

Ready for school!

Unit overview

Key Competences and Key Learning Outcomes



- · Identify and say ten classroom objects (Lesson 1)
- Say the vocabulary chant (Lesson 1)
- Use where's ...? and here in a conversation (Lesson 2)
- Ask and answer the question Where's my pen? (Lesson 2)
- Understand and give instructions using prepositions (Lesson 4)
- Watch and understand a video about what children do at school (Video and 21st Century Skills)



Use the Pupil's App on Navio



- Practise spelling (Lesson 1)
- Say a tongue twister to practise the 'r' sound (Lesson 5)
- Review language in the unit and reflect on own learning (Lesson 8)
- Practise activity types found in the Cambridge English Young Learners Exams: Pre A1 Starters



- Understand the importance of keeping the classroom tidy and putting rubbish in the bin (Lesson 3)
- Read and understand a classroom rules poster (Lesson 7)
- Understand the importance of being organised (Video and 21st Century Skills)



- Work with a Talk Partner to practise and reinforce learning (all lessons)
- Play a communication game about classroom objects (Lesson 5)



- Sing three songs (Lessons 1, 4, and 8)
- Understand and act out a story (Lesson 3)
- · Read about school assemblies in Britain (Lesson 6)
- Think about what you do at school (Lesson 6)

Vocabulary

Core vocabulary

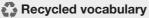
book, computer, crayon, pen, pencil, pencil case, rubber, ruler, school bag, sharpener; bin, board, chair, cupboard, desk, shelf

Extension vocabulary (optional)

file, glue, notebook, paintbrush, paper, scissors; bookcase, door, floor, window

Other vocabulary

floor, good work, poster, rules, school assembly, white



numbers 1–10; colours; days of the week

Structures

Core structures

Where's my (pen)? It's here. Where's my (purple) (pencil case)? It's in / on / under the (desk). The (pencil case) is (on the shelf). Put the (pencil case) on / in / under (the desk).

Other structures

I'm ready for school. Let's tidy up. We (sit on the floor / listen to the head teacher / sing songs / clap our hands). Listen to others. Put your hand up to speak. Work quietly. Sit down on your chair. Walk in the classroom. Tidy up your things. Find the (computer on the desk). Point to the (pencil).

Recycled structures

What's this? It's (a pen). What colour is it? It's (purple).

Phonics

Consonant sound 'r' (red, rabbit, ruler)

British Culture

School assembly



Literacu

Text type: a classroom poster (instructional text) Reading skill: reading for specific information



21st Century Skills

Ways of working: being organised



Cooperative learning

Song: Well done! (Lesson 8)

Skills: Think-Pair-Share (Lesson 1); Listening to others (Lesson 2); Developing a positive classroom atmosphere (Lesson 6); Behaving well in class (Lesson 7)

Values

Keeping the classroom tidy

Cross-curricular links

Links to Science



My school: identifying classroom equipment and materials and keeping them tidy; being aware that there are different school subjects; behaving correctly in class and around the school

Suggested Arts and Crafts concepts A



Lines and shapes: identifying lines and shapes in Art and around school; using lines and shapes to represent your school

Lesson 1

Key Competences and Key Learning Outcomes



- · Identify and say ten classroom objects
- Say the vocabulary chant
- Stick the classroom objects stickers



- Practise spelling
- · Review classroom objects



· Sing a song about school

Key language

- book, computer, crayon, pen, pencil, pencil case, rubber, ruler, school bag, sharpener
- I'm ready for school.
- Extension: file, glue, notebook, paintbrush, paper, scissors
- Recycled: eight, five

Materials

- Pupil's Book p8; Activity Book pp6 and 15; Class CD1; Teacher's App on Navio
- Numbers and colours flashcards; classroom objects flashcards: Unit 1 stickers
- Teacher's Resource Bank: Classroom objects word cards
- Teacher's Resource Bank: Task flashcards: listen, sing, read, match, stick, say, colour, write, Talk Partners

Optional materials

write the word.

• Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- · Review numbers and colours.
- · Set learning outcomes using the task flashcards.

Vocabulary presentation



Present the new vocabulary.

Activity 1



- · Listen and point.
- ▶ CD1 Track 10 p256
- Sing I'm ready for school!

Word cards

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

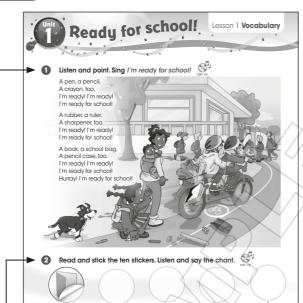
Activity 2



- Read and stick the ten stickers.
- Listen and say the chant.
- ▶ CD1 Track 12 p256

Go to the Activity Book.

Pupil's Book



Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activity

Vocabulary Extension

 Present six additional vocabulary items.

Cooperative learning

Think-Pair-Share

• Review classroom objects.

Learning to learn

during this unit (Activity Book p15).

Spelling

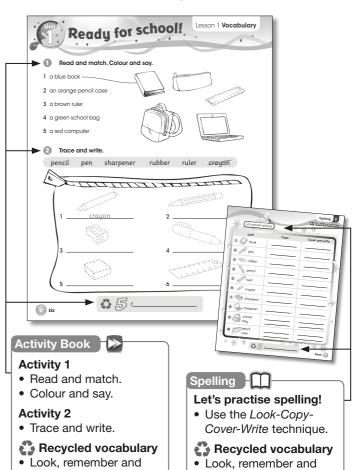
• Practise spelling at any time

the Teacher's App on Navio.

to use the Pupil's App on Navio to practise the vocabulary from this lesson.



Activity Book



write the word.

Digital resources

Teacher's Digital: Don't forget you can teach this lesson using Pupil's Digital: Encourage your pupils

Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review numbers and colours.

· Review numbers and colours using the numbers and colours balloons flashcards.

Set learning outcomes using the task flashcards.

- Say Today we're going to learn the names of classroom objects.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Vocabulary presentation



Present the new vocabulary.

- (Books closed.) Draw a large school bag on the board.
- Play Slowly, slowly to introduce each classroom objects flashcard (see p23). Then stick it inside the school bag.
- Point to each classroom objects flashcard in turn and say the words with the pupils.
- Then play What's missing? (see p23).

Pupil's Book Activity 1



Listen and point. Sing I'm ready for school!

- ► CD1 Track 10 p256
- (Books open.) Focus the pupils on Activity 1. Ask What classroom objects can you see? Who can vou see?
- Play the CD. The pupils listen and point to the objects on the page.
- Play the CD again. The pupils sing and do the actions. Stick the classroom objects flashcards on the board in the order of the song, if necessary.

Word cards

Read the word cards. Match them to the flashcards.

- (Books closed.) Hold up the classroom objects word cards in turn, and say or elicit each word.
- Ask different pupils to come to the front and stick each word card on the board with the corresponding flashcard.
- · Point to each word card in turn and elicit the words.

Pupil's Book Activity 2



Read and stick the ten stickers. Listen and say the chant.

- ▶ CD1 Track 12 p256
- (Books open.) Ask a pupil to read the first classroom object word. The pupils stick the corresponding sticker. Repeat with the other stickers.
- Play the CD. The pupils listen and say the chant, pointing to the stickers in turn.

Activity Book



Activity 1

Read and match. Colour and sav.

- Ask different pupils to read out the phrases. The pupils draw a line to match them to the objects.
- Then they colour the classroom objects and say what each object is.

Activity 2

Trace and write.

- Focus the pupils on Activity 2. Ask different pupils to read out the words from the word box.
- The pupils trace the classroom objects and write the correct words under the pictures.

Answers: 1 crayon 2 pencil 3 sharpener 4 pen 5 rubber 6 ruler

Recycled vocabulary

 The pupils look at the number and write the word. If they can't remember, they look back at the previous unit.

Answer: five

Ending the lesson

Review the lesson.

 (Books closed.) Say Today we've learnt the names of classroom objects. What classroom objects do you know? Elicit the classroom objects.

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 Vocabulary Booster on Navio to present and practise six additional words to describe classroom objects: file, glue, notebook, paintbrush, paper, scissors.

Cooperative learning

Think-Pair-Share

- Ask Can you remember the ten classroom objects? The class think silently on their own for one minute.
- Talk Partners Then the pupils work with a Talk Partner to name all ten items. Ask a pair to say one of the objects. Praise them for their good memory. Hold up the corresponding flashcard and prompt the class to repeat the word.
- Finally, repeat, asking different pairs of pupils each time, until all ten classroom objects have been named.

Spelling (Activity Book p15)



Let's practise spelling!

• The pupils can practise spelling the ten classroom objects using the Look-Copy-Cover-Write technique at any time during this unit before the Lesson 8 Review.

Recycled vocabulary

• The pupils look at the number and write the word. If necessary, they look back at the previous unit.

Answer: eight



- Use where's ...? and here in a conversation
- Ask and answer the question Where's my (pen)?



• Listen for specific information

Key language

- Where's my (pen)? It's here.
- Recycled: book, computer, crayon, pen, pencil, pencil case, rubber, ruler, sharpener, school bag; six

Materials

- Pupil's Book p9; Activity Book p7; Class CD1; Teacher's App on Navio
- Classroom objects flashcards
- Teacher's Resource Bank: Task flashcards: listen, act out, find, circle, read, follow, draw, write, Talk Partners

Optional materials

• Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- · Review classroom objects.
- Review the I'm ready for school! song.
- ▶ CD1 Track 10 p256
- ► CD1 Track 11 p256 (optional karaoke version)
- Set learning outcomes using the task flashcards.

Activity 1

- Listen and repeat.
- ▶ CD1 Track 13 p256
- · Act out.

Activity 2

- · Listen and find.
- ▶ CD1 Track 14 p257
- · Circle.
- Go to the Activity Book.

Pupil's Book



computer

Ending the lesson

- · Review the lesson.
- Review the task flashcards.

Extra activities

Reinforcement

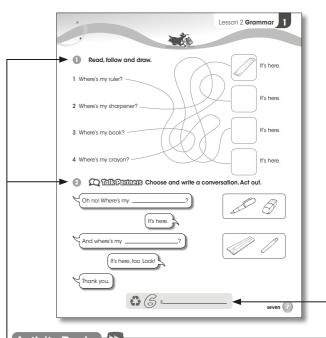
- Practise asking questions.
- Collaboration Play a guessing game.

Example 2 Cooperative learning

Listening to others

• Play the Secret message game.

Activity Book



Activity Book

Activity 1

• Read, follow and draw.

Activity 2

- Choose and write a conversation.
- Calk Partners Act out.

Recycled vocabulary • Look, remember and

write the word.

Digital resources

crauon

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.

pencil case



Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review classroom objects.

• Use the classroom objects flashcards to review the vocabulary. Invite a pupil to the front of the class. The pupil holds up one of the flashcards and asks What's this? Another pupil answers and says It's a (book). Repeat with different pupils.

Review the I'm ready for school! song.

- ▶ CD1 Track 10 p256
- ► CD1 Track 11 p256 (optional karaoke version)
- Invite three pupils to the front of the class and give each one the flashcards that correspond to a verse of I'm ready for school! Place a school bag on the desk at the front of the classroom.
- Play the CD (or the karaoke version) and prompt the class to sing. The pupils hold up their flashcards and place them in the school bag when their verse is sung. Repeat with three other pupils.

Set learning outcomes using the task flashcards.

- Say Today we're going to learn a new question.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1



Listen and repeat. Act out.

- ▶ CD1 Track 13 p256
- (Books open.) The pupils look at the picture. Ask What can you see?
- Play the CD. The pupils listen and read the conversation. Ask Who has got the pencil? Who has got the book?
- Play the CD again, pausing after each sentence for the pupils to repeat.
- Ask different pupils to come to the front and act out the conversation.

Pupil's Book Activity 2



Listen and find. Circle.

- ► CD1 Track 14 p257
- Focus the pupils on Activity 2. Ask What can you see? The pupils name the objects on the desk.
- Say Let's listen. Play the CD, pausing after each conversation.
- The pupils listen and find the classroom objects. They circle the objects.
- Play the CD again. The pupils listen and point to the object and say It's here.

Answers: 1 a rubber 2 a pencil 3 a pen 4 a ruler

Activity Book



Activity 1

Read, follow and draw.

- (Books open.) Read out the first question. The pupils follow the path with their finger. Repeat with the other auestions.
- The pupils work on their own. They follow the lines and draw the correct classroom objects.

Answers: ruler, book, sharpener, crayon

Activity 2/

Choose and write a conversation.

Talk Partners Act out.

