

DISCOVER
PLANET POP



PLANET STARS



Unit	Unit Title	Topic	Grammar Structure	Vocabulary
1	Where is Ziggy?	The home	He's / She's / It's in / on / under the (bed).	Furniture in the house bed, bath, toy box, cupboard, desk, rug
2	Where's Mr Clarke?	School	Where's (Mr Scott)? He's / She's in the (classroom). He / She isn't in the (playground).	School places classroom, playground, music room, computer room, library, gym, Mr, Mrs, Miss
3	Your classroom	School	Is there a (clock) in the (classroom)? Yes, there is. / No, there isn't. Are there any (children) in the (playground)? Yes, there are. / No, there aren't.	School things and people child/ children, teacher, clock, window, poster, board, chair
4	On the farm	Animals	Can you see the (cow)? Yes, I can. / No, I can't.	Farm animals cow, sheep, duck, chicken, donkey, goat
5	It can fly!	Sport and Leisure	It can / can't (fly).	Actions swim, fly, jump, talk, run
6	Photos of my family	Family and Friends	Is he / she your (mother)? Yes, she / he is. / No, he / she isn't.	Family members (formal) mother, father, grandmother, grandfather, aunt, uncle
7	We love fashion!	Clothes	What's he / she wearing? He's / She's wearing (boots).	Clothes boots, dress, handbag, jeans, shorts, socks, baseball cap
8	At the restaurant	Food and Drink	I would like (meatballs / a burger with chips), please. Here you are.	Food meatballs, chips, a burger, rice, pasta, noodles
9	Time for lunch	Food and Drink	Would you like (beans)? Yes, please. / No, thanks.	Food salad, potatoes, beans, carrots, onions, peas
10	Where are my friends?	Places and Directions	Where are they? They're at the (bookshop). They aren't at the (house).	Places in town bookshop, park, playground, shop, flat, house, café, closed
11	The big red bus	Transport	Present simple (1st person) I go (by bus). I don't go (by helicopter).	Transport bus, boat, train, helicopter, motorbike, car, on foot
12	Let's make a smoothie	Food and Drink	Quantities How many kiwis have we got? We've got (one kiwi). We've got a few / lots of (kiwis). We haven't got any (kiwis).	Tropical fruits coconut, lemon, lime, kiwi, mango, pineapple, smoothie
13	Welcome to my shop	The home	Can I use the (computer), please? Yes, of course. No, you can't. Sorry.	Technology computer, camera, keyboard, mouse, tablet, radio
14	Looking at the animals	Animals	What are you doing? I'm looking at the (lizard). I'm not looking at the (elephant).	Animals elephant, monkey, bear, hippo, tiger, now
15	Animals all around	Sport and Leisure	It's (sleeping). It isn't (eating).	Animal activities sleep, eat, drink, play, climb (a tree), rest
16	My mobile phone	The home	It's / They're behind / in front of the (wall). It isn't / They aren't behind / in front of the (wall).	Furniture wall, sofa, armchair, bookcase, table, door, here

Unit	Unit Title	Topic	Grammar Structure	Vocabulary
17	Hurry up! Time to go!	The home	Is it between / next to the (TV and the door)? Yes, it is. / No, it isn't. Are they between / next to the (TV and the cupboard)? Yes, they are. / No, they aren't.	Furniture and objects mirror, lamp, mat, TV, painting, plant
18	Books are cool!	Sport and Leisure	like + -ing Does he/she like reading (scary) books? Yes, he/she does. No, he / she doesn't.	Book adjectives and types scary, funny, fantasy, adventure, fairy tale
19	There's a monster	Sport and Leisure	What's your favourite book? My favourite book is (Harry Potter). It's a story about a (wizard).	Book characters monster, girl/boy, witch/wizard, prince/princess
20	Hobbies	Sport and Leisure	like + -ing Which hobbies do you like? I like / don't like (playing the piano). So do I!	Hobbies play the piano, fish, ride a horse, go skateboarding, collect (things), cook
21	We like playing sports	Sport and Leisure	like + -ing We like / don't like playing (badminton).	Sports badminton, football, hockey, basketball, baseball, tennis, table tennis, sport
22	It's the weekend	Sport and Leisure	He / She isn't (talking on the phone). He's/She's (watching TV).	Relaxing activities talk on the phone, watch TV, play the guitar, play a board game, listen to music, do puzzles
23	Time to do your chores	Sport and Leisure	Is he / she (making dinner)? Yes, he / she is. No, he / she isn't.	Chores walk the dog, clean the windows, wash the car, fold the clothes, tidy the living room, water the plants
24	What does she do everyday?	Sport and Leisure	Present simple (3rd person) What does he / she do? He / She (gets up). Then he / she (goes to school).	Routines get up, have breakfast, go to school/work, have lunch, go home, have dinner, go to sleep
25	My dad's daily routine	Time	He/She (has lunch) (in the afternoon). He/She eats/drinks (dinner) (at night).	Times of day in the morning, in the afternoon, in the evening, at night
26	On the beach	World around us	Would you like to (play in the sand)? Yes, please! No, thanks.	Beach items beach, sand, sea, jellyfish, shell, ship
27	The sea is nice and blue	Adjectives	This beach is (clean). / That beach is (dirty). These shells are (beautiful). / Those shells are (ugly). What a (beautiful) (shell)!	Adjectives clean, dirty, fun, ugly, beautiful, scary
28	On my street	World around us	What are they doing? They're (drinking water). They aren't (reading a book).	Talking about other people man/ woman, men/women, person/ people, child/children
29	They are sitting in the sun	Weather	Are they (taking a photo)? Yes, they are. No, they aren't.	Activities drive, wave, take photos, sit in the sun, skip, have an ice cream



