

# 1 Monster wants to go to school

## Main language children use

*I'm (very/not very) good at (Art).*

*What day is it today?*

*What's your favourite subject?*

*What's your favourite subject on (Tuesday)?*

*How old are you?*

## Main vocabulary

School subjects: *Art, English, Geography, Gym,*

*History, Maths, Music, Science, Spanish*

Days of the week: *Monday, Tuesday, Wednesday,*

*Thursday, Friday, Saturday, Sunday*

## Sounds

*/ɔɪ/ /ʊ/*

## Personalization

My school

## Multi-disciplinary link

Maths: working out averages

## Cross-curricular theme

Moral education: accepting people who are different

## Checkpoints for assessment

Lesson 3: Talking about school subjects

Lesson 6: Using the new vocabulary

## TEACHING TIP **Revising and recycling**

**Revising** is looking again at language the pupils have already learnt in previous units and levels. **Recycling** is using old language in new contexts. In *Story Magic* recycling is built into the unit structure so that pupils will learn a new structure using old lexis, or new lexis using an old structure. It is extremely important that you take every opportunity to revise and recycle as much as possible because pupils forget almost as quickly as they learn!

## MARGIN ACTIVITIES

See Introduction page 14.

- Say: *Open your Pupil's Book at page 5. Look for the star. What's in it?*  
PP: *A red school bag.*
- Pupils look through the illustrations for this unit to find a red school bag. Ask: *What page is it on?* (Answer: page 6, frame 1).
- Repeat with the margin activity on page 8 (*Two green pencils.* Answer: page 5) and the margin activity on page 9 (*A red football.* Answer: page 8).

# Lesson 1

Activity	Objective
<b>PB</b> 1 Sing the School Song.	Presentation of new vocabulary
<b>PB</b> 2 Ask your friends.	Practice of key vocabulary
<b>AB</b> 1 Class survey. Answer the question. Ask your friends.	Oral practice of new vocabulary
<b>AB</b> 2 Write the book titles.	Writing practice of new vocabulary
<b>EP</b> EXTRA GAME	

- MATERIALS**
- Pupil's Book (PB) page 5
  - Activity Book (AB) page 6
  - Cassette 1
  - Flashcards (school subjects)
  - Pupil's textbooks for different subjects

**...** **PB** 1 Sing the School Song.

- Present the new vocabulary using the flashcards. Hold up a flashcard and say: *Look! This is a (Maths) book.*
- Place the flashcards up on the board as you introduce the new words.
- Point to the flashcards at random and ask questions to elicit the negative answer: **T:** *Is this a (Maths) book?* **PP:** *No!* **T:** *What is it?* **PP:** *A Science book.*
- Hold up your Pupil's Book open at page 5 and say: *Look at page 5 of your Pupil's Book.*
- Point to Activity 1. Say: *Let's sing a song!*
- Play the cassette and demonstrate the actions.
- Play the cassette again and encourage the pupils to join in with the actions.
- Play the cassette a third time and encourage the pupils to join in with actions and words.

Tapescript	Actions
Maths is 1, 2 and 3	<i>hold up fingers as you count</i>
Music is doh, ray, me.	<i>mime conducting an orchestra</i>
English is 'Yes' and Spanish is 'Sí'.	<i>nod head twice</i>
And there's Science and History,	<i>look serious</i>
Gym, Art and Geography,	<i>hold out one arm, then the other, turn round</i>
School subjects for you and me.	<i>point to class, point to self</i>

**PB** 2 Ask your friends.

- Remind the pupils of the key vocabulary using the flashcards. Make sure that they understand the word *subject*.
- Place the flashcards around the room. Call out the name of a subject and show the pupils how to point to the correct flashcard.
- After you have done this, place each flashcard on the board and write the name of the school subject alongside it.
- Point to a pupil at random, then point to the flashcards and ask: *What's your favourite subject?* **P:** *(English).*
- Continue asking other pupils.
- Hold up your book and say: *Look at Activity 2 on page 5.* Point to Activity 2.
- Point to the characters and say: *Look! Max is asking questions.*
- Group work: Pupils ask each other about their favourite subjects.

**AB** 1 Class survey. Answer the question. Ask your friends.

- Say: *Open your Activity Book at page 6. Look at Activity 1.*
- Tell the pupils to write the name of their favourite subject on the line.
- Point to the chart. Ask a pupil at random: *What's your favourite subject?* **P:** *(Art).*
- Take a coloured pencil and colour in the first box in the *(Art)* column. Show the class what you have done.
- Divide the class into two or three groups.
- Hold up your book and say: *Now ask your friends about their favourite subjects.*
- Walk around checking and monitoring the communication exchanges.

