

## Unit overview

### Key Competences and Key Learning Outcomes

- Identify and say ingredients (Lesson 1)
- Say the vocabulary chant (Lesson 1)
- Listen, repeat and act out a conversation (Lesson 2)
- Follow, complete and correct the grammar tables (Lessons 2 and 4)
- Ask questions using 'How much' and 'How many' (Lesson 2)
- Identify and say verbs for cooking (Lesson 4)
- Read and understand an instructional text (Lesson 6)
- Know and use time sequencers (Lesson 7)
- Watch and understand a video (Video and 21st Century Skills)

- Identify and use countable and uncountable nouns (Lesson 2)
- Use a code to read a message (Lesson 3)
- Identify steps in a process (Lesson 6)

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

- Say a tongue twister and practise alternative spellings for the 'ie' sound (Lesson 5)
- Practise activity types found in the Cambridge Exams: A1 Movers

- Understand the importance of paying attention (Lesson 3)

- Play a communication game using 'How much' / 'How many' and 'need to' (Lesson 5)

- Sing two songs (Lessons 1 and 4)
- Read, listen, understand and act out a story about a Burfi cake (Lesson 3)
- Prepare and write a recipe (Lesson 7)
- Learn about New York City (Lesson 8)
- Think about your own culture (Lesson 8)

### Vocabulary

#### Core vocabulary

*biscuits, butter, chocolate chips, coconut, cream, flour, jam, nuts, oil, raisins, salt, sugar; add, chop, heat, mix, pour, stir*

#### Extension vocabulary (optional)

*blueberries, coffee, honey, marshmallows, raspberries, vanilla; boil, cook, peel, slice*

#### Other vocabulary

*a piece, cart, tin; chickpeas, falafel, pretzel, raspberry sauce, smoothies, sundae, waffles; bowl, dish, knife, oven, pan, scoop, spoon; break, sprinkle*

#### Recycled vocabulary

*cake, carrots, cheese, chocolate, dessert, green beans, ice cream, mushrooms, olives, onions, peppers, pizza base, salad, soup, strawberries, sweetcorn, tomatoes, tomato sauce, tuna, water; amazing, finally, first, salty*

### Structures

#### Core structures

*How much (sugar) do we need? How many (nuts) do we need? We need a lot of / some / a little (sugar). We need a lot of / some / a few (nuts). What do I / you / we / they need to do? What does he / she need to do? First / Next / Then / After that / Finally, I / you / he / she / we / you / they need / needs to (chop the carrots).*

#### Other structures

*Let me see. I don't know! It's going to be delicious!*

#### Recycled structures

*Are there any (nuts) in the cupboard? Yes, there are. / No, there aren't. Is there any (cream) in the fridge? Yes, there is. / No, there isn't. Let's (go shopping). You can add (chopped onions). What's the name of (the famous statue) in New York? What time is it in New York? How many people live in New York? I'd like a salad. Would you like to order a dessert / anything else? What would you like to drink?*

### Phonics

The 'ie' sound (*Spike likes rice Mike pies tie*)

**Recycled:** 'igh' and 'y' spellings

### Literacy

**Text type:** a recipe (instructional text)

**Reading skills:** predicting; scanning; sequencing

**Writing skills:** sequencers

### Culture ... around the world

Street food in New York City

### 21<sup>st</sup> 21st Century Skills

Collaboration and teamwork

### Thinking skills

Categorising (Lesson 1); Applying rules (Lessons 2 and 4); Predicting (Lessons 3 and 8); Predicting content from photos (Lesson 6); Sequencing (Lesson 6)

### Cooperative learning

Listening to each other (Lesson 1); Collaborating (Lessons 3, 7 and Review); Three-minute review (Lesson 4); Practise spelling (Lesson 5); Work together to cross the river (Lesson 5); Information sharing (Lesson 5); Peer evaluation and feedback (Lesson 7)

### Values

Understanding the importance of paying attention

### Cross-curricular links

#### Link to Science

**Food and nutrition:** Classifying food items and discussing nutrients and what makes a healthy, balanced diet

#### Suggested Arts and Crafts concepts

Observing patterns, including polka dots, stripes and checks, and creating a patterned still life

### Key Competences and Key Learning Outcomes

- Identify and say ingredients
- Say the vocabulary chant
- Classify food items (optional)
- Review and discuss cakes and ingredients
- Play a memory game with a partner
- Sing a song about going shopping

### Key language

- biscuits, butter, chocolate chips, coconut, cream, flour, jam, nuts, oil, raisins, salt, sugar*
- Extension: *blueberries, coffee, honey, marshmallows, raspberries, vanilla*
- Is there any (cream) in the fridge? Are there any (nuts) in the cupboard? Yes, there is / are. No, there isn't / aren't.*

### Materials

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

### Optional materials

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

## At a Glance Lesson Plan

### Starting the lesson

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

### Activity 1

- What's your favourite type of cake?
- What ingredients do you need to make a cake? Make a list.

