

# 2 My family

## Lesson 1

**Lesson aims:** to learn the names of family members. To learn a chant.

**Target language:** brother, dad, mum, sister; This is my (family).

**Revision:** colours; numbers: one, three; Hello! Goodbye!

**Receptive language:** How many? Who's this?

**Materials:** CD 1, flashcards with family members, self-made flashcards with colours.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Go through the colour flashcards: say each colour and have pupils repeat. Point to an item in the classroom and intentionally say its wrong colour. Pupils correct you. T: (pointing to a white item) *Red!* Pupils: *No, white.*

### Presentation

- Direct pupils to Pupil's Book, page 12 and ask if they know the characters. Ask if they have seen the film *Lady and The Tramp II* (see page A30). Point to the characters and have pupils repeat: *Mother, father, brother and sisters.*
- Stick flashcards of family members on the board. Go through them and have pupils repeat. Then point to a random card. T: *Who's this?* Pupils: *It's mum.* Continue until all pupils have had a turn.

### Pupil's Book, page 12

#### 1 Listen and chant.

- Direct pupils to Pupil's Book, page 12 and ask if they know the names of the characters. Have pupils repeat after you as they point to each character. T: *Mum, Lady. Dad, Tramp. Three sisters, Annette, Danielle and Collette. One brother, Scamp.* If necessary, explain that these are the names of the characters in English.
- Have pupils listen to track 1.26. Encourage them to point to the family members in the books as they listen.

My mum, my dad, my sisters and my brother. (x2)  
This is my family. (x2)  
(x2)

1.26

- Play the chant again. Encourage pupils to join in the chant.
- Play the chant again for all pupils to practice.
- Once the pupils have learnt the chant, ask them to chant to the karaoke version (Track 1.27).

#### 2 Listen and stick.

- Direct pupils to the end of the book and have them look at the stickers for this activity. Encourage them to say the family members they see.
- Play track 1.28 and have pupils point to the correct stickers.

Mum, dad, sister, brother.

1.28

- Replay the track, pausing for pupils to attach stickers in appropriate places. Check answers as a class by pointing to the stickers in their correct place.
- Ask each pupil to say the family members represented in the stickers.

#### 3 Find and tick (✓).

- On the board draw a tick and a cross. Explain that pupils have to find the toys in the picture. If they are the same number as the number given in the side bars, they have to tick (point to the board) the box. If not, they cross it (again point). T: *How many dolls?* Pupils: *Three.* T: *Tick or cross?* Pupils: *Tick.*
- Continue with all the items. Point to tick and cross as you do this.

### TPR

Stick flashcards on the board. Place pupils in four groups. Assign a family member and colour to each group. Explain that when you say the family member, the group stands up and says its colour. T: *Mum.* Pupils: *Yellow.* Then give each group a different family member name and colour and continue the game.

### Activity Book, page 11

#### 1 Listen and circle.

- Ask pupils to circle the family member they hear.
- Play track 1.29 and have pupils point to the correct figure.

Sister. Mum. Brother. Dad.

1.29

- Replay the track with pauses for pupils to answer.
- Check answers as a class. Have each pupil tell you all the family members in the picture.

#### 2 Count, tick (✓) and say.

- Ask pupils to look at the black and white picture. T: *How many sisters?* Pupils: *Three.* Repeat with the colour picture.
- Have pupils tick the picture that shows the family with the most members.
- **Answers:** colour picture.

### Ending the lesson

- Explain to pupils that you are going to say the names of your family members. T: *Pete, dad. Sophie, mum* etc. Bring volunteer pupils to the front of the class and have them do the same.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 64

#### 1 Look and draw.

- Have pupils look at the sequence of images depicting family members. Then have them draw the missing picture in the box at the end of the row.
- **Answers:** 1 – mum, 2 – grandpa.