Introduction to Planet Pop



Where education meets entertainment

Planet Pop is designed for Primary teachers looking to energise and motivate their students in English lessons while following a course aligned to the Cambridge English Qualifications (CEQ) Starters, Movers and Flyers, and Oxford Test of English (OTE) syllabi (equivalent to CEFR Pre-A1 to A2). Teach-off-the-page materials mean minimal preparation time for busy teachers, while absorbing lessons set in the world of Planet Pop put children's hobbies and interests at the heart of the learning experience.

Planet Pop is a dynamic, digital-led course that transforms English lessons with the power of pop music, singing, and dancing - making language acquisition fun, effective, and unforgettable.

- **Make learning fun with the power of pop music.** Tapping into young people's interest in online content creators, Planet Pop is a fictional world with young, relatable 'Superstar' characters and age-appropriate pop songs. Planet Pop gets children moving and keeps them engaged, using popstar-appeal and physical activity.
- **Each Planet Pop Superstar has their own values, personality, and interests.** Across the course, children will begin to see the characters of the Superstars emerge. They will discover those characters who are like them, and those who are not, learning how to empathise with others, finding similarities where they may not have seen them at first. You can feel confident that Planet Pop will resonate with pupils long into their language acquisition journey.
- **The course inspires pupils through song and dance.** Six levels of content support pupils of all abilities, sparking their curiosity, and building their communication and collaboration skills. There are opportunities to sing, dance, move, talk, play games, read, and write throughout.
- **Ready-to-use materials,** designed specifically for ESL lessons, make teaching effortless **with minimal preparation time.** Access everything you need in one place at PlanetPop.com. And – because Planet Pop is aligned to the CEQ Starters, Movers and Flyers, and OTE syllabi – you can be confident about meeting the requirements and standards of the curriculum.
- **Young people consume so much of their out-of-school news, education, and entertainment in audiovisual format.** Planet Pop's video-led approach will help you update your lessons to support this.
- **Video Activity Books, along with digital games and activities complement the Planet Pop videos by providing listening, speaking, reading, and writing activities with colourful illustrations and photos.** These activities will help pupils to build the language competencies required to develop high-level proficiency.
- **The catchy, repetitive nature of pop songs is perfect for language learning.** By joining in with the Superstars, your class will pick up important phrases and common idioms easily. Immerse your pupils in Planet Pop, and have the whole class singing the lyrics for years to come.

**WATCH.
LEARN.
SING.**



Planet Pop concept and characters

CONCEPT

Welcome to Planet Pop: a neon world of English for young learners. Pupils will discover that the best way to learn English is by singing, dancing, playing games, and having fun, with a cast of relatable characters who want to help them learn. All the Planet Pop characters have been created to inspire and engage young learners. Each character represents a specific passion or talent with which pupils can connect. Today's pupils are accustomed to a world filled with fast-paced, entertaining content, and the Planet Pop Superstars are positive, influencer-style personalities from whom they can learn safely.

CHARACTERS

ALEX

The social butterfly!

He loves to take care of his friends and family, and he can always tell how everybody is feeling. He lives in the moment and always knows what's cool!



GRACE

The nature lover!

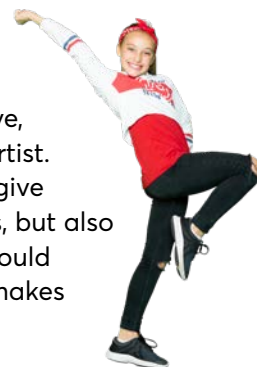
Caring Grace wants balance in her own planet and those she visits. She is fascinated by water and the waves on Earth.



KIM

The creative!

She has the brave, bold eye of an artist. She is happy to give advice on trends, but also thinks people should wear whatever makes them feel good.



TOM

The foodie!

He has studied all over the universe and can cook anything, from the sublime to the ridiculous. But his favourite thing to cook is still his dad's spaghetti Bolognese.



BEN

The sporty one!

Ben has yet to find a game or sport that he doesn't like. He is a team player and likes to keep things fun for everyone.



LILY

The scientist!

She sometimes blows things up by accident, but this doesn't hinder her curiosity about the workings of the universe.



SARAH

The traveller!

She loves all forms of transport, is excited by geography, and has a great sense of direction.



DAVID

The ambitious one!

He can see the big picture and so is able to do things now that seem hard – like his homework – knowing that in the future he will benefit.



DJ DANIEL

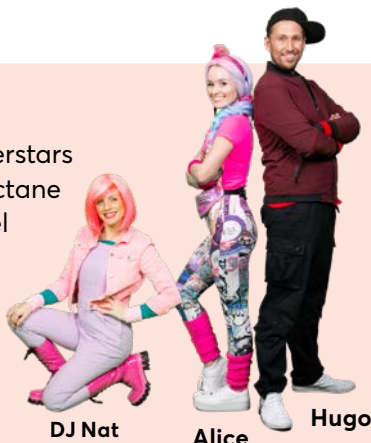
The musical maestro!

