

In this lesson, students will:

- revise the material from Unit 2

Resources: Audio Tracks 2.1, 2.2; Formative Assessment Strategies Guide

Warm Up

- Suggest students solve some riddles about family,
- Say *Listen to Riddle 1. She is my mum's mum.* (grandma) *Riddle 2. He is my dad's dad.* (grandpa) *Riddle 3. My dad has got a son. He is my ...?* (brother) *Riddle 4. My mum has got a sister. She is my ...?* (aunt)
- Encourage your students to think of their own riddles. Vary the difficulty of the tasks to make sure that every student is involved.

A

- Open Unit 2 Self-assessment, Activity A. Point to the photos and say *Listen, point and repeat.* Gesture as needed for students to understand the task. Explain to students that they will hear the words randomly and must search for each word. Start playing **TR: 2.1**. Listen to the first word, make a pause and say *Point*. Walk around the class and check if students are pointing correctly. Make corrections if needed. Then say *Repeat*. Continue playing **TR: 2.1**. Make a pause when the second word is mentioned. Say *Point*. It can be tricky for students this time, as the word baby doesn't come immediately after the first word. Give students some time to find it and check if they are pointing correctly. Then ask them to repeat the word. Continue playing **TR: 2.1** making pauses each time for students to point and repeat. Check their answers each time by monitoring their work.

Script for TR: 2.1 *grandpa, baby, aunt, grandma, dad, mum, uncle, cousin, me.*

B

- Point to the first picture and say *Look and listen.* Play **TR: 2.2** and make a pause when students hear all the options for picture 1. Say *Choose. Grandpa, uncle or dad?* Listen to students' answers. Say *Yes, right, it's a grandpa. Circle a.*
- Ask students to work individually. Continue playing **TR: 2.2** making pauses each time for students to write the answer.
- Check as a class. Play **TR: 2.2** again if needed.
- **Extra challenge** Encourage students to choose the right option for each picture first. Then play **TR: 2.2** to check their answers.

Extension

- Point to the speech bubbles under the pictures. Read the yellow speech bubble *I've got a dad.* Nod your head to stress the positive meaning of the sentence. Then read the green speech bubble *I haven't got a sister.* Shake your head negatively. Turn to an individual student and ask *How about you?* Listen to the student's answers, make corrections if needed.

- Put students into pairs. Say *Tell your classmate about you.* Encourage students to tell their classmates about their family members using the structures *I've got... / I haven't got...* Then ask them to swap the roles. You can write down the structures on the board for extra support.
- Monitor their work by walking around, correct them if needed.

Script for TR: 2.2

1. *I've got a grandpa. His name is Marko. He's happy.*
2. *This isn't my cousin. I haven't got cousins. She's my sister.*
3. *This lady in a red dress isn't my aunt. I haven't got an aunt. This is my grandma Mariia.*
4. *This isn't my uncle. I haven't got an uncle. This is my dad Thomas.*

Answers: 1. a; 2. a; 3. b; 4. b

C

- Point to the girl on the left side of the page. Say *This is Amy. Is she happy?* (No, she is sad.) *Let's help Amy with the letters.* Trace your finger to picture 1, ask *What's this?* (igloo) *What's the first letter in igloo?* (i). *Write i next to 1.* Move on to the second picture, ask *What's this?* (jam) *What's the first letter in jam?* (j) *Write j next to 2.*
- Put students into pairs and ask them to continue with the activity. Monitor their work walking around the class. Check the answers as a class.

Answers: 1. Ii; 2. Jj; 3. Pp; 4. Ll; 5. Oo; 6. Nn; 7. Mm; 8. Kk

D

- Point to the picture and say *Look at the photo. What can you see?* (a boy) *What has the boy got?* (a yellow bus) *What's his name? Listen and say.*
- Ask students to follow the text silently while you are reading the text. Repeat the question *What's his name?* (Nick) *Find other names in the text.* (Robby and Milly) *Who's Robby?* (It's me) *Who's Milly?* (Robby's baby sister) *Who's Nick?* (Robby's brother)
- Ask students to read the text – one sentence for one student. You can ask the student who is reading to nominate another student who is going to read next. It will help them to stay focused.
- Point to the four sentences under the text. Say *Read and tick or cross.* Gesture as needed. Ask an individual student to read the first sentence. Ask *Yes or No?* (no) *Put a cross.*
- Encourage students to continue doing this activity individually. When they are ready, ask students to check their answers with a classmate first. Make corrections as needed. Then review as a class.
- **Extra challenge** Ask students to correct the wrong sentences.

Answers: 1. (X); 2. (✓); 3. (X); 4. (X)

Wrap Up

- Ask students to look at the photos from Activity A and tell the class about their relatives, using the structures *I've got ... , I haven't got ...*