

# 1 Family matters

## Page 12

**OBJECTIVES:** By the end of the lesson, pupils will have drawn a family tree and talked about family relationships.

### ● TARGET LANGUAGE

**Key language:** family: *aunt, uncle, daughter, son, granddaughter, grandson, grandparent, parent, possessive 's*  
**Additional language:** Star family characters, *then*  
**Revision:** family, toys, transport, *I'm / She's / He's ... , my, your, their, That's right, Let's ... , go, play, garden, Well done*

### ● MATERIALS REQUIRED

Warmer and Presentation: Pictures of people from magazines  
 Ending the lesson: Three small pieces of paper: 's written on one, 's written on another, is written on another. Use one colour for 's and is and another colour for 's (possessive).  
 Extra activity 2: Long piece of tape or chalk for drawing a line on the floor

### Warmer

- Draw a simple family tree on the board. Include mother, father, grandmothers and grandfathers (two sets), a sister and a brother. Name each person, e.g. *Jane*, and attach a magazine picture. Introduce them in turn, e.g. *This is my mother*. Check understanding by, e.g. pointing to a grandfather and asking *Is this my father?* Pupils respond, e.g. *No, it's your grandfather*. Use other questions, e.g. *Who's this? Who's (Jim)?*

### Presentation

- Use the family tree on the board to teach/ elicit the new vocabulary: *aunt, uncle, daughter, son, granddaughter, grandson, grandparent, parent*. Extend the family tree to include aunts and uncles and grandchildren. Add appropriate pictures. Use questions to check understanding, e.g. *Who's my aunt? Who's (Jim)'s grandson?* Pupils come to the board in turn and ask similar questions. Elicit/teach *A family tree*. Write the heading.

### PB12. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Book at page 12. Elicit what they can see (*a family tree*). Ask a pupil to read the activity instruction aloud (*Look, think and answer*) and others to take turns to read the three questions. Pupils study the picture to find the answers and compare their predictions in pairs.

### PB12. ACTIVITY 2. Listen and check.

- Play the CD. Pupils listen for the answers. They check in pairs. Play the CD again. Check with the class. Elicit complete sentences for the answers.

**Key:** 1 She's at school / in the classroom. 2 Yes, she's got a brother. 3 She's got one sister.

### CD 1, 13

STELLA: Hi, everyone. This is my project. Here's my family tree.

These are my parents, Mr and Mrs Star.

And look, here are Grandma and Grandpa Star. They're my grandparents and they've got two children: a son and a daughter.

Their son's my dad and their daughter's my Aunt May.

I've got one aunt and one uncle: Aunt May and Uncle Fred.

Aunt May's my dad's sister. Uncle Fred's my mum's brother.

Grandma and Grandpa Star have got three grandchildren: one grandson, Simon, and two granddaughters, Suzy and me.

### PB12. ACTIVITY 3. Read the sentences. Who is speaking?

- Pupils work in pairs. They take turns to read the speech bubbles aloud and work out who is speaking. Pairs check with pairs. Check with the class using open pairs.

**Key:** 1 Stella, Simon and Suzy, 2 Grandma and Grandpa Star, 3 Stella, Simon and Suzy, 4 Grandma and Grandpa Star, 5 Stella, Simon and Suzy, 6 Mr Star and Aunt May

### Extra activity 1 (if time)

#### AB12. ACTIVITY 1. Listen and match.

- Tell pupils to open their Activity Book at page 12. Elicit what they can see. Play the CD. Pupils write letters in the boxes to match the vehicles with the people. They check in pairs. Play the CD again. Stop after each one to check with the class.

**Key:** Simon c, Grandma and Grandpa Star b, Mr and Mrs Star e, Aunt May a, Uncle Fred f, Stella and Suzy d

### CD 1, 14

- 1 Stella's parents are on the plane.
- 2 Mr Star's son is on the bike.
- 3 Suzy's aunt is in the helicopter.
- 4 Grandpa Star's granddaughters are in the boat.
- 5 Simon's grandparents are on the bus.
- 6 Simon's uncle's in the lorry.

#### AB12. ACTIVITY 2. Now complete the sentences.

- Focus pupils on the example. Elicit where they can find the information and the words. In pairs, pupils complete the sentences orally. Check with the class. Pupils complete the sentences.

