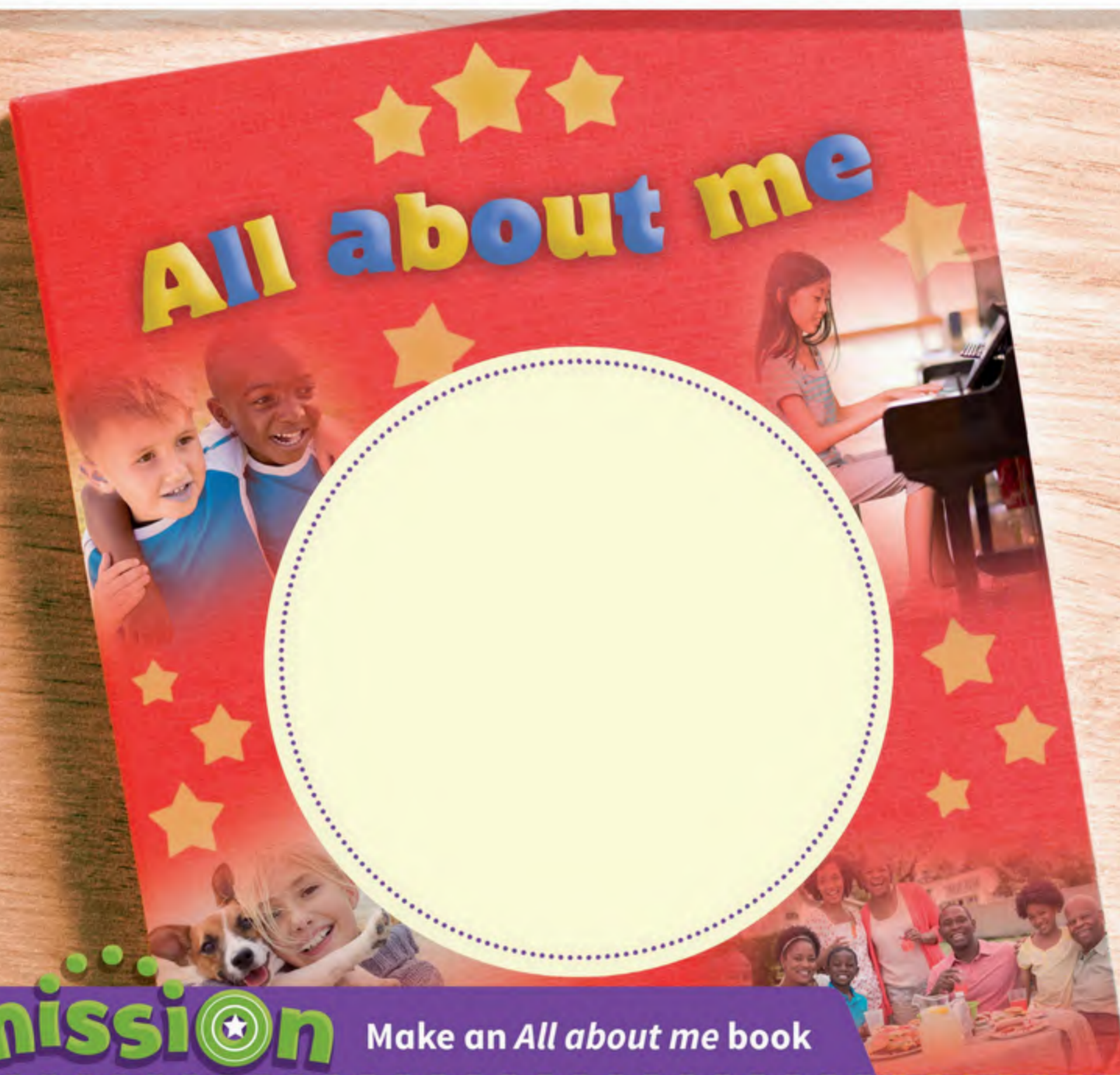




All about us



Watch the video. Draw something about you.



mission

Make an *All about me* book

In this unit I will:

1 Share pictures of my family.

3 Show my favourite things.

2 Talk and write about me.

Learn about my classmates.

Unit 2 learning outcomes

In Unit 2, learners learn to:

- talk about families and relationships between people
- understand, ask and answer sentences with *he/she*
- use *have/has got, Have/Has ... got?, haven't/hasn't got*
- listen to and talk about what people look like
- read about senses and understand disability
- learn about being safe
- listen for detail

Materials video, balloons or ping pong balls, marker pens, coloured pens or pencils, digital Mission poster, a few photos of you with your family

Self-assessment


- **SA** Say *Open your Pupil's Books at page 18. Say Look at the picture. Indicate items on the page and ask questions using the language from the unit, e.g. What is it? What is he/she doing? What colour is this? Use self-assessment (see Introduction). Say OK. Let's learn.*

Warm-up

- If possible, bring in balloons – one per learner, plus one extra for you. Inflate them before class. Alternatively, use ping pong balls. Using a marker, draw a smiley face. Write a name and a number (age) on each one.
- Ask the learners to stand up. Say *Hello. I'm (name) and I'm (age)*. Learners repeat, using their own name and age. Repeat. Ask *What's your name?* Learners repeat. Ask *How old are you?* Learners repeat. Point to a stronger learner. Say *Hello. What's your name?* The learner responds. Ask *How old are you?* The learner responds. Repeat with a second learner. The second learner asks another learner. Continue going around, with the learners asking and answering each other.
- Say *OK. Ready to catch?* Show them the balloon (or ball) and mime throwing and catching it.
- Say *You all need one balloon/ball*. Throw them quickly. Learners try to catch one. Keep one for yourself. Say *This is you*. Show your balloon and the name and age. Say *Hello. I'm (name on balloon) and I'm (age on balloon)*. Turn to a learner and ask *What's your name? How old are you?* The learner replies, using the information on their balloon. They ask another learner.
- Learners turn to their partner and ask and answer.
- Learners mingle and speak to others in the class.

Alternative Learners can work in groups of six to eight.

Pupil's Book, page 18

- 1  **Watch the video. Draw something about you.**

- Say *In this unit we're talking about families. Say Let's watch the video*. To introduce the topic of the unit, play the video.
- Say *Look at page 18*. Point to the empty space. On the board, draw a sketch of your face and a simple object or pet, e.g. your car or your cat. Point and say *This is me. This is my car/cat*. Do a mime and make an associated noise, e.g. mime driving and the sound of a car engine, or stroking a cat and a miaow. Learners copy. Say *My favourite thing* and draw a smiley face and a heart next to it. Say *Me and my car/cat*, do the mime and make the noise. Learners repeat.
- Learners draw small pictures about themselves.
- Put learners into pairs. They show their drawing to their partner and say *Me and my (object)* and make an appropriate noise or mime.

mission Make an All about me book

- Show the digital Mission poster. Say *This is our Mission*.
- Say *All about me! Point to number 1. My family*. Repeat *fa-mi-ly* and clap on each syllable. Show a few photos of you with your family. Learners repeat *fa-mi-ly* and clap.
- Say *Point to number 2*. Show them the picture. Say *Me!* Point to yourself. Learners copy. Say *Number 2* and learners mime. Say *One, family* and clap on the syllables; say *Two, me!* and point to yourself. Repeat.
- Say *Point to number 3*. Show them the toys. Say *Favourite things!* Make a heart symbol with your fingers and thumbs and smile. Learners copy. Say *Three* and repeat.
- Go through sequence 1–3 again, calling out the numbers for learners to join in.
- Say *All about me!* Repeat the whole sequence. Say *This is our Mission*.

