

## Unit overview

Key Competences and  
Key Learning Outcomes

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



- Use the Pupil's App on Navio



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



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



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



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

## Vocabulary

## Core vocabulary

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

## Extension vocabulary (optional)

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

## Other vocabulary

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



## Recycled vocabulary

numbers 1–10; colours; days of the week

## Structures

## Core structures

*Where's my (pen)? It's here.*

*Where's my (purple) (pencil case)?*

*It's in / on / under the (desk).*

*The (pencil case) is (on the shelf).*

*Put the (pencil case) on / in / under (the desk).*

## Other structures

*I'm ready for school. Let's tidy up. We (sit on the floor / listen to the head teacher / sing songs / clap our hands). Listen to others.*

*Put your hand up to speak. Work quietly. Sit down on your chair.*

*Walk in the classroom. Tidy up your things. Find the (computer on the desk). Point to the (pencil).*



## Recycled structures

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

## Phonics

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



## British Culture

School assembly



## Literacy

**Text type:** a classroom poster (instructional text)

**Reading skill:** reading for specific information



## 21st Century Skills

**Ways of working:** being organised



## Cooperative learning

**Song:** *Well done!* (Lesson 8)

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

## Values

Keeping the classroom tidy

## Cross-curricular links

## Links to Science

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

## Suggested Arts and Crafts concepts

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

### Key Competences and Key Learning Outcomes

- Identify and say ten classroom objects
- Say the vocabulary chant
- Stick the classroom objects stickers
- Practise spelling
- Review classroom objects
- Sing a song about school

### Key language

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

### Materials

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

### Optional materials

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

## At a Glance Lesson Plan

### Starting the lesson

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

### Vocabulary presentation

- Present the new vocabulary.

### Activity 1

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

### Word cards

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

### Activity 2

- Read and stick the ten stickers.
- Listen and say the chant.
- CD1 Track 12 p256
- Go to the Activity Book.

## Pupil's Book

**Unit 1 Ready for school!** Lesson 1 Vocabulary

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

A pen, a pencil,  
A crayon, too,  
I'm ready! I'm ready!  
I'm ready for school!

A rubber, a ruler,  
A sharpener, too,  
I'm ready! I'm ready!  
I'm ready for school!

A book, a school bag,  
A pencil case, too,  
I'm ready! I'm ready!  
I'm ready for school!  
Hurray! I'm ready for school!

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

book pen rubber pencil ruler

**8 eight**

Key learning outcomes: identify and say ten classroom objects; sing a song about school  
Vocabulary: classroom objects

### Ending the lesson

- Review the lesson.
- Review the task flashcards.

### Extra activity

#### Vocabulary Extension

- Present six additional vocabulary items.

### Cooperative learning

#### Think-Pair-Share

- Review classroom objects.

### Learning to learn

#### Spelling

- Practise spelling at any time during this unit (Activity Book p15).

## Digital resources

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

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



## Activity Book

**Unit 1 Ready for school!** Lesson 1 Vocabulary

**1 Read and match. Colour and say.**

1 a blue book  
2 an orange pencil case  
3 a brown ruler  
4 a green school bag  
5 a red computer

**2 Trace and write.**

pencil pen sharpener rubber ruler crayon

1 crayon 2  
3 4  
5 6

**6 six**

**5**

### Activity Book

#### Activity 1

- Read and match.
- Colour and say.

#### Activity 2

- Trace and write.

#### Recycled vocabulary

- Look, remember and write the word.

### Spelling

#### Let's practise spelling!

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

#### Recycled vocabulary

- Look, remember and write the word.

## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

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

#### Review numbers and colours.

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

#### Set learning outcomes using the task flashcards.

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

### Vocabulary presentation

#### Present the new vocabulary.

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

### Pupil's Book Activity 1

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

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

### Word cards

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

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

### Pupil's Book Activity 2

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

##### ▶ CD1 Track 12 p256

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

### Activity Book

#### Activity 1

##### Read and match. Colour and say.

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

#### Activity 2

##### Trace and write.

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

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

#### Recycled vocabulary

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

**Answer:** five

### Ending the lesson

#### Review the lesson.

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

#### Review the task flashcards.

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

### Extra activity

#### Vocabulary Extension

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



### Cooperative learning

#### Think-Pair-Share

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

### Spelling (Activity Book p15)

#### Let's practise spelling!

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

#### Recycled vocabulary

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

**Answer:** eight

**Key Competences and Key Learning Outcomes**

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

**Key language**

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

**Materials**

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

**Optional materials**

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

**At a Glance Lesson Plan**

**Pupil's Book**

**Starting the lesson**

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

**Activity 1**

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

**Activity 2**

- Listen and find.
- ▶ *CD1 Track 14 p257*
- Circle.

Go to the Activity Book.

Lesson 2 Grammar 1

1 Listen and repeat. Act out.

Oh no! Where's my pencil?  
It's here.  
And where's my book?  
It's here, too. Look!  
Oh! Thank you, Beth.  
Where's my pencil?  
It's here.

Grammar

2 Listen and find. Circle.

crayon sharpener computer school bag pencil case

Key learning outcomes: use *where's ...?* and *here* to locate objects  
Grammar: *Where's my (pen)? It's here.* nine 9

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Extra activities**

**Reinforcement**

- Practise asking questions.
- **Talk Partners** Play a guessing game.

**Cooperative learning**

**Listening to others**

- Play the *Secret message* game.

**Digital resources**

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

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



**Activity Book**

Lesson 2 Grammar 1

1 Read, follow and draw.

1 Where's my ruler? It's here.

2 Where's my sharpener? It's here.

3 Where's my book? It's here.

4 Where's my crayon? It's here.

2 **Talk Partners** Choose and write a conversation. Act out.

Oh no! Where's my \_\_\_\_\_?  
It's here.  
And where's my \_\_\_\_\_?  
It's here, too. Look!  
Thank you.

s \_\_\_\_\_ seven ?

**Activity Book**

**Activity 1**

- Read, follow and draw.

**Activity 2**

- Choose and write a conversation.
- **Talk Partners** Act out.

**Recycled vocabulary**

- Look, remember and write the word.

## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

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

#### Review classroom objects.

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

#### Review the *I'm ready for school!* song.

##### ► CD1 Track 10 p256

##### ► CD1 Track 11 p256 (optional karaoke version)

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

#### Set learning outcomes using the task flashcards.

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

### Pupil's Book Activity 1

#### Listen and repeat. Act out.

##### ► CD1 Track 13 p256

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

### Pupil's Book Activity 2

#### Listen and find. Circle.

##### ► CD1 Track 14 p257

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

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

### Activity Book

#### Activity 1

##### Read, follow and draw.

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

**Answers:** ruler, book, sharpener, crayon

#### Activity 2

##### Choose and write a conversation.

##### **Talk Partners** Act out.

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

##### **Recycled vocabulary**

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

**Answer:** six

### Ending the lesson

#### Review the lesson.

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

#### Review the task flashcards.

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

### Extra activities

#### Reinforcement

- Put the class into a circle. Give the *ruler* flashcard to one pupil. Ask **What's this?** The pupil answers (*It's a ruler.*) then turns to the pupil on his/her left and asks the same question. That pupil answers, and so on.
- Repeat several times with different classroom objects flashcards.



