

UNIT 3: MY FAMILY - LESSON 1

Learning objectives

- Can name some common family words

Target language

- Aunt, brother, dad, friend, granddad, granny, mum, sister

Receptive language

- This is my (mum).
- Who's this?

Resources and Materials

- Pupil's Book page 20
- Activity Book page 18
- Audio CD1 track 02, 40, 41
- Flashcards 20-27
- Active Teach Software

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Learning adventure 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 1 and ask: <i>What are we learning today?</i> Look at the lesson objective: <i>We're learning family words.</i> • Ask pupils what family words they know, e.g. <i>mum, aunt.</i> Write them on the board. • Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure!</i> 	<ul style="list-style-type: none"> • Look at the lesson 1, listen and answer T's question to recognize the lesson objective • Look at the poster and listen
PRESENTATION		
3 min	<ul style="list-style-type: none"> • Introduce the new words using the flashcards 20-27. Show the flashcards in turn, say the words and pupils repeat. Stick the flashcards on the board as you say each word. • Indicate the flashcards on the board and say, <i>Family.</i> • Say a family member, e.g. <i>MUM</i> and flip through the flashcards one by one. Pupils shout <i>FAMILY</i> and clap when they see the flashcard of MUM. • Write the family words on the board and invite pupils to stick the flashcard next to the correct words. 	<ul style="list-style-type: none"> • Look at the flashcards, listen and repeat the words • Look at the flashcards, listen and say • Stick the flashcard next to the correct words.
PRACTICE		
PB page 20, Act.2 5 min	Listen. <ul style="list-style-type: none"> • Ask pupils to look at Activity 2 in their Pupil's Books. • Play the audio. Ask pupils to listen and look at the characters in the main illustration. AUDIO SCRIPT – (CD1:40)	<ul style="list-style-type: none"> • Look at Activity 2 in their Pupil's Books • Listen and look at the characters in the main illustration

	<p>Harry: <i>Waldo, this is my family. This is my mum. And this is my dad. This is my granny and this is my grandad. And this is aunt Fifi. Oh, and this is my sister, Beth!</i></p> <p>Beth: <i>And Harry is my brother!</i></p> <p>Harry: <i>Yes.</i></p> <p>Harry: <i>Mum, Dad...this is my friend, Waldo. He's a dragon!</i></p> <p>Mum and Dad: <i>Hello.</i></p> <p>Granny and Grandad: <i>Hello, Waldo.</i></p> <p>Waldo: <i>Roarrrr.</i></p> <ul style="list-style-type: none"> • Ask pupils (in L1) whose family it is. (<i>It's Harry's.</i>) • Talk about the characters (in L1) and what's happening in the main illustration. (<i>Harry is introducing Waldo to his family for the first time.</i>) Ask questions about the picture, e.g. <i>What's this? What colour is it?</i> 	<ul style="list-style-type: none"> • Look, listen and answer T's question
<p>PB page 20, Act.3 5 min</p>	<p><u>Listen and say.</u></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 3 in their Pupil's Books. • Focus on the small pictures at the bottom of the page. Play the audio. Pupils listen and point to the family members. <p>AUDIO SCRIPT – (CD1:41) <i>mum, dad, brother, sister, granny, grandad, friend, aunt</i></p> <ul style="list-style-type: none"> • Play the audio again. Pupils listen, point to the family members and repeat the words. • Point to one of the small pictures and ask, <i>Who's this?</i> Pupils find 	<ul style="list-style-type: none"> • Look at Activity 3 in their Pupil's Books • Look at the pictures and listen and point to the family members • Listen again, point to the family members and repeat the words. • Find the same character in the main illustration

	the same character in the main illustration and say who it is, e.g. <i>grandad</i> .	and answer T's question
GAME 5 min	<ul style="list-style-type: none"> Pupils play the game in pairs. One pupil turns away while his or her partner covers up one of the small pictures in Activity 3 with a small piece of paper. His or her partner has to say which family member is covered up. Pupils take turns, covering up more pictures each time to make it more difficult. 	<ul style="list-style-type: none"> Play the game in pairs. One pupil turns away while his or her partner covers up one of the small pictures in Activity 3 with a small piece of paper. His or her partner has to say which family member is covered up. Pupils take turns, covering up more pictures each time to make it more difficult.
AB page 18 5 min	<p><i>Trace. Then match and say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 1 in their Activity Books. 	<ul style="list-style-type: none"> Look at Activity 1 in their Activity Books. Trace the matching lines to match the family words with the numbered characters. Read and trace the family words.
POP QUIZ		
5 min	<p>Who is it?</p> <ul style="list-style-type: none"> Show the activity on the board and nominate a pupil to name the family member (<i>Mum!</i>). Ask for 7 volunteer pupils and ask them to line up at the screen. Then go through the words and ask pupils to say the word. Click on the flashcard to confirm the answer. 	<ul style="list-style-type: none"> Look at the activity on the board and name the family member 7 volunteer pupils to line up at the screen, then say the word

	<ul style="list-style-type: none">• Once all words have been said, ask another group of pupils to line up at the screen and go through the activity again.	
For the next lesson	<ul style="list-style-type: none">• Pupils could bring their photos of their families to the class	<ul style="list-style-type: none">• Be able to bring their photos of their families to the class

UNIT 3: MY FAMILY - LESSON 2***Learning objectives***

- Can talk about age using *He's /She's* (seven).

