



The family at home

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the extended family words: *aunt, uncle, cousin, daughter, son, parent, granddaughter, grandson, grandparent, grown-up*.
- For Activity 1, learners work on their own or in pairs to look at the family tree and complete the sentences about Zak's family.
- For Activity 2, learners check their answers in pairs, asking and answering questions as in the example.

Key: 1 2 grandparents 3 daughter 4 son
5 cousin 6 granddaughter 7 grandson
8 aunt 9 parents 10 grown-ups

Optional follow-up activity (reinforcement):

Revise the family words from Level 1 with the class, using the family tree: *brother, dad, family, father, grandfather, grandma, grandmother, grandpa, mother, mum, sister*. Learners use the words to write five short sentences about Zak's family. Four of the sentences should be true and one should be false. They swap sentences and write *Yes* or *No*.

Grammar 1

Using the worksheet

- This worksheet provides practice of making comparisons using short adjectives with *-er/-ier*.
- Revise the animal words from Level 1 using the pictures. Learners work in pairs. They cut out the pictures to make animal cards and spread them out face down.
- One of the learners turns over two cards and makes sentences comparing the two animals. They score one point per sentence. If they can make at least one sentence, they keep the cards. If not, they put them back.
- The next learner does the same. The game finishes when there are no cards left face down.
- You may like to ask learners to write down the sentences that they made at the end of the game. They use their paired cards to help.

Optional follow-up activity (reinforcement):

One of the learners chooses one of the animals on the cards. The others have to guess which animal it is by asking questions, e.g. *Is it bigger than a horse?*

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core new home vocabulary: *upstairs, downstairs, floor, lift, stairs, basement, balcony, roof, inside, outside, first, second, third*.
- Learners work on their own or in pairs to do the crossword.

Key: 2 downstairs 3 first floor 4 balcony
5 basement 6 roof 7 third floor 8 lift
9 upstairs 10 stairs 11 inside

Optional follow-up activity (extension):

Learners draw and label a picture of their dream home.

Grammar 2

Using the worksheet

- This worksheet provides practice of talking about possessions using possessive adjectives: *mine, yours, his, hers, our, theirs*.
- Learners work on their own to look at the pictures and read the short dialogues. They circle the best answer in each one.
- Check answers with the whole class by reading out the questions and asking learners to say the answers.

Key: 2 C 3 B 4 A 5 C 6 B

Optional follow-up activity (extension):

Learners work in pairs to learn and act out the dialogues.

Skills 1: Reading

Using the worksheet

- This activity requires learners to read for specific information and to decide if some sentences about a picture are true or false.
- Learners look at the picture. Ask them to talk about what they can see and revise the key vocabulary.
- Learners read the sentences and write *yes* or *no*.

Key: 2 no 3 yes 4 no 5 yes 6 no

Optional follow-up activity (extension):

Ask learners to bring a photo of their family to class. They label the people in the photo and write sentences about them as in the activity. They can use the sentences to help them.

Skills 2: Writing

Using the worksheet

- For this worksheet, learners draw or stick in a picture of themselves with some of their family members, and then answer some questions about them. They present their families to the class.
- For Activity 1, learners work on their own to draw a picture of their family (themselves with some other family members). Alternatively, they can use a photo. They draw labels and write the names and the family relationships, then answer the questions.
- For Activity 2, learners write sentences comparing the people in their pictures.
- For Activity 3, learners show their family pictures and talk about them. They can work in pairs, in small groups or with the whole class.

Optional follow-up activity (reinforcement):

Learners write short texts to describe their pictures. You can use their pictures and texts in a class display.

mission Stage 1:

Learners will create a family and draw their family home.