**AB** 2 Write the book titles.



- Hold up a copy of the Pupil's Book. Say: *This book's for English.*
- Hold up a different text book and ask: *What's this book for? PP: (Maths).*
- Continue with any books for other subjects that you have in the class.
- Say: *Now look at Activity 2 in your Activity Book.*
- Point to the books and say: *Now write the subjects on the books.*
- Walk around supervising. If a pupil is stuck on a word point to the words in the table in Activity 1.
- **Answers:** 1 Maths; 2 Geography; 3 History; 4 Music; 5 English; 6 Spanish; 7 Science

 EXTRA GAME

- Divide the class into groups of four or five pupils.
- Write a list of books that each group will have to collect.
- Make sure the lists are all different but contain the same number of books. For Example: *1 Maths book, 3 English books, etc.*
- Give each group their list and say: *Go!*
- Pupils will have to look for and ask each other for the items. P1: *Have you got a Maths book? P2: Here!*
- The first group to collect everything on their list is the winner.



# Lesson 2

Activity	Objective
<b>Story cards</b> Listen to the story.	Presentation of the story
<b>AB</b> 3 Put the pictures in order.	Recognition of key scenes in the story
<b>AB</b> 4 Listen and number the pictures. Answer the questions.	Listening practice of new vocabulary
 <b>CROSS-CURRICULAR THEME</b>	
 <b>EXTRA GAME</b>	

## MATERIALS

- Story cards 1–10
- Activity Book (AB) page 7
- Cassette 1
- Flashcards (school subjects)

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

See Introduction page 12.

- Arrange for pupils to sit so that they can see you and the story cards as you hold them up.
- If the class has used *Story Magic 1* ask if they can remember who tells the stories (Max). Where are the stories from? (Max's magic book). If not, explain this to them. Tell them that he tells the stories to Eddie and Rose or sometimes the stories are about Eddie and Rose.
- Tell the class that you will look at the story cards and talk about them before listening to the story. 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 the cards, put them on the board in order so that the pupils can look at them when they listen to the story.
- When all the cards are on the board, ask pupils to say what they think happens in the story. Remember any of their ideas to check after they have heard the story.
- Say: *Now let's listen to the story about Eddie, Rose and Rollo, the monster who wants to go to school.* 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 ideas they had before listening.

## Tapescript

Max: This is a story about Eddie and Rose and a monster called Rollo. It was Monday morning and the first day back at school.

### Card 1

Teacher: Hello! What's your name?

Rollo: I'm Rollo. I'm new!

Boy: Look! A monster.

### Card 2

Teacher: How old are you, Rollo?

Rollo: Ummm ... I'm 9.

Teacher: You're in Year 4.

### Card 3

Max: Rollo's looking for his class.

Rollo: Excuse me, is this the Art class?

Teacher: No, we have Art on Wednesday. This is the Geography class.

### Card 4

Max: The next day ...

Rollo: Excuse me, is this the Art class?

Teacher: No, we have Art on Wednesday. This is the Spanish class.

### Card 5

Max: The next day was Wednesday.

Rollo: Excuse me, is this the Art class?

Teacher: Yes, it is.

Rollo: Can I join in, please? I'm good at Art.

### Card 6

Max: Poor Rollo. He isn't very good at Art.

Girl: Rollo! You aren't good at Art!

Boy: Go away, Rollo.

Rose: Hey! That isn't very kind!

### Card 7

Max: The next day was Thursday. On Thursday the children have Gym.

Rollo: Can I join in? I'm good at Gym.

Teacher: All right.

### Card 8

Girl: Rollo! You aren't good at Gym.

Boy: Go away, Rollo.

Eddie: Hey! That isn't very friendly!

### Card 9

Max: The next day was Friday. On Friday the children have music.

Rollo: Can I join in, please? Music is my favourite subject.

Boy: Oh no! Not Rollo!

Eddie: Don't be mean.

### Card 10

Teacher: Well done, Rollo! Excellent!

Rose: You're very good at Music.

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

- Point to the boy in story card 9. Say: *The boy says, 'Oh no! Not Rollo!' Say: Poor Rollo! He's mean to Rollo.* Look sad and serious.
- Point to Eddie in story card 9. Say: *Eddie says, 'Don't be mean!' Say: Eddie is friendly to Rollo.*
- Say: *Now look at Activity 4 in your Activity Book.*
- Play the cassette while the pupils listen and number the pictures in the correct order.
- Play the cassette again while they check their work.
- Hold up your book, point to the first picture and ask: *What number is this picture? PP: Three.*
- **Answers:** see tapescript
- Say: *Now answer the question.*
- **Answer: Who's friendly?** Eddie and Rose.

