

1.1

In this lesson

Lesson aims:

- Vocabulary: family members

Resources:

- Vocabulary worksheet 1.1, p. 148
- Tests: Vocabulary Check 1.1

Homework:

- Workbook Unit 1, p. 8

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 8
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Play *Snowman* with words from Unit 0. On the board, write a dash for each letter of a word. Ss work in two teams and take turns to guess the letters of the word. Draw a part of the snowman for each wrong guess (snowballs, sticks for arms, a hat, eyes, a nose, a mouth, buttons). The team who guesses the word before the snowman is complete wins a point. If a team makes a wrong guess and you draw the last part of a snowman, it loses a point.
- Write *Family and friends* on the board. Volunteers predict what they will learn.
- (L1/L2) Explain the lesson objective. Ss predict what they will be able to say in English at the end of the lesson.

Lead-in

- (Books closed) Brainstorm family words with the class.

Exercise 1

- Choose one word from the box, translate it and say *I know that!* with a thumbs up gesture. Volunteers continue.

Exercise 2

- Ss look at page 10. Say *This is Mark. This is Mark's family.*
- (L1/L2) Pairs use the colours of each character's clothes to work out who they are.

Answers → student page

1

Family and friends

Vocabulary I can talk about people in a family.

I know that!

1 Read these words. What do they mean?

brother dad grandad granny mum sister

In this unit

Vocabulary

- Family
- Countries and nationalities
- Places

Grammar

- possessive 's
- to be affirmative
- possessive adjectives
- to be negative

2-3



1.2 Grammar video

4



1.2 Grammar animation

5



1.3 Grammar animation

6



1.4 Communication video

7



BBC Culture video

10



- Play the recording. Pause for Ss to repeat each word and to point to the corresponding person. Alternatively, with a weak class get different volunteers to hold up their books and point. Explain where necessary.

Exercise 3

- Make sure Ss understand that the words on the left are masculine and those on the right feminine.
- Pairs complete.
- Use the Lollipop Stick technique to pick individuals who write the answers on the board.

Answers → student page

Exercise 4

- Ss do the matching exercise individually.
- Pairs compare answers.

Answers → student page

- (L1/L2) Ask Are words 1–4 formal or informal? (Formal.) Are words a–d formal or informal? (Informal.)
- Critical thinking** (L1/L2) Class discussion. Compare the words with formal and informal family words in your language.

Look!

Using the picture on page 10, point at Mark and then at his dad. Say *Mark. Dad. Mark's dad.* Explain that in this example 's is not a short form of *to be*. It is used to express relationship between people.

- 2 1.16 Listen and repeat. Find the people in Mark's family pyramid on page 10. Use the colours to help you.

Vocabulary Family

mother mum father dad parents
grandfather grandad grandmother granny
son daughter brother sister
aunt uncle cousin

- 3 Complete the family words. Use the Vocabulary box to help you.

He	She
father	<u>mother</u>
<u>grandfather</u>	grandmother
son	<u>daughter</u>
<u>brother</u>	sister
uncle	<u>aunt</u>
<u>cousin</u>	cousin

- 4 Match 1-4 to a-d.

- 1 father — a grandad
2 grandmother — b dad
3 mother — c granny
4 grandfather — d mum

LOOK!

Paul = Mark's father
Lucy = Rose's daughter

- 5 Look at the family pyramid on page 10 and write the names.

- 1 Mark's grandfather John
2 Mark's sister Lucy
3 Mark's aunt Julia
4 Mark's brother David
5 Mark's cousins Tom Anna
6 Mark's grandmother Agatha
7 Mark's uncle Peter
8 Mark's parents Rose Paul

- 6 Look at the family pyramid again. Complete the sentences. Use the names in the box.

Mark's Julia's Rose's Tom's Paul's Peter's

- 1 Peter is Mark's uncle.
2 Julia is Paul's sister.
3 David is _____ son. Rose's / Paul's
4 Anna is _____ daughter. Peter's / Julia's
5 John and Agatha are _____ parents. Julia's / Paul's
6 Lucy is _____ cousin. Tom's / Anna's

- 7 1.17 Listen and circle T (true) or F (false). Then listen again and check your answers.

John Anna

1 ☒ T ☐ F 2 ☐ T ☒ F

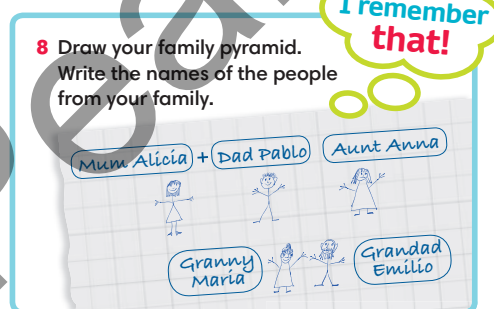
Julia Agatha

3 ☐ T ☒ F 4 ☐ T ☒ F

Paul Mark

5 ☐ T ☒ F 6 ☐ T ☒ F

- 8 Draw your family pyramid. Write the names of the people from your family.



Exercise 7 1.17

- Pause after the example to make sure Ss understand the exercise.
- Ss work individually. (Pause after each question to help a weak class.) Then they compare their answers in pairs.
- Get a strong class to correct the false answers.

Answers → student page

Exercise 8

- Ss do the activity in their notebooks. Alternatively, if you have class time, Ss could make a poster.
- Pairs or small groups point and tell each other about their family. As you monitor, try to give positive feedback and challenge strong Ss to use complete sentences. E.g. *My dad is Marek. My sisters are ...*

Finishing the lesson

- Ss circle the new words in the Vocabulary box they have learnt. Remember to praise and encourage. (L1) Tell weak Ss they will be able to practise the words again in the other units and activities.
- Ask *Can you talk about people in a family?* Students show self-assessment response cards (😊, 😐, ☹️). Then they copy the objective into their notebooks and draw the emoticon that reflects their progress.

