

# 2

## All kinds of families

### Key learning outcomes

in Unit 2, the pupils will:

Wonder

Exchange information on familiar topics

Imagine

Recognise familiar words in phrases and sentences

Build

Talk about familiar topics and express feelings using basic words and phrases

Grow

Participate in social exchanges in English

Shine

Create a family circle and present it to the class

## Unit overview

### Target vocabulary

**Family:** *auntie, brother, dad, grandad, granny, mum, sister, uncle*

**Pets:** *bird, cat, dog, fish*

**Different families:** *cousin, friend, neighbour, pet*

### Functional language

*Thank you! This is for you!!*

### Recycling and building

*What's this? It's (brown). Is it (colours)?*

### Language stretch

*Wow! What a big/nice family!*

### Target structures

*Who's this? This is my... .*

*I've got a (dog).*

*I've got (two) brothers.*

### Phonics

*g (granny, grandad), c (cat, colourful)*

### Values

Love your family and pets.

### Competency focus

Understanding intercultural and socioeconomic dimensions of society.

## Key progress indicator chart

GSE range for Level 1: 10–22 (stretch 26)	Development indicator:
<p><b>Speaking</b></p> <p><i>Working towards: taking part in a short dialogue of 1–2 exchanges or give a short monologue of 2–3 sentences.</i></p>	<p><b>Talk about myself and my world</b></p>
<p>Learners can answer short, simple questions related to basic personal information, using a single word or phrase. (19)</p>	<p>Use simple words to take part in brief informational, instructional or transactional exchanges and/or conversations.</p>
<p>Learners can understand simple language related to naming and describing family members. (21)</p>	<p>Understand overall meaning and main idea(s) of simple phrases or sentences.</p>
<p>Learners can produce very short fixed expressions, using gestures and asking for help when necessary. (21)</p>	<p>Use basic words and phrases to talk about familiar topics and situations or express simple opinions or feelings.</p>
<p>Learners can give someone something using a basic fixed expression (e.g. <i>Here you are!</i>). (21)</p>	<p>Use a few words to briefly participate in a narrow range of everyday social exchanges.</p>

## Objectives

- Lesson aim: to learn words to describe family members
- Target language: *auntie, brother, dad, grandad, granny, mum, sister, uncle*
- Recycled language: *big, small; family*

## GSE

- Productive: Speaking: Can talk about familiar people and places using single words.
- Receptive: Listening: Can understand simple language for naming and describing family members.

## Wonder: sparking curiosity

- Encourage pupils to create their own questions by noticing small things and making connections to the world around them.
- Ask pupils which 'stepping stone' they are on in their journey. Point to the Wonder stepping stone and say the lesson objective: *We're learning about people in our families.*

## Materials:

- Audio; Video; Flashcards – Family

**2 All kinds of families**

**Lesson 1**

What can you see?

1 Listen and explore.

1 Tell me!

2 Listen, point and say.

3 Stick and say. 4 Watch and listen.

20 Vocabulary Family

## Starting the lesson: warm up and song

- Play the *Rise and Shine* Welcome Song. Encourage pupils to use actions from the Welcome unit. Then practise with the karaoke version.
- Ask pupils if they know any words for family members in English. Pupils work in teams to think of as many words as they can. Then ask them to tell the class.
- Draw pupils' attention to the glow item, the birdcage. Ask in L1: *Who do you think lives in there? Where is he flying to?*

## Big Picture: What can you see?


- Look at the main picture. Ask pupils, *Who can you see on the page?* Ask them to say who they can see. **SUPPORT** To prepare pupils for the new vocabulary, ask them to say whether the characters are men/women, boys/girls or old/young. **STRETCH** Ask pupils if they know other names for family members in English, e.g. Mother – Mum, Father – Dad.

## 1 Listen and explore.

- Ask pupils to look at the main picture. Play the audio and tell pupils to point to each family member as they hear them. Ask a follow-up question, e.g. *What colour is Mia's phone?* **SUPPORT** Before listening, get pupils thinking about family by asking them to say the words for family members in L1. **STRETCH** After playing the track, ask follow-up questions, e.g. *Is their home new or old? (It's new.), Is the family big or small? (It's big.), How many people are there? (eight, not including Kiki, the cat.)*

**TEACHER TIME TO SHINE: personalisation**

Pupils engage with topics more if they relate them to their own life. Ask pupils to bring in photos of their family. Throughout the unit, give pupils the opportunity to use new language to talk about their photos.

**2**  Listen, point and say.

- Play the audio and present the vocabulary flashcards for pupils to repeat each word. Then hold up each card for them to say without prompting and ask them to point to each family member on the page.

**ANSWER KEY:** 1 uncle, 2 auntie, 3 mum, 4 granny, 5 grandad, 6 sister, 7 brother, 8 dad

**3** Stick and say.

- Help pupils find the stickers in the back of their books. Point to each one, say *What's this?* and elicit the correct word. Then ask pupils to put them in the correct place on the page.

**FUTURE SKILLS: enquiry and imagination**

In L1, ask pupils about families in the past. Were they bigger or smaller than today? What activities did they do together?

**4**  Watch and listen.

- Revise family members vocabulary using flashcards. Tell pupils they are going to watch a video about a girl and her family. Before watching, pre-teach some vocabulary, e.g. *quads (quadruplets), jump, garden*.
- Ask pupils to watch the video and listen to find out what the girl's name is. (It's Carrie.) Play the *Families* video.

**WONDER HELPER**  Assess

Say Bruno's question: *Is your family big or small?* Ask pupils to tell a partner how many people are in their family and who the people are. Ask pupils if they have a big or small family.

