



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)

Key Competences and Key Learning Outcomes

- Ask for and give information about other people
- Review level 3 vocabulary
- Get to know the course characters
- Sing a song

Key language

- 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

Pupil's Book

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.

Activity 3

- 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.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

Reinforcement

- Play *Odd one out*.

Extension

- Make a class calendar.

Activity Book

Activity Book

Activity 1

- Complete the mind map.
- Write three words in each group.

Activity 2

- Read and match.

Activity 3

- Write about you.

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.



Detailed Lesson Plan

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.

- Focus the class on the activity. Read out the questions and ask different pupils to answer about someone in their 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 group.

- Prompt a pupil to read out the six categories of words. Then invite different pupils to name the pictures.
- 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

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.

Key Competences and Key Learning Outcomes

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

Key language

- *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

Pupil's Book

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.

Lesson 2 S

1 Listen and read. Act out.

What does your brother look like?
Has he got a beard or a moustache?
Has he got freckles?

He's got short, blonde hair and brown eyes.
No, he hasn't.
No, he hasn't.

2 Listen and repeat.

blonde hair moustache ponytail curly hair
freckles beard straight hair wavy hair

3 Talk Partners Ask and answer about a friend.

What does your friend look like?
She's got short, wavy hair and freckles.

Key learning outcomes: use adjectives to describe physical appearance
Language: What does he look like? He's got short blonde hair and brown eyes.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement**
- Play *Descriptions*.

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.
- ➔ 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.



Activity Book

Lesson 2 Grammar S

1 Read and match.

1 He's got short, straight hair.
2 She's got a ponytail and freckles.
3 She's got curly hair.
4 He's got a beard and a moustache.
5 She's got long, straight hair.
6 He's got wavy hair and freckles.

2 Look at the pictures and write a description.

1 She's got _____ and _____ freckles.
2 He's got _____ hair and a _____.
3 _____
4 _____

Remember!
He's got _____ She's got _____

3 Write about your friend. Draw and colour.
My friend has got _____

Who's got long hair and a ponytail? _____ three

Activity Book

Activity 1

- Read and match.

Activity 2

- Look at the pictures and write a description.

Activity 3

- Write about your friend. Draw and colour.

Footer activity

- Complete the footer activity.

Detailed Lesson Plan

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.

Key Competences and Key Learning Outcomes



- 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

Pupil's Book

Activity Book

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.

Lesson 3 Story

Welcome home, Luke!

1 Lily, Ravi and Josh are waiting for Luke to get off the ship. They're excited.

2 Suddenly, the children see Luke.

3 Lily's present is in Luke's cabin.

4 Josh's present is on the mast.

5 Luke gives Ravi a new code machine.

6

Key learning outcomes: read, listen and understand a story about Lily, Ravi, Josh and Luke
Language: He's got a beard. I love going snorkelling.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Reinforcement

- Retell the story as a class.

Digital resources

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

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



Lesson 3 Story

After you read!

1 Read and write true or false.

1 Luke has got a beard and a moustache. true

2 Luke hasn't got freckles. _____

3 Ravi loves playing the drums. _____

4 Lily's present is in Luke's cabin. _____

5 Josh doesn't like going snorkelling. _____

6 Luke gives Ravi a new code machine. _____

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

1 Luke's got short hair. He hasn't got a beard or a moustache. He hasn't got freckles.

2 Luke's got a ponytail. He's got a beard and a moustache. He's got freckles.

3 Luke's got long, wavy hair. He's got a beard and a moustache. He hasn't got freckles.

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

Our Adventure Blog by Lily, Josh and Ravi

In this adventure, (Ravi) comes home. He looks different because he's got a hat now. He's got a beard and a moustache. Luke arrives on a train. He's got food for us all.

• Lily's present is in Luke's bag. Josh's present is a camera and a mask. There's a present for Ravi, too. Ravi likes doing homework so his present is a letter breaker.

1 _____ Luke _____ 2 _____ 3 _____ 4 _____

5 _____ 6 _____ 7 _____ 8 _____

4 four What's Lily's present? _____

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 (✓).

Activity 3

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

Footer activity

- Complete the footer activity.

Detailed Lesson Plan

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?**

Pupil's Book Activity 1

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 out.**
- 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 different.*)
- 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 (✓).

- 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

- 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.

Key Competences and Key Learning Outcomes

- 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

The Pupil's Book page is divided into two main sections. The top section, labeled '1', features a 'Talk Partners' activity where students use a code machine. A character says, 'Here's my new code machine. Try it out!' Below this is a grid of letters and numbers: A B C D E F G H I J K L M (153 177 195 231 245 269 311 333 389 421 457 495 501) and N O P Q R S T U V W X Y Z (585 637 645 671 715 759 783 849 853 871 923 947 999). A dialogue shows a student asking 'What's the code number for the letter M?' and the teacher replying 'It's 501.' Another student asks 'What's number 849?' and the teacher replies 'It's the letter U.' The bottom section, labeled '2', is titled 'Our class contract' and is divided into 'Our class rules' and 'Our class promises'. The rules are: 1. We must speak English in class. 2. We must put our hands up to speak. 3. We must take turns and listen to each other. The promises are: 1. We're going to work together. 2. We're going to share our things. A character says, 'Think about your obligations and responsibilities in the classroom.' At the bottom, it says 'Key learning outcomes: identify and say letters and numbers 100–1000; use must and going to to talk about obligations and responsibilities in the classroom. Language: We must speak English in class. seven 7'.

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

The Activity Book page is divided into three main sections. The top section, labeled '1', is titled 'Thinking Skills' and asks 'What's the next number? Write, listen and check.' It lists five number sequences: 1. 344 346 348 (Three hundred and fifty), 2. 940 950 960, 3. 600 700 800, 4. 400 450 500, 5. 280 285 295. The middle section, labeled '2', is titled 'Make a class contract' and shows a template for 'Our Class Contract' with sections for 'Our class rules' and 'Our class promises'. The bottom section, labeled '3', is titled 'Thinking Skills' and asks 'Break the code.' It shows a grid of numbers: 871-245, 715-245, 311-637-389-585-311, 783-637, 333-153-853-245, 269-849-585. Below the grid, it says 'Who likes doing puzzles?' and 'five 5'.

Activity Book

Activity 1

- What's the next number?
- Write.
- Listen and check.
- ▶ *CD1 Track 09 p260*

Activity 2

- Make a class contract.

Activity 3

- Break the code.

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.



Detailed Lesson Plan

Starting the lesson

Review the numbers 1–100.



- Quickly review the numbers 1–100 by asking pupils to count around the class in different multiples: 5s, 10s, 2s, 3s, etc.
- 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. $45 + 5$, 5×10 . 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 (507). 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 books.
- 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 ???

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.

- Say **Today we've learnt more numbers. Can you 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?

2 How did my pupils work? (✓)

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

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

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

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

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

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