### Tapescript

Number 1: That isn't very kind!

Number 2: Rollo! You aren't good at Gym.

Number 3: Oh no! Not Rollo!

Number 4: Don't be mean.

### AB 3 Put the pictures in order.

- Say: *Close your eyes! Change the order of the story cards on the board.*
- Say: *Open your 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, stopping at the end of each card. Each time ask a pupil to find the correct card and position it in the new row.
- When the pupils have finished putting the cards in order, take them off the board.
- Say: *Open your Activity Book at page 7.* Point to Activity 3. Tell pupils that these are five of the ten pictures from the story. Ask them to look at the picture that has already been numbered (1).
- Say: *Now put the pictures in order.* Pupils number the remaining pictures.
- Walk around correcting the pupils' work and asking questions about the objects and characters in the pictures.

Tapescript: see above

### AB 4 Listen and number the pictures.

Answer the questions.

- Put story cards 6, 8 and 9 up on the board.
- Point to the children in story card 8. Say: *The girl says, 'Rollo! You aren't good at Gym.' Say: Poor Rollo! She's mean to Rollo.* Look sad and serious.
- Point to Rose in story card 6. Say: *Rose says, 'That isn't very kind!' Say: Rose is friendly to Rollo.*

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CROSS-CURRICULAR THEME  
Moral education: accepting  
people who are different

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- Point to story cards 6, 8 and 9. Say: *Some children are friendly to Rollo and some aren't.*
- In L1, talk about the importance of accepting people who are different. Focus on how it is interesting to learn from other people. If you are lucky enough to have children from different ethnic groups in your class take the opportunity to get them to talk to the class about their customs and culture.





### EXTRA GAME

Run, Rollo!

- Place the flashcards up around the classroom.
- The pupils stand in the middle of the room. Let them look at the flashcards and memorize where the different places are.
- Call out: *Rollo! Run to the (Maths) class!*
- The last three pupils to arrive at the correct class are out.
- Continue playing until there are only a few pupils left. Tell these pupils to close their eyes.
- With the help of the pupils who are out, change the position of the flashcards.
- Start calling out again. The last pupil to arrive is out. The last one in wins.



# Lesson 3

Activity	Objective
<b>PB</b> 3 Listen. Then read the story. <b>Story cards</b> Working with the story. <b>AB</b> 5 Listen and write the ages. <b>AB</b> 6 What's the average age of the monsters?	Reading and joining in with the story Building the dialogue Listening practice of key vocabulary Multi-disciplinary link
 <b>MULTI-DISCIPLINARY LINK</b>	
 <b>CHECKPOINT FOR ASSESSMENT 1</b>	

- MATERIALS**
- Story cards 1–10
  - Pupil's Book (PB) pages 6 and 7
  - Activity Book (AB) page 8
  - Cassette 1
  - Materials for Checkpoint for Assessment (see notes)

**••• 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 ask the pupils 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 the 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 (Rollo).* 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.

**••• 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.

Tapescript: see Lesson 2

- 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 (not Max's narration). 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: Teacher, Rollo and the children. 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. Teacher: (1) smile (2) look at an imaginary list, point to an imaginary classroom; Rollo: (1) wave and nod head enthusiastically (2) smile and hold up nine fingers; Children: (1 and 2) snigger behind hands.
- Encourage pupils to recite the dialogue again. This time each group mimes its character.

**Tapescript**

Max: This is a story about Eddie and Rose and a monster called Rollo. It was Monday morning and the first day back at school.

**Card 1**

Teacher: Hello! What's your name?

Rollo: I'm Rollo. I'm new!

Boy: Look! A monster.

**Card 2**

Teacher: How old are you, Rollo?

Rollo: Ummm ... I'm 9.

Teacher: You're in Year 4.

**AB** 5 Listen and write the ages.

- Revise the question: *How old are you?* Walk around the classroom asking the pupils and encourage them to ask each other.
- Say: *Open your Activity Book at page 8. Look at Activity 5.*
- Hold up an Activity Book and say: *Now listen to the cassette and write the ages here.* Point to the spaces in each monster's badge.
- Play the cassette while the pupils listen and write in the numbers.
- Play the cassette again and tell the pupils to check their work.
- Tell the pupils to swap books with their partners and play the cassette a third time so that they can correct each other's work.
- **Answers:** 1 I'm 3; 2 I'm 8; 3 I'm 1; 4 I'm 6; 5 I'm 2

**Tapescript**

Narrator: Look at monster number 1.

