



Starter Welcome to the lighthouse!

Unit overview

Key Competences and Key Learning Outcomes



- Listen, repeat and mime activities (Lesson 2)
- Talk about activities you like, love and don't like doing (Lesson 2)
- Complete a story summary (Lesson 3)
- Learn and practise the numbers 50–100 (Lesson 4)
- Listen, follow the grammar table and identify parts of a question (Lesson 4)



- Review the numbers 1–50 (Lesson 4)



- Use the Pupil's App on Navio



- Review vocabulary from previous levels (Lesson 1)
- Listen for specific information (Lesson 2)
- Review and practise saying the alphabet (Lesson 4)
- Ask how to spell things and give the correct spelling (Lesson 4)



- Get to know the course characters (Lesson 1)
- Ask for and give personal information (Lesson 1)



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



- Sing a song (Lesson 1)
- Understand and act out a story (Lesson 3)
- Say a rap (Lesson 4)

Vocabulary

Core vocabulary

cycling, dancing, flat, grandparents, lighthouse, making models, playing tennis, reading, singing, welcome; numbers 50–100

Other vocabulary

adventure, blog, bottom, boxes, code, double, explore, help, message, password, scientist, secret, steps, top, travel

Recycled vocabulary

the alphabet; family members; numbers 1–50; sports: *cycling, sailing, skateboarding, swimming, volleyball*; transport: (*sailing*) *boat, bus, car, helicopter, motorbike*; animals: *bird / seagull, butterfly, dolphin, fish, rabbit*; places in a town: *baker's, chemist's, park, post office, restaurant / café, supermarket, swimming pool*; *friend, letter, number, school*

Structures

Core structures

Who do you live with? I live with my (grandparents). I like (swimming). I love (making models). I don't like (skateboarding). Do you like (singing)? Yes, I do. No, I don't.

Other structures

Can we help you? Who's this? He's our (brother). He's a (scientist).

Recycled structures

What's your name? My name's (Josh). How old are you? I'm (nine). I'm (nine) years old. Where do you live? I live in (the town). How do you spell (letter)?



Thinking skills





Categorising (Lesson 1); Sequencing (Lesson 4); Grouping (Lesson 4); Logical thinking (Lesson 4)



Cooperative learning

Checking learning (Lesson 1); Sharing information (Lessons 2 and 4); Recording answers for a survey (Lesson 2); Collaborating (Lesson 3)

Key Competences and Key Learning Outcomes

-  Review vocabulary from previous levels
-  Get to know the course characters
-  Ask for and give personal information
-  Sing a song

Key language

- Josh, Lily, Ravi; bottom, explore, flat, grandparents, lighthouse, top, welcome
- Who do you live with? I live with my (grandparents).
- Recycled: the alphabet; family members; numbers (1–50), free-time activities: cycling, reading, sailing, skateboarding, swimming, volleyball; transport: (sailing) boat, bus, car, helicopter, motorbike; animals: bird / seagull, butterfly, dolphin, fish, rabbit; places in a town: baker's, chemist's, park, post office, restaurant / café, school, supermarket, swimming pool
- Recycled: What's your name? My name's (Josh). I'm (nine). How old are you? I'm (nine) years old. Where do you live? I live in (the town).

Materials

- Pupil's Book pp4–5; Activity Book p2; Class CD1; Teacher's App on Navio; Josh, Lily, Ravi and lighthouse flashcards
- Teacher's Resource Bank: Josh, Lily, Ravi and lighthouse word cards
- Teacher's Resource Bank: Talk cards

At a Glance Lesson Plan

Starting the lesson

- Greet the class.
- Set learning outcomes and use the talk cards.

Activity 1

- Find and say.

Activity 2

- Listen and read.
- CD1 Track 01 p260
- Act out.

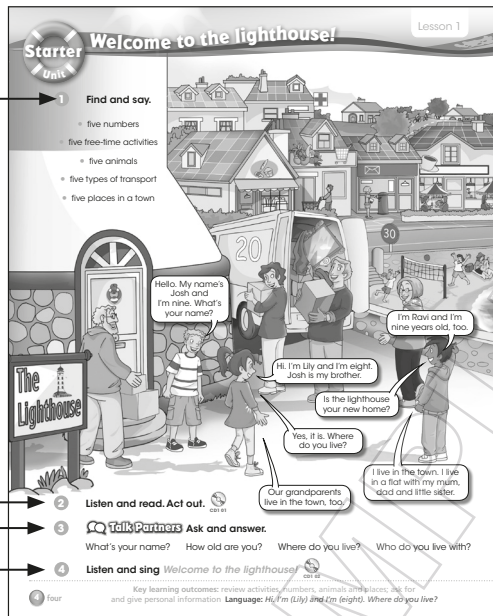
Activity 3

- Ask and answer.

