

Unit overview

Key Competences and Key Learning Outcomes



- Identify and say ingredients (Lesson 1)
- Say the vocabulary chant (Lesson 1)
- Listen, repeat and act out a conversation (Lesson 2)
- Follow, complete and correct the grammar tables (Lessons 2 and 4)
- Ask questions using 'How much' and 'How many' (Lesson 2)
- Identify and say verbs for cooking (Lesson 4)
- Read and understand an instructional text (Lesson 6)
- Know and use time sequencers (Lesson 7)
- Watch and understand a video (Video and 21st Century Skills)



- Identify and use countable and uncountable nouns (Lesson 2)
- Use a code to read a message (Lesson 3)
- Identify steps in a process (Lesson 6)



- Use the Pupil's App on Navio
- Investigate New York (Lesson 8)



- Say a tongue twister and practise alternative spellings for the 'ie' sound (Lesson 5)
- Practise activity types found in the Cambridge Exams: A1 Movers



- Understand the importance of paying attention (Lesson 3)



- Play a communication game using 'How much' / 'How many' and 'need to' (Lesson 5)



- Sing two songs (Lessons 1 and 4)
- Read, listen, understand and act out a story about a Burfi cake (Lesson 3)
- Prepare and write a recipe (Lesson 7)
- Learn about New York City (Lesson 8)
- Think about your own culture (Lesson 8)

Vocabulary

Core vocabulary

biscuits, butter, chocolate chips, coconut, cream, flour, jam, nuts, oil, raisins, salt, sugar; add, chop, heat, mix, pour, stir

Extension vocabulary (optional)

blueberries, coffee, honey, marshmallows, raspberries, vanilla; boil, cook, peel, slice

Other vocabulary

a piece, cart, tin; chickpeas, falafel, pretzel, raspberry sauce, smoothies, sundae, waffles; bowl, dish, knife, oven, pan, scoop, spoon; break, sprinkle

Recycled vocabulary

cake, carrots, cheese, chocolate, dessert, green beans, ice cream, mushrooms, olives, onions, peppers, pizza base, salad, soup, strawberries, sweetcorn, tomatoes, tomato sauce, tuna, water; amazing, finally, first, salty

Structures

Core structures

How much (sugar) do we need? How many (nuts) do we need? We need a lot of / some / a little (sugar). We need a lot of / some / a few (nuts). What do I / you / we / they need to do? What does he / she need to do? First / Next / Then / After that / Finally, I / you / he / she / we / you / they need / needs to (chop the carrots).

Other structures

Let me see. I don't know! It's going to be delicious!

Recycled structures

Are there any (nuts) in the cupboard? Yes, there are. / No, there aren't. Is there any (cream) in the fridge? Yes, there is. / No, there isn't. Let's (go shopping). You can add (chopped onions). What's the name of (the famous statue) in New York? What time is it in New York? How many people live in New York? I'd like a salad. Would you like to order a dessert / anything else? What would you like to drink?

Phonics

The 'ie' sound (*Spike likes rice Mike pies tie*)

Recycled: 'igh' and 'y' spellings



Literacy

Text type: a recipe (instructional text)

Reading skills: predicting; scanning; sequencing

Writing skills: sequencers



Culture ... around the world

Street food in New York City



21st Century Skills

Collaboration and teamwork



Thinking skills

Categorising (Lesson 1); Applying rules (Lessons 2 and 4); Predicting (Lessons 3 and 8); Predicting content from photos (Lesson 6); Sequencing (Lesson 6)



Cooperative learning

Listening to each other (Lesson 1); Collaborating (Lessons 3, 7 and Review); Three-minute review (Lesson 4); Practise spelling (Lesson 5); Work together to cross the river (Lesson 5); Information sharing (Lesson 5); Peer evaluation and feedback (Lesson 7)

Values

Understanding the importance of paying attention

Cross-curricular links

Link to Science

Food and nutrition: Classifying food items and discussing nutrients and what makes a healthy, balanced diet

Suggested Arts and Crafts concepts

Observing patterns, including polka dots, stripes and checks, and creating a patterned still life

Key Competences and Key Learning Outcomes

- Identify and say ingredients
- Say the vocabulary chant
- Classify food items (optional)
- Review and discuss cakes and ingredients
- Play a memory game with a partner
- Sing a song about going shopping

Key language

- biscuits, butter, chocolate chips, coconut, cream, flour, jam, nuts, oil, raisins, salt, sugar*
- Extension: *blueberries, coffee, honey, marshmallows, raspberries, vanilla*
- Is there any (cream) in the fridge? Are there any (nuts) in the cupboard? Yes, there is / are. No, there isn't / aren't.*

Materials

- Pupil's Book p8; Activity Book p6; Class CD1; Teacher's App on Navio
- Ingredients flashcards
- Teacher's Resource Bank: Ingredients word cards
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review food items.
- Set learning outcomes and use the talk cards.

Activity 1

- What's your favourite type of cake?
- What ingredients do you need to make a cake? Make a list.

Vocabulary presentation

- Present the new vocabulary using the ingredients flashcards.

Word cards

- Introduce the spellings of the vocabulary using the ingredients word cards.

Unit 1 **Let's eat!** Lesson 1 Vocabulary

1 What's your favourite type of cake? What ingredients do you need to make a cake? Make a list.

2 Listen, point and say the vocabulary chant.

3 Listen, look and sing *Let's go shopping!*

1 flour 2 oil
3 nuts 4 biscuits
5 chocolate chips 6 sugar
7 salt 8 raisins
9 jam 10 butter
11 coconut 12 cream

Let's go shopping! Make a list. Look in the cupboard And in the fridge.

Is there any flour in the cupboard? Is there any oil in the cupboard?
Is there any butter in the fridge? Is there any cream in the fridge?
Are there any nuts? Are there any biscuits?
Are there any chocolate chips? Are there any raisins?
Is there any sugar? Is there any coconut?
Let me see! I don't know!
Chorus Chorus

4 **Talk Partners** Look at the picture. Play a memory game.

Is there any sugar in the cupboard? Yes, there is.
Are there any nuts in the fridge? No, there aren't.

© eight Key learning outcomes: identify and say ingredients, sing a song about going shopping
Vocabulary: ingredients for making a cake

Activity 2

- Listen, point and say the vocabulary chant.
- CD1 Track 10 p260

Activity 3

- Listen, look and sing *Let's go shopping!*
- CD1 Track 11 p261

Activity 4

- Look at the picture. Play a memory game.
- ➔ Go to the Activity Book.

Cooperative learning

- Listening to each other.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

- Reinforcement**
- Play a guessing game.

Vocabulary extension

- Present six additional vocabulary items.

Link to Science

- Food and nutrition:** Classify food items.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Activity Book

Unit 1 **Let's eat!** Lesson 1 Vocabulary

1 Where do you keep these ingredients? Look and write.

raisins

2 **Talk Partners** Look at the picture and write questions. Ask and answer.

1 Is there any _____?
2 Are _____?
3 _____?
4 _____?
5 _____?

Is there any oil in the cupboard?
Yes, there is.

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Activity Book

Activity 1

- Where do you keep these ingredients? Look and write.

Activity 2

- Look at the picture and write questions.
- Ask and answer.

Code activity

- Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review food items.

- Tell the class about your favourite food. Then ask **What's your favourite food?**
- Ask **What can you see in the fridge and the cupboard?** Prompt the class to name the food items in the picture.
- Ask **Where are the lemons? Where's the bread?** The pupils ask and answer about the location of the food items.

Set learning outcomes and use the talk cards.

- Say **Today we're going to learn the names of some ingredients to make a cake.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

What's your favourite type of cake? What ingredients do you need to make a cake? Make a list. ???💡

- (Books closed.) Organise the pupils into groups of three. Ask each group to choose a scribe.
- Set a three-minute time limit. Each group lists the ingredients. The scribe writes these words in English.
- Ask the groups to count the words they have written. Invite different groups to read out their list.

Vocabulary presentation

- (Books closed.) Hold up each ingredients flashcard in turn and elicit / say the word.
- Stick the flashcards on the board. The pupils repeat the words once or twice.

Word cards

- (Books closed.) Hand out an ingredients word card to each pair. They come to the board, read out their word card and stick it next to the corresponding flashcard.

Pupil's Book Activity 2

Listen, point and say the vocabulary chant.

▶ CD1 Track 10 p260

- (Books open.) Focus the class on the 12 photos. Say **Let's listen, point and say the words.** Play the CD. The pupils listen, point and repeat.

Pupil's Book Activity 3

Listen, look and sing *Let's go shopping!*

▶ CD1 Track 11 p261

- Focus the class on the scene. Ask **Where are Lily, Ravi and Josh?** Explain that Luke wants to make a cake.
- Say **Let's listen to the song.** Play the CD. The pupils listen and read. Ask **What ingredients are in the song?**
- Play the CD again. The pupils join in, singing the song and pointing to the ingredients as they hear them.

Pupil's Book Activity 4

Look at the picture. Play a memory game. 💬

- Ask two pupils to read out the speech bubbles. Remind the pupils that we use 'There is / isn't' when we talk about uncountable objects and 'There are / aren't' when we talk about countable objects.
- The pupils ask and answer about the ingredients in the scene above with a Talk Partner.

Cooperative learning

Listening to each other.

- Explain that the pupils will take turns to list the ingredients for making a cake. They shouldn't repeat what their partner has said.
- Confident pairs perform the activity for the class.

Activity Book

Activity 1

Where do you keep these ingredients? Look and write.

- The pupils write the words in the corresponding place: the fridge or the cupboard.

Answers: **cupboard:** raisins, flour, sugar, biscuits, coconut, oil, nuts, chocolate chips **fridge:** jam, cream, butter

Activity 2

Look at the picture and write questions. Ask and answer. 💬

- Focus the class on the picture of the cupboard. Encourage a pupil to complete the first question.
- Repeat the procedure with the fridge. The pupils write the questions and ask and answer with a Talk Partner.

Code activity

- The pupils review the completed code activity.

Answer: presents

Ending the lesson

Review the lesson and reflect on learning.

- (Books closed.) Say **Today we've learnt the ingredients to make a cake. What do you remember?**
- Ask the class **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activities

Reinforcement

- Organise the class into Talk Partners. Ask one of the pupils to choose three ingredients to make a cake. Their partner asks questions to guess the ingredients.

Vocabulary extension

- Use the Vocabulary Booster on Navio to present and practise six additional ingredients for making a cake: *blueberries, coffee, honey, marshmallows, raspberries, vanilla.*

Link to Science

- If you are studying the Science topic of **Food and nutrition** in English, remind the pupils that food can be classified as food that keeps us healthy / helps us grow / gives us energy. Ask them to classify the ingredients in Lesson 1.

Key Competences and Key Learning Outcomes

- Listen, repeat and act out a conversation
- Listen, follow the grammar table and identify the parts of a sentence
- Ask questions using 'How much' and 'How many'

- Identify and use countable and uncountable nouns
- Discuss nutrients in food (optional)

Key language

- biscuits, butter, chocolate chips, coconut, cream, flour, jam, nuts, oil, raisins, salt, sugar; ingredients*
- How much (sugar) do we need? We need a lot of / some / a little (sugar). How many (nuts) do we need? We need a lot of / some / a few (nuts).*

Materials

- Pupil's Book p9; Activity Book p7; Class CD1;
- Teacher's App on Navio
- Ingredients flashcards
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Play *Disappearing flashcards*.
- Review the *Let's go shopping!* song.
- ▶ *CD1 Track 11 p261*
- ▶ *CD1 Track 12 p261 (optional karaoke version)*
- Set learning outcomes and use the talk cards.

Activity 1

- Listen and read.
- Listen and repeat.
- ▶ *CD1 Track 13 p261*
- Act out.

Activity 2

- Read again.
- Which ingredients do Luke and Lily need?

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Pupil's Book

Lesson 2 Grammar 1

1 Listen and read. Listen and repeat. Act out.

Luke: Let's make a cake for the festival. I've got a recipe for a Burfi cake from India.
Lily: Cool! Can I help?
Luke: Yes, please. We need some sugar.
Lily: How much sugar do we need?
Luke: We need a lot of sugar. We need some nuts, too.
Lily: How many nuts do we need?
Luke: We need a few nuts. We need some milk and some coconut, too.
Lily: OK. It's going to be delicious!

2 Read again. Which ingredients do Luke and Lily need?

3 Talk Partners Listen and follow. Repeat.

Quantifiers			
I		a lot of	nuts.
You		some	biscuits.
We	need	a few	raisins.
They		a lot of	butter.
He	needs	some	cream.
She		a little	flour.

4 Talk Partners Ask and answer about the ingredients for the Burfi cake.

Grammar clue
We use **How many** to ask questions about things we can count. How many nuts do they need?
We use **How much** to ask questions about things we can't count. How much sugar does he need?

Key learning outcomes: ask questions using *How much* and *How many*; identify and use countable and uncountable nouns. Grammar: How many nuts do they need? They need a few nuts.

Activity 3

- Listen and follow.
- ▶ *CD1 Track 14 p261*
- Repeat.
- Grammar clue:** Read about countable and uncountable nouns.

Activity 4

- Ask and answer about the ingredients for the Burfi cake.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement**
- Extend the *Let's go shopping!* song.
 - ▶ *CD1 Track 12 p261 (karaoke version)*

Link to Science

- Food and nutrition:** Discuss nutrients in food.

Activity Book

Lesson 2 Grammar 1

1 Complete the sentences in the grammar table.

	They	need	butter	needs	a little	need	a few	need
1 I					a lot of			nuts.
2 You					some			
3 She								raisins.
4								cream.

2 Write the questions with **How much** or **How many**. Answer with **a lot**, **a little** or **a few**.

1 How many raisins do you need? I need a few raisins.

2 _____ salt do you need? _____

3 _____ ? _____

4 _____ ? _____

3 Talk Partners Work with a friend. Invent a conversation. Act it out.

Remember!
'a lot', 'a little', 'a few' go before nouns

I'm going to make a cake. Good idea. Can I help?
Yes, please. We need some flour. How _____ ?
OK. It's going to be delicious! How _____ ?

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Activity Book

Activity 1

- Complete the sentences in the grammar table.

Activity 2

- Write the questions with *How much* or *How many*.
- Answer with *a lot*, *a little* or *a few*.

Activity 3

- Work with a friend. Invent a conversation.
- Act it out.

Code activity

Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Play *Disappearing flashcards*.

- Play *Disappearing flashcards* (see p27) with the ingredients flashcards.

Review the *Let's go shopping!* song.

► *CD1 Track 11 p261*

► *CD1 Track 12 p261 (optional karaoke version)*

- Play the CD (or use the karaoke version). The pupils sing along.

Set learning outcomes and use the talk cards.

- Say **Today we're going to ask and answer questions about the ingredients of a cake.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Listen and read. Listen and repeat. Act out.

► *CD1 Track 13 p261*

- The pupils look at the picture. Ask **What are Lily and Luke doing?**
- Play the CD. The pupils listen and read the conversation. Confirm Lily and Luke are making a Burfi cake.
- Play the CD again, pausing after each sentence for the pupils to repeat.
- The pupils act out the conversation with a Talk Partner.

Pupil's Book Activity 2

Read again. Which ingredients do Luke and Lily need?

- The pupils read the conversation again and say which of the ingredients shown in the photos Luke and Lily need to make the Burfi cake.

Answer: coconut, nuts, sugar

Pupil's Book Activity 3

Listen and follow. Repeat.

► *CD1 Track 14 p261*

- Play the CD. The pupils listen to the first sentence and point to the words they hear. They repeat the complete sentence.
- Repeat the procedure with the other sentences.

Grammar clue

- Read the grammar clue as a class.
- With a Talk Partner, the pupils take it in turns making true sentences about ingredients using 'How many' or 'How much'.

Pupil's Book Activity 4

Ask and answer about the ingredients for the Burfi cake.

- Invite different pairs of Talk Partners to ask and answer questions about the ingredients they need.

Activity Book

Activity 1

Complete the sentences in the grammar table.

- Invite a pupil to read out the words in the word box. The pupils write the words in the grammar table.

Answers: 1 need 2 need, butter 3 needs, a few
4 They, need, a little

Activity 2

Write the questions with *How much* or *How many*. Answer with *a lot*, *a little* or *a few*.

- Invite a pupil to read out the example. If necessary, show the pupils how to refer to the grammar table in Activity 1.
- The pupils write the questions and answers.