Activity Book, page 18

My unit goals

- Go through the unit goals with the learners. You can read these or put them onto the board or a poster.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.
- Say *This is our Mission page*.

Ending the lesson

- Write up the words *family, me* and *friends* on the board. Give learners one minute to look at the spelling.
- Rub the words off the board. Say the words. Learners write them.
- They check in pairs. Write the words on the board again.

Learning outcomes By the end of the lesson, learners will be able to understand and talk about families.

New language *brother, dad, family, father, grandfather, grandma, grandmother, grandpa, mother, mum, sister, twins*

Recycled language colours, names, numbers

Materials Family flashcards, T-shirt flashcard, a scarf to cover learners' eyes, a picture from Digital photo bank of twins, audio, video

Warm-up

- Split the class into groups of four. Each group stands in a line facing you. Ask *Can you find something red?* The first person in each line needs to find a red object as fast as possible. The fastest gets a point. They sit down. Continue.

Presentation

- Put up the flashcard of Jenny. Ask *Who's this? (Jenny)*
- Add the flashcard of Mrs Friendly above Jenny. Ask *Who's this? (Mrs Friendly)* Say *Yes. It's Jenny's mother.*
- Add the flashcard of Mr Friendly next to Mrs Friendly and teach *father*.
- Add the flashcard of Jim next to Jenny and teach *brother* and *sister*.
- Repeat for *grandmother* and *grandfather*.
- Say *They are a family. Family.*

Pupil's Book, page 19

1 Listen and point. Then listen and number.

- Say *Open your Pupil's Books at page 19. Look at the picture.*
- Indicate the caption and read it. Say *It's a family.*
- Ask *Where's Mr Friendly?* The class points. Repeat. Ask *Where's the tractor? Can you find it?* Learners find the picture and point (under the chair).
- Play Track 1.20. Learners point to the people.

CD1 Tracks 20 and 21

Meet the Friendly family. This is Mrs Friendly. She's Jim and Jenny's mother.

Mrs Friendly: Hello.

This is Mr Friendly. He's Jim and Jenny's father.

Mr Friendly: Hello.

This is Grandma Friendly. She's Jim and Jenny's grandmother.

Grandma Friendly: Hello.

And this is Grandpa Friendly. He's Jim and Jenny's grandfather.

Grandpa Friendly: Hello.

Today the Friendly family are playing a game at home.

(1) Jenny: Are you ... Grandma?

Grandma: No, it isn't Grandma. I'm here.

(2) Jenny: Are you Grandpa?

Grandpa: No, I'm Grandpa. I'm here.

(3) Jenny: Are you Mum?

Mrs Friendly: No, it isn't Mum. I'm here.

(4) Jenny: Are you Dad?

Mr Friendly: No, I'm Dad. I'm here.

(5) Jenny: So, you're my brother.

Jim: Yes, I'm your brother ...

(6) Jim: ... and you're my sister.

Jenny: Yes! You're a boy. I'm a girl ...

Jim and Jenny: ... and we're twins.

(7) All the adults: We're the Friendly family.

- Say *Look at Jenny. She's playing a game. Ask Who does Jenny find? Let's listen. Play Track 1.20 again. (Jim) Say Yes. They are twins. Show a picture of twins.*
- Say *Listen and number. Play Track 1.21. Learners number.*

Key: 1 Grandma 2 Grandpa 3 Mum 4 Dad
5 brother 6 sister 7 family

2 Say the chant.

- Say *Listen and say the chant. Play the audio or video. Learners chant.*
- Divide the class into three groups to chant.

CD1 Track 22

(1) Boy, girl, twins,
sister and brother. (x2)

(2) Dad, father, mum, mother. (x2)

(3) Grandpa, grandfather,
Grandma, grandmother. (x2)

(1) Boy, girl, twins,
sister and brother. (x2)

3 Listen, point and say the colour.

- Show the T-shirt flashcard. Say *It's a T-shirt. Learners repeat.*
- Ask questions about the picture on page 19, e.g. *Who's this? (Jenny) What colour is her T-shirt? (Purple)*
- Play the audio. Learners listen and say the colour.

CD1 Track 23

Where's the grandfather? What colour is his T-shirt?

Where's the mother? What colour is her T-shirt?

Where's the sister? What colour is her T-shirt?

Where's the grandmother? What colour is her T-shirt?

Where's the brother? What colour is his T-shirt?

Where's the father? What colour is his T-shirt?

Key: blue yellow purple orange green red

Activity Book, page 19

See pages TB120–132

Ending the lesson

- SA** Show the Family flashcards. Ask *Do you know the words?* Use the self-assessment technique (see Introduction). Learners show how they feel.

1  
1.20 1.21

Listen and point. Then listen and number.



2  
1.22

Say the chant.

3  
1.23

Listen, point and say the colour.

The Friendly Farm



Learning outcomes By the end of the lesson, learners will understand when they hear a conversation about family members.

New language *eggs, He's/She's, she/he*

Recycled language colours, family, names

Materials Family flashcards, photos of your mother, father, sister or brother, grandmother and grandfather – either real or found on the Internet, Friendly Farm animals flashcards, audio, video

Warm-up

- Place the Family flashcards on the floor. As you put them down, learners chant each family word, e.g. *Mother* for Mrs Friendly. Ask three learners to come to the front. Say a word, e.g. *Father*. Learners stand by the flashcard of Mr Friendly. Repeat with different family words and different learners.
- SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Show the learners a photo of your mother. Ask *He or she?* (*She*) Say *Yes. She's my mother.* Learners repeat. Show a photo of your father. Ask *He or she?* (*He*) Say *Yes. He's my father.* Repeat with different photos and family members.

Pupil's Book, page 20



The Friendly Farm song

- Play the introductory song at the beginning of the cartoon story. Learners listen. Repeat. Learners listen and sing. As they do, clap hands quickly twice each time the word *Friendly* appears. Repeat the song. Learners sing and clap.
CD1 Track 24
See The Friendly Farm song on page TB5



The Friendly Farm

- Put the flashcards of the Friendly Farm animals on the board. Ask *Where's Gracie?* Learners point. Ask *Is she a horse?* (neigh like a horse) (*No – she's a goat.*) *What colour is she?* (*White*)
- Repeat with the other Friendly Farm animal flashcards. Learners point to the flashcard. Then ask questions about the character.
- Say *Open your Pupil's Books at page 20.* Ask *Who can you see in the pictures?* Learners name the characters. Ask *What are these?* Point to the eggs. Say *Eggs.* Learners repeat.
- Ask *Who is Rocky's brother? Who is Rocky's sister?* Write the questions on the board. Say *Listen.* Play the audio or video. Learners listen and read.

CD1 Track 24

The Friendly Farm song + see cartoon on Pupil's Book page 20

- Learners answer the questions in pairs before the class check.
Stronger learners Learners can say *Eggs.*
Extra support Learners can point to the eggs.
- Play the audio or video again. Pause after frames and check comprehension by asking learners to give the end of sentences.
Frame 2: *Shelly isn't Rocky's ... (sister) She is Rocky's ... (friend)*
Frame 3: *Harry isn't Rocky's ... (brother) Harry is Rocky's ... (friend)*
Frame 5: *Show me Rocky's brother and sister.* (Learners point to the eggs.)
Frame 6: *It's a boy. He's Rocky's ... (brother) It's a girl. She's Rocky's ... (sister)*
- Play the audio or video again. Put the learners into pairs. Give each pair a role: Rocky or Henrietta. Learners repeat the speech bubbles for their character.
Extension Put the flashcards of the Friendly Farm animals on the board. Say *I'm Rocky.* Point to Gracie. Ask *Is she my mother?* (*No, she isn't.*) Ask *Is she my friend?* (*Yes, she is.*)
- Put learners into pairs to role play the dialogue. Monitor and check.
Fast finishers These learners can find and copy the family words.

