

**UNIT 2: MY FAMILY - LESSON 1*****Learning objectives***

- Can identify family members

***Target language***

- Aunt, brother, cousin, friend, granddad, granny, sister, uncle

***Receptive language***

- This is my (granddad).
- Nice to meet you.

***Resources and Materials***

- Pupil's Book page 12
- Activity Book page 12
- Audio CD1 track 26, 27
- Flashcards 08-15
- Active Teach Software

| STAGES   | TEACHER'S ACTIVITIES  | STUDENTS' ACTIVITIES   |
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| <b>INTRODUCTION</b>                              |   |  |
| <b><i>Warm-up</i></b><br><b>5 min</b>            | <ul style="list-style-type: none"> <li>• Play the chant from Welcome unit (CD1:3).</li> <li>• Divide the class into three groups and give each group a character (Charlie, Rose and Ola). Groups stand up and say their part of the chant.</li> </ul>   | <ul style="list-style-type: none"> <li>• Listen to the chant from Welcome unit</li> <li>• Work into three groups; each group has a character (Charlie, Rose and Ola). Groups stand up and say their part of the chant.</li> </ul>  |
| <b><i>Learning adventure</i></b><br><b>2 min</b> | <ul style="list-style-type: none"> <li>• Have pupils look at the lesson 1 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson.</li> <li>• Look at the lesson objective: <i>We're learning family words.</i></li> <li>• Ask pupils what words they know in English for family, e.g. <i>mum, dad</i>. Write them on the board.</li> <li>• Refer to the learning adventure</li> </ul> | <ul style="list-style-type: none"> <li>• Look at the lesson 1; listen and answer T's question' then look at the image and guess what they will be learning in the lesson to recognize the lesson objective</li> <li>• Say what words they know in English for family</li> <li>• Look at the poster and listen</li> </ul> |

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|                                   | poster and say, <i>Great! You are already moving along your learning adventure!</i>  |  |
| <b>PRESENTATION</b>               |  |  |
| <b>5 min</b>                      | <ul style="list-style-type: none"> <li>• Present the new vocabulary with Flashcards 08-015. Show the cards in turn, say the words and pupils repeat. Stick the flashcards on the board as you say each word.</li> <li>• Now say the words again and pupils find the family members in the main illustration.</li> <li>• Indicate the flashcards on the board and say, <i>My family</i>. Have a short conversation (in L1) about the pupils' family: brother, sister, grandad, granny, aunt, uncle, friend, cousin</li> </ul>   | <ul style="list-style-type: none"> <li>• Look at the new vocabulary with Flashcards, listen and repeat</li> <li>• Listen the words again and find the family members in the main illustration.</li> <li>• Indicate the flashcards on the board and have a short conversation about the pupils' family.</li> </ul>  |
| <b>PRACTICE</b>                   |  |  |
| <b>PB page 12, Act.<br/>5 min</b> | <p><b><i>Listen and circle.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 2 in their Pupil's Books.</li> <li>• Focus on the scene. Ask where the characters are (<i>in a park/garden</i>). Ask whose family pupils can see in the picture (<i>Charlie's</i>).</li> <li>• Play the audio and ask pupils to circle each family member as they hear the word.</li> <li>• Play the audio again. Pause after each line so pupils can point to the family member they have circled.</li> </ul> <p>Activity answer key:<br/><b>Circled items:</b> grandad, granny, uncle, aunt, brother, sister, cousin, friend</p> | <ul style="list-style-type: none"> <li>• Look at Activity 2 in their Pupil's Books.</li> <li>• Look at the scene, answer where the characters are and whose family pupils can see in the picture</li> <li>• Listen to the audio and circle each family member as they hear the word.</li> <li>• Listen again and point to the family member they have circled when T pauses after each line</li> </ul> |

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|   | <p>AUDIO SCRIPT – CD1:26</p> <p><b>Stef:</b> <i>Hello. What's your name?</i></p> <p><b>Charlie:</b> <i>Hello. I'm Charlie and this is my family. This is my grandad. And my granny.</i></p> <p><b>Grandad and Granny:</b> <i>Hello!</i></p> <p><b>Charlie:</b> <i>This is my uncle Dan. And my aunt.</i></p> <p><b>Aunt &amp; Uncle Dan:</b> <i>Hello!</i></p> <p><b>Charlie:</b> <i>This is Anna and Tom. They're brother and sister. They're my cousins.</i></p> <p><b>Cousins:</b> <i>Hello!</i></p> <p><b>Stef:</b> <i>And who's this?</i></p> <p><b>Charlie:</b> <i>This is my friend, Rose. And Ola!</i></p> <p><b>Rose:</b> <i>Hello! Nice to meet you.</i></p> <p><b>Ola:</b> <i>Nice to meet you!</i></p> <p><b>Stef:</b> <i>Nice to meet you, too</i></p> |   |
| <p><b>PB page 12, Act. 3</b><br/><b>5 min</b></p> | <p><b>Listen and say.</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 3 in their Pupil's Books.</li> <li>• Play the audio. Pupils listen, point to the family members and repeat the words.</li> <li>• Focus on the labels next to each family member. Read them to the class one by one. Pupils find the words as they hear them and repeat them.</li> <li>• Play the audio again. Pupils listen, point to the family members and repeat the words. Pupils then continue in pairs.</li> </ul> <p>AUDIO SCRIPT – CD1: 27</p> <p><i>granny, grandad, uncle, aunt, cousin, friend, brother, sister</i></p>  | <ul style="list-style-type: none"> <li>• Look at Activity 3 in their Pupil's Books.</li> <li>• Listen, point to the family members and repeat the words.</li> <li>• Look at the labels next to each family member, listen and find the words as they hear them, then repeat them.</li> <li>• Listen again and point to the family members and repeat the words; then continue in pairs</li> </ul> |

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| <b>AB page 12</b><br><b>5 min</b> | <p><b><i>Read and match. Then say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 1 in their Activity Books.</li> <li>• Ask pupils to read the words at the bottom of the page and draw lines from the words to the corresponding family members in the picture.</li> <li>• Ask pupils then to say the family words to a partner, who points to the correct person in the portrait.</li> </ul> <p>Activity answer key:<br/> <b>1</b> uncle <b>2</b> granny <b>3</b> grandad <b>4</b> friend <b>5</b> cousin <b>6</b> aunt</p> | <ul style="list-style-type: none"> <li>• Look at Activity 1 in their Activity Books.</li> <li>• Read the words at the bottom of the page and draw lines from the words to the corresponding family members in the picture.</li> <li>• Say the family words to a partner, who points to the correct person in the portrait</li> </ul> |
| <b>POP QUIZ</b>                   |  |  |
| <b>5 min</b>                      | <ul style="list-style-type: none"> <li>• Ask pupils, <i>How many family member words do you know now?</i> Give pupils a minute to tell their partner the new words they know.</li> <li>• Ask pupils, <i>Where are you on your learning adventure?</i> Ask pupils which words they find easiest or most difficult to remember.</li> <li>• Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>  | <ul style="list-style-type: none"> <li>• Tell their partner the new words they know</li> <li>• Say which words they find easiest or most difficult to remember</li> </ul>  |
|                                   | <ul style="list-style-type: none"> <li>• As pupils are leaving the class, show them flashcards of a family member from the lesson and ask them to tell you who it is.</li> </ul>   | <ul style="list-style-type: none"> <li>• Leave the class, then flashcards of a family member from the lesson and say who it is</li> </ul>  |

**UNIT 2: MY FAMILY - LESSON 2*****Learning objectives***

- Can ask about who family members are

***Target language***

- Who's this? He's/She's my (cousin).

