

**Unit objectives**

- Identifying and naming food (C1 C5 C6 C7 C8)
- Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8)
- Listening to, reading and performing a short dialogue (C1 C5 C7 C8)
- Identifying parts of the language structure and making sentences and 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 our solar system (C1 C3 C7 C8)
- Writing a short text about a planet (C1 C3 C7 C8)
- Reproduce sentences from text
- Listening to, reading, understanding and explaining a story (C1 C2 C6 C7 C8)
- Identifying and naming stars and planets (C1 C7)
- Talking about planet and stars preferences (C1 C5 C7 C8)
- Using vocabulary for book genres with library activities (C1 C6 C7 C8)
- Making a cut-out and using it in a communicative game (C1 C5 C6 C7 C8)
- Creating a solar system (C1 C3 C5 C6 C7 C8)
- Reading and understanding a short diary entry (C1 C3 C4 C7 C8)
- Writing a short personalized diary entry about food preferences and talking about it (C1 C3 C4 C5 C6 C7 C8)
- Practising and discriminating between the sounds /tʃ/ and /f/ (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)

**Key language****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?*

**Recycled language**

- 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...*

**Receptive language**

- 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...*

**Socio-cultural aspects**

- Understanding the importance of the solar system
- Showing interest in different planets and stars

**Summary**

In this unit you will introduce and practise vocabulary for food and planets. The pupils will explore information about our solar system. The pupils will learn how to describe their food preferences and write a description of food.

**Competences key**

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of ICT
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative

## Lesson 1

## Learning objectives

- Identify, listen to and name words for different foods
- Listen to, read and sing the *I'm so hungry!* song
- Show understanding by writing and matching pictures to sentences

## Language focus

- *chocolate, ice cream, sandwiches, chicken, salad, spaghetti, sausages, potatoes, eggs, meatballs*
- *I want/don't want to eat (chicken).*
- *Do you want to eat (salad)? Yes, I do. / No, I don't.*

## Materials

- Flashcards and word cards you have prepared for the unit: *sausages, potatoes, spaghetti, salad, chicken, sandwiches, ice cream, chocolate, eggs, meatballs*
- Pupil's Book, page 37
- Activity Book, page 45
- Class audio CD



### At-a-glance lesson plan (PB page 37, AB page 45)

## Opening activities

- *Everybody stand up* song (CD 1 track 3).



## Main activities

- **Vocabulary game** *Play What is it?*
- **Vocabulary activity** *Food word rap* (CD 2 track 38). Listen and say the words.
- **Vocabulary game** *Play I can match.*
- **Song** *I'm so hungry!* (CD 2 track 39). Listen to the song. Answer the questions. Listen and read. Sing the song (PB page 37).
- **Vocabulary game** *Play Guess the sentence.*
- **Vocabulary game** *Word Quest.* Listen and play (CD 2 track 41) (PB page 37).
- **Vocabulary activities** Read and match. Write the words (AB page 45).

## 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 6 flashcards you have prepared, with the *chocolate* card on top, facing you. Quickly flip over the cards to give the pupils a glimpse of the *chocolate* card. Encourage them to guess what it is. If they guess it, say **Yes, it's chocolate. 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, food.**

## Listen and say the words.


- Say **Let's listen and say the words.** Play CD 2 track 38 and point to the flashcards or the pictures in the book of the different foods 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!**

**Food word rap**

*Let's rap, let's rap,  
Let's say the Food word rap...*  
*Sandwiches  
Chicken  
Salad  
Sausages  
Potatoes  
Eggs*

**Unit 6 Space Café**

**Lesson 1** 1 Listen and read. Sing the song.



I'm so hungry.  
I want something to eat!  
Do you want to eat sandwiches?  
No, I don't.  
Do you want to eat chicken?  
Yes, I do.  
I want to eat chicken.  
Mmm, chicken and salad too!

I'm so hungry.  
I want something to eat!  
Do you want to eat sausages?  
No, I don't.  
Do you want to eat meatballs?  
Yes, I do.  
I want to eat meatballs.  
Mmm, meatballs and spaghetti too!

**2 Word Quest**  
Listen and play.




What's number 1? It's salad.  
Do you like salad? Yes, I do.

1 sandwiches 2 chicken 3 salad 4 sausages 5 potatoes  
6 eggs 7 meatballs 8 spaghetti 9 ice cream 10 chocolate

**Unit 6 Space Café**

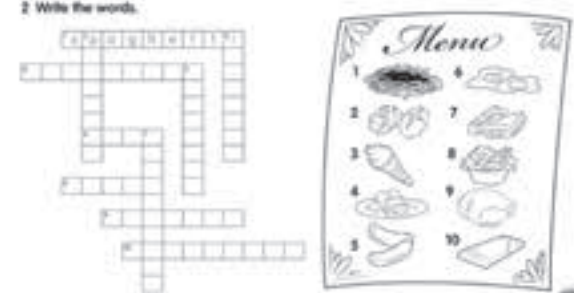
**Lesson 1**

**1 Read and match.**



1 I want to eat eggs. 2 I want to eat ice cream.  
3 I want to eat chicken. 4 I want to eat salad.  
5 I want to eat sandwiches. 6 I want to eat spaghetti.  
7 I want to eat meatballs. 8 I want to eat sausages.

**2 Write the words.**



Menu

1 2 3 4 5 6 7 8 9 10

Meatballs  
Spaghetti  
Ice cream  
Chocolate

**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 6 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 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 I'm so hungry! song.**
- Play CD 2 track 39 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 do they want to eat?** (chicken and salad, meatballs and spaghetti).



### I'm so hungry! song

*I'm so hungry, (rub your stomach)  
I want something to eat! (mime eating)  
Do you want to eat sandwiches?  
No, I don't. (shake your head)  
Do you want to eat chicken?  
Yes, I do. (nod your head)  
I want to eat chicken.  
Mmm, chicken and salad, too!*

*I'm so hungry, (rub your stomach)  
I want something to eat! (mime eating)  
Do you want to eat sausages?  
No, I don't. (shake your head)  
Do you want to eat meatballs?  
Yes, I do. (nod your head)  
I want to eat meatballs.  
Mmm, meatballs and spaghetti, too!*



### Listen and read. Sing the song.

- Say **Open your Pupil's Book at page 37.** 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 school cafeteria). Point to the different characters and ask the pupils questions about the characters, for example, **What has Mr Fraser got?** (sausages).
- Play CD 2 track 39 and encourage the pupils to read the song in their PB while listening.



• Say to the pupils **Let's sing the I'm so hungry! 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 want to eat (bleep).** Instead of saying the missing word, they may point to the flashcard on the board.
- 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 food 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 foods in the book and Charlie is saying what the food is. Then Anna asks Charlie a question about the food. Play CD 2 track 41. 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 3?** and point to a picture in the book. Encourage the pupils to say what the food is. When a pupil gives the correct answer, say **Do you like salad?** and encourage them to answer.
- Ask the pupils to play the game in pairs. Monitor and praise their speaking, saying **Very good!**



**Anna:** What's number 3?

**Charlie:** It's salad.

**Anna:** Do you like salad?

**Charlie:** Yes, I do.



## **Read and match.**

- Say **Open your Activity Book at page 45.** 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 different foods 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's work, saying **Well done!**
- Answers: 1 c / 2 g / 3 d / 4 h / 5 f / 6 a / 7 e / 8 b



## **Write the words.**

- Hold up your AB and point to Activity 2. Ask the pupils to complete the crossword, using the picture clues as a guide.
- Move around the room, checking their work, saying **Very good!**
- When the pupils have finished, check the answers with the class.
- Answers: 1 spaghetti / 2 potatoes / 3 ice cream / 4 meatballs / 5 sausages / 6 eggs / 7 sandwiches / 8 salad / 9 chicken / 10 chocolate

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

## **Closing activities**

- 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 133). 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.

## Lesson 2

### Learning objectives

- Listen to, read, understand and explain *The Food Machine* story
- Show understanding of a story by sequencing, matching and deciding if sentences are true or false
- Practise and discriminate between the sounds /j/ and /tʃ/ in a chant

### Language focus

- *chocolate, ice cream, sandwiches, chicken, salad, spaghetti, sausages, potatoes, eggs, meatballs*
- *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?*






### Materials

- Flashcards and word cards you have prepared for the unit: sausages, potatoes, spaghetti, salad, chicken, sandwiches, ice cream, chocolate, eggs, meatballs
- Pupil's Book, pages 38 and 39
- Activity Book, page 46
- Class audio CD













### At-a-glance lesson plan (PB pages 38 and 39, AB page 46)

#### Opening activities

- *Everybody stand up* song (CD 1 track 3).  
- **Vocabulary game** Play vocabulary games.   

#### Main activities

- **Song review** *I'm so hungry!* (CD 2 track 40). Sing the *I'm so hungry!* song.  
- **Story** *The Food Machine* (CD 2 track 42). Listen to the story. Check comprehension. Ask questions. Listen to the story. Read (PB pages 38–39). Remember the story: *The Food Machine*. Look and match. Number. Read. True ✓ or false ✗? Write the Quest letter (AB page 46).     
- **Pronunciation** Listen and say (CD 2 track 43). Listen and say the chant (CD 2 track 44) (PB page 39). Circle, sort and write. Listen and check (AB page 46) (CD 2 track 45).   

#### 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

### Sing the *I'm so hungry!* song.

- Ask the pupils **Do you remember the *I'm so hungry!* song?** Encourage them to say sentences from the song, for example, *I want to eat chicken.*
- Say to the pupils **Let's sing and mime the *I'm so hungry!* song** (for lyrics see TN page 183). Play the karaoke version (CD 2 track 40) 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 sixth quest. Ask the pupils what they remember about the last quest, for example, **Where were the children?** (at the circus) **What was the symbol they found?** **What is the symbol for this unit?** (a planet). Ask the pupils **Where do you think the next quest is?** (in Space).
- Say **Let's listen to the story.** Point to the first frame of the story in the book. Generate interest in the story by inviting pupils to speculate about the picture. Ask **Where are the children?** (in Space /in a café) **What can you see?** (aliens, food).
- Tell the story or play CD 2 track 42.
- Make sure that you show the different story frames, and point to different things on the cards 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

**Charlie:** We're in Space!

**Anna:** Look at the aliens. Have they got the cup?

**Olga:** I don't know. I'm hungry. I want something to eat.

### Frame 2

**Charlie:** It's a food machine!

**Olga:** Mmm spaghetti, sausages, chicken, salad...

**Food machine:** What do you want to eat?

**Anna:** Press a button, Olga.

### Frame 3

**Olga:** What about spaghetti?

**Anna:** OK!

**Olga:** Can we have spaghetti, please?

### Frame 4

**Anna:** Yuk! A spaghetti sandwich!

**Olga:** I don't want a spaghetti sandwich!

### Frame 5

**Anna:** OK! How about sausages?

**Charlie:** And ice cream!

**Food machine:** Sausages and ice cream.

**Olga:** Oh no! A sausage and ice cream sandwich!

### Frame 6

**Food machine:** What do you want to eat?

**Anna:** I know! We want to eat chicken and salad, please.

**Food machine:** Chicken and salad.

**Charlie:** Fantastic! Chicken and salad sandwiches!

### Frame 7

**Olga:** I like my sandwich.

**Anna:** Me too! It's delicious!

### Frame 8

**Max:** Woof!

### Frame 9

**Olga:** Oh no! Flying meatballs!

**Anna:** Quick! Go under the table!

### Frame 10

**Anna:** Max! You look like an alien!

**Charlie:** The cup isn't here, but here's the next Quest symbol.

**Olga:** Fantastic! 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? (in Space)

What can they see? (aliens)

Who is hungry? (Olga)

### Frame 2

What type of machine can they see? (a food machine)

What food can they have? (spaghetti, sausages, chicken, salad)

Does the machine speak? (yes)



**6 Space Cafe Lesson 2**

**3 Remember the story: The Food Machine. Look and match. Number.**

Quick! Go under the table! Fantastic! Chicken and salad sandwiches! I don't want a spaghetti sandwich! What do you want to eat?

**4 Read. True ✓ or false X?**

1 The children are in Space. ☒ 2 They like chicken and salad sandwiches. ☐  
 3 Olga wants a spaghetti sandwich. ☐ 4 Max likes meatballs. ☐

**5 Write the Quest letter.** \_\_\_\_\_

**6 \*phonics\***

Charlie's hiny lunchcheetahchipsshoes

Charlie \_\_\_\_\_ fish \_\_\_\_\_

**Frame 3**

What does Olga want? (spaghetti)  
 Who presses the button? (Olga)

**Frame 4**

What is the food? (a spaghetti sandwich)  
 Does Olga want to eat a spaghetti sandwich?  
 (no)  
 Does Max like spaghetti? (yes)

**Frame 5**

What does Anna want? (sausages)  
 Who wants ice cream? (Charlie)  
 What is in the sandwich? (sausage and ice cream)  
 Are the children happy? (no)

**Frame 6**

What sandwich do they want? (chicken and salad)  
 Are they happy now? (yes)

**Frame 7**

Does Olga like her sandwich? (yes)  
 Does Anna like her sandwich? (yes)

**Frame 8**

What food does Max want to eat? (meatballs)

**Frame 9**

What is the problem? (flying meatballs)  
 Where do the children go? (under the table)

**Frame 10**

Is the cup there? (no)  
 Who finds the next Quest symbol? (Charlie)  
 What is the Quest symbol? (Big Ben)

**Listen to the story. Read.**

- Say **Open your Pupil's Book at page 38.** 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 2 track 42.
- Say **What food can you see?** Give the pupils time to look at the story frames, and invite different pupils to suggest answers (salad, eggs, chocolate, potatoes, spaghetti, sandwiches, sausages, chicken, ice cream, meatballs).
- Tell the pupils to look for the letter hidden in the story. Ask them **What is the Quest letter?** (F, in Frame 7).
- Ask the pupils **What did Charlie find in Frame 10?** (a symbol). Ask **What is the symbol?** (Big Ben). 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: The Food Machine. Look and match. Number.**

- Say **Open your Activity Book at page 46.** 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 Quick! Go under the table! / b What do you want to eat? / c Fantastic! Chicken and salad sandwiches! / d I don't want a spaghetti sandwich!
- Now ask the pupils to put the pictures in the correct order of the story. Check the answers together.
- Answers: a 4 / b 1 / c 3 / d 2

**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 ✓



### 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: F



### Listen and say.

- Say **Open your Pupil's Book at page 39.** Give the pupils time to find the page by themselves.
- Stick the flashcards of *shirt* from Unit 5 and *chicken* in the centre of the board. Invite the pupils to say the words.
- Explain that the words contain different sounds, and today they are going to practise these sounds. Say /tʃ/, point to the flashcard of *chicken* and say **chicken**. Encourage the pupils to repeat the word after you. Then say /ʃ/, point to the flashcard of *shirt* and say **shirt**. 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 words.** Play CD 2 track 43, pausing after the first word. Point to the word *Charlie* and ask **How do you pronounce the letters in red?** Encourage the pupils to produce the sound /tʃ/.
- Continue playing the CD and pupils repeat the words. Pause after the word *shoes*. Point to the word *shoes* and ask **How do you pronounce the letters in blue?** Encourage the pupils to produce the sound /ʃ/. 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.



