Starter Welcome back, Luke!

Unit overview

Key Competences and Key Learning Outcomes



- Ask for and give information about other people (Lesson 1)
- Use adjectives to describe physical appearance (Lesson 2)



- Review the numbers 1–100 (Lesson 4)
- Identify and say letters and numbers 100–1000 (Lesson 4)
- Use a code to read a message (Lesson 4)



Use the Pupil's App on Navio



- Review level 3 vocabulary (Lesson 1)
- Listen for specific information (Lesson 2)
- Use 'must' and 'going to' to talk about obligations and responsibilities in the classroom (Lesson 4)



- Get to know the course characters (Lesson 1)
- Read and write a class contract (Lesson 4)



 Work with a Talk Partner to practise and reinforce learning (all lessons)



- •Sing a song (Lesson 1)
- Read, listen and understand a story about Lily, Ravi, Josh and Luke (Lesson 3)
- Complete a story summary (Lesson 3)

Vocabulary

Core vocabulary

beard, blonde hair, brown eyes, curly hair, freckles, long / short hair, moustache, ponytail, straight hair, wavy hair; numbers 100–1000

Other vocabulary

cabin, contract, drums, excited, mast

Recycled vocabulary

actions: climbing a tree, doing puzzles, making things, painting a picture, phoning a friend, planting seeds, playing cards, sailing boats, shopping, singing songs, skipping, swimming, taking photos, walking a dog, washing a car, watering plants; food: cheese, chilli, olives, onions, peppers, pineapple, prawns, sweetcorn, tomato sauce; numbers 1–100; sea creatures: dolphin, octopus, seahorse, shark, squid, whale; sports equipment: flippers, helmet, kayak, life jacket, mask, paddle, snorkel, surfboard, wetsuit; water sports: kayaking, surfing, water-skiing, windsurfing; treasure hunt

Structures

Core structures

What does (your brother / sister) look like? He's got (short, blonde) hair and (brown) eyes. She's got (short, wavy) hair and (freckles).

Other structures

We're waiting for (our brother). You look different. You're taller.

Recycled structures

How old is he / she? She's (nine) years old. What does he / she do? He's (a scientist). What does he / she like doing? He / She likes / loves (swimming). What are your names? What's his / her name? His name's (Luke). Who's this? This is (Lily). Ravi likes (doing puzzles). I love (going snorkelling). I love (playing the drums). We must speak English in class / put our hands up to speak / take turns and listen to each other. We're going to work together / share our things.



Thinking skills

Categorising (Lesson 1); the Magic number (Lesson 4); Mathematical thinking (Lesson 4)



Cooperative learning

Collaborating (Lesson 3); Sharing information (Lesson 4)



· Ask for and give information about other people



Review level 3 vocabulary



Get to know the course characters



Sing a song

Key language

Pupil's Book

Velcome back, Luke

five pieces of wate sports equipmen

• actions: climbing a tree, doing puzzles, making things, painting a picture, phoning a friend, planting seeds, playing cards, sailing boats, shopping, singing songs, skipping, swimming, taking photos, walking a dog, washing a car, watering plants; food: cheese, chilli, olives, onions, peppers, pineapple, prawns, sweetcorn, tomato sauce; numbers 1–100; sea creatures: dolphin, octopus, seahorse, shark, squid, whale; sports equipment: flippers, helmet, kayak, life jacket, mask, paddle, snorkel, surfboard, wetsuit; water sports: kayaking, surfing, water-skiing, windsurfing; treasure hunt

• What are your names? My name's Josh. This is my sister, Lily. What's his / her name? His name's (Luke). How old is he / she? She's (nine years old). What does he / she like doing? He / She likes (swimming). What does he / she do? He's (a scientist).

Materials

- Pupil's Book pp4-5; Activity Book p2; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Josh, Lily and Ravi and lighthouse word cards
- Josh, Lily and Ravi and lighthouse flashcards
- Teacher's Resource Bank: Talk cards

At a Glance Lesson Plan

Starting the lesson

- Greet the class.
- · Set learning outcomes and use the talk cards.

