

## Language objectives

The learner:

- can name the members of the family,
- can present themselves, ask about well-being and age,
- can talk about family size using *big, small*,
- can chant about family members.

## Other skills

The learner:

- is familiar with the new Pupil's Book,
- can work in groups,
- can take on a role and act out short scenes.

## Active vocabulary

*Family, mummy, daddy, sister, brother, grandma, grandpa, baby, friend. This is my mummy. My family is big/small. I've got one sister. What's your name? My name's ... Nice to meet you. How are you? I'm fine, thank you. How old are you? I'm seven.*

## Passive vocabulary

*What can you see? Who's this? Who is in the family?*

## Materials required

Pupil's Book, pages 4–5; CD; photocopies of the grandpa and grandma masks from the Teacher's Book, page 123 and the rhyme cards from the Teacher's Book, page 141; flashcards: *mummy, daddy, sister, brother, grandma, grandpa*; teacher to make corresponding word cards.

## Warm-up

- If you are teaching a new class, introduce yourself and ask the pupils: *What's your name?*
- Give out the photocopies of the rhymes, and teach the class the 'Welcome rhyme' by saying their part and having them repeat it several times chorally:

You: *Hello, children!*  
*How are you today?*  
 Pupils: *Hello, Teacher!*  
*We're fine. We're OK.*

You will be able to use this rhyme from time to time in the future, but not every lesson or it will become dull and repetitive.

- Ask the pupils (in the mother tongue) how they spent their holidays, and whether they had a chance to use their English and/or learnt any new English words.
- Say: *open your book to page 4. Look at the picture. Ask: What do you think you will learn about in Unit 1?*

## 1 Listen and say.

### Recording 1/2

*This is my family.  
 Hello!  
 This is my baby.*

*This is my mummy.  
 Yes. I'm grandma.  
 I'm daddy. My family is big!*



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- Hold up the flashcards for *mummy, daddy, sister, brother, grandma, grandpa* one by one, and have the pupils say what they can see. Put the pictures on the board. Have the pupils say each word chorally.
- Say: *Look at the picture in the book again. Ask: What can you see?* Elicit: *a family, friends, mummy, daddy, grandma, baby, brother, sister ...* Point to individual people and ask: *Who's this?* Elicit suggestions about the relationships between the people.
- Remind the pupils of the adjectives: *big/small* – use a couple of examples in the classroom (e.g. *big/small book/window/picture*). Then say: *This family is ...* and elicit: *big*.
- Say: *Look at the picture and listen carefully.* Play the recording all the way through twice.
- Say: *Listen and point to the people.* Play the recording again, pausing after each statement to check which person they are pointing to.
- Say: *Listen and repeat.* Play the recording, pausing after each sentence for the pupils to repeat chorally and individually.

## 2 Listen and chant.

### Recording 1/3

*My family is small. (x2)  
 I've got one sister. (x2)  
 I've got one brother. (x2)  
 Mummy, daddy, sister,  
 brother and me!*

*My family is big. (x2)  
 I've got two sisters. (x2)  
 I've got three brothers. (x2)  
 I've got two grandmas and two grandpas. (x2)  
 Mummy, daddy, sisters, brothers,  
 grandmas, grandpas and me.*



# Family and friends

## 3 Listen and play.

### Recording 1/4

Hi grandma. This is my friend.

Good morning, nice to meet you. What's your name?

Good morning. My name is Tomek. Nice to meet you, too.

This is my sister, Lucy.

Hi Lucy, how are you?

Hi Tomek. I'm fine, thank you. How are you?

Fine thanks.

Grandpa, this is my friend, Zosia.

Hello, Zosia. It's nice to meet you.

It's nice to meet you, too.

How old are you, Zosia?

I'm seven.

### You will learn:

- to say where you are from and ask others
- to say how old you are and ask others
- to talk about family and friends.

### 1 Listen and say. 1/2

### 2 Listen and chant. 1/3

### 3 Listen and play. 1/4

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- Say: *Listen carefully*. Play the recording all the way through once.
- Play the first part again. Ask: *Is it a big family or a small family? (small family)*. Ask: *Who is in the family?* Elicit: *Mummy, daddy, sister, brother and me*.
- Play the second part and work in the same way.
- Say: *Listen and repeat*. Play the recording, pausing after each line for the pupils to repeat.
- Have the pupils say the chant in four groups, each group saying a pair of lines, and all of them joining in for the last line.

### Additional activity

- Divide the class up, each with a role: *mummy, daddy, sisters (2), brothers (3), grandmas (2), grandpas (2)*.
- Play the recording, and the pupils say their 'character' at the correct moment in the chant.
- Practise a couple of times. You could then ask a volunteer to be the 'narrator' and say the rest.
- Finally, have the pupils say the chant without the recording.

### Additional activity

- Play a guessing game with the class. Say the first syllable of the name of a member of the family and have individuals complete it.