Charlie  
cheetah  
chips  
lunch  
shoes  
shiny  
fish

- Point to the picture in the PB and say **What can you see?** Elicit as many words from the CD as possible, for example, *cheetah*, *fish*, *shoes*, *chips*. 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 44 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 6 in the story. Ask them **Can you see pictures with the /tʃ/ 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 with the /ʃ/ sound.
- Answers: Frame 6: chicken, sandwiches, Charlie / Frame 7: shirt, short (Max is short.)

**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.



Charlie likes fish and chips for lunch, but his cheetah likes shiny shoes.



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

- Say **Open your Activity Book at page 46.** 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 /tʃ/ sound, like *Charlie*, or the /ʃ/ sound, like *fish*.

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

- Play CD 2 track 45 so the pupils can check the sound of each word.
- Check the answers with the class, asking different pupils to say the words aloud, praising their speaking.
- Answers: /tʃ/: Charlie, lunch, cheetah, chips /  
/ʃ/: fish, shiny, shoes



/tʃ/

Charlie

lunch

cheetah

chips

/ʃ/

fish

shiny

shoes

## Closing activities

- 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.

## Lesson 3

## Learning objectives

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

## Language focus

- *chocolate, ice cream, sandwiches, chicken, salad, spaghetti, sausages, potatoes, eggs, meatballs*
- *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?*

## Materials

- Crayons for each pupil
- Flashcards you have prepared for the unit: *sausages, potatoes, spaghetti, salad, chicken, sandwiches, ice cream, chocolate, eggs, meatballs*
- Pupil's Book, page 40
- Activity Book, page 47
- Class audio CD



### At-a-glance lesson plan (PB page 40, AB page 47)

## Opening activities

- *Everybody stand up* song (CD 1 track 3).

C1 C6

- **Vocabulary game** Play any game.

C1 C6 C7 C8

## Main activities

- **Song review** *I'm so hungry!* (CD 2 track 40). Sing the *I'm so hungry!* song.

C1 C6 C7 C8

- **Dialogue** Listen and read (CD 2 track 46). Let's investigate grammar (PB page 40).

C1 C7 C8

- **Vocabulary game** Play *Guess the food*.

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 ✗ (CD 2 track 47). Look and complete (AB page 47).

C7 C8

## Closing activities

- *It's time to finish* song (CD 1 track 6).

C1 C6

## 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

Sing the *I'm so hungry!* song.

- Ask the pupils **Do you remember the *I'm so hungry!* song?**
- Give out the flashcards to different pupils around the room.
- Say **Let's sing the *I'm so hungry!* song** (for lyrics see TN page 183). 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 2 track 40).

**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 40.** 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 cafeteria) **What are they doing?** (talking and looking at a menu).
- Play CD 2 track 46 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 boy want to eat meatballs?** (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.

**Lesson 3**

**5 Listen and read.**

**6 Let's investigate grammar.**

|                 |                |
|-----------------|----------------|
| I want to       | eat meatballs. |
| I don't want to | eat spaghetti. |
| Do you want to  | eat ice cream? |
| Do you want to  | eat chocolate? |

**Remember!**

He wants to eat eggs.  
She wants to eat eggs.

**Lesson 4** 7 Make your cut-out cards (Activity Book, page 83). Play a game.

**Lesson 3** **Space Cafe** **6**

**Let's investigate grammar**

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

- eat chocolate? / Do / I want to / you
- want to / you / eat ice cream? / Do
- want to / I / eat meatballs.
- eat spaghetti. / I / don't / want to

**8 Listen. Tick ✓ or cross X.**

**Party Menu**

**9 Look and complete.**

- I want to eat egg
- I \_\_\_\_\_
- I don't want to
- I \_\_\_\_\_

sandwiches spaghetti ice cream chocolate

- 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.



**Girl:** I'm hungry! Look! There's spaghetti for lunch.

**Boy:** I don't want to eat spaghetti.

**Girl:** What do you want to eat?

**Boy:** I want to eat meatballs.

**Girl:** Ok! Do you want to eat salad?

**Boy:** No, I don't.

**Girl:** Do you want to eat ice cream?

**Boy:** Yes, I do!

**Girl:** Me too!



### 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. Explain that we use *he* for males and *she* for females. 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 says I want to eat meatballs 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 (*I'm hungry! There's spaghetti for lunch.*) or questions (*What do you want to eat? Do you want to eat salad?*).

- Say **Make a (negative) sentence with (meatballs)**. Praise the pupils' sentences and questions.

### Play Guess the food.

- Stick the food flashcards on the board.
- Invite a pupil to come to the front of the class. Ask him/her to choose a food in secret.
- Invite the class to guess what it is by asking questions using *Do you want to eat (chocolate)?* The pupil at the front answers *Yes, I do* or *No, I don't*. Encourage the class to say *It's (chicken)!* Encourage different pupils to ask questions. Praise their speaking by saying **Very good!** and **Well done!**
- Continue the activity with different pupils choosing a food in secret.





### Write the words in order.

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

- Say **Open your Activity Book at page 47**. 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 want to eat chocolate? (blue) / 2 Do you want to eat ice cream? (blue) / 3 I want to eat meatballs. (green) / 4 I don't want to eat spaghetti. (red)

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



### Listen. Tick ✓ or cross X.

- Hold up your AB, and point to Activity 8. Ask the pupils to listen to Anna talking about what she wants to eat and tick or cross the food on the menu.
- Play CD 2 track 47, pausing between each sentence so the pupils have time to tick or cross. Play the CD again, so the pupils can check their answers.
- When the pupils have finished, check the answers with the class.
- Answer: tick: egg sandwiches, chicken, salad, strawberry ice cream / cross: spaghetti, meatballs, potatoes, sausages, banana ice cream



**Anna:** I want to eat egg sandwiches. I want to eat chicken and salad, too. I don't want to eat spaghetti or meatballs. And I don't want to eat potatoes or sausages. I want to eat ice cream, but I don't want to eat banana ice cream. Ah, yes! I want to eat strawberry ice cream.



### Look and complete.

- Hold up your AB and point to Activity 9. Ask the pupils to work individually to complete sentences about the food preferences 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 sandwiches / 2 don't want to eat / 3 eat ice cream / 4 want to eat

### Closing activities

- 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** (or 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.

## Lesson 4

### Learning objectives

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

### Language focus

- *chocolate, ice cream, sandwiches, chicken, salad, spaghetti, sausages, potatoes, eggs, meatballs*
- *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?*

### Materials

- Scissors for each pupil
- Flashcards you have prepared for the unit: *sausages, potatoes, spaghetti, salad, chicken, sandwiches, ice cream, chocolate, eggs, meatballs*
- Activity Book, page 48
- Cut-out for Unit 6 (AB page 83)
- Class audio CD



### At-a-glance lesson plan (AB page 48)

#### Opening activities

- *Everybody stand up* song (CD 1 track 3).

C1 C6

- **Vocabulary game** Play any game.

C1 C7 C8

#### Main activities

- Play *Affirmative, negative or question*. C7 C8
- **Listening and writing practice** Match to make sentences. Read and complete. Listen and check (CD 2 track 48). Look at the pictures. Write sentences (AB page 48). C7 C8
- **Cut-out activity** Make your cut-out cards. Play a game (AB page 83). C1 C5 C6 C7 C8

#### Closing activities

- *It's time to finish* song (CD 1 track 6). C1 C6

### 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 food words?** and show them the Unit 6 food flashcards. 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 want to eat (salad). Do you want to eat eggs?*
- 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 48**. 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 want to eat sausages and potatoes. / 2 No, I don't. / 3 I don't want to eat chicken. / 4 Do you want to eat banana ice cream?



### 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 48, so they can listen and check their answers.

**6 Space Cafe Lesson 4**

**10 Match to make sentences.**

|                  |                            |
|------------------|----------------------------|
| 1 I want to      | eat banana ice cream?      |
| 2 No,            | to eat chicken.            |
| 3 I don't want   | I don't.                   |
| 4 Do you want to | eat sausages and potatoes. |

**11 Read and complete. Listen and check.**

I don't Do you want to eat peach ice cream Yes, I do  
Do you want to eat chocolate ice cream I want to eat banana ice cream

**Charlie:** Look at the menu!  
**Olga:** Do you want to eat peach ice cream?  
**Charlie:** No, I don't.  
**Olga:** Do you want to eat chocolate ice cream?  
**Charlie:** Yes, I do.  
**Olga:** What do you want to eat?  
**Charlie:** I want to eat banana ice cream.

**12 Look at the pictures. Write sentences.**

|      |      |
|------|------|
| 1  ✓ | 3  X |
| 2  ✓ | 4  X |

1 I want to eat spaghetti.  
2 I want to eat meatballs.  
3 I don't want to eat banana.  
4 I don't want to eat eggs.

Do the activity on page 83.



- Check the answers with the class. Ask different pupils **What's number (1)?**
- Answers: 1 Do you want to eat peach ice cream / 2 I don't / 3 Do you want to eat chocolate ice cream / 4 Yes, I do / 5 I want to eat banana ice cream



**Charlie:** Look at the menu! Do you want to eat peach ice cream?

**Olga:** No, I don't.

**Charlie:** Do you want to eat chocolate ice cream?

**Olga:** Yes, I do. What do you want to eat?

**Charlie:** I want to eat banana ice cream.



## Look at the pictures. Write sentences.

- Point to Activity 12. Check the pupils understand that they need to write sentences about the food in the pictures, using the ticks and crosses as a guide.
- When the pupils have finished, check the answers with the class.
- Answers: 1 eat spaghetti / 2 I want to eat meatballs. / 3 eat sausages / 4 I don't want to eat eggs.



## Make your cut-out cards (Activity Book page 83). Play a game.

### Stage 1

- Say to the pupils **Open your Activity Book at page 83.** Give the pupils time 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 on the face of the spinner. Show them how to cut a small hole in the middle of the spinner and place a pencil in it.
- Say **Place your spinner 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 Food spinner.** Invite a pupil to the front to play with you.



- Spin your spinner on your desk and wait until it stops. Look at the food it lands on and ask the player a question about the food, for example, **Do you want to eat spaghetti?** The player should answer, saying *Yes, I do* or *No, I don't*.
- 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!**

## Closing activities

- 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.

## Lesson 5

## Learning objectives

- Identify and name planet and stars
- Listen to, read and sing the *Stars and the Moon* rap
- Talk about planet and stars preferences
- Listen to, read and understand a comic strip

## Language focus

- *chocolate, ice cream, sandwiches, chicken, salad, spaghetti, sausages, potatoes, eggs, meatballs*
- *the Moon, the Earth, planets, stars*
- *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?*






## Materials

- Crayons for each pupil
- Flashcards and word cards you have prepared for the unit: *sausages, potatoes, spaghetti, salad, chicken, sandwiches, ice cream, chocolate, eggs, meatballs*
- Pupil's Book, page 41
- Activity Book, page 49
- Class audio CD
- Writing Diary, Activity Book page 52
















### At-a-glance lesson plan (PB page 41, AB page 49)

## Opening activities

- *Everybody stand up* song (CD 1 track 3).  
- **Vocabulary game** Play any game.   

## Main activities

- **Vocabulary activity** Listen. Say the words (CD 2 track 49) (PB page 41).  C7
- **Listening practice** *Stars and the Moon* rap (CD 2 track 50). Listen and read. Say the rap (PB page 41).    
- **Vocabulary activities** Write the words. Look and complete. Draw and write about the stars and planets you want to look at (AB page 49).    
- **Comic strip** *A Dog's Day* (CD 2 track 51). Listen and read (PB page 41).    

## 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 41.** 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 49. Pause between each word and encourage the pupils to repeat it.



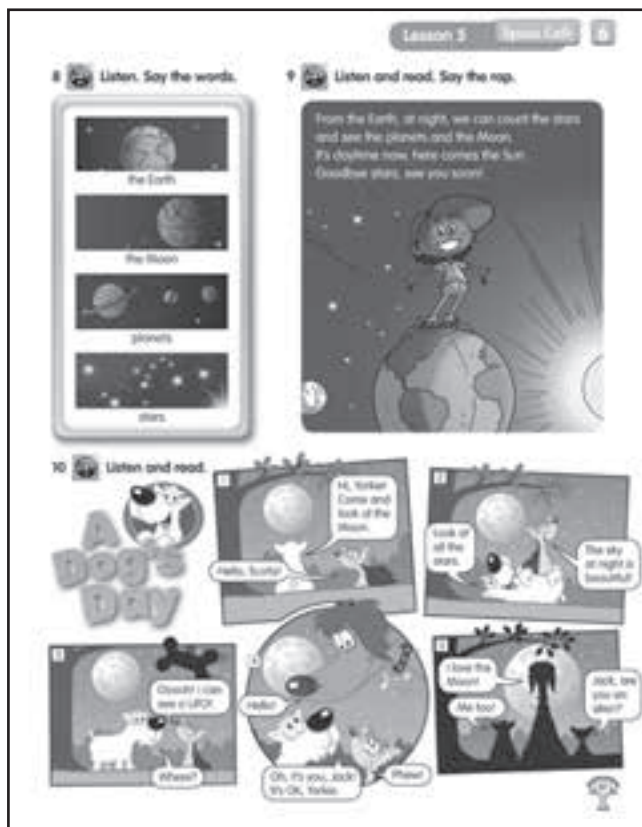
the Earth  
the Moon  
planets  
stars

- Finally, ask **What planet do we live on?** (the Earth) to one pupil. Ask questions to check the understanding of the other stars and planets 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, **Where is the boy?** (in Space).
- Play CD 2 track 50 and encourage the pupils to read the rap in their PB while listening.
- Say to the pupils **Let's say the *Stars and the Moon* 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.



