



# Max's magic book

## Main language children use

*my, your*

*Is this your (ruler)? Yes, it is. No, it isn't.*

*What's this? It's (a pencil case).*

*What's in your school bag?*

*What colour is it? It's (blue).*

*What colour's your (pen)? It's (green).*

## Main vocabulary

Classroom objects: *book, pencil case, school bag, ruler, pen, pencil, rubber*

Numbers (review): 1–10

Colours (review): *red, blue, yellow, green, pink, purple, orange, black, brown, white, grey*

## Sounds

*le/ li:/*

## Personalization

My school bag

## Multi-disciplinary link

Maths: counting objects and completing a pie diagram

## Cross-curricular theme

Moral education: tidying up

## Checkpoints for assessment

Lesson 2: vocabulary (classroom objects)

Lesson 6: vocabulary (classroom objects),

Numbers 1–10, colours



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## TEACHING TIP Creating an English environment

Provide your pupils with a visually stimulating environment by using wall displays. These can be the pupils' own work but can also include English-language posters. Use maps, calendars, etc. You can also set up a collection table where the students can display English things that they have, like coins and postcards. Remember to label everything with its name.



## MARGIN ACTIVITIES

See Introduction page 14.

- Say: *Open your Pupil's Book at page 5. Ask pupils to find the star and ask them what picture is in it. PP: A pink pencil.*
- Pupils look at the illustrations for this unit to find a pink pencil. Ask: *What page is it on?* (Answer: page 6, frame 1).
- Repeat with the margin activity on page 8 (A blue book. Answer: page 5) and the margin activity on page 9 (A yellow pencil case. Answer: page 6, frame 5).

# Lesson 1

| Activity  | Objective                          |
|---|------------------------------------|
| <b>PB</b> 1 Sing the Ready for School Song.   | Presentation of new vocabulary     |
| <b>PB</b> 2 Ask your friends.   | Oral practice of new vocabulary    |
| <b>AB</b> 1 Match the words to the picture.   | Reading practice of new vocabulary |
| <b>AB</b> 2 Write the words.  | Writing practice of new vocabulary |
|  <b>EXTRA GAME</b> |                                    |

| MATERIALS   |
|---|
| <ul style="list-style-type: none"> <li>• Pupil's Book (PB) page 5</li> <li>• Activity Book (AB) page 6</li> <li>• Flashcards (classroom objects)</li> <li>• Cassette 1</li> </ul> |

## **PB** 1 Sing the Ready for School Song.

- Present the new vocabulary using the flashcards. Hold up a flashcard and say: *Look! A (pencil).*
- Place the flashcards up on the board as you introduce the new words. Tell the pupils to put the objects shown on the flashcards on their desks as you say them.
- Take one of the flashcards off the board, hold it up in the air and say: *Hold up your (book)!* Indicate that pupils should hold up their (books). Continue for the other items without holding up the flashcards.
- Hold up your Pupil's Book open at page 5 and show the class. Say: *Open your Pupil's Book at page 5.* Point to Activity 1. Ask if pupils remember the names of the characters from the last Unit. Ask: *Who's this?* and point to them. Say: *Let's sing a song!*
- Play the cassette and demonstrate any actions (see Tapescript). Play it again and encourage the pupils to join in by holding up real objects.

| Tapescript                          | Actions                   |
|-------------------------------------|---------------------------|
| Ready for school?                   |                           |
| One two three!                      | <i>hold up fingers</i>    |
| Put your things in your school bag. | <i>hold up flashcard</i>  |
| Look at me!                         |                           |
| A pen and a pencil,                 | <i>hold up flashcards</i> |
| A rubber and a book,                | <i>hold up flashcards</i> |
| A ruler and a pencil case           | <i>hold up flashcards</i> |
| Ready for school!                   |                           |

- Play the cassette a third time and encourage the pupils to join in with actions and words.

## **PB** 2 Ask your friends.

- Place the flashcards around the room. Call out the name of an object and show the pupils how to point to the correct flashcard.
- Hold up real objects or the flashcards and encourage pupils to say the words. Give help with pronunciation.
- Draw the outline of a school bag on the board and stick one of the flashcards inside it. Point to a pupil and explain that it is their school bag. Ask: *What's in your school bag?* P1: *A (rubber).* Change the flashcard and ask a different pupil. Add more items to the bag as you continue asking individual pupils. P: *A pencil case and a ruler.*
- When pupils are confident, let them practise asking the question too.
- Hold up your Pupil's Book and say: *Look at Activity 2 on page 5.* Point to Activity 2. Can pupils remember the names of the characters from the Introductory unit?
- Point to the school bag and say: *Look. It's Eddie's school bag.*
- Tell the class to imagine that they are Eddie. Point to a pupil and say: *What's in your school bag?* P1: *(Two rulers).* Continue asking around the class.
- Pair work: Pupils ask each other about their own school bags.
- **Answers:** two rulers, three pens, one pencil case, four rubbers, four books, six pencils

## **AB** 1 Match the words to the picture.

- Write the new words in a line on the board. Read them out loud to the class as you are writing.

