

- to present the core vocabulary (physical appearance)
- to practise the core vocabulary through speaking
- to practise the core vocabulary through a reading activity
- to practise writing the core vocabulary

Language

New language: physical appearance: blonde, curly, moustache, teeth, straight, beard, fat, thin

Recycled language: hair, map, old, young, man

Receptive language: shield, museum, the right place, funny, son, the same, Egypt, Egyptian, line, maybe, Come on!, queen, princess, prince, king

Materials

Downloadable Class Audio, Flashcards (physical appearance): 6–13, Downloadable Teacher's Resource Book (optional)

Digital Minds

- Vocabulary interactive activity
- Interactive Flashcards and Wordcards

Basic competences

Competence in linguistic

communication: Pupils identify and use words to describe physical appearance.

Social and civic competences: Pupils work together to play a guessing game.

Sense of initiative and entrepreneurship: Pupils write a description of themselves.

- Augmented Reality: vocabulary interactive activity
- Online interactive activities

Warm-up

- Write Has he/she got ...? on the board.
- Tell pupils that you are thinking about a pupil in the class and they should guess who it is by asking questions about their hair, eyes, etc.
- As pupils guess, give the relevant short answer Yes, he/she has or No, he/she hasn't and write appearance words that they already know on the board, e.g. brown hair, blue eyes, glasses, short hair.
- Once they guess the correct pupil, they can play the game in pairs.

Presentation

- Use the flashcards to present the new words for physical appearance.
- Say the word for pupils to repeat. Do this a few times.
- Hold up each flashcard for pupils to say the word.
- Stick the flashcards on the board and elicit the words at random.

1 (D1) Listen and look. Then listen and say the words.

- Look at the picture in the Pupil's Book with the class. Discuss where Ben and Lucy are in this unit.
- Draw pupils' attention to the unit title and the shield symbol circled on the map at the bottom of the picture.
- Pupils look at the numbered words and the labels on the two paintings in the picture.
- Play the recording. Pupils hear an introductory dialogue. They then listen to the numbered words and repeat.

CD1 Track 14

Ben: The map shows a shield, so we're in the right place - you find shields in a museum.

Lucy: Hmm. I can't see any shields, only pictures. Look at this old man - his hair is very blonde and curly; and he's got a funny moustache! Is he a king?

Ben: I don't know, but I think this young man with a beard is his son. They've got the same eyes.

Lucy: You're right ... Hey, I'd like to see things from Egypt. Let's go to the Egyptian room.

Ben: But what about the line of the rhyme? What about the shield?

Lucy: Maybe the shield is there. Come on!

Now say the words.

1 blonde, 2 curly, 3 moustache, 4 teeth, 5 straight, 6 beard, 7 fat, 8 thin

- Play the recording again. Pupils repeat in chorus.
- In pairs, pupils practise pointing to the picture and saying the words.

Say and guess.

- Demonstrate the activity by reading the example. Ask pupils to point to the moustache to check understanding.
- Pupils play the game in pairs.

Activity Book, page 10

1 Look, read and circle.

 Pupils look at the pictures, read the texts and choose the correct words to complete them.

Key: 1 curly, fat, 2 young, straight, thin

2 Look, read and match.

• Pupils read and match the descriptions with the pictures.

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

Describe yourself. What do you look like?

• Tell pupils to use the Pupil's Book and Activity Book to help them write their descriptions. Remind them to use *l've got*.

Key: Pupils' own answers

OPTIONAL ACTIVITIES

Reinforcement

- Pupils write a description of one of the men in the paintings from the Pupil's Book.
 - See also Teacher's Resource Book Worksheet 1, p11

Extension

- Pupils draw their own pictures of a king, queen, prince or princess. They invent a name and colour their pictures.
- Pupils write a description of their character under the picture.
- Display their work around the classroom.
- In a small class, pupils could write the descriptions on another piece of paper, to be displayed separately. The pupils then walk round matching the texts with the pictures.





- to present the first core grammar
- to practise the core grammar through reading
- to practise the core grammar through speaking
- to practise the core grammar through listening for specific information

Language

New language: physical appearance

Recycled language: possessive adjectives: *my, your, his, her, our, their,* adjectives (size, colours), family, clothes, *spiral, spots*

Receptive language: on the right, house, garden

Materials

Downloadable Class Audio, Downloadable Teacher's Resource Book (optional)

Digital Minds

- Grammar 1 interactive activity
- Interactive Flashcards and Wordcards

Basic competences

Competence in linguistic

communication: Pupils describe people using possessive adjectives.

Social and civic competences:

Pupils work together to play a guessing game.

- Augmented Reality: Grammar 1 interactive activity
- Online interactive activities

Warm-up

- Pupils stand in a circle (or two circles if you have a bigger class).
- Each pupil says a word, but each word should relate to the previous word, e.g. opposites (curly/straight, thin/fat) or associations moustache/face (a moustache is on your face).
- If pupils agree that a word is not related, the person who said it stands back from the circle and the next person in the circle begins a new chain.