### Vocabulary presentation

- Present the new vocabulary using the ingredients flashcards.

### Word cards

- Introduce the spellings of the vocabulary using the ingredients word cards.

### Digital resources

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

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



## Pupil's Book

**1** What's your favourite type of cake? What ingredients do you need to make a cake? Make a list.

**2** Listen, point and say the vocabulary chant.

**3** Listen, look and sing *Let's go shopping!*

*Let's go shopping! Make a list. Look in the cupboard And in the fridge.*

Is there any flour in the cupboard? Is there any oil in the cupboard?  
Is there any butter in the fridge? Is there any cream in the fridge?  
Are there any nuts? Are there any biscuits?  
Are there any chocolate chips? Are there any raisins?  
Is there any sugar? Is there any coconut?  
Let me see! I don't know!  
Chorus: Chorus

**4** **Talk Partners** Look at the picture. Play a memory game.

Is there any sugar in the cupboard? Yes, there is.  
Are there any nuts in the fridge? No, there aren't.

Key learning outcomes: identify and say ingredients; sing a song about going shopping  
Vocabulary: ingredients for making a cake

### Activity 2

- Listen, point and say the vocabulary chant.
- ▶ CD1 Track 10 p260

### Activity 3

- Listen, look and sing *Let's go shopping!*
- ▶ CD1 Track 11 p261

### Activity 4

- Look at the picture. Play a memory game.
- Go to the Activity Book.

### Cooperative learning

- Listening to each other.

### Ending the lesson

- Review the lesson and reflect on learning.

### Extra activities

- Reinforcement**
- Play a guessing game.

### Vocabulary extension

- Present six additional vocabulary items.

### Link to Science

- Food and nutrition:** Classify food items.

## Activity Book

**1** Where do you keep these ingredients? Look and write.

raisins

**2** **Talk Partners** Look at the picture and write questions. Ask and answer.

1 Is there any \_\_\_\_\_ ?  
2 Are \_\_\_\_\_ ?  
3 \_\_\_\_\_ ?  
4 \_\_\_\_\_ ?  
5 \_\_\_\_\_ ?

Is there any oil in the cupboard? Yes, there is.

6 six

645-715-245-759-245-685-783-759

### Activity Book

#### Activity 1

- Where do you keep these ingredients? Look and write.

#### Activity 2

- Look at the picture and write questions.
- Ask and answer.

#### Code activity

- Complete the code activity.

## Detailed Lesson Plan

### Starting the lesson

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

- The pupils practise asking and answering questions.

#### Review food items.

- Tell the class about your favourite food. Then ask **What's your favourite food?**
- Ask **What can you see in the fridge and the cupboard?** Prompt the class to name the food items in the picture.
- Ask **Where are the lemons? Where's the bread?** The pupils ask and answer about the location of the food items.

#### Set learning outcomes and use the talk cards.

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

### Pupil's Book Activity 1

#### What's your favourite type of cake? What ingredients do you need to make a cake? Make a list.

- (Books closed.) Organise the pupils into groups of three. Ask each group to choose a scribe.
- Set a three-minute time limit. Each group lists the ingredients. The scribe writes these words in English.
- Ask the groups to count the words they have written. Invite different groups to read out their list.

### Vocabulary presentation

- (Books closed.) Hold up each ingredients flashcard in turn and elicit / say the word.
- Stick the flashcards on the board. The pupils repeat the words once or twice.

### Word cards

- (Books closed.) Hand out an ingredients word card to each pair. They come to the board, read out their word card and stick it next to the corresponding flashcard.

### Pupil's Book Activity 2

#### Listen, point and say the vocabulary chant.

##### ► CD1 Track 10 p260

- (Books open.) Focus the class on the 12 photos. Say **Let's listen, point and say the words.** Play the CD. The pupils listen, point and repeat.

### Pupil's Book Activity 3

#### Listen, look and sing *Let's go shopping!*

##### ► CD1 Track 11 p261

- Focus the class on the scene. Ask **Where are Lily, Ravi and Josh?** Explain that Luke wants to make a cake.
- Say **Let's listen to the song.** Play the CD. The pupils listen and read. Ask **What ingredients are in the song?**
- Play the CD again. The pupils join in, singing the song and pointing to the ingredients as they hear them.

