

# MODULE 2 My family

## UNIT 1

### Is this your mum?

#### Listening and vocabulary

##### Preparation

##### Activity 1

- Motivate the class. Move around and ask where you are. Stand in different places on the left or right and ask if it's the left or right of the class.
- Repeat "on the left/right" chorally and individually.
- Elicit the question "Where's the teacher?" for students to ask about you.

##### Activity 2

- Tell the students you want them to think of as many family members as they can.
- Put up two pictures on the board to create two categories, one male and one female, and elicit an example of each and ask the students to repeat it chorally.
- Elicit from the whole class what they know, asking where to write on the board.
- Tell them to look at the words in the box in Activity 1 and decide which category they go in.

#### Language point: Elicit

The verb "elicit" means to ask questions to encourage students to remember language they know. If they cannot or do not know something, it provides the perfect situation for teaching it. To elicit something from the students can also mean to ask for their ideas, as well as to call back or ask them for answers to their class work.

#### 1. Look at the picture. Talk about Tony's family.

- Tell the students to work in pairs, look at the words in the box and practise pronunciation

chorally. Ask them to find the people in the picture.

- Ask students to point to the people and make sentences. (e.g. This is Tony's father. These are Tony's parents.) Monitor as they work and help.
- Elicit some sentences from the whole class using open pairs.

#### 2. Listen and check (✓) in Activity 1 the people Tony mentions.

- Tell the students you will play the recording twice. Ask them to see if they can find the people in Tony's family in the picture.
- Pause afterwards for them to put a check (✓) next to the names of family members in the box who are mentioned. Check in pairs.
- Play again for the students to check their answers. Ask if they want to hear it again.
- Point and ask "Who's that?" to elicit the answers from the whole class.

#### Answers

- |                |                |                |
|----------------|----------------|----------------|
| 1. grandparent | 2. grandfather | 3. grandmother |
| 4. parent      | 5. uncle       | 6. aunt        |
| 7. sister      |                |                |

#### Tapescript

**Daming:** Is your family big, Tony?

**Tony:** Yes, it is. Look! This is a photo of my family. These are my grandparents. These are my two grandfathers and my two grandmothers. My mum's parents are on the left, and my dad's parents are on the right. These are my two uncles and this is my aunt.

**Daming:** Is this your sister?

**Tony:** Yes, this is my sister at the front. Her name's Linda.

#### 3. Listen and read.

- Find out what the students know about positions using prepositional words and phrases: next to, in front of, on the left, on the right.



- Bring three students to the front of the class and move them around. Ask where they are. Repeat the question and practise chorally, then ask a student in the class to ask about one of the three students. Do some open pairs.

- Then ask them about where different people in the class are.

- Now ask students to look at the picture of Tony's family in the book. Work in pairs and ask where people are. (e.g. Where's Tony's mother?)

- Elicit the answers from the whole class with students by asking and answering.

- Now, tell the students they are going to listen and read.

- Play the recording once to see if they are right. Check in pairs.

#### Now choose the correct answer.

- Tell the students to read the statements.

- Ask them to circle the correct answers and play the recording again.

- Ask them to check with a partner, then check the answers as a class.

#### Answers

1. sister 2. aunt 3. uncle 4. cousin

#### 4. Underline the correct words.

- Ask students to work in pairs. Tell them to read through the passage and choose the correct answers.

- Check answers by reading the passage aloud and pausing to allow the whole class to complete the sentences with the correct word.

#### Answers

1. right 2. left 3. in front of 4. brother

#### Pronunciation and speaking

##### 5. Listen and repeat.

- Explain that this activity focuses on some English sounds which are difficult to pronounce for Chinese speakers.

- Tell students to listen to the sounds and play the

recording once without stopping.

- Play the recording again and stop at the end of each line. Ask the class to repeat.

- Do the same again and ask individual students to repeat.

- Ask the students to practise the sounds in pairs: A says the sound and B the words, then B the next sound and A the words (Ping-Pong).

#### 6. Work in pairs. Show each other your family photo. Ask and answer questions about your family.

- Draw your family on the board with stick figures or circles for faces. It doesn't matter if you can't draw. Humour is memorable and gives the students confidence.

- Check "this", "that" and "these". Touch a picture of a woman, saying "Is this my father?" Then stand away and point at the same person and ask "Is that my father?" Then point a woman and man and ask "Are these my parents?"

- Ask them to point and give them permission to ask you who they are. Repeat the question chorally. (e.g. Is that your father?) Demonstrate the answer.

- Ask students to individually draw a picture of their family quickly. Set a time limit.

- Tell the students to work in pairs and ask each other about their families using their pictures. Remind them of "this", "that" and "these".

## UNIT 2

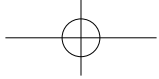
### These are my parents.

#### Reading and vocabulary

##### Preparation

- Draw a street on the board. Make picture cards of different workplaces. Stick them on the street. Ask students to discuss them in pairs or groups of three.

