Unit 4  My smaller family

About this unit
This unit deals with members of the pupils' immediate families. Pupils learn vocabulary associated with the family and talk about their own family using simple sentence structure. They learn the alphabet letter f. They learn how to use personal pronouns.

Lesson 1

Lesson aims
Pupils will:
- **Listening and speaking:** Learn how to describe family relationships; talk about their families; answer simple questions relating to a picture of a family.
- **Vocabulary:** Learn new words relating to family members.
- **Reading:** Listen to and repeat words about the family.

Resource
- Pupil’s Book.

Starting off

1. Teach pupils to sing *One big family* with actions.
   
   *I love you*
   *You love me*
   *We are one big family*
   *With a great big hug and a kiss from me to you*
   *Won’t you say you love me too?*

2. Ask pupils about their families and encourage everyone to say something they like about their families. They may use their home language if necessary. Be sensitive to those pupils who don’t have families or don’t live with their families.

Listening and speaking

(Pupil’s Book p. 18)

1. Ask pupils to turn to page 18 in their PB.
2. Tell pupils the picture shows a boy called Fela and his family. Ask, *How many people are in Fela’s family? Count the people* (six).
3. Explain that Fela is the boy in the blue shirt. Ask pupils to point to Fela. Name the other members of the family, as listed on page 18.
4. Point to a family member and ask individual pupils, *Who is this?* Encourage them to answer, *This is Fela’s big brother / big sister / little sister / father / mother.*
5. Give pupils several minutes, working in pairs, to tell each other about their own families.

Vocabulary

(Pupil’s Book p. 18)

Pupils will learn the following words and expressions in this lesson:

*father, mother, brother, sister*

*Who is this?*

*This is his / her _______.* (brother / sister / father / mother / other member of family).

*big brother / big sister*

*little brother / little sister*

*Count the ______._

*How many are there?*

Reading

(Pupil’s Book p. 18)

1. Point to the words in the boxes (father, mother, brother, sister).
2. Let pupils repeat after you.
3. Let pupils read the words while you point to them.

Extension

Ask several volunteers to talk about their families in front of the whole class. Home language may be used. You may want to paraphrase some of what each pupil says using simple English.
Lesson 2

Lesson aims

Pupils will:
- **Listening and speaking**: Sing a song; revise what they have learnt about members of the family.
- **Vocabulary**: Learn new words and expressions related to the family.
- **Reading**: Answer simple questions relating to pictures of family groups.
- **Writing**: Draw and label pictures; write the words of the members of the family.

Resource

- Pupil’s Book.

Listening and speaking

((Pupil’s Book p. 18))

1. Sing *One big family* with actions.
2. Revise the members of the family by referring to page 18 in the PB. Ask, *How many boys / girls are there? How many brothers / sisters does Fela have?*

Vocabulary

((Pupil’s Book p. 19))

Pupils will learn the following expressions in this lesson:
- *His / her name is _______.*
- *How many brothers / sisters does he / she have?*
- *How old is ______? What does he / she like to do?*
- *He / she likes to ______. What job does he / she have? He / she is a ______.*

Reading

((Pupil’s Book p. 19))

1. Read the pupils the text on page 19 of the PB.
2. Tell pupils to follow as you re-read the text on page 19. After each sentence pause and ask questions, for example, for Fela ask, *How old is ______? How many brothers and sisters does he have?*

And for his parents, ask, *What job does Fela’s mother have? What does Fela like doing with his family?*

Writing

(Pupil’s Book p. 18)

1. Ask pupils to draw themselves and their own families or the people they live with. Write the words *mother, father, brother, sister* on the chalkboard. Let those who can write, label their pictures. Help all pupils write their own names under their pictures.
2. Invite pupils to come up and show their pictures and talk about their families using, *This is my ______. His / her name is _______.* For siblings they might like to add, *He / she is ______ years old.*

Extension

Find an open space and let pupils mime how different members of their family (or community) walk, sit and talk. For example, grandmother might walk very slowly; father might talk in a gruff voice. Encourage them to have fun doing this and to say who they are.

Lesson 3

Lesson aims

Pupils will:
- **Listening and speaking**: Learn how to describe family relationships.
- **Vocabulary**: Revise words and expressions relating to the family.
- **Reading**: Answer simple questions relating to a text about a family.
- **Writing**: Colour in a picture in their Workbook.

Resources

- Pupil’s Book
- Workbook.
**Listening and speaking**  
*(Pupil’s Book p. 18)*

1. Revise the members of the family from page 18 in the PB. Ask individual pupils to point to the figures in the picture and say who each person is, for example, *This is Fela’s mother. This is his father.*
2. Ask pupils who did not get a chance in the previous lesson, to talk about their own families.