### Closure

- Give out the photocopies of the rhymes, and teach the class the 'Goodbye rhyme' by saying their part and having them repeat it several times chorally:

You: *Have a nice day, children!*

Pupils: *And the same to you!*

You: *Bye bye for now!*

Pupils: *Goodbye! See you soon!*

As with the 'Welcome rhyme' above, you will be able to use this rhyme from time to time in the future, but not in every lesson or it will become dull and repetitive.

### Materials for the next lesson

Flashcards: *daughter, son, aunt, uncle, parents*; teacher to make corresponding word cards; photocopies of the mummy and daddy masks from the Teacher's Book, page 125.

# Unit 1 Family and friends

## Language objectives

The learner:

- can name the family members: *daughter, son, aunt, uncle, parents*,
- can understand the contents from listening to the story,
- can read the sentences in the story,
- can relate the family names to the characters in the story,
- can write the names of family members on the staves,
- can talk about family members with a partner.

## Other skills

The learner:

- can play *Chinese Whispers*.

## Active vocabulary

Mummy, daddy, grandpa, grandma, daughter, son, aunt, uncle, parents. *This is my friend. Nice to meet you. What's your name? My name's ... I'm your uncle. You're my friends.*

## Passive vocabulary

*Your parents are great. Who's in the mask?*

## Materials required

Pupil's Book, pages 6–7; CD; Activity Book, pages 2–3; flashcards: *daughter, son, aunt, uncle, parents*; teacher to make corresponding word cards; photocopies of the mummy, daddy, male crocodile and female crocodile masks from the Teacher's Book, pages 125, 127 and 129.

## Warm-up

- Have the pupils do the chant they learnt in the previous lesson (Recording 1/3).
- Tell the pupils that in this lesson they will learn the names of more family members.

## 1 Listen and say.

Recording 1/5

*daughter, son, aunt, uncle, parents*

- Say: *Open your book to page 6. Look at the pictures at the top of the page. Ask: Who can you see? Elicit some known vocabulary, e.g. mummy, daddy, baby.*
- Say: *Look at the pictures and listen carefully. Play the recording all the way through twice.*
- Say: *Listen and repeat. Play the recording, pausing after each word for the pupils to repeat chorally and individually.*
- Ensure that the pupils understand what these five family names mean.
- Hold up the flashcards for *daughter, son, aunt, uncle, parents* one by one, and have the pupils say what they can see. Put the pictures on the board.
- Give volunteers the word cards one by one and ask them to put them under the correct picture. Have the pupils say each word chorally.
- Activity Book, page 3, activity 3. Say: *Find the family words and circle them, then read them out to your partner.*

## Lesson 1

## I'm your aunt.



## 1 Listen and say. 1/5

## Story corner

## 2 Listen and read. 1/6



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1 Pupils learn and say the new words, paying special attention to their pronunciation. 2 Pupils listen to the dialogue, follow the story and read the sentences.

## 2 Listen and read.

Recording 1/6

Frame 1

*Hello, daughter!  
Daddy, this is my friend.  
Hello, what's your name?  
I'm Yoko. Nice to meet you.  
Nice to meet you too, Yoko.*

Frame 2

*Hello, son!  
Mummy, this is my friend.  
Hello, what's your name?  
My name's Yoko.  
How are you, Yoko?  
I'm fine, thank you.  
Your parents are great!*

Frame 3

*Hello, Snap.  
Em ... Hello?  
I'm your uncle.  
I'm your aunt.*

Frame 4

*I'm Honey!  
I'm Chatty!  
You're my friends!*



## 3 Read and match.



## 4 Write and read.

mummy	daddy
grandma	grandpa
sister	brother
aunt	uncle
daughter	son

## 5 Play.

3 Pupils read the words and match them with the photos.

4 Pupils trace over the words and read them aloud.

5 Pupils play Chinese Whispers.

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- Say: Look at the four pictures in activity 2. Ask: Who can you see? Elicit the character names.
- Say: Look at the pictures and listen carefully. Play the recording all the way through once.
- Say: Look at picture 1. Who's in the mask? (Fred). Repeat for pictures 2 (Kate) and 3 (Honey/Chatty). Explain the meaning of *Your parents are great!*
- Divide the class into three groups. Group 1 – Kate; Group 2 – Fred (Daddy); Group 3 – Yoko. Play the recording for Frame 1 for the pupils to listen. Then play it again for the groups to say their character's lines chorally along with the recording. Repeat. Then have them do it without the recording.
- Use the same procedure for the other three frames.
- Put the class into groups of three. They should decide who has which role in each frame. Then play the recording, and have individuals say their character's lines along with it. Then ask them to do it without the recording. Circulate and check their production.
- Activity Book, page 2, activity 2. The pupils must close their Pupil's Books while doing this activity. Play *Recording 1/6*. Say: Listen to the recording and number the pictures one to four in the boxes.