Activity Book, page 20

See pages TB120–132

Ending the lesson

- SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Display the Family flashcards on the board. Point to the different characters and say *He or she?* Learners answer.
- Say *I'm Jim.* Point to different family members, e.g. Mr Friendly. Ask *Is he my mother?* (*No, he isn't.*) Repeat, pointing to a few characters and finishing on the correct flashcard.
Stronger learners These learners can come to the front, point to the characters and ask *Is she my ... ? / Is he my ... ?* and other learners answer.

Learning outcomes By the end of the lesson, learners will be able to ask and answer questions using *he* and *she* pronouns.

New language *Who is he/she? He's my ... / She's my ...*

Recycled language family, names

Materials pictures of people the learners know (girls and boys), photos of your family, Family flashcards, digital Mission poster, large sheets of paper, coloured pens or crayons, learners' family photos (optional), glue (optional)

Warm-up

- Show a picture of a girl. Encourage learners to say *She's a girl*. Show a picture of a boy. Learners say *He's a boy*. Show the rest of the pictures of the people learners know quickly. Learners call out the correct sentence.

Presentation

- Show the Family flashcards. Show Mrs Friendly. Ask *Who is she?* (*She's Mrs Friendly*.) Say *Yes*. Listen. *Who is she?* Say *She's Jenny's mother*. Say *Who is she?* Learners repeat. Say *She's Jenny's mother*. Learners repeat.
- Show the photo of your mother. Learners ask *Who is she?* Say *She's my mother*. As you say *my*, point to yourself. Repeat with father, sister, brother and grandparents.

Pupil's Book, page 21



Gracie's Grammar

- Say *Open your Pupil's Books at page 21*. Point to Gracie's Grammar box. Write the same sentences on the board. Point to *she*. Ask *Boy or girl?* (*Girl*) Repeat with *he*.
- Learners copy the sentences.
- Play the audio. Pause for learners to repeat each sentence.
CD1 Track 25
See Pupil's Book page 21
- Rub out the words *she* and *he*. Choose a confident learner to write the correct words back in the spaces.
- Choose two learners. Point to one and ask *Who is he/she?* The other learner answers *He's/She's (name)*. *He's/She's my friend*. Repeat with other learners.



1 Listen and stick. Then look, read and write.

- Learners look at the stickers and say the people.
- Play the audio for learners to point to the correct sticker.

CD1 Track 26

1 Who's he?

Jenny: This is Dad. He's my father.

2 Who's she?

Jenny: This is Mum. She's my mother.

3 Who's he?

Jenny: This is Jim. He's my brother.

4 Who's he?

Jenny: This is Grandpa. He's my grandfather.

- Play the audio again. Learners stick in the stickers.
- Say *Look at the sentences*. Point to sentences 1–4. Say *Look, read and write*. Learners write.
- Check answers.

Key: 2 mother 3 brother 4 He's

mission Stage 1

- Show learners the first stage of the digital Mission poster: 'My family'. Say *My family*. Repeat *fa-mi-ly* and clap on the syllables. Encourage the learners to repeat and clap.
- Give out two large sheets of paper to each learner and ask them to fold the paper to make their booklet. Give out coloured pens or pencils. Encourage each learner to create a front page. They draw and colour a design with the title *All about me* to create their own booklet
- Say *Let's show our families*. Show the class pictures of your family. Put them up on the board. Point and say *She's my ...* and encourage learners to complete, e.g. *mother*.
- Learners draw pictures of their family or stick on photos inside the first page. They write the name of the person next to each picture. Monitor and support.
- In pairs, learners point and ask about each other's photos, e.g. *Who is she? She's my mother*.

Extension Learners stand up. They move around, asking and answering questions, e.g. *Who is he/she?*

Fast finishers Learners can write sentences, e.g. *She's my mother. He's my father*.

- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 21

See pages TB120–132

Activity Book, page 18

- Say *Look at page 18 of your Activity Book*. Review *My unit goals*. Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary 1*. Monitor.

Ending the lesson

- SA** Go back to Stage 1 on the digital Mission poster. Say *We talked about our family. Good work*. Add a tick to the 'My family' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.



Gracie's Grammar

Who **is she**? **She's** Jenny. **She's** a girl.
 Who **is he**? **He's** Jim. **He's** a boy.

1



Listen and stick. Then look, read and write.



1 This is Dad. He's
 my father.

2 This is Mum. She's my
 _____.

3 This is Jim. He's my
 _____.

4 This is Grandpa. _____
 my grandfather.

mission

STAGE 1

**Make a *Family* page for your
All about me book.**

- Stick photos or draw pictures of your family.
- Write their names.



My
mission
diary

Activity Book
 page 18

Vocabulary 2 and song

1 1.27 Listen and do the actions. Then sing the song.

Move your body, Jenny.
Move your tail, Cameron.
Move your body, Jenny.
Move your tail, Cameron.

Move, move your body.
Move your legs and your feet.
Move, move your body
and now put your arms up.

Chorus

Stop! Now move your head.
Touch your hair and your face.
Move, move your body.
Touch your ears and your nose.

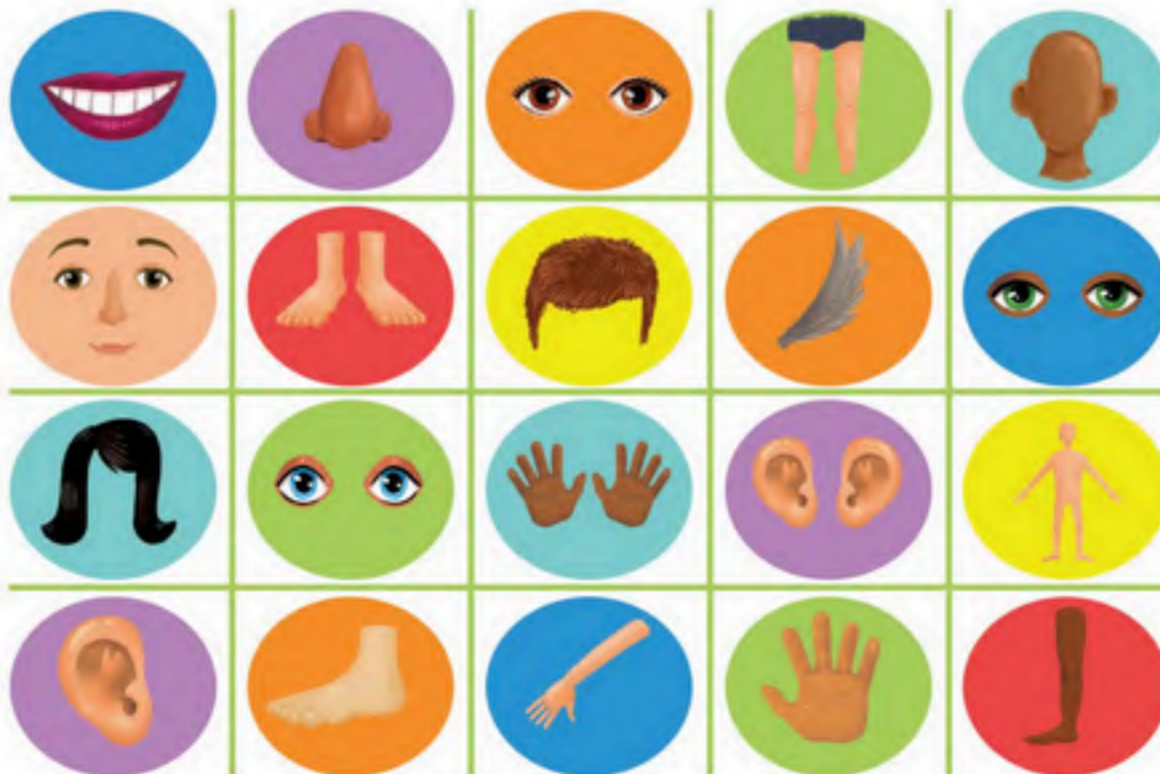
Chorus

Stop! Now close your eyes.
Open your mouth
and clap your hands.
Move, move your body.
Touch your ears and your nose.