### Stars and the Moon rap

From the Earth, at night, we can count the stars  
(point up in several places, as if counting stars)  
and see the planets and the Moon. (make a  
circular motion with your hands)  
It's daytime now, here comes the Sun.  
Goodbye stars, see you soon! (wave goodbye)



### Write the words.

- Say **Open your Activity Book at page 49**. 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 words under the pictures.
- Check the answers with the class. Ask different pupils **What's number (1)?**
- Answers: 1 the Moon / 2 the Earth / 3 stars / 4 planets



### Look and complete.

- Hold up your AB and point to Activity 14. Ask the pupils to work individually to complete the sentences about Olga, using the pictures as a guide.
- When the pupils have finished, check the answers with the class. Ask different pupils **What's number (1)?**
- Answer: I want to look at the Moon. I want to look at planets. I don't want to look at stars.



### Draw and write about the stars and planets you want to look at.

- Hold up your AB and point to Activity 15. Ask the pupils to draw a picture of themselves with stars and planets, similar to the pictures in Activity 14.
- Move around the room and praise the pupils' drawings, saying **Very good!**
- When the pupils have finished drawing, ask them to write sentences about their pictures, using *I want to look at...* and *I don't want to look at...*

**Fast finishers:** Ask the pupils to show their drawing to a partner and tell them what stars and planets they want to look at.

- When the pupils have finished, ask different pupils to show their drawings and say some of their sentences.





## Listen and read.

- Say **Open your Pupil's Book at page 41.** Give the pupils time to find the page by themselves.
- Point to Activity 10 and ask **What are the characters looking at?** (the Moon, the sky at night, stars).
- Say **Let's listen to the comic strip.** Play CD 2 track 51.
- When the CD has finished, ask **Who thinks the sky at night is beautiful?** (Yorkie).
- 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, **Can Yorkie see a UFO?** (No, it's Jack.) **Is Jack an alien?** (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! Come and look at the Moon.

### Frame 2

**Scotty:** Look at all the stars.

**Yorkie:** The sky at night is beautiful!

### Frame 3

**Yorkie:** Ooooh! I can see a UFO!

**Scotty:** Where?

### Frame 4

**Jack:** Hello!

**Scotty:** Oh, it's you, Jack! It's OK, Yorkie.

**Yorkie:** Phew!

### Frame 5

**Scotty:** I love the Moon!

**Max:** Me too!

**Yorkie:** Jack, are you an alien?

## Closing activities

- 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.

## Lesson 6

### Learning objectives

- Learn about our solar system and decide if sentences are true or false
- Identify and say sentences about our solar system
- Listen and learn about stars and planets
- Write about stars and planets
- Create a solar system

### Language focus

- *chocolate, ice cream, sandwiches, chicken, salad, spaghetti, sausages, potatoes, eggs, meatballs*
- *the Moon, the Earth, planets, stars*
- *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?*

### Materials

- Crayons for each pupil
- Pupil's Book, page 42
- Activity Book, page 50
- Flashcards you have prepared for the unit: *sausages, potatoes, spaghetti, salad, chicken, sandwiches, ice cream, chocolate, eggs, meatballs*
- Class audio CD
- CLIL photocopiable: *A solar system* (TN page 310)
- CLIL photocopiable: *Our solar system* (optional) (TN page 303)
- 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 *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 picture and predict.

- Point to the picture on page 42. Ask **Which planet is our planet?** (the Earth) **Can you see**



### At-a-glance lesson plan (PB page 42, AB page 50)


#### Opening activities

- *Everybody stand up* song (CD 1 track 3).





- **Vocabulary game** Play any game. 

#### Main activities

- **Picture activities** *Our solar system* (CD 2 track 52). Look at the pictures and predict. Listen and look at the pictures. 



- **Character's presentation** Listen and read (CD 2 track 52). Read and say 'True' or 'False'. Listen and check (CD 2 track 53) (PB page 42). 

- **Picture activity** *Our solar system*. Look at the pictures and answer questions. 

- **Character's presentation** Listen and learn about the Moon (CD 2 track 54) (PB page 42).




- **Reading and writing practice** Look at page 42 in the Pupil's Book and circle. Listen and check (CD 2 track 55). Read. Write about interesting stars and planets (AB page 50).



- **Photocopiable activity** CLIL project: *A solar system*. 

#### Closing activities

- *It's time to finish* song (CD 1 track 6). 

**a big planet?** (Jupiter) **Can you see a small planet?** (Mercury) **What's this planet called?** The pupils may answer in L1.


- Ask the pupils **What do you think today's lesson is about?** (our solar system). Acknowledge logical answers and praise the pupils for their ideas, saying **Well done!**
- Explain to the pupils that the picture shows our solar system, which is all the planets around the Earth. Then ask them what planets they know. They may answer in L1.

#### Listen and look at the picture.

- Explain to the pupils that Anna has done a presentation about the topic on the picture. Say to them **Let's look at the picture and listen to Anna's presentation about our solar system.**

**CLIL Science Lesson 6**

**11 Listen and read.**



**Our solar system**  
by Anna

Our solar system has got eight planets. This is our planet, the Earth. It rotates on its axis every day. This is our Moon. It travels around the Earth. The Sun isn't a planet. It is a very big star. The Earth travels around the Sun.


**12 Read and say 'True' or 'False'. Listen and check.**

- 1 Our solar system has got six planets.
- 2 The Earth goes around the Sun.
- 3 The Earth isn't a planet.
- 4 The Moon travels around the Earth.
- 5 The Sun is a big star.

**Lesson 7** 14 Do the revision page (Activity Book, page 55).

**Lesson 8** 15 Write and draw in your Writing Diary (Activity Book, page 52).

**13 Listen and learn about the Moon.**

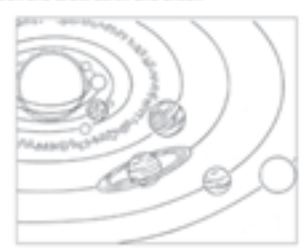


This is the Moon. It takes twenty-seven days and seven hours to travel around the Earth. There are mountains and valleys on the Moon. The Moon has a lot of craters. Do you want to go to the Moon?  
By Anna


**CLIL Science Lesson 6**

**16 Look at page 42 in the Pupil's Book and circle. Listen and check.**


- 1 Our solar system has got eight / nine planets.
- 2 This is our planet, the Earth. It rotates on its axis on Mondays / every day.
- 3 This is our moon. It travels around the Sun / Earth.
- 4 The Sun / Moon isn't a planet. It is a very big star.



**17 Read. Write about interesting stars and planets.**



- the planet Jupiter
- enormous
- 63 moons



- our planet, the Earth
- big
- 1 moon

*This is the planet Jupiter.  
It is enormous.  
It's got 63 moons!  
By Anna*

- Play CD 2 track 52 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, **How many planets has our solar system got?** (eight) **Is the Sun a planet?** (no).



### Our solar system by Anna

Our solar system has got eight planets. This is our planet, the Earth. It rotates on its axis every day. This is our Moon. It travels around the Earth. The Sun isn't a planet. It is a very big star. The Earth travels around the Sun.



### Listen and read.

- Say **Open your Pupil's Book at page 42.** Give the pupils time to find the page by themselves.
- Point to Activity 11 and say **Listen and look at Anna'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 52 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, **There are ten planets**

**in our solar system** (False. There are eight planets.) **The Sun is a star** (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 2 track 53. 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 false / 4 true / 5 true





- 1 Our solar system has got six planets. That's false. It's got eight.
- 2 The Earth goes around the Sun. That's true.
- 3 The Earth isn't a planet. That's false. The Earth is a planet.
- 4 The Moon travels around the Earth. That's true.
- 5 The Sun is a big star. 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 picture and answer questions.

- Point to the main picture on page 42 and ask the pupils questions again to reinforce their understanding.
- Ask pupils other questions, for example, **Can you point to Mars in the picture? Can you point to the Sun in the picture?** Praise their answers, saying **Well done!**

**Option:** Ask the pupils to close their PB. Put them into pairs and give each pair a photocopyable from TN page 303 and a pair of scissors. Ask them to cut out the sentences of the text and mix them up. Nominate one pair to come to the front of the class. Ask them to listen to the CD and 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 52. When the CD has finished, check the answers with the class. Alternatively, instead of having the pair 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 sentence on the CD.



### Listen and learn about the Moon.

- Hold up your PB and point to Activity 13. Say **Look at Charlie's information. Let's learn about the Moon.** Encourage the pupils to read the text in their PB as they listen. Play CD 2 track 54.
- Check the pupils' understanding by asking questions about the text, for example, **Has it got an atmosphere?** (no) **What has it got?** (mountains and valleys). Finally, ask the pupils Charlie's question, **Do you want to go to the Moon?**
- Praise their answers, saying **Very good!**



**Charlie:** This is the Moon. It takes twenty-seven days and seven hours to travel around the Earth. There are mountains and valleys on the Moon. The Moon hasn't got an atmosphere. Do you want to go to the Moon?  
by Charlie



### Look at page 42 in the Pupil's Book and circle. Listen and check.

- Say **Open your Activity Book at page 50.** 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 stars and planets.
- When the pupils have finished, say **Let's listen to check,** and play CD 2 track 55.
- Check the answers with the class. Ask different pupils **What's number (1)?**
- Answers: 1 eight / 2 every day / 3 Earth / 4 Sun



- 1 Our solar system has got eight planets.
- 2 This is our planet, the Earth. It rotates on its axis every day.
- 3 This is our Moon. It travels around the Earth.
- 4 The Sun isn't a planet. It is a very big star.



## Read. Write about interesting stars and planets.

- 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 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.
- Answer: This is our planet, the Earth. It is big. It's got one moon.

## CLIL project: A solar system

- Say to the pupils **Let's create a solar system**. Divide the class into groups of three or four, and give each group a set of questions from the photocopiable from TN page 310 and a large piece of card.
- Explain that they need to answer the questions before creating their own solar system.
- Give the groups time to answer the question. Then ask them to draw the solar system and write short sentences on the piece of card, for example, *There are five planets*.
- 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 solar system and talk about it, for example, *This is Zorg. It's...*

## Closing activities

- 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.

## Lesson 7

### 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 answering questions
- Write sentences about food
- Evaluate learning

### Language focus

- *chocolate, ice cream, sandwiches, chicken, salad, spaghetti, sausages, potatoes, eggs, meatballs*
- *the Moon, the Earth, planets, stars*
- *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?*

### Materials

- Flashcards and word cards you have prepared for the unit: *sausages, potatoes, spaghetti, salad, chicken, sandwiches, ice cream, chocolate, eggs, meatballs*
- Activity Book, pages 51 and 71
- Class audio CD



### At-a-glance lesson plan (AB page 51)

#### Opening activities

- *Everybody stand up* song (CD 1 track 3).
- **Vocabulary game** Play any game.

#### Main activities

- **Mind map** Unit 6 (AB page 71).
- **Listening practice** Listen and number (CD 2 track 56) (AB page 51).
- **Reading and writing practice** Read. True ✓ or false X? Look and write (AB page 51).

#### Closing activities

- Evaluation.
- *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 6

- 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 6 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 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.



#### Listen and number.

- Say **Open your Activity Book at page 51**. 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 2 track 56, pausing between each sentence.
- Play the CD again, so the pupils can check their answers.
- When the pupils have finished, check the answers with the class. Say to them **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 1 / b 3 / c 2 / d 4



- 1 It's the Moon.
- 2 It's a planet.
- 3 It's the Sun.
- 4 Look at the stars.



#### 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.

Revision: Lessons 7 and 8 Space Café 6

1 Listen and number.

a 1

b ☐

c ☐

d ☐

2 Read. True ✓ or false X?

1 I want to eat sausages. ☒

2 I want to eat salad. ☐

3 I want to eat meatballs. ☐

4 I want to eat ice cream. ☐

3 Look and write.

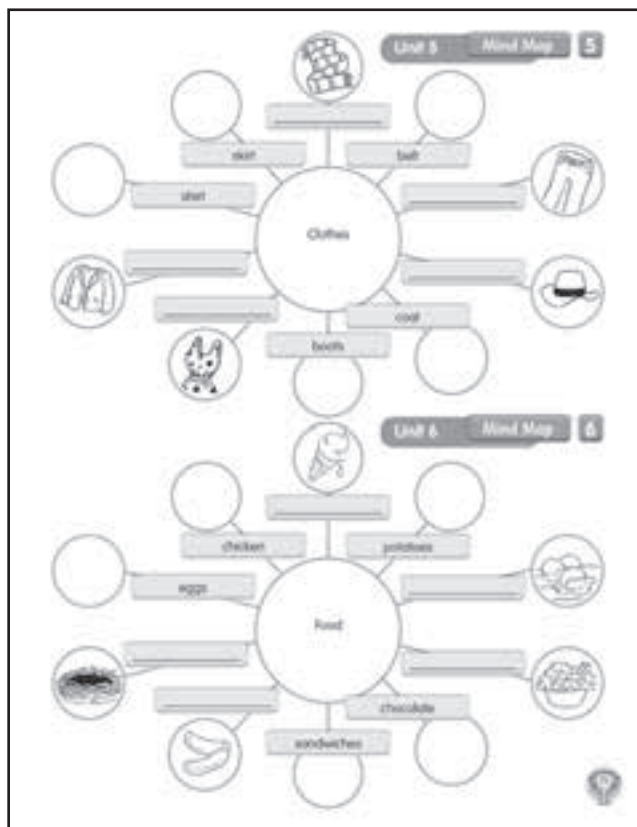
?  
 1 Do you want \_\_\_\_\_?  
 \_\_\_\_\_

✓  
 2 I \_\_\_\_\_  
 \_\_\_\_\_

X  
 3 \_\_\_\_\_  
 \_\_\_\_\_

?  
 4 \_\_\_\_\_  
 \_\_\_\_\_

Good
 Very good
 Excellent



- Answers: 1 ✓ / 2 X / 3 X / 4 ✓

### page 51 Look and write.

- Hold up your AB, and point to Activity 3. Ask the pupils to look at the ticks, crosses and question marks and write questions or affirmative or negative sentences about the pictures.
- 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 **(Maria). What's number 1?**
- Answers: 1 to eat a sandwich / 2 want to eat ice cream / 3 I don't want to eat chicken. / 4 Do you want to eat eggs?

