

Unit 1, A

New language

Grammar: Subject pronoun *I*; *to be* singular – *am/is*; possessive adjectives *my/your*

Vocabulary: The alphabet

Culture notes

A lot of people in Britain live in a house with a garden, like the one in the photo. Victoria Pendleton is a famous British cyclist. This Olympic gold medallist and world champion specialises in short (sprint) distances.

Warm-up

- (Books closed) Introduce yourself to the class. Say *I'm (your name)*. Using L1 or gesture, get each student to say *I'm ...*, e.g. *I'm Simon*.

Suggestion: If you are confident your students know some English, say *Hello!/Hi! What's your name?* as you go round the class.

Lead-in

The ActiveTeach DVD-ROM provides optional Unit lead-ins for use before students open their books. See Introduction page 00.

- (Books open) Ask students (L1) to look at the photo of the children. Ask where they are (in a garden) and who lives in the house (students guess). Ask who the woman is (a mum).
- Have the class tell you any words they know in English. This will motivate stronger students. You could use the photo to teach *dog* and introduce Spot (Lily's dog).

1 Listen and read.

- Play the recording while students listen and read the dialogue.
- Check meaning. See if students can translate *mum* into L1.

2 Listen and repeat the dialogue.

- Play the recording twice. Students repeat the dialogue in chorus during the pauses in the recording.

Suggestion: Divide the class into five and allocate parts: Lily, Asha, Robbie, Raj and Mrs Patel. Play the recording again, pausing as you go for students to repeat their lines in chorus.

Tip: Use gesture to teach/reinforce meaning, e.g. encourage your students to wave goodbye every time they hear *Bye/Goodbye*.

1 Hello.

A I'm Lily.

Lesson aims:

- introduce yourself
- ask someone's name
- spell your name

Presentation

1 Listen and read.

Lily: Hello. I'm Lily. What's your name?
 Asha: My name's Asha.
 Robbie: And I'm Robbie.
 Asha: Hi, Robbie.
 Raj: Hello. I'm Raj.
 Mrs Patel: Asha! Raj! Lunch!
 Asha: OK, Mum! Bye, Lily. Bye, Robbie.
 Lily/Robbie: Goodbye, Asha. Goodbye, Raj!

2 Listen and repeat the dialogue.

English today

- Hello.
- Hi.
- OK.
- Bye.
- Goodbye.

English today

- Draw students' attention to the English today box. Tell them *Hi*, *OK* and *Bye* are informal.

Grammar

- Draw students' attention to the Grammar box. Point out we can say *I'm (name)* or *My name's (name)*.
- Explain the contractions *I'm = I am* and *name's = name is*. Then write *What's =* on the board and invite a volunteer to write the separate words (*What is*).

3 Say Hello to your partner.

- Read the dialogue with a confident volunteer.
- Have students practise the dialogue with a partner.

Suggestion: Encourage students to practise without looking at their books. Don't insist though, as this may discourage weaker students or students with learning difficulties.

1

Grammar

I'm Lily.
 My name's Asha.
 What's your name?
 I'm = I am
 My name's = My name is

Speaking

3 Say Hello to your partner.

A: Hello.
 B: Hi.
 A: I'm ... What's your name?
 B: My name's ...

4 You are a famous sportsperson. Say Hi or Hello to your partner.

A: Hi, I'm David. What's your name?
 B: Hello, David. My name's Serena.

Vocabulary: The alphabet

5 Listen and repeat. Then say the alphabet backwards.

Aa Bb Cc Dd
 Ee Ff Gg Hh
 Ii Jj Kk Ll Mm
 Nn Oo Pp Qq
 Rr Ss Tt Uu
 Vv Ww Xx
 Yy Zz

Listening

6 Listen and complete the names.

1 L i l y
 2 R o b b i e
 3 R a j
 4 A s h a
 5 D a v i d

About you

7 Say Hello to your partner and spell your name.

Hello. I'm Marta Nowak.
 M - A - R - T - A N - O - W - A - K

> Now turn to Unit 1A in the Activity Book. Start on page 1.