DJ Daniel is the Planet Pop Superstars' writer, producer, and agent. He looks after the Superstars, and has an inspiring and enthusiastic approach to learning English.



Presenters

While the Planet Pop Superstars are responsible for high-octane entertainment, the channel presenters – alongside DJ Daniel – deliver concise grammar tutorials and conversation practice in a calm, constructive environment.



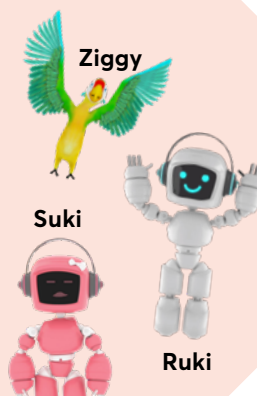
DJ Nat

Alice

Hugo

Helpers

Everybody needs a bit of help sometimes, and the Planet Pop Superstars and Presenters are no exception. Planet Pop is also home to a set of non-human characters who are there to entertain and help when they are needed.



Ziggy

Suki

Ruki



Teaching and learning with Planet Pop

COURSE OUTLINE

Planet Pop is a course that is centred around entertaining and engaging video content, which breaks down language acquisition and practice into small, manageable units. Each unit in Level 2 comprises six videos and introduces a curriculum-aligned grammar structure and between six and ten vocabulary items.

Complementing the unit videos are the comprehensive **Video Activity Books**, packed with engaging listening, vocabulary, grammar, reading, and writing activities—all aligned with the Planet Pop units. To support classroom delivery, teachers have access to **detailed lesson plans** and answer keys in the **Teacher's Guide**, which can be easily adapted to their needs.

At PlanetPop.com, an abundance of additional resources, including Progress Tests, Flashcards, Song Lyrics, and interactive activities and digital games, provide structured practice and fun, whether in class or at home.

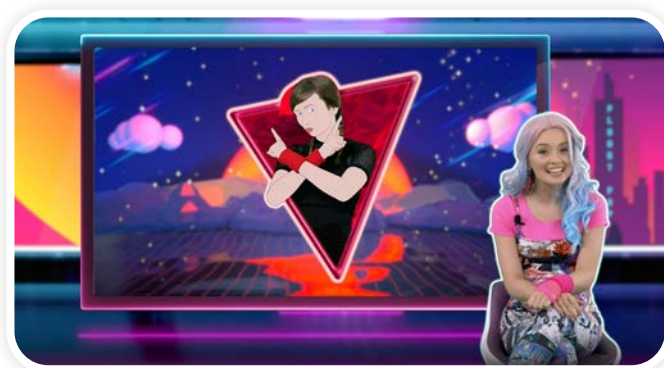
VIDEOS

Planet Pop songs are a mood-boosting, innovative way to teach English in the classroom and beyond. Tapping into key trends in children's entertainment, pupils' attention will be captured and held by the high-energy videos.



- **Music videos** provide key English vocabulary and grammatical syntax in a natural, fun way.
- **Conversation practice** is presented through a dialogue between two people doing everyday activities.
- **Pronunciation guides** are a fusion of amusing watch-listen-and-repeat methods, and fun animated elements to give young learners confidence as they learn to speak English.
- **Vocabulary raps** combine musical rhythms with dance routines and key vocabulary to facilitate entertaining, listen-and-repeat learning.
- **Grammar tutorials** present the grammar focus for each unit with everyday examples.

- **Karaoke videos** bring together the song lyrics, simple dance routines, and pronunciation that pupils have learned throughout the unit to become Superstars.



VOCABULARY LEARNING

Vocabulary learning is one of the most fundamental aspects of language acquisition. Pop songs take a less restricted approach than formal writing, providing a treasure trove of contemporary vocabulary and popular phrases. By using Planet Pop's expert-written pop videos as an integral part of your class's language-learning journey, you are providing access to real-world English, underpinned by the rigour of the CEQ Starters, Movers and Flyers, and OTE syllabi. The slower pace, and repeated hooks and choruses mean that pop songs are more accessible for pupils than faster conversations. The enthusiasm, tone, and timing of the Planet Pop Superstars' vocals will also help pupils to develop an expressive and natural accent.

SKILLS PRACTICE

While your class will undoubtedly be singing the lyrics to their favourite Planet Pop songs, Planet Pop is about more than catchy choruses and coordinated dance moves. Your pupils will have plenty of opportunity to practise the core language skills: speaking, listening, reading, and writing.

Speaking

Each unit contains a **pronunciation guide video**, which uses slow, purposeful repetition of the core vocabulary – supported by visual stimuli – to help children perfect their accents. Pronunciation guide videos also utilise British Sign Language (BSL) to demonstrate vocabulary items, which can enhance language learning for some pupils. DJ Daniel is passionate about finding more ways for pupils to express themselves, and DJ Nat is a fluent BSL user. Use of BSL encourages a different kind of movement and offers another form of communication for pupils who may benefit from it, for whatever reason.