- Learners work in groups of six. They create an imaginary family, with grandparents, mum and dad, and two children. They cut out the outlines of the family members. They draw and colour in details.
- Learners visit a 'cousin' in another family group and talk about their appearance, making comparisons, e.g. *Your brother is shorter than me. My mum's hair is curlier than yours.*

mission Stage 2:

- In their family group again, learners invent and draw their imaginary home. They decide if they live in a house or a flat, how many floors it has, and how many bedrooms and bathrooms. Then they invite a 'cousin' from another group to their home. They compare their two houses, e.g. *Our house is smaller than yours, but my bedroom is bigger than your brother's.*

Culture

Using the worksheet

- For Activity 1, learners look at the homes in the photos. They listen, read and repeat the sentences. Ask learners to guess which countries the homes are in.

Track 6

- 1 Spanish boy: I live in a cave.
- 2 British girl: I live in a houseboat.
- 3 American boy: I live in a trailer.

- Tell learners where the three homes are (in Spain, the UK and the USA). Ask if they guessed correctly.
- For Activity 2, tell learners to read the blog quickly and to put up their hands as soon as they know the answer.
- For Activity 3, learners work on their own. They read the sentences and then read the blog again and write. With classes that need more support, you may prefer to do the activity with the class as a whole. Check answers.
- Ask learners to guess the meaning of the following words and phrases from the blog: *it looks small, come to visit, think, share, hot, cold.*

Key: 1 1 Spain 2 United Kingdom 3 the United States

2 1 – the cave house

3 1 cave 2 bedrooms / bathrooms 3 big / small 4 brother

Optional follow-up activity (extension):

Learners use the blog as a model to write a blog about their own homes. Provide a writing frame for them to follow:

I live in ...

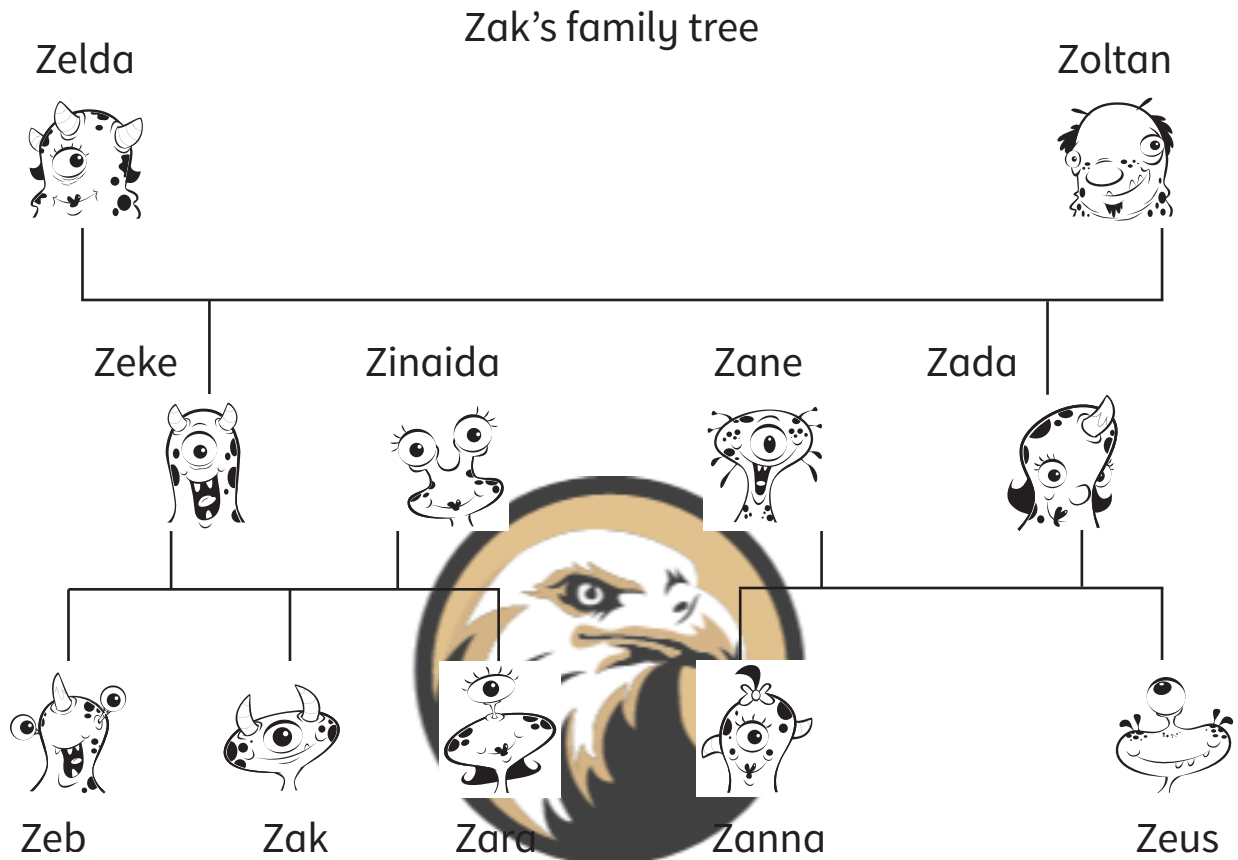
I live with ...

