



Unit 6 Lesson 1

Vocabulary: mother, father, grandmother, grandfather, aunt, uncle **Grammar:** Is he / she your (mother)? Yes, she / he is. / No, he / she isn't.

Lesson outline

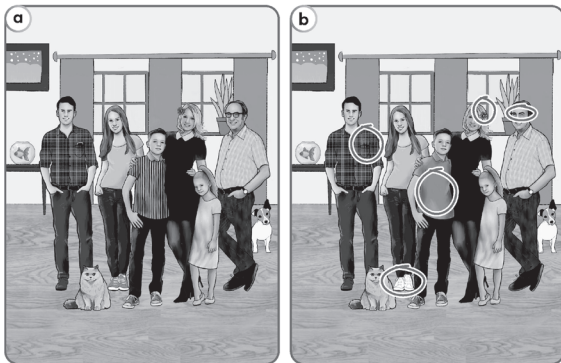
Photos of my family

Unit 6 Song

1 Watch the music video. Tick ✓ the people in Alex's family.



2 Find and circle 5 differences.



Fast finishers Find and circle the animals in activity 2. Say.



Unit 6 Song 21

- 5 min** 1 **Start the lesson:** review the Unit 5 language
- 3 min** 2 **Video introduction:** establish the Unit 6 topic of family and introduce the video sections for this lesson
- 10 min** 3 **Conversation practice:** ask a gist question, play the video and elicit the answer. Play the video again for pupils to watch more closely
- 10 min** 4 **Vocabulary presentation and game:** present the new words for family members using the flashcards and play a class game
- 5 min** 5 **Music video:** play the video, then play it again so pupils can join in with the actions
- 10 min** 6 **Song worksheet:** pupils complete the worksheet activities to practise recognition of the new family words in the song, ending with a self-evaluation task and an optional fast finisher activity
- 2 min** 7 **End the lesson:** review the family words with a class game, then say goodbye

- 1 Start the lesson:** Review the vocabulary from Unit 5 with some review from Units 9 and 10, too. Use the family flashcards for *brother, sister, cousin*. Introduce them and stick them on the board. Say e.g. *This is my cousin, Mark. This is my sister Lucy.* etc. Make a table on the board with the actions across the top, and the three people down the side. Then make statements with the actions words from Unit 5 (e.g. *He can swim.*) and invite pupils to come up and write a tick or a cross in the table.
- 2 Video introduction:** Explain that today on *The Planet Pop Show* Alice and Hugo will talk about photos of their family and what they look like, and then sing a song with Alex.
- 3 Conversation practice:** Before you play the video, ask children to watch and find out whose family we can see. Play the video and elicit the answer (Alex's). Tell pupils to watch the video again and listen more closely. After they have watched the video, pupils tell you what they can remember.
- 4 Vocabulary presentation and game:** Present the family vocabulary to the class using the flashcards and model pronunciation. Display the flashcards and say the words again. Children point to the correct flashcard. Play *Stop the bus!* Show a flashcard. Say a list of words from the family set, and pupils stop you when you reach the correct

word. In stronger class, remind the children that they already know some words for these people. Find the formal/informal equivalents in the pupil's language.

- 5 Music video:** Play the Unit 6 music video for children to enjoy. Ask the children whose family are in the video (Alex's). Then play the video again, encouraging participation with the dancing and actions.
- 6 Song worksheet:** 1 Pupils tick the people in Alex's family after watching the video. **Answers: tick pictures 1, 2, 4 and 6** 2 Pupils find 5 differences in the family picture **Answers: the flower in Mum's hair, the grandfather's glasses, the aunt's trainers, the uncle's mobile phone**

How do you feel? 😞 😐 😊 Pupils choose and colour a face according to how they feel about their work.

Fast finishers: Pupils look for the animals in activity 2 and circle them. They say the words.

- 7 End the lesson:** Do a *True or False* activity as a class. Display the flashcards on the board and make true and false statements about the appearance of the people. E.g. *This is my mother. She's got long hair.* Pupils identify the correct picture and say *Yes* or *No*. Help the pupils to correct the false statements. E.g. *She hasn't got long hair.*



Unit 6 Lesson 2

Vocabulary: mother, father, grandmother, grandfather, aunt, uncle **Grammar:** Is he / she your (mother)? Yes, she / he is. / No, he / she isn't.

Lesson outline

- 5 min** 1 **Start the lesson:** review the family words with the flashcards and play the music video
- 1 min** 2 **Video introduction:** introduce the video sections for this lesson
- 8 min** 3 **Pronunciation guide:** play the Pronunciation guide while showing the family flashcards. Play it two more times for pupils to practise the new vocabulary
- 10 min** 4 **Vocabulary game:** play a game to practise word recognition and pronunciation of the family words
- 8 min** 5 **Vocabulary rap:** play the rap, then play it again so pupils can join in. Play a class game with the rap
- 10 min** 6 **Vocabulary worksheet:** pupils complete the worksheet activities to practise reading and writing the new family words, ending with a self-evaluation activity and an optional fast finisher activity
- 3 min** 7 **End the lesson:** play the vocabulary rap, then say goodbye

Unit 6 Vocabulary

1 Read and match. Say. 4

mum father auntie grandpa grandmother

dad aunt grandfather grandma mother

2 Write the words on the family tree. 5

grandmother grandfather

uncle mother father aunt

me sister

How do you feel? Colour.

Fast finishers Draw your family tree.

