

2

Our amazing families

Key learning outcomes

in Unit 2, the students will:

Wonder

Learn vocabulary to describe special people

Imagine

Recognize 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, grandpa, grandma, mom, 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 (mom).

This is my (mom).

Phonics

g (grandma)

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)**

Speaking

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

Learners can name a few everyday people. (10)

Learners can introduce their family using a basic phrase (*This is my...*). (11)

Learners can repeat single words if spoken slowly and clearly. (10)

Learners can use a few basic words and phrases to show politeness. (19)

Development indicator:

Talk about myself and my world

Use a few words to name, talk about, or describe familiar situations.

Use simple words and phrases in basic, brief social and interpersonal exchanges.

Pronounce letters and individual sounds correctly.

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, mom, 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 recognize a few words for people, if spoken slowly and clearly.

Wonder: sparking curiosity

- Encourage students 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 students the lesson objective: *We're learning words for special people.*

Materials

- Picture cards (classroom objects); pencils and coloring pencils; family pictures brought in by students OR stock pictures 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.

20 Vocabulary Family

- Display a large picture of a diverse family. In L1, discuss the different kinds 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?* Students look at the picture and tell a partner who or what they see using vocabulary from Welcome and Unit 1 (character names, colors, bag, book, door, teacher).

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

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

1 Listen and explore.

- Draw students' attention to the characters around Mina and Hugo. See if students know any words in English for Mina's and Hugo's family members. Point and say their names slowly for students to repeat.
- Ask students to look at the picture again. Play the audio and tell students 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? Mom or sister?*

RECEPTIVE SKILLS TIP

Before listening in Activity 2, ask students 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

- 0.02 Play the *Rise and Shine* song. Encourage students to join in and practice with the karaoke.

2 Listen, point, and say.

- Play the audio and ask students to point to each item they hear on the page.
- Play the audio again, pausing after each item for students to repeat the word.
- Lead students in a simple clapping game to practice the vocabulary. Use the following pattern: *one* (clap) *sister* (clap, clap); *two* (clap) *mom* (clap, clap).
- Consolidate learning using picture cards. Hold up each picture card and say the word for students to repeat. Then hold up each picture card for them to say without prompting.

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

3 Find and say.

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

FUTURE SKILLS: enquiry and imagination

In L1, ask students 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, students tell their partner who is in their own family picture. Alternatively, they work together to say who is in a stock picture or book illustration. One student points and the other answers. Then swap roles. **SUPPORT** Use familiar picture cards instead of new pictures or books.

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

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.

Extension activities

- Ask students to draw a special person for Luca. They describe them using *a (mom)*.
- Lay out picture cards. Name a special person. Students repeat the name, then point to the right picture card.

Ending the lesson

- Circle game. Go around the circle and give every student a word – *mom, 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!* Students follow the instructions only for their special person.

Workbook page 12



Color and say. Students color and name each item.

ANSWER KEY: window, table

- 1 **Stick and match.** Help students find the stickers in the back of their books. Ask students 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 mom, 5 boy, 6 girl

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

ANSWER KEY: a mom, a dad, a brother, a sister (a boy, a girl)

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

Activity 1

Luca
Mina
Mina's mom
Luca
Mina
Luca
Hugo
Hugo's dad
Luca
Hugo
Hugo's dad
Hugo
Mina's mom
Mina
Everyone

Student's Book Audio script

Who's this, Mina?
My mom! My sister! Hello!
Hello, Mina!
Goodbye, Mina!
Goodbye, Luca!
Who's this, Hugo?
My dad... my brother... and my sister!
Hi, Hugo!
Goodbye, Hugo!
Goodbye, Luca!
Hello, Hugo. Who's this?
Hello! Look, a girl! Mina!
Hello, Mina. Who's this?
Hi, Mom! Look, a boy! Hugo!
Hello!

