

Move your body

Unit overview

Key Competences and Key Learning Outcomes



- Identify and say ten sports (Lesson 1)
- Talk about the sports you play (Lesson 1)
- Use the present simple 'I' and 'you' (Lesson 2)
- Read, listen and understand a story about Molly's activities (Lesson 3)
- Identify and say six action verbs (Lesson 4)
- Read about Sports Day in Britain (Lesson 6)
- Watch and understand a video about Sports Day (Video and 21st Century Skills)



- Use the Pupil's App on Navio



- Use a strategy to practise spelling key words (Lesson 1)
- Say a tongue twister and practise 'ai' and 'ay' spellings (Lesson 5)
- Review language in the unit and reflect on your own learning (Lesson 8)
- Practise activity types found in the Cambridge Exams: Pre A1 Starters



- Understand the importance of organising personal possessions (Lesson 3)
- Learn to join in (Video and 21st Century Skills)



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



- Sing three songs (Lessons 1, 4 and 8)
- Understand, act out and give an opinion on a story (Lesson 3)
- Think about the sports you play at school (Lesson 6)
- Read, understand and act out a poem (Lesson 7)

Vocabulary

Core vocabulary

baseball, basketball, cycling, football, hockey, rollerblading, skateboarding, swimming, tennis, volleyball; bounce, catch, hit, jump, kick, throw

Extension vocabulary (optional)

(go) climbing, (go) fishing, (go) sailing, (play) badminton, (play) golf, (play) table tennis; (do) athletics, (do) ballet, (do) gymnastics, (do) karate

Other vocabulary

indoors, outdoors; bat, football boots, goggles, mess, rollerblades, sports centre, tennis racket; underarm, overarm

Recycled vocabulary

I like, I love, I don't like; Days of the week; ball, balloon, big, fast, hands, legs, run, small, swimsuit

Structures

Core structures

Do you play any sports?
I play (tennis). I go (swimming) (on Saturday).
Do you (play football / go cycling)? Yes, I do. No, I don't.
He / She (plays) (tennis) (on Monday). He / She (kicks / throws / hits) the ball.

Other structures

What's your favourite sport?
My favourite sport is (football).
What sports do you play at school?

Recycled structures

I (like / love) ... I don't (like / love) ...
Do you like (hockey)? Yes, I do. No, I don't.

Phonics

Alternative vowel spellings 'ai' / 'ay' (snails, play, rain, day)



British Culture

Sports Day



Literacy

Text type: a poem (text to express)

Reading skills: predicting from pictures; scanning; sequencing; reading a poem



21st Century Skills

Ways of working: learn to join in



Cooperative learning

- **Song:** *Well Done!* (Lesson 8)
- **Skills:** Encouraging participation (Lesson 2); Think-Pair-Share (Lessons 3, 8); Working together as a team (Lesson 5); Working together as a class (Lesson 7)

Values

The importance of organising personal possessions.

Cross-curricular links

Links to Science

The human body: joints that move when we play different sports; safety equipment for sports; muscles pull our bones to help us move.

Suggested Arts and Crafts concepts

Identifying and using lines, shapes and colours; creating a matching game.

Key Competences and Key Learning Outcomes

- Identify and say ten different sports
- Say the vocabulary chant
- Stick the sports stickers
- Identify joints that move when we play sports (optional)
- Use a strategy to practise spelling key words
- Sing a song about sports

Key language

- baseball, basketball, cycling, football, hockey, rollerblading, skateboarding, swimming, tennis, volleyball
- Do you play any sports? I go (cycling). I play (football).

Extension vocabulary

- (go) climbing, (go) fishing, (go) sailing, (play) badminton, (play) golf, (play) table tennis

Recycled: cloudy, foggy, rainy, snowy, stormy, sunny, windy

Other vocabulary: indoors, outdoors

Materials

- Pupil's Book p8; Activity Book pp6 and 15; Class CD1; Teacher's App on Navio; Unit 1 stickers
- Weather flashcards; sports flashcards
- Teacher's Resource Bank: Sports word cards
- Teacher's Resource Bank: Task flashcards: Think-Pair-Share, listen, sing, read, stick, say, match, write, tick, 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

Activity Book

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Think-Pair-Share** Review weather words.
- Set learning outcomes using the task flashcards.

Vocabulary presentation

- Present the new vocabulary.

Activity 1

- Listen and point.
- ▶ CD1 Track 12 p256
- Sing *Do you play any sports?*

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 14 p257
- Go to the Activity Book.

Unit 1 **Move your body** Lesson 1 Vocabulary

1 Listen and point. Sing *Do you play any sports?*

Do you play any sports?
Do you play any sports?
I play volleyball and basketball.
Indoors, outdoors,
anywhere is fun.
Come and play with us!
Do you play any sports?
Do you play any sports?
I play football and tennis.
Chorus
Do you play any sports?
Do you play any sports?
I go swimming and rollerblading.
Chorus
Do you play any sports?
Do you play any sports?
I go cycling and skateboarding.
Chorus

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

football basketball tennis baseball skateboarding

Learning to learn Spelling: go to page 15 in your Activity Book.

8 eight Key learning outcomes: identify and say ten sports; sing a song about sports Vocabulary: sports

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activities

Reinforcement

- Play *Which one's missing?*

Vocabulary extension

- Present six additional vocabulary items.

Link to Science

- The human body:** joints that move when we play sports

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.



Unit 1 **Move your body** Lesson 1 Vocabulary

1 Read and match. Say.

1 I play volleyball and football.
2 I go cycling and swimming.
3 I play basketball and hockey.
4 I go skateboarding and rollerblading.
5 I play tennis and baseball.

2 Look and write. Tick (✓) and say the sports you do.

basketball football tennis swimming cycling skateboarding

1 I play tennis I go I play
4 I go I play I go
6 six

Activity Book

Activity 1

- Read and match. Say.

Activity 2

- Look and write.
- Tick (✓) and say the sports you do.

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 phrase.

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 weather words.

- Ask **Can you remember the weather words?** The class thinks silently for a minute.
-  **Talk Partners** The pupils work with a Talk Partner to name the weather words.
- Invite pairs to say a different weather word. Hold up the flashcard. The class repeats. Ask **What's the weather like today?** The pupils complete a weather chart.

Set learning outcomes using the task flashcards.

- Explain the aims of the lesson. Say **Today we're going to learn the names of different sports.**
- Hold up the task flashcards in turn and elicit the words. 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.) Ask **What sports do you like?** Elicit the names of sports the pupils know.
- Stick the flashcards of any sports the pupils name on the board. Slowly reveal the remaining flashcards naming them as you do so.
- Prompt the class to mime playing each sport. Stick the flashcards on the board. Point to each one in turn and say the word with the pupils.

Pupil's Book Activity 1

Listen and point. Sing *Do you play any sports?*

► CD1 Track 12 p256

- (Books open.) Ask **Where are Molly and Jake?** (*At the sports centre.*) **What sports can you see?** The class points to and names the different sports.
- Play the CD. The pupils listen and point to the sports on the page.
- Play the CD again. The pupils sing and do the actions.

Word cards

Read the word cards. Match them to the flashcards.

- (Books closed.) Hold up a sports word card. The pupils read collectively. A pupil sticks the word card next to the flashcard on the board. Repeat.
- Point to each word card. The pupils read the words.

Pupil's Book Activity 2

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

► CD1 Track 14 p257

- Ask a pupil to read the first word. The pupils stick the corresponding sticker above the word.
-  **Talk Partners** The pupils find and stick the remaining stickers. Encourage them to help each other using cooperative language (*Is this hockey? Yes. Where does this go? Here.*)
- Play the CD. The pupils listen and say the chant, pointing to the stickers in turn.

Activity Book

Activity 1

Read and match. Say.

- (Books open.) Ask different pupils to read out the sentences. The class points to the picture.
- The pupils read and match individually.

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

Activity 2

Look and write. Tick (✓) and say the sports you do.

- (Books open.) Invite different pupils to name the sports. The pupils complete the sentences. Point to picture 5 and say **I play football. Do you play football?** The pupils tick this sport if they play it. Repeat for the other sports.
-  **Talk Partners** The pupils tell a Talk Partner which sports they play.

Answers: 1 tennis 2 cycling 3 basketball 4 swimming
5 football 6 skateboarding

Recycled vocabulary

- The pupils look at the picture and write the phrase.

Answer: Arts and Crafts

Ending the lesson

Review the lesson.

- Say **Today we've learnt the names of sports. Which sports do you remember?** Elicit the sports.

Review the task flashcards.

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

Extra activities

Reinforcement

- Play *Which one's missing?* (See p23.)

Vocabulary extension

- Present six additional sports words: (*go*) climbing, (*go*) fishing, (*go*) sailing, (*play*) badminton, (*play*) golf, (*play*) table tennis.
- Use the Vocabulary Booster on Navio to practise these new words.

Link to Science

- If you are studying the Science topic of **the human body** in English, you could review the joints the pupils move to play each sport.
- Say one of the sports. In pairs, one pupil mimes the sport and the other one points to and names the joints that are moving. Change roles and repeat.

Spelling (Activity Book p15)

Let's practise spelling!

- The pupils can practise spelling the ten sports words 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.

Answer: sunny

Key Competences and Key Learning Outcomes

- Understand and act out a conversation
- Complete and practise a conversation
- Use the present simple 'I' and 'you'



- Listen for specific information

Key language

Recycled: baseball, basketball, cycling, football, hockey, rollerblading, skateboarding, swimming, tennis, volleyball

Recycled: Do you play any sports? I play tennis, I go swimming. Do you (play football)? Yes, I do. No, I don't.

Other vocabulary: goggles, mess

Materials

- Pupil's Book p9; Activity Book p7; Class CD1; Teacher's App on Navio
- Sports flashcards
- Teacher's Resource Bank: Task flashcards: listen, act out, tick, read, write, follow, circle, 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

Lesson 2 Grammar 1

1 Listen and repeat. Act out.

Molly! Look at this mess! Do you play tennis and basketball?
Yes, I do. And I go rollerblading.
Do you go swimming, too?
Yes, I do. Where are my goggles?
Here they are!
Thanks, Beth!
I go rollerblading.
Do you play tennis?
Yes, I do. No, I don't.

Grammar

2 Listen and tick (✓).

1 2 3

cycling volleyball rollerblading hockey swimming

Key learning outcomes: use present simple: 'I' and 'you'
Grammar: I go rollerblading. Do you (play tennis)? Yes, I do. No, I don't.

nine 9

Grammar focus

- go or play?
- Go to the Activity Book.

Ending the lesson

- Review the lesson.
- Review the task flashcards.



Cooperative learning

- Encouraging participation
- Play Class chain.

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 and write. Follow and circle.

play go

1 Do you play volleyball? Yes, I do.
No, I don't.

2 Do you _____ cycling? Yes, I do.
No, I don't.

3 Do you _____ basketball? Yes, I do.
No, I don't.

4 _____ swimming? Yes, I do.
No, I don't.

5 _____ hockey? Yes, I do.
No, I don't.

2 **Talk Partners** Write a conversation. Act out.

Do you _____?
_____ And I _____

Do you _____, too?

Do you play tennis?
Yes, I do. And I go swimming.

seven 7

Activity Book

Activity 1

- Read and write. Follow and circle.

Activity 2

- 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 the *Do you play any sports?* song.

► **CD1 Track 12 p256**

► **CD1 Track 13 p257 (optional karaoke version)**

- Sing the *Do you play any sports?* song from Lesson 1 (or use the karaoke version). Hand out the sports flashcards to ten pupils and tell them to stand in a line. The class sings and the pupils hold up the flashcards when they hear the sports in the song.

Review sports vocabulary.

- Play *Quick flash*. (See p23.)
-  **Talk Partners** The pupils take turns to mime and guess the sports.

Set learning outcomes using the task flashcards.

- Explain the aims of the lesson. Say **Today we're going to ask and answer about sports you play.**
- Hold up the task flashcards and elicit the words. 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 15 p257**

- (Books open.) Ask **Where are Molly and Beth? Is Molly's bedroom tidy? Explain Beth is helping Molly sort out her sports equipment.**
- Play the CD. The children listen and read the conversation. Ask **Does Molly play tennis? Does Molly play basketball? Does Molly go swimming? What does Beth find?**
- Play the CD again. Pause for the pupils to repeat.
-  **Talk Partners** The pupils practise the conversation with a Talk Partner.
- Ask the children if their bedroom is a mess.

Pupil's Book Activity 2

Listen and tick (✓).

► **CD1 Track 16 p257**

- (Books open.) Name the sports in each scene. Ask **What sport does Molly play?**
- Play the CD. Pause and elicit the answer. Check that the pupils have ticked the correct box. Repeat for Beth and Jake.

Answers: Molly: football, Beth: volleyball, Jake: skateboarding

Grammar focus

go or play?

- Point out that for some sports we say 'go' and for others we say 'play'. Draw a two-column chart on the board. *Go: cycling, swimming, rollerblading, skateboarding; Play: football, tennis, basketball, volleyball, hockey, baseball.*
- Show the sports flashcards or word cards and elicit: *I play tennis / I go cycling*, etc. Place the flashcards in the corresponding column. Ask what the sports in each column have in common (play: they use a ball; go: they end with *-ing*).

Activity Book

Activity 1

Read and write. Follow and circle.