### Pupil's Book Activity 4

#### Look at the picture. Play a memory game.

- Ask two pupils to read out the speech bubbles. Remind the pupils that we use 'There is / isn't' when we talk about uncountable objects and 'There are / aren't' when we talk about countable objects.
- The pupils ask and answer about the ingredients in the scene above with a Talk Partner.

### Cooperative learning

#### Listening to each other.

- Explain that the pupils will take turns to list the ingredients for making a cake. They shouldn't repeat what their partner has said.
- Confident pairs perform the activity for the class.

### Activity Book

#### Activity 1

#### Where do you keep these ingredients? Look and write.

- The pupils write the words in the corresponding place: the fridge or the cupboard.

**Answers:** **cupboard:** raisins, flour, sugar, biscuits, coconut, oil, nuts, chocolate chips **fridge:** jam, cream, butter

### Activity 2

#### Look at the picture and write questions. Ask and answer.

- Focus the class on the picture of the cupboard. Encourage a pupil to complete the first question.
- Repeat the procedure with the fridge. The pupils write the questions and ask and answer with a Talk Partner.

### Code activity

- The pupils review the completed code activity.

**Answer:** presents

### Ending the lesson

#### Review the lesson and reflect on learning.

- (Books closed.) Say **Today we've learnt the ingredients to make a cake. What do you remember?**
- Ask the class **Which was your favourite activity today? Which activity was easy / difficult?**

### Extra activities

#### Reinforcement

- Organise the class into Talk Partners. Ask one of the pupils to choose three ingredients to make a cake. Their partner asks questions to guess the ingredients.

#### Vocabulary extension

- Use the Vocabulary Booster on Navio to present and practise six additional ingredients for making a cake: *blueberries, coffee, honey, marshmallows, raspberries, vanilla.*

### Link to Science

- If you are studying the Science topic of **Food and nutrition** in English, remind the pupils that food can be classified as food that keeps us healthy / helps us grow / gives us energy. Ask them to classify the ingredients in Lesson 1.

**Key Competences and Key Learning Outcomes**

- Listen, repeat and act out a conversation
- Listen, follow the grammar table and identify the parts of a sentence
- Ask questions using 'How much' and 'How many'
- Identify and use countable and uncountable nouns
- Discuss nutrients in food (optional)

**Key language**

- *biscuits, butter, chocolate chips, coconut, cream, flour, jam, nuts, oil, raisins, salt, sugar; ingredients*
- *How much (sugar) do we need? We need a lot of / some / a little (sugar). How many (nuts) do we need? We need a lot of / some / a few (nuts).*

**Materials**

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

**Optional materials**

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

**At a Glance Lesson Plan**

**Starting the lesson**

- Use the Trinity Exams Practice cards (optional).
- Play *Disappearing flashcards*.
- Review the *Let's go shopping!* song.
- ▶ *CD1 Track 11 p261*
- ▶ *CD1 Track 12 p261 (optional karaoke version)*
- Set learning outcomes and use the talk cards.

**Activity 1**

- Listen and read.
- Listen and repeat.
- ▶ *CD1 Track 13 p261*
- Act out.

**Activity 2**

- Read again.
- Which ingredients do Luke and Lily need?

**Pupil's Book**

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

**2 Read again. Which ingredients do Luke and Lily need?**

**3 Talk Partners Listen and follow. Repeat.**

Quantifiers			
I		a lot of	nuts.
You	need	some	biscuits.
We		a few	raisins.
They		a lot of	butter.
He	needs	some	cream.
She		a little	flour.

**4 Talk Partners Ask and answer about the ingredients for the Burfi cake.**

**Grammar clue**  
We use **How many** to ask questions about things we can count. How many nuts do they need? They need a few nuts.  
We use **How much** to ask questions about things we can't count. How much sugar does he need?

Key learning outcomes: ask questions using How much and How many; identify and use countable and uncountable nouns. Grammar: How many nuts do they need? They need a few nuts.

**Activity 3**

- Listen and follow.
- ▶ *CD1 Track 14 p261*
- Repeat.
- **Grammar clue:** Read about countable and uncountable nouns.

**Activity 4**

- Ask and answer about the ingredients for the Burfi cake.
- ➔ Go to the Activity Book.

**Ending the lesson**

- Review the lesson and reflect on learning.

**Extra activity**

- Reinforcement**
- Extend the *Let's go shopping!* song.
  - ▶ *CD1 Track 12 p261 (karaoke version)*

**Link to Science**

- **Food and nutrition:** Discuss nutrients in food.

