

Vocabulary:

mother, father, sister, brother, baby brother

Structure:

Who's he/she?

He's/She's _____.

Review

1. Write the vocabulary from the previous theme on the board.
2. Have students read the words on the board.
3. Write the structure from the previous theme on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

A Listen, point and say.

This is my family.

1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

Track 64

1. B: Father.
2. B: Mother.
3. B: Sister.
4. B: Brother.
5. B: Baby brother.

B 1. Listen and read.

1. Now introduce the situation "Tom takes Alfie home..."
2. Have students call out the objects and people they can see.
3. Have students listen and read.

2. Listen and draw lines.

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and draw lines.
3. Play audio again and check answers as a whole class.

3. Practice the structure.

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

Track 65 - 66

Narrator: Tom takes Alfie home...

Narrator: Look at the pictures. Listen. There is one example.

1. Tom: Hey Alfie, look at some pictures.
Alfie: Oh Tom, who's he?
Tom: Oh, he's my father. He's Sam.
Narrator: Can you see the line? This is an example. Now listen and draw lines.
2. Alfie: Who's he, Tom?
Tom: He's my brother. He's Ben.
3. Alfie: Oh, who's she?
Tom: Ah, she's Mai's sister. She's Kim.
(Sound of the bell ringing)
Tom: Come on, Alfie. Let's meet the rest of my family.
Alfie: Sure, Tom!

STRUCTURE

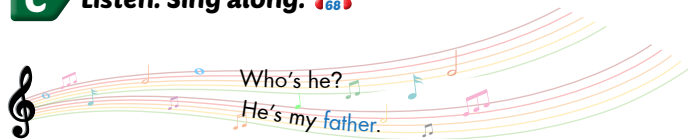
Who's **he**? He's my **father**. He's Sam.
Who's **she**? She's Kim's **mother**. She's Lan.

Who's = Who is
He's = He is
She's = She is

Track 67

- G: Who's he?
B: He's my father. He's Sam.
G: Who's she?
B: She's Kim's mother. She's Lan.

C Listen. Sing along.



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as the whole class.

Track 68

Who's he? mother, brother, sister,
He's my father. baby brother

4. Divide class into two groups. Group A: sing the questions; group B: sing the answers.
5. Swap roles and repeat.

Pronunciation tip

1. Focus attention on the example sentence, and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once, and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 69

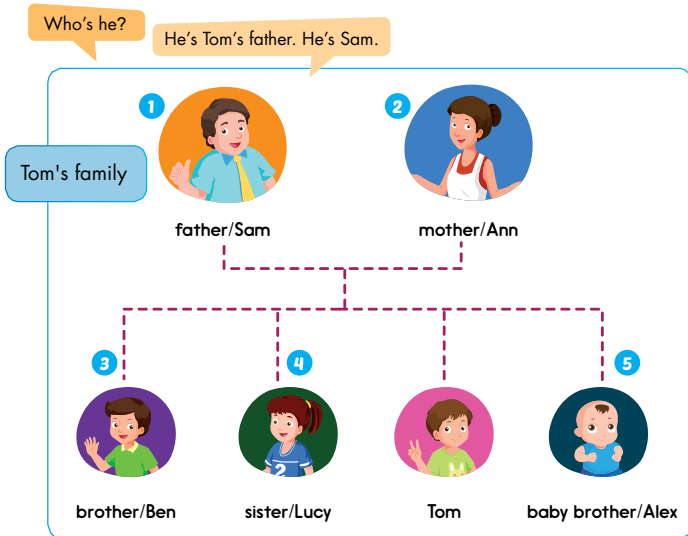
G: Who's he? Who's she?
B: Who's he? Who's she?
M: Who's he? Who's she?

PRONUNCIATION TIP

Intonation: Wh Questions

Who's he?
Who's she?

D Practice. Point, ask and answer.



Practice.

1. T: I say "Tom's brother. Ben." You say, "He's Tom's brother. He's Ben."
- T: I say "Tom's sister. Lucy." You say, "She's Tom's sister. She's Lucy." OK?
- T(to whole class): Tom's brother. Ben
- Whole class: He's Tom's brother. He's Ben.
- T(to whole class): Tom's sister. Lucy
- Whole class: She's Tom's sister. She's Lucy.

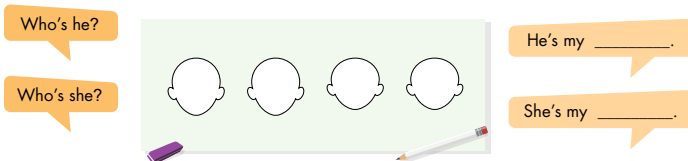
Continue whole class/group/individual drills, with:

- Tom's father/Sam.
- Tom's mother/Ann.
- Tom's baby brother/Alex.

Point, ask and answer.

2. Divide students into pairs.
3. Have student say e.g. "Who's he?" and have student B respond with "He's Tom's _____. He's _____."
4. Swap roles and repeat.
5. Afterwards, have some pairs demonstrate in front of the class.

E Draw faces. Talk about your family.



1. Have students draw the face of their family members.
2. Divide students into pairs.
3. Have student A look at student B's drawing and ask "Who's he/she?" and have student B answer "He's/She's my _____."
4. Swap roles and repeat.
5. Afterwards, have some students demonstrate.