



# unit 6

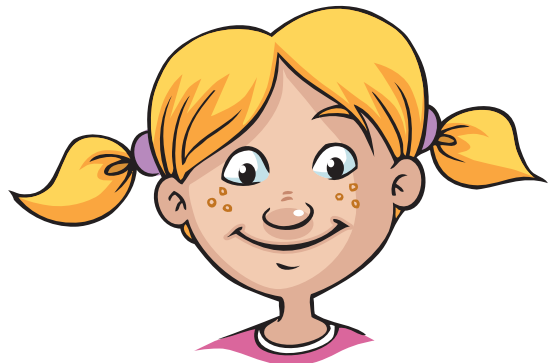
LESSON

1

1

Track 26

Listen and point.



2

Point and say.



**Lesson objectives:** Learn the names of family members  
Develop auditory discrimination and oral skills

**New vocabulary:** *mom, dad, sister, brother, grandpa, grandma*

#### Global assessment indicators

- a Is respectful with teachers and classmates
- b Works in an organized manner
- c Completes work on time
- d Participates actively in class



### 1 Bounce into action!

- Show the children the picture of the dad. Say *dad* and ask the children to repeat after you.
- Repeat this process with the other pictures.
- Then invite a child to come to the board and circle the family member you say.

### 2 Exercise 1



#### Listen and point.

Track 26

- Ask the children to open their books to page 46.
- Say *listen* as you point to your ear and play track 26.
- Ask the children to listen carefully to the names of the family members.
- Play track 26 again, and now ask the children to point to the family members as they are mentioned.
- Monitor and check to be sure they are doing the activity correctly. Offer help if necessary.

#### Audioscript


*mom  
dad  
sister  
brother  
grandpa  
grandma*

### 3 Exercise 2

#### Point and say.

- Play track 26 again. Pause the recording after *mom* is mentioned. Ask the children to point to and say *mom*.
- Repeat this process with the other family members.

### 4 Bounce on!

- 1  Give the children a sheet of paper. Ask them to draw their families. Then invite a child to point to the family members he or she drew and say their names. Place the drawings on the bulletin board under the heading *Families!*

- 2 Ask the children to work in pairs. Give the children a piece of clay. Ask them to make one or two family members that live with them. Then invite the children to talk about their models with their partner by saying their names in English. Monitor and check to be sure they are doing the activity correctly. Check pronunciation.

#### Multi-ROM task

Student's Multi-ROM

Ask the children to practice the vocabulary learned by playing games 1 and 2 of Unit 6 on their Student's Multi-ROM.

#### Interactive presentation.

Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

**Materials:** track 27, classical music, pictures of the family members, Big Book Builder Starter pages 14 and 15, two fly swatters, small candies or stickers (optional).

**Lesson objectives:** Learn to use demonstrative adjectives  
Develop auditory discrimination skills

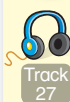
**New grammar:** *This is my ...*

**Vocabulary review:** *family members*

## 1 Bounce into action!

- Show the pictures of the family members and ask the children to say their names.
- Hang the pictures around the classroom.
- Play some classical music and ask the children to move around.
- Pause the music and say *Go to the mom!* The children should run and touch the correct picture.
- Repeat the process and vary the family members you say.

## 2 Exercise 1



**Listen and point.**

- Ask the children to open their books to page 47 and look at the picture.
- Say *listen* as you point to your ear and play track 27.
- Ask the children to listen carefully to the family members that are mentioned.
- Play the track again and pause the recording after *This is my mom*. Ask the children to look for and point to the mom. Repeat the process until you finish the exercise.
- Play the track again and ask the children to point to all of the family members without stopping the recording.

### Audioscript

*This is my mom.  
This is my dad.  
This is my grandma,  
and this is my grandpa.  
This is my brother.  
This is my sister.  
And this ... is me! I'm  
Simon.*

Explain to the children that in English, to indicate specific items or people in relation to ourselves we say, for example, *This is my mom*.

### Today's Grammar

**This is my mom.**



### Optional Activity:

**Big Book Builder Starter** pages 14 and 15, *The Hippo Family*. To work with the Big Book Builder, carry out the activities on page 23.

## 3 Play Happy Families

- Assign a family member to each child in the class.
- Assign a number from one to six to each child and ask them to get into groups of that number, for example; all Number 1s, etc.
- Then say *Happy Families!* and ask the children to make family units with different family members.
- Finally, ask the children to describe their new "family" to the rest of the class by naming all of the family members one by one.