- (Books open.) Hold up your book and read out the first question. Follow the path with your finger to the answer. Ask a pupil to complete the second question orally and read it out.
- Prompt the whole class to follow the path with their finger and elicit the correct answer.
- The pupils work on their own to complete the questions, draw the paths and circle the correct answers.

Answers: 1 No, I don't. 2 go; No, I don't. 3 play; Yes, I do. 4 Do you go; Yes I do. 5 Do you play; No, I don't.

Activity 2

Write a conversation. Act out.

- Point to the picture of Molly and Jake. Invite a pupil to act out the conversation with you.
- Focus the class on the incomplete speech bubbles. Invite a pupil to read the first speech bubble and add a sport. Repeat for the other speech bubbles.
-  **Talk Partners** The pupils write and practise their own conversation with a Talk Partner. Invite different pairs of pupils to act out their conversations for their classmates.
- If you introduced any additional sports vocabulary in Lesson 1, encourage the pupils to use some of this in their conversations: *Do you play badminton?*

Recycled vocabulary

- The pupils look at the picture and write the word.

Answer: Maths

Ending the lesson

Review the lesson.

- Say **Today you've asked and answered about sports.** Elicit the question and short answers from the pupils: *Do you play tennis / go rollerblading?* (Yes, I do. / No, I don't.)

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

Encouraging participation

- Play *Class chain*. Organise the class into a large circle. Show the pupil on your right one of the sports flashcards and ask **Do you (play tennis)?** Elicit *Yes, I do. / No, I don't.* Pass the flashcard to the pupil, who turns to the pupil on his / her right and repeats the question. The flashcard is passed around the circle, with pupils asking and answering each time, until it returns to you. When the pupils are more confident, pass several flashcards around the chain at the same time. Praise the class for working so well together.

Key Competences and Key Learning Outcomes



- Read, listen and understand a story about Molly's activities
- Read the story with some fluency



- Become familiar with the story through a pre-reading task



- Understand the importance of organising personal possessions



- Understand and act out the story
- Give an opinion on the story

Key language

- *I play baseball. Molly plays tennis on Monday.*

Recycled: baseball, basketball, cycling, football, hockey, rollerblading, skateboarding, swimming, tennis, volleyball; ball, run; swimsuit; days of the week

Recycled: *Do you (play tennis / go cycling)? Yes, I do. No, I don't.*

Other vocabulary: bat, football boots, rollerblades, sports centre, tennis racket

Materials

- Pupil's Book pp10–11; Activity Book p8; Class CD1; Teacher's App on Navio
- Sports flashcards
- Teacher's Resource Bank: Task flashcards: *listen, read, act out, write, match, draw, Talk Partners*
- Teacher's Resource Bank: Unit 1 Lesson 3 Animated Story

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 *Do you play any sports?* song.
- ▶ *CD1 Track 12 p256*
- ▶ *CD1 Track 13 p257 (optional karaoke version)*
- 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 17 p257*
- **Talk Partners**
Act out.

▶ *Now watch the animated story!*

After you read : Activity 2

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

Pupil's Book

1 Lesson 3 Story

Before you read What sports are in the story?

1 Listen and read. Act out.

The very busy week

1 Molly loves sport. Every day, she goes to the sports centre. Every day, she plays a different sport.

2 Today is Monday. Molly plays tennis on Monday.

3 Today is Tuesday. Molly plays football on Tuesday.

4 Today is Wednesday. Molly plays basketball on Wednesday.

5 Today is Thursday. Molly goes rollerblading on Thursday.

6 Today is Friday. Molly goes swimming on Friday.

7 After the swimming lesson ...

8 Look! A tidy box.

After you read!

▶ Go to page 8 in your Activity Book.

2 **Values** Read and write.

throw away organise play

Remember to _____ your things.

Key learning outcomes: read, listen and understand a story about Molly's activities.
Language: I play baseball. Molly plays tennis on Monday.

Values: organising your things

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

1 Lesson 3 Story

After you read

1 Remember the story. Write and match.

rollerblading baseball swimming basketball football tennis

1 I go _____ swimming _____ on Monday.

2 I play _____ on Tuesday.

3 I play _____ on Wednesday.

4 I go _____ on Thursday.

5 I play _____ on Friday.

6 I play _____ on Saturday.

2 **Values** What sports do you play? Write and draw.

I play _____

on _____

I go _____

on _____

8 eight

Activity Book

After you read: Activity 1

- Remember the story. Write and match.

Recycled vocabulary

- Look, remember and write the word.

Activity 2

- What sports do you play? Write and draw.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

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

Review the *Do you play any sports?* song.

► CD1 Track 12 p256

► CD1 Track 13 p257 (optional karaoke version)

- Stick the sports flashcards from the *Do you play any sports?* song around the room. Play the CD (or use the karaoke version). The pupils sing and point to the flashcard of each sport as it appears in the song.

Set learning outcomes using the task flashcards

- Say **Today we're going to listen to a story.**
- Hold up the task flashcards and elicit the words. 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 title and explain that Molly is very busy.

Read and answer the question.

- Read the speech bubble. The pupils scan the story to find the different sports that Molly does.
- **Talk Partners** The pupils feed back to a Talk Partner. The class names the sports.

Answers: tennis, football, basketball, rollerblading, swimming, baseball

Pupil's Book Activity 1

Listen and read. Act out.

► CD1 Track 17 p257

- (Books open.) Play the CD. The pupils follow the text with their finger. Pause the CD between each story frame to check understanding.

Suggested comprehension questions

- Frame 1: **What does Molly love?** (*She loves sport.*)
- Frame 2: **What day does Molly play tennis?** (*Monday.*)
- Frame 3: **What sport does Molly do on Tuesday?** (*Football.*)

- Frame 4: **What day does Molly play basketball?** (*Wednesday.*)
- Frame 5: **What sport does Molly do on Thursday?** (*Rollerblading.*)
- Frame 6: **What has Molly got?** (*Her tennis racket.*)
- Frame 7: **What can the magic bike do?** (*Help Molly organise her things.*)
- Frame 8: **What sport does Molly do on Saturday?** (*Baseball.*)
- Ask **Did you like the story? What part did you like best?**
- **Talk Partners** The pupils choose their favourite frame.
- Organise the class into four groups (Beth, Molly, Jake and the narrator).
- 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 pupils swap roles and repeat the activity.

After you read

Pupil's Book Activity 2

➔ Go to page 8 in your Activity Book.

Activity Book

After you read: Activity 1

Remember the story. Write and match.

- (Books open.) Say **Do you remember the story? Molly is talking about the sports she does.** Read out the first sentence and ask one of the pupils to match it to the corresponding day.
- **Talk Partners** The pupils read the completed sentences with a Talk Partner.

Answers: 1 swimming on Friday 2 football on Tuesday 3 tennis on Monday 4 rollerblading on Thursday 5 baseball on Saturday 6 basketball on Wednesday

Activity 2

What sports do you play? Write and draw.

- (Books open.) Read out the start of the first sentence and elicit a sport from the story that the pupils do themselves. The pupils write the day and draw themselves doing the sport.

- **Talk Partners** The pupils show their work to a Talk Partner and say which sports they do. Encourage them to ask each other **Do you play (football)?**

Recycled vocabulary

- The pupils look at the picture and write the word.

Answer: ICT

Pupil's Book Activity 2

Values: Read and write.

- Read the value and prompt the class to choose the correct word to complete the sentence. Ask **Do you organise your things?**

Answer: organise

Ending the lesson

Review the lesson.

- Say **Today we listened to a story about Molly's busy week.** Elicit some of Molly's activities.

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

Think-Pair-Share

- Ask **Can you remember the ten sports?** Ask the class to think silently on their own for a minute.
- **Talk Partners** The pupils work with a Talk Partner to remember and name all ten items.
- Invite a pair to say one of the sports. Hold up the corresponding flashcard and prompt the class to repeat the word.
- Repeat the procedure, asking different pairs each time, until all ten sports have been named. Encourage the pupils to say 'play' or 'go' with each sport.

Key Competences and Key Learning Outcomes

- Describe and guess a sport
- Identify and say six action verbs
- Identify safety equipment for sports (optional)
- Sing a song

Key language

- bounce, catch, hit, jump, kick, throw
- He (throws) the ball. She (catches) the ball.

Extension vocabulary

- (do) athletics, (do) ballet, (do) gymnastics, (do) karate

Recycled: He / She goes / plays ...

Materials

- Pupil's Book p12; Activity Book p9; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: listen, say, sing, Talk Partners, circle, write

Optional materials

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

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 18 p257
- Play Disappearing words.

Activity 2

- Listen and point. Sing He's a superstar!
- CD1 Track 19 p257

Activity 3

- Listen and repeat.
- Talk Partners** Play a game.
- CD1 Track 20 p257
- Go to the Activity Book.

Pupil's Book

1 Lesson 4 Vocabulary and Grammar

1 Listen, point and say.  



hit jump kick bounce throw catch

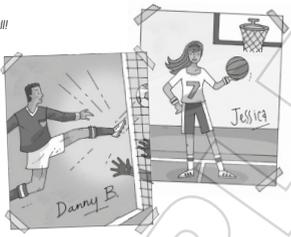
2 Listen and point. Sing He's a superstar!  

Jump! Kick! Hit the ball!
Throw! Catch! Bounce the ball!

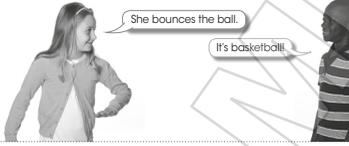
He's a superstar!
He runs like the wind.
He runs and he jumps
And he kicks the ball.
He's a superstar!

Chorus
She's a superstar!
She runs like the wind.
She throws and she catches
And she bounces the ball.
She's a superstar!

Chorus
She's a superstar!
She runs like the wind.
She throws and she catches
And she bounces the ball.
She's a superstar!



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



She bounces the ball.
It's basketball!

12 twelve

Key learning outcomes: describe and guess a sport
Vocabulary: actions Grammar: He (throws) the ball. She (catches) the ball.

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activities

Reinforcement

- Play a ball game.

Vocabulary extension

- Present four additional vocabulary items.

Link to Science 

- The human body:** safety equipment for sports

Digital resources

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

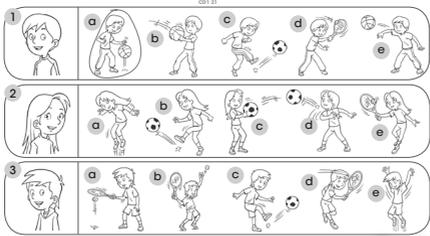
Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



Activity Book

Lesson 4 Vocabulary and Grammar 1

1 Listen and circle the actions.  



2 Look and write. Remember he she

1 jumps catches hits throws bounces kicks

1 She _____ He the ball.

2 _____ He the ball.

3 She the ball. _____

4 _____ the ball.

5 _____

6 _____

Recycled

nine 9

Activity Book

Activity 1

- Listen and circle the actions.
- CD1 Track 21 p257

Activity 2

- Look and 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 Lesson 3 story.

- Randomly name the sports activities that Molly does each day. The pupils scan the story and name the day, e.g. say **Molly plays basketball**. Pupils reply *On Wednesday!*

Set learning outcomes using the task flashcards.

- Say **Today we're going to talk about actions we do when we play sports.**
- Hold up the task flashcards in turn and elicit the words. 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.) Say **When we play sport, we move our bodies and do different actions. When we play baseball or tennis, we hit the ball.**
- Repeat the verb and mime the action. Prompt the class to do the same. Then, repeat the process with the other verbs (*bounce, catch, jump, kick and throw*).

Pupil's Book Activity 1

Listen, point and say.

► CD1 Track 18 p257

- (Books open.) Say **Let's listen and repeat the words.** Play the CD. The pupils repeat each word, pointing to the corresponding illustration each time. Play the CD again and repeat the activity.
- Play *Disappearing words* with the verbs *bounce, catch, hit, jump, kick and throw*. (See p23.)

Pupil's Book Activity 2

Listen and point. Sing **He's a superstar!**

► CD1 Track 19 p257

- (Books open.) Point to the picture of the football star. Ask **Which sport does he play?** Repeat for the basketball star.

- Play the CD. The pupils listen and point to the corresponding superstar in their books. Play the CD again. The pupils sing and do the actions.
- Ask the pupils if they have a favourite football or basketball star.

Pupil's Book Activity 3

Listen and repeat. Play a game.

► CD1 Track 20 p257

- Say **Let's listen and repeat the sentences.** Play the CD.
- (Books open.) Mime kicking a ball and say **He kicks the ball**. Elicit *It's football*. Then say **She bounces the ball**. Elicit *It's basketball*. Repeat the activity, using different verbs to make statements about the sports.
-  **Talk Partners** Encourage the pupils to mime and name other sports that use these verbs with a Talk Partner, for example, *hit: hockey, baseball, tennis. Bounce the ball: basketball, tennis.*

Activity Book

Activity 1

Listen and circle the actions.

► CD1 Track 21 p257

- (Books open.) Ask the class to identify the verbs. Elicit that number 1 is about a boy and number 2 is about a girl. Remind the pupils that 'he' is for boys and 'she' is for girls.
- Play the CD. Pause after the first sentence to check understanding. Repeat. The pupils circle the correct information.