### page 51 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 6.
- Say to the pupils **Well done! We have finished our Space Café Quest.**

## Closing activities

- 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.



## Lesson 8

### Learning objectives

- Review the unit using *Quest 6: Space Café*
- Read the Writing Diary and answer questions
- Create a personalized diary about food and talk about it
- Create a record of interesting words

### Language focus

- *chocolate, ice cream, sandwiches, chicken, salad, spaghetti, sausages, potatoes, eggs, meatballs*
- *the Moon, the Earth, planets, stars*
- *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?*

### Materials

- Crayons for each pupil
- Flashcards you have prepared for the unit: *sausages, potatoes, spaghetti, salad, chicken, sandwiches, ice cream, chocolate, eggs, meatballs*
- Writing Diary, Activity Book page 52
- Photocopiable: *Quest 6: Space Café* (TN page 319)
- Class audio CD



### At-a-glance lesson plan (Writing Diary Activity Book page 52)

#### Opening activities

- *Everybody stand up* song (CD 1 track 3).

C1 C6

- **Story review** Play any vocabulary game. C1

C6 C7 C8

#### Main activities

- **Photocopiable activity** Complete *Quest 6: Space Café* task sheet. C1 C7 C8
- **Writing Diary** Read the diary entry. Read the Diary Notes and answer questions (Activity Book, page 52). C1 C7
- **Writing Diary** Plan and write your diary entry. Draw. Complete the Diary Notes. Talk about food (Activity Book, page 52). C1 C6 C7 C8

#### Closing activities

- *It's time to finish* song (CD 1 track 6). C1 C6

## 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

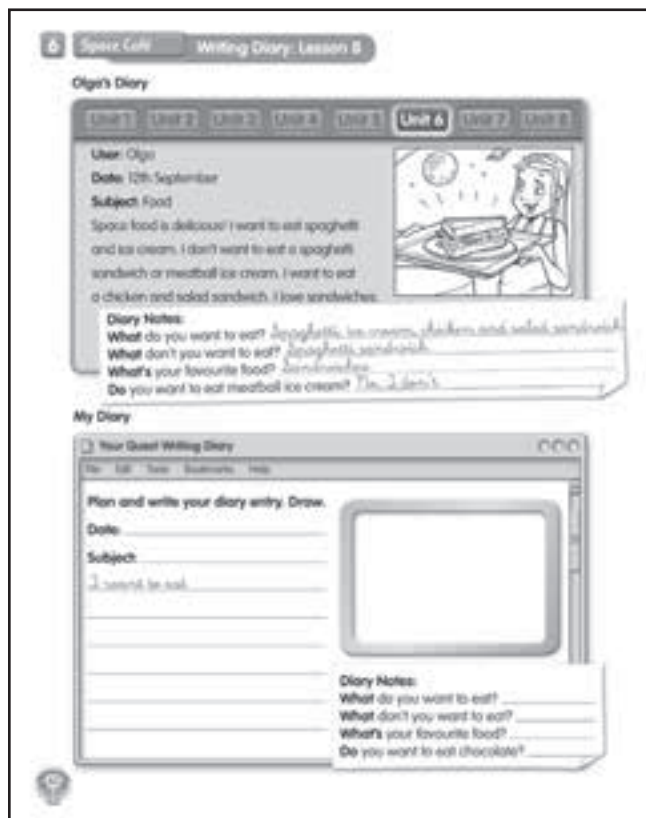
### Complete *Quest 6: Space Café*.

- Ask the pupils what they remember about Unit 6, *Space Café*. Praise their answers.
- Ask a volunteer to give out the *Quest 6: Space Café* photocopiable to each student. 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 to help them.
- Ask the pupils to work individually to complete the photocopiable. Remind them to refer to the lessons in the unit. 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 sandwiches, chicken, chocolate, sausages, eggs, potatoes, meatballs, spaghetti, ice cream, salad / 2 meatballs / 3 ice cream / 5 the Moon and stars / 6 the Moon, the Sun, the Earth, planets



### Read the diary entry.

- Say **Open your Activity Book at page 52**. 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?** (Olga) **What is it about?** (food).
- 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 does Olga want to eat?** (spaghetti, ice cream, chicken and salad sandwiches).
- 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 what you want to eat in space.** Encourage the pupils to respond, saying, for example, *I want to eat spaghetti.* Listen and praise their speaking, saying **Very good!**
- Ask the pupils to work individually to write their diary entry about what they want to eat in Space. Give them time to write, but move around the room to offer help.
- When the pupils have finished, check their writing. Then say **Draw yourself eating in**

**Space.** Alternatively, the pupils can stick pictures from magazines of their favourite foods 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 they have finished, invite different pupils to read out their answers.

## Talk about food.

- Say to the pupils **Let's talk about food.** Ask them to work with a pupil near to them.
- When the pupils are ready, say **Tell your partner about what food you want to eat.** The pupils describe what they want to eat. 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!**

## Closing activities

- 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.

For The Food Machine animated story script  
see TN page 186.



### Time for a Sandwich

**Dad:** OK, what do you want to eat? Do you want a sandwich?

**Tom:** Yes, I want a sandwich, please. Do you want a sandwich?

**Tilly & Florence:** No, we don't want to eat a sandwich. We want spaghetti, please.

**Dad:** You two want to eat spaghetti. OK! Spaghetti!

**Tom:** I don't want spaghetti. I want sausages, please.

**Dad:** Tom wants sausages? Right!

**Florence:** I don't want sausages. I want salad, please.

**Tilly:** Yes, and I want salad, too, please.

**Dad:** You two want salad?! Oh well?!

**Tom:** I don't want salad. I want potatoes and chicken, please.

**Dad:** Potatoes?! Right! And chicken? No problem!

**Tom, Tilly & Florence:** And we all want chocolate ice cream, please!

**Dad:** OK, chicken, salad, spaghetti, sausages, potatoes and chocolate ice cream. Perfect!

**Tom, Tilly & Florence:** Yum, yum! Chicken, salad, spaghetti, sausages, potatoes and chocolate ice cream!

**Dad:** Dah dah!

**Tom, Tilly & Florence:** Oh no!



### CLIL – Our Solar System

**Tilly:** I want to know about our solar system.

**Tom:** Our what?

**Tilly:** Our solar system. Look, that's the Moon. You can see it when you look into the sky at night.

**Florence:** It looks really small.

**Tilly:** It's a quarter the size of the Earth, but it's a long way away in Space.

**Tom:** Nearly 400,000 kilometres!

**Tilly:** It travels around the Earth.

**Florence:** And does the Earth stay still?

**Tom:** No, it doesn't. Look, there's the Sun.

**Tilly:** The Sun isn't a planet, it's a star!

**Tom:** Yes, and the Earth travels around it once every year.

**Florence:** Does the Sun have valleys and mountains, like the Earth?

**Tilly:** No, it's a big ball of fire.

**Tom:** A big ball of fire in Space! Wow!

**Tilly:** The Moon has valleys and mountains. People can travel to the Moon in space rockets. They're called astronauts.

**Tom:** Cool! I want to be an astronaut!

**Tilly:** Yes, and visit the Moon, the planets and the whole solar system!





**Unit objectives**

- Identifying and naming body parts, clothes and food (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 general culture (C1 C3 C5 C6 C7 C8)
- Reviewing what has been studied in Units 4, 5 and 6 (C1 C5 C7 C8)

**Key language****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).*
- *They have got (flowers).*
- *There's a (badge).*

**Receptive language**

- *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?*

**Summary**

In this unit you will review material from Units 4, 5 and 6 in the context of a picture puzzle. There is a focus on UK culture using the units' vocabulary and structures. The pupils will also write a short text.

**Competences key**

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of ICT
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative

## Learning objectives

- Identify and name body parts, clothes and food
- Ask and answer questions about a picture puzzle
- 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 aspect of general culture

## Language focus

- *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*
- *He/She wants to/doesn't want to eat (chicken).*
- *He/She is wearing (a hat).*
- *It has got (wings).*
- *They are wearing (dresses).*
- *They have got (flowers).*
- *There's a (badge).*

## Materials

- Crayons and a piece of paper for each pupil
- Flashcards and word cards you have prepared so far: Units 4, 5 and 6
- Pupil's Book, pages 43 and 44
- 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 *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 *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 from Unit 4. 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 5 and 6 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.



## At-a-glance lesson plan (PB pages 43 and 44)

### Opening activities

- *Everybody stand up* song (CD 1 track 3).

### Main activities

- **Vocabulary game** Play *Against the clock*.
- **Review** Read and say 'True' or 'False'. Listen and check (CD 2 track 57). Look at the picture. Find the eight letters to make the secret word (PB page 43).
- **UK culture** Listen and read. Answer the questions (CD 2 track 58) (PB page 44).
- **General culture** Your Investigation. Read and write about clothes in your country (PB page 44).

### Closing activities

- *It's time to finish* song (CD 1 track 6).



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

- Say **Open your Pupil's Book at page 43**. 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 girl wearing in C3?** (jeans, boots, a T-shirt) .
- Say **Let's read and say 'True' or 'False'**. Invite two pupils to read the example dialogue aloud, for example, *There is an alien with two mouths and four wings. True. It's in A2*. Encourage the other pupils to find the alien in A2 and point to it. Write the answer on the board (true) and its location (A2).




## Unit 4, 5, 6 Quest Revision

**1 Read and say 'True' or 'False'. Listen and check.**


- There's an alien with two mouths and four wings.
- The woman's wearing trousers and a red scarf.
- The boy wants to eat sausages.
- The woman wants to eat spaghetti.
- The girl's wearing jeans and boots.
- The red alien has got a short tail.
- The green alien has got three eyes and three legs.
- The man's wearing a yellow jacket and a hat.
- The orange alien wants to eat meatballs.

There's an alien with two mouths and four wings.

True. It's in A2.



**2 Look at the picture. Find the eight letters to make the secret word.**





## Clothes in the UK

**1 Listen and read. Answer the questions.**

**Bridesmaid dresses**  
The two girls are bridesmaids at a wedding. They're wearing white dresses. They've got flowers in their hair.



**Police uniforms**  
The policeman is wearing a uniform and a helmet. It's dark blue. There's a special badge on the front.



**Kilt**  
This boy is wearing a kilt. It's a skirt for men. It's different colours. People wear them to parties and weddings in Scotland.



- What colour are the bridesmaid dresses?
- What is on the policeman's helmet?
- What is a kilt?

**2 Your investigation. Read and write about clothes in your country.**

**Primary school**  
Children in school uniforms. Uniforms are blue, white, yellow, green, grey, black.

**Secondary school**  
Children in school uniforms. Uniforms are blue, white, yellow, green, grey, black.

**University**  
Students in school uniforms. Uniforms are blue, white, yellow, green, grey, black.

**Adult uniforms**  
This is a school. It's wearing a school uniform. It's a blue, white, yellow, green, grey, black.

**Police uniforms**  
This is a policeman. He's wearing a uniform. It's dark blue. There's a special badge on the front.

- Repeat the procedure with the other questions, inviting different pupils to read the statement each time until all the answers are on the board.
- Say to the pupils **Let's listen and check.** Play CD 2 track 57. Tick the answers the pupils have got correct, and praise them when the CD finishes.
- Answers: 1 true / 2 false / 3 false / 4 true / 5 true / 6 false / 7 true / 8 false / 9 false



- 1**  
**Olga:** There is an alien with two mouths and four wings.  
**Anna:** True. It's in A2.
- 2**  
**Anna:** The woman is wearing trousers and a red scarf.  
**Olga:** False. She's wearing a skirt and a green scarf. She's in B1.
- 3**  
**Olga:** The boy wants to eat sausages.  
**Anna:** False. He wants to eat ice cream. He's in C1.
- 4**  
**Anna:** The woman wants to eat spaghetti.  
**Olga:** True. She's in B1.
- 5**  
**Olga:** The girl's wearing jeans and boots.  
**Anna:** True. She's in C3.

**6**

**Anna:** The red alien has got a short tail.

**Olga:** False. He's got a long tail. He's in B3.

**7**

**Olga:** The green alien has got three eyes and three legs.

**Anna:** True. He's in C2.

**8**

**Anna:** The man's wearing a yellow jacket and a hat.

**Olga:** False. He's wearing a blue shirt and a hat. He's in A3.

**9**

**Olga:** The orange alien wants to eat meatballs.

**Anna:** False. He wants to eat salad. He's in A1.



**Look at the picture. Find the eight 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 eight 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: sausages



## Listen and read. Answer the questions.

- Say **Open your Pupil's Book at page 44.** 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 clothes 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 2 track 58.
- 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 have the bridesmaids got in their hair?** (flowers) **What is the policeman wearing?** (a uniform and a helmet). 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 white / 2 a special badge / 3 a skirt for men



### Bridesmaid dresses

The two girls are bridesmaids at a wedding. They're wearing white dresses. They've got flowers in their hair.

### Police uniform

The policeman is wearing a uniform and a helmet. It's dark blue. There's a special badge on the helmet.

### Kilt

This boy is wearing a kilt. It's a skirt for men. It's different colours. People wear them to parties and weddings in Scotland.



## Your Investigation. Read and write about interesting clothes in your country.

- Hold up your PB and point to Activity 2. Explain that Charlie's notes for his clothes 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, **white.** 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 clothes in our country.** Write the headings from Charlie's writing plan notes on the board. The pupils copy it into their notebooks.
- Say to the pupils **Choose some traditional clothes in our country and complete the notes.** Give them time to decide which clothes 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 clothes.** Encourage them 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 clothes.

**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 clothes using the writing plan notes as a guide.

## Closing activities

- 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.



**Unit objectives**

- Identifying and naming daily routine activities (C1 C3 C6 C7 C8)
- Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8)
- Listening to, reading and performing a short dialogue (C1 C3 C7 C8)
- Identifying parts of the language structure and making sentences and 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 time zones and daily routines (C1 C3 C7 C8)
- Writing a short text about a daily routine (C1 C3 C6 C7 C8)
- Reproduce sentences from text
- Listening to, reading, understanding and explaining a story (C1 C2 C6 C7 C8)
- Identifying and naming vocabulary for time (C1 C7)
- Using vocabulary for time with daily activities (C1 C6 C7 C8)
- Making a cut-out and using it in a communicative game (C1 C3 C6 C7 C8)
- Creating a daily profile (C1 C3 C5 C6 C7 C8)
- Reading and understanding a short diary entry (C1 C3 C6 C7 C8)
- Writing a short personalized diary entry about daily routines and talking about it (C1 C3 C4 C5 C6 C7 C8)
- Practising and discriminating between the sounds /ʌ/ and /u:/ (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)

**Key language****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).*

**Recycled language**

- 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*

**Receptive language**

- CLIL vocabulary: *time, 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...*

**Socio-cultural aspects**

- Understanding the importance of time in our lives today
- Showing interest in time zones around the world

**Summary**

In this unit you will introduce and practise vocabulary for describing daily routines and saying the time. The pupils will explore information about world time zones. They will learn how to describe their day, and write a description of their day.

