cut outs (animals, rooms and furniture), animal and furniture flashcards

Warmer

- ▶ Hand out (one set per pair of pupils) the cut outs from Unit 5 (animals) and Unit 6 (rooms and furniture).
- ▶ In pairs, the pupils place each set face down on their tables. Pupil A picks up a card from each set. Pupil B makes a silly sentence, e.g. *There's a (giraffe) in the (living room).*
- ▶ Continue for the remaining cards.

Pupil's Book page 36

A Work in pairs. Describe and find.

- ▶ Ask the pupils to look at the picture of the house.
- ▶ Explain that they are going to describe an animal, and where it is, to their partner, who will try to guess it.
- ▶ Read aloud the example description with the class. Identify the rooms and the furniture. Identify the animals and elicit some words to describe them.
- ▶ In pairs, Pupil A finds an animal and describes it. Pupil B guesses the animal.
- ▶ It's then Pupil B's turn to describe, and Pupil A guesses.

B Memory game. Cover the picture and answer.

- ▶ Ask the pupils to cover the picture of the house. Explain that they are going to play a memory game. In pairs, Pupil A asks *Where's the (elephant)?* Pupil B tries to remember, and says *It's in the (kitchen).* Pupil A can uncover the picture to check.
- ▶ It's then Pupil B's turn to ask a question and see if Pupil A can remember.

Activity Book page 31

1 Listen and draw.

- ▶ Ask the pupils to look at the picture of the living room and identify the items of furniture.
- ▶ Explain that they are going to listen to the recording and draw the items in the correct places.
- ▶ Play the first two sentences of the recording (page 86) as an example.
- ▶ Play the rest of the recording, pausing after each sentence for the pupils to draw the items in the correct places.
- ▶ Check the answers with the class. Ask *Where's the (snake)?* Encourage the pupils to respond.

2 Reorder and write the questions. Then answer *Yes, it is or No, it isn't.*

- ▶ Ask the pupils to work individually and reorder the words to make questions, which they write on the lines provided.
- ▶ Check the answers with the class.
- ▶ Then ask the pupils to look at the picture of the tortoise and write the answers to the questions.
- ▶ Check with the class, asking individuals for their answers.

Ending the lesson

- ▶ Give out the animal and furniture flashcards to various pupils. Call out the words. The pupil with the flashcard stands up when he/she hears the word the first time, and sits down again when he/she hears it the second time.
- ▶ Speed up the activity to make it more fun.



Backtrack 3

A Work in pairs. Describe and find.

It's big and strong. It's grey. It's in the kitchen. It's in the cupboard.

An elephant!



B Memory game. Cover the picture and answer.

Where's the elephant?

Where's the snake?

Where's the giraffe?

Where's the bear?


 Revision: animals, rooms, furniture
It's (big). It's in/on/under/behind the (cupboard). A (tiger)! An (elephant)!

Backtrack 3

Lesson 2

LESSON AIMS revising language from Units 5 and 6, singing a song, saying a rhyme to practise individual sounds

TARGET LANGUAGE *spider, rooms, furniture. There's a (spider in the kitchen). There are (spiders everywhere).*

RECEPTIVE LANGUAGE *creep, creeping, the spider creeps along, the spider walking song, spiders on the wall, spiders everywhere, old, stone*

MATERIALS Pupil's Book page 37, Class CD, furniture flashcards

Warmer

- ▷ Draw a happy spider on the board. Teach the word *spider*. Ask the pupils to describe it.

Pupil's Book page 37

C Listen and sing.

- ▷ Ask the pupils to look at the picture and describe what they can see.
- ▷ Play the song (page 86) once. The pupils point to each furniture item as they hear it.
- ▷ Now teach the song, line by line. Sing along with the class several times, adding hand actions of a creeping spider to make the song more fun.

D Listen and say the rhyme.

- ▷ This activity helps to practise the sound /əʊ/.
- ▷ Ask the pupils to look at the picture and elicit what they can see (*A nose*). Explain that the nose is old, and made of stone.
- ▷ Play the rhyme for the pupils to listen and repeat.



- ▷ Say the rhyme with the pupils several times, each time saying it faster. Encourage the pupils to speed up with you.

Ending the lesson

- ▷ Sing the song again, but this time show the furniture flashcards as you substitute the prepositions and furniture items in verse two for others.

Extra activity

- ▷ Ask the pupils to look at the Picture Dictionary pages for Units 5 and 6 on Activity Book pages 59 and 60. In pairs, they choose one page each.
- ▷ Ask the pupils to cut up little pieces of paper to cover the written words on their chosen page, alternatively they can cover the words with their hand.
- ▷ In pairs, Pupil A points to a picture and Pupil B says the word. The pupils then uncover the word and see if Pupil B was correct. It's then Pupil B's turn to point to a picture and Pupil A says the word.
- ▷ If you wish, the pupils can note down how many they get correct and see who scores the highest.

Listen and sing.


There's a spider in the kitchen.
There's a spider in the hall.
There's a spider in the bathroom.
There's a spider on the wall.

There's a spider in the cupboard.
There's a spider on the chair.
There's a spider on the table.
There are spiders everywhere!


Creep, creep,
Creep, creep, creeping,
The spider creeps along.
Creep, creep,
Creep, creep, creeping,
The spider walking song!

Creep, creep,
Creep, creep, creeping,
The spider creeps along.
Creep, creep,
Creep, creep, creeping,
The spider walking song!

Sound hound




Listen and say the rhyme.



An old stone nose.

Revision: rooms, furniture spider, There's a (spider in the kitchen). There are (spiders everywhere).



LESSON AIMS learning food and drink words, talking about tastes in food and drink, saying a chant

TARGET LANGUAGE *party, apples, fruit juice, sandwiches, biscuits, grapes, bananas, chocolate cake, pizza, desk. I like (apples). I don't like (bananas).*

RECEPTIVE LANGUAGE *It's on the desk.*

MATERIALS Pupil's Book page 38, Activity Book page 32, Class CD, food and drink flashcards (*bananas, biscuits, cake, fruit juice, grapes, pizza, sandwiches*), two plastic or real apples

Warmer

- ▷ Repeat the song from the previous lesson to enliven the class.
- ▷ Show the apples. If they are real, pupils can close their eyes and smell them, or feel them. Read aloud the title of the new unit and ask the class what they think it will be about.
- ▷ Ask the pupils what their favourite food is.
- ▷ Use the flashcards to teach the food and drink words.

Pupil's Book page 38

1 Listen and read.

- ▷ Ask the pupils to open their books on page 38. Elicit what they can see in the first picture. Each child has brought some food for the party at school. See if the pupils can name any of the items.
- ▷ Play the recording (page 86). The pupils listen and follow the story.
- ▷ Explain that Alfie, Ryan and Victoria are talking about food they like, or don't like. Poppy is worried as she can't find the pizza. Suddenly, it appears, as if by magic. Could the stone have anything to do with this?
- ▷ Play the recording again. Ask the pupils to point to the food and drink items as they are mentioned.
- ▷ In pairs, Pupil A points to the words and asks *What's this?/What are these?* Pupil B replies *It's (chocolate cake) or They're (bananas)*. The pupils then change roles.

2 Chant.

- ▷ Place the flashcards and the apples around the classroom. Elicit the words.
- ▷ Play the chant (page 86). The pupils point to the items as they are mentioned. Demonstrate. Say *Listen and point*.
- ▷ Play the chant again, pausing after each line for the pupils to chant and clap the rhythm. Say *Listen and chant*.

- ▷ Repeat, for the pupils to chant, find the items in Activity 1 and point to them. Then speed up the chant.

Then look and say.

- ▷ In pairs, Pupil A points to a food or drink item in the story, and says *I like/ don't like (grapes)*. The pupils then change roles.

Activity Book page 32

1 Read and draw the missing food.

- ▷ Ask the pupils to look at the shopping trolley. Read aloud the shopping list with the class. They need to find these items in the trolley and draw the missing food.
- ▷ Check with the class what items they needed to draw (apples, sandwiches and biscuits).

2 Draw and write.

- ▷ Ask the pupils to look at the food and drink items and read the words aloud with the class.

7 Do you like cake?

1 Listen and read. There's a party at Greenwood School.

1 I like apples. I don't like bananas.

2 Oh, no! Where's the pizza?

3 Look, Poppy! It's on the desk. I like pizza.

2 Chant. Then look and say.

I like apples. I don't like sandwiches.
 I like grapes. I don't like fruit juice.
 I like biscuits. I don't like bananas.
 I like chocolate cake.

38 fruit juice, bananas, sandwiches, apples, biscuits, chocolate cake, pizza, grapes, desk
 I like (apples). I don't like (bananas).

- ▷ Ask individual pupils if they like fruit juice, and elicit *I like/don't like fruit juice*. Do the same for *sandwiches*.
- ▷ Explain that they need to complete the faces and write sentences about their preferences in the spaces provided, as in the examples.
- ▷ Check the answers with the class.

Ending the lesson

- ▷ Divide the class into seven groups, one for each food and drink word. Place a flashcard near each group. Repeat the chant, encouraging each group to put their hands up and chant their word, speeding up with the chant.

LESSON AIMS learning more food and drink words, practising food and drink words, asking and responding to *Do you like (cheese)?*

TARGET LANGUAGE *bread, rice, cheese, chicken, milk, carrots, fish. Do you like (pizza)? Yes, I do./No, I don't./Not much.*

RECEPTIVE LANGUAGE *healthy food, unhealthy, points, diet. Oh I'm sorry! Be careful! Add up your score.*

MATERIALS Pupil's Book page 39, Activity Book page 33, Class CD, food and drink flashcards, apples (plastic or real), adhesive putty, a large sheet of poster paper (optional)

Warmer

- ▶ As you show the food and drink flashcards, elicit the words and write them on the board.
- ▶ Hand out the flashcards to pupils and ask them to place them on the board next to the written words.

- ▶ Repeat the chant from the previous lesson, encouraging the pupils to point to the food and drink items.

Pupil's Book page 39

3 Listen and read.

- ▶ Ask the pupils to look at the two pictures. Elicit the names of the characters and food in the pictures. The children are eating the food at their party. Ryan doesn't like pizza. Miss Hill is holding the chocolate cake.
- ▶ Play the recording (page 86/7), and encourage the pupils to listen and point to the characters and food.
- ▶ Introduce the character of the headmaster, and explain that he opens the door and knocks the cake over Miss Hill, who is not very happy about it.
- ▶ Clarify the meaning of *Yes, I do*, *No, I don't* and *Not much* with gestures or by drawing smiley/sad/serious faces on the board.

52 Then listen and repeat.

- ▶ Now play the next recording (page 87). Pause after each line for the pupils to repeat.

4 Ask and answer.

- ▶ Ask the pupils to look at the photos and read the words aloud with the class.
- ▶ Read aloud the questions and answers.
- ▶ Point to a photo and ask individuals *Do you like (cheese)?* Encourage each pupil to respond with *Yes, I do*, *No, I don't* or *Not much*.
- ▶ Now put the class in pairs. Pupil A asks a question and Pupil B responds. The pupils then change roles.

Activity Book page 33

3 Read and ✓.

- ▶ Ask the pupils to look at the questionnaire about healthy food. Explain *healthy* and *diet*, using L1 if needed. Explain that the pupils need to answer the questions for themselves.
- ▶ Pupils work individually, ticking the answers that apply to them.
- ▶ Check the answers with the class. Ask *Do you like (milk)?*

4 Now add up your score.

- ▶ Pupils add up their score and read about how healthy their diet is.
- ▶ See who has the healthiest diet.

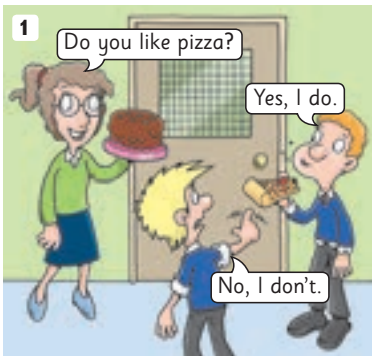
Ending the lesson

- ▶ Show the food and drink flashcards and elicit the words. Remove one of the flashcards secretly.
- ▶ Show the remaining flashcards. Say *What's missing?* The pupils try to guess.
- ▶ Repeat, removing other flashcards.

Extra activity

- ▶ Make a class poster of healthy and unhealthy food. Divide a large sheet of poster paper with a line down the middle. On one half write *Healthy* on the other *Unhealthy*. Encourage the pupils to draw, colour and cut out items of the healthy food and drinks. They then stick them in the appropriate half of the poster.
- ▶ Help with any new vocabulary.

3 Listen and read. Then listen and repeat.



4 Ask and answer.

Do you like grapes? Yes, I do.
Do you like cheese? No, I don't.



bread, rice, cheese, chicken, milk, carrots, fish
Do you like (pizza)? Yes, I do./No, I don't./Not much.

Unit 7

Lesson 3

LESSON AIMS practising food and drink words, learning to talk about other people's preferences in food and drink

TARGET LANGUAGE food and drink. *He/She likes (fruit juice). His/Her favourite food is (cheese).*

RECEPTIVE LANGUAGE *What does he/she like?*

MATERIALS Pupil's Book page 40, Activity Book page 34, Class CD, food and drink flashcards

Warmer

- ▷ Give individual pupils flashcards of food and drink words learnt so far. Each pupil names his/her flashcard, holds it up, and shows it to the class. Repeat several times.
- ▷ The pupils then hide their flashcards.
- ▷ Point to the pupils, one by one. The class tries to remember the flashcard. If they succeed, the pupil shows the flashcard and repeats the word.

Pupil's Book page 40

5 Listen, read and match.

- ▷ Ask the pupils to look at pictures A–D.
- ▷ In pairs, Pupil A says *What's this?/What are these?* Pupil B replies *It's (cheese) or They're (grapes).*
- ▷ Play the recording (page 87). The pupils read the text as they listen.
- ▷ Explain that each picture shows the food each child likes. Ask the pupils to work individually, matching the descriptions to the pictures.
- ▷ Check with the class.

6 Point and say.

- ▷ Ask the pupils to look at the words in the box and read aloud the example sentence. Remind them to use *He* for boys, and *She* for girls. Focus on the pronunciation of the final *s* in *likes*.
- ▷ In pairs, Pupil A says *(She) likes (sandwiches)*. Pupil B points to the photo of the child and says *(Amy)*. It's then Pupil B's turn.

Activity Book page 34

5 Listen and match.

- ▷ Ask the pupils to look at the picture and name the food and drink items. Explain that the trolleys have crashed into each other. The pupils will need to listen to decide which child likes which food item, and match the food to each child's trolley.

- ▷ Play the first two sentences of the recording (page 87) as examples. Focus on *He* and *She*. Play the rest of the recording, pausing after each sentence for the pupils to listen and match.
- ▷ Check with the class. Encourage the pupils to say *He/She likes (pasta)*.

6 Now look and write.

- ▷ Read aloud the text with the pupils. Explain they need to make true sentences about the children in Activity 5.
- ▷ Pupils work individually, looking at the previous activity and writing the sentences. They decide whether to use *He* or *She*.
- ▷ Check with the class on the board.

Ending the lesson

- ▷ Place the food and drink flashcards in a visible place in the classroom. Point to one item and say *I like (bananas)*. Encourage a pupil (A) to point to you and say *She/He likes (bananas)*. Pupil A then points to another flashcard and says *I like (pizza)*. The next pupil (B) then points to Pupil A and says *(He) likes (pizza)*. *I like (sandwiches)*. Continue round the class.

Extra activity

- ▷ Ask pupils to draw a picture of their favourite food. They then show their drawing to a partner and say *My favourite food is (chocolate cake)*. Help with any new vocabulary.
- ▷ The pupils then change pairs and tell their new partners about their friend's favourite food, saying *His/Her favourite food is (chocolate cake)*.

5

Listen, read and match.

1

Jack likes chicken and carrots. He likes fruit juice. His favourite food is apples.

2

Megan likes pasta. She likes cheese. Her favourite food is grapes.

3

Ben likes chicken and rice. He likes fruit juice. His favourite food is bananas.

4

Amy likes sandwiches. She likes grapes and apples. Her favourite food is cheese.

A

B

C

D

6

Point and say.

He likes fruit juice.

Jack!

He/She likes (fruit juice). His/Her favourite food is (cheese).

52

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

REVIEW food and drink. *Do you like (cheese)? Yes, I do./No, I don't. I like/don't like (cheese). He/She likes (apples).*

RECEPTIVE LANGUAGE *Make a notebook.*

MATERIALS Pupil's Book page 41, Activity Book pages 35, 61 and 69 (Cut out 4), character flashcards, food and drink flashcards

Warmer

- ▷ Secretly, choose a food and drink flashcard and elicit questions for the pupils to guess the food or drink. Elicit *Do you like (pizza)?* Reply *Yes, I do* or *No, I don't*.
- ▷ Repeat for the other food and drink flashcards and encourage the pupils to take the teacher role.

Pupil's Book page 41

7 Do a food survey.

- ▷ Read aloud the questions with the class. Explain that the girl is doing a survey to ask her classmate about his preferences in food.
- ▷ Explain that the pupils are going to answer some questions for themselves, and then ask a friend the same questions.
- ▷ Ask the pupils to cut out the survey (cut out 4) on Activity Book page 69.
- ▷ Read aloud the questions and show the pupils how to complete the first column with *Yes, I do*, *No, I don't* or *Not much*. They complete the last question, writing their favourite food. Help with any new vocabulary as needed.
- ▷ Then, in pairs, Pupil A asks Pupil B the same questions, recording their answers. It's then Pupil B's turn.
- ▷ Check the activity with the class. Elicit from the pupils *He/She likes (fruit juice)* about their partners.

8 Write about the survey. Draw pictures.

- ▷ Ask the pupils to look at the completed notebook page. Read the text aloud.
- ▷ The pupils then draw and colour a picture of the friend they interviewed in their notebooks, and the food items he/she likes.
- ▷ Write the text on the board, and underline the words to be substituted. Demonstrate with individual pupils, based on their own interviews.
- ▷ The pupils then carefully copy out the sentences, changing them so they are true for their survey. Give help as necessary.
- ▷ Encourage them to show and read their finished work to a new partner.
- ▷ Keep the notebooks for future lessons.

Activity Book page 35

6 Look, read and complete.

- ▷ Read aloud the words in the box and copy the incomplete sentences on the board.
- ▷ Ask the pupils to refer to the picture and say which word in turn is the right one to complete the sentence.
- ▷ When they have agreed on the correct word, write it in the gap.
- ▷ The pupils write the answers in their books.

8 Find and write the words on page 61.

- ▷ *Picture Dictionary* (see *Introduction* page 11). Help the pupils to complete the activity, using the words from the box.

9 What can you say? Read and colour.

- ▷ Ask the pupils to read aloud the speech bubbles.
- ▷ In pairs, they take turns to ask and answer the questions, making them true for themselves. They can use Pupil's Book page 40 to point and describe what he/she likes.
- ▷ They then colour the face that they decide best represents their effort.

Ending the lesson

- ▷ Hold up a character flashcard and a hidden food/drink flashcard. The pupils guess what food the character likes. Elicit *He/She likes (pizza)*. When the pupils guess correctly, turn the food flashcard round. Repeat for the next character.

7 Do a food survey.

Do you like fish?

Yes, I do.

What's your favourite food?

Pizza.

Round up!

8 Write about the survey. Draw pictures.



*This is Harry. He likes fish and apples.
He likes biscuits and cake.
His favourite food is pizza.*

Story Time

Pirates 4

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

TARGET LANGUAGE *in, on, behind, apples, bananas, table, cupboard, kitchen, bathroom, small. There are (apples and bananas) on the table. There's a (fish). I like (fish). I don't like (milk). What's this?*

RECEPTIVE LANGUAGE *Where are (the pirates)? Look in the (kitchen). OK, boss. It's a monster! What is behind that door? Come on.*

MATERIALS Pupil's Book pages 42 and 43, Activity Book page 36, props (plastic fish and bananas) and clothes to act out the story (optional)

Warmer

- ▶ Help the pupils to relax and get ready for the *Pirates* story.
- ▶ Ask the pupils how much they remember about the story. Show the previous story pictures from your book to elicit as much information as possible.
- ▶ Revise the character names. Point to each character and ask *Who's this?*

Pupil's Book pages 42 and 43

1 Listen and read.

- ▶ Play the recording (page 87) once. The pupils point to each corresponding picture as they listen.
- ▶ Encourage the pupils to retell the story using as much English as possible. Praise all their suggestions.
- ▶ The cats have arrived at the inn and are searching for the pirates. As they search through the rooms they are a bit scared as it is so dark, and they mistake a mop for a monster. In the meantime, the pirates are hiding in the attic. It appears the only means of escape is through a skylight in the roof, and the only character capable of squeezing through it is Ratino, because he is so small.
- ▶ Ask the pupils what they think will happen in the next episode.
- ▶ Repeat the recording. This time, pause after each picture. Ask the pupils to follow the text with their fingers and point to the characters that are talking or making a sound.

55 Then 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. (See *Introduction* page 9, *Acting out stories*.)
- ▶ Play the recording again, without pausing. The class act out the story together.

Activity Book page 36

1 Listen and draw.

- ▶ Ask the pupils to look at the picture. Explain that they need to listen and draw the items they hear in the picture.
- ▶ Play the first sentence of the recording (page 87) as an example.
- ▶ Play the rest of the recording, pausing after each sentence for the pupils to draw the items.
- ▶ Check the activity by drawing on the board. Ask *Where's the (water)? Where are (the apples)?*

Pirates 4

1 Listen and read. Then listen and act out.



② Look at Activity 1 and write sentences.

- ▷ Explain that the pupils are now going to write sentences about what they drew in Activity 1.
- ▷ Read the example aloud with the pupils.
- ▷ The pupils work individually to write sentences.
- ▷ Check the answers on the board.

Ending the lesson

- ▷ The pupils can act out the story in small groups. Assign the following roles: Fat Cat, Crew Cats 1, 2 and 3, McRat and Ratino. Demonstrate with a group at the front of the class.
- ▷ If you have brought them, use clothing or food props to make the story come alive.



Unit 8

Lesson 1

LESSON AIMS talking about free time activities, saying a chant

TARGET LANGUAGE *sport, music, art, play football, swim, dance, play music, play the recorder, paint, make models. I like (sport). I can (swim).*

RECEPTIVE LANGUAGE *Look! A competition! And there's a prize! Dear Kids Fun*

MATERIALS Pupil's Book page 44, Activity Book page 37, Class CD, adhesive putty

Warmer

- ▶ Introduce the topic of hobbies and free time. Read aloud the title of the new unit and ask the pupils what they think it will be about.
- ▶ Ask the pupils what hobbies they have. Write any new vocabulary on the board.

Pupil's Book page 44

1 Listen and read.

- ▶ Ask the pupils to look at the first picture on page 44 and elicit what they can see.
- ▶ Explain that Ryan, Victoria and Alfie are looking at a competition for free time activities in a children's magazine. They are going to write letters to the magazine to win a prize.
- ▶ Play the recording (page 87). The pupils listen and point to the pictures.
- ▶ Play the recording again. This time the pupils listen and read the text, following it with their fingers.
- ▶ To practise talking about free time activities, point to the smaller pictures in the letters, and elicit the sentences. The pupils then practise in pairs.

2 Chant.

- ▶ Play the chant (page 87). The pupils point to the activities in the pictures in Activity 1 as they are mentioned. Demonstrate. Say *Listen and point*.
- ▶ Play the chant again, pausing after each line for the pupils to chant and clap the rhythm. Say *Listen and chant*.

Then play Mime the Hobby.

- ▶ In pairs, Pupil A says *I can (swim)*. Pupil B mimes the action. Pupil A decides if Pupil B is correct. It's then Pupil B's turn to say one of the activities, and Pupil A mimes it.

Activity Book page 37

1 Listen and ✓ or X.

- ▶ Ask the pupils to look at the grid. Read aloud the names, and elicit the free time activities. Point to the first picture in the grid and ask *Can you swim?* Encourage the pupils to reply *I can/ can't (swim)*.
- ▶ Explain that the pupils will listen to the children talking about their free time activities. They put a tick or a cross in the grid, to indicate whether the child can or can't do the activity.
- ▶ Play the first two sentences about Tony as an example.
- ▶ Play the rest of the recording (page 87), pausing for the pupils to listen and complete the grid.
- ▶ Check with the whole of the class. Ask *Can (Tony) swim?*

2 Write about you.

- ▶ Ask the pupils to look at the pictures of the activities. On the board, elicit and write true sentences about what the pupils can and can't do.
- ▶ The pupils then work individually completing the sentences for themselves. They can look at the board to check the spelling.
- ▶ Check with the class. Ask *Can you (swim)?* Elicit the answers.


Ending the lesson

- ▶ Divide the class into three groups: a sport group, a music group and an art group.
- ▶ Repeat the chant. Each group repeats the line that applies to their group.
- ▶ Repeat, changing the groups.

8 Can you sing?

1 Listen and read.



Dear Kids Fun, 	Dear Kids Fun, 	Dear Kids Fun, 
My name's Ryan. I like sport. I can play football. I can swim.	My name's Victoria. I like music. I can play the recorder. I can dance.	My name's Alfie. I like art. I can paint. I can make models.
 	 	 

2 Chant. Then play Mime the Hobby.

I can swim. I can play football.
I can dance. I can play music.
I can paint. I can make models.



*sport, music, art, play football, swim, dance, play music, play the recorder, paint, make models
I like (sport). I can (swim).*

Unit 8

Lesson 2

LESSON AIMS talking about free time activities that people can and can't do, learning more free time activities

TARGET LANGUAGE *ride a bike, skateboard, rollerskate, sing. He/She can (ride a bike). He/She can't (skateboard).*

RECEPTIVE LANGUAGE *Circle and write.*

MATERIALS Pupil's Book page 45, Activity Book page 38, Class CD, character flashcards (*Ryan, Victoria, Alfie*)

Warmer

- ▷ Repeat the chant from the previous lesson, encouraging the pupils to do actions for each activity.

