

# 2 My family

## Lesson 1

**Lesson aims:** to learn words for family members.

**Target language:** brother, dad, granddad, grandma, mum, sister.  
*This is my (mum).*

**Revision:** big, small, red hair.

**Receptive language:** princess; What colour is her hair?

**Materials:** CD 1, a soft toy ball. Optional: Starter A & B flashcards with family members.

### Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello!* I'm Mickey chant together.
- Ask pupils. T: *What's your name? How old are you? What's your favourite thing?* Then have pupils ask each other.

### Presentation

- Praise pupils for answering the questions well. Tell them they are now ready to learn new words. Explain that you are going to focus on words for family members.
- Discuss family words in L1. Write *brother, dad, granddad, grandma, mum, sister* one at a time on the board. Stick flashcards under the words. Point to the pictures, say the words and have pupils repeat.

### Pupil's Book, page 12

#### 1 Listen and point.

- Tell pupils to open their Pupil's Books at page 12. Hold up your book and point to the pictures. T: *Look! Merida and her family.* Discuss the picture with the class. Ask pupils if they have seen the film *Brave*. (For a detailed description of the film, see page A30.)
- Explain in L1 that pupils can see Merida's family in the pictures. Explain that Merida is a princess and the word in English is *princess*. Point to Merida's hair and ask: *What colour is her hair?* Pupils: *Red.*
- Tell pupils they are going to listen to a recording. Have them point to the family members they hear. T: *Listen.* Play the CD once.

Look at this family. This is Merida, Princess Merida. **1.26**  
Look at her red hair. This is her family. This is dad. He's big! This is mum. Can you see her brothers? One, two, three.

- Check comprehension. T: *Point to Merida. What colour is her hair?* Pupils: *Red.* T: *How many brothers?* Pupils: *Three.*

#### 2 Listen and repeat. Then look and say Yes or No.

- Ask pupils to look at the photos. Tell them they are going to listen to a recording and repeat the words. T: *Listen.* Play Part 1 of the CD.
- Pair activity. Pupil 1 points to a photo and Pupil 2 says the word.
- Tell pupils that they are going to listen again and repeat the sentences. T: *Listen.* Play Part 2 of the CD.

Part 1: **1.27**  
mum, dad, sister, brother, grandma, granddad.  
Part 2:  
This is my mum. This is my dad. This is my sister. This is my brother.  
This is my grandma. This is my granddad.

- Pair activity. Pupil 1 points to a photo and Pupil 2 says the sentence. Then pupils swap roles.
- Ask pupils to look at the picture in Exercise 1 and say if they can see the family members from Exercise 2. T: *Can you see a (mum)?* Pupils: *Yes/No.*

#### 3 Listen and say.

- Hold up your book and point to Merida and her family. T: *This is ...* Pupils: *Merida.* T: *This is her ...* Pupils: *Mum.*

- Tell pupils they are going to listen to a recording. Explain that they should listen and say the missing words. T: *Listen.* Play the CD once.

Look at this family. This is Merida, Princess Merida. **1.28**  
Look at her red hair. This is her family. This is (...) dad. He's big! This is (...) mum. Can you see her (...) brothers? One, two three.

- Play the CD again for pupils to say the missing words once more.

### TPR

Play the "Pass the ball" game with the family members as the word category (see Resource Bank, page A23).

### Activity Book, page 10

#### 1 Circle and match.

- Pupils circle the words and draw lines to the characters.
- Answers:** (clockwise) *dad, mum, brother.*

#### 2 Look and write.

- Pupils look at the pictures and complete the sentences.
- Answers:** 2 – *dad*, 3 – *my sister*, 4 – *is my brother*, 5 – *This is my*, 6 – *This is my granddad.*

### Ending the lesson

- Play the "Catch it and say it" game with family words (see: Resource Bank, page A23).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

In their notebooks, pupils draw pictures of the family members in Exercise 2 and write the words next to them.

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2

My family

1 Listen and point. CD 1.26

2 Listen and repeat. Then look and say Yes or No. CD 1.27

Yes

Yes

Yes

Yes

No

No

mum dad sister brother grandma granddad

3 Listen and say. CD 1.28

This is my family.

Lesson 1: brother, dad, granddad, grandma, mum, sister. This is my (family).