**Competences key**

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of ICT
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative

## Lesson 1

## Learning objectives

- Learn a new song for the opening routine
- Identify, listen to and name words for different daily routine verbs
- Listen to, read and sing the *My day* song
- Show understanding by writing and matching pictures to sentences
- Learn a new song for the closing routine

## Language focus

- *get up, have a shower, get dressed, have breakfast, go to school, study, have lunch, go home, have dinner, go to bed*
- *I (get up)/don't (get up) at (seven o'clock).*

## Materials

- Flashcards and word cards you have prepared for the unit: *get up, have a shower, get dressed, have breakfast, go to school, study, have lunch, go home, have dinner, go to bed*
- Pupil's Book, page 45
- Activity Book, page 53
- Class audio CD



**At-a-glance lesson plan**  
(PB page 45, AB page 53)

## Opening activities

- Learn the *It's time for English* song (CD 1 track 4). (C1 C6)

## Main activities

- **Vocabulary game** Play *What is it?* (C1 C7 C8)
- **Vocabulary activity** *Routines word rap* (CD 3 track 1). Listen and say the words. (C1 C6 C7)
- **Vocabulary game** Play *I can match.* (C1 C7 C8)
- **Song** *My day* (CD 3 track 2). Listen to the song. Answer the questions. Listen and read. Sing the song (PB page 45). (C1 C6 C7 C8)
- **Vocabulary game** Play *Guess the sentence.* (C1 C7 C8)
- **Vocabulary game** *Word Quest*. Listen and play (CD 3 track 4) (PB page 45). (C1 C7 C8)
- **Vocabulary activities** Read and match. Circle and write the words (AB page 53). (C1 C7 C8)

## Closing activities

- Learn the *Put your things away* song (CD 1 track 7). (C1 C6)

## Opening activities

Learn the *It's time for English* 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 at the beginning of the class.
- Say **Let's listen and mime.** Play CD 1 track 4. The pupils listen and do the actions with you.

*It's time for English* song

1, 2, 3, 4, 5 (hold up one finger, then two, then three, then four, then five)

*Find your book.* (mime opening a book)

*Find your pencil.* (mime writing)

*Come on everyone, it's time for English.*

5, 4, 3, 2, 1 (hold up five fingers, then four, then three, then two, then one)

*Let's go!*

## Main activities

Play *What is it?*

- Hold up the pile of Unit 7 flashcards you have prepared, with the *get up* card on top, facing you. Quickly flip over the cards to give the pupils a glimpse of the *get up* card. Encourage them to guess what it is. If they guess it, say **Yes, it's get up. 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, daily activities.**

## Listen and say the words.

- Say **Let's listen and say the words.** Play CD 3 track 1 and point to the flashcards or the pictures in the book of the different activities as you hear them on the CD.

**Unit 7 A Day in your Life**

**Lesson 1** 1 Listen and read. Sing the song.

In the morning,  
I get up,  
I have a shower  
and get dressed.  
I have breakfast,  
I go to school  
and study hard with friends like you.  
I study English,  
I study Maths.  
I have lunch  
and play games too.  
Then I go home  
and I have dinner.  
I go to bed, in my bedroom.

2 Word Quest  
Listen and play.

**Unit 7 A Day in your Life**

**Lesson 1** 1 Read and match.

2 Circle and write the words.

go to school

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| G | O | T | O | S | C | H | O | O | L | S | I | N | G |
| O | V | G | O | H | O | M | E | T | O | R | T | U | P |
| T | I | N | P | L | S | H | A | V | E | L | U | N | C |
| O | P | E | T | O | R | E | S | S | E | D | I | T | S |
| S | H | A | V | E | D | I | N | E | R | V | E | A | C |
| E | K | C | H | A | V | E | I | A | S | H | O | W | E |
| D | H | A | V | E | R | E | I | A | K | F | A | S | T |

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

### **Routines word rap**

Let's rap, let's rap,  
Let's say the Routines word rap...

Get up  
Have a shower  
Get dressed  
Have breakfast  
Go to school  
Study  
Have lunch  
Go home  
Have dinner  
Go to bed

**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 7 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 more confident saying the words.

### **Listen to the song. Answer the questions.**

- Say to the pupils **Let's listen to the My day song.**
- Play CD 3 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 **Does she have a shower?** (yes) **Does she study English?** (yes).

### **My day song**

In the morning,  
I get up, (mime getting out of bed)  
I have a shower (mime having a shower)  
and get dressed. (mime putting on clothes)  
I have breakfast, (mime eating)  
I go to school (mime walking)  
and study hard with friends like you. (mime writing in a book)

I study English, (mime reading a book)  
I study Maths. (mime reading a book)  
I have lunch, (mime eating)  
and play games too.  
Then I go home  
and I have dinner. (mime eating)  
I go to bed, in my bedroom. (mime sleeping)





## Listen and read. Sing the song.

- Say **Open your Pupil's Book at page 45.** Give the pupils time to find the page by themselves.
- Hold up your PB and point to Activity 1. Point to the different pictures and ask the pupils questions about what Anna is doing, for example, **What's Anna doing in the first picture?** (getting up).
- Play CD 3 track 1 and encourage the pupils to read the song in their PB while listening.
- Say to the pupils **Let's sing the My day 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) dinner.** 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 Olga). Explain that Charlie is pointing to one of the activities in the book and Olga is saying what the activity is. Then Charlie asks Olga to say the number of the activity in the book. Play CD 3 track 2. 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 in English?** and point to a picture. Encourage the pupils to say what the activity is. When a pupil gives the correct answer, say **What number is it?** and encourage the pupil to say the number of the correct activity in the book.

- Ask the pupils to play the game in pairs. Monitor and praise their speaking, saying **Very good!**



**Charlie:** What's this in English?

**Olga:** Get up.

**Charlie:** Yes! What number is it?

**Charlie:** One.



## Read and match.

- Say **Open your Activity Book at page 53.** 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 **(Juan). What's number 1?**
- Praise the pupils' work, saying **Well done!**
- Answers: 1 b / 2 d / 3 c / 4 a / 5 e / 6 h / 7 f / 8 g / 9 j / 10 i



## Circle and write the words.

- Hold up your AB and point to Activity 2. Ask the pupils to find the daily activities in the word search and write them on the lines.
- Move around the room, checking their work, saying **Very good!**
- When the pupils have finished, check the answers with the class.
- Answers: go to school / have breakfast / get dressed / go to bed / go home / have dinner / get up / have a shower / study / have lunch

**Fast finishers:** Ask the pupils to write the activities in chronological order without looking in their PB.

## Closing activities

### Learn the *Put your things away* 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 Put your things away song.** Play CD 1 track 7. Sing along, encouraging the pupils to sing with you and do the actions.



***Put your things away song***

1, 2, 3, 4, 5 (hold up one finger, then two, then three, then four, then five)

*Close your books.* (mime closing a book)

*Tidy up now.*

*English class is finished.*

*It's time to put your things away.*

5, 4, 3, 2, 1 (hold up five fingers, then four, then three, then two, then one)

## Lesson 2

## Learning objectives

- Listen to, read, understand and explain the *A Trip to London* story
- Show understanding of a story by sequencing, matching and deciding if sentences are true or false
- Practise and discriminate between the sounds /ʌ/ and /u:/ in a chant

## Language focus

- *get up, have a shower, get dressed, have breakfast, go to school, study, have lunch, go home, have dinner, go to bed*
- *Do you (study French)? Yes, I do. / No, I don't.*
- *It's (seven o'clock).*

## Materials

- Flashcards and word cards you have prepared: *get up, have a shower, get dressed, have breakfast, go to school, study, have lunch, go home, have dinner, go to bed*
- Pupil's Book, pages 46 and 47
- Activity Book, page 54
- Class audio CD



### At-a-glance lesson plan (PB pages 46 and 47, AB page 54)




## Opening activities

- *It's time for English* song (CD 1 track 4).




- **Vocabulary game** Play any game. 

## Main activities

- **Song review** *My day* (CD 3 track 3). Sing the *My day* song. 
- **Story** *A Trip to London* (CD 3 track 5). Listen to the story. Check comprehension. Ask questions. Listen to the story. Read (PB pages 46–47). Remember the story: *A Trip to London*. Look and match. Number. Read. True ✓ or false ✗? Write the Quest letter (AB page 54). 
- **Pronunciation** Listen and say (CD 3 track 6). Listen and say the chant (CD 3 track 7) (PB page 47). Circle, sort and write. Listen and check (AB page 54) (CD 3 track 8). 

## Closing activities

- *Put your things away* song (CD 1 track 7). 



## Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *It's time for English* song** (for lyrics see TN page 214). Play CD 1 track 4. 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 *My day* song.

- Ask the pupils **Do you remember the *My day* song?** Encourage them to say sentences from the song, for example, *I have a shower*.
- Say to the pupils **Let's sing and mime the *My day* song** (for lyrics see TN page 215). Play the karaoke version (CD 3 track 3) 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 seventh quest. Ask the pupils what they remember about the last quest, for example, **Where were the pupils?** (at a Space café) **What did Max eat?** (meatballs) **What was the symbol they found?** **What is the symbol for this unit?** (Big Ben). Ask the pupils **Where do you think the next quest is?** (in London).
- 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 London) **What can you see?** (a bus, a clock / Big Ben).
- Tell the story or play CD 3 track 5.
- Make sure that you show the different story frames, and point to different things on the pictures 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 in London!

**Charlie:** There's Big Ben!

**Olga:** Wow! It's very tall.

**Frame 2**

**Tom:** Oh, It's nine o'clock. I'm late for school!

**Anna:** Wait! Your book!

**Frame 3**

**Anna:** Wait! Here's your book.

**Tom:** Oh, thanks! I'm Tom.

**Anna:** I'm Anna. This is Charlie, Olga and Max.

**Frame 4**

**Tom:** We're going on a school trip today. Do you want to come?

**Children:** Yes, please!

**Frame 5**

**Teacher:** It's time to go to the museum.

**Anna:** Look, there's London Bridge!

**Tom:** And the River Thames!

**Frame 6**

**Teacher:** Let's have lunch.

**Tom:** Are you hungry?

**Olga:** Yes. I have lunch at half past twelve.

**Frame 7**

**Tom:** Look! What's he doing?

**Charlie:** Let's go and see.

**Frame 8**

**Tom:** It's a film!

**Charlie:** It's the new John Flynn Super Spy film!

**Olga:** I love John Flynn!

**Frame 9**

**Director:** A group of school children. Brilliant! Do you want to be in the film?

**Children:** Yes, please!

**Frame 10**

**Tom:** Now we're film stars!

**Charlie:** What a brilliant school trip! Thanks, Tom.

**Olga:** The cup isn't here. But I can see 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? (in London)

What can Charlie see? (Big Ben)

Is it tall? (yes)

**Frame 2**

What time is it? (nine o'clock)

Where is the boy going? (to school)

Is he late? (yes)

**7 A Day in your life Lesson 2**

**3 Remember the story: A trip to London. Look and match. Number.**

It's a film. Let's have lunch. Do you want to be in the film? Here we're film stars!

**4 Read. True ✓ or false ✗?**

1 Tom isn't late for school. ☒ 2 They don't have lunch. ☐  
 3 The children want to be in the film. ☐ 4 They go to the museum. ☐

**5 Write the Quest letter.** \_\_\_\_\_

**6 Circle, sort and write. Listen and check. \*phonics\***

boots

### Frame 3

What does Anna give the boy? (his book)  
 What is the boy's name? (Tom)

### Frame 4

Where is Tom going today? (on a school trip)  
 Do the children want to go on the school trip? (yes)

### Frame 5

Where are the children going? (to the museum)  
 What can Anna see? (London Bridge)  
 What can Charlie see? (the River Thames)

### Frame 6

Are the children hungry? (yes)  
 What time does Anna have lunch? (half past twelve)

### Frame 7

What are the children doing? (eating lunch/sandwiches)  
 What can they see? (a man on the London Eye)

### Frame 8

Where are they now? (on a film set)  
 Is the man an actor? (yes)  
 Which film is it? (the new John Flynn Super Spy film)  
 Does Olga like John Flynn? (yes)

### Frame 9

Who is the man? (the film director)  
 Is he happy to see the children? (yes)  
 Do the children want to be in the film? (yes)

### Frame 10

Do the children like the school trip? (yes)  
 Is the Quest Cup there? (no)  
 Who can see the Quest symbol? (Olga)  
 What is the Quest symbol? (a palm tree)



### Listen to the story. Read.

- Say **Open your Pupil's Book at page 46.** 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 3 track 5.
- Say **What daily activities can you see?** Give the pupils time to look at the story frames, and invite different pupils to suggest the answer (have lunch, go to school).
- Tell the pupils to look for the letter hidden in the story. Ask them **What is the Quest letter?** (R, in Frame 1).



### Remember the story: A Trip to London. Look and match. Number.

- Say **Open your Activity Book at page 54.** 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 Do you want to be in the film? / b Now we're film stars! / c Let's have lunch. / d It's a film.
- 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 1 / d 2



### Read. True ✓ or false ✗?

- 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 ✗ / 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: R



### Listen and say.

- Say **Open your Pupil's Book at page 47.** Give the pupils time to find the page by themselves.
- Stick the flashcards of *get up* and *go to school* in the centre of the board. Invite the pupils to say the words.
- Explain that the words contain different sounds, and today they are going to practise these sounds. Say /ʌ/, point to the flashcard of *get up* and say **(get) up**. Encourage the pupils to repeat the word after you. Then say /u:/, point to the flashcard of *go to school* and say **(go to) school**. 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 3 track 6, pausing after the first word. Point to the word *Ruth* and ask **How do you pronounce the letter in red?** Encourage the pupils to produce the sound /u:/.
- Continue playing the CD and pupils repeat the words. Pause after the word *up*. Point to the word *up* and ask **How do you pronounce the letter in blue?** Encourage the pupils to produce the sound /ʌ/. 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.



