

# 2

## Our amazing families

### Key learning outcomes

in Unit 2, the pupils will:

Wonder

Learn vocabulary to describe special people

Imagine

Recognise familiar words in phrases and sentences

Build

Exchange information on familiar topics

Grow

Learn phrases to show politeness

Shine

Make and present a family of paper dolls

## Unit overview

### Target vocabulary

**Special people:** *boy, brother, dad, family, friend, girl, grandad, granny, mum, sister*

### Functional language

**Being polite:** *please, thank you*

### Recycling and building

*listen, look, point, say*

**Numbers:** 1–6

*What's this? A red pencil.*

### Language stretch

*Who's this?*

*Hands up. / Hands down.*

*This is my (red pencil).*

### Target structures

*My (mum).*

*This is my (mum).*

### Phonics

*g (granny)*

### Values

Love your family and friends; be polite.

### Competency focus

Understanding intercultural and socioeconomic dimensions of society.

## Key progress indicator chart

GSE range for Starter Level: 10–17 (stretch 19)		Development indicator:
<b>Speaking</b>		<b>Talking about myself and my world</b>
<i>Working towards: taking part in a short dialogue of 1–2 exchanges or giving a short monologue of 2–3 sentences.</i>		
Learners can name a few everyday people. (10)		Use a few words to name, talk about or describe familiar situations.
Learners can introduce their family using a basic phrase ( <i>This is my...</i> ). (11)		Use simple words and phrases in basic, brief social and interpersonal exchanges.
Learners can repeat single words if spoken slowly and clearly. (10)		Pronounce letters and individual sounds correctly.
Learners can use a few basic words and phrases to show politeness. (19)		Use simple words and phrases in basic, brief social and interpersonal exchanges.

## Objectives

- Lesson aim: to learn words for special people
- Target language: (a) boy, brother, dad, girl, mum, sister
- Recycled language: bag, book, door, teacher; blue, brown, red, yellow
- Receptive language: *What's this?; Who's this?; What can you see?; stand up, sit down; hands up, hands down*

## GSE

- Productive: Speaking: Can repeat words for special people if spoken slowly and clearly.
- Receptive: Listening: Can recognise a few words for people, if spoken slowly and clearly.

## Wonder: sparking curiosity

- Encourage pupils to create their own questions by looking at characters they know in the picture and thinking about who they are in relation to characters they have not met yet.
- Point to the Wonder stepping stone and tell pupils the lesson objective: *We're learning words for special people.*

## Materials

- Flashcards (classroom objects); pencils and colouring pencils; family photos brought in by pupils OR stock photos of diverse families OR storybooks which represent diverse families.

# 2 Our amazing families

**Lesson 1**

What can you see?

**Tell me!**

- 1 Listen and explore.
- 2 Listen, point and say.
- 3 Find and say.

Vocabulary
Family

- Display a large photo of a diverse family. In L1, discuss the different types of people that might be found in a family.

## Big Picture: What can you see?

- Look at the main picture. Ask: *What can you see? Who's this?* Pupils look at the picture and tell a partner who or what they see using vocabulary from Welcome and Unit 1 (character names, colours, bag, book, door, teacher).

**SUPPORT** Point to an object or person. Say the name slowly for the pupil to repeat.

**STRETCH** Challenge pupils to use a short phrase (e.g. *a yellow bag*).

## 1 Listen and explore.

- Draw pupils' attention to the characters around Mina and Hugo. See if pupils know any words in English for Mina's and Hugo's family members. Point and say their names slowly for pupils to repeat.
  - Ask pupils to look at the picture again. Play the audio and tell pupils to point to each character as they hear the word that describes them.
- SUPPORT** Before listening, point to each numbered person again and say their name slowly.
- STRETCH** After playing the track, ask follow-up questions, e.g. *Who's this? Mum or sister?*

## RECEPTIVE SKILLS TIP

Before listening in Activity 2, ask pupils to look at the picture and think about the words they found the most difficult in Activity 1. They should listen to these words very carefully.

## Starting the lesson: Warm up and song

- Play the Rise and Shine song. Encourage pupils to join in and practise with the karaoke.

## 2 Listen, point and say.

- Play the audio and ask pupils to point to each item they hear on the page.
- Play the audio again, pausing after each item for pupils to repeat the word.
- Lead pupils in a simple clapping game to practise the vocabulary. Use the following pattern: *One.* (clap) *sister* (clap, clap) *Two.* (clap) *mum* (clap, clap).
- Consolidate learning using flashcards. Hold up each flashcard and say the word for pupils to repeat. Then hold up each flashcard for them to say without prompting.

**ANSWER KEY:** 1 sister, 2 mum, 3 girl, 4 boy, 5 dad, 6 brother

## 3 Find and say.

- Ask pupils to point to the special people in the main picture. Model adding *a* to form *a mum*. Pupils work with a partner to use this structure with each person. Then check answers as a class. **SUPPORT** Model the phrase *a (mum)* for all 6 people first. Pupils repeat. Then work in pairs. **STRETCH** Point to different people in any order. Ask *Who's this?* Pupils answer using *a (mum)*.

### FUTURE SKILLS: enquiry and imagination

In L1, ask pupils to guess which other special people they might learn about later in the unit.



### WONDER HELPER Assess

Say Mina's question: *Who's this?* In pairs, pupils tell their partner who is in their own family photo. Alternatively, they work together to say who is in a stock photo or book illustration. One pupil points and the other answers. Then swap roles. **SUPPORT** Use familiar flashcards instead of new photos or books.

**STRETCH** The pupil says *Who's this?* as they point.

### 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.

### Extension activities

- Ask pupils to draw a special person for Luca. They describe them using *a (mum)*.
- Lay out flashcards. Name a special person. Pupils repeat the name, then point to the right flashcard.

## Ending the lesson

- Circle game. Go around the circle and give every pupil a word – *mum, dad, sister, brother, girl* or *boy*. Then use *stand up, sit down, hands up* and *hands down* to give instructions, e.g. *Stand up, Dad!* Pupils follow the instructions only for their special person.

## Activity Book page 12



**Colour and say.** Pupils colour and name each item.

**ANSWER KEY:** window, table

- 1 **Stick and match.** Help pupils find the stickers in the back of their books. Ask pupils to stick them on the page and draw lines to match them to the people in the picture. Point to each one, say *Who's this?* and elicit the words for them.