Activity 4

- Listen and sing *Welcome to the lighthouse!*
- CD1 Track 02 p260
- Go to the Activity Book.

Pupil's Book



Starter Welcome to the lighthouse! Lesson 1

1 Find and say.

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

2 Listen and read. Act out.

3 Talk Partners Ask and answer.

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

4 Listen and sing Welcome to the lighthouse!

Key learning outcomes: review activities, grammar, animals, children's, say, live and give personal information. Language: Hi, I'm (Lily) and I'm (eight). Where do you live?

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

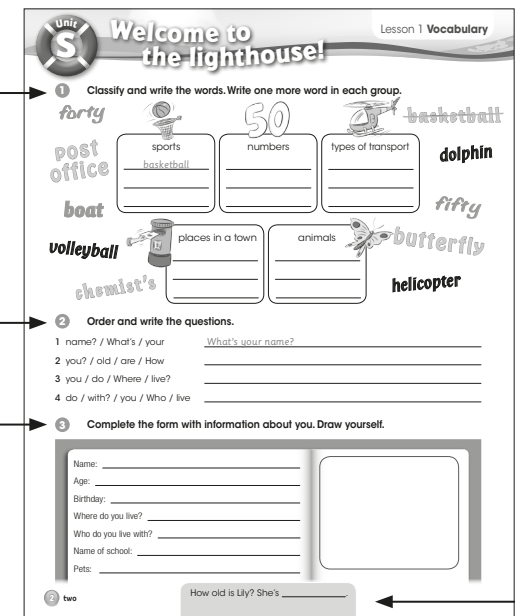
Reinforcement

- Check each other's learning.
- Play *I spy*.

Extension

- Make a class birthday calendar.

Activity Book



1 Classify and write the words. Write one more word in each group.

forty	sports	50	types of transport	basketball
post office	basketball			dolphin
boat				fifty
volleyball	places in a town	animals		butterfly
chemist's				helicopter

2 Order and write the questions.

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

3 Complete the form with information about you. Draw yourself.

Name: _____

Age: _____

Birthday: _____

Where do you live? _____

Who do you live with? _____

Name of school: _____

Pets: _____

How old is Lily? She's _____

Activity Book

Activity 1

- Classify and write the words.
- Write one more word in each group.

Activity 2

- Order and write the questions.

Activity 3

- Complete the form with information about you.
- Draw yourself.

Footer

- Complete the activity.

Digital resources

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

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



Detailed Lesson Plan

Starting the lesson

Greet the class.

- Introduce yourself and ask the pupils to tell you their names.

Set learning outcomes and use the talk cards.

- Say **Today we're going to remember words we know in English. We're also going to practise asking for personal information and sing a song.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Find and say.

- Ask **What can you see in the scene?** Prompt the class to tell you that the family is moving into the lighthouse.
- Organise the class into Talk Partners. The pupils work in pairs to find and name the different things from the five categories listed.
- Check the answers and identify more items.

Answers: numbers: 8, 9 in speech bubbles, 10 on car, 20 on van, 30 on road sign, 40 on boat, 50 on sail; **free-time activities:** cycling, reading, sailing, skateboarding, swimming, volleyball; **animals:** butterfly, dolphin, fish, rabbit, seagull; **transport:** boat, bus, car, helicopter, motorbike, sailing boat, van; **places in a town:** baker's, café, chemist's, library, park, post office, restaurant, school, supermarket, swimming pool

Pupil's Book Activity 2

Listen and read. Act out.

► CD1 Track 01 p260

- Focus the class on the children in the scene. Prompt the class to describe Josh, Lily and Ravi.
- Play the CD. The pupils listen and read the conversation.
- Point to a character and ask **What's his / her name? How old is he / she? Where does he / she live? Who does he / she live with?** Repeat the procedure with the other two characters.
- Play the CD again, pausing after each sentence for the pupils to repeat.
- The pupils act out the conversation in groups of three.

