

# Tracks



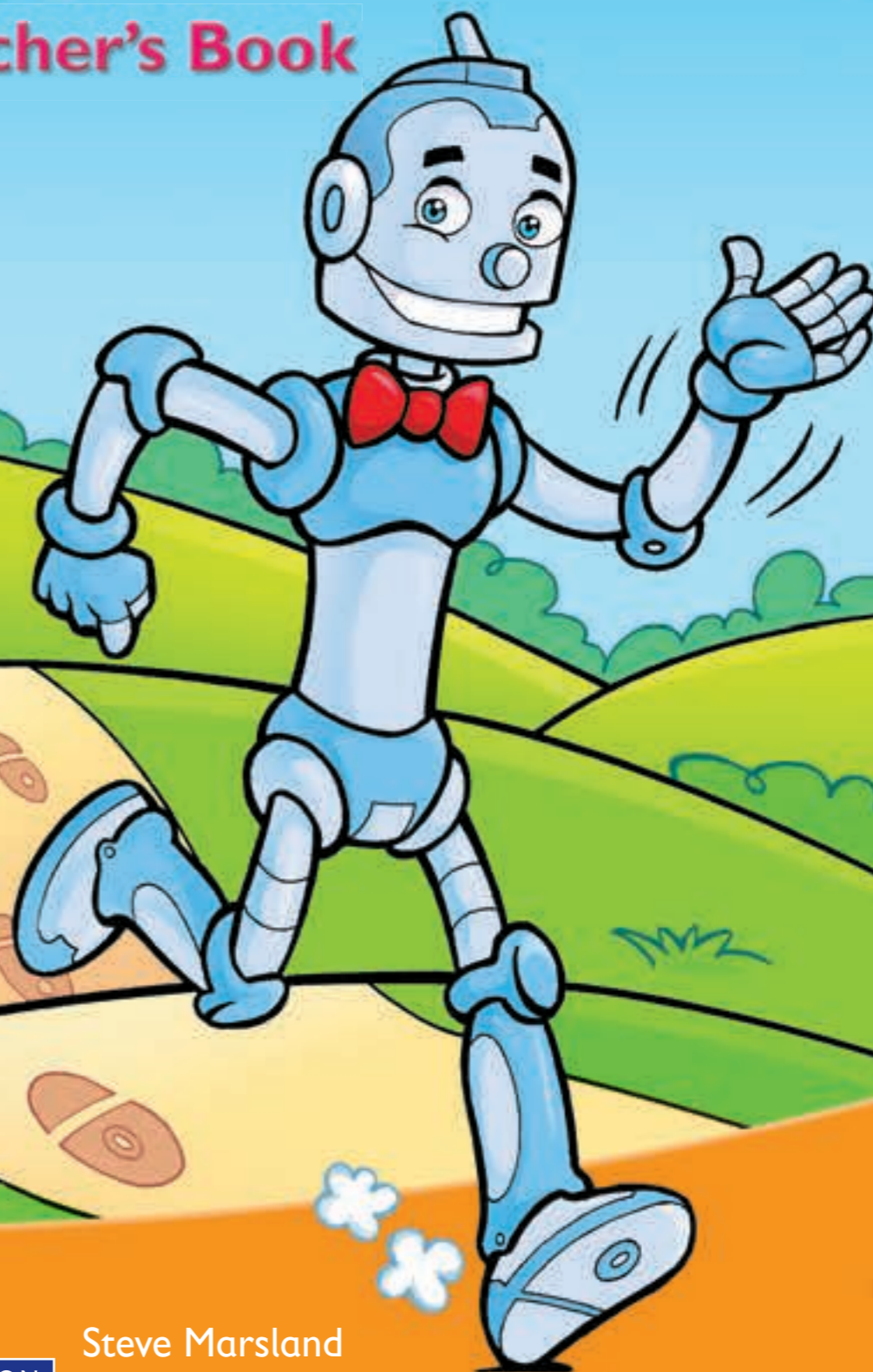
**Tracks** is an engaging, story-based course with delightful characters, giving young learners a stimulating learning experience. The exciting stories spark pupils' imagination and act as a springboard for language acquisition.

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

Tracks Teacher's Book Level 2

# Tracks

Teacher's Book



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Gabriella Lazzeri  
with Jennifer Dobson

# 2

# Tracks

## Teacher's Book Level 2

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

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

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

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

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

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

In the **main story** at Level 2 the pupils meet a lively group of friends, *Ron*, *Tina*, *Katie*, *Jamie*, and Jamie's robot *Bart*, who can do extraordinary things. The pupils will identify with situations that are familiar to those of their own lives (such as school, play, home), and feel part of the children's adventures.

*Main characters:*

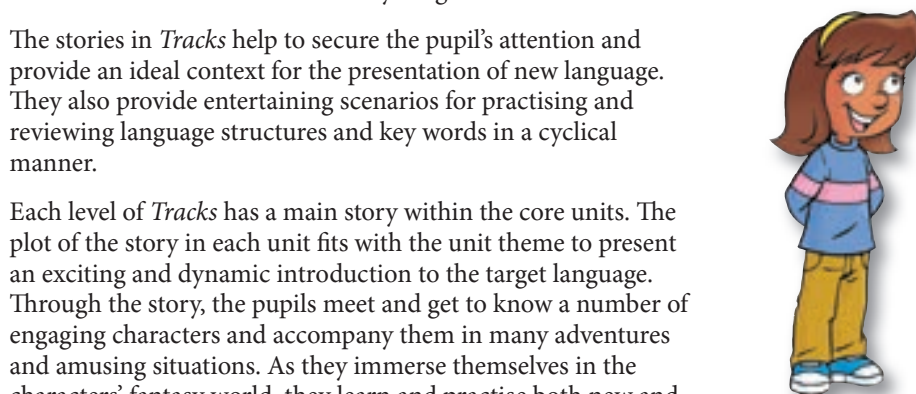
**JAMIE** is a very intelligent nine-year old. He loves science and technology, and building complex toys. His latest project is a robot-butler, called Bart.



**TINA** is eight. She is honest, spontaneous and quite grown-up for her age.



**RON** who is also eight, is the joker of the group. He is bright, but can be a bit noisy and clumsy. His lively personality sometimes gets him into trouble.



**KATIE** is half Brazilian, and is the 'baby' of the group. She is seven.



**BART** is Jamie's amazing robot. He surprises the children with the amazing things he can do, often helping them out in tricky situations.

The Level 2 adventure story is called *Pirates*. It is told in episodes (see Course structure, page 6), and takes place on the high seas. It follows the adventures of a group of pirate rats, led by *Captain McRat*, who are hunting for treasure in their ship, *The Blue Cheese*. Their archenemies are the pirate cats, captained by *Fat Cat*. The cats are in hot pursuit of the rats (their ship is called *The Black Cat*), as they also want to find the treasure.

*Main characters:*

**CAPTAIN MCRAT** is the veteran captain of the pirate rats. He is (fairly!) brave. He can be short-tempered, but 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 courageous, dynamic, passionate and enthusiastic. She 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 of *The Blue Cheese*!



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



**FAT CAT** is the scheming archenemy of the pirate rats.

## 2 Themes

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

The themes in Level 2 are: *numbers, colours, school, toys, animals and pets, body, home, food, actions and having fun.*

## 3 Songs and chants

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

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

## 4 Games

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

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

## 5 Personalisation and self-evaluation

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

For this reason, *Tracks* includes personalisation activities as well as classroom projects. These activities often have a craft focus and allow the pupils to use their initiative to relate the target language to their own lives. In Level 2 Pupil's Book, the final page of each unit includes an *All about me* scrapbook activity. (See page 11 for more information.)

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

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

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

## Course components

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



## Pupil's components

- ▷ The **Pupil's Book** is a core component of *Tracks*. It presents, practises and revises the target language.
- ▷ 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 three *Festivals* and two *Look at the world* lessons.
- ▷ At Level 2, the written word is gradually introduced, 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 from Level 2 onwards. It provides additional practice and reinforcement of the language covered in the Pupil's Book.
- ▷ It also provides opportunities for initial writing practice.
- ▷ There is a sticker **picture dictionary** and a self-assessment activity at the end of each unit.
- ▷ At the back of the Activity Book, there is a progress certificate. The pupil's progress is recorded throughout the school year by putting one footprint sticker to represent the passing of each end-of-unit test. At the end of the year, pupils can cut out their completed certificates to show their parents.
- ▷ At Level 2, there are 45 colourful **stickers** at the back of the Activity Book. These include 35 stickers for the main vocabulary and are used in the picture dictionary activities. There are also an additional ten footprint-shaped stickers for use in the assessment test progress certificates (see *Evaluation*, page 7).
- ▷ At the back of the Activity Book, there are five pages of colourful **cut-outs**. These are used for a variety of games and activities: pair and 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 *Pirates* story episodes, and five *Backtrack* revision sessions.
- ▷ It practises the language of each unit through interactive fun activities and games.
- ▷ At Level 2 the activities include word recognition, through matching and labelling pictures and simple spelling completion games.
- ▷ Pronunciation is also addressed through record and playback activities.
- ▷ It also includes all of the songs and chants featured in the Pupil's Book.
- ▷ The CD-ROM can be used after completing each unit in the Pupil's Book for consolidation purposes, or at the end of the year to revise the language of the entire level.



### Teacher's components

- ▶ The **Teacher's Book** provides step-by-step teaching instructions for each lesson.
  - ▶ Each page of the Teacher's Book notes contains a reduced colour page of the relevant Pupil's Book for easy reference.
  - ▶ Lesson notes open with a colour coded lesson box summarising all the key language and the materials needed for the lesson. The lesson notes include all lesson procedures, including warmers, ending-the-lesson activities, and ideas for extra activities.
  - ▶ At the back of the Teacher's Book there is a section for scrapbook work, a DVD section with photocopyable worksheets and a section on evaluation with ten photocopyable tests, one for each unit.
  - ▶ The **Class CDs** feature high-quality audio material for classroom use. This includes the core unit story as well as the story in episodes. Also included are 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, including a games poster. These posters focus on cross-curricular themes that are linked to and extend the topics in the Pupil's Book.
  - ▶ The posters can be used flexibly for presentation as well as consolidation purposes.
  - ▶ *Tracks* offers one **DVD** every two levels of the course. DVD 1 covers Level 1 and Level 2. All five episodes refer to the language presented in Level 1, though Episodes 4–5 are exclusively for Level 2.
  - ▶ 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* feature, 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, with detailed lesson notes for using each episode in the classroom. Six photocopyable worksheets for the pupils are also included.

## Course structure

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

Each of the ten units at Level 2 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 sticker activity on the last page of the unit in the Activity Book. A summary of target language is provided at the bottom of each page.

At Level 2, 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 material (including the story and review pages).

## Unit structure

The image shows four sample pages from a unit in the Pupil's Book, labeled A, B, C, and D.

- Page A:** "1 What's your name?" Includes a listening and pointing activity, a chant, and a personalisation task.
- Page B:** "3 Listen and point. Then listen and repeat." Includes a number grid and a card-making activity.
- Page C:** "5 Look and listen. Then listen and repeat." Includes a beach scene and a game.
- Page D:** "7 Write, draw and play." Includes drawing and scrapbook-making activities.

Every two units of Level 2 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, 8 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 three Festivals pages. At Level 2 these are about Bonfire Night, Christmas and Easter. These pages should be used at the appropriate times of year (note that Bonfire Night is traditionally celebrated on 5th November) and can form part of a series of cross-curricular lessons based around a seasonal theme.

In addition, at Level 2, there are two *Look at the world* pages. These provide background information and activities related to different cultural topics from around the world.

### 1 Main presentation and practice

- ▶ The first page (A) of each unit in the Pupil's Book presents the theme of the unit and introduces the key language (words and structure). The target language is then focussed on and practised with a simple chant. This gives the pupils the opportunity to listen and repeat in a motivating, fun way.
- ▶ The corresponding Activity Book page provides further written practice of the target language. Brief guidance notes for the teacher (or parent) are provided at the bottom of each page.

### 2 Second presentation and practice

- ▶ On the next opposite page (B), the pupils now practise and produce the new language, using a variety of activities. New words (including number and colours) are introduced on this page.
- ▶ The lesson includes a task-based listening activity and a game to promote production of the new language. Many of the games involve the characters from the main story. Others involve photos of real objects or real children playing the games.
- ▶ The Activity Book page provides written practice of any new vocabulary and further practice of the target language.

### 3 Extension/Consolidation

- ▶ On this page (C), the language for the theme is extended and consolidated. Either additional words are introduced, or another aspect of the language structure is presented. For example, in Unit 2 *What's this?* more colours are presented. In Unit 3, which presents the structure *I've got*, page 16 presents the negative form, *I haven't got*.
- ▶ This second language presentation is by means of a mini-story, featuring the main story characters.
- ▶ This is followed by a simple listening and speaking practice activity, linked to the mini-story.

## 4 Round up

- ▶ The final 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 a sticker picture dictionary activity (E), and a self-assessment activity (F) in which the pupils evaluate their own progress.

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 2, while maintaining a main focus on **listening** and **speaking** skills, **reading** and **writing** skills are introduced and developed in a systematic way, featuring text on the page from the beginning. Activities start with simple word recognition and tracing, and develop progressively during the course.

### 1 Vocabulary

The pupils learn between eight and ten new words in each unit, arranged around the unit topic. For example, in Unit 6 they learn family and house words: *mother, father, sister, brother, bedroom, living room, kitchen, bathroom, garden.*

### 2 Structures

The pupils learn to use structures such as *What's this? It's a (ruler). How old are you? I'm (nine); I've got/haven't got (a bike), Have you got a (ball)?; my (nose) is (long); Where's my (mother); I like/I don't like (milk); I can/can't (swim).* They also learn action words such as *Stand up!* and *Don't (sit down).*

### 3 Teaching language

The pupils are exposed to a limited range of in-context receptive language in each lesson, for example, *Open/Close your book. Listen and mime. Make a scrapbook.* Details are included with other receptive language items in the coloured lesson box at the start of each lesson in the Teacher's Book.

### 4 Review

All language is reviewed and recycled every two units in the *Backtrack* spread (see *Course structure*, page 6). Language is also consolidated in fresh contexts in the Review adventure story, *Pirates* (after Units 1, 3, 5, 7, 9 and 10).

## Evaluation

*Tracks* Level 2 evaluates the pupils' progress in three ways:

### 1 Formative

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

### 2 Summative

This form of evaluation is through structured testing. Ten photocopyable tests, one per unit, are located at the end of this Teacher's Book, along with a test record sheet and marking criteria (see page 107).

To provide additional motivation for the pupils, a *progress certificate* is provided at the end of the Activity Book. The certificate has spaces for footprint stickers, each sticker representing the passing of the corresponding end-of-unit test. By the end of the year, each pupil will have ten footprint stickers, 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 to develop a realistic awareness of their learning goals.

- ▶ To carry out the self-evaluation activity, use the following procedure;
- ▶ For Units 1 to 4, ask the pupils to look at Bart's *Tracks* and to think about their effort in the unit. Read the words aloud with the class as they decide which print best represents their effort. They colour the print.
- ▶ For Units 5 to the end of the book, the pupils trace the word they decide best represents their effort and then colour the print.



## Practical tips and techniques in the primary classroom



### Maintaining motivation

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

Here are some suggestions for promoting classroom motivation:

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

### The well managed classroom

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

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

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

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

### 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, for example, *What does he want? Is he happy? What is she doing?*

### Acting out stories

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

- 1 Prepare the pupils for acting by playing the recording again, so that they can memorise the key phrases and expressions. Pause the recording just before each line so that the pupils can guess what comes next. Take things slowly and make sure that all the pupils are involved and are trying to remember the lines.
- 2 Prepare a set in which the pupils will act out the story. Simple elements are sufficient, for example, 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 four main characters (e.g. in Episode 1 Captain McRat, Ratino, Pavaratty and Ritarat) 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 to anticipate that they are going to learn a new song by using a special ritual. For example, you could gain their attention by playing a special sequence of sounds on a musical instrument like a drum or a triangle. Then you can follow these steps:

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

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

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





### Playing games

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

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

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

### Managing TPR

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

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

### Managing number work

*Tracks* Level 2 teaches numeracy skills that include counting to 20, sequencing, ordering and grouping. Bear in mind that although the pupils may be able to count to 20 in English, they may not necessarily have mastered the concept of number or be confident in recognising and drawing the appropriate digit. For this reason, it is important to take number work very slowly, repeating the activities where necessary. It may be useful to display a banner or frieze with the numbers 1 to 20 in the classroom and also to organise activities that coincide with what the pupils are learning in their Maths lessons.

The following activities promote understanding of number concepts:

- 1 Say a number between 1 and 20. The pupils clap their hands the corresponding number of times, then show the number with their fingers.
- 2 Clap your hands or make a sound using a musical instrument, such as a drum, triangle or tambourine. The pupils count the sounds and say the number, showing it with their fingers at the same time.
- 3 Show a group of objects, or draw a group of objects on the board. Ask *How many (cakes)?* The pupils count the objects and say the number, for example, *Three cakes. Twelve books.*
- 4 Write a number digit on the board and say the number word. The pupils make a pile of objects on their desks to correspond with the number, for example, twelve coloured pencils, three rubbers, etc. This activity can also be led by a pupil volunteer or played in groups or pairs.

## Using flashcards

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

### Flashcards for presenting new words

- 1 You could create a classroom routine around presenting new words with your flashcards. For example, 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 Display the cards in a sequence. The children chant the words. Change the order of the cards, add or remove them. The pupils adapt their chanting accordingly.
- 4 Place cards in different parts of the classroom. Say a word. The pupils point to or race to touch the card.
- 5 Show a card. The pupils perform a corresponding action.

## Organising project work

Project work taps into children's creative talents and promotes skills in manual dexterity and expression. Many of the projects in *Tracks* are personalisation activities (see *Course structure*, page 6) and help the pupils relate the language they have learnt to their own lives. Many of the finished craft and project objects are used in subsequent learning activities.

Detailed guidance on individual craft activities are provided in the lesson notes. However, a number of general points need to be considered with regard to projects and craft activities:

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

## Organising the scrapbook project

This project provides the pupils with the opportunity to use the language they have learnt to talk about themselves. As the pupils do the activities they will gradually assemble their individual scrapbooks.

- 1 To make the scrapbook, ideally each pupil should have their own scrapbook; alternatively, you can use pieces of card and make these into a book.
- 2 For each unit, there is a photocopiable template at the back of the Teacher's Book to copy and give to each pupil. Alternatively, you can reproduce the template on the board and ask the pupils to copy it onto a piece of paper.
- 3 The pupils complete the copy with the appropriate drawings, photos, craft work or text.
- 4 Once the copy has been completed, in pairs, the pupils talk about their work.
- 5 On completion, collect in the pupils' work, and store it in the classroom.
- 6 At the end of the next unit, produce the pupils' scrapbooks again, and they will complete the next activity. In this way, they will build up a collection of their work to talk about.

## Using the Picture Dictionary

The Picture Dictionary is a fun way for the pupils to review the words they have learnt, and it provides an attractive reference tool. Follow the procedure below to use it in class.

- 1 Show the pupils the Picture Dictionary pages in their Activity Books and ask them to find the stickers.
- 2 Ask them to look at the pictures for the unit, and point to and name the pictures on the pages. Elicit which are missing.
- 3 Ask the pupils to find and stick the missing stickers in the correct spaces on the page.
- 4 Move around the room while they are working to offer praise and encouragement.
- 5 You can also ask the pupils to cover up the words. In pairs, Pupil A points to the pictures, Pupil B tries to remember the words. The pupils then swap roles.

## Encouraging parental involvement

Establishing clear communication with parents allows them to share their concerns with you and promotes their support. 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.
- ▶ Parents receive a progress certificate containing pass stickers, 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 and what the pupils are learning about.
- 2 You could hold 'open days' when parents can come into the classroom to look at displays of the pupils' work and talk to you about their child's work.
- 3 You could invite parents to the school to hear the pupils perform the songs from the course.

## Tracks Level 2: Scope and sequence

Unit	New structures	New vocabulary	Recycled language	Receptive language
<b>1 What's your name?</b>	<i>What's your name? I'm (Ron). How old are you? I'm (six).</i>	<i>hello, goodbye Character names: Tina, Jamie, Ron, Katie, Bart Numbers 1 to 10</i>		<i>Ouch! Oh no!</i>
<b>Story Time</b> Pirates 1		<i>treasure, map, cat, rat</i>	<i>Hello. What's your name? I'm (name). How old are you? I'm (seven).</i>	<i>What? Help! Now. This is my (map). (I'm seven), sir.</i>
<b>2 What's this?</b>	<i>What's this? It's a (pen). A (blue) (pencil).</i>	<i>Classroom objects: pencil, pen, colouring pencils, rubber, book, pencil case Colours: red, blue, yellow, green, orange, purple, pink, black, white, brown</i>		<i>Thanks. Good. (Red) or (green)?</i>
<b>Backtrack 1</b>	Revision of Units 1 and 2	Sound hound /i:/ <i>green, three</i> , /e/ <i>pen, ten</i>		
<b>3 I've got a robot</b>	<i>My (bike). Thank you. I've got a (ball). I haven't got a (bike).</i>	<i>Toys: robot, car, computer game, scooter, ball, bike</i>	<i>What's this? It's a (ball). Colours</i>	<i>Wow! Look! That's OK. Thank you.</i>
<b>Story Time</b> Pirates 2			<i>Hello. I've got the map. What's this? Colours Classroom objects Toys</i>	<i>Where's the (map)? Find the (map).</i>
<b>4 Have you got a dog?</b>	<i>How many (cats)? Have you got a (cat)? Yes, I have/No, I haven't. Plurals</i>	<i>Animals: cow, horse, goat, dog, cat, hen, duck, rabbit, mouse</i>	<i>I've got (three hens). Numbers</i>	<i>Look at this! Not bad! farmer</i>
<b>Backtrack 2</b>	Revision of Units 3 and 4	Sound hound: /e/ <i>hen, red, ten</i> , /æ/ <i>black, cat, have</i>		
<b>5 The monster dance!</b>	<i>Look at my (hands). A (long) (nose). Actions: close your eyes, touch your nose, stamp your feet, clap your hands</i>	<i>Parts of the body: nose, eyes, mouth, hair, ears, hands, feet Adjectives: big, small, long, short monster</i>	<i>I've got (big hands).</i>	<i>Great monster (Jamie)! I'm a monster. OK. What number is it? Let's all do the monster dance!</i>
<b>Story Time</b> Pirates 3			<i>horse, rabbit, duck, house, hands and feet Have you got the map? Actions</i>	<i>It's on (Horse Island). Find the pirates. Help! Listen. What's that? It's a party. Stop the party!</i>
<b>6 This is my home</b>	<i>Where's my (brother)? In the (living room).</i>	<i>garden, home Rooms: living room, kitchen, bathroom, bedroom Family: mother, father, brother, sister</i>	<i>This is (my home). mouse</i>	<i>Wow! Look! Great! children</i>
<b>Backtrack 6</b>	Revision of Units 5 and 6	Sound hound: /æ/ <i>clap, hand, stamp</i> , /ɒ/ <i>long, got, dog</i>		
<b>7 I like milk</b>	<i>I like/I don't like (pasta).</i>	<i>Food and drink: rice, pasta, water, cheese, milk, chicken, carrots, apples, bread, fish, oil</i>	<i>Animals</i>	<i>Thank you! Bye! Oil!</i>

Unit	New structures	New vocabulary	Recycled language	Receptive language
Story Time Pirates 4			<i>Where is (the treasure)?</i> <i>I like/I don't like (milk).</i> Food and drink Rooms	<i>No treasure in the (living room).</i> <i>The cheese is for (the rats). Yes, boss!</i>
8 Fun time!	Instructions: <i>Sit down!</i> <i>Don't sit down!</i>	Numbers 11 to 20 Action words: <i>read, write, run, jump, dance, sing, say hello, be quiet, sit down, stand up</i>	Numbers 1 to 10 Colours Instructions	<i>Ready. This is a party, not school.</i>
Backtrack 8	Revision of Units 7 and 8	Sound hound /ʌ/ <i>jump, fun, one, /ɪ/ fish, milk, six</i>		
9 I can swim	<i>I can (read).</i> <i>I can't (swim).</i>	Ability words: <i>swim, draw, ride a bike, skateboard, skip, ride a scooter, rollerskate, run</i>	Action words	<i>Look at me!</i> <i>rollerskates, skateboard</i> <i>This is for you.</i>
Story Time Pirates 5			<i>I can't jump.</i> <i>Close your eyes.</i> <i>Be quiet.</i> <i>house, treasure</i>	<i>Come on. I've got an idea. We've got (the treasure).</i>
10 Goodbye!	<i>This is for you.</i> <i>What is it?</i>		Course structures Course vocabulary	<i>Come back soon!</i>
Backtrack 10	Revision of Units 1 to 10	Sound hound /i:/ <i>cheese, /æ/ cat, /e/ pen, /ɪ/ milk, /ɒ/ dog, /ʌ/ jump</i>		
Story Time Pirates 6			<i>sing, jump, dance</i> <i>I've got/I haven't got the treasure.</i> <i>I can't swim.</i> <i>I like the water..</i>	<i>Come on!</i> <i>Let's go!</i>
Festival 1 Bonfire night		<i>Bonfire night, guy, bonfire, fireworks, barbecue, toffee apple</i>	Numbers 1 to 10 Colours	<i>I love Bonfire night.</i> <i>This is what we do.</i> <i>We make a guy.</i> <i>We have (a barbecue).</i> <i>We watch fireworks.</i> <i>We eat toffee apples.</i>
Festival 2 Christmas		<i>Christmas tree, presents, Santa, stocking, dancing, jumping, clapping, hopping, clicking</i>		<i>(Dancing) round the tree.</i> <i>Santa's on his way.</i> <i>Presents for (you).</i>
Festival 3 Easter		<i>Little Easter eggs.</i>	Numbers 1 to 10	<i>In our class.</i>
Look at the world 1 Pets		Pets: <i>bird, kangaroo</i>	Pets <i>I'm/My name's (Penny).</i> <i>This is (my pet).</i> <i>I've got (a dog).</i>	
Look at the world 2 Food		Food: <i>peas, salad, beef, potatoes, bananas, fish and chips, fruit salad, breakfast</i>	<i>I like (apples).</i> <i>I don't like (salad).</i> Food and drink	Food: <i>cereal, milk, toast, jam, tomatoes, bacon, eggs</i>

\* Teaching language such as *Find and trace* and *Guess the object* is included under receptive language in individual lesson notes.

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

**TARGET LANGUAGE** *Hello! Goodbye! Jamie, Ron, Katie, Tina, Bart. What's your name? I'm (Jamie).*

**RECEPTIVE LANGUAGE** *Open your book at page (2). Look, listen and point. Look, this is (Jamie). Chant. Find and say.*

**MATERIALS** Pupil's Book title page and page 2, Activity Book page 2, Class CD, character flashcards (*Jamie, Ron, Katie, Tina, Bart*)

### Warmer

- ▷ Greet individual pupils. Say *Hello, I'm (name). What's your name?* Elicit *Hello, I'm (name).*
- ▷ Put the pupils into small groups. Ask one pupil to greet another. Elicit *Hello, I'm (name).* The second pupil then greets a third pupil. Continue around the group.
- ▷ Show the pupils the character flashcards one by one. Say *Look, this is (Jamie)* and point to (Jamie). Using L1 as needed, briefly describe their personalities (see *Introduction* page 2). As you do so, ask the pupils if they know anyone similar.

### Pupil's Book Title page

- ▷ Show the class the title page in your book. Ask the pupils to open their books and look at the title page.
- ▷ 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 point.

- ▷ Ask the pupils to open their books at page 2. Say *Open your book.*
- ▷ Draw their attention to the picture. Explain, using L1 if needed, that Jamie doesn't know Tina and Katie yet.
- ▷ 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 84). The pupils listen and point to the pictures.
- ▷ Elicit what is happening in the story – The girls introduce themselves to Jamie, they then meet Bart (Jamie's robot), but Ron falls over. Bart then thinks Ron's name is *Ouch!* (If necessary explain we say *Ouch!* for pain.)
- ▷ Play the recording again. Ask the pupils to point to the pictures and characters as they are mentioned.

#### 2 3 Chant.

- ▷ Place the flashcards around the classroom. Elicit the character names.
- ▷ Play the recording (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 find and say.

- ▷ Demonstrate the activity with a pupil. Choose which character you will be. Hold up your book and ask the pupil to ask you your name *What's your name?* Reply *I'm (Ron).* Encourage the pupil to point to (Ron) in the picture in Activity 1. The pupils then continue in pairs.
- ▷ Point to a character from the story, and say *I'm (Katie).* Encourage a pupil to do the same with their chosen character. The pupils then continue in pairs.

### Activity Book page 2

#### 1 Look and colour.


- ▷ Cover the character flashcards with a piece of paper or card. Gradually reveal parts of the characters, eliciting their names.
- ▷ Ask the pupils to open their books at page 2. Elicit the characters' names.
- ▷ Read aloud, with the pupils, the written form of the names.
- ▷ The pupils point to a character and introduce themselves to their partner, saying *I'm (Katie).* Then they colour the pictures.
- ▷ Move around the class, asking the pupils the names of the different characters as they colour.

#### Ending the lesson

- ▷ At the end of the lesson, say *Goodbye class.* Ask the pupils to say goodbye to you and the pupils next to them. Elicit *Goodbye (name).* Demonstrate with a number of pupils. Incorporate this into your classroom routine.

# 1 What's your name?

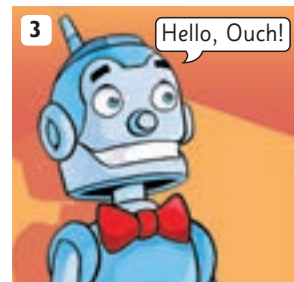
1 Listen and point.



2 What's your name?  
I'm ... Ouch!



3 Hello, Ouch!



2 Chant. Then find and say.

I'm Jamie! What's your name?  
I'm Tina. Hello! I'm Tina. What's your name?  
I'm Katie. Hello! I'm Katie! What's your name?  
I'm Ron. Hello! I'm Ron. What's your name?  
I'm Bart. Hello! Hello! Hello!

2 Hello! Goodbye! Jamie, Ron, Katie, Tina, Bart  
What's your name? I'm (Jamie).

# Unit 1

# Lesson 2

**LESSON AIMS** practising greetings and character names, counting from 1 to 10, making number cards

**TARGET LANGUAGE** numbers 1 to 10 (figures and words)

**RECEPTIVE LANGUAGE** *Point. Repeat. Make number cards. Play and say. Write.*

**MATERIALS** Pupil's Book page 3, Activity Book page 3, Class CD, character flashcards, pre-prepared number cards 1 to 10 or card for the pupils to prepare them, (ten cards per pupil), an envelope to store the number cards (one per pupil), card to make a headband, adhesive putty or sticky tape/paper clips (optional)

## Warmer

- ▷ Divide the class into five groups. Place a 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 3

### 3 Listen and point.

- ▷ Ask the pupils to look at the pictures on page 3.
- ▷ Using L1, encourage the pupils to describe what they can see and predict what is happening. Explain that Bart has some problems so Jamie needs to repair him by switching the ten switches on his back on and off.
- ▷ Play the recording (page 84), and encourage the pupils to listen and point to the numbers.

### 5 Then listen and repeat.

- ▷ Now play the next recording (page 84). Pause after each number for the pupils to repeat.
- ▷ Practise the numbers with the pupils, imitate Bart's voice and encourage the pupils to repeat the numbers speeding up and slowing down.

### 4 Make cards. Then play and say.

- ▷ Hand out your prepared sets of number cards (1 to 10), one set per pupil. Alternatively, hand out card and ask the pupils to make the cards.
- ▷ Ask the pupils to look at the picture on page 3 and demonstrate the game.
- ▷ Each pupil chooses one of their number cards at random.
- ▷ Call out a number (*three*). All the pupils with a number (3) card stand up and say: *Hello, I'm (Anna)*.
- ▷ Repeat the activity several times with different numbers. Then ask individual pupils to come and play the teacher role.
- ▷ Hand out an envelope per pupil. Ask them to decorate the envelope and write their name on it. They then put their number cards in the envelope.
- ▷ Keep the cards for use in future lessons, and for games for fast finishers.

## Activity Book page 3

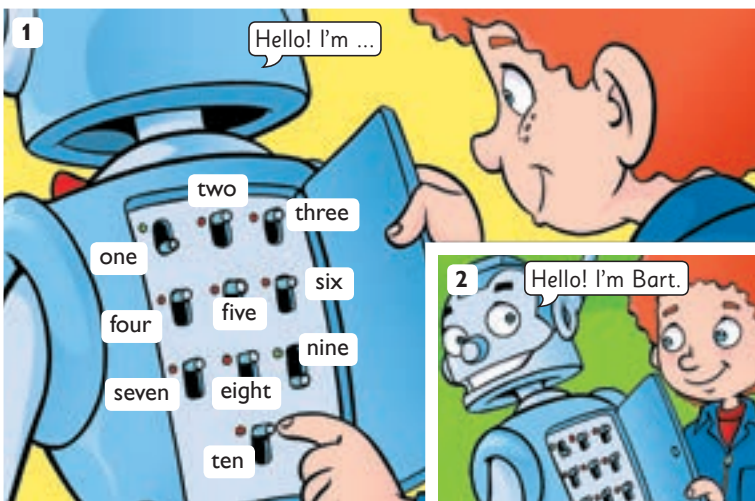
### 2 Count and match. Then trace the number word.

- ▷ Write the number words *one* to *ten* randomly on the board. Read them aloud with the pupils, repeating them several times. Point to individual words; encourage the whole class to read them. Then repeat with individual pupils.
- ▷ Ask the pupils to look at the finger pictures on page 3 and count some of the fingers in the pictures with them.
- ▷ Read aloud the written form of the numbers with the pupils.
- ▷ Ask them to count the fingers, match them to the corresponding number and then trace the number word.
- ▷ Move around the class helping the pupils as they work.
- ▷ Correct their work as a whole class activity.

## Ending the lesson

- ▷ Pupils play *Pairs*. In pairs, each pupil shuffles their set of number cards and places them, face down, on their tables. Pupil A takes a card and says the number. Pupil B does the same. If the numbers are the same, Pupil B keeps the pair.
- ▷ Then Pupil B takes a card and says the number. Pupil A does the same. If the numbers are the same Pupil A keeps the pair.
- ▷ The pupils continue to play in pairs.
- ▷ The winner is the pupil with most pairs.

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



### 4 Make cards. Then play and say.



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



# Unit 1

# Lesson 3

**LESSON AIMS** practising greetings and character names, counting from 1 to 10, making number cards

**TARGET LANGUAGE** *How old are you? I'm (nine)*, numbers 1 to 10 (figures and words)

**RECEPTIVE LANGUAGE** *Where's Bart?*

**MATERIALS** Pupil's Book page 4, Activity Book page 4, Class CD, character flashcards, number cards (from previous lesson)

### Warmer

- ▶ Write the numbers 1 to 10, randomly on the board, within the pupils' reach. Elicit the numbers from the class. Ask two pupils to come to the front and give each of them a pen, or a piece of chalk. Call out a number at random. The first pupil to circle the number wins. The winner stays at the board and repeats the game with a new 'challenger'.

### Pupil's Book page 4

#### 5 Look and listen.

- ▶ Revise the character names using the flashcards.
- ▶ Ask the pupils to look at the picture on page 4. Explain that the children are at an aquapark. See if the pupils can find Bart. Ask *Where's Bart?*
- ▶ Using L1, encourage the pupils to predict what is happening. Explain that the children are queuing to go on the aquapark rides. Point to the 8+ sign and elicit its meaning; that for this ride the children need to be eight years old.
- ▶ Play the recording (page 84), and ask the pupils to listen and find out who doesn't go on the slide. (Katie)

#### 7 Then listen and repeat.

- ▶ Now play the next recording (page 84). Pause after each line for the pupils to repeat.
- ▶ The pupils can then act out the dialogues in small groups.

#### 6 Play a game.

- ▶ Ask the pupils to look at the photograph, and read the speech bubbles aloud.
- ▶ Demonstrate the game with a volunteer. Say *How old are you?* and take a number card at random (4), keeping it secret from the pupil. Draw the number on the pupil's back with your finger. Elicit the answer *I'm (four)*, and reply *Yes!* or *No!*

- ▶ Play the game with different pupils at the front of the class.
- ▶ The pupils then play the game in pairs.