**ANSWER KEY:** 1 brother, 2 dad, 3 sister, 4 mum, 5 boy, 6 girl

**Wonder Helper:** *Tell me!* Pupils look at the family and use target vocabulary to describe them.

**ANSWER KEY:** a mum, a dad, a brother, a sister, a boy, a girl

**Extra time?** Pupils get into groups of between 3 and 6. They choose family roles. They describe themselves using target vocabulary. There can be more or fewer than one of each role.

### Activity 1

Luca	<i>Who's this, Mina?</i>
Mina	<i>My mum! My sister! Hello!</i>
Mina's mum	<i>Hello, Mina!</i>
Luca	<i>Goodbye, Mina!</i>
Mina	<i>Goodbye, Luca!</i>
Luca	<i>Who's this, Hugo?</i>
Hugo	<i>My dad... my brother... and my sister!</i>
Hugo's dad	<i>Hi, Hugo!</i>
Luca	<i>Goodbye, Hugo!</i>
Hugo	<i>Goodbye, Luca!</i>
Hugo's dad	<i>Hello, Hugo. Who's this?</i>
Hugo	<i>Hello! Look, a girl! Mina!</i>
Mina's mum	<i>Hello, Mina. Who's this?</i>
Mina	<i>Hi, Mum! Look, a boy! Hugo!</i>
Everyone	<i>Hello!</i>

### Activity 2

1 sister 2 mum 3 girl 4 boy 5 dad 6 brother



Extra activity



Practice: Activity 3



Wonder Helper



Activity Book: Practice



Learning path



Ending the lesson



**Objectives**

- Lesson aim: to answer the question *Who's this?* using target language
- Target language: *my (mum)*
- Recycled language: *boy, brother, dad, girl, mum, sister; hello, goodbye; look, say; pencil, teacher*
- Receptive language: *Who's this?; hands up, hands down; boys and girls*

**GSE**

- Productive: Speaking: Can reproduce words for special people.
- Receptive: Listening: Can understand short simple questions addressed slowly and clearly.

**Wonder: sparking curiosity**

- Encourage pupils to think and ask questions. Engage them with the Big Picture by asking what they think the characters are doing. Ask in L1: *What is our school routine at the end of the day?*
- Point to the Wonder stepping stone and tell pupils the lesson objective: *We're learning to talk about our special people.*

**Materials**

- Flashcards (Lesson 1 vocabulary); pencils and colouring pencils

The page features a large illustration of a family: a father in overalls, a mother, and three children. A lesson card is overlaid on the bottom right of the illustration. The card has a 'Wonder' badge at the top left and a '2' badge at the top right. It contains the following text:

**Lesson 2**

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

2 <sup>2.05</sup> Listen, find and say.

**I can shine!**

3 <sup>2.05</sup> Play.

At the bottom of the card, it says: **Song and structures** *My (mum).* **21**

**Starting the lesson**

- <sup>2.03</sup> **Diagnose** Hold up a flashcard and say the word slowly. Pupils say the word after you. Repeat for all flashcards. Then shuffle the cards. Hold up a flashcard. Say and model *Hands up*. Choose a pupil to say the word on the card. Say and model *Hands down*. Repeat until all the cards have been named.

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

- Play the song and let pupils listen. Ask them if they heard any words they know. Point to each person in the picture and slowly say *my (mum)*. See if pupils can hear the word *my* each time. Point to yourself when you say *my* and emphasise the word.
- Play the song again and have pupils listen for the structure *my (mum)*.
- Demonstrate actions for *Look* (point to eyes); *Who's this?* (look puzzled and point to person); *my dad* (point to self); *Say hello* (wave). Play the track again for pupils to sing and act.

**RECEPTIVE SKILLS TIP**

Before listening in Activity 2, tell pupils they will hear the audio twice. Listening several times to the same information helps to build confidence and understanding. The first time, they can focus on listening for information. The second time, pupils listen and say.

**2** <sup>2.05</sup> **Listen, find and say.**

- Point to the pictures on the page and say, *I'm Hugo or I'm Mina. Who's this?*

- Play the audio and ask pupils to point to the correct artwork. Play the audio again and this time ask pupils to point and repeat the phrase. **SUPPORT** Slowly repeat the model phrase *my (dad)*. **STRETCH** Ask pupils to independently describe Hugo's family (*my dad, my brother, my sister*).

**ANSWER KEY:** 1 my dad, 2 my mum, 3 my brother, 4 my sister

- 3 Play.**
- Repeat the Wonder Helper activity from Lesson 1. Ask: *Who's this?* In pairs, pupils tell their partner who is in their own family photo or work together to say who is in the stock photo or book illustrations. This time, prompt pupils to add *my* to produce *my (mum)*. **SUPPORT** Review vocabulary using flashcards. Pupils then use flashcards for support during the activity. **STRETCH** Pupils say the question *Who's this?*

#### Extra activity

Divide pupils into groups of 4. Give each pupil 1 flashcard (*mum, dad, brother, sister*). One pupil points to each card in turn and describes it using *my (mum)*. Repeat for each pupil. Ask confident children to *stand up*, exchange cards and *sit down* between each turn.

#### I can shine!

#### Assess

**ACHIEVE** The pupil uses the short phrase *my (mum)* to describe at least 1 person.

**ADJUST** The pupil uses a single word *mum*.  
→ Support learners by slowly modelling the phrase *my (mum)*.

**EXCEED** The pupil uses the short phrase confidently to describe at least 3 people. Use flashcards if needed.  
→ Expand the vocabulary set using recycled language: *my (pencil, teacher)*.

#### Ending the lesson

- 2.03** Play the song again. Pupils listen, then sing and act.
- Ask 4 pupils to come to the front with family photos which show one of *dad, mum, brother, sister*. Pupils point to the relevant photo as you play each verse.

#### Activity Book page 13

- 1** **2.06** Listen and match. Pupils listen to the audio and draw a line to match each speaker to their family photo.

**ANSWER KEY:** 1 boy – ★; 2 girl – ★

- 2** **2.07** Listen and draw. Pupils listen and draw the family member being described.

**ANSWER KEY:** my dad

- 3** Draw. Then say. Pupils choose their own special person to draw and describe using *my (mum)*. Encourage them to wave and say *Hello, (Mum)!*

Pupils stick in the Wonder checkpoint sticker.

Extra time? Pupils find and point to a *girl* and a *boy* in the book.