Activity 1



Find and say.

Activity 2



- · Listen and read.
- ▶ CD1 Track 01 p260
- Act out.



- Listen and sing This is my best friend.
- ▶ CD1 Track 02 p260

Activity 4



- Ask and answer about someone in your family.
- Go to the Activity Book.

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.

Listen and sina This is my best frie CO Total Partitions Ask and answer about so

How old is he / she?

What's his / her name?



Ending the lesson

 Review the lesson and reflect on learning.

Extra activities

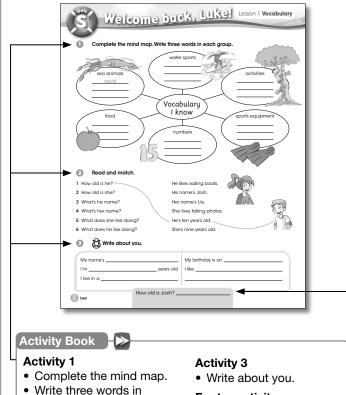
Reinforcement

• Play Odd one out.

Extension

Make a class calendar.

Activity Book



each group.

Activity 2

· Read and match.

Footer activity

· Complete the footer activity.

Starting the lesson

Greet the class.

• Introduce yourself and ask the class to tell you their names.

Set learning outcomes and use the talk cards.

- Say Today we're going to remember words we know in English. We're also going to practise giving information about other people and sing a song.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1



- Find and say. 🔇 💭
- (Books closed.) Hold up the character flashcards in turn to remind the pupils of their names (Josh, Lily and Ravi). Say Who's this? Hold up the lighthouse flashcard and ask What's this?
- (Books open.) Ask What can you see in the scene? The pupils describe what they can see. Prompt the class to tell you that the children are at the port waiting for their brother to return from his travels.
- Focus the class on the first activity. Invite a pupil to read out the instructions.
- The pupils work with a Talk Partner to find and name the different things they can see in the picture that belong to the seven categories.
- Check the activity as a class and encourage the pupils to add more words to each category.

Pupil's Book Activity 2



Listen and read. Act out.

- ▶ CD1 Track 01 p260
- Focus the class on the children in the scene. Prompt them to describe the appearance of the three characters.
- Play the CD. The pupils listen and read the conversation.
- Point to a character and ask What's his / her name? Repeat the procedure with the other two characters.
- Play the CD again, pausing after each sentence for the pupils to repeat.
- The pupils practise the conversation in groups of four.

Pupil's Book Activity 3



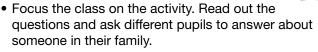
Listen and sing This is my best friend.

- ► CD1 Track 02 p260
- Say Let's listen to a song about best friends. Play the CD. The pupils listen and read.
- Play the CD again. The pupils join in singing the song.
- Ask the pupils to tell you the name of their best friend.

Pupil's Book Activity 4



Ask and answer about someone in your family.



• The pupils practise the questions and answers with a Talk Partner.

Activity Book



Activity 1

Complete the mind map. Write three words in each

- Prompt a pupil to read out the six categories of words. Then invite different pupils to name the
- The pupils work on their own or with a Talk Partner to add three more words to each section of the mind map.
- Check the activity by drawing the mind map on the board.

Suggested answers: sea animals: squid, shark, octopus water sports: surfing, snorkelling, water-skiing activities: climb a tree, plant seeds, paint a picture sports equipment: flippers, kayak, life jacket **numbers:** fifteen, sixty-four, seventy-one food: an apple, sweetcorn, pineapple

Activity 2

Read and match.

- Ask a pupil to read out the first question and the correct answer. Prompt them to say if it corresponds to Josh or Lily.
- The pupils work on their own or with a Talk Partner to match the questions and answers.

Answers: 1 He's ten years old. 2 She's nine years old. 3 His name's Josh. 4 Her name's Lily. 5 She likes taking photos. 6 He likes sailing boats.

Activity 3 (me)

Write about you.

- Read out the incomplete sentences.
- The pupils work alone to complete the sentences about themselves.
- The pupils share their sentences with a Talk Partner.