Pupil's Book page 45

3 Listen and read.

- ▷ Ask the pupils to look at the pictures on page 45. Elicit the names of characters (*Miss Hill and Stan*) and see if the

pupils can name any of the activities the characters can do.

- ▷ Play the recording (page 87), and encourage the pupils to listen and point to the activities.

61 Then listen and repeat.

- ▷ Play the recording (page 87), pausing for the pupils to listen and repeat. Focus on the pronunciation of *can* and *can't*.
- ▷ Practise distinguishing between *can* and *can't*. Explain to the pupils that if you say a sentence about Stan or Miss Hill with things they can do, the pupils should put their thumbs up. If you say a sentence with things they can't do, they put their thumbs down. Say several sentences (*Miss Hill*) (*can*) (*make models*). The pupils put their thumbs up or down, depending on what they hear.

4 Look and say.

- ▷ Check the pupils understand that the small pictures represent the activities the children can or can't do.
- ▷ Explain that they are going to say sentences about each child and their partner will guess who the child is.
- ▷ Before the pupils work in pairs, do plenty of practice with the whole class, focussing their attention on the pronunciation of *can* and *can't*.
- ▷ In pairs, Pupil A says a sentence (*He can skateboard*). (*He can't paint*). Pupil B points to the correct child. The pupils then change roles.

Activity Book page 38

3 Look and write.

- ▷ Ask the pupils to look at the pictures of the two children and identify three things that they can do. Explain that there are clues in the children's clothes and the other items in the pictures. If you wish, write the activities on the board.
- ▷ Pupils then work individually, looking at the pictures and completing the sentences.
- ▷ Check with the class. The pupils say (*He can (play football)*).

4 Draw. Then circle and write.


- ▷ Explain that the pupils are going to draw a member of their family, or a friend, and write about the activities they can and can't do.
- ▷ First, ask the pupils to choose their person and draw them in the frame, preferably dressed for the activities, or holding things associated with the activities. They need to draw one thing they can do, and one thing they can't.
- ▷ When they have finished their picture, ask them to circle the correct words from the text and complete the sentences to describe their drawing. Give help as necessary.
- ▷ Check with the class. Ask individuals to show and describe their pictures.

Ending the lesson


- ▷ Place the character flashcards (*Alfie, Victoria, Ryan*) on the board. Elicit the things each child likes and can do, and write prompts on the board (*Ryan: sport, play football, swim*) Encourage the pupils to make sentences about each character. (*Ryan likes (sport)*). (*He can (play football)*). (*He can (swim)*).
- ▷ The pupils can also do the same in pairs.

8

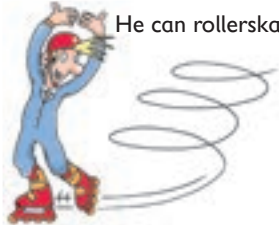
3 Listen and read. Then listen and repeat.




She can ride a bike.



She can't skateboard.




He can rollerskate.





He can't sing.

4 Look and say.

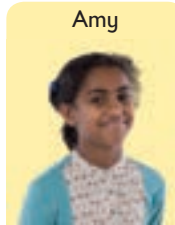
Ben










Amy









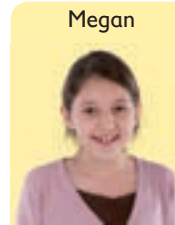
Jack









Megan








He can skateboard. Ben!

ride a bike, skateboard, rollerskate, sing
He/She can (ride a bike). He/She can't (skateboard).



LESSON AIMS asking and responding to *Can you (swim)?*

TARGET LANGUAGE *Can you (rollerskate)? Yes, I can./No, I can't.*

RECEPTIVE LANGUAGE *This is for you, It's the prize from Kids Fun! Let's swap! It's my favourite hobby. Good. This prize is for you.*

MATERIALS Pupil's Book page 46, Activity Book page 39, Class CD

Warmer

- ▷ Draw a trophy cup on the board. Explain and teach *prize*.
- ▷ Ask the pupils if they have ever won a prize, and to explain what for. Help by giving them the vocabulary they need.

Pupil's Book page 46

5 Listen and read.

- ▷ Ask the pupils to look at the pictures on page 46. Elicit what they can see.
- ▷ Play the recording (page 87). The pupils listen and follow the story.
- ▷ Explain that Alfie and Victoria are receiving their prizes from the Kids Fun competition. Victoria gets some rollerskates, but she can't rollerskate. Alfie gets a recorder, but he can't play it. However, Victoria can play the recorder and Alfie can rollerskate. They have a great idea, to swap the prizes.
- ▷ Play the recording again and ask the pupils to listen and point to the pictures.

63 Then listen and repeat.

- ▷ Play the recording (page 87), pausing after each line for the pupils to listen and repeat.

6 Draw a prize. Then ask and answer.

- ▷ Ask the pupil to look at the pictures.
- ▷ Read aloud the text with the class. Explain that they are going to draw a picture as a prize, and give it to a pupil who can do the activity.
- ▷ On the board, brainstorm the activities the pupils have learnt in this unit. Ask them to draw a picture that represents one of those activities.
- ▷ Put the class in small groups of three or four. Pupil A shows their picture and asks Pupil B *Can you (rollerskate)?* If Pupil B replies *Yes, I can*, Pupil A gives him/her the drawing as a prize. If not, Pupil A asks Pupil C.
- ▷ When Pupil A has given their prize, or has asked all the pupils in their group,

it's then the next pupil in the group's turn.

Activity Book page 39

5 Listen and match.

- ▷ Ask the pupils to look at the scene. Explain that the children have won prizes in a competition, and that the pupils need to listen to find out which prize each child has won.
- ▷ Play the first part of the recording (page 87) as an example.
- ▷ Play the rest of the recording, pausing for the pupils to match the prizes to the children.
- ▷ Check with the class. Ask *Can he/she paint?*

6 Write the answers.

- ▷ Read aloud the answers in the box, and the questions with the pupils. Explain that they need to answer the questions about themselves with *Yes, I can* or *No, I can't*.
- ▷ The pupils work individually to read and answer the questions.

- ▷ Check with the class. Ask individuals *Can you (ride a bike)?*

Ending the lesson

- ▷ Ask the pupils if they can do various activities. Mime an action, as you ask *Can you (swim)?* Encourage them to reply with *Yes, I can* or *No, I can't*.
- ▷ In pairs, the pupils then do the same.

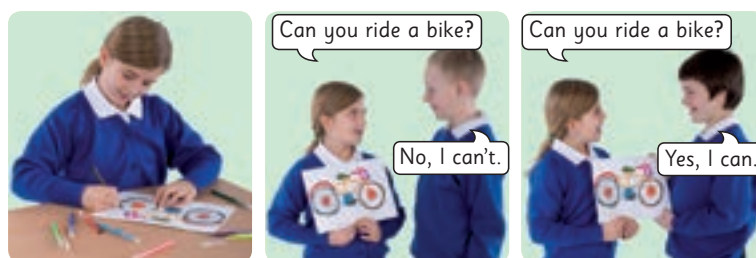
Extra activity

- ▷ In a playground or gym, draw a line with string or chalk. Ask ten pupils to stand one side of the line. Explain that you are going to call out sentences. If the sentence is *can*, the pupils jump to the left. If it's *can't*, they jump to the right.
- ▷ Call out sentences *I (can) (play the recorder)*, and the pupils jump, depending on what they hear.
- ▷ Repeat with other pupils.

5 Listen and read. Then listen and repeat.



6 Draw a prize. Then ask and answer.



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

REVIEW free time activity words, *music, art, sport. I like (sport). I can (swim). He/She can (ride a bike). He/She can't (skateboard). Can you (roller-skate)? Yes, I can./No, I can't. Do you like (music)? Yes, I do./No, I don't.*

RECEPTIVE LANGUAGE *Do a survey. Make a notebook.*

MATERIALS Pupil's Book page 47, Activity Book pages 40, 62 and 71 (Cut out 5), pupils' notebooks, paper and envelopes, one per pupil (optional)

Warmer

- ▷ Divide the class into two teams. Divide the board with a line down the middle. Call out a pupil from each team to the front of the class. Whisper things for them to draw, e.g. *He can swim.*
- ▷ The first pupil in a team to guess the drawing wins a point for their team.

Pupil's Book page 47

7 AB page 71 Do a survey.

- ▷ Ask the pupils to look at the photo, and read aloud the questions with the class. Explain that the children are doing a survey about sports, art and music.
- ▷ The pupils identify the activities and cut out the survey on Activity Book page 71 (Cut out 5).
- ▷ Read aloud the survey questions with the class and explain that they need to complete the columns with a tick or a cross.
- ▷ In groups of three, the pupils ask each other the questions, completing the survey. They reply with *Yes, I do* or *No, I don't*, *Yes, I can* or *No, I can't*.

Compare your answers.

- ▷ The pupils complete the sentences, writing their friends' names and circling the things they like.
- ▷ Check with the class. Elicit the results, e.g. *(Ken) likes art and music.*

8 Write a letter to a friend.

- ▷ Read the letter aloud with the class. Explain that it is a letter to a penfriend. (Explain the concept if necessary.)
- ▷ Write the text on the board, underlining the words to be substituted. Demonstrate with individual pupils, substituting words that are appropriate to them.
- ▷ As the pupils work on their own letters, go round the class, helping individuals.
- ▷ Encourage them to show and read their finished work to a partner.
- ▷ Keep the notebooks for future lessons.

Activity Book page 40

7 Look and write.

- ▷ Read aloud the words in the box. Remind pupils that a tick means they can do the activity, a cross means they can't. Refer them to the examples.
- ▷ Elicit complete sentences on the board.
- ▷ If you wish, rub off the sentences, or the pupils can copy from the board into their books.
- ▷ Check the answers on the board.

8 Find and write the words on page 62.

- ▷ *Picture Dictionary* (see *Introduction* page 11). Help the pupils to complete the activity, using the words from the box.

9 What can you say? Read and colour.

- ▷ Ask the pupils to read aloud the speech bubbles.
- ▷ In pairs, they take turns to make true statements about themselves and ask and answer questions, making them true for themselves. They can use the photos on Pupil's Book page 45 to point and describe what he/she can/can't do.
- ▷ They then colour the face that they decide best represents their effort.

Ending the lesson

- ▷ Each pupil writes their name on an envelope. Collect in the envelopes, and redistribute them to different pupils.
- ▷ The pupils rewrite their Round up letter on a piece of paper. They then put the letter in the envelope and 'deliver' it. Once the pupils have all received their letters, they can write their replies.
- ▷ Note: you could also do this as an internet activity.

7



Do a survey. Compare your answers.

Do you like sport?

Yes, I do.

Can you swim?

Yes, I can.



Round up!

8



Write a letter to a friend.

*Dear Joseph,
My name's George. I like sport. I can
play football and I can skateboard.
I've got a sister, Jessica. She likes art.
She can draw and paint.
Do you like sport? Can you play football?
Write soon.
George*



Picture Dictionary



Backtrack 4

Lesson 1

LESSON AIMS revising language from Units 7 and 8, playing a game

TARGET LANGUAGE food and drink. *I've got (pizza).*

RECEPTIVE LANGUAGE *Play Food Race. banana skin, hobbies*

MATERIALS Pupil's Book page 48, Activity Book page 41, Class CD, a die, counters and a sheet of paper (for each group), food and drink flashcards, a large envelope (optional)

Warmer

- ▷ Cover the food and drink flashcards, or put them in a large envelope. Gradually reveal parts of the flashcards, eliciting the words.

Pupil's Book page 48

A Play Food Race.

- ▷ Identify the food items on the page with the class. Explain that they are going to play a game. The aim is to collect as many food items as possible, adding them to a list, but if they land on a banana skin, they slip over, and lose everything, and will have to start collecting again.
- ▷ Put the class in small groups of three or four, and hand out the dice, counters and paper.
- ▷ The pupils throw the die and play the game. When they land on a food item, they name it, and write it down on a piece of paper. If they land on the banana skin square they cross out all the items in their list, and start collecting again.
- ▷ The winner is the pupil who has the most items when they have finished the game.
- ▷ Alternatively, you can give a time limit, and when that time is reached, the winners are the pupils with the most items.

Activity Book page 41

1 Circle the words and phrases. Then copy.

- ▷ Ask the pupils to look at the word snake. Explain they need to find a word, circle it and write it in the correct column, either food or hobbies, as in the examples.
- ▷ The pupils work individually.
- ▷ Check by writing the words in two columns on the board.

2 Reorder and write the questions. Then answer about you.

- ▷ Ask the pupils to work individually and reorder the words to make questions, which they write on the lines provided.
- ▷ Check the answers with the class on the board.
- ▷ Then ask the pupils to answer the questions for themselves.
- ▷ Check with the class, asking individuals for their answers.

Ending the lesson

- ▷ Call out two numbers between one and ten, and ask the pupils to add them up.
- ▷ Check the answers on the board.

Extra activity

- ▷ Remind the pupils of the meaning of *healthy* and *unhealthy*. Play the Food Race game again. This time the winner is the pupil in the group who has the healthiest list at the end of the game.



Backtrack 4

A  Play Food Race.

Revision: food, I've got (pizza).

Backtrack 4

Lesson 2

LESSON AIMS revising language from Units 7 and 8, singing a song, saying a rhyme to practise individual sounds

TARGET LANGUAGE free time activities, *Do you like (sport)? Yes, I do. I can (play football).*

RECEPTIVE LANGUAGE *If you like (art), What can you do? I can make models. What about you?*

MATERIALS Pupil's Book page 49, Class CD

Warmer

- ▷ Mime different free time activity actions. Elicit from the class *I can (rollerskate)*. Repeat with different actions from the unit.
- ▷ Put the class in groups of three or four. Encourage the pupils, in turn, to mime actions. The other pupils in the group guess them.

Pupil's Book page 49

B 65 Listen and sing.

- ▷ Draw the pupils' attention to the pictures. Elicit what they can see.
- ▷ Play the song (page 87) once. The pupils point to the children and the activities they can do, as they hear them.
- ▷ Now teach the song, line by line. Sing along with the class several times.

C 66 Listen and say the rhyme.

- ▷ This activity helps to practise the sound /aɪ/.
- ▷ Ask the pupils to look at the picture and elicit what they can see (*A white bike*). Explain that the black and white dog is pointing at another dog, called Mike, who is riding on the bike.
- ▷ Play the rhyme (page 87) several times for the pupils to listen and repeat.



- ▷ Say the rhyme with the pupils several times, each time saying it faster, and encouraging the pupils to speed up with you.


Ending the lesson

- ▷ Divide the class into two groups to sing the song again. One group asks the questions, the other gives the answers.
- ▷ Repeat, changing groups.


Extra activity

- ▷ Ask the pupils to look at the Picture Dictionary pages for Units 7 and 8, on Activity Book pages 61 and 62.
- ▷ In groups of three, one pupil (A) plays the 'teacher' role. Pupil A cuts up little pieces of paper to cover the written words on the page. Alternatively, they can cover the words with their hand.
- ▷ Pupil A uses their Picture Dictionary to 'test' Pupils B and C. Pupil A points to the picture and sees who is the first to say the word correctly. Pupil A then awards that pupil a point. Pupil A continues for the rest of the pictures.
- ▷ The pupils then change roles, and a different pupil plays the teacher role.

B  65  Listen and sing.




Do you like sport?
Yes, I do.
If you like sport,
What can you do?
I can play football,
I can swim too.
I can rollerskate.
What about you?

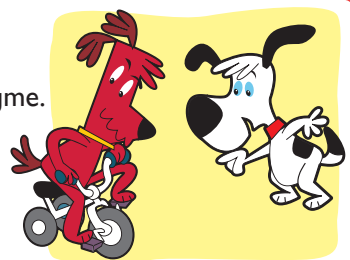


Do you like art?
Yes, I do.
If you like art,
What can you do?
I can make models,
I can paint too.
I can draw.
What about you?


Sound hound

C  66 Listen and say the rhyme.

Ride a white bike, Mike.



Revision: hobbies
Do you like (sport)? Yes, I do. I can (play football).



LESSON AIMS learning words for clothes, learning to talk about the clothes we are wearing, saying a chant

TARGET LANGUAGE *dress, trousers, skirt, jumper, hat, socks, trainers, shoes, jeans, T-shirt. I'm wearing a (dress). I'm wearing (socks).*

RECEPTIVE LANGUAGE *Come on, Joe. Let's swim.*

MATERIALS Pupil's Book page 50, Activity Book page 42, Class CD, clothes flashcards (*dress, hat, jeans, jumper, shoes, skirt, socks, trainers, trousers, T-shirt*), wear some different clothes to class

Warmer

- ▶ If possible, wear some new or different clothes for this class. Ask the pupils if they like your clothes and see if they can name any of them. Say *I'm wearing...*
- ▶ Introduce the topic of clothes. Read the title of the new unit and ask the pupils what they think it will be about.

Pupil's Book page 50

1 Listen and read.

- ▶ Ask the pupils to look at the first picture on page 50 and elicit what they can see. Explain that as it's very hot, Stan and Joe have gone swimming, but they haven't seen the dog in the distance.
- ▶ Play the recording (page 87/8). Say *Listen and read*. The pupils listen and follow the story.
- ▶ Explain what is happening in the story. The dog has run off with Stan and Joe's clothes, leaving them no choice but to 'borrow' some from a washing line, in order to get home.
- ▶ Play the recording again. Ask the pupils to point to the pictures and clothes as they are mentioned.

2 Chant.

- ▶ Elicit the names of the clothes as you place the flashcards round the classroom.
- ▶ Play the chant (page 88). The pupils listen and point to the flashcards as they hear them. Say *Listen and chant*.
- ▶ Play the chant again, pausing after each line for the pupils to chant and clap the rhythm. Say *Listen and chant*.

Then choose and say.

- ▶ In pairs, Pupil A chooses a clothes item they are wearing and says *I'm wearing (a dress)*. Pupil B points to the picture.
- ▶ The pupils then change roles.

Activity Book page 42

1 Read and match.

- ▶ Ask the pupils to look at and identify the clothes. Read aloud the words in the box. Explain that the pupils need to read the words and match them to the correct item of clothing, as in the example.
- ▶ The pupils work individually to complete the activity.
- ▶ Check with the class. Ask *What's (one)?*

2 Draw your favourite clothes. Then write.

- ▶ Tell the pupils they are going to draw and write about their favourite clothes.
- ▶ Ask them to think about their favourite clothes and draw a picture of themselves wearing them.

- ▶ Then ask them to complete the sentences. They can copy the words from Activity 1.
- ▶ Check with the class. Ask individuals to show their pictures and talk about their clothes.

Ending the lesson

- ▶ Hand out the clothes flashcards to individual pupils. Play the chant again. The pupil holding a flashcard stands up when they hear their word.

9 I'm wearing jeans

1

67

Listen and read.

1 Come on, Joe. Let's swim.



2 Oh, no! My T-shirt!
My jeans!



3



4



2

68

Chant. Then choose and say.



I'm wearing a dress.
I'm wearing trousers.

50

dress, trousers, skirt, jeans, jumper, trainers, T-shirt, socks, hat, shoes
I'm wearing a (dress). I'm wearing (socks).

LESSON AIMS asking and responding to *What are you wearing?* practising clothes words, talking about the colours of our clothes

TARGET LANGUAGE *What are you wearing? I'm wearing (trainers). It's/They're (black). I've got (white socks). My (T-shirt) is (pink). My (shoes) are (black).*

RECEPTIVE LANGUAGE *What is he/she wearing? What colour is it/are they?*

MATERIALS Pupil's Book page 51, Activity Book page 43, Class CD, clothes flashcards, a scarf or something similar to cover the pupils' eyes

Warmer

- ▷ Repeat the chant from the previous lesson. This time, mime with the pupils putting on each item of clothing as you chant.
- ▷ Ask pupils to say what they are wearing. Ask *What are you wearing?* Elicit replies.

- ▷ Ask for the colours of their clothes. Ask *What colour is it/are they?*

Pupil's Book page 51

3  **Read and match. What are you wearing?**

- ▷ Ask the pupils to look at the photos on page 51. Read aloud the instructions. Ask the pupils to identify the clothes the children are wearing.
- ▷ Explain that they are going to match the descriptions to children 1–4.
- ▷ Pupils work individually to read and match the texts.
- ▷ Check with the class. Read aloud a description and encourage the pupils to tell you which child it is.

4   **Listen and repeat.**

- ▷ Ask the pupils to look at the pictures of the children playing the game. Explain that this is a traditional game where one child has their eyes covered and then finds another child. By feeling the child's facial features, and asking

- about the clothes they are wearing, the blindfolded child guesses the other child's name.
- ▷ Read aloud the speech bubbles with the pupils.
- ▷ Play the recording (page 88). The pupils listen and repeat.

Then play the game.

- ▷ Explain that the pupils can now play the game. Ask for a volunteer, and blindfold them. Alternatively, the pupil could close their eyes, or turn their back to the class.
- ▷ Encourage the pupil to find another pupil, touch them and ask *What are you wearing?* The other pupil replies *I'm wearing (trousers) and (a T-shirt)*. The first pupil then guesses who it is.
- ▷ Repeat several times with other pupils.

Activity Book page 43

3   **Listen and colour.**

- ▷ Ask the pupils to look at the pictures of the children and identify the clothes they are wearing.
- ▷ Explain that they are going to listen and colour the clothes.
- ▷ Play the recording (page 88), pausing after each sentence to give the pupils time to colour.
- ▷ Check with the class. Ask *What's (Emma) wearing?*

4  **Look and complete.**

- ▷ Read aloud the words in the box with the class. Ask the pupils to look at pictures they coloured of the children in Activity 3.
- ▷ Elicit orally the missing words in each of the sentences.
- ▷ The pupils then work individually to copy the words and complete the sentences.
- ▷ Check on the board.

Ending the lesson

- ▷ Talk about the colours on the clothes flashcards. Encourage the pupils to say *(They're jeans. They're blue)*.

Extra activity

- ▷ Put the class in pairs. Pupil A chooses one of the children from Activity 3 in the Activity Book. Pupil B asks *What are you wearing?* Pupil A describes the clothes their chosen child is wearing. Pupil B guesses which child it is.
- ▷ The pupils then change roles.

3  **Read and match. What are you wearing?**





A I'm wearing jeans and a red T-shirt. I'm wearing shoes. They're black.

B I'm wearing black trousers and a blue jumper. I'm wearing black shoes.



C I'm wearing a grey skirt and a green jumper. I've got white socks. My shoes are black.

D I'm wearing a blue skirt and a T-shirt. My T-shirt is pink. I'm wearing trainers. I'm wearing a hat.

4   **Listen and repeat. Then play the game.**

What are you wearing?



What are you wearing? I'm wearing (trainers). It's/They're (black). I've got (white socks). My (T-shirt) is (pink). My (shoes) are (black).

Unit 9

Lesson 3

LESSON AIMS learning to describe the clothes people are wearing, practising colour + clothes item

TARGET LANGUAGE *He/She's wearing a (brown skirt). He/She's wearing (brown shoes).*

RECEPTIVE LANGUAGE *true or false*

MATERIALS Pupil's Book page 52, Activity Book page 44, Class CD, character flashcards, one sheet of paper per pupil (optional)

Warmer

- Ask a pupil to come to the front of the class. The others can describe his/her clothes. Teach *He/she's wearing*. Do the same for other pupils.

Pupil's Book page 52

5 Listen and repeat.

- Ask the pupils to look at the main picture on page 52. Explain that Stan and Joe are walking back home through town, and several people are looking at them in their outfits.
- Explain that the children in the photos are playing a game with the picture. One child describes a character's clothes and the other child guesses who it is.
- Play the recording (page 88), pausing after each line for the pupils to listen and repeat. Focus on the differences between *He's* and *She's*.

Then say and find.

- In pairs, Pupil A describes a character by what they are wearing. Pupil A says *He's wearing (blue shoes)*. Pupil B tries to guess who it is, and says the name (*Joe*). The pupils then change roles.

Activity Book page 44

5 Read and look. Write T (true) or F (false).

- Ask the pupils to look at the pictures of the children and identify the clothes they are wearing. Read aloud the sentences with the class, focussing on *He's* and *She's*.
- Explain to the pupils that they need to read the sentences and decide if they are true or false for the children, and put T or F, as in the example.
- The pupils work individually to complete the activity.
- Check the answers with the class, and ask the pupils to correct the false sentences.

6 Look at Tina and Tom and write true sentences.

- Explain to the pupils that they now need to complete the sentences about Tina and Tom.
- Allow the pupils to work individually.
- Check the answers. Ask *What's he/she wearing?* Write the sentences on the board.

Ending the lesson

- Show the character flashcards and elicit the clothes the characters are wearing. Encourage the pupils to say *He's/She's wearing (grey trousers)*.

Extra activity

- Ask the pupils to draw a picture of a child, give the child a name, colour the clothes, and write a description. If needed, teach any new words. They then cut out the drawing and the text separately.
- Collect the two groups of drawings and descriptions. Place the drawings randomly round the room.
- Divide the children into two teams. Give each team a description and they have to decide together which drawing it matches. When they have chosen the drawing, they point to the child in the picture and say *This is (Ben). (He's) wearing (a red T-shirt)*.

5 Listen and repeat. Then say and find.



He/She's wearing a (brown skirt). He/She's wearing (brown shoes).

