

3 My family

Unit objective

- Can talk about my family

Language

Target vocabulary	Family: mum, dad, brother, sister, granny, grandad, friend, family Occupations: vet, pilot, doctor, dancer, cook, farmer, dentist, artist, teacher
Target structures	This is my brother/sister. How old is he/she? He's/She's nine. Is he/she a vet? Yes, he/she is. / No, he/she isn't. She's a cook.
Revision	Numbers How old are you? I'm... What's this? It's a... Is it a...? Yes, it is. / No, it isn't. My/His/Her name's...
Receptive language	This is my (mum). Who's this? I'm glad.
CLIL and Wider World language	CLIL: Art (Types of art): painting, collage, sculpture, drawing Wider World (Different families): baby

Contents

Phonics	Cross-curricular contents <ul style="list-style-type: none"> • Arts and crafts: making flashcards , learning about different art styles, making a collage, drawing a picture of what you want to be • Music: songs and chant • Maths: using numbers to sequence • Language skills: asking and answering questions, following instructions, acting out a story, playing games
Topics	
Values	
Songs and chants	Socio-cultural aspects <ul style="list-style-type: none"> • identifying and talking about families • working in pairs and groups • learning to share with others • telling your family you love them • learning about a family from a different part of the world
Stories and Quest	
	Learning strategies <ul style="list-style-type: none"> • using previous knowledge • asking and answering questions • following instructions • logical thinking: deducing information from pictures • critical thinking: identifying and comparing • using art to express yourself • predicting the outcome of a story • understanding and identifying different types of art • reflecting on learning and self-evaluation • personalisation of language learnt • recording new vocabulary in a picture dictionary

Key competences

Linguistic competence: Use language as an instrument for communication (L. 1 to 10)

Mathematical, science and technological competences: Use numbering to complete a task (L. 1 to 10); Understand how we relate to family and friends (L. 1, 2 and 8); Raise awareness of cultural differences (L. 8);

Digital competence: Use Poptropica English Islands digital tools (L. 1 to 10)

Social and civic competences: Make and accept rules for working together and codes of conduct (L. 1 to 10); Learn to love your family (L. 5); Understand different occupations people do (L. 3, 4 and 8)

Cultural awareness and expression: Develop and value initiative, imagination and creativity (L. 5, 7 and 8); Understand and produce different artwork styles (L. 7); Raise awareness of cultural differences (L. 8)

Learning to learn: Reflect on what has been learnt and self-evaluate progress (L. 9)

Initiative and entrepreneurship: Develop one's own criteria and social skills (L. 1 to 10)

Skills (From Global Scale of English Learning Objectives – for Young Learners)

Speaking

- Can ask people how they are using a basic phrase
- Can recite a short, simple rhyme or chant
- Can name everyday objects in their immediate surroundings or in pictures, if guided by prompts
- Can read aloud familiar single words
- Can sing a basic song from memory
- Can answer simple questions about their family and friends, using basic phrases
- Can tell someone's job by using familiar job names
- Can talk about their immediate family members in a basic way, if guided by questions or prompts

Listening

- Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures
- Can recognise familiar words and phrases in short, simple songs or chants
- Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures
- Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly

Reading

- Can recognise key words and basic phrases in short, simple cartoon stories
- Can understand basic phrases in short, simple texts

Classroom ideas

- Play flashcard and team games.
- Make a collage using family photos.
- Imagine how life would be different without different occupations, e.g. no doctors.
- Give instructions to draw classroom objects.
- Create a new version of the story.
- Make a class gallery of pupils' artwork.
- Create a monster/alien/funny family.
- Photocopiables

Take-home English

- Letters for parents. When you begin Unit 3, complete and give pupils a copy of the Unit letter (see digital tools).
- Home–School link. Pupils tell their family that they love them (L. 5). Pupils can also think of ways they can show their family they love them.
- Craft activities. Pupils can take home the collage they make with Photocopiable 3.6 or the drawing they make of what they want to be when they are older.

Evaluation

Self-assessment

- I can identify family members.
- I can use occupation words.

Resources

- Pupil's Book p. 34
- Activity Book p. 28
- Grammar reference (Pupil's Book p. 109)
- Unit 3 Extra practice (Activity Book p. 98)

- Picture dictionary (Activity Book p. 106)
- Test Booklet – Unit 3, p. 16

Lesson 1 Pupil's Book page 34

Lesson objective

To identify family members

Target language

family, friend, granny, grandad, brother, sister, dad, mum, aunt

Receptive language

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

Materials

Audio; Flashcards – Family members; Wordcards – Family members; paper or large coin; photos of your own family or family photos from magazines (optional); Learning adventure poster

Optional activity materials

Photocopiable 3.1

Warm-up

- Play the *Hello* song (CD1, Track 02) from the Welcome unit. Pupils can sing the song and use the puppets they made in Unit 1.
- Elicit any new words that pupils can remember from Unit 2. Write them on the board.
- Now give pupils a few minutes to look through Unit 3 and ask them what they think the unit is about. Teach the word *family*.

Learning adventure

1 What do you know?

- Open books and ask pupils to look at the main scene. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning family words.*
- Close books. Ask pupils what English words they know for family members e.g. *mum, dad* etc. Write them on the board.
- Refer to the learning adventure poster and say, *Great! You are already moving along your learning adventure!*

Presentation

- Use the flashcards, your family photos or photos from magazines to present the new vocabulary. Say, *This is my family.* Point to the people in turn and say, *mum, dad*, etc. Now point to each in turn and ask, *Who's this?* (*brother*).
- Say a family member, e.g. *mum*, and flip through the flashcards one by one. Pupils shout, *mum* or clap when they see the corresponding flashcard.