***Recycled language***

- Family

***Resources and Materials***

- Pupil's Book page 13
- Activity Book page 13
- Audio Cd1 track 28, 29,30
- Flashcards 08-15
- Active Teach Software

| STAGES   | TEACHER'S ACTIVITIES   | STUDENTS' ACTIVITIES  |
|--|--|---|
| <b>INTRODUCTION</b>                              |  |   |
| <b><i>Warm-up</i></b><br><b>5 min</b>            | <ul style="list-style-type: none"> <li>• Revise the family vocabulary by showing flashcards 08-15 one by one. Reveal the pictures slowly and ask, <i>Who is it?</i> Pupils answer <i>Grandad</i></li> <li>• Now choose one of the characters from the PB and stick a small piece of paper on the character and ask pupils to guess who you have chosen.</li> </ul>   | <ul style="list-style-type: none"> <li>• Look at flashcards 0one by one, listen and answer the question</li> <li>• Look and guess who you have chosen.</li> </ul>   |
| <b><i>Learning adventure</i></b><br><b>2 min</b> | <ul style="list-style-type: none"> <li>• Have pupils look at the lesson 2 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson.</li> <li>• Look at the lesson objective: <i>We're talking about families.</i></li> <li>• Ask pupils what family members they know in English, e.g. <i>granny, uncle</i>. Write them on the board.</li> </ul> | <ul style="list-style-type: none"> <li>• Look at the lesson; listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objective</li> <li>• Say what family members they know in English</li> </ul> |

| PRESENTATION  |  |   |
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| <p><b>CHANT</b><br/> <b>PB page 13, Act.4</b><br/> <b>5 min</b></p> | <p><i>Listen and chant.</i></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 4 in their Pupil's Books.</li> <li>• Tell pupils that they are going to listen to a chant about family members.</li> <li>• Play the audio. Ask pupils to point to the family members in their books as they hear them in the chant.</li> <li>• Play the audio again. Ask pupils to repeat the family words in the order they heard them in the chant.</li> <li>• Play the chant again and ask pupils to chant along.</li> </ul> <p>AUDIO SCRIPT – CD1: 28</p> <p><i>Who's this?</i><br/> <i>He's my brother.</i><br/> <i>Who's this?</i><br/> <i>He's my grandad.</i><br/> <i>Who's this?</i><br/> <i>She's my aunt.</i><br/> <i>Who's this?</i><br/> <i>He's my uncle.</i><br/> <i>Who's this?</i><br/> <i>He's my cousin.</i><br/> <i>This is my family.</i><br/> <i>Hey, hey.</i></p> | <ul style="list-style-type: none"> <li>• Look at Activity 4 in their Pupil's Books.</li> <li>• Listen to the chant about family members.</li> <li>• Listen and point to the family members in their books as they hear them in the chant.</li> <li>• Listen again and repeat the family words in the order they heard them in the chant.</li> <li>• listen to the chant again and chant along.</li> </ul> |
|   | <ul style="list-style-type: none"> <li>• Hold up one of the Flashcards 08-15 or indicate one of the family members from the PB</li> <li>• Ask <i>Who's this?</i> Pupils answer, <i>Sister</i>. Then say <i>She's my sister</i>. Repeat with other family members, focusing on the She's and He's.</li> </ul>   | <ul style="list-style-type: none"> <li>• Look at the Flashcards 08-15 and listen</li> <li>• Listen and answer the question. Repeat with other family members, focusing on the She's and He's.</li> </ul>  |

| PRACTICE   |  |  |
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| <p><b>PB page 13, Act.5</b><br/><b>5 min</b></p> | <p><b><i>Listen and number. Say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 5 in their Pupil's Books.</li> <li>• Point to the characters at the bottom of the page. Elicit who they are. Point to grandad and ask, <i>Who's this? (Grandad).</i></li> <li>• Ask pupils to point to grandad in the main picture. Continue with other family members.</li> <li>• Play the audio. Pupils listen and number the characters. Pause the audio after each answer to give pupils time to find the characters.</li> </ul> <p>Activity answer key:<br/> <b>a 4   b 1   c 3   d 2</b><br/> <b>AUDIO SCRIPT – CD1: 29</b><br/> <b>1 Who's this?</b><br/> <i>She's my cousin.</i><br/> <b>2 Who's this?</b><br/> <i>She's my friend.</i><br/> <b>3 Who's this?</b><br/> <i>He's my grandad.</i><br/> <b>4 Who's this?</b><br/> <i>She's my aunt and he's my uncle.</i></p> | <ul style="list-style-type: none"> <li>• Look at Activity 5 in their Pupil's Books.</li> <li>• Look at the characters at the bottom of the page and listen</li> <li>• Point to grandad in the main picture. Continue with other family members.</li> <li>• Listen and number the characters; find the characters when T pauses the audio after each answer</li> </ul>                |
|  | <p><b><i>Look and choose.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at the board with pictures. Do the first question together as a class. Pupils look at the picture and decide which sentence is correct (<i>He's my grandad.</i>).</li> <li>• Put pupils into groups and ask them to work out the answers. Give pupils a minute to choose the correct answer and then go to the next picture.</li> <li>• Go through the answers as a class,</li> </ul>  | <ul style="list-style-type: none"> <li>• Look at the board with pictures. Do the first question together as a class. Pupils look at the picture and decide which sentence is correct (<i>He's my grandad.</i>).</li> <li>• Work in groups to work out the answers; then choose the correct answer and then go to the next picture.</li> <li>• Go through the answers as a</li> </ul> |

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|   | <p>calling on different groups to give you their answer. Review any incorrect answers.</p> <p>Activity answer key:</p> <p><b>1</b> He's my grandad.<br/> <b>2</b> She's my sister.<br/> <b>3</b> She's my granny.<br/> <b>4</b> He's my brother.</p>   | <p>class, different groups give T their answer.</p>  |
| <p><b>QUEST SONG</b><br/> <b>PB page 13</b><br/> <b>5 min</b></p> | <p><b><i>Listen and sing.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look carefully at the scene on pages 12–13. Remind them that Rose and Charlie want to win the Amazing Helper Award but to do so, they need to help people around the island.</li> <li>Play the Quest song. Ask pupils to listen and sing along.</li> </ul> <p>AUDIO SCRIPT – CD1: 30</p> <p><i>Stand up, jump up, come on a quest,<br/> Come on a quest today.<br/> Turn around, sit down, come on a quest,<br/> How can we help today? Help with dinner!<br/> At the castle and... with dinner.<br/> Help with dinner today!</i></p> | <ul style="list-style-type: none"> <li>Look carefully at the scene on pages 12–13. Remember that Rose and Charlie want to win the Amazing Helper Award but to do so, they need to help people around the island.</li> <li>Listen to the Quest song and sing along</li> </ul> |
| <p><b>AB page 13</b><br/> <b>5 min</b></p>                        | <p><b><i>Read and circle.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 2 in their Activity Books.</li> <li>Ask pupils to read the sentence in each speech bubble. They then circle the correct form in each sentence.</li> <li>Ask pupils to check their answers in pairs.</li> </ul> <p>Activity answer key:</p> <p><b>1</b> She's <b>2</b> She's <b>3</b> He's<br/> <b>4</b> He's <b>5</b> She's <b>6</b> She's</p>   | <ul style="list-style-type: none"> <li>Look at Activity 2 in their Activity Books.</li> <li>Read the sentence in each speech bubble. They then circle the correct form in each sentence.</li> <li>Check their answers in pairs.</li> </ul>                                   |



| POP QUIZ |   |  |
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|          | <ul style="list-style-type: none"> <li>Stick Flashcards 08-15 on the board. Ask pupils to look at the cards in pairs and ask and answer questions about them, e.g. Who's this? He's my cousin. Ask each pair to demonstrate what they have learned in this lesson after they had time to work together</li> </ul> | <ul style="list-style-type: none"> <li>look at the Flashcards 08-15 on the board in pairs; ask and answer questions about them; then each pair demonstrates what they have learned in this lesson after</li> </ul> |

**UNIT 2: MY FAMILY - LESSON 3*****Learning objectives***

- Can name rooms in a house
- Can say where family members are

***Target language***

- Bedroom, bathroom, kitchen, living room
- He's/She's in the (bathroom).