UNIT  
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My family

1 Listen and chant.

2 Listen and stick.

3 Find and tick (✓).

mum

dad

sister

brother

✓

✓

✓

✓

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

## Lesson 2

**Lesson aims:** to learn the names of more family members.

**Target language:** *friend, grandma, grandpa.*

**Revision:** colours; imperatives; *brother, dad, mum, sister; This is my (brother).*

**Receptive language:** *Who's this? Is he your (brother)?*

**Materials:** CD 1, flashcards with family members, self-made flashcards with colours, colour pencils or marker pens.

## Starting the lesson

- Shuffle flashcards of family and colours. Flick through them slowly and have pupils tell what they see.
- Pick up speed as you repeat the activity a few times.

## Presentation

- Stick flashcards of family members on the board. Go through the taught family members. Point to the image of the grandpa. T: *Who's this?* Then point to the grandma. T: *Who's this? This is grandma and this is grandpa* (point back to grandpa).
- Say the names a few times and have pupils repeat after you. Then point to a pair of pupils. T: *Is he your brother? Is she your sister?* Pupils: *No. T: No. He's your friend.* Then point to the flashcard of the friend.
- Point to a random flashcard. T: *Who's this?* Have pupils answer accordingly.

**Pupil's Book, page 13**

**4 Listen and circle.**

- Direct pupils to Pupil's Book, page 13, activity 4. Ask them to tell you the family members they see.
- Tell pupils in L1 that they are in a park doing different things.
- Explain to pupils that they will listen to the CD and circle the members they hear.
- Play track 1.30 and have pupils point to the members they hear.

- 1 (snoring) Who's this? (...) This is my grandpa.
- 2 (bouncing ball) Who's this? (...) This is my dad.
- 3 (page turning) Who's this? (...) This is my grandma.
- 4 (rubbish falling into a bin) Who's this? (...) This is my sister.
- 5 (eating) Who's this? (...) This is my mum.
- 6 (ping-pong) Who's this? (...) This is my friend.

1.30

- Repeat the track with pauses for pupils to complete the activity.
- Ask which family member hasn't been circled (brother).

**5 Look at Exercise 4 and colour. Then play.**

- Encourage pupils to describe who they see. T: *Who's this?* Pupils: *This is dad.*
- Draw pupils' attention to the family members' clothes. Explain that pupils have to look at the big picture in activity 4 and colour the pictures accordingly.
- Check the answers by saying the colour of an item worn for pupils to give you the name of the appropriate family member. T: *Blue.* Pupils: *Grandma.*
- Then play a guessing game with pupils about the family members in the picture. T: *Pink and blue.* Pupils: *Sister!* Continue in this way with all the family members.
- Place pupils in pairs and have them continue the game.

**TPR**

Divide pupils into two groups: *grandmas* (girls) and *grandpas* (boys).  
T: *Grandma. Clap your hands. Three.* Pupils who are 'grandmas' stand up and clap three times. T: *Grandpa. Stamp your feet. Four.* etc. Speed up and add keep changing body actions to make the game more challenging and fun.

**Activity Book, page 12**

### 3 Find and cross out.

- Direct pupils to activity 3. Have them look at row one. T: *Who's this?*  
Pupils: *Sister*. Continue with all family members and both rows.
- Explain that pupils have to cross out the family member that does not match. Check answers as a class.
- **Answers:** 1 – *friend*, 2 – *sister*.

**4 Follow, colour and say.**

- Ask pupils what colours they see in the basket. Then say the name of a family member and have pupils point to it.
- Have pupils trace over the lines and colour the family members appropriately. Check answers as a class.
- Say a colour and have pupils tell you which member is associated with it.  
T: *Red*. Pupils: *Grandpa*.
- **Answers:** *blue – dad, pink – mum, yellow – brother, red – grandpa.*


## Ending the lesson

- Ask pupils to draw their best friend. Have them tell you their names and what colour clothes they are wearing.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

**Extra activity, Activity Book, page 64**

**2 Look and trace.**

Ask pupils to look at the pictures and the lines. Have them trace each line.

