

All kinds of families



key learning outcomes

in Unit 2, the students will:



Exchange information on familiar topics



Recognize familiar words in phrases and sentences



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



Participate in social exchanges in English



Create a family circle and present it to the class

Unit overview

Target vocabulary

Family: aunt, brother, dad, grandma, grandpa, mom,

sister, uncle

Pets: bird, cat, fish, hamster

Different families: cousin, friend, neighbor, pet

Functional language

Thank you! This is for you!

Recycling and building

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

Language stretch

Wow! What a big/nice family!

Target structures

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

I have a (hamster).

I have (two) brothers.

Phonics

g (grandma, grandpa), c (cat, colorful)

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:

Speaking

Talk about myself and my world

Working towards: taking part in a short dialog of 1-2 exchanges or give a short monolog of 2-3 sentences.

Learners can answer short, simple questions related to basic personal information, using a single word or phrase. (19) Use simple words to take part in brief informational, instructional, or transactional exchanges and/or conversations.

Learners can understand simple language related to naming and describing family members. (21)

Understand overall meaning and main idea(s) of simple phrases or sentences.

Learners can produce very short fixed expressions, using gestures and asking for help when necessary. (21)

Use basic words and phrases to talk about familiar topics and situations or express simple opinions or feelings.

Learners can give someone something using a basic fixed expression (e.g., *Here you go!*). (21)

Use a few words to briefly participate in a narrow range of everyday social exchanges.



Lesson 1 - Vocabulary

Objectives

- Lesson aim: to learn words to describe family members
- Target language: aunt, brother, dad, grandma, grandpa,
 mom, 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 students to create their own questions by noticing small things and making connections to the world around them.
- Ask students 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; Picture Cards – Family



Starting the lesson: warm up and song

- Play the Rise and Shine Welcome Song.
 Encourage students to use actions from the
 Welcome unit. Then practice with the karaoke version.
- Ask students if they know any words for family members in English. Students work in teams to think of as many words as they can. Then ask them to tell the class.
- Draw students' attention to the glowing 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 Who can you see on the page? Ask students to say who they can see. SUPPORT To prepare students for the new vocabulary, ask them to say whether the characters are men/women, boys/girls, or old/young. STRETCH Ask students if they know other names for family members in English, e.g., Mother Mom, Father Dad.
- 1 Listen and explore.
- Ask students to look at the main picture. Play the audio and tell students to point to each family member as they hear them. Ask a follow-up question, e.g., What color is Mia's phone? SUPPORT Before listening, get students 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? (There are eight people in the family, ten people in the picture, not including Kiki, the cat.)















Activity 2





TEACHER TIME TO SHINE: personalization

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

Listen, point, and say.

 Play the audio and present the vocabulary picture cards for students 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 aunt, 3 mom, 4 grandma, 5 grandpa, 6 sister, 7 brother, 8 dad

Stick and say.

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

FUTURE SKILLS: enquiry and imagination

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

Watch and listen.

- Review family members vocabulary using picture cards. Tell students they are going to watch a video about a girl and her family. Before watching, pre-teach some vocabulary, e.g., quads (quadruplets), jump, yard.
- Ask students to watch the video and listen to find out what the girl's name is. (It's Carrie.) Play the Families Our world video.



WONDER HELPER 🦚 Assess

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

Ending the lesson

- Read aloud these words, one line at a time:
 - 1 dad/brother/grandma
 - 2 aunt/uncle/sister
 - 3 grandpa/dad/mom
 - 4 mom/brother/aunt

• Ask students to say the one that doesn't belong 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 students to explain their answer, in L1 if necessary.

Workbook page 12



Students find the toys in the Student Book and color the Workbook toys the same colors.

ANSWER KEY: ball, train, car

(1) Match and say. Students match small pictures to the numbered family members in the big picture.

ANSWER KEY: 1 grandma, 2 grandpa, 3 aunt, 4 uncle, 5 mom, 6 dad, 7 brother, 8 sister

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

ANSWER KEY: b

Extra time?: Students say the family words in alphabetical order.