1 David Beckham

2 Serena Williams

3 Victoria Pendleton

4 Kobe Bryant

4 You are a famous sportsperson. Say Hi or Hello to your partner.

- Use the photos to generate interest. Ask the class (L1) who is their favourite? Why?
- Read the example with a confident student.
- Have different pairs of volunteers read the dialogue for the class, choosing different famous people 1–4.
- Alternatively, have students do the exercise with a partner, taking it in turns to be A/B.

Tip: Try to predict possible classroom management issues before they arise, e.g. tell students that B can't choose the same person as A!

5 Listen and repeat. Then say the alphabet backwards.

- Play the recording once or twice while students listen and repeat each letter.
- Have the class say the alphabet backwards in chorus.

Suggestion: (Books closed) Write ten to twelve letters which your class find more difficult on the board. Have students say them in chorus. Rub out a letter, point to the space and have the class say the letter that was there. Continue until you have no letters left.

6 Listen and complete the names.

- Play the recording, pausing to give students time to write each name.
- Play the recording again, pausing to check answers.

Answers → student page

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Go to the game on the ActiveTeach for this lesson.

7 Say Hello to your partner and spell your name.

- Ask a confident student to read the example.
- Give students time to do the exercise with a partner.

Ending the lesson

Students imagine they are another famous sportsperson. They take turns to spell their name and the class says who they are.

Learning difficulties

The colourful alphabet in Exercise 5 is written on a light, but not white, background. This helps dyslexic students, who often suffer from visual stress. Lower case (small) letters are easier for them to understand, too. Remember this when writing on the board or preparing worksheets.

Help dyslexic students in your class with Exercise 5 by having the whole class say the alphabet in the correct order with their books closed first. Then they say it backwards.

Photocopiable Resource 1A
 You can use this resource any time after Exercise 6.

Unit 1, B

New language

Grammar: Subject pronouns *he/she*; *to be* – third person singular; possessive adjectives *his/her*

Vocabulary: Family members

Preparation: Exercise 9: Ask students to bring photos of family members. Provide a sheet of white A4 paper for each student, poster card and glue.

Culture notes

British people sometimes use surnames to speak about a family, e.g. the Patel family.

Miley Cyrus, an American actress and singer/songwriter, became famous in the TV comedy series *Hannah Montana*. The British actor Daniel Radcliffe is famous for his role as Harry Potter.

Warm-up

- Have the class say the alphabet with you in chorus. You could choose a catchy rhythm and have students clap/stamp as they say each letter. This is fun and will help them remember.

Lead-in

- (Books open) Use the photo to generate interest. Ask questions (L1), e.g. point to Alex and ask who he is. What are the boys talking about? (Students speculate.)

1 Listen and read.

- Play the recording while students listen and read the dialogue.

2 Listen and repeat the dialogue.

- Play the recording twice. Students listen and repeat in chorus during the pauses in the recording.

Suggestion: Have groups of three practise the dialogue, changing roles.

Tip: Encourage students to imitate the intonation and sounds on the recording. If necessary, pause the recording and ask them to repeat a section again.

B He's my brother.

Lesson aim:
• talk about your family

Presentation

1 Listen and read.

Robbie: Hi, Alex. Alex is my little brother.
Raj: Hi, Alex.
Alex: Hello.
Raj: And who's he in the photo?
Robbie: He's my dad.
Raj: What's his name?
Robbie: His name's Eric.
Raj: And who's she?
Robbie: She's my mum. Her name's Sally.
Raj: And that's you and Lily! Nice photo!

