SONG ACTIVITY – WE ARE FAMILY

by Ice Age 4 Cast

Name:                                                                                             Group:              Date:       /      /

1. What feelings do you most connect with family?

<table>
<thead>
<tr>
<th>FRIENDSHIP</th>
<th>PARTNERSHIP</th>
<th>CARE</th>
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<tbody>
<tr>
<td>LOVE</td>
<td>DEDICATION</td>
<td>INTEGRATION</td>
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2. In pairs, talk about these questions.

a. How close you are to your family (parents, brother/s, sister/s etc.)? Why is that?
b. Do you know any perfect families? Why are (or aren’t) they perfect?
c. Do you consider yourself a lucky person in terms of family? Why?
d. Do you think people talk about non-traditional families? What do they say? Why is that?
e. What do you consider the main characteristic of a home?
f. What makes a family strong?
g. How is it an extraordinary family?

3. Listen to the song “We Are Family”, by the cast of Ice Age 4 and complete each line with the words from the box.


a. We are, we are not an _______________ family
b. So we don’t matter what it looks like, we look _______________ to me
c. Cause we are, we are _______________
d. So what? We don’t _______________, we don’t _______________
e. We don’t _______________, we don’t _______________ like you do
f. Cause we come from _______________ searching for ones to _______________
g. We are, we are close as _______________ can be
h. They can keep on _______________, it don’t matter to me
i. Ok, so the _______________ in our chains make us _______________
j. But really they make us _______________
k. And no one would replace not a thing... _______________ or _______________
l. Somehow we found it _______________, we found us a _______________
m. But we can all _______________ that we are, we are close as close can _______________
n. We got every kind of _______________; we’re so _______________ indeed
o. We are, we are _______________

4. In the song they say We are not an ordinary family. What does it mean?

a. They are the kind of family we see everywhere.
b. They are different from regular families.

5. How can you describe your own family?

6. Think about your family and draw your family tree. Remember the vocabulary related to family members and write it.
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TEACHER’S NOTES

Target audience (age): Ensino Fundamental 2.  
Aim: working with vocabulary related to family, exploring the comprehension of the lyrics which mention characteristics of families.  
Duration: 50 min.  
Organization: individual work or in groups (teacher’s choice).  
Material: worksheets and song “We are family” [3min08s]  
http://www.youtube.com/watch?v=QRSbITNmRIM.  
Preparation: make copies of the worksheet (1 per student) and check the website with the song.  
Procedure:  
Pre-listening (activities 1 and 2)  
• Warm up students by reminding them of the celebration of International Family Day on May 15th. Allow some time for students to talk about what comes to their minds when the word family is mentioned.  
• Hand out the worksheet.  
• 1. Ask students to choose two or three words they most relate to family. Answers may vary.  
• 2. Ask students to talk about the questions with a classmate. If necessary, they can use L1 and search words in a dictionary.  

Listening (activity 3)  
• 3. Before doing activity 3, ask students to read the sentences so they get familiar with them.  
• Play the song at least two times so students can identify the correct words and write them in the provided spaces.  
• Let students compare their answers with a partner. Check answers with the whole class: a. ordinary; b. perfect; c. family; d. look / act; e. walk / talk; f. everywhere / care; g. close; h. talking; i. links / strange; j. stronger; k. Mother / father; l. here / home; m. agree / be; n. love / lucky; o. family  

After listening (activities 4, 5 and 6)  
• 4. Ask students to check the meaning of the main line from the song. Check their answer: b.  
• 5. Allow some time for students to share their ideas in groups. Encourage them to use the new vocabulary when possible. Answers may vary.  
• 6. Have students draw their own family tree. Before actually doing the activity, elicit the vocabulary related to family members, such as aunt, uncle, father/dad, mother/mom, grandmother, cousin, stepsister, stepbrother, stepmother, stepfather, half-brother, half-sister and others. Answers may vary.  
• Suggestion: students can draw their family tree on a poster, using different materials and their creativity, or they can use an electronic device, such as a computer or a tablet. Later, there can be an exhibition with their work.  

Wrap up activity  
• Students sing along with the video.