## 4 Bounce on!

- 1 Play a miming game with the family members. Whisper the name of a family member to one child. The child will then pretend to be that family member for the other children to guess which one you whispered. Repeat the process and ask other children to perform the mime.

- 2 Put the pictures of the family members on the board. Divide the class into two teams and invite a child from each team to come to the board. Give them each a fly swatter. Say *mom!* The child who hits the picture of the mom first wins a point for their team. The team with the most points wins. You could give them small candies or stickers as a prize.

### Home Study page 90

Explain the following homework instructions to the children:

"Point to the family members in the first frame and say their names. Then look at the family members in the other two frames and say who is missing from each one. Draw the missing family member."

### Interactive presentation.

Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.



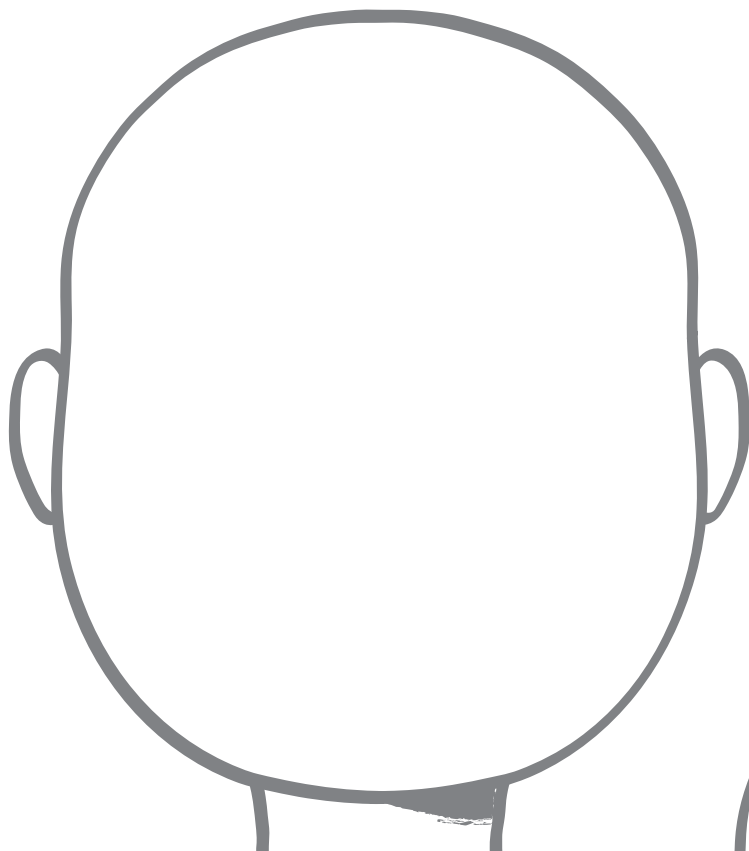


1 Listen and point.

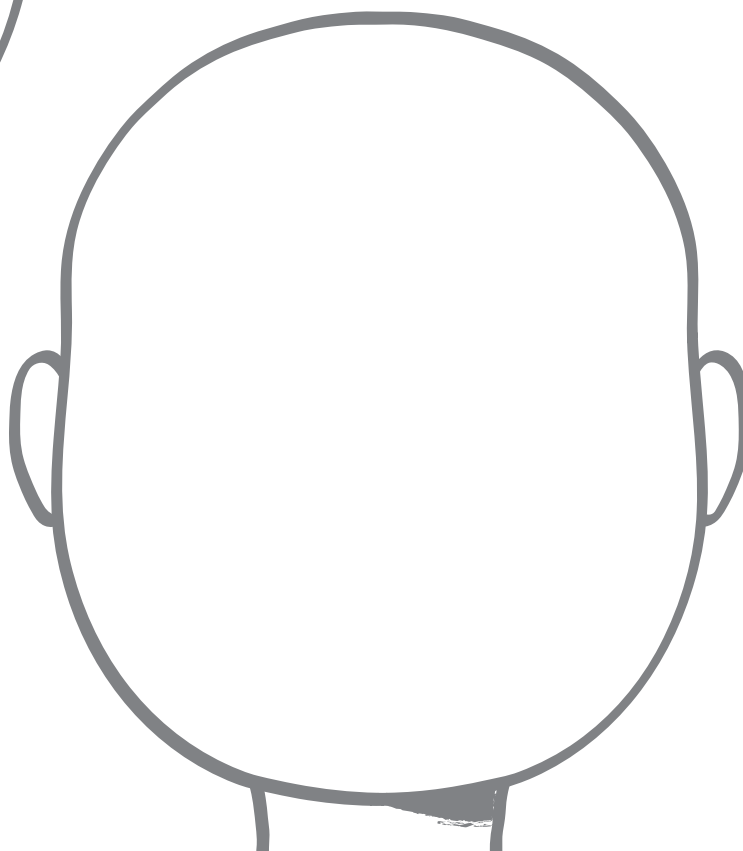


**Play** Happy Families

**1** Complete. 



(Students' own answers)



**2** Say. 

**Lesson objectives:** Practice previously learned language  
Develop oral skills

**Grammar review:** *This is my ...*

**Vocabulary review:** *Family members*

#### 1 Bounce into action!

- Check to be sure that the children have completed and understood the homework in the Home Study section, page 90. (Answers: pages 175–176)
- Put the pictures of the family members inside a bag. Ask the children to sit in a circle. Play some music, and ask them to pass the bag around the circle as if they were playing Hot potato. Pause the music and ask the child who is holding the bag to take out a family member and say *This is my (family member)*.
- Repeat the process as many times as you wish.

#### 2 Exercise 1

**Complete.**

- Ask the children to open their books to page 48.
- Ask them to choose two family members who they love.
- Then ask them to complete the faces by drawing the family members they chose.
- Monitor and check to be sure they are doing the activity correctly.

#### 3 Exercise 2


**Say.**

- Invite a child to show page 48 to the class.
- Ask the child to point to the faces and say *This is my (family member)*.
- Repeat the process and ask other children to participate.