Target language

- Photo
- He's/She's (four).

Recycled language

- Family members, Numbers
- This is my (brother).
- How old are you?

Receptive language

- How old is he/she?

Resources and Materials

- Pupil's Book page 21
- Activity Book page 19
- Audio Cd1 track 42, 43, 44
- Family photos
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Revise the numbers by pointing to different numbers of objects in the classroom. Pupils count from 1-10 in pairs. • Walk around the class and ask various pupils, <i>How old are you?</i> 	<ul style="list-style-type: none"> • Count from 1-10 in pairs pointing to different numbers of objects in the classroom • Listen and answer T's question
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 2 and ask, <i>What are we learning today?</i> • Look at the lesson objective: <i>We're talking about how old people are.</i> 	<ul style="list-style-type: none"> • Look at the lesson 2, listen and answer T's question to recognize the lesson objective

PRESENTATION		
5 min	<ul style="list-style-type: none"> Revise family words using flashcards 20-27 or photos. Pupils show their family photos to the class and say, <i>This is my mum</i> Invite two girls or boys to the board. Ask each, <i>How old are you?</i> Elicit, e.g. I'm six. Then say, <i>He's or She's six</i>. Emphasize the words <i>he or she</i> each time when you say the sentences. 	<ul style="list-style-type: none"> Show their family photos to the class and say Two girls or boys to the board, listen and answer T's question
CHANT PB page 21, Act.4 5 min	<p><i>Listen and chant. Then find</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 4 in their Pupil's Books. Ask questions about the picture: <i>Who's this? What's this?</i> Point to Harry and ask, <i>How old is he?</i> Repeat the question for Beth, <i>How old is she?</i> Ask pupils if they can guess how old Harry and Beth are. Point to Harry and say, <i>He's seven</i>. Point to Beth and say, <i>She's six</i>. Play the audio again. Pause after each line to give pupils time to repeat the words. <p>AUDIO SCRIPT – (CD1:42)</p> <p><i>This is my sister.</i> <i>This is my sister.</i> <i>She's six.</i> <i>She's six.</i> <i>This is my brother.</i> <i>This is my brother.</i> <i>He's seven.</i> <i>He's seven.</i></p> <ul style="list-style-type: none"> Play the audio again. Pause after each line to give pupils time to repeat the words. 	<ul style="list-style-type: none"> Look at Activity 4 in their Pupil's Books Look at the picture, listen and answer T's question Guess how old Harry and Beth are Listen to the audio again and repeat the words Listen to the audio again and repeat the words

	<ul style="list-style-type: none"> Play the chant and ask pupils to chant along. 	<ul style="list-style-type: none"> Listen to the chant and chant along
PRACTICE		
PB page 21, Act.5 5 min	<p><i>Listen and match. Then write. Say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 5 in their Pupil's Books. Focus on the pictures at the bottom of the page. Explain that the pictures show Waldo's brothers and sisters. Play the audio. Ask pupils to listen first. <p>AUDIO SCRIPT – (CD1:43)</p> <p>1 <i>This is my brother. He's ten.</i></p> <p>2 <i>This is my sister. She's two.</i></p> <p>3 <i>This is my brother. He's four.</i></p> <p>4 <i>This is my sister. She's eight.</i></p> <ul style="list-style-type: none"> Play the audio again. Pupils listen and match the characters with their ages. They then write the dragons' ages on their badges. Pupils point to the pictures and say, <i>He's (ten)</i>. Stronger pupils can say <i>This is my (brother)...</i>, as well. <p>Activity answer key:</p> <p>1 10</p> <p>2 2</p> <p>3 4</p> <p>4 8</p>	<ul style="list-style-type: none"> Look at Activity 5 in their Pupil's Books. Look at the pictures at the bottom of the page, listen first Listen and match the characters with their ages. They then write the dragons' ages on their badges. Point to the pictures and say, <i>He's (ten)</i>. Stronger pupils can say <i>This is my (brother)...</i>, as well.
QUEST	<p><i>Listen and sing. Then find and stick</i></p> <ul style="list-style-type: none"> Ask pupils (in L1) to remember the Quest items from the Welcome Unit, which the characters have to find. Ask them to guess which item could be found here. 	<ul style="list-style-type: none"> Remember the Quest items from the Welcome Unit and guess which item could be found here