ANSWER KEY: aunt, brother, dad, grandma, grandpa, mom, sister, uncle

Activity 1

Audio script

a grandma

Voices Happy new home! Thank you! Voices Bruno Wow! Big family!

Elena Yes! I can see Grandma and Grandpa, Mom

and Dad, a brother, that's Dexter, a sister,

Mia, an aunt, and an uncle, um...

That's eight! Bruno Kiki Meow!

Bruno Oh, and Kiki! That's nine Dexter Elena! Bruno! Come in!

Activity 2

an uncle an aunt a mom a grandpa a sister a brother











Practice









Lesson 2 – Song Student Book page 21

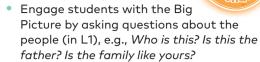
Objectives

- Lesson aim: to ask and answer questions about family members
- Target language: Who's this? This is my....
- Recycled language: aunt, dad, family, grandma, grandpa, mom, 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



 Point to the "Wonder" stepping stone and say We're learning to ask and answer questions about family members.

Materials:

 Audio; Picture Cards – Family; pictures of your/students'/a celebrity family



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 student guesses correctly. He/She comes to the board and draws another family member for students to guess.

Sing and act.

- Play the audio and ask if students heard any words for family members. Can they find the people in the main picture?
- Play the track again and have students 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 students are confident with the words, play the karaoke version (audio track 2.04) and have them sing along.

2 Listen and circle.

- Practice using the target question (*Who's this?*) by gesturing to individual students in the classroom and letting other students answer (e.g., *This is John.*). Then ask students 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 students to switch roles, so they both get the chance to ask and answer.















ANSWER KEY: 1 aunt, 2 dad, 3 mom, 4 grandpa

- Ask and answer for Dexter.
- Ask students 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 practice modeling the question and eliciting the correct answer from students. Repeat with all the people, saying Good job when students give the correct answer.
- Encourage students to choose different family members from the main picture and ask a partner *Who's this?*

I can shine!

Assess

ACHIEVE The student can clearly form the question *Who's this?* and the answer *This is my...* for the 8 target family members.

ADJUST The student attempts to form the question and answer, but with words missing. The student can accurately name 4–6 of the target family members.

EXCEED The student can clearly form the question Who's this? and the answer This is my... for the 8 target family members. In addition, he/she can name more family members, e.g., cousin, sister-in-law, great grandpa.

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

Ending the lesson

 Ask one student 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 aunt/grandma/ uncle. Once they have guessed correctly, ask another student to come and draw. Award one point per correct answer and repeat with different students until all the family members have been drawn.

Workbook page 13

Listen and match. Students 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 mom, my aunt, and my uncle. In pairs, students take turns to describe and to guess different pictures.
- 3 Draw two people in your family. Then tell a friend. Students draw two people in their family. Then they take turns to describe their two people.

Students color the Wonder checkpoint pebble.

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

Activity 1

Audio script

Elena Who's this?

Dexter This is my dad.

Chorus Hello, Dad!

Elena Who's this?

Dexter This is my mom.

Chorus Hello, Mom!

Dexter This is my dad. This is my mom!

Chorus Hello, Dad! Hello, Mom!

Dexter This is my family.

Chorus Family.

DexterThis is my family.ChorusFamily. Family. Family.

Elena Who's this?
Dexter This is my aunt.
Chorus Hello, Aunt!
Elena Who's this?

Dexter This is my grandpa.
Chorus Hello, Grandpa!

Dexter This is my aunt. This is my grandpa.

Chorus Hello, Aunt! Hello, Grandpa!

Dexter This is my family.

Chorus Family.

(Repeat x3)

Activity 2

Bruno Who's this?

Dexter This is my aunt.

Bruno Oh, and look! Who's this:

Dexter This is my dad!

Bruno Who's this, Dexter?

Dexter This is my mom.
4 Bruno And who's this?

Dexter This is my grandpa!





1 and 2



Objectives

- Lesson aim: to understand and role-play a simple story
- Recycled language: Who's/What's this? This is my...; brother, mom, small, tablet
- Receptive language: I have (a)....

GSE

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

Imagination: fostering imagination

- Encourage students to be imaginative and creative. Invite students to role-play 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 role-play a story.