- Hold up a flashcard and ask the class to name the object.
- Point to a pupil and ask them to come and hold the picture underneath the correct word. Guide the pupil by emphasizing the first letter of the word.
- Continue until there are seven pupils all standing holding the flashcards under the words.
- Tell the rest of the class to close their eyes. Indicate to the seven that they should change places. Tell the class to open their eyes and give instructions to re-position the seven pupils with the flashcards under the correct words: (*Maria*) *your word is (pencil case!)*
- Hold up your Activity Book open at page 6 and say: *Open your Activity Book at page 6.* Point to Activity 1.
- With your index finger point to the line linking the word *school bag* with the picture. Say: *Draw lines.*
- Pupils draw lines to match the words and the pictures. Walk around checking and correcting work.

**AB 2** Write the words.

- Point to one of the words on the board. Rewrite all the letters, but in a circle so that the letters are jumbled up.
- Say: *Look at Activity 2 in your Activity Book.* Tell the pupils that these words are all anagrams and show them the first example. Pupils write the remaining words out correctly.

- Walk around supervising. If a pupil is stuck on a word point to the first letter for them.
- **Optional:** Create seven new anagrams of the school items on the board. Divide the class into groups of 4/5 pupils. Each group races to solve the anagrams first.
- **Answers:** 1 school bag 2 pencil 3 rubber 4 book 5 ruler 6 pencil case 7 pen



**EXTRA GAME**

- Divide the class into two groups and draw a grid like the one below. Leave it blank except for the Group 1 and 2 headings.
- Hold up one of the flashcards and conceal the picture on it with a piece of paper. Gradually slide the paper away from the picture. The first person who knows what the picture is puts their hand up.
- A correct answer first time is worth 5 points for the group. Reduce the points by one each time they have to try again. Complete the grid with the scores. The group with the most points at the end is the winner.

| GROUP 1 | GROUP 2 |
|---------|---------|
| 3       | 2       |
| 1       | 4       |
| 2       | 1       |
| 5       | 3       |
| 11      | 10      |

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# Lesson 2

| Activity  | Objective  |
|---|--|
| <p><b>Story cards</b> Listen to the story.</p> <p><b>AB</b> 3 Put the pictures in order.</p> <p><b>AB</b> 4 Match and write the words.</p> <p>✓ CHECKPOINT FOR ASSESSMENT 1</p> | <p>Presentation of the story</p> <p>Recognition of key scenes in the story</p> <p>Writing practice of new vocabulary</p> |

| MATERIALS   |
|---|
| <ul style="list-style-type: none"> <li>• Story cards 1–10</li> <li>• Activity Book (AB) page 7</li> <li>• Cassette 1</li> <li>• Flashcards (classroom objects)</li> </ul> |

## ••• Story cards 1–10 Listen to the story.

See Introduction page 12.

- Arrange for pupils that you can see you and the story cards as you hold them up, or so that it is easy for you to walk amongst them showing the cards.
- Explain to pupils that you are going to look at pictures that tell a story. Tell them that you will show them the pictures one by one and together you will talk about them.
- When the class is ready, hold up the cards one by one in the correct order and discuss them together. Use the pre-listening questions from the backs of the cards (L1).
- As you finish looking at each card place it on the board in the correct order. Pupils will refer to the cards when they listen to the story.
- Tell pupils that they will now hear the story on the cassette. Say: *Let's listen to the story about Max, Rose and Eddie.*
- Play the cassette and point to the story cards as the pupils are listening.
- When they have listened, ask pupils to say what they think happened in the story. Compare this with any of the ideas they had before they listened.

## Tapescript

Narrator: It's the night before school. Eddie and Rose are playing. Mmm. What a mess!

### Card 1

Mum: **What a mess! Is this your pencil, Rose?**

Rose: **Yes.**

Mum: **Well, put it in your school bag!** Is this your book, Eddie?

Eddie: **Yes.**

Mum: **Well, put it in your school bag!**

### Card 2

Mum: **Goodnight!**

Eddie and Rose: **Goodnight!**

### Card 3

Max: *[Song: Max's Song]*

**Hello. I'm Max. What's your name?**

Eddie: **I'm Eddie.**

Max: **And what's your name?**

Rose: **I'm Rose.**

### Card 4

Eddie: **What's this?**

Max: **It's a wand. My magic wand!**

Rose: **And what's this?**

Max: **It's my magic coat!**

### Card 5

Max: **Are you ready for some magic?**

Eddie and Rose: **Yes!**

Max: **Wiggly, woggly, wuggly, woo!**

Eddie: **Look at my pencil case!**

Rose: **And my ruler!**

### Card 6

Max: **Wiggly, woggly, wuggly, woo!**

Rose: **Look at my pencils! One, two, three, four, five, six, seven, eight, nine, ten!**

### Card 7

Max: **Come on! It's time to play!**

**Card 8**

Max: **Wiggly, woggly, wuggly, wee!**

**Everything stop when I count to three.**

**One, two, three!**

Eddie and Rose: Oh!

**Card 9**

Max: **Now come with me ...**

**Card 10**

Max: **... into my magic book!**

Eddie and Rose: Wow!

Note: All text in bold appears in the Pupil's Book story pages.