Monster 1: I'm 3.

Narrator: Now look at monster number 2.

Monster 2: I'm 8.

Narrator: Look at monster number 3.

Monster 3: I'm 1.

Narrator: Now look at monster number 4.

Monster 4: I'm 6.

Narrator: Look at monster number 5.

Monster 5: I'm 2.



**MULTI-DISCIPLINARY LINK**

Maths: working out averages

**AB** 6 What's the average age of the monsters?

- Ask five pupils: *How old are you?*
- Write their answers on the board in the form of a sum. Ask: *What's the total?* Add up the numbers and write the total.

- Point to the sum on the board again. Say: *Let's count.* Count the number of pupils: 1, 2, 3, 4, 5. Write a second sum on the board of the total divided by five as in the Activity Book.
- Ask the pupils to tell you the answer. Write the answer, point to it and say: *This is the average age.*
- If you feel it is necessary, repeat the process using a different number of pupils.
- Say: *Now look at Activity 6 in your Activity Book.* Explain that pupils should make a sum using the ages of the monsters in Activity 5.
- Walk around the classroom checking the pupils' work and asking questions.
- **Answers:** Total – 20. The average age is 4.




**CHECKPOINT FOR ASSESSMENT 1**  
Running dictation

**Objective:** To check whether pupils can use the new vocabulary (*Maths, English, Spanish, Gym, History, Art, Science, Geography, Music*).

- Write a 'shopping list' of books, e.g. 3 Maths books, 6 Geography books, etc.
- 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.

# Lesson 4

Activity	Objective
<b>Story cards</b> Working with the story. <b>PB</b> 4 Say the Days of the Week Chant. <b>AB</b> 7 Listen and match the days with the subjects.  EXTRA GAME	Building the dialogue Presentation of new vocabulary Listening practice of new vocabulary

MATERIALS
<ul style="list-style-type: none"> <li>• Story cards 3 and 4</li> <li>• Pupil's Book (PB) page 8</li> <li>• Activity Book (AB) page 9</li> <li>• Cassette 1</li> </ul>

**Card 4**  
 Max: The next day ...  
 Rollo: Excuse me, is this the Art class?  
 Teacher: No, we have Art on Wednesday. This is the Spanish class.

## ••• Story cards 3 and 4 Working with the story.

See Introduction page 12.

- Hold up story cards 3 and 4. 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 (not Max's narration). 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 two characters: Teacher and Rollo. 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 of the frames, e.g. Teacher (3) shake head, point to an imaginary map (4) shake head, point to an imaginary board; Rollo: (3) mime opening a door, smile shyly (4) mime opening door.
- Encourage pupils to recite the dialogue again. This time each group mimes its character.

### Tapescript

#### Card 3

Max: Rollo's looking for his class.

Rollo: Excuse me, is this the Art class?

Teacher: No, we have Art on Wednesday. This is the Geography class.

## ••• PB 4 Say the Days of the Week Chant.

- Write the seven days of the week in English on the board. Say them as you write.
- Point to the day today and say: *Today is (Monday).*
- Point to the days one after the other and ask the children to join in as you say them.
- Say: *Open your Pupil's Book at page 8. Hold up the book and point to Activity 4. Say: Let's say a chant about the days of the week. Play the cassette. Point to and say the days of the week on the board as you hear them on the cassette.*
- Play the cassette again and ask the pupils to say the days of the week and look at the chant in their books.
- Play the cassette a third time while the pupils join in with the words and actions.

Tapescript	Actions
Monday, Tuesday, Wednesday,	<i>point to words on the board</i>
School, school, school!	<i>stamp feet in rhythm with the chant</i>
Thursday and Friday, School more school!	<i>point to words on the board stamp feet in rhythm with the chant</i>
Saturday and Sunday,	<i>point to words on the board</i>
Play all day!	<i>look happy and wave arms in the air</i>
Then it's back to Monday, School again today!	<i>point to word on board hands on hips, look resigned</i>



**AB** 7 Listen and match the days and the subjects.

- Draw a timetable on the board.
- Write the days of the week at the top of each column.
- Point to Monday and ask: *Do we have English on Monday?* PP: *Yes./No.*
- Continue with the other days of the week and ask about the subjects they don't usually have every day (e.g. English, Gym, Music).
- Gradually complete your pupils' timetables.
- Say: *Open your Activity Book at page 9. Point to Activity 7.*
- Hold up your book and say: *Now listen and match the days of the week to the subjects. Point out the example matching line to show the class how.*
- Play the cassette while the pupils match the words.
- Play the cassette a second time for them to check their work.
- Write two columns of words on the board. In one write the days of the week and in the other write the subjects.
- Play the cassette again and match words from the two columns.
- Tell pupils to correct their work.
- **Answers:** Monday – Music/Spanish; Tuesday – English/Gym; Wednesday – Maths/Art; Thursday – History/Science; Friday – Geography/Gym

