

Unit overview

Key Competences and Key Learning Outcomes

-  Ask for someone's name and give your name (Lesson 1)
- Say a chant (Lesson 1)
- Identify and say the numbers 1–10 (Lesson 1)
- Ask and answer the question *What's this?* (Lesson 2)
- Identify and say colours (Lesson 3)
- Say the days of the week (Lesson 4)
- Ask and answer the question *What day is it today?* (Lesson 4)

-  Identify and say five shapes (Lesson 2)

-  Use the Pupil's App on Navio

-  Make a cut-out and evaluate your learning (Lesson 4)

-  Get to know your teacher and classmates (Lesson 1)

-  Work with a Talk Partner to practise and reinforce learning (all lessons)

-  Sing a song (Lesson 1 and 4)
- Read, listen and understand a story about a magic bike (Lesson 3)

Vocabulary

Core vocabulary

goodbye, hello; numbers 1–10 (words and figures); shapes (circle, oval, rectangle, square, triangle); colours (blue, brown, green, orange, red, yellow); days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday); balloons, balls, bananas, bike, books, dogs, hats, socks

Extension vocabulary (optional)

black, grey, pink, purple, white

Other vocabulary

bell, clean, children, idea, fantastic, magic bike, ring, surprise

Structures

Core structures

*What's your name? I'm (Jake).
What's this? It's a (bike).
What colour is it? It's (green).
What day is it today? It's (Thursday).*

Other structures

*Ring the bell again. Let's (clean the bike). The (bike) is (green).
It's a (bike). Good idea! This magic bike is fantastic!*

Cooperative learning

Skills: Listening to your classmates (Lesson 1); Learning to learn (Lesson 2); Turn taking (Lesson 4)

Cross-curricular links

Links to Science

Counting the boys and girls in the class.

Suggested Arts and Crafts concepts

Understanding that artists find inspiration in the world around them; thinking about what inspires you.

Key Competences and Key Learning Outcomes

- Ask for someone's name and give your name
- Say the vocabulary chart
- Identify and say the numbers 1–10
- Count the boys and girls in the class (optional)
- Get to know your teacher and classmates
- Sing a song

Key language

- goodbye, hello; balloons, balls, bananas, bike, books, dogs, hats, socks; numbers 1–10
- What's your name? I'm (Jake).
- Extension: black, grey, pink, purple, white

Materials

- Pupil's Book p4; Activity Book p2; Class CD1; Teacher's App on Navio
- Character flashcards; numbers and colours balloon flashcards
- Teacher's Resource Bank: Numbers word cards
- Teacher's Resource Bank: Task flashcards: listen, sing, Talk Partners, say, find, write, read, match, think

At a Glance Lesson Plan

Starting the lesson

- Set learning outcomes using the task flashcards.

Vocabulary presentation

- Present the characters using the flashcards.

Activity 1

- Listen and point.
- CD1 Track 1 p256
- Sing *What's your name?*
- Talk Partners** Ask and answer in pairs.

Activity 2

- Say *The ten balloons* chant.
- CD1 Track 3 p256

Activity 3

- Find, count and write.
- Go to the Activity Book.

Word cards

- Read the word cards.
- Match them to the flashcards.

Pupil's Book

Starter Unit Hello, friends! Lesson 1

1 Listen and point. Sing *What's your name?*

2 Say *The ten balloons* chant.

3 Find, count and write.

10 balloons, bananas, hats, socks, books, dogs, bike

4 Four

Key learning outcomes: identify and say numbers 1–10
Language: Hello, Goodbye, What's your name? I'm (Jake).

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activities

Reinforcement

- Act out *The ten balloons* chant.

Vocabulary Extension

- Present five additional vocabulary items.

Cooperative learning

Listening to your classmates

- Do a counting chain.

Link to Science

- Physical characteristics:** Count the boys and girls in the class.

Digital resources

Teacher's Digital: Don't forget you can 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 vocabulary from this lesson.



Activity Book

Starter Unit Hello, friends! Lesson 1

1 Read and match. Say.

three two seven eight
one five six nine ten

2 Think and write. Say.

1 2 3 4 5
3 5 7 9
6 8 10

2 two

Activity Book

Activity 1

- Read and match.
- Talk Partners** Say.

