

Unit overview

Key Competences and Key Learning Outcomes



- Identify and say places in a school (Lesson 1)
- Say the vocabulary chant (Lesson 1)
- Listen, read, follow and act out a conversation (Lesson 2)
- Understand and use *Wh-* question words (Lesson 2)
- Follow, complete and correct the grammar tables (Lessons 2 and 4)
- Review and learn school subjects (Lesson 4)
- Use capital letters correctly (Lesson 7)
- Watch and understand a video (Video and 21st Century Skills)



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



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



- Review school objects and equipment (Lesson 1)
- Say a tongue twister, learn another spelling for the 'j' sound and practise spelling (Lesson 5)
- Practise activity types found in the Cambridge Exams: A1 Movers
- Review your own learning (Review)



- Understand the importance of helping new pupils at school (Lesson 3)
- Ask and answer about new things to try (Video and 21st Century Skills)



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



- Sing two songs (Lessons 1 and 4)
- Understand, act out and give an opinion on a story (Lesson 3)
- Read and write a poster for a school club (Lessons 6 and 7)
- Learn about Ireland (Lesson 8)
- Think about your own culture (Lesson 8)

Vocabulary

Core vocabulary

basketball court, bike stand, canteen, computer room, corridor, football pitch, gym, library, music room, playground, school hall, vegetable garden; Arts and Crafts, Drama, Geography, History, ICT, PE

Extension vocabulary (optional)

changing room, entrance, reception, science lab, staffroom, toilets; Biology, Chemistry, French, Literature

Other vocabulary

balls, club, computer, gloves, helmet, hockey stick, memory stick, pads, rollerblades; amazing, bored, comfortable, cool, exciting, fast

Recycled vocabulary

days of the week; times (o'clock); classroom objects; English, Maths, Music, draw pictures, eat lunch, read books, study, throw a ball; classroom, computers, fast, football, games, helmet, hit / kick the ball, hockey, skating, skip, sport, swimming pool

Structures

Core structures

Where do you (play with your friends)? I (play with my friends) (in the playground). When do you (study Maths)? What do you (do in the computer room)? Are you good at (Maths)? Yes, I am. No, I'm not. I'm brilliant / very good / good / not very good at (History). When do we have (Music)? We have (music) on (Monday) at (nine o'clock).

Other structures

The (classes) begin / finish at (five o'clock). We meet on (Tuesday). The classes cost (£2). You need to wear (comfortable clothes). For more information, email (emma@fun.uk).

Recycled structures

This is my school. I go to school. There's a (gym) in our school. There isn't a (music room) in our school. Do you love (hockey)? Do you want to (learn an exciting sport)? My favourite after-school activity is (hockey). I play (a tin whistle).

Phonics

The 'j' sound (*giraffes jumping judo gym*)

Literacy

Text type: a poster (text to persuade; writing preparation)

Reading skills: asking yourself a question before you read

Writing skills: using capital letters

Culture ... around the world

After-school activities in Ireland

21st 21st Century Skills

Open mindedness and trying new things

Thinking skills

Predicting (Lessons 3 and 8); Discussing values (Lesson 3); Expressing opinions (Lesson 3); Applying rules (Lesson 4); Making inferences (Lesson 6); Thinking about your culture (Lesson 8); Making connections (Review)

Cooperative learning

Listening to each other (Lesson 1); Collaborating (Lessons 2, 4 and 5); Checking learning (Lesson 5); Peer evaluation and feedback (Lessons 5 and 7); Working together (Review)

Values

The importance of helping new pupils at school

Cross-curricular links

Link to Science

Living things: Listing living and non-living things at school

Suggested Arts and Crafts concepts

Observing proportion in art and the human body and creating a self-portrait

Key Competences and Key Learning Outcomes

- Identify and say places in a school
- Say the vocabulary chant
- List living and non-living things at school (optional)
- Review school objects and equipment
- Talk about your school using a recycled structure
- Sing a song about a school

Key language

- Places in a school: *basketball court, bike stand, canteen, computer room, corridor, football pitch, gym, library, music room, playground, school hall, vegetable garden; go online, hang my coat, play the drums, throw a ball*
- Where do you (hang your coat)? I (hang my coat) in the (corridor).*
- Extension: *changing room, entrance, reception, science lab, staffroom, toilets*
- Recycled: *days of the week; This is (my school). I go (to school). There's a (gym) in our school. There isn't a (music room) in our school.*

Materials

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

Optional materials

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

At a Glance Lesson Plan

Starting the lesson

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

Activity 1

- Think of places in your school.
- Make a list.

Vocabulary presentation

- Present the new vocabulary using the places in a school flashcards.

Word cards

- Introduce the spellings of the vocabulary using the places in a school word cards.

Activity 2

- Listen, point and say the vocabulary chant.
- ▶ CD1 Track 11 p260

Digital resources

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

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



Pupil's Book

Unit 1 Time for school Lesson 1 Vocabulary

1 Think of places in your school. Make a list.

2 Listen, point and say the vocabulary chant.

3 Listen, look and sing *My school is cool*.

1 gym 2 corridor

3 computer room 4 football pitch

5 school hall 6 playground

7 library 8 bike stand

9 music room 10 basketball court

11 canteen 12 vegetable garden

8 eight

Key learning outcomes: identify and say places in a school; sing a song about a school
Vocabulary: places in a school

From Monday to Friday
I go to school.
This is my school.
My school is cool.

Where do you play the drums?
Where do you go online?
I play the drums in the music room.
And I go online
in the computer room.
Chorus

Where do you hang your coat?
Where do you throw a ball?
I hang my coat in the corridor.
And I throw a ball
on the basketball court.
Chorus

4 Talk Partners Talk about your school.

There's a gym in our school.

There isn't a music room in our school.

Activity 3

- Listen, look and sing *My school is cool*.
- ▶ CD1 Track 12 p261

Activity 4

- Talk about your school.
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson.

Extra activities

- Reinforcement**
- Make a vocabulary chain.
 - Draw and label a plan of the school.

Vocabulary extension

- Present six additional vocabulary items.

Link to Science

- Living things:** List living and non-living things at school.

Activity Book

Unit 1 Time for school Lesson 1 Vocabulary

1 Read and find. Circle and write.

1 I do gymnastics in the _____ gym _____

2 I put my bike in the _____

3 I play the drums in the _____

4 I hang my coat in the _____

5 I eat lunch in the _____

6 I watch concerts in the _____

7 At break time, I play with my friends in the _____

8 I read and look for books in the _____

L	P	Y	O	H	F	R	G	C	X	L
P	L	A	Y	G	R	O	U	N	D	I
M	U	S	I	C	R	O	M	S	B	
J	O	I	F	R	W	R	P	G	R	
C	A	N	T	E	E	N	Z	G	V	A
R	C	O	R	I	D	O	R	M	R	
B	I	K	E	S	T	A	N	D	J	Y
B	S	C	H	O	O	L	H	A	L	L

2 Write about your school. Use *There is or There isn't*.

computer room basketball court vegetable garden
canteen football pitch playground

1 There _____

2 _____

3 _____

4 _____

5 _____

6 _____

3 six 24-36-24-80-98 lift

Activity Book

Activity 1

- Read and find.
- Circle and write.

Activity 2

- Write about your school.
- Use *There is or There isn't*.

Code activity

- Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review classroom objects and equipment.

- Ask **What can you see in the classroom?** Describe the location of one of the objects, e.g. **This object is on the wall next to the board. What is it?** The pupils identify the object. Repeat with different objects.
- The pupils repeat the activity in pairs.

Set learning outcomes and use the talk cards.

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

Pupil's Book Activity 1

Think of places in your school. Make a list.

- (Books closed.) Organise the pupils into groups of three or four and ask them to choose a scribe.
- Set a time limit. Each group names places in their school in English. The scribe writes them down.
- At the end of the time, ask the pupils to count their words. The groups then read out their lists.

Vocabulary presentation

- (Books closed.) Hold up the places in a school flashcards in turn and elicit or say the place. Ask **What do you do in the (library)?** (*Read, use the computer, ...*).
- Stick the flashcards on the board. The pupils repeat the words.

Word cards

- (Books closed.) Hand a places in a school word card to each pair of pupils.
- The pairs take turns to come to the board, read out their place and stick their word card next to the corresponding flashcard.

Pupil's Book Activity 2

Listen, point and say the vocabulary chant.

▶ *CD1 Track 11 p260*

- Focus the pupils' attention on the 12 photos. Say **Let's listen and say the chant.** Play the CD. The pupils listen, point and repeat.

Pupil's Book Activity 3

Listen, look and sing *My school is cool.*

▶ *CD1 Track 12 p261*

- Focus the pupils' attention on the scene. Ask **Where are Lily, Ravi and Josh?** (*At school.*) **What places can you see?** (*corridor, music room, gym, library*) Explain that Ravi is showing Lily and Josh the school because it is their first day.
- Say **Let's listen to the song.** Play the CD. The pupils listen and read. Ask **What places are in the song?**
- Play the CD again. The pupils sing the song and do the actions.

Pupil's Book Activity 4

Talk about your school.

- Ask two pupils to read out the speech bubbles. Remind the pupils that we use 'There is / isn't' when we talk about one object. Elicit more sentences about your school from the class.
- Organise the class into Talk Partners. The pupils point to the photo of each place in a school and say the corresponding sentence about your school.

Activity Book

Activity 1

Read and find. Circle and write.

- Ask different pupils to read out and complete the sentences. The pupils find and circle the places in the wordsearch and write the words in the sentences.

Answers: 1 gym 2 bike stand 3 music room 4 corridor 5 canteen 6 school hall 7 playground 8 library

Activity 2

Write about your school. Use *There is* or *There isn't*.

- Point to the pictures and ask **What's this? Is there a (vegetable garden) in our school?**
- The pupils then write the sentences.

Answers: 1 There is / isn't a vegetable garden in our school. 2 There is / isn't a football pitch. 3 There is / isn't a computer room. 4 There is / isn't a basketball court. 5 There is / isn't a playground. 6 There is / isn't a canteen.

Code activity

- The pupils look at the activity, referring to the code on Pupil's Book page 7.

Answer: fifty

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt the names of places in a school.** Elicit the places.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activities

Reinforcement

- In pairs, the pupils take turns to say different places in a school from memory. Can they remember all 12 places between them? Ask confident pairs to say them in front of the class.
- The pupils work together to draw a plan of the school and label the different places.

Vocabulary extension

- Present six additional places in a school: *changing room, entrance, reception, science lab, staffroom, toilets.*
- Use the Vocabulary Booster on Navio to practise these new words.

Link to Science

- If you are studying the Science topic of **Living things** in English, ask the pupils to list different living and non-living things at school. Make two lists on the board.

Key Competences and Key Learning Outcomes

- Listen, read, follow and act out a conversation
- Listen, follow the grammar table and identify the parts of a question
- Understand and use *Wh-* question words

Key language

- *eat lunch, read books, study Maths*
- *Wh-* questions: *Where do you (play with your friends)? When do you (study Maths)? What do you (do in the computer room)? I play with my friends (in the playground).*
- Recycled: days of the week; *basketball court, bike stand, canteen, computer room, corridor, football pitch, gym, library, music room, playground, school hall, vegetable garden*

Materials

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

Optional materials

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

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- **Think-Pair-Share.** Review places in a school.
- Review the *My school is cool* song.
- ▶ *CD1 Track 12 p261*
- ▶ *CD1 Track 13 p261*
- Set learning outcomes and use the talk cards.

Activity 1

- Listen and read.
- Listen and repeat.
- ▶ *CD1 Track 14 p261*
- Act out.

Activity 2

- Read again.
- Which places does Ravi talk about?
- What does he do there?

Lesson 2 Grammar 1

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

Ravi: This is the school gym.
 Josh: Wow! It's really big. What do you do in here?
 Ravi: I do gymnastics in my PE lesson.
 Josh: When do you have PE?
 Ravi: I have PE on Monday and Friday.
 Josh: And where do you play football?
 Ravi: I play football on the football pitch. It's behind the school. Come and see.

2 Read again. Which places does Ravi talk about? What does he do there?

3 Listen and follow. Repeat.

Wh-questions			
Where			use a computer? study Maths?
When	do	you	play with your friends?
What			do in the computer room? do in the music room?

Grammar clue
 We use the word **do** when we ask a question. We don't use the word **do** in the answer.
 When do you study Music? I study Music on Friday.

4 **Talk Partners** Ask and answer questions about your school.

What do you do in the library? I read books in the library.
 Where do you do PE? I do PE in the gym.

Key learning outcomes: ask questions in the present tense using *Wh-* question words
 Grammar: *Wh-* questions nine 9

Activity 3

- Listen and follow.
- ▶ *CD1 Track 15 p261*
- Repeat.
- **Grammar clue:** Read about when we use 'do'.

Activity 4

- Ask and answer questions about your school.
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

- Reinforcement
- Use the question words to talk about other daily routines.
- Play *What's missing?*

Activity Book

Lesson 2 Grammar 1

1 Complete the sentences in the grammar table.

	you	use	What	do	When	
1	When			you		study Maths?
2		do		you		do in the music room?
3	Where		do			play with your friends?
4		do		you		_____ a computer?

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

1 do / What / playground? / in / the / do / you
 What do you do in the playground?
 2 eat / lunch? / you / do / Where
 3 English? / study / do / When / you

I eat lunch in the canteen.
 I play with my friends.
 I study English every day.

3 Write. Draw your favourite place in your school. Ask and answer. **Talk Partners**

1 What's your favourite place in your school?
 My favourite place is _____

2 What do you do there?
 I _____

3 When do you go there?
 I _____

76-36-96-80-98 seven 7

Activity Book

Activity 1

- Complete the sentences in the grammar table.

Activity 2

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

Activity 3

- Write.
- Draw your favourite place in your school.
- Ask and answer.

Code activity

- Complete the code activity.

Digital resources

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

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




Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Think-Pair-Share. Review places in a school.

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

Review the *My school is cool* song.

► **CD1 Track 12 p261**

► **CD1 Track 13 p261 (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 act out a conversation, then ask and answer questions about school.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Listen and read. Listen and repeat. Act out.

► **CD1 Track 14 p261**

- The pupils look at the picture. Ask **Where are Josh and Ravi?** (*The school gym.*)
- Play the CD. The pupils listen and read the conversation.
- Ask **Do you think Josh likes sport?** (Yes.)
- Play the CD again, pausing after each sentence for the pupils to repeat.
- The pupils act out the conversation in pairs.

Pupil's Book Activity 2

Read again. Which places does Ravi talk about? What does he do there?

- The pupils read the conversation again and say what places Ravi talks about and what he does there.

Pupil's Book Activity 3

Listen and follow. Repeat.

► **CD1 Track 15 p261**

- Play the CD. The pupils listen to the first question and point to the words they hear.
- The pupils repeat the question and give an answer.
- Repeat the procedure with the other sentences.
- Check that the pupils understand that we use the question word 'Where' when we ask about a place, 'When' when we ask about time and 'What' when we ask about an object or an action.

Grammar clue

- Read the grammar clue as a class. Highlight that the word 'do' (the auxiliary verb) helps the main verb to make a question.

Pupil's Book Activity 4

Ask and answer questions about your school.

- The pupils work in pairs to practise asking and answering questions.

Activity Book

Activity 1

Complete the sentences in the grammar table.