**Ending the lesson**

- Read out these words, one line at a time:
  - dad/brother/granny*
  - auntie/uncle/sister*
  - grandad/dad/mum*
  - mum/brother/auntie*

- Ask pupils to say the odd one out in each row and why he/she is different.

**ANSWER KEY:** Suggested answers are in **bold** (based on gender), but other answers are possible (e.g. based on age). Ask pupils to explain their answer, in L1 if necessary.

**Activity Book page 12** 

Pupils find the toys in the Pupil's Book and colour the Activity Book toys the same colours.

**ANSWER KEY:** ball, train, car

- Match and say.** Pupils match small pictures to the numbered family members in the big picture.

**ANSWER KEY:** 1 granny, 2 grandad, 3 auntie, 4 uncle, 5 mum, 6 dad, 7 brother, 8 sister

**Wonder Helper:** Say Bruno's task: *Look at my new words. Match and colour.* Pupils match the middle picture to picture a or b and then colour the picture.

**ANSWER KEY:** b

**Extra time?:** Pupils say the family names in alphabetical order.

**ANSWER KEY:** auntie, brother, dad, grandad, granny, mum, sister, uncle

**Activity 1****Audioscript**

Voices	<i>Happy new home!</i>
Voices	<i>Thank you!</i>
Bruno	<i>Wow! Big family!</i>
Elena	<i>Yes! I can see Granny and Grandad, Mum and Dad, a brother, that's Dexter, a sister, Mia, an auntie and an uncle, err ...</i>
Bruno	<i>That's eight!</i>
Kiki	<i>Miaow!</i>
Bruno	<i>Oh, and Kiki! That's nine!</i>
Dexter	<i>Elena! Bruno! Come in!</i>

**Activity 2**

<i>an uncle</i>	<i>an auntie</i>	<i>a mum</i>	<i>a granny</i>
<i>a grandad</i>	<i>a sister</i>	<i>a brother</i>	<i>a dad</i>





**Objectives**

- Lesson aim: to ask and answer questions about family members
- Target language: *Who's this? This is my...*
- Recycled language: *auntie, dad, family, grandad, granny, mum, sister, uncle*

**GSE**

- Productive: Speaking: Can answer simple questions on familiar topics using simple language.
- Receptive: Listening: Can understand basic information about someone's immediate family, if spoken slowly and clearly and supported by pictures or gestures.

**Wonder: sparking curiosity**

- Engage pupils with the Big Picture by asking questions about the people (in L1), e.g. *Who is this? Is this the father? Is the family like yours?*
- Point to the Wonder stepping stone and say *We're learning to ask and answer questions about family members.*

**Materials:**

- Audio; Flashcards – Family; photos of your/pupils'/a celebrity family

**Lesson 2**

1 <sup>2.03</sup> Sing and act. **Song**

2 <sup>2.05</sup> Listen and circle.

1 2 3 4

Who's this?  
This is my dad.

**I can shine!**

3 Ask and answer for Dexter.

I can ask about family.

**Song and structures** *Who's this? This is my (sister).* 21

**Starting the lesson**

- Begin drawing a family member on the board using the illustrations from Lesson 1 as a guide. Stop after drawing a small part (e.g. the hair) and ask: *Who's this?* Continue drawing until a pupil guesses correctly. He/She comes to the board and draws another family member for pupils to guess.
- 1 <sup>2.03</sup> **Sing and act.**
  - Play the audio and ask if pupils heard any words for family members. Can they find the people in the main picture?
  - Play the track again and have pupils sing along. More confident classes can sing the song in two groups. One group sings the questions and the other group sings *This is...* Both groups sing the *Hello* lines and wave.
  - When pupils are confident with the words, play the karaoke version (audio track 2.04) and have them sing along.
- 2 <sup>2.05</sup> **Listen and circle.**
  - Practice using the target question (*Who's this?*) by gesturing to individual pupils in the classroom and letting other pupils answer (e.g. *This is John.*). Then ask pupils to look at the pictures on the page and, using the same question, ask them to say who they can see. Then play the audio and tell them to circle the correct pictures 1–4.
  - Read the question and answer in the box. Ask half the class to repeat the question and half the class to repeat the answer. Check the intonation is correct. Ask pupils to switch roles, so they both get the chance to ask and answer.



ANSWER KEY: 1 auntie, 2 dad, 3 mum, 4 grandad

### 3 Ask and answer for Dexter.

- Ask pupils if they can remember the question and answers from Activity 2 (*Who's this? This is my dad.*). Point to a person in the Big Picture and practise modelling the question and eliciting the correct answer from pupils. Repeat with all the people, saying *Well done* when pupils give the correct answer.
- Encourage pupils to choose different family members from the main picture and ask a partner *Who's this?*

### I can shine!

### Assess

**ACHIEVE** The pupil can clearly form the question *Who's this?* and the answer *This is my...* for the eight target family members.

**ADJUST** The pupil attempts to form the question and answer, but with words missing. The pupil can accurately name four to six of the target family members.


**EXCEED** The pupil can clearly form the question *Who's this?* and the answer *This is my...* for the eight target family members. In addition, he/she can name more family members, e.g. *cousin, sister-in-law, great grandad.*

- Give pupils time to put their Wonder checkpoint sticker on the page.

### Ending the lesson

- Ask one pupil to come to the front of the class and draw a family member on the board. The rest of the class have to guess who it is, e.g. *It is your auntie/granny/uncle.* Once they have guessed correctly, ask another pupil to come and draw. Award one point per correct answer and repeat with different pupils until all the family members have been drawn.

### Activity Book page 13

- 1  Listen and match. Pupils listen to the audio and match numbers 1–4 to letters a–d.