Presentation

- Write Ben and Lucy on the board. Elicit the colour of their hair (brown and blonde).
- Write a gapped sentence under their names: hair is brown. ___ hair is blonde. Elicit what words are missing (his/her).
- Read the sentences for pupils to repeat.
- Point to a pupil and say Your eyes are (brown). Chain drill your by getting each pupil to say something about another pupil, e.g. Your hair is brown. (If this becomes too repetitive, they can talk about clothes or items such as pencils.)
- Use groups of pupils to present our and their in a similar way.

Look, read and say the letter. Think!

Thinking skills: matching

- Demonstrate the activity by discussing the first picture.
- Elicit what the pupils can see and ask what the wolf is saying.
- Pupils look at the pictures and say the sentences in pairs.
- Do class feedback by eliciting the full sentences.

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

2 Listen and say.

- · Play the recording. Pupils read and repeat.
- They practise saying the sentences in pairs. Make sure that they pronounce the h in His and Her.

Describe a classmate. Your friend guesses.

- Ask two volunteers to read the example to demonstrate the activity.
- Do another example by describing a pupil in your class.
- Pupils play the game in pairs.
- Monitor and help with vocabulary as necessary.

Activity Book, page 11

11 Listen and match.



• Pupils listen and draw lines to match the names with the people in the picture.

CD1 Track 16

Girl: Hi. This is a photo of my family. I'm Mary and I'm standing on the right. My hair is long and curly and I'm wearing a hat. This is my dad. He's got a beard. His name's Paul. He's wearing a T-shirt with a big spiral on it. It's ugly! Now, these are my twin brothers. They're very funny. They're jumping in this photo. Their names are Jim and Tim. Oh, this is my mum, Sophie. She's wearing her new dress with spots. Her hair is long and straight. I love it. And this man is my grandpa. He's got a moustache. He's helping in the garden. His name is Fred.

Key: Jim and Tim b, Fred a, Sophie c, Paul d

Read and complete Matt's description of his family.

• Pupils read the description and write the correct possessive adiective.

OPTIONAL ACTIVITIES

Reinforcement

- Pupils use the pictures in PB Activity 1 to practise the language. One pupil describes a character and the other pupil guesses who it is.
 - See also Teacher's Resource Book Worksheet 2, p12

Extension

- Pupils draw a picture of their family and write a description of them.
- Refer pupils to AB Activity 2 to help them.

Key: 2 Their, 3 Our, 4 Her, 5 His

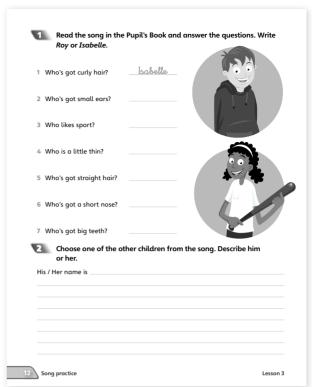
Grammar focus [PB p84]

Say the correct answer.

- Pupils individually read and decide on the answer silently.
- Elicit full sentences when doing class feedback.

Key: 1 My, 2 Her, 3 Their, 4 Our, 5 your





- to consolidate the core vocabulary and grammar (physical appearance and possessive adjectives) through a song
- to sing a song for pleasure

- to check comprehension of the song
- to encourage pupil creativity

Language

New language: physical appearance, possessive adjectives

Recycled language: great, boy, a lot of fun, sport, girl

Materials

Downloadable Class Audio

Digital Minds

- Karaoke song
- Interactive Flashcards and Wordcards

Basic competences

Competence in linguistic communication: Pupils join in with a song.

Cultural awareness and expression:Pupils sing together as a class.

Sense of initiative and entrepreneurship: Pupils write their own verse of a song.

- Augmented Reality: karaoke song
- Online interactive activities

Warm-up

- Refer pupils to the picture in the Pupil's Book.
- In pairs, pupils take it in turns to describe and point to a person in the picture.
- Monitor and help with vocabulary as necessary.

Listen and sing.

- Play the recording. Pupils follow the song in their Pupil's Books.
- Play the recording again, pausing after each verse for pupils to repeat. Do this slowly at first and then encourage them to copy the speed and rhythm of the song until they are ready to sing with the track.

Choose words and read out your verse.

- Give an example, e.g. His hair is long.
- Pupils complete their verse in their notebooks with their own ideas. Monitor and help.
- Invite pupils to read out or sing their verse.

Key: Pupils' own answers

Activity Book, page 12

- Read the song in the Pupil's Book and answer the questions. Write Roy or Isabelle.
- Read the example and refer pupils to the Pupil's Book.
- Do class feedback asking pairs of pupils to ask and answer.

Key: 2 Roy, **3** Isabelle, **4** Isabelle, **5** Roy, **6** Isabelle, **7** Roy

Choose one of the other children from the song. Describe him or her.

 Pupils use the song to write a description of one of the other children in the PB picture. They invent a name for him/her.