***Recycled language***

- Mum, dad
- Family

***Receptive language***

- Where's my (granny)?

***Resources and Materials***

- Pupil's Book page 14
- Activity Book page 14
- Audio CD1 track 31, 32, 33, 34
- Flashcards 08-15
- Active Teach Software

| STAGES   | TEACHER'S ACTIVITIES  | STUDENTS' ACTIVITIES   |
|--|---|--|
| <b>INTRODUCTION</b>                              |   |  |
| <b><i>Warm-up</i></b><br><b>5 min</b>            | <ul style="list-style-type: none"> <li>• Play the chant from Lesson 2 (CD1:28). Pupils join in with the words.</li> <li>• Hand out the flashcards 08-15 to different pupils, revising the words as you do so. Say, I'm Charlie. She's my friend. Pupils point to the pupil with the correct flashcard.</li> <li>• You could also do with photos of people from famous families from films or TV.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to the chant from Lesson 2 and join in with the words</li> <li>• Point to the pupil with the correct flashcard.</li> </ul> |
| <b><i>Learning adventure</i></b><br><b>2 min</b> | <ul style="list-style-type: none"> <li>• Have pupils look at the lesson 3 and ask, <i>What are we learning today?</i> Ask pupils to look at the</li> </ul>  | <ul style="list-style-type: none"> <li>• Look at the lesson 3; listen and answer T's question' then look at the image and</li> </ul>                                       |

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|  | <p>image and guess what they will be learning in the lesson.</p> <ul style="list-style-type: none"> <li>• Look at the lesson objective: <i>We're talking about rooms.</i></li> <li>• Ask pupils what English words they know for rooms, e.g. <i>bedroom, bathroom.</i> Write them on the board.</li> <li>• Refer to the learning adventure poster and say, <i>Great! You are moving along your learning adventure!</i></li> </ul>                                   | <p>guess what they will be learning in the lesson to recognize the lesson objective</p> <ul style="list-style-type: none"> <li>• Say what English words they know for rooms</li> <li>• Look at the poster and listen</li> </ul>   |
| <b>PRESENTATION</b>                                      |   |   |
| <b>5 min</b>   | <ul style="list-style-type: none"> <li>• Draw a house outline on the board, showing the four target rooms: <i>bathroom, bedroom, living room, kitchen.</i> Point to each room and say the name. Ask pupils to repeat.</li> <li>• Stick Flashcards 08-15 in different rooms of the house. Say, <i>I'm Charlie</i> and ask, <i>Where's my mum? In the living room.</i> Say, <i>This is my mum. She's in the living room.</i> Continue with different cards</li> </ul> | <ul style="list-style-type: none"> <li>• Look at the house outline on the board and the four target rooms, listen and repeat</li> <li>• Look at the flashcards 08-15 in different rooms of the house</li> </ul>   |
| <b>PRACTICE</b>  |   |   |
| <b>SONG</b><br><b>PB page 14, Act. 6</b><br><b>5 min</b> | <p><b><i>Listen and find.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 6 in their Pupil's Books.</li> <li>• Focus on the song illustration. Read the words with the pupils. Ask pupils which family members they can see in the picture.</li> <li>• Play the audio. Ask pupils to listen and to point to the family members as they hear them in</li> </ul>  | <ul style="list-style-type: none"> <li>• Look at Activity 6 in their Pupil's Books.</li> <li>• Focus on the song illustration; listen and say which family members they can see in the picture.</li> <li>• Listen and point to the family members as they hear them in the song.</li> </ul> |

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|  | <p>the song.</p> <p>AUDIO SCRIPT – CD1: 31</p> <p><i>Where's my granny? Where's my granny?</i></p> <p><i>She's in the bathroom. Splash, splash, splash.</i></p> <p><i>Where's my granny? Where's my granny?</i></p> <p><i>She's in the bathroom. Splash, granny, splash.</i></p> <p><i>Where's my sister? Where's my sister?</i></p> <p><i>She's in the bedroom. Snore, snore, snore.</i></p> <p><i>Where's my sister? Where's my sister?</i></p> <p><i>She's in the bedroom. Snore, sister, snore.</i></p> <p><i>Where's my grandad? Where's my grandad?</i></p> <p><i>He's in the living room. Dance, dance, dance.</i></p> <p><i>Where's my grandad? Where's my grandad?</i></p> <p><i>He's in the living room. Dance, grandad, dance.</i></p> <p><i>Where's my brother? Where's my brother?</i></p> <p><i>He's in the kitchen. Yum, yum, yum!</i></p> <p><i>Where's my brother? Where's my brother?</i></p> <p><i>He's in the kitchen. Yum, yum, yum!</i></p> |  |
| <p><b>PB page 14, Act. 7</b></p> <p><b>5 min</b></p> | <p><b><i>Listen and say</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 7 in their Pupil's Books.</li> <li>• Ask pupils to use the illustration to play a game. Play the audio to give pupils an idea of the language they will need.</li> <li>• One pupil says, e.g. <i>He's in the</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Look at Activity 7 in their Pupil's Books.</li> <li>• Use the illustration to play a game. Listen to the audio to have an idea of the language they will need.</li> </ul> |

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|                                   | <p><i>bedroom.</i> His/her partner finds the room in the illustration and tries to guess the person, e.g. <i>Brother?</i> Pupils continue with the other family members in the house and then switch roles.</p> <p>AUDIO SCRIPT – CD1:33</p> <p><b>Girl:</b> <i>She's in the living room.</i></p> <p><b>Boy:</b> <i>Mum?</i></p> <p><b>Girl:</b> <i>Yes, that's right!</i></p>   | <ul style="list-style-type: none"> <li>One pupil says, e.g. <i>He's in the bedroom.</i> His/her partner finds the room in the illustration and tries to guess the person, e.g. <i>Brother?</i> Pupils continue with the other family members in the house and then switch roles</li> </ul>   |
| <b>HOME_SCHOOL LINK</b>           | <ul style="list-style-type: none"> <li>Ask pupils to sing the song at home with their families.</li> </ul>   | <ul style="list-style-type: none"> <li>Sing the song at home with their families</li> </ul>  |
| <b>AB page 14</b><br><b>5 min</b> | <p><b><i>Listen and match.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 3 in their Activity Books.</li> <li>Play the audio. Pupils listen and match the family members with the rooms.</li> </ul> <p>Activity answer key:<br/><b>1</b> living room <b>2</b> kitchen <b>3</b> bedroom <b>4</b> kitchen <b>5</b> living room</p> <p><b><i>Now circle and write. Then say.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 4 in their Activity Books.</li> <li>Ask pupils to read the questions and find which room each family member is in from the previous activity.</li> <li>Ask pupils to circle <i>He's</i> or <i>She's</i> and write the correct room from the word bank to complete the sentences.</li> <li>Ask pupils to take turns to read their sentences to a partner.</li> </ul> <p>Activity answer key:<br/><b>1</b> She's, bedroom<br/><b>2</b> She's, kitchen</p> | <ul style="list-style-type: none"> <li>Look at Activity 3 in their Activity Books.</li> <li>Listen and match the family members with the rooms.</li> <li>Look at Activity 4 in their Activity Books.</li> <li>Read the questions and find which room each family member is in from the previous activity.</li> <li>Circle <i>He's</i> or <i>She's</i> and write the correct room from the word bank to complete the sentences.</li> <li>Then take turns to read their sentences to a partner.</li> </ul> |