2 Listen.

- Talk (in L1) about the characters and what's happening in the main illustration (*Harry is introducing Waldo to his family for the first time and Aunt Fifi is trying to make friends with Waldo*). Ask questions about the illustration, e.g. *What's this? What colour is it?* Point to Harry and Beth's mum and dad and ask, *Who's this?* (*mum, dad*). Repeat with the other people.
- Play the audio. Pupils listen and point to the different characters in the illustration as they are introduced.

Audioscript

CD1, Track 69

H = HARRY A = AUNT FIFI W = WALDO

H: Waldo, this is my family.
This is my mum.
This is my dad.
This is my granny.
This is my grandad.
This is my sister, Beth.
And this is my aunt, Fifi.
This is my friend, Waldo. He's a dragon.

A: Hello, Waldo!

W: Roarrrr.

3 Listen and number.

- Play the audio. Pupils listen and repeat the words while pointing to the corresponding family members in the illustration.

Audioscript

CD1, Track 70

1 friend
2 granny
3 grandad
4 brother
5 sister
6 dad
7 mum
8 aunt

- In pairs, pupils play a game. Pupil A turns away while Pupil B covers up one of the people and their word label with a coin or piece of paper. Pupil A turns around and has to guess which person is covered up. Pupils switch roles, covering up more people each time to make the game more difficult.

ANSWER KEY

sister 5 brother 4 friend 1 aunt 8 mum 7
dad 6 granny 2 granddad 3

3 My family

1 What do you know?

2 Listen.

sister

brother

friend

aunt

3 Listen and number.

4 Listen and say.

5 Listen and chant.

This is my sister.
How old is she?
She's six, she's six!

This is my brother.
How old is he?
He's seven, he's seven!

34 Lesson 1

Can identify family members

Practice

4 Listen and say.

- Play the audio. Pupils listen and point to the family members.

Audioscript

sister brother friend aunt mum dad granny grandad

CD1, Track 71

- Play the audio again. Pause the audio after each word and ask pupils to repeat.
- Stick the flashcards on the board. Show the wordcards in turn and ask pupils to read them aloud. Stick each wordcard next to its corresponding flashcard. Now stick the wordcards next to the wrong flashcards. Volunteers come to the board to correct your 'mistakes'.

Chant

5 Listen and chant.

- Pupils close their books. Play the chant and ask pupils to listen out for any family members they hear (*brother, sister*). Then play the chant again. This time ask pupils to stand up when they hear

brother and sit down when they hear *sister*. Repeat, asking pupils to do other actions, e.g. clap when they hear *brother* and stamp when they hear *sister*.

- Look at the main illustration and ask, e.g. *Who's this? What's this?* Point to Harry and ask, *How old is he?* Elicit, *seven*. Say, *He's seven*. Pupils guess how old Beth is. Say, *She's six*.
- Then play the chant again, pausing for pupils to repeat.
- When pupils are confident with the chant, play the karaoke version, (see Active Teach). Pupils chant along to the music, either using the words on the page or the words about their own family.

Activity Book page 28

1 Trace and number.

- Pupils trace over the family words. They then match each family word to the correct character in Waldo's family photo and number the picture accordingly.

ANSWER KEY

Picture, left to right: 2 5 6 4 3
Below picture: 7

Learning adventure

- Ask pupils, *How many family words do you know now?* Give pupils a minute to tell their partner the new words they know.
- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

- Choose a pupil to hold a flashcard over his/her head so that he/she can't see it. He/She tries to guess the card (*Mum? Dad?*). Pupils wave their hands, stand up or clap when he/she guesses correctly.

For the next lesson

- Ask pupils to bring in some of their own family photos, with their parents' permission.

Lesson 2 Pupil's Book page 35

Lesson objective

To ask and answer questions about age using *How old is he/she?*

Target language

This is my (brother/sister).
How old is he/she? He's/She's (nine).

Materials

Audio; Flashcards – Family members


Optional activity materials

Pupils' family photos

Warm-up

- Play a game of *Guess the card*, using the family members flashcards. Show one of the cards very quickly and elicit the correct family member. Encourage pupils to ask questions, e.g. *Is it Mum?*

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to ask and answer questions about how old people are using How old is he/she?*

Presentation

- Revise numbers 1 to 20. Then ask various pupils, *How old are you?* Elicit, *I'm (seven)*. Point to a boy in the class and ask, *How old is he?* Pupils try to remember and answer (*seven*). Repeat with a girl, asking, *How old is she?* Repeat, emphasising the words *he* and *she* each time.



Look!

- Play the audio (CD1, Track 73) and ask pupils to listen and follow the *Look!* box. Ask pupils to read the sentences and questions in the *Look!* box while you read them aloud. Read them again and pause after each line for pupils to repeat the sentences.
- Pupils then use the same language to ask and answer in pairs, using the pictures of the family members on the page or their own family photos if they have brought them in.

Practice

6 Listen and write. Then ask and answer.

- Pupils look at the pictures of Waldo's brothers and sisters. Play the audio. Pupils listen and write the characters' ages on their badges.

Audioscript

CD1, Track 74

- This is my brother. He's ten.
- This is my sister. She's two.
- This is my brother. He's four.
- This is my sister. She's eight.

- Pupils point to the pictures and say, *This is my (brother). He's (ten).*, following the model in the speech bubble.

ANSWER KEY

2 2 3 4 4 8



Quest item and song

- Remind pupils (in L1) of the list of Quest items they have to find to look after Waldo. Play the Quest song. Pupils listen for the item they will find in the main illustration (*the family photo*). Teach the word *photo* if necessary. Pupils then find and circle the photo. (*The photographer is holding it.*)
- Play the Quest song again, while pupils follow in their books and sing along.

Activity Book page 29

2 Find and colour. Then read and circle.

- Pupils find the hidden number in each picture and colour it. They then choose the correct word in each sentence and circle it.

ANSWER KEY

2 sister, She's, eight

3 Trace and match.

- Pupils trace over the words in each answer. They then match the sentences to the correct children, by looking at the ages on their T-shirts. Pupils check their answers in pairs.