Pupil's Book Activity 3

Ask and answer.

- Focus the class on the activity. Read out the questions and ask different pupils to answer.
- The pupils practise the questions and answers with a Talk Partner.

Pupil's Book Activity 4

Listen and sing *Welcome to the lighthouse!*

► CD1 Track 02 p260

- Say **Let's listen to a song about the lighthouse.** Play the CD. The pupils listen and read the song lyrics on page 5.
- Play the CD again. The pupils join in, singing the song and doing the actions.
- Ask the pupils what they think it would be like inside a lighthouse.

Activity Book

Activity 1

Classify and write the words. Write one more word in each group.

- Read out the five categories of words. Then invite different pupils to read out and classify a word.
- The pupils work on their own or in pairs to write the words in the correct category. They then add an extra word to each box.
- Check the activity and write the pupils' extra words on the board.

Answers: sports: basketball, volleyball numbers: forty, fifty types of transport: helicopter, boat places in a town: chemist's, post office animals: dolphin, butterfly

Activity 2

Order and write the questions.

- Ask a pupil to point to the jumbled words and show how to order them to make the first question.
- The pupils work on their own or in pairs to order and write the questions.

Answers: 1 What's your name? 2 How old are you? 3 Where do you live? 4 Who do you live with?

Activity 3

Complete the form with information about you. Draw yourself.

- The pupils work on their own to complete the form.
- The pupils draw themselves in the box.
- Ask questions, e.g. **Have you got any pets? When's your birthday?**

Footer

- The pupils complete the activity.

Answer: eight

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've remembered words in English. We also met the children in the book. What are their names?**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activities




Reinforcement

- (Books open.) The pupils check each other's learning. Pupil A asks *What are the five (numbers) in the picture?* Pupil B answers. (Pupil A can help Pupil B, if necessary.)
- The pupils swap roles, taking turns to identify all the words in each category.
- Choose an object that appears in the scene. Say **I spy with my little eye something beginning with the letter (b).** The pupil who guesses correctly chooses the next word and says the rhyme. If necessary, write the rhyme on the board as support.
- The pupils play the game in pairs.

Extension

- Make a birthday calendar with the pupils in order to review the phrase *When's your birthday?* and to practise using ordinal numbers.

Key Competences and Key Learning Outcomes

-  Listen, repeat and mime activities
-  Talk about activities you like, love and don't like doing
-  Listen for specific information

Key language

- cycling, dancing, making models, playing tennis, reading, singing, skateboarding, swimming*
- I like (swimming). I love (dancing). I don't like (skateboarding). Do you like (dancing)? Yes, I do. No, I don't.*

Materials

- Pupil's Book pp4–5; Activity Book p3; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards

At a Glance Lesson Plan

Starting the lesson

- Review vocabulary from Lesson 1.
- Review the *Welcome to the lighthouse!* song.
- ▶ *CD1 Track 02 p260*
- ▶ *CD1 Track 03 p260*
- Set learning outcomes and use the talk cards.

Activity 1

- Listen and complete.
- ▶ *CD1 Track 04 p260*

Activity 2

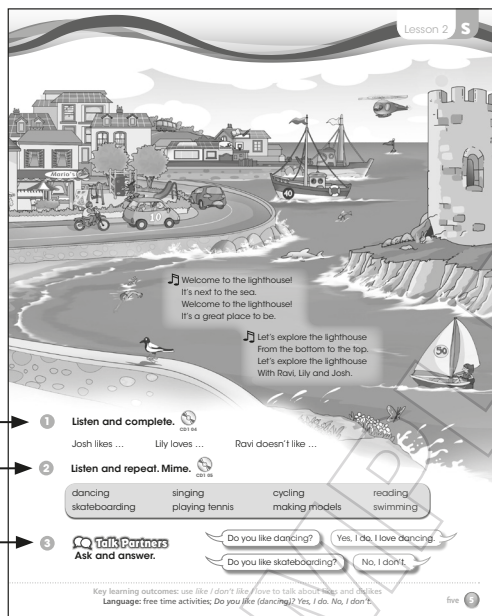
- Listen and repeat.
- ▶ *CD1 Track 05 p260*
- Mime.