### Activity Book page 4

#### 3 Listen and write the age.

- ▶ Write the names of the children from page 4 on the board. Point to the names and read them aloud several times with the class.
- ▶ Play the first part of the recording (page 84), and show the pupils the example number 7 written next to the picture of Ann.
- ▶ Play the rest of the recording, pausing after each section, for the pupils to complete the activity.
- ▶ Correct their work as a whole class activity.
- ▶ The pupils can then practise the dialogues in pairs.

### Ending the lesson

- ▶ Hand out the envelopes with the sets of number cards (from previous lesson) to each pupil. Ask the pupils to choose six of their number cards, and to place the cards face up. The other cards stay in the envelope.
- ▶ Call out numbers, if the pupil has the number face up, he/she turns the card face down. The first pupil to turn over all their cards wins.

### Extra activity

- ▶ Write random numbers on the board and repeat the warmer from this class. Ask the pupils to copy the numbers to paper and do the activity in groups of three.
- ▶ One pupil plays the teacher role, calling out numbers, the other two score points for circling the number first. The pupils then change roles.

#### 5 Look and listen. Then listen and repeat.



#### 6 Play a game.



How old are you? I'm (seven).

# Unit 1

# Lesson 4

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

**REVIEW** *What's your name? I'm (name), How old are you? I'm (seven), numbers 1 to 10 (figures and words).*

**RECEPTIVE LANGUAGE** *This is for you. Write your name and age. Draw a present. Play a game/postman. Draw yourself. Find and stick.*

**MATERIALS** Pupil's Book page 5, Activity Book pages 5 and 57, number cards, one envelope and piece of paper per pupil. *All about me*: two photos or drawn pictures from each pupil (one recent/one when younger), one scrapbook/card and photocopy (page 119) per pupil, glue or paste.

### Warmer

- ▷ Ask a pupil to hold out their hands, palms facing you. Count each of their fingers, from 1 to 10, and then backwards from 10 to 1.

- ▷ Ask the pupil to count your fingers in the same way.
- ▷ The pupils then continue in pairs.

### Pupil's Book page 5

#### 7 Write, draw and play.

- ▷ Ask the pupils to look at the pictures. Explain they will play a game called *Postman*.
- ▷ Hand out an envelope to every pupil and ask them to write their name and age on it. Collect the envelopes and redistribute them.
- ▷ Then pupils draw a 'present' (on a piece of paper) and put it in the envelope. Collect in all the envelopes.
- ▷ Demonstrate. Say to one pupil *Hello! What's your name?* Elicit the reply *I'm (Lauren)*. Select the corresponding envelope, say *How old are you?* Elicit the reply *I'm (eight)*. Say *This is for you* and give the pupil the envelope. Elicit *Thank you* from the pupil.
- ▷ The pupils can take turns to be the postman until all the presents have been given out.

#### 8 Make an English scrapbook.

- ▷ Ask the pupils to look at the completed scrapbook page and hand out the scrapbook photocopies. Read aloud the title (*Me*) and encourage the pupils to identify and colour the numbers around the frame.
- ▷ Ask the pupils to stick their recent photo in the first frame, complete the candles on the cake for their age, and complete the speech bubble with their name and age now.
- ▷ They then stick the other photo in the second frame, and write their age when the photo was taken, *I'm (four)*.
- ▷ In pairs, the pupils show their work to each other, saying *Hello, I'm (Ken)*. *I'm (seven)*. *Here I'm (three)*. They repeat in new pairs.
- ▷ They then stick their work in their scrapbook or on card. Keep these for future classes.

### Picture Dictionary Unit 1

- ▷ (See *Introduction* page 11.) Ask the pupils to turn to page 57 in their Activity Book. Help them to identify and stick in the missing numbers.

### Activity Book page 5

#### 4 Draw yourself. Write your name and age.

- ▷ Explain that the pupils are going to meet Bart the robot, and Jamie.
- ▷ First they complete the drawing by adding their head to the picture. They then write their age on the T-shirt and their name underneath.
- ▷ In groups of three they then play the roles of Bart, Jamie and themselves. Demonstrate with two pupils. Ask *What's your name?* Elicit *I'm (Jamie)*. Ask *How old are you?* Elicit *I'm (nine)*, etc.
- ▷ Go round the class helping the pupils as they work.

#### 5 My English. Choose and colour.

- ▷ The pupils colour their chosen footprint. (See *Introduction* page 7, *Self-evaluation*.)

### Ending the lesson

- ▷ Hand out the sets of number cards, one set per pupil.
- ▷ In pairs, Pupil A chooses a secret number of three digits, using three number cards and places them face down. Pupil B guesses the numbers, one at a time. The pupils then change roles.

#### 7 Write, draw and play.



## All about me

#### 8 Make an English scrapbook.



## Story Time

### Pirates 1

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

**TARGET LANGUAGE** *treasure, map, cat, rat, Hello. What's your name? I'm (name), McRat, Pavaratty, Ritarat, Ratino, Fat Cat, Polly. How old are you? I'm (seven).*

**RECEPTIVE LANGUAGE** *This is (Pavaratty). What? Here is a (map). Help! Who's this?*

**MATERIALS** Pupil's Book pages 6 and 7, Activity Book page 6, Class CD, clothes and other props to act out the story (hats, eye patches, scarves or boots – optional)

#### Warmer

- ▶ Help the pupils relax to get ready for the story. Make sure they 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 deeply and slowly three times.
- ▶ Play some music that the pupils will associate with story time.

#### Pupil's Book pages 6 and 7

### 1 Listen and look.

- ▶ Set the scene for the story lesson. (See *Introduction* page 9.)
- ▶ Ask the pupils to look at the pictures in their books and elicit as much information about the story as possible. Praise all their suggestions.
- ▶ Explain the context of the story, pointing to the characters as you do so. The rats are pirates on a pirate ship, *The Blue Cheese*. Captain McRat is the captain and he is meeting his new crew; Pavaratty, Ritarat and Ratino. He has a parrot called Polly.
- ▶ 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.
- ▶ Continue to explain the context for the story. Captain McRat now knows his crew, but at first he can't see Ratino as he is so small and young. McRat has a treasure map. At the end of the episode, the ship is attacked by cat pirates, led by Fat Cat.
- ▶ Repeat the recording. This time, pause after each picture. Ask the pupils to point to the characters who are talking or making a sound.

### 9 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.

**Pirates 1**

1 Listen and look. Then listen and act out.

1 I'm Captain McRat. What's your name?  
Hello!  
I'm Pavaratty.

2 And I'm Ritarat.  
Oh! Hello!

3 Hello, Captain McRat!  
What?

4 I'm Ratino, sir.  
I'm seven, sir.  
How old are you?

## Activity Book page 6

1 10

 **Listen and number.**  
**Then colour.**

- ▶ Ask the pupils to look at the pictures and read aloud the labels with the class.
- ▶ Show the pupils the example number next to the picture of Ratino. Say *Listen and number*. Play the recording (page 84), asking the pupils to write the appropriate number in the other boxes provided.
- ▶ Check with the whole of the class.  
Answers: Ratino 1; Pavaratty 2; Ritarat 3; Captain McRat 4; Fat Cat 5.
- ▶ Move around the class and ask *Who's this?* to elicit the names of the pirates.

## Ending the lesson

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



## Unit 2

## Lesson 1

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

**TARGET LANGUAGE** *book, pencil, pen, colouring pencils, rubber, pencil case. What's this? It's a (pen).*

**RECEPTIVE LANGUAGE** *Thanks. Join the dots.*

**MATERIALS** Pupil's Book page 8, Activity Book page 7, Class CD, school objects (pencil, pen, colouring pencils, rubber, pencil case)

### Warmer

- ▶ Introduce the topic of school. Read aloud the title of the new unit and ask the pupils what they think it will be about.

### Pupil's Book page 8

#### 1 Listen and point.

- ▶ Present the school object words using the objects.
- ▶ Ask the pupils to open their books at page 8. Point to picture 1. Explain, using L1, that the teacher is checking the children have all the things they need for the lesson.
- ▶ Remind the pupils they will hear a 'ping' when they need to move to another picture. Say *Listen and point*. Play the recording (page 84). The pupils listen and point to the pictures.
- ▶ Elicit what is happening in the story – Jamie is worried because he doesn't have his pencil case. Fortunately, Bart secretly gives him a pencil case, just in time.
- ▶ Play the recording again. Ask the pupils to point to the pictures and objects as they are mentioned.

#### 2 Chant.

- ▶ Elicit the words as you place the school objects in various parts of the classroom.
- ▶ Play the recording (page 84). The pupils point to the objects as they are mentioned. Demonstrate. Say *Listen and point*.
- ▶ Play the chant again, pausing after each line, for the pupils to chant and clap along with the recording. Say *Listen and chant*.

### Then find and say.

- ▶ Call out one object. Say *It's a pencil*. The pupils all point to the pencil in the book. Add another object. Say *It's a pencil, it's a rubber*. The pupils

point first to the pencil and then to the rubber. Continue with more objects.

- ▶ Model the question *What's this?* and reply *It's a (rubber)*. In pairs, Pupil A points to one of the objects in Activity 1 and asks *What's this?* Pupil B names the object. The pupils then change roles.

### Activity Book page 7

#### 1 Join the dots. Then read and circle.

- ▶ Ask the pupils to look at page 7. Say *Join the dots*. Show them the example.
- ▶ Write the five school objects randomly on the board. Point to the words and read them aloud several times with the class.
- ▶ Ask the pupils to look at the word labels and circle the correct word.
- ▶ Move around the class, asking *What's this?* for the different objects.
- ▶ Check the answers with the whole class.

#### 2 Listen and number.

- ▶ Play the example on the recording (page 84). Use this to show the pupils how they listen to the name and number of the object, then write the number in the box provided.
- ▶ Play the recording, pausing after each line, for the pupils to write the number in the box.

### Ending the lesson

- ▶ Mime the school object words. Divide the class into six groups, one for each school object. Mime a simple action for each object. Repeat the chant (without the recording) encouraging each group to stand up and mime when they hear their word.

## 2 What's this?

### 1 Listen and point.






### 2 Chant. Then find and say.

A book! A rubber! A pen! A pencil!  
A pencil case! Colouring pencils!

 8 book, pencil, rubber, pen, colouring pencils, pencil case  
*What's this? It's a (pencil case).*

**LESSON AIMS** learning colour words, practising school object words, learning word order (colour + school object), asking and responding to *What's this?*

**TARGET LANGUAGE** *red, yellow, green, blue, a (blue) (pencil)*

**RECEPTIVE LANGUAGE** *Find and trace. What's this?*

**MATERIALS** Pupil's Book page 9, Activity Book page 8, Class CD, colour flashcards (*red, yellow, blue, green*), school objects, coloured crayons for each pupil

**Warmer**

- ▷ Ask the pupils to put on their desks a rubber, pencil, colouring pencil, book, pen and pencil case.
- ▷ Repeat the chant from Lesson 1, asking the pupils to hold up the school objects as they are mentioned.

**Pupil's Book page 9**

**3**  **Look and listen.**

- ▷ Present the four colours using the colour flashcards.
- ▷ Ask the pupils to look at the picture on page 9. Remind the pupils how Bart helped Jamie. Encourage the pupils to predict what Bart is going to do.
- ▷ Play the recording (page 84), the pupils look and listen.

**15**  **Then listen and repeat**

- ▷ Now play the next recording (page 84). Pause after each line for the pupils to repeat.
- ▷ Draw your left hand on the board. Say (*yellow*) and point to the finger on the board which corresponds to the colours the same as Bart's fingers on page 9. Repeat with the other colours.
- ▷ Ask the children to be Bart and hold up their left hand. Call out a colour and the pupils point to the corresponding finger, using their right hand index finger. Repeat with the other colours.

- ▷ Call out a series of colours in rhythm *red, yellow, blue, green; blue, yellow, red*. The pupils use their fingers to point to the colours. Vary the series, and speed up and slow down the rhythm.

**4**  **Listen and find.**

- ▷ Ask the pupils to look at the picture in their Pupil's Book and elicit what they can see *A (blue) (pencil)*.
- ▷ Play the recording (page 84), pausing after each line, for the pupils to find and point to the object. Repeat.

 **Ask and answer.**

- ▷ Ask *What's this?* and model the answer *It's a (blue) (pencil)*. In pairs, the pupils ask and answer, using different coloured classroom objects.
- ▷ In groups of three, using one Pupil's Book, Pupil A says *a (yellow)(pencil case)*, Pupils B and C see who can point to the object first.

**Activity Book page 8**

**3**   **Trace and tick. Then listen and colour.**


- ▷ Ask the pupils to look at page 8 and find the school objects. Say *Find and trace*. They then trace a dark line around them, as shown in the example.
- ▷ Make sure each pupil has a red, yellow, green and blue pencil or crayon.
- ▷ The first time you play the recording (page 84), ask the pupils to put just a small coloured mark on the object. After checking that they have the correct colour, they can then colour them in completely.
- ▷ Play the recording again, pausing after each line, for the pupils to complete the activity.


**Ending the lesson**


- ▷ Point to each pupil and say a school object *pencil case, rubber, pen, book, pencil, colouring pencils*. Call out the items. When a pupil hears their item he/she stands up.

**Extra activity**


- ▷ Ask the pupils to find and put the following items on their tables *pencil case, rubber, pen, book, pencil, colouring pencils*. Call out the items. When a pupil hears their item he/she holds up the correct item.
- ▷ You can also call out colours and the school objects, for example, *a blue pencil*. If the pupils have the object in the right colour they hold it up.






**3**  **Look and listen. Then listen and repeat.**




red yellow green  
blue




**4**   **Listen and find. Ask and answer.**





*red, yellow, green, blue  
a (green rubber)*



## Unit 2

## Lesson 3

**LESSON AIMS** learning more colours, practising colours and school words

**TARGET LANGUAGE** *pink, purple, orange, brown, black, white*

**RECEPTIVE LANGUAGE** *shoe, What colour is it? Colour the card yellow.*

**MATERIALS** Pupil's Book page 10, Activity Book page 9, Class CD, all the colour flashcards, small pieces of white card (ten per student) pupils' envelopes (from Unit 1), colouring pencils (all flashcard colours), a non-transparent bag for one (pencil)

### Warmer

- ▷ Secretly place a (pencil) in a non-transparent bag. Ask a pupil to the front of the class. Ask *What's this?* He/she feels the object inside 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 Look and listen.

- ▷ Ask the pupils to look at the pictures on page 10. Elicit what they can see. Teach *shoe*. See if they can tell you what Bart is doing. He is shopping for shoes.
- ▷ Present the new colours using the colour flashcards.
- ▷ Play the recording (page 84), the pupils look and listen.

#### 19 Then listen and repeat.

- ▷ Now play the next recording (page 84), pausing after each colour, for the pupils to repeat.
- ▷ Say the colours, in the same order as in the book, and the pupils point and repeat. Say the colours, in a random order, and the pupils point and repeat. The pupils can then do the same in pairs.
- ▷ Point to a shoe and ask *What colour is it?* Elicit the answer. In pairs, Pupil A points to a shoe, Pupil B says the colour. They then change roles. (More confident pupils can be encouraged to ask *What colour is it?*)

#### 6 Make cards. Then guess and play.

- ▷ Ask the pupils to look at the photograph on page 10, and read the speech bubbles aloud.
- ▷ Make sure the pupils each have the following colouring pencils; red, green, yellow, blue, pink, purple, black, orange, brown.

- ▷ Give out the cards (ten for each pupil). Say *Colour one card (yellow)*. Repeat for the other colours.
- ▷ In pairs, Pupil A picks up one of their colour cards, Pupil B guesses the colour, saying *It's (purple)*. Pupil A replies *Yes* or *No*. After guessing correctly, they change roles. The winner is the pupil who guesses the cards with fewer attempts.
- ▷ Keep the cards in the pupils' envelopes for future use.
- ▷ If you do not wish to make the cards, you can play a similar game without them. Pupil A secretly chooses a colouring pencil from their pencil case and puts it behind their back. Pupil B guesses the colour.

### Activity Book page 9

#### 4 Trace. Then colour and find.

- ▷ Ask the pupils to look at the puzzle. Read aloud the words in the key with the class. Ask the pupils to trace over the colour words.

- ▷ Explain that the pupils need to colour the pictures according to the key.
- ▷ Say *Colour number one pink*. Colour the object in your book, show the class, and say *It's a pink pencil case*. Repeat for the other colours.
- ▷ In pairs, Pupil A, shows Pupil B their book and says *It's a (blue) (pencil case)*. Pupil B points to the correct item. They then change roles.

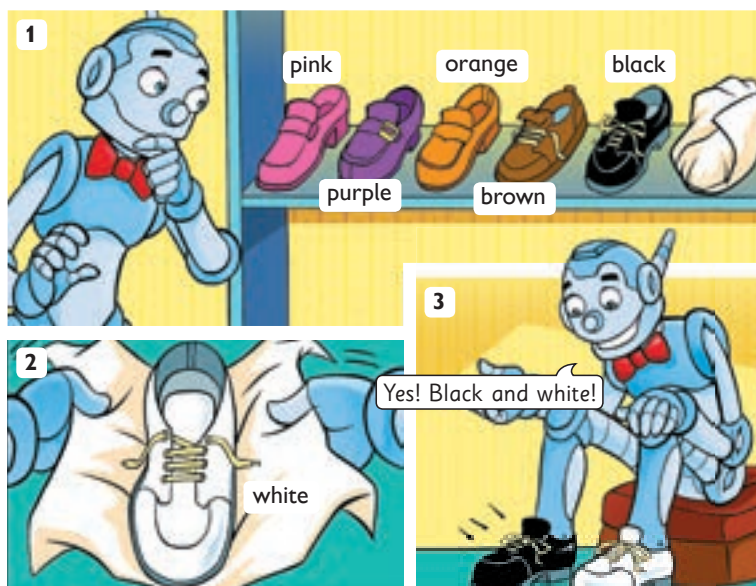
### Ending the lesson

- ▷ Hand out a set of colour cards to each pair of pupils. Pupil A lays the cards out face up. Pupil B looks at them for ten seconds. Pupil A turns the cards face down, points to a card and Pupil B tries to remember the colour.
- ▷ The pupils then change roles.

### Extra activity

- ▷ Ask the pupils to look in their pencil cases and draw and colour a picture of their favourite school object. Put the pupils in small groups to show and talk about their school objects, saying *It's a (rubber)*. *It's (pink)*.

#### 5 Look and listen. Then listen and repeat.



#### 6 Make cards. Then guess and play.



pink, purple, orange, brown, black, white

## Unit 2

## Lesson 4

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

**REVIEW** *What's this? It's a (green) (pencil), colours, school objects*

**RECEPTIVE LANGUAGE** *Listen and follow.*

**MATERIALS** Pupil's Book page 11, Activity Book pages 10 and 57, colour flashcards, a cloth, school objects. *All about me:* one scrapbook/card and photocopy (page 120) per pupil

### Warmer

- ▷ To revise colours quickly, choose one of the flashcards but don't show the pupils. The pupils say colours to guess which colour it is.
- ▷ The pupil who guesses correctly comes to the front of the class to choose another flashcard. Repeat this a few times.

### Pupil's Book page 11

#### 7 Listen and follow.

- ▷ Ask the pupils to look at the picture. Elicit what they can see.
- ▷ Play the first part of the recording (page 84). Demonstrate, with your book, how to follow the route on the diagram. Then play the rest of the recording, encouraging the pupils to follow the route.



#### Then play in pairs.

- ▷ Pupils play the game in pairs. Pupil B looks at the end of the route and secretly chooses a school object (*a pencil case*). Pupil A asks for directions to start (*One, five six or nine?*) Pupil B directs them to (*One*). Pupils A then asks (*Red or or yellow?*) Pupil B directs them to the correct colour line (*red*). Pupil A then asks (*Three or two?*). Pupil B responds (*Three*). Pupil A then says (*pencil case*).
- ▷ The pupils then change roles.

#### 8 Make an English scrapbook.

- ▷ Ask the pupils to look at the completed scrapbook page. Read the text aloud.
- ▷ Hand out the scrapbook photocopies.
- ▷ Read aloud the title (*My pencil case*) and encourage the pupils to identify and colour the school objects around the frame.
- ▷ Ask the pupils to draw and colour objects from their pencil case in the pencil case outline.
- ▷ In pairs, the pupils show and describe their work to each other. Pupil A asks *What's this?* Pupil B responds *It's a (blue) (rubber)*. The pupils then change pairs and do the same.
- ▷ They then stick their work in their scrapbook or on a card. Keep these for future classes.

### Picture Dictionary Unit 2

- ▷ (See *Introduction* page 11.) Ask the pupils to turn to page 57 in their Activity Book. Help them to identify and stick in the missing objects and colours.
- ▷ Move around the room while they are working to offer praise and encouragement. Ask *What is it?/What colour is it?*

### Activity Book page 10

#### 5 Read and colour.

- ▷ Ask the pupils to look at the two pictures. Explain that each letter stands for a colour, as shown in the key on the left.
- ▷ The pupils colour the two pictures; the first with the cold colours, the second with the warm colours.
- ▷ When completed you can ask the pupils which of the two pictures they prefer.

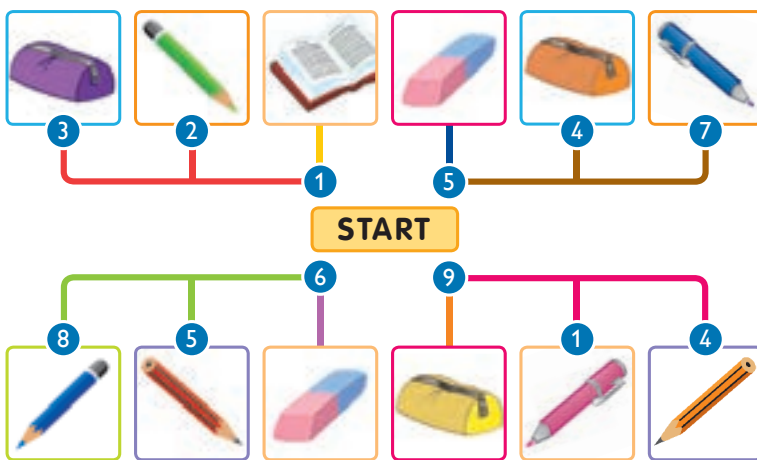
#### 6 My English. Choose and colour.

- ▷ The pupils colour their chosen footprint. (See *Introduction* page 7, *Self-evaluation*.)

### Ending the lesson

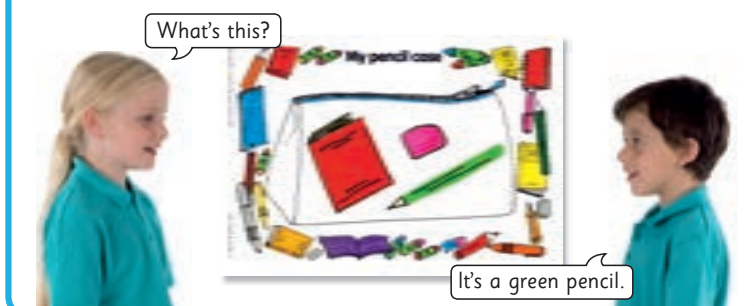
- ▷ Place a rubber, pencil, colouring pencil, book, pen and pencil on a tray. Cover the objects with a cloth. Secretly remove one of the objects. Remove the cloth to reveal the remaining objects and ask *What's missing?*
- ▷ The pupil who guesses first can play the teacher role. Repeat several times.

#### 7 Listen and follow. Then play in pairs.



## All about me

#### 8 Make an English scrapbook.



Picture Dictionary





# Backtrack 1

## Lesson 1

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

**TARGET LANGUAGE** *pencil, pencil case, book, rubber, colouring pencils, pen; red, blue, yellow, green, orange, purple, pink, brown, white, black, numbers 1 to 10*

**RECEPTIVE LANGUAGE** *Guess the object. Colour the words.*

**MATERIALS** Pupil's Book page 12, Activity Book page 11, Class CD

### Warmer

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

### Pupil's Book page 12

#### **A** Play Battleships.

- ▶ Ask the pupils to look at the picture of the children in their books. Explain that the idea of the game is to hide numbers from 1 to 10 in the grid and their partner will try to find them.

### Activity Book page 11

#### **A** Play Battleships.

- ▶ Ask the pupils to look at page 11. First, make sure the pupils understand the grid. Call out a colour and a school object and ask the pupils to point to the intersection. Repeat several times until the pupils are clear.
- ▶ Read the colour words aloud with the class, and ask the pupils to colour them, appropriately.
- ▶ Pupils then write numbers 1 to 10 (once only) randomly in the squares on grid A.
- ▶ Put the pupils into in pairs. Pupil A calls out a colour and a school object. Pupil B finds the intersection on grid A. If there is a number hidden there, he/she says the number and Pupil A writes the number in the correct square on grid B. If there is nothing in the square, he/she says *No* and it is Pupil B's turn to call out a colour and school object.
- ▶ The winner is the pupil who finds all ten numbers first, or, who finds more numbers in a given period of time.

### Pupil's Book page 12

#### **B** Listen and sing.

- ▶ Elicit the numbers and colours. Ask the pupils which colour is missing from the song lyrics (blue).
- ▶ Play the recording (page 84) once, the pupils point to the numbers.
- ▶ Now teach the song, line by line. Sing along with the class several times.

### Ending the lesson

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

### Extra activity

- ▶ Give out to each pupil (or ask the pupils to find and show you) the following colouring pencils, one colour per pupil; red, yellow, green, purple, pink, orange, brown, white, and black.
- ▶ Play the song again; the pupils lift up their colouring pencil when they hear their colour.
- ▶ Redistribute the colours and repeat the activity.



**Backtrack 1** 

**A**  Play Battleships.

  
Green pencil?  
No.

**B**   Listen and sing.

  
One is red. Two is yellow.  
Three is green. Four is purple.  
Five is pink. Six is orange.  
Seven is brown. Eight is white.  
Nine is black. Next comes ten.  
Let's start again!

 12  
Revision: colours, school objects, numbers 1-10

# Backtrack 1

## Lesson 2

**LESSON AIMS** revising language from Units 1 and 2, making a poster, recognising and producing individual sounds

**TARGET LANGUAGE** *Hello! I'm (Joe). I'm (seven). How old are you?*

**RECEPTIVE LANGUAGE** *poster*

**MATERIALS** Pupil's Book page 13, Class CD, three large sheets of paper (with 6, 7 and 8 at the top), one backing sheet of card or paper, photos or drawings of each child, colouring pencils, colour flashcards.

### Warmer

- ▷ Repeat the song from the last lesson to enliven the class and review target language.

### Pupil's Book page 13

#### C Make a poster.

- ▷ Ask the pupils to look at the photograph in their books and explain that they are going to make a poster together.
- ▷ Show the pupils the three sheets of paper with the numbers at the top, and ask them to put their photo (or a drawing of themselves) on the appropriate sheet (depending on their age). If you use adhesive putty the pictures can be moved if the children have a birthday.
- ▷ Put the three sheets of paper on the large backing sheet (as shown on page 13) and write at the top in big letters *How old are you?* (The pupils can colour this in.)
- ▷ In pairs, the pupils point at the picture of their partner and ask and answer questions about their ages.

#### D Listen and repeat. Then match.

- ▷ This activity helps to identify, discriminate and practise the sounds /i:/ and /e/.
- ▷ Draw the pupils' attention to the words in the footprints. Elicit the words.
- ▷ Play the recording (page 84), pausing after each sound or word, for the pupils to listen and repeat.
- ▷ Focus on the first sound /i:/ and the first word *green*. Read the other words aloud with the pupils, encouraging them to find another word with a similar sound (*three*).
- ▷ Do the same for the second sound /e/.

### Ending the lesson

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

### Extra activity

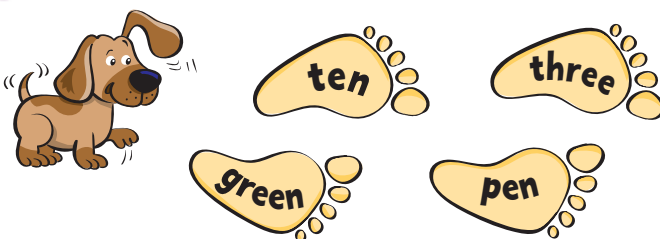
- ▷ Divide the pupils into two groups /i:/ and /e/. Ask each pupil in the /i:/ group to find and get out a green colouring pencil. Ask each pupil in the /e/ group to find and get out a red colouring pencil.
- ▷ Call out the words from Sound hound. When the group hears a word with their sound they hold up their colouring pencils.
- ▷ The groups then change over and repeat the activity.

#### C Make a poster.



### Sound hound

#### D Listen and repeat. Then match.



Revision: *Hello! I'm (Joe). I'm (seven).*

## Unit 3

## Lesson 1

**LESSON AIMS** learning toy words, saying a chant, learning to read toy and colour words.

**TARGET LANGUAGE** *bike, robot, car, computer game, scooter, ball, What's this? It's a (ball). My (bike). Thank you.*

**RECEPTIVE LANGUAGE** *Oh, look! That's OK. Match.*

**MATERIALS** Pupil's Book page 14, Activity Book page 12, Class CD, toy flashcards, colour flashcards, an envelope large enough to hold the toy cards (optional)

### Warmer

- ▶ Introduce the topic of toys. Read aloud the title of the new unit and ask the pupils what they think it will be about.
- ▶ Ask the pupils what their favourite toys are.

### Pupil's Book page 14

#### 1 Listen and point.

- ▶ Show the pupils page 14. Say *Open your book.*
- ▶ Draw their attention to the first picture, and elicit where they think Bart is. Explain that he has found a lot of broken toys in the garage. Check the pupils recognise the toys and see if they can name any of them.
- ▶ Present the toy words using the flashcards.
- ▶ Remind the pupils they will hear a 'ping' sound when they need to move to another picture. Say *Listen and point.* Play the recording (page 84). The pupils listen and point to the pictures.
- ▶ Elicit what is happening in the story – Bart has repaired all the old toys and the children are very happy and grateful.
- ▶ Play the recording again. Ask the pupils to point to the toys as they are mentioned.

#### 2 Chant.

- ▶ Elicit the toy names as you place the flashcards in various parts of the classroom.
- ▶ Play the recording (page 85). The pupils point to the toys, 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 find and say.

- ▶ Play the recording again, pausing after each line for the pupils to chant, find the toy in Activity 1 and point to it.
- ▶ In pairs, Pupil A points to a toy in the story (More confident pupils can ask *What's this?*). Pupil B names the toy. The pupils then change roles.

### Activity Book page 12

#### 1 Read and draw.

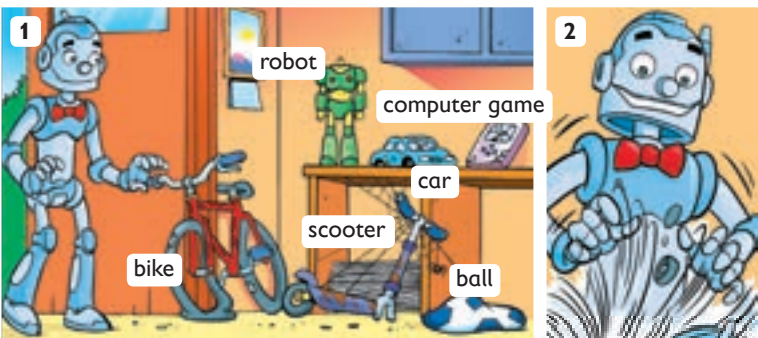
- ▶ Cover the toy flashcards, either with paper, the back of a different flashcard, or put them in a large envelope. Gradually reveal parts of the toys, eliciting their names, and write the words on the board.
- ▶ Ask the pupils to look at the pictures and guess what the missing toys are. They can read the labels to help them.
- ▶ Ask them to draw in the missing toys.
- ▶ Check with the whole of the class. Elicit answers with *My (computer game).*

### Ending the lesson

- ▶ Divide the class into six groups, one for each toy. Place the corresponding toy flashcard near the group. Repeat the chant, encouraging each group to stand up or put their hands up and chant when they hear their toy word.

## 3 I've got a robot

#### 1 Listen and point.



#### 2 Chant. Then find and say.

A car and a robot. Thank you!  
A bike and a computer game. Thank you!  
A ball and a scooter. Thank you, Bart! Thank you!

14  
bike, robot, car, computer game, scooter, ball  
A (ball) and a (scooter). My (bike)! Thank you!

# Unit 3

# Lesson 2

**LESSON AIMS** practising toy words, matching colours to toy words, learning to say what toys we've got

**TARGET LANGUAGE** *I've got a (bike), ball, bike, car, computer game, robot, scooter*

**RECEPTIVE LANGUAGE** *Listen and point/colour. What toy is this?*

**MATERIALS** Pupil's Book page 15, Activity Book page 13, Class CD, toy flashcards (*ball, bike, car, computer game, robot, scooter*)

## Warmer

- Place the flashcards around the room. Elicit the names of the toys. Repeat the chant from Lesson 1, encouraging the pupils to point to the toys.

## Pupil's Book page 15

### 3 Listen and point.

- Ask the pupils to look at the pictures on page 15. Elicit the names of the 'toys' in the pictures. Ask the pupils if they have any of these toys.
- Play the recording (page 85), and encourage the pupils to listen and point to the pictures.
- Say *Listen and point* and demonstrate how the pupils point to the person speaking.
- Repeat the recording, pausing after each line, for the pupils to listen and find the person who is speaking.

### 26 Then listen and repeat.

- Now play the next recording (page 85). Pause after each line, for the pupils to repeat.
- In pairs, Pupil A chooses a character, imitates their voice, and says *I've got a (computer game)*. Pupil B finds the character and points to them. Pupils change roles.

### 4 Work in pairs. Choose, match and say.

- Ask the pupils to look at the picture in their Pupil's Book, elicit the toy words and the colours.
- Name, at random, the toys and the colours, and ask the pupils to point to them.
- Demonstrate the activity with the example. Say (*red*), the pupils follow the line from the red button to the scooter. Elicit the answer *I've got a (scooter)*.
- The pupils do the activity in pairs, changing roles after two or three exchanges.
- As a variant, the pupils can say the toy first, and then match it to the colour.
- As a game, the pupils can see how quickly they can respond to each other.

## Activity Book page 13

### 2 Listen and colour. Then trace.

- Ask the pupils to open their book at page 12. Elicit the names of the toys. Read aloud the names of the toys, several times, with the class.
- Say *Listen and colour*. Play the recording (page 85). The pupils colour the toys according to what they hear.
- Elicit the colours of the coloured items. Ask the pupils to trace the word labels.

## Ending the class

- Point to each pupil and say a toy word *scooter, bike, ball, robot, car, computer game*. Ask them to draw a small picture of the toy.
- Call out the toys. When a pupil hears their item he/she stands up, shows his/her picture and says *I've got a (ball)*.

3

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

1



2



3



4



### 4 Work in pairs. Choose, match and say.

Red!








A scooter!










I've got a (bike).



27

## Unit 3

## Lesson 3

**LESSON AIMS** practising toy words, playing a game

**TARGET LANGUAGE** *I've got a (computer game), I haven't got a (bike). A (computer game), please.*

**RECEPTIVE LANGUAGE** *Cross. Stickers. Yes, here.*

**MATERIALS** Pupil's Book page 16, Activity Book pages 14 and 63, Class CD, toy flashcards, scissors for each pupil

### Warmer

- ▷ Write the toy words and colours, randomly on the board, in a place that is not too high for the pupils to reach. Read the words aloud with the class.
- ▷ Put the pupils in two teams. A pupil from each team comes to the front of the class.
- ▷ Call out a toy word or colour. The first pupil to circle the word scores a point for their team.
- ▷ Continue with other pupils.

### Pupil's Book page 16

#### 5 Listen and point.

- ▷ Ask the pupils to look at the pictures on page 16. Explain that Katie collects stickers in an album. Ask the pupils what stickers Tina's got and what stickers she hasn't got.
- ▷ Using L1, encourage the pupils to predict the story.
- ▷ Play the recording (page 85), and ask the pupils to listen and point to the toys as they are mentioned.
- ▷ Ask the pupils what sticker Tina has got now, and what stickers she hasn't got.

#### 29 Then listen and repeat.

- ▷ Now play the next recording (page 85), pausing after each sentence for the pupils to repeat.

#### 6 Make cards. Then play and say.

- ▷ Ask the pupils to look at the photograph, and read the speech bubbles with the class. Explain that the children are playing a game, trying to collect a set of identical cards.
- ▷ Ask the pupils to cut out the cards on page 63 of the Activity Book.
- ▷ Put the pupils in groups of three or four with one set of the cut out cards per pupil.