**4 Listen and circle.**  



**5 Look at Exercise 4 and colour. Then play.**  



**Lesson 2: friend, grandma, grandpa. Colours. Family. This is my (brother).**

## Lesson 3

**Lesson aims:** to learn action verbs. To sing a song.

**Target language:** *jump, run, turn around.*

**Revision:** family members; numbers 1–5.

**Receptive language:** *Who's this? How many (sisters)?*

**Materials:** CD 1, flashcards with family members and self-made flashcards with body movements, a sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Using flashcards of body movements, show pupils each one and have them mime it.

### Presentation

- Bring three volunteer pupils to the front. Tell them to copy each action that you mime. Say and mime *jump, run* and *turn around*. Encourage pupils to repeat the words after you.
- Then place pupils in three groups. Give each group a body movement. Explain that when you say the body movement, the specific group stands up and performs it.
- Change each group's body movement so that all groups perform all new vocabulary.

### Pupil's Book, page 14

#### 6 Listen and point. Then say.

- Ask pupils to look at pages 14–15 and tell you which family members they see and say their names.
- Have pupils look at the pictures in the box. Point to each action, say it and have pupils repeat after you.
- Explain to pupils that they will hear and point to the three actions they hear.
- Play track 1.31. Check that pupils are pointing to the correct pictures.

Run, jump, turn around. (x3)

1.31

#### 7 Listen and sing.

- Have pupils look at pages 14–15. T: *How many mums?* Pupils: *One.* T: *How many sisters?* Pupils: *Three.* Continue with all the family members.
- Tell pupils that they will listen to a song. Ask them to point to the family members and point to the actions they hear.
- Play track 1.32. Check that pupils are pointing to the correct items.

This is my home and my family  
Mum! Dad! Look at me!  
This is my home and my family  
Mum! Dad! Look at me!

Run, jump, turn around!  
Run, jump, turn around!

This is my home and my family  
Sisters! Sisters! Look at me!  
This is my home and my family  
Sisters! Sisters! Look at me!

Run, jump, turn around!  
Run, jump, turn around!

1.32

- In L1, tell pupils they will hear the song again but this time to raise their hands when they hear a family member and to clap when they hear an action. Play track 1.32.
- Repeat and encourage all pupils to sing along and mime the actions.
- Once the pupils have learnt the song, ask them to chant to the karaoke version (Track 1.33).





**8 Find and tick (✓). Then say.**

- Direct pupil's attention to the puzzle pieces. Explain that they have to find them in the picture and place a tick (✓) next to them when they find it.
- Point to each picture and ask pupils who each puzzle piece belongs to. Intentionally make mistakes to encourage pupils to give you an answer. T: *Is this sister?* Pupils: *No! Mum.*

**TPR**

Place pupils in three groups. Have each group stand in a circle. Whisper an action to one member of the group. He has to whisper it to the person on his left, who whispers it to the person on his left and so on. The last person of the group has to mime the action whispered to him/her. Continue until the groups have mimed all the actions. Add more actions from unit 1 to continue the game.

**Activity Book, page 13****5 Listen and tick (✓).**

- Direct pupils to Activity Book, page 13, activity 5. Ask them to tell you which family member they see and what they are doing.
- Explain that they will tick the family member they hear doing an action.
- Play track 1.34 and have pupils point to the corresponding picture.
- Repeat the track with pauses allowing pupils to place ticks next to the appropriate pictures.
- Check answers as a class.

- 1 Dad! Run!
- 2 Grandpa! Turn around!
- 3 Sister! Jump!

**1.34****6 Find and match. Then say.**

- Have pupils look at the colour picture. T: *Dad, jump?* Pupils: *No. Run.*
- Then have the pupils match the silhouettes to the main picture by drawing lines.
- Have pupils check answers with their partners by saying what each silhouette is doing.