Answers: 1 a, b, e 2 b, c, d 3 a, b, d

Activity 2

Look and write.

- (Books open.) Focus attention on the *Remember* box and ask which pictures need 'he' and which need 'she'. Pupils complete the sentences individually.

Answers: 1 jumps 2 kicks 3 catches 4 She throws
5 He bounces the ball. 6 He hits the ball.

Recycled vocabulary

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

Answer: Spanish

Ending the lesson

Review the lesson.

- Say **Today we've talked about sports actions.** Elicit the verbs 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

- Play a game with an imaginary ball. Give instructions for the pupils to mime: **Throw the ball up in the air and catch it. Bounce the ball three times. Throw the ball to your partner. Throw it up in the air and clap before you catch it!**
- If possible, play the game outside with real balls. After a few turns, the pupils give each other instructions.

Vocabulary extension

- Use the Vocabulary Booster on Navio and present and practise four additional sports words: (*do*) *athletics, (do) ballet, (do) gymnastics, (do) karate.*

Link to Science

- If you are studying the Science topic of **the human body** in English, you could review safety measures. Discuss the safety equipment for each sport in the Lesson 3 story: helmet (cycling, rollerblading, riding a scooter), pads (rollerblading), boots (football), etc.

Key Competences and Key Learning Outcomes



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



- Play a communication game about sports

Key language

- *day, May, play, rain, rainbow, say, snail, Spain, train, Tuesday*

Recycled: days of the week, *sports*

Recycled: *Beth (goes swimming) on (Wednesday). (Jake) (plays tennis) on (Saturday).*, etc.

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, write, colour, Talk Partners*
- Teacher's Resource Bank: Unit 1 Lesson 5 Activity 3
- Coloured pencils, scissors, large sheet of paper or card and glue

Optional materials

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

At a Glance Lesson Plan

Pupil's Book

Lesson 5 Speaking 1

1 Listen and say. CD1 22
Toby's tongue twister
 ai - ay - ai - ay. Snails play in the rain all day.

2 Listen and match. CD1 23
 Monday Tuesday Wednesday Thursday Friday Saturday Sunday
 rain day May Spain play
 snail train say rainbow Tuesday

3 **Talk Partners** Make and play the game. Unit 1
 Beth goes swimming on Wednesday.
 Thank you.

Key learning outcomes: play a communication game about sports
 Phonics: 'ai' and 'ay' spellings

thirteen 13

Ending the lesson

- Review the lesson.
- Review the task flashcards.



Cooperative learning

Working together as a team

- **Talk Partners** Play *Beat the clock*.
- 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

1 Lesson 5 Phonics **Toby's tongue twister!**

1 Write and say.
 ai - ay. Sn_ ai_ ls pl_ in the r_ n_ ai_ d_.

2 Colour the 'ai' words red and the 'ay' words blue. Say.
 rain day May Spain play
 snail train say rainbow Tuesday

3 **Talk Partners** Play Snap in pairs.
 1, 2, 3 snail!
 1, 2, 3 play!
 Snap!
 1, 2, 3 say!
 1, 2, 3 say!
 Snap!

10 ten

Activity Book

Activity 1

- Write and say.

Activity 2

- Colour the 'ai' words red and the 'ay' words blue. Say.

- Go to Magic Phonics.

Activity 3

- **Talk Partners** Play *Snap* 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 *He's a superstar!* song.

► CD1 Track 19 p257

- Play the *He's a Superstar!* song from Lesson 4. The pupils stand in two lines – boys facing girls. The girls sing the first verse while the boys mime the actions. The boys sing the second verse while the girls mime the actions. All join in on the chorus.

Set learning outcomes using the task flashcards.

- Say **Today we're going to say a tongue twister and make a cut-out and talk about it.**
- 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 22 p257

- Write the words 'play' and 'rain' on the board and ask the pupils which sound they can hear in both words ('ai'). Circle the target grapheme in each word ('ai' and 'ay') and model the sound. The pupils say the sound with you.
- Say **It's time for Toby's tongue twister! What can you see?** (*snails, play, rain*)
- 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.) Say **Look at Toby's tongue twister! The letters for 'ai' are missing.** The pupils complete the tongue twister.
-  **Talk Partners** The pupils say Toby's tongue twister and point to the 'ai' sounds. They play *Faster and faster*. The pupils take turns to say the tongue twister faster each time.

Answers: Snails, play, rain, day

Activity 2

Colour the 'ai' words red and the 'ay' words blue. Say.

- Ask the pupils to say the words and then colour them.

Answers: red: rain, Spain, snail, train, rainbow
blue: day, May, play, say, Tuesday

➡ Go to Magic Phonics.

Activity 3

Play *Snap* in pairs.

- Demonstrate the game with a volunteer. You each think of a word, count to three together, point to the picture and say the word. If the words are the same, say *Snap!* If they are different, continue playing.
-  **Talk Partners** The pupils play the game with a Talk Partner.

Recycled vocabulary

- The pupils look at the picture and write the word.

Answer: PE / (play) basketball

Pupil's Book Activity 2

Listen and match.

► CD1 Track 23 p257

- (Books open.) Tell the pupils that they are going to listen and find out about Beth's sports timetable.
- Play the CD. Pause after the first piece of information. Ask **What does Beth do on Monday?**

- Repeat. The pupils match the pictures to the days.

Answers: Monday: Tennis, Tuesday: swimming, Wednesday: rollerblading, Thursday: baseball, Friday: cycling, Saturday: hockey, Sunday: football

Pupil's Book Activity 3

Make and play the game (Teacher's Resource Bank).

- Focus the pupils on Activity 3. They cut out and colour the cards.
- Demonstrate the activity. Position one of the sports on each day of the week. Choose either Jake, Beth or Molly to describe. The pupils listen and place the sports on the correct day. Next, a pupil takes your part.
-  **Talk Partners** The pupils play the game with a Talk Partner. When they have placed all the cards, they check the answers with their partner: *Is this right? Yes, it is.* The pupils change roles and play again.

Ending the lesson

Review the lesson.

- Say **Today we've practised a tongue twister.** Ask pupils to say it again.
- Then ask **Did you enjoy the *Snap!* game?**

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

Working together as a team

-  **Talk Partners** Play *Beat the clock* to practise pronunciation. Pairs work together as a team to say as many words with the 'ai' / 'ay' sound as possible in 30 seconds. Feed back to the group. The pupils include any words from their Science lessons that contain the sound.
- Make a pronunciation wall display. Use a raindrop to represent 'ai' and a speech bubble to represent 'ay'. The pupils write and illustrate words with 'ai' or 'ay'. They stick them in the corresponding shape.

Key Competences and Key Learning Outcomes

- Read about Sports Day in Britain
- Learn that muscles pull our bones to help us move (optional)
- Listen for general understanding
- Think about the sports you play at school

Key language

- *balloon toss, egg and spoon race, sack race, wheelbarrow race*
- *What sports do you play at school?*
- Recycled:** *balloon, catch, fast, hands, jump, legs, run, throw*
- Recycled:** *I play / do ... I like ... My favourite ... This is the ...*

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, write, draw, say, tick, 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).
- **Talk Partners**
Review *Toby's tongue twister*.
▶ *CD1 Track 22 p257*
- Set learning outcomes using the task flashcards.

Activity 1

- Listen and read. Answer.
▶ *CD1 Track 24 p258*

Think about your culture

- What sports do you play at school?
- Go to the Activity Book.

Pupil's Book

Lesson 6 **British culture**

1 Listen and read. Answer.

1 Hello! I'm Tom. And I'm Anna. We go to primary school in England. At school, we have a Sports Day every year. Look at the sports we do.

2 This is the egg and spoon race. We put an egg on a spoon and we run to the finish line.

3 This is the sack race. We get in a sack and we jump very fast.

4 This is the wheelbarrow race. My friend holds my legs and I walk on my hands.

5 This is the balloon toss. We throw and catch balloons. Be careful! The balloons contain water.

14 fourteen Key learning outcomes: read about Sports Day in Britain; think about the sports you play at school

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activities

Reinforcement

- Play *Can you guess?*

Extension

- Play Sports Day games.

Link to Science

- **The human body:** muscles pull our bones to help us move

Digital resources

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



Activity Book

Lesson 6 **British culture**

1 Listen and number. Write.

sack race egg and spoon race balloon toss wheelbarrow race

2 **Think about your culture** What sports do you play at school?

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

1 I do the sack race.

2 I play basketball.

3 I throw and catch a balloon.

4 I do the wheelbarrow race.

5 I run and jump.

eleven 11

Activity Book

Activity 1

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

Activity 2: Think about your culture

- Read and tick (✓).
- Draw, write 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 22 p257

- Ask the class **What sound did you practise in Toby's tongue twister?** ('ai'). Ask if they can remember the tongue twister. (*Snails play in the rain all day.*)
-  **Talk Partners** The pupils practise the tongue twister as a class and then with a Talk Partner. The pairs practise saying it as fast as possible, reading from the Pupil's Book (page 13) if necessary. Choose a fast pair to say the tongue twister for the class.
- Draw a chart with two columns ('ai' and 'ay') on the board. Elicit words with both spellings. Ask pupils to write the words in the corresponding column, e.g. 'ai': *rain, Spain*; 'ay': *day, play*.

Set learning outcomes using the task flashcards.

- Say **Today we're going to learn about Sports Day in schools 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.

Background information

- Sports Days are organised once a year by schools in Britain. A wide variety of games are played ranging from the more straightforward sprint to the traditional egg and spoon race, wheelbarrow race, balloon toss and sack race. Other activities include parent races and the three-legged race.

Pupil's Book Activity 1

Listen and read. Answer.

► CD1 Track 24 p258

- (Books open.) Say **Let's find out about Sports Day in Britain. What can you see?**
- Play the CD. Check understanding by pointing to each photo and asking the pupils to name the activity.

Pupil's Book Think about your culture

What sports do you play at school?

- Read the question and ask the class what sports they play at school.

Activity Book

Activity 1

Listen and number. Write.

► CD1 Track 25 p258

- The pupils name the activities on the Sports Day posters. Play the CD. Pause to check pupils' answers. The pupils point to and number the correct Sports Day activity each time. After checking their answers, pupils write the name of each sport under the corresponding poster.

Answers: egg and spoon race 2, balloon toss 4, sack race 1, wheelbarrow race 3

Activity 2: Think about your culture

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

- Read out the question in the speech bubble. Elicit the pupils' answers.
- Read out the first sentence as a class and ask the pupils to tick the box if they do the sack race at school. Repeat with the other sentences.
- Ask the pupils to design a Sports Day poster and draw one of the sports they do at school.
- Invite pupils to show the class their posters and prompt them to say what they do.

Recycled vocabulary

- The pupils look at the picture and write the word.

Answer: Music

Ending the lesson

Review the lesson.

- Say **Today you've learnt about Sports Day in Britain. Do you think Sports Day is a good idea? Would you like to have Sports Day in your school?**

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

- Play *Can you guess?* The pupils take turns to choose and mime activities from the lesson, asking and answering questions to guess the chosen action. Include verbs the pupils know from Level 1: *fly, walk, swim, sit down, stand up, etc.:*
Pupil A: (mimes swimming)
Pupil B: *Are you flying?*
Pupil A: *No, I'm not.*
Pupil B: *Are you swimming?*
Pupil A: *Yes, I am.*

Extension

- Play Sports Day games. Remind the pupils of the rules for each game:
Balloon toss game: In this game, you throw and catch a balloon with your partner.
Egg and spoon race: Use a golf ball or ping pong ball. In this race, try to keep the 'egg' on the spoon. Run as fast as you can!
Wheelbarrow race: Hold your friend's legs. Don't go too fast!
Sack race: You jump and jump to the finish line.

Link to Science

- If you are studying the Science topic of **the human body** in English, remind the pupils that muscles pull our bones to help us move. Muscles are elastic and soft and they contract and relax to help us move.
- In pairs, pupils perform the Sports Day activities. Ask them to move in slow motion, concentrating on their muscle movements.

Key Competences and Key Learning Outcomes

- Read for specific information
- Read and understand a poem
- Write and act out a poem

Key language

- *overarm, underarm*
- Recycled:** *big, small; basketball, bounce, catch, football, hockey, kick, tennis, throw, volleyball*

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, Talk Partners, number, act out*

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).
- Play *On Sports Day*.
- Set learning outcomes using the task flashcards.

Before you read: Activity 1

- Talk about ball games.
- Which balls do you think are in the poem? Circle.

Activity 2

- Listen and read the poem.
- ▶ *CD1 Track 26 p258*

After you read

- ➔ Go to page 12 in your Activity Book.

Lesson 7 Literacy 1

Text type: A poem

Before you read

1 Which balls do you think are in the poem? Circle.

2 Listen and read the poem.

After you read

➔ Go to page 12 in your Activity Book.

Key learning outcomes: read and understand a poem

fifteen 15

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activity

- Sing a song (optional).

Cooperative learning

- Working together as a class**
- Write a class poem.

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 poem

After you read

1 Remember the poem. Number.

2 Choose and write your own poem. Act out.

12 twelve

Activity Book

After you read: Activity 1

- Remember the poem. Number.

Activity 2

- Choose and write your own poem.

- 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.)

Play On Sports Day.

