

# 4

## Meet my family

1



How many family words do you know?



Who's got four legs?  
Where's Einstein?  
How many chairs can you see?

44

forty-four



Who's got four legs? **Einstein's got four legs.**  
Where's Einstein? **He's under the table.**  
How many chairs can you see? **four chairs**

## Unit objectives

to talk about family

## Language

<b>Vocabulary</b>	Family: <i>granny, grandad, mum, dad, uncle, aunt, brother, sister, me, cousin</i> Face: <i>hair, eyes, mouth, ears, nose, blond</i>
<b>Grammar</b>	<i>Who's this? It's (my uncle).</i> <i>He's got (blue eyes). She's got (green eyes).</i>
<b>Functions</b>	<i>His name's (Isaac). Her name's (Paula).</i>
<b>Phonics</b>	<i>m, n, s, z</i>

## Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–7)

**Mathematical, scientific and technological competences:** use cardinal numbers up to five (L. 1)

**Digital competence:** use Pupil's Book eBook (L. 1–7)

**Social and civic competences:** learn to be creative (L. 5); learn to introduce family and friends (L. 6)

**Cultural awareness and expression:** raise awareness of cultural similarities and differences (L. 5)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–7) using: previous knowledge (L. 1 and 2); following instructions (L. 1–7); personalisation of language learnt (L. 5 and 6)

**Initiative and entrepreneurship:** choose topic for the project (L. 5)

## 21<sup>st</sup> Century Skills for Learning and Innovation

<b>Critical thinking</b>	Predicting (L. 2); Problem solving (L. 2 and 7); Logical thinking (L. 2 and 5); Defining and describing (L. 1, 2, 3, 4, 5 and 6); Finding information (L. 2, 3, 4 and 5); Planning (L. 3 and 5); Reflecting on learning (L. 1–7)
<b>Creativity</b>	Make a class art gallery (L. 5)
<b>Communication</b>	Presenting and describing family members (L. 1 and 3); Asking and answering about family members (L. 4); Cut-outs game (L. 4); Functional dialogue (L. 6)
<b>Collaboration</b>	Project groupwork (L. 5); Acting out (L. 2 and 6)

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book pp. 52 and 118; Activity Book p. 47
- Picture dictionary: Activity Book p. 114
- Unit 4 Extra practice: Activity Book p. 48
- Unit 4 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Phonics, CLIL
- Unit 4 Test

## External exams

<b>Pupil's Book</b> Pre A1 Starters Reading and Writing Part 1 Pre A1 Starters Speaking Part 4	<b>Activity Book</b> Pre A1 Starters Listening Part 4
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### Objectives

- **Lesson aims:** to talk about family members
- **Target language:** *granny, grandad, mum, dad, uncle, aunt, brother, sister, cousin, me*  
*Who's this? It's (my uncle).*

### Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- **Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16).  
Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can answer simple questions about where people or things are, using basic phrases (GSE 24).  
Can recite a short, simple rhyme or chant (GSE 16).  
Can describe immediate family members, using basic fixed expressions (GSE 28).

### Materials

- flashcards from Units 1–3 and from this lesson
- family members word cards
- stopwatch
- six strips of paper per student
- sheets of A4 paper, enough for each student
- two fly swats
- family photos
- Resources 7 and 25

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: portfolio

### Starting the lesson

- Give ss six strips of paper to write a word from Units 1–3 on each. On the board, place the flashcards from these units.
- Have ss form two lines and play the *Word swat* game with the vocabulary from these units.

### Presentation

- Explain that in this lesson ss will learn about family. On the board, write *Who's this? It's my uncle.*

### Practice

#### Pupil's Book

#### 1 How many family words do you know?

- Using the Lollipop stick technique, have ss name the family members in the picture.
- Place ss in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions.
- Check answers as a class.

#### Extra activity Critical thinking

- Ask ss why it is important to spend time together as a family.

#### 2 4.1 Listen and stick. Then listen and say.

- Place the flashcards on the board. Reinforce by pointing, saying a word and having ss repeat after you.
- Point to an item and use the Lollipop stick technique to have ss tell you what it is. Ss then complete the activity.

Come and meet my family. This is my granny. This is my grandad. This is my mum. And this is my dad. This is my uncle. This is my aunt. This is my brother. This is my sister. This is me. This is my cousin.

#### Now listen and say.

granny, grandad, mum, dad, uncle, aunt, brother, sister, me, cousin

### Extra activity Fast finishers

- Use family tree printouts from the internet. Ss draw and label their own family trees.
- Place them in their portfolios.

#### 3 Who are the family members on page 44?

- Ss work in pairs to find and say the family members.

### Diversity

#### Support

- Show each family member flashcard and word cards for ss to point to them in the picture. Ss repeat after you.

#### Challenge

- Tell ss they are Marie. They point to a family member and say *I've got a granny*. They go on with all family members.

#### 4 4.2 & 4.3 Listen and chant.

- Play the chant. When ss hear a family member, they clap.
- A karaoke version of the chant is available (track 4.3).

### Extra activity TPR

- Ss stand in a line. Explain that if you say a male family member, they jump to the left. If you say a female family member, they jump to the right.

#### 5 Show and say.

- Draw ss' attention to the grammar box and the recorded model (track 4.4).
- **Extension** Ask ss to take out their family photos, or give each student a sheet of A4 paper, and ask them to draw and label it with their family.
- In pairs, ss complete the activity.