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

REVIEW clothes words. *He/she's wearing (brown shoes/a pink T-shirt).*

RECEPTIVE LANGUAGE *school uniform, notebook*

MATERIALS Pupil's Book page 53, Activity Book pages 45 and 62, pupils' notebooks, pieces of card (several for each pupil), clothes flashcards, dressing-up clothes (optional)

Warmer

- ▷ If you have brought in some dressing-up clothes (hats, T-shirts, etc.), ask for volunteers to dress up for a fashion show. Alternatively, the pupils can just use the clothes they are wearing.
- ▷ The volunteers walk at the front of the class. Elicit commentaries from other pupils, e.g. *(Kate's) wearing (blue shoes), a (red jumper) and a (red skirt).*

Pupil's Book page 53

6 Make colour cards. Then play.

- ▷ Ask the pupils to look at the photo and explain that the children are playing a game. The aim is to show a colour card, and match it to clothes, or an object, of that colour.
- ▷ Hand out pieces of card to the pupils. Ask the pupils to make cards that match the different colours they can see in the class on pupils' clothes or schoolbags.
- ▷ To play the game, one pupil chooses a colour card and says the colour. Other members of the class then identify pupils who are wearing clothes in that colour, or have other objects of that colour.
- ▷ This game can also be played in small groups. The first pupil to produce a sentence with the target colour wins a point.

7 Write about a uniform. Draw a picture.

- ▷ Ask the pupils to look at the completed notebook page. Explain that the child has drawn an imaginary school uniform. (Explain the concept if necessary.)
- ▷ Read the text aloud with the class.
- ▷ Ask the pupils for their ideas first (e.g. what colour, what clothes?). They then draw a uniform for boys/girls.
- ▷ Write the text on the board, underlining the words to be substituted. With the aid of individual pupils, add words that are appropriate to their drawings.
- ▷ As the pupils work on their own texts, give help as necessary.
- ▷ Pupils can then show and read their finished work to a partner.
- ▷ Keep the notebooks for future lessons.

Activity Book page 45

7 Look and write.

- ▷ Ask the pupils to look at the picture and identify what the child is wearing (hat, shoes, trousers, socks, jumper).
- ▷ Focus on the example sentences, elicit similar sentences and write them on the board.
- ▷ The pupils complete the missing sentences in their books.
- ▷ Check the answers on the board.

8 Find and write the words on page 62.

- ▷ *Picture Dictionary* (see *Introduction* page 11). Help the pupils to complete the activity, using the words from the box.

9 What can you say? Read and colour.

- ▷ Ask the pupils to read aloud the speech bubbles.
- ▷ In pairs, they take turns to describe what they/their friends are wearing, and to ask and answer the questions, making them true for themselves.
- ▷ They then colour the face that they decide best represents their effort.

Ending the lesson

- ▷ Secretly choose a clothes flashcard.
- ▷ The pupils try to guess which flashcard it is, saying *(It's) (a skirt)*. Answer with *Yes, (it is)* or *No, (it isn't)*.
- ▷ The pupil who guesses correctly comes to the front of the class to do the same.

6 Make colour cards. Then play.



Round up!

7 Write about a uniform. Draw a picture.



Story Time

Pirates 5

LESSON AIMS following a story in English, revising language from Units 8 and 9

TARGET LANGUAGE *I can swim. What are these? Clothes. He's/She's wearing trousers, a hat, a jumper, socks, a dress.*

RECEPTIVE LANGUAGE *It's OK, sir. I've got an idea. Look at the window! Ghosts! Let's go! Well done.*

MATERIALS Pupil's Book pages 54 and 55, Activity Book page 46, Class CD, clothes to act out the story (optional)

Warmer

- ▶ Help the pupils to relax and get ready for the *Pirates* story.
- ▶ Ask the pupils how much they remember about the story. Show the previous story pictures from your book to elicit as much information as possible.
- ▶ Revise the character names. Point to each character and ask *Who's this?*

Pupil's Book pages 54 and 55

1 Listen and read.

- ▶ Play the recording (page 88) once. The pupils point to each corresponding picture as they listen.
- ▶ Encourage the pupils to retell the story using as much English as possible. Praise all their suggestions.
- ▶ Ratino escapes through the skylight and jumps into the water. He finds Pavaratty's washing and has an idea. He decides to make up two 'ghosts' using the washing. The pirate cats are so frightened they run off, back to their submarine. The rats are now safe to come out and congratulate Ratino.
- ▶ Ask the pupils what they think will happen in the next episode.
- ▶ Repeat the recording. This time pause after each picture. Ask the pupils to follow the text with their fingers and point to the characters that are talking or making a sound.

72 Then 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. (See *Introduction* page 9, *Acting out stories*.)
- ▶ Play the recording again without pausing. The class act out the story together.

Activity Book page 46

1 Read and match.

- ▶ Ask the pupils to look at the pictures of the 'ghosts'. Read aloud the descriptions with the class. Explain that the pupils need to read and match each description to the correct ghost by writing the letter in the box provided.
- ▶ Pupils work individually to complete the activity.
- ▶ Check with the class. Answers: 1 A 2 D 3 C 4 B

Pirates 5

1 Listen and read. Then listen and act out.



2 Draw your own ghost and write.

- ▷ Explain to the pupils that they are going to draw their own ghost, made up from different clothes items, and write about it.
- ▷ Ask the pupils first to decide if they are going to draw a male or female ghost. They then draw and write about their ghost in the spaces provided.
- ▷ Check by asking individuals to show their picture, and describe it to the class.

Ending the lesson

- ▷ The pupils can act out the story in small groups. Assign the following roles: Captain McRat, Pavaratty, Ritarat, Ratino, Polly, Fat Cat and some crew cats. Demonstrate with a group at the front of the class. If you have brought them, use clothes to make the story come alive.



LESSON AIMS reviewing the language of the course (clothes, furniture, prepositions of place, asking and responding to where things are)

REVIEW *Have you got (a jumper)? I've got (two jumpers). Where's (your green skirt)? It's (in the wardrobe). There's a (dress) in/on/under/behind (the bed). There are (five T-shirts on the bed).*

RECEPTIVE LANGUAGE *holiday time, true or false*

MATERIALS Pupil's Book page 56, Activity Book page 47, Class CD

Warmer

- ▷ Introduce the topic of holidays. Ask the pupils if they are going anywhere on holiday soon. Elicit what clothes they will need to take. Teach any new words.
- ▷ If you wish, mime packing a bag, as you elicit the clothes they will take.

Pupil's Book page 56

1 Listen and read.

- ▷ Ask the pupils to look at the first picture and elicit what they can see. See if they can name any of the items in the pictures. Explain that Poppy is packing to go on holiday.
- ▷ Play the recording (page 88). The pupils listen and follow the story.
- ▷ Elicit what is happening in the story – Poppy is packing, her mother is making sure she takes her clothes, but Poppy is not ready until she finds her magic stone.
- ▷ Play the recording again. Ask the pupils to point to the pictures and the things they hear mentioned.
- ▷ Play the recording once more, pausing after each line for the pupils to point and repeat.

2 Look at picture 1. Read and say True or False.

- ▷ Read aloud the statements with the class.
- ▷ Look at picture 1 in the story and decide with the class if the first statement is true or false.
- ▷ Pupils then work in pairs, reading the sentences, looking at picture 1 and deciding if they are true or false. Pupil A says (*There's a green skirt under the bed*), Pupil B replies *False*. Pupil B can also correct the statement by saying *There's a green skirt in the wardrobe* or *There's a ball under the bed*. They then change roles.
- ▷ Check the answers with the class. (Sentences 2, 3, 5 and 6 are false.)

Activity Book page 47

1 Listen and draw.

- ▷ Ask the pupils to look at the picture of Alfie in his bedroom. Explain that he's packing to go on holiday. Ask the pupils to identify the furniture they can see.
- ▷ Explain that the pupils need to listen and draw where the things that Alfie needs are. Identify the items around the picture.
- ▷ Play the recording (page 88), pausing for the pupils to draw Alfie's things in the correct places.
- ▷ Check with the class by asking questions, e.g. *Where's the trainer?*

2 Look and write.

- ▷ Read the words in the box and the example sentences aloud with the class.
- ▷ Ask the pupils to write four more sentences, describing where the things are from Activity 1.
- ▷ Check the answers by writing them on the board.

Ending the lesson

- ▷ Ask the pupils to close their Activity Books. See if they can remember where Alfie's things were.
- ▷ Ask (*Where's Alfie's (trainer)?*) Elicit the answer (*It's under the bed*).
- ▷ Do the same for the other items.

10 It's holiday time!

1 Listen and read.

1 Have you got a jumper?
Yes, mum. I've got two jumpers.

2

Where's your green skirt?
It's in the wardrobe.

3

Where's my stone?

4

Here it is! Now I'm ready.

2 Look at picture 1. Read and say True or False.

- 1 There's a dress in the wardrobe.
- 2 There's a green skirt under the bed.
- 3 There's a ball on the table.
- 4 There are five T-shirts on the bed.
- 5 There are two sandwiches under the table.
- 6 There's a skateboard behind the door.

56 Revision: *Have you got (a jumper)? I've got (two jumpers). Where's (your green skirt)? It's (in the wardrobe). There's a (dress) in/on/under/behind (the bed). There are (five T-shirts on the bed).*

LESSON AIMS reviewing the language of the course (descriptions of people and animals, possessions, feelings, likes)

REVIEW He's/She's got (short hair). He/She's got a (skateboard). He/She's (happy). He/She likes (apples).

RECEPTIVE LANGUAGE true or false, picture. Has (she) got (a skateboard)?

MATERIALS Pupil's Book page 57, Activity Book page 48, Class CD, pupils to bring pictures of their favourite cartoon or sticker characters (or use character flashcards)

Warmer

- ▷ Ideally, use the pictures the pupils have brought in of their favourite cartoon or sticker characters. Alternatively, use the character flashcards.
- ▷ Ask individual pupils to come to the front of the class and show their picture. If the pictures are small, they may need to move round the classroom quickly showing them.

- ▷ Elicit a description of the character from the pupil, with the aid of the class. (*This is Karen, she's got short hair, she's strong, she's got dark hair, she can run, she likes animals, she's wearing jeans.*)
- ▷ Help with any new words.

Pupil's Book page 57

3 **Read and match.**

- ▷ Ask the pupils to look at the pictures on page 57. Elicit descriptions of the people they can see. Ask the pupils about the animals the people have got and the food they like.
- ▷ Read aloud the descriptions with the class.
- ▷ The pupils then work individually, matching the descriptions to the people.
- ▷ Check the answers with the whole of the class.
- ▷ If you wish, you can also use the pictures to review describing what people are wearing. Elicit sentences from the pupils (*He's wearing a T-shirt.*)

and ask the pupils to point to the person in their book.

4 **Choose, say and guess.**

- ▷ Put the pupils in pairs. Pupil A chooses one of the people in the pictures, and describes them to their partner. Pupil B guesses which of the people Pupil A is describing. The pupils then change roles.
- ▷ The pupils can then choose a person in the class and describe them to their partner who tries to guess who they are.

Activity Book page 48

3 **Read and look. Write T (true) or F (false).**

- ▷ Ask the pupils to look at the holiday pictures. Elicit descriptions of the children.
- ▷ The pupils then work individually to read the sentences and decide if they are true or false.
- ▷ Check the answers with the class. (Sentences 2 and 3 are false.) Ask the pupils to correct the false statements and make more sentences about the pictures.

4 **Look at Activity 3 and complete the sentences.**

- ▷ Read aloud the words in the box and the example sentence with the class. Show the pupils how they complete the sentences, choosing and writing the correct words from the box to describe the holiday pictures in Activity 3.
- ▷ Check the answers, saying *Picture 1, has (she) got (a skateboard)?*

Ending the lesson

- ▷ Ask the pupils to close their books. See if they can remember and describe the holiday pictures in the Activity Book. Say *Number one*. Elicit *She's got long/dark hair and big eyes. She's got a recorder. She's got a hat. She's happy*. Do the same for the other holiday pictures.

Extra activity

- ▷ Ask the pupils to write descriptions of the cartoon or sticker characters they brought to class.
- ▷ Go round the class, giving help as needed.
- ▷ When the pupils have finished, you can use the descriptions as a classroom display.

3 **Read and match.**

- 1 He's got short hair and brown eyes. He's got a skateboard. He's got a mouse. He likes cake.
- 2 She's got dark hair and blue eyes. She's got a small dog. She likes books. She's happy.
- 3 He's got short hair and brown eyes. He likes apples. He's got a dog. He's happy.
- 4 She's got short blonde hair. She likes bananas. She likes horses. She's hungry.



4 **Choose, say and guess.**

He's got blonde hair.
He likes apples. Max!

Revision: He's/She's got (short hair). He's/She's got a (skateboard). He's /She's (happy). He/She likes (apples). It's (big).

LESSON AIMS reviewing the language of the course (questions and answers)

REVIEW questions and answers from the course

RECEPTIVE LANGUAGE *They're my favourite trousers. Don't worry! I've got a present for you. Wow! That's OK.*

MATERIALS Pupil's Book page 58, Activity Book page 49, Class CD, transport flashcards

Warmer

- ▷ Ask the pupils how they normally travel on holiday. Show the transport flashcards as you ask *By (bus)? By (submarine)?*
- ▷ Finally, show the flashcard of the plane. Ask if any of the pupils have travelled by plane, and where they flew to.

Pupil's Book page 58

5 Listen and read.

- ▷ Ask the pupils to look at the first picture on page 58. Elicit what they can see. Explain that the children in the story are going on an activity holiday with Kids Fun Holidays. They are with their group leader. Poppy and Alfie see Stan and Joe at the airport as they too are going on holiday. Ask the children to listen and find out what Stan and Joe's problem is.
- ▷ Play the recording (page 88). The pupils listen and follow the story.
- ▷ Elicit what happens in the story. Stan realises he has left his bag behind. They are desperate, when Poppy decides to help them by giving Stan the magic stone. As the children are leaving, the stone 'solves' Stan and Joe's problem by making the missing bag appear.
- ▷ Repeat the recording, pausing after each line for the pupils to listen and point to the corresponding person and objects in the picture as they hear them.
- ▷ The pupils can also listen and repeat the dialogue, and act it out in groups of three.

6 Read and match. Then ask and answer.

- ▷ Ask the pupils to look at the pictures. Explain that Poppy is answering the group leader's questions. Read aloud the questions on the clipboard and answers with the class.
- ▷ Pupils then work individually, matching the questions to the answers.
- ▷ Check the answers with the class. Ask a question and elicit the answer.

- ▷ In pairs, the pupils then ask and answers the questions themselves.
- ▷ The pupils can also work together to think of more questions that the activity group leader could ask Poppy.

Activity Book page 49

5 Ask two friends and write the answers.

- ▷ Show the pupils the grid. Explain that they are going to ask their friends questions similar to the ones the activity group leader asked Poppy, and record the answers.
- ▷ First, read aloud the questions with the pupils. Ask a question, and elicit short answers from individuals. Demonstrate how they record an answer.
- ▷ In pairs, the pupils ask each other the questions, and write the answers in the spaces provided.
- ▷ When the pupils have finished with one partner, they find another pupil to complete the next column.
- ▷ Check the answers with the class.

6 Write your answers.

- ▷ The pupils read the questions from Activity 5 again and write their own answers on the lines provided.
- ▷ Check, asking the questions and eliciting the answers.

Ending the lesson

- ▷ Write question prompts on the board. Write *name, old, cat, music, favourite colour, rollerskate.*
- ▷ Put the class in two teams. Pupils in each team take it in turns to choose a prompt and make a question. If the question is correct they score a point. A pupil from the other team then answers the question. If they answer it correctly they score a point.
- ▷ It's then the second team's turn to make a question, which the first team answers.
- ▷ Continue for the other prompts.

5 Listen and read.

6 Read and match. Then ask and answer.

1 What's your name?
2 How old are you?
3 Have you got your bag?
4 Do you like sport?
5 What's your favourite food?
6 Can you swim?

A Yes, I do.
B Yes, I have.
C Chicken and rice.
D My name's Poppy.
E Yes, I can.
F I'm eight.

58 Revision: questions and answers from the course

LESSON AIMS personalising and consolidating the language of the course, learning to evaluate own progress

REVIEW vocabulary and structures from the course

RECEPTIVE LANGUAGE *best friend, chicken and chips*

MATERIALS Pupil's Book page 59, Activity Book page 50, all the flashcards from the course, pupils' notebooks, a die and counters (per group of three pupils)

Warmer

- ▷ Divide out all the flashcards from the course. Ask the pupils to come to the front of the class and put the flashcards in vocabulary groups on your table or on the board.

Pupil's Book page 59

7 **Play Get the Colours.**

- ▷ Ask the pupils to look at the pictures and elicit what they can see. Explain that they are going to play a game. The aim is to ask and answer questions about the pictures on the squares, and to win colour points (the colour of the square).
- ▷ Put the class into groups of three (or four). Hand out the dice and counters. The pupils throw the die to move round the board, in whatever direction they choose, either forwards or backwards.
- ▷ When Pupil A lands on a square, Pupil B asks the question *What's this?* or *What are these?* If Pupil A gets the answer correct, they get a colour point (that of the colour of the square).
- ▷ The first pupil to collect either one or two points in each of the five colours wins.

8 **Write about your friend. Find a picture.**

- ▷ Ask the pupils to look at the completed notebook page. Explain that it is a description of a child's best friend. Read the text aloud with the class. Explain any new words.
- ▷ Elicit what kind of information the children could give if they had to describe a person. Highlight the kind of information given in the text and as you do it, write on the board the following prompts: *name/age/hair/eyes/clothes/pet(s)/hobby/sport/favourite food*.
- ▷ Ask the pupils to draw a picture or stick a photo of their best friend in their notebooks. Then ask them to use the prompts on the board, and change the sentences in Activity 8, so they are true for their best friend.
- ▷ As the pupils work, go round the class, helping individuals.
- ▷ Once they have finished, encourage them to show and read their work to their partner.

Activity Book page 50

7 **Write the words. Number the pictures.**

- ▷ Show the pupils the mixed up words.
- ▷ Explain that the pupils need to write each word correctly and match it to the appropriate picture below, by writing the word number in the box. Demonstrate, using the example.
- ▷ Pupils work individually to complete the activity.
- ▷ Check with the class. Answers: 2 giraffe; 3 rocket; 4 window; 5 eighty; 6 chicken; 7 hungry; 8 paint; 9 leg; 10 jumper.

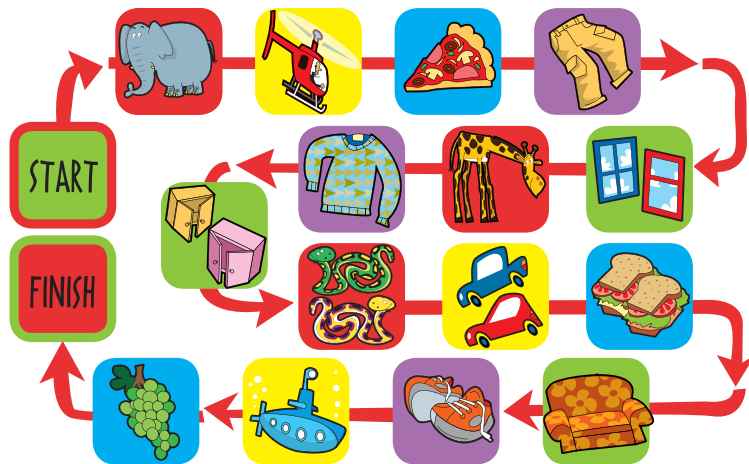
8 **What can you say? Read and match.**

- ▷ Ask the pupils to read aloud the speech bubbles.
- ▷ Encourage the pupils to invent and answer similar questions, using other words they know, and making the answers true for themselves.
- ▷ Pupils practise in pairs, taking turns to ask and answer.
- ▷ They then colour the face that they decide best represents their effort.

Ending the lesson

- ▷ Hand out the pupils' completed notebooks. In pairs, they compare their entries and describe each of the pages.
- ▷ Pupils can then change pairs and repeat the activity.

7 **Play Get the Colours.**



Round up!

8 **Write about your friend. Find a picture.**

*This is Lisa. She's my best friend.
She's nine and she's tall.
She's got blonde hair and brown eyes.
Here she's wearing a green and white
jumper and jeans.
She's got a dog. It's big and brown.
She can dance. She likes chicken.*



Backtrack 5

Lesson 1

LESSON AIMS revising language from the course

TARGET LANGUAGE asking and answering questions

RECEPTIVE LANGUAGE true or false

MATERIALS Pupil's Book page 60, Activity Book page 51, all the Level 2 flashcards

Warmer

- ▶ Quickly show all the flashcards from the course. Then show one of the flashcards and elicit the word. Give the flashcard to the pupil who names it first. Repeat until you have given out all the flashcards. The pupils can then count how many they have 'won'.

Pupil's Book page 60

A Make questions. Then ask a friend.

- ▶ Ask the pupils to look at the jigsaw pieces. Explain that they are going to make questions by joining each half of the different coloured pieces.
- ▶ Elicit some of the questions from the class.
- ▶ Allow the pupils time to look at the activity individually and think of different combinations of questions.
- ▶ Check the answers with the class, ask (*Can you?*) and elicit the answers (*swim/dance/play the recorder*).
- ▶ In pairs, Pupil A makes a question and asks Pupil B. Pupil B responds. The pupils then change roles.
- ▶ If you wish, the pupils can then work in pairs to make more questions, using the first parts of the jigsaw puzzle on the left as prompts.

B Make more questions and ask a friend.

- ▶ Using the question word prompts in the speech bubbles, elicit from the class questions, e.g. *What's your name?/What's this?/Where's the book?/How old are you?*
- ▶ In pairs, the pupils ask and answer these questions.

Activity Book page 51

1 Look and remember. Write T (true) or F (false).

- ▶ Ask the pupils to look at the picture and read the description.
- ▶ The pupils work individually, looking at the picture and deciding if the sentences are true or false.
- ▶ Check the answers with the class. (Sentences 4 and 5 are false.) Ask the pupils to correct the false statements.

2 Draw your favourite character. Write a description.

- ▶ Ask the pupils who their favourite character in the book is.
- ▶ Ask the pupils to draw and write a description of their favourite character, based on the description in Activity 1.
- ▶ As the pupils are working, go round the class helping them as necessary.

Ending the lesson

- ▶ Divide the flashcards into lexical sets. Give each pupil a flashcard, using as many sets as needed depending on the size of the class.
- ▶ Call out one of the words on the cards. The pupil holding that flashcard stands up. He/She sits down again when you call out the word a second time.
- ▶ Repeat several times using all the flashcard sets.



Backtrack 5 

A  Make questions. Then ask a friend.

What's your favourite	ride a bike?	colour?	dance?
Do you like	biscuits?	pizza?	a sister?
Have you got	play the recorder?	a brother?	bananas?
Can you	a pet?	food?	animal?

B  Make more questions and ask a friend.

What? Where? How?

 60 Revision: questions and answers from the course

Backtrack 5

Lesson 2

LESSON AIMS revising language from the course, singing a song, saying a rhyme to practise individual sounds

TARGET LANGUAGE clothes, colours, *He's/She's wearing (blue trousers). He's/She's wearing a (green T-shirt).*

RECEPTIVE LANGUAGE *She/He looks lovely. Oh so lovely.*

MATERIALS Pupil's Book page 61, Class CD

Pupil's Book page 61

C Listen and sing.

- ▶ Ask the pupils to look at the picture and describe what they can see. Identify what the children are wearing. Encourage the pupils to say (*He's wearing (a yellow hat).*)
- ▶ Play the song (page 88) once. The pupils point to each item of clothing as they hear them.
- ▶ Now teach the song, line by line. Sing along with the class several times, pointing to the clothes.

D Listen and say the rhyme.

- ▶ This activity helps to practise the sound /u:/.
- ▶ Draw the pupils' attention to the picture and elicit what they can see. (*A scooter/blue shoes.*) Explain that the dog on the scooter is wearing blue shoes.
- ▶ Play the rhyme (page 88) several times for the pupils to listen and repeat.
- ▶ Repeat the rhyme with the pupils, encouraging them to speed up with you.

Ending the lesson



- ▶ Divide the class into four groups. Play the song again. Encourage each group to sing a verse.
- ▶ Repeat, changing the groups.


Extra activity

- ▶ Ask the pupils to look at the Picture Dictionary section on pages 57 to 62 of their Activity Books.
- ▶ In groups of three, one pupil (A) plays the 'teacher' role. Pupil A calls out a word from their Picture Dictionary.
- ▶ Pupils B and C then race to see who can find the word first in their Picture Dictionary. The first pupil to find the word is awarded a point. Pupil A continues for four more words.
- ▶ The pupils then swap roles, and a different pupil plays the teacher role.


Warmer

- ▶ Invite one of your staff members to come into the class, say *Hello* to the pupils, and then leave.
- ▶ See if the pupils can remember what he or she was wearing. Elicit a description of their clothes.
- ▶ If you wish, extend the description to talk about the person's physical appearance, likes and hobbies.

C   Listen and sing.



*She's wearing a green T-shirt
And a purple skirt.
She's wearing a green T-shirt
And a purple skirt.*




*She looks lovely, oh so lovely,
In the purple skirt!
She looks lovely, oh so lovely,
In the purple skirt!*


*He's wearing blue trousers
And a yellow hat.
He's wearing blue trousers
And a yellow hat.*

*He looks lovely, oh so lovely,
In the yellow hat!
He looks lovely, oh so lovely,
In the yellow hat!*

Sound hound

D  Listen and say the rhyme.

Two blue shoes on a scooter.