Activity 2

- Think and write.
- Talk Partners** Say.

Recycled vocabulary

- Look, remember and write the word.

Detailed Lesson Plan

Starting the lesson

Set learning outcomes using the task flashcards.

- Say **Today we're going to learn how to say hello to friends.**
- Hold up the task flashcards for the lesson in turn and teach the activities. Stick them on one side of the board. Point to them and say the action during the lesson to reinforce your instructions.

Vocabulary presentation

Present the characters using the flashcards.

- (Books closed.) Greet the class. Hold up the flashcard of Jake and say **This is Jake. Say Hello to Jake.** The children greet the character. Repeat with the flashcards of the other characters. Stick the flashcards on one side of the board.

Pupil's Book Activity 1

Listen and point. Sing *What's your name?*

► CD1 Track 1 p256

- (Books open.) The pupils find and point to the four characters in the scene.
 - Play the CD. Listen and point to the characters.
 - Ask pupils **What's your name?** and elicit *I'm (Paula).*
 - Play the CD again. The pupils sing and do the actions.
-  **Talk Partners** The pupils ask *What's your name?* and answer *I'm (David)* with a Talk Partner.

Pupil's Book Activity 2

Say *The ten balloons* chant.

► CD1 Track 3 p256

- (Books open.) Hold up the numbers and colours balloon flashcards. Say or elicit each number in turn. Say **One!** Stick the flashcard on the board. The pupils repeat the number. Repeat with the other numbers.
- Play the CD and do the actions. The pupils listen and watch you do the actions.
- Play the CD again. The pupils say the chant and do the actions.

Pupil's Book Activity 3

Find, count and write.

- Point to the picture in Activity 1. Ask **Can you see the balloons?**
- Say **Let's count! One, ...** The pupils count the balloons with you.
- Say **Let's count the balls.** The pupils find, count and write the number of balls in the circle.
- Repeat for the other objects.

Answers: 10 balloons, 8 bananas, 7 balls, 5 hats, 4 socks, 7 books, 3 dogs, 1 bike

Word cards

Read the word cards. Match them to the flashcards.

- (Books closed.) Hold up the numbers word cards in turn, and say or elicit each word. The pupils repeat.
- Invite different pupils to come to the front and stick each word card on the board with the corresponding balloon flashcard.
- Point to each word card in turn and elicit the numbers.

Activity Book

Activity 1

Read and match. Say.

- Ask the pupils to count to ten.
- Focus the pupils on Activity 1. They read and draw lines to match the numbers.
-  **Talk Partners** The pupils point to the fingers and say the numbers with a Talk Partner.

Activity 2

Think and write. Say.

- Read out the numbers on the balloons. Elicit the missing numbers. The pupils write the numbers.
-  **Talk Partners** The pupils point to and say the number sequences with a Talk Partner.

Answers: 2, 4; 4, 6; 6, 8; 7, 9

Recycled vocabulary

- The pupils look at the picture and complete the word.

Answer: hat

Ending the lesson

Review the lesson.

- (Books closed.) Say **Today we've learnt numbers. What numbers do you remember?** Elicit the numbers.

Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.

Extra activities

Reinforcement

- The pupils act out *The ten balloons* chant. Give ten pupils a numbers and colours balloon flashcard. They stand up when they hear their number. Repeat several times with different pupils.

Vocabulary Extension

- Use the Vocabulary Booster on Navio to present and practise five additional words to describe colours: *black, grey, pink, purple, white*



Cooperative learning

Listening to your classmates

- Do a counting chain with the class. Go round the class and each child says a number.
- Start again when you reach number ten.

Link to Science



- If you are studying the Science topic of **Physical characteristics** in English, you could encourage the pupils to give more personal information, e.g. *I'm a (boy).* Ask them to review and extend numbers by counting the number of boys and girls in the class to investigate and compare how many of each there are.