## Lesson 2

**Lesson aims:** to learn more words for family members. To learn a song.

**Target language:** *baby (sister), big (brother), aunt, cousin, uncle. I haven't got (a brother).*

**Revision:** *brother, dad, granddad, grandma, mum, sister. I've got a (sister). This is my (family).*

**Receptive language:** *Look at me! Point to (his cousin).*

**Materials:** CD 1, a sheet of paper for each pupil. Starter A & B flashcards with family members.

### Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise the family words pupils have learned so far playing the "Snap!" Game with the Starter A & B flashcards (see: Resource Bank, page A21).
- Practise spelling by writing the words with missing letters on the board. Ask individual pupils to come to the board, complete a word and read it out.

### Presentation

- Discuss family words in L1. Ask pupils if they have a *baby (sister), big (brother), aunt, cousin, and uncle*. Teach the words in English by writing them on the board and explaining the meaning. Have pupils repeat the word.
- Revise *I've got a (sister)* and introduce *I haven't got a (brother)*. Tell pupils in L1 you are going to talk about your family. Create a simple family tree on the board with the words *mum, dad, me* and *brother/sister* as appropriate. Explain in L1 what a family tree is. Point and say *I've got a brother/sister. I haven't got a brother/sister*. Have pupils repeat.

### Pupil's Book, page 13

#### 4 Who's speaking? Listen and say the number. Then read and say Yes or No.

- Tell pupils to open their Pupil's Books at page 13. Hold up your book and point to the pictures. T: *Look. A family.* Pupils discuss in L1 who the family members might be.

#### 4 Who's speaking? Listen and say the number.

Then read and say Yes or No.



- a I've got a big brother.
- b I haven't got a granddad.
- c I've got a baby sister.
- d I haven't got an aunt.
- e I've got an uncle.
- f I've got a cousin.

No  
No  
No  
No  
Yes  
Yes

#### 5 Listen and sing.



Lesson 2: baby (sister), big (brother), aunt, cousin, uncle. I haven't got a (brother). Family: I've got a (sister). This is my (dad).

- Tell pupils that they are going to listen to a recording about this family. Tell them they should listen and say the number of the person speaking (e.g. number 2). T: *Listen.* Play the CD.

Look at this funny photo. This is my family! Look at me!

1.29

I've got an aunt and an uncle. And this is my cousin. Here is my mum. And this is my dad. I've got a brother. And I've got a big sister. I haven't got a baby sister. I've got a grandma and a grandpa, too.

- Ask pupils to say the answer. Then play the audio again and have pupils point to the family members the girl describes.
- Ask pupils to read the sentences to themselves and decide if the information is correct or not. Ask a pupil to read out the first sentence. T: *A big brother? Yes or No?* Pupils: *No.* Then ask individual pupils to read out the sentences and elicit *Yes* or *No* from the class.
- Pair activity: Pupil 1 says a family word. Pupil 2 points to the person in the photo. Then pupils swap roles.
- Follow-up (optional): Pupils write down the new family member words in their notebooks and draw pictures.

#### 5 Listen and sing.

- Before playing the song, talk about the boy in the picture. T: *Look at the boy. Point to his sister. Is he sad?* Pupils: *Yes.* T: *Point to his cousin. Is he sad?* Pupils: *No.*
- Tell pupils to listen to the song about the boy's family. T: *Listen.* Play track 1.30. Ask pupils questions about the boy's family. T: *Is this (his sister)?* Pupils: *(Yes).*
- Play the song a few more times. Encourage pupils to join in the singing and actions.
- When pupils have learned the song, encourage them to sing along to the karaoke version (Track 1.31).

#### TPR

Assign a family word from the song to each pupil. Then play the "Sing and Respond" game with the song (see: Resource Bank, page A23).

### Activity Book, page 11

#### 3 Listen and tick (✓) or cross (x).

- Pupils listen to the boy and tick or cross the sentences. Play the CD. Check answers by reading out the words and having pupils say *Yes* or *No*.
- Answers: 1 – ✓, 2 – x, 3 – ✓, 4 – x, 5 – x, 6 – ✓, 7 – x.

I've got a baby sister. I haven't got a brother.

1.32

I've got a grandma but I haven't got a granddad. I haven't got an aunt. I've got an uncle. I haven't got a cousin.

#### 4 Look at Exercise 3 and write I've got or I haven't got.

- Pupils look at their answers in Exercise 3 and complete the sentences. Ask individual pupils to read out their sentences.
- Answers: 1 – *I've got*, 2 – *I haven't got*, 3 – *I've got*, 4 – *I haven't got*, 5 – *I haven't got*, 6 – *I've got*, 7 – *I haven't got*.