2 Listen and repeat the dialogue.

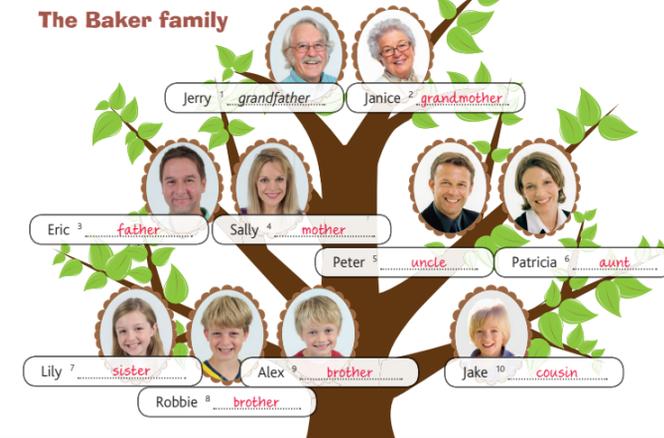
Vocabulary: Family members

3 Listen and repeat.

father (dad) mother (mum)
brother sister uncle aunt cousin
grandfather (grandad)
grandmother (grandma)



4 Look at the Baker family tree and write the family members.



Grammar

Who's he?
He's my dad.
Who's she?
She's my mum.
He's = He is She's = She is



Grammar

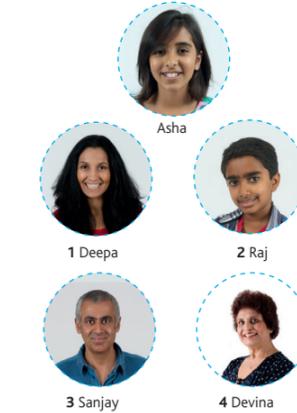
He's my dad. She's my mum.
What's his name? What's her name?
His name's Eric. Her name's Sally.

Speaking

5 A: You are Raj. B: You are Robbie. Ask and answer about the Baker family in Exercise 4.

A: Who's he?
B: He's my grandad.
A: Who's she?
B: She's ...

6 Look at the Patel family. You are Asha. Write He's or She's.

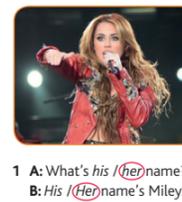


- She's my mum.
- He's my brother.
- He's my dad.
- She's my grandma.

7 Look at the Patel family in Exercise 6 again. Ask and answer.

1 A: What's her name?
B: Her name's Deepa.

8 Choose the correct words. Ask and answer.



Miley Cyrus:
singer and actress

1 A: What's his / (her) name?
B: His / (Her) name's Miley.



Daniel Radcliffe:
actor

2 A: What's his / her name?
B: His / Her name's Daniel.

About you

9 Draw your family tree. Look at the family tree in Exercise 4 to help you. Ask and answer.

A: Who's he?
B: He's my brother.
A: What's his name?
B: His name's Felipe.

> Now turn to Unit 1B in the Activity Book. Start on page 5.

Grammar

- Draw students' attention to the Grammar box.
- Ask students to find and underline the examples in Exercise 1.
- Have a weak class repeat the examples in chorus. Draw their attention to the different sounds /i:/, /i/ and /ɜ:/.

7 Look at the Patel family in Exercise 6 again. Ask and answer.

- Students do the exercise in pairs, changing roles.

8 Choose the correct words. Ask and answer.

- Give students time to look at the photos and choose.
- Ask different volunteers A and B to ask and answer.

Answers → student page

9 Draw your family tree. Look at the family tree in Exercise 4 to help you. Ask and answer.

- Give students time to draw.
- Have pairs ask and answer about their families.

Fast finishers: Ask them to label their pictures, e.g. *He's my brother. His name's Felipe.*

Suggestion: Students draw their family tree on A4 paper, stick on photos they've brought and label them. Make a poster!

Ending the lesson

Students cover the names and family words on their family trees. Classmates ask them who the people are, e.g. *Who is he? Is she your sister?* Alternatively, if students have made posters, conceal their names if necessary and have students guess whose family each poster shows.

Learning difficulties

It often isn't easy for dyslexic students to recognise words that look similar like *his/her* and to make meaningful links to what they refer to. When referring to the Grammar box above Exercise 7, support dyslexic students by using photos, as visuals help them remember language, e.g. point to any photo in Exercise 4 or 6 and ask *What's his/her name? (His/her name's ...)* You could have a dyslexic student practise like this with a non-dyslexic partner instead of underlining examples in the dialogue.

Photocopiable Resource 1B
You can use this resource any time after Exercise 5.

