

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 saying '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 design 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



Literacy

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 saying '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, quiet*)

Suggested Arts and Crafts concepts

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

Key Competences and Key Learning Outcomes

- 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, 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

Unit 2 Happy birthday! Lesson 1 Vocabulary

1 Listen and point. Sing Happy birthday!

Happy birthday!
Happy birthday to you!
Here's a present,
A present for you.
Is it a doll?
Is it a train?
Is it a kite
or a computer game?
Chorus
Is it a robot?
Is it a ball?
Is it a scooter
or a dinosaur?
Chorus

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

ball train car doll kite

Learning to learn Spelling: go to page 25 in your Activity Book.

18 eighteen Key learning outcomes: identify and say ten toys; sing a song about a birthday present Vocabulary: toys

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

- Talk Partners** 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

Unit 2 Happy birthday! Lesson 1 Vocabulary

1 Read, find and colour.

1 a blue ball
2 a red train
3 a brown teddy
4 a green kite
5 a yellow car
6 an orange scooter

2 Read and circle.

computer game
train doll dinosaur

16 sixteen

Recycled vocabulary

Spelling 2

Let's practise spelling

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

Recycled vocabulary

school bag twenty five

Activity Book

Activity 1

- Read, find and colour.

Activity 2

- Read and circle.

Recycled vocabulary

- Look, say and trace the letter.

Spelling

Let's practise spelling!

- Use the *Look-Read-Trace* technique.

Recycled vocabulary

- Look, say and trace the letters.

Detailed Lesson Plan

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

Read and circle.

- Ask a pupil to find one of the toys in the text. Tell the class to circle the word.
- The pupils find and circle the rest of the words in 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 say the word. Then they trace the first letter.

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 toys.

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-Read-Trace* technique at any time during this unit before the Lesson 8 Review.

Recycled vocabulary

- The pupils look at the picture and say the word. Then they trace the first letters of each word.

Key Competences and Key Learning Outcomes



- 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: *listen, act out, find, circle, read, follow, draw, Talk Partners*

Optional materials

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

At a Glance Lesson Plan

Pupil's Book

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.

Lesson 2 Grammar 2

1 Listen and repeat. Act out. CD1 31

What is it? Is it a bike?
No, it isn't.
Is it a scooter?
Yes, it is!
It's a fantastic present.
Thank you!

Grammar

What is it?
Is it a bike?
Yes, it is.
No, it isn't.

2 Listen and circle. CD1 32

1 2

3 4

robot scooter teddy dinosaur computer game

Key learning outcomes: use *What is it?, Is it a ...?, Yes, it is. / No, it isn't* to identify things.
Grammar: *What is it? Is it a (bike)? Yes, it is. / No, it isn't.*

nineteen 19

Ending the lesson

- Review the lesson.
- Review the task flashcards.



Cooperative learning

Listening to others

- Play the *Secret message* game.

Activity Book

Lesson 2 Grammar 2

1 Read, follow and circle.

1 Is it a doll? Yes, it is.
No, it isn't.

2 Is it a teddy? Yes, it is.
No, it isn't.

3 Is it a ball? Yes, it is.
No, it isn't.

4 Is it a kite? Yes, it is.
No, it isn't.

2 **Talk Partners** Choose and circle. Act out.

What is it? Is it a ?
No, it isn't.

Is it a ?
Yes, it is.

It's a fantastic present. Thank you!

ruler seventeen 17

Activity Book

Activity 1

- Read, follow and circle.

Activity 2

- Choose and circle.
- Act out.

Talk Partners



Recycled vocabulary

- Look, say and trace the letter.

Digital resources

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

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



Detailed Lesson Plan

Starting the lesson

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 circle. Act out.

- (Books open.) Read the speech bubbles, pausing before the pictures to elicit the vocabulary.
- Practise the conversation as a class.
-  **Talk Partners** When the pupils are confident with the language, they work in pairs to choose and circle an object for each question. They ask and answer with their partner.
- Invite different pairs of pupils to act out their conversations.

Recycled vocabulary

- The pupils look at the picture and say the word. Then they trace the first letter.

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.

Key Competences and Key Learning Outcomes

- Read, listen and understand a story about a new toy
- Read the story with some fluency
- Understand why forms of transport go fast or slow
- Become familiar with the story through a pre-reading task
- Understand the importance of saying 'thank you'
- 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*
- 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

- ▶ Go to page 18 in your Activity Book.
- Values: Read and circle.

Pupil's Book

2 Lesson 3 Story

Before you read

How many toys can you see in the story?