### Ending the lesson

- Ask pupils to say a sentence each about their families with *I've got* or *I haven't got*. Pupil: *I've got a (sister). I haven't got a (granddad).*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Hand a sheet of paper to each pupil. Pupils draw a member of their family and describe their pictures. Pupil: *This is my grandma.*

## Lesson 3

**Lesson aims:** to learn new language.

**Target language:** *Have you got a (sister)? I've got (two) (sisters).*

**Revision:** family members; pets. *I've got / I haven't got a (brother); dog, cat.*

**Materials:** CD 1.

### Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Revise all the family members by writing the words on the board.
- Encourage pupils to sing the song they learned in the previous lesson (track 1.30). Play the song again and ask volunteers to stand by the board and point to the words when they hear them.

### Presentation

- Introduce *Have you got a (sister)?* Instruct pupils in L1 to stand up if they have a sister. Ask: *Have you got a sister?* Pupils: *Yes*. Then instruct the pupils standing up to sit down if they have a brother, too. Ask the pupils who remain standing: *Have you got a brother?* Pupils: *No*.
- Ask volunteers to stand up one at a time and ask them family questions. T: *Have you got a (sister)?* Elicit answers. Have the class repeat the questions.

### Pupil's Book, page 14

#### 6 Listen and say the number.

- Tell pupils to open their Pupil's Books at page 14. Hold up your book, point to the photos and say *Look. Brothers and sisters*. Have pupils discuss in L1 who they can see in the photos.
- Tell pupils that they are going to listen to a recording. Tell them they should listen and say the number of the photo. T: *Listen*. Play the CD. Encourage pupils to say the number (3, 1, 2, and 4). Hold up your book and point to the correct photo so pupils can check.

A: Have you got a brother?

B: Yes. I've got two brothers.

A: Have you got a sister?

B: Yes. I've got two sisters.

A: Have you got a brother?

B: No, I haven't got a brother.

A: Have you got a sister?

B: Yes, I've got a sister. She's small. She's a baby!

A: Have you got a brother?

B: Yes. I've got two brothers. But I haven't got a sister.

A: Have you got a cat?

B: Yes, I've got a cat.

A: Have you got a sister?

B: Yes. I've got a sister and I've got a brother.

A: Have you got a cat?

B: No. I've got a dog.

1.33

- Tell pupils to look at the photos. Tell them that you are going to describe a photo and that they should repeat and point to the photo. T: *I've got two brothers. I've got two sisters. Pupil: Three.*

#### 7 Draw the table in your notebook. Ask three friends and tick (✓) or cross (X).

- Group activity: Divide pupils into groups of four. Tell them to copy the table into their notebooks. Then they ask questions. Pupil 1: *Have you got a (brother)?* Pupils 2/3/4: *(Yes.)* Then pupils swap roles. They complete the table with ticks for Yes and crosses for No.
- Ask groups to demonstrate their questions and answers to the class.

#### TPR

Call out family and pet words. Pupils who have these family members or pets stand up and say Yes. Start with one word at first: T: *Sister/brother/granddad/dog* but then add more information. T: *Baby sister / big brother / two granddads / brown dog*, etc.

### Activity Book, page 12

#### 5 Read and match.

- Pupils draw lines to match the questions and answers. Check answers by asking a question and having volunteers read the answers.
- Answers: 1 – c, 2 – b, 3 – a.

#### 6 Write and answer Yes or No.

- Pupils complete the questions using *Have you got* and write answers for themselves. Check answers by having pairs ask and answer the questions.

### Ending the lesson

- Ask individual pupils questions. T: *Have you got a (baby brother)?* Pupil: *Yes*.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Pair activity: Pupil 1 writes down and asks Pupil 2 a question about family and a question about favourite things, e.g.: *Have you got a (sister)? Have you got a (computer)?* Pupil 2 answers: *(Yes)*. Pupil 1 writes down the answers. Pupils then swap roles.

#### 6 Listen and say the number.

CD 1.33

3, 1, 2, 4

1



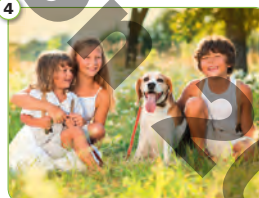
2



3



4



Have you got a brother?

Yes, I've got two brothers.