- (Books open). Read the conversation as a class and complete the speech bubbles with the pupils' ideas.
- Practise the conversation as a class.
- Finally, when the pupils are confident with the language, invite different pairs of pupils to act out their conversations with your help.

Recycled vocabulary

 The pupils look at the number and write the word. If necessary, they look back at the previous unit.

Answer: six

Ending the lesson

Review the lesson.

 (Books closed.) Say Today we've learnt a new question. What question is it? Elicit the question and 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

- Put the class into a circle. Give the ruler flashcard to one pupil. Ask What's this? The pupil answers (It's a ruler.) then turns to the pupil on his/her left and asks the same question. That pupil answers, and so on.
- Repeat several times with different classroom objects flashcards.
- Talk Partners The pupils play a guessing game with a Talk Partner. Pupil A has his/her eyes closed. Pupil B gives him/her a classroom object and asks What's this? Pupil A guesses what it is. The pupils repeat several times, changing roles.

Cooperative learning

Listening to others

- Raise the pupils' awareness of the importance of listening to their classmates by playing the Secret message game (Chinese whispers).
- Stick the classroom objects flashcards on the board and organise the class into a line. Whisper the name of a classroom object to the pupil at the end of the line. This pupil whispers the same word to the pupil in front of them. The whispering continues along the line until it arrives at the pupil at the front. This pupil points to the correct flashcard on the board.



- Read, listen and understand a story about Toby in school
- Read the story with some fluency



• Become familiar with the story through a pre-reading task



• Understand the importance of keeping the classroom tidy and putting rubbish in the bin



- Understand and act out the story
- · Give an opinion on the story

Key language

- black, pink, purple, white
- The (pencil case) is (on the shelf). Put the (pencil case) (on the desk).
- Recycled: one
- Recycled: Where's my (purple) (pencil case)?

Materials

- Pupil's Book pp10–11; Activity Book p8; Class CD1; Teacher's App on Navio
- Classroom objects flashcards
- Teacher's Resource Bank: Task flashcards: think, read, listen, act out, circle, number, colour, write
- Teacher's Resource Bank: Unit 1 Lesson 3 Animated Story
- Crayons or coloured pencils

Optional materials

• Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the language from Lesson 2.
- Set learning outcomes using the task flashcards.

Before you read →



- Explain the story title.
- · Read and answer the question.

Activity 1



- · Listen and read.
- ▶ CD1 Track 15 p257
- · Act out.
- Now watch the animated story!

After you read: Activity 2 ->>



• Values: Read and circle.

Ending the lesson

Book.

- · Review the lesson.
- · Review the task flashcards.

Pupil's Book



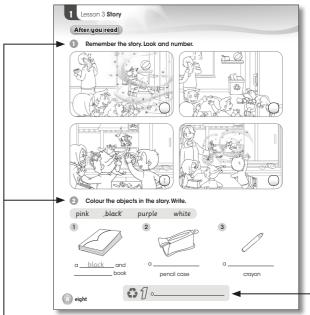
Digital resources

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

After you read: Activity 1 • Remember the story.

Look and number.

Activity 2

• Colour the objects in the story. Write.

Recycled vocabulary

• Look, remember and write the word.

Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review the language from Lesson 2.

• Play *Memory!* (see p23) to review language from Lesson 2.

Set learning outcomes using the task flashcards.

- Say Today we're going to listen to a story.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Before you read



Explain the story title.

• (Books open.) Focus on the story title. Ask **Do you** go to school? Do boys and girls go to school? Do dogs go to school?

Read and answer the question.

• Read the speech bubble. The pupils scan the story to find the different classroom objects.

Answers: a book, a pencil case, crayons, pencils, rubbers, a sharpener, school bags

Pupil's Book Activity 1



Listen and read. Act out.

- ▶ CD1 Track 15 p257
- The pupils place their 'magic 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. Ask questions about each story frame to help and check understanding.
- Play the CD one more time, pausing it so the pupils can repeat.

Suggested comprehension questions

- Frame 1: Is Toby happy? (No.) Why is he sad? (Dogs don't go to school.)
- Frame 2: Where is Toby now? (On the bike.)

• Frame 3: Where is Toby now? (In the classroom.)

- Frame 4: Is the book on the table? (No.) Are the crayons on the table? (Yes.)
- Frame 5: Is Molly looking for her book? (No.) Is she looking for her purple pencil case? (Yes.)
- Frame 6: Where's the black and white book? (In the bin.) Where's the purple pencil case? (On the shelf.)
- Frame 8: Where's the purple pencil case now? (On) the desk.) Is the teacher happy? (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
- Play the CD. Each group joins in when their character speaks. The groups swap roles and repeat several times.
- Now watch the animated story

After you read



Go to page 8 in your Activity Book.

Activity Book



After you read: Activity 1

Remember the story. Look and number.

- (Books open.) Ask Which frame is number 1?
- The pupils remember the story and answer.
- Then they number the rest of the frames.

Answers: 1 third picture 2 first picture 3 second picture 4 fourth picture

Activity 2

Colour the objects in the story. Write.

- (Books open.) Focus the pupils on Activity 2. Point to each object in turn and ask What colour is the (book) in the story?
- The pupils colour the objects and write the colours.

Answers: 1 a black and white book 2 a purple pencil case 3 a pink crayon

Recycled vocabulary

• The pupils look at the number and write the word. If necessary, they look back at the previous unit.

Answer: one

Pupil's Book Activity 2



Values: Read and circle.

- The pupils look at the photo on the right. Read out the first sentence in the speech bubble and prompt the class to tell you which is the correct object to put in the bin.
- Explain the importance of keeping the classroom (and rooms at home) tidy.
- Encourage the pupils to think about how to keep places tidy and what they should put in the bin.

Answer: rubbish

Ending the lesson

Review the lesson.

- (Books closed.) Say Today we've listened to a story about a dog. Ask What happened in the story? Elicit the story from the pupils.
- Then say Today you've learnt that we put rubbish in the bin and we keep the classroom tidy.

Review the task flashcards.

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



- Name more classroom objects
- Use the prepositions in, on and under
- Give and follow instructions



 Understand the importance of keeping classroom equipment tidy (optional)



· Sing a song

Key language

- bin, board, chair, cupboard, desk, shelf
- Let's tidy up!
- Put the (paper in the bin).
- Extension: bookcase, door, floor, window
- Recycled: nine
- Recycled: Put the (book) in / on / under the (desk).

Materials

- Pupil's Book p12; Activity Book p9; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: listen, sing, think, Talk Partners, tick, read, draw

Optional materials

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit).
- A ruler, a screwed-up piece of paper, a book
- A4 paper, scissors, coloured pencils or crayons

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the Lesson 3 story.
- · Set learning outcomes using the task flashcards.

Vocabulary presentation



Present the new vocabulary.

Activity 1



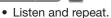
- · Listen, point and say.
- ▶ CD1 Track 16 p257

Activity 2



- Listen and point.
- Sing Let's tidy up.
- ▶ CD1 Track 17 p257

Activity 3



- ► CD1 Track 18 p257
- Collaboration Play a game.



Go to the Activity Book.

Pupil's Book



Listen and point. Sing Let's tidy up. Put the book on the shelf

> Put the book on the shelf Let's tidy up! Put the paper in the bin In the bin, in the bin. Put the paper in the bin Let's tidy up! Put the chair under the desk Put the chair under the desk Let's tidy up!

Digital resources

Teacher's Digital: Don't forget

you can teach this lesson using

the Teacher's App on Navio.



Ending the lesson

- · Review the lesson.
- Review the task flashcards.

Extra activity

Vocabulary Extension

 Present four additional vocabulary items.

Link to Science

Pupil's Digital: Encourage your pupils

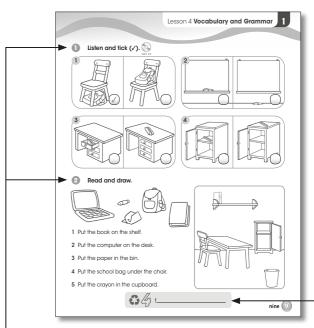
to use the Pupil's App on Navio to practise the vocabulary from this lesson.



NAVIO

• My school: Review classroom equipment and materials and the importance of keeping them tidy.

Activity Book



Activity Book



Listen and tick (✓).

► CD1 Track 19 p257

· Read and draw.

Recycled vocabulary

• Look, remember and write the word.



Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review the Lesson 3 story.

• Give the pupils two minutes to look at the story. Then say One, two, three, I can see a (pencil case). Where is it? The pupils scan the story and point to the object. Repeat with other things in the story.

Set learning outcomes using the task flashcards.

- Say Today we're going to learn some more classroom objects.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Vocabulary presentation



Present the new vocabulary.

- (Books open.) Point to the first photo and read the word. Ask Is there a shelf in the classroom? Ask a pupil to find a shelf.
- Repeat with the other photos on Pupil's Book page 12 (Activity 1).

Pupil's Book Activity 1



Listen, point and say.

- ► CD1 Track 16 p257
- (Books open.) Say Let's listen and repeat the words.
- Play the CD. The pupils repeat the words and point to the photos.

Pupil's Book Activity 2



Listen and point. Sing Let's tidy up.

- ▶ CD1 Track 17 p257
- Use classroom objects to introduce the prepositions 'on', 'in' and 'under'. Say Put the (ruler) on the chair. Show a pupil how to do this. Repeat with other actions.
- Place a book and a screwed up piece of paper on the floor, and move a chair away from a desk. Say Oh dear. Let's tidy up.
- Play the CD. The class listen and watch you tidy up. Invite three pupils to the front of the class.
- Play the CD again. These pupils do the actions while the rest of the class sing. Repeat.

Pupil's Book Activity 3



Listen and repeat. Play a game.

- ► CD1 Track 18 p257
- Play the CD. The pupils listen and repeat.
- The pupils take out their pencils and follow instructions. Say Put the pencil on the desk. Put the pencil in the desk. Put the pencil under the desk. Talk Partners The pupils practise giving and following instructions with a Talk Partner.

Activity Book



Activity 1

Listen and tick (/).

- ▶ CD1 Track 19 p257
- (Books open.) The pupils say where the school bag is in the first pair of pictures.
- Play the CD, pausing after each conversation. The pupils listen and tick the correct picture.

Answers: 1 under the chair 2 on the board 3 on the desk 4 in the cupboard

Activity 2

Read and draw.

- Focus on the activity. Ask What can you see?
- Ask different pupils to read the instructions. Check comprehension.

 The pupils draw the five objects in the correct places in the picture.

Recycled vocabulary

• The pupils look at the number and write the word. If necessary, they look back at the previous unit.

Answer: four

Ending the lesson

Review the lesson.

• (Books closed.) Say Today we've sung a song. What classroom objects were in the song? Elicit the classroom objects from the pupils.

Review the task flashcards.

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

Extra activity

Vocabulary Extension

- Use the Vocabulary Booster on Navio and present and practise four additional words to describe classroom objects: bookcase, door, floor, window.
- Say instructions and the pupils do the actions.
- Play the game Simon says with the classroom instructions. Give an instruction to the class. If you say 'Simon says' before the action, the pupils do the action. However, if you don't say 'Simon says' before the action, they do nothing. Say Simon says 'Stand up!' The pupils stand up. Say Sit down! They remain standing.

Link to Science



- If you are studying the Science topic of My school in English, you could review the importance of a tidy classroom and identify classroom equipment and materials.
- Make classroom labels for the different materials and areas of the classroom. The pupils can copy, cut and decorate these classroom labels for you.





- Say a tongue twister with the 'r' sound
- Listen for specific information



 Play a communication game about classroom objects

Key language

- Where's the (sharpener)? It's in / on / under the (desk).
- Recycled: bin, board, chair, computer, cupboard, desk, pencil, school bag, sharpener, shelf; four

Materials

- Pupil's Book p13; Activity Book p10; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: listen, say, match, cut out, Talk Partners, write, colour
- Teacher's Resource Bank: Unit 1 Lesson 5 Activity 3 cut-outs
- Scissors and crayons or coloured pencils

Optional materials

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit)
- Different coloured paper

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- · Review the vocabulary from
- Set learning outcomes using the task flashcards.

Activity 1



▶ CD1 Track 20 p257

Go to Magic Phonics.

Go to the Activity Book.