Chorus



2 1.29 Listen and follow.



Jim and Jenny have got brown hair. What colour hair have you got?



Learning outcomes By the end of the lesson, learners will have practised the language through song.

New language *arm, body, ear, eye, face, feet, foot, hair, hand, head, leg, mouth, nose, tail, move*

Recycled language colours, names

Materials Parts of the body flashcards, audio, video, pictures of people with different hair colours (brown, black, red, blond)

Warm-up

- Ask the learners to stand up. Say *Let's move our bodies*. Demonstrate moves as you do them so learners can copy. Say *Up* and stretch to the ceiling. Say *Down* and crouch to the floor. Say *Round* and turn 360 degrees. Repeat the sequence. Repeat again in a different order.
- SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Introduce new words by pointing to parts of your body, e.g. point to your leg and say *Leg*. Learners repeat. Wave your leg. Learners copy and repeat. Continue with *feet* (hold up one and then another in the air), *hands* (wave), *hair* (rub it), *face* (point), *eyes* (point and blink), *mouth* (point and open and close), *ears* (push forward with fingers), *nose* (put finger on the end and waggle), *head* (waggle back and forward). Gesture to your whole body and say *Body*. Repeat several times for each item, waving each body part. Learners repeat and copy.
- Now point to different parts of the body and learners call out the word. Alternatively, use the Parts of the body flashcards. Demonstrate *move*. Give instructions, e.g. *Move your arms*. Learners follow your instructions. Repeat, asking learners to move different parts of the body.
- In groups, learners take it in turns to point to different body parts. The other learners say the words.

Extra support Learners just point to the parts of the body and listen to the answers.

Extension If time, play 'Simon says'. Say *Touch your head*. Learners don't do it. Say *Simon says touch your hair*. Learners do this. Repeat with various instructions – some with *Simon says* (learners do it), some without (learners don't do it). When they make a mistake, they sit down and are out. Continue until only one learner is left.

Pupil's Book, page 22

1 1.27 Listen and do the actions. Then sing the song.

- Say *Open your Pupil's Books at page 22*. Point to the picture in Activity 1. Point to different characters in the picture and ask *Who is he/she?* Learners answer.

- Say *Show me Grandpa. Show me his head ... arms ... feet*. Learners point to the parts in the picture as you say the words.
- Play the audio or video. Learners listen and do the actions. CD1 Track 27
Rocky: I'm Rocky-Doodle-Do and ... here's our song for today:
Move your body!
See song on Pupil's Book page 22
- Play the audio or video again. Learners listen and do the actions. Monitor. Repeat the audio if necessary.
- Point to Cameron in the picture. Point to his tail. Ask *Is it a leg? (No)* Say *It's a tail*. Learners repeat.
- Play the audio or video again. Learners repeat the song, doing actions, first in small sections and then the whole song.
- Divide the class into three. Give each group one of the verses of the song to perform. They all join in with the chorus. Once they have practised the song, ask them to stand up and perform it.



1.28

Extension Once learners are confidently singing along to the song, try singing the karaoke version as a class.

2 1.29 Listen and follow.

- Say *Look at Activity 2. Listen and follow*. Learners listen and point to the body parts, tracing their way through the maze. CD1 Track 29
1 an ear, a foot, an arm, two hands, two ears, a body, a leg
2 black hair, a face, a mouth, a nose, two feet, brown hair, a tail, two legs, a head, two green eyes
- Repeat the audio.
- Check the answers.
- Show the picture of Rocky in the bottom right-hand corner.
- Encourage learners to answer the question, saying their hair colour (*brown/black/red/blond*).
- Show some pictures of people with different coloured hair and say the hair colours. Learners repeat.
- Read Rocky's question again. Learners answer. Support as necessary.

Activity Book, page 22

See pages TB120–132

Ending the lesson

- SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Take the Family flashcards and use thin paper to trace an outline without filling in any details. Put the traced outlines up onto the board.
- Learners guess who each character is.
- If they get the characters quickly, point to two of the outlines and learners say the relationship, e.g. *It's Jim and Jenny. They are brother and sister. They are twins.*

Learning outcomes By the end of the lesson, learners will be able to use *have got* to describe their hair and eyes and their families.

New language *have/has got, haven't/hasn't got, Have/Has ... got?*

Recycled language colours, family, parts of the body

Materials audio, video, coloured pens or pencils, digital Mission poster

Warm-up

- Draw two faces on the board and give them names. Say *They are twins*. Draw black hair and blue eyes. Say *They've got ... (black hair)*. Nod and say *They've got black hair*. Learners repeat. Say *They've got ... (blue eyes)*. Nod and say *They've got blue eyes*. Learners repeat. Say *They haven't got brown hair*. Shake your head. Learners repeat.
- Change the pictures to brown hair and brown eyes. Go through the sentences again. Learners say *They've got brown hair. They've got brown eyes. They haven't got black hair. They haven't got blue eyes*.
- Rub out one face. Repeat the whole sequence, using *She's got ... Has she got ... ? She hasn't got ...*
- Point to yourself and describe your hair and eyes. Ask *What about you?* Say *Have you got black hair?* Learners repeat. Say *Have you got brown eyes?* Learners repeat. Say the questions several times.

Pupil's Book, page 23

1 1.30 Who is talking? Listen and tick ✓.

- Point to each picture. Ask, e.g. *Has he got black hair?* Learners answer, e.g. *Yes, he has*.
- Ask *Which picture is correct?* Say *She's got black hair and blue eyes*. Learners point (picture 3). Say *She's got brown hair and green eyes* (picture 2).
- Say *Listen. Who's talking?* Play the audio or video. Learners listen and tick the correct person.

CD1 Track 30

Girl: Look at my pictures, Sam. They're pictures of me and my brother and sister.

Sam: Oh, they've got black hair. You haven't got black hair.

Girl: No, I haven't. I've got brown hair, and I've got green eyes.

Sam: Have your brother and sister got green eyes?

Girl: No, they haven't. My sister has got blue eyes and my brother has got brown eyes.

Key: Picture 2



Gracie's Grammar

- Look at Gracie's Grammar box.
- Play the audio, pausing after each sentence. Learners repeat.

CD1 Track 31

See Pupil's Book page 23

- Write the sentences on the board.
- Rub out *I've*, *They've* and *Have*. Ask the learners to read the sentences and fill in the spaces as they speak.
- Point to the question *Have you got red hair?* Ask and answer the question. In pairs, learners ask the question and describe themselves, e.g. *Have you got red hair? No, I haven't got red hair*.