#### 7 Draw the table in your notebook. Ask three friends and tick (✓) or cross (X).

Pupils' own answers

Have you got a brother?	Have you got a ...			
	brother?	sister?	cat?	dog?
Me	✓	×	×	✓
Friend	×	✓	×	✓
Friend	×	✓	✓	×
Friend	✓	✓	×	×



## Lesson 4

**Lesson aims:** to revise the language from Lessons 1–3. Phonics /ð/.

**Revision:** family members. *I've got / I haven't got a (brother). Have you got a (sister)? This is my (brother).*

**Receptive language:** *Who's this? Who are they? How many brothers? Listen and read.*

**Materials:** CD 1, a soft toy ball.

## Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Ask pupils questions about their family. T: *Have you got a (grandma)?* and elicit answers.

## Revision

- Write the words for family members on the board with some letters missing (e.g. \_ o \_ h \_ r). Have volunteers come to the board and complete the words. Then have pupils read them out.
- Put ticks next to some words and crosses next to other words. Point to a word with a tick and say *I've got (an aunt)*. Have pupils repeat. Point to a word with a cross and say *I haven't got (an uncle)*. Have pupils repeat. Then point to words and have pupils say sentences like the examples.

## Pupil's Book, page 15

## 8 Who's speaking? Read and say 1 (Merida) or 2 (Merida's brother).

- Tell pupils to open their Pupil's Books at page 15. Hold up your book and point to the pictures. T: *Look! Merida and her family.* Discuss the pictures in L1 and what pupils can see (Merida and her horse, Merida and her mum, dad and brothers).
- Point to Merida, her horse and her family in the pictures. Ask: *What's/Who's this?* Pupils: *It's a horse/mum/dad/her brother.*
- Explain in L1 that pupils should read the sentences under the pictures and say 1 if Merida is talking and 2 if her brother is talking.
- Have volunteers read out the sentences and elicit answers from all pupils.
- Pair activity: Pupil 1 reads a sentence. Pupil 2 says 1 or 2. Pupils then swap roles.

- Follow-up (optional): Pupils copy the sentences into their notebooks and write 1 or 2 next to them.

## 9 Tongue twister! Listen and repeat.

- Ask pupils to look at the picture and point. T: *This is a girl. This is her brother. This is her sister. Write This is my sister. This is my brother. on the board and underline the letters as shown. Tell pupils that sometimes the letter sound for **th** in these words is /ð/. Read out the sentences and have pupils repeat.*
- Tell pupils that they are going to listen to a tongue twister. Explain that the letters in green are a /ð/ sound. T: *Listen.* Play track 1.34.
- Play the audio again and stop after each line. Have pupils repeat. Make sure they pronounce the /ð/ sound correctly. Play the audio a few times and pupils say the tongue twister with the recording.
- Have the class say the whole tongue twister without the audio. Then have pairs of pupils say the tongue twister.

## TPR

Play the "Pass the ball" game with the family words as the category (see Resource Bank, page A23).

## Activity Book, page 13

7 Listen and tick (✓). Then write *I've got* or *I haven't got*.

- Pupils listen and tick the pictures for the family and pets the girl has got. Play the CD.

A: Have you got a brother?	B: No, I haven't got a brother.	1.35
A: Have you got a sister?	B: Yes, I've got two sisters.	
A: Have you got a horse?	B: No, I've got two cats.	

- Then pupils complete the sentences. Ask individual pupils to read out their answers.
- Answers:** 1 – *I haven't got*, 2 – *I've got*, 3 – *I've got*, 4 – *I haven't got*.

## 8 Write and circle.

- Pupils unscramble and write the questions. Then they circle Yes or No to answer for themselves. Have pairs read out the questions and give their own answers.
- Answers:** 1 – *Have you got a brother?* 2 – *Have you got two sisters?* 3 – *Have you got a granddad?* 4 – *Have you got an uncle?* 5 – *Have you got three cats?*

## Ending the lesson

- Have pairs of pupils ask each other questions about family and pets.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity, Activity Book, page 72

## 1 Look and write.

Pupils unscramble the words and complete the family tree. Ask volunteers to write the words on the board for pupils to check from.

- Answers:** 1 – *grandma*, 2 – *mum*, 3 – *dad*, 4 – *brother*, 5 – *sister*, 6 – *granddad*, 7 – *aunt*, 8 – *uncle*, 9 – *cousin*, 10 – *cousin*.

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**8 Who's speaking? Read and say 1 (Merida) or 2 (Merida's brother).**






a I've got three brothers. 1

b I haven't got a sister. 1

c I've got two brothers. 2

d I've got a horse. 1

e I've got a sister. 2

**9 Tongue twister! Listen and repeat.** CD 1.34

This is my sister.  
This is my brother.  
Sister, brother, sister, brother.