Key Competences and Key Learning Outcomes

- Ask and answer the question *What's this?*
- Identify and say five shapes
- Listen for specific information

Key language

- shapes (*circle, oval, rectangle, square, triangle*)
- *What's this? It's a (bike).*
- Recycled: *balloons, bananas, bikes, books, dogs, hats, socks*

Materials

- Pupil's Book p5; Activity Book p3; Class CD1; Teacher's App on Navio
- Character flashcards; numbers and colours balloon flashcards
- Teacher's Resource Bank: Task flashcards: *listen, sing, act out, Talk Partners, say, find, write, read, circle*

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Review the *What's your name?* song.
- ▶ *CD1 Track 1 p256*
- ▶ *CD1 Track 2 p256 (optional karaoke version)*
- Review *The ten balloons* chant.
- ▶ *CD1 Track 3 p256*
- Set learning outcomes using the task flashcards.

Activity 1

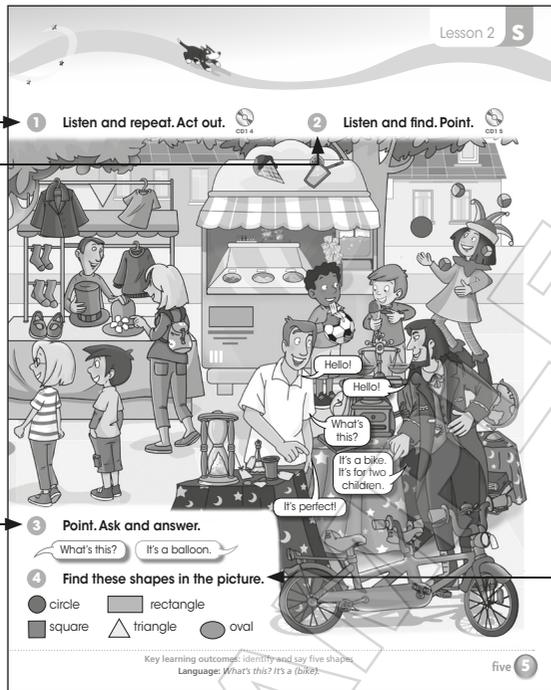
- Listen and repeat.
- ▶ *CD1 Track 4 p256*
- Act out.

Activity 2

- Listen and find.
- ▶ *CD1 Track 5 p256*
- Point.

Activity 3

- Point.
- **Talk Partners** Ask and answer.



Activity 4

- Find these shapes in the picture.
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activities

Reinforcement

- Play *Magic finger*.
- Play *What's missing?*
- Play *Guess the shape*.

Cooperative learning

Learning to learn

- Use the teacher as a resource.

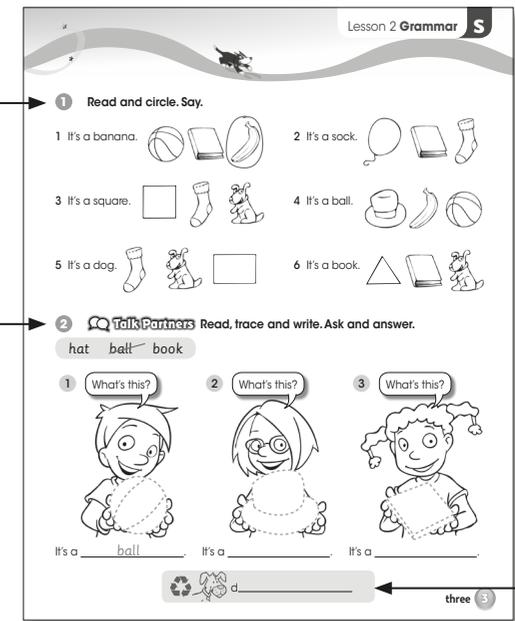
Digital resources

Teacher's Digital: Don't forget you can 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 vocabulary from this lesson.



Activity Book



Activity Book

Activity 1

- Read and circle.
- Say.

Activity 2

- **Talk Partners** Read, trace and write.
- Ask and answer.

Recycled vocabulary

- Look, remember and write the word.

Detailed Lesson Plan

Starting the lesson

Review the *What's your name?* song.

► *CD1 Track 1 p256*

► *CD1 Track 2 p256 (optional karaoke version)*

- Hold up the character flashcards and ask **Who's this?**
- Play the CD. The pupils sing and do the actions.

Review *The ten balloons* chant.