Answers: 1 How many raisins do you need? I need a few raisins. 2 How much, I need a little salt. 3 How many biscuits do you need? I need a lot of biscuits. 4 How much oil do you need? I need a lot of oil.

Activity 3

Work with a friend. Invent a conversation. Act it out.

- Explain to the class that they are going to create a conversation. Choose two pupils to read out the first two speech bubbles. The pupils suggest an ingredient for the following speech bubble. Write the suggestion on the board. Continue with the procedure until the conversation is complete.
- The pupils work with a Talk Partner to write their own conversation.
- The pupils practise the conversation and perform it for the class.

Code activity

- The pupils complete the code activity.

Answer: Burfi cake

Ending the lesson

Review the lesson and reflect on learning.

- (Books closed.) Say **Today we've learnt how to ask and answer questions about ingredients.** Invite the class to ask you some of the questions they've learnt.
- Ask the class **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

► *CD1 Track 12 p261 (karaoke version)*

- Extend the *Let's go shopping!* song. Encourage the pupils to suggest different ingredients that are in the cupboard and the fridge. Replace items in the verses with the pupils' suggestions.

Link to Science

- If you are studying the Science topic of **Food and nutrition** in English, remind the pupils that nutrients keep us healthy, help us grow and give us energy. Draw the *Eat Well Plate* (see www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx) on the board. Ask the class to classify the foods from the unit.

Key Competences and Key Learning Outcomes

- Read, listen and understand a story about a Burfi cake
- Use a code to read a message
- Do a pre-reading task
- Understand the importance of paying attention
- Understand, enjoy and act out the story
- Give an opinion on the story

Key language

- *butter, cake, coconut, milk, nuts, raisins, salt, sugar; add, chop, mix, stir; a piece; tin; salty; fridge, oven*
- *What do we need to do now? Add the sugar and stir. Let's chop the nuts. How many (nuts) / much (sugar) do we need? We need a few (nuts) / a lot of (sugar).*

Other language

- *Can you pass me the sugar, please? It's delicious! Ugh! It's salty. Let's put it in the oven. Never mind. Put the butter in the pan. This doesn't look right. We've got all of the ingredients. What are you doing?*

Materials

- Pupil's Book pp10–11; Activity Book p8; Class CD1; Teacher's App on Navio
- Ingredients flashcards
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Pupil's Book

Activity Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review 'How much' and 'How many'.
- Set learning outcomes and use the talk cards.

Before you read: Activity 1

- Can you remember the ingredients for the Burfi cake?

Activity 2

- Listen and read.
- ▶ *CD1 Track 15 p261*
- Act out.

After you read: Activity 3

- Ask and answer.

Activity 4: Values

- Read and discuss.

Activity 5

- Use the code to read the message from Luke.
- ➔ Go to the Activity Book.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



1 Lesson 3 Story

Before you read

1 Can you remember the ingredients for the Burfi cake?

2 Listen and read. Act out. **The Burfi cake disaster**

1 Luke and the children are making a Burfi cake for the Harbour Food Festival.

2 Lily and Josh are helping Luke. Ravi is playing a computer game.

3 What do we need to do now?

4 They need to add the sugar next.

5 Ravi is thinking about his game. He isn't paying attention to what he's doing.

6 Ravi gives Josh the salt by mistake.

7 Later...

8 Luke's friend arrives. She's got a cake tin.

After you read

3 **Talk Partners** Ask and answer.

1 Who chops the nuts?
Josh chops the nuts.

2 Do they add a lot of milk?
3 How much sugar do they need?
4 What does Ravi give to Josh?
5 What does Luke's friend bring?

4 **Values** Read and discuss.

- Who isn't paying attention in the story? Why?
- What happens because Ravi isn't paying attention?
- Do you pay attention when people talk to you?
- What happens when you don't pay attention?

5 Use the code to read the message from Luke.

I'm going travelling again. Can you guess where I'm going? I'm going to 585-245-871 947-637-715-457 195-389-783-947. See you!

Key learning outcomes: read, listen and understand a story about a Burfi cake. Language: What do we need to do now? Add the sugar and stir.

Values: paying attention

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Reinforcement

- Retell the story as a class.

1 Lesson 3 Story

After you read

1 Read and answer.

1 What are the children making?
The children are making a Burfi cake.

2 What are the ingredients for the Burfi cake?

3 What's wrong with the cake?
It's

4 Why is the cake salty?
It's salty because

2 Listen and circle the eight mistakes. Listen again. Write the correct words.

Our Adventure Blog by Lily, Josh and Ravi

In this adventure, we make a Burfi (pizza). First, we get the ingredients together. Josh chops the biscuits. Lily adds the water. Luke isn't paying attention because he's playing a computer game.

- Ravi passes the oil to Josh. We put the cake in the fridge. The cake tastes disgusting because it's sweet. Luke's friend comes to visit and she brings a chocolate cake. It's delicious!

1 _____ 2 _____ 3 _____ 4 _____
5 _____ 6 _____ 7 _____ 8 _____

3 **Thinking skills** Read and complete. What do you think?

1 I like / don't like this story because _____

2 My favourite frame is number _____ because _____

3 My favourite character is _____ because _____

4 Would you like to make a Burfi cake? _____

8 eight

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After you read: Activity Book

Activity 1

- Read and answer.

Activity 2

- Listen and circle the eight mistakes.
- ▶ *CD1 Track 16 p261*
- Listen again.
- Write the correct words.

Activity 3

- Read and complete. What do you think?

Code activity

- Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review 'How much' and 'How many'.

- Draw a two-column chart on the board with the headings 'How much?' and 'How many?'.
- Give out the ingredients flashcards to pairs of pupils. The pupils ask and answer questions using 'How much' and 'How many'. They then stick the flashcard in the correct column on the board. Repeat with all the flashcards.

Set learning outcomes and use the talk cards.

- Say **Today we're going to listen to and read a story.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Before you read: Pupil's Book Activity 1

Can you remember the ingredients for the Burfi cake?

- Tell the pupils that Josh, Lily and Ravi are going to help Luke make a Burfi cake. Ask the pupils to list the ingredients with a Talk Partner.
- Ask **What do you think will go wrong with the Burfi cake?** List the pupils' suggestions on the board.

Pupil's Book Activity 2

Listen and read.

► CD1 Track 15 p261

- Play the CD. The pupils follow in their books.
- Ask questions to check understanding.

Suggested comprehension questions

- Frame 1: **What ingredients has Lily got?** (*Coconut, milk, raisins.*)
- Frame 2: **How many nuts do they need?** (*They need a few nuts.*)
- Frame 3: **What does Josh mix with the butter?** (*Coconut and raisins.*)
- Frame 4: **What's Ravi doing?** (*He's playing a computer game.*)
- Frame 5: **How much sugar do they need?** (*They need a lot of sugar.*)

- Frame 6: **What does Ravi give to Josh?** (*Salt.*)
- Frame 7: **What's wrong with the cake?** (*It's salty.*)
- Frame 8: **What has Anna got?** (*A Burfi cake.*)

Act out.

- Organise the class into five groups (Lily, Ravi, Josh, Luke and Anna). Play the CD. Each group joins in when their character speaks. If pupils need extra support, pause the CD after each utterance and ask them to repeat it instead.

After you read: Pupil's Book Activity 3

Ask and answer.

- Ask a pupil to read out the first question and answer. Ask the class to identify the story frame which has this information. (*Frame 2.*)
- Organise the class into Talk Partners. The pupils find the information in the story and answer each question. They can do this orally or in their notebooks.

Answers: 1 Josh chops the nuts. 2 No, they add a little milk. 3 They need a lot of sugar. 4 He gives him the salt. 5 She brings a Burfi cake.

Pupil's Book Activity 4: Values

Read and discuss.

- Read out each question and discuss it as a class.
- Prompt the class to think of times when it's important to pay attention.

Pupil's Book Activity 5

Use the code to read the message from Luke.

- Remind the children that Luke is a scientist and that he's going travelling again. Ask them to work out his destination using the code on page 7. (*New York City.*)

After you read: Activity Book

Activity 1

Read and answer.

- Ask two pupils to read the question and answer.
- The pupils work on their own to answer the remaining questions.

Answers: 1 The children are making a Burfi cake. 2 butter, coconut, milk, raisins, nuts, sugar 3 salty 4 Ravi gave Josh the salt by mistake.

Activity 2

Listen and circle the eight mistakes. Listen again. Write the correct words.

► CD1 Track 16 p261

- Play the CD. The pupils listen and circle the eight mistakes.
- Play the CD again. The pupils listen and write the correct words.

Answers: 1 pizza cake 2 biscuits nuts 3 water milk 4 Luke Ravi 5 oil salt 6 fridge oven 7 sweet salty 8 chocolate Burfi

Activity 3

Read and complete. What do you think?

- Ask a pupil to read out the first statement. The pupils complete the sentence with their own opinion. Repeat the procedure with the other sentences.
- Ask the pupils to share their opinions with a Talk Partner and then with the rest of the class.

Code activity

- The pupils complete the code activity.

Answer: beard

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've listened to a story about a Burfi cake.**
- Ask the class **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Retell the story as a class. Say **Let's tell the story together.** Prompt the class by saying **Luke and the children are getting ready to make a ... (Burfi cake). They've got all the ingredients together.** Use mime and drawings to support the class.

Key Competences and Key Learning Outcomes

- Identify and say verbs for cooking
- Follow and correct the grammar tables
- Use 'need to' to talk about requirements
- Identify a healthy, balanced diet (optional)
- Sing a song

Key language

- add, chop, heat, mix, pour, stir; after that, finally, first, next, then
- Extension: boil, cook, peel, slice
- What do (we) need to do? First, we need to (chop the carrots).
- Recycled: carrots, green beans, onions, soup, tomatoes, water

Materials

- Pupil's Book p12; Activity Book p9; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review the story from Lesson 3.
- Set learning outcomes and use the talk cards.

Activity 1

- Listen, point and say.
- CD1 Track 17 p261








Activity 2

- Listen and sing *Let's make soup!*
- CD1 Track 18 p261



Activity 3

- Listen and follow.
- CD1 Track 19 p262
- Repeat.
- Grammar clue:** Read about using *do* with *I / you / we / they* and *does* with *he / she*.

1 Lesson 4 Vocabulary and Grammar


1 Listen, point and say.       

1 stir 2 mix 3 chop 4 heat 5 pour 6 add

2 Listen and sing *Let's make soup!*  


Let's make soup!
Let's make soup!
What do we need to do
To make delicious soup?
First, we need to get a pan.
Next, we chop the carrots.
Mix some green beans,
Onions and tomatoes.
Then, we put them in the pan.
Chorus

After that, we need to add the water.
Then, we heat it up.
Finally, cook the ingredients all together.
Stir it all the time.
Chorus


3 Listen and follow. Repeat. 

need to

What	do	I	you	we	they	need	to	add?
	does	he	she					chop?
								stir?

4  **Talk Partners** Ask and answer.

What do we need to chop?
We need to chop the carrots.

 **Grammar clue**
We use *do* with *I, you, we* and *they*.
We use *does* with *he* and *she*.

Key learning outcomes: identify and say verbs for cooking; use *need to* to talk about requirements; Vocabulary: cooking verbs; Grammar: *We need to (chop) the carrots.*

Activity 4

- Ask and answer.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

Reinforcement

- Play the *Mime* game.

Vocabulary extension

- Present four additional vocabulary items.

Link to Science

- Food and nutrition:** Identify a healthy, balanced diet.

Activity Book

Lesson 4 Vocabulary and Grammar

1 Look, read and write.

1 She needs to chop the carrots. 2 She put the water into the pan. 3 He heats the water.

4 They chopped the onions. 5 Mixed the nuts and raisins. 6 Stirred the soup.

2 Order the words in the grammar table. Write the sentences.

1 What	do?	does	he	need to
2 do	What	they	need to	chop?
3 add?	she	need to	What	does
4 stir?	need to	What	they	do

1 What does he need to do?
2 _____
3 _____
4 _____

3 Remember the song from Pupil's Book Lesson 4. Read and complete.

cook Stir chop Mix Then First green beans tomatoes

First _____ we need to get a pan. Next, we _____ the carrots.
_____ some _____ onions and _____
_____ we put them in the pan. After that, we need to add the water. Then, we heat it up.
Finally, _____ the ingredients all together. _____ it all the time.

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Activity Book

Activity 1

- Look, read and write.

Activity 2

- Order the words in the grammar table.
- Write the sentences.

Activity 3

- Remember the song from Pupil's Book Lesson 4. Read and complete.

Code activity

- Complete the code activity.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review the story from Lesson 3.

- (Books closed.) Ask the class if they remember the story that they read in the last lesson.
- In groups of three, the pupils remember as much information about the story as possible. Give them a three-minute time limit to do this.
- At the end of this period, ask each group a question about the story. The pupils in each group should collaborate before they give the answer.

Set learning outcomes and use the talk cards.

- Say **Today we're going to learn some words for cooking and we're going to talk about them.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Listen, point and say.

► CD1 Track 17 p261

- (Books open.) Point to the first picture and say **Look. When we cook, we stir the food.** The class repeat the verb. **Do you stir food when you cook?** Repeat the procedure for the rest of the verbs.
- Play the CD. The pupils listen, point and repeat each word.

Pupil's Book Activity 2

Listen and sing *Let's make soup!*

► CD1 Track 18 p261

- Focus the class on the picture. Ask **What are they doing? What are they making? What ingredients do they need?**
- Play the CD. The pupils listen and read. Confirm that they are making soup and that they need carrots, green beans, onions, tomatoes and water.
- Play the CD again. The pupils sing the song and do the cooking actions.

Pupil's Book Activity 3

Listen and follow. Repeat.

► CD1 Track 19 p262

- Focus the class on the grammar table.
- Play the CD. The pupils listen to the first question and point to the corresponding parts of the question.
- The pupils repeat the complete question. Repeat with the other questions.

Grammar clue

- Read the grammar clue as a class.

Pupil's Book Activity 4

Ask and answer.

- Organise the class into Talk Partners. The pupils take turns to ask and answer questions.

Activity Book

Activity 1

Look, read and write.

- Ask the pupils to read the first sentence. Then ask the pupils to name the actions in each picture. Encourage them to say the complete sentence.
- The pupils work on their own to complete the sentences.

Answers: 1 needs, chop 2 needs, pour 3 needs, boil 4 need, add 5 She needs to mix 6 He needs to stir

Activity 2

Order the words in the grammar table. Write the sentences.

- Explain that the grammar table is mixed up and that the pupils need to reorder the words.
- Invite a pupil to read out the first question.
- The pupils order and write the remaining questions. If the pupils need more support, remind them that a question always begins with a capital letter and finishes with a question mark.

Answers: 1 What does he need to do? 2 What do they need to chop? 3 What does she need to add? 4 What do they need to stir?

Activity 3

Remember the song from Pupil's Book Lesson 4. Read and complete.

- Remind the pupils that we use the time sequencer words to order instructions.
- Ask different pupils to complete the sentences orally.
- The pupils work on their own to complete the instructions.

Answers: First, chop, Mix, green beans, tomatoes, Then, cook, Stir

Code activity

- The pupils complete the code activity.

Answer: blonde hair

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt some verbs for cooking. What actions are they?** Elicit the verbs.
- Ask the class **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activities

Reinforcement

- Play the *Mime* game. Establish a different mime for each cooking verb by naming it and doing the mime. Say the verbs and ask the pupils to do the mime. Then, mime the action and ask the pupils to say the word. When the pupils are confident with the language, encourage them to play the game with a Talk Partner.

Vocabulary extension

- Use the Vocabulary Booster on Navio to present and practise four additional cooking verbs: *boil, cook, peel, slice.*

Link to Science

- If you are studying the Science topic of **Food and nutrition** in English, remind the pupils of the importance of a healthy, balanced diet. Point out that the soup from the lesson contains healthy nutrients.

Key Competences and Key Learning Outcomes



- Say a tongue twister with the 'ie' sound
- Learn and practise alternative spellings for the 'ie' sound
- Listen for specific information



- Play a communication game using 'How much' / 'How many' and 'need to'

Key language

- *bike, kite, lie, Mike, pie, rice, Spike, tie, time, write*
- *How many nuts do we need? How much flour do we need? Spike likes rice and Mike likes pies and wearing a tie. We need a few nuts. We need a lot of flour.*
- Recycled: *cry, fly, light, night, right, sky*

Materials

- Pupil's Book p13; Activity Book p10; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards
- Teacher's Resource Bank: Unit 1 Lesson 5 Communication Activity

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)
- Teacher's Resource Bank: Ingredients word cards
- Ingredients flashcards

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review the *Let's make soup!* song.
- ▶ *CD1 Track 18 p261*
- Review cooking verbs.
- Set learning outcomes and use the talk cards.