Lesson 4: Phonics: /ð/. Family. *I've got / I haven't got a (brother). This is my (mother).*

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## Lesson 5

**Lesson aims:** to listen to a story. To revise the language from Lessons 1–4.

**Target language:** *Hello! Sit down, please. Say 'cheese'.*

**Revision:** family members. *I've got (two) (brothers). Have you got a (sister)? This is my (dad).*

**Receptive language:** *Who's in the family? Who's this? Is it a cat? Where are they? How many people? Is there cheese?*

**Materials:** CD 1, a soft toy ball. Optional: story cards.

### Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!* Say the *Hello! I'm Mickey* chant together.
- Revise family members with the "Catch and say it" game with the family words as the category (see Resource Bank, page A23).

### Pupil's Book, page 16

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks.
- If you have story cards, use them during the lesson.
- Say: *Today, it's story time!* Tell pupils to open their Pupil's Books at page 16. Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Pluto.* Talk to pupils about the pictures and the situation and characters they show in L1. Ask pupils what they can see in the pictures, and encourage them to guess what happens in the story. Do not confirm or verify pupils' ideas at this point. (Mickey is going to take a photo for this family. He meets all the family members. But when Mickey says 'cheese' for the photo, Pluto thinks there is food and runs and knocks all the family off the sofa). Teach pupils the expression *Say cheese*, that is used to make people smile for photos. Have pupils smile and say *cheese*.

### 10 Listen and answer.

- Tell pupils that they are going to listen to a story. Ask them to follow the story and find the answer to the question: *Who's in the family?* Say: *Listen to the story!* and play the CD. Hold up your book and help pupils follow the story, pointing to relevant pictures. You can also encourage pupils to point to the pictures as they listen.
- Note: the recording is available with the voices of the original Disney characters (track 1.36) and with special EFL voice-overs (track 1.37).
- Repeat the question: *Who's in the family?* Elicit the correct answer. Pupils: *Mum, dad, brothers, and a cousin.* Make sure pupils understand the story. Ask pupils to tell you what happens in the story in a few words.
- Play the recording again. Pause after each part and ask questions about the pictures. Picture 1: (point to the mother) *Who's this? (It's Mum);* (point to the dog) *Is it a cat? (No, it isn't a cat. It's a dog.)* Picture 2: (point to the room) *Where are they? (In the living room.)* (point to the dad) *Who's this? (It's Dad.)* (point to the brothers) *Who are they? (Brothers.)* Picture 3: (point to the girl) *Who is she? (She's a cousin.)* Picture 4: (point to the family) *How many people? (Six.)* Picture 5: (point to the cheese) *What's this? (It's cheese.)* Picture 6: *Is there cheese? (No.)*
- Play the recording again. Pause after each sentence. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

### 11 Now act the story out.

- Put pupils in groups of four (Mickey, Pluto, boy and dog) and encourage them to act the story out using words and gestures. Have 5 pupils from other groups act out the family members (Mum, Dad, cousin, two brothers). Monitor their work and help them if necessary. Invite volunteers to demonstrate the story in front of the class.
- Tell pupils that you hope they enjoyed the story and explain that they are going to listen to more stories about Mickey, Minnie and their friends in the next chapters of the book.

### Activity Book, page 14

#### 9 Find and circle.

- Pupils find the family words and circle them. Ask individual pupils to write the words on the board.
- Answers: *sister, grandma, mum, brother, dad, uncle, aunt, granddad, cousin.*

#### 10 Write the words. What is Max's cousin's name?

- Tell pupils the words in the box are not in the right order and that they have to match them to the puzzle. Ask pupils to call out the words in the puzzle. Then read out what Max says and have pupils call out his cousin's name.
- Answers: *granddad, cousin, uncle, brother, sister, grandma, aunt; Gilbert.*

### Ending the lesson

- Play the "Parachute!" game with family words (see: Resource Bank, page A24).
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

In their notebooks, pupils draw their favourite scene from the story and write 1–2 sentences about it.

#### 10 Listen and answer.



#### 11 Now act the story out.

## Lesson 6

**Lesson aims:** to revise the language from Lessons 1–5. To play the game with cut-out cards.

**Revision:** family members; colours; animals. *I've got / haven't got a (brother). Have you got a (sister)? This is my dad.*

**Receptive language:** *How old is she? What colour is her hair / are her eyes? Dear Friend.*

**Materials:** CD 1.

## Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Encourage pupils to sing the song from Lesson 2 in the karaoke version (track 1.31).