Activity 3

- Ask and answer.

Pupil's Book

Lesson 2 S



1 Listen and complete.

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

2 Listen and repeat. Mime.

dancing singing cycling reading
skateboarding playing tennis making models swimming

3 Talk Partners
Ask and answer.

Do you like dancing? Yes, I do. I love dancing.
Do you like skateboarding? No, I don't.

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

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Reinforcement

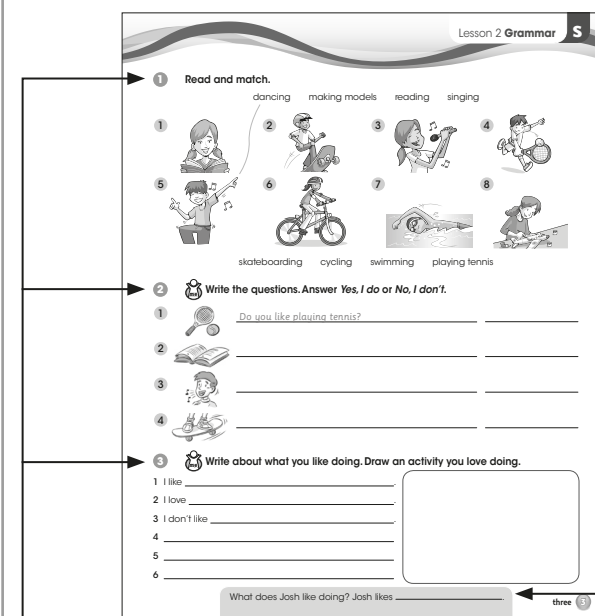
- Do a group survey to find the most popular activity.

Activity Book

Lesson 2 Grammar S

1 Read and match.

dancing making models reading singing



2 Write the questions. Answer Yes, I do or No, I don't.

1 Do you like playing tennis?

2 _____

3 _____

4 _____

3 Write about what you like doing. Draw an activity you love doing.

1 I like _____

2 I love _____

3 I don't like _____

4 _____

5 _____

6 _____

What does Josh like doing? Josh likes _____

Activity Book

Activity 1

- Read and match.

Activity 2

- Write the questions.
- Answer Yes, I do or No, I don't.

Activity 3

- Write about what you like doing.
- Draw an activity you love doing.

Footer

- Complete the activity.

Digital resources

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

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



Detailed Lesson Plan

Starting the lesson

Review vocabulary from Lesson 1.

- (Books closed.) Ask **Can you remember ten objects from the last lesson?** The pupils think on their own for a minute. Organise the class into pairs to share their information. Then ask the whole class to list the objects they remember. (Books open.) The pupils look at the scene on pages 4 and 5.

Review the *Welcome to the lighthouse!* song.

► *CD1 Track 02 p260*

► *CD1 Track 03 p260 (optional karaoke version)*

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

Set learning outcomes and use the talk cards.

- Say **Today we're going to talk about things we like, love and don't like doing.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Listen and complete.

► *CD1 Track 04 p260*

- Read out the three sentence stems. Say **Let's listen to Josh, Lily and Ravi.** Play the CD, pausing for the pupils to report the correct information.
- Write the complete sentences on the board and highlight that we use the '-ing' form of the verb (gerund) after the verbs 'like', 'love' and 'don't like'.

Answers: Josh likes swimming. Lily loves singing. Ravi doesn't like singing.

Pupil's Book Activity 2

Listen and repeat. Mime.

► *CD1 Track 05 p260*

- Read out the activities and check understanding by asking the class to do the mime for each one.
- Play the CD. The pupils repeat the activities and do the corresponding actions.
- Explain that some verbs double their last letter when we use the '-ing' form. The pupils find an example.
- Explain that some verbs lose a letter when we use the '-ing' form. The pupils find an example.

Pupil's Book Activity 3

Ask and answer.

- Ask two pupils to read out the exchange.
- Practise the activity as a class. Ask different pupils the questions and prompt them to answer.
- The pupils practise the questions and answers with a Talk Partner.

Activity Book

Activity 1

Read and match.

- Read out the activities as a class.
- The pupils work on their own to draw the matching lines.