Speak and spell: Activity 1

- Listen, read and say.
- ▶ *CD1 Track 20 p262*
- ➡ Go to the Activity Book.

Activity 2

- Read the recipe. Listen and identify five differences.
- ▶ *CD1 Track 21 p262*

Lesson 5 Listening and Speaking 1

1 Listen, read and say.

Speak and spell

'ie' or 'ie'?

Spike likes rice and Mike likes pies and wearing a tie.

Remember light fly

Now practise spelling on page 10 in your Activity Book.

2 Read the recipe. Listen and identify five differences.

Banana bread

You need:

some flour	a lot of butter
2 eggs	a little salt
some sugar	a few bananas
a lot of milk	

Mix the sugar and the butter. Add the eggs and pour the milk into the bowl. Cut the bananas and stir in the flour. Heat the oven and cook for 40 minutes.

3 Talk Partners Ask and answer to complete the recipe.

How much sugar do we need? We need a lot of sugar.

We need a lot of flour. Now it's my turn. How much flour do we need?

Teacher's Resource Bank: Unit 1

Key learning outcomes: listen for specific information; play a communication game using How much / How many and need to. Phonics: Alternative vowel spellings: i_e - ie

Activity 3

- Ask and answer to complete the recipe (Teacher's Resource Bank: Unit 1).

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

Reinforcement

- Review all known spellings of the target sound: 'y', 'igh', 'ie' and 'i_e'.
- Play *Board pelmanism*.

Activity Book

Lesson 5 Speaking and Spelling

1 Think, say and write.

Speak and spell

igh ie ie y

igh ie ie y

2 Talk Partners Work together to cross the river.

How do you spell pie? P-I-E

That's right! We can move to the first step. Now it's your turn to choose a word.

OK. How do you spell rice? R-I-C-E

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Activity Book

Speak and spell: Activity 1

- Think, say and write.

Activity 2

- Work together to cross the river.

Code activity

- Complete the code activity.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review the *Let's make soup!* song.

► CD1 Track 18 p261

- Play the CD. The pupils sing and do the actions.

Review cooking verbs.

- With a Talk Partner, ask the pupils to list other ingredients that can be added to soup. Choose ingredients from these lists to extend the song, e.g. **Next, we chop the mushrooms. Mix some potatoes, peppers and peas.**

Set learning outcomes and use the talk cards.

- Say **Today we're going to say a tongue twister, practise spelling and complete a list of ingredients.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1: Speak and spell

Listen, read and say.

► CD1 Track 20 p262

- Focus the class on the picture. Ask **What can you see here?** (*Two boys, Mike and Spike.*) Ask **What has Spike got?** (*Rice.*) **What has Mike got?** (*A pie.*)
- Say **Let's listen to a tongue twister.** Play the CD. The pupils follow the text in their books. Play the CD again. The pupils join in with the tongue twister.
- Ask **How do you spell pie? How do you spell rice?** Highlight the two new ways of spelling the 'ie' sound.
- Focus the pupils' attention on the *Remember!* thought bubble. Remind them that 'light' and 'fly' also have the sound 'ie' and that these are all spellings for the same sound.

Activity Book

Activity 1: Speak and spell

Think, say and write.

- The pupils identify the pictures which contain the 'igh', 'ie', 'i-e' or 'y' graphemes.
- The pupils classify and write the words according to whether they are written with 'igh', 'ie', 'i-e' or 'y'.

Answers: **igh:** right, night, light **ie:** lie, tie, pie **i_e:** rice, kite, bike **y:** fly, sky, cry

Activity 2

Talk Partners. Work together to cross the river.

- Explain to the pupils that they have to go across the stepping stones to cross the river. They should choose pictures to spell to get to the other side.
- Invite two pupils to read out the speech bubbles.
- Organise the pupils into Talk Partners. The pupils take it in turns to test their partner on the spelling of the words in the stepping stones. Stress the importance of prompting, encouraging and helping each other.

Code activity

- The pupils complete the code activity.

Answer: wavy hair

Pupil's Book Activity 2

Read the recipe. Listen and identify five differences.

► CD1 Track 21 p262

- Focus the class on the recipe. Ask questions to familiarise the pupils with the content. Ask **What ingredients can you see? How much / many is / are there? What do we need to do first?**
- Say **Let's listen to two children talking about the list of ingredients. Listen for the five differences.** Play the CD, pausing after each difference for the pupils to say what it is.

Answers: (any five of the following) **1** banana bread cake **2** some flour a lot of **3** a lot of butter some **4** cut the bananas chop **5** cook for forty minutes thirty-five

Pupil's Book Activity 3

Talk Partners. Ask and answer to complete the recipe (Teacher's Resource Bank: Unit 1).

- Invite two pupils to read out the speech bubbles. Explain that they are going to work together to complete the recipe.
- Organise the class into Talk Partners. Pupil A uses Recipe 1 and Pupil B uses Recipe 2. Invite two pupils to demonstrate the activity. The pupils ask questions about the ingredients to complete the recipe. At the end of the activity they compare and check their completed recipes.

Ending the lesson

Review the lesson and reflect on learning.




- Say **Today we've practised a tongue twister.** Elicit the tongue twister from the pupils.
- Ask the class **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activities

Reinforcement

- Review the alternative spellings of the target sound. Draw a chart on the board with the headings 'y', 'igh', 'ie' and 'i_e'. Elicit words that have each spelling (*y: fly, sky, cry; igh: light, night, right; ie: pie, tie; i_e: bike, rice, nine*). Encourage the pupils to spell out the word and write it in the correct column.
- Play *Board pelmanism* (see p27) with the ingredients flashcards and word cards.

Key Competences and Key Learning Outcomes

-  • Read and understand an instructional text
-  • Identify steps in a process
-  • Do a pre-reading task to predict content and raise interest
- Read the text for general understanding
- Scan the text to find specific information

Key language

- *Knickerbocker glory; biscuits, cherries, chocolate chips, ice cream, nuts, raspberry sauce, vanilla; bowl, dish, scoop, spoon; add, break, mix, pour, put, sprinkle*
- *First, break the biscuits into pieces. Next, add two scoops of ice cream. Then, pour a little raspberry sauce. After that, mix a few chocolate chips with the chopped nuts in a bowl. Finally, add the cherries. Serve straight away.*

Materials

- Pupil's Book p14; Activity Book p11; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards
- Sheets of paper

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review the 'ie' sound.
- Set learning outcomes and use the talk cards.

Before you read: Activity 1

- Look at the photo on the recipe.
- What ingredients do you think you need to make a Knickerbocker glory?
- Make a list.

Activity 2

- Read the text quickly.
- Do you think a Knickerbocker glory is healthy?

Pupil's Book

Lesson 6 Reading

Before you read

- Look at the photo on the recipe. What ingredients do you think you need to make a Knickerbocker glory? Make a list.
- Read the text quickly. Do you think a Knickerbocker glory is healthy?
- Read and listen. What's the last ingredient you add to a Knickerbocker glory? What's your favourite ingredient?

Knickerbocker glory

Ingredients

- biscuits
- vanilla and chocolate ice cream
- raspberry sauce
- chocolate chips
- chopped nuts
- cream
- cherries

Equipment

- a bowl
- a spoon
- an ice cream scoop
- an ice cream dish

Preparation time: 10 minutes

Instructions

- First, break the biscuits into pieces. Put the biscuit pieces in the dish.
- Next, add two scoops of chocolate ice cream and one scoop of vanilla ice cream to the dish.
- Then, pour a little raspberry sauce on the ice cream.
- After that, mix a few chocolate chips with the chopped nuts in a bowl.
- Next, sprinkle the nuts and chocolate chips on the ice cream.
- Then, add the cream.
- Finally, add the cherries on top.

Serving instructions

Serve straight away.

After you read

Go to page 11 in your Activity Book.

fourteen Key learning outcomes: read and understand an instructional text

Activity 3

- Read and listen.
- ▶ **CD1 Track 22 p262**
- What's the last ingredient you add to a Knickerbocker glory?
- What's your favourite ingredient?
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement**
- Act out the recipe.

Activity Book

Lesson 6 Reading

Literacy Text type: a recipe

After you read

- Read and order the recipe.
 - After that, mix a few chocolate chips with the chopped nuts in a bowl.
 - Then, pour a little raspberry sauce on the ice cream.
 - Next, add two scoops of chocolate ice cream and one scoop of vanilla ice cream to the dish.
 - Finally, add the cherries on top.
 - Then, add the cream.
 - First, break the biscuits into pieces. Put the biscuit pieces in the dish.
 - Next, sprinkle the nuts and chocolate chips on the ice cream.
- Read and answer the questions.
 - What's the recipe for? *A knickerbocker glory.*
 - How many chocolate chips do we need? _____
 - How much raspberry sauce do we need? _____
 - What do we do first? _____
 - What do we add last? _____
- Read and write. Ask and answer. **Talk Partners**
 - What's your favourite dessert?
My _____
 - Can you name three different flavours of ice cream?

 - Do you prefer sweet or savoury food?
I prefer _____

eleven

After you read: Activity Book

Activity 1

- Read and order the recipe.

Activity 2

- Read and answer the questions.

Activity 3

- Read and write.
- Ask and answer.

Code activity

- Complete the code activity.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review the 'ie' sound.

- Ask **What sound did you practise in the tongue twister in Lesson 5? ('ie') Can you remember the tongue twister?** (*Spike likes rice and Mike likes pies and wearing a tie.*) Practise the tongue twister as a class.
- Remind the pupils that they know four ways of writing this sound ('y', 'igh', 'ie', 'i_e'). Organise the pupils into groups of four. Give each group a sheet of paper. They take turns to write one word at a time. Set a time limit of two minutes for the activity. Compile the words in a chart on the board at the end of the time limit.

Set learning outcomes and use the talk cards.

- Say **Today we're going to read a recipe.** Check that the class know what a recipe is. Ask if they use a recipe to make cakes, pizza or sandwiches.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Before you read: Pupil's Book Activity 1

Look at the photo on the recipe. What ingredients do you think you need to make a Knickerbocker glory? Make a list.

- Invite a pupil to read the question. Encourage the pupils to list the ingredients they think they will need with a Talk Partner. Write the suggestions on the board.

Pupil's Book Activity 2

Read the text quickly. Do you think a Knickerbocker glory is healthy?

- Invite a pupil to read the instructions. Explain to the class that the first time they read they should try to understand the most important information.
- Ask the pupils to compare the ingredients they suggested with the recipe. Ask them to answer the question.

Pupil's Book Activity 3

Read and listen. What's the last ingredient you add to a Knickerbocker glory? What's your favourite ingredient?

► CD1 Track 22 p262

- If you want the pupils to read the text without the support of the audio, set a time limit for this task. If you use the audio recording, play the CD.
- Confirm that the last ingredient is cherries. Ask different pupils to tell the class which ingredient was their favourite.

After you read: Activity Book

Activity 1

Read and order the recipe.

- The pupils work on their own or with a Talk Partner to sequence the recipe correctly. The pupils refer back to the text in the Pupil's Book when necessary.

Answer: f, c, b, a, g, e, d

Activity 2

Read and answer the questions.

- The pupils work on their own or with a Talk Partner to answer the questions.

Answers: 1 A Knickerbocker glory. 2 a few 3 a little
4 We break the biscuits into pieces. 5 the cherries

Activity 3

Read and write. Ask and answer.

- Read out the questions as a class and encourage different pupils to answer. If necessary, write keywords and new vocabulary on the board.
- The pupils work on their own to answer the questions. They then ask and answer with a Talk Partner.

Code activity

- The pupils complete the code activity.

Answer: moustache

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read a recipe. Would you like to make a Knickerbocker glory? What would you like to add to your Knickerbocker glory?**
- Ask the class **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Elicit the stages of the recipe one by one and write keywords on the board, e.g. *break, put, add, pour*. Establish actions for each section of the recipe.
- Play the CD track or read the recipe yourself. Mime each stage of the recipe and encourage the pupils to join in with the instructions, miming the actions as they do so.

Key Competences and Key Learning Outcomes

- Know and use time sequencers
- Identify the informational content of a recipe
- Identify the text features of a recipe
- Use criteria to check your writing
- Share your writing with a partner
- Prepare and write a recipe

Key language

- *cheese, ingredients, mushrooms, oil, olives, onions, peppers, pizza base, sweetcorn, tomato sauce, tuna; chopping board, equipment, knife, pan; add, chop, cook, heat, put, stir*
- *First, chop the mushrooms. Next, heat the oil. Then, add the vegetables. After that, add the cheese. Put the olives on top. Finally, cook the pizza in the oven for 15 minutes.*

Materials

- Pupil's Book p15; Activity Book p12; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review the Knickerbocker glory recipe.
- Set learning outcomes and use the talk cards.

Investigate a text: Activity 1

- What ingredients do you think you need to make these pizzas?
- Which pizza do you prefer?

Activity 2

- Read and listen.
- ▶ **CD1 Track 23 p262**
- Which picture in Activity 1 is the pizza for this recipe?
- **Reading tip:** Read about using a photo to help you identify information in a text.

Text type: a recipe

Lesson 7 Writing 1

Investigate a text

1 What ingredients do you think you need to make these pizzas? Which pizza do you prefer?

2 Read and listen. Which picture in Activity 1 is the pizza for this recipe?

Reading tip!
Use the photo to help you identify all the ingredients in the pizza.

Ingredients: mushrooms, onions, peppers, oil, sweetcorn, tomato sauce, cheese, a pizza base, tuna, olives

Equipment: a chopping board, a pan, a knife, a spoon

Preparation time: 10 minutes, Chopping time: 15 minutes

Instructions

1 First, chop the mushrooms, onions and peppers.
2 Next, heat the oil in a pan.
3 Then, add the chopped vegetables to the pan and cook for one minute. Stir it all the time. Add the sweetcorn.
4 After that, add the tomato sauce and cheese to the pizza base. Then, add the tuna.
5 Next, add the vegetables. Put the olives on top of the pizza.
6 Finally, cook the pizza in the oven for 15 minutes.

3 Think and discuss.

1 Look at the layout of the recipe. Where's the list of ingredients and equipment?
2 Are the instructions in order? Are they numbered?
3 Is there a photo of the end result?
4 Where can you see how long it takes to make the pizza?

Writing tip!
We use *First* to start the recipe instructions.
We use *Next, Then* and *After that* for the following instructions.
We use *Finally* for the last instruction.

Plan and write a recipe on page 12 in your Activity Book.

Key learning outcomes: prepare and write a recipe; know and use time sequencers

fifteen

Discuss a text: Activity 3

- Think and discuss.
- **Writing tip:** Read about time sequencers in the text.
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement
- Act out making a pizza.

Activity Book

Lesson 7 Writing

Literacy Text type: a recipe

Plan your writing

1 Cooperative Learning Work with a friend. Plan your recipe. Make notes.

What are you going to make? _____
What ingredients do you need? _____
What equipment do you need? _____
What's the preparation time? _____
What do you need to do? _____

2 Use your notes to write and decorate your recipe.

Recipe name: _____

Ingredients: _____ Equipment: _____

Instructions: _____ Preparation time: _____

First, _____
Next, _____
Then, _____
After that, _____
Then, _____
Finally, _____

Share and check

3 Read your recipe with a friend. Write a tick (✓) or a cross (X).

I include the recipe name. I include the preparation time.
I include the ingredients and equipment. The instructions are in the right order.

twelve

Activity Book

Plan your writing: Activity 1

- Work with a friend. Plan your recipe. Make notes.

Activity 2

- Use your notes to write and decorate your recipe.

Share and check: Activity 3

- Read your recipe with a friend.
- Write a tick (✓) or a cross (X).

Code activity

- Complete the code activity.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review the Knickerbocker glory recipe.

- (Books closed.) Ask the class if they remember the stages of the Knickerbocker glory recipe.
- Read the first instruction from the recipe, but miss out one of the keywords. Ask the class to complete the instruction. Repeat for the remaining instructions.