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

Answers: 1 do 2 What 3 you 4 When, use

Activity 2

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

- Invite a pupil to order and read out the first question. If necessary, show the class how to refer to the grammar table in Activity 1 to check the order of words. Then ask the pupil to identify the correct speech bubble.
- The pupils work on their own or in pairs to write the sentences and to draw the matching lines to the answers.

Answers: 1 What do you do in the playground? I play with my friends. 2 Where do you eat lunch? I eat lunch in the canteen. 3 When do you study English? I study English every day.

Activity 3

Write. Draw your favourite place in your school.

Ask and answer.

- Ask a pupil to read out the first question and invite different responses. Repeat for the remaining questions and write any new vocabulary on the board.
- The pupils work on their own to write their answers and then draw their favourite place in the school.
- Organise the class into small groups. The pupils take turns to show their drawing to their group and talk about their favourite place.

Code activity

- The pupils complete the code activity.

Answer: sixty

Ending the lesson

Review the lesson and reflect on learning.

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

Extra activities

Reinforcement

- Write the question words 'When', 'Where' and 'What' on the left side of the board. Then brainstorm different daily routines as a class and write these on the right side of the board, e.g. *get up at 7.00am, eat lunch at school, play football after school.*
- Organise the class into small groups and give them five minutes to make as many questions as possible using the information on the board. At the end of that time, the groups ask you their questions.
- Play *What's missing?* (see p27) with the places in a school flashcards.

Key Competences and Key Learning Outcomes

- Read, listen and understand a story about a new school
- Use a code to read a message
- Do a pre-reading task
- Understand the importance of helping new pupils at school
- Understand, enjoy and act out a story
- Give an opinion on the story

Key language

- Arts and Crafts, basketball, bracelet, break time, brilliant, classroom, Music, swimming lesson, swimming pool
- When do we have (PE)? We have (PE) (after the break). I'm not very good at (Music). What's the matter? I can't (play the drums). You can (see the lighthouse). Kick your legs. This is difficult. Where's my (new bracelet)? It's (at the bottom of the pool).
- Recycled: playground; boring, exciting, funny, interesting, sad, scary; I love (sport).

Materials

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

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)
- Teacher's Resource Bank: Places in a school word cards

At a Glance Lesson Plan

Pupil's Book

Activity Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review places in a school.
- Set learning outcomes and use the talk cards.

Before you read:
Activity 1

- Use the code to read the message from Luke.

Activity 2

- Listen and read.
- CD1 Track 16 p261
- Act out.

After you read:
Activity 3

- Read and correct.

Activity 4: Values

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

1 Lesson 3 Story

Before you read

1 Use the code to read the message from Luke. 28-60-60-16 48-84-12-44 at your new school! What lessons do you think the children have in the story?

2 Listen and read. Act out. **The new school**

1 It's nine o'clock. The children are in their classroom. Welcome to your new school, Lily and Josh.

2 The first lesson is Arts and Crafts. The children are making bracelets. What's the matter, Josh? I'm not very good at Arts and Crafts. Don't worry, I can help you.

3 The next lesson is Music. And I'm not very good at Music. I can't play the drums. Come on, Josh. You can do it.

4 It's break time. The children are in the playground. Let's play basketball. Great! I love sport. We have PE after the break. We have a swimming lesson today.

5 The swimming pool is next to the school. Wow! This swimming pool is amazing. You can see the lighthouse. Look!

6 Ravi and Lily jump into the water. Kick your legs, everyone. Phew! This is difficult.

7 Five minutes later... Oh no! Where's my new bracelet? It's at the bottom of the pool. Don't worry, I can get it.

8 Josh finds the bracelet. Here's your bracelet. Thanks, Josh. You're good at PE. Josh isn't good at PE. He's brilliant at it!

After you read

3 **Talk Partners** Read and correct.

1 School begins at eight o'clock. 3 Josh can play the drums.
No, it doesn't. School begins at nine o'clock. 4 The swimming pool is in the school.
2 The first lesson is Music. 5 Josh can't swim.

4 **Values** Read and discuss.

• Do you think Josh and Lily are nervous at the start of the story? Why?
• Who helps Josh and Lily?
• How can you help new pupils at your school?

Key learning outcomes: read, listen and understand a story about a new school. Language: When do we have PE? I'm not very good at Music.

Values: helping new pupils at school.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Reinforcement

- Retell the story as a class.

Digital resources

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

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



1 Lesson 3 Story

After you read

1 Read and complete. Write Josh, Lily or Ravi.

1 _____ helps Josh make a bracelet.
2 _____ can't play the drums.
3 _____ wears a bracelet in the swimming pool.
4 _____ sees the bracelet at the bottom of the pool.
5 _____ finds the bracelet.
6 _____ thinks Josh is brilliant at PE.

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

Our Adventure Blog by Lily, Josh and Ravi

Today is the first day in our new house. We have Maths in the morning and we make a bracelet. Then we have Music and we play the guitar. At break time, we play football in the gym. After the break, we have a PE lesson. The swimming pool is behind the school.

Lily loses her pencil and she is sad. The bracelet is at the bottom of the playground. Josh finds the bracelet.

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

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

1 The story is funny / boring / sad / interesting / exciting / scary.
2 My favourite character is _____ stars ☆☆☆☆☆
3 I give the story _____ stars ☆☆☆☆☆

8 eight

After you read: Activity Book

Activity 1

- Read and complete.
- Write Josh, Lily or Ravi.

Activity 2

- Listen and circle the eight mistakes.
- CD1 Track 17 p261
- Listen again.
- Write the correct words.

Activity 3

- Read and complete.
- What do you think?

Code activity

- Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review places in a school.

- Ask **Where do you (do PE)?** Throw a soft ball to a pupil and prompt him / her to answer. The pupil asks another question about school using the same question form, e.g. **Where do you (hang your coat)?** The pupil then throws the ball to another pupil who should answer. Repeat several times.

Set learning outcomes and use the talk cards.

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

Before you read: Pupil's Book Activity 1



Use the code to read the message from Luke.



- Say **Josh and Lily have received a message from Luke.** Ask the pupils to use the code (Pupil's Book page 7) to discover the mystery words in the message (*good luck*). Prompt the class to think about how Lily and Josh will feel on their first day at their new school.
- Ask **What lessons do you think the children have in the story?** The pupils predict the lessons.

Pupil's Book Activity 2



Listen and read. Act out.

► CD1 Track 16 p261

- Play the CD. The pupils follow in their books.
- Ask the pupils to look at Frame 1 of the story. Ask **What can you see?** The pupils describe the picture. Highlight the poster of the solar system and ask the pupils to name all the planets that they can.
- Ask additional questions to check understanding.

Suggested comprehension questions

- Frame 1: **When does school begin?** (*At nine o'clock.*)
- Frame 2: **What do the children do in the first lesson?** (*Make bracelets.*) **Is Josh happy?** (*No.*) **Why not?** (*He's not very good at Arts and Crafts.*)
- Frame 3: **What's the next lesson?** (*Music.*) **Why isn't Josh happy?** (*He's not very good at Music.*)

- Frame 4: **What do the children play in the playground?** (*Basketball.*)
- Frame 5: **What do the children do after the break?** (*They have a swimming lesson.*)
- Frame 6: **Is it easy?** (*No, it's difficult.*)
- Frame 7: **What's at the bottom of the pool?** (*Lily's new bracelet.*)
- Frame 8: **Who finds the bracelet for Lily?** (*Josh.*) **Can Josh swim very well?** (*Yes, he can.*)
- Organise the class into five groups (Teacher, Lily, Ravi, Josh, swimming instructor) and play the CD. Each group joins in when their character speaks. If pupils need extra support, pause the CD after each utterance and ask them to repeat it instead.
- Repeat, with groups swapping roles.

After you read: Pupil's Book Activity 3



Read and correct.



- Ask a pupil to read out the first sentence and its correction. Ask the class to identify the story frame which has this information (*Frame 1*).
- The pupils work in pairs to find the information in the story and correct each sentence. They can do this orally or in their notebooks.

Answers: 1 No, it doesn't. School begins at nine o'clock. 2 No, it isn't. The first lesson is Arts and Crafts. 3 No, he can't. Josh can't play the drums. 4 No, it isn't. The swimming pool is next to the school. 5 Yes, he can. Josh can swim very well.

Pupil's Book Activity 4: Values



Read and discuss.



- Read out the questions and discuss them as a class.
- Prompt the class to think of ways they can help new pupils, e.g. play with them in the playground, show them where things are.

After you read: Activity Book



Activity 1

Read and complete. Write *Josh, Lily or Ravi*.

- The pupils work on their own to read and complete the sentences.

Answers: 1 Lily 2 Josh 3 Lily 4 Ravi 5 Josh 6 Ravi

Activity 2

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

► CD1 Track 17 p261

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

Answers: 1 house school 2 Maths Arts and Crafts 3 guitar drums 4 football basketball 5 gym playground 6 behind next to 7 pencil bracelet 8 playground swimming pool

Activity 3

Read and complete. What do you think?



- Ask a pupil to read out the first statement. The pupils circle the adjective that best describes the story.
- The pupils complete the second sentence and give a reason. They then rate the story from one to five stars.
- The pupils share opinions with a Talk Partner.

Code activity



- The pupils complete the code activity.

Answer: ninety

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've listened to a story about Lily and Josh's new school.** Elicit 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 first lesson is ...** (*Arts and Crafts*). Use mime for support.

Key Competences and Key Learning Outcomes

- Review and learn additional school subjects
- Follow and correct the grammar tables
- Sing a song

Key language

- School subjects: *Arts and Crafts, Drama, Geography, History, ICT, PE*
- I'm brilliant / very good / good / not very good at (History). Are you good at (Maths)? Yes, I am. No, I'm not.*
- Extension: *Biology, Chemistry, French, Literature*
- Recycled: *English, Maths*

Materials

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

Optional materials

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

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

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

Activity 1

- Listen, point and say.
- CD1 Track 18 p261

Activity 2

- Listen and sing *I'm brilliant at PE*.
- CD1 Track 19 p261

1 Lesson 4 Vocabulary and Grammar

1 Listen, point and say.

1 ICT 2 Geography 3 History 4 Arts and Crafts 5 PE 6 Drama

2 Listen and sing *I'm brilliant at PE*.

I'm very good at Maths
And I'm good at Arts and Crafts.

I'm good at ICT
And I'm brilliant at PE.
Yes, I'm brilliant!
I'm brilliant at PE!
Brilliant!

Are you good at Maths?
Are you good at Arts and Crafts?
Are you good at ICT?
Are you brilliant at PE?
Are you brilliant?
Are you brilliant at PE?
Brilliant!

3 Listen and follow. Repeat.

good at	brilliant	at	ICT.
I'm	very good		PE.
	good		History.
	not very good		Arts and Crafts.
			Geography.
			Drama.

Grammar clue
We use the verb to be in both the question and the answer.
Are you good at PE? Yes, I am. / No, I'm not.

Remember!
I am = I'm

4 Talk Partners Make true sentences.

I'm very good at Geography. What about you?
I'm very good at Geography, too.

Key learning outcomes: Identify and say school subjects; Use adjectives to talk about school subjects. Vocabulary: school subjects Grammar: I'm (very good) at (History).

Activity 3

- Listen and follow.
- CD1 Track 20 p261
- Repeat.
- Grammar clue:** Read about using the verb 'to be' in questions and answers.

Activity 4

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

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

- Reinforcement**
- Ask and answer questions about what you're good at.

Vocabulary extension

- Present four additional vocabulary items.

Activity Book

Lesson 4 Vocabulary and Grammar 1

1 Order and write the school subjects.

1 E P 2 C T 3 h o t 4 h a r m
PE ICT r s i d a
5 n d t c r 6 o a g
a r a s t g r y

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

1 I'm	at	brilliant	Arts and Crafts.
2 very good	I'm	at	Maths.
3 good	History.	I'm	at
4 at	Geography.	I'm	not very good

1 *I'm brilliant at Arts and Crafts.*
2 _____
3 _____
4 _____

3 Talk Partners Write questions. Record your answers. Ask a friend and record their answers.

	Me	My friend
1 Are you good at ICT?		
2		
3		
4		

Yes, I am. = ✓
No, I'm not. = X

Are you good at the same subjects?

20-36-28-32-80-98

Activity Book

Activity 1

- Order and write the school subjects.

Activity 2

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

Activity 3

- Write questions.
- Record your answers.
- Ask a friend and record their answers.

Code activity

- Complete the code activity.

Digital resources

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

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



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review school subjects.

- Play *Lifeboat*. Draw a figure on a raft at sea. Then draw a line for each letter of a school subject, e.g. _ _ _ _ _ (Maths), and ask the class to guess the letters. Write the letters the pupils guess correctly on the lines. For incorrect letters, erase part of the raft. Can the pupils guess the school subject before the figure falls into the water?
- Repeat with other school subjects the pupils know.

Set learning outcomes and use the talk cards.

- Say **Today we're going to learn the names of some more school subjects and talk about them.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Listen, point and say.

► CD1 Track 18 p261

- Point to the first picture and say **Look. This school subject is ICT.** The class repeats the name of the subject. Ask **Do you study ICT at school?**
- Play the CD. The pupils listen, point to each picture and repeat the subject.

Pupil's Book Activity 2

Listen and sing *I'm brilliant at PE.*

► CD1 Track 19 p261

- Say **Look at Ravi. What subject is he good at?** Repeat for Lily and Josh.
- Play the CD. The pupils listen and read. Confirm that Ravi is very good at Maths, Lily is good at Arts and Crafts, and Josh is good at ICT and brilliant at PE.
- Play the CD again. The pupils join in singing the song and doing the actions.

Pupil's Book Activity 3

Listen and follow. Repeat.

► CD1 Track 20 p261

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

Grammar clue

- Read the grammar clue as a class. Encourage the pupils to make questions and to answer. Read the *Remember!* tip.

Pupil's Book Activity 4

Make true sentences.

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

Activity Book

Activity 1

Order and write the school subjects.

- Ask the pupils to name the school subjects.
- The pupils work on their own to write the words.

Answers: 1 PE 2 ICT 3 History 4 Drama 5 Arts and Crafts 6 Geography

Activity 2

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

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

Answers: 1 I'm brilliant at Arts and Crafts. 2 I'm very good at Maths. 3 I'm good at History. 4 I'm not very good at Geography.

Activity 3

Write questions. Record your answers. Ask a friend and record their answers.

- Invite a pupil to read out the first question. Quickly review school subjects. The pupils then write their own questions.
- Working with a Talk Partner, the pupils take turns to ask and answer the questions. They record answers for themselves and for their partners.
- Ask **Are you good at the same subjects?** Prompt the pairs to say which subjects they are both good at, e.g. *We're good at (Maths) and (PE).*

Code activity

- The pupils complete the code activity.

Answer: eighty

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt some new school subjects. What are they?** Elicit the school subjects.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activities

Reinforcement

- Review the activities from the unit so far and ask the pupils to think of a question, e.g. *Are you good at (skateboarding)?* The class moves around the room. When you say **Freeze**, the pupils stop where they are. When you say **Pair**, they get into a pair with a pupil standing nearby. Finally, when you say **Share**, they ask and answer their questions. Repeat several times.