Activity 2

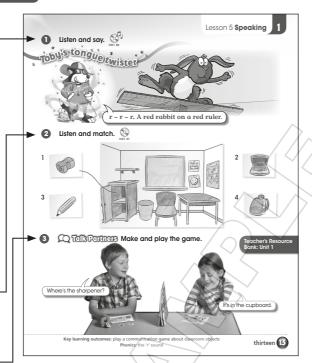


- · Listen and match.
- ▶ CD1 Track 21 p257

Activity 3



• Make and play the game. Talk Partners



Ending the lesson

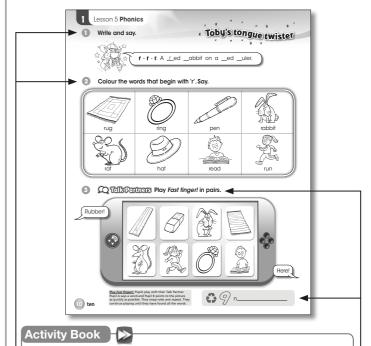
- · Review the lesson.
- · Review the task flashcards.

Extra activity

Reinforcement

 Make a pronunciation wall display.

Activity Book



Activity 1

Write and say.

Activity 2

· Colour the words that begin with 'r'. Say.



Go to Magic Phonics.

Activity 3

• Calk Partners Play Fast finger! in pairs.

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.



Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review the vocabulary from Lesson 4.

- Ask a pupil to come to the front of the class. Say You are a robot. Put the (crayon) on the (desk). The pupils moves like a robot and does the actions.
- Repeat with different pupils and the prepositions 'in' and 'under'.

Set learning outcomes using the task flashcards.

- Say Today we're going to practise saying a tongue twister and make and play a speaking game.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1



Listen and say.

- ► CD1 Track 20 p257
- (Books open.) Write the target 'r' sound on the board and say it. The pupils repeat.
- Say It's time for Toby's tongue twister. What can you see here? Can you see a rabbit? What colour is the ruler?
- Play the CD. The pupils listen and repeat the target sound, then the words and then the entire tongue twister, faster and faster.



Activity Book



Activity 1

Write and sav.

- (Books open.) The pupils write the letter 'r' in the tongue twister.
- The pupils say the tongue twister.

Answer: A red rabbit on a red ruler.

Activity 2

Colour the words that begin with 'r'. Say.

- Ask the pupils to colour the words that begin with 'r'.
- The pupils say the words.

Answers: rug, ring, rabbit, rat, read, run



Go to Magic Phonics.

Activity 3

Play Fast finger! in pairs.

- Demonstrate the activity. Say a word and the pupils point to the picture representing the object as quickly as possible. Repeat with several words.
- Talk Partners The pupils take turns to play the game with a Talk Partner. One pupil says a word and the other needs to point to the picture representing that object as quickly as possible. They continue playing until they've found all the words in the game.

Recycled vocabulary

• The pupils look at the number and write the word. If necessary, they look back at the previous unit.

Answer: nine

Pupil's Book Activity 2



Listen and match.

- ► CD1 Track 21 p257
- Focus the pupils on Activity 2. Ask What can you
- Play the CD, pausing after the first conversation so the pupils can match the classroom objects to the main picture.

Play the rest of the CD. The pupils listen and match.

Answers: 1 in the cupboard 2 on the shelf 3 under the chair 4 under the desk

Pupil's Book Activity 3



Make and play the game.

- Focus the pupils on Activity 3. Tell the class that they are going to play the game.
- The pupils cut out and colour the cards and place them on their desk.
- Demonstrate the activity. A volunteer asks Where's the (pencil)? Answer the question It's (on the desk). The pupils put the (pencil on the desk).
- Ask a pupil to take your part. The rest of the class asks him / her questions.
 - Talk Partners The pupils play the game with a Talk Partner.

Ending the lesson

Review the lesson.

• (Books closed.) Say Today we've practised a tongue twister. Elicit the tongue twister 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 activity

Reinforcement

- Make a pronunciation wall display. Cut out the letter 'r' in coloured paper. Stick it onto a piece of differently coloured paper to make a wall display. Elicit words that begin with that letter and write them on the wall display.
- Encourage the pupils to add new words beginning with the letter 'r' during the year.





• Review school subjects (optional)



• Listen for general information



- Read about school assemblies in Britain
- Think about what you do at school

Key language

- We sit on the floor. We listen to the head teacher. We play music. We sing songs. We clap our hands.
- floor, good work, school, assembly
- Recycled: two

Materials

- Pupil's Book p14; Activity Book p11; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: listen, read, think, number, tick, draw

Optional materials

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit)
- A camera, pieces of A4 paper

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Collaboration Review Toby's tongue twister.
- ► CD1 Track 20 p257
- Set learning outcomes using the task flashcards.

Activity 1



- · Listen and read.
- ▶ CD1 Track 22 p257
- Answer.

Think about your culture



· What do you do every day at school?



Go to the Activity Book.

Pupil's Book





Think about your culture What do you do every day at school?

fourteen

Ending the lesson

- · Review the lesson.
- · Review the task flashcards.

Extra activities

Reinforcement

• Play an assembly game.

Extension

Make a class wall display.

Cooperative learning

Developing a positive classroom atmosphere

• Set up an assembly in the classroom.

Link to Science



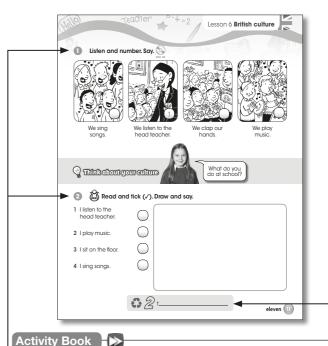
- School subjects: Review
- school subjects.

Digital resources

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.



Activity Book





- Listen and number.
- ▶ CD1 Track 23 p257
- · Say.

Activity 2: Think about your culture



Recycled vocabulary

• Look, remember and

write the word.

- Read and tick (✓).
- Draw and say.

Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review Toby's tongue twister.

- ▶ CD1 Track 20 p257
- Ask What sound did you practise in Toby's tongue twister? Can you remember the tongue twister? (A red rabbit on a red ruler.)
- Play the CD. Practise the tongue twister as a class. Talk Partners The pupils practise saying the tongue twister as fast as possible with a Talk Partner. Choose a fast pair to say it for the class.

Set learning outcomes using the task flashcards.

- Say Today we're going to learn about assemblies in Britain.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1



Listen and read. Answer.

- ▶ CD1 Track 22 p257
- (Books open.) Focus attention on the photos at the top of the page and ask What can you see? (A boy and girl.) Say Their names are Alex and Lucy. They are ready for school. Focus the class on the other photos and ask What can you see? Then say Let's read and listen.
- Play the CD. Pause the CD after the first piece of information. Ask Do Alex and Lucy sit on a chair in assembly? (No.) Do they sit on the floor? (Yes.) Highlight that the whole school sits on the floor in assembly every morning. Repeat with the other photos, pausing to check comprehension each time.
- Ask the pupils to mime the actions to show they understand.

Pupil's Book Think about your culture



What do you do every day at school?

- Read out the guestion. The pupils answer.
- Ask guestions, e.g. Do you have an assembly every day? Do you (sing songs / sit on the floor / play music)? Do you listen to the head teacher?

Activity Book



Activity 1

Listen and number. Say.

- ▶ CD1 Track 23 p257
- (Books open.) Tell the pupils they are going to listen to a teacher and some children in an assembly at school.
- Play the CD, pausing after the first section. Ask What do the children do? The pupils point to the correct box.
- Repeat with all four sections of the audio. The pupils write the numbers in the correct boxes.

Answers: 1 We listen to the head teacher. **2** We clap our hands. 3 We sing songs. 4 We play music.

Activity 2: Think about your culture Read and tick (/). Draw and say.



- Read out the guestion in the speech bubble. Elicit the pupils' answers.
- Read the four sentences. The pupils tick the things they do at school.
- The pupils draw themselves doing one of the actions.
- Invite different pupils to show the class their drawings and say what they do.

Recycled vocabulary

 The pupils look at the number and write the word. If necessary, they look back at the previous unit.

Answer: two

Ending the lesson

Review the lesson.

• (Books closed.) Say Today we've talked about what you do at school. What do you remember? Elicit the activities 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

• Say Let's play an assembly game. Say Sit on the floor. Prompt the children to do the action. Repeat the procedure with the other actions: Listen to a story. Sing a song. Play music. Think. Clap your hands. Repeat the instructions in a random order. The pupils listen and do the action each time.

Extension

• Work together as a class to make a display of what the pupils do at school. Take photos of the pupils doing daily tasks and stick them on a piece of paper. The pupils copy sentences from the board and write them below their photo: I sing songs. I write. I speak English. Display the photos.

Cooperative learning

Developing a positive classroom atmosphere

- Set up an assembly in the classroom to develop a positive classroom atmosphere. Decide what activities to do in the assembly such as reading a book, singing a song or playing music.
- The pupils sit on the floor in a circle. Ask the pupils to perform the activities.
- Praise good behaviour. Remind the pupils that they should listen when somebody is speaking.

Link to Science



• If you are studying the Science topic of My school in English, you could review the different subjects (Music, Science, Art and PE) and activities (read, write, draw, sing, think, speak English) that they do at school.





Review how to line up correctly (optional)



- Read and understand a classroom rules
- Think about good behaviour in the classroom and class rules

Key language

- poster, rules
- Listen to others. Put your hand up to speak. Work quietly. Sit down on your chair. Walk in the classroom. Tidy up your things.
- Recycled: ten

Materials

- Pupil's Book p15; Activity Book p12; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: think, circle, listen, read, number, colour

Optional materials

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

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- · Review the culture lesson.
- Set learning outcomes using the task flashcards.

Before you read



• Talk about good behaviour.

Activity 1 →



- Who are the good children?
- Circle.

Activity 2

- · Listen and read the classroom poster.
- ► CD1 Track 24 p257

After you read



Go to page 12 in your Activity Book.

Pupil's Book

Lesson 7 Literacy







Walk in the classroom Tidy up your things.

Go to page 12 in your Activity Book.

fifteen 🕒

Ending the lesson

- · Review the lesson.
- Review the task flashcards.

Extra activities

Extension

- Decide on the most important
- Make a classroom poster.

Cooperative learning

Behaving well in class

• Talk about rules.

Link to Science



- My school: Review how to line up correctly.

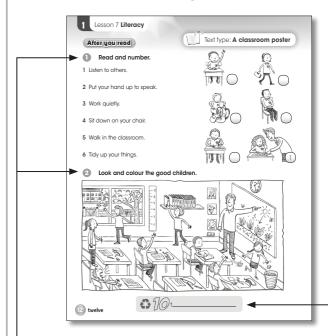
Digital resources

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

After you read: Activity 1

• Read and number.

Activity 2

· Look and colour the good children.



· Look, remember and write the word.

Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review the culture lesson.

- Review the actions that British children do in an assembly. Use mime to elicit the different activities. (Listen to the head teacher. Sing songs. Play music. Clap our hands.)
- Repeat the instructions. The pupils listen and do the actions.

Set learning outcomes using the task flashcards.

- Say Today we're going to read a classroom poster.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Before you read



Talk about good behaviour.

 Ask the children to give examples of good behaviour (being polite, listening to others, following rules, etc.).

Pupil's Book Activity 1



Who are the good children? Circle.

- (Books open.) Point to an illustration and say Look at the boys and girls. Where are they? (In the classroom.) Point to the first picture and ask Is this good (behaviour) or bad (behaviour) in the classroom? (Good.) Say Yes, it's good. Is the teacher happy with this (boy)? (Yes.) Repeat with the other illustrations, prompting the pupils to say 'good' or 'bad' each time.
- The pupils circle the good children.

Answers: first, third and sixth pictures

Pupil's Book Activity 2



Listen and read the classroom poster.

- ▶ CD1 Track 24 p257
- Focus the class on the poster and say Here are the class rules. Explain that the rules tell the pupils what is good (behaviour) in the class. Ask How many rules are on the poster? (Six.)
- Play the CD. The pupils listen and read.
- Play the CD again, pausing after each class rule. The pupils point to the corresponding illustrations.
- Ask different pupils to read the rules. Encourage the pupils to do the actions.

Activity Book



After you read: Activity 1

Read and number.

- (Books open.) Read the first classroom rule. Ask What's the picture?
- · Repeat with all the rules.
- The pupils read and write the numbers.

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

Activity 2

Look and colour the good children.

- · Focus the pupils on Activity 2. The pupils look and colour the six good children.
- Circulate, helping where necessary.

Answers: Boy with hand up / Boy working quietly / Boy sitting on his chair / Boy listening to the teacher / Girl putting rubbish in the bin / Boy putting a book on the shelf

Recycled vocabulary

• The pupils look at the number and write the word. If necessary, they look back at the previous unit.