3 Listen and repeat.

- (Books closed) Ask the class to tell you all the family member vocabulary they know and check/teach *sister*, *uncle*, *aunt* and *cousin*. You could ask for/give a quick translation. Alternatively, tell students about your family in L1/English, e.g. *Pedro is my dad. Ricardo is his brother. Ricardo is my ...* (elicit if possible) *uncle*.
- Give students time to read the words in the box.
- Play the recording twice. Students listen and repeat each word in chorus.

4 Look at the Baker family tree and write the family members.

- Have students work in pairs. (They will need to use *brother* twice.)
- Check answers.

Answers → student page

Fast finishers: Have them underline family words in the dialogue in Exercise 1.

Go to the game on the ActiveTeach for this lesson.

Grammar

- Draw students' attention to the Grammar box.
- Have students underline *he's*, *she's* and *who's* in Exercise 1.

Suggestion: Ask volunteers to talk about other students in the class, e.g. *He's Michael, she's Maria.*

5 A: You are Raj. B: You are Robbie. Ask and answer about the Baker family in Exercise 4.

- Ask different volunteers A and B to ask and answer.

Suggestion: Alternatively, have students work in open pairs, changing roles so they each practise all the target language.

6 Look at the Patel family. You are Asha. Write He's or She's.

- Give students time to write.
- Check answers. You could invite volunteers to write the answers on the board.

Answers → student page

Unit 1, C

New language

Grammar: *to be* questions – *What day is it today? How old ... ?*

Vocabulary: Days of the week, Numbers 0–50

Preparation: Exercise 9: Have students bring a photo of two family members.

Warm-up

- (Books closed) Introduce the topic of birthdays (L1). Ask if any students know how to say *birthday* in English and *How old are you? I'm (age)*. Check *five*, *ten* and *eleven*.

Tip: Encourage collaboration in your classroom. If a student can't answer a question, ask other students to help.

Lead-in

- Pointing to the photo, ask *Who's she? (Lily) Who's he? (Raj/Robbie)*. Ask the class (L1) what they think the children are talking about. Teach *present*.

1 Listen and read.

- Play the recording while students listen and read the dialogue.
- Check understanding, e.g. ask *How old is Robbie? (Eleven) It's his birthday today. Yes or no? (Yes)* See if any students can translate *Wednesday* and *Thursday* into L1.

Tip: Challenge a strong class. Use photos like this to teach them extra words, e.g. *magazine/sofa*.

2 Listen and repeat the dialogue.

- Play the recording twice. Students listen and repeat in chorus during the pauses in the recording.

Suggestion: (Books closed) Have the class imagine they are Raj. Play the recording in Exercise 1 again, pausing before Raj's lines. See if the class can remember the gist of what he says.

English today

- Draw students' attention to the English today box.
- Have the class repeat each word/phrase after you in chorus. Encourage them to use appropriate intonation.

C How old are you?

Presentation

1 Listen and read.

Robbie: It's my birthday today.
Raj: Really? Happy birthday! How old are you?
Robbie: I'm eleven. How old are you?
Raj: I'm ten but I'm eleven on Wednesday.
Robbie: Cool!
Raj: Hi, Lily! Wow! What a big present!
Lily: Yes, it's for my dog. It's his birthday on Thursday.
Raj: How old is he?
Lily: He's five.
Robbie: Oh no! It's a present for Spot, not for me!

2 Listen and repeat the dialogue.

English today

- Really?
- Happy birthday!
- Cool!
- Wow!
- What a (big present)!
- Oh no!

Vocabulary: Days of the week

3 Listen and repeat.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday



Lesson aims:
 • ask someone's age
 • say the days of the week
 • count to 50

4 Cover Exercise 3. Complete the days of the week.

- S.a.t.u.r.d.a.y.
- T.u.e.s.d.a.y.
- S.u.n.d.a.y.
- F.r.i.d.a.y.
- W.e.d.n.e.s.d.a.y.
- M.o.n.d.a.y.
- T.h.u.r.s.d.a.y.

5 Number the days in Exercise 4 in order.

Grammar

It's my birthday today.
 What day is it today?
 It's = It is

Speaking

6 Look at the planner in Exercise 3. Point to a day and ask and answer.

A: What day is it today?
 B: It's Monday.