Speaking skills are also supported through **vocabulary rap videos**, which combine dance moves and repetition to reinforce the core vocabulary. By the end of each unit, the pupils' confidence in the song lyrics and pronunciation will turn them into Planet Pop Superstars themselves, as they sing along with the **karaoke videos**.

By following the **Teacher's Guide** lesson plans, teachers can provide additional opportunities to practise spoken English during lesson openers and class games.

Listening

The rise in popularity of podcasts and video-led social media means that many children now consume most of their news and entertainment in audiovisual forms. Add to this face-to-face, videocall, and phone conversations – as well as audiobooks and classroom lessons – and it becomes clear why audiovisual content is at the heart of Planet Pop. On top of the six videos in each unit, pupils will have the opportunity to further practise their listening and comprehension skills in the **Video Activity Book** song activities, as well as during the lessons proposed in the Teacher's Guide.



Read and write **True or False**.

My name is Elsa and I love days out with my family! In the morning, I go to the café. I go with my dad. We go by bus. We have mango and coconut smoothies. In the afternoon, I go to the park. I go with my grandma and my sister. We don't go by car. We go on foot. We run and play games. It's lots of fun!

- 1 Elsa and her dad go to the bookshop. _____
- 2 Elsa and her dad have a drink. _____
- 3 Elsa's grandma and sister go to the park with Elsa. _____
- 4 They go to the park by car. _____
- 5 They play games in the park. _____

Reading

Pupils' reading skills are well supported too, through the vocabulary rap and karaoke videos, as well as the Video Activity Books. Song, vocabulary, and grammar activities throughout the Video Activity Books are all introduced by clear, uncomplicated rubrics, which feature instructional icons (a pencil or a magnifying glass, for example) to support understanding.

There are ten curriculum-linked **Reading and Writing Skills** activity sheets, which provide valuable additional reading opportunities for your class. Each page begins with a level-appropriate reading text and is accompanied by comprehension and vocabulary questions.

Writing

While pupils may be more exposed to spoken English in their everyday lives, written English is still invaluable. It is a slower form of communication, so gives language learners more time to formulate responses, is easier for teachers to measure progress, and allows pupils to review their own progress.

Pupils will reproduce in writing the core vocabulary items and grammatical structures throughout the Video Activity Books. Extended writing opportunities can be found within the reading and writing skills activity sheets, in which pupils are encouraged to replicate the type and structure of the reading text to produce their own text. Text types include conversations, diary entries, and descriptions, among others.

ALIGNMENT TO THE CEQ STARTERS, MOVERS AND FLYERS, AND OXFORD TEST OF ENGLISH SYLLABI

Planet Pop provides a solution that will see pupils through every stage of the CEQ Starters, Movers and Flyers, and OTE syllabi. Watch the characters' personalities and interests grow with your class, as well as the demand of the curriculum-aligned activities. The activities featured throughout the Video Activity Books, the reading and writing skills activity sheets, and the digital games and activities (included in premium resources) will familiarise pupils with the question and response styles that will appear in the examinations.

Planet Pop levels	Cambridge English Qualifications level	CEFR level
1 and 2	Starters	Pre A1
3 and 4	Movers	A1
5 and 6	Flyers	A2

On PlanetPop.com, you will find:

- Access to all **636 videos (including 260 songs)**, Teacher training tips and videos, and the Planet Pop Teacher Community.
- A range of premium resources to suit your teaching needs.

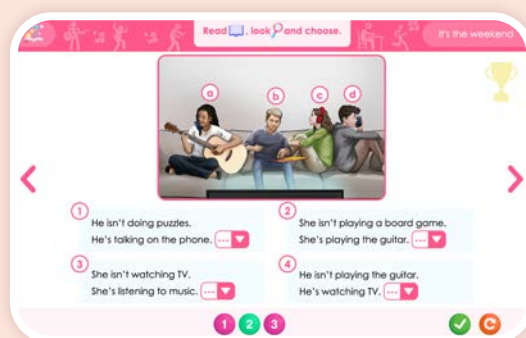


Components for pupils

Planet Pop videos and games

PlanetPop.com hosts hundreds of videos, games, and activities for every level.

- **Music videos**
Pupils sing and dance their way through pop songs, learning lyrics and joining in with dance moves.
- **Conversation practice**
Give your class the opportunity to listen to English speakers having natural, everyday conversations.
- **Grammar tutorials**
Practical lessons make picking up English grammar rules and exceptions accessible for all.
- **Pronunciation guides**
Children can perfect their English accents by listening and repeating the core vocabulary, supported by British Sign Language.
- **Vocabulary raps**
Repetition is key as children chant and dance their way through the unit's core vocabulary.
- **Karaoke videos**
Children become Planet Pop Superstars as they use everything they've learned to perform the unit song.
- **Digital games and activities**
Pupils can extend the fun at home or independently in class with thousands of interactive video games, all aligned with the units and available through our **Premium Learning Management System**.