ANSWER KEY

2 c 3 b 4 a

LOOK!
 This is my brother/sister.
 How old is he/she? He's/She's nine.
 he's = he is she's = she is

mum dad granny grandad

6 Listen and write. Then ask and answer.

1 How old is he?
He's ten.

2

3

4 Look for a photo today!
A balloon, a cake, a tablet and a photo!
Look for a photo today!

Lesson 2 Can ask and answer questions about age using How old is he/she? 35

Pop quiz

Stick the flashcards on the board. Ask pupils to look at the cards in pairs and ask and answer questions about them, e.g. *Who's this? She's my mum.* Ask each pair to demonstrate what they have learnt in this lesson after they had time to work together.

Online World

- Direct pupils' attention to the chips card. Tell pupils to go online to the Online World and find the item. Once pupils click on the card within the game, they are taken to a supplementary language task.

Lesson 3 Pupil's Book page 36

Lesson objective

To identify jobs

Target language

vet, pilot, doctor, dancer, cook, farmer, dentist, artist, teacher, airport

Receptive language

I'm glad.

Materials

Audio; Flashcards – Family members, Occupations; Word cards – Family members, Occupations; Unit 3 Cut-outs; Learning adventure poster


Optional activity materials

Photocopiables 3.2–3.3

Warm-up

- Revise the family vocabulary by sticking the family members flashcards around the classroom. Say the words in turn and pupils point to the correct card. Then distribute the family wordcards to different pupils. They have to match them to the correct picture.
- Repeat the chant from Lesson 1 (CD1, Track 72). Pupils hold up the correct number of fingers as they hear the numbers. Ask, *How old is (Beth)?* Elicit, *She's six.*

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to identify jobs.*

- Close books. Ask pupils what English words they know for occupations e.g. *teacher, cook*. Write them on the board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

Presentation

- Use the occupation flashcards to teach the new vocabulary. Hold up each card and say the word. Then do a mime for each occupation. Pupils copy the mime and repeat the words. Revise the words *teacher* and *pupil* from Unit 2, Lesson 8.

7 Listen and number. Then listen again and say.

- Pupils look at the pictures at the top of the page while you play the audio. Pupils number the pictures. Then play the audio again. Pupils listen and repeat.

Audioscript

CD1, Track 76

- 1 an artist
- 2 a cook
- 3 a dancer
- 4 a dentist
- 5 a doctor
- 6 a farmer
- 7 a pilot
- 8 a vet
- 9 a teacher

- Draw attention to the use of *a/an*, referring to the *Tip!* box on the page. Can pupils guess when we use each word (in L1)? Explain that we use *a* before words beginning with consonants and *an* before words beginning with vowels (a, e, i, o, u).

ANSWER KEY

vet 8 pilot 7 doctor 5 dancer 3 cook 2
farmer 6 dentist 4 artist 1 teacher 9

Practice

- Pupils look at the family in the picture. Point to the different people and ask, *Who's this?* Elicit, *mum, dad*, etc. Pupils guess the characters' occupations. Ask where the characters are and teach the word *airport*.

Song

8 Listen, find and match. Then sing.

- Play the song. Pupils listen and point to the characters as they are mentioned. Then give pupils time to draw matching lines between the family words and the picture.
- Play the audio again. Pupils listen and mime the occupations as they hear them. Explain the meaning of *I'm glad*.
- Play the song again, while pupils follow the text in their books and sing along.
- When pupils are confident with the song, use the karaoke version, (see Active Teach). Pupils sing along, using the text in the book or substituting the words for the occupations of their own family. Teach additional vocabulary as necessary.

7 Listen and number. Then listen again and say.

VOCABULARY

TIP! a vet / an artist

a vet b pilot c doctor d dancer e cook f farmer g dentist h teacher i artist

8 Listen, find and match. Then sing.

SONG

I'm at the airport with my family.
Brother, sister, mum and dad.
I'm glad, glad, glad.

This is my mum.
She's a pilot.
My dad is a pilot, too.

This is my sister.
She's an artist.
And my brother is a cook.

me my dad my sister
my brother my mum

36 Lesson 3

Can identify jobs

5 Read and circle.

- Pupils look at the pictures and circle the correct words.

ANSWER KEY

1 mum, doctor 2 dad, teacher

Learning adventure

- Ask pupils, *How many words for jobs do you know now?* Give pupils a minute to tell their partner the new words they know.
- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

- Play *Parachute* with the vocabulary items from Lessons 1 and 3. Put pupils into two teams and tell them to take turns to guess a letter. Teams win a point when they guess the word correctly.

Unit 3 Cut-outs (Pupil's Book p. 117)

- Pupils make a set of occupation cards. They use these to play a game of *Matching pairs*. (see p. 238) When pupils find a matching pair, they do the mime for the occupation as well as say the word.

Activity Book page 30

4 Look and write.

- Pupils look at the pictures then label each one with the correct occupation word. Pupils check the activity in pairs and then together as a class.

ANSWER KEY

2 artist 3 doctor 4 pilot 5 vet 6 dentist 7 dancer
8 farmer

Lesson 4 Pupil's Book page 37

Lesson objective

To ask and answer questions about jobs using *Is he/she a... ?*

Target language

Is he/she (a vet)? Yes, he/she is. Is he/she (an artist)? No, he/she isn't. He's/She's (a teacher).

Materials

Flashcards – Family members, Occupations;
Wordcards – Family members, Occupations; Audio


Optional activity materials

Unit 3 Cut-outs

Warm-up

- Distribute the Flashcards and Wordcards – Family members and Occupations. Make sure each pupil has got a card, making additional cards if necessary. Ensure that each card is one of a matching pair (picture/word). Pupils have to find their matching card by circulating around the class. Pupils with wordcards read their words aloud; pupils with flashcards make a sentence using their picture, e.g. *This is my mum.* or *She's a doctor.*

Learning adventure

-  Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to ask and answer questions about jobs, using Is he/she a... ?*

Presentation

- Use the occupation flashcards to play a guessing game. Show pupils part of one of the cards (covering most of it with a piece of paper). Elicit questions about the occupation, e.g. *Is he/she (a pilot)?* Say, *No, he/she isn't.* Pupils ask questions until they guess the occupation correctly.