#### Activity 1

#### Pupil's Book Audioscript

Boy Look, who's this? My dad, my dad!  
All Hello, Dad!  
Girl Look, who's this? My mum, my mum!  
All Hello, Mum!  
Boy Look, who's this? My brother, my brother!  
All Hello, brother!  
Girl Look, who's this? My sister, my sister!  
All Hello, sister!  
Dad Girls and boys, girls and boys, say... goodbye!  
All Goodbye!

#### Activity 2

Hugo Look! My dad.  
Mina Look! My mum.  
Hugo Look! My brother.  
Mina Look! My sister.



**Objectives**

- Lesson aim: to identify characters in a simple story
- Target language: *my (mum); a (girl)*
- Recycled language: *hello, my (mum); yes, no; numbers 1–6*
- Receptive language: *Who's this? This is my sister.*

**GSE**

- Receptive: Listening: Can recognise a few words for people, if spoken slowly and clearly.

**Imagine: fostering imagination**

- Encourage pupils to be imaginative and creative in the classroom with the unit story. Invite pupils to open their book to the story pages and look at the pictures, then close their book and tell a partner what game they think Hugo and Mina are playing (in L1).
- Point to the Imagine stepping stone and tell pupils the lesson objective: *We're learning to identify characters in a story.*

**Materials**

- Story cards; a soft ball; pencils and colouring pencils

**Lesson 3**

1 Look and find.

2 Listen or watch.

3 Look and say for Hugo.

4 Act out.

Story value: A story about having fun with families.

Story language: This is my sister.

**RECEPTIVE SKILLS TIP**

Before listening in Activity 2, ask pupils to think about who the main characters are (Mina and Hugo). This will prepare them for hearing these characters' voices on the audio track.

**2** **2.08** Listen or watch.

- Either play the video or play the audio and ask pupils to follow the story in their books. Play the audio again, pausing after each character speaks so the class can repeat the short phrase *my (sister)* or the whole line.
  - Explain the meaning of the phrase *Let's play!*
- SUPPORT** Review numbers and vocabulary.
- STRETCH** Listen for the phrase *This is my brother.*

**Starting the lesson**

- **2.03** Review target language using flashcards. Then play the song from Lesson 2 for pupils to sing and act. Tell pupils that the story includes some of Hugo's and Mina's special people. See if pupils can remember who they met in Lesson 1.

**1** Look and find.

- **Assess** Ask pupils to point and find the people in the story. Ask pupils which of the characters *isn't* in the story. Have pupils say whether each person is *a boy* or *a girl*.

**ANSWER KEY:** Mina ✓ Hugo ✓ (Mina's) sister ✗

**FUTURE SKILLS: enquiry and imagination**

Pupils can identify with the story characters more easily by connecting the characters' actions to their own experience. In this story, they can imagine what it would be like to play hide and seek with Hugo and Mina. In L1, ask what imaginative games pupils enjoy playing with their own friends.

**IMAGINE HELPER** **Assess**

Tell pupils: *Imagine you are Mina.* Look at Frame 6. Ask: *Who's this?* (hiding behind the tree). Tell pupils to share ideas with a partner, then use *hands up* to invite answers. The answer will be given in the Lesson 4 story extension. **SUPPORT** Use the Wonder spread to find a character who matches the detail in Frame 6.

**ANSWER KEY:** Mina's mum

**3** Look and say for Hugo.

- Ask pupils to pretend to be Hugo. They point to each person in turn and say *my (brother)*. They then decide whether this character is in the story (yes or no). Less confident pupils can work in pairs.

**ANSWER KEY:** 1 my brother, yes, 2 my dad, no, 3 my sister, yes

### I can shine! Assess

**ACHIEVE** The pupil can use a short phrase and answer using *yes* or *no*.

**ADJUST** The pupil is not confident in saying the phrase and / or uses gestures instead of *yes* or *no*.  
→ Help pupils by slowly saying the phrase and *yes* or *no* for pupils to repeat.

**EXCEED** The pupil completes the activity with no mistakes.  
→ Extend the short phrase to *Look, my brother!* and point to the story artwork.

#### 4 Act out.

- Act out. Freeze frames. Ask pupils to pretend they are playing hide and seek like the characters in the story.  
**SUPPORT** Give pupils a story card for Frame 1 or Frame 2. Encourage them to copy Mina's or Hugo's body language.

#### Story extension activity

Extend Activity 4 by playing 'counting statues'. Count slowly from 1 to 6. Pupils walk around the room. On 6, pupils freeze and pretend to hide. If they move, they are out of the game. Repeat.

#### TEACHER TIME TO SHINE: using stories in the classroom

Engaging pupils with the story through acting out and freeze frames helps them to build interpersonal skills. Pupils learn to recognise how people express their feelings using facial expressions, gestures and body language, as well as through their words.

#### Ending the lesson

- Circle game. Use a soft ball. Ask pupils to throw the ball to another pupil and call out a word or phrase to describe a person (e.g. *my mum, a boy*). Repeat until all pupils have had a turn.

#### Activity Book page 14

- Circle and say.** Pupils imagine they are Hugo and circle the character who is hiding in each artwork. They say *my sister, my brother*.

**ANSWER KEY:** 1 my sister, 2 my brother

- Look and trace.** Pupils join the dots to complete the outline of Mina counting in hide and seek.

**ANSWER KEY:** Join the dots.

**Imagine Helper:** *Let's imagine!* Ask pupils to imagine they are counting too. Pupils count to 6.

- Choose and draw.** Pupils choose a special person to hide behind the climbing frame. They complete the picture and say *my (brother)!*

Pupils stick in the Imagine checkpoint sticker.

Extra time? Think and colour. Pupils colour 1 to 3 stars to rate the story.

#### Activity 2

#### Pupil's Book Audioscript

- |        |   |
|--------|---|
| 1 Mina | 1... 2... 3... 4... 5... 6! Let's play!     |
| Hugo   | Yes, Mina, let's play!                      |
| 2 Mina | Ooh... Who's this? My sister?               |
| 3 Hugo | No! Look, Mina, this is my brother!         |
| 4 Mina | Hello... Who's this? Now this is my sister! |
| 5 Hugo | No, Mina! This is my sister!                |
| 6 Mina | And who's this... ?                         |
| Hugo   | Hmm...                                      |



**Objectives**

- **Lesson aim:** to learn more words for special people
- **Target language:** *family, friend, grandad, granny; This is my (family)*
- **Recycled language:** *boy, brother, dad, girl, mum, sister; a (family), my (family); I'm (name); hello, hi*
- **Receptive language:** *Who's this?*

**GSE**

- **Productive: Speaking:** Can repeat words for special people if spoken slowly and clearly.
- **Receptive: Listening:** Can recognise a few words for people, if spoken slowly and clearly.