My home has got ...

My favourite room is ... because ...

4 Vocabulary 1

1 Look. Then read and complete.



aunt cousin daughter granddaughter grandparents
grandson grown-ups parents son uncle

- | | | | |
|---|---------------------------------|----|---|
| 1 | Zane is Zak's _____. | 6 | Zanna is Zoltan's _____. |
| 2 | Zelda and Zoltan are his _____. | 7 | Zeus is Zoltan's _____. |
| 3 | Zada is Zelda's _____. | 8 | Zada is Zak's _____. |
| 4 | Zak is Zinaida's _____. | 9 | Zeke and Zinaida are Zak's _____. |
| 5 | Zak is Zanna's _____. | 10 | Zoltan, Zeke, Zinaida, Zada and Zane are _____. |

2 Ask and answer with a partner.

Who is Zak's uncle?

Zane.

4 Grammar 1

Cut out the animals and play a game.

An elephant is fatter than a giraffe.

A giraffe is taller than an elephant.

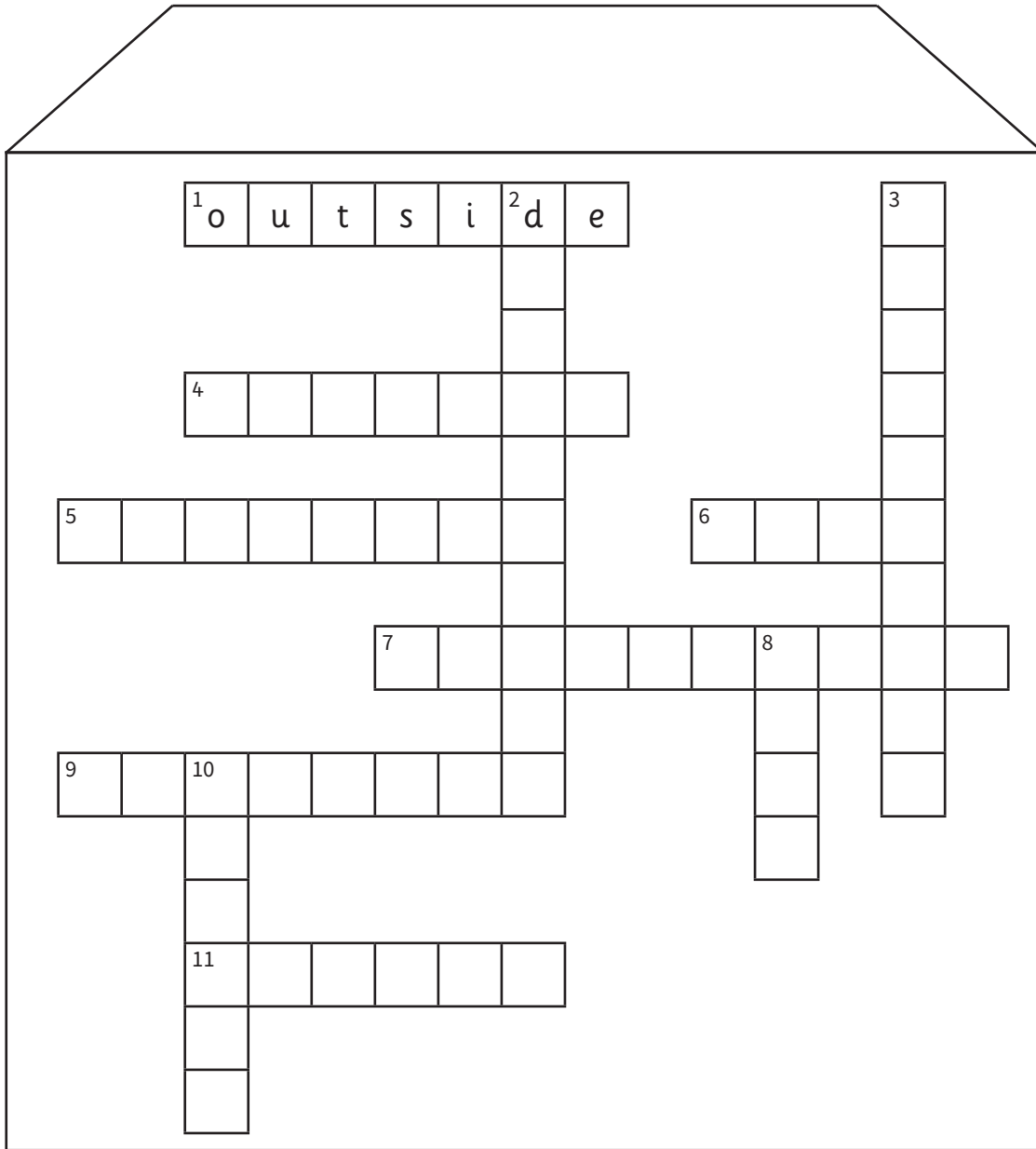
A giraffe has got longer legs than an elephant.