Activity 2

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



Extra activity



Practice: Activity 3



Wonder Helper



Workbook: Practice



Learning path



Ending the lesson

Objectives

- **Lesson aim:** to answer the question *Who's this?* using target language
- **Target language:** *my (mom)*
- **Recycled language:** *boy, brother, dad, girl, mom, 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 students 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 students the lesson objective: *We're learning to talk about our special people.*

Materials

- Picture cards (Lesson 1 vocabulary); pencils and coloring pencils

Lesson 2

1 ^{2.03} Sing and act. **Song**

2 ^{2.05} Listen, find, and say.

3 ^{2.05} Play.

I can shine!

Song and structures *My (mom).* 21

Starting the lesson

- **Diagnose** Hold up a picture card and say the word slowly. Students say the word after you. Repeat for all picture cards. Then shuffle the cards. Hold up a picture card. Say and model *Hands up*. Choose a student to say the word on the card. Say and model *Hands down*. Repeat until all the cards have been named.

1 ^{2.03} Sing and act.

- Play the song and let students listen. Ask them if they heard any words they know. Point to each person in the picture and slowly say *my (mom)*. See if students can hear the word *my* each time. Point to yourself when you say *my* and emphasize the word.
- Play the song again and have students listen for the structure *my (mom)*.
- 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 students to sing and act.

RECEPTIVE SKILLS TIP

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

2 ^{2.05} 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 students to point to the correct artwork. Play the audio again and this time ask students to point and repeat the phrase. **SUPPORT** Slowly repeat the model phrase *my (dad)*. **STRETCH** Ask students to independently describe Hugo's family (*my dad, my brother, my sister*).

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

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

Extra activity

Divide students into groups of four. Give each student 1 picture card (*mom, dad, brother, sister*). One student points to each card in turn and describes it using *my (mom)*. Repeat for each student. Ask confident children to *stand up*, exchange cards, and *sit down* between each turn.


I can shine! Assess

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


ADJUST The student uses a single word *mom*.
→ Support learners by slowly modeling the phrase *my (mom)*.

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


Ending the lesson

-  **2.03** Play the song again. Students listen, then sing and act.
- Ask four students to come to the front with family pictures which show one of *dad, mom, brother, sister*. Students point to the relevant picture as you play each verse.

Workbook page 13

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

ANSWER KEY: 1 boy ★; 2 girl ★

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

ANSWER KEY: my dad

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

Students stick in the Wonder checkpoint sticker.

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

Activity 1

	Student's Book Audio script
Boy	<i>Look, who's this? My dad, my dad!</i>
All	<i>Hello, Dad!</i>
Girl	<i>Look, who's this? My mom, my mom!</i>
All	<i>Hello, Mom!</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>

Activity 2

Hugo	<i>Look! My dad.</i>
Mina	<i>Look! My mom.</i>
Hugo	<i>Look! My brother.</i>
Mina	<i>Look! My sister.</i>

Objectives

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

GSE

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

Imagine: fostering imagination

- Encourage students to be imaginative and creative in the classroom with the unit story. Invite students 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 students the lesson objective: *We're learning to identify characters in a story.*

Materials

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

Imagine

Lesson 3

1 Look and find.

2 Listen or watch.

Place Shire School

Let's imagine!

Look and say for Hugo.

Role-play.

Story value A story about having fun with families.

Story language This is my sister.

RECEPTIVE SKILLS TIP

Before listening in Activity 2, ask students 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 Listen or watch.

- Either play the video or play the audio and ask students 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

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

1 Look and find.

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

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

FUTURE SKILLS: enquiry and imagination

Students 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 students enjoy playing with their own friends.



IMAGINE HELPER Assess

Tell students: *Imagine you are Mina.* Look at Frame 6. Ask *Who's this?* (hiding behind the tree). Tell students 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 mom

3 Look and say for Hugo.

- Ask students 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 students can work in pairs.

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

I can shine!



Assess

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

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

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

4 Role-play.

- Role-play. Freeze frames. Ask students to pretend they are playing hide and seek like the characters in the story.