Answer: ten

Ending the lesson

Review the lesson.

 (Books closed.) Say Today we've read a classroom poster in English. What did it say? Elicit the class rules 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

Extension

- The pupils decide which class rule is the most important. They write it in their notebooks.
- Write the most important classroom rule on the board.
- The pupils make a classroom poster of good behaviour.

Cooperative learning

Behaving well in class

• Ask the pupils if class rules are a good idea. Explain that rules are important for children to work together and learn.

Link to Science



- If you are studying the Science topic of My school in English, you could review how to line up correctly.
- Practise lining up quickly and quietly with the class. Repeat the language that they know (Line up. One behind the other. Hands down. Mouth closed. Don't push.) Ask five different pupils to line up each time and at the end of the activity decide which group lined up the best.





- Review language in the unit
- Reflect on own learning



Sing a cooperative learning song

Key language

Recycled: book, computer, crayon, pen, pencil, pencil case, rubber, ruler, sharpener, school bag; bin, board, chair, cupboard, desk, shelf; three

Ending the lesson

· Review the task flashcards.

Recycled: Where's my (book)? The (rubber) is in / on / under the (chair).

Materials

- Pupil's Book p16; Activity Book p13; Class CD1; Teacher's App on Navio
- Classroom objects flashcards
- Teacher's Resource Bank: Task flashcards: listen, number, write, read, sing, stick, draw, match, think
- Teacher's Resource Bank: Traffic light cut-out
- Give Me Five! sticker

Optional materials

• Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the unit vocabulary.
- · Set learning outcomes using the task flashcards.

Activity 1



- Listen and number.
- ▶ CD1 Track 25 p258
- Write and sav.

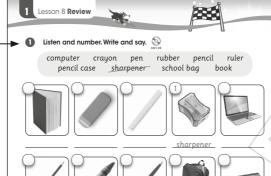
Activity 2

• Look, read and write in, on or under.



- Sing Well done!
- ► CD1 Track 26 p258 Stick the Give Me Five! sticker.
- Go to the Activity Book.

Pupil's Book





Look, read and write in, on or unde

- 1 The school bag is <u>under</u> the chair. __ the school bag
- 89 Cooperative learning Sing Well don



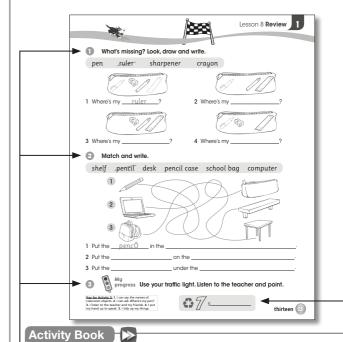
Digital resources

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 1

- · What's missing?
- · Look, draw and write.

Recycled vocabulary

· Look, remember and

write the word.

Activity 2

Match and write.

Activity 3 Activity 3 Activity 3

• Use your traffic light. Listen to the teacher and point.

Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review the unit vocabulary.

- Hold up a classroom objects flashcard and elicit the word. Stick the flashcards face down on the board. Repeat until all the flashcards are on the board.
- Ask Where's the (ruler)? Ask a pupil to turn over one of the flashcards. If it's the correct flashcard, he/she says It's here. If it isn't the correct flashcard, another pupil has a go. Repeat with different words.
- Variation: Play the game in two teams. The teams take it in turns to remember the classroom objects.

Set learning outcomes using the task flashcards.

- Say Today we're going to remember what we've learnt in Unit 1.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1



Listen and number. Write and say.

- ► CD1 Track 25 p258
- (Books open.) Ask different pupils to name the classroom objects.
- Play the CD, pausing it after each conversation. The pupils point to the object.
- Play the CD again. The pupils number the objects.
- The pupils write the names of the objects on their own and say the words.

Answers: 1 sharpener 2 book 3 pencil 4 rubber 5 pen 6 ruler 7 school bag 8 pencil case 9 crayon 10 computer

Pupil's Book Activity 2



Look, read and write in, on or under.

- Focus the pupils on the picture in Activity 2. Ask What can you see? Where's the rubber?
- Read out the sentences and elicit the missing words.
- The pupils write the correct prepositions.

Answers: 1 under 2 in 3 under 4 on

Pupil's Book Activity 3: Cooperative learning



Sing Well done!

- ▶ CD1 Track 26 p258
- Praise the pupils for their hard work and play the Well done! song. The pupils sing and do the actions.

Stick the Give Me Five! sticker.

- The pupils stick the Give Me Five! sticker on the Pupil's Book page.
- Variation: Sing the Well done! song and stick the Give Me Five! sticker after the pupils have also completed the Activity Book Lesson 8 Review.

Activity Book



Activity 1

What's missing? Look, draw and write.

- (Books open.) Elicit what's missing from each pencil case.
- The pupils draw the objects and write the words.

Answers: 1 ruler 2 sharpener 3 pen 4 crayon

Activity 2

Match and write.

- Focus the pupils on Activity 2. Ask Where do I put the pencil?
- The pupils follow the lines to match the objects. Then they complete the sentences.

Answers: 1 pencil / pencil case 2 computer / shelf 3 school bag / desk

Activity 3: My progress My progress



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

- (Books closed.) Ask the pupils to take out their traffic light cut-out. 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 ask Where's my (pen): Yes, I can do this very well. Point to the yellow circle, move your head a little, 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 names of the classroom objects.
- 2. I can ask Where's my pen?
- 3. I listen to the teacher and my friends.
- 4. I put my hand up to speak.
- 5. I tidy up my things.

Recycled vocabulary

• The pupils look at the number and write the word. If necessary, they look back at the previous unit.

Answer: seven

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.





- Watch and understand a video about what children do at school
- · Identify what's in your school bag



• Understand the importance of being organised

Key language

• ball, book, box, classroom, desk, pencil case, ruler, run, school bag, sing songs, snack, water

Materials

- Pupil's Book p17; Activity Book p14; Class CD1; Video; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: number, listen, Talk Partners, draw, think, say, tick, circle
- Classroom objects flashcards

Optional materials

• Teacher's Resource Bank: Trinity Exam Practice cards (selected from Unit 1)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Think-Pair-Share Review school rules.
- Set learning outcomes and use the task flashcards.

Pre-watching activity

- Play Here! to review classroom objects.
- Look at the photo and talk about what the pupils do at school.

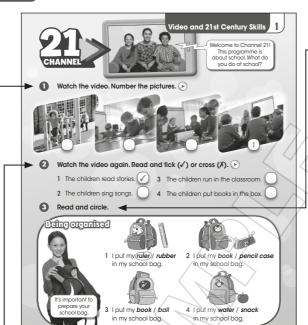
Activity 1

- Watch the video.
- (Unit 1 video p277
- Number the pictures.

Activity 2

- Watch the video again.
- Unit 1 video
- Read and tick (✓) or cross (✗).

Pupil's Book



Activity 3

• Read and circle.

Go to the Activity Book.

Ending the lesson

- Review the lesson.
- Review the task flashcards.
 Elicit the pupils' favourite activities at school.

Extra activity

• Pupils make a daily tick chart to remind them what to put in their school bag.

Cooperative learning

• Talk about being organised.

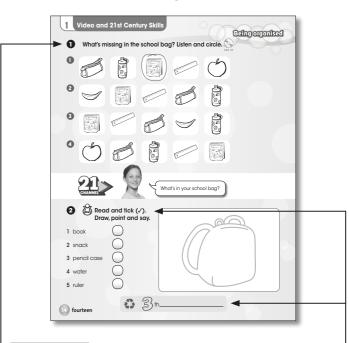
Digital resources

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

circle.



What's missing in the school bag? Listen and

► CD1 Track 27 p258

Activity 2 (me)

 Read and tick (✓). Draw, point and say.

Recycled vocabulary

 Look, remember and write the numeral.

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. Think-Pair-Share Review class rules.
- Ask Can you remember the six class rules? Talk Partners The pupils work with a Talk Partner to name the rules. Invite different Talk Partners to say a different rule. Write the rule on the board.

Set learning outcomes and use the task flashcards.

- Say Today we're going to watch a video and then ask and answer questions about school.
- Explain to pupils that each video will cover a different topic. Point to the task flashcards throughout to elicit activities and reinforce your instructions.

Pre-watching activity

- Play Here! with the classroom objects flashcards (see p23).
- Look at the photo of Abby, Sophie and Tom and explain that these are the presenters of Channel 21. Ask What do you do at school? Elicit responses.

Pupil's Book Activity 1



Watch the video. Number the pictures? () p277

- Ask What is the video about? Play Part 1, pausing after Sophie says, Today's programme is about our school.
- Ask Where are the children? What are they doing? What can you see? Then say Let's watch and
- Play Part 2 of the video pausing after the first video still. Ask the pupils to point to the corresponding photo in their book.
- Play the rest of Part 2 for pupils to write the numbers in order of the photos.
- Ask What do Sophie and Tom do at school? What do they take to school?

Answers: 3, 2, 4, 1

Pupil's Book Activity 2



Watch the video again. Read and tick (\checkmark) or cross (x).

- Play Part 2 again. Pause after Sophie says, This is our classroom. Read out the first sentence in Activity 2. Ask **Is the desk green?** Show the tick in the circle.
- Play Part 2. Pupils tick or cross the sentences.
- Ask general questions to check understanding. When do the children put their hands up? (To speak.) What do the children do at home time? (Tidy the classroom.)

Is Sophie ready for school? (Yes.) Why? (Her things are in her school bag.)

Is Tom ready for school? (No.) Why not? (His things aren't in his school bag.)

Pupil's Book Activity 3



Read and circle.

- Point to the pictures to elicit the vocabulary.
- Read out number one, including the circled word.
- The pupils read the other sentences and circle the words.

Think-Pair-Share Ask Why is it important to prepare your school bag? When do you prepare your school bag? Who prepares your school bag?

Answers: 1 ruler 2 pencil case 3 book 4 snack

Activity Book



Activity 1

What's missing in the school bag? Listen and circle.

- ► CD1 Track 27 p258
- Ask What can you see?
- Play the first exchange on the CD. Ask What's missing? Play the rest of the CD, pausing for pupils to circle the missing object.

Answers: 1 book 2 water 3 ruler 4 pencil case

Activity 2 (me)

Read and tick (✓). Draw, point and say.

- Ask a few pupils What's in your school bag? The pupils tick the things they have got in their school bag and then draw them.
 - Talk Partners In pairs, pupils take turns to ask and answer What's in your school bag?
- Recycled vocabulary
- Pupils look at the numeral and write it on the line.

Answers: three

Ending the lesson

Review the lesson.

Ask Which activity was easy / difficult?

Review the task flashcards.

 Say Look at the activities you've done today. Which activity was your favourite?

Extra activity

Extension

• On the board draw a table with seven columns. On the top row write the days of the week. Ask the pupils to copy the table into their notebooks. In the first column, tell them to write a list of things they have to put in their school bag. Explain that every day they check their list and tick the things they put in their school bag.

Cooperative learning

Being organised

• Ask the pupils to tell you other times that it's important to be organised. For example, keeping the classroom tidy, doing their homework or packing a suitcase for a holiday.

Date:	Unit:	
1 What did	d my pupils learn in this unit?	5 Which lessons / activities did my pupils find the most difficult and why?
2 How did	my pupils work? (🗸)	
individua	lly in pairs in small groups	6 What did I try in the classroom for the first time? How did it go?
in large g	roups as a class	
3 Which ke	ey competences did my pupils develop?	
Cor	mpetence in linguistic communication	
© Cor	mpetence in mathematics, science and technology	
	ital competence	7 Which resources did I find most useful? (including webpages)
Learn Lea	arning to learn	
Soc	cial and civic competences	
Ser Ser	nse of initiative and entrepreneurship	
<u>iiii</u> Cul	Itural awareness and expression	
4 Which le	essons / activities were the most successful and why?	8 What could I do differently next time I teach this unit?

Happy birthday!