**AB 3 Put the pictures in order.**

- Tell pupils to close their eyes. Change the order of the story cards on the board.
- Tell pupils to open their eyes. Point to the first story card and say: *(This is) number one*. Remove it from its position and place it at the beginning of a new row.
- Play the cassette again, stopping at the end of each frame. Each time ask a pupil to find the correct card and position it in the new row.
- Say: *Open your Activity Book at page 7*. Point at Activity 3. Take the story cards off the board. Tell pupils that these are six of the ten pictures from the story. Ask pupils to look at the picture that has already been numbered (1). Tell them to number the remaining pictures in the order in which they appear in the story.
- Walk around correcting pupils' work and asking questions about the objects and characters in the pictures.

Tapescript: see above

**AB 4 Match and write the words.**

- Hold up an object, indicate that it is yours and say: *Look! My (pen)*. Continue identifying the key objects and write them on the board.
  - Point to a pupil and encourage them to hold up and identify their objects. P1: *My rubber*.
  - Say: *Look at Activity 4 in your Activity Book*. Hold up your book and point to the activity. Show pupils the line matching Rose to the ruler. Hold up a pencil and tell pupils to match the objects to the characters.
  - Walk around checking the pupils' work.
  - Tell pupils to look at Rose's speech bubble. Say: *Rose says, 'My ruler and my ...* Ask pupils to tell you the missing word (*pencils*).
  - Tell pupils to write it in Rose's speech bubble and to complete the bubbles for the other two characters.
  - Answers: Rose My ruler and my pencil.  
Max My book and my wand. Eddie My pencil case.
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- CHECKPOINT FOR ASSESSMENT 1**  
What's missing?
- Objective: To check whether pupils can use the new vocabulary (*pencil, pencil case, pen, book, school bag, rubber, ruler*).**
- Place the seven flashcards up on the board. Tell the pupils to look at the items for 20 seconds.
  - Tell the pupils to close their eyes. Remove one flashcard and tell them to open their eyes and write down the missing item.
  - Repeat until all the items have been removed.
  - Check by asking pupils to list the items in the order you took them off the board.
  - Check individual pupils by asking them to come out to the board and write the words under the flashcards that you place there.

# Lesson 3

| Activity   | Objective  |
|--|--|
| <b>PB</b> 3 Listen. Then read the story.<br><b>Story cards</b> Working with the story.<br><b>AB</b> 5 Listen and draw the school things.<br><b>AB</b> 6 Write the missing words. | Reading and joining in with the story<br>Building the dialogue<br>Listening practice of new vocabulary<br>Writing practice with new vocabulary |
|  <b>CROSS-CURRICULAR THEME</b>  |  |
|  <b>EXTRA GAME</b>  |  |

- MATERIALS**
- Story cards 1–10
  - Pupil's Book (PB) pages 6 and 7
  - Activity Book (AB) page 8
  - Cassette 1
  - Flashcards (classroom objects)

- PB** 3 Listen. Then read the story.
- Put the story cards up around the classroom but not in the correct order.
  - Ask pupils if they can remember what happened in the story.
  - Play the cassette and tell the students to point to the correct story card. Pause the cassette after each frame if necessary.
  - Say: *Open your Pupil's Book at pages 6 and 7.* Give pupils a few minutes to look at the story pictures. Say: *Now read the story in your book.* Pupils read in silence.
  - Play the cassette again while pupils follow the story in their books. Pause after each frame if necessary.
  - Say: *Show me (Max).* Pupils hold up their books and point. Continue with the other characters.
  - **Optional:** Play the cassette again for pupils to read the story, or selected phrases, out loud.

Tapescript: see Lesson 2

- Story cards** 1 and 2  
Working with the story.

- See Introduction page 12.
- Hold up story cards 1 and 2 one at a time. Select questions to ask from the backs of the cards.

- Hold the cards up one at a time and play the cassette. Point to each character as they speak.
- Hold up the cards one at a time and read the dialogue. Point to each character as they speak.
- Repeat, but this time stop after each line. Encourage the pupils to join in with the dialogue.
- Divide the class into the three characters: Eddie, Rose and Mum. Tell them to recite the dialogue. Prompt when necessary and pay attention to the intonation and expression.
- **Optional:** Decide on some mime actions for each of the characters in both frames, e.g. Eddie and Rose: (1) playing with their toys, putting things in their school bags (2) going to sleep  
Mum: (1) wagging her finger and looking cross (2) turning out the light
- Encourage pupils to recite the dialogue again. This time each of the three groups mimes as its character.

**Tapescript**

Narrator: It's the night before school. Eddie and Rose are playing. Mmm. What a mess!

**Card 1**  
Mum: What a mess! Is this your pencil, Rose?  
Rose: Yes.  
Mum: Well, put it in your school bag! Is this your book, Eddie?  
Eddie: Yes  
Mum: Well, put it in your school bag!

**Card 2**  
Mum: Goodnight!  
Eddie and Rose: Goodnight!

... **AB** 5 Listen and draw the school things.