Set learning outcomes and use the talk cards.

- Ask **What did we read in the last lesson?** (*A recipe.*) Say **Today we're going to investigate another recipe. Then we're going to plan and write our own recipe.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Investigate a text: Pupil's Book Activity 1

What ingredients do you think you need to make these pizzas? Which pizza do you prefer?

- Ask the pupils to look at the pictures of pizzas. They work with a Talk Partner to identify the ingredients needed to make each pizza. They then decide which one they prefer.

Pupil's Book Activity 2

Read and listen. Which picture in Activity 1 is the pizza for this recipe?

► CD1 Track 23 p262

- Read the question as a class. The pupils read the text to identify the correct picture in Activity 1.
- If you want the pupils to read the text without the support of the CD, set a time limit for this task. Otherwise, play the CD.
- The pupils answer the question. (*Picture 3.*)

Reading tip

- Read the information as a class. Ask the pupils to look at the photo to help identify all the ingredients in the pizza. Remind them to use the photos in a text to help with their reading.

Discuss a text: Pupil's Book Activity 3

Think and discuss.

- Read the first question. Identify the position of the list of ingredients and equipment (i.e. at the top of the recipe).
- Discuss the order and numbering of the instructions.
- Explain that a recipe has a photo to show people what the end result looks like.
- Confirm that the preparation and cooking times appear at the beginning of the recipe, before the instructions.

Writing tip

- Read the information. Ask the pupils to find the examples in the text.

Activity Book

Plan your writing: Activity 1

Writing Partners. Work with a friend.

Plan your recipe. Make notes.

- Focus the class on the activity. Invite a pupil to read out the questions.
- Organise the class into Talk Partners. The pupils choose or invent a recipe and make notes.

Activity 2

Use your notes to write and decorate your recipe.

- Focus the class on the activity. If necessary, model how to complete the framework. Show the class how to include the ingredients and equipment at the top, number the instructions and give step-by-step instructions that are simple and clear. The pupils work as a class to give you the information and you write the text on the board.
- The pupils then work with a Talk Partner to write their own text.

Share and check: Activity 3

Writing Partners. Read your recipe with a friend.

Write a tick (✓) or a cross (X).

- Read through the questions as a class.
- Organise the class into new Talk Partners. One pupil in each pair should read aloud their text to their partner. The other pupil listens. The pupils work together to decide if the text fulfils all the criteria and tick the corresponding boxes. The pupils can add, improve or correct the text at this stage.
- The pupils swap roles.

Code activity

- The pupils complete the code activity.

Answer: freckles

Ending the lesson

Review the lesson and reflect on learning.




- Say **Today we've written a recipe. Are you happy with your recipe?** Elicit the pupils' opinions.
- Ask the class **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Organise the pupils into Talk Partners. Pupil A reads out his / her recipe. Pupil B listens and acts out the stages to make the pizza. The pupils swap roles.

Key Competences and Key Learning Outcomes

-  Think about and research New York City
-  Read and listen for specific information
-  Read about street food in New York City
- Think about your own culture and identity

Key language

- New York; bread, chickpeas, falafel, melted chocolate, onions, pretzel, salad, strawberries, sugar, vegetables, waffles; cart*
- There are pretzel stands. You can add chopped onions. What's the name of (the famous statue) in New York? What time is it in New York? How many people live in New York?*

Materials

- Pupil's Book p16; Activity Book p13; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards
- An online world map

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review fast food vocabulary.
- Set learning outcomes and use the talk cards.

Activity 1

- Read Luke's questions.
- What do you think?

Activity 2

- Read and listen.
- ▶ *CD1 Track 24 p262*
- Answer Luke's questions.
- Think about your culture**
What types of street food can you eat in your country? Do you like street food? Can you find food from other countries where you live?

➔ Go to the Activity Book.

Pupil's Book

1 Lesson 8 Culture around the world: New York City

1 Read Luke's questions. What do you think?

I'm in New York City now. It's the city that never sleeps! You can find every type of food at any time of the day. Can you answer these questions?

- Which food can you eat in a hard shell?
- Which food is big and salty?
- Which food can you eat with salad or vegetables?
- Which food is from Belgium?

2 Read and listen. Answer Luke's questions.

street food in New York City

Street food in New York City

Tacos in New York City are delicious. The best place to eat them is from a cart on a street corner. Tacos in New York City are served in a hard shell. Try them with beef or chicken and refried beans. You can add chopped onions, peppers and grated cheese.

Squeeze a lime over your taco to complete the taco experience!

New York City is great because you can find food from all over the world. You can buy waffles from Belgium. They're delicious with cream, melted chocolate and strawberries.

There are pretzel stands in New York City, too. The pretzels are very big, warm and salty. They're delicious!

For a different type of savoury snack, you can try falafel. It's made from chickpeas, and people eat it on thin bread. For a healthy option, try it with lots of salad or vegetables.

Some diners stay open ALL NIGHT!

Think about your culture What types of street food can you eat in your country? Do you like street food? Can you find food from other countries where you live?

Do the New York City web quest and the Unit Review on pages 13 and 14 in your Activity Book.

Key learning outcomes: read about street food in New York City; think about and research New York City.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Reinforcement

- Watch a video on street food.

Activity Book

Lesson 8 Culture around the world: New York City

1 Listen and tick (✓).

- What does Luke eat first?
 - a a pretzel
 - b a taco
 - c a Belgian waffle
- What does Luke add to his taco?
 - a peppers
 - b cheese
 - c onions
- What does Luke add to his waffle?
 - a cherries, cream and nuts
 - b strawberries, cream and nuts
 - c chocolate chips, strawberries and cream
- What does Luke ask for with his falafel?
 - a vegetables
 - b rice
 - c salad

2 Explore the Internet with your teacher. Do the New York web quest.

- What's the state fruit of New York? _____
- What's the name of the famous statue in New York? _____
- What's the name of the river that runs through New York? _____
- How many people live in New York? _____
- What time is it in New York now? _____

3 Find out more. Investigate museums in New York. What's the MoMA? What can you see there?

195-849-715-495-947 333-153-389-715

thirteen 13

Activity Book

Activity 1

- Listen and tick (✓).
- ▶ *CD1 Track 25 p262*

Activity 2

- Explore the Internet with your teacher. Do the New York web quest.

Activity 3

- Find out more.
- Investigate museums in New York.
- What's the MoMA? What can you see there?

Code activity

- Complete the code activity.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review fast food vocabulary.

- Ask the pupils if they eat fast food. Brainstorm different types of fast food. Make a list on the board. Ask them about their favourite fast food and discuss the pros and cons of fast food. Ask **Is it good for you? Does it take a long time to prepare?**

Set learning outcomes and use the talk cards.

- Say **Today we're going to investigate New York.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Read Luke's questions. What do you think?

- Read the speech bubble as a class. Encourage the pupils to tell you what they know about New York.
- Read the questions as a class. Encourage the pupils to predict the answers.

Pupil's Book Activity 2

Read and listen. Answer Luke's questions.

► CD1 Track 24 p262

- Focus the class on the photos. Ask **What can you see?**
- Play the CD, pausing after each activity to check understanding. The pupils answer the questions.

Answers: 1 tacos 2 pretzels 3 falafel 4 waffles

Think about your culture.

- Read out the questions. Prompt different pupils to tell you about street food in their own country. Ask **What kind of food can you buy in the street here?**

Activity Book

Activity 1

Listen and tick (✓).

► CD1 Track 25 p262

- Ask the pupils to read out the questions. Play the CD, pausing after the first exchange for the pupils to tick the corresponding answer.
- Repeat the procedure with the other exchanges.

Answers: 1 a 2 c 3 c 4 c

Activity 2

Explore the Internet with your teacher. Do the New York web quest.

- Read out the instructions and connect to a children's website which has geographical information about New York. Read out questions 1–4 and find the information on the webpage. The pupils work as a class to find and write the answers.
- Read out question 5. Connect to a website which shows the time around the world. The pupils complete the information about the time.

Answers: 1 the apple 2 Statue of Liberty 3 Hudson River
4 approx. 8,500 million

Activity 3

Find out more. Investigate museums in New York. What's the MoMA? What can you see there?

- Read out the question.
- Connect to a children's website that has information about the MoMA (Museum of Modern Art) in New York. The pupils work as a class to find out what it is and what things there are to see and do there. They also find out about other museums in New York and what you can see in these.

Suggested websites

- www.moma.org
- www.visitnewyork.co.uk

Code activity

- The pupils complete the code activity.

Answer: curly hair

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt about New York. What street food can you buy there?** Elicit the information from the pupils.
- Ask the class **Which was your favourite activity today? Which activity was easy / difficult?**




Extra activity

Reinforcement

- Encourage the class to watch a video on street food (for example, search for 'Zagat New York street food' on the web). Ask the pupils to name the street food they see while they watch.
- After viewing, encourage the pupils to discuss the food they would like to try. With a Talk Partner, pupils choose different food items to create a healthy menu.

➡ Go to the AB Unit Review on page 243.

Key Competences and Key Learning Outcomes

-  Watch a video and identify information about street food
-  Identify the correct ingredients and equipment needed for a recipe
-  Understand the importance of collaboration and teamwork

Key language

- bananas, breakfast, butter, cherries, chocolate, cold, cream, falafel sandwich, healthy, ice cream, lettuce, nuts, onions, pancake, pretzel, salty, savoury, stall, strawberries, sugar, sundae, sweet, syrup, tacos, tomatoes, waffle, warm*
- take turns, speak clearly, listen to each other, What equipment do we need? We need an ice cream dish, a scoop and a spoon. What flavour ice cream can we have? We can have lemon ice cream. What fruit can we add? We can add cherries and grapes. Do we need any other ingredients? Yes. Let's add chopped nuts and cream.*

Materials

- Pupil's Book p17; Activity Book p15; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards

Optional materials


- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan


Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review ingredients vocabulary.
- Set learning outcomes and use the talk cards.

Activity 1

- Before you watch
- Watch the video.
-  **Unit 1 video p286**
- Which street food isn't in the video?

Activity 2

- Watch the video again.
-  **Unit 1 video**
- Read and say *true* or *false*.
- Correct the false sentences.

Pupil's Book

21 CHANNEL Video and 21st Century Skills 1

Welcome back to Channel 21! Our first programme this year is about street food. What street food do you like?

- Watch the video. Which street food isn't in the video?
- Watch the video again. Read and say *true* or *false*. Correct the false sentences.
 - A falafel sandwich can't be healthy.
 - Pretzels are cold and sweet.
 - All the stalls serve savoury food.
 - There's only one type of sundae.
 - You can't eat pancakes for breakfast.
- Work in a group. Choose two ingredients to add to each food and explain why.


Teamwork

When you work in a team, you need to take turns, speak clearly and listen to each other.

1 Waffle: strawberries, chocolate, cream	2 Falafel sandwich: onions, tomatoes, lettuce
3 Ice cream sundae: nuts, cherries, bananas	4 Pancake: butter, syrup, sugar

Key learning outcomes: watch and understand a video about street food
Ways of working: collaboration and teamwork
seventeen 17

Activity 3

- Work in a group. Choose two ingredients to add to each food and explain why.
-  Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement**
- Ask and answer questions about different street food items.

Activity Book

21 CHANNEL Video and 21st Century Skills 1

Teamwork

- Read and match. Listen and check. Repeat.

1 What equipment do we need?	We can add cherries and grapes.
2 What flavour ice cream can we have?	Yes. Let's add chopped nuts and cream.
3 What fruit can we add?	We need an ice cream dish, a scoop and a spoon.
4 Do we need any other ingredients?	We can have lemon ice cream.
- Listen and complete the notes. Which tip is the best?

Tips for working together in a team

 - Listen _____ to the other people in your team.
 - Make sure everyone has a turn to _____.
 - Speak _____.
 - Don't _____.
 - Be _____.
- Work in a group. Look at the questions and answers in Activity 1. Discuss and write your recipe.

Let's write an ice cream sundae recipe!

Ice cream sundae

Ice cream flavour: _____ Fruit: _____

Ingredients: _____


Instructions: _____

Equipment: _____

fifteen 15

Activity Book

Activity 1

- Read and match.
- Listen and check.
-  **CD1 Track 26 p263**
- Repeat.

Activity 2

- Listen and complete the notes.

 **CD1 Track 27 p263**

- Which tip is the best?

Activity 3

- Work in a group. Look at the questions and answers in Activity 1. Discuss and write your recipe.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.




Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Think-Pair-Share. Review ingredients vocabulary.

- Ask **Can you remember the ingredients vocabulary?** The class think silently for a minute.
-  Then the pupils work with a Talk Partner to name the ingredients.
- Invite different Talk Partners to say a different word until all the ingredients have been named.

Set learning outcomes and use the talk cards.

- Say **Today we're going to watch a video and then ask and answer questions about street food.**
- Explain to the pupils that in every unit they will watch a TV programme called Channel 21, which is presented by two children called Chloe and Mark.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Before you watch

- Point to the photo of Chloe and Mark. Ask **Who are these children?** (*The presenters of Channel 21.*)
- Read the speech bubble to pupils. Ask **What street food do you like?** Elicit responses.
- Point to the photos in Activity 1 and elicit the names of the different street foods. Ask the pupils if they have tried any of these street foods.

Watch the video. Which street food isn't in the video? p286

- Watch Part 1. Ask pupils **What are you going to see next?** Check that they understand that they will see a video about street food in New York.
- Play Part 2. Ask general questions to check understanding. Focus the pupils on the photos in Activity 1 again. Ask **Which street food isn't in the video?** Elicit ideas.
- Play Part 2 again for the pupils to answer the question. Check the answer as a class.

Answer: 3 (tacos)

Pupil's Book Activity 2

Watch the video again. Read and say *true or false*. Correct the false sentences.

- Explain that you are going to do a true / false activity.
- Ask a pupil to read out sentence 1. Ask the class whether they think the sentence is true or false.
- Play Part 2. Pupils decide whether the sentences are true or false. They correct the false sentences.

Answers: 1 F A falafel sandwich can be healthy.
2 F Pretzels are warm and salty. 3 F Not all the stalls serve savoury food. 4 F There are different types of sundae.
5 F You can eat pancakes for breakfast.

Pupil's Book Activity 3

Work in a group. Choose two ingredients to add to each food and explain why.

- Tell pupils that in the last part of the video Chloe and Mark talk about the ingredients they need for making an ice cream sundae. Ask **What does Chloe say is important and why?** (*Working together because it makes things easy.*)
- Ask the pupils to read Chloe's speech bubble. Look at the four different street foods and the lists of possible ingredients with the class and check vocabulary.
- Pupils work in groups to choose two ingredients to add to each food.

Activity Book

Activity 1

Read and match. Listen and check. Repeat.

CD1 Track 26 p263

- Ask the pupils to read out the speech bubbles. The pupils work on their own.
- Play the CD and check answers.
- Play the CD again for the pupils to repeat.

Answers: 1 What equipment do we need? We need an ice cream dish, a scoop and a spoon. 2 What flavour ice cream can we have? We can have lemon ice cream.
3 What fruit can we add? We can add cherries and grapes. 4 Do we need any other ingredients? Yes. Let's add chopped nuts and cream.

Activity 2

Listen and complete the notes. Which tip is the best?

CD1 Track 27 p263

- Explain to the pupils that they are going to listen to two children reading some useful tips on a webpage for working together. Play the CD, pausing to allow the pupils to write the missing information.
- Play the CD again without pausing.

Answers: 1 Listen 2 speak 3 clearly 4 shout 5 positive

Activity 3

Work in a group. Look at the questions and answers in Activity 1. Discuss and write your recipe.

- Read out Chloe's speech bubble and tell pupils that they are going to work in a group to discuss and write an ice cream sundae recipe.
- Refer pupils to the speech bubbles in Activity 1, and remind them to use these when working in their group to make decisions.
- The pupils complete the recipe in their group, drawing a picture of their sundae.
- Invite groups to share their recipes with the class.

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've watched a video about street food in New York. What have we learnt about working in a team?** Elicit the information from the pupils.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Ask and answer questions about different street food items. Say **Let's make pancakes!** Ask a pupil **What equipment / ingredients do we need?** Encourage the pupil to reply using 'We need ...'. Ask other pupils **What (fruit) can we add?** Repeat the procedure with other street food items. Then invite pupils to ask and answer in pairs about a different street food.