	<ul style="list-style-type: none"> • Play the Quest song. Pupils listen for the Quest item. <p>AUDIO SCRIPT – (CD1:44) <i>Come with us, come on a quest. Come on a quest today! Come with us, come on a quest. Look for a photo today. A balloon, a cake, a tablet and... a photo! Look for a photo today.</i></p> <ul style="list-style-type: none"> • Pupils then look at the main scene to find the Quest item (the photo). • Ask pupils to find the stickers at the back of their books. They find the sticker of the photo and stick it in the correct place on page 21, over the grey photo on the right. • Play the audio again and ask pupils to sing the Quest song. 	<ul style="list-style-type: none"> • Listen for the Quest item. <ul style="list-style-type: none"> • Look at the main scene to find the Quest item (the photo). • Find the stickers at the back of their books. They find the sticker of the photo and stick it in the correct place on page 21, over the grey photo on the right. • Listen to the audio again and sing the Quest song.
AB page 19 5 min	<p><i>Find and colour. Then circle.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 2 in their Activity Books. • Pupils find the hidden numbers in the puzzles and colour them. • Pupils then choose the correct word under each picture and circle it. <p>Activity answer key: 1 nine 2 eight</p> <p><i>Look and match. Then say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 3 in their Activity Books. 	<ul style="list-style-type: none"> • Look at Activity 2 in their Activity Books • Find the hidden numbers in the puzzles and colour them. • Choose the correct word under each picture and circle it. <ul style="list-style-type: none"> • Look at Activity 3 in their Activity Books.

	<ul style="list-style-type: none"> Pupils look at the numbers on the children's T-shirts and match each one with one of the number words below. Pupils check their answers in pairs. <p>Activity answer key: 1 ten 2 seven 3 five 4 eight</p>	<ul style="list-style-type: none"> Look at the numbers on the children's T-shirts and match each one with one of the number words below. Check their answers in pairs.
POP QUIZ		
	<ul style="list-style-type: none"> As pupils are leaving the class, ask them how old their brother/sister/friend is. They answer, <i>He's/She's (ten)</i>. 	<ul style="list-style-type: none"> Leave the class, listen and answer T's question

UNIT 3: MY FAMILY - LESSON 3***Learning objectives***

- Can talk about feeling happy and sad
- Can follow a simple song

Target language

- Zoo
- Happy, sad
- He/She's (happy).

Receptive language

- Boo-hoo
- It's fun!
- Is he/she happy?

Recycled language

- Family members

Resources and Materials

- Pupil's Book page
- Activity Book page
- Stickers
- Crayons
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Revise family words. Stick flashcards 20-27 on the board to form a simple family tree. • Play the chant from Lesson 2 (CD1:42). Pupils hold up the correct numbers of fingers as they hear the numbers. Ask, <i>How old is Beth? She's six</i> 	<ul style="list-style-type: none"> • Look at the flashcards 20-27 on the board to form a simple family tree. • Listen to the chant from Lesson 2, hold up the correct numbers of fingers as they hear the numbers, listen and answer T's question

	<p>AUDIO SCRIPT – (CD1:42)</p> <p><i>This is my sister.</i></p> <p><i>This is my sister.</i></p> <p><i>She's six.</i></p> <p><i>She's six.</i></p> <p><i>This is my brother.</i></p> <p><i>This is my brother.</i></p> <p><i>He's seven.</i></p> <p><i>He's seven.</i></p>	
<p>Learning adventure</p> <p>2 min</p>	<ul style="list-style-type: none"> • Have pupils look at the lesson 3 and ask, <i>What are we learning today?</i> Look at the lesson objective: <i>We're talking about feelings.</i> • Ask pupils what English words they can remember for family members, e.g. <i>mum, dad</i>. Write them on the board. • Refer to the learning adventure poster and say, <i>Great! You are moving along your learning adventure!</i> 	<ul style="list-style-type: none"> • Look at the lesson 3, listen and answer T's question • Look at the poster and listen
PRESENTATION		
<p>5 min</p>	<ul style="list-style-type: none"> • Teach the word happy or sad by miming the facial expressions. Say, <i>I'm sad/happy</i>. Then say happy/sad and ask the class to mime the facial expressions. Choose a girl to mime being happy and say, <i>She's happy</i>. Do the same with a boy. Ask various pupils to mime and ask, <i>Is she/he happy/sad?</i> • Teach the word zoo. Use L1 if necessary or point to the illustration in the book. 	<ul style="list-style-type: none"> • Look, mime the facial expressions to learn the words, then listen and answer T's question • Learn the word

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PRACTICE		
PB page 22, Act.7 5 min	<p><i>Find. Then draw. Say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 7 in their Pupil's Books. • Pupils look at the faces and then find the children in the main song illustration. • They draw a happy or sad mouth on each face according to whether the character is happy or sad in the main illustration. • Pupils check their answers with a partner by saying, <i>He's/She's happy/sad.</i> <p>Activity answer key: 1 happy 2 happy 3 happy 4 sad</p>	<ul style="list-style-type: none"> • Look at Activity 7 in their Pupil's Books • Look at the faces and then find the children in the main song illustration. • Draw a happy or sad mouth on each face according to whether the character is happy or sad in the main illustration. • Check their answers with a partner by saying, <i>He's/She's happy/sad.</i>
Home-school link	<ul style="list-style-type: none"> • Encourage pupils to sing the song at home for their families. 	<ul style="list-style-type: none"> • Sing the song at home for their families
AB page 20 5 min	<p><i>Listen and tick or cross.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 4 in their Activity Books. • Ask pupils to describe how the children feel by saying, <i>He's/She's happy/sad.</i> • Play the audio. Pupils write a tick or cross in the box depending on whether the description of each child is correct or incorrect. <p>Activity answer key: 1 tick 2 cross 3 cross 4 tick AUDIO SCRIPT – (CD1:47) 1 She's sad. 2 He's happy. 3 He's sad. 4 She's happy.</p>	<ul style="list-style-type: none"> • Look at Activity 4 in their Activity Books. • Describe how the children feel by saying, <i>He's/She's happy/sad.</i> • Listen to the audio, write a tick or cross in the box depending on whether the description of each child is correct or incorrect