Revision: clothes, *He's/She's wearing a (green T-shirt). He's/She's wearing (blue trousers).*

61

Story Time

Pirates 6

LESSON AIMS following a story in English, revising language from the course

TARGET LANGUAGE *Goodbye, Fat Cat! Do you like fruit juice? Yes, I do. Thank you! I'm sad! I've got (another map).*

RECEPTIVE LANGUAGE *To Ratino! Hooray! Cannon number 1. Not cannon number 3! Look, treasure! Fantastic! I'm sorry. It's OK, Ratino. (I've got) another treasure map. Wait!*

MATERIALS Pupil's Book pages 62 and 63, Activity Book page 52, Class CD, props (pirate clothes, plastic food, school objects, a box for treasure, a map) to act out the whole story (optional)

Warmer

- ▶ Help the pupils to relax and get ready for the *Pirates* story.
- ▶ Ask them how much they remember about the story. Show the previous story pictures from your book to elicit as much information as possible. Ask how they think the story will end.
- ▶ Revise the character names. Point to each character and ask *Who's this?*

Pupil's Book pages 62 and 63

1 Listen and read.

- ▶ Play the recording (page 88) once. The pupils point to each corresponding picture as they listen.
- ▶ Encourage the pupils to retell the story using as much English as possible. Praise all their suggestions.
- ▶ The pirates are now back at the fort to celebrate their victory over the pirate cats. They decide to fire the cannons as part of the celebrations, but unfortunately Ratino also fires cannon number 3, shooting out the treasure. The treasure goes to some villager rats, but Doo Doo comes up with another idea, and shows the pirates another treasure map. The pirates, however, feel they've had enough adventures for the time being.
- ▶ Repeat the recording. This time pause after each picture. Ask the pupils to follow the text with their fingers and point to the characters that are talking or making a sound.



Then listen and act out.

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

Activity Book page 52



1 What does Ratino like? Listen and ✓ or X.

- ▶ Ask the pupils to look at the banqueting table. Identify the food items.
- ▶ Explain they need to listen to Ratino and put a tick by the food he likes and a cross by the things he doesn't like.
- ▶ Play the recording (page 88/9), pausing after the first of Ratino's answers and showing the pupils the example. Play the rest of the recording, pausing for the pupils to complete the activity.

- ▶ Check with the class. Ask the pupils to close their books and say *Ratino likes (fruit juice)*. The pupils try to remember and answer *Yes* or *No*.

2 Read and write T (true) or F (false).

- ▶ Ask the pupils to look at the picture of Ratino. Read aloud the text with the pupils. Explain they need to decide if the sentences are true or false.
- ▶ Check with the class. Ask them to correct the false sentences.

3 Write two more sentences.

- ▶ Ask the pupils to write two more sentences about Ratino.
- ▶ Help pupils as they write.
- ▶ Ask individual pupils to write their sentences on the board.

Pirates 6

1 Listen and read. Then listen and act out.

1 Ah, good! Goodbye, Fat Cat!

2 Do you like fruit juice, Ratino? Yes, I do! To Ratino!

3 Cannon number 1! Hooray! Goodbye, Fat Cat!

4 Number 2, sir? OK, Ratino!

5 No, Ratino! Not cannon number 3! Oh, no!

Ending the lesson

- ▷ As an end of term activity, pupils can act out the whole of the *Pirates* story.
- ▷ Depending on the size of the class, divide the pupils into groups so that all the roles in the story are covered (Captain McRat, Ritarat, Polly, Ratino, Doo Doo and some pirate rats, Fat Cat and some crew cats). Allow plenty of time to practise the story, and use realia to make the story come alive.
- ▷ The pupils can then act out the story for the rest of the class, for other classes or for parents.



Christmas

LESSON AIMS learning Christmas words and traditions, singing a song

TARGET LANGUAGE *Father Christmas, beard, sleigh, present, everyone, reindeer, mince pie, stocking, full, bell, fun, Santa*

RECEPTIVE LANGUAGE *Rudolph, full of (presents), jingle all the way, oh, what fun it is to ride*

MATERIALS Pupil's book page 64, Activity Book page 53, Class CD, Christmas items (optional), musical instruments, e.g. tambourines, bells (optional)

Warmer

- ▶ Talk about Christmas with the class and ask them to describe their own customs. Explain that in Britain, children hang Christmas stockings beside the fire or at the end of their beds on Christmas Eve. During the night Father Christmas (or Santa) comes down the chimney to leave a present in the stocking. He delivers the presents on a sleigh pulled by nine reindeer. Rudolph is the most famous reindeer.
- ▶ On Christmas Eve, children traditionally leave food, milk (or wine or sherry) and a mince pie out for Father Christmas and apples and carrots for Rudolph. A mince pie is a traditional British Christmas food, made of pastry with mixed fruits and raisins inside.
- ▶ *Jingle Bells* is a very popular Christmas song. The jingle bells refer to those supposedly worn by the reindeer as they pull Santa's sleigh along.
- ▶ When the children wake up on Christmas Day the stockings are full of presents. People send Christmas cards to family and friends and they say *Merry Christmas!* or *Happy Christmas!*
- ▶ Use any Christmas items you have brought, to teach other Christmas words.

Pupil's Book page 64

1   **Listen, read and match.**

- ▶ Ask the pupils to look at the pictures in their books. Elicit any words they know. Read aloud the texts, and explain any words they don't know.
- ▶ Play the recording (page 89) once, pausing for pupils to listen, read and match the texts to the pictures.
- ▶ Check with the class.
- ▶ Ask the pupils to compare these traditions to the ones in their own country.

2   **Listen and sing**

- ▶ Ask the pupils to look at the picture in their books. Explain they are going to sing a popular Christmas song about Father Christmas and his sleigh.
- ▶ Play the song (page 89) once. The pupils look at the picture and point to the bells each time they hear the word *jingle*.
- ▶ Teach the song, line by line.
- ▶ Sing the song with the class a number of times using musical instruments, such as a tambourine or bells.

Activity Book page 53

1  **Finish the letter to Father Christmas.**

- ▶ Ask the pupils to look at the picture in their book. Explain that in Britain children often write letters to Father Christmas to say what they would like for Christmas.
- ▶ Read aloud the letter with the class.
- ▶ On the board, elicit suggestions of what the pupils would like to ask for.

- ▶ The pupils then complete the letter, adding their name at the end.
- ▶ Move around the class, helping them with any necessary vocabulary.

2  **Draw presents in the sleigh.**

- ▶ Ask the pupils to look at the picture in their book. Explain they can draw the presents they would like.
- ▶ Give them time to draw and colour the presents.

Ending the lesson

- ▶ Use the presents from Activity 2 to play a game. One pupil is Father Christmas and goes outside the classroom with his book. The other pupils close their eyes. 'Father Christmas' then comes back in and puts his book with the picture of the sleigh on one pupil's desk.
- ▶ The pupils then open their eyes and see who the lucky recipient is. They then describe the presents they have 'received' in the sleigh, saying *I've got (a submarine)!*

Christmas

1   Listen, read and match.

Father Christmas in Britain

1 This is Father Christmas. He's got white hair and a white beard. He's got a sleigh. He's got presents for everyone!

2 Father Christmas has got nine reindeer. This is my favourite reindeer. His name is Rudolph. What colour is his nose?

3 This food is for Father Christmas and Rudolph. Father Christmas has got milk and a mince pie. Rudolph has got apples and carrots.

4 This is my stocking. Look! It's full of presents.

A



B



C



D



2   Listen and sing.



Jingle bells! Jingle bells!
Jingle all the way!
Oh, what fun it is to ride
On Santa's Christmas sleigh!



Father Christmas, beard, sleigh, present, everyone, reindeer, mince pie, stocking, full, bell, fun, Santa

Easter

LESSON AIMS learning Easter words and traditions, singing a song

TARGET LANGUAGE *Easter eggs, describing people*

RECEPTIVE LANGUAGE *Easter, bunny, Happy Easter Day! Clap your hands! Stamp your feet! Shake your head. The bunny's on his way.*

MATERIALS Pupil's Book page 65, Activity Book page 54, 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. An Easter bunny traditionally brings the chocolate eggs on Easter Day and hides them in the garden for children to find.
- ▷ Painting eggs is a popular Easter activity in Britain. You have to either hardboil the egg or blow out the insides of the egg first. You blow the insides of

the egg out by making a small hole at each end of the egg. You blow on one end, and the egg insides come out of the other end.

Pupil's Book page 65

1   **Listen, read and match the egg people.**

- ▷ Ask the pupils to look at the pictures of the egg people. Ask them to describe each egg person. Read aloud the texts with the class.
- ▷ Play the recording (page 89) once, pausing for the pupils to read and match the texts to the pictures.
- ▷ Check with the class.
- ▷ In pairs, pupils ask and answer questions about the egg people. Elicit questions such as *Has she got dark hair?*

2   **Listen and sing.**

- ▷ Ask the pupils to look at the picture in their books. Explain that they are going to sing an Easter song with actions.

- ▷ Play the song (page 89) once for the pupils to listen and point to the actions as they hear them.
- ▷ Teach the song line by line, asking the pupils to sing and do the actions.

Activity Book page 54

1  **Draw an egg person and write.**

- ▷ Explain that the pupils are going to design their own egg person by drawing on hair, eyes, nose and mouth. They also draw clothes on the egg.
- ▷ When the pupils have finished, ask them to think of a name for their egg person and write a description. Ask them to base their descriptions on the ones in the Pupil's Book. If you wish, give them some prompts on the board.

2  **Write a verse of the Easter song.**

- ▷ Elicit suggestions for different actions for the Easter song and write them on the board, e.g. *Shake your legs* or *Touch your feet*. Help the pupils with any new words.
- ▷ Ask the pupils to choose from these to complete their Easter song.
- ▷ The pupils can then perform their song for the class.

Ending the lesson

- ▷ Ask individual pupils to come to the front of the class and show the other pupils the egg people they drew in Activity 1.
- ▷ Elicit descriptions from the pupils.

Easter

1




Listen, read and match the egg people.

1



2



3



4



A This is Eggy. He's a boy. He's got dark hair and brown eyes. He's wearing a hat. He's happy.

B This is Egga. She's a girl. She's got long blonde hair and brown eyes. She's sad.

C This is Megg. She's a girl. She's got short hair and blue eyes. She's happy.

D This is Eggo. He's a boy. He's got dark hair and green eyes. He's angry.

2   **Listen and sing.**



Clap your hands for Easter!
Happy Easter Day!
Clap your hands for Easter!
The Bunny's on his way!



Stamp your feet!



Shake your head!

Easter, clap your hands, Happy Easter Day! bunny, stamp your feet, shake your head



Look at the world 1

At school

LESSON AIMS learning about school subjects in the world, learning school subject words, saying a chant

TARGET LANGUAGE school subjects, *Maths, English, Art, Science, PE, Music*. *This is a (Maths lesson). My favourite subject is (English). Do you like (Maths)? Yes, I do./No, I don't. paint, fold, open, draw*

RECEPTIVE LANGUAGE *play games, do sport, piano, instruments. What (numbers) can you see?*

MATERIALS Pupil's Book pages 66 and 67, Class CD, a sheet of white paper (one per pupil), red, yellow and blue paint, paintbrushes, red, yellow, orange, blue and green colouring pencils.

Warmer

- ▷ Introduce the topic of school subjects, and ask the pupils *Do you like English?* Do the same for Art, PE, and Music.

Pupil's Book pages 66 and 67

1 Listen, read and match.

- ▷ Ask the pupils to look at the photos and see if they can identify the school subjects. Read aloud the labels with the class.
- ▷ Explain that the pupils need to listen and read the text in speech bubbles, and match each speech bubble to the correct school subject.
- ▷ Play the recording (page 89), pausing after each line for the pupils to listen, read and match.
- ▷ Play the recording again, pausing to check the answers with the class.

2 What subjects do you like? Talk to your friend.

- ▷ Ask the pupils if they like these subjects, say *Do you like (Maths)?*
- ▷ Read aloud the sentences in Activity 1 with the class.
- ▷ In pairs, the pupils make similar sentences to talk about the school subjects they like.

3 Listen, read and do.

- ▷ Ask the pupils if they like Art, and explain that the pictures are of an Art lesson. See what the pupils can name in the pictures.
- ▷ Explain that they are going to listen, read and follow the instructions, and make a butterfly, like the one in the picture.
- ▷ Play the recording (page 89), pausing for the pupils to listen and point to the pictures.
- ▷ Play the recording again for the pupils to listen and read.
- ▷ Focus the pupils' attention on the new colours produced by mixing the primary coloured paint.
- ▷ Hand out a sheet of paper to each pupil, and paint and paintbrushes to each group. Ask the pupils to read and make a butterfly.
- ▷ Use the butterflies to make a classroom display.

Look at the world

At school



1  Listen, read and match.



1  Listen, read and match.



Science



PE



Music



Art



English



Maths

- 1 This is a Maths lesson. What numbers can you see?
- 2 My favourite subject is English. Do you like English?
- 3 This is an Art lesson. What colours can you see?
- 4 I like Science. This is a Science lesson.
- 5 My favourite subject is PE. We play games and do sport.
- 6 I like Music. My favourite instrument is the piano.

2 What subjects do you like? Talk to your friend.



66

4  86



Listen and say the colour chant.

- ▷ Explain to the pupils that the combination of each of the two primary colours makes the third colour.
- ▷ As you play the chant (page 89) encourage the pupils to point to the colours as they hear them.
- ▷ Play the chant again. This time encourage the pupils to chant and clap along with the rhythm.

Ending the lesson

- ▷ Ask the pupils to find red, yellow, orange, blue and green colouring pencils. Repeat the chant, encouraging the pupils to hold up the appropriate coloured pencil as they hear the colour word.

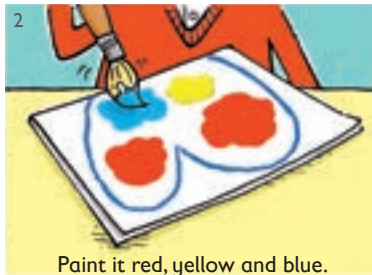
3



Listen, read and do.



Draw a butterfly.



Paint it red, yellow and blue.



Fold the butterfly.

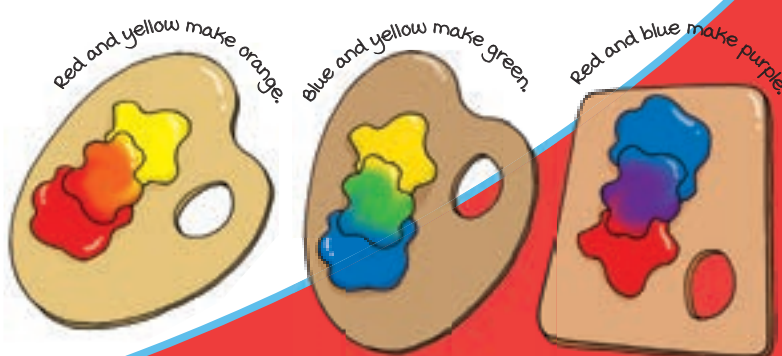


Open the butterfly.
What colours can you see?

4



Listen and say the colour chant.



Look at the world 2

The senses

LESSON AIMS learning about the senses, learning words to describe senses, saying a chant

TARGET LANGUAGE *see, hear, smell, taste, feel. I can (see) with my (eyes).*

RECEPTIVE LANGUAGE *What can you (smell)? Yuk! Right. It's cold.*

MATERIALS Pupil's Book pages 68 and 69, known food and drink items (check with parents/carers that the pupils have no food allergies), non-transparent bag (optional)

Warmer

- ▶ Introduce the idea of the senses by miming actions for *smell, hear* and *taste*. Ask the pupils to look at their Pupils' Book pages, and see if they can identify what the pages are about.

Pupil's Book pages 68 and 69

1 Listen and say the chant.

- ▶ Ask the pupils to look at the pictures and read aloud the text with the class.
- ▶ Play the chant (page 89) once, pausing for the pupils to read and point to the pictures.
- ▶ Play the chant again for the pupils to chant and do simple actions, touching and moving the parts of their bodies as they chant them.

2 What can you see? Find and say.

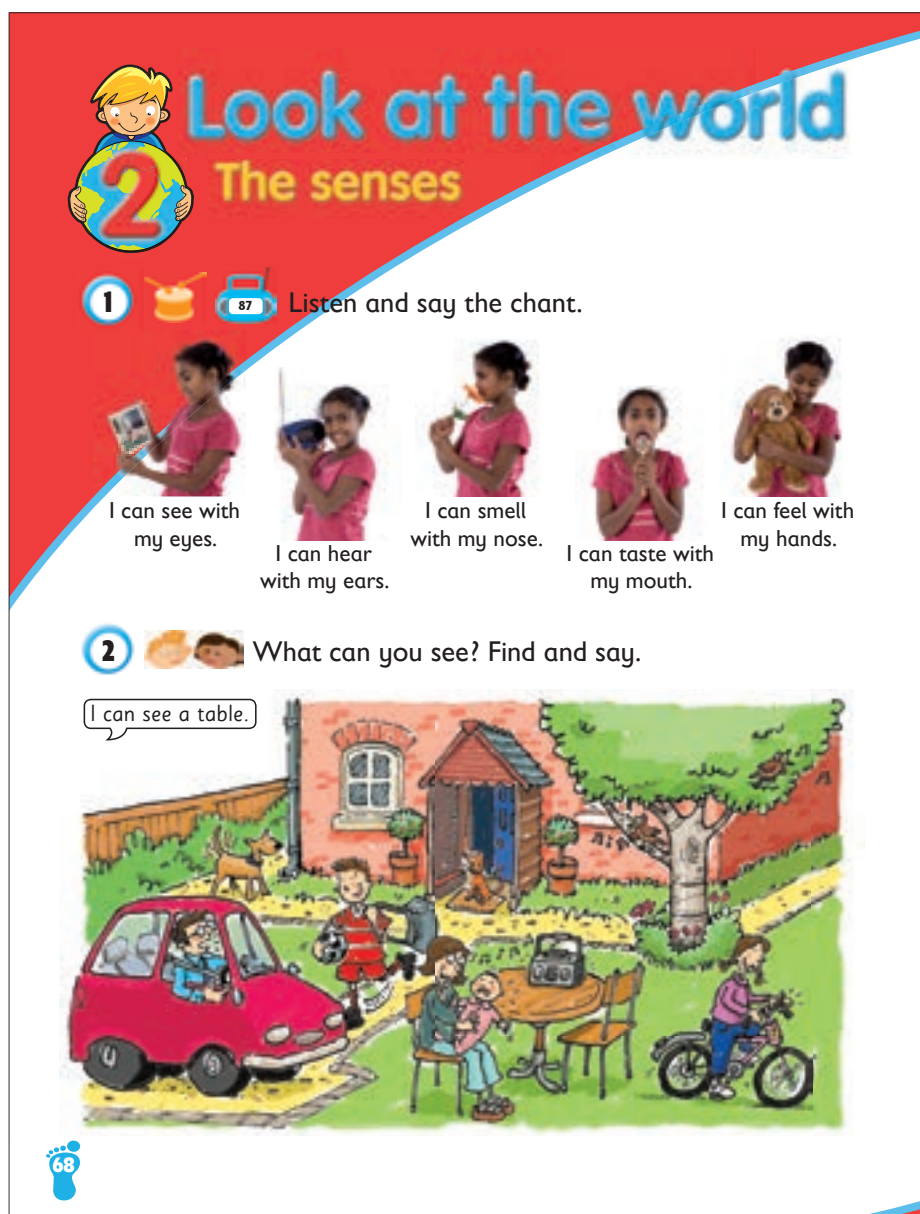
- ▶ Ask the class to look at the picture and read the speech bubble. Explain that they are going to use their eyes, and say what they can see. Elicit some examples from individuals, e.g. *I can see (a car)*. The other pupils find the car and point to it.
- ▶ Pupils then work in pairs.

3 What can you hear? Listen and say.



- ▶ Explain to the pupils they are now going to use their ears to listen, and say what they can hear by listening and looking at the picture on page 68. Read the speech bubbles aloud.
- ▶ Play the recording (page 89) once, pausing after each sound to elicit what the pupils can hear. Teach any new words as they arise.
- ▶ Play the recording again, pausing after each sound for the pupils to find and point to what they can hear. Encourage the pupils to say *I can hear (a dog)*.


4 What can you feel? Play a game.


- ▶ Ask the pupils to look at the photos and read the speech bubbles. Explain that they are going to use their hands and fingers to see what they can feel in a bag, like the children in the photos.
- ▶ Ask the pupils to take out school objects and place them on the desk.





Look at the world
The senses


1   Listen and say the chant.



 I can see with my eyes.

 I can hear with my ears.


 I can smell with my nose.


 I can taste with my mouth.

 I can feel with my hands.

2   What can you see? Find and say.

I can see a table.





- ▷ You can play this game at the front of the class, secretly putting objects in a non-transparent bag for individuals to feel and guess what they are, saying *I can feel (a rubber)*.
- ▷ Alternatively, pupils can play in small groups. Pupil A turns their back to the other pupils in the group. The other pupils choose an object and put it in Pupil A's hands, who guesses it and says *I can feel a (rubber)*. The pupils then change roles.

5  **What can you smell and taste? Listen and point.**


- ▷ Ask the pupils to look at the photos. Identify what they can see. Explain that the children are playing a smelling and tasting game.
- ▷ Ask the pupils to listen to the recording (page 89), pausing for the pupils to point to the correct picture.

Ending the lesson


- ▷ Divide the class into five groups. Play the chant again, encouraging each group to say a line. Change the groups and repeat.

Extra activity

- ▷ If you wish, you can play a similar game to Activity 5 in class. Take in a blindfold and food and drink items for the pupils to smell and taste. Note: Always check with the class tutor, parents or carers, that none of the pupils have any food allergies before doing this type of activity.

3  **What can you hear? Listen and say.**



4  **What can you feel? Play a game.**



5  **What can you smell and taste? Listen and point.**



Look at the world 3

Animals

LESSON AIMS learning about animals around the world, learning new animal and food words

TARGET LANGUAGE adjectives and verbs from the course, *elephants, crocodiles, squirrels, lions, gorillas, giraffes, penguins, meat, grass, leaves, fruit, fish, nuts, tail. It's (brown and furry). It can/can't (run fast). It's got (a long tail). It likes (meat).*

RECEPTIVE LANGUAGE *What do they eat? Guess.*

MATERIALS Pupil's Book pages 70 and 71, Class CD

Warmer

- Put the pupils into small groups of three or four, and ask them to make a list of as many animals they know in English as possible.
- Elicit the answers on the board, and see which group could think of the most.
- If you have any pupils from other countries in your class, encourage them to talk about what animals there are in their country.

Pupil's Book pages 70 and 71

1 What do they eat? Listen and match.

- Ask the pupils to look at the pictures. Read and teach the new words.
- Explain that they are going to learn what each of the animal eats. First, see if individuals can guess what each animal eats.
- Play the recording (page 89), pausing for the pupils to match the animal with the food.
- Play the recording again to check the answers.

2 Guess what they eat.

- Ask the pupils to look at the photos. Read aloud the labels and speech bubble. Teach any new words.
- Ask them to guess what the animals eat.
- Elicit (*Gorillas eat (fruit and nuts)*). Write the suggestions on the board.


Then listen and check.

- Ask the pupils to listen and see if their answers were correct.
- Play the recording (page 89), pausing to check the answers with the pupils' guesses.


Look at the world

Animals


1 What do they eat? Listen and match.




elephants




crocodiles




squirrels



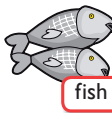
meat




leaves



grass




fish




nuts and fruit

2 Guess what they eat. Then listen and check.




lions


Lions eat meat.




gorillas




penguins



giraffes





3  **Read and say the animal from page 70.**

- ▶ Ask the pupils to look at the texts. Read them aloud with the pupils. Teach any new words.
- ▶ The pupils then work individually to read the descriptions and match them to the animals on page 70.
- ▶ Check the answers with the class.

4  **Which animal is missing? Write a description.**


- ▶ After the pupils have matched the descriptions to the animals, ask them which animal did not have a description (the giraffe).
- ▶ Ask them to work in pairs, or individually to write a description of a giraffe, based on those in Activity 3.
- ▶ On the board, elicit sentences from the pupils to make up the description, which the pupils then copy in their books.

5  **Play Animal Mime.**

- ▶ Ask the pupils to look at the pictures and read the speech bubbles. Explain that the children are playing a mime game. One child is miming an animal, and the others are asking questions to guess the animal.
- ▶ First, play the game as a class activity. Ask individuals to mime an animal and encourage the pupils to ask questions *Has it got (two legs)? Can it (swim)? Is it a (penguin)?*
- ▶ The pupils can then play the game in small groups of three or four. The pupils take turns to mime.

Ending the lesson

- ▶ In pairs, Pupil A chooses an animal from the lesson. Pupil B asks questions to guess the animal *Is it (big)? Can it (swim)?* When Pupil B has guessed the animal, the pupils change roles.

3  **Read and say the animal from page 70.**

This animal is big. It's brown and furry. It's strong. It can run fast. It can swim. It's got a long tail. It likes meat.


This animal is small. It's black and white. It's got big black eyes. It's got two legs. It can swim. It can't fly. It likes fish.

This animal is small. It's brown. It's got a big tail. It can run. It can climb trees. It likes nuts.

This animal is big. It's got a big tail. It's got a big mouth. It can swim. It can't climb trees. It likes fish.

This animal is big and black. It's furry. It can climb trees. It can't fly. It likes leaves and fruit.

This animal is big and grey. It's got a long nose. It's strong. It can't climb trees. It can swim. It likes grass, leaves and fruit.

4  **Which animal is missing? Write a description.**

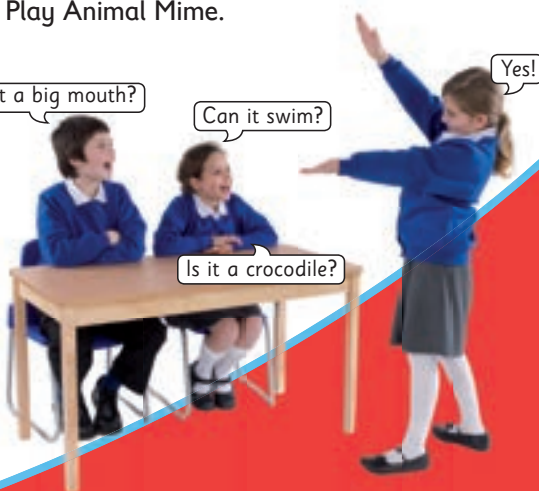
5  **Play Animal Mime.**

Has it got a big mouth?

