

Syllabus



S Welcome to the lighthouse!		Activities The alphabet Numbers 1-100	<i>Who do you live with? I live with my (grandparents).</i>	<i>Do you like (singing)? Yes, I do. No, I don't.</i>
		Vocabulary	Grammar	Phonics
1	Time for school	Places in a school School subjects	<i>(Where) do you (play with your friends)? I'm (brilliant) at (History). Are you good at (Maths)? Yes, I am. No, I'm not.</i>	Consonant sound j : giraffes jumping judo gym
2	Helping hands	Household chores Free-time activities	<i>My (dad) always / often / sometimes / never (washes up). How often does (your mum) (watch DVDs)?</i>	Consonant sound ch : witch chops chicken kitchen
3	Fit and healthy	Health problems Healthy habits	<i>Has she got (a headache)? Yes, she has. No, she hasn't. Do they (feel dizzy)? Yes, they do. No, they don't. You must (be active). You mustn't (be lazy).</i>	Consonant sound k : pink chameleon headache king stomach ache
	My project 1: The zoo challenge	Wild animals Things at a zoo	<i>There's (a crocodile) in the zoo. It's got a (pool). There are (some giraffes). They've got (some water).</i>	<i>We can have some (elephants). The (crocodile) needs (a pool).</i>
4	Creative cooking	Food Adjectives to describe food	<i>I'd like some / a lot of / lots of (cheese). I prefer (spicy) food. She prefers (plain) food.</i>	Consonant sound z : zebra sneezes cheese cherries
5	Under the sea	Sea animals Adjectives to describe animals / people	<i>A (dolphin) is (bigger) than a (fish). A (shark) is (more dangerous) than a (seahorse).</i>	Consonant sound w : why white whale wearing watch
6	Sports mad	Water sports equipment Adverbs of manner	<i>I'm / I'm not going to (play football) (tomorrow). Are you going to (watch TV)? Yes, I am. No, I'm not. I (play chess) (badly). He (swims) (quickly).</i>	Consonant sound k : black monkey kayaks quickly lake
	My project 2: Treasure islands	Natural and man-made features	<i>Let's (have a cave). We can (have a waterfall). Is the treasure (behind the waterfall)? Yes, it is. No, it isn't.</i>	<i>We can have (a waterfall).</i>
7	Detectives	Household objects Personal belongings	<i>He was / wasn't (at school) (yesterday). Was the (watch) (on the table)? Yes, it was. No, it wasn't. Were the (earrings) (in the cupboard)? Yes, they were. No, they weren't.</i>	Consonant sound r : Ron robber writes red wrapper
8	What's on TV?	TV programmes More free-time activities	<i>Did you watch (a cartoon) (yesterday)? Yes, I did. No, I didn't. I (painted a picture) (yesterday). We didn't (watch TV) (last night).</i>	Consonant sound f : dolphin fished elephant phoned friend
9	Let's celebrate!	Attractions at festivals Telling the time	<i>What did you (wear)? I (wore) (jeans). What time did she (go to bed) yesterday? She (went to bed) at (twenty past nine).</i>	Consonant sound s : Cecil snake sang danced city celebration
	My project 3: A London adventure	Types of transport Places and attractions in London	<i>We're going to (visit the Tower of London). We're going to (go there) (by boat).</i>	<i>Why don't we (go on the London Eye)? Let's (visit Regent's Park)?</i>
Festivals		Chinese New Year	World Book Day	




I love (making models).
I like (swimming).
I don't like (skateboarding).

Who's this?
He's our (brother).
How do you spell (letter)?

Literacy	Culture	21st Century Skills	Cross-curricular links
A poster	After-school activities in Ireland	21st Ways of thinking: open mindedness and trying new things	Science: Living and non-living things Arts and Crafts: Proportion in art and the human body
A fable	Life on a Scottish island	21st Living in the world: helping others	Science: How our senses give us information about our environment Arts and Crafts: Primary, secondary and tertiary colours
A quiz	Sea animal rescue in Malta	21st Living in the world: being fit and healthy	Science: How we move; What our body needs Arts and Crafts: Positive and negative shapes
Designing a zoo 			Science: Different types of animals Arts and Crafts: Textured animal paintings
Shape poems	Food in India	21st Ways of thinking: being creative	Science: Why we need plants Arts and Crafts: Identifying patterns
A magazine article	Activities in Hawaii	21st Digital skills: using key words to find information online	Science: Water habitats; The food chain; Protecting ecosystems Arts and Crafts: Space in art; Three-dimensional landscapes
A letter	Extreme sports in New Zealand	21st Living in the world: staying safe when doing sport	Science: Where we find water on Earth Arts and Crafts: Three-dimensional geometric shapes
Designing a treasure map 			Science: Landscapes Arts and Crafts: Landscape murals
A script	An underground town in Australia	21st Ways of thinking: paying attention	Science: Identifying rocks and minerals Arts and Crafts: Organic forms and shapes
A review	Activities in Hollywood	21st Digital skills: making a video	Science: TV programmes that give us information Arts and Crafts: Balance / symmetry in art
An email	Canada Day celebrations	21st Ways of working: working in a group: accepting ideas and suggestions	Science: The three job sectors (primary, secondary and tertiary) Arts and Crafts: Lines to show movement in illustrations
Planning a weekend trip to London 			Science: The advantages and disadvantages of city life Arts and Crafts: Model cities