	<p>Trace. Then match and say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 5 in their Activity Books. • Pupils read the words at the top of the activity and trace them. • They then draw matching lines from the happy and sad icons to the people in the picture who are happy or sad. • They say, <i>He's/She's happy/sad.</i> <p>Activity answer key: happy: boy with kite, girl doing handstand, dog sad: boy with juggling balls, girl on bench</p>	<ul style="list-style-type: none"> • Look at Activity 5 in their Activity Books. • Read the words at the top of the activity and trace them. • Draw matching lines from the happy and sad icons to the people in the picture who are happy or sad. • Say, <i>He's/She's happy/sad.</i>
POP QUIZ		
5 min	<p>Pupils look through their books and find pictures of characters that are happy or sad. They show the pictures to the class. And say, <i>He's/she's happy/sad.</i></p>	<p>Look through their books and find pictures of characters that are happy or sad. They show the pictures to the class. And say, <i>He's/she's happy/sad.</i></p>

UNIT 3: MY FAMILY - LESSON 4***Learning objectives***

- Can talk about family members, age and feelings
- Can say the sounds /s/ and /z/

Target language

- Seal, zebra

Recycled language

- Zoo
- Colours, Family members
- She's (sad).

Resources and Materials

- Pupil's Book page 23
- Activity Book page 21
- Audio CD1 track 48. 49
- Photos
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Ask a few pupils, <i>How old are you?</i> Answer, <i>I'm six.</i> • Show the picture. Nominate a pupil to say, <i>He's seven.</i> • Put pupils into pairs and pupils make a sentence for each set of pictures. • Return to the start and work through the sentences as a class, reviewing any words that are difficult. 	<ul style="list-style-type: none"> • Listen and answer T's question • Look at the picture and say • Work in pairs and make a sentence for each set of pictures. • Listen to T's reviewing any words
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 4 and ask, <i>What are we learning today?</i> • Look at the lesson objectives: <i>We're talking about family, age and feelings</i> and <i>We're saying some English sounds.</i> 	<ul style="list-style-type: none"> • Look at the lesson 4, listen and answer T's question to recognize the lesson objectives

SKILL PRACTICE		
PB page 23, Act. 8 5 min	<p>Point and say.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 8 in their Pupil's Books. Ask pupils questions about the photos, e.g. <i>Who's this? Is he/she (happy)?</i> Focus on the number badges worn by the children and ask, <i>How old is he/she?</i> Discuss (in L1) why the children are happy/sad. Divide pupils into pairs. Pairs find and point to differences in Photo 2. Pupils take turns to make sentences about each difference, e.g. <i>She's seven/eight. He's happy/sad. It's red/blue. It's a guitar/book.</i> Pupils then play a game in which their partner guesses which photo they are talking about. One pupil says, e.g. <i>This is my (sister). She's (seven).</i> His/her partner points to Photo (1). 	<ul style="list-style-type: none"> Look at Activity 8 in their Pupil's Books Listen and answer T's question Work in pairs find and point to differences in Photo 2. Pupils take turns to make sentences about each difference, e.g. <i>She's seven/eight. He's happy/sad. It's red/blue. It's a guitar/book.</i> Play a game in which their partner guesses which photo they are talking about. One pupil says, e.g. <i>This is my (sister). She's (seven).</i> His/her partner points to Photo (1).
PPRESENTATION		
Phonics	<ul style="list-style-type: none"> Remind pupils of the word six. Ask pupils which sound they hear in the word. Say the /s/ sound and ask pupils to repeat after you. Do the same for the /z/ sound using zoo 	<ul style="list-style-type: none"> Listen and say the sounds
PRACTICE		
PB page 23, Act.9 5 min	<p>Listen and say.</p> <ul style="list-style-type: none"> Show the activity on the screen. Play the audio. Ask pupils which sound they can hear. Play the audio again and have pupils repeat. 	<ul style="list-style-type: none"> Look at the activity. Listen to the audio and say which sound they can hear. Listen to the audio

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	<p>and zebras and write the number in the box.</p> <ul style="list-style-type: none"> • They then trace the words <i>zebras</i> and <i>seals</i>. <p>Activity answer key: 1 6 seals 2 7 zebras</p>	<p>and zebras and write the number in the box.</p> <ul style="list-style-type: none"> • Trace the words <i>zebras</i> and <i>seals</i>
POP QUIZ		
5 min	<p><i>Listen and choose.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at the pictures. Do the first question together as a class. Pupils look at the pictures while you play the audio and decide whether it is a <i>s</i> (represented by the seal) or <i>z</i> (represented by the zebra). • Go through the answers as a class, calling on different groups to give you their answer. Review any incorrect answers. 	<ul style="list-style-type: none"> • Look at the pictures, listen and answer T's question • Give their answers

UNIT 3: MY FAMILY - LESSON 5***Learning objectives***

- Can understand a simple story
- Can act out of a story

Target language

- This is my (dad).

