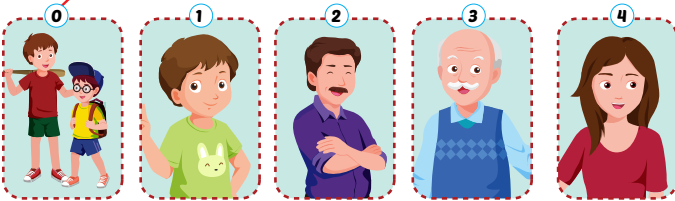


LISTENING Listen and draw lines.

Example

Jim Tom Sally Fred Paul



1. Play example audio and demonstrate drawing lines from the names to the people.
2. Play audio and have students draw lines from the names to the people.
3. Play audio again.
4. Play audio again and check answers as a whole class.

Track 91

Narrator: Look at the pictures. Listen. There is one example.
 B: Who's the tall boy?
 G: The tall boy?
 B: Yes. What's his name?
 G: Oh, he's Jim.
 Narrator: Can you see the line? This is an example. Now listen and draw lines.
 1. B: Who's the young boy?
 G: He's Tom.
 B: Sorry, who?
 G: His name is Tom.
 2. G: Who's the handsome man?
 B: He's Paul.
 G: Who?
 B: My uncle Paul.
 3. B: Who's the old man?
 G: The old man is my grandfather.
 B: What's his name?
 G: His name is Fred.
 4. B: Who's the pretty woman?
 G: Oh, she's Sally. She's very pretty.
 B: Sorry, what's her name?
 G: She's Sally.
 Narrator: Now listen again.

READING & WRITING Look at the pictures. Look at the letters. Write the words.

Example

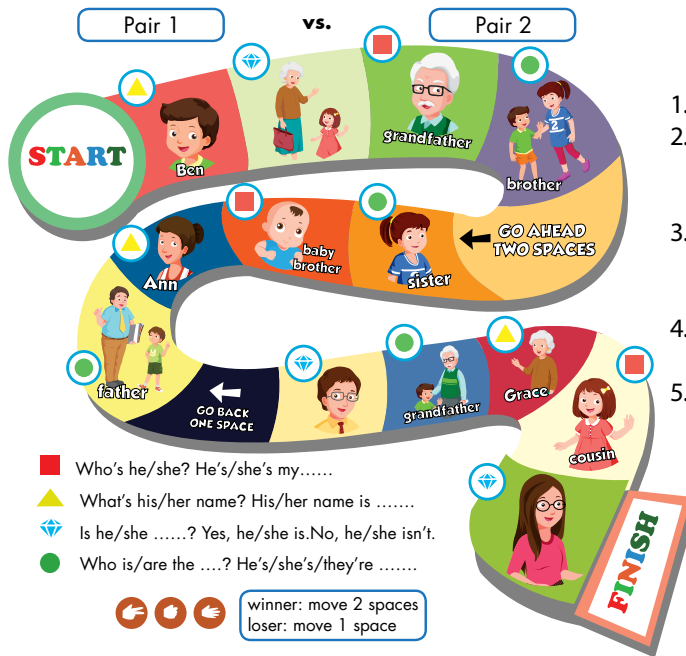
0		father	afreth
1			setsir
2			gdanrtehmo
3			sicnuo

1. Demonstrate the example on the board. Write the mixed up letters on the board, then write the word next to the letters, cross out each letter once they have been put in the correct order.
2. Have students individually look at the mixed up letters and the pictures of numbers. Have students spell the numbers in the spaces provided.
3. Check answers as a whole class.

SONG Turn to page 102. Listen. Sing along. 

1. Have students turn to page 102.
2. Read lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

GAME Play the "Board" game. Ask and answer.



1. Divide the class into groups of four, two students in each team.
2. Have teams play rock, paper, scissors. The winning team goes forward two spaces and the losing team goes forward one space.
3. Have students match the symbol to the structure and ask and answer or practice. (if the question or answer is incorrect, that team move back one space).
4. Swap roles and repeat until the game is finished. (Rock, paper, scissors is played each turn)
5. Before the end of the lesson, check the answers as a whole class.

I CAN...

- I can talk about people in my family and introduce them.
- I can talk about people I love.
- I can talk about how people look.



Go through "I can" statements with students, have them color the stars to represent their understanding.

- Talk about people in my family and introduce them.
- Talk about people I love.
- Talk about how people look.

'Can Do' statements

1. Read out the statements and give an example for each.
2. In pairs, have students give a few more examples of each function, then briefly practice.
3. Ask students to color one, two or three stars, to show how well they can perform the tasks.
 - ★ ★ ★ = Great!
 - ★ ★ ☆ = Ok
 - ★ ☆ ☆ = Needs more study

For students with two or fewer stars, recommend that they review the theme at home, or do the Workbook or Activity Multi-ROM (if they have it).