Materials:

Audio; Video; Story cards; coloring pencils



Starting the lesson

• Review the picture cards from Lesson 1. Ask students to name the family members then ask them to name the ones who go together (e.g., mom and dad, brother and sister, grandma and grandpa).

FUTURE SKILLS: enquiry and imagination

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

Who's in the story? Point and say Yes or No.

• Ask students 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 students are confident with the name of each family member. STRETCH Ask students if they can put the characters in alphabetical order.

ANSWER KEY: Bruno, Aunt, Ramon's mom, Kiki

RECEPTIVE SKILLS TIP

Before listening in Activity 2, ask students 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.



- Play the audio and ask students to follow the story in their books and repeat the words
- Then play the video and pause to give students time to answer the questions. Let more confident students choose a character and play the video without sound, letting them play the characters. (SUPPORT) Before watching the video, tell students 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?

AGINE HELPER

Ask students 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, Grandma Belinda). Students draw their ideas.

Circle Elena's family.

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

















Role-play the story.

Put students in 5 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, Aunt, Felipe). Play the audio and pause after each frame.

I can shine!



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

ADJUST Students 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 Students correctly identify Elena's family and can identify how they are related.

- → Students can say how the people in the pictures they didn't circle are connected to Elena.
- Give students time to put their Imagine checkpoint sticker on the page.

Story extension activity

• Have students choose another character from the story and draw three or four "pictures" they think that character would have on their tablet of their friends, family, and pets. Ask students to describe the pictures to a partner.

Ending the lesson

• Tell students 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.

Workbook page 14

1 Who is in Bruno's family? Point and say Yes or No. Students 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: Eleng, his cousin Felipe: No: Dexter

(2) Follow. Then say. Students 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 have an aunt.

ANSWER KEY: aunt

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

Students color the Imagine checkpoint pebble.

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

Activity 2 Audio script

1 Aunt Who's this? Dexter This is my friend, Elena. Hello, Elena! Aunt

Aunt What's this? **E**lena It's a tablet.

Dexter Let's look at your pictures, Elena. Elena My family is small...

I have a mom. That's one. I have a brother, Bruno... That's two.

Aunt Oh, hello, Bruno!

Bruno And Freddie the fish! That's three. Elena Ha ha!

And a friend! Dexter Mia And me and Kiki!

Dexter Oh, who's this? Elena It's my cousin, Felipe! Oh, yes!

We have a cousin...

7 Elena Hello, Felipe!

> Cousin Felipe Hello, Elena! Look! I have a new

baby sister. This is Ana.

And I have a new baby brother! 8 Cousin Felipe

This is Ramon.

Elena Oh, wow! Congratulations, Aunt!

My baby cousins are small, but my

family is big!









Practice 1



Practice 2







Build



Lesson 4 - Grammar and vocabulary

Objectives

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

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

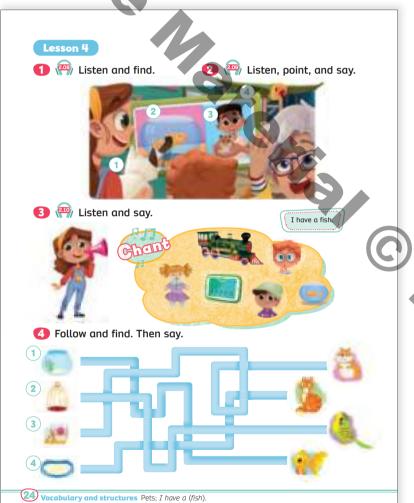
Build: building confidence

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; Picture Cards; coloring pencils



Starting the lesson

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



- Ask students 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 picture cards for students 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 students to think about how many people are talking and what they are talking about.

Listen, point, and say.

- Ask students to look at the pictures and say which animals they can see.
- Play the audio and ask students 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: 1 Mia has a cat. 2 Bruno has a fish. 3 Felipe has a hamster. 4 Grandma has a bird.

















Extra activity

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

Listen and say.