- **Talk Partners** The pupils play a guessing game with a Talk Partner. Pupil A has his/her eyes closed. Pupil B gives him/her a classroom object and asks *What's this?* Pupil A guesses what it is. The pupils repeat several times, changing roles.



#### Cooperative learning

##### Listening to others

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

**Key Competences and Key Learning Outcomes**

- Read, listen and understand a story about Toby in school
- Read the story with some fluency
- Become familiar with the story through a pre-reading task
- Understand the importance of keeping the classroom tidy and putting rubbish in the bin
- Understand and act out the story
- Give an opinion on the story

**Key language**

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

**Materials**

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

**Optional materials**

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

**At a Glance Lesson Plan**

**Starting the lesson**

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

**Before you read**

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

**Activity 1**

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

**After you read: Activity 2**

- Go to page 8 in your Activity Book.
- Values: Read and circle.

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Pupil's Book**

**1 Lesson 3 Story**

**Before you read**

What classroom objects can you see in the story?

**1 Listen and read. Act out.**

1 Look at Toby. He's sad.

2 Look! Toby is on the magic bike.

3 Poor Toby. Dogs don't go to school.

4 Stop, Toby!

5 Oh no! My pencil case!

6 Be quiet, Toby. The teacher is here.

7 Look! He's in the classroom now.

8 Look! The book is in the bin.

9 And the pencil case is on the shelf.

10 Bad dog, Toby! Tidy up.

11 Put the pencil case on the desk, Toby.

12 And put the book in the school bag. Good dog!

13 What a tidy desk. Well done, children.

14 Thank you.

**After you read**

▶ Go to page 8 in your Activity Book.

**2 Values** Read and circle.

Keep the classroom tidy.  
Put **books / crayons / rubbish** in the bin.

ten eleven

**Activity Book**

**1 Lesson 3 Story**

**After you read**

**1 Remember the story. Look and number.**

**2 Colour the objects in the story. Write.**

pink black purple white

1 a black and black book

2 a purple pencil case

3 a white crayon

8 eight

**Activity Book**

**After you read: Activity 1**

- Remember the story. Look and number.

**Activity 2**

- Colour the objects in the story. Write.

**Recycled vocabulary**

- Look, remember and write the word.

**Digital resources**

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

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



## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

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

#### Review the language from Lesson 2.

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

#### Set learning outcomes using the task flashcards.

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

### Before you read



#### Explain the story title.

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

#### Read and answer the question.

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

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

### Pupil's Book Activity 1



#### Listen and read. Act out.

##### ► CD1 Track 15 p257

- The pupils place their 'magic finger' on the first frame of the story.
- Play the CD. The pupils point to the different frames as the story progresses. Pause the CD after each frame to check that all the pupils are following.
- Play the CD again. Ask questions about each story frame to help and check understanding.
- Play the CD one more time, pausing it so the pupils can repeat.

#### Suggested comprehension questions

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

- Frame 3: **Where is Toby now?** (*In the classroom.*)
- Frame 4: **Is the book on the table?** (No.) **Are the crayons on the table?** (Yes.)
- Frame 5: **Is Molly looking for her book?** (No.) **Is she looking for her purple pencil case?** (Yes.)
- Frame 6: **Where's the black and white book?** (*In the bin.*) **Where's the purple pencil case?** (*On the shelf.*)
- Frame 8: **Where's the purple pencil case now?** (*On the desk.*) **Is the teacher happy?** (Yes.)
- Finally, ask the pupils **Is this a good story?** The pupils give their opinion through gesture (thumbs up / down) or orally (*yes / no*).
- Organise the class into three groups (Beth, Molly and Jake).
- Play the CD. Each group joins in when their character speaks. The groups swap roles and repeat several times.

► **Now watch the animated story**

### After you read



➔ Go to page 8 in your Activity Book.

### Activity Book



#### After you read: Activity 1

##### Remember the story. Look and number.

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

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

#### Activity 2

##### Colour the objects in the story. Write.

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

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

### Recycled vocabulary

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

**Answer:** one

### Pupil's Book Activity 2



#### Values: Read and circle.

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

**Answer:** rubbish

### Ending the lesson

#### Review the lesson.

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

#### Review the task flashcards.

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

### Key Competences and Key Learning Outcomes

- Name more classroom objects
- Use the prepositions *in*, *on* and *under*
- Give and follow instructions
- Understand the importance of keeping classroom equipment tidy (optional)
- Sing a song

### Key language

- bin, board, chair, cupboard, desk, shelf*
- Let's tidy up!*
- Put the (paper in the bin).*
- Extension: *bookcase, door, floor, window*

**Recycled:** *nine*

**Recycled:** *Put the (book) in / on / under the (desk).*

### Materials

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

### Optional materials

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

## At a Glance Lesson Plan

### Starting the lesson

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

### Vocabulary presentation

- Present the new vocabulary.

### Activity 1

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

### Activity 2

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

### Activity 3

- Listen and repeat.
- ▶ CD1 Track 18 p257
- Talk Partners** Play a game.
- Go to the Activity Book.

## Pupil's Book

1 Lesson 4 Vocabulary and Grammar

1 Listen, point and say.

shelf cupboard bin desk board chair

2 Listen and point. Sing *Let's tidy up*.

Put the book on the shelf.  
On the shelf, on the shelf.  
Put the book on the shelf.  
Let's tidy up!

Put the paper in the bin.  
In the bin, in the bin.  
Put the paper in the bin.  
Let's tidy up!

Put the chair under the desk.  
Under the desk, under the desk.  
Put the chair under the desk.  
Let's tidy up!

3 **Talk Partners** Listen and repeat. Play a game.

Put the pencil under the chair. Good!

Key learning outcomes: give and follow instructions  
Vocabulary: classroom objects. Grammar: Put the (paper in the bin).

12 twelve

### Ending the lesson

- Review the lesson.
- Review the task flashcards.

### Extra activity

- #### Vocabulary Extension
- Present four additional vocabulary items.

### Link to Science

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

## Digital resources

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

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



## Activity Book

Lesson 4 Vocabulary and Grammar 1

1 Listen and tick (✓).

2 Read and draw.

- Put the book on the shelf.
- Put the computer on the desk.
- Put the paper in the bin.
- Put the school bag under the chair.
- Put the crayon in the cupboard.

nine

### Activity Book

#### Activity 1

- Listen and tick (✓).
- ▶ CD1 Track 19 p257

#### Activity 2

- Read and draw.

- Recycled vocabulary**
- Look, remember and write the word.



## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

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

#### Review the Lesson 3 story.

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

#### Set learning outcomes using the task flashcards.

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

### Vocabulary presentation

#### Present the new vocabulary.

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

### Pupil's Book Activity 1

#### Listen, point and say.

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

### Pupil's Book Activity 2

#### Listen and point. Sing *Let's tidy up.*


##### ▶ CD1 Track 17 p257

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

### Pupil's Book Activity 3

#### Listen and repeat. Play a game.

##### ▶ CD1 Track 18 p257

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

### Activity Book

#### Activity 1

##### Listen and tick (✓).

##### ▶ CD1 Track 19 p257

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

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

#### Activity 2

##### Read and draw.

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

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

#### Recycled vocabulary

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

**Answer:** four

### Ending the lesson

#### Review the lesson.

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

#### Review the task flashcards.

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

### Extra activity

#### Vocabulary Extension

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

### Link to Science



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

## Key Competences and Key Learning Outcomes



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



- Play a communication game about classroom objects

## Key language

- *Where's the (sharpener)? It's in / on / under the (desk).*

**Recycled:** bin, board, chair, computer, cupboard, desk, pencil, school bag, sharpener, shelf; four

## Materials

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

## Optional materials

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

## At a Glance Lesson Plan

## Pupil's Book

Lesson 5 Speaking 1

1 Listen and say. CD1 20  
**Toby's tongue twister**  
r-r-r. A red rabbit on a red ruler.

2 Listen and match. CD1 21

1 rug ring pen rabbit  
2 rat hat read run

3 **Talk Partners** Make and play the game. Teacher's Resource Bank: Unit 1

Where's the sharpener?  
It's in the cupboard.

Key learning outcomes: play a communication game about classroom objects  
Phonics: the 'r' sound  
thirteen 13

## Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the vocabulary from Lesson 4.
- Set learning outcomes using the task flashcards.

## Activity 1

- Listen and say.
- ▶ CD1 Track 20 p257
- ➔ Go to Magic Phonics.
- ➔ Go to the Activity Book.

## Activity 2

- Listen and match.
- ▶ CD1 Track 21 p257

## Activity 3

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

## Ending the lesson

- Review the lesson.
- Review the task flashcards.

## Extra activity

## Reinforcement

- Make a pronunciation wall display.

## Digital resources

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

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



## Activity Book

Lesson 5 Phonics

1 Write and say. **Toby's tongue twister!**  
r-r-r. A red rabbit on a red ruler.

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

rug	ring	pen	rabbit
rat	hat	read	run

3 **Talk Partners** Play *Fast finger!* in pairs.

Rubber!

Here!

**Fast Finger!** Pupils play with their Talk Partners. Find a word in the grid and Pupils guess the picture as quickly as possible. They swap roles and repeat. They continue playing until they have found all the words.

ten 10

9 n \_\_\_\_\_

## Activity Book

## Activity 1

- Write and say.

## Activity 2

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

## Activity 3

- **Talk Partners** Play *Fast finger!* in pairs.
- **Recycled vocabulary**
- Look, remember and write the word.

## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

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

#### Review the vocabulary from Lesson 4.

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

#### Set learning outcomes using the task flashcards.

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

### Pupil's Book Activity 1

#### Listen and say.

##### ► CD1 Track 20 p257

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

➡ Go to Magic Phonics.

### Activity Book

#### Activity 1

##### Write and say.

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

Answer: A red rabbit on a red ruler.

#### Activity 2

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

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


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

➡ Go to Magic Phonics.

#### Activity 3

##### Play *Fast finger!* in pairs.

- Demonstrate the activity. Say a word and the pupils point to the picture representing the object as quickly as possible. Repeat with several words.

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

##### Recycled vocabulary

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

Answer: nine

### Pupil's Book Activity 2

#### Listen and match.

##### ► CD1 Track 21 p257

- Focus the pupils on Activity 2. Ask **What can you see?**
- Play the CD, pausing after the first conversation so the pupils can match the classroom objects to the main picture.


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

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

### Pupil's Book Activity 3

#### Make and play the game.

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

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

### Ending the lesson

#### Review the lesson.

- (Books closed.) Say **Today we've practised a tongue twister.** Elicit the tongue twister from the pupils.

#### Review the task flashcards.

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

### Extra activity

#### Reinforcement

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

**Key Competences and Key Learning Outcomes**

- Review school subjects (optional)
- Listen for general information
- Read about school assemblies in Britain
- Think about what you do at school

**Key language**

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

**Materials**

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

**Optional materials**

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

**At a Glance Lesson Plan**

**Starting the lesson**

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

**Activity 1**

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

**Think about your culture**

- What do you do every day at school?
- Go to the Activity Book.

**Pupil's Book**

Lesson 6 **British culture**

1 Listen and read. Answer.

And I'm Lucy. We go to primary school in England. At school, we have an assembly every day.

Hello! I'm Alex.

We sit on the floor with all the children in our school. We listen to the head teacher.

2 We play music and we sing songs.

3 We clap our hands when boys and girls do good work.

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

14 fourteen

Key learning outcomes: read about school assemblies in Britain; think about what you do at school.

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Extra activities**

**Reinforcement**

- Play an assembly game.

**Extension**

- Make a class wall display.

**Cooperative learning**

**Developing a positive classroom atmosphere**

- Set up an assembly in the classroom.

**Link to Science**

- School subjects:** Review school subjects.

**Activity Book**

1 Listen and number. Say.

We sing songs. We listen to the head teacher. We clap our hands. We play music.

**Think about your culture**  
What do you do at school?

2 Read and tick (✓). Draw and say.

1 I listen to the head teacher.

2 I play music.

3 I sit on the floor.

4 I sing songs.

2 eleven

**Activity Book**

**Activity 1**

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

**Recycled vocabulary**

- Look, remember and write the word.

**Activity 2: Think about your culture**

- Read and tick (✓).
- Draw and say.

**Digital resources**

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



## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).


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

#### Review Toby's tongue twister.

► *CD1 Track 20 p257*

- Ask **What sound did you practise in Toby's tongue twister? Can you remember the tongue twister?** (*A red rabbit on a red ruler.*)

- Play the CD. Practise the tongue twister as a class.

 **Talk Partners** The pupils practise saying the tongue twister as fast as possible with a Talk Partner. Choose a fast pair to say it for the class.

#### Set learning outcomes using the task flashcards.

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

### Pupil's Book Activity 1

#### Listen and read. Answer.

► *CD1 Track 22 p257*

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

### Pupil's Book Think about your culture

#### What do you do every day at school?

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

### Activity Book

#### Activity 1

##### Listen and number. Say.

► *CD1 Track 23 p257*

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

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

#### Activity 2: Think about your culture

##### Read and tick (✓). Draw and say.

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

##### Recycled vocabulary

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

**Answer:** two

### Ending the lesson

#### Review the lesson.

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

### Review the task flashcards.

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

### Extra activities

#### Reinforcement

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

#### Extension

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



### Cooperative learning

#### Developing a positive classroom atmosphere

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

### Link to Science



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

**Key Competences and Key Learning Outcomes**

- Review how to line up correctly (optional)
- Read and understand a classroom rules poster
- Think about good behaviour in the classroom and class rules

**Key language**

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

**Materials**

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

**Optional materials**

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

**At a Glance Lesson Plan**

**Pupil's Book**

Text type: A classroom poster Lesson 7 Literacy 1

**Before you read!**

1 Who are the good children? Circle.

2 Listen and read the classroom poster.

**Class rules**

Listen to others.  
Put your hand up to speak.  
Work quietly.  
Sit down on your chair.  
Walk in the classroom.  
Tidy up your things.