Functional language

- Oh, dear! Can I help you?
- He's a pilot
- She's a teacher/doctor.

Values

- The importance of family and friends

Resources and Materials

- Pupil's Book page 24
- Activity Book page 22
- Audio CD1 track 50
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Ask pupils in L1 to remember the story from Unit 2 Possible questions: Which characters are in the story? What happens? Where are Harry and Cody? (At school) Who else is there? (Waldo) What classroom objects can you remember from the story? (pen, pencil, ruler, rubber, table, chair...) 	<ul style="list-style-type: none"> • Remember the story from Unit 2, listen and answer T's question
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 5 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the 	<ul style="list-style-type: none"> • Look at the lesson 5, listen and answer T's question, then guess what they will be learning in the lesson to

	lesson. <ul style="list-style-type: none"> Look at the lesson objectives: <i>We're listening to a story and acting it out.</i> 	recognize the lesson objectives
PRESENTATION		
STORY PB page 24, Act. 10 7 min	<p>Listen.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 10 in their Pupil's Books. Direct pupils' attention to the story and answer questions about the characters and the scenes: <i>Who's this? (Harry)</i>. Ask pupils (in L1) what occupations Harry's dad, mum and aunt have (<i>doctor, teacher, pilot</i>). Teach these words in English. Ask, <i>How old is Beth? (six)</i> Ask pupils to predict what will happen in the story. Play the audio. Ask pupils to listen to the story and follow along in their books. <p>AUDIO SCRIPT – (CD1:50)</p> <p>1 <i>Photographer: Oh, dear!</i> <i>Harry: Can I help you?</i></p> <p>2 <i>Harry: This is my dad. He's a pilot.</i> <i>Photographer: Oh!</i></p> <p>3 <i>Harry: This is my mum. She's a teacher.</i> <i>Photographer: Mmm!</i></p> <p>4 <i>Harry: This is my aunt. She's a doctor.</i> <i>Photographer: Ooh!</i></p> <p>5 <i>Photographer: OK. And who's this?</i> <i>Harry: This is my sister. She's six... Oh, and this is my friend, Waldo!</i></p> <p>6</p>	<ul style="list-style-type: none"> Look at Activity 10 in their Pupil's Books Pay attention to the story, listen and answer T's questions Predict what will happen in the story. Listen to the story and follow along in their books.

	<p><i>Harry: This is my family.</i> <i>Waldo: Mmm. Nice family.</i></p> <ul style="list-style-type: none"> • Check pupil's understanding of the story by asking questions and pointing to the pictures, e.g. <i>Who's this? How old is she? Is he a (teacher)?</i> • After pupils have a clear understanding of the story, play the audio again. Pause after each frame and encourage pupils to repeat the words and phrases aloud. 	<ul style="list-style-type: none"> • Look at the pictures, listen and answer T's questions • Listen again and repeat the words and phrases aloud
PRACTICE		
PB page 23, Act.11 10 min	<p><i>Act out the story.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 11 in their Pupil's Books. • Invite a group of pupil volunteers to act out the roles. Say the lines while the pupils act out the story and then ask pupils to repeat them after you. • Encourage pupils to say the lines from memory. You may wish to use props for the roleplay. • Divide pupils into groups of seven. Give groups time to practise their roleplay. • Read the the lines again and ask pupils to speak along. Ask other groups of pupils to come to the front to act out the story. • You might like to give the pupils feedback on their roleplay. 	<ul style="list-style-type: none"> • Look at Activity 11 in their Pupil's Books • Act out the roles, listen and repeat the lines • Say the lines from memory • Work in groups of seven. to practise their roleplay. • Listen and speak along. other groups come to the front to act out the story • Listen to T's feedback on their roleplay
AB page 22 5 min	<p><i>Read. Then circle.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 8 in their Activity Books. • Pupils read the words and circle the correct picture accordingly. <p>Activity answer key: 1 a</p>	<ul style="list-style-type: none"> • Look at Activity 8 in their Activity Books • Read the words and circle the correct picture accordingly

	<p>2 b</p> <p>3 b</p> <p><i>Trace and colour.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 9 in their Activity Books. • Pupils trace the words in Harry's speech bubble. • They then colour the corresponding age badge below. <p>Activity answer key: 6</p>	<ul style="list-style-type: none"> • Look at Activity 9 in their Activity Books • Trace the words in Harry's speech bubble • Colour the corresponding age badge below
POP QUIZ		
	Create actions for the key words in the story, e.g. clap your hands for <i>sister</i> . Play the story again or read it aloud and pupils do the actions as they listen.	Look, listen and do the actions as they listen.
For the next lesson	Explain in L1 that in the next lesson pupils are going to talk about occupations. Ask pupils to bring various photos of teachers, doctors, vets or pilots (cut from magazines) to make a poster.	Talk about occupations, bring various photos of teachers, doctors, vets or pilots (cut from magazines) to make a poster.