Can it swim?

Yes!

Is it a crocodile?



Units 1–10 Tapescripts

CD1 Unit 1 Lesson 1

Recording 2

(Picture 1)

VOICE: This is Greenwood Primary School.

MISS HILL: Thank you, Stan. Thank you, Joe.

(Picture 2)

JOE: Hello! What's your name?

ALFIE: My name's Alfie.

(Picture 3)

MISS HILL: And how old are you?

ALFIE: I'm eight.

Recording 3

What's your name?

My name's Alfie.

How old are you?

I'm eight.

What's your name?

My name's Poppy.

How old are you?

I'm eight.

What's your name?

My name's Ryan.

How old are you?

I'm eight.

What's your name?

My name's Victoria.

How old are you?

I'm nine!

Unit 1 Lesson 2

Recording 4

(Picture 1)

ALFIE: My favourite colour is green.

I've got a green schoolbag.

(Picture 2)

VICTORIA: My favourite colour is yellow.

I've got a yellow pencil case.

(Picture 3)

RYAN: My favourite colour is red.

I've got a red car.

(Picture 4)

POPPY: My favourite colour is blue.

I've got a blue ball.

Recording 5

(Picture 1)

1 Hello. My name's Ben. I'm eight. My favourite colour is yellow. I've got a yellow computer game.

(Picture 2)

2 Hello. My name's Megan. I'm ten. My favourite colour is pink. I've got a pink bike.

(Picture 3)

3 Hello. My name's Jack. I'm nine. My favourite colour is green. I've got a green skateboard.

(Picture 4)

4 Hello. My name's Amy. I'm nine. My favourite colour is purple. I've got a

purple book.

(Picture 5)

5 Hi! My name's Harry. I'm seven. My favourite colour is blue. I've got a blue scooter.

Unit 1 Lesson 3

Recording 6

(Picture 1)

POPPY: Hello. Can I help you?

OLD WOMAN: Thank you. What's your name?

POPPY: Poppy.

(Picture 2)

POPPY: Have you got a cat?

OLD WOMAN: Yes, I have.

(Picture 3)

OLD WOMAN: Have you got a pet?

POPPY: No, I haven't.

(Picture 4)

OLD WOMAN: What's your favourite colour?

POPPY: Blue

OLD WOMAN: This is for you. Thank you.

Story Time Pirates 1

Recording 7

(Picture 1)

MCRAT: Look, the fort! Home again.

(Picture 2)

DOO DOO: What's your name?

MCRAT: I'm McRat. Open the door!

(Picture 3)

DOO DOO: Captain McRat!

MC RAT: This is Ritarat and Pavaratty. And this is Ratino.

(Picture 4)

RATINO: What's your name?

DOO DOO: My name is Doorinkadooranabus. Call me Doo Doo.

(Picture 5)

DOO DOO: Have you got the treasure?

MCRAT: Yes, I have. Look!

(Picture 6)

DOO DOO: Ah treasure! Look at this stone. My favourite colour is red.

(Picture 7)

MCRAT: Hide the treasure.

(Picture 8)

MC RAT: Have you got a pencil?

DOO DOO: Yes, I have, sir.

(Picture 9)

MCRAT: The treasure is in cannon number 3.

(Picture 10)

MCRAT: Let's go to the inn. Goodbye, Doo Doo!

DOO DOO: Goodbye!

Unit 2 Lesson 1

Recording 8

(Picture 1)

RYAN: Look, Victoria! It's a rocket!

VICTORIA: And this is a bus.

ALFIE: And this is a car for my mouse.

(Picture 2)

VICTORIA: What's this?

POPPY: It's a submarine.

(Picture 3)

ALFIE: Sorry!

POPPY: Oh, no!

(Picture 4)

ALFIE: Look at your submarine, Poppy!

POPPY: The stone! It's magic!

Recording 9

What's this? It's a rocket.

What's this? It's a bus.

What's this? It's a car.

What's this? It's a submarine. (x2)

Unit 2 Lesson 2

Recording 10

1 A: What's this?

B: It's a rocket. (*rocket taking off*)

A: What colour is it?

B: It's grey.

2 A: What's this? (*moving train*)

B: It's a train.

A: What colour is it?

B: It's white.

3 A: What's this? (*moving bus*)

B: It's a bus.

A: What colour is it?

B: It's red.

4 A: What's this? (*moving bike*)

B: It's a bike.

A: What colour is it?

B: It's orange.

5 A: What's this? (*plane taking off*)

B: It's a plane.

A: What colour is it?

B: It's white and blue.

6 A: What's this? (*submarine*)

B: It's a submarine.

A: What colour is it?

B: It's yellow.

7 A: What's this? (*car revving*)

B: It's a car.

A: What colour is it?

B: It's pink.

8 A: What's this? (*helicopter flying*)

B: It's a helicopter

A: What colour is it?

B: It's yellow and black.

Unit 2 Lesson 3

Recording 11

RYAN: What are these?

ALFIE: They're rubbers.

Recording 12

RYAN: What are these?

ALFIE: They're rubbers.

RYAN: What are these?

ALFIE: They're pencils.

RYAN: What are these?

ALFIE: They're pens.

RYAN: What's this?

ALFIE: It's a ruler.

Backtrack 1 Lesson 1

Recording 13

It's a car. It's red.
They're rockets. They're yellow.
They're school bags. They're green.
It's a cat. It's brown.
It's a school bag. It's pink.
They're cats. They're orange.
They're cars. They're black.
It's a rocket. It's purple.

Backtrack 1 Lesson 2

Recording 14

Have you got a dog?
Have you got a cat?
Oh, no I haven't
But I've got a rat!
Have you got a car?
Have you got a train?
Oh, no I haven't
But I've got a plane!
I've got a plane
And it's big and blue.
It's for my rat
And it's not for you! (x2)
It's not for you!

Recording 15

Play a game on a train.
Play a game on a train.
Play a game on a train.

Unit 3 Lesson 1

Recording 16

(Picture 1)
OFFICIAL: Ready, steady, go!
(Picture 2)
JOE: 10, 20, 30, 40, 50
STAN: London Marathon. Ah!
(Picture 3)
JOE: 60, 70, 80, 90, a hundred!
(Picture 4)
STAN: Look out!
ATHLETES: Ooff! Ow!
JOE: Sorry

Recording 17

Ten! Twenty! Thirty! Forty! Fifty! Sixty!
Seventy! Eighty! Ninety! A hundred! (x2)

Unit 3 Lesson 2

Recording 18

1 He's number 42.
2 She's number 68.
3 He's number 75.
4 She's number 97.
5 She's number 56.
6 He's number 83.

Recording 19

75, 56, 83, 68, 42, 97.

Recording 20

52, 48, 35, 27, 76, 93.

Unit 3 Lesson 3

Recording 21

1 She's hungry.
2 He's surprised.
3 She's angry.
4 He's happy.
5 She's sad.
6 He's thirsty.

Recording 22

She's hungry.
He's surprised.
She's angry.
He's happy.
She's sad.
He's thirsty.

Story Time Pirates 2

Recording 23

(Picture 1)
DOO DOO: What's this? It's a rocket!
(Picture 2)
DOO DOO: It's a submarine. It's Fat Cat!
(Picture 3)
DOO DOO: Fat Cat! Oh dear! In here!
(Picture 4)
CREW CAT 1: I'm thirsty.
CREW CAT 2: I'm hungry.
(Picture 5)
FAT CAT: And I'm angry. Find the treasure
and the pirates!
(Picture 6)
FAT CAT: Open the door!
(Picture 7)
FAT CAT: Where's the treasure?
CREW CATS: It's not here, boss.
(Picture 8)
CREW CAT: What are these? Books,
pencils, rulers? Bah! No treasure.
(Picture 9)
DOO DOO: Ah ha! Red ... and a pen. I've
got an idea.

Unit 4 Lesson 1

Recording 24

(Picture 1)
ALFIE AND RYAN: Hello, Mrs Hill!
VICTORIA: Alfie! Be careful!
(Picture 2)
POPPY: Ow! My hand!
(Picture 3)
VICTORIA: My leg!
BOY 1: My head!
ALFIE: My foot!
GIRL 1: My arm!
RYAN: My bottom!
GIRL 2: My hair!
POPPY: My hand! It's OK!

Recording 25

Shake your head!
Shake your arm!
Shake your hand!
Shake your leg!
Shake your foot!
Shake your bottom! (x2)

Unit 4 Lesson 2

Recording 26

She's got long hair.
She's got brown eyes.
He's got short hair.
He's got green eyes.
She's got blonde hair.
She's got blue eyes.
He's got dark hair.
He's got brown eyes.

Recording 27

1 This is Poppy. She's got dark hair. She's
got green eyes.
2 This is Ryan. He's got blonde hair. He's
got short legs.
3 This is Victoria. She's got blue eyes.
She's got long hair.
4 This is Alfie. He's got dark hair. He's got
a big foot!

Recording 28

He's got short hair.
She's got long hair.
He's got dark hair.
She's got blonde hair.
He's got green eyes.
She's got brown eyes.

Recording 29

(Picture 1)
BOY: He or she?
GIRL: He.
BOY: Has he got blue eyes?
GIRL: Yes, he has.
BOY: Has he got dark hair?
GIRL: No, he hasn't.
BOY: David!
GIRL: Yes! My turn.
GIRL: He or she?
BOY: She.
GIRL: Has she got short hair?
BOY: No, she hasn't.
GIRL: Has she got blonde hair?
BOY: Yes, she has.
GIRL: Tessa!
BOY: Yes!

Backtrack 2 Lesson 2

Recording 30

He's got dark hair
And blue eyes,
And he's happy.
He's happy today!
She's got blonde hair
And green eyes,
And she's angry.
She's angry today!
He's got red hair
And blue eyes,
And he's sad.
He's sad today!
She's got dark hair
And brown eyes,
And she's hungry.
She's hungry today!

Recording 31

He's green. She's green.
He's green. She's green.
He's green. She's green.

Unit 5 Lesson 1

Recording 32

(Picture 1)

STAN: Look! It's a park.
JOE: Good! I'm hungry!
VOICE: It's a safari park.

(Picture 2)

JOE: What's this? ... It's an elephant!

(Picture 3)

STAN: Ah! It's a giraffe!
JOE: And an elephant.
STAN: A tiger! An ostrich!
JOE: A tortoise! A snake and a bear!

Recording 33

It's an elephant. It's a bear. It's a tiger.
It's an ostrich. It's a snake. It's a tortoise.
It's a giraffe.

Unit 5 Lesson 2

Recording 34

strong, tall, slow, fast, furry

Recording 35

strong, tall, slow, fast, furry

Unit 5 Lesson 3

Recording 36

(Picture 1)

STAN: Is it big?
JOE: Yes, it is.
STAN: Is it an elephant?
JOE: No, it isn't.

(Picture 2)

STAN: Is it a tiger?
JOE: Yes! It is! Run, Stan!

Recording 37

A: Is it big?
B: Yes, it is.
A: Is it an elephant?
B: No, it isn't.

Recording 38

- 1 Is it long?
- 2 Is it strong?
- 3 Is it small?
- 4 Is it fast?
- 5 Is it tall?
- 6 Is it small?

Story Time Pirates 3

Recording 39

(Picture 1)

DOO DOO: Red! My face, my arms, and my hands. Perfect.

(Picture 2)

CREW CAT 1: Ah! Red spots!
CREW CAT 2: What is it?
DOO DOO: I've got Doodoored! Don't touch me!

(Picture 3)

CREW CATS: He's got Doodoored! Help!

FAT CAT: Wait a minute!

(Picture 4)

FAT CAT: Doodoored? Red Doo Doo!
Quick! Find the pirates!

(Picture 5)

MCRAT: Oh! Doo Doo!
DOO DOO: Fat Cat is here!
PAVARATTY: Mamma mia!

(Picture 6)

PAVARATTY: I'm strong
MCRAT: Thank you, Pavaratty. Let's go!

(Picture 7)

RATINO: Look! It's big. And it's long. Is it a snake?

(Picture 8)

RITARAT: No, it isn't a snake. Don't worry, Ratino.

(Picture 9)

CREW CAT: MeOW!
MCRAT: It's Fat Cat! Shh!

Recording 40

RATINO: Look! It's big. And it's long. Is it a snake?

Recording 41

- 1 Dog barking.
- 2 Snake hissing.
- 3 Elephant trumpeting.
- 4 Duck quacking.
- 5 Goat bleating.
- 6 Cat miaowing.

Unit 6 Lesson 1

Recording 42

(Picture 1)

VOICE: Stan and Joe are at Victoria's house.

JOE: There's a kitchen. There's a living room. There are three bedrooms.

(Picture 2)

MUM: Paint the bedrooms green, pink and orange.

STAN: Green, pink and orange. OK!

(Picture 3)

STAN: Finished.
MUM: Green, pink and orange! Oh, no!

Recording 43

In my house there's a kitchen.
In my house there's a hall.
In my house there's a living room.
In my house there are three bedrooms.
In my house there are two bathrooms.
(x2)

Unit 6 Lesson 2

Recording 44

Door, sofa, window, chair, cupboard, bed, table, wardrobe

Recording 45

on, under, in, behind

Silver is on the wardrobe.
Silver is under the wardrobe.
Silver is in the wardrobe.
Silver is behind the wardrobe.

Backtrack 3 Lesson 1

Recording 46

There are two cats. They're on the sofa.
There's a book. It's in the cupboard.
There's a school bag. It's behind the door.
There are two balls. They're on the chair.
There's a snake. It's behind the sofa.
There's a tortoise. It's under the table.

Backtrack 3 Lesson 2

Recording 47

There's a spider in the kitchen.
There's a spider in the hall.
There's a spider in the bathroom.
There's a spider on the wall.

(Chorus)

Creep, creep, creep, creep, creeping,
The spider creeps along.
Creep, creep, creep, creep, creeping,
The spider walking song!

There's a spider in the cupboard.
There's a spider on the chair.
There's a spider on the table.
There are spiders everywhere!

(Chorus)

There's a spider in the kitchen.
There's a spider in the hall.
There's a spider in the bathroom.
There's a spider on the wall.

(Chorus)

The spider walking song!

Recording 48

An old stone nose. (x3)

CD2 Unit 7 Lesson 1

Recording 49

VOICE: There's a party at Greenwood School.

(Picture 1)

MISS HILL: Chocolate cake ... grapes ... biscuits ... apples ... sandwiches ... bananas ... fruit juice ...

VICTORIA: I like apples.
RYAN: I don't like bananas.

(Picture 2)

POPPY: Oh, no! Where's the pizza?

(Picture 3)

ALFIE: Look, Poppy! It's on the desk. I like pizza.

Recording 50

I like apples. I don't like sandwiches.
I like grapes. I don't like fruit juice.
I like biscuits. I don't like bananas.
I like chocolate cake. (x2)

Unit 7 Lesson 2

Recording 51

(Picture 1)

MISS HILL: Do you like pizza?

ALFIE: Yes, I do.
RYAN: No, I don't.

(Picture 2)

HEADMASTER: I'm sorry! Do you like cake, Miss Hill?

MISS HILL: Not much.

Recording 52

HEADMASTER: Do you like pizza?

MISS HILL: Yes, I do.

HEADMASTER: Do you like cake?

MISS HILL: Not much.

HEADMASTER: Do you like sandwiches?

MISS HILL: No, I don't.

Unit 7 Lesson 3

Recording 53

Jack likes chicken and carrots. He likes fruit juice. His favourite food is apples.

Megan likes pasta. She likes cheese. Her favourite food is grapes.

Ben likes chicken and rice. He likes fruit juice. His favourite food is bananas.

Amy likes sandwiches. She likes grapes and apples. Her favourite food is cheese.

Recording 54

He likes carrots.

She likes biscuits.

He likes bananas.

He likes grapes.

She likes cheese.

He likes sandwiches.

She likes apples.

She likes pasta.

He likes milk.

She likes fruit juice.

Story Time Pirates 4

(Picture 1)

FAT CAT: Where are the pirates?

(Picture 2)

FAT CAT: Look in the kitchen.

CREW CAT 3: OK, boss.

(Picture 3)

CREW CAT 1: Look! There are apples and bananas on the table. And there's a fish!

(Picture 4)

CREW CAT 1: Mmm! I like fish.

CREW CAT 2: Hey! Look in the cupboard!

(Picture 5)

CREW CAT 2: Argh! What's this?

CREW CAT 3: It's a monster!

(Picture 6)

CREW CATS 2 AND 3: There's a monster in the kitchen!

(Picture 7)

FAT CAT: Look in the bathroom.

CREW CAT 1: OK, boss.

(Picture 8)

FAT CAT: Where are they? Hmm. What is behind that door?

(Picture 9)

MCRAT: Come on, Ratino.

RATINO: OK, sir. I'm small.

Recording 56

1 There are two bananas on the table.

2 There are five grapes on the table.

3 There's water under the table.

4 There are two apples on the table.

5 There are four biscuits under the table.

6 There's fruit juice on the table.

Unit 8 Lesson 1

Recording 57

(Picture 1)

RYAN: Look! A competition!

ALFIE: And there's a prize!

(Picture 2)

RYAN: Dear Kids Fun, My name's Ryan.

I like sport. I can play football. I can swim.

VICTORIA: Dear Kids Fun, My name's

Victoria. I like music. I can play the recorder. I can dance.

ALFIE: Dear Kids Fun, My name's Alfie. I like art. I can paint. I can make models.

Recording 58

I can swim. I can play football.

I can dance. I can play music.

I can paint. I can make models.

Recording 59

1: Tony.

TONY: I can't swim. I can dance. I can't play the recorder. I can play football.

2: Ellen.

ELLEN: I can swim. I can't dance. I can play the recorder. I can't play football.

3: Amanda.

AMANDA: I can swim. I can't dance. I can play the recorder. I can play football.

4: Karl.

AMANDA: I can't swim. I can dance. I can play the recorder. I can't play football.

5: Susy.

SUSY: I can't swim. I can't dance. I can play the recorder. I can play football.

Unit 8 Lesson 2

Recording 60

She can ride a bike.

She can't skateboard.

He can rollerskate.

He can't sing.

Recording 61

She can ride a bike.

She can't skateboard.

He can rollerskate.

He can't sing.

Unit 8 Lesson 3

Recording 62

(Picture 1)

POSTMAN: This is for you.

ALFIE: It's the prize from Kids Fun!

(Picture 2)

ALFIE: Can you rollerskate?

VICTORIA: No, I can't.

(Picture 3)

ALFIE: Can you play the recorder?

VICTORIA: Yes, I can.

(Picture 4)

ALFIE AND VICTORIA: Let's swap!

Recording 63

ALFIE: Can you play the recorder?

VICTORIA: Yes, I can.

ALFIE: Can you rollerskate?

VICTORIA: No, I can't.

VICTORIA: Can you rollerskate?

ALFIE: Yes, I can.

VICTORIA: Can you play the recorder?

ALFIE: No, I can't.

Recording 64

1 PRESENTER: Very good, Michael. Now your prize. Can you skateboard?

MIKE: Er, no I can't.

PRESENTER: OK. Can you ride a bike?

MIKE: Yes, I can!

PRESENTER: Good! Here's your prize.

2 PRESENTER: OK Jinny, now your prize. Can you paint?

JINNY: Yes, I can!

PRESENTER: Good! Here's your prize.

3 PRESENTER: Very good, Mary! Now your prize. Can you skateboard?

MARY: Er, no I can't.

PRESENTER: OK. Can you play football?

MARY: Yes, I can. It's my favourite sport.

PRESENTER: Good! Here's your prize.

4 PRESENTER: Right, Robert. Your prize. Can you play football?

ROBERT: Er, no I can't.

PRESENTER: OK. Can you rollerskate?

ROBERT: Yes, I can. It's my favourite hobby.

PRESENTER: Great! Here's your prize.

Backtrack 4 Lesson 2

Recording 65

Do you like sport?

Yes, I do.

If you like sport,

What can you do?

I can play football,

I can swim too.

I can rollerskate.

What about you?

Do you like art?

Yes, I do.

If you like art,

What can you do?

I can make models,

I can paint too.

I can draw.

What about you?

Recording 66

Ride a white bike, Mike.

Ride a white bike, Mike.

Ride a white bike, Mike.

Unit 9 Lesson 1

Recording 67

(Picture 1)

STAN: Come on, Joe. Let's swim.

(Picture 2)

JOE: Oh no! My T-shirt!

STAN: My jeans!

(Picture 3)

JOE: Look, Stan! Trousers, a dress, a skirt, a jumper, socks, shoes, a hat and trainers.

(Picture 4)

STAN: Look! I'm wearing a skirt.

JOE: I'm wearing a dress.

Recording 68

I'm wearing a dress.
I'm wearing trousers.
I'm wearing a skirt.
I'm wearing jeans.
I'm wearing a jumper.
I'm wearing trainers.
I'm wearing a T-shirt.
I'm wearing socks.
I'm wearing a hat.
I'm wearing shoes. (x2)

Unit 9 Lesson 2

Recording 69

GIRL: What are you wearing?
BOY: I'm wearing jeans and a red T-shirt.
I'm wearing trainers.
GIRL: Harry!

Recording 70

1 WOMAN: Hello, Emma. What are you wearing?
EMMA: Hello, I'm wearing a red dress and a black hat. I'm wearing blue shoes.
2 WOMAN: Hello, Sam. What are you wearing?
SAM: Hi. I'm wearing jeans. I'm wearing a red hat and black trainers.
3 MAN: Hello, Sarah. What are you wearing?
SARAH: Hello. I'm wearing a pink skirt and a green jumper. I'm wearing yellow shoes.

Unit 9 Lesson 3

Recording 71

BOY: He's wearing a purple dress.
GIRL: Joe!
GIRL: She's wearing a brown skirt.
BOY: Miss Hill.

Story Time Pirates 5

Recording 72

(Picture 1)

MCRAT: Oh, no!
RATINO: It's OK, sir! I can swim!

(Picture 2)

RATINO: What are these? Clothes! I've got an idea.

(Picture 3)

RATINO: Hmm. Trousers, hats, a jumper, a dress ... Ugh! Socks!

(Picture 4)

RATINO: She's wearing a dress and a hat. He's wearing a hat, a jumper and trousers. Ha ha!

(Picture 5)

CREW CAT 2: Look at the window!
CREW CAT 3: Ghosts!

(Picture 6)

RATINO: Ha ha!
FAT CAT: Run!
CREW CAT 3: Help!

(Picture 7)

FAT CAT: Let's go!

(Picture 8)

PAVARATTY: Mamma mia!
MCRAT: Well done, Ratino!
RATINO: Thank you!

Unit 10 Lesson 1

Recording 73

(Picture 1)

MUM: Have you got a jumper?
POPPY: Yes, Mum. I've got two jumpers.

(Picture 2)

MUM: Where's your green skirt?
POPPY: It's in the wardrobe.

(Picture 3)

POPPY: Where's my stone?

(Picture 4)

POPPY: Here it is! Now I'm ready.

Recording 74

ALFIE: Here's my bag. Now, where's my trainer?
ADULT: It's under the bed.
ALFIE: Where are my jumpers?
ADULT: Look! They're on the bed.
ALFIE: Have I got my books?
ADULT: Yes. They're on the chair.
ALFIE: Oh no, my hats? Where are my hats?
ADULT: They're in the bag!
ALFIE: Where's my T-shirt?
ADULT: Here it is! It's in the cupboard.
ALFIE: And where's my ball?
ADULT: It's behind the door.

Unit 10 Lesson 3

Recording 75

(Picture 1)

POPPY: Hello, Stan and Joe!
JOE: Hello.
ALFIE: What are you wearing?
JOE: They're my favourite trousers!

(Picture 2)

JOE: Have you got your bag?
STAN: Oh, no! I haven't!

(Picture 3)

POPPY: Don't worry! I've got a present for you.
STAN: What is it?

(Picture 4)

STAN: Wow! My bag! Thank you.
POPPY: That's OK. Goodbye!

Backtrack 5 Lesson 2

Recording 76

She's wearing a green T-shirt
And a purple skirt.
She's wearing a green T-shirt
And a purple skirt.
She looks lovely, oh so lovely,

In the purple skirt.
She looks lovely, oh so lovely
In the purple skirt.

He's wearing blue trousers
And a yellow hat.

He's wearing blue trousers
And a yellow hat.

He looks lovely, oh so lovely,
In the yellow hat!

He looks lovely, oh so lovely,
In the yellow hat!

Recording 77

Two blue shoes on a scooter.
Two blue shoes on a scooter.
Two blue shoes on a scooter.

Story Time Pirates 6

Recording 78

(Picture 1)

DOO DOO: Ah, good! Goodbye, Fat Cat!

(Picture 2)

DOO DOO: Do you like fruit juice, Ratino?

RATINO: Yes, I do.

MCRAT: To Ratino!

(Picture 3)

RATINO: Cannon number 1.

MCRAT: Goodbye, Fat Cat!

PAVARATTY: Hooray!

(Picture 4)

RATINO: Number 2 sir?

MCRAT: OK, Ratino ...

(Picture 5)

MCRAT: No, Ratino. Not Cannon number 3!

PAVARATTY: Oh, no!

(Picture 6)

VILLAGE RAT 1: Look, treasure!

VILLAGE RAT 2: Fantastic!

VILLAGE RAT 3: Thank you!

(Picture 7)

PAVARATTY: My treasure! I'm sad!

RATINO: I'm sorry!

MCRAT: It's OK, Ratino.