### Activity Book

#### 1 Look at Pupil's Book page 44. Read and write.

**Answer key** 2 two, 3 brown

- 2 4.1 Listen and stick. Then listen and say.



- 3 Who are the family members on page 44?

- 4 4.2 4.3 Listen and chant.

<p>Who's this? It's my granny. I'm happy! You can see My grandad, my mum, my dad and me.</p>	<p>Who's this? It's my brother. I'm happy! You can see My sister, my aunt, my uncle and me.</p>	<p>Who's this? It's my cousin. I'm happy! You can see This is my family and me!</p>
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- 5 Show and say.



4.4   
Who's this?  
It's my uncle.

forty-five 45

- 2 Look, write and match.

- Give ss time to complete the activity individually.

**Answer key** 1 uncle, 2 aunt, 3 me, 4 mum, 5 dad, 6 grandad, 7 granny, 8 sister, 9 cousin, 10 brother

- 3 4.5 Listen and number.

- Ask ss to guess the family members.
- Play audio to complete activity.

**Answer key** 2 d, 3 a, 4 b

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1 Who's this?<br>It's my dad.  | 2 Who's this?<br>It's my sister.  |
| 3 Who's this?<br>It's my aunt. | 4 Who's this?<br>It's my grandad. |

- 4 Look and match.

- Ss complete the activity individually.

**Answer key** 2 This is my brother.; 3 This is my granny.; 4 This is my uncle.

### Extra activity Fast finishers

- Ss draw their own family, showing them doing something special together. Place it in their portfolios.

### Finishing the lesson

- Give ss the six strips of paper. In small groups, ss say one word to the person on the left, who spells it.



1 Before you read What colour is the ball?

2 Watch or listen and read.

# The game



46 forty-six



Where's the ball? Can you guess?  
**It's in the pond.**



3 After you read Look at the story. Read and match.



1 Who's this?



a It's my cousin.

2 Who's this?



b It's my grandad.

3 Who's this?



c It's my sister.

4 Who's this?



d It's my uncle.



4 Act out the story.

5 How many people in Marie's family play the game?

5 people: her mum, sister, cousin, aunt and grandad

Values

Love your family

forty-seven 47



## Objectives

- **Lesson aims:** to understand simple cartoon stories
- **Target language:** family members; *She's got (big blue eyes). He's got (the ball).*

## Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories. (GSE 24). Can recognise single, familiar everyday words if supported by pictures. (GSE 24).
- **Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- **Speaking:** Can answer simple questions about objects (e.g. colour, size) (GSE 22). Can act out parts of a picture story using simple actions and words (GSE 30). Can use cardinal numbers up to five (GSE 10).

## Materials

- story cards
- sheets of A4 paper, enough for each student
- a soft ball
- sticky notes
- Resources 58 and 95

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Stop/Go technique
- Peer learning: pairwork; groupwork; Think-pair-share technique
- Independent learning: portfolio

## Starting the lesson

- On the board, write the word *brother*. Ask ss to look at the *t* and suggest a word that starts with it (*three*). Write the word vertically below it in the form of a crossword.
- Ss continue the game in pairs writing words of their choice.

## Presentation

- Explain that in this lesson ss will read a story about a game. On the board, write *The game*.
- Tell ss to look at the pictures and guess the game.

## Practice

### Pupil's Book

#### 1 Before you read What colour is the ball?

- Have ss look at the story. Ask who the characters are. Encourage them to use the family vocabulary.
- Ask ss to look for the ball and say what colour it is.

#### 2 4.6 Watch or listen and read.

- Have ss read or listen to the story. Ask them what happens in it.
- Play the audio again and stop at frame 5. In pairs, ss discuss the question in the box.
- **Extension** Use the story cards to ask about the story.
- Using the Stop/Go card technique, say different statements about the story.

#### 3 After you read Look at the story. Read and match.

- Ss check answers with their partners.

### Extra activity TPR

- Place a soft ball in a visible place. Tell ss you will read different frames from the story for them to mime, e.g. *Look! He's got the ball*. Ss should point to the ball.

#### 4 Act out the story.

- Divide ss into small groups. Tell them to choose their roles and practise them.
- Have the groups perform in front of the class.

## Diversity

### Support

- Ss choose one sentence from each frame and write them. Read the sentences slowly with the ss tracking the words. They can act out the sentences.

### Challenge

- Ss write two extra sentences for their characters on a sticky note and stick it in the correct frame.

#### 5 How many people in Marie's family play the game?

- Use the Lollipop stick technique to elicit the answer.

### Extra activity Critical thinking

- Ask ss how important it is to have and to follow the rules in any team game. Ask them to think of some general rules we need in team games.

## Values

- Ask ss how they show their family members that they love them. Ask how they feel knowing that their family loves them and why it's important to love our families.

## Activity Book

#### 1 After you read Remember the story. Read, write and match.

**Answer key** 2 mum, dad, d; 3 cousin, a; 4 uncle, c

#### 2 Values Draw and write.

- Ss draw their family and complete the sentence.

#### 3 Look and colour.

- Use the Think-pair-share technique to discuss if ss liked the story.

### Extra activity Fast finishers

- Have ss draw their favourite part of the story and write a few speech bubbles. Place it in their portfolios.

## Finishing the lesson

- Give ss a sheet of A4 paper. Ask ss to draw the different things they enjoy with their families.

## How to work with stories

### Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each story card.

### Stage 2 – Listening to the story

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each story card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

### Stage 3 – After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each story card or make up your own questions. When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is recommended to speak English.