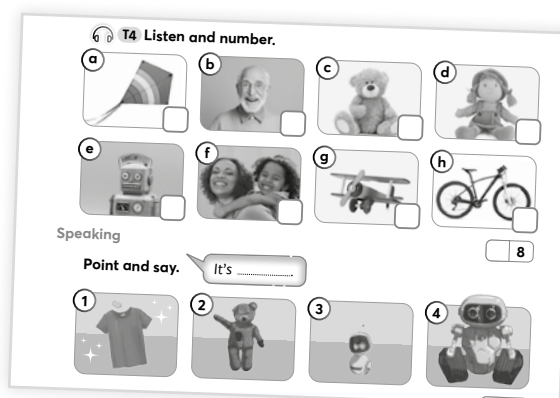


Progress Tests

Pupils will be exam-ready after completing Planet Pop's tests, which cover **all the core language skills**, while retaining the fun, friendly approach of the Planet Pop series.

Video Activity Books

The Video Activity Books provide essential listening, vocabulary, and grammar practice to consolidate understanding of each unit's core content. Pupils will find cameos from their favourite Planet Popstars, as well as colourful illustrations and photos throughout.





Components for teachers

Planet Pop resources

PlanetPop.com offers extensive resources to enrich both teaching and learning experiences.

- **Music videos**
Catchy, modern pop songs performed by the Planet Pop Superstars, teaching core vocabulary and grammar structures.
- **Conversation practice**
Authentic English conversations, carried out while performing everyday activities, for a glimpse into real-world English use.
- **Pronunciation guides**
Listen-and-repeat videos focusing on key vocabulary to develop confident speakers of English.
- **Vocabulary raps**
Simple dance routines support catchy chants in delivering effective vocabulary drills.
- **Grammar tutorials**
A practical approach to learning grammar, using familiar contexts and useful, everyday phrases.
- **Karaoke videos**
Skills and knowledge from the unit are brought together into a confidence-boosting opportunity to perform.
- **Digital games and activities**
Engaging **Digital Video Activity Book** activities and **Planet Pop Practice** games are available through our **Premium Learning Management System**, ideal for teachers taking a digital-first approach and tracking pupil progress.



Planet Pop Resources

- At Planet Pop, teachers get **comprehensive resources** for **engaging, structured lessons**. The **Teacher's Guide** includes three lesson plans per unit—covering **songs, vocabulary, grammar, reading** and **writing skills**—plus activity ideas, answer keys, and printable song lyrics for gap-fill tasks.

Key resources include:

- **Unit Activity Sheets** and **Teacher's Guides**—available individually, in bundles, or as a full level course book.
- **Reading and Writing Activity Pages**—with texts, comprehension questions, and writing tasks.
- **Flashcards**—supporting vocabulary retention and classroom games.
- **Irregular Verb Lists**—essential grammar references.
- **Progress Tests**—aligned with **CEQ Starters, Movers,**

Flyers and **OTE**, covering **listening, speaking, reading and writing**, with answers and audio scripts.

Unlock our Premium Learning Management System and transform your lessons with:

- **Interactive Digital Video Activity Books**—featuring all **Premium Resources** and hundreds of **interactive games**.
- **Answer Reveals**—encouraging class discussions and interactive learning.
- **Student Assignments** and **Progress Tracking**—easily assign tasks and monitor student progress.
- **Instant Access to Planet Pop Videos**—fully downloadable and available offline.
- **Digital Games**—Planet Pop Practice provides relevant games and activities. Perfect for **in-class or independent study**.

Planet Pop makes teaching easier and learning more engaging!



Tour of a unit

SONG LESSON

Lesson objectives

- Answer questions about the conversation practice video.
- Listen to, understand, and say the core vocabulary.
- Complete the song activities in the Video Activity Book.

1 Conversation practice

The lesson's communications focus is presented through the conversation practice video – a short video that allows pupils to see and hear speakers of English have a natural conversation using the core vocabulary. Pupils must watch actively in order to answer a gist question or complete another task in response to the video. The video is then repeated, and pupils are given time to discuss what they remember.



Unit 6 Lesson 1

Vocabulary: mother, father, grandmother, grandfather, aunt, uncle
Grammar: is he / she your (mother)? Yes, she / he is. / No, he / she isn't.

Lesson outline

- 1 Start the lesson:** review the Unit 5 language
- 2 Video introduction:** establish the Unit 6 topic of family and introduce the video sections for this lesson
- 3 Conversation practice:** ask a gist question, play the video and elicit the answer. Play the video again for pupils to watch more closely
- 4 Vocabulary presentation and game:** present the new words for family members using the flashcards and play a class game
- 5 Music video:** play the video, then play it again so pupils can join in with the actions
- 6 Song worksheet:** pupils complete the worksheet activities to practise recognition of the new family words in the song, ending with a self-evaluation task and an optional fast finisher activity
- 7 End the lesson:** review the family words with a class game, then say goodbye

1 Start the lesson: Review the vocabulary from Unit 5 with some review from Units 9 and 10, too. Use the family flashcards for brother, sister, cousin. Introduce them and stick them on the board. Say e.g. This is my cousin, Mark. This is my sister Lucy, etc. Make a table on the board with the actions across the top, and the three people down the side. Then make statements with the actions words from Unit 5 (e.g. He can swim), and invite pupils to come up and write a tick or a cross in the table.

2 Video introduction: Explain that today on The Planet Pop Show Alice and Hugo will talk about photos of their family and what they look like, and then sing a song with Alex.