Fast finishers Learners can write a sentence about themselves.

2 Ask and answer. Tick ✓ or cross X.

- Say *Let's talk about families*. Choose a strong learner. Ask *Have you got a brother?* Encourage the learner to answer *Yes* or *No*. Learners repeat the question. Say *Have you got a sister?* Learners repeat.
- Demonstrate the task. Copy the first question from Activity 2 onto the board and draw the three small boxes. Demonstrate, asking three learners and putting a tick or cross in each box according to their answers.
- Learners mingle. They ask and answer questions and tick.

mission Stage 2

- Show learners the second stage of the digital Mission poster: 'This is me'.
- Give learners their *All about me* booklet. Demonstrate by drawing a picture of yourself on the board. Use gestures to show it is you. Say and then write sentences about yourself.
- Learners draw and write about themselves.
- When they finish, put out the *All about me* booklets opened at the *This is me* pages. Show each one and ask *Who is it?* Learners guess which of their classmates it belongs to, e.g. *He's (name)* or *She's (name)*. Once they have guessed, ask questions, e.g. *Good. Has (name) got brown hair?* Learners answer. Repeat with a variety of *This is me* pages.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 23

See pages TB120–132

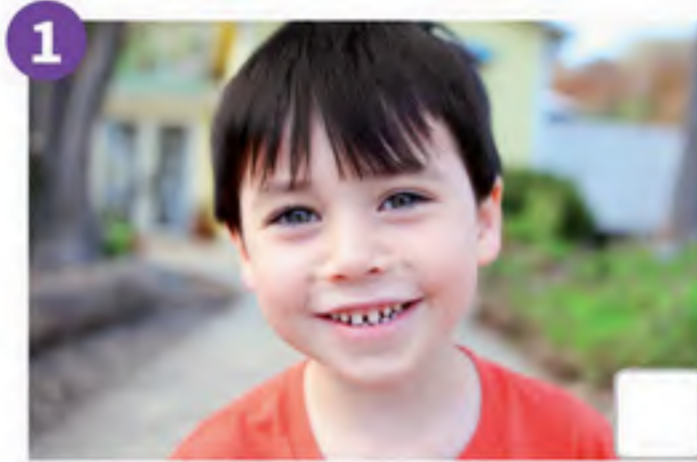
Activity Book, page 18

- Say *Look at page 18 of your Activity Book*. Review *My unit goals*. Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary 2*. Monitor.

Ending the lesson

- Go back to Stage 2 on the digital Mission poster. Add a tick to the 'This is me' stage or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.

1  1.30  Who is talking? Listen and tick ✓.




Gracie's Grammar

I've got brown hair.
They've got blue eyes.
Have you got red hair?

I haven't got black hair.
They haven't got green eyes.
Yes, I have. / No, I haven't.

2 Ask and answer. Tick ✓ or cross X.

			
1 Have you got a brother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Have you got a sister?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Have you got twins in your family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

mission STAGE 2

Make a *This is me* page for your *All about me* book.

- What do you look like? Draw, say and write.

I've got brown hair and green eyes.



My **mission** diary

Activity Book page 18

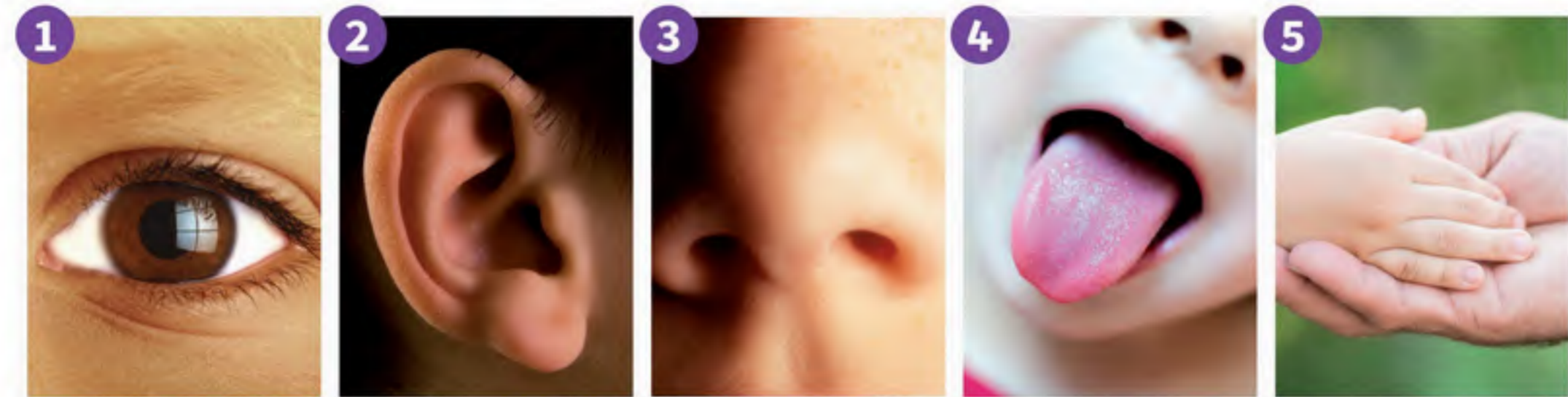
Using our senses



1 Watch the video.



2 Listen and say. Look and match.



see

hear

smell

taste

touch



3 Play the senses game.

Learning outcomes By the end of the lesson, learners will be able to describe senses and understand disabilities.

New language *hear, see, smell, taste, touch*

Recycled language *have/has got, parts of the body*

Materials video, a dropper with orange juice and water, pictures from Digital photo bank of things you can taste (lemons, pizza), smell (perfume, smoke) and hear (a tablet, a road drill)

Warm-up

- Point to your head and say *head*. Learners repeat. Gesture to your face. Learners say *face*. Gesture to your nose. Learners say *nose*. Repeat with eyes. Point to your tongue. Say *tongue*. Learners repeat. Correct pronunciation in each case.
- Put learners into pairs. They take it in turns to show a part of their head or face and their partner says the word.

Pupil's Book, page 24

1 Watch the video.

- Say *Let's watch the video*. Learners watch the video about using our senses and answer the questions at the end of the video.

Presentation

- Say *Open your Pupil's Books at page 24*. Focus on pictures 1–5 at the top. Ask *What is it?* (1 eye, 2 ear, 3 nose, 4 mouth/tongue, 5 hands). Learners repeat.
- Say *Point to your eyes*. Learners point. Say *We see with our eyes*. Say *see*. Learners repeat. Go through the sequence again, pointing to the different parts of the face. Ask learners to point to their ears. Say *ears*. Learners repeat. Say *We hear with our ears*. Ask learners to point to their nose. Say *nose*. Learners repeat. Say *We smell with our nose*. Learners repeat. Ask learners to point to their mouth. Say *mouth*. Learners repeat. Say *We taste with our mouth*. Learners repeat. Show the hands. Say *hands*. Say *We touch with our hands*. Learners repeat.
- Repeat the sequence, pointing to your eyes, ears, nose, mouth and hands. Learners say the names. Now repeat and learners say what we can do with each part of the body.

2 Listen and say. Look and match.

- Show learners the words under the pictures. Play the audio. Learners repeat the words. Correct pronunciation.
CD1 Track 32
See Pupil's Book page 24
- Put learners into pairs. They match the pictures 1–5 with photos above. Check answers.