4

Vocabulary 2

Look and write.



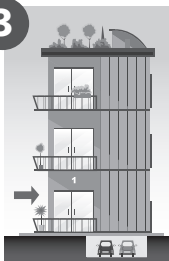
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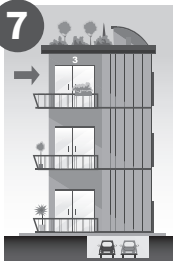
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10



11



4 Grammar 2

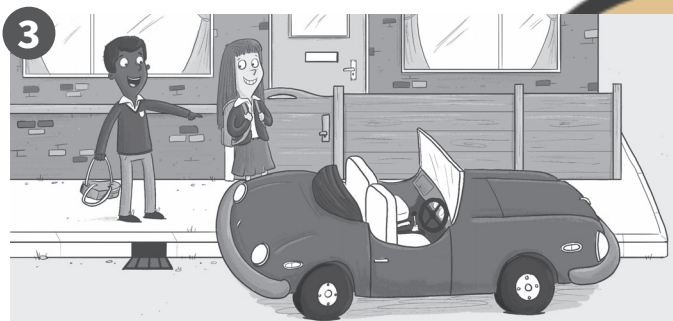
Read and choose the best answer.



Jack: Whose dog is that?
Sarah: A He's nice.
 B He's mine.
 C It's a big dog.



Laura: Is this your pencil?
Tom: A It's bigger than his.
 B My pencil is longer than hers.
 C No, it isn't. It's yours.



Sam: Wow! I love that car!
Sophie: A Yes, I am.
 B It's ours. It's new.
 C It isn't hers.



Julia: Are those your mum's shoes?
 They're very big for you.
Lily: A Yes, they're hers.
 B Yes, they're his.
 C They're smaller than mine.



Charlie: Oh, no! I can't find my boots.
Peter: A This is mine.
 B They're black.
 C Here you are. These are yours.



Fred: Is your sister's hair longer than yours?
Daisy: A Yes, my hair is shorter than his.
 B Yes, but my hair is curlier than hers.
 C No. It's longer than mine.

4 Skills 1: Reading

Look and read. Write *yes* or *no*.