1 Listen and read. Act out. **The slow scooter**

1 Let's have a race.

2 Oh no! My new scooter is slow. Wait for me!

3 What's the matter, Beth? My new scooter is slow. The wheels are very small.

4 Magic Bike! Magic Bike! Can you help?

5 I've got an idea.

6 Look! The wheels are big now.

7 My scooter is fast now. **Whoooo!**

8 Well done, Beth. You win the race.

9 Thank you, Jake and Molly. Thank you, Magic Bike!

After you read

▶ Go to page 18 in your Activity Book.

2 **Values** Read and circle.

When a person helps you, say **hello / please / thank you**.

Key learning outcomes: read, listen and understand a story about a new toy
Language: What is it? It's a motor. My scooter is slow.

20 twenty

Now watch the animated story!

21 twenty-one

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

2 Lesson 3 Story

After you read

1 Remember the story. Read and match.

1 My scooter is fast.

2 My scooter is slow.

3 The wheels are small.

4 The wheels are big.

2 Read a thank you letter and circle.

Dear Jake and Molly,

Thank you for my **birthday cake / present**.

My **ball / scooter** is fast.

It's fantastical

Beth / Molly

18 eighteen

rubber

Activity Book

After you read: Activity 1

- Remember the story.
- Read and match.

Recycled vocabulary

- Look, say and trace the letter.

Activity 2

- Read a thank you letter and circle.

Detailed Lesson Plan

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?** (*Yes.*)
- Finally, ask the pupils **Is this a good story?** The pupils give their opinion through gesture (thumbs up / down) or orally (*yes / no*).
- Organise the class into three groups (Beth, Molly and Jake).
- 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



Go to page 18 in your Activity Book.

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 a thank you letter and circle.

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

- Read out the thank you letter with both words and elicit the correct word.
- The pupils circle the correct words in the letter.

Answers: present, scooter, Beth

Recycled vocabulary

- The pupils look at the picture and say the word. Then they trace the first letter.

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.

Key Competences and Key Learning Outcomes

- Ask and answer questions about favourite toys
- 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*

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

Pupil's Book

Activity Book

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.

2 Lesson 4 Vocabulary and Grammar

1 Listen, point and say.  CD1 34



big small old new fast slow

2 Listen and point. Sing *My favourite toy*.  CD1 35

My favourite toy is a train.
My favourite toy is a train.
It's fast. It's new.
It's red and blue.
My favourite toy is a train.

My favourite toy is a teddy.
My favourite toy is a teddy.
It's old. It's big.
It's brown and pink.
My favourite toy is a teddy.

3 **Talk Partners** Listen and repeat. Ask and answer.  CD1 36



What's your favourite toy?
My favourite toy is a ball. It's old.

22 twenty-two

Key learning outcomes: ask and answer questions about favourite toys
Vocabulary: adjectives Grammar: What's your favourite toy? My favourite toy is a (ball).

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

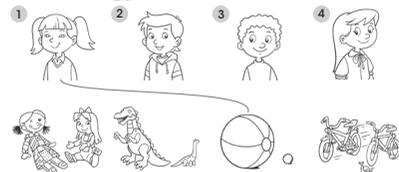
Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

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



Lesson 4 Vocabulary and Grammar 2

1 Listen and match.  CD1 37



2 **Read and circle. Draw. Ask and answer. Talk Partners**

What's your favourite toy?

My favourite toy is a ball / doll / robot.
It's big / small.

Computer

nineteen 19

Activity Book

Activity 1

- Listen and match.
- ▶ CD1 Track 37 p259

Activity 2

- Read and circle.
- Draw.

- **Talk Partners** Ask and answer.

- ♻️ **Recycled vocabulary**
- Look, say and trace the letter.

Detailed Lesson Plan

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 question 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

Read and circle. Draw. Ask and answer.

- Read out the question. The pupils circle their favourite toy, and whether it is big or small.
- The pupils draw their favourite toy.
-  **Talk Partners** The pupils ask and answer the question and show each other their drawings.

Recycled vocabulary

- The pupils look and say the word. Then they trace the first letter.

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.

Key Competences and Key Learning Outcomes

- 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, 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

Pupil's Book

Activity Book

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**

Lesson 5 Speaking 2

1 Listen and say. **Toby's tongue twister**
s - s - s. Six snakes on a slow scooter.

2 Listen and number.

3 **Cooperative learning** Sing *Sharing is a good thing to do.*

4 **Talk Partners** Make and play the game.

My favourite toy is new.
Is it a bike?
No, it isn't.
Is it a scooter?
Yes, it is.

Key learning outcomes: play a communication game about toys
Phonics: the 's' sound

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.



Lesson 5 Phonics

Toby's tongue twister
s - s - s. Six snakes on a slow scooter.