Vocabulary extension

- Use the Vocabulary Booster on Navio and present and practise four additional school subjects: *Biology, Chemistry, French, Literature.*

Key Competences and Key Learning Outcomes



- Say a tongue twister with the 'j' sound
- Practise spelling and learn an alternative spelling for the 'j' sound
- Listen for specific information



- Play a communication game using *Wh-* questions and complete a timetable

Key language

- *giraffe, jeans, jelly, judo, juice, jump, orange, page, timetable*
- *When do we have (Music)? We have (Music) on (Monday) at (nine o'clock). Where do we have (Music)? We have it in (the music room).*
- Recycled: *Arts and Crafts, Drama, English, Geography, History, ICT, Maths, Music, PE, Science; classroom, computer room, gym, music room, school hall, swimming pool; days of the week*

Materials

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

Optional materials

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

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- **Think-Pair-Share.** Review school subjects.
- Review the *I'm brilliant at PE* song.
- ▶ **CD1 Track 19 p261**
- Set learning outcomes and use the talk cards.

Activity 1: Speak and spell

- Listen, read and say.
- ▶ **CD1 Track 21 p262**
- ➔ Go to the Activity Book.

Activity 2

- Read the timetable.
- ▶ **CD1 Track 22 p262**
- Listen and identify four differences.

Lesson 5 Listening and Speaking 1

1 Listen, read and say. CD1 21

Speak and spell

Sometimes 'g' says 'j'.

The giraffes are jumping and doing judo in the gym.

Now practise spelling on page 10 in your Activity Book.

2 Read the timetable. Listen and identify four differences. CD1 22

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	Music (music room)	Maths (classroom)	English (classroom)	ICT (computer room)	History (classroom)
	break	break	break	break	break
11.00	English (classroom)	Science (classroom)	Drama (school hall)	PE (classroom)	History (classroom)
	lunch	lunch	lunch	lunch	lunch
3.00	ICT (computer room)	Arts and Crafts (classroom)	PE (gym)	Geography (classroom)	Arts and Crafts (classroom)

3 **Talk Partners** Ask and answer to complete the timetable.

When do we have Music? We have Music on Monday at nine o'clock.

Where do we have Music? We have it in the music room.

Teacher's Resource Bank: Unit 1

Key learning outcomes: listen for specific information; play a communication game using *Wh-* questions. Phonics: alternative spelling for the 'g' sound. thirteen

Activity 3

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

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

Reinforcement

- Talk about your own school timetable.
- Play *Board pelmanism*.

Activity Book

1 Lesson 5 Speaking and Spelling

1 Complete and say. **Speak and spell**

The giraffes are jumping and doing judo in the gym.

2 Find and circle the words. Classify and write.

j u i c e k o u g i r a f f e v j e l l y

m j u m

u m

p p

a g e

w j e a n s s z h d g e o g r a p h y t q b

juice

g

3 **Talk Partners** Test your friend. Ask and answer.

How do you spell jeans? J-E-A-N-S.

That's right. Well done!

ten

76-20-88-20-56-80-98

Activity Book

Activity 1: Speak and spell

- Complete and say.

Activity 2

- Find and circle the words.
- Classify and write.

Activity 3

- Test your friend.
- Ask and answer.

Code activity

- Complete the code activity.

Digital resources

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

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




Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Think-Pair-Share. Review school subjects.

- Ask **Can you remember eight school subjects?** The class thinks silently for a minute.
-  Then the pupils work with a Talk Partner to name the subjects.
- Invite different pairs of Talk Partners to come to the board and write a school subject.
- Finally, repeat the procedure, asking different pairs of Talk Partners each time, until all the school subjects have been named.
- Point to each school subject in turn and ask **Are you good at (Maths)?** The class responds.

Review the *I'm brilliant at PE* song.

► CD1 Track 19 p261

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

Set learning outcomes and use the talk cards.

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

Pupil's Book Activity 1: Speak and spell

Listen, read and say.

► CD1 Track 21 p262

- (Books closed.) Write the letter 'g' on the board and ask **What sound does this letter make?** ('g') List the words that the pupils know with this sound, e.g. *girl, go, goat*. Explain that sometimes this letter makes another sound.
- (Books open.) Focus the class on the picture and ask **What can you see here? What's this giraffe doing? What are these giraffes doing?**
- Say **Let's listen to a tongue twister.** Play the CD. The pupils follow the text in their books.
- Play the CD again. The pupils join in with the tongue twister.
- Ask **How do you spell judo? How do you spell gym?** Highlight the two ways of spelling the 'j' sound and focus the class on the yellow note.

- Highlight that the letter 'g' is usually a hard sound, e.g. 'go', but when it is followed by the letters 'e', 'i' or 'y' it can have a soft sound.

Activity Book

Activity 1: Speak and spell

Complete and say.

- The pupils complete and say the words in the tongue twister.

Answer: The giraffes are jumping and doing judo in the gym.

Activity 2

Find and circle the words. Classify and write.

- The pupils find and circle the words in the border which contain the 'j' sound.
- The pupils classify and write the words according to whether they are written with 'j' or 'g'.

Answers: j: juice, jelly, jump, jeans, judo g: giraffe, gym, geography, orange, page

Activity 3

Talk Partners. Test your friend. Ask and answer.

- Invite two pupils to read out the speech bubbles.
- Organise the pupils into Talk Partners. The pupils take it in turns to test their partner on the spelling of the words in Activity 2. Stress the importance of prompting, encouraging and helping each other.

Code activity

- The pupils complete the code activity.

Answer: seventy

Pupil's Book Activity 2

Read the timetable. Listen and identify four differences.

► CD1 Track 22 p262

- Focus the class on the timetable and ask questions to familiarise the pupils with the content, e.g. **When do the children have (Maths)? What do the children have on (Thursday) at (nine o'clock)?**

- Say **Let's listen to two children talking about the timetable. Listen for the four differences.** Play the CD, pausing after each difference for the pupils to say what it is.

Answers: 1 Music in the music-room classroom
2 Science on Tuesday Thursday 3 11.00 Friday History
4 Maths 4 Drama in school-hall gym

Pupil's Book Activity 3

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

- Invite two volunteers to read out the speech bubbles.
- Explain that the pupils are going to work in pairs to complete a timetable.
- Organise the class into Talk Partners. Pupil A uses Timetable 1. Pupil B uses Timetable 2. The partners ask questions about the different subjects to complete the timetable.
- At the end, the pupils compare and check their completed timetables.

Ending the lesson

Review the lesson and reflect on learning.

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

Extra activities

Reinforcement

- Ask the pupils to look at their own school timetable and to say which lessons they have and the times they have them.
- Make a statement about the class timetable, e.g. **You have Maths on Monday morning.** The pupils listen and decide whether the statement is true or false.
- Play *Board pelmanism* (see p27) with the places in a school flashcards and word cards.

Key Competences and Key Learning Outcomes

- Read and understand a poster
- Write and talk about your favourite after-school activity
- Do a pre-reading task
- Read the text for general understanding
- Scan the text to find specific information
- Use context clues

Key language

- *balls, gloves, helmet, hockey stick, pads, rollerblades; comfortable, fast, text message*
- *Are you bored? Do you want to learn (an exciting sport?) The classes begin / finish at (five o'clock). We meet on (Tuesday). The classes cost (£2). You need to wear (comfortable clothes). For more information, email (emma@fun.uk).*
- Recycled: *bored, exciting, playground, sport*

Materials

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

Optional materials

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

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review the tongue twister.
- ▶ *CD1 Track 21 p262*
- Set learning outcomes and use the talk cards.

Before you read: Activity 1

- Look at the photo on the poster.
- What can you do at this club?

Before you read: Activity 2

- Think of a question to ask about the club.

1 Lesson 6 Reading

Literacy

Before you read

- 1 Look at the photo on the poster. What can you do at this club?
- 2 Think of a question to ask about the club.
- 3 Read and listen. Does the poster answer your question?

ARE YOU BORED AFTER SCHOOL? DO YOU WANT TO LEARN A FAST AND EXCITING SPORT?

JOIN THE ROLLER HOCKEY HEROES

We meet on Tuesday and Thursday in the school playground. The classes begin at five o'clock and finish at six. We have hockey sticks and balls for everyone. We also have gloves for your hands, pads for your legs and a helmet for your head. The classes cost £2 and you need to wear comfortable clothes and bring your rollerblades.

For more information, email emma@fun.uk. Come and have fun with the ROLLER HOCKEY HEROES!

After you read

Go to page 11 in your Activity Book.

fourteen Key learning outcomes: read and understand a poster

Activity 3

- Read and listen.
- ▶ *CD1 Track 23 p262*
- Does the poster answer your question?
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Plan an English club for the school.

Activity Book

Literacy Text type: a poster Lesson 6 Reading 1

After you read

- 1 Read and circle.
 - 1 Roller hockey is a fast and dangerous / boring / exciting sport.
 - 2 The club meets on Tuesday and Wednesday / Thursday / Friday.
 - 3 The classes begin at five o'clock and finish at six / seven / eight o'clock.
 - 4 The classes cost £1 / £2 / £3.
 - 5 For more information, you can send Emma a letter / a text message / an email.
- 2 **Thinking skills** Find the words on the poster. Write.
 - 1 playground
 - 2
 - 3
 - 4
 - 5
- 3 **Read and answer. Ask and answer. Talk Partners**
 - 1 What's your favourite after-school activity?
My _____
 - 2 Where do you do it?

 - 3 When do you do it?

eleven

After you read: Activity Book

Activity 1

- Read and circle.

Activity 2

- Find the words on the poster.
- Write.

Activity 3

- Read and answer.
- Ask and answer.
- Complete the code activity.

Digital resources

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

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



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review the tongue twister.

► CD1 Track 21 p262

- Ask **What sound did you practise in the tongue twister?** ('j')
- Ask **Can you remember the tongue twister?** (*The giraffes are jumping and doing judo in the gym.*)
- Play the CD. Practise the tongue twister as a class.
- Remind the pupils that they know two spellings for this sound ('j' and 'g'). The pupils list the words they know which have these letters.

Set learning outcomes and use the talk cards.

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

Before you read: Pupil's Book Activity 1

Look at the photo on the poster. What can you do at this club?

- Invite a pupil to read the question in the rubric.
- Prompt the pupils to look at the poster and describe what they can see.

Answer: You can play roller hockey.

Before you read: Pupil's Book Activity 2

Think of a question to ask about the club.

- Encourage the pupils to think of questions about the club. If necessary, prompt them by providing the question words 'When?' 'How much?' and 'What?'. Write the questions on the board.

Pupil's Book Activity 3

Read and listen. Does the poster answer your question?

► CD1 Track 23 p262

- Invite a pupil to read the rubric. Explain to the pupils that the first time they read, they should try to understand the most important information.
- If you want the pupils to read the text without the support of the CD, set a time limit for this task. Otherwise, play the CD.
- The pupils report which of the questions on the board have been answered.

After you read: Activity Book

Activity 1

Read and circle.

- The pupils work on their own or in pairs to read each sentence and identify the correct option. The pupils should refer back to the text in the Pupil's Book when necessary.

Answers: 1 exciting 2 Thursday 3 six 4 £2 5 an email

Activity 2

Find the words on the poster. Write.

- The pupils work on their own or in pairs to label the pictures. They should refer back to the text in the Pupil's Book to find the word each time. Highlight clues such as *pads for your legs, a helmet for your head.*

Answers: 1 playground 2 helmet 3 hockey sticks
4 pads 5 rollerblades

Activity 3

Read and answer. Ask and answer.

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

Code activity

- The pupils complete the code activity.

Answer: one hundred

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read a poster. Do you think it's a good poster? Would you like to join the Roller Hockey Heroes?** Elicit the pupils' opinions.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Extension

- Explain to the pupils that you want them to plan an English club for the school.
- As a class, decide when and where the club is to meet.
- Organise the pupils into Talk Partners or small groups and ask them to think of activities children can do to practise their English and have fun at the club. The pupils should list the activities they think of.
- After a few minutes, ask the groups or Talk Partners to share their ideas with the rest of the class.

Key Competences and Key Learning Outcomes

- Use capital letters correctly
- Identify the audience of a poster
- Identify informational content
- Identify the text features of a poster
- Use criteria to check your writing
- Share your writing with a partner
- Plan, prepare and write a poster about an after-school club

Key language

- *capital letter, computers, computer programmers, draw pictures, free, games, join, memory stick, painting, skating, teachers*
- *Do you love (computers)? Do you want to (play games)? The classes begin / finish at (five o'clock). We meet on (Wednesday). You need to bring (a memory stick). For more information, contact (Mr Smith).*
- Recycled: *exciting*

Materials

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

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)
- Large pieces of paper; computers; word-processing program; magazine pictures; glue
- Crayons or coloured pencils

At a Glance Lesson Plan

Pupil's Book

Activity Book

Starting the lesson

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

Investigate a text: Activity 1

- Read and listen.
- ▶ *CD1 Track 24 p262*
- Which questions does the poster answer?

Discuss a text: Activity 2

- Think and discuss.
- **Writing tip:** Read about using capital letters.
- ➔ Go to the Activity Book.

Text type: a poster Lesson 7 Writing 1

Investigate a text

1 Read and listen. Which questions does the poster answer?

- Where's the club?
- Who can give me more information?
- When can I go there?
- What computers do they use?
- What do you do there?
- How much do the classes cost?

DO YOU LOVE COMPUTERS?

Do you want to play cool games and draw amazing pictures? Join the school computer club. We meet on Wednesday in the computer room. The classes begin at four o'clock and finish at six. The classes are free, but you need to bring a memory stick for your work. For more information, contact Mr Smith.

COME AND HAVE FUN!

Discuss a text

2 Think and discuss.

1 Who's the poster for?

- teachers
- children
- computer programmers

2 Find these things in the poster.

- a question
- exciting words
- an instruction

Writing tip!

We use a capital letter at the start of a sentence.
The classes begin at four o'clock.

We use a capital letter for days and names, too.
Wednesday Mr Smith

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

Key learning outcomes: prepare and write a poster; use capital letters fifteen

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Extension

- Create posters and make a wall display.

Lesson 7 Writing Literacy Text type: a poster

Plan your writing

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

Club name: _____

When do we meet? _____

Where do we meet? _____

What do you need? _____

How much does it cost? _____

Contact: _____

2 Use your notes to write and decorate your poster.

DO YOU LOVE _____?

Join the _____?

We meet _____

You need _____

The classes cost _____

For more information, contact _____

COME AND _____

Share and check

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

I ask a question.

I use some exciting words.

I give an instruction.

I use capital letters.

twelve 20-36-28-32-80-98 - 60-56-20

Activity Book

Plan your writing: Activity 1

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

Activity 2

- Use your notes to write and decorate your poster.

Share and check: Activity 3

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

Code activity

- Complete the code activity.

Digital resources

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

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



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review after-school activities.

- Ask **What activities do you do after school?** Invite a pupil to come to the front of the class and to make a statement, e.g. *I (play football).*
- Invite a second pupil to come to the front of the class. This pupil should say *(Mario) plays football and I (go swimming).* If necessary, highlight the third-person form.
- Continue in this way to make a memory chain. Challenge the class to make a chain of ten pupils or more.

Set learning outcomes and use the talk cards.

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

Investigate a text: Pupil's Book Activity 1

Read and listen. Which questions does the poster answer?

► CD1 Track 24 p262

- Read the questions as a class. Explain that some of the questions are answered in the text. The pupils should read the text to identify which information is included.
- If you want the pupils to read the text without the support of the CD, set a time limit for this task. Otherwise, play the CD.
- The pupils report which questions are answered. They then read the text again to find the answers to these questions.

Answers: Where's the club? Who can give me more information? When can I go there? What do you do there? How much do the classes cost?