Ruth  
boots  
school  
two  
up  
but

- Point to the picture in the PB and say **What can you see?** Elicit as many words from the CD as possible, for example, *boots*, *(get) up*, *two*, *school*. 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 3 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 6 in the story. Ask them **Can you see pictures of words with the /ʌ/ 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 9, encouraging the pupils to look for pictures with the /u:/ sound.
- Answers: Frame 6: lunch / Frame 9: school children

**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.



Ruth gets up, puts on her boots and reads a book, but she doesn't go to school until two.



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

- Say **Open your Activity Book at page 54.** 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.

## Unit 7 Lesson 2

- Now ask them to write the words in the correct column, according to whether they have the /ʌ/ sound, like *up*, or the /u:/ sound, like *boots*.

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

- When the pupils have finished, play CD 3 track 8 so they 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: /u:/ boots, school, Ruth, two /ʌ/ up, but



/u:/  
boots  
school  
Ruth  
two  
/ʌ/  
up  
but

### Closing activities

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the *Put your things away* song** (for lyrics see TN page 217). Play CD 1 track 7. Sing along, encouraging the pupils to sing with you and do the actions.

## Lesson 3

### Learning objectives

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

### Language focus

- *get up, have a shower, get dressed, have breakfast, go to school, study, have lunch, go home, have dinner, go to bed*
- *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?*







### Materials

- Crayons for each pupil
- Flashcards you have prepared: *get up, have a shower, get dressed, have breakfast, go to school, study, have lunch, go home, have dinner, go to bed*
- Pupil's Book, page 48
- Activity Book, page 55
- Class audio CD













### At-a-glance lesson plan (PB page 48, AB page 55)



#### Opening activities

- *It's time for English* song (CD 1 track 4).  
- **Vocabulary game** Play any game.    

#### Main activities

- **Song review** *My day* (CD 3 track 3). Sing the *My day* song.  
- **Dialogue** Listen and read (CD 3 track 9). Let's investigate grammar (PB page 48).   
- **Vocabulary game** Play *Interviews*.   
- **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 3 track 10). Look at Activity 8. Complete the sentences about Charlie (AB page 55).  

#### Closing activities

- *Put your things away* song (CD 1 track 7).  

### Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *It's time for English* song** (for lyrics see TN page 214). Play CD 1 track 4. 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 *My day* song.

- Ask the pupils **Do you remember the *My day* song?**
- Give out the flashcards you have prepared for the unit to different pupils around the room.
- Say **Let's sing the *My day* song** (for lyrics see TN page 215). 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 3 track 3).

**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 class to sing along.



### Listen and read.

- Say **Open your Pupil's Book at page 48.** 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 and a boy) **Where are they?** (outside) **What are they doing?** (the boy and girl are interviewing another girl).
- Play CD 3 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, **Does the girl study French at school?** (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.

**7 A Day in your Life Lesson 3**

5 Listen and read.

Girl 1: Hi! Can I ask you some questions?  
 Girl 2: Yes.  
 Girl 1: What do you do every day?  
 Girl 2: I get up at 7 o'clock. I go to school. I go to bed at 9 o'clock at night.  
 Girl 1: Do you study French at school?  
 Girl 2: No, I don't. I study English.  
 Girl 1: Do you have lunch at school?  
 Girl 2: Yes, I do. At 1 o'clock.

6 Let's investigate grammar.

Lesson 4 7 Make your cut-out cards (Activity Book, page 83). Play a game.

**Let's investigate grammar! Lesson 3 A Day in your Life 7**

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

1 have lunch? / you / Do  
 2 you / have a shower? / Do  
 3 go to / school. / I  
 4 study French. / I / don't

8 Listen. Tick ✓ or cross X.

| Do you...                 | Anna | Olya | Charlie |
|---------------------------|------|------|---------|
| have a shower every day?  | ✓    |      | ✓       |
| go to school on Saturday? |      |      | X       |
| have breakfast every day? |      |      | ✓       |
| study Music?              |      |      | X       |
| have lunch at school?     |      |      | ✓       |

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

I have a shower every day.  
 I don't go to school on Saturday.  
 I have lunch at school.  
 I don't study French at school.



**Girl 1:** Hi! Can I ask you some questions?

**Girl 2:** Yes.

**Girl 1:** What do you do every day?

**Girl 2:** I get up at 7 o'clock. I go to school. I go to bed at 9 o'clock at night.

**Girl 1:** Do you study French at school?

**Girl 2:** No, I don't. I study English.

**Girl 1:** Do you have lunch at school?

**Girl 2:** Yes, I do. At 1 o'clock.



### 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. Explain that we use *he* for males and *she* for females. 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 says I go to school in the dialogue in Activity 5?** (Girl 2) **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 go to bed at nine o'clock at night. I study English.*) or questions (*Can I ask you some questions?*).

- Praise the pupils' sentences and questions.

### Play Interviews.

- Stick the daily routine flashcards on the board.
- Invite a pupil to come to the front to answer questions about his/her day.
- Invite the class to ask him/her questions using *Do you (go to bed at nine o'clock)?* Encourage different pupils to ask questions. The pupil at the front answers *Yes, I do* or *No, I don't*. 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 55**. Give the pupils time to find the page by themselves.
- Ask the pupils to look at Activity 7. Ask the pupils 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 have lunch? (blue) / 2 Do you have a shower? (blue) / 3 I go to school. (green) / 4 I don't study French. (red)

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



## Listen. Tick ✓ or cross X.

- Hold up your AB, and point to Activity 8. Ask the pupils to listen to Olga and Anna talking about their routines and put a tick or cross next to the activities.
- Play CD 3 track 10, pausing between each sentence to give the pupils time to tick or cross. Play the CD again, so the pupils can check their answers.
- When the pupils have finished, check the answers with the class.
- Answers:

| Do you ...                 | Anna | Olga |
|----------------------------|------|------|
| have a shower every day?   | ✓    | ✓    |
| go to school on Saturdays? | X    | X    |
| have breakfast every day?  | ✓    | ✓    |
| study Music?               | X    | ✓    |
| have lunch at school?      | ✓    | X    |



**Olga:** Anna, do you have a shower every day?  
**Anna:** Yes, I do.  
**Olga:** Do you go to school on Saturdays?  
**Anna:** No, I don't.  
**Olga:** Do you have breakfast every day?  
**Anna:** Yes, I do.  
**Olga:** Do you study Music?  
**Anna:** No, I don't.  
**Olga:** Do you have lunch at school?  
**Anna:** Yes, I do. Olga, do you have a shower every day?  
**Olga:** Yes, I do. And I have breakfast.  
**Anna:** Do you go to school on Saturdays?  
**Olga:** No, I don't.  
**Anna:** Do you study Music?  
**Olga:** Yes, I do.  
**Anna:** Do you have lunch at school?  
**Olga:** No, I don't. I have lunch at home.



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

- Hold up your AB and point to Activity 9. Ask the pupils to look at the ticks and crosses about Charlie's routine in Activity 8 and complete the sentences in the speech bubble.
- When the pupils have finished, check the answers with the class.
- Answers: I have a shower every day. I don't go to school on Saturdays. I have breakfast every day. I don't study Music. I have lunch at school.

## Closing activities

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the Put your things away song** (for lyrics see TN page 217). Play CD 1 track 7. Sing along, encouraging the pupils to sing with you and do the actions.

## Lesson 4

## Learning objectives

- Listen to, write and match sentences and questions about daily routines
- Talk about daily routines using a cut-out

## Language focus

- *get up, have a shower, get dressed, have breakfast, go to school, study, have lunch, go home, have dinner, go to bed*
- *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?*

## Materials

- Crayons and scissors for each pupil
- Flashcards you have prepared for the unit: *get up, have a shower, get dressed, have breakfast, go to school, study, have lunch, go home, have dinner, go to bed*
- Activity Book, page 56
- Cut-out for Unit 7 (AB page 85)
- Class audio CD



### At-a-glance lesson plan (AB page 56)

## Opening activities

- *It's time for English* song (CD 1 track 4).

- **Vocabulary game** Play any game.



## Main activities

- Play *Affirmative, negative or question*.



- **Listening and writing practice** Match to make sentences. Read and complete. Listen and check (CD 3 track 11). Draw and write about what you do every day (AB page 56).



- **Cut-out activity** Make your cut-out cards. Play a game (AB page 85).

## Closing activities

- *Put your things away* song (CD 1 track 7).



## Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *It's time for English* song** (for lyrics see TN page 214). Play CD 1 track 4. 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 daily routine words?** and show them the Unit 7 daily routine flashcards. 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, *Do you (have lunch)? I have dinner*.
- 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 56**. 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 Do you have breakfast every day? / 2 No, I don't. / 3 I have dinner and I go to bed. / 4 I study English on Tuesday and Thursday.



### 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 3 track 11, so they can listen and check their answers.
- Check the answers with the class. Ask different pupils **What's number (1)?**

**7 A Day in your Life Lesson 4**

**10 Match to make sentences.**

|                   |                           |
|-------------------|---------------------------|
| 1 Do you          | on Tuesday and Thursday   |
| 2 No,             | and I go to bed           |
| 3 I have dinner   | have breakfast every day? |
| 4 I study English | I don't                   |

**11 Read and complete. Listen and check.**

I have dinner and I go to bed Yes, I do  
I study English on Tuesday and Thursday No, I don't

Anna: Charlie, do you have breakfast every day?  
Charlie: (1) Yes, I do  
Anna: Do you have lunch at school?  
Charlie: (2)  
Anna: Do you study English on Monday?  
Charlie: No, I don't. (3)  
Anna: What else do you do every day?  
Charlie: (4)

**12 Draw and write about what you do every day.**

I \_\_\_\_\_ every day. \_\_\_\_\_

Do the activity on page 85.

**Unit 7 Daily routine snap 7**

- Answers: 1 Yes, I do / 2 No, I don't / 3 I study English on Tuesday and Thursday / 4 I have dinner and I go to bed



**Anna:** Charlie, do you have breakfast every day?

**Charlie:** Yes, I do.

**Anna:** Do you have lunch at school?

**Charlie:** No, I don't.

**Anna:** Do you study English on Monday?

**Charlie:** No, I don't. I study English on Tuesday and Thursday.

**Anna:** What else do you do every day?

**Charlie:** I have dinner and I go to bed.



### page 56 Draw and write about what you do every day.

- Hold up your AB and point to Activity 12. Tell the pupils to work individually to draw four pictures showing activities from their day.
- Move around the room and praise their drawings, saying **Well done!**
- When the pupils have finished drawing, ask them to write sentences about their pictures.

**Fast finishers:** Ask the pupils to show their drawings to a partner and tell them what he/she does every day.

- When the pupils have finished, ask different pupils to show their pictures and read some of their sentences aloud.



### page 85 Make your cut-out cards (Activity Book page 85). Play a game.

#### Stage 1

- Say to the pupils **Open your Activity Book at page 85**. Give them time 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 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 Daily routine snap**. Invite a pupil to come to the front to play against you.

## Unit 7 Lesson 4

- Turn your cards over at the same time and say sentences, for example, **I don't get up.**
- When the cards are a matching pair, the first pupil to say *Snap* wins all the cards in the pile. The pupil with the most cards at the end of the game wins.
- 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!**

### Closing activities

- Say **Everybody finish now.** Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the *Put your things away* song** (for lyrics see TN page 217). Play CD 1 track 7. Sing along, encouraging the pupils to sing with you and do the actions.



## Lesson 5

### Learning objectives

- Identify and name words about time
- Listen to, read and sing the *Time* rap
- Use vocabulary for time with daily routine activities
- Listen to, read and understand a comic strip

### Language focus

- *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*
- *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?*






### Materials

- Word cards you have prepared: *get up, have a shower, get dressed, have breakfast, go to school, study, have lunch, go home, have dinner, go to bed*
- Pupil's Book, page 49
- Activity Book, page 57
- Class audio CD
- Writing Diary, Activity Book, page 60



















### At-a-glance lesson plan (PB page 49, AB page 57)


#### Opening activities

- *It's time for English* song (CD 1 track 4).  
- **Vocabulary game** Play any game.   

#### Main activities

- **Vocabulary activity** Listen. Say the words (CD 3 track 12) (PB page 49).  
- **Listening practice** *Time* rap (CD 3 track 13). Listen and read. Say the rap (PB page 49).    
- **Vocabulary activities** Listen and number (CD 3 track 14). Look and complete. Draw the times and write (AB page 57).      
- **Comic strip** *A Dog's Day* (CD 3 track 15). Listen and read (PB page 49).    

#### Closing activities

- *Put your things away* song (CD 1 track 7). 

## Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *It's time for English* song** (for lyrics see TN page 214). Play CD 1 track 4. 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 49.** 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 3 track 12. Pause between each word and encourage the pupils to repeat it.



It's seven o'clock.  
It's half past twelve.  
in the morning  
in the afternoon  
at night

- Put your arms above your head and face the class. Tell the pupils to say the time as you move your left arm clockwise. First, mime the time slowly. Then, as the pupils become more confident saying them, speed up your mimes.
- Finally, ask **When do you go to bed?** (at night) to one pupil. Ask questions to check the understanding of the other times 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 pictures** and point to the pictures on the page. Ask the pupils questions about it, for example, **What time does the boy get up?** (at seven o'clock in the morning).
- Play CD 3 track 13 and encourage the pupils to read the rap in their PB while listening.
- Say to the pupils **Let's say the *Time* rap.** Play CD 3 track 13 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 go to bed at (nine o'clock)?** Encourage them to answer, saying *Yes, I do* or *No, I don't*.

Lesson 5 A Day in your Life 7

8 Listen. Say the words.

in the morning

in the afternoon

at night

9 Listen and read. Say the rap.

10 Listen and read.

11 Hello, Sophie.

12 Hello, Sophie. Welcome to London!

13 Look! Fred's London Bridge!

14 Hello! Jack, come here!

15 Jack, are you in London too?

Lesson 5 A Day in your Life 7

13 Listen and number.

14 Look and complete.

I get up at seven o'clock.

15 Draw the times and write.

1 get up

2 have breakfast

3 go home

4 go to bed



### Time rap

*It's seven o'clock in the morning.  
It's time to get up, Fred. (mime waking up)*

*It's one o'clock in the afternoon.  
It's time for lunch, Fred. (mime eating)*

*It's half past nine at night.  
Why aren't you in bed, Fred? (mime sleeping)*



### Listen and number.

- Say **Open your Activity Book at page 57.** 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 picture. Play CD 3 track 14, 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: a 3 / b 5 / c 1 / d 4 / e 2



- It's half past seven.
- It's four o'clock.
- I have a shower in the morning.
- I go home in the afternoon.
- I go to bed at night.