- Walk around the classroom picking up pupils' objects from their desks and asking: *Is this your (pencil)?* P1: *Yes.* T: *Put it in your school bag.* Pupils put the item in their bags.
- Put the vocabulary flashcards on the board. Point to one of the flashcards and ask: *What's this?* Do the same for the other cards.
- Play the cassette and get the pupils to point to the flashcards as they hear the objects.
- Say: *Open your Activity Book at page 8.* Hold up your Activity Book and point to Activity 5. Say: *Look! This is Rose's school bag and this is Eddie's school bag.*
- Play the cassette again. Pupils listen and draw the objects in the correct school bag. Pause the cassette where indicated to allow them time to draw.
- Play the tape a third time and stop after each exchange to check the pupils' work.
- Answers: Eddie's bag book pencil case ruler  
Rose's bag pen pencil

**Tapescript**

Mum: Is this your book, Rose?  
Rose: No.  
Mum: Is this your book, Eddie?  
Eddie: Yes.  
Mum: Well, put it in your school bag. Is this your pen, Rose?  
Rose: Yes.  
Mum: Well, put it in your school bag. Is this your pencil, Eddie?  
Eddie: No.  
Mum: Is this your pencil, Rose?  
Rose: Yes!  
Mum: Well, put it in your school bag. Is this your pencil case, Eddie?  
Eddie: Yes!  
Mum: Well, put it in your school bag. Is this your ruler Rose?  
Rose: No.  
Mum: Is this your ruler Eddie?  
Eddie: Yes!  
Mum: Well, put it in your school bag.

**AB** 6 Write the missing words.

- Say: *Look at Activity 6 in your Activity Book.* Hold up your Activity Book and point to Activity 6.
- Point to Max's speech bubble and ask pupils to tell you what he is saying. Write the missing word on the board.
- Ask pupils to complete the other bubbles. Walk around correcting their work.
- Answers: Max Is this your book? Eddie Is this your pencil case? Rose Is this your ruler? Mum Is this your school bag?



**CROSS-CURRICULAR THEME**  
Moral education: tidying up

- Point to story cards 1 and 2 and explain that Eddie and Rose are tidying up.
- Say: *Now let's tidy up. Put your things in your school bags.*
- In L1, ask pupils why they think it is important to tidy up at the end of every class. Ask them to suggest what they can do to tidy up after a class (e.g. check that there is nothing on the floor and that they have returned any objects they borrowed during the class).



**EXTRA GAME**

- Divide the class into groups of four around the tables.
- One group member closes their eyes. The other members of each group place an object on the table (pen, pencil).
- The member of the group with eyes closed has to pick up the items and guess who each thing belongs to by asking P1: *(Tom) Is this your pencil?* P2: *Yes./No.* P1 continues asking until they find the owner and return the object.
- Change and repeat with all the members of the group.
- The group that finishes first is the winner.

# Lesson 4

| Activity   | Objective   |
|--|---|
| <p><b>Story cards</b> Working with the story.</p> <p><b>PB</b> 4 Guess the school things.</p> <p><b>AB</b> 7 Colour your picture. Ask a friend.</p> <p> <b>EXTRA GAME</b></p> | <p>Building the dialogue</p> <p>Oral practice of new vocabulary</p> <p>Oral practice of new language and vocabulary</p> |

| MATERIALS  |
|--|
| <ul style="list-style-type: none"> <li>• Pupil's Book (PB) page 8</li> <li>• Activity Book (AB) page 9</li> <li>• Story cards 3 and 4</li> <li>• Cassette 1</li> <li>• Blindfolds (one for every 4/5 pupils)</li> <li>• Flashcards (classroom objects)</li> <li>• Crayons</li> </ul> |

| Tapescript   |
|--|
| <p><b>Card 3</b></p> <p>Max: <i>[Song: Max's Song]</i></p> <p><b>Hello. I'm Max. What's your name?</b></p> <p>Eddie: <b>I'm Eddie.</b></p> <p>Max: And what's your name?</p> <p>Rose: <b>I'm Rose.</b></p> |
| <p><b>Card 4</b></p> <p>Eddie: <b>What's this?</b></p> <p>Max: <b>It's a wand. My magic wand!</b></p> <p>Rose: And what's this?</p> <p>Max: <b>It's my magic coat!</b></p>                                 |

## Story cards 3 and 4

### Working with the story.

- Hold up story cards 3 and 4 one at a time. Select questions to ask from the backs of the cards.
- Hold the cards up one at a time and play the cassette. Point to each character as they speak.
- Hold up the cards one at a time and read the dialogue. Point to each character as they speak.
- Repeat, but this time stop after each line. Encourage the pupils to join in with the dialogue.
- Divide the class into the three characters: Eddie, Rose and Max. Tell them to recite the dialogue. Prompt when necessary and pay attention to the intonation and expression.
- **Optional:** Decide on some mime actions for each of the characters in both frames, e.g. Eddie and Rose: (3) sit up and look surprised  
Eddie: (4) point to an imaginary wand  
Rose: (4) point to Max's coat  
Max: (3) wave an imaginary wand to say *Hello!* (4) hold up wand, hold out arms to show off his magic coat
- Encourage pupils to recite the dialogue again. This time each of the three groups mimes its character.