**Tapescript**

Rollo: What's the timetable?  
Eddie: Well, we have Music and Spanish on Monday.  
Rollo: What about Tuesday?  
Rose: We have English and Gym on Tuesday.  
Rollo: Oh good! And on Wednesday?  
Rose: We have Maths and Art on Wednesday.  
Rollo: Oh great! What about Thursday?  
Eddie: Thursday, let's see. Ah, yes! History and Science.  
Rollo: And Friday?  
Rose: Oh, Friday's great. We have Geography and Gym.




**EXTRA GAME**

**Days of the week chain**

- Tell the pupils that they are going to say the days of the week in a chain. Every time they make a mistake they are out and the chain starts from the beginning again. P1: *Monday. P2: Monday, Tuesday. P3: Monday, Tuesday, Wednesday, etc.*
- Once they have said all seven days of the week they start again at the beginning of the week.
- Make the pupils speak faster and faster as they go through the chain.
- The last pupil 'in' is the winner.

# Lesson 5

Activity	Objective
<b>Story cards</b> Working with the story. <b>PB</b> 5 Talk about Max's school report. <b>AB</b> 8 Complete your school report and the sentences.  <b>EXTRA GAME</b>	Building the dialogue Oral practice of new vocabulary Reading and writing practice of new vocabulary

MATERIALS
<ul style="list-style-type: none"> <li>• Story cards 5–8</li> <li>• Pupil's Book (PB) page 8</li> <li>• Activity Book (AB) page 9</li> <li>• Cassette 1</li> <li>• 2 star shapes cut out of card</li> <li>• A cassette of music</li> </ul>

- stretch (8) point at Rollo and laugh; Eddie and Rose: (5) mime painting, look up when Rollo enters (6) look cross (7) mime gym actions, bend and stretch (8) look cross.
- Encourage pupils to recite the dialogue again. This time each group mimes its character.

## ••• Story cards 5–8

### Working with the story.

See Introduction page 12.

- Hold up story cards 5, 6, 7 and 8. 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 (not Max's narration). 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 characters: Rollo, Teacher, the children, Eddie and Rose. Tell them to recite the dialogue. Prompt when necessary and pay attention to the intonation and expression.
- **Optional:** Decide on some mime actions for the characters in each of the frames, e.g. Rollo: (5) mime opening door, smile confidently and point to self (6) look sad (7) smile confidently, flex knees and arms (8) fall on floor, look sad; Teacher: (5) nod head encouragingly (6) look as if you want to hear what the children are saying to Rollo (7) nod head encouragingly (8) go to help Rollo; Children: (5) mime painting, look up when Rollo enters (6) point at Rollo and laugh, wave hand towards the door (7) mime gym actions, bend and

### Tapescript

#### Card 5

Max: The next day was Wednesday.

Rollo: Excuse me, is this the Art class?

Teacher: Yes, it is.

Rollo: Can I join in, please? I'm good at Art.

#### Card 6

Max: Poor Rollo. He isn't very good at Art.

Girl: Rollo! You aren't good at Art!

Boy: Go away, Rollo.

Rose: Hey! That isn't very kind!

#### Card 7

Max: The next day was Thursday. On Thursday the children have Gym.

Rollo: Can I join in? I'm good at Gym.

Teacher: All right.

#### Card 8

Girl: Rollo! You aren't good at Gym.

Boy: Go away, Rollo.

Eddie: Hey! That isn't very friendly!

## PB 5 Talk about Max's school report.

- Write the school subjects on the board.
- Point to *Art*. Ask: *Is Rollo good at Art?*  
PP: *No!* Repeat with *Gym*.
- Point to the other subjects one at a time and ask: *Is Rollo good at (History)?* Shrug your shoulders and say: *We don't know.*
- Point to *Music* and ask: *Is Rollo good at Music?* PP: *Yes!*

- Say: *Open your Pupil's Book at page 8. Look at Activity 5. This is Max's school report.*
- Point to pupils at random and ask them about the report: *(Jack), is Max good at English?* P1: *Yes.* T: *That's right. He's very good at English.*
- Repeat with other subjects and pupils, marking the difference between *very good at*, *good at* and *not very good at*.
- Pair work: In pairs pupils ask and answer questions about Max's school report.
- Walk around the classroom monitoring the exchanges and correcting where necessary.