Fast finishers

- Pairwork. (Book open) Student A names someone in Mark's family. (Book closed) Student B says his/her relationship to Mark, e.g. *Mark's uncle*. They swap roles and continue.
- Ss close their books and write all the family words they can remember in their notebook. They open their books and check.
- Ss write sentences about a friend's family, e.g. *Martin is Anna's brother or Martin – Anna's brother.*

Exercise 5

- Ss complete in pairs. Then divide the class into two groups. Ask one student from each group to come up. Raise the book and say *Mark's (uncle)*. The student who first points at the right person in the picture wins a point for his/her group. Continue with other pairs.

Answers → student page

Exercise 6

- Help weak Ss by pairing them with strong ones.
- Ss complete individually. Then they check each other's answers and give feedback.

Answers → student page

Extra activity

- (Books open) The class look at Mark's family pyramid for one minute.
- (Books closed) Divide the class into two teams, A and B. Invite one student from each team to the front. Secretly show Student A the pyramid. He/She imitates one of the character's posture and/or facial expression. Student B guesses who it is. E.g. *Mark's uncle* (one point) or *Mark's uncle, Peter* (two points). Continue with different Ss/roles!

1.2

In this lesson

Lesson aims:

- Grammar: *to be* affirmative; *my, your, his, her*

Resources:

- Grammar worksheet 1.2, p. 152
- Tests: Grammar Check 1.2

Homework:

- Workbook Unit 1, p. 9
- Extra Online Practice Unit 1

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 11 and 12
- Peer learning: Exercise 6 and 9
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Pointing to your lips, say *Look!* Mouth a family word but don't say it aloud. The class guesses the word by reading your lips. Pairs continue.
- Write a few sentences with *to be* on the board. E.g. *I am your teacher. You are students.* Ask *What's the verb?* (L1/L2) Explain the lesson objectives.

Lead-in

- (Books open) Pointing to the photos on page 12, ask *Who is he/she?* (Alex./Jen.) Ss guess who the new characters are.
- Use the photos to pre-teach *cake, present* and *card*. A strong student translates *Spain*.

Exercise 1 1.18

- Read the questions. The class predicts the answers.
- Play the video. If you don't have access to a computer and projector, play the recording.
- Check answers by writing on the board: *1 seven, seventy, seventeen; 2 Granny's son, Alex's cousin, Alex's brother.* Ss queue in front of the correct answers.

Answers → student page

1.2

Grammar

I can use the affirmative form of the verb *to be* and *my, your, his, her*.

It's Granny's birthday!

Today is Sophie's birthday. She is seventy years old. Sophie is Jen and Alex's grandmother. They are at her house.



Sophie: I'm so happy you're here.



Alex: It's aunt Megan!
Megan: Hello, Alex! Hold this, please!
Be careful! It's Granny's birthday cake.
Alex: It's OK. I've got it!



Megan: Happy birthday, Mum! Here's your present.
Sophie: Thank you, my darling. Where's your son?
Megan: Jason is in Spain with his class. They're on a school trip. Here's a card from him.
Sophie: Oh, it's a lovely card!
Dad: Hello, sister!



Dad: We're ready for the cake!
Mum: Oh, no!

1 1.18 Watch or listen and read. Answer the questions.

- How old is Jen and Alex's granny today? *70.*
- Who is Jason? *Megan's son. / Jen and Alex's cousin.*

2 Read the sentences. Circle T (true) or F (false). Correct the false sentences.

- Granny's name is Sophie. ☒ T ☐ F
- They are at Jen and Alex's house. ☐ T ☒ F
- There's a present for Granny in the box. ☐ T ☒ F
- Jason is at home. ☐ T ☒ F
- Dad is Aunt Megan's brother. ☒ T ☐ F

3 1.19 Listen and repeat. Find these expressions in the story.

Hold this, please! Be careful!
I've got it!

Say it!

4 Guess! Jen and Alex's mum says 'Oh, no!' Why? Have a class vote. Choose a, b or c.

- The cake is a mess. ☒ b It's not Granny's cake.
- There's a mouse in the box.

5 1.20 Now watch or listen and check.

12

Exercise 2

- Check answers using T/F response cards.

Answers → student page

Correct sentences:

2 They are at Sophie's/Granny's house. 3 There's a birthday cake in the box. 4 He's in Spain.

Exercise 3 1.19 2

- Play the recording, pausing for Ss to repeat each expression.
- Play the video again. Ss shout *STOP!* when they hear each expression. Alternatively, Ss underline the expressions in the dialogue.

Exercise 4

- Pre-teach *mess* (show) and *mouse* (draw).
- Critical thinking** Say *Hands up for a/b/c!* (L1/L2) Individuals explain their choice. Don't confirm yet!

Answer → student page

Exercise 5 1.20

- Play the video or recording to check.

Video/Audio script

Dad: What?
Mum: Look at the cake.
Megan: Oh, no! It's the wrong cake.
Jen: It's a baby's cake! Look!
Sophie: 'Happy birthday baby Luke!'
Alex: Luke is one today!
Dad: And the cake is yummy!
Jen and Alex: Dad!

Grammar to be affirmative

4 Get Grammar!

Long form	Short form
I am ten.	I'm ten.
You are ten.	You're ten.
He/She/It is ten.	He/She/It's ten.
We are ten.	We're ten.
You are ten.	You're ten.
They are ten.	They're ten.

We're friends!

Hammy
is my pet
hamster.

6 Find the sentences in the story. Write the missing word.

- They are at her house.
- I 'm so happy!
- You 're here!
- It 's Granny's birthday cake.
- Jason is in Spain.
- We 're ready for the cake!