UNIT 3: MY FAMILY - LESSON 6***Learning objectives***

- Can name some common occupations

Cross-curricular

- Social Science: occupations

Target language

- Doctor, teacher, pilot, vet
- He's/She's a (doctor).

Recycled language

- Family members

Receptive language

- Is he/she a (vet)?

Resources and Materials

- Pupil's Book page 25
- Activity Book page 23
- Audio CD1 track 51, 52
- Homemade flashcards
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Show the pictures and look at the example for the first picture. Nominate a pupil to say, <i>She's my mum.</i> • Put pupils into groups. Point to a word and then to a group and ask them to say the sentence. • Return to the start and work through the sentences as a class, reviewing any words that are difficult. 	<ul style="list-style-type: none"> • Look at the example for the first picture and say • Work in groups, look and say the sentence

Learning adventure 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 6 and ask, <i>What are we learning today?</i> Look at the lesson objective: <i>We're learning about jobs.</i> • Ask pupils what English words they know for jobs, e.g. <i>teacher, singer.</i> Write them on the board. • Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure.</i> 	<ul style="list-style-type: none"> • Look at the lesson 6, listen and answer T's to question to recognize the lesson objectives • Listen and answer T's question • Look at the poster and listen
PRESENTATION		
7 min	<ul style="list-style-type: none"> • Teach the word <i>vet</i> by miming or drawing some equipment on the board. • If you made flashcards, show them one by one, say the words and ask pupils to repeat. • Hide one of the flashcards behind your back and pupils guess which one it is (teacher? doctor?). • Ask pupils in L1 to imagine the world with no doctors. How would life be different? What problems would there be? Do the same with other jobs. Which job do pupils think is the most important? <i>vet, doctor, teacher, pilot</i> 	<ul style="list-style-type: none"> • Look, listen and learn the words • Listen and repeat the words • Guess which one the flashcard is • Imagine the world with no doctors, listen and answer T's to questions
PRACTICE		
PB page 25, Act.12 5 min	<i>Listen and tick.</i> <ul style="list-style-type: none"> • Ask pupils to look at Activity 12 in their Pupil's Books. • Point to the pictures of the professions in turn and ask, <i>Is he/she a (vet)?</i> Pupils answer <i>yes</i> or <i>no</i>. • Play the audio. Pupils listen and tick the photos as they hear them. 	<ul style="list-style-type: none"> • Look at Activity 12 in their Pupil's Books • Look at the pictures of the professions, listen and answer T's to questions • Listen and tick the photos as they hear them

	<p>AUDIO SCRIPT – (CD1:51)</p> <p><i>This is my dad. He's a doctor.</i></p> <p><i>This is my mum. She's a pilot.</i></p> <p><i>This is my mum. She's a vet.</i></p> <p><i>This is my dad. He's a teacher.</i></p>	
<p>PB page 25, Act. 13</p> <p>3 min</p>	<p>Draw. Say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 13 in their Pupil's Books. • Pupils draw and match the items (on the left) with each of the pictures of jobs (on the right). They then talk about the pictures, e.g. <i>She's a (vet).</i> 	<ul style="list-style-type: none"> • Look at Activity 13 in their Pupil's Books • Draw and match the items (on the left) with each of the pictures of jobs (on the right). They then talk about the pictures, e.g. <i>She's a (vet).</i>
<p>PROJECT</p>	<p>Make a poster.</p> <ul style="list-style-type: none"> • Tell pupils they are going to make a poster about someone they know or someone on TV or in a book who is a teacher, doctor, vet or pilot. The person should be dressed in uniform and doing his/her job. • Pupils draw their own pictures or use the photos cut from magazines they brought. Give pupils some drawing time if necessary. • Give each pupil a large sheet of paper. Pupils stick their drawings or photos onto the paper to make a poster. They can write word labels and stick them onto their poster if they wish. • Ask pupils to describe their posters to the class, e.g. <i>This is (name). He's a doctor,</i> or <i>This is my mum. She's a teacher.</i> The posters can then be displayed in the classroom. 	<ul style="list-style-type: none"> • Make a poster about someone they know or someone on TV or in a book who is a teacher, doctor, vet or pilot. The person should be dressed in uniform and doing his/her job. • Draw their own pictures or use the photos cut from magazines they brought • Stick their drawings or photos onto the paper to make a poster. They can write word labels and stick them onto their poster if they wish • Describe their posters to the class
<p>AB page 23</p> <p>5 min</p>	<p>Listen and number. Then trace.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 10 in their Activity Books. 	<ul style="list-style-type: none"> • Look at Activity 10 in their Activity Books