Vocabulary: Numbers 0–50

7 Listen and repeat.

0 zero 1 one 2 two
 3 three 4 four 5 five
 6 six 7 seven 8 eight
 9 nine 10 ten 11 eleven
 12 twelve 13 thirteen
 14 fourteen 15 fifteen
 16 sixteen 17 seventeen
 18 eighteen 19 nineteen
 20 twenty 21 twenty-one
 22 twenty-two 23 twenty-three
 30 thirty 31 thirty-one
 40 forty 50 fifty

Grammar

How old are you? I'm eleven.
 How old is he/she? He's/She's eleven.
 How old am I? You're eleven.

8 Complete the questions and answers. Then listen and check.

1 How old is Maria? She's eleven.
 2 How old is Jack? He's thirteen.

3 How old are you? I'm ten.
 4 How old is your mother? She's forty.

Writing

9 Write about you and two people in your family.



> Now turn to Unit 1C in the Activity Book. Start on page 9.

Grammar

- Draw students' attention to the Grammar box.
- Point out the word order in questions: *be + subject*.
- Explain the contraction *you're = you are*.

8 Complete the questions and answers. Then listen and check.

- Give students time to write.
- Play the recording while students listen and check.
- Play the recording again, pausing to check answers.

Suggestion: Have a weak class tell you the questions and answers before they write.

Answers → student page

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9 Write about you and two people in your family.

- Use the photo to pre-teach *nice*. Have the class guess how old the people are.
- Ask a confident student to read the text aloud.
- Give students time to write. Move round the class encouraging and checking.

Suggestion: Students draw their family members/stick a family photo in their notebooks before they write.

Go to the game on the ActiveTeach for this lesson.

Ending the lesson

Play Bingo with numbers 0–50 (see page XX).

Learning difficulties

Students with dyslexia often have problems with sequencing letters to spell words. One way of helping dyslexic students is to have pairs of students order letter flashcards on the board to spell words you say, e.g. days of the week after Exercise 5. Make sure you pair a dyslexic student with a cooperative non-dyslexic student.

Photocopiable Resource 1C
 You can use this resource any time after Exercise 00.

Suggestion: Hum the intonation of the different words/phrases. Have them guess which one it is!

- Get students to find and underline the words/expressions in the dialogue.

3 Listen and repeat.

- (Books closed) Ask the class (L1) what days of the week they know in English. Ask a strong volunteer (L1/English) *What day is it today? (It's + day.)* Alternatively, tell them the day.
- (Books open) Give students time to read the days.
- Play the recording twice. Students listen and repeat each word in chorus.

4 Cover Exercise 3. Complete the days of the week.

- Give students time to write.
- Have students compare answers with a partner. (Check answers to Exercises 4 and 5 together.)

Answers → student page

5 Number the days in Exercise 4 in order.

- Students do the exercise in pairs.
- Check answers.

Answers → student page

Grammar

- Draw students' attention to the Grammar box.
- Point out the contraction *It's = It is*.

6 Look at the planner in Exercise 3. Point to a day and ask and answer.

- Read the example with a confident student.
- Have students do the activity with a partner, taking it in turns to be A/B.

7 Listen and repeat.

- (Books closed) Find out what numbers students know, e.g. have the class/confident volunteers count *zero, one, two ...*
- (Books open) Play the recording twice. Students listen and repeat in chorus. Encourage strong rhythm and emphasis.
- Point out some numbers are written with hyphens, e.g. *twenty-one*.

Suggestion: Play Buzz with numbers 0–50 (see page 14).

Unit 1, D

Language revised

Grammar: Subject pronouns *I/you/he/she*; possessive adjectives *my/your/his/her*; *to be* questions – *What day is it today? How old ... ?*

Vocabulary: The alphabet, Family members, Days of the week, Numbers 0–50

Pronunciation: /h/

Warm-up

- Play the Whisper down the line drawing game with words from Lessons A–C (see page xxi).