3 Conversation practice: Before you play the video, ask children to watch and find out whose family we can see. Play the video and elicit the answer (Alex's). Tell pupils to watch the video again and listen more closely. After they have watched the video, pupils tell you what they can remember.

4 Vocabulary presentation and game: Present the family vocabulary to the class using the flashcards and model pronunciation. Display the flashcards and say the words again. Children point to the correct flashcard. Play *Stop the bus!* Show a flashcard. Say a list of words from the family set, and pupils stop you when you reach the correct word.

5 Music video: Play the Unit 6 music video for children to enjoy. Ask the children whose family are in the video (Alex's). Then play the video again, encouraging participation with the dancing and actions.

6 Song worksheet: 1 Pupils tick the people in Alex's family after watching the video. **Answers:** tick pictures 1, 2, 4 and 6. 2 Pupils find 5 differences in the family picture. **Answers:** the flower in Mum's hair, the grandfather's glasses, the aunt's trainers, the uncle's mobile phone.

How do you feel? 😊 😐 😞 Pupils choose and colour a face according to how they feel about their work.

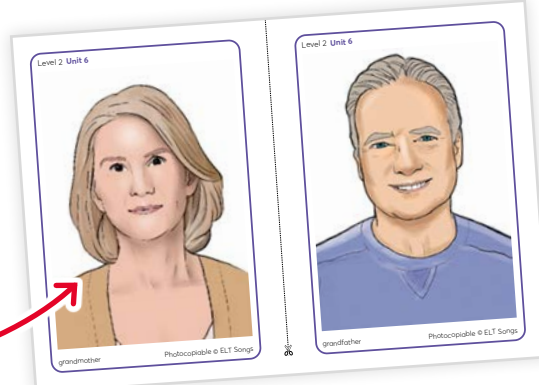
Fast finishers: Pupils look for the animals in activity 2 and circle them. They say the words.

7 End the lesson: Do a True or False activity as a class. Display the flashcards on the board and make true and false statements about the appearance of the people. E.g. This is my mother. She's got long hair. Pupils identify the correct picture and say Yes or No. Help the pupils to correct the false statements. E.g. She hasn't got long hair.

Unit 6 Teaching notes Lesson 1 15

2 Flashcards

The core vocabulary for the unit is formally introduced using **flashcards**. The lesson plan gives suggestions for engaging and motivating **games** to play with each set of flashcards. These games provide opportunities for pupils to listen to and repeat the core vocabulary.



3 Song video

Now that pupils have some familiarity with the core vocabulary, they will watch the **song video**. Encourage the class to join in with the lyrics and actions for some high-energy fun, and to encourage memorisation of the core vocabulary.



You can support pupils by providing the song lyrics – available on **PlanetPop.com**, which can be printed out or displayed at the front of class on an interactive whiteboard.





Photos of my family

Unit 6 Song

1 Watch the music video 🎵. Tick ✓ the people in Alex's family 📝.

1 2 3 4 5 6

2 Find 🔍 and circle 5 differences 📝.

a b

Fast finishers Find and circle the animals in activity 2. Say.

How do you feel? Colour.

Unit 6 Song 21

4 Video Activity Book

Watch the song video again and complete the Video Activity Book activities.

Level 2 Song activity pages typically require non-verbal responses. Here, you can see that pupils tick people seen in the video...

...and the second activity will offer pupils the opportunity to consider and discuss a topic-related image without the need to read or write in English, providing a low-stakes introduction to the unit.

To end the lesson, pupils are encouraged to reflect on their learning by responding to a simple **self-evaluation question**.

There are optional **fast finishers** activities, too.

Watch and choose the answer.

Photos of my family

Photos, photos of my family.

5 End the lesson

Review the core vocabulary with a class game to informally assess progress.

Planet Pop Practice has fun, **topic-linked games and activities** for pupils to play at home.



Tour of a unit

VOCABULARY LESSON

Lesson objectives

- Practise pronunciation of the core vocabulary.
- Consolidate understanding of the core vocabulary.
- Complete the vocabulary activities in the Video Activity Book.

1 Pronunciation guide

During the pronunciation guide video, one of Planet Pop's DJs slowly and intentionally presents the core vocabulary, accompanied by clear images of the vocabulary items and their British Sign Language equivalents. Pupils are encouraged to join in with the presenter before undertaking a quiz to recap key learning.

The video can be supported by presentation of the **flashcards** and followed by interaction with the cards in the form of oral exercises, word games, and more.



2 Vocabulary rap

Pupils watch and join in with the vocabulary rap video. This video provides a fun, interactive way to practise the core vocabulary and its pronunciation.

Teachers can find games inspired by the vocabulary rap in the Teacher's Guide lesson plan.

3 Video Activity Book

The core vocabulary is presented and modelled in the first activity – often aided by colourful illustrations and photos...

...and the second activity typically encourages children to practise production of the vocabulary for themselves to improve memorisation and spelling.

There are optional **fast finishers** activities, too.

To end the lesson, pupils are encouraged to reflect on their learning by responding to a simple **self-evaluation question**.

Unit 6 Lesson 2

Vocabulary: mother, father, grandmother, grandfather, aunt, uncle. Grammar: is he / she your (mother)? Yes, she / he is. / No, he / she isn't.