7 Circle the correct answer.

- You are / is ready.
- I is / am here.
- We am / are happy!
- Jason is / am Jen's cousin.
- It are / is a present for you.
- Jen and Alex is / are at their Granny's house.

8 Rewrite sentences 1, 2, 3 and 5 in Exercise 7 using short forms of the verb to be.

- You're ready.

LOOK!

- I → my It's **my** birthday. I'm ten!
 you → your It's **your** birthday. You're eleven!
 he → his It's **his** birthday. He's twelve.
 she → her It's **her** birthday. She's nine.

9 Complete with my, your, his or her.

- Alex: 'Granny, here's your birthday card!'
- Dad: 'It's my mother's birthday. We are at her house.'
- Sophie: 'I'm very happy! My family is here!'
- Megan: 'Jason is in Spain with his class.'
- Alex: 'Your birthday cake is in this box, Granny.'

Extra video activity 2

- (Books closed) Play a short scene, e.g. 2, with no sound. Pause after each character speaks. Elicit what they say, using gesture. Pairs/groups act it out. Weak Ss read the lines in their books.

Get Grammar! 4

- Introduce Hammy and the characters.
- Play the Get Grammar! video. If you don't have access to a computer and projector, continue.
- The class repeats the examples after you in chorus.
- Explain contractions. E.g. say *I am ten*. Hold up one finger on each hand. Then say *I'm ten*. Bring both fingers together.

10 1.21 How old are they? Follow the lines and complete the sentences. Then listen and check.

- Lucas: 'I 'm eleven.' 10
- Lian: 'Alex and I are twelve.' 16
- Lucas: 'My brother is sixteen.' 11
- Lian to Jen: 'You are ten, right?' 12

11 Read and complete with am, are or is.



My name ¹ is Lian and I ² 'm/am twelve years old. Alex and I ³ are best friends and classmates. His sister, Jen, ⁴ is ten years old. We ⁵ re/are friends too.

12 Look at Exercise 11. Write about you and your friends.

My name's ... and I ...

Fun
Spot

13 Read the poem. Make changes to talk about a friend or a classmate.

I'm ten today.
 Hip, hip, hooray!
 Let's have a break.
 And eat **my** cake!



Ola's eleven today. ...

13

Look!

Ask Ss if they know the difference between, e.g. *your* and *you're*. Make sure Ss understand which are the possessive forms.

Exercise 9

- Ss complete and then work in pairs. They look at each other's answers, discuss and decide what's wrong and why.

Answers → student page

Exercise 10 1.21

- Pairs do the exercise.
- Play the recording. Ss check.

Answers → student page

Exercise 11

- Pre-teach/elicite *classmates* by pointing to different pairs.
- Use the Traffic Lights technique to check who needs more support.

Answers → student page

Exercise 12

- Ss write in their notebooks.
- When monitoring, explain why work is good or needs improvement.

Extra activity

- Pairs write three sentences about a classmate similar to those in Exercise 12. They read the sentences to another pair/ the class but they don't say the classmate's name. Ss guess who it is.

Exercise 13

- Read the poem aloud with Ss, clapping a rhythm as you read. Pairs continue, changing the words in red.

Finishing the lesson

- Ask individuals to say sentences with *to be*. Then ask the class *Can you use the verb 'to be'?* Students show self-assessment response cards (😊, 😐, ☹️).
- Ss copy the objectives into their notebooks and draw the emoticons that reflect their progress.

Fast finishers

- Ss write more T/F sentences about the photo story. They ask the class at the end of the activity/lesson.
- Ss look at the pictures in the photo story and write down the words they know.

1.3

In this lesson

Lesson aims:

- Grammar: *to be* negative
- Vocabulary: countries and nationalities

Resources:

- Grammar worksheet 1.3, p. 153
- Tests: Grammar Check 1.3, Vocabulary Check 1.3

Homework:

- Workbook Unit 1, p. 10

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3, 4 and 5
- Peer learning: Exercise 7
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Write on the board: 1 The bag blue. 2 Alex twelve. 3 I in my classroom. 4 You the teacher. 5 We cool. 6 Dug and Kit best friends. Different Ss come to the board and complete the sentences with *am/are/is*. Ask Ss to reflect on how much they remember from Lesson 1.2.
- (Books open) Pairs look at pages 14–15. (L1) Ask *What will you learn in this lesson?* Volunteers give their ideas. Explain the lesson objectives. Then Ss look at the board again. Ask who can make the sentences negative.

Lead-in

- (Books open) Pointing to Picture 1 in the cartoon, ask *Who's he?* (Superdug.) *Who's she?* (Kit.) Ss tell you what they know about them. (Superdug is a superhero. Kit is his best friend.)
- Ss tell you what they can see in the other pictures. Use Picture 1 to pre-teach *family album*. Pre-teach/Elicit *happy*. Point to Picture 3, shake your head and say *Dug isn't ... (happy)!* Pre-teach *hungry*. Rubbing your stomach, say *I'm ... (hungry)!*

I can talk about countries and nationalities and use the negative form of the verb *to be*.

1.3 Grammar

The Terrific Two

Dug's family album

1

Kit: Dug? You are a superhero. What about your family?

2

Dug: Well, my parents aren't superheroes. Uncle Roberto is a superhero. He's French.

Kit: Roberto? It isn't a French name.

Dug: Sorry, you're right. Uncle Roberto isn't French. He's Spanish. Aunt Gigi is French.

3

Dug: Here I am with Mum and Dad.

Kit: You aren't happy in the photo!

Dug: No, I'm not! I'm hungry!

4

Dug: Dad's British and Mum is Polish.

Kit: OK, but ... What about you? ... Dug?

5

Superdug: No idea, Kit! Bye now!

Kit: Bye, Superdug! Be careful!

