Welcome to the lighthouse!

Starter Unit

1 Find and say.

- five numbers
- five free-time activities
- five animals
- five types of transport
- five places in a town

The Lighthouse

Hello. My name's Josh and I'm nine. What's your name?

I'm Ravi and I'm nine years old, too.

Hi. I'm Lily and I'm eight. Josh is my brother.

Is the lighthouse your new home?

Yes, it is. Where do you live?

Our grandparents live in the town, too.

I live in the town. I live in a flat with my mum, dad and little sister.

2 Listen and read. Act out. CD1 01
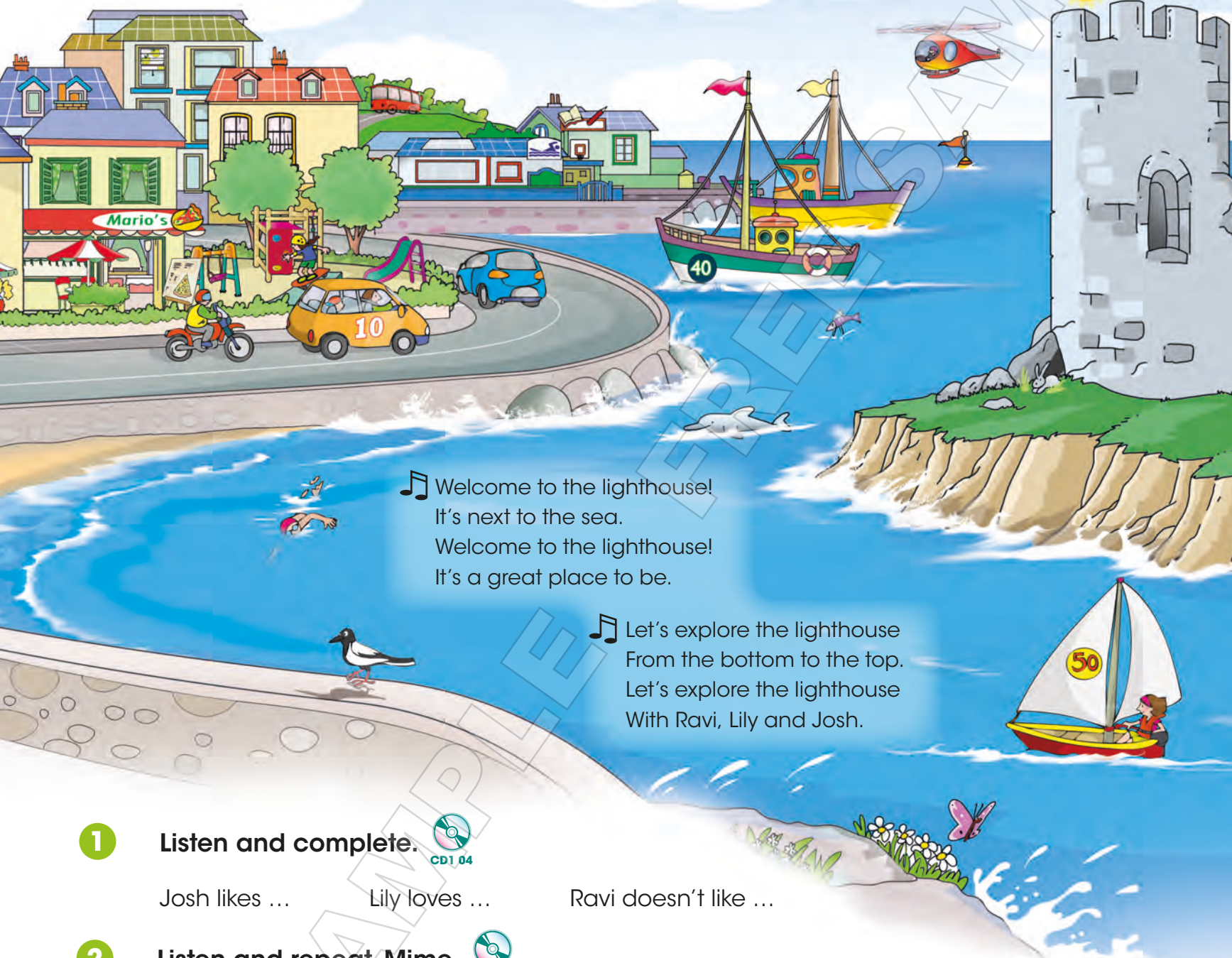
3 Talk Partners Ask and answer.

What's your name?   How old are you?   Where do you live?   Who do you live with?

4 Listen and sing *Welcome to the lighthouse!* CD1 02

Key learning outcomes: review activities, numbers, animals and places; ask for and give personal information **Language:** *Hi. I'm (Lily) and I'm (eight). Where do you live?*