- Ask the pupils what they remember about Sports Days in Britain. Say **On Sports Day he jumps**. Choose a pupil to repeat your statement and add another action: *On Sports Day, he throws the balloon and he jumps*. The next pupil repeats both statements and adds another: *On Sports Day, he runs and he throws the balloon and he jumps*. Repeat until a mistake is made. Encourage the pupils to include everyday sports in their Sports Day as well.
-  **Talk Partners** The pupils play the game with a Talk Partner, this time talking about a girl, e.g. *On Sports Day, she plays football*.

Set learning outcomes using the task flashcards.

- Say **Today we're going to read a poem**.
- 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: Pupil's Book Activity 1

Talk about ball games.

- (Books closed.) Encourage the pupils to name as many ball games as they can. Ask individuals which ball games they play.

Which balls do you think are in the poem? Circle.

- (Books open.) Tell the pupils that they are going to read a poem. Ask **Do you know any poems?** The pupils name any poems they have read in English or in L1.
- Tell the pupils the title of the poem (Ball!) and ask them to predict the kinds of balls they will read about. They name different balls and circle those they think will be in the poem.
- Ask **What action words do you think are in the poem?** The pupils predict the actions.

Pupil's Book Activity 2

Listen and read the poem.

► CD1 Track 26 p258

- Read the poem collectively.
- After reading, ask **What balls are in the poem? What action words are in the poem?** Elicit the types of balls and action words to see if the pupils guessed correctly. Ask **Do you like the poem?** Say **My favourite line is (Bounce me!)**.
-  **Talk Partners** Pupils select and say their favourite line with a Talk Partner.
- Go through the poem again line by line creating actions with the pupils (see below). The pupils stand up and act out the poem, saying the lines and performing the actions at the same time.

Suggested actions

- Big ball (Open arms wide)
- Small ball (Hold finger and thumb close together)
- Tennis ball (Mime serving the ball in tennis)
- Hockey ball (Mime hitting a hockey ball)
- Football (Mime kicking a ball)
- Basketball (Mime shooting a basket)
- Volleyball (Mime punching a ball up into the air with two fists)
- Any ball! (Arms out)
- Catch me! (Mime catching a ball)
- Bounce me! (Mime bouncing a ball on the floor)
- Kick me! (Mime kicking a ball)
- Throw me! (Mime throwing a ball)
- Underarm (Mime an underarm throw)
- Overarm (Mime an overarm throw)
- Ball! (Cup both hands together in the shape of a ball)

Activity Book

After you read: Activity 1

Remember the poem. Number.

- Invite the class to identify and read out the first verse of the poem. Then ask **What's next?** The class reads out and numbers the next section of the poem. Repeat for the remaining sections.

Answers: 4 2 1 3

Activity 2

Choose and write your own poem. Act out.

- Explain that the pupils are going to write their own poem. The pupils should select words to complete each line. Remind them to think about which spaces require an action, an adjective or a sport.
-  **Talk Partners** Pupils take turns reading and performing their poem with a Talk Partner.

Recycled vocabulary

- The pupils look at the picture and write the word.

Answer: Science

Ending the lesson

Review the lesson.

- Say **Today we read a poem about balls**. Then say **Today you wrote a poem about balls**.

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

Sing a song (optional).

- Choose a song. The class sings and does the actions. Alternatively, invite the class to choose a song to sing.



Cooperative learning

Working together as a class

- Write a class poem about a ball. Elicit types of balls and write them on one side of the board. Elicit words to describe the balls, e.g. *big, small, old, new, fast, slow, red, black, white*.
- Encourage the pupils to suggest new lines for the poem. Write them on the board in the form of a poem, e.g. *Fast ball / Slow ball / New ball / Old ball ...*
- Read the poem once it is finished. Congratulate the class on their team effort.

Key Competences and Key Learning Outcomes



- Review language in the unit
- Reflect on own learning



- Sing a cooperative learning song

Key language

- *Well done (everyone)!*

Recycled: baseball, basketball, bounce, catch, cycling, football, hit, hockey, jump, kick, rollerblading, run, skateboarding, swimming, tennis, throw, volleyball

Recycled: I play / go ... Do you play / go ...? Yes, I do. / No, I don't. He / She (kicks)

Materials

- Pupil's Book p16; Activity Book p13; Class CD1; Teacher's App on Navio
- Sports flashcards
- Teacher's Resource Bank: Task flashcards: *listen, number, write, say, sing, Talk Partners, 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)

At a Glance Lesson Plan

Pupil's Book

Activity 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. Write and say.
- ▶ *CD1 Track 27 p258*

Activity 2

- Listen. Look at Activity 1.
- ▶ *CD1 Track 28 p258*
- **Talk Partners** Ask and answer.

Activity 3

Cooperative learning

- Sing *Well done!*
- ▶ *CD1 Track 29 p258*
- Stick the *Give Me Five!* sticker.
- ➔ Go to the Activity Book.

1 Lesson 8 Review

1 Listen and number. Write and say. *CD1 27*

2 **Talk Partners** Listen. Look at Activity 1. Ask and answer. *CD1 28*

Do you play tennis? Yes, I do.
Do you go skateboarding? No, I don't.

3 **Cooperative learning** Sing *Well done!* *CD1 29*

16 sixteen Key learning outcomes: review language in the unit Language: sports and 'Do you ...?' **WELL DONE!** **GIVE ME FIVE!**

Ending the lesson

- Review the task flashcards.
- Sing a song (optional).

Cooperative learning

- **Think-Pair-Share** Remember the ten sports words.

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.



Remember he / she kicks he / she catches

Lesson 8 Review 1

1 Look and write.

1 He _____ jumps. 2 She _____ the ball. 3 _____ the ball.

4 _____ the ball. 5 _____ the ball. 6 _____

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

1 Do you play hockey? 2 Do you go _____?

3 _____ 4 _____

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

Key Learning Outcomes: 1. I can say the names of sports. 2. I can ask and answer about different sports and actions. 3. I can read a poem. 4. I can write a poem. 5. I listen to the teacher and my friends.

thirteen

Activity Book

Activity 1

- Look and write.

Activity 2

- Look and write.
- **Talk Partners** Ask and answer.

Activity 3 **My progress**

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

- Play *Quick flash* (see p23) and stick the flashcards on the board once the pupils have guessed them. Choose one and ask the pupils to guess which it is by asking **Do you play volleyball / go cycling?** Answer **No, I don't.** until the pupils guess the correct card.
-  **Talk Partners** The pupils play with a Talk Partner.

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 words. 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 27 p258

- (Books open.) Point to each of the sports and elicit the words.
- Play the CD. Pause after each sentence. The pupils write the correct number in the circles.
- Play the CD again. The pupils write the correct word under each picture. Then they say the words.

Answers: 1 football 2 basketball 3 swimming 4 volleyball 5 baseball 6 cycling 7 rollerblading 8 tennis 9 hockey 10 skateboarding

Pupil's Book Activity 2

Listen. Look at Activity 1. Ask and answer.

► CD1 Track 28 p258

- Play the CD as a model. Invite two confident pupils to act out the conversation.
-  **Talk Partners** The pupils ask and answer questions about the sports with a Talk Partner.



Pupil's Book Activity 3: Cooperative learning

• Sing *Well done!*

► CD1 Track 29 p258

- Praise the class for their hard work and play the *Well done!* song. The pupils listen and do the actions with you. Play the CD a second time and encourage the pupils to join in 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 song and stick the *Give Me Five!* sticker after the pupils have also completed the Activity Book Lesson 8 Review.

Activity Book

Activity 1

Look and write.

- Look at the first picture and read the sentence. Then ask the pupils to write in the missing words.
-  **Talk Partners** The pupils read the sentences to a Talk Partner.

Answers: 1 jumps 2 throws 3 She catches 4 She kicks 5 He bounces 6 He hits the ball.

Activity 2

Look and write. Ask and answer.

- Look at the pictures and elicit the missing words. The pupils complete the questions.

 **Talk Partners** The pupils ask and answer the questions with a Talk Partner.

Answers: 1 hockey 2 skateboarding 3 Do you go cycling? 4 Do you play baseball?

Activity 3



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.** Read the first self-assessment statement. Point to the green circle and say **Yes, I can do this very well.** Point to the orange circle and say **Yes, I can do this.** Point to the red circle and say **No, I can't do this.**

- Read 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 sports.
2. I can ask and answer about different sports and actions.
3. I can read a poem.
4. I can write a poem.
5. I listen to the teacher and my friends.

Recycled vocabulary

- The pupils look at the picture and write the word.

Answer: stormy

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.
- **Sing a song (optional).**
- The class chooses their favourite song from the unit. The class sings and does the actions.



Cooperative learning

Think-Pair-Share

- Ask **Can you remember the ten sports?** Ask the class to think silently on their own for a minute.
-  **Talk Partners** The pupils work with a Talk Partner to remember and name all ten items.
- Invite a pair to say one of the sports. 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 sports have been named. Encourage the pupils to say *play* or *go* with each sport.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

Think-Pair-Share Review Sports Day in British schools.

- Ask **Can you remember the four activities at the Sports Day in Britain?**

Talk Partners The pupils work with a Talk Partner to name the activities.

- Invite different Talk Partners to say a different activity. Write the activities on the board and prompt the class to repeat the activity.

Set learning outcomes and use the task flashcards.

- Say **Today we're going to watch a video and then ask and answer questions about Sports Day.**
- Hold up the task flashcards, in turn, and elicit the activities. Stick them on the side of the board. Point to them during the lesson to reinforce your instructions.

Pre-watching activity

- Play *Class chain* with the sports flashcards. (See p23.)
- Look at the photo of Abby, Sophie and Tom. Read the speech bubble to pupils. Ask **What sports do you play at Sports Day?** Elicit responses.

Pupil's Book Activity 1

Watch the video. Number the pictures? p278

- Ask **What is the video about? Does Sophie like sports?** Play Part 1. Elicit answers.
- Ask **What sports can you see?** Play Part 2 with no sound.
- Focus the pupils' attention on the video stills. Ask **Where are the children? What can you see?** Then say **Let's watch and listen.**
- Play Part 2 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 point to the photos in order and write the numbers in order of the photos.

Answers: from left to right 2 1 3 4

Pupil's Book Activity 2

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

- Play Part 1 and 2 again. Pause after Sophie says, *Come on girls.* Read out the first sentence in Activity 2. Ask **Do the girls win the tug of war?**
- Read out sentence 2. Ask pupils if they draw a tick or a cross. Play Part 2. Pupils tick or cross the sentences.
- Ask the pupils some questions to check understanding. Suggested questions. **What sports does Sophie like?** (*Football and basketball.*) **What is it important to do in the three-legged race?** (*Walk slowly and wait for your friend.*) **Who is the winner of the race?** (*The girl in the blue and white top.*) **What activity does Tom want to do?** (*Egg and spoon.*) **Does Sophie want to join in?** (*No.*) **Why?** (*It looks difficult.*) **What does Abby say to make Sophie join in?** (*Come on, it's fun!*)

Answers: 1 X 2 X 3 ✓ 4 ✓

Pupil's Book Activity 3

Read and circle.

- Point to the pictures to elicit the vocabulary. Encourage the pupils to say if they like the activity or not.
 - Read out number one, including the circled word.
 - The pupils read the other sentences and circle if they like or don't like the activity.
-  **Think-Pair-Share** Read out the speech bubble and ask **Why is it important to join in with activities on Sports Day?**

Answers: Pupils' own answers

Activity Book

Activity 1

What sports do they join in with? Listen and tick (✓).

CD1 Track 30 p258

- Ask **What sports and activities can you see?**
- Play the first exchange on the CD. Ask **What sport is Grace playing?** Show the ticked picture.
- Play the rest of the CD, pausing after each exchange for pupils to tick the picture.

Answers: 1 volleyball 2 hockey 3 cycling 4 skateboarding

Activity 2

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

- Ask a few pupils **What sports do you join in with?**
- The pupils tick the activities they join in with on Sports Day. Then they draw the activities.

Talk Partners In pairs, pupils take turns to ask and answer *What sports do you join in with?*

Recycled vocabulary

Answer: three

Ending the lesson

Review the lesson.

- Say **Today we've watched a video about Sports Day.** Ask **Which activity was easy / difficult?**

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?**



Cooperative learning

Joining in

- Ask the pupils to tell you other times when it's important to join in. For example, working together in pairs and groups in the class, playing games and helping out in the classroom and at home.

Date: _____

Unit: _____

1 What did my pupils learn in this unit?

2 How did my pupils work? (✓)

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

3 Which key competences did my pupils develop?Competence in linguistic communication Competence in mathematics, science and technology Digital competence Learning to learn Social and civic competences Sense of initiative and entrepreneurship Cultural awareness and expression **4 Which lessons / activities were the most successful and why?**

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

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

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

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

Let's go shopping!