(Picture 8)

DOO DOO: Do you like treasure? I've got another treasure map!

(Picture 9)

RITARAT: No, thank you.

MCRAT: Goodbye, Doo Doo!

DOO DOO: Wait!

Recording 79

MCRAT: To Ratino!

RATS: Hooray! To Ratino!

PAVARATTY: Do you like milk?

RATINO: No, I don't.

PAVARATTY: Oh!

RITARAT: Do you like fruit juice, Ratino?

RATINO: Yes, I do.

RITARAT: Fruit juice for Ratino!

DOO DOO: Do you like cheese?

RATINO: Yes, I do.

DOO DOO: Cheese for Ratino!

MCRAT: Do you like apples and grapes?

RATINO: Yes, I do.

RITARAT: Do you like fish?

RATINO: No, I don't. Ugh!

DOO DOO: Do you like cake?

RATINO: Mmm! Yes, I do. I love cake.

DOO DOO: Cake for Ratino!

MCRAT: Do you like biscuits?

RATINO: Not much. But I like bread.

MCRAT: And do you like pizza?

RATINO: Yes, I do.

MCRAT: Pizza for Ratino!

RATINO: Hooray!

Christmas

Recording 80

1 This is Father Christmas. He's got white hair and a white beard. He's got a sleigh. He's got presents for everyone!

2 Father Christmas has got nine reindeer. This is my favourite reindeer. His name is Rudolph. What colour is his nose?

3 This food is for Father Christmas and Rudolph. Father Christmas has got milk and a mince pie. Rudolph has got apples and carrots.

4 This is my stocking. Look! It is full of presents.

Recording 81

Jingle bells! Jingle bells!

Jingle all the way!

Oh, what fun it is to ride

On Santa's Christmas sleigh!

Easter

Recording 82

A This is Eggy. He's a boy. He's got dark hair and brown eyes. He's wearing a hat. He's happy.

B This is Egga. She's a girl. She's got long blonde hair and brown eyes. She's sad.

C This is Megg. She's a girl. She's got short hair and blue eyes. She's happy.

D This is Eggo. He's a boy. He's got dark hair and green eyes. He's angry.

Recording 83

Clap your hands for Easter!

Happy Easter Day!

Clap your hands for Easter!

The Bunny's on his way!

Stamp your feet for Easter!

Happy Easter Day!

Stamp your feet for Easter!

The Bunny's on his way!

Clap your hands for Easter!

Happy Easter Day!

Clap your hands for Easter!

The Bunny's on his way!

Shake your head for Easter!

Happy Easter Day!

Shake your head for Easter.

The Bunny's on his way!

Shake your head for Easter.

The Bunny's on his way!

Look at the world 1

Recording 84

1 This is a Maths lesson. What numbers can you see?

2 My favourite subject is English. Do you like English?

3 This is an Art lesson. What colours can you see?

4 I like Science. This is a Science lesson.

5 My favourite subject is PE. We play games and do sport.

6 I like Music. My favourite instrument is the piano.

Recording 85

(Picture 1)

Draw a butterfly.

(Picture 2)

Paint it red, yellow and blue.

(Picture 3)

Fold the butterfly.

(Picture 4)

Open the butterfly. What colours can you see?

Recording 86

Red and yellow make orange.

Blue and yellow make green.

Red and blue make purple. (x2)

Look at the world 2

Recording 87

I can see with my eyes.

I can hear with my ears.

I can smell with my nose.

I can taste with my mouth.

I can feel with my hands. (x2)

Recording 88

1 a dog barking

2 birds singing

3 music playing.

4 a cat miaowing

5 a car revving

6 bike wheels going round, bicycle bell

7 a baby crying

Recording 89

GIRL: What can you smell?

BOY: I can smell cheese!

GIRL: Right!

GIRL: What can you taste?

BOY: I can taste milk. Yum!

GIRL: Right!

BOY: What can you smell?

GIRL: Hmm. I can smell bananas.

BOY: Right!

BOY: What can you taste?

GIRL: I can taste pasta. Yuk! It's cold!

BOY: Right!

Look at the world 3

Recording 90

Elephants eat grass, leaves and fruit.

Crocodiles eat meat and fish.

Squirrels eat nuts and fruit.

Recording 91

Lions eat meat.

Gorillas eat leaves, nuts and fruit.

Penguins eat fish.

Giraffes eat leaves and fruit.

Poster 1

Transport

LESSON AIMS (for use during or after Unit 2) classifying different forms of transport

CROSS-CURRICULAR LINK transport and communications, technology

TARGET LANGUAGE *plane, helicopter, rocket, hot-air balloon, bus, train, bike, tractor, ship, submarine, yacht, sky, land, water. Where's the (plane/ship)? It's in the (sky/water). Where's the (train)? It's on the land.*

REVIEW *What colour is the (bus)? It's (red). What's this? It's a (green bike). The train is blue.*

MATERIALS pictures of different forms of transport (pupils can also bring these in), a bottle of water

Introducing the poster

- ▶ Use this poster during or after Unit 2.
- ▶ Tell the pupils you have a poster showing different means of transport. Ask them if they can guess what they will see on the poster. Elicit forms of transport from the pupils and write them on the board.
- ▶ Show the poster to the pupils and check how many forms of transport they guessed.
- ▶ Read the new words with the class: *hot-air balloon, tractor, ship, yacht.*

1 What colour is it?

- ▶ Ask the pupils *What colour is the train?* Elicit the answer *It's purple.* Repeat with other vehicles. Ask individuals pupils to take the teacher role.
- ▶ Call a colour and ask individual pupils to name the transport vehicle. This activity can also be played in teams.
- ▶ Point to a vehicle and ask *What's this?* Elicit the answer *It's a (blue bus).* Encourage less confident pupils to take the teacher role.
- ▶ Make true/false sentences, e.g. (False) *The bike is orange.* Encourage the pupils to answer, *No, it isn't. (It's black).* (True) *The ship is yellow.* The pupils answer *Yes, it is.* Ask individuals to be teacher and make sentences in the same way. Variation: If the sentence is true, the pupils repeat it. If it is false, they say nothing.
- ▶ As an additional activity, the pupils can play a memory quiz in teams. Take down the poster so the pupils can't see it and ask *What colour is the (train)?* The team members consult and one writes the answer and holds it up. Award points for correct answers.

2 Sky, land, or water?

- ▶ Show the bottle of water to the class.
- ▶ Point to the sky through the classroom window, and ask the pupils to repeat the word. Ask individuals to point to the word *sky* on the poster. Point out the clouds and the colour of the sky.
- ▶ Point to the land through the window and ask the pupils to find the word on the poster and read it. Point out the road, the railway, the cycle lane and the fields.
- ▶ Now ask *Where's the plane?* Help the pupils to answer *It's in the sky.* Repeat with *Where's the train? It's on the land. Where's the ship? It's in the water.* Write the questions and answers on the board. Continue asking questions about the other forms of transport. Encourage individuals to ask questions.
- ▶ Ask the pupils to count the number of vehicles in the sky, in the water and on the land.

3 Find more transport words. Then choose your favourite.

- ▶ Write headings *Sky, Land* and *Water* on the board. Using pictures from magazines or books, ask the pupils if they can think of any other types of transport, e.g. tram, truck, lorry, van, motorbike, barge, pedal boat, car-ferry, rowing boat, glider.
- ▶ As they name them, write the word in English on the board and ask the pupils: *Is it in the sky, on the land or in the water?* When they answer, ask individuals to copy the word and/or stick a picture in the correct column.
- ▶ Ask the pupils what forms of transport they most enjoy, or would like to use if they had the opportunity. Record their answers to find out the most popular choice in the class.

Ending the lesson

- ▶ Ask the pupils to draw (or find a photo/picture of) their favourite form of transport. They can write sentences describing it, e.g. *This is my favourite (hot-air balloon/truck). It is red and green. It is (in the sky/on the land).*
- ▶ A class display can be made using the pupils' pictures and descriptions. They can draw and paint the sky, a landscape and the sea. Then they can stick their pictures on the sky, land or water.



Poster 2

A big family house

LESSON AIMS identifying the rooms of a house and the furniture associated with each room

CROSS-CURRICULAR LINK family life

TARGET LANGUAGE rooms, furniture, prepositions, *father, mother, grandmother/granny, grandfather/grandpa, girl, boy*

REVIEW *dad, mum, sister, brother*

MATERIALS furniture flashcards, four pre-prepared word cards *There's, There are, a, s*, and number cards *one* and *two*, pre-prepared word cards for *mother, father, sister, brother, grandmother, grandfather*, a piece of card big enough to cover the title of the poster, one copy of the Poster 2 worksheet (page 94) per pupil, scissors

Introducing the poster

- ▶ Use this poster during or after Unit 6. It can also be used at the end of the course for revision.
- ▶ Cover the poster title with a strip of card and ask the pupils what the poster shows (*A house*). Ask *Is it big or small?* Elicit *It's big*. Ask *Who's in the house?* Elicit *A family*. Say *Yes, it's a big family house* while revealing the title.
- ▶ Look at the poster with the pupils and ask *How many rooms?* Volunteers count and say *Five rooms*.
- ▶ Read the labels with the pupils. Ask them to find the new furniture words. Read them with the class: *cooker, washbasin, toilet, bunk beds*.
- ▶ Ask the pupils to name the animals they can see: *cat, dog, mouse*. Explain that the plural of mouse is *mice*.

1 Make sentences.

- ▶ Ask the pupils to look at the kitchen. Say *There's a table. There's a cupboard. There are two chairs*. Write the sentences on the board. Ask the pupils to read the sentences with you. Now ask the pupils to look at the other rooms and name the things in them.
- ▶ Call five pupils to the front and give them the word cards to make sentences with *There's a* and *There are*, the furniture flashcards and the number cards. When the sentence is plural, use the *s* card to form the plural noun.
- ▶ Ask a volunteer in the class to say a sentence like the ones on the board. Ask the pupils with the cards to form the sentence. The rest of the class decide if it is correct or not.
- ▶ Continue with other groups of pupils.

2 Play true or false.

- ▶ Call out the words *mum, dad, granny* and *grandpa* and ask volunteers to come up and touch these people on the poster. Repeat the words and write them on the board.
- ▶ Read the cards for *mother, father, grandmother* and *grandfather* with the class. Ask individuals to match them with the forms on the board. Talk about the differences between the two forms (*mum* is the form used at home and *mother* is more formal), and how they say them in L1.
- ▶ Ask the pupils about the girls and boys in the poster. Elicit that they are brothers and sisters.
- ▶ Call True/False sentences, e.g. *Mum is in the bathroom*. If the sentence is true, the pupils put up their right hand. If it is false, they put up their left hand. Ask individuals to take the role of teacher and make sentences in the same way. Variation: If the sentence is true, the pupils repeat it. If it is false, they say nothing.

3 Find the family.

- ▶ Hand out the Poster 2 worksheet. Ask the pupils to cut out the family members. Play the game with a volunteer to demonstrate.
- ▶ The game is played in pairs with a book or folder between players so they can't see each other's sheet. Pupil A places each cut-out family member in a different room on his/her worksheet. Pupil B asks *Where's (mum)?* Pupil A says *She's in the (kitchen)*. Pupil B places mum in the bathroom and continues asking until all the family members have been placed in the house.
- ▶ Then the players remove the folder and check that all the family members are in matching rooms.
- ▶ Variation: Pupil A places the family members in different rooms. (More than one family member can be one room.) Pupil B asks *Is dad in the kitchen?* Encourage short answers, *Yes, he is* or *No, he isn't*. When Pupil B has placed all the family members according to Pupil A's answers, pairs compare their houses to see if they are the same.



4 Play Hide and Seek.

- ▶ Give the pupils 30 seconds to count all the animals in the house on the poster: 1 dog, 3 cats, 4 mice.
- ▶ Explain that the mice are cheeky and like playing in the house. Point to the main bedroom and ask a volunteer to find the mouse. *Where is it?* Elicit *It's under the bed*. Repeat with the other mice.
- ▶ Ask the pupils to find the cats and say where they are. Repeat with the dog.
- ▶ Ask the pupils to draw small pictures of a cat, a mouse and a dog in the house on their worksheets.
- ▶ They can now play the Hide and Seek game in pairs, e.g. *Where is the cat? It's in the kitchen, on the table*. Pupils take it in turn to ask the questions, to find out where their partner's animals are.

Ending the lesson

- ▶ Ask the pupils to draw and label their favourite house. They can draw a house like the one on the poster or the worksheet. The title will be *My favourite house*.
- ▶ As a writing activity, the pupils can write more sentences about their favourite house. Write some examples on the board, e.g. *There are (five) bedrooms. There is a garden. I'm in the (kitchen). My (dog) is in the (garden)*. Depending on the pupils' confidence, they can write one, two or more sentences.
- ▶ These pictures could be used to form a display in the classroom with the title *Our favourite houses*.

Poster 3

Jobs and clothes

LESSON AIMS identifying people and and jobs which involve providing services.

CROSS-CURRICULAR LINKS world of work, citizenship

TARGET LANGUAGE *job, uniform, police officer, shop assistant, nurse, teacher, bus driver, pilot, doctor, office worker, cook. What's his/her job? She's/He's a (cook). What's he/she wearing? He's/She's wearing a white (hat).*

REVIEW clothes, *What colour is his/her (hat)? It's (blue).*

MATERIALS pre-prepared word cards for the target jobs *police officer, shop assistant, nurse, teacher, bus driver, pilot, doctor, office worker, cook*; a strip of card to cover the poster title and a piece of card big enough to cover the job titles on the poster

Introducing the poster

- ▶ Use this poster during or after Unit 9.
- ▶ Cover the title with a strip of card and ask the pupils in L1 what they can see. Now uncover the title and read it with the class. Explain the meaning of *jobs* in L1.
- ▶ Look at the photos on the poster and talk about the different jobs. As the pupils name the jobs in L1, read the labels on the poster and ask them to say the English words with you.
- ▶ Point to the people with uniforms and say *uniform*. Ask *How many uniforms?*

1 Name the jobs.

- ▶ Point to the numbers on the photos and ask the pupils to count them. Call out a job and ask the pupils to say the number. Organise the pupils in teams, call jobs and award a point for each correct answer.
- ▶ Now call out numbers and ask the pupils to name the corresponding job. *What's job number (3)?* Help them to say the new words.
- ▶ Hand out the pre-prepared word cards. Ask each pupil to read the job on their card. Call a number. The pupil with the corresponding card goes up to the poster and matches it to the picture. He/She also says the word.
- ▶ Repeat with other groups. Volunteers can take the role of teacher.

2 Do a memory quiz.

- ▶ Point to yourself and ask the class, *What's my job?* Elicit the answer *Teacher*.
- ▶ Point to a photo on the poster and ask *What's her job?* Elicit *She's a nurse*. Repeat until the pupils are answering confidently.
- ▶ Ask the pupils to cover their eyes and turn towards the back of the class. Cover one job name with a piece of card. Ask them to turn around. Point to the photo with the covered word and ask *Who's this?* Elicit the answer *He's a (pilot)*. Write the answers on the board.
- ▶ Divide the class into small groups, give each group a piece of paper and ask them to write the numbers 1 to 9 down the left-hand side. Tell them they have one minute to look at the poster and then you will cover it or take it down. When the time is up, they write as many jobs as they can remember. (Make sure that no jobs remain on the board and that they do not start writing before the time is up.)
- ▶ Ask individuals from each group to come up and read their answers and write them on the board. Praise their work.
- ▶ As an additional writing activity, ask the pupils to write sentences about the pictures, e.g. *She's a bus driver*.

3 Guess the job.

- ▶ Point to a photo and ask *What colour is his jacket?* Elicit the answer *It's (black)*. Repeat with other photos.
- ▶ Describe the clothes worn by the cook. Say *He's wearing a white apron and a white hat*. Elicit the answer *He's a cook*. Repeat with several jobs. Point to a photo and say *What's he wearing?* Ask individuals to answer.
- ▶ Ask the pupils to say which people are not wearing uniforms (the teacher, the shop assistant and the office worker).
- ▶ Organise the pupils in teams. Give one pupil in each group a word card. He/She has to describe the person's clothes and the other team members answer *He's a (pilot)*.



4 What's your mum's/dad's job?

- ▶ Encourage the pupils to say *My mum's a (shop assistant)* or *My dad's a (cook)*. Write the new words they need on the board and give all the pupils an opportunity to answer. Help with any new vocabulary needed, e.g. *factory worker, housewife, painter, plumber, electrician, cleaner, receptionist, waiter, builder, engineer, lawyer, computer programmer*.
- ▶ Ask *Has your mum/dad got a uniform?* And elicit the answer *Yes, she/he has* or *No, he/she hasn't*.

Ending the lesson

- ▶ Ask the pupils to draw a picture of their mum or dad at work and to label it: *My mum/dad is a (teacher)*.
- ▶ Congratulate them on their drawings. Show one of the pupils' pictures to the class and ask the pupil to describe the person's job/clothes, e.g. *My mum's a teacher. She's wearing a red jumper and black trousers*. Give help as necessary. Repeat with other pupils.

Poster 4

School quiz

LESSON AIMS reviewing language learnt in *Look at the world* lessons and previous poster lessons through a fun quiz

CROSS-CURRICULAR LINK science and biology (the senses and animals) the world of work and technology (our daily lives, home, jobs, transport)

TARGET LANGUAGE school subjects, senses, animals, forms of transport, rooms in the house, furniture, jobs, clothes

MATERIALS transport flashcards, cut-out quiz cards (page 95) small stickers and a die for each team of (5) pupils.

Introducing the poster

- ▷ Use this poster as an end-of-course lesson, after Unit 10 and the *Look at the world* lessons.
- ▷ Read the title with the pupils and explain that they are going to play a question and answer quiz game. Explain that the questions are about the *Look at the world* lessons, and the *Transport*, *House* and *Jobs* posters.
- ▷ Note: To practise listening skills, many of the questions need to be read out to the pupils (see question cards on page 95). Setting a time limit for answering will encourage the pupils to concentrate.

1 Play a game.

- ▷ Ask the pupils to look at the board on the poster. How many colours are there? Explain that each colour corresponds to one quiz topic: *School* – red; *Senses* – yellow; *Animals* – green; *Jobs* – purple; *Transport* – blue; *House* – pink.
- ▷ Remind them it is important to listen carefully to the questions.
- ▷ Organise the pupils in teams and ask each team to choose a name, e.g. an animal or a sport. Write the team name on a sticker and stick this on the *Start* square. Number each member of the team.
- ▷ Call out a team and a number. The pupil with that number throws the die and moves the sticker on the board.
- ▷ If a team lands on one of the animal squares, choose and read out a question card describing an animal. If a team lands on one of the job squares, choose and read out an appropriate question card describing his/her job.

- ▷ Read the card slowly, sentence by sentence, allowing the pupils time to think and discuss quietly. The pupils can write the answer to avoid random verbal answers.
- ▷ Make it clear you will only read out the question card once. In this way, all the class will be encouraged to listen when a question is being asked.
- ▷ The team consult in whispers and tell the player pupil the answer. He/She can say the answer or write it on a piece of paper and hold it up. If it is correct, the team gets the star point(s). If it is wrong, leave the question open to the other teams. The first to give or write the answer gets the star points.
- ▷ Continue calling teams and numbers, keeping a record on the board of the numbers called so each pupil gets a turn.
- ▷ When the first team gets past the *Finish* square the game ends. The winner is the team with the most star points, and not necessarily the team that finishes first.
- ▷ As the pupils become familiar with the game, they can play at being the quizmaster and ask the questions.

2 Make new questions.

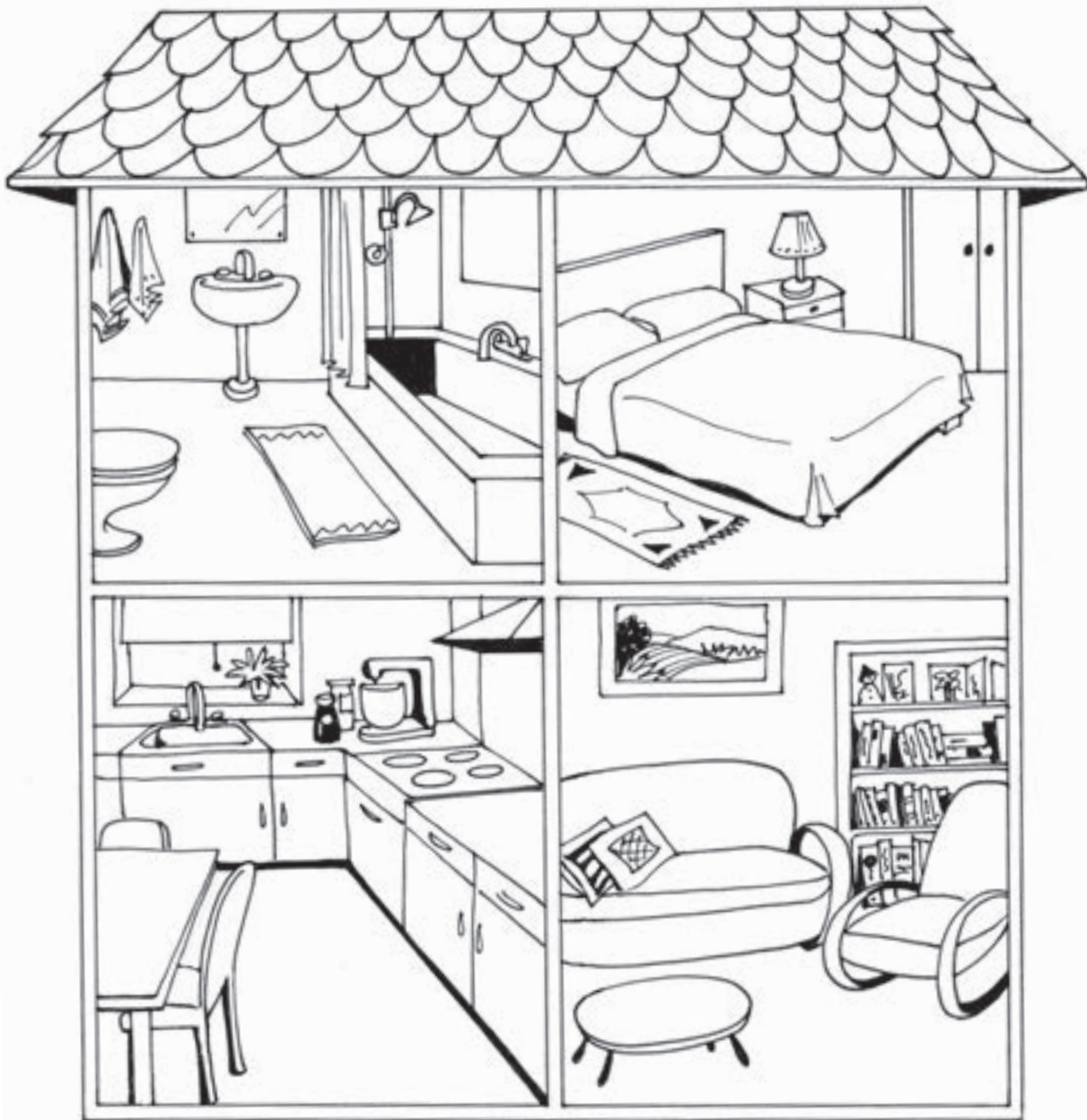
- ▷ Ask the pupils to write new questions for the quiz. In pairs, they can write a description of an animal (using the texts on page 71 of the Pupil's Book as models) or a job. You can make a selection of questions to add to the quiz questions.
- ▷ For the *Sense* questions, they can make sentences adding a sense object, e.g. *I can smell a rose with my (?)*. *I can see colours with my (?)*. These sentences could be printed and stuck on the board.
- ▷ The pupils can make new *House* questions by referring to individual rooms, e.g. *There is a cooker in the (?)*. *There are bunk beds in the (?)*.

Ending the lesson

- ▷ Ask the pupils to choose their favourite animal or job. Ask them to draw a picture of the animal, or themselves representing their favourite job. They then write a short description based on the descriptions used in the game.



Poster 2: Worksheet



Poster 4: Cut-out quiz cards

Animal Question

This animal is big and grey.
It eats leaves and fruit.
It's strong.
It's got a long nose.

Answer: Elephant

Animal Question

This animal is small and furry.
It's got a big tail.
It can climb trees.
It eats nuts.

Answer: Squirrel

Animal Question

This animal is big.
It's got a big mouth.
It's got a big tail.
It eats fish.
It can swim.

Answer: Crocodile

Animal Question

This animal is tall.
It's yellow and brown.
It eats leaves.
It's got a long neck.

Answer: Giraffe

Animal Question

This animal is small.
It's black and white.
It eats fish.
It can't fly.
It can swim.

Answer: Penguin

Animal Question

This animal is big.
It's brown and furry.
It's got a long tail.
It eats meat.
It can run fast.

Answer: Lion

Job Question

This is a man.
He's wearing a blue jacket.
He's in a bus.

Answer: A bus driver

Job Question

This is a woman.
She's wearing a black dress.
She's in a shop.

Answer: A shop assistant

Job Question

This is a woman.
She's writing on a board.
She's in a classroom.

Answer: A teacher

Job Question

This is a man.
He's wearing a uniform.
He's in a police car.

Answer: A police officer

Job Question

This is a woman.
She's wearing a white apron and a white hat.
She's got a carrot in her hand.
She's in a kitchen.

Answer: A cook

Job Question

This is a man.
He's wearing a blue uniform.
He's wearing a hat.
He's in a plane.

Answer: A pilot



DVD Levels 2 and 3

Episodes 1 to 3 of this DVD relate to *Tracks* Level 3. Episodes 4 to 5 relate to *Tracks* Level 4. 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.