Discuss a text: Pupil's Book Activity 2

Think and discuss.

- Read the first question and identify who the poster is for.
- Discuss why the text is for children. (*The members play games, draw pictures and it's a school club.*)
- Read the next instruction and prompt the pupils to find a question in the text. (*Do you love computers? Do you want to play cool games and draw amazing pictures?*) Explain that questions get the readers' attention and make them want to read more.
- Prompt the class to find examples of exciting (emotive) language. (*cool, amazing, fun*) Explain that these words make the club sound more attractive.
- Prompt the class to find an instruction. (*Join the school computer club. Come and have fun!*) Explain that instructions tell people what to do.

Writing tip

- Read the information and ask the pupils to find examples of capital letters in the text.
- Remind / teach the pupils that we also use capital letters for cities, countries, months and school subjects.

Activity Book

Plan your writing: Activity 1

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

- Invite a pupil to read out the questions and prompts.
- Organise the class into pairs to plan their posters. The pairs should choose or invent a school club and make notes.

Activity 2

Use your notes to write and decorate your poster.

- Focus the class on the activity. If necessary, model how to complete the framework on the board, with the pupils making suggestions. Show the class how to begin with a question to get the reader's attention, finish with an instruction, and include exciting (emotive) vocabulary.
- The pupils work in pairs to write their text based on their notes and then draw a picture for their poster.

Share and check: Activity 3

Writing Partners. Read your poster with a friend.

Write a tick (✓) or a cross (x).

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

Code activity

- The pupils complete the code activity.

Answer: eighty-one

Ending the lesson

Review the lesson and reflect on learning.





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

Extra activity

Extension

- If you have access to computers, show the class how to use a word-processing program to create their posters. The pupils can print out their posters and make a wall display.
- Alternatively, the pupils can copy their work onto large pieces of paper. They can then decorate their posters with drawings and pictures from magazines.

Key Competences and Key Learning Outcomes

-  Use the Internet to investigate Ireland
-  Read and listen for specific information
-  Learn about after-school activities in Ireland
-  Think about your own culture and identity

Key language

- beautiful, competitions, concert, dresses, Gaelic football, helmet, hurling, Ireland, Irish dancing, jump, noise, passing the ball, practise, running, skip, small, sport, tin whistle, traditional; carry / hit / kick the ball*
- My favourite activity is (Gaelic football). I play (a tin whistle). I practise on (Tuesday evenings). I go to (a dance class).*
- Recycled: days of the week

Materials

- Pupil's Book p16; Activity Book p13; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards
- An online world map
- Coloured pencils (green, orange, white)

Optional materials

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

At a Glance Lesson Plan

Pupil's Book

Activity Book

Starting the lesson

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

Activity 1

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

Activity 2

- Read and listen.
- ▶ **CD1 Track 25 p262**
- Answer Luke's questions.
- Think about your culture**
What activities do children do after school in your country?

Go to the Activity Book.

1 Lesson 8 Culture around the world: Ireland

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

1 Hello, I'm in Ireland now. Children in Ireland do fun activities after school. Can you answer these questions?

- How do you play Gaelic football?
- What do children wear for Irish dancing class?
- What's hurling?
- What traditional instrument do children in Ireland play?

2 Read and listen. Answer Luke's questions.

after-school activities in Ireland

SPRINGHILL SCHOOL

Welcome to Springhill School. On this web page, you can learn about the amazing activities we do after school.

Hi, My name's Sheona and my favourite activity is Gaelic football. It's a traditional sport in Ireland. Do you know that you can carry the ball in your hands? You can hit and kick the ball, too. I play Gaelic football with my friends every Friday afternoon.

My name's Teresa and my favourite activity is Irish dancing. I go to a dance class every Monday and Wednesday after school. It's good fun because we skip and jump a lot. We wear traditional dresses, too. They're beautiful.

Hi, I'm Pat. I love music and I play a tin whistle in my free time. This traditional instrument is small, but it makes a lot of noise. I practise with my friends every Thursday afternoon and we have a concert in the summer. It's good fun!

Hi, I'm Liam. Hurling is a traditional sport in Ireland and I play it in my free time. I practise on Tuesday evenings and I play in competitions. I'm very good at running and passing the ball. I always wear a helmet.

Think about your culture What activities do children do after school in your country?

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

Key learning outcomes: read about after-school activities in Ireland; think about and research Ireland.

Ending the lesson

- Review the lesson and reflect on learning.

Lesson 8 Culture around the world: Ireland 1

1 Listen and write.

tin whistle Irish dancing hurling Gaelic football

Name: Peter Activity: Hurling Day: Friday

Name: Sue Activity: Day:

Name: Mary Activity: Day:

Name: Daniel Activity: Day:

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

1 Where's Ireland?
2 What languages do people in Ireland speak?
3 What's the capital city of Ireland?
4 What colours are the Irish flag?
Colour the flag.
5 What's the weather like in Ireland today?

3 Find out more. Investigate how to play hurling. How many players are there on a team?

76-36-96-80-98-24-36-88-20 thirteen

Activity Book

Activity 1

- Listen and write.
- ▶ **CD1 Track 26 p262**

Activity 2

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

Activity 3

- Find out more. Investigate how to play hurling. How many players are there on a team?

Code activity

- Complete the code activity.

Digital resources

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



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review the days of the week.

- Ask the pupils to say the days of the week in order, around the class. As the pupils become more confident, prompt them to say the days faster.
- Ask the class to spell the days of the week. Choose a pupil to write the days on the board as they are spelt out.

Set learning outcomes and use the talk cards.

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

Pupil's Book Activity 1

Read Luke's questions. What do you think?

- Read the speech bubble as a class. Encourage the pupils to tell you what they know about Ireland. Show them where the country is on an online world map.
- Read the questions as a class. Encourage the pupils to predict the answers.

Pupil's Book Activity 2

Read and listen. Answer Luke's questions.

► CD1 Track 25 p262

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

Answers: 1 You can carry the ball in your hands and hit and kick it. 2 Girls wear traditional dresses. 3 Hurling is a traditional sport in Ireland. 4 They play the tin whistle.

Think about your culture

- Read out the question and prompt different pupils to tell you about the activities children do after school in their country. Ask **Do children (play hurling) after school here?**

Activity Book

Activity 1

Listen and write.

► CD1 Track 26 p262

- Ask the pupils to read out the after-school activities in the word box. Play the CD, pausing after the first exchange for the pupils to say the activity and the day.
- Repeat the procedure for the other exchanges, with the pupils writing the answers.

Answers: 1 Peter, hurling, Friday 2 Sue, Irish dancing, Wednesday 3 Mary, tin whistle, Monday 4 Daniel, Gaelic football, Thursday

Activity 2

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

- Read out the instructions and connect to a children's website that provides geographical information about Ireland. (See suggested websites opposite.) Read out questions 1 to 4. The pupils work as a class to find and write the answers. They should also colour the Irish flag.
- Read out question 5. Connect to a website that shows the weather around the world. (See suggested website opposite.) The pupils complete the information about the day's weather.

Answers: 1 next to the UK / in Europe 2 English and Irish 3 Dublin 4 green, white and orange

Activity 3

Find out more. Investigate how to play hurling.

How many players are there on a team?

- Read the rubric and encourage the pupils to predict how many players there are on a hurling team.
- If you are doing the investigation as a class, go to a suitable website and ask the pupils to scan the information to find the answer.
- If you are working in a computer room, organise the class into small groups.

Answer: There are 15 players on the hurling team.

Suggested websites

- Use a range of trusted Internet sites such as:
<http://www.enchantedlearning.com/europe/ireland>
<http://www.bbc.co.uk/weather>
<http://www.safesearchkids.com>

Code activity

- The pupils complete the code activity.

Answer: sixty-five

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt about Ireland. What traditional sport do children play?** Elicit the information from the pupils.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

➔ Go to the AB Unit Review on page 243.

Key Competences and Key Learning Outcomes

- Watch and understand a video about after-school activities
- Ask and answer about new things to try
- Think about new activities they would like to try
- Learn about other after-school activities

Key language

- *dancing, drums, goalkeeper, pottery, robotics, robots, rugby*
- Recycled: *gloves, helmet, pads, roller hockey; brilliant, fast, slow*
- *Do you want to (play the guitar)? Yes, I do. (Music is fun.) What activities do you do after school?*

Materials

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

Optional materials

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

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- **Think-Pair-Share.** Review after-school activities.
- Set learning outcomes and use the talk cards.

Activity 1

- Before you watch
- Watch the video.
- ▶ **Unit 1 video p284**
- Which after-school activities use these objects?

Activity 2

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

Pupil's Book

Video and 21st Century Skills 1

21 CHANNEL

Welcome to Channel 21! Our first programme is about after-school activities. What activities do you do after school?

1 Watch the video. Which after-school activities use these objects?

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

3 Look at the lists. Which class do you want to try in each list?

Trying new things

Don't be afraid to try new activities!

1 Music classes piano, guitar, drums	2 Dance classes ballet, Irish dancing, street dance
3 Sports classes rugby, roller hockey, hurling	4 Art classes pottery, painting, crafts

Key learning outcomes: watch and understand a video about after-school activities
Ways of thinking: open-mindedness and trying new things

seventeen 17

Activity 3

- Look at the lists.
- Which class do you want to try in each list?
- Why?
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- **Reinforcement**
- Play a mime game to review new things we want to try.

Activity Book

Video and 21st Century Skills 1

Trying new things

1 Read and match. Listen and check. Repeat.

1 Do you want to play the guitar? Yes, I do. I love technology.

2 Do you want to do street dance? Yes, I do. It's a great sport.

3 Do you want to play rugby? Yes, I do. I'm good at dancing.

4 Do you want to build a robot? Yes, I do. Music is fun.

2 Listen and complete the notes.

Tips for trying new activities

1 Don't be afraid.

2 _____ to the instructions.

3 _____ what other people do.

4 Ask people to _____ you.

5 Have _____.

▶ **Unit 1 video**

What new things do you want to try?

3 Read and answer. Ask and answer. **Talk Partners**

1 A new sport I want to do is _____.

2 A new food I want to try is _____.

3 A new language I want to learn is _____.

4 A new instrument I want to play is _____.

fifteen 15

Activity Book

Activity 1

- Read and match.
- Listen and check.
- ▶ **CD1 Track 27 p262**
- Repeat.

Activity 2

- Listen and complete the notes.
- ▶ **CD1 Track 28 p263**

Activity 3

- Read and answer.
- Ask and answer.

Digital resources

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


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



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.
- **Think-Pair-Share. Review after-school activities.**
- Ask **How many different after-school clubs can you think of?** The class thinks silently for a minute.
-  Then the pupils work with a Talk Partner to name after-school clubs and activities.
- Invite different Talk Partners to say a different after-school club. Write the activity on the board and prompt the class to repeat the club.

Set learning outcomes and use the talk cards.

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

Pupil's Book Activity 1

Before you watch

- Point to the photo of Chloe and Mark. Ask **Who are these children?** (*The presenters of Channel 21.*)
- Read the speech bubble to pupils. Ask **What activities do you do after school?** Elicit responses from a number of pupils.

Watch the video. Which after-school activities use these objects? p284

- Watch Part 1. Ask pupils **What are you going to see next?** Check they understand that they will see short video clips about different after-school activities.
- Play Part 2. Ask general questions to check understanding. Focus the pupils on the photos in Activity 1. Say **Which after-school activities use these objects?** Elicit ideas.
- Play Part 2 for the pupils to answer the questions. Check answers as a class.

Answers: 1 dance class 2 roller hockey 3 robotics club 4 pottery class 5 drum class

Pupil's Book Activity 2

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

- Ask a pupil to read out sentence 1. Ask the class whether they think the sentence is true or false. Repeat with sentences 2–5.
- Play Part 2. Students work in pairs to decide whether the sentences are true or false. They correct the false sentences.

Answers: 1 F The robots can move, but they can't talk. 2 F Pottery is a very dirty activity. 3 F Roller hockey is an exciting game. 4 T 5 F The boy is brilliant at the drums.

Pupil's Book Activity 3

Look at the lists. Which class do you want to try in each list? Why?

- Tell pupils that in the last part of the video Chloe and Mark talk about trying new activities. Ask **What activity does Mark want to do?** (*Play the drums.*) **Why doesn't he go to the class after school?** (*He's not very good at music.*) **What does Chloe say?** (*It's important to try new activities.*)
- Explain that pupils are going to choose some new classes to try. Read the lists with the class and check vocabulary.
- Ask one pupil **Do you want to play the piano?** Elicit both responses, *Yes, I do* and *No, I don't*. For extra challenge you could prompt pupils to give a reason, for example, *Yes, I do. I love music!*
- Pupils work in pairs to ask and answer questions. They choose one class from each list.

Activity Book

Activity 1

Read and match. Listen and check. Repeat.

CD1 Track 27 p262

- Ask **Do you want to play rugby?** and prompt a pupil to answer. The pupil then asks you the same (or a similar) question. Say **Yes, I do. I love sport.**
- The pupils work on their own to match the question and answer speech bubbles.

- Play the CD and check answers.

Answers: 1 Do you want to play the guitar? Yes, I do. Music is fun. 2 Do you want to do street dance? Yes, I do. I'm good at dancing. 3 Do you want to play rugby? Yes, I do. It's a great sport. 4 Do you want to build a robot? Yes, I do. I love technology.

Activity 2

Listen and complete the notes.

CD1 Track 28 p263

- Read out the first sentence and ask the pupils if they think it is good advice for trying new activities.
- Play the CD, pausing to allow the pupils to write.
- Play the CD again without pausing. Elicit answers.

Answers: 1 afraid 2 Listen 3 Watch 4 help 5 fun

Activity 3

Read and answer. Ask and answer.

- Read out the speech bubble and elicit answers from the class. Once pupils are confident answering, you could make the question more specific and ask about sport, food, language, etc.
- The pupils write sentences about new things they want to try using the prompts.
- Organise the pupils into Talk Partners. The pupils take it in turns to ask and answer questions.