Unit overview

Key Competences and Key Learning Outcomes



- Identify and say ten food items (Lesson 1)
- Use indefinite articles: a / an / some (Lesson 2)
- Read, listen and understand a story about a naughty parrot (Lesson 3)
- Ask and answer questions about the price of food (Lesson 4)
- Read about Pancake Day in Britain (Lesson 6)
- Watch and understand a video about recipes (Video and 21st Century Skills)



- Count to fifty (numbers 10–50) (Lesson 4)



- Use the Pupil's App on Navio
- Find recipes online (Video and 21st Century Skills)



- Use a strategy to practise spelling key words (Lesson 1)
- Say a tongue twister and practise 'ee' and 'ea' spellings (Lesson 5)
- Review language in the unit and reflect on own learning (Lesson 8)
- Practise activity types found in the Cambridge Exams: Pre A1 Starters



- Understand the importance of saying 'please' when you ask for something (Lesson 3)



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



- Sing four songs (Lessons 1, 4, 5 and 8)
- Understand, act out and give an opinion on a story (Lesson 3)
- Learn about Pancake Day in Britain (Lesson 6)
- Think about special food days where you live (Lesson 6)
- Read, understand and write a recipe (Lesson 7)

Vocabulary

Core vocabulary

bread, carrots, green beans, lemons, peaches, pineapples, potatoes, sweets, tomatoes, yoghurt; numbers 1–50

Extension vocabulary (optional)

blackberry, broccoli, coconut, lettuce, lime, peas, plum; sixty, seventy, eighty, ninety

Other vocabulary

food, shopping; money, naughty, shop, shopping list; bowl, chocolate, cook, flour, make, mix, pancake, put, races, sugar, toss; olives, sandwich, slices

Recycled vocabulary

apples, cake, cheese, chicken, chips, eggs, fish, grapes, ice cream, meat, milk, oranges, pasta, pears, pineapple, rice, salad, water; delicious; breakfast, lunch, dinner; eyes, hair, mouth, nose

Structures

Core structures

Can I have (a / an / some) ..., please?

Yes, of course. Here you are. Thank you very much.

How much is this (lemon)? How much are these (green beans)?

It's (50 cents). They're (25 cents). Great! I'll take it / them.

Other structures

Let's go (shopping). Can I help you? Put them in the bag. We've got (bread) for lunch. I help / put ... She puts in (flour). She tosses (the pancake). We have (pancake races). There isn't any food in the bag.

Recycled structures

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

Phonics

Alternative vowel spellings 'ee' / 'ea' (Queen, Jean, eats, meat, green, sheep, cheese)



British Culture

Pancake Day



Literacy

Text type: a recipe (instructional text)

Reading skills: predicting from pictures; reviewing information; sequencing; matching



21st Century Skills

Digital skills: finding information online



Cooperative learning

Songs: *What do I need to do?* (Lesson 5); *Well Done!* (Lesson 8)

Skills: Listening to others (Lesson 2); Working together as a team (Lessons 4 and 5); Encouraging one another (Lesson 7); Think-Pair-Share (Lesson 8)

Values

The importance of saying please when you ask for something.

Cross-curricular links

Links to Science

Food: The five food groups; health, growth and energy; balanced meals: wheat, eggs and milk

Suggested Arts and Crafts concepts

Identifying and using natural shapes and colours of food; making and playing a shopping game

Key Competences and Key Learning Outcomes

- Identify and say ten food items
- Say the vocabulary chant
- Stick the food stickers
- Identify the five food groups (optional)
- Use a strategy to practise spelling key words
- Sing a song about shopping

Key language

- bread, carrots, green beans, lemons, peaches, pineapples, potatoes, sweets, tomatoes, yoghurt

Extension vocabulary

- blackberry, broccoli, coconut, lettuce, lime, peas, plum

Recycled: bag, meat

Recycled: I like, I love, I don't like ... Do you like ...? Yes, I do. No, I don't. Let's go (shopping).

Other vocabulary: food, shopping

Materials

- Pupil's Book p18; Activity Book pp16 and 25; Class CD1; Teacher's App on Navio; Unit 2 stickers
- Food flashcards
- Teacher's Resource Bank: Food word cards
- Teacher's Resource Bank: Task flashcards: listen, sing, read, stick, say, Talk Partners, read, match, write

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).
- Think-Pair-Share** Review food words.
- Set learning outcomes using the task flashcards.

Vocabulary presentation

- Present the new vocabulary.

Activity 1

- Listen and point.
- ▶ CD1 Track 31 p258
- Sing *Let's go shopping!*

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 33 p258
- Go to the Activity Book.

Unit 2 Let's go shopping! Lesson 1 Vocabulary

1 Listen and point. Sing *Let's go shopping!*

Let's go shopping And buy some food!
Bread and meat. Put them in the bag!
Yoghurt and peaches. Bread and meat. Put them in the bag!
Green beans and carrots. Yoghurt and peaches. Bread and meat. Put them in the bag!
Tomatoes and potatoes. Green beans and carrots. Yoghurt and peaches. Bread and meat. Put them in the bag!
Let's go shopping And buy some food!

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

bread pineapples carrots potatoes green beans

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

18 eighteen Key learning outcomes: identify and say ten food items, sing a song about shopping Vocabulary: food

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activities

Reinforcement

- Play *Memory!*

Vocabulary extension

- Present seven additional vocabulary items.

Link to Science

- Food:** the five food groups

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.



Unit 2 Let's go shopping! Lesson 1 Vocabulary

1 Read and match.

1 bread and pineapple
2 tomatoes and potatoes
3 sweets and lemons
4 yoghurt and peaches
5 green beans and carrots

2 What's in the bag? Draw and write.

sweets lemons bread potatoes green beans
carrots tomatoes yoghurt pineapple peaches

1 bread and
3
4

16 sixteen

Activity Book

Activity 1

- Read and match.

Activity 2

- What's in the bag? Draw 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.

Spelling 2

Let's practise spelling

Look	Copy	Cover and write
1 lemons		
2 pineapple		
3 tomatoes		
4 potatoes		
5 bread		
6 peaches		
7 carrots		
8 green beans		
9 sweets		
10 yoghurt		

25 twenty-five

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 food words.

- Review the food words from Level 1. Ask **What do you like to eat? I like fish. Do you like fish?** (*Yes, I do. / No, I don't.*) Use mime if necessary.
- List the food the pupils name on the board.
-  **Talk Partners** The pupils talk about the food they love, like and don't like with a Talk Partner.
- Discuss which food is good for them and which isn't. They say (*Fish / Apples*) (*is / are*) *good for me*.

Set learning outcomes using the task flashcards.

- Explain the aims of the lesson. Say **Today we're going to learn the names of different food.**
- Hold up the task flashcards and elicit the words. 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.) Show the pupils the food flashcards in turn. Ask **Do you like (bread)?** Elicit full sentences: *I (love / like / don't like) (bread, carrots), etc.*
- (Books open.) Ask **Who can you see?** (*Jake, Molly, Mum and Dad.*) **Where are they?** (*At the market.*) **What food can you see?** The class points to and names the food items.

Pupil's Book Activity 1

Listen and point. Sing *Let's go shopping!*

▶ CD1 Track 31 p258

- Say **Let's listen to the song.** Play the CD.
- Play the CD again. The pupils sing and mime putting the food in a bag.

Word cards

Read the word cards. Match them to the flashcards.

- (Books closed.) Hold up a food word card. The pupils read collectively. A pupil sticks the word card next to the flashcard on the board. Repeat.
- Point to each word card. The pupils read the words.

Pupil's Book Activity 2

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

▶ CD1 Track 33 p258

- A pupil reads the first word. The pupils stick the corresponding sticker above the word.
-  **Talk Partners** The pupils find and stick the remaining stickers. They ask and help each other using cooperative language, e.g. (*Where's the (bread)? Here! Where does this go?*)
- Play the CD. The pupils listen and say the chant, pointing to the stickers in turn.

Activity Book

Activity 1

Read and match.

- (Books open.) Ask a pupil to read the first sentence and point to the picture. The pupils read and match.

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

Activity 2

What's in the bag? Draw and write.

- (Books open.) Read out the instructions. The pupils complete the drawings and write the words.

Answers: 1 bread and carrots 2 tomatoes and lemons
3 sweets and yoghurt 4 pineapple and green beans
5 potatoes and peaches

Recycled vocabulary

- The pupils look at the picture and write the word.

Answer: basketball

Ending the lesson

Review the lesson.

- Say **Today we've learnt the names of some food. What words do you remember?** Elicit the names.

Review the task flashcards.

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

Extra activities

Reinforcement

- Play *Memory!* (See p23.)

Vocabulary extension

- Present seven additional food words: *blackberry, broccoli, coconut, lettuce, lime, peas and plum.*
- Use the Vocabulary Booster on Navio to practise these new words.

Link to Science

- If you are studying the Science topic of **food** in English, you could review the five food groups. Write them on the board in columns. Show the flashcards one by one. The pupils classify them, e.g. *Peaches are fruit. Sweets are sugary food.*

Spelling (Activity Book p25)

Let's practise spelling!

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

Recycled vocabulary

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

Answer: volleyball

Key Competences and Key Learning Outcomes

- Use indefinite articles: a / an / some
- Complete and practise a conversation
- Identify foods for health, growth and energy (optional)
- Listen for specific information

Key language

• Can I have (a tomato / an apple / some sweets), please?

Recycled: bread, carrots, green beans, lemons, peaches, pineapples, potatoes, sweets, tomatoes, yoghurt

Materials

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

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 food vocabulary. Play *Disappearing words*.
- Review the *Let's go shopping!* song.
- ▶ CD1 Track 31 p258
- ▶ CD1 Track 32 p258 (optional karaoke version)
- Set learning outcomes using the task flashcards.

Activity 1

- Listen and repeat.
- ▶ CD1 Track 34 p258
- **Talk Partners** Act out.

Grammar focus

- a, an, some

Activity 2

- Listen and circle.
- ▶ CD1 Track 35 p259
- Go to the Activity Book.

Pupil's Book

Lesson 2 Grammar 2

1 Listen and repeat. Act out.

CD1 34

Hello. Can I help you?

Can I have an apple and a peach, please?

Here you are.

Thank you. And can I have some bread and some carrots, please?

Yes, of course.

Thank you very much. I love carrots. They're delicious!

Grammar

a peach
an apple
some bread
some carrots

2 Listen and circle.

CD1 35

1 2

3 4

tomatoes yoghurt sweets peaches lemons

Key learning outcomes: use indefinite articles: a / an / some
Grammar: Can I have (a tomato / an apple / some sweets), please?
nineteen 19

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Cooperative learning

- Listening to others**
- Play *Memory chain*.

Link to Science

- **Food:** health, growth and energy

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 2

1 Look, read and write.

bread peach grapes apple carrots egg

Remember a / an / some

1 Can I have some bread, please?

2 Can I have _____, please?

3 Can I have _____?

4 Can _____?

5 _____?

6 _____?

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

Can I have a _____, please? Here you are.

Can I have an _____, please? Here you are.

Can I have some _____, please? _____

Thank you very much. You're welcome.

seventeen 17

Activity Book

- Activity 1**
- Look, read and write.

- 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 food vocabulary.

- Play *Disappearing words*. (See p23.)

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

► CD1 Track 31 p258

► CD1 Track 32 p258 (optional karaoke version)

- Hand out the food flashcards to ten pupils and ask them to line up in the order of the song.
- Play the CD (or use the karaoke version). Pupils hold up their food cards as they hear the items in the song, miming putting them in a shopping bag at the end of each verse.

Set learning outcomes using the task flashcards.

- Explain the aims of the lesson. Say **Today we're going to learn how to ask for things when we go shopping.**
- Hold up the task flashcards and elicit the words. 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 34 p258

- (Books open.) Ask **Who can you see? Where are they?**
- Play the CD. The pupils listen and read the conversation. Check understanding. Ask **What does Jake ask for?**
- Play the CD again. Pause for the pupils to repeat.
-  **Talk Partners** The pupils practise the conversation with a Talk Partner.

Grammar focus

a, an, some

- Remind the pupils that we use 'a' and 'an' to talk about one item that we can see and count. We use 'an' before a vowel.
- We use 'some' for more than one thing or items we can't count, e.g. *bread*.
- Draw a chart on the board with three columns ('a', 'an', 'some'). The pupils classify the items from the conversation. Say **apple**. Elicit *an apple*. Write 'apple' in the 'an' column, highlighting the initial vowel with a different colour. Repeat with the other items.

Pupil's Book Activity 2

Listen and circle.

► CD1 Track 35 p259

- (Books open.) Ask the pupils to name the food in the pictures. Ask **What food does Jake buy?**
- Play the CD. Pause after each conversation. The pupils circle the correct food.

Answers: 1 green beans 2 potatoes 3 a carrot
4 a peach yoghurt

Activity Book

Activity 1

Look, read and write.

- (Books open.) A pupil reads the example. Remind the class why we say '*some*' *bread*. The pupils complete the sentences individually, using 'a', 'an' or 'some' with each food word.

Answers: 1 some bread 2 a peach 3 an egg, please
4 I have an apple, please 5 Can I have some carrots, please 6 Can I have some grapes, please

Activity 2

Choose and write a conversation. Act out.

- A pupil reads the first speech bubble saying one of the food items.
- Another pupil reads out the second speech bubble. Repeat.

-  **Talk Partners** The pupils write and practise their own conversation with a Talk Partner. Pairs read their conversations for their classmates.

Recycled vocabulary

- The pupils look at the picture and write the word.

Answer: tennis

Ending the lesson

Review the lesson.

- Say **Today you learnt to ask for food politely. Today you acted out a shopping conversation together.** Elicit some sentences.