**Key:** 2 grandson, 3 granddaughters, 4 daughter, 5 son, 6 uncle, 7 parents, 8 aunt

### Extra activity 2 (if time)

#### Ending the lesson

- Write one of the following on the board: *Suzy Stella sister. Who Mr Star dad? Mrs Star brother Uncle Fred. Simon Grandpa Star grandson.*
- Hold up the three pieces of paper. Say *Who can put these in the sentence?* Pupils volunteer to complete the sentence by putting the paper in the right place (*is / contracted 's* will be interchangeable). Clean the board. Repeat for the other sentences.

**Key:** Suzy's/is Stella's sister. Who's/is Mr Star's dad? Mrs Star's brother's/is Uncle Fred. Simon's/is Grandpa Star's grandson.

## Page 13

**OBJECTIVES:** By the end of the lesson, pupils will have had more practice talking about family relationships.

### ● TARGET LANGUAGE

**Key language:** present continuous for present actions, *children, grandparents, grandchildren, good at*

**Additional language:** *chess, dining room*

**Revision:** family, contracted 's, actions, *house, garden, Who's ... ?*

### ● MATERIALS REQUIRED

Warmer: Actions each written on card: *painting a picture, playing football, reading a book, taking a photo, playing a game, sleeping, playing baseball, driving a car*

### Warmer

- Mime, e.g. painting a picture. As you mime, ask the class *What am I doing?* Pupils respond, e.g. *You're painting a picture.* Pupils come up in turn and take one of the cards (see Materials required). They read it (silently) and mime the action for the class. The pupil asks *What am I doing?* The class responds.

### PB13. ACTIVITY 4. Read and match.

- Tell pupils to open their Pupil's Books at page 13. Ask a pupil to read the first statement aloud and then ask another pupil to say the letter to match the picture (f). Tell pupils to work in pairs to read the other sentences and match the pictures. Check with the class.

**Key:** 1 f, 2 c, 3 b, 4 d, 5 a, 6 e

### PB13. ACTIVITY 5. Listen and say the letter.

- Elicit who they can see in the picture. Elicit some of the actions. Invite a pupil to read the instruction aloud. Check pupils know what to do. Play the CD. Pupils listen and say the correct letters. They check in pairs. Check with the class by asking, e.g. *What's Grandma Star doing?* Check understanding of *parents, grandparents, grandchildren, children.*

**Key:** a, d, b, c

### CD 1, 15

This person's taking a photo of his son.

This person's playing football with his uncle.

This person's reading a book to her daughter.

This person's playing a game with her aunt.

This person's painting a picture of her granddaughter.

### PB13. ACTIVITY 6. Listen and complete.

- Invite a pupil to read the instruction aloud. Play the first one as an example. Pupils put their hands up. They don't shout out. When all hands are up, elicit the word. Play the rest of the CD. Pupils whisper the word to their partner each time. Play the CD again. Check with the class (hands up first). Check for correct pronunciation.

**Key:** uncle, daughter, son, aunt, parents

### CD 1, 16

Grandma Star's painting a picture of her [beep].

Simon's playing football with his [beep].

Mrs Star's reading a book to her [beep].

Grandpa Star's taking a photo of his [beep].

Stella's playing a game with her [beep].

Mr and Mrs Star are Simon's [beep].

### Extra activity 1 (if time)

#### AB13. ACTIVITY 3. Answer the questions. [YLE]

- Tell pupils to open their Activity Book at page 13. Ask a pupil to read the instruction aloud. Elicit what they have to do. Pupils work in pairs. They do the activity orally first, checking back in their Pupil's Books if necessary. They take turns to read the statements and questions aloud in their pairs. Check with the class. Pupils write the correct word(s) on each line.

**Key:** 2 Aunt May, 3 Mrs Star, 4 Grandma and Grandpa Star, 5 Uncle Fred, 6 Mr and Mrs Star, 7 Simon, 8 Stella and Suzy

#### AB13. ACTIVITY 4. Read and complete the sentences.

- Read the text aloud around the class. Pencils down! Choose pupils at random to read so they are on their toes. Pupils work individually to complete the sentences. They can ask their friends for help. Check they know where to find the information (in the text). Check with the class. Check understanding of *good at*. Elicit from pupils what they are good at.