#### Optional Activity:

**Big Book Builder Starter** pages 14 and 15, *The Hippo Family*. To work with the Big Book Builder, carry out the activities on page 23.

#### 4 Bounce on!

- 1  Ask the children who they live with. Explain that there are different types of families. It doesn't matter if they have a lot of members or few members; they are all families and we should respect them.
- 2 Play an instrument like a drum. Ask the children to pretend to be *grandpa* or *grandma* and walk around the classroom as if they were holding a cane. Then pause the music and ask them to pretend to be *mom* or *dad* and walk around the classroom. Finally, ask them to pretend to be the brother and the sister, and run or skip around the classroom. Vary the speed at which you play the instrument.

**Materials:** track 28, pictures of the family members, Big Book Builder Starter pages 14 and 15, a ball, a heart, music, sheets of paper, crayons.

**Lesson objectives:** Learn the song: *I love my family!*  
Develop auditory discrimination and oral skills

**New grammar:** *I love my (family member)*

**Vocabulary review:** *family members*

#### 1 Bounce into action!

- Put the pictures of the family members on the board. Point to them and say their names.
- Then invite a child to come to the board and draw the family member you say.
- Repeat this process and ask other children to participate.

#### 2 Exercise 1



Listen and sing. *I love my family!*

Track 28

- Ask the children to open their books to page 49 and look at the pictures.
- Ask them to point to the family members and say their names.
- Then say *listen* as you point to your ear and play the first two verses of track 28.
- Ask the children to listen carefully and point to the family members as they are mentioned in the song.
- Play the song again, and pause the recording after the first sentence. Ask the children to say it aloud.
- Repeat the process with the rest of the song.
- Play the recording again and ask the children to sing the song along with you.

##### Audioscript

*I love my family!*

*Look and see*

*This is my mom.*

*And this is me!*

*I love my family!*

*Look and see*

*This is my grandpa.*

*And this is me!*

#### 3 Exercise 2

Draw and sing.

- Ask the children to draw a family member they love in the frame.
- Then throw a ball and ask the child who catches it to say who they drew.
- Invite all of the children to sing another verse of the song *I love my family*, adding the family member that the child named into the extra verse provided at the end of track 28.
- Repeat the process as many times as you wish.

##### Optional Activity:

**Big Book Builder Starter** pages 14 and 15, *The Hippo Family*. To work with the Big Book Builder, carry out the activities on page 23.