**Ending the lesson**

- Place pupils in four groups. Name each one *grandpa*, *grandma*, *friend* and *brother*. Explain that you will say a family member and an action. The group has to stand up and mime it. T: *Grandpa, run!* Pupils in the grandpa group stand up and mime *run*.
- Add all body movements taught from the previous lessons to add to the excitement.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

**Extra activity**

Give pupils a sheet of paper and ask them to draw a family portrait showing family members doing different actions.



## Lesson 4

**Lesson aims:** to revise language from lessons 1–3. To listen to a story.

**Target language:** *Oh no! Sorry.*

**Revision:** colours; jump, run, turn around.

**Receptive language:** happy, sad; How many? This is my friend.

**Materials:** CD 1. Optional: story cards.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Using story card 1 or pointing to the first picture from the story, have pupils describe it as best as they can. T: *Is Mickey dad?* Pupils: *No.* T: *Is Minnie mum?* Pupils: *No.* T: *Is Goofy brother?* Pupils: *No.* T: *That's right. They are friends.*

### Presentation

- Ask pupils to open their books on the story from the previous unit (page 8). If you have the story cards, stick them on the blackboard.
- Point to fragments of the story and revise characters' names, the colours and the numbers, e.g. T: *Who's this?* Pupils: *Mickey.* T: *What colour?* Pupils: *Yellow.* Then ask pupils to tell you in L1 what the story was about.

### 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 picture flashcards with the story, use them during the lesson.
- T: *Today, it's story time!* Ask 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 Goofy. This is Minnie and Pluto.*
- Explain a new character appears, which pupils do not know yet (Goofy's dog, Sam).
- Have pupils tell you in L1 what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (Goofy comes with his new dog Sam to visit Minnie Mouse. Mickey Mouse and Pluto are there, too. Goofy throws a bone to showcase his dog's skills, but Sam falls into Minnie's flowers.)
- Ask volunteers to count all the characters in the story. T: *How many?* Pupils: *Five.*

### 9 Listen and answer.

- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *What does Goofy say to Sam? (Run, jump).*
- Play track 1.35. You can use the story cards (if available) or your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with the voices of original Disney characters (track 1.35) and with special EFL voice-overs (track 1.36).

- Goofy: Hi, Minnie! Hello Mickey!  
Minnie and Mickey: Good morning Goofy!
- Goofy: Look, Minnie! This is Sam.  
Minnie: Oh, hello Sam!
- Goofy: Sam, run!
- Goofy: Sam, jump!
- Goofy: Oh, no! Sam! Turn around!
- Goofy: Sorry, Minnie.  
Minnie: Oh, Sam!

1.35/1.36

- Repeat the question: *What does Goofy say to Sam?* Encourage pupils to answer correctly (*run, jump*).
- Ensure pupils have understood the story by asking them to briefly summarise it.
- Replay track 1.35 stopping at each frame to ask the following questions. Picture 1: *How many (characters)? (Four).* Picture 2: (point to the dog) *Who's this? (Sam).* Pictures 3 and 4: *Goofy says... (Sam, run / jump!).* Picture 5: *Where's Sam now? (In the flowers).* Picture 6: (point to Sam's ribbon) *What colour is it? (Blue);* (point to the laughing characters) *Are they sad? (No.)*

- Replay the track stopping at each frame. Encourage pupils to repeat the sentences together, then point to individual pupils and ask them to repeat.

### 10 Now act the story out.

- Place pupils in groups of three and assign the role of Goofy, Mickey and Minnie. Encourage them to act out the story with words and gestures. Monitor pupils and help if necessary. Invite volunteers to present the story to the class.

### Activity Book, page 14

### 7 Match and say.

- Ask pupils to tell you what action each picture represents.
- Then have pupils match the similar pictures. Have them check their answers with their partners.

### 8 Colour and say.

- In L1, ask pupils who they see in the picture. Accept answers in L1 and then say and have pupils repeat after you: *This is my friend.*
- Ask pupils what colours they can use to colour the picture.
- Have them complete the activity and say *This is my friend* as they show their picture.