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



BUILD HELPER

Ask students to look at Elena the Build Helper. Read the sentence in the box (I have a fish) and point to the picture of the bird on the page. Say I have a... and point to the picture of the hamster in Activity 1 for students to complete the sentence. Repeat with the other animals. Then say I have... for students to complete.

Follow and find. Then say.

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

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

Ending the lesson

• Play a guessing game. Say I have a... then mime an animal or playing with a toy. Whichever student guesses correctly comes to the front and mimes another animal/ toy. Encourage them to use I have a....

Workbook page 15

Listen and circle. Students listen to the audio and circle the correct animal footprint.

ANSWER KEY: 1 hamster, 2 bird, 3 cat

Match and say. Students match each person to their pet or object. They imagine what the person says. Model the example, to imagine what Dexter says: I have a grandma.

ANSWER KEY: 1 b I have a grandma. 2 c I have a cat. 3 a I have a sister, 4 d I have a mom.

Extra time?: Students think of a pet, draw it, and share it with a friend.

Activity 1

Audio script

Mia Look, Grandma! Bruno This is Felipe.

Felipe Hello. I have a new pet. It's a hamster.

Bruno I have a fish. Look! I have a cat. Um... Kiki! Mia Grandma Ha ha! And I have a bird.

What about you? Do you have a pet?

Activity 2

Mia a cat Bruno a fish Felipe a hamster Grandma a bird

Activity 3

Elena Let's go everybody, listen to me!

> I have a doll. I have a train. I have a tablet, too. I have a brother. I have a fish.

I have a friend. And you Now, come on, everybod Chant with me!

Children I have a doll.

I have a train. I have a tablet, too. I have a brother.

I have a fish.

I have a friend. And you?























Lesson 5 - Communication

Objectives

- Lesson aim: to talk about family members and pets, to practice the sounds q/c
 - Speaking function: to talk about family members and pets New language: I have a....
 - Recycled language: bird, brother, cat, dad, grandpa, mom, 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

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

Materials:

Audio; scissors; coloring pencils



Starting the lesson

 Play a game. Read aloud the following words: mom, aunt, bird, uncle, cat, sister, brother, fish, grandma. If you say the name of a pet, students must stand up. If you say the name of a family member, they raise their hands. Present a few examples doing the actions yourself.



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

ANSWER KEY: picture 1

RECEPTIVE SKILLS TI

Tell students 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.

Look and play.

• Say I have two... and ask students to repeat. Add to the sentence: I have two brothers..., and ask students to repeat. Then say the full sentence: I have two brothers and a cat, and ask students to repeat. Ask students if the sentence refers to picture 1 or 2.







Communication Describing family members; sounds g and c









In pairs, students say a sentence describing a picture for their partner to guess. Remind them there is more than one way of describing each picture. SUPPORT Practice forming plural nouns with students. STRETCH Encourage confident students to have three items in a sentence, e.g., I have a mom, a dad, and a brother.

212) Mysounds Listen to the sounds and say.

- Point to grandpa in the picture and say Who's this?
 Answer, It's g g grandpa. Then point to the cat and say What's this? Answer, It's a c c cat.
- Play the audio. Students say g g grandpa and c c cat. Have students 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 students where the sound comes from. STRETCH Ask students to think of other words in English or L1 that use the sounds.

4 Cut out and say.

- Explain that students are going to make family pictures.
 Tell them to cut out the family members or pets they want in their picture frame. If there is time, students can color their pictures, too.
- Ask students to look at the picture, and model or elicit example sentences: I have a sister. I have a mom and a bird. In pairs, students take turns to talk about who they have in their family, using their picture frame.

I can shine!



Assess

ACHIEVE The student can produce three sentences clearly describing a family member or a pet. The student can produce at least one sentence referencing 2 people.

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

→ Support students with additional practice using picture cards and modeling sentences.

EXCEED The student can produce more than 3 accurate sentences about his/her family or pets. He/she is confident at referencing 2 people in one sentence.

- → Encourage students to talk about more than 2 people in one sentence.
- Give students time to put their Build checkpoint sticker on the page.

FUTURE SKILLS: collaboration and communication

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

Ending the lesson

 Display 5–10 of the students' picture frames from the Checkpoint activity around the classroom. Describe the people/pets in one of the picture frames, saying I have a..., and ask students to point or move to the correct picture frame.