#### 4 Bounce on!

- 1 Ask the children to sit in a circle. Play some music and ask the children to pass the heart around the circle. Pause the music and ask the child who is holding the heart to say *I love my (family member)*. Repeat the process as many times as you wish.
- 2 Give children a sheet of paper. Ask them to fold it in half to make a card. Ask the children to draw a red heart on the outside, and to draw themselves with the family member they love on the inside. Ask the children to take their cards home and give them to the family members they drew.

#### Home Study page 91

Explain the following homework instructions to the children:

"Draw a family member you love and say: *I love my ...*"

#### Multi-ROM task

#### Student's Multi-ROM

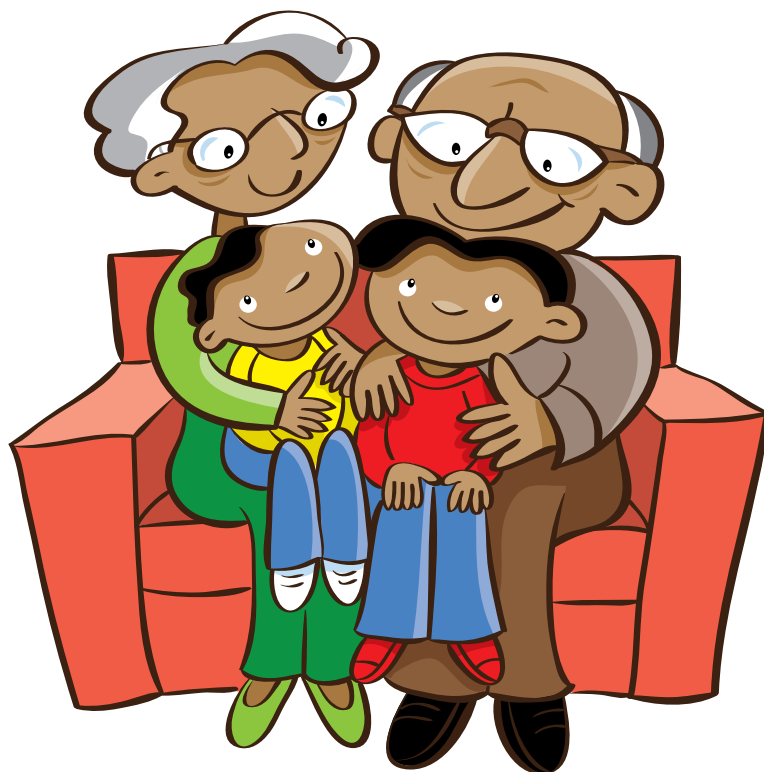
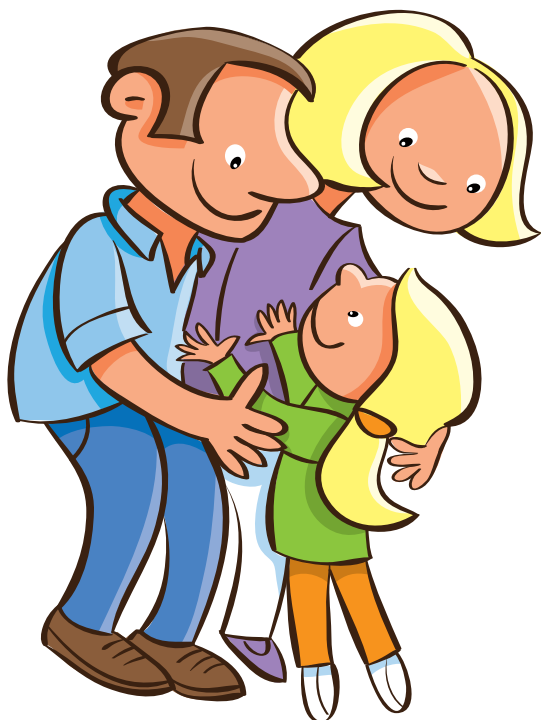
Ask the children to listen to the song *I love my family*, track 28, at home until they have memorized it.