SUPPORT

Give students 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. Students walk around the room. On 6, students 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 students with the story through role-playing and freeze frames helps them build interpersonal skills. Students learn to recognize 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 students to throw the ball to another student and call out a word or phrase to describe a person (e.g., *my mom, a boy*). Repeat until all students have had a turn.

Workbook page 14

- 1 Circle and say.** Students 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

- 2 Look and trace.** Students connect the dots to complete the outline of Mina counting in hide and seek.

ANSWER KEY: Connect the dots.

Imagine Helper: *Let's imagine!* Ask students to imagine they are counting, too. Students count to 6.

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

Students stick in the Imagine checkpoint sticker.

Extra time? Think and color. Students color one to three stars to rate the story.

Activity 2

Student's Book Audio script

- | | |
|--------|---|
| 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... |



Imagine
Helper



I can shine:
Activities 3 and 4



Workbook:
Practice



Ending the
lesson



Learning
path

Objectives

- **Lesson aim:** to learn more words for special people
- **Target language:** *family, friend, grandpa, grandma; This is my (family)*
- **Recycled language:** *boy, brother, dad, girl, mom, 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 recognize 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 students about other skills they have had to practice 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 practice.
- Point to the Build stepping stone and tell students the lesson objective: *We're learning to talk about more special people.*

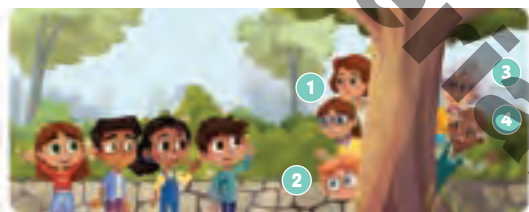
Materials

- Picture cards; pencils

Lesson 4

- 1 Listen and look.

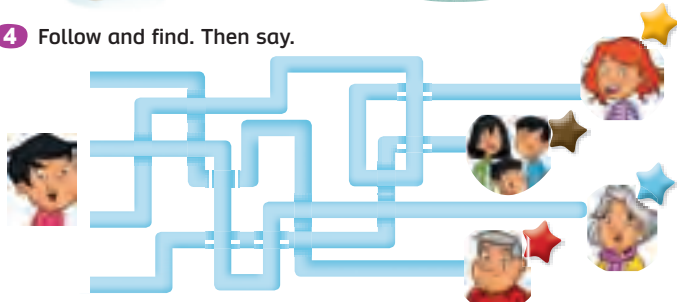
- 2 Listen, point, and say.



- 3 Listen and say.



- 4 Follow and find. Then say.



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

Starting the lesson

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

RECEPTIVE SKILLS TIP

Before listening, tell students 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 (mom)*, etc.

- 1 2.09 Listen and look.

- Ask students 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 *grandma, grandpa, family* (Mina's mom and sister), *friend* (Bruno).
- Play the audio. Students listen and point to the new characters as they are mentioned.
- See if students can match the new characters to the Rise and Shine children. We see Dexter's grandma, Zoe's grandpa, 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 (grandma).*

- 2 2.10 Listen, point, and say.

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

(clap) *grandma* (clap, clap); two (clap) *grandpa* (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 students can identify.

ANSWER KEY: 1 family, 2 friend, 3 grandma, 4 grandpa

Extra activity

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

FUTURE SKILLS: critical and reflective thinking

REVIEW Break down the target grammar into two steps. Check students 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 students a pencil. Ask three students to give you their pencils. Point to your pencil again, say *This is my pencil*, and point to yourself. Then ask the three students to repeat the sentence, pointing at their pencil and then at themselves.

3 Listen and say.

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



BUILD HELPER

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

4 Follow and find. Then say.

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

SUPPORT Build from a single word to the full phrase.

STRETCH Extend answers using greetings. (*This is my grandpa. Hi, Grandpa!*)

ANSWER KEY: ★ This is my grandpa. ★ This is my grandma. ★ This is my friend. ★ This is my family.

