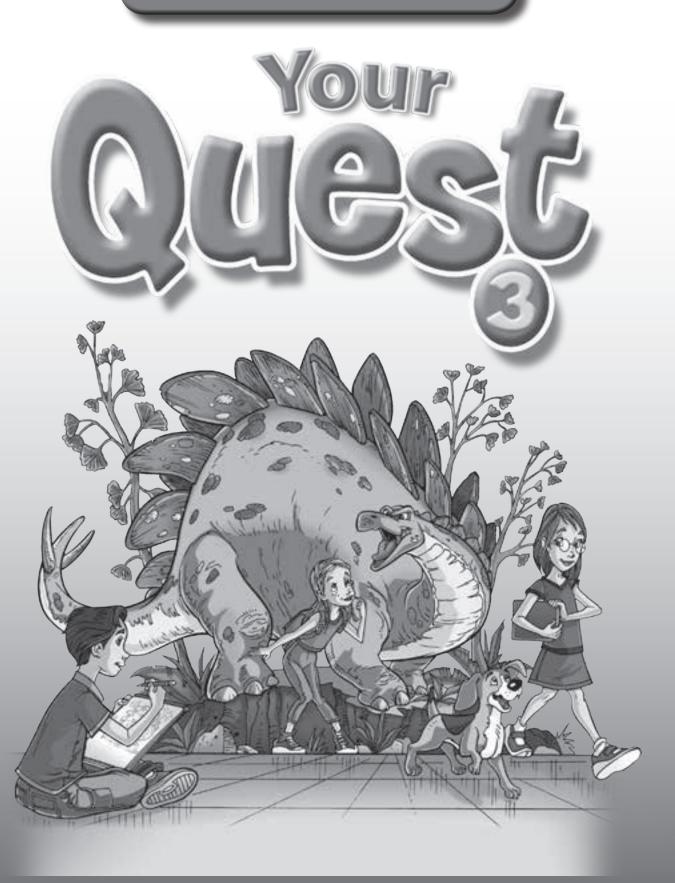
# Teacher's Notes



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### **Syllabus**

Unit	Learning objectives	Key language	Recycled language
Starter- Welcome!	<ul> <li>Greeting people and saying goodbye C1 C5</li> <li>Identifying and naming words from different lexical sets C1 C2 C4 C7 C8</li> <li>Asking questions and giving answers C1 C7 C8</li> <li>Listening to and singing a song and rap C1 C6 C7 C8</li> <li>Presenting a small dialogue C1 C5 C7 C8</li> <li>Listening to, reading, understanding and explaining a story C1 C6 C7 C8</li> <li>Showing understanding of a story by sequencing C1 C6 C7 C8</li> <li>Identifying and naming letters of the alphabet C1 C7</li> <li>Spelling words C1 C7</li> <li>Making a cut-out to be used in a communicative game C1 C5 C6 C7 C8</li> <li>Making the <i>Quest</i> membership card</li> </ul>	Vocabulary  The alphabet Classroom objects: notebook, book, pencil, rubber, crayon Transport: plane, car, boat, bicycle, train, bus Fruit: banana, apple, strawberry Animals: dog, giraffe, elephant, peacock, duck, snake Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday Quest Cup Structures What's your name? I'm How do you spell? How old are you? I'm years old. Where do you live? I live in	(For children who have already started learning English, or completed Your Quest 2, language in the column Key language may be recycled.)
1 The Library	<ul> <li>Identifying and naming library activities C1 C5 C6 C7 C8</li> <li>Listening to, understanding and reproducing a song, chant and rap C1 C6 C7 C8</li> <li>Listening to, reading and performing a short dialogue C1 C5 C7 C8</li> <li>Identifying parts of the language structure and making sentences and questions C7 C8</li> <li>Listening to, writing and matching sentences and questions C7 C8</li> <li>Listening to, reading and understanding a comic strip C1 C6 C7 C8</li> <li>Listening to, reading and understanding informative texts about alphabets and stories C1 C3 C7 C8</li> <li>Writing a short text about a story C2 C3 C7 C8</li> <li>Listening to, reading, understanding and explaining a story C1 C2 C6 C7 C8</li> <li>Identifying and naming books we read and write in C1 C7</li> <li>Using vocabulary for books we read and write in with library activities C1 C6 C7 C8</li> <li>Making a cut-out and using it in a communicative game C1 C5 C6 C7 C8</li> <li>Creating a secret message C1 C3 C5 C6 C7 C8</li> <li>Reading and understanding a short diary entry C1 C3 C4 C7 C8</li> <li>Writing a short personalized diary entry about library activities and talking about it C1 C3 C4 C5 C6 C7 C8</li> <li>Practising and discriminating between the sounds</li> <li>I/I and Ii: C1 C7 C8</li> <li>Creating a record of vocabulary learnt C7 C8</li> <li>Reviewing what has been studied and reflecting on it C1 C3 C6 C7 C8</li> </ul>	Vocabulary  Isten to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in your diary  comic, notebook, dictionary, diary Structures  Do you (read books)? Yes, I do. / No, I don't.  What do you at the library?  I (don't) (watch DVDs).	The alphabet Numbers (1–100) Classroom objects The days of the week What's your name? I'm How do you spell? How old are you? I'm years old. Where do you live? I live in
2 Animal Park	<ul> <li>Identifying and naming animals C1 C5 C6 C7 C8</li> <li>Listening to, understanding and singing a song, chant and rap C1 C6 C7 C8</li> <li>Listening to, reading and performing a short dialogue C1 C5 C7 C8</li> <li>Identifying parts of the language structure and making sentences and questions C7 C8</li> <li>Listening to, writing and matching sentences and questions C7 C8</li> <li>Listening to, reading and understanding a comic strip C1 C6 C7 C8</li> <li>Listening to, reading and understanding texts about Australian animals C1 C3 C7 C8</li> <li>Writing a short text about an animal C2 C3 C6 C7 C8</li> <li>Reproducing sentences from text</li> <li>Listening to, reading, understanding and explaining a story C1 C2 C6 C7 C8</li> <li>Identifying and naming animal food C1 C7</li> <li>Making a cut-out and using it in a communicative game C1 C5 C6 C7 C8</li> <li>Creating an animal chart C1 C3 C5 C6 C7 C8</li> <li>Reading and understanding a short diary entry C1 C3 C4 C7 C8</li> <li>Writing a short personalized diary entry about animals and talking about it C1 C3 C4 C5 C6 C7 C8</li> <li>Practising and discriminating between the sounds /g/ and /d₃/ C1 C7 C8</li> <li>Creating a record of vocabulary learnt C7 C8</li> <li>Reviewing what has been studied and reflecting on it C1 C3 C6 C7 C8</li> </ul>	Vocabulary  bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino  plants, meat, fish, fruit Structures  Do you like (bears)? Yes, I do. / No, I don't.  What's your favourite animal?  What animals do you like?  I like/love/don't like (tigers).  This is a  It eats (meat).	The alphabet Numbers (1–100) Classroom objects Animals The days of the week How do you spell? Where do you live? I live in

Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
Hello! Goodbye! Very good! Well done! Is? Let's investigate/listen to/sing/look at/mime/play		Show an interest in learning English Learn about the importance of being friends Be willing to participate and follow instructions	
CLIL vocabulary: famous, library, libraries, the Royal Library or Alexandria, the Boston Public Library in Massachusetts, the National Library of Canada in Ottawa, newspapers, tapes, look for information; ant, grasshopper, com, winter, noisy There are many libraries in the world. Is there a library in your school? Let's investigate/listen to/sing/look at/mime/play/say/stop/check/create/talk about Tell me about	• Comparing the sounds /ı/ and /i:/	Understanding the importance of libraries     Showing interest in different libraries of the world	• Social Science
CLIL vocabulary: Australia, Australian, kangaroo, dingo, wild dog, koala bear, desert, grasslands, forest, mob, pack, carnivore, herbivore, eucalyptus leaves, pouch, bark (v) It lives in It is a (herbivore). Let's investigate/listen to/sing/look at/mime/play/say/stop/check/create/talk about Tell me about	• Comparing the sounds /g/ and /d <sub>3</sub> /	Understanding Australian animals     Showing interest in different types of Australian animals	Natural Science: Australian animals
empetence in linguistic communication			

Unit	Learning objectives	Key language	Recycled language
3 The Olympics	<ul> <li>Identifying and naming sports C1 C5 C6 C7 C8</li> <li>Listening to, understanding and reproducing a song, chant and rap C1 C6 C7 C8</li> <li>Listening to, reading and performing a short dialogue C1 C5 C7 C8</li> <li>Identifying parts of the language structure and making sentences and questions C7 C8</li> <li>Listening to, writing and matching sentences and questions C7 C8</li> <li>Listening to, reading and understanding a comic strip C1 C6 C7 C8</li> <li>Listening to, reading and understanding texts about Olympic sports and famous Olympians C1 C3 C7 C8</li> <li>Writing a short text about a famous Olympian C2 C3 C7 C8</li> <li>Listening to, reading, understanding and explaining a story C1 C2 C6 C7 C8</li> <li>Identifying and naming sports equipment C1 C7</li> <li>Using vocabulary for sports equipment with sports C1 C6 C7 C8</li> <li>Making a cut-out and using it in a communicative game C1 C5 C6 C7 C8</li> <li>Creating an Olympic podium C1 C3 C5 C6 C7 C8</li> <li>Reading and understanding a short diary entry C1 C3 C4 C7 C8</li> <li>Writing a short personalized diary entry about sports and talking about it C1 C3 C4 C5 C6 C7 C8</li> <li>Practising and discriminating between the sounds /eɪ/ and /æ/ C1 C7 C8</li> <li>Reviewing what has been studied and reflecting on it C1 C3 C6 C7 C8</li> </ul>	Vocabulary  play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade  trainers, goggles, racket, helmet  CLIL vocabulary: Olympic athlete, cyclist, gold, silver, bronze, medal, Scotland Structures  Can you (swim)? Yes, I can. / No, I can't.  What sports can you do?  I can/can't (ride a bike).  To (ride a bike) you need (a bike and a helmet).  They swim	The alphabet Numbers (1–100) Classroom objects Animals The days of the week How do you spell?
Units 1, 2, 3 Your Quest Revision and Wildlife in the UK	Identifying and naming library activities, animals and sports C1 C7 C8 Listening to and showing understanding of a text about UK culture C1 C3 C7 C8 Writing a short text about an aspect of Spanish culture C1 C3 C5 C6 C7 C8 Reviewing what has been studied in Units 1, 2 and 3 C1 C5 C7 C8	Vocabulary  Iisten to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in your diary  comic, notebook, dictionary, diary bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino plants, meat, fish, fruit play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade trainers, goggles, racket, helmet Structures Can you find? (Puffins) can/can't (run). They eat (fish). I like/don't like (puffins).	
4 Museum of Natural History	Learning objectives  Identifying and naming body parts C1 C5 C6 C7 C8  Listening to, reading and reproducing a song, chant and rap C1 C6 C7 C8  Listening to, reading and performing a short dialogue C1 C5 C7 C8  Listening to, reading and performing a short dialogue C1 C5 C7 C8  Identifying parts of the language structure and making sentences and Your Questions C7 C8  Listening to, writing and matching sentences and questions C7 C8  Listening to, reading and understanding a comic strip C1 C6 C7 C8  Listening to, reading and understanding informative texts about reptiles C1 C3 C7 C8  Writing a short text about a reptile C2 C3 C7 C8  Reproduce sentences from text  Listening to, reading, understanding and explaining a story C1 C2 C6 C7 C8  Identifying and naming adjectives C1 C7  Using adjectives with body parts and animal C1 C6 C7 C8  Making a cut-out and using it in a communicative game C1 C5 C6 C7 C8  Investigating the height of children in the class C1 C2 C3 C5 C6 C7 C8  Reading and understanding a short diary entry C1 C3 C4 C7 C8  Writing a short personalized diary entry about a dinosaur and talking about it C1 C3 C4 C5 C6 C7 C8  Practising and discriminating between the sounds /ɒ/ and /ɔː/ C1 C7 C8  Creating a record of vocabulary learnt C7 C8  Reviewing what has been studied and reflecting on it C1 C3 C6 C7 C8	Vocabulary  • wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head  • big, small, tall, short, fast, slow Structures  • It's got/hasn't got (a tail).  • Has it got (wings)? Yes, it has. / No, it hasn't.  • It's about (two) metre(s) tall and (two) metre(s) long.	The alphabet Numbers (1–100) Classroom objects Animals The days of the week How do you spell? Where do you live? I live in I like I love You/He/She can/can't

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	CLIL vocabulary: synchronized swimmer, whitewater canoeing, running, swim underwater, life jacket, Jamaica, Spain, (200) metres, 25 km He's/She's from (Jamaica). He's/She's got (a gold medal). They are (swimmers). Let's investigate/listen to/sing/look at/mime/play/say/stop/check/create/talk about Tell me about I've got (my trainers). Put on a (helmet). This is	Comparing the sounds /eɪ/ and /æ/	Understanding different Olympic sports Showing interest in Olympic sports  order  ord	• P.E.: Olympic sports
	Let's sing/listen and check/find/make sentences     What's the secret word?     What can do?     puffin, fox, badger, Iberian lynx, fly, climb, jump, small animals, worms			
	CLIL vocabulary: Galápagos tortoise, Komodo dragon, alligator snapping turtle, giant (adj), shell, sharp, tongue, long How long/fast/small? How many? It's/It isn't (slow). It (walks). Let's investigate/listen to/sing/look at/mime/play/say/stop/check/create/talk about Tell me about	• Comparing the sounds /p/ and /ɔ:/	Understanding the importance of respecting the natural world     Showing interest in reptiles	Natural Science: Mode day dinosaurs
interac	ompetence in linguistic communication ction with the physical world 📵 Compand citizenship 🚳 Artistic and cultural	etence in processing ir	nformation and use of ICT	Competence in socia

Unit	Learning objectives	Key language	Recycled language
5 The Circus Show	<ul> <li>Identifying and naming clothes C1 C5 C6 C7 C8</li> <li>Listening to, understanding and reproducing a song, chant and rap C1 C6 C7 C8</li> <li>Listening to, reading and performing a short dialogue C1 C5 C7 C8</li> <li>Identifying parts of the language structure and making sentences and questions C7 C8</li> <li>Listening to, writing and matching sentences and questions C7 C8</li> <li>Listening to, reading and understanding a comic strip C1 C6 C7 C8</li> <li>Listening to, reading and understanding informative texts about clothes C1 C3 C7 C8</li> <li>Writing a short text about useful clothes C2 C3 C6 C7 C8</li> <li>Reproduce sentences from text</li> <li>Listening to, reading, understanding and explaining a story C1 C2 C6 C7 C8</li> <li>Identifying and naming accessories C1 C7</li> <li>Using vocabulary for accessories with clothes C1 C6 C7 C8</li> <li>Making a cut-out and using it in a communicative game C1 C5 C6 C7 C8</li> <li>Talking about clothes in extreme climates C1 C3 C5 C6 C7 C8</li> <li>Reading and understanding a short diary entry C1 C3 C4 C7 C8</li> <li>Writing a short personalized diary entry about clothes and talking about it C1 C3 C4 C5 C6 C7 C8</li> <li>Practising the sounds /s/ + consonant C1 C7 C8</li> <li>Reviewing what has been studied and reflecting on it C1 C3 C6 C7 C8</li> </ul>	Vocabulary  boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf  bracelet, earrings, watch, badge  CLIL vocabulary: hot, dry, cold, windy, protect, the Sun, the cold, fur trousers, fur coat  Structures  He/She is/isn't wearing (a hat).  Is he/she wearing (a hat)? No, he/she isn't. / Yes, he/she is.  I'm (not) wearing (a hat).	<ul> <li>The alphabet</li> <li>Numbers (1–100)</li> <li>Classroom objects</li> <li>Adjectives</li> <li>Colours</li> <li>The days of the week</li> <li>How do you spell?</li> <li>Can you? No, I can't.</li> <li>I can/can't</li> <li>I've got</li> <li>She's got</li> </ul>
6 Space Café	<ul> <li>Identifying and naming food C1 C5 C6 C7 C8</li> <li>Listening to, understanding and reproducing a song, chant and rap C1 C6 C7 C8</li> <li>Listening to, reading and performing a short dialogue C1 C5 C7 C8</li> <li>Identifying parts of the language structure and making sentences and questions C7 C8</li> <li>Listening to, writing and matching sentences and questions C7 C8</li> <li>Listening to, reading and understanding a comic strip C1 C6 C7 C8</li> <li>Listening to, reading and understanding informative texts about our solar system C1 C3 C7 C8</li> <li>Writing a short text about a planet C2 C3 C7 C8</li> <li>Reproduce sentences from text</li> <li>Listening to, reading, understanding and explaining a story C1 C2 C6 C7 C8</li> <li>Identifying and naming stars and planets C1 C7</li> <li>Talking about planet and stars preferences C1 C5 C7 C8</li> <li>Using vocabulary for book genres with library activities C1 C6 C7 C8</li> <li>Making a cut-out and using it in a communicative game C1 C5 C6 C7 C8</li> <li>Reading and understanding a short diary entry C1 C3 C4 C7 C8</li> <li>Writing a short personalized diary entry about food preferences and talking about it C1 C3 C4 C5 C6 C7 C8</li> <li>Practising and discriminating between the sounds /tj/ and /j/ C1 C7 C8</li> <li>Creating a record of vocabulary learnt C7 C8</li> <li>Reviewing what has been studied and reflecting on it C1 C3 C6 C7 C8</li> </ul>	Vocabulary  chocolate, ice cream, sandwiches, chicken, salad, spaghetti, sausages, potatoes, eggs, meatballs  the Moon, the Earth, planets, stars Structures  I want/don't want to eat (chicken).  Do you want to eat (salad)? Yes, I do. / No, I don't.  What do you want to eat?	The alphabet Numbers (1–100) Classroom objects The days of the week Adjectives Have they got? I/we can I like How do you spell? It has got
Units 4, 5, 6 Your Quest Revision and Clothes in the UK	<ul> <li>Identifying and naming body parts, clothes and food C1 C7 C8</li> <li>Listening to and showing understanding of a text about UK culture C1 C3 C7 C8</li> <li>Writing a short text about an aspect of Spanish culture C1 C3 C5 C6 C7 C8</li> <li>Reviewing what has been studied in Units 4, 5 and 6 C1 C5 C7 C8</li> </ul>	Vocabulary  • wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head  • big, small, tall, short, fast, slow  • boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf  • bracelet, earrings, watch, badge  • chocolate, ice cream, sandwiches, chicken, salad, spaghetti, sausages, potatoes, eggs, meatballs  • the Moon, the Earth, planets, stars  Structures  • He/She wants to / doesn't want to eat (chicken).  • He/She is wearing (a hat).  • It has got (wings).  • They are wearing (dresses).  • There's a (badge).	

·	Pronunciation	Socio-cultural aspects	
CLIL vocabulary: climate, Arctic, desert, gloves, hat with corks, flies  What is he/she wearing?  The climate in (the desert) is (very hot and dry).  People wear (clothes) to protect them from (the Sun).  Let's investigate/listen to/sing/look at/mime/play/say/stop/check/create/talk about  Tell me about	Practising the sounds /s/ + consonant	Understanding the importance of clothes in different climates     Showing interest in people from other countries	• Social Science: Clothes
CLIL vocabulary: solar system, the Sun, rotate, axis, atmosphere, mountains, valleys It rotates on its axis. It travels around (the Earth). The Sun isn't (a planet). Let's investigate/listen to/sing/look at/mime/play/say/stop/check/create/talk about Tell me about	• Comparing the sounds /tʃ and /ʃ/	Understanding the importance of the solar system     Showing interest in different planets and stars	Science: Our solar system
dress, kilt, uniform, bridesmaid, wedding, hair, policeman, uniform, parties, helmet, flowers     Let's sing/listen and check/find/make sentences     What/Where is it?     What's the secret word?     What can do?			

Unit	Learning objectives	Key language	Recycled language
7 A Day in your Life	<ul> <li>Identifying and naming daily routine activities C1 C5 C6 C7 C8</li> <li>Listening to, understanding and reproducing a song, chant and rap C1 C6 C7 C8</li> <li>Listening to, reading and performing a short dialogue C1 C5 C7 C8</li> <li>Identifying parts of the language structure and making sentences and questions C7 C8</li> <li>Listening to, writing and matching sentences and questions C7 C8</li> <li>Listening to, reading and understanding a comic strip C1 C6 C7 C8</li> <li>Listening to, reading and understanding informative texts about time zones and daily routines C1 C3 C7 C8</li> <li>Writing a short text about a daily routine C2 C3 C6 C7 C8</li> <li>Reproduce sentences from text</li> <li>Listening to, reading, understanding and explaining a story C1 C2 C6 C7 C8</li> <li>Identifying and naming vocabulary for time C1 C7</li> <li>Using vocabulary for time with daily activities C1 C6 C7 C8</li> <li>Making a cut-out and using it in a communicative game C1 C5 C6 C7 C8</li> <li>Reading and understanding a short diary entry C1 C3 C4 C7 C8</li> <li>Writing a short personalized diary entry about daily routines and talking about it C1 C3 C4 C5 C6 C7 C8</li> <li>Practising and discriminating between the sounds /ʌ/ and /uː/ C1 C7 C8</li> <li>Reviewing what has been studied and reflecting on it C1 C3 C6 C7 C8</li> <li>Reviewing what has been studied and reflecting on it C1 C3 C6 C7 C8</li> </ul>	Vocabulary  • get up, have a shower, get dressed, have breakfast, go to school, study, have lunch, go home, have dinner, go to bed  • It's (seven) o'clock, It's half past (twelve), in the morning, in the afternoon, at night Structures  • I (get up) / don't (get up) at (seven o'clock).  • Do you (study French)? Yes, I do. / No, I don't.  • What do you do every day?  • It's (seven o'clock).  • (Pablo) is (at school).  • She/He (goes to bed) at (seven o'clock).	The alphabet Numbers (1–100) Classroom objects The days of the week Colours Adjectives How do you spell? We're going What's he doing? I can Do you want? He/She lives in book
8 The Island	<ul> <li>Identifying and naming island features C1 C5 C6 C7 C8</li> <li>Listening to, understanding and reproducing a song, chant and rap C1 C6 C7 C8</li> <li>Listening to, reading and performing a short dialogue C1 C5 C7 C8</li> <li>Identifying parts of the language structure and making sentences and questions C7 C8</li> <li>Listening to, writing and matching sentences and questions C7 C8</li> <li>Listening to, reading and understanding a comic strip C1 C6 C7 C8</li> <li>Listening to, reading and understanding informative texts about islands C1 C3 C7 C8</li> <li>Writing a short text about an island C2 C3 C7 C8</li> <li>Reproduce sentences from text</li> <li>Listening to, reading, understanding and explaining a story C1 C2 C6 C7 C8</li> <li>Identifying and naming prepositions C1 C7</li> <li>Using prepositions with daily activities C1 C6 C7 C8</li> <li>Making a cut-out and using it in a communicative game C1 C5 C6 C7 C8</li> <li>Reading and understanding a short diary entry C1 C3 C4 C7 C8</li> <li>Reading and understanding a short diary entry C1 C3 C4 C7 C8</li> <li>Writing a short personalized diary entry about an island and talking about it C1 C3 C4 C5 C6 C7 C8</li> <li>Practising the sound /a/ C1 C7 C8</li> <li>Creating a record of vocabulary learnt C7 C8</li> <li>Reviewing what has been studied and reflecting on it C1 C3 C6 C7 C8</li> </ul>	Vocabulary  island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path  in, next to, opposite, in front of, behind, on Structures  What is there (on your island)?  There's / There isn't a (beach).  Is there a (river)? Yes, there is. / No, there isn't.  Where is the (beach)? It's (next to the river).  (The Isle of Wight) is (a small English island).  (Hawaii) has got (100 islands).	The alphabet Numbers (1–100) Classroom objects The days of the week Colours Adjectives Can you spell? What have you got? It has/hasn't got We/l've got What can you? Can you? helmet

Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
CLIL vocabulary: have pancakes for breakfast, at home, at school, maple syrup, sweet, Liverpool, Madrid, Honolulu, Sydney, Canada  I'm (at home). Let's investigate/listen to/sing/look at/mime/play/say/stop/check/create/talk about  Tell me about	Comparing the sounds /n/ and /u:/	Understanding the importance of time in our lives today     Showing interest in time zones around the world	Social Science: Time zones
CLIL vocabulary: town, volcano, sand, capital, high, beautiful, Isle of Wight, Hawaii, Tenerife  You can (walk). Let's investigate/listen to/sing/look at/mime/play/say/stop/check/create/talk about  Tell me about	• Practising the sound	Understanding the importance of island features     Showing interest in another country's island	Social Science: Living on an Island

© Competence in linguistic communication © Mathematical competence © Competence in knowledge of and interaction with the physical world © Competence in processing information and use of ICT © Competence in social skills and citizenship © Artistic and cultural competence © Learning to learn © Autonomy and personal initiative

Unit	Learning objectives	Key language	Recycled language
The Return of the Quest Cup	Answering questions about previous units C1 C3 C5 C7 C8 Listening to, reading and singing a song C1 C6 C7 C8 Reviewing what has been studied in Units 1–8 C1 C3 C5 C7 C8  C7 C8  Answering to, reading and singing a song C1 C6 C7 C8  Reviewing what has been studied in Units 1–8 C1 C3 C5 C7 C8  Answering to, reading and singing a song C1 C6 C7 C8  Reviewing what has been studied in Units 1–8 C1 C3 C5 C7 C8  Answering to, reading and singing a song C1 C6 C7 C8  Reviewing what has been studied in Units 1–8 C1 C3 C5 C7 C8  Answering to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading a song C1 C6 C7 C8  Reviewing to, reading to, reading a song C1 C6 C7 C8  Reviewing to, reading t	Vocabulary  Iisten to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (your) diary  bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino plants, meat, fish, fruit play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade trainers, goggles, racket, helmet wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head big, small, tall, short, fast, slow boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf bracelet, earrings, watch, badge chocolate, ice cream, sandwiches, chicken, salad, spaghetti, sausages, potatoes, eggs, meatballs the Moon, the Earth, planets, stars get up, have a shower, get dressed, have breakfast, go to school, study, have lunch, go home, have dinner, go to bed It's (seven) o'clock, It's half past (twelve), in the morning, in the afternoon, at night island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path in, next to, opposite, in front of, behind, on Structures Do you (read books)? Yes, I do. / No, I don't. What do you at the library? I (don't) (watch DVDs). Do you like (bears)? Yes, I do. / No, I don't. What sports can you do? I can/can't (ride a bike). It's got/hasn't got (a tail). Has it got (wings)? Yes, it has. / No, it hasn't. He/She is/isn't wearing (a hat). Is he/she wearing? I want/don't want to eat (chicken). Do you want to eat (salad)? Yes, I do. / No, I don't. What is he/she wearing? I want/don't want to eat? I (get up)/don't (get up) at (seven o'clock). Do you (study French)? Yes, I do. / No, I don't. What do you want to eat? I (get up)/don't (get up) at (seven o'clock). Do you (study French)? Yes, I do. / No, I don't. What do you do every day? What is there (on your island)? There's/There isn't a (beach)? Is there a (river)? Yes, there is. / No, there isn't. Where is the (beach)? It's (next to the river).	
Units 7, 8 Your Quest Revision and Places in the UK	Identifying and naming daily routine verbs and island features C1 C7 C8  Listening to and showing understanding of a text about UK culture C1 C3 C7 C8  Writing a short text about an aspect of Spanish culture C1 C3 C5 C6 C7 C8  Reviewing what has been studied in Units 7 and 8 C1 C5 C7 C8	Vocabulary  • get up, have a shower, get dressed, have breakfast, go to school, study, have lunch, go home, have dinner, go to bed  • It's (seven) o'clock, It's half past (twelve), in the morning, in the afternoon, at night  • island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path  • in, next to, opposite, in front of, behind, on Structures  • I (get up) at (eight o'clock).  • There's (a lake).	

Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
<ul><li>Let's sing/look and find/listen to</li><li>What/Where is it?</li></ul>			
• the Tower of London, Madame			
the Tower of London, Madame Tussaud's, Buckingham Palace, the Queen, Oceanographic Aquarium, museum, ghost, statue, garden, summer, dolphin show, underwater restaurant			
underwater restaurant  It's next to (a river).			
<ul> <li>It opens at (nine o'clock).</li> <li>It's got (statues).</li> </ul>			
You can visit (in the summer).			
Let's sing/listen and check/find/make sentences     What/Where is it?			
<ul><li>What's the secret word?</li><li>What can do?</li></ul>			
	I	I	

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Unit	Learning objectives	Key language	Recycled language
Halloween	<ul> <li>Identifying and naming Halloween vocabulary C1 C7 C8</li> <li>Listening to and reading texts about Halloween in different countries C1 C3 C6 C7 C8</li> <li>Following instructions to make a cut-out Jack o' Lantern C6 C7 C8</li> </ul>	Vocabulary  • apples, Jack o' Lantern, apple bobbing, Barmbrack, trick or treat, ghost Structures  • What do you eat at Halloween?  • It's/isn't a (sweet bread).  • Which costume do you like?	<ul><li>Adjectives</li><li>Can you?</li><li>Do you like?</li><li>You can</li></ul>
Christmas	Identifying and naming Christmas vocabulary C1 C7 C8 Listening to, reading and explaining a story C1 C6 C7 C8 Showing understanding of the story by answering questions C1 C7 C8 Listening to, reading and understanding a text about Christmas food in different countries C1 C7 C8 Following instructions to make a bookmark cut-out C6 C7 C8	Vocabulary  • donkey, sack, reindeer, present, Christmas Eve, Santa, turkey, stuffing, Brussels sprouts, Christmas pudding, Christmas cake, goat curry, delicious, rice, peas, barbecue, prawns, seafood, mince pies, dessert Structures  • What do (you) eat (at Christmas)?  • Merry Christmas  • At Christmas, we eat (turkey).  • We have (turkey).  • We like (turkey).  • What's that?  • I can help you.  • There's a (donkey).	Adjectives I can There's a I'm/We're I'm/We're from We have

Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
• Let's sing/look at		<ul> <li>Understanding the differences in Halloween traditions</li> <li>Showing interest in Halloween</li> </ul>	
• Let's sing/look at		Understanding the importance of helping at Christmas     Showing interest in Christmas food in different countries	

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### Introduction

### 1 What is Your Quest?

**Your Quest** is a story-based course for primary school pupils who have initial or no previous knowledge of English. The aim of the course is to allow students to maximize their learning potential by working through eight topic-based units, that motivate and interest them and which are presented in a way that allows easy transfer to their own world. Its aim is to develop their competence in using English in a series of 'building blocks' and to provide solid foundations in language skills for future learning.

### The main aims of Your Quest

**Listening:** to participate in and understand messages through a variety of auditory forms (songs, raps, dialogues, news broadcasts and announcements). Also to develop techniques and strategies which will enable them to respond to what they hear.

**Speaking:** to ask and respond in the correct manner in a variety of situations (role plays, group work); to observe the norms of turn-taking and customs of speaking (please, thank you).

**Writing:** to produce and learn about different texts which have a transferable value from their own world (diaries, emails, posters, web pages, invitations, menus); to evaluate and reflect on their writing at the end of each unit.

**Reading:** to understand different texts related to their interests; to develop techniques and strategies to respond to English texts.

Learning to learn and reflect: to develop strategies and techniques in each cycle through which they are able to show their autonomy as learners and are able to evaluate their own learning.

**Different cultures:** to learn about different cultural aspects of the language as a means of communicating with people from different backgrounds and cultures; to develop respect for different cultures.

**CLIL:** to learn and apply aspects of other school subjects to their language learning, and to appreciate the benefits of CLIL.

**Pronunciation:** to identify and understand sound and phoneme rhythm and intonation, in songs, questions, chants and dialogues; to discriminate between different sounds and show an awareness of English pronunciation.

**Communication strategies:** to identify and understand linguistic structures and lexical aspects of English and use them to communicate effectively.

Eliciting meaning through context: to develop strategies to understand structures or lexis not seen before, but which can be understood from context and clues given.

### 2 The main aims of Your Quest 3

The objectives of this cycle have been written in accordance with the requirements of the Council of Europe. There is a strong focus in this cycle on the development of reading and writing skills, although speaking and listening continue to be of key importance, in addition to the maintenance of a positive attitude to learning a foreign language and respect for classmates.

**Listening:** to participate in and understand simple messages from songs, raps, the teacher and other students.

**Speaking:** to learn to communicate in basic messages, using linguistic or non-linguistic means.

**Writing:** to produce short written texts of various genres. In each case the students are personalizing the text, using a model as a guide for layout and content.

**Reading:** to understand and respond to information at both sentence and paragraph level, using visual clues as a strategy to further understanding and answering questions or True or False sentences.

**Learning to learn and reflect:** to give an opinion of their own learning by participating in team games and employing a basic evaluation strategy.

Language comparison: to learn about the differences between English and their own language.

**CLIL:** to learn about other school subjects through the medium of English so their development in the foreign language is more natural and integrated.

**Teamwork:** to respect classmates and work in pairs or groups with a positive attitude.

**Pronunciation:** to reproduce words, songs, raps and chants with the appropriate rhythm and intonation.

### 3 The course components of Your Quest 3

### **Pupil's Book**

This consists of 64 full-colour pages containing eight units of work that introduce pupils to different topics, a starter unit, three review and UK culture sections, a section to consolidate and review the themes of the story and material for two festivals (Halloween and Christmas). Each unit consists of eight lessons, including a double-page story and six pages of activities. There is pronunciation work with the phonics activity, a CLIL based page of activities and a fun comic strip story that runs through the book.

### **Activity Book**

This consists of 88 pages of activities for all the units, which are fully integrated with the Pupil's Book. The Activity Book reinforces language and vocabulary from the Pupil's Book and aims to develop listening, reading and writing skills. There are revision lessons, a Mind map and cutouts for each unit.

At the end of each unit there is a Writing Diary. This diary helps consolidate grammar and vocabulary that the pupils have learnt. It provides an extended opportunity for pupils to develop their reading and writing skills by reading a model diary entry and then planning and writing their own diary entry.

### **Class CDs**

All the stories, songs, pronunciation chants and other listening activities in **Your Quest 3** are on the Class CD. Every main unit song has a karaoke version, which can be used when the pupils are familiar with the lyrics, for recycling and follow-up activities. The recordings of the diagnostic test, the unit tests, the term tests and the end-of-year test can also be found on the CD.

#### **Teacher's Notes**

The Teacher's Notes provides all the information and guidance for teaching **Your Quest 3**. The Syllabus at the beginning of the book is detailed and gives the teacher a clear overview of how the book and each unit is structured.

### Competences key

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- Competence in knowledge of and interaction with the physical world
- © Competence in processing information and use of ICT
- Competence in social skills and citizenship
- Artistic and cultural competence
- 🕝 Learning to learn
- Autonomy and personal initiative

After the Introduction, there is an Activity Bank with ideas for games and activities using the flashcards and word cards. There are also ideas for using the posters. Then material is organized by unit and set out in a format which is easy to use.

The Teacher's Notes uses the following icons:



Pupil's Book



Activity Book

Each unit of the Teacher's Notes includes:

- Unit overview: This page outlines the main objectives of the unit. It focuses on unit objectives, key vocabulary and structures, pronunciation, cross-curricular content and socio-cultural aspects. In addition, there is a summary outlining what the pupils will learn in that unit
- **Teacher's notes:** These provide the teacher with a guide to each lesson. Here you will find reproductions of the corresponding Pupil's Book and Activity Book pages. The teacher's notes outline the main objectives of the lesson and materials required, and a short lesson plan (At-a-glance lesson plan). The teacher's notes give suggestions on how to begin and end each lesson using a game or activity from the Activity Bank. They also include instructions on conducting the lesson, they give practical suggestions (Tips) as well as further ideas to expand or adapt activities (Options). In addition, here are suggested activities for fast finishers (Fast finishers) and extra activities (Extra activities) in most lessons. The teacher's notes also include

### Introduction

audioscripts of all the material on the CDs, including suggested miming actions to help the pupils understand and participate in the song/chant. At the end of each unit there is also an audioscript of the corresponding unit on the DVD.

 Photocopiable materials/cut-outs: At the back of the Teacher's Notes, additional photocopiable materials/cut-outs are included. These are referred to in the description of the relevant lesson.

### **Multi-ROM**

This accompanies the teacher's file and provides all the additional worksheets that a teacher may wish to use. The sections are:

- 1 Classroom practice worksheets: extension and reinforcement
- 2 Phonics worksheets
- 3 Grammar worksheets
- 4 Macmillan children's readers worksheets
- 5 Tests: diagnostic, unit tests, term tests, end-of-year test
- 6 Assessment: Teacher assessment of unit and of class
- 7 Letters to the parents: Intro letter introducing the course then one per unit including the main song lyrics
- 8 DVD worksheets.

### **Songs CD**

This is a CD packaged with the Activity Book, which includes the songs and chants in **Your Quest 3**. The CD enables pupils to listen at home to the songs and chants that have been introduced in class.

### **Animated Stories CD-ROM**

This is a CD-ROM, packaged with the Activity Book, which features animated versions of the stories in *Your Quest 3*, together with activities related to the stories and the vocabulary and structures covered in each unit. The CD-ROM enables pupils to watch the stories, which have been introduced in class, at home and enjoy completing the related activities.

### DVD

The DVD includes a wealth of animated and live action material to support the Pupil's Book. The DVD has three basic sections: animated stories for each unit, a sketch for each unit and a CLIL section for each unit. The DVD adds another dimension to the course, using the language taught in an authentic UK context. There are worksheets to accompany the DVD which can be found on the Teacher's Multi-ROM.

### 4 The aspects of the course

### 4.1 The Your Quest 3 characters

In **Your Quest 3**, the pupils are introduced to four main course characters: Anna, Olga, Charlie and Max the dog. The characters are the same age as pupils in your class and attend the *Quest School for Investigators*. At the beginning of the book, the children arrive at the school and meet their teacher Mr Fraser. They discover that the school's Quest Cup is missing and with the help of a table with magic symbols they begin a quest to find the cup. During the course the characters find themselves in different worlds and environments looking for the cup and the next quest symbol. In each place they meet new characters and have an adventure on their quest.

#### 4.2 The Your Quest stories

The stories in **Your Quest 3** are all original and contain the course characters. They provide a clear and entertaining context for the target language of each unit, as well as providing a clear link to the CLIL topic, which the pupils will be formally introduced to later in each unit. The stories vary between real world and fantasy contexts, but all with storylines that young learners of English can easily follow. The varied contexts and storylines:

- provide ample opportunity to consolidate the target language of each unit, with repetition and building on course language as a whole.
- create opportunities for pupils to relate the stories to their own experiences and knowledge of the world around them.
- motivate pupils to speculate about real world content and the unit CLIL focus.
- The visual context of the stories is important in order to help understanding and provide clear clues for the pupils to associate what they hear with what they see. The images and language aim to:
- stimulate the imagination of young learners.
- expose them to useful, everyday language in a clear context.
- stimulate curiosity with the introduction of the CLIL theme as part of each storyline.
- promote autonomous discovery by involving the pupils in the quest, encouraging them to look for a quest item in each story.

Recycling of language is supported by the comic strip stories in Lesson 5 of every unit, which feature the dog characters – Scotty, Yorkie and Jack. The stories are humorous and provide

an opportunity for pupils to see the language recycled in a different context and enjoy reading for pleasure. They also give them an opportunity to role play the situations if they wish.

### 4.3 Selection and treatment of language

In **Your Quest 3** pupils are provided with many opportunities to experience and experiment with the language in a variety of activities and contexts. From the first level, they are encouraged to take an active role in the learning process, through enquiring, reflecting, and manipulating the language, thus developing increasing competence and confidence through the six levels.

**Your Quest 3** provides pupils with a careful balance of vocabulary and structures, which is practised and consolidated in a carefully staged and integrated manner. The language of the course has been selected with the following criteria in mind:

- level of frequency.
- communicative purpose and usefulness outside the classroom setting.
- natural choice for recycling and reinforcing previously learned language.
- support for the learning process through its utility as a classroom management resource.
- its support for the understanding of crosscurricular themes.

### 4.4 The teaching programme

**Your Quest 3** is designed to accommodate different teaching situations and is very flexible due to the extensive supplementary material described above.

### 5 Organization and key competences

Each unit is introduced with a map to provide teachers with an overview of the contents and direction of the unit. This resource assists teachers in their planning for the unit as a whole as well as providing a quick comparison tool, which can aid in the pre-teaching and recycling of language. Each lesson starts with an at-a-glance lesson plan which provides the teacher with a quick overview of the content of each lesson and the materials needed.

In **Your Quest 3**, there is coverage of all the key competences. In both the unit map and the at-a-glance lesson plan, the key competences for the activities are listed, so that the teacher can easily see which competences are being worked on.

### 5.1 The organization of units by lesson

The Pupil's Book contains a starter unit, eight main units, each consisting of eight lessons, a section to consolidate and review the themes of the story, and three revision and culture sections. The eight main units follow the same general structure:

**Lesson 1** The theme for the unit is introduced, along with a new lexical set (you may use your own flashcards). A simple game is played to help the pupils remember the new words, they listen to the word rap and repeat the words to help them with the pronunciation. The vocabulary is reinforced and more active recognition is encouraged. The pupils then look at an illustration in the book showing the course characters in a setting linked to the theme and the song. The pupils next listen to the song which presents the new vocabulary through simple grammatical structures. The context of the song clearly establishes the communicative purpose of the language. They then play a word game, Word Quest, which encourages interactive practice of the new vocabulary using simple question and answer dialogues. Further activities in the Activity Book provide written practice of the vocabulary set.

**Lesson 2** The lesson begins with the pupils being reminded of the new vocabulary. After this, they sing the song from Lesson 1 again to reinforce the vocabulary in a grammatical context. The pupils are then introduced to the main unit story. The aim of the story is to reinforce the new language in context and introduce the cross-curricular content of the unit in an entertaining way. The story is repeated several times. The first time the pupils listen whilst looking at the story in their books. Afterwards the teacher asks comprehension questions to establish understanding of the storyline. The pupils then listen again. At the end of the story, they are more involved in the idea of the quest, searching the story frames to find the Quest Cup and the hidden Quest letter. The pupils then complete two activities in the Activity Book based on the story. The first reinforces understanding of the sequence and events of the story, while the second allows for further related language practice. The pupils end the lesson by focusing on phonics, with a humorous image and phoneme-rich chant to draw pupils' attention to, and give them practice of, the targeted sound. In the Activity Book they are asked to sort words and distinguish between the sounds they have been introduced to in the Pupil's Book.

### Introduction

**Lesson 3** This lesson introduces pupils to the target grammar structure, first through a dialogue. The photographic image helps establish the context and give the dialogue a real world context. Pupils listen to the dialogue and read along in their books. They then listen again, this time repeating sentences after they hear them. Finally the class read out the lines of the dialogue in two groups. This can be extended further in pair work. Once the pupils are comfortable with the dialogue, the structure is focused on in more detail in Let's investigate grammar. The dialogue is used to highlight the main points and pupils are asked to make affirmative, negative and question sentences using the examples in the grammar table. Further activities in the Activity Book provide practice of the target structure and a listening element with a similar dialogue with the Quest characters.

Lesson 4 This lesson begins with further practice of the grammar structure. As a fun team activity the class practice sentence construction together of affirmative, negative and question sentences. They consolidate this with further activities in the Activity Book. Pupils then make the cut-out cards from the Activity Book. They play a simple game using them, with pupils taking turns at reproducing the target language, thus providing practice on a more individual level. Clear instructions for the demonstration and setting up of the game are provided.

**Lesson 5** This lesson introduces the second lexical set of vocabulary related to the unit topic. Pupils are introduced to it by a simple listen and repeat activity and then reinforce the words through a fun rap. They consolidate this with further activities in the Activity Book. The lesson ends with an episode of the comic strip *A Dog's Day*. These humorous short stories recycle the target language in a fun and engaging way.

Lesson 6 This lesson introduces a cross-curricular theme. Pupils listen to texts about the images they can see and answer simple questions. The pupils then listen again, so they can read the texts at the same time. In the Pupil's Book they answer questions designed to pull out specific information from the texts. They then read a short text about a topic with amazing facts related to the topic. This is used as a model for the pupils to then write their own short text in the Activity Book. At the end of the class there is a CLIL project which pupils work on individually or in groups.

**Lesson 7** This lesson aims at consolidating the language and cross-curricular content of the

unit while providing pupils with an opportunity to evaluate their own learning through the unit. They begin by completing a Mind map focusing on the core vocabulary of the unit. Afterwards they complete various activities in the Activity Book, including a listening comprehension and a reading comprehension, and are expected to produce short written sentences. At the end of the lesson pupils evaluate their work and understanding of the unit by colouring one of the three images of Max the dog, representing their own view of their progress across the unit.

Lesson 8 The final lesson begins with a Quest task sheet which requires pupils to work individually to find answers to questions from the unit they have just completed. It is a further opportunity for autonomous revision and consolidation. The continuation of the lesson focuses on working with the Writing Diary in their Activity Books. Pupils read an online diary entry and accompanying diary notes written by one of the story characters. They then look at the grammar focus for that lesson and use the examples to create affirmative, negative and question sentences. Finally pupils plan and write their own diary entry.

Revision and Culture lessons There are three revision and culture sections, which come after Units 3, 6 and The Return of the Quest Cup. Each revision lesson follows the same format. A game is played to revise the lexical sets of the units. Then pupils ask and answer questions about a picture, where the language of the two previous units is embedded in the questions and answers. Pupils can listen to the same questions and answer dialogue on the class CD to check their answers. Afterwards the pupils have to find the hidden letters in the picture and make the secret word. The second part of the lesson focuses on UK culture with a theme connected to the unit topics being revised. Photographs in the Pupil's Book illustrate the topic being focused on and a short text accompanies each one. Pupils are encouraged to observe differences between the UK and their country. There is an opportunity for further writing practice as pupils are asked to investigate and write about their country. They work first with an example writing plan and text.

#### 5.2 The organization of the lesson

The lessons in **Your Quest 3** have been carefully designed to engage the pupils and have been planned to ensure that pupils can easily follow the different stages throughout each lesson. Every activity has a clear linguistic

goal and each activity flows naturally to the next. Each lesson follows the same general format.

### Opening activities

The opening activities have multiple purposes: to signal the start of the lesson, to introduce useful language for simple information exchanges as well as for classroom management and to review language from previous units.

### Opening song/chant

A song or chant is the starting point of the lesson, introducing and practising useful language for short personal information exchanges and simple dialogues or language that can be integrated into the general running of the class. The pupils are encouraged to sing the song/chant with actions.

### Main activities

Each lesson comprises a variety of main activities, with a balance of pace and skill focus. The activities are designed to engage and motivate the pupils and promote the development of communicative confidence in a carefully staged and integrated manner.

The combination of main activities is dependent on the goal for each lesson. For the most part, however, the main section of the lesson is dedicated to the development of oral and aural skills using a range of teacher-led games, action games, Total Physical Response (TPR) and mime. Pupils are also encouraged to work in smaller groups and pairs to optimize opportunities of experimenting with the language. The Activity Book is later used to give pupils a further opportunity to work more independently, reflecting on the language as they complete activities in the book. This period of the lesson also gives the teacher a chance to move around the class and assess pupils' progress on an individual level, providing support where necessary. There are also ideas provided for accommodating fast finishers.

### Closing activities

There is a song or chant to signal the end of each lesson. As at the beginning of the lesson, the song/chant exposes pupils to useful interactive exchanges and classroom language. Teachers are also provided with ideas for extra activities for use in longer classes.

### 5.3 The organization of the Activity Book

The Activity Book contains 88 pages of activities aimed at promoting reading and writing in English. The activities support the language that the pupils have practised aurally and orally in the Pupil's Book. There are eight pages of activities per unit of work, a page for each of the festivals, a Mind map section for every unit where the pupils stick vocabulary stickers and cut-out activities. The lessons for each unit follow the same general structure.

**Lesson 1** The pupils read and match the eight or ten core lexical items, based on image prompts. They then write the key vocabulary items in isolation.

**Lesson 2** The pupils read and match sentences from the story script to images of the story. They read sentences about the story and decide if they are true or false. They write the Quest letter. Finally pupils circle, sort and write words that match the target phonics sounds. They can then listen and check.

**Lesson 3** The pupils order sentences, write them and colour the boxes using the colour code from the Pupil's Book. They listen to the Your Quest characters on the class CDs and fill in missing information. They then write sentences using the target vocabulary and structure.

**Lesson 4** The pupils complete a matching task making correct grammatical sentences. They then read and complete a dialogue and listen and check or write sentences using the target structure. Finally they complete a personalization activity and are asked to write sentences about themselves related to the topic.