### Stage 4 – Acting out

After having listened to the story a few times your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

### Suggested exercises

#### Exercises with story cards

- Cover the numbers on the cards. Shuffle the cards, stick them to the board and ask pupils to arrange them in the correct order.
- Cover the numbers on the cards. Stick the cards to the board in the correct order. Ask pupils to close their eyes, then take away one card. The pupils are supposed to identify the missing card.
- Cover the numbers on the cards. Hide the cards in various places in the classroom. Ask pupils to find them and stick them to the board in the correct order.
- Show pupils a story card and read the corresponding lines. When reading, make intentional mistakes, e.g. say *red* instead of *yellow*. Pupils correct your mistakes.
- Distribute the story cards among a few pupils. Play the story recording. When a pupil hears the lines referring to his/her card, he/she should stand up and show it to the class.

#### Exercises without story cards

- Ask pupils to draw a scene from the story they have heard.
- Ask pupils to invent another ending for the story they have heard.
- Pupils draw their favourite character.
- Talk to pupils about what the characters learnt.
- Ask pupils about the way they would behave or feel if they were one of the characters.
- Read some lines from the story. Pupils should provide the name of the character who says the lines.

### CLIL Link

In Unit 4, the story is based around the concept of family and what families do together from the Social Science curriculum.

Marie and her family are in a park to play a game of rounders. Marie invites her friends to come and play too.

To explore this concept further, you can use Resource 95.



### Objectives

- **Lesson aims:** to learn more parts of the body and hair/eye colours
- **Target language:** *hair, eyes, mouth, ears, nose, blond*  
*He's got (blue eyes). She's got (green eyes).*

### Global Scale of English (GSE)

- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 27).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can describe someone's physical appearance in a basic way, if guided by questions or prompts (GSE 29).

### Materials

- flashcards from Unit 3 and from this lesson
- sheets of A4 paper, enough for each student
- Resources 8, 26, 40 and 49

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic lights cards technique
- Peer learning: pairwork; groupwork; Think-pair-share technique
- Independent learning: Summative questions technique; portfolio

### Starting the lesson

- Place the Unit 3 flashcards on the board and do a revision of the words. Say a body part and ss point to it on their bodies.

### Presentation

- Explain that in this lesson ss will learn more body words and a new colour.
- Place the lesson flashcards on the board. Go through each word and have ss repeat after you.
- Place ss in pairs and give each one a sheet of A4 paper. One student says a new word for the other ss to draw. Ss check their partner's work and swap roles.

### Practice

#### Pupil's Book

#### 1 4.7 Listen and say. Then listen and circle.

- Ask ss to look at the picture and describe it.
- Play the first part of the audio. Ss repeat the items as they hear them.
- The second time they circle the words they hear.
- **Extension** In pairs, ss describe themselves using hair and eyes colours and *big* or *small*, too.

hair, eyes, mouth, ears, nose, blond, brown, red, black

#### Now listen and circle.

Look at this picture of me. It's my face! Look. I've got blond hair. I've got big brown eyes and a small nose. I've got big ears and I've got a big mouth. It's a funny picture!

#### 2 4.8 & 4.9 Listen and find. Then listen and sing.

- Ask ss what new words they expect to see in the song. Explain that they have to find the two people the song is about. Play the audio for ss to complete the first part of the activity.
- Then play the song for ss to sing.
- A karaoke version of the song is available (track 4.9).

### Extra activity TPR

- Divide the class into five groups. Give each group a new body part. Play the audio again and when they hear their body part, they stand up and point to it. Repeat by having groups change body parts.

#### 3 Look at Activity 2. Say and find.

- Play the grammar audio (track 4.10) for ss to listen to. Give more examples with *he/she/it* and *has got* or *'s got* and focus on the verb form. Use the Traffic lights cards technique to check understanding.
- **Extension** Refer ss to the song. Ss find examples of *'s got*.
- Explain that they have to describe a person from Activity 2 for their partners to find.

### Diversity

#### Support

- Ss look at the grammar box to locate the model sentences. Play the audio again as necessary. Write the sentence frame on the board for ss to copy and complete.

#### Challenge

- Call different ss to the front of the class one by one. Point to one picture from Activity 2 and have them describe the picture to the class.

### Extra activity Critical thinking

- Ask ss to look at the different people in Activity 2. Ask how they are different. Explain that we are all different. Ask why it is OK to be different.

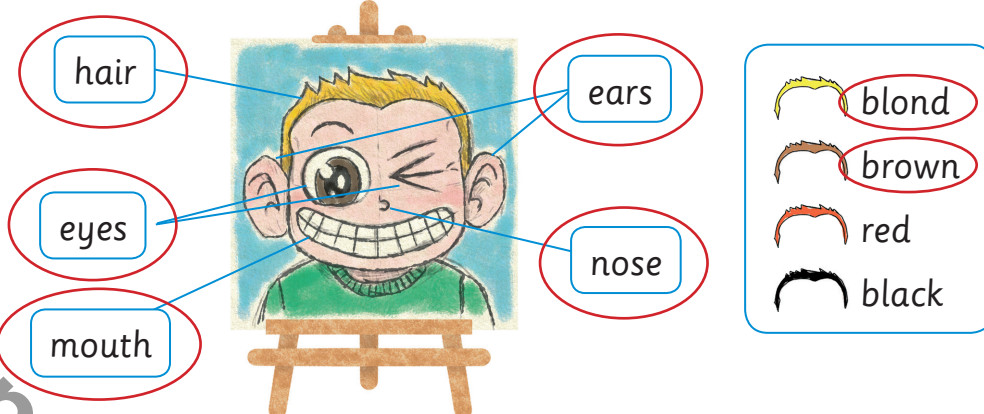
### Activity Book

#### 1 Find, circle and write.

- Ask ss to name the different body parts they see.
- Ss complete the activity and check answers as a class.