1 Look at the cartoon. How many types of dogs can you see?

2 **1.22** Listen and read. What nationality is Uncle Roberto? *Spanish.*

3 Read the sentences. Circle T (true) or F (false).

- Uncle Roberto is a superhero. ☒ T / ☐ F
- Aunt Gigi is French. ☒ T / ☐ F
- Dug's parents are superheroes. ☐ T / ☒ F
- Dug is happy in the photo. ☐ T / ☒ F
- Dug's mum is British. ☐ T / ☒ F

Exercise 1

- Critical thinking** Tell pairs to look at each picture carefully. Make this a race!

Answer

There are eight types of dogs.

Exercise 2 1.22

- Write on the board *British, French, Polish* and *Spanish* for a weak class and elicit the meaning.
- Play the recording. Ss listen and read.
- Have a class discussion and ask Ss to justify their answers.

Answer → student page

Exercise 3

- Pairs do the exercise.
- Check answers using the Basketball technique.

Answers → student page

Get Grammar! 5

- Play the Get Grammar! video. If you don't have access to a computer and projector, continue.
- The class repeats the examples after you in chorus.
- Use your fingers to draw Ss' attention to the contractions. (See Lesson 1.2, Get Grammar! notes.)
- It's advisable not to teach the alternative negative forms *you're not*, *he's not*, etc. This could be confusing.

Grammar to be negative

5 Get Grammar!

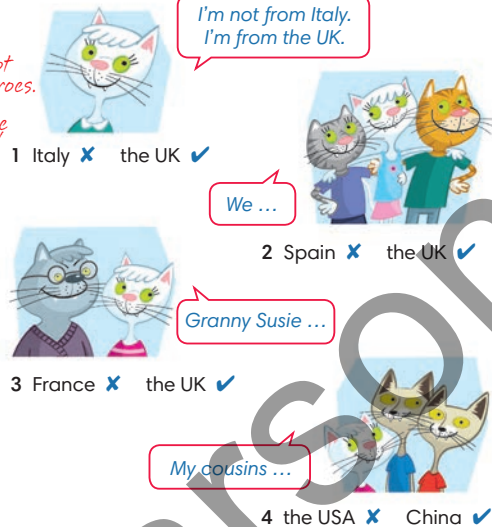
Long form	Short form
I am not Spanish.	I'm not Spanish.
You are not Spanish.	You aren't Spanish.
He/She/It is not Spanish.	He/She/It isn't Spanish.
We are not Spanish.	We aren't Spanish.
You are not Spanish.	You aren't Spanish.
They are not Spanish.	They aren't Spanish.

Hammy **isn't** orange.No, I'm **not** orange
and I'm **not** fat.

- 4 In your notebook, write negative sentences. Use the long form of the verb to be.

- Dug is French. *Dug is not French.*
- Kit is a dog. *Kit is not a dog.*
- Dug's parents are superheroes. *Dug's parents are not superheroes.*
- Dug: 'I am happy.' *Dug: 'I am not happy.'*
- Kit: 'You are in the photo, Dug.' *Kit: 'You are not in the photo, Dug.'*
- Dug is hungry. *Dug is not hungry.*

- 8 In your notebook, write sentences about Kit's friends and family.



- 5 Rewrite the sentences in Exercise 4 in your notebook. Use the short form of the verb to be.

- Dug isn't French.*

- 6 1.23 Look, listen and repeat.

Vocabulary
Countries and nationalities

	the UK / British		Italy / Italian
	Spain / Spanish		France / French
	Poland / Polish		China / Chinese
	the USA / American		

- 7 Look at the flags. Complete the sentences about Dug's family with *is* or *isn't*. Correct the false sentences.

- Aunt Teresa *isn't* Spanish. *She is Polish.*
- Grandad Umberto *isn't* Chinese. *He is Italian.*
- Cousin Lulu *is* French.
- Cousin Chen *isn't* British. *She is Chinese.*
- Granny Flossie *is* American.

- 9 Choose your nationality and play Three Guesses game.

- A: *You're Spanish!*
B: *No, I'm not Spanish.*
A: *You're British!*
B: *No, I'm not British.*
A: *You're Italian!*
B: *Yes, I'm Italian.*

Fun
Spot

15

Exercise 4

- Pairs write.
- Choose Ss to write the answers on the board. Involve the class. Ask *Is this correct?* The class helps if necessary.

Answers → student page

Exercise 5

- Ss write in their notebooks.
- When monitoring, remember to praise as well as correct. Explain why Ss' work is good or needs improvement. Make positive comments first.

Answers

2 Kit isn't a dog. 3 Dug's parents aren't superheroes. 4 Dug: 'I'm not happy.' 5 Kit: 'You aren't in the photo, Dug.' 6 Dug isn't hungry.

Exercise 6 1.23

- Pre-teach the words if necessary.
- Play the recording, pausing for Ss to repeat each word in chorus.

Exercise 7

- Make sure Ss understand the flags show the characters' nationalities.
- Divide Ss into groups of five, making sure that one person in each group is strong / 'an expert'. Ss complete and 'the expert' assists them if necessary.

Answers → student page

Exercise 8

- Pairs write in their notebooks.
- Invite different pairs to write the answers on the board.

Answers

2 We aren't from Spain. We're from the UK. 3 Granny Susie isn't from France. She's from the UK. 4 My cousins aren't from the USA. They're from China.

Extra activity

- Ss write negative and affirmative sentences about their friends and family similar to those in Exercise 8.
- Strong students could write about world celebrities instead. They find words they don't know in a dictionary.

Exercise 9

- Choose a confident pair to demonstrate the activity.
- Pairs continue, taking turns to guess.