**Vocabulary**  
*(Pupil’s Book p. 18)*

Pupils will learn the following words and expressions in this lesson:  
*father, mother, brother, sister*  

Who is this?  
*This is his / her _______. (brother / sister / father / mother / other member of family)*  

big brother / big sister  
little brother / little sister  

Count the _______.  
*How many are there?*

**Reading**  
*(Pupil’s Book pp. 19 and 20)*

1. Tell pupils to follow as you re-read the text on page 19. Leave some words out and ask pupils to complete, for example, *Hello. I am _____.*
2. Ask pupils to turn to page 20 in their PB. Read the questions at the top of the page. Talk about the questions and let pupils answer.

**Writing**  
*(Pupil’s Book p. 18; Workbook p. 7)*

Ask pupils to turn to Worksheet 4 on page 7 in their WB. Give pupils time to colour in the picture in Exercise 1.

**Answers**  
*(Pupil’s Book p. 20)*

1. Fela  
2. six  
3. She is a doctor.  
4. He is a teacher.  
5. Yes, Fela loves his family.

**Lesson 4**

**Lesson aims**

Pupils will:  
- *Listening and speaking*: Learn the letter *f* and the sound associated with it.  
- *Vocabulary*: Learn new words beginning with the letter *f*.  
- *Reading*: Read simple sentences; listen to and repeat words and sentences.  
- *Writing*: Practise writing the letter *f*.

**Resources**

- Pupil’s Book  
- Workbook.

**Listening and speaking**  
*(Pupil’s Book p. 20)*

1. Explain that you are going to say some words that all start with the same sound. Ask pupils to listen to the words, and then tell you what sound they all begin with (e.g. fig, full, funny, fish, fall, fruit, friends, four, Fola).  
2. Once pupils have identified the sound that all the words begin with, ask them to say other words that begin with the same sound.

**Vocabulary**  
*(Pupil’s Book p. 20)*

Pupils will learn the following words in this lesson:  
*fruit, Fola, friends, fish, four*

**Reading**  
*(Pupil’s Book p. 20)*

1. Let pupils find the box at the bottom of page 20 in the PB.  
2. Ask them to follow with their fingers as you say the words and sentences. Repeat the words and sentences one at a time, asking pupils to repeat after you.  
3. Point at the pictures and let pupils say the word for each item.
4. Let pupils turn to page 21. Read the sentences at the top of the page and point at the picture.

5. Let pupils read the sentences by themselves.

**Writing**

*(Pupil's Book p. 20; Workbook p. 7)*

Ask pupils to turn to Worksheet 4 on page 7 in their WB. Explain to pupils what they need to do in order to complete this exercise. Give pupils time to complete the last exercise, which involves practising how to write the letters f and F. If pupils do not have their own copy of the WB, give them the dotted shapes to copy on a sheet of paper.

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**Lesson 5**

**Lesson aims**

Pupils will:
- *Listening and speaking:* Listen to and say sentences with pronouns.
- *Vocabulary:* Learn new words relating to different occupations.
- *Reading:* Repeat what you read to them.
- *Grammar:* Learn and practise the use of pronouns.
- *Writing:* Fill in the correct pronouns in sentences.

**Resources**

- Pupil’s Book
- Workbook.

**Listening and speaking**

*(Pupil's Book p. 21)*

1. Say, “I am a teacher.” Use gestures and body language to make the meaning of the pronoun “I” clear.

2. Say, “You are a boy.” Point to a boy in the class. Use gestures and body language to make the meaning of the pronoun you clear. Repeat with, “You are a girl”, pointing at a girl in the class.

3. Prompt pupils to say, “I am a girl” and “I am a boy”.

**Vocabulary** *(Pupil’s Book p. 21)*

Pupils will learn the following words in this lesson:
- nurse, lawyer, other words for other jobs

**Reading** *(Pupil’s Book p. 21)*

Read the sentences in the speech bubbles on page 21. Ask pupils to repeat after you.

**Grammar** *(Pupil’s Book p. 21)*

Explain the meaning of personal pronouns to the pupils and distinguish between different genders.

**Writing** *(Pupil’s Book p. 21; Workbook p.7)*

Ask pupils to turn to Worksheet 4 on page 7 in their WB. Explain to pupils what they need to do in order to complete the second exercise. They complete the sentences with the correct pronouns.

**Answers** *(Workbook p. 7)*

2. He is a man.
   She is a woman.
   She is a girl.