**Answer key** 2 mouth, 3 ear, 4 nose, 5 hair

### 1 Listen and say. Then listen and circle.



### 2 Listen and find. Then listen and sing.

1



This is my sister.  
Her name's Claire.  
She's got a small mouth.  
And she's got red hair.  
She's got green eyes.  
She's got a small nose.

This is my brother.  
His name's Piers.  
He's got a big mouth.  
And he's got big ears.  
He's got blue eyes.  
He's got black hair.

2



Claire

3



Piers

Can you find my sister Claire?  
She's got a small mouth.  
And she's got red hair.

Can you find my brother Piers?  
He's got a big mouth.  
And he's got big ears.

4



### 3 Look at Activity 2. Say and find.

He's got brown hair.  
He's got brown eyes.  
He's got a small nose.



4.10

He's got blue eyes.

She's got green eyes.

Number 4.

48 forty-eight

### 2 Read and tick (✓).

- Ss complete the activity individually.
- Using the Think-pair-share technique, ss check answers with their partners and read the sentences.
- Now tell ss to go to the Extra practice on page 44 and do the activity. See notes in Lesson 7.

Answer key 2 small, 3 red, 4 blue

### Extra activity Fast finishers

- Ask ss to draw their face and label it. Place it in their portfolios.

### Finishing the lesson

- Use the Summative questions technique to ask ss how confident they feel now about describing people. Ask if they think their English is improving.
- Have a class vote on which song they like best so far. Ss sing and mime or dance to it.



## Objectives

- **Lesson aims:** to describe family members
- **Target language:** revision of all taught words and grammar

## Global Scale of English (GSE)

- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 27).
- **Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts (GSE 29).

## Materials

- unit flashcards
- sheets of A4 papers, enough for each student
- coloured pencils
- scissors
- pictures of indigenous people from all over the world, with different hair and eye colours

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Traffic lights cards technique
- Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique
- Independent learning: Thought-provoking questions technique; Summative questions technique

## Starting the lesson

- Using the flashcards, review vocabulary from Lesson 3.
- Give each student a sheet of A4 paper to draw a person and colour it. Ss swap papers with a different member of the class. Ss mustn't show the picture to their partners.
- In pairs, ss describe their picture for their partner to draw it. Then ss compare the pictures.

## Presentation

- Explain that in this lesson ss will do an activity that will help them with the Starters exam.
- On the board, draw a family tree with only *me* labelled on it. Use the Lollipop stick technique to complete it. At times, intentionally write the wrong word under the family member for ss to correct you.

## Practice

### Pupil's Book

#### 1 4.11 Listen and draw lines.

- This task is based on **Pre A1 Starters Listening Part 1**.
- Refer ss to the picture and have ss describe one of the people in it.
- **Extension** Then explain that you will describe a person, who they have to point to.
- Use the Traffic lights cards technique to check ss understand the activity. Repeat the audio for ss to check answers.

- 1 **Boy:** This is my family.  
**Woman:** Who's this?  
**Boy:** Who?  
**Woman:** This girl. She's got red hair and blue eyes.  
**Boy:** Red hair and blue eyes? It's my sister.  
 2 **Woman:** Great! Now, who's this? He's got black hair and green eyes.  
**Boy:** Black hair and green eyes. It's my brother.  
**Woman:** What's his name?  
**Boy:** His name's Jake. Look! He's got a dinosaur!  
 3 **Woman:** Is this your mum?  
**Boy:** Who?  
**Woman:** Here. She's got brown hair. She's got a small nose and big green eyes.  
**Boy:** Brown hair, a small nose and big green eyes. Yes, that's my mum.

- 4 **Woman:** And who's this over here?  
**Boy:** Who?  
**Woman:** The woman with a baby. She's got blond hair and brown eyes.  
**Boy:** Oh yes. It's my aunt. And the baby is my cousin.

## Diversity

### Support

- Before ss start the activity, place the Lesson 3 flashcards on the board. In pairs, ss describe a person in Activity 1 for their partner to find. Ss swap roles.

### Challenge

- With books closed, ss write the family members words as you say them.

#### 2 4.12 Cut out. Then listen and play.

- Place ss in pairs and play the audio.
- Using the Lollipop stick technique, have ss describe a card.
- Use the Expert envoy technique to help ss who haven't understood the game.

## Extra activity Critical thinking

- Show ss the pictures of people from all over the world. As you show them, point to where they live in the world. Ask ss to describe them and tell you how they are different from them, using *I have got/He/She's got ...*. Explain to ss that people all over the world are different and this is why each and every one of us is special.

