

Unit overview

Key Competences and Key Learning Outcomes



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



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



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



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



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



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



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

Vocabulary

Core vocabulary

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

Extension vocabulary (optional)

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

Other vocabulary

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

Recycled vocabulary

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

Structures

Core structures

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

Other structures

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

Recycled structures

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

Phonics

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



Literacy

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

Reading skills: asking yourself a question before you read

Writing skills: using capital letters



Culture ... around the world

After-school activities in Ireland



21st 21st Century Skills

Open mindedness and trying new things



Thinking skills

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



Cooperative learning

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

Values

The importance of helping new pupils at school

Cross-curricular links

Link to Science

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

Suggested Arts and Crafts concepts

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

Key Competences and Key Learning Outcomes

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

Key language

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

Materials

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

Optional materials

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

At a Glance Lesson Plan

Starting the lesson

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

Activity 1

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

Vocabulary presentation

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

Word cards

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

Activity 2

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

Digital resources

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

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



Pupil's Book

Unit 1 Time for school Lesson 1 Vocabulary

- Think of places in your school. Make a list.
- Listen, point and say the vocabulary chant.
- Listen, look and sing *My school is cool*.
- Talk Partners** Talk about your school.

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

Where do you play the drums? Where do you hang your coat? Where do you go online? Where do you throw a ball? I play the drums in the music room. I hang my coat in the corridor. And I go online in the computer room. On the basketball court. Chorus

There's a gym in our school. There isn't a music room in our school.

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

Activity 3

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

Activity 4

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

Ending the lesson

- Review the lesson.

Extra activities

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

Vocabulary extension

- Present six additional vocabulary items.

Link to Science

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

Activity Book

Unit 1 Time for school Lesson 1 Vocabulary

- Read and find. Circle and write.

L	P	Y	O	H	F	R	G	C	X	L		
P	J	L	A	Y	G	R	O	U	N	D	L	
M	J	U	S	I	C	R	O	O	M	S	R	
J	O	I	I	F	R	W	R	P	P	E	R	
C	A	N	T	E	E	N	Z	G	V	A		
R	I	C	O	R	R	I	D	O	R	I	M	P
B	I	J	K	E	S	T	A	N	D	J	Y	
B	S	C	H	O	O	L	H	A	L	L		
- Write about your school. Use *There is* or *There isn't*.

computer room	basketball court	vegetable garden
canteen	football pitch	playground

Activity Book

Activity 1

- Read and find.
- Circle and write.

Activity 2

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

Code activity

- Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review classroom objects and equipment.

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

Set learning outcomes and use the talk cards.

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

Pupil's Book Activity 1

Think of places in your school. Make a list.

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

Vocabulary presentation

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

Word cards

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

Pupil's Book Activity 2

Listen, point and say the vocabulary chant.

► CD1 Track 11 p260

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

Pupil's Book Activity 3

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

► CD1 Track 12 p261

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

Pupil's Book Activity 4

Talk about your school.

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

Activity Book

Activity 1

Read and find. Circle and write.

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

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

Activity 2

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

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

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

Code activity

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

Answer: fifty

Ending the lesson

Review the lesson and reflect on learning.

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

Extra activities

Reinforcement

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

Vocabulary extension

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

Link to Science

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

Key Competences and Key Learning Outcomes

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

Key language

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

Materials

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

Optional materials

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

At a Glance Lesson Plan

Starting the lesson

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

Activity 1

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

Activity 2

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

Pupil's Book

Lesson 2 Grammar 1

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

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

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

3 Listen and follow. Repeat.

Where		use a computer?
When	do	you study Maths?
What		do in the computer room?
		do in the music room?

Grammar clue

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

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

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

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

Activity 3

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

Activity 4

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

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

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

Activity Book

Lesson 2 Grammar 1

1 Complete the sentences in the grammar table.

you	use	What	do	When
-----	-----	------	----	------

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

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

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

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

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

1 What's your favourite place in your school?
 My favourite place is _____
 2 What do you do there?
 I _____
 3 When do you go there?
 I _____

Activity Book

Activity 1

- Complete the sentences in the grammar table.

Activity 2

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

Activity 3

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

Code activity

- Complete the code activity.

Digital resources

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

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




Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

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

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

Review the *My school is cool* song.

▶ *CD1 Track 12 p261*

▶ *CD1 Track 13 p261 (optional karaoke version)*

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

Set learning outcomes and use the talk cards.

- Say **Today we're going to act out a conversation, then ask and answer questions about school.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Listen and read. Listen and repeat. Act out.

▶ *CD1 Track 14 p261*

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

Pupil's Book Activity 2

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

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

Pupil's Book Activity 3

Listen and follow. Repeat.

▶ *CD1 Track 15 p261*

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

Grammar clue

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

Pupil's Book Activity 4

Ask and answer questions about your school.

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

Activity Book

Activity 1

Complete the sentences in the grammar table.

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

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

Activity 2

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

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

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

Activity 3

Write. Draw your favourite place in your school.

Ask and answer.

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

Code activity

- The pupils complete the code activity.

Answer: sixty

Ending the lesson

Review the lesson and reflect on learning.

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

Extra activities

Reinforcement

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

Key Competences and Key Learning Outcomes

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

Key language

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

Materials

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

Optional materials

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

At a Glance Lesson Plan

Starting the lesson

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

Before you read: Activity 1

- Use the code to read the message from Luke.