Ending the lesson

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

Workbook page 15

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

ANSWER KEY: 1 grandma, 2 grandpa, 3 friend, 4 family

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

ANSWER KEY: 1 Mina – family, 2 Dexter – grandma (Belinda), 3 Zoe – grandpa

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

ANSWER KEY: 1 This is my family, 2 This is my grandma, 3 This is my grandpa.

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

Activity 1

Student's Book Audio script

Dexter *This is my grandma! Hello, Grandma Belinda!*
 Zoe *Oh, look! Grandpa? Yes, this is my grandpa! Hi, Grandpa!*
 Mina *This is my family! My mom and my sister. Yes, my family.*
Oh! And this is my friend, Bruno! Hi, Bruno!
 All *Hello!*

Activity 2

1 family 2 friend 3 grandma 4 grandpa

Activity 3

Singer *This is my grandma!*
This is my grandpa!
This is my family!
This is my friend!
 Children *This is my grandma!*
This is my grandpa!
This is my family!
This is my friend!



Build
Helper



Practice:
Activity 4



Extra
activity



Workbook:
Practice



Ending the
lesson



Learning
path

Objectives

- **Lesson aim:** to introduce family and friends; to practice 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, grandpa, grandma, mom, 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 recognize 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 students' 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 students the lesson objective: *We're learning to talk about our family and friends.*

Materials

- Picture cards (Lessons 1 and 4 vocabulary); paper, pencils, and coloring pencils; family pictures brought in by students OR stock pictures of diverse families OR storybooks which represent diverse families

Wonder

Imagine

Build

Grow

Shine

2

Lesson 5

- 1 2.12 Listen and choose.



- 2 Look and play.

- 3 2.13 Listen and say.

My sounds



I can shine!

- 4 2.14 Listen. Then choose and say.

Communication This is my (family); sound *g* 25

Starting the lesson

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

RECEPTIVE SKILLS TIP

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

- 1 2.12 Listen and choose.

- Play the audio. Ask students to point to the picture which matches the audio description. Use colored stars to check answers.

ANSWER KEY: 1 ★, 2 ★

- 2 Look and play.

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

3 **My sounds** Listen and say.

- Point to the grandma and repeat *Who's this?* Answer, *g - g - g - grandma*. Then point to the grandpa and say *Who's this?* Answer, *g - g - g - grandpa*. Wave and say *Goodbye, Grandma! Goodbye, Grandpa!*
- Play the audio. Ask students to say *g - g - g - grandma* and *g - g - g - grandpa*. Then play the audio again and have them say the words along with the audio.
- Use the phrase *Goodbye, Grandma! Goodbye, Grandpa!* to encourage students to practice.
- Check students can approximate all the initial sounds learned so far - *p - pencil*, *t - teacher*, and *g - grandma*.

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 students know any other words or names that have an initial *g* sound (*girl*).

4 Listen. Then choose and say.

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

I can shine! **Assess**

ACHIEVE The student uses *This is my...* to describe three or more people.

ADJUST The student uses a single word or short phrase (*my mom*) to describe several people or uses *This is my...* to describe one person.

→ Support learners with additional practice to produce phrases using picture cards and modeling.

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

→ Practice 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 students to improve their time.


FUTURE SKILLS: collaboration and communication

In pairs, ask students to imagine they can each invite someone special to come to school for the day. Students fold a piece of paper in half, then open it again. One student 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 pictures, stock pictures, or storybooks again. Encourage students to use all the language they know.
- Point out all the steps they have taken since Lesson 1. Say slowly *mom... my mom... This is my mom!*

Workbook page 16

- 1  **Listen and check (✓).** Play the audio. Students listen and check the artwork of the person they hear on the audio that matches the silhouette.

ANSWER KEY: 1 brother, 2 grandpa, 3 mom

- 2  **Listen and say. Then color.** Play the audio. Students listen to and say the focus sound *g* and the words *grandma* and *grandpa*. They then color the grandma and grandpa.