## Extra activity TPR

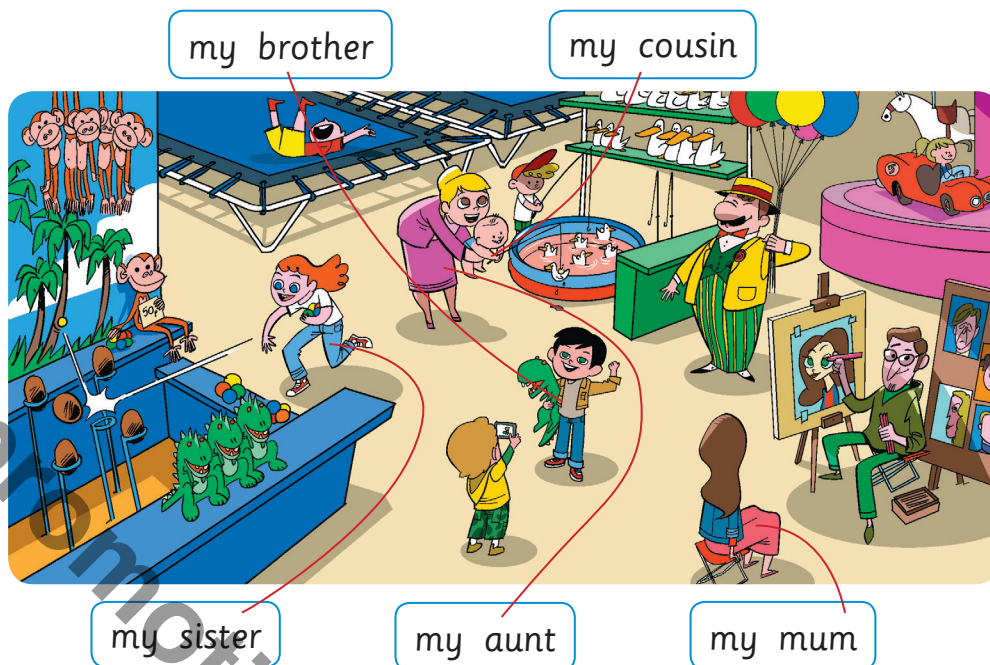
- Tell ss you are going to play a game. Ss quietly walk around the class while you say sentences. If the sentence is wrong, they have to stop and clap. Ss who don't stop, sit down and lose a turn. Slowly speed up the game to make it more exciting.

## Activity Book

### 1 Read and tick (✓).

- Have ss look at the pictures and find the differences.
- Answer key** a

1 4.11 Listen and draw lines.



2 4.12 Cut out. Then listen and play.



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2 Choose and draw. Then circle and write.

- Ask ss to say as many new words from the unit as they can. Write them on the board. Then go through the unit flashcards and check if all unit words are on the board.
- Explain that ss can draw whoever they like. Ss show their work to their partners and use the Two stars and a wish technique to comment on each other's work. They read their sentences to each other.

Extra activity Fast finishers

- Ss write all the family members words in the form of a crossword.

Finishing the lesson

- Describe a student in the class and ss guess who it is.
- Place ss in small groups and have them play, describing members of their groups.
- Use the Summative questions technique to have ss reflect on the lesson and how well they have done in it. Encourage them to say what they have managed to do, where they had difficulty and what they were really good at.



## Objectives

- **Lesson aims:** to read a simple text about a celebration; to describe a celebration
- **Target language:** grey, happy smile, picture, cake

## Global Scale of English (GSE)

- **Listening/Reading:** Can understand basic phrases in short, simple texts (GSE 24).
- **Speaking:** Can answer simple questions about their family and friends, using basic phrases (GSE 26).
- **Writing:** Can write a few basic sentences, given prompts as a model (GSE 13).

## Materials

- sheets of A4 paper, enough for each student
- *Happy Birthday* song in English
- Resource 67

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic lights cards technique; Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Three facts and a fib technique

## Starting the lesson

- Refer ss to page 4 of the Pupil's Book. Describe one of the characters and ss guess who it is.
- Play for a few rounds. Place ss in pairs to continue.

## Presentation

- Explain that in this lesson ss will learn about birthday celebrations in the UK and will draw a poster.
- Ask ss if they have birthday parties. Encourage them to tell you who they invite and what they eat and do.

## Culture notes

- In the UK, birthdays are a very important celebration because families come together and show their love for each other. At birthday parties with friends, children bring their presents with a birthday card and leave them on a table.

## Practice

### Pupil's Book

- 1 **Before you read** How many people live in your home? Who are they?
  - Explain that some families are big because they live with their grandparents. Ask ss if they have any grandparents living with them. Have ss describe them.
  - **Extension** On the board, draw a house with two parents, and a grandmother. Say that this is your family. Describe the people in it.
  - Have ss describe the people who live in their home.
- 2 **4.13 Listen and read.**
  - Ask ss to describe the pictures in the text and if the grandparents resemble their ones.
  - After listening to the text, ask ss what they found interesting about it. Ask if they have ever celebrated a grandparent's birthday.
  - To help with pronunciation and intonation, play the audio again, pausing between sentences or mid-way through them, for ss to repeat.

## Diversity

### Support

- Read the sentences slowly with the ss tracking the words. Play the audio again if necessary. Tell ss to point to the family members in the photo as they read them.

### Challenge

- Ask comprehension questions about the text: *Whose birthday is it? How old is he? Who lives with Kim? What's Kim's present? What is Kim's grandfather like?*

### 3 Find out more! Watch the video.

- After watching the video, use the Three facts and a fib technique to ask ss about it. Play the video as you go along to reinforce the correct answers.
- **Extension** Ask ss to tell if they have had similar experiences as the people in the video.

## Extra activity Critical thinking

- Ask ss why it is important to spend time with our grandparents and take care of them. Ask what kind of things we can learn from older people.

## Activity Book

### 1 Read and match.

- On the board, draw half a cake to elicit the word. A student comes to the board, writes the word and completes the drawing. Continue with all new vocabulary.
- Ss check answers with partners.