ANSWER KEY: 1 b, 2 a, 3 d, 4 c

- 2 Look at Activity 1. Describe and guess. Point to the first picture in Activity 1 and model the description: *This is my mum, my auntie and my uncle.* In pairs, pupils take turns to describe and to guess different pictures.

- 3 Draw two people in your family. Then tell a friend. Pupils draw two people in their family. Then they take turns to describe their two people.

Pupils colour the Wonder checkpoint pebble.

Extra time?: Pupils choose their favourite family member word from Lesson 1 and tell a friend.

### Activity 1

### Audioscript

Elena *Who's this?*  
 Dexter *This is my dad.*  
 Chorus *Hello, Dad!*  
 Elena *Who's this?*  
 Dexter *This is my mum.*  
 Chorus *Hello, Mum!*  
 Dexter *This is my dad. This is my mum!*  
 Chorus *Hello, Dad! Hello, Mum!*  
 Dexter *This is my family.*  
 Chorus *Family.*  
 Dexter *This is my family.*  
 Chorus *Family. Family. Family.*  
 Elena *Who's this?*  
 Dexter *This is my auntie.*  
 Chorus *Hello, Auntie!*  
 Elena *Who's this?*  
 Dexter *This is my grandad.*  
 Chorus *Hello, Grandad!*  
 Dexter *This is my auntie. This is my grandad.*  
 Chorus *Hello, Auntie! Hello, Grandad!*  
 Dexter *This is my family.*  
 Chorus *Family.*  
 (Repeat x3)

### Activity 2

1 Bruno *Who's this?*  
 Dexter *This is my auntie.*  
 2 Bruno *Oh, and look! Who's this?*  
 Dexter *This is my dad!*  
 3 Bruno *Who's this, Dexter?*  
 Dexter *This is my mum.*  
 4 Bruno *And who's this?*  
 Dexter *This is my grandad!*



## Objectives

- Lesson aim: to understand and act out a simple story
- Recycled language: *Who's/What's this? This is my...; brother, mum, small, tablet*
- Receptive language: *I've got (a)...*

## GSE

- Receptive: **Listening:** Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.

## Imagination: fostering imagination

- Encourage pupils to be imaginative and creative. Invite pupils to act out the unit story, playing the characters or telling it with their own words and gestures.
- Point to the Imagine stepping stone and say *We're learning to understand and act out a story.*

## Materials:

- Audio; Video; Story cards; colouring pencils

**Lesson 3**

1 Who's in the story? Point and say yes or no.

2 Listen or watch.

**Rise and Shine Towers**

Let's imagine!

3 Circle Elena's family.

4 Act out.

I can understand a story about different families.

Story value: A story about appreciating family and friends.

Story language: Who's this? This is my (family).

## RECEPTIVE SKILLS TIP

Before listening in Activity 2, ask pupils a question to ensure they listen actively, e.g. ask *Who do you think Felipe is?* Let them make suggestions, and then listen and check.

## 2 Listen or watch.

- Play the audio and ask pupils to follow the story in their books and repeat the words together.
- Then play the video and pause to give pupils time to answer the questions. Let confident pupils choose a character and play the video without sound, letting them play the characters.

**SUPPORT** Before watching the video, tell pupils to look at the story in their books and ask them what they think they will hear or see.

**STRETCH** Ask further questions about the story in L1, e.g. *Why do you think Elena is nervous at the beginning? What does Felipe want to tell Elena?*



## IMAGINE HELPER

Ask pupils to look at Dexter the Imagine Helper and say Dexter's task: *Draw a family for Kiki.* Ask who they think is in Kiki's family (e.g. Dexter, Mia, Granny Belinda). Pupils draw their ideas.

## Starting the lesson

- Review the flashcards from Lesson 1. Ask pupils to name the family members then ask them to name the ones who go together (e.g. *mum and dad, brother and sister, granny and grandad*).

## FUTURE SKILLS: enquiry and imagination

Ask pupils to look at each frame in the story and imagine what the characters are saying or how they are feeling.

- 1 **Who's in the story? Point and say yes or no.**
- Ask pupils to look at the pictures in Activity 1. Say each person and ask them to repeat. Tell them to look quickly through the story (Activity 2). Then they point to each of the people in Activity 1 and say yes if they see them in the story and *no* if they don't see them in the story. Ask them to say who they can see in the order they appear in the story. **SUPPORT** Check pupils are confident with the name of each family member. **STRETCH** Ask pupils if they can put the characters in alphabetical order.

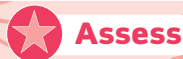
**ANSWER KEY:** Bruno, Auntie, Ramon's mum, Kiki

## 3 Circle Elena's family.

- Ask pupils to circle the people in Elena's family in the story (Bruno, Felipe's mum, Freddie the fish, Felipe). Ask if they can find and point to these people in the story. **SUPPORT** Help pupils by pointing to the story frames which tell them the answer. **STRETCH** Ask confident pupils to choose the answers without looking back at the story.

**4 Act out.**

- Put pupils in five groups. Give each group a set of story cards. Ask them to put the story frames in the correct order, and then give each group a part in the story (Mia, Dexter, Elena, Bruno, Auntie, Felipe). Play the audio and pause after each frame.

**I can shine!**

**ACHIEVE** Pupils correctly identify which people/animals are in Elena's family and can say who they are.

**ADJUST** Pupils correctly identify some of the people in Elena's family.

→ Go back to the story and look at each person individually to identify who they are.

**EXCEED** Pupils correctly identify Elena's family and can identify how they are related.

→ Pupils can say how the people in the pictures they didn't circle are connected to Elena.

- Give pupils time to put their Imagine checkpoint sticker on the page.