ANSWER KEY: Students color the grandma and grandpa.

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

Students stick in the Build checkpoint sticker.

Activity 1 **Student's Book Audio script**

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 - grandma

g - g - g - grandpa

Goodbye, Grandma!

Goodbye, Grandpa!

Activity 4

This is my family. This is my mom. 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 students' awareness of their role in society. Ask students to think about why it's important to show gratitude to their families and friends.
- Point to the Grow stepping stone and tell students the lesson objective: *We're learning to be polite.*

Materials

- Picture cards (classroom objects, colors); pencils, crayons, books, and bags in known colors

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 picture cards to review vocabulary for classroom objects and colors. First practice individual words. Then hold up one color and one object. Students 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 students to repeat. Then use only gestures. Students say the word independently.
 - Play the audio. Ask students to point to the correct picture for each audio item. Note passive language *Here you are*.
- Point to each picture in turn. See if students can say *please* and *thank you*.

ANSWER KEY: 1 ★ 2 ★

- 2** Listen and say.
 - Model *please* and *thank you* again using appropriate gestures. Ask students to repeat.
 - Play the audio. Ask students to listen and look again at the pictures in Activity 1. Draw their attention to the pauses. Have students 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 students to work in pairs to put what they have heard into practice. Students swap books. One student points to their own book and says *please* or *my (red) book, please*. Their partner passes it to them. The first student says *thank you*. Repeat for the other student.

FUTURE SKILLS: critical and reflective thinking

In L1, ask students 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, students find three children in the picture and decide whether each child should say *please* or *thank you*. Model Say "*please*" and Say "*thank you*." Ask students 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 student role-plays Grandma. Give them a stack of pencils. The rest of the class line up in front of Grandma. Each student says *please* to receive a pencil, and *thank you* afterwards. If they forget, Grandma can prompt them using Say "*please*" or Say "*thank you*."

**GROW HELPER**

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



In L1, ask students 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 student to bring you one object (*A red book, please*). When they give it to you, say *thank you*. Repeat. Once students 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 students examples of how people show respect and thanks in other countries. How is this different from the culture in your own country?

Workbook page 17

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

Activity 1 and 2 Student's Book Audio script

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



Practice:
Activity 3



Grow
Helper



Workbook:
Practice



Ending the
lesson



Learning
path

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

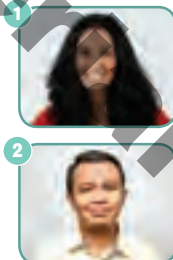
Materials

- Picture cards; paper, coloring pencils, and crayons

Grow

Lesson 7

- 1 Listen and match. Then say.



- 2 Look and say.

**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. Students 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*. Students tell a partner in L1. Then share answers as a class.

- 1 2.20 Listen and match. Then say.

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

ANSWER KEY: The card is for 1 (Mom).**RECEPTIVE SKILLS TIP**

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

2 Look and say.

- Students point to each picture 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 students to repeat. **STRETCH** Ask students to replace *thank you* with *please*. When would they use this word?

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

FUTURE SKILLS: enquiry and imagination

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

3 Play and say.

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

I can shine!



Assess

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

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

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

EXCEED The student names the person they are thanking (*Thank you, Mom*).

→ Ask students to say two other people they could thank.

TEACHER TIME TO SHINE: facilitating speaking in class

Arts and craft activities provide an opportunity to practice target language in a more relaxed way before students 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 colors, 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*. Students only do the action if you say *please*. Otherwise, they don't move.
- Confident students can take turns to play "teacher" using the actions *look*, *listen*, *point*, and *say*.

Workbook page 17

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

- 2 Draw. Then act.** Students complete the thank you picture. They then role-play giving their picture to someone (*Thank you, Grandpa.*). Encourage them to choose someone different to their Student's Book picture.

Students stick in the Grow checkpoint sticker.