Unit 6 Vocabulary

- 1 Start the lesson:** Play *My Tribe* to practise the new family words. Divide the class into six groups and give them a flashcard each. Say a vocab item, e.g. *aunt*. The group with that item stands up and sits down as quickly as possible. Repeat with the other items. Play the Unit 6 music video.
- 2 Video introduction:** Tell the class that today DJ Daniel is going to help them talk about family. Then they are going to say a rap with these words.
- 3 Pronunciation guide:** Play the Pronunciation guide while showing the family flashcards. Play the video again, pausing for pupils to focus on the words on the screen, listen for pronunciation and repeat. Display the flashcards and play the video again. Pause for children to repeat and point to the correct flashcards. Pause the video before the quiz and give pupils time to get ready.
- 4 Vocabulary game:** Play *Correct the Teacher's Mistake* to review the family words. Hold up a flashcard (e.g. uncle) and say e.g. *Look! It's my mother*. If the word and picture match, the children say *Yes*, if not, they say *No*. Encourage the children to correct the false statements asking *Who is it?* And modelling the response for them, *It's your ... (mother)*.
- 5 Vocabulary rap:** Play the Unit 6 vocabulary rap. Then play it again for the class to join in and repeat the words.

CLIL (Social Science): In L1, talk to the class about the concept of a family tree. Use the example on the worksheet to present the basic generational structure. Once pupils have got the idea, encourage them to make their own trees and decorate them with pictures of family members. Emphasise that all families are different, and encourage pupils to express the links in their tree as they see fit.

- 6 Vocabulary worksheet: 1** Pupils match the words with the same meanings. **Answers: Mum – Mother, Dad – Father, Auntie – Aunt, Grandpa – Grandfather, Grandma – Grandmother** (1 mark for each correct match) **2** Pupils write the words in the correct place on the family tree. **Answers: grandmother, grandfather, uncle, mother, father, aunt** (1 mark for each correct answer)

How do you feel? 😞 😊 😄 Pupils choose and colour a face according to how they feel about their work.

Fast finishers: Pupils draw their own family tree.

- 7 End the lesson:** Play the vocabulary rap, encouraging the class to join in and point to the flashcards, then say *Goodbye*.



Unit 6 Lesson 3

Vocabulary: mother, father, grandmother, grandfather, aunt, uncle **Grammar:** Is he / she your (mother)? Yes, she / he is. / No, he / she isn't.

Lesson outline

Unit 6 Grammar

1 Read and write 5

A: Is she your mother?
B: No, she isn't. My mother has got short hair. She's my aunt. She's got long hair.
A: Is he your father?
B: Yes, he is. He's got glasses.
A: Is he your grandfather?
B: No, he isn't. He's my uncle. He's got black hair. My grandfather is old. He's got white hair.

2 Read and write 3

1 Is she your mother? No, she isn't.

2 Is he your grandfather? Yes, he is.

3 Is he your uncle? No, he isn't.

4 Is she your mother? Yes, she is.

How do you feel? Colour.

Fast finishers Draw people in your family. Ask and answer with a friend.

Unit 6 Grammar 23

- 4 min** **1 Start the lesson:** review the family words with a game using the vocabulary rap
- 1 min** **2 Video introduction:** introduce the video sections for this lesson
- 6 min** **3 Grammar tutorial:** ask a gist question, play the video and elicit the answer. Play the video again for pupils to watch more closely
- 8 min** **4 Grammar presentation and game:** present the new grammar (*Is he / she your (mother)? Yes, she / he is. / No, he / she isn't.*) and play a class game
- 10 min** **5 Grammar worksheet:** pupils complete the worksheet activities to practise reading and writing the new grammar structure, including a self-evaluation activity and an optional fast finisher activity
- 10 min** **6 Karaoke:** play the music video, then play the karaoke version. Allow pupils to practise and join in
- 6 min** **7 End the lesson:** reflect on the pupils' achievements in Unit 6. Play the karaoke video and say goodbye

- 1 Start the lesson:** Divide the class into six groups and give each group a flashcard. Play the vocabulary rap. Groups stand up and dance when they hear their vocabulary item.
- 2 Video introduction:** Tell the class that today, they are going to hear Alice talking about how to ask and answer questions about people in our families. Then they are going to sing along to a karaoke video.
- 3 Grammar tutorial:** Before you play the video, ask the children to watch and tell you who is in Alice's pictures. Play the video and elicit the answer (aunt, grandfather, father, grandmother) Confirm and put the flashcards on the board. Play the video again, pausing to allow the children time to repeat Alice's sentences. Then do the quiz.
- 4 Grammar presentation and game:** Play *Three Questions*. Give six volunteers a flashcard each. The class has three attempts to guess which card each child holds. They can ask up to three questions e.g. *Is she your mother? Is he your uncle? Is she your aunt?* Keep score to keep it competitive. If they get it in three, the class get a point. The revealed identities are displayed on the board. If they don't guess, the volunteers get a point, and the card stays in the game.

- 5 Grammar worksheet:** **1** Pupils read the conversation and write the correct words next to the people in the picture. (1 mark for each correct label) **2** Pupils look at the pictures and labels then write the correct answer. **Answers: 1 No, she isn't. 2 Yes, he is. 3 No, he isn't. 4 Yes, she is.** (1 mark for each correct sentence)
- How do you feel?** Pupils choose and colour a face according to how they feel about their work.
- Fast finishers:** Pupils draw some pictures of people in their family and then work with a friend to ask 'Is she / he your...?' and reply.
- Formative assessment:** Use the pupils' Grammar worksheets to complete the Unit 6 evaluation grid.
- 6 Karaoke:** Play the Unit 6 music video to remind children of the song. Then play the karaoke version for children to watch. Play it again, breaking it down for children to practise. Repeat until the children feel confident, then play it in full for children to join in.
- 7 End the lesson:** Ask pupils to reflect on what they have learnt in Unit 6: they can say six words for family members, ask and answer questions about people in our families, do a rap and sing a song! Congratulate the children, and then play the karaoke video. Then say *Goodbye*.