### 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 day, using the pictures as a guide.
- When the pupils have finished, check the answers with the class. Ask different pupils **What's number (1)?**
- Answer: I get up at seven o'clock. I go to school at eight o'clock. I have dinner at half past six. I go to bed at half past eight.



### Draw the times and write.

- Hold up your AB and point to Activity 15. Ask the pupils to look at the daily activities and draw the time they do that activity.
- When they have finished, ask them to write sentences about each activity, for example, *I get up at eight 'o clock.*
- Move around the room and check the pupils' work, saying **Well done!**
- When the pupils have finished, ask different pupils to say some of their sentences.



## Listen and read.

- Say **Open your Pupil's Book at page 49.** Give the pupils time to find the page by themselves.
- Point to Activity 10 and ask **Where are the characters?** (in London / at home).
- Say **Let's listen to the comic strip.** Play CD 3 track 15.
- When the CD has finished, ask **What do Scotty and Yorkie see in London?** (Big Ben and London Bridge).
- Say **Let's read and listen to the comic strip again.** Play CD 3 track 15 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, **Do Scotty and Yorkie take a bus?** (no) **Is Jack a London bus?** (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:** Hello, Yorkie. Welcome to London!

### Frame 2

**Scotty:** Here's Big Ben.

### Frame 3

**Scotty:** Look! Here's London Bridge.

**Yorkie:** Where's the bus?

### Frame 4

**Scotty:** There! Jack, come here!

**Jack:** Hello!

### Frame 5

**Yorkie:** Jack, are you a London bus?

## Closing activities

- Say **Everybody finish now.** Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the *Put your things away* song** (for lyrics see TN page 217). Play CD 1 track 7. Sing along, encouraging the pupils to sing with you and do the actions.

## Lesson 6

## Learning objectives

- Learn about time zones and decide if sentences are true or false
- Identify and say sentences about daily life
- Listen and learn about a daily routine
- Write about a daily routine
- Create a profile for a friend in another country

## Language focus

- *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*
- *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?*
- *(Pablo) is (at school).*
- *She/He (goes to bed) at (seven o'clock).*

## Materials

- Crayons for each pupil
- Pupil's Book, page 50
- Activity Book, page 58
- Class audio CD
- CLIL photocopiable: *Daily profile* (TN page 311)
- CLIL photocopiable: *Time zones* (optional) (TN page 304)
- Card and scissors for each group of 3–4



### At-a-glance lesson plan (PB page 50, AB page 52)

## Opening activities

- *It's time for English* song (CD 1 track 4).
- **Vocabulary game** Play any game.

## Main activities

- **Picture activities** *Time zones* (CD 3 track 16). Look at the picture and predict. Listen and look at the picture.
- **Character's presentation** Listen and read (CD 3 track 16). Read and say 'True' or 'False'. Listen and check (CD 3 track 17).
- **Picture activity** Time zones. Look at the picture and answer questions.
- **Character's presentation** Listen and learn about daily routines (CD 3 track 18) (PB page 50).
- **Reading and writing practice** Read. True ✓ or false ✗? Read. Write about and draw daily routines (AB page 58).
- **Photocopiable activity** CLIL project: *Daily profile*.

## Closing activities

- *Put your things away* song (CD 1 track 7).

## Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *It's time for English* song** (for lyrics see TN page 214). Play CD 1 track 4. 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 picture and predict.

- Point to the map and the smaller photos of places around it on page 50 PB and ask **Which city is this?** (Liverpool, Madrid, Sydney, Honolulu) **Where is (Liverpool)? What time is it in (Liverpool)?** (seven o'clock, eight o'clock,

nine o'clock, six o'clock). The pupils may answer in L1.

- Ask the pupils **What do you think today's lesson is about?** (time zones and the times in different countries). Acknowledge logical answers and praise the pupils for their ideas, saying **Well done!**

- Explain to the pupils that they are going to learn about what children in the places in the pictures are doing at the same time. Then ask the pupils if they know what the time is now in any other countries. The pupils may answer in L1.

## Listen and look at the picture.

- Explain to the pupils that Olga has done a presentation about the topic on the page. Say to the pupils **Let's look at the picture and listen to Olga's presentation about time zones.**



**7 CUI Social Science Lesson 6**

**11 Listen and read.**

**What time is it in...? by Olga**

The time is different in many parts of the world.

In Liverpool it's 7 o'clock in the morning. I'm at home. I get up at 7 o'clock.

In Madrid it's 8 o'clock in the morning. Pablo is at school. He goes to school at 8.

In Sydney it's 6 o'clock in the afternoon. Matt is at home. He has dinner at 6.

In Honolulu it's 9 o'clock at night. Malina is at home. She goes to bed at 9.

**12 Read and say 'True' or 'False'. Listen and check.**

- 1 Olga goes to school at seven o'clock in the morning.
- 2 Pablo lives in Sydney.
- 3 Matt has dinner at six o'clock.
- 4 It's seven o'clock in the morning in Liverpool.
- 5 Malina lives in Honolulu.
- 6 Malina goes to bed at ten o'clock.

**13 Listen and learn about daily routines.**

This is Malina. She lives in Honolulu. She goes to school at 8 o'clock in the morning and has dinner at 6 o'clock. She has breakfast at 9 o'clock every day. She goes to bed at 9 o'clock.

**Lesson 7** 14 Do the revision page (Activity Book, page 59)

**Lesson 8** 15 Write and draw in your Writing Diary (Activity Book, page 60)

**7 CUI Science Lesson 6**

**16 Read. True ✓ or false X?**

- 1 The time is different in many parts of the world. ☒
- 2 In Liverpool it's seven o'clock in the morning. Olga has dinner at seven o'clock. ☐
- 3 In Honolulu it's nine o'clock at night. Malina gets up. ☐
- 4 In Madrid it's eight o'clock in the morning. Pablo goes home. ☐
- 5 In Sydney it's six o'clock in the afternoon. Matt has dinner. ☐

**17 Read. Write about and draw daily routines.**

I live in Liverpool.  
I get up at seven o'clock in the morning.  
I have sausages, eggs and toast for breakfast.  
I have orange juice too!  
By Olga

- Play CD 3 track 16 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, **Who lives in Honolulu?** (Malina) **Where does Matt live?** (Sydney).



### What time is it in...? by Olga

The time is different in many parts of the world. In Liverpool it's 7 o'clock in the morning. I'm at home. I get up at 7 o'clock.

In Madrid it's 8 o'clock in the morning. Pablo is at school. He goes to school at 8.

In Sydney it's 6 o'clock in the afternoon. Matt is at home. He has dinner at 6.

In Honolulu it's 9 o'clock at night. Malina is at home. She goes to bed at 9.



### Listen and read.

- Say **Open your Pupil's Book at page 50**. 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 3 track 16 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, **In Liverpool it's seven o'clock at night** (False. It's seven o'clock in the morning.) **Pablo is at school** (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 3 track 17. 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 true / 6 false



- 1 Olga goes to school at seven o'clock in the morning. That's false. She gets up at seven.
- 2 Pablo lives in Sydney. That's false. He lives in Madrid.
- 3 Matt has dinner at six o'clock. That's true.
- 4 It's seven o'clock in the morning in Liverpool. That's true.
- 5 Malina lives in Honolulu. That's true.
- 6 Malina goes to bed at ten o'clock. That's false. She goes to bed at nine o'clock.

**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 picture and answer questions.

- Point to the picture on page 50 and ask the pupils questions again to reinforce their understanding.

**Option:** Ask the pupils to close their PB. Put them into small groups and give each group a photocopiable from TN page 304 and a pair of scissors. Ask them to cut out the sentences of the text and mix them up. Nominate one group to come to the front of the class. Ask them to listen to the CD and 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 groups. Play CD 3 track 16. When the CD has finished, check the answers with the class.



### Listen and learn about daily routines.

- Hold up your PB and point to Activity 13. Say **Look at Anna's information. Let's learn about daily routines.** Encourage the pupils to read the text in their PB as they listen. Play CD 3 track 18.
- Check the pupils' understanding by asking questions about the text, for example, **Where does Molly live?** (in Canada) **What does she have for breakfast?** (pancakes and maple syrup).
- Praise their answers, saying **Very good!**



**Anna:** This is Molly. She lives in Canada. She gets up at seven o'clock in the morning and has a shower. She has pancakes and maple syrup for breakfast. Maple syrup is very sweet!  
by Anna



### Read. True ✓ or false X?

- Say **Open your Activity Book at page 58.** 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 time zones and decide if they are true or false.

- When the pupils have finished, check the answers with the class. Ask different pupils

#### What's number (1)?

- Answers: 1 ✓ / 2 X / 3 X / 4 X / 5 ✓



### Read. Write about and draw daily routines.

- 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 empty box on the right. Say to the pupils **Draw part of your daily routine and write your sentences.** The pupils work individually to draw themselves and write their sentences, using Olga's sentences as a guide.

- Move around the room to check the pupils' work. Praise it and say **Very good!**

- Ask different pupils to read their sentences.

### CLIL project: *Daily profile*

- Say to the pupils **Let's create a daily profile.** Divide the class into groups of three or four, and give each group a profile from the photocopiable from TN page 311 and a large piece of card.
- Explain that they need to look at the pictures of their daily activities, cut them out, put them in order and write sentences about them.
- Ask the pupils to stick their pictures on the card.
- 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 talk about their person.

## Closing activities

- Say **Everybody finish now**. Say **Goodbye!**  
Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the *Put your things away* song** (for lyrics see TN page 217). Play CD 1 track 7. Sing along, encouraging the pupils to sing with you and do the actions.

## Lesson 7

## Learning objectives

- Review vocabulary and structure
- Create a record of vocabulary learnt in the form of a mind map
- Listen and show understanding by drawing and writing
- Order sentences about daily routines
- Evaluate learning

## Language focus

- *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*
- *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?*

## Materials

- Flashcards and word cards you have prepared for the unit: *get up, have a shower, get dressed, have breakfast, go to school, study, have lunch, go home, have dinner, go to bed*
- Activity Book, pages 59 and 72
- Class audio CD



### At-a-glance lesson plan (AB page 59)

## Opening activities

- *It's time for English* song (CD 1 track 4).
- **Vocabulary game** Play games.

## Main activities

- **Mind map** Unit 7 (AB page 72).
- **Listening practice** Listen and draw (CD 3 track 19) (AB page 59).
- **Writing practice** Look and write. Write the words in order (AB page 59).

## Closing activities

- Evaluation.
- *Put your things away* song (CD 1 track 7).

## Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *It's time for English* song** (for lyrics see TN page 214). Play CD 1 track 4. 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 7

- Say **Open your Activity Book at page 72.** Give the pupils time to find the page by themselves.

- Hold up your AB, and point to the Unit 7 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.



## Listen and draw.

- Hold up your AB, and point to Activity 1. Ask the pupils to listen and draw the correct time on the clocks.
- Play CD 3 track 19, pausing between each sentence so the pupils have time to draw. Play the CD again, so they can check their answers.
- When the pupils have finished, check the answers with the class.



- 1 It's nine o'clock.
- 2 It's half past two.
- 3 It's eight o'clock.
- 4 It's half past eleven.



## Look and write.

- Hold up your AB and point to Activity 2. Ask the pupils to look at the pictures and complete the sentences with the correct activity and time.
- When the pupils have finished, check the answers with the class.
- Answers: 1 have breakfast, eight o'clock / 2 study English, eleven o'clock / 3 eat lunch, one o'clock / 4 go to bed, half past nine



## Write the words in order.

- Hold up your AB and point to Activity 3. Ask the pupils to write the words in the correct order to make sentences about daily routines.



Revision: Lessons 7 and 8. A Day in your Life 7

1 Listen and draw.

1 2 3 4

2 Look and write.

1 I have breakfast at eight o'clock.

2 I at

3 I at

4 I at

3 Write the words in order.

1 get / seven o'clock. / I / at / up

2 half / to / go / past / I / at / eight. / school

3 you / Do / shower? / a / have

4 don't / French. / I / study

Good Very good Excellent

7 Mind Map: Unit 7

Your day

have a shower have lunch

get up

have dinner

go to school

8 Mind Map: Unit 8

Island

climb

swim

fish

take

beach

- When the pupils have finished, encourage them to check their answers with their partner by reading their sentences aloud.
- Check the answers with the class.
- Answers: I get up at seven o'clock. / 2 I go to school at half past eight. / Do you have a shower? / 4 I don't study French.



## 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 7.
- Say to the pupils **Well done! We have finished our A Day in your Life Quest.**

## Closing activities

- Say **Everybody finish now. Say Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the Put your things away song** (for lyrics see TN page 217). Play CD 1 track 7. Sing along, encouraging the pupils to sing with you and do the actions.

## Lesson 8

## Learning objectives

- Review the unit using *Quest 7: A Day in your Life*
- Read the Writing Diary and answer questions
- Create a personalized diary about your daily routine and talk about it
- Create a record of interesting words

## Language focus

- *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*
- *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?*







## Materials

- Crayons for each pupil
- Writing Diary, Activity Book, page 60
- Photocopiable: *Quest 7: A Day in your Life* (TN page 320)
- Class audio CD









### At-a-glance lesson plan (Writing Diary, Activity Book page 60)



## Opening activities

- *It's time for English* song (CD 1 track 4).  
- **Story review** Play any vocabulary game.    

## Main activities

- **Photocopiable activity** Complete *Quest 7: A Day in your Life*.   
- **Writing Diary** Read the diary entry. Read the Diary Notes and answer questions (Activity Book, page 60).  
- **Writing Diary** Plan and write your diary entry. Draw. Complete the Diary Notes. Talk about your daily routine (Activity Book, page 60). 

## Closing activities

- *Put your things away* song (CD 1 track 7).  

## Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *It's time for English* song** (for lyrics see TN page 214). Play CD 1 track 4. 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 7: A Day in your Life*.

