Warm-up

(Book 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

(Book 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

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

**Vocabulary**

<table>
<thead>
<tr>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother mum father dad parents</td>
</tr>
<tr>
<td>grandmother grandad grandmother's son</td>
</tr>
<tr>
<td>daughter brother sister aunt uncle cousin</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>He</th>
<th>She</th>
</tr>
</thead>
<tbody>
<tr>
<td>father</td>
<td>mother</td>
</tr>
<tr>
<td>grandfather</td>
<td>grandmother</td>
</tr>
<tr>
<td>son</td>
<td>brother</td>
</tr>
<tr>
<td>brother</td>
<td>sister</td>
</tr>
<tr>
<td>uncle</td>
<td>aunt</td>
</tr>
<tr>
<td>cousin</td>
<td>cousin</td>
</tr>
</tbody>
</table>

4 Match 1–4 to a–d.

1 father
2 grandmother
3 mother
4 grandfather

- a grandad
- b dad
- c granny
- d mum

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

1 Mark’s grandfather
2 Mark’s sister
3 Mark’s aunt
4 Mark’s brother
5 Mark’s cousins
6 Mark’s grandmother
7 Mark’s uncle
8 Mark’s parents

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

- Peter is Mark’s uncle.
- Julia is Paul’s sister.
- David is Tom’s son.
- Anna is Tom’s daughter.
- John and Agatha are Paul’s parents.
- Lucy is Tom’s cousin.

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

- John
- Julia
- Paul
- Mark
- Anna
- Agatha

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

9 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!

10 Practice the example. Make sure Ss understand the exercise.

Ss work individually. They compare their answers in pairs.

Get a strong class to correct the false answers.

**Exercise 7**

- Ss do the activity in their notebooks. Alternatively, if you have class time, Ss could make a poster.
- Ss circle the new words in the Vocabulary box. Alternatively, if you have class time, Ss could make a poster.
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- Ss circle the new words in the Vocabulary box. Alternatively, if you have class time, Ss could make a poster.

**Finishing the lesson**

- Ask Can you talk about people in a family? Students show self-assessment response cards (❼, ⬰, ⬱). 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 complete individually. Then they check each other’s answers and give feedback.

**Exercise 8**

- Ss write sentences about a friend’s family, e.g. Martin is Anna’s brother or Martin – Anna’s brother.
**1.2 Grammar**

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

**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**

(Book 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.

(Book 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.

**Lead-in**

(Book 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** [Watch or listen and read.]

1. How old is Jen and Alex’s grandmother? 70.
2. Who is Jason? Megan’s son.

**Exercise 2**

- Check answers using T/F response cards.

**Answers** → student page

Correct sentences:
1. They are at Sophie’s/Granny’s house.
2. There’s a present for Granny.
3. She is at home.
4. He’s in Spain.

**Exercise 3** [Listen and repeat. Find these expressions in the story.]

1. Hold this, please! Be careful!
2. Yes! It’s a birthday cake. It’s Granny’s birthday cake.
3. It’s a baby’s cake! Look!
4. It’s the wrong cake.
5. Oh, no! It’s a baby’s cake! Look!

**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!

**Exercise 5** [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!
Megan:
Happy birthday, Mum!
Thank you, my darling.
Sophie:

Sophie:

It's Granny's birthday!

Sophie is Jen and Alex's grandmother. They are at her house.

Today is Sophie's birthday. She is seventy years old.

Correct the false sentences.

They are at Jen and Alex's house.

Granny's name is Sophie.

How old is Jen and Alex's granny today?

Here's your present.

Where's your son?

a card from him.

a school trip. Here's his class. They're on a trip.

Correct the false sentences.

I'm ten.
You're eleven.
We're twelve.
They're ten.

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

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

Circle the correct answer.

1. You are ready.
2. I am here.
3. We are happy.

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

1. You're ready.

Look!

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

Complete with my, your, his or her.

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

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

My name's ... and ...

Read and complete with am, are or is.

1. You are ready.

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

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

7 Circle the correct answer.

1. You are ready.
2. I am here.
3. We are happy.

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

1. You're ready.

Look!

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

Complete with my, your, his or her.

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

Read and complete with am, are or is.

1. You are ready.

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

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

7 Circle the correct answer.

1. You are ready.
2. I am here.
3. We are happy.

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

Look!

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

Complete with my, your, his or her.

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

Read and complete with am, are or is.

1. You are ready.

Extra video activity

• (Books close) 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!

• 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.

Exercise 6

• Ss work individually and then compare their answers in pairs.

Answers student page

Exercise 7

• Pairs in a weak class underline the subject of each sentence first.

Answers student page

Exercise 8

• Ss write in their notebooks.
• Choose Ss to read their answers.

Answers
2. I'm here.
3. We're happy.
5. It's a present for you.

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

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

Answers student page

Exercise 11

• Pre-teach/elicit 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/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 Grammar

In this lesson

Lesson aims:
- Vocabulary: 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/is/are. Ask Ss to reflect on how much they remember from Lesson 1.2.

- (Books open) Pairs look at pages 14–15. (L.1) 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)!

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 1.22

Get Grammar!

- 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.