Look!

- Play the audio (CD1, Track 78) and ask pupils to listen and follow the *Look!* box. Ask pupils to read the questions and sentences in the *Look!* box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.
- Pupils then use the occupation flashcards to practise the same language. A volunteer chooses a card and asks the class, *Is he/she (a cook)?* The class replies using a short answer and either *he* or *she* as appropriate.

Practice

Listen and circle. Then ask and answer.

- Pupils look at the pictures of the different occupations and answer your questions, e.g. *Is she an artist?* (*Yes, she is.*) *Is he a doctor?* (*No, he isn't. He's a cook.*)
- Play the audio, pausing as necessary for pupils to circle the correct picture each time. Play the audio again for pupils to listen and check their answers.

Audioscript

CD1, Track 79

- 1 Is she a dancer?
No, she isn't. She's an artist.
- 2 Is he a farmer?
Yes, he is.
- 3 Is he a dentist?
No, he isn't. He's a teacher.
- 4 Is she a pilot?
No, she isn't. She's a doctor.

- Play the audio again, pausing for pupils to repeat the questions and answers.
- Pupils can then work in pairs. Use the speech bubbles to model the language they will need for the activity. Pupils then take turns to ask and answer about the pictures.

ANSWER KEY

2 b 3 a 4 b

Look and stick. Then write.

- Pupils look at the pictures and stick the stickers. Elicit which occupations they show. Do the activity orally with the whole class first.
- Pupils complete the sentences in writing to make questions and answers.



ANSWER KEY



2 cook 3 pilot; No; vet



LOOK!



Is he/she a vet?	Yes, he/she is. No, he/she isn't.	He's/She's a teacher.
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9 Listen and circle. Then ask and answer.

1 a  b 

2 a  b 


3 a  b 


4 a  b 


Is she a dancer? No, she isn't. She's an artist.

10 Look and stick. Then write.

pilot vet Is she Yes cook No

1  Is she a _____ a teacher?
Yes, she is.

2  Is she a _____? Yes, she is.

3  Is he a _____? He's a _____, he isn't.

Skills

Stick

Lesson 4 Can ask and answer questions about jobs using *is he/she a...* 37

Activity Book page 31

6 Match. Then read and circle.

- Pupils draw a matching line between the two halves of each occupation picture. They then read the questions underneath the pictures and circle the correct answer.
- When checking answers, where the answer is no, elicit the correct occupation, e.g. *Number 2 – She's a vet.*

ANSWER KEY

2 No, she isn't. 3 No, he isn't. 4 Yes, he is.

7 Listen and ✓. Then write.

- Pupils look at the pictures, name the occupations and trace over the words.
- Play the audio. Pupils listen and tick the correct answer each time. They then write the correct occupation word to complete each answer. Pause the audio as necessary.

Audioscript

CD1, Track 80

- Is he a farmer?
No, he isn't. He's a cook.
- Is she a teacher?
No, she isn't. She's a doctor.
- Is he a vet?
No, he isn't. He's an artist.
- Is she a dancer?
No, she isn't. She's a pilot.

- Pupils can check their answers in pairs. Then check the activity by asking, *Is he/she...?* questions.

ANSWER KEY

- No, she isn't. She's a doctor.
- No, he isn't. He's an artist.
- No, she isn't. She's a pilot.

Pop quiz

Use the family members and occupation flashcards to play a game of *Pass the flashcard*. Pupils stand in a large circle. Distribute the flashcards randomly. Play some music, e.g. the song from Lesson 3 (CD1, Track 77). Pupils pass the cards around the circle. Stop the music and say a sentence using a family word and an occupation, e.g. *My dad is a doctor*. The pupils with the dad and the doctor flashcards come and stand next to each other in the middle of the circle, before returning to their places. Repeat, using different family words and occupations.

Lesson 5 Pupil's Book page 38

Lesson objectives

- To understand a simple story
- To act out a story

Values

- To understand the value of loving your family

Functional language

Oh! Mmm. OK!


Materials

Audio; Unit 3 Story cards; props for acting out the story, e.g. a chef's hat, a ballet dancer's shoes (optional)

Warm-up

- Ask questions (in L1) about the story so far. Ask which characters were in the Unit 2 story and what has happened. Ask where the characters were (*at school*). Ask where Waldo was hiding (*on the shelf*). Ask how the teacher was feeling (*scared*).


Learning adventure

 Open books and ask pupils to look at the story. Ask, *What are we learning today?* Write the lesson objective on the board: *We're reading a story about Harry's family.*

11 Listen and read. Then act out.

- Before pupils open their books, show the story cards for Unit 3 in turn and ask the questions from the *Before listening to the story* section on the back of each card.
- Ask pupils to open their books and give them a few minutes to study the pictures from the story. Ask questions about the characters, e.g. *Who's this? Is she a pilot?* etc.
- Play the story and ask pupils to follow in their books.
- Check pupils' understanding of the story by asking the questions from the *After listening to the story* section on the back of each story card.
- Play the audio again. Pause after each line for pupils to repeat.

- Choose three pupils to act out the roles. Invite them to the front of the class. Play the audio while the pupils act out the story or say the lines and the pupils repeat. Encourage stronger pupils to say the lines from memory using prompts.

 You might like to give the pupils feedback on their performance. See p. 9 for advice on how to give feedback and useful feedback phrases.