**AB** 8 Complete your school report and the sentences.

- Write the star key from Activity 5 in the Pupil's Book on the board.
- Point to each line of the key and say: *This means (very/not very) good at.*
- Say: *Open your Activity Book at page 9. Hold up your book and point to the report in Activity 8. Say: Now complete your school report.* Pupils draw stars in the report.
- Walk around checking and monitoring.
- Point to the key on the board and say: *I'm very good at English.* Write the sentence next to the three stars.
- Say: *Now complete the sentences in your book.* Walk around checking the pupils' work and asking them questions.



EXTRA GAME

Who's good at English?


Materials needed: two star shapes cut out of card, cassette of music.

- Divide the class into two groups and tell them to sit in two circles on the floor. Give one pupil in each of the groups a star.
- Play the music and tell them to pass the stars around.
- Without looking at the pupils, stop the music.
- When you stop the music, ask each pupil who is holding a star a question in English.
- Use questions from the backs of the story cards or vocabulary questions: *How do you say ... in English?*
- If they answer correctly, they can stay in the circle; if they are wrong, they have to leave the circle.
- As the groups get smaller join them together. The last pupil in the circle is the winner.

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# Lesson 6

Activity	Objective
<b>Story cards</b> Working with the story. <b>PB</b> 6 Make your school timetable. <b>AB</b> 9 Write the days of the week and answer the questions. Ask a friend.	Building the dialogue Writing practice of new vocabulary Oral and writing practice of new vocabulary
 CHECKPOINT FOR ASSESSMENT 2	

- MATERIALS**
- Story cards 9 and 10
  - Pupil's Book (PB) page 9
  - Activity Book (AB) page 10 and 63
  - Cassette 1
  - Scissors
  - Materials for Checkpoint for Assessment (see notes)

## Tapescript

### Card 9

Max: The next day was Friday. On Friday the children have music.

Rollo: **Can I join in, please? Music is my favourite subject.**

Boy: **Oh no! Not Rollo!**

Eddie: **Don't be mean.**

### Card 10

Teacher: **Well done, Rollo! Excellent!**

Rose: **You're very good at Music.**

## ... Story cards 9 and 10

### Working with the story.

See Introduction page 12.

- Hold up story cards 9 and 10 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 (not Max's narration). 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 four groups: Rollo, Eddie and Rose, Teacher, and the boy. Tell them to recite the dialogue. Prompt when necessary and pay attention to the intonation and expression.
- **Optional:** Decide on some mime actions for the characters in both frames, e.g. Rollo: (9) mime opening a door (10) mime playing a flute; Boy: (9) point at Rollo and laugh (10) look amazed; Eddie and Rose: (9) look cross (10) smile and clap; Teacher: (9) smile and nod encouragingly at Rollo (10) smile and clap.
- Encourage pupils to recite the dialogue again. This time each of the groups mimes its character.

## PB 6 Make your school timetable.

• Say: *Open your Pupil's Book at page 9. Look at Activity 6.*

• Hold up your book and point to the activity. Say: *Look at page 63 in your Activity Book. Show the pupils where to find cut-out 1.*

- Hand out the scissors.
- Tell the pupils to complete the timetable and then cut it out.
- Walk around monitoring the class.
- When all the pupils have finished their timetables, point to a pupil at random and ask: *What's your favourite subject on (Tuesday)?*
- Continue asking other pupils about other days of the week.
- Pair work: Pupils ask and answer questions about their preferences on different days of the week.

**AB** 9 Write the days of the week and answer the questions. Ask a friend.

- Write this question on the board: *What's your favourite subject on Monday?*
- Point to a pupil and tell them to ask you the question. Write your answer next to the question.
- Ask the pupil the same question and write their answer next to your own.
- Say: *Now open your Activity Book at page 10. Write the days of the week here.* Point to the place in your book.
- Say: *Now answer the questions.* Point to the place where pupils write.
- Say: *Now ask your friend and write the answers.*
- Walk around the classroom checking the pupils' work and correcting their exchanges.
- Check the activity by asking pupils: *(John) what's your favourite subject on (Tuesday)?*  
P: *(Gym).* T: *And what's your friend's favourite subject on (Tuesday)?* P: *(Maths).*



**CHECKPOINT FOR ASSESSMENT 2**  
Rollo's good at maths on Monday

**Objective:** To see whether pupils can use the new vocabulary: *school subjects and days of the week.*

- Make three 'school reports', one for each character, on separate sheets of paper. Use the text below.

**Eddie**

I'm good at English on Monday.

I'm good at Maths on Tuesday.