Unit overview

Key Competences and Key Learning Outcomes



- Identify and say ten toys (Lesson 1)
- Say the vocabulary chant (Lesson 1)
- Use What is it?, Is it a ...?, Yes, it is. / No, it isn't. in a conversation (Lesson 2)
- Ask and answer questions about favourite toys (Lesson 4)
- Describe your favourite toy (Lesson 4)
- Watch and understand a video about ranking favourite toys (Video and 21st Century Skills)



- Understand why forms of transport go fast or slow (Lesson 3)
- Order things (Video and 21st Century) Skills)



Use the Pupil's App on Navio



- Practise spelling (Lesson 1)
- Say a tongue twister to practise the 's' sound (Lesson 5)
- Review language in the unit and reflect on own learning (Lesson 8)
- Practise activity types found in the Cambridge English Young Learners Exams: Pre A1 Starters



- Understand the importance of saving 'thank you' (Lesson 3)
- Understand the importance of sharing (Lesson 5)



- Work with a Talk Partner to practise and reinforce learning (all lessons)
- Play a communication game about toys (Lesson 5)



- Sing four songs (Lessons 1, 4, 5, and 8)
- Understand and act out a story (Lesson 3)
- Read about birthday parties in Britain (Lesson 6)
- Think about your birthday party (Lesson 6)
- Read, understand and write a birthday card (Lesson 7)

Vocabulary

Core vocabulary

ball, car, computer game, dinosaur, doll, kite, robot, scooter, teddy, train; big, fast, new, old, slow, small

Extension vocabulary (optional)

bat (i.e. sports equipment), board game, boat, football, monster, skateboard; loud, quiet, long, short

Other vocabulary

balloons, birthday cake, birthday card, candles, costume, fancy dress, party, party games, present; wheels; To ..., Lots of love ..., From ...

Recycled vocabulary

numbers 1–10; colours; book, computer, crayon, pen, pencil, pencil case, rubber, ruler, school bag, sharpener

Structures

Core structures

What is it? Is it a (bike)? Yes, it is. No, it isn't. What's your favourite toy? My favourite toy is a (ball). It's (old). My favourite toy is (old). My (scooter) is (slow).

Other structures

Happy birthday. Here's (a present for you). It's a fantastic present. Thank you (for my present), I've got a (birthday cake), I have (a party). I play (party games). I wear (fancy dress). How old are you? I'm (six). What is it? It's a (motor). It's (good fun).

Recycled structures

It's (red). Put (the car) (in the cupboard).

Phonics

Consonant sound 's' (six, snakes, slow, scooter)

British Culture

Birthday parties



Literacu

Text type: a birthday card (text to express) Reading skills: using pictures; reading for specific information



21st Century Skills

Ways of thinking: learn to order your favourite things



Cooperative learning

Songs: Sharing is a good thing to do (Lesson 5); Well done! (Lesson 8)

Skills: Working together and supporting each other (Lesson 1); Listening to others (Lesson 2); Developing a positive classroom atmosphere (Lesson 4, Lesson 7)

Values

The importance of saving 'thank you' when you receive a present or when someone helps you

Cross-curricular links

Link to Science



The Senses: using adjectives to describe touch (hard, soft, rough, smooth), sight (colours) and sounds (loud, auiet)

Suggested Arts and Crafts concepts



Patterns: identifying patterns in Art and in the environment; using lines, shapes and colours to create



- Identify and say ten toys
- Say the vocabulary chant
- Stick the toys stickers



Practise spelling



· Sing a song about a birthday present

Key language

- ball, car, computer game, dinosaur, doll, kite, robot, scooter, teddy, train
- Happy birthday! Here's a present (for you). Is it a (ball)?
- Extension: bat (i.e. sports equipments), board game, boat, football, monster, skateboard
- Recycled: classroom objects; colours

Materials

- Pupil's Book p18; Activity Book pp16 and 25; Class CD1; Teacher's App on Navio
- Toys flashcards; Unit 2 stickers
- Teacher's Resource Bank: Toys word cards.

- Teacher's Resource Bank: Task flashcards: listen, sing, read, match, stick, say, find, colour, circle, write, Talk Partners
- Crayons or coloured pencils

Optional materials

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit and Unit 1)
- A selection of real toys and a (non-transparent) 'feely' bag
- A scarf

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- · Review colours and classroom objects.
- Set learning outcomes using the task flashcards.

Vocabulary presentation



· Present the new vocabulary.

Activity 1



- Listen and point.
- ► CD1 Track 28 p258
- Sing Happy birthday!

Word cards

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

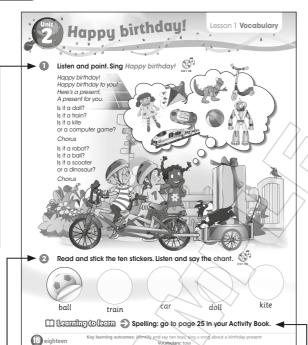
Activity 2



- · Read and stick the ten stickers.
- Listen and say the chant.
- ▶ CD1 Track 30 p258

Go to the Activity Book.

Pupil's Book



Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activities

Reinforcement

Play What toy is it?

Vocabulary Extension

 Present six additional vocabulary items.

Cooperative learning

Working together and supporting each other

• Contact Ask and answer What's this?

Learning to learn

Spelling

 Practise spelling at any time during this unit (Activity Book p25).

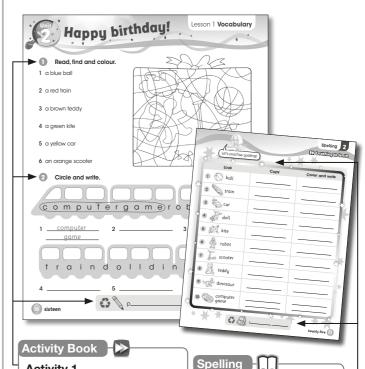
Digital resources

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 1

• Read, find and colour.

Activity 2

· Circle and write.

Recycled vocabulary

· Look, remember and write the word.

Let's practise spelling!

• Use the Look-Copy-Cover-Write technique.

Recycled vocabulary

 Look, remember and write the word.

Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review colours and classroom objects.

• Say A (blue crayon). A (blue crayon). One, two, three ... Show it to me! Any pupil who has that object should hold it up. Repeat with other colours and classroom objects.

Set learning outcomes using the task flashcards.

- Say Today we're going to learn the names of toys.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Vocabulary presentation



Present the new vocabulary.

- (Books closed.) Draw a large cupboard on the board. Say This is a toy cupboard. Ask What's in the cupboard?
- Play Slowly, slowly to introduce the toys flashcards (see p23). Then stick the flashcards inside the cupboard.
- Point to each flashcard in turn. Say the words together.

Pupil's Book Activity 1



Listen and point. Sing Happy birthday!

- ► CD1 Track 28 p258
- (Books open.) Say It's Beth's birthday. How old is she? What colour is her present? Elicit the toys the pupils can see.
- Play the CD. The pupils listen and point to the toys.
- Play the CD again. The pupils sing and do the actions.
- Ask What is the present? Elicit ideas.

Word cards

Read the word cards. Match them to the flashcards.

- (Books closed.) Hold up the toys word cards in turn, and say or elicit each word.
- Different pupils come to the front and stick the word cards with the corresponding flashcards.

Pupil's Book Activity 2



Read and stick the ten stickers. Listen and say the chant.

- ▶ CD1 Track 30 p258
- (Books open.) Ask a pupil to read the first toy word. The pupils stick the corresponding sticker. Repeat with the other stickers.
- Play the CD. The pupils listen and say the chant, pointing to the stickers in turn.

Activity Book



Activity 1

Read, find and colour.

 Ask different pupils to read out the phrases. The pupils find and colour each toy.

Activity 2

Circle and write.

- Ask a pupil to find one of the toys in the text. Show the class how to circle the word. Repeat with the other words.
- The pupils write the words under the trains.

Answers: 1 computer game 2 robot 3 car 4 train 5 doll 6 dinosaur

Recycled vocabulary

 The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: pencil

Ending the lesson

Review the lesson.

 (Books closed.) Say Today we've learnt the names of toys. What toys do you know? Elicit the toys.

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

- Take out your 'feely' bag with real toys inside. Invite a pupil to come to the front and blindfold him / her. Put one of the toys in his / her hands. Ask What toy is it? The pupil guesses using *Is it a ...?*
- Repeat with different pupils and tovs.

Vocabulary Extension

• Use the Vocabulary Booster on Navio to present and practise six additional words: bat (i.e. sports equipment), board game, boat, football, monster, skateboard

Cooperative learning

Working together and supporting each other

Talk Partners Pupil A checks the learning of Pupil B by pointing to a toy sticker and asking What's this? Pupil B answers using It's a ... If Pupil B can't remember, Pupil A helps him / her.

• When Pupil B has named the ten toys, they swap roles.

Spelling (Activity Book page 25)



Let's practise spelling!

• The pupils can practise spelling the ten toys using the Look-Copy-Cover-Write technique at any time during this unit before the Lesson 8 Review.

Recycled vocabulary

• The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: school bag



- Use What is it?, Is it a ...?, Yes, it is. / No. it isn't.
- Complete and practise a conversation



• Listen for specific information

Key language

- What is it? Is it a (bike)? Yes, it is. / No, it isn't. It's a fantastic present. Thank you.
- Recycled: ball, car, computer game, dinosaur, doll, kite, robot, scooter, teddy, train; ruler

Materials

- Pupil's Book p19; Activity Book p17; Class CD1; Teacher's App on Navio
- Toys flashcards
- Teacher's Resource Bank: Task flashcards: think, Talk Partners, listen, act out, circle, read, follow, write, draw

Optional materials

• Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Think-Pair-Share Review the toys.
- Review the Happy birthday! song.
- ▶ CD1 Track 28 p258
- ▶ CD1 Track 29 p258 (optional karaoke version)
- · Set learning outcomes using the task flashcards.

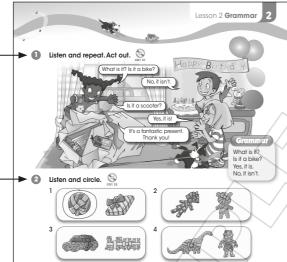
Activity 1

- Listen and repeat.
- ▶ CD1 Track 31 p258
- Act out.

Activity 2

- · Listen and circle.
- ► CD1 Track 32 p258
- Go to the Activity Book.

Pupil's Book



teddy

Ending the lesson

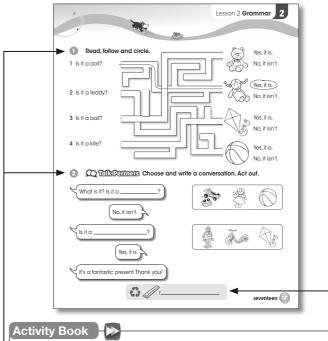
- · Review the lesson.
- · Review the task flashcards.

Cooperative learning

Listening to others

• Play the Secret message game.

Activity Book

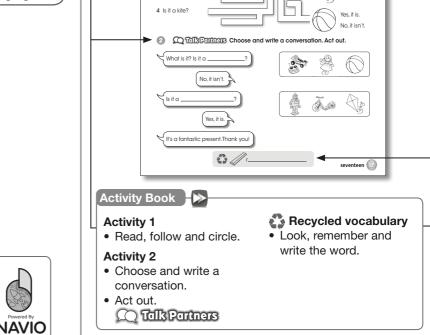


Digital resources

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.





Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Think-Pair-Share Review the toys.

- Ask Can you remember the ten toys? The class thinks silently for a minute.
 - Talk Partners Then the pupils work with a Talk Partner to name the toys.
- Invite different pairs to say a different toy. Hold up the corresponding flashcard and prompt the class to repeat the word.
- Finally, repeat the procedure, asking different pairs of pupils each time, until all ten toys have been named.

Review the Happy birthday! song.

- ► CD1 Track 28 p258
- ► CD1 Track 29 p258 (optional karaoke version)
- Put the toys flashcards on the board in the order they appear in the song. Divide the class into two groups. Play the CD. Group A sings the chorus and mimes giving a present. The pupils in Group B sing the two verses and shrugs their shoulders to indicate uncertainty for each line. They then swap roles and repeat.

Set learning outcomes using the task flashcards.

- Say Today we're going to practise asking and answering two questions.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1



Listen and repeat. Act out.

- ► CD1 Track 31 p258
- (Books open.) The pupils look at the picture. Ask What can you see?
- Play the CD. The pupils listen and read the conversation.
- Ask What's Beth's present? (a scooter)
- Play the CD again, pausing after each sentence for the pupils to repeat.
- Invite different pairs of pupils to come to the front and act out the story with your help or while the CD is playing.

Pupil's Book Activity 2



Listen and circle.

- ► CD1 Track 32 p258
- Point to the first present and ask What's this present? The pupils give ideas using It's a ... Repeat for the other presents.
- Say Let's listen and find out. Play the CD, pausing after each conversation. The pupils listen and circle the correct present.
- Play the CD again pausing it after each conversation to check the answers.

Answers: 1 a ball 2 a teddy 3 a train 4 a dinosaur

Activity Book



Activity 1

Read, follow and circle.