Answers: 1 reading 2 skateboarding 3 singing 4 playing tennis 5 dancing 6 cycling 7 swimming 8 making models

Activity 2

Write the questions. Answer **Yes, I do** or **No, I don't**.

- Read out the example as a class.
- The pupils work on their own to write the questions and their answers.

Answers: 1 Do you like playing tennis? 2 Do you like reading? 3 Do you like singing? 4 Do you like skateboarding?

Activity 3

Write about what you like doing. Draw an activity you love doing.

- Invite different pupils to complete the sentences. Write any new activities the pupils mention on the board.
- The pupils work on their own to write their sentences and draw a picture of an activity they love doing.
- The pupils read out their sentences with a Talk Partner.

Footer

- The pupils complete the activity.

Answer: swimming



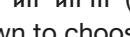
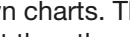
Ending the lesson

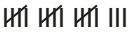



Review the lesson and reflect on learning.

- Say **Today we've talked about activities you like, love and don't like. What activities do you like / love? What activities don't you like?** Elicit sentences from the pupils.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Organise the class into groups of four or five. Then draw a simple chart on the board (see below) and ask one person in each group to copy it into their notebook.
- Explain that the aim is to find out which activity is the most popular. Demonstrate by writing a question in the left-hand column of the chart on the board: **Do you love (swimming)?** The pupils who love this activity should raise their hands. Count the raised hands and write the number in the right-hand column of the chart; for example     (18).
- The groups work on their own to choose and write five similar questions in their own charts. Then one person from each group should visit the other groups in turn, ask the questions and record the answers. At the same time, the remaining members of the group answer the other groups' questions. When the pupil asking the questions has visited each group, he / she should return and report the findings.
- When the groups have completed their tables, ask each group in turn which activity is the most popular according to their chart.

Activity	How many pupils?
1 Do you love swimming?	   
2	
3	
4	
5	

Key Competences and Key Learning Outcomes



- Complete a story summary



- Understand and act out a story

Key language

- *adventure, blog, boxes, code, help, message, number, password, scientist, secret, steps, travel*
- *Can we (help you)? Who's (this)? He's our (brother). He's a (scientist).*
- Recycled: numbers, the alphabet

Materials

- Pupil's Book p6; Activity Book p4; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards

At a Glance Lesson Plan

Starting the lesson

- Review activities that children love, like and don't like doing.
- Review the *Welcome to the lighthouse!* song.
- ▶ *CD1 Track 02 p260*
- ▶ *CD1 Track 03 p260*
- Set learning outcomes and use the talk cards.

Before you read

- Read the title and predict the content of the story.

Activity 1

- Listen and read.
- ▶ *CD1 Track 06 p260*
- Act out.
- ➔ Go to the Activity Book.

Pupil's Book

S Lesson 3 Story

The secret message

- Listen and read. Act out.**
 - Dad is moving boxes into the lighthouse.

Hi, Dad. Can we help you?

Yes, please. Take these boxes to the blue room. Be careful!
 - The children go up the steps to the blue room.

Who's this?

He's our big brother, Luke. He's a scientist and he travels around the world.
- Suddenly, the children hear a noise.

What's that noise?

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

From: Luke
To: Josh and Lily
Subject: TOP SECRET
Do you like secret messages? Break the code and write the password.
4-16-88-20-56-80-84-72-20
- The children work together.

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

And number sixteen is the letter D.

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

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

Great! We can write a blog about our adventures, too.
- The password is correct. Luke appears on the screen.

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

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Reinforcement

- Retell the story as a class.

Activity Book

S Lesson 3 Story

After you read

- Read and write true or false.**
 - The children take some bags to the blue room. true false
 - The children go up some steps. _____
 - The children hear the telephone. _____
 - The children break a code. _____
 - The children talk to Lily and Josh's cousin. _____
- Read and match.**
 - Take these boxes to the blue room.
 - Who's this?
 - Can we help you?
 - The password is 'adventure'.
 - Well done!

a b c d e
- Listen and circle the eight mistakes. Listen again. Write the correct words.**

Our Adventure Blog by Lily, Josh and Ravi

In this adventure, we take some 'bags' to the blue room. In this room, there are more boxes on the floor and a photo of Luke on the floor. Luke is our dad. There's a computer on a chair, too. We hear a voice. There's a secret letter on the computer screen. We play together to break a code. Luke appears on the screen and we talk to him. Now we can read and watch an adventure blog together.