**Lesson 5** The pupils complete a writing or a listening task related to the second lexical set. They complete sentences combining this lexical set with the first in an extract. And finally they read and draw, or draw and write about themselves.

**Lesson 6** The pupils refer to the Pupil's Book CLIL texts and circle, match or write the correct information. They listen and check their answers. They then read a text connected to the CLIL topic and write a similar text using prompts.

Revision - Lessons 7 and 8 The pupils complete four revision activities, the first using the stickers to complete the Mind map. They then do a listening activity based on the second lexical set, followed by a reading, matching and writing or listening activity. They next write complete sentences using the vocabulary and structure focused on in that unit. Finally pupils

### Introduction

evaluate their own learning and work for that unit.

### Lesson 8

The Writing Diary is an extra resource, which is motivating for the pupils and provides a record of their learning while providing the teacher with a further tool for writing practice, revision and evaluation. The pupils complete the relevant section in the diary after they have completed each unit in the Pupil's Book. The pupils reflect on what they have learnt throughout the unit and evaluate what they feel they can do.

### 6 Methodology

### 6.1 Child-centred learning

Children are naturally curious and **Your Quest 3** aims to utilize this curiosity to maximize learning. They are encouraged and supported on their quest to investigate the English language and the world around them. The course content generates a funfilled environment in which pupils can freely experiment with the language and communicate their ideas and opinions to their peers and their teacher. There is a focus on working with language visually; pupils are encouraged to use the pictures to arouse interest, make predictions and generate ideas. Different learning styles are catered to with a variety of tasks and learning is active and child-centred.

### 6.2 The development of communicative skills

In all six levels of **Your Quest** communicative competence is the central goal and communicative skills are built on in a systematic and integrated way. The main features of **Your Quest 3** are as follows:

Listening: Listening activities are varied with multiple aims. In the first lesson, a song provides a memorable introduction to the language of the unit, promoting a sense of rhythm, stress and intonation. Later in the unit, the word rap develops further awareness of good pronunciation, while a good ear for specific English sounds is nurtured in the phonics activity. Dialogues, throughout the units, provide ample practice of listening to, understanding and responding to language in simple, familiar contexts, while the stories maximize the pupils' interest in narration and provide a context for more global understanding.

**Speaking:** The oral activities in **Quest 3** are carefully designed and staged to give pupils the courage and confidence to express themselves

in English. Pupils are provided with models which can easily be mimicked, which allow for extension and personalization, providing an opportunity for them to demonstrate their understanding. In Lesson 3 they make cut-outs and play communicative games with them, for which the teacher is provided with clear instructions. The modern and appealing songs and chants, in Lessons 1 and 5, invite them to practise the language and supra-segmental features of pronunciation, such as stress and intonation, while Lesson 2 looks more closely at a specific sound to provide the pupils with more focused pronunciation practice.

Vocabulary: A child-friendly lexical set is presented in the first lesson of each unit. The pupils first may play games with the new words, followed by a word chant (recorded on the Class CD) to model and aid pronunciation. Pupils then listen to a song including the words in simple grammatical structures. This is supported by a stimulating visual Word Quest, to provide individual practice. In Lesson 5 the pupils are introduced to a new set of vocabulary items that are related to the cross-curricular content of the unit. There are many opportunities for pupils to practise and develop key lexical items in each unit. Vocabulary is systematically revised and recycled in blocks within a unit, and pupils will be able to remember the words easily.

Reading and writing: There are opportunities in both the Pupil's Book and Activity Book to develop the pupils' reading and writing skills, but it is dependent on their knowledge of English, the number of classes they have attended and their reading and writing ability in their first language or languages. Text in the Pupil's Book provides pupils with clear models of language to interpret and use as a guide for their own text. This is supported by activities in the Activity Book, which scaffold written tasks leading to freer writing and encouraging pupils to explore the language to express their own ideas.

### 6.3 A focus on meaning

The language in **Your Quest 3** is presented in a child-friendly context, enabling pupils to make connections with it and the world around them. Throughout a unit, language is recycled in various lessons, to consolidate the pupils' learning. The topics included are interesting and relate to their world. Communicative activities in **Your Quest 3** promote practising language in a real world context, which is therefore easily transferable to contexts outside the classroom.

### 6.4 Cross-curricular content (CLIL)

An objective of **Your Quest 3** is to link learning English with other primary subjects. However, when working in English with topics from another subject, it is important to have a context to aid understanding and help learning. With this in mind, the CLIL topic of each unit should be introduced first through the colourful photographic images on the CLIL pages. This generates interest and allows pupils to make predictions about the specific topic. It also generates other vocabulary in English (extension vocabulary). They listen to the CLIL texts first without the text in front of them. They then develop their understanding by reading the texts themselves in the Pupil's Book.

#### 6.5 Phonics

In Your Quest 3 pupils' understanding and usage of key aspects of pronunciation such as rhythm, stress and intonation are incorporated in a natural way through exposure to songs, stories, raps and chants. In Lesson 2 there is a specific feature on phonics. Using a chant, pupils listen and say a fun chant through which they are made aware of how particular sounds are correctly pronounced. The activity also introduces an awareness of soundspelling patterns in English. Finally, the pupils complete a sorting activity to demonstrate their understanding of the featured sounds. The objective is to develop the pupils' awareness of a sound, and provide a foundation from which they can learn to speak.

#### 6.6 Developing learner autonomy

It is important for pupils to develop strategies for future learning – a skill which is transferable to all subjects. In **Your Quest 3** these are:

- answering questions about songs.
- predicting the content of the story from the pictures.
- predicting the CLIL topic.
- recording vocabulary in the Mind map.

In **Your Quest 3** activities in both the Pupil's Book and the Activity Book encourage a degree of autonomy. Pupils are also encouraged to evaluate their progress at the end of each unit.

### 6.7 Learning how to learn

One of the objectives of **Your Quest 3** is to guide pupils to becoming responsible, independent, reflective learners, which will help them in later years. In **Your Quest 3** there are a number of ways in which learning how to learn is integrated into the course:

**At-a-glance lesson plan:** This can be written on the board, so the pupils can see what they will achieve in class that day.

**Lesson organization:** Through the clear organization of lessons, pupils feel secure and confident in the way they approach their learning.

**Instructions:** Through the use of simple instructions in the Pupil's Book and Activity Book, pupils can understand what is required of them in order to complete tasks.

**Evaluation:** On completing the revision in Lesson 7, pupils colour in Max the dog to show how well they feel they have completed the unit.

Fast finishers, reading and writing activities: Pupils can use these materials to work independently.

### 6.8 Managing diversity in the classroom

Not all pupils learn in the same way or at the same pace. In **Your Quest 3**, this difference in learning is approached in a number of ways:

**Extra activities:** In some lessons of the teaching notes, an extra activity is included for optional use with groups who work faster or who have more time.

**Fast finishers:** In some lessons of the teacher's notes there are activities for fast finishers. They can be used when pupils finish work ahead of others in the class or for further consolidation of work which has been done.

### 6.9 Integration of socio-cultural aspects

The integration of socio-cultural aspects of learning is an important part of the **Your Quest 3** syllabus, and is highlighted in the opening page for each unit. The main socio-cultural objective is to nurture interest, and positive attitudes towards a language, people and culture which is different from the pupils' own. In the UK culture section, pupils are able to develop an understanding of other pupils' lives while comparing them to their own.

Another objective is to develop a positive belief in pupils in their own ability to learn a foreign language. In **Your Quest 3** this is achieved through the use of games, stories and communicative activities which relate to the pupils' lives and experiences. This develops a positive attitude towards learning English.

### 7 Classroom management

### 7.1 Classroom organization

**Your Quest 3** is a course which incorporates routines in the teacher's notes and activities, which in turn support the teacher in his/her classes. Each lesson begins and ends with an opening and closing routine. Other key parts of lessons, such as the story, cross-curricular content, review and Writing Diary are introduced by a chant or questions to predict the topic or activity. The teacher's notes provide concise instructions on how to set up and monitor the activities.

### 7.2 Classroom language

Teachers are encouraged to use English in the classroom wherever possible in *Your Quest 3*. Classroom language is introduced through the songs in the opening and closing routines, and in the course material. Essential classroom language is scripted in the teaching notes for the teacher and pupils to use. However, it is also anticipated that pupils will use their own language (L1) at different times during a lesson.

### 8 Involving parents and carers

For this age group it is important to involve the family in the learning process. Language which is learnt at school can be reviewed and reinforced at home. *Your Quest 3* aims to involve parents or carers in pupils' learning in a number of ways. The Activity Book is accompanied by an animated stories CD-ROM which enables the pupils to listen to and watch the story at home with their family. There is also a songs CD and pupils can perform the songs with actions.

#### 9 Evaluation

Evaluation in **Your Quest 3** is developed appropriately at each stage of the course. The evaluation material is designed to check achievements in teaching and learning, identify pupils' needs and provide the opportunity for self-assessment.

#### 9.1 Informal evaluation

Record sheets for teacher's observations and informal ongoing evaluation are provided on the Teacher's Multi-ROM. These give the teacher the opportunity to record and measure the progress of the individual pupil and the whole class. A teacher's evaluation of the unit sheet is also provided to allow teachers to reflect on and assess the effectiveness of the material provided.

#### 9.2 Formal evaluation

More formal evaluation material is also provided on the Teacher's Multi-ROM. The diagnostic test at the start of the course can be used to assess the pupils' level at the start of the academic year. The end-of-unit tests enable the teacher to chart the pupils' progress through the book. The end-of-term tests enable the teacher to see how well the pupils have assimilated the material taught that term and the end-of-year test provides a record of the pupils' progress at the end of the academic year.

#### 9.3 Self-evaluation

Self-evaluation is an important part of the learning process in *Your Quest 3*. This is provided in the Writing Diary and the revision lessons.

### **Activity Bank**

These five-minute activities can be used to practise or recycle language. To recycle items from the previous lesson, use an activity after the Opening activities. Although activities have been allocated to specific lessons, choose the activities that work best with your class.

#### Mime and match the flashcard

- Prepare word cards and show them to the pupils. Encourage them to say the words as you stick them on the board.
- Prepare a set of flashcards and shuffle them in front of the pupils. Place them face down in a pile on your desk and take the top one.
- Ask the pupils Which one is this? and mime the flashcard. Invite a pupil to answer by saying the word. Then invite the pupil to the front to remove the correct word card from the board and show the pair to the class. Say Well done!
- Continue the activity until all the word cards have been removed from the board.

### Story sentence review

- Open your book at the story pages, hold it up and ask the pupils Do you remember the story?
- Say a sentence aloud from the story, and invite the pupils to say which character says the sentence.
- Invite the pupil to read another sentence aloud and another pupil to give the answer.
   Continue with the rest of the frames.
- When the story is finished, praise their speaking and say Very good!

#### **Five sentences**

- Prepare a set of flashcards and stick them on the board. Ask the pupils Can you say five sentences?
- Ask the pupils to work in groups to think of five sentences using the vocabulary on the flashcards. After a minute, invite a volunteer to come the front to say their group's five sentences. As they say their sentences, they touch the correct flashcard.
- Praise their speaking, saying Very good!
   Repeat the process with different volunteers coming to the front.

### Banana sentences

- Prepare a set of word cards and place them on the board. Divide the class into two teams, and say Let's play the Banana sentences game. Draw two columns on the board and write the name of each team at the top. Invite a volunteer to come to the front to write the scores.
- Say a sentence to Team 1, for example, I
   (banana) (banana). Invite a pupil to guess the
   complete sentence, for example, I get up. If
   they seem unsure, mime the action. Repeat
   the process with Team 2. Ask your volunteer
   to award points if the sentence is completed
   correctly.
- Continue the game. Invite volunteers to make sentences, either affirmative or negative or questions, for the other team to complete.
   Praise the sentences that they make, saying Very good!

#### **Mime**

- Ask the pupils what words they remember from the previous lesson (these will be the vocabulary from the second lexical set). Listen to and praise their answers. Say to the pupils Let's stand up!
- Explain to the pupils that they should mime the word you say. Say the words slowly and then speed up as they mime them.
- Invite different pupils to the front to say the words and encourage their classmates to mime.

#### **CLIL** activity

- Ask the pupils what they remember about the CLIL topic. Divide the class into two teams.
- Say Let's answer true or false. Explain that you will say a sentence and then you will invite a pupil to answer, saying It's true! or It's false! If they get it right, they get a point for their team.
- Say different sentences about the topic. Invite volunteers to the front to say sentences.
- Put the pupils into pairs, and encourage them to play the game by making sentences. Move around the room and listen to their speaking.
   Praise it, saying Very good!

### Story quiz

- Open your book at the story pages, hold it up and ask the pupils Do you remember the story?
- Divide the pupils into two teams and say Let's play the story quiz. Draw two columns on the

- board and write the name of each team at the top.
- Ask a team to choose a frame that the other team must answer questions about. Show that frame on your book to the other team.
   Ask them the questions relating to that frame from Lesson 2, or create some of your own.
- Invite different pupils to answer, and award points for correct answers. If the team cannot answer, invite a pupil from the other team to answer for a bonus point.
- Continue the quiz with the rest of the frames.
   Praise the pupils's answers, saying Very good!

# Starter Welcome!

### **Unit objectives**

- Greeting people and saying goodbye (a) (3)
- Identifying and naming words from different lexical sets (a) (a) (b) (c)
- Asking questions and giving answers 
   G
- Listening to and singing a song and rap (5)
- Listening to, reading, understanding and explaining a story (2) (3) (7)
- Showing understanding of a story by sequencing (a) (c) (c)
- Identifying and naming letters of the alphabet
- Making a cut-out to be used in a communicative game (1) (3) (6) (7) (8)

### Socio-cultural aspects

Receptive language

· Look! This is...

Hello!

• Is...?

play...

Goodbye!

Very good!Well done!

- Show an interest in learning English
- Learn about the importance of being friends

Let's investigate/listen to/sing/look at/mime/

Be willing to participate and follow instructions

### **Summary**

In this unit you will have the opportunity to evaluate your pupils' knowledge of English and will introduce them to the characters and storyline of the course. You will introduce the alphabet and review vocabulary sets. The pupils will also create a Quest membership card.

### Key language

### Vocabulary

- The alphabet
- Classroom objects: book, pencil, rubber, notebook, crayon
- Transport: plane, car, boat, bicycle, train, bus
- Fruit: banana, apple, strawberry
- Animals: dog, giraffe, elephant, peacock, duck, snake
- Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
- Quest Cup

### **Structures**

- What's your name? I'm...
- How do you spell...?
- How old are you? I'm... years old.
- Where do you live? I live in...

### Competences key

- Competence in linguistic communication
- Mathematical competence
- © Competence in knowledge of and interaction with the physical world
- Competence in processing information and use of ICT
- (S) Competence in social skills and citizenship
- Artistic and cultural competence
- (2) Learning to learn
- Autonomy and personal initiative

### Lesson 1

### Learning objectives

- Greet the Your Quest characters
- Identify and name words from different lexical
- Ask questions and give answers
- Listen to and sing the Quest song

### Language focus

- Classroom objects: book, pencil, rubber, notebook, crayon
- Transport: plane, car, boat, bicycle, train, bus
- Fruit: banana, apple, strawberry
- Animals: dog, giraffe, elephant, peacock, duck, snake
- What's your name? I'm...
- How old are you? I'm... years old.
- Where do you live? I live in...

#### **Materials**

- Pupil's Book, pages 2 and 3
- Activity Book, page 2
- Class audio CD



### At-a-glance lesson plan (PB pages 2-3, AB page 2)

### **Opening activities**

• Say Hello and introductions. (a)



### **Main activities**

- Say Hello to the Your Quest characters.
- Listen and read (CD 1 track 8) (PB pages
- 2-3). (1) (7) (8)
- Play Answer questions. Read and match (AB page 2). 🕮 👣 😘
- Vocabulary activity Investigate and find (PB pages 2-3). Look, sort and write (AB page 2). C1 C2 C8 C7 C8
- Song Quest (CD 1 track 9). Learn the Quest song. Listen and read. Sing the song (PB pages 2-3). (a) (b) (c) (c)

### **Closing activities**



### **Opening activities**

- Greet the pupils by waving your hand and saying **Hello**. Encourage them to wave their hands and say Hello to you.
- If you don't know the pupils, say I'm... and then ask them What's your name? Encourage them to reply, saying I'm...
- Encourage them to ask the question to their partner and to respond.

### Main activities

### Say Hello to the Your Quest characters.

- Open your book at pages 2 and 3. Hold up the book, point at Mr Fraser and say Look! This is Mr Fraser. Say Hello, Mr Fraser!
- Repeat the process for Charlie, Olga, Anna and Max.
- Encourage the pupils to speculate about the relationship between the characters. Ask some questions, for example, Is Mr Fraser Olga's dad? (no) Where do they meet? (in the Quest School for Investigators), etc.



### Listen and read.

- Say Let's get to know the Your Quest characters. Say Open your Pupil's Book at page 2. Give the pupils time to find the page by themselves.
- Ask the pupils to identify the different Your Quest characters. Ask Where is (Anna)? Are they friends? (yes) Is Mr Fraser a teacher? (yes).
- Explain to the pupils that the characters are arriving at school, but it is a special school. Ask them to look for the name of the school on page 3. Acknowledge logical answers and write the name of the school on the board (Quest School for Investigators).
- Point to the dialogue and ask the pupils to read it in their PB while listening. Play CD 1 track 8.
- When the CD has finished, ask the pupils questions to check they have understood. Ask How old is Olga? (nine) Where does Anna live? (in Liverpool).



**Charlie:** Hello! I'm Charlie. What's your name?

Olga: I'm Olga and this is Max. Charlie: How old are you?

Olga: I'm nine.

Mr Fraser: Welcome to the Quest School for

Investigators. I'm Mr Fraser. Anna: I'm Anna. I'm eight.

Mr Fraser: Where do you live, Anna?

Anna: I live in Liverpool.

### Play Answer questions.

• Ask the pupils What questions do the **characters ask?** There are three questions (What's your name? How old are you? Where do you live?). Give the pupils time to look on the pages, and write the questions on the board as they say them.



 Repeat the guestions aloud and encourage the pupils to say them with you. When they are confident, ask the questions to individual pupils and praise their answers. Invite different pupils to the front to ask the class.

Option: You may want to put the pupils in pairs to ask and answer questions with their partner.



### Investigate and find.

- Say Let's investigate. Say Open your Pupil's Book at page 2.
- Hold up your PB, and point to Activity 2.
- Say Let's investigate fruit. Give the pupils time to look on pages 2 and 3 and find three types of fruit. Praise their answers and write them on the board.
- Continue with the other categories.
- Answers: fruit: banana, apple, strawberries / transport: plane, car, boat, bicycle, train, bus / animals: dog, giraffe, elephant, peacock, duck, snake / classroom objects: book, pencil, rubber, notebook, crayons





### Look, sort and write.

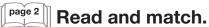
- Say Open your Activity Book at page 2. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 2. Tell the pupils to write the words under the correct categories.
- Move around the room, checking their work, saying **Very good!** If the pupils have difficulty deciding on the category, they can refer to the words on the board.
- Answers: 1 pencil, desk, book, ruler / 2 banana, orange, apple, strawberry / 3 dog, bird, giraffe, dolphin / 4 plane, boat, train, bike

**Fast finishers:** Ask the pupils to write more words for each of the four categories if they know any.

### Learn the Quest song.

- Say Let's listen to the Quest song. Encourage the pupils to stand up and mime the actions with you.
- Play CD 1 track 9.
- Play the song again and ask the pupils to listen and answer the question What do they explore? (the world). Write the answer on the board.





- Say Open your Activity Book at page 2. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 1. Check the pupils understand, and ask them to work individually to match the questions to the answers.
- When the pupils have finished, check the answers together. Ask different pupils to answer, for example, say (Maria). What's number 1?
- Praise the pupils' work, saying **Well done!**
- Answers: 1 I'm Anna. / 2 A-N-N-A / 3 I'm eight. / 4 I live in Liverpool.

### **Closing activities**

### Say Goodbye.

- Say It's time to say Goodbye. Praise the pupils' work today and say Well done.
- Say **Goodbye!** Encourage the pupils to say the same.



### Quest song

Quest School for Investigators Welcome everyone! (stretch out your arms) Explore the world, (make a circle shape with your hands, like a globe) collect information and have lots of fun. Quest School for Investigators Ready, 3, 2, 1! (hold up three fingers, then two fingers, then one finger) Let's speak English, work together and have lots of fun!



## Listen and read. Sing the

- Play CD 1 track 9 again and encourage the pupils to read the song in their PB while listening.
- Say to the pupils **Let's sing the Quest song.** Play the CD again. Encourage them to sing the song while reading it again in their PB.

### Lesson 2

### **Learning objectives**

- Review words from different lexical sets
- Listen to and sing the Quest song
- Listen to, read, understand and explain a
- Show understanding of a story by sequencing

### Language focus

- Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
- Quest Cup

#### **Materials**

- Photocopiable: Days of the week cards (TN page 284)
- Pupil's Book, page 4
- Activity Book, page 3
- Class audio CD
- Prepare a set of story cards for The Quest Begins if you wish.



### At-a-glance lesson plan (PB page 4, AB page 3)

### **Opening activities**

- Sav Hello and answer questions.
- Quest song (CD 1 track 9). Sing the Quest song. 🕮 🍱

### Main activities

- Story The Quest Begins (CD 1 track 10). Listen to the story. Read. (PB page 4). (5)
- Story activities Check comprehension. Ask guestions. Remember the story: The Quest Begins. Look and match. Number. Write the Quest letter (AB page 3). (a) (b) (c)
- Vocabulary activities Say the days of the week. Find the days and write (AB page 3). C1 C7 C8

### **Closing activities**

• Say Goodbye. 🕮 😘



### **Opening activities**

• Say **Hello!** Ask the pupils the three questions from Lesson 1 and encourage them to ask each other, too.

### Sing the Quest song.

• Ask the pupils **Do you remember the** *Quest* characters? Encourage them to say their names.

- Show the Quest Cup on the book and then ask the pupils What's this? (the Quest Cup).
- Say to the pupils Let's sing and mime the Quest song. Play CD 1 track 9 and encourage the pupils to sing the missing words and mime the actions.

### Main activities

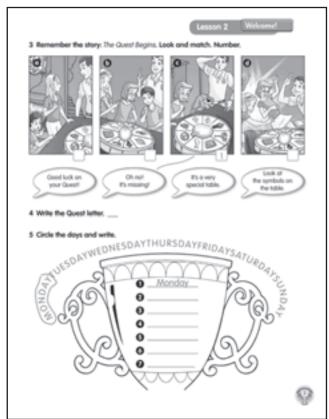


### page 4 Listen to the story. Read.

- Sav Open vour Pupil's Book at page 4. Give the pupils time to find the page by themselves.
- Ask the pupils to listen to the story and follow the dialogue by reading in their PB. Play CD 1 track 10.
- When the CD has finished, ask the pupils to look for a letter hidden in the story (L, in Frame 2). Explain that they will find a letter in each unit to make a word.
- Ask the class What is missing in the story? (the Quest Cup). Explain to the pupils that the Quest Cup normally sits on the centre of the dais, where the glow is, in the middle of the symbols. Draw the pupils' attention to the symbols on the dais and explain that these are clues to where the characters will go on their quest.
- Tell the pupils Turn back to pages 2 and 3 of your Pupil's Book. Ask them to find things in the picture that look like the symbols on the dais. Note that there is no planet or dolphin in the pictures, so you will have to point to the clues for these quests (a plate of sandwiches and an elephant).
- As the pupils find pictures of symbols on the dais, ask them what they think the clue means and where they think the characters will go on that quest. For example, when a pupil finds the Quest book, ask them Where can you see books? Where will the characters go on that quest? The pupils may answer in L1 to suggest possible places (bookshop, school, library, etc).

Note: You will hear a tone on the CD to signal when you should point to the next picture.







#### Frame 1

Mr Fraser: Children, the Quest Cup is very

special... Oh no! It's missing! Charlie: The Quest Cup? Mr Fraser: Yes. It isn't here!

#### Frame 2

**Olga:** Mr Fraser, we can find the Quest Cup! **Charlie:** Look at the symbols on the table.

What do they mean?

### Frame 3

**Mr Fraser:** It's a very special table. **Anna:** Is the book symbol a library?

### Frame 4

**Mr Fraser:** Children, put your hands on the book symbol. Can you find the Quest Cup?

#### Frame 5

Charlie: Wow! What's that noise?

Mr Fraser: Good luck on your Quest!

## Check comprehension. Ask questions.

• Check that the pupils understand the story by asking questions about each frame. Encourage the pupils to answer in English.

#### Frame 1

What's very special? (the Quest Cup) Is the Quest Cup on the table? (no) Is the Quest Cup missing? (yes)

#### Frame 2

What do the children want to find? (the Quest Cup)

What's on the table? (symbols)

#### Frame 3

What's very special? (the table)

What do they think the book symbol is? (a library)

### Frame 4

Where do the children put their hands? (on the book symbol)

### Frame 5

Where is the noise from? (the magic table) What happens? (They fly/leave the school/start their Quest.)

# Remember the story: *The Quest Begins*. Look and match. Number.

- Say **Open your Activity Book at page 3.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 3. Tell them to work individually to match the speech bubbles to the correct picture.
- Check the answers together, asking different pupils to answer.
- Answers: a Look at the symbols on the table.
   / b It's a very special table. / c Oh no! It's missing! / d Good luck on your Quest!

- Now ask the pupils to put the pictures in the correct order of the story. Check the answers together.
- Answers: a 2 / b 3 / c 1 / d 4



### write the Quest letter.

- Ask the pupils to write the secret letter from the story, in preparation for solving the word in Unit 8.
- Answer: L

### Say the days of the week.

- Show the pupils the pile of photocopiable days of the week cards.
- Turn them towards you. Say Let's play What's this day? Put a flashcard at the back of the pile and slowly move it upwards, revealing the word little by little. Invite a child to guess the day. Say Yes, (Monday).
- Repeat the process with the rest of the flashcards, sticking them to the board, in sequence of the week.
- Point to the flashcards, say the day and encourage the pupils to chant them. When they are confident, remove a flashcard. The pupils continue chanting.
- Repeat this procedure, with the pupils chanting as you remove one card each time, and so reducing the number of cards stuck to the board.
- Finally, invite the pupils to say the complete week. Ask them What's today? What day do you have English class?



### Find the days and write.

- Say Open your Activity Book at page 3. Give the pupils time to find the page by themselves.
- Hold up your AB and point to Activity 5. Ask the pupils to circle the days of the week and write them in order.
- Move around the room, checking their work and saying Very good! If the pupils have difficulty finding the words, stick the flashcards on the board to remind them of the spelling.
- Answers: 1 Monday / 2 Tuesday / 3 Wednesday / 4 Thursday / 5 Friday /
- 6 Saturday / 7 Sunday

### **Closing activities**

### Say Goodbye.

- Say It's time to say Goodbye. Praise the pupils' work today and say Well done.
- Say Goodbye! Encourage the pupils to say the same.

### Lesson 3

### **Learning objectives**

- Review words from different lexical sets
- Listen to and sing the Alphabet rap
- Identify and name letters of the alphabet
- Spell words
- Make alphabet picture cards

### Language focus

- The alphabet
- How do you spell...?

#### **Materials**

- Scissors for each pupil
- Photocopiable: *Alphabet cards* (TN page 288)
- Photocopiable: Alphabet picture cards (TN page 295)
- Pupil's Book, page 4
- Activity Book, page 4
- Class audio CD



### At-a-glance lesson plan (PB page 4, AB page 4)

### **Opening activities**

- Say Hello and answer questions.
- Vocabulary activity Say the alphabet.



### Main activities

- Listening practice Alphabet (CD 1 track 11). Listen to the Alphabet rap. Listen and say the rap (PB page 4). Listen and write. Sing (AB page 4). (1) (6) (7) (8)
- Cut-out activity Make your alphabet picture cards. Play a game. (a) (b) (c) (c)

### **Closing activities**



### **Opening activities**

- Say Hello. Ask the pupils What's today? and write the day of the week on the board.
- Ask the pupils the three questions from Lesson 1 and encourage them to ask each other, too.

### Say the alphabet.

- Show the pupils the pile of photocopiable alphabet flashcards.
- Turn them towards you in sequence. Say Let's play What's this letter? Put a flashcard at the back of the pile and slowly move it upwards, revealing the letter little by little. Invite a pupil to guess the letter. Say Yes, (A).

- Repeat the process with the rest of the flashcards, sticking them to the board in sequence of the alphabet.
- Point to the flashcards and encourage the pupils to chant them.
- Repeat this procedure, with the pupils chanting until they are confident saying the alphabet.

### Main activities

### Listen to the *Alphabet* rap.

- Say Let's listen to the Alphabet rap. Encourage the pupils to stand up and mime the actions with you.
- Play CD 1 track 11 and encourage the pupils to mime with you.
- Play the rap again and ask the pupils to listen and answer the questions What word is (A) for? (apple).



### Alphabet rap

A is for apple, B is for book, C, D, E, F, G (open your hands to mime a book)

H is for happy, I, J is for jump, K, L, M, N, O, P (mime the shape of a smile)

Q is for queen and R is for rap, S, T, U and V (mime a crown on your head)

W is for white and window, (mime the shape of a window)

X, Y, Zee or Zed.

That's the ABC!

How do vou spell cat? C-A-T

How do you spell dog? D-O-G

How do you spell rap? R-A-P

Rapping the ABC!



### Listen and say the rap.

- Say Open your Pupil's Book at page 4. Give the pupils time to find the page by themselves.
- Play CD 1 track 11 and encourage the pupils to read the rap in their PB while listening.
- Say to the pupils Let's sing the Alphabet rap. Play the rap again, and encourage them to read. Keep pausing the CD before different letters. Ask the pupils What letter is next?



### page 4 Listen and write. Sing.

- Say Open your Activity Book at page 4. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 6. The pupils work individually to complete the words of the song.

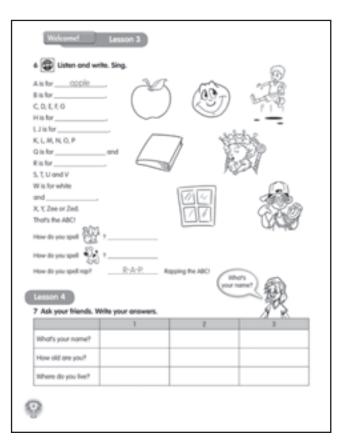


- When they have finished, say **Let's listen to check**. Play CD 1 track 11 and encourage them to sing along.
- Finally, the pupils write the spelling for the final three words of the song.
- Answers: apple / book / happy / jump / queen / rap / window / C-A-T / D-O-G / R-A-P

# Make your alphabet picture cards. Play a game.

### Stage 1

- Give out the photocopiable alphabet picture cards to the pupils, one set for each pupil. Invite a volunteer to give out scissors to the class.
- When the pupils are ready, tell them to look and follow your instructions.
- Say **Cut along this line.** Hold up your paper and signal that they should cut along the dotted lines around each card.
- Encourage the pupils to write their initials in a corner on the face of the cards.
- Say **Put your cards face down on your desk.** When the pupils have finished, encourage them to tidy up their desks and put the scissors away.



### Stage 2

- Put the alphabet picture cards on the board. Demonstrate the game to the pupils before they play it. Say **Let's play** *Spelling*. Invite a pupil to come to the front to play against you.
- Pick up a *crayon* and ask the pupil **What's this?** Then ask **How do you spell it?** Encourage the pupil to spell the word, pointing at the different alphabet cards on the board. If the pupil spells it correctly, they win the card.
- Invite different pupils to play with you.
- Encourage the pupils to play the game in pairs. If they have difficulty spelling, allow them to use the *Alphabet* rap lyrics to spell aloud. Move around the room and check they are taking turns. Praise their speaking, saying **Well done!**

### **Closing activities**

### Say Goodbye.

- Say **It's time to say** *Goodbye*. Praise the pupils' work today and say **Well done.**
- Say **Goodbye!** Encourage the pupils to say the same.

### Lesson 4

### Learning objectives

- Listen to and sing the Alphabet rap
- Review spelling words
- Review questions and answers
- Present a small dialogue
- Make the Quest membership card

### Language focus

- The alphabet
- What's your name? I'm...
- How old are you? I'm... years old.
- Where do you live? I live in...

### **Materials**

- Scissors and crayons for each pupil
- Photocopiable: Alphabet cards (TN page 288)
- Photocopiable: Quest membership card (TN page 298)
- Activity Book, page 4
- Class audio CD



### At-a-glance lesson plan (AB page 4)

### **Opening activities**

- Say Hello and answer questions.
- Alphabet rap (CD 1 track 11) Say the Alphabet rap. 🕮 😘 😘
- Order the questions. (7)

### Main activities

- Writing and speaking practice Ask your friends. Write your answers (AB page 4).
  - (C1) (C5) (C7) (C8)
- Cut-out activity Make your Quest membership card. (a) (b) (c) (c)

### **Closing activities**

Say Goodbye. @ @

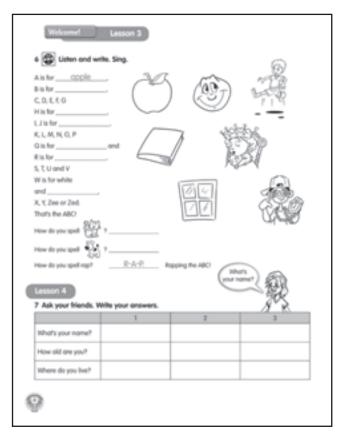


### **Opening activities**

• Say Hello. Ask the pupils What's today? and write the day of the week on the board.

### Say the *Alphabet* rap.

- Ask the pupils Do you remember the **alphabet?** Show the photocopiable alphabet flashcards and encourage the pupils to say the alphabet with you.
- Give out the flashcards to different pupils around the room, and encourage them to hold them in secret.



- Say Let's say the Alphabet rap. Ask the pupils holding a flashcard to stand. When they hear the letter, they lift the flashcard above their heads. Encourage the pupils to say the rap and point to the correct card.
- Play CD 1 track 11. Alternatively, you may want to do this without the CD.

Option: You may want to say the rap again. Invite a volunteer to give the flashcards to a different group of pupils. Play the CD and encourage the pupils to say the rap.

### Order the questions.

• Write these questions on the board, but in the wrong order:

name? / What's / your are / How / old / you? live? / you / Where / do

- Encourage the pupils to say the questions in the correct order. Praise their answers. Write the correct answers on the board.
- Answers: What's your name? / How old are you? / Where do you live?

# Main activities

# Ask your friends. Write your answers.

- Say **Open your Activity Book at page 4**. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 7.
- Say **Ask your friend.** The pupils ask their partner the questions and write their answers in the table. Encourage the pupils to move around the room and ask two other pupils the questions.
- Move around the room, checking their speaking and saying Very good!

# Make your Quest membership card.

- Invite a volunteer to give out the photocopiable, crayons and scissors to the class.
- When the pupils are ready, tell them to look and follow your instructions.
- Say **Cut out your membership card here**, and point to the dotted lines surrounding it.
- When the pupils have finished, encourage them to tidy up their desks and put the scissors away.
- When the pupils are ready, encourage them to complete the card by answering the three questions.
- Finally, they can personalize the card by drawing a picture of themselves and adding a design.
- Move around the room, checking their work, saying **Very good!**

**Option:** You may want to keep the cards and give them out to the pupils in Lesson 8. When they complete their Quest task, they can write the name of the Quest and tick it on the back of the card.

# **Closing activities**

# Say Goodbye.

- Say **It's time to say goodbye.** Praise the pupils' work today and say **Well done.**
- Say **Goodbye!** Encourage the pupils to say the same.

# The Library

# **Unit objectives**

- Identifying and naming library activities (1) (3)
- Listening to, understanding and reproducing a song, chant and rap (a) (b) (c) (c)
- Listening to, reading and performing a short dialogue
- Identifying parts of the language structure and making sentences and questions
- Listening to, writing and matching sentences and questions
- Listening to, reading and understanding a comic strip (1) (1) (1) (1)
- Listening to, reading and understanding informative texts about libraries and stories
   C3
- Listening to, reading, understanding and explaining a story (a) (a) (b) (c)
- Identifying and naming books we read and write in (a) (c)
- Using vocabulary for books we read and write in (a) (b) (c)
- Making a cut-out and using it in a communicative game (a) (3) (6) (7)
- Creating a secret message
- Reading and understanding a short diary entry
   C1 C2 C3 C5 C6
- Writing a short personalized diary entry about library activities and talking about it (a) (b) (c)
- Practising and discriminating between the sounds /i/ and /i:/ (a) (c) (c)
- Creating a record of vocabulary learnt (9) (9)
- Reviewing what has been studied and reflecting on it (a) (a) (b) (c)

# **Recycled language**

- The alphabet Numbers (1–100)
- Classroom objects The days of the week
- What's your name? I'm... How do you spell...? How old are you? I'm... years old.
- Where do you live? I live in...

# **Receptive language**

- CLIL vocabulary: famous, library, libraries, the Royal Library or Alexandria, the Boston Public Library in Massachusetts, the National Library of Canada in Ottawa, newspapers, tapes, look for information; ant, grasshopper, corn, winter, noisy
- There are many libraries in the world.
- Is there a library in your school?
- Let's investigate/listen to/sing/look at/mime/play/ say/stop/check/create/talk about...
   Tell me about...

# Socio-cultural aspects

- Understanding the importance of libraries
- Showing interest in different libraries

# **Summary**

In this unit you will introduce and practise vocabulary for describing library activities and books we read and write in. The pupils will explore information about libraries and stories from different countries. They will learn how to describe library activities and write a description of them.

# Key language

# Vocabulary

- listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (your) diary
- comic, notebook, dictionary, diary

#### **Structures**

- Do you (read books)? Yes, I do. / No, I don't.
- What do you do at the library?
- I (don't) (watch DVDs).

### **Competences key**

- ( Competence in linguistic communication
- Mathematical competence
- © Competence in knowledge of and interaction with the physical world
- © Competence in processing information and use of ICT
- Competence in social skills and citizenship
- Artistic and cultural competence
- © Learning to learn
- Autonomy and personal initiative

# Learning objectives

- Learn a new chant for the opening routine
- Identify, listen to and name words for library activities
- Listen to, read and sing the I like the library!
- Show understanding by writing and matching pictures to sentences
- Learn a new chant for the closing routine

# Language focus

- listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (your) diary
- What do you do at the library?
- I (don't) (watch DVDs).

#### **Materials**

- Prepare your set of flashcards and word cards if you wish: listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (vour) diary
- Pupil's Book, page 5
- Activity Book, page 5
- Class audio CD



# At-a-glance lesson plan (PB page 5, AB page 5)

## **Opening activities**

• Learn the Days of the week song (CD 1 track

## Main activities

- Vocabulary game Play What is it?
- Vocabulary activity Library word rap (CD 1 track 12). Listen and say the words. C1 C6 C7
- Vocabulary game Play I can match. (a) (b) (c)
- Song I like the library! (CD 1 track 13). Listen to the song. Answer the questions. Listen and read. Sing the song (PB page 5). @ @ @ @
- Vocabulary game Play Guess the sentence.
- Vocabulary game Word Quest. Listen and play (CD 1 track 15) (PB page 5). @ @ @
- Vocabulary activities Read and match. Circle and write the words (AB page 5). (a) (b)

### Closing activities

• Learn the Everybody stop now song (CD 1 track 5). 🕮 🥨

# **Opening activities**

# Learn the *Days of the week* song.

- Say Hello, how are you? and encourage the pupils to answer and return the greeting. Explain that they are going to learn a new song in English to sing at the beginning of the class.
- Say Let's listen. Play CD 1 track 2. Ask the pupils to listen and say the correct day of the week at the end of the song.
- Play the CD again and ask the pupils to sing the song with you.



# Days of the week song

What day is it today? Is it Monday or Tuesday? Is it Wednesday or Thursday? Or is it Friday? It's...

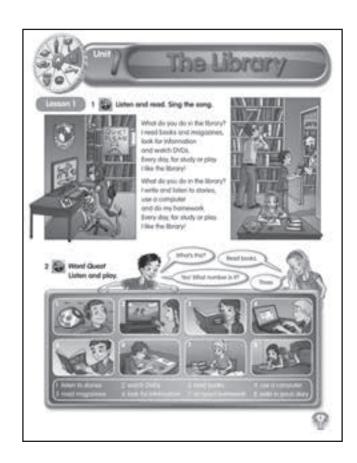
# Main activities

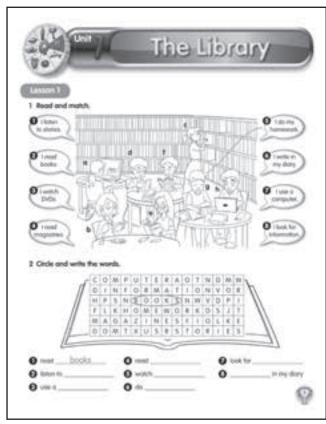
# Play What is it?

- Hold up the pile of Unit 1 flashcards that you prepared, with the read books card on top, facing you. Quickly flip over the cards to give the pupils a glimpse of the read books card. Encourage them to guess what it is. If they guess it, say Yes! Read books. Well done. Tell them the word if they cannot guess it.
- Encourage the class to guess what the words for the rest of the flashcards are. If they guess them, congratulate them, saying Well done! Ask the class to repeat the words after you.
- Turn the pile of flashcards to face you and ask the pupils **What's this?** Put a card at the back of the pile and slowly move it upwards, revealing the picture little by little.
- Invite a child to guess the answer, and stick the card on the board.
- Repeat the process with the rest of the flashcards, sticking them on the board.
- Finally, ask the pupils What's the Quest **topic?** They should be able to answer from the flashcards. Listen to their answers and say Yes, things you can do in the library.

# Listen and say the words.

 Say Let's listen and say the words. Play CD 1 track 12 and point to the flashcards or to the pictures on page 5 of the Pupil's Book as you hear them on the CD.





• Play the CD again and tell the pupils to repeat the words as they hear them. Praise their speaking, saying **Well done!** 

# Library word rap

Let's rap, let's rap,
Let's say the Library word rap...
Listen to stories
Watch DVDs
Use a computer
Read books
Read magazines
Look for information
Do your homework
Write in your diary

**Tip:** Encourage the pupils to listen to the words and follow the intonation and rhythm they hear on the CD.

# Play I can match.

- Prepare a set of Unit 1 word cards and show them to the class and ask **Can you match the words to the pictures?** Hold the word cards face down in a fan and invite different pupils to the front to pick a card and match it to the picture flashcard you have prepared on the board. Ask them to read the word aloud.
- When all of the cards have been matched, point to the pictures and words slowly, and ask the pupils to say the words. Then speed up as the children become confident saying the words.

# Listen to the song. Answer the questions.

- Say to the pupils **Let's listen to the** *I like the Iibrary!* **song.** Encourage them to stand up and mime the actions with you.
- Play CD 1 track 13 and encourage the pupils to mime along with the song.
- Play the CD again, and ask the pupils to listen and answer these questions **Do they read books?** (yes) **Do they listen to stories?** (yes).

# I like the library! song

What do you do in the library?
I read books and magazines, (mime reading a book)

look for information (mime looking for information) and watch DVDs.

Every day, for study or play.

I like the library!

What do you do in the library?

I write and listen to stories, (mime writing) use a computer (mime typing) and do my homework.

Every day, for study or play.

I like the library!

# Listen and read. Sing the song.

- Say **Open your Pupil's Books at page 5.** Give the pupils time to find the page by themselves.
- Point to Activity 1 and ask the pupils to identify the different *Quest* characters (Anna, Max, Charlie, Olga, Mr Fraser). Ask **Where** are the children? (in the *Quest* library). Point to the different characters and ask the pupils questions about what the characters are doing, for example, **What is Olga doing?** (writing).
- Play CD 1 track 13 and encourage the pupils to read the song in their PB while listening.
- Say to the pupils **Let's sing the** *I like the library!* **song.**
- Play the CD again, and encourage the pupils to stand up and mime the actions with you as they sing.

# Play Guess the sentence.

- Encourage the pupils to guess lines from the song. Say to them I (bleep) books.
- Invite a pupil to say the missing word by repeating the complete sentence.
- Continue saying different lines from the song and asking a pupil to say the complete sentence until all the words have been guessed.

# Word Quest. Listen and play.

- Hold up your PB, and point to Activity 2. Say to the pupils **Cover the words** and show them how to use their hands to cover the words on the panel below the pictures.
- Point to a picture and say **What's this?**Encourage the pupils to say what the activity is.
  Repeat this process with a few more pictures.
- Point to Activity 2 again and ask the pupils Who is playing the game? (Charlie and Olga). Explain that Charlie is pointing to one of the activities in the book, and Olga is guessing what the activity is. Play CD 1 track 15. Encourage the pupils to point to the correct picture in their PB while listening.
- When the CD has finished, ask the pupils What's this? and point to a picture. Encourage them to say what the activity is. When a pupil gives the correct answer, say What number is it? and encourage them to say the number of the correct activity.

• Ask the pupils to play the game in pairs. Remind them to point to a picture. Monitor and praise their speaking, saying **Very good!** 



Charlie: What's this? Olga: Read books!

Charlie: Yes! What number is it?

Olga: Three.

**Options:** To make the activity more competitive, award the pupils a point for each picture they identify correctly within five seconds.

To give extra writing practice, ask the pupils to write down the words for the pictures they identify within five seconds.

To make the activity a reading game, ask the pupils to cover the pictures to focus on reading the words instead. They could also point to or air trace the corresponding actions to demonstrate understanding of the words.

# page 5

# Read and match.

- Say **Open your Activity Book at page 5.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 1. Ask the pupils to work individually to match the speech bubbles to the different activities in the picture.
- When the pupils have finished, check the answers together. Ask different pupils to answer, for example, say (Juan). What's number 1?
- Praise the pupils' work, saying **Well done!**
- Answers: 1 b / 2 d / 3 a / 4 f / 5 g / 6 e / 7 h / 8 c

# page 5

# Circle and write the words.

- Hold up your AB, and point to Activity 2. Ask the pupils to first find words about library activities in the word search, and then complete the sentences using the words.
- Move around the room, checking their work and saying **Very good!**
- When the pupils have finished, check the answers with the class. Ask different pupils **What's number (1)?**
- Answers: 1 books / 2 stories / 3 computer /
  4 magazines / 5 DVDs / 6 homework /
  7 information / 8 write

# **Closing activities**

# Learn the *Everybody stop now* song.

- Say to the pupils **Everyone finish now.** Encourage them to close their books and tidy up their things.
- Tell the pupils that they are going to learn a new song to sing at the end of the lesson.
- Say Let's sing the *Everybody stop* now song. Play CD 1 track 5. Sing along, encouraging the pupils to sing with you and do the actions.

# Everybody stop now song

Everybody stop now, stop now, stop now! (put your palms face down as if telling someone to stop x 3)

Everybody stop now. It's the end of the class.

It's time to tidy up now, tidy up, tidy up. (mime putting things in your bag)
It's time to tidy up now.
It's the end of the class.

# **Learning objectives**

- Listen to, read, understand and explain the Secrets in the Library story
- Show understanding of the story by sequencing, matching and deciding if sentences are true or false
- Practise and discriminate between the sounds /ı/ and /iː/ in a chant

# Language focus

• listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in your diary

#### **Materials**

- Prepare a set of flashcards and words to be used in this lesson: listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in your diary, bag, laptop, digital camera, Anna, Olga, Charlie
- Pupil's Book, pages 6 and 7
- Activity Book, page 6
- Class audio CD

# 

# At-a-glance lesson plan (PB pages 6 and 7, AB page 6)

## **Opening activities**

Days of the week song (CD 1 track 2).



• Vocabulary game Play games. (a) (5) (6)





# **Main activities**

- Song review I like the library! (CD 1 track 14). Sing the I like the library! song. @ @
- Story Secrets in the Library (CD 1 track 16). Listen to the story . Check comprehension. Ask questions. Listen to the story. Remember the story: Secrets in the Library. Read (PB pages 6–7). Look and match. Number. Read. True ✓ or false ✗? Write the Quest letter (AB page 6). (a) (b) (c) (c)
- **Pronunciation** Listen and say (CD 1 track 17). Listen and say the chant (CD 1 track 18) (PB page 7). Circle, sort and write. Listen and

## **Closing activities**

Everybody stop now song (CD 1 track 5).



# **Opening activities**

- Say Hello, and encourage the pupils to answer and return the greeting.
- Ask How are you? and encourage the pupils to answer and ask you the same thing. Say I'm fine, thank you.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2. Encourage the pupils to sing along and say the correct day of the week at the end.

# Play games.

Play any game from the Activity Bank to recycle the vocabulary.