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've watched a video about after-school activities. What have we learnt about trying new things?** Elicit the information from the pupils.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Ask a pupil to mime an activity that he / she would like to try. Other pupils ask **Do you want to do (ballet)?** The pupil answers, **Yes, I do. (Ballet) is (beautiful).**

Date: _____








Unit: _____

1 What did my pupils learn in this unit?

2 How did my pupils work? (✓)

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

3 Which key competences did my pupils develop?

-  Competence in linguistic communication
-  Competence in mathematics, science and technology
-  Digital competence
-  Learning to learn
-  Social and civic competences
-  Sense of initiative and entrepreneurship
-  Cultural awareness and expression

4 Which lessons / activities were the most successful and why?

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

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

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

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

Unit overview

Key Competences and Key Learning Outcomes



- Identify and name household chores (Lesson 1)
- Say the vocabulary chant (Lesson 1)
- Listen, repeat and act out a conversation (Lesson 2)
- Talk about chores using adverbs of frequency (Lesson 2)
- Follow, complete and correct the grammar tables (Lessons 2 and 4)
- Identify and name free-time activities (Lesson 4)
- Ask and answer about frequency (Lesson 4)
- Order adjectives and nouns (Lesson 7)
- Watch and understand a video (Video and 21st Century Skills)



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



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



- Say a tongue twister, learn another spelling for the 'ch' sound and practise spelling (Lesson 5)
- Practise activity types found in the Cambridge Exams: A1 Movers
- Review your own learning (Review)



- Understand the importance of helping at home (Lesson 3 and Video and 21st Century Skills)



- Work with a Talk Partner to practise and reinforce learning (all lessons)
- Do a communication activity (Lesson 5)



- Sing two songs (Lessons 1 and 4)
- Understand, act out and give an opinion on a story (Lesson 3)
- Read and understand a fable (Lesson 6)
- Plan and write the end of the fable (Lesson 7)
- Learn about Scotland (Lesson 8)
- Think about your own culture (Lesson 8)

Vocabulary

Core vocabulary

clear the table, cook dinner, dust, feed my pet, Hoover the floor, lay the table, make my bed, tidy up, walk the dog, wash the car, wash up, water the plants; do puzzles, draw pictures, play board games, play computer games, read comics, watch DVDs

Extension vocabulary (optional)

brush the floor, clean the bathroom, fold the clothes, take out the rubbish, wash the clothes, wash the floor; go for a walk, go ice-skating, go shopping, listen to the radio

Other vocabulary

action, chore, fable, ferry, free time, island, look after, north, routine, smell, web, west; clever, dirty, greedy, lazy; dolphin, seal, turtle

Recycled vocabulary

days of the week; family members; household objects; places in a school; rooms in a house; *coat, delicious, dirty, drums, farm, hands, help, hot, hungry, legs, long, lunch(time); monkey, rabbit, river, sheep, spider, swim, thin, town, vegetables, walk, wash*

Structures

Core structures

My (dad) always / often / sometimes / never (washes up). My (sister) doesn't (cook). Does she (wash up)? Yes, she does. No, she doesn't. How often does (your mum) (watch DVDs)? She (watches DVDs) once a week / five times a week. How often do you (make your bed)? I never (make my bed).

Other structures

How does (Sarah) (travel to school)? There isn't (a school here). What does he do (in his free time)? The (island) is famous for (its sheep). You can (sometimes) see (seals). I (help) (my parents).

Recycled structures

Do you (dust)? Yes, I do. No, I don't. When do you (dust)? I (dust) (at the weekend). I travel to school by (ferry). I love (playing with the baby animals).

Phonics

The 'ch' sound (*witch chops chicken kitchen*)

Literacy

Text type: a fable (text to entertain; writing preparation)
Reading skills: identifying the message of the text
Writing skills: placing adjectives in the correct position

Culture ... around the world

Life on a Scottish island

21st Century Skills

Helping others

Thinking skills

Categorising (Lesson 1); Expressing opinions (Lesson 3); Predicting (Lessons 3 and 6); Discussing values (Lesson 3); Applying rules (Lesson 4); Making inferences (Lesson 6); Visualisation and prediction (Lesson 8); Thinking about your culture (Lesson 8); Making connections (Review)

Cooperative learning

Sharing information (Lessons 1 and 5); Team building (Lesson 4); Checking learning (Lesson 5); Peer evaluation and feedback (Lesson 7); Working together (Review)

Values

Understanding the importance of helping at home

Cross-curricular links

Link to Science

The senses: Reviewing how our senses give us information about our environment

Suggested Arts and Crafts concepts

Exploring primary, secondary and tertiary colours and creating a still life

Key Competences and Key Learning Outcomes

- Identify and name household chores
- Say the vocabulary chant
- Write about chores you do and don't do
- Review rooms and objects in a house
- Ask and answer questions using a recycled structure
- Sing a song

Key language

- Household chores: *clear the table, cook dinner, dust, feed my pet, Hoover the floor, lay the table, make my bed, tidy up, walk the dog, wash the car, wash up, water the plants*
- We do (chores) (in the morning). What a (busy day)!*
- Extension: *brush the floor, clean the bathroom, fold the clothes, take out the rubbish, wash the clothes, wash the floor*
- Recycled: rooms in a house; household objects; *Do you (dust)? Yes, I do. No, I don't. When do you (dust)? I (dust) (at the weekend).*

Materials

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

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)
- A piece of paper for each group

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review rooms and objects in a house.
- Set learning outcomes and use the talk cards.

Activity 1

- How do you help at home?
- Make a list.

Vocabulary presentation

- Present the new vocabulary using the household chores flashcards.

Word cards

- Introduce the spellings of the vocabulary using the household chores word cards.

Activity 2

- Listen, point and say the vocabulary chant.
- ▶ CD1 Track 29 p263

Pupil's Book

Unit 2 Helping hands Lesson 1 Vocabulary

1 How do you help at home? Make a list.

2 Listen, point and say the vocabulary chant.

3 Listen, look and sing *What a busy day!*

1 make my bed 2 lay the table
3 tidy up 4 clear the table
5 feed my pet 6 walk the dog
7 wash up 8 wash the car
9 cook dinner 10 water the plants
11 Hoover the floor 12 dust

Saturday, Saturday.
What a busy day!
We do chores in the morning
And then we play.

I clear the kitchen table.
Then I make my bed.
I Hoover the living room floor
And then I feed my pet.
Chorus

I wash the car outside.
Then I tidy up.
I water the plants in the living room
And then I wash up.
Chorus

4 **Talk Partners** Ask and answer.
Do you dust? Yes, I do.
When do you dust? I dust at the weekend.

Key learning outcomes: identify and say household chores; sing a song about a busy day
Vocabulary: household chores

Activity 3

- Listen, look and sing *What a busy day!*
- ▶ CD1 Track 30 p263

Activity 4

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

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

- Extension**
- Use a Venn diagram to categorise the chores.
- Vocabulary extension**
- Present six additional vocabulary items.

Digital resources

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

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



Activity Book

Unit 2 Helping hands Lesson 1 Vocabulary

1 Read and complete.

Dear Lily,
Don't forget your chores this week!

1 _____ make _____ your bed
2 _____ your pet
3 _____ the floor
4 _____ the table
5 _____ dinner
6 _____ the dog

Thanks for your help.
Love Mum and Dad

Dear Josh,
Don't forget your chores this week!

7 _____ up
8 _____ up
9 _____ the plants
10 _____
11 _____ the table
12 _____ the car

Thanks for your help.
Love Mum and Dad

2 Write about the chores you do and don't do.

make my bed tidy up clear the table
wash the car walk the dog cook dinner

1 _____
2 I don't _____
3 _____
4 _____
5 _____
6 _____

16 sixteen 12-4-56-80-20-20-56

I walk the dog.
I don't cook dinner.

Activity Book

Activity 1

- Read and complete.

Activity 2

- Write about the chores you do and don't do.

Code activity

- Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review rooms and objects in a house.

- Draw a house on the board and elicit the rooms, e.g. *living room, bedroom, kitchen, bathroom, dining room, garage*. Ask **Have you got a (kitchen) in your house? What do you do in the (living room)?**
- Organise the class into small groups and give each group a piece of paper with the name of a room at the top. The groups have two minutes to write the names of objects you can find in those rooms.
- Ask the groups to pass their piece of paper to the next group on the left. The pupils have two minutes to read the list of objects and add any other objects they know.
- Repeat two or three more times. Then return the papers to their original groups. Invite one pupil from each group to read out their list of words.

Set learning outcomes and use the talk cards.

- Say **Today we're going to learn the names of household chores**. Explain that household chores are jobs that you do in the house.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

How do you help at home? Make a list. ???

- (Books closed.) Ask **Do you help at home?** Encourage the pupils to say how they help and praise them for their efforts.
- Make a class list of the chores the pupils do.

Vocabulary presentation

- (Books closed.) Tell the class that you do lots of chores. Hold up the *make my bed* flashcard and say **I make my bed**. Prompt the class to mime the action and repeat the sentence. Stick the flashcard on the board.
- Repeat the procedure with the other flashcards.

Word cards

- (Books closed.) Hand out a household chores word card to each pair of pupils.
- The pairs take turns to come to the board, read out their household chore and stick their word card next to the corresponding flashcard.

Pupil's Book Activity 2

Listen, point and say the vocabulary chant.

▶ *CD1 Track 29 p263*

- Focus the pupils' attention on the 12 photos. Say **Let's listen and say the words**. Play the CD. The pupils listen, point and repeat.

Pupil's Book Activity 3

Listen, look and sing *What a busy day!*

▶ *CD1 Track 30 p263*

- Focus the pupils' attention on the scene. Ask **What rooms can you see in the lighthouse?** (*Kitchen, living room, bedroom.*) **Where's Lily?** (*In her bedroom.*) **What's she doing?** (*Feeding her pet goldfish.*) Repeat the questions for Josh and Dad.
- Say **Let's listen to the song**. Play the CD. The pupils listen and read.
- Play the CD again. The pupils join in, singing the song and doing the corresponding actions.

Pupil's Book Activity 4

Ask and answer.

- Ask two pupils to read out the speech bubbles. Prompt the pair to have a similar exchange about another chore.
- Working with a Talk Partner, the pupils point to each of the 12 chores and ask and answer the questions.

Activity Book

Activity 1

Read and complete.

- Ask different pupils to read out and complete the information in the first note. The pupils then work on their own or in pairs to complete the activity.

Answers: 1 make 2 feed 3 Hoover 4 lay 5 cook 6 walk 7 tidy 8 wash 9 water 10 dust 11 clear 12 wash

Activity 2

Write about the chores you do and don't do.

- Ask the class to read out the words in the word box. Invite pupils to say which chores they do and don't do.
- The pupils write their sentences. Then they read them out to a Talk Partner.

Code activity

- The pupils complete the code activity.

Answer: canteen

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt the names of chores. What household chores do you remember?** Elicit the chores from the pupils.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activities

Extension

- Draw a simple Venn diagram on the board with two circles labelled 'Inside' and 'Outside'. Hold up a household chores flashcard and ask **Do you (wash the car) inside or outside the house?** Stick the flashcard on the diagram. Repeat with the other flashcards.

Vocabulary extension

- Present six additional chores: *brush the floor, clean the bathroom, fold the clothes, take out the rubbish, wash the clothes, wash the floor*.
- Use the Vocabulary Booster on Navio to practise these new words.

Key Competences and Key Learning Outcomes

- Listen, repeat and act out a conversation
- Listen, follow the grammar table and identify the parts of a sentence
- Talk about household chores in the present simple using adverbs of frequency

Key language

- *fair, friend, routines*
- *My (dad) always / often / sometimes / never (washes up). My (sister) doesn't (cook). Does your sister (wash up)? Yes, she does. No, she doesn't.*
- Recycled: *clear the table, cook dinner, dust, feed my pet, Hoover the floor, lay the table, make my bed, tidy up, walk the dog, wash the car, wash up, water the plants; family members*

Materials

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

Optional materials

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

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- **Think-Pair-Share.** Review household chores vocabulary.
- Review the *What a busy day!* song.
- ▶ **CD1 Track 30 p263**
- ▶ **CD1 Track 31 p263**
- Set learning outcomes and use the talk cards.

Activity 1

- Listen and read.
- Listen and repeat.
- ▶ **CD1 Track 32 p263**
- Act out.

Activity 2

- Read again.
- What does Lily do at home?
- And Josh?

Lesson 2 Grammar 2

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

Ravi: What's the matter, Josh?
Josh: It isn't fair. I always wash up.
Ravi: What about Lily?
Josh: She never washes up.
Ravi: Oh dear. Does she do other chores?
Josh: Yes, she does. She often clears the table and she sometimes hovers the floor.
Ravi: So Lily helps at home, too.
Josh: Yes, I suppose you're right.

2 Read again. What does Lily do at home? And Josh?

3 Listen and follow. Repeat.

Adverbs of frequency

My dad	always	cooks dinner.
My brother	often	lays the table.
My sister	sometimes	hovers the floor.
My friend	never	tidies up.

Grammar clue
Verbs change when we use *she, he and it*.
My sister cooks. My sister doesn't cook.
Does your sister cook? Yes, she does. / No, she doesn't.

Remember!
✓ always ✓ often
✓ sometimes ✗ never

4 Talk Partners Make true sentences about your family and friends.

My sister always makes her bed. Really? My sister never makes her bed.

Key learning outcomes: use the present simple and adverbs of frequency to talk about household chores. Grammar: My brother often tidies up. nineteen 19

Activity 3

- Listen and follow.
- ▶ **CD1 Track 33 p263**
- Repeat.
- **Grammar clue:** Read about how verbs change when we use *she, he and it*.

Activity 4

- Make true sentences about your family and friends.
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- **Reinforcement**
Play a mime game to review chores we do at the weekend.

Activity Book

Lesson 2 Grammar 2

1 Complete the sentences in the grammar table.

My sister always the floor lays tidies

1 My mum		washes	up.
2 My brother	often		the table.
3 _____	sometimes	hovers	_____
4 My friend	never		up.

2 Complete the sentences. Use always, often, sometimes and never.

1 My mum _____ washes up.
2 My dad _____ cooks dinner.
3 My friend _____
4 My _____
5 My _____

Remember!
✓ always ✓ often
✓ sometimes ✗ never

My mum sometimes washes up. My dad often cooks dinner.

3 Write the questions. Read and answer. Ask and answer. Talk Partners

Yes, he does. Yes, she does. No, he doesn't. No, she doesn't.

1 your mum / the car Does your mum wash the car?
2 your dad / the floor
3 your grandma / dinner
4 your grandad / the plants
5 your friend / the table
6 your friend / the dog

48-36-8-72-4-72-98
seventeen 17

Activity Book

Activity 1

- Complete the sentences in the grammar table.

Activity 2

- Complete the sentences. Use *always, often, sometimes* and *never*.

Activity 3

- Write the questions.
- Read and answer.
- Ask and answer.

Code activity

- Complete the code activity.

Digital resources

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

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




Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Think-Pair-Share. Review household chores vocabulary.

- Ask **Can you remember the household chores vocabulary?** The class thinks silently for a minute.
-  Then the pupils work with a Talk Partner to name the household chores.
- Invite different Talk Partners to say a different household chore. Hold up the corresponding flashcard and prompt the class to repeat the words.

Review the *What a busy day!* song.

► *CD1 Track 30 p263*

► *CD1 Track 31 p263 (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 who does the chores in your family.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Listen and read. Listen and repeat. Act out.

► *CD1 Track 32 p263*

- The pupils look at the picture. Ask **What's Josh doing? Is he happy?**
- Play the CD. The pupils listen and read the conversation.
- Ask **Does Josh do chores? Does Lily do chores? Is it fair?**
- Play the CD again, pausing after each sentence for the pupils to repeat.
- The pupils act out the conversation in pairs.

Pupil's Book Activity 2

Read again. What does Lily do at home? And Josh?

- The pupils read the conversation again and say what Lily and Josh do at home.

Pupil's Book Activity 3

Listen and follow. Repeat.

► *CD1 Track 33 p263*

- Play the CD. The pupils listen to the first sentence and point to the words they hear. They then repeat the complete sentence. Repeat the procedure with the other sentences.
- Read the *Remember!* tip. Then invite different pupils to make true sentences using the grammar table.

Grammar clue

- Read the grammar clue as a class. Highlight that we add 's' to most verbs in the third-person singular, but when a verb finishes in 's', 'ss', 'sh', 'ch', 'x' or 'o', we add 'es', and when a verb finishes in a consonant + 'y', we add 'ies'.

Pupil's Book Activity 4

Make true sentences about your family and friends.

- The pupils work in pairs to make true sentences about their family and friends.

Activity Book

Activity 1

Complete the sentences in the grammar table.