## Additional activity

- Make photocopies of the masks on pages 125, 127 and 129. Put the pupils in groups of three and give each group a set of masks (*mummy, daddy, male crocodile, female crocodile*).
- Ask them to decide who has which role in each frame. Then play the recording, and have individuals say their character's lines along with it. Then ask them to do it without the recording. Circulate and check their production.
- Do it again having the pupils change roles.

## 3 Read and match.

- Say: Open your book to page 7. Look at the two pictures in activity 3. Ask: Who can you see? Elicit the family names. Read them all with the whole class, chorally and individually.
- Say: Draw a line from the words to the correct people.
- Check their answers by pointing to the people in the photos and asking: Who's this?

## 4 Write and read.

- Say: Look at the words in activity 4. Read them aloud. Have the pupils read the words chorally.
- Say: Write the five words on the stave. The pupils should be familiar with writing on a stave from Level 1. They can simply trace over the words in the Pupil's Book if the handwriting style complies with what you want. Otherwise, ask them to use ink and write the same words in their own style on top. Circulate, checking and helping them.

## 5 Play.

- Play Chinese Whispers.
- Have the pupils sit on the floor in teams of five or six in a line – the teams should be as far from each other as possible.
- Whisper one of the family words into the ear of the first pupil and have them pass it back along the line. Check what the last person says. You can award points to the teams, as you continue the game with different words.

## Homework

- Activity Book, page 2, activity 1. Say: Read the words and draw a line to match them to the pictures. Write the words on the staves, then say them aloud.
- Activity Book, page 3, activity 4. Say: Draw a picture of your parents, then write the sentences on the staves.

## Material for the next lesson

Flashcards: *boy, girl, grandparents, granddaughter, grandson*; teacher to make corresponding word cards.



# Unit 1 Family and friends

## Language objectives

The learner:

- recognises and can name the people: *boy, girl, grandparents, granddaughter, grandson*,
- can read the words,
- can follow the text when listening to the recording,
- can indicate the people in the picture according to the recording,
- can say sentences about the family after listening to the recording,
- can write known words on the stove.

## Other skills

The learner:

- knows how to play *Hunt the Thimble*.

## Active vocabulary

*Boy, girl, grandparents, granddaughter, grandson, happy, a good grandson/granddaughter.*

## Passive vocabulary

*What's the boy's name? What's the girl's name? What are their grandparents' names? Are they a happy family? Who's Anders in the family?*

## Materials required

Pupil's Book, pages 8–9; CD; Activity Book, pages 4–5; flashcards: *boy, girl, grandparents, granddaughter, grandson*; teacher to make corresponding word cards.

## Warm-up

- Elicit the family names the pupils have learnt so far.
- Tell them that they are going to learn some new ones in this lesson.

## 1 Listen and say.

Recording 1/7

*boy, girl, grandparents, granddaughter, grandson*

- Say: *Open your book to page 8. Look at the pictures at the top of the page. Ask: What can you see? Elicit known family words.*
- Say: *Look at the pictures and listen carefully.* Play the recording all the way through twice.
- Say: *Listen and repeat.* Play the recording again, pausing after each word for the pupils to repeat them chorally and individually.
- Take the flashcards for the new words. Hold them up and ask: *Who is this?* When the pupils answer, stick it on the board. Then give volunteers the corresponding word cards one by one to stick under the pictures. Have the class say all the words.
- Note: make sure you draw the pupils' attention to the fact that the word *granddaughter* has two letter 'd's in the middle, unlike all the other *grand-* relationship names.

## 2 Listen and read.

Recording 1/8

*Look at this family.*

*The boy is Anders and the girl is Linda.*

## Lesson 2

## A happy family




### 1 Listen and say. 1/7

### 2 Listen and read. 1/8



Look at this family. The boy is Anders and the girl is Linda. Their grandparents are Marit and Henrik. Anders is a good grandson and Linda is a good granddaughter. They are a happy family.

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- 1 Pupils learn and say the new words, paying special attention to their pronunciation. 
- 2 Pupils listen to the recording, follow the text and read it aloud. 

*Their grandparents are Marit and Henrik.*

*Anders is a good grandson and Linda is a good granddaughter.*

*They are a happy family.*

- Say: *Look at the picture in activity 2. Ask: What can you see? Ask (in the mother tongue) who they think the people are and what relationship they are to each other. Ask the pupils whether they think they are a happy family.*
- Say: *Look at the picture and listen carefully.* Play the recording all the way through twice.
- Say: *Look at the text and follow the words.* Play the recording.
- Ask questions, e.g.: *What's the girl's/boy's name? What are the grandparents' names? Who is Anders/Linda in the picture? (Pupils can point.)*
- Draw the pupils' attention to the 'th' words: *their, they, the, this*. Write them on the board. Have them practise making the /ð/ sound by putting their tongues between their closed teeth and blowing air out. Then practise the words. Also check they understand the meaning of *their* (relate it to *my, your* which they already know).
- Say: *Listen, follow and repeat.* Play the recording, stopping after each sentence and having the pupils read it chorally and individually.
- Put the pupils in pairs to read the text to each other and check their pronunciation. Circle and check their production.