Quiz: Grammar Check 1.3, p. 153

Grammar worksheet 1.3, p. 153

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

<table>
<thead>
<tr>
<th>Long form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not Spanish.</td>
<td>I'm not Spanish.</td>
</tr>
<tr>
<td>You are not Spanish.</td>
<td>You aren't Spanish.</td>
</tr>
<tr>
<td>He/She/It is not Spanish.</td>
<td>He/She/It isn't Spanish.</td>
</tr>
<tr>
<td>We are not Spanish.</td>
<td>We aren't Spanish.</td>
</tr>
<tr>
<td>You are not Spanish.</td>
<td>You aren't Spanish.</td>
</tr>
<tr>
<td>They are not Spanish.</td>
<td>They aren't Spanish.</td>
</tr>
</tbody>
</table>

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

1. Dug is French. **Dug is not French.**
2. Kit is a dog. **Kit is not a dog.**
3. Dug’s parents are superheroes. **Dug’s parents are not superheroes.**
5. Kit: ‘You are in the photo, Dug.’ **Kit: You are not in the photo, Dug.**

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

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

1. Italy **× the UK ✓**
2. Spain **× the UK ✓**
3. France **× the UK ✓**
4. the USA **× China ✓**

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

1. Aunt Teresa **isn’t** Spanish. She is Polish.
2. Grandad Umberto **isn’t** Chinese. He is Italian.
3. Cousin Lulu **is** Chinese. She is Italian.
4. Cousin Chen **isn’t** British. She is Chinese.
5. Granny Flossie **is** American.

**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**
- student page

**Exercise 6**
- Pairs write in their notebooks.
- Invite different pairs to write the answers on the board.

**Answers**
- student page

**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.)
- Strong students could write about world celebrities instead. They find words they don’t know in a dictionary.

**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.
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 1.24 Watch or listen and read. What’s Jen’s family name? Newman.

Exercise 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.

Exercise 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.

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

Exercise 5
- Circle the best answer.
1 A: Hello, I’m George.
   a) Very well, thanks.
   b) I’ve got it.
   c) Nice to meet you, George.
2 A: Mum, this is Sam.
   a) He’s my classmate.
   b) Hello, Sam.
   c) Hold this, please.
3 A: Kate, this is my sister, Lisa.
   a) Be careful!
   b) Hi, Lisa. Nice to meet you.
   c) She’s my friend.

Exercise 6 Write the names of three famous people. Then introduce them to your friends!
Famous pop star ___________
Famous film star ___________
Famous sports person ___________

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

Exercise 4 Monitor. Don’t correct immediately. Try to give positive feedback first.

Exercise 5 1.4 Communication I can make introductions.

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.
I can understand a text about family photos. Reading 1.5

My family album

I'm Alice! I'm twelve. I'm from London in the UK.
This is my family album.

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!

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.

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.

This is my favourite photo.

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.
1. Isabel is Alice's .
2. Alice's mum and aunt are .
3. Vincent is .
4. Tommy is Isabel's .
5. Granny is .

3 Exam Spot Read the sentences. Circle T (true) or F (false).
1. Alice is eleven in Photo C. 
2. They're on holiday in France in Photo A.
3. They are in the park in Photo B.
4. Tommy is eleven in Photo B.
5. Photo A is Alice's favourite.

4.28 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.

6.29 Listen and match conversations 1–4 to places a–f in Exercise 5. There are two extra places.

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

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.

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.

Answers → student page

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.
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
- 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.

Exercise 2 1.30
- Play the recording twice if necessary. Ss write down key words.

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.
Language Revision 1.7

**Vocabulary**

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

1. grandad 4. aunt 7. cousin
2. grandad 5. mum 8. sister
3. uncle 6. dad 9. brother

2. Circle the odd one out.

   b. Spain  b. UK  b. Poland  b. British  b. Italy
   c. UK  c. the UK  c. American  c. China  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. Listen and repeat: /v/ or /b/?

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

**Grammar**

5. Write sentences with possessive ‘s’.

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.

2. Your brother is b. George is eleven.
3. It’s my c. friend is her neighbour.
4. That isn’t d. in my class.
5. 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, *this* is my friend, David. David, *this* is my mum.
Mum: Hello, Mrs Smith. Nice to meet you. David: Nice to meet you too, David.

**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.

**Exercise 1**

- Groups race to do this activity.

**Exercise 2**

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

**Exercise 3**

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

**Exercise 4**

- Pairs make up two more ‘odd one out’ questions.

**Exercise 5**

- Individuals do the exercise.

**Exercise 6**

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

**Exercise 7**

- Pairs compare answers.

**Exercise 8**

- Ask Ss to swap partners twice.

**Exercise 9**

- Monitor pairs as they speak. Give positive feedback.

**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.
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 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.

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.)

Exercise 2 1.32

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

Exercise 3 1.32 People in the UK, the USA and Australia speak the same language. What language is it? Read, listen and check.

Exercise 4 1.33 Listen and match 1–4 to a–d.

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.

Exercise 4 1.33

• Before you play the recording, ask the class to predict the answers.
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
1 (01:23) Wow! 64 million! That’s a lot of people. What about your country?
2 (01:45) What’s the name of the capital of your country?
3 (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
• 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
• 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.