**Activity Book**

**1 Complete the sentences in the grammar table.**

	They	need	butter	needs	a little	need	a few	need
1 I					a lot of			nuts.
2 You					some			raisins.
3 She								cream.
4								

**2 Write the questions with How much or How many. Answer with a lot, a little or a few.**

1 How many raisins do you need? I need a few raisins.

2 \_\_\_\_\_ salt do you need? \_\_\_\_\_

3 \_\_\_\_\_ ? \_\_\_\_\_

4 \_\_\_\_\_ ? \_\_\_\_\_

**Remember!** 'a lot', 'a little', 'a few' go before nouns

**3 Talk Partners Work with a friend. Invent a conversation. Act it out.**

I'm going to make a cake. Good idea. Can I help?

Yes, please. We need some flour. How \_\_\_\_\_ ?

How \_\_\_\_\_ ?

OK. It's going to be delicious!

© Trinity 177-849-715-269-389 195-153-457-245 seven

**Activity Book**

**Activity 1**

- Complete the sentences in the grammar table.

**Activity 2**

- Write the questions with *How much* or *How many*.
- Answer with *a lot*, *a little* or *a few*.

**Activity 3**

- Work with a friend. Invent a conversation.
- Act it out.

**Code activity**

- Complete the code activity.

**Digital resources**

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

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



## Detailed Lesson Plan

### Starting the lesson

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

- The pupils practise asking and answering questions.

#### Play *Disappearing flashcards*.

- Play *Disappearing flashcards* (see p27) with the ingredients flashcards.

#### Review the *Let's go shopping!* song.

► *CD1 Track 11 p261*

► *CD1 Track 12 p261 (optional karaoke version)*

- Play the CD (or use the karaoke version). The pupils sing along.

#### Set learning outcomes and use the talk cards.

- Say **Today we're going to ask and answer questions about the ingredients of a cake.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

### Pupil's Book Activity 1

#### Listen and read. Listen and repeat. Act out.

► *CD1 Track 13 p261*

- The pupils look at the picture. Ask **What are Lily and Luke doing?**
- Play the CD. The pupils listen and read the conversation. Confirm Lily and Luke are making a Burfi cake.
- Play the CD again, pausing after each sentence for the pupils to repeat.
- The pupils act out the conversation with a Talk Partner.

### Pupil's Book Activity 2

#### Read again. Which ingredients do Luke and Lily need?

- The pupils read the conversation again and say which of the ingredients shown in the photos Luke and Lily need to make the Burfi cake.

**Answer:** coconut, nuts, sugar

### Pupil's Book Activity 3

#### Listen and follow. Repeat.

► *CD1 Track 14 p261*

- Play the CD. The pupils listen to the first sentence and point to the words they hear. They repeat the complete sentence.
- Repeat the procedure with the other sentences.

#### Grammar clue

- Read the grammar clue as a class.
- With a Talk Partner, the pupils take it in turns making true sentences about ingredients using 'How many' or 'How much'.

### Pupil's Book Activity 4

#### Ask and answer about the ingredients for the Burfi cake.

- Invite different pairs of Talk Partners to ask and answer questions about the ingredients they need.

### Activity Book

#### Activity 1

##### Complete the sentences in the grammar table.

- Invite a pupil to read out the words in the word box. The pupils write the words in the grammar table.

**Answers:** 1 need 2 need, butter 3 needs, a few  
4 They, need, a little

#### Activity 2

##### Write the questions with *How much* or *How many*. Answer with *a lot*, *a little* or *a few*.

- Invite a pupil to read out the example. If necessary, show the pupils how to refer to the grammar table in Activity 1.
- The pupils write the questions and answers.

**Answers:** 1 How many raisins do you need? I need a few raisins. 2 How much, I need a little salt. 3 How many biscuits do you need? I need a lot of biscuits. 4 How much oil do you need? I need a lot of oil.

### Activity 3

#### Work with a friend. Invent a conversation. Act it out.

- Explain to the class that they are going to create a conversation. Choose two pupils to read out the first two speech bubbles. The pupils suggest an ingredient for the following speech bubble. Write the suggestion on the board. Continue with the procedure until the conversation is complete.
- The pupils work with a Talk Partner to write their own conversation.
- The pupils practise the conversation and perform it for the class.

#### Code activity

- The pupils complete the code activity.

**Answer:** Burfi cake

### Ending the lesson

#### Review the lesson and reflect on learning.

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

### Extra activity

#### Reinforcement

► *CD1 Track 12 p261 (karaoke version)*

- Extend the *Let's go shopping!* song. Encourage the pupils to suggest different ingredients that are in the cupboard and the fridge. Replace items in the verses with the pupils' suggestions.