- Read out the first question. The pupils follow the path with their finger through the maze. Elicit the correct answer option. Repeat for the other questions, inviting different pupils to read out the questions.
- The pupils work on their own to draw the paths and circle the correct answers.

Answers: 1 Yes, it is. 2 No, it isn't. 3 No, it isn't.

4 Yes. it is.

Activity 2

Choose and write a conversation. Act out.

- Tell the pupils they are going to write a conversation. Draw their attention to the toys in the boxes. Tell pupils they need to choose one toy for each gap in the conversation.
- Demonstrate the conversation with the class. Ask a confident pupil to ask you the first speech bubble, choosing a toy for the gap. Ask another pupil to do the same for the third speech bubble. Then ask the whole class to say the final speech bubble together.

Talk Partners The pupils work with a Talk Partner to choose and write their conversations, taking turns to ask and answer. When they are confident with the language, invite different pairs of pupils to act out their conversations with your help.

Recycled vocabulary

 The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: ruler

Ending the lesson

Review the lesson.

• (Books closed.) Say Today we've asked and answered questions about toys. What questions and answers do you remember? Elicit the questions and 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.

Cooperative learning

Listening to others

- Raise the pupils' awareness of the importance of listening to their classmates by playing the Secret message game (Chinese whispers).
- Stick the toys flashcards on the board and organise the class into a line. Whisper the name of a toy to the pupil at the end of the line. This pupil whispers the same word to the pupil in front of them. The whispering continues along the line until it arrives at the pupil at the front. This pupil points to the correct flashcard on the board.



- · Read, listen and understand a story about a new tov
- Read the story with some fluency



• Understand why forms of transport go fast or



· Become familiar with the story through a pre-reading task



- Understand the importance of saying 'thank
- - Understand and act out the story
 - Give an opinion on the story

Key language

- big, fast, slow, small, wheels
- What is it? It's a (motor). My (scooter) is (slow).
- Recycled: rubber

Materials

- Pupil's Book pp20–21; Activity Book p18; Class CD1; Teacher's App on Navio
- Toys flashcards
- Teacher's Resource Bank: Toys word cards
- Teacher's Resource Bank: Task flashcards: think, listen, read, act out, circle, match, write
- Teacher's Resource Bank: Unit 2 Lesson 3 Animated Story

Optional materials

• Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- · Review toys.
- Set learning outcomes using the task flashcards.

Before you read



- Explain the story title.
- · Read and answer the question.

Activity 1



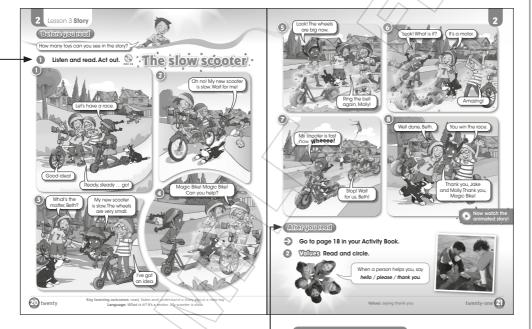
- · Listen and read.
- ▶ CD1 Track 33 p258
- Act out.
- Now watch the animated story!

After you read: Activity 2 🕂 🔊



Activity Book. · Values: Read and circle.

Pupil's Book



Ending the lesson

- · Review the lesson.
- Review the task flashcards.

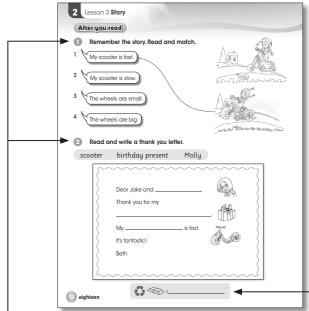
Digital resources

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

After you read: Activity 1

• Remember the story. Read and match.

Recycled vocabulary

• Look, remember and write the word.



• Read and write a thank you letter.

Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review toys.

• Play What is it? with the toys flashcards or word cards (see p23).

Set learning outcomes using the task flashcards.

- Say Today we're going to listen to a story.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Before you read



Explain the story title.

• (Books open.) Focus on the story title. Demonstrate what a race is. Ask two pupils to race from the back of the class to the board. Start the race by saying Ready, steady ... go!

Read and answer the question.

• Read the speech bubble. The pupils scan the story to find the different toys.

Answers: bike, scooter, ball, car, kite

Pupil's Book Activity 1



Listen and read. Act out.

- ▶ CD1 Track 33 p258
- The pupils place their 'magic 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. Ask questions about each story frame to check understanding.

Suggested comprehension questions

• Frame 1: Who is on the scooter? (Beth.) Who is on the bike? (Jake and Molly.) Is it a race? (Yes.)

- Frame 2: Are Jake and Molly happy? (Yes.) Is Beth's scooter slow? (Yes.) Mime moving slowly.
- Frame 3: **Is Beth happy with the scooter?** (No.) Look at the wheels. Are they big or small? (Small.) Explain that the scooter is slow because the wheels are small.
- Frame 4: Where is the magic? (In the bell.)
- Frame 5: Are the wheels big or small now? (Big.)
- Frame 6: **Does Molly like the motor?** (Yes.)
- Frame 7: Is the scooter slow now? (No.)/
- Frame 8: Who is the winner? (Beth.) Is Beth happy?
- 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).
- 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 once or twice.
- Now watch the animated story

After you read





Activity Book



After you read: Activity 1

Remember the story. Read and match.

• Read out the first speech bubble and elicit if the sentence describes the first or second scooter. The pupils draw the matching line. Repeat with the other speech bubbles.

Answers: 1 second scooter 2 first scooter 3 first scooter 4 second scooter

Activity 2

Read and write a thank you letter.

• Focus the pupils on the thank you letter. Elicit what the pictures are.

 The pupils complete the letter using the words in the word box.

Answers: Molly, birthday present, scooter

Recycled vocabulary

 The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: rubber

Pupil's Book Activity 2



Values: Read and circle.

- The pupils look at the photo on the right. Read out the sentence in the speech bubble and elicit the correct answer.
- Explain that the words 'thank you' are very important and we should use them every time a person helps us or gives us something such as a present.
- Encourage the class to say the names of people at school and at home who help them.

Answer: thank you

Ending the lesson

Review the lesson.

- (Books closed.) Say Today we've listened to a story about a scooter. Ask What happened in the story? Elicit the story.
- Then say **Today you've learnt some very important** words. What do you say when someone helps you / gives you a present? Elicit thank you from the pupils.

Review the task flashcards.

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



- Ask and answer questions about favourite
- Describe your favourite toy



• Review adjectives to describe the senses (optional)



• Listen for specific information



• Sing a song

Key language

- new. old
- What's your favourite toy? My favourite toy is a (ball).
- Extension: loud, quiet, long, short
- Recycled: computer; big, fast, slow, small

Materials

- Pupil's Book p22; Activity Book p19; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: listen, sing, Talk Partners, match, draw, write

Optional materials

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit and Unit 1)
- A piece of poster paper, coloured crayons
- A selection of real toys

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the Lesson 3 story.
- Set learning outcomes using the task flashcards.

Vocabulary presentation



· Present the new vocabulary.

Activity 1



- · Listen, point and say.
- ► CD1 Track 34 p259

Activity 2



- · Listen and point.
- Sing My favourite toy.
- ▶ CD1 Track 35 p259

Activity 3



- · Listen and repeat.
- Talk Partners Ask and answer.
- ▶ CD1 Track 36 p259
- Go to the Activity Book.

Pupil's Book







Ending the lesson

- · Review the lesson.
- Review the task flashcards.

Extra activities

Reinforcement

• Do a 'favourite toy' class survey.

Vocabulary Extension

 Present four additional vocabulary items.

Cooperative learning

Developing a positive classroom atmosphere

• Play Me too!



Link to Science

• The senses: Review adjectives to describe touch, sight and sound.

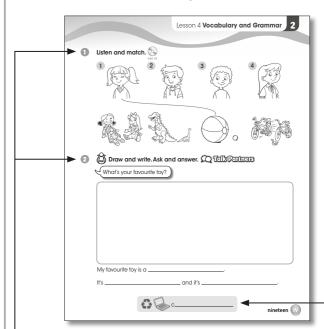
Digital resources

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



Activity Book



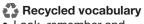
Activity Book

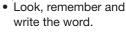


- Listen and match.
- ► CD1 Track 37 p259



- Draw and write.
- Calk Partners Ask and answer.





Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review the Lesson 3 story.

• Give the pupils two minutes to look at the story. Then say One, two, three, I can see a (scooter). Where is it? The pupils scan the story and point to it. Repeat with other things.

Set learning outcomes using the task flashcards.

- Say Today we're going to sing a song and talk about our favourite toys.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Vocabulary presentation



Present the new vocabulary.

• (Books open.) Point to the first picture on Pupil's Book page 22. Say Look at the ball. It's big. Pretend to carry a large ball. The class names something big, e.g. a car. Repeat for the other adjectives.

Pupil's Book Activity 1



Listen, point and say.

- ► CD1 Track 34 p259
- Play the CD. The pupils listen, point to the pictures and repeat the words.
- Play the CD again if needed.
- Play What's missing? (without flashcards) Read out the adjectives in the same order as they appear in the Pupil's Book, but miss one of them out, e.g. big, small, old, ..., fast, slow. The pupils listen and say the missing word. (New.)
- Repeat with different missing adjectives.

Pupil's Book Activity 2



Listen and point. Sing My favourite toy.

- ► CD1 Track 35 p259
- Ask questions such as What can you see? Is the train (old)? Is the teddy (new)? etc.
- Play the CD. The pupils listen and point.
- Play the CD again. The pupils sing and do the actions.

Pupil's Book Activity 3



Listen and repeat. Ask and answer.

- ► CD1 Track 36 p259
- (Books open.) Play the CD. The pupils listen and read.
- Play the CD again. The pupils repeat the question and answer.
- Invite a pupil to come to the front. The class asks him / her the guestion in chorus. He / She answers.
- Talk Partners The pupils ask and answer.

Activity Book



Activity 1

Listen and match.

- ► CD1 Track 37 p259
- Ask the pupils to name and describe the first toy. (It's a ball. It's big.) Repeat with the other toys.
- Play the CD. The pupils listen and draw a matching line. Pause after the first conversation to check the answer. Repeat with the other conversations.

Answers: 1 a big ball 2 a fast bike 3 a small dinosaur 4 an old doll

Activity 2

Draw and write. Ask and answer.

- The pupils draw their favourite toy.
- Elicit possible answers. The pupils write about their toy. Talk Partners The pupils ask and answer the question and show each other their drawings.

Recycled vocabulary

• The pupils look and write the word. If necessary, they look back at the previous unit.

Answer: computer

Ending the lesson

Review the lesson.

 (Books closed.) Say Today we've talked about our favourite toys. What words can we use to describe our favourite toys? Elicit the adjectives.

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

• Do a 'favourite toy' class survey. Ask each pupil What's your favourite toy? Record all the answers in a table on the board.

Vocabulary Extension

• Use the Vocabulary Booster on Navio and present and practise four additional words to describe a toy: long, loud, short, quiet

Cooperative learning

Developing a positive classroom atmosphere

- Discovering similarities helps to develop a positive classroom atmosphere. Play Me too! Invite a pupil to come to the front. Ask What's your favourite toy? When he / she answers, everyone who has the same opinion shouts out Me too!
- Extend this activity with other questions, e.g. What's your favourite (colour / day / number)?

Link to Science



- If you are studying the Science topic of **The senses** in English, you could review adjectives to describe touch (hard, soft, rough, smooth), sight (colours) and sound (loud, quiet). Ask Is a (teddy) (soft)?
- Provide a selection of real toys and give groups of pupils several toys to describe.



- Say a tongue twister with the 's' sound
- Listen for specific information



- Sing a cooperative learning song
 - Understand the importance of sharing



• Play a communication game about toys

Key language

- My favourite toy is (old).
- Recycled: big, fast, new, old, small, slow; ball, bike, car, computer game, dinosaur, doll, kite, robot, scooter, teddy, train; pen; six
- Recycled: Is it a (scooter)? Yes, it is. No, it isn't.

Materials

- Pupil's Book p23, Activity Book p20; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: listen, say, number, sing, cut out, think, Talk Partners, write, colour
- Teacher's Resource Bank: Unit 2 Lesson 5 Activity 3 cut-outs

Optional materials

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit and Unit 1)
- Coloured paper, scissors; coloured pencils or crayons

At a Glance Lesson Plan

Starting the lesson

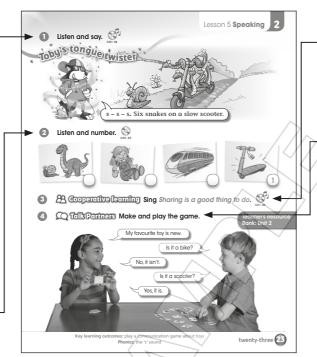
- Use the Trinity Exam Practice cards (optional).
- Review the vocabulary from Lesson 4.
- Review My favourite toy song.
- ► CD1 Track 35 p259
- Set learning outcomes using the task flashcards.