## PB 4 Guess the school things.

- Pick up a book and close your eyes. Pretend that you are trying to guess what the object is. Say: *What's this? ... It's a book.* Open your eyes. Repeat with another object(s).
- Hold up other objects and ask the question for the class to answer. Encourage them to use *It's a ...*
- Ask individual pupils to hold up an object and ask you the question. Give practice with the question as necessary.
- Say: *Open your Pupil's Book at page 8.* Hold up the book and point to Activity 4. Tell pupils to look at Eddie and Rose.
- Divide the class into groups of 4/5 pupils. Give each group a blindfold. Tell them to take it in turns to play the guessing game using real objects.
- Walk around checking and supervising.

## AB 7 Colour your picture. Ask a friend.

- Give out the vocabulary flashcards or use real objects. Ask pupils one at a time: *What colour's your (pencil)? P1: It's (green).*

- Collect the flashcards from pupils. Then hold them up, encouraging pupils to ask the question.
- Give out the cards again. Allow pupils to practise the question and answer in the same way.
- Say: *Open your Activity Book at page 9. Hold up the book and point to Activity 7. If necessary, explain the meaning of picture.*
- Hold up your book, show pupils the picture on the left and tell them to colour the objects in.
- Walk around the class asking the pupils about their pictures.
- Pair work: Now arrange pupils in pairs and tell them not to show their partner their picture.
- Hold up your book and show them the blank picture on the right. Pupils ask each other about their pictures and colour in the

blank picture according to instructions from their partner. Show the class Eddie and Rose's speech bubbles to remind them of the question and answer.

- When they have finished colouring, pairs compare their versions of the pictures.



#### EXTRA GAME

- Divide the class into groups of 4/5 pupils.
- Write a list of objects on a sheet of paper for each group to collect. Make sure the lists are all different but contain the same number of objects, e.g. *a red book, a blue pencil, etc.*
- Give each group their list and say: *Go!* Pupils have to look for and ask each other for the items. P1: *A red book!* P2: *Here!*
- The first group to collect everything on their list is the winner.

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# Lesson 5

| Activity  | Objective   |
|---|---|
| <p><b>Story cards</b> Working with the story.</p> <p><b>PB</b> 5 Play Max's memory game.</p> <p><b>AB</b> 8 Find and colour the objects.<br/>Complete the sentences.</p> <p> <b>EXTRA GAME</b></p> | <p>Building the dialogue</p> <p>Oral practice of new language and vocabulary</p> <p>Revision of colours</p> |

| MATERIALS  |
|--|
| <ul style="list-style-type: none"> <li>• Pupil's Book (PB) page 8</li> <li>• Activity Book (AB) page 9</li> <li>• Story cards 5 and 6</li> <li>• Cassette 1</li> <li>• Magic wand (teacher only)</li> <li>• Flashcards (classroom objects)</li> <li>• Crayons</li> </ul> |

| Tapescript   |
|--|
| <p><b>Card 5</b></p> <p>Max: Are you ready for some magic?</p> <p>Eddie and Rose: Yes!</p> <p>Max: Wiggly, woggly, wuggly, woo!</p> <p>Eddie: <b>Look at my pencil case!</b></p> <p>Rose: <b>And my ruler!</b></p> |
| <p><b>Card 6</b></p> <p>Max: Wiggly, woggly, wuggly, woo!</p> <p>Rose: <b>Look at my pencils! One, two, three, four, five, six, seven, eight, nine, ten!</b></p>   |

## ••• Story cards 5 and 6

### Working with the story.

- Hold up story cards 5 and 6 one at a time. Select questions to ask from the backs of the cards.
- Hold up the cards one at a time and play the cassette. Point to each character as they speak.
- Hold up the cards one at a time and read the dialogue. Point to each character as they speak.
- Repeat, but this time stop after each line. Encourage the pupils to join in with the dialogue.
- Divide the class into the three characters: Eddie, Rose and Max. Tell them to recite the dialogue. Prompt when necessary and pay attention to the intonation and expression.
- **Optional:** Decide on some mime actions for each of the characters in both frames, e.g. Eddie: (5) point to a pencil case (6) look amazed  
Rose: (5) point to a ruler (6) point to pencils  
Max: (5 and 6) wave a wand
- Encourage pupils to recite the dialogue again. This time each of the three groups mimes as its character.

### PB 5 Play Max's memory game.

- Hold up an object that pupils recognize as your own and mime and say: *My (yellow book).*
- Collect 10 objects from the students. Ask them to describe them as you collect them. P1: *My (blue book).* P2: *My (orange and pink pen).*
- Place the objects on your table. Give the class time to look at them carefully so they know what is there. Demonstrate the meaning of *Close your eyes!* and *Open your eyes!* Practise giving the class the instructions.
- Ask two or three children to come to the front and look at the objects. Say: *Close your eyes!*
- Wave your magic wand, or mime it, and say: *Wiggly, woggly, wuggly, woo!* Remove one object.
- Say: *Open your eyes!* Point to the objects on the table and ask: *What's missing?* Explain that the pupil whose object is missing must say so, e.g. *My green (pen).* The other players, and the class, must keep quiet.