Unit
1

Time for school

- 1 Think of places in your school. Make a list. 
- 2 Listen, point and say the vocabulary chant.  CD1 11
- 3 Listen, look and sing *My school is cool*.  CD1 12



1 gym



2 corridor



3 computer room



4 football pitch



5 school hall



6 playground



7 library



8 bike stand



9 music room



10 basketball court



11 canteen



12 vegetable garden



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

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

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

4 **Talk Partners** Talk about your school.

There's a gym in our school.

There isn't a music room in our school.

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



Ravi: This is the school gym.

Josh: Wow! It's really big. What do you do in here?

Ravi: I do gymnastics in my PE lesson.

Josh: When do you have PE?

Ravi: I have PE on Monday and Friday.

Josh: And where do you play football?

Ravi: I play football on the football pitch. It's behind the school. Come and see.

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



3 Listen and follow. Repeat.



Wh-questions

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



Grammar clue

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

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

What do you do in the library?

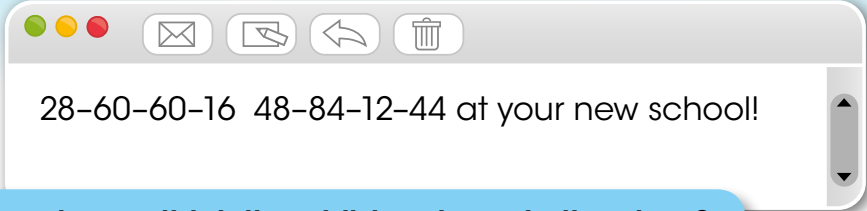
I read books in the library.

Where do you do PE?

I do PE in the gym.

Before you read

- 1 Use the code to read the message from Luke.



What lessons do you think the children have in the story?

- 2 Listen and read. Act out.



The new school

- 1 It's nine o'clock. The children are in their classroom.



- 2 The first lesson is Arts and Crafts. The children are making bracelets.



- 3 The next lesson is Music.



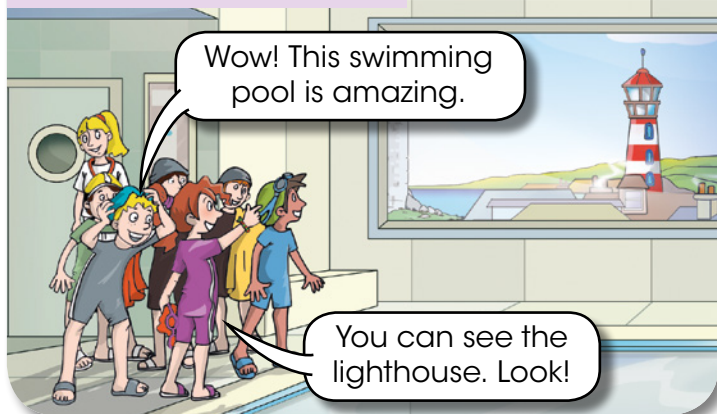
- 4 It's break time. The children are in the playground.



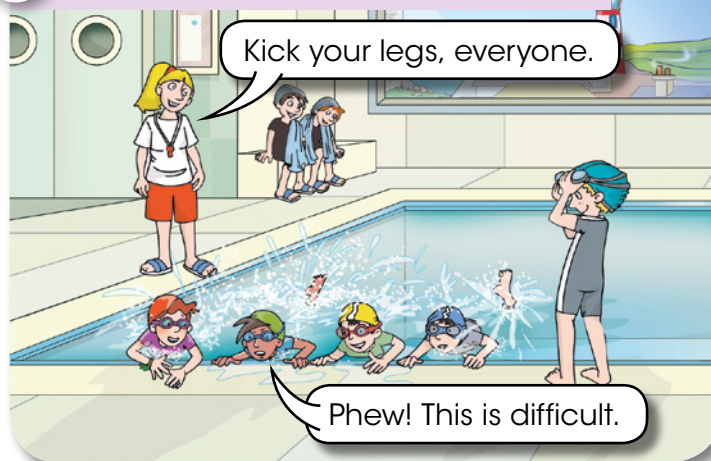
Key learning outcomes: read, listen and understand a story about a new school

Language: When do we have PE? I'm not very good at Music.