Values

- Draw pupils' attention to the Values topic shown at the bottom of the page (*Love your family.*) Explain the meaning of this if necessary and ask (in L1) how the characters show they are in a loving family. (*They smile when they are talking to each other; they hug each other.*)

Home-School link

- Pupils make a note to tell their family how much they appreciate and love them. You could also encourage them to think of ways they can show their appreciation, e.g. *by helping out with small tasks around the home.*

Activity Book page 32

8 Read and circle.

- Pupils read the sentences and circle the correct character each time. Pupils can do this activity in pairs if you prefer. Pupil A reads a sentence; Pupil B finds and circles the correct character. They then switch roles.

ANSWER KEY

2 b 3 a

9 Write. Then colour.

- Pupils draw matching lines between the words and the family members in the picture. They then trace over the family words. Finally, they colour in the picture.

ANSWER KEY

1 dad 2 mum 3 grandad 4 granny 5 sister
6 brother

11 Listen and read. Then act out. **STORY**

Oh, dear!

Can I help you?

1 This is my dad. He's a pilot.

2 Oh!

3 This is my mum. She's a dancer.

Mmm.

4 This is my aunt. She's a cook.

Ooh!

5 This is my sister. She's six.

OK!

6 This is my family.

Mmm... Nice family!

VALUES Love your family.

38 Lesson 5 Can understand and act out a simple story

Pop quiz

- ★ Make true and false statements about the story, e.g. *Harry's dad is a dancer.* Pupils say if they are true or false.

Role playing the story

Additional story practice:

- Pupils draw or describe their favourite character.
- You might like to give pupils feedback. You could give pupils two stars and one wish, e.g. *Fantastic actions! Great teamwork! Speak a bit louder next time.* This could be given in L1.

Story card activities

For suggestions on how to use the story card activities, please see p. 22.

Lesson 6 Pupil's Book page 39

Lesson objective

To use the sounds *c*, *g* and *o*

Target language

can, cap, cat, gas, dig, on, dog, top

Materials

Audio; Phonics flashcards – *a*, *p*, *s*, *t*, *d*, *i*, *m*, *n*, *c*, *g*, *o*; Flashcards – *dig*, *cap*, *dog*, *on*, *gas*, *can*; Phonics poster


Optional activity materials

Phonics poster; Phonics envelopes containing Units 1 and 2 flashcards and letter tiles

Warm-up

- Use the Phonics flashcards to revise the sounds and letters from Units 1 and 2. Show the cards in random order and elicit the sounds. Start slowly and then increase the speed.
- Write the letters from Units 1 and 2 on the board. Say individual letter sounds and ask volunteers to come and identify the correct letter.
- Sound out different words: *at*, *sat*, *dip*, *sit*. Write the letters in the correct order and say the words.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning the c, g and o sounds.*

Presentation

Use the Phonics flashcards to introduce the new letters and sounds *c* (/k/), *g* (/g/) and *o* (/o/).

12 Listen.

- Pupils look at the letters in this activity. Play the audio twice. Each time, pupils listen and point to the letters in their books.

13 Listen, point and say.

- Play the audio, pausing after each pair of letter sounds. Pupils point to the correct letter and repeat.

Audioscript

CD1, Track 83

/o/, /o/

/g/, /g/

/k/, /k/

/g/, /g/

/k/, /k/

/o/, /o/

Practice

14 Listen and blend the sounds.

- Play the audio. Pupils point to the different sound squares – and the words themselves – as the words are sounded out. Pause the audio as necessary. Play the audio again, pausing for pupils to listen and repeat, sounding out each word.
- Use the wordcards. Put *gas* on the board. Then sound out the word (*g-a-s*) while tapping your finger under each letter. Pupils repeat. Finally blend the sounds and say the word (*g-a-s*, *gas*) a few times, getting pupils to join in with you. Repeat the procedure with the rest of the new words.
- Pupils then work in pairs. Pupil A sounds out a word and blends the sounds. Pupil B finds and points to the word in Activity 14.

15 Underline *c*, *g* and *o*. Read the words aloud.

- With books closed, write *cap* on the board. Sound out /k/ and ask a volunteer to come and underline the letter *c*. Ask another pupil to read the word aloud.
- Pupils then open their books and find *cap* in Activity 15. They underline the letter sounds and then read the word aloud to their partner.
- Repeat the procedure with the other words in Activity 15 to isolate and practise the sounds and letters *g* and *o*.

Activity Book page 33

10 Read the words and circle.

- Pupils read the words in the word bank aloud. They then find the corresponding details in the picture and circle them. Check as a class.

ANSWER KEY

Pupils should circle the dog digging and the cap.

PHONICS 3

12  Listen.


1  2  3 

13  Listen, point and say.


14  Listen and blend the sounds.

1 c - a - n can	2 c - a - p cap
3 c - a - t cat	4 g - a - s gas
5 d - g dig	6 o - n on
7 d - o - g dog	8 t - o - p top

15  Underline c, g and o. Read the words aloud.

1 dig 	2 cap 	3 dog 
4 on 	5 gas 	6 can 


Lesson 6 Can use the sounds c, g and o

- 11**  Listen to the sounds and circle the letters.
- Play the audio and ask pupils to listen and circle the letter that corresponds to each sound. Play the audio again for pupils to check the activity.

Audioscript **CD1, Track 85**

1 /o/ /o/
2 /g/ /g/
3 /a/ /a/
4 /k/ /k/

ANSWER KEY
2 g 3 a 4 c

- 12**  Listen and write the letters.

- Play the audio. Pupils listen and write the letters they hear. Play the audio again for pupils to check the activity.

Audioscript **CD1, Track 86**

1 c, /k/
2 o, /o/
3 g, /g/

ANSWER KEY
2 o 3 g

- 13**  Listen and write the words.


- Play the audio. Pupils listen and write the words they hear. Play the audio again for pupils to check the activity.

Audioscript **CD1, Track 87**

1 gas
2 cat
3 on
4 top

ANSWER KEY
2 cat 3 on 4 top

Pop quiz

-  Ask pupils to stand up if you say a word with the sound c or g and sit down for a word with the sound o. Say the words from the audio. If pupils are standing when they should be sitting or vice versa, they continue the game with their hands on their heads. The winner is the last pupil without hands on head.