Activity 2

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

After you read: Activity 3

- Read and correct.

Activity 4: Values

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

Pupil's Book

The Pupil's Book pages are divided into several sections:

- 1 Lesson 3 Story**: Includes a code to read a message from Luke (28-60-60-16 48-84-12-44) and a reading task.
- 2 Listen and read. Act out.**: The story 'The new school' begins. It's nine o'clock. The children are in their classroom. The first lesson is Arts and Crafts. The children are making bracelets.
- 3 The next lesson is Music.** And I'm not very good at Music. I can't play the drums. Come on, Josh. You can do it!
- 4 It's break time. The children are in the playground.** Let's play basketball! Great! I love sport. When do we have PE?
- 5 The swimming pool is next to the school.** Wow! This swimming pool is amazing. You can see the lighthouse look!
- 6 Ravi and Lily jump into the water.** Kick your legs, everyone. 'Prew! This is difficult.'
- 7 Five minutes later...** Oh no! Where's my new bracelet? It's at the bottom of the pool. Don't worry, I can get it!
- 8 Josh finds the bracelet.** Here's your bracelet. Thanks, Josh. You're good at PE. Josh isn't good at PE. He's brilliant at it!

After you read sections include:

- 3 Talk Partners Read and correct.** 1 School begins at eight o'clock. No, it doesn't. School begins at nine o'clock. 2 The first lesson is Music. 3 Josh can play the drums. 4 The swimming pool is in the school. 5 Josh can't swim.
- 4 Values Read and discuss.** Do you think Josh and Lily are nervous at the start of the story? Why? Who helps Josh and Lily? How can you help new pupils at your school?

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

Values: helping new pupils at school.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

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

Digital resources

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

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



Activity Book

The Activity Book page includes:

- 1 Read and complete. Write Josh, Lily or Ravi.**
 - Lily helps Josh make a bracelet.
 - Lily can't play the drums.
 - Josh wears a bracelet in the swimming pool.
 - Josh sees the bracelet at the bottom of the pool.
 - Lily finds the bracelet.
 - Josh thinks Josh is brilliant at PE.
- 2 Listen and circle the eight mistakes. Listen again. Write the correct words.**
- Our Adventure Blog by Lily, Josh and Ravi**

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

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

1 school 2 _____ 3 _____ 4 _____
5 _____ 6 _____ 7 _____ 8 _____
- 3 Think and write. Read and complete. What do you think?**
 - The story is funny / boring / sad / interesting / exciting / scary.
 - My favourite character is _____.
 - I give the story _____ stars.

After you read: Activity Book

Activity 1

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

Activity 2

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

Activity 3

- Read and complete.
- What do you think?

Code activity

- Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review places in a school.

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

Set learning outcomes and use the talk cards.

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

Before you read: Pupil's Book Activity 1

Use the code to read the message from Luke.

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

Pupil's Book Activity 2

Listen and read. Act out.

► CD1 Track 16 p261

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

Suggested comprehension questions

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

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

After you read: Pupil's Book Activity 3

Read and correct.

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

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

Pupil's Book Activity 4: Values

Read and discuss.

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

After you read: Activity Book

Activity 1

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

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

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

Activity 2

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

► CD1 Track 17 p261

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

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

Activity 3

Read and complete. What do you think?

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

Code activity

- The pupils complete the code activity.

Answer: ninety

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've listened to a story about Lily and Josh's new school.** Elicit the story.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Retell the story as a class. Say **Let's tell the story together.** Prompt the class by saying **The first lesson is ...** (*Arts and Crafts*). Use mime for support.

Key Competences and Key Learning Outcomes

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

Key language

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

Materials

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

Optional materials

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

At a Glance Lesson Plan

Starting the lesson

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

Activity 1

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

Activity 2

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

Pupil's Book

1 Listen, point and say.

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

2 Listen and sing I'm brilliant at PE.

3 Listen and follow. Repeat.

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

Remember! I am = I'm

4 Talk Partners Make true sentences.

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

Remember! I am = I'm

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

Activity 3

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

Activity 4

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

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

- Reinforcement**
 - Ask and answer questions about what you're good at.
- Vocabulary extension**
 - Present four additional vocabulary items.

Activity Book

1 Order and write the school subjects.

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

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

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

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

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

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

Yes, I am. ✓
No, I'm not. ✗

Are you good at the same subjects?

20-36-28-32-80-98

Activity Book

Activity 1

- Order and write the school subjects.

Activity 2

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

Activity 3

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

Code activity

- Complete the code activity.

Digital resources

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

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



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review school subjects.

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

Set learning outcomes and use the talk cards.

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

Pupil's Book Activity 1

Listen, point and say.

► CD1 Track 18 p261

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

Pupil's Book Activity 2

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

► CD1 Track 19 p261

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

Pupil's Book Activity 3

Listen and follow. Repeat.

► CD1 Track 20 p261

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

Grammar clue

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

Pupil's Book Activity 4

Make true sentences.

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

Activity Book

Activity 1

Order and write the school subjects.

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

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

Activity 2

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

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

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

Activity 3

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

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

Code activity

- The pupils complete the code activity.

Answer: eighty

Ending the lesson

Review the lesson and reflect on learning.

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

Extra activities

Reinforcement

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

Vocabulary extension

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