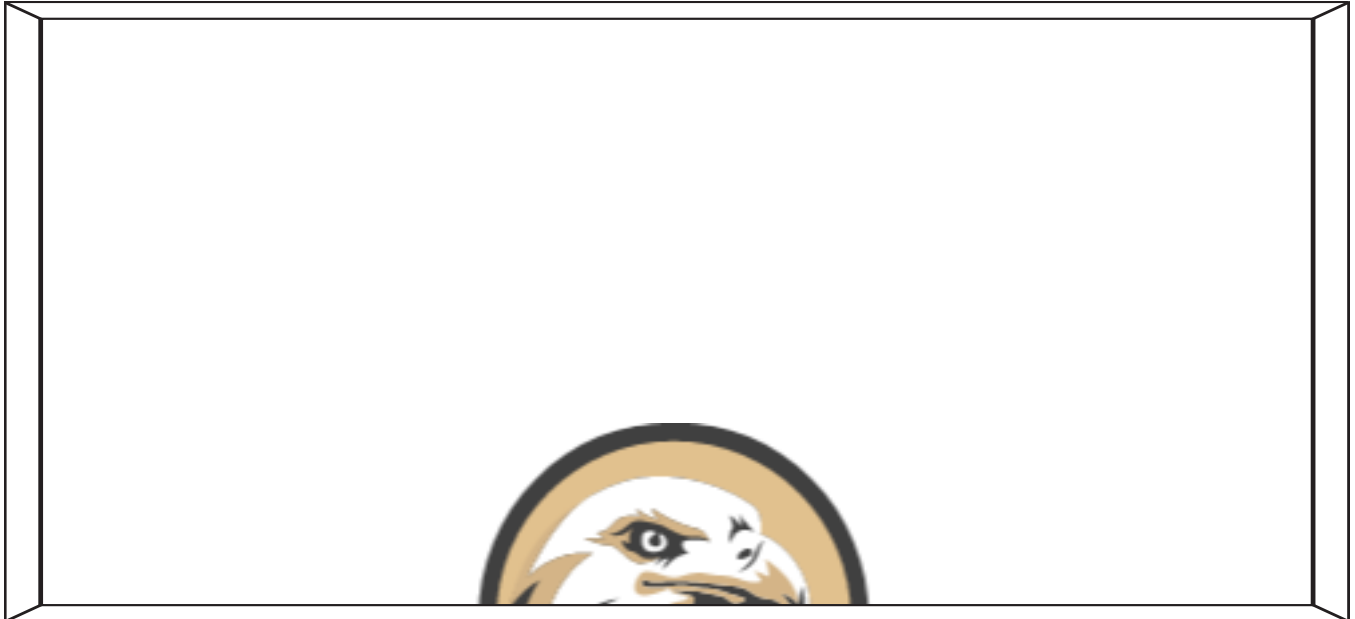


Kate's family

- 1 There are four grown-ups in the picture. yes
- 2 Kate's grandfather is taller than her father. _____
- 3 Kate's mother has got longer hair than her father. _____
- 4 Kate is shorter than her brother. _____
- 5 Kate's dog has got bigger ears than her cat. _____
- 6 Kate's grandparents are standing in front of her parents. _____

4 Skills 2: Writing

- 1 Draw or stick a photo of you and some of your family here. Label it and then answer the questions.



- 1 Where are you? _____
- 2 What are you doing? _____

- 2 Compare the people in the picture.

I'm taller than my sister and my brother.
My sister is shorter than my brother.