Date: _____

Unit: _____

1 What did my pupils learn in this unit?

2 How did my pupils work? (✓)

individually in pairs in small groups
 in large groups as a class

3 Which key competences did my pupils develop?Competence in linguistic communication Competence in mathematics, science and technology Digital competence Learning to learn Social and civic competences Sense of initiative and entrepreneurship Cultural awareness and expression **4 Which lessons / activities were the most successful and why?**

5 Which lessons / activities did my pupils find the most difficult and why?

6 What did I try in the classroom for the first time? How did it go?

7 Which resources did I find most useful? (including webpages)

8 What could I do differently next time I teach this unit?

Unit 2

What are you like?

Unit overview

Key Competences and Key Learning Outcomes



- Identify and say adjectives of character (Lesson 1)
- Say the vocabulary chant (Lesson 1)
- Listen, repeat and act out a conversation (Lesson 2)
- Follow, complete and correct the grammar tables (Lessons 2 and 4)
- Use the past simple of 'be' and adjectives of character to talk about what people were like when they were young (Lesson 2)
- Identify and say past activities (Lesson 4)
- Use past simple verbs to ask and answer about past activities (Lesson 4)
- Use inverted commas (Lesson 7)
- Watch and understand a video (Video and 21st Century Skills)



- Use a code to read a message (Lesson 3)



- Use the Pupil's App on Navio
- Investigate Hawaii (Lesson 8)



- Say a tongue twister and practise alternative spellings for the 'ey' sound (Lesson 5)
- Practise activity types found in the Cambridge Exams: A1 Movers



- Understand the importance of considering your friends' feelings before playing tricks (Lesson 3)



- Play a communication game using the past simple (Lesson 5)



- Sing two songs (Lessons 1 and 4)
- Read, listen, understand and act out a story (Lesson 3)
- Read and understand a chronological account (Lesson 6)
- Prepare and write your autobiography (Lesson 7)
- Learn about Hawaii and think about your own culture (Lesson 8)

Vocabulary

Core vocabulary

active, confident, friendly, kind, lazy, noisy, quiet, shy, tidy, unfriendly, unkind, untidy; get a pet, go on a plane, learn to walk, move house, start nursery school, write a story

Extension vocabulary (optional)

helpful, polite, rude, sociable, unhelpful, unsociable; draw (drew) a picture, read (read) a book, ride (rode) a bike, sing (sang) a song

Other vocabulary

adventurous, famous, scared; ten months old; astronomy, marching band, telescope, wax museum; play a trick; astronaut, explorer, king, museum attendant, president, writer

Recycled vocabulary

brother, cousin, dad, grandparents, mum, sister, uncle; play the guitar / piano / drums, slide, songs

Structures

Core structures

I / He / She was / wasn't (active). You / We / They were / weren't (lazy). Was I / he / she (shy)? Yes, I / he / she was. / No, I / he / she wasn't. Were you / we / they (confident)? Yes, you / we / they were. / No, you / we / they weren't. I (started nursery school) when I was (three). Did you (learn to walk) when you were (one)? Yes, I did. / No, I didn't.

Other structures

Are you ready to go? Wait a minute! I visited the wax museum when I was seven. Here's Christopher Columbus. I'm coming to get you! When did you (learn to walk)?

Recycled structures

What are you like? I'm (confident and kind). He's / She's (active and kind). Are you (lazy)? Yes, I am. / No, I'm not.

Phonics

The 'ey' sound (*very noisy monkey lazy donkey key lorry chimney*)
Recycled: 'ea' and 'ee' spellings

Literacy

Text type: a biography / an autobiography (chronological account)

Reading skills: predicting content from an image

Writing skills: inverted commas



Culture ... around the world

Famous Hawaiian people



21st Century Skills

Researching information and planning a presentation



Thinking skills

Categorising (Lesson 1); Applying rules (Lessons 2 and 4); Predicting (Lessons 3 and 6)



Cooperative learning

Team building (Lesson 1); Collaborating (Lessons 3, 7 and Review); Passing on a message (Lesson 4); Work together to cross the river (Lesson 5); Peer evaluation and feedback (Lesson 7)

Values

Understanding the importance of considering your friends' feelings before playing tricks

Cross-curricular links

Link to Science

Our body: Identifying the different stages of life and growing up

Suggested Arts and Crafts concepts

Exploring proportion and expression in art, and creating an expressive portrait

Key Competences and Key Learning Outcomes

- Identify and say adjectives of character
- Say the vocabulary chant
- Review and discuss different families
- Ask and answer questions using a recycled structure
- Sing a song about what people are like

Key language

- active, confident, friendly, kind, lazy, noisy, quiet, shy, tidy, unfriendly, unkind, untidy
- Extension: helpful, polite, rude, sociable, unhelpful, unsociable
- What are you like? I'm (confident and kind). Are you (lazy)? Yes, I am. / No, I'm not.

Materials

- Pupil's Book p18; Activity Book p16; Class CD1; Teacher's App on Navio
- Adjectives of character flashcards
- Teacher's Resource Bank: Adjectives of character word cards
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review family members.
- Set learning outcomes and use the talk cards.

Activity 1

- Think of different family members. What are they like?
- Make a list of words to describe them.

Vocabulary presentation

- Present the new vocabulary using the adjectives of character flashcards.

Word cards

- Introduce the spellings of the vocabulary using the adjectives of character word cards.

Pupil's Book

Unit 2 What are you like? Lesson 1 Vocabulary

- 1 tidy 2 untidy
- 3 confident 4 shy
- 5 active 6 lazy
- 7 friendly 8 unfriendly
- 9 quiet 10 noisy
- 11 kind 12 unkind

Talk Partners Ask and answer.

Are you lazy? No, I'm not. I'm active.
What's your grandma like? She's confident and kind.

Key learning outcomes: identify and say adjectives of character; sing a song about what people are like. **Vocabulary:** adjectives of character.

Activity 2

- Listen, point and say the vocabulary chant.
- CD1 Track 28 p263

Activity 3

- Listen, look and sing *What's she like?*
- CD1 Track 29 p263

Activity 4

- Ask and answer.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

Reinforcement

- Use a Venn diagram to categorise the adjectives of character.

Vocabulary extension

- Present six additional vocabulary items.

Activity Book

Unit 2 What are you like? Lesson 1 Vocabulary

1 Read the clues and complete the puzzle. What's the mystery word?

- I do a lot of exercise.
- I shout a lot.
- I'm always helping people.
- I'm always making friends.
- My books are on the shelf and my clothes are in the wardrobe.
- I'm the opposite of number 3.
- I'm the opposite of number 4.
- There are clothes on the floor in my room.
- I don't make a lot of noise.

The mystery word is _____

Can you order the letters and find two more adjectives?

yzc: _____ hys: _____

Talk Partners Find out about your friend's family. Write questions. Ask and answer.

father mother brother sister friend cousin
teacher aunt uncle grandma granddad

My uncle is active.

1 What's your _____ like? My friend's _____ is _____.

2 What's _____ like?

3 What's _____ ?

4 _____ ?

5 _____ ?

Activity Book

Activity 1

- Read the clues and complete the puzzle. What's the mystery word?
- Ask and answer.

Code activity

- Complete the code activity.

Activity 2

- Find out about your friend's family. Write questions.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review family members.

- Do a family quiz. Quickly elicit all the family words the pupils know and write them on the board. Ask **How many (brothers and sisters) have you got? Have you got a lot of (cousins)?**
- Organise the pupils into small groups. Ask each group to choose a scribe. Explain that the groups should listen and write the family member you are describing.
- Read the first definition: **This is your father's brother.** The pupils identify the family member. Repeat with different family members, e.g. **This is your mother's son. This is your father's daughter.**
- At the end of the quiz, ask groups to read out their answers.

Set learning outcomes and use the talk cards.

- Say **Today we're going to learn adjectives of character.** Explain that adjectives of character are words we use to describe personality.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Think of different family members. What are they like? Make a list of words to describe them. ???

- (Books closed.) Ask **Have you got a big family? How many people are there in your family?** Encourage the pupils to describe their family. Ask **What's your family like?**

Vocabulary presentation

- (Books closed.) Hold up an adjectives of character flashcard and ask **Are you (tidy)?** Prompt the class to answer.
- Stick the adjectives of character flashcard on the board. The pupils repeat the adjective.
- Repeat the procedure with the other flashcards.

Word cards

- (Books closed.) Hand out an adjective of character word card to each pair of pupils.
- The pupils take turns to come to the board, read out their word and stick their word card next to the corresponding flashcard.

Pupil's Book Activity 2

Listen, point and say the vocabulary chant.

▶ CD1 Track 28 p263

- (Books open.) Focus the pupils' attention on the 12 pictures. Say **Let's listen and say the chant.** Play the CD. The pupils listen, point and repeat.

Pupil's Book Activity 3

Listen, look and sing *What's she like?*

▶ CD1 Track 29 p263

- Focus the pupils' attention on the scenes. Ask **Which members of the family can you see? Whose aunt is that?** Repeat the questions with uncle and grandma.
- Say **Let's listen to the song.** Play the CD. The pupils listen and read.
- Play the CD again. The pupils sing the song and point to the character words as they hear them.
- Ask the pupils if their family is like this.

Pupil's Book Activity 4

Ask and answer.

- Ask two pupils to read out the speech bubbles. Prompt them to have a similar exchange using other adjectives of character. Then invite other pairs of pupils to ask and answer similar questions about character.
- Organise the class into Talk Partners. The pupils ask about each of the adjectives of character.

Activity Book

Activity 1

Read the clues and complete the puzzle. What's the mystery word?

- Ask different pupils to read out and answer the clues. The pupils complete the puzzle, write the mystery word and reorder the letters to make words.

Answers: 1 active 2 noisy 3 kind 4 friendly 5 tidy
6 unkind 7 unfriendly 8 untidy 9 quiet
Mystery word: confident; Reorder: lazy, shy

Activity 2

Find out about your friend's family. Write questions. Ask and answer.

- Ask the class to read out the words in the word box. Invite a pupil to choose a family member to complete the first question.
- The pupils write the questions. The pupils then ask and answer each other's questions with a Talk Partner.
- The pupils write their friends' answers in the right-hand column of the table.

Code activity

- The pupils complete the code activity.

Answer: flour

Ending the lesson

Review the lesson and reflect on learning.

- (Books closed.) Say **Today we've learnt the names of adjectives of characters. Which adjectives do you remember?** Elicit the adjectives.
- Ask the class **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activities

Reinforcement

- Draw a Venn diagram on the board. Write 'positive' and 'negative' on each side. Show the class the first adjective of character flashcard. Ask **Is 'tidy' a positive or negative adjective?** Stick the flashcard in the corresponding part of the diagram. Repeat with the other flashcards.

Vocabulary extension

- Use the Vocabulary Booster on Navio to present and practise six additional adjectives of character: *helpful, polite, rude, sociable, unhelpful, unsociable.*

Key Competences and Key Learning Outcomes

- Listen, repeat and act out a conversation
- Listen, follow the grammar table and identify the parts of a sentence
- Use the past simple of 'be' and adjectives of character to talk about what people were like when they were young

Key language

- *active, confident, friendly, kind, lazy, noisy, quiet, shy, tidy, unfriendly, unkind, untidy*
- *I / He / She was / wasn't (active) when I / he / she was young. You / We / They were / weren't (lazy) when you / we / they were young. Was I / he / she (shy)? Yes, I / he / she was. / No, I / he / she wasn't. Were you / we / they (confident)? Yes, you / we / they were. / No, you / we / they weren't.*

Materials

- Pupil's Book p19; Activity Book p17; Class CD1; Teacher's App on Navio
- Adjectives of character flashcards
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)
- Photos of famous people

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review adjectives of character.
- Review the *What's she like?* song.
- ▶ **CD1 Track 29 p263**
- ▶ **CD1 Track 30 p263 (optional karaoke version)**
- Set learning outcomes and use the talk cards.

Activity 1

- Listen and read.
- Listen and repeat.
- ▶ **CD1 Track 31 p263**
- Act out.

Activity 2

- Read again.
- Which was grandma like when she was young?

Activity 3

- Listen and follow.
- ▶ **CD1 Track 32 p263**
- Repeat.
- **Grammar clue:** Read about verbs.

Pupil's Book

Lesson 2 Grammar 2

1 Listen and read. Listen and repeat. Act out.

Josh: Hi, Grandma. Can you help me with my school project, please?
 Grandma: Yes, of course.
 Josh: What were you like when you were young? Were you tidy?
 Grandma: No, I wasn't. When I was young, I was very untidy.
 Josh: Were you confident?
 Grandma: No, I wasn't. I was very shy.
 Josh: Were you active?
 Grandma: Yes, I was. I'm active now, too. It's time for my yoga class. I don't want to be late.
 Josh: Thank you, Grandma. Have fun!

2 Read again. What was grandma like when she was young?

3 Listen and follow. Repeat.

Past simple: be		
I	was	active.
He	wasn't	lazy.
She	wasn't	tidy.
You	were	untidy.
We	were	quiet.
They	were	confident.

4 Talk (Partners) Play a true or false game.

Grammar clue

I was tidy when I was young. Were you untidy? Yes, I was.
 I think it's false. Was she quiet? Yes, she was.
 Yes, it's false.

Key learning outcomes: use the past simple of be with adjectives of character to talk about what people were like when they were young. Grammar: She wasn't tidy. I was confident when I was young. nineteen 19

Activity 4

- Play a *true or false* game.
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement**
- Review the adjectives of character by describing famous people.

Digital resources

- Teacher's Digital:** You can also teach this lesson using the Teacher's App on Navio.
 - Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.
- Powered By **NAVIO**

Activity Book

Lesson 2 Grammar 2

1 Complete the sentences in the grammar table.

were	kind	was	he	when	I	young	was
1 I			tidy	when			was
2 He	was		noisy	when			young.
3 You	were			when	you	were	
4 They			active		they	were	young.

2 Order and write the questions. Match the questions and answers.

1 was / she / she / Was / tidy / when / young? a. No, he wasn't.
 Was she tidy when she was young?
 2 young? / were / they / Were / kind / they / when b. Yes, she was.
 3 was / friendly / he / Was / when / young? / he c. No, I wasn't.
 4 noisy / were / Were / you / young? / when / you d. Yes, they were.

3 Look and complete the sentences.

1 He was quiet when he was young. 4 _____
 2 She was _____ 5 _____
 3 They _____ 6 _____

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Activity Book

- Activity 1**
 - Complete the sentences in the grammar table.
- Activity 2**
 - Order and write the questions.
 - Match the questions and answers.
- Activity 3**
 - Look and complete the sentences.
- Code activity**
 - Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review adjectives of character.

- Review adjectives of character with the flashcards.
- Ask the pupils to choose three adjectives that describe themselves and write them on a small piece of paper. Collect the pieces of paper and redistribute them. Ask the class to find the person being described. Encourage them to walk around and ask questions, e.g. *Are you shy, quiet and tidy?* until each paper is with its original owner.

Review the *What's she like?* song.

► *CD1 Track 29 p263*

► *CD1 Track 30 p263 (optional karaoke version)*

- Play the CD (or use the karaoke version). The pupils sing along and do the actions.

Set learning outcomes and use the talk cards.

- Say **Today we're going to talk about what people were like when they were young.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Listen and read. Listen and repeat. Act out.

► *CD1 Track 31 p263*

- The pupils look at the picture. Ask **Who's Josh talking to?**
- Play the CD. The pupils listen and read the conversation. Ask **Was Josh's grandma tidy when she was young? Was she confident or shy? Was she active? Is she active now?**
- Play the CD again, pausing after each sentence for the pupils to repeat.
- The pupils act out the conversation with a Talk Partner.

Pupil's Book Activity 2

Read again. What was grandma like when she was young?

- The pupils read the conversation again and say which of the pictures show what Grandma was like when she was young.

Answer: untidy, shy, active

Pupil's Book Activity 3

Listen and follow. Repeat.

► *CD1 Track 32 p263*

- Play the CD. The pupils listen to the first sentence and point to the words they hear.
- The pupils repeat the complete sentence. Repeat the procedure with the other sentences on the CD.

Grammar clue

- Read the grammar clue as a class. Remind the pupils that we use 'was' with 'I', 'he' and 'she', and 'were' with 'we', 'you' and 'they'. Ask the pupils to take turns making true sentences with a Talk Partner.

Pupil's Book Activity 4

Play a true or false game.