Key: b 4 c 3 d 2 e 1

3 Play the senses game.

- Tell learners to close their eyes and name things they can hear in the classroom. (Clap hands, open and close a door, walk loudly, etc.)
- Fill a dropper with orange juice and water. Drop two drops on the learners' tongues. Ask them what they can taste.
- Show the learners different objects, e.g. a pen, a rubber, a crayon. Learners close their eyes and an object is placed in their hands for them to name.

Activity Book, page 24

See pages TB120–132

Ending the lesson

- Put learners into groups of three or four. Give each group three cards. Ask them to write a word on each card: *taste, smell, hear*.
- Show pictures from the Digital photo bank on the board. These are a mixture of things they can taste (lemons, pizza), smell (perfume, smoke) and hear (a tablet, a road drill). Show the photos in random order and learners hold up the appropriate word card as quickly as possible. Some photos may have more than one answer. Alternatively, use flashcards of chocolate, flowers and guitar.
- Now ask learners to work in pairs. Tell them to think of one more thing for each category. If they don't know the word, they can draw a picture, e.g. a piano for *hear*.
- Monitor and give words to learners if they have drawn pictures.
- When they have finished, ask a few learners to give the word they added to each category.

Learning outcomes By the end of the lesson, learners will be able to understand how to help a blind person.

New language *blind, dog, favourite (thing)*

Recycled language *hear, help, see, smell, taste, touch*

Materials examples of things you like to smell (e.g. a flower or fruit), taste (food), hear (music) and touch (picture of a pet), digital Mission poster, a scarf

Warm-up

- Say to learners *Stand up. Show me your eyes.* Learners point. *Show me your ears.* Learners point. Continue with *nose, mouth and hands.*
- Ask a learner to come up and lead the same sequence.

Pupil's Book, page 25

4 Look, read and match.

- Say *Open your Pupil's Books at page 25.* Show the photo of the blind person. Ask *Can she see?* Gesture to your eyes. (*No*) Say *No. She's blind.* Learners repeat. Ask *Can she hear?* Gesture to your ears. (*Yes*) Repeat with *smell, taste and touch.* Point to the guide dog. Say *dog.* Learners repeat. Point to the traffic light. Say *traffic light.* Learners repeat.
- Point to the picture of the guide dog again. Say *Look! Can the dog see?* (*Yes*) Say *The dog can see and help.*
- Show learners sentences 1–3 and pictures a–c. Learners match the sentences with the pictures.
- Check answers.

Key: a 3 b 2 c 1

mission Stage 3

- Show the class the third stage of the Mission poster: 'Favourite things'. Make a heart shape with your fingers and thumbs.
- Show the class something you like to smell, e.g. a flower or fruit. Say *My favourite thing to smell!* Mime pleasure. Show them something you like to eat – lick your lips and show pleasure. Say *My favourite thing to taste!* Repeat with something you like to hear, e.g. your favourite music and say *My favourite music,* and touch, e.g. a picture of a pet and say *touch* as you mime stroking the pet. Say *My favourite things to smell, taste, hear and touch.* Write the sentence on the board.
- Learners complete the worksheet task in the Teacher's Resource Book page 24 (see teaching notes on TRB page 17).
- Alternatively, if you do not have the Teacher's Resource Book, say *Draw your favourite things.* Give out the *All about me* booklets. Learners draw a page showing their favourite things. Monitor as they draw and give words they want to know.

Stronger learners They can write the words with their pictures.

Extra support Learners can draw a picture and you write in the word for them as they work. Monitor and guide.

Alternative Learners could plan this at home and bring in some real examples.

- Put the class in groups of three. Each learner shows their pictures and says *My favourite thing to see/hear/smell/touch/taste.* The other learners guess what the pictures are.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 25

See pages TB120–132

Activity Book, page 18

- Say *Look at page 18 of your Activity Book.* Review *My unit goals.* Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary 3.* Monitor.

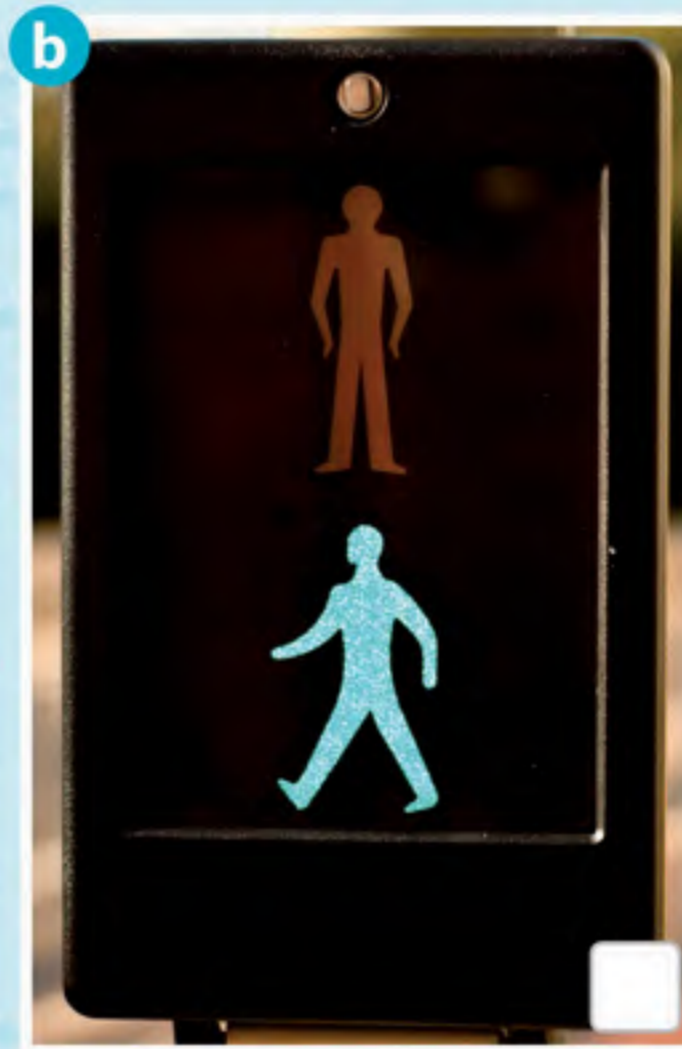
Ending the lesson

- **SA** Go back to Stage 3 on the digital Mission poster. Add a tick to the 'Favourite things' stage or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.

4 Look, read and match.

Some people can't see. They are blind. They use their other senses to help them. Today there are many things to help blind people.

- 1 They can read books with their hands.
- 2 They can hear traffic lights.
- 3 A guide dog can see for them.



mission STAGE 3

Make a *Favourite things* page for your *All about me* book.

- Think about your favourite things to see, hear, smell, taste and touch.
- Draw them.
- Learn the words in English.



My
mission
diary

Activity Book
page 18

- 1** Look at the pictures. What is the game?
What's your favourite game?



Sara's favourite game

I'm Pablo. I live with my mum, dad, grandma and grandpa. Today my cousin Sara is here too. Sara's got black hair and brown eyes.



Sara's favourite game is *Hide and Seek*. I close my eyes and I count to ten, and Sara hides.

Today she's hiding in the cupboard in the kitchen. She's in the cupboard in the kitchen ... again! She always hides ... Oh, she isn't there. 'Sara?' I say. 'Where are you?'




Learning outcomes By the end of the lesson, learners will have read about playing a game.