### Ending the lesson

- Ask pupils to look at the story. Say a sentence from it and have pupils point to the frame it comes from. Say the sentence again and have pupils repeat after you. Continue with all sentences from the story.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 00

Give pupils a sheet of paper. Ask them to draw their favourite scene from the story. Place work on classroom display.



10 Now act the story out.

## Lesson 5

**Lesson aims:** to revise language from lessons 1–4; play a game with cut-out cards.

**Revision:** names of family members and actions, numbers 1–5; *This is my (mum).*

**Receptive language:** *Who's missing? Cut out.*

**Materials:** CD 1, flashcards with family members.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place flashcards of family members on the board and have pupils identify each one. Ask pupils to close their eyes. Take one away and have pupils tell you which one is missing.
- Have a volunteer pupil come to the front of the class and do the same. Continue until all or most pupils have had a turn.

## Revision

- Mime a body movement or action from previous lessons from both units and have pupils guess it.
- In L1, explain to pupils that you will say an action and a number for pupils to act out. T: *Stamp your feet. Three.* Pupils stamp their feet three times.
- Bring a volunteer pupil to the front. Ask him/her to say an action and a number for the class to mime. Repeat until all actions and verbs have been covered and until all or most pupils have come to the front of the class.

## Pupil's Book, page 17

## 11 Match. Then say.

- Direct pupils to Pupil's Book, page 17, activity 11. Ask them to tell you which family members they see and what they are doing.
- Explain to pupils they have to draw lines to match the family members doing the same activity. Have pupils complete the first part of the activity and then compare answers with their partners. Then have pupils say which family members are doing the same action. Pupils: *Mum, sister, run.*

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**11 Match. Then say.**  



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




Lesson 5 Skills: Family, Imperatives.

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- Mime an action and have pupils tell you which family member from the picture is doing it, e.g., Teacher mimes *jump*. Pupils: *Grandma*. Place pupils in pairs and have them continue the activity.

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

- Have pupils cut out the cards on page 75 and to identify each family member.
- Have pupils look at the photo on page 17 and tell you what they see. Ask if they can guess what game they will play.
- Play track 1.37.

A: Grandma. Sister.

B: Grandma. Grandma!

1.37

- Explain, in L1, that the aim of the game is to find two identical cards.
- Place pupils in pairs. Have them shuffle two sets of cards and place them face-down on their desk.
- Have one pupil choose two cards and identify them. If they are the same, he scores a point.
- Monitor pupils to make sure they take turns and to help them if necessary.
- Extend the game by having pupils find matching pairs, i.e. *mother – father, brother – sister, grandma – grandpa*.

## TPR

Give each pupil the name of a family member. Explain that you will say an action and the name of a family member. The person with that name has to get up and mime the action. T: *Grandma, jump and turn round.* Pupils labeled *grandma* stand up and jump. Add body movements and pick up speed to make the activity more challenging.

## Activity Book, page 15

## 9 Find and tick (✓). Then say.

- Have pupils look at the rows of pictures under the maze, find the paths in the maze which show the same characters and tick the rows once they have found the paths. Then ask pupils to name the family members and actions in each row. Ask each pupil to tell you the answers.
- **Answers:** 1 – *Friend. Turn around!* – *Brother. Run!* – *Sister. Turn around.* – *Mum. Run!* 2 – *Dad. Run!* – *Grandma. Jump!* – *Grandpa. Turn around!* – *Friend. Jump!*

## Ending the lesson

- Have a volunteer pupil come to the front. Ask him/her to draw a family member doing a certain action. Have the class guess the answer. Continue until all or most pupils have had a chance to come to the board.
- Remind pupils to bring their cards to the next lesson.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity

Ask pupils to draw a family member, a colour blob, a number and an action or body movement of their choice. Have them tell you or a classmate who has finished work what they have drawn.