Lesson 7 Pupil's Book page 40

Lesson objective

To talk about art

Cross-curricular focus

Art (Types of art)

Target language

painting, collage, sculpture, drawing

Receptive language

Who's this?

Materials

Postcards or magazine pictures of different artworks: drawings, sculptures, collages and paintings (optional); Audio; art materials for the project; Learning adventure poster

Optional activity materials

Photocopiable 3.6; CLIL poster

Learning adventure



Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning about art.*

- Close books. Ask pupils what English words they know for different types of art, e.g. *painting, collage*.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

Warm-up

- Draw a stick-figure family on the board. Invite pupils to describe the family, e.g. *This is my sister. She's eight.* Leave the drawing on the board.

Presentation

- Teach the word *drawing*, by pointing to the drawing on the board and asking, *What's this? (a family)*. Say, *Yes, it's a drawing of a family*. Practise the word *drawing*, then ask pupils to find other drawings they have made in their Activity Books or notebooks.
- If you have brought postcards or magazine pictures of different artworks to class, use these to teach the other art words (*painting, sculpture and collage*). Alternatively, use any work pupils have done previously in class or the pictures in the Pupil's Book.



16 Listen and number. Then say.

- Pupils look at the picture of the boy at the top of the page. Ask, *Is he a vet?* Elicit, *No, he's an artist*. Pupils look at the different artworks he has created. Ask, *What's this? (It's a painting.) Is it a sculpture?* (*No, it's a collage.*)
- Explain that the artworks are of the boy's family. Ask, e.g. *Who's this? Is it his mum?* Pupils guess.
- Play the audio. Pupils listen and number the pictures.

Audioscript

CD1, Track 88

I'm an artist. Look at my work. This is my family.

- 1 This is a collage. It's my dad!
- 2 This is a drawing. It's my sister!
- 3 This is a sculpture. It's my mum!
- 4 This is a painting. It's my family!

- Play the audio again for pupils to listen and repeat.
- Pupils then work in pairs. Pupil A pretends to be the boy artist and describes one of his artworks; Pupil B points to the correct artwork.

ANSWER KEY

a 4 b 1 c 3 d 2

Practice



17 Listen. Then ask and answer.

- Pupils look at the pictures and say what they can see. Play the example dialogue. Pupils listen and point to the picture that is being described (the painting of the dragon).
- Play the audio again for pupils to listen and repeat. In pairs, they ask and answer about the other pictures, using similar language.
- Pupils can then ask and answer about any artwork of their own. Or they can use any postcards or magazine pictures of artworks that you have brought.

16   Listen and number. Then say.

This is my family.

ART

a  painting

b  collage

c  sculpture

d  drawing

17   Listen. Then ask and answer.

1  2  3  4 

Is it a painting? Yes, it is.

Is it a dragon? Yes, it is.

40 Lesson 7 Can talk about art.

Activity Book page 34

14 Read and write.

- Pupils look at the artworks and read the words in the word bank. They then write the words in the labels.

ANSWER KEY

2 collage 3 drawing 4 sculpture


15 Colour and circle.

- Pupils use the colour key to colour in the different leaves. This creates a collage effect of a butterfly. Pupils then read and circle the correct words in the caption underneath.

ANSWER KEY


drawing butterfly

Learning adventure

 Ask pupils, *How many words for types of art do you know now?* Give pupils a minute to tell their partner the new words they know.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

 Play a game of *Guess the drawing*. Choose an item for which pupils know the English word. Draw a picture of this on the board, pausing after each pen stroke for pupils to guess what you are drawing. Encourage them to ask questions, e.g. *Is it (a dragon)?* When a pupil guesses correctly, finish the picture. Then ask that pupil to draw a picture.

Extension questions

Ask pupils questions which will help to develop their engagement and extend their thinking.

Examples of extension questions are:

- Questions which do not have a definite Yes/No answer, and could elicit a range of answers (e.g. *Which is the odd one out?*)
- Statements for pupils to agree or disagree with, giving reasons (e.g. *Dogs are better than cats.*)
- Giving the answer, for pupils to work out possible questions leading to that answer (e.g. Answer: *Five*. Possible question: *How many cousins do you have?*)
- Point of view, encouraging pupils to imagine things from different perspectives (e.g. *How do you think the boy felt?*)

This type of questioning requires pupils to use higher cognitive skills than just factual recall, and helps to illustrate their learning.

Lesson 8 Pupil's Book page 41

Lesson objectives

To read about different families
To write about their families

Cross-cultural focus

Different families

Target language

This is...

Materials

Wordcards – Occupations; Audio; CLIL poster;
a globe or world map (optional)


Optional activity materials

Photocopiable 3.7; an A4 notebook or file

Warm-up

- Play a miming game using the occupation wordcards. Invite a pupil to the front of the class and give him/her a word card. He/She reads the card and mimes the occupation for the rest of the class to guess. Repeat with other pupils.

Learning adventure

-  Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're making a class album of our families.*

Presentation

- Ask the class about their family, e.g. *Is your dad a doctor?* Elicit *Yes, he is./No, he isn't.* If the answer is no, encourage pupils to tell you the correct occupation if they can, e.g. *No, he isn't. He's (a teacher).* Other pupils listen and try to remember the different occupations. Then test pupils' memories by asking the class, *Is Ana's dad a doctor?*

18 Listen and read. Then match.

- Tell pupils they are going to find out about another family. They open their books and guess who is the mum, dad and sister in the pictures. Ask them to guess their occupations, e.g. *Look at picture a. Is she a teacher? (No, she's an artist.)*
- Play the audio for text 1. Pupils point to the picture that matches text 1 (picture 2) and write 2 next to the text. Pupils repeat the process for the second text. Ask pupils to read the text.