## 3 Look, circle and read.


1 Linda is a **boy** **girl** .



2 Anders is a **boy** **girl** .



3 Marit and Henrik are **parents** **grandparents** .







4 The family is **sad** **happy** .



## 4 Listen and tick.



1  ☐  ☐


2  ☐  ☐


3   ☐     ☐

4  ☐  ☐

## 5 Play.

3 Pupils circle the correct words and read the sentences aloud.

4 Pupils listen to the recording and tick the correct picture. 

5 Pupils play Hunt the Thimble. 

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## 3 Look, circle and read.

- Say: *Open your book to page 9. Look at the four sentences.*
- Say: *Read the sentences and circle the correct word.* (Answers: 1 girl; 2 boy; 3 grandparents; 4 happy)
- When they have finished have the pupils read their sentences to a partner to check, then have volunteers read them out to the class. Finally, have the class read them chorally.
- Activity Book, page 4, activity 2. Say: *Read the sentences and circle the correct words.* When they have finished, play Recording 1/8 for them to check their answers. They can then read the text for a partner to check.

## 4 Listen and tick.

Recording 1/9

- 1 *This is my daddy. His name is Peter.*
- 2 *This is Jack. He's my brother.*
- 3 *Look at my grandparents. I've got four grandparents.*
- 4 *This is my aunt. Her name is Helen.*

- Say: *Look at the people in the pictures in activity 4.* Explain that the pupils have to listen and tick which one the people in the recording are talking about.
- Say: *Listen and tick.* Play the recording all the way through twice. If necessary, play it again, pausing after each sentence.
- Ask the pupils for the answers (1 daddy; 2 brother; 3 four grandparents; 4 aunt).
- Say: *Listen and repeat.* Play the recording again, pausing after each sentence for the pupils to repeat chorally and individually.
- Activity Book, page 5, activity 4. Say: *Read the sentences and draw a line to the correct picture. Then write the sentences.* Circulate and check the pupils' work.

## 5 Play.

- Play *Hunt the Thimble* with the class. In this case, however, the 'thimble' is a flashcard of something known – probably one of the recently learnt words is best.
- Ask for a volunteer to leave the class and be the 'hunter'.
- Decide with the rest of the class which picture to hide and where to hide it.
- Call: *Come in* to the volunteer, who goes around the class looking for the card. The other pupils can help by saying *hot* when s/he gets nearer, and *cold* when s/he gets further away. When the card is found the volunteer says what it shows.
- Repeat the game as many times as you feel appropriate. Play it on other occasions so that everyone can have a go at 'hunting'.

## Homework

- Activity Book, page 4, activity 1. Say: *Find the stickers and stick them in the correct circle. Then write the words on the staves and say them.*
- Activity Book, page 5, activity 3. Say: *Look at the crossword. Write the correct words next to the pictures, then say the words.*
- Activity Book, *More Fun*, page 69, activity 1. Say: *Look at the puzzle. Find and circle the hidden words and then read the words aloud.*

## Materials for the next lesson

Flashcards and word cards used in the unit so far; flashcards: *Poland, America, England, Japan, Kenya*; teacher to make corresponding word cards.



# Unit 1 Family and friends

## Language objectives

The learner:

- can name various countries: *Poland, America, England, Japan, Kenya,*
- understands the content of the dialogue from listening to the recording,
- can say some sentences about where the children come from,
- can ask and answer questions about name, age and birthplace,
- can write the place names on the staves.

## Other skills

The learner:

- knows the Polish, American, English and Japanese flags,
- can work in a pair.

## Active vocabulary

*Poland, America, England, Japan, Kenya. What's your name? My name's ..., How old are you? I'm seven. Where are you from? I'm from Japan. We're eight. We're friends. Sumi's from England. I'm Justin. I'm from England.*

## Passive vocabulary

*Who is from Kenya/England? How old are Jessica and Sumi? How old is Justin?*

## Materials required

Pupil's Book, pages 10–11; CD; Activity Book, pages 6–7, 69; flashcards and word cards used in the unit so far; flashcards: *Poland, America, England, Japan, Kenya*; teacher to make corresponding word cards.

## Lesson 3

## I'm from England.



### 1 Listen and say. 1/10

### 2 Listen and read. 1/11



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1 Pupils learn and say the new words, paying special attention to their pronunciation. 2 Pupils listen to the two dialogues and read the sentences aloud.

## Warm-up

- Put the flashcards for the words which the pupils have learnt so far in this unit at different points around the classroom.
- Hold up the corresponding word cards one by one and say: *Read the word and point to the correct picture.* Pupils put up their hands; choose an individual to read and point. Ask the class: *Is s/he correct?* and get an answer from them. Repeat with all the words/pictures, having different pupils answer each time, if possible.
- Tell the pupils that in this lesson they will learn the names of different countries.