Footer activity

The pupils complete the footer activity.

Answer: He's ten years old.

Ending the lesson

Review the lesson and reflect on learning.

- (Books closed.) Say **Today we've remembered** different topic words in English. Did you remember lots of words? We also described our best friend.
- Ask the class Which was your favourite activity today? Which activity was easy / difficult?

Extra activities

Reinforcement

- Play *Odd one out.* Choose three objects that appear in the scene. Two should be from one group and the other should be from a different group, e.g. crab, shark, flippers. Ask Which is the odd one out?
- The pupils play the game with a Talk Partner, taking it in turns to choose items from the opening scene.

Extension

- Make a class calendar with the pupils. Use the calendar to revise ordinal numbers from first to thirty-first and the phrase 'When's your birthday?'
- Ask a pupil to come to the front of the class. Point to the calendar and ask When's your birthday? The pupil points to the date. Say Your birthday's on the (second) of (September). Ask the pupil to repeat the date saying My birthday's ... Repeat the procedure with other pupils.



- Use adjectives to describe physical appearances
- LEARN
- Listen for specific information

Key language

And singing songs. She's my best friend.

Pupil's Book

- beard, blonde hair, brown eyes, curly hair, freckles, long / short hair, moustache, ponytail, straight hair, wavy hair
- What does (your brother / sister) look like? He's got (short, blonde hair and brown eyes). She's got (short, wavy hair and freckles).

Materials

- Pupil's Book pp4–5; Activity Book p3; Class CD1; Teacher's App on Navio
- Physical descriptions flashcards
- Teacher's Resource Bank: Talk cards

Optional materials

Magazine photos

At a Glance Lesson Plan

Starting the lesson

• Think-Pair-Share.

- Review vocabulary from Lesson 1.
- Review the This is my best friend song.
- ► CD1 Track 02 p260
- ► CD1 Track 03 p260 (optional karaoke version)
- Set learning outcomes and use the talk cards.

Activity 1



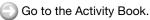
- · Listen and read.
- ► CD1 Track 04 p260
- Act out.

Activity 2

- Listen and repeat.
- ▶ CD1 Track 05 p260

Activity 3

• Ask and answer about a friend.



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.

Listen and read. Act out.

CO Talls Partners Ask and answer about a friend.

She's got short, wavy hair and freckles.



Ending the lesson

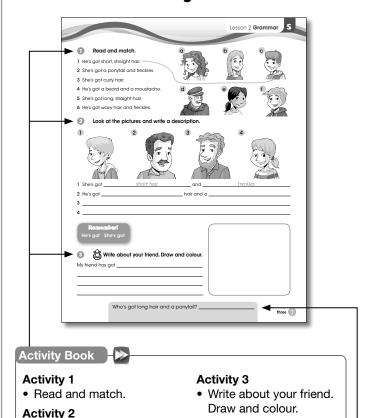
 Review the lesson and reflect on learning.

Extra activity

Reinforcement

• Play Descriptions.

Activity Book



Footer activity

activity.

· Complete the footer

· Look at the pictures and

write a description.

Starting the lesson

Think-Pair-Share. Review vocabulary from Lesson 1.

- (Books closed.) Ask How many things can you remember from the last lesson? The class thinks silently for one minute.
- Organise the class into Talk Partners to share their information.
- Then ask the whole class to list the items they remember. Finally, the pupils open their Pupil's Book and look at the scene on pages 4-5.

Review the This is my best friend song.

- ► CD1 Track 02 p260
- ► CD1 Track 03 p260 (optional karaoke version)
- Play the CD (or use the karaoke version). The pupils sing along and do the actions.

Set learning outcomes and use the talk cards.

- Say Today we're going to talk about describing what people look like.
- 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. Act out.

- ▶ CD1 Track 04 p260
- (Books closed.) Hold up the physical descriptions flashcards in turn to present the vocabulary.
- (Books open.) The pupils look at the picture. Ask Who are they talking about?
- Play the CD. The pupils listen and read the conversation. Ask What does Luke look like?
- Play the CD again, pausing after each sentence for the pupils to repeat.
- The pupils practise the conversation with a Talk Partner.