- 1 tall / short _____

- 2 hair _____

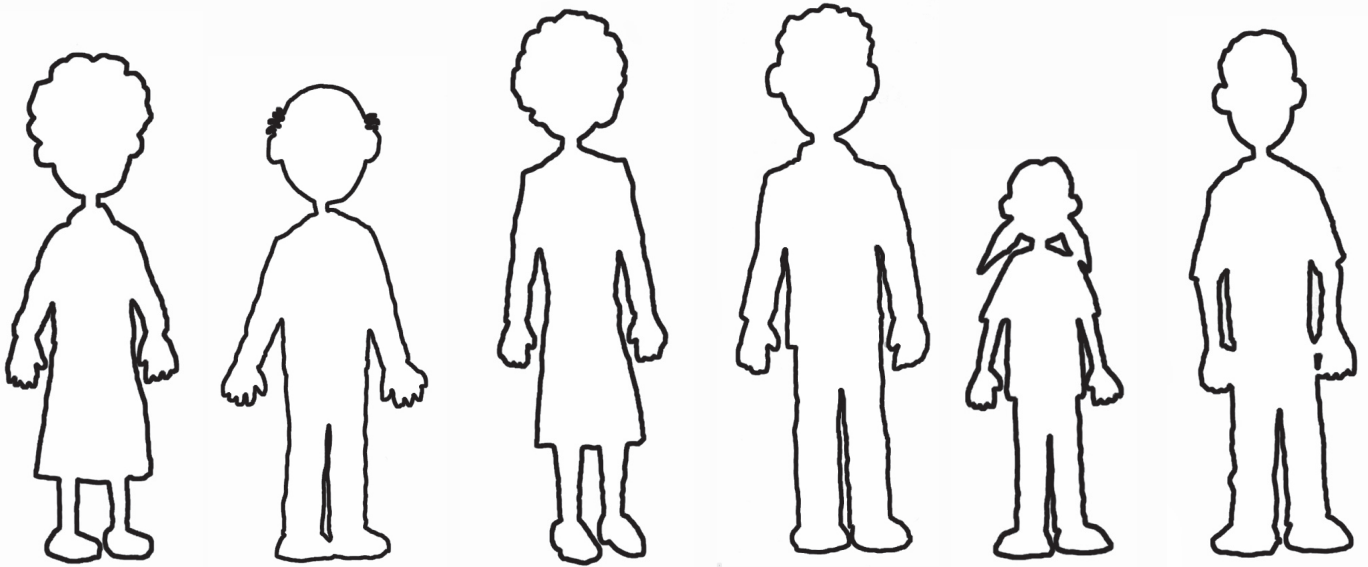
- 3 thin / fat _____

- 3 Talk about your picture.