# Main activities

# Sing the *I like the library!* song.

- Ask the pupils Do you remember the I like the library! song? Encourage them to say sentences from the song, for example, I write and listen to stories.
- Say to the pupils Let's sing and mime the I like the library! song (for lyrics see TN page 39). Play the karaoke version (CD 1 track 14).

# Listen to the story.

- Say Let's listen to the story. Hold up your book and show the story to the pupils. Generate interest in the story by inviting pupils to speculate about the picture. Ask Where are the children? (at a library). What can you see in the library? (books, magazines, computers, etc).
- Tell the story or play CD 1 track 16.
- Make sure that you show the different pictures and point to different things to help the pupils understand the story.
- Finally, ask the pupils Can you see the Quest Cup?

Note: You will hear a tone on the CD to signal when you should point to the next picture.

(C6)







# Frame 1 Olga: Wow!

Charlie: Look at all the books and magazines!

Let's read magazines.

Anna: Shhh! No, Charlie! We're looking for the

Quest Cup!

Frame 2

Charlie: The Quest Cup isn't here! Let's watch

Olga: No! Let's look for information!

Frame 3

Olga: Look at this book. Anna: It's the Quest Cup!

Charlie: Max, what are you doing?

Frame 4

Olga: Oh no, Max!

Charlie: What's happening?

Frame 5

Olga: Where are we? Charlie: It's a secret room

Anna: Look! Here are some things!

Frame 6

Charlie: Look, this is for me! It's a digital

Anna: I've got a laptop! Brilliant! We can use it

to look for the cup!

Olga: Look on the wall. What is it?

Frame 7

Anna: It's a secret message. I think we need a

Olga: Wait a minute. Here's a mirror in my bag!

Charlie: It's a magic bag! Great!

Frame 8

Anna: "Welcome children. Do your best. Follow the symbols to complete your quest. Find the

Quest Cup!"

Frame 9

Anna: What is it, Max?

Olga: It's a Quest symbol. Good boy, Max!

Frame 10

Charlie: It's a dolphin.

**Anna:** Everybody, put your hands on it.

Olga: Let's continue the Quest!

# Check comprehension. Ask questions.

 Check that the pupils understand the story by asking questions about each frame. Encourage them to answer in English.

#### Frame 1

Where are the children? (at a library)

What does Charlie want to do? (read magazines)

What are they looking for? (the Quest Cup)



### Frame 2

Is the Quest Cup there? (no)

What does Charlie want to do? (watch a DVD) Do the girls want to watch a DVD? (no) What do the girls want to do? (look for information)

#### Frame 3

Where are they looking for information? (in the books)

What picture do they find in the book? (the Quest Cup)

What is Max doing? (taking a book from the shelf)

#### Frame 4

What happens? (a secret room appears/a door opens)

# Frame 5

Where are the children? (in a secret room) What do they find? (some things)

#### Frame 6

What has Charlie got? (a digital camera) What has Anna got? (a laptop) What has Olga got? (a bag)

#### Frame 7

What is on the wall? (a secret message)
Can they read the secret message? (no)
What do they need? (a mirror)
Where do they find a mirror? (in Olga's bag)
Why is Olga's bag special? (it's a magic bag)

# Frame 8

Can they read the secret message now? (yes)

What does the message say? (Welcome children. Do your best. Follow the symbols to complete your quest. Find the Quest Cup!)

#### Frame 9

What does Max find? (a Quest symbol) Where is the Quest symbol (on the wall)

#### Frame 10

What is the symbol? (a dolphin) What do the children do? (put their hands on the symbol)

- When you have finished asking questions, tell the pupils to close their books.
- Ask Who got the camera? (Charlie).

# Listen to the story. Read.

- Say **Open your Pupil's Book at page 6**. Give the pupils time to find the page by themselves.
- Ask the pupils to listen to the story and follow the dialogue by reading it in their PB. Play CD 1 track 16.
- Say What library activities can you see? Give the pupils time to look at the story frames, and invite different pupils to suggest answers (use a computer, look for information, read books).
- Tell the pupils to look for the letter hidden in the story. Ask the pupils **What is the Quest letter?** (E, in Frame 1).
- Ask the pupils **What did Max find in Frame 9?** (a symbol). Ask **What is the symbol?** (a dolphin). Tell them the symbol is a clue to the next quest and encourage them to predict what the next quest might be about.

# Remember the story: Secrets in the Library. Look and match. Number.

- Say **Open your Activity Book at page 6.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 3. Tell them to work individually to match the speech bubbles to the correct picture.
- Check the answers together, asking different pupils to answer.
- Answers: a It's a secret room. / b It's a Quest symbol. / c The Quest Cup isn't here. / d It's a magic bag!

- Now ask the pupils to number the pictures in the correct order of the story. Check the answers together.
- Answers: a 2 / b 4 / c 1 / d 3



# Page 6 Read. True ✓ or false ✗?

- Hold up your AB, and point to Activity 4. Check the pupils understand.
- Give them time to read the sentences, and decide if they are true or false. Ask a pupil to read the first sentence aloud, and ask another pupil to say if it's true or false. Write the answers on the board.
- Answers: 1 ✓ / 2 X / 3 ✓ / 4 X



# page 6 Write the Quest letter.

- Ask the pupils to write the secret letter from the story, in preparation for solving the word in Unit 8.
- Answer: E



# Listen and say.

- Say Open your Pupil's Book at page 7. Give the pupils time to find the page by themselves.
- Invite pupils to say read magazines and listen to stories
- Explain that the words contain different sounds, and today they are going to practise these sounds. Write the words read and magazine on the board. Say /iː/, point to the words on the board and say read, magazine. Encourage the pupils to repeat the words after you.Write the word *listen* on the board.Then say /I/, point to the word on the board and say listen. Encourage the pupils to repeat the word after you.
- Point to the words coming from the Quest Cup in the PB. Say **Listen to the word.** Play CD 1 track 17, pausing after the first word. Point to the word *peacock* and ask **How do you** pronounce the letters in red? Encourage the pupils to produce the sound /ɪ/.
- Continue playing the CD and pupils repeat the words. Pause after the word *music*. Point to the word *music* and ask **How do you pronounce** the letter in blue? Encourage the pupils to produce the sound /I/ Play the rest of the CD, asking the pupils to point to the words in their PB as they hear them.
- Say Listen and say the words. Play the CD again, pausing after the first word to give the pupils time to listen and repeat. Continue playing the CD, pausing after each word for the pupils to repeat chorally.

 Play the CD again and ask the pupils to repeat the words again. This time, play the CD through without pausing.

Note: This part of the phonics lesson is a drill. It is important that the pupils are confident saying the words before they say the chant. You may wish to make this more fun by saying the words and encouraging the pupils to repeat with you slowly and then quickly or in a loud voice and then in a quiet voice.



peacock read tree magazine music listen Tim sit

 Point to the picture in the PB and say What can you see? Elicit as many words from the CD as possible, for example, peacock, tree, sit, read magazines. Praise their pronunciation, saying Very good!

# Listen and say the chant.

- Hold up your PB and point to the chant in Activity 4. Say Let's listen to the chant and point to the words. Play CD 1 track 18 and encourage the pupils to point.
- Say Let's say the chant. Play CD 1 track 18 and encourage the pupils to say the chant. Continue playing the CD until they are confident saying the chant.
- Put the pupils into pairs to practise saying the chant. Monitor and praise their pronunciation, saying Well done!
- Finally, tell the pupils to look back at Frame 1 in the story. Ask them Can you see pictures or words with the /iː/ sound? Encourage them to look at the frame and listen to their answers, writing the correct ones on the board. Do the same with Frame 7, encouraging the pupils to look for pictures or words with the /ɪ/sound.
- Answers: Frame 1: magazines, read, Charlie / Frame 7: It's, mirror, minute, in

**Note:** If the pupils still seem unsure about the sounds, repeat the example sound words from the chant to help them find words with the sound in the frames.



Tim and his peacock sit under a tree.

They listen to music and read magazines.

# Circle, sort and write. Listen and check.

- Say **Open your Activity Book at page 6.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 6. Ask the pupils to circle the words in the word snake.
- Now ask them to write the words in the correct column, according to whether they have the /i:/ sound, like *peacock*, or the /i/ sound, like *listen*.

**Fast finishers:** Ask the pupils to add any other words they know in English with that sound to each column.

- When the pupils have finished, play CD 1 track 19 so the pupils can check they have written the words in the correct column. Check the answers with the class by asking different pupils to say the words aloud, praising their speaking.
- Answers /i:/: peacock, magazine, read, tree / /ɪ/: listen, music, Tim, sit



/i:/

peacock magazine read tree

/I/

listen

music

Tim sit

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the Everybody stop now song** (for lyrics see TN page 41). Play CD 1 track 5. Sing along, encouraging the pupils to sing with you and do the actions.

# **Learning objectives**

- Listen to, read and perform a short dialogue
- Identify parts of the language structure and make sentences and questions

# Language focus

- listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (your) diary
- Do you (read books)? Yes, I do. / No, I don't.
- What do you do at the library?
- I (don't) (watch DVDs).

#### **Materials**

- · Crayons for each pupil
- Use the flashcards you have prepared for Lesson 2: listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (your) diary
- Pupil's Book, page 8
- Activity Book, page 7
- Class audio CD



# At-a-glance lesson plan (PB page 8, AB page 7)

# **Opening activities**

Days of the week song (CD 1 track 2).



Vocabulary game Play games. (a) (b) (c) (c)



#### Main activities

- Song review I like the library! (CD 1 track 14). Sing the I like the library! song. (11)
- Dialogue Listen and read (CD 1 track 20). Let's investigate grammar (PB page 8). (a)
- Vocabulary game Play Guess the library activities. (a) (b) (c)
- Writing and listening practice Write the words in order. Colour the boxes using the colour code from the Pupil's Book. Listen. Tick ✓ or cross X (CD 1 track 21). Look and complete (AB page 7). (C)

## **Closing activities**

 Everybody stop now song (CD 1 track 5). (C6)



# **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2. Encourage the pupils to sing along and say the correct day of the week at the end.

# Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

# Main activities

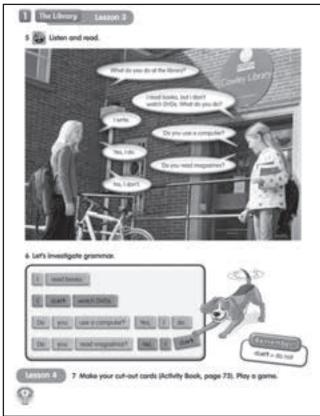
# Sing the *I like the library!* song.

- Ask the pupils Do vou remember the I like the library! song?
- Say Let's sing the I like the library! song (for lyrics see TN page 39). Encourage the class to sing along.
- Play the song, using the karaoke version (CD 1) track 14).



# Listen and read.

- Say Open your Pupil's Book at page 8. Give the pupils time to find the page by themselves.
- Hold up your PB, and point to Activity 5. Ask the pupils questions about the picture, for example, Who can you see? (two girls) Where are they? (in front of a library) What are they doing? (talking).
- Play CD 1 track 20 and encourage the pupils to read the dialogue while listening.
- Ask the pupils questions about the dialogue to check their understanding, for example, Does the girl watch DVDs in the library? (no).
- Play the CD again, but this time encourage the pupils to repeat each sentence of the dialogue after you, pausing the CD after each line. Help them with pronunciation, if necessary.



• Put the class into two groups. Ask one group Ask the pupils questions about the sentences to read out the lines of the dialogue for Girl 1 and questions to check their understanding. chorally and the other group to read out the Ask Who says I read books in the dialogue in lines of the dialogue for Girl 2 chorally. Repeat Activity 5? (Girl 2) Is the sentence affirmative? this until the pupils are confident with saying the (yes). Repeat this process with the other sentences in the investigate grammar box.

ur code from the Pupil's Book mework? / Do / do / you

Listen, Tick or cross X

A books7/you/Do/read O stories, /1/listen to O don't / 1.7 a computer. 7 use

**Option:** To give the pupils more practice with the dialogue, put them into pairs and have them practise saying the dialogue together. Invite some of the groups to perform the dialogue for the class.



dialogue.

Girl 1: What do you do at the library?

Girl 2: I read books, but I don't watch DVDs.

What do you do?

Girl 1: I write.

Girl 2: Do you use a computer?

Girl 1: Yes, I do.

Girl 2: Do you read magazines?

Girl 1: No, I don't.

# Let's investigate grammar.

- Hold up your PB and point to the investigate grammar box in Activity 6. Say Let's investigate grammar.
- Point to the coloured questions and sentences, and explain their meaning to the pupils. Draw their attention to any contractions and the explanation in the Remember! box. Point out that don't means do not.

- Ask the pupils to look at the dialogue in Activity 5 and invite them to find other examples of affirmative (I write.) and questions (What do you do at the library? What do you do?).
- Finally, ask the pupils to make sentences or questions with the activities. Say Make a (negative) sentence with (use a computer). Praise the pupils' sentences and questions.

# Play Guess the library activities.

- Invite a pupil to come to the front to choose a a library activity.
- Invite the class to ask him/her questions to guess which activity he/she has chosen, using Do you (read books)? Encourage different pupils to ask questions, and help them by prompting with **Do you...?** if they have difficulties. The pupil at the front answers Yes, I do or No, I don't. Praise their speaking by saving Very good! and Well done!
- Continue the activity with different pupils choosing a library activity.

Option: You may want to put the pupils into pairs and ask them to play the game together. Encourage them to use the investigate grammar box as a guide.

# Write the words in order. Colour the boxes using the colour code from the Pupil's Book.

- Say Open your Activity Book at page 7. Give the pupils time to find the page by themselves.
- Ask the pupils to look at Activity 7. Tell them to first work individually to write the words in the correct order.
- When the pupils finish, ask them to colour in the sentences following the colour code from the PB: blue for questions, green for affirmative and red for negative.
- Check the answers with the class.
- Answers: 1 Do you do homework? (blue) / 2 Do you read books? (blue) / 3 I listen to stories. (green) / 4 I don't use a computer. (red)

Fast finishers: Ask the pupils to write one more question, affirmative sentence or negative sentence using the language structure.

# page 7 Listen. Tick ✓ or cross ✗.

- Hold up your AB, and point to Activity 8. Check the pupils understand the instructions.
- Play CD 1 track 21. Pause between each sentence and encourage the pupils to tick or cross in their AB, according to whether Charlie and Olga do the activity or not.
- Play the CD again, so the pupils can check their answers.
- When the pupils have finished, check the answers together.
- Say to the pupils Let's check our answers for Charlie. Point to the first question. Encourage them to answer, saying Yes or No. and tick or cross the table. Continue with the rest of the answers.
- Repeat the process with the answers for Olga.



**Anna:** Charlie, do you read books at the library?

Charlie: No, I don't.

Anna: Do you read magazines?

Charlie: Yes, I do.

Anna: What else do you do?

Charlie: I look for information and I use a computer, but I don't listen to stories.

**Anna:** Olga, do you read books at the library?

Olga: Yes, I do.

**Anna:** Do you read magazines?

Olga: No, I don't.

Anna: What else do you do?

Olga: I look for information and I use a

computer. I listen to stories, too.

#### Answers:

At the library, do you	Charlie	Olga
read books?	X	1
read magazines?	1	X
look for information?	1	1
use a computer?	1	1
listen to stories?	X	1

# Look and complete.

- Hold up your AB and point to Activity 9. Ask the pupils to work individually to complete sentences about the children in the pictures. Encourage them to look at Activity 7 if they need help with the structures.
- When the pupils have finished, check the answers together.
- Answers: 1 read books / 2 a computer / 3 in my diary / 4 you watch DVDs / 5 don't read magazines / 6 you read books

- Say Everybody finish now. Say Goodbye! Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Sing along, encouraging the pupils to sing with you and do the actions.

# **Learning objectives**

- Listen to, write and match sentences and questions about library activities
- Talk about library activities using a cut-out

# Language focus

- Do you (read books?) Yes, I do. / No, I don't.
- What do you do at the library?
- I (don't) (watch DVDs).
- listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (your) diary
- Do you (read books)? Yes, I do. / No, I don't.
- What do you do at the library?
- I (don't) (watch DVDs).

#### **Materials**

- Use the flashcards you have prepared for this unit: listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (your) diary
- Activity Book, page 8
- Cut-out for Unit 1 (AB page 73)
- Class audio CD



# At-a-glance lesson plan (AB page 8)

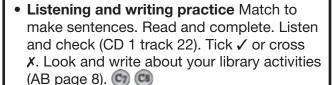
## **Opening activities**

Days of the week song (CD 1 track 2).



- Vocabulary game Play games.
- Main activities
- Play Affirmative, negative or question.





• Cut-out activity Make your cut-out cards. Play a game (AB page 73). (a) (b) (c) (c)

# **Closing activities**

Everybody stop now song (CD 1 track 5).



# **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2. Encourage the pupils to sing along and say the correct day of the week at the end.

# Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

# Main activities

# Play Affirmative, negative or question.

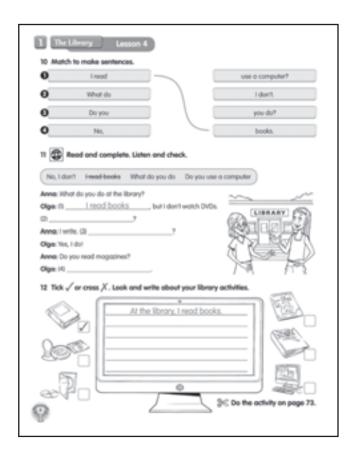
- Ask the pupils Do you remember the library activities words? On the board, draw a , and mark, at a height the pupils can reach.
- Divide the class into two teams. Invite two volunteers from one team to come to the front. One stands in front of the symbols on the board, and the other holds the flashcards you have prepared. Say Let's play.
- The pupil with flashcards shows one to the other team. The other pupil points to a symbol. If it's , the team needs to make an affirmative sentence, and so on. The game continues until all the flashcards have been used. The team gets points for correct sentences or questions, for example, Do you (read books)? I watch DVDs.
- Invite two volunteers from the other team to come to the front. As they become more confident, encourage the pupil to touch the symbols on the board more quickly.

# Match to make sentences.

- Say Open your Activity Book at page 8. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 10. Ask the pupils to work individually to match the sentence halves to make complete sentences.
- When the pupils have finished, check the answers with the class. Ask different pupils What's number (1)?
- Answers: 1 I read books. / 2 What do you do? / 3 Do you use a computer? / 4 No, I don't.

# Read and complete. Listen and check.

- Hold up your AB, and point to Activity 11. Ask the pupils to work individually to complete the dialogue with the words in the box.
- When the pupils have finished, play CD 1 track 22, so they can listen and check their answers.
- Check the answers with the class. Ask different pupils What's number (1)?



Answers: 1 I read books / 2 What do you do /
 3 Do you use a computer / 4 No, I don't



Anna: What do you do at the library?

Olga: I read books, but I don't watch DVDs.

What do you do?

Anna: I write. Do you use a computer?

Olga: Yes, I do!

Anna: Do you read magazines?

Olga: No, I don't.

# Page 8 Tick ✓ or cross ✗. Look and write about your library activities.

- Say to the pupils **Open your Activity Book at page 8.** Give the pupils time to find the page by themselves.
- Hold up your AB and point to Activity 12. Ask the pupils to tick or cross the pictures of the activities they do at the library.
- Then ask the pupils to write sentences to explain what they do and don't do at the library. Encourage them to look at the example sentence to help.

**Fast finishers:** Ask the pupils to tell a partner what they do and don't do at the library.

• When the pupils finish, ask different pupils to say some of their sentences.



Make your cut-out cards (Activity Book page 73). Play a game.

# Stage 1

- Say to the pupils **Open your Activity Book at page 73.** Give them a moment to find the page by themselves. Invite a volunteer to give out scissors to the class.
- When the pupils are ready, tell them to look and follow your instructions.
- Say **Cut along these lines.** Hold up your Activity Book and signal that they should cut along the dotted lines.
- Encourage the pupils to write their initials in a corner on the face of the cards.
- Say Place your cards face down on your desk. When the pupils have finished, encourage them to tidy up their desks and put the scissors away.

# Stage 2

- Demonstrate the game to the pupils before they play it. Say **Let's play Guess who.** Invite a pupil to come to the front to play against you.
- Put your cards face up on the desk. The pupil chooses one of their cards in secret and will act as that person.

# Unit 1 Lesson 4

- Ask the pupil questions to guess his or her identity, for example, **Do you (read books)?** The pupil's response gives you a clue as to his or her identity.
- Encourage the pupils to play the game in pairs. Move around the room and check they are taking turns. Praise their speaking, saying **Well done!**

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the *Everybody stop now* song (for lyrics see TN page 41). Play CD 1 track 5. Sing along, encouraging the pupils to sing with you and do the actions.

# **Learning objectives**

- Identify and name books we read and write in
- Listen to, read and sing the Book rap
- Use vocabulary for books we read and write in with library activities
- Listen to, read and understand a comic strip

# Language focus

- listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (your) diary
- comic, notebook, dictionary, diary
- Do you (read books)? Yes, I do. / No, I don't.
- What do you do at the library?
- I (don't) (watch DVDs).

#### **Materials**

- Crayons for each pupil
- Word cards: listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (your) diary
- Pupil's Book, page 9
- Activity Book, page 9
- Class audio CD
- Activity Book, page 12



# At-a-glance lesson plan (PB page 9, AB page 9)

# **Opening activities**

- Days of the week song (CD 1 track 2).
- Vocabulary game Play games.



## Main activities

- Vocabulary activity Listen. Say the words (CD 1 track 23) (PB page 9). (CD 1)
- Listening practice Book rap (CD 1 track 24). Listen and read. Say the rap (PB page 9). C6 C7 C8
- Vocabulary activities Write the words. Look and complete. Draw and write about the books you use (AB page 9). (a) (b) (c)
- Comic strip A Dog's Day (CD 1 track 25). Listen and read (PB page 9). (11) (13) (13)

#### Closing activities

Everybody stop now song (CD 1 track 5).

# **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2. Encourage the pupils to sing along and say the correct day of the week at the end.

# Play games.

 Play any other game from the Activity Bank to recycle the vocabulary.

# Main activities



# Listen. Say the words.

- Sav Open vour Pupil's Book at page 9. Give the pupils time to find the page by themselves.
- Hold up your PB, and point to Activity 8. Tell the pupils Listen. Say the words and play CD 1 track 23. Pause between each word and encourage the pupils to repeat it.



notebook diary dictionary comic

 Finally, ask What do you use to write notes in? (a notebook) to one pupil. Ask questions to check the understanding of the other books to different pupils. Praise their answers, saying Very good!



# Listen and read. Say the rap.

- Hold up your PB and point to Activity 9. Say Let's look at the picture and point to the picture on the page. Ask the pupils questions about it, for example, What is the boy reading? (a comic).
- Play CD 1 track 24 and encourage the pupils to read the rap in their PB while listening.
- Say to the pupils **Let's say the** *Book* **rap.** Play CD 1 track 24 again and encourage them to say the rap. Ask them to stand up and do the actions with you as they say the rap.
- Finally, ask the pupils questions, for example, Do you read (comics)? Encourage them to answer, saying Yes, I do or No. I don't.







A comic, a diary, a notebook. (mime opening a

A comic, a notebook, a diary. (mime opening a book)

Lots of books to read and write in. (mime reading, then writing)

What's your favourite book?

# Write the words.

- Say Open your Activity Book at page 9. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 13. Ask the pupils to look at the pictures and write the letters in the correct order to make the words.
- Check the answers with the class. Ask different pupils What's number (1)?
- Answers: 1 notebook / 2 comic / 3 dictionary / 4 diary

# Look and complete.

- Hold up your AB and point to Activity 14. Ask the pupils to work individually to complete the sentences about Anna's books, using the pictures as a guide.
- When the pupils have finished, check the answers with the class.
- Answers: I read comics. I don't read Olga's diary. I write in my notebook. I don't write in a dictionary.

# Draw and write about the books you use.

- Hold up your AB and point to Activity 15.
- Tell the pupils to draw the types of book they read and don't read on the first two blank book covers, and draw the types of book they write and don't write in on the last two blank book covers. Point to the ticks and crosses next to each book cover, so they know what they need to draw on each cover.
- Move around the room while the pupils are working and praise their drawings, saying Well
- When the pupils finish drawing, ask them to write a sentence about each picture. Give an example for the first picture, for example, say I read comics.
- When the pupils finish writing, ask different pupils to say some of their sentences.

# Listen and read.

- Say **Open your Pupil's Book at page 9.** Give the pupils time to find the page by themselves.
- Point to Activity 10 and ask How many dogs can you see? (three) What are their names? (Scotty, Yorkie and Jack) Are they friends? (yes).
- Say **Let's listen to the comic strip.** Play CD 1 track 25.
- When the CD has finished, ask **What books** from Activity 8 does Scotty have? (a comic, a diary, a dictionary).
- Say Let's read and listen to the comic strip again. Play CD 1 track 25 again. Encourage the pupils to look at and read the comic strip in their PB as they listen.
- When the pupils have finished, ask questions about the story, for example, **What's Scotty's favourite book about?** (a giant) **Is Jack a giant?** (no).
- Ask the pupils **Do you like the story?** Invite them to respond and comment on it.

**Option:** As this is a short story, you may wish to invite different pupils to the front to act out the comic strip.



Frame 1

**Yorkie:** Hello, Scotty! What's that? **Scotty:** Hi, Yorkie. This is my diary.

Frame 2

Yorkie: What's that?

**Scotty:** This is my dictionary.

Frame 3

**Scotty:** This is a comic. **Yorkie:** Great pictures!

Frame 4

Scotty: This is my favourite story book. It's

about a giant.

Yorkie: Oh, no!

Frame 5

Jack: Hello!

Scotty: Hi, Jack!

Yorkie: Are you a giant?

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Sing along, encouraging the pupils to sing with you and do the actions.

# **Learning objectives**

- · Learn about different libraries and decide if sentences are true or false
- Listen and learn about a story from a different country
- Write about a story from a different country
- Create a secret message

# Language focus

- listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (vour) diary
- · comic, notebook, dictionary, diary

#### **Materials**

- Pupil's Book, page 10
- Activity Book, page 10
- Class audio CD

# **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2. Encourage the pupils to sing along and say the correct day of the week at the end.

# Play games.

• Play any game from the Activity Bank to recycle the vocabulary.

# Main activities

# Look at the pictures and predict.

- Invite the pupils to open their books at page 10 and have a look at the three pictures that illustrate the text. Ask What can you see in **the pictures?** (three big libraries: the Boston Public Library, the National Library of Canada in Ottawa and the Royal Library of Alexandria). Point to the text with each picture and ask Do you know what a library is? The pupils may answer in L1.
- Ask the pupils What do you think today's lesson is about? Acknowledge logical answers and praise the pupils for their ideas, saying Well done!
- Explain to the pupils that there are many big and small libraries, even in schools. Then ask them if they know any. The pupils may answer in L1.



# At-a-glance lesson plan (PB page 10, AB page 10)

# **Opening activities**

• Days of the week song (CD 1 track 2). @ @



• Vocabulary game Play games. (a) (5) (6)





# Main activities

- Look at the pictures in the book and predict. Listen and look at the pictures.
- Character's presentation Listen and read (CD 1 track 26). Read and say 'True' or 'False'. Listen and check (CD 1 track 27) (PB page 10). (c) (c) (c) (c)
- Character's presentation Listen and learn about an amazing story (CD 1 track 28) (PB page 10). @ @ @
- Reading and writing practice Look at page 10 in the Pupil's Book and circle. Listen and check (CD 1 track 29). Read. Write about an amazing story (AB page 10). (3) (6) (7)

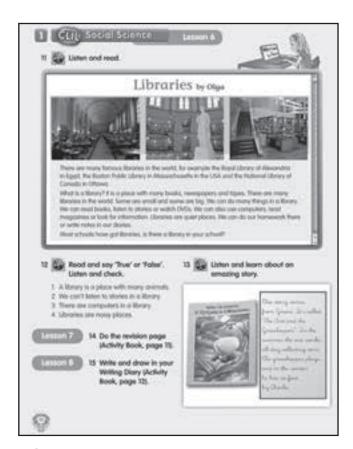
# Closing activities

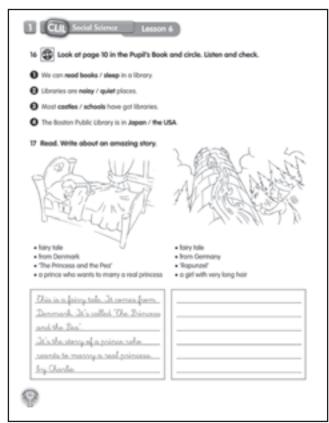
Everybody stop now song (CD 1 track 5).



# Listen and look at the book.

- Explain to the pupils that Olga has done a presentation about the topic on the page. Say to them Let's look at the book and listen to Olga's presentation about libraries.
- Play CD 1 track 26 and guide the pupils' understanding by pointing to features in the pictures.







# **Libraries by Olga**

There are many famous libraries in the world, for example the Royal Library of Alexandria in Egypt, the Boston Public Library in Massachusetts in the USA and the National Library of Canada in Ottawa.

What is a library? It is a place with many books, newspapers and tapes. There are many libraries in the world. Some are small and some are big. We can do many things in a library. We can read books. listen to stories or watch DVDs. We can also use computers, read magazines or look for information. Libraries are quiet places. We can do our homework there or write notes in our diaries.

Most schools have got libraries. Is there a library in your school?



# Listen and read.

- Say Open your Pupil's Book at page 10. Give the pupils time to find the page by themselves.
- Point to Activity 11 and say Listen and look at Olga's presentation again. Encourage the pupils to follow what the narrator says by pointing to the pictures and any important words as they hear them. Play CD 1 track 26 again.

- Play the CD again, and this time encourage the pupils to read the text as they listen.
- Check the pupils' understanding by saying some true or false sentences. Encourage them to say true or false and correct the false sentences, for example, A library is a place with many animals.
- Invite different pupils to make a false statement. Encourage other pupils to correct it.

# Read and say 'True' or 'False'. Listen and check.

- Hold up your PB and point to Activity 12. Ask the pupils to read the sentences and say if they are true or false. They can write the answers in their notebooks.
- When the pupils finish, explain to them that they are going to hear the correct sentences. Ask them to listen and check their answers.
- Play CD 1 track 27. Pause between each statement to give the pupils time to check their answers. Check the answers with the class. Praise them, saying Well done!
- Answers: 1 false / 2 false / 3 true / 4 false



- **1** A library is a place with many animals. That's false. It's a place with many books, newspapers and tapes.
- **2** We can't listen to stories in a library. That's false. We can listen to stories in a library.
- **3** There are computers in a library. That's true.
- **4** Libraries are noisy places. That's false. They are quiet places.

**Option:** Instead of using the CD, you may want to divide the class into teams. Say **Let's have a quiz**. Read the statements aloud, and invite different teams to say if they are true or false and make corrections, using the information in Activity 11. Give points for each correct answer.

# Look at the pictures at page 10 and answer questions.

- Point to the three photos and ask questions again to reinforce their understanding.
- Praise their answers, saying Well done!



- Hold up your PB and point to Activity 13. Say Look at Charlie's information. Let's learn about an amazing story. Encourage the pupils to follow the text in their PB as they listen. Play CD 1 track 28.
- Check the pupils' understanding by asking questions about the text, for example, Where is the story from? (Greece) Which animal works hard? (the ant).
- Praise their answers, saying Very good!



**Charlie:** This story comes from Greece. It's called 'The Ant and the Grasshopper'. In the summer the ant works all day collecting corn. The grasshopper plays and in the winter he has no food.

by Charlie

# Pupil's Book and circle. Listen and check.

- Say **Open your Activity Book at page 10.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 16. Ask the pupils to circle the correct information about libraries.
- When the pupils have finished, say **Let's listen to check**, and play CD 1 track 29.
- Check the answers with the class. Ask different pupils **What's number (1)?**
- Answers: 1 read books / 2 quiet / 3 schools / 4 the USA



- 1 We can read books in a library.
- 2 Libraries are quiet places.
- 3 Most schools have got libraries.
- **4** The Boston Public Library is in the USA.

# Read. Write about an amazing story.

- Hold up your AB, and point to Activity 17. Check the pupils understand the instructions, and explain that first they will read the example.
- Point to the example text on the left. Ask the pupils to look at the notes with the picture and read Charlie's sentences about it.
- When the pupils have finished reading, point to the notes and the picture on the right. Say to the pupils **Write your sentences.** The pupils work individually to write their sentences, using the notes and Charlie's sentences as a guide.
- Move around the room to check the pupils' work. Praise it and say **Very good!**
- Check the answers with the class. Ask different pupils to read their sentences.
- Answer: This is a fairy tale. It comes from Germany. It's called 'Rapunzel'. It's about a girl with very long hair.

# **CLIL** project: *Our ideal library*

- Say to the pupils **Let's imagine our ideal library.** Divide the class into groups of three or four, and give each group pictures of different libraries and a large piece of card.
- Explain that they have to choose one of the pictures, stick it on the card and write a few sentences following the text on page 10, Pupil's Book. They may add drawings to illustrate their final text.
- Move around the class to check their work, and offer help when required.
- When the pupils have finished, invite different groups to the front to show their work.

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Sing along, encouraging the pupils to sing with you and do the actions.

# **Learning objectives**

- Review vocabulary and structure
- Create a record of vocabulary learnt in the form of a mind map
- Listen and show understanding by numbering, matching and writing
- Order sentences about library activities
- Evaluate learning

# Language focus

- listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (your) diary
- comic, notebook, dictionary, diary
- Do you (read books)? Yes, I do. / No, I don't.
- What do you do at the library?
- I (don't) (watch DVDs).

#### **Materials**

- Flashcards and word cards you have prepared for this unit: listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (your) diary
- Activity Book, pages 11 and 69
- Class audio CD



# At-a-glance lesson plan (AB page 11)

# **Opening activities**

- Days of the week song (CD 1 track 2).
- Vocabulary game Play games. (a) (b) (c)



#### Main activities

- Mind map Unit 1 (AB page 69).
- Listening practice Listen and number (CD 1 track 30) (AB page 11). (a) (b)
- Reading and writing practice Read and match. Complete. Write the words in order (AB page 11). (7) (8)

## **Closing activities**

- Everybody stop now song (CD 1 track 5).



# **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2. Encourage the pupils to sing along and say the correct day of the week at the end.

# Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

# Main activities



# Mind map: Unit 1

- Say Open your Activity Book at page **69.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to the Unit 1 mind map. Ask the pupils to work individually to stick the picture or word stickers in the correct place.
- If you wish to use your flaschards and word cards, put them face up on your desk. When the pupils have finished, invite different pupils to the front to match a flashcard and a word card, and stick them on the board in the shape of the mind map.
- Ask the pupils to look at the flashcards and word cards on the board and check their stickers on their mind map.



# page 11 Listen and number.

- Say Open your Activity Book at page
- **11.** Give the pupils time to find the page by themselves.
- Hold up your AB and point to Activity 1. Tell the pupils to listen and number the pictures.
- Play CD 1 track 30, pausing between each sentence. Ask the pupils to write the number next to the correct picture.
- Play the CD again, so the pupils can check their answers.
- When the pupils have finished, check the answers with the class. Say to the pupils **Let's** check our answers. Ask different pupils What is number (1)? Continue with the rest of the answers and write them on the board. Praise the pupils' answers by saying Well done!
- Answers: 1 c / 2 a / 3 b / 4 d



- 1 It's a dictionary.
- 2 It's a notebook.
- 3 It's a comic.
- 4 It's a diary.

# page 11

# Read and match. Complete.

• Hold up your AB, and point to Activity 2. Ask the pupils to first match the sentences to the correct picture, and then complete the sentences.



- When the pupils have finished, check the answers with the class. Ask the pupils to tick their correct sentences.
- Answers: 1 library / 2 books / 3 information / 4 **DVDs**

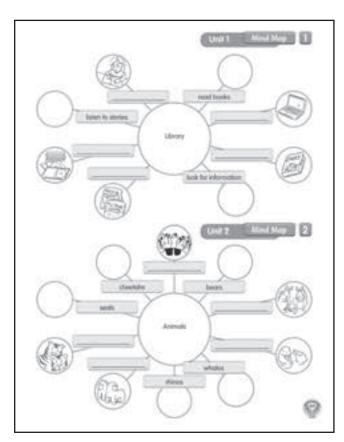
# write the words in order.

- Hold up your AB and point to Activity 3. Tell the pupils to write the words in the correct order to make sentences about library activities.
- Move around the room to check their work. Praise it and say Very good!
- When the pupils have finished, ask them to read their sentences aloud to their partner to check the answers.
- Answers: 1 I write in my diary. / 2 I do my homework. / 3 I use a computer. / 4 I listen to stories.



# **Evaluation**

- Finally, hold up your AB, and point to the evaluation at the bottom of the page. Ask the pupils to colour the face of Max which represents their work for Unit 1.
- Say to the pupils Well done! We have finished our Library Quest.



- Say Everybody finish now. Say Goodbye! Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Sing along, encouraging the pupils to sing with you and do the actions.

# **Learning objectives**

- Review the unit using *Quest 1: The Library*
- Read the Writing Diary and answer questions
- Create a personalized diary about library activities and talk about it
- Create a record of interesting words

# Language focus

- listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in your
- comic, notebook, dictionary, diary
- Do you (read books)? Yes, I do. / No, I don't.
- What do you do at the library?
- I (don't) (watch DVDs).

#### **Materials**

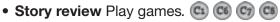
- Crayons for each pupil
- Writing Diary
- Photocopiable: Quest 1: The Library (TN page 314)
- Class audio CD



# At-a-glance lesson plan

# **Opening activities**

- Days of the week song (CD 1 track 2).





# Main activities

- Photocopiable activity Complete Quest 1: The Library. 📵 🕝 😘
- Writing Diary Read the diary entry. Read the Diary Notes and answer questions (Activity Book page 12). (a)
- Writing Diary Plan and write your diary entry. Draw. Complete the Diary Notes. Talk about your library activities (Activity Book page 12).



# **Closing activities**

Everybody stop now song (CD 1 track 5).



# **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2. Encourage the pupils to sing along and say the correct day of the week at the end.

# Play games.

• Play any game from the Activity Bank to recycle the vocabulary.

# Main activities

# Complete Quest 1: The Library.

- Ask the pupils what they remember about Unit 1, The Library. Praise their answers.
- Ask a volunteer to give out the Quest 1: The Library photocopiable to each pupil. Explain to the pupils that they are going to do a quest about the unit. Explain that they are going to answer questions and will find the answers in different lessons from the unit.
- Ask the pupils to work individually to complete the photocopiable. Remind them to refer to the lessons in the unit to help them. Move around the room to check their work.
- When the pupils have finished, invite different pupils to read their answers aloud. Praise their
- Finally, ask the pupils to colour the Q at the top of the photocopiable to show they have completed the task.
- Answers: 1 books, magazines, DVDs, computer, CDs / 2 the Quest Cup book / 3 read books, write, use a computer. / 4 diary, dictionary, comic, story book.

# Read the diary entry.

- Say Open your Activity Book at page **12.** Give the pupils time to find the page by themselves.
- Hold up your Activity Book, and point to the diary entry. Ask the pupils **What's this?** (a diary entry where someone writes about their day).
- Ask the pupils to read the diary entry. Tell them that you are going to ask them some questions about it afterwards. You may want to read it aloud as they follow in their books.



- When the pupils have finished reading, ask these questions: **Who is the writer?** (Charlie) **What is it about?** (his library activities/the library).
- Listen to the pupils' answers and praise them, saying **Very good!**

# Read the Diary Notes and answer questions.

- Ask different pupils to read the questions and answers in the Diary Notes. You may want to read them aloud as the pupils follow in their books.
- When the pupils have finished reading, ask them questions about the Diary Notes, for example, **Who does Charlie go with**? (his friends).
- Listen to the pupils' answers and praise them, saying **Very good!**

# Plan and write your diary entry. Draw.

- Say to the pupils **It's time to write your diary entry.** Tell the pupils that they are going to write their diary entry in the space provided and draw a picture in the empty space.
- Say **Tell me about your library activities.** Encourage the pupils to respond, saying, for example, *I read books*. Listen and praise their speaking, saying **Very good!**

- Ask the pupils to work individually to write their diary entry about library activities. Give the pupils time to write, but move around the room to offer help.
- When the pupils have finished, check their writing. Then say **Draw yourself doing a library activity.** Alternatively, the pupils can stick a photo of themselves in their school library on the page.

**Tip:** If the pupils are having difficulty choosing what to write, encourage them to look at Charlie's diary entry for reference.

# Complete the Diary Notes.

• Ask the pupils to use their diary entry to answer the questions in the Diary Notes section. When the pupils have finished, invite different pupils to read out their answers.

# Talk about your library activities.

- Say to the pupils **Let's talk about your library activities.** Ask them to work with a pupil near to them.
- When the pupils are ready, say **Tell your partner about your library activities.** The pupils describe their activities. When they finish, you may want to ask them to find new partners and do the activity again.
- Move around the room to listen to the pupils' speaking and praise it, saying **Very good!**

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Sing along, encouraging the pupils to sing with you and do the actions.

# For the Secrets in the Library animated story script see TN page 43.



# In the library

Tilly: Hi, Florence!

**Florence:** Hi, Tilly! How are you?

**Librarian:** Shhhhh! What don't you do in the

library?

Florence: We don't talk.

**Tilly:** But we do read books! Quietly! **Librarian:** That's right. We are quiet in the

library.

Tilly: Hi, Tom. Tom: Hi, Tilly.

**Tilly:** Tom, this is my friend. **Tom:** Hi, what's your name?

Florence: Hi! I'm Florence. Do you want to

use the computer?

**Librarian:** Shhhhhh! What don't you do in

the library?

Tom, Tilly

& Florence: We don't talk.

**Tilly:** But we do use the computer.

[mobile phone ringing]

Tom, Tilly

& Florence: Shhhhh!



# **CLIL - Alphabets**

**Tilly:** Florence, apart from English, do

other languages have different

alphabets?

Florence: I'm not sure, let's look. Those

letters are like pictures. I think

that's Chinese writing.

**Tom:** Look! That teacher's writing on the

board.

**Florence:** You read the Chinese alphabet

from right to left. Is that Greek?

**Tom:** No, that's the Russian alphabet.

It's called the Cyrillic alphabet.

This is Greek.

Florence: I wonder what it says.

**Tilly:** That sign is in Arabic. It's very

beautiful to look at.

**Tom:** Look! More picture writing. **Florence:** That's a very old language, it's

Egyptian.

**Tilly:** It's called Hieroglyphics. It looks

like a cartoon!

Florence: So many different alphabets.

Tom: And lots of ways to read and

write.

# **Animal Park**

# **Unit objectives**

- Identifying and naming animals (a) (a) (b)
- · Listening to, understanding and singing a song, chant and rap (1) (6) (7) (8)
- · Listening to, reading and performing a short dialogue 🕮 😘 👣 🕮
- Identifying parts of the language structure and making sentences and questions (5)
- Listening to, writing and matching sentences and questions (5) (6)
- Listening to, reading and understanding a comic strip @ @ @ @
- Listening to, reading and understanding texts about Australian animals (a) (b) (c)
- Writing a short text about an animal (a) (C6) (C7) (C8)
- Reproducing sentences from text
- Listening to, reading, understanding and explaining a story (a) (a) (b) (c)
- Identifying and naming animal food (a)
- · Making a cut-out and using it in a communicative game (1) (3) (6) (7) (8)
- Creating an animal chart (a) (a) (c) (c) (c) Reading and understanding a short diary entry
- C1 C3 C4 C7 C8
- Writing a short personalized diary entry about animals and talking about it a a a a a
- Practising and discriminating between the /g/ /dz/ sounds. (a) (b) (c)
- Creating a record of vocabulary learnt (5) (6)
- Reviewing what has been studied and reflecting on it (1) (3) (6) (7) (8)

# Key language

# Vocabulary

- bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- plants, meat, fish, fruit

#### **Structures**

- Do you like (bears)? Yes, I do. / No, I don't.
- What's your favourite animal?
- What animals do you like?
- I like/love/don't like (tigers).
- This is a...
- It eats…

# Recycled language

- The alphabet
- Numbers (1–100)
- Classroom objects
- Animals
- The days of the week
- How do you spell...?
- Where do you live? I live in...

# Receptive language

- CLIL vocabulary: Australia, Australian, kangaroo, dingo, wild dog, koala bear, desert, grasslands, forest, mob, pack, carnivore, herbivore, eucalyptus leaves, pouch, bark (v)
- It lives in...
- It is a (herbivore).
- Let's investigate/listen to/sing/look at/mime/ play/say/stop/check/create/talk about...
- Tell me about...

# Socio-cultural aspects

- Understanding Australian animals
- Showing interest in different types of Australian animals

#### Summary

In this unit you will introduce and practise vocabulary for animals and animal's food. The pupils will learn how to talk about the animals they like and don't like. They will explore what animals eat. They will learn how to describe their animal preferences, and write a description of them.

# **Competences key**

- Competence in linguistic communication
- Mathematical competence
- Competence in knowledge of and interaction with the physical world
- Competence in processing information and use of ICT
- (S) Competence in social skills and citizenship
- Artistic and cultural competence
- C Learning to learn
- Autonomy and personal initiative

# Learning objectives

- Identify, listen to and name words for different
- Listen to, read and sing the Do you like animals? song
- Show understanding by writing and matching pictures to sentences

# Language focus

- bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- Do you like (bears)? Yes, I do. / No, I don't.
- I like/love/don't like (tigers).

#### **Materials**

- Prepare your own set of flashcards and word cards for this unit if you wish: cheetah, tiger, bear, zebra, kangaroo, whale, seal, dolphin, rhino, gorilla
- Pupil's Book, page 11
- Activity Book, page 13
- Class audio CD



# At-a-glance lesson plan (PB page 11, AB page 13)

# **Opening activities**

Days of the week song (CD 1 track 2).



#### Main activities

- Vocabulary game Play What is it? (a) (b)
- Vocabulary activity Animal word rap (CD 1 track 31). Listen and say the words. @ @ @
- Vocabulary game Play I can match. @ @



- Song Do you like animals? (CD 1 track 32). Listen to the song. Answer the questions. Listen and read. Sing the song (PB page 11). C1 C6 C7 C8
- Vocabulary game Play Guess the sentence. (C1) (C7) (C8)
- Vocabulary game Word Quest. Listen and play (CD 1 track 34) (PB page 11). (11)
- Vocabulary activities Read and match. Write the words (AB page 13). (a) (b) (c)

# **Closing activities**

Everybody stop now song (CD 1 track 5).



# **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2.

Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and say the correct day of the week at the end.

# Main activities

# Play What is it?

- Hold up the pile of Unit 2 flashcards you have prepared, with the tiger card on top, facing you. Quickly flip over the cards to give the pupils a glimpse of the tiger card. Encourage them to guess what it is. If they guess it, say Yes, it's a tiger. Well done. Tell them the word if they cannot guess it.
- Encourage the class to guess what the words for the rest of the flashcards are. If they guess them, congratulate them, saying Well done! Ask the class to repeat the word after you.
- Turn the pile of flashcards to face you and ask the pupils What's this? Put a card at the back of the pile and slowly move it upwards, revealing the picture little by little.
- Invite a pupil to guess the answer, and stick the card on the board.
- Repeat the process with the rest of the flashcards, sticking them on the board.
- Finally ask the pupils What's the Quest topic? They should be able to answer from the flashcards. Listen to their answers and say Yes, animals.

# Listen and say the words.

- Say Let's listen and say the words. Play CD 1 track 31 and point to the flashcards of the different animals or the pictures in the book as you hear them on the CD.
- Play the CD again and tell the pupils to repeat the words as they hear them. Praise their speaking, saying Well done!



# Animal word rap

Let's rap, let's rap,

Let's say the Animal word rap...

Tiger

Zebra

Gorilla

Cheetah

Kangaroo

Bear

Rhino

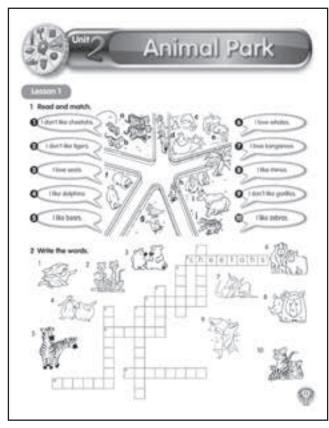
Whale

Dolphin

Seal

Tip: Encourage the pupils to listen to the words and follow the intonation and rhythm they hear on the CD.





# Play I can match.

- Show the Unit 2 word cards you have prepared to the class, and ask Can you match the words to the pictures? Hold the word cards face down in a fan and invite different pupils to the front to pick a card and match it to the picture flashcard on the board. Ask them to read the word aloud.
- When all of the cards have been matched, point to the pictures and words slowly, and ask the pupils to say the words. Then speed up as the pupils become confident saying the words.