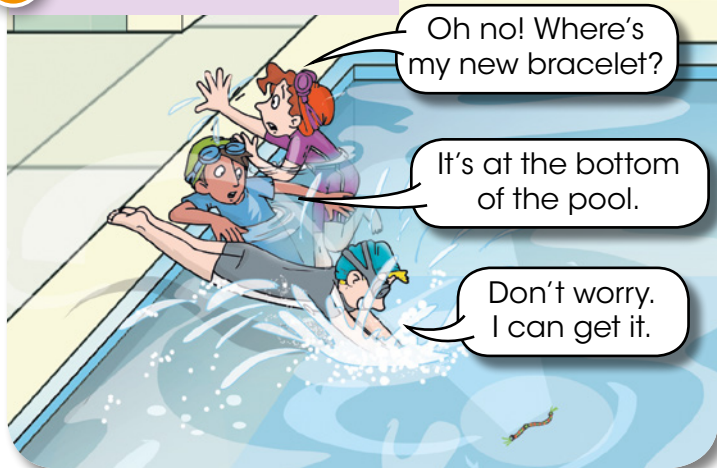
5 The swimming pool is next to the school.



6 Ravi and Lily jump into the water.



7 Five minutes later ...



8 Josh finds the bracelet.



After you read

3 **Talk Partners** Read and correct.

1 School begins at eight o'clock.

No, it doesn't. School begins at nine o'clock.

2 The first lesson is Music.

3 Josh can play the drums.

4 The swimming pool is in the school.

5 Josh can't swim.

4 **Values** Read and discuss.



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



Values: helping new pupils at school

1 Lesson 4 Vocabulary and Grammar

1 Listen, point and say. CD1 18



1 ICT



2 Geography



3 History



4 Arts and Crafts



5 PE



6 Drama

2 Listen and sing *I'm brilliant at PE.* CD1 19

I'm very good at Maths
And I'm good at Arts
and Crafts.
I'm good at ICT
And I'm brilliant at PE.
Yes, I'm brilliant.
I'm brilliant at PE!
Brilliant!



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

3 Listen and follow. Repeat. CD1 20

good at

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



Grammar clue

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

Remember!

I am = I'm

4 **Talk Partners** Make true sentences.



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

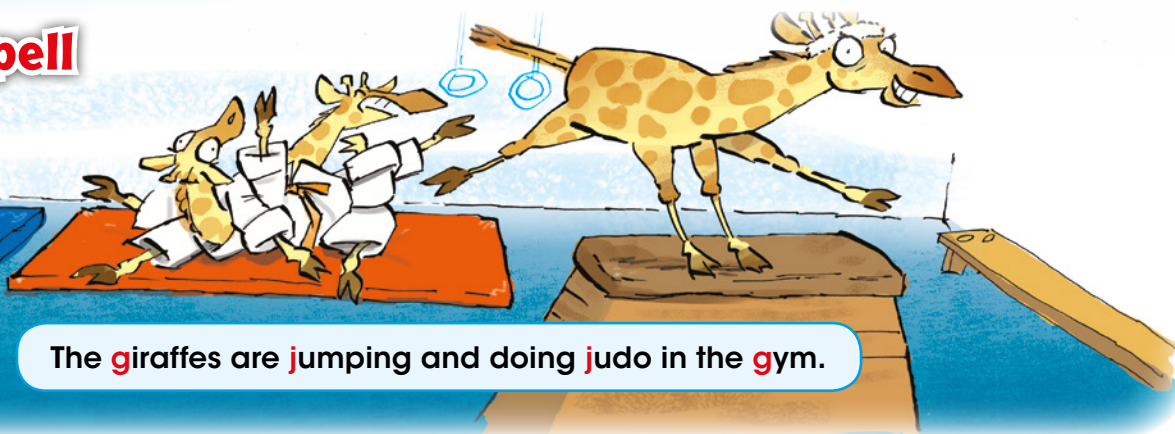
I'm very good at Geography, too.



1 Listen, read and say.  CDT 21

Speak and spell

Sometimes 'g' says 'j'.



➔ Now practise spelling on page 10 in your Activity Book.