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

4 four What's Luke's job? He's a _____

After you read: Activity Book

Activity 1

- Read and write *true* or *false*.

Activity 2

- Read and match.

Activity 3

- Listen and circle the eight mistakes.
- ▶ *CD1 Track 07 p260*
- Listen again.
- Write the correct words.

Footer

- Complete the activity.

Digital resources

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

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



Detailed Lesson Plan

Starting the lesson

Review activities that children love, like and don't like doing.

- Play *Who is it?* Ask five pupils to give you their Activity Books. Look at one of the books, without the pupils seeing who it belongs to, and read out the information from Activity 3, page 3. The class listens and guesses who the pupil is. Repeat the procedure with the other Activity Books.

Review the *Welcome to the lighthouse!* song.

► *CD1 Track 02 p260*

► *CD1 Track 03 p260 (optional karaoke version)*

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

Set learning outcomes and use the talk cards.

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

Before you read

- (Books closed.) Read the title of the story. Explain that in the story Ravi, Josh and Lily find a secret message. Ask **Where do they find the message?** Encourage the class to make predictions. Then ask **Who's the message from?**

Pupil's Book Activity 1



Listen and read. Act out.

► *CD1 Track 06 p260*

- Say **Now listen to the story and find out.**
- Play the CD. The pupils follow in their books.
- Confirm that the message is on the computer and it's from Lily and Josh's brother, Luke.
- Ask questions to check understanding.

Suggested comprehension questions

- Frame 1: **Where do the children take the boxes?** (*To the blue room.*)
- Frame 2: **What's on the noticeboard in the blue room?** (*A photo of Lily and Josh's brother, Luke.*)

- Frame 3: **What's on the computer?** (*A message.*) **Who's the message from?** (*Luke.*)
- Frame 4: **Who breaks the alphabet code?** (*Lily, Ravi and Josh.*) **What's the password?** (*A-D-V-E-N-T-U-R-E.*)
- Frame 5: **Who do the children see?** (*Luke.*) **What can the children do with the code?** (*Read Luke's secret messages and his travel blog.*)
- Organise the class into five groups (Lily, Dad, Ravi, Josh and Luke) and play the CD again. Each group joins in when their character speaks. If the pupils need extra support, pause the CD after each utterance and ask them to repeat it instead.
- Repeat, with groups swapping roles.

After you read: Activity Book



Activity 1

Read and write *true* or *false*.

- Ask different pupils to read out the sentences. The pupils answer and write *true* or *false* each time.

Answers: 1 false 2 true 3 false 4 true 5 false

Activity 2

Read and match.

- The pupils work on their own or in pairs to match a speech bubble with a character. They can check their answers in the Pupil's Book.

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

Activity 3

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

► *CD1 Track 07 p260*

- Explain that the children have a blog where they write about their adventures for Luke to read.
- Play the CD. The pupils listen and circle the eight mistakes.
- Play the CD again. The pupils listen and write the correct words.

Answers: 1 bags boxes 2 floor wall 3 dad brother
4 chair table 5 voice noise 6 letter message 7 play work
8 watch write

Footer

- The pupils complete the activity.

Answer: scientist

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've listened to a story about a secret message.** Ask **Did you like the story?**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Retell the story as a class. Say **Let's tell the story together.** Prompt the class by saying **The children help Dad. They take some ... (boxes) to the ... (blue room). They go ... (up the steps).** Use mime, gesture and drawings to support the class.

Key Competences and Key Learning Outcomes

- Learn and practise the numbers 50–100
- Listen, follow the grammar table and identify parts of a question
- Review the numbers 1–50
- Review and practise saying the alphabet
- Ask how to spell things and give the correct spelling
- Listen and say a rap about a secret code

Key language

- numbers 50–100; *double (m)*
- Recycled: the alphabet; numbers 1–50; *code, friend, letter, message, number, password, school, secret; How do you spell (letter)?*

Materials

- Pupil's Book p7; Activity Book p5; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards

At a Glance Lesson Plan

Starting the lesson

- Review the numbers 1–50.
- Set learning outcomes and use the talk cards.

Activity 1

- Listen and say *The secret code rap*.
- ▶ *CD1 Track 08 p260*

Activity 2

- Ask and answer.