**Build: building confidence**

- Build confidence in English through repetition of target language until it becomes second nature. In L1 talk to pupils about other skills they have had to practise in order to master them, such as learning to walk or learning to ride a bicycle. Explain that learning a language is a very similar process. It feels difficult to start with but becomes easier the more you practise.
- Point to the Build stepping stone and tell pupils the lesson objective: *We're learning to talk about more special people.*

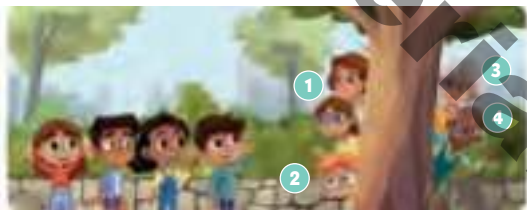
**Materials**

- Flashcards; pencils

**Lesson 4**

- 1  Listen and look.

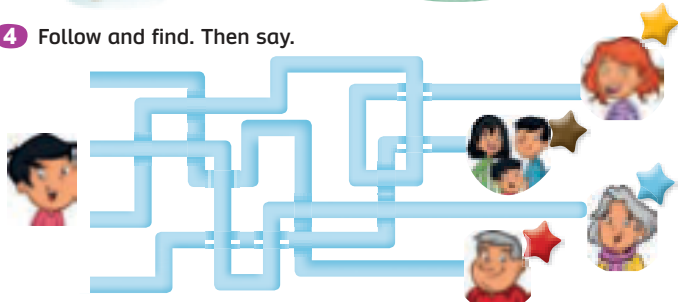
- 2  Listen, point and say.



- 3  Listen and say.





- 4 Follow and find. Then say.



24 **Vocabulary and structures** Family: *This is my (granny).*

**Starting the lesson**


-  Play the song from Lesson 2. Pupils sing and do the actions.
-  Review the flashcards from Lesson 1 or draw a simple family tree on the board. Point and say *Who's this?* Pupils tell a partner. Then check answers as a class.

**RECEPTIVE SKILLS TIP**

Before listening, tell pupils that some of the words they hear will be familiar, but some will be unfamiliar. In this activity, they will hear *my* before the new words for special people, just like they did for *my (mum)*, etc.

- 1  Listen and look.

- Ask pupils to look at the story extension picture. Ask *Who's this?* Draw their attention to the new characters. Point to each one with your finger and slowly say *granny, grandad, family* (Mina's mum and sister), *friend* (Bruno).
- Play the audio. Pupils listen and point to the new characters as they are mentioned.
- See if pupils can match the new characters to the Rise and Shine children. We see Dexter's granny, Zoe's grandad, Mina's family and Mina's friend Bruno.
- Introduce the grammar for this lesson. Point to the picture and say *I'm (Dexter). This is my (granny).*

- 2  Listen, point and say.

- Play the audio and ask pupils to point to the new characters as they listen.
- Play the audio again and lead pupils in a simple clapping game. Use the following pattern: *One.*

(clap) *granny* (clap, clap) *Two*. (clap) *grandad* (clap, clap).

**SUPPORT** Draw a family tree on the board to connect new words to those from Lesson 1. **STRETCH** Draw a blank family tree using circles and lines. See how many people pupils can identify.

**ANSWER KEY:** 1 family, 2 friend, 3 granny, 4 grandad

### Extra activity

Ask pupils to point to a partner and say *This is my friend!*

### FUTURE SKILLS: critical and reflective thinking

**REVIEW** Break down the target grammar into 2 steps. Check pupils understand we say *my* to show possession of a person or thing. Then check understanding of the use of *This is* to demonstrate which person or thing we are talking about.

Illustrate this with classroom objects. Show pupils a pencil. Ask 3 pupils to give you their pencils. Point to your pencil again, say *This is my pencil* and point to yourself. Then ask the 3 pupils to repeat the sentence, pointing at their pencil and then at themselves.

### 3 Listen and say.

- Play the chant. Ask pupils to listen and point to the pictures in their book. Play the chant again and ask pupils to join in with the children.



### BUILD HELPER

Tell pupils that Zoe is encouraging them to use what they know. Pupils already know the structure *my* (*granny*). They only need to add *This is* to the front. Play the chant. Say *This is* each time and have pupils reply *my* (*granny*). Then play the chant again. This time pupils say the whole chant.

### 4 Follow and find. Then say.

- In pairs, pupils follow each path and describe the boy's special person using *This is my* (*granny*).

**SUPPORT** Build from a single word to the full phrase.

**STRETCH** Extend answers using greetings. (*This is my grandad. Hi, Grandad!*)

**ANSWER KEY:** ★ This is my grandad. ★ This is my granny. ★ This is my friend. ★ This is my family.

### Ending the lesson

- Circle game. Choose pupils to be Dexter, Zoe, Mina and Hugo. Ask these pupils to *stand up* and walk around the circle. They tap another pupil (Mina taps 2) lightly on the shoulder. Those pupils stand up too. The pupils playing the Rise and Shine children introduce the other pupils to the circle using *This is my...*. Ask the pupil playing Hugo to use *This is my friend*. Pupils then *sit down*. Choose another 4 pupils to play.

### Activity Book page 15

- Follow and say.** Pupils follow the path through the maze and say each word in order.

**ANSWER KEY:** 1 granny, 2 grandad, 3 friend, 4 family

- Look and match.** Pupils draw lines to match the children to their special people.