Workbook page 16

Listen and point. Students listen and point to the correct pictures.

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

2 Listen and repeat. Then point and say.
Students listen and repeat each word. As they say each word, they point to the correct item in the picture.

ANSWER KEY: c car, cat; a grandpa, grandma

3 Circle for you. Then tell a friend. Ask students to circle the picture(s) that are correct for them. Then they say what they have. Model: I have a doll. And you?

Students color the Build checkpoint pebble.

Activity 1

Audio script

Narrator Which family?

Girl This is my mom and my dad. I have two

brothers and a cat.

Activity 3

g - g - g

arandpa

C - C - C

cat

Grandma and grandpa have a colorful cat!

















Lesson 6 - Global citizenship

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, neighbor, 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 recognize 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 students' awareness of their role in society. Ask students 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; Picture Cards – Family



Starting the lesson

- Say different activities, e.g., have a barbecue, ride a bike, play with toys, painting, swimming.
 Find out which activity is most popular by asking students 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 picture cards for students 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 students how the people in the pictures 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.
 Students listen and point to the correct picture.
 Play the audio again, pausing for students to repeat the new words (pet, neighbor, cousin, friend).
- Check comprehension by asking students to give examples of popular pets and say how many cousins they have. Ask students (in L1) if neighbors are people who live close to or far from you.

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

RECEPTIVE SKILLS TIP

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





Global Citizenship Families; Who makes a family?















Who do you do these things with? Look, think,

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

Extra activity

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

FUTURE SKILLS: critical and reflective thinking

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



GROW HELPER

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

👍 ⊵ Watch and listen.

- Review the unit vocabulary using the picture cards. Play the Families Our world video.
- After watching, ask students if they can remember what the children do together. (They eat, play, and go to school together.)

Ask students 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 students into two teams. Read aloud 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 mom's sister (aunt)
 - 2 my dad's dad (grandpa)
 - 3 my aunt's daughter (cousin)
 - 4 the person who lives close to me (neighbor)
 - 5 my grandpa's son (dad/uncle)
 - 6 my grandma's daughter (mom/aunt)

Background information (Culture and CLIL)

In this lesson, students consider what makes a family in the broad sense, including neighbors, 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 students guess how these numbers compare with other countries.

Workbook page 17 (Lessons 6 and 7)



Listen, point, and say. Students listen and point to the correct picture. Then they say the word.

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

Activity 1

Audio script

a cousin b neighbor c pet d friend

Activity 2

1 Girl Look! I have a pet. This is my cat, Porter!

2 Boy This is me and my neighbor, Marco. I share my toys with my neighbor.

3 Boy I have a big family. Look! This is me and my cousin. I have fun with my cousin!

This is my friend Clara. I have fun with my





















Lesson 7 - My Everyday English

Objectives

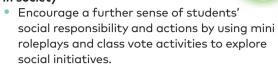
- Lesson aim: to make and present a card for a family member
- Functional language: This is for you! Thank you!

 Text kind: greetings card
- Recycled language: best friend, dad, grandma, grandpa,

GSE

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

Growth: Nurturing growth in society



 Point to the "Grow" stepping stone and say We're learning to make a thank-you card for a special person.

Materials:

 Audio; paper; coloring pencils (optional); greetings/birthday cards



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

Starting the lesson

- In pairs, ask students 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.
- Who's the card for? Look, point, and say.

 Then listen and check.
- Ask students 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 students who they can see in each picture.
 Play the audio and tell students to listen and check their answer, then point to the correct picture.
- Play the audio again and ask students to repeat the sentences.

ANSWER KEY: The card is for Grandma.

Extension activity

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

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

- Ask students to look at the card. Tell them to connect the dots to make the picture.
- In pairs, students compare their cards and say who the card is for (dad).















• In L1, ask students to think of the occasions when we give cards (*birthdays*, *anniversaries*, *weddings*, etc.). Ask how they think grandma and dad will feel when they receive the cards in Activities 1 and 2.

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

Let's thank someone!