- Elicit and teach the names of the workplaces and repeat chorally.



- Point to the workplaces and ask where they are.
- Leave one place on the street. Give out all the other pictures to different students. Ask one of them to stand up, show the picture to the class and ask questions about it. (e.g. Where is the hospital?)
- The class tell him/her where to stick it on the street using: next to, on the right, on the left, in front of.
- Other students stand up and ask the class about where their workplaces are.

### 1. Label the places in the pictures with the words and expressions from the box.

- Read through the six names of workplaces in the box and have the students repeat them after you chorally.
- Pay attention to the stress. Exaggerate the pronunciation to help the students hear the stress.
- Make sure they understand what the names mean.
- Ask them to match the names and pictures individually, and then check with a partner, asking "What's this?/What's that?"
- Elicit answers from the whole class in sentences.

#### Answers

- a. hospital      b. bus station      c. theatre  
d. school      e. police station      f. hotel

### 2. Label the people in Activity 1 with the words and expressions from the box.

- Ask the students to read through the six names of jobs in the box, have them repeat the jobs after you.
- Make sure they understand what they mean.
- Ask them to label the jobs of the people in the pictures in Activity 1.

#### Answers

- a. nurses      b. bus driver      c. actor  
d. teacher      e. policeman      f. manager

### 3. Read the passage and write the letters of the pictures in Activity 1.

- Introduce "this is" "these are" by using simple classroom objects (e.g. book, pen, pencil, desk,

window).

- Hold up a book and say "This is a book." Tell students to hold up their books and repeat chorally. Hold up two or more books and ask them to do the same and say "These are books."
- Do this with several objects and then ask students to hold something up and say what it is.
- Ask the students to look at the pictures of the jobs again before they read the passage. Tell them they are the students' parents and ask them to guess which students in pairs/groups.
- Elicit their ideas and put them on the board.
- Tell students to read the passage quickly to see if they are right.
- Read out the six sentences and have the students repeat them after you.
- Ask the students to read the passage again, look at the pictures and match them with the sentences.
- When they have checked with a partner, elicit the answers from the whole class.

#### Answers

1. c 2. a 3. f 4. d 5. e 6. b

### 4. Complete the table.

- Ask the students to read the passages in Activity 3 again and fill in the table with the correct information.
- Check the answers with the whole class, then with individual students.

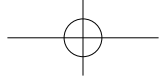
#### Answers

	Betty		Daming		Tony		Lingling	
Father	actor	theatre	policeman	police station	manager	hotel	bus driver	bus station
Mother	manager	theatre	nurse	hospital	English teacher	school	nurse	hospital

### Writing

#### 5. Look at this sentence.

- Go through the punctuation marks and capital letters in the sentence with the class, making sure they understand what is used, where and why.



### Now underline capital letters and full stops.

- Ask the students to underline the capital letters and full stops in the sentences individually, and then check in pairs.
- Ask the students to say which words always begin with capital letters (e.g. names of people, names of countries and nationalities, the word “I” and the first word in a sentence). Revise when a full stop is used, i.e. at the end of a sentence.

#### Answers

1. These American teachers are in China.
2. I’m Betty and I’m thirteen years old.
3. This is a photo of Ms Li.

### 6. Answer the questions. Write sentences.

- Read through the questions with the class and have the students repeat them.
- Ask them to look at Tony’s family picture again and ask how old his parents are.
- Practise possible ages.
- Students work in pairs to ask each other the questions, and then write answers about themselves individually.
- Students check their answers with their partner. Monitor as they talk.
- Elicit answers from the whole class using open pairs.

### Now check capital letters and full stops.

- Ask the students to work in pairs and check each other’s work for correct use of capital letters and full stops.

#### Possible answers

1. My father’s name is Mark.
2. He is a teacher.
3. My mother’s name is May.
4. She is a nurse.

#### Extension

- Put students in new pairs to ask and answer about the person they just talked to. (e.g. What’s his/her name?)

- Tell them to use the information to write sentences about the other students.

### Preparation for the next lesson

- Ask students to bring a family photo to the next lesson.

## UNIT 3

### Language in use

#### Language practice

##### Preparation

- Read through the sentences with the whole class and make sure that they understand the differences in meaning and use of the grammar points.
- Revise family vocabulary. Show the students your family picture, point to different members and ask them “Who’s this?/Who are they?” Students make guesses: That’s your son/daughter. Those are your parents.
- Repeat the questions chorally with “that” and tell a student to point and ask another about someone in your family. Use open pairs.
- Tell students to ask about the family using question forms from the box. Check whether they should use “this” or “that”, “these” or “those”.
- Then point to family members and have students ask about your family. (e.g. Is that Ms X’s/Mr Y’s son/daughter?)
- Personalise and put students in pairs to ask questions about their family photos.
- Tell them to point at different members to introduce their family and their partner can ask questions.

### 1. Look at the pictures and talk about the families.

- Pre-teach/check the job vocabulary: driver, farmer, policeman etc. Ask the question “What’s his job?” And the students repeat chorally and individually, “He’s a...”