**Key:** 1 Uncle Fred, 2 sleeping, 3 Aunt May, 4 good, 5 Grandma and Grandpa Star, 6 dining room

### Extra activity 2 (if time)

#### Ending the lesson

- Draw eight steps going from a boat into the sea. Draw a stick figure on the top step. Draw a big shark's mouth in the sea. Choose one of the family words and write it as dashes on the board, e.g. \_ \_ \_ \_ \_ (parent). Pupils take turns to guess a letter. Write the letter in the word if it's there. If not, write it in the corner of the board and move the stick figure down one step. Continue until pupils guess or the figure is eaten by the shark. Clean the board and repeat.

## Page 14

**OBJECTIVES:** By the end of the lesson, pupils will have talked about preferences, using *like, love, enjoy, want*.

### ● TARGET LANGUAGE

**Key language:** present simple, *like, love, enjoy + -ing* / nouns, *want + infinitive, science, doctor, naughty, quiet, towel, clever, at the shops, read about ... , catch*

**Additional language:** *really + adjective, because, but, and, need*

**Revision:** present continuous, family, *shops, shopping, coming, seeing, Where ... ?*, action verbs

### ● MATERIALS REQUIRED

Extra activity 1: Photocopiable activity 3 (see page 114).

One copy of the survey for each pupil.

Extra activity 2: A ball of scrunched up paper, one for each group

### Warmer

- Draw a simple family tree on the board to review the family vocabulary. Point to, e.g. the grandparents and say *These are the children's ...*. Pupils supply *grandparents*. Repeat for *parents/uncle/aunt/grandchildren*. Say statements about the family tree which are false, for pupils to correct, e.g. (Name and name) *are the children's parents* (they're their grandparents). Pupils correct. Invite pupils to come to the board and do the same.

### PB14. ACTIVITY 7. Listen and say the letter.

- Tell pupils to open their Pupil's Books at page 14. Ask a pupil to read the first talk bubble aloud and then ask another pupil to point to the picture. Ask a pupil to read the instruction aloud and check pupils know what to do. Play the CD. Pause after each statement for pupils to say the letter. Play the CD again.

**Key:** c, f, d, b, e, a

### CD 1, 17

A naughty monkey.

An ugly mouse.

A loud elephant.

A sad snake.

A quiet cat.

A happy hippo.

A beautiful bird.

### PB14. ACTIVITY 8. Look, think and answer.

- Focus pupils on the picture for Activity 8. Elicit some of the people and things they can see in the picture. Elicit where the people are (in the garden). Ask a pupil to read the activity instruction aloud and others to take turns to read the three questions. Pupils study the picture to find the answers and compare their predictions in pairs.

### PB14. ACTIVITY 9. Read and check.

- Focus pupils on the text. They take turns to read it aloud around the class to check/find the answers. Check answers with the class.

**Key:** 1 She's in the garden / under a tree. 2 Because he loves riding his bike. 3 Yes, she is. 4 Grandma's painting.

### PB14. ACTIVITY 10. Say 'yes' or 'no'.

- Do the first one as an example. Pupils work individually and decide if the statements in Activity 9 are true or false. They check in pairs. They take turns to read the statement and to say 'yes' or 'no'. Check with the class in the same way.

**Key:** 2 Yes, 3 No, 4 No, 5 No, 6 Yes

### Extra activity 1 (if time)

#### AB14. ACTIVITY 5. Read and circle the best answer. [YLE]

- Tell pupils to open their Activity Book at page 14 and to look at Activity 5. Ask a pupil to read the instruction aloud. Check meaning of *best answer*. Do the first one as an example (B). If pupils didn't do Extra activity 1, you may need to do more examples with the class. Pupils work individually and complete the activity, circling the correct letter in pencil. They check in pairs. Check with the class by asking pairs to read the question and then both answers before saying which they think is correct.