## Revision

- Ask pupils one question each, e.g. *What's your name? How old are you? Have you got a (brother)? What colour is your hair?* and elicit answers.
- Revise family words. Divide pupils into small groups and ask them to write down as many family words as they can remember from this unit. Ask each group in turn to say a word and write it on the board. Continue round the class until all the words are on the board.

## Pupil's Book, page 17

## 12 Read the letter. Copy the table and complete it in your notebook.

- Tell pupils to open their Pupil's Books at page 17. Hold up your book and point to the photo. T: *Look! This is Anna. What colour is her hair? What colour are her eyes?* and elicit answers.
- Discuss penpals in L1 and ask if any pupils have one. Tell pupils to read Anna's letter and find out how old she is. T: *How old is Anna?* Give them a few minutes to read and then ask again *How old is Anna?* Pupils: *Eight.*
- Tell pupils to copy the table into their notebooks and complete the sections with question marks with information from Anna's letter.
- Check answers: *What's her name? How old is she? What colour is her hair? What colour are her eyes? Her family? Pets?*
- Pair activity (optional): Pupil 1 pretends to be Anna. Pupil 2 asks a question about Anna using the table. Pupil 1 answers. Pupils then swap roles.

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**12 Read the letter. Copy the table and complete it in your notebook.**

*Dear Friend!*  
*Hello! I'm Anna. I'm eight. I've got red hair and blue eyes.*  
*I've got a mum and a dad. I've got two brothers. I haven't got a sister.*  
*I've got a dog and a rabbit. I like animals!*  
*How old are you? Have you got a sister?*  
*Love,*  
*Anna*



Name	Anna
How old	? 8
Hair	? red
Eyes	? blue
Family	? mum, dad, two brothers
Pets	? dog, rabbit

**13 Cut out (page 75). Then listen and play.**

Have you got a brother?

Yes, here you are.



Hurray! This is my family.

**Lesson 6 Skills:** *Family. I've got / I haven't got a (brother). Have you got a (sister)? This is my (dad).*

## 13 Cut out (page 75). Then listen and play.

- Show pupils where to find the cut-out cards on page 75 of their Pupil's Books.
- Ask pupils to cut them out and write their names behind the cards. Remind pupils to keep the cut-out cards in the envelope in the inside cover of their books.
- Tell pupils to look at page 17 in their Pupil's Books again and ask them to focus on the photo of children playing a game. Ask pupils to listen to a recording. T: *Listen.* Play the CD.

A: Have you got a brother?

B: Yes, here you are.

A: Hurray! This is my family. I've got a mum, a dad, a grandma, a granddad, a big brother, a baby brother, a big sister and a baby sister!

1.38

- Ask pupils what they think the game is about. (To use the cards to play "Happy Families.") The aim of this popular British game is to be the first player to collect a set of each family member.) Tell pupils that they are going to play the game in a moment.
- Group activity. Divide the pupils into groups of four. One pupil shuffles all their cut-out cards and then deals out 8 cards each. Pupils look at their own cards and do not show them to their friends. The pupil to the left of the dealer asks the next pupil to the left for a card that he/she needs. Pupil: *Have you got a (sister)?* If the pupil has the card, he/she says *Yes, here you are* and hands the card to his/her friend. If the pupil doesn't have the card, he/she says *No* and keeps the cards. Then it is that pupil's turn. The game continues until a pupil collects all the family members to make a set. The winner says *Hurray! This is my family* and shows and describes the cards to his/her friends.

## TPR

Revise colours with the game "The ball is burning" (see Resource Bank, page A23).

## Activity Book, page 15

## 11 Draw and write about you.

- Pupils draw a self-portrait. Then they fill in the table with their details. Pupils hold up their books to show the class and ask and answer questions: *What's your name? How old are you? What colour is your hair / are your eyes? Have you got a (sister)? Have you got a (dog)?*

## 12 Write.

- Pupils write a letter to Anna. They use the information from Exercise 11. Ask individual pupils to read their letters to the class.

## Ending the lesson

- Divide pupils into groups. They play the game "I name it and you point to it" (see Resource Bank, page A24) with a set of cut-out cards from Exercise 13.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity, Activity Book, page 72

## 2 Read, look at the girl cousin in Exercise 1 and write Yes or No.

Pupils look at Exercise 1 and write *Yes* or *No*. Pairs read the questions and answers.

- Answers: 1 – *Yes*, 2 – *No*, 3 – *Yes*, 4 – *No*, 5 – *Yes*, 6 – *Yes*.