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

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




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



Teacher's Resource Bank: Unit 1

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

Before you read

- 1 Look at the photo on the poster. What can you do at this club? 
- 2 Think of a question to ask about the club. 
- 3 Read and listen. Does the poster answer your question?  CD1 23

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



JOIN THE
**ROLLER
 HOCKEY
 HEROES**

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

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

After you read

- ➔ Go to page 11 in your Activity Book.

Text type: **a poster****Investigate a text**

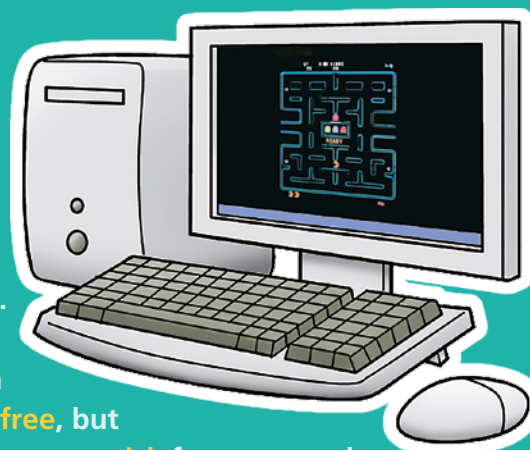
1 Read and listen. Which questions does the poster answer?



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

DO YOU LOVE COMPUTERS?

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



For more information, contact Mr Smith.

COME AND HAVE FUN!

Discuss a text

2 Think and discuss.



- 1 Who's the poster for?
 - teachers
 - children
 - computer programmers
- 2 Find these things in the poster:
 - a question
 - exciting words
 - an instruction

Writing tip!

We use a capital letter at the start of a sentence.

The classes begin at four o'clock.

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

Wednesday

Mr Smith

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



Whole Class

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



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

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

2 Read and listen. Answer Luke's questions.



●
●
●

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⬅️
➡️


🔍

↻



SPRINGHILL SCHOOL

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



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



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



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



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



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



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





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

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



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

- 1 The robots can move and talk.
- 2 Pottery is a very clean activity.
- 3 Roller hockey is a boring game.
- 4 Ballet dancing is slow and beautiful.
- 5 The boy is not very good at the drums.



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

Trying new things

Don't be afraid to try new activities!



1 **Music classes**
piano, guitar, drums

2 **Dance classes**
ballet, Irish dancing, street dance

3 **Sports classes**
rugby, roller hockey, hurling

4 **Art classes**
pottery, painting, crafts


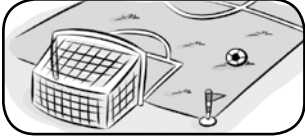

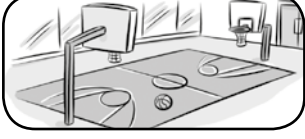


1 Read and find. Circle and write.

- 1 I do gymnastics in the _____ *gym* _____.
- 2 I put my bike in the _____.
- 3 I play the drums in the _____.
- 4 I hang my coat in the _____.
- 5 I eat lunch in the _____.
- 6 I watch concerts in the _____.
- 7 At break time, I play with my friends in the _____.
- 8 I read and look for books in the _____.

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

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

- computer room basketball court vegetable garden
canteen football pitch playground

- 1  *There* _____.
- 2  _____.
- 3  _____.
- 4  _____.
- 5  _____.
- 6  _____.



24-36-24-80-98

fifty

1 Complete the sentences in the grammar table.

you use What do When

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

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

1 do / What / playground? / in / the / do / you

What do you do in the playground?

2 eat / lunch? / you / do / Where

3 English? / study / do / When / you

I eat lunch in the canteen.

I play with my friends.

I study English every day.

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

1 What's your favourite place in your school?

My favourite place is _____.

2 What do you do there?

I _____.

3 When do you go there?

I _____.



76-36-96-80-98

After you read



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

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

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



Our Adventure Blog *by Lily, Josh and Ravi*

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

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

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

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

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




56-36-56-20-80-98

1 Order and write the school subjects.

1 E P


 PE

2 C T


3 h o t
 r y s i


4
 m
 a
 r
 a

5 n d t c r
 a r a s t


6 h o a g
 p e
 g r y


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

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

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

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

Yes, I am. = ✓
 No, I'm not. = ✗

	Me	My friend
1 <u>Are you good at ICT?</u>		
2 _____		
3 _____		
4 _____		

Are you good at the same subjects?