**Key:** 2 B, 3 A, 4 B, 5 A

#### AB14. ACTIVITY 6. Look and match the sentences.

- Focus pupils on the pictures for Activity 6. Elicit what they can see. Ask a pupil to read number 1. Ask *What does he want to do? Look at the pictures*. Mime riding a bike if necessary. Tell pupils to find the correct sentence on the right (He wants to ride it) and mime writing a 1 in the box to the right. Repeat for number 2 and other numbers until pupils understand the activity. In pairs, pupils complete the activity, writing the numbers in the boxes. Pairs check with pairs. Check with the class by asking pupils to read the matching pairs of sentences aloud. Listen to check pupils use the weak form of *to* before the infinitive. Note: Some pupils will find this a conceptually challenging activity.

**Key:** 2 He wants to take a photo. 3 He wants to play basketball.  
 4 He wants to play it. 5 She wants to read it.  
 6 She wants to make a cake.

### Extra activity 2 (if time)

#### Ending the lesson

- Pupils close their books. Say *Can you remember? Who's clever in the story? Why?* Repeat for *naughty, quiet, funny*. After the class has talked about the words, let pupils look again at the picture in the Pupil's Book and find the words in the text.

## Page 15

**OBJECTIVES:** By the end of the lesson, pupils will be able to describe family members.

### ● TARGET LANGUAGE

**Key language:** *beard, curly, fair, moustache, straight, hair, farmer, people*

**Additional language:** *all day, tractor, boots*

**Revision:** adjectives, colours, *have got, doctor, really, love, like* + noun

### ● MATERIALS REQUIRED

Warmer: Five pictures cut from magazines to show people with curly hair, straight hair, a moustache, a dark beard, a fair beard  
 Extra activity 2: Nine different coloured squares, sticky tack

### Warmer

- Play a game of 'Simon says' to review body parts. Pupils stand up. Say, e.g. *Simon says touch your head*. Pupils touch their head. Say, e.g. *Touch your nose*. Pupils don't touch their nose. Continue. Include these words: *hair, arm, leg, face, eye, ear*.

### Presentation

- Place the five magazine pictures on the board (see Materials required). Point to one of the pictures. Elicit/teach the description for each one, e.g. *She's got curly hair*. Place the pictures in different parts of the room. Point to them in turn to elicit the correct sentence from the class. Personalise the activity by asking which pupils have straight or curly hair. Place the pictures on the board. Elicit each sentence again and write it under the picture.
- Say each of the new words in turn (*beard, moustache, straight, curly, hair*). Teach a mime for each one, e.g. stroking chin for *beard*, twirling moustache ends for *moustache*. Repeat the words at random. Pupils mime the action. Mime the actions and elicit the words from pupils. Pupils continue the game in pairs.

**PB15. ACTIVITY 11.** *Complete the song with the names. Then listen and check.*

- Tell pupils to open their Pupil's Book at page 15. Focus them on the picture and elicit who they can see and what they're doing. Ask a pupil to read the instructions aloud. Check understanding. Play the CD. Pupils listen and point / whisper the names to their partner. Pairs check with pairs. Check with the class. Play the CD again. Pupils follow the text in their books. Pause after each section for pupils to point to / identify the correct person in the picture.

**Key:** Aunt May, Uncle Fred, Grandma Star, Grandpa Star, Simon, Stella, Suzy.

### CD 1, 18

As in Pupil's Book and Key

**PB15. ACTIVITY 12.** *Sing the song.*

- Pupils stand up. Play the CD again, verse by verse. Pupils join in. Sing the song again with pupils until they are confident with the words. Invite seven pupils to come to the front. Each pupil is one of the characters in the song (Aunt May, etc.). Encourage them to act the part. The other pupils sing the song and when they sing about, e.g. Aunt May, 'Aunt May' mimes being a doctor and having straight hair. Repeat with seven different pupils in role.

### CD 1, 19

As in Pupil's Book

**PB15. ACTIVITY 13.** *Listen and match.*

- Focus pupils on Activity 13 and ask a pupil to read the instruction aloud. Elicit who they can see in the pictures. Play the CD. Pause after each statement for pupils to match the picture. They check in pairs. Play the CD again. Check with the class.

**Key:** 2 c, 3 f, 4 i, 5 g, 6 b, 7 e, 8 a, 9 d

### CD 1, 20

As in Pupil's Book.