- ▷ Explain that the aim of the game is to collect identical sets of cards by asking the other pupils in the group. Pupil A asks one of the others *A (pen), please*. If the pupil has the card, he/she replies *Yes, here* and gives Pupil A the card, and Pupil A continues. If not, he/she replies *I haven't got a (pen)*. He/she can now ask a question.
- ▷ Demonstrate the game with a group of pupils.
- ▷ The winner is the pupil who collects most sets of identical cards.
- ▷ Keep the cards for use in future classes, and for fast finishers.

- ▷ Play the rest of the recording, pausing after each number for the pupils to complete the activity.
- ▷ Play the recording again to listen and check with the class.

### Ending the lesson

- ▷ Hand out a set of cut-outs to each pupil. In pairs, Pupil A lays their cards out face up. Pupil B looks at them for ten seconds. Pupil A turns the cards face down, he/she points to a card and Pupil B tries to remember the toy, saying *It's a (robot)*.
- ▷ The pupils then change roles.

### Activity Book page 14

#### 4 Listen and circle or X.

- ▷ Read the toy words on page 14 with the pupils.
- ▷ Play the first part of the recording (page 85) and explain to the pupils what they have to do.

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



**6** Make cards. Then play and say.



**16** I've got a (computer game). I haven't got a (bike).  
A (computer game), please.

## Unit 3

## Lesson 4

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

**REVIEW** *I've got a (car). I haven't got a (bike).*

**RECEPTIVE LANGUAGE** *Play in pairs. Make a scrapbook.*

**MATERIALS** Pupil's Book page 17, Activity Book pages 15 and 58, Class CD, cut out cards from previous lesson, adhesive putty. *All about me:* magazines or toy catalogues (optional), one scrapbook/card and photocopy (page 121) per pupil, glue or paste

### Warmer

- ▷ Hand out a set of the toy cut outs to each pupil. In pairs, the pupils shuffle two sets of cards and place them face down, spread out, on their table.
- ▷ Pupil A turns over two cards and says the names of the toys *I've got a (robot) and a (car)*. If the cards are the same

he/she says *I've got two (cars)* and keeps them. It is then Pupil B's turn.

### Pupil's Book page 17

#### 7 Play in pairs.

- ▷ Ask the pupils to look at the pictures. Explain that you will choose a character, talk about their toys (a cross means they haven't got that toy) and the pupils guess to see if they know who you are.
- ▷ Choose secretly a character (*Tina*). Say *I've got a car, a robot, and a scooter. I haven't got a bike*. Elicit from the pupils who you are.
- ▷ The pupils repeat the activity in pairs, choosing other characters. They can then change roles.

#### 8 Make an English scrapbook.

- ▷ Ask the pupils to look at the completed scrapbook page. Read the text aloud.
- ▷ Hand out the scrapbook photocopies. Read aloud the title *My toys* and ask the pupils to identify and colour the toys around the frame.
- ▷ Ask the pupils to cut out images of their toys from the magazines, or catalogues. Alternatively, they can draw pictures to cut out.
- ▷ The pupils stick these onto the photocopy.
- ▷ Teach any new vocabulary the pupils may need.
- ▷ In pairs, the pupils show and describe their work to each other, saying *I've got a (computer game)*.
- ▷ They then stick their work in their scrapbook or on card. Keep these for future classes.

### Picture Dictionary Unit 3

- ▷ (See *Introduction* page 11.) Ask the pupils to turn to page 58 in their Activity Books. Help them to identify and stick in the missing toys.

### Activity Book page 15

#### 4 Listen and number.

- ▷ Ask the pupils to look at each of the pictures on page 15 and identify the toys.
- ▷ Play item 1 of the recording (page 85), identify the correct picture and 'write' 1 in the box as in the example.
- ▷ Play the rest of the recording, pausing after each line, for the pupils to complete.
- ▷ Play the recording again to listen and check with the class.

#### 5 My English. Choose and colour.

- ▷ The pupils colour their chosen footprint. (See *Introduction*, page 7, *Self-evaluation*.)

### Ending the lesson

- ▷ Fix the toy flashcards on the board with the putty. Write the toy words underneath in the wrong order. Ask pupils to come to the board and draw a line, matching the flashcard to the correct word.

#### 7 Play in pairs.



## All about me

#### 8 Make an English scrapbook.



*I've got a computer game.  
I haven't got a ball.*



## Story Time

### Pirates 2

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

**TARGET LANGUAGE** *a pen, a pencil, a (pink) rubber, a scooter, a (red) ball, a (blue) book. What's this? I've got/haven't got (the map).*

**RECEPTIVE LANGUAGE** *Who's this? Where's the (map)? Find (the map). Is this in the story?*

**MATERIALS** Pupil's Book pages 18 and 19, Activity Book page 16, Class CD, clothes to act out the story (hats, scarves, toys and classroom objects – optional)

#### Warmer

- ▶ Help the pupils relax to get ready for the story using the procedures from Unit 1.
- ▶ Ask them to breathe in deeply and slowly three times.
- ▶ Play some music that the pupils will associate with story time.
- ▶ 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 18 and 19

##### 1 Listen and look.

- ▶ 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.
- ▶ The cat pirates attack the rats to look for the treasure map. They search and find Ratino. They kidnap him and take the map.
- ▶ Repeat the recording. This time, pause after each picture. Ask the pupils to point to the characters who are talking or making a sound.

##### 32 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 Look and circle the story things.

- ▶ Ask the pupils to point to the picture of the map, and ask *Is this in the story? (Yes)*. Ask the pupils to identify some of the pictures of things in the story, and demonstrate, using your book, how they should circle them.
- ▶ Move around the class while they are working and ask *What's this?* to elicit the names of the things.
- ▶ Check the answers with the class. Say *Is (the map) in the story? (Yes)*.

## Pirates 2

### 1 Listen and look. Then listen and act out out.



**Listen and colour.**

- ▶ Ask the pupils to identify the objects in the pictures.
- ▶ The first time you play the recording (page 85), ask the pupils to put just a small coloured mark on the object. After checking that they have the correct colour, they can then finish colouring the objects.
- ▶ Play the recording and ask the pupils to colour the things in the story according to the instructions.
- ▶ Play the recording again to check with the class.

**Ending the lesson**

- ▶ The pupils can act out the story in small groups. Assign the following roles – Captain McRat, Fat Cat, Crew Cat 1, Crew Cat 2, Ratino, Polly, and two pirate rats.
- ▶ Demonstrate with a group at the front of the class. If you have brought them, use the props (hats, scarves, toys and classroom items) you have to make the story come alive.





# Unit 4

## Lesson 1

**LESSON AIMS** learning animal words, saying a chant

**TARGET LANGUAGE** cow, horse, goat, dog, cat, hen. *I've got a (cow).*

**RECEPTIVE LANGUAGE** farmer. *Look at my animals. Look at this! Not bad!*

**MATERIALS** Pupil's Book page 20, Activity Book page 17, Class CD, animal flashcards (cow, horse, goat, dog, cat, hen)

### Warmer

- ▷ Introduce the topic of animals and pets. Read aloud the title of the new unit.
- ▷ Ask the pupils if they have any pets. Encourage them to reply with *I've got...*

### Pupil's Book page 20

#### 1 Listen and point.

- ▷ Elicit what the pupils can see in the first picture on page 20. Explain that the children are visiting a farm. Check the pupils recognise the animals and see if they can name any of them in English.
- ▷ Present the animals using the animal flashcards.
- ▷ Remind the pupils that they 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 point to the pictures.
- ▷ Explain what is happening in the story – Bart and Tina are looking at the animals and Ron is drawing the animals, but the animals have also been drawing the farmer.
- ▷ Play the recording again. Pause for the pupils to point to the animals as they are mentioned.

#### 2 Chant. Then find and say.

- ▷ Place the animal flashcards in different parts of the classroom. Elicit the names of the animals.
- ▷ Play the recording (page 85). The pupils point to the animals 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*.
- ▷ Play the chant once more, pausing after each line for the pupils to chant, find the animal in Activity 1, and point to it.
- ▷ In pairs, Pupil A points to an animal in the story (More confident pupils can ask *What's this?*). Pupil B names the animal. The pupils then change roles.

### Activity Book page 17

#### 1 Look and match. Then say.

- ▷ Ask the pupils to look at page 17. Elicit the names of the animals in the pictures.
- ▷ Ask the pupils to look at the words on the right hand side of the page. Say *Match*.
- ▷ The pupils match each animal to a word by drawing a line.
- ▷ Check with the class.
- ▷ In pairs, they then point to the pictures and say *I've got a (goat)*.

#### 2 Listen and colour.

- ▷ Make sure the pupils have red, brown and black colouring pencils or crayons. They listen to the recording (page 85) and colour the objects in the correct colour.
- ▷ The first time you play the recording, ask the pupils to put just a small coloured mark on the object.
- ▷ Play the recording again, pausing after each line, for the pupils to colour the animals in the corresponding colour.

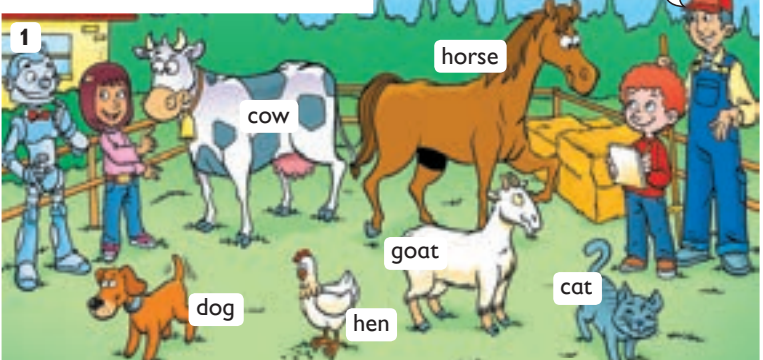
### Ending the lesson

- ▷ Divide the class into six groups, one for each animal. Place the corresponding animal flashcard near the group. Repeat the chant, encouraging each group to stand up and make the animal noise at the appropriate point.



## 4 Have you got a dog?

### 1 Listen and point.

Hello! Look at my animals. I've got a cow ...



### 2 Chant. Then find and say.

i've got a cow. i've got a horse. i've got a dog.  
i've got a hen. i've got a goat. i've got a cat.

**20** cow, horse, dog, hen, goat, cat  
I've got a (cow).

# Unit 4

# Lesson 2

**LESSON AIMS** learning more animal words, practising animal words, learning plurals, asking and responding to *How many?*

**TARGET LANGUAGE** *duck, rabbit. How many (cats)? I've got (three hens).*

**RECEPTIVE LANGUAGE** *farmer*

**MATERIALS** Pupil's Book page 21, Activity Book page 18, Class CD, all animal flashcards

### Warmer

- ▷ Elicit the names of the animals from the last lesson, as you place the flashcards around the room. Repeat the chant from Activity 2, encouraging the pupils to point to the animals.

### Pupil's Book page 21

#### 3 Look and listen.

- ▷ Ask the pupils to look at the pictures on page 21. Explain that Jamie wants to count the animals but can't, so he asks the farmer.
- ▷ Play the recording (page 85) once, the pupils look and listen.
- ▷ Play the recording again, the pupils listen and point to the animals.

#### 38 Then listen and repeat.

- ▷ Now play the next recording (page 85). Pause after each line, for the pupils to repeat several times.
- ▷ In pairs, Pupil A is the farmer, he/she points to a picture and says *I've got three hens*. Pupil B asks *How many hens?* Pupil A replies *Three*. Pupils change roles.

#### 4 Find and count. Ask and answer.

- ▷ Ask the pupils to look at the photographs and elicit the names of the animals. Point to a picture and ask *How many dogs?* Elicit the reply (*Seven*).
- ▷ Divide the class in two. Show the picture of the (horses) to half the class and elicit the question *How many (horses)?* The other half of the class find and count the horses in the picture, and respond (*Two*). Then change group roles.
- ▷ The pupils then continue in pairs.

### Activity Book page 18

#### 3 Listen and circle.

- ▷ Ask the pupils to look at the pictures on page 18. Elicit what they can see. Explain that they will listen and circle the number of animals the farmer's wife says she has.
- ▷ Demonstrate on the board. Draw six ducks. Play the first part of the recording and circle three of the ducks. Show the pupils the example in their books.
- ▷ Play the recording (page 85), pausing after each line, for the pupils to circle the animals.
- ▷ Check their work as a whole class activity.

#### 4 Look at Activity 3. Read and circle.

- ▷ Read aloud the farmer's wife's question with the class, and read the two possible answers. Explain that the pupils circle the correct number of animals that the farmer's wife has.
- ▷ Ask the pupils to count the animals, read the possible answers, and circle the correct numbers.
- ▷ Check, reading aloud with the whole of the class.

### Ending the lesson

- ▷ Ask nine pupils to the front of the class. Give each pupil an animal flashcard. The pupils name their flashcard, hold it up saying *I've got a (rabbit)*, and show it to the class. Repeat several times.
- ▷ The pupils then hide their flashcards.
- ▷ Point to the pupils, one by one, and the class tries to remember the flashcards each pupil has. The pupil shows his/her flashcard once the class can remember what it is.

#### 3 Look and listen. Then listen and repeat.



#### 4 Find and count. Ask and answer.



*duck, rabbit*  
*How many (cats)? I've got (eight cats).*

## Unit 4

## Lesson 3

**LESSON AIMS** practising animal words and plurals, asking and responding to *Have you got?* playing a game

**TARGET LANGUAGE** *mouse. Have you got a (cat)? Yes, I have/No, I haven't.*

**RECEPTIVE LANGUAGE** *Guess the animal.*

**MATERIALS** Pupil's Book page 22, Activity Book pages 19 and 65, Class CD, all animal flashcards, toy animals, a non-transparent bag, scissors for each pupil

### Warmer

- ▶ Secretly place one of the toy animals in the bag. Ask a pupil to the front of the class. He/she feels the toy animal inside the bag and guesses what it is, saying *It's a (horse)*. The pupil then takes out the animal and sees if he/she was correct.
- ▶ Repeat with other pupils.

### Pupil's Book page 22

#### 5 Listen and point.

- ▶ Ask the pupils to look at the pictures on page 22. Elicit what and who they can see. See if they can describe what Bart is doing. He is walking the dogs.
- ▶ Play the recording (page 85), the pupils look and listen.
- ▶ Elicit what animals Katie and Ron have.

#### 41 Then listen and repeat.

- ▶ Now play the next recording (page 85). Pause after each line, for the pupils to repeat.
- ▶ In groups of three, (Pupil A Bart; Pupil B Katie; Pupil C Ron) they practise the dialogues, changing roles each time.

#### 6 AB page 65 Make cards. Then play and say.

- ▶ Show each flashcard very quickly, eliciting the name, to revise the animal words.
- ▶ Ask the pupils to look at the photograph on page 22. Explain that the children are playing a game to guess the animal.
- ▶ Ask the pupils to find cut out 2 (Activity Book page 65) and cut out the cards.
- ▶ Put the pupils in pairs, or small groups. Each group needs one set of the cut out cards per pupil.
- ▶ The pupils shuffle the cards and put them face down on the desk in a pile. Pupil A secretly chooses a card and holds it so the other pupil(s) cannot

see it. The other pupil(s) try to guess the card, asking *Have you got a (cat)?* Pupil A responds *Yes, I have/ No, I haven't*. The other pupils continue until they guess the card. Pupils then change roles.

- ▶ Keep the cards for use in future classes, and for fast finishers.

### Activity Book page 19

#### 5 Listen and ✓ or X.

- ▶ Ask the pupils to look at the pairs of animals. Elicit the animal words. Explain they will tick or cross the pictures depending on what they hear.
- ▶ Play the first part of the recording (page 85) as an example and demonstrate.
- ▶ Play the rest of the recording, pausing after each dialogue, for the pupils to complete the activity.
- ▶ Check their work as a whole class activity.

### Ending the class

- ▶ Hand out a set of cut-out cards to each pupil. Ask each pupil to choose four of their animal cards, and to place these face up. Call out an animal. The pupils who have that card face up turn it face down. Repeat with different animals. The first pupil to turn all their cards face down wins.

5  40-41 Listen and point. Then listen and repeat.



1 Hello, Katie. Oh! Have you got a dog?

2 Yes, I have.

3 Hello, Ron. Have you got a dog?

4 No, I haven't. I've got a mouse.

6  AB page 65  Make cards. Then play and say.



Have you got a cat? No, I haven't.

22  mouse  
Have you got a (dog)? Yes, I have. / No, I haven't.

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

**REVIEW** *Have you got (three rabbits). Yes, I have/No, I haven't. I've got (a dog). I haven't got (a cat). How many (goats)?* Animal and pet words, numbers 1 to 10

**RECEPTIVE LANGUAGE** *Draw your pet. Make a scrapbook, find and stick. What's missing? Draw (three) (goats).*

**MATERIALS** Pupil's Book page 23, Activity Book pages 20 and 58, animal flashcards. *All about me*: photos of the pupils' pets, one scrapbook/card and photocopy (page 122) per pupil, glue or paste

**Warmer**

- ▷ Take one animal flashcard and hold it face towards you.
- ▷ The pupils try to guess which animal it is, asking *Have you got a (cow)?* Answer with *Yes I have* or *No, I haven't*.

- ▷ The pupil who guesses correctly comes to the front of the class to do the same. Continue in this way.

**Pupil's Book page 23**

**7**  **Play in pairs. Ask and answer.**

- ▷ Elicit the animals and characters the pupils can see at the top of page 23. Ask a child to imagine he/she is Jamie and say the pets Jamie has: *I've got a horse, two dogs, four hens and three rabbits.* Focus on the plurals.
- ▷ Secretly, choose a character. Elicit questions from the pupils *Have you got a (cat)?* Answer *Yes, I have/ No I haven't*. The pupils look at the pictures in their books and guess who you are.
- ▷ Demonstrate the activity with two pupils. The pupils then play in pairs.

**8**  **Make an English scrapbook.**

- ▷ Ask the pupils to look at the completed scrapbook page. Read the speech bubbles aloud.

- ▷ Hand out the scrapbook photocopies. Read aloud the title (*My pets*) and ask the pupils to identify and colour the animals around the frame.
- ▷ Ask the pupils to complete the page as shown. If they have not got any pets they can draw the toy animals they have, or paste in pets they would like to have. Teach any new vocabulary they may need.
- ▷ They then stick the copy in their scrapbook or on card.
- ▷ In pairs, the pupils point and describe their work to each other: *I've got (two dogs). I haven't got a (rabbit)*. They then change roles.
- ▷ Keep their work for future classes.

**Picture Dictionary Unit 4**

- ▷ (See *Introduction* page 11.) Ask the pupils to turn to page 58 in their Activity Book. Help them to identify and stick in the missing animals.

**Activity Book page 20**

**6**  **Ask and ✓ or X.**


- ▷ Ask the pupils to look at each of the pictures and read the labels. Read aloud the example questions and answers with the class. Explain that the pupils will use these to complete the survey.
- ▷ Demonstrate, using your Activity Book, or by drawing on the board. Write three pupils' names at the top of the table. Point to the picture of a dog. Help the class to ask Pupil A *Have you got a dog?* And elicit the answer *Yes, I have* or *No, I haven't*. Put a tick or a cross in the first square, depending on this answer. Repeat as necessary.
- ▷ The pupils work in small groups of three or four to ask and answer questions and complete their table. Go round the class, offering encouragement.

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

- ▷ The pupils colour their chosen footprint. (See *Introduction* page 7, *Self-evaluation*.)

**Ending the lesson**

- ▷ Draw the outline of a farm on the board. Ask the pupils to copy it. Dictate animals to go on the farm. Say *Draw (three) (goats)*.
- ▷ The pupils then compare in pairs, saying *How many (goats)? (Three)*. The pupils can then colour their pictures.

**7**  **Play in pairs. Ask and answer.**

Have you got a horse?

No, I haven't.

Have you got two rabbits?

Yes, I have.



**All about me**

**8**  **Make an English scrapbook.**



I've got two cats.

I've got a rabbit.

I haven't got a dog.



## Backtrack 2

### Lesson 1

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

**TARGET LANGUAGE** *cat, dog, horse, cow, mouse, rabbit, duck, goat, hen, numbers 1 to 6, robot, computer game, bike, ball, car, scooter. I've got a (robot). I haven't got a (car).*

**RECEPTIVE LANGUAGE** *Play the animal fair game.*

**MATERIALS** Pupil's Book page 24, Activity Book page 21, Class CD, dice, counters, flashcards (toys and animals)

#### Warmer

- ▶ Point to each pupil and say an animal. Make the noise of the animal. When the pupils hear the noise of their animal, they stand up and say the animal word.

#### Pupil's Book page 24

#### A Play Animal Fair.

- ▶ Ask the pupils to look at the photos of the children playing the game in their books. Explain that the aim of the game is to cover all the animals, by throwing the die, and placing a counter or small piece of paper over the animal of the corresponding number. Point out that the pictures on the right show which face of the die relates to each animal.
- ▶ Put the pupils in pairs (or small groups). Hand out one die per pair, and counters, one per pupil.
- ▶ Pupil A throws the die and looks in their book to see what animal is connected with the number thrown. Pupil A then covers that animal with a counter. It is then Pupil B's turn.
- ▶ If an animal already has a counter on it, the turn passes to another pupil.
- ▶ The winner is the person who 'collects' the most animals.

#### B Listen and sing.

- ▶ Point to the pictures of Jamie and Bart.
- ▶ Play the recording (page 85) once, the pupils point to any words they hear.
- ▶ Now teach the song, line by line. Sing along with the class several times.

#### Activity Book page 21

#### 1 Listen and match.

- ▶ Ask the pupils to look at the pictures. Elicit what animals and toys they can see. Explain they will listen to some children being interviewed, find out their names, and match them to their toys and pets.
- ▶ Play the recording (page 85) once. The first time the pupils listen and point to the things mentioned.
- ▶ Repeat the recording. This time, the pupils listen and draw a line to match each child with his/her pets and toys.
- ▶ Correct their work as a whole class activity.

#### Ending the lesson

- ▶ Hand out the toy and animal flashcards to individual pupils. Call out the words. When the pupil hears his/her word he/she lifts up the flashcard and stands up, saying *I've got (a ball)*.
- ▶ Repeat the words. This time, the pupil sits down when he/she hears the word.
- ▶ Repeat with other pupils.

#### Extra activity

- ▶ Revise the toy vocabulary with the flashcards. Ask the pupils to choose one of the toys, and to secretly draw and colour a picture of it.
- ▶ In pairs, Pupil A tries to guess their partner's toy, asking *Have you got a (ball)*? If they are not correct Pupil B replies *No, I haven't* and Pupil A continues to guess. If they are correct, Pupil B replies *Yes, I have, It's (purple)*. It is then Pupil B's turn to guess.



**Backtrack 2** 

**A**  Play Animal Fair.



**B**  Listen and sing.

 I haven't got a car. I haven't got a ball.  
I haven't got a scooter. I haven't got a bike.  
I haven't got a computer game, but I've got a robot!  
A robot! I've got a robot called Bart.  
A robot! I've got a robot called Bart. 

**24** Revision: animals, numbers 1-6, toys  
I've got a (robot). I haven't got a (car).

## Backtrack 2

### Lesson 2

**LESSON AIMS** revising language from Units 3 and 4, making a classroom display, identifying and producing individual sounds

**TARGET LANGUAGE** all vocabulary from Units 1 to 4, colours, numbers 1 to 10, school objects, animals, toys

**RECEPTIVE LANGUAGE** *dominoes*

**MATERIALS** Pupil's Book page 25, Class CD, large strips of paper, cut out photos of vocabulary (or drawings) from Units 1 to 4, glue, scissors

#### Warmer

- ▷ Repeat the song from the previous lesson to energise the class and review the target language.

### Pupil's Book page 25

#### C Make dominoes.

- ▷ Ask the pupils to look at the photograph in their books and explain that they are going to make dominoes to display on the classroom wall. This is an opportunity to recycle vocabulary from all the units.
- ▷ Work out a domino layout in rough with the class using one of the strips of paper. Allocate a specific domino to each pupil. Encourage them to stick on their photos or drawings and write and colour the words. Once finished, with the pupils, assemble the dominoes on the wall.
- ▷ You can also do this as an IT activity. Once you have allocated a domino per pupil, the pupils can find images and copy the word onto a template on the computer.

#### D Listen and repeat. Then match.


- ▷ This activity helps to practise and identify, discriminate and practise the sounds /e/ and /æ/.
- ▷ Elicit the words that are in the footprints.
- ▷ Play the recording (page 86), pausing after each sound or word, for the pupils to listen and repeat.
- ▷ Focus on the first sound /e/ and the first word *hen*. Read the other words aloud with the pupils, encouraging them to find other words with a similar sound *red* and *ten*.
- ▷ Do the same for the second sound /æ/.
- ▷ You can repeat the words in sets, varying the rhythm for the pupils to repeat.


#### Ending the lesson

- ▷ Place the animal and toy flashcards on the board. Write the words in an incorrect order below the flashcards. Ask individuals to come to the board and move the flashcard to the correct word.



#### Extra activity

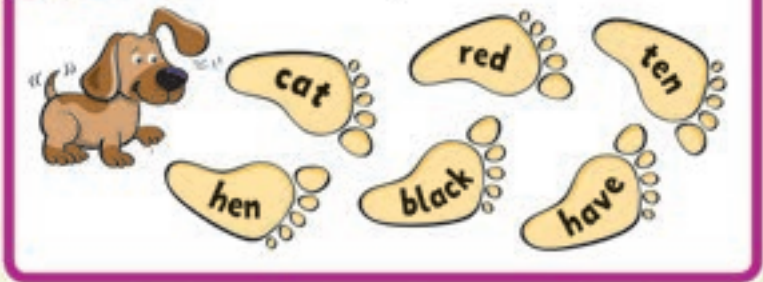
- ▷ Divide the pupils into two groups /æ/, and /e/. Ask each pupil in the /æ/ group to find and get out a black colouring pencil. Ask each pupil in the /e/ group to find and get out a red colouring pencil.
- ▷ Call out the words from Sound hound. When the group hears a word with their sound they hold up their colouring pencils.
- ▷ The groups then change over and repeat the activity.

**C**  **Make dominoes.**



**Sound hound**

**D**   **Listen and repeat. Then match.**



Revision: numbers 1-10, school objects, toys, animals

25

**LESSON AIMS** learning body words, saying a chant

**TARGET LANGUAGE** nose, eyes, mouth, hair, ears, hands, feet, monster. Look at my (hands).

**RECEPTIVE LANGUAGE** Have you got your monster? Look at your (monster). Well done! I'm a monster. Ready. Trace the words.

**MATERIALS** Pupil's Book page 26, Activity Book page 22, Class CD

**Warmer**

- ▷ Introduce the topic of the body. Read aloud the title of the new unit and ask the pupils what they think it will be about.

**Pupil's Book page 26**

**1** **Listen and point.**

- ▷ Say *Open your book*, and show the pupils page 26.
- ▷ Ask them to look at the first picture and elicit what they can see. Explain that the children are taking part in a show dressed as monsters. Check the pupils recognise the parts of the body and see if they can name any parts of the monster costume.
- ▷ Remind the pupils that they will hear a 'ping' sound when they need to move to another picture. Say *Listen and point*. Play the recording (page 86). The pupils listen and point to the pictures.
- ▷ Explain what is happening in the story – Ron is dressing up as a monster.
- ▷ Play the recording again. Ask the pupils to point to the pictures and parts of the body as they are mentioned.

**2** **Chant. Then find and say.**

- ▷ Elicit the body names as you point to parts of your body. Pupils stand up. Call out parts of the body and ask the pupils to point. Say *eyes* – the pupils point to their eyes. Repeat with all the body words.
- ▷ Play the recording (page 86). The pupils stand up and point to the parts of their bodies, 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*.
- ▷ Play the recording again. This time, encourage the pupils to see if they can find the part of the body in Activity 1 and point to it with the chant, as the chant speeds up.

- ▷ In pairs, Pupil A points to a part of the body in the story (More confident pupils can ask *What's this?*). Pupil B names it. The pupils then change roles.

**Activity Book page 22**

**1** **Listen and number.**

- ▷ Ask the pupils to look at the pictures. Point to the various parts of the body and ask the pupils to name them.
- ▷ Explain that the pupils need to number the parts of the body in the order they hear them. Demonstrate with number 1, and then play the rest of the recording (page 86), pausing after each number for the pupils to write the correct number in the box provided.
- ▷ Check their work as a whole class activity.

**2** **Trace the words.**

- ▷ Point out the example word *hands*, which has already been traced. The pupils then trace the rest of the words. Say *Trace the words*.
- ▷ The pupils trace the words under each picture.
- ▷ As they are working, go round the class, asking them to name the various parts of the body.

**Ending the lesson**

- ▷ Divide the class into six groups one for each part of the body. Say a part of the body and point to each group.
- ▷ Repeat the chant, encouraging each group to try to stand up and point to their part of the body, speeding up with the chant, when they hear it.

# 5 The monster dance!

**1** **Listen and point.**

Great monster, Jamie!

**2**

hair, eyes, nose, mouth, ears

Look at my monster!

**3**

hands, feet

**4**

I'm a monster! Look at my hands!

**2** **Chant. Then find and say.**

Look at my hands! Look at my hair! Look at my eyes!  
 Look at my ears! Look at my nose! Look at my mouth!  
 Look at my feet! Look at my feet!

**26**

nose, eyes, mouth, hair, ears, hands, feet, monster  
 Look at my (hands)!

**LESSON AIMS** practising body words, describing our bodies, learning adjectives

**TARGET LANGUAGE** *big, small, short, long. I've got (big hands). I've got a (short nose).*

**RECEPTIVE LANGUAGE** *mask, Read and draw.*

**MATERIALS** Pupil's Book page 27, Activity Book page 23, Class CD, pieces of paper, one set per group of four

**Warmer**

- ▷ Point to the parts of your body from the chant in the last lesson. Repeat the chant from Lesson 1, encouraging the pupils to chant and point to the parts of the body as they hear them.

**Pupil's Book page 27**

**3** **Listen and point.**

- ▷ Ask the pupils to look at the pictures on page 27. Elicit the names of the

characters and parts of the body they can see. Explain that Ron and Tina are playing shadows with the school projector. If needed, explain the concept.

- ▷ Play the recording (page 86), pausing to focus on the difference between the scenes. Encourage the pupils to listen and point to the scenes.
- ▷ Explain that Ron is making his hands small then big, and his nose long then short.

**50** **Then listen and repeat.**

- ▷ Ask the pupils to stand up, show them an action for each adjective. Arms and legs outstretched for *big*. Crouch down for *small*. Pretend to extend and shorten your nose for *long* and *short*. Call out the adjectives, the pupils mime them.
- ▷ Now play the recording (page 86), pausing after each adjective, for the pupils to repeat and do the actions. For the second part of the recording, encourage the pupils to repeat and

pretend to make their hands *big* and *small*, and their nose *long* and *short*.

**4** **Listen and point. Then practise in pairs.**

- ▷ Ask the pupils to look at the masks and describe the features, for example, (a) (*long*) (*nose*). Help them with plurals. Read the speech bubbles aloud with the class. Explain that the pupils listen and guess which mask it is, by pointing and saying the number.
- ▷ Play the recording, pausing for the pupils to identify the mask, point, and say the number.
- ▷ You can continue the activity in pairs. Pupil A describes a mask *I've got (a long nose) (a small mouth)*. Pupil B guesses the mask. The pupils then change roles.

**Activity Book page 23**

**3** **Read and draw.**

- ▷ Ask the pupils to look at the pictures on page 23. Read aloud the labels with the class. Explain that the pupils need to read the labels themselves and complete the drawings, as in the (rabbit) example.
- ▷ First read the sentences with the class. Elicit what is needed to complete the drawings.
- ▷ The pupils then work individually, reading and drawing.
- ▷ Move around the class while the pupils are working, encouraging them.
- ▷ Check their work as a whole class activity.

**Ending the lesson**

- ▷ Agree on actions with the class for *long, short, big* and *small*. 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.
- ▷ Allow each pupil to be the teacher.

**Extra activity**

- ▷ Put the pupils into groups of four. Give each group a bag containing the pieces of paper with the pre-prepared instructions on, for example, *big/small, hands/ears/mouth/eyes, long/short hair/nose*.
- ▷ Each pupil in turn takes out a piece of paper and mimes the instruction. The other pupils guess, saying *big hands*.

5

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

**1** Tina, look! I've got big hands.

big

**2** I've got small hands.

small

**3** I've got a long nose!

long

**4** I've got a short nose!

short

**4** **Listen and point. Then practise in pairs.**

I've got big eyes.

**1**

I've got a small mouth.

**2**

**3**

**4**

*big, small, long, short*  
*I've got (big hands). I've got a (short nose).*



**LESSON AIMS** learning actions.  
practising body words, practising  
adjectives, doing the monster dance

**TARGET LANGUAGE** *Close your eyes.  
Touch your nose. Stamp your feet. Clap  
your hands.*

**RECEPTIVE LANGUAGE** *Remember,  
Let's all do the monster dance.*

**MATERIALS** Pupil's Book page 28,  
Activity Book page 24, Class CD,  
props (a doll, robot, statue, or teddy).  
Previously prepared cards with actions  
written on them: *Stamp your (feet),  
Close your (eyes), Clap your (hands)*  
(optional)

**Warmer**

- ▷ Show the class the (teddy) you have brought. Point to various parts of its body. Eliciting the words from the pupils.

**Pupil's Book page 28**

**5** **Listen and point.**

- ▷ Ask the pupils to look at the pictures on page 28. Ask them to name the characters and any body words they can see. Explain that they are rehearsing actions for a monster dance in the monster show.
- ▷ Play the recording (page 86), and ask the pupils to listen and point to the corresponding pictures.
- ▷ Ask the pupils to stand up. Practise the actions in the song. Say (*Close your eyes*) and go through the actions, encouraging the pupils to repeat and perform the actions with you.
- ▷ Play the recording again, pausing for the pupils to perform the actions, with the children.

**53** **Then listen, say and do.**

- ▷ Now play the next recording (page 86). Join in with the pupils as you all perform, with actions, The Monster Dance.

**6** **Look, read and say.**

- ▷ Ask the pupils to look at the picture. Elicit the actions the people are doing. Read the labels aloud with the class.
- ▷ Explain that, in pairs, Pupil A reads an instruction, Pupil B finds the action in the picture and says the correct number. The pupils then change roles.
- ▷ Alternatively, Pupil A says a number, and Pupil B reads aloud the instruction.

**Activity Book page 24**

**4** **Look and draw.**

- ▷ Ask the pupils to look at the four boxes in their books. Explain that they are going to read the words and draw pictures of the parts of the body that go with those words.
- ▷ First, model the activity on the board. Draw four frames. Write in them the four action words from the Activity Book.
- ▷ Read the words several times with the class. Elicit parts of the body they could draw that are associated with the actions. Ask pupils to draw these, in the frames, on the board.
- ▷ The pupils then complete the activity individually in their books.
- ▷ Check their work as a whole class activity.

**Ending the lesson**

- ▷ Mime one of the actions for the class. The pupils name the action. Repeat several times for all the actions.
- ▷ In pairs, Pupil A mimes an action, Pupil B names the action. The pupils then change roles.

**Extra activity**

- ▷ Show your pre-prepared cards: *close your eyes, stamp your feet, clap your hands, touch your nose, jump, dance, draw, sing, write, say hello.*
- ▷ First practise with the class. Hold up the cards for the pupils to read. Remain silent as the pupils perform the actions.
- ▷ The children play in two teams. Teams take it in turns for one member to come to the front. Teacher hands them a card or whispers the action to them. They act it out for the rest of their team to guess.

**5** **Listen and point. Then listen, say and do.**

1

Close your eyes! Touch your nose! Stamp your feet! Clap your hands!

2

Let's all do the monster dance!

**6** **Look, read and say.**

1 2 3 4

Close your eyes. Stamp your feet. Touch your nose. Clap your hands.

**28** *Close your eyes! Touch your nose! Stamp your feet! Clap your hands! Let's all do the monster dance!*

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

**REVIEW** all body words, all actions, adjectives; *I've got a (long nose).*

**RECEPTIVE LANGUAGE** *Make a scrapbook/mask/pirate. Complete the table. Trace.*

**MATERIALS** Pupil's Book page 29, Activity Book pages 25 and 67 four large cards with the actions written on them *Stamp your ... Close your ... Clap your ... Touch your ... All about me:* one scrapbook/card and photocopy (page 123), materials to make a mask (fabric, sequins, wool, coloured paper, etc.), scissors, glue

**Warmer**

- ▷ Repeat the monster dance from the previous lesson to energise the class.