Speak and spell

1 Complete and say.



2 Find and circle the words. Classify and write.

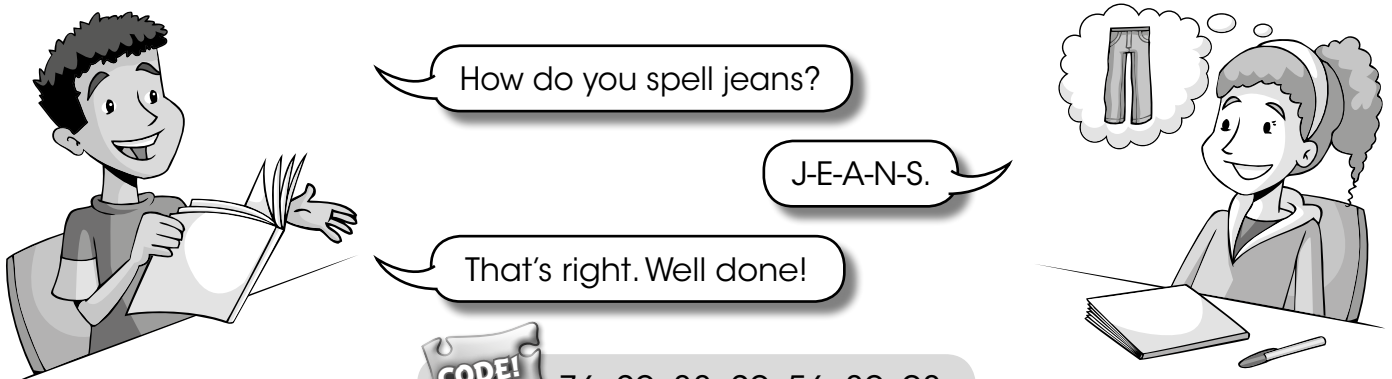
j u i c e k o u g i r a f f e v j e l l y

j
juice

g

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

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



CODE! 76-20-88-20-56-80-98



Literacy Text type: a poster

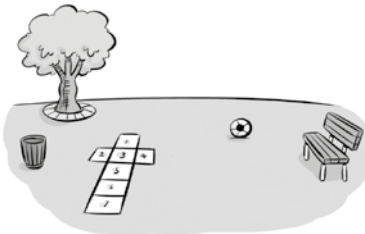
After you read

1 Read and circle.

- 1 Roller hockey is a fast and *dangerous* / *boring* / **exciting** sport.
- 2 The club meets on Tuesday and *Wednesday* / *Thursday* / *Friday*.
- 3 The classes begin at five o'clock and finish at *six* / *seven* / **eight** o'clock.
- 4 The classes cost **£1** / **£2** / **£3**.
- 5 For more information, you can send Emma *a letter* / *a text message* / *an email*.



2 **Thinking skills** Find the words on the poster. Write.



1 playground



2 _____



3 _____



4 _____



5 _____

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

- 1 What's your favourite after-school activity?

My _____.

- 2 Where do you do it?

I _____.

- 3 When do you do it?

I _____.



60-56-20 32-84-56-16-72-20-16



Plan your writing

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



Club name: _____

When do we meet? _____

Where do we meet? _____

What do you need? _____

How much does it cost? _____

Contact: _____



2 Use your notes to write and decorate your poster.

DO YOU LOVE _____ ?

_____ ?

Join the _____

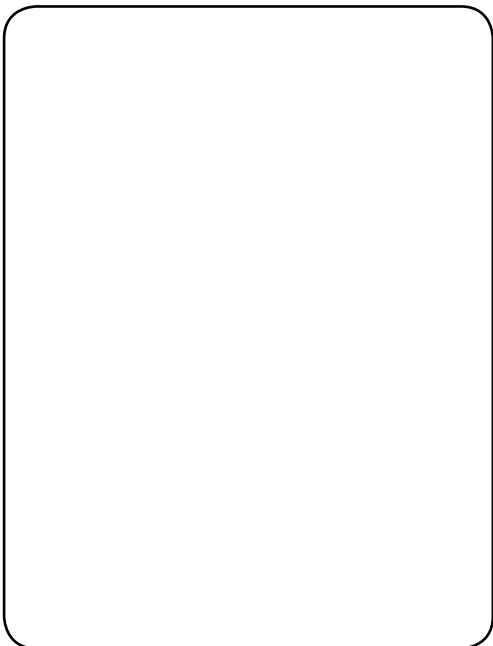
We meet _____

You need _____

The classes cost _____

For more information, contact _____

COME AND _____



Share and check

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

I ask a question.

I give an instruction.

I use some exciting words.

I use capital letters.