- Play this several times and let pupils take the role of Max, saying the spell, removing the object and asking *What's missing?* You, or a pupil from the class, could give the instructions to close and open their eyes.
- Say: *Open your Pupil's Book at page 8.* Point to Activity 5. Explain that this is Max's memory game.
- Group work: Organize the pupils to play the memory game in small groups. Walk around checking and helping.

**AB 8 Find and colour the objects.**

Complete the sentences.

- You need the following crayons: red, blue, yellow, green, orange, purple, white. Hold up the crayons one at a time and name the colour. Tell the pupils to hold up their crayon in the same colour and name the colour. Check that everybody has all these colours.
- Say: *Open your Activity Book at page 9.* Hold up your book and point to Activity 8.
- Write the symbols from the colour key on the board. Point to the symbols one at a time and ask: *What colour is this?*
- Write the colour words next to the symbols.
- Hold up the Activity Book, point at the picture and explain that pupils have to look at the symbols and colour the picture.

- Walk around the class commenting on the pupils' work.
- Once pupils have finished colouring in their pictures, ask: *Is there a (book) in the picture? What colour is it?* Continue asking about all the objects.
- Show the pupils the example sentence and tell them to complete the remaining sentences with the colours.
- Check their answers by asking the whole class: *What colour is the book?* PP: *(Red)*. T: *Yes, that's right, a red book.*
- Answers: 1 A red book. 2 A blue and red school bag. 3 A yellow ruler. 4 A red and orange pen. 5 A blue and orange pencil case. 6 A purple pencil.



**EXTRA GAME**

Colour quiz

- Put the flashcards for all the school objects up on the board.
- Describe one of the flashcards just by the colour of the object. T: *It's (blue and pink and white).*
- Pupils write down the name of the object.
- When you have described all the flashcards, check what the pupils have written.
- The pupils with the right answers, in the right order, are the winners. You can also walk around checking the spelling.

# Lesson 6

| Activity   | Objective   |
|--|---|
| <p><b>Story cards</b> Working with the story.</p> <p><b>PB</b> 6 Find and count the objects.</p> <p><b>AB</b> 9 Count the objects. Colour the pie chart.</p> <p> <b>MULTI-DISCIPLINARY LINK</b></p> <p> <b>CHECKPOINT FOR ASSESSMENT 2</b></p> | <p>Building the dialogue</p> <p>Revision of colours and numbers 1–10</p> <p>Multi-disciplinary link</p> |

| MATERIALS   |
|---|
| <ul style="list-style-type: none"> <li>• Pupil's Book (PB) page 9</li> <li>• Activity Book (AB) page 10</li> <li>• Story cards 7–10</li> <li>• Cassette 1</li> <li>• Coloured chalk</li> <li>• Crayons</li> </ul> |

## Tapescript

### Card 7

Max: **Come on! It's time to play!**

### Card 8

Max: **Wiggly, woggly, wuggly, wee!**

**Everything stop when I count to three.**

**One, two, three!**

Eddie and Rose: Oh!

### Card 9

Max: **Now come with me ...**

### Card 10

Max: **... into my magic book!**

Eddie and Rose: Wow!

## Storycards 7–10

### Working with the story.

- Hold up story cards 7–10 one at a time. Select questions to ask from the backs of the cards.
- Hold the cards up one at a time and play the cassette. Point to each character as they speak.
- Hold up the cards one at a time and read the dialogue. Point to each character as they speak.
- Repeat, but this time stop after each line. Encourage the pupils to join in with the dialogue.
- Divide the class into the three characters: Eddie, Rose and Max. Tell them to recite the dialogue. Prompt when necessary and pay attention to the intonation and expression.
- **Optional:** Decide on some mime actions for each of the characters in the four frames, e.g. Eddie and Rose: (7) clap with pleasure (8) look sad (9) look surprised Max: (7) wave both arms in the air (8) wave a wand (9) hold out both arms to Eddie and Rose  
All characters: (10) hold hands with each other and spin round. If they are sitting down, pupils could just hold hands with their neighbours.
- Encourage pupils to recite the dialogue again, miming as their character.

## PB 6 Find and count the objects.

- Revise numbers 1–10 by calling out a number at random and asking pupils to hold up that number of fingers.
- Pick up an object, hold it up and say, e.g. *A red pen.*
- Look around the class and count any more red pens that you see. Say, e.g. *Six red pens.* Repeat with other objects.
- **Optional:** If pupils are not familiar with the plural forms, stress the contrast between the singular and plural in this exercise, either orally, and/or by writing them on the board. Make pupils aware that the pronunciation of the plural of *pencil case* is different from the others.
- Invite a pupil to the front. Choose an object and say it to them, e.g. *A blue school bag.* Indicate using gestures that they should go round the class looking for blue school bags and counting them.  
P: *Eight blue school bags.*

- Say: *Open your Pupil's Book at page 9. Point to Activity 6 and to the key at the top of the page.*
- Explain that pupils have to find and count the objects in the bedroom. Do the first one with them as an example. Say: *A blue pencil.* Look at the picture and count the blue pencils out loud as you find them. T: *Six blue pencils.*
- Pair work: P1 looks at the key and names the object, e.g. *A green book.* P2 looks at the picture, counts the objects and gives the answer, e.g. *Six green books.* P1: *Yes.* or, e.g. *No. Seven green books.*
- Walk around the classroom listening to the pupils and correcting. Pay special attention to word order.
- Answers: seven red rulers, three yellow pencil cases, two brown school bags, four yellow books, four green books, eight purple pens, six green pencils