4 four

♫ Welcome to the lighthouse!
It's next to the sea.
Welcome to the lighthouse!
It's a great place to be.

♫ Let's explore the lighthouse
From the bottom to the top.
Let's explore the lighthouse
With Ravi, Lily and Josh.

1 **Listen and complete.** CD1 04

Josh likes …   Lily loves …   Ravi doesn't like …

2 **Listen and repeat. Mime.** CD1 05

dancing	singing	cycling	reading
skateboarding	playing tennis	making models	swimming

3 💬 **Talk Partners**
Ask and answer.

Do you like dancing?   Yes, I do. I love dancing.

Do you like skateboarding?   No, I don't.

Key learning outcomes: use *like* / *don't like* / *love* to talk about likes and dislikes
Language: free time activities; *Do you like (dancing)? Yes, I do. No, I don't.*

The secret message
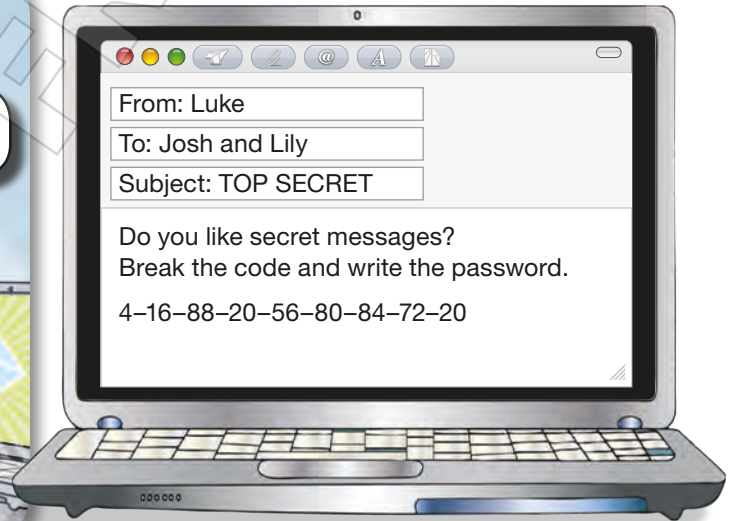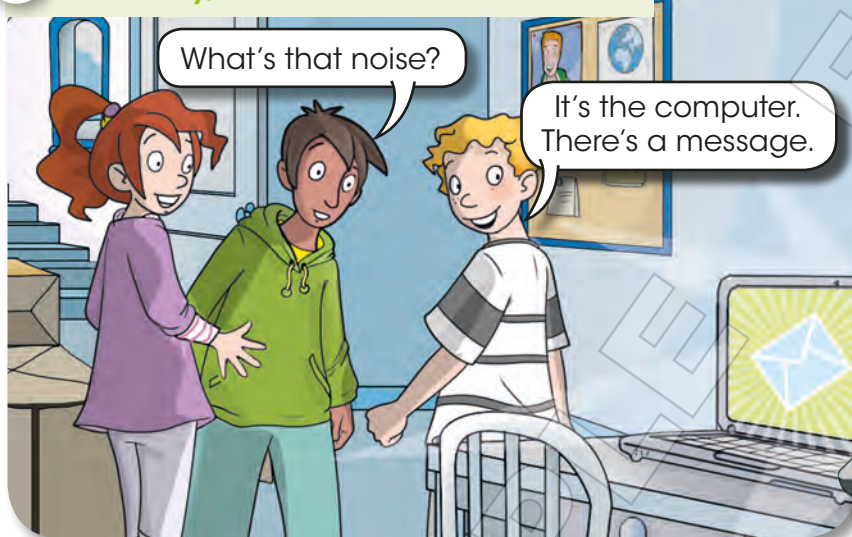
1 Listen and read. Act out. CD1 06