Finishing the lesson

- Say affirmative sentences about this lesson that are false. Individuals correct you. E.g. *Dug's mum is British. (No, she isn't. She's Polish.) Cousin Chen is French. (No, he isn't. He's Chinese.) Granny Flossie is Spanish. (No, she isn't. She's American.)*
- Read the lesson objectives. Ss show self-assessment response cards (😊, 😐, ☹️). Then Ss copy the objectives into their notebooks and draw the emoticons that reflect their progress.

Fast finishers

- Ss look at the pictures in the cartoon and write down the names of the things they know.
- Ss find the English names of three more countries/nationalities in a dictionary.

1.4

In this lesson

Lesson aims:

- Communication: making introductions

Resources:

- Communication worksheet 1.4, p. 168

Homework:

- Workbook Unit 1, p. 11
- Extra Online Practice Unit 1

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 4
- Independent learning: Finishing the lesson

Culture notes

Pre-teens in the UK may call a married woman they don't know well or a teacher *Mrs* + surname, e.g. *Mrs Hall*.

Warm-up

- (Books closed) Pairs write three negative sentences about a character from the book. One is false. They read the sentences to another pair who say *True* or *False*.
- Speak to two Ss. Say: *X, this is Y. He's/She's my student. Y, this is X. He's/She's my friend.* Then ask the class to guess what they will learn and explain the lesson objective.

Lead-in

- (Books open) Pointing to the photo, ask *Who's she?* (Jen.) *Where are they?* (At home.) Pre-teach/Elicit *neighbour*. Draw two houses with two people by each. Say *They are ... (neighbours)*.

Exercise 1

- Play the video. Students watch. If you don't have access to a computer and projector, play the recording.

Answer → student page

Exercise 2

- Make sure Ss understand all the phrases in the box first.

1.4

Communication

I can make introductions.

Nice to meet you!

Jen: Hi, Mum!
Mum: Hi, kids!
Jen: Mum, this is Lucas. He's our new neighbour. Lucas, this is my mum. Hello, Lucas. Nice to meet you.
Mum: Nice to meet you too, Mrs Newman.
Mum: Jen, your bag!
Jen: Sorry, Mum. Let's go, Lucas.



- 1 6 1.24 Watch or listen and read. What's Jen's family name? *Newman.*

- 2 1.25 Listen and repeat.

Communication Introductions

A: Mum, this is Lucas. He is my friend/classmate. Lucas, this is my mum.
B: Hello, Lucas. Nice to meet you.
C: Nice to meet you too.

- 3 1.26 Put the dialogue in the correct order. Then listen and check.

1 2 3 4
a Desi: Nice to meet you too, Lisa.
b Adam: Lisa, this is Desi. He's my best friend.
c Lisa: Hello, Desi. Nice to meet you.
d Adam: Desi, this is my cousin, Lisa.

- 4 In groups of three, act out the dialogue in Exercise 3.

- 5 **Exam Spot** Circle the best answer.

1 A: Hello, I'm George.
B: a Very well, thanks. b I've got it.
c Nice to meet you, George.
2 A: Mum, this is Sam.
B: a He's my classmate. b Hello, Sam.
c Hold this, please.
3 A: Kate, this is my sister, Lisa.
B: a Be careful! b Hi, Lisa. Nice to meet you.
c She's my friend.



Tom, this is my friend, Zac Efron. He's a famous film star!

- 6 Write the names of three famous people. Then introduce them to your friends!

Famous pop star _____
Famous film star _____
Famous sports person _____



16

Extra activity

- Ss invent new names and work in two independent groups. Each student says hello to the student on his/her left, then introduces himself/herself and all the Ss that have spoken so far. E.g. S1: *Hello. I'm X.* S2: *Hello. I'm Y. This is X.* S3: *Hello. I'm Z. This is X and this is Y.* The first group to make a mistake loses.

Exercise 3

- Pairs write their answers on response cards. Appoint Ss to justify their answers.

Answers → student page

Exercise 4

- Monitor. Don't correct immediately. Try to give positive feedback first.

Exercise 5

- This is preparation for CYLET Movers, Reading and Writing Part 2.

Answers → student page

Exercise 6

- SS work in groups of four. The celebrity should speak, too.

Finishing the lesson

- Ss copy the lesson objective into their notebooks and draw the emoticon that reflects their progress (😊, 😐, ☹️).

Fast finishers

- Ss write a dialogue. They introduce two friends to each other.

My family album



I'm Alice! I'm twelve.
I'm from London in the UK.

This is my family album.

A This is my favourite photo. I'm four and my sister, Isabel, is six! We aren't at home in this photo. We're at my granny's house in London. Granny is Dad's mum. She's fun!

B My cousin Tommy, Isabel and I are in this photo. We're in the park near my house. I'm nine, Tommy's ten and Isabel's eleven.

C And this is my family: Mum, Dad, Isabel and I. I'm eleven and Isabel's thirteen. We're on holiday in France. My mum and my Aunt Jackie (Mum's sister) are French. Vincent's in the photo too. He's Aunt Jackie's dog. He's great.

1 1.27 Read and listen to Alice's blog. Find Alice in photos A, B and C.

2 Complete the sentences about the text with one word.

- Isabel is Alice's sister.
- Alice's mum and aunt are French.
- Vincent is Aunt Jackie's dog.
- Tommy is Isabel's cousin.
- Granny is Dad's mum.

3 **Exam Spot** Read the sentences. Circle T (true) or F (false).

- Alice is eleven in Photo C. T / F
- They're on holiday in France in Photo A. T / **F**
- They are in the park in Photo B. T / F
- Tommy is eleven in Photo B. T / **F**
- Photo A is Alice's favourite. T / F

4 1.28 Listen and repeat.

Vocabulary Places

at home at school at a party
in the garden in the park on holiday

5 Look at the pictures and write the places.



a in the park b at school
c on holiday d at a party
e at home f in the garden

6 1.29 Listen and match conversations 1-4 to places a-f in Exercise 5. There are two extra places.