Extra time? Students role-play receiving a present, e.g., *A red pencil! Thank you, Dad!*

Activity 1

Student's Book Audio script

Thank you, Mom! Thank you!



I can shine:
Activity 3



Workbook:
Practice



Ending
the lesson



Learning
path

Objectives

- Lesson aim: to review the language from Unit 2
- Reviewed language: *boy, brother, dad, family, friend, girl, grandpa, grandma, mom, sister; please, thank you; This is my (mom).*

Shine: Time to shine!

- Enable students 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 student is able to achieve at least one core lesson objective.

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

Materials

- Picture cards; pencils

Shine

My family**Step 1 Review****1 Look and say.****2 Listen and find.****3 Look and say.**

1



2

**4 Listen and sing. Then choose.****28 Unit review** Unit objectives review**Starting the lesson**

- In L1, ask students to look back through the unit, decide which was their favorite lesson and say why (in L1 if necessary).
- Display picture cards of reviewed language items on the board. Divide the class into two teams. Ask 1 student to say the name of a card to earn it for their team. Then ask a student from the other team. Students 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 students for the unit projects.

1 Look and say.

- In pairs, ask students to look at the artwork and say each family member using a single word.

SUPPORT Before doing the activity, remind students that we can use more than one word to describe people. **STRETCH** Students use a short phrase instead of the single word.

ANSWER KEY: friend, brother, sister, dad, mom, grandpa, grandma



FUTURE SKILLS: critical and reflective thinking

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

2 2.21 Listen and find.

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

ANSWER KEY: family, dad, grandma, friend, sister, mom, grandpa

Extra activity

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

(STRETCH) Students 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 students to point to each picture and say *please* or *thank you*. **(SUPPORT)** Review the meaning of each word before the activity. **(STRETCH)** Ask students to give Dad advice about what he should say (*Say "please, Dad!"*).

ANSWER KEY: please, thank you

4 2.22 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 students to choose what to sing next.
- As a variation, ask one student to stand up and choose. They invite a second student to stand up and pretend to be their special person. On the line *Hello, (Dad)!*, the class sings *hello* to this student. Then the two students sit down and another student has a turn.

Ending the lesson

- Divide the class into three or four 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.

Workbook page 18

- 1 Say. Then find and circle.** Students describe Mina (a girl). They then describe the people for Mina using *my* (mom). They find the one that doesn't belong.

ANSWER KEY: (a) girl, (my) sister, (my) mom, (my) grandma. Grandma Belinda is the one that doesn't belong because she is not in Mina's family.

2 2.23 Listen and check (✓). Then look and say.

- The speaker has taken a family picture on a day out. Play the audio. Students listen and check the matching portrait.

ANSWER KEY: ✓ 2

Extra time? Show students picture cards of *bag, book, boy, girl, grandma, grandpa*. Students sort them into groups by initial sound *b* or *g*.

Activity 2**Student's Book Audio script**

Look, this is my family. This is my dad. This is my grandma. This is my friend. This is my sister. This is my mom and this is my grandpa.

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 mom, my mom!</i>
All	<i>Hello, Mom!</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
- Reviewed language: *This is my (family); please, thank you*

Materials

- Paper doll printable page from digital resources; students' family pictures, stock pictures, or books showing diverse families; scissors and glue; coloring pencils or crayons; picture cards; game pieces; spinners (from printable resources)

Shine: Time to shine!

- Use differentiated steps to allow all students to demonstrate what they have learned. Encourage empathy through promoting respectful interactions using the unit language. Praise students 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

Wonder Imagine Build Grow Shine

Step 2 Create

5 Think and say. 6 Make.



Time to shine!

7 Listen. Then show and say.



Unit project My family 29

Step 2: Create

- This section reviews 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, 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, instead of just asking students 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 a lot of color.
 - 4 Talk about the pictures with a partner.
- 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.
- 5 **Think and say.**
 - Invite students to think about their own family. Remind them that "family" can include a lot of different people who take care of you and are special to you.
 - In pairs, students tell their partner who they are going to color.