**ANSWER KEY:** 1 Mina – family, 2 Dexter – granny (Belinda), 3 Zoe – grandad

**Build Helper:** *Let's build!* Pupils describe the special people using *This is my...*

**ANSWER KEY:** 1 This is my family, 2 This is my granny, 3 This is my grandad.

**Extra time?** Pupils describe the people in Activity 1 using *This is my...*

### Activity 1 Pupil's Book Audioscript

Dexter *This is my granny! Hello, Granny Belinda!*  
 Zoe *Oh, look! Grandad? Yes, this is my grandad! Hi, Grandad!*  
 Mina *This is my family! My mum and my sister. Yes, my family. Oh! And this is my friend, Bruno! Hi, Bruno!*  
 All *Hello!*

### Activity 2

1 family 2 friend 3 granny 4 grandad

### Activity 3

Singer *This is my granny!  
 This is my grandad!  
 This is my family!  
 This is my friend!*  
 Children *This is my granny!  
 This is my grandad!  
 This is my family!  
 This is my friend!*



**Objectives**

- **Lesson aim:** to introduce family and friends; to practise the sound *g*
- **Speaking function:** to talk about family and friends
- **New language:** *This is my (family)*
- **Recycled language:** *boy, brother, dad, family, friend, girl, grandad, granny, mum, sister; goodbye*

**GSE**

- **Productive: speaking:** Can reproduce one- and two-syllable words correctly. When reproducing words, can approximate the pronunciation of a few high-frequency initial consonant sounds.
- **Productive: Listening:** Can recognise a few, familiar people if spoken slowly and clearly. Can hear the initial sound *g* in simple words.

**Build: building confidence**

- Build self-belief in pupils' English skills through noticing patterns in the target language, building on a bank of known words and experimenting with placing new vocabulary into a familiar phrase.
- Point to the Build stepping stone and tell pupils the lesson objective: *We're learning to talk about our family and friends.*

**Materials**

- Flashcards (Lessons 1 and 4 vocabulary); paper, pencils and colouring pencils; family photos brought in by pupils OR stock photos of diverse families OR storybooks which represent diverse families

Build

Wonder Imagine Build Grow Shine

### Lesson 5

- 2.12** Listen and choose.



- 2.13** Look and play.
- 2.13** Listen and say.

**My sounds**



**I can shine!**

- 2.14** Listen. Then choose and say.



Communication *This is my (family).*; Sound *g* 25

**Starting the lesson**

- **Interact** Put flashcards on the walls around the room. In pairs, pupils find the flashcards, point and say *This is my (mum)*. After a few minutes, collect the cards and stick them to the board. Point to each card and say *This is my...* . Pupils repeat the phrase.

**RECEPTIVE SKILLS TIP**

To help pupils with the listening task in Activity 1, ask them to look at the photos and think about what the relationships between the different children could be.

- 2.12** Listen and choose.
- **Diagnose** Play the audio. Ask pupils to point to the photo which matches the audio description. Use coloured stars to check answers.

ANSWER KEY: 1 ★, 2 ★

- Assess** Look and play.
  - In pairs, pupils pretend to be the children in one of the photos from Activity 1. One pupil describes it using *It's a (boy)*. The other pupil adds *This is my (brother)*. Swap roles.
  - SUPPORT** Play the audio from Activity 1 again. Pause and repeat the target language.
  - STRETCH** One pupil describes a photo without pointing. Their partner must point to the correct photo.



### 3 2.13 **My sounds** Listen and say.

- Point to the granny and repeat *Who's this?* Answer, *g - g - g - granny*. Then point to the grandad and say *Who's this?* Answer, *g - g - g - grandad*. Wave and say *Goodbye, Granny! Goodbye, Grandad!*
- Play the audio. Ask pupils to say *g - g - g - granny* and *g - g - g - grandad*. Then play the audio again and have them say the words along with the audio.
- Use the phrase *Goodbye, Granny! Goodbye, Grandad!* to encourage pupils to practise.
- Check pupils can approximate all the initial sounds learnt so far - *p - pencil*, *t - teacher* and *g - granny*.

**SUPPORT** Drill the sound as a class and draw a mouth on the board showing the position of the tongue blocking air from the throat when the sound is produced.

**STRETCH** See if pupils know any other words or names that have an initial *g* sound (*girl*).

### 4 2.14 Listen. Then choose and say.

- Invite pupils to choose one of the families and describe it to their partner or to you. Play the audio of the speaking model to guide pupils before they begin.

## I can shine! Assess

**ACHIEVE** The pupil uses *This is my...* to describe 3 or more people.

**ADJUST** The pupil uses a single word or short phrase (*my mum*) to describe several people or uses *This is my...* to describe 1 person.

→ Support learners with additional practice to produce phrases using flashcards and modelling.

**EXCEED** The pupil can produce descriptions clearly and independently for both pictures.

→ Practise rapid recall. Set a timer. Point and ask *Who's this?* for each person in one of the pictures. Repeat for the whole family. Stop the timer. Then challenge pupils to improve their time.


### **FUTURE SKILLS: collaboration and communication**

In pairs, ask pupils to imagine they can each invite someone special to come to school for the day. Pupils fold a piece of paper in half, then open it again. One pupil draws their special person on the left half, and their partner draws their special person on the right. Then they introduce their special people to each other.


### Ending the lesson

- In a circle or in pairs, share family photos, stock photos or storybooks again. Encourage pupils to use all the language they know.
- Point out all the steps they have taken since Lesson 1. Say slowly *mum... my mum... This is my mum!*

### Activity Book page 16

- 1  2.15 Listen and tick. Play the audio. Pupils listen and tick the artwork of the person they hear on the audio that matches the silhouette.

ANSWER KEY: 1 ★ brother, 2 ★ grandad, 3 ★ mum

- 2  2.16 Listen and say. Then colour. Play the audio. Pupils listen to and say the focus sound *g* and the words *granny* and *grandad*. They then colour the granny and grandad.

ANSWER KEY: Pupils colour the granny and grandad.

- 3 Draw and colour. Then say. Pupils draw their choice of family and friends. They then colour in the picture and describe it to a partner. **STRETCH** Encourage pupils to add an object (*This is my book*).

Pupils stick in the Build checkpoint sticker.

### Activity 1 Pupil's Book Audioscript

- 1 *Who's this? It's a boy. This is my brother. Yes, this is my brother.*  
2 *Who's this? It's a girl. This is my friend. Yes, this is my friend.*

### Activity 3

*g - g - g - granny*  
*g - g - g - grandad*  
*Goodbye, Granny!*  
*Goodbye, Grandad!*

### Activity 4

*This is my family. This is my mum. This is my sister.*





**Objectives**

- Lesson aim: to learn phrases to show politeness
- Cross curricular / Culture connection: Family communication
- Global citizenship theme: Valuing our family and friends
- Target language: *please, thank you*
- Recycled language: *my red book; bag, crayon, pencil; blue, brown, red, yellow*

**GSE**

- Productive: Speaking: Can use a few basic words to show politeness.
- Receptive: Listening: Can understand some basic words and phrases to show politeness.