**Story extension activity**

- Have pupils choose another character from the story and draw three or four 'photos' they think that character would have on their tablet of their friends, family and pets. Ask pupils to describe the photos to a partner.

**Ending the lesson**

- Tell pupils to draw a picture of their face with three circles around it. They draw a person or pet who is important to them in each circle. Then they show their picture to a partner and explain who each person or animal is.

**Activity Book page 14**

- 1 Who is in Bruno's family? Point and say yes or no.** Pupils point to each person and say yes if they are in Bruno's family and no if they aren't in Bruno's family.

**ANSWER KEY:** yes: Elena, his cousin Felipe; no: Dexter

- 2 Follow. Then say.** Pupils follow the path through the maze and say the name of the person they find. Tell students to imagine they are Dexter and elicit or model what he can say: *I've got an auntie.*

**ANSWER KEY:** auntie

- 3 Draw. Then say.** Ask Dexter's question: *And you? Who's in your family?*, and ask pupils to draw and name the members of their family.

Pupils colour the Imagine checkpoint pebble.

**Extra time?:** Pupils rate the story and tell a friend.

**Activity 2****Audioscript**

- |                 |                                                                              |
|-----------------|------------------------------------------------------------------------------|
| 1 Auntie        | <i>Who's this?</i>                                                           |
| Dexter          | <i>This is my friend, Elena.</i>                                             |
| Auntie          | <i>Hello, Elena!</i>                                                         |
| 2 Auntie        | <i>What's this?</i>                                                          |
| Elena           | <i>It's a tablet.</i>                                                        |
| Dexter          | <i>Let's look at your photos, Elena.</i>                                     |
| 3 Elena         | <i>My family is small ...</i>                                                |
|                 | <i>I've got a mum. That's one. I've got a brother, Bruno ... That's two.</i> |
|                 | <i>Oh, hello, Bruno!</i>                                                     |
|                 | <i>And Freddie the fish! That's three.</i>                                   |
| Auntie          | <i>Ha ha!</i>                                                                |
| 4 Bruno         | <i>And a friend!</i>                                                         |
| Elena           | <i>And me and Kiki!</i>                                                      |
| 5 Dexter        | <i>Oh, who's this?</i>                                                       |
| Mia             | <i>It's my cousin, Felipe! Oh, yes!</i>                                      |
| 6 Dexter        | <i>We've got a cousin ...</i>                                                |
| Elena           | <i>Hello, Felipe!</i>                                                        |
| 7 Elena         | <i>Hello, Elena! Look! I've got a new baby sister. This is Ana.</i>          |
| Cousin Felipe   | <i>And I've got a new baby brother!</i>                                      |
| 8 Cousin Felipe | <i>This is Ramon.</i>                                                        |
|                 | <i>Oh wow! Congratulations Auntie!</i>                                       |
| Elena           | <i>My baby cousins are small but my family is big!</i>                       |



Extra activity



I can shine: Activity 3



Story extension



Activity Book: Practice 1



Activity Book: Practice 2



Ending the lesson



Learning path



## Objectives

- Lesson aim: to learn words for pets
- Target language: *bird, cat, dog, fish*
- Recycled language: *brother, doll, small, tablet, train*

## GSE

- Productive: Speaking: Can identify things that belong to them and to other people using simple language.
- Receptive: Listening: Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.

## Build: building confidence

- Build confidence in English through whole class speaking and repetition of key words.
- Point to the Build stepping stone and say *We're learning words for pets.*

## Materials:

- Audio; Flashcards; colouring pencils

## Lesson 4

1 Listen and find.

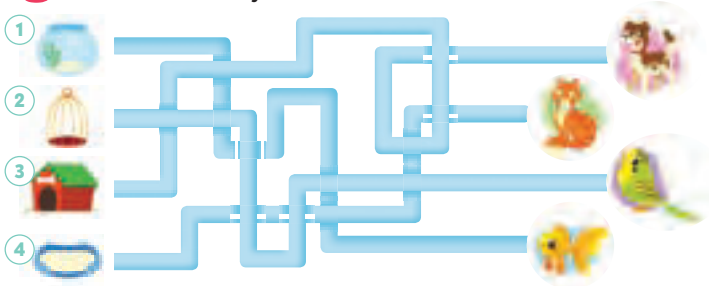


2 Listen, point and say.

3 Listen and say.



4 Follow and find. Say.



24 Vocabulary and structures Pets; I've got a (fish).

## Starting the lesson

- In pairs, ask pupils if they can remember any animals from Lessons 1–3. Check answers (fish, cat) and ask if they remember what colour the animals were and who they belong to.

1 Listen and find.

- Ask pupils to look at the picture and guess who Elena and Bruno are talking to (Felipe). Then ask how many animals they can see (four).
- Play the audio and present the vocabulary flashcards for pupils to repeat each word. Then hold up each card for them to say without prompting and ask them to point to each animal in the picture.

## RECEPTIVE SKILLS TIP

Before listening, ask pupils to think about how many people are talking and what they are talking about.

2 Listen, point and say.

- Ask pupils to look at the pictures and say which animals they can see.
- Play the audio and ask pupils to listen and point to the animals in the picture as they hear them. Then ask them to say the words to a partner.

**ANSWER KEY:** Felipe has a dog 3, Bruno has a fish 2, Mia has a cat 1, Granny has a bird 4

**Extra activity**

Ask pupils to draw extra things for their pets, e.g. a house, a toy, a food bowl.

**3** **2.10** Listen and say.

- Play the audio and ask pupils to repeat the words as they hear them.
- Ask pupils to say what things Elena has got (doll, train, tablet, brother, fish, friend). Play the audio, pausing after each line for pupils to repeat, and then play the whole chant.
- Ask more confident pupils to create a line for themselves using a toy, a pet or a family member.