New language *game, hide*

Recycled language *cupboard, favourite (thing),* describing someone, family, names

Materials small ball and three cups (either different colours or with a number written on each), flashcard of board game and picture from Digital photo bank of skipping game, coloured pens or pencils

Warm-up

-  Ask learners to watch. Put a ball into a cup. Turn it upside down and add two more cups upside down. Move the cups around really fast. Ask *Where is the ball?* Learners point and say the colour or number of the cup. If they find it first time, say *Well done!* and repeat. As you put the ball in, say *I'm going to hide the ball.* As you move the cups, say *Find the ball.*
- If you have time, ask a learner to come up and do the same thing. Say *Hide the ball.* Say to the other learners *Find the ball.* The other learners guess where it is.

Presentation

- Say *We are going to read about Sara's favourite game.* Demonstrate hiding, e.g. go behind a cupboard or curtain. Say *I am hiding.* Come out and choose a learner. Say *(Name), hide!* The learner hides. Ask the other learners *Where is (name)?* They point and say *He's/She's there.* The learner comes out.
- Repeat with two more learners if there is time.

Extension Learners say where the person is hiding, e.g. *Suzi is under the table.*

Pupil's Book, page 26

1 Look at the pictures. What is the game? What's your favourite game?

- Ask learners *What is your favourite game?* Show the flashcard of a board game and the picture from Digital photo bank of a skipping game. Learners point. Say *Game.* Learners repeat.
- Point to the picture of Pablo. Say *This is Pablo.* Ask questions about how he looks, e.g. *Has he got blue eyes?* (No) Point to Sara. Say *This is Pablo's cousin.* Ask questions about her, e.g. *Is she a boy or a girl? (Girl) Has she got black hair?* (Yes)
- Ask *What is the game?* Learners try to answer. Don't worry if they can't at the moment. Say *Sara is hiding.*
- Ask learners *What is your favourite game?* Learners answer.



Sara's favourite game

- Focus on the pictures. Look at each picture and ask questions, e.g. Picture 1: *Who is it? (Pablo/Sara) Where are they? (At home)* Picture 2: *Where is Sara? (Hiding)* Picture 3: *Is she in the cupboard? (Yes, Yes, No)* Picture 4: *Is she next to the bookcase? (No)* If learners can't answer the questions, don't give the answers yet.
 - Ask learners to guess where Sara is hiding. Say *Let's find out!*
 - Say *Read and listen to the first part.* Play the audio. Learners listen and read. Pause the audio after paragraph 2. Ask *What is Sara's favourite game? (Hide and Seek)* Pause the audio at the end of page 26. Ask *Is she in the cupboard? (No)*
- CD1 Track 33
See story on Pupil's Book pages 26–27
- Say *Read the next part.* Show them the paragraphs on page 27. Ask *Where is Sara?* Play the audio. Check if their guesses were correct.

Activity Book, page 26

See pages TB120–132

Ending the lesson

- Say *Let's play a game.* Play 'I spy'. Write on the board *I spy with my little eye something beginning with ...* Explain that learners must find something beginning with the letter you say.
- Say *I spy with my little eye something beginning with 'd'.* If necessary, write *d* on the board. Learners guess what it could be. (*desk*) Repeat with another object of your choice.
- Now encourage a learner to give the clue. If possible, they say the whole sentence, but if they can't, they can just give the letter. If necessary, give them suggested words and help them say the letter, writing it on the board for the other learners to see.

Learning outcomes By the end of the lesson, learners will have talked about games.

New language *find, Here he/she is!*

Recycled language *game, numbers, prepositions of place*

Materials flashcards from the units so far, pictures of famous cartoon characters or people that the learners know

Social and Emotional Skill: Showing concern for others

- After reading the story, ask learners the questions *What game do Pablo and Sara play? (Hide and Seek) Is it Sara's favourite game? (Yes) Is it Pablo's favourite game? (No) Why does he play? (To make Sara happy) Ask In the game, is Sara in the cupboard? (No) Say No. Pablo wants to find Sara. He's sad she's not in the cupboard and worried.* Explain in L1 that he shows concern for her.
- Draw a big heart on the board and say *Think of your brother, sister or cousin. How do you feel?* And point to the heart. Say *Yes, you love them.*
- Ask the learners if they play with their little brother or sister or cousin. Ask *What games do you like? What games does your little brother, sister or cousin like? Do you play games you don't want to play with them?* Point out that it's important to play with them even if sometimes you don't want to. It's good to think of other people. Tell learners it makes them happy to play with a big brother, sister or cousin and that it's important to think about how they feel.
- Learners tell you what games they play. Learners draw themselves playing with their sister, brother, cousin or friend at a game they want to play. Each learner tells you who they're playing with and what they're playing as you go around.
- Tell learners they can show concern in other groups they are part of, e.g. friends if they fall over in the playground.

Warm-up

- Say *Let's play Hide and Seek.*
- Send three learners out of the class. Choose another learner to hide. When they are hidden, bring in the three learners. Encourage the class to say *Where's (name of learner hiding)?*
- The three learners look. As they do, the class can ask questions, e.g. *Is he/she under the desk?* Encourage the learners to say *No, he/she isn't.* Continue until they find the hidden learner. Finally they say *Yes, he/she is!* When they find the learner, encourage them to say *Here he/she is!*

- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Hide the Family flashcards around the room. Tell the learners *The Friendly family are hiding. Where are they?* Mime looking around the classroom. Mime finding one of the cards and say, e.g. *Ah! Here's Grandma Friendly. She's under the window.*
- Encourage the learners to look for the other characters. When they find a card, they say, e.g. *Here's Mr Friendly! He's in the cupboard.*

Pupil's Book, page 27

2 Act out the story.

- Say *Act out the story.* Summarise the story with questions and mime. Mime Sara hiding and Pablo counting. Learners copy. Say *Sara! Where are you?* Learners repeat. Mime Pablo looking in the cupboard (open a door). Say *Is she in the cupboard? No, she isn't.* Learners repeat. Ask *Is she next to the bookcase? No, she isn't.* Mime looking next to the bookcase. Say *Is she in the garden? No, she isn't.* Mime looking in the garden. Say *Is she under the table? Yes, she is!* Mime looking under the table (bend down and then point as if you have found her).
- Repeat and encourage the learners to act out the story.
- Repeat with mimes and questions.

3 Ask and answer.

- Ask *Who do you play with?* Suggest answers, e.g. *Your brother? Your sister? Your friends? Your cousins?* Learners answer (*I play with my ...*).
- Put up some pictures of famous cartoon characters or people that the learners know. Ask *Who do you want to play with?* Learners choose their favourite character.

Activity Book, page 27

See pages TB120–132

Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Choose some flashcards from the units so far. Put sticky notes over them until they are covered. Write a number on each sticky note. Ask the learners to choose numbers. Encourage the learners to give you a number. Move the sticky note with that number to reveal a small part of the picture. Learners try to guess what the picture is.
- Repeat with different flashcards.



Is she next to the bookcase?
No, she isn't. 'Sara?' I say.
'Where are you?'

Is she in the garden?
No, she isn't. 'Sara!' I say.
'Where are you?'

Mum, Dad, Grandma and Grandpa come to help, but we can't find Sara anywhere! Then Grandma sees Sara's crayons on the table. 'Is she under the table?' she says. 'Yes!' says Mum. 'She is! Hello, Sara!' 'Sara!' I say.



2 Act out the story.

Sara! Where are you?

Is she in the cupboard?

No, she isn't.

Is she next to the bookcase?

3



Ask and answer.

Who do you play with?

I play with my cousins.