ANSWER KEY

1 Text b 2 Text a

Practice

19 Read and circle.


- Pupils read the questions and circle the correct answers. This can be done as a memory game in pairs, with pupils taking turns to ask and answer.
- Pupils can compare their own families with the one in the Pupil's Book, e.g. *His mum is a cook, but my mum is a vet.*

ANSWER KEY

2 No, she isn't. 3 He's five. 4 Yes, she is.

20 Project

- You might like to elicit from pupils what makes a good class album. Write their ideas on the board and/or add these to a class album e.g. large photos/drawings, good handwriting. Choose one of their ideas e.g. good handwriting and tell pupils to write large, clear words.
- Pupils make a class album about their families by following these steps. First, they draw a picture of their family. Then, they write about their picture, using the texts in Activity 18 as a model. Next, they add their drawings and texts to the class album.

-  You might like to give the pupils feedback on their work. See p. 9 for advice on how to give feedback and useful feedback phrases.

Home–School link

- Ask pupils to talk to their family about their jobs.

Activity Book page 35

16 Look and draw. Then listen and number.

- Pupils complete the pictures by tracing over the dotted lines.
- Play the audio and ask pupils to listen and number the pictures.

Audioscript

CD1, Track 91

- 1 This is my dad. He's a vet.
- 2 This is my mum. She's a teacher.
- 3 This is my dad. He's a pilot.
- 4 This is my sister. She's a doctor.



ANSWER KEY

a 3 b 4 d 2

Wider World

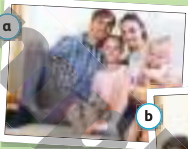
3

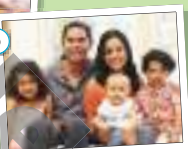
Different families


18   Listen and read.
Then match.

1 I'm Pablo and I'm 5. This is my family. My mum is a cook and her name's Maria. My dad is a vet. His name's Jorge. This is my brother Carlos. He's a baby. My sister Monica is 7.


2 I'm Tina. I'm 8. This is my family. My dad is a farmer. His name's John. My mum is an artist. Her name's Sandy. And this is my sister Carla. She's 5.

a 


b 

19  Read and circle.

<p>1 Is Pablo a doctor? Yes, he is. / No, he isn't.</p> <p>3 How old is Pablo? He's eight. / He's five.</p>	<p>2 Is Carla three? Yes, she is. / No, she isn't.</p> <p>4 Is Tina eight? Yes, she is. / No, she isn't.</p>
--	--

20 

1 Draw your family.
2 Write about your picture.
3 Make a class album.



Talk to your family about their jobs.

Lesson 8 Can write about my family 41

Project success criteria

Make sure that pupils understand the steps to success for the project, to enable them to carry out the project successfully and to the best of their ability. For example, instead of just asking them to *create a poster*, give them clear step-by-step instructions:

1. Choose or draw the pictures you want to use.
2. Fill the page.
3. Use lots of colour.
4. Write the words neatly next to the pictures.

Show pupils what is required of them. Some pupils may need more support to keep in mind all the key elements of a successful project. Other pupils may be aware of the key elements but may require further suggestions to motivate them to improve.

Above all, project work is a chance for pupils to produce the language they have been learning in class, and will provide useful assessment and remediation opportunities.

Feedback

Let pupils know what they have done successfully and what they can improve upon. For example:

Good! Your pictures are interesting and colourful. Draw a frame for each picture. Write a heading at the top of your poster.

Create messages on stickers or pieces of paper, which you can hand out to pupils. For example:


- Well done!
- Good spelling!
- Neat work!
- Very colourful!
- Interesting pictures!

Giving pupils feedback about what they have done successfully and what they need to improve upon can lead to a positive impact on their achievement.

17 Complete for you. Then ask a classmate.

- Pupils complete the questionnaire, first for themselves and then for their partner.

Pop quiz

 Ask volunteers for their drawings to be used. As pupils are leaving the class, point to drawings in the class album, covering the text with a piece of paper. Ask pupils to describe what they see.

Lesson 9 Pupil's Book page 42

Lesson objective

To assess what they have learnt in Unit 3


Materials

Audio; Wordcards – Occupations; Flashcards – Family members, Occupations; self-prepared flashcards – Types of art; Learning adventure poster

Warm-up

- Play the song from Lesson 3 (CD1, Track 77). Give pupils actions to do when they hear the different family words, e.g. stand up when they hear *brother*, clap their hands when they hear *sister*, stamp their feet when they hear *mum* and wave goodbye when they hear *dad*.
- Revise occupations using the flashcards and wordcards. Attach all the cards to the board and ask volunteers to come and find the matching pairs. This can be done as a team game.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?*

Write the lesson objective on the board: *We're thinking about our learning adventure.*

- Close books. Ask pupils what they know about family. Write their ideas on the board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

Practice

21 Trace and number.

- Pupils look at the pictures and say the words.
- Pupils trace the words and number the pictures.
- Pupils stick the star sticker in place if they feel they have done this successfully.

ANSWER KEY

dad b aunt c granny e grandad f mum a
friend d

22



Listen and number. Then say.

- Play the audio. Pupils listen and number the pictures.

Audioscript

CD1, Track 92

- 1 This is my dad. His name's John.
Is he a dentist?
No, he isn't. He's a farmer.
- 2 This is my brother. His name's Paul.
He's a cook!
- 3 This is my dad. His name's Tom.
Is he a dentist?
Yes, he is.
- 4 This is my mum. Her name's Ann.
Is she a dancer?
No, she isn't.
Is she a pilot?
Yes, she is.

- Play the audio again. Pupils check their answers.
- Play the audio again and pause after each dialogue. Pupils repeat.
- Pupils stick the star sticker in place if they feel they have done this successfully.

ANSWER KEY

a 2 b 1 c 3 d 4

23

Ask and answer.