**Pupil's Book page 29**

**7** **Make cards. Then play and say.**

- ▷ Ask the pupils to look at the photographs on page 29 and read the speech bubbles aloud with the class. Explain that the aim of this game is to pick up action cards and body cards, mime the action, and see if it is possible.
- ▷ Help the pupils on page 67 in their Activity Books to cut out the body cards. Revise the body words with them.
- ▷ Divide the class into two teams. Put your action cards and a set of body cards in two piles face down on your desk.
- ▷ Teams take turns. Two pupils from the first team each draw a card, one reads the phrase, and the other mimes the action. If the second team decide (yes) the action is possible the first team scores a point.
- ▷ Keep the cards for use in future classes, and for fast finishers.

**8** **Make an English scrapbook.**

- ▷ Ask the pupils to look at the completed scrapbook page (*My mask*). Elicit suggestions for their own mask (pirate, witch, monster, fairy, etc).
- ▷ Hand out the photocopies and encourage the pupils to identify and colour the parts of the body.
- ▷ The pupils decorate their mask using the materials provided. In pairs, the pupils show and describe their work to each other, saying *I'm a (witch). I've got (long hair) and a (big nose).*
- ▷ They then stick their masks in their scrapbook or on card. Keep these for future classes.

**Picture Dictionary Unit 5**

- ▷ (See *Introduction* page 11.) Ask the pupils to turn to page 59 in their Activity Book. Help them to identify and stick in the missing items.

**Activity Book page 25**

**5** **Read and match.**

- ▷ Read aloud the words on the jigsaw pieces with the class. Explain that the pupils need to join the puzzle pieces.
- ▷ Demonstrate on the board. Write the words in two columns and elicit *your ears* for the first match. Draw the line.
- ▷ The pupils then complete the activity individually. Go round the class offering help and encouragement.
- ▷ Check as a whole class activity.

**6** **Complete. Then ask and answer.**

- ▷ Ask the pupils to look at the table and check they understand the words.
- ▷ Explain the activity with an example on the board. Write *three rabbits*. Elicit how many *feet*, *eyes* and *mouths* they have, and write the numbers.
- ▷ The pupils then complete the activity individually.
- ▷ Then in pairs, Pupil A says *one rabbit*. *How many (feet)?* Pupil B says *Four*. Pupils change roles.

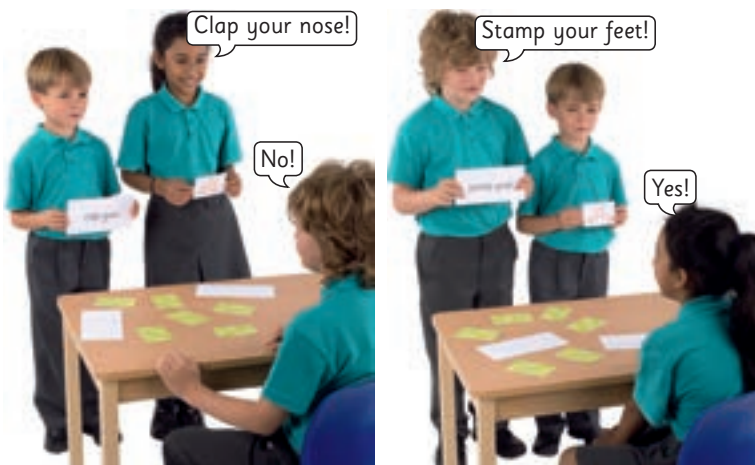
**7** **My English. Choose and colour.**

- ▷ The pupils trace their chosen word and colour their footprint. (See *Introduction* page 7, *Self-evaluation*.)

**Ending the lesson**

- ▷ In pairs, pupils play a memory game with the cut-out cards.

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



**All about me**

**8** **Make an English scrapbook.**



## Story Time

### Pirates 3

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

**TARGET LANGUAGE** *horse, rabbit, duck, island, hands and feet, house. Have you got the map? Stamp your feet and clap your hands.*

**RECEPTIVE LANGUAGE** *It's on (Horse Island). Find the pirates. Help! Yes, I have. This is (the house). Listen. What's that? It's a party. Stop the party.*

**MATERIALS** Pupil's Book pages 30 and 31, Activity Book page 26, Class CD, clothes and a treasure map to act out the story, colouring pencils (black, brown, red, blue, green and orange)

### Warmer

- ▶ Help the pupils relax to get ready for the story using the procedures from Unit 1.
- ▶ Ask them to breathe in deeply and slowly three times.
- ▶ Play some music that the pupils will associate with story time.
- ▶ 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 30 and 31

#### 1 Listen and look.

- ▶ 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 that the cat pirates have the map so they realise the treasure is in a house on horse island. They leave Ratino tied to the mast of their ship. Ratino asks Polly to fly off and get help. The cats go to the island and find various animals having a party. Fat Cat frightens them away.
- ▶ Repeat the recording. This time, pause after each picture. Ask the pupils to point to the characters who are talking or making a sound.

#### 54 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.

## Pirates 3

### 1 Listen and look. Then listen and act out.



1  **Where's the treasure?  
Draw a X and colour.**

- ▷ Ask the pupils to turn to page 26 and look at the map. Elicit the names of the islands. Ask the pupils to point to each island as you, or one of the pupils, say the name. Ask *Where is the treasure?* (*In the house, on Horse Island*). Demonstrate, using your book, how they circle the correct word for each island and put a cross where the treasure is.
- ▷ Move around the class while they are working and ask *What's this?* to elicit the names of the islands.

2   **Listen and colour.  
Then trace.**

- ▷ Ask the pupils to identify the animals. Make sure pupils have black, brown, red, blue, green and orange colouring pencils or crayons. They listen to the recording and colour the animals in the correct colour.
- ▷ The first time you play the recording (page 86), ask the pupils to put just a small coloured mark on the animal. After checking that they have the correct colour, they can then colour them in completely and trace the animal words.
- ▷ Play the recording again to check with all the class.

**Ending the lesson**

- ▷ The pupils can act out the story in small groups. Assign the following roles: Fat Cat, Crew Cat 1, Crew Cat 2, Ratino, Polly, Horse and two more animals.
- ▷ Demonstrate with a group at the front of the class. If you have brought them, use the props (clothes and treasure map) to make the story come alive.



## Unit 6

## Lesson 1

**LESSON AIMS** learning words for rooms in the house, saying a chant

**TARGET LANGUAGE** *home, living room, kitchen, bathroom, bedroom, garden. This is the (garden). This is my (home).*

**RECEPTIVE LANGUAGE** *look, great, fantastic. Come on. Lucky you.*

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

### Warmer

- ▷ Introduce the topic of the home. Read aloud the title of the new unit and ask the pupils what they think it will be about.
- ▷ Ask the pupils what their home is like.
- ▷ Use pictures from magazines to elicit and teach *living room, kitchen, bathroom, bedroom* and *garden*.

### Pupil's Book page 32

#### 1 Listen and point.

- ▷ Ask the pupils to turn to page 32 and look at the first picture.
- ▷ Elicit what they can see and whether they can name any of the rooms. Explain that Ron lives in a bus. Ask, using L1 if needed, if the pupils know of anyone who lives in an unusual place.
- ▷ 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 86). The pupils listen and point to the pictures.
- ▷ Explain what is happening in the story – Ron is showing the children round his bus home and they are extremely impressed.
- ▷ Play the recording again. Ask the pupils to point to the pictures and rooms as they are mentioned.

#### 2 Chant. Then find and say.

- ▷ Ask the pupils to look at page 32. Using your book, point to and say the names of the rooms.
- ▷ Play the recording (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*.
- ▷ Play the recording again, pausing after each line for the pupils to chant, find the room in the picture in Activity 1 and point to it.

- ▷ The pupils work in pairs. Pupil A points to a room in the story (More confident pupils can ask *What's this?*). Pupil B names the room. The pupils then change roles.

### Activity Book page 27

#### 1 Look and match.

- ▷ Ask the pupils to look at the rooms of the mouse house on page 27. Elicit the rooms they can see. Explain that pupils read the words and match them to the rooms.
- ▷ Read aloud the text on the page with the class.
- ▷ Demonstrating with your book, draw a line from the word *kitchen* to the picture of the kitchen. Say *Match*.
- ▷ The pupils look at each word and match it to a room.
- ▷ Correct as a whole class activity.

### Ending the lesson

- ▷ Call out the rooms and do actions for each room with the class. For example, *bathroom* (brush teeth), *bedroom* (sleep), *kitchen* (cook), *living room* (hands behind heads, relaxing), *garden* (digging).
- ▷ 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.

## 6 This is my home

1 Listen and point.

2

2 Chant. Then find and say.

This is the garden. This is the living room.  
This is the kitchen. This is the bathroom.  
This is my bedroom. This is my home!

32

home, garden, living room, kitchen, bathroom, bedroom  
*This is the (garden). This is my (bedroom).*

# Unit 6

# Lesson 2

**LESSON AIMS** learning family words, talking about families

**TARGET LANGUAGE** *mother, father, brother, sister. This is (my mother).*

**RECEPTIVE LANGUAGE** *Draw and say.*

**MATERIALS** Pupil's Book page 33, Activity Book page 28, Class CD, magazine pictures of rooms (from previous lesson), paper for the pupils to draw their families

### Warmer

- ▷ Show the class magazine pictures. Ask individuals to come and point to the rooms as you name them.
- ▷ Pupils can then play the teacher role, naming the rooms as other pupils point.

### Pupil's Book page 33

#### 3 Listen and point.

- ▷ Ask the pupils to look at the pictures on page 33. Elicit from the class who the people might be. See if they know any of the family words in English. Explain that Ron is introducing his family to the children. Read the labels aloud with the class.
- ▷ 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 point to the members of the family as they are introduced.

#### 59 Then listen and repeat.

- ▷ Now play the next recording. Pause after each line, for the pupils to repeat.
- ▷ In pairs, Pupil A chooses one of Ron's family and says *This is my (mother)*. Pupil B finds the character and points to them. Pupils change roles.

#### 4 Draw and say.

- ▷ Ask the pupils to look at the photograph on page 33 and elicit what they can see. Explain that they are going to draw and talk about their families.
- ▷ Ask the pupils to imagine a scene at home, like a weekend lunchtime. Ask them to imagine where the family members are, and what they are doing.
- ▷ Hand out paper to the pupils and ask them to draw and colour their families in their house.
- ▷ The pupils work in pairs. Pupil A shows Pupil B his/her drawing and says *This is my (mother)*. *This is the (living room)*. The pupils change roles.
- ▷ The pupils can then change pairs and repeat the activity.

### Activity Book page 28

#### 2 Listen and number. Then trace.

- ▷ Ask the pupils to look at the pictures on page 28 and elicit what they can see. Copy the captions onto the board and read them aloud with the class. Explain that they are going to listen to Tina introducing her family, and put the correct number in each box.
- ▷ Play number one as an example. Elicit that the answer is Tina's brother, and point out that number 1 is written in the box.
- ▷ Play the rest of the recording (page 86), pausing after each sentence for the pupils to write the number in the box.
- ▷ Play the recording again to check with the class.
- ▷ The pupils then trace the family words in the sentences.

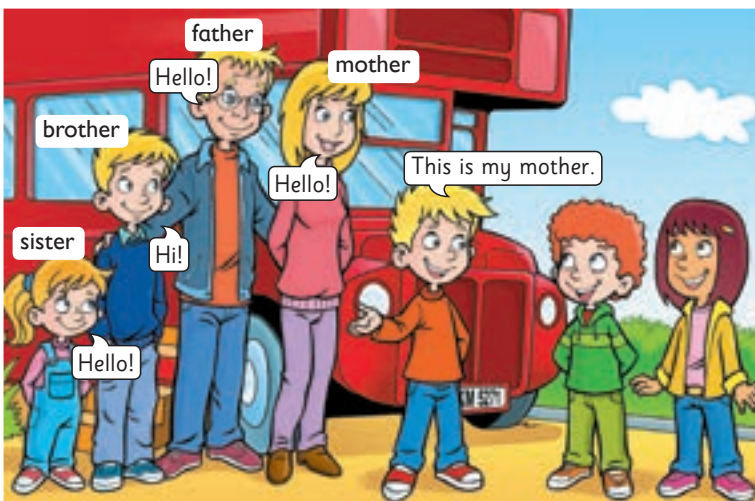
### Ending the lesson

- ▷ Make up a 'statue' family using the pupils. Ask pupils to come to the front of the class and to 'be' your family. Place them, as if for a group photo, and introduce your family to the class. Say *This is my (mother)(Susan)*.
- ▷ Ask pupils to come to the front and do the same for their families.

### Extra activity

- ▷ Ask the pupils to draw the room of their house on A4 paper. Ask them to draw and cut out members of their family.
- ▷ In pairs, Pupil A says *This is my (mother)(Susan)*. *This is the (living room)*. Pupil B puts the picture of the (mother) in the (living room). It is then the turn of Pupil B.
- ▷ Continue for all the family members.

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



#### 4 Draw and say.



*mother, father, brother, sister  
This is my (mother).*



# Unit 6

# Lesson 3

**LESSON AIMS** practising family words, practising words for rooms in the house, asking and responding to *Where's (my brother)?*

**TARGET LANGUAGE** *Where's my (brother)? In the (living room).*

**RECEPTIVE LANGUAGE** *Now you are Ron. My (brother) is in the (living room). Who's this?*

**MATERIALS** Pupil's Book page 34, Activity Book page 29, Class CD, Poster 3, adhesive putty

### Warmer

- ▷ Write the family words on the board. Ask the pupils to choose a word and copy it onto a small piece of paper.
- ▷ Show the class the poster. Say sentences *My (mother) is in the (bedroom)*. Ask pupils to come and stick their family word, in the corresponding room on the poster.

### Pupil's Book page 34

#### 5 Listen and point.

- ▷ Ask the pupils to look at the pictures on page 34. Elicit the rooms and family members they can see. Explain that Ron doesn't know where his family is, and is asking Tina. Read aloud the question and answer with the class.
- ▷ Play the recording (page 86), the pupils point to the pictures.
- ▷ Repeat the recording, pausing after each line, for the pupils to listen and point to the family members and rooms.

#### 62 Then listen and repeat.

- ▷ Now play the next recording (page 86). Pause after each line for the pupils to listen and repeat.

#### 6 Now you are Ron. Ask and answer.

- ▷ Ask the pupils to look at the pictures, and read the speech bubbles aloud with the class (writing them on the board first if necessary). Explain that Ron is thinking where his family might be. Explain that they are going to be Ron asking questions about his family. Revise *mouse*.
- ▷ The pupils work in pairs. Pupil A pretends to be Ron and asks *Where's my (mother)?* Pupil B finds Ron's mother in the pictures and answers *In the (bathroom)*. The pupils then change roles.

### Activity Book page 29

#### 3 Read, look and match.

- ▷ Ask the pupils to look at the pictures, and elicit what they can see. Explain they read the list of animal words below the pictures and look at the pictures to see where the animals are. They then match each animal word to the appropriate room in the list.
- ▷ Copy the lists onto the board and demonstrate the example with the class, using the Activity Book page. Draw the line.
- ▷ The pupils then complete the activity individually.
- ▷ Check their work as a whole class activity.

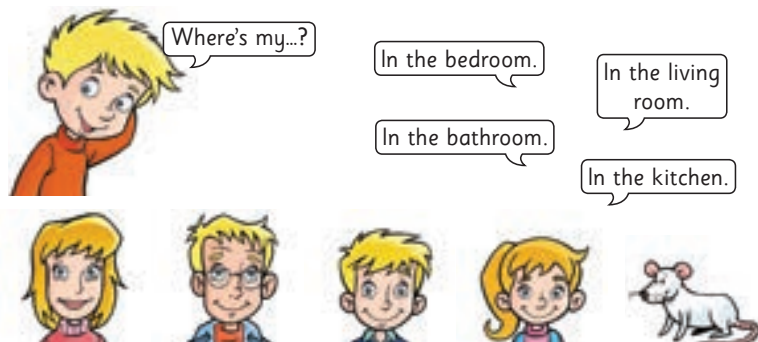
### Ending the lesson

- ▷ Ask the pupils to draw a member of their family on a small piece of paper. Choose some of the pupils to go to the poster and stick their drawings in the rooms. Ask *Who's this? (My mother). Where's your mother? (In the bathroom)*.

#### 5 Listen and point. Then listen and repeat.



#### 6 Now you are Ron. Ask and answer.



*Where's my (brother)? In the (living room).*

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

**REVIEW** rooms in the house, family members, *Where's (my brother)?*

**RECEPTIVE LANGUAGE** *Make a scrapbook.*

**MATERIALS** Pupil's Book page 35, Activity Book pages 30 and 69, Class CD, red, purple, brown, blue and yellow colouring pencils. *All about me*: one scrapbook/card and photocopy (page 124) per pupil, glue or paste

**Warmer**

- ▷ Draw a simple cross-section of a house on the board. Elicit the names of the rooms. Draw stick figures in the house to represent your family and elicit the family words.
- ▷ Say *Where's my (mother)?* Elicit *In the (bedroom)*. Repeat several times for all the family.

**Pupil's Book page 35**

**7**    **Make cards. Then ask and play.**

- ▷ Ask the pupils to look at the photograph and read the speech bubbles with you. Explain that they are going to play a card game to find out where the members of the family are.
- ▷ Ask the pupils to turn to page 69 in their Activity Book and cut out the cards.
- ▷ In pairs, the pupils combine their two sets of cards and divide them into (1) family and pets (2) rooms. They place each group face down on their table. Pupil A picks up a family card and says *Where's my (mother)?* Pupil B picks up a room card and says *In the (bedroom)*.
- ▷ The pupils continue until they finish the cards.
- ▷ Keep the cards for use in future lessons, and for fast finishers.

**8**  **Make an English scrapbook.**

- ▷ Ask the pupils to look at the completed scrapbook page. Read the speech bubbles aloud. Explain that this is a picture of a fantasy home and the pupils are going to draw one of their own.
- ▷ Remind the pupils of Ron's bus home and encourage them to imagine their own fantasy home. Where would they make it? What could it be?
- ▷ Hand out the scrapbook photocopies. Ask the pupils to make a section drawing, so that the rooms are visible. They can put objects they know in English in the rooms.
- ▷ In pairs, the pupils talk about their imaginary homes, saying *What's this? This is my (bathroom)*. *This is a (ball)*.
- ▷ They then stick their work in their scrapbook or on card. Keep these for future classes.

**Picture Dictionary Unit 6**

- ▷ (See *Introduction* page 11.) Ask the pupils to turn to page 60 in their Activity Book. Help them to identify and stick in the missing items.

**Activity Book page 30**

**4**   **Listen, draw and colour.**

- ▷ Ask the pupils to name the rooms in the house. Explain that they are going to listen, then draw and colour things in the rooms.
- ▷ Make sure they have red, purple, brown, blue and yellow colouring pencils.
- ▷ Play the first part of the recording (page 86) as an example.
- ▷ Play the rest of the recording, pausing after each part, for the pupils to draw and colour the objects.
- ▷ Play the recording again, to check answers.

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

- ▷ The pupils trace their chosen word and colour their footprint. (See *Introduction* page 7, *Self-evaluation*.)

**Ending the lesson**

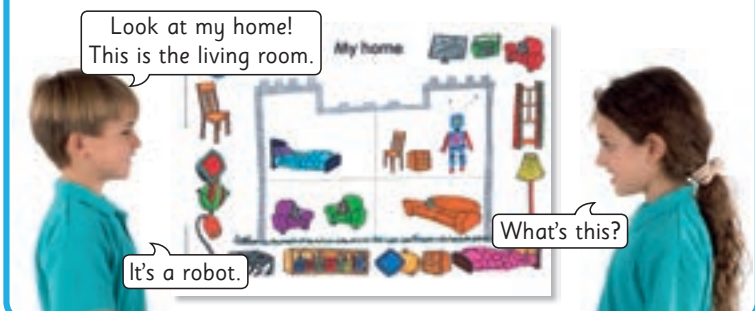
- ▷ Hand out a set of the family and room cards per pupil. In pairs, the pupils shuffle the cards and place them face down, spread out, on their tables.
- ▷ Pupil A turns over two cards. If the cards are the same he/she keeps them. It is then Pupil B's turn.

**7**    **Make cards. Then ask and play.**



**All about me**

**8**  **Make an English scrapbook.**





## Backtrack 3

### Lesson 1

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

**TARGET LANGUAGE** *eyes, nose, ears, father, mother, sister, bedroom, garden, living room, questions. I've got (small ears). You've got a (small nose).*

**RECEPTIVE LANGUAGE** *start, finish, hole. Miss a turn. Let's all do (the monster dance).*

**MATERIALS** Pupil's Book page 36, Activity Book page 31, Class CD, family and room cards (one set per pair of pupils), dice and counters

#### Warmer

- ▶ Hand out a set of the family and room cards to each pair of pupils. Pupil A lays their cards out face up. Pupil B looks at them for ten seconds. Pupil A turns the cards face down, he/she points to a card and Pupil B tries to remember what it was.
- ▶ The pupils then change roles.

#### Pupil's Book page 36

#### A Play Follow the Footprints!

- ▶ Ask the pupils to look at the game in their books. Elicit the vocabulary. Explain that the idea of the game is to move along the footprints and reach the 'finish' first.
- ▶ The pupils throw the dice and move along the path. If they land on a picture square they say the name of the item. If they land on a question mark, they ask another pupil a question, for example *Have you got a dog?* If a pupil lands on a hole, they miss a turn. Demonstrate using your book.
- ▶ Divide the class into small groups and hand out the dice and counters.

#### B Listen and sing.

- ▶ Point to the picture of the monster feet and elicit *yellow feet*.
- ▶ Play the recording (page 87) once, the pupils point to any words they hear.
- ▶ Now teach the song, line by line. Sing along with the class several times.
- ▶ As a follow-up activity ask the pupils to draw the rest of the monster.

- ▶ Ask the pupils to match the labels to the members of the family.
- ▶ Check as a whole class activity.  
Answers: big eyes – *father*; long hair – *mother*; blue eyes – *brother*; big nose – *father*; short hair – *brother*; small nose – *sister*.

#### Ending the lesson

- ▶ Ask the pupils to draw a picture of a family member and to describe the person to their partner, using as much English as possible. Elicit (*My mother, long hair, brown eyes, small nose*).

#### Activity Book page 31

#### A Look and trace. Then match.

- ▶ Ask the pupils to look at the family members. Elicit descriptions of them, say (*mother*)? Elicit (*small mouth, long hair*). Explain the activity, using the example. The pupils look at the parts of the body and trace the words to complete the labels. They then match them to the family members.
- ▶ First ask the pupils to trace the words. Then read aloud the completed labels with the class.

# Backtrack 3



### A Play Follow the Footprints!



### B Listen and sing.

*I've got a small nose. I've got small ears.  
I've got long hair. I've got big hands,  
And I've got big feet; yes, big feet! I've got big, yellow feet!*



 **36** Revision: eyes, nose, ears, father, mother, sister, bedroom, garden, living room  
Questions from Units 1 to 4, I've got (small ears). I've got a (small nose).

## Backtrack 3

### Lesson 2

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

**TARGET LANGUAGE** *garden, living room, kitchen, bathroom, bedroom. This is the (kitchen).*

**RECEPTIVE LANGUAGE** *window, door*

**MATERIALS** Pupil's Book page 37, a large sheet of card (with an outline of a house drawn on it), four A4 sheets of card, four sheets of A4 paper, colouring pencils, magazines (to cut out), glue, adhesive putty, coloured paper (including green)

#### Warmer

- ▷ Repeat the song from the previous lesson to energise the class and review the target language.

### Pupil's Book page 37

#### C Make a house.

- ▷ Ask the pupils to look at the picture in their books and explain that they are going to make a poster of a house together.
- ▷ Divide the class into six groups. Give a magazine and an A4 sheet of paper each, to four of the groups and assign each group a room (*bedroom, bathroom, living room, kitchen*). Ask them to draw their room in landscape format, then cut out and stick pictures from magazines of things that they might find in that room, for example, toys in the bedroom.
- ▷ Hand out the four sheets of A4 card to the fifth group. Ask them to draw and colour in landscape format, a window on three of the sheets and a door on the other.
- ▷ Give the final group the green paper and the large card with the outline of the house. Ask the pupils to decorate the garden.

- ▷ As the groups finish, assemble the house. Stick the rooms within the outline of the house and then cover them with the 'windows' and 'door', using the adhesive putty.
- ▷ Ask pupils to come to the house, 'open a window' (by taking off the window card) and say *This is the (kitchen)*.
- ▷ Leave the house on display for future guessing games.

#### D Listen and repeat. Then match.

- ▷ This activity helps to practise and discriminate between the sounds /v/ and /æ/.
- ▷ Point to the words in the footprints and elicit the words.
- ▷ Play the recording (page 87), pausing after each sound or word, for the pupils to listen and repeat.
- ▷ Focus on the first sound /v/ and the first word *long*. Read the other words aloud with the pupils, encouraging them to find other words with a similar sound *got* and *dog*.
- ▷ Do the same for the second sound /æ/.
- ▷ You can repeat the words in sets, varying the rhythm for the pupils to repeat.

#### Ending the lesson

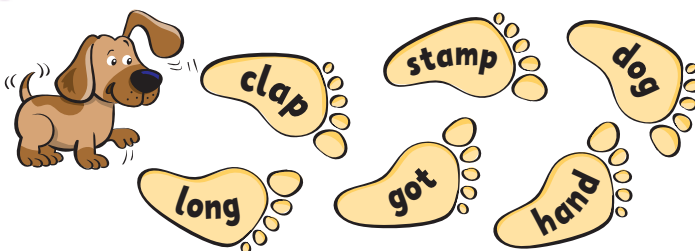
- ▷ Divide the class into two groups for the sounds /v/ and /æ/. Call out the words from Sound hound. When the group hears a word with their sound they hold up their hands.

#### C Make a house.



### Sound hound

#### D Listen and repeat. Then match.



Revision: *garden, living room, kitchen, bathroom, bedroom*  
*This is the (kitchen).*

# Unit 7

## Lesson 1

**LESSON AIMS** learning food and drink words, saying a chant

**TARGET LANGUAGE** *rice, pasta, chicken, cheese, milk, water*

**RECEPTIVE LANGUAGE** *I don't like (pasta). I like oil.*

**MATERIALS** Pupil's Book page 38, Activity Book page 32, Class CD, food and drink flashcards (*rice, pasta, water, cheese, milk, chicken*), an envelope to hold the flashcards (optional)

### Warmer

- ▷ Introduce the topic of food. Read aloud the title of the new unit and ask the pupils 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 point.

- ▷ Ask the pupils to look at the first picture on page 38 and elicit what they can see. Explain that Bart is shopping. Check the pupils recognise the food and drink and see if they can name any of them.
- ▷ Remind the pupils that they will hear a 'ping' sound when they need to move to another picture. Say *Listen and point*. Play the recording (page 87). The pupils listen and point to the pictures.
- ▷ Explain what is happening in the story – Bart doesn't eat or drink the food items, so what he buys is oil.
- ▷ Play the recording again. Ask the pupils to point to the food and drink items as they are mentioned.

#### 2 Chant.

- ▷ Place the flashcards in various parts of the classroom. Elicit the food and drink names.
- ▷ Play the recording. The pupils point to the items of food and drink, 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*.
- ▷ Play the recording again. This time, encourage the pupils to see if they can find the part of food and drink items in Activity 1, and point to them with the chant, as the chant speeds up.

### Then find and say.

- ▷ In pairs, Pupil A points to a food or drink item in the story (More confident pupils can ask *What's this?*). Pupil B names it. The pupils then change roles.

### Activity Book page 32

#### 1 Look and match. Then trace.

- ▷ Ask the pupils to look at the shopping lists. Explain that they need to match the picture lists to the written lists.
- ▷ First, identify the food and drink in each of the picture lists with the class. Then read aloud the written lists with the class.
- ▷ The pupils then work individually, matching the two types of list, and tracing the words.
- ▷ Check as a whole class activity.

#### 2 Look, find and circle.

- ▷ Ask the pupils to look at the wordsearch on page 32. Ask them if they have ever done something similar

in their own language. Explain that they need to find the words and circle them.


- ▷ Explain that the pictures next to the wordsearch show the words they need to find. Elicit the food and drink words *water, milk, rice, pasta, cheese* and *chicken*.
- ▷ The pupils then work individually, finding the words and circling them.
- ▷ Check as a whole class activity.

### Ending the lesson


- ▷ Divide the class into six groups, one for each food and drink word. Place the corresponding food and drink flashcards near the group. Repeat the chant, encouraging each group to stand up, or put their hands up, and chant their food word and drink words, speeding up with the chant.

## 7 I like milk

### 1 Listen and point.



### 2



### 2 Chant. Then find and say.

rice, pasta, chicken, cheese, milk and water, milk and water

rice, pasta, chicken, cheese, milk, water

**LESSON AIMS** practising food and drink words, talking about tastes in food and drink

**TARGET LANGUAGE** *I like (milk). I don't like (chicken).*

**RECEPTIVE LANGUAGE** *Mime. What's missing?*

**MATERIALS** Pupil's Book page 39, Activity Book page 33, Class CD, food and drink flashcards (*rice, cheese, milk, water, pasta, chicken*)

**Warmer**

- ▶ Place the food and drink flashcards around the room. Elicit the words.
- ▶ Repeat the chant from Lesson 1, encouraging the pupils to point to the food and drink items.

**Pupil's Book page 39**

**3**  **Look and listen.**

- ▶ Ask the pupils to look at the picture on page 39. Elicit the names of the characters and the drink on the table. The children observe the scene and predict what is happening. Jamie likes milk, but Bart doesn't. He likes a lot of oil.
- ▶ Play the recording (page 87), and encourage the pupils to listen and point to the characters and drink.

**69**  **Then listen and repeat.**

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

**4**  **Listen and mime. Then point and say.**

- ▶ Ask the pupils to look at the pictures and identify the characters and the food. Explain that a thumbs up sign means the child likes the food, and a thumbs down means they don't.
- ▶ Play the recording (page 87), pausing after each line, for the children to mime the activity.
- ▶ In pairs, Pupil A chooses a character and says *I (like) (pasta). I (don't like) (rice)*. Pupil B points to (Tina) and says (*Tina*). The pupils then change roles.

**Activity Book page 33**

**3**   **Listen and ✓ or X.**


- ▶ Ask the pupils to look at each of the pictures and identify the food they can see.
- ▶ Play the first item of food on the recording (page 87) and explain that the pupils need to put a tick, if the child likes the food, and a cross, if not.
- ▶ Play the rest of the recording, pausing where needed, for the pupils to complete the activity.
- ▶ Play the recording again to listen and check with the class.

**Ending the lesson**


- ▶ Place the food and drink flashcards on the board. Remove one of the flashcards quickly, without the pupils seeing.
- ▶ Show the remaining five flashcards, and say *What's missing?* The pupils try to guess. Repeat with other flashcards.

**Extra activity**

- ▶ Place the flashcards on the board. Divide the class into two teams. A pupil from one team says *I like (pasta)*. A pupil from the other team goes to the board and removes the appropriate flashcard.
- ▶ A pupil from the other team then does the same for another word.

**3**  **Look and listen. Then listen and repeat.**



**4**  **Listen and mime. Then point and say.**



*I like (milk). I don't like (water).*

# Unit 7

## Lesson 3

**LESSON AIMS** learning and practising more food and drink words, choosing food we like and don't like

**TARGET LANGUAGE** *carrots, apples, bread, fish. I like (fish). I don't like (cheese).*

**RECEPTIVE LANGUAGE** *choose*

**MATERIALS** Pupil's Book page 40, Activity Book page 34, Class CD, all food and drink flashcards, two half sheets of A4 paper per pupil, a box/bag (to put drawings in), glue and a large sheet of poster paper (optional)

### Warmer

- ▶ Ask six pupils to the front of the class. Give each pupil a flashcard of the food and drink learnt up to now. The pupils name their flashcard, and show it to the class. Repeat several times.
- ▶ The pupils then cover their flashcards.
- ▶ Point to the pupils, one by one, and the class tries to remember the flashcards each pupil has.

### Pupil's Book page 40

#### 5 Listen and point.

- ▶ Ask the pupils to look at the pictures on page 40. Elicit the names of the animals and see if they know any of the new food words in the pictures.
- ▶ Play the recording (page 87), and encourage the pupils to point to the pictures and food.

#### 73 Then listen and repeat.

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

#### 6 Draw food. Then choose and say.

- ▶ Ask the pupils to look at the photos, and read the speech bubbles aloud.
- ▶ Explain that the pupils will draw one item of food or drink they like and one they don't like.
- ▶ Hand out two sheets of paper (half A4 size) to each pupil. On one sheet they draw one item of food (or drink) that they like. On the other sheet they draw one they dislike.
- ▶ Collect the pictures and put them in a box or bag.
- ▶ The pupils take it in turns to come to the front of the class, pick the pictures out and say *I like (milk)* or *I don't like (milk)*.
- ▶ Keep the pictures to use for a class display or survey.

### Activity Book page 34

#### 4 Read and number.

- ▶ Ask the pupils to look at the children and the food and drink they have on their trays. Identify the food and drink words. Explain that the children like the food they have chosen and put on their trays.
- ▶ Ask them to look at the descriptions 1 to 4. Explain that the pupils are going to read and match each description with a picture.
- ▶ Read aloud the first description with the class and demonstrate the match (child 2).
- ▶ Read aloud the rest of the descriptions with the class.
- ▶ Pupils then work individually, to complete the activity. Help individuals as needed.
- ▶ Check their work as a whole class activity.

### Ending the lesson

- ▶ Place the food and drink cards on the board. Say *I like (carrots)* and put a smiley face above the flashcard. Say *I don't like (cheese)* and put a sad face above the flashcard. Do the same for all the flashcards.
- ▶ Repeat the sentences several times with the class.
- ▶ Rub out the smiley and sad faces. The pupils try to remember the sentences.

### Extra activity

- ▶ Make a poster of foods the pupils like and dislike, using their drawings from Activity 6. Put the titles *I like...* and *I don't like...* at the top. Ask the pupils to come and stick their drawings under the appropriate heading.

#### 5 Listen and point. Then listen and repeat.



#### 6 Draw food. Then choose and say.



carrots, apples, bread, fish  
I like (chicken). I don't like (cheese).

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

**REVIEW** food and drink words. *I like/ don't like (cheese).*

**RECEPTIVE LANGUAGE** *Make a scrapbook.*

**MATERIALS** Pupil's Book page 41, Activity Book page 35, plastic/real food items, and/or toys and animals, a non-transparent bag. *All about me:* scrapbook/card and one photocopy (page 125) per pupil, supermarket leaflets or magazines with pictures of food (optional)

**Warmer**

- ▷ Use the food items to say *I like (apples)* as you place the objects one by one into the non-transparent bag.
- ▷ The pupils try to remember what is in the bag, saying *apples*. Reply *Yes, I like (apples)* and remove the apple, or *No*,

*I don't like (cheese)* if the item is not in the bag.

**Pupil's Book page 41**

**7** **Play in pairs. Ask and answer.**

- ▷ Ask the pupils to look at the pictures and identify the characters and the food and drink words. Explain that a smiley face means the child likes the food, and a sad face means he/she doesn't. Demonstrate the grid with the class, say *I like fish, pasta and apples. I don't like cheese. (Ron)*. Encourage some of the pupils to do the same. Explain that the pupils will try to guess the character their partner has chosen.
- ▷ The pupils continue in pairs. Pupil A secretly chooses a character, and describes the food they like and don't like. Pupil B guesses who it is. The pupils then change roles.

**8** **Make an English scrapbook.**

- ▷ Ask the pupils if they have ever been on a picnic, where they go, who they go with, and what food they usually take.
- ▷ Read the text aloud. Explain they are going to choose food and drink to take on a picnic.
- ▷ Hand out the scrapbook photocopies. Read aloud the title (*My picnic basket*) and encourage the pupils to identify and colour the food and drink objects around the frame.
- ▷ Ask the pupils to choose and stick in the items they want for their picnic. They can draw or cut these out from magazines. Teach any new words as needed.
- ▷ In pairs, Pupil A shows their picnic basket and says *I like (bread) I like (cheese)*, etc. If Pupil B doesn't like (*cheese*) he/she can say *I don't like (cheese)*. The pupils then change roles.
- ▷ They then stick their work in their scrapbook or on card. Keep these for future classes.

**7** **Play in pairs. Ask and answer.**


**All about me**

**8** **Make an English scrapbook.**

**Picture Dictionary Unit 7**

- ▷ (See *Introduction* page 11.) Ask the pupils to turn to page 60 in their Activity Book. Help them to identify and stick in the missing food/drink items.

**Activity Book page 35**

**5** **Trace. Then read and draw what Emma likes.**

- ▷ Ask the pupils to look at the picture. Explain that the child is shopping and she will only put in her basket the things she likes.
- ▷ With the class, identify the food words in the bubble. The pupils then trace the words and draw the food Emma likes in the basket (carrots and apples).
- ▷ Check with the whole class.