► *CD1 Track 3 p256*

- Use the numbers and colours balloon flashcards to review the numbers. Give the flashcards to ten pupils.
- Play the CD.
- The pupils sing and hold up their number when it appears in the song.
- The pupils swap flashcards. Repeat the procedure.

Set learning outcomes using the task flashcards.

- Say **Today we're going to learn the question *What's this?***
- Stick the task flashcards for the lesson on one side of the board. Point to them and say the action during the lesson to reinforce your instructions.

Pupil's Book Activity 1

Listen and repeat. Act out.

► *CD1 Track 4 p256*

- (Books open.) Focus the class on the picture. Point to Dad and say **This is Dad. Let's listen.**
- Play the CD. The pupils listen and read.
- Play the CD again. Pause the CD after each sentence and the pupils repeat.
- Ask pairs of pupils to act out the conversation.

Pupil's Book Activity 2

Listen and find. Point.

► *CD1 Track 5 p256*

- Focus on the people in the picture on Pupil's Book pages 4 and 5.
- Play the CD, pausing after each conversation. The pupils point to the people and say the object they are talking about.

Answers: 1 a balloon 2 a hat 3 a banana 4 a book

Pupil's Book Activity 3

Point. Ask and answer.

- Hold up your Pupil's Book pages 4 and 5 and point to different objects as you ask **What's this?** The pupils answer *It's a (balloon).*
- Review all the vocabulary from page 4.
-  **Talk Partners** The pupils ask and answer with a Talk Partner.

Pupil's Book Activity 4

Find these shapes in the picture.

- Focus the pupils' attention on the shapes and say the names of each one. The pupils repeat.
- Say **Can you find a red circle?** Once the pupils have located the circle in the picture, encourage them to find the other shapes hidden in the picture.

Answers: Red circle is one of the juggler's balls. Orange rectangle on the ice cream stall. Blue square on the car. Yellow triangle on the clothes stall. Green oval on the fruit stall.

Activity Book

Activity 1

Read and circle. Say.

- (Books open.) Ask a confident pupil to read the first sentence. Point to the correct picture. Repeat with other pupils.
- The pupils read the sentences and circle the objects.

Answers: 1 third picture 2 third picture 3 first picture
4 third picture 5 second picture 6 second picture

Activity 2

Read, trace and write. Ask and answer.

- Focus the pupils on Activity 2. Ask for volunteers to read the question then the words in the word box.
- The pupils trace over the objects and complete the sentences. Fast finishers can also colour the objects.

-  **Talk Partners** The pupils ask and answer the questions with a Talk Partner.

Answers: 1 ball 2 hat 3 book

Recycled vocabulary

- The pupils look at the picture and complete the word. If they can't remember, they look back at the previous lesson.

Answer: dog

Ending the lesson

Review the lesson.

- (Books closed.) Say **Today we've learnt a question. What was the question?** Elicit the question and some possible answers from the pupils.

Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.

Extra activities

Reinforcement

- Play *Magic finger* to review vocabulary items that pupils know (numbers, *banana*). The pupils point to the number or object in the Pupil's Book.
- Play *What's missing?* (see p23) with the numbers and colours balloon flashcards.
- Play *Guess the shape*. Ask a pair of pupils to come to the front of the class. Pupil A draws a shape on Pupil B's back. Pupil B guesses the shape and says *It's a (circle)*. They swap places and repeat. Repeat the activity with different pairs of pupils. If you have a confident class, the pupils could then play the game in pairs.



Cooperative learning

Learning to learn

- Help pupils to understand that you are an important resource for learning English. Encourage the pupils to touch different objects in the classroom and ask the question *What's this, please?* Tell them the name of the object in English.

Key Competences and Key Learning Outcomes



- Identify and say colours



- Read, listen and understand a story about a magic bike

Key language

- Colours: *blue, brown, green, grey, orange, red, yellow*
- What colour is it? It's (green). The (bike) is (green). Ring the bell again. Let's (clean the bike). This magic bike is fantastic! Good idea!*

Recycled: *banana*

Recycled: *What's this? It's a (bike).*

Materials

- Pupil's Book p6; Activity Book p4; Class CD1; Teacher's App on Navio
- Numbers and colours balloon flashcards
- Teacher's Resource Bank: Numbers and colours word cards
- Teacher's Resource Bank: Task flashcards: *listen, read, act out, colour, Talk Partners, write*
- Teacher's Resource Bank: Starter Unit Lesson 3 Animated Story
- Crayons or coloured pencils

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Review vocabulary from Lessons 1 and 2.
- Set learning outcomes using the task flashcards.