**Grow: nurturing growth in society**

- Promote good global citizenship by encouraging pupils' awareness of their role in society. Ask pupils to think about why it's important to show gratitude to their families and friends.
- Point to the Grow stepping stone and tell pupils the lesson objective: *We're learning to be polite.*

**Materials**

- Flashcards (classroom objects, colours); pencils, crayons, books and bags in known colours

Grow



**Lesson 6**

1  Listen and choose.


2  Listen and say.

3 Find and say.


**Think and share!**

26 Global Citizenship Being polite.

**Starting the lesson**

-  Use flashcards to review vocabulary for classroom objects and colours. First practise individual words. Then hold up one colour and one object. Pupils put them together to produce a (*red book*).

1  Listen and choose.

- Present the new vocabulary (*please, thank you*) using a pencil or other object. Use clear gestures and facial expressions. Say the word slowly for pupils to repeat. Then use only gestures. Pupils say the word independently.
- Play the audio. Ask pupils to point to the correct picture for each audio item. Note passive language *Here you are*.
-  Point to each picture in turn. See if pupils can say *please* and *thank you*.

ANSWER KEY: 1 ★ 2 ★

2  Listen and say.

- Model *please* and *thank you* again using appropriate gestures. Ask pupils to repeat.
- Play the audio. Ask pupils to listen and look again at the pictures in Activity 1. Draw their attention to the pauses. Have pupils listen again and repeat *please* and *thank you* in the correct places.

ANSWER KEY: 1 please, please, 2 thank you, thank you



**RECEPTIVE SKILLS TIP**

After doing Activity 2, ask pupils to work in pairs to put what they have heard into practice. Pupils swap books. One pupil points to their own book and says *please* or *my (red) book, please*. Their partner passes it to them. The first pupil says *thank you*. Repeat for the other pupil.

**FUTURE SKILLS: critical and reflective thinking**

In L1, ask pupils to tell a partner about a time they were polite to their family or friends. Share examples (such as receiving a present or asking for help).

**3**  **Find and say.**

- In pairs, pupils find 3 children in the picture and decide whether each child should say *please* or *thank you*. Model Say 'please' and Say 'thank you'. Ask pupils to point and use these phrases to give the characters instructions.

**ANSWER KEY:** 1 Say 'thank you', 2 Say 'please', 3 Say 'please'

**Extra activity**

One pupil roleplays Granny. Give them a stack of pencils. The rest of the class line up in front of Granny. Each pupil says *please* to receive a pencil, and *thank you* afterwards. If they forget, Granny can prompt them using Say 'please' or Say 'thank you'.

**GROW HELPER**

Tell pupils Luca is asking *Who can you say thank you to?* Pupils answer in English (*my sister, my friend, my teacher*). They tell a partner. Then share answers as a class.



In L1, ask pupils to think of something they can thank a special person for.


**Ending the lesson**

- Circle game. Put a range of classroom objects in the middle of the circle. Invite a pupil to bring you one object (*A red book, please*). When they give it to you, say *thank you*. Repeat. Once pupils are familiar with the activity, they can take turns to ask for an object.

**Background information (Culture and CLIL)**

Different cultures have different expectations when it comes to saying *please* and *thank you*. Some cultures expect these words to be used frequently, while in others they are reserved for special occasions. Some countries use gestures like bowing, or value gift-giving. Before the lesson, research different cultural traditions. Give pupils examples of how people show respect and thanks in other countries. How is this different to the culture in your own country?

**Activity Book page 17**

- 1**  **2.19 Listen and trace.** Pupils trace the path of the conversation as they listen. Note passive language – *need, here you are*.

**Activity 1 and 2****Pupil's Book Audioscript**

- 1 Girl** *My book, please. Yes, my blue book, please.*  
**Man** *Here you are.*  
**2 Girl** *Thank you! My blue book. Thank you.*



**Objectives**

- **Lesson aim:** to make a thank you picture for a special person
- **Functional language:** *please, thank you*
- **Text type:** a thank you picture
- **Recycled language:** *brother, dad, family, friend, grandad, granny, mum, sister*

**GSE**

- **Productive: Speaking:** Can use a few basic words to show politeness.
- **Receptive: Listening:** Can understand some basic words and phrases to show politeness.

**Grow: nurturing growth in society**

- Encourage a further sense of pupils' social responsibility by promoting activities that encourage children to think positively about their family, their class and school community. Praise pupils for positive behaviour and respectful practices in the classroom.
- Point to the Grow stepping stone and tell pupils the lesson objective: *We're learning to make a thank you picture.*

**Materials**


- Flashcards; paper, coloured pencils and crayons

Grow

Wonder Imagine Build Grow Shine


### Lesson 7

1 Listen and match. Say.




2 Look and say.

1




2



I can shine!

3 Play and say.



My Everyday English My family: please, thank you 27

**Starting the lesson**

- 2.03 Play the song from Lesson 2. Pupils sing and act.
- Divide the class in half. Ask one half to think of times when they say *please*. The other half thinks of times when they say *thank you*. Pupils tell a partner in L1. Then share answers as a class.

## 1 Diagnose 2.20 Listen and match. Say.

- Have pupils look at the artwork. Explain that the text type is a thank you picture. Ask pupils if they have ever drawn a picture to say 'please' or to say 'thank you'. Pupils tell a partner who they might draw a picture for. Ask pupils who they think the people in the photos are (1 Mum, 2 Dad). Then play the audio. Pupils listen and say who the thank you picture is for. Then play the audio again. Pupils repeat what they hear.
- SUPPORT** Before the activity, use flashcards to review family members.

ANSWER KEY: The card is for 1 (Mum).

**RECEPTIVE SKILLS TIP**

For audio items which present key functional phrases, play them several times, pausing for pupils to repeat.



## 2 Look and say.

- Pupils point to each photo in turn. They pretend to be the child and say *thank you* to the person using the model in Activity 1. **SUPPORT** Say the words *thank you* slowly for pupils to repeat. **STRETCH** Ask pupils to replace *thank you* with *please*. When would they use this word?

ANSWER KEY: 1 Thank you, Mum, 2 Thank you, Dad

### FUTURE SKILLS: enquiry and imagination

Before Activity 3, ask pupils to look at the picture in their book. Then show them pencils, crayons and paper set out in 3 piles in front of you. In L1, ask pupils to predict what the activity might be.

## 3 Play and say.

- Ask pupils to recall the person they wanted to thank in Lesson 6. Invite them to make a thank you picture. Ask pupils to collect pencils, crayons and paper using *please* and *thank you*. They then draw their pictures. In pairs, pupils roleplay giving their picture to their special person.