- The pupils read the speech bubbles.
- Organise the class into Talk Partners. They make true and false sentences about what they were like when they were young for their partner to guess.

Activity Book

Activity 1

Complete the sentences in the grammar table.

- Invite a pupil to read out the words in the word box. The pupils work on their own or with a Talk Partner to write the words in the grammar table.

Answers: 1 was, I 2 he, was 3 kind, young 4 were, when

Activity 2

Order and write the questions. Match the questions and answers.

- Invite a pupil to read out the first question in the correct order. If necessary, show the pupils how to refer to the grammar table in Activity 1 to check the order of words. Then ask the pupil to identify the correct speech bubble.

- The pupils work on their own or with a Talk Partner to write the remaining questions and draw matching lines to the answers.

Answers: 1 Was she tidy when she was young? b
2 Were they kind when they were young? d 3 Was he friendly when he was young? a 4 Were you noisy when you were young? c

Activity 3

Look and complete the sentences.

- Ask a pupil to read out the first sentence.
- The pupils work on their own to complete the sentences in their Activity Books.

Answers: 1 quiet 2 active when she was young 3 were untidy when they were young 4 They were lazy when they were young. 5 She was noisy when she was young. 6 He was tidy when he was young.

Code activity

- The pupils complete the code activity.

Answer: oil

Ending the lesson

Review the lesson and reflect on learning.

- (Books closed.) Say **Today we've learnt how to describe people when they were young.** Invite different pupils in the class to say a sentence about Josh's grandma or one of their own family members.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Cut out pictures of famous people (pop stars, athletes, etc.) from magazines or project a selection of photos on the board. Use adjectives of character to describe one of the people. Encourage the pupils to guess the famous person. The pupils play the game with a Talk Partner.

Key Competences and Key Learning Outcomes

- Read, listen and understand a story about a trick that went wrong
- Use a code to read a message
- Do a pre-reading task
- Understand the importance of considering your friends' feelings before playing tricks
- Understand, enjoy and act out the story
- Give an opinion on the story

Key language

- *adventurous, scared; explorer, famous people, museum attendant, tennis player; frighten, play a trick; wax museum, waxworks*
- *He's active and kind. He was adventurous.*

Other language

- *Are you ready to go? Wait a minute! Here's Christopher Columbus. I'm coming to get you.*

Materials

- Pupil's Book pp20–21; Activity Book p18; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- **Think-Pair-Share.** Review adjectives of character.
- Set learning outcomes and use the talk cards.

Before you read: Activity 1

- Use the code to read the message from Luke.

Activity 2

- Listen and read.
- ▶ *CD1 Track 33 p263*
- Act out.

After you read: Activity 3

- Ask and answer.

Activity 4: Values

- Read and discuss.
- ➔ Go to the Activity Book.

Digital resources

- Teacher's Digital:** You can also teach this lesson using the Teacher's App on Navio.
- Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Pupil's Book

2 Lesson 3 Story

Before you read

1 Use the code to read the message from Luke. Yesterday, I was at the 871-153-923 501-849-759-245-849-501. It was great!
Read the title of the story. Who do you think plays the trick? What do you think happens?

2 Listen and read. Act out. **The trick that went wrong**

1 This evening, Josh, Lily and Ravi are going on a school trip to the wax museum. They're going to sleep there, too.
Are you ready to go?
I'm ready, but Lily is still packing.
I'm nearly ready. Wait a minute!

2 The children arrive at the museum at six o'clock.
We saw lots of waxworks of famous people.
Did you come at night?
No, we didn't. It was daytime.

3 The children get their torches and start to explore the museum.
Wow! Here's Rafa Nadal, the tennis player.
Look. It says that he's active and kind.

4 They look at a lot of different waxworks.
Here's Christopher Columbus.
It says that he was adventurous.
He was a great explorer, too.

After you read

1 Where do Josh, Lily and Ravi go? They go to the wax museum.
2 Do they see a waxwork of a sportsperson? 3 What was Christopher Columbus like? 4 Who plays a trick? 5 How does the trick go wrong?

4 **Values** Read and discuss.
• Is Lily sorry when she plays a trick on Ravi and Josh?
• Do you play tricks on your friends?
• How do your friends feel when you play tricks on them?
• How do you feel when your friends play tricks on you?

Key learning outcomes: read, listen and understand a story about a trick that went wrong
Language: I visited the wax museum when I was seven.

Values: considering your friends' feelings before playing tricks

Activity Book

2 Lesson 3 Story

After you read

1 Read and order the sentences.
a Suddenly, the museum attendant turns around.
b Lily didn't frighten Ravi and Josh. She frightened herself!
c Lily decides to play a trick on Ravi and Josh.
d The children arrive at the museum at six o'clock.
e The children start to explore the museum.
f The children try to frighten each other with scary stories.

2 Listen and circle the eight mistakes. Listen again. Write the correct words.

Our Adventure Blog by Lily, Josh and Ravi
In this adventure, we go to a wax (festival). We go there at three o'clock and see lots of waxworks. First, we see Rafa Nadal. He's a football player. After that, we see Christopher Columbus, the famous singer. We tell scary stories before we go to school. Josh tries to play a trick on us, but it doesn't work very well because Ravi can see her hands. The museum attendant turns around suddenly and Lily is happy.

1 _____ 2 _____ 3 _____ 4 _____
5 _____ 6 _____ 7 _____ 8 _____

3 **Thinking Skills** Read and complete. What do you think?
1 I like / don't like this story because _____
2 My favourite frame is number _____ because _____
3 My favourite character is _____ because _____
4 Would you like to go to a wax museum?

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After you read: Activity Book

- Activity 1**
 - Read and order the sentences.
- Activity 2**
 - Listen and circle the eight mistakes.
 - ▶ *CD1 Track 34 p264*
 - Listen again.
 - Write the correct words.
- Activity 3**
 - Read and complete.
 - What do you think?
- Code activity**
 - Complete the code activity.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement**
 - Retell the story as a class.


Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Think-Pair-Share. Review adjectives of character.

- Ask the pupils to list five characteristics for their ideal friend. The class think silently for a minute.
-  The pupils write their list individually first then discuss their ideas with a Talk Partner.
- The pupils share their ideas with the class.

Set learning outcomes and use the talk cards.

- Say **Today we're going to listen to and read a story in English.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Before you read: Pupil's Book Activity 1

Use the code to read the message from Luke.

- Say **Josh and Lily have received a message from Luke.** Ask the pupils to use the story code (Pupil's Book page 7) to discover the mystery words in the message. (*Wax museum.*) Then prompt the class to predict how Lily and Josh will help in the story. Check that the pupils know what a waxwork is.
- Ask the pupils to read the story title. Ask **Who do you think plays the trick in the story?** The pupils predict what is going to happen in the story.

Pupil's Book Activity 2

Listen and read.

► CD1 Track 33 p263

- Play the CD. The pupils follow in their books.
- Ask questions to check understanding.

Suggested comprehension questions

- Frame 1: **Is Lily ready?** (*No, she isn't.*) **What's she doing?** (*She's packing.*)
- Frame 2: **What did Lily and Josh see in the museum last time?** (*They saw famous people.*)
- Frame 3: **Who do they see first?** (*They see Rafa Nadal.*)
- Frame 4: **Who was Christopher Columbus?** (*He was an explorer.*)

- Frame 5: **What do the children try to do?** (*They try to frighten each other.*)
- Frame 6: **What does Lily do?** (*She plays a trick.*)
- Frame 7: **Who frightens Lily?** (*The museum attendant.*)
- Frame 8: **Was Lily scared?** (*Yes.*)

Act out.

- Organise the class into three groups (Lily, Ravi and Josh). Play the CD. Each group joins in when their character speaks. If pupils need extra support, pause the CD after each utterance and ask them to repeat it instead.
- Repeat with groups swapping roles.

After you read: Pupil's Book Activity 3

Ask and answer.

- Ask a pupil to read out the first question and answer. Then invite other pupils to ask and answer the other questions.
- Organise the class into Talk Partners. The pupils practise asking and answering the questions.
- The pupils write the answers in their notebooks.

Answers: 1 They go to the wax museum. 2 Yes, they do. 3 He was adventurous and a great explorer. 4 Lily. 5 The museum attendant frightened her.

Pupil's Book Activity 4: Values

Read and discuss.

- Read out each question and discuss it as a class.
- Prompt the class to talk about their feelings when people play tricks on them.

After you read: Activity Book

Activity 1

Read and order the sentences.

- Read out the sentences. The pupils follow in their books. Read out sentence 1. Ask the pupils to identify sentence 2.
- The pupils work on their own or with a Talk Partner to number the remaining sentences.

Answers: a 5 b 6 c 4 d 1 e 2 f 3

Activity 2

Listen and circle the eight mistakes. Listen again. Write the correct words.

► CD1 Track 34 p264

- Play the CD. The pupils listen and circle the eight mistakes.
- Play the CD again. The pupils listen and write the correct words.

Answers: 1 festival museum 2 three six 3 football tennis 4 singer explorer 5 school sleep 6 Josh Lily 7 hands feet 8 happy scared

Activity 3

Read and complete. What do you think?

- Ask a pupil to read out the first statement. The pupils complete the sentence with their own opinion. Repeat the procedure with the other sentences.

Code activity

- The pupils complete the code activity.

Answer: nuts

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've listened to a story about a trick that went wrong.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Retell the story as a class. Say **Let's tell the story together.** Prompt the class by saying **Lily, Ravi and Josh are going on a trip to the (wax museum). They arrive at the museum at ...** Use mime for support.

Key Competences and Key Learning Outcomes

- Identify and say past activities
- Follow and correct the grammar tables
- Use past simple verbs to ask and answer about past activities
- Identify different life stages (optional)
- Sing a song

Key language

- get a pet, go on a plane, learn to walk, move house, start nursery school, write a story; ten months old
- Extension: draw (drew) a picture, read (read) a book, ride (rode) a bike, sing (sang) a song
- I (started nursery school) when I was (three). Did you learn to walk when you were (one)? Yes, I did. / No, I didn't.

Materials

- Pupil's Book p22; Activity Book p19; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review actions.
- Set learning outcomes and use the talk cards.

Activity 1

- Listen, point and say.
- CD1 Track 35 p264

Activity 2

- Listen and sing *I was a very special person*.
- CD1 Track 36 p264

Activity 3

- Listen and follow.
- CD1 Track 37 p264
- Repeat.
- Grammar clue:** Read about using 'did' with the past.

Pupil's Book

2 Lesson 4 Vocabulary and Grammar

1 Listen, point and say. (CD 35)

1 learn to walk 2 start nursery school 3 move house 4 get a pet 5 go on a plane 6 write a story

2 Listen and sing *I was a very special person*. (CD 36)

*I was a very special person
From the minute I was born,
I learnt to walk and talk when I was one.
I started nursery school when I was three.
My teacher said I was fantastic
And now just look at me!*
Chorus
I moved house when I was five.
I wrote a story when I was eight.
My teacher said I was fantastic
And now she says I'm great!
Chorus

3 Listen and follow. Repeat. (CD 37)

Past simple: regular and irregular verbs

I	learned to walk	when	he	was	ten months old.
He	started nursery school		she	was	one.
She	moved house		we	were	three.
You	got a pet		you	were	five.
We	went on a plane		we	were	seven.
They	wrote a story		they	were	eight.

4 **Talk Partners** Make true sentences. (CD 37)

Grammar clue

We use *Did* to ask questions about the past.
Did you learn to walk when you were one?
Yes, I did. No, I didn't.

Key learning outcomes: identify and say past activities; use past simple verbs to ask and answer about past activities Vocabulary: past activities Grammar: I started school when I was five.

Activity 4

- Make true sentences.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

- Reinforcement**
 - Play *Secret message*.
- Vocabulary extension**
 - Present four additional vocabulary items.

Link to Science

- Our body:** Identify stages of life and growing up.

Activity Book

Lesson 4 Vocabulary and Grammar 2

1 Look, read and write.

1 get a pet 2 on a plane 3 a story

4 to 5 6

2 Order the words in the grammar table. Write the sentences.

1 write a story	I	eight.	when	I	was
2 when	learned to walk	ten months old.	was	She	she
3 five.	were	they	went on a plane	when	They
4 was	got a pet	He	three.	he	when

1 _____
2 _____
3 _____
4 _____

Remember! Use the past simple of the verb.

3 Write about you.

start nursery school get a pet learn to walk move house go on a plane write a story

1 _____
2 _____
3 _____
4 _____

I started nursery school when I was three. What about you?

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Activity Book

- Activity 1**
 - Look, read and write.
- Activity 2**
 - Order the words in the grammar table.
 - Write the sentences.
- Activity 3**
 - Write about you.
- Code activity**
 - Complete the code activity.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review actions.

- (Books closed.) Say **We're going to talk about actions we did when we were small. Can you guess what I did when I was small?** Review different actions by miming the action. Encourage the pupils to ask **Did you (play football)?**
- Invite different individual pupils to take your role.

Set learning outcomes and use the talk cards.

- Say **Today we're going to learn the names of actions we do when we are growing up.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Listen, point and say.

► CD1 Track 35 p264

- (Books open.) Point to the first picture and say **Learn to walk. I learnt to walk when I was one.** Ask **When did you learn to walk?** Prompt the class to answer. When teaching item 4, 'get a pet', revise different pets with the pupils. Repeat the procedure with the other actions.
- Play the CD. The pupils listen, point and repeat each phrase.

Pupil's Book Activity 2

Listen and sing *I was a very special person.*

► CD1 Track 36 p264

- (Books open.) Focus the class on the picture. Ask **What can you see?**
- Play the CD. The pupils listen and read.
- Ask **When did he learn to walk?** Say **He learnt to walk when he was one.** Repeat the procedure with the other actions: *start nursery school, move house, write a story.*
- Play the CD again. The pupils join in singing the song and doing the actions.

Pupil's Book Activity 3

Listen and follow. Repeat.

► CD1 Track 37 p264

- Focus the class on the grammar table. Play the CD. The pupils listen and point to the corresponding parts of the sentence.
- The pupils repeat the complete sentence. They say if it is true or false for them.
- Repeat the procedure with the other sentences.

Grammar clue

- Read the grammar clue as a class.

Pupil's Book Activity 4

Make true sentences.

- Organise the class into Talk Partners. The pupils take turns to make true sentences.

Activity Book

Activity 1

Look, read and write.

- Ask a pupil to read out the first action. Invite different pupils to complete the phrases.
- The pupils work on their own to write the words.

Answers: 1 get 2 go 3 write 4 learn, walk 5 move house
6 start nursery school

Activity 2

Order the words in the grammar table. Write the sentences.

- Explain that the grammar table is mixed up and that they need to reorder the words.
- Invite a pupil to read out the first sentence.
- The pupils work on their own to order and write the sentences. If the pupils need more support, remind them that a sentence always begins with a capital letter and finishes with a full stop.

Answers: 1 I wrote a story when I was eight. 2 She learnt to walk when she was ten months old. 3 They went on a plane when they were five. 4 He got a pet when he was three.

Activity 3

Write about you.

- Prompt a pupil to read the speech bubble. Encourage a different pupil to answer.
- The pupils write true sentences about themselves.

Code activity

- The pupils complete the code activity.

Answer: raisins

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt about actions we do when we are growing up. What actions are they?**
- Ask the class **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activities

Reinforcement

- Play *Secret message*. The pupils stand in a large circle. Choose a sentence from the lesson e.g. *I wrote a story when I was eight*. Whisper the sentence to the pupil on your right. The pupil should whisper the message to the pupil on their right and so on. The message travels all the way around the circle. The pupil on your left says the sentence aloud. Compare it with the original.
- The pupils play the game in groups of six or more.

Vocabulary extension

- Use the Vocabulary Booster on Navio to present and practise four additional past activities: *draw (drew) a picture, read (read) a book, ride (rode) a bike, sing (sang) a song.*

Link to Science

- If you are studying the Science topic of **Our body** in English, use the opportunity to talk about the different stages of life and growing up.

