



Starter: This is me!

READING

Short texts with personal information

LISTENING

Listen to someone talking about their family; classroom language; spelling

SPEAKING

Talk about your family; classroom language

GRAMMAR

have got; be; present simple there is/are; countable and uncountable nouns; some/any

Lead-in SB p6

Read through the Unit Overview on the left before starting the unit. This will give you information about what topics, themes, language points and skills will be focused on in the unit, as well as particular exam preparation and practice. This will be of main benefit to you while preparing your lessons. If you have students who like to know what they will have covered by the end of the unit, you may wish to read through it with them. For students who are preparing for the Cambridge A2 Key for Schools exam, point out that the items labelled 'task' will give exam-style practice.

The lead-in page allows you to introduce the topic of the unit to your class, and to find out what students know about the topic.


To start

Ask students to look at the photo and elicit what they can see. Pointing to the people in the photos, ask: *Are they happy or sad?* Point to the girl who's taking the photo and ask: *What is she doing?* (taking a (selfie) photo). Read the quotation with the class: *We always have fun together!* Ask students: *What do you do for fun? Where do you do it?* Elicit answers.

- 1 Read the questions with the class, then put students into pairs to discuss the questions. Go around the class, listening to students and noting down any difficulties they have. Do not interrupt students during the activity but provide help if necessary. Elicit answers from different pairs and write any interesting vocabulary on the board for students to note down.

extra


If the rules allow it in your school and classroom, ask students with smartphones to show their partner a recent selfie and tell them about it. First, show the class a recent selfie of yourself, preferably with other people in the photo so you have more to talk about. Try to include the unit title in your description, for example: *This is me! I'm at the park with my friends. This is Sam and this is our friend, Lisa. We're going on a walk around the lake.* Invite students to show each other their photos and talk about them for a couple of minutes.

- 2  S.1 Point to the photo and tell the students that they are going to listen to Emma talking about her selfie. Invite a student to read the questions, then play the recording. Allow students to check their answers with a partner then elicit answers from the class.

- 1 Emma is with her grandparents (Rose and John).
- 2 They live in Switzerland.
- 3 She likes spending time with them because they are fun to be with as they laugh a lot and tell funny stories.

background information

In the UK, *granny* and *grandad* are popular alternatives to *grandma* and *grandpa*. You may wish to elicit or teach these as students are likely to come across them.

- 3  S.2 Draw a simple family tree on the board with space for one or two siblings, parents and grandparents. Write your name on the tree and say *This is me!* Then write your sibling's name (you could make one up if you don't have one). Say: *This is my brother/sister.* Follow with your mother and father's names. Elicit: *These are my parents.* Then write your grandparents' names and elicit: *These are my grandparents.* Finally, elicit *family tree*. Refer students to the family tree in the Student's Book and ask them to find Emma. Ask how many brothers and sisters she has (one brother). Read the instruction with the class and check students' understanding by asking what kind of word they will write for question 6 above *brother* (a name). After the first listen, allow students to compare their answers in pairs, then play the recording again to check answers, pausing after each answer to elicit the answer from students in turn.

- 1 Sarah
- 2 mum
- 3 David
- 4 uncle
- 5 aunty
- 6 Tom
- 7 Gemma
- 8 cousin

- 4 If possible, ask students in advance to bring in photos (or photocopies of photos) of their family to help them talk about their family tree.

Read the instruction with the class. Invite a strong student to ask you a question about your family tree, e.g. *How many brothers and sisters have you got?* Now ask the class to draw their own family tree. Allow a few minutes on their own for creating the tree, while you circulate to offer help. Some students may have much bigger families than others, so depending on the time you have available, you might like to limit the tree to parents, grandparents and siblings or one set of cousins, for example.

- 5 Then put students into pairs or groups of three to talk about their families. If students have brought in photos or have photos on their phone and it's appropriate to use phones in your classroom, they could show each other pictures of their families. Encourage students to ask each other questions about their family tree, referring them back to the example in the book if they get stuck.

Students' own answers.

extra: fast finishers

Pairs or groups can ask more questions about their classmate's family, e.g. *How old is your sister? What is your cousin like?*

alternative: project

If you have access to large paper, e.g. A3 or A2, you could ask students to work in groups of three or four to draw the largest family tree from their group on the piece of paper and make a poster about it. Students can then decorate their family trees with the photos that they have brought in.

Alternatively, if your students have access to the internet in class and it's appropriate, they can choose a historical or well-known figure, research them and create their family tree. The family tree posters can then be displayed on the classroom wall.