Pupil's Book Activity 2



Listen and repeat.

- ► CD1 Track 05 p260
- Read out the descriptions. Check understanding by asking the class to point to a child with each feature.
- Play the CD. The pupils repeat the physical descriptions and point.

Pupil's Book Activity 3



Ask and answer about a friend.

- Ask two pupils to read out the exchange on the page.
- Practise the activity as a class. Ask different pupils the question and prompt them to answer.
- The pupils practise with a Talk Partner.

Activity Book



Activity 1

Read and match.

- Read out the descriptions as a class.
- The pupils work on their own to match each description with a picture.

Answers: 1 c 2 e 3 a 4 d 5 b 6 f

Activity 2

Look at the pictures and write a description.

- Focus the class on the first picture. Ask a pupil to read the description.
- The pupils work on their own to complete each description.

Answers: 1 short hair, freckles 2 curly, moustache 3 He's got wavy hair and a beard. 4 She's got a ponytail and freckles.

Activity 3

Write about your friend. Draw and colour.

- Invite different pupils to describe their friend. Write any new vocabulary on the board.
- The pupils work on their own to write their description and draw a picture.
- The pupils read out their description with a Talk Partner.

Footer activity

The pupils complete the footer activity.

Answer: Lily

Ending the lesson

Review the lesson and reflect on learning.

- (Books closed.) Say Today we've talked about descriptions. Can you describe your friend? Elicit descriptions from the pupils.
- Ask the class Which was your favourite activity today? Which activity was easy / difficult?

Extra activity

Reinforcement

- Play Descriptions. Organise the class into groups of six. Give each pupil a small piece of paper and ask them to write a short description of another member of their group.
- Redistribute the descriptions among the groups. The pupils read the description and try to guess the pupil.
- Alternatively, cut out some photos of famous people from magazines and stick them on the board. The pupils write the descriptions and guess as above.



- Read, listen and understand a story about Lily, Ravi, Josh and Luke
- Complete a story summary

Key language

- beard, blonde hair, freckles, moustache, ponytail, curly / straight / wavy hair
- You look different. He's got (a beard). You're taller. Ravi likes doing puzzles. I love going snorkelling. I love playing the drums.

Materials

- Pupil's Book p6; Activity Book p4; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards
- Small pieces of paper

At a Glance Lesson Plan

Starting the lesson

- Review physical descriptions.
- Review the This is my best friend song.
- ▶ CD1 Track 02 p260
- ▶ CD1 Track 03 p260 (optional karaoke version)
- Set learning outcomes and use the talk cards.

Before you read ⊢>>



 Read the title and predict the content of the story.

Activity 1



- · Listen and read.
- ▶ CD1 Track 06 p260
- Act out.

Go to the Activity Book.



Pupil's Book

Ending the lesson

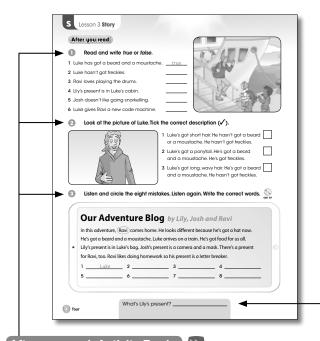
 Review the lesson and reflect on learning.

Extra activity

Reinforcement

· Retell the story as a class.

Activity Book



After you read: Activity Book

Activity 1

• Read and write true or false.

Activity 2

 Look at the picture of Luke. Tick the correct description (\checkmark) .

Activity 3

- · Listen and circle the eight mistakes.
- ► CD1 Track 07 p260
- Listen again. Write the correct words.

Footer activity

Complete the footer 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.



Starting the lesson

Review physical descriptions.

- Play Guess who? Write the names of five or six pupils on small pieces of paper. Choose a name and describe the pupil. Have the rest of the class guess who you are describing.
- Invite a pupil to do the same. The pupil chooses one of the names and describes the person.

Review the This is my best friend song.