- Look at the picture of the children playing. Ask What does the girl have? (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 students they are going to make their own card.
- Practice the phrases This is for you, Mom/Grandpa/ Grandma and Thank you. In pairs, students role-play presenting their card to the other person.

I can shine!



Assess

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

ADJUST The student can create a card for a specific family member and present it when the sentence *This is for you*, (Mom/Dad/Grandpa, etc.) is modeled for them.

EXCEED The student can create a card for a specific family member and say *This is for you*, (*Mom/Dad/Grandpa*, 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 students time to put their Grow checkpoint sticker on the page.

Ending the lesson

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

Workbook page 17 (Lessons 6 and 7)

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

Students color the Grow checkpoint pebble.

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

Activity 1

Audio script

Boy This is for you, Grandma! Grandma Thank you!

















Lesson 8 – Review Student Book page 28

Objectives

- Lesson aim: to review language from the unit
- Reviewed language: aunt, brother, dad, grandma, grandpa, mom, sister, uncle; I have (a)..., This is my....

Materials:

Coloring pencils; scissors; glue; Picture Cards

Shine: Time to shine!

- Enable students of all abilities to showcase achievements through differentiated steps. In a class of mixed abilities, this can be achieved by giving all students the chance to shine and demonstrate their progress through groupwork, collaboration, and turn-taking.
- Ask students 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 learned in the unit.



Starting the lesson

- Ask students to look back through the unit, decide which was their favorite 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 students 2–3 minutes to look at and remember the pictures. Remove them and ask students 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 *l* can shine! checkpoints and helps prepare students 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 students to look at the picture of the family.
 Point to each person and ask the class to say who it is.
- In pairs, students take turns to point to each family member and say who it is. Invite different students to point and say in front of the class.

 SUPPORT Review family members from the first vocabulary lesson if necessary.

 Students say which pet is in the picture (cat) and name other kinds of pets (fish, bird, hamster).

ANSWER KEY: 1 grandma, 2 grandpa, 3 aunt, 4 uncle, 5 mom, 6 dad, 7 brother, 8 sister

















- Ask students to look at the family picture in Activity 1 again and tell a friend the people who are in their family. If they have a different pet (e.g., a bird, a fish, or a rabbit) ask them to draw it in the picture.
- Model talking about your own family: I have two sisters and a pet. It's a bird.
- Ask students to share their pictures with a friend and to say sentences about their own family.
- 3 Think! Who is important to you? Then say.
- Ask students to think of other important people in their life. Review the words *neighbor*, *cousin*, *friend*, *pet*. Tell them they can choose more than one person.
- In pairs, students take turns to say who is important to them.

Ending the lesson

- In pairs, ask students to find the page(s) in the unit with the following things (in L1 if necessary):
 - 1 A picture of a cat (p. 26)
 - 2 A family picture with a cat (p. 25)
 - 3 Elena's cousin (p. 23)
 - 4 A birdcage (p. 21, 22, 24)
- Tell them this is a race and the first pair to find each page wins.

Workbook pages 18-19

Listen, point, and say. Students listen to the audio and point to the correct picture. Then they say the word.

ANSWER KEY: 1 g dad, 2 f aunt, 3 e grandpa, 4 d sister, 5 a mom, 6 h brother, 7 c grandma, 8 b uncle

Listen and match. Then match for you. Tell a friend. Students listen to the audio and match the girl and the boy with their pets. Then students draw themselves and match to the pet(s) they have, or would like to have. They follow the audio model to tell a friend about their pets.

ANSWER KEY: 1 a b, 2 c d

Extra time?: Students answer the question about how many cousins they have.

3 Stick, draw, and color. Then complete the family tree. Students cut out the corner pictures, color them, and stick them on the board. Then play the game. Students make sentences using *This is my...* and *I have...*. Model: *This is my grandpa. I have a cat.*

4 Think and draw for you. Then tell a friend. Ask students to draw a picture of their family, a picture of their friends, and a picture of their pets. They can imagine pets, if necessary. In pairs, students take turns to talk about each of their pictures.

Students color the corner picture. Ask students to look at the Progress Chart for Unit 2 and check the things they can now

Home-school link: Students make a picture album page to show their families.