1 Dad is moving boxes into the lighthouse.

Hi, Dad. Can we help you?

Yes, please. Take these boxes to the blue room. Be careful!

2 The children go up the steps to the blue room.

Who's this?

He's our big brother, Luke. He's a scientist and he travels around the world.

3 Suddenly, the children hear a noise.

What's that noise?

It's the computer. There's a message.

From: Luke
To: Josh and Lily
Subject: TOP SECRET

Do you like secret messages?
Break the code and write the password.

4–16–88–20–56–80–84–72–20

4 The children work together.

It's an alphabet code. Number four is the letter A.

And number sixteen is the letter D.

OK. So, A-D-V-E-N-T-U-R-E. The password is 'adventure'.

5 The password is correct. Luke appears on the screen.

Well done! You can use the code to read my secret messages and my travel blog.

Great! We can write a blog about our adventures, too.

Key learning outcomes: read, listen and understand a story about a secret message
Vocabulary: numbers; the alphabet

1   **Listen and say** *The secret code rap.*   CD1 08

TOP SECRET

A B C D E F G, write a secret message with me.
H I J K L M N, we can send it to a friend.
O P Q R S and T, use this code to write and read.
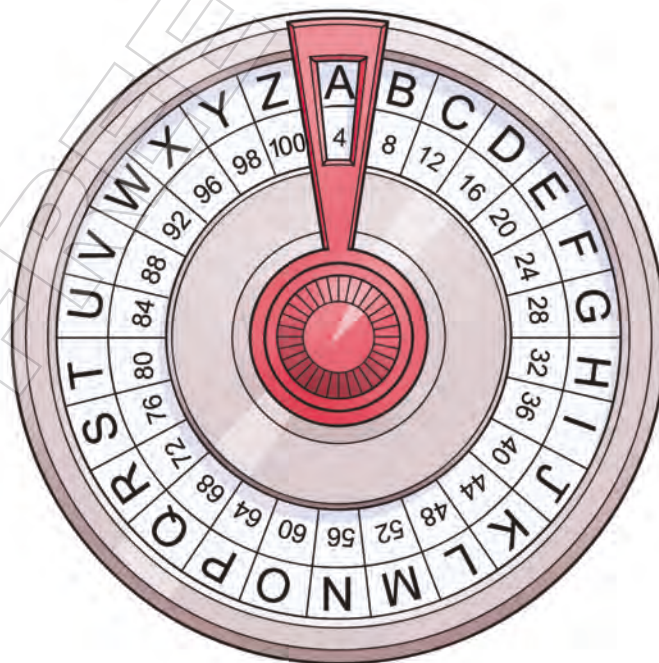U V W X Y Z, shh, keep this code in your head.

PRIVATE

2   💬 **Talk Partners** **Ask and answer.**

What's number 48?

It's the letter L.
What's number 84?

It's the letter U.

3   💬 **Talk Partners** **Listen and follow. Ask and answer.**   CD1 09

How	do	you	spell	letter? school? message? password? swimming?

Remember!
mm = double m

Key learning outcomes: listen and say a rap about a secret code; identify and say letters and numbers 1-100; ask how to spell things **Language:** *How do you spell … ?*

seven   7