## Teaching tip

It would probably be a good idea to make a word card and flashcard for your own country to go with this section (or if you are teaching a mixed nationality class, for the countries that the pupils come from). The flashcard should have a photo or drawing of some iconic place in your country/the pupils' countries that is widely known and easily recognisable.

### 1 Listen and say.

Recording 1/10

*Poland, America, England, Japan, Kenya*

- Say: *Open your book to page 10. Look at the top five pictures. Ask: What can you see? Elicit any information you can in the mother tongue.*
- Say: *Look at the pictures and listen.* Play the recording all the way through twice.
- Say: *Listen and repeat.* Play the recording, pausing after each word for the pupils to repeat them chorally and individually. Show the flashcard and add the English version of your pupils' country/ies if you have made one/some.
- Hold up the flashcards one by one and have the pupils say what they show. Put them on the board. Hold up the word cards and ask volunteers to read them, then stick them under the correct picture. Include your pupils' country/ies here, too.

### 2 Listen and read.

Recording 1/11

*I'm Jessica and this is Sumi. We're eight. I'm from America. I'm from Japan.*

*My name is Justin. I'm from England. I'm seven. I'm Adam. I'm seven, too. I'm from Poland.*

*My name's Nelson. I'm eight. I'm from Kenya. We're friends.*

- Say: *Look at the pictures in activity 2. Ask: Who can you see?*
- Say: *Look and listen carefully.* Play the recording all the way through twice.

## 3 Match and read.

1 Justin is from



2 Adam is from



3 Nelson is from



4 Jessica is from



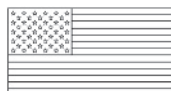
5 Sumi is from



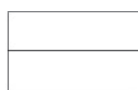
## 4 Listen and chant.

## 5 Write, match and colour.

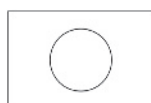
Poland



America



Japan



3 Pupils match the children with their home countries and read the sentences aloud.

4 Pupils listen to the chant and chant all together.

5 Pupils trace over the names of the countries, match them with the flags and colour the flags.

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- Ask: *Who is from Kenya?* etc and elicit the children's names. Then have the class say sentences chorally like: *Sumi's from Japan. Nelson's from Kenya.*
- Ask: *How old is Justin?* etc. Elicit the ages.
- Say: *Listen and repeat.* Play the recording, pausing after every sentence for the pupils to repeat chorally or individually.

### Additional activity

- Put the pupils into groups of five. Ask them each to choose one of the five children in activity 2. They should then make sentences like: *I'm Justin. I'm from England.*

## 3 Match and read.

- Say: *Open your book to page 11. Look at the sentences and pictures in activity 3. Ask: What can you see?* Elicit the names of the countries again.
- Say: *Draw a line from the sentences to the correct pictures.*
- When they have finished say: *Read your answer to your partner; for example, Justin is from England.* Circulate and monitor their production.
- Activity Book, page 7, activity 3. Say: *Colour the lines in different colours to match the children and the flags. Then make a sentence.* Elicit sentences from the whole class.

## 4 Listen and chant.

### Recording 1/12

*What's your name? (x2)*

*My name's Sumi. (x2)*

*How old are you? (x2)*

*I'm eight. (x2)*

*Where are you from? (x2)*

*I'm from Japan. (x2)*

*What's your name? (x2)*

*My name's Justin. (x2)*

*How old are you? (x2)*

*I'm seven. (x2)*

*Where are you from? (x2)*

*I'm from England. (x2)*

- Say: *Listen carefully.* Play the recording all the way through.
- Say: *Listen and join in.* Play the first verse, pausing after each pair of lines (question and answer) and have the pupils join in. Then play the whole first verse with them joining in. Repeat this with the second verse.
- Have the pupils say the chant without the recording. They can tap the desk with one finger and/or clap their palm with two fingers to keep the beat.
- Divide the class in half, and have one half ask the questions in the first verse, and the other half answer. Swap roles for the second verse.
- Activity Book, page 7, activity 4. Say: *Read the words and number them in the correct order.* Show them the example so that they understand. When they have finished, play Recording 1/12 for them to check their answers. They can then read the sentences for a partner to check. Circulate and check their production.

### Additional activity

- Put the class into groups of five. They should each take on one of the five character roles.
- Have them ask and answer the three questions from the chant for each of the characters.

## 5 Write, match and colour.

- Say: *Look at activity 5. Write the names of the countries and draw a line to match them with the correct flags. Then colour the flags.*
- Pupils can refer to Activity Book, page 7, activity 3 (which they completed in activity 3 above) for the colours of the flags if they are not sure.
- Activity Book, *More Fun*, page 69, activity 2. Say: *Colour the flags according to the key and write the country names. Then read the names of the countries to your partner.*

### Homework

- Activity Book, page 6, activity 1. Say: *Look at the flags and circle the correct country names, then say them aloud.*
- Activity Book, page 6, activity 2. Say: *Look at the pictures and stick the country name stickers in the correct places. Then say the sentences.*

### Materials for the next lesson

All the flashcards and word cards used in the unit so far; photocopies from the Teacher's Book, page 142; brown and coloured paper, photos or drawings of the pupils' family members, yoghurt pots or jam jars filled with plasticine or sand, wire, cardboard boxes, scissors, glue.



