







Speaking and listening (Dialogue 2)

Ask learners to put a personal item in a bag, e.g. keys, pen, phone etc. Drill each item as it goes in. When everyone has put an item in, learners take turns to do a lucky dip and guess the owner. Model/drill, e.g. *Amina - it's her pen. Sami - it's his phone.* Check understanding and/or teach the male/female pronouns.

Extend to showing photos of your family and saying *This is my sister/brother/friend, he's 35.*

Hand out **Resource 5: Number cards** (and other numbers as relevant for your learners). Check understanding of numbers and pronunciation.

Show **Resource 4: Images (Amina and Ali)**

Literacy and phonics

Reading

Using the transcript, learners listen and follow the text.

Use choral, paired and independent reading techniques.

Create gap fill activities from transcripts for learners to fill in (or copy/stick in). Remove key words such as family members.

Use **Resource 5: Number cards** – learners match numbers to objects/people's

Learning to learn

Write or stick images and words in vocabulary books.

Differentiation and extension ideas

After Activity 1, introduce other phrases for learners to react to photos of family and friends, e.g. *He's really cute! Beautiful!* Emphasise the intonation (rising/falling) to show surprise and pleasure.

Practise: *How many boys/girls?* Drill, then learners ask and answer: How many ... have ~~write~~

Unit review



In your next lesson, and before you start a new topic, here are some ideas to help you review and recap language learning from this unit:

- Review numbers, key vocabulary and phrases.
- Ask one or two learners to show a photo and talk about a member of their family (or friend).
- Ask learners to recap one of the dialogues from memory.



Dialogue 1

A	
B	
A	
B	
A	
B	