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

- Play *Memory chain* to raise awareness of the importance of listening to classmates. Say **Can I have (some beans), please?** The pupil to your left repeats the question and adds another item *Can I have (some beans and some carrots), please?* Continue and then organise the pupils into small groups. Elicit food items from Level 1: *Can I have (an apple), please?* *Can I have (a banana), please?*

Link to Science



- If you are studying the Science topic of **food** in English, you could remind pupils that some foods help us grow, some keep us healthy and others give us energy.
- **Health:** *apples, beans, carrots, grapes, lemons, oranges, peaches, pears, pineapple, salad, tomatoes, watermelon, fruit, vegetables*
- **Growth:** *cheese, chicken, eggs, fish, meat, milk, yoghurt*
- **Energy:** *bread, pasta, rice*

Key Competences and Key Learning Outcomes

- Read, listen and understand a story about a naughty parrot
- Read the story with some fluency
- Describe balanced meals (optional)
- Become familiar with the story through a pre-reading task
- Understand the importance of saying 'please' when you ask for something
- Understand and act out the story
- Give an opinion on the story

Key language

• *Can I have some bread, please? How much are these (green beans)? They're (twenty-five cents).*

Recycled: *breakfast, lunch, dinner; bread, carrots, green beans, potatoes, tomatoes, yoghurt*

Recycled: *We've got (bread and a peach yoghurt).*

Other vocabulary: *list, money, naughty, shop, shopping list*

Materials

- Pupil's Book pp20–21; Activity Book p18; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: *listen, read, act out, write, draw, Talk Partners*
- 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 the *Let's go shopping!* song.
- ▶ *CD1 Track 31 p258*
- ▶ *CD1 Track 32 p258 (optional karaoke version)*
- 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 36 p259*
- Act out.

▶ *Now watch the animated story!*

After you read: Activity 2

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

Pupil's Book

2 Lesson 3 Story

Before you read! Look at the pictures. What do Jake and Molly buy?

1 Listen and read. Act out.

The naughty parrot!

1 Mum wants Jake and Molly to go to the shop to buy some food for breakfast, lunch and dinner.

2 Jake and Molly go to the shop on their bike.

3 Can I have some bread and some potatoes, please?

4 Yes, Here you are. Thank you.

5 We've got bread and a peach yoghurt for breakfast.

6 How much are these green beans? They're twenty-five cents.

7 A naughty parrot takes the bread and the yoghurt.

8 Woof! Shh, Toby!

9 We've got green beans and carrots for lunch.

10 Woof! Toby, stop it!

11 The naughty parrot takes the green beans and the carrots, too.

12 We've got potatoes and tomatoes for dinner.

13 Woof! Toby, what's the matter?

14 The naughty parrot takes the potatoes and the tomatoes. There isn't any food in the bag now.

15 Here you are, Mum. We've got all the food for breakfast, lunch and dinner.

16 Oh no! Where's the food?

17 Thank you!

18 Now watch the animated story!

2 Values Read and write.

thank you sorry please

It's important to say _____ when you ask for something.

twenty twenty-one

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Link to Science

- **Food:** balanced meals

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 Read and write true or false.

- Jake and Molly buy bread and yoghurt for breakfast. true
- Jake and Molly buy potatoes and tomatoes for lunch. _____
- A naughty parrot takes the food. _____
- Jake and Molly see the parrot take the food. _____
- Toby rings the bell. _____
- Toby has got all the food for breakfast, lunch and dinner. _____

2 What do you have for breakfast, lunch and dinner? Draw and write.

breakfast I have _____

lunch I have _____

dinner I have _____

18 eighteen

Activity Book

After you read: Activity 1

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

Activity 2

- What do you have for breakfast, lunch and dinner? Draw and 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 *Let's go shopping!* song.

► **CD1 Track 31 p258**

► **CD1 Track 32 p258 (optional karaoke version)**

- Replace some of the food items in the song with others from Level 1: apples, bananas, fish, rice, etc. If you introduced extra vocabulary in Lesson 1, draw the items on the board and include them (*blackberry, broccoli, coconut, lettuce, lime, peas and plum*). Play the CD (or use the karaoke version). The pupils sing along.

Set learning outcomes using the task flashcards.

- Say **Today we're going to listen to a story.**
- Hold up the task flashcards and elicit the words. 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 title and explain the meaning of *naughty*.

Read and answer the question.

- Ask the pupils to scan the story to find the food that Mum asks Jake and Molly to buy.
-  **Talk Partners** The pupils feed back to a Talk Partner. The class names the food.

Answers: bread, potatoes, carrots, tomatoes, yoghurt, green beans

Pupil's Book Activity 1

Listen and read. Act out.

► **CD1 Track 36 p259**

- (Books open.) Play the CD. The pupils follow the text with their finger. Pause the CD between each story frame to check understanding. If necessary, ask questions after each frame.

Suggested comprehension questions

- Frame 1: **What does Mum give Jake and Molly?** (*A shopping list and some money.*)

- Frame 2: **What does Jake ask for?** (*Some bread and some potatoes.*)
- Frame 3: **What does Jake ask for?** (*Carrots, tomatoes and a yoghurt.*)
- Frame 4: **What happens to the bread and yoghurt?** (*A parrot takes them.*)
- Frame 5: **What have Jake and Molly got for lunch?** (*Green beans and carrots.*)
- Frame 6: **What happens to the potatoes and tomatoes?** (*The parrot takes them.*)
- Frame 7: **What does Toby do?** (*He rings the bell.*)
- Frame 8: **Have Jake and Molly got all the food now?** (*Yes.*)
- Ask **Did you like the story? What part did you like best?**
-  **Talk Partners** The pupils choose their favourite frame.
- Organise the class into five groups (the narrator, Mum, Jake, Molly and the shopkeeper).
- Play the CD. Each group joins in when their character speaks. The pupils swap roles and repeat the activity.

After you read

Pupil's Book Activity 2

➔ Go to page 18 in your Activity Book.

Activity Book

After you read: Activity 1

Read and write *true* or *false*.

- (Books open.) Read out the first sentence and elicit the answer (*true*). Repeat with the other sentences, inviting a different pupil to read out the sentence each time.

Answers: 1 true 2 false 3 true 4 false 5 true 6 false

Activity 2

What do you have for breakfast, lunch and dinner? Draw and write.

- (Books open.) Ask **What do you have for (breakfast)?** Elicit food for each meal, reviewing vocabulary from the unit and from Level 1: *I have milk for breakfast*, etc. The pupils draw food they have for each meal and write a sentence.

-  **Talk Partners** The pupils ask and answer about food they eat for each meal: *What do you have for (breakfast)? I have ...* They comment on how healthy the meals are.

Recycled vocabulary

- The pupils look at the picture and write the word.

Answer: skateboarding

Pupil's Book Activity 2

Values: Read and write.

- Elicit that the child is at the toyshop and he wants to buy a car. Ask the pupils to tell you what word is important when you are asking for things (*please*). Read the value and prompt the class to choose the correct word to complete the sentence.
- **Teacher's Tip:** British people use 'please' all the time when asking for things.

Ending the lesson

Review the lesson.

- Say **Today we listened to a story. Today we learnt to say 'please' when you ask for something.**
- **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.

Link to Science

- If you are studying the Science topic of **food** in English, you could review balanced meals. A balanced meal should include a large portion of fruit and vegetables, a large portion of bread and cereals, some meat and fish or milk and dairy and only a little sugary food. The pupils look at the meals they drew in Activity 2 (Activity Book p18). Ask **Have you got fruit or vegetables? Have you got bread and cereals? What have you got?**

Key Competences and Key Learning Outcomes

- Ask and answer questions about the price of food
- Count to fifty (numbers 10–50)
- Sing a song

Key language

- numbers 1–50
- *How much is this (lemon)? How much are these (sweets)? It's (fifty) cents. They're (twenty-seven) cents. Great! I'll take it / them.*

Extension vocabulary

- *sixty, seventy, eighty, ninety*

Materials

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

Optional materials

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit and Unit 1)
- Prepare a large grid with the numbers 1–50 to display during the lesson.

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the Lesson 3 story.
- Play *Can I have some (apples), please?*
- Set learning outcomes using the task flashcards.

Activity 1

- Listen, point and say.
- ▶ **CD1 Track 37 p259**

Vocabulary presentation

- Present the new vocabulary.

Activity 2

- Listen and point. Sing *How much is this?*
- ▶ **CD1 Track 38 p259**

Grammar focus

- *This or these?*

Pupil's Book

2 Lesson 4 Vocabulary and Grammar

1 Listen, point and say.   ten 10  twenty 20  thirty 30  forty 40  fifty 50

2 Listen and point. Sing *How much is this?*   How much is this lemon? Ten, twenty, thirty, forty, fifty cents. It's ten cents. Great! I'll take it.  How much is this bread? Ten, twenty, thirty, forty, fifty cents. It's twenty cents. Great! I'll take it.  How much are these carrots? Ten, twenty, thirty, forty, fifty cents. They're thirty cents. Great! I'll take them.  How much are these sweets? Ten, twenty, thirty, forty, fifty cents. They're forty cents. Great! I'll take them.

3  **Talk Partners** Listen and repeat. Act out.   How much are these?  They're thirty-six cents.

22 twenty-two Key learning outcomes: Ask and answer questions about the price of food. Vocabulary: numbers 10–50 Grammar: How much is this (lemon)?

Activity 3

- Listen and repeat.
-  **Talk Partners** Act out.
- ▶ **CD1 Track 39 p259**
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson.
- Review the task flashcards.

 **Cooperative learning**

Working together as a team

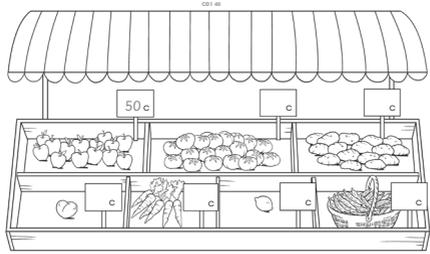
- Do a team dictation.

Extra activity

- **Vocabulary extension**
- Present four additional vocabulary items.

Activity Book

Lesson 4 Vocabulary and Grammar 2

1 Listen and write the numbers.   50 c c c c c c

2 Look and write.  How much is this?  How much are these?

1  How much are these? They're twenty-six cents. 2  How much _____? It's _____.

3  _____? 4  _____?  _____ nineteen 19

Activity Book

Activity 1

- Listen and write the numbers.
- ▶ **CD1 Track 40 p259**

Activity 2

- Look and 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 Lesson 3 story.

- Randomly name the food items that Jake and Molly buy on their shopping trip. The pupils scan the story and name the meal each item is for. Say **yoghurt**. (*Yoghurt is for breakfast.*) **Potatoes**. (*Potatoes are for dinner.*)

Play *Can I have some (apples), please?*

- Review the use of 'an', 'a' and 'some'. Say a food item (*apples*) and elicit the correct question. *Can I have some (apples), please?* Repeat with food items from Level 1 and the unit at random.

Set learning outcomes using the task flashcards.

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

Pupil's Book Activity 1

Listen, point and say.

► CD1 Track 37 p259

- (Books open.) Play the CD. The pupils repeat each word, pointing to the corresponding illustration each time.
- Play the CD again. Ask the pupils to flash their fingers in groups of ten.
- Display the grid you prepared with the numbers 1–50. Point to numbers at random and ask the pupils to say them. Ask **What number's this? Is this number twenty?** (*Yes, it is. / No, it isn't.*)

Vocabulary presentation

Present the new vocabulary.

- (Books open.) Point to the 10 cent coin. Say **Ten cents. Ten. Can you count to ten?** Count to ten with the pupils. Point to the next picture and say **Twenty cents. Twenty. Can you count to twenty?** Count to twenty with the pupils. Repeat for the remaining numbers.

Pupil's Book Activity 2

Listen and point. Sing *How much is this?*

► CD1 Track 38 p259

- (Books open.) Say **What can you see?** Point to the lemon and ask **How much is this?** Shrug your shoulders and say **I don't know.** Repeat for the carrots. Ask **How much are these?**
- Play the CD. The pupils listen and point to the food. Play the CD again. The pupils sing and do the actions.

Grammar focus

This or these?

- Point out that we say *How much is this?* for one item or an item we can't count: *How much is this lemon? / How much is this bread?* We use **these** for more than one item: *How much are these lemons?*
- Draw a 'this' and 'these' chart on the board. Ask the pupils to classify the items from the song.

Pupil's Book Activity 3

Listen and repeat. Act out.

► CD1 Track 39 p259

- Play the CD. Ask the pupils to repeat the questions and answers.
-  **Talk Partners** The pupils practise the conversation and act out with a Talk Partner. Encourage them to point to or collect different things in the classroom and invent the price.

Activity Book

Activity 1

Listen and write the numbers.

► CD1 Track 40 p259

- (Books open.) Ask the pupils to identify the food on the fruit and vegetable stall.
- Play the CD. Pause to check understanding. Repeat. The pupils write the price they hear on the price tags.

Answers: 1 apples 50¢ 2 potatoes 39¢
3 green beans 23¢ 4 carrots 32¢ 5 peach 13¢ 6 lemon 47¢
7 tomatoes 30¢

Activity 2

Look and write.

- (Books open.) Ask the pupils to name the food items. Ask **What's the question?** Ask a different pupil to tell you the answer (*It's / They're ...*)
- The pupils complete the questions and answers individually.