### I can shine!



### Assess

**ACHIEVE** The pupil offers their picture and says *thank you*.

**ADJUST** The pupil offers their picture but says *please* or does not speak.

→ Review the meaning of *please* and *thank you*. Model the words slowly for pupils to repeat.

**EXCEED** The pupil names the person they are thanking (*Thank you, Mum*).

→ Ask pupils to say 2 other people they could thank.

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

Arts and craft activities provide an opportunity to practise target language in a more relaxed way before pupils present their final project. Encourage children to say *please* and *thank you* to each other as they share resources. Point to their picture and ask *What's this?* to review colours, people and objects. Allow plenty of time for discussion in L1 to support general conversation skills.

## Ending the lesson

- Circle game. Give children known actions to follow using this model: *Sit down, please!* (pause) *Thank you*. Pupils only do the action if you say *please*. Otherwise, they don't move.
- Confident pupils can take turns to play 'teacher' using the actions *look, listen, point* and *say*.

## Activity Book page 17

**Grow Helper: Think and share!** Tell pupils the girls in Activity 1 are drawing thank you pictures. Draw their attention to Activity 2. Ask pupils who they want to draw a thank you picture for.

- 2 **Draw. Then act.** Pupils complete the thank you picture. They then act out giving their picture to someone (*Thank you, Grandad*). Encourage them to choose someone different to their Pupil Book picture.

Pupils stick in the Grow checkpoint sticker.

Extra time? Pupils act out receiving a present, e.g. *A red pencil! Thank you, Dad!*

### Activity 1

### Pupil's Book Audioscript

*Thank you, Mum! Thank you!*



I can shine:  
Activity 3



Activity Book:  
Practice



Ending  
the lesson



Learning  
path



**Objectives**

- Lesson aim: to review the language from Unit 2
- Revised language: boy, brother, dad, family, friend, girl, grandad, granny, mum, sister; please, thank you; This is my (mum).

**Shine: Time to shine!**

- Enable pupils of all abilities to showcase achievements through differentiated steps. In classes of mixed abilities, this can be achieved by building the complexity of language expected throughout a sequence of activities, so that every pupil is able to achieve at least one core lesson objective.

- Point to the Shine stepping stone and tell pupils the lesson objective: *We're reviewing what we've learnt in the unit.*

**Materials**

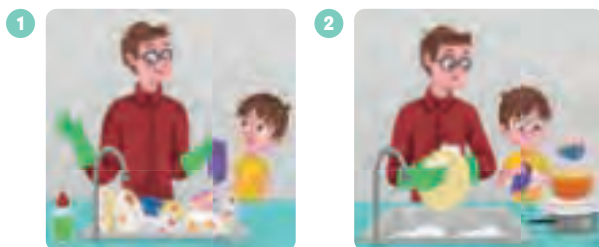
- Flashcards; pencils

**My family****Step 1** Review

- 1 Look and say.      2 Listen and find.



- 3 Look and say.



- 4 Listen and sing. Then choose.

28 Unit review Unit objectives review

**Starting the lesson**

- In L1, ask pupils to look back through the unit, decide which was their favourite lesson and say why (in L1 if necessary).
- Display flashcards of revised language items on the board. Divide the class into 2 teams. Ask 1 pupil to say the name of a card to earn it for their team. Then ask a pupil from the other team. Pupils can ask for help from their team members. Repeat until all the cards have been earned.

**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.
- 1 Look and say.
  - In pairs, ask pupils to look at the artwork and say each family member using a single word. **SUPPORT** Before doing the activity, remind pupils that we can use more than one word to describe people. **STRETCH** Pupils use a short phrase instead of the single word.

**ANSWER KEY:** friend, brother, sister, dad, mum, grandad, granny



**FUTURE SKILLS: critical and reflective thinking**

Ask pupils to look at the picture. Is it representative of all families? Invite pupils to discuss their different family structures, in L1 where necessary.

**2**   **Listen and find.**

- Tell pupils they will hear a child introducing their family. Play the audio for pupils to listen. Then play the audio again. Pupils listen and point to each family member in the picture.

**ANSWER KEY:** family, dad, granny, friend, sister, mum, grandad

**Extra activity**

Use the picture in Activity 1 and 2 for extra speaking practice in pairs using *This is my...* **(SUPPORT)** Prompt pupils using *This is my...* and ask them to choose a person. They then repeat the whole phrase.

**(STRETCH)** Pupils ask a partner *Who's this?*

**3** **Look and say.**

- In L1, discuss what the boy and his dad are doing (washing the dishes). What is Dad saying in each picture? Ask pupils to point to each picture and say *please* or *thank you*. **(SUPPORT)** Review the meaning of each word before the activity. **(STRETCH)** Ask pupils to give Dad advice about what he should say (*Say 'please', Dad!*).

**ANSWER KEY:** please, thank you

**4**  **Listen and sing. Then choose.**

- Play the song from Lesson 2. Listen and sing. Then use the karaoke version (T2.04) to adapt the basic verse: *Look, who's this? My **dad**, my **dad!*** by changing the word in bold to any other special person. Pause after each verse and invite pupils to choose what to sing next.
- As a variation, ask one pupil to stand up and choose. They invite a second pupil to stand up and pretend to be their special person. On the line *Hello, (Dad)!*, the class sings *hello* to this pupil. Then the 2 pupils sit down and another pupil has a turn.

**Ending the lesson**

- Divide the class into 3 or 4 teams. Choose a page in the unit. Tell teams they have to say the names of all the people they can see. Set a time limit. When the time is up, have groups say their answers. Award one point for each correct answer. Repeat with a different page.

**Activity Book page 18**

- 1** **Say. Then find and circle.** Pupils describe Mina (a girl). They then describe the people for Mina using *my* (mum). They find the odd one out.

**ANSWER KEY:** (a) girl, (my) sister, (my) mum, (my) granny. Granny Belinda is the odd one out because she is not in Mina's family.

- 2**  **Listen and tick. Then look and say.**

- The speaker has taken a family photo on a day out. Play the audio. Pupils listen and tick the matching portrait.

**ANSWER KEY:** ✓ 2

**Extra time?** Show pupils flashcards of *bag, book, boy, girl, granny, grandad*. Pupils sort them into groups by initial sound *b* or *g*.