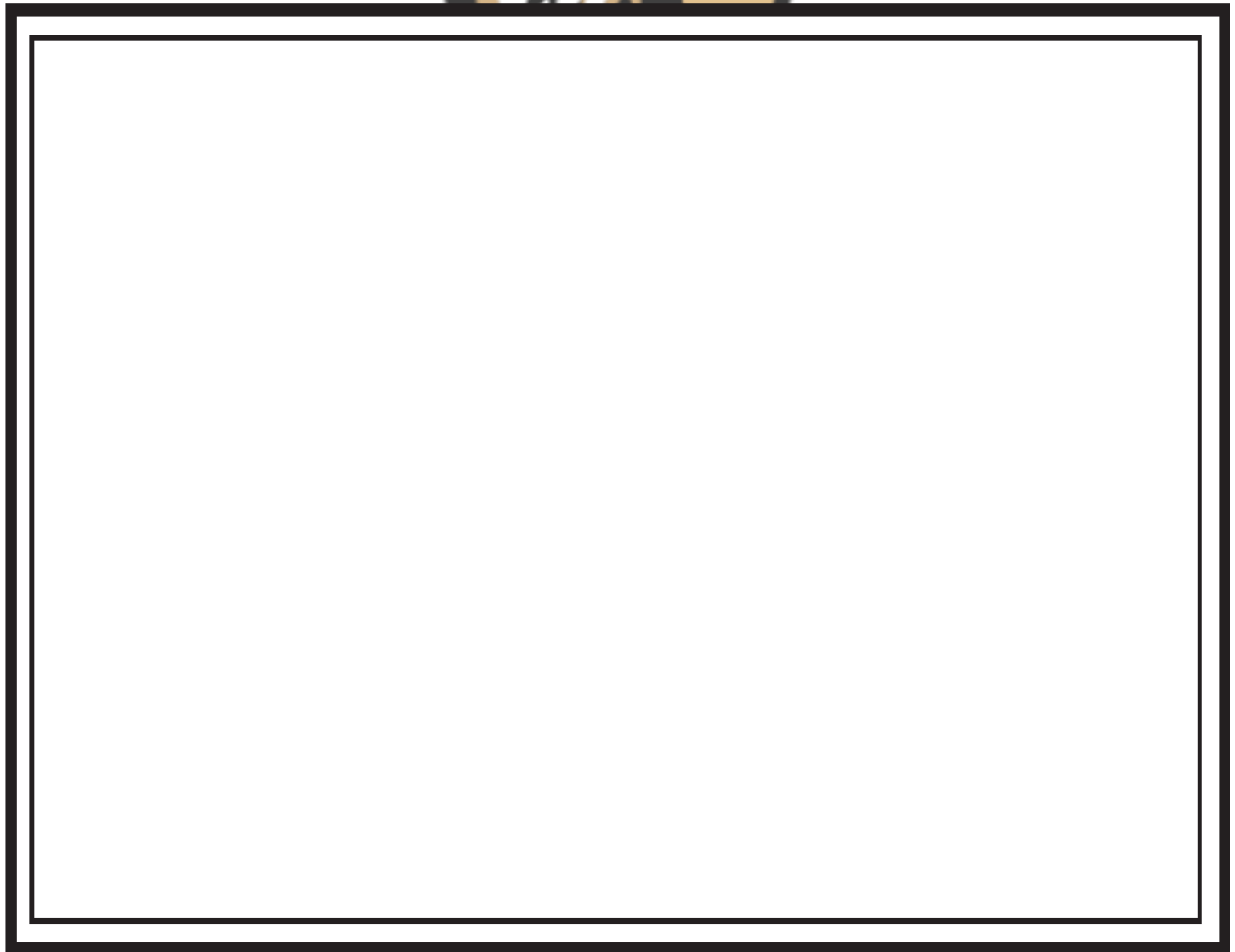
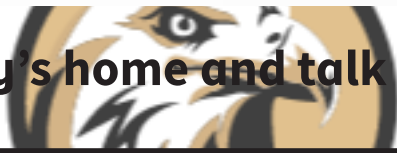
In the picture you can see my brother, my sister and me.
We're at home in the living room.

4 mission Stages 1 and 2

1 Make a family. Then talk to your cousin.



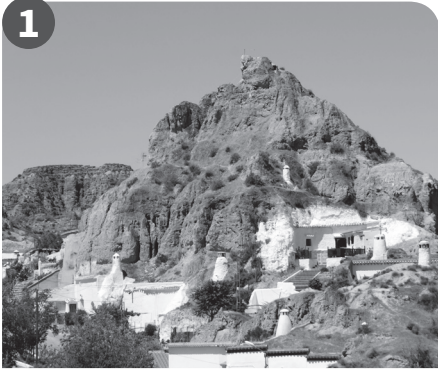
2 Draw your family's home and talk to your cousin.



4 Culture

My home

1  **Listen and say. Where do you think these homes are?**



cave







houseboat



trailer

2 **Read the blog quickly. Which is Pablo's home?**

Welcome to our school blog

 
 sign out
 search

Hi! My name's Pablo and this is a photo of my house. It's in Guadix in Spain. I live there with my grandmother, my brother and sister, my parents and our cat.

The outside of my house is white and it looks small. When our friends come to visit, it's bigger than they think. The kitchen, the living room and a bathroom are downstairs. There are three bedrooms and another bathroom upstairs. I share my room with my brother and sister. It's a big room with a small window.

We've got a television in the living room and we've got a computer in our room. My parents like watching films and my brother and I like playing video games.

Many people in Guadix live in cave houses. They're great because they are never very cold or very hot.

– Pab_lo

3 **Read the blog again. Complete the sentences.**

- 1 Pablo is from Spain. He lives in a _____.
- 2 There are three _____ and two _____ in his house.
- 3 His bedroom is _____ with a _____ window.
- 4 He likes playing video games with his _____.