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

- ▷ The pupils trace their chosen word and colour their footprint. (See *Introduction* page 7, *Self-evaluation*.)

**Ending the lesson**

- ▷ Say *I like (cheese)*. Ask a pupil to say *I like (cheese)* and add another food or drink. *I like (cheese) and I like (pasta)*. Ask another pupil to remember the first two items and add another.
- ▷ Continue until a pupil can't remember the series or think of a new word.

## Story Time

### Pirates 4

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

**TARGET LANGUAGE** food and drink words, rooms. *No treasure in the (living room). Where is the treasure? I like (treasure). I don't like (milk).*

**RECEPTIVE LANGUAGE** *Yes, boss.*

**MATERIALS** Pupil's Book pages 42 and 43, Activity Book page 36, food items and clothes to act out the story (optional)

#### Warmer

- ▶ Help the pupils relax to get ready for the story using the procedures from Unit 1.
- ▶ 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.

#### Pupil's Book page 42 and 43

### 1 Listen and look. Then listen and act out.

- ▶ Play the recording (page 87) once.
- ▶ Encourage the pupils to retell the story using as much English as possible. Praise all their suggestions.
- ▶ Explain/elicite that the cat pirates are looking for the treasure in various rooms of the house. They find it in the kitchen and have a party. Ask what food cats and rats like.
- ▶ 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 Look and match.

- ▶ Point to the picture of the house on page 36. Ask the pupils to point to and identify the rooms. Read the labels of the room words with the class. Demonstrate, with your book, how they should match the label to the room.
- ▶ Move around the class while they are working and ask *What's this?* to elicit the names of the rooms.

## Pirates 4

### 1 Listen and look. Then listen and act out.



**Listen, find and say.**

- ▶ Play the first part of the recording (page 87), pausing after the question and giving pupils time to find Fat Cat. Then play the answer for them to check.
- ▶ Continue the recording for the pupils to listen and find the other things.
- ▶ Then ask *Where is the (fish)?* Elicit *The (fish) is in the (bathroom).* The pupils continue in pairs.

**Ending the lesson**

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





# Unit 8

# Lesson 1

**LESSON AIMS** learning numbers 11 to 20, saying a chant, counting to 20

**TARGET LANGUAGE** numbers 1 to 20 (figures and words). *Run! Be quiet!*

**RECEPTIVE LANGUAGE** *It's your turn. Here I come, ready or not. Shh. Be quiet. Where are you? Are you here? Got you!*

**MATERIALS** Pupil's Book page 44, Activity Book page 37, Class CD, pre-prepared cards with numbers 1 to 20 on them (optional)

## Warmer

- ▷ Introduce the topic of having fun. Read aloud the title of the new unit and ask the pupils what it will be about.
- ▷ To revise numbers, count from 1 to 10, then backwards from 10 to 1. The pupils practise together in pairs. Ask for volunteers to see which pair can count together the quickest.

## Pupil's Book page 44

### 1 Listen and point.

- ▷ Ask the pupils to look at the first picture and elicit what they can see. Explain that the children are playing hide and seek. Ask if they can name any numbers in Bart's speech bubble.
- ▷ Remind the pupils that they will hear a 'ping' sound when they need to move to another picture. Say *Listen and point*. Play the recording (page 87). The pupils listen and point to the pictures.
- ▷ Explain what is happening in the story. Hide and seek is easy for Bart because he has X-ray vision.
- ▷ Repeat the recording. Ask the pupils to point to the pictures and numbers as they are mentioned.
- ▷ Play the recording again. This time, the pupils repeat the numbers.

### 2 Chant. Then find and say.

- ▷ Write numbers 11 to 20 randomly on the board. Elicit the numbers as you write them. Call out a number, the pupils point to it. Repeat several times.
- ▷ Play the recording (page 87). The pupils point to the numbers on the board 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 the recording, pausing after each line for the pupils to chant, find the number on the board and point to it.

- ▷ In pairs, the pupils say and find the other numbers in the pictures in Activity 1 (12, 14, 19 and 20).

## Activity Book page 37

### 1 Listen and write. Look and match.

- ▷ Ask the pupils to look at the pictures on page 37. Explain that they are going to listen and write the numbers on the shirts.
- ▷ First write the number words on the board. Ask the pupils to point to the words, as you call them out. Then read them aloud with the class.
- ▷ Play the recording (page 87), pausing after each number for the pupils to write it on the shirt. Repeat, to check with the class.
- ▷ Then, using the example, ask the pupils to match the words to the shirts.
- ▷ Check their work as a whole class activity.

### 2 Colour picture 1. Then say.

- ▷ Explain that the pupils are going to colour tepee 1, and then colour tepee 2 according to what their partner says.
- ▷ First, point, and repeat the numbers several times with the class.
- ▷ Ask the pupils to colour each section of the first tepee as they wish.
- ▷ In pairs, Pupil A tells Pupil B the colours of his/her tepee, saying *(Thirteen) is (red)*. Pupil B colours section 13 of tepee 2 accordingly. They then change roles.

## Ending the lesson

- ▷ Hand out the pre-prepared number cards in order, one each to twenty pupils. Repeat the chant. Each pupil stands and holds up their number when they hear it. Repeat the activity with the cards in random order.

## 8 Fun time!

1

### Listen and point.

2

### Shh! Be quiet!

3

### Yes! Got you!

2

### Chant. Then find and say.

One, two, three, four, five, six, seven, eight,  
Count from one to twenty!  
Nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen  
Count from one to twenty!  
Seventeen, eighteen, nineteen, twenty!  
Count from one to twenty!

44

numbers 1-20  
*Run! Be quiet!*

**LESSON AIMS** learning actions, practising counting from 11 to 20, playing an action game

**TARGET LANGUAGE** *read, write, jump, run, dance, sing, say hello, numbers 1 to 20. Sit down! Stand up! Stop!*

**RECEPTIVE LANGUAGE** *Be quiet! Sit down! Stand up! Stop! Ready. This is a party, not school.*

**MATERIALS** Pupil's Book page 45, Activity Book page 38, Class CD, action flashcards (*run, jump, dance*), scarf for a blindfold (optional)

**Warmer**

- ▷ Write numbers 11 to 20 randomly on the board, within the pupils' reach. Elicit the numbers from the class. Ask two pupils to come to the board and give each of them a pen, or a piece of chalk. Call out a number. The first pupil to circle the number wins. The winner repeats the game with a new 'challenger'.

- ▷ Repeat the chant from Lesson 1, encouraging the pupils to point to the numbers on the board.

**Pupil's Book page 45**

**3 Listen and point.**

- ▷ Ask the pupils to look at the pictures on page 45. Elicit the names of characters and see if they can predict what is happening. The children are having a party and Bart arrives to show them what they think is a boring poster. At the end they discover that Bart has prepared a fun rap action routine for them.
- ▷ Play the recording (page 87), and encourage the pupils to listen and point to the pictures.
- ▷ Ask the pupils to stand up. Call out each of the actions, in turn, and mime them with the pupils. Repeat several times, varying the rhythm.
- ▷ Call out the actions in a random order. This time, the pupils do the actions on their own. Repeat varying the rhythm.

- ▷ The pupils listen to and perform the action to the rap.

**80 Then listen and repeat.**

- ▷ Now play the next recording. Pause after each line, for the pupils to repeat and mime the action.
- ▷ The pupils work in pairs. Pupil A chooses an action and says (*write*). Pupil B mimes the action. They then change roles.

**4 Play the Circle Game.**

- ▷ Ask the pupils to look at the circles of children and elicit what they can see. Explain that the children are playing a game, and the child in the middle is giving the instructions.
- ▷ If you have space in your classroom, bring a group of pupils to the front to form a circle. Alternatively, play this game in a large space, like a playground or gym.
- ▷ Revise the instructions and actions from Activity 3 before starting the game.
- ▷ Stand in the middle of the circle. Ask the pupils to walk slowly round counting from 11 to 20. Close your eyes. As the children count, say *Stop!* Point to a pupil at random (still with your eyes closed), and call out an action (*Jump!*). The pupil does, or mimes, the action. If he/she does the action correctly, swap places with the pupil.
- ▷ The pupils then play the game.

**Activity Book page 38**

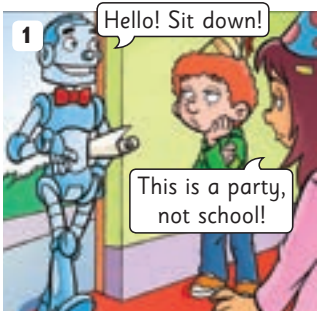
**3 Play Cascade.**

- ▷ Ask the pupils to look at the cascade in their Activity Book. Explain that they are going to play a game, the aim is to be the first to have coloured all the rocks.
- ▷ First, revise (from left to right) all the instructions on the rocks with the class.
- ▷ Then, in pairs, Pupil A says the number of the first rock, (*seven*), Pupil B reads the instruction on the rock and carries it out. If correct, he/she colours the rock. Pupils change roles and Pupil B reads the next number, (*six*). The pupils have to colour all the rocks to win.

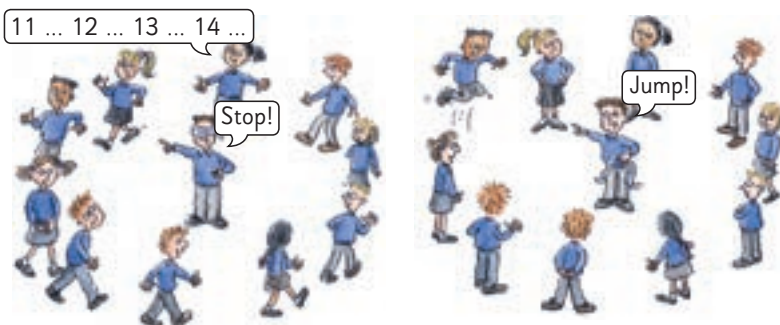
**Ending the lesson**

- ▷ Hold up the flashcards for *run, jump and dance*. Encourage the pupils to mime the actions as you show them.
- ▷ Repeat several times.

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



**4 Play the Circle Game.**



*read, write, jump, run, dance, sing, say, numbers 1-20  
Sit down! Stand up! Stop!*

# Unit 8

## Lesson 3

**LESSON AIMS** learning positive and negative instructions, practising actions

**TARGET LANGUAGE** *Sit down! Don't sit down! Jump! Don't jump!*

**RECEPTIVE LANGUAGE** *Play a game*

**MATERIALS** Pupil's Book page 46, Activity Book page 39, Class CD, one sheet of A4 per three pupils

### Warmer

- ▶ Write random numbers between 1 and 20 on the board and repeat the warmer from the previous lesson. Then ask the pupils to copy the numbers to paper and do the activity in groups of three.
- ▶ Demonstrate the activity first. One pupil plays the teacher role, calling out numbers, the other two score points for circling the number first. Make sure that the pupils change roles so they all have a turn at being 'teacher'.

### Pupil's Book page 46

#### 5 Listen and point.

- ▶ Ask the pupils to look at the pictures on page 46. Elicit what they can see.
- ▶ Play the recording (page 87) and ask the pupils to listen and point to the pictures.

#### 82 Then listen and repeat.

- ▶ Now play the next recording (page 87), pausing after each line for the pupils to repeat.
- ▶ Say *Stand up!* The pupils stand up. Say *Don't sit down!* The pupils stay standing. Continue to practise in this way the actions from last lesson.
- ▶ The pupils can also do the same in groups of three. One pupil plays the teacher role, giving the instructions. The pupils then change roles.

#### 6 Play a game.

- ▶ Explain that the children in the picture are playing a party game. Ask the pupils what kind of games they like to play at their parties.
- ▶ Explain the rules of the game. The 'boss' (Bart), gives instructions. If the children cannot follow them, they are out, and join the 'boss'.
- ▶ Revise all the instructional language covered in this unit, plus other classroom instructions (*listen, look, be quiet, open/close your books/your eyes, stand up, read, write, point*). Go through each instruction, agree on a suitable simple gesture, and check the pupils can mime this.
- ▶ Explain that the pupils listen and follow your instructions. Say *Listen*. The pupils mime. Say *Don't write*. The pupils stay quiet, doing nothing. If a pupil mimes *writing*, he/she is out, and joins you to help give the instructions.
- ▶ The last remaining child not giving instructions is the winner.

### Activity Book page 39

#### 4 Listen and number. Then trace.

- ▶ Ask the pupils to look at the pictures on the page and predict what the people might be saying.
- ▶ Copy the speech bubbles onto the board and read them aloud with the class.
- ▶ The pupils then listen to the recording (page 87) and number the pictures according to what they hear.
- ▶ Correct on the board as a whole class activity. Then ask the pupils to trace the words.

### Ending the lesson

- ▶ Call out a sequence of classroom instructions. Say *Sit down*. The pupils follow the action. Say *Sit down, listen*. The pupils do both actions. Continue adding more instructions to make a sequence.

#### 5 Listen and point. Then listen and repeat.



#### 6 Play a game.



Positive and negative instructions: *Sit down! Don't (sit down)!*

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

**REVIEW** actions, instructions, numbers 1 to 20.

**RECEPTIVE LANGUAGE** *Whisper. Make a scrapbook. Draw a sign. How many (boys)?*

**MATERIALS** Pupil's Book page 47, Activity Book pages 40 and 61. *All about me*: scrapbook/card and one photocopy (page 126) per pupil, glue or paste

**Warmer**

- ▷ Call out a pupil to the front of the class. Whisper an instruction to the pupil. He/she mimes the action. The other pupils guess.
- ▷ Repeat with other pupils.

**Pupil's Book page 47**

**7** **Play Chinese Whispers.**

- ▷ Ask the pupils to look at the photograph. Explain that one team is the 'clock' which counts slowly from 1 to 20 while the other team whispers an instruction down the line. The last child carries out the instruction and then goes to the front of the line and starts a new whispered instruction. The aim is to carry out three instructions in 20 seconds.
- ▷ If you have space in your classroom, bring a group of pupils to the front to form two lines. Alternatively, play this game in a large space, like a playground or gym.
- ▷ Divide the pupils into two teams and play the game. After 20 seconds the teams change roles. Change teams until everyone has had a chance to play.

**8** **Make an English scrapbook.**

- ▷ Ask the pupils to look at the completed scrapbook page. Read aloud the captions. Explain that the children are going to make signs, similar to the ones they might see on the roads.
- ▷ Give the pupils an instruction (*Don't run*). Ask them where they might see it or where it would be appropriate (a church/swimming pool/ school corridor, etc.).
- ▷ Hand out the scrapbook photocopies and read out the title. Ask the pupils to think of an instruction and draw a picture for it. They should write the instruction underneath, as on the completed scrapbook page.
- ▷ In pairs, Pupil A shows their signs, and Pupil B guesses (*Don't sing?*). The pupils then change pairs and do the same.
- ▷ They then stick their work in their scrapbook or on card. Keep these for future classes or make a classroom display.

**Picture Dictionary Unit 8**

- ▷ (See *Introduction* page 11.) Ask the pupils to turn to page 61 in their Activity Book. Help them to identify and stick in the missing items.

**Activity Book page 40**

**5** **Listen and circle. Then copy.**

- ▷ Ask the pupils to look at the action pictures. Read the captions aloud with the class. Explain that they are going to listen and circle the correct instruction.
- ▷ Demonstrate on the board. Write *Clap/Don't clap* on the board. Play the first part of the recording (page 88) and circle the correct answer: *Don't clap*.
- ▷ Play the recording, pausing after each line, for the pupils to circle.
- ▷ Check their work as a whole class activity.
- ▷ The pupils then copy the correct answers onto the writing lines.

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

- ▷ The pupils trace their chosen word and colour their footprint. (See *Introduction* page 7, *Self-evaluation*.)

**Ending the lesson**

- ▷ Count people and objects in the class. Point to the (boys) and say *How many (boys)?* Ask the pupils to count them. Do the same for objects in the classroom.



## Backtrack 4

### Lesson 1

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

**TARGET LANGUAGE** numbers 1 to 20, instructions, food and drink words

**RECEPTIVE LANGUAGE** *Cover the number. Jump to the beat. Come on children. Don't stop now. Bingo!*

**MATERIALS** Pupil's Book page 48, Activity Book page 41, Class CD, pieces of paper/card (to cover the numbers in the Bingo game) or one sheet of A4 per pupil

#### Warmer

- ▶ Count around the class in a random order, to energise the class. Say the name of a child. Elicit the number 1. Say the name of another child. Elicit the number 2. Continue in this way to 20. Repeat and speed up to make the game more challenging.

#### Pupil's Book page 48

#### A Cover five numbers. Play Bingo.

- ▶ Ask the pupils to look at the Bingo card in their books. Point out that some numbers are figures, others are written out. Read all the numbers aloud with the class. Explain how to play Bingo.
- ▶ Each pupil covers five random numbers from the bingo grid with paper/card. Alternatively, they can use the paper sheets to trace the grid from the Pupil's Book on paper, and cross out five numbers.
- ▶ Call out numbers 1 to 20 at random, keeping a note of the numbers called. If a pupil has chosen that number he/she then covers it with a piece of paper/card or crosses it out on the paper grid.
- ▶ The first pupil to cover/cross out all his/her numbers calls out *Bingo!* and wins the game.
- ▶ Check, with the numbers you have noted down, that the pupil is correct.
- ▶ Pupils can then be chosen to come to the front of the class and play the teacher role.

#### B Listen and sing.

- ▶ Ask the pupils to look at the pictures and lyrics.
- ▶ Play the recording (page 88) once. The pupils point to any words they hear.
- ▶ Now teach the song, line by line. The pupils do the actions. Sing along with the class several times.

#### Activity Book page 41

#### 1 Read and write the missing numbers.

- ▶ Call out numbers 11 to 20 in random order. Ask volunteers to write the numbers in words on the board. Leave the words on the board for the following activity. Ask the pupils if they like, and are good at maths. Explain that they are going to do a maths puzzle.
- ▶ Ask them to look at the grid on page 41. Explain that they are going to complete it with the missing numbers. Show them how the grid works by using the example  $8+10=\text{eighteen}$ . Direct them to the incomplete sums, for example,  $10+?=15$ .
- ▶ Check as a whole class activity. Answers: (Down) 5, 3; (Across) 12.

#### 2 Look and complete.

- ▶ Ask the pupils to identify the food and drink words from the pictures.
- ▶ Ask them to look at the crossword and ask if they have ever done one in their own language. Explain they need to look at the pictures and write the missing letters of the words in the crossword grid (the word 'milk' is already complete as an example).
- ▶ Pupils work individually to complete the activity. They can also look at the Picture Dictionary pages to help them spell the words.
- ▶ Check as a whole class activity. Use the word *chicken* to start eliciting the rest of the words on the board.

#### 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.

## Backtrack 4



#### A Cover five numbers. Play Bingo.



#### B Listen and sing.



Clap your hands! Stamp your feet! Dance and sing!  
Jump to the beat! Come on children! Don't sit down!  
Close your eyes! Touch your nose! Dance and sing!  
Say hello! Come on children! Don't stop now!



## Backtrack 4

### Lesson 2

**LESSON AIMS** revising language from Units 7 and 8, making a poster, recognising and producing individual sounds

**TARGET LANGUAGE** *apples, carrots, salad, chicken, fish, cheese, milk, bread, rice, pasta, water, I like (cheese). I don't like (fish).*

**RECEPTIVE LANGUAGE** *healthy food*

**MATERIALS** Pupil's Book page 49, Class CD, a large sheet of card or paper, colouring pencils, magazines (to cut out), glue/paste, adhesive putty

#### Warmer

- ▷ Repeat the song from the previous lesson to energise the class and review the target language.

#### Pupil's Book page 49

#### C Make a poster.

- ▷ Introduce the concept of healthy food. Elicit, and draw or write on the board, examples of healthy food the pupils know in English. If possible separate them into groups of fruit and vegetables, carbohydrates, dairy products, etc. Using L1, emphasise how we need to have a balance of food from these groups.
- ▷ Ask the pupils to look at the poster in their books, eliciting the food and comparing their ideas.
- ▷ Explain that they are going to make a poster of healthy food together.
- ▷ Divide the class into groups, for example, fruit and vegetables, dairy products, meat and fish. Ask them to cut out pictures from magazines, or draw their own examples, of food and drinks in their category.
- ▷ When the groups have finished, combine their work to make a poster.

- ▷ Ask pupils to come to the poster, point to the foods and drinks and say, for example, *I like (fish and apples) but I don't like (cheese)*. See who is the healthiest!
- ▷ Leave the poster on display for future guessing games and revision.

#### D Listen and repeat. Then match.

- ▷ This activity helps to practise and discriminate between the sounds /ʌ/ and /ɪ/.
- ▷ Draw the pupils' attention to the words in the footprints. Elicit the words.
- ▷ Play the recording (page 88), pausing after each sound or word, for the pupils to listen and repeat.
- ▷ Focus on the first sound /ʌ/ and the first word *jump*. Read the other words aloud with the pupils, encouraging them to find and match other words with a similar sound (*fun* and *one*).
- ▷ Do the same for the second sound /ɪ/.
- ▷ You can repeat the words in sets, varying the rhythm for the pupils to repeat.

#### Ending the lesson

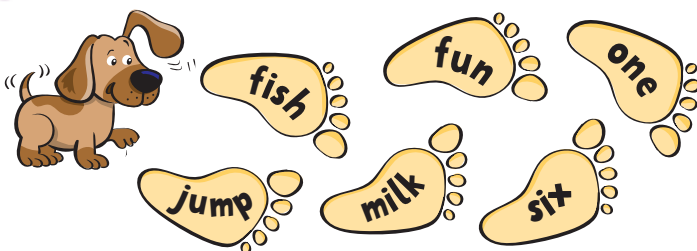
- ▷ Divide the class into two groups /ʌ/ and /ɪ/. Say the words from Sound hound. When the group hears a word with their sound, they put their hands up.

#### C Make a poster.



#### Sound hound

#### D Listen and repeat. Then match.



Revision: food and drink, *I like (cheese). I don't like (fish).*

# Unit 9

## Lesson 1

**LESSON AIMS** learning about things we can do, saying a chant

**TARGET LANGUAGE** *read, draw, dance, jump. I can (read). Look at me!*

**RECEPTIVE LANGUAGE** *Look! Wow! Great! Oh no! Listen and mime.*

**MATERIALS:** Pupil's Book page 50, Activity Book page 42, Class CD

### Warmer

- ▷ Introduce the topic of abilities. Read the title of the new unit, teach *swim* and ask the pupils if they can swim.

### Pupil's Book page 50

#### 1 Listen and point.

- ▷ Ask the pupils to look at the first picture on page 50 and elicit what they can see. Explain that Bart is showing off – he's telling the children the things he can do. Ask if they can name any of the actions. Ask the pupils if they can do the actions.
- ▷ Play the recording (page 88). Say *Listen and point*. The pupils listen and point to the pictures.
- ▷ Explain what is happening in the story – Bart can do many things but in picture 3 it looks like he is about to jump into a pond. Ask if they think Bart can swim.
- ▷ Repeat the recording. Ask the pupils to point to the pictures and actions as they are mentioned.
- ▷ Repeat the recording again. This time, the pupils listen, point and repeat the actions as they are mentioned.

#### 2 Chant. Then find and say.

- ▷ Elicit the names of the actions as you mime.
- ▷ Play the recording. The pupils mime the actions as they are mentioned. Demonstrate. Say *Listen and mime*.
- ▷ Play the chant again, pausing after each line, for the pupils to chant and clap the rhythm. Say *Listen and chant*.
- ▷ Play the recording again, pausing after each line for the pupils to chant, find the action in Activity 1, and point to it.
- ▷ The pupils work in pairs. Pupil A points to an action in the story. Pupil B says *I can (dance)*. The pupils then change roles.

### Activity Book page 42

#### 1 Listen and number. Then find and copy.

- ▷ Ask the pupils to look at the pictures and elicit what the children might be saying.
- ▷ Write the sentences on the board and read them aloud with the class.
- ▷ Play the first part of the recording. Elicit that the child is saying *I can draw*. Ask the pupils to point to the correct picture, and, using the example, show how they listen and number the pictures.
- ▷ Play the rest of the recording for the pupils to listen and number.
- ▷ Repeat the recording to check with the class.
- ▷ Now ask the pupils to complete the speech bubbles, using the words in the box to help them
- ▷ Write the correct sentences on the board for pupils to check.

### Ending the lesson

- ▷ Divide the class into four groups, one for each action in the chant (*read, draw, dance, jump*). Agree on a mime for each word. Say an action and the group mimes it.
- ▷ Repeat the chant, encouraging each group to stand up, chant and do their action when they hear it.

# 9 I can swim

#### 1 Listen and point.

#### 2 Chant. Then find and say.

I can read. I can draw. Look at me! Look at me!  
I can dance. I can jump. Look at me! Look at me!

**50** read, draw, dance, jump  
I can (read). Look at me.

**LESSON AIMS** learning about things we can't do, talking about things we can and can't do

**TARGET LANGUAGE** *swim. I can (read). I can't (sing).*

**RECEPTIVE LANGUAGE** *Can you (swim)?*

**MATERIALS** Pupil's Book page 51, Activity Book page 43, Class CD, one sheet of A4 card or paper per pupil (optional)

**Warmer**

- ▷ Elicit the actions from the previous lesson (*read, draw, dance, jump*) as you mime them. Repeat the action chant, encouraging the pupils to mime the actions.



**Pupil's Book page 51**

**3**  **Look and listen.**

- ▷ Ask the pupils to look at the pictures on page 51. Remind them what Bart was doing on the previous page. Elicit what Bart says he can do. Explain/ elicit that in the first picture he can't swim, but after the children help him, in the second picture he can.
- ▷ Play the recording (page 88). The pupils listen and point to the pictures.

**91**  **Then listen and repeat.**

- ▷ Now play the next recording (page 88). Pause after each line, for the pupils to repeat. Concentrate on correct stress and pronunciation.

**4**   **Listen and point. Then look and say.**

- ▷ Ask the pupils to look at pictures 1 to 6 and elicit what they think each person or animal is saying.

- ▷ Play the recording (page 88), pausing after each line for the pupils to point to the corresponding picture, depending on what they hear.
- ▷ Repeat the recording to check with the class.
- ▷ The pupils work in pairs. Pupil A says *I (can)(swim)*. Pupil B points to the corresponding picture. The pairs then change roles.

**Activity Book page 43**

**2**  **Look, read and circle.**

- ▷ Ask the pupils to look at the pictures and elicit what the children might be saying.
- ▷ Write the sentences from picture 1 on the board and read them aloud with the class. Elicit which is the correct sentence and ask the pupils to circle it.
- ▷ The pupils continue individually.
- ▷ Check as a whole class activity.

**3**  **Draw and write.**


- ▷ Elicit examples from the pupils of things they can do well.
- ▷ Show them the frame in their books and ask them to draw a picture of themselves doing an activity they can do and like.
- ▷ Then ask them to complete the sentence. Elicit example sentences on the board. Give any new vocabulary or individual help as needed.
- ▷ As the pupils are working, go round the class, ask about their drawings and give praise and encouragement.

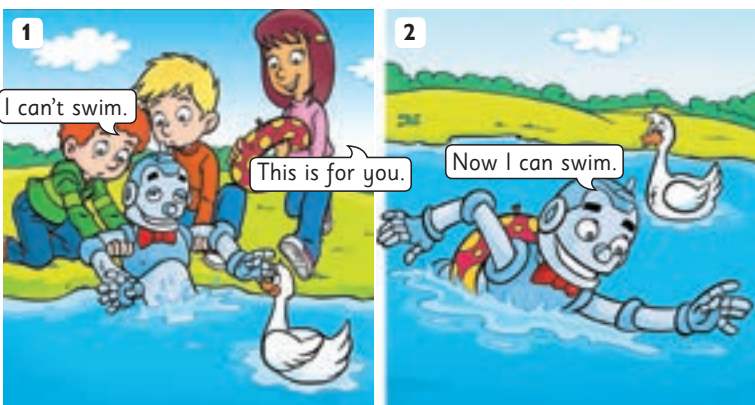
**Ending the lesson**



- ▷ Draw a smiley and sad face on the board. Mime an action learnt so far, and point to the smiley face. Elicit *I can (dance)*. Mime an action and point to the sad face. Elicit *I can't (swim)*. Repeat for the other actions.

**Extra activity**

- ▷ Make a card for a member of the family. Hand out a sheet of A4 paper or card, per pupil, and ask the pupils to fold it in half. Ask them to think of something their mother, father (or both), can do, and to draw them doing the activity. Underneath the pictures, the pupils write *I can (swim)*. Help, writing on the board, as needed.
- ▷ On the inside of the card they can write *My (mum)*. The pupils can then take the cards home to give to their family.

**3**  **Look and listen. Then listen and repeat.**



**4**   **Listen and point. Then look and say.**



*swim, I can't (swim), I can (swim).*



# Unit 9

# Lesson 3

**LESSON AIMS** learning more things we can do

**TARGET LANGUAGE** *ride a bike, skateboard, skip, ride a scooter, rollerskate, run. I can (skateboard). I can't (ride a bike).*

**RECEPTIVE LANGUAGE** *Wow, great! Tick. Cross. This is a nice shop. Thank you. Happy Birthday!*

**MATERIALS** Pupil's Book pages 52, Activity Book page 44, Class CD, ability flashcards (*I can swim/ride a bike/skateboard/skip/ride a scooter/rollerskate.*)

### Warmer

- ▶ Ask a pupil to come to the front of the class and mime an action from the first two lessons in the unit (*read, swim, dance, jump, draw*). The other pupils guess the action saying *I can (swim)*.
- ▶ Repeat with two or three more pupils.
- ▶ Teach the new abilities using the flashcards.

### Pupil's Book page 52

#### 5 Listen and repeat.

- ▶ Ask the pupils to look at the pictures on page 52. Explain that the poster is for a team competition (relay style) where children take part in different activities to complete the course. Bart and the children are deciding who can do what.
- ▶ Play the recording (page 88), pausing after each line for the pupils to listen and repeat the activities.
- ▶ Practise the new action words with the class. Call out the words, for the pupils to repeat, and point to the pictures in their books.
- ▶ In groups of three, pupils can also do the same. Pupil A plays the teacher role. The pupils then change roles.

#### 94 Then listen and point.

- ▶ Now play the next recording, pausing after each part for the pupils to point to the character who can do the activity.
- ▶ After listening, see if the pupils can remember what each child says they can do. Say *I can ride a bike*. Elicit *Jamie*.
- ▶ The pupils can do the same in pairs.

#### 6 Who am I? Say and guess.

- ▶ Ask the pupils to look at the pictures and identify the things the children can do. Read aloud the names of the children with the class. Explain that a

tick means the child can do the activity, and a cross means they can't.

- ▶ Explain that the pupils will try to guess the child their partner has chosen. Model with the class, say *I can skateboard, ride a bike, rollerskate, but I can't ride a scooter*. Elicit the answer (*Clare*). Encourage some of the pupils to do the same.
- ▶ In pairs, Pupil A secretly chooses a character, and describes what they can and can't do. Pupil B guesses who it is. The pupils then change roles.

### Activity Book page 44

#### 4 Listen and ✓ or X.

- ▶ Ask the pupils to look at each of the pictures and identify the toys. Explain the boy's grandmother is choosing him a birthday present, but he can't do all the things.
- ▶ Play the first part of the recording (page 88) and ask the pupils if the boy can ride a scooter. Elicit *yes*. Show the

pupils they need to tick if he can do the activities, and cross if he can't.

- ▶ Play the recording, pausing after each number, for the pupils to complete the activity.
- ▶ Play the recording again to listen and check with the class.
- ▶ Ask them what they think the grandmother will buy him. Answer: She could buy him a skateboard, a scooter or a bike.

#### 5 Choose and copy.

- ▶ Ask the pupils to look at the present in the picture, and ask them what they think the grandmother bought him.
- ▶ They copy the answer *skateboard* from the words in the box.

### Ending the class

- ▶ Draw a smiley and sad face on the board. Show the ability flashcards one by one, and point to the faces, eliciting *I can/can't (rollerskate)*.

5
93-94

### Listen and repeat. Then listen and point.

Ride a bike.  
Ron?

Yes, I can ride a bike.

6

### Who am I? Say and guess.

	✓	✓	✗	✗
	✓	✓	✓	✓
	✓	✗	✗	✓

ride a bike, skateboard, skip, ride a scooter, rollerskate, run  
I can (skateboard). I can't (ride a bike).

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

**REVIEW** *I (can) (can't) rollerskate, skateboard, swim, skip, ride a bike, ride a scooter, run.*

**RECEPTIVE LANGUAGE** *Tick and cross. Make a scrapbook.*

**MATERIALS** Pupil's Book page 53, Activity Book pages 45, 61 and 71, all ability flashcards. *All about me:* scrapbook/card and one photocopy (page 127) per pupil, glue or paste

**Warmer**

- ▷ Show the pupils the ability flashcards. Elicit *I can (swim)*.
- ▷ Place the flashcards on the board. Quickly remove one and say *What's missing?* The pupils try to guess.
- ▷ Repeat the activity with different flashcards.

**Pupil's Book page 53**

**7**   **Make cards. Then play and say.**

- ▷ Ask the pupils to look at the photo. Explain that they are going to play a card game. The aim is to make true sentences about what people and animals can do.
- ▷ Ask the pupils to turn to page 71 in their Activity Book and cut out the word and picture card.
- ▷ In small groups, the pupils divide their cards into two sets (1 – animals/people, 2 – action words). They shuffle each set and place them face down. Pupil A picks up a card from each set: (*jump*) (*dog*). A dog can jump, so the pupil says *I can jump*, and keeps the two cards. If, however, the animal can't do the action, (e.g. *draw*) the pupil says *I can't (draw)* and returns the cards to the bottom of each set. It is then the next pupil's turn.

- ▷ The winner is the pupil who has collected the most true sentences. Go round the class eliciting sentences about the cards the pupils have collected.
- ▷ Keep the cards for use in future classes and for fast finishers.

**8**  **Make an English scrapbook.**

- ▷ Ask the pupils to look at the completed scrapbook page. Read the text and explain that the pupils are going to draw themselves doing an activity they can do.
- ▷ Hand out the scrapbook photocopies and encourage the pupils to identify and colour the abilities.
- ▷ Ask the pupils to draw their picture and write the sentence. Give help to individuals as necessary.
- ▷ In pairs, the pupils describe their work to each other, saying *I (can) (swim)*. They then change pairs and repeat.
- ▷ They then stick the photocopy in their scrapbook or on card. Keep these for future classes.

**Picture Dictionary Unit 9**

- ▷ (See *Introduction* page 11.) Ask the pupils to turn to page 61 in their Activity Book. Help them to identify and stick in the missing abilities.

**Activity Book page 45**

**6**   **Read and number. Then look and say.**

- ▷ Ask the pupils to look at the pictures on page 45. Elicit what the children might be saying.
- ▷ Write the first sentence on the board and read it aloud with the class. Elicit picture *three*. Read the remaining sentences with the class.
- ▷ The pupils then complete the activity. Check with the class.
- ▷ The pupils work in pairs. Pupil A chooses a picture, and says (*I can skip and rollerskate*). Pupil B responds (*Four*). They then change roles.

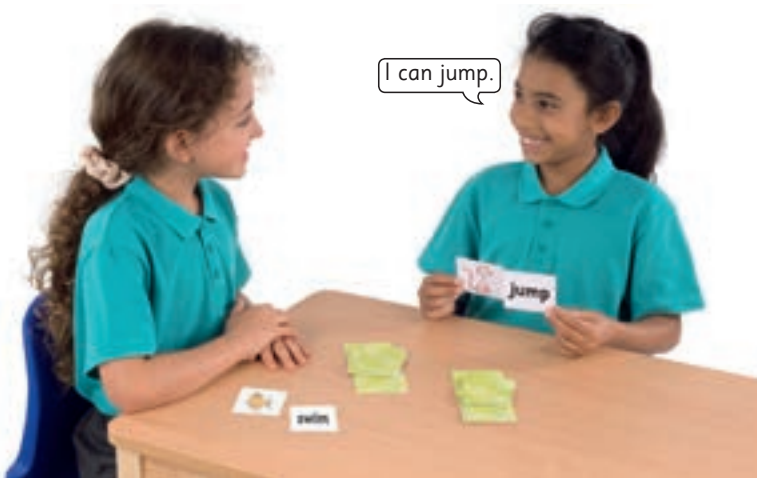
**7**  **My English. Choose and colour.**

- ▷ The pupils trace their chosen word and colour their footprint. (See *Introduction* page 7, *Self-evaluation*.)