#### Interactive presentation.

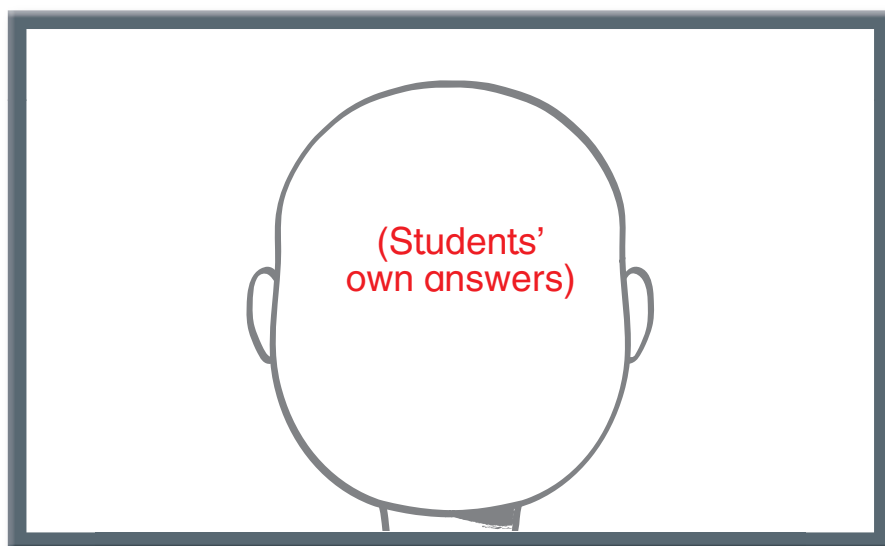
Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

**1** Listen and sing.

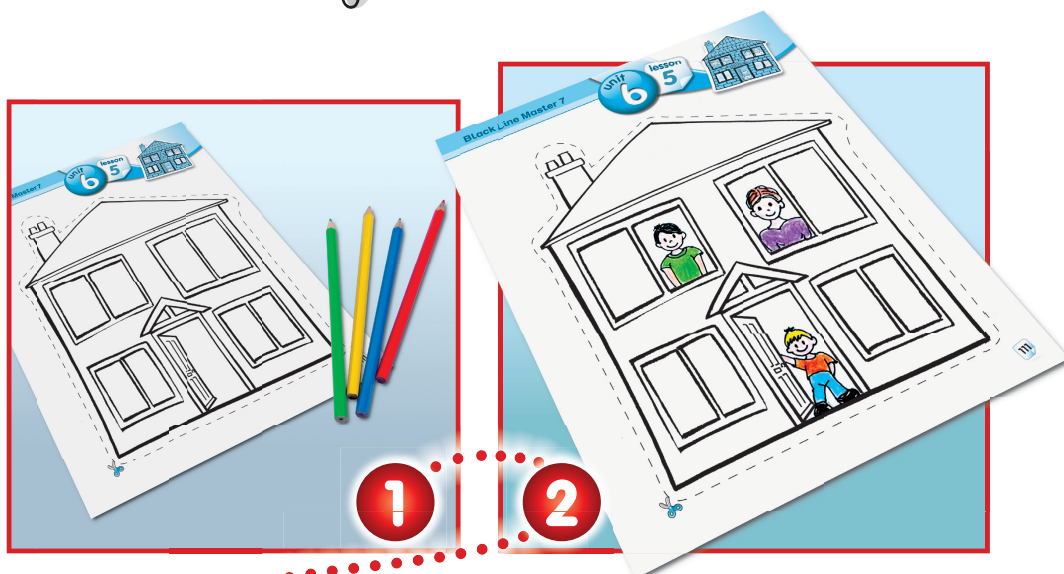
Track 28



**2** Draw and sing.



# 1 Make a family home. ✂



## 2 Talk about your family. 💬

Look! This is my .



**Lesson objectives:** Practice previously learned language  
Develop fine motor skills

**Vocabulary review:** *family members*

### 1 Bounce into action!

- Check to be sure that the children have completed and understood the homework in the Home Study section, page 91. (Answers: pages 175–176)
- Put the family members on the board. Ask the children to look carefully at the pictures and close their eyes. Hide a picture. Ask the children to open their eyes again and tell you which family member is missing. Repeat the process until you have reviewed all of the family members.

### 2 Exercise 1

**Make a family home.**


- Ask the children to open their books to page 50.
- Then ask them to look at the steps and tell you what they have to do.
- Give the children BLM 7. Ask them to draw themselves in the door.
- Then ask them to draw the family members they want in the windows.
- Next, ask them to cut out the house very carefully, following the dotted lines.
- Finally, ask them to decorate the house by coloring it or gluing on small pieces of colored tissue paper.