Key: Pupils' own answers

OPTIONAL ACTIVITIES

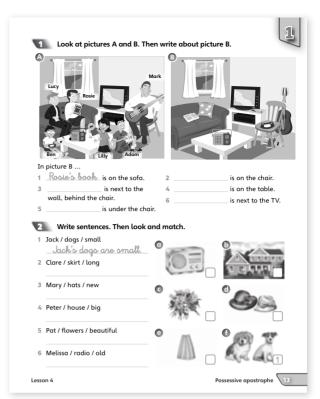
Reinforcement

- Use the karaoke version (CD1 Track 18) for pupils to practise singing the song.
- Play the karaoke version again. Pupils take it in turns to sing their own verses from PB Activity 2.

Extension

- Pupils work in pairs. One pupil has their book closed.
- They take it in turns to ask Who's got ...? for their partner to answer Roy or Isabelle.





- to present the second core grammar
- to practise the core grammar through listening for specific information
- to give further practice in the core grammar through a speaking activity
- to give further practice of the core grammar through writing

Language

New language: possessive apostrophe, physical appearance

Recycled language: clothes, adjectives (size, colours), furniture, *computer game, guitar, radio, robot, pen*

Materials

Downloadable Class Audio, Downloadable Teacher's Resource Book (optional)

Digital Minds

- Grammar 2 interactive activity
- Interactive Flashcards and Wordcards

Basic competences

Competence in linguistic

communication: Pupils describe people and their belongings using the possessive apostrophe.

Social and civic competences:

Pupils work together to play a guessing game.

- Augmented Reality: Grammar 2 interactive activity
- Online interactive activities

Warm-up

- Revise clothes by playing a guessing game.
 Write He/She is wearing ... and He/She isn't wearing ... on the board
- Demonstrate the activity by describing a pupil for the class to guess. Write the items of clothing on the board as the pupils guess.
- Pupils play the game in pairs.

Presentation

- Describe two pupils using simple sentences with the possessive apostrophe. e.g. *Ana's hair is long. Juan's eyes are brown*.
- Say the sentences again, encouraging the class to repeat chorally.
- Write the examples on the board and underline the possessive 's.
- Using the models on the board, elicit other examples from the class.

11 [19] Look, listen and say the letter for each name.

- Look at the pictures with the class. Elicit the clothes that the people are wearing and what colour they are, e.g. *He is wearing a red T-shirt*.
- Play number 1 as an example and pause the recording to elicit which boy is Pablo.
- Play the rest of the recording. Pupils say the correct letter.
- Pupils check their answers in pairs.
- Elicit full sentences when doing class feedback.

CD1 Track 19

- 1 Girl: This is Pablo. Pablo's T-shirt is green.
- 2 Girl: This is David. David's T-shirt is yellow.
- 3 Girl: This is Harry. Harry's T-shirt is red.
- 4 Boy: This is Kim. Kim's trousers are orange.
- **5** Boy: This is Sandra. Sandra's trousers are purple.
- 6 Boy: This is Emily. Emily's trousers are brown.

Key: Pablo c, David b, Harry a, Kim e, Sandra f, Emily d

2 CD1 Listen and say.

- · Play the recording. Pupils read and repeat.
- They practise saying the sentences in pairs.

Look at Activity 1 and play the memory game. Describe the children.

- Pupils work in pairs. One pupil has their book closed.
- Monitor and check that pupils are using the possessive apostrophe correctly.

Activity Book, page 13

Look at pictures A and B. Then write about picture B.

 Pupils look first at picture A to see who has each item and then at picture B to see where the items are.
 Check that pupils know what all the items are by eliciting the spellings to the board.

Key: 2 Ben's computer game, **3** Mark's guitar, **4** Lucy's radio, **5** Lilly's robot, **6** Adam's pen

Write sentences. Then look and match.

• Pupils write the sentences first before matching them with the correct pictures.

Key: 2 Clare's skirt is long. **3** Mary's hats are new. **4** Peter's house is big. **5** Pat's flowers are beautiful. **6** Melissa's radio is old.

a 6, **b** 4, **c** 5, **d** 3, **e** 2

Grammar focus [PB p84]

OPTIONAL ACTIVITIES

Reinforcement

 Say a mixture of true and false sentences about pupils in class, e.g. Maria's sweater is red. (true) Ramon's trousers are brown. (false) You could use hair colour and style if your pupils wear a uniform.

Note: If any of your pupils have names ending in -s, demonstrate to the class that e.g. *Carlos's* and *Luis's* are pronounced with three syllables.

- Pupils tap the desk when the sentence is false and clap when the sentence is true.
- Pupils can play the game in small groups.
 - See also Teacher's Resource Book Worksheet 3, p13

Extension

- Pupils write six sentences about what they can see in the classroom, e.g. Carmen's book is on the desk. Two of the sentences should be false.
- Pupils swap sentences with a partner and work out which two sentences are false.

Say the correct sentences. Use 's.

• Elicit the answer to number 1 as an example.

Note: Remind the pupils if necessary that 's also means is (as in the song: He's a great boy).

Pupils individually read and decide on the answer silently.
 They then compare in pairs.

Key: 1 That's Vicky's cat. 2 Greg's eyes are blue.
3 Do you like John's kite? 4 Laura's computer isn't in her bedroom. 5 Is Jane's T-shirt pink?