- 1 d 2 f 3 b 4 e

7 Work in pairs. Student A: Go to page 106.
Student B: Go to page 108.

Exercise 1 1.27

- Pairs find Alice in the photos.
- Ss underline Alice's age in each paragraph. (*Four, nine, eleven.*)
- Write *fun*, *near* and *great* on the board. Ss find the words in the text. Pairs use the context to guess the meaning. Ss tell you their ideas.

Answers → student page

Exercise 2

- Pairs complete.
- Use the Lollipop Stick technique to check answers. Ask *Are you sure?* and challenge students to justify their answers.

Answers → student page

Exercise 3

- This is preparation for CYLET Starters, Reading and Writing Part 2.
- Ss work individually. Then they compare each answer with a different student.

Answers → student page

Exercise 4 1.28

- Ss read the words before listening. Challenge strong Ss to translate words they know.

Exercise 5

- In a weak class, ask different students for the answers first.

Answers → student page

Exercise 6 1.29

- Play the recording twice, stopping if necessary.

Answers → student page

Exercise 7

- Pairs describe their photos to each other. Encourage Ss to help each other.

Finishing the lesson

- (L1/L2) Use the Traffic Lights technique to find out how difficult Ss found the text.
- Read the lesson objective. Ss show self-assessment response cards (😊, 😐, ☹️).
- Ss copy the objective into their notebooks and draw the emoticon that reflects their progress.

Fast finishers

- Ss write sentences about the pictures in Alice's blog.

1.5

In this lesson

Lesson aims:

- Reading: understanding a text about family photos
- Vocabulary: places

Resources:

- Tests: Vocabulary Check 1.5

Homework:

- Workbook Unit 1, p. 12

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, Finishing the lesson
- Peer learning: Exercise 3 and 7
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Different groups of four act out introducing a celebrity for the class (See Lesson 1.4, Exercise 6).
- (L1/L2) Ask *Do you read blogs? What about?* Have a class discussion.
- (Books open) Ss look at page 17. Ask what they expect to learn in this lesson. Explain the lesson objectives.

Lead-in

- (Books open) Pairs look at each photo and say the words they know.
- Ss predict how old the people in each photo are.

1.6

In this lesson

Lesson aims:

- Listening: understanding a radio show about friends
- Writing: a text about a best friend; capital letters

Resources:

- Tests: Writing Task Unit 1

Homework:

- Workbook Unit 1, p. 13

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 4
- Peer learning: Lead-in, Exercise 5 and 6
- Independent learning: Finishing the lesson

Culture notes

International Friendship Day is celebrated on different dates around the world.

Warm-up

- (Books closed) Play *Chinese Whispers* with the new words in Lesson 1.5. Ss form two lines. Whisper a word to the last student in each line. Each student whispers it to the person directly in front of him/her once. The students at the front say the word aloud!
- (Books open) (L1/L2) Explain the lesson objectives.

Lead-in

- (Books closed) (L1/L2) Write on the board *Why are friends important?* Pairs discuss. Then groups of four compile a list. Have a class discussion.

Exercise 1

- Pairs look and decide.
- Appoint a student to explain International Friendship Day.

Answer → student page

Exercise 2 1.30

- Play the recording twice if necessary. Ss write down key words.

Answers → student page

1.6 Listening and Writing

I can understand and write short texts about best friends.

- 1 Look at the website. What is the radio show about? *It's about friends / best friends.*



- 2 1.30 Listen to the radio show. Match callers 1–3 to photos of their best friends A–C.

1 Tom ☐ 2 Maria ☐ 3 Juan ☐



- 3 Exam Spot 1.30 Read the questions. Listen again. Write a number or a country.

- 1 How old is Monica? 11
2 Where is Monica now? (in) the UK
3 How old is Jack? two
4 Where are Giorgia and Toni from? Italy

- 4 Who's your best friend? Tell the class.

- 5 Read Jen's blog and complete the table.

Me and my best friend

My name's Jen. I'm ten and I'm from the UK. I'm British. My best friend is my neighbour, Lucas. He's eleven. Lucas and his family are from Spain. They're Spanish.

	Name	Age	Nationality	Country
Me	Jen	10	British	the UK
My best friend	Lucas	11	Spanish	Spain

Writing Capital letters

Use a capital letter for names of people, countries and nationalities.
Use a capital letter for the pronoun I and at the beginning of every sentence too.

My best friend is Jack. I'm from France.
Giorgia and Toni are Italian.

- 6 Find and circle capital letters in Jen's blog in Exercise 5.

- 7 Writing Time Write about you and your best friend.

Find ideas

Find a photo of you and your best friend. Make notes.

Draft

Write about your name, age, country and nationality.

My name's ... I'm (ten/eleven/twelve ...) I'm from ...

Write the same about your best friend.

Check and write

Check all the capital letters and write the final version of your text.

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Exercise 3 1.30

- This is preparation for CYLET Starters, Listening Part 2.
- First, pairs think if they know any answers.

Answers → student page

Exercise 4

- Write these prompts on the board: 1 Name 2 Age 3 Classmate/Neighbour/Family?
- Ask Ss to use these prompts to tell the class about their best friend. Appoint a student to take notes on the board.

Exercise 5

- Ss read and complete individually. Then pairs compare answers.

Answers → student page

Writing

- Pre-teach/check capital letter.

Exercise 6

- Challenge pairs to compare the rules from the Writing box with the rules in L1.

Answers → student page

Exercise 7

- Try to indicate the good aspects of Ss' work and list things to improve.

Finishing the lesson

- Read the lesson objectives. Ss show self-assessment response cards (😊, 😐, ☹).

Fast finishers

- Ss find capital letters in the text on page 17.