- Invite a pupil to read out the words in the word box.
- The pupils work on their own or with a partner to complete the sentences in the grammar table.

Answers: 1 always 2 lays 3 My sister, the floor 4 tidies

Activity 2

Complete the sentences. Use *always, often, sometimes* and *never*.

- Ask a pupil to read out the speech bubble.
- Invite different pupils to complete the first two sentences using adverbs of frequency.
- The pupils work on their own to complete the sentences in their Activity Books. Point out that the last two sentences should be about family members.

Activity 3

Write the questions. Read and answer. Ask and answer.

- Invite a pupil to read out the model question and to give their answer. If necessary, show the pupils how to refer to the grammar table in Activity 1 to check the order of words.
- The pupils write questions and answers using the prompts and the words in the word box.
- The pupils ask and answer the questions with a Talk Partner.

Answers: 1 Does your mum wash the car? 2 Does your dad Hoover the floor? 3 Does your grandma cook dinner? 4 Does your grandad water the plants? 5 Does your friend lay / clear the table? 6 Does your friend walk the dog?

Code activity

- The pupils complete the code activity.

Answer: library

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt how to say who does the chores in our family.** Invite different pupils to say a sentence about their family.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Invite a pupil to the front of the class. Ask him / her to mime an activity that he / she does at the weekend. Ask **What does (Carmen) do at the weekend?** The rest of the class attempts to identify the activity, e.g. *She goes shopping.* Repeat with different individual pupils.

Key Competences and Key Learning Outcomes

- Read, listen and understand a story about a secret tunnel
- Use a code to read a message
- Review how our senses give us information about our environment (optional)
- Do a pre-reading task
- Understand the importance of helping at home
- Understand, enjoy and act out the story
- Give an opinion on the story

Key language

- cave, curtain, dark, explore, ghost, secret tunnel, shadow, surprise, wet*
- I practise here (once a week). Are you ready to (play)? Not yet. I need to (hoover the floor). Is it (scary)?*
- Recycled: drums, Hoover the floor, living room; Does (Josh) (play the drums)? No, he doesn't. Yes, he does. Grandad (always) (tidies up on Saturday morning).*

Materials

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

Optional materials

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

At a Glance Lesson Plan

Pupil's Book

Activity Book

Starting the lesson

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

Before you read: Activity 1

- Use the code to read the message from Luke.

Activity 2

- Listen and read.
- ▶ *CD1 Track 34 p263*
- Act out.

After you read: Activity 3

- Ask and answer.

Activity 4: Values

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

2 Lesson 3 Story

Before you read

1 Use the code to read the message from Luke. Don't forget to 32-20-48-64 in the lighthouse. What chores do you think Lily and Josh do in the story?

2 Listen and read. Act out. **The secret tunnel**

1 It's Saturday morning. Lily and Josh are doing chores.

2 Josh shows Ravi an old book in the living room.

3 Lily moves a curtain and has a surprise.

4 The children go down the steps and into the tunnel.

5 The drums are loud now.

6 There's a light at the end of the tunnel.

7 They hear a voice.

8 The children walk slowly into the cave.

After you read

3 **Talk Partners** Ask and answer.

1 Does Josh hoover the floor? No, he doesn't. Lily hoovers the floor.

2 Does Lily find the secret tunnel?

3 Does Grandad play the violin?

4 Does Grandad tidy up on Saturday?

5 Does Grandad go to the cave every day?

4 **Values** Read and discuss.

• How do Lily and Josh help in the lighthouse?

• Why is it important to help at home?

• How do you help at home?

Key learning outcomes: read, listen and understand a story about a secret tunnel.
Language: Grandad always tidies up on Saturday morning. I practise the drums here once a week.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Reinforcement

- Find the character.

Link to Science

- The senses:** Review how our senses give us information about our environment.

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.



2 Lesson 3 Story

After you read

1 Read and order the sentences.

a The children walk under the sea.
b The children go down some steps.
c The children discover a secret tunnel.
d The children see a very big shadow.
e The children hear a voice.
f The children see Grandad.

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

Our Adventure Blog by Lily, Josh and Ravi

In this adventure, we discover a secret wall behind a curtain. We go up some steps. The tunnel is very light and wet. It goes under the river. In the tunnel, we see some drums and we see a very small shadow on the wall. Finally, we go into a cave and we see Grandad. She's practising the guitar.

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

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

1 The story is funny / boring / sad / interesting / exciting / scary.
2 My favourite character is _____ because _____
3 I give the story _____ stars

eighteen

After you read: Activity Book

Activity 1

- Read and order the sentences.

Activity 2

- Listen and circle the eight mistakes.

▶ *CD1 Track 35 p263*

- Listen again.
- Write the correct words.

Activity 3

- Read and complete.
- What do you think?

Code activity

- Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review household chores.

- Invite a pupil to the front of the class. Ask **Does (Maria) wash up?** The rest of the class guesses *Yes, she does. / No, she doesn't.* The pupil at the front then answers. Repeat with another pupil.

Set learning outcomes and use the talk cards.

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

Before you read: Pupil's Book Activity 1

Use the code to read the message from Luke.

- Say **Josh and Lily have received a message from Luke.** Ask the pupils to use the code (Pupil's Book page 7) to discover the mystery word (*help*).
- Ask **What chores do you think Lily and Josh do in the story?** The pupils make predictions.

Pupil's Book Activity 2

Listen and read. Act out.

► CD1 Track 34 p263

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

Suggested comprehension questions

- Frame 1: **What do Ravi and Josh want to do?** (*Play.*)
What does Lily need to do? (*Hoover the floor.*)
- Frame 2: **What do Josh and Ravi look at?** (*An old book.*)
- Frame 3: **Where's the tunnel?** (*Behind a curtain.*)
- Frame 4: **Where do the children go?** (*Down the steps and into the tunnel.*)
- Frame 5: **What can the children hear?** (*Drums.*)
- Frame 6: **What do the children see?** (*A shadow.*)
- Frame 7: **What do the children hear?** (*A voice.*)
- Frame 8: **Who's in the cave?** (*Grandma.*) **What's she doing?** (*Practising the drums.*)

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

After you read: Pupil's Book Activity 3

Ask and answer.

- Invite pupils to ask and answer the questions.
- Organise the class into Talk Partners to practise asking and answering the questions. They can do this orally or in their notebooks.

Answers: 1 No, he doesn't. Lily hovers the floor. 2 Yes, she does. 3 No, she doesn't. She plays the drums. 4 Yes, he does. 5 No, she doesn't. She goes to the cave once a week.

Pupil's Book Activity 4: Values

Read and discuss.

- Read out the questions and discuss them as a class.
- Prompt the pupils to say which chores they like and don't like. Ask **Is it important to help at home?**

After you read: Activity Book

Activity 1

Read and order the sentences.

- Read out the sentences. The pupils follow in their books.
- Read out the sentence that comes first and ask the class to identify the next sentence.
- The pupils work on their own or in pairs to number the remaining sentences.

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

Activity 2

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

► CD1 Track 35 p263

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

Answers: 1 wall tunnel 2 up down 3 light dark
4 river sea 5 see hear 6 small big 7 Grandad Grandma
8 guitar drums

Activity 3

Read and complete. What do you think?

- Invite pupils to read out and complete the sentences.
- The pupils complete the task in their Activity Books and then share opinions with a Talk Partner.

Code activity

- The pupils complete the code activity.

Answer: gym

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've listened to a story about a secret tunnel.**
- Retell the story as a class. Say **Let's tell the story together.** Prompt the pupils by saying **Lily needs to ...** (*hoover the floor*). **Ravi and Josh read ...** (*a book*). Use mime, gesture and drawings to support the class.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Read out one of the speech bubbles from the story. The pupils find the text and say the name of the character who said the words.

Link to Science

- If you are studying the Science topic of **The senses** in English, use the story to review how our senses give us information about our environment. Ask **Which senses do the children use?** Ask the class to name the other senses. Then ask the pupils to imagine that they are outside the cave, next to the sea. Elicit what they can see, smell, touch, taste and hear.

Key Competences and Key Learning Outcomes

- Identify and say free-time activities
- Follow and correct the grammar tables
- Ask and answer questions about frequency of free-time activities

- Sing a song

Key language

- Free-time activities: *do puzzles, draw pictures, play board games, play computer games, read comics, watch DVDs; after school, at the weekend, every day, never, once / twice / three times a week; free time*
- How often does (your sister) (do puzzles)? She (does puzzles) (twice a week).*
- Extension: *go for a walk, go ice-skating, go shopping, listen to the radio*
- Recycled: days of the week

Materials

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

Optional materials

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

At a Glance Lesson Plan

Pupil's Book

Activity Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review free-time activities.
- Play *Two truths and a lie*.
- Set learning outcomes and use the talk cards.


Activity 1

- Listen, point and say.
- ▶ CD1 Track 36 p264


Activity 2

- Listen and sing *Free time*.
- ▶ CD1 Track 37 p264

2 Lesson 4 Vocabulary and Grammar


1 Listen, point and say.  01:54

1 watch DVDs 2 do puzzles 3 read comics 4 draw pictures 5 play computer games 6 play board games

2 Listen and sing *Free time*.  03:57

Free time at the weekend.
Free time after school.
Free time is great.
What do you do?
Lily plays board games.
She watches DVDs.
And she listens to music.
Once a week.
Chorus

Josh draws pictures.
He watches DVDs.
And he plays computer games.
Twice a week.
Chorus
Ravi does puzzles.
He watches DVDs.
And he reads comics.
Three times a week.
Chorus


3 Listen and follow. Repeat.  03:58

How often ...?

		your mum	watch DVDs?
How often	does	your dad	do puzzles?
		your brother	play computer games?
			play board games?

Grammar clue

There are different ways to answer *How often ...?* questions.
My brother watches TV every day. My sister watches TV once a week.
My dad watches TV twice a week. My mum never watches TV.

4  **Talk Partners** Ask and answer questions about your family.

How often does your sister do puzzles?
She does puzzles twice a week.

Key learning outcomes: identify and ask about free-time activities
Vocabulary: free-time activities Grammar: *How often does your sister do puzzles?*

Activity 3

- Listen and follow.
- ▶ CD1 Track 38 p264
- Repeat.
- Grammar clue:** Read about different ways to answer *How often ...?* questions.

Activity 4

- Ask and answer questions about your family.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

- Reinforcement**
- Talk about how often you do things at school.
- Vocabulary extension**
- Present four additional vocabulary items.

Digital resources

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

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



Lesson 4 Vocabulary and Grammar 2

1 Circle and write the free-time activities. Use the extra letters to make the mystery word.

@adcomicsllwatchdvdsghplaycompufergamestplayboardgameshodrawpicturesudapuzzlesse


1 read comics 2 3
4 5 6

The mystery word is

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

1 How often	Lily	does	watch DVDs?
2 does	read comics?	How often	Josh
3 draw pictures?	How often	Ravi	does
4 does	Lily	How often	do puzzles?

1
2
3
4

3  **Thinking Skills** Look at the chart. Write sentences about Ravi.

1 watch TV	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
2 read comics			✓		✓		✓
3 listen to music	✓		✓	✓		✓	✓
4 draw pictures		✓					

1 Ravi watches TV five times a week.
2
3
4

12-60-72-72-36-16-60-72

nineteen 19

Activity Book

- Activity 1**
- Circle and write the free-time activities.
- Use the extra letters to make the mystery word.
- Activity 2**
- Order the words in the grammar table.
- Write the sentences.
- Activity 3**
- Look at the chart.
- Write sentences about Ravi.
- Code activity**
- Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review free-time activities.

- Ask **What activities do you do in your free time?** Prompt the class to list the free-time activities they do and, if necessary, write the words on the board.
- Play *Two truths and a lie*. Say **Listen to my information. I (play tennis) at the weekend. I (watch TV) at night. I (ride a horse) on Saturdays. One sentence is false. Which sentence is false?** Encourage the class to guess the false information. Then tell them which sentence is untrue.
- Invite different pupils to take your role. The pupils can also do the activity with a Talk Partner.

Set learning outcomes and use the talk cards.

- Say **Today we're going to learn the names of some more free-time activities.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Listen, point and say.

► CD1 Track 36 p264

- Point to the first picture and say **Look. He's watching DVDs.** Ask **Do you watch DVDs in your free time?** Prompt the class to answer and then repeat the name of the activity. Repeat the procedure with the other free-time activities.
- Play the CD. The pupils listen, point and repeat.

Pupil's Book Activity 2

Listen and sing *Free time*.

► CD1 Track 37 p264

- Focus the class on the activity and ask **What's Josh doing?** (*Playing a computer game.*) Repeat the question for Lily and Ravi.
- Play the CD. The pupils listen and read.
- Play the CD again. The pupils join in singing the song and doing the actions.

- Ask **Does Lily listen to music every day? (No.) How often does she listen to music?** Hold up one finger and say **She listens to music once a week.** Repeat the procedure with the other characters.

Pupil's Book Activity 3

Listen and follow. Repeat.

► CD1 Track 38 p264

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

Grammar clue

- Read about different ways to answer *How often ...?* questions. Encourage the pupils to make and answer questions as a class.

Pupil's Book Activity 4

Ask and answer questions about your family.

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

Activity Book

Activity 1

Circle and write the free-time activities. Use the extra letters to make the mystery word.

- The pupils circle the free-time activities in the word snake, then write the words on their own.
- The pupils identify the extra letters to make the mystery word.

Answers: 1 read comics 2 watch DVDs 3 play computer games 4 play board games 5 draw pictures 6 do puzzles
The mystery word is lighthouse.

Activity 2

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

- Explain that the grammar table is mixed up and that the pupils need to reorder the words. Invite a pupil to read out the first sentence.

- The pupils order and write the remaining sentences. If they need more support, remind them that a sentence begins with a capital letter and ends with a full stop.

Answers: 1 How often does Lily watch DVDs? 2 How often does Josh read comics? 3 How often does Ravi draw pictures? 4 How often does Lily do puzzles?

Activity 3

Look at the chart. Write sentences about Ravi.

- Quickly review the days of the week. Then point to the chart and ask **How often does Ravi watch TV?** Repeat the procedure with the other activities.
- The pupils write the sentences about Ravi.

Answers: 1 Ravi watches TV five times a week. 2 Ravi reads comics twice a week. 3 Ravi listens to music every day. 4 Ravi draws pictures once a week.

Code activity

- The pupils complete the code activity.

Answer: corridor

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt some new free-time activities. What activities are they?**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activities

Reinforcement

- Ask the pupils to take out their timetables, then ask **How often do you study (Maths)?** The class counts the lessons and responds. Repeat the procedure with other subjects and activities. Then invite individual pupils to ask their own questions.

Vocabulary extension

- Use the Vocabulary Booster on Navio and present and practise four additional free-time activities: *go for a walk, go ice-skating, go shopping, listen to the radio.*

Key Competences and Key Learning Outcomes

- Say a tongue twister with the 'ch' sound
- Practise spelling and learn an alternative spelling for the 'ch' sound
- Listen for specific information
- Play a communication game using adverbs of frequency

Key language

- *beach, catch, chair, chicken, chop, chore, kitchen, pitch, torch, watch, witch*
- *How often do you (wash the car)? I (never) (wash the car). I (make my bed) (every day). (Marcus) (makes his bed) (every day).*
- Recycled: *hover the floor, lay the table, make your bed, tidy up, wash the car, water the plants; every day, never, once / twice / three times a week*

Materials

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

Optional materials

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

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- **Think-Pair-Share.** Review free-time activities.
- Review the *Free time* song.
- ▶ **CD1 Track 37 p264**
- Set learning outcomes and use the talk cards.