### 3 Exercise 2

**Talk about your family.**

- Ask the children to open their books to page 50 again.
- Point to the speech bubble and ask them to say with you *Look! This is my mom.*
- Ask the children to work in pairs and talk about their families saying *Look! This is my ...*
- Monitor and check to be sure they are doing the activity correctly. Check pronunciation and offer help if necessary.

### 4 Bounce on!

- 1  Play a memory game with the children on the board. Place the two sets of pictures of the family members on the board, all mixed up and facing down. Invite a child to come to the board and turn over a card. Ask the child to say *Look! This is my ...* Then ask the child to turn over another card and do the same. If the cards match, you could give them a piece of candy or a small sticker as a prize. If they don't, ask the child to turn the cards over again and invite another child to the board. Continue playing until all of the cards are gone.

- 2 Play track 28 and ask the children to sing the song *I love my family*. Ask them to name some of the family members they drew in their houses to continue singing. Repeat as many times as you wish.



**Lesson objectives:** Review previously learned language  
Develop auditory discrimination and oral skills

**Vocabulary review:** *numbers, family members*

**Grammar review:** *I have ...*

### 1 Bounce into action!

- Put the pictures of the family members on the board. Ask the children to say their names as a review.
- Ask a child if they have brothers or sisters and how many.
- Ask the child to say *I have ...*
- Repeat this process and ask other children to participate.

### 2 Exercise 1



Track  
29

**Listen and point.**

- Ask the children to open their books to page 51 and look at the picture.
- Ask them to point to the family members you say and count how many family members they see.
- Say listen as you point to your ear and play track 29.
- Ask the children to listen carefully and point to the family members who are mentioned. Pause the recording if necessary.
- Monitor and check to be sure the children are doing the activity correctly.

#### Audioscript

*This is my family!  
It's big!  
I have a mom and a dad.  
I have one grandma.  
I have two grandpas.  
I have one brother and I  
have three sisters.*

### 3 Exercise 2

**Say.**

- Ask the children to look at the speech bubble and say *I have two grandpas*.
- Then ask a child to point to the sisters in the picture from exercise 1, count them, and say *I have three sisters*.
- Repeat the process and ask other children to participate, varying the family member you name.

### 4 Bounce on!

- 1 Play some music. Ask the children to walk around the classroom dancing to the tune. Pause the music and say *Make families of 6!* Repeat the process, varying the number you say.
- 2 Give the children a sheet of paper. Ask them to draw the number of family members you name, as if you were doing a picture dictation. Monitor and check to be sure they are following the instructions correctly.

1

Listen and point.



Track 29



2

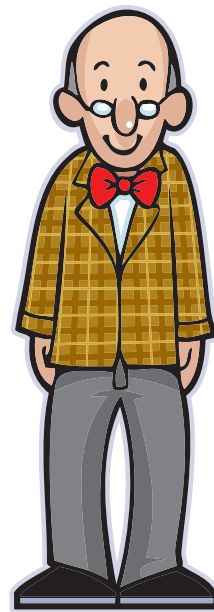
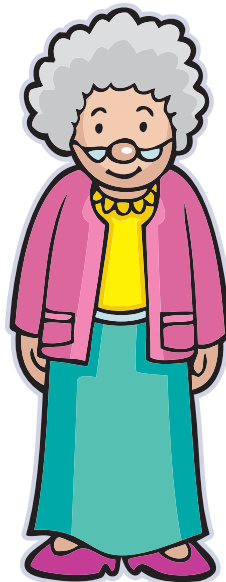
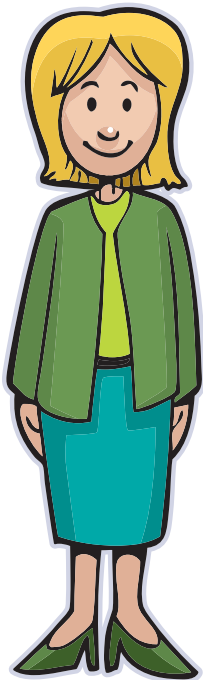
Say.