- Introduce your family again and tell students their jobs.
- Tell the students to look at the pictures. Each student will introduce a person in one of the pictures by saying “This is... and this is his/her family. She/He is a(n)...”
- Point to one of the people and elicit an example of an introduction from the class.
- Put students in groups of three or four to ask about the pictures. Tell them to ask questions as in the preparation part.
- Ask students to introduce their person to the class.

#### Now write sentences about them.

- Tell the students to look at the examples. And then to re-read the information about Jack and Li Ming.
- Ask the students to write similar sentences individually. Monitor as they work.
- Students check in pairs, while two students come to the board to write about Jack and Li Ming.

#### Possible answers

This/That is Jack's family. His father's a farm worker and his mother's a teacher. His uncle's a bus driver.

This/That is Li Ming's family. His father's an actor and his mother's a manager. His aunt's a nurse.

#### 2. Look at the picture and complete the sentences with *this*, *that*, *these* or *those*.

- Tell the students to look at the picture and the position of the person speaking.
- Ask them to think about the meanings of “this”, “that”, “these”, “those” and complete the sentences individually.
- Ask the students to check with a partner.
- Elicit answers from the whole class.

#### Answers

1. These; This 2. That 3. that 4. those

#### 3. Write sentences.

- Tell the students to read the sentences first.
- Read each sentence aloud and the students repeat chorally. Then change the sentence using the student's name (e.g. Tony/Betty etc), “Tony's...”
- Demonstrate Ping-Pong. Student A reads Sentence 1, and Student B responds. Student B reads Sentence 2, and Student A responds.
- Tell the students to re-write the sentences using the students' names. Monitor as they work.
- Check answers with the class. Elicit or use open pairs.

#### Answers

1. Sarah's parents are teachers.
2. Wang Hui's parents are shop workers.
3. Daming's mother is a nurse.
4. Lingling's father is a bus driver.

#### 4. Match the words in Box A with the words in Box B.

- Revise possessives for “I” and “we” using the students and classroom.
- Call out a name (e.g. Tony) or member(s) of that person's family. Students call back the appropriate pronoun “he” or possessive word “his”. Demonstrate this.
- Ask the students to read the words in the boxes and match them individually and then ask them to check with a partner.
- Call back the answers from the whole class by calling out the pronouns and students replying with the matching possessive form.
- Alternatively, have word cards stuck on the board and groups of students go up together to match them.
- The whole class correct any mistakes.

#### Answers

he—his; I—my; it—its; she—her;  
they—their; we—our; you—your





### 5. Complete the passage with the correct form of the words from the box.

- Ask the students to read the passage and answer two questions, “Who are Amy’s friends?” and “Where are they from?”
- Tell them to read it again, fill in the spaces and cross out the words as they use them. Tell them if they are not sure of an answer to go on to the next sentence. Do the others and then go back.
- Elicit answers sentence by sentence from the class.

#### Answers

- |        |          |        |        |
|--------|----------|--------|--------|
| 1. my  | 2. Their | 3. His | 4. our |
| 5. Her | 6. He    | 7. She | 8. We  |

#### Around the world: Families

- Show a map of the world. Point to different places: Asia, Europe, Africa etc.
- Elicit, say and ask the students to repeat chorally.
- Look at the picture and discuss it with the whole class.

#### Culture box: World family trends

There are two basic types of families which are found around the world: the nuclear family and the extended family. The nuclear family consists of the father and mother living with their children on their own. The extended family consists of different members of the family living together — parents, the grandparents, great grandparents living with their brothers and sisters and all the children.

In many Western countries, the UK and North America, most families are nuclear families. In China many are extended families.

#### Module task: Writing about your family

### 6. Draw your family tree. Work in pairs. Talk about each other’s family.

- Show the students how a family tree works —

maybe draw a diagram of your family on the board as an example, writing the relationships in English (e.g. sister, aunt) next to their names.

- Give the students a piece of A3 paper to do this on, tell them to fold it and do it on the top half.
- Pair the students to talk about their family trees.
- Ask the class what questions they can ask each other and put them up on the board. Point to different people on your family tree. Have them repeat them.
- Tell the students to do the same.
- Ask the pairs to go into groups, hold their partners’ family tree and tell the group about his/her family.

### 7. Write about your family.

- Tell the students to write a paragraph about their own family individually.
- Alternatively, the group can write paragraphs about each other.
- As one student speaks, one writes on the paper with the family tree. The others help with spelling and punctuation.
- The next student speaks, another student writes and the others help.
- Display the writing with their family trees.

#### Possible answer

##### My family

My name is Wang Dong and I’m 13 years old. This is my family. My father’s name is Wang Kui and he is a teacher. My mother’s name is Li Mei and she is a nurse. My uncle is a doctor and my aunt is an actor. My cousin’s name is Wang Qian and she is ten years old. Our grandparents are farm workers. We are from Beijing.