Use this space to take notes on what your students

might need to revisit based on their performance in the

Unit 2 review notes

| | review lesson. |
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Objectives

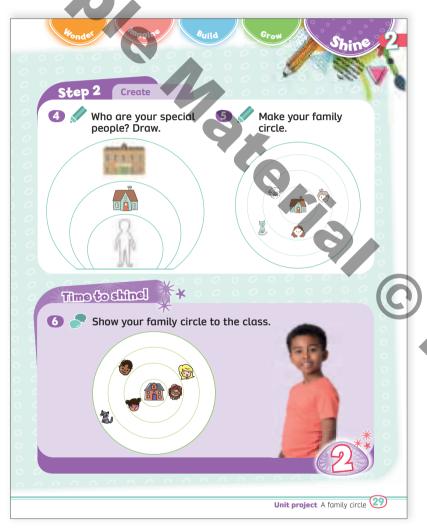
- Lesson aim: to create and present a "family circle"
- Reviewed language: Who's this? This is my (sister). I have (two) (sisters).

Materials:

Colored paper; plain paper; circle templates; scissors; glue

Shine: Time to shine!

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



Starting the lesson

 Draw a big circle on the board and elicit the word circle. Draw 3 more circles inside the first, so there are 4 circles, one inside the other. Explain that students are going to make a circle with a lot of layers to show their family, friends, and pets.

Step 2: Create

- This section reviews 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, students 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 students 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 a lot of color.
- 4 Use your new language to tell the class about your family circle.
- Show students what is required of them. Some students may need more support to keep in mind all the key elements of a successful project. Other students 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 students to produce the language they have been learning in class and will provide useful assessment and remediation opportunities.













Who are your special people? Draw.

 Ask students 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 students to draw simple pictures of people in the appropriate circle for themselves.

Make your family circle.

 Ask students to create their own circles like the template on p. 29 and use different colors 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 students produce their family circles digitally. Save these and then return to them later in the course, to ask students if they have new pets, friends, neighbors, or family members to add.

Time to shine!

6 Show your family circle to the class.

- Point to the picture and model what the boy in the
 picture is saying: This is my mom. I have a sister. I have a
 cat. This is my friend. Ask students 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
 students, have them present to smaller groups.
- Point out that no two families are the same and we should celebrate all kinds of family.
- Ask students 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 students to choose a person/pet from their family circle and say (in L1 if necessary) one thing they will do with that person/pet that week. Ask them how spending time with that person/pet makes them feel.

Ending the lesson

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

Time to shine!



ACHIEVE The student can name family, friends, and pets using *This is my...* and *I have a...* .

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

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

EXCEED The student can name family, friends, and pets using language from previous units. The student can help other students in class during pair/aroupwork tasks.

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















Review 1 - Important to me

Objectives

Lesson aim: to review language from Units 1 and 2

- Productive: Speaking: Can ask about the identity of an object using a basic phrase (e.g., What is it?).
- Receptive: Listening: Can identify everyday objects, people, and animals in their surroundings or in pictures from short, basic descriptions (e.g., color, size), if spoken slowly and clearly.

Materials:

Audio; Picture Cards; scissors; card; labels; coloring pencils

Starting the lesson

• Ask students to work in pairs. Student A has to say what words and phrases they can remember from Unit 1 and Student B has to talk about Unit 2. Then they open their books to check.

Listen and find the toys.

- Before playing the audio, ask students if they can guess what each of the presents are. Don't confirm answers at this stage. Ask students what toys have already been opened.
- Play the audio and have students point to the characters and say their names again. (SUPPORT) Before the activity, review words for toys using picture cards. STRETCH Ask students to listen for a word to describe each toy in the audio.

Whose toys? Listen, point, and say.

- Look at the pictures in Activity 1 again and ask students to sa what toys they can see.
- Play the audio and ask students to point to the correct person in the picture. Then they point to each person and repeat the sentence I have....
- To extend the activity, ask students to say which character they think would like each toy.

ANSWER KEY: 1 Mom, b elephant, 2 Dad, a plane, 3 Bruno, c car

Look and point. Then ask and answer about toys.