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|                 | <p><b>3</b> He's, living room<br/>AUDIO SCRIPT – CD1: 34</p> <p><b>1</b> <i>Where's my mum?</i><br/><i>She's in the living room.</i></p> <p><b>2</b> <i>Where's my dad?</i><br/><i>He's in the kitchen.</i></p> <p><b>3</b> <i>Where's my sister?</i><br/><i>She's in the bedroom.</i></p> <p><b>4</b> <i>Where's my granny?</i><br/><i>She's in the kitchen.</i></p> <p><b>5</b> <i>Where's my grandad?</i><br/><i>He's in the living room.</i></p> |  |
| <b>POP QUIZ</b> |  |  |
| <b>5 min</b>    | <ul style="list-style-type: none"> <li>• Ask pupils, <i>How many rooms do you know now?</i> Give pupils a minute to tell their partner the new words they know.</li> <li>• As a whole class or in pairs, ask pupils to say where they are on their adventure now.</li> <li>• Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>  | <ul style="list-style-type: none"> <li>• Tell their partner the new words they know.</li> <li>• As a whole class or in pairs, say where they are on their adventure now</li> </ul> |
|                 | <ul style="list-style-type: none"> <li>• Play Parachute with the vocabulary items Lesson 1 and 3. Put pupils into two teams and tell them to take turn to guess a letter. Teams win a point when they guess the word correctly.</li> </ul>   | <ul style="list-style-type: none"> <li>• Work into two teams and take turn to guess a letter. Teams win a point when they guess the word correctly.</li> </ul>                     |

**UNIT 2: MY FAMILY - LESSON 4*****Learning objectives***

- Can ask about where family members are
- Can say the sounds /æ/ and /ʌ/

***Target language***

- Where's (Mum)?
- He's/She's in the (kitchen).
- Bug, bus, mop, van

***Recycled language***

- Rooms, Family

***Resources and Materials***

- Pupil's Book page 15
- Activity Book page 15
- Audio CD1 track 35, 36, 37
- Flashcards 08-15
- Active Teach Software

| STAGES   | TEACHER'S ACTIVITIES  | STUDENTS' ACTIVITIES   |
|--|---|--|
| <b>INTRODUCTION</b>                              |   |  |
| <b><i>Warm-up</i></b><br><b>5 min</b>            | <ul style="list-style-type: none"> <li>• Stick Flashcards 08-15 on the board. Pupils write the correct family members next to each flashcard in turn</li> <li>• Invite pupils to the front to mime actions like brushing your teeth, having a shower, cooking, eating, sleeping, watching TV. After each pupil's mime, ask, <i>where's (name)?</i> pupils answer <i>He's/She's in the kitchen.</i></li> </ul> | <ul style="list-style-type: none"> <li>• Look at the flashcards and write the correct family members next to each flashcard in turn</li> <li>• Come to the front to mime actions like brushing your teeth, having a shower, cooking, eating, sleeping, watching TV; then listen and answer the question</li> </ul> |
| <b><i>Learning adventure</i></b><br><b>2 min</b> | <ul style="list-style-type: none"> <li>• Have pupils look at the lesson 4 and ask, <i>What are we learning today?</i> Ask pupils to look at the images and guess what they will be learning in the lesson.</li> <li>• Look at the lesson objectives:</li> </ul>   | <ul style="list-style-type: none"> <li>• Look at the lesson 4 ; listen and answer T's question; then look at the images and guess what they will be learning in the lesson to recognize</li> </ul>   |

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|  | <i>We're talking about families.<br/>We're saying some English sounds.</i>   | the lesson objectives  |
| <b>SKILL PRACTICE</b>                                    |  |  |
| <b>GAME</b><br><b>PB page 15, Act. 8</b><br><b>5 min</b> | <p><i>Play the game. Ask and answer.</i></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 8 in their Pupil's Books.</li> <li>• Ask pupils to turn to the Unit 2 Cutouts on page 73 of the Pupil's Book.</li> <li>• Ask pupils to cut out the photo cards of the rooms and arrange them in the drawing of the house on page 15 of their Pupil's Books.</li> <li>• Ask pupils to cut out the cards of the family members.</li> <li>• Ask pupils to play the game in pairs. One pupil puts the family cards in different rooms of the house and asks a partner, e.g. <i>Where's my granny?</i> His/her partner answers, e.g. <i>She's in the bedroom.</i></li> </ul> | <ul style="list-style-type: none"> <li>• Look at Activity 8 in their Pupil's Books.</li> <li>• Turn to the Unit 2 Cutouts on page 73 of the Pupil's Book.</li> <li>• Cut out the photo cards of the rooms and arrange them in the drawing of the house on page 15 of their Pupil's Books.</li> <li>• Then cut out the cards of the family members.</li> <li>• Play the game in pairs. One pupil puts the family cards in different rooms of the house and asks a partner. His/her partner answers</li> </ul> |
| <b>PHONICS</b>   |  |  |
|  | <ul style="list-style-type: none"> <li>• Remind pupils of the words Mum and Dad. Ask them which sounds they can hear in both words. Say the words several times, emphasizing the /æ/ and /ʌ/ sounds.</li> </ul>  | <ul style="list-style-type: none"> <li>• Remember the words Mum and Dad and say which sounds they can hear in both words. Say the words several times</li> </ul>   |
| <b>PB page 15, Act.</b><br><b>5 min</b>                  | <p><i>Listen and say.</i></p> <ul style="list-style-type: none"> <li>• Point to the sounds and ask pupils to say the words. Each time, play the audio for the word to confirm the sound.</li> </ul> <p>AUDIO SCRIPT – CD1 : 35</p> <p><i>u</i></p>   | <ul style="list-style-type: none"> <li>• Look at the sounds and say the words</li> </ul>   |



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|                 | <i>van</i><br><i>dad</i><br><i>frog</i><br><i>Frog!</i><br><i>3 doll</i><br><i>bus</i><br><i>frog</i><br><i>box</i><br><i>Bus!</i><br><i>4 hen</i><br><i>pen</i><br><i>bug</i><br><i>ten</i><br><i>Bug!</i>   |   |
| <b>POP QUIZ</b> |   |   |
| <b>5 min</b>    | <ul style="list-style-type: none"> <li>Ask pupils to stand up if you say a word with the /æ/ and sit down for a word with the /ʌ/ sound. Say the words from the audio. If pupils are standing when they should be sitting, they continue the game with their hands on the heads. The winner is the last pupil without hands on head.</li> </ul> | <ul style="list-style-type: none"> <li>Listen to T's instruction and do the activity</li> </ul> |

**UNIT 2: MY FAMILY - LESSON 5*****Learning objectives***

- Can listen to and act out a story

***Functional language***

- Let's look. Look, it's your (aunt). Hi, (Charlie).
- Hurray!