**BUILD HELPER**

Ask pupils to look at Elena the Build Helper. Read the sentence in the box and point to the picture of the bird on the page. Say *I've got a...* and point to the picture of the dog in Activity 1 for pupils to complete the sentence. Repeat with the other animals. Then say *I've...* for pupils to complete.

**4** Follow and find. Say.

- Look at the pictures on the left and ask *Which animal lives in this place?* Then ask pupils to follow each line from the place to the animal and say, e.g. *I've got a (fish)*. Ask pupils what other animals could live in each place.

ANSWER KEY: 1 fish, 2 bird, 3 dog, 4 cat

**Ending the lesson**

- Play a guessing game. Say *I've got a...* then mime an animal or playing with a toy. Whichever pupil guesses correctly comes to the front and mimes another animal/toy. Encourage them to use *I've got a...*

**Activity Book page 15**

- 1** **2.08a** Listen and circle. Pupils listen to the audio and circle the correct animal footprint.

ANSWER KEY: 1 dog, 2 bird, 3 cat

- 2** Match and say. Pupils match each person to their pet or object. They imagine what the person says. Model the example, to imagine what Dexter says: *I've got a granny.*

ANSWER KEY: 1 b I've got a granny. 2 c I've got a cat. 3 a I've got a sister. 4 d I've got a mum.

Extra time?: Pupils think of a pet, draw it and tell a friend.

**Activity 1****Audioscript**

Mia Look, Granny!  
 Bruno This is Felipe.  
 Felipe Hello. I've got a new pet. It's a dog.  
 Bruno I've got a fish. Look!  
 Mia I've got a cat. Er ... Kiki!  
 Granny Ha ha! And I've got a bird.  
 What about you? Do you have a pet?

**Activity 2**

Felipe a dog  
 Bruno a fish  
 Mia a cat  
 Granny a bird

**Activity 3**

Elena Let's go everybody, listen to me!  
 I've got a doll.  
 I've got a train.  
 I've got a tablet, too.  
 I've got a brother.  
 I've got a fish.  
 I've got a friend. And you?  
 Now, come on, everybody!  
 Chant with me!

Children I've got a doll.  
 I've got a train.  
 I've got a tablet, too.  
 I've got a brother.  
 I've got a fish.  
 I've got a friend. And you?



## Objectives

- Lesson aim: to talk about family members and pets, to practise the sounds *g/c*
- Speaking function: to talk about family members and pets
- New language: *I've got a...*
- Recycled language: *brother, cat, dad, dog, grandad, mum, sister*

## GSE

- Productive: Speaking: Can name everyday objects in their surroundings or in pictures, if guided by questions or prompts.
- Receptive: Listening: Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.

## Build: building confidence

- Build autonomy in English through noticing patterns in target language, building on a bank of known words and encouraging pupils to notice mistakes.
- Point to the Build stepping stone and say *We're learning to talk about our family and pets.*

## Materials:

- Audio; scissors; colouring pencils

Lesson 5

1 Listen, point and say.

1  2 

2 Look and play.

3 Listen and say.

My sounds

g c

I can shine!

4 Cut out and say.

I can describe my family and pets.

Communication Describing family members; sounds *g* and *c* 25

## Starting the lesson

- Play a game. Read out the following words: *mum, auntie, bird, uncle, dog, cat, sister, brother, fish, granny.* If you say the name of a pet, pupils must stand up. If you say the name of a family member, they raise their hands. Present a few examples doing the actions yourself.

## 1 Listen, point and say.

- Ask pupils to look at each photo and say what/who they can see in each one. Play the audio and ask pupils to listen and point to the correct family photo (photo 1).
- Ask pupils if they remember who is in the family. **SUPPORT** Before listening, make sure the class recognise the difference between each photo by asking true/false questions about them, e.g. *In photo 1, there is a boy.* **STRETCH** After listening, ask further questions about the people in the photos, e.g. *What colour is the boy's (e.g. T-shirt)?*

## RECEPTIVE SKILLS TIP

Tell pupils they don't need to understand every word to get the correct answer. Ask them to listen for the family and animal words and to look carefully at each picture as they listen.

## 2 Look and play.

- Say *I've got two...* and ask pupils to repeat. Add to the sentence: *I've got two brothers...*, and ask pupils to repeat. Then say the full sentence: *I've got two brothers and a cat,* and ask pupils to repeat. Ask pupils if the sentence refers to picture 1 or 2.



- In pairs, pupils say a sentence describing a picture for their partner to guess. Remind them there is more than one way of describing each picture. **(SUPPORT)** Practise forming plural nouns with pupils. **(STRETCH)** Encourage confident pupils to have three items in a sentence, e.g. *I've got a mum, a dad and a brother.*

### 3 **2.12** My sounds Listen and say.

- Point to grandad in the picture and say *Who's this?* Answer, *It's g - g - grandad.* Then point to the cat and say *What's this?* Answer, *It's a c - c - cat.*
- Play the audio. Pupils say *g - g - grandad* and *c - c - cat.* Have pupils say the words along with the audio. **(SUPPORT)** Look up how the mouth is positioned to make these sounds and draw a mouth on the board to show pupils where the sound comes from. **(STRETCH)** Ask pupils to think of other words in English or L1 that use the sounds.

### 4 Cut out and say.

- Explain that pupils are going to make family photos. Tell them to cut out the family members or pets they want in their photo frame. If there is time, pupils can colour their pictures, too.
- Ask pupils to look at the photo, and model or elicit example sentences: *I've got a sister. I've got a mum and a dog.* In pairs, pupils take turns to talk about who they've got in their family, using their photo frame.