## Lesson 6

**Lesson aims:** Maths – to compare sizes. To talk about older/younger brothers and sisters. To make a poster.

**Target language:** *big, small.*

**Revision:** names of family members; *This is my (mum).*

**Receptive language:** *baby, he's, she's.*

**Materials:** CD 1, flashcards with family members, a sheet of paper for each pupil, classroom items, colour pencils/markers. Optional: glue, magazine pictures of big/small items.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Stick flashcards of family members on the board.
- In L1, explain to pupils that you will play a game where you will say the name of one family member and point to each card on the board. Pupils call out *Snap!* when the word you are saying corresponds to the card you are pointing to.

### Presentation

- On the board draw two male stick figures, a small one and a big one. Point to each figure. T: *Look at the brothers. This brother is small, this brother is big.*
- Choose a few similar classroom items such as rubbers, books and school bags and ask pupils to say *big* or *small*.

### Pupil's Book, page 18

#### 13 Listen and tick (✓). Then say.

- Direct pupils to Pupil's Book, page 18, activity 13. Ask them to look at the photos, then encourage and help them to answer the following questions. T: *Look at 1. Are they sisters?* (emphasis on sisters) Pupils: *No! Brothers.* T: *Look at 2. They're big sisters.* Pupils: *No. A big sister and a small sister.*
- Explain to pupils that the small children in the pictures are babies. Have pupils repeat after you. T: *Look at 1. A big brother. A baby brother. Look at 2. A big sister. A baby sister.*
- Tell pupils they will listen to a CD and they have to tick the correct picture.
- Play track 1.38.

Hello! I'm Martha and this is my sister. She's small. She's a baby! **1.38**

- Have pupils check answers with their partners.
- Ask pupils to point to picture 1 and say *big brother, baby brother*. Repeat with picture 2.

#### 14 Match and circle ○ or ●.

- Have pupils look at the circles in the rubric. Say and have pupils repeat after you. T: *Red big, green small.*
- Ask pupils to look at picture 1. T: *Big or small?* Pupils: *Big.* T: *Yes, big and red.* Have pupils draw a big red circle on the first picture.
- Ask pupils to draw lines matching two things of the same type. Check by pointing to pictures in your book.

#### 15 Make a poster.

- On the board draw ducks, stars, flowers, balloons and stick men that are big and small. Circle the big items red and the small items green.
- Tell pupils that they will make a poster depicting big and small things. Hand out sheets of paper (and if appropriate, optional materials prepared by you or pupils, e.g. coloured paper or pictures cut out from magazines). Encourage them to circle or colour them red or green, according to their size.
- Play a song or chant from this unit while pupils are working.
- Place posters on classroom display.

### TPR

Explain to pupils that when you say *big*, pupils have to jump and when you say *small*, pupils have to turn around. As you do the activity, add excitement by picking up speed.

### Activity Book, page 16

#### 10 Listen and tick (✓).

- Direct pupils to Activity Book, page 16, activity 10.
- Ask pupils to describe what they see. Pupils: *Big feet, small feet.*
- Explain that they have to tick the correct picture they hear on the CD.
- Play track 1.39 and have pupils point to the correct pictures.

- 1 Look! Feet. Big feet.
- 2 Look! Hands. Small hands.

**1.39**

- Replay the track and have pupils complete the activity.
- **Answers:** 1 – *big*, 2 – *small*.

#### 11 Look and draw. Then colour.

- Ask pupils to describe what they see in the three rows. Encourage them to use sizes and colours. Pupils: *Pink. Big.*
- Explain to pupils they have to draw the next item in each row, and then colour all the pictures.
- Have pupils complete the activity and check answers as a class.
- **Answers:** 1 – *big pink ball*, 2 – *small blue ball*, 3 – *small yellow ball*.

### Ending the lesson

- On the board place draw a duck and a dog and place flashcards of a boy (brother), a girl (sister) on it.
- Ask pupils to draw one of the items either as big or small and to colour it. Have them tell you what they have drawn. Pupils: *A big red dog.*
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to draw a big or small monster with big/small feet, etc. Have them present and describe it to the class.