***Resources and Materials***

- Pupil's Book page 16
- Activity Book page 16
- Audio Cd 1 track 38
- Active Teach Software

| STAGES   | TEACHER'S ACTIVITIES  | STUDENTS' ACTIVITIES  |
|--|---|---|
| <b>INTRODUCTION</b>                              |   |   |
| <b><i>Warm-up</i></b><br><b>5 min</b>            | <b><i>Story</i></b> <ul style="list-style-type: none"> <li>• Remind pupils of the story from Unit 1. Then look at the questions and nominate a pupil to read the first question, <i>Who do Charlie and Rose help?</i> Nominate another pupil to answer (<i>Rose and Charlie help the prince.</i>).</li> <li>• Move on to the next question and have pupils raise their hands if they know the answer. As an extension, see if any pupils can tell you anything more about the story.</li> </ul> <p>Activity answer key:</p> <p><b>1</b> Rose and Charlie help the prince.<br/> <b>2</b> The prince is in the castle.<br/> <b>3</b> Charlie and Rose give back the kite.</p> | <ul style="list-style-type: none"> <li>• Remember the story from Unit 1. Then look at the questions and read the first question; another pupil to answer</li> <li>• Move on to the next question and raise their hands if they know the answer. As an extension, see if any pupils can tell you anything more about the story.</li> </ul> |
| <b><i>Learning adventure</i></b><br><b>2 min</b> | <ul style="list-style-type: none"> <li>• Have pupils look at the lesson 5 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will</li> </ul>   | <ul style="list-style-type: none"> <li>• Look at the lesson 5; listen and answer T's question; then look at the image and guess what</li> </ul>   |

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|   | <p>be learning in the lesson.</p> <ul style="list-style-type: none"> <li>• Look at the lesson objective:<br/><i>We're reading and acting out a story.</i></li> <li>• Remind pupils that Rose and Charlie want to win the Amazing Helper Award. They will complete challenges by helping people around the island.</li> </ul>   | <p>they will be learning in the lesson to recognize the lesson objective</p> <ul style="list-style-type: none"> <li>• Remember that Rose and Charlie want to win the Amazing Helper Award. They will complete challenges by helping people around the island.</li> </ul>   |
| <b>PRESENTATION</b>   |  |  |
| <p><b>STORY</b><br/><b>PB page 16, Act. 10</b><br/><b>5 min</b></p> | <p><b><i>Listen to the story. Read.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 10 in their Pupil's Books.</li> <li>• Direct pupils' attention to the story and ask questions about the characters and each scene: <i>Who can you see in the pictures? (Charlie, Rose, Grandad, Ola, Uncle Dan, Mum, Aunt and Granny).</i></li> <li>• Ask pupils to predict what will happen in the story.</li> <li>• Play the audio and ask pupils to listen to the story as they follow along in their books.</li> <li>• Play the audio again. Check pupils' understanding of the story by asking questions and pointing to the pictures. Ask, e.g. <i>Who's this? Is this (Mum)? Where's (Mum)?</i> Explain to the pupils that Grandad has won an award and the family want to celebrate. Charlie is trying to find everyone so they can come to dinner.</li> <li>• After pupils have a clear understanding of the story, play the audio again and ask different</li> </ul> | <ul style="list-style-type: none"> <li>• Look at Activity 10 in their Pupil's Books.</li> <li>• Pay attention to the story, listen and answer the question</li> <li>• Predict what will happen in the story.</li> <li>• Listen to the story as they follow along in their books.</li> <li>• Listen to the audio again; look at the pictures answer the questions</li> <li>• Listen to the audio again and different groups of pupils read along the parts of Charlie, Rose, Grandad, Mum and Uncle Dan.</li> </ul> |

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|  | <p>groups of pupils to read along the parts of Charlie, Rose, Grandad, Mum and Uncle Dan.</p> <p>AUDIO SCRIPT – CD1: 38</p> <p><b>Charlie:</b> <i>Where's my family?</i></p> <p><b>Rose:</b> <i>Let's look!</i></p> <p><b>Rose:</b> <i>Look, it's your grandad.</i></p> <p><b>Grandad:</b> <i>Hi, Charlie.</i></p> <p><b>Rose:</b> <i>Look, it's your aunt.</i></p> <p><b>Charlie:</b> <i>OK. Where's my mum?</i></p> <p><b>Charlie:</b> <i>Hi, Mum!</i></p> <p><b>Mum:</b> <i>Hi, Charlie. Hi, Rose. Hi, Ola.</i></p> <p><b>Charlie:</b> <i>Look! It's Uncle Dan.</i></p> <p><b>Uncle Dan:</b> <i>Hi, Charlie.</i></p> <p><b>Charlie and Rose:</b> <i>Hooray!</i></p> |   |
| <b>PRACTICE</b>                            |  |   |
|  | <p><b>Yes or No?</b></p> <ul style="list-style-type: none"> <li>Check pupils' understanding of the story. Show the first picture on the board. Read through the statement and ask: <i>Yes or No?</i> Elicit answers from different students in open class or ask for a show of hands. Repeat with the second picture.</li> </ul>   | <ul style="list-style-type: none"> <li>Look at the first picture on the board; listen and answer the question.. Repeat with the second picture</li> </ul>   |
| <b>PB page 16, Act. 11</b><br><b>5 min</b> | <p><b>Act out the story.</b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 11 in their Pupil's Books.</li> <li>Tell pupils they are going to act out the roles of Rose, Charlie, Grandad, Mum and Uncle Dan. First read the story out loud and ask them to speak along as a class. Then encourage pupils to read the lines together using the text prompts.</li> </ul>   | <ul style="list-style-type: none"> <li>Look at Activity 11 in their Pupil's Books.</li> <li>Act out the roles of Rose, Charlie, Grandad, Mum and Uncle Dan. Listen to the story and speak along as a class; then try to read the lines together using the text prompts.</li> <li>Work in groups of five to</li> </ul> |

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|  | <p>together to match the picture of the story character with the sentence.</p> <ul style="list-style-type: none"> <li>• Once all pairs have had a chance to work it out, ask one pair to come to the screen to match the sentence with the character. The class gives feedback on whether they think the pair is correct or not.</li> <li>• Move on to the next pair until all sentences and characters have been matched. Check answers on the screen. Review as a class any questions that pupils got wrong.</li> </ul> <p>Activity answer key:<br/> <b>Charlie:</b> Where's my family?<br/> <b>Mum:</b> Hi, Charlie.<br/> <b>Rose:</b> Look, it's your aunt.<br/> <b>Charlie:</b> Hi, Mum!<br/> <b>Mum:</b> Hi, Rose.<br/> <b>Rose:</b> Let's look!</p> | <ul style="list-style-type: none"> <li>• Work in pairs to match the picture of the story character with the sentence.</li> <li>• Once all pairs have had a chance to work it out, one pair comes to the screen to match the sentence with the character. The class gives feedback on whether they think the pair is correct or not.</li> <li>• Move on to the next pair until all sentences and characters have been matched</li> </ul> |
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**UNIT 2: MY FAMILY - LESSON 6*****Learning objectives***