## I can shine! **Assess**

**ACHIEVE** The pupil can produce three sentences clearly describing a family member or a pet. The pupil can produce at least one sentence referencing two people.

**ADJUST** The pupil can produce a sentence about a family member but with some inaccuracies or words missing.

→ Support pupils with additional practice using flashcards and modelling sentences.

**EXCEED** The pupil can produce more than three accurate sentences about his/her family or pets. He/she is confident at referencing two people in one sentence.

→ Encourage pupils to talk about more than two people in one sentence.

- Give pupils time to put their Build checkpoint sticker on the page.

### FUTURE SKILLS: collaboration and communication

Ask pupils to work in pairs. In one photo frame ask pupils to choose and draw family members and pets who went on a camping holiday together, and in another photo frame they choose and draw family members and pets who stayed home and had a barbecue. Ask them to put a mixture of both pupils' families and pets in each and to think about which people/pets would like each activity.

### Ending the lesson

- Display five to ten of the pupils' photo frames from the Checkpoint activity around the classroom. Describe the people/pets in one of the photo frames, saying *I've got a...*, and ask pupils to point or move to the correct photo frame.

### Activity Book page 16

- 2.13** Listen and point. Pupils listen and point to the correct pictures.

ANSWER KEY: 1 d, 2 a, 3 c, 4 b

- 2.14** Listen and repeat. Then point and say. Pupils listen and repeat each word. As they say each word, they point to the correct item in the picture.

ANSWER KEY: c car, cat; g grandad, granny

- 3** Circle for you. Then tell a friend. Ask pupils to circle the picture(s) that are correct for them. Then they say what they've got. Model: *I've got a doll. And you?*

Pupils colour the Build checkpoint pebble.

### Activity 1

### Audioscript

**Narrator** Which family?

**Girl** This is my mum and my dad. I've got two brothers and a cat.

### Activity 3

*g - g - g*

*grandad*

*k - k - k*

*cat*

*Granny and grandad have got a colourful cat!*



## Objectives

- Lesson aim: to learn words to talk about families
- Cross curricular/Culture connection: Different families
- Global citizenship theme: Respect and celebrate differences among people's families
- Target language: *cousin, friend, neighbour, pet*
- Recycled language: *Who's this? This is my...*

## GSE

- Productive: Speaking: Can talk about familiar people and places using single words.
- Receptive: Listening: Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures.

## Growth: Nurturing growth in society

- Promote good global citizenship by encouraging pupils' awareness of their role in society. Ask pupils to think of things they can do to be good citizens (e.g. *be polite, don't waste things*).
- Point to the Grow stepping stone and say *We're learning new words to talk about families*.

## Materials:

- Audio; Video; Flashcards – Family



**Lesson 6**

1  Listen, point and say.

2  Listen and find.

a 

b 

c 

d 

3 Who do you do these things with? Look, think and match.

1 

2 

3 


4  Watch and listen.

26 **Global Citizenship** Families; who makes a family?

**Think and share!**

## Starting the lesson

- Say different activities, e.g. *have a barbecue, ride a bike, play with toys, painting, swimming, walk the dog*. Find out which activity is most popular by asking pupils for a show of hands and then getting them to create a mime for the most popular activity.

1  Listen, point and say.

- Play the audio and present the vocabulary flashcards for pupils to repeat each word. Hold up each card for them to say without prompting. Then ask them to point to each picture on the page and say the correct word.
- Ask pupils how the people in the photos are connected. Encourage them to say words they know in English, to check which words they already know.

2  Listen and find.

- Play the audio, pausing after each description. Pupils listen and point to the correct photo. Play the audio again, pausing for pupils to repeat the new words (*pet, neighbour, cousin, friend*).
- Check comprehension by asking pupils to give examples of popular pets and say how many cousins they have. Ask pupils (in L1) if neighbours are people who live near to or far from you.

ANSWER KEY: 1 c, 2 b, 3 a, 4 d

## RECEPTIVE SKILLS TIP

Before doing the task, ask pupils to think which of the new words connects to each photo and what other words they might hear.

### 3 Who do you do these things with? Look, think and match.

- Ask pupils to look at the pictures and say which activities and which people they show (e.g. neighbour, pet, eating, going to school).
- Ask pupils to think about each activity and who they do that activity with. They match the activities and the people.

#### Extra activity

Ask pupils if they do any other activities at home and who they do them with. In pairs, pupils compare their answers.

#### FUTURE SKILLS: critical and reflective thinking

After Activity 3 ask pupils to explain in L1 how different people have fun. Do their parents and grandparents enjoy different activities from themselves? Why?



#### GROW HELPER

Ask Granny Belinda's question: *Who makes a family?* Ask pupils to say if they think there are people who are part of their family even if they're not actually related.

### 4 Watch and listen.

- Revise the unit vocabulary using the flashcards. Play the *Families* video.
- After watching, ask pupils if they can remember what the children do together. (They eat, play and go to school together.)



Ask pupils to think about someone in their life they would like to spend more time with. Ask them what activity they would like to do together and why.


#### Ending the lesson

- Put pupils into two teams. Read out one of the following definitions to Team A. If they answer correctly, they get a point. If not, Team B gets a chance to answer. Then ask Team B.
  - 1 *my mum's sister* (auntie)
  - 2 *my dad's dad* (grandad)
  - 3 *my auntie's daughter* (cousin)
  - 4 *the person who lives near me* (neighbour)
  - 5 *my grandad's son* (dad/uncle)
  - 6 *my granny's daughter* (mum/auntie)

#### Background information (Culture and CLIL)

In this lesson, pupils consider what makes a family in the broad sense, including neighbours, friends, more distant relatives and pets. Before the lesson, research some facts about families in your country, e.g. average number of children/pets, most common pet. You could have pupils guess how these numbers compare with other countries.