Lesson outline

- 1 **Start the lesson:** review the family words with the flashcards and play the music video
- 2 **Video introduction:** introduce the video sections for this lesson
- 3 **Pronunciation guide:** play the Pronunciation guide while showing the family flashcards. Play it two more times for pupils to practise the new vocabulary
- 4 **Vocabulary game:** play a game to practise word recognition and pronunciation of the family words
- 5 **Vocabulary rap:** play the rap, then play it again so pupils can join in. Play a class game with the rap
- 6 **Vocabulary worksheet:** pupils complete the worksheet activities to practise reading and writing the new family words, ending with a self-evaluation activity and an optional fast finisher activity
- 7 **End the lesson:** play the vocabulary rap, then say goodbye

CLIL (Social Science): In L1, talk to the class about the concept of a family tree. Use the example on the worksheet to present the basic generational structure. Once pupils have got the idea, encourage them to make their own trees and decorate them with pictures of family members. Emphasise that all families are different, and encourage pupils to express the links in their tree as they see fit.

6 Vocabulary worksheet: 1 Pupils match the words with the same meanings. **Answers:** Mum – Mother, Dad – Father, Auntie – Aunt, Grandpa – Grandfather, Grandma – Grandmother (1 mark for each correct match.) 2 Pupils write the words in the correct place on the family tree. **Answers:** grandmother, grandfather, uncle, mother, father, aunt (1 mark for each correct answer)

How do you feel? ☹️😊😊 Pupils choose and colour a face according to how they feel about their work.

Fast finishers: Pupils draw their own family tree.

Formative assessment: Use the pupils' Vocabulary worksheets to complete the Unit 6 evaluation grid.

7 End the lesson: Play the vocabulary rap, encouraging the class to join in and point to the flashcards, then say Goodbye.

22 Unit 6 Teaching notes Lesson 2

Encouraging repetition of the answers helps pupils become confident English speakers.

Unit 6 Vocabulary

1 **Read and match.** Say. 4

mum father auntie grandpa grandmother

dad aunt grandfather grandma mother

2 **Write the words on the family tree.** 5

mother uncle grandmother
father aunt grandfather

me sister

Fast finishers Draw your family tree.

How do you feel? Colour.

22 Unit 6 Vocabulary



Tour of a unit

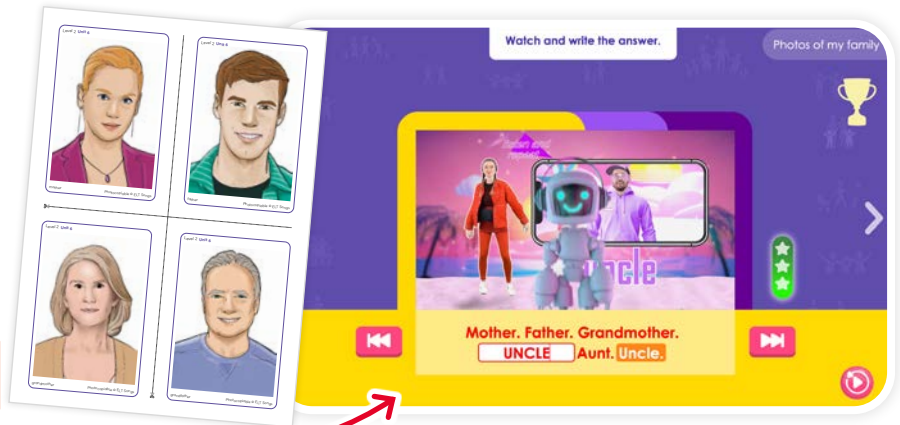
VOCABULARY LESSON

4 End the lesson

Revisit the vocabulary rap to consolidate because repetition is key to learning any new skill.

Teachers can integrate the flashcards here, by asking pupils to point to the flashcard showing each vocabulary item as it is mentioned in the rap.

Planet Pop Practice has fun, **topic-linked games and activities** for pupils to play at home.



Unit number	Vocabulary Worksheet Score		Grammar Worksheet Score		Total Score	
Unit 1		8		5		13
Unit 2		10		6		16
Unit 3		10		6		16
Unit 4		10		6		16
Unit 5		10		8		18
Unit 6		6		6		12

Pupils' learning can be formatively assessed by the collection of Video Activity Worksheet scores in the evaluation grid.



Lesson objectives

- Answer questions about the grammar tutorial video.
- Consolidate understanding of the core vocabulary.
- Complete the grammar activities in the Video Activity Book.

1 Vocabulary rap

While this lesson focuses on grammar, it starts by using the **vocabulary rap** and a game to practise spaced repetition of the vocabulary.

2 Grammar tutorial

The grammar tutorial video introduces the grammar focus for the unit. The Planet Pop Superstars and presenters unravel the grammatical rules using everyday examples and familiar contexts.

Teachers are encouraged to **ask a gist question** to spark pupils' curiosity, which can be posed to pupils before the first viewing and answered after it. The video is watched again before revisiting the gist question and engaging in a **grammar game**.

3 Video Activity Book

Unit 6 Grammar

1 Read and write 5

A: Is she your mother?
B: No, she isn't. My mother has got short hair. She's my aunt. She's got long hair.

A: Is he your father?
B: Yes, he is. He's got glasses.