Activity 3

- Listen and follow.
- ▶ *CD1 Track 09 p260*
- Ask and answer.
- ➔ Go to the Activity Book.

Pupil's Book

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Reinforcement

- Use the code to write a secret message to a friend.
- Invent names and ask and answer how to spell them.

Activity Book

Activity Book

Activity 1

- Circle the letters that have the same sound.
- Listen and check.
- ▶ *CD1 Track 10 p260*
- Say.

Activity 2

- Look and write the numbers in order.

Activity 3

- Break the code.

Footer

- Complete the activity.

Digital resources

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

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



Detailed Lesson Plan

Starting the lesson

Review the numbers 1–50.

- Review the numbers 1–50 by counting around the class. Repeat, increasing the speed.
- Explain to the pupils that you are thinking of a number (e.g. 36) and they have ten attempts to guess it. Ask a pupil to make the first guess. Then say **My number is higher / lower than (twenty)**. The pupils continue guessing, choosing their number based on the previous guesses.

Set learning outcomes and use the talk cards.

- Say **Today we're going to learn to read a secret code, learn more numbers and practise saying the alphabet**.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Listen and say *The secret code rap*.

▶ CD1 Track 08 p260

- Say **Look at this message. It's top secret**.
- Play the CD. The pupils listen and read.
- Play the CD again. The pupils join in saying the rap.

Pupil's Book Activity 2

Ask and answer.

- Write the number 50 on the board and ask **What number is this? What number is next?** Prompt the pupils to count up to 59 and then teach them the word 'sixty'. Repeat until you reach 100.
- Write random numbers on the board (50–100) and ask the class to say the numbers.
- Ask individual pupils to come to the board and write the numbers you say (50–100).
- Focus the class on the secret code. Invite two pupils to read out the speech bubbles. Then ask **What's number (16)?** The pupils say the corresponding letter. Repeat several times.
- The pupils do the activity in pairs with a Talk Partner.

Pupil's Book Activity 3

Listen and follow. Ask and answer.

▶ CD1 Track 09 p260

- Explain that the grammar table shows the parts of a sentence.
- Play the CD. The pupils listen and point to the parts of the sentence. Then ask a pupil to repeat a complete sentence and give the answer by spelling the word. Read the *Remember!* tip to highlight how we use the word 'double' when two of the same letters are next to each other in a word.
- Organise the class into Talk Partners. The pupils ask for and give the spelling of words in the grammar table.

Activity Book

Activity 1

Circle the letters that have the same sound. Listen and check. Say.

▶ CD1 Track 10 p260

- Ask the class to name the first letter in row 1 (A) and say the vowel sound 'ai'. Read out the next letter (C) and ask **Does this have the same sound?**
- Repeat the procedure with the remaining letters. The pupils circle the letters with the same sound.
- Ask the class to say the first letter in rows 2 and 3 (B and F). The pupils work in pairs to identify the similar sounds.
- Play the CD. The pupils listen and check their answers.
- Play the CD again. The pupils point to and say the sounds.

Answers: 1 A H J K 2 B C D E G P T V 3 F L M N S X

Activity 2

Look and write the numbers in order.

- Read out the numbers on the first lozenge as a class.
- Ask the class to say the numbers again, but in order. The pupils then write the numbers.
- Repeat with the following set of numbers.
- The pupils complete the activity on their own or in pairs.

Answers: 1 fifty-one, fifty-five, fifty-six, fifty-nine
2 sixty-two, sixty-six, sixty-seven, sixty-eight 3 seventy-one, seventy-three, seventy-seven, seventy-nine 4 eighty-two, eighty-four, eighty-five, eighty-eight 5 ninety-three, ninety-seven, ninety-nine, one hundred

Activity 3

Break the code.

- The pupils use the secret code on Pupil's Book page 7 to discover the secret sentence.

Answer: Let's have an adventure!

Footer

- The pupils complete the activity.

Answer: eighty-two

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've practised the alphabet. How many letters are in the English alphabet / your alphabet? We've also learnt some numbers. Can you count from 50 to 100?**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- The pupils use the code to write a secret message to a friend in English. They swap messages and use the code to read them.
- The pupils invent funny new names for themselves, then write their new names using the code. They swap their coded names for their friend to work out what it is.

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?