### Extra activity 1 (if time)

**AB15. ACTIVITY 7.** *Find and write the words.*

- Tell pupils to open their Activity Book at page 15. Focus them on Activity 7 and invite a pupil to read the instruction aloud. Elicit where they find the words and what words they find and where they write them. Say *What's 1? (clever). Who can find 'clever' in the wordsearch?* Pupils look at the example. Say *Then you write the word here*. Point to *clever*. Elicit the words for the other seven pictures. Pupils work individually and find the words. They check with their partner. They write the words on the lines. Check with the class by asking pupils to spell out each one as you write it.

**Key:** 2 naughty, 3 quiet, 4 short, 5 funny, 6 curly, 7 straight, 8 fair

**AB15. ACTIVITY 8.** *Write the words.*

- Focus pupils on Activity 8. Check they understand what to do. Individually, pupils look at the pictures and write the words from the box to describe each character. They check in pairs. Check with the class.

**Key:** 1 happy, 2 quiet, 3 loud, 4 naughty, 5 ugly, 6 beautiful, 7 sad

### Extra activity 2 (if time)

#### Ending the lesson

- Sing the song from Pupil's Book Activity 12 again.

## Page 16

**OBJECTIVES:** By the end of the lesson, pupils will be able to distinguish words of one, two and three syllables.

### ● TARGET LANGUAGE

**Key language:** *syllable, word, family tree*

**Additional language:** *so easy*

**Revision:** family, actions, activities, food, *Do you like + -ing?*  
*Yes, I do / No, I don't.*

### Warmer

- Say *Look and think*. Write words at random across the board: *son, daughter, parents, granddaughter, aunt, grandfather*. Join *son* and *aunt* using, e.g. green. Say *Can anyone make another pair? Think about the sound*. Give pupils time to think. Help by saying one or two of the words aloud, clapping the syllables. If pupils still can't do it, join another pair (*parents–daughter*) using another colour. When all pairs are joined, elicit from pupils what the connection is (number of syllables). Say *One-syllable words*. Clap once. Say *Two-syllable words*. Clap twice. Say *Three-syllable words*. Clap three times.

### PB16. ACTIVITY 14. *Say it with Stella.*

- Tell pupils to open their Pupil's Book at page 16. Elicit who they can see in the picture. Listen for the correct syllables in each word. Ask a pupil to read the instruction aloud. Tell pupils to listen and point to the lines the first time. Check pupils know what to do. Play the CD. Pupils listen and point. Play the CD again for pupils to repeat.

### CD 1, 21

As in Pupil's Book

### PB16. ACTIVITY 15. *Listen. Repeat and clap.*

- Focus pupils on Activity 15. Play the CD. Pupils join in, clapping to show the syllables and the stress in each word. Demonstrate by clapping the words, clapping more loudly for the stressed syllables. Play the CD again with the class. Pupils clap loudly and quietly to indicate the stress. Elicit what they notice about where the stress falls in the two- and three-syllable words (on the first syllable).

### CD 1, 22

1 chicken, 2 clothes, 3 purple, 4 crocodile, 5 smile, 6 tree, 7 cousin, 8 tomato, 9 sausage, 10 coconut, 11 cupboard, 12 lemonade, 13 chips, 14 mirror, 15 hall, 16 pineapple

### PB16. ACTIVITY 16. *Draw your family tree. Talk about your family. Use the words in the boxes.*

Note: If you have pupils who would find this activity upsetting, adapt it to an imaginary family tree.

- Focus pupils on Activity 16. Invite different pupils to read a sentence of the instruction. Say *First, draw your family tree. Draw it in your notebooks*. Remind them who to include and to write the names, e.g. *Uncle Tom / Mum*. Monitor pupils and ask questions, e.g. *Who's this?* Focus pupils on the structures on the Pupil's Book page. In pairs, they take turns to talk about their family tree.

### Extra activity 1 (if time)

#### AB16. ACTIVITY 9. *Put the words in groups.*

- Tell pupils to open their Activity Book at page 16. Ask a pupil to read the instruction aloud. Ask *What groups?* Elicit that it's syllable groups. Demonstrate the activity using the example. Pupils work in pairs. They take turns to say each word in the box and to write it in pencil in the correct column. Remind them to ask another pair if they are not sure. Check with the class.