## Language objectives

The learner:

- understands the words: *cousins, twin brothers*,
- can read a sentence and relate it to a corresponding picture,
- can write family names on the staves,
- can talk about her/his family and put them onto a family tree.

## Other skills

The learner:

- can make a family tree about her/his own family.

## Active vocabulary

*Cousins, twin brothers, twin sisters. My family is big/small. This is my mummy. Family tree.*

## Passive vocabulary

*What flag is this? Have you got a twin brother or twin sister? Have you got any cousins?*

## Materials required

Pupil's Book, pages 12–13; all the flashcards and word cards used in the unit so far; photocopies from the Teacher's Book, page 142; brown and coloured paper, photos or drawings of the pupils' family members, yoghurt pots or jam jars filled with plasticine or sand, wire, cardboard boxes, scissors, glue.

## Warm-up

- Show the pupils the pictures of the flags, and elicit the name of the countries. Ask: *What flag is this?* (America, Poland, Japan, England).
- Say: *Open your book to page 12 and look at the pictures.* Ask: *What can you see?*
- Read the sentences by the photographs, and have the pupils repeat them chorally and individually.
- Explain the new words: *twin brothers, cousins*. Ask: *Have you got a twin brother or twin sister? Have you got any cousins? What are their names?*

## 1 Read and match.

- Say: *Look at the pictures and read the sentences in activity 1.* Read the sentences, then have the pupils repeat them chorally and individually.
- Say: *Draw a line to match the sentences and the pictures.* Elicit the answers from the class.
- Hold up the book and point to the pictures for *cousins, twin brothers, twin sisters*. Ask the pupils to say what they are.

## ➔ Additional activity

- Have the girls stand on one side of the class and the boys on the other. Have them number themselves from one to 10.
- Say to Girl 1: *Say a female family member*, e.g.: Girl 1: *mummy*. Turn to Boy 1 and elicit: *daddy*. Say to Boy 2: *Say a male family member*, e.g.: Boy 2: *uncle*. Turn to Girl 2 and elicit: *aunt*. Work your way down the line in this way.

# Wonderful world

This is a big family from Gabon.

## 1 Read and match.

1 Beata and Julia are twin sisters from France.



2 Akio and Fumito are cousins from Japan.



3 Billy and his family are from America.



## 2 Look and write.

12

- 1 Pupils read the sentences and match them with the correct picture.
- 2 Pupils complete a family tree.

## Teaching tip

You might want to draw the pupils' attention to the fact that in English we do not write words in the way that we hear them, and almost certainly not in the way we write similarly heard sounds in the mother tongue. Point out that the same letter can have a different sound, e.g. letter *y* in the words *family* (/i/) and *my* (/aɪ/). Explain that they will need to learn how to write the words based on what they look like, not what they sound like.

## 2 Look and write.

- Hand out to each pupil a photocopy of the family tree from the Teacher's Book, page 142.
- Ask: *What can you see?* Elicit: *family tree* by pointing to the members of the *family* and *tree* by pointing to the tree behind them.
- Say: *Write the family names on the staves.* Circulate and check their production.
- Elicit the family names from the class.

**The children are cousins.**



**Kazu and Ikki are twin brothers from Japan.**



## Class Project

## My family

Prepare your family tree. Put pictures of your family members in the tree. You can write the family words below the pictures. Talk about the people in the poster in English.



Pupils do a class project. 

13

## Class Project

## My family

- *Say: Look at page 13. There is a family tree at the bottom. You are going to make your own family tree.*
- Show the pupils all the materials you have collected on a table at the front of the class: brown and coloured paper, yoghurt pots or jam jars filled with plasticine or sand, wire, cardboard boxes, scissors, glue.
- The pupils need to have photos or drawings of their family members which you should ask in advance for them to bring in/produce.
- Give each pupil a jam jar or yoghurt pot filled with sand or plasticine as a base. Give them each pieces of wire to cover with brown paper (the trunk and branches), and then green paper for them to cut out the leaves.
- Finally they should hang the photos/drawings of their family members, starting with the oldest – grandparents – at the bottom.
- Note: Be very careful with using wire that they don't hurt themselves or each other by scratching, and warn them particularly about not putting the wire near their eyes.
- When they have finished, make a display of the family trees, and have the pupils say who the people are. Make sentences like: *My family is big/small.*

## Materials for the next lesson

DVD; flashcards and word cards: *Poland, England, America, Japan, Kenya*, and also for your pupils' own country/ies if you made one/some; flashcards for the DVD: *photo album, family, photographs, parents, grandson, smartphone, grandma, grandpa, mummy, daddy, aunt, uncle, baby sister*; teacher to make corresponding word cards.