Vocabulary


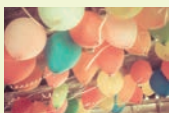

1 Complete the family words. What seven other family words do you know?

- 1 grandad 4 aunt 7 cosin
2 granny 5 mum 8 sister
3 uncle 6 dad 9 brether


2 Circle the odd one out.

- 1 a Chinese b Spain c the UK
2 a the USA b Italian c the UK
3 a France b Poland c American
4 a Spanish b British c China
5 a French b the USA c Polish

3 Look at the pictures. Circle a, b or c.

- 1  a in the park
b at school
c in the garden
- 2  a at home
b on holiday
c at a party
- 3  a on holiday
b at home
c in the garden

Pronunciation

4  1.31 Listen and repeat: /v/ or /b/?

Viv's best friends,
Vincent and Brad,
are a bad brown dog
and a very big cat!



Grammar

5 Write sentences with possessive 's.

- 1 Luke / cake It's Luke's cake.
2 Granny / birthday It's Granny's birthday.
3 Megan / son Jason is Megan's son.
4 Dad / sister Megan is Dad's sister.

6 Read and complete Maria's profile with am, are or is.



My name's Maria.

I am thirteen. I am from the USA. My best friend is Isabel. Her family is English. We are classmates. Her two brothers are my friends too.

7 Match 1–5 to a–e.

- 1 c Jane's best a your schoolbag.
2 d Your brother is b George is eleven.
3 e It's my c friend is her neighbour.
4 a That isn't d in my class.
5 b His cousin e birthday today!

8 Write negative sentences. Which sentences are true for you? Tell your partner.

- 1 I'm fifteen. / I'm not fifteen.
2 My best friend is my cat. / My best friend isn't my cat.
3 My brother's name is Ben. / My brother's name isn't Ben.
4 We're at home. / We aren't at home.
5 It's my birthday. / It isn't my birthday.
6 My neighbours are my classmates. / My neighbours aren't my classmates.

Communication

9 Complete the dialogue with the words in the box. Then act out the dialogue in groups of three.

Nice this meet this

Jamie: Mum, ¹ this is my friend, David.
David, ² this is my mum.

David: Hello, Mrs Smith. ³ Nice to meet you.

Mum: Nice to ⁴ meet you too, David.

Check yourself!

- ☐ I can talk about people in a family.
☐ I can talk about countries and nationalities.
☐ I can use possessive 's.
☐ I can use the affirmative and negative forms of the verb to be.
☐ I can use possessive adjectives my, your, his, her.
☐ I can make introductions.

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Exercise 1

- Groups race to do this activity.

Answers → student page

Other family words:

grandfather, grandmother, mother, father, parents, son, daughter

Exercise 2

- Explain the example first. (A – nationality; b, c – countries.)

Answers → student page

Extra activity

- Pairs make up two more 'odd one out' questions.

Exercise 3

- Strong Ss tell you what's in the pictures first.

Answers → student page

Exercise 4 1.31

- (L1) Tell Ss when we say /v/, our top teeth touch our bottom lip. When we say /b/ our teeth don't touch our lips.

Exercise 5

- Individuals do the exercise.

Answers → student page

Extra activity

- Pairs use Lesson 1.3 to say possessive sentences about Dug and Kit.

Exercise 6

- Pairs help each other complete. They look at Lesson 1.2 and 1.3 to help.

Answers → student page

Exercise 7

- Pairs compare answers.

Answers → student page

Exercise 8

- Ask Ss to swap partners twice.

Answers → student page

Exercise 9

- Monitor pairs as they speak. Give positive feedback.

Answers → student page

Finishing the lesson

- Read Check yourself! statements. Ss show their response cards (☺, ☹, ☹). Then Ss tick the statements.

Fast finishers

- Ss do one of the extra activities suggested.

1.7

In this lesson

Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 1.
- Pronunciation: /v/ and /b/

Resources:

- Tests: Language Test Unit 1

Homework:

- Workbook Unit 1, pp. 14–15
- Extra Online Practice Unit 1

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 9
- Peer learning: Exercise 6 and 8
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Divide the class into two teams. Ask each team in turn these questions: 1 My mum's sister is my ... (Aunt.) 2 Who is Sophie? (Alex and Jen's granny.) 3 How old is Sophie? (70.) 4 What nationality is Uncle Roberto? (Spanish.) 5 Who is Kit? (She's Dug's best friend.)
- Explain the objective is to remember language from Unit 1.

Lead-in

- (Books open) (L1/L2) Ask What are your favourite lessons in this unit? Why? Encourage Ss to explain.

Get Culture

In this lesson

Lesson aims:

- Culture focus: *English around the world*
- BBC video: *This is the UK* (optional)
- Project: presenting an English-speaking country

Resources:

- Project worksheet p. 179

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Lead-in, Exercise B and C.
- Peer learning: Exercise 3 and the Project
- Independent learning: Finishing the lesson

Culture notes

The photos above Exercise 1 are of (from left to right): the Statue of Liberty, New York, the USA; Big Ben, London, the UK; the Sydney Opera House, Australia.

The buses in the BBC video photo are London's famous double-decker buses.

Warm-up

- (Books closed) Play *Snowman* with the names of countries on page 15. On the board, write a dash for each letter of a word. Ss work in two teams and take turns to guess the letters of the word. Draw a part of the snowman for each wrong guess. (See Lesson 1.1, Warm-up.)
- Then find out what other countries Ss know.
- (Books open) Get Ss to look at pages 20–21 and discuss with the class what they will do in this lesson.

Lead-in

- (Books open) Use the photo above Exercise 1 to teach *map* and to check *flag*. Use the Thumbs up/down technique to find out which flags Ss recognise.

Get Culture!

English around the world



- 1 Look at the map. Label countries 1–3 with the words in the box.

the UK the USA Australia

- 2 1.32 People in the UK, the USA and Australia speak the same language. What language is it? Read, listen and check.