**Key:** one syllable: dad, mum, aunt; two syllables: sister, uncle, grandson; three syllables: grandparent, grandmother, granddaughter

#### AB16. ACTIVITY 10. *Listen and colour.* [YLE]

- Focus pupils on Activity 10 and ask a pupil to read the instruction aloud. Elicit some of the things they can see in the picture. Play the CD. Pupils don't colour the first time. They listen and look. Play the CD again. Pupils put a coloured dot on the relevant part of the picture. They check in pairs. Pupils colour the picture, or listen again if necessary.

### CD 1, 23

- 1 Look at the naughty girl. / Where? / Next to the tree. She's got fair hair. Colour her hair yellow. / OK.
- 2 Be quiet. The baby's sleeping. / Oh, yes. Is he with his grandmother? / That's right. Colour his grandmother's hair grey. / OK.
- 3 Can you see the man with a beard? / Is he reading? / Yes, that's right. / He's my uncle! / Is his beard orange? / Yes! / Well, colour his beard orange. / OK.
- 4 Can you see the girl on the bike? / Which one? There are two. / The one with curly hair. / Oh, yes. Colour her hair red. / OK.
- 5 Can you see the man with straight hair? / Oh, yes. / Colour his hair black. / OK.
- 6 There's a clever boy. He's got 10 in his exam. / What colour's his hair? / It's brown. Colour it brown. / OK.

### Extra activity 2 (if time)

#### Ending the lesson

- Pupils repeat the syllable chant from the beginning of the lesson. Divide the class in half. Half say the chant; the other half clap for the syllables. Change roles and repeat.

## Page 17

**OBJECTIVES:** By the end of the lesson, pupils will have read a story and reviewed language from the unit.

### ● TARGET LANGUAGE

**Key language:** language from the unit, *pet thief, dirty, jacket, detective agency*

**Additional language:** *We can find him. Look at that! episode, Do you remember? Fold the page. Correct.*

**Revision:** language from the story, *No problem, Lock and Key, look, park, Let's ..., agency, How do you spell ... ?*

### ● MATERIALS REQUIRED

Extra activity 2: Three or four rolled up newspapers, depending on the number of groups

### Warmer

- Write prompts from the first episode of the story on the board, e.g. *Please help me! Please find Clarence! Get the Detective Box.* Elicit the story so far from pupils in the present tense. Ask other questions, e.g. *What's the name of the detectives? Are they good at their jobs?*

### Story

#### PB17. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 17. Tell them that this is the next episode of the story. Elicit/teach *pet thief*. Set the pre-listening questions: *Who's the man on the screen? Is the pet thief in the park?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (*The pet thief, No, it's a lady*).
- Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *What's this?* (a picture of the pet thief). *Has he got curly brown hair?* (no, he's got straight black hair). *Is he wearing a hat?* (yes). *What does Lock say?* (Let's look in the park). *What's the lady wearing?* (a dirty hat and an old jacket). *Is the cat called Clarence?* (yes, it is).
- Ask pupils if Lock and Key are good detectives.

#### CD 1, 24

Lock and Key  
 Lock and Key  
 From the Detective Agency  
 We can find it  
 Wherever it may be  
 We are Lock and Key

lock: Hmm that's the pet thief? He's got straight black hair a black beard and a moustache.

key: Yes and he's wearing a big dirty hat and an old jacket. We can find him, no problem!

key: Where are you going Lock?

lock: I want to find that pet thief. Let's look in the park.

lock: Look! There's the pet thief... and he's got Clarence!

key: Yes, I can see his dirty hat and old jacket. Let's get him!

MRS POTTS: There you are Clarence! Naughty cat.

WOMAN: What are you doing? Give me my cat! Who are you?

KEY: I'm Mr Key, from Lock and Key Detective Agency. We're looking for the pet thief.

WOMAN: I'm not a pet thief!

LOCK: That's right Key. She hasn't got a beard or a moustache. Give her the cat.

KEY: No problem, Lock.