### Link to Science

- If you are studying the Science topic of **Food and nutrition** in English, remind the pupils that nutrients keep us healthy, help us grow and give us energy. Draw the *Eat Well Plate* (see [www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx](http://www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx)) on the board. Ask the class to classify the foods from the unit.

**Key Competences and Key Learning Outcomes**

- Read, listen and understand a story about a Burfi cake
- Use a code to read a message
- Do a pre-reading task
- Understand the importance of paying attention
- Understand, enjoy and act out the story
- Give an opinion on the story

**Key language**

- *butter, cake, coconut, milk, nuts, raisins, salt, sugar; add, chop, mix, stir; a piece; tin; salty; fridge, oven*
- *What do we need to do now? Add the sugar and stir. Let's chop the nuts. How many (nuts) / much (sugar) do we need? We need a few (nuts) / a lot of (sugar).*

**Other language**

- *Can you pass me the sugar, please? It's delicious! Ugh! It's salty. Let's put it in the oven. Never mind. Put the butter in the pan. This doesn't look right. We've got all of the ingredients. What are you doing?*

**Materials**

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

**Optional materials**

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

**At a Glance Lesson Plan**

**Starting the lesson**

- Use the Trinity Exams Practice cards (optional).
- Review 'How much' and 'How many'.
- Set learning outcomes and use the talk cards.

**Before you read: Activity 1**

- Can you remember the ingredients for the Burfi cake?

**Activity 2**

- Listen and read.
- ▶ *CD1 Track 15 p261*
- Act out.

**After you read: Activity 3**

- Ask and answer.

**Activity 4: Values**

- Read and discuss.

**Digital resources**

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

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



**Pupil's Book**

**1 Lesson 3 Story**

**Before you read**

1 Can you remember the ingredients for the Burfi cake?

2 Listen and read. Act out.

**The Burfi cake disaster**

1 Luke and the children are making a Burfi cake for the Harbour Food Festival.

2 Lay and Josh are helping Luke. Ravi is playing a computer game.

3 Luke's friend arrives. She's got a cake tin.

**After you read**

1 Talk Partner Ask and answer.

1 Who chops the nuts?

2 Do they add a lot of milk?

3 How much sugar do they need?

4 What does Ravi give to Josh?

5 What does Luke's friend bring?

2 Values Read and discuss.

• Who isn't paying attention in the story? Why?

• What happens because Ravi isn't paying attention?

• Do you pay attention when people talk to you?

• What happens when you don't pay attention?

3 Use the code to read the message from Luke.

I'm going travelling again. Can you guess where I'm going? I'm going to 585-245-871 947-637-715-457 195-389-783-947 See you!

**Ending the lesson**

- Review the lesson and reflect on learning.

**Extra activity**

- Reinforcement**
- Retell the story as a class.

**Activity Book**

**1 Lesson 3 Story**

**After you read**

1 Read and answer.

1 What are the children making?

2 What are the ingredients for the Burfi cake?

3 What's wrong with the cake?

4 Why is the cake salty?

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

**Our Adventure Blog by Lily, Josh and Ravi**

In this adventure, we make a Burfi (pizza). First, we get the ingredients together. Josh chops the biscuits. Lily adds the water. Luke isn't paying attention because he's playing a computer game. Ravi passes the oil to Josh. We put the cake in the fridge. The cake tastes disgusting because it's sweet. Luke's friend comes to visit and she brings a chocolate cake. It's delicious!

1 cake 2 3 4

5 6 7 8

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

1 I like / don't like this story because \_\_\_\_\_

2 My favourite frame is number \_\_\_\_\_ because \_\_\_\_\_

3 My favourite character is \_\_\_\_\_ because \_\_\_\_\_

4 Would you like to make a Burfi cake? \_\_\_\_\_

**After you read: Activity Book**

- Activity 1**
- Read and answer.

- Activity 2**
- Listen and circle the eight mistakes.

- ▶ *CD1 Track 16 p261*
- Listen again.
- Write the correct words.

- Activity 3**
- Read and complete. What do you think?

- Code activity**
- Complete the code activity.

## Detailed Lesson Plan

### Starting the lesson

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

- The pupils practise asking and answering questions.

#### Review 'How much' and 'How many'.

- Draw a two-column chart on the board with the headings 'How much?' and 'How many?'.
- Give out the ingredients flashcards to pairs of pupils. The pupils ask and answer questions using 'How much' and 'How many'. They then stick the flashcard in the correct column on the board. Repeat with all the flashcards.