#### Activity Book page 17 (Lessons 6 and 7)

- 1  2.15a Listen, point and say. Pupils listen and point to the correct picture. Then they say the word.

ANSWER KEY: 1 a cousin, 2 d neighbour, 3 b pet, 4 c friend

#### Activity 1

a cousin b neighbour c pet d friend

#### Audioscript

#### Activity 2

- 1 Girl *Look! I've got a pet. This is my dog, Porter!*
- 2 Boy *This is me and my neighbour, Marco. I share my toys with my neighbour.*
- 3 Boy *I've got a big family. Look! This is me and my cousin. I have fun with my cousin!*
- 4 Girl *This is my friend Clara. I have fun with my friend!*



Practice:  
Activity 3



Grow  
Helper



Our World  
video: Activity 4



Activity Book:  
Practice



Ending the  
lesson



Learning  
path

## Objectives

- Lesson aim: to make and present a card for a family member
- Functional language: *This is for you! Thank you!*
- Text type: greetings card
- Recycled language: *best friend, dad, grandad, granny, mum*

## GSE

- Productive: Speaking: Can produce some fixed expressions.
- Receptive: Listening: Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures.

## Growth: Nurturing growth in society

- Encourage a further sense of pupils' social responsibility and actions by using mini roleplays and class vote activities to explore social initiatives.
- Point to the Grow stepping stone and say *We're learning to make a thank-you card for a special person.*

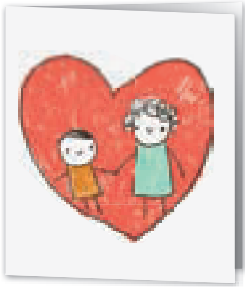


## Materials:

- Audio; paper, colouring pencils (optional); greetings/birthday cards


Lesson 7

Thanking people

1 Who's the card for? Look, point and say.  
2.17 Then listen and check.






2 Who's the card for? Join the dots and say.



3 Let's thank someone!

I can shine!



I can thank people.

My Everyday English Thanking family and friends; *This is for you. Thank you!* 27

## Starting the lesson

- In pairs, ask pupils to imagine they are having a family party. Ask them which family members would come. In L1, ask what they would eat and drink and what games they might play. Nominate pairs to share their ideas.

- 1 Diagnose Who's the card for? Look, point and say.  
2.17 Then listen and check.

- Ask pupils to look at the card. Explain that the card means: *I love you!*
- Ask who they think the card is for. Don't confirm the answer yet.
- Ask pupils who they can see in each photo. Play the audio and tell pupils to listen and check their answer and point to the correct photo.
- Play the audio again and ask pupils to repeat the sentences.

## Extension activity

- If you have brought greetings cards to the class, hold them up or pass them around and ask pupils to say who they might be for and what occasion. Practice giving pupils a card, saying *This is for you*, for them to respond *Thank you*.

- 2 Who's the card for? Join the dots and say.

- Ask pupils to look at the card. Tell them to join the dots to make the picture.
- In pairs, pupils compare their cards and say who the card is for (dad).
- In L1, ask pupils to think of the occasions when we give cards (*birthdays, anniversaries, weddings, etc.*). Ask how they think granny and dad will feel when they receive the cards in Activities 1 and 2.



**TEACHER TIME TO SHINE: facilitating speaking in class**

Before Activity 3, consider different ways of grouping pupils to speak. For example, have a small group of pupils sit in a circle and take turns to pass their cards to their right. Start with a more confident pupil and end with a less confident one, so they hear the language a number of times before their own turn.

**3 Let's thank someone!**

- Look at the photo of the children playing. Ask *What has the girl got?* (a card) Ask: *Who is the girl giving a card to?* (her friend) Model what the girls are saying: *This is for you. / Thank you!*
- Tell pupils they are going to make their own card.
- Practise the phrases *This is for you, Mum/Dad/Granny* and *Thank you*. In pairs, pupils role play presenting their card to the other person.

**I can shine!****Assess**

**ACHIEVE** The pupil can create a card for a specific family member and say *This is for you, (Mum/Dad/Grandad, etc.)* clearly without missing words.

**ADJUST** The pupil can create a card for a specific family member and present it when the sentence *This is for you, (Mum/Dad/Grandad, etc.)* is modelled for them.

**EXCEED** The pupil can create a card for a specific family member and say *This is for you, (Mum/Dad/Grandad, etc.)* clearly without missing words. They can read a partner's card and tell the class about it, e.g. *His/her card is for...*

- Give pupils time to put their Grow checkpoint sticker on the page.

**Ending the lesson**

- Ask one pupil to sit with his/her back to the board. Stick a family vocabulary flashcard on the board behind him/her. The rest of the class have to say the gender opposite of the flashcard (i.e. if the flashcard is *brother*, the class will say *sister*) and the pupils will guess *This is my brother*. Change pupils and repeat until all family flashcards have been completed.

**Activity Book page 17 (Lessons 6 and 7)**

- 2 Draw. Then tell a friend.** Pupils draw a picture on the card and then tell a partner. Model: *This is for my grandad*. They can also take turns to role play presenting their card.

Pupils colour the Grow checkpoint pebble.

**Extra time?:** Pupils tell a friend who they help in their family.

**Activity 1****Audioscript**

Boy *This is for you, Granny!*  
Granny *Thank you!*

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**Objectives**

- Lesson aim: to review language from the unit
- Revised language: *auntie, brother, dad, grandad, granny, mum, sister, uncle; I've got (a)..., This is my...*

**Materials:**

- Colouring pencils, scissors, glue; Flashcards

**Shine: Time to shine!**

- Enable pupils of all abilities to showcase achievements through differentiated steps. In a class of mixed abilities, this can be achieved by giving all pupils the chance to shine and demonstrate their progress through group work, collaboration, turn-taking.
- Ask pupils which 'stepping stone' they are on in their journey. Point to the Shine stepping stone and say the lesson objective: *We're reviewing what we've learnt in the unit.*

**Let's make a family circle!****Step 1** Review

- 1 Look, point and say.