Activity 1: Speak and spell

- Listen, read and say.
- ▶ **CD1 Track 39 p264**
- ➔ Go to the Activity Book.

Activity 2

- Read the questionnaire.
- ▶ **CD1 Track 40 p264**
- Listen and identify four differences.

Lesson 5 Listening and Speaking 2

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

'ch' says 'ch'.

The witch chops chicken in the kitchen.

Now practise spelling on page 20 in your Activity Book.

2 Read the questionnaire. Listen and identify four differences. **How often do you ...**

	never	once a week	twice a week	three times a week	every day
clear the table?					
feed your pet?					
walk the dog?					
wash up?					
cook dinner?					

Name: **Marc** Age: **11**

3 **Talk Partners** Ask and answer to complete the questionnaire. Tick (✓). Tell a friend.

How often do you make your bed?

Marcus makes his bed every day.

I make my bed every day.

Sara never makes her bed.

Teacher's Resource Bank: Unit 2

Key learning outcomes: listen for specific information; play a communication game using adverbs of frequency. Phonics: alternative spelling for the 'ch' sound. twenty-three

Activity 3

- Ask and answer to complete the questionnaire.
- Tick (✓).
- Tell a friend (Teacher's Resource Bank: Unit 2).

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

Reinforcement

- Create your own tongue twister.
- Play *Disappearing flashcards*.

Activity Book

2 Lesson 5 Speaking and Spelling

1 Complete and say. **Speak and spell**

The wi_____ops _____icken
in the ki_____en.

2 Find and circle the words. Classify and write.

u c h a i r o w i t c h f k i t c h e n e
t o r c h e u w a t c h i c k e n a
c h
chair
tch

3 **Talk Partners** Test your friend. Ask and answer.

What's this word? W-A-T-C-H.
It's watch.
That's right. Well done!

20 twenty 04-48-4-98-28-72-60-84-56-16

Activity Book

Activity 1: Speak and spell

- Complete and say.

Activity 2

- Find and circle the words.
- Classify and write.

Activity 3

- Test your friend.
- Ask and answer.

Code activity

- Complete the code activity.

Digital resources

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

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




Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Think-Pair-Share. Review free-time activities.

- Ask **Can you remember the free-time activities vocabulary?** The class thinks silently for a minute.
-  Then the pupils work with a Talk Partner to name the free-time activities.
- Invite different Talk Partners to say a different free-time activity.
- Finally, repeat the procedure, asking different pairs of Talk Partners each time, until all the free-time activities have been named.

Review the *Free time* song.

► CD1 Track 37 p264

- Play the CD. The pupils join in singing and doing the actions.

Set learning outcomes and use the talk cards.

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

Pupil's Book Activity 1: Speak and spell

Listen, read and say.

► CD1 Track 39 p264

- (Books closed.) Write the letters 'ch' on the board and ask **What sound do these letters make?** ('ch') List the words the pupils know with this sound, e.g. *chicken, chips, cheese*. Say **Today you're going to learn another way of writing the 'ch' sound.**
- (Books open.) Focus the class on the picture. Ask **What can you see here? What's the witch doing?** Confirm that she's cooking and use mime to explain the verb 'chop'.
- Say **Let's listen to the tongue twister.** Play the CD. The pupils follow the text in their books.
- Play the CD again. The pupils join in with the tongue twister.
- Finally, ask the class to identify the alternative way of writing the 'ch' sound ('tch').

Activity Book

Activity 1: Speak and spell

Complete and say.

- The pupils complete and say the words in the tongue twister.

Answer: The witch chops chicken in the kitchen.

Activity 2

Find and circle the words. Classify and write.

- The pupils find and circle the words in the border that contain the 'ch' sound.
- The pupils classify and write the words according to whether they are written with 'ch' or 'tch'.

Answers: ch: chair, chicken, chore, beach, torch
tch: witch, kitchen, pitch, catch, watch

Activity 3

Talk Partners. Test your friend. Ask and answer.

- Invite two pupils to read out the speech bubbles.
- Organise the pupils into Talk Partners. The pupils take it in turns to spell out and identify the words in Activity 2. Stress the importance of prompting, encouraging and helping each other.

Code activity

- The pupils complete the code activity.

Answer: playground

Pupil's Book Activity 2

Read the questionnaire. Listen and identify four differences.

► CD1 Track 40 p264

- Focus the pupils on the questionnaire and ask **How often does Marc clear the table?** Play the CD, pausing after Marc answers the question. The pupils look at the chart again to check if this is correct. Elicit that the chart is incorrect, and that Marc clears the table twice a week.
- Repeat the procedure with the other chores.

- Elicit the four differences between the CD and the chart from the class.

Answers: Marc clears the table twice a week. He never walks the dog. He washes up every day. He helps cook dinner once a week.

Pupil's Book Activity 3

Ask and answer to complete the questionnaire. Tick (✓). Tell a friend (Teacher's Resource Bank: Unit 2).

- Invite two pupils to read out the speech bubbles. Explain to the pupils that they are going to do a questionnaire.
- Organise the class into Talk Partners. Pupil A uses questionnaire 1 and Pupil B uses questionnaire 2. The pupils should take turns to ask and answer the questions.
- When the pupils have completed the questionnaire, invite individual pupils to report what they have learnt about their partner. If necessary, highlight that we use 'his' for boys and 'her' for girls (*tidies up his bedroom, makes her bed*).
- Organise the class into new pairs. The pupils should report on the information in the questionnaire.

Ending the lesson

Review the lesson and reflect on learning.

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

Extra activities

Reinforcement

- Organise the class into pairs and ask them to invent a new tongue twister to practise the 'ch' sound. The pupils should practise the tongue twister in their pairs. If time permits, invite different pairs of pupils to teach the rest of the class their tongue twister.
- Play *Disappearing flashcards* (see p27) with the household chores flashcards.

Key Competences and Key Learning Outcomes



- Identify the message of the fable
- Read the text for general understanding
- Scan the text for specific information



- Read and understand a fable
- Order and act out the story conversation

Key language

- *beans, clever, climbs out, cooking, fall, greedy, honey, hungry, idea, lazy, pull, surprised, web*
- *(Pull this web) when (lunch is ready). They smell (delicious). What are you (cooking)? I'm (cooking vegetables). Do you want (to have lunch) with me?*
- Recycled: *chores, delicious, help, legs, long, lunchtime, monkey, rabbit, river, spider, thin, vegetables*

Materials

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

Optional materials

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

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review the tongue twister.
- ▶ **CD1 Track 39 p264**
- Set learning outcomes and use the talk cards.

Before you read:

Activity 1

- When and where do you listen to stories?
- Can we learn things from stories?

Activity 2: Before you read

- Read the title of the fable.
- Who do you think Anansi is?

2 Lesson 6 Reading Literacy

Before you read

- 1 When and where do you listen to stories? Can we learn things from stories?
- 2 Read the title of the fable. Who do you think Anansi is?
- 3 Read and listen to find out.

Reading tip
The title gives you information about the story.

Why Anansi has got eight long, thin legs

ONE DAY, Anansi goes for a walk and visits his friend, Rabbit. It's lunchtime and Rabbit is cooking vegetables. Rabbit invites his friend to lunch. Anansi is hungry and the vegetables smell good, but he doesn't want to help with the cooking. He has a clever idea. He makes a web, gives it to Rabbit and says, 'Pull this web when lunch is ready.'

Anansi is greedy and he looks for more food. He gives a web to six more friends. Now he's got a web for each leg. When he's next to the river, all eight friends pull the webs at the same time and Anansi falls into the river. When Anansi climbs out of the river, he's very surprised.

Look at my legs! They're long and thin now.

And that's why Anansi has got eight long, thin legs.

After you read

Go to page 21 in your Activity Book.

24 twenty-four Key learning outcomes: read and understand a fable

Activity 3

- Read and listen to find out.
- ▶ **CD1 Track 41 p264**
- ▶ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Reinforcement

- Watch an animated version of the fable online.

Activity Book

Lesson 6 Reading 2

Literacy Text type: a fable

After you read

1 Read and tick (✓).

1 Anansi doesn't like ...	2 Anansi doesn't want to ...
<input checked="" type="checkbox"/> doing chores.	<input type="checkbox"/> eat lunch.
<input type="checkbox"/> vegetables.	<input type="checkbox"/> help his friends.
3 Anansi gives a web to ...	4 The friends pull the webs when ...
<input type="checkbox"/> six friends.	<input type="checkbox"/> Anansi is next to the river.
<input type="checkbox"/> eight friends.	<input type="checkbox"/> Anansi is at home.

2 Thinking skills Find the words in the fable. Read and complete.

greedy lazy greedy lazy

- 1 Anansi is _____ because he doesn't help his friends.
- 2 Anansi is _____ because he wants to eat eight lunches.
- 3 The message of the story is don't be _____ and don't be _____.

3 Talk Partners Read and order. Act out with a friend.

a Mmm. They smell delicious.

b Oh! Yes, please.

c Hello, Rabbit! What are you cooking?

d Hello, Anansi. I'm cooking vegetables.

e Do you want to have lunch with me?

f Good. You can help me cook.

32-4-48-48 twenty-one 21

After you read: Activity Book

Activity 1

- Read and tick (✓).

Activity 2

- Find the words in the fable.
- Read and complete.

Activity 3

- Read and order.
- Act out with a friend.

Code activity

- Complete the code activity.

Digital resources

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

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



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review the tongue twister.

► CD1 Track 39 p264

- Ask **What sound did you practise in the tongue twister?** ('ch')
- Play the CD. Practise the tongue twister as a class.
- Remind the pupils that they know two spellings for this sound ('ch' and 'tch').
- The pupils list the words they know which contain these letters.

Set learning outcomes and use the talk cards.

- Say **Today we're going to read a fable from Africa.** Explain that a fable is a traditional story.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Before you read: Pupil's Book Activity 1

When and where do you listen to stories? Can we learn things from stories?

- Invite a pupil to read the first question in the rubric. Prompt the pupils to think about when and where they hear stories (*at home, from grandparents and parents, in the classroom*). Ask **Can we learn things from stories?** Explain that in many countries, stories are used to pass knowledge from one generation to the next.
- Tell the pupils that the fable they are going to read is used to teach us a lesson.

Before you read: Pupil's Book Activity 2

Read the title of the fable. Who do you think Anansi is?

- Invite a pupil to read the title of the fable. Ask who the pupils think Anansi might be.

Pupil's Book Activity 3

Read and listen to find out.

► CD1 Track 41 p264

- Explain that the first time the pupils read, they should try to understand the most important information.
- If you want the pupils to read the text without the support of the CD, set a time limit for this task. Otherwise, play the CD.
- The pupils confirm / report that Anansi is a spider.

After you read: Activity Book

Activity 1

Read and tick (✓).

- The pupils work on their own or in pairs to read each sentence stem and identify the correct ending, referring to the Pupil's Book when necessary.

Answers: 1 doing chores. 2 help his friends. 3 eight friends. 4 Anansi is next to the river.

Activity 2

Find the words in the fable. Read and complete.

- Read the words in the word box and ask the pupils to find them in the fable. Encourage the class to guess the meaning of each word from the context.
- Read out the first sentence and prompt the pupils to tell you the missing word. Repeat with the remaining sentences.
- The pupils work on their own to complete the sentences.

Answers: 1 lazy 2 greedy 3 greedy, lazy

Activity 3

Read and order. Act out with a friend.

- Read out speech bubble **c**. Explain that this is the first speech bubble in the conversation.
- Ask the pupils to put the speech bubbles in the correct order, writing the numbers.
- Invite two pupils to read out the conversation, one taking the role of Anansi and the other taking the role of Rabbit. Then organise the class into Talk Partners to practise reading the conversation.
- Invite pairs of pupils to act out the conversation for their classmates.

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

Code activity

- The pupils complete the code activity.

Answer: hall

Ending the lesson

Review the lesson and reflect on learning.







- Say **Today we've read a fable. Do you think it's a good story? Do you think Anansi is funny?** Elicit the pupils' opinions.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- If you have access to the Internet, you can find animated versions of this fable on YouTube.

Key Competences and Key Learning Outcomes

-  Use adjectives before nouns
-  Read the text and choose the best title
-  Identify the text features of a fable
-  Use criteria to check your writing
-  Share your writing with a partner
-  Prepare and write an ending for a fable

Key language

- *clever, dirty, greedy, heavy, lunch, share, turtle*
- *You can't (wear a coat) when you (eat lunch).*
- Recycled: *coat, delicious, food, hands, hungry, idea, river, spider, swim, walk, wash*

Materials

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

Optional materials

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

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review adjectives to describe feelings and emotions.
- Set learning outcomes and use the talk cards.

Investigate a text: Activity 1

- What do you remember about Anansi?

Activity 2

- Read and listen.
- ▶ *CD1 Track 42 p264*
- Choose the best title for this Anansi fable.

Text type: a fable Lesson 7 Writing 2

Investigate a text!

- 1 What do you remember about Anansi?
- 2 Read and listen. Choose the best title for this Anansi fable.
Anansi and the dinner Anansi and Turtle Anansi goes swimming

One lunchtime, Turtle visits Anansi. He's very hungry. Anansi has got a lot of food, but he doesn't want to share it with Turtle. Anansi has a clever idea. He says, 'You can't eat lunch with dirty hands. Go to the river and wash.'

Turtle can't walk fast. When he returns, the food is finished.

One week later, Turtle invites Anansi to his house at the bottom of the river. Anansi puts on a heavy coat so he can swim to Turtle's house. There's a lot of delicious food on the table. Turtle has a clever idea. He says, 'You can't wear a coat when you eat lunch ...'

Discuss a text!

- 3 Think and discuss. Say true or false.
 - 1 Fables have often got animals in them.
 - 2 Some characters do the same action many times.
 - 3 The animals in fables can speak.
 - 4 Fables haven't got a message.

Writing tip!
The red words are adjectives. We always put adjectives before a noun.
a greedy spider a clever idea dirty hands

Plan and write the end of the fable on page 22 in your Activity Book.

Key learning outcomes: prepare and write an ending for a fable; use adjectives before nouns twenty-five

Discuss a text: Activity 3

- Think and discuss.
- Say *true* or *false*.
- **Writing tip:** Read about adjectives and word order.
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

Reinforcement

- Watch an animated version of the story.
- Play *Careful copying*.

Activity Book

2 Lesson 7 Writing Literacy Text type: a fable

Plan your writing

1 **Cooperative learning** Work as a class. Plan the end of the fable. Make notes.

- 1 What does Turtle say to Anansi? You can't wear a coat when you eat lunch ...
- 2 What can't Anansi do? swim under water climb walk
- 3 What happens when Anansi takes off his coat?
He floats to the top of the river.
He eats lunch at the bottom of the river.
- 4 How does Anansi feel at the end of the fable?
cold hungry tired wet

2 Use your notes to write the end of the fable.

Turtle has a clever idea. He says, 'You can't wear a coat when you eat lunch ...'

When Anansi takes off his coat, he _____

Anansi goes home. He's very _____ and _____

Share and check!

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

The animals speak. I use adjectives.
Anansi learns a lesson. The spelling is correct.

twenty-two 24-60-60-80-8-4-48-48 64-36-80-12-32

Activity Book

Plan your writing: Activity 1

- Work as a class. Plan the end of the fable.
- Make notes.