Notes: \_\_\_\_\_



# Unit 1 Family and friends

## Language objectives

The learner:

- knows the new words: *photo album, photographs, smartphone,*
- can tick the objects seen in the DVD,
- can say what belongs to whom after watching the DVD,
- can repeat the words heard in the slideshows.

## Active language

*Photo album, photographs, smartphone.*

## Passive language

*This is . . . How old are you in the photo? I'm four. Nice to meet you. I've got . . . What was in the DVD? Who is number one? Look at . . . It's a . . . I'm their grandson. What's his name? A good daughter. A great family.*

## Materials required

Pupil's Book, pages 14–15; DVD; flashcards and word cards: *Poland, England, America, Japan, Kenya;* also for your pupils' own country/ies if you made one/some; flashcards for the DVD: *photo album, family, photographs, parents, grandson, smartphone, grandma, grandpa, mummy, daddy, aunt, uncle, baby sister;* teacher to make corresponding word cards.

## Warm-up

- Put the country flashcards on the board, and have the pupils say what countries they are chorally and individually.
- Give volunteers the corresponding word cards to read and then put them under the pictures. Have the whole class read them.
- Tell the pupils that the DVD they will watch is about families.

## Additional activity

- Give the pupils plenty of practice in pairs with the known mini-dialogues to build their speaking confidence, e.g.:  
*What's your name? My name's . . .*  
*How old are you? I'm . . .*  
*Where are you from? I'm from . . .*
- To make the activity more interesting and to prevent the endless repetition of known information, prepare role cards for the pupils with different names, ages and countries, so that they have a purpose in asking the questions.
- It makes an interesting activity to give them each a role card with such information on it, and have them all walk around in a particular space. Play music while they walk, and when you stop it, they turn to the nearest person and ask and answer the three questions. Start the music and stop it again several times so that they ask/answer the questions to different people.
- Afterwards they could talk about the people they met. Pupil A points to Pupil B and says, e.g.: *She's Linda. She's nine years old and she's from England.* Others who met 'Linda' can help and correct, as necessary.



14

## 1 Watch, tick and say.

*Look, Tom! Look, Jess! Look at my album. It's a photo album. Look at this photograph.*

*This is your family, Mummy! How old are you in this photo? I'm four in this photo! Look! My parents. This is my daddy. And this is my mummy.*

*My grandparents! Grandpa and Grandma! I'm their grandson.*

*And I'm their granddaughter.*

*Yes! Look! I've got one brother.*

*What's his name?*

*Uncle Pete!*

*Nice to meet you, Uncle Pete! My name's Jess!*

*And I've got one baby sister!*

*She's our Aunt Emma!*

*Yes! And I've got a son and a daughter!*

*Let's look at my smartphone!*

*Look! This is my friend, Christine. She's six. She's from America. This is her family.*

*Christine's mummy and daddy are good parents.*

*And Christine's a good daughter.*

*Christine's got a good family!*

*And I've got a great family!*





**Language objectives**

The learner:

- can say the countries of the children on the recording,
- can point to the correct picture which corresponds to the recording,
- can name the members of the family,
- can ask and answer questions about name, age and country of origin,
- can read selected words,
- can write words on the staves.

**Other skills**

The learner:

- can work in pairs,
- can assess her/his own work.

**Active vocabulary**

Grandson, granddaughter, grandma, grandpa, grandparents, mummy, daddy, aunt, uncle, boy, girl, daughter, son, family. Poland, Japan, America, Kenya, England. Here you are. What's your name? My name's ... How old are you? I'm eight. Where are you from? I'm from Poland. My family is big/small. I've got ... My sister is five.

**Passive vocabulary**

Bring me ... please. Anna is from Poland. Who's from Japan?

**Materials required**

Pupil's Book, pages 16–17; CD; Activity Book, page 8; all the flashcards and word cards used in Unit 1.

## Review 1

**1 Listen and stick.**

1/13

1



Anna

2



Masu

3



Carmen

4



Kofi

5



Zadi

**2 Read and match.**

son

uncle

grandson

daddy

grandpa

boy

girl

granddaughter

aunt

grandma

mummy

daughter

**3 Talk.**

16

1 Pupils listen and stick the correct sticker under the photos and names of the speakers.

2 Pupils read the words and match them accordingly.

3 Pupils act out short dialogues.

**Warm-up**

- Tell pupils that in this lesson they will check that they can say the things learnt in Unit 1.
- Arrange the flashcards of the new words from the unit around the classroom so that they can be partially seen (e.g. half-covered by a book, or a piece of paper).
- Say to individuals, e.g.: *Bring me the grandparents, please.* The pupil finds the card and says: *Here you are* as s/he hands it over. Say: *Thank you.*
- Check with the rest of the class. Ask: *Is this the grandparents?* Elicit: *Yes, it is./No, it isn't.*

**1 Listen and stick.****Recording 1/13**

1 My name's Anna. I'm from Poland.

2 I'm Masu. I'm from Japan.

3 I'm Carmen. I'm from America.

4 My name's Kofi. I'm from Kenya.

5 I'm Zadi. I'm from England.

- Say: *Open your book to page 16. Look at the pictures in activity 1. Ask: What can you see?* (Children from different countries.)
- Say: *Find the country stickers and have them ready.* The pupils should cut them out and have them with the backing still on.