#### Set learning outcomes and use the talk cards.

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

### Before you read: Pupil's Book Activity 1

#### Can you remember the ingredients for the Burfi cake?

- Tell the pupils that Josh, Lily and Ravi are going to help Luke make a Burfi cake. Ask the pupils to list the ingredients with a Talk Partner.
- Ask **What do you think will go wrong with the Burfi cake?** List the pupils' suggestions on the board.

### Pupil's Book Activity 2

#### Listen and read.

##### ► CD1 Track 15 p261

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

#### Suggested comprehension questions

- Frame 1: **What ingredients has Lily got?** (*Coconut, milk, raisins.*)
- Frame 2: **How many nuts do they need?** (*They need a few nuts.*)
- Frame 3: **What does Josh mix with the butter?** (*Coconut and raisins.*)
- Frame 4: **What's Ravi doing?** (*He's playing a computer game.*)
- Frame 5: **How much sugar do they need?** (*They need a lot of sugar.*)

- Frame 6: **What does Ravi give to Josh?** (*Salt.*)
- Frame 7: **What's wrong with the cake?** (*It's salty.*)
- Frame 8: **What has Anna got?** (*A Burfi cake.*)

#### Act out.

- Organise the class into five groups (Lily, Ravi, Josh, Luke and Anna). Play the CD. Each group joins in when their character speaks. If pupils need extra support, pause the CD after each utterance and ask them to repeat it instead.

### After you read: Pupil's Book Activity 3

#### Ask and answer.

- Ask a pupil to read out the first question and answer. Ask the class to identify the story frame which has this information. (*Frame 2.*)
- Organise the class into Talk Partners. The pupils find the information in the story and answer each question. They can do this orally or in their notebooks.

**Answers:** 1 Josh chops the nuts. 2 No, they add a little milk. 3 They need a lot of sugar. 4 He gives him the salt. 5 She brings a Burfi cake.

### Pupil's Book Activity 4: Values

#### Read and discuss.

- Read out each question and discuss it as a class.
- Prompt the class to think of times when it's important to pay attention.

### Pupil's Book Activity 5

#### Use the code to read the message from Luke.

- Remind the children that Luke is a scientist and that he's going travelling again. Ask them to work out his destination using the code on page 7. (*New York City.*)

### After you read: Activity Book

#### Activity 1

##### Read and answer.

- Ask two pupils to read the question and answer.
- The pupils work on their own to answer the remaining questions.

**Answers:** 1 The children are making a Burfi cake. 2 butter, coconut, milk, raisins, nuts, sugar 3 salty 4 Ravi gave Josh the salt by mistake.

### Activity 2

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

##### ► CD1 Track 16 p261

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

**Answers:** 1 pizza cake 2 biscuits nuts 3 water milk 4 Luke Ravi 5 oil salt 6 fridge oven 7 sweet salty 8 chocolate Burfi

### Activity 3

#### Read and complete. What do you think?

- Ask a pupil to read out the first statement. The pupils complete the sentence with their own opinion. Repeat the procedure with the other sentences.
- Ask the pupils to share their opinions with a Talk Partner and then with the rest of the class.

### Code activity

- The pupils complete the code activity.

**Answer:** beard

### Ending the lesson

#### Review the lesson and reflect on learning.

- Say **Today we've listened to a story about a Burfi cake.**
- Ask the class **Which was your favourite activity today? Which activity was easy / difficult?**

### Extra activity

#### Reinforcement

- Retell the story as a class. Say **Let's tell the story together.** Prompt the class by saying **Luke and the children are getting ready to make a ... (Burfi cake). They've got all the ingredients together.** Use mime and drawings to support the class.

**Key Competences and Key Learning Outcomes**

- Identify and say verbs for cooking
- Follow and correct the grammar tables
- Use 'need to' to talk about requirements
- Identify a healthy, balanced diet (optional)
- Sing a song

**Key language**

- add, chop, heat, mix, pour, stir; after that, finally, first, next, then
- Extension: boil, cook, peel, slice
- What do (we) need to do? First, we need to (chop the carrots).
- Recycled: carrots, green beans, onions, soup, tomatoes, water

**Materials**

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

**Optional materials**

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

**At a Glance Lesson Plan**

**Starting the lesson**

- Use the Trinity Exams Practice cards (optional).
- Review the story from Lesson 3.
- Set learning outcomes and use the talk cards.

**Activity 1**

- Listen, point and say.
- ▶ CD1 Track 17 p261

**Activity 2**

- Listen and sing *Let's make soup!*
- ▶ CD1 Track 18 p261

**Activity 3**

- Listen and follow.
- ▶ CD1 Track 19 p262
- Repeat.
- Grammar clue:** Read about using *do* with *I / you / we / they* and *does* with *he / she*.