Answers: 1 are these, twenty-six 2 is this, thirty-two cents 3 How much are these, They're forty-seven cents 4 How much is this, It's thirty-nine cents

Recycled vocabulary

- The pupils look at the picture and write the word.

Answer: hockey

Ending the lesson

Review the lesson.

- Say **Today we've talked about numbers and asked about prices.** Elicit the words from the pupils.

Review the task flashcards.

- Point to the task flashcards. Ask **Which was your favourite activity?** Elicit the activities.



Cooperative learning

Working together as a team

- Prepare a list of ten numbers on a sheet of paper. Organise four groups and select team leaders. They come to the front, read the first number on your list, return to their team and tell them it. The other team members write the number. The team leader returns and reads the next number on the list. The first team to write all the numbers correctly wins.

Extra activity

Vocabulary extension

- Use the Vocabulary Booster on Navio to present and practise four additional number words: *sixty, seventy, eighty, ninety.*

Key Competences and Key Learning Outcomes

- Say a tongue twister with the 'ee' sound
- Learn and practise 'ee' and 'ea' spellings
- Listen for specific information
- Sing a cooperative learning song
- Play a communication game about shopping

Key language

- *bee, cheese, ice cream, meat, peach, peas, queen, sheep, sweets, three*
- *What do I need to do? Read / Listen to instructions.*

Recycled: *bread, carrots, cheese, green beans, ice cream, lemons, peaches, peas, pineapples; ten, twenty, thirty, forty, fifty*

Recycled: *How much is this? How much are these? It's / They're (twenty) cents.*

Materials

- Pupil's Book p23; Activity Book p20; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: *listen, say, write, sing, cut out, Talk Partners, colour*
- Teacher's Resource Bank: Unit 2 Lesson 5 Activity 4 cut-out
- Coloured pencils and scissors

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

Lesson 5 Speaking 2

1 Listen and say. *Toby's tongue twister*
ee - ea - ee - ea. Queen Jean eats meat and the green sheep eats cheese.

2 Listen and write.
1 20_c
2 _c
3 _c
4 _c

3 **Cooperative learning** Sing *What do I need to do?*

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

Key learning outcomes: play a communication game about shopping
Phonics: 'ee' and 'ea' spellings

twenty-three 23

Activity 4

- **Talk Partners** Make and play the game (Teacher's Resource Bank).

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Cooperative learning

- **Talk Partners** Working together as a team Play *Beat the clock*.
- Continue the pronunciation wall display.

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the *How much is this?* song.
- ▶ *CD1 Track 38 p259*
- Set learning outcomes using the task flashcards.

Activity 1

- Listen and say.
- ▶ *CD1 Track 41 p259*
- ➔ Go to the Activity Book.
- ➔ Go to Magic Phonics.

Activity 2

- Listen and write.
- ▶ *CD1 Track 42 p259*

Activity 3
Cooperative learning

- Sing *What do I need to do?*
- ▶ *CD1 Track 43 p260*

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 5 Phonics

1 Write and say. *Toby's tongue twister*
ee - ea. Qu ee_n J _n _ts m _t
and the gr _n sh _p _ts ch _se.

2 Colour the 'ee' words red and the 'ea' words blue. Say.

sheep	meat	bee	ice cream	peach
3				
three	sweets	peas	queen	cheese

3 **Talk Partners** Play *Memory chain* in pairs.

three, bee, peas, meat ...

20 twenty

Activity Book

- Activity 1**
 - Write and say.
- Activity 2**
 - Colour the 'ee' words red and the 'ea' words blue. Say.
 - ➔ Go to Magic Phonics.
- Activity 3**
 - **Talk Partners** Play *Memory chain* 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 *How much is this?* song.

► CD1 Track 38 p259

- Divide the class into two halves. Half the class takes Jake's role and the other half sings along with the shopkeeper. Play the CD.

Set learning outcomes using the task flashcards.

- Say **Today we're going to say a tongue twister. We're going to make a cut-out and do the shopping role-play.**
- 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 41 p259

- Write the words *cheese* and *meat* on the board. The pupils say the sound they can hear in both words: 'ee'. Circle the target graphemes ('ee' and 'ea') and model the sound. Ask the pupils to say the sound with you.
- Say **It's time for Toby's tongue twister! What can you see? What's the queen's name? What colour is the sheep? What does Queen Jean eat? What does the green sheep eat?**
- 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.) Say **Look at Toby's tongue twister! The letters for the 'ee' sound are missing.** The pupils complete the tongue twister.

Answers: Jean, eats, meat, green, sheep, eats, cheese

-  **Talk Partners** The pupils say *Toby's tongue twister* with a Talk Partner and point to the 'ee' sounds. They play *Faster and faster*, taking turns to say the tongue twister faster each time.

Activity 2

Colour the 'ee' words red and the 'ea' words blue. Say.

- Ask the pupils to colour and say the words.

Answers: red: sheep, bee, three, sweets, queen, cheese
blue: meat, ice cream, peach, peas

➡ Go to Magic Phonics.

Activity 3

Play *Memory chain* in pairs.

- Demonstrate the game with a volunteer. Say **three**. The pupil repeats your word and adds another (*three, bee*). Continue adding words to the chain.
-  **Talk Partners** The pupils play the game with a Talk Partner.

Recycled vocabulary

- The pupils look at the picture and write the word.

Answer: baseball

Pupil's Book Activity 2

Listen and write.

► CD1 Track 42 p259

- (Books open.) The pupils listen and write the prices. Pause to check the pupils' answers.

Answers: 1 20 cents 2 50 cents 3 47 cents 4 30 cents



Pupil's Book Activity 3: Cooperative learning

Sing *What do I need to do?*

► CD1 Track 43 p260

- Play the CD. The pupils listen and do the actions with you. Play the CD again. The pupils join in.

Pupil's Book Activity 4

Make and play the game (Teacher's Resource Bank).

- (Books open.) Check that the pupils have got coloured pencils and scissors. The pupils colour the food and then cut out the cards. Demonstrate with a volunteer. Place each food card next to a price card. Hide the cards by placing a book as a barrier. The volunteer chooses three items to buy. Carry out the exchange from the Pupil's Book.
-  **Talk Partners** The pupils play the game with a Talk Partner. After practising with the numbered cards, they write new prices using the numbers 1–50 on the blank price tags.

Ending the lesson

Review the lesson.

- Say **Today we've practised a tongue twister.** Ask the pupils to say it again.
- Then say **Today you did a role-play.**

Review the task flashcards.

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



Cooperative learning

Working together as a team

-  **Talk Partners** Play *Beat the clock* to practise pronunciation of the 'ee' / 'ea' sound (see p53).
- Add to the pronunciation wall display, adding a tree ('ee') and a peach ('ea').

Key Competences and Key Learning Outcomes

-  • Read about Pancake Day in Britain
-  • Review foods that are made with eggs, flour and milk (optional)
-  • Listen for general understanding
-  • Think about special food days where you live

Key language

- *chocolate, flour, pancake, special day / food, sugar*
- *bowl, cook, make, mix, put, toss*
- *I help / put ... She puts in (flour). / She tosses (the pancake). We have (pancake races).*

 **Recycled:** *catch, egg, lemon, milk, run*

Materials

- Pupil's Book p24; Activity Book p21; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: *listen, read, think, write, match, tick, draw, say, Talk Partners*

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).
-  **Talk Partners**
Review *Toby's tongue twister*.
- ▶ **CD1 Track 41 p259**
- Set learning outcomes using the task flashcards.

Activity 1

- Listen and read. Answer.
- ▶ **CD1 Track 44 p260**

Think about your culture

- Do you have a special food day in your country?
- ➔ Go to the Activity Book.

Pupil's Book

Lesson 6 British culture

1 Listen and read. Answer. 

In Britain, there's a special day called Pancake Day. We make pancakes and we have races with them!

1 We help Mum make the pancakes. We put flour, milk and two eggs in a bowl. Then, we mix it.

2 Mum cooks the pancakes. She tosses a pancake in the air. Then, she catches it again.

3 We eat our pancakes. I put chocolate on my pancake. My sister puts sugar and lemon on hers.

4 At school, we have pancake races. We run and toss the pancake at the same time. It's good fun!

Think about your culture
Do you have a special food day in your country?

24 twenty-four

Key learning outcomes: read about Pancake Day in Britain; think about special food days where you live

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activity

Reinforcement

- Find out more information about Pancake Day using the Internet.

Link to Science

- **Food:** eggs, flour and milk

Activity Book

Lesson 6 British culture

1 Listen and write. Match. 

pancake sugar school Mum lemon

1 I help Mum make the pancakes.

2 Mum tosses the _____ in the air.

3 I put _____ and _____ on my pancake.

4 At _____, we have pancake races.

Think about your culture
Do you have special food in your country?

2 Read and tick (✓). Draw, write and say.

1 There's special food in my country.

2 I eat pancakes on a special day.

3 I eat cake on a special day.

4 I help my mum make special food.

5 I help my dad make special food.

twenty-one 21

Activity Book

Activity 1

- Listen and write. Match.
- ▶ **CD1 Track 45 p260**

Activity 2: Think about your culture

- Read and tick (✓). Draw, write and 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.



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 41 p259

- Ask the class **What sound did you practise in Toby's tongue twister?** ('ee'). Ask if they can remember the tongue twister. (*Queen Jean eats meat and the green sheep eats cheese.*)
-  **Talk Partners** The pupils practise the tongue twister as a class and then with a Talk Partner. The pairs play *Faster and faster*, reading from the Pupil's Book (page 23) if necessary.
- Draw a chart with two columns ('ee' and 'ea') on the board. Elicit words with both spellings. Ask pupils to classify the words, e.g. 'ee': *queen, green, sheep, cheese*; 'ea': *Jean, eats, meat*.

Set learning outcomes using the task flashcards.

- Say **Today we're going to learn about Pancake Day 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.

Background information

- In Britain, the Tuesday before Lent is known as Pancake Day or Shrove Tuesday. It is traditional to eat pancakes, toss pancakes and have pancake races. (A pancake in a (cold) frying pan is tossed while running to the finish line.)
- Traditionally, before the fasting period of Lent, Christians used all the rich foods in their cupboards. During Lent, eggs, sugar and butter could not be eaten. These are the ingredients for pancakes.

Pupil's Book Activity 1

Listen and read. Answer.

► CD1 Track 44 p260

- (Books open.) Ask **What can you see? Let's listen and read.**

- Play the CD. Check understanding by pointing to the first photo. Ask **What do they put in the pancake?** (*Flour, milk and two eggs.*) Then **What does Mum do with the pancake?** (*She cooks it, then she tosses it and catches it.*) **What does the boy put on the pancake?** (*Chocolate.*) Ask **What does his sister put on the pancake?** (*Lemon and sugar.*) Ask **What do they do at school on Pancake Day?** (*They have pancake races.*)

Pupil's Book Think about your culture

Do you have a special food day in your country?

- Read the question and ask the class about special food days.

Activity Book

Activity 1

Listen and write. Match.

► CD1 Track 45 p260

- Say **Let's read about Pancake Day.** Read the words in the word box as a class. Play the CD. The pupils listen and write the missing words. Check comprehension.
- Read the sentences again and says the missing words. The pupils match them to the pictures.

Answers: 1b Mum 2d pancake 3c sugar, lemon
4a school

Activity 2: Think about your culture

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

- Read out the question in the speech bubble. Elicit the pupils' answers.
- Read out the first sentence as a class and ask the pupils to tick the box if there's special food in their country. Ask the pupils to name the food (if any) and ask them if they like it. Repeat with the other sentences, eliciting comments. Help the pupils express themselves by scaffolding their sentences or reflecting back their anecdotes in English.
- Ask the pupils to draw the special food they have. Invite them to show the rest of the class their drawings and read out their sentences.

Recycled vocabulary

- The pupils look at the picture and write the word.

Answer: cycling

Ending the lesson

Review the lesson.

- Say **Today you've learnt about Pancake Day in Britain. Do you like the idea of Pancake Day?**

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

- If available, take the pupils to the computer room and guide them in using the internet to find out more information about Pancake Day.

Link to Science

- If you are studying the Science topic of **food** in English, you could review products that can be made with eggs, flour or milk: pancakes, omelette, milkshake, yoghurt and cheese.
- Remind the pupils that flour is made from wheat and is also used to make bread. Encourage them to talk about the process of making bread: First, the farmer plants the seeds. The seeds grow into plants. The farmer harvests the plants. Grain is ground into flour. The flour is made into bread. Bread is taken to the shops.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

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

Review food vocabulary.

- Slowly, draw simple pictures of food items from the unit and Level 1 on the board. The pupils try to name the food before you finish drawing.

Review food vocabulary. Play the *Definitions game*.

- Use the unit flashcards to play the *Definitions game* (See p23.)
-  **Talk Partners** The pupils play the game with a Talk Partner.

Set learning outcomes using the task flashcards.

- Say **Today we're going to read a recipe.**
- 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: Pupil's Book Activity 1

Look at the picture of the funny face sandwich. What do you think you need to make it?

- (Optional) If you have brought in a recipe book, show it to the class. Show them how a recipe has a photo of the finished meal, a list of ingredients and instructions to make it. Some recipe books have step-by-step instructions. Ask the pupils if they have used a recipe to make anything.
- (Books closed.) Tell the pupils that they are going to read a recipe for making a special sandwich. Ask them what type of sandwiches they like. Ask **What's your favourite sandwich?**
- (Books open.) The pupils look at the photo of the funny face sandwich and name the items they think they need to make it. Write their suggestions on the board.