### Extra activity 1 (if time)

#### AB17. DO YOU REMEMBER?

- Write the word *Family* in the top left of the board. Brainstorm the family words from the unit with pupils and write them as a mind map. Elicit the spelling from the class. Include: *parents, son, daughters, aunt, uncle, grandparents, grandson, granddaughters*. Accept others if pupils give them to you. Draw an oval (for a face) in the bottom right of the board. With simple drawings, elicit *curly, straight, beard*. Elicit the spellings and write the words.
- Tell pupils to open their Activity Book at page 17. Clean the board. Pupils study the words on the right in silence, using the pictures to help with meaning. Pupils then fold the page down the middle so that they can see the pictures and the gaps for the words. Without looking, pupils write the words in pencil, using the pictures to help. They can check in pairs by asking, e.g. *How do you spell 'uncle'?*, but they don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's.

#### AB17. CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples (*son, aunt*, etc.) and elicit/remind them of the activities they did in this unit when they wrote about their family. Elicit what the three faces mean (not very well / OK / very well). Tell pupils they colour in the one they think is true for them. Repeat for the second sentence, eliciting / reminding them of the speaking activities they did in the unit. Pupils colour in a face. Repeat for the third sentence, giving an example for pupils of the structure, e.g. *I want to draw a picture*. Pupils colour in a face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

### Extra activity 2 (if time)

#### Ending the lesson

- Ask pupils which chant/song they'd like to do again from the unit. Do it together to end the lesson.

## Page 18

**OBJECTIVES:** By the end of the lesson, pupils will have read about portraits and 'still life's and given their opinions.

### ● TARGET LANGUAGE

**Key language:** *paintings, portraits, artist, self portrait*

**Additional language:** *Picasso, John Singleton Copley, Hulis Mavruk*

**Revision:** family, adjectives, wear, dress, hat, flowers, because

### ● MATERIALS REQUIRED

CD of gentle classical music for the warmer. Ideally this music should be playing quietly from the beginning of the lesson.

Extra activity 2: Photocopiable activity 4 (see page 115), one for each pupil

### Warmer

- Tell pupils to close their eyes and to put their heads on their desks. Play the CD of gentle music in the background. Say *I'm going to describe a picture. I want you to imagine it in your heads. There is a big park next to some water. It's a sunny day. There are trees in the park and beautiful red, yellow and blue flowers. There are two children: a girl and a boy sitting on the grass. They are talking and laughing. The girl's got long curly hair and is about ten years old. The boy is about twelve years old. He's got short dark hair and is wearing a T-shirt and jeans. They look very happy.*
- Tell pupils to slowly open their eyes. Ask pupils how they feel and talk about the pictures in their minds. Say *Today we're going to talk about paintings.* Remind them that Grandma Star likes painting.

### PB18. ACTIVITY 1. Look at the family paintings. Listen.

- Focus pupils on the three paintings. Play the CD. Talk about each painting with the class: what they can see, the colours, the people, whether they are old/modern, more or less realistic, etc. Elicit which is their favourite and why. If pupils respond in L1, recast their responses into English. Focus pupils on the short text. Read it aloud to the class. Teach/check the words *portrait / self portrait*. Elicit what they are in L1.
- Provide prompts on the board, e.g.  
*I like ... because ...*  
*This painting's my favourite because ...*  
*The people in this painting are happy/sad/funny/young/old.*  
*This painting looks quite old. The clothes are very old-fashioned.*  
 In groups of four, pupils use the prompts to talk about the paintings.

### CD 1, 25

As in Pupil's Book.

### PB18. ACTIVITY 2. Listen and match the texts. Answer the questions.

- Pupils stay in their groups of four. Focus pupils on Activity 2 and ask a pupil to read the instructions aloud. Check the class understands. Play the CD. Pupils listen and read the texts silently, and match them with the portraits. Play the CD again. Check with the class. Elicit the words which helped them,

e.g. *1 three children / two wearing hats.* Elicit the answers to the three questions.

**Key:** 1 b, 2 c, 3 a

1 red

2 seven

3 a brown jacket and brown trousers.

### CD 1, 26

As in Pupil's Book.