**Answer key** 2 a happy smile, 3 cake, 4 picture

### 2 After you read Read and circle.

- Use the Traffic lights cards technique to make sure ss have understood the activity.
- Ss check answers with a partner. Tell ss that they can refer to the Pupil's Book.

**Answer key** 2 grandad's, 3 60, 4 grey, 5 smile

## Extra activity TPR

- Teach ss the *Happy Birthday* song in English. Ss form a circle and walk to the left as they sing it. Then ss sing the traditional birthday song in L1 and walk to the right.

## Grandad's birthday

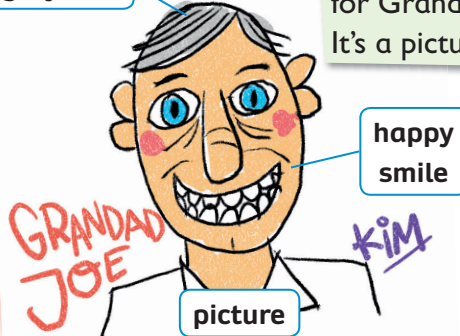
Hi! My name's Kim. This is me and my family – my granny, grandad and my brother. We live together. It's my grandad's birthday today.



cake

Look at his cake. He's 60 today. Happy birthday, Grandad Joe!

grey hair



This is my present for Grandad Joe. It's a picture.

happy smile

picture

Look! He's got grey hair and blue eyes. He's got a happy smile. Who is it? Yes! It's Grandad Joe!

- Before you read** How many people live in your home? Who are they?
- Listen and read.**
- Find out more! Watch the video.**
- After you read** Activity Book, page 45.

This is my family. It's my birthday.

### Project

**Make a class art gallery.**

- Draw your family celebrating birthday.
- Write. *This is my... It's my birthday.*
- Together, make a class art gallery.
- Tell your class about your picture.

50 fifty



### Project

**Make a class art gallery.**

- Explain to ss that they are going to work on their own to make an art gallery to decorate their classroom.
- Give each student a sheet of A4 paper and using the Lollipop stick technique, ss read through the instructions.
- Ss present their work to the class.
- Make a classroom display.

#### Extra activity Fast finishers

- Have ss write full sentences in speech bubbles on their project before handing it in.

### Finishing the lesson

- Draw a line in the middle of the board. On the left, write the first two or three letters of unit vocabulary and on the right, the last letters, e.g. *bro – ther*. Ensure words are in random order.
- Place class in two teams. Bring the first one to the board. Say a word for one member to point to the first part of the word while the other member points to the second part of the word.
- They have to find the word before you count to 6, to get a point. If not, they go to the back of their line. The team that finishes first, wins.

**Next lesson** Tell ss to bring in photos of their friends and family for the next lesson.

### Objectives

- **Lesson aims:** to learn how to introduce family and friends; to learn phonics
- **Target language:** *His name's (Isaac). Her name's (Paula).*

### Global Scale of English (GSE)

- **Reading:** Can identify familiar words in short simple texts (GSE 23).
- **Listening:** Can understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19). Can recognise the letters of the alphabet by their sounds (GSE 10).
- **Speaking:** Can introduce people using simple language (GSE 30). Can say simple tongue twisters and other types of playful language (GSE 27).

### Materials

- two strips of paper for each student
- straw puppets
- fly swats
- a box or bag for each group
- phonics notebooks for each student
- Resources 76 and 85

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Stop/Go technique; Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent Learning: Summative questions technique

### Starting the lesson

- Write the phonics ss have learnt so far on the board.
- Ask ss to form one line in front of the board. Say a phonic sound for the first person in the line to find and swat it in 5 seconds. If they find it, they win a point for the class and sits down. If they don't find it, you get a point.

### Presentation

- Explain that in this lesson ss will learn how to introduce family and friends.

#### Extra activity Critical thinking

- Explain to ss that introducing people is part of being social. Ask ss why it is important to have social skills. Ask ss if they think they are social and if they like to make new friends. Ask ss why making new friends is good for you.

### Practice

#### Pupil's Book

#### 1 4.14 Listen and read.

- On the board, write *His name's ...* and *Her name's ...*
- Introduce some ss to the class using *His/Her name's ...*
- Play the audio once for ss to read and listen to.
- **Extension** In pairs, ss show each other their family photos. Have them introduce the people in the photos.

#### 2 Act out the dialogue. Use different names and family members.

- Using the Stop/Go technique, have ss tell you if they are ready to proceed with the activity.
- Explain that ss can use their straw puppets if they like.
- Using the Lollipop stick technique, invite ss to come to the front of the class and act out the dialogue.

### Diversity

#### Support

- Write a short version of the dialogue on the board for ss to practise in pairs.

#### Challenge

- Ss learn the dialogue by heart. Ask three ss each time to come to the front of the class and introduce themselves without using their books.

### Phonics

#### 3 4.15 Listen and say.

- On the board, write *m, n, s* and *z*. Say the phonic sounds and have ss repeat after you.
- Elicit other words with these sounds. Write them on the board and play audio for ss.
- Have ss say the phonics to their partners.

#### 4 4.16 Listen and circle.

- Have ss say a word with each of the letter for each item.
- Play the audio for ss to check answers.
- Say a word and ss say its phonic.
- Have ss take out their phonics notebooks and write the phonics they have learnt today in them.
- **Extension** Tell ss to go back to all the phonics and write one word that starts with it, next to the phonic, e.g. *s – sister*. Tell ss they can refer to their Pupil's Books.

