Lesson 1: Family circles

Learner’s Book pages: 6–7
Activity Book pages: 4–5

Lesson objectives
Listening: Listen and match family members to the activities they do.
Speaking: Ask about family relationships, talk about similarities and differences.
Critical thinking: Think about where families are from and the differences within families; assess advantages and disadvantages of large and small families.

Language focus: Present simple, third person endings.
Vocabulary: family, grandma, grandpa, cousin, dad, mum, aunt, uncle, me; phrasal verbs: get on well, tell me off, take after, grow up, looks after; connecting words: whereas, both, too

Materials: Optional for Activity 4, bring in photos to illustrate the following phrasal verbs: a child who looks similar to (takes after) their parent, an adult looking after children, children playing happily (getting on well), etc.

Learner’s Book

Warm up
• Ask learners: Have you got a grandma? If the learner says yes, then ask: What’s her name?
• Ask questions about other family members:

  Teacher: Have you got a grandma? (or grandpa, cousin, (an) aunt, (an) uncle)?
  Learner: Yes, I have.
  Teacher: What’s her/his name?
  Learner: It’s …

• You could ask the class to raise their hands if they know the age of their grandfather/grandmother, then ask: How old is he/she?

1 Talk about it
• Tell the class they are going to talk about what people in their families do. Elicit some suggestions before focusing attention on the quotes. Read the second quote and then nominate learners and ask the questions: Does your mum help you with your homework? Is she really good at Maths?
• Use the other quotes to carry out an informal class survey. In order to involve as many learners as possible, tell learners to raise their hands when their mothers/fathers do the same.
• Critical thinking: Build on this by speaking about the other activities that family members do.

Answers
Learners’ own answers.

2 Talk
• If necessary, introduce and explain any new vocabulary. It might be worth highlighting variations in family terms: Grandmother, Grandma, Granny, etc. Also, if it comes up, explain that you use an initial capital letter with family names (e.g. Mum) if you are using it as a proper name. If you are referring to a person in a more generic way (e.g. John’s mum), you don’t need a capital at the beginning.
• If it will help, nominate learners and sketch their family trees on the board.
• Help learners make predictions from the content of their listening. Ask: What do you think she/he likes doing?

Answers
Learners’ own answers.

3 Listen
• Tell learners they are going to check their predictions from the previous activity. Check their understanding of the words in the box. Pre-teach the words if necessary.
• After you have listened to the text, check understanding by asking learners which activities each family member from the photos does.

Audioscript: Track 2

Interviewer: In today’s episode of ‘Global children’ we’re going to speak to Chao-xing from China.

Interviewer: Hi Chao-xing! Tell us about your family and where you are from.

Chao-xing: Hello, I’m from Shanghai, the largest city in China. I live with my family: my mum, my dad, my grandpa and my grandma in a small apartment.

Interviewer: Do you all get on well together?

Chao-xing: Yes we do. We do lots of things together although sometimes my mum tells me off for not tidying my room.

Interviewer: What time do you go to school?

Chao-xing: I go to school at 7.30 a.m. and I finish at 5.00 p.m.

Interviewer: What do you do in the evenings?

Chao-xing: After school I go to my extra-curricular violin class. I take after my dad because he plays the violin too. I’m not as good as he is, but I play quite well. When I grow up I’d like to be a violin teacher.

Interviewer: Do you enjoy living with your grandma and grandpa?