



# The magic cat

Teacher's notes

## About me

### Lesson information

**Age:** 6–8

**Level:** Beginner

**Length:** 45–60 minutes

**Language outcome:** Introductions, e.g. *My name is Sarah, I'm 7 years old*; an awareness of corresponding questions, e.g. *What's your name? How old are you?*; some colours

### Materials and preparation:

- the 'About me' video (played via onestopenglish or downloaded in advance of the lesson)
- the 'About me' audio files, Tracks 1, 2 and 3 (played via onestopenglish or downloaded in advance of the lesson)
- the 'About me' PowerPoint
- one copy of Worksheet 1 and Worksheet 2 per student
- one copy of the 'Song order: Cut-out' worksheet per pair or small group of students, cut up in advance of the lesson (optional)
- one copy of the 'Black and white' and 'Colour' worksheets per student
- a ball or scrunched-up piece of paper (optional)
- one copy of 'My magic cat passport' per student

## Procedure

### Before students enter the class

Display slide 1 of the PowerPoint (Jess and Tom) on your class screen so learners can see the image as they enter the room.

### Step 1: PowerPoint slides 1–7

- Take a moment to explain to your students what you'll be doing today. Point to the first slide and introduce Jess and Tom, before explaining that students will learn how to introduce themselves.
- Go through the slides and show the images one by one, asking students what they can see.
- Try to elicit vocabulary related to colours, places, boys and girls – accept answers in both English and in the learners' L1.
- At slide 7, make a point of eliciting 'black' and 'white'. You could even pretend to be confused and ask: 'What's happened?'
- The idea of this step is to engage your students and get them thinking.



# The magic cat

## Teacher's notes

### Step 2: Slides 8–12, Black and white and Colour worksheets

- Now give students the Colour worksheet. Tell students you are going to say a number and a colour – e.g. 'One: blue.' They need to colour in the correct star with that colour.
- The idea here is that your students will end up with a piece of paper which has five different coloured stars on it.
- Give the students the Black and white worksheet. Explain that you want your students to put this sheet in the air and say 'black and white' if the image you show is in black and white. If the image is in colour then they should put the Colour sheet in the air and say 'colour'.
- Go through the images slowly at first. After the first couple, speed up to make this a fun task for the students.
- The purpose of this step is to get students familiar with the concept of black and white versus colour, which is integral to the story, as well as keeping them engaged.

### Step 3: Slides 13–14, About me video

- Show slide 13, the image of Jess and Tom again, and then the next image of them looking sad.
- Ask students why they think Jess and Tom look sad – any answers are fine at this stage.
- Play the video: 'About me'. Ask the following questions:
  - What animal did you see?
  - Why were Jess and Tom sad?

### Step 4: Slides 15–16, About me audio (Tracks 1, 2 and 3)

- Write questions 'What is your name?' and 'How old are you?' on the board. Show the picture of Tom and play Track 1. Write the answers to the above questions on the board. (*My name is Tom. I'm nine years old.*)
- Now do the same with Jess, playing Track 2. (*My name is Jess. I'm ten years old.*)
- As an extra example, you could play Puzzleberry asking the questions (Track 3) and then answering for yourself. Then, ask for a volunteer and direct the question to the volunteer, encouraging the class to help where necessary.
- At this point, if you wanted to further practice this language you could play a game. Take out a ball or a scrunched up piece of paper and get everyone to stand in a circle. Throw the ball to a student and ask, 'What is your name?' They have to say their name, i.e. 'My name is Sarah'. They then throw the ball to someone else and they say their name, and so on until everyone has had at least one or two goes saying their name and age.
- Alternatively, if you have a well-behaved class, you could get them to ask and answer the questions in pairs.

### Step 5: Worksheet 1

Hand out Worksheet 1 and ask students to complete exercise 1 by matching the numbers to their words.

- An example is shown, but you might want to do the next one as a class.
- Check answers as a class.

### Step 6: Worksheet 1

- Point students to exercise 2 on Worksheet 1 and ask them to circle the correct names and ages of each character.
- Note: Puzzleberry is very old, so students don't have to choose his age as that might be a bit too difficult for them.

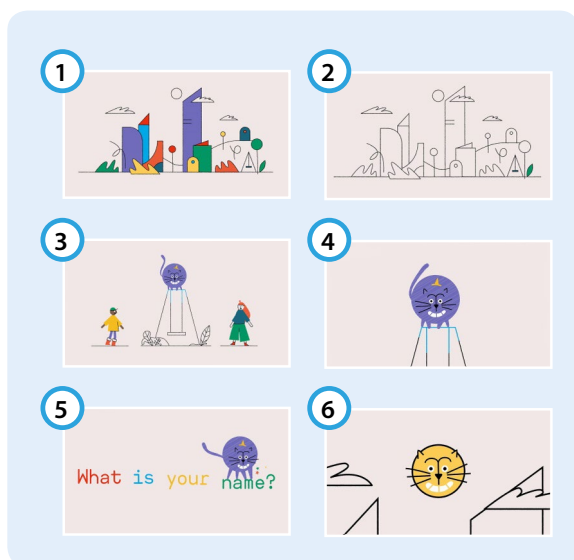
# The magic cat

## Teacher's notes

### Step 7: Worksheet 2, About me video

- Now move on to exercise 3, the Song order activity on Worksheet 2. Explain to learners that they must put the pictures (stills from the video) in the correct order.
- Hand out Worksheet 2 and, as a class, find the first still (it has the number 1 written on it). You could also do number 2 as a class if necessary. Students work in pairs or groups to complete the order.
- If you think your young learners would prefer to physically move the images about, you could use the cut-out version of this exercise instead.
- Play the song again to check the order as many times as necessary.

### Key



### Step 8: About me video

- Play the song a final time so students can sing along.
- You could get students to just do the parts of the song that have words on the screen, or more if they are enthusiastic. The lyrics to the whole song are included on the final page of these teacher's notes, for your reference.
- If you're going to follow the story through song videos 1–8 in this series then this would be a good point to ask the class what they think will happen next to Jess and Tom. They will find out in the next lesson!

### Homework / Extra activity: My magic cat passport

If you're following the whole series of song videos, you can hand out a 'My magic cat passport' to each student. This can be filled in bit by bit during the lesson, as homework or both. At this point it might be good to ask students to get a picture of themselves and stick it on their passport or to draw a picture of themselves, filling in only the first part (About me).

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## About me

### Transcript and lyrics

#### Introduction

Tom: 'Oh.'  
 Jess and Tom: 'Whoa!'  
 Jess: 'Er . . . who are you?'  
 Puzzleberry: 'I am a magic cat!'

#### Song lyrics

My name is Puzzleberry  
 And I'm a magic cat.  
 Tell me who you are  
 To bring the colours back.

What is your name?  
 My name is Tom.  
 How old are you?  
 I'm nine years old.

What is your name?  
 My name is Jess.  
 How old are you?  
 I'm ten years old.

My name is Puzzleberry  
 And I'm a magic cat.  
 It's time for us to go  
 And bring the colours back.

We're pleased to meet you!  
 Our names are Jess and Tom.  
 I'm pleased to meet you  
 So come on and sing the song!

Baaaa bababaaaa baba baaaa baba baaaa  
 Baaaa bababaaaa baba baaaa baba baaaa

What is your name? How old are you?  
 What is your name? How old are you?  
 What is your name? How old are you?

My name is Tom, I'm Jess  
 And I'm a magic cat.  
 Take my paws  
 And let's bring the colours back!

Baaaa bababaaaa baba baaaa baba baaaa  
 Baaaa bababaaaa baba baaaa baba baaaa