- ► CD1 Track 02 p260
- ▶ CD1 Track 03 p260 (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 read and listen to a story in English.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Before you read

• (Books closed.) Read the title of the story. Explain that in the story Ravi, Josh and Lily are waiting for Luke. Ask What does Luke look like? What presents does he give them?

Listen and read.



▶ CD1 Track 06 p260

- (Books closed.) Explain that in the story Luke comes home from his travels. Ask Do you think Luke looks the same? Encourage the class to make predictions about his appearance after a year away.
- (Books open.) Say Now listen to the story and find
- Play the CD. The pupils follow in their books.
- Confirm that Luke looks different now. He's got a beard and a moustache, a ponytail and freckles.
- Ask questions to check understanding.

Suggested comprehension questions

- Frame 1: What does Josh say Luke looks like? (He's got short, blonde hair.)
- Frame 2: **Does Josh look the same?** (No. he looks
- Frame 3: Does Lily look the same? (No, she doesn't, she's taller.) What has Luke got for the children? (He's got presents.)
- Frames 4-6: What's (Lily's / Josh's / Ravi's) present? (Lily has got drums, Josh has got a new mask and a snorkel and Ravi has got a new code machine.) Do the **children like their presents?** (Yes, they do.)

Act out.

- Organise the class into four groups (Lily, Ravi, Josh and Luke) 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: Activity Book



Activity 1

Read and write true or false.

• Ask different pupils to read out the sentences. The pupils answer true or false each time.

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

Activity 2

Look at the picture of Luke. Tick the correct description (1).

 The pupils work on their own or with a Talk Partner to decide which picture best fits the description.

Answer: 2

Activity 3

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

- ▶ CD1 Track 07 p260
- Play the CD. The pupils listen and circle the eight mistakes.
- Play the CD again. The pupils listen and write the correct words.

Answers: 1 Ravi Luke 2 hat ponytail 3 train ship 4 food presents 5 bag cabin 6 camera snorkel 7 homework puzzles 8 letter code

Footer activity

The pupils complete the footer activity.

Answer: drums

Ending the lesson

Review the lesson and reflect on learning.

- Say Today we've listened to a story about Luke coming home. Ask Did you like the story?
- Ask the class Which was your favourite activity today? Which activity was easy / difficult?

Extra activity

Reinforcement 89

• Say Let's tell the story together. Prompt the class by saying Lily, Ravi and Josh are waiting impatiently for ... (Luke). He looks ... (different) because ... (he's got a beard and a moustache). Use mime, gesture and drawings to support the class if necessary.



- Review the numbers 1–100
- Review the numbers 1–100
 Identify and say letters and numbers 100-1000
 - Use a code to read a message



• Use 'must' and 'going to' to talk about obligations and responsibilities in the classroom



· Read and write a class contract

Key language

- numbers 1-1000
- We must speak English in class / put our hands up to speak / take turns and listen to each other. We're going to work together / share our things.

Materials

- Pupil's Book p7; Activity Book p5; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards

At a Glance Lesson Plan

Starting the lesson

- Review the numbers 1–100.
- Set learning outcomes and use the talk cards.

Activity 1

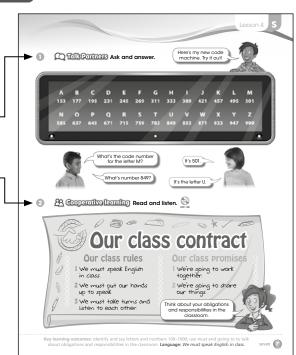
· Ask and answer.

Activity 2



- · Read and listen.
- ▶ CD1 Track 08 p260
- Go to the Activity Book.

Pupil's Book



Ending the lesson

 Review the lesson and reflect on learning.

Extra activities

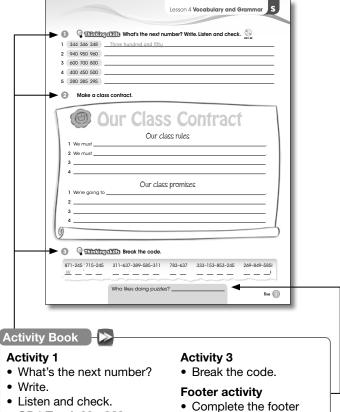
Reinforcement

• Use the code to write a secret message to a friend.