Key Competences and Key Learning Outcomes

- Say a tongue twister with the 'ey' sound
- Learn and practise alternative spellings for the 'ey' sound
- Listen for specific information
- Play a communication game using the past simple

Key language

- bee, chimney, donkey, drop, eat, happy, key, lazy, leaf, lorry, meat, monkey, noisy, queen, sheep, teddy, tree, very; get a pet, go on a plane, learn to walk, move house, start nursery school, write a story; ten months old*
- I (learnt to walk) when I was (one). Did you (write a story) when you were (eight)? Yes, I did. / No, I didn't. Me too.*

Materials

- Pupil's Book p23; Activity Book p20; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards
- Teacher's Resource Bank: Unit 2 Lesson 5 Communication Activity

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)
- Teacher's Resource Bank: Adjectives of character word cards

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review growing up actions.
- Review the *I was a very special person* song.
- ▶ **CD1 Track 36 p264**
- Set learning outcomes and use the talk cards.

Speak and spell: Activity 1

- Listen, read and say.
- ▶ **CD1 Track 38 p264**
- Go to the Activity Book.

Activity 2

- Read the questionnaire. Listen and identify five differences.
- ▶ **CD1 Track 39 p264**

Pupil's Book

Lesson 5 Listening and Speaking 2

1 Listen, read and say. **Speak and spell**

'y' or 'ey'?

A very noisy monkey and a very lazy donkey drop the key for the lorry down the chimney.

Remember! *meat tree*

Now practise spelling on page 20 in your Activity Book.

2 Read the questionnaire. Listen and identify five differences.

When did you do these things?

Name: Alice Brown Age: 11

Activity	Age	Activity	Age
1 Write a story	six	4 Start nursery school	three
2 Go on a plane	five	5 Move house	five
3 Learn to walk	ten months old	6 Get a first pet	eight

3 **Talk Partners** Ask and answer to complete the questionnaire. Find three similarities.

Did you write a story when you were eight? Yes, I did.

Me too. That's the same. Did you learn to walk when you were two? No, I didn't. I learnt to walk when I was one.

Speaking tip! Take turns to ask and answer the questions.

Teacher's Resource Bank: Unit 2

Key learning outcomes: listen for specific information; play a communication game using the past simple. Phonics: Alternative vowel spellings: y - ie

twenty-three 23

Activity 3

- Ask and answer to complete the questionnaire. Find three similarities (Teacher's Resource Bank: Unit 2).

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

Reinforcement

- Review all known spellings of the target sound: 'ey', 'y', 'ee' and 'ea'.
- Play *Word dictation*.

Activity Book

2 Lesson 5 Speaking and Spelling

Speak and spell

1 Think, say and write.

y ey ee ea

happy

leaf teddy bed chimney lorry sheep

2 **Talk Partners** Work together to cross the river.

How do you spell chimney? CHIMNEY.

That's right! We can move to the first step. Now it's your turn to choose a word.

OK, How do you spell key? KEY.

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Activity Book

Speak and spell: Activity 1

- Think, say and write.

Code activity

- Complete the code activity.

Activity 2

- Work together to cross the river.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review growing up actions.

- (Books closed.) Ask **What did you do when you were small?** Prompt the class to list the actions they did and, if necessary, write the phrases on the board.
- Play *Two truths and a lie*. Say **Listen to my information. I (learnt to walk) when I was ten months old. I (went on a plane) when I was six. I (wrote a story) when I was two. One sentence is false. Which sentence is false?** Encourage the class to guess the false information. Then tell them which sentence is untrue.
- Ask the pupils to write two true sentences and one false sentence about themselves. Invite different individual pupils to take your role. The pupils can also do the activity with a Talk Partner.

Review the *I was a very special person* song.

► CD1 Track 36 p264

- Play the CD. The pupils sing and do the actions.

Set learning outcomes and use the talk cards.

- Say **Today we're going to say a tongue twister, practise spelling and do a questionnaire.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1: Speak and spell

Listen, read and say.

► CD1 Track 38 p264

- (Books open.) Focus the class on the picture. Ask **What can you see here?** Ask **What can you see on the roof of the house?** (*A donkey and a monkey.*) **What is the donkey doing?** (*Sleeping.*) **Why?** (*Because it's lazy.*) **What's on the ground?** (*A lorry.*) **What's the monkey holding in his left hand?** (*Keys.*)
- Say **Let's listen to a tongue twister.** Play the CD. The pupils follow the text in their books. Play the CD again. The pupils join in with the tongue twister.
- Ask **How do you spell lorry? How do you spell monkey?** Highlight the two new ways of spelling the 'ey' sound.

- Focus the pupils' attention on the *Remember!* thought bubble. Remind them that 'tree' and 'meat' also have the sound 'ey' and that these are alternative spellings for the same sound.

Activity Book

Activity 1: Speak and spell

Think, say and write.

- The pupils identify the pictures.
- The pupils classify and write the words according to whether they are written with 'y', 'ey', 'ee' or 'ea'.

Answers: y: happy, teddy, lorry ey: key, monkey, chimney ee: queen, sheep, bee ea: eat, leaf, meat

Activity 2

Talk Partners. Work together to cross the river.



- Explain to the pupils that they have to go across the stepping stones to cross the river. They should choose pictures to spell to get to the other side.
- Invite two pupils to read out the speech bubbles.
- Organise the pupils into Talk Partners. The pupils take it in turns to test their partner on the spelling of the words in the stepping stones. Stress the importance of prompting, encouraging and helping each other.

Code activity



- The pupils complete the code activity.

Answer: sugar

Pupil's Book Activity 2

Read the questionnaire. Listen and identify five differences.

► CD1 Track 39 p264

- Focus the class on the questionnaire. Ask questions to familiarise the pupils with the content. Ask **How many questions are there in the questionnaire?** **Did the girl write a story when she was six?**

- Say **Let's listen to the girl answering the questions in the questionnaire. Listen for the differences.** Play the CD, pausing after each difference for the pupils to say what it is.

Answers: Name: Alice Lucy; Write a story: six seven years old; Start nursery school: three four; Move-house Learn to read

Pupil's Book Activity 3

Talk Partners. Ask and answer to complete the questionnaire. Find three similarities (Teacher's Resource Bank: Unit 2).



- Invite two pupils to read out the speech bubbles. Explain that they are going to do a questionnaire with their Talk Partners.
- Organise the class into Talk Partners. Pupil A uses Questionnaire 1. Pupil B uses Questionnaire 2. They take turns to ask and answer the questions.
- When the pupils have completed the questionnaires, ask them to compare their answers and find three similarities.

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've practised a tongue twister.** Elicit the tongue twister from the pupils.
- Ask the class **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activities

Reinforcement

- Review all the alternative spellings of the target sound. Draw a chart on the board with 'y', 'ee', 'ey', 'ea' as column headings. Elicit words that have each spelling (y: *lorry, teddy, cloudy, happy*; ey: *money, key, chimney, monkey*; ee: *sheep, three, tree, bee, green*; ea: *beans, peaches, meat, leaf*). Encourage the pupils to spell out the word and write it in the correct column.
- Play *Word dictation* (see p27) with the adjectives of character word cards.

Key Competences and Key Learning Outcomes

- Do a pre-reading task to predict content and raise interest
- Read the text for general understanding
- Scan the text to find specific information
- Read and understand a chronological account

Key language

- listen to stories, read books, start boarding school, tell stories, write a secret diary / story / book; mythical creatures, trolls
- He wrote his first children's book in 1943. Roald (started boarding school) when he was (nine). When he was 13, he started a new school.

Materials

- Pupil's Book p24; Activity Book p21; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards
- Sheets of paper

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review the 'ey' sound.
- Set learning outcomes and use the talk cards.

Before you read: Activity 1

- What's the difference between a biography and an autobiography?

Activity 2

- You are going to read a biography about Roald Dahl. Do you know any of his books? Which one is your favourite?

Activity 3

- Read and listen.
- CD1 Track 40 p264
- Go to the Activity Book.

Pupil's Book

2 Lesson 6 Reading Literacy

Before you read

- What's the difference between a biography and an autobiography?
- You are going to read a biography about Roald Dahl. Do you know any of his books? Which one is your favourite?
- Read and listen.

Roald Dahl

Roald Dahl was born in Wales in 1916. When he was a boy, he loved reading books and listening to stories. His mother told him stories about trolls and other mythical creatures.

Roald Dahl started writing a secret diary when he was eight. He wrote in the diary every day and he hid it in an enormous conker tree in the garden.

Roald Dahl started boarding school when he was nine. He didn't like it. He was excellent at sports, but he wasn't very good at writing stories!

When he was 13, he started a new school. The school was near a chocolate factory. Roald loved chocolate, but he didn't like chocolate cake or chocolate ice cream.

He wrote his first children's book in 1943. It was called *The Gremlins*. Then, he started writing more books for adults. He didn't write another story for children until 1961, when he wrote *James and the Giant Peach*. He wrote *Charlie and the Chocolate Factory* after that. Roald Dahl wrote over 20 books for children. He always wrote his stories in pencil on yellow paper. Roald Dahl's stories were very popular, but he only won a few prizes, including one for *The Witches* in 1983 and another for *Matilda* in 1988. His books are still very popular today. There are films of some of his books, too.

He once said, 'If you're going to get anywhere in life, you have to read a lot of books.'

After you read

Go to page 21 in your Activity Book.

twenty-four Key learning outcomes: read and understand a chronological account

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Investigate Roald Dahl.

Activity Book

Literacy Text type: a biography Lesson 6 Reading 2

After you read

1 Read and circle.

- Roald Dahl was born in Scotland / Ireland / Wales in 1916.
- He hid his secret diary in a flowerbed / conker tree / bin in the garden.
- He was very good at Music / sports / Maths at school.
- The first book he wrote for children was *James and the Giant Peach* / *Matilda* / *The Gremlins*.
- He loved chocolate cake / chocolate ice cream / chocolate.

2 Look at the biography on Pupil's Book page 24. Write the past of these verbs. Match.

- be born He was born in Wales.
- tell His mother _____ him stories.
- write He _____ in pencil on yellow paper.
- hide He _____ it in a tree.
- win He _____ a few prizes for his books.

3 Order the letters and match.

- ecrnok etre _____ a school where children study and live.
- lanrbga closoh _____ b The story of a person's life.
- grapbioyh _____ c A large tree with big brown seeds.

twenty-one

After you read: Activity Book

Activity 1

- Read and circle.

Activity 2

- Look at the biography on Pupil's Book page 24. Write the past of these verbs.
- Match.

Activity 3

- Order the letters and match.

Code activity

- Complete the code activity.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review the 'ey' sound.

- Ask **What sound did you practise in the tongue twister in Lesson 5? ('ey') Can you remember the tongue twister?** (*A very noisy monkey and a very lazy donkey drop the key for the lorry down the chimney.*) Practise the tongue twister as a class.
- Remind the pupils that they know four spellings for this sound ('ey', 'y', 'ea' and 'ee'). Organise the children into groups of four. Give each group a sheet of paper. The pupils take turns to write one word at a time with each sound. Set a time limit of two minutes for the activity. Compile the words in a chart on the board.

Set learning outcomes and use the talk cards.

- Say **Today we're going to read a biography.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Before you read: Pupil's Book Activity 1

What's the difference between a biography and an autobiography?

- Invite a pupil to read the question. Prompt the class to answer.

Pupil's Book Activity 2

You are going to read a biography about Roald Dahl. Do you know any of his books? Which one is your favourite?

- Encourage the pupils to look at the photos in the text.
- Ask **Do you recognise any of these things from Roald Dahl's books?** Encourage the pupils to name their favourite Roald Dahl books.

Pupil's Book Activity 3

Read and listen.

▶ CD1 Track 40 p264

- Explain that the first time they read they should try to understand the most important information.
- If you want the pupils to read the text without the Class CD, set a time limit for this task. Otherwise, play the CD.

After you read: Activity Book

Activity 1

Read and circle.

- The pupils work on their own or with a Talk Partner to choose the correct word or phrase in each sentence. The pupils refer back to the text in the Pupil's Book when necessary.

Answers: 1 Wales 2 conker tree 3 sports 4 The Gremlins
5 chocolate

Activity 2

Look at the biography on Pupil's Book page 24.

Write the past of these verbs. Match.

- Encourage the class to find each sentence in the biography on Pupil's Book page 24 and write the past simple of each verb in the gap.
- Prompt the pupils to match each completed sentence with the corresponding illustration.

Answers: 1 was born, c 2 told, b 3 wrote, e 4 hid, d
5 won, a

Activity 3

Order the letters and match.

- Encourage the class to find the words in the text by reading the definitions and using the jumbled letters as clues.

Answers: 1 conker tree, c 2 boarding school, a
3 biography, b

Code activity

- The pupils complete the code activity.

Answer: biscuits

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read a biography. Did you enjoy it? Would you like to be a writer?**
- Ask the class **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Extension

- If you have access to the Internet, ask the pupils to find out more information about Roald Dahl.

Key Competences and Key Learning Outcomes

- Use inverted commas
- Predict the order of information in an autobiography
- Identify the text features of an autobiography
- Use criteria to check your writing
- Share your writing with a partner
- Prepare and write your autobiography

Key language

- *brother, dad, mum, sister; active, friendly, shy, tidy, untidy; playing basketball*
- *I was born. I learnt to talk when I was one and a half. I started nursery school. I started primary school. I learnt to read and write. We moved house when I was eight. I got my first pet.*

Materials

- Pupil's Book p25; Activity Book p22; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards
- Coloured paper

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review Roald Dahl's biography.
- Set learning outcomes and use the talk cards.

Investigate a text: Activity 1

- In what order do you think this information appears in Ben's autobiography?

Activity 2

- Read and listen to find out.
- ▶ CD1 Track 41 p264

Discuss a text: Activity 3

- Think and discuss.
- **Writing tip:** Read about inverted commas.
- ➔ Go to the Activity Book.

Text type: A biography / an autobiography Lesson 7 Writing 2

Investigate a text

1 In what order do you think this information appears in Ben's autobiography?

I started nursery school. I moved house. I was born. I started primary school. I learnt to read and write. I got a pet. I learnt to walk. I learnt to talk.

2 Read and listen to find out.

My name's Ben. I was born in London in 2009. I lived with my mum, my dad, my two sisters and my brother in a small flat in the centre of London.

I learnt to walk when I was one. I learnt to talk when I was one and a half. My first words were 'mum' and 'bye'.

I started nursery school when I was three. I started primary school when I was five. In my first year, I learnt to read and write. I was a bit shy and untidy when I was young. I was very active and I loved playing basketball at the weekend.

We moved house when I was eight. My new house has got a big garden, so I got my first pet – a cat called Joey. He's very friendly!

Discuss a text

3 Think and discuss.

1 What information is at the start of the autobiography? 3 Does the writer use I, he, she, we, you or they?

2 Are the events in chronological order? 4 Is the information in the present, the past simple or both?

Writing tip!

When you include speech in your text, remember to use inverted commas.

My first words were 'mum' and 'bye'.

Plan and write your autobiography on page 22 in your Activity Book.

Key learning outcomes: prepare and write your autobiography; use inverted commas twenty-five

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Reinforcement

- Make an autobiography display.

Activity Book

2 Lesson 7 Writing Literacy Text type: an autobiography

Plan your writing

1 Cooperative learning Work with a friend. Plan your autobiography. Make notes.

When were you born? _____

When did you learn to walk? _____

What were your first words? _____

When did you learn to read and write? _____

What were you like? _____

2 Use your notes to write your autobiography.

My name's _____

I was born _____

I learnt to walk when I was _____

I learnt to talk _____

My first words were _____

I _____

Share and check

3 Read your autobiography with a friend. Write a tick (✓) or a cross (X).

The events are in order. The information is in the past simple.

I write about myself. The speech is in inverted commas.

22 twenty-two 759-153-495-783

Activity Book

- Plan your writing: Activity 1**
- Work with a friend. Plan your autobiography.
 - Make notes.
- Activity 2**
- Use your notes to write your autobiography.
- Share and check: Activity 3**
- Read your autobiography with a friend.
 - Write a tick (✓) or a cross (X).
- Code activity**
- Complete the code activity.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review Roald Dahl's biography.

- (Books closed.) Encourage the pupils to tell you all that they remember about Roald Dahl from Lesson 6.
- Ask them to read the text again to check their answers.
- Check the pupils understand the difference between a biography and an autobiography.

Set learning outcomes and use the talk cards.

- Ask **What kind of text did we read in the last lesson?** (*A biography.*) Say **Today we're going to investigate an autobiography. Then we're going to plan and write our own autobiography.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Investigate a text: Pupil's Book Activity 1

In what order do you think this information appears in Ben's autobiography?