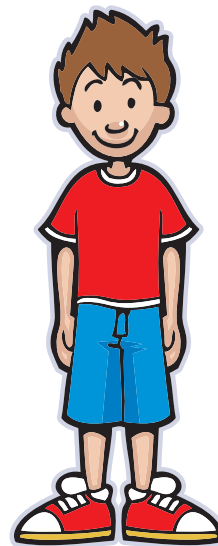
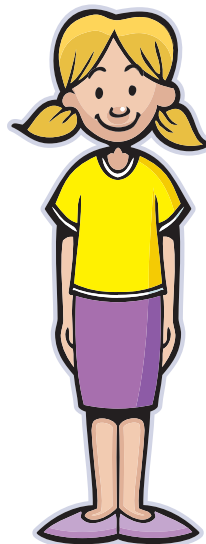
I have 2



1 Circle your family. 



(Students' own answers)



2 Say. 

**Play** Family Act!

**Lesson objectives:** Practice previously learned language

**Vocabulary review:** *numbers, family members*

**Grammar review:** *I have ...*

### 1 Bounce into action!

- Show the pictures of the family members and ask the children to say their names.
- Play Hot or cold: Invite a child to go out of the classroom while you hide a picture of a family member in the classroom.
- Ask the child to come in again and look for the family member you hid.
- Ask the other children to say *hot* when the child is getting close to the place where the family member is hidden or *cold* when the child has gone too far.
- Repeat this process, asking other children to participate and varying the family member you hide.

### 2 Exercise 1

Circle your family.

- Ask the children to open their books to page 52 and look at the pictures.
- Ask them to point to the family member you say.
- Then ask them to circle each family member they have.
- Explain to the children that they will have to circle twice or three times if they have more than one of each family member.
- Monitor and check to be sure they are doing the activity correctly.

### 3 Exercise 2

Say.

- Ask a child to show page 52 to the class.
- Ask the child to point to the family members they circled and say *I have ...*
- Repeat this process, inviting other children to participate.

### 4 Play Family Act!

- Act out a family member, for example, knitting for grandma.
- Ask the children to call out which family member it is.
- Once the children have understood the game, ask them to take turns acting out different family members.
- Repeat this process as many times as you wish.

### 5 Bounce on!

- 1 Play the following game: Say *I have two brothers*, and ask the children to jump or clap twice and pretend to be brothers. Repeat this process, varying the number and the family member you say.
- 2 Divide the group into two teams. Invite a child from each team to come to the board. Say *Draw two grandmas*. The first child to draw them wins a point for their team. The team with the most points wins the game. You could give them small candies or stickers as a prize. Repeat this process, varying the number and the family member you say.

**Lesson objectives:** Develop critical thinking and reflection  
Review vocabulary taught in the unit  
Extend vocabulary

**New vocabulary:** *family tree*

**Vocabulary review:** *family members*

## 1 Bounce into action!

- Draw a big tree on the board and say *tree*. Ask the children to repeat chorally.
- Then show the picture of a grandpa and ask the children to say *grandpa*.
- Place the picture in the top left of the tree you drew to start making a family tree.
- Continue showing the pictures of the other family members, and place them in the tree according to the hierarchy.
- Finally, draw yourself next to the brother and the sister.
- Talk about what a family tree is.

## 2 Exercise 1

**Make your family tree.**

- Ask the children to open their books to page 53 and look at the picture of the tree.
- Ask them to draw the faces of their family members into the apple shapes, or cut them out from the pictures they have brought, using only the apples that they need to complete their own families. Remind them to place family members in the correct order, with the oldest family members on the top and the youngest on the bottom.
- Monitor and check to be sure they are doing the activity correctly.
- Offer help if necessary.

## 3 Exercise 2



**Talk about your family.**

- Invite a child to show his or her family tree to the class.
- Ask the child to point to the family members and name them.
- Repeat this process, asking other children to come to the front.

## 4 Bounce on!

**1** Use the family tree on the board that you drew at the beginning of class to play the following game: Ask the children to look carefully at the board and close their eyes. Change the place of two family members in the tree. Then ask the children to open their eyes and tell you which family members are not in the correct place. Invite a child to come to the board and put them in their place again. Repeat this process as many times as you wish.

**2** Ask children to sit in a circle. Give them a ball and ask them to pass it around the circle as they say *grandpa, grandma, dad, mom, brother, sister, me!* The child who gets the ball when they say *me!* will have to go to the middle of the circle and pretend to be the family member of their choice. The other children should guess the family member. Repeat this process as many times as you wish.

**Language Assessment:** Photocopy the language assessment corresponding to Unit 6, from page 169. Give one to each child for them to complete in order for you to check what they have learned throughout the unit.

**Global Assessment:** Complete the Global Assessment on page 163. Review whether the goals that were outlined at the beginning of the unit were reached by the children. Save the record to refer back to in coming units.