Before you read

- Present and practise the colours.
- Explain the story title.

Activity 1

- Listen and read.
- ▶ **CD1 Track 6 p256**
- Act out.
- ▶ **Now watch the animated story!**
- ◀ Go to the Activity Book.

S Lesson 3 Story

A big surprise

1 Listen and read. Act out.

2 Let's clean the bike. Good idea!

3 Look! The bike is green and red now. It's a magic bike!

4 Look! It's green, red and orange now. Ring the bell again, Beth.

5 What colour is it now? Wow! It's green, red, orange and blue!

6 Look! The bike is green, red, orange, blue, brown and yellow now! This magic bike is fantastic!

Key learning outcomes: Read, listen and understand a story about a magic bike
Language: What colour is it? It's green.

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activity

Vocabulary Extension

- Pink, purple, black, white.*
- Play *Memory!* with ten flashcards (see p23).

Digital resources

Teacher's Digital: Don't forget you can 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 vocabulary from this lesson.



Activity Book

Unit 1 Ready for school! Lesson 1 Vocabulary

1 Read and match. Colour and say.

- a blue book
- an orange pencil case
- a brown ruler
- a green school bag
- a red computer

2 Trace and write.

pencil pen sharpener rubber ruler crayon

6 six

Activity Book

After you read: Activity 1

- Read and colour the bike.
- Talk Partners** Say.

Recycled vocabulary

- Look, remember and write the word.

Activity 2

- Colour and write.
- Talk Partners** Ask and answer.

Detailed Lesson Plan

Starting the lesson

Review vocabulary from Lessons 1 and 2.

- Review objects from the previous lessons. Mime peeling and eating a banana. Ask **What's this?** Repeat with other key vocabulary, e.g. a balloon, a ball, a hat, a sock, a book and a bike.

Set learning outcomes using the task flashcards.

- Explain the aims of the lesson. Say **Today we're going to learn the colours.**
- Stick the task flashcards for the lesson on one side of the board. Point to them and say the action during the lesson to reinforce your instructions.

Before you read

Present and practise the colours.

- Hold up the number one balloon flashcard. Ask **What number is it?** Point to the colour of the balloon. Ask **What colour is it?** (*Red.*) Say **Point to something (red) in the class.** Stick the flashcard on the board and repeat with the other colours.
- Hold up the word card for the colour (red) and say the word. A pupil sticks the word card on the board next to the corresponding flashcard. Repeat with the other word cards and colours.

Explain the story title.

- (Books open.) Focus on the story title. Mime being very surprised.
- Ask **What's the surprise in the story?**
- The pupils guess and then scan the story to check.
- Point to frame 1 and ask **Who's this? Is it Molly? What's this?**

Pupil's Book Activity 1

Listen and read. Act out.

► CD1 Track 6 p256

- The pupils place their 'magic finger' (i.e. their index finger) on the first frame of the story.
- Play the CD. The pupils point to the different frames as the story progresses. Pause the CD after each frame to check that all the pupils are following.
- Play the CD again. If necessary, ask questions about each story frame to help and check understanding.

Suggested comprehension questions

- Frame 1: **What's this?** (*A bike.*) **Are Jake and Molly happy with the bike?** (*Yes.*)
- Frame 2: **What do the children clean?** Mime cleaning the bike. (*The bike and the bell.*)
- Frame 3: **Is the bike special?** (*Yes.*) **What colour is the bike now?** (*Green and red.*)
- Frame 4: **Who rings the bell?** (*Beth.*) **What colour is the bike now?** (*Green, red and orange.*)
- Frame 5: **What colour is it now?** (*Green, red, orange and blue.*)
- Frame 6: **What colour is it now?** (*Green, red, orange, blue, brown and yellow.*) **Are Jake and Molly happy with the bike now?** (*Yes.*)
- Finally, ask the pupils **Is this a good story?** The pupils give their opinion through gesture (thumbs up / down) or orally (*yes / no*).
- Organise the class into three groups (Beth, Molly and Jake). You can say Dad's two lines at the start of the story.
- Play the CD. Each group joins in when their character speaks. If necessary, pause the CD after each sentence for the pupils to repeat.
- The groups swap roles, and repeat several times.

