

TEACHER'S NOTES

UNIT 3: Family Day

Lesson 1

1) Look and Read

Emi, Debby and Leo are celebrating Family Day at school. Teacher asks students to make model figures (paper, plasticine, etc) of themselves to talk about physical description.

Teacher introduces the structure **have got** (short form, first person, affirmative) and vocabulary referring to height, eye colour, hair length and body build.

2) Complete

Students complete Debby and Emi's presentation using the appropriate words from the box and the structure "have got".

3) Read and Circle

Students read the description and they complete it with their names. Then, they circle the adjective that best fits the description of themselves.

4) Listen and Draw

Teacher reads out Nkechi's description of her family and students should draw Nkechi's family following the description provided by the teacher.

Script:

This's my family. My father's plump and short. He's got short dark hair. Lucinda, my mother, is very thin and has got very long hair. My sister Jada is 5 years old and she's got very big brown eyes. I've got a little baby brother andI've got a grey cat!

5) Look and read

Students read about Nkechi's baby brother.

Teacher introduces and practices the structure **has got** (short form, third person affirmative)

Have sts. practise orally.



6) Match

Students read the three descriptions and match them with the pictures

6) Look and Talk

Teacher brings different pictures of people from magazines , sticks them on the board and have Sts. describe them.

Lesson 2

1) Look, Name and Match

Teacher directs students' attention to the "Picasso Face", and asks questions. In Spanish the teacher can ask:

¿Qué tiene de raro esta cara? ¿Saben quién la pintó? ¿Por qué la habrá pintado así?

¿Les gusta? ¿Por qué?

Luego contar brevemente y en forma simple quién fue Picasso.

Pablo Ruiz Picasso nacido en España en 1881 fue un pintor y escultor español, creador, junto con otros del movimiento cubista. Esta forma de dibujar y pintar se aleja de lo natural para destacar rasgos en forma abstracta. Considerado uno de los mayores artistas del siglo XX, pintó más de dos mil obras actualmente presentes en museos y colecciones de toda Europa y del mundo. Además, abordó otros géneros como el dibujo, el grabado, la ilustración de libros, la escultura, la cerámica y el diseño de escenografía y vestuario para montajes teatrales. (Consultado en línea http://es.wikipedia.org/wiki/Pablo_Picasso)

Present the different parts of the face with the help of a "Picasso" type face sketched on the blackboard. Then, have the students name the parts of the face in the picture.

2) Listen and Touch

Teacher introduces parts of the body: head, arm, hand, shoulder, leg, foot.

3) Look and Write

Students look at the picture and label the part of the body copying the words provided in the box.

4) Draw and Talk

Teacher tells the students that Leo, while reading a story, falls asleep. He dreams about different creatures that appear in his book. Students have to imagine and draw those creatures. Then, they describe their pictures to their classmates.



Suggestion: They can exchange their pictures and describe other students' drawings to provide more oral practice.

5) Look, Match and Talk

Teacher explains that in the future instead of having plastic surgeries, people will be able to buy new body parts. There are two people at the store, they collide with each other and... now each customer has the wrong shopping list.

Students match each person with their shopping list. Then, they tell a friend what each customer has to buy.

6. Role-Play

Sts have to visit the *Body Parts' Shop* and they have to buy body parts (provided by the T) to create a new character. A student or teacher plays the role of shop assistant and the other Sts. have to order the parts they want. Then they have to introduce the person they have invented to the class and briefly describe him or her.

Time for a break!!!

7) Look and answer

Sts. look at the cartoon, count the body parts and answer the questions.

8) Read, complete and re-write

Teacher explains that this newspaper article has been torn and letters and words are missing! Students have to read it, and complete the words. Then, they write the complete version in the box provided.

Lesson 3

Before starting Lesson 3 Teacher can ask Sts. to bring a photograph of their family or of some members of their family.

1. Look, read and name

Students look at the pictures and read about Leo's family. Then they write the names of each member of the family.

2. Talk

Students talk about their families.



3. Read and Complete

Students read the family tree and they complete it with the words provided.

Expansion

1) Look and complete

Students have to “un-scramble” the words and write the parts of the body of Roberta the robot.

2) Look and complete

Students have to complete the crossword and find the secret message.

3) Read and write

Students have to use a mirror to read Nkechi’s message. Then they have to rewrite the message.

4) Read and talk

Students have to talk about Debby using the information in the chart.

PROJECT

values: Helping others

This is a short story to work with the value of accepting others and helping them.

Emilio is Peruvian but he is on an exchange programme living in Argentina with an Argentinean family and going to school. He is happy here and has many friends. Marcos is a friend from Peru who lives in Córdoba with his mother.

Teacher can tell the story using both Spanish and English (specially the narrations in prose); dialogues are easy to follow by the Sts.

Teacher can make use of pictures. Emilio and Max’s pictures are part of this material and teacher can provide a picture of Marcos. You can download them from the blog.

After listening to the story students have to order the sentences in the boxes. Teacher can spark conversation in Spanish on the importance of helping others.



Story:

Emilio is from Lima, Peru but lives with his Argentinean dad, mum and brother in Cordoba. Emilio is happy in Cordoba! He has got many friends!! One of his friends, Marcos, is from Peru, too! They play football together after school every day. Marcos lives with his mum, Isabel and his dog, Max. His mum works at a school and she cooks very well. Every Sunday, Marcos and Isabel call Peru and they talk to Marcos's grandma. Marcos loves to talk to her grandma because she always tells him nice stories. Marcos misses his grandma a lot!

One day, Emilio sees that Marcos is very happy:

-Emi: Marcos, how are you?

-Marcos: Very well, I'm happy!!! We are going to Peru... to see my grandma !

-Emi: Oh! That's good!!

(But... Marcos pulls a sad face...)

Marcos: The problem is Max, my dog. We can't take him to Peru.

Emi: Oh! Max, the dog! Don't worry!

Emilio goes home and talks to his Argentinean family.

At Emilio's house...

Emi: Marcos is going back to Peru! He is very happy!

Mum : Oh, how nice! And Max?

Emi: Yes, that's the problem!

Dad: Mmmm... Well, we can adopt him...

Emi: Good idea!

Emilio, Marcos and Max.

Marcos: Thank you, Emilio! You are like my family!