**Digital resources**

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

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



**Pupil's Book**

Lesson 4 Vocabulary and Grammar

1 Listen, point and say.

1 stir 2 mix 3 chop 4 heat 5 pour 6 add

2 Listen and sing *Let's make soup!*

*Let's make soup!*  
*Let's make soup!*  
 What do we need to do  
 To make delicious soup?  
 First, we need to get a pan.  
 Next, we chop the carrots.  
 Mix some green beans.  
 Onions and tomatoes.  
 Then, we put them in the pan.  
 Chorus

After that, we need to add the water.  
 Then, we heat it up.  
 Finally, cook the ingredients all together.  
 Stir it all the time.  
 Chorus

3 Listen and follow. Repeat.

What	do	I	you	we	they	need	to	add?	do?
	does	he	she					chop?	stir?

4 Talk Partners Ask and answer.

What do we need to chop?  
 We need to chop the carrots.

We use do with I, you, we and they.  
 We use does with he and she.

Grammar clue

Key learning outcomes: identify and say verbs for cooking; use need to to talk about requirements. Vocabulary: cooking verbs. Grammar: We need to (chop) the carrots.

**Activity 4**

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

**Ending the lesson**

- Review the lesson and reflect on learning.

**Extra activities**

**Reinforcement**

- Play the *Mime* game.

**Vocabulary extension**

- Present four additional vocabulary items.

**Link to Science**

- Food and nutrition:** Identify a healthy, balanced diet.

**Activity Book**

Lesson 4 Vocabulary and Grammar

1 Look, read and write.

1 She adds to chop the carrots. 2 She puts to the water into the pan. 3 He heats to the water.

4 They add to the onions. 5 Mix the nuts and raisins. 6 Stir the soup.

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

1 What	do?	does	he	need to
2 do	What	they	need to	chop?
3 add?	she	need to	What	does
4 stir?	need to	What	they	do

1 What does he need to do?  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_

3 Remember the song from Pupil's Book Lesson 4. Read and complete.

cook Stir chop Mix Then **first** green beans tomatoes  
 First \_\_\_\_\_ we need to get a pan. Next, we \_\_\_\_\_ the carrots.  
 \_\_\_\_\_ some \_\_\_\_\_ onions and \_\_\_\_\_  
 \_\_\_\_\_ we put them in the pan. After that, we need to add the water. Then, we heat it up.  
 Finally, \_\_\_\_\_ the ingredients all together. \_\_\_\_\_ it all the time.

**Activity Book**

**Activity 1**

- Look, read and write.

**Activity 2**

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

**Activity 3**

- Remember the song from Pupil's Book Lesson 4. Read and complete.

**Code activity**

- Complete the code activity.



## Detailed Lesson Plan

### Starting the lesson

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

- The pupils practise asking and answering questions.

#### Review the story from Lesson 3.

- (Books closed.) Ask the class if they remember the story that they read in the last lesson.
- In groups of three, the pupils remember as much information about the story as possible. Give them a three-minute time limit to do this.
- At the end of this period, ask each group a question about the story. The pupils in each group should collaborate before they give the answer.

#### Set learning outcomes and use the talk cards.

- Say **Today we're going to learn some words for cooking and we're going to talk about them.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

### Pupil's Book Activity 1

#### Listen, point and say.

##### ► CD1 Track 17 p261

- (Books open.) Point to the first picture and say **Look. When we cook, we stir the food.** The class repeat the verb. **Do you stir food when you cook?** Repeat the procedure for the rest of the verbs.
- Play the CD. The pupils listen, point and repeat each word.

### Pupil's Book Activity 2

#### Listen and sing *Let's make soup!*

##### ► CD1 Track 18 p261

- Focus the class on the picture. Ask **What are they doing? What are they making? What ingredients do they need?**
- Play the CD. The pupils listen and read. Confirm that they are making soup and that they need carrots, green beans, onions, tomatoes and water.
- Play the CD again. The pupils sing the song and do the cooking actions.

### Pupil's Book Activity 3

#### Listen and follow. Repeat.

##### ► CD1 Track 19 p262

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

#### Grammar clue

- Read the grammar clue as a class.

### Pupil's Book Activity 4

#### Ask and answer.

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

### Activity Book

#### Activity 1

##### Look, read and write.

- Ask the pupils to read the first sentence. Then ask the pupils to name the actions in each picture. Encourage them to say the complete sentence.
- The pupils work on their own to complete the sentences.