Pupil's Book Activity 2

Listen and read the recipe.

▶ CD1 Track 46 p260

- Ask **Do you know how to make a sandwich? Let's read the recipe.**
- Read the recipe collectively. After reading, return to the predicted ingredients on the board. Ask which items appear in the sandwich. Rub out any incorrect suggestions and elicit any missing items. If necessary, explain to the pupils that when we are cooking, we use a knife to slice things. Mime slicing and say **a slice of bread, a slice of cheese**. Explain that a slice is a thin piece.

Activity Book

After you read: Activity 1

Read and number. Match.

- The class identifies and reads out the first instruction from the recipe. Ask **What's next?** The class reads out and numbers the next instruction. Repeat for the remaining stages.
- Once the pupils have put the recipe in order, they match each stage to the corresponding photo.

Answers: 2 a 1 c 4 b 3 d

Activity 2

Choose and write your own recipe. Draw.

- The pupils may select ingredients to design a different sandwich. After completing their recipe they draw the finished sandwich.

Recycled vocabulary

- The pupils look at the picture and write the word.

Answer: rollerblading

Ending the lesson

Review the lesson.

- Say **Today we read a recipe.** Then say **Today you wrote your own recipe.**

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.

Sing a song (optional).

- Choose a song. The class sings and does the actions. Alternatively, invite the class to choose a song to sing.

Extra activity

Extension

- Play *Hot seat*. Choose a volunteer to come out to the front and follow the instructions given by the class to make the funny face sandwich. The pupil mimes adding the ingredients to make the sandwich. Encourage individuals to direct the volunteer either by reading from the recipe in the Pupil's Book or by recalling the instructions from memory.



Cooperative learning

Encouraging one another

- Pupils encourage the hot seat volunteer by praising his / her efforts using collaborative language: *Very good! Fantastic! Well done!*, etc.

Key Competences and Key Learning Outcomes

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

Key language

Recycled: *apples, bread, carrots, eggs, green beans, lemons, peaches, pineapples, potatoes, sweets, tomatoes, yoghurt; Numbers 1–50*

Recycled: *Can I have a / an / some ..., please? Yes. Here you are. How much is this? How much are these? It's / They're (fifty) cents.*

Materials

- Pupil's Book p26; Activity Book p23; Class CD1; Teacher's App on Navio
- Food flashcards
- Teacher's Resource Bank: Task flashcards: *listen, number, write, say, sing, read, think, Talk Partners*
- 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. Write and say.
- ▶ *CD1 Track 47 p260*

Activity 2

- Write the food in the correct column.

Activity 3 Cooperative learning

- Sing *Well Done!*
- ▶ *CD1 Track 48 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.

2 Write the food in the correct column.

a	an	some			
	egg				

3 Cooperative learning Sing Well done!

26 twenty-six

Key learning outcomes: review language in the unit
Language: food and a / an / some

Ending the lesson

- Review the task flashcards.
- Sing a song (optional).

Cooperative learning

- Think-Pair-Share**
- Remember the ten food words.

Activity Book

Lesson 8 Review 2

1 Look, read and write.

How much is this? How much are these?

1 How much is this? It's fifty cents.

2 They're _____ cents.

3 It's _____ cents.

4 _____

5 _____

2 Talk Partners Look and write. Ask and answer.

1 Can I have some bread, please? Yes. Here you are.

2 Can _____? Yes. _____

3 _____?

4 _____?

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

Remember a peach an orange some bread some carrots

27 twenty-three

Key Learning Outcomes: 1. I can say and write the ten food words. 2. I can ask for different food. 3. I can say how much food. 4. I can read and write a recipe. 5. I remember to say please. 6. I work well with my Talk Partner.

Activity Book

- Activity 1**
- Look, read and write.
- Activity 2**
- Look and write.
 - **Talk Partners** Ask and answer.
- 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.

- Use the unit flashcards to review the food vocabulary. (See p23.)

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 words. 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 47 p260

- (Books open.) Point to each of the foods in turn and elicit the words.
- Play the CD. Pause after each sentence. The pupils write the correct number in the circles.
- Play the CD again. The pupils write the correct word under each picture. Then they say the words.

Answers: 1 bread 2 tomatoes 3 yoghurt 4 green beans
5 potatoes 6 peaches 7 pineapples 8 lemons 9 carrots
10 sweets

Pupil's Book Activity 2

Write the food in the correct column.

- (Books open.) Elicit the names of the foods with the corresponding article. The pupils write each item in the correct column: 'a', 'an' or 'some'.

Answers: a: lemon, carrot; an: egg, apple; some: bread, cheese

- **Talk Partners** Fast finishers name additional foods for their Talk Partner to add the correct article, 'a', 'an' or 'some', e.g. P1: tomato; P2: *a tomato*. P2: *green beans*; P1: *some green beans*, etc.



Pupil's Book Activity 3: Cooperative learning

Sing Well done!

► CD1 Track 48 p260

- Praise the class for their hard work and play the *Well done!* song. The pupils listen and do the actions with you. Play the CD again and encourage the pupils to join in and do the actions.

Stick the Give Me Five! sticker.

- The pupils stick the *Give Me Five!* sticker on the Pupil's Book page.

Activity Book

Activity 1

Look, read and write.

- Ask the pupils to name the food items. Say **What's the question?** (*How much is this? or How much are these?*) Elicit the price of each item. Pupils complete the questions and answers.
- **Talk Partners** The pupils role-play the exchange with a Talk Partner.

Answers: 1 How much is this? fifty 2 How much are these? twenty 3 How much is this? thirty 4 How much are these? They're forty cents. 5 How much are these? They're ten cents.

Activity 2

Look and write. Ask and answer.

- The pupils use the pictures to complete the questions and answers.

Talk Partners The pupils role-play the exchange.

Answers: 1 Can I have some bread, please? Here you are. 2 I have a lemon, please? Here you are. 3 Can I have some green beans, please? Yes. Here you are. 4 Can I have an egg, please? Yes. Here you are.

Activity 3 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.** Read the first self-assessment statement. Point to the green circle and say **Yes, I can do this very well.** Then point to the orange circle and say **Yes, I can do this.** Point to the red circle and say **No, I can't do this.**

- Read the rest of 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 and write the ten food words.
2. I can ask for different food.
3. I can say how much food is.
4. I can read and write a recipe.
5. I remember to say please.
6. I work well with my Talk Partner.

Recycled vocabulary

- The pupils look at the picture and write the word.

Answer: swimming

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.

Sing a song (optional).

- The class chooses their favourite song from the unit. The class sings and does the actions.



Cooperative learning

Think-Pair-Share

- Ask **Can you remember the ten food words?** Ask the class to think silently on their own for a minute.
- **Talk Partners** The pupils work with a Talk Partner to remember and name all ten words.
- Invite a pair to say one of the food words. 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 food words have been named.

Key Competences and Key Learning Outcomes

- Watch and understand a video about making pizza
- Learn to find information online
- Think and choose the ingredients for a pizza

Key language

- *cheese, flour, ingredients, milk, onion, online, peppers, pizza, recipe, tomatoes, water*

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, listen, number, write, draw, Talk Partners*
- Food 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 recipes.
- Set learning outcomes and use the task flashcards.

Pre-watching activity

- Look at the photo and talk about favourite pizzas.

Activity 1

- Watch the video.
- **Unit 2 video p278**
- Tick (✓) or cross (X). Which toppings can you see?

Activity 2

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

Pupil's Book

Video and 21st Century Skills 2

21 CHANNEL

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

1 Watch the video. Tick (✓) or cross (X). Which toppings can you see?

2 Watch the video again. Read and circle.

1 First, you need flour and milk / water. 3 Now, add the cheese / onion.
2 Next, add the tomatoes / peppers. 4 Cook the pizza for ten / twenty minutes.

3 Read, think and colour the stars.

Finding information online

You can look for recipes online. Where do you look for information?

1 I look for information on my phone. 2 I look for information on my tablet.
3 I look for information on my computer. 4 I look for information in a book.

Key learning outcomes: watch and understand a video about recipes
Digital skills: finding recipes online

twenty-seven 27

Activity 3

- Read, think and colour the stars.
- Go to the Activity Book.

Ending the lesson

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

Extra activity

- Pupils create a pizza recipe.

Extension

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 Video and 21st Century Skills

Finding recipes online

1 What recipes are they making? Listen and number.

Fruit salad
Ingredients:
• peaches
• grapes
• apple
• pear
• pineapple

Pizza
Ingredients:
• tomatoes
• cheese
• peppers

Sandwich
Ingredients:
• bread
• cheese
• eggs
• carrots
• tomato

Pancakes
Ingredients:
• flour
• milk
• 2 eggs

21 CHANNEL

What's on your pizza?

2 Think and write. Draw your pizza.

My pizza has got

1 _____
2 _____
3 _____
4 _____
5 _____

24 twenty-four

Activity Book

Activity 1

- What recipes are they making? Listen and number.
- ▶ **CD1 Track 49 p260**

Activity 2

- Think and write. Draw your pizza.

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 recipes.

 **Think-Pair-Share** Ask **Can you remember the recipe and how to make the funny face sandwich?**

 **Talk Partners** The pupils work with a Talk Partner to name the ingredients and the steps to make the sandwich for two minutes.

Set learning outcomes and use the task flashcards.

- Say **Today we're going to watch a video and then ask and answer questions about making a pizza.**
- Hold up the task flashcards, in turn, and elicit the activities. Stick them on the side of the board. Point to them during the lesson to reinforce your instructions.

Pre-watching activity

- Look at the photo and read the speech bubble to pupils. Ask **What's your favourite pizza?** Elicit responses.

Pupil's Book Activity 1

Watch the video. Tick (✓) or cross (x). Which toppings can you see? p278

- Ask **How do you make pizza?** Play Part 1, pausing after Tom says *You need lots of delicious ingredients to put on top of the pizza.*
- Ask **What other ingredients do you need to make a pizza?** Write the pupils' ideas on the board.
- Focus on the video stills. Ask **Which toppings can you see?** Say **Let's watch and listen.**
- Explain that the pupils tick or cross the toppings as they watch. Play Part 2. Pause the video 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 tick or cross the photos.

Answers: From left to right: ✓ ✓ x ✓

Pupil's Book Activity 2

Watch the video again. Read and circle.

- Play Part 2 again. Pause after Sophie says, *Then you add water.* Read out the first sentence in Activity 2. **Do you need flour and milk or flour and water?** Show water circled.
- Read out the sentences for the pupils to follow.
- Play the video all the way through for pupils to circle the words. Ask **Where can you find recipes and information about ingredients?**
- Ask the pupils some questions to check understanding. Suggested questions.
 - What is it important to do before you cook?** (*Wash your hands.*)
 - What ingredients does Tom suggest for the topping?** (*Tomatoes, peppers and onions.*)
 - What can Sophie and Tom use to help them make pizza?** (*Their tablets.*)
 - What ingredients have Tom and Sophie got?** (*Flour, milk, eggs.*)
 - What can they make with these ingredients?** (*Pancakes.*)

Answers: 1 water 2 tomatoes 3 cheese 4 ten minutes

Pupil's Book Activity 3

Read, think and colour the stars.

- Point to the pictures and elicit the vocabulary.
- Read out the speech bubble. Tell the pupils to colour the stars. The more stars they colour for each picture means the more they use it.
- Say **I look for information on my phone and my computer.** Ask **Where do you look for information?** Encourage full answers.
-  **Think-Pair-Share** The pupils ask and answer the question with their Talk Partner. Encourage full answers, as in your model.

Activity Book

Activity 1

What recipes are they making? Listen and number.

► CD1 Track 49 p260

- On the board stick the food flashcards and elicit the words. Ask **Which foods do you hear?** Play the whole track. Elicit answers.
- Point to each list of ingredients and ask **What are the people making?** Play the CD, pausing after the first exchange. Show the number one on the pizza recipe.
- Play the rest of the track for pupils to number the ingredients.

Answers: 1 pizza 2 pancakes 3 sandwich 4 fruit salad

Activity 2

Think and write. Draw your pizza.

- Read out the speech bubble. Tell the pupils to draw their favourite pizza.
- Say **What's on your pizza?** for the pupils to repeat.  **Talk Partners** In pairs, pupils take turns to ask and answer *What's on your pizza?* Encourage the pupils to use full sentences.

Recycled vocabulary

Answer: pencil case

Ending the lesson

Review the lesson.

- Say **Today we've watched a video about making pizza. What did we learn about ingredients and recipes?** (*We can find lots of information online.*)
- 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?**

Extra activity

Extension

- Pupils work individually to create a funny pizza topping recipe. Tell them to use different food ingredients, for example a banana pizza. Then they share their pizzas with their partners and ask each other *What's on your pizza?*

Date: _____

Unit: _____

1 What did my pupils learn in this unit?

2 How did my pupils work? (✓)

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

3 Which key competences did my pupils develop?Competence in linguistic communication Competence in mathematics, science and technology Digital competence Learning to learn Social and civic competences Sense of initiative and entrepreneurship Cultural awareness and expression **4 Which lessons / activities were the most successful and why?**

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

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

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

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