A: Is he your grandfather?
B: No, he isn't. He's my uncle. He's got black hair. My grandfather is old. He's got white hair.

2 Read and write 3

1 Is she your mother? No, she isn't.

2 Is he your grandfather? _____

3 Is he your uncle? _____

4 Is she your mother? _____

How do you feel? Colour.

Fast finishers Draw people in your family. Ask and answer with a friend.

Unit 6 Grammar 23

Unit 6 Lesson 3

Vocabulary: mother, father, grandmother, grandfather, aunt, uncle. **Grammar:** is he / she your (mother)? Yes, she / he is. / No, he / she isn't.

Lesson outline

- 1 Start the lesson:** review the family words with a game using the vocabulary rap.
- 2 Video introduction:** introduce the video sections for this lesson.
- 3 Grammar tutorial:** ask a gist question, play the video and elicit the answer. Play the video again for pupils to watch more closely.
- 4 Grammar presentation and game:** present the new grammar (Is he / she your (mother)? Yes, she / he is. / No, he / she isn't) and play a class game.
- 5 Grammar worksheet:** pupils complete the worksheet activities to practise reading and writing the new grammar structure, including a self-evaluation activity and an optional fast finisher activity.
- 6 Karaoke:** play the music video, then play the karaoke version. Allow pupils to practise and join in.
- 7 End the lesson:** reflect on the pupils' achievements in Unit 6. Play the karaoke video and say goodbye.

1 Start the lesson: Divide the class into six groups and give each group a flashcard. Play the vocabulary rap. Groups stand up and dance when they hear their vocabulary item.

2 Video introduction: Tell the class that today, they are going to hear Alice talking about how to ask and answer questions about people in our families. Then they are going to sing along to a karaoke video.

3 Grammar tutorial: Before you play the video, ask the children to watch and tell you who is in Alice's pictures. Play the video and elicit the answer (aunt, grandfather, father, grandmother). Confirm and put the flashcards on the board. Play the video again, pausing to allow the children time to repeat Alice's sentences. Then do the quiz.

4 Grammar presentation and game: Play Three Questions. Give six volunteers a flashcard each. The class has three attempts to guess which card each child holds. They can ask up to three questions e.g. Is she your mother? Is he your uncle? Is she your aunt? Keep score to keep it competitive. If they get it in three, the class get a point. The revealed identities are displayed on the board. If they don't guess, the volunteers get a point, and the card stays in the game.

5 Grammar worksheet: 1 Pupils read the conversation and write the correct words next to the people in the picture. (1 mark for each correct label) 2 Pupils look at the pictures and labels then write the correct answer. **Answers:** 1 No, she isn't. 2 Yes, he is. 3 No, he isn't. 4 Yes, she is. (1 mark for each correct sentence)

How do you feel? PUPILS choose and colour a face according to how they feel about their work.

Fast finishers: Pupils draw some pictures of people in their family and then work with a friend to ask 'Is she / he your...?' and reply.

Formative assessment: Use the pupils' Grammar worksheets to complete the Unit 6 evaluation grid.

6 Karaoke: Play the Unit 6 music video to remind children of the song. Then play the karaoke version for children to watch. Play it again, breaking it down for children to practise. Repeat until the children feel confident, then play it in full for children to join in.

7 End the lesson: Ask pupils to reflect on what they have learnt in Unit 6: they can say six words for family members, ask and answer questions about people in our families, do a rap and sing a song! Congratulate the children, and then play the karaoke video. Then say Goodbye.

Unit 6 Teaching notes Lesson 3 31



The grammar focus is first presented to pupils, often inviting them to select the correct form of a grammatical structure. Then pupils are encouraged to produce the grammatical structures for themselves to practise decision making and improve their understanding of English grammar rules.

To end the lesson, pupils are encouraged to reflect on their learning by responding to a simple **self-evaluation question**.

There are optional 'fast finishers' activities, too.

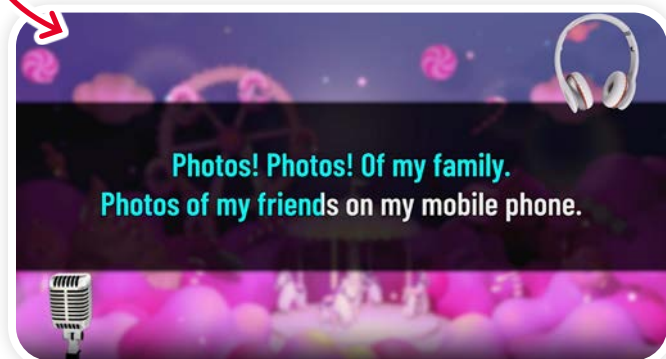


Tour of a unit

GRAMMAR LESSON

4 End the lesson

End the lesson with a **karaoke dance party**. Watch your pupils' confidence soar as they become Planet Pop Superstars, and sing whole pop songs in English.



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Pupils' learning can be formatively assessed by the collection of Video Activity Worksheet scores in the evaluation grid.

There are ten curriculum-linked **Reading and Writing Skills** activity sheets throughout the level.

Each worksheet has a reading text, comprehension and vocabulary questions, and a writing challenge, enabling teachers to provide regular writing practice – even as part of a digital-led programme.