1 Complete the letters of the alphabet. Then listen and say the next letter.

- Encourage the class to say the alphabet with you to the same rhythm you used in the Lesson B warm-up.
- Students complete the exercise individually.
- Play the recording while students listen and say the next letters, checking answers as you go.

Answers → student page

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Suggestion: Divide the class into two teams. Play Noughts and crosses with different words from Lessons A–C (see page xx).

2 Look at Ben's family tree. Complete the sentences.

- (Books open) Have students work in pairs to look and complete.
- Check answers.

Answers → student page

Tip: Encourage good learning habits. Encourage students to check their ideas rather than guessing. Direct them to SB page 6, Exercise 4 for help with Exercise 2.

3 Complete the dialogues about Ben's family. Ask and answer.

- Give students time to write. Have weak students refer to the Grammar boxes on SB page 7.
- Check answers.

Answers → student page

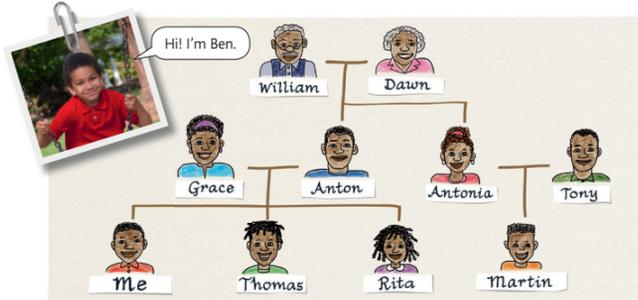
- Ask different volunteers A and B to ask and answer.

D Revision

1 Complete the letters of the alphabet. Then listen and say the next letter.



2 Look at Ben's family tree. Complete the sentences.



- Rita is my sister.
 - Anton is my father.
 - Thomas is my brother.
 - Antonia is my aunt.
 - Dawn is my grandmother.
 - Martin is my cousin.
 - Grace is my mother.
 - Tony is my uncle.
 - William is my grandfather.
- 3 Complete the dialogues about Ben's family. Ask and answer.**
- A: Who's she?
B: ¹ She's my sister.
A: What's ² her name?
B: ³ Her name's Rita.
 - A: Who's he?
B: ⁴ He's my uncle.
A: What's ⁵ his name?
B: ⁶ His name's Tony.
- 4 Write the missing numbers in the sequence.**
- ten, nine, eight, seven
 - two, four, six, eight
 - twenty, nineteen, eighteen, seventeen
 - twenty, thirty, forty, fifty
 - fifty, forty, thirty, twenty, ten
 - five, ten, fifteen, twenty
 - two, four, eight, sixteen, thirty-two

10

4 Write the missing numbers in the sequence.

- Students work in pairs to read the example and do the exercise.
- Check answers.

Fast finishers: Pairs write a similar sequence with a missing number. They swap with another pair and complete.

Answers → student page

5 Read and choose the correct words. Then act out the dialogue.

- Ask the class (L1) to guess what the children in the picture are talking about.
- Give students time to read and choose individually.
- Check answers.

Answers → student page

- Students practise the dialogue in pairs. Move round the class, correcting pronunciation and encouraging appropriate intonation.
- Invite different pairs of confident volunteers to act out the dialogue for the class.

5 Read and choose the correct words. Then act out the dialogue.



- Scott: Hello. ¹ My / I'm name's Scott. She's ² my / her sister, Jenny. What's ³ your / your name?
Amy: ⁴ My / My Amy. How old ⁵ is / are you?
Scott: ⁶ My / My ten.
Amy: How old ⁷ is / is are your sister?
Scott: ⁸ She's / He's twelve.

6 Unscramble the words. Then complete the questions and answers.



- What day is it today?
It's Saturday (dutyas)
- What day is it today?
It's Thursday (haryTdus)
- What day is it today?
It's Tuesday (saTeyud)
- What day is it today?
It's Friday (ryFad)
- What day is it today?
It's Monday (nyodMa)
- What day is it today?
It's Wednesday (yendsWade)

7 Look at the dialogues in Exercise 6. Ask and answer.

- A: What day is it today?
B: It's Saturday.