1 Read and number.



1 The blue crayon is next to the book.

2 The red crayon is on the book.

3 The blue crayon is on the book.

2 Look and read. Write *yes* or *no*.



Examples

The children have got crayons. yes

The baby is on the chair. no

Questions

1 The bag is on the table. _____

2 The mother has got a book. _____

3 Six people have got black hair. _____

Always write
yes or *no*.



Learning outcomes By the end of the lesson, learners will have read to find specific information and responded.

Recycled language colours, family, *Have you got ... ?*

Materials large paper and pen for each group, a watch or timer, a bell or whistle (optional), a picture of a baby, from Digital photo bank, audio, paper, coloured pens or pencils, an example mask

Warm-up

- Put learners into groups of five. Give each group a large piece of paper. Choose a strong learner in each group and give them a pen.
- Say *Let's remember!* Tell them they have one minute for each part of the game. Show your watch or, if you have a timer, set the timer. Ask *How many words can you remember?* Check they understand they have to write as many words as they can. The learner with the pen in each group writes. The learners in the group say words. Say *Write down colours.* Give one minute. After one minute, ring a bell or blow a whistle. If you don't have this, call *Stop!* Check with each group how many words they wrote. Repeat with *Write down family words.* Check how many words they have.
- Pick out two or three words from each list. Ask learners to cover their lists. Say the words slowly. Learners try to write the words with the correct spelling.
- To check, ask learners to spell out the words and write them onto the board, correcting any errors.
- SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Say *Let's do a reading exam!* Write *Reading Exam* on the board.
- Say *First use your sight. Say Read first. Think. Then write your answer.* Repeat this. Write the words *Read, Think* and *Write* on the board in that order. Ask *Which is number 1?* (*Read*) Ask *Which is number 2?* (*Think*) Say *So number 3 is ...* (*Write*)
- Make a chant and clap rhythmically, saying *Read, think, write.* Learners repeat and clap.

Pupil's Book, page 28

1 Read and number.

- Say *Open your Pupil's Books at page 28.* Point to the pictures. Ask *What colour are the crayons?* (*Blue and red*)

- Point to each picture and ask *Where is the crayon?* (*On the book / Next to the book*) Show the sentences under the pictures. Ask the learners to read them.
- Put learners into pairs. Ask them to match the pictures.
- Check answers.

Key: a 3 b 1 c 2

2 Look and read. Write yes or no.

- Say *Don't forget: Read, think, write.* Learners repeat the chant and clap.
- Say *We read. We think. We write 'yes' or 'no'.*
- Put a picture of a baby on the board. Write *It's a chair.* Learners say *No.* Write *no* next to the sentence. Say *No, it's a baby.*
- Tell the learners to look at the picture. Ask questions: *Is it a family?* (*yes*) *Is there a table?* (*yes*) *Are there some chairs?* (*yes*) *Are the crayons on the table?* (*no*) *Is there a bag?* (*yes*) *What colour is the bag?* (*purple*) *Is the book on the table?* (*no*)
- Show learners the sentences. Say *Read the sentences. Think. Write yes or no.* Learners read the sentences and write their answers.
- Put them into pairs to check answers. Check answers with the group.

Key: 1 no 2 yes 3 no

- Say *Well done. You read, thought and wrote. Good job!*

Activity Book, page 28

See pages TB120–132

Ending the lesson

- SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Say *Let's make a mask.* Find an outline of a mask shape or draw one on the board for learners to copy. Learners draw on hair, eyes and other features. When they finish colouring, show an example mask you have made. Ensure it is different from your normal features, e.g. if you are dark-haired, make it red-haired.
- Encourage learners to ask questions, e.g. *Have you got brown eyes?* Holding the mask to your face, give answers true for the mask, e.g. *No, I haven't. I've got blue eyes.*
- Learners mingle, holding up their masks, asking and answering questions.

Fast finishers Learners can write the sentences at the end or swap masks with a friend and ask more questions.

Learning outcomes By the end of the lesson, learners will have revised the language in the unit and talked about their *All about me* books.

Recycled language unit language

Materials a photo of your family, *All about me* books

Warm-up

- Say *Let's make some questions!* Write the number 1 and *Family* on the board and put up a photo of your family. Write 2 *My face* on the board and stick up the mask from the previous lesson. Write 3 *My favourite things* on the board and next to it add *see/smell/hear/touch/taste*.
- Say *Think of a question for each one.* Give an example. Point to 1 and the picture and say *Is she my mother?* Point to number 2 and say *Have I got brown hair?* Learners work in groups and think of questions. Monitor while they work.
- Check answers by pointing to 1–3. Learners call out different questions. Write them on the board. Add some if they can't think of any.

Presentation

- Say *Classmates.* Point to all the learners. Say *Classmates* again. Learners repeat. Say *Let's ask questions!* Draw a question mark on the board. Learners repeat *Let's ask questions!*
- Say some sentences, e.g. *My eyes are brown. He is my classmate. Have you got blue eyes? Apples are my favourite fruit. Is this your favourite book?* Learners call out *Question* if the sentence you say is a question.
- Say *Let's find out about our classmates!*

Pupil's Book, page 29


mission in action!

Learn about your classmates.

- Learners sit in groups of five. Give out their *All about me* books.
- Demonstrate showing a book page by page. For each page, point to the questions on the board and say *Ask questions.* Learners ask suitable questions. Answer each one.
- Learners work in groups. They take it in turns to show their *All about me* books and the other learners ask questions. They answer.

Extra support Give these learners two questions written down that they can ask.

Fast finishers Ask them to work with another fast finisher and to tell them about a classmate from their group, e.g. *(Name) has got a sister. His favourite thing to smell is chocolate.*

-  Point to the picture of the Friendly family on Pupil's Book page 19. Say *Tell me about him.* Point to Jim. Learners say, e.g. *He's Jim. He's a boy. He's Jenny's brother.* Learners repeat the activity in pairs, choosing anything they want from the unit.
- For ideas on monitoring and assessment, see Introduction.

Self-assessment

- **SA** Say *Did you like our 'All about me' Mission? Show me. Say Good? (Demonstrate stretching your hand up high.) OK? (Hold your hand mid level.) Or not so good? (Hold your hand lower.)* Learners show you.
- Say *Did you do better than the last Mission – Being a teacher? Better? (Move your hand up.) Or not? (Move your hand down.)* Praise or say *OK. We can try again.*
- Say *Our next Mission is 'Let's make a farm'.* Ask learners to stand up. *What can you do better next time?* Point to the left. Say *Writing.* Point to the right. Say *Reading.* Learners move to the side they think they need. Repeat with *Speaking* and *Listening.* Say *Well done.*

Activity Book, page 29

See pages TB120–132

Activity Book, page 18

- Say *Look at page 18 of your Activity Book.* Review *My unit goals.* Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary* the final stage. Monitor.
- Point to the sunflower. Learners read the 'can do' statements and tick them if they agree they have achieved them. They colour each leaf green if they are very confident or orange if they think they need more practice.
- Point to the word stack sign. Ask learners to spend a few minutes looking back at the unit and find a minimum of five new words they have learnt. They write the new words into their word stack.

Ending the lesson

- Go back to the completion stage on the digital Mission poster. Add a tick or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.
- Tell the learners *You have finished your Mission! Well done!*

mission in action!

Learn about your classmates.

My mission diary
Activity Book
page 18

★ Look at your classmates' *All about me* books. Ask questions.

Who's this?

She's my mum.

★ Show your *All about me* book. Answer your classmates' questions.

These are my favourite things.

It's a flower.

What's this?



COMPLETE