**After you read!**

Go to page 12 in your Activity Book.

Key learning outcomes: read and understand a classroom rules poster fifteen 15

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Extra activities**

**Extension**

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

**Cooperative learning**

**Behaving well in class**

- Talk about rules.

**Link to Science**

- My school:** Review how to line up correctly.

**Digital resources**

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

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



**Activity Book**

Lesson 7 Literacy Text type: A classroom poster

**After you read!**

1 Read and number.

- Listen to others.
- Put your hand up to speak.
- Work quietly.
- Sit down on your chair.
- Walk in the classroom.
- Tidy up your things.

2 Look and colour the good children.

twelve 10

**Activity Book**

**After you read: Activity 1**

- Read and number.

**Activity 2**

- Look and colour the good children.

**Recycled vocabulary**

- Look, remember and write the word.

## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

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

#### Review the culture lesson.

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

#### Set learning outcomes using the task flashcards.

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

### Before you read

#### Talk about good behaviour.

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

### Pupil's Book Activity 1

#### Who are the good children? Circle.

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

**Answers:** first, third and sixth pictures

### Pupil's Book Activity 2

#### Listen and read the classroom poster.

##### ► CD1 Track 24 p257

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

### Activity Book

#### After you read: Activity 1 Read and number.

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

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

#### Activity 2

##### Look and colour the good children.

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

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

##### ♻️ Recycled vocabulary

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

**Answer:** ten

### Ending the lesson

#### Review the lesson.

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

#### Review the task flashcards.

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

### Extra activities

#### Extension

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



### Cooperative learning

#### Behaving well in class

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

### Link to Science



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

## Key Competences and Key Learning Outcomes



- Review language in the unit
- Reflect on own learning



- Sing a cooperative learning song

## Key language

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

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

## Materials

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

## Optional materials

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

## At a Glance Lesson Plan

## Pupil's Book

## Starting the lesson

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

## Activity 1

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

## Activity 2

- Look, read and write *in, on or under*.

Activity 3  
Cooperative learning

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

1 Lesson 8 Review

1 Listen and number. Write and say.

computer crayon pen rubber pencil ruler  
pencil case sharpener school bag book

2 Look, read and write *in, on or under*.

1 The school bag is under the chair.  
2 The pencil case is \_\_\_\_\_ the school bag.  
3 The ruler is \_\_\_\_\_ the school bag.  
4 The rubber is \_\_\_\_\_ the chair.

3 Cooperative learning Sing *Well done!*

Key learning outcomes: review language in the unit  
Language: classroom objects and prepositions of place

16 sixteen

WELL DONE!  
GIVE ME FIVE!

## Ending the lesson

- Review the task flashcards.

## Activity Book

Lesson 8 Review 1

1 What's missing? Look, draw and write.

pen ruler sharpener crayon

1 Where's my ruler? 2 Where's my \_\_\_\_\_?

3 Where's my \_\_\_\_\_? 4 Where's my \_\_\_\_\_?

2 Match and write.

shelf pencil desk pencil case school bag computer

1 2 3

1 Put the pencil in the \_\_\_\_\_.  
2 Put the \_\_\_\_\_ on the \_\_\_\_\_.  
3 Put the \_\_\_\_\_ under the \_\_\_\_\_.

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

7 thirteen

Key Learning Outcomes: 1. I can say the names of classroom objects. 2. I can ask 'Where's my pen?' 3. I listen to the teacher and my friends. 4. I put my hand up to speak. 5. I try to say my things.

## Activity Book

## Activity 1

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

## Activity 2

- Match and write.

## Activity 3 My progress

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

## Recycled vocabulary

- Look, remember and write the word.

## Digital resources

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

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





## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

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

#### Review the unit vocabulary.

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

#### Set learning outcomes using the task flashcards.

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

### Pupil's Book Activity 1

#### Listen and number. Write and say.

##### ► CD1 Track 25 p258

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

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

### Pupil's Book Activity 2

#### Look, read and write *in, on or under*.

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

**Answers:** 1 under 2 in 3 under 4 on



### Pupil's Book Activity 3: Cooperative learning

#### Sing *Well done!*

##### ► CD1 Track 26 p258

- Praise the pupils for their hard work and play the *Well done!* song. The pupils sing and do the actions.

#### Stick the *Give Me Five!* sticker.

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

### Activity Book

#### Activity 1

##### What's missing? Look, draw and write.

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

**Answers:** 1 ruler 2 sharpener 3 pen 4 crayon

#### Activity 2

##### Match and write.

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

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

### Activity 3: My progress



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

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

#### Self-assessment statements

1. I can say the names of the classroom objects.
2. I can ask *Where's my pen?*
3. I listen to the teacher and my friends.
4. I put my hand up to speak.
5. I tidy up my things.

#### Recycled vocabulary

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

**Answer:** seven

### Ending the lesson

#### Review the task flashcards.

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

## Key Competences and Key Learning Outcomes



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



- Understand the importance of being organised

## Key language

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

## Materials

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

## Optional materials

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

## At a Glance Lesson Plan

## Pupil's Book

## Starting the lesson

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

## Pre-watching activity

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

## Activity 1

- Watch the video.
- ▶ **Unit 1 video p277**
- Number the pictures.

## Activity 2

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

**21 CHANNEL** Video and 21st Century Skills 1

Welcome to Channel 21! This programme is about school. What do you do at school?

1 Watch the video. Number the pictures.

2 Watch the video again. Read and tick (✓) or cross (X).

1 The children read stories.  3 The children run in the classroom.

2 The children sing songs.  4 The children put books in the box.

3 Read and circle.

**Being organised**

1 I put my **ruler / rubber** in my school bag. 2 I put my **book / pencil case** in my school bag.

It's important to prepare your school bag.

3 I put my **book / ball** in my school bag. 4 I put my **water / snack** in my school bag.

Key learning outcomes: watch and understand a video about school in Britain  
Ways of working: being organised  
seventeen 17

## Activity 3

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

## Ending the lesson

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

## Extra activity

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



## Cooperative learning

- Talk about being organised.

## Digital resources

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

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



## Activity Book

**21 CHANNEL** Video and 21st Century Skills **Being organised**

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

1

2

3

4

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

1 book

2 snack

3 pencil case

4 water

5 ruler

fourteen 3<sup>th</sup>

What's in your school bag?

## Activity Book

## Activity 1

- What's missing in the school bag? Listen and circle.
- ▶ **CD1 Track 27 p258**

## Activity 2

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



## Recycled vocabulary

- Look, remember and write the numeral.

## Detailed Lesson Plan

### Starting the lesson

Use the Trinity Exam Practice cards (optional).

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

Set learning outcomes and use the task flashcards.