English.

Who speaks English?

The UK The capital city of the United Kingdom, or UK, is London. The UK is four different countries: England, Wales, Scotland and Northern Ireland. There are about 65 million people in the UK and English is the official language.

The USA The USA is short for the United States of America. The capital of the USA is Washington. There are 324 million people in the USA. They speak English but about 37 million people speak Spanish too.

Australia 24 million people live in Australia. Its capital city is Canberra and Sydney is its biggest city. Most people speak English in Australia. Here's an interesting fact: when it's winter in the UK and the USA, it is summer in Australia.

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- 3 Look at the map and read the text again. Read tasks 1–6 and follow the instructions.

- 1 Circle the Australian flag.

a b c

- 2 Complete the sentence. Scotland is in the UK.

- 3 Number the countries from 1 to 3 (very big, big, small number of people).

2 The UK 1 The USA 3 Australia

- 4 Write T (true) or F (false).

Christmas is in the summer in Australia. T

- 5 Circle the correct answer.

Sydney is in Australia the USA.

- 6 Complete the sentence.

Many people speak Spanish in the USA.

- 4 1.33 Listen and match 1–4 to a–d.

- | | |
|------------------|-----------------------|
| 1 <u>c</u> Erin | a is from the USA. |
| 2 <u>a</u> Peter | b is from Australia. |
| 3 <u>b</u> Ollie | c is from the UK. |
| 4 <u>d</u> Mary | d is from London, UK. |

- 5 Game! Say three facts about the UK, the USA or Australia for your partner to guess the country.

A: The capital city is Canberra.

B: It's Australia!

Extra activity

- Write these words on the board: *capital city, live, most people, the biggest, different, winter, summer*. Ask Ss to find and underline them in the text. Then pairs discuss what they mean and make their own sentences with these words.

Exercise 3

- Pairs discuss and write their answers.
- Then pairs swap notebooks and review each other's answers.

Answers → student page

Exercise 4 1.33

- Before you play the recording, ask the class to predict the answers.

Answers → student page

Exercise 1

- Pairs help each other label.
- Ask different Ss to say each answer. Then challenge the class to name the icons in the photos next to each gap. (See Culture notes.)

Answers → student page

Exercise 2 1.32

- Teach *speak* before Ss do the exercise. E.g. say *In (Poland) we speak (Polish)*.

Answer → student page

This is the UK

BBC



- A** **7** Watch the video and answer the presenter's questions. Who is Harry?
Prince William's brother. / Prince Charles' son. / Queen Elisabeth's grandson.
B **7** Watch the video again. Circle the correct answer a, b or c.

- The UK is: The United Kingdom of Great Britain and ...
 a Scotland. b Wales. **c** Northern Ireland.
- People from the UK are ...
a British. b English. c American.
- There are ... million people in London.
 a 4 **b** 9 c 64
- Queen Elizabeth is Prince William's
 a grandson. **b** grandmother. c aunt.

C Discuss in class. What new things did you learn from the video? Would you like to visit the UK? Why/Why not?

PROJECT

- Work in four groups. Prepare a digital presentation about one of these countries.

The Republic of Ireland New Zealand
 The Republic of South Africa Canada

- Write information about the country.

Use these questions to help you.

How many people live in this country?
 What is the capital city? What are other big cities?
 What language(s) do people speak there?

English around the world

- The capital of *Canada* is ...
- Its biggest city is / cities are ...
- ... million people live in ...
- People speak ...



- Add a map of the country, its flag and photos of important and/or interesting places.

- Share your presentation with the class.

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Exercise 5

- Alternatively, pairs choose 3 facts for another pair to guess.

BBC video

Video script → see Teacher's Book p. 138

Presenter's questions

- (01:23) Wow! 64 million! That's a lot of people. What about your country?
- (01:45) What's the name of the capital of your country?
- (02:19) What is the name of the UK flag? Is it
 a) The Union John or b) The Union Jack?

Note: if you can't show the video, spend more class time on preparing the Project.

Exercise A 7

- Brainstorm what Ss know about the UK.
- Ss read the question. Then play the video.
- First, pause after each of the presenter's questions and ask the class for their ideas.

Answers

Question 3: b

- Then check the answer to Exercise A.

Answer → student page

Exercise B 7

- First, Ss answer any questions they can.
- After Ss watch, use the Stand up and Change Places technique to check answers.

Answers → student page

Exercise C

- After pairs discuss the questions, use the Lollipop Stick technique to choose Ss to explain their answers and have a class discussion.

Project

Setting the project up

- Allocate at least 10 minutes for setting up the project.
- Choose groups of three/four and ask them to read the instructions.
- Allocate one country per group, or write them on separate slips of paper and give one at random to each group.
- Ask groups to decide what each student is going to be responsible for (map, flag, photos, text, design, research about interesting places).
- Give Ss the Project worksheets to help them prepare.
- Choose how the presentation will be shared: via the class projector, a file sharing service, email or on the school website.
- If your class can't make digital presentations, ask Ss to prepare posters. Follow the same steps for setting up the project, but ask Ss to draw their map, flag and pictures or print some photos and write by hand.
- Set a date for giving presentations.

Sharing the project

- Before Ss give their presentations, let them practise for a while. Make sure everybody is involved. Take notes. You could comment on: design, interest, accuracy, pronunciation. Remember to praise first.
- Have a class vote for the most popular country!

Finishing the lesson

- The class tells you what they enjoyed most and why.
- Check what Ss have learnt in this lesson using Three Facts and a Fib technique.

Fast finishers

- Ss use a dictionary and label the pictures in the text in Exercise 2. (*A cup of tea, a (cowboy) hat, a kangaroo.*) Then they choose an object to represent their country.