# Listen to the song. Answer the question.

- Say to the pupils Let's listen to the Do you like animals? song.
- Play CD 1 track 32 and encourage the pupils to stand up and mime the actions with you.
- Play the CD again, and ask the pupils to listen and answer the question Do they like all the animals? (yes).



# Do you like animals? song

I like animals!

Different kinds of animals.

Rhinos, cheetahs and tigers, too. (mime a tiger's claws)

And do you like gorillas? (mime a monkey) Yes, I do! (nod your head)

I love animals!

Different kinds of animals.

Whales, dolphins and seals, too. (mime fins on a whale)

And do you like kangaroos? Yes, I do! (nod your head)

# song.

# Listen and read. Sing the

- Say Open your Pupil's Book at page 11. Give the pupils time to find the page by themselves.
- Hold up your PB and point to Activity 1. Ask Where are the children? (in the Quest school). Point to the different characters and ask the pupils questions about what the characters are doing, for example, What's Anna doing? (using a computer).
- Play CD 1 track 32 and encourage the pupils to read the song in their PB while listening.
- Say to the pupils Let's sing the Do you like animals? song. Play the CD again, and encourage the pupils to stand up and mime the actions with you as they sing.

# Play Guess the sentence.

• Encourage the pupils to guess lines from the song. Say to them **Do you like (bleep)?** Pupils may say the missing word or point to the picture in their books.

• Invite a pupil to say the missing word by repeating the complete sentence.

# Mord Quest. Listen and play.

- Hold up your PB, and point to Activity 2. Sav to the pupils Cover the words and show them how to use their hands to cover the words on the panel below the pictures.
- Point to a picture and say What's this? Encourage the pupils to say what the animal is. Repeat this process with a few more pictures.
- Point to Activity 2 again and ask the pupils Who is playing the game? (Anna and Olga). Explain that Olga is pointing to one of the animals in the book and Anna is saying what the animal is. Then Olga asks Anna to spell the word. Play CD 1 track 34. Encourage the pupils to point to the correct picture in their PB while listening.
- When the CD has finished, ask the pupils What's this animal? and point to a picture in the book. Encourage them to say what the animal is. When a pupil gives the correct answer, say How do you spell it? and encourage the pupil to spell the word.
- Ask the pupils to play the game in pairs. Monitor and praise their speaking, saying **Very** good!



Olga: What's this animal?

Anna: A tiger.

Olga: Yes! How do you spell it?

Anna: T-I-G-E-R.

# page 13

# Read and match.

- Say Open your Activity Book at page 13. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 1. Ask the pupils to work individually to match the speech bubbles to the different animals in the picture.
- When the pupils have finished, check the answers together. Ask different pupils to answer, for example, say (Maria). What's number 1?
- Praise the pupils' work, saying Well done!
- Answers: 1 b / 2 a / 3 d / 4 c / 5 f / 6 e / 7 g / 8i/9h/10j

# Write the words.

- Hold up your AB, and point to Activity 2. Ask the pupils to complete the crossword puzzle using the picture clues.
- Move around the room, checking their work, saying Very good!
- When the pupils have finished, check the answers with the class. Ask different pupils What's number (1)?
- Answers: 1 whales / 2 cheetahs / 3 bears / 4 seals / 5 zebras / 6 gorillas / 7 kangaroos / 8 rhinos / 9 dolphins / 10 tigers

**Fast finishers:** Ask the pupils to write the animals in order from their favourite to their least favourite.

- Say Everybody finish now. Say Goodbye! Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

# **Learning objectives**

- Listen to, read, understand and explain the Catch the Thief! story
- Show understanding of the story by sequencing, matching and deciding if sentences are true or false
- Practise and discriminate between the sounds /d3/ and /g/ in a chant

# Language focus

- bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- Do you like (bears)? Yes, I do. / No, I don't.
- I like/love/don't like (tigers).

#### **Materials**

- Use your own set of flashcards and word cards: bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- Pupil's Book, pages 12 and 13
- Activity Book, page 14
- Class audio CD



# At-a-glance lesson plan (PB pages 12 and 13, AB page 14)

# **Opening activities**

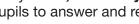
- Days of the week song (CD 1 track 2).
- Vocabulary game Play games. (a) (b) (c)

#### Main activities

- Song review Do you like animals? (CD 1 track 35). Sing the Do you like animals? song. (C1) (C6)
- Story Catch the Thief! (CD 1 track 35). Listen to the story. Check comprehension. Ask guestions. Listen to the story. Read (PB pages 12-13). Remember the story: Catch the Thief! Look and match. Number. Read. True ✓ or false X? Write the Quest letter (AB page 14). C1 C2 C6 C7 C8
- Pronunciation Listen and say (CD 1 track 36). Listen and say the chant (CD 1 track 37) (PB page 13). Circle, sort and write. Listen and check (AB page 14) (CD 1 track 38). (a) (c)

#### Closing activities

Everybody stop now song (CD 1 track 5).



**Opening activities** 

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Sav Let's sing the Davs of the week song (for lyrics see TN page 38). Play CD 1 track 2. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and say the correct day of the week at the end.

# Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

# Main activities

# Sing the Do you like animals? song.

- Ask the pupils **Do you remember the Do you** like animals? song? Encourage them to say sentences from the song, for example, I love animals!
- Say to the pupils Let's sing and mime the Do you like animals? song (for lyrics see TN page 67). Play the karaoke version (CD 1 track 33) and encourage the pupils to sing and mime the actions.

# Listen to the story.

- Explain to the pupils that the Your Quest characters are going on their second quest. Ask them what they remember about the last quest, for example, Where were the children? (in a library) Who got a laptop? (Anna). What was the symbol they found? What is the symbol for this unit? (a dolphin). Ask the pupils Where do you think the next quest is? (in an Animal
- Say **Let's listen to the story.** Show the first frame of the story to the pupils. Generate interest in the story by inviting pupils to speculate about the picture. Ask Where are the children? (in the Animal Park) What animals can you see? (zebras, a gorilla, a rhino).
- Tell the story or play CD 1 track 35.
- Make sure your pupils look at the pictures in their books to understand the story.
- Finally, ask the pupils Can you see the Quest

Note: You will hear a tone on the CD to signal when you should point to the next picture.







#### Frame 1

**Park warden:** Welcome children! Have fun. Be careful with your bags. There's a thief in the park!

Charlie: Oh no!

Olga: Let's go and see the big cats.

Anna: We can look for the cup.

Charlie: And the thief!

Frame 2

Anna: It says this tiger comes from India.

Olga: Shh, Max! I like tigers.

Charlie: I don't like tigers. They're scary!

Frame 3

**Olga:** Look at the dolphin! It's juggling balls. **Anna:** Dolphins are intelligent! They can help

people.

Frame 4

Olga: Oh no! I'm wet! Charlie: That's funny!

Frame 5

Olga: Look at the baby kangaroo! It's eating

grass!

Charlie: I like kangaroos!

Anna: Look! There's a gorilla too!

Frame 6

Anna: Excuse me. Where's the information

about the gorilla?

Park warden: Gorilla? We haven't got any

gorillas!

#### Frame 7

Anna: Yes, you have. Look! There's a gorilla.

Old lady: Oh no! My bag!

Frame 8

Park warden: Stop that gorilla! It's got her bag!

Thief: Oh no!

Charlie: Well done, Olga!

Frame 9

Olga: Here's your bag.

Old lady: Oh! Thank you! Let me give you a

reward. What about a milkshake?

Children: Yes, please!

Frame 10

Charlie: Thank you! I love milkshakes!

Anna: Me too! And Max!

Olga: Well, the cup isn't here. But, look! It's a

Quest symbol! Let's go!

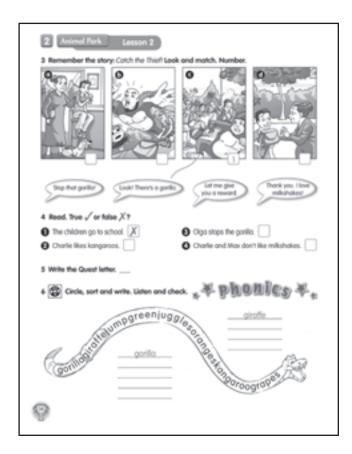
# Check comprehension. Ask questions.

• Check that the pupils understand the story by asking questions about each frame. Encourage the pupils to answer in English.

#### Frame 1

Where are the children? (at the Animal Park)
Does the man work at the park? (yes)
Is there a thief in the park? (yes)

What does Olga want to see? (the big cats)



#### Frame 2

Where does the tiger come from? (India) Does Max like tigers? (no) Does Charlie like tigers? (no)

#### Frame 3

What is the dolphin doing? (juggling balls) Are dolphins intelligent? (yes) What can they do? (help people)

#### Frame 4

Who is wet? (Olga and Max) Is Olga happy? (no)

#### Frame 5

What animals can they see? (kangaroos and a gorilla)

Does Charlie like kangaroos? (yes)

#### Frame 6

Can they see the information about the gorilla? (no)

Has the Animal Park got gorillas? (no) Can the old lady see the gorilla? (no)

#### Frame 7

What is the gorilla doing? (running away/stealing the bag)

What has the gorilla got? (the old lady's bag)

#### Frame 8

Who stops the gorilla? (Olga) Is it a real gorilla? (no) Is it a thief? (yes)

#### Frame 9

What does Olga give the lady? (her bag) What is the children's reward? (a milkshake) Has the gorilla got the cup? (no)

#### Frame 10

Do the children like milkshakes? (yes) What can Olga see? (a Quest symbol) What is the symbol? (a basketball)

# Listen to the story. Read.

- Say **Open your Pupil's Book at page 12**. Give the pupils time to find the page by themselves.
- Ask the pupils to listen to the story and follow the dialogue by reading in their PB. Play CD 1 track 35.
- Say What animals can you see? Give the pupils time to look at the story frames, and invite different pupils to suggest answers (tigers, seals, dolphins, giraffes, a gorilla, a dog, kangaroos, zebras).
- Tell the pupils to look for the letter hidden in the story. Ask them **What is the Quest letter?** (A, in Frame 5).
- Ask the pupils **What did Olga find in Frame 10?** (a symbol). Ask **What is the symbol?** (a basketball). Tell them the symbol is a clue to the next quest and encourage them to predict what the next quest might be about.

# Remember the story: Catch the Thief! Look and match. Number.

- Say Open your Activity Book at page
   14. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 3. Tell them to work individually to match the speech bubbles to the correct picture.
- Check the answers together, asking different pupils to answer.
- Answers: a Thank you. I love milkshakes! / b Stop that gorilla! / c Look! There's a gorilla. / d Let me give you a reward.
- Now ask the pupils to put the pictures in the correct order of the story. Check the answers together.
- Answers: a 4 / b 2 / c 1 / d 3

# Read. True ✓ or false X?

• Hold up your AB, and point to Activity 4. Check the pupils understand.

#### Unit 2 Lesson 2

- Give the pupils time to read the sentences, and decide if they are true or false. Ask a pupil to read the first sentence aloud, and ask another pupil to say if it's true or false. Write the answers on the board.
- Answers: 1 x / 2 √ / 3 √ / 4 x



#### Write the Quest letter.

- Ask the pupils to write the secret letter from the story, in preparation for solving the word in Unit 8.
- Answer: A



## Listen and say.

- Say Open your Pupil's Book at page 13. Give the pupils time to find the page by themselves.
- Point to the words coming from the Quest Cup in the PB. Explain that the words contain different sounds, and today they are going to practise these sounds. Say /g/, point to the word gorilla and say gorilla. Encourage the pupils to repeat the word after you. Then say /d3/, point to the word jump and say jump. Encourage the pupils to repeat the word after you.
- Say Listen to the word. Play CD 1 track 36, pausing after the first word. Point to the word gorilla and ask How do you pronounce the **letter in red?** Encourage the pupils to produce the sound /g/.
- Continue playing the CD and pupils repeat the words. Pause after the word jump. Point to the word *jump* and ask **How do you pronounce** the letter in blue? Encourage the pupils to produce the sound /d3/. Play the rest of the CD, asking the pupils to point to the words in their PB as they hear them.
- Say Listen and say the words. Play the CD again, pausing after the first word to give the pupils time to listen and repeat. Continue playing the CD, pausing after each word for the pupils to repeat chorally.
- Play the CD again and ask the pupils to repeat the words again. This time, play the CD through without pausing.

**Note:** This part of the phonics lesson is a drill. It is important that the pupils are confident saying the words before they say the chant. You may wish to make this more fun by saying the words and encouraging the pupils to repeat with you slowly and then quickly or in a loud voice and then in a quiet voice.



gorilla kangaroo green grapes jump giraffe oranges juggles

 Point to the picture in the PB and say What can you see? Elicit as many words from the CD as possible, for example, giraffe, kangaroo, grapes, gorilla, oranges. Praise their pronunciation, saying Very good!



#### page 13 Listen and say the chant.

- Hold up your PB and point to the chant in Activity 4. Say Let's listen to the chant and point to the words. Play CD 1 track 37 and encourage the pupils to point.
- Say Let's say the chant. Play CD 1 track 37 and encourage the pupils to say the chant. Continue playing the CD until the pupils are confident saying the chant.
- Put the pupils into pairs to practise saying the chant. Monitor and praise their pronunciation, saying Well done!
- Finally, tell the pupils to look back at Frame 3 in the story. Ask them Can you see pictures of words with the /dz/ sound? Encourage them to look at the frame and listen to their answers. writing the correct ones on the board. Do the same with Frame 5, encouraging the pupils to look for pictures of words with the /g/ sound.
- Answers: Frame 3: juggling, jump, giraffes / Frame 5: kangaroo, gorilla, grass

Note: If the pupils still seem unsure about the sounds, repeat the example sound words from the chant to help them find words with the sound in the frames.



Gorilla and kangaroo jump and clap as giraffe juggles oranges and green grapes.



#### Page 14 Circle, sort and write. Listen and check.

 Say Open your Activity Book at page **14**. Give the pupils time to find the page by themselves.

- Hold up your AB, and point to Activity 6. Tell the pupils to circle the words in the word snake.
- $\bullet$  Now ask them to write the words in the correct column, according to whether they have the /g/ sound, like <code>gorilla</code>, or the /dʒ/ sound, like <code>giraffe</code>.

**Fast finishers:** Ask the pupils to add any other words they know in English with that sound to each column.

- Play CD 1 track 38 so the pupils can check the sound of each word.
- Check the answers with the class, asking different pupils to say the words aloud. Praise their speaking.
- Answers: /g/: gorilla, green, juggles, kangaroo, grapes /dʒ/: giraffe, jump, juggles, oranges



/g/

gorilla

green

juggles

kangaroo

grapes

/d3/

giraffe

jump

juggles

oranges

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for the lyrics see TN page 41). Play CD 1 track 5. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

#### **Learning objectives**

- Listen to, read and perform a short dialogue
- Identify parts of the language structure and make sentences and questions

#### Language focus

- bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- Do you like (bears)? Yes, I do. / No, I don't.
- What's your favourite animal?
- What animals do you like?
- I like/love/don't like (tigers).

#### **Materials**

- Crayons for each pupil
- Flashcards you have prepared for this unit: bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- Pupil's Book, page 14
- Activity Book, page 15
- Class audio CD



#### At-a-glance lesson plan (PB page 14, AB page 15)

#### **Opening activities**

- Days of the week song (CD 1 track 2).
- Vocabulary game Play games.

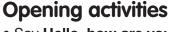


- Song review Do you like animals? (CD 1 track 33). Sing the Do you like animals? song. (C1) (C6)
- Dialogue Listen and read (CD 1 track 39). Let's investigate grammar (PB page 14).
- Vocabulary game Play Guess my animals.
- Writing and listening practice Write the words in order. Colour the boxes using the colour code from the Pupil's Book. Listen and draw the symbols (CD 1 track 40). Look at Activity 8. Complete the sentences about Charlie (AB page 15). (6) (7)

#### **Closing activities**

(C6)

Everybody stop now song (CD 1 track 5).



- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for the lyrics see TN page 38). Play CD 1 track 2. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and say the correct day of the week at the end.

#### Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

#### Main activities

#### Sing the Do you like animals? song.

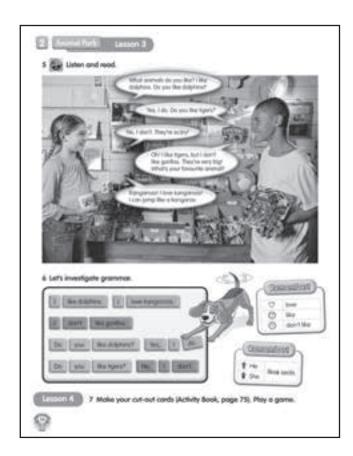
- Ask the pupils **Do you remember the Do you** like animals? song?
- Give out the flashcards you have prepared for this unit to different pupils around the room.
- Say Let's sing the Do you like animals? **song** (for the lyrics see TN page 67). Ask the pupils holding a card to stand at the front, and when they hear the word on their card, they lift the card above their heads. Encourage the class to sing along and point to the correct card.
- Play the song, using the karaoke version (CD 1) track 33).

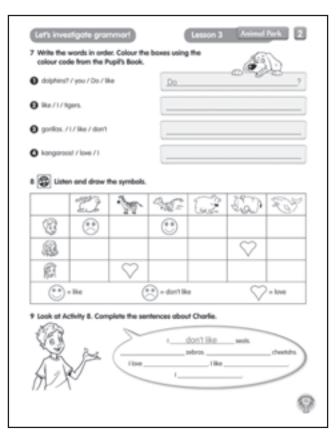
Option: You may want to sing the song again. Invite a volunteer to give the flashcards to a different group of pupils. Play the CD, and encourage the pupils to sing along.



#### Listen and read.

- Say Open your Pupil's Book at page 14. Give the pupils time to find the page by themselves.
- Hold up your PB, and point to Activity 5. Ask the pupils questions about the picture, for example, **Who can you see?** (a girl and a boy) Where are they? (in a shop) What are they doing? (talking).
- Play CD 1 track 39 and encourage the pupils to read the dialogue while listening.
- Ask the pupils questions about the dialogue to check their understanding, for example, **Does** the girl like tigers? (no).
- Play the CD again, but this time encourage the pupils to repeat each sentence of the dialogue after you or with the CD, pausing the CD after each line. Help them with pronunciation, if necessary.





• Put the class into two groups. Ask one group to read out the lines of the dialogue for the girl chorally and the other group to read out the lines of the dialogue for the boy chorally. Repeat this until the pupils are confident with saying the dialogue.

**Option:** To give the pupils more practice with the dialogue, put them into pairs and have them practise saying the dialogue together. Invite some of the groups to perform the dialogue for the class.



Girl: What animals do you like? I like dolphins.

Do you like dolphins?

Boy: Yes, I do. Do you like tigers? Girl: No, I don't. They're scary.

Boy: Oh! I like tigers, but I don't like gorillas. They're very big! What's your favourite animal? Girl: Kangaroos! I love kangaroos! I can jump

like a kangaroo.

## Let's investigate grammar.

- Hold up your PB and point to the investigate grammar box in Activity 6. Say Let's investigate grammar.
- Point to the coloured questions and sentences, and explain their meaning to the pupils. Draw their attention to any contractions and the

explanations in the Remember! boxes. Explain that we use he and she to talk about someone else. We use he for males and she for females. Use a pupil in the class to bring out the difference between he and she. Remind them to use 's' at the end of the verb when using he and she.

- Ask the pupils questions about the sentences and questions to check their understanding. Ask Who savs I like dolphins in the dialogue in Activity 5? (the girl) Is the sentence **affirmative?** (yes). Repeat the process with the other sentences in the investigate grammar box.
- Ask the pupils to look at the dialogue in Activity 5 and invite them to find other examples of affirmative (I like tigers. I can jump like a kangaroo.) and questions (What animals do you like? What's your favourite animal?).

#### Play Guess my animals.

- Stick the animals flashcards you have prepared on the board. In the middle of the board, draw three columns, with an icon to represent the verbs (love, like, don't like) as the heading for each one. Copy the icons used in the Remember! box.
- Invite a pupil to come to the front to choose three flashcards. The pupil needs to choose one animal he/she likes, one animal he/she doesn't like and one animal he/she loves.

- Invite the class to ask him/her questions to guess which animal is which. Encourage different pupils to ask questions using *Do you like (rhinos)?* When the pupil answers *Yes, I do or No, I don't*, the class should say *Like!/Don't like!/Love!* and the pupil should stick the flashcard in the correct column on the board. Praise their speaking by saying **Very good!** and **Well done!**
- Continue the activity with different pupils choosing an animal.

**Option:** You may want to put the pupils into pairs and ask them to play the game together. Encourage them to use the investigate grammar box as a guide.

# Colour the boxes using the colour code from the Pupil's Book.

- Say **Open your Activity Book at page 15.** Give the pupils time to find the page by themselves.
- Ask the pupils to look at Activity 7. Tell them to first work individually to write the words in the correct order.
- When the pupils finish, ask them to colour in the sentences following the colour code from the PB: blue for questions, green for affirmative and red for negative.
- Check the answers with the class.
- Answers: 1 Do you like dolphins? (blue) / 2 I like tigers. (green) / 3 I don't like gorillas. (red) / 4 I love kangaroos! (green)

**Fast finishers:** Ask the pupils to write one more question, affirmative sentence or negative sentence using the language structure.

#### Listen and draw the symbols.

- Hold up your AB, and point to Activity 8. Check the pupils understand the instructions. They are going to hear Charlie, Anna and Olga talking about animals. They have to draw the symbol next to the animal according to whether the character likes, doesn't like or loves the animal.
- Play CD 1 track 40, pausing between each sentence so the pupils have time to draw the symbol.
- Play the CD again, so the pupils can check their answers.
- When the pupils have finished, check the answers with the class.

• Answers: Charlie loves whales and bears. He likes zebras, rhinos and cheetahs. He doesn't like seals. / Anna likes seals and zebras. She doesn't like cheetahs or bears. She loves rhinos and whales. / Olga loves seals and zebras. She likes cheetahs, bears and whales. She doesn't like rhinos.



Charlie: I love whales and bears. I like zebras, rhinos and cheetahs. I don't like seals.

Anna: I like seals and zebras. I don't like cheetahs or bears. I love rhinos and whales.

Olga: I love seals and zebras. I like cheetahs, bears and whales. I don't like rhinos.

# Look at Activity 8. Complete the sentences about Charlie.

- Hold up your AB and point to Activity 9. Check the pupils understand. Ask them to work individually to complete the sentences about the animals Charlie likes and doesn't like. Tell them to look at the symbols in Activity 8.
- When the pupils have finished, check the answers with the class. Ask different pupils to say a sentence each.
- Answers: I don't like seals. I like zebras. I like cheetahs. I love bears. I like rhinos. I love whales.

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (TN page 41). Play CD 1 track 5. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

#### **Learning objectives**

- Listen to, write and match sentences and questions about animal preferences
- Talk about animal preferences using a cut-out

#### Language focus

- bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- Do you like (bears)? Yes, I do. / No, I don't.
- What's your favourite animal?
- What animals do you like?
- I like/love/don't like (tigers).

#### **Materials**

- Scissors for each child
- Flashcards you have prepared for the unit: cheetah, tiger, bear, zebra, kangaroo, whale, seal, dolphin, rhino, gorilla
- Activity Book, page 16
- Cut-out for Unit 2 (AB page 75)
- Class audio CD



#### At-a-glance lesson plan (AB page 16)

#### **Opening activities**

- Days of the week song (CD 1 track 2).
- Vocabulary game Play games.





#### Main activities

- Game Play Affirmative, negative or question. (C1) (C7) (C8)
- Listening and writing practice Match to make sentences. Read and complete. Listen and check (CD 1 track 41). Look and write (AB page 16). (C) (C)
- Cut-out activity Make your cut-out cards. Play a game (AB page 75). (a) (b) (c) (c)

#### **Closing activities**

Everybody stop now song (CD 1 track 5).



#### **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and say the correct day of the week at the end.

#### Play games.

• Play any game from the Activity Bank to recycle the vocabulary.

#### Main activities

#### Play Affirmative, negative or question.

- Ask the pupils **Do you remember the animals** words? and show them the Unit 2 animals flashcards you have prepared. On the board draw a . and mark, at a height the pupils can reach.
- Divide the class into two teams. Invite two volunteers from one team to come to the front. One stands in front of the symbols on the board, and the other holds the flashcards. Say Let's play.
- The pupil with flashcards shows one to the other team. The other pupil points to a symbol. If it's the team needs to make an affirmative sentence, and so on. The game continues until all the flashcards have been used. The team gets points for correct sentences or questions, for example, I like (tigers). Do you like (bears)?
- Invite two volunteers from the other team to come to the front. As they become more confident, encourage the pupil to touch the symbols on the board more quickly.

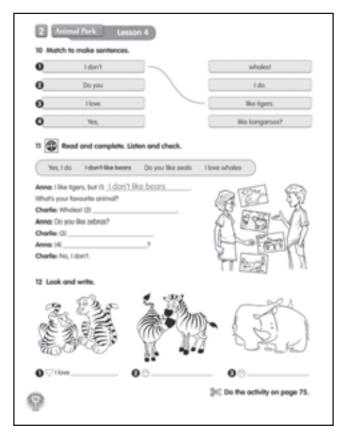
## page 16 Match to make sentences.

- Say Open your Activity Book at page **16.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 10. Ask the pupils to work individually to match the sentence halves to make complete sentences.
- When the pupils have finished, check the answers with the class. Ask different pupils What's number (1)?
- Answers: 1 I don't like tigers. / 2 Do you like kangaroos? / 3 I love whales! / 4 Yes, I do.



#### Page 16 Read and complete. Listen and check.

- Hold up your AB, and point to Activity 11. Ask the pupils to work individually to complete the dialogue with the words in the box.
- When the pupils have finished, play CD 1 track 41, so they can listen and check their answers.
- Check the answers with the class.
- Answers: 1 I don't like bears / 2 I love whales / 3 Yes, I do / 4 Do you like seals







Anna: I like tigers, but I don't like bears. What's

your favourite animal?

**Charlie:** Whales! I love whales. **Anna:** Do you like zebras?

Charlie: Yes, I do.

**Anna:** Do you like seals? **Charlie:** No, I don't.



#### Look and write.

- Say **Open your Activity Book at page 16.** Give the pupils time to find the page by themselves.
- Hold up your AB and point to Activity 12. Ask the pupils to look at the pictures and work individually to complete the sentences about the animals. Tell them to use the icons as a guide to which verb to use: *like*, *love* or *don't like*.
- When the pupils have finished, check the answers with the class.
- Answers: 1 I love tigers. / 2 I like zebras. / 3 I don't like rhinos.



#### Stage 1

- Say to the pupils **Open your Activity Book at page 75.** Give them a moment to find the page by themselves. Invite a volunteer to give out scissors to the class.
- When the pupils are ready, tell them to look and follow your instructions.
- Say **Cut along this line.** Hold up your Activity Book and signal that they should cut along the dotted line.
- Encourage the pupils to write their initials in a corner of the questionnaire.
- When the pupils have finished, encourage them to tidy up their desks and put the scissors away.

#### Stage 2

- Demonstrate the questionnaire to the pupils before they do it. First check they understand the symbols. Fill in the 'Me' column for yourself and show the pupils. Have them fill in their 'Me' column. Encourage them to use as many of the symbols as they can.
- Say to the pupils **Let's do the** *Animal* **preferences questionnaire**. Invite two pupils to the front to ask and answer questions. Help

one pupil form the question *Do you like...?* Help the other pupil to answer with a full sentence, for example, *Yes, I do. I love...* Hold up the questionnaire and show them where to draw the symbol.

- Organize the pupils into pairs and have them ask and answer each other's questions. Make sure that they don't look at each other's questionnaires (get them to put their books under them to help with this) and that they write the name of the person they are speaking to in the 'Name' column. Monitor to check they are doing this in English.
- When they have finished, put them with another partner. Move around the room and check they are taking turns. When they've finished, put them with another partner and repeat.
- Get feedback on the activity. Ask **Who (likes/doesn't like/loves) (dolphins)?** You could write the numbers on the board, thus turning this into a class survey.

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD1 track 2. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

#### **Learning objectives**

- Identify and name types of animal food
- Listen to, read and sing the Animal food rap
- Use vocabulary for animal food with animals
- Listen, read and understand a comic strip

#### Language focus

- bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- plants, meat, fish, fruit
- Do you like (bears)? Yes, I do. / No, I don't.
- What's your favourite animal?
- What animals do you like?
- I like/love/don't like (tigers).
- It eats (meat).

#### **Materials**

- Crayons for each pupil
- Word cards you have prepared: bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- Pupil's Book, page 15
- Activity Book, page 17
- Class audio CD
- Writing Diary, Activity Book page 20



#### At-a-glance lesson plan (PB page 15, AB page 17)

#### **Opening activities**

Days of the week song (CD 1 track 2).



• Vocabulary game Play games.



#### **Main activities**

- Vocabulary activity Listen. Say the words (CD 1 track 42) (PB page 15). (a) (b)
- Listening practice Animal food rap (CD 1 track 43). Listen and read. Say the rap (PB page 15). 🖎 😘 😘
- Vocabulary activities Write the words. Look and complete. Draw and write (AB page 17). C1 C6 C7 C8
- Comic strip A Dog's Day (CD 1 track 44). Listen and read (PB page 15). (a) (b) (c)

#### Closing activities

Everybody stop now song (CD 1 track 5).



#### **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2.

 Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and say the correct day of the week at the end.

#### Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

#### Main activities



## page 15 Listen. Say the words.

- Say Open your Pupil's Book at page 15. Give the pupils time to find the page by themselves.
- Hold up your PB, and point to Activity 8. Tell the pupils **Listen. Say the words** and play CD 1 track 42. Pause between each word and encourage the pupils to repeat it.



fish meat fruit plants

• Finally, ask What do tigers eat? (meat and fish) to one pupil. Ask questions to check the understanding of the other animal food words to different pupils. Praise their answers, saying Very good!



#### Listen and read. Say the rap.

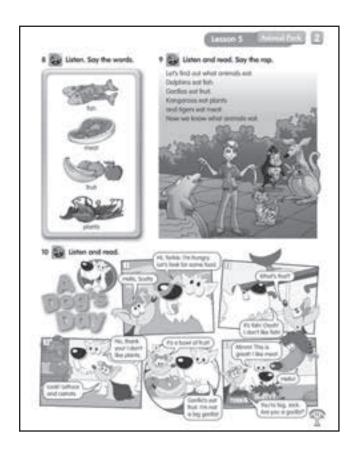
- Hold up your PB and point to Activity 9. Say Let's look at the picture and point to the picture on the page. Ask the pupils questions about it, for example, What animals can you see? (kangaroos, a tiger, a dolphin, a gorilla).
- Play CD 1 track 43 and encourage the pupils to read the rap in their PB while listening.
- Say to the pupils Let's say the Animal food rap. Play CD 1 track 43 again and encourage the pupils to say the rap. Ask them to stand up and do the actions with you as they say the rap.
- Finally, ask the pupils questions, for example, Do you eat (fish)? Encourage them to answer, saying Yes, I do or No, I don't.

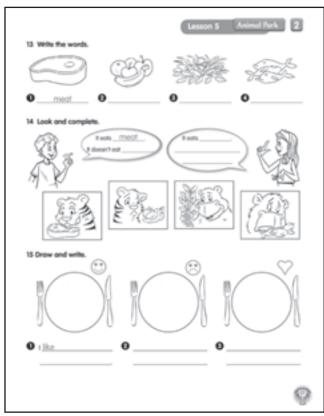


#### Animal food rap

Let's find out what animals eat. (mime eating) Dolphins eat fish. (mime a fish swimming with your hands)

Gorillas eat fruit. (mime a gorilla) Kangaroos eat plants (mime jumping) and tigers eat meat. (mime a tiger's claws) Now we know what animals eat.





#### Write the words.

- Say Open your Activity Book at page
- **17.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 13. Ask the pupils to write the correct words under the pictures.
- Check the answers with the class. Ask different pupils What's number (1)?
- Answers: 1 meat / 2 fruit / 3 plants / 4 fish

## Look and complete.

- Hold up your AB and point to Activity 14. Ask the pupils to work individually to complete the sentences about the animals, using the pictures as a guide.
- When the pupils have finished, check the answers with the class.
- Answers: It eats meat. It doesn't eat fruit. / It eats plants. It doesn't eat fish.



#### Draw and write.

- Hold up your AB and point to Activity 15.
- Ask the pupils to draw the types of food they love, like and don't like on the empty plates. Point to the icons next to the plates, so they know what they need to draw on each plate.

- Move around the room while the pupils are working and praise their drawings, saying Well done!
- When the pupils finish drawing, ask them to write a sentence about each picture. Give an example for the first picture, for example, say I like meat.

**Fast finishers:** Ask the pupils to show a partner their drawings and tell them what types of food they love, like and don't like.

• When the pupils finish writing, ask different pupils to say some of their sentences aloud.



## Listen and read.

- Say Open your Pupil's Book at page 15. Give the pupils time to find the page by themselves.
- Point to Activity 10 and ask Do you remember the characters' names? (Scotty, Yorkie and Jack) What food from Activity 8 can you see? (fish, plants, fruit, meat).
- Say Let's listen to the comic strip. Play CD 1 track 44.
- When the CD has finished, ask Which character is hungry? (Scotty).
- Say Let's read and listen to the comic strip again. Play CD 1 track 44 again. Encourage the pupils to look at and read the comic strip in their PB as they listen.

#### Unit 2 Lesson 5

- When the pupils have finished, ask questions about the story, for example, **What food does Scotty like?** (meat) **Is Jack a gorilla?** (no).
- Ask the pupils **Do you like the story?** Invite them to respond and comment on it.

**Option:** As this is a short story, you may want to invite different pupils to the front to act out the comic strip.



Frame 1

Yorkie: Hello, Scotty.

Scotty: Hi, Yorkie. I'm hungry. Let's look for

some food. **Frame 2** 

Yorkie: What's that?

Scotty: It's fish! Oooh! I don't like fish!

Frame 3

Yorkie: Look! Lettuce and carrots.

**Scotty:** No, thank you! I don't like plants.

Frame 4

Yorkie: It's a bowl of fruit!

Scotty: Gorillas eat fruit. I'm not a big gorilla!

Frame 5

Scotty: Mmm! This is great! I like meat.

Jack: Hello!

Yorkie: You're big, Jack. Are you a gorilla?

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

#### **Learning objectives**

- Learn about Australian animals and answer questions
- Identify and say sentences about Australian animals
- Listen and learn about an Australian animal
- Write about an Australian animal
- · Create an animal chart

#### Language focus

- bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- plants, meat, fish, fruit
- Do you like (bears)? Yes, I do. / No, I don't.
- What's your favourite animal?
- What animals do you like?
- I like/love/don't like (tigers).
- This is a...
- It eats (meat).

#### **Materials**

- Crayons for each pupil
- Pupil's Book, page 16
- Activity Book, page 18
- Class audio CD
- CLIL photocopiable: Animal survey (TN page 306)
- CLIL photocopiable: Australian animals (optional) (TN page 299)
- Card for each group of 3–4

#### **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and say the correct day of the week at the end.

#### Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

#### Main activities

#### Look at the pictures and predict.

• Open the Pupil's Book at page 16. Point to the pictures and ask What's this animal? (an Australian dingo, a Red kangaroo) Where do these animals live? (Australia) What does this animal eat? (other animals, fruit and plants) What's your favourite Australian animal? Do



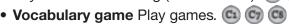
#### At-a-glance lesson plan (PB page 16, AB page 18)

#### Opening activities

Days of the week song (CD 1 track 2).







#### Main activities

 Look at the pictures in the book and predict. Listen and look at the pictures.



- Character's presentation Listen and read (CD 1 track 45). Answer the questions. Listen and check (CD 1 track 46) (PB page 16). (2) (3) (7) (8)
- Character's presentation Listen and learn about an amazing animal (CD 1 track 47) (PB page 16). @ @ @
- Reading and writing practice Look at page 16 in the Pupil's Book. True ✓ or false ✗? Read. Write about and draw an amazing animal (AB page 18). C3 (6) (7)
- Photocopiable activity CLIL project: Animal survey. (1) (3) (3) (6) (7) (8)

#### Closing activities

Everybody stop now song (CD 1 track 5).



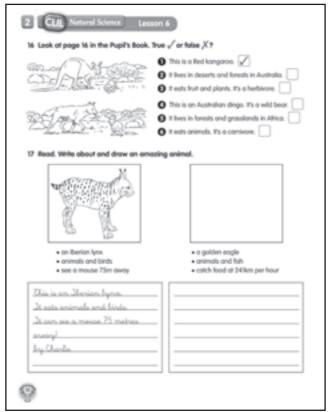
you like (kangaroos)? The pupils may answer in L1.

 Ask the pupils What do you think today's lesson is about? (Australian animals). Acknowledge logical answers and praise the pupils for their ideas, saying Well done!

#### Listen.

- Explain to the pupils that Charlie has done a presentation about the topic on the page. Say to them Let's look at the pictures and listen to Charlie's presentation about Australian
- Play CD 1 track 45 and guide the pupils' understanding by pointing to features in the pictures as they are talked about on the CD.
- Ask the pupils questions to check their understanding, for example, What is the first animal? (a Red kangaroo) Does it eat fruit and plants? (yes).





**Note:** Dingoes very often live in the outback due to population growth. The outback is the name given to the wilderness and desert areas of Australia.



#### Australian animals by Charlie

Red kangaroo

This is a Red kangaroo. It lives in deserts and grasslands in Australia. It lives with other kangaroos in a group called a mob. The Red kangaroo is a herbivore. It eats fruit and plants. It runs very fast. Baby kangaroos stay in the pouch for a long time.

Australian dingo

This is an Australian dingo. It's a wild dog. It lives in forests and grasslands in Australia. It lives alone or in a pack with other dingoes. Dingoes are carnivores. They eat other animals. Dingoes make special sounds to communicate, but they don't bark!



#### Listen and read.

- Say **Open your Pupil's Book at page 16**. Give the pupils time to find the page by themselves.
- Point to Activity 11 and say **Listen and look** at **Charlie's presentation again.** Encourage the pupils to follow what the narrator says by pointing to the pictures and any important words as they hear them. Play CD 1 track 45 again.

- Play the CD again, and this time encourage the pupils to read the text as they listen.
- Check the pupils' understanding by saying some true or false sentences. Encourage the pupils to say *true* or *false* and correct the false sentences, for example, **The Red kangaroo** is a carnivore (False. It is a herbivore.) **The Australian dingo** is a wild dog (true).
- Invite different pupils to make a false statement. Encourage the other pupils to correct it.

# Answer the questions. Listen and check.

- Hold up your PB and point to Activity 12. Ask the pupils to answer the questions. Ask them to write the answers in their notebooks.
- When the pupils finish, explain to them that they are going to hear the answers to the questions. Ask them to listen and check their answers.
- Play CD 1 track 46. Pause between each statement to give the pupils time to check their answers. Check the answers with the class. Praise them, saying **Well done!**
- Answers: 1 in deserts and grasslands in Australia / 2 a mob / 3 fruit and plants / 4 no / 5 no



- 1 The Red kangaroo lives in deserts and grasslands in Australia.
- 2 The Red kangaroo eats fruit and plants. It's a herbivore.
- 3 Dingoes eat other animals. They don't eat plants.
- 4 Dingoes don't bark. They make special sounds.

Option: Ask the pupils to close their PB. Put them into groups of four or more and give each group a photocopiable from TN page 299 and a pair of scissors. Ask them to cut out the two texts. Tell each group to get into pairs or small groups and cut out the sentences of one of the texts, so that each pair has the sentences for one text. Ask the pairs to mix up their sentences. Nominate one group to come to the front of the class. Ask them to listen to the CD and, in their pairs, stick their sentences on the board in the order they hear them. Ask the rest of the class to also order their sentences in their pairs. Play CD 1 track 45. When the CD has finished, check the answers with the class. Alternatively, instead of having the group stick their sentences on the board, give each sentence to a different pupil and ask them to stand at the front of the class and line up in the correct order as they hear their sentences on the CD.



#### page 16 Listen and learn about an amazing animal.

- Hold up your PB and point to Activity 13. Say Look at Anna's information. Let's learn about an amazing animal. Encourage the pupils to read the text in their PB as they listen. Play CD 1 track 47.
- Check the pupils' understanding by asking questions about the text, for example, What is the animal called? (a koala bear) What does it eat? (eucalyptus leaves).
- Praise their answers, saying Very good!



**Anna:** This is a koala bear. It lives in Australia. It eats eucalyptus leaves. It can eat half to one kilo a day. It sleeps for eighteen hours a day!

#### Look at page 16 in the Pupil's Book. True ✓ or false X?

- Say Open your Activity Book at page **18.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 16. Ask the pupils to read the sentences about the animals and decide if they are true or false. Tell them to use the pictures as a guide.
- When the pupils have finished, check the answers with the class. Ask different pupils What's number (1)?
- Answers: 1 ✓ / 2 ✗ / 3 ✓ / 4 ✗ / 5 ✗ / 6 ✓

#### Page 18 Read. Write about and draw an amazing animal.

- Hold up your AB, and point to Activity 17. Ask the pupils to first read the example.
- Point to the example text on the left. Tell the pupils to look at the notes with the picture and read Charlie's sentences about it.
- When the pupils have finished reading, point to the notes on the right. Say to the pupils **Draw** the animal and write your sentences. The pupils work individually to write their sentences. using the notes and Charlie's sentences as a quide.
- Move around the room to check the pupils' work. Praise it and say Very good!
- Check the answers with the class. Ask different pupils to read their sentences.
- Answer: This is a golden eagle. It eats animals and fish. It can catch food at 241km per hour.

#### CLIL project: Animal survey

- Say to the pupils Let's create an animal **chart.** Divide the class into groups of three or four, and give each group a photocopiable from TN page 306 and a large piece of card.
- Tell the pupils to look at the animal survey and ask the question to their classmates. Move around the class as they work.
- Ask the pupils to draw a big circle on their card and divide it into four sections, labelled Meat, Fish, Plants and Fruit. Ask them to write the names of the animals that eat each kind of food in the correct part of the circle. Then tell them to draw the different types of animals around the circle.
- Move around the class to check their work, and offer help when required.

#### Unit 2 Lesson 6

• When the pupils have finished, invite different groups to the front to show their chart and talk about it, for example, *Five animals eat meat*.

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

#### **Learning objectives**

- Review vocabulary and structure
- Create a record of vocabulary learnt in the form of a mind map
- Listen and show understanding by matching and writing
- Write sentences about animals
- Evaluate learning

#### Language focus

- bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- plants, meat, fish, fruit
- Do you like (bears)? Yes, I do. / No, I don't.
- What's your favourite animal?
- What animals do you like?
- I like/love/don't like (tigers).

#### **Materials**

- Flashcards and word cards you have prepared: bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- Activity Book, pages 19 and 69
- Class audio CD



#### At-a-glance lesson plan (AB page 19)

#### **Opening activities**

- Days of the week song (CD 1 track 2).
- Vocabulary game Play games. (a) (b) (c)

#### Main activities

Mind map Unit 2 (AB page 69).



- Writing and listening practice Write and match. Listen and check (CD 1 track 48) (AB page 19). 🕝 🕮
- Reading and writing practice Read and match. Look and write (AB page 19). (3)

#### **Closing activities**

• Evaluation. (7) (3)



Everybody stop now song (CD 1 track 5).



#### **Opening activities**

- Say **Hello**, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and say the correct day of the week at the end.

#### Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

#### Main activities

#### Mind map: Unit 2

- Say Open your Activity Book at page 69. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to the Unit 2 mind map. Ask the pupils to work individually to stick the picture or word stickers in the correct place.
- Put the flashcards and word cards you have prepared face up on your desk. When the pupils have finished, invite different pupils to the front to match a flashcard and a word card, and stick them on the board in the shape of the mind
- Ask the pupils to look at the flashcards and word cards on the board and check their stickers on their mind map.

## Write and match. Listen and

#### check.

- Say Open your Activity Book at page **19.** Give the pupils time to find the page by themselves.
- Point to Activity 1. Ask the pupils to first put the letters in the correct order to make animal foods, and then match the words to the correct pictures.
- When the pupils have finished, say Let's check our answers. Play CD 1 track 48. Pause between each sentence so they can check their answers. Play the CD again.
- When the CD has finished, check the answers with the class.
- Answers: 1 fruit, d / 2 fish, a / 3 meat, c / 4 plants, b

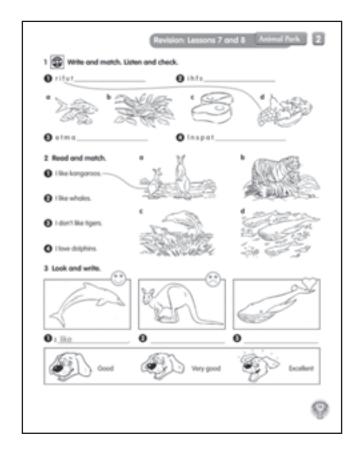


- 1 fruit
- 2 fish
- 3 meat
- 4 plants



## Read and match.

 Hold up your AB, and point to Activity 2. Ask the pupils to work individually to match the sentences to the different pictures.



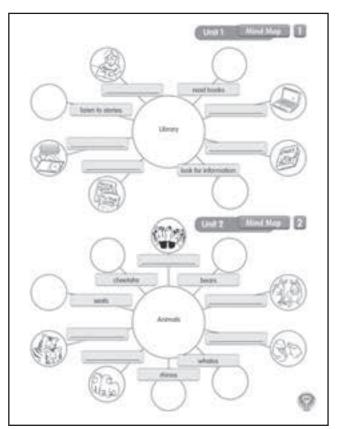
- When the pupils have finished, check the answers together. Ask different pupils to answer, for example, say (Juan). What's number 1?
- Praise the pupils' work, saying **Well done!**
- Answers: 1 a / 2 d / 3 b / 4 c

#### Look and write.

- Hold up your AB, and point to Activity 3. Ask the pupils to look at the pictures and the faces and heart icons next to the pictures and write sentences.
- Move around the room to check their work. Praise it and say **Very good!**
- Check the answers with the class. Ask different pupils to answer, for example, say (Juan). What's number 1?
- Answers: 1 I like dolphins. / 2 I don't like kangaroos. / 3 I love whales.

#### Evaluation

- Finally, hold up your AB, and point to the evaluation at the bottom of the page. Encourage the pupils to colour the face of Max which represents their work for Unit 2.
- Say to the pupils Well done! We have finished our Animal Park Quest.



- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

#### Learning objectives

- Review the unit using Quest 2: Animal Park
- Read the Writing Diary and answer questions
- Create a personalized diary about animals and talk about it
- Create a record of interesting words

#### Language focus

- bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- plants, meat, fish, fruit
- Do you like (bears)? Yes, I do. / No, I don't.
- What's your favourite animal?
- What animals do you like?
- I like/love/don't like (tigers).

#### **Materials**

- · Crayons for each pupil
- Writing Diary, Activity Book page 20
- Photocopiable: Quest 2: Animal Park (TN page 325)
- Class audio CD



#### At-a-glance lesson plan (Writing Diary, Activity Book page 20)

#### Opening activities

Days of the week song (CD 1 track 2).



• Story review Play games. (a) (b) (c)



#### Main activities

- Photocopiable activity Complete Quest 2: Animal Park. 🕮 😘 🕮
- Writing Diary Read the diary entry. Read the Diary Notes and answer questions (Activity Book page 20). (a)
- Writing Diary Plan and write your diary entry. Draw. Complete the Diary Notes. Talk about your favourite animals (Activity Book page 20) C1 C6 C7 C8

#### **Closing activities**

Everybody stop now song (CD 1 track 5).



#### **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Sav Let's sing the Davs of the week song (for lyrics see TN page 38). Play CD 1 track 2. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and say the correct day of the week at the end.

#### Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

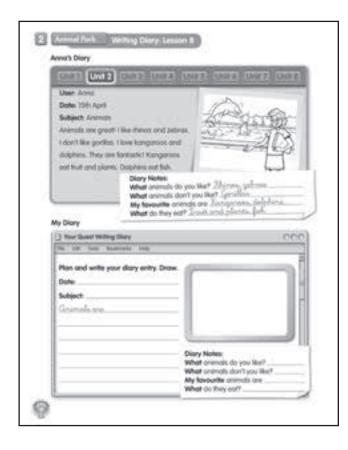
#### Main activities

#### Complete Quest 2: Animal Park.

- Ask the pupils what they remember about Unit 2. Animal Park. Praise their answers.
- Ask a volunteer to give out the Quest 2: Animal Park photocopiable to each pupil. Explain to the pupils that they are going to do a quest about the unit. Explain that they are going to answer questions and will find the answers in different lessons from the unit.
- Ask the pupils to work individually to complete the photocopiable. Remind them to refer to the lessons in the unit to help them. Move around the room to check their work.
- When the pupils have finished, invite different pupils to read their answers aloud. Praise their answers.
- Finally, ask the pupils to colour the Q at the top of the photocopiable to show they have completed the task.
- Answers: 1 dolphins, a seal, a whale, a dog, a rhino, bears, a cheetah, zebras, a tiger, kangaroos, a gorilla / 2 tigers, dolphins, kangaroos / 3 kangaroos / 4 meat / 5 animals

## Page 20 Read the diary entry.

- Say Open your Activity Book at page **20.** Give the pupils time to find the page by themselves.
- Ask the pupils to read the diary entry, telling them that you are going to then ask them some questions about it. You may want to read it aloud as they follow in their books.
- When the pupils have finished reading, ask these questions: Who is the writer? (Anna) What is it about? (animals).
- Listen to the pupils' answers and praise them, saying Very good!



# Read the Diary Notes and answer questions.

- Ask different pupils to read the questions and answers in the Diary Notes. You may want to read them aloud as the pupils follow in their books.
- When the pupils have finished reading, ask them questions about the Diary Notes, for example, **What animals does Anna like?** (rhinos and zebras).
- Listen to the pupils' answers and praise them, saying **Very good!**

# Plan and write your diary entry. Draw.

- Say to the pupils It's time to write your diary entry. Say Open your Activity Book at page 20. Tell the pupils that they are going to write their diary entry in the space provided and draw a picture in the empty space.
- Say **Tell me about your favourite animals.** Encourage the pupils to respond, saying, for example, *I like tigers*. Listen and praise their speaking, saying **Very good!**
- Ask the pupils to work individually to write their diary entry about animals. Give them time to write, but move around the room to offer help.
- When the pupils have finished, check their writing. Then say **Draw an animal.** Alternatively,

the children can stick a photo of an animal on the page.

**Tip:** If the pupils are having difficulty choosing what to write, encourage them to look at Anna's diary entry for reference.

#### Complete the Diary Notes.

• Ask the pupils to use their diary entry to answer the questions in the Diary Notes section. When the pupils have finished, invite different pupils to read out their answers.

#### Talk about your favourite animals.

- Say to the pupils **Let's talk about animals.** Ask the pupils to work with a pupil near to them.
- When the pupils are ready, say **Tell your partner about your favourite animals.** The pupils describe their favourite animals. When they finish, you may want to ask the pupils to find new partners and do the activity again.
- Move around the room to listen to the pupils' speaking and praise it, saying Very good!

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

# For the Catch the Thief! animated story script see TN page 70.



#### **Animal Game**

**Tilly:** Let's watch a DVD. I don't want to

play this game.

Dad: Come on Tilly! It's fun.

Dad: Look, Tilly, a dolphin. I love

dolphins.

**Tom:** So do !! Do dolphins eat meat,

Dad?

**Dad:** No, dolphins don't eat meat. What

do dolphins eat, Tilly?

Tilly: Fish.

**Tom:** Oh Dad, a zebra! Zebras eat fruit,

don't they, Tilly?

**Tilly:** No. They don't eat fruit. They

don't eat meat. They don't eat fish. They eat grass. Look! A

snake!

Dad: A snake? Tom: Out there?

Tilly: Sorry! My turn. Oh, a seal! Seals

eat fish. My turn again!

Tilly: I love gorillas. Gorillas don't eat

fish. They eat fruit. My turn again.

**Tilly:** Now let's watch a DVD.

**Tom:** No, this is a great game!

Dad & Tom: Let's play again!



#### **CLIL - Australian Animals**

**Tom:** Hi, Florence, what are you doing? **Florence:** I'm doing my homework about

Australian animals.

Tilly: Let's look!

Florence: That's a kangaroo. It lives in

deserts and grasslands in

Australia.

Tom: I know.

**Florence:** What's that, then? Tom: That's a kangaroo, too.

Tilly: No, it isn't. It's a wallaby. A kind of

small kangaroo.

**Tom:** Oh, I love kangaroos.

Florence: Me too. And I love koalas. Look at

them.

**Tilly:** They're so cute! They eat

eucalyptus leaves.

Florence: Look at that crocodile!

Tom: It's really big! It's a saltwater

crocodile. It lives in the sea and in rivers. It eats fish... and people!

Tilly: I don't like crocodiles! Urgh! Are

those dogs?

**Tom:** They are wild dogs.

Florence: They're called dingoes. They live

in forests, grasslands and deserts.

Tilly: What is that?

**Tom:** It looks like a duck and it lays

eggs.

Tilly: But it's got fur.
Florence: It's a platypus!
Tom: It's very strange!

**Florence:** There are lots of strange and

different animals in Australia.

# The Olympics

#### Unit objectives

- Identifying and naming sports (cs) (cs) (cs)
- Listening to, understanding and reproducing a song, chant and rap (a) (b) (c) (c)
- Listening to, reading and performing a short dialogue (a) (c) (c)
- Identifying parts of the language structure and making sentences and questions
- Listening to, writing and matching sentences and questions (5) (6)
- Listening to, reading and understanding a comic strip (1) (1) (1) (1)
- Listening to, reading and understanding texts about Olympic sports and famous Olympians
- Writing a short text about a famous Olympian
   C3 C3 C3
- Listening to, reading, understanding and explaining a story (1) (2) (3) (5) (3)
- Identifying and naming sports equipment
- Using vocabulary for sports equipment with sports (a) (c) (c) (c)
- sports (a) (b) (c)
   Making a cut-out and using it in a
- communicative game (a) (3) (6) (7) (8)

   Creating an Olympic podium (a) (3) (3) (6) (7)
- Reading and understanding a short diary entry
- Writing a short personalized diary entry about sports and talking about it (a) (c) (c) (c)
- Practising and discriminating between the sounds /eɪ/ and /æ/ and /æ/
- Reviewing what has been studied and reflecting on it (2) (3) (6) (7) (8)

#### **Key language**

#### Vocabulary

- play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade
- trainers, goggles, racket, helmet
- CLIL vocabulary: Olympic athlete, cyclist, gold, silver, bronze, medal, Scotland

#### **Structures**

- Can you (swim)? Yes, I can. / No, I can't.
- What sports can you do?
- I can/can't (ride a bike).
- This is...
- To (ride a bike) you need (a bike and a helmet).
- They swim...

#### **Recycled language**

- The alphabet Numbers (1–100)
- Classroom objects Animals
- The days of the week How do you spell...?

#### Receptive language

- I've got (my trainers).
- Put on a (helmet).
- CLIL vocabulary: synchronized swimmer, whitewater canoeing, running, swim underwater, life jacket, Jamaica, Spain, (200) metres, 25km
- He's/She's from (Jamaica).
- He's/She's got (a gold medal).
- They are (swimmers).
- Let's investigate/listen to/sing/look at/mime/ play/say/stop/check/create/talk about...

#### Socio-cultural aspects

- Understanding different Olympic sports
- Showing interest in Olympic sports

#### Summary

In this unit you will introduce and practise vocabulary for naming and describing sports abilities and equipment. The pupils will investigate Olympians. They will learn how to describe their sports abilities and write a description of them.

#### **Competences key**

- Competence in linguistic communication
- Mathematical competence
- © Competence in knowledge of and interaction with the physical world
- © Competence in processing information and use of ICT
- G Competence in social skills and citizenship
- Artistic and cultural competence
- 👣 Learning to learn
- Autonomy and personal initiative

#### **Learning objectives**

- Identify, listen to and name words for different
- Listen to, read and sing the What sports can you do? song
- Show understanding by writing and matching pictures to sentences

#### Language focus

- play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade
- What sports can you do?
- I can/can't (ride a bike).

#### **Materials**

- Flashcards and word cards you have prepared for the unit: play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade
- Pupil's Book, page 17
- Activity Book, page 21
- Class audio CD



#### At-a-glance lesson plan (PB page 17, AB page 21)

#### **Opening activities**

Days of the week song (CD 1 track 2).



#### Main activities

- Vocabulary game Play What is it? (a) (b)
- Vocabulary activity Sports word rap (CD 1 track 49). Listen and say the words. (a) (b)
- Vocabulary game Play I can match. (a)



- Song What sports can you do? (CD 1 track 50). Listen to the song. Answer the guestion. Listen and read. Sing the song (PB page 17).
- (C1) (C6) (C7) (C8) • Vocabulary game Play Guess the sentence.
- Vocabulary game Word Quest. Listen and play (CD 1 track 52) (PB page 17). (13) (15)
- Vocabulary activities Read and match. Write the words (AB page 21). (a) (b)

#### **Closing activities**

C1 C7 C8

Everybody stop now song (CD 1 track 5).



#### **Opening activities**

• Say Hello, how are you? and encourage the pupils to answer and return the greeting.

 Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and say the correct day of the week at the end.

#### Main activities

#### Play What is it?

- Hold up the pile of Unit 3 flashcards you have prepared, with the play football card on top, facing you. Quickly flip over the cards to give the pupils a glimpse of the play football card. Encourage them to guess what it is. If they guess it, say Yes, it's play football. Well done. Tell them the word if they cannot guess it.
- Encourage the class to guess what the words for the rest of the flashcards are. If they guess them, congratulate them, saying **Well done!** Ask the class to repeat the word after you.
- Turn the pile of flashcards to face you and ask the pupils What's this? Put a card at the back of the pile and slowly move it upwards, revealing the picture little by little.
- Invite a pupil to guess the answer, and stick the card on the board.
- Repeat the process with the rest of the flashcards, sticking them on the board.
- Finally ask the pupils What's the Quest **topic?** They should be able to answer from the flashcards. Listen to their answers and say Yes, sports.

#### Listen and say the words.

- Say Let's listen and say the words. Play CD 1 track 49 and point to the flashcards of the different sports as you hear them on the CD.
- Play the CD again and tell the pupils to repeat the words as you hear them. Praise their speaking, saying Well done!



#### Sports word rap

Let's rap, let's rap,

Let's say the Sports word rap...

Play football

Run

Swim

Play tennis

Skateboard

Play basketball

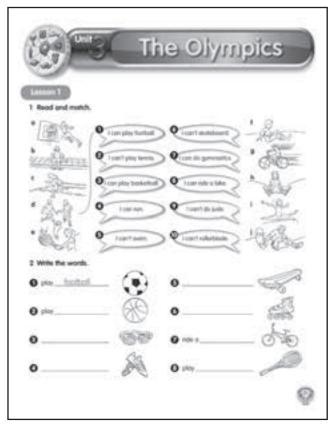
Do gymnastics

Ride a bike

Do judo

Rollerblade





**Tip:** Encourage the pupils to listen to the words and follow the intonation and rhythm they hear on the CD.

#### Play I can match.

- Show the Unit 3 word cards you have prepared to the class, and ask **Can you match the words to the pictures?** Hold the word cards face down in a fan and invite different pupils to the front to pick a card and match it to the picture flashcard on the board. Ask them to read the word aloud.
- When all of the cards have been matched, point to the pictures and words slowly, and ask the pupils to say the words. Then speed up as the pupils become confident saying the words.

# Listen to the song. Answer the question.

- Say to the pupils Let's listen to the What sports can you do? song.
- Play CD 1 track 50 and encourage the pupils to stand up and mime the actions with you.
- Play the CD again, and ask the pupils to listen and answer the question **What sports can the children do?** (swim, play basketball, play tennis, do gymnastics).

## What sports can you do? song

Run, jump, play. (mime running and jumping) What sports can you do?

I can swim. Splash, splash! (mime swimming) But I can't rollerblade. Zoom, crash! (shake your head)

Can you play basketball? (mime putting a basketball into a hoop)

Yes, I can. (nod your head) Me too. Me too.

Run, jump, play. (mime running and jumping) What sports can you do?

I can play tennis. Whack! (mime hitting a tennis ball)

But I can't ride a bike. Zoom, crash! (shake your head)

Can you do gymnastics? Yes, I can. (nod your head)

Me too. Me too.

# Listen and read. Sing the song.

- Say **Open your Pupil's Book at page 17.** Give the pupils time to find the page by themselves.
- Hold up your PB and point to Activity 1. Ask Where are the children? (in a park). Point to the different characters and ask the pupils questions about what the characters are doing, for example, What's Anna doing? (riding a bike).

- Play CD 1 track 50 and encourage the pupils to read the song in their PB while listening.
- Say to the pupils **Let's sing the** *What sports can you do?* **song.** Play the CD again, and encourage the pupils to stand up and mime the actions with you as they sing.

#### Play Guess the sentence.

- Encourage the pupils to guess lines from the song. Say to them **I can (bleep).** Instead of saying the missing word, point to the flashcard on the board.
- Invite a pupil to say the missing word by repeating the complete sentence. If they say it correctly, remove the flashcard from the board.
- Continue saying different lines from the song and asking a pupil to say the complete sentence until all the flashcards have been removed.

## Word Quest. Listen and play.

- Hold up your PB, and point to Activity 2. Say to the pupils **Cover the words** and show them how to use their hands to cover the words on the panel below the pictures.
- Point to a picture and say **What's this?** Encourage the pupils to say what the activity is. Repeat this process with a few more pictures.
- Point to Activity 2 again and ask the pupils Who is playing the game? (Charlie and Anna). Explain that Anna is pointing to one of the activities in the book and Charlie is guessing what the activity is. Play CD 1 track 52. Encourage the pupils to point to the correct picture in their PB while listening.
- When the CD has finished, ask the pupils What's this? and point to a picture. Encourage the pupils to say what the activity is. When a pupil gives the correct answer, say **Do you do (judo)?** and encourage the pupil to answer the question.
- Ask the pupils to play the game in pairs.
   Remind them to ask their partner **Do you** (swim)? Monitor and praise their speaking, saying **Very good!**



Olga: What's this? Charlie: Swim. Olga: Do you swim? Charlie: Yes, I do.



#### Read and match.

- Say **Open your Activity Book at page 21.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 1. Ask the pupils to work individually to match the speech bubbles to the different pictures.
- When the pupils have finished, check the answers together. Ask different pupils to answer, for example, say (Maria). What's number 1?
- Praise the pupils' work, saying **Well done!**
- Answers: 1 d/2 e/3 a/4 c/5 b/6 j/7 i/8 g/9 f/10 h

## page 21

#### Write the words.

- Hold up your AB, and point to Activity 2. Tell the pupils to look at the pictures and write the correct sport.
- Move around the room, checking their work and saying **Very good!** Check the answers with the class.
- Answers: 1 football / 2 basketball / 3 swim / 4 run / 5 skateboard / 6 rollerblade / 7 bike / 8 tennis

**Fast finishers:** Ask the pupils to write the sports in order from their favourite to their least favourite.

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

#### **Learning objectives**

- Listen to, read, understand and explain the Triathlon Trouble story
- Show understanding of a story by sequencing, matching and deciding if sentences are true or false
- Practise and discriminate between the sounds /eɪ/ and /æ/ in a chant

#### Language focus

- play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade
- I can/can't (ride a bike).
- I've got (my trainers).

#### **Materials**

- Flashcards and word cards you have prepared: play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade
- Pupil's Book, pages 18 and 19
- Activity Book, page 22
- Class audio CD



#### At-a-glance lesson plan (PB pages 18 and 19, AB page 22)

#### Opening activities

Days of the week song (CD 1 track 2).



• Vocabulary game Play games. (a) (5) (6)



#### Main activities

- Song review What sports can you do? (CD 1 track 51). Sing the What sports can you do? song. (1) (6)
- Story Triathlon Trouble (CD 1 track 53). Listen to the story. Check comprehension. Ask questions. Listen to the story. Read (PB pages 18–19). Remember the story: *Triathlon* Trouble. Look and match. Number. Read. True ✓ or false X? Write the Quest letter (AB page 22). (2) (2) (3) (6) (7) (8)
- Pronunciation Listen and say (CD 1 track 54). Listen and say the chant (CD 1 track 55) (PB page 19). Listen, circle and sort. Write (AB page 22) (CD 1 track 56). (11) (12)

#### Closing activities

Everybody stop now song (CD 1 track 5).



#### **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and say the correct day of the week at the end.

#### Play games.

Play any game from the Activity Bank to recycle the vocabulary.

#### Main activities

#### Sing the What sports can you do? song.

- Ask the pupils **Do you remember the What** sports can you do? song? Encourage them to say sentences from the song, for example, I can swim.
- Say to the pupils Let's sing and mime the What sports can you do? song (for lyrics see TN page 95). Play the karaoke version (CD 1 track 51) and encourage the pupils to sing and mime the actions.

#### Listen to the story.

- Explain to the pupils that the Your Quest characters are going on their third quest. Ask the pupils what they remember about the last quest, for example, Where were the children? (in the Animal Park) Did they catch a thief? (yes) What was the symbol they found? What is the symbol for this unit? (a basketball). Ask the pupils Where do you think the next quest is? (at the Olympics).
- Say **Let's listen to the story.** Point to the first frame in the Pupil's Book. Generate interest in the story by inviting pupils to speculate about the picture. Ask Where are the children? (at the Olympics) Can you see the Quest Cup? (no).
- Tell the story play CD 1 track 53.
- Make sure your pupils look at the pictures in their books to understand the story.
- Finally, ask the pupils Can you see the Quest Cup?





**Note:** You will hear a tone on the CD to signal when you point to the other picture.



#### Frame 1

Anna: Amazing! We're at the Olympics. Look!

Is that the Quest Cup?

Olga: No, it isn't. It hasn't got a Q.

Frame 2

**Olga:** What's a triathlon?

Anna: Well, you have to swim, then ride a bike

and then run!

Charlie: Phew! That's difficult!

Frame 3

**Anna:** What's the matter?

Ivan: A football! A tennis racket! This isn't my

sports bag! I can't do the triathlon.

Anna: Olga can help. She's got a magic bag!

Frame 4

Ivan: I can't swim. I haven't got my goggles!

Olga: Here you are. You can swim now!

Ivan: Great! Thanks!

Frame 5

Charlie: Come on, Ivan! Come on!

Anna: Great! Well done!

Ivan: Thank you!

Frame 6

Ivan: Here's my bike, but where's my helmet?

Oh no!

Olga: No problem!

Ivan: Thank you! See you.

Frame 7

**Anna:** Wow! He can ride a bike very well!

Olga: And Max can run fast!

Charlie: Come on!

Frame 8

Charlie: Well done, Max!

Ivan: It's time to run, but I haven't got my

trainers. Can you help me, Olga? **Olga:** Here you are. Go, go, go!

Frame 9

Charlie: Come on! He's fantastic!

Olga: He's number one! Ivan's the winner!

Frame 10

Ivan: Thank you, Anna and Charlie. And Olga,

your bag is great!

Anna: Wow! A gold medal!

Olga: And it's a Quest symbol! Let's go!

# Check comprehension. Ask questions.

• Check that the pupils understand the story by asking questions about each frame. Encourage the pupils to answer in English.

#### Frame 1

Where are the children? (at the Olympics)

Can they see the Quest cup? (no)

#### Frame 2

What do you have to do in a triathlon? (swim,

ride a bike, run)



Where does Anna find the information? (on her laptop)

Does Charlie think the triathlon is easy? (no)

#### Frame 3

What is in the sports bag? (a football and a tennis racket)

Is it Ivan's bag? (no)

Who can help? (Olga)

#### Frame 4

Has Ivan got his goggles? (no) What does Olga give him? (goggles)

#### Frame 5

Is Ivan happy? (yes)

#### Frame 6

Has he got a helmet? (no)

Who gives him a helmet? (Olga)

Where does she find the helmet? (in her magic bag)

#### Frame 7

Frame 8

Can Ivan ride a bike well? (yes)

#### Who can run fast? (Max)

Which sport is next? (running)

What is Ivan's problem? (He hasn't got his trainers.)

Who helps him? (Olga)

#### Frame 9

Who is the winner? (Ivan) Are the children happy? (yes)

#### Frame 10

What medal has Ivan got? (a gold medal) Where is the Quest symbol? (on the medal) What is the Quest symbol? (a dinosaur footprint)

#### Listen to the story. Read.

- Say Open your Pupil's Book at page 18. Give the pupils time to find the page by themselves.
- Ask the pupils to listen to the story and follow the dialogue by reading in their PB. Play CD 1 track 53.
- Say What sports can you see? Give the pupils time to look at the story frames, and invite different pupils to suggest answers (run, ride a bike, swim).
- Tell the pupils to look for the letter hidden in the story. Ask the pupils What is the Quest letter? (T, in Frame 3).
- Ask the pupils What did the children find in Frame 10? (a symbol). Ask What is the **symbol?** (a dinosaur footprint). Tell them the symbol is a clue to the next quest and encourage them to predict what the next guest might be about.

#### Page 22 Remember the story: Triathlon Trouble. Look and match. Number.

- Say Open your Activity Book at page 22. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 3. Tell them to work individually to match the speech bubbles to the correct picture.
- Check the answers together, asking different pupils to answer.
- Answers: a We're at the Olympics. / b Wow! A gold medal! / c I can't swim. I haven't got my goggles! / d Ivan's the winner!
- Now ask the pupils to number the pictures in the correct order of the story. Check the answers together.
- Answers: a 1 / b 4 / c 2 / d 3 /

#### Read. True ✓ or false X?

- Hold up your AB, and point to Activity 4. Check the pupils understand.
- Give the pupils time to read the sentences, and decide if they are true or false. Ask a pupil to read the first sentence aloud, and ask another pupil to say if it's true or false. Write the answers on the board.
- Answers: 1 X / 2 X / 3 J / 4 J



#### Write the Quest letter.

- Ask the pupils to write the secret letter from the story, in preparation for solving the word in Unit 8.
- Answer: T



#### Listen and say.

- Say Open your Pupil's Book at page 19. Give the pupils time to find the page by themselves.
- Point to the words coming from the Quest Cup in the PB. Explain that the words contain different sounds, and today they are going to practise these sounds. Say /æ/, point to the word Hannah and say **Hannah**. Encourage the pupils to repeat the word after you. Then say /eɪ/, point to the word play and say play. Encourage the pupils to repeat the word after you.
- Say **Listen to the word.** Play CD 1 track 54, pausing after the first word. Point to the word Hannah and ask How do you pronounce the **letter in red?** Encourage the pupils to produce the sound  $/\infty/$ .
- Continue playing the CD and pupils repeat the words. Pause after the word play. Point to the word play and ask How do you pronounce the **letter in blue?** Encourage the pupils to produce the sound /eɪ/. Play the rest of the CD, asking the pupils to point to the words in their PB as they hear them.
- Say Listen and say the words. Play the CD again, pausing after the first word to give the pupils time to listen and repeat. Continue playing the CD, pausing after each word for the pupils to repeat chorally.
- Play the CD again and ask the pupils to repeat the words again. This time, play the CD through without pausing.

Note: This part of the phonics lesson is a drill. It is important that the pupils are confident saying the words before they say the chant. You may wish to make this more fun by saying the words and encouraging the pupils to repeat with you slowly and then quickly or in a loud voice and then in a quiet voice.



Hannah cat rabbit black play rollerblades day

 Point to the picture in the PB and say What can you see? Elicit as many words from the CD as possible, for example, rabbit, rollerblades, play, black, cat. Praise their pronunciation, saying Very good!

#### page 19 Listen and say the chant.

- Hold up your PB and point to the chant in Activity 4. Say Let's listen to the chant and point to the words. Play CD 1 track 55 and encourage the pupils to point.
- Say **Let's say the chant.** Play the CD again and encourage the pupils to say the chant. Continue playing the CD until the pupils are confident saying the chant.
- Put the pupils into pairs to practise saying the chant. Monitor and praise their pronunciation, saying Well done!
- Finally, tell the pupils to look back at Frame 8 in the story. Ask them Can you see pictures of words with the /eɪ/ sound? Encourage them to look at the frame and listen to their answers, writing the correct ones on the board. Do the same with Frame 6, encouraging the pupils to look for pictures of words with the /æ/ sound.
- Answers: Frame 8: trainers / Frame 6: cat, Anna, bag

Note: If the pupils still seem unsure about the sounds, repeat the example sound words from the chant to help them find words with the sound in the frames.



Hannah's rabbit has got rollerblades and her black and white cat plays tennis every day.

#### Page 22 Circle, sort and write. Listen and check.

- Say Open your Activity Book at page 22. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 6. Tell the pupils to circle the words in the word snake.
- Now ask them to write the words in the correct column, according to whether they have the /æ/ sound, like Hannah, or the /eɪ/ sound, like day.

Fast finishers: Ask the pupils to add any other words they know in English with that sound in each column.

- When the pupils have finished, play CD 1 track 56 so the pupils can check they have written the words in the correct column. Check the answers with the class by asking different pupils to say the words aloud, praising their speaking.
- Answers: /æ/: Hannah, black, rabbit, cat /eɪ/: day, rollerblades, play



/æ/

Hannah

black

rabbit

cat

/eɪ/

day

rollerblades

play

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

#### **Learning objectives**

- Listen to, read and perform a short dialogue
- Identify parts of the language structure and make sentences and questions

#### Language focus

- play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade
- Can you (swim)? Yes, I can. / No, I can't.
- What sports can you do?
- I can/can't (ride a bike).

#### **Materials**

- Crayons for each pupil
- Flashcards you have prepared for this unit: play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade
- Pupil's Book, page 20
- Activity Book, page 23
- Class audio CD



#### At-a-glance lesson plan (PB page 20, AB page 23)

#### Opening activities

- Days of the week song (CD 1 track 2).
- Vocabulary game Play games.



#### Main activities

- Song review What sports can you do? (CD 1 track 50) (CD 1 track 51). Sing the What sports can you do? song. @ @ @ @
- Dialogue Listen and read (CD 1 track 57). Let's investigate grammar (PB page 20).
- Vocabulary game Play Sports survey.



• Writing and listening practice Write the words in order. Colour the boxes using the colour code from the Pupil's Book. Listen. Tick ✓ or cross X (CD 1 track 58). Read and complete (AB page 23). (5)

#### **Closing activities**

Everybody stop now song (CD 1 track 5).



#### **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2.

Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and say the correct day of the week at the end.

#### Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

#### Main activities

#### Sing the What sports can you do? song.

- Ask the pupils Do you remember the What sports can you do? song?
- Say Let's sing the What sports can you do? song (for lyrics see TN page 95). Ask the pupils to stand up and ensure they have space to move. Explain that they should mime the sports as they sing.
- Play CD 1 track 50.

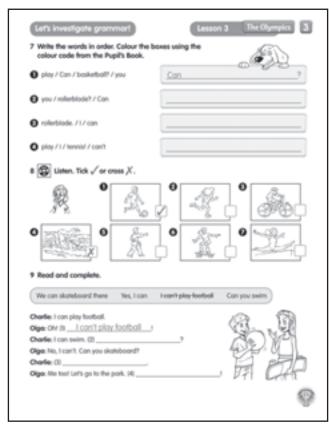
Option: You may want to do this without the CD or use the karaoke version (CD 1 track 51).



#### Listen and read.

- Say Open your Pupil's Book at page 20. Give the pupils time to find the page by themselves.
- Hold up your PB, and point to Activity 5. Ask the pupils questions about the picture, for example, **Who can you see?** (a girl and a boy) Where are they? (at a sports centre) What are they doing? (talking and holding a basketball and rollerblades).
- Play CD 1 track 57 and encourage the pupils to read the dialogue while listening.
- Ask the pupils questions about the dialogue to check their understanding, for example, Can the girl play tennis? (yes).
- Play the CD again, but this time encourage the pupils to repeat each sentence of the dialogue after you or with the CD, pausing the CD after each line. Help them with pronunciation, if necessary.
- Put the class into two groups. Ask one group to read out the lines of the dialogue for the girl chorally and the other group to read out the lines of the dialogue for the boy chorally. Repeat this until the pupils are confident with saying the dialogue.





**Option:** To give the pupils more practice with the dialogue, put them into pairs and have them practise saying the dialogue together. Invite some of the groups to perform the dialogue for the class.



Girl: What sports can you do? I can rollerblade.

Can you rollerblade?

Boy: No, I can't. Can you play basketball?

Girl: Yes, I can.

Boy: Me too! I'm good at basketball.

**Girl:** I can play tennis, too. **Boy:** Oh! I can't play tennis.

Girl: Ok! We can play basketball at the sports

centre.

Boy: Fantastic!



#### Let's investigate grammar.

- Hold up your PB and point to the investigate grammar box in Activity 6. Say Let's investigate grammar.
- Point to the coloured questions and sentences, and explain their meaning to the pupils. Draw their attention to any contractions and the explanation in the Remember! box. Point out that *can't* means *cannot*.
- Ask the pupils questions about the sentences and questions to check their understanding. Ask Who says *I can rollerblade* in the dialogue in Activity 5? (the girl) Is the sentence

**affirmative?** (yes). Repeat the process with the other sentences in the investigate grammar box.

- Ask the pupils to look at the dialogue in Activity 5 and invite them to find other examples of affirmative (*I'm good at basketball. I can play tennis, too. We can play basketball at the sports centre.*) or questions (*What sports can you do?*).
- Finally, put the flashcards you have prepared for the unit on the board and ask the pupils to make sentences or questions with the activities. Say **Make a (question) with (do gymnastics).** Praise the pupils' sentences and questions.

#### Play Sports survey.

- Stick the sports flashcards on the board.
- Invite two pupils to come to the front to ask and answer questions.
- Explain to the class that they need to listen and decide which sport they can play together. Ask the two pupils at the front to ask each other questions about the sports they can do, using Can you (play tennis)? and answer them, using Yes, I can and No, I can't.
- When the two pupils at the front have asked and answered questions about four different sports, ask the class to say what sport they can play together. Praise their speaking by saying
   Very good! and Well done!
- Continue the activity with different pupils coming to the front.

**Option:** You may want to put the pupils into pairs and ask them to play the game together. Encourage them to use the investigate grammar box as a guide.

# Write the words in order. Colour the boxes using the colour code from the Pupil's Book.

- Say **Open your Activity Book at page 23.** Give the pupils time to find the page by themselves.
- Ask the pupils to look at Activity 7. Tell them to first work individually to write the words in the correct order.
- When the pupils finish, ask them to colour in the sentences following the colour code from the PB: blue for questions, green for affirmative and red for negative.
- Check the answers with the class.
- Answers: 1 Can you play basketball? (blue) / 2 Can you rollerblade? (blue) / 3 I can rollerblade. (green) / 4 I can't play tennis! (red)

**Fast finishers:** Ask the pupils to write another question, affirmative sentence or negative sentence for the language structure.

#### page 23 Listen. Tick ✓ or cross X.

- Hold up your AB, and point to Activity 8. Ask the pupils to listen to Anna talking about what sports she can and can't do and tick or cross the pictures of the sports in their book.
- Play CD 1 track 58, pausing between each sentence to give the pupils time to tick or cross the pictures. Play the CD again, so the pupils can check their answers.
- When the pupils have finished, check the answers with the class.
- Answers: 1 ✓ / 2 ✓ / 3 ✗ / 4 ✗ / 5 ✗ / 6 ✓ / 7 ✓



**Anna:** I can play football, run and skateboard. I can't swim, do judo or ride a bike. I can do gymnastics.

#### Read and complete.

- Hold up your AB, and point to Activity 9. Ask the pupils to work individually to complete the dialogue with the words in the box.
- When the pupils have finished, check the answers with the class. Ask different pupils **What's number (1)?**

• Answers: 1 I can't play football / 2 Can you swim / 3 Yes, I can / 4 We can skateboard there

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

#### **Learning objectives**

- · Listen to, write and match sentences and questions about sports
- Talk about sports using a cut-out

#### Language focus

- play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade
- Can you (swim)? Yes, I can. / No, I can't.
- What sports can you do?
- I can/can't (ride a bike).

#### **Materials**

- Crayons and scissors for each pupil
- Flashcards you have prepared: play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade
- Activity Book, page 24
- Cut-out for Unit 3 (AB page 77)
- Class audio CD



#### At-a-glance lesson plan (AB page 24)

#### **Opening activities**

- Days of the week song (CD 1 track 2).
- Vocabulary game Play games.



#### Main activities

- Play Affirmative, negative or question.
- Writing practice Match to make sentences. Look and write sentences. Draw and write about the things that you can and can't do (AB page 24). 6 (7) (8)
- Cut-out activity Make your cut-out cards. Play a game (AB page 77). (a) (b) (c) (c)

#### **Closing activities**

Everybody stop now song (CD 1 track 5).



#### **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and say the correct day of the week at the end.

#### Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

#### Main activities

#### Play Affirmative, negative or question.

- Ask the pupils **Do you remember the sports** words? and show them the Unit 3 sports flashcards you have prepared. On the board draw a , and mark, at a height the pupils can reach.
- Divide the class into two teams. Invite two volunteers from one team to come to the front. One stands in front of the symbols on the board, and the other holds the flashcards. Say Let's play.
- The pupil with flashcards shows one to the other team. The other pupil points to a symbol. If it's the team needs to make an affirmative sentence, and so on. The game continues until all the flashcards have been used. The team gets points for correct sentences or questions, for example, Can you swim? I can run.
- Invite two volunteers from the other team to come to the front. As they become more confident, encourage the pupil to touch the symbols on the board more quickly.

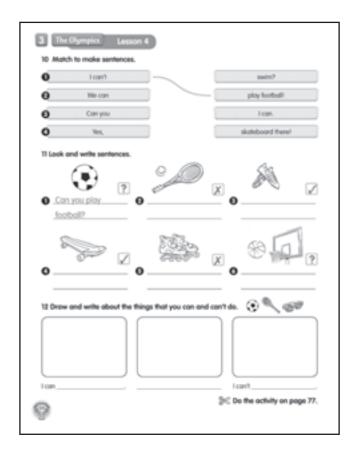
## Match to make sentences.

- Say Open your Activity Book at page 24. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 10. Ask the pupils to work individually to match the sentence halves to make complete sentences.
- When the pupils have finished, check the answers with the class. Ask different pupils What's number (1)?
- Answers: 1 I can't play football! / 2 We can skateboard there! / 3 Can you swim? / 4 Yes, I can.



## Look and write sentences.

- Hold up your AB, and point to Activity 11. Tell the pupils to write a question, a negative sentence or an affirmative sentence about the pictures. Tell them to look at the tick, cross or question mark next to the pictures.
- Ask them to look at the sentences in Activity 10 if they need help with the structures.



- When the pupils have finished, check the answers with the class.
- Answers: 1 Can you play football? / 2 I can't play tennis. / 3 I can run. / 4 I can skateboard.
   / 5 I can't rollerblade. / 6 Can you play basketball?

# Draw and write about the things that you can and can't do.

- Say to the pupils **Open your Activity Book** at page 24. Give them time to find the page by themselves.
- Point to Activity 12 and explain that they need to draw three pictures of themselves doing sports they can and can't do.
- Move around the room while the pupils are drawing and praise their drawings, saying Very good!
- When the pupils have finished, ask them to write or complete a sentence about each picture. Ask different pupils to read a sentence and show their picture, for example, *I can play football*.

**Fast finishers:** Ask the pupils to show a partner their pictures and tell them what sports they can and can't do.



Make your cut-out cards (Activity Book page 77). Play a game.

#### Stage 1

- Say to the pupils **Open your Activity Books** at page 77. Give the pupils time to find the page by themselves. Invite a volunteer to give out scissors to the class.
- Follow the stages outlined in Unit 1, Lesson 4 (TN page 51) for cutting out and labelling the cards. Make sure that the pupils put their names on the back of all their cards, as to play the game, they need to combine two sets of cards.
- Have the pupils sort out the cards into affirmative and negative to start with to ensure that they think about this and don't just look at the sport. Say a couple of sentences and get the students to show you the correct card, for example, I can rollerblade. I can't play tennis.

#### Stage 2

- Demonstrate the game to the pupils before they play it. Say **Let's play Sports dominoes**. Invite a pupil to come to the front to play against you.
- Put your two sets of cards together in a pile, shuffle them and deal them out equally, face down. Hold your cards in a fan so you can see them.

- Place a card in the centre and say a sentence from one side of the domino, for example, I (can) play tennis. Encourage your volunteer to look at his/her cards and place a domino which matches the sport on one side and say a sentence, for example, I (can) play tennis. The first to use all their cards is the winner.
- Encourage the pupils to play the game in pairs. Move around the room and check they are taking turns.

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

#### **Learning objectives**

- Identify and name types of sports equipment
- Listen to, read and sing the Sports equipment
- Use vocabulary for sports equipment with
- Listen to, read and understand a comic strip

#### Language focus

- play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade
- trainers, goggles, racket, helmet
- Can you (swim)? Yes, I can. / No, I can't.
- What sports can you do?
- I can/can't (ride a bike).

#### **Materials**

- Word cards you have prepared for the unit: play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade
- Pupil's Book, page 21
- Activity Book, page 25
- Class audio CD
- Writing Diary, Activity Book page 28



#### At-a-glance lesson plan (PB page 21, AB page 25)

#### **Opening activities**

Days of the week song (CD 1 track 2).



• Vocabulary game Play games.



#### Main activities

- Vocabulary activity Listen. Say the words (CD 1 track 59) (PB page 21). (a)
- **Listening practice** Sports equipment rap (CD 1 track 60). Listen and read. Say the rap (PB page 21). (a) (b) (c) (c)
- Vocabulary activities Listen and number (CD 1 track 61). Look and complete. Draw
- and write (AB page 25). (a) (b) (c) (c) • Comic strip A Dog's Day (CD 1 track 62).

#### Closing activities

Everybody stop now song (CD 1 track 5).

Listen and read (PB page 21). (a) (b) (c)



# **Opening activities**

• Say Hello, how are you? and encourage the pupils to answer and return the greeting.

 Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and say the correct day of the week at the end.

#### Play games.

• Play any game from the Activity Bank to recycle the vocabulary.

#### Main activities



### Listen. Say the words.

- Say Open your Pupil's Book at page 21. Give the pupils time to find the page by themselves.
- Hold up your PB, and point to Activity 8. Tell the pupils **Listen. Say the words** and play CD 1 track 59. Pause between each word and encourage the pupils to repeat it.



trainers goggles racket helmet

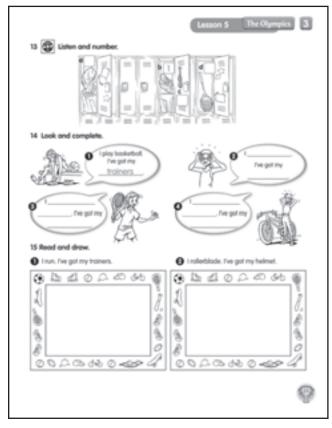
- Mime putting on the different sports equipment and encourage the pupils to say the correct word.
- Finally, ask What sport do you need goggles for? (swimming) to one pupil. Ask guestions to check the understanding of the other sports equipment to different pupils. Praise their answers, saying Very good!



# Listen and read. Say the rap.

- Hold up your PB and point to Activity 9. Say Let's look at the picture and point to the picture on the page. Ask the pupils questions about it, for example, What equipment has the girl got? (a helmet, goggles, a racket and trainers).
- Play CD 1 track 60 and encourage the pupils to read the rap in their PB while listening.
- Say to the pupils Let's say the Sports equipment rap. Play the CD again and encourage them to say the rap. Ask the pupils to stand up and do the actions with you as they say the rap.
- Finally, ask the pupils questions, for example, Have you got (a racket)? Encourage them to answer, saying Yes, I have or No, I haven't.





# Sports equipment rap

I've got my helmet and trainers. (point to your head, then feet)

My goggles and racket too. (point to your eyes, then mime hitting a ball with a racket) Today I'm feeling sporty. What sports can I do?



#### Listen and number.

- Say Open your Activity Book at page **25.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 13. Ask the pupils to listen and write the correct number next to the pictures. Play CD 1 track 61, pausing after each sentence to give the pupils time to write.
- Check the answers with the class. Ask different pupils What's number (1)?
- Answers: 1 b / 2 a / 3 c / 4 d



- **1** I've got trainers.
- 2 I've got a helmet.
- 3 I've got goggles.
- 4 I've got a racket.

# Look and complete.

- Hold up your AB and point to Activity 14. Ask the pupils to work individually to complete the sentences about Olga's sports, using the pictures as a guide.
- When the pupils have finished, check the answers with the class.
- Answers: 1 I play basketball. I've got my trainers. / 2 I swim. I've got my goggles. / 3 I play tennis. I've got my racket. / 4 I ride a bike. I've got my helmet.

# Read and draw.

- Hold up your AB and point to Activity 15. Tell the pupils to read the sentences about people doing sports above the boxes and draw pictures to describe the sentences. Explain that for each box, they need to draw a person doing a sport and the equipment they need to do it.
- Move around the room and check the pupils' drawings. Praise them, saying Well done!



#### Listen and read.

- Say **Open your Pupil's Book at page 21.** Give the pupils time to find the page by themselves.
- Point to Activity 10 and ask **What equipment** from Activity 8 can you see? (a helmet).
- Say **Let's listen to the comic strip.** Play CD 1 track 62.
- When the CD has finished, ask **Can Scotty skateboard?** (yes).
- Say Let's read and listen to the comic strip again. Play the CD again. Encourage the pupils to look at and read the comic strip in their PB as they listen.
- When the pupils have finished, ask questions about the story, for example, **Does Yorkie have a helmet?** (yes) **Is Jack a basketball player?** (no).
- Ask the pupils **Do you like the story?** Invite them to respond and comment on it.

**Option:** As this is a short story, you may wish to invite different pupils to the front to act out the comic strip.



Frame 1

Yorkie: Hello, Scotty!

Scotty: Hi, Yorkie! Weeeeee!

Frame 2

Yorkie: Wow! You can skateboard!

Scotty: Yes. And I always put on my helmet!

Yorkie: Can I skateboard too?

Frame 3

Scotty: OK. Put on a helmet. Here we go!

**Yorkie:** Yippee!

Frame 4

Yorkie: Uh-oh!

Scotty: Oh no, Yorkie!

Yorkie: Help! Frame 5 Jack: Hello!

Scotty: Great catch, Jack!

Yorkie: Thanks, Jack. Are you a basketball

player?

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

#### **Learning objectives**

- Learn about Olympic sports and decide if sentences are true or false
- Identify and say sentences about Olympic sports
- Listen and learn about a famous Olympian
- Write about a famous Olympian
- Create an Olympic podium

#### Language focus

- play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade
- trainers, goggles, racket, helmet
- Olympic athlete, cyclist, gold, silver, bronze, medal, Scotland
- Can you (swim)? Yes, I can. / No, I can't.
- What sports can you do?
- I can/can't (ride a bike).
- To (ride a bike) you need (a bike and a helmet).

#### **Materials**

- · Crayons for each pupil
- Pupil's Book, page 22
- Activity Book, page 26
- Class audio CD
- CLIL photocopiable: Olympic podium (TN page 307)
- CLIL photocopiable: Olympic sports (optional) (TN page 300)

# **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and say the correct day of the week at the end.

### Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

#### Main activities

## Look at the picture and predict.

 Have the pupils open their books at page 22. Hold up your book open at page 22. Point to the pictures on the page and ask. Who are the people in the pictures? (Leire Olaberría, Usain Bolt, David Florence) What sport are



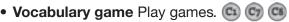
#### At-a-glance lesson plan (PB page 22, AB page 26)

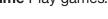
#### Opening activities

Days of the week song (CD 1 track 2).









#### Main activities

- Picture activities Olympic sports (CD 1 track 63). Look at the picture and predict. Listen and look at the picture. (a) (b) (c)
- Character's presentation Listen and read (CD 1 track 63). Read and say 'True' or 'False'. Listen and check (CD 1 track 64) (PB page 22).
- Picture activity Olympic sports Look at the pictures and answer questions. (a) (b) (c)
- Character's presentation Listen and learn about famous Olympians (CD1 track 64) (PB page 22).
- Reading and writing practice Look at page 22 in the Pupil's Book and complete. Read. Write about a famous Olympian (AB page 26). (3) (7) (8)
- Photocopiable activity CLIL project: Olympic podium. (a) (a) (b) (c) (c)

#### Closing activities

Everybody stop now song (CD 1 track 5).





they doing? (cycling, running, whitewater canoeing) What sports do you like? What's your favourite Olympic sport? The pupils may answer in L1.

- Ask the pupils What do you think today's lesson is about? (Olympic sports). Acknowledge logical answers and praise the pupils for their ideas, saying Well done!
- Explain to the pupils that they are going to learn about different sports and equipment at the Olympics. Then ask the pupils to tell you what equipment they use when they do sports. The pupils may answer in L1.

#### Listen and look.

- Explain to the pupils that Anna has done a presentation about today's topic. Say to them Let's look at the pictures on page 22 and listen to Anna's presentation about Olympic sports.
- Play CD 1 track 63 and guide the pupils' understanding by pointing to features in the pictures as they are talked about on the CD.





 Ask the pupils questions to check their understanding, for example, Have the people in the pictures got medals? (yes) Who is cycling in the picture? (Leire Olaberría).



#### Olympic sports by Anna

#### **Athletics**

This is Usain Bolt. He's from Jamaica. He's an Olympic athlete. He runs 100 and 200 metres. He's got several gold medals for running. It's easy to run. All you need are trainers.

#### Whitewater canoeing

This is David Florence. He's from Scotland. He's got two silver medals for whitewater canoeing in the Olympics. To go canoeing you need a helmet, a life jacket and a canoe.

This is Leire Olaberría, an Olympic cyclist. She's from Spain. She's got a bronze medal for the 25km race. To cycle you need a bike and a helmet. Always remember to wear your helmet when you go on your bike!



# Listen and read.

 Point to Activity 11 and say Listen and look at Anna's presentation again. Encourage the children to follow what the narrator says by pointing to the pictures and any important words as they hear them. Play CD 1 track 63 again.

- Play the CD again, and this time encourage the pupils to read the text as they listen.
- Check the pupils' understanding by saying some true or false sentences. Encourage the pupils to say true or false and correct the false sentences, for example, Usain Bolt has got a bronze medal (False. He has got several gold medals.) To cycle you need a helmet (true).
- Invite different pupils to make a false statement. Encourage the other pupils to correct it.

# Read and say 'True' or 'False'. Listen and check.

- Hold up your PB and point to Activity 12. Ask the pupils to read the sentences and say if they are true or false. Ask them to write the answers in their notebooks.
- When the pupils finish, explain to them that they are going to hear the correct sentences. Ask them to listen and check their answers.
- Play CD 1 track 64. Pause between each statement to give the pupils time to check their answers. Check the answers with the class. Praise them, saying Well done!
- Answers: 1 false / 2 true / 3 true / 4 false / 5 true / 6 false



- **1** Usain Bolt is from England. That's false. He's from Jamaica.
- **2** Usain has got several gold medals. That's true.
- **3** David Florence is from Scotland. That's true.
- **4** David has got two medals for cycling. That's false. He's got two silver medals for whitewater canoeing.
- **5** Leire Olaberría is a cyclist. That's true.
- **6** Leire has got a gold medal. That's false. She's got a bronze medal.

**Option:** Instead of using the CD, you may want to divide the class into teams. Say **Let's have a quiz**. Read the statements aloud, and invite different teams to say if they are true or false and make corrections, using the information in Activity 11. Give points for each correct answer.

### Look and answer questions.

- Point to the three main pictures on page 22 and ask the pupils questions again to reinforce their understanding.
- Praise their answers, saying Well done!

**Option:** Ask the pupils to close their PB. Put them into groups of six or more and give each group a photocopiable from TN page 300 and a pair of scissors. Ask them to cut out the three texts. Tell each group to get into pairs or small groups and cut out the sentences of one of the texts, so that each pair has the sentences for one text. Ask the pairs to mix up their sentences. Nominate one group to come to the front of the class. Ask them to listen to the CD and, in their pairs, stick their sentences on the board in the order they hear them. Ask the rest of the class to also order their sentences in their pairs. Play CD 1 track 63. When the CD has finished, check the answers with the class. Alternatively, instead of having the group stick their sentences on the board, give each sentence to a different pupil and ask them to stand at the front of the class and line up in the correct order as they hear their sentences on the CD.

# Listen and learn about famous Olympians.

• Hold up your PB and point to Activity 13. Say **Look at Olga's information. Let's learn about famous Olympians**. Encourage the pupils to read the text in their PB as they listen. Play CD 1 track 65.

- Check the pupils' understanding by asking questions about the text, for example, **Who are the people in the picture?** (Gemma Mengual and Andrea Fuentes) **What are they?** (synchronized swimmers).
- Praise their answers, saying Very good!