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

1 Listen and write.



tin whistle Irish dancing ~~hurling~~ Gaelic football

1

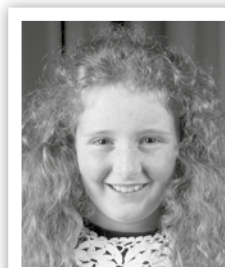
Name: PeterActivity: hurlingDay: Friday

2

Name: Sue

Activity: _____

Day: _____

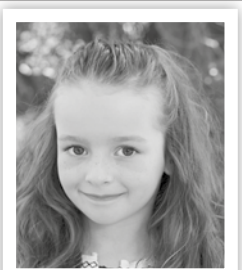


3

Name: Mary

Activity: _____

Day: _____

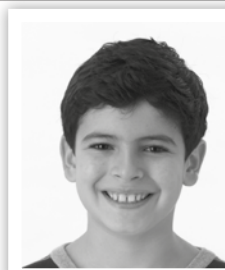


4

Name: Daniel

Activity: _____

Day: _____



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



1 Where's Ireland? _____

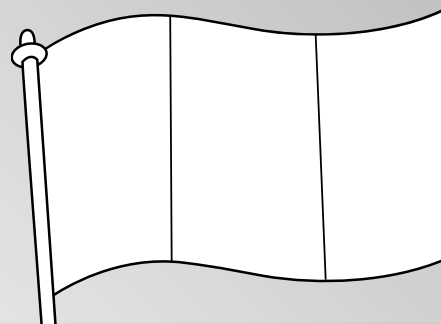
2 What languages do people in Ireland speak? _____

3 What's the capital city of Ireland? _____

- 4 What colours are the Irish flag?

Colour the flag.

5 What's the weather like in Ireland today?



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



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

Ready, Steady, Go!



Can you beat the clock?

Cooperative learning Work with a friend to do the quiz.

1 Name six places in your school.

2 Name three subjects that you study.

3 Read the answers. Write the questions.

When _____? I have PE on Wednesday.

Where _____? I eat lunch in the canteen.

What _____? I play with my friends in the playground.

4 Look at the scores and write.

Maths **8/10** *I'm very good at Maths.*

Music **6/10** _____

PE **2/10** _____

ICT **10/10** _____

5 Circle and write the words that need a capital letter.

lunch **saturday** swimming pool josh english school ravi monday

Saturday

6 Where's Luke in this unit? _____

7 Break the code to find out where Luke goes next.

CODE! 76-12-60-80-48-4-56-16 _____



Thinking skills Think about your work in this unit. Read, circle and write.

My work in Unit 1 is excellent / good / OK.

Now I can _____.

My favourite lesson in Unit 1 is _____.



CODE! 20-36-28-32-80-98 - 80-92-60

Trying new things

1 Read and match. Listen and check. Repeat.



1 Do you want to play the guitar?

Yes, I do. I love technology.

2 Do you want to do street dance?

Yes, I do. It's a great sport.

3 Do you want to play rugby?

Yes, I do. I'm good at dancing.

4 Do you want to build a robot?

Yes, I do. Music is fun.

2 Listen and complete the notes.



Tips for trying new activities

- 1 Don't be afraid.
- 2 _____ to the instructions.
- 3 _____ what other people do.
- 4 Ask people to _____ you.
- 5 Have _____!



What new things do you want to try?

3 Read and answer. Ask and answer. Talk Partners

- 1 A new sport I want to do is _____.
- 2 A new food I want to try is _____.
- 3 A new language I want to learn is _____.
- 4 A new instrument I want to play is _____.

Unit overview

Key Competences and Key Learning Outcomes



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



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



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



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



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



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



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

Vocabulary

Core vocabulary

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

Extension vocabulary (optional)

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

Other vocabulary

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

Recycled vocabulary

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

Structures

Core structures

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

Other structures

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

Recycled structures

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

Phonics

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



Literacy

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

Reading skills: asking yourself a question before you read

Writing skills: using capital letters



Culture ... around the world

After-school activities in Ireland



21st 21st Century Skills

Open mindedness and trying new things



Thinking skills

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



Cooperative learning

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

Values

The importance of helping new pupils at school

Cross-curricular links

Link to Science

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

Suggested Arts and Crafts concepts

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

Key Competences and Key Learning Outcomes

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

Key language

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

Materials

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

Optional materials

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

At a Glance Lesson Plan

Starting the lesson

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

Activity 1

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

Vocabulary presentation

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

Word cards

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

Activity 2

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

Digital resources

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

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



Pupil's Book

Unit 1 Time for school Lesson 1 Vocabulary

- 1 gym 2 corridor
- 3 computer room 4 football pitch
- 5 school hall 6 playground
- 7 library 8 bike stand
- 9 music room 10 basketball court
- 11 canteen 12 vegetable garden

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

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

4 **Talk Partners** Talk about your school.