- 6 Depending on the level of your class, you might prefer to let students attempt the activity first to see how much they can identify on their own. Alternatively, for weaker classes, elicit the meaning of some of the words before they start. You could do this in a variety of ways, e.g. writing your signature on the board or inviting a student to come up and write theirs, by calling out your (fictitious) phone number for students to identify, by writing your (fictitious) address on the board and eliciting the street name and the postcode, etc.

Put students into pairs and allow around three minutes for them to complete the activity. Go through the answers with the class, then elicit what each card is for (sports pass – going to the gym; college ID card – going to college; bus pass – going on the bus; profile page – showing information about yourself; pet passport – taking your pet on holiday).

Possible answers

- 1 Savas, Amanda, Emily, Aleksey, Diego, Sophia
- 2 Nelson Street
- 3 info@cordale-college.ac.uk
- 4 Q25 8HT, OX9 6YE
- 5 Brazilian, British
- 6 Ataman, Montalvo, Barrett, Dudek
- 7 www.premier-sport.co.uk
- 8 12th May 2004, 04/03/2003, 31/07/2019, 21st August 2018, 14/08/2005
- 9 4652 643 2345, 04652 767 534
- 10 Tina Wright's signature

- 7** Read through the questions as a class and pre-teach any difficult words, e.g. for question 1, ask students for a word that means the same as *studies* (learns); for question 2, tell students where you are from, e.g. *I am from Britain*, and elicit your nationality: *I am British*. Ask a strong student: *What is your nationality?*; for question 4, ask students: *What do people do when they have a conversation?* (talk); For question 6 say: *My birthday is in July*. [indicating to the class]: *Whose birthday is in July? Whose birthday is in March?*

Allow students to stay in the same pairs or groups for this activity. When they have finished, ask students to swap partners to check their answers. If they have different answers, encourage them to look at the cards again to see if they can work out which is the correct answer. Check answers around the class.

- 1 Amanda Montalvo 2 British 3 basketball
4 Aleksey Dudek 5 Dublin 6 Aleksey and Emily

background information



In the UK, *Miss* is used for an unmarried woman and *Mrs* for a married woman. Some women like to use *Ms* instead as they prefer not to be known by their marital status. *Mr* is used by both married and unmarried men. Historically, *Mr* is short for *Mister* and *Mrs* for *Missus*, so students will sometimes see the abbreviated versions followed by a full stop to indicate that the word has been shortened. However, the full stop is increasingly being dropped in modern usage.

- 8** Write the title *Miss* on the board and ask: *Does this mean you're married or unmarried?* (unmarried). Write *Mrs* and ask: *And this?* (Married.) Pointing to *Miss* and *Mrs*, ask *Is this for a man or a woman?* (A Woman.) Then ask: *What do we use for a man?* (*Mr*). Now read the Student's Book instruction and elicit the answer from the class. Drill the pronunciation of *Mr*, *Miss*, *Mrs* and *Ms* chorally then individually, taking care to highlight the different sounds of the final /s/ in *Miss*, /iz/ in *Mrs* and /z/ in *Ms*.

Ms means the person is a woman, and we don't know if she's married or not.

extra: whole class



For more personalisation, ask students to point to and say information about themselves which is on the things they have in their school bags, e.g. their name and address on their bus pass or sports centre membership card, or their mobile phone number in their smartphone settings.

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- 1** Read through the phrases in the list with the class. For weaker classes, check students understand the phrases. Ask: *Which picture shows some words (B) and which picture shows a sentence? (E)* Students can do the activity alone and then check their answers in pairs, before class feedback.

A Work in pairs. B Match the word with the picture.
C Turn to page forty-five. D Put your hand up.
E Complete the sentence.

- 2** Ask a student to read the question, then encourage some discussion from the class. In some cultures, students might not be familiar with putting their hand up in class and might instead say 'Excuse me' or 'Miss'. Elicit why it's better to put your hand up (the teacher can finish speaking).

Possible answers

to answer a question, to ask a question, to ask to go to the toilet/get a pen/get more paper, because you don't understand, because you feel ill, etc.

- 3** Do the first one as an example: ask a strong student to read the first question, then reply *Yes, here you are*. Allow students to work in pairs. Tell students to first read through all the options and if they aren't sure of the answer, try answering the question with each of the options out loud to see which one sounds right. Don't check the answers just yet.

- 4** S.3 Tell the class they are going to hear the conversations from Ex 3 and they should check their answers. Pause the recording after each exchange and elicit the answer around the class.

1 B 2 A 3 C 4 A 5 B 6 C

extra: whole class



To practise intonation in questions, play the recording again before students practise the exchanges in Ex 5. Pause the recording after each question for the class to repeat then do the same with the answer. You might like to do a couple with the class then a few individually around the room.

- 5** Students can stay in their pairs to practise the conversations.