1 net, net 2 sun, sun 3 map, map 4 zip, zip

#### 5 4.17 Listen and say the tongue twister.

- Ask ss to read the tongue twister and find and say words with the phonics in today's lesson.
- In pairs, ss say the tongue twister as fast as they can to their partner.
- Place ss in small groups. Tell them to write their tongue twister using different phonics. Have groups swap tongue twisters and practise saying them. Invite a few ss to the front to say them.

#### Extra activity TPR

- Ss stand in a circle. Together, clap to a slow beat and say a word containing the lesson's phonics. Ss repeat with you. Explain that at the fourth beat, they have to say the phonic and stamp their feet.



## 1 Listen and read.



Isaac

Paula

Diego

Hi, *Isaac*. Who's this?Hi, *Diego*. This is my *sister*.*Her* name's *Paula*.Hello, *Paula*. Nice to meet you.Hi, *Diego*. Nice to meet you, too.His name's *Isaac*.Her name's *Paula*.

## 2 Act out the dialogue. Use different names and family members.

brother

cousin

aunt

uncle

friend

## Phonics

## 3 Listen and say.



mum



nest



sister



zoo

## 4 Listen and circle.

1 m

(n)

2 s

z

3 m

n

4 s

(z)

## 5 Listen and say the tongue twister.

My mum and my sister see a nest at the zoo.



fifty-one 51

## Activity Book

## 1 Write, draw and colour. Then act out.

- Ss complete the activity in pairs.
- Ask them to raise their hands to act out their dialogue in groups of three.

## 2 4.18 Listen, write and match.

- Have ss say a phonic for their partner to find and say its matching word.

Answer key 2 n, 3 s, 4 z, 5 m, 6 n, 7 s, 8 z

## Extra activity Fast finishers

- Have ss draw and write words that contain the lesson's phonics.

## Finishing the lesson

- Hand each student two strips of paper to write a phonic.
- In groups, ss place all the strips in a box or bag. Each member then picks up a strip and says a word with it. They then put the strip away.
- Using the Summative questions technique, ask ss to tell you what they have learnt today, what they think they are good at and in what area they need a little more practice.

## Objectives

- **Lesson aims:** to review unit language
- **Target language:** unit vocabulary and grammar

## Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 27). Can recognise isolated words related to familiar topics if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).

## Materials

- sheets of A4 paper, enough for each student
- strips of paper, three for each student
- your own stickers, gold stars or stamps
- family photo
- athletic and entertainment magazines
- Unit 4 Test

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Thumbs up/down technique
- Peer learning: pairwork; groupwork; Expert envoy technique
- Independent learning: Summative questions technique; Thought-provoking questions technique

## Starting the lesson

- Ss stand in a circle. Say a new word from the unit for ss to spell it. The first student says the first letter, the second student the second letter, and so on until the word is spelt correctly. If a student makes a mistake, they sit down and the game starts from the beginning.

## Presentation

- Explain that in this lesson ss will review the grammar and vocabulary they have learnt in the unit.
- On the board, write *He's got ... / She's got ... / His name's ... / Her name's ...*
- In their notebooks, ss use the phrases to describe a boy and a girl from their class.
- Use the Lollipop stick technique to have ss read their sentences.

## Diversity

### Support

- Before doing Activity 1, show ss your family photo and present your family members. Ss repeat after you.

### Challenge

- Ss practise introductions of the people in the photos. Refer them to the dialogue in Activity 1, page 51.

## Practice

### Pupil's Book

#### 1 Look and write.

- Use the Lollipop stick technique to ask ss to read a few sentences to the class.
- Place ss in pairs and have them describe each person in the photos.

#### 2 4.19 Listen and tick (✓).

- Ss look at each picture and say a word to describe them. Write the words on the board.
- Play the audio for ss to complete the activity. Ss check answers with a partner.
- **Extension** Ss describe a picture from the activity for their partners to point to.

- 1 She's got big eyes. She's got blond hair.
- 2 He's got small ears and brown hair.
- 3 She's got a big mouth and red hair.
- 4 He's got a big nose and black hair.

#### 3 Go to page 118. *Teacher's Book* page 254

- Refer ss to page 118 and have them answer the question.
- Check the answer (*Marie*) and tell ss they can now stick their star sticker.

## Activity Book

#### 1 Look and write.

- Use the Expert envoy technique to have stronger ss help weaker ss through all the activities.
- Ss use the Thumbs up/down technique to express how they feel about the activity.

**Answer key** 2 brother, 3 granny, 4 sister

#### 2 Read, write and colour.

- Ss check answers with their partners, and using the Two stars and a wish technique, assess each other's work.

**Answer key** 2 aunt, She's got; 3 uncle, He's got

#### 3 Read, write and draw.

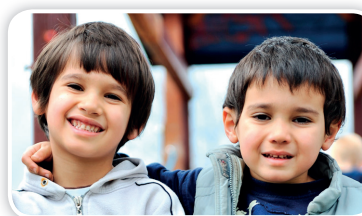
- On the board, draw a family member and write sentences that describe him/her.
- Read the sentences to the class. Explain that they have to draw a family member and write a few sentences to describe them.
- Now tell ss to complete the Picture dictionary on page 114.

## Extra activity Critical thinking

- Using the Summative questions technique, ask ss how many gold stars/stickers/stamps they would give them on a scale of 1 to 3, 3 being the best. Give ss the amount of stickers/stamps/stars they ask for to place on page 47 in their Activity Books.