► Now watch the animated story

Activity Book

Activity 1: After you read.

Read and colour the bike. Say.

- (Books open.) Ask the pupils to read out the speech bubbles. Check comprehension using the numbers and colours flashcards.
- The pupils colour the bikes.
-  **Talk Partners** The pupils say the conversation with a Talk Partner.

Activity 2

Colour and write. Ask and answer.

- Focus the class on Activity 2. Ask a volunteer to read out the question.
- Each pupil chooses two colours. They complete the answer and colour their bike.
-  **Talk Partners** The pupils ask and answer with a Talk Partner using the text in the speech bubbles.

Recycled vocabulary

- The pupils look at the picture and complete the word. If they can't remember, they look back at the previous lessons.

Answer: circle

Ending the lesson

Review the lesson.

- (Books closed.) Say **Today we've learnt the colours. What colours do you know?** Elicit the colours.

Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.

Extra activity

Vocabulary Extension

- Use the numbers and colours flashcards to teach 'pink', 'purple', 'black' and 'white'. Then play *Memory!* with ten flashcards (see p23).

Key Competences and Key Learning Outcomes

-  Say the days of the week
-  Ask and answer the question *What day is it today?*
-  Make the traffic light cut-out and evaluate your learning
-  Sing a song

Key language

- days of the week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*
- What day is it today? It's (Thursday).*
-  **Recycled:** *ball*

Materials

- Pupil's Book p7; Activity Book p5; Class CD1; Teacher's App on Navio
- Numbers and colours balloon flashcards
- Teacher's Resource Bank: Days of the week word cards
- Teacher's Resource Bank: Traffic light cut-out, scissors, red, yellow and green crayons or coloured pencils
- Teacher's Resource Bank: Task flashcards: *listen, sing, Talk Partners, read, write, cut out, colour, think*
- Teacher's Resource Bank: Starter unit Lesson 4 Activity 3 cut-outs

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Review the colours.
- Set learning outcomes using the task flashcards.

Vocabulary presentation

- Present the new vocabulary using the word cards.

Activity 1

- Listen and sing *Seven days a week*.
- ▶ *CD1 Track 7 p256*

Activity 2

- Listen.
- ▶ *CD1 Track 8 p256*
-  **Talk Partners** Ask and answer.
-  Go to the Activity Book.

Lesson 4 S

1 Listen and sing *Seven days a week*.  CD1 7

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

Seven days a week.
Seven days a week.
We ride our magic bike.
Seven days a week.

2  **Talk Partners** Listen. Ask and answer.  CD1 8

What day is it today?
It's Thursday.

MONDAY
TUESDAY
WEDNESDAY
FRIDAY
SATURDAY
SUNDAY

What day is it today?
It's THURSDAY.

Key learning outcomes: ask and answer about days of the week.
Language: *What day is it today? It's (Thursday).*

SEVEN 

Ending the lesson

- Review the task flashcards.

Cooperative learning

- Turn taking**
- *Play Your turn!*

Activity Book

Lesson 4 Vocabulary and Grammar S

1 Trace. Listen and point. Say the missing day.  CD1 9

Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

2  **Talk Partners** Read and write. Ask and answer.

What day is it today? It's _____.

3  **My progress** Make your traffic light. Listen to the teacher and point. 

Key Learning Outcomes: 1. I can say the numbers 1-10.
2. I can say the colours. 3. I can ask and answer 'What day is it today?' 4. I listen to the teacher.
5. I listen to other pupils.

 b. _____  five 

Activity Book

Activity 1

- Trace.
- Listen and point.
- ▶ *CD1 Track 9 p256*
- Say the missing day.

Activity 2

- Read and write.
-  **Talk Partners** Ask and answer.