### Extra activity 1 (if time)

#### AB18. ACTIVITY 1. Look. Choose and circle the words.

- Tell pupils to open their Activity Book at page 18.
- Tell pupils to look at the painting and read the text, then to choose and circle the correct word. Elicit the first option and write it on the board to show pupils what to do. Monitor pupils as they do this part of the activity.

**Key:** family, three, a, a, grandfather, sitting, boys, talking, holding

#### AB18. ACTIVITY 2. Look, read and write.

- Focus pupils on Activity 2 and elicit what this is (*a family tree*). Tell them this is Jane's family tree. Pupils read the text in pairs and then write the names below the correct picture on the family tree. Monitor pupils as they are working. Check as a class. Draw the family tree on the board and write the names in the correct place as pupils say them for pupils to check their answers

**Key:** Marios, Sofia

Harry + Rania, Tony + Maria

Jane, John, Pat

### Extra activity 2 (if time)

#### Ending the lesson

Review with pupils what they learnt about in today's lesson.

## Page 19

**OBJECTIVES:** By the end of the lesson, pupils will have talked more about art and artists, written about their family portrait and completed a project.

### ● TARGET LANGUAGE

**Key language:** descriptions

**Additional language:** *beard*

**Revision:** *self portrait, portrait, family, have got*

### ● MATERIALS REQUIRED

**Project:** A large piece of paper for each pupil, paints, paintbrushes, water, cloths, your family portrait plus text on a large piece of paper as an example

**Extra activity 2:** A piece of paper with a train engine drawn on it, another piece of paper for a carriage (to contain the new words)

### Warmer

- Describe a pupil in the class for the others to guess, e.g. *This pupil's got short, dark, straight hair and blue eyes. This pupil's wearing ...* Repeat.

**PB19. ACTIVITY 3.** *Look at the family pictures. Ask and answer.*

- Tell pupils to open their Pupil's Book at page 19. Focus them on Activity 3. Demonstrate the game. Say *I'm looking at a picture. Guess. Ask me questions.* Focus pupils on the example question: *Has he got a long white beard?* Pupils take turns to ask questions and to guess. They can ask a maximum of five questions. The pupil who guesses chooses a picture and the class ask him/her questions. Check pupils use *Has he got / Has she got ... ?* correctly.
- Pupils play the game in pairs. Pupil A secretly writes the letter for the picture in his/her notebook. Pupil B asks questions to guess. They change roles.

**PB19. PROJECT.** *Draw your family portrait and write about it.*

- Focus pupils on the project. Pupils read the text aloud around the class. Check comprehension. Ask a pupil to read the instruction aloud. Elicit what they are going to do (draw/paint their family portrait and write about it). Elicit who pupils are going to put in their portrait. Display your portrait. Show pupils where they paint the portrait and where they write the text. Pupils sketch the portrait in their notebooks. Check pupils' sketches and then hand out the paper. Pupils draw a line two thirds of the way down the paper. Hand out the paints, etc. Pupils paint their family portrait at the top of the paper. They write the text in their notebooks first using the model from the Pupil's Book. Check their writing. Then they write it on a piece of paper (not on the paper with the portrait).  
**EITHER:** Pupils stick the description of their family portrait under the picture on the paper.  
**OR:** They do Extra activity 1.

### Extra activity 1 (if time)

**AB19. ACTIVITY 3.** *Read and write the names.*

- Tell pupils to open their Activity Book at page 19. Elicit what they can see (*a family portrait*). Ask a pupil to read the instruction aloud. Check understanding. They do the activity in pairs. Check with the class.

**Key:** 1 Tom, 2 Sally, 3 Nick, 4 Aunt Vicky, 5 Uncle Jack, 6 Daisy

**AB19. ACTIVITY 4.** *Draw and write.*

- Focus pupils on Activity 4 and on the family pictures. Elicit who each one is. Pupils work individually. They compare their answers in groups of four. Check with the class. Be ready to accept other ideas and reasons from pupils. There are several possible options.

**Key:** 1 curly black, happy; 2 curly fair, small, big/happy; 3 short grey, small/big/brown, big/happy.

### Extra activity 2 (if time)

### Ending the lesson

- Review with pupils what they talked about in today's lesson and which pictures they liked best from this and the previous day's lesson and why.