1 Say.

2 Colour the words that begin with 's'.

7 seven	socks	cat	scooter
swim	sing	snail	crayon

3 **Talk Partners** Play *What's my word?* in pairs.

Is it snail?
No, it isn't.

Is it scooter?
Yes, it is.

20 twenty

Activity Book

Activity 1

- Say.

Activity 2

- Colour the words that begin with 's'. Say.
- ➔ Go to Magic Phonics.

Activity 3

- **Talk Partners**
Play *What's my word?* in pairs.

- **Recycled vocabulary**
Look, say and trace the letter.

Detailed Lesson Plan

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 say.

▶ 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.

➔ Go to Magic Phonics.

Activity Book



Activity 1

Say.

- (Books open.) Read out the tongue twister for the pupils to repeat.
- The pupils say the tongue twister to their partner, saying it faster and faster each time.

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 say the word. Then they trace the first letter.

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.
- ➔ **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 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. They can either tell you the new word for you to add or write the word themselves if they can.

Key Competences and Key Learning Outcomes



- 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

Pupil's Book

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- **Talk Partners** 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 your culture

- Do you have a party on your birthday?
- ➔ Go to the Activity Book.

Lesson 6 British culture

1 Listen and read. Answer.

It's my birthday today. I'm seven. I have a party on my birthday.

My party is a fancy dress party. Look! We're pirates today.

I've got lots of birthday cards. They're fantastic!

I play party games in the garden with my friends. It's good fun!

I've got a birthday cake with seven candles.

Think about your culture
Do you have a party on your birthday?

Key learning outcomes: read about birthday parties in Britain; think about your birthday party

24 twenty-four

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activity

Extension

- Play a traditional party game.

Activity Book

Lesson 6 British culture

1 Listen and circle.

1 I have presents.

2 I have a birthday cake.

3 I play party games.

4 I wear fancy dress.

Think about your culture
What do you do on your birthday?

sharpener

twenty-one 21

Activity Book

Activity 1

- Listen and circle.
- ▶ **CD1 Track 42 p259**

Activity 2: Think about your culture

- Read and tick (✓).
- Draw and say.

- Recycled vocabulary**
- Look, say and trace the letters.

Digital resources

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



Detailed Lesson Plan

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 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 (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.

- Say **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 say the word. Then they trace the first two letters.

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.

Key Competences and Key Learning Outcomes



- Read for specific information



- Read and understand a birthday card
- Design 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, 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

Pupil's Book

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.

Text type: A birthday card Lesson 7 Literacy 2

Before you read

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

dog seven bike dinosaur scooter
present balloons kite six birthday cake

2 Listen and read the birthday card.

After you read

Go to page 22 in your Activity Book.

Key learning outcomes: read and understand a birthday card twenty-five 25

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activity

- Make a birthday card.



Cooperative learning

Developing a positive classroom atmosphere

- Establish a classroom birthday routine.

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

2 Lesson 7 Literacy Text type: A birthday card

After you read

1 Read again. Choose yes or no.

1 The birthday card is for Beth.	yes / no
2 Beth is eight today.	yes / no
3 Beth is seven today.	yes / no
4 The birthday card is from Molly and Jake.	yes / no
5 The birthday cake has seven candles.	yes / no

2 Read. Draw a picture on the birthday card.

22 twenty-two

crayon

Activity Book

After you read: Activity 1

- Read again.
- Choose yes or no.



Recycled vocabulary

- Look, say and trace the letter.

Activity 2

- Read.
- Draw a picture on the birthday card.

Detailed Lesson Plan

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 say.

- 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. Choose 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.
- The pupils circle *yes* or *no*.

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

Activity 2

Read. Draw a picture on the birthday card.

- Read out the description of the birthday card for the pupils to follow.
- The pupils read the description again and draw the picture on the front of their card.
- Encourage individual pupils to show their card to the rest of the class and say who it's for.

Recycled vocabulary

- The pupils look at the picture and say the word. Then they trace the first letter.

Ending the lesson

Review the lesson.

- (Books closed.) Say **Today we've read a birthday card in English. What message do we put 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. Then they draw a picture on the front.
- Go round the class and write *Happy Birthday* on their cards.



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 birthday news to a class notice board. You could encourage the pupils to make birthday cards for each other in English.

Key Competences and Key Learning Outcomes

- 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, 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
- Say.

Activity 2

- Look, read and circle.

Activity 3
Cooperative learning

- Sing *Well done!*
- ▶ CD1 Track 45 p260
- Stick the *Give Me Five!* sticker.
- ➡ Go to the Activity Book.