- Put pupils in pairs. Pupil A thinks of an occupation and Pupil B asks questions until they guess correctly. Pupils switch roles.
- Pupils stick the star sticker in place if they feel they have done this successfully.

Activity Book page 36

18



Listen. Circle True or False.

- Pupils look at the family photo. Play the audio. Pupils listen and look at the numbered characters. They then circle *True* or *False*, according to the sentences they hear.

Audioscript

CD1, Track 93

- 1 This is my mum. She's a pilot.
- 2 This is my dad. He's a cook.
- 3 This is my sister. Her name's Rita.
- 4 This is my friend. Her name's Millie.
- 5 This is Oscar. He's my friend.

21 Trace and number.

1 dad 2 aunt 3 granny

a b c

d e f

4 granddad 5 mum 6 friend

22 Listen and number. Then say.

a b c d

23 Ask and answer.

Is he a vet?
No, he isn't.

Is he a teacher?
Yes, he is.

42 Lesson 9 Can assess what I have learnt in Unit 3

- Ask pupils to correct the mistakes in the false sentences.

ANSWER KEY

2 False 3 True 4 False 5 True

19 Look at Activity 18. Read and circle.

- Pupils read the sentences and look at the family photos in Activity 18 again. They choose and circle the correct word in each sentence.
- Pupils can then work in pairs, making more sentences about the people in the photos.

ANSWER KEY

2 dad, doctor 3 sister, She's 4 brother, He's
5 Amy, She's

Picture dictionary (Activity Book p. 106)

- Use all the flashcards for the unit to revise the new vocabulary. Write the three vocabulary headings on the board (Family, Occupations and Art). One by one, elicit each new word from the flashcards and ask pupils to say under which heading each belongs. Stick the cards on the board accordingly.
- Ask pupils to turn to the Picture dictionary on p. 106 of the Activity Book. They complete the colouring activity in pairs. For each category, Pupil A reads a caption and Pupil B colours the corresponding item. They switch roles. When they have finished, they compare their picture dictionaries with other pupils in the class.

Learning adventure

Ask pupils, *How do you feel about your learning?* Pupils say what they have found easy or difficult. Encourage pupils to feel positively about their learning.

- Ask pupils, *Where are you on your learning adventure now?* Pupils discuss where they think they are. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

Tell pupils to look back through the unit and find a word they found difficult. Ask them to try to remember it.

Lesson 10 Pupil's Book page 43

Lesson objective

To use what they have learnt in Unit 3

Materials

Audio; Flashcards for all the vocabulary learnt so far including numbers 1 to 20;
Learning adventure poster


Optional activity materials

Online material – Family Island; Grammar reference; Unit 3 Extra practice; Test Booklet p. 16 (Unit 3), p. 40 (End of term 1)

Warm-up

- Use the number flashcards to revise numbers 1 to 20.
- Play the chant from Lesson 1 (CD1, Track 72). When pupils are confident with the chant, ask them to change the words to match the ages of their own family. Those pupils with a brother should chant along using their brother's age, while those with a sister chant their sister's age.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're playing a game about jobs.*

- Ask pupils if they can remember the things they have been learning in the unit, e.g. *painting, sculpture*. Write their ideas on the board.
- For each idea, ask pupils, *Where are you on your learning adventure?* Reassure less confident pupils that they will have opportunities for more practice.

24 Find and circle.

- Point to the bags below the maze and ask pupils which occupations they represent.
- Pupils follow the lines in the maze to the correct bags. Then, they circle the correct occupation below.
- In pairs, pupils compare their answers.

ANSWER KEY

1 a 2 b 3 b 4 a

25 Say.

- In pairs, pupils talk about the pictures in Activity 24. Pupil A chooses a picture and introduces them as a family member, e.g. *This is my mum*. Pupil B says the occupation, e.g. *She's a doctor*. Pupils use the speech bubbles as a model. Pupils switch roles.

Activity Book page 37

20 Read and write.

- Pupils look at the picture while you read the gapfill text. Pupils then read the text again in pairs and complete it by choosing the correct words from the word bank. Check answers by asking a pupil to read the text aloud.

ANSWER KEY

2 mum 3 brother

21 Draw one person in your family and write.

- Pupils choose a member of their own family to draw. They then complete the gapfill text about that person using the text in Activity 20 as a model. Help as necessary.
- Pupils then compare their drawings and texts with other pupils. They can then copy this drawing and text onto a separate piece of paper for their portfolio.
- **Note**, fast finishers could draw and write about other members of their family as a follow-up activity.

Activity Book page 98 (Extra practice)

1 Choose and write.

- Pupils complete the dialogues in the speech bubbles using the words from the box.
- Check answers with the class. Have the children practise the dialogues in pairs, encourage them to substitute the words or base the dialogue on their own families.

ANSWER KEY

b this / she c She's d my / Is e No

24  Find and circle.

MOVING ON 3



1 a  b  2 a  b 

3 a  b  4 a  b 

25  Say.

This is my mum.

She's a doctor.

Lesson 10 Can use what I have learnt in Unit 3

Learning adventure



Ask pupils, *What do you think you have learnt in Unit 3?*

Give pupils a minute to tell their partner the new language they know.

- Ask them, *Where do you think you are on your learning adventure?* Pupils indicate where they think they are on the learning adventure poster. Tell pupils, *Well done!* to reinforce the progress they are making.
- Ask pupils if they are ready to move onto the next unit. Tell them that it is fine if they do not remember everything as they will continue to practise throughout the level.
- Encourage pupils to ask if they've got any questions about what they have learnt in Unit 3.

Pop quiz



Divide pupils into two teams. Ask each team questions in turn and give a point for each correct answer. Hold up various flashcards from Units 1–3 and ask, *Who's/What's this?* Point to things around the room and ask, *What colour is it?* Hold up pencils in different numbers and ask, *How many?* Hold up various flashcards so that pupils can see the words and pupils read the words.