**Olga:** This is Gemma Mengual and Andrea Fuentes. They are synchronized swimmers. They swim underwater with their eyes open. by Olga

# Look at page 22 in the Pupil's Book and complete.

- Say **Open your Activity Book at page 26.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 16. Ask the pupils to complete the sentences about the Olympic athletes with the words in the box. Encourage them to look at PB page 22 as a guide.
- When the pupils have finished, check the answers with the class. Ask different pupils What's number (1)?
- Answers: 1 athlete / 2 trainers / 3 Scotland /
   4 two silver medals / 5 cyclist / 6 a bike and a helmet

# Read. Write about a famous Olympian.

- Hold up your AB, and point to Activity 17. Ask the pupils to first read the example.
- Point to the example text on the left. Tell the pupils to look at the notes with the picture and read Anna's sentences about it.
- When the pupils have finished reading, point to the notes and the picture on the right. Say to the pupils **Write your sentences.** The pupils work individually to write their sentences, using the notes and Anna's sentences as a guide.
- Move around the room to check the pupils' work. Praise it and say **Very good!**
- Check the answers with the class. Ask different pupils to read their sentences.
- Answers: This is Roger Federer. He plays tennis very well. To play tennis you need a racket and trainers.

#### **CLIL** project: *Olympic podium*

- Say to the pupils **Let's create an Olympic podium.** Divide the class into groups of three or four, and give each group a photocopiable from TN page 307.
- Explain that they need to look at the three podiums. Each one represents a medal position: gold, silver and bronze.
- In their groups, they need to decide on and draw a winner for each position. Each should be a famous athlete from a different sport. Then ask them to write sentences about their athletes next to the gold, silver and bronze medals, for example, *This is Martín Del Potro. He's a tennis player.*
- Move around the class to check their work, and offer help when required.
- When the pupils have finished, invite different groups to the front to show their podium and talk about it.

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

#### Learning objectives

- Review vocabulary and structure
- Create a record of vocabulary learnt in the form of a mind map
- Listen and show understanding by numbering and writing
- Write sentences about sports
- Evaluate learning

#### Language focus

- play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade
- trainers, goggles, racket, helmet
- gold, silver, bronze, medal, Scotland
- Can you (swim)?
- Yes, I can. / No, I can't.
- What sports can you do?
- I can/can't (ride a bike).

#### **Materials**

- Flashcards and word cards you have prepared for the unit: play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade
- Activity Book, pages 27 and 70
- Class audio CD



#### At-a-glance lesson plan (AB page 27)

#### **Opening activities**

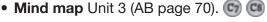
Days of the week song (CD 1 track 2).



Vocabulary game Play games. (a) (a) (b) (c)



# Main activities





- Listening practice Listen and number (CD 1 track 66) (AB page 27). @ @ @
- Reading and writing practice Read. True ✓ or false X? Complete the questions. Write the answers (AB page 27). 🕼 🕮

#### Closing activities



• Evaluation. (5) (3)

Everybody stop now song (CD 1 track 5).



# **Opening activities**

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2.

Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and say the correct day of the week at the end.

#### Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

#### Main activities



# Mind map: Unit 3

- Say Open your Activity Book at page 70. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to the Unit 3 mind map. Ask the pupils to work individually to stick the picture or word stickers in the correct place.
- Put the flashcards and word cards you have prepared face up on your desk. When the pupils have finished, invite different pupils to the front to match a flashcard and a word card, and stick them on the board in the shape of the mind
- Ask the pupils to look at the flashcards and word cards on the board and check their stickers on their mind map.

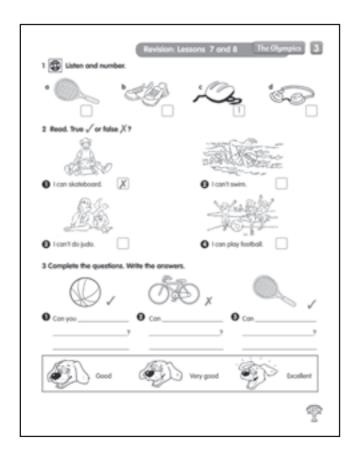


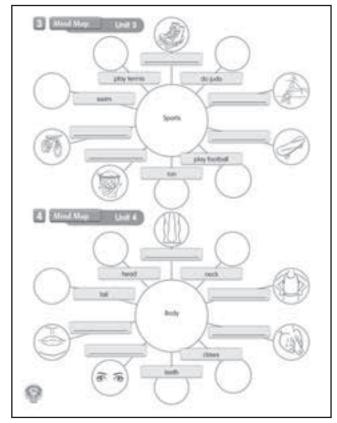
# Listen and number.

- Say Open your Activity Book at page 27. Give the pupils time to find the page by themselves.
- Hold up your AB and point to Activity 1. Ask the pupils to listen and number the pictures.
- Play CD 1 track 66, pausing between each sentence. Tell the pupils to write the number next to the correct picture.
- Play the CD again, so the pupils can check their answers.
- When the pupils have finished, check the answers with the class. Say to the pupils Let's check our answers. Ask different pupils What is number (1)? Continue with the rest of the answers and write them on the board. Praise the pupils' answers by saying Well done!
- Answers: 1 c / 2 a / 3 b / 4 d



- 1 I've got a helmet.
- 2 I've got a racket.
- **3** I've got trainers.
- 4 I've got goggles.





#### Read. True ✓ or false X?

- Hold up your AB and point to Activity 2. Ask the pupils to look at the pictures and decide if the sentences are true or false.
- When the pupils have finished, check the answers with the class.
- Answers: 1 x / 2 x / 3 √ / 4 √

### Complete the questions. Write the answers.

- Hold up your AB and point to Activity 3. Tell the pupils to first complete the questions, asking about the sports in the pictures.
- When the pupils have finished writing the questions, ask them to look at the ticks and crosses next to the pictures and write the answers to the questions.
- Move around the room to check their questions and answers. Praise them and say Very good!
- When the pupils have finished, check the answers with the class.
- Answers: 1 Can you play basketball? Yes, I can. / 2 Can you ride a bike? No, I can't. / 3 Can you play tennis? Yes, I can.



### **Evaluation**

- Finally, hold up your AB, and point to the evaluation at the bottom of the page. Encourage the pupils to colour the face of Max which represents their work for Unit 3.
- Say to the pupils Well done! We have finished our Olympics Quest.

- Say Everybody finish now. Say Goodbye! Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

#### Learning objectives

- Review the unit using Quest 3: The Olympics
- Read the Writing Diary and answer questions
- Create a personalized diary about sports and talk about it
- Create a record of interesting words

#### Language focus

- play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade
- trainers, goggles, racket, helmet
- Can you (swim)? Yes, I can. / No, I can't.
- What sports can you do?
- I can/can't (ride a bike).

#### **Materials**

- · Crayons for each pupil
- Writing Diary, Activity Book page 28
- Photocopiable: Quest 3: The Olympics (TN page 316)
- Class audio CD



# At-a-glance lesson plan (Writing Diary, Activity Book page 28)

### **Opening activities**

Days of the week song (CD 1 track 2).



Story review Play games. 
 Go Go Go



#### Main activities

- Photocopiable activity Complete Quest 3: The Olympics. @ @ @
- Writing Diary Read the diary entry. Read the Diary Notes and answer questions (Activity Book page 28). (a)
- Writing Diary Plan and write your diary entry. Draw. Complete the Diary Notes. Talk about sports (Activity Book page 28).





#### **Closing activities**

Everybody stop now song (CD 1 track 5).



# **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Days of the week song (for lyrics see TN page 38). Play CD 1 track 2. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and say the correct day of the week at the end.

#### Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

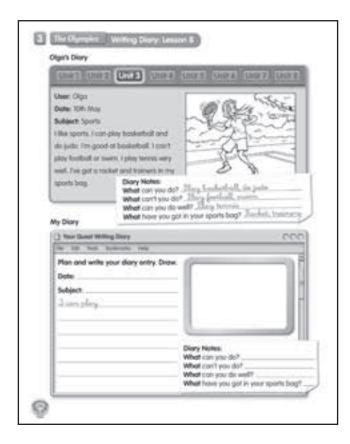
#### Main activities

### Complete Quest 3: The Olympics.

- Ask the pupils what they remember about Unit 3, The Olympics. Praise their answers.
- Ask a volunteer to give out the Quest 3: The Olympics photocopiable to each pupil. Explain to the pupils that they are going to do a quest about the unit. Explain that they are going to answer questions and will find the answers in different lessons from the unit.
- Ask the pupils to work individually to complete the photocopiable. Remind them to refer to the lessons in the unit to help them. Move around the room to check their work.
- When the pupils have finished, invite different pupils to read their answers aloud. Praise their answers.
- Finally, ask the pupils to colour the Q at the top of the photocopiable to show they have completed the task.
- Answers: 1 swim, rollerblade, play basketball, ride a bike, play tennis, play football, run, do gymnastics, do judo, skateboard / 2 the triathlon (running, swimming and riding a bike) / 3 rollerblade, play tennis, play basketball / 4 no / 5 bronze, silver, gold

# Page 28 Read the diary entry.

- Say Open your Activity Book at page **28.** Give the pupils time to find the page by themselves.
- Ask the pupils to read the diary entry. Tell them that you are going to ask them some questions about it afterwards. You may want to read it aloud as they follow in their books.
- When the pupils have finished reading, ask these questions: Who is the writer? (Olga) What is it about? (sports).
- Listen to the pupils' answers and praise them, saying Very good!



Read the Diary Notes and answer questions.

- Ask different pupils to read the questions and answers in the Diary Notes. You may want to read them aloud as the pupils follow in their books.
- When the pupils have finished reading, ask them questions about the Diary Notes, for example, **What sport can Olga do well?** (play tennis).
- Listen to the pupils' answers and praise them, saying **Very good!**

# Plan and write your diary entry. Draw.

- Say to the pupils **It's time to write your diary entry.** Tell the pupils that they are going to write their diary entry in the space provided and draw a picture in the empty space.
- Say **Tell me about the sports you can do.** Encourage the pupils to respond, saying, for example, *I can play football*. Listen and praise their speaking, saying **Very good!**
- Ask the pupils to work individually and write their diary entry about sports. Give the pupils time to write, but move around the room to offer help.
- When the pupils have finished, check their writing. Then say **Draw yourself doing a sport.** Alternatively, the pupils can stick a photo of themselves doing a sport on the page.

**Tip:** If the pupils are having difficulty choosing what to write, encourage them to look at Olga's diary entry for reference.

#### **Complete the Diary Notes**

• Ask the pupils to use their diary entry to answer the questions in the Diary Notes section. When the pupils have finished, invite different pupils to read out their answers.

#### Talk about sports.

- Say to the pupils **Let's talk about sports.** Ask them to work with a pupil near to them.
- When the pupils are ready, say **Tell your partner about your sports.** The pupils describe what sports they can do. When they finish, you may want to ask them to find new partners and do the activity again.
- Move around the room to listen to the pupils' speaking and praise it, saying **Very good!**

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

# For thew Triathlon Trouble animated story script see TN page 98.



Dad:

#### **Sporting Hero**

Tom: Hey, Dad, can you play tennis?

Dad: Oh, yes, Tom. I can play tennis.

Tilly: Hey, Tom, can you skateboard?

No. I can't... Dad, can you skate

No, I can't... Dad, can you skate board?

Yes, I can.

Tilly: Dad, can you ride a bike?

**Dad:** Yes, I can. I'm good at riding a

bike.

Tilly: Dad, can you swim? Dad: Oh, yes, I can swim.

Tom: Hey, Dad! Dad: Yes, Tom?

**Tom:** Can you play football?

Dad: Yes, I can. I'm good at football.

Tom & Tilly: Oh, Dad!



#### **CLIL - Olympic Sports**

**Tilly:** What sports are in the Olympics? **Tom:** Lots of different sports. Let's take

a look.

Florence: Look, there's Rafael Nadal! He's

from Spain. He's very good!

**Tilly:** He's got a gold medal for tennis

from the Beijing Olympics.

Florence: He's the best tennis player in the

world. Can you play tennis, Tom?

**Tom:** Tennis is easy. You only need a

tennis racket, shoes and tennis

balls to play it.

**Tilly:** He's got a big stick.

**Florence:** That's not a stick, it's a pole. He's

a pole-vaulter.

**Tom:** He must be very good. I'm sure

he's got a gold medal!

Florence: Maybe... They need a small boat

for their sport.

**Tilly:** That's right. This is rowing.

**Tom:** Who is he?

Tilly: That's Samuel Sanchez. He rides

a bike very fast. To ride a bike you

need a bike and a helmet.

Florence: Has he got a gold medal?

Tilly: Yes he has!

**Tom:** All athletes dream about winning

an Olympic gold medal.

# Your Quest Revision and Wildlife in the UK

#### **Unit objectives**

- Identifying and naming library activities, animals and sports (a) (7) (a)
- Listening to and showing understanding of a text about UK culture (a) (c) (c)
- Writing a short text about interesting animals
   C1 C3 C5 C6 C7 C8
- Reviewing what has been studied in Units 1, 2
   and 3 (a) (c) (c)

#### Key language

#### Vocabulary

- listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in your diary
- comic, notebook, dictionary, diary
- bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- plants, meat, fish, fruit
- play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade
- trainers, goggles, racket, helmet

#### Structures

- Can you find...?
- (Puffins) can/can't (run).
- They eat (fish).
- I like/don't like (puffins).

#### Receptive language

- puffin, fox, badger, Iberian lynx, fly, climb, jump, small animals, worms
- Let's sing/listen and check/find/make sentences...
- What/Where is it?
- What's the secret word?
- What can...do?

#### Summary

In this unit you will review material from Units 1, 2 and 3 in the context of a picture puzzle. There is a focus on UK culture using the units' vocabulary and structures. The children will also write a short text.

#### **Competences key**

- Competence in linguistic communication
- Mathematical competence
- © Competence in knowledge of and interaction with the physical world
- © Competence in processing information and use of ICT
- Competence in social skills and citizenship
- Artistic and cultural competence
- © Learning to learn
- Autonomy and personal initiative

#### Learning objectives

- Identify and name library activities, animals and sports
- Ask and answer questions about a picture
- Find a hidden word in a picture puzzle
- Listen to and show understanding of a text about UK culture
- Write a short text about an interesting animal
- Language focus
- listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (your) diary
- comic, notebook, dictionary, diary
- bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- plants, meat, fish, fruit
- play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade
- trainers, goggles, racket, helmet
- Can you find...?
- (Puffins) can/can't (run).
- They eat (fish).
- I like/don't like (puffins).

#### **Materials**

- Crayons and a piece of paper for each pupil
- Flashcards and word cards you have prepared for: Units 1, 2 and 3
- Pupil's Book, pages 23 and 24
- Class audio CD

# 

#### At-a-glance lesson plan (PB pages 23 and 24)

#### **Opening activities**

Days of the week song (CD 1 track 2).





#### Main activities

- **Vocabulary game** Play *Against the clock*.
- C1 C7 C8
- Review Read, ask and answer in pairs. Listen and check (CD 1 track 67). Look at the picture. Find the five letters to make the secret word (PB page 23). (a) (b) (c)
- UK culture Listen and read. Answer the guestions (CD 1 track 68) (PB page 24). (C1) (C3) (C7) (C8)
- General culture: Your Investigation. Read and write about interesting animals (PB page 24). (1) (3) (3) (6) (7) (18)

#### **Closing activities**

• Everybody stop now song (CD 1 track 5).



# **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Sav Let's sing the Davs of the week song (for lyrics see TN page 38). Play CD 1 track 2. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and say the correct day of the week at the end.

#### Main activities

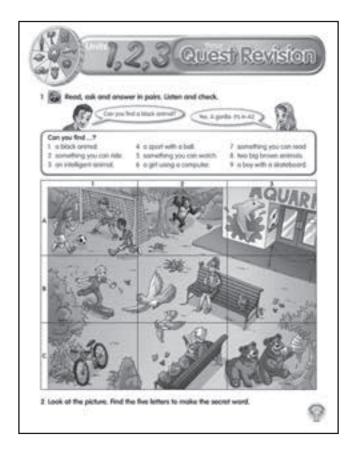
#### Play Against the clock.

- Divide the class into three teams and invite the first team to come to the front. Give half of the team the flashcards you have prepared from Unit 1. Ask them to hold the flashcards up and stand in different places around the class. Give the other half of the team the corresponding word cards and ask them to stand at the front of the class.
- Explain that they have to match the flashcard to the correct word card as quickly as possible and hold them up when they have finished
- Say 3, 2, 1, Go! The pupils with the word cards move around the room as quickly as they can. They give the correct word card to the pupil holding the flashcard and hold it up.
- Invite the other teams to count how long it takes the team to match the cards. Write it on the board.
- Continue the game with the flashcards and word cards from Units 2 and 3 with the other two teams. The winning team is the one who matched the cards in the least time.

**Note:** Ensure that the pupils understand that they must walk rather than run about the classroom.

# Read, ask and answer in pairs. Listen and check.

- Say Open your Pupil's Book at page 23. Give the pupils time to find the page by themselves.
- Ask the pupils to look at the picture puzzle in Activity 1. Ask What can you see? and praise their answers. If they seem unsure, point to and ask about specific things, for example, What's the boy doing in B1? (skateboarding).
- Say **Let's ask and find.** Invite two pupils to read the example dialogue aloud, for example, Can you find a black animal? Yes. A gorilla. It's in A2. Encourage the other pupils to find the gorilla in A2 and point to it. Write the answer on the board (gorilla) and its location (A2).



- Repeat the procedure with the other questions, inviting different pupils to ask and answer the question each time until all the answers are on the board.
- Say to the pupils **Let's listen and check.** Play CD 1 track 67. Tick the answers the pupils have got correct, and praise them when the CD finishes.
- Answers: 1 A2 / 2 C1 / 3 A3 / 4 A1 / 5 B3 / 6 B2 / 7 C2 / 8 C3 / 9 B1

**Tip:** Encourage the pupils to answer, saying what it is and where it is, for example *A gorilla. It's in A2 / I can see it in A2.* If they seem unsure, prompt them with questions, for example, **What is it? Where is it?** 



4

Charlie: Can you find a black animal?

Olga: Yes. A gorilla. It's in A2.

2

Olga: Can you find something you can ride?

Charlie: Yes. A bike. It's in C1.

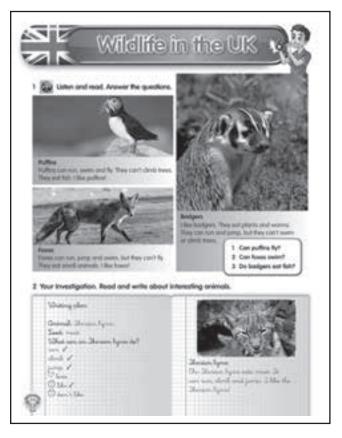
3

Charlie: Can you find an intelligent animal?

Olga: Yes. A dolphin. It's in A3.

4

Olga: Can you find sport with a ball? Charlie: Yes. Football. It's in A1.



5

Charlie: Can you find something you can

watch?

Olga: Yes, DVDs. They're in B3.

6

Olga: Can you find a girl using a computer?

Charlie: Yes. She's in B2.

7

**Olga:** Can you find something you can read? **Charlie:** Yes. Books and magazines. They're in

C2.

8

**Olga:** Can you find two big brown animals? **Charlie:** Yes, Two bears. They're in C3.

9

**Charlie:** Can you find a boy with a skateboard?

Olga: Yes. He's in B1.

# Look at the picture. Find the five letters to make the secret word.

- Hold up your PB and point to Activity 2. Say to the pupils **Let's find the secret word.**
- Invite the pupils to find and say the letters they can see in the picture. Write them on the board, but not in order. When you have the five letters, ask the pupils **What's the secret word?**

- Give them time to look at the letters and put them in the correct order. Praise the correct answer. Invite the pupils to spell the word to review the alphabet.
- Answer: diary

**Tip:** If the pupils seem unsure, write the word on the board, but with some of the letters missing, to help them.

# Listen and read. Answer the questions.

- Say **Open your Pupil's Book at page 24.** Give the pupils time to find the page by themselves.
- Point to the different pictures and texts in Activity 1. Explain to the pupils that Charlie has been investigating wildlife in the UK. Encourage them to listen to the information and point to the pictures and important words in the text as they hear them. Play CD 1 track 68.
- Play the CD again, and this time encourage the pupils to read the text as they listen.
- Check the pupils' understanding by asking questions about the texts, for example, **What can puffins do?** (run, swim, fly) **What can't puffins do?** (climb trees). Praise their answers and encourage them to answer using full sentences.
- Then ask the pupils to answer the questions in the PB individually. When they have finished, check the answers with the class.
- Answers: 1 yes / 2 yes / 3 no



**Puffins** 

Puffins can run, swim and fly. They can't climb trees. They eat fish. I like puffins! Foxes

Foxes can run, jump and swim, but they can't fly. They eat small animals. I like foxes! Badgers

I like badgers. They eat plants and worms. They can run and jump, but they can't swim or climb trees.

# Your Investigation. Read and write about interesting animals.

• Hold up your PB and point to Activity 2. Explain that Charlie's notes for his wildlife investigation are on the left and his finished project is on the right.

- Ask the pupils to look at the notes and text. Say **Let's make sentences**. Say a word from the notes, for example, **lynx**. Encourage the pupils to find the word in the text, and invite a pupil to read the sentence aloud.
- Say to the pupils **Let's investigate wildlife in this case in Spain.** Write the headings from Charlie's writing plan notes on the board. The pupils copy it into their notebooks.
- Say to the pupils **Choose any wild animal** and complete the notes. Give them time to decide which animal to write about and offer suggestions if necessary. Move around the class and help when necessary.
- When the pupils have finished, say to them **Let's talk about our wild animals.** Encourage the pupils to talk to a pupil near them, making sentences using their notes.
- Finally, give out the piece of paper. The pupils work individually to write their sentences in their notebooks. Check their writing, then ask them to copy it neatly on the piece of paper and draw or stick a picture of their animals.

**Option:** Collect in the finished texts and display them on the classroom wall.

**Option:** If you have access to the Internet, encourage the pupils to investigate their animals using the writing plan notes as a guide.

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the Everybody stop now song (for lyrics see TN page 41). Play CD 1 track 5. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

# Unit Museum of Natural History

#### **Unit objectives**

- Identifying and naming body parts (3) (3) (6)
- Listening to, reading and reproducing a song, chant and rap (a) (b) (c)
- Listening to, reading and performing a short dialogue (a) (c) (c)
- Identifying parts of the language structure and making sentences and questions (3) (3)
- Listening to, writing and matching sentences and questions (5)
- Listening to, reading and understanding a comic strip (1) (1) (1) (1)
- Listening to, reading and understanding informative texts about reptiles (1) (3) (3)
- Reproduce sentences from text
- Listening to, reading, understanding and explaining a story (2) (2) (3) (5) (6)
- Identifying and naming adjectives (a)
- Using adjectives with body parts and animals
- Making a cut-out and using it in a communicative game (1) (3) (6) (7) (8)
- Investigating the height of children in the class (C1) (C2) (C5) (C6) (C7) (C8)
- Reading and understanding a short diary entry
- Writing a short personalized diary entry about a dinosaur and talking about it a c c c
- Practising and discriminating between the sounds /p/ and /p:/ (a) (c) (c)
- Creating a record of vocabulary learnt (3) (3)
- Reviewing what has been studied and reflecting on it (2) (3) (6) (7) (8)

# Key language

#### Vocabulary

- wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head
- big, small, tall, short, fast, slow

#### **Structures**

- It's got/hasn't got (a tail).
- Has it got (wings)? Yes, it has. / No, it hasn't.
- It's about (two) metre(s) tall and (two) metre(s) long.

#### **Recycled language**

- The alphabet
- Numbers (1–100)
- Classroom objects
- Animals
- The days of the week
- How do you spell...?
- Where do you live? I live in...
- I like...
- I love...
- You/He/She can/can't...

#### Receptive language

- CLIL vocabulary: Galápagos tortoise, Komodo dragon, alligator snapping turtle, giant (adj), shell, sharp, tongue, long
- Let's investigate/listen to/sing/look at/mime/ play/say/stop/check/create/talk about...
- How long/fast/small...?
- How many…?
- It's/It isn't (slow).
- It (walks).

#### Socio-cultural aspects

- Understanding the importance of respecting the natural world
- Showing interest in reptiles

#### **Summary**

In this unit you will introduce and practise vocabulary for describing dinosaurs and modern day dinosaurs. The pupils will explore information about measurements. The pupils will learn how to describe body parts, and write a description of their favourite dinosaur.

#### **Competences key**

- Competence in linguistic communication
- Mathematical competence
- © Competence in knowledge of and interaction with the physical world
- Competence in processing information and use of ICT
- Competence in social skills and citizenship
- Artistic and cultural competence
- Learning to learn
- Autonomy and personal initiative

#### **Learning objectives**

- Learn a new song for the opening routine
- Identify, listen to and name words for different dinosaur body parts
- Listen to, read and sing the Dinosaur song
- Show understanding by writing and matching pictures to sentences
- Learn a new song for the closing routine

#### Language focus

- wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head
- It's got/hasn't got (a tail).
- Has it got (wings)? Yes, it has. / No, it hasn't.

- Flashcards and word cards you have prepared for this unit: wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head
- Pupil's Book, page 25
- Activity Book, page 29
- Class audio CD



#### At-a-glance lesson plan (PB page 25, AB page 29)

#### **Opening activities**

• Learn the Everybody stand up song (CD 1 track 3). @ @

#### Main activities

- Vocabulary game Play What is it?
- Vocabulary activity Body word rap (CD 2 track 1). Listen and say the words. (a) (b)
- Vocabulary game Play I can match. (1)



- Song Dinosaur (CD 2 track 2). Listen to the song. Answer the questions. Listen and read. Sing the song (PB page 25). (1) (1) (1)
- Vocabulary game Play Guess the sentence. C1 C7 C8
- Vocabulary game Word Quest. Listen and play (CD 2 track 4) (PB page 25). (a) (b)
- Vocabulary activities Read and match. Circle and write (AB page 29). (a) (b)

#### Closing activities

• Learn the It's time to finish song (CD 1 track 6). 🖭 🍱

### **Opening activities**

### Learn the Everybody stand up song.

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Explain that they are going to learn a new song to sing in English at the beginning of class.
- Say Let's listen and mime. Play CD 1 track 3. Encourage the pupils to listen and do the actions.



#### Everybody stand up song

Everybody stand up. (crouch, then stand up) Clap your hands and shake your legs. (mime clapping your hands then shaking your legs) Everybody sit down. (crouch)

Look at the board, look straight ahead. (look at the board)

Are you ready for English? Oooh ves! (nod your head)

### Main activities

#### Play What is it?

- Hold up the pile of Unit 4 flashcards you have prepared, with the tail card on top, facing you. Quickly flip over the cards to give the pupils a glimpse of the tail card. Encourage them to guess what it is. If they guess it, say Yes, it's a tail. Well done. Tell them the word if they cannot guess it.
- Encourage the class to guess what the words for the rest of the flashcards are. If they guess them, congratulate them, saying **Well done!** Ask the class to repeat the word after you.
- Turn the pile of flashcards to face you and ask the pupils What's this? Put a card at the back of the pile and slowly move it upwards, revealing the picture little by little.
- Invite a pupil to guess the answer, and stick the card on the board.
- Repeat the process with the rest of the flashcards, sticking them on the board.
- Finally ask the pupils What's the Quest topic? They should be able to answer from the flashcards. Listen to their answers and say Yes, body parts.

# Listen and say the words.

 Say Let's listen and say the words. Play CD 2 track 1 and point to the flashcards or the pictures of the book of the different body parts as you hear them on the CD.



Museum of Natural History

1 Bood and mote.

To get when

To get when

To get and

• Play the CD again and tell the pupils to repeat the words as they hear them. Praise their speaking, saying **Well done!** 

**S** Body word rap

Let's rap, Let's rap, Let's say the Body word rap...

Wings

A tail

A mouth

Teeth

Legs

A neck

A head

Eyes

Claws

A body

**Tip:** Encourage the pupils to listen to the words and follow the intonation and rhythm they hear on the CD.

### Play I can match.

• Show the Unit 4 word cards you have prepared to the class, and ask **Can you match the words to the pictures?** Hold the word cards face down in a fan and invite different pupils to the front to pick a card and match it to the picture flashcard on the board. Ask them to read the word aloud.

• When all of the cards have been matched, point to the pictures and words slowly, and ask the pupils to say the words. Then speed up as the pupils become confident saying the words.

# Listen to the song. Answer the questions.

- Say to the pupils Let's listen to the Dinosaur song.
- Play CD 2 track 2 and encourage the pupils to stand up and mime the actions with you.
- Play the CD again, and ask the pupils to listen and answer the questions **Has it got a tail?** (yes) **What are its claws like?** (scary).



#### Dinosaur song

A giant body and scary claws. (hold your arms wide apart to show a giant body, and mime claws)

Let's sing about dinosaurs.

Has it got a tail? (hold your arm behind your back like a tail)

Yes, it has. (nod your head)

Has it got wings? (hold your arms out like wings)

Yes, it has. (nod your head)

And it's got a head and eyes too. (point to your head and eyes)

And I can see it looking at you. (put your hands to your eyes like binoculars and mime looking)

A giant body and scary claws. (hold your arms wide apart to show a giant body, and mime claws)

Let's sing about dinosaurs.

Has it got a mouth? (point to your mouth) Yes, it has. (nod your head) Has it got legs? (point to your legs) Yes, it has. (nod your head) And it's got a neck and teeth too. (stretch your neck, and show your teeth) And I can see it looking at you. (as above) RUN! (jog quickly on the spot and look over your shoulder)



# Listen and read. Sing the

- Say Open your Pupil's Book at page 25. Give the pupils time to find the page by themselves.
- Hold up your PB and point to Activity 1. Ask Where are the children? (in the Quest school). Point to the different characters and ask the pupils questions about what the characters are doing, for example, What's Charlie doing? (reading).
- Play CD 2 track 2 and encourage the pupils to read the song in their PB while listening.
- Say to the pupils Let's sing the Dinosaur song. Play the CD again, and encourage the pupils to stand up and mime the actions with you as they sing.

# Play Guess the sentence.

- Encourage the pupils to guess lines from the song. Say to them It's got a (bleep).
- Invite a pupil to say the missing word by repeating the complete sentence.
- Continue saying different lines from the song and asking a pupil to say the complete sentence.

# Word Quest. Listen and play.

- Hold up your PB, and point to Activity 2. Say to the pupils Cover the words and show them how to use their hands to cover the words on the panel below the pictures.
- Point to a picture and say What's this? Encourage the pupils to say what the animal body part is. Repeat this process with a few more pictures.

- Point to Activity 2 again and ask the pupils Who is playing the game? (Charlie and Olga). Explain that Charlie is pointing to one of the animal body parts in the book and Olga is saying what the animal body part is. Then Charlie asks Olga to spell the word. Play CD 2 track 4. Encourage the pupils to point to the correct picture in their PB while listening.
- When the CD has finished, ask the pupils What's number 10? and point to the picture in the book. Encourage the pupils to say what the animal body part is. When a pupil gives the correct answer, say Can you spell it? and encourage the pupil to spell the word.
- Ask the pupils to play the game in pairs. Monitor and praise their speaking, saying Very good!



Charlie: What's number 10?

Olga: A body.

Charlie: Can you spell it?

Olga: B-O-D-Y.



#### Read and match.

- Say Open your Activity Book at page **29.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 1. Ask the pupils to work individually to match the speech bubbles to the different body parts in the picture.
- When the pupils have finished, check the answers together. Ask different pupils to answer, for example, say (Juan). What's number 1?
- Praise the pupils' work, saying Well done!
- Answers: 1 j / 2 f / 3 d / 4 h / 5 g / 6 b / 7 e / 8a/9i/10c



#### Circle and write.

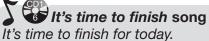
- Hold up your AB, and point to Activity 2. Explain to the pupils that they need to circle the body parts in the word snake and write them on the lines.
- Move around the room, checking their work, saying Very good! Check the answers with the class.
- Answers: claws / tail / eyes / head / mouth / wings / legs / body / teeth / neck

Fast finishers: Ask the pupils to write the body parts that people have got.

# **Closing activities**

#### Learn the It's time to finish song.

- Say **Goodbye!** Tell the pupils that they are going to learn a new song to sing at the end of the lesson.
- Stick the Unit 4 flashcards you have prepared on the board in a clear order. Explain that in the middle of the song, they have to say the words they have learnt in this lesson. Play CD 1 track 6 and pause the song after the second line. Point to each flashcard in turn and ask the pupils to say the words. Play the rest of the song. Encourage the pupils to say the day that they next have an English lesson at the end of the song.
- Say Let's sing the *It's time to finish* song. Play CD 1 track 6 again. This time, ask the pupils to sing along with you, as well as saying the words on the flashcards.



What English words can you say?

. . .

Pack up your books, put them away. See you for English on...!

#### **Learning objectives**

- Listen to, read, understand and explain the Dinosaurs at the Museum story
- Show understanding of a story by sequencing, matching and deciding if sentences are true or
- Practise and discriminate between the sounds /p/ and /ɔː/ in a chant

#### Language focus

- wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head
- It's got/hasn't got (a tail).

#### **Materials**

- Flashcards and word cards you have prepared: wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head
- Pupil's Book, pages 26 and 27
- Activity Book, page 30
- Class audio CD



#### At-a-glance lesson plan (PB pages 26 and 27, AB page 30)

#### **Opening activities**

- Everybody stand up song (CD 1 track 3).
- Vocabulary game Play games. (a) (5)





#### Main activities

- Song review Dinosaur (CD 2 track 3). Sing the *Dinosaur* song. @ @
- Story Dinosaurs at the Museum (CD 2 track 5). Listen to the story. Check comprehension. Ask guestions. Listen to the story. Read (PB pages 26-27). Remember the story: Dinosaurs at the Museum. Look and match. Number. Read. True ✓ or false X? Write the Quest letter (AB page 30). (a) C6 C7 C8
- Pronunciation Listen and say (CD 2 track 6). Listen and say the chant (CD 2 track 7) (PB page 27). Circle, sort and write. Listen and check (AB page 30) (CD 2 track 8). (a) (c)

#### Closing activities

It's time to finish song (CD 1 track 6).





# **Opening activities**

• Say Hello, how are you? and encourage the pupils to answer and return the greeting.

 Say Let's sing the Everybody stand up song (for lyrics see TN page 126). Play CD 1 track 3. Encourage the pupils to sing along and do the actions.

#### Play games.

Play any game from the Activity Bank to recycle the vocabulary.

#### Main activities

#### Sing the *Dinosaur* song.

- Ask the pupils **Do you remember the Dinosaur** song? Encourage them to say sentences from the song, for example, Has it got a tail?
- Say to the pupils Let's sing and mime the **Dinosaur** song (for lyrics see TN page 127). Play the karaoke version (CD 2 track 3) and encourage them to sing and mime the actions.

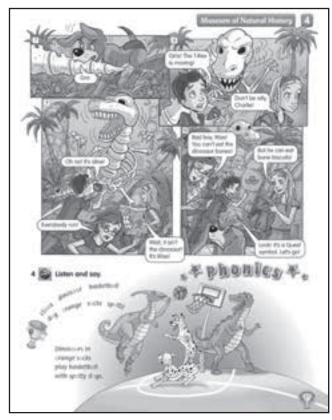
#### Listen to the story.

- Explain to the pupils that the Your Quest characters are going on their fourth quest. Ask the pupils what they remember about the last quest, for example, Where were the children? (at the Olympics) Did Ivan win the triathlon? (yes) What was the symbol they found? What is the symbol for this unit? (a dinosaur footprint). Ask the pupils Where do you think the next quest is? (in a Museum of Natural History).
- Sav Let's listen to the story. Generate interest in the story by inviting pupils to speculate about the pictures on page 26 and 27. Ask Where are the children? (in a Museum of Natural History) What can you see in a Museum of Natural History? (dinosaurs).
- Tell the story using the text on the back of the cards or play CD 2 track 5.
- Make sure that you show the different frames to help the pupils understand the story.
- Finally, ask the pupils Can you see the Quest Cup?

Note: You will hear a tone on the CD to signal when you should point to another frame.

**Note:** Note that the pronunciation of *Tyrannosaurus* Rex is /tırænəsə:rəs/ /reks/, Stegosaurus is /stegəsə:rəs/ and Diplodocus is /dɪplɒdəkəs/.







#### Frame 1

Olga: It's a Museum of Natural History.

Anna: Great! I love dinosaurs!

Frame 2

Charlie: Brilliant! A stegosaurus! My favourite!

Olga: It's got a very small head.

Anna: Let's find more dinosaurs.

Charlie: And the Quest Cup!

Frame 3

**Anna:** Wow! It's enormous! It's a Diplodocus. **Olga:** It's got a very long neck and tail.

**Anna:** And a big body.

Frame 4
Max: Mmm.

Charlie: Grrr! I'm a Tyrannosaurus Rex.

Olga: Very funny, Charlie!

Frame 6

Anna: Look Charlie! Here's a Tyrannosaurus Rex

skeleton.
Charlie: Great!

Olga: It's got really big teeth!

Frame 7
Max: Grrr.
Frame 8

Charlie: Girls! The T-Rex is moving!

Olga: Don't be silly, Charlie!

Frame 9

**Charlie:** Oh no! It's alive! **Anna:** Everybody run!

Olga: Wait, it isn't the dinosaur! It's Max!

Frame 10

Anna: Bad boy, Max! You can't eat the dinosaur

bones!

Olga: But he can eat bone biscuits!

Charlie: Look! It's a Quest symbol. Let's go!

# Check comprehension. Ask questions.

• Check that the pupils understand the story by asking questions about each frame. Encourage the pupils to answer in English.

#### Frame 1

Where are the children? (at a Museum of Natural History)

Does Anna like dinosaurs? (yes)

#### Frame 2

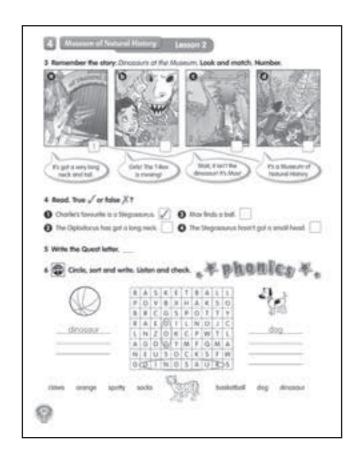
Which dinosaur is Charlie's favourite?

(Stegosaurus)

Has it got a big head? (no)

#### Frame 3

Is the Diplodocus big? (yes) Has it got a short neck? (no) Has it got a big body? (yes)



#### Frame 4

What has Max got? (a bone) Is Max happy? (yes)

#### Frame 5

Who pretends to be a Tyrannosaurus Rex? (Charlie)

Does Olga think it's funny? (yes)

#### Frame 6

What are the children looking at? (a Tyrannosaurus Rex skeleton)
Does Charlie like the Tyrannosaurus Rex? (yes)
Has it got small teeth? (no)

#### Frame 7

Can Max eat the bone? (no) Why not? (It's very big.)

#### Frame 8

Is the T-Rex moving? (yes)
Does Olga believe Charlie? (no)

#### Frame 9

Is Anna scared? (yes)
Is the dinosaur alive? (no)
Who is moving it? (Max)

#### Frame 10

Can Max eat the dinosaur bones? (no)
What does Olga find in her bag? (bone biscuits)
Can Max eat bone biscuits? (yes)
Which Quest symbol can Charlie see? (a
cowboy hat)

# Listen to the story. Read.

- Say **Open your Pupil's Book at page 26**. Give the pupils time to find the page by themselves.
- Ask them to listen to the story and follow the dialogue by reading in their PB. Play CD 2 track 5.
- Say What body parts can you see? Give the pupils time to look at the story frames, and invite different pupils to suggest answers (claws, head, eyes, neck, tail, body, teeth, mouth, legs).
- Tell the pupils to look for the letter hidden in the story. Ask the pupils **What is the Quest letter?** (W, in Frame 2).
- Ask the pupils What did Charlie find in Frame 10? (a symbol). Ask What is the symbol? (a cowboy hat). Tell them the symbol is a clue to the next quest and encourage them to predict what the next quest might be about.

# Page 30 Remember the story: Dinosaurs at the Museum. Look and match. Number.

- Say **Open your Activity Book at page 30.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 3. Tell them to work individually to match the speech bubbles to the correct picture.
- Check the answers together, asking different pupils to answer.
- Answers: a It's a Museum of Natural History.
   b Girls! The T-Rex is moving! / c It's got a very long neck and tail. / d Wait, it isn't the dinosaur! It's Max!
- Now ask the pupils to put the pictures in the correct order of the story. Check the answers together.
- Answers: a 1 / b 3 / c 2 / d 4

# page 30 Read. True ✓ or false X?

- Hold up your AB, and point to Activity 4. Check the pupils understand.
- Give the pupils time to read the sentences, and decide if they are true or false. Ask a pupil to read the first sentence aloud, and ask another pupil to say if it's true or false. Write the answers on the board.
- Answers: 1 √ / 2 √ / 3 x / 4 x

# page 30

#### Write the Quest letter.

- Ask the pupils to write the secret letter from the story, in preparation for solving the word in Unit 8.
- Answer: W



#### Listen and say.

- Say Open your Pupil's Book at page 27. Give the pupils time to find the page by themselves.
- Point to the words coming from the Quest Cup in the PB. Explain that the words contain different sounds, and today they are going to practise these sounds. Say /ɔː/, point to the word claws and say **claws**. Encourage the children to repeat the word after you. Then say /p/, point to the word *dog* and say **dog**. Encourage the pupils to repeat the word after you.
- Say **Listen to the word.** Play CD 2 track 6, pausing after the first word. Point to the word claws and ask How do you pronounce the **letters in red?** Encourage the pupils to produce the sound /ɔː/.
- Continue playing the CD and pupils repeat the words. Pause after the word dog. Point to the word dog and ask How do you pronounce the **letter in blue?** Encourage the pupils to produce the sound /p/. Play the rest of the CD, asking the pupils to point to the words in their PB as they hear them.
- Say **Listen and say the words.** Play the CD again, pausing after the first word to give the pupils time to listen and repeat. Continue playing the CD, pausing after each word for the pupils to repeat chorally.
- Play the CD again and ask the pupils to repeat the words again. This time, play the CD through without pausing.

Note: This part of the phonics lesson is a drill. It is important that the pupils are confident saying the words before they say the chant. You may wish to make this more fun by saying the words and encouraging the pupils to repeat with you slowly and then quickly or in a loud voice and then in a quiet voice.



claws dinosaur basketball dog orange socks spotty

 Point to the picture in the PB and say What can you see? Elicit as many words from the CD as possible, for example, dinosaurs, dogs, play, basketball, socks, spotty. Praise their pronunciation, saying Very good!

# Listen and say the chant.

- Hold up your PB and point to the chant in Activity 4. Say Let's listen to the chant and point to the words. Play CD 2 track 7 and encourage the pupils to point.
- Say **Let's say the chant.** Play the CD again and encourage the pupils to say the chant. Continue playing the CD until the pupils are confident saying the chant.
- Put the pupils into pairs to practise saying the chant. Monitor and praise their pronunciation, saying Well done!
- Finally, tell the pupils to look back at Frame 9 in the story. Ask them Can you see pictures of words with the /ɔː/ sound? Encourage them to look at the frame and listen to their answers, writing the correct ones on the board. Do the same with Frame 10, encouraging the pupils to look for pictures of words with the /p/ sound.
- Answers: Frame 9: dinosaur, claws / Frame 10: dog, orange (bag)

Note: If the pupils still seem unsure about the sounds, repeat the example sound words from the chant to help them find words with the sound in the frames.



Dinosaurs in orange socks play basketball with spotty dogs.

# page 30 Circle, sort and write. Listen and check.

- Say Open your Activity Book at page 30. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 6. Ask the pupils to circle the words in the word search.
- Now ask them to write the words in the correct column, according to whether they have the /ɔː/ sound, like dinosaur, or the /ɒ/ sound, like dog.

Fast finishers: Ask the pupils to add any other words they know in English with that sound to each column.

#### Unit 4 Lesson 2

- Play CD 2 track 8 so the pupils can check they have written the words in the correct column. Check the answers with the class, inviting different pupils to say the words aloud, praising their speaking.
- Answers: /ɔ:/: dinosaur, claws, basketball / /ɒ/: dog, spotty, orange, socks



/2:/

dinosaur

claws

basketball

/a/

dog

orange

spotty

socks

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Stick the Unit 4 flashcards you have prepared on the board in a clear order. Say **Let's sing the It's time to finish song** (for lyrics see TN page 129). You may want to do this without the CD. Play CD 1 track 6 and ask the pupils to sing the song and say the words on the flashcards as you point to them. Remind them to say the day of the week they have their next English lesson at the end of the song.

#### **Learning objectives**

- Listen to, read and perform a short dialogue
- Identify parts of the language structure and make sentences and questions

#### Language focus

- wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head
- It's got/hasn't got (a tail).
- Has it got (wings)? Yes, it has. / No, it hasn't.

#### **Materials**

- Crayons for each pupil
- Flashcards you have prepared for this unit: wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head, bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- Pupil's Book, page 28
- Activity Book, page 31
- Class audio CD



#### At-a-glance lesson plan (PB page 28, AB page 31)

#### **Opening activities**

- Everybody stand up song (CD 1 track 3).
- Vocabulary game Play games.



#### Main activities

- Song review Dinosaur (CD 2 track 2) (CD 2 track 3). Sing the *Dinosaur* song. (a)
- Dialogue Listen and read (CD 2 track 9). Let's investigate grammar (PB page 28). @ @ @
- Vocabulary game Play Guess the animal. C1 C7 C8
- Writing and listening practice Write the words in order. Colour the boxes using the colour code from the Pupil's Book. Listen. Tick ✓ or cross X. Write the number (CD 2 track 10). Look and write about Anna's dinosaur (AB page 31). (a) (b)

#### Closing activities

It's time to finish song (CD 1 track 6).



# **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Everybody stand up song (for lyrics see TN page 126). Play CD 1 track 3.

Encourage the pupils to sing along and do the actions.

#### Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

#### Main activities

#### Sing the *Dinosaur* song.

- Ask the pupils Do you remember the Dinosaur song?
- Say Let's sing the Dinosaur song (for lyrics see TN page 127). Ask the pupils to stand up and ensure they have space to move. Explain they should touch or mime the body parts as they sing.
- Plav CD 2 track 3.

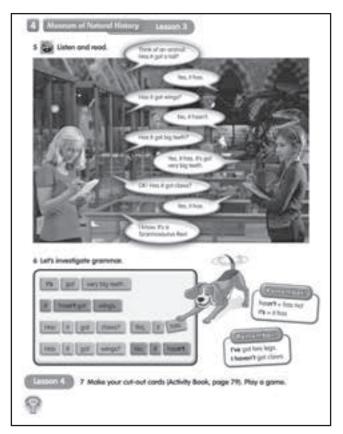
**Option:** You may want to do this without the CD or use the karaoke version (CD 2 track 3).

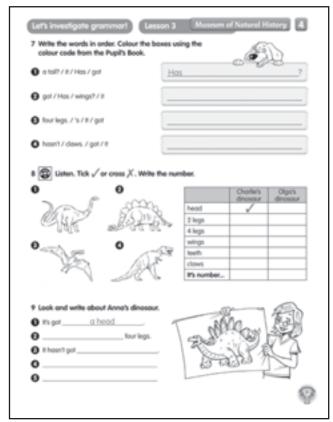


# Listen and read.

- Say Open your Pupil's Book at page 28. Give the pupils time to find the page by themselves.
- Hold up your PB, and point to Activity 5. Ask the pupils questions about the picture, for example, Who can you see? (two girls) Where **are they?** (in a Museum of Natural History) What are they doing? (talking and writing).
- Play CD 2 track 9 and encourage the pupils to read the dialogue while listening.
- Ask the pupils questions about the dialogue to check their understanding, for example, Has the animal got claws? (yes).
- Play the CD again, but this time encourage the pupils to repeat each sentence of the dialogue after you or with the CD, pausing the CD after each line. Help them with pronunciation, if necessary.
- Put the class into two groups. Ask one group to read out the lines of the dialogue for Girl 1 chorally and the other group to read out the lines of the dialogue for Girl 2 chorally. Repeat this until the pupils are confident with saying the dialogue.

Option: To give the pupils more practice with the dialogue, put them into pairs and have them practise saying the dialogue together. Invite some of the groups to perform the dialogue for the class.







Girl 1: Think of an animal. Has it got a tail?

Girl 2: Yes. it has.

Girl 1: Has it got wings?

Girl 2: No, it hasn't.

Girl 1: Has it got big teeth?

Girl 2: Yes, it has. It's got very big teeth.

Girl 1: OK! Has it got claws?

Girl 2: Yes. it has.

Girl 1: I know. It's a Tyrannosaurus Rex!