#### 13 Listen and tick (✓). Then say.

#### 14 Match and circle with ○ or ●.

#### 15 Make a poster.

Lesson 6 CLIL: big, small. Family. This is my (sister).

## Lesson 7

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

**Revision:** names of family members and actions; *big, small*.

**Receptive language:** *This is my (mum). How many? Who's this?*

**Materials:** CD 1, flashcards, a sheet of paper for each pupil, colour pencils or marker pens. Optional: Worksheet 7 and 17 for each pupil.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Sing the *Hello!* song together.
- Place pupils in small groups. Have them choose their favourite song or chant to present to the class.
- Play the song or chant for each group. Encourage them to mime it.

## Revision

- Ask different pupils to look through the unit and choose their favourite lesson and to tell you as much as they can about it.

## Pupil's Book, page 19

## 16 Listen and tick (✓) or cross (X). Then say.

- Direct pupils to Pupil's Book, page 19, activity 16.
- Look at the numbers and ask pupils to describe the image they see. Pupils: *One, sister.*
- In L1, explain to pupils that they have to tick the boxes that match the words they hear and cross the boxes which do not match the words they hear.
- Play track 1.40 and have pupils point to the pictures.

- 1 Sister. (...) Yes!
- 2 Dad. (...) Yes!
- 3 Grandma. (...) No!
- 4 Friend. (...) No!
- 5 Brother. (...) Yes!

1.40

- Replay the track and have pupils complete the activity.
- Then quiz pupils. T: *Three, friend?* Pupils: *Yes.* T: *Two, mum?* Pupils: *No, dad.*

## 17 Draw and say.

- On the board draw a picture that represents your family. Go through each member. T: *This is my mum, this is my big sister,* etc.
- Tell pupils to draw their families in the box and have them describe their picture to the class.
- Encourage them to use the words *big, small* and to draw grandparents.

## TPR

Place pupils into seven groups and assign each one a family member and the term friend. Explain that you will call on a group to mime a certain action. T: *Dad, run.* As you play, pick up speed and add body movements.

## Activity Book, page 17

## 12 Find, match and say.

- Direct pupils to Activity Book, page 17, activity 12. Ask pupils questions about the big picture. T: *Who's this?* Pupils: *Dad.* T: *How many?* (point to the apples) Pupils: *Four.* T: *Jump.* Pupils: *Dog* etc.
- Explain to pupils in L1 that the puzzle pieces are taken out from the bigger picture.
- Have pupils match the puzzle pieces to the grey fragments in the main picture by drawing lines.
- Ask pupils to say to their partners who each character in the picture is.

## 13 Say and stick.

- Direct pupils to the sticker page at the end of the Activity Book and look at the stickers for this activity. Ask pupils what each sticker represents. Pupils assess their own skills: if they can say the correct English words for all the pictures in a given box, they can put a sticker with the film character in the box. Gently correct pupils if they make mistakes and help weaker pupils to answer correctly.

## Ending the lesson

- Place pupils in pairs and give them sheets of paper. Tell pupils they will make a set of flashcards of things they have learnt so far. Explain that they can draw numbers, colour blobs, family members, body parts and so forth. Have the pairs show their cards to the class for them to guess.
- Play songs and chants from this and previous units as background music.
- Congratulate the pupils for having completed Unit 2.
- Sing the *Goodbye!* song together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity

Give pupils a sheet of paper and ask them to draw what they enjoyed the most in this unit. Place work on classroom display.

## Progress assessment

- Photocopiable materials, Worksheet 7, page 85. The guidelines for using the worksheet can be found on pages 77–78.
- Review Units 1 and 2, Worksheet 17, page 95. The guidelines for using the worksheet can be found on page 78.
- *New English Adventure Starter A*, Test Book, Test 2.

UNIT  
2

16 Listen and tick (✓) or cross (X). Then say. CD 1.40



17 Draw and say.



Lesson 7 Review: Family.

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