## Lesson 7

**Lesson aims:** Social studies – to learn about family trees. To make a family tree.

**Target language:** *family tree, twins.*

**Revision:** family members; *I've got / I haven't got a (brother). Have you got a (sister)? How old are you? This is my dad.*

**Receptive language:** *How many (grandmas) have you got?*

**Materials:** CD 1, a large sheet of thick drawing paper for each pupil, crayons, glue.

### Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Ask pupils questions about themselves. T: *What's your name? How old are you? What colour is your hair / are your eyes? Have you got a (cousin)? Have you got a rabbit?* and elicit answers.

### Presentation

- Teach *family tree*. Ask pupils in L1 if they remember what a family tree is and discuss. Tell pupils that the English is *family tree*. Ask pupils in L1 if they know any twins and discuss in L1 what makes people *twins*. Teach *twins* in English.
- Revise family members. Write the words on the board in a column on the left. Ask pupils to put the words into alphabetical order and write them in a line on the board. Ask a different volunteer each time to write a word, while encouraging suggestions from all the class.

### Pupil's Book, page 18

#### 14 Who's speaking? Listen and say.

- Tell pupils to open their Pupil's Books at page 18. Hold up your book and point to the family trees. T: *Look! Two family trees. How many (grandmas)?* Pupils count and answer: *(Four)*.
- Tell pupils that they are going to listen to a recording. Explain that they should listen and say which child is talking. T: *Listen*. Play the CD.

This is my family tree. I've got two grandmas and two granddads. 1.39  
I've got two uncles and an aunt. I've got two cousins. They're 8.  
They're twins. This is my mum and this is my dad. I've got a brother  
and a sister. Who am I?

- Play the CD again and ask pupils to say who's speaking (Tina). Check comprehension. Say: *I've got (one uncle). Am I Tina or Lucy?* Pupils: *(Lucy)*.
- Pair activity: Pupil 1 says a sentence for Tina's family. *I've got (an aunt)*. Pupil 2 points to the person or people. Then pupils swap roles.

#### 15 Now describe the other family tree.

- Tell pupils to focus on the other family tree and pretend to be Lucy. Point to the pictures and ask: *How many (grandmas) have you got?* Pupils: *(Four)*. T: *Have you got a (brother)?* Pupils: *(No)*.
- Tell pupils to read the description, look at Lucy's family tree and say the missing words. Read the sentences slowly and ask pupils to call out the words.
- Follow-up (optional): Pupils write the full description down in their notebooks. Ask volunteers to read out sentences.

#### 16 Project: make a family tree.

- Tell pupils they are going to make a family tree. Hand out a sheet of thick drawing paper to each pupil. Draw pupils' attention to the family trees in their books. Explain that they should draw members of their family in the same order as in their books.
- Play the song from this Unit (track 1.30) while pupils are working and help where necessary.
- When pupils have finished, ask them to show their family trees to the class and describe their families. Pupil: *This is my (dad). I've got (two) (sisters)*. They could also display their work in the classroom. Please note: it is advisable to be sensitive to pupils' family situations.

### TPR

Pupils stand up and dance on the spot to music (track 1.31). When you stop the music, you call out one of these family words or pets: *baby, granddad, dog, cat*. Pupils mime the family member or pet. But when you say *Merida*, all pupils should stand completely still.

### Activity Book, page 16

#### 13 Look and number.

- Pupils look at the family tree and write the numbers next to the words. Check answers by having individual pupils say the word and number.
- **Answers:** *mum – 3, dad – 4, sister – 8, brother – 7, granddad – 2, grandma – 1, aunt – 6, uncle – 5, cousin – 9.*

#### 14 Read, look at Exercise 13 and tick (✓) or cross (X).

- Pupils look at Exercise 13, read the sentences and put a tick or cross. Read out the sentences and pupils say Yes for a tick and No for a cross.
- **Answers:** 1 – ✓, 2 – ✓, 3 – X, 4 – ✓, 5 – X, 6 – X.

### Ending the lesson

- Ask family questions using these words: *twin/two/big/baby*. T: *Have you got a (twin sister)?*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Pair activity: Pupils look at each other's family trees and say what they can find that is the same. Pupil 1: *I've got a (sister)...* Pupil 2: *... and I've got a (sister).*

**14 Who's speaking? Listen and say.** CD 1.39 1, Tina

**1**

Tina

**2**

Lucy

**15 Now describe the other family tree.**

This is my family tree. I've got two grandmas and two granddads.  
I've got a dad and a uncle. I've got an aunt. I haven't got an uncle.  
I haven't got a cousin. I've got a sister. I haven't got a brother.  
I haven't got a brother. I've got a twin. I haven't got a twin.