- Say: *Listen and put the stickers by the correct child.* Play the recording and have them put (not stick!) the countries in the correct place. Play the recording again. Say: *Listen and check, then stick.*
- Elicit sentences from the class chorally and individually, e.g.: *Anna is from Poland.*  
Ask, e.g.: *Who's from Japan?* Elicit *Masu is (from Japan).*

**2 Read and match.**

- Say: *Look at activity 2. Read the family names. Draw a line from the people in green to the corresponding people in red.*
- Elicit the pairings from the class: *son–daughter; uncle–aunt; grandson–granddaughter; daddy–mummy; grandpa–grandma; boy–girl.*
- Activity Book, page 8, activity 1. Say: *Look at the words. Circle the odd one out in each row and say the word aloud.*

**Additional activity**

- Put the word cards on the board as they are laid out in activity 2. Have individuals come out one by one to move the female cards from the right-hand column to be next to the corresponding male card. The class then reads the pairings.



I already can! 😊 😐 😞

### 1 I can listen, understand and point. 1/14



### 2 I can say the names. 2/14



### 3 I can:

- |  |   |
|--|---|
| <input type="checkbox"/> ask someone their name,     | <input type="checkbox"/> ask where someone is from    |
| <input type="checkbox"/> tell someone my name        | <input type="checkbox"/> tell someone where I am from |
| <input type="checkbox"/> ask someone about their age | <input type="checkbox"/> talk about my family.        |
| <input type="checkbox"/> tell someone how old I am   |   |



### 4 I can read. 4/14

☐ family ☐ boy ☐ son ☐ parents ☐ England



### 5 I can write. 5/14

boy girl big family friend



Pupils do the self-evaluation.

17

### 3 Talk.

- Elicit from the pupils the three question-and-answer pairs that they practiced in the previous lesson:  
What's your name? My name's ... /I'm ...  
How old are you? I'm ...  
Where are you from? I'm from ...
- Write them up on the board.
- Give out to the pupils the identity cards as described in the Additional activity on page 16.
- They should then walk around the classroom and ask and answer the questions from different pupils.

## I can! Family and friends

Remind the pupils about the method and purpose of the self-evaluation page. If they are unfamiliar with it or have forgotten what to do since Pupil's Book 1, then go through the procedure with them so that they are all clear about it. Look at the top of page 17 with them.

### 1 I can listen, understand and point.

Recording 1/14

girl, daddy, America, grandparents, aunt

- Say: Open your books to page 17. Look at the photos in activity 1.
- Say: Look and listen carefully. Play the recording all the way through once.

- Say: Listen and point. Play the recording, pausing after each word to check the pupils are pointing to the correct picture.
- Elicit the answers. Tell the pupils to mark the boxes with a tick (✓) or a cross (X).
- Say: Draw the mouth on the face.

### 2 I can say the names.

- Say: Point to a picture and tell your partner what it shows. Circulate and monitor their production. (Answers: daughter, family, grandson, boy, Poland)
- Then the pupils can mark the boxes with a tick (✓) or a cross (X).
- Say: Draw the mouth on the face.

### 3 I can ask and answer questions about name, age and place of origin.

- Activity Book, page 8, activity 2. Say: Look at the pictures and read the sentences. Match the questions and the answers.
- Have the pupils ask and answer the same questions in pairs. Circulate and monitor their production.
- Then the pupils can mark the first six boxes with a tick (✓) or a cross (X).
- Say: Draw the mouth on the face.

### I can talk about my family.

- Write the following sentence on the board: My family is big/small. I've got one brother. My sister is five.
- Say: Tell your partner about your family like this. Circulate and monitor their production.
- Then the pupils can mark the last box with a tick (✓) or a cross (X).
- Say: Draw the mouth on the face.

### 4 I can read.

- Say: Read the words in activity 4. Circulate and monitor their production.
- Tell the pupils to mark the boxes with tick (✓) or a cross (X) as they read each word.
- Say: Draw the mouth on the face.

### 5 I can write.

- Say: Write the words on the stave.
- When they have finished, have them read the words chorally and individually.
- Say: Draw the mouth on the face.

### Homework

- Activity Book, Active Dictionary, page 9. Say: Colour the pictures, write the words and say the words aloud.

### Materials for the next lesson

Several pieces of string; flashcards: kitchen, bathroom, living room, bedroom; teacher to make corresponding word cards.