- (Books open.) Invite a pupil to read out the information.
- Organise the class into Talk Partners. Ask them to discuss the order the information appears in the text.

Pupil's Book Activity 2

Read and listen to find out.

► CD1 Track 41 p264

- Ask the pupils to read the text to confirm the order of the information. If you want the pupils to read the text without the support of the CD, set a time limit for this task. Otherwise, play the CD.
- Listen to the pupils' ideas and confirm that the order of the information is: *I was born. I learnt to walk. I learnt to talk. I started nursery school. I started primary school. I learnt to read and write. I moved house. I got a pet.*

Discuss a text: Pupil's Book Activity 3

Think and discuss.

- Invite a pupil to read out the first question and find how an autobiography starts.
- Repeat the procedure with the other questions.

Answers: 1 My name's Ben. I was born ... 2 Yes. 3 The writer uses 'I'. 4 Both.

Writing tip

- Read the information. Ask the class to give you other examples of direct speech, e.g. *This morning, I said 'hello' to the teacher.*

Activity Book

Plan your writing: Activity 1

Writing Partners. Work with a friend. Plan your autobiography. Make notes.

- Focus the class on the activity. Encourage the pupils to ask each other the questions and discuss the answers. The pupils then work individually to complete their notes.

Activity 2

Use your notes to write your autobiography.

- Focus the class on the activity. If necessary, model how to complete the framework using your own information. The pupils then work on their own to write their autobiographies in their Activity Books.

Share and check: Activity 3

Writing Partners. Read your autobiography with a friend. Write a tick (✓) or a cross (✗).

- Read through the sentences as a class.
- Organise the class into Talk Partners. One pupil should read aloud their text to their partner. The other pupil listens. The pupils work together to decide if the text fulfils all the criteria and tick the corresponding boxes. The pupils can add, improve or correct the text at this stage.
- The pupils swap roles.

Code activity

- The pupils complete the code activity.

Answer: salt

Ending the lesson

Review the lesson and reflect on learning.




- Say **Today we've written an autobiography. Are you happy with it?** Elicit the pupils' opinions.
- Ask the class **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Make a display using the pupils' autobiographies. Ask them to copy out their texts onto coloured paper. They should illustrate and decorate them. If possible, ask them to bring in photos of some of the events they wrote about. Display the work in a prominent place.

Key Competences and Key Learning Outcomes

-  Think about and research Hawaii
-  Read and listen for specific information
-  Read about famous Hawaiian people
- Think about your own culture and identity

Key language

- active, bright, confident, hard-working, independent; astronaut, grandparents, king, president; Hawaii; astronomy, fishing, marching band, play the guitar / drums / piano, running, sing, telescope, write songs*
- He was very (confident). He's (active). He was born in Hawaii in 1961. He lived with his grandparents. He studied (Law). He first went into space in 1985.*

Materials

- Pupil's Book p26; Activity Book p23; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards
- An online world map

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review describing famous people.
- Set learning outcomes and use the talk cards.

Activity 1

- Read Luke's questions.
- What do you think?

Activity 2

- Read and listen.
- CD1 Track 42 p265
- Answer Luke's questions.
- Think about your culture** Can you name some famous people from your country? What are they famous for? Who's your favourite famous person?

Go to the Activity Book.

Pupil's Book

Lesson 8 Culture around the world: Hawaii

1 Read Luke's questions. What do you think?

I'm in Hawaii now. There are lots of interesting people and places here. Can you answer these questions?

- Which President of the USA was born in Hawaii?
- Who was the first king of Hawaii?
- What was Ellison Onizuka's job?
- What's Bruno Mars' real name?

2 Read and listen. Answer Luke's questions.

Hawaiian people

Hawaiian people

ELLISON ONIZUKA was born in Hawaii in 1946. He was the first NASA astronaut from Hawaii. He first went into space in 1985. He was very active and enjoyed running, fishing and outdoor sports. The Onizuka Centre for International Astronomy in Hawaii is named after him. You can use the telescopes at the centre to look at the stars.

BARACK OBAMA was born in Hawaii in 1961. He became the 44th President of the USA on 20th January 2009. His father was from Kenya and his mother was from Kansas in the USA. He lived with his grandparents when he was young. Barack Obama studied Law at university. He's very active and hard-working.

KAMEHAMEHA THE GREAT was the first king of Hawaii. Tradition says that he was born on a stormy night when a bright star appeared in the sky. He stopped the Hawaiian people fighting. In Hawaii, people celebrate King Kamehameha Day on 10th June. There's a parade with marching bands, horses and lots of flowers.

BRUNO MARS was born in Hawaii in 1985. His real name is Peter Gene Hernandez. He was confident and independent when he was young and he loved music. Bruno writes songs, sings and plays the guitar, the piano and the drums. He has won lots of prizes for his music.

Think about your culture Can you name some famous people from your country? What are they famous for? Who's your favourite famous person?

Do the Hawaii web quest and the Unit Review on pages 23 and 24 in your Activity Book.

Key learning outcomes: read about famous Hawaiian people; think about and research Hawaii

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Reinforcement

- Find out more about a famous person from Hawaii.

Activity Book

Lesson 8 Culture around the world: Hawaii

1 Listen and complete the notes.

Barack Obama

1 Favourite place: Sandy Beach

2 Favourite sport: _____

3 Likes eating: _____

4 Children: _____

5 Personality: _____

2 Explore the Internet with your teacher. Do the Hawaii web quest.

1 How many main islands has Hawaii got? _____

2 In Hawaii, family is very important. How do you say 'family' in Hawaiian? _____

3 How many letters are there in the Hawaiian alphabet? _____

4 How many people live in Hawaii? _____

5 What time is it in Hawaii now? _____

3 Find out more. Investigate the Hawaiian language. What's your Hawaiian name?

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twenty-three

Activity Book

Activity 1

- Listen and complete the notes.
- CD1 Track 43 p265

Activity 2

- Explore the Internet with your teacher. Do the Hawaii web quest.

Activity 3

- Find out more. Investigate the Hawaiian language. What's your Hawaiian name?

Code activity

- Complete the code activity.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review describing famous people.

- Choose a famous person. Describe this person using the adjectives of character from Lesson 1. Encourage the pupils to guess the person.
- Ask one of the pupils to take your role, describing a different famous person. The pupils play the guessing game with a Talk Partner.

Set learning outcomes and use the talk cards.

- Say **Today we're going to investigate famous people from Hawaii.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Read Luke's questions. What do you think?

- Read the speech bubble as a class. Encourage the pupils to tell you what they remember about Hawaii from Level 3.
- Read the questions as a class. Encourage the pupils to predict the answers.

Pupil's Book Activity 2

Read and listen. Answer Luke's questions.

► CD1 Track 42 p265

- Focus the class on the photos. Ask **What can you see?**
- Play the CD, pausing after each activity to check understanding. The pupils answer the questions.

Answers: 1 Barack Obama 2 Kamehameha the Great 3 He was a NASA astronaut. 4 Peter Gene Hernandez

Think about your culture

- Read out the questions. Prompt different pupils to tell you famous people from their country. Ask **Can you name any famous people from your country? What are they famous for? Who's your favourite famous person?**

Activity Book

Activity 1

Listen and complete the notes.

► CD1 Track 43 p265

- Explain to the pupils that they are going to listen to a conversation about Barack Obama. Read out the categories on the fact card. Then play the CD, pausing to allow the pupils to write the key information.
- Play the CD again without stopping. The pupils listen and check their answers.

Answers: 1 Sandy Beach 2 basketball 3 rice 4 two 5 confident / active

Activity 2

Explore the Internet with your teacher. Do the Hawaii web quest.

- Read out the instructions and connect to a children's website (see suggested links opposite) that has geographical information about Hawaii. Read out questions 1–4. The pupils work as a class to find and write the answers.
- Read out question 5. Connect to a website that shows the time around the world. The pupils complete the information about the time in Hawaii.

Answers: 1 eight main islands 2 ohana 3 thirteen 4 approx. 1.429 million

Activity 3

Find out more. Investigate the Hawaiian language. What's your Hawaiian name?

- Read out the question.
- Connect to a children's website which has information about Hawaiian names (see suggested links below). The pupils try to find their own name in Hawaiian. Give out strips of paper for the children to write their Hawaiian name and decorate it.

Suggested websites

- <http://maps.google.es>
- www.hawaiikids.net/kids/hawaii_factsnfun.html

Code activity

- The pupils complete the code activity.

Answer: jam

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt about famous people in Hawaii. Who are the famous people from Hawaii? Why are they famous?** Elicit the information from the pupils.
- Ask the class **Which was your favourite activity today? Which activity was easy / difficult?**




Extra activity

Reinforcement

- Encourage the class to investigate further. The pupils choose another famous person from Hawaii. They find out three facts about this person, e.g. their birthday, their job and what they did before they were famous. The pupils can access websites such as: www.famousbirthdays.com/birthplace/hawaii.html.

➔ Go to the AB Unit Review on page 245.

Key Competences and Key Learning Outcomes

-  Watch a video and answer questions about heroes
-  Use the Internet to research information
-  Understand the importance of researching information and planning a presentation

Key language

- actress, alarm, audience, award, doctor, firefighter, fireproof boots, get ready, gold medal, hero, length, notes, rescue, source of information, topic, tournament, trophy*
- What's special about your hero? How old is your hero? What's your hero like? What was your hero like when he / she was young? Why is he / she your hero? What is the topic? How long is your presentation? Who is the presentation for? How many photos have you got?*

Materials

- Pupil's Book p27; Activity Book p25; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)


At a Glance Lesson Plan

Pupil's Book


Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review adjectives of character.
- Set learning outcomes and use the talk cards.


Activity 1

- Before you watch
- Watch the video.
-  **Unit 2 video p286**
- Why are these people heroes?

Activity 2

- Watch the video again.
-  **Unit 2 video**
- Read and answer the questions.

Activity 3

- Choose a hero. Find out information to plan a presentation about your hero.
-  Go to the Activity Book.

Video and 21st Century Skills 2

21 CHANNEL

Welcome back to Channel 21! Today's programme is about heroes. Who's your hero?

- Watch the video. Why are these people heroes?
- Watch the video again. Read and answer the questions.
 - Can firefighters get ready quickly?
 - When did Andy Murray start playing tennis?
 - When was Emma Watson born?
 - Are doctors kind and confident?
 - When did Adele write her first song?
- Choose a hero. Find out information to plan a presentation about your hero.

Planning a presentation

It's important to plan your ideas before you start.

- What's special about your hero?
- How old is your hero?
- What's your hero like?
- What was your hero like when he / she was young?
- Why is he / she your hero?

Key learning outcomes: watch and understand a video about heroes
Ways of working: researching information and planning a presentation
twenty-seven 27

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement**
- Make a video of your presentation.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Activity Book

Video and 21st Century Skills 2

Planning a presentation

- Read and match. Listen and check. Repeat.
 - What is _____ long is your presentation?
 - How _____ photos have you got?
 - Who _____ the topic?
 - How many _____ is the presentation for?
 - Where _____ are you going to look for information?
- Listen and complete the notes. Which tips are the most important?

Tips for planning your presentation

 - Choose a _____ you are interested in.
 - Know your audience. Who is the presentation for?
 - Use newspapers, libraries and the _____ to research information.
 - Make _____ and then write the presentation.
 - Make sure it isn't too _____.
 - Add _____ to your slides.
- Choose a topic. Make notes for your presentation.

Topic: _____

Audience: _____

Sources of information: _____

Length: _____


Notes: _____

animals, people, Places, food, free-time activities

twenty-five 25

Activity Book

Activity 1

- Read and match.
- Listen and check.
-  **CD1 Track 44 p265**
- Repeat.

Activity 2

- Listen and complete the notes.

 **CD1 Track 45 p265**

- Which tips are the most important?

Activity 3

- Choose a topic. Make notes for your presentation.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review adjectives of character.

- Divide the board into two halves and write the headings *Positive* and *Negative*. Hand the chalk or board pen to the first pupil who writes an adjective in the correct section on the board. That pupil then passes the pen to the next pupil, whose turn it is to add an adjective. The rest of the class can suggest adjectives or help with spelling, but they cannot repeat an adjective. The activity finishes when each pupil has written an adjective on the board. If you wish to do so, challenge the class by setting a time limit.

Set learning outcomes and use the talk cards.

- Say **Today we're going to watch a video and then ask and answer questions about your heroes.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Before you watch

- Read the speech bubble to pupils. Ask **Who's your hero?** Elicit responses from a number of pupils.
- Point to the photos in Activity 1 and elicit ideas about who they each show. Ask the pupils if any of these people are their heroes.

Watch the video. Why are these people heroes?

▶ p286

- Watch Part 1. Ask pupils **What are you going to see next?** Check that they understand that they will see a video about different heroes.
- Play Part 2. Ask questions to check understanding. Focus the pupils on the photos in Activity 1 again. Ask **Why are these people heroes?** Elicit ideas.
- Play the video again for the pupils to answer the question. Check the answers as a class.

Answers: 1 Firefighters are heroes because they work as a team to rescue people and animals. 2 Andy Murray is a hero because he won a gold medal in the 2012 Summer Olympic games. 3 Emma Watson is a hero because when she was 11, she acted in the first Harry Potter film. 4 Doctors are heroes because they help young children in hospital. 5 Adele is a hero because she won an award when she was twenty.

Pupil's Book Activity 2

Watch the video again. Read and answer the questions.

- Ask a pupil to read out question 1. Ask the class what they think the answer is. Repeat with questions 2–5.
- Play Part 2. Pupils work in pairs to answer the questions.

Answers: 1 Yes, they can. 2 When he was three. 3 She was born in 1990. 4 Yes, they are. 5 When she was 16.

Pupil's Book Activity 3

Choose a hero. Find out information to plan a presentation about your hero.

- Tell pupils that in the last part of the video Chloe and Mark decide to make a presentation about their heroes. **What does Mark say is important?** (You need to plan your ideas first.)
- Ask the pupils to read Mark's speech bubble. Explain that this activity is all about researching information to help when planning a presentation. Look at the five information-gathering questions and check vocabulary.
- Pupils work in groups to choose a hero and plan a presentation about him / her by finding out the five pieces of information.
- Invite groups to tell the class which hero they have chosen, and some information they have found out about him / her.

Activity Book

Activity 1

Read and match. Listen and check. Repeat.

▶ CD1 Track 44 p265

- Pupils work on their own to make useful questions to help plan their presentations.
- Play the CD and check answers.
- Play the CD again for the pupils to repeat the questions.

Answers: 1 What is the topic? 2 How long is your presentation? 3 Who is the presentation for? 4 How many photos have you got? 5 Where are you going to look for information?

Activity 2

Listen and complete the notes. Which tips are the most important?

▶ CD1 Track 45 p265

- Explain to the pupils that they are going to listen to a girl and her dad reading some useful tips on a webpage for planning a presentation. Play the CD, pausing to allow the pupils to write the missing information.
- Play the CD again without pausing.
- Ask the pupils **Which tips are the most important?**

Answers: 1 topic 3 Internet 4 notes 5 long 6 photos

Activity 3

Choose a topic. Make notes for your presentation.

- Read out Mark's speech bubble and tell pupils that they are going to work in a group to plan a presentation. Draw their attention to the words to the right of the notes, and tell them their presentation can be about any one of these topics.
- Remind pupils of the questions and tips in Activities 1 and 2, and remind them to use these when working in their group to help plan their presentations.
- The pupils complete the presentation notes in their group.
- Invite groups to give their presentations to the class. They can use the Internet to show photos.

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've watched a video about heroes. What have we learnt about researching information and planning a presentation?** Elicit the information from the pupils.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Pupils work in their groups to video their presentations.
- Encourage the groups to watch their videos and self-evaluate their presentations. Did they follow the tips in Activity 2 in their Activity Books?

Date: _____

Unit: _____

1 What did my pupils learn in this unit?

2 How did my pupils work? (✓)

individually in pairs in small groups
 in large groups as a class

3 Which key competences did my pupils develop?Competence in linguistic communication Competence in mathematics, science and technology Digital competence Learning to learn Social and civic competences Sense of initiative and entrepreneurship Cultural awareness and expression **4 Which lessons / activities were the most successful and why?**

5 Which lessons / activities did my pupils find the most difficult and why?

6 What did I try in the classroom for the first time? How did it go?

7 Which resources did I find most useful? (including webpages)

8 What could I do differently next time I teach this unit?