Starting the lesson

- If students have brought in family pictures, invite them to share these again in small groups. Alternatively, use stock pictures or books showing diverse families. Ask students 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 pictures to prompt students in their decision. They may decide to focus on one special person. **STRETCH** Ask students to choose at least four different special people.

6 Make.

- Provide the paper doll printable pages, found in the digital teacher resources.
- Show students how to fold and cut them out.
- Ask students to shorten or lengthen their chain using scissors and glue, so that they have the number of dolls they need.
- Students color their doll family. Provide coloring 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 students to color in. **SUPPORT** As students work, put picture cards on the board to help them remember the vocabulary they have learned. **STRETCH** Ask students questions in English as they work: *Who's this?* to encourage multitasking.

Time to shine!

7 Listen. Then show and say.

- Tell students they are going to share their paper doll family. Play the speaking model on the audio.
- Give students time to think about what they want to say about their family. Allow them to practice with a partner before presenting to the class.
- Ask students 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 student can use at least one phrase (*This is my...*) to describe their picture.

ADJUST The student uses one or more single words (*mom*) 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 student confidently and correctly uses correct phrases to describe their picture. They may use functional language (*Look!*) or numbers.

→ Challenge students to remember all ten words they have learned for special people.

PROJECT TIP

Ask students 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 students wish to add other family members during the year, such as a new baby brother or sister.



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

Ending the lesson

- Circle game. Students hold their drawings. Say a person (*Mom*). Students who have this person in their drawing say *yes!*, stand up, and show it. Students 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 students become more confident and use *This is my family* frequently.

Workbook page 19

- Stick and color.** Students stick the two stickers on to the board to give faces to Dad and Grandma. They color in these two characters. They then color the blank clothing on other characters.
- Play.** Students play the game by moving game pieces around the board, using a spinner. Encourage them to use *please* and *thank you* when choosing colors of playing pieces and sharing the spinner. When students 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. Students 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 picture cards (or make copies of picture cards) which students can collect and keep when they land on those spaces. Students can then tell a partner which people they have collected using *This is my...*

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

Activity 7

Student's Book Audio script

This is my family. This is my mom. This is my sister.



Objectives

- Lesson aim: to review language from the Welcome Unit, Units 1 and 2

GSE

- Productive: Speaking:** Can name a few everyday objects and people.
- Receptive: Listening:** Can recognize a few familiar everyday nouns and adjectives (e.g., colors, numbers, classroom objects).

Materials

- Picture cards (Welcome, Units 1 and 2); music; bags, books, crayons, pencils, coloring pencils, scissors, glue

Starting the lesson

- Divide students into small groups. Give each group one or more pencils, crayons, books, and bags.
- One student in each group closes their eyes. The other students choose an object to give them. The first student uses touch to guess the object, then opens their eyes to check. Repeat until all students have had a turn.

1 2.25 Look and say. Then listen.

- Students look at the Big Picture. Ask *Who's this?* to encourage them to say who they can see and then ask *What's this?* to elicit the items they can see.
- Play the audio and have students check what they said was correct. Students point to each speaker and to the family members or objects they mention.

2 2.26 Look and find. Then listen and point.

- Have students look at the spot artwork and say what they can see. Encourage students to find the items in the artwork from Activity 1. Ask students to count how many of each item they can see.
- Play the audio. Have students point to the correct artwork that shows the number they hear in the audio.

ANSWER KEY: six crayon(s), two book(s), three pencil(s), one bag

3 2.27 Listen. Then look and say.

- In pairs, ask students to talk about the picture together using review language.
- Before students begin, play the speaking model to guide them.
- Observe pairs as they talk, and prompt them using questions like *What's this?* or simple choices: *a (board) or a (table)?* Encourage them to use phrases as well as single words.