Episode	Target language
1 Feelings	<p>Facial features: <i>eyes, nose, mouth, hair, ears</i></p> <p>Feelings: <i>thirsty, angry, happy, sad, hungry</i> <i>I'm (happy).</i> <i>He's/She's (happy).</i></p> <p>New words: <i>bored, tired</i></p>
2 Rooms	<p>Furniture: <i>table, chair, sofa, bed, wardrobe, bath, sink, cupboard</i></p> <p>Rooms: <i>living room, kitchen, bedroom, bathroom, garden</i></p> <p><i>Where's the (hamster)?</i> <i>It's/He's in/on/under/behind the (sofa).</i> <i>Is it/he (in the bathroom)?</i> <i>Where are you? I'm (in the garden).</i></p> <p>New words: <i>bath, towel, fridge, sink, computer, television/TV, hamster</i></p>
3 Clothes	<p>Clothes: <i>jumper, hat, skirt, boots, T-shirt, trousers, dress, socks, shoes</i></p> <p>Colours: <i>red, green, yellow, blue, pink, grey, black, brown</i> <i>I'm/He's/She's wearing (a red T-shirt).</i></p> <p>New words: <i>top, boots, jacket, sunglasses</i></p>

DVD Level 3 language summary

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 3 includes the following elements:

1 Fun activities with the family on board 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 the family watch inside the magic bus. It shows objects and animals outside the bus and introduces pupils to real elements of life in Britain, e.g. inside a circus, a British home and a clothes shop. This 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 the 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 features a special *Window on the World* viewing screen that the characters watch inside the magic bus. This allows pupils to see elements of British life as well as other items outside the bus. In the episodes to be used with *Tracks* Level 3, this will show them at a circus, inside a British home and a clothes shop.

There is a suggestion in each episode for ways to use these scenes to raise pupils' cross-cultural awareness.

Feelings

SUMMARY Anna and Thomas are busy in the Magic Bus, and their feelings change as the day goes on. The *Window on the World* screen shows a circus.

TARGET LANGUAGE facial features: *eyes, nose, mouth, hair, ears*; feelings: *thirsty, bored, angry, tired, happy, sad, hungry. I'm (happy). He's/She's (happy).*

MATERIALS items to make paper plate faces like those shown in the song (optional): paper plates, coloured paper for pupils to draw eyes, noses, or mouths, string or wool for hair, scissors, sticky tape and glue

1 Before watching

- ▷ Revise parts of the face with a simple TPR game. Give instructions for different parts of the face: *Touch your nose. Touch your ears. Close your mouth*, etc. For confident pupils add different descriptions into the instructions: *Boys with (brown eyes), stand up. Girls with (short hair), touch your nose*. Only pupils with matching features follow the instructions.
- ▷ Elicit words for feelings that the pupils know in English (*happy, sad, angry, surprised, hungry, thirsty*). Ask individual pupils *Are you (happy)?* They answer *Yes/No* and mime the feelings appropriately. Teach the new feelings *bored* and *tired* and practise in the same way.

2 Watch

- ▷ The pupils watch the episode from start to finish. Elicit any words that they remember hearing from the episode.

3 Watch and do

- ▷ Play the first part of the episode again (to just before we see the circus tent on the screen). Ask the pupils to point to their own facial features as they hear each one mentioned on the DVD.
- ▷ Play the second part of the episode again (watching the clown in the circus, up to where Anna says *He's sad now*.) Pause the DVD as necessary and elicit the clown's feelings *He's happy*, etc. For each one, encourage the pupils to act out the same feeling.
- ▷ Play the third part of the episode (up to the song). Encourage individual pupils to copy Anna's actions for each feeling and elicit the correct feeling from the rest of the class each time: *She's (happy)*. Ask *Is Dad angry? (No, he's happy)*.

4 Watch and sing

- ▷ Play the *Feelings* song again. Encourage the pupils to hum the tune first and join in with any actions. Explain any new language as necessary: *I'm feeling, smiley* and *yawn*.
- ▷ Play the song as often as necessary. As the pupils become more confident, they can join in with the words.
- ▷ Play the song again, pausing when the DVD shows Anna and Thomas with the little pictures of Dad showing different feelings. Ask individual pupils to choose one of Dad's feelings and act it out for the rest of the class to guess.
- ▷ If there is time, pupils can make paper plate faces like those shown in the song, and hold these up in front of their faces while they sing along.

SONG LYRICS

I've got two eyes,
A nose and a mouth.

I've got two ears
And a face.

I've got two eyes,
A nose and a mouth.

I've got two ears
And a smiley face.

(Chorus)

I'm feeling happy.

I'm feeling sad.

I'm feeling angry.

I'm feeling bored.

I'm hungry.

I'm thirsty.

I'm tired.

Big yawn!

I've got two eyes,
A nose and a mouth.

I've got two ears
And a happy face.

I've got two eyes,
A nose and a mouth.

I've got two ears
And a sad face.

(Chorus)

I've got two eyes,
A nose and a mouth.

I've got two ears
And a happy face.

Feeling happy!

Feeling happy!

Feeling happy!

5 Worksheet activity

- ▷ Hand out Worksheet 1.
- ▷ Activity 1. Pupils solve the anagrams and write the correct feelings on the rules provided. They then find the matching picture for each word and write the correct number in the box. Answers: 1 *thirsty*; 2 *happy*; 3 *bored*; 4 *sad*; 5 *hungry*; 6 *tired*.
- ▷ Activity 2. Pupils read the instructions and draw and colour the face on the clown.

6 After watching (optional)

- ▷ Play a mime game to practise feelings. Call out a feeling: *You're tired!* Ask the pupils to mime the feeling. Then mime a feeling yourself. The pupils call out, e.g. *You're bored!* The pupils can play the game in pairs or small groups.
- ▷ The pupils can make faces like the ones shown in the DVD, either a plasticine one, like the one Anna is making at the beginning of the episode, or a paper plate face, like the ones shown in the song.

7 Window on the World (optional)

- ▷ The *Window on the World* screen shows a circus tent and a clown getting ready. Circuses are a traditional family entertainment in the UK. Clowns are a key part of the circus act and their job is to make everyone laugh. Other traditional circus acts include acrobats, jugglers and tightrope walkers. Acts including animals (e.g. lion taming) are not common in the UK nowadays, but some circuses still include acts with circus ponies.
- ▷ Ask questions (L1) to encourage the pupils to think about any differences between circuses in the UK and their own country. Do you have circuses in your country? How many pupils have been to a circus? Did the circus have clowns? Were they the same as the one in the DVD? How were they different? What other acts did they see?

Rooms

SUMMARY Anna, Thomas and their mum are going to see Granny. Anna has got a present for Granny but she can't find it. While they are at Granny's, her hamster, Freddy, escapes and everyone looks for it. Thomas finally finds Freddy in the cupboard. This reminds Anna where she has put Granny's present – in the cupboard in the Magic Bus. She gives the present to Granny – a fruit cake.

TARGET LANGUAGE furniture: *table, computer, fridge, chair, sofa, television, TV, bed, wardrobe, bath, sink, cupboard*; rooms: *living room, kitchen, bedroom, bathroom; garden, towel. Where's the (hamster)? It's in/on/under/behind the (cupboard). Where are you?*

MATERIALS pre-prepared word cards with the following words written on them: *chair, sofa, television/TV, bed, wardrobe, towel, bath, sink, fridge, cupboard, adhesive putty*

1 Before watching

- ▶ Revise rooms in the house. Draw a large simple house outline on the board. Draw four rooms in the house and encourage the pupils to name them with you: *bedroom, bathroom, kitchen, living room*. Draw some simple flowers or trees next to the house and elicit the word *garden*.
- ▶ Read the word cards with the class. Pay special attention to the new words *bath, towel, fridge, sink* and *television/TV*. Encourage pupils to tell you where the furniture and other items should go in the house on the board, by asking questions: *Where's the sofa? (In the living room)*. Attach the *sofa* word card to the living room on the board with adhesive putty (or invite a pupil to the board to do this for you).
- ▶ Revise prepositions *in, on, under* and *behind*, by putting objects in, on, under and behind your chair, and asking the pupils where they are.
- ▶ Teach the other new words the pupils will need for the episode: *granny, grandad* and *hamster*.

2 Watch

- ▶ The pupils watch the episode from start to finish. Elicit any room and furniture words that they remember hearing from the episode. Ask them what gets lost (*Freddy the hamster*).

3 Watch and do

- ▶ Play the first part of the episode again (to where Mum says *Oh no*, as they realise they have lost Freddy). Pause the DVD as necessary and ask questions in English and L1: *Where are they going? (Granny's house.) Where's Granny? (In the living room.) Where's the fruit juice? (In the fridge.) What's the hamster's name? (Freddy.) Where's Grandad? (In the garden.)*
- ▶ Distribute the word cards to ten pupils in the class. Play the second part of the episode again (including the song and up to Anna shouting *In the cupboard! In the cupboard!*). As the family are searching for the hamster, pause the DVD after each question, e.g. *Is he on the chair?* The pupil with the word card *chair* puts their hand up. Ask the pupil the question again *Is he on the chair?* Elicit the answer *No*. Then play the answer and the next question. At the end of the second part, ask in L1: *Where is Anna going? What's in the cupboard?*
- ▶ Play the last part of the episode (inside the bus) again. Ask *Where's the present? (In the cupboard). What is it? (A cake.)*

4 Watch and sing

- ▶ Pupils watch the *Where Are You?* song again. Encourage them to hum the tune and join in with any room or furniture words. As they become more confident, they can join in with the rest of the words. If the pupils are very confident you can divide the class into three groups. One group sings the part of Mum, one the part of Thomas, and one the part of Anna.
- ▶ Play a memory game by testing if the pupils can remember where the characters are in the song. Ask *Where's Mum? (She's in the living room.) Where's Anna? (She's in the bedroom.) Is Thomas in the sink? (No.) Is Mum under the table? (Yes.)* Play the song again if necessary.

SONG LYRICS

Where are you?
Where are you?
Where are you?
Where are you?

I'm in the living room.
I'm in the garden.
I'm in the bedroom.
I'm in the kitchen.

Where are you?
Where are you?
Where are you?
Where are you?

On the sofa!
Under the table!

In the sink!
Behind the TV!

Where are you?
Where are you?
Where are you?
Where are you?

5 Worksheet activity

- ▶ Hand out Worksheet 2.
- ▶ Activity 1. The pupils find the objects in the picture and colour them in the correct colour.
- ▶ Activity 2. Pupils answer the questions by referring to the picture in Activity 1 and choosing preposition and furniture words from the word bank. Answers: 1 *Where's the hamster? It's under the sofa.* 2 *Where's the cake? It's in the cupboard.* 3 *Where's the book? It's on the table.* 4 *Where's the present? It's behind the television.*
- ▶ Activity 3. Pupils work in pairs. One pupil finds another object in the picture and makes a sentence, e.g. *There's an elephant on the sofa*. Their partner says *Yes* or *No*, depending on whether the sentence is true. If the sentence is false, they also say the true sentence, *No, there's a cat on the sofa*.

6 After watching (optional)

- ▶ Play a hide and seek game. Ask two pupils to go outside the class. The rest of the class help you to hide an object in, on, under or behind something, e.g. under your chair. Ask the two pupils back into the classroom and ask them to face the board. They have to find the object by taking turns to ask questions, e.g. *Is it on the (table)?*
- ▶ Pupils can then play this game in pairs, each hiding things in the class for their partners to find. Or they can use the worksheet to do a picture dictation in pairs. Each pupil describes the position of one object for their partner to draw in the picture, e.g. *There's a rabbit under the sofa*.

7 Window on the World (optional)

- ▶ The *Window on the World* screen shows the inside of a British home.
- ▶ Ask questions (L1) to encourage pupils to think about any differences between this home and typical homes in their own country. Do they live in a house or in a flat? Do they have a garden? Do they have a pet in their house? Do they or any of their friends have a hamster for a pet? What furniture do they have in their house? Is it similar to the furniture they see in the DVD? What differences can they see?

Clothes

SUMMARY Anna decides that Dad's clothes are old – his jumper even has a hole in it. They go shopping and discuss the different choices of colours and clothes. When they return to the Magic Bus, Dad shows Anna his purchases. To Anna's surprise he has bought clothes in the colours she thought were more interesting, not the usual grey. He has also bought her a present – a red T-shirt.

TARGET LANGUAGE clothes: *jumper, top, hat, skirt, boots, T-shirt, trousers, sunglasses, jacket, dress, socks, shoes*; colours: *green, yellow, blue, pink, grey, black, brown. I'm wearing (a red dress). He's/She's wearing (black shoes).*

MATERIALS magazine pictures of people wearing different clothes (for step 1); simple pre-prepared flashcards of the following clothes: grey trousers, a grey jumper, blue trousers, a pink jumper, sunglasses, a jacket, a hat, a dress, purple socks, shoes, a skirt, a red T-shirt, a top, a black jumper

1 Before watching

- ▷ Use the flashcards to revise clothes and teach the new words *jacket* and *sunglasses*.
- ▷ Practise by playing simple games. If pupils aren't wearing school uniform, call out different instructions associated with their clothes: *Red jumpers, stand up!* etc. Alternatively use the magazine pictures. Pupils find pictures of clothes they like and describe them to the class or a partner: *He's/She's wearing a (red jumper)*. If necessary, you can also revise colours by asking pupils to point to different items around the room: *Point to something grey, red, blue, pink, etc.*

2 Watch

- ▷ The pupils watch the episode from start to finish. Elicit who is going shopping (Dad and Anna) and any words that they remember hearing from the episode.

3 Watch and do

- ▷ Play the first part of the episode again (up to the *I'm wearing* song). Pause the DVD as necessary and ask the pupils questions in English and L1. Encourage pupils to answer in English: *What does Dad need? (A jumper.) What colours can you see? (Green, yellow, pink ...)* *What clothes can you see? (hats, skirts, T-shirts.) Does Dad like the pink*

jumper? (No.) Does he like the blue trousers? (No.) What colour does he like? (Grey.)

- ▷ Hand out the clothes flashcards to fifteen pupils in the class. Play the second part of the episode (from the *I'm wearing* song to the end). Pupils stand up when they hear the item of clothing on their flashcard mentioned.
- ▷ Collect in the flashcards and hold them up to the class. For each one, ask *Who's wearing (a pink jumper)? (Dad.)*
- ▷ Ask in L1 what clothes Dad bought from the shop and elicit the answer in English: *A pink jumper, blue trousers and a red T-shirt.*

4 Watch and sing

- ▷ The pupils watch the *I'm wearing* song again. Encourage them to hum the tune first and join in with any words they can. As they become more confident, they can then join in with the other words, too. If your class is very confident, you can divide the class into two groups, with one singing Anna's part, and one singing Dad's. Play the song again as often as necessary.

SONG LYRICS

I'm wearing grey trousers.

I'm wearing a grey jumper.

He's wearing blue trousers.

He's wearing a pink jumper.

I'm wearing sunglasses, a jacket and a hat.

I'm wearing a dress and purple socks and shoes.

She's wearing a skirt and a red T-shirt.

I don't like the skirt.

I like the red T-shirt.

She's wearing blue trousers and a black jumper.

I don't like the trousers.

I don't like the jumper.

I like the red T-shirt.

She's wearing sunglasses and a red T-shirt.

I like the red T-shirt.

I like the red T-shirt.

She likes the red T-shirt.

5 Worksheet activity

- ▷ Hand out Worksheet 3.
- ▷ Activity 1. The pupils find and circle the clothes words in the washing machine. They then circle the matching pictures.
- ▷ Ask them which clothes are not in the washing machine (shoes, sunglasses and hat). This is because these clothes items are usually not washed in a washing machine.

- ▷ Activity 2. Explain to the pupils that they are going to listen and write the correct words in the gap-fill texts. Then read the teacher script below.

Anna is wearing a red *T-shirt* and blue *jeans*. She's wearing blue *shoes*. Dad is wearing grey *trousers*. He's wearing a pink *jumper* and black *shoes*.

- ▷ The pupils then read the completed texts and match each one to the picture of the correct outfit. They then draw in the correct head on the figure – Anna or Dad, copying their features from their memory of the DVD.
- ▷ They then read the texts again and colour the clothes in the correct colour. They will need access to red, blue, grey, pink, brown and black colouring pencils or crayons.

6 After watching (optional)

- ▷ Help the pupils to stage their own fashion show. They can either describe their own clothes, or choose an outfit from the magazine pictures and describe it as if they are wearing it: *I'm wearing a purple hat and a pink dress.*
- ▷ The pupils can choose which clothes in Activity 1 they would like to wear.

7 Window on the World (optional)

- ▷ The *Window on the World* screen shows the inside of a British clothes shop. We also get an insight into British fashion and clothing choices.
- ▷ Ask questions (L1) to encourage pupils to think about any differences between this one and shops they go to in their own country. Are the clothes in this shop similar to the shops they visit in their country? What kind of clothes do they like to wear? Do they think Anna is interested in clothes and fashion? What about her dad? Are they/their family members interested in clothes and fashion?

1 Write the words. Then number the pictures.

1 hrityst thirsty

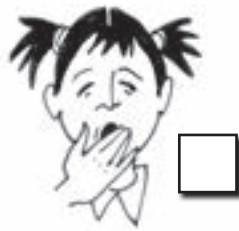
2 yppha _____

3 breda _____

4 das _____

5 yunrgh _____

6 diret _____



2 Read, draw and colour.

He's got blue eyes.

He's got big ears.

He's got a red nose.

He's got orange hair.

He's got a big red mouth.

He's a happy clown.



1 Find and colour.



a pink cake



a brown hamster



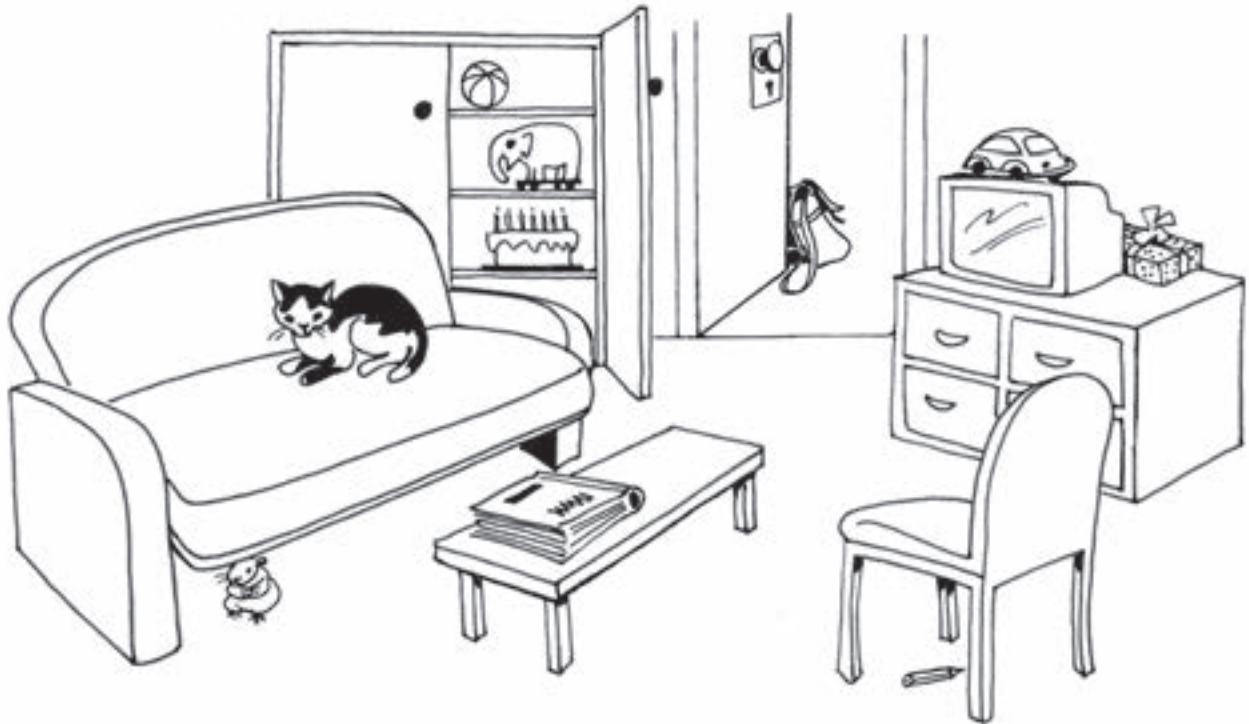
a red present



a blue book

2 Answer the questions.

in	under	behind	on
television	cupboard	sofa	table



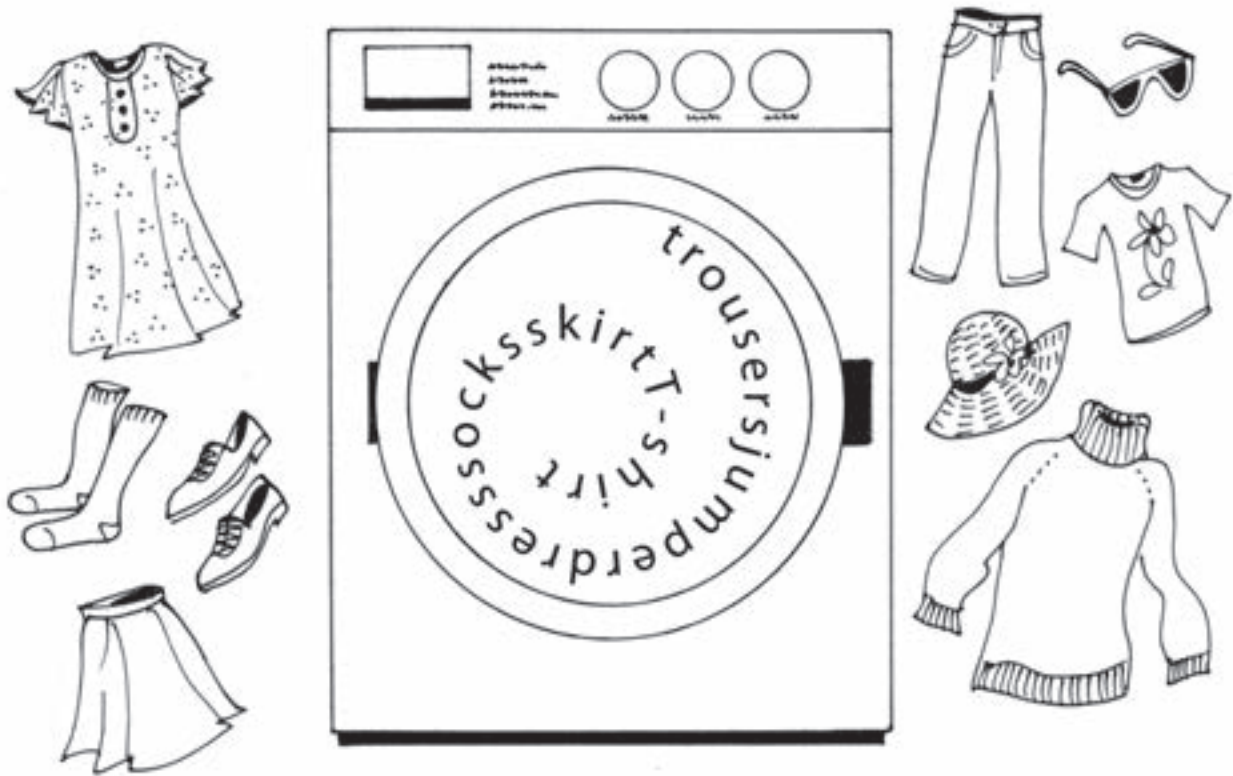
- 1 Where's the hamster? It's _____ the _____.
- 2 Where's the cake? It's _____ the _____.
- 3 Where's the book? It's _____ the _____.
- 4 Where's the present? It's _____ the _____.

3 Find some more objects in the room. Talk to your friend.

There's an elephant on the sofa.

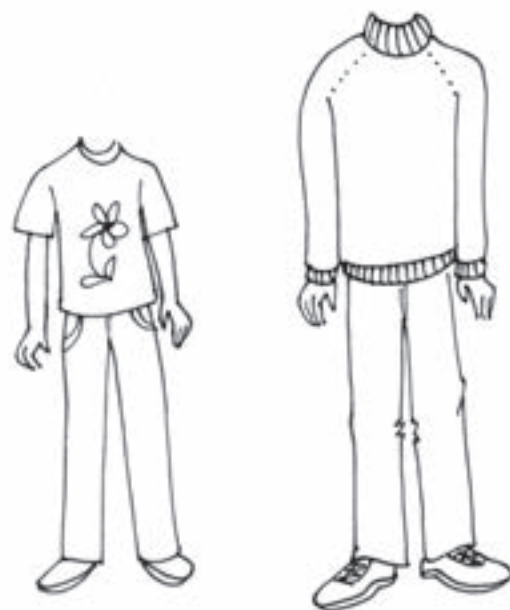
No! There's a cat on the sofa!

- 1 Which clothes are in the washing machine?
Circle the words and pictures.



- 2 Listen and write. Then match, draw and colour.

Anna is wearing a red _____ and blue _____ . She's wearing blue _____ .
Dad is wearing grey _____ . He's wearing a pink _____ and black _____ .



Evaluation and tests

Evaluation plays a key role in the teaching and learning process. It provides important information not only on the progress of the pupils, 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

We suggest that pupils' work and classroom activities are monitored on a regular basis. There is a photocopiable evaluation chart to record classroom activities (see page 106). This will enable 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

There are ten photocopiable tests (see pages 108–117) 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 and correct their own tests to 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 test record sheet for teachers to record the results of these tests on page 107. Pupils can record their results using the fun 'Colour the footprints' feature at the bottom of each evaluation sheet.

Self-evaluation

A self-evaluation stage is presented in the Activity Book at the end of Lesson 4 in each unit. Pupils are encouraged to review the unit's key structures orally, to personalise these where possible, and to rate their own performance by colouring the appropriate face. Congratulate them on their performance at the end of that unit and encourage them to appreciate what they have learned in that topic. If necessary, revisit any areas that need reinforcing.