# page 28 Let's investigate grammar.

- Hold up your PB and point to the investigate grammar box in Activity 6. Say Let's investigate grammar.
- Point to the coloured questions and sentences, and explain their meaning to the pupils. Draw their attention to any contractions and explanations in the Remember! boxes. Point out that hasn't means has not and it's means it has. Remind the pupils that it's can also mean it is. Ask the pupils what I've and haven't mean in the second Remember! box (I have and have not).
- Ask the pupils questions about the sentences and questions to check their understanding. Ask Who says Has it got wings? in the dialogue in Activity 5? (Girl 1) Is it a question? (yes). Repeat the process with the other sentences in the investigate grammar box.

- Ask the pupils to look at the dialogue in Activity 5 and invite them to find other examples of affirmative (It's got very big teeth. It's a Tyrannosaurus Rex.) or questions (Has it got a tail? Has it got big teeth?).
- Finally, invite pupils to make sentences or questions with the body parts and animals. Say Make a (negative) sentence with (teeth). Praise the pupils' sentences and questions.

#### Play Guess the animal.

- Stick the animals flashcards you have prepared for Unit 2 on the board.
- Invite a pupil to come to the front and ask them to choose an animal in secret.
- Invite the class to guess which animal it is by asking questions using Has it got (a tail)? The pupil at the front answers Yes, it has or No, it hasn't. Tell the class they can only ask three questions before guessing the animal. Encourage them to say It's a (dolphin)! Praise their speaking by saying Very good! and Well done!
- Continue the activity with different pupils choosing an animal in secret.

**Option:** You may want to put the pupils into pairs and ask them to play the game together. Encourage them to use the investigate grammar box as a guide.

# Write the words in order. Colour the boxes using the colour code from the Pupil's Book.

- Say **Open your Activity Book at page 31.** Give the pupils time to find the page by themselves.
- Ask the pupils to look at Activity 7. Ask them to first work individually to write the words in the correct order.
- When the pupils finish, ask them to colour in the sentences following the colour code from the PB: blue for questions, green for affirmative and red for negative.
- Check the answers with the class.
- Answers: 1 Has it got a tail? (blue) / 2 Has it got wings? (blue) / 3 It's got four legs. (green) / 4 It hasn't got claws. (red)

**Fast finishers:** Ask the pupils to write another question, affirmative sentence or negative sentence using the language structure.

# Usten. Tick ✓ or cross ✗. Write the number.

- Hold up your AB, and point to Activity 8. Ask the pupils to first listen to Charlie and Olga talking about their dinosaurs and tick or cross the body parts in the chart if the dinosaur has it or not.
- Play CD 2 track 10, pausing between each sentence so the pupils have time to tick or cross.
- Play the CD again so the pupils can check their answers.
- Now ask the pupils to look at their completed charts and decide which of the dinosaurs in the pictures are Charlie's and Olga's dinosaurs. When they have finished, check the answers with the class.
- Answers:

	Charlie's dinosaur	Olga's dinosaur
head	<b>√</b>	✓
2 legs	Х	✓
4 legs	1	X
wings	Х	✓
teeth	1	✓
claws	1	Х
It's number	2	3



**Charlie:** My dinosaur has got a head, four legs and teeth. It's got claws. It hasn't got wings. What number is it?

**Olga:** My dinosaur has got a head. It's got two legs and wings. It's got teeth, but it hasn't got claws. What number is it?

**Note:** A Pterodactyl is classed as a flying reptile, although it is often referred to when talking about dinosaurs.

# Look and write about Anna's dinosaur.

- Hold up your AB and point to Activity 9. Ask the pupils to work individually, looking at the picture and completing sentences about Anna's dinosaur.
- When the pupils have finished, check the answers with the class.
- Answers: 1 a head / 2 It's got / 3 wings/claws/ teeth

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Stick the Unit 4 flashcards you have prepared on the board in a clear order. Say **Let's sing the** *It's time to finish* **song** (for lyrics see TN page 129). Play CD 1 track 6 and ask the pupils to sing the song and say the words on the flashcards as you point to them. Remind them to say the day of the week they have their next English lesson at the end of the song. Alternatively, you may want to do this without the CD.

#### **Learning objectives**

- · Listen to, write and match sentences and questions about dinosaurs
- Talk about dinosaurs using a cut-out

#### Language focus

- wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head
- It's got/hasn't got (a tail).
- Has it got (wings)? Yes, it has. / No, it hasn't.

#### **Materials**

- Crayons and scissors for each pupil
- Flashcards you have prepared for the unit: wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head
- Activity Book, page 32
- Cut-out for Unit 4 (AB page 79)
- Class audio CD



#### At-a-glance lesson plan (AB page 32)

#### **Opening activities**

- Everybody stand up song (CD 1 track 3).
- Vocabulary game Play games.



#### Main activities

- Play Affirmative, negative or question. C1 C7 C8
- Listening and writing practice Match to make sentences. Read and complete. Listen and check (CD 2 track 11). Look and write about Olga's dinosaur (AB page 32). (5)
- Cut-out activity Make your cut-out cards. Play a game (AB page 79). (a) (b) (c) (c)

#### Closing activities

It's time to finish song (CD 1 track 6).





# **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Everybody stand up song (for lyrics see TN page 126). Play CD 1 track 3. Encourage the pupils to sing along and do the actions.

### Play games.

• Play any game from the Activity Bank to recycle the vocabulary.

#### Main activities

### Play Affirmative, negative or question.

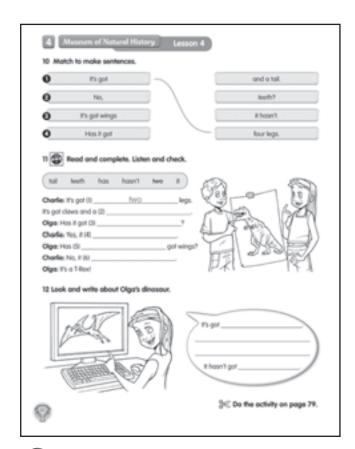
- Ask the pupils Do you remember the body parts words? and show them the Unit 4 body parts flashcards you have prepared. On the board draw a . and mark, at a height the pupils can reach.
- Divide the class into two teams. Invite two volunteers from one team to come to the front. One stands in front of the symbols on the board, and the other holds the flashcards. Say Let's
- The pupil with flashcards shows one to the other team. The other pupil points to a symbol. If it's . the team needs to make an affirmative sentence, and so on. The game continues until all the flashcards have been used. The team gets points for correct sentences or questions. for example, It's got a (tail)? Has it got (teeth)?
- Invite two volunteers from the other team to come to the front. As they become confident, encourage the pupil to touch the symbols on the board more quickly.

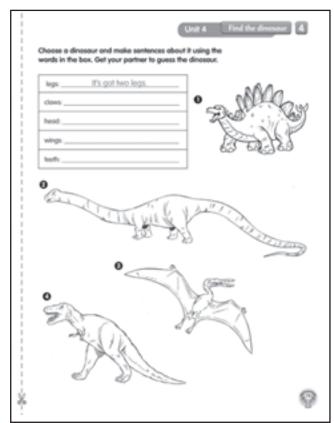
#### Match to make sentences.

- Say Open your Activity Book at page **32.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 10. Ask the pupils to work individually to match the sentence halves to make complete sentences.
- When the pupils have finished, check the answers with the class. Ask different pupils What's number (1)?
- Answers: 1 It's got four legs. / 2 No, it hasn't. / 3 It's got wings and a tail. / 4 Has it got teeth?

#### page 32 Read and complete. Listen and check.

- Hold up your AB, and point to Activity 11. Ask the pupils to work individually to complete the dialogue with the words in the box.
- When the pupils have finished, play CD 2 track 11, so they can listen and check their answers.
- Check the answers with the class. Ask different pupils What's number (1)?
- Answers: 1 two / 2 tail / 3 teeth / 4 has / 5 it / 6 hasn't





OD2

Charlie: It's got two legs. It's got claws and a

tail.

Olga: Has it got teeth? Charlie: Yes, it has. Olga: Has it got wings? Charlie: No, it hasn't. Olga: It's a T-Rex!

# Look and write about Olga's dinosaur.

- Say **Open your Activity Book at page 32.** Give the pupils time to find the page by themselves.
- Point to Activity 12 and ask them to look at the picture of Olga's dinosaur and complete the sentences about it.
- When the pupils have finished, check the answers with the class.
- Answers: It's got wings. It's got a head. It's got a mouth. It's got eyes. It's got two legs. It's got claws. It's got a neck. It hasn't got four legs.

Make your cut-out cards (Activity Book page 79). Play a game.

### Stage 1

- Say to the pupils **Open your Activity Book at page 79**. Give the pupils time to find the page by themselves. Invite a volunteer to give out scissors to the class.
- Follow the stages outlined in Unit 1, Lesson 4 (TN page 53) for cutting out the page.

#### Stage 2

- Demonstrate the game to the pupils before they play it. Say **Let's play Find the dinosaur**. Invite a pupil to come to the front to play against you.
- Put your sheet face up on the desk. Secretly choose a dinosaur. Using the cue box write sentences about your dinosaur and have the pupil guess which one it is. Write all your sentences before letting the pupil guess.
- Repeat the procedure, but this time have the pupil choose the dinosaur and write the sentences.
- Encourage the pupils to play the game in pairs. Move around the room and check they are taking turns. Praise their speaking, saying **Well done!**

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the It's time to finish song (for lyrics see TN page 129). Play CD 1 track 6 and ask the pupils to sing the song and say the words on the flashcards as you point to them. Remind them to say the day of the week they have their next English lesson at the end of the song. Alternatively, you may want to do this without the CD.

#### **Learning objectives**

- Identify and name adjectives
- Listen to, read and sing the Adjective rap
- Use adjectives with body parts to describe dinosaurs
- Listen, read and understand a comic strip

#### Language focus

- wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head
- big, small, tall, short, fast, slow
- It's got/hasn't got (a tail).
- Has it got (wings)? Yes, it has. / No, it hasn't.

#### **Materials**

- Flashcards and word cards you have prepared: wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head
- Pupil's Book, page 29
- Activity Book, page 33
- Class audio CD
- Writing Diary, Activity Book page 36



#### At-a-glance lesson plan (PB page 29, AB page 33)

#### **Opening activities**

- Everybody stand up song (CD 1 track 3).
- Vocabulary game Play games.



#### Main activities

- Vocabulary activity Listen. Say the words (CD 2 track 12) (PB page 29). (CD 2 track 12)
- Listening practice Adjectives rap (CD 2 track 13). Listen and read. Say the rap (PB page 29). 🕮 🥨 😘
- Vocabulary activities Write the adjectives that describe the animals. Look at the incorrect sentences. Write correct sentences using the opposite adjective. Draw and write about an animal (AB page 33). @ @ @ @
- Comic strip A Dog's Day (CD 2 track 14). Listen and read (PB page 29). (a) (b) (c)

#### Closing activities

It's time to finish song (CD 1 track 6).



# **Opening activities**

• Say Hello, how are you? and encourage the pupils to answer and return the greeting.

 Say Let's sing the Everybody stand up song (for lyrics see TN page 126). Play CD 1 track 3. Encourage the pupils to sing along and do the actions.

#### Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

#### Main activities



# Listen. Say the words.

- Say Open your Pupil's Book at page 29. Give the pupils time to find the page by themselves.
- Hold up your PB, and point to Activity 8. Tell the pupils **Listen. Say the words** and play CD 2 track 13. Pause between each word and encourage the pupils to repeat it.



big small tall

short slow

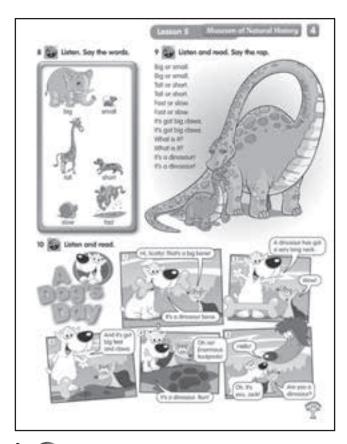
fast

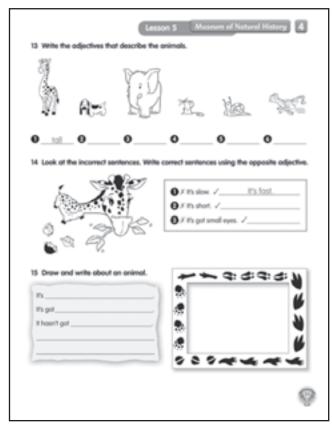
- Mime the adjectives to the pupils. Tell them to say the adjective as you mime it. First, mime the adjectives slowly. Then, speed up your mimes as the pupils become more confident saying them.
- Finally, ask Which animal is tall? (a giraffe) to one pupil. Ask questions to check the understanding of the other adjectives to different pupils. Praise their answers, saying Very good!



# Listen and read. Say the rap.

- Hold up your PB and point to Activity 9. Say Let's look at the picture and point to the picture on the page. Ask the pupils questions about it, for example, What can you see? (two dinosaurs).
- Play CD 2 track 13 and encourage the pupils to read the rap in their PB while listening.
- Say to the pupils Let's say the Adjectives rap. Play the CD again and encourage the pupils to say the rap. Ask them to stand up and do the actions with you as they say the rap.
- Finally, ask the pupils questions, for example, What animal is fast? Encourage them to answer, saying a cheetah.





# Adjectives rap

Big or small. (make a star shape, then crouch up small)

Big or small.

Tall or short. (stretch out your arms, then make a little space between them)

Tall or short.

Fast or slow. (jog on the spot quickly, then slowly)

Fast or slow.

It's got big claws. (mime having claws with your fingers bent)

It's got big claws.

What is it? (hold palms facing upwards in questioning gesture)

What is it?

It's a dinosaur! (pose as a dinosaur, possibly a T-Rex)

It's a dinosaur!

# page 33 Write the adjectives that describe the animals.

- Say Open your Activity Book at page 33. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 13. Ask the pupils to write the adjectives that describe the animals under the pictures.
- Check the answers with the class. Ask different pupils What's number (1)?

 Answers: 1 tall / 2 short / 3 big / 4 small / 5 slow / 6 fast

# Look at the incorrect sentences. Write correct sentences using the opposite adjective.

- Hold up your AB, and point to Activity 14. Ask the pupils to work individually to write sentences about the giraffe. Encourage them to read the first sentence on each line and then write a second sentence using the opposite adjective and the picture as a guide.
- When the pupils have finished, check the answers with the class.
- Answers: 1 It's fast. / 2 It's tall. / 3 It's got big eyes.

# Draw and write about an animal.

- Hold up your AB and point to Activity 15. Point to the picture frame and explain that the pupils need to draw an animal and its body parts.
- Move around the room as the pupils work and praise their drawings, saying Very good!
- When the pupils have finished drawing, ask them to complete the sentences about their picture, for example, It's got wings.

Fast finishers: Ask the pupils to show their drawing to a partner and tell them about their animal.

• When the pupils have finished, ask different pupils to show their drawings and read some of their sentences aloud.



## Listen and read.

- Say Open your Pupil's Book at page 29. Give the pupils time to find the page by themselves.
- Point to Activity 10 and ask What has Scotty got? (a dinosaur bone).
- Say Let's listen to the comic strip. Play CD 2 track 14.
- When the CD has finished, ask Is there a dinosaur in the story? (no).
- Say Let's read and listen to the comic strip again. Play the CD again. Encourage the pupils to look at and read the comic strip in their PB as they listen.
- When the pupils have finished, ask questions about the story, for example, Has a dinosaur got a short neck? (no) Is Jack a dinosaur? (no).
- Ask the pupils **Do you like the story?** Invite them to respond and comment on it.

**Option:** As this is a short story, you may want to invite different pupils to the front to act out the comic strip.



Frame 1

Yorkie: Hi, Scotty! That's a big bone!

**Scotty:** It's a dinosaur bone.

Frame 2

Scotty: A dinosaur has got a very long neck.

Yorkie: Wow!

Frame 3

**Scotty:** And it's got big feet and claws.

Frame 4

Yorkie: Oh no! Enormous footprints!

Scotty: It's a dinosaur. Run!

Frame 5 Jack: Hello!

Max: Oh. It's you, Jack! Yorkie: Are you a dinosaur?

- Say Everybody finish now. Say Goodbye! Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the It's time to finish song (for lyrics see TN page 129). Play CD 1 track 6 and ask the pupils to sing the song. Remind them to say the day of the week they have their next English lesson at the end of the song. Alternatively, you may want to do this without the CD.

#### **Learning objectives**

- · Learn about modern day dinosaurs and measurements and answer questions
- Identify and say sentences about reptiles
- Listen and learn about a reptile
- Write about a reptile
- Investigate the height of children in the class

#### Language focus

- wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head
- big, small, tall, short, fast, slow
- It's got/hasn't got (a tail).
- It's about (two) metre(s) tall and (two) metre(s) lona.

#### **Materials**

- Pupil's Book, page 30
- Activity Book, page 34
- Flashcards you have prepared for the unit: wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head, bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- Class audio CD
- CLIL photocopiable: Our height (TN page 308)
- CLIL photocopiable: Modern day dinosaurs (optional) (TN page 301)
- Card and a tape measure for each group of

## **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Everybody stand up song (for lyrics see TN page 126). Play CD 1 track 3. Encourage the pupils to sing along and do the actions.

## Play games.

• Play any game from the Activity Bank to recycle the vocabulary.

## Main activities

## Look at the pictures and predict.

• Point to the pictures on page 30 of the Pupil's Book and ask What are these animals? (a Komodo dragon, a Galápagos tortoise) Where do these animals live? (Indonesian islands, the Galápagos Islands) What do this animal eat?



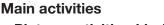
## At-a-glance lesson plan (PB page 30, AB page 34)

#### Opening activities

- Everybody stand up song (CD 1 track 3).
- Vocabulary game Play games. (a) (b)







- Picture activities Modern day dinosaurs (CD 2 track 15). Look at the pictures and predict. Listen and look at the pictures. (a) (b) (c)
- Character's presentation Listen and read (CD 2 track 15). Answer the questions. Listen and check (CD 2 track 16) (PB page 30). (C1) (C3) (C7) (C8)
- Picture activity Modern day dinosaurs. Look at the pictures and answer questions. C1 C3 C7 C8
- Character's presentation Listen and learn about an amazing reptile (CD 2 track 17) (PB page 30). (1) (7) (1)
- Reading and writing practice Look at page 30 in the Pupil's Book. Circle, listen and check (CD 2 track 18). Read. Write about an amazing reptile (AB page 34). (a) (b) (c)
- Photocopiable activity CLIL project: Our height. (1) (2) (3) (3) (6) (7) (8)

#### Closing activities

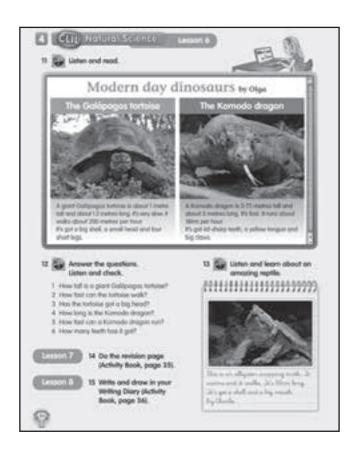
It's time to finish song (CD 1 track 16).

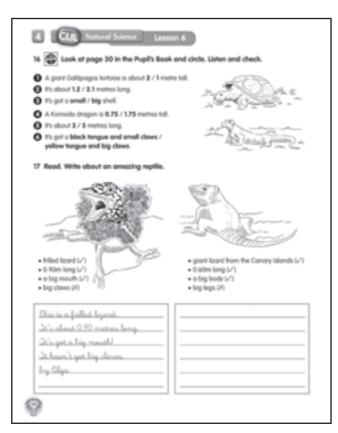


(animals, plants) Do you like (tortoises)? Why? Why not? The pupils may answer in L10.

- Ask the pupils What do you think today's lesson is about? (modern day dinosaurs). Acknowledge logical answers and praise the pupils for their ideas, saying Well done!
- Explain to the pupils that they are going to learn about different animals today that are similar to dinosaurs. Then ask them to tell vou any other animals they know that are like dinosaurs. The pupils may answer in L1.

**Note:** Reptiles are often considered to be modern dinosaurs. The giant Galápagos tortoise is slow like the Diplodocus, and the Komodo dragon is similar to a T-Rex. You may want to ask the pupils about similarities between these reptiles and the dinosaurs, saying It's got... It hasn't got...





## Listen and look at the pictures.

- Explain to the pupils that Olga has done a presentation about the topic on the page. Say to them Let's look at the pictures and listen to Olga's presentation about modern day dinosaurs.
- Play CD 2 track 15 and guide the pupils' understanding by pointing to features in the pictures as they are talked about on the CD.
- Ask the pupils questions about the information on the pictures to check their understanding, for example, Is the Galápagos tortoise big? (yes) What colour tongue has the Komodo dragon got? (yellow).



Olga: Modern day dinosaurs

The Galápagos tortoise

A giant Galápagos tortoise is about 1 metre tall and about 1.2 metres long.

It's very slow. It walks about 200 metres per hour. It's got a big shell, a small head and four short legs.

The Komodo dragon

A Komodo dragon is 0.75 metres tall and about 3 metres long. It's fast. It runs about 18 km per hour. It's got 60 sharp teeth, a yellow tongue and big claws.

Note: You may wish to explain that when saying measurements in English, we say one (point) two metres, and write 1.2 metres. We also say nought point seven metres and write 0.75 metres.



## Listen and read.

- Say Open your Pupil's Book at page 30. Give the pupils time to find the page by themselves.
- Point to Activity 11 and say Listen and look at Olga's presentation again. Encourage the pupils to follow what the narrator says by pointing to the pictures and any important words as they hear them. Play CD 2 track 15 again.
- Play the CD again, and this time encourage the pupils to read the text as they listen.
- Check the pupils' understanding by saying some true or false sentences. Encourage the pupils to say true or false and correct the false sentences, for example, A giant Galápagos tortoise is about two metres tall (False. It's about one metre tall.) A Komodo dragon has got big claws (true).
- Invite different pupils to make a false statement. Encourage the other pupils to correct it.

## Answer the questions. Listen and check.

- Hold up your PB and point to Activity 12. Ask the pupils to answer the questions in their notebooks.
- When the pupils finish, explain to them that they are going to hear the answers to the questions. Ask them to listen and check their answers.
- Play CD 2 track 16. Pause between each statement to give the pupils time to check their answers. Check the answers with the class. Praise them, saying Well done!
- Answers: 1 about one metre tall / 2 about 200 metres per hour / 3 no / 4 about three metres long / 5 about 18 kilometres per hour / 6 60



- 1 A giant Galápagos tortoise is about 1 metre
- 2 It walks about 200 metres per hour. It's very slow.
- **3** It hasn't got a big head. It's got a small head.
- **4** The Komodo dragon is 3 metres long.
- 5 It runs about 18 kilometres per hour.
- 6 It's got 60 teeth.

## Look at the pictures and answer questions.

- Point to the two main pictures on page 30 and ask the pupils questions again to reinforce their understanding.
- Ask the pupils other questions about the topic, for example, Can you name any other types of lizard? Can you name any other heavy animals? Praise their answers, saying Well done!

**Option:** Ask the pupils to close their PB. Put them into groups of four or more and give each group a photocopiable from TN page 301 and a pair of scissors. Ask them to cut out the two texts. Tell each group to get into pairs or small groups and cut out the sentences of one of the texts, so that each pair has the sentences for one text. Ask the pairs to mix up their sentences. Nominate one group to come to the front of the class. Ask them to listen to the CD and, in their pairs, stick their sentences on the board. Ask the rest of the class to also order the sentences on the board in their pairs. Play CD 2 track 15. When the CD has finished, check the answers with the class. Alternatively, give each sentence to a different pupil and ask them to stand at the front of the class and line up in the correct order as they hear their sentences on the CD.

## [page 30] Listen and learn about an amazing reptile.

- Hold up your PB and point to Activity 13. Say Look at Charlie's information. Let's learn about an amazing reptile. Encourage the pupils to read the text in their PB as they listen. Play CD 2 track 17.
- Check the pupils' understanding by asking questions about the text, for example, What is the animal called? (an alligator snapping turtle) How long is it? (66cm).
- Praise their answers, saying Very good!



#### Charlie:

This is an alligator snapping turtle. It swims and it can walk. It's 66cm long. It's got a shell and a big mouth. by Charlie

## Look at page 30 in the Pupil's Book and circle. Listen and check.

- Say Open your Activity Book at page **34.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 16. Ask the pupils to circle the correct information about the reptiles. Encourage them to refer to page 30 in their PB.
- When the pupils have finished, say Let's listen to check, and play CD 2 track 18.

- Check the answers with the class. Ask different pupils What's number (1)?
- Answers: 1 1 / 2 1.2 / 3 big / 4 0.75 / 5 3 / 6 yellow tongue and big claws



- 1 A giant Galápagos tortoise is about 1 metre
- 2 It's about 1.2 metres long.
- 3 It's got a big shell.
- 4 A Komodo dragon is 0.75 metres tall.
- 5 It's about 3 metres long.
- 6 It's got a yellow tongue and big claws.



## Page 34 Read. Write about an amazing reptile.

- Hold up your AB, and point to Activity 17. Ask the pupils to first read the example.
- Point to the example text on the left. Encourage the pupils to look at the notes with the picture and read Olga's sentences about it.
- When the pupils have finished reading, point to the notes and the picture on the right. Say to the pupils Write your sentences. The pupils work individually to write their sentences, using the notes and Olga's sentences as a guide.
- Move around the room to check the pupils' work. Praise it and say Very good!
- Check the answers with the class. Ask different pupils to read their sentences.
- Answers: This is a giant lizard from the Canary Islands. It's about 0.60 metres long. It's got a big body. It hasn't got big legs.

## CLIL project: Our height

- Say to the pupils Let's investigate our **height.** Stick some tape measures on the walls in different places in the classroom. Divide the class into groups of three or four. Explain that they should take turns to measure the height of the different pupils in their groups and write it down.
- Move around the class to check their work and offer help with measuring each other. Ask different pupils How tall are you? Encourage the pupils to respond, saying I'm... metres tall.
- When the pupils have collected the information, give each pupil a photocopiable from TN page 308.
- Ask the pupils to work individually. Tell them to draw themselves and a friend from their group in the boxes, and write their measurements from the information collected.

 Move around the class to check their work, and offer help when required.

Option: Encourage the pupils to take on different roles in their groups: measuring the height, checking it and recording it.

Extra activity: Create a poster showing the height of the pupils in relation to the reptiles from the lesson. Draw a height grid with a Galápagos tortoise and a Komodo dragon on the left and right making sure they are at the correct heights. Invite the pupils to draw themselves on a small piece of paper and stick it on the chart at their correct height. Compare the class in relation to the reptiles.

- Say Everybody finish now. Say Goodbye! Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the It's time to finish song (for lyrics see TN page 129). Play CD 1 track 6 and ask the pupils to sing the song. Remind them to say the day of the week they have their next English lesson at the end of the song. Alternatively, you may want to do this without the CD.

#### Learning objectives

- Review vocabulary and structure
- Create a record of vocabulary learnt in the form of a mind map
- · Listen and show understanding by numbering, answering questions and writing
- Write sentences about dinosaurs
- Evaluate learning

#### Language focus

- wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head
- big, small, tall, short, fast, slow
- It's got/hasn't got (a tail).

#### **Materials**

- Flashcards and word cards you have prepared for the unit: wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head
- Activity Book, pages 35 and 70
- Class audio CD



## At-a-glance lesson plan (AB page 35)

#### **Opening activities**

- Everybody stand up song (CD 1 track 3). (C6)

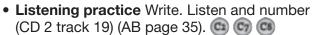












• Writing practice Read about Compsognathus. True ✓ or false X? Read. Write about the dinosaur (AB page 35). (5)

### Closing activities

- Evaluation. 🕝 🕮







## **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Everybody stand up song (for lyrics see TN page 126). Play CD 1 track 3. Encourage the pupils to sing along and do the actions.

## Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

## Main activities



## Mind map: Unit 4

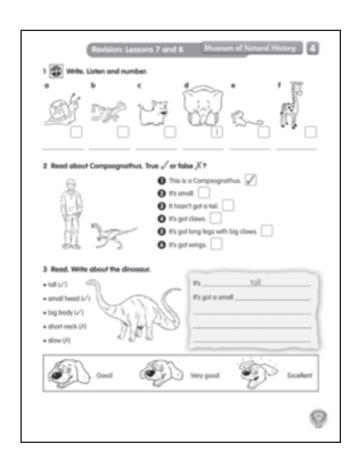
- Say Open your Activity Book at page **70.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to the Unit 4 mind map. Ask the pupils to work individually to stick the picture or word stickers in the correct place.
- Put the flashcards and word cards you have prepared for the unit face up on your desk. When the pupils have finished, invite different pupils to the front to match a flashcard and a word card, and stick them on the board in the shape of the mind map.
- Ask the pupils to look at the flashcards and word cards on the board and check their stickers on their mind map.

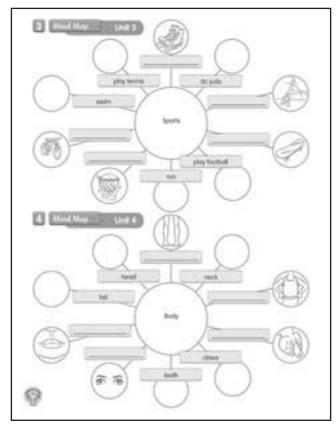
## Write. Listen and number.

- Say Open your Activity Book at page **35.** Give the pupils time to find the page by themselves.
- Hold up your AB and point to Activity 1. Ask the pupils to first write the adjectives to describe the animals under the correct picture.
- When the pupils have finished, explain that they must now listen and number the pictures. Play CD 2 track 19, pausing between each sentence. Encourage the pupils to write the number next to the correct picture.
- Play the CD again, so the pupils can check their answers.
- When the pupils have finished, check the answers with the class. Say to the pupils **Let's** check our answers. Ask different pupils What is number (1)? Continue with the rest of the answers and write them on the board. Praise the pupils' answers by saying Well done!
- Answers: a slow, 4 / b fast, 2 / c short, 6 / d big, 1 / e small, 5 / f tall, 3



- 1 It's big.
- 2 It's fast.
- 3 It's tall.
- 4 It's slow.
- 5 It's small.
- 6 It's short.





# Page 35 Read about Compsognathus. True ✓ or false X?

- Hold up your AB and point to Activity 2. Ask the pupils to look at the picture and decide if the sentences are true or false.
- When the pupils have finished, check the answers with the class.
- Answers: 1 √ / 2 √ / 3 x / 4 √ / 5 x / 6 x

# Read. Write about the dinosaur.

- Hold up your AB and point to Activity 3. Ask the pupils to look at the picture and the notes about the dinosaur and write sentences about it.
- Move around the room to check their work. Praise it and say **Very good!**
- When the pupils have finished, ask them to exchange information with their partner by reading their sentences aloud. Check the answers with the class.
- Answers: It's tall. It's got a small head. It's got a big body. It hasn't got a short neck. It isn't slow.

## Evaluation

• Finally, hold up your AB, and point to the evaluation at the bottom of the page. Encourage the pupils to colour the face of Max which represents their work for Unit 4.

• Say to the pupils **Well done! We have finished our Museum of Natural History Quest.** 

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the It's time to finish song (for lyrics see TN page 129). Play CD 1 track 6 and ask the pupils to sing the song. Remind them to say the day of the week they have their next English lesson at the end of the song. Alternatively, you may want to do this without the CD.

#### **Learning objectives**

- Review the unit using Quest 4: Museum of Natural History
- Read the Writing Diary and answer questions
- Create a personalized diary about a dinosaur and talk about it
- Create a record of interesting words

#### Language focus

- wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head
- big, small, tall, short, fast, slow
- It's got/hasn't got (a tail).
- Has it got (wings)? Yes, it has. / No, it hasn't.

- Crayons for each pupil
- Flashcards you have prepared for the unit: wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head, bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino
- Writing Diary, Activity Book page 36
- Photocopiable: Quest 4: Museum of Natural History (TN page 317)
- Class audio CD



## At-a-glance lesson plan (Writing Diary, Activity Book page 36)

#### **Opening activities**

- Everybody stand up song (CD 1 track 3).
- Story review Play games. (a) (6) (7)







#### Main activities

- Photocopiable activity Complete Quest 4: Museum of Natural History. @ @ @.
- Writing Diary Read the diary entry. Read the Diary Notes and answer questions (Activity Book page 36). (a)
- Writing Diary Plan and write your diary entry. Draw. Complete the Diary Notes. Talk about your favourite dinosaur (Activity Book page 36). (21) (26) (27) (28)

#### **Closing activities**

🔹 It's time to finish song (CD 1 track 6). 📵 📧



## **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Everybody stand up song (for lyrics see TN page 126). Play CD 1 track 3. Encourage the pupils to sing along and do the actions.

## Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

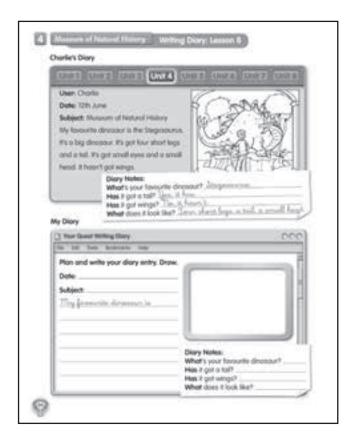
## Main activities

## Complete Quest 4: Museum of Natural History.

- Ask the pupils what they remember about Unit 4, Museum of Natural History. Praise their answers.
- Ask a volunteer to give out the Quest 4: Museum of Natural History photocopiable to each pupil. Explain to the pupils that they are going to do a guest about the unit. Explain that they are going to answer questions and will find the answers in different lessons from the unit.
- Ask the pupils to work individually to complete the photocopiable. Remind them to refer to the lessons in the unit to help them. Move around the room to check their work.
- When the pupils have finished, invite different pupils to read their answers aloud. Praise their answers.
- Finally, ask the pupils to colour the Q at the top of the photocopiable to show they have completed the task.
- Answers: 1 six / 2 a Stegosaurus / 3 no / 4 It's got a very long neck, big feet and claws, and enormous footprints. / 5 the Komodo dragon

## Read the diary entry.

- Say Open your Activity Book at page **36.** Give the pupils time to find the page by themselves.
- Ask the pupils to read the diary entry, telling them that you are going to ask them some questions about it afterwards. You may want to read it aloud as they follow in their books.
- When the pupils have finished reading, ask these questions: Who is the writer? (Charlie) What is it about? (his favourite dinosaur).
- Listen to the pupils' answers and praise them, saying Very good!



Read the Diary Notes and answer questions.

- Ask different pupils to read the questions and answers in the Diary Notes. You may want to read them aloud as the pupils follow in their books.
- When the pupils have finished reading, ask them questions about the Diary Notes, for example, **Has it got a tail**? (Yes, it has.).
- Listen to the pupils' answers and praise them, saying **Very good!**

# Plan and write your diary entry. Draw.

- Say to the pupils **It's time to write in your diary.** Tell the pupils that they are going to write their diary entry in the space provided and draw a picture in the empty space.
- Say **Tell me about your favourite dinosaur.** Encourage the pupils to respond, saying, for example, *It's got wings*. Listen and praise their speaking, saying **Very good!**
- Ask the pupils to work individually and write their diary entry about their favourite dinosaur. Give the pupils time to write, but move around the room to offer help.
- When the pupils have finished, check their writing. Then say **Draw your favourite dinosaur.**

**Tip:** If the pupils are having difficulty choosing what to write, encourage them to look at Charlie's diary for reference.

## Complete the Diary Notes.

• Ask the pupils to use their diary entry to answer the questions in the Diary Notes section. When the pupils have finished, invite different pupils to read out their answers.

## Talk about your favourite dinosaur.

- Say to the pupils **Let's talk about dinosaurs.** Ask them to work with a pupil near to them.
- When the pupils are ready, say **Tell your partner about your favourite dinosaur.** The pupils describe their favourite dinosaurs. When they finish, you may want to ask the pupils to find new partners and do the activity again.
- Move around the room to listen to the pupils' speaking and praise it, saying **Very good!**

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the It's time to finish song (for lyrics see TN page 129). Play CD 1 track 6 and ask the pupils to sing the songs. Remind them to say the day of the week they have their next English lesson at the end of the song. Alternatively, you may want to do this without the CD.

# For the Dinosaurs at the Museum animated story script see TN page 131.



#### **Prehistoric Presents**

**Tom:** That's my birthday present.

**Tilly:** What is it?

**Tom:** I think it's a dinosaur! I love

dinosaurs.

**Dad:** OK, Tom. It's time for your

present. Guess what it is?

**Tom:** Mmmm, has it got a big mouth?

**Dad:** Yes, it has got a big mouth. And

sharp teeth.

**Tilly:** A big mouth and sharp teeth. OK.

Has it got a long neck?

Dad: No, it hasn't, but it's fast!

**Tom:** Has it got claws?

**Dad:** Yes, it has.

**Tilly:** Has it got wings? Is it green?

**Dad:** No, it hasn't got wings. It's got

orange stripes and a long tail.

**Tom:** OK, this dinosaur has got a big

mouth, sharp teeth, a short neck,

claws, orange stripes, a long tail...

and it's fast.

**Dad:** Dinosaur?

**Tom:** This isn't a dinosaur, it's a tiger!

Dad: Only joking... Here's your

dinosaur.

Tilly: Oh, Dad! Thanks, Dad!



## **CLIL - Modern Day Dinosaurs**

Tilly: Hi, Tom, what are you searching

for today?

**Tom:** I want to find out about dinosaurs.

Florence: That's a real dinosaur!

Tilly: No, it isn't, it's a dragon!

Florence: Dragons aren't real, silly!

Tom: This one is. They're called

Komodo Dragons and they come from an island near Australia.

They're giant lizards.

**Florence:** Do you find giant lizards anywhere

else?

**Tilly:** Yes, mostly in hot places, like

deserts or jungles.

**Tom:** Look at this giant Galapagos

tortoise. It's over a metre long!

Florence: It looks really slow.

Florence:

**Tilly:** It is. But the Nile crocodile swims

very fast. It lives in a river in Africa.

Tom: There's a giant crocodile in Africa

called Gustave. He's over 60 years

old and over six metres long! So, dinosaurs still exist in the

world today.

**Tilly:** Yes! They're modern day giants

and they live in deserts, rivers and

jungles.

# The Circus Show

#### **Unit objectives**

- Identifying and naming clothes (2) (3) (6) (7)
- Listening to, understanding and reproducing a song, chant and rap (a) (b) (c) (c)
- Listening to, reading and performing a short dialogue (a) (c) (c)
- Identifying parts of the language structure and making sentences and questions
- Listening to, writing and matching sentences and questions (5) (6)
- Listening to, reading and understanding a comic strip (1) (1) (1) (1)
- Listening to, reading and understanding informative texts about clothes (1) (2) (2)
- Reproduce sentences from text
- Listening to, reading, understanding and explaining a story (a) (a) (b) (c)
- Identifying and naming accessories (a) (b)
- Using vocabulary for accessories with clothes
- Making a cut-out and using it in a communicative game (a) (3) (6) (7)
- Talking about clothes in extreme climates (c) (c) (c) (c) (c) (c)
- Reading and understanding a short diary entry
   (a) (b) (c)
- Writing a short personalized diary entry about clothes and talking about it (a) (c) (c)
- Practising the sounds /s/ + consonant (a) (b)
- Reviewing what has been studied and reflecting on it a a a a a

#### Yes, he/she is.

- I'm (not) wearing (a hat).
- What is he/she wearing?

## **Recycled language**

- The alphabet Numbers (1–100)
- Classroom objects
   Adjectives
   Colours
- The days of the week How do you spell...?
- Can you...? No, I can't. I can/can't...
- I've got... She's got...

#### **Receptive language**

- CLIL vocabulary: climate, Arctic, desert, gloves, hat with corks, flies
- The climate in (the desert) is (very hot and dry).
- People wear (clothes) to protect them from (the Sun).
- Let's investigate/listen to/sing/look at/mime/ play/say/stop/check/create/talk about...
- Everybody finish now.

#### Socio-cultural aspects

- Understanding the importance of clothes in different climates
- Showing interest in people from other countries

## **Summary**

In this unit you will introduce and practise vocabulary for describing people's clothes and accessories. The pupils will explore information about clothes in different climates. The pupils will learn how to describe clothes and write a description of themselves.

#### Key language

#### Vocabulary

- boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf
- bracelet, earrings, watch, badge
- CLIL vocabulary: hot, dry, cold, windy, protect, the Sun, the cold, fur trousers, fur coat

#### **Structures**

- He/She is/isn't wearing (a hat).
- Is he/she wearing (a hat)? No, he/she isn't. /

## Competences key

- Competence in linguistic communication
- Mathematical competence
- © Competence in knowledge of and interaction with the physical world
- Competence in processing information and use of ICT
- (S) Competence in social skills and citizenship
- Artistic and cultural competence
- © Learning to learn
- Autonomy and personal initiative

#### **Learning objectives**

- Identify, listen to and name words for different clothes
- Listen to, read and sing the Fashion show
- Show understanding by writing and matching pictures to sentences

#### Language focus

- boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf
- He/She is/isn't wearing (a hat).

#### **Materials**

- Flashcards and word cards you have prepared for the unit: boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf
- Pupil's Book, page 31
- Activity Book, page 37
- Class audio CD



## At-a-glance lesson plan (PB page 31, AB page 37)

#### **Opening activities**

• Everybody stand up song (CD 1 track 3).



#### Main activities

Vocabulary game Play What is it? (a) (b)



• Vocabulary activity Clothes word rap (CD 2 track 20). Listen and say the words.





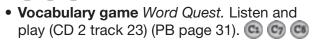
• Vocabulary game Play I can match.



• Song Fashion show (CD 2 track 21). Listen to the song. Answer the questions. Listen and read. Sing the song (PB page 31).



• Vocabulary game Play Guess the sentence. (C1) (C7) (C8)



• Vocabulary activities Read and match. Write the words (AB page 37). (a) (b)

#### Closing activities

It's time to finish song (CD 1 track 6).





## **Opening activities**

• Say Hello, how are you? and encourage the pupils to answer and return the greeting.

 Say Let's sing the Everybody stand up song (for lyrics see TN page 126). Play CD 1 track 3. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and do the actions.

## Main activities

## Play What is it?

- Hold up the pile of Unit 5 flashcards you have prepared, with the jacket card on top, facing you. Quickly flip over the cards to give the pupils a glimpse of the jacket card. Encourage them to guess what it is. If they guess it, say Yes, it's a jacket. Well done. Tell them the word if they cannot guess it.
- Encourage the class to guess what the words for the rest of the flashcards are. If they guess them, congratulate them, saying **Well done!** Ask the class to repeat the words after you.
- Turn the pile of flashcards to face you and ask the pupils What's this? Put a card at the back of the pile and slowly move it upwards, revealing the picture little by little.
- Invite a pupil to guess the answer, and stick the card on the board.
- Repeat the process with the rest of the flashcards, sticking them on the board.
- Finally ask the pupils What's the Quest **topic?** They should be able to answer from the flashcards. Listen to their answers and say Yes, clothes.

## Listen and say the words.

- Say Let's listen and say the words. Play CD 2 track 20 and point to the flashcards or the pictures in the book of the different clothes as you hear them on the CD.
- Play the CD again and tell the pupils to repeat the words as they hear them. Praise their speaking, saying Well done!



#### Clothes word rap

Let's rap, let's rap,

Let's say the Clothes word rap...

**Boots** 

Jeans

Shirt

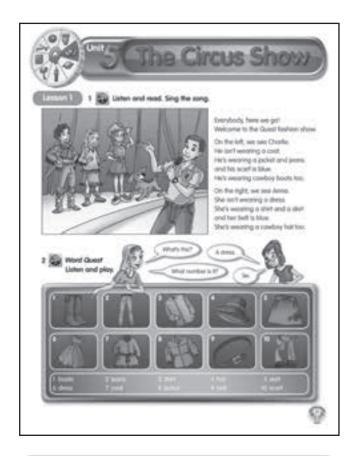
Hat

Skirt Dress

Coat Jacket

Belt

Scarf





**Tip:** Encourage the pupils to listen to the words and follow the intonation and rhythm they hear on the CD.

## Play I can match.

- Show the Unit 5 word cards you have prepared to the class, and ask **Can you match the words to the pictures?** Hold the word cards face down in a fan and invite different pupils to the front to pick a card and match it to the picture flashcard on the board. Ask them to read the word aloud.
- When all of the cards have been matched, point to the pictures and words slowly, and ask the pupils to say the words. Then speed up as the pupils become confident saying the words.

# Listen to the song. Answer the questions.

- Say to the pupils **Let's listen to the Fashion show song.**
- Play CD 2 track 21 and encourage the pupils to stand up and mime the actions with you.
- Play the CD again, and ask the pupils to listen and answer the question **Is Charlie wearing jeans?** (yes) **Is Anna wearing a dress?** (no).



Everybody, here we go! Welcome to the Quest fashion show. (stretch out your arms)

On the left, we see Charlie.

He isn't wearing a coat. (shake your head) He's wearing a jacket and jeans (mime putting on a jacket)

and his scarf is blue.

He's wearing cowboy boots, too. (point to your feet)

On the right, we see Anna.

She isn't wearing a dress. (shake your head) She's wearing a shirt and a skirt (mime putting on a shirt)

and her belt is blue.

She's wearing a cowboy hat too. (point to your head)

# Listen and read. Sing the song.

- Say **Open your Pupil's Book at page 31.** Give the pupils time to find the page by themselves.
- Hold up your PB and point to Activity 1. Ask Where are the children? (at the Quest fashion show). Point to the different characters and ask the pupils questions about the characters, for example, What's Anna wearing? (a hat, a shirt, a belt, a skirt).

- Play CD 2 track 21 and encourage the pupils to read the song in their PB while listening.
- Say to the pupils **Let's sing the** *Fashion* show song. Play the CD again, and encourage the pupils to stand up and mime the actions with you as they sing.

## Play Guess the sentence.

- Encourage the pupils to guess lines from the song. Say to them He's wearing (bleep).
- Invite a pupil to say the missing word by repeating the complete sentence.
- Continue saying different lines from the song and asking a pupil to say the complete sentence.

## Word Quest. Listen and play.

- Hold up your PB, and point to Activity 2. Say to the pupils Cover the words and show them how to use their hands to cover the words on the panel below the pictures.
- Point to a picture and say What's this? Encourage the pupils to say what the piece of clothing is. Repeat this process with a few more pictures.
- Point to Activity 2 again and ask the pupils Who is playing the game? (Anna and Olga). Explain that Olga is pointing to a piece of clothing and Anna is saying what the clothing is. Then Olga asks Anna to say what number the piece of clothing is in the book. Play CD 2 track 23. Encourage the pupils to point to the correct picture in their PB while listening.
- When the CD has finished, ask the pupils What's this? and point to a piece of clothing. Encourage the pupils to say what the piece of clothing is. When a pupil gives the correct answer, say What number is it? and encourage the pupil to say the number of the piece of clothing in the book.
- Ask the pupils to play the game in pairs. Monitor and praise their speaking, saying Very good!



Olga: What's this? Anna: A dress.

Olga: What number is it?

Anna: Six.



## Read and match.

- Say Open your Activity Book at page **37.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 1. Ask the pupils to work individually to match the speech bubbles to the different pictures.
- When the pupils have finished, check the answers together. Ask different pupils to answer, for example, say (Maria). What's number 1?
- Praise the pupils' work, saying **Well done!**
- Answers: 1 a / 2 d / 3 b / 4 c / 5 e / 6 g / 7 h / 8 f

## Write the words.

- Hold up your AB and point to Activity 2. Ask the pupils to look at the pictures of Charlie and Olga and write the clothes they are wearing.
- Move around the room, checking their work, saying Very good!
- When the pupils have finished, check the answers with the class.
- Answers: 1 jacket / 2 scarf / 3 jeans / 4 boots / 5 belt / 6 hat / 7 dress / 8 coat / 9 shirt / 10 skirt

Fast finishers: Ask the pupils to write the clothes that only girls wear.

- Say Everybody finish now. Say Goodbye! Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the It's time to finish song (for lyrics see TN page 129). Play CD 1 track 6 and ask the pupils to sing the song. Remind them to say the day of the week they have their next English lesson at the end of the song. Alternatively, you may want to do this without the CD.

#### **Learning objectives**

- Listen to, read, understand and explain the Wild West Fun story
- Show understanding of a story by sequencing, matching and deciding if sentences are true
- Practise the sound initial /s/ + consonant in a chant

#### Language focus

- boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf
- He/She is/isn't wearing (a hat).