- 2 Who's in your family? Tell a friend.

- 3 Think! Who is important to you? Say.



28 Unit review Unit objectives review

**Starting the lesson**

- Ask pupils to look back through the unit, decide which was their favourite lesson and say why (in L1, if necessary).
- Display pictures of family members and pets from the unit on the board or around the classroom. Give pupils 2–3 minutes to look at and remember the pictures. Remove them and ask pupils to work in pairs or small groups to remember as many as they can in 1 minute. Write correct answers on the board.

**Step 1: Review**

- The Review consolidates the target language of the unit from the *I can shine!* checkpoints and helps prepare pupils for the unit projects. Vocabulary from the Wonder spread is reviewed through speaking in Activity 1. The story ideas from the Imagine spread are reviewed in Activity 2. The speaking element in Activity 3 consolidates the target structures and language of the Build spread.
  - 1 Look, point and say.
    - Ask pupils to look at the picture of the family. Point to each person and ask the class to say who it is.
    - In pairs, pupils take turns to point at each family member and say who it is. Invite different pupils to point and say in front of the class.
- SUPPORT** Review family members from the first vocabulary lesson if necessary. **STRETCH** Pupils say which pets are in the picture (dog, cat) and name other kinds of pets (fish, bird).

**ANSWER KEY:** 1 granny, 2 grandad, 3 auntie, 4 uncle, 5 mum, 6 dad, 7 brother, 8 sister





**Objectives**

- Lesson aim: to create and present a 'family circle'
- Revised language: *Who's this? This is my (sister). I've got (two) (sisters).*

**Materials:**

- Coloured paper; plain paper; circle templates; scissors; glue

**Shine: Time to shine!**

- Allow pupils of all abilities to demonstrate progress by modifying lesson objectives, adapting pair or group work or being creative with learning goals.
- Point to the Shine stepping stone and say *We're going to make and present a family circle.*

**Step 2 Create**

**4** Who are your special people? Draw.

**5** Make your family circle.

**Time to shine!**

**6** Show your family circle to the class.

I can appreciate all kinds of families!

Unit project A family circle 29

**Starting the lesson**

- Draw a big circle on the board and elicit the word *circle*. Draw three more circles inside the first, so there are four circles, one inside the other. Explain that pupils are going to make a circle with lots of layers to show their family, friends and pets.

**Step 2: Create**

- This section revises Global Citizenship skills from the Build and Grow spreads, like critical thinking and collaboration. Activity 4 focuses on a critical thinking task and Activity 5 looks at creativity and 'making' their project. In Activity 6, pupils are invited to collaborate and communicate in a pair or small group before presenting their project in front of the class in *Time to Shine*.
- Make sure that pupils understand the steps to success for the project, to enable them to carry out the project successfully and to the best of their ability. For example, when asking them to create a family circle, give them clear step-by-step instructions:
  - 1 Choose the people and pets you want to include.
  - 2 Draw the circles carefully.
  - 3 Use lots of colour.
  - 4 Use your new language to tell the class about your family circle.
- Show pupils what is required of them. Some pupils may need more support to keep in mind all the key elements of a successful project. Other pupils may be aware of the key elements but may require further suggestions to motivate them to improve. Above all, project work is a chance for pupils to produce the language they have been learning in class and will provide useful assessment and remediation opportunities.



**4 Who are your special people? Draw.**

- Ask pupils to look at the family circle. People who are close to them go in the inner circle and people who are less close go in the outer circles. Tell pupils to draw simple pictures of people in the appropriate circle for themselves.

**5 Make your family circle.**

- Ask pupils to create their own circles like the template on page 29 and use different colours for each ring of the circle. Then they draw themselves in the centre and draw the people/pets they have chosen in the correct circle.

**PROJECT TIP**

If you have the facilities, have pupils produce their family circles digitally. Save these and then return to them later in the course, to ask pupils if they have new pets, friends, neighbours or family members to add.

**Time to shine!****6 Show your family circle to the class.**

- Point in the picture and model what the boy in the photo is saying: *This is my mum. I've got a sister. I've got a cat. This is my friend.* Ask pupils to think about what they want to say about their circle before they present it to the class. If you have a big class or less confident pupils, have them present to smaller groups.
- Point out that no two families are the same and we should celebrate all kinds of family.
- Ask pupils if they enjoyed learning about family and pets. Tell them to find the *I can shine!* sticker at the back of the book and add it to the page.



Ask pupils to choose a person/pet from their family circle and say (in L1 if necessary) one thing they will do with that person that week. Ask them how spending time with that person makes them feel.

**Ending the lesson**

- Ask pupils to look back at the unit and think which lesson they enjoyed the most. Have a vote for each lesson. Encourage pupils to say (in L1 if necessary) why they enjoyed the winning lesson.

**Time to shine!****Assess**

**ACHIEVE** The pupil can name family, friends and pets using *This is my...* and *I've got a...*

**ADJUST** The pupil can name family, friends and pets but with errors in the sentences.

→ Play the chant from Lesson 4 again, asking pupils to repeat each sentence.

**EXCEED** The pupil can name family, friends and pets using language from previous units. The pupil can help other pupils in class during pair/group work tasks.

→ Work on pupil's intonation and pronunciation by modeling examples and asking extra questions, e.g. *How old is your sister?*