I'm good at Science on Wednesday.

I'm good at Gym on Thursday.

I'm good at Art on Friday.

**Rose**

I'm good at Spanish on Monday.

I'm good at History on Tuesday.

I'm good at Geography on Wednesday.

I'm good at Music on Thursday.

I'm good at Maths on Friday.

**Rollo**

I'm good at Maths on Monday.

I'm good at Music on Tuesday.

I'm good at Gym on Wednesday.

I'm good at Science on Thursday.

I'm good at English on Friday.

- Walk around the classroom touching the pupils on the shoulder and saying: *You're Eddie. You're Rose. You're Rollo.* Continue until you have divided the pupils into the three characters.
- Choose three pupils to come to the front of the class, each one representing one of the characters.
- Give the pupils the report that corresponds to their character.
- Each character forms a group with all the other pupils who are the same character.
- The pupils with reports read out their reports for their group three times. They should read slowly and clearly.
- When they have finished reading, the pupils in the group try and write down the report from memory.
- The pupils with the reports check their group's work.
- The group with highest number of correct reports is the winner.

Activity	Objective
<b>PB</b> 7 Max's magic words. Listen and say the rhyme. <b>AB</b> Max's magic words. Classify the words. Draw a circle round the letters.	Sound discrimination: listening, speaking and reading Sound discrimination: reading
<b>PB</b> 8 Act out the story.	Production of new language and vocabulary from the story
PICTURE DICTIONARY	

- MATERIALS**
- Pupil's Book (PB) page 9
  - Activity Book (AB) pages 10 and 59
  - Story cards 1–10
  - Cassette 1
  - Stickers
  - Flashcards (school subjects)

- Repeat the sound. Let pupils repeat it and play around with it.

**Tapescript**

toy /ɔɪ/ /ɔɪ/ toy  
 boy toilet toy

**Max's magic words.**

**PB 7 Listen and say the rhyme.**

- Say: *Open your Pupil's Book at page 9. Look at Activity 7.*
- Play the cassette. Pupils follow the rhyme in their books.
- Stop the cassette after the rhyme.

**Tapescript**

Do you want to have a look,  
 At the toys in the book?  
 Look at the picture, find a boy  
 Who's got a book about a toy.

- Say: *Now look at the red words.*
- Play the second section of the cassette.
- Stop the cassette. Say: *Good.* Ask pupils to repeat the word. Pay attention to the /ʊ/ sound.
- Repeat the sound. Let pupils repeat it and play around with it.

**Tapescript**

good /ʊ/ /ʊ/ good  
 look good book

- Say: *Now look at the blue words.*
- Play the third section of the cassette.
- Stop the cassette. Say: *Toy.* Ask pupils to repeat the word. Pay attention to the /ɔɪ/ sound.

- Ask pupils to produce the two sounds alternately.
- Say: *Don't look at your books.* Read the rhyme out loud. Ask pupils to raise a hand when they hear the /ʊ/ sound. Repeat with the /ɔɪ/ sound.
- Say: *Open your books. Now read the words.* Pupils read the words at the bottom of the page out loud.
- Divide the class into pairs. Say: *Now say the rhyme.* In pairs pupils practise reading the rhyme. Go around the class checking on pronunciation.
- Ask for volunteers to read the rhyme to the rest of the class.
- Have a class competition to see who can say the rhyme five times without stumbling.

**AB Max's magic words.**

Classify the words. Draw a circle round the letters.

- Write the words the pupils will classify on the board: *foot, good, look, join, push, put, boy, toy.*
- Point to a word and ask them to identify the vowel sound. Say: *Look at this word (join). Is it an (/ʊ/) sound or an (/ɔɪ/) sound?*  
 PP: (/ɔɪ/)
- Draw a circle round the letters making the sound.
- Continue with the other words.

- Say: *Open your Activity Book at page 10. Look at Max's magic words.*
- Tell the pupils to classify the words into their sound group and draw a circle round the letters making the sound.
- Walk around checking and helping.
- **Answers:** /ʊ/ book, foot, good, look, push, put; /ɔɪ/ boy, join, toilet, toy
- Point to the two words on the board that have the same sound but a different spelling pattern and say: *Look at (join) and (toy). The /ɔɪ/ sound is made like this* (write *oi* on the board) *or like this* (write *oy* on the board).
- Repeat for the /ʊ/ sound.
- Clean the board. Say: *Now look at the sentences in your Activity Book.*
- Pupils complete the sentences by filling in the missing letters.
- Walk around checking the activity. If the pupils have made a mistake, stop them and make them sound out the word.
- **Answers:** These letters can make the same sound, *oo* and *u*. These letters can make the same sound, *oi* and *oy*.

