



# 1

## Family and Friends



### Unit 1. 1a. Family and Friends

#### Objectives:

1. To review the immediate family members.
2. To introduce relatives/extended family members.
3. To acquaint the students with main characters.
4. To introduce Possessive case.

#### Vocabulary:

*Main vocabulary:* family membership: grandparents, parents, aunt, uncle, cousins.

*Accompanying vocabulary:* genie and other characters' names and characteristics.

#### Basic competences:

*Language competence:* students know and identify immediate/extended family members.

*Social and civic competences:* students cooperate to speak about genie's family and create similar situations to talk about their own families.

#### Materials used:

Video 1.1, 1.2, Student's Book 3, Workbook 3, Listening activity (audio exercises), Flashcards with family members vocabulary, Teacher's Resource Book 3 (optional)





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### Lesson 1a. Family and Friends

Student's book, page 6

#### Warm-up

Play the video 1.1 or listen to recordings with the immediate family members. Students repeat. Then ask the students and elicit their answers about family members' names e.g.

What's your mum's/dad's name? (before asking make sure the student has those family members you are inquiring).

#### Presentation / Meet

Teacher introduces new vocabulary using Video 1.2 animated resources. Teacher plays Video 1.2 SB p. 6 ex. 1.



1 Listen, point and repeat.

Students repeat in chorus. (in case video isn't available, Teacher uses flashcards and says the words, students repeat in chorus).

Introduce the main character, Kamal, the genie and his family. Make sure students understand corresponding relationships inside the family. If not, Teacher explains using examples from students' families (aunt – your mum's or dad's sister; uncle – your mum's or dad's brother; grandparents – your mum's or dad's parents etc.)



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Then Teacher holds up each flashcard in turn. Students say the words (Teacher helps the students if they fail to remember). Teacher asks and students answer:

- Who's this?
- **This is Kamal's aunt!**
- That's right! What's her name?
- **Kira.**
- And who's this?
- **This is Kamal's uncle!**
- That's wrong! This is Kamal's cousin.
- **What's his name?**
- Namir.

(Teacher asks students to remember Possessive case ('s). in case students find it difficult to recall the rule Teacher explains the rule using examples from the exercise 1.)

- Ask students to introduce their family members to class with phrases: "My parents' names are Olena and Petro".
- "My cousin's name is Toma" etc.

Students read ex. 2 and say Yes or No. Teacher checks the answers and corrects if necessary.

### 2

Watch the video and say **Yes** or **No**.

1 Mira is Kamal's sister.	4 Kira is Kamal's grandma.
2 Namir is Kamal's cousin.	5 Halim is Kamal's uncle.
3 Alifa is Kamal's mum.	6 Valid is Kamal's dad.



## Grammar

Teacher reminds students Possessive case and explains one more rule: Alex and Leila's robot.

Students look at the pictures **SB p. 7** Grammar time and read the examples.

Look and say.

Valid's lamp

Alex and Leila's robot

Teacher offers to do **ex. 2 p. 3 Workbook**. Teacher checks and corrects if necessary and **ex. 2 Teacher's Resource Book**

### 2 | Look and write.

1 Mum  
2 Dad  
3 Mum, baby  
4 Tom, Tim

doll  
scooter  
ice cream  
car

1 This is Peter's ice cream.

2 This is \_\_\_\_\_

3 This is \_\_\_\_\_

4 This is \_\_\_\_\_

This is Alifa's ring.

That is Kira's lamp.

### 3 | Look and choose.

1 This is my cousin / cousin's bike.

2 What is Tom / Tom's present?

3 My mum's / mum dress is very beautiful.

4 These are my aunt and uncle's / my aunt's and uncle's house.

5 Mira and Namir's / Mira's and Namir's dad is Zaman.

### 2 | Find and write.

1 Brad  
2 Rex  
3 Peter  
4 Molly / Polly

5 Willy  
6 Missy / Fred  
7 Paul  
8 Bueno

1 This is Brad's hat.

2 This is \_\_\_\_\_ bike.

3 This is \_\_\_\_\_ scooter.

4 This is \_\_\_\_\_ and \_\_\_\_\_ balloon.

5 This is \_\_\_\_\_ cap.

6 These are \_\_\_\_\_ and \_\_\_\_\_ ice cream.

7 This is \_\_\_\_\_ blue jacket.

8 This is \_\_\_\_\_ present.



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### Listening activities

Teacher plays recording 1 (SB p. 7 ex. 3)

**3** Listen, point and say.

1

Lia and May

2

Lily

3

Fred

4

Sam and Nora

1 This is Lia and May's dog.

2 These are Lily's           .

3 These are Nora and Sam's           .

4 This is Fred's           .

Teacher asks students to prepare crayons and to write numbers

**1 2 3 4** in their notebooks.

Students listen to the recording, look at **ex. 3** and draw a corresponding picture next to each number e.g.

- 1 – a picture of a dog
- 2 – strawberries
- 3 – umbrella
- 4 – blocks

Then students make up sentences in turn looking at the names in **ex. 3** and their drawing. Teacher shows flashcards from **ex. 3**, checks the answers and corrects if necessary.

Lia      Mia

Sam      Nora

Lily

Fred

### Speaking practice

Teacher asks students to look at **ex.4 p. 7 SB**

**4** Now, speak about Kamal's family. Start like this.

Salima and Halim  
are Kamal's  
grandparents.

Teacher gives an example and tells the class the description of Kamal's family:

*This is Kamal's family! Look! Halim and Salima are Kamal's grandparents. Valid and Alifa are Kamal's parents. Kira is Kamal's aunt and Zaman is Kamal's uncle. Look at Mira and Namir! They are Kamal's cousins.*

The following tasks can be suggested to consolidate the material.

1. Workbook p.4 ex 1 and p. 5 ex. 3



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**1a** Family and Friends

1 Look and write.

1 I am Kamal, the genie.

2 They are Kamal's p-----

3 She is Kamal's a-----

4 He is Kamal's u-----

5 They are Kamal's g-----

6 They are Kamal's c-----

4

**1a** Family and Friends

1 Look at Dan's family tree and fill in.

Hi! My name's Sofia and this is my family. Kate and Fred are my grandparents. Sally and Nick are my \_\_\_\_\_. Dan is my \_\_\_\_\_. Vikki is my \_\_\_\_\_ and Max is my \_\_\_\_\_. Nora and Dale are my \_\_\_\_\_ and Nora's \_\_\_\_\_ is Dale's \_\_\_\_\_. I love my family.

aunt sister grandparents parents brother uncle

4

2. Resource Book p. 4 ex. 1

**3** Look and choose.

1 This is my **cousin** / **cousin's** bike.

2 Where is **Tom** / **Tom's** present?

3 My **mum's** / **mum** dress is very beautiful.

4 Those are my **aunt and uncle's** / my **aunt's and uncle's** house.

5 **Mira and Namir's** / **Mira's and Namir** dad is Zaman.

That is Kira's lamp.