#### **Materials**

- Flashcards and word cards you have prepared: boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf
- Pupil's Book, pages 32 and 33
- Activity Book, page 38
- Class audio CD



## At-a-glance lesson plan (PB page 32 and 33, AB page 38)

#### **Opening activities**

- Everybody stand up song (CD 1 track 3).
- Vocabulary game Play games. (a) (5) (6)





#### Main activities

- Song review Fashion show (CD 2 track 22). Sing the Fashion show song. (1)
- Story Wild West Fun (CD 2 track 24). Listen to the story with pictures. Check comprehension. Ask questions. Listen to the story. Read (PB pages 32-33). Remember the story: Wild West Fun. Look and match. Number. Read. True ✓ or false ✗? Write the Quest letter (AB page 38). (a) (a) (b) (c)
- Pronunciation Listen and say (CD 2 track 25). Listen and say the chant (CD 2 track 26) (PB page 33). Circle and write. Listen and say (AB page 38) (CD 2 track 27). (a) (b) (c)

#### Closing activities

It's time to finish song (CD 1 track 6).





## **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Everybody stand up song (for lyrics see TN page 126). Play CD 1 track 3. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and do the actions.

## Play games.

• Play any other game from the Activity Bank to recycle the vocabulary.

## Main activities

## Sing the *Fashion show* song.

- Ask the pupils **Do you remember the** Fashion show song? Encourage them to say sentences from the song, for example, He's wearing a jacket and jeans.
- Say to the pupils Let's sing and mime the Fashion show song (for lyrics see TN page 155). Play the karaoke version (CD 2 track 22) and encourage them to sing and mime the actions.

## Listen to the story with pictures.

- Explain to the pupils that the Your Quest characters are going on their fifth guest. Ask the pupils what they remember about the last quest, for example, Where were the children? (in the Museum of Natural History) Was the T-Rex alive? (no) What was the symbol they found? What is the symbol for this unit? (a cowboy hat). Ask the pupils Where do you think the next quest is? (at the circus).
- Say Let's listen to the story. Show the first frame to the pupils. Generate interest in the story by inviting pupils to speculate about the picture. Ask Where are the children? (at the circus).
- Tell the story or play CD 2 track 24.
- Make sure that you show the different pictures in the book and point to different things to help the pupils understand the story.
- Finally, ask the pupils Can you see the Quest Cup?

Note: You will hear a tone on the CD to signal when you should point to another frame.







## Frame 1

Anna: We're at the circus!

**Olga:** There's a Wild West Show.

Charlie: Wow! Look at Ruby Red. She's wearing

a red skirt and a white shirt. **Anna:** Let's go and see her!

#### Frame 2

Ringmaster: The Wild West Show. Ruby Red

and Cowboy Joe.

#### Frame 3

Olga: Look at that man. He's wearing purple

trousers and a yellow hat.

**Charlie:** He's the ringmaster. He introduces the

acts.

#### Frame 4

Ringmaster: This is Cowboy Joe and Ruby Red

with their famous Wild West Show. **Charlie:** Who's that strange woman?

#### Frame 5

Charlie: Can you see her? Anna: No, I can't. Where?

Olga: Look! There! She's wearing a scarf on her

head. She's got the Quest Cup!

#### Frame 6

**Ruby Red:** Who wants to try? **Charlie:** I've got an idea.

Frame 7

Charlie: Can I try?

Ruby Red: Yes, of course!

#### Frame 8

Olga: There, Charlie! There she is!

#### Frame 9

**Charlie:** Look, she hasn't got the Quest Cup! **Ringmaster:** She's got the Circus Show Cup! **Woman:** I'm a judge. The Wild West Show are the winners!

\_ ...

#### Frame 10

Cowboy Joe: Good throw! Here's my sheriff's

badge!

Anna: It's a Quest symbol. Let's go!

# Check comprehension. Ask questions.

• Check that the pupils understand the story by and asking questions about each frame. Encourage the pupils to answer in English.

#### Frame 1

Where are the children? (at the circus)
What do they see? (a Wild West Show poster)
Who do they want to see? (Ruby Red)

#### Frame 2

Who is in the Wild West Show? (Ruby Red and Cowboy Joe)

What is Ruby Red wearing? (a red skirt and a

white shirt)



#### Frame 3

What is the man wearing? (purple trousers, a green jacket and a yellow hat) Who is the man? (the ringmaster)

#### Frame 4

Who is the ringmaster introducing? (Cowboy Joe and Ruby Red)

Who can Charlie see? (a strange woman)

#### Frame 5

Can Anna see the strange woman? (no) What is the strange woman wearing? (a scarf) What has she got? (a cup)

#### Frame 6

What has Ruby Red got? (a lasso/rope)

#### Frame 7

Does Charlie want to try? (yes)

#### Frame 8

Can Charlie lasso? (yes)

Who can he see? (a strange woman/Cowboy Joe)

#### Frame 9

Who does Charlie lasso? (the strange woman) Has the strange woman got the Quest Cup (no) What has she got? (the Circus Show Cup) Who is she? (the judge)

Who are the winners? (the Wild West Show)

#### Frame 10

What does Cowboy Joe give Charlie? (a sheriff's

Is there a Quest symbol? (yes, on the badge) What is the Quest symbol? (a planet)

## Listen to the story. Read.

- Sav Open your Pupil's Book at page 32. Give the pupils time to find the page by themselves.
- Ask them to listen to the story and follow the dialogue by reading in their PB. Play CD 2 track 24.
- Say What clothes can you see? Give the pupils time to look at the story frames, and invite different pupils to suggest answers (jeans, scarf, trousers, skirt, shoes, shirt, hat, belt, boots, jacket).
- Tell the pupils to look for the letter hidden in the story. Ask the pupils What is the Quest letter? (L, in Frame 6).
- Ask the pupils What did the children find in Frame 10? (a symbol). Ask What is the symbol? (a planet). Tell them the symbol is a clue to the next guest and encourage them to predict what the next quest might be about.

## Page 38 Remember the story: Wild West Fun. Look and match. Number.

- Say Open your Activity Book at page **38.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 3. Tell them to work individually to match the speech bubbles to the correct picture.
- · Check the answers together, asking different pupils to answer.
- Answers: a She's got the Circus Cup! / b Here's my sheriff's badge. / c Can I try? / d We're at the circus!
- Now ask the pupils to put the pictures in the correct order of the story. Check the answers together.
- Answers: a 3 / b 4 / c 2 / d 1

## Page 38 Read. True ✓ or false X?

- Hold up your AB, and point to Activity 4. Check the pupils understand.
- Give the pupils time to read the sentences and decide if they are true or false. Ask a pupil to read the first sentence aloud, and ask another pupil to say if it's true or false. Write the answers on the board.
- Answers: 1 √ / 2 x / 3 √ / 4 x

## page 34

## Write the Quest letter.

- Ask the pupils to write the secret letter from the story, in preparation for solving the word in Unit 8.
- Answer: L



## Listen and say.

- Say Open your Pupil's Book at page 33. Give the pupils time to find the page by themselves.
- Stick the flashcard of scarf in the centre of the board. Invite the pupils to say the word.
- Explain that today they are going to practise saying words with /s/ and a consonant sound. Say /s/ + /k/, point to the flashcard of scarf and say scarf. Encourage the pupils to repeat the words after you.
- Point to the words coming from the Quest Cup in the PB. Say **Listen to the word.** Play CD 2 track 25, pausing after the first word. Point to the word scarf and ask How do you pronounce the letters in red? Encourage the pupils to produce the sound /sk/.
- Continue playing the CD and pupils repeat the words. Pause after the word stripes. Point to the word stripes and ask **How do you pronounce** the letters in red? Encourage the pupils to produce the sound /st/. Play the rest of the CD, asking the pupils to point to the words in their PB as they hear them.
- Say Listen and say the words. Play the CD again, pausing after the first word to give the pupils time to listen and repeat. Continue playing the CD, pausing after each word for the pupils to repeat chorally.
- Play the CD again and ask the pupils to repeat the words again. This time, play the CD through without pausing.

Note: This part of the phonics lesson is a drill. It is important that the pupils are confident saying the words before they say the chant. You may wish to make this more fun by saying the words and encouraging the pupils to repeat with you slowly and then quickly or in a loud voice and then in a quiet voice.



scarf stripes school Stella small spots skirt

 Point to the picture in the PB and say What can you see? Elicit as many words from the CD as possible, for example, skirt, stripes, scarf spots. Praise their pronunciation, saying Very good!

## page 33 Listen and say the chant.

- Hold up your PB and point to the chant in Activity 4. Say Let's listen to the chant and point to the words. Play CD 2 track 26 and encourage the pupils to point.
- Say Let's say the chant. Play the CD again and encourage the pupils to say the chant. Continue playing the CD until the pupils are confident saying the chant.
- Put the pupils into pairs to practise saying the chant. Monitor and praise their pronunciation, saying Well done!
- Finally, tell the pupils to look back at Frame 9 in the story. Ask them **Can you see pictures** with the /s/ and consonant sound? Encourage them to look at the frame and listen to their answers, writing the correct ones on the board.
- Answers: skirt, scarf

Note: If the pupils still seem unsure about the sounds, repeat the example sound words from the chant to help them find words with the sound in the frame.



Small Stella's got spots on her school skirt and Justin's got stripes on his school scarf.



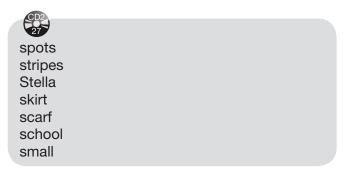
## Circle and write. Listen and

#### say.

- Say Open your Activity Book at page **38.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 6. Ask the pupils to circle and write the words in the word search.

Fast finishers: Ask the pupils to write any other words they know in English with the /s/ + consonant sound.

- When the pupils have finished, play CD 2 track 27 so the pupils can check they found all the words. Play the CD again, pausing after each word and ask the pupils to repeat it. Praise their speaking.
- Answers: spots / stripes / Stella / skirt / scarf / school / small



- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the It's time to finish song (for lyrics see TN page 129). Play CD 1 track 6 and ask the pupils to sing the song. Remind them to say the day of the week they have their next English lesson at the end of the song. Alternatively, you may want to do this without the CD.

#### **Learning objectives**

- Listen to, read and perform a short dialogue
- Identify parts of the language structure and make sentences and questions

#### Language focus

- boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf
- He/She is/isn't wearing (a hat).
- Is he/she wearing (a hat)? No, he/she isn't. / Yes, he/she is.
- I'm (not) wearing (a hat).
- What is he/she wearing?

#### **Materials**

- Crayons for each pupil
- Flashcards you have prepared for the unit: boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf
- Pupil's Book, page 34
- Activity Book, page 39
- Class audio CD



## At-a-glance lesson plan (PB page 34, AB page 39)

#### **Opening activities**

- Everybody stand up song (CD 1 track 3).
- Vocabulary game Play any game.



- Song review Fashion show (CD 2 track 21) (CD 2 track 22). Sing the Fashion show song.
- Dialogue Listen and read (CD 2 track 28). Let's investigate grammar (PB page 34). 📵
- Vocabulary game Play Guess who. (a) (c)



• Writing and listening practice Write the words in order. Colour the boxes using the colour code from the Pupil's Book. Listen and match (CD 2 track 29). Look and complete. Draw (AB page 39). 66 67 68

## **Closing activities**

It's time to finish song (CD 1 track 6).





## **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Sav Let's sing the Everybody stand up song (for lyrics see TN page 126). Play CD 1 track 3. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and do the actions.

## Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

## Main activities

## Sing the Fashion show song.

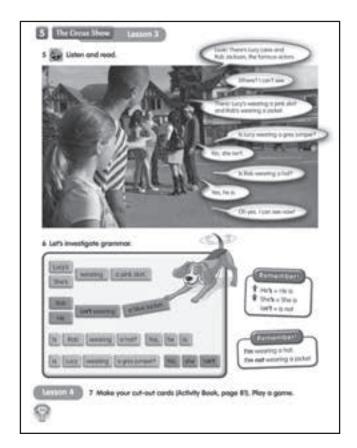
- Ask the pupils Do you remember the Fashion show song?
- Say Let's sing the Fashion show song (for lyrics see TN page 155). Ask the pupils to stand up and ensure they have space to move. Explain that they should act out the song as they sing.
- Play CD 2 track 21.

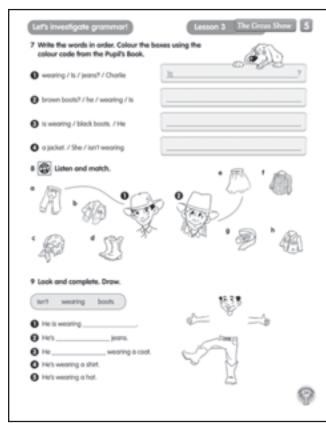
Option: You may want to do this without the CD or use the karaoke version (CD 2 track 22).



## Listen and read.

- Say Open your Pupil's Book at page 34. Give the pupils time to find the page by themselves.
- Hold up your PB, and point to Activity 5. Ask the pupils questions about the picture, for example, Who can you see? (a boy and a girl and a group of adults) Where are they? (in a street) What are they doing? (talking and pointing at the adults).
- Play CD 2 track 28 and encourage the pupils to read the dialogue while listening.
- Ask the pupils questions about the dialogue to check their understanding, for example, Is Lucy wearing a pink skirt? (yes).
- Play the CD again, but this time encourage the pupils to repeat each sentence of the dialogue after you or with the CD, pausing the CD after each line. Help them with pronunciation, if necessary.
- Put the class into two groups. Ask one group to read out the lines of the dialogue for the girl chorally and the other group to read out the lines of the dialogue for the boy chorally. Repeat this until the pupils are confident with saying the dialogue.







Boy: Look! There's Lucy Lane and Rob

Jackson, the famous actors. Girl: Where? I can't see.

Boy: There! Lucy's wearing a pink skirt and

Rob's wearing a jacket.

**Girl:** Is Lucy wearing a grey jumper?

Boy: No, she isn't.

Girl: Is Rob wearing a hat?

Bov: Yes. he is!

Girl: Oh yes! I can see now!



## Let's investigate grammar.

- Hold up your PB and point to the investigate grammar box in Activity 6. Say Let's investigate grammar.
- · Point to the coloured questions and sentences, and explain their meaning to the pupils. Draw their attention to any contractions and the explanation in the Remember! boxes. Point out that we use he's for boys to mean he is and she's for girls to mean she is. To make the negative with he and she, we use isn't. When we talk about ourselves, we can use I'm to mean I am. Point out that we can't use the contraction n't with I'm. We have to use I'm not.
- Ask the pupils questions about the sentences and questions to check their understanding. Ask Who says Lucy's wearing a pink skirt in the dialogue in Activity 5? (the boy) Is

the sentence affirmative? (yes). Repeat the process with the other sentences in the investigate grammar box.

 Ask the pupils to look at the dialogue in Activity 5 and invite them to find other examples of affirmative (There's Lucy Lane and Rob Jackson, the famous actors. Rob's wearing a jacket. I can see now.), negative (I can't see.) or questions (Where?).

## Play Guess who.

- Say to the class **Open your Pupil's Book at** pages 32 and 33. Look at the characters in the story.
- Invite a pupil to come to the front with his/her PB. Ask him/her to choose a character from the story in secret, by pointing to it in his/her PB.
- Invite the class to ask him/her questions to guess which character it is by asking questions using Is he/she wearing a (skirt)? The pupil at the front answers Yes, he/she is or No, he/she isn't. Tell the class they can only ask three questions before guessing the character. Encourage them to say It's (Charlie)! Encourage different pupils to ask questions. Praise their speaking by saying Very good! and Well done!

#### Unit 5 Lesson 3

• Continue the activity with different pupils choosing a character in secret.

**Option:** You may want the pupils to ask questions about the class instead of using the story.

# Write the words in order. Colour the boxes using the colour code from the Pupil's Book.

- Say **Open your Activity Book at page 39.** Give the pupils time to find the page by themselves.
- Ask the pupils to look at Activity 7. Tell them to first work individually to write the words in the correct order.
- When the pupils finish, ask them to colour in the sentences following the colour code from the PB: blue for questions, green for affirmative and red for negative.
- Check the answers with the class.
- Answers: 1 Is Charlie wearing jeans? (blue) / 2 Is he wearing brown boots? (blue) / 3 He is wearing black boots. (green) / 4 She isn't wearing a jacket. (red)

**Fast finishers:** Ask the pupils to write another question, affirmative sentence or negative sentence using the language structure.

## page 39

#### Listen and match.

- Hold up your AB, and point to Activity 8. Ask the pupils to listen and match the pictures of clothes to what the characters are wearing.
- Play CD 2 track 29. Pause between each sentence to give the pupils time to match. Play the CD again, so the pupils can check their answers.
- When the pupils have finished, check the answers with the class.
- Answers: 1 a, b, d / 2 e, f, g



#### Charlie:

Look at the cowboy! He's wearing jeans, a coat and boots. He isn't wearing a scarf.
Look at the cowgirl! She's wearing a skirt, a shirt and a belt. She isn't wearing a jacket.

## page 39

## Look and complete. Draw.

- Hold up your AB and point to Activity 9. Ask the pupils to complete the sentences individually about the cowboy in the picture, using the words in the box.
- When the pupils have finished, check the answers with the class.
- Answers: 1 boots / 2 wearing / 3 isn't
- Now ask the pupils to read the sentences about the cowboy and complete the picture by drawing the correct clothes on the cowboy.

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the It's time to finish song (for lyrics see TN page 129). Play CD 1 track 6 and ask the pupils to sing the song. Remind them to say the day of the week they have their next English lesson at the end of the song. Alternatively, you may want to do this without the CD.

#### **Learning objectives**

- · Listen to, write and match sentences and questions about clothes
- Talk about clothes using a cut-out

#### Language focus

- boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf
- He/She is/isn't wearing (a hat).
- Is he/she wearing (a hat)? No, he/she isn't. / Yes, he/she is.
- I'm (not) wearing (a hat).
- What is he/she wearing?

#### **Materials**

- Scissors for each pupil
- Flashcards you have prepared for the unit: boots, jeans, shirt, hat, skirt, dress, coat, iacket, belt, scarf
- Activity Book, page 40
- Cut-out for Unit 5 (AB page 81)
- Class audio CD



## At-a-glance lesson plan (AB page 40)

## **Opening activities**

- Everybody stand up song (CD 1 track 3).
- Vocabulary game Play vocabulary games.



Play Affirmative, negative or question.



- Writing practice Match to make sentences. Read and complete. Colour. Look and write (AB page 40). 6 (7) (8)
- Cut-out activity Make your cut-out cards. Play a game (AB page 81). (a) (a) (b) (c)

#### Closing activities

It's time to finish song (CD 1 track 6).



## **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Everybody stand up song (for lyrics see TN page 126). Play CD 1 track 3. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and do the actions.

## Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

## Main activities

## Play Affirmative, negative or question.

- Ask the pupils **Do you remember the clothes** words? and show them the Unit 5 clothes flashcards you have prepared. On the board draw a . and mark, at a height the pupils can reach.
- Divide the class into two teams. Invite two volunteers from one team to come to the front. One stands in front of the symbols on the board, and the other holds the flashcards. Say Let's play.
- The pupil with flashcards shows one to the other team. The other pupil points to a symbol. If it's the team needs to make an affirmative sentence, and so on. The game continues until all the flashcards have been used. The team gets points for correct sentences or questions, for example, She isn't wearing (a hat). Is he wearing boots?
- As they become more confident, encourage the pupil to touch the symbols on the board more quickly.

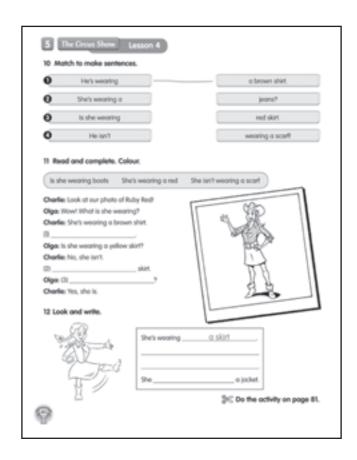
## page 40

## Match to make sentences.

- Say Open your Activity Book at page 40. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 10. Ask the pupils to work individually to match the sentence halves to make complete sentences.
- When the pupils have finished, check the answers with the class. Ask different pupils What's number (1)?
- Answers: 1 He's wearing a brown shirt. / 2 She's wearing a red skirt. / 3 Is she wearing jeans? / 4 He isn't wearing a scarf!

## Page 40 Read and complete. Colour.

- Hold up your AB, and point to Activity 11. Ask the pupils to work individually to complete the dialogue with the words in the box.
- When the pupils have finished, check the answers with the class. Ask different pupils What's number (1)?
- Answers: 1 She isn't wearing a scarf / 2 She's wearing a red / 3 Is she wearing boots
- When the answers have been checked, ask the pupils to colour the clothes in the picture according to the colours in the dialogue. Monitor while the pupils are colouring.





## page 40

## Look and write.

- Hold up your AB, and point to Activity 12. Check the pupils understand that they need to write sentences about what the cowgirl in the picture is wearing.
- When the pupils have finished, check the answers with the class. Ask different pupils to read a sentence aloud.
- Answers: She's wearing a skirt. She's wearing a shirt. She's wearing boots. She isn't wearing a jacket.

# Make your cut-out cards (Activity Book page 81). Play a game.

## Stage 1

- Say to the pupils **Open your Activity Book at page 81**. Give the pupils time to find the page by themselves. Invite a volunteer to give out scissors to the class.
- Have the pupils cut out the page.

## Stage 2

• Demonstrate the activity to the pupils before they do it. Point to the pictures of the cowboy and cowgirl and the clothes. Say to the pupils Let's do the *Clothes dictation*. Choose a person and draw them with the clothes you like. Indicate that the pupils can choose either the cowgirl or the cowboy. Point to the box in the bottom left and indicate this is where they have to draw. Let them choose whatever clothes they like and colour them. Monitor to check they are doing the activity correctly and ask questions as you walk around, for example, Is he wearing a hat?

- Invite a pupil to come up to the front with his/her drawing, but make sure they keep it hidden. Say **Tell me about your cowboy or cowgirl**. Have the pupil tell you some sentences and draw as he/she dictates. Ask clarification questions as necessary. Show the class your drawing when you've finished and compare it with the pupil's drawing.
- Encourage the pupils to do the activity in pairs. Make sure that they keep their drawing secret, so their partner cannot see. Have them draw their partner's drawing in the bottom right section of the worksheet. Have the pupils compare their pictures when they've finished.
- Move around the room and check they are taking turns. Praise their speaking, saying Well done!

**Option:** You may want to focus on questions instead. The partner asks questions so he/she can draw the correct clothes on the drawing.

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the It's time to finish song (for lyrics see TN page 129). Play CD 1 track 6 and ask the pupils to sing the song. Remind them to say the day of the week they have their next English lesson at the end of the song. Alternatively, you may want to do this without the CD.

#### **Learning objectives**

- Identify and name types of accessories
- Listen to, read and sing the Clothes accessories rap
- Use vocabulary for accessories with clothes
- Listen to, read and understand a comic strip

## Language focus

- boots, jeans, shirt, hat, skirt, dress, coat, iacket, belt, scarf
- bracelet, earrings, watch, badge
- He/She is/isn't wearing (a hat).
- Is he/she wearing (a hat)? No, he/she isn't. / Yes, he/she is.
- I'm (not) wearing (a hat).
- What is he/she wearing?

#### **Materials**

- Crayons for each pupil
- Flashcards and word cards you have prepared for the unit: boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf
- Pupil's Book, page 35
- Activity Book, page 41
- Class audio CD
- Writing Diary, Activity Book page 44



## At-a-glance lesson plan (PB page 35, AB page 41)

#### **Opening activities**

- Everybody stand up song (CD 1 track 3).
- Vocabulary game Play vocabulary games. (C1) (C7) (C8)

#### Main activities

- Vocabulary activity Listen. Say the words (CD 2 track 30) (PB page 35). (CD 2)
- Listening practice Clothes accessories rap (CD 2 track 31). Listen and read. Say the rap (PB page 35). (a) (b) (c) (c)
- Vocabulary activities Write. Listen and number (CD 2 track 32). Look and complete. Draw and write about what you are wearing (AB page 41). (a) (a) (b) (c) (c)
- Comic strip A Dog's Day (CD 2 track 33). Listen and read (PB page 35). @ 6 6 6

#### **Closing activities**

It's time to finish song (CD 1 track 6).



## **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Everybody stand up song (for lyrics see TN page 126). Play CD 1 track 3. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and do the actions.

## Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

## Main activities



## Listen. Say the words.

- Say Open your Pupil's Book at page 35. Give the pupils time to find the page by themselves.
- Hold up your PB, and point to Activity 8. Tell the pupils **Listen. Say the words** and play CD 2 track 30. Pause between each word and encourage the pupils to repeat it.



bracelet earrings watch badge

Finally, ask What do you use to tell the time? (a watch) to one pupil. Ask questions to check the understanding of the other accessories to different pupils. Praise their answers, saying Very good!



## page 35 Listen and read. Say the rap.

- Hold up your PB and point to Activity 9. Say Let's look at the picture and point to the picture on the page. Ask the pupils questions about it, for example, What is the boy wearing? (a watch and a badge).
- Play CD 2 track 31 and encourage the pupils to read the rap in their PB while listening.
- Say to the pupils Let's say the Clothes accessories rap. Play the CD again and encourage the pupils to say the rap. Ask them to stand up and do the actions with you as they say the rap.
- Finally, ask the pupils questions, for example, Do you have (earrings)? Encourage them to answer, saying Yes, I do or No, I don't.





## Clothes accessories rap

She's wearing a bracelet. (point to your wrist) She's wearing earrings. (point to your ears) She looks cool.

He's wearing a watch. (point to your wrist) He's wearing a badge. (point to your chest) He's going to school.

## page 41 Write. Listen and number.

- Say Open your Activity Book at page
- **41.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 13. Ask the pupils to first write the correct word above the pictures.
- When the pupils have finished, play CD 2 track 32 and ask the pupils to listen and number the pictures. Pause after each sentence to give the pupils time to write.
- Check the answers with the class. Ask different pupils What's number (1)?
- Answers: a badge, 3 / b watch, 1 / c earrings, 4 / d bracelet. 2



- 1 It's a watch.
- 2 It's a bracelet.
- 3 It's a badge.
- **4** They're earrings.

## Look and complete.

- Hold up your AB and point to Activity 14. Ask the pupils to work individually to complete the sentences about Charlie, using the picture as a guide.
- When the pupils have finished, check the answers with the class. Ask different pupils What's number (1)?
- Answers: I'm wearing a bracelet. I'm wearing a badge. I'm wearing a watch. I'm not wearing earrings.

## page 41 Draw and write about what you are wearing.

- Hold up your AB and point to Activity 15. Point to the mirror frame and ask the pupils to draw themselves wearing some accessories.
- Move around the room as the pupils work and praise their drawings, saying Very good!
- When the pupils have finished drawing, ask them to write sentences about their picture, for example, I'm wearing a badge.

Fast finishers: Ask the pupils to show their drawing to a partner and tell them what he/she is wearing.

 When the pupils have finished, ask different pupils to show their drawings and read some of their sentences aloud.



## Listen and read.

- Say **Open your Pupil's Book at page 35.** Give the pupils time to find the page by themselves.
- Point to Activity 10 and ask **What** accessories from Activity 8 can you see? (bracelet, watch, badge).
- Say **Let's listen to the comic strip.** Play CD 2 track 33.
- When the CD has finished, ask **Does Yorkie** have a hula hoop? (no, it's a bracelet).
- Say Let's read and listen to the comic strip again. Play the CD again. Encourage the pupils to look at and read the comic strip in their PB as they listen. Explain to the pupils that 'a baddie' is a criminal or a person who does something bad.
- When the pupils have finished, ask questions about the story, for example, **What kind of badge does Yorkie find?** (a sheriff's badge) **Is Jack a baddie?** (no).
- Ask the pupils **Do you like the story?** Invite them to respond and comment on it.

**Option:** As this is a short story, you may want to invite different pupils to the front to act out the comic strip.



Frame 1

Yorkie: Hello, Scotty. Scotty: Shhh, Yorkie!

Frame 2

Yorkie: What is it?

Scotty: It's a watch. And look at all this!

Frame 3

Yorkie: Woo-hoo! It's a hula hoop!

Frame 4

**Scotty:** No, Yorkie. It's a bracelet. **Yorkie:** Wow! A sheriff's badge!

Frame 5
Jack: Hello!
Scotty: Hi, Jack.

Yorkie: I'm the sheriff! Are you a baddie?

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the It's time to finish song (for lyrics see TN page 129). Play CD 1 track 6 and ask the pupils to sing the song. Remind them to say the day of the week they have their next English lesson at the end of the song. Alternatively, you may want to do this without the CD.

#### **Learning objectives**

- Learn about clothes in different countries and decide if sentences are true or false
- Identify and say sentences about different clothes
- Listen and learn about useful clothes in a different country
- Write about useful clothes
- Decide on clothes to wear in extreme climates

## Language focus

- boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf
- bracelet, earrings, watch, badge
- hot, dry, cold, windy, protect, the Sun, the cold, fur trousers, fur coat
- He/She is/isn't wearing (a hat).
- Is he/she wearing (a hat)? No, he/she isn't. / Yes, he/she is.
- I'm (not) wearing (a hat).
- What is he/she wearing?

#### **Materials**

- Crayons for each pupil
- Pupil's Book, page 36
- Activity Book, page 42
- Flashcards you have prepared for the unit: boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf
- Class audio CD
- CLIL photocopiable: Clothes for different places (TN page 309)
- CLIL photocopiable: Clothes (optional) (TN page 302)
- Card for each group of 3–4

## **(**

## At-a-glance lesson plan (PB page 36, AB page 42)

### Opening activities

- Everybody stand up song (CD 1 track 3).
- Vocabulary game Play vocabulay games.



#### Main activities

- Picture activities Clothes (CD 2 track 34). Look at the pictures and predict. Listen and look at the pictures. (a) (b) (c)
- Character's presentation Listen and read (CD 2 track 34). Read and say 'True' or 'False'. Listen and check (CD 2 track 35). (PB page 36). (a) (b) (c) (c)
- Picture activity Clothes. Look at the pictures and answer questions. @ @ @
- Character's presentation Listen and learn about useful clothes (CD 2 track 36) (PB page 36). 🖭 🍱 👣
- Reading and writing practice Look and complete. Read. Write about and draw useful clothes (AB page 42). (3) (6) (7) (8)
- Photocopiable activity CLIL project: Clothes for different places. (a) (b) (c) (c)

#### Closing activities

It's time to finish song (CD 1 track 6).



## **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Everybody stand up song (for lyrics see TN page 126). Play CD 1 track 3. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and do the actions.

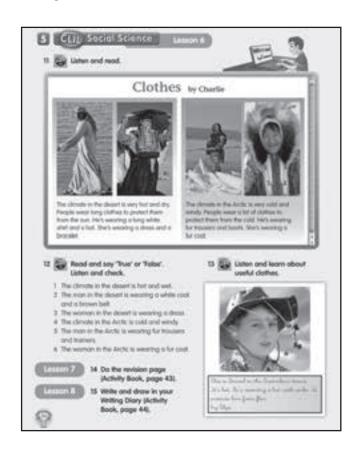
## Play games.

• Play any game from the Activity Bank to recycle the vocabulary.

## Main activities

## Look at the pictures and predict.

- Point to the pictures and ask. Ask What's he/ she wearing? (a fur coat and trousers, a dress, a white shirt and a hat, a fur coat and trousers) Where is he/she? (the Arctic, the desert, the desert, the Arctic) What's the weather like? (cold, hot, hot, cold) What do you wear when it's hot/cold? The pupils may answer in L1.
- Ask the pupils What do you think today's lesson is about? (clothes in different climates). Acknowledge logical answers and praise the pupils for their ideas, saying Well done!



• Explain to the pupils that the people in the pictures need to wear special clothes because they live in very hot or very cold places.

## Listen and look at the pictures.

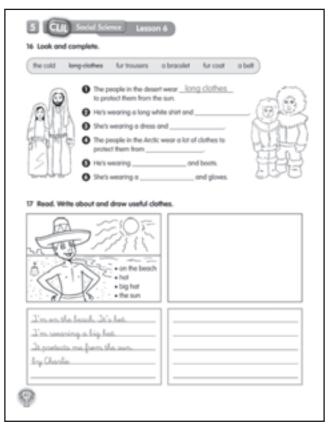
- Explain to the pupils that Charlie has done a presentation about the topic on the page. Say to them Let's look at the pictures and listen to Charlie's presentation about clothes.
- Play CD 2 track 34 and guide the pupils' understanding by pointing to features in the pictures as they are talked about on the CD.
- Ask the pupils questions to check their understanding, for example, Is it hot in the desert? (yes) Is the woman wearing a white dress? (no).



#### **Clothes by Charlie**

The climate in the desert is very hot and dry. People wear long clothes to protect them from the Sun. He's wearing a long white shirt and a hat. She's wearing a red and white dress and a bracelet.

The climate in the Arctic is very cold and windy. People wear a lot of clothes to protect them from the cold. He's wearing fur trousers and boots. She's wearing a fur coat.



## Listen and read.

- Say Open your Pupil's Book at page 36. Give the pupils time to find the page by themselves.
- Point to Activity 11 and say Listen and look at Charlie's presentation again. Encourage the pupils to follow what the narrator says by pointing to the pictures and any important words as they hear them. Play CD 2 track 34 again.
- Play the CD again, and this time encourage the pupils to read the text as they listen.
- Check the pupils' understanding by saying some true or false sentences. Encourage the pupils to say true or false and correct the false sentences, for example, The people in the desert wear short clothes (False. They wear long clothes.) It is cold and windy in the Arctic (true).
- Invite different pupils to make a false statement. Encourage the other pupils to correct it.



## Page 36 Read and say 'True' or 'False'. Listen and check.

• Hold up your PB and point to Activity 12. Ask the pupils to read the sentences and say if they are true or false. Ask them to write the answers in their notebooks.

- When the pupils finish, explain to them that they are going to hear the correct sentences. Ask them to listen and check their answers.
- Play CD 2 track 35. Pause between each statement to give the pupils time to check their answers. Check the answers with the class. Praise them, saying Well done!
- Answers: 1 false / 2 false / 3 true / 4 true / 5 false / 6 true



- **1** The climate in the desert is hot and wet. That's false. The climate is hot and dry.
- 2 The man in the desert is wearing a white coat and a brown belt. That's false. He's wearing a long white shirt and a hat.
- 3 The woman in the desert is wearing a red and white dress. That's true.
- 4 The climate in the Arctic is cold and windy. That's true.
- **5** The man in the Arctic is wearing fur trousers and trainers. That's false. He's wearing fur trousers and boots.
- **6** The woman in the Arctic is wearing a fur coat. That's true.

Option: Instead of using the CD, you may want to divide the class into teams. Say Let's have a quiz. Read the statements aloud, and invite different teams to say if they are true or false and make corrections, using the information in Activity 11. Give points for each correct answer.

## Look at the pictures and answer questions.

- Point to the four main photos on page 36 and ask the pupils questions again to reinforce their understanding.
- Ask pupils other questions, for example, **What** other cities are very cold in December? What other cities are very warm in December? Praise their answers, saying Well done!

**Option:** Ask the pupils to close their PB. Put them into groups of four or more and give each group a photocopiable from TN page 302 and a pair of scissors. Ask them to cut out the two texts. Tell each group to get into pairs or small groups and cut out the sentences of one of the texts, so that each pair has the sentences for one text. Ask the pairs to mix up their sentences. Nominate one group to come to the front of the class. Ask them to listen to the CD and, in their pairs, stick their sentences on the board in the order they hear them. Ask the rest of the class to also order their sentences in their pairs. Play CD 2 track 34. When the CD has finished, check the answers with the class. Alternatively, instead of having the group stick their sentences on the board, give each sentence to a difference pupil and ask them to stand at the front of the class and line up in the correct order as they hear their sentences on the CD.



## [page 36] Listen and learn about useful clothes.

- Hold up your PB and point to Activity 13. Say Look at Olga's information. Let's learn about useful clothes. Encourage the pupils to read the text in their PB as they listen. Play CD 2 track 36.
- Check the pupils' understanding by asking questions about the text, for example, Where is Daniel? (in the Australian desert) What is he wearing? (a hat with corks).
- Praise their answers, saying Very good!



Olga: This is Daniel in the Australian desert. It's hot. He's wearing a hat with corks. It protects him from flies. by Olga



## Look and complete.

- Say Open your Activity Book at page **42.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 16. Ask the pupils to look at the pictures and complete the sentences about useful clothes using the words in the box.
- When the pupils finish, check the answers with the class. Ask different pupils What's number (1)?
- Answers: 1 long clothes / 2 a belt / 3 a bracelet / 4 the cold / 5 fur trousers / 6 fur coat

# Read. Write about and draw useful clothes.

- Hold up your AB, and point to Activity 17. Ask the pupils to first read the example.
- Point to the example text on the left. Encourage the pupils to look at the notes with the picture and read Charlie's sentences about it.
- When the pupils have finished reading, point to the empty box on the right. Ask the pupils to draw a picture of themselves wearing useful clothes and write sentences about it. The pupils work individually to write their sentences, using Charlie's sentences as a guide.
- Move around the room to check the pupils' work. Praise it and say **Very good!**
- When the pupils have finished, ask different pupils to read their sentences.

# CLIL project: Clothes for different places

- Say to the pupils **Let's investigate clothes.** Divide the class into groups of three or four, and give each group a profile from the photocopiable from TN page 309 and a large piece of card.
- Explain that they need to read the information and decide on the best clothes for the child in the profile to wear.
- Give the groups time to decide and then draw the child wearing their clothes and write short sentences on the piece of card about the person and what he/she is wearing.
- Move around the class to check their work, and offer help when required.
- When the pupils have finished, invite different groups to the front to show their child and talk about him or her, for example, *He's from... He's wearing...*

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the It's time to finish song (for lyrics see TN page 129). Play CD 1 track 6 and ask the pupils to sing the song. Remind them to say the day of the week they have their next English lesson at the end of the song. Alternatively, you may want to do this without the CD.

#### **Learning objectives**

- Review vocabulary and structure
- Create a record of vocabulary learnt in the form of a mind map
- Listen and show understanding by matching and writing
- Write sentences about clothes
- Evaluate learning

#### Language focus

- boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf
- bracelet, earrings, watch, badge
- He/She is/isn't wearing (a hat).
- Is he/she wearing (a hat)? No, he/she isn't. / Yes. he/she is.
- I'm (not) wearing (a hat).
- What is he/she wearing?

#### **Materials**

- Flashcards and word cards you have prepared for the unit: boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf
- Activity Book, pages 43 and 71
- Class audio CD



## At-a-glance lesson plan (AB pages 43 and 71)

## **Opening activities**

- Everybody stand up song (CD 1 track 3).
- Vocabulary game Play vocabulary games. C7 C8

#### Main activities

• Mind map Unit 5 (AB page 71). (5)



- Listening practice Write and match. Listen and check (CD 2 track 37) (AB page 43).
- Writing practice Complete and match. Look and write (AB page 43). (C)

#### **Closing activities**

- Evaluation. (7) (3)
- It's time to finish song (CD 1 track 6).



## Opening activities

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Everybody stand up song (for lyrics see TN page 126). Play CD 1 track 3. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and do the actions.

## Play games.

 Play any game from the Activity Bank to recycle the vocabulary.

## Main activities

## Mind map: Unit 5

- Say Open your Activity Book at page **71.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to the Unit 5 mind map. Ask the pupils to work individually to stick the picture or word stickers in the correct place.
- Put the flashcards and word cards you have prepared face up on your desk. When the pupils have finished, invite different pupils to the front to match a flashcard and a word card, and stick them on the board in the shape of the mind map.
- Ask the pupils to look at the flashcards and word cards on the board and check their stickers on their mind map.

## page 43 Write and match. Listen and

#### check.

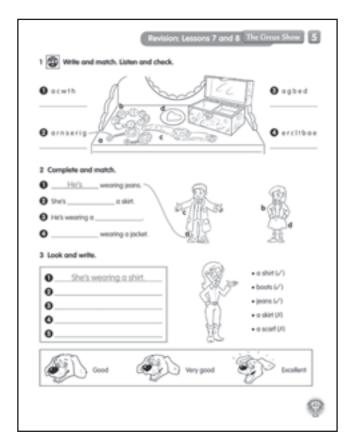
- Say Open your Activity Book at page **43.** Give the pupils time to find the page by themselves.
- Point to Activity 1. Tell the pupils to first put the letters in the correct order to make accessories, and then match the words to the correct pictures.
- When the pupils have finished, say Let's check our answers. Play CD 2 track 37. Pause between each sentence so they can check their answers. Play the CD again.
- When the CD has finished, check the answers with the class.
- Answers: 1 watch, c / 2 earrings, a / 3 badge, d / 4 bracelet, b



- 1 watch
- 2 earrings
- 3 badge
- 4 bracelet

## Complete and match.

- Hold up your AB, and point to Activity 2. Ask the pupils to complete the sentences about clothes and match the sentences to the correct pictures.
- When the pupils have finished, check the answers with the class.



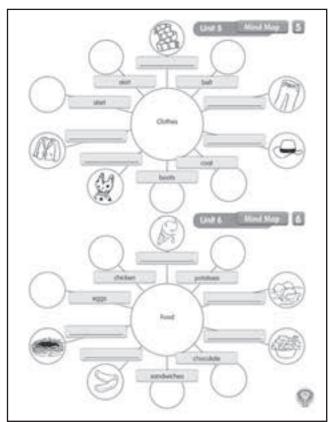
Answers: 1 He's, a / 2 wearing, d / 3 coat, c / 4 She's, b

## Look and write.

- Hold up your AB, and point to Activity 3. Ask the pupils to write sentences about the girl in the picture, using the notes as a guide.
- When the pupils have finished, encourage them to exchange information with their partner by reading their sentences aloud.
- Check the answers with the class.
- Answers: 1 She's wearing a shirt. / 2 She's wearing boots. / 3 She's wearing jeans. / 4 She isn't wearing a skirt. / 5 She isn't wearing a scarf.

## Page 43 Evaluation

- Finally, hold up your AB, and point to the evaluation at the bottom of the page. Encourage the pupils to colour the face of Max which represents their work for Unit 5.
- Say to the pupils **Well done! We have finished our Circus Show Quest.**



- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the It's time to finish song (for lyrics see TN page 129). Play CD 1 track 6 and ask the pupils to sing the song. Remind them to say the day of the week they have their next English lesson at the end of the song. Alternatively, you may want to do this without the CD.

#### **Learning objectives**

- Review the unit using Quest 5: The Circus
- Read the Writing Diary and answer questions
- Create a personalized diary about clothes and talk about it
- Create a record of interesting words

#### Language focus

- boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf
- bracelet, earrings, watch, badge
- He/She is/isn't wearing (a hat).
- Is he/she wearing (a hat)? No, he/she isn't. / Yes. he/she is.
- I'm (not) wearing (a hat).
- What is he/she wearing?

#### **Materials**

- · Crayons for each pupil
- Flashcards you have prepared: boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf
- Writing Diary, Activity Book, page 44
- Photocopiable: Quest 5: The Circus Show (TN page 318)
- Class audio CD



## At-a-glance lesson plan (Writing Diary, Activity Book page 44)

#### **Opening activities**

Everybody stand up song (CD 1 track 3).



 Story review Play vocabulary games. C7 (C8)



#### Main activities

- Photocopiable activity Complete Quest 5: The Circus Show. @ @ @
- Writing Diary Read the diary entry. Read the Diary Notes and answer questions (Activity Book page 44). (a)
- Writing Diary Plan and write your diary entry. Draw. Complete the Diary Notes. Talk about clothes (Activity Book, page 44).

### **Closing activities**

It's time to finish song (CD 1 track 6).





## **Opening activities**

- Say Hello, how are you? and encourage the pupils to answer and return the greeting.
- Say Let's sing the Everybody stand up song (for lyrics see TN page 126). Play CD 1 track 3. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and do the actions.

## Play games

 Play any game from the Activity Bank to recycle the vocabulary.

## Main activities

## Complete Quest 5: The Circus Show.

- Ask the pupils what they remember about Unit 5, The Circus Show. Praise their answers.
- Ask a volunteer to give out the Quest 5: The Circus Show photocopiable to each pupil. Explain to the pupils that they are going to do a quest about the unit. Explain that they are going to answer questions and will find the answers in different lessons from the unit.
- Ask the pupils to work individually to complete the photocopiable. Remind them to refer to the lessons in the unit to help them. Move around the room to check their work.
- When the pupils have finished, invite different pupils to read their answers aloud. Praise their answers.
- Finally, ask the pupils to colour the Q at the top of the photocopiable to show they have completed the task.
- Answers: 1 Anna / 2 a red skirt, a white shirt, a brown belt, a brown hat, black boots / 3 a pink skirt / 4 a watch, bracelets, a necklace and a sheriff's badge / 5 a red and white dress and a bracelet



## Page 44 Read the diary entry.

- Say **Open your Activity Book at page 44**. Give the pupils time to find the page by themselves.
- Ask the pupils to read the diary entry, telling them that you are going to ask them some questions about it. You may want to read it aloud as they follow in their books.
- When the pupils have finished reading, ask these questions: Who is the writer? (Anna) What is it about? (Olga's clothes).



• Listen to the pupils' answers and praise them, saying **Very good!** 

# Read the Diary Notes and answer questions.

- Ask different pupils to read the questions and answers in the Diary Notes. You may want to read them aloud as the pupils follow in their books.
- When the pupils have finished reading, ask them questions about the Diary Notes, for example, **What is Olga wearing?** (a red skirt and a yellow shirt).
- Listen to the pupils' answers and praise them, saying **Very good!**

# Plan and write your diary entry. Draw.

- Say to the pupils **It's time to write in your diary.** Tell the pupils that they are going to write their diary entry in the space provided and draw a picture in the empty space.
- Say **Tell me about your friend's clothes.** Encourage the pupils to respond, saying, for example, *She's wearing boots*. Listen and praise their speaking, saying **Very good!**
- Ask the pupils to work individually to write their diary entry about their friend's clothes. Give the pupils time to write, but move around the room to offer help.

• When the pupils have finished, check their writing. Then say **Draw your friend in their favourite clothes.** Alternatively, the pupils can stick pictures of clothes from magazines or the Internet on the page.

**Tip:** If the pupils are having difficulty choosing what to write, encourage them to look at Anna's diary entry on for reference.

## Complete the Diary Notes.

• Ask the pupils to use their diary entry to answer the questions in the Diary Notes section. When the pupils have finished, invite different pupils to read out their answers.

#### Talk about clothes.

- Say to the pupils **Let's talk about your friends.** Ask them to work with a pupil near to them.
- When the pupils are ready, say **Tell your partner about your friend.** The pupils describe their friend's clothes. When they finish, you may want to ask the pupils to find new partners and do the activity again.
- Move around the room to listen to the pupils' speaking and praise it, saying Very good!

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say Let's sing the It's time to finish song (for lyrics see TN page 129). Play CD 1 track 6 and ask the pupils to sing the song and say the words on the flashcards as you point to them. Remind them to say the day of the week they have their next English lesson at the end of the song. Alternatively, you may want to do this without the CD.

# For the Wild West Fun animated story script see TN page 158.



**Party Time** 

**Dad:** Come on, Tilly, put some party

clothes on. We're late!

Tilly: What's Florence wearing?
Tom: She's wearing boots and jeans.

**Tilly:** Is she wearing earrings?

Florence: No, I'm not wearing earrings, but I

am wearing a bracelet.

**Tilly:** OK. Are you wearing a belt? **Florence:** Yes, I am wearing a belt.

**Dad:** Look, she's wearing boots, jeans,

a T-shirt, a belt and a bracelet.

**Tom:** She isn't wearing earrings or a

watch.

**Dad:** And we're late! Come on, Tilly,

we're leaving now.

Tilly: I'm ready!

Tilly &

Florence: Perfect!

**Tilly:** Come on then! We don't want to

be late!



#### **CLIL - Clothes**

**Tom:** It's really cold outside.

Tilly: Yes, it is the middle of winter!
Tom: We need to wear warm clothes in

this weather.

Florence: Let's see what people wear in

other countries and climates.

**Tom:** Oh, that looks really cold. Is that

the Arctic?

Tilly: Yes, and that's a cold climate as

well, the Himalayas.

**Florence:** They're mountains.

**Tom:** These people are wearing warm

clothes.

Florence: They're Eskimos. They live in the

Arctic. Their fur clothes keep them

warm and dry.

**Tom:** That looks warm.

**Tilly:** Too warm! That's the desert. It's

really hot and dry all the time.

Tom: He's wearing a loose robe.Tilly: It's to protect him from the Sun.Tom: When it's hot and sunny, people

wear hats, too

**Florence:** That's right, different people,

different climates and different clothes from all around the world.