Song: My family

8 Listen and complete. Then listen and sing.

- He's my ¹ father.
His name's Sam.
She's my ² mother.
Her name's Pam.
He's my ³ brother.
His name's Joe.
She's my ⁴ sister.
Her name's Flo.
He's my ⁵ dog.
His name's Boo.
My ⁶ name's Dan.
Who are you?



Pronunciation: /h/

- 9 Listen and repeat.**
Hi! He's Henry! His hat is blue.
Henry's ten. How old are you?



My progress

10 Read and tick (✓).

I can:	
introduce myself. Hello. I'm Lily.	<input type="checkbox"/>
ask someone's name. What's your name?	<input type="checkbox"/>
spell my name. I'm Marta. M – A – R – T – A.	<input type="checkbox"/>
talk about my family. He's my dad.	<input type="checkbox"/>
ask someone's age. How old are you?	<input type="checkbox"/>
say the days of the week. Monday, Tuesday ...	<input type="checkbox"/>
count to 50. one, two, three ...	<input type="checkbox"/>

> Turn to Unit 1 Check in the Activity Book on page 13.

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8 Listen and complete. Then listen and sing.

- Give students time to read the words. Then ask the class to guess the answers!
- Play the recording while students listen and complete.
- Play it again, pausing to check answers.
- Play it again. Encourage students to sing along!

Answers → student page

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9 Listen and repeat.

- Hold a piece of paper in front of your mouth and say /h/. The paper should move! Have the class do the same. Write /h/ on the board.
- Play the recording twice, pausing for students to repeat each line.

Suggestion: (Books closed) Pairs see if they can say the rhyme without looking!

Go to the game on the ActiveTeach for this lesson.

10 Read and tick (✓).

- (Books closed) Ask the class (L1) what they've learned in Unit 1. Ask them why it's important to think about this (e.g. so they know what they're good at and need to work harder at).
- (Books open) Tell students the table will help them think. Give them time to look at the examples individually, reflect and tick.
- Ask the class about each point in turn. Have them give examples to you or a partner, e.g. volunteers spell their name to the class/pairs count to fifty for each other.

Ending the lesson

Play the Letters game (see page XX) with family members or numbers 0–20 written in full.

Learning difficulties

Students who have difficulty with processing mathematical information may find Exercise 4 hard. Such students will need more time than the others, so don't insist they finish. Pair a student with this kind of difficulty with a cooperative student with good mathematical skills.

Test Master (See Introduction page 00.)

You can now use Unit Test 1. After grading the test, you can allocate an Extension Test or a remedial Revision worksheet to stronger and weaker students.

Unit 1, Magazine

New language

Vocabulary: line, mirror, It's true! Look! paper, glue, scissors, crayons, pens

Preparation: Guess what? Provide one small mirror per pair of students. How to ... Tell students to bring crayons and pens. Provide two pieces of birthday-card size paper/card per student and glue and scissors for the class to share. **Star spot:** Bring a world map/globe.

Ending the lesson: Provide each student with two sheets of A4 paper marked with a 2 × 4 grid, so the paper is divided into eight, plus scissors to share.

The activities can be done in any order as they are not related to each other. You could assign one activity to the whole class or different activities to different students according to their strengths.

Culture notes

Justin Bieber is a singer from Canada. He was born on 1st March 1994. He became famous because people liked music videos he published on YouTube.

Malia Obama's famous father is Barack Obama, the 44th President of the USA. She was born on 4th July 1998. She's got a younger sister, Sasha. Their pet dog, Bo, is a Portuguese Water Dog.

Warm-up

- Write a lot of letters on the board at random.
- Students work in teams of three or four. They make as many English words as possible in three minutes using the letters. The team with the most correct words wins.

Guess what?

- Ask one or two confident volunteers to read the exercise.
- Students work in pairs. They take turns to write and label the capital letters with three lines.
- They write the other capital letters and use a mirror to check their reflections.

Suggestion: If you don't have a mirror for each pair, tell half the pairs to do the first part of the exercise while the others do the second part. Then they swap.