Pupil's Book

2 Lesson 8 Review

1 Listen and number. Say.

car teddy scooter kite doll

ball robot train dinosaur computer game

2 Look, read and circle.

1 My favourite toy is old and brown. teddy / train

2 My favourite toy is new and green. doll / dinosaur

3 My favourite toy is big and purple. robot / scooter

4 My favourite toy is fast and blue. car / kite

3 Cooperative learning Sing Well done!

26 twenty-six Key learning outcome: review language in the unit Language: Toys and adjectives

WELL DONE!
GIVE ME FIVE!

Ending the lesson

- Review the task flashcards.

Activity Book

Lesson 8 Review 2

1 Look, trace and match.

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

2 Look, read and circle.

1 It's big / small. 2 It's old / new. 3 It's fast / slow.

4 It's slow / fast. 5 It's old / new. 6 It's big / small.

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

Recycled vocabulary book

twenty-three 23

Activity Book

Activity 1

- Look, trace and match.

Activity 2

- Look, read and circle.

Activity 3 **My progress**

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

Recycled vocabulary

- Look, say and trace the letter.

Digital resources

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

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



Detailed Lesson Plan

Starting the lesson

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. Say.

► CD1 Track 44 p260

- (Books open.) Point to the pictures and ask different pupils to name the toys.
- Play the CD, pausing after each conversation. The pupils point to the toys.
- Play the CD again. The pupils write the correct number for each picture.
- The pupils say the words under each picture.

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 circle.

- 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 read the sentences again and circle the correct word.

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

Look, trace and match.

- (Books open.) Read out the words in the box.
- The pupils trace the first letter of each word.
- Say the words for the pupils to point to the pictures.
- The pupils draw a matching line from the pictures to the correct word.

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

Activity 2

Look, read and circle.

- Focus the pupils on Activity 2. Ask the pupils to describe each picture.
- Read out the sentences, saying both adjectives to elicit the correct one.
- The pupils read the sentences again and circle the correct adjectives.

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

Activity 3: My 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 say the word. Then they trace the first letter.

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.

Key Competences and Key Learning Outcomes

- Watch and understand a video about ranking favourite toys
- 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, number, listen, Talk Partners, draw, say*
- Toy flashcards

Optional materials

- 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 (X). Are these toys in the video?

Activity 2

- Watch the video again.
- **Unit 2 video**
- Read and circle.

Pupil's Book

21 CHANNEL Video and 21st Century Skills 2

Hello again. Today's programme is about toys. What's your favourite toy?

1 Watch the video. Tick (✓) or cross (X). Are these toys in the video?

2 Watch the video again. Read and circle.

1 The teddy is *grey* / *red*. 3 The green scooter is *fast* / *slow*.
2 The dinosaurs are *big* / *small*. 4 Abby's favourite toy is a *kite* / *ball*.

3 Read and think. Write 1, 2 and 3.

Ordering

1 = ☺ 2 = ☹ 3 = ☹

1

2

Everybody is different. Order the toys for you.

Key learning outcomes: watch and understand a video about favourite toys
© Ways of thinking: ordering favourite things twenty-seven 27

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.

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

2 Video and 21st Century Skills **Ordering**

1 Read and listen. Circle the favourite things.

1 My three favourite toys
☐ train / (bike) / scooter
☐ ball
☐ computer game

2 My three favourite colours
☐ blue / purple / pink
☐ yellow
☐ red

3 My three favourite days
☐ Friday / Saturday / Sunday
☐ Monday
☐ Wednesday

4 My three favourite animals
☐ cat / dog / snail
☐ rabbit
☐ rat

21 CHANNEL What are your three favourite toys?

2 Think and choose. Draw your number one toy. Say.

This is my favourite toy.
It's *red* / *blue* and *yellow* / *purple*.
It's *big* / *small*.
It's *new* / *old*.

24 twenty-four pencil case

Activity Book

Activity 1

- Read and listen.
- **CD1 Track 46 p260**
- Circle the favourite things.

Activity 2

- Think and choose. Draw your number one toy. Say.

Recycled vocabulary

- Look, say and trace the letters.

Detailed Lesson Plan

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 week?**
- 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 (✓) 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: ✓, X, ✓, ✓

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 and listen. Circle the 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 choose. Draw your number one toy. Say.

- Ask a few pupils, **What are your three favourite toys?**
- Read out the sentences for the pupils to follow.
- The pupils read the sentences again, then choose and circle the colours and adjectives.
- The pupils draw their number one toy.
 **Talk Partners** In pairs, pupils take turns to tell their partner about their favourite toy.

Recycled vocabulary

- The pupils look at the picture and say the word. Then they trace the first letter of each word.

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?

2 How did my pupils work? (✓)

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

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

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

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

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

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