**Story cards** 1–10

**PB 8** Act out the story.

See Introduction page 12.

- Display the story cards one by one. 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 five groups. Each group represents one character: Rollo, Teacher, Eddie, Rose and the other children.
- Play the cassette while pupils join in with their respective parts.
- **Optional:** Divide the class into groups of five. Let them act out the story with or without the cassette.

Tapescript: see Lesson 2



**PICTURE DICTIONARY**

- Write the key words on the board: *Art, English, Maths, Music, Science, Gym, Geography, History, Spanish.*
- Hold up a flashcard and ask a pupil to come to the board, point to the word and read it out loud.
- Continue with the other flashcards.
- Say: *Now open your Activity Book at page 59.*
- Hold up the sticker spread and say: *Find the stickers and put them in your Picture Dictionary.* Explain that they have to either, put a picture sticker next to the word on the page or, put a word sticker if there is already a picture.
- The blank sections are for pupils to write and draw other words and pictures in the same category. These can be either the teacher's or the pupils' choice.
- Walk around monitoring and checking.

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# Lesson 8

Activity	Objective
<b>PB</b> 9 Write about your school. <b>PB</b> <b>Mag and Miggle</b> <b>AB</b> I can do it! UNIT ASSESSMENT EXTRA GAME	Personalization: free writing practice Reading and listening for pleasure Self and teacher assessment

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

## **PB** 9 Write about your school.

- Say: *Open your Pupil's Book at page 10.*
- Say: *Look at the picture.* Ask for a volunteer to read the text.
- Ask individual pupils: *Let's write about our school. Tell me about our school.*
- Hand out the materials. Say: *Now you make a poster like this one.* Each pupil makes a poster 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.

## **PB** **Mag and Miggle**

- Say: *Look at Mag and Miggle on page 10 in your Pupil's Book.*
- 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:  
 Frame 1: *What day is it?*  
 Frame 2: *Where's the map?*  
 Frame 3: *Is Mag good at this?*  
 Frame 4: *Is Mag good at this now?*  
 Frame 5: *Is Mag happy?*  
 Frame 6: *Is Miggle sleeping?* (mime the action)

- Play the cassette again. Pupils listen and read.

### Tapescript

Mag: It's Saturday, Miggle! Let's go to Planet Sports!

Miggle: Oh, Mag.

Miggle: Where's the map?

Mag: It's under the chair.

Miggle: Turn left! Now turn right!

Mag: Hey! I'm good at this!

Miggle: Now stop! STOP!!!

Mag: But this isn't Planet Sports!

Miggle: No, it isn't.

Miggle: It's my planet! ZZZZZzzz.

Mag: Oh, Miggle!

## **AB** I can do it!

- Say: *Look at page 11 of your Activity Book.*
- Explain to pupils that this is the end of the unit and they are going to work alone to see what they can do.
- Walk around offering individual help where necessary.
- Activity 1: Pupils listen and complete the speech bubbles.
- **Answers: Rollo** – Music/Geography; **Eddie** – English/History; **Rose** – Maths/Spanish

### Tapescript

Teacher: What are your favourite subjects, Rollo?

Rollo: Music and ... Geography.

Teacher: And you, Eddie? What are your favourite subjects?

Eddie: Hmm ... English and History.

Teacher: What about you, Rose?

Rose: Maths and Spanish.



- Activity 2: Pupils complete the sentences by writing the days of the week.
- **Answers:** 1 Tuesday; 2 Wednesday; 3 Thursday; 4 Friday; 5 English on Monday; Art on Wednesday
- Activity 3: Pupils complete the sentences.



### UNIT ASSESSMENT

My work is ...

- While pupils are working, go around the class looking through their work in the Activity Book for this unit.
- Pupils colour in a star for their own assessment of their 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

What are Mag and Miggle good at?

- Divide the class in two groups. Stand the two groups facing each other and draw three lines, in chalk, on the floor to separate them.
- Give G1 the flashcards (school subjects) and tell them to place them face down on a table.
- G1 turns over a flashcard and says: *What are Mag and Miggle good at?*
- G2 tries to guess the subject and says: *Mag and Miggle are good at (Maths).*
- G1 replies: *No! Mag and Miggle aren't good at (Maths).*
- Each time G2 is wrong G1 takes one step towards them on the chalk lines.
- If G2 guesses correctly, before G1 reaches them, they change places and start again.
- If G2 doesn't guess correctly G1 takes the last step and chases them saying: *Mag and Miggle are good at (English)!*

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