Activity 1

- Listen and say.
- ► CD1 Track 38 p259
- Go to Magic Phonics.
- Go to the Activity Book.

Activity 2

- Listen and number.
- ▶ CD1 Track 39 p259



Pupil's Book

Activity 3 Cooperative learning

- Sing Sharing is a good thing to do.
- ▶ CD1 Track 40 p259

Activity 4

• Make and play the game.

Talk Partners

Go to the Activity Book.

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activity

Reinforcement

Continue the pronunciation wall display.

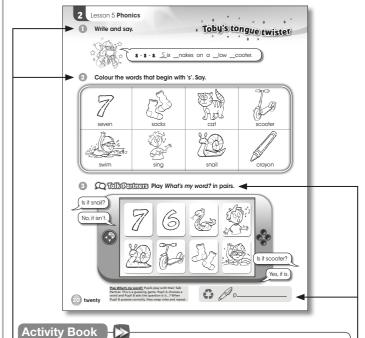
Digital resources

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 1

Write and say.

Activity 2

 Colour the words that begin with 's'. Say.

Go to Magic Phonics.

Activity 3

- Idlk Partners
 Play What's my word? in pairs.
- Recycled vocabulary
- Look, remember and write the word.

Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review the vocabulary from Lesson 4.

• Ask a pupil What's your favourite toy? Is it (old)? Repeat with different pupils and adjectives.

Review My favourite toy song.

- Play the CD. The pupils sing along.
- ▶ CD1 Track 35 p259

Set learning outcomes using the task flashcards.

- Say Today we're going to practise saying a tongue twister and make and play a speaking game.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1



Listen and sav.

- ▶ CD1 Track 38 p259
- (Books open.) Write the target 's' sound on the board, and say it for the pupils. The pupils repeat.
- Say It's time for Toby's tongue twister. How many snakes can you see?
- Play the CD. The pupils listen and repeat the target sound, then the words and then the entire tongue twister, faster and faster.



Activity Book



Activity 1

Write and say.

• (Books open.) The pupils write the letter 's' in the tongue twister. Remind them that they should use a lower case 's' and not a capital 'S' as in 'Six'.

Answer: Six snakes on a slow scooter.

Activity 2

Colour the words that begin with 's'. Say.

 Ask the pupils to say the words that begin with 's'. The pupils colour and say these words.

Answers: seven, socks, scooter, swim, sing, snail



Go to Magic Phonics.

Activity 3

Play What's my word? in pairs.

- Point to each picture and elicit the word.
- Demonstrate the game. Think of one of the objects and ask What's my word? The pupils ask questions to guess your word.

Talk Partners The pupils play the game with a Talk Partner.

Recycled vocabulary

• The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: pen

Pupil's Book Activity 2



Listen and number.

- ► CD1 Track 39 p259
- Point to the pictures and ask the class to name and describe the toys, e.g. a new scooter.
- Play the CD, pausing after the first conversation to check that the pupils understand.
- Play the other conversations. The pupils write the numbers.

Answers: 1 a new scooter 2 a fast train 3 a slow dinosaur 4 an old doll

Pupil's Book Activity 3: Cooperative learning

Sing Sharing is a good thing to do.

- ▶ CD1 Track 40 p259
- Highlight the importance of sharing our things with other people.
- Point to yourself and say Me. Point to the class and say You. Play the CD. The pupils do the actions when they hear these words.
- Play the CD again. The pupils sing and do the actions.

Pupil's Book Activity 4



Make and play the game.

- Tell the class that they are going to play the game.
- The pupils cut out and colour the cards.
- Demonstrate the activity. Take a card and say My favourite toy is (old). The pupils guess the toy. Is it a (teddy)?
- Ask a pupil to take your role. The rest of the class asks him / her questions.
- Tolk Partners The pupils play the game with a Talk Partner.

Ending the lesson

Review the lesson.

• (Books closed.) Say Today we've practised a tongue twister and played a game. Elicit the tongue twister.

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

Reinforcement

- Continue with the pronunciation wall display. Cut out the letter 's' in coloured paper. Stick it on a piece of differently coloured paper to make a wall display. Elicit words that begin with that letter and write them on the wall display.
- Encourage the pupils to add new words beginning with the letter 's' during the year.





• Listen for general information



- Read about birthday parties in Britain
- Answer questions about a birthday party
- Think about your birthday party

Key language

- birthday cake, birthday card, candles, fancy dress, party, party games, presents
- I've got a (birthday cake). I have (a party). I play (party games). I wear (fancy dress). It's (good fun).
- Recycled: sharpener

Materials

- Pupil's Book p24; Activity Book p21; Class CD1; Teacher's App on Navio
- Toys flashcards
- Teacher's Resource Bank: Task flashcards: listen, read, think, circle, tick, draw

Optional materials

• Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Collaboration Review Toby's tongue twister.
- ► CD1 Track 38 p259
- Review the Happy birthday! song.
- ► CD1 Track 28 p258
- ▶ CD1 Track 29 p258 (optional karaoke version)
- Set learning outcomes using the task flashcards.

Activity 1

- · Listen and read.
- ▶ CD1 Track 41 p259
- Answer.

Think about vour culture



• Do you have a party on your birthday?

Go to the Activity Book.

Pupil's Book



Think about your culture

Do you have a party on your birthday?

Ending the lesson

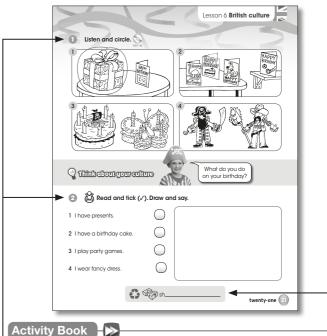
- Review the lesson.
- Review the task flashcards.

Extra activity

Extension

• Play a traditional party game.

Activity Book



Activity 1

- Listen and circle.
- ► CD1 Track 42 p259

Activity 2: Think about your culture

- Read and tick (✓).



Recycled vocabulary

• Look, remember and

write the word.

Draw and say.

Digital resources

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.



Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review Toby's tongue twister.

- ▶ CD1 Track 38 p259
- Ask What sound did you practise in Toby's tongue twister? Can you remember the tongue twister? (Six snakes on a slow scooter.) Play the CD. Practise the tongue twister as a class.
- Talk Partners The pupils practise saying the tongue twister as fast as possible with a Talk Partner. Choose a fast pair to say it for the class.

Review the Happy birthday! song

- ► CD1 Track 28 p258
- ► CD1 Track 29 p258 (optional karoake version)
- Put the toys flashcards on the board in the order they appear in the song. Divide the class into two groups. Play the CD (or use the karaoke version). Group A sings the chorus and mimes giving a present. The pupils in Group B sing the two verses and shrugs their shoulders for each line. They swap roles.

Set learning outcomes using the task flashcards.

- Sav Today we're going to learn about birthday parties in Britain.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1



Listen and read. Answer.

- ▶ CD1 Track 41 p259
- (Books open.) The pupils look at the photos. Ask Where are the children? What can you see? Elicit the things in the pictures (balloons, cake, etc.).
- Play the CD. Pause after each text. Ask questions to check understanding.

Suggested comprehension questions

• Photo 1: The children have got costumes. Are the children princesses? (No.) Are they football players? (No.) Are they pirates? (Yes.)

- Photo 2: Has the boy got a birthday cake? (No.) Has the boy got birthday cards? (Yes.) Is he happy? (Yes.)
- Photo 3: The children are playing games. Are they playing the games in the house? (No.) Where are they playing games? (In the garden.)
- Photo 4: What is on the birthday cake? (Candles.) How many can you see? (Seven.)

Pupil's Book Think about your culture



Do you have a party on your birthday?

- Read out the question.
- Encourage the pupils to tell you about birthday parties in their country.
- Ask questions, e.g. Do you have presents / a birthday cake / birthday cards? Do you play party games? Do you wear a costume?

Activity Book



Activity 1

Listen and circle.

- ▶ CD1 Track 42 p259
- (Books open.) Play the CD, pausing after each text. The pupils circle the object they hear.
- Repeat with the other pictures.

Answers: 1 big present 2 birthday card on the shelf 3 cake with six candles 4 cowboy costume

Activity 2: Think about your culture Read and tick (√). Draw and say.



- Read out the question in the speech bubble. Elicit the pupils' answers.
- Read out the first sentence. The pupils tick the box if they have presents on their birthday. Repeat with the other sentences.
- The pupils draw the things they have and do on their birthday.
- Invite different pupils to show the class their drawings and say what they do.

Recycled vocabulary

 The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: sharpener

Ending the lesson

Review the lesson.

• (Books closed.) Say **Today we've learnt about** birthdays in Britain. What do children do at birthday parties in Britain? Elicit the activities 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 activity

Extension

• Play a traditional party game. Invite a confident pupil to come to the front of the class and place a blindfold or scarf over his / her eyes. Then silently choose another pupil to stand in front of him / her. Carefully place the blindfolded pupil's hands on the second pupil's head and prompt him / her to make a guess. Is it (Paula)? The rest of the class chorus their response Yes, it is / No, it isn't. The pupil with the blindfold has three attempts to guess their classmate. Repeat the game with different pairs of pupils.



· Read for specific information



- Read and understand a birthday card
- · Design and write a birthday card

Key language

- balloons
- To ..., Lots of love, From ...
- Have a (fantastic party with your friend).
- Recycled: bike, dinosaur, kite, scooter; birthday cake, present; crayon, dog, six
- Recycled: Happy birthday

Materials

- Pupil's Book p25; Activity Book p22; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: think, circle, listen, read, write, draw

Optional materials

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit and Unit 1)
- Plain card, coloured crayons
- A selection of birthday cards

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- · Review the culture lesson.
- Set learning outcomes using the task flashcards.

Before you read



· Look at and talk about some real birthday cards.

Activity 1



- What can you see on the birthday card?
- · Circle and say.

Activity 2

- Listen and read the birthday card.
- ► CD1 Track 43 p259

After you read



Go to page 22 in your Activity Book.

Pupil's Book



Listen and read the birthday card.



To Beth. Happy Birthday Have a fantastic

party with your Lots of love,

from Mum and Dad

Digital resources

Teacher's Digital: Don't forget

you can teach this lesson using

the Teacher's App on Navio.

Go to page 22 in your Activity Book.

twenty-five

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activity

Extension

• Make a birthday card.

Pupil's Digital: Encourage your pupils

practise the vocabulary from this lesson.

to use the Pupil's App on Navio to

Cooperative learning

Developing a positive classroom atmosphere

• Establish a classroom birthday

NAVIO

Activity Book

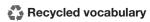


Activity Book



After you read: Activity 1

- · Read again.
- Write yes or no.
- Draw a picture on the birthday card.
- · Write.



· Look, remember and write the word.



Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review the culture lesson.

- Review birthday party activities from Lesson 6. Draw a birthday cake on the board and ask What's this? Say Blow out the candles on the birthday cake. The pupils do the action.
- Repeat with a present, a birthday card and a pirate costume. The pupils mime the actions. Say Open the present, Write inside the birthday card and Be a pirate.

Set learning outcomes using the task flashcards.

- Say Today we're going to read a birthday card.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Before you read



Look at and talk about some real birthday cards.

- (Books closed.) If you have some birthday cards, show the first card to the class and ask What's this? (If you don't have cards, you can find some examples online instead.)
- Ask questions about the card, e.g. What's this? What colour is the ...? How many ... can you see? Repeat with the other cards. Ask the class Which is your favourite birthday card?

Pupil's Book Activity 1



What can you see on the birthday card? Circle and

- Point to the birthday card in the Pupil's Book and ask What's this?
- Read out the instructions to Activity 1. Focus on the example answer that is circled. Ask Is there a (bike) on the birthday card? Invite different pupils to read out the other words and elicit from the class if they can see each object on the card. The pupils circle all the things that appear on the card.

Answers: bike, seven, balloons, dinosaur, birthday cake

Pupil's Book Activity 2



Listen and read the birthday card.