**16 Project: make a family tree.**

## Lesson 8

**Lesson aims:** to revise the material from Unit 2. Self-assessment.

**Revision:** the language from Unit 2: family members; numbers. *family tree, twins; I've got / I haven't got a (brother). Have you got a (sister)?*

**Receptive language:** *Queen Elinor, mum or aunt? Can you see a (cat)?*

**Materials:** CD 1, word cards with family words (self-made or downloaded). Optional: Starter A & B flashcards with family members; Worksheets 7 and 19 for each pupil.

## Starting the lesson

- Greet your pupils. T: *Hello everyone!* Pupils: *Hello!*
- Help pupils recall the song and the tongue twister from this Unit (Tracks 1.30 and 1.34).
- Play the "Sing and stand in the correct order" game with flashcards and/or word cards (see Resource Bank, page A23).

## Revision

- Revise the language from this Unit. Write all the family words on the board. Ask pupils to copy them into their notebooks. Then tell pupils to put a tick next to the family members Merida has got and a cross next to the ones she hasn't got. Ask: *I'm Merida. Have I got a (grandma)?* Pupils: *No*. Count the raised hands and write the number next to the word on the board. Repeat for all family members. Then ask *How many brothers?* and elicit answers.
- Ask volunteers to say one sentence about their own family and pets. First give some examples. T: *I haven't got a cat. I've got a sister.* Prompt with questions. Please note: remember to be sensitive about pupils' family situations.

## Pupil's Book, page 19

## 17 Look and say.

- Tell pupils to open their Pupil's Books at page 19. Hold up your book and point to the pictures. T: *Look! Merida's family tree. Look. Queen Elinor. Mum or aunt?* Pupils: *Mum*.
- Tell pupils to pretend to be Merida and describe the family tree. Tell them they should read the words and circle the correct ones. Then hold up your book and point to a picture. The pupils say *I've got a (mum)*.

UNIT  
2

**17 Look and say.**

**18 In your notebook, draw your family and write. Then tell a friend.** *Pupils' own answers.*

*This is my family.*

*I've got a mum and a dad.*

*I've got a brother but*

*I haven't got a sister.*

*I've got a cat.*

**Lesson 8 Review:** *Family. I've got/I haven't got a (brother). Have you got a (sister)?*

- Check comprehension. T: *Merida. Have you got (an uncle)?* Pupils: *(No)*.
- Pair activity: Pupil 1 says *I've got a (brother)*. Pupil 2 points to the correct picture. Pupils then swap roles.

## 18 In your notebook, draw your family and write. Then tell a friend.

- Ask pupils to look at the picture and ask questions about it. T: *Can you see a mum/dad/grandpa/brother/sister/dog/cat?* Pupils: *Yes/No*. Read out the description and tell pupils to listen carefully. Ask questions T: *This is a family. Is there a mum/dad/brother/sister/cat?* Pupils: *Yes/No*.
- Tell pupils to open their notebooks and to draw a picture of their family. Explain that they can draw the family members and pets of their choice. Then they should copy the description in their books but change the information to match their pictures. Check pupils' work individually. Then have pupils hold up their pictures to show the class and read the descriptions.

## Activity Book, page 15

## 15 Write and answer. Then write.

- Pupils complete the questions. Next they answer them with a number or a cross. Then they write sentences based on their answers with *I've got* or *I haven't got*.
- Next, ask pairs to ask and answer the questions. Then ask volunteers to read out their sentences.
- **Answers:** 2 – *Have*, 3 – *got*, 4 – *you*, 5 – *Have, got*, 6 – *you got*, 7 – *Have you got*, 8 – *Have you got*.

## Self-assessment

## 16 Say and tick (✓). Then stick.

- Ask pupils to find the stickers for this exercise at the end of their Activity Books. Pupils assess their own skills. If they can tick (✓) all the boxes, they can put a sticker with the film character in the box.

## Ending the lesson

- Praise your pupils: *Well done!* Explain that you have just finished the whole Unit 2. Spend some time browsing through the work they have done in this Unit. Recapitulate what they have learned. Ask pupils in L1 which Lessons they enjoyed the most.
- Ask pupils to choose their favourite game from all the games in Unit 2, and then play the game.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Progress assessment

- Photocopiable materials, Worksheet 7, page 83. The guidelines for using the worksheet can be found on page 76.
- Review Units 1 and 2, Worksheet 19, page 95. The guidelines for using the worksheet can be found on page 78.
- *New English Adventure Test Book*, Level 1, Test 2.