- Can talk about my family
- Can make a poster

***Cross-curricular***

- Social Science: old and young family members

***Target language***

- Baby, old, young

***Values***

- Caring for the young and elderly

***Recycled language***

- This is my (brother).
- Family

***Resources and Materials***

- Pupil's Book page 17
- Activity Book page 17
- Audio Cd1 track 39
- Flashcards 08-15
- Active Teach Software

| STAGES                                | TEACHER'S ACTIVITIES   | STUDENTS' ACTIVITIES  |
|---------------------------------------|--|---|
| <b>INTRODUCTION</b>                   |  |   |
| <b><i>Warm-up</i></b><br><b>5 min</b> | <p><b><i>Ask a friend.</i></b></p> <ul style="list-style-type: none"> <li>• Show the activity on the board and look at the first picture. Nominate a pupil to ask, <i>Where's my brother?</i> Answer, <i>He's in the kitchen.</i></li> <li>• Pair pupils and have them ask and answer questions about the pictures. Pupils take turns to be the pupil acting and asking.</li> </ul> <p>Activity answer key:<br/> <b>1</b> Where's my brother?<br/> He's in the kitchen.<br/> <b>2</b> Where's my sister?</p> | <ul style="list-style-type: none"> <li>• See the activity on the board and look at the first picture, ask and answer the question</li> <li>• Work in pair to ask and answer questions about the pictures; then take turns to be the pupil acting and asking.</li> </ul> |

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|  | <p>She's in the bedroom.</p> <p><b>3</b> Where's my grandad?<br/>He's in the bathroom.</p> <p><b>4</b> Where's my granny?<br/>She's in the living room.</p> <p><b>5</b> Where's my uncle?<br/>He's in the kitchen.</p> <p><b>6</b> Where's my cousin?<br/>He's in the bathroom.</p>  |   |
| <b>Learning adventure</b><br><b>2 min</b>  | <ul style="list-style-type: none"> <li>• Have pupils look at the lesson 6 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson.</li> <li>• Look at the lesson objective: <i>We're talking about our families.</i> Ask pupils what English words they know for family members, e.g. <i>aunt, cousin</i>. Write them on the board.</li> <li>• Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure!</i></li> </ul> | <ul style="list-style-type: none"> <li>• Look at the lesson 6; listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objective</li> <li>• Say what English words they know for family members</li> <li>• Look at the poster and listen</li> </ul> |
| <b>PRESENTATION</b>                        |  |   |
| <b>5 min</b>                               | <ul style="list-style-type: none"> <li>• Arrange four of the flashcards (grandad or granny, uncle or aunt, cousin, friend, brother or sister) on the board in mixed order. Ask pupils to arrange them in order from the youngest to the oldest.</li> <li>• Use Flashcards 08-15 or photos in the PB to pre-teach young and old.</li> </ul>   | <ul style="list-style-type: none"> <li>• Arrange the flashcards in order from the youngest to the oldest</li> <li>• Look at the Flashcards and learn the words</li> </ul>   |
| <b>PRACTICE</b>                            |  |   |
| <b>PB page 17, Act. 12</b><br><b>5 min</b> | <p><b><i>Listen and number.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 12 in their Pupil's Books.</li> </ul>  | <ul style="list-style-type: none"> <li>• Look at Activity 12 in their Pupil's Books.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Point to the baby and say, <i>She's a baby. Is she old?</i> (No. <i>She's young.</i>) Point to the granny and ask, <i>Is she young?</i> (No. <i>She's old.</i>) Ask similar questions about the other people in the photos. Read the labels with the class.</li> <li>• Play the audio. Ask pupils to listen and point to the photos they hear.</li> <li>• Play the audio again. Ask pupils to listen and number the photos.</li> <li>• Then divide pupils in pairs and ask them to talk about the photos together.</li> </ul> <p>Activity answer key:</p> <p><b>a</b> 2<br/> <b>b</b> 4<br/> <b>c</b> 3<br/> <b>d</b> 1</p> <p>AUDIO SCRIPT - CD1: 39</p> <p><i>This is my family. I love my family.</i></p> <p><b>1</b> <i>This is my granny. She's old.</i></p> <p><b>2</b> <i>Look at the baby. She's my sister. She's young.</i></p> <p><b>3</b> <i>And this is my grandad. He's old.</i></p> <p><b>4</b> <i>This is my brother and my sister. They're young.</i></p> | <ul style="list-style-type: none"> <li>• Look at the baby and the granny ;listen and answer the questions</li> <li>• Listen to the audio and point to the photos they hear.</li> <li>• Listen again and number the photos.</li> <li>• Then work in pairs and talk about the photos together.</li> </ul> |
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| <p><b>PB page 12, Act. 13</b><br/><b>5 min</b></p>                    | <p><b><i>Look at activity 12. Point and say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 13 in their Pupil's Books.</li> <li>• Read the dialogue in the speech bubbles aloud with the class.</li> <li>• Point to the photos in Activity 12 and say, e.g. <i>He's old</i>. Ask pupils to point to the correct picture (<i>grandad</i>). Repeat with the other photos. Make deliberate mistakes, e.g. point to the granny and say, <i>She's young</i>. Ask pupils to answer <i>Yes</i> or <i>No</i>, according to whether your description is correct or not.</li> <li>• Ask pupils to practise describing the photos in pairs. One pupil points to a picture and their partner says, <i>He's/She's young/old</i>.</li> </ul> | <ul style="list-style-type: none"> <li>• Look at Activity 13 in their Pupil's Books.</li> <li>• Listen</li> <li>• Look at the photos in Activity 12; listen and point to the correct picture . Repeat with the other photos; then look at the granny and answer the question</li> <li>• Practise describing the photos in pairs. One pupil points to a picture and their partner says</li> </ul>   |
| <p><b>PROJECT</b><br/><b>PB page 16, Act. 14</b><br/><b>5 min</b></p> | <p><b><i>Make a family poster. Tell the class about your poster.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 14 in their Pupil's Books.</li> <li>• Give each pupil a large sheet of paper. Tell them they are going to make a poster about their family.</li> <li>• Ask pupils to begin by writing <i>My family</i> at the top. Refer to the poster in the Pupil's Book for reference.</li> <li>• Ask pupils to draw their family members on the sheet of paper.</li> <li>• Ask them to label their drawings.</li> <li>• After pupils finish their poster, they show it to a friend or to the class. Read the speech bubble and</li> </ul>  | <ul style="list-style-type: none"> <li>• Look at Activity 14 in their Pupil's Books.</li> <li>• Make a poster about their family.</li> <li>• Begin by writing <i>My family</i> at the top. Refer to the poster in the Pupil's Book for reference.</li> <li>• Draw their family members on the sheet of paper.</li> <li>• Label their drawings.</li> <li>• After pupils finish their poster, they show it to a friend or to the class. Listen and try to use</li> </ul> |