Activity 3  My progress

- Make your traffic light. Listen to the teacher and point.
-  Go to the Teacher's Resource Bank.
-  **Recycled vocabulary**
- Look, remember and write the word.

Digital resources

Teacher's Digital: Don't forget you can 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 vocabulary from this lesson.



Detailed Lesson Plan

Starting the lesson

Review the colours.

- Revise the colours with the numbers and colours balloon flashcards. Hold up one of the flashcards so the pupils can't see it and ask **What colour is it?** The pupils guess the colour of the flashcard. Repeat with the other flashcards. Different pupils come to the front of the class and take your role.

Set learning outcomes using the task flashcards.

- Say **Today, we're going to sing a song.**
- Stick the task flashcards for the lesson on one side of the board. Point to them and say the action during the lesson to reinforce your instructions.

Vocabulary presentation

Present the new vocabulary using the word cards.

- (Books closed.) Point to the class calendar and say **Today is (Monday).**
- Show the pupils the days of the week word cards and they say the words.
- Stick the word cards on the board in order. Say the seven days of the week and the class repeats.

Pupil's Book Activity 1

Listen and sing *Seven days a week.*

- ▶ **CD1 Track 7 p256**
- (Books closed.) Point to the days of the week word cards on the board and ask **How many days are there?** Say **Seven days is one week.** Show the pupils one week on the class calendar.
- Play the CD. The pupils listen and do the actions.
- (Books open.) Ask **What can you see?** (*Jake and Molly on the magic bike.*)
- Play the CD. The pupils listen and watch your actions.
- Play the CD again. The pupils sing the song and do the actions.

Pupil's Book Activity 2

Listen. Ask and answer.

- ▶ **CD1 Track 8 p256**
- (Books open.) Ask **What can you see?**
- Play the CD. The pupils listen.
- Play the CD again. The pupils repeat.
- Point to the class calendar or the date written on the board. Ask **What day is it today?**
-  **Talk Partners** The pupils ask and answer the question with a Talk Partner.

Activity Book

Activity 1

Trace. Listen and point. Say the missing day.

- ▶ **CD1 Track 9 p256**
- (Books open.) Say the seven days of the week with the pupils.
- Tell the class they are going to listen to the days of the week, but one day is missing each time.
- Play the CD, pausing after each text. The pupils point to the days as they hear them. Elicit the missing day each time.
- The pupils trace the words.

Answers: 1 Friday 2 Tuesday 3 Saturday 4 Thursday
5 Sunday 6 Wednesday

Activity 2

Read and write. Ask and answer.

- Ask a pupil to read the question. Elicit the answer.
- The pupils write the day in the speech bubble.
-  **Talk Partners** The pupils ask and answer with a Talk Partner.

Activity 3

Make your traffic light. Listen to the teacher and point.

- The pupils cut out the traffic light.
- ➔ Go to the Teacher's Resource Bank.
- Point to each circle and ask **What colour is it?** (*Red, yellow, green.*) The pupils colour their traffic light.

- (Books closed.) Say **Let's think about our work in this unit.** Point to the green circle, nod your head, smile a lot, and say **I can say the colours in English. Yes, I can do this very well.** Point to the yellow circle, move your head a little and smile a little and say **Yes, I can do this.** Then point to the red circle, shake your head and say **No, I can't do this.**
- Read the different statements. For each one, the pupils point to the colour on their traffic light that shows how they feel about their own learning.

Self-assessment statements

1. I can say the numbers 1–10.
2. I can say the colours.
3. I can ask and answer *What day is it today?*
4. I listen to the teacher.
5. I listen to other pupils.

Recycled vocabulary

- The pupils look at the picture and complete the word. If necessary, they look back at the previous lesson.

Answer: ball

Ending the lesson

Review the task flashcards.

- Point to the task flashcards. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.



Cooperative learning

Turn taking

- Active listening is essential for communication. The pupils need practice in focussing on the speaker and turn taking.
- The pupils work with a Talk Partner to play *Your turn!* They take turns to read or say the days of the week, e.g. Pupil A: *Monday.* Pupil B: *Tuesday.*
- The pupils repeat the game with the colours and then numbers.

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?