At the end of the school year, pupils will receive a certificate (see page 119) for them to take home and show their parents.

Oral evaluation

As well as the more formal types of evaluation listed above, we suggest that you build informal evaluation into your 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 they should know.

Instructions for the tests

- ▶ Ask the pupils to write their name and class at the top of the page before they start the test.
- ▶ Make sure that they understand the instructions for each test activity.
- ▶ Pause the recording after each item to allow the pupils sufficient time to complete each task.
- ▶ If possible, mark the test with the pupils before recording their score in the test record sheet (page 107).

Test 1

1 Answer the questions. (2 marks)

- ▶ Pupils answer the questions with their name and age. Encourage them to write full sentences.
Answers: (Answers will vary.) 1 *My name's (Evie).*
2 *I'm (eight).*

2 Read and circle **Yes, I have** or **No, I haven't**. (4 marks)

- ▶ Pupils look at the pictures and read the question above each one.
- ▶ They then circle the correct answer in the speech bubble, each time, choosing from *Yes, I have* or *No, I haven't*.
Answers: 1 *Yes, I have.* 2 *No, I haven't.* 3 *No, I haven't.*
4 *Yes, I have.*

3 Look at Activity 2. Listen and colour the objects. (4 marks)

- ▶ Pupils will need access to purple, green, pink and red colouring pencils or crayons.
- ▶ Play or read the tapescript below. Pupils listen and colour the objects in the pictures in Activity 2.

TAPESCRIPT AND KEY

- 1 *My favourite colour is purple.*
- 2 *My favourite colour is green.*
- 3 *My favourite colour is pink.*
- 4 *My favourite colour is red.*

Count your score and colour the footprints.

- ▶ Once you/the pupils have marked the tests, encourage them to colour the footprints to show their score. Offer plenty of praise and encouragement and make a note for yourself of any areas that need further work.

Test 2

1 Write labels for the pictures. (4 marks)

- ▶ Pupils label the transport items, choosing the correct words from the word bank.
Answers: a) *car* b) *plane* c) *bus* d) *train*

2 Read and match. (2 marks)

- ▶ Pupils match each question to the correct answer.
Answers: 1b, 2a

3 Read and colour. (4 marks)

- ▶ Pupils will need access to green, purple, blue and yellow colouring pencils or crayons.
- ▶ Pupils read and colour the items in the correct colour.

Count your score and colour the footprints.

- ▶ Once you/the pupils have marked the tests, encourage them to colour the footprints to show their score. Offer plenty of praise and encouragement and make a note for yourself of any areas that need further work.

Test 3

1 Write the numbers. (4 marks)

- ▷ Pupils read the number words in the dominoes and write the correct number in figures. There is an example given.
Answers: 2 35, 3 89, 4 96, 5 52

2 Read and circle He's or She's. (3 marks)

- ▷ Pupils look at the pictures. They read the sentences below and circle *he's* or *she's* depending on whether the child in the picture is a girl or a boy.
Answers: 1 *She's* happy. 2 *She's* hungry. 3 *He's* angry.

3 Choose and complete. (3 marks)

- ▷ Pupils look at the pictures. They complete the sentences below with the correct emotion word, choosing from the wordbank.
Answers: 1 *She's surprised*. 2 *He's thirsty*. 3 *He's sad*.

Count your score and colour the footprints.

- ▷ Once you/the pupils have marked the tests, encourage them to colour the footprints to show their score. Offer plenty of praise and encouragement and make a note for yourself of any areas that need further work.

Test 4

1 Write labels for the pictures. (4 marks)

- ▷ Pupils label the body parts, choosing the correct words from the word bank.
Answers: a) *hand* b) *leg* c) *foot* d) *arm*

2 Read and draw. (4 marks)

- ▷ Pupils will need blue colouring pencils for this activity. They look at the pictures and identify the missing features. They then read the sentences and draw in the missing facial features in the correct size, colour or length each time.
Pupils should draw *big ears* and *short hair* on Ben's head.
Pupils should draw *blue eyes* and *long hair* on Ellie's head.

3  Look at Activity 2. Listen and answer about Ben and Ellie. (2 marks)

- ▷ Pupils look at the pictures of Ben and Ellie in Activity 2 again.
▷ Play or read the tapescript below. Pupils answer the questions, choosing the correct expression from the word bank.

TAPESCRIPT AND KEY

- 1 *Has he got long hair? (No, he hasn't.)*
2 *Has she got blue eyes? (Yes, she has.)*

Count your score and colour the footprints.

- ▷ Once you/the pupils have marked the tests, encourage them to colour the footprints to show their score. Offer plenty of praise and encouragement and make a note for yourself of any areas that need further work.

Test 5

1 Complete the sentences. (4 marks)

- ▷ Pupils look at the pictures and complete each sentence with a word from the box.
Answers: a) *bear* b) *ostrich* c) *tortoise* d) *elephant*

2  Listen and number the animals in Activity 1. (4 marks)

- ▷ Play or read the tapescript below. Pupils listen and write numbers next to the animals in activity above.

TAPESCRIPT AND KEY

- 1 *It's big and strong. It's grey. (d)*
2 *It's slow. (c)*
3 *It's got two legs. It's fast. (b)*
4 *It's big and furry. (a)*

3 Read, choose and write Yes, it is or No, it isn't. (2 marks)

- ▷ Pupils look at the pictures and read the question above each one. They answer the question, choosing from *Yes, it is* or *No, it isn't*.
Answers: a) *Yes, it is*. b) *No, it isn't*.

Count your score and colour the footprints.

- ▷ Once you/the pupils have marked the tests, encourage them to colour the footprints to show their score. Offer plenty of praise and encouragement and make a note for yourself of any areas that need further work.

Test 6

1 Write There's or There are. (4 marks)

- ▷ Pupils look at the picture of the bedroom. They then complete the sentences below, choosing *There's* or *There are*.
Answers:
1 *There are* two beds. 2 *There's* a table.
3 *There are* three windows. 4 *There's* a wardrobe.

2  Listen and number. (4 marks)

- ▷ Play or read the tapescript below. Pupils write the numbers next to the correct picture.

TAPESCRIPT AND KEY

- 1 *It's on the sofa.*
2 *It's under the chair.*
3 *It's behind the door.*
4 *It's in the cupboard.*

3 Look at Activity 2. Read, choose and write. (2 marks)

- ▷ Pupils read the gapped sentences, finding the pictures in Activity 2 again. They then complete the sentences, choosing the furniture items from the word bank. Note that two of the words in the word bank are distractors.
Answers: 1 *It's behind the door*. 2 *It's on the sofa*.

Count your score and colour the footprints.

- ▷ Once you/the pupils have marked the tests, encourage them to colour the footprints to show their score. Offer plenty of praise and encouragement and make a note for yourself of any areas that need further work.

Test 7

1 Write labels for the food. (4 marks)

- ▶ Pupils label the food on the picnic rugs, choosing from the word bank each time.
Answers: a) *apples* b) *fruit juice* c) *sandwiches* d) *biscuits*

2 Look at Activity 1. Read and write ✓ or ✗. (4 marks)

- ▶ Pupils read the sentences and decide if they are true or false, looking at the picnic rug in Activity 1 again. They write a tick next to the true sentences and a cross next to the false sentences.
Answers: 1 ✓ 2 ✗ 3 ✗ 4 ✓

3 Read and write Yes, I do or No, I don't. (2 marks)

- ▶ Pupils read the questions and look at the expressions on the children's faces to guess their answers. They then write *Yes, I do* or *No, I don't* in the speech bubbles.
Answers: 1 *No, I don't*. 2 *Yes, I do*.

Count your score and colour the footprints.

- ▶ Once you/the pupils have marked the tests, encourage them to colour the footprints to show their score. Offer plenty of praise and encouragement and make a note for yourself of any areas that need further work.

Test 8

1 Write labels. (4 marks)

- ▶ Pupils label the action pictures, choosing a phrase from the word bank each time.
Answers: a) *swim* b) *play the recorder* c) *ride a bike* d) *rollerskate*

2 Read the questions. Write Sam's answers. (3 marks)

- ▶ Pupils look at the picture of Sam and guess what he can do, by the clothes he is wearing and items he is carrying.
▶ They then read the questions and write the correct answer each time, as if they are Sam, choosing from *Yes, I can* or *No, I can't*.
Answers: 1 *Yes, I can*. 2 *No, I can't*. 3 *Yes, I can*.

3 Complete the sentences about Alice. (3 marks)

- ▶ Pupils look at the picture of Alice and guess what she can do. They then complete the sentences about her by writing in an activity word.
Answers: (Answers will vary.)
1 She can *rollerskate/swim/play the recorder*.
2 She can *rollerskate/swim/play the recorder*.
3 She can't *play football/ride a bike/* (other ability verbs)

Count your score and colour the footprints.

- ▶ Once you/the pupils have marked the tests, encourage them to colour the footprints to show their score. Offer plenty of praise and encouragement and make a note for yourself of any areas that need further work.

Test 9

1 Write labels for the clothes. (4 marks)

- ▶ Pupils label the clothes, choosing from the word bank each time.
Answers: a) *jumper* b) *trousers* c) *socks* d) *dress*

2 Listen and colour. (2 marks)

- ▶ Pupils will need access to pink, blue, purple and brown colouring pencils or crayons.
▶ Play or read the tapescript below. Pupils listen and colour the clothes. Point out that they need to listen carefully to whether you say *He's wearing* (for Ben) or *She's wearing* (for Ellie).
▶ Allocate one mark for each correctly coloured picture.

TAPESCRIPT AND KEY

- 1 *She's wearing a pink skirt.*
- 2 *He's wearing blue jeans.*
- 3 *She's wearing a purple T-shirt.*
- 4 *He's wearing brown trainers.*

3 Look at Activity 2. Read, choose and write about Ben. (4 marks)

- ▶ Pupils look at the picture of Ben in Activity 2 again.
▶ Pupils read the gap-fill text describing Ben, and complete it, choosing from the word bank each time.
Answers: *He's wearing blue jeans* and a *jumper*. *He's wearing brown trainers*.

Count your score and colour the footprints.

- ▶ Once you/the pupils have marked the tests, encourage them to colour the footprints to show their score. Offer plenty of praise and encouragement and make a note for yourself of any areas that need further work.

Test 10

1 Read, choose and write. (5 marks)

- ▶ Pupils look at the picture and read the gap-fill description.
▶ Pupils complete the gap-fill description, choosing from the word bank each time.
Answers: *She's got long hair*. *She's wearing a skirt* and a *T-shirt*. *She likes music*. *She can play the recorder*. *She's got a small rabbit*.

2 Read and write answers about you. (5 marks)

- ▶ Pupils read the questions and write true answers about themselves. If necessary, write some example answers on the board to help them.
Answers: (Answers will vary.)
1 *Yes, I have*.
2 *No, I don't*.
3 *I'm wearing blue trousers and a red T-shirt*.
4 *My favourite colour is red*.
5 *No, I can't*.

Count your score and colour the footprints.

- ▶ Once you/the pupils have marked the tests, encourage them to colour the footprints to show their score. Offer plenty of praise and encouragement and make a note for yourself of any areas that need further work.

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	9	10
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 Answer the questions.

1 What's your name? _____

2 How old are you? _____

2 Read and circle Yes I have or No, I haven't.

1 Have you got a book?



Yes, I have. /
No, I haven't.

2 Have you got a pencil case?



Yes, I have. /
No, I haven't.

3 Have you got a scooter?

Yes, I have. /
No, I haven't.



4 Have you got a car?

Yes, I have. /
No, I haven't.



3  **Look at Activity 2. Listen and colour the objects.**



Count your score and colour the footprints

Test **2** Name: _____

Class: _____

1 Write labels for the pictures.

bus plane train car

a



b



c



d



2 Read and match.

1



What's this?

a) They're cars.

2

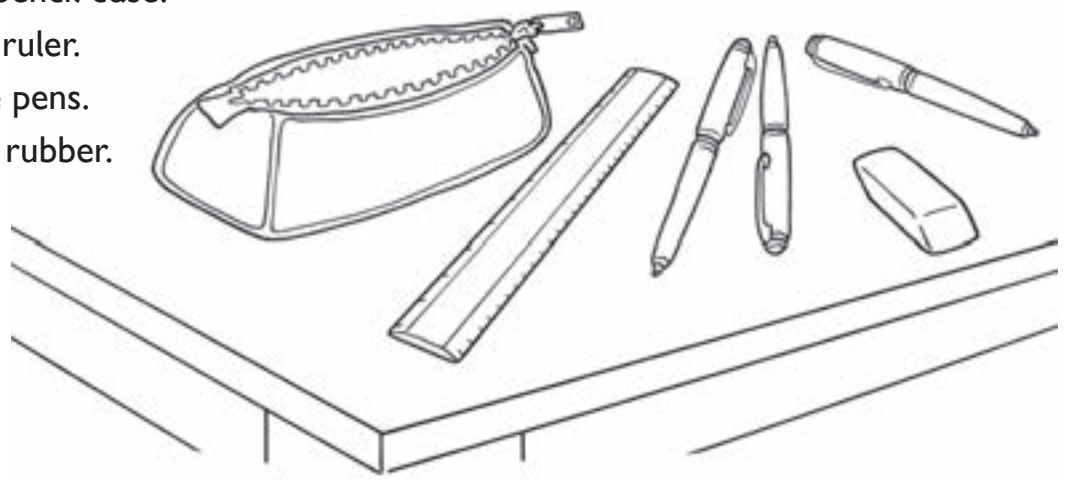



What are these?

b) It's a car.

3 Read and colour.

It's a green pencil case.
It's a purple ruler.
They're blue pens.
It's a yellow rubber.




Count your score and colour the footprints

Test 3 Name: _____

Class: _____

1 Write the numbers.

1 27 twenty-seven

2 _____ eighty

3 _____ eighty-nine

4 _____ ninety-six

5 _____ ninety

2 Read and circle He's or She's.



1 He's / She's happy.



2 He's / She's hungry.



3 He's / She's angry.

3 Choose and complete.

thirsty sad surprised



1 She's _____.



2 He's _____.



3 He's _____.



Count your score and colour the footprints

Test **4** Name: _____

Class: _____

1 Write labels for the pictures.

leg arm hand foot

a



b



c



d



2 Read and draw.



- 1 He's got big ears.
- 3 He's got short hair.

- 2 She's got blue eyes.
- 4 She's got long hair.

3  **Look at Activity 2. Listen and answer about Ben and Ellie.**

Yes, he has. No, he hasn't. Yes, she has. No, she hasn't.

- 1 _____
- 2 _____


Count your score and colour the footprints

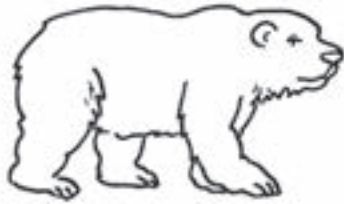
Test **5** Name: _____

Class: _____

1 Complete the sentences.

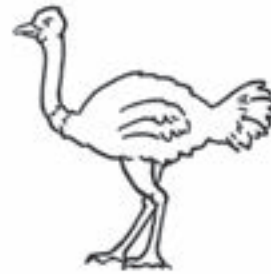
tortoise bear ostrich elephant

a



It's a _____ .

b



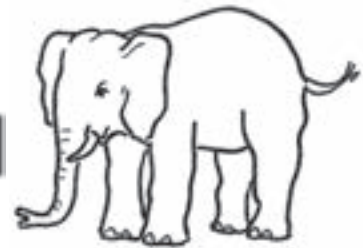
It's an _____ .

c



It's a _____ .

d



It's an _____ .

2  **Listen and number the animals in Activity 1.**

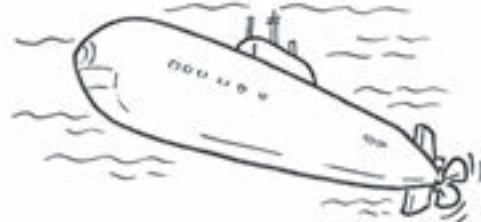
3 Read, choose and write Yes, it is or No, it isn't.

a



Is it fast?

b



Is it small?



Count your score and colour the footprints

Test **6** Name: _____

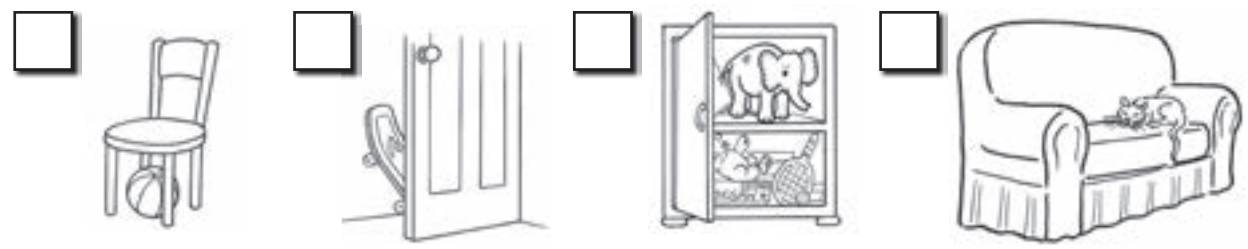
Class: _____

1 Write There's or There are.



- 1 _____ two beds.
- 2 _____ a table.
- 3 _____ three windows.
- 4 _____ a wardrobe.

2 Listen and number.



3 Look at Activity 2. Read, choose and write.

chair door cupboard sofa



- 1 It's behind the _____ .
- 2 It's on the _____ .

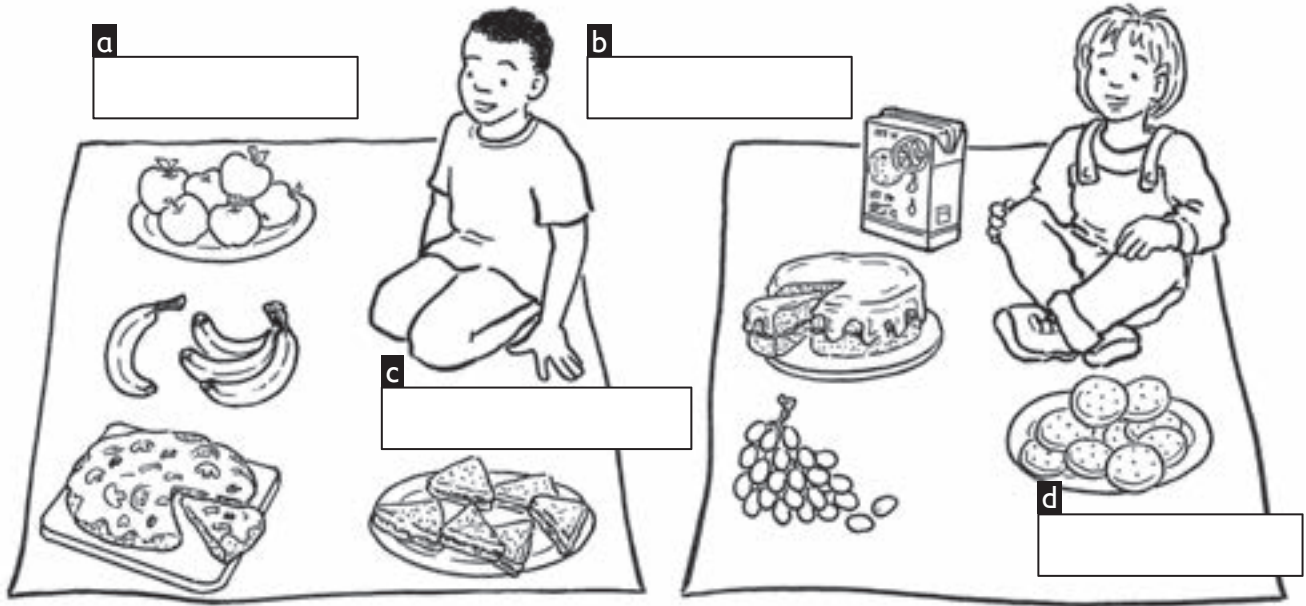
Count your score and colour the footprints

Test **7** Name: _____

Class: _____

1 Write labels for the food.

biscuits apples fruit juice sandwiches



2 Look at Activity 1. Read and write ✓ or X.

- 1 He likes bananas.
- 2 She likes pizza.
- 3 He likes chocolate cake.
- 4 She likes grapes.

3 Read and write Yes, I do or No, I don't.

1 Do you like chicken?

2 Do you like cheese?



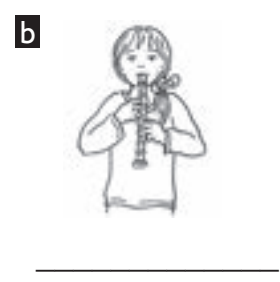
Count your score and colour the footprints

Test 8 Name: _____

Class: _____

1 Write labels.

play the recorder rollerskate swim ride a bike



2 Read the questions. Write Sam's answers.

Yes, I can. No, I can't.



- 1 Can you play football?
Sam: _____
- 2 Can you dance?
Sam: _____
- 3 Can you skateboard?
Sam: _____

3 Complete the sentences about Alice.

- 1 She can _____.
- 2 She can _____.
- 3 She can't _____.





Count your score and colour the footprints

Test **9** Name: _____

Class: _____

1 Write labels for the clothes.

trousers dress jumper socks









2  **Listen and colour.**

Ellie



Ben



3 Look at Activity 2. Read, choose and write about Ben.

trainers blue He's wearing

_____ wearing _____ jeans and a jumper.

He's _____ brown _____.



Count your score and colour the footprints

Test 10 Name: _____

Class: _____

1 Read, choose and write.

small recorder long likes skirt

She's got _____ hair.

She's wearing a _____

and a T-shirt.

She _____ music.


She can play the _____ .

She's got a _____ rabbit.

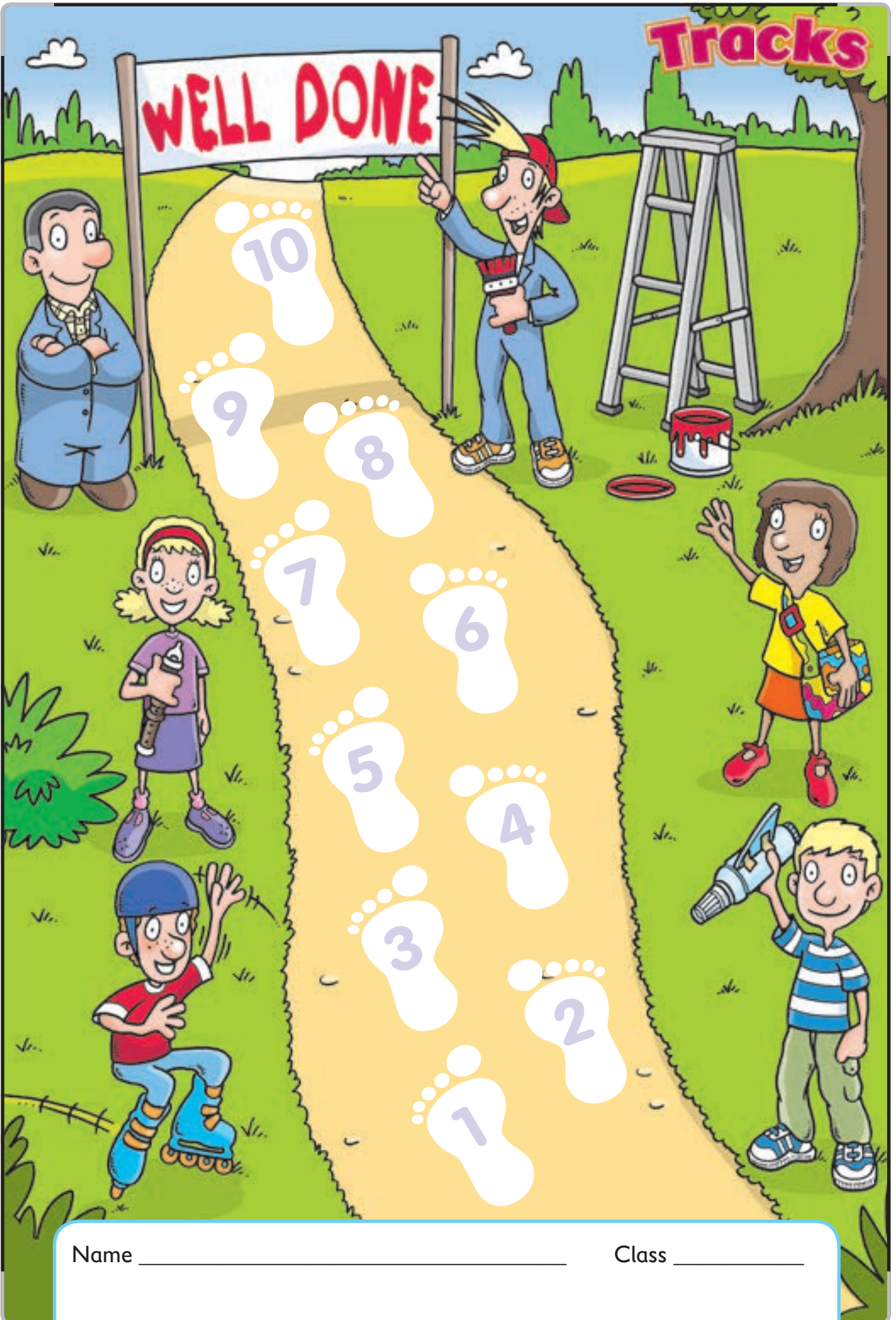


2 Read and write answers about you.

- 1 Have you got a sister? _____
- 2 Do you like pizza? _____
- 3 What are you wearing? _____
- 4 What's your favourite colour? _____
- 5 Can you play the recorder? _____


Count your score and colour the footprints

WELL DONE



Name _____

Class _____