- Say: *Open your Activity Book at page 10. Point to Activity 9. Tell pupils to find objects in Eddie's bedroom and work through the first one with them. T: Count the (pencils).*
- Tell the pupils to colour in the segments in their pie chart according to the number of pencils and the key. Pupils continue with the other objects.
- Go around the class helping individual pupils where necessary.
- Answers: five pencils (red), two books (blue), three rulers (green), one school bag (pink), three pens (brown), two pencil cases (yellow)



### CHECKPOINT FOR ASSESSMENT 2 Running dictation

**Objective:** To check whether pupils can use the new vocabulary (*pencil, pencil case, book, school bag, rubber, ruler, pen*), numbers 1–10, and colours (*red, yellow, blue, green, pink, purple, orange, black, brown, white, grey*).

- Write a 'shopping list' of objects, e.g. *3 red rulers, 6 blue school bags ...*
- Photocopy the list. Pin the copies up at various points around the classroom.
- Divide the class into groups of three or four. One pupil from each group runs to a photocopy and memorizes the first item. The pupil returns to the group and relates the item to the rest of the team who write it down.
- Another pupil runs to the list to memorize the second item, and so on, until the group has reconstructed the shopping list. The first group to finish is the winner.



**MULTI-DISCIPLINARY LINK**  
Maths: counting objects and completing a pie diagram

### **AB** 9 Count the objects. Colour the pie chart.

- Draw a circle on the board and divide it into eight sections.
- Ask eight pupils to hold up either a book or a pencil case.
- Count the pencils, e.g. *One, two, three, four pencils.*
- Count four sections on the circle and tell P1 to shade them in.
- Count the other objects and tell P2 to shade in the corresponding segments in the pie chart using a different colour.
- Explain the completed pie diagram. Count the sections. Say: *Look! One, two, three, four pencils. One, two, three, four pencil cases.*

# Lesson 7

| Activity   | Objective  |
|--|--|
| <b>PB</b> 7 Max's magic words. Listen and read out loud.<br><b>AB</b> Max's magic words.<br>Read the words and colour the stars. | Sound discrimination: listening, speaking and reading<br>Sound discrimination: reading |
| <b>PB</b> 8 Act out the story.   | Production of new language and vocabulary from the story                               |
|  <b>PICTURE DICTIONARY</b>                      |  |
|  <b>EXTRA GAME</b>                              |  |

- MATERIALS**
- Pupil's Book (PB) page 9
  - Activity Book (AB) pages 10 and 59
  - Stickers
  - Cassette 1
  - Coloured chalk
  - Story cards 1–10
  - Magic wands
  - Flashcards (classroom objects)

## Max's magic words.

### **PB** 7 Listen and read out loud.

- Say: *Open your Pupil's Book at page 9. Hold up your book and point to Activity 7. Read the title: Max's magic words.*
- Point to the red star. Play the cassette. Pupils listen and read the words silently.

#### Tapescript

/e/ /e/ ten red step pen

- Stop the cassette. Ask pupils to read the words out loud. Pay attention to the vowel sound. This is a half-closed vowel sound. This means you need to half open your mouth to form the sound.
- Repeat the vowel sound. Let pupils repeat it and play around with the sound.
- Point to the green star and repeat.

#### Tapescript

/i:/ /i:/ three green please me

- Stop the cassette. Ask pupils to read the words. Pay attention to the vowel sound. This is a long vowel. Stretch your mouth from one side to the other as if you are smiling.

- Repeat the vowel sound. Let pupils repeat it and play around with the sound.
- Ask pupils to produce the two sounds alternately.
- Read the sentence in Max's bubble out loud: *Ten green pens for me, please.*
- Ask pupils how many words they can hear with the /e/ sound. Read the sentence again as they count.
- Repeat with the /i:/ sound.
- Choose pupils at random to read out loud and correct pronunciation.
- Answers: /e/ ten pens /i:/ green me please

### **AB** Max's magic words.

Read the words and colour the stars.

- Draw two stars on the board. Write the word *ten* in one star and draw round the star in red. Write the word *three* in the other star and draw round the star in green.
- Say: *Close your Pupil's Book and open your Activity Book at page 10. Hold up your Activity Book and point to Max's magic words.*
- Explain that pupils colour the stars red if the word has got the /e/ sound like *ten* and they colour the stars green if the word has got the /i:/ sound like *three*.
- Stop and check after the pupils have coloured in a few stars to see that the pupils are focusing correctly on the sounds and then let them complete the activity.
- Pair work: Pupils check the activity.  
P1: *ten*. P2: *red*.
- Answers: Red stars ten pen red yes pencil  
Green stars three please green me he

## ••• Story cards 1–10

### PB 8 Act out the story.

See Introduction page 12.