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|                                   | <p>encourage pupils to use similar language to describe their poster.</p> <ul style="list-style-type: none"> <li>You might like to give pupils feedback on their projects.</li> </ul>   | <p>similar language to describe their poster.</p> <ul style="list-style-type: none"> <li>Listen to T's feedback on their projects</li> </ul>  |
| <b>AB page 16</b><br><b>5 min</b> | <p><b><i>Number. Then write and say.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 9 in their Activity Books.</li> <li>Ask pupils to number the pictures in the correct order, from youngest to oldest.</li> <li>Ask pupils to use the words in the word bank and write the correct words under each picture.</li> </ul> <p>Activity answer key:<br/> <b>1</b> baby <b>2</b> sister, brother <b>3</b> aunt, uncle <b>4</b> grandad, granny</p> <p><b><i>Read and match.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 10 in their Activity Books.</li> <li>Ask pupils to match each sentence with one of the pictures.</li> </ul> <p>Activity answer key:<br/> <b>1</b> a    <b>2</b> d    <b>3</b> b    <b>4</b> c</p> | <ul style="list-style-type: none"> <li>Look at Activity 9 in their Activity Books.</li> <li>Number the pictures in the correct order, from youngest to oldest.</li> <li>Then use the words in the word bank and write the correct words under each picture.</li> </ul><br><ul style="list-style-type: none"> <li>Look at Activity 10 in their Activity Books.</li> <li>Match each sentence with one of the pictures.</li> </ul> |
| <b>POP QUIZ</b>                   |   |   |
| <b>5 min</b>                      | <ul style="list-style-type: none"> <li>Ask pupils, <i>How many family words do you know now?</i> Give pupils a minute to tell their partner the new words they know.</li> <li>Ask pupils, <i>Where are you on your learning adventure?</i> Ask pupils which words they find easiest or most difficult to remember.</li> <li>Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>  | <ul style="list-style-type: none"> <li>Tell their partner the new words they know.</li> <li>Say which words they find easiest or most difficult to remember.</li> </ul>   |

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|  | <p><b><i>Young or old?</i></b></p> <ul style="list-style-type: none"> <li>• Show the pictures on the board and look at the first picture. Ask a pupil the question, <i>Young or old?</i> and elicit the answer, <i>He's young.</i></li> <li>• Pair pupils and have them work together deciding if the family member is young or old.</li> </ul> <p>Activity answer key:</p> <p><b>1</b> He's young.</p> <p><b>2</b> He's old.</p> <p><b>3</b> She's young.</p> <p><b>4</b> She's old.</p> | <ul style="list-style-type: none"> <li>• See the pictures on the board and look at the first picture, answer the question</li> <li>• Work in pairs to decide if the family member is young or old.</li> </ul> |
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**UNIT 2: MY FAMILY - LESSON 7*****Learning objectives***

- Can assess what I have learnt in Unit 2

***Recycled language***

- This is my (brother). He's/She's my (cousin)
- Family, Rooms

***Receptive language***

- Who's this? Where's (your granny)?

***Resources and Materials***

- Pupil's Book page 18
- Activity Book page 18
- Audio CD 1 track 40
- Active Teach Software

| STAGES                                | TEACHER'S ACTIVITIES  | STUDENTS' ACTIVITIES  |
|---------------------------------------|---|---|
| <b>INTRODUCTION</b>                   |   |   |
| <b><i>Warm-up</i></b><br><b>5 min</b> | <b><i>Write.</i></b> <ul style="list-style-type: none"> <li>• Show the activity on the board and look at the first sentence. Tell pupils that they have to complete the sentences.</li> <li>• Put pupils into two teams and have them take turns to go to the screen to complete the sentence. If a team gets it wrong, the other team gets a go at completing the sentence.</li> <li>• At the end, go through the sentences together, spelling out the words.</li> </ul> <p>Activity answer key:<br/> <b>1</b> She's my granny. She's old.<br/> <b>2</b> She's my sister. She's young.<br/> <b>3</b> He's my brother. He's in the kitchen.<br/> <b>4</b> He's my grandad. He's in the living room.</p> | <ul style="list-style-type: none"> <li>• See the activity on the board and look at the first sentence, complete the sentences.</li> <li>• Work into two teams and take turns to go to the screen to complete the sentence. If a team gets it wrong, the other team gets a go at completing the sentence.</li> <li>• At the end, go through the sentences together, spelling out the words.</li> </ul> |

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| <b>Learning adventure</b><br><b>2 min</b>  | <ul style="list-style-type: none"> <li>• Have pupils look at the lesson 7 and the lesson objective: <i>We're talking about how many family words we know.</i></li> <li>• Ask pupils if they can remember the things they have been learning in this unit. Put their ideas on the board.</li> <li>• For each example, ask pupils, <i>Where are you on your learning adventure?</i> Reassure pupils who are less confident that they will have opportunities for more practice.</li> </ul>  | <ul style="list-style-type: none"> <li>• Look at the lesson 7 and the lesson objective</li> <li>• Say the things they have been learning in this unit if they can remember</li> <li>• Listen and answer the question</li> </ul>  |
| <b>PRACTICE</b>                            |   |  |
| <b>PB page 18, Act. 15</b><br><b>5 min</b> | <p><b><i>Listen and stick. Then write.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 15 in their Pupil's Books.</li> <li>• Ask pupils to read the words in the word bank.</li> <li>• Ask pupils to find the stickers at the back of the book and guess who each family member might be. Point and ask, e.g. <i>Who's this?</i></li> <li>• Play the audio. Ask pupils to listen and point to the stickers. Play the audio again and pupils stick the stickers in place.</li> <li>• Ask pupils to choose words from the word bank to write under each photo.</li> <li>• Check answers with the whole class by asking about each family member, e.g. Number 1. <i>Who's this? (It's the brother.).</i></li> <li>• Ask pupils to stick the star sticker in place if they feel they</li> </ul> | <ul style="list-style-type: none"> <li>• Look at Activity 15 in their Pupil's Books.</li> <li>• Read the words in the word bank.</li> <li>• Find the stickers at the back of the book and guess who each family member might be, answer the question</li> <li>• Listen and point to the stickers</li> <li>• Choose words from the word bank to write under each photo.</li> <li>• Check answers with the whole class by answering about each family member</li> <li>• Stick the star sticker in place if they feel they have learnt the unit vocabulary words successfully.</li> </ul> |



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|  | <p>have learnt the unit vocabulary words successfully.</p> <p>Activity answer key:</p> <p><b>1</b> brother <b>2</b> sisters <b>3</b> granny and grandad<br/><b>4</b> aunt and uncle</p> <p>AUDIO SCRIPT – CD 1: 40</p> <p><i>1 Who's this?</i><br/><i>This is my brother. He's a baby.</i></p> <p><i>2 Who's this?</i><br/><i>They're my sisters, Anna and Maria.</i></p> <p><i>3 Who's this?</i><br/><i>This is my granny and my grandad.</i></p> <p><i>4 Who's this?</i><br/><i>She's my aunt and he's my uncle.</i></p> |   |
| <b>PB page 18, Act. 16</b><br><b>5 min</b> | <p><b>Read and draw. Say.</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 16 in their Pupil's Books.</li> <li>• Ask pupils to read and draw the person described in the frame.</li> <li>• Ask pupils to describe what they have drawn to their partner.</li> <li>• Ask pupils to stick the star sticker in place if they feel they have done this successfully.</li> </ul>   | <ul style="list-style-type: none"> <li>• Look at Activity 16 in their Pupil's Books.</li> <li>• Read and draw the person described in the frame.</li> <li>• Then describe what they have drawn to their partner.</li> <li>• Stick the star sticker in place if they feel they have done this successfully.</li> </ul> |
|  | <p><b>Read and choose.</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at the screen. Do the first question together as a class. Pupils look at the sentence and decide which picture is correct (<i>granny</i>).</li> <li>• Put pupils into pairs and ask them to work out the answers. Give pupils a minute to choose the correct answer and then click through to the next screen.</li> <li>• Go through the answers as a</li> </ul>  | <ul style="list-style-type: none"> <li>• Look at the screen and the sentence, decide which picture is correct</li> <li>• Work in pairs to work out the answers; choose the correct answer and then click through to the next screen.</li> </ul>   |