Activity 2

- Use your notes to write the end of the fable.

Share and check: Activity 3

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

Code activity

- Complete the code activity.

Digital resources

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

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



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review adjectives to describe feelings and emotions.

- Ask **How are you feeling today?** Encourage the pupils to say how they are feeling and why. If necessary, prompt them by asking **Are you happy? Why are you happy?** Other adjectives include tired, sad, angry, excited, worried. Explain that the words to describe how we feel are called adjectives.

Set learning outcomes and use the talk cards.

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

Investigate a text: Pupil's Book Activity 1

What do you remember about Anansi?

- Read the question as a class. Encourage the pupils to tell you what they remember about Anansi from Lesson 6. (*He's a spider. He's greedy, clever and lazy.*)

Pupil's Book Activity 2

Read and listen. Choose the best title for this Anansi fable.

► CD1 Track 42 p264

- Invite a pupil to read out the three possible titles for the fable. Explain that the class should read the text to decide which title is best. If you want the pupils to read the text without the support of the CD, set a time limit for this task. Otherwise, play the CD.
- Listen to the pupils' ideas and confirm that the best title for the story is *Anansi and Turtle*.

Discuss a text: Pupil's Book Activity 3

Think and discuss. Say true or false.

- Invite a pupil to read out the first statement and say whether it's true or false. Confirm that it's true and identify the animals that appear in the two fables. (*A spider, a rabbit, a monkey and a turtle.*)
- Repeat the procedure with the other sentences, encouraging the class to find examples in the texts each time.

Answers: 1 true 2 true 3 true 4 false

Writing tip

- Read the information about adjectives and word order.
- Ask the class to give you other examples of adjectives + nouns. Prompt the pupils by giving them different nouns, e.g. dog, house, car, turtle.

Activity Book

Plan your writing: Activity 1

Work as a class. Plan the end of the fable. Make notes.

- Read out each question and encourage the class to answer. The pupils write the answer and tick the boxes as a class.

Activity 2

Use your notes to write the end of the fable.

- Focus the class on the activity. If necessary, model how to complete the framework. The pupils work as a class to give you the information as you write the full text on the board. The pupils then work on their own to write their text in their Activity Books.

Suggested answers: Turtle has a clever idea. He says, 'You can't wear a coat when you eat lunch. **Take your coat off.**' Anansi can't **swim under water**. When Anansi takes off his coat, he **floats to the top of the river**. Anansi goes home. He's very **cold, wet and hungry**.

Share and check: Activity 3

Writing Partners. Read your fable with a friend.

Write a tick (✓) or a cross (X).

- Focus the class on the statements.
- Organise the class into pairs. One pupil in each pair should read their fable ending aloud to their partner. The other pupil listens. The pupils work together to decide if the text fulfils all the criteria and tick or cross the corresponding boxes. The pupils can add to, improve, or correct the text at this stage.
- The pupils swap roles.

Code activity

- The pupils complete the code activity.

Answer: football pitch

Ending the lesson

Review the lesson and reflect on learning.

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

Extra activities

Reinforcement

- Search for 'Anansi and the turtle' on YouTube to watch an animated version of the fable with your class.
- Play *Careful copying* (see p27) with the household chores word cards.

Key Competences and Key Learning Outcomes



- Use the Internet to investigate Scotland



- Read and listen for specific information



- Read about life on a Scottish island
- Think about your own culture and identity

Key language

- *ferry, island, look after, north, safe, Scotland, seals, west*
- *I travel to (school) by (ferry). I often (feed the sheep). I love (playing with the baby animals).*
- Recycled: *dolphins, farm, free time, sheep, town*

Materials

- Pupil's Book p26; Activity Book p23; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards
- An online world map
- Coloured pencils (blue and white)

Optional materials

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

At a Glance Lesson Plan

Pupil's Book

Activity Book

Starting the lesson

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

Activity 1

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

Activity 2

- Read and listen.
- ▶ **CD1 Track 43 p264**
- Answer Luke's questions.
- **Think about your culture** Do you live in a village, a town or a big city? What routines have you got?

➡ Go to the Activity Book.

2 Lesson 8 Culture around the world: Scotland

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

I'm in Scotland now. There are lots of small islands here. Life on a small island is different from life in a town. Can you answer these questions?

1 How does Sarah travel to school?
2 How does Olivia help at home?
3 What does James do in his free time?

2 Read and listen. Answer Luke's questions.

Life on a Scottish island

I'm Sarah and I live on a small island in the north of Scotland. There isn't a school here, so I go to school on another island. I travel to school by ferry five days a week and I have to get up very early. I love travelling by ferry in the winter because there are lots of big waves. But when the weather is very bad, I study on the computer at home.

My name's Olivia and I live on a small island in the west of Scotland. The island is famous for its sheep and my parents have got a farm. I help my parents look after the animals every day and I often feed the sheep before I go to school. I love playing with the baby animals, too.

I'm James and this is my sister, Fiona. We're from an island in the west of Scotland. Life here is very quiet. I often ride my bike in my free time. It's very safe because there aren't any cars. I go to the beach with my sister, too. You can sometimes see seals and dolphins in the sea. They're beautiful.

Think about your culture Do you live in a village, a town or a big city? What routines have you got?

Do the Scotland web quest and the Unit Review in your Activity Book (pages 23 and 24).

Key learning outcomes: Read about life on a Scottish island, think about and research Scotland

26 twenty-six

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Write a description of what you can see and do on Scottish islands.

Digital resources

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



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Lesson 8 Culture around the world: Scotland 2

1 Listen and write.

LIFE ON A SCOTTISH ISLAND

1 Name: Neil

2 Age: _____ years old

3 He goes to school by _____

4 There are _____ children in his class.

5 He likes _____

6 His favourite free-time activity is _____

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

1 Where's Scotland? _____

2 How many islands has it got? About

3 What's the capital city of Scotland? _____

4 What colours are the Scottish flag? Colour the flag.

5 What's the weather like in Scotland today? _____

3 Find out more. Investigate the different Scottish islands. How many islands make up the Orkney Islands?

52-84-76-36-12 72-60-60-52

twenty-three 23

Activity Book

Activity 1

- Listen and write.
- ▶ **CD1 Track 44 p265**

Activity 2

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

Activity 3

- Find out more. Investigate the different Scottish islands. How many islands make up the Orkney Islands?

Code activity

- Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review vocabulary for towns and cities.

- Ask the pupils to close their eyes and imagine they are in the centre of their town. Ask **What can you see? What can you hear?**
- Ask the pupils to open their eyes and report back to the class. Praise the pupils for their ideas and write any key vocabulary on the board.

Set learning outcomes and use the talk cards.

- Say **Today we're going to investigate a new country: Scotland.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Read Luke's questions. What do you think?

- Read the speech bubble as a class. Encourage the pupils to tell you what they know about Scotland. Show the pupils where the country is on an online world map.
- Read the questions as a class. Encourage the pupils to predict the answers.

Pupil's Book Activity 2

Read and listen. Answer Luke's questions.

► CD1 Track 43 p264

- Focus the class on the photos. Ask **What can you see?** (*A child on a ferry, a girl feeding sheep, children on a beach.*)
- Ask the pupils to read the text. If you want the pupils to read the text without the support of the CD, set a time limit for this task. Otherwise, play the CD, pausing after each section to check understanding.
- The pupils answer Luke's questions.
- Ask **Would you like to live on a small island?**

Answers: 1 Sarah travels to school by ferry. 2 Olivia helps her parents look after the animals and she feeds the sheep. 3 In his free time, James rides his bike and he goes to the beach.

Think about your culture

- Discuss the questions. Ask different pupils to tell you about their routines, prompting them if necessary with additional questions, e.g. **How do you travel to school? How do you help at home? What do you do in your free time?**

Activity Book

Activity 1

Listen and write.

► CD1 Track 44 p265

- Read out the information in the notebook. Then play the CD, pausing to allow the pupils to write the missing information each time.
- Play the CD again without stopping. The pupils listen and check their answers.

Answers: 1 Neil 2 nine 3 bike 4 six 5 playing basketball 6 sailing

Activity 2

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

- Read out the instructions for the activity.
- Connect to a children's website that provides geographical information about Scotland. (See suggested websites opposite.) Read out questions 1–4. The pupils work as a class to find and write the answers. They should also colour the Scottish flag.
- Read out question 5. Connect to a website that shows the weather around the world. The pupils complete the information about the day's weather.

Answers: 1 in the UK above / north of England 2 About 790 3 Edinburgh 4 blue and white

Activity 3

Find out more. Investigate the different Scottish islands. How many islands make up the Orkney Islands?

- Tell the pupils that they are going to investigate the different Scottish islands. Ask them to predict how many islands make up the Orkney Islands. The pupils research how many islands make up the Orkney Islands.

Answer: Approximately 70 islands make up the Orkney Islands.

Suggested websites

- Use a range of trusted Internet sites such as:
www.bbc.co.uk/schools
<http://www.visitscotland.com>
<http://maps.google.es/>
<http://www.bbc.co.uk/weather>

Code activity

- The pupils complete the code activity.

Answer: music room

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt about Scotland. What activities do some school children do?**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**




Extra activity

Extension

- Ask the pupils to connect to a Scottish islands tourism website. They look at the photos and then choose the ones they like the most.
- The pupils work together to write a description of what they can see and do on their favourite Scottish island or group of islands.

➔ Go to the AB Unit Review on page 245.

Key Competences and Key Learning Outcomes

-  Watch and understand a video about helping at home
-  Understand the importance of helping at home
-  Identify when a person may need help

Key language

- evening, morning; help, read a story, share a snack, take out the rubbish, tidy the bedroom, wash the car
- Recycled: cook dinner, lay the table, walk the dog, water the plants
- Do you help people?, I (tidy up) my bedroom, Let's tidy up together

Materials

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

Optional materials

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


At a Glance Lesson Plan

Pupil's Book


Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Think-Pair-Share.** Review household chores vocabulary.
- Set learning outcomes and use the talk cards.

Activity 1

- Before you watch
- Watch the video.
-  **Unit 2 video p284**
- What do the children do with these objects?

Activity 2






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

Video and 21st Century Skills 2

21 CHANNEL

Welcome back to Channel 21! Today's programme is about helping people. How do you help at home?

1 Watch the video. What do the children do with these objects?





1  2  3  4  5 

2 Watch the video again. Read and answer the questions.

1 Does the girl walk the dog every morning?
2 Does the boy often help his dad in the garden?
3 Do the brothers always cook dinner?
4 Do the sisters lay the table every evening?
5 Do the brothers sometimes wash the car with their dad?

3 Think and say. What's the problem? What can you do to help?


Helping others

1  2 
3  4 

It's important to see when people need help.

Key learning outcomes: watch and understand a video about helping at home
© Living in the world: helping others twenty-seven 27

Activity 3

- Think and say.
- What's the problem?
- What can you do to help?
-  Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Reinforcement

- Talk about how often you help others.

Activity Book

Helping others Video and 21st Century Skills 2

1 Read and match. Listen and check. Repeat.

share clean take out tidy up explain wash up

1 I tidy up the classroom. 2 I my plates. 3 I my snack.
4 I the rubbish. 5 I an exercise. 6 I the board.


2 Listen and complete the notes. Which of these activities do you do?

5 easy ways to help at home

1 Pick up your clothes from the floor.
2 Tidy up your and
3 Look after your
4 Take out the
5 the table.

21 CHANNEL

How do you help at home?


3 How do you help? Read and answer. Ask and answer.  **Talk Partners**

1 How do you help at home? I
2 How do you help your friends? I
3 How do you help in the classroom? I

twenty-five 25

Activity Book

Activity 1

- Read and match.
- Listen and check.
-  **CD1 Track 45 p265**
- Repeat.

Activity 2

- Listen and complete the notes.

 **CD1 Track 46 p265**

- Which of these activities do you do?

Activity 3

- How do you help?
- Read and answer.
- Ask and answer.

Digital resources

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

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




Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Think-Pair-Share. Review household chores vocabulary.

- Ask **Can you remember the household chores vocabulary?** The class thinks silently for a minute.
-  Then the pupils work with a Talk Partner to name household chores.
- Invite different Talk Partners to say a different household chore. Write the chore on the board and prompt the class to repeat the chore.
- Finally, repeat the procedure, asking different pairs of Talk Partners each time, until all the ideas have been recorded.

Set learning outcomes and use the talk cards.

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

Pupil's Book Activity 1

Before you watch

- Read the speech bubble to pupils. Ask **How do you help at home?** Elicit responses from a number of pupils.

Watch the video. What do the children do with these objects? p284

- Watch Part 1. Ask pupils **What are you going to see next?** Check that they understand that they will see how other children help at home.
- Play Part 2. Ask general questions to check understanding. Focus the pupils on the photos in Activity 1. Say **What do the children do with these objects?** Elicit ideas.
- Play Part 2 again for the pupils to answer the questions. Check answers as a class.

Answers: 1 reads to brother 2 wash the car 3 water the plants 4 cook dinner 5 walks the dog

Pupil's Book Activity 2

Watch the video again. Read and answer the questions.

- Review adverbs of frequency. Ask pupils to put the adverbs *always, often, sometimes* and *never* into order of frequency.
- Ask a pupil to read out sentence 1. Ask the class what they think the answer is. Repeat with sentences 2–5.
- Play Part 2. Students work in pairs to answer the questions.

Answers: 1 No, she walks the dog after school.
2 Yes, he does. 3 No, they sometimes cook dinner.
4 Yes, they do. 5 No, they usually wash the car with their dad.

Pupil's Book Activity 3

Think and say. What's the problem? What can you do to help?

- Ask **What is the problem at the end of the video?** (*The studio is a mess.*) **What do Chloe and Mark do to help?** (*They tidy up.*)
- Look at the pictures with pupils and explain that they need to identify the problem in each one and suggest what they can do to help. Look at the pictures with the class and check vocabulary.
- Pupils work in pairs to identify the problem and suggest what they can do to help.
- Check answers with the class. Say **What is the problem? What can you do to help?**

Activity Book

Activity 1

Read and match. Listen and check. Repeat.

CD1 Track 45 p265

- Look at the words in the box and check vocabulary.
- Pupils work on their own to complete the sentences.
- Play the CD and check answers.

Answers: 1 tidy up 2 wash up 3 share 4 take out
5 explain 6 clean

Activity 2

Listen and complete the notes. Which of these activities do you do?

CD1 Track 46 p265

- Explain to the pupils that they are going to listen to two people talking about what children can do to help at home. Ask pupils for ideas of what they can do to help at home. Read out the information. Then play the CD, pausing to allow the pupils to write the missing information.
- Play the CD again without pausing. Elicit answers.

Answers: 1 clothes 2 toys and games 3 pets 4 rubbish
5 Lay

Activity 3

How do you help? Read and answer.

Ask and answer.

- Read out the speech bubble and elicit answers from the class. Once pupils are confident answering, you could make the question more specific and ask about helping friends, helping in the classroom, etc.
- The pupils write answers to the questions about how they help other people.
- Organise the pupils into Talk Partners. The pupils take it in turns to ask and answer questions.

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've watched a video about helping at home and we've come up with ideas how we can help people.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Ask a pupil **How often do you lay the table?** Encourage the pupil to reply using an adverb of frequency. Repeat the procedure with other household chores or more general helpful activities. Then invite pupils to ask and answer in pairs.

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?
