

The magic cat

Teacher's Notes

I love my family

Age: 6–8**Level:** Beginner**Length:** 45–60 minutes**Language outcome:** Vocabulary for family members; talking about families, e.g. *I have one sister. My sister is called Jess.***Materials and preparation:**

- the 'I love my family' video (played via onestopenglish or downloaded in advance of the lesson)
- the 'I love my family' PowerPoint
- one copy of Worksheets 1–4 per student
- pictures of your own family to show the students (optional)

Procedure

Before students enter the class

Display slide 1 of the PowerPoint presentation (Jess and Tom's families) on your class screen so learners can see it as they walk in the room.

Step 1: PowerPoint slides 1–10

- Take a moment to explain to your students what you'll be doing today. Point to the first slide and either introduce or reintroduce Jess and Tom ('This is Jess' or 'Who is this? This is Jess'). Get the students to guess who the other people around them might be (*their families*).
- If you've brought pictures of your own family members to class, show them to students and introduce/elicit their relationship to you. If you don't have pictures, go through slides 2–10 and show the images one by one, introducing the vocabulary. Drill each item, focusing on pronunciation.

Step 2: Slides 1 and 11, 'I love my family' video

- Point to slide 11, the picture of Jess and Tom looking sad. Ask the students, *How do Jess and Tom feel? (They feel sad)*. Explain that they feel sad because they miss their families.
- Play the video. Ask the following questions: *How many people are in Jess's family? How many people are in Tom's family?* Encourage students to guess; you could show slide 1 again and use this as an opportunity to practise counting, if your students have already learnt this vocabulary.
- Replay the video, encouraging students to join in and sing the family names.

Step 3: Worksheet 1

- Write the key family vocabulary on the board (*mother, father, brother, sister, grandmother, grandfather, auntie, uncle, cousins*).
- Hand out Worksheet 1. Get students to complete exercise 1, first tracing the words and then writing them freehand underneath.
- Monitor and support students as necessary, checking students have all copied the words correctly.

Step 4: Slides 12–13, Worksheet 2

- Show slide 12 and ask students if the people are all boys or all girls. Then elicit the names of the female family members.
- Repeat the above with slide 13, which shows the male family members.
- Hand out Worksheet 2. Now get students to complete exercise 2, matching up the pairs of male and female family members. Monitor and support as necessary.
- Check answers as a class.

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Key

uncle/auntie
grandfather/grandmother
brother/sister
father/mother

Step 5: Slide 14, Worksheet 3

- Show slide 14, the picture of Puzzleberry. Ask students if they think Puzzleberry has a family, and, if so, what family members he has.
- Hand out Worksheet 3. Read through the instructions to exercise 3 as a class, asking comprehension questions to check students' understanding (e.g. *How many brothers does he have? How many mothers does he have?* and so on).
- Students draw a picture of the members of Puzzleberry's family. Monitor and support as necessary.

Step 6: Slide 15, pictures of your own family, Worksheet 4

- Show slide 15 and explain that it shows Tom's family – explain the different groupings.
- If you've brought your own family pictures, now show them, divided into similar groupings. Model the language, e.g. *My name is Sarah. I have one sister. My sister is called Rosie. I have one grandfather. He is called Jack.* Point to the pictures of your family members as you do so.
- If you haven't brought in your own pictures, you could introduce yourself as Jess or Tom and use their family pictures, modelling the language as above but making up your own names for their relations.
- Hand out Worksheet 4. Students now draw their own family members. Encourage them to write the appropriate vocabulary under each picture (e.g. *my sister*).
- In pairs or groups, students present their families to each other.
- Call on one or two strong students to present their families to the whole class.
- Display completed family pictures around the classroom.

Step 7: Game

- This is a game to check students' comprehension of the vocabulary from this lesson. Ask students to sit on chairs in a circle.
- Tell students that you will give them an instruction, starting with: *Swap chairs if you have ...*, e.g. *Swap chairs if you have one brother.* All the students who can identify with the instruction should quickly swap chairs. Add one or two 'funny' instructions (e.g. *Swap chairs if you have 20 sisters*) as well as ones in which the whole class swap chairs (e.g. *Swap chairs if you have a mother*).
- Play the game as above a few times until students get the hang of it.
- Now take away one chair. Play the game again, but this time the last student to swap chairs will be left standing. They have to call out the next instruction.
- Be careful: this game can get very lively!

Step 8: 'I love my family' video

- Play the song a final time so students can sing along.
- You could get the students to just do the parts of the song that have words on the screen, or more if they are enthusiastic. The lyrics to the whole song are included on the final page of these teacher's notes, for your reference.
- If you are following the story through the song videos then this would be a good point to ask the class what they think will happen next to Jess and Tom. They will find out in the next lesson!

Homework / Extra activity: My magic cat passport

If you're following the whole series of song videos, ask students to complete the 'Family' section of their passport, either in class or for homework. As an extension to this lesson, you could suggest that the students bring in a family photo to the next class to either tell their classmates or a partner about their own families. This would be a good way of practising the vocabulary learnt in this lesson.