**Ending the lesson**

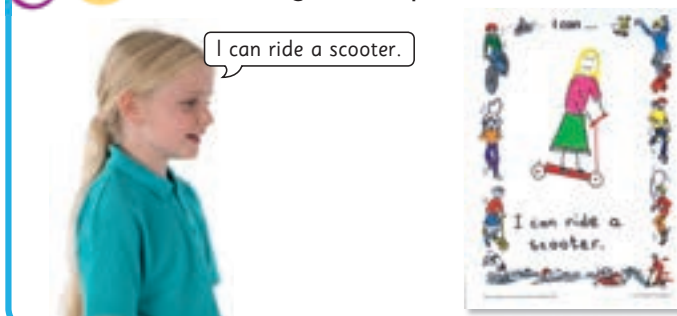
- ▷ Hold an ability flashcard face towards you. The pupils try to guess which flashcard it is, saying *I can (rollerskate)*. Answer *Yes I can* or *No, I can't*.
- ▷ The pupil who guesses correctly comes to the front of the class to do the same.

**7**   **Make cards. Then play and say.**



**All about me**

**8**  **Make an English scrapbook.**



## Story Time

### Pirates 5

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

**TARGET LANGUAGE** *I can't jump. Close your eyes. The house! The treasure! Be quiet.*

**RECEPTIVE LANGUAGE** *Come on. Let's go. I've got an idea. We've got (the treasure).*

**MATERIALS** Pupil's Book pages 54 and 55, Activity Book page 46, Class CD, clothes and props (a box for the treasure chest, balls for rocks) to act out the story (optional)

### Warmer

- ▶ 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 look.

- ▶ Play the recording (page 88) once. The pupils listen and look at the pictures.
- ▶ Encourage the pupils to retell the story using as much English as possible. Praise all their suggestions.
- ▶ Explain/elicite that Polly leads the rats to the cats' ship, they rescue Ratino, and trick the cats. They fill the treasure chest with rocks and take the real treasure away.
- ▶ Repeat the recording. This time, pause after each picture. Ask the pupils to point to the characters who are talking or making a sound.

#### 96 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.

## Pirates 5

### 1 Listen and look. Then listen and act out.



①  **Number the pictures.**

- ▶ Ask the pupils to describe each picture using as much English as possible. Ask *Which is picture (1) in the story?* and ask them to order the pictures by numbering them.

②  **Listen and check. Then colour.**

- ▶ Play the story recording again and ask the pupils to check the order of the pictures (2, 1, 4, 3).
- ▶ The pupils then colour the pictures as they wish.

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



# Unit 10

## Lesson 1

**LESSON AIMS** saying a chant, giving and receiving presents, reviewing the language of the course

**TARGET LANGUAGE** *Have you got (your books)? Yes, I have. Where's (Bart)? In the (garden). This is for you. What is it? It's a (robot). Thank you.*

**REVIEW** rooms in the house, toys, *Have you got (your books)? I've got (my toys). I haven't got..., Where's (Bart)? In the (garden).*

**MATERIALS** Pupil's Book page 56, Activity Book page 47, Class CD, Poster 3, photos of rooms from magazines, one piece of drawing paper per pupil with the pupil's name on it

### Warmer

- ▶ Introduce the topic of saying goodbye. Write the title of the new unit on the board and read it aloud.
- ▶ Use either the poster of the house or photos from magazines, to revise the rooms. Alternatively, draw a simple house on the board.

### Pupil's Book page 56

#### 1 Listen and point.

- ▶ Ask the pupils to look at the first picture on page 56 and elicit what they can see. See if the pupils can name any of the items in the pictures. Explain that Jamie is packing because he is moving house. Ask the pupils if they know of any friends or family who are moving, or if they have moved recently, and what it feels like.
- ▶ 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 88). The pupils listen and point to the pictures.
- ▶ Explain/elicite what is happening in the story – Jamie is looking for something, but can't remember what. The children realise that Bart isn't there. When Bart appears he gives them each a present, a mini robot.
- ▶ Repeat the recording again. Ask the pupils to point to the pictures and the things they hear mentioned.
- ▶ Repeat the recording again, pausing line by line, for the pupils to point and repeat.
- ▶ Put the pupils into groups of five to practise and act out the story.

#### 2 Chant.

- ▶ Play the recording. The pupils follow the words.

- ▶ Play the chant again, pausing after each line, for the pupils to chant and clap the rhythm. Say *Listen and chant*.
- ▶ Play the recording again for the pupils to join in.
- ▶ Quickly show the pupils the toy flashcards, revising the words. Place the flashcards around the room. Say the chant with the pupils, each time point to a flashcard, and substitute the word *robot* in the chant, for the toy word.

### Activity Book page 47

#### 1 Colour. Draw your family and copy.

- ▶ Ask the pupils to look at the pictures and identify them. Explain that these are presents they can give their family. Ask the pupils to decide which member of their family to give each present to and to draw their face in the clouds in the space provided.
- ▶ Ask the pupils to decorate and colour the objects.

- ▶ The pupils then complete the sentences using the words in the box. Show the pupils the example and complete it on the board *A (pen) for my (mother)*.

### Ending the lesson

- ▶ Hand out to each pupil, a piece of paper with the name of a different pupil on it.
- ▶ Ask the pupils to think of a small present for the end of the school year to give to one of their classmates. The pupils draw their present on a piece of paper and sign it. The pupils then exchange their presents using the dialogue in the book as a model. *This is for you. What is it? Oh, It's a robot, thank you.*

# 10 Goodbye!

### 1 Listen and point.

1 Have you got your books?  
Yes, I have. But I haven't got ...

2 Where's Bart?  
In the garden.

3 This is for you.  
What is it?

4 It's a robot. Oh Bart! Thank you!

### 2 Chant.

This is for you. It's a robot! Thank you.

**56** Revision: *Have you got (your books)? Yes, I have. Where's (Bart)? In the (garden). This is for you. It's a robot. Thank you.*

**LESSON AIMS** reviewing the language of the course (body words, adjectives, abilities, actions)

**REVIEW** *I've got (big hands). I can (skip). I'm (8). My name's (Zep).*

**RECEPTIVE LANGUAGE** *Find, count. Is your robot (big or small)? Has your robot got (big) (hands)? Can your robot (swim)? What's your robot's name? How old is your robot?*

**MATERIALS** Pupil's Book page 57, Activity Book page 48, Class CD, one piece of drawing paper per pupil

**Warmer**

- ▷ Repeat the song from Backtrack 3 (track 64), to energise the class and revise the parts of the body.

**Pupil's Book page 57**

**3** **Listen and point. Then practise in pairs.**

- ▷ Ask the pupils to look at the pictures on page 57. Elicit what they can see in the pictures. Focus on the differences between the robots.
- ▷ Play the first part (1) of the recording (page 88). Ask the pupils to identify which robot it is and point to it.
- ▷ Play the rest of the recording, pausing after each number, for the pupils to point to the corresponding robot.
- ▷ Describe the robots to the class, say *I've got (big hands). I can (skip).* Ask them to point to the robot.
- ▷ In pairs, ask the pupils to do the same. Pupil A describes, Pupil B points. They then change roles.

**4** **Draw and say.**

- ▷ Ask the pupils to look at the photographs and elicit what they can see. Read the speech bubbles aloud with the class. Explain that they are going to draw and describe their imaginary robot.
- ▷ Ask them to sit quietly, and close their eyes. Ask them to think about their robot. Ask them questions, revising the course language, to stimulate their imaginations. Ask *What's your robot's name? How old is your robot? Is your robot (big or small) (long or short)? Has your robot got (big) (hands)? (blue) (eyes)? Can your robot (swim)?* etc.
- ▷ Hand out the paper for the pupils to draw and colour their robots.
- ▷ When they have finished the robots can be placed around the classroom as a wall display. The pupils can show their robot and describe it. They say *My name's (Zena). I've got (big hands). I'm (blue), etc.*

**Activity Book page 48**

**2** **Find, count and complete.**

- ▷ Ask the pupils to look at Jamie's bedroom on page 48. Identify any objects they can see. Explain they need to find and count the objects.
- ▷ Read aloud the first example question with the class. Ask them to find fifteen books. Show them they need to write the objects and number in the spaces provided.
- ▷ The pupils complete the activity individually. They can refer to their picture dictionary to help with spelling. Write the number words from *one* to *twenty* on the board for reference.
- ▷ Check and write the answers on the board as a whole class activity. There are 12 pens, 5 balls, 8 computer games, 14 cars and 2 scooters.

**Ending the lesson**

- ▷ Display the robot drawings around the classroom. Ask the pupils to describe their drawing to the class, without pointing to it, saying *My name's (Zuton). I'm (8). I'm (black and white). I've got (big eyes) (yellow ears), etc.*
- ▷ The other pupils try to guess which drawing it is.

**3** **Listen and point. Then practise in pairs.**



**4** **Draw and say.**



Revision: *I've got (big hands). I can (skip). My name's (Zuton).*

# Unit 10

## Lesson 3

**LESSON AIMS** reviewing the language of the course

**REVIEW** *I can (rollerskate). I've got a (mouse). I like (chicken). It's a (duck). I've got (big feet). This is my (father).*

**RECEPTIVE LANGUAGE** *Say the differences.*

**MATERIALS** Pupil's Book page 58, Activity Book page 49, Class CD, food and drink flashcards, ability flashcards.

### Warmer

- ▶ Ask the pupils if they've ever been on a picnic. Elicit what food they might take.
- ▶ Use the flashcards to revise the food and drink words from the course.

### Pupil's Book page 58

#### 5 Listen and point.

- ▶ Ask the pupils to look at the first picture on page 58. Elicit what they can see. Explain that the children and their families are enjoying a big picnic party to say goodbye to Jamie and Bart. Focus on what the children are doing in the picture. Elicit what individuals might be saying.
- ▶ Play the recording (page 88). The pupils look and listen.
- ▶ Repeat the recording, pausing after each line, for the pupils to listen and point to the corresponding person in the picture.

#### 6 Now listen again. Say the differences.

- ▶ Ask the pupils to look at the second picture. Focus on the differences. Elicit what the characters might be saying in this second picture.
- ▶ Play the first part of Bart's line in the recording (page 88) *I can rollerskate*. At the pause, ask the pupils if the recording is now correct, and if Bart would now say *I can rollerskate*. Elicit that he would say *No, I can ride a bike*. Play the answer.
- ▶ Play the rest of the recording, allowing the pupils time to say the differences. Answers: mouse – *rabbit*; chicken – *cheese*; duck – *cat*; father – *mother*; big feet – *small feet*.

### Activity Book page 49

#### 3 Listen and number.

- ▶ Ask the pupils to look at the signs on page 49 and elicit what they represent. Explain that they are going to listen to the instructions on the recording and number the signs in the order they hear them.
- ▶ Play the first part of the recording (page 88) (*Don't jump!*) and show them the example number 1 in the box next to the sign.
- ▶ Play the rest of the recording, pausing after each item for the pupils to number the signs.
- ▶ Write the instructions and sign numbers on the board and check as a whole class activity.

#### 4 Draw and write.

- ▶ Elicit sentences on the board of things the pupils can and can't do: *I (can) (swim)*.

- ▶ Ask the pupils to draw a picture of one thing they can do in the first box on page 49 and one thing they can't do in the second box.
- ▶ They then complete the sentences, for example, *I can (swim), I can't rollerskate* to match their pictures.
- ▶ As the pupils work, go round the class. Give help individually, and praise and encouragement.

### Ending the lesson

- ▶ Revise abilities, using the flashcards. Place the flashcards on the board. Say *I can (swim)* and ask those pupils who can (swim) to put their hands up, noting the number on the board. Do the same for the rest of the flashcards.
- ▶ If you wish, you can make a poster of the results. Divide a large sheet of paper into columns, with a drawing, for each ability, and those pupils who can do it, can write their names in each column.

#### 5 Listen and point.



#### 6 Now listen again. Say the differences.



Revision: *I can (rollerskate). I've got a (mouse). I've got (big feet). I like (chicken). It's a (duck). This is my (father).*

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

**REVIEW** colours, numbers 1 to 20, school objects, animals, toys, family, actions, rooms in the house, *I've got (a cat). This is (my mother). I can (swim). It's a (pencil).*

**MATERIALS** Pupil's Book page 59, Activity Book page 50, all the flashcards from the course, pre-prepared cards made up with words from the whole of the course (one set per group of 3 or 4 pupils). *All about me*: one scrapbook/card and photocopy (page 128) per pupil, glue or paste

**Warmer**

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

**Pupil's Book page 59**

**7** **Play and say.**

- ▷ Ask the pupils to look at the photos on page 59. Elicit what they can see. Explain that the pupils will play a card game. The aim of the game is to make as many correct sentences as possible.
- ▷ Divide the class into groups of three or four.
- ▷ Hand out a set of pre-prepared cards to each group, on which you have written the vocabulary for the course. Alternatively, hand out blank pieces of card, ask the pupils to look at their picture dictionary pages and write vocabulary from each unit on the cards. (Divide up the work amongst the pupils within each group.)
- ▷ The pupils then put the cards face down on the table. A pupil picks up a card, reads the word (*chicken*) then makes a sentence with the word (*I like chicken*). If the other pupils in the group decide the sentence is correct, the pupil can keep the word card. If,

- however, he/she is incorrect, he/she puts the card to the bottom of the pile.
- ▷ Pupils play until all the cards are finished. The pupil who has collected the most cards is the winner.

**8** **Make an English scrapbook.**

- ▷ Ask the pupils to look at the completed scrapbook page. Elicit what they can see. Explain to the pupils that they are going to draw and write about all the things they have learnt during the course.
- ▷ Hand out the scrapbook photocopies and read out the title. Ask the pupils to identify and colour the items around the frame of the photocopy.
- ▷ Encourage the pupils to draw their family, their pets and toys, and food they like/dislike, etc. and to write about them.
- ▷ In pairs, the pupils show and describe their work to each other. Pupil A says *I'm (David). I'm (seven), etc.* The pupils then change roles.
- ▷ They then stick their work in their scrapbook or on card.



**Activity Book page 50**

**5** **Find, circle and ✓.**

- ▷ Ask the pupils to look at the labelled pictures around the wordsearch on page 50. Explain these are the words they need to find in the wordsearch. Elicit all the words.
- ▷ The pupils then work individually, finding the words and circling them (kitchen, line 2; bathroom, line 3; bike, line 4; ear, line 5; mouth, line 6; apples, line 7), and finally putting a tick in the box next to the appropriate picture.
- ▷ Check as a whole class activity.

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

- ▷ The pupils trace their chosen word and colour their footprint. (See *Introduction* page 7, *Self-evaluation*.)

**Ending the lesson**

- ▷ Hand out the pupils' completed scrapbooks. In pairs, they compare their scrapbooks and describe each of the pages.
- ▷ Pupils can then change pairs and repeat the activity.



# Backtrack 5

## Lesson 1

**LESSON AIM** revising language from the course, playing a game, singing a song

**TARGET LANGUAGE** numbers 1–20, animals, rooms in the house, food and drink, toys, *I'm (nine). I've got (a robot). I haven't got a (duck). I'm in (the bathroom). I like (milk). I can (swim).*

**RECEPTIVE LANGUAGE** *True or false?*

**MATERIALS** Pupil's Book page 60, Activity Book page 51, Class CD, all course 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 Is it true? Find and answer.

- ▶ Ask the pupils to look at the pictures of the characters on page 60. Ask them if they have good memories and can do a memory challenge.
- ▶ Ask the pupils to identify the child characters. Read aloud the sentences with the class. Ask the pupils to decide if they are true or not. Say *true or false?*
- ▶ Then ask them to look back through their books to find the answers, using the page numbers given. Do the first one with the class as an example. They add up their score, and see how good their memory is.
- ▶ Check the answers with all the class, and see what rosette each pupil 'won'. Answers: Jamie, page 4 – *true*; Tina, page 16 – *true*; the farmer, page 20 – *false*; Ron's mum, page 34 – *true*; Bart, page 39 – *false*; Bart, page 51 – *false*.

#### B Listen and sing.

- ▶ Play the recording (page 88) once, the pupils follow the words.
- ▶ Now teach the song, line by line. Sing along with the class several times.

### Activity Book page 51

#### A Listen to your partner and find the toy.

- ▶ Ask the pupils to look at the maze on page 51. Explain they need to get through the maze to get a prize. Show them the entrance and elicit that there are four different exits.
- ▶ First, one by one, point to, and name the instructions (*Stamp your feet/Run*) aloud with the class. Ask them to mime the actions.
- ▶ In pairs, the pupils play the game. Pupil A secretly chooses a toy and traces the route from the entrance through the maze to that toy. Pupil B starts at the entrance to the maze. Pupil A calls out an instruction. Pupil B mimes the action and moves to this instruction in the maze. The pupils continue in this way until Pupil B reaches the exit and says *I've got a (scooter)*.

- ▶ Then Pupil B calls out the instructions and Pupil A follows the route through the maze.

### 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**  Is it true? Find and answer.

 I'm nine. page 4	 I've got a robot. page 16	 I haven't got a cat. page 20
 I'm in the bathroom. page 34	 I like milk. page 39	 I can jump. page 50

**WINNERS:**

- SUPER MEMORY 5-6**
- GOOD MEMORY 3-4**
- TRY AGAIN! 1-2**

**B**   Listen and sing.

Goodbye Ron! Goodbye Tina! Goodbye Katie! Goodbye!  
Goodbye Jamie! Goodbye Bart! Goodbye Bart! Goodbye!  
Thank you. Thank you all. Come back soon!

**60** Revision: I'm (nine). I've got a (robot). I haven't got a (duck). I'm in (the bathroom). I like (milk). I can (swim).

## Backtrack 5

### Lesson 2

**LESSON AIMS** revising language from the course, making a game, recognising and producing individual sounds

**TARGET LANGUAGE** colours, numbers 1 to 20, rooms in the house, food and drink, food, toys, classroom objects.

**RECEPTIVE LANGUAGE** *window, door*

**MATERIALS** Pupil's Book page 61, one large sheet of card or paper per group of 3 to 4 pupils (with a game board previously drawn on it), colouring pencils, dice and counters

#### Warmer

- ▷ Repeat the song from the previous lesson to energise the class and review the target language.

#### Pupil's Book page 61

#### C Make a game.

- ▷ Show the pupils the picture of the games on page 61. Tell them they are going to make their own games like the ones shown, using all the English they have learnt.
- ▷ Divide the class into small groups. Give each group a large sheet of card or paper with a game board previously drawn on it.
- ▷ Encourage the pupils to decorate the game board as they wish (with castles, rivers, forests, etc.) They can include elements to impede progress (such as a fallen tree for miss a turn) and elements to move on quickly (such as a bridge).
- ▷ Ask the pupils to think of tasks for their game, for example, questions (*How old are you? What colour is it?*), true and false statements, drawings (to identify), instructions, tasks in L1 (*name five colours in English*). Elicit examples, and allow pupils to use their books to help them.

- ▷ The tasks can be written on the board, or written (or word processed) on cards to pick up.
- ▷ The pupils can then play the games in groups.
- ▷ If they can answer the tasks correctly they can continue next turn. If not, they have to go back to their previous throw.
- ▷ Keep the games for end of term activities.

#### D Listen and repeat. Then match.

- ▷ This activity helps to practise and discriminate between the sounds the pupils have practised before: /ʌ/ /ɪ/ /ɒ/ /æ/ /e/.
- ▷ Elicit the words shown in the footprints.
- ▷ Play the recording (page 88), pausing after each sound or word for the pupils to listen and repeat.
- ▷ Focus on the first sound /æ/ and the first word *cat*. Read the other words aloud with the pupils, encouraging them to find another word with a similar sound (*clap*).
- ▷ Do the same for the other sounds.
- ▷ You can repeat the words in pairs, varying the rhythm, for the pupils to repeat.

#### Ending the lesson

- ▷ Play the games the pupils made in different groups. Divide the class into small groups. One pupil from each group remains with their game to explain it to the new group.

#### C Make a game.



### Sound hound

#### D Listen and repeat. Then match.



Revision: course vocabulary

## Story Time

### Pirates 6

**LESSON AIMS** following a story in English, revising language from the course

**TARGET LANGUAGE** *water, sing, jump, dance, I've got/I haven't got (the treasure), I can't swim, I don't like (the rats), What's this?*

**RECEPTIVE LANGUAGE** *Come on, princess, Let's go. Tick or cross.*

**MATERIALS** Pupil's Book pages 62 and 63, Activity Book page 52, Class CD, clothes and props to (plastic food, toys, classroom objects, a box for treasure, a map) to act out the whole story.

#### Warmer

- ▶ Help the pupils relax to get ready for the story. Make sure they are sitting quietly and can all see clearly.
- ▶ Ask them to breathe in deeply and slowly three times.
- ▶ Play some music that the pupils will associate with story time.
- ▶ 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. Ask how they think the story will end.
- ▶ Revise the character names. Point to each character and ask *Who's this?*

#### Pupil's Book page 62 and 63

##### 1 Listen and look.

- ▶ Play the recording (page 89) once. The pupils look and listen.
- ▶ Encourage the pupils to retell the story using as much English as possible. Praise their attempts. Explain/elicite that the cats wake up, take the treasure to their ship and discover they have been tricked. Their boat begins to sink because Pavaratty made holes in the side. The rats are happy.
- ▶ Repeat the recording. This time, pause after each picture. Ask the pupils to point to the characters who are talking or making a sound

##### 105 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 52

##### 1 Listen and ✓ or ✗.

- ▶ Ask the pupils to identify the characters in the pictures. Play the first part of the recording (page 89) and ask them to put a tick, if the sentence is true, and a cross, if it is false. Play the rest of the recording and the pupils continue.
- ▶ Play the recording again to check the answers with the class, writing the sentences on the board for checking.

## Pirates 6

### 1 Listen and look. Then listen and act out.



## 2 Draw the treasure in the chest.

- ▶ Ask the pupils to close their eyes and imagine their own treasure. Use a mixture of L1 and English to help them think if it's coins, jewellery or jewels and what the colours are.
- ▶ The pupils then draw and colour their treasure in the chest. Those who finish early can compare their treasures.

## 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, and some pirates, Fat Cat and some crew cats). Allow plenty of time to practise the story, and use props 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.



## Festival 1

### Bonfire night

**LESSON AIMS** learning Bonfire night words and traditions, singing a song, making a paper firework

**TARGET LANGUAGE** colour words, *Bonfire night, guy, bonfire, fireworks, barbecue, toffee apple*

**RECEPTIVE LANGUAGE** *I love bonfire night. This what we do. We make a guy. We have (a barbecue). We watch (fireworks). We eat (toffee apples).*

**MATERIALS** Pupil's Book page 64 and 65, Activity Book page 53, Class CD, Bonfire night images (optional), colour flashcards, materials to make a paper firework (empty cardboard rolls, paint, felt tip pens, strips of coloured paper, sticky tape), dice and counters (for each group of three)

### Warmer

- ▶ Talk about Bonfire night with the class. Explain that on this day in autumn (November 5th), many British children have parties around a bonfire. Before the festival they make an effigy – a 'guy' (named after Guy Fawkes who tried to blow up the English Houses of Parliament in 1605, but was caught and later executed), and ask passers-by to give them money, 'a penny for the guy', if they like the effigy. The guy is later burnt on the bonfire. The children also have a barbecue, eat toffee apples and watch fireworks.
- ▶ Note: Remind the children of the dangers of fireworks.
- ▶ Draw pictures on the board, show any photos you have or point to the photographs in the Pupil's Book to illustrate, as you talk about the tradition.

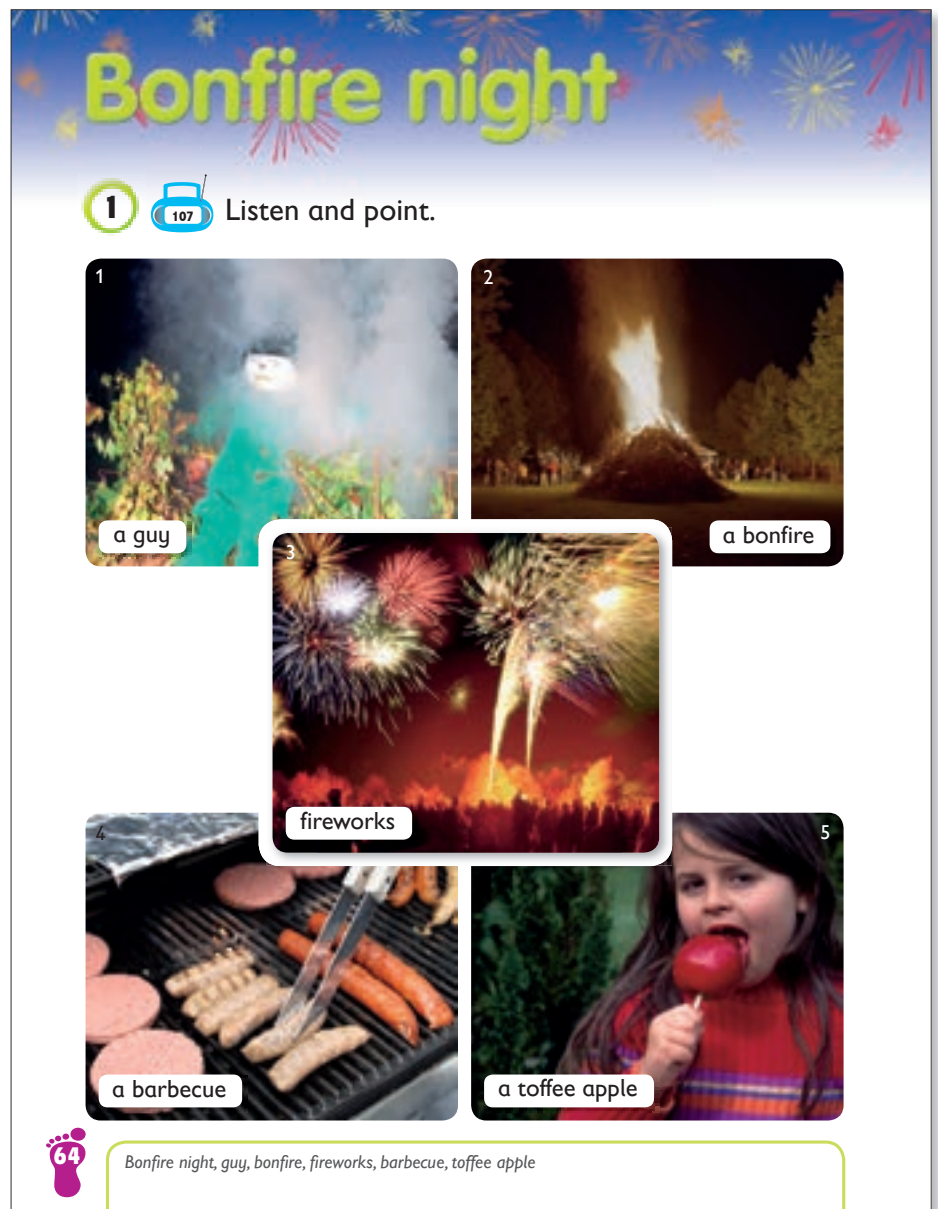
### Pupil's Book pages 64 and 65

#### 1 Listen and point.


- ▶ Ask the pupils to look at the photographs in their books. Use the photos to teach the Bonfire night vocabulary: *a guy, a bonfire, a barbecue, fireworks* and a *toffee apple*. Repeat the words with the class and individual pupils. Explain they are going to listen to a British child speaking about Bonfire night.
- ▶ Play the recording once (page 89). The pupils listen and point to the correct photos in their books.
- ▶ Repeat as needed.

#### 2 Listen and sing.

- ▶ Use the picture, or the colour flashcards, to revise the colours: red, yellow, pink, green, purple, orange and blue.
- ▶ Play the recording (page 89). The pupils listen and point to the colours on the page.
- ▶ Teach the song, line by line. Then sing the song with the class a number of times, encouraging them to join in with counting backwards as well.



**Bonfire night**

1  Listen and point.


1 a guy

2 a bonfire

3 fireworks

4 a barbecue

5 a toffee apple

 64 *Bonfire night, guy, bonfire, fireworks, barbecue, toffee apple*

### 3 Make a paper firework.

- ▷ Ask the pupils to look at the photographs on page 65. Elicit what they can see. Explain they are going to make a paper firework for a display.
- ▷ Identify the materials needed in the first photograph.
- ▷ Hand out the materials.
- ▷ Help the pupils to follow the pictures to make the firework. First they colour or paint the cardboard roll. They then attach coloured paper, using sticky tape or glue, to make the tail.
- ▷ As the children finish, hang the fireworks up to make a classroom display. The pupils can speak about their fireworks, for example, *My firework is (red and yellow).*

### Activity Book page 53

#### 1 Play Bonfire night lotto.

- ▷ Ask the pupils to look at the lotto board in their books and elicit as many words as possible. Ask *What's this?* to elicit *guy, bonfire, barbecue, fireworks, toffee apples*. Explain that the pupils are going to play a Bonfire night game. The aim of the game is to collect all the Bonfire night words.
- ▷ Hand out the dice and counters.
- ▷ Explain how to play the game. In groups of three, or four, the pupils throw the die and move round the board. If they land on a Bonfire night word, they tick the box under the word, to show they have 'collected' it.
- ▷ The winner is the first person to collect all the words.

### Ending the class

- ▷ Give pupils a number between 1 and 10. Ask them to write the number on a piece of paper. Play the song again. The pupils sing, and lift up their number when they hear it in the song.

### 2 Listen and sing.



### 3 Make a paper firework.



colours, numbers 1-5

## Festival 2

### Christmas

**LESSON AIMS** Learning Christmas words and traditions, singing a song, making a present

**TARGET LANGUAGE** *Christmas, Happy Christmas Day! Christmas tree, presents, Santa, stocking, dancing, jumping, clapping, hopping, clicking*

**REVIEW** *This is for you. Thank you.*

**RECEPTIVE LANGUAGE** (*Dancing*) *round the tree. Santa's on his way. Presents for (you).*

**MATERIALS** Pupil's Book page 66, Activity Book page 54, Class CD, Christmas items (optional), one envelope per pupil, one small piece of drawing paper per pupil

#### Warmer

- ▶ Talk about Christmas with the class and ask them to describe their own customs. Explain that in Britain, it is the custom for every family to have a Christmas tree, sometimes people sing songs around it. Children hang Christmas stockings beside the fire or at the end of their beds on Christmas Eve. During the night Santa comes down the chimney to leave a present in the stocking. 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!*
- ▶ If you wish, use any Christmas items you have brought to class, to teach other Christmas words.

#### Pupil's Book page 66

### 1 Listen, sing and play.

- ▶ Ask the pupils to look at the picture in their books. Elicit any words they know. Explain they are going to sing a Christmas action song.
- ▶ First, teach them the actions. Point to, and say, the actions on the page, encourage the pupils to repeat and mime them. Repeat several times.
- ▶ Play the song (page 89) once. The pupils look at the picture and point to the corresponding actions.
- ▶ Teach the song, line by line. Then sing the song, and do the actions, with the class a number of times.

### 2 Draw and make a present.

- ▶ Ask the pupils to look at the photos. Elicit any words they know. Explain they are going to make a present for someone in the class, and give it to them.
- ▶ Hand out an envelope to every pupil and ask them to write their name on it.
- ▶ Collect the envelopes and redistribute them.
- ▶ Ask the pupils to read the name on the envelope and think of a present for that person. It could be one of the toys in Unit 3.
- ▶ They draw the present (on a piece of paper) and put it in the envelope.
- ▶ They then find the pupil to give their present to, and say *This is for you*. The pupil replies *Thank you*. Demonstrate with a pupil.
- ▶ Alternatively, choose one of the pupils to be the 'postman' who will distribute the presents to the pupils.

#### Activity Book page 54

### 1 Help Santa find the stockings!

- ▶ Ask the pupils to look at the picture in their book. Elicit what they can see. Explain that in Britain children often write notes to Santa to ask for their Christmas presents. Read aloud the letters on the stockings with the class.
- ▶ Demonstrate with your book how to draw a line from the robot, through the chimney to Ben's stocking. Ask the pupils to complete the activity.
- ▶ Move around the class while they are working. Ask *What's this?(a ball)*.

#### Ending the class

- ▶ Ask individuals to come to the front to show and talk about the present they received in Activity 2. They can say *I've got a (ball)* and describe colour and size. Help with any new vocabulary needed.

# Christmas

## 1 Listen, sing and play.



  
dancing

  
jumping

  
clapping

  
hopping

  
clicking

## 2 Draw and make a present.







A present for you.

Thank you!



Christmas, Christmas tree, dancing, jumping, clapping, hopping, clicking, Happy Christmas Day! present

## Festival 3

### Easter

**LESSON AIMS** learning Easter vocabulary and traditions, singing a song, making an Easter egg

**TARGET LANGUAGE** numbers 1 to 10, (Easter) egg, Happy Easter!

**RECEPTIVE LANGUAGE** little, in our class.

**MATERIALS** Pupil's Book page 67, Activity Book page 55, Class CD, a cardboard egg shape (one per pupil), shiny paper and ribbon, glue or paste, mini chocolate eggs (optional)

#### Warmer

- ▷ Talk about Easter and ask pupils to describe their own customs. Explain that in Britain and the USA, children often take part in an Easter egg hunt. Chocolate eggs are hidden and the children have to find them. It is also the custom to decorate eggs and give chocolate Easter eggs as presents.

#### Pupil's Book page 67

##### 1 Make an Easter egg.

- ▷ Ask the pupils to look at the photograph in their books. Elicit any words they know. Explain they are going to make an Easter egg.
- ▷ Hand out the materials.
- ▷ Help the pupils to follow the pictures to make the egg. They stick on shiny paper and ribbon to decorate the egg.
- ▷ The pupils can describe their eggs, for example *My egg is (red and yellow)*.
- ▷ Keep the eggs for the next two activities.

##### 2 Listen, sing and play.

- ▷ Ask the pupils to look at the picture in their books. Explain that they are going to sing an Easter egg song with actions.
- ▷ Ask ten pupils to come to form a line at the front of the class, with their decorated eggs (alternatively, use model or cardboard eggs). Assign them numbers 1 to 10.

- ▷ Ask them to crouch down. Play the song. Encourage the pupils, in turn, to stand up, sing, and hold up their egg, every time their number is mentioned.
- ▷ Repeat with ten different pupils.
- ▷ Ask the pupils to look again at the picture in their books and find and count the ten hidden eggs.
- ▷ Check with the whole of the class.

##### 3 Have an Easter egg hunt.

- ▷ Explain that the pupils are going to have an Easter egg hunt. You are going to hide eggs in the classroom and the pupils will find them.
- ▷ Ask (ten) pupils to go outside the classroom (or stand with their back to the class). Hide ten of the eggs the pupils made earlier in the lesson (or the model, or cardboard eggs) around the class, with the help of some pupils.
- ▷ Ask the pupils to come back into the class and hunt for the eggs.
- ▷ Repeat with other pupils.

#### Activity Book page 55

##### 1 Draw five eggs.

- ▷ Ask the pupils to open their Activity Book. Explain they are going to play a guessing game. The aim of the game is to hide five eggs, then they have to hunt for their partner's eggs.
- ▷ First ask the pupils to draw five eggs randomly in the first grid.

##### 2 Now play Easter egg hunt with a friend.

- ▷ Put the pupils into in pairs. Pupil A calls out a number and a colour. Pupil B finds the intersection on grid A. If there is an egg hidden there, he/she says *Egg!* and Pupil B draws an egg in the correct square on grid B. If not, he/she says *No (egg)* and Pupil B calls out a number and a colour.
- ▷ The winner is the pupil who finds all five eggs first.

#### Ending the lesson

- ▷ Wish the pupils *Happy Easter*. Ask them to move around the class to wish their classmates *Happy Easter*.

#### Extra activity

- ▷ Organise an Easter egg hunt with small (named) chocolate or candy eggs around the classroom. (Check for food allergies.) When the pupils have found their eggs, they can wish each other *Happy Easter* (and eat the eggs!).

# Easter

1  Make an Easter egg.



2   Listen, sing and play.



One little, two little, three little Easter eggs,  
7 f c [æ]Vt) gV [æ]Vt.dI [æ]V 6RdVc VXXdE  
Seven little, eight little, nine little Easter eggs,  
Ten eggs in our class!