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

### Pre-watching activity

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

### Pupil's Book Activity 1


Watch the video. Number the pictures?  p277

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

Answers: 3, 2, 4, 1

### Pupil's Book Activity 2


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

-  Play Part 2 again. Pause after Sophie says, *This is our classroom.* Read out the first sentence in Activity 2. Ask **Is the desk green?** Show the tick in the circle.
- Play Part 2. Pupils tick or cross the sentences.
- Ask general questions to check understanding.
  - When do the children put their hands up?** (*To speak.*)
  - What do the children do at home time?** (*Tidy the classroom.*)
  - Is Sophie ready for school?** (*Yes.*) **Why?** (*Her things are in her school bag.*)
  - Is Tom ready for school?** (*No.*) **Why not?** (*His things aren't in his school bag.*)

Answers: 1 ✓ 2 ✓ 3 ✗ 4 ✗

### Pupil's Book Activity 3

Read and circle.

- Point to the pictures to elicit the vocabulary.
- Read out number one, including the circled word.
- The pupils read the other sentences and circle the words.
-  **Think-Pair-Share** Ask **Why is it important to prepare your school bag? When do you prepare your school bag? Who prepares your school bag?**

Answers: 1 ruler 2 pencil case 3 book 4 snack

### Activity Book

Activity 1

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


▶ CD1 Track 27 p258

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

Answers: 1 book 2 water 3 ruler 4 pencil case

### Activity 2

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

- Ask a few pupils **What's in your school bag?** The pupils tick the things they have got in their school bag and then draw them.
-  **Talk Partners** In pairs, pupils take turns to ask and answer **What's in your school bag?**

 **Recycled vocabulary**

- Pupils look at the numeral and write it on the line.

Answers: three

### Ending the lesson

Review the lesson.

- Ask **Which activity was easy / difficult?**

Review the task flashcards.

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

### Extra activity

Extension

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



### Cooperative learning

Being organised

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

Date: \_\_\_\_\_

Unit: \_\_\_\_\_

**1 What did my pupils learn in this unit?**


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**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?**


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


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


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


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


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## Unit overview

## Key Competences and Key Learning Outcomes



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



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



- Use the Pupil's App on Navio



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



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



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



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

## Vocabulary

## Core vocabulary

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

## Extension vocabulary (optional)

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

## Other vocabulary

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

## Recycled vocabulary

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

## Structures

## Core structures

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

## Other structures

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

## Recycled structures

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

## Phonics

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



## British Culture

Birthday parties



## Literacy

**Text type:** a birthday card (text to express)

**Reading skills:** using pictures; reading for specific information



## 21st Century Skills

**Ways of thinking:** learn to order your favourite things



## Cooperative learning

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

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

## Values

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

## Cross-curricular links

## Link to Science

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

## Suggested Arts and Crafts concepts

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

**Key Competences and Key Learning Outcomes**

- Identify and say ten toys
- Say the vocabulary chant
- Stick the toys stickers
- Practise spelling
- Sing a song about a birthday present

**Key language**

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

**Recycled:** classroom objects; colours

**Materials**

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

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

**Optional materials**

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

**At a Glance Lesson Plan**

**Starting the lesson**

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

**Vocabulary presentation**

- Present the new vocabulary.

**Activity 1**

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

**Word cards**

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

**Activity 2**

- Read and stick the ten stickers.
- Listen and say the chant.
- CD1 Track 30 p258
- Go to the Activity Book.

**Pupil's Book**

**Unit 2 Happy birthday!** Lesson 1 Vocabulary

**1 Listen and point. Sing Happy birthday!**

Happy birthday!  
Happy birthday to you!  
Here's a present,  
A present for you.

Is it a doll?  
Is it a train?  
Is it a kite  
or a computer game?

Chorus  
Is it a robot?  
Is it a ball?  
Is it a scooter  
or a dinosaur?

Chorus

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

ball train car doll kite

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

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

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Extra activities**

**Reinforcement**

- Play *What toy is it?*

**Vocabulary Extension**

- Present six additional vocabulary items.

**Cooperative learning**

**Working together and supporting each other**

- Talk Partners** Ask and answer *What's this?*

**Learning to learn**

**Spelling**

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

**Digital resources**

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

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



**Activity Book**

**Unit 2 Happy birthday!** Lesson 1 Vocabulary

**1 Read, find and colour.**

- a blue ball
- a red train
- a brown teddy
- a green kite
- a yellow car
- an orange scooter

**2 Circle and write.**

computer game robot  
train doll kite

1 computer 2 game 3 robot  
4 train 5 doll 6 kite

16 sixteen 17 seventeen 18 eighteen 19 nineteen 20 twenty

**Spelling 2** Let's practise spelling! Look Copy Cover and write

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

**Activity Book**

**Activity 1**

- Read, find and colour.

**Activity 2**

- Circle and write.

**Recycled vocabulary**

- Look, remember and write the word.

**Spelling**

**Let's practise spelling!**

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

**Recycled vocabulary**

- Look, remember and write the word.

## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

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

#### Review colours and classroom objects.

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

#### Set learning outcomes using the task flashcards.

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

### Vocabulary presentation

#### Present the new vocabulary.

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

### Pupil's Book Activity 1

#### Listen and point. Sing *Happy birthday!*

##### ► CD1 Track 28 p258

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

### Word cards

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

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

### Pupil's Book Activity 2

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

##### ► CD1 Track 30 p258

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

### Activity Book

#### Activity 1

##### Read, find and colour.

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

#### Activity 2

##### Circle and write.

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

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

#### Recycled vocabulary

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

**Answer:** pencil

### Ending the lesson

#### Review the lesson.

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

#### Review the task flashcards.

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

### Extra activities

#### Reinforcement

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

#### Vocabulary Extension

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



### Cooperative learning

#### Working together and supporting each other



#### Talk Partners

- Pupil A checks the learning of Pupil B by pointing to a toy sticker and asking *What's this?* Pupil B answers using *It's a ...* If Pupil B can't remember, Pupil A helps him / her.
- When Pupil B has named the ten toys, they swap roles.

### Spelling (Activity Book page 25)



#### Let's practise spelling!

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

#### Recycled vocabulary

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

**Answer:** school bag

**Key Competences and Key Learning Outcomes**

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

**Key language**

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

**Materials**

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

**Optional materials**

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

**At a Glance Lesson Plan**

**Starting the lesson**

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

**Activity 1**

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

**Activity 2**

- Listen and circle.
- ▶ **CD1 Track 32 p258**
- Go to the Activity Book.

**Pupil's Book**

Lesson 2 Grammar 2

1 Listen and repeat. Act out. **CD1 31**

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

Is it a scooter?  
Yes, it is!

It's a fantastic present. Thank you!

**Grammar**

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

2 Listen and circle. **CD1 32**

1 2

3 4

robot scooter teddy dinosaur computer game

Key learning outcomes: use *What is it?, Is it a ...?, Yes, it is. / No, it isn't.* to identify things.  
Grammar: *What is it? Is it a (bike)? Yes, it is. / No, it isn't.* nineteen 19

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Cooperative learning**

- Listening to others**
- Play the *Secret message* game.

**Activity Book**

Lesson 2 Grammar 2

1 Read, follow and circle.

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

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

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

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

2 **Talk Partners** Choose and write a conversation. Act out.