- ► CD1 Track 43 p259
- Say Let's listen and read the birthday card. Play the CD.
- Ask Is the birthday card for Beth? (Yes.) Is she six today? (No.) Is the card from Jake and Molly? (No.) How many kisses are on the card? (Three.)
- Play the CD again, pausing after each section. The class repeats the sentences.
- Cultural information: In Britain, people often write kisses at the end of personal emails, letters and cards. These are represented by the letter X.

Activity Book



After you read: Activity 1

Read again. Write yes or no.

- The pupils read the birthday card again.
- Read out the first sentence and elicit the answer. Repeat with the other sentences. Alternatively, invite different pupils to read out and answer each sentence.

Answers: 1 yes 2 no 3 yes 4 no 5 no

Activity 2

Draw a picture on the birthday card. Write.

• The pupils decide who their birthday card will be for. They draw a picture on the front of their card and complete the birthday message.

• Encourage individual pupils to show their card to the rest of the class and read out their message.

Recycled vocabulary

 The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: crayon

Ending the lesson

Review the lesson.

• (Books closed.) Say Today we've read a birthday card in English. What do we write in a birthday card? Elicit the message 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 activity

Extension

- The pupils make a birthday card.
- Hand out card and ask the pupils to fold it in half.
- Write *Happy Birthday* on the board and the pupils copy the words onto their card. Then they draw a picture on the front.

Cooperative learning

Developing a positive classroom atmosphere

 Celebrating birthdays helps build a positive classroom atmosphere as pupils feel included and valued. A birthday routine can be as simple as singing Happy Birthday in English or adding a piece of birthday news on a class notice board. You could encourage the pupils to make birthday cards for each other in English.





- Review language in the unit
- Reflect on own learning



Sing a cooperative learning song

Key language

- Recycled: ball, car, computer game, dinosaur, doll, kite, robot, scooter, teddy, train; big, fast, new, old, slow, small: book
- Recycled: Is it a (ball)? Yes, it is. No, it isn't. My favourite toy is (old and brown).

Materials

- Pupil's Book p26; Activity Book p23; Class CD1; Teacher's App on Navio
- Toys flashcards
- Teacher's Resource Bank: Task flashcards: listen, number, write, read, sing, think, stick
- Teacher's Resource Bank: Traffic light cut-out
- Give Me Five! sticker

Optional materials

• Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the unit vocabulary.
- · Set learning outcomes using the task flashcards.

Activity 1



- · Listen and number.
- ▶ CD1 Track 44 p260
- Write and say.

Activity 2



· Look, read and write.



- Sing Well done!
- ▶ CD1 Track 45 p260
- Stick the Give Me Five! sticker.

Go to the Activity Book.

scooter teddy computer game 1 My favourite toy is old and brown 2 My favourite toy is new and aree 3 My favourite toy is big and purple 4 My favourite toy is fast and blue

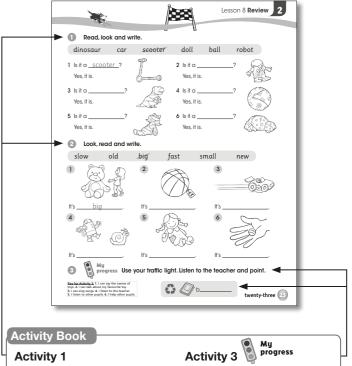
Pupil's Book

Lesson 8 Review

Ending the lesson

· Review the task flashcards.

Activity Book



Activity 1

· Read, look and write.

Activity 2

· Look, read and write.

• Use your traffic light. Listen to the teacher and point.

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.



Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review the unit vocabulary.

- Review the unit vocabulary using the toys flashcards. Hold up a flashcard and elicit the word. Stick the flashcard face down on the board. Repeat until all the flashcards are on the board.
- Ask Where's the (ball)? Ask a pupil to come to the front and turn over one of the flashcards. If it's the correct card, he / she says It's here. If it isn't the correct flashcard, another pupil has a go. Repeat with different words.
- Variation: Play the game in two teams. The teams take it in turns to remember the toys.

Set learning outcomes using the task flashcards.

- Say Today we're going to remember what we've learnt in Unit 2.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1



Listen and number. Write and say.

- ► CD1 Track 44 p260
- (Books open.) Play the CD, pausing after each conversation. The pupils repeat the words.
- Play the CD again. This time the pupils write the correct numbers in the circles.
- Then the pupils write the correct word under each picture and say the words.

Answers: 1 dinosaur 2 computer game 3 doll 4 car 5 train 6 teddy 7 scooter 8 ball 9 robot 10 kite

Pupil's Book Activity 2



Look, read and write.

- Ask a pupil to read out the first description. Point to the pictures in Activity 1 and ask Which toy is it? Repeat with the other sentences.
- The pupils write the toys.

Answers: 1 teddy 2 dinosaur 3 scooter 4 car



Pupil's Book Activity 3: Cooperative learning

Sing Well done!

- ▶ CD1 Track 45 p260
- Praise the pupils for their hard work and play the Well done! song. The pupils sing and do the actions.

Stick the Give Me Five! sticker.

- The pupils stick the Give Me Five! sticker on the Pupil's Book page.
- Variation: Sing the Well done! song and stick the Give Me! sticker after the pupils have also completed the Activity Book Lesson 8 Review.

Activity Book



Activity 1

Read, look and write.

- (Books open.) Read out the words in the box.
- Ask a pupil to read the first question and answer. Repeat, eliciting the correct toy each time.
- The pupils write the answers on their own.

Answers: 1 scooter 2 robot 3 dinosaur 4 ball 5 doll 6 car

Activity 2

Look, read and write.

- Focus the pupils on Activity 2. The pupils say what's in each picture.
- Ask a pupil to read the first adjective in the word box and match it to the correct picture.
- The pupils write the words under the correct pictures.

Answers: 1 big 2 new 3 fast 4 slow 5 old 6 small

Activity 3: My progress progress



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

- (Books closed.) Ask the class to take out their traffic light cut-out. 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 sing songs in English. Yes, I can do this very well. Point to the yellow circle, move your head a little, 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 out the 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 names of toys.
- 2. I can talk about my favourite toy.
- 3. I can sing songs.
- 4. I listen to the teacher.
- 5. I listen to other pupils.
- 6. I help other pupils.

Recycled vocabulary

• The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: book

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.



- Watch and understand a video about ranking favourite tovs
- Say what your favourite toys are



Order things

Key language

• ball, dinosaur, fast, kite, new, old, robot, scooter, slow, teddy, train, video game

Materials

- Pupil's Book p27; Activity Book p24; Class CD1; Video; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: tick, read, circle, think, write, number, listen, Talk Partners, draw,
- Toy flashcards

Optional materials

• Read. Listen and circle

the favourite things.

► CD1 Track 46 p260

• Teacher's Resource Bank: Trinity Exam Practice cards (selected from Unit 2)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Think-Pair-Share Review toy vocabulary.
- Set learning outcomes and use the task flashcards.

Pre-watching activity

· Look at the photo and talk about favourite toys.

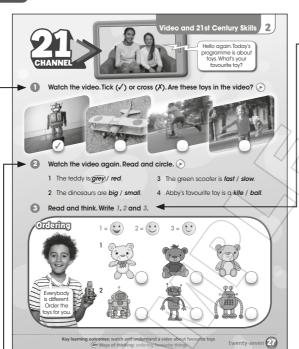
Activity 1

- · Watch the video.
- Unit 2 video p277
- Tick (✓) or cross (✗). Are these toys in the video?

Activity 2

- · Watch the video again.
- (Unit 2 video
- · Read and circle.

Pupil's Book



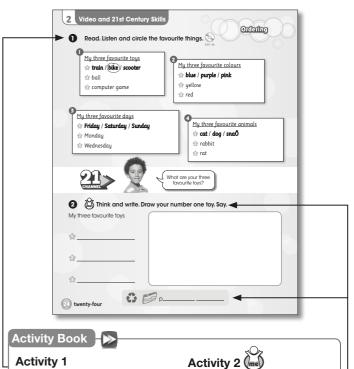
Activity 3

• Read and think. Write 1, 2, and 3. Go to the Activity Book.

Ending the lesson

- · Review the lesson.
- · Review the task flashcards. Elicit the pupils' favourite activities.

Activity Book



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.



 Think and write. Draw your number one toy. Say.

Recycled vocabulary

• Look, remember and write the word.

Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions.

Review toys vocabulary.

Think-Pair-Share Ask How many toys from Unit 2 can you remember? The class thinks silently for a minute.

Talk Partners The pupils work with a Talk Partner to name as many toys as they can in two minutes.

 Invite different Talk Partners to say how many toys they remembered.

Set learning outcomes and use the task flashcards.

- Say Today we're going to watch a video and then ask and answer questions about favourite toys.
- Point to the task flashcards throughout to elicit activities and reinforce your instructions.

Pre-watching activity

- Ask What do you think the video is about this
- Look at the photo. Ask What's your favourite toy? Elicit responses from a number of pupils.

Pupil's Book Activity 1



Watch the video. Tick (\checkmark) or cross (X). Are these toys in the video? p277

- Ask How many favourite toys are in the video? Play Part 1, pausing after Tom says, It's about five favourite toys.
- On the board stick four toy flashcards. Tell the pupils to listen and tell you which toy you don't say and come to the board and write a cross under it. Repeat with different toy flashcards.
- Focus the pupils on the video stills. Ask What can you see? Encourage full sentences for example A red robot. Then say Let's watch and listen.
- Explain that the pupils cross the toy that is not in the video. Play Part 2 of the video. Pause after the first video still. Ask the pupils to point to the corresponding photo. Play Part 2 for pupils to point to the photos in the order they see the toys.

- Play Part 2 again for pupils to write the cross. The pupils then tick the toys that are in the video.
- Ask What is the number one favourite toy? Describe it? (It's a video game. It's fun. It's about cars).

Answers: \checkmark , X, \checkmark , \checkmark

Pupil's Book Activity 2



Watch the video again. Read and circle.

- Play Part 1 and Part 2 again. Pause after Sophie says, This teddy is cute. Read out the first sentence in Activity 2. Ask **Is the teddy grey or red?** Show *grey* circled.
- Play the video all the way through. Ask Which toy is the number one favourite toy? Why?
- Ask general questions to check understanding. What colour is the teddy? (Grey.) Are the dinosaurs big or small? (Small.) What can the red robot do? (Walk and turn around.) What colour are the scooters? (Pink and green.) Does everyone have the same favourite toy? (No. we are all different.)

Answers: 1 grey 2 small 3 fast 4 kite

Pupil's Book Activity 3



Read and think. Write 1, 2 and 3.

- Copy the smiley face key onto the board. To demonstrate the activity, stick three of the toy flashcards on the board. Write one, two or three under each one. Ask Which toy is my favourite? How do you know? Explain the ranking order. Ask volunteers to come to the board and rank the toys for themselves. Read out the speech bubble. The pupils look at the pictures and rank the toys one to three.
- Say My number one favourite teddy is orange. My number one favourite robot is green. Ask a couple of pupils, What's your number one favourite teddy / robot? Encourage full answers.

Think-Pair-Share The pupils compare their ranking with their Talk Partner. Ask **Are your answers** the same or different? Is it OK to be different? Why?

Activity Book



Activity 1

Read. Listen and circle the number one favourite things.

- ▶ CD1 Track 46 p260
- Play the CD, pausing after each topic to elicit the answer.
- On the board write 1 train, bike and scooter. Ask Which toy, train, bike or scooter is the number one favourite thing? Circle bike. Read out the four rankings and play the rest of the track, pausing for pupils to circle the number one favourite thing.

Answers: 1 bike 2 blue 3 Sunday 4 a dog

Activity 2

Think and write. Draw your number one toy. Say.

- Ask a few pupils, What are your three favourite tovs?
- Focus the pupils on Activity 2. The pupils rank their three favourite toys. Pupils draw their number one toy. Talk Partners In pairs pupils take turns to ask and answer What are your three favourite toys? Encourage the pupils to say why they like the toys for example My favourite toy is a blue robot. It's fast.

Answers: pencil case

Recycled vocabulary

Ending the lesson

Review the lesson.

 Say What did we learn about ranking favourite things? (How to rank them. We are all different and that's OK).

Review the task flashcards.

• Say Look at the activities you've done today. Which activity was your favourite?

Date: Unit:	
1 What did my pupils learn in this unit?	5 Which lessons / activities did my pupils find the most difficult and why?
2 How did my pupils work? (✓)	
individually in pairs in small groups	6 What did I try in the classroom for the first time? How did it go?
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	7 Which resources did I find most useful? (including webpages)
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?	8 What could I do differently next time I teach this unit?
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