3  Have an Easter egg hunt.

numbers 1-10





# Look at the world 1

## Pets

**LESSON AIMS** learning about pets around the world, learning new animal words

**TARGET LANGUAGE** *cat, dog, horse, duck, kangaroo, bird, seal, This is my pet. I've got a (dog).*

**RECEPTIVE LANGUAGE** countries (*China, Japan, Lapland, Canada, Scotland, Argentina, Australia*)

**MATERIALS** Pupil's Book pages 68 and 69, Class CD, a world map (optional), a piece of drawing paper (one per pupil)

### Warmer

- ▶ Introduce the idea of pets around the world. Ask the pupils if they have any pets and what pets are popular in their country. Encourage them to use as much English as possible.
- ▶ If you have any pupils from other countries in your class, encourage them to talk about which pets are popular in their country.

### Pupil's Book pages 68 and 69

#### 1 Listen and repeat.

- ▶ Ask the pupils to look at the animals in their books. Elicit the animal words they know and teach the new words.
- ▶ Play the recording (page 89) once. The pupils look at the picture and point to the corresponding animal.
- ▶ Play the recording again. This time, pause after each word for the pupils to repeat.

#### 2 Read and guess the animal.



- ▶ Read through the sentences with the class.
- ▶ In pairs, the pupils read them again and take turns to say which animal from page 69 is being described.

#### 3 Listen and find.

- ▶ Ask the pupils to look at the photos on page 69. Play the recording (page 89) once. The pupils look, find the speaker and point to the corresponding photo.
- ▶ Play the recording again to check with the whole of the class.
- ▶ Note: You can speak about the facts below, (you can use a world map to point to the places as you talk about them), but avoid stereotyping and saying that beliefs are true for the whole nation.




**Look at the world**  
**Pets**


















▷ Pets are very popular in Britain. They are also very common in Australia, Europe, Asia and the USA. Dogs are popular pets in Russia and there are lots of dog shows. Some people in China and Hong Kong think that cats are lucky, but they are not popular in India, where some people think they bring bad luck. The Inuit people in Canada sometimes adopt bear cubs, baby seals or foxes as pets. Kangaroos are only found naturally in Australia and Papua New Guinea. Birds are very popular pets in Japan.


**4**  **Draw your favourite pet.**







- ▷ Hand out the paper and ask the pupils to draw their favourite pet. If they wish they can draw their own pet, or, choose from the ones in the photos.
- ▷ In pairs, they can describe their pet.
- ▷ The drawings could be displayed on a poster around the classroom.



**Ending the lesson**


- ▷ Display the pupils' pet drawings around the classroom. Ask the pupils to describe their drawing to the class. Elicit *It's (black and white), (big eyes) (long ears)*, etc. The other pupils try to guess which drawing it is.











## Look at the world 2

### Food

**LESSON AIMS** learning about food around the world, learning new food words

**TARGET LANGUAGE** *fish, rice, peas, apples, salad, pasta, beef, potatoes, bananas, chicken, carrots, fish and chips, fruit salad, breakfast, cereal, milk, toast, jam, tomatoes, bacon, eggs, I like (cereal).*

**RECEPTIVE LANGUAGE** countries (*England, Argentina, Poland, China, Italy*)

**MATERIALS** Pupil's Book pages 70 and 71, Class CD, food and drink flashcards and pictures of peas, pasta, apples, salad, beef, potatoes, bananas, chicken, chips, fruit salad (optional), a world map (optional), a piece of drawing paper (one per child)

### Warmer

- ▶ Introduce the idea of food around the world. Ask the pupils what foods are popular in their country. Encourage them to use as much English as possible. Teach any new words.
- ▶ If you have any pupils from other countries in your class, encourage them to talk about what foods are popular in their country.

### Pupil's Book page 70 and 71

#### 1 Listen and read. Then match.

- ▶ Pre-teach the following new food words: salad, beef, potatoes, peas, chips, fruit salad, using pictures or the photos in the Pupil's Book.
- ▶ Play the recording (page 89), pausing after each line, for the pupils to listen and follow the text in the speech bubbles. Provide help with vocabulary as necessary.
- ▶ The pupils then match the children with the correct photos of food. Answers: 1-D, 2-E, 3-C, 4-A, 5-B.
- ▶ Check as a whole class activity.
- ▶ Emphasise the healthy balance of each meal. Wherever we live in the world we all try to eat a healthy balance – consisting of protein (beef, fish, chicken, cheese), carbohydrate (pasta, potatoes, rice) and fruit and vegetables (peas, salad, carrots, apples, bananas, fruit salad).

#### 2 What food do you like? Talk to your friend.

- ▶ Ask the pupils to look at the speech bubbles and read aloud the text with the class.
- ▶ Ask them to think about the food they like and don't like.
- ▶ In pairs, they tell each other what they like and don't like.



**Look at the world**  
**Food**

1 

2 

3 

4 

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**3** **114** **An English breakfast. Listen and point.**

- ▶ Ask the pupils to look at the photo. Explain that this big breakfast is sometimes eaten in Britain and it's called an English breakfast. Teach the new food item, asking the pupils to look, point and repeat after you.
- ▶ Play the recording (page 89), pausing after each word for the pupils to point to the items on the tray in the photo.
- ▶ Ask the pupils if their breakfast is similar. Elicit what they eat for breakfast. Point out the health benefits of having a good breakfast at the beginning of the day.

**4** **Draw a breakfast tray.**


- ▶ Ask the pupils to look at the picture. Read aloud the words with the class. Explain that this is what this child eats for breakfast.
- ▶ Ask the pupils to draw and colour their breakfast on a tray. They can also label it. Help with any new words as needed.
- ▶ In pairs, they can describe their breakfast.

**Extra activity**

- ▶ Ask the pupils to look at the new food words in the Pupil's Book for two minutes. Ask them to close their books, and in pairs, they try to remember and draw all the food words they can.
- ▶ Ask them to open their books again to check, and see how many they remembered.

**Ending the lesson**


- ▶ Display their breakfast drawings around the classroom. Ask the pupils to look at the drawings and decide who has the healthiest breakfast.


**2**  What food do you like? Talk to your friend.

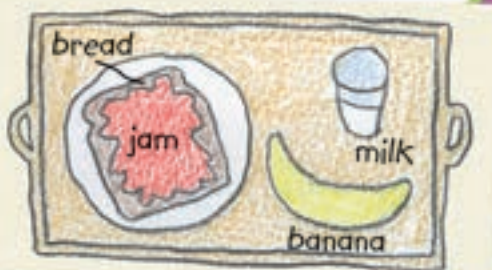
I like chicken and rice.  
I don't like fish.

I like pasta.  
I don't like salad.

**3** **114** **An English breakfast. Listen and point.**



**4**  **Draw a breakfast tray.**





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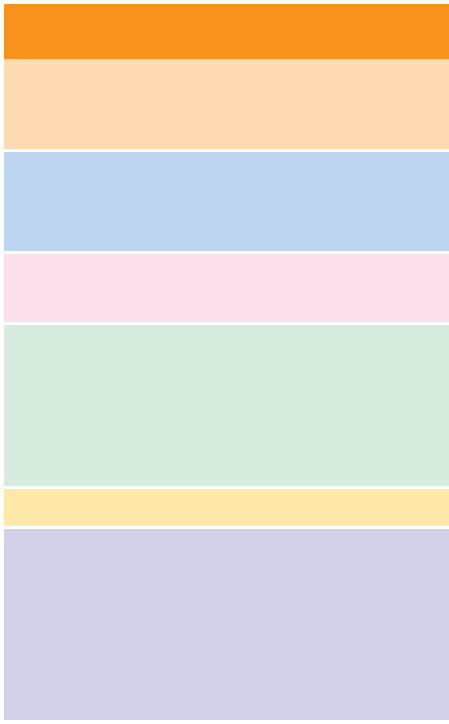


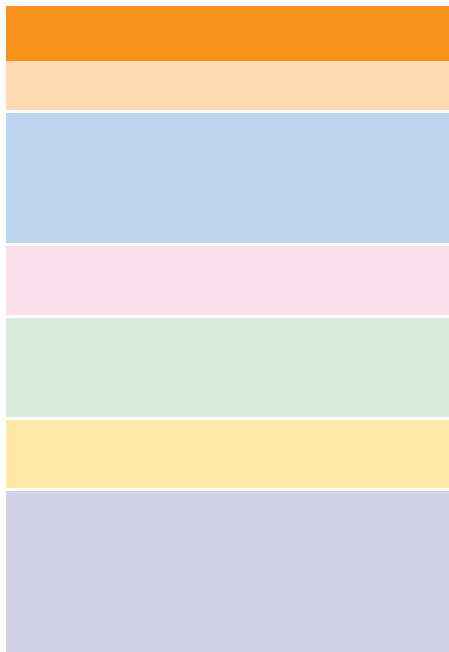


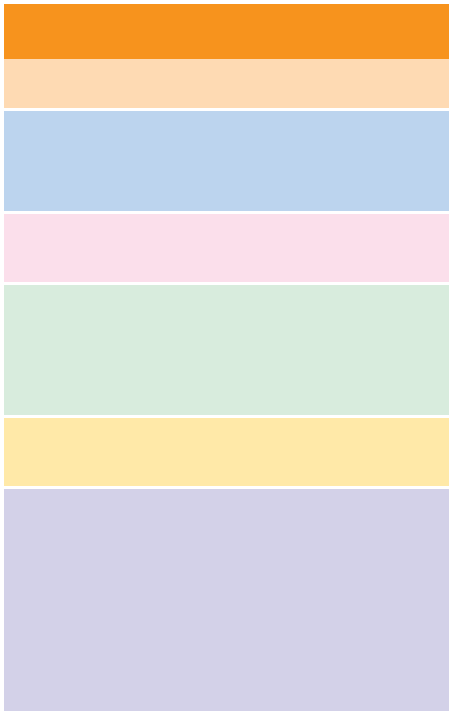
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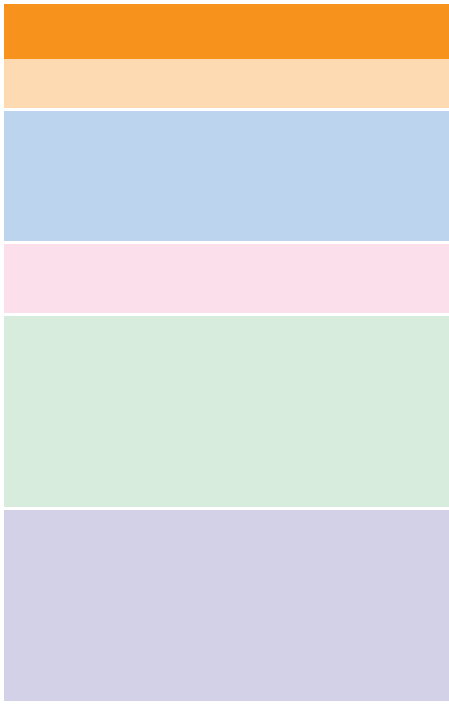
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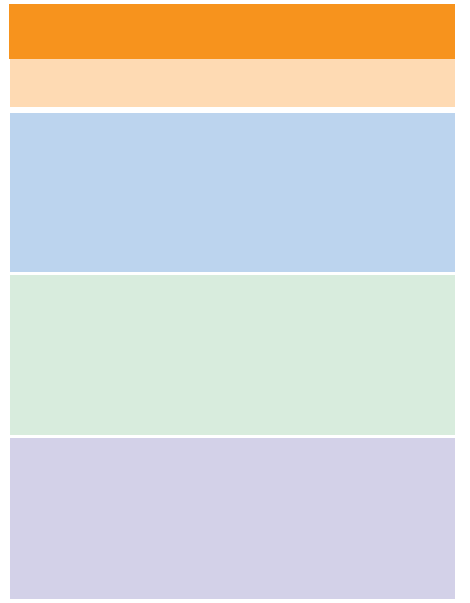
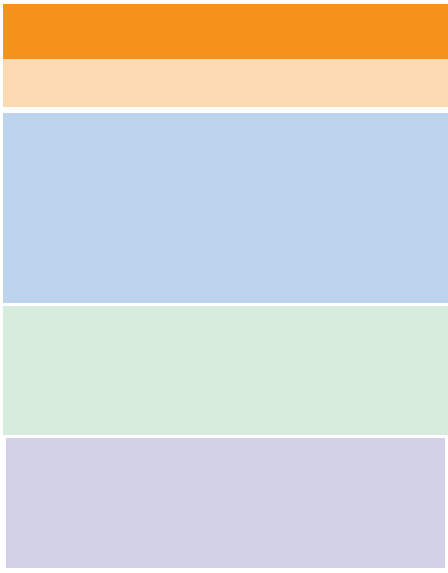


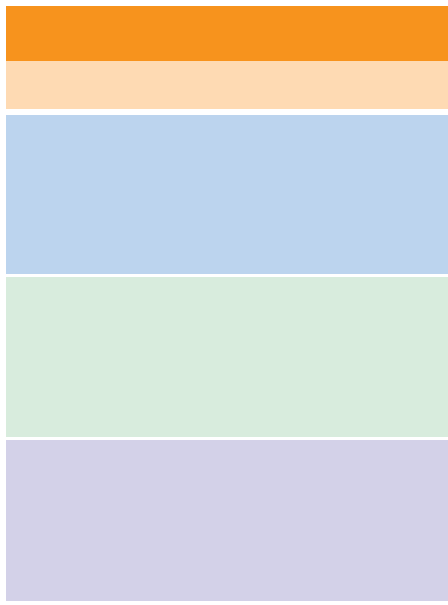




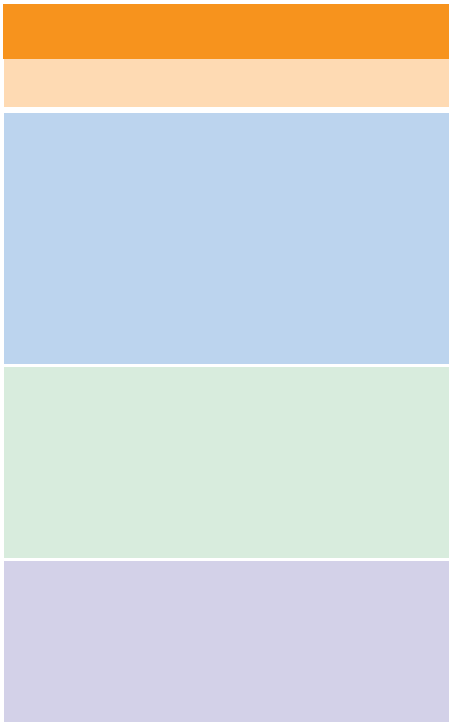












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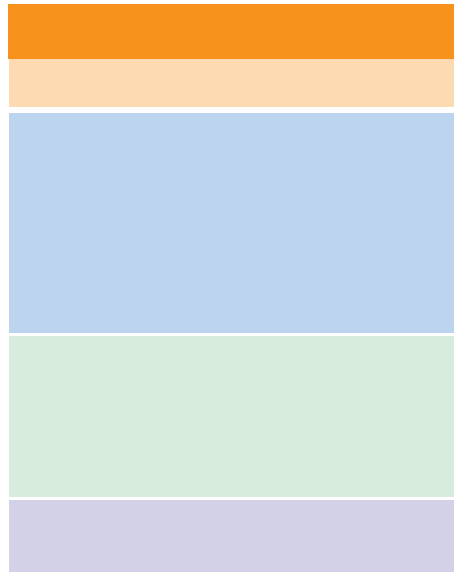
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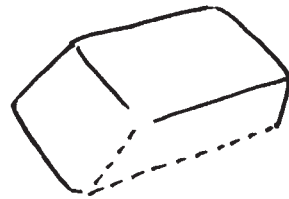
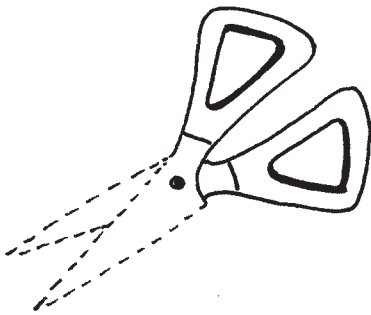
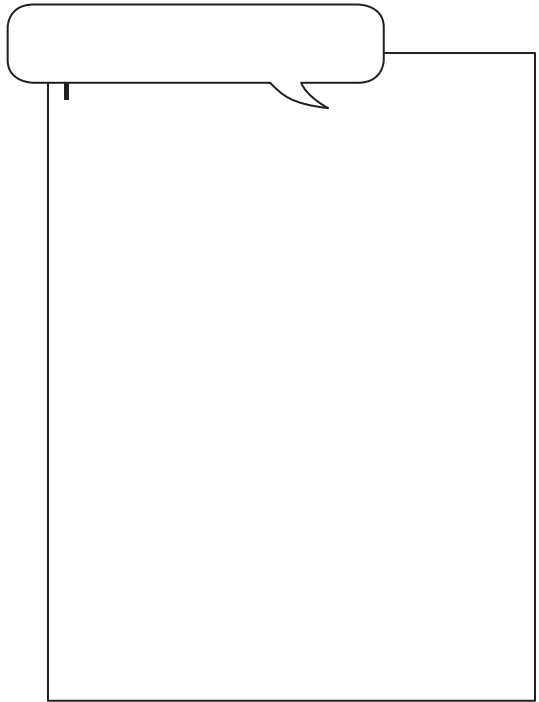
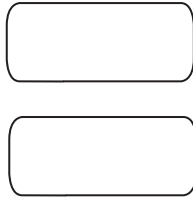
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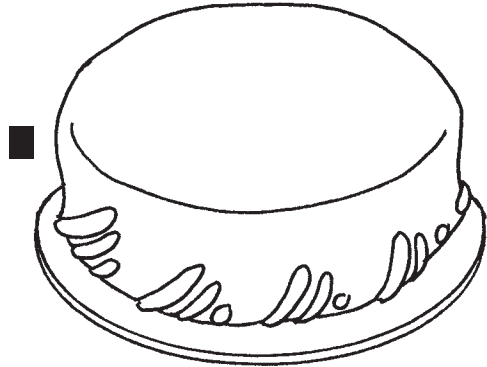
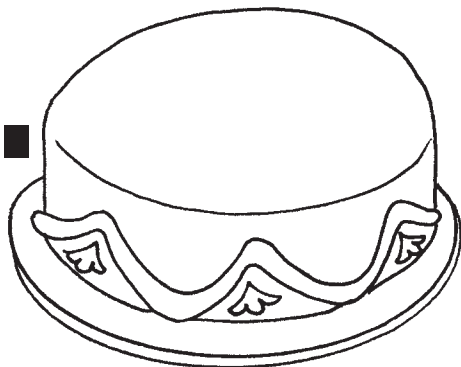
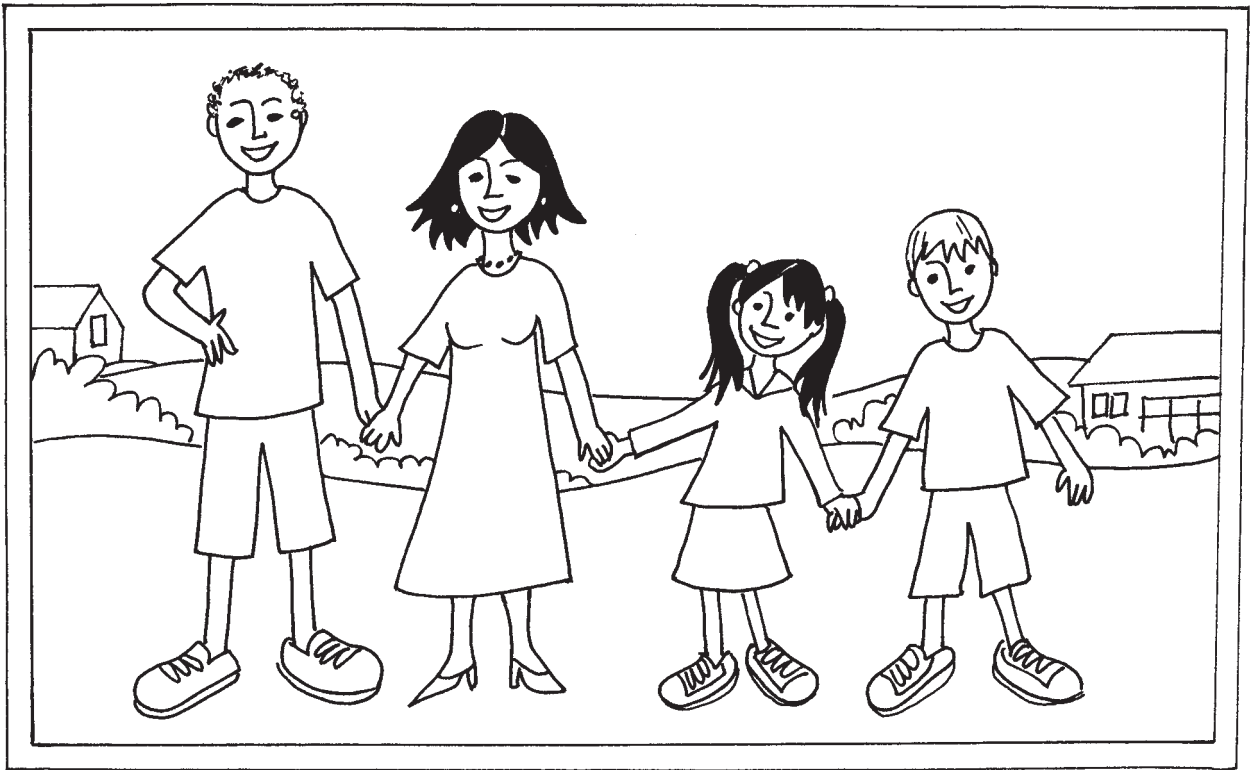
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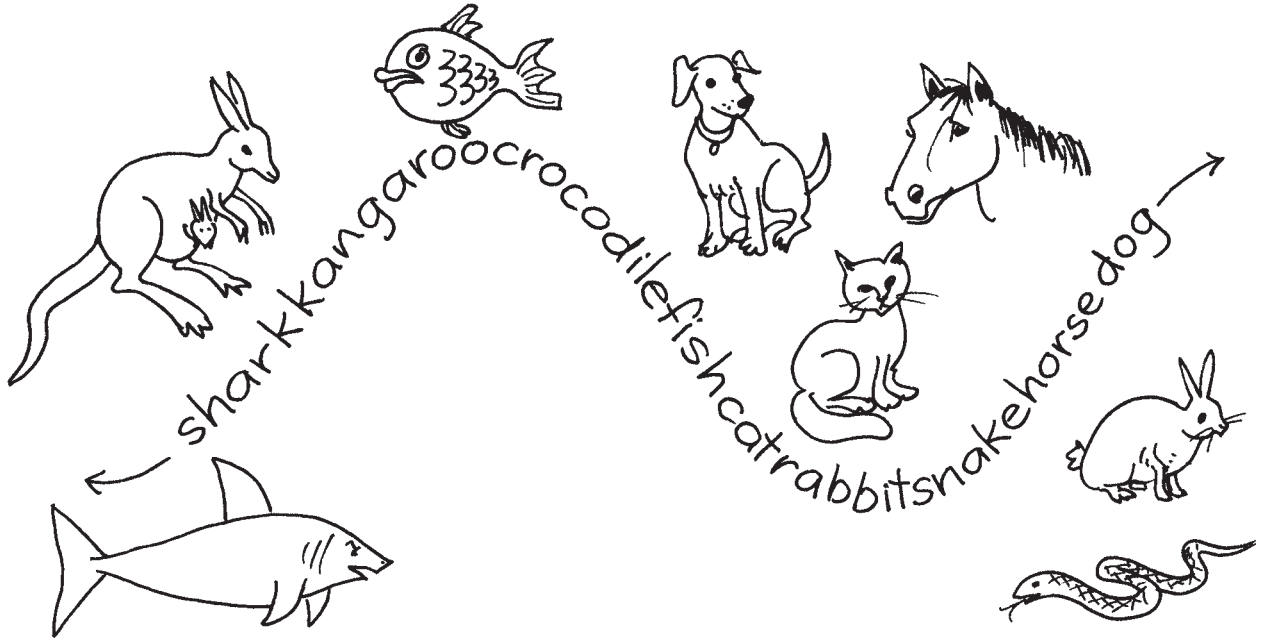


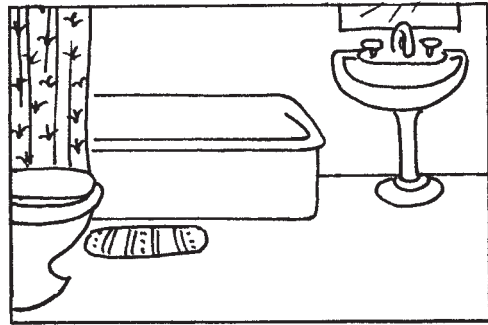
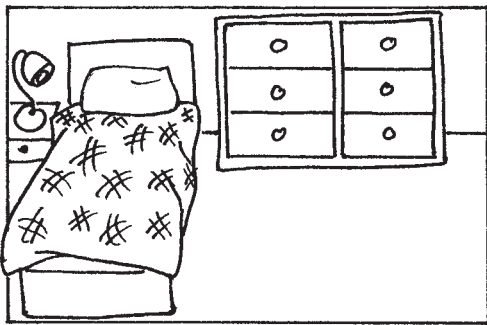
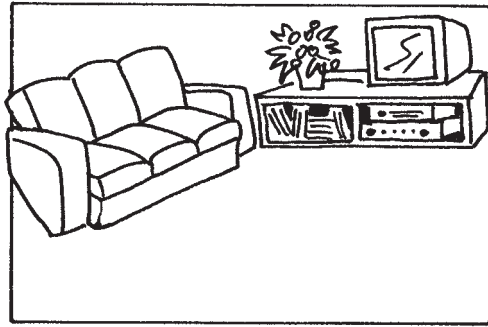
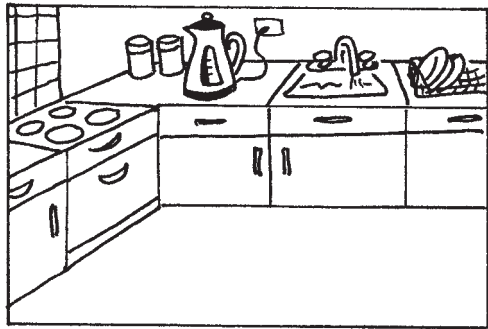
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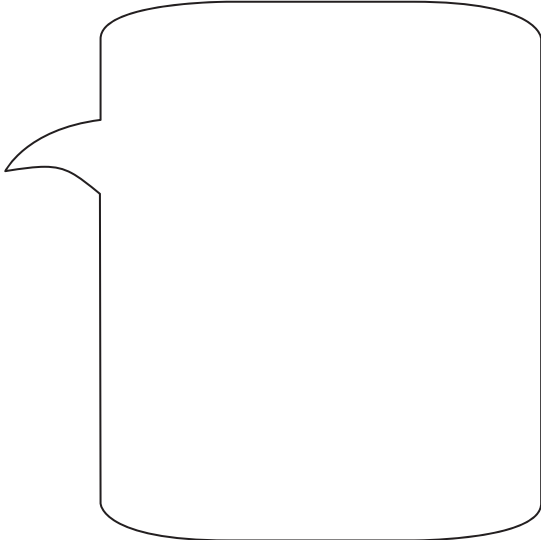
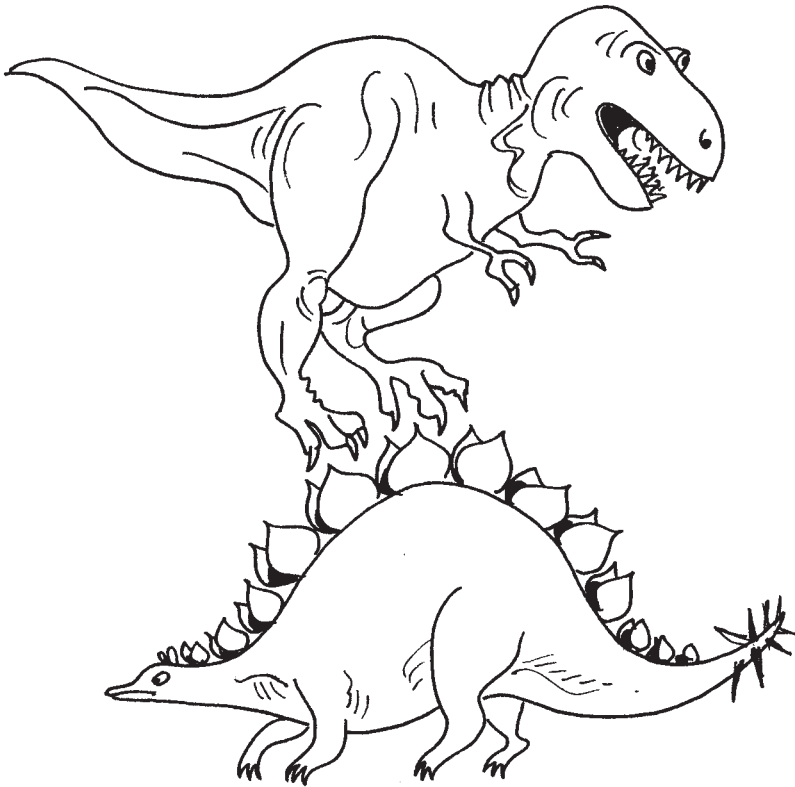
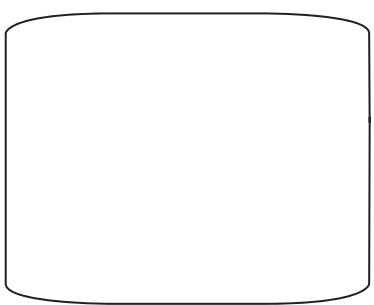
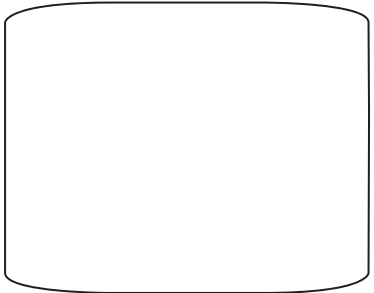
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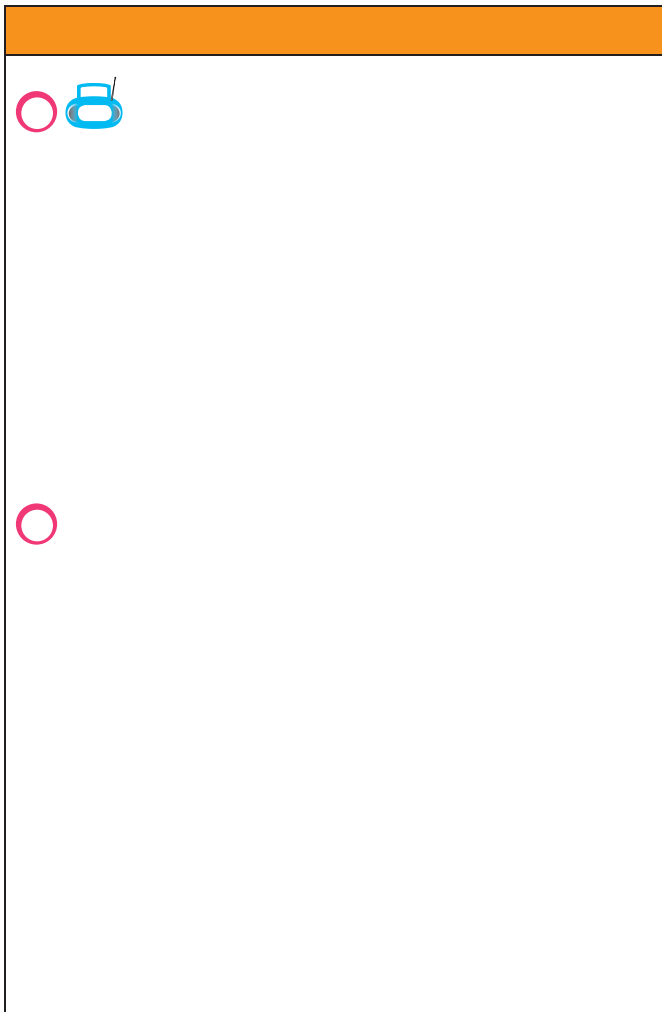
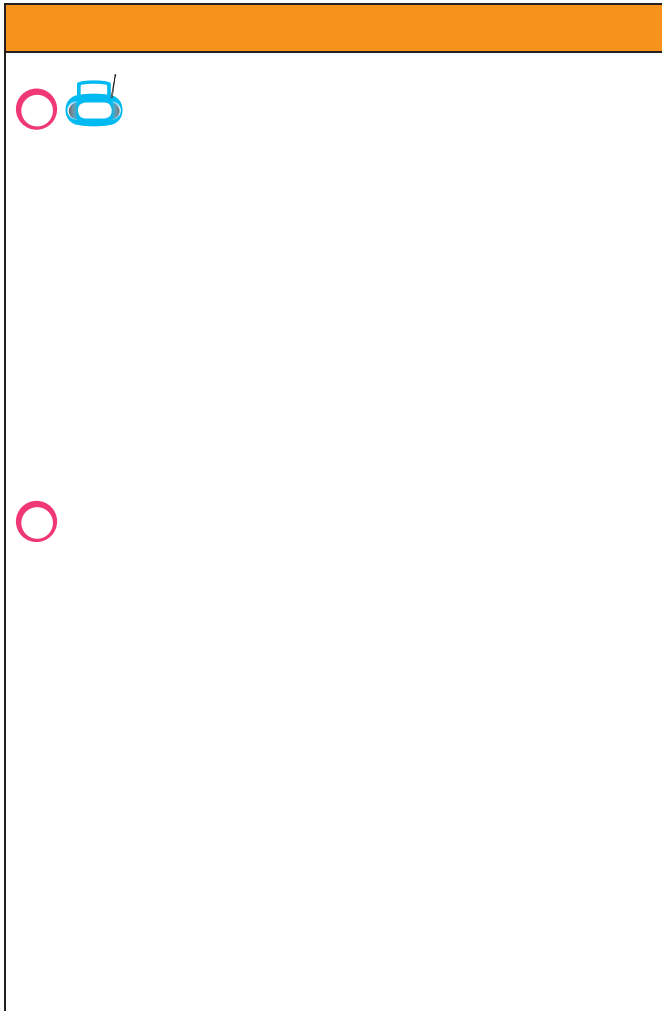