- Point to the ball-shaped present in the picture in Activity 1 and ask What's this? Elicit or model the answer: It's a ball. It's old.
- Ask students to ask and answer for all the presents and add another sentence to describe the present.
- After checking answers, extend the activity by saying, e.g., It's old for students to say which toy you're talking about. (SUPPORT Play the audio for Activity 1 again so students can hear the words used to describe the presents. STRETCH Ask students to choose an adjective that describes a toy and say it to you to guess the toy.



Oraw a wrapped present. Share with a friend.

- Ask students to look at the wrapped presents in the picture in Activity 1. In L1, talk about how we can see the shape of the present even though it's wrapped with paper and ribbon.
- Explain that they are going to think of a present they would like to give someone in their family and then draw this present with the wrapping on.
- Give students time to draw their wrapped presents.
- In pairs, students take turns to guess what their wrapped present is.
- 1 How many words do you know? Which story and song is your favorite? Tell a friend.
- Ask students to think about the new words they have learned in Units 1 and 2. In pairs, students take turns to say the new words they can remember. Elicit words from different students.
- Then ask students to look back through Units 1 and 2 and to find their favorite story and song. In pairs, students compare their ideas. Elicit ideas from different students.
- If there is time, you could ask students to vote for their favorite song. The song with the most votes wins, and students can sing it again.











Time to shine!

- **6** Look and check (✓).
- Look through the images with the class to check how well they remember completing the tasks.
 Ask students to check the ones they think they have achieved. If students are unsure, remind them of the words they know about each topic, so they feel confident in checking the statement.

Ending the lesson

 Ask students to draw a picture of a toy they have that was a present. Ask them to tell their partner about the toy.

Workbook pages 20-21

- 1 Color and say. Tell students to color all the toy pictures in the same color. Then ask them to color all the family pictures in the same color. In pairs, they take turns to point to different pictures and say, e.g., It's a train.
- Listen and point. Then ask and answer. Play the audio and ask students to point to each described picture. Play the audio again. Have students ask and answer questions from the speech bubbles. Model: Who's this? This is my aunt.

ANSWER KEY: 1 b, 2 d, 3 c, 4 e, 5 a

3 Color, point, and say. Ask students to color the pictures. Then model sentences about the pictures and ask students to point to the correct picture. In pairs, students take turns to say the correct sentence.

ANSWER KEY: 1 It's a car., 2 It's a cat.

- What do you have? Listen, circle, and say. Ask students to look at the pictures of toys and pets, and play the audio. Students circle each picture as they hear it. Then they tell a friend what toys and pets they have, using the structure I have a....
- 5 Think of a toy to play with. Draw and say. Ask students to think of a toy they would like to play with. Students draw the toy. Model: Let's play with the train. In pairs, students take turns to say the sentence about the toy they have drawn.
- 6 Think of a toy to give to your best friend. Draw and say. Ask students to think of a toy they'd like to give their best friend. They draw the toy. Then model what they can say as they give their toy to their friend: This is for you, (friend's name). It's a (train). In pairs, students take turns to show their pictures and say the sentences. STRETCH Ask students to describe the toy (age, color, size).

Time to shine!

Dook, think, and color. Ask students to look at the pictures. Give students some time to reflect on their learning experience. Ask students to color where they feel they have achieved. This is a good opportunity to ask students about any problems or doubts they might have, or if they would like you to explain any target language again.

Activity 1 Audio script

| Activity i | | Audio script |
|------------|---------|---|
| 1 | Mia | Here, Grandma. This is for you. |
| | Grandma | What is it? Oh, it's a music box! A new music box. Thank you. |
| 2 | Mia | And Elena. This is for you, my friend! |
| | Elena | Oh! I have a doll. A small doll. Thank you, Mia. |
| 3 | Mia | And where's my brother? Ah! Dexter. This is for you. |
| | Dexter | Wow! It's big! I have a teddy bear! It's new! Thank |
| | | you. |
| 4 | Mia | This is for my pet. Look, Kiki! |
| | Dexter | It's a ball. An old ball. Let's play! |

Kiki Meow!