**Activity 2****Pupil's Book Audioscript**

*Look, this is my family. This is my dad. This is my granny. This is my friend. This is my sister. This is my mum and this is my grandad.*

**Activity 4**

Boy	<i>Look, who's this? My dad, my dad!</i>
All	<i>Hello, Dad!</i>
Girl	<i>Look, who's this? My mum, my mum!</i>
All	<i>Hello, Mum!</i>
Boy	<i>Look, who's this? My brother, my brother!</i>
All	<i>Hello, brother!</i>
Girl	<i>Look, who's this? My sister, my sister!</i>
All	<i>Hello, sister!</i>
Dad	<i>Girls and boys, girls and boys, say... goodbye!</i>
All	<i>Goodbye!</i>



**Objectives**

- Lesson aim: to make and present a family of paper dolls
- Revised language: *This is my (family); please, thank you*

**Materials**

- Paper doll printable page from digital resources; pupils' family photos, stock photos or books showing diverse families; scissors and glue; colouring pencils or crayons; flashcards; counters; spinners (from printable resources)

**Shine: Time to shine!**

- Use differentiated steps to allow all pupils to demonstrate what they have learnt. Encourage empathy through promoting respectful interactions using the unit language. Praise pupils for their hard work and progress rather than for achieving a fixed outcome.
- Point to the Shine stepping stone and say the lesson objective: *We're going to make and present a family of paper dolls.*

Shine

The screenshot shows a lesson page with a green and purple theme. At the top, there are circular icons for 'Wonder', 'Imagine', 'Build', 'Grow', and 'Shine'. The main heading is 'Step 2 Create'. Below it, there are three numbered activity boxes: 5 'Think and say.', 6 'Make.', and 7 'Listen. Then show and say.'. Activity 5 shows three simple line drawings of people holding hands. Activity 6 shows the same drawings with more detail and color. Activity 7 shows a circular inset photo of a young girl next to the colored drawings. A 'Time to shine!' section is also present. At the bottom right, it says 'Unit project My family 29'.

**Step 2: Create**

- This section revises Global Citizenship skills from the Build and Grow spreads, like critical thinking and collaboration. Activity 5 focuses on a critical thinking task and Activity 6 looks at creativity and 'making' their project. In Activity 7, 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, instead of just asking pupils to create a picture, give them clear step-by-step instructions (in L1 where necessary):
  - 1 Choose or draw the pictures you want to use.
  - 2 Fill the page.
  - 3 Use lots of colour.
  - 4 Talk about the pictures with a partner.
- 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.
- **5 Think and say.**
  - Invite pupils to think about their own family. Remind them that 'family' can include lots of different people who look after you and are special to you.
  - In pairs, pupils tell their partner who they are going to colour.

**Starting the lesson**

- If pupils have brought in family photos, invite them to share these again in small groups. Alternatively, use stock photos or books showing diverse families. Ask pupils if they have enjoyed learning words for families in this unit.



- Ask them *How many?* so they think about the number of dolls they need. **SUPPORT** Use personal or stock photos to prompt pupils in their decision. They may decide to focus on one special person. **STRETCH** Ask pupils to choose at least 4 different special people.

### 6 Make.

- Provide the paper doll printable pages, found in the digital teacher resources.
- Show pupils how to fold and cut them out.
- Ask pupils to shorten or lengthen their chain using scissors and glue, so that they have the number of dolls they need.
- Pupils colour their doll family. Provide coloured pencils or crayons. Encourage children to share resources using *please* and *thank you*. You may wish to repeat the resources-collecting exercise from Lesson 7 Activity 3.

### Differentiation

- Before the lesson, cut out paper doll chains ready for pupils to colour in. **SUPPORT** As pupils work, put flashcards on the board to help them remember the vocabulary they have learnt. **STRETCH** Ask pupils questions in English as they work – *Who's this?* to encourage multitasking.

### Time to shine!

### 7 Listen. Then show and say.

- Tell pupils they are going to share their paper doll family. Play the speaking model on the audio.
- Give pupils time to think about what they want to say about their family. Allow them to practise with a partner before presenting to the class.
- Ask pupils if they enjoyed making their paper doll family. Praise them for their effort and encourage them to praise each other too.

### I can shine!

### ★ Assess

**ACHIEVE** The pupil can use at least 1 phrase (*This is my...*) to describe their picture.

**ADJUST** The pupil uses 1 or more single words (*mum*) to describe their picture.

→ Point to a person in their drawing and model *This is my...* . Encourage them to repeat the correct phrase.

**EXCEED** The pupil confidently and correctly uses correct phrases to describe their picture. They may use functional language (*Look!*) or numbers.

→ Challenge pupils to remember all 10 words they have learnt for special people.

### PROJECT TIP

Ask pupils to work collaboratively to help you create longer chains from their individual family groups, for display across a classroom wall or window. Connect the chains in such a way that they can be unfastened, in case pupils wish to add other family members during the year, such as a new baby brother or sister.



In L1, ask pupils to think of one thing they think is special about their own family. Tell a partner.

### Ending the lesson

- Circle game. Pupils hold their drawings. Say a person (*Mum*). Pupils who have this person in their drawing say *yes!*, stand up and show it. Pupils who do not, say *no* and stay seated. If you say *This is my family!* everyone must stand up.
- Speed game. Play the circle game more quickly as pupils become more confident and use *This is my family* frequently.

### Activity Book page 19

- 3 Stick and colour.** Pupils stick the 2 stickers on to the board to give faces to Dad and Granny. They colour in these 2 characters. They then colour the blank clothing on other characters.
- 4 Play.** Pupils play the game by moving counters around the board, using a spinner. Encourage them to use *please* and *thank you* when choosing colours of playing pieces and sharing the spinner. When pupils land on a space with a person on it, they must use any relevant language to describe it (e.g. they can choose whether a girl is *a girl*, *my sister* or *my friend*). By doing this, they collect family and friends. Pupils keep moving around the board to collect a bigger family, until they land directly on the start / finish space, which ends the game.  
To make collecting family and friends easier, use flashcards (or make copies of flashcards) which pupils can collect and keep when they land on those spaces. Pupils can then tell a partner which people they have collected using *This is my...* .

**Home-school link: Show and say.** Encourage pupils to share their learning with people at home. They can use new vocabulary to describe their family and friends, and practise saying *please* and *thank you* in daily life.

### Activity 7

### Pupil's Book Audioscript

*This is my family. This is my mum. This is my sister.*