Extension

· Extend the class contract.

Activity Book



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.



► CD1 Track 09 p260

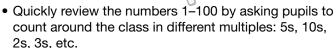
Activity 2

• Make a class contract.

activity.

Starting the lesson

Review the numbers 1–100.



• Play the *Magic number* game. Write a number between 1-100 on the board, e.g. 50. Explain to the class that they have to think of as many mathematical equations as possible to represent the number, e.g. 45 + 5, 5 x 10. Explain that they can use the four mathematical symbols. Encourage the pupils to tell you different ways and write them on the board.

Set learning outcomes and use the talk cards.

- Say Today we're going to learn a new secret code. We're going to learn more numbers and we're going to read and write a class contract.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Ask and answer.

- Write the number 100 on the board and ask What number is this? What number is next? Explain to the children that we say 'a hundred and one', 'a hundred and two', etc.
- Write the numbers 200, 300, 400, 500, 600, 700, 800, 900 and 1000 on the board and introduce the vocabulary.
- Ask different pupils to come to the board and write the numbers you say (100-1000).
- Then write random numbers on the board (100–1000) and ask the class to say the numbers.
- Focus the class on the new code. Invite two pupils to read out the speech bubbles. Then ask What's the code number for the letter (M)? The pupils say the corresponding number (501). Repeat the procedure several times.
- The pupils do the activity with a Talk Partner. They take turns to ask and answer the questions.

Pupil's Book Activity 2



Read and listen.

- ▶ CD1 Track 08 p260
- Explain to the class that they are going to read a class contract. Invite a pupil to read out the speech bubble.
- Before they read, elicit rules that the pupils think might appear in the contract. Write their ideas on the board.
- Play the CD. Ask the pupils to follow the text in their
- Check their predictions to see if their ideas appeared in the contract.
- Ask the pupils to list rules for the contract in their notebooks before sharing them with the class.

Activity Book



Activity 1 929

What's the next number? Write. Listen and check.

- ▶ CD1 Track 09 p260
- Ask a pupil to read out the first numbers in the series. Encourage the class to say the following number and write it down. Have the pupils complete the series individually.
- Play the CD. The pupils listen and check their answers.

Answers: 1 Three hundred and fifty **2** Nine hundred and seventy 3 Nine hundred 4 Five hundred and fifty 5 Three hundred and ten

Activity 2

Make a class contract.

- Copy the class contract frame onto the board. Ask the class to suggest rules.
- Allow the class to choose the most important rules.
- Ask the class to suggest ideas for the class promise.
- Allow them to choose the most relevant.
- The pupils complete the class contract individually.

Activity 3

Break the code.



• The pupils use the number code on Pupil's Book page 7 to discover the secret sentence.

Answer: We're going to have fun!

Footer activity

The pupils complete the footer activity.

Answer: Ravi

Ending the lesson

Review the lesson and reflect on learning.

- Sav Todav we've learnt more numbers. Can vou count from 100-1000? We've also learnt how to make a class contract.
- Ask the class Which was your favourite activity today? Which activity was easy / difficult?

Extra activities

Reinforcement

• The pupils use the code to write a secret message to a friend in English.

Extension

• The pupils make poster-sized versions of the class contract to display in the classroom.

| Date: Unit: | | | |
|-------------|---|---|---|
| 1 | What did my pupils learn in this unit? | 5 | Which lessons / activities did my pupils find the most difficult and why? |
| | | | |
| 2 | How did my pupils work? (/) individually in pairs in small groups in large groups as a class | 6 | What did I try in the classroom for the first time? How did it go? |
| 3 | Which key competences did my pupils develop? Competence in linguistic communication | | |
| | Competence in mathematics, science and technology Digital competence | 7 | Which resources did I find most useful? (including webpages) |
| | 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? | 8 | What could I do differently next time I teach this unit? |
| | | | |