Students' own answers.

alternative: whole class



If you have space in your classroom, allow students to circulate and ask a different student each question. Alternatively, students can say the answer first and the other student has to say the question from Ex 3 that it answers.

- 6 With books closed, put students into groups of three and nominate one person to write. Ask groups to think of as many items of clothing as they can in one minute. After the minute is up, ask groups to count how many words they have, then elicit answers, starting with the group with the fewest words, then ask subsequent groups for any words which haven't been mentioned. Write the words on the board for students to note down any new vocabulary. Which group was the winner?

Students can open their books and work alone to complete the activity. Check answers around the class.

A belt B jeans C T-shirt D bag E socks F cap
G pair of trainers H towel

extra: whole class



Divide the class into teams. Point to an item a pupil is wearing in one team and ask the other team to state the colour and item (e.g. blue T-shirt). For extra points they could also add an adjective they know (e.g. striped/large blue T-shirt).

- 7 Students work alone to complete the activity then compare answers in pairs. Check answers around the class. Note any difficulties, e.g. with *a/an* or *some* vs *any* and, if necessary, go over these again with the class.

1 some 2 a 3 a 4 a 5 any 6 an 7 a 8 some

- 8 Read through the instruction and the words in the box with the class to check understanding. Encourage students to recycle the language from Ex 3 if they don't understand a word, and ask: *What does ... mean?* Do an example with the class, eliciting the answer from a strong student: *Is there a clock?* (Yes, there is/No, there isn't). Then invite the student to ask another student a question. Allow students to continue in their pairs.

Students' own answers.

alternative: mixed ability



For weaker classes, you could first sort the words into singular and plural to help students remember when to use *is/are*. Draw a table on the board with two columns, labelling one column *is* and one column *are*. Then elicit which are uncountable words (money, water). Ask: *Which question do you use for uncountable words?* (Is there any ... ?)

extra: fast finishers



While pairs are talking, you could write some more words on the board for fast finishers to use, e.g. *lamp, sofa, chairs, books, flowers*.

- 9 Review the pronunciation of the alphabet with the class. If you have an alphabet chart you could do this out of order, pointing to different letters and drilling pronunciation around the class. Write the word *bottle* on the board and drill the pronunciation of the letters. Elicit how we spell out two letters which are the same (*double 't'*). Now ask students to read the conversation beginning *How do you spell the word 'bottle'?* in pairs.

game on

When students are thoroughly familiar with the short conversation, they can use it as the basis for a spelling game in which they ask each other how to spell a variety of other words from the unit to win points. Encourage them to look for more double-letter words, e.g. *football, address, tree*. Award double-points for double-letter words if you like.

Go around the class, helping students with any difficulties. Allow three minutes for the activity, then find out who was the winner.

Students' own answers.

alternative



To make the activity more fun, you could turn it into a game of two teams. The teacher invites a student from one team to nominate a student from the other team and ask: *How do you spell ... ?* If the student from the other team spells the word correctly, their team gets a point. At the end of the activity, the team with the most points wins.

UNIT CHECK


This Unit check covers vocabulary and language related to family, classroom language and clothing.

extra

Here are some ideas for how to use the wordlist in class:

- **Play Pictionary:** put students into pairs. Each student in the pair chooses a word from the 'Things in a classroom' or 'Other' lexical sets and draws a picture of the item. They then show their pictures to each other for their partner to guess the word. Students get one point for guessing the word correctly and another point for spelling the word correctly. The partner should check the spelling against the wordlist. Allow three minutes for the activity, and at the end find out which student in the class had the most points.
- Students could refer to the words in the 'Things in a classroom' list and point at these objects in their own classroom and their partner says the word and spells it.

Vocabulary

- 1** 1 dad, uncle, grandpa, brother
2 Any four of the following are possible: bookcase, clock, cupboard, light, noticeboard, posters, shelf (shelves)
3 Any four of the following are possible: trainers, belt, cap, jeans, socks, T-shirt, shorts
- 2** 1 aunty
2 repeat
3 cushion
4 light
5 noticeboard
6 cupboard
- 3**  S.4 1 surname
2 date of birth
3 postcode
4 nationality
5 website
6 telephone number

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- 1** 1 there is
2 there are
3 there isn't
4 there are
5 there aren't
6 there isn't
- 2** 1 There is
2 There are
3 There are
4 There is
5 There is
6 There are
- 3** 1 is 2 is 3 are 4 are 5 is 6 are 7 is 8 are
- 4** 1 U 2 C 3 U 4 U 5 C 6 C 7 U 8 C 9 U 10 C
- 5** 1 some
2 some
3 any
4 any
5 some
6 any
- 6** 1 any
2 some
3 any
4 some
5 any
6 any