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

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

Activity 3

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

Activity 4

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

Ending the lesson

- Review the lesson.

Extra activities

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

Vocabulary extension

- Present six additional vocabulary items.

Link to Science

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

Activity Book

Unit 1 Time for school Lesson 1 Vocabulary

1 **Read and find. Circle and write.**

1 I do gymnastics in the _____ court.

2 I put my bike in the _____.

3 I play the drums in the _____.

4 I hang my coat in the _____.

5 I eat lunch in the _____.

6 I watch concerts in the _____.

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

8 I read and look for books in the _____.

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

computer room basketball court vegetable garden
canteen football pitch playground

1 There _____

2 _____

3 _____

4 _____

5 _____

6 _____

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Activity Book

Activity 1

- Read and find.
- Circle and write.

Activity 2

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

Code activity

- Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review classroom objects and equipment.

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

Set learning outcomes and use the talk cards.

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

Pupil's Book Activity 1

Think of places in your school. Make a list.

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

Vocabulary presentation

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

Word cards

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

Pupil's Book Activity 2

Listen, point and say the vocabulary chant.

► CD1 Track 11 p260

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

Pupil's Book Activity 3

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

► CD1 Track 12 p261

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

Pupil's Book Activity 4

Talk about your school.

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

Activity Book

Activity 1

Read and find. Circle and write.

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

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

Activity 2

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

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

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

Code activity

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

Answer: fifty

Ending the lesson

Review the lesson and reflect on learning.

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

Extra activities

Reinforcement

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

Vocabulary extension

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

Link to Science

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

Key Competences and Key Learning Outcomes

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

Key language

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

Materials

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

Optional materials

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

At a Glance Lesson Plan

Starting the lesson

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

Activity 1

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

Activity 2

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

Pupil's Book

Lesson 2 Grammar 1

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

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

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

3 Listen and follow. Repeat.

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

Grammar clue

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

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

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

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

Activity 3

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

Activity 4

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

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

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

Activity Book

Lesson 2 Grammar 1

1 Complete the sentences in the grammar table.

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

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

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

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

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

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

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

Activity Book

Activity 1

- Complete the sentences in the grammar table.

Activity 2

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

Activity 3

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

Code activity

- Complete the code activity.

Digital resources

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

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




Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

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

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

Review the *My school is cool* song.

▶ *CD1 Track 12 p261*

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

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

Set learning outcomes and use the talk cards.

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

Pupil's Book Activity 1

Listen and read. Listen and repeat. Act out.

▶ *CD1 Track 14 p261*

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

Pupil's Book Activity 2

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

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

Pupil's Book Activity 3

Listen and follow. Repeat.

▶ *CD1 Track 15 p261*

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

Grammar clue

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

Pupil's Book Activity 4

Ask and answer questions about your school.

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

Activity Book

Activity 1

Complete the sentences in the grammar table.

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

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

Activity 2

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

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

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

Activity 3

Write. Draw your favourite place in your school.

Ask and answer.

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

Code activity

- The pupils complete the code activity.

Answer: sixty

Ending the lesson

Review the lesson and reflect on learning.

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

Extra activities

Reinforcement

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

Key Competences and Key Learning Outcomes

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

Key language

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

Materials

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

Optional materials

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

At a Glance Lesson Plan

Starting the lesson

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

Before you read: Activity 1

- Use the code to read the message from Luke.

Activity 2

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

After you read: Activity 3

- Read and correct.

Activity 4: Values

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

Pupil's Book

The Pupil's Book pages show the story 'The new school' in two columns. The left column contains the main text of the story, and the right column contains illustrations of the characters and scenes. The story is divided into sections: 'Before you read', 'Listen and read', 'After you read', and 'Values'. The story is about a new school where children are making bracelets and playing sports. The story ends with the children having PE after the break.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

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

Activity Book

The Activity Book page contains several activities related to the story. It includes a 'Before you read' section with a code to read a message from Luke. The main activity is 'Listen and read', where students listen to the story and complete a worksheet. The worksheet has eight numbered blanks for students to write the correct words. There is also a 'Values' section where students discuss the story and a 'Thinking Skills' section where students read and complete a worksheet. The page also features a 'Our Adventure Blog' by Lily, Josh and Ravi, which is a short story about their first day at school.

After you read: Activity Book

Activity 1

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

Activity 2

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

Activity 3

- Read and complete.
- What do you think?

Code activity

- Complete the code activity.

Digital resources

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

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



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review places in a school.

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

Set learning outcomes and use the talk cards.