**Answers:** 1 needs, chop 2 needs, pour 3 needs, boil 4 need, add 5 She needs to mix 6 He needs to stir

#### Activity 2

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

- Explain that the grammar table is mixed up and that the pupils need to reorder the words.
- Invite a pupil to read out the first question.
- The pupils order and write the remaining questions. If the pupils need more support, remind them that a question always begins with a capital letter and finishes with a question mark.

**Answers:** 1 What does he need to do? 2 What do they need to chop? 3 What does she need to add? 4 What do they need to stir?

### Activity 3

#### Remember the song from Pupil's Book Lesson 4. Read and complete.

- Remind the pupils that we use the time sequencer words to order instructions.
- Ask different pupils to complete the sentences orally.
- The pupils work on their own to complete the instructions.

**Answers:** First, chop, Mix, green beans, tomatoes, Then, cook, Stir

### Code activity

- The pupils complete the code activity.

**Answer:** blonde hair

### Ending the lesson

#### Review the lesson and reflect on learning.

- Say **Today we've learnt some verbs for cooking. What actions are they?** Elicit the verbs.
- Ask the class **Which was your favourite activity today? Which activity was easy / difficult?**

### Extra activities

#### Reinforcement

- Play the *Mime* game. Establish a different mime for each cooking verb by naming it and doing the mime. Say the verbs and ask the pupils to do the mime. Then, mime the action and ask the pupils to say the word. When the pupils are confident with the language, encourage them to play the game with a Talk Partner.

#### Vocabulary extension

- Use the Vocabulary Booster on Navio to present and practise four additional cooking verbs: *boil, cook, peel, slice.*

### Link to Science

- If you are studying the Science topic of **Food and nutrition** in English, remind the pupils of the importance of a healthy, balanced diet. Point out that the soup from the lesson contains healthy nutrients.

**Key Competences and Key Learning Outcomes**



- Say a tongue twister with the 'ie' sound
- Learn and practise alternative spellings for the 'ie' sound
- Listen for specific information



- Play a communication game using 'How much' / 'How many' and 'need to'

**Key language**

- *bike, kite, lie, Mike, pie, rice, Spike, tie, time, write*
- *How many nuts do we need? How much flour do we need? Spike likes rice and Mike likes pies and wearing a tie. We need a few nuts. We need a lot of flour.*
- Recycled: *cry, fly, light, night, right, sky*

**Materials**

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

**Optional materials**

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

**At a Glance Lesson Plan**

**Starting the lesson**

- Use the Trinity Exams Practice cards (optional).
- Review the *Let's make soup!* song.
- ▶ *CD1 Track 18 p261*
- Review cooking verbs.
- Set learning outcomes and use the talk cards.

**Speak and spell: Activity 1**

- Listen, read and say.
- ▶ *CD1 Track 20 p262*
- ➔ Go to the Activity Book.

**Activity 2**

- Read the recipe. Listen and identify five differences.
- ▶ *CD1 Track 21 p262*

**Pupil's Book**

Lesson 5 Listening and Speaking 1

**Speak and spell**

'ie' or 'ie'?

Remember: lie, fly

Spike likes rice and Mike likes pies and wearing a tie.

Now practise spelling on page 10 in your Activity Book.

**2** Read the recipe. Listen and identify five differences. **Listening tip!** Read the recipe carefully before you listen.

**Banana bread**

**You need:**

some flour	a lot of butter
2 eggs	a little salt
some sugar	a few bananas
a lot of milk	

Mix the sugar and the butter. Add the eggs and pour the milk into the bowl. Cut the bananas and stir in the flour. Heat the oven and cook for 40 minutes.

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

How much sugar do we need? We need a lot of sugar.

We need a lot of flour. Now it's my turn. How much flour do we need?

Teacher's Resource Bank: Unit 1

Key learning outcomes: listen for specific information; play a communication game using *How much / How many and need to*. Phonics: Alternative vowel spellings: *Le - ie* thirteen 13

**Activity 3**

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

**Ending the lesson**

- Review the lesson and reflect on learning.

**Extra activities**

**Reinforcement**

- Review all known spellings of the target sound: 'y', 'igh', 'ie' and 'i\_e'.
- Play *Board pelmanism*.

**Activity Book**

Lesson 5 Speaking and Spelling

**Speak and spell**

1 Think, say and write.

igh ie ie y

2 **Talk Partners** Work together to cross the river.

How do you spell pie? P-I-E.

That's right! We can move to the first step. Now it's your turn to choose a word.

OK. How do you spell rice? R-I-C-E.

ten 871-153-853-947 333-153-389-715

**Activity Book**

**Speak and spell: Activity 1**

- Think, say and write.

**Activity 2**

- Work together to cross the river.

**Code activity**

- Complete the code activity.

**Digital resources**

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

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