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|                                   | class, calling on different pairs to give you their answer. Review any incorrect answers.  |   |
| <b>AB page 18</b><br><b>5 min</b> | <p><b><i>Read and look. Then write.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 11 in their Activity Books.</li> <li>• Ask pupils to look at the picture and complete the sentences using words from the word bank.</li> <li>• Ask pupils to check their answers in pairs.</li> </ul> <p>Activity answer key:<br/><b>1</b> aunt <b>2</b> grandad <b>3</b> granny <b>4</b> friend</p> <p><b><i>Read. Then find and tick.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 12 in their Activity Books.</li> <li>• Ask pupils to read the question and answer and tick the correct picture.</li> <li>• Ask pupils to read the three sentences in the Look! box to remind themselves of the key unit language.</li> </ul> <p>Activity answer key:<br/>Uncle Dan is in the bathroom.</p> | <ul style="list-style-type: none"> <li>• Look at Activity 11 in their Activity Books.</li> <li>• Look at the picture and complete the sentences using words from the word bank.</li> <li>• Check their answers in pairs.</li> </ul><br><ul style="list-style-type: none"> <li>• Look at Activity 12 in their Activity Books.</li> <li>• Read the question and answer and tick the correct picture.</li> <li>• Read the three sentences in the Look! box to remind themselves of the key unit language.</li> </ul> |
| <b>POP QUIZ</b>                   |  |   |
| <b>5 min</b>                      | <ul style="list-style-type: none"> <li>• Ask pupils, <i>Where are you on your learning adventure?</i> Pupils indicate where they think they are on the learning adventure poster.</li> <li>• Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>  | <ul style="list-style-type: none"> <li>• Indicate where they think they are on the learning adventure poster</li> </ul>   |
|                                   | <p><b><i>Say the Unit 2 words.</i></b></p> <ul style="list-style-type: none"> <li>• Tell pupils that we are reviewing</li> </ul>   | <ul style="list-style-type: none"> <li>• Review the words that</li> </ul>   |

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|  | <p>the words that have been learnt in the unit.</p> <ul style="list-style-type: none"> <li>Put pupils into pairs and have them look at the pictures and say the words. Work from pair to pair to hear their answers. Review any difficult words.</li> </ul> | <p>have been learnt in the unit</p> <ul style="list-style-type: none"> <li>Work in pairs, look at the pictures and say the words</li> </ul> |
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**UNIT 2: MY FAMILY - LESSON 8*****Learning objectives***

- Can use what I have learnt in Unit 2

***Recycled language***

- Where's the (aunt)?
- He's/She's in the (bathroom).
- Family, Rooms

***Resources and Materials***

- Pupil's Book page 19
- Activity Book page 19
- Pictures
- Active Teach Software

| STAGES   | TEACHER'S ACTIVITIES   | STUDENTS' ACTIVITIES   |
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| <b>INTRODUCTION</b>                              |  |  |
| <b><i>Warm-up</i></b><br><b>5 min</b>            | <p><b><i>Ask and answer.</i></b></p> <ul style="list-style-type: none"> <li>• Show the activity on the board and have pupils read the question: <i>Who's this?</i> and say the answer, <i>She's my sister.</i></li> <li>• Have pupils come to the board and work through the questions and answers as a class. To practice, for each question, pupils should turn to their partner and ask the question. Review any difficult words or expressions.</li> </ul> <p>Activity answer key:</p> <p><b>1</b> sister                      <b>2</b> living room<br/> <b>3</b> kitchen                    <b>4</b> granny</p> | <ul style="list-style-type: none"> <li>• See the activity on the board , read the question and answer</li> <li>• Come to the board and work through the questions and answers as a class. To practice, for each question, pupils should turn to their partner and ask the question. Review any difficult words or expressions</li> </ul> |
| <b><i>Learning adventure</i></b><br><b>2 min</b> | <ul style="list-style-type: none"> <li>• Have pupils look at the lesson 8 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson.</li> <li>• Look at the lesson objective:</li> </ul>  | <ul style="list-style-type: none"> <li>• Look at the lesson 8; listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the</li> </ul>   |

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|   | <i>We're playing a game about family.</i>  | lesson objective   |
| <b>PRACTICE</b>   |  |  |
| <b>GAME</b><br><b>PB page 19, Act. 17</b><br><b>5 min</b> | <b><i>Play the game.</i></b> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 17 in their Pupil's Books.</li> <li>• Ask pupils to look at the picture and say, e.g. <i>Point to the (living room).</i></li> <li>• Draw pupils' attention to the family members under the picture and ask which people they can identify. Ask, <i>Who's this?</i> Pupils answer.</li> <li>• Tell pupils to find each of the family members in the picture and to tick the picture when they have done so.</li> </ul> | <ul style="list-style-type: none"> <li>• Look at Activity 17 in their Pupil's Books.</li> <li>• Look at the picture and listen</li> <li>• Pay attention to the family members under the picture and say which people they can identify</li> <li>• Find each of the family members in the picture and tick the picture when they have done so.</li> </ul> |
|   | <b><i>Look at activity 17. Ask and answer.</i></b> <ul style="list-style-type: none"> <li>• Ask pupils to refer back to Activity 17. They read the speech bubbles and use these as a model to ask and answer about the family members in pairs.</li> <li>• Go around the class to help each pair, if necessary.</li> </ul>   | <ul style="list-style-type: none"> <li>• Refer back to Activity 17. They read the speech bubbles and use these as a model to ask and answer about the family members in pairs</li> </ul>   |
|   | <b><i>Look and choose.</i></b> <ul style="list-style-type: none"> <li>• Ask pupils to look at the board. Do the first question together as a class. Pupils look at the picture and decide which sentence is correct (<i>It's my grandad.</i>).</li> <li>• Put pupils into groups and ask them to work out the answers. Give pupils a minute to choose the correct answer and then click through to the next screen.</li> <li>• Go through the answers as a</li> </ul>  | <ul style="list-style-type: none"> <li>• Look at the board, look at the picture and decide which sentence is correct</li> <li>• Work in groups and work out the answers; choose the correct answer and then click through to the next screen.</li> </ul>   |

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|                    | <p>class, calling on different groups to give you their answer. Review any incorrect answers.</p> <p>Activity answer key:</p> <p><b>1</b> It's my grandad.      <b>2</b> It's red.<br/> <b>3</b> Six.                      <b>4</b> It's a boat.</p>   |  |
| <b>POP QUIZ</b>    |  |  |
| <b>5 min</b>       | <ul style="list-style-type: none"> <li>Ask pupils to get into pairs and to think about what they remember from unit 2. Ask them to tell each other if they feel ready for unit 3.</li> </ul>   | <ul style="list-style-type: none"> <li>Get into pairs and think about what they remember from unit 2; then tell each other if they feel ready for unit 3</li> </ul>  |
| <b>What I Know</b> | <ul style="list-style-type: none"> <li>Tell pupils that for homework they will check and review what they learnt in the unit.</li> </ul> <p><i>What I Know:</i> Pupils look at each picture and, if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box.</p> <p><i>Let's Review:</i> Pupils revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer.</p> <ul style="list-style-type: none"> <li>Having reviewed the words, pupils repeat the <i>What I Know</i> activity and see how many more words they can remember this time. You could suggest that they look back at the unit and revise the vocabulary until they can drag all the pictures into the <i>I know</i> box.</li> </ul> | <ul style="list-style-type: none"> <li>Do the homework; check and review what they learnt in the unit.</li> <li>Look at each picture and, if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box.</li> <li>Revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer.</li> <li>Review the words, pupils repeat the <i>What I Know</i> activity and see how many more words they can remember this time</li> </ul> |