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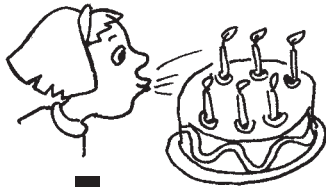
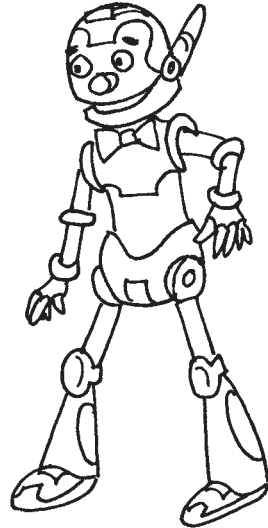
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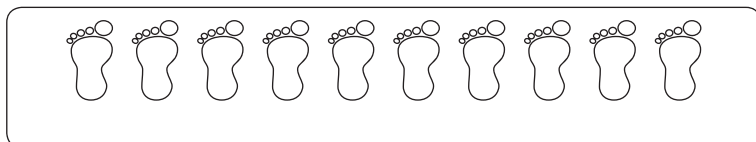
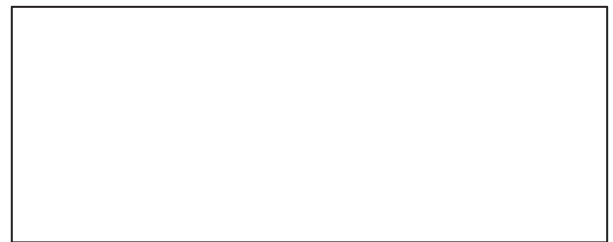
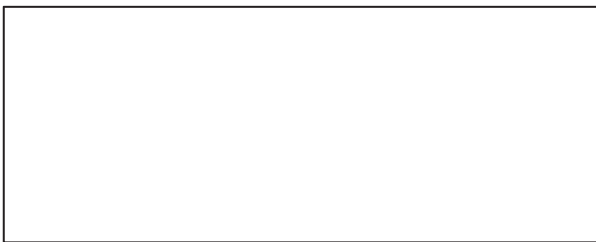
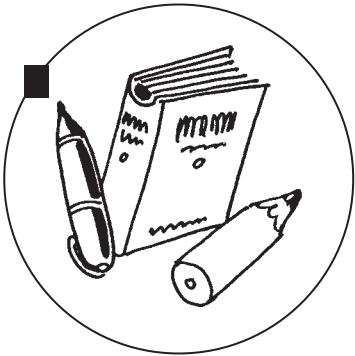
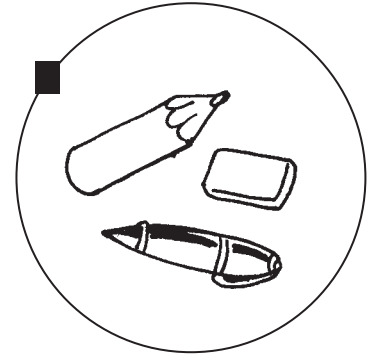
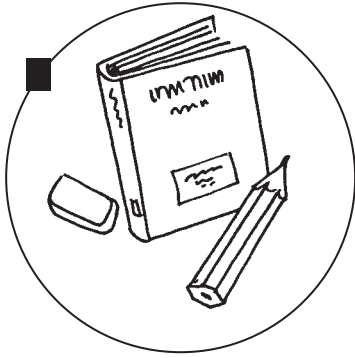
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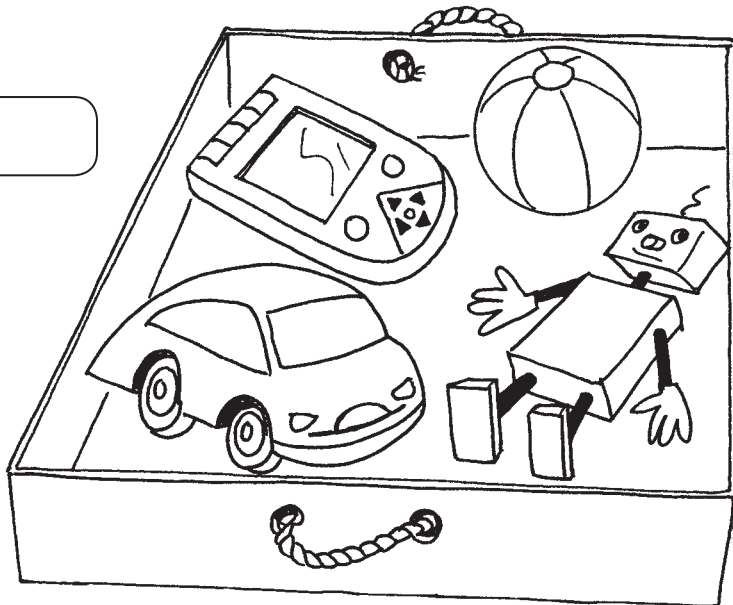
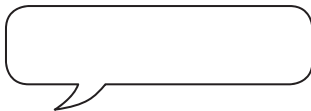
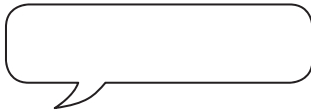
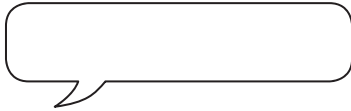
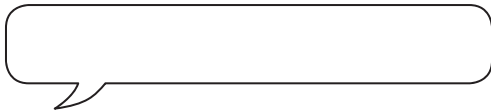
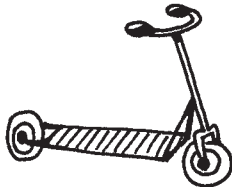
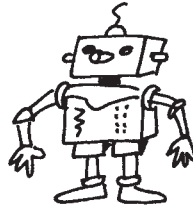
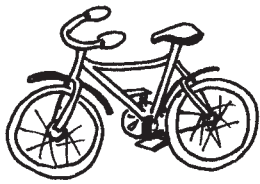
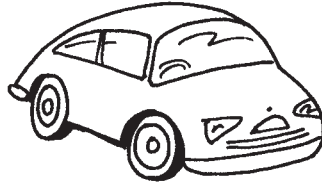
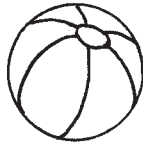
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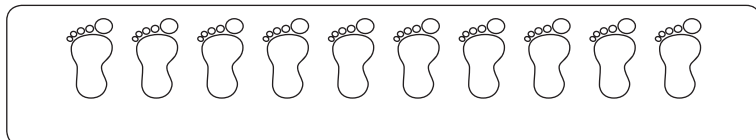
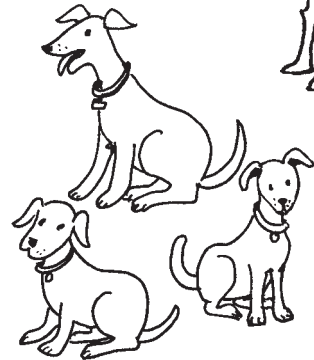
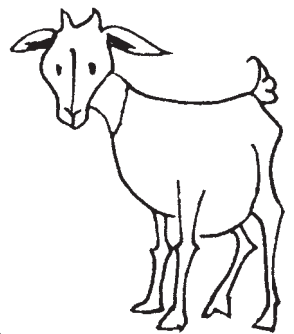
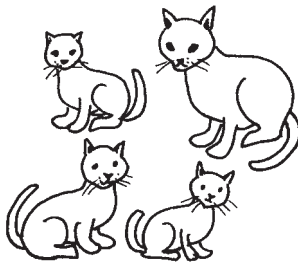
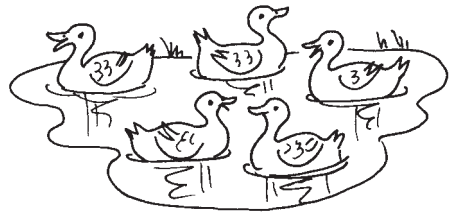
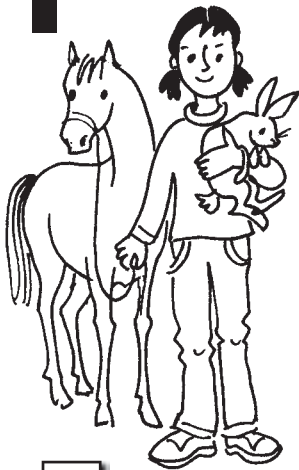




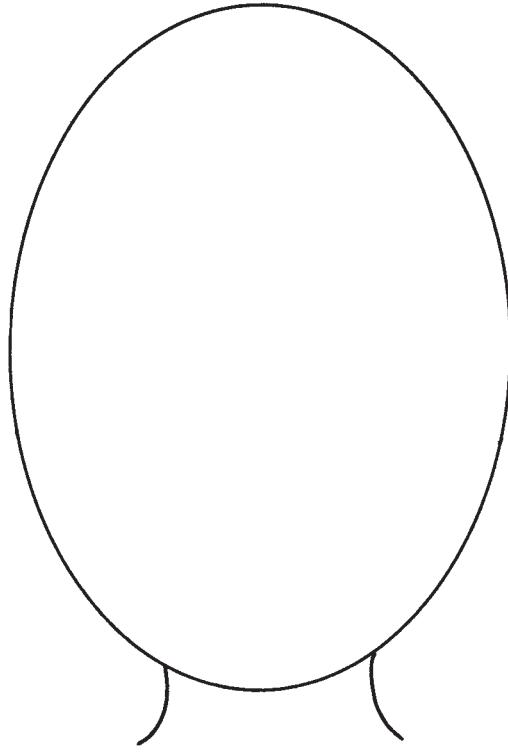


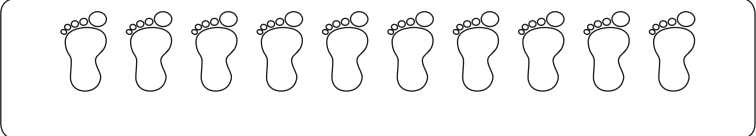
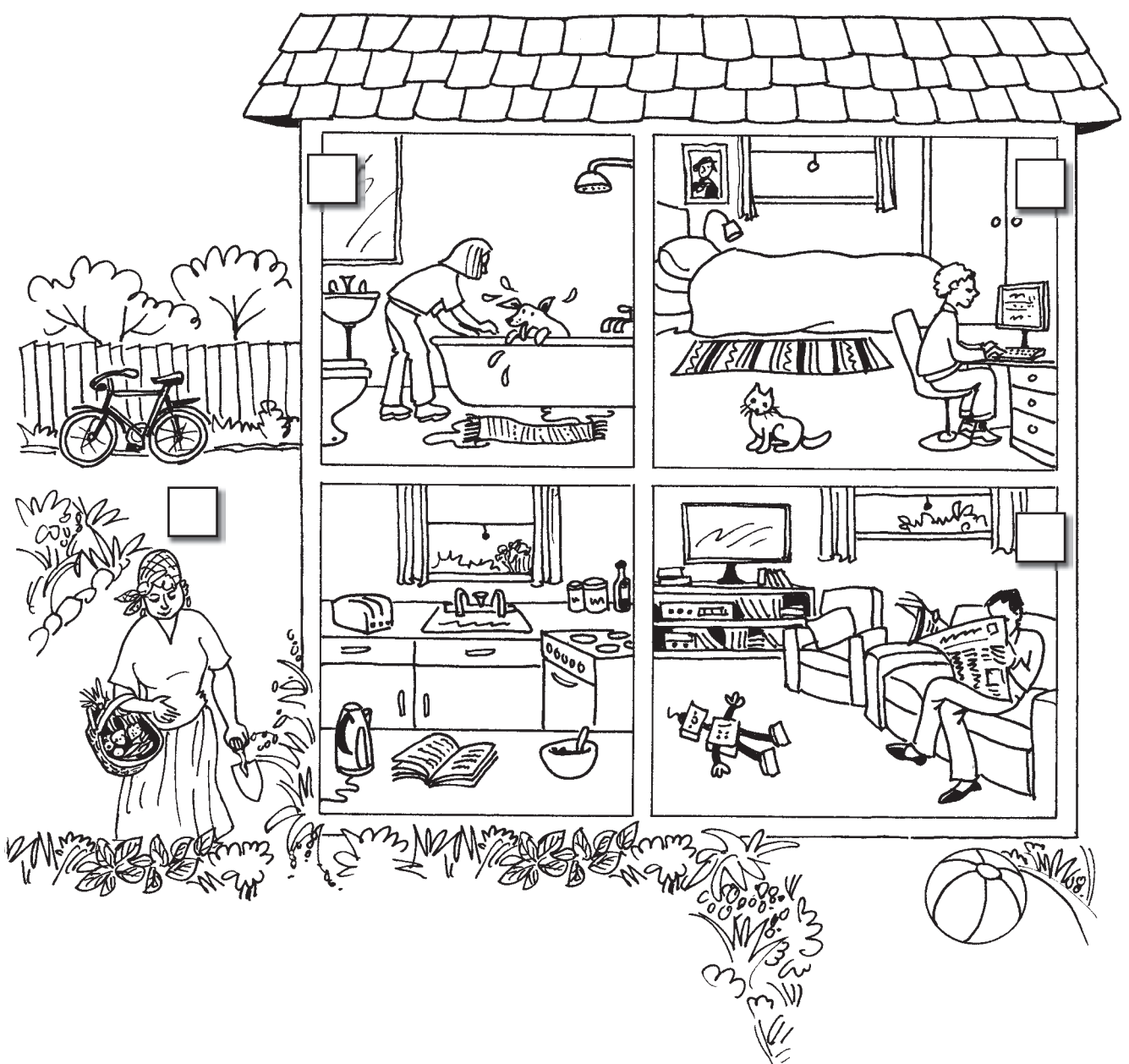


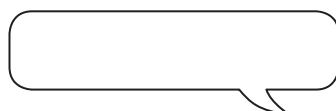
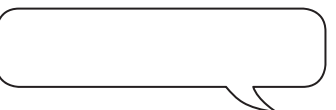
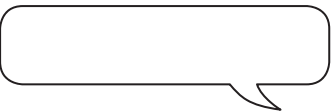
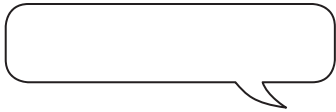
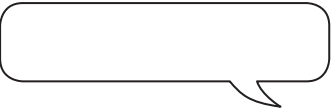
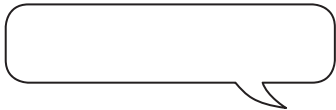
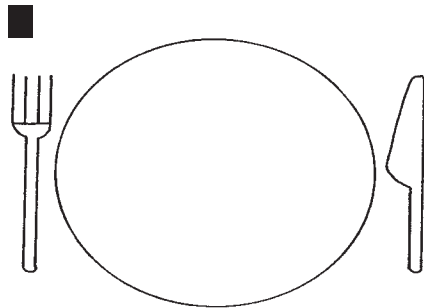
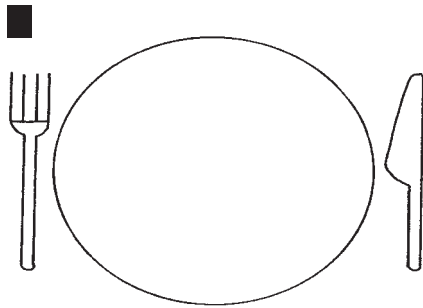
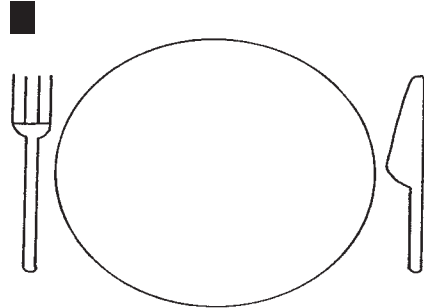
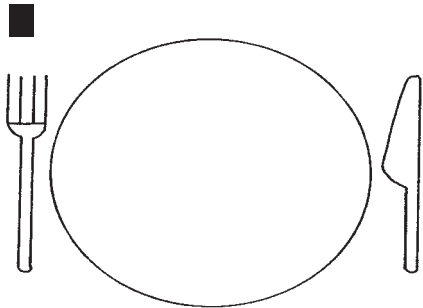






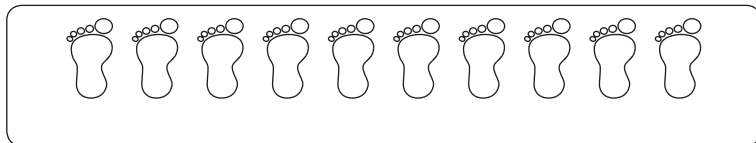
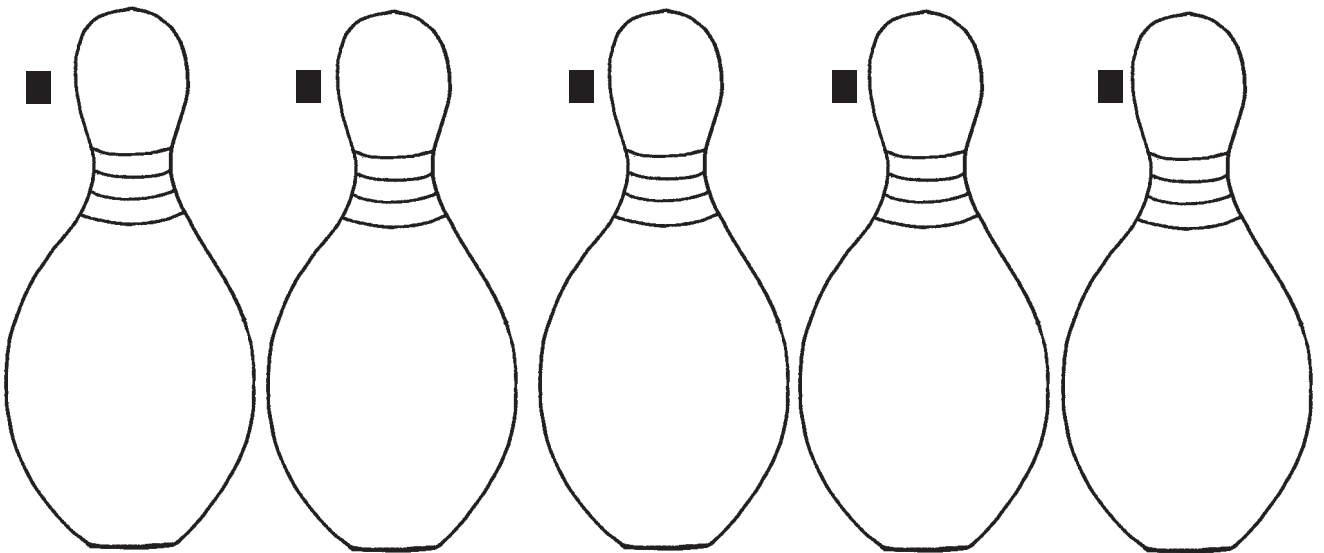
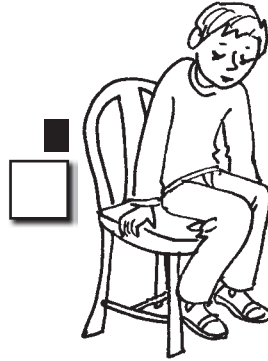






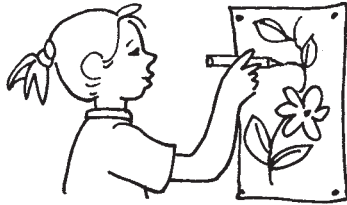
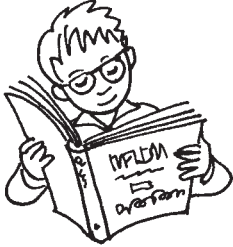


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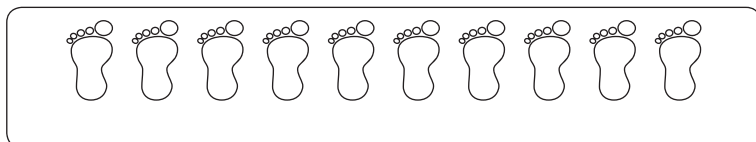
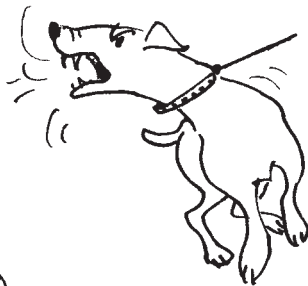
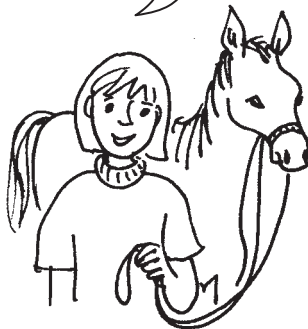
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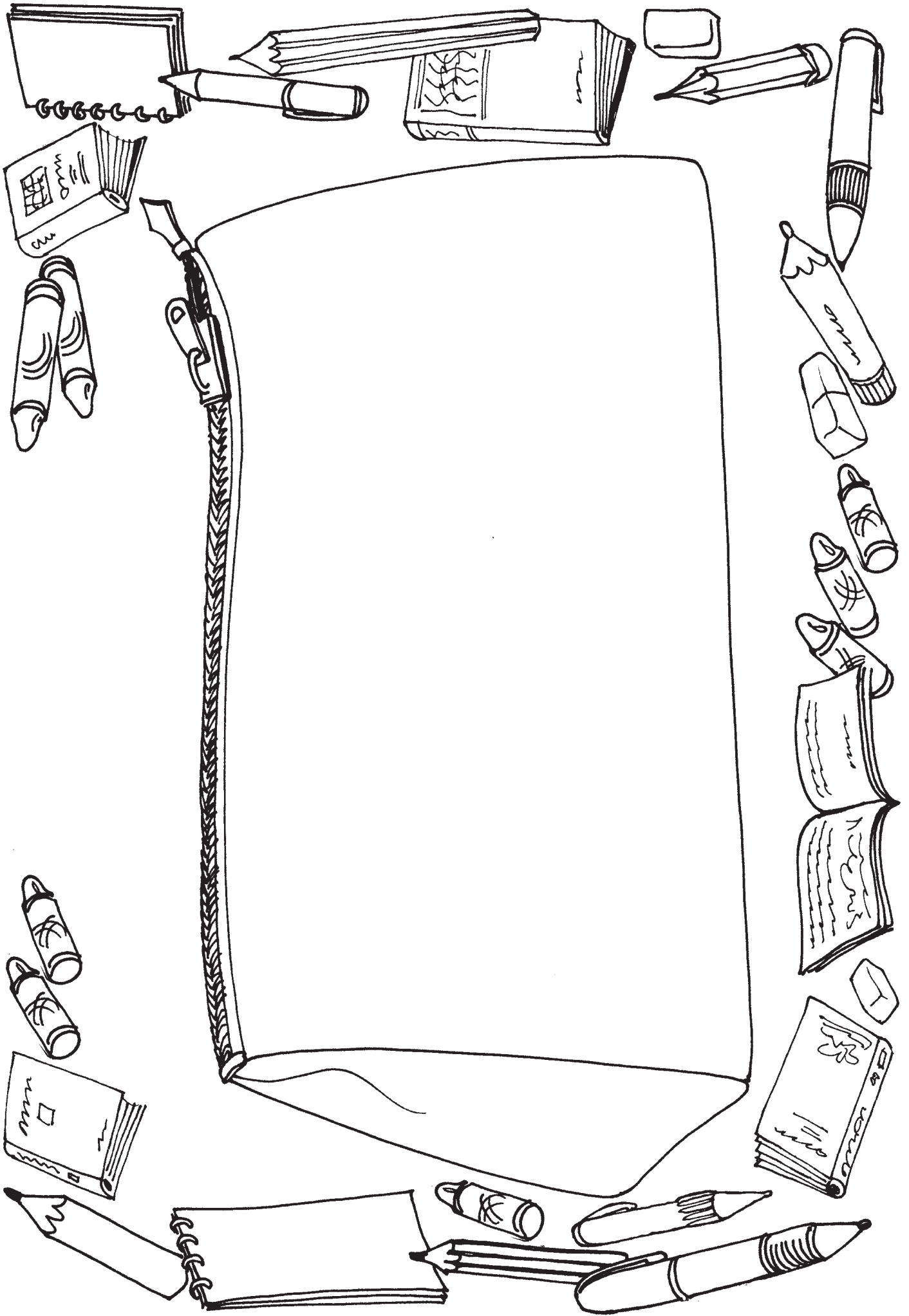




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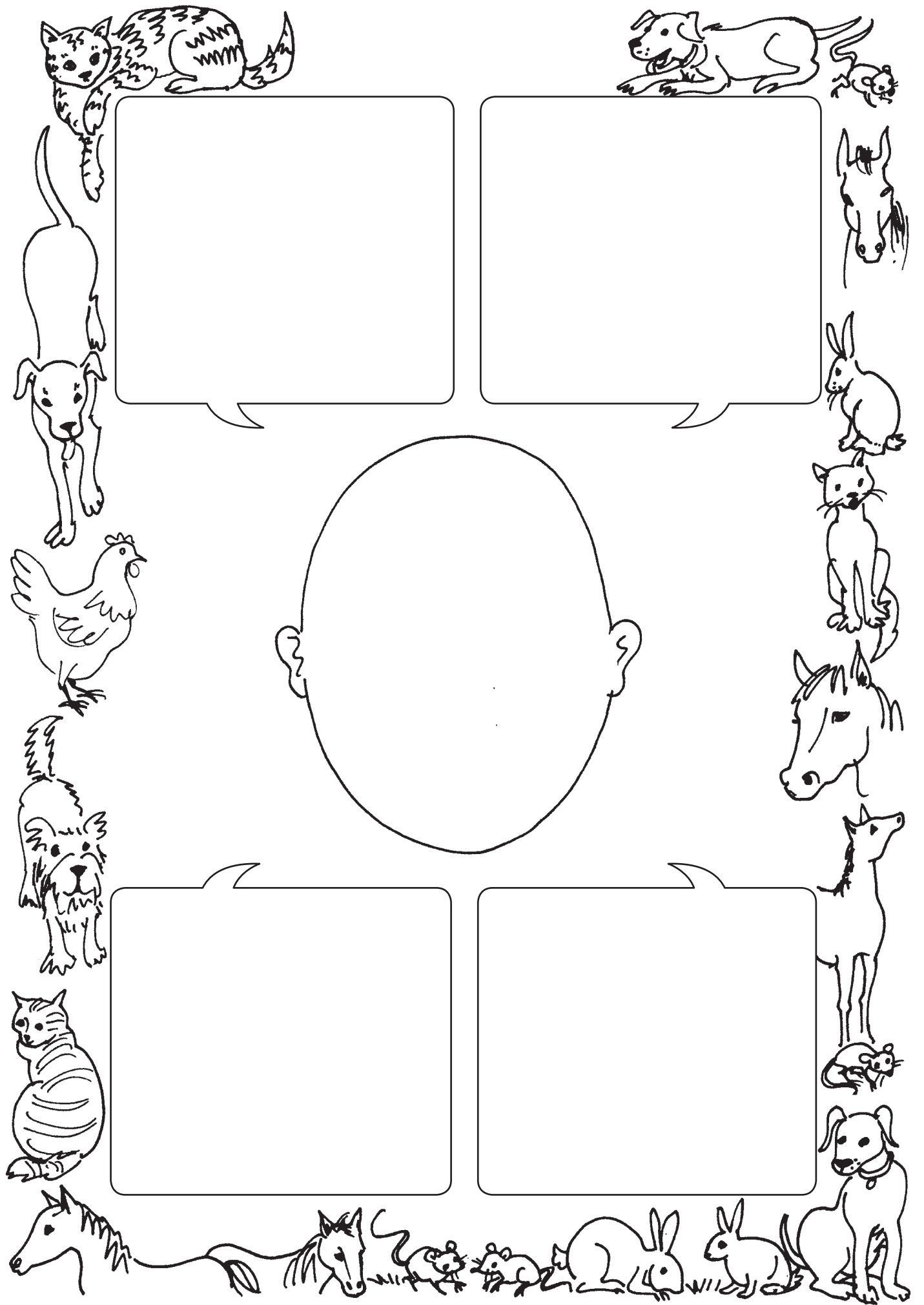




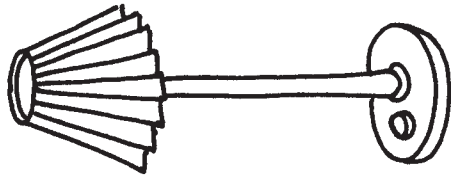
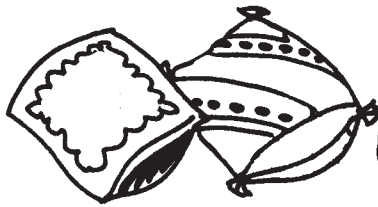
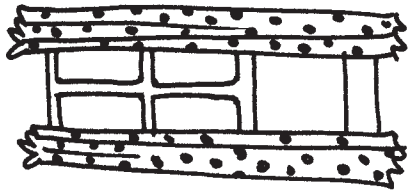
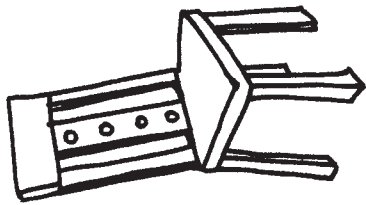
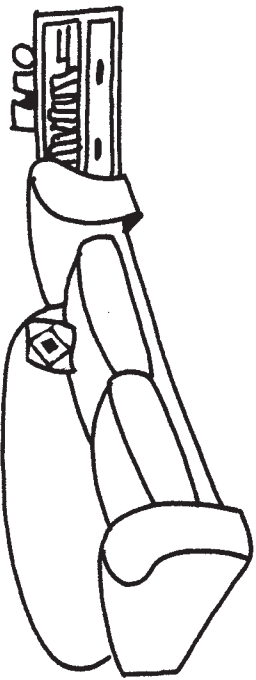
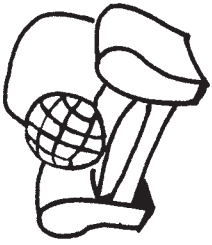




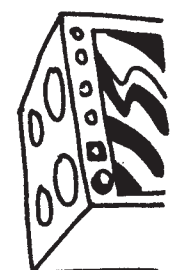
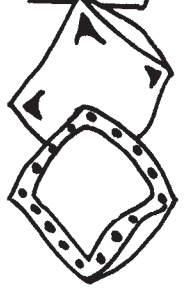
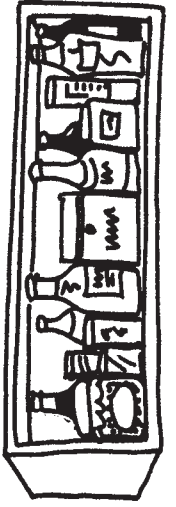


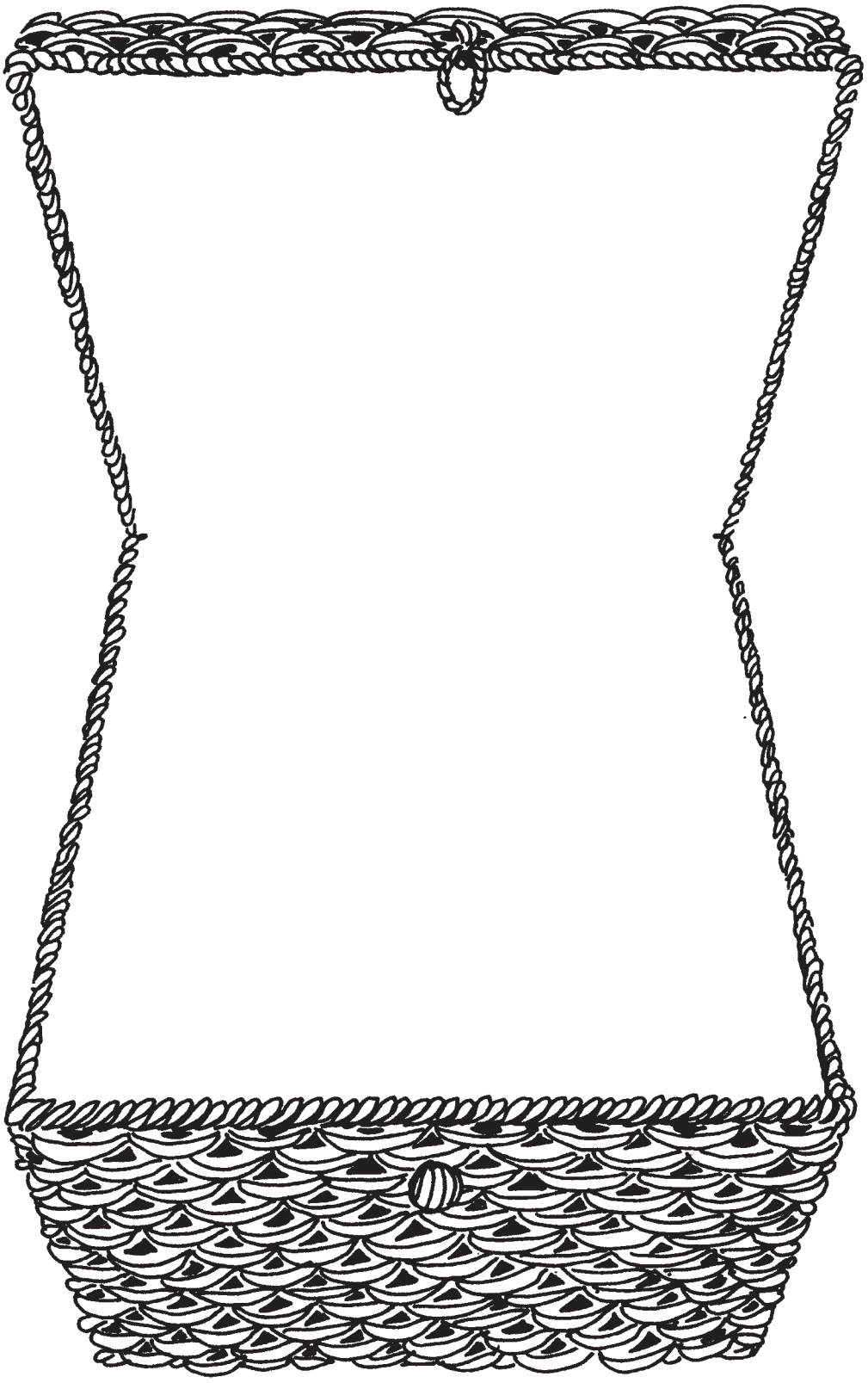
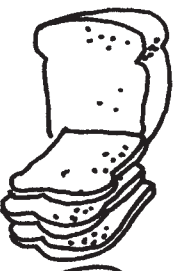
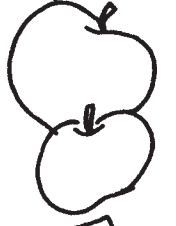
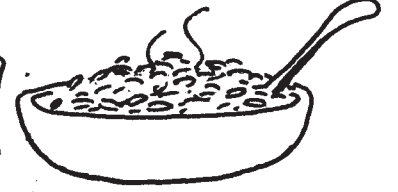
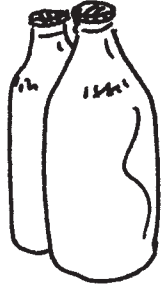
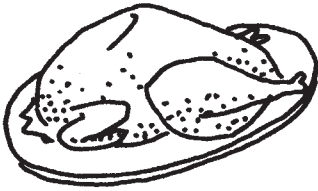


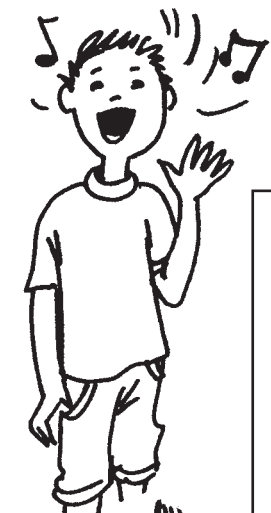




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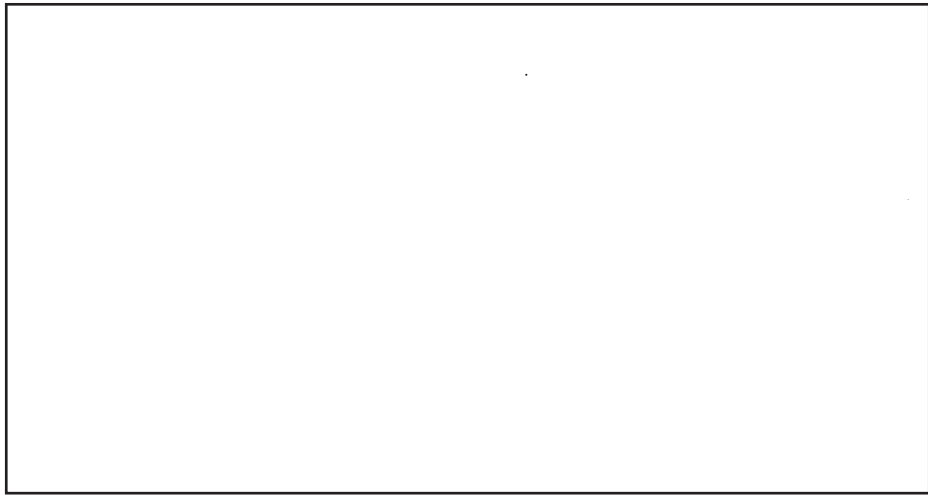
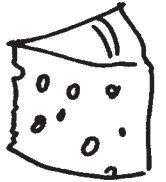
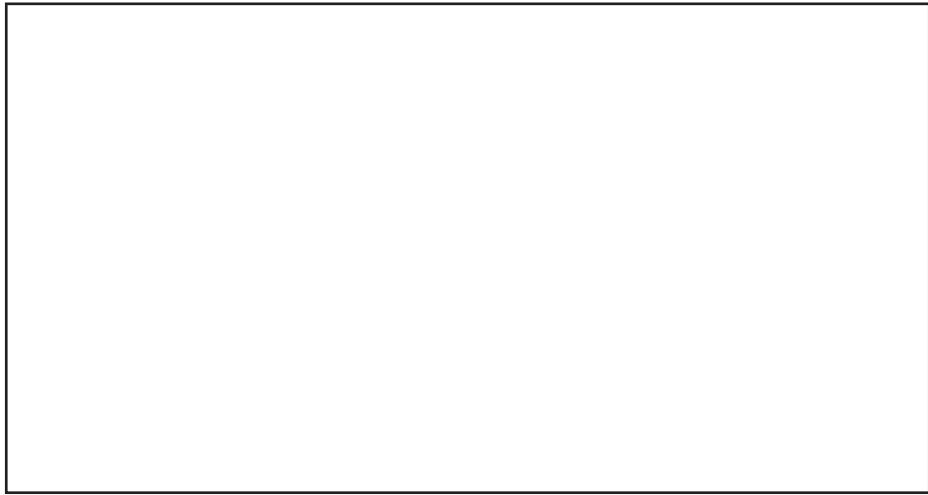
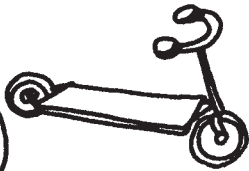








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