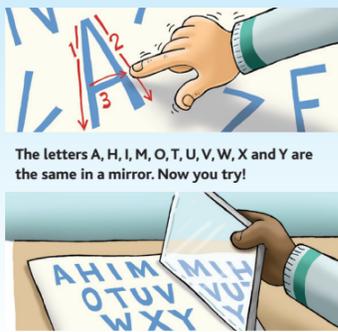
Tip: Tell students to use the context to work out the meaning of words they don't know before they ask you, e.g. *mirror* and *line*. If your class is weak, check they understand by asking for a quick translation.

pick and mix

Guess what?

NUMBERS AND LETTERS

The letters A, F, H, K, N, Y and Z are all three lines.



The letters A, H, I, M, O, T, U, V, W, X and Y are the same in a mirror. Now you try!

JUST JOKING!



How to ... make a really cool birthday card!

You need:
• 2 pieces of paper • a pair of scissors
• glue • crayons or pens



Fun Time!

ALPHABET SOUP

Write the missing letters of the alphabet in the box. Then order the letters and complete the sentence.

MISSING LETTERS

A D H R S
T U Y



My favourite day is T h u r s d a y.

STAR SPOT

Choose the correct words.



JUST JOKING!

What's half of 8?

3! Haha!

12

13

Just joking!

- Give the class time to look at the cartoon.
- Read the mini-dialogue with a confident student. Read the blue speech bubbles, using gesture and intonation to help students understand, e.g. say *It's true!* (nod) *Look!* (point). Ask the class (L1/English) *Are there really eleven letters in the alphabet?* (No!) Elicit/say *It's a joke!*

How to ...

- Use the picture in Step 6 to teach/check *birthday card*. Tell students (L1) it's usual in the UK for people to send each other cards on their birthdays.
- Use the pictures to check students understand *paper, glue, scissors, crayons, pens*.
- Students make their cards, following the steps. Move round the class encouraging and helping.

Suggestion: Display all the cards if you have space. Take a class vote for the best three!

Tip: Teach practical classroom language that comes up in class, e.g. *paper, pen*. You could ask students to note it in a separate 'Classroom language' section of their notebooks.

Fun time!

- Draw students' attention to the alphabet soup. Using L1 if necessary, ask if the letter A is missing. Point out the box for missing letters.
- Students work in pairs to find the other missing letters and write the day.

Answers → student page

Suggestion: If your class is competitive, make this a race. The first pair to write the day on the board wins!

Star spot

- (Books closed) Ask the class to tell you who their favourite stars/personalities are.
- Write *Justin Bieber* and *Malia Obama* on the board. Ask the class what they know about them.
- Using a map/globe, teach *Canada* and *the USA*. (Students should understand *singer* and *pet* from the context.)
- (Books open) Students complete the exercise.
- Ask volunteers to read the profiles aloud to check answers. Students usually find this motivating. Correct their pronunciation, too.

Answers → student page

Suggestion: Pairs use the Internet at school or home to find out about a favourite star. They print a picture and write about them. Have them present their work to the class.

Just joking!

- Give the class time to look at the cartoon.
- Ask two confident volunteers to read the mini-dialogue aloud.

Suggestion: Invite a volunteer to tell a similar joke about another number (e.g. 11). If they can't, tell the joke yourself. Question: *What's half of 11?* Answer: *1! Ha ha!*

Suggestion: Create a class joke page on a class blog/web page or in a scrapbook.

Ending the lesson

Students create their own cards to play Days of the week snap. Provide each student with two sheets of A4 paper marked with a 2 × 4 grid. Have them write the days of the week in seven of the spaces on both sheets and then cut them up to create two sets of cards. Working in pairs, students shuffle all their cards and play Snap in the conventional way; they place the cards face down in a pile, take turns to turn over a card and the first to call out *Snap!* when a matching pair appears keeps the cards already turned over, until one player has all the cards.

Learning difficulties

Using context and visual information to help work out the meaning of words is a useful skill for all language learners and is especially important for dyslexic students. You could remind the whole class about this before they read Star spot. Have dyslexic students look at the photos and guess the theme of the text before they read. (People and their pets.)