	<ul style="list-style-type: none"> Point to the people in turn and ask, <i>Is he/she a (doctor)?</i> Play the audio. Pupils listen and number the people in the picture. <p>AUDIO SCRIPT – (CD1:52)</p> <p>1 <i>She's a pilot.</i> 2 <i>He's a doctor.</i> 3 <i>She's a teacher.</i> 4 <i>He's a vet.</i></p> <ul style="list-style-type: none"> They then trace the words under the pictures. <p>Activity answer key:</p> <p>1 d 2 a 3 b 4 c</p> <p>Read and match.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 11 in their Activity Books. Pupils match the two halves of the pictures with the job words by drawing lines. <p>Activity answer key: 1 doctor 2 vet 3 pilot 4 teacher</p>	<ul style="list-style-type: none"> Look at the picture , listen and answer T's question Listen and number the people in the picture Trace the words under the pictures. Look at Activity 11 in their Activity Books Match the two halves of the pictures with the job words by drawing lines
POP QUIZ		
5 min	<p>Say.</p> <ul style="list-style-type: none"> Show the activity on the board and look at the example for the first picture. Nominate a pupil to say, <i>Teacher</i>. Put pupils into groups. Point to a word and then to a group and ask them to say the word. (Teacher, pilot, doctor, vet) Return to the start and work through the words as a class, reviewing any words that are difficult. 	<ul style="list-style-type: none"> Look at the picture, work in groups and say the words

UNIT 3: MY FAMILY - LESSON 7***Learning objectives***

- Can assess what I have learnt in Unit 3

Recycled language

- Family members
- This is (my dad).
- He's/ She's a (doctor).
- He's/ She's (happy).
- He's/ She's (ten).

Receptive language

- How old is he/she?
- Is he/she (sad)?
- Who's this?

Resources and Materials

- Pupil's Book page 26
- Activity Book page 24
- Audio CD1 track 45, 53
- Stickers
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<i>Act. Guess.</i> <ul style="list-style-type: none"> • Have pupils look at you. Tell them that you are going to act out one of the jobs and the class needs to guess what it is. Act as if looking after an animal and elicit, <i>Vet!</i>, from pupils. Once pupils get the idea of the game, look at the example together. Put pupils in pairs and ask them to act and guess. 	<ul style="list-style-type: none"> • Look at T's demonstration and the class needs to guess what it is
<i>Learning adventure</i> 5 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 7 and ask, <i>What are we learning today?</i> Look at the lesson objective: <i>We're</i> 	<ul style="list-style-type: none"> • Look at the lesson 7, listen and answer T's question

	<p><i>thinking about our learning adventure.</i></p> <ul style="list-style-type: none"> • Ask pupils if they can remember the things they have been learning in this unit, e.g. <i>How many words for family can you remember?</i> Put their ideas on the board. • For each idea, ask pupils, <i>Where are you on your learning adventure?</i> Reassure pupils who are less confident that they will have opportunities for more practice. 	<ul style="list-style-type: none"> • Listen and answer T's question if they remember the things they have been learning in this unit • Listen and answer T's question
PRACTICE		
PB page 26, Act.14 5 min	<p><i>Trace and stick. Say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 14 in their Pupil's Books. • Pupils read the word labels on the page and trace them. • Ask pupils to find the stickers of the family members at the back of their books and name the people. • Pupils stick the stickers in the right place. • Pupils then make a sentence about each item in pairs, e.g. <i>This is (Mum)</i>. Check the activity by asking, <i>Who's this? Is this Harry's (Grandad)?</i> • Pupils stick the star sticker in place if they feel they have learnt the unit vocabulary successfully. 	<ul style="list-style-type: none"> • Look at Activity 14 in their Pupil's Books • Read the word labels on the page and trace them • Find the stickers of the family members at the back of their books and name the people. • Stick the stickers in the right place • Make a sentence about each item in pairs, listen and answer T's question • Stick the star sticker in place if they feel they have learnt the unit vocabulary successfully
PB page 26, Act.15 5 min	<p><i>Listen and number. Then say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 15 in their Pupil's Books. • Ask pupils to look at the picture. Ask questions, e.g. <i>Who's this? Is he/she happy? How old is he/she?</i> 	<ul style="list-style-type: none"> • Look at Activity 15 in their Pupil's Books • Look at the picture, listen and answer T's question

[illegible]

	<p>number the pictures accordingly.</p> <p><i>Trace and circle.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 13 in their Activity Books. • Pupils trace the words in Waldo's speech bubble. • They then circle the expression which describes the picture. <p>Activity answer key: <i>my sister</i></p>	<p>number the pictures accordingly</p> <ul style="list-style-type: none"> • Look at Activity 13 in their Activity Books • Trace the words in Waldo's speech bubble • Circle the expression which describes the picture.
POP QUIZ		
5 min	<p><i>Say the Unit 3 words.</i></p> <ul style="list-style-type: none"> • Tell pupils that we are reviewing the words that have been learnt in the unit. Ask for a volunteer pupil to say the first word. Check the answer. Repeat the word and have the rest of the pupils repeat. • Put pupils into pairs and have them look at the pictures and say the words. Work from pair to pair to hear their answers. Review any difficult words. 	<ul style="list-style-type: none"> • Volunteer pupils say the first word, then listen and repeat the words • Work in pairs, look at the pictures and say the words.