## 1 Look and write.

uncle sister cousin mum

1 This is my sister.2 This is my mum.3 This is my uncle.4 This is my cousin.

## 2 Listen and tick (✓).

1



2



3



4



## 3 Go to page 118.

52 fifty-two

## Extra practice

## 1 Read, find and write.

- Ask ss to look at the pictures and describe them to their partners.

**Answer key** 2 brother, 3 baby cousin, 4 grandad, 5 granny, 6 cousin

## Extra activity Fast finishers

- Give ss a sheet of A4 paper and the magazines. Have ss cut out pictures from the magazines and stick them to make a family tree. Ss write the family members.

## Finishing the lesson

- Play a game of *Broken Telephone*.
- Divide the class into two teams and have them form a line starting at the back of the classroom.
- Whisper a short sentence to the last student in each line.
- The ss whisper the sentence all the way down the line until it reaches the front of class. The student at the front of the line writes the sentence on the board. The team gets a point if the sentence is perfect.
- Ask ss if they are happy with their progress so far.

Next lesson Unit 4 Test



## Objectives

- **Lesson aims:** to practise for the Pre A1 Starters Reading and Writing Exam Part 1, Listening Exam Part 4 and Speaking Exam Part 4
- **Target Language:** unit vocabulary and grammar

## Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- **Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts (GSE 29).

## Materials

- unit flashcards
- sheets of A4 paper, enough for each student
- coloured pencils
- pictures of different people from magazines, two or three for each student
- a soft ball

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic lights cards technique
- Peer learning: pairwork
- Independent learning: Thought-provoking questions technique; portfolio

## Starting the lesson

- Give each pair a few pictures to describe to each other. Then ss write sentences about the pictures using *He's/She's got ...*
- Invite pairs to come to the front to say their sentences and show their pictures.

## Presentation

- Explain that in this lesson ss will practise for the Starters Reading and Writing Exam in the Pupil's Book and for the Starters Listening Exam in the Activity Book. They will also practise for the Starters Speaking Exam.
- On the board, place all the flashcards from this unit. Quickly revise them and then take them down.
- Have ss line up in front of the board. Say a word from the unit vocabulary for the first student to write on the board. If they are correct, they say a word for the next student. If they are incorrect, they have to hop on the spot 5 times and then sit down.

## Extra activity Critical thinking

- Ask ss how they feel about exams and why. Ask ss if they think exams are necessary and what we can actually learn from having them (that we should try harder or that we are very good students). Explain that different people have different abilities, so it isn't possible for everyone to get 100%.

## Practice

### Pupil's Book

- 1 **Look and read. Put a tick (✓) or a cross (✗) in the box.**
  - Ss complete the activity individually and use the Traffic lights cards technique to express how they feel about the activity.
  - Ss describe the people in the activity to their partners.
  - Ask ss if they found the activity difficult and if so, why.

## Diversity

### Support

- Before doing the activity, ss revise the Picture dictionary on Activity Book page 114. Read the words slowly with ss tracking them.

### Challenge

- Ask ss to write a few sentences with the words. Have ss read their sentences to their partners.

## 2 Talk about your families.

- Give each student a sheet of A4 paper and have them draw a few of their family members.
- Ss then use their drawings to describe their family members to their partners.
- **Extension** Have ss write a few sentences on the paper once they have completed the activity. Ss read the sentences to the class. Place work in their portfolios.

## Activity Book

### 1 4.20 Listen and colour.

- Explain the activity and ask ss to use the Traffic lights cards technique to express how they feel about the activity.
- Check answers individually, explaining where ss have made mistakes, if any.
- In pairs, ss take turns to describe the picture.

**Answer key** The woman has got red hair and green eyes. The man has got black hair and brown eyes.

**Girl:** This is my Aunt May. She's got a small nose and a big mouth. She's got red hair.

**Boy:** Red hair?

**Girl:** Yes. Colour her hair red.

**Girl:** She's got big green eyes.

**Boy:** Green eyes?

**Girl:** Yes. Colour her eyes green.

**Girl:** This is my Uncle Nick. He's got big ears and a small mouth. He's got black hair.

**Boy:** Black hair?

**Girl:** Yes. Colour his hair black.

**Girl:** He's got brown eyes.

**Boy:** Brown eyes?

**Girl:** Yes. Colour his eyes brown.

## Pre A1 Starters Reading and Writing Part 1

1 Look and read. Put a tick (✓) or a cross (X) in the box.

1



She's got big eyes. ☐

2



He's got brown hair. ☐

3



She's got a small nose. ☒

4



He's got big ears. ☒

5



She's got blond hair. ☐

6



He's got a small mouth. ☒

## Pre A1 Starters Speaking Part 4

2 Talk about your families.



My mum's got a small nose.



My dad's got brown eyes.

fifty-three 53

### Extra activity Fast finishers

- Have ss make a test like Activity 1 on Pupil's Book, page 53, but with only 3 items.
- Keep it and hand it to other fast finishers to complete.

### Extra activity TPR

- Have ss sit in a circle. Throw the ball to one student and say a unit vocabulary word. Then the student has to throw the ball to another student and say a different word. If the student drops the ball or repeats a word another player has said, they go to their seat. Continue until there are a few ss left.

### Finishing the lesson

- Use the Thought-provoking questions technique to ask ss how successful their learning is and on a scale of 1 to 5, have them rate how much they enjoyed this unit.
- Congratulate ss on completing the unit.
- Ask them which lesson they liked best in the unit and go to that lesson to read, sing or act out.