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

Is it a \_\_\_\_\_?  
Yes, it is.

It's a fantastic present. Thank you!

\_\_\_\_\_ ← seventeen 17

**Activity Book**

**Activity 1**

- Read, follow and circle.

**Activity 2**

- Choose and write a conversation.
- Act out.



**Recycled vocabulary**

- Look, remember and write the word.

**Digital resources**

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

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






## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

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

#### **Think-Pair-Share Review the toys.**

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

#### Review the *Happy birthday!* song.

► *CD1 Track 28 p258*

► *CD1 Track 29 p258 (optional karaoke version)*

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

#### Set learning outcomes using the task flashcards.

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

### Pupil's Book Activity 1

#### Listen and repeat. Act out.

► *CD1 Track 31 p258*

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

### Pupil's Book Activity 2

#### Listen and circle.

► *CD1 Track 32 p258*

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

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

### Activity Book

#### Activity 1


##### Read, follow and circle.

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

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

#### Activity 2

##### Choose and write a conversation. Act out.

- Tell the pupils they are going to write a conversation. Draw their attention to the toys in the boxes. Tell pupils they need to choose one toy for each gap in the conversation.
- Demonstrate the conversation with the class. Ask a confident pupil to ask you the first speech bubble, choosing a toy for the gap. Ask another pupil to do the same for the third speech bubble. Then ask the whole class to say the final speech bubble together.  
 **Talk Partners** The pupils work with a Talk Partner to choose and write their conversations, taking turns to ask and answer. When they are confident with the language, invite different pairs of pupils to act out their conversations with your help.

### Recycled vocabulary

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

**Answer:** ruler

### Ending the lesson

#### Review the lesson.

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

#### Review the task flashcards.

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



### Cooperative learning

#### Listening to others

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

**Key Competences and Key Learning Outcomes**

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

**Key language**

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

**Materials**

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

**Optional materials**

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

**At a Glance Lesson Plan**

**Starting the lesson**

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

**Before you read**

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

**Activity 1**

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

**After you read: Activity 2**

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

**Pupil's Book**

**20 Lesson 3 Story**

**Before you read**

How many toys can you see in the story?

**1 Listen and read. Act out.**

**1** Let's have a race.

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

**3** Good idea!

**4** Ready, steady ... go!

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

**6** Magic Bike! Magic Bike! Can you help?

**7** I've got an idea!

**21**

**5** Look! The wheels are big now.

**6** Look! What is it? It's a motor.

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

**8** Well done, Beth. You win the race.

**9** Stop! Wait for us, Beth!

**10** Thank you, Jake and Molly. Thank you, Magic Bike!

**After you read**

➔ Go to page 18 in your Activity Book.

**2 Values** Read and circle.

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

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

Values: saying thank you

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Digital resources**

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

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



**Activity Book**

**2 Lesson 3 Story**

**After you read**

**1 Remember the story. Read and match.**

1 My scooter is fast.

2 My scooter is slow.

3 The wheels are small.

4 The wheels are big.

**2 Read and write a thank you letter.**

scooter birthday present Molly

Dear Jake and \_\_\_\_\_

Thank you for my \_\_\_\_\_

My \_\_\_\_\_ is fast.

It's fantastic!

Beth

**18 eighteen**

**Activity Book**

- After you read: Activity 1**
- Remember the story. Read and match.

**Activity 2**

- Read and write a thank you letter.

- Recycled vocabulary**
- Look, remember and write the word.

## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

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

#### Review toys.

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

#### Set learning outcomes using the task flashcards.

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

### Before you read



#### Explain the story title.

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

#### Read and answer the question.

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

**Answers:** bike, scooter, ball, car, kite

### Pupil's Book Activity 1



#### Listen and read. Act out.

##### ► CD1 Track 33 p258

- The pupils place their 'magic finger' on the first frame of the story.
- Play the CD. The pupils point to the different frames as the story progresses. Pause the CD after each frame to check that all the pupils are following.
- Play the CD again. Ask questions about each story frame to check understanding.

#### Suggested comprehension questions

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

- Frame 2: **Are Jake and Molly happy?** (*Yes.*) **Is Beth's scooter slow?** (*Yes.*) Mime moving slowly.
- Frame 3: **Is Beth happy with the scooter?** (*No.*) **Look at the wheels. Are they big or small?** (*Small.*) Explain that the scooter is slow because the wheels are small.
- Frame 4: **Where is the magic?** (*In the bell.*)
- Frame 5: **Are the wheels big or small now?** (*Big.*)
- Frame 6: **Does Molly like the motor?** (*Yes.*)
- Frame 7: **Is the scooter slow now?** (*No.*)
- Frame 8: **Who is the winner?** (*Beth.*) **Is Beth happy?** (*Yes.*)
- Finally, ask the pupils **Is this a good story?** The pupils give their opinion through gesture (thumbs up / down) or orally (*yes / no*).
- Organise the class into three groups (Beth, Molly and Jake).
- Play the CD. Each group joins in when their character speaks. If necessary, pause the CD after each sentence for the pupils to repeat. The groups swap roles, and repeat once or twice.

► **Now watch the animated story**

### After you read



➔ Go to page 18 in your Activity Book.

### Activity Book



#### After you read: Activity 1

##### Remember the story. Read and match.

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

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

#### Activity 2

##### Read and write a thank you letter.

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

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

**Answers:** Molly, birthday present, scooter

### Recycled vocabulary

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

**Answer:** rubber

### Pupil's Book Activity 2



#### Values: Read and circle.

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

**Answer:** thank you

### Ending the lesson

#### Review the lesson.

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

#### Review the task flashcards.

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

**Key Competences and Key Learning Outcomes**

- Ask and answer questions about favourite toys
- Describe your favourite toy
- Review adjectives to describe the senses (optional)
- Listen for specific information
- Sing a song

**Key language**

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

**Materials**

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

**Optional materials**

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

**At a Glance Lesson Plan**

**Starting the lesson**

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

**Vocabulary presentation**

- Present the new vocabulary.

**Activity 1**

- Listen, point and say.
- ▶ CD1 Track 34 p259

**Activity 2**

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

**Activity 3**

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

**Pupil's Book**

2 Lesson 4 Vocabulary and Grammar

1 Listen, point and say.

big small old new fast slow

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

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

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

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

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

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

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Extra activities**

- Reinforcement**
- Do a 'favourite toy' class survey.
- Vocabulary Extension**
- Present four additional vocabulary items.

**Cooperative learning**

- Developing a positive classroom atmosphere**
- Play *Me too!*

**Link to Science**

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

**Digital resources**

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

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



**Activity Book**

Lesson 4 Vocabulary and Grammar 2

1 Listen and match.

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

What's your favourite toy?

My favourite toy is a \_\_\_\_\_

It's \_\_\_\_\_ and it's \_\_\_\_\_

c. \_\_\_\_\_

**Activity Book**

- Activity 1**
- Listen and match.
  - ▶ CD1 Track 37 p259

- Recycled vocabulary**
- Look, remember and write the word.

- Activity 2**
- Draw and write.
  - **Talk Partners** Ask and answer.

## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

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

#### Review the Lesson 3 story.

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

#### Set learning outcomes using the task flashcards.

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

### Vocabulary presentation

#### Present the new vocabulary.

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

### Pupil's Book Activity 1

#### Listen, point and say.

##### ► CD1 Track 34 p259

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

### Pupil's Book Activity 2

#### Listen and point. Sing *My favourite toy.*


##### ► CD1 Track 35 p259

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

### Pupil's Book Activity 3

#### Listen and repeat. Ask and answer.

##### ► CD1 Track 36 p259

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

### Activity Book

#### Activity 1

##### Listen and match.


##### ► CD1 Track 37 p259

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

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

#### Activity 2

##### Draw and write. Ask and answer.

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

##### Recycled vocabulary

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

**Answer:** computer

### Ending the lesson

#### Review the lesson.

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

#### Review the task flashcards.

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

### Extra activities

#### Reinforcement

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

#### Vocabulary Extension

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



### Cooperative learning

#### Developing a positive classroom atmosphere

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

### Link to Science

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

**Key Competences and Key Learning Outcomes**

- Say a tongue twister with the 's' sound
- Listen for specific information
- Sing a cooperative learning song
- Understand the importance of sharing
- Play a communication game about toys

**Key language**

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

**Materials**

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

**Optional materials**

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

**At a Glance Lesson Plan**

**Pupil's Book**

**Starting the lesson**

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

**Activity 1**

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

**Activity 2**

- Listen and number.
- ▶ **CD1 Track 39 p259**

Lesson 5 Speaking 2

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

2 Listen and number.

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

4 Talk Partners Make and play the game.

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

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

twenty-three 23

**Activity 3**  
Cooperative learning

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

**Activity 4**

- Make and play the game.
- Talk Partners**
- ➔ Go to the Activity Book.

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Extra activity**  
**Reinforcement**

- Continue the pronunciation wall display.

**Activity Book**

Lesson 5 Phonics

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

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

7 seven	socks	cat	scooter
swim	sing	snail	crayon

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

Is it a snail?  
No, it isn't.

7 6

Is it a scooter?  
Yes, it is.

Class: What's my word? Pupils play with their Talk Partners. This is a guessing game. Pupil A chooses a word and Pupil B asks the question Is it...? When Pupil B guesses correctly, they swap roles and repeat.

20 twenty

**Activity Book**

**Activity 1**

- Write and say.

**Activity 2**

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

**Activity 3**

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

**Digital resources**

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

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



## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

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

#### Review the vocabulary from Lesson 4.

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

#### Review *My favourite toy* song.

- Play the CD. The pupils sing along.

► **CD1 Track 35 p259**

#### Set learning outcomes using the task flashcards.

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

### Pupil's Book Activity 1

#### Listen and say.

► **CD1 Track 38 p259**

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

➡ Go to Magic Phonics.

### Activity Book

#### Activity 1

##### Write and say.

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

**Answer:** Six snakes on a slow scooter.

#### Activity 2

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


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

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

➡ Go to Magic Phonics.

#### Activity 3

##### Play *What's my word?* in pairs.

- Point to each picture and elicit the word.
  - Demonstrate the game. Think of one of the objects and ask **What's my word?** The pupils ask questions to guess your word.
-  **Talk Partners** The pupils play the game with a Talk Partner.

##### Recycled vocabulary

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

**Answer:** pen

### Pupil's Book Activity 2

#### Listen and number.

► **CD1 Track 39 p259**

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

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



### Pupil's Book Activity 3: Cooperative learning

#### Sing *Sharing is a good thing to do*.

► **CD1 Track 40 p259**

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

### Pupil's Book Activity 4

#### Make and play the game.

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



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

### Ending the lesson

#### Review the lesson.

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

#### Review the task flashcards.

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

### Extra activity

#### Reinforcement

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

**Key Competences and Key Learning Outcomes**



- Listen for general information



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

**Key language**

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

**Recycled:** sharpener

**Materials**

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

**Optional materials**

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

**At a Glance Lesson Plan**

**Pupil's Book**

**Activity Book**

**Starting the lesson**

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

**Activity 1**

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

**Think about your culture**

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

Lesson 6 British culture

1 Listen and read. Answer. CD1 41

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

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

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

4 I've got a birthday cake with seven candles.

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

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

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

24 twenty-four

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Extra activity**

- Extension**
- Play a traditional party game.

**Digital resources**

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



Lesson 6 British culture

1 Listen and circle. CD1 42

2 Read and tick (✓). Draw and say.

1 I have presents.

2 I have a birthday cake.

3 I play party games.

4 I wear fancy dress.

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

Recycled sharpener

twenty-one 21

**Activity Book**

- Activity 1**
- Listen and circle.
  - ▶ CD1 Track 42 p259

**Activity 2: Think about your culture**

- Read and tick (✓).
- Draw and say.

- Recycled vocabulary**
- Look, remember and write the word.



## Detailed Lesson Plan

### Starting the lesson


#### Use the Trinity Exam Practice cards (optional).

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

#### Review Toby's tongue twister.

##### ► CD1 Track 38 p259

- Ask **What sound did you practise in Toby's tongue twister? Can you remember the tongue twister?** (*Six snakes on a slow scooter.*) Play the CD. Practise the tongue twister as a class.

 **Talk Partners** The pupils practise saying the tongue twister as fast as possible with a Talk Partner. Choose a fast pair to say it for the class.

#### Review the *Happy birthday!* song

##### ► CD1 Track 28 p258

##### ► CD1 Track 29 p258 (optional karaoke version)

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

#### Set learning outcomes using the task flashcards.

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

### Pupil's Book Activity 1

#### Listen and read. Answer.

##### ► CD1 Track 41 p259

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

#### Suggested comprehension questions

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

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

### Pupil's Book Think about your culture

#### Do you have a party on your birthday?

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

### Activity Book

#### Activity 1

##### Listen and circle.

##### ► CD1 Track 42 p259

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

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

#### Activity 2: Think about your culture

##### Read and tick (✓). Draw and say.

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

### Recycled vocabulary

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

**Answer:** sharpener

### Ending the lesson

#### Review the lesson.

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

#### Review the task flashcards.

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

### Extra activity

#### Extension

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

**Key Competences and Key Learning Outcomes**

- Read for specific information
- Read and understand a birthday card
- Design and write a birthday card

**Key language**

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

**Materials**

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

**Optional materials**

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

**At a Glance Lesson Plan**

**Starting the lesson**

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

**Before you read**

- Look at and talk about some real birthday cards.

**Activity 1**

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

**Activity 2**

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

**After you read**

- ➔ Go to page 22 in your Activity Book.

**Pupil's Book**

Text type: A birthday card Lesson 7 Literacy 2

**Before you read**

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

dog seven kite bike dinosaur scooter  
present balloons six birthday cake

2 Listen and read the birthday card.

**After you read**

➔ Go to page 22 in your Activity Book.

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

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Extra activity**

**Extension**

- Make a birthday card.



**Cooperative learning**

**Developing a positive classroom atmosphere**

- Establish a classroom birthday routine.