- Hold up and display the story cards one by one in the correct order. Ask as many questions from the backs of the story cards as you feel appropriate.
- Ask pupils if they can remember any of the words and/or actions.
- Tell them you are going to play the story right through and encourage them to join in with the actions and the key language.
- Play the cassette. Pupils join in.
- **Optional:** Divide the class into four groups. Each group represents one character: Eddie, Rose, Max and Mum. The group playing Max use their wands, or imaginary wands.
- Play the cassette again while pupils join in with their respective parts.
- **Optional:** Divide the class into groups of four. Let them act out the story with or without the cassette.

Tapescript: see Lesson 2

abc

## PICTURE DICTIONARY

- Write the key words on the board: *book, pencil case, pen, rubber, ruler, pencil, school bag.*
- Hold up a flashcard, or the object itself, and ask a pupil to come to the board, point to the word and read it out loud. Continue for all the words.
- Write the colour words on the board: *blue, green, yellow, purple, pink, brown, orange, red, white, black.*

- Hold up a coloured pencil and ask: *What colour is this? PP: (Blue).*
- Ask a pupil to come to the board and point to the correct word and read it out loud.
- Say: *Open up your Activity Book at page 59.* Point to the *colours* and *at school* sections.
- Ask pupils to open their sticker page and look at it.
- Explain that they have to either, put a picture sticker next to the word in their Activity Book or, put a word sticker if there is already a picture.
- The blank sections are for pupils to write and draw other objects.



## EXTRA GAME

### The board game

- Divide the board into two vertically and write the numbers 1–10 on each side.
- Divide the class into two teams. Place each team in a line in front of the board.
- Say a number.
- The pupils at the front of the line race over to rub off that number.
- Let pupils who feel confident take turns to call out the numbers.
- The winners are the first to clear their numbers.

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# Lesson 8

| Activity  | Objective   |
|---|---|
| <b>PB</b> 9 Write about the things in your school bag.<br><b>PB</b> Gilbert the Ghost.<br><b>AB</b> I can do it!<br>UNIT ASSESSMENT<br>EXTRA GAME | Personalization: free writing practice<br>Reading and listening for pleasure<br>Self and teacher assessment |

- MATERIALS**
- Pupil's Book (PB) page 10
  - Activity Book (AB) page 11
  - Card, paper, crayons, scissors, glue
  - Cassette 1

**PB 9 Write about the things in your school bag.**

- Say: *Open your Pupil's Book at page 10. Point to Activity 9. Ask for a volunteer to read the text.*
- Ask individual pupils: *What's in your school bag?*
- Hand out the materials and explain that pupils are to write about the things in their school bags and decorate a sheet of card or paper following the model in the Pupil's Book.
- Go around the class helping and checking the work.
- Collect the finished work and display it around the classroom.

**AB Gilbert the Ghost**

- Say: *Open your Pupil's Book at page 10. Point to Gilbert the Ghost.*
- Give pupils a few minutes to look at and comment on the pictures.
- Play the cassette while the pupils listen and read.
- Point to the frames one by one and ask the following questions to check comprehension. Use gestures to illustrate the meaning.  
 Frame 1: *What colours can you see?*  
 Frame 2: *Who's that?*  
 Frame 3: *Is Gilbert a boy?*  
 Frame 4: *Is Gilbert a ghost?*  
 Frame 5: *Is the teacher a ghost?*  
 Frame 6: *Can the teacher see Gilbert?*

- Play the cassette again and let the pupils read and listen.

**Tapescript**

Miss Jackson: Tidy up now, children!  
 Jenny: Eeeek!  
 Gilbert: Sshhh!  
 Jenny: Look!  
 Joe: It's a ghost!  
 Gilbert: Hello! I'm Gilbert.  
 Jenny: Er ... hello!  
 Miss Jackson: Oh no! What a mess!  
 Children: Oh, Gilbert!  
 Gilbert: Hee! Hee! Hee!

**AB I can do it!**

- Explain to pupils that it is the end of the unit and they are going to see what they can do.
- Say: *Open your Activity Book at page 11. Hold up your Activity Book and point to the page. Tell pupils that they are going to work alone on this page.*
- See if the pupils can work on their own. Walk around offering individual help where necessary.
- Activity 1: Pupils listen and join the numbers with a line. The finished picture is a star.

**Tapescript**

1 8 9 3 5 6 7 10 8 4 9 5 2 6 10 1

- Activity 2: Pupils complete the crossword with the key vocabulary.  
**Answers:** 1 school bag 2 ruler 3 book 4 pen 5 pencil case
- Activity 3: Pupils read the text and colour in the pictures.



### UNIT ASSESSMENT

My work is ...

- While pupils are working, go around the class looking through the work in the Activity Book for this unit.
- Pupils colour in a star for their own assessment of work. Discuss this with them individually as you walk around the class.
- Collect all the Activity Books and check their work. Write a comment. See Introduction page 15.



### EXTRA GAME

Gilbert the Ghost is blue!

- Clear a space for pupils to dance. Play some lively music.
- Stop the cassette and call out: *Gilbert the Ghost is (blue)!* Anyone wearing anything blue must sit down.
- Continue with the music and change the colour.
- The last pupil to sit down is the winner.