UNIT 3: MY FAMILY - LESSON 8***Learning objectives***

- Can use what I have learnt in Unit 3

Recycled language

- Family members, Occupations
- He's/ She's a (teacher).

Receptive language

- Who's this?
- Is he/she a (teacher)?

Resources and Materials

- Pupil's Book page 27
- Audio CD1 track 54
- Family picture
- Homemade Flashcards of occupations
- Active Teach Software
- Optional: Consolidation and extension worksheet (Teacher's book page 64)

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Show the homemade flashcards of occupations one by one. Ask, <i>Is she/he a vet?</i> • Tell the class to remember the family members, and show the picture. Indicate the missing family member, and ask if anyone can remember who it was (<i>grandad</i>). Continue through the picture as a whole class activity. 	<ul style="list-style-type: none"> • Look at the flashcards of occupations, listen and answer T's questions • Look at the picture and remember the family members. When T indicates the missing family member, remember who it was
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 8 and ask, <i>What are we learning today?</i> Ask pupils to look at the images and guess what they will be learning in the lesson. • Look at the lesson objective: <i>We're playing a game about jobs.</i> 	<ul style="list-style-type: none"> • Look at the lesson 8, listen and answer T's question, then look at the images and guess what they will be learning in the lesson to recognize the lesson objective

PRACTICE		
PB page 27, Act.16 5 min	<p><i>Find and circle.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 16 in their Pupil's Books. • Ask questions about the pictures at the top and bottom of the maze, e.g. <i>Who's this? (mum, dad, granny, grandad)</i> • Ask pupils to trace paths through the maze to find out which job each of the family members does. • Pupils then circle the correct job for each family member. • Check the answers in pairs, then around the whole class. Ask, <i>Is (mum) a (vet)?</i> Elicit answers, e.g. <i>No, (s)he's a (doctor).</i> <p>Activity answer key: 1 a 2 b 3 b 4 a</p>	<ul style="list-style-type: none"> • Look at Activity 16 in their Pupil's Books • Look at the pictures, listen and answer T's questions about the pictures at the top and bottom of the maze • Trace paths through the maze to find out which job each of the family members does. • Circle the correct job for each family member. • Check the answers in pairs, then around the whole class. Ask, <i>Is (mum) a (vet)?</i> Elicit answers, e.g. <i>No, (s)he's a (doctor).</i>
PB page 27, Act.17 5 min	<p><i>Listen. Then say and play.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 17 in their Pupil's Books. • Ask pupils to look at the photos of the boy and girl. Tell them they are playing a guessing game. Ask them which family member the girl is thinking about (<i>mum</i>). • Say, <i>This is my mum.</i> Ask pupils to tell you which job mum does, <i>She's a doctor.</i> Ask pupils to continue in pairs. • Play the audio to give pupils an idea of the language they will need. AUDIO SCRIPT – (CD1:54) <i>Girl: This is my mum. She's a doctor.</i> <i>Boy: One.</i> 	<ul style="list-style-type: none"> • Look at Activity 17 in their Pupil's Books • Look at the photos of the boy and girl, guess which family member the girl is thinking about • Tell you which job mum does, <i>She's a doctor.</i> Ask pupils to continue in pairs. • Look at the pictures and tell T which job mum does, <i>She's a doctor</i>, then continue in pairs.
WHAT I KNOW	<ul style="list-style-type: none"> • Tell pupils that for homework they will check and review what they 	<ul style="list-style-type: none"> • Listen to T's reminding, check and review what they

5 minutes	<p>learnt in the Unit.</p> <ul style="list-style-type: none"> • <i>What I Know</i>: Pupils look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box. • <i>Let's Review</i>: Pupils revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer. • Having reviewed the words, pupils repeat the <i>What I Know</i> activity and see how many more words they can remember this time. You could suggest that they look back at the unit and revise the vocabulary until they can drag all the pictures into the <i>I know</i> box. 	<p>learnt in the Unit</p> <ul style="list-style-type: none"> • Look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box. • Revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer. • Repeat the <i>What I Know</i> activity and see how many more words they can remember this time, then drag all the pictures into the <i>I know</i> box
GAME		
8 minutes	<p>My family show and tell</p> <ul style="list-style-type: none"> • Ask the class to look at the picture. Nominate a pupil to say, <i>This is my dad. He's a doctor</i>. Have the class repeat the sentences. • Give pupils a piece of drawing paper and ask them to draw and colour their family. • Once pupils have finished their pictures, they can take turns to stand at the front and tell the other pupils about their family, talking about their family member's names, ages and occupations. 	<ul style="list-style-type: none"> • Look at the picture and say, then listen and repeat the sentences. • Draw and colour their family. • Finish their pictures, they can take turns to stand at the front and tell the other pupils about their family, talking about their family member's names, ages and occupations