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

Before you read: Pupil's Book Activity 1

Use the code to read the message from Luke.

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

Pupil's Book Activity 2

Listen and read. Act out.

► CD1 Track 16 p261

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

Suggested comprehension questions

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

- Frame 4: **What do the children play in the playground?** (*Basketball.*)

- Frame 5: **What do the children do after the break?** (*They have a swimming lesson.*)

- Frame 6: **Is it easy?** (*No, it's difficult.*)

- Frame 7: **What's at the bottom of the pool?** (*Lily's new bracelet.*)

- Frame 8: **Who finds the bracelet for Lily?** (*Josh.*) **Can Josh swim very well?** (*Yes, he can.*)

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

- Repeat, with groups swapping roles.

After you read: Pupil's Book Activity 3

Read and correct.

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

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

Pupil's Book Activity 4: Values

Read and discuss.

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

After you read: Activity Book

Activity 1

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

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

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

Activity 2

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

► CD1 Track 17 p261

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

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

Activity 3

Read and complete. What do you think?

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

Code activity

- The pupils complete the code activity.

Answer: ninety

Ending the lesson

Review the lesson and reflect on learning.

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

Extra activity

Reinforcement

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

Key Competences and Key Learning Outcomes

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

Key language

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

Materials

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

Optional materials

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

At a Glance Lesson Plan

Starting the lesson

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

Activity 1

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

Activity 2

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

Pupil's Book

Lesson 4 Vocabulary and Grammar

1 Listen, point and say.

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

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

I'm very good at Maths
And I'm good at Arts and Crafts.
I'm good at ICT
And I'm brilliant at PE.
Yes, I'm brilliant.
I'm brilliant at PE!
Brilliant!

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

3 Listen and follow. Repeat.

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

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

Remember!
I am = I'm

4 Talk Partners Make true sentences.

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

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

Activity 3

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

Activity 4

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

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

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

Activity Book

Lesson 4 Vocabulary and Grammar

1 Order and write the school subjects.

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

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

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

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

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

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

Yes, I am. ✓
No, I'm not. ✗

Are you good at the same subjects?

20-36-28-32-80-98 nine

Activity Book

Activity 1

- Order and write the school subjects.

Activity 2

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

Activity 3

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

Code activity

- Complete the code activity.

Digital resources

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

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



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review school subjects.

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

Set learning outcomes and use the talk cards.

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

Pupil's Book Activity 1

Listen, point and say.

► CD1 Track 18 p261

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

Pupil's Book Activity 2

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

► CD1 Track 19 p261

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

Pupil's Book Activity 3

Listen and follow. Repeat.

► CD1 Track 20 p261

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

Grammar clue

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

Pupil's Book Activity 4

Make true sentences.

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

Activity Book

Activity 1

Order and write the school subjects.

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

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

Activity 2

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

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

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

Activity 3

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

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

Code activity

- The pupils complete the code activity.

Answer: eighty

Ending the lesson

Review the lesson and reflect on learning.

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

Extra activities

Reinforcement

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

Vocabulary extension

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

Key Competences and Key Learning Outcomes



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



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

Key language

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

Materials

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

Optional materials

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

At a Glance Lesson Plan

Starting the lesson

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

Activity 1: Speak and spell

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

Activity 2

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

Pupil's Book

Lesson 5 Listening and Speaking 1

1 Listen, read and say. *Speak and spell*
Sometimes 'g' says 'j'.
The giraffes are jumping and doing judo in the gym.

➔ Now practise spelling on page 10 in your Activity Book.

2 Read the timetable. Listen and identify four differences.

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

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

When do we have Music? We have Music on Monday at nine o'clock.
Where do we have Music? We have it in the music room.

Teacher's Resource Bank: Unit 1
thirteen

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

Activity 3

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

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

Reinforcement

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

Activity Book

Lesson 5 Speaking and Spelling *Speak and spell*

1 Complete and say.
The ___ giraffe is ___ jumping and doing ___ judo in the ___ gym.

2 Find and circle the words. Classify and write.

g u i c k o u g i r a f f e v j e l l y j u d o s r o r a n a e
 q u m j u m m p
 j u c e j
 g
 w j e a n s s z h d g e o g r a p h y t q b

3 *Talk Partners* Test your friend. Ask and answer.
How do you spell jeans? J-E-A-N-S.
That's right. Well done!
76-20-88-20-56-80-98

Activity Book

Activity 1: Speak and spell

- Complete and say.

Activity 2

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

Activity 3

- Test your friend.
- Ask and answer.

Code activity

- Complete the code activity.

Digital resources

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