### Multi-ROM task

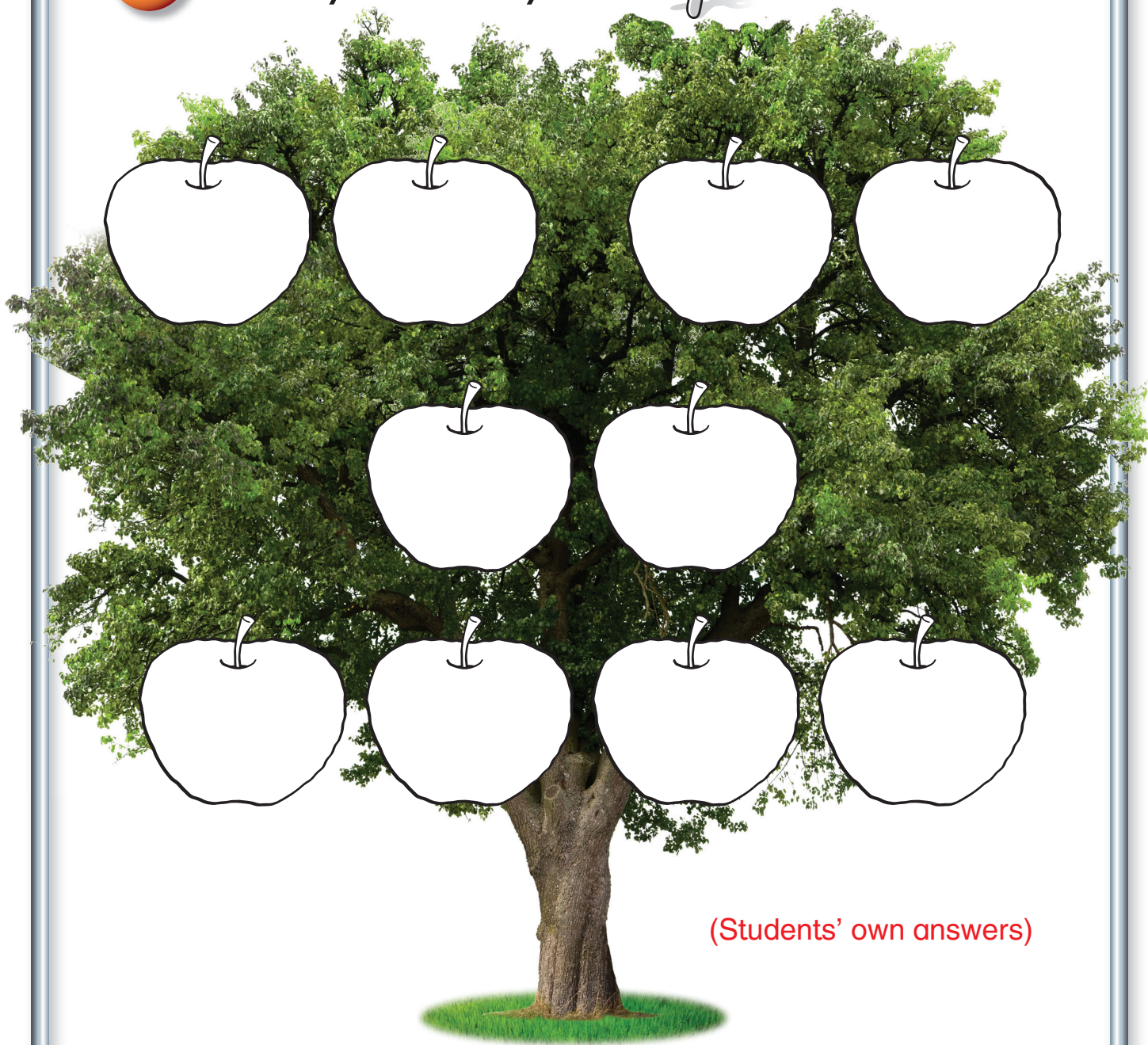
### Student's Multi-ROM

Ask the children to review the vocabulary learned by playing games 3 and 4 of Unit 6 on their Student's Multi-ROM.

### Interactive presentation.

Use your Teacher's Multi-ROM to work with the Student's Book or with the Big Book Builder.

1 Make your family tree. 



(Students' own answers)



2 Talk about your family. 