**Digital resources**

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

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



**Activity Book**

2 Lesson 7 Literacy Text type: A birthday card

**After you read**

1 Read again. Write yes or no.

- The birthday card is for Beth.  yes  no
- Beth is eight today. \_\_\_\_\_
- Beth is seven today. \_\_\_\_\_
- The birthday card is from Molly and Jake. \_\_\_\_\_
- The birthday cake has seven candles. \_\_\_\_\_

2 Draw a picture on the birthday card. Write.

22 twenty-two

**Activity Book**

**After you read: Activity 1**

- Read again.
- Write yes or no.

**Activity 2**

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



**Recycled vocabulary**

- Look, remember and write the word.

## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

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

#### Review the culture lesson.

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

#### Set learning outcomes using the task flashcards.

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

### Before you read

#### Look at and talk about some real birthday cards.

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

### Pupil's Book Activity 1

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

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

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

### Pupil's Book Activity 2

#### Listen and read the birthday card.

► *CD1 Track 43 p259*

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

### Activity Book

#### After you read: Activity 1

##### Read again. Write yes or no.

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

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

#### Activity 2

##### Draw a picture on the birthday card. Write.

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

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

### Recycled vocabulary

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

**Answer:** crayon

### Ending the lesson

#### Review the lesson.

- (Books closed.) Say **Today we've read a birthday card in English. What do we write in a birthday card?** Elicit the message from the pupils.

#### Review the task flashcards.

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

### Extra activity

#### Extension

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



### Cooperative learning

#### Developing a positive classroom atmosphere

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

**Key Competences and Key Learning Outcomes**

- Review language in the unit
- Reflect on own learning
- Sing a cooperative learning song

**Key language**

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

**Materials**

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

**Optional materials**

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

**At a Glance Lesson Plan**

**Starting the lesson**

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

**Activity 1**

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

**Activity 2**

- Look, read and write.

**Activity 3 Cooperative learning**

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

**Pupil's Book**

2 Lesson 8 Review

1 Listen and number. Write and say.

train kite ball scooter teddy car  
robot doll computer game dinosaur

2 Look, read and write.

1 My favourite toy is old and brown. teddy

2 My favourite toy is new and green. \_\_\_\_\_

3 My favourite toy is big and purple. \_\_\_\_\_

4 My favourite toy is fast and blue. \_\_\_\_\_

3 Cooperative learning Sing *Well done!*

26 twenty-six

Key learning outcomes: review language in the unit  
Language: toys and adjectives

**Ending the lesson**

- Review the task flashcards.

**Activity Book**

Lesson 8 Review 2

1 Read, look and write.

dinosaur car scooter doll ball robot

1 Is it a scooter? 2 Is it a \_\_\_\_\_?

Yes, it is. Yes, it is.

3 Is it a \_\_\_\_\_? 4 Is it a \_\_\_\_\_?

Yes, it is. Yes, it is.

5 Is it a \_\_\_\_\_? 6 Is it a \_\_\_\_\_?

Yes, it is. Yes, it is.

2 Look, read and write.

slow old big fast small new

1 2 3

It's big. It's \_\_\_\_\_. It's \_\_\_\_\_.

4 5 6

It's \_\_\_\_\_. It's \_\_\_\_\_. It's \_\_\_\_\_.

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

Key Learning Outcomes: 1. I can say the names of toys. 2. I can talk about my favourite toy. 3. I can sing songs. 4. I listen to the teacher. 5. I listen to other pupils. 6. I help other pupils.

b \_\_\_\_\_

twenty-three 23

**Activity Book**

**Activity 1**

- Read, look and write.

**Activity 2**

- Look, read and write.

**Activity 3**

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

**Recycled vocabulary**

- Look, remember and write the word.

**Digital resources**

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

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



## Detailed Lesson Plan

### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

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

#### Review the unit vocabulary.

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

#### Set learning outcomes using the task flashcards.

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

### Pupil's Book Activity 1

#### Listen and number. Write and say.

##### ► CD1 Track 44 p260

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

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

### Pupil's Book Activity 2

#### Look, read and write.

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

**Answers:** 1 teddy 2 dinosaur 3 scooter 4 car

### Pupil's Book Activity 3: Cooperative learning

#### Sing *Well done!*

##### ► CD1 Track 45 p260

- Praise the pupils for their hard work and play the *Well done!* song. The pupils sing and do the actions.

#### Stick the *Give Me Five!* sticker.

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

### Activity Book

#### Activity 1

##### Read, look and write.

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

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

#### Activity 2

##### Look, read and write.

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

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

### Activity 3: My progress My progress

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

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

#### Self-assessment statements

1. I can say the names of toys.
2. I can talk about my favourite toy.
3. I can sing songs.
4. I listen to the teacher.
5. I listen to other pupils.
6. I help other pupils.

#### Recycled vocabulary

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

**Answer:** book

### Ending the lesson

#### Review the task flashcards.

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

**Key Competences and Key Learning Outcomes**

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

**Key language**

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

**Materials**

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

**Optional materials**

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

**At a Glance Lesson Plan**

**Starting the lesson**

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

**Pre-watching activity**

- Look at the photo and talk about favourite toys.

**Activity 1**

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

**Activity 2**

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

**Pupil's Book**

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

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

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

2 Watch the video again. Read and circle.

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

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

**Ordering**

1 = 😊 2 = 😐 3 = 😞

1 Everybody is different. Order the toys for you.

Key learning outcomes: watch and understand a video about favourite toys  
Ways of thinking: ordering favourite things

twenty-seven 27

**Activity 3**

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

**Ending the lesson**

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

**Activity Book**

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

1 Read. Listen and circle the favourite things.

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

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

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

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

21 CHANNEL What are your three favourite toys?

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

My three favourite toys

★ \_\_\_\_\_  
★ \_\_\_\_\_  
★ \_\_\_\_\_

24 twenty-four

**Activity Book**

**Activity 1**

- Read. Listen and circle the favourite things.
- **CD1 Track 46 p260**

**Activity 2**

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

**Recycled vocabulary**

- Look, remember and write the word.

**Digital resources**

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

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




## Detailed Lesson Plan


### Starting the lesson

#### Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

#### Review toys vocabulary.

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

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

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

#### Set learning outcomes and use the task flashcards.

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

### Pre-watching activity

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

### Pupil's Book Activity 1

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

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

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

Answers: ✓, X, ✓, ✓

### Pupil's Book Activity 2


#### Watch the video again. Read and circle.

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

Answers: 1 grey 2 small 3 fast 4 kite

### Pupil's Book Activity 3

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

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

### Activity Book

#### Activity 1

#### Read. Listen and circle the number one favourite things.


 **CD1 Track 46 p260**

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

Answers: 1 bike 2 blue 3 Sunday 4 a dog

#### Activity 2

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

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

#### Recycled vocabulary

Answers: pencil case

### Ending the lesson

#### Review the lesson.

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

#### Review the task flashcards.

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

Date: \_\_\_\_\_ Unit: \_\_\_\_\_

1 What did my pupils learn in this unit?

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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?

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

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

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

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

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