Extra activity

Play a game: *Who's this?* Pretend to be one of the four main characters. Tell the class about their family visitor, repeating the sentence from the audio in Activity 1. *Hi! This is my (grandma).* Students say which character they think you are: *Dexter!*

4 Choose and say.

- In pairs, students choose a member of their own family to give a tour of the classroom to. They pretend their partner is that person.

Review 1 Important to me

1 2.25 Look and say. Then listen.



2 2.26 Look and find. Then listen and point.



3 2.27 Listen. Then look and say.

30 Review 1 Units 1 and 2

- Students take their partner on a tour, using the artwork from Activity 1 or walking around their own classroom. After a few minutes, students swap roles. **SUPPORT** Have the more confident student go first to model vocabulary and grammar to their partner. **STRETCH** Invite students to give other members of the school community a tour of the classroom.

5 Vote.

- Ask students to look at the pictures from the Units 1 and Unit 2 stories. In L1 if necessary, ask students to share what they remember about each story with their partner. Then have a vote to decide on the class's favorite.

Time to shine!

6 Dance and color!

- Praise students for completing the checkpoint. Encourage them to look at the completed pieces in the puzzle mat. Ask *How many?* to elicit the answer *Two!* to mark their progress.
- Play fun music. Encourage students to dance and move their body to celebrate their achievement.
- Ask students to color the relevant pieces on their own puzzle mats. These do not need to match the colors in the book. Remind students to use *please* and *thank you* when sharing resources.



Ending the lesson

- **How many?** Show students a picture card of an item such as a chair or a pencil. Students say the word. They count how many they can see in Activity 1 artwork. They then do that number of star jumps.

Workbook pages 20–21

- 1 **2.28** Listen and point. Then say. Play the audio. Students point to the classroom items as they hear them. Then they say each item and its color.

ANSWER KEY: 1 a brown table, 2 a yellow bag, 3 a red board, 4 a blue window

- 2 **Choose and color. Then say.** Students choose and color an item they would like. They then ask a partner for it – A (red) bag, please.

ANSWER KEY: student's color of choice for the bag or book

- 3 **Say and color.** As Hugo, students describe each person using (*This is*) my (dad) and color the frame.

ANSWER KEY: 1 This is my dad, 2 This is my brother, 3 This is my sister, 4 This is my teacher, 5 This is my friend; students' color of choice for frames.

- 4 **2.29** Count and say. Then listen and check (✓). Students count and say the number of items in each artwork. Then play the audio. Students listen and check the correct artwork.

ANSWER KEY: 1 six (pencils), 2 three (chairs)

- 5 **Make and play.**
- 1 Help students find the cutouts on page 65.
 - 2 Students color in the classroom, the people, and the board. Encourage them to add classroom objects they know as well as familiar people.
 - 3 They then cut out the classroom, people, and board.
 - 4 Fold along the classroom fold lines.
 - 5 With glue or tape, stick the flap on the classroom floor to the back of the wall it is not already connected to, in order to make the room 3D.
 - 6 Fold along the fold lines to make each person stand up.

Time to shine!

- 6 **Look, 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 in terms of their knowledge of Units 1 and 2 and their confidence in speaking about these topics.

Activity 1

Dexter

Grandma Belinda
Mina

Mina's mom
Zoe

Grandpa
Hugo

Hugo's dad

Activity 2

Look! Six.
Look! Two.
Look! Three.
Look! One.

Activity 3

Look – a grandma. A red table. A yellow bag.
Look – a girl. Zoe? Yes, Zoe! This is my friend, Zoe. Hello, Zoe!

Student's Book Audio script

Hello! I'm Dexter. This is my grandma. Look, Grandma Belinda. A red pencil!
Yes, Dexter! A red pencil.
Hi! I'm Mina. This is my mom. Look, Mom. A brown bag!
Yes! A brown bag. Thank you, Mina!
Hello! I'm Zoe. This is my grandpa. Listen! A blue book!
Oh, look! Good job, Zoe!
Hi! I'm Hugo. This is my dad. Dad, look! A yellow chair. Please sit down.
Aaah, a chair! Thank you, Hugo.