- Ask the pupils what they remember about Unit 7, *A Day in your Life*. Praise their answers.
- Ask a volunteer to give out the *Quest 7: A Day in your Life* 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 get up, have a shower, get dressed, have breakfast, go to school, study hard, study English, study Maths, have lunch, play games, go home, have dinner, go to bed / 2 the River Thames / 3 yes / 4 Big Ben, London Bridge, London bus / 5 seven o'clock in the morning



## Read the diary entry.

- Say **Open your Activity Book at page 60**. 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?** (Charlie) **What is it about?** (a day in his life).
- Listen to the pupils's 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 does Charlie do every day?** (has a shower and goes to school).
- 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 daily routine.** Encourage the pupils to respond, saying, for example, *I have lunch at school.* Listen and praise their speaking, saying **Very good!**

- Ask the pupils to work individually to write their diary entry about their daily routine. Give them time to write, but move around the room to offer help.
- When the pupils have finished, check their writing. Then say **Draw yourself doing your favourite activity of the day.** Alternatively, the pupils can stick pictures of their favourite activities from magazines or the Internet 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 they have finished, invite different pupils to read out their answers.

### Talk about your daily routine.

- Say to the pupils **Let's talk about your daily routine.** Ask them to work with a pupil near to them.
- When the pupils are ready, say **Tell your partner about your daily routine.** The pupils describe their routines. 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!**

### Closing activities

- Say **Everybody finish now.** Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the Put your things away song** (for lyrics see TN page 217). Play CD 1 track 7. Sing along, encouraging the pupils to sing with you and do the actions.

For the A Trip to London animated story script see TN page 219.



## London Trip

**Dad:** Come on, come on. Today is our day trip to London.

**Tom:** When do we leave?

**Dad:** Right now! At nine o'clock. It says here.

**Tilly:** Great! We always go to school at half past eight. But today we leave at nine o'clock.

**Dad:** Our trip to London is the same every year. We always go to the London Eye at half past ten.

**Tom:** And then we go to the Tower of London at 12 o'clock.

**Florence:** What time do we have lunch?

**Tom:** At school we have lunch at 12 o'clock.

**Dad:** Not today, today we have lunch in Regent's Park at half-past one.

**Tilly:** Fantastic! On our trip to London we always go sightseeing in the morning.

**Tom:** And then we go to London Zoo and shopping in the afternoon.

**Dad:** Right, let's go! OK ... Who wants to walk to the swimming pool?

**Tilly, Tom & Florence:** Oh, Dad!



## CLIL – Time Zones

**Tom:** Why are you looking at your watch?

**Florence:** I'm trying to work out what time it is in America. Let's look! You see, here in Britain it's seven o'clock at night, but in Chicago, it's one o'clock in the afternoon.

**Tom:** Why do you want to know the time in Chicago?

**Tilly:** She has a friend called Jessie who lives there. They send each other emails and chat online.

**Florence:** This is Jessie.

**Tilly:** She looks nice. Do you have friends in any other countries?

**Florence:** Yes! My friend Daniel lives in Granada, in Spain. I usually email him around five o'clock in the afternoon.

**Tom:** Why?

**Florence:** Because by then he's back from school. In Granada it's six o'clock in the evening. This is Daniel.

**Tom:** I see. Who's that?

**Florence:** She's called Matilda.

**Tilly:** She lives in Perth, in Australia. What time does she go to school?

**Florence:** She goes to school at eight o'clock in the morning.

**Tom:** Do you email her before she goes to school?

**Florence:** No way! When it's eight o'clock in the morning in Perth...

**Tilly:** ...it's 12 o'clock, midnight here and I'm asleep in bed!

**Tom:** I see. So every country has a time zone?

**Florence:** That's right, lots of different countries, all with different time zones.



**Unit objectives**

- Identifying and naming island features (C1 C5 C6 C7 C8)
- Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8)
- Listening to, reading and performing a short dialogue (C1 C5 C7 C8)
- Identifying parts of the language structure and making sentences and 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 islands (C1 C3 C7 C8)
- Writing a short text about an island (C1 C3 C7 C8)
- Reproduce sentences from text
- Listening to, reading, understanding and explaining a story (C1 C2 C6 C7 C8)
- Identifying and naming prepositions (C1 C7)
- Using prepositions with daily activities (C1 C6 C7 C8)
- Making a cut-out and using it in a communicative game (C1 C5 C6 C7 C8)
- Creating an island (C1 C3 C5 C6 C7 C8)
- Reading and understanding a short diary entry (C1 C3 C4 C7 C8)
- Writing a short personalized diary entry about an island and talking about it (C1 C3 C4 C5 C6 C7 C8)
- Practising the sound /ə/ (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)

**Key language****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).*

**Recycled language**

- 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/I've got*
- What can you...?*
- Can you...?*
- helmet*

**Receptive language**

- CLIL vocabulary: *town, volcano, sand, capital, boat race, high, beautiful, famous, far away, Isle of Wight, Hawaii, Tenerife*
- You can (walk).*
- Let's investigate/listen to/sing/look at/mime/play/say/stop/check/create/talk about...*

**Socio-cultural aspects**

- Understanding the importance of island features
- Showing interest in another country's island

**Summary**

In this unit you will introduce and practise vocabulary for islands and prepositions. The pupils will explore the geography of islands. They will learn how to describe an island and write a description of an island.

**Competences key**

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of ICT
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative

## Lesson 1

## Learning objectives

- Identify, listen to and name words for different island features
- Listen to, read and sing the *There's an island* song
- Show understanding by writing and matching pictures to sentences

## Language focus

- *island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path*
- *There's/There isn't a (beach).*
- *Is there a (river)? Yes, there is. / No, there isn't.*

## Materials

- Flashcards and word cards you have prepared: *island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path*
- Pupil's Book, page 51
- Activity Book, page 61
- Class audio CD

























### At-a-glance lesson plan (PB page 51, AB page 61)



## Opening activities

- *It's time for English* song (CD 1 track 4).  

## Main activities

- **Vocabulary game** Play *What is it?*   
- **Vocabulary activity** *Island word rap* (CD 3 track 20). Listen and say the words.   
- **Vocabulary game** Play *I can match.*   
- **Song** *There's an island* (CD 3 track 21). Listen to the song. Answer the questions. Listen and read. Sing the song (PB page 51).    
- **Vocabulary game** Play *Guess the sentence.*   
- **Vocabulary game** *Word Quest*. Listen and play (CD 3 track 23) (PB page 51).   
- **Vocabulary activities** Read and match. Circle and write the words (AB page 61).   

## Closing activities

- *Put your things away* song (CD 1 track 7).  

## Opening activities

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

- Say **Let's sing the *It's time for English* song** (for lyrics see TN page 214). Play CD 1 track 4. 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 8 flashcards you have prepared, with the *island* card on top, facing you. Quickly flip over the cards to give the pupils a glimpse of the *island* card. Encourage them to guess what it is. If they guess it, say **Yes, it's an island. 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, places on an island.**

## Listen and say the words.

- Say **Let's listen and say the words.** Play CD 3 track 20 and point to the flashcards or the pictures in the book of the different island features 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!**

**Island word rap**

*Let's rap, let's rap,  
Let's say the Island word rap...*

*Island  
River  
Lake  
Mountain  
Forest  
Cave  
Waterfall  
Beach  
Palm tree  
Path*

**Unit 8 The Island**

**Lesson 1** 1 Listen and read. Sing the song.



In the middle of the island  
there's a big palm tree.  
And from the top of that tree,  
what can you see?

There's a lake and there's a cave.  
There's a river and a beach.  
There's a forest and a path.  
There's a mountain and a waterfall.

In the middle of the island  
there's a big palm tree.  
And from the top of that tree,  
what can you see?

**2 Word Quest**  
Listen and play.

What's this in English? A mountain.  
Can you spell it? MOUNTAIN.



1. lake 2. river 3. cave 4. forest 5. path 6. mountain 7. waterfall 8. beach 9. palm tree 10. island

**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 8 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 *There's an island* song.**
- Play CD 3 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 **What is big?** (the palm tree).

**Unit 8 The Island**


**Lesson 1** 1 Read and match.



1 There's an island. 2 There's a cave. 3 There's a lake. 4 There's a river. 5 There's a forest. 6 There's a mountain. 7 There's a waterfall. 8 There's a palm tree. 9 There's a beach.

2 Circle and write the words.

forest cave waterfall island path beach mountain river




### *There's an island song*

*In the middle of the island  
there's a big palm tree. (stretch out your arms like a tree)  
And from the top of that tree,  
what can you see? (mime looking for something)*

*There's a lake and there's a cave. (mime waves with your hands)  
There's a river and a beach.  
There's a forest and a path. (stretch out your arms like a tree)  
There's a mountain and a waterfall. (stretch up high, like a mountain)*

*In the middle of the island  
there's a big palm tree. (stretch out your arms like a tree)  
And from the top of that tree,  
what can you see? (mime looking for something)*



### Listen and read. Sing the song.

- Say **Open your Pupil's Book at page 51.** Give the pupils time to find the page by themselves.
- Hold up your PB and point to Activity 1. Ask **What are the children doing?** (looking at a picture of an island).
- Play CD 3 track 21 and encourage the pupils to read the song in their PB while listening.

- Say to the pupils **Let's sing the *There's an island 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 **There's a (bleep) and a waterfall**. Instead of saying the missing word, pupils may point to the flashcard on the board.
- 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 island feature 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 island features in the book and Anna is saying what the feature is. Then Olga asks Anna to spell the word. Play CD 3 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 in English?** and point to a picture in the book. Encourage the pupils to say what the island feature 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!**



**Olga:** What's this in English?

**Anna:** A mountain.

**Olga:** Can you spell it?

**Anna:** M-O-U-N-T-A-I-N.



## **Read and match.**

- Say **Open your Activity Book at page 61**. 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 island features 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 d / 2 g / 3 a / 4 h / 5 b / 6 f / 7 e / 8 c



## **Circle and write the words.**

- Hold up your AB and point to Activity 2. Ask the pupils to find the island features in the word snake and write them on the lines.
- Move around the room, checking their work, saying **Very good!**
- When the pupils have finished, check the answers with the class.
- Answers: 1 forest / 2 cave / 3 waterfall / 4 island / 5 path / 6 beach / 7 palm tree / 8 lake / 9 mountain / 10 river

**Fast finishers:** Ask the pupils to write any more island features they know. Give them help with vocabulary, if necessary.

## Closing activities

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the *Put your things away song*** (for lyrics see TN page 217). Play CD 1 track 7. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.



## Lesson 2

### Learning objectives

- Listen to, read, understand and explain the *Meeting the Monkey King* story
- Show understanding of a story by sequencing, matching and deciding if sentences are true or false
- Practise the sound /ə/ in a chant

### Language focus

- *island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path*
- *There's/There isn't a (beach).*






### Materials

- Flashcards and word cards you have prepared for the unit: *island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path*
- Pupil's Book, pages 52 and 53
- Activity Book, page 62
- Class audio CD













### At-a-glance lesson plan (PB pages 52 and 53, AB page 62)

#### Opening activities

- *It's time for English* song (CD 1 track 4).  
- **Vocabulary game** Play any game.   

#### Main activities

- **Song review** *There's an island* (CD 3 track 22). Sing the *There's an island* song.  
- **Story** *Meeting the Monkey King* (CD 3 track 24). Listen to the story with pictures. Check comprehension. Ask questions. Listen to the story. Read (PB pages 52–53). Remember the story: *Meeting the Monkey King*. Look and match. Number. Read. True ✓ or false ✗? Write the Quest letter. Write the secret word (AB page 62).     
- **Pronunciation** Listen and say (CD 3 track 25). Listen and say the chant (CD 3 track 26) (PB page 53). Circle and write. Listen and say (AB page 62) (CD 3 track 27).   

#### Closing activities

- *Put your things away* song (CD 1 track 7).  

## Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *It's time for English* song** (for lyrics see TN page 214). Play CD 1 track 4. 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 *There's an island* song.

- Ask the pupils **Do you remember the *There's an island* song?** Encourage them to say sentences from the song, for example, *There's a lake and there's a cave.*
- Say to the pupils **Let's sing and mime the *There's an island* song** (for lyrics see TN page 243). Play the karaoke version (CD 3 track 22) and encourage them to sing and mime the actions.

### Listen to the story with story pictures.

- Explain to the pupils that the Your Quest characters are going on their final quest. Ask the pupils what they remember about the last quest, for example, **Where were the children?** (in London) **Were they in a film?** (yes) **What was the symbol they found?** **What is the symbol for this unit?** (a palm tree). Ask the pupils **Where do you think the next quest is?** (on an island).
- Say **Let's listen to the story.** Show the first frame in the story to the pupils. Generate interest in the story by inviting pupils to speculate about the picture. Ask **Where are the children?** (on a beach on an island) **What island features can you see?** (a palm tree, a beach, a mountain).
- Tell the story or play CD 3 track 24.
- Make sure that you show the different story frames, and point to different things on them 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.

CD3  
24**Frame 1**

**Olga:** We're on the beach! Look! There's a big palm tree.

**Anna:** What have you got, Max? Oh, it's a map! Well done!

**Frame 2**

**Olga:** The cup is here!

**Charlie:** Where do we go?

**Anna:** To the mountain. It's behind the forest.

**Frame 3**

**Charlie:** Come on! Let's walk quickly.

**Anna:** Hey! The parrot's got the map!

**Frame 4**

**Olga:** Look! There's the parrot.

**Charlie:** Catch him!

**Anna:** Get the map, Olga!

**Frame 5**

**Charlie:** Look, the parrot is up there, in the mountain.

**Anna:** Let's climb the mountain!

**Olga:** Put on your helmets. I've got some rope.

**Frame 6**

**Anna:** There's the parrot, but it hasn't got the map.

**Charlie:** No, but the monkey's got it. It's got coconuts too! Ouch!

**Frame 7**

**Olga:** Where's the monkey?

**Charlie:** It's in a cave behind the waterfall. Let's climb down!

**Frame 8**

**Charlie:** Look! There's the map!

**Anna:** And the Monkey King has got the Quest Cup! What can we do?

**Olga:** I've got an idea!

**Frame 9**

**Olga:** Do you like bananas? Can we have the cup? You can have lots of bananas.

**Frame 10**

**Anna:** Fantastic! We've got the Quest Cup!

**Charlie:** Let's go back to school!

**Olga:** OK. Everybody hold the cup!

**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? (on a beach)

What can Olga see? (a big palm tree)

What has Max got? (a map)

**Frame 2**

Can they see the Quest Cup on the map? (yes)

Where do the children go? (to the mountain)

Where is the mountain? (behind the forest)

**Frame 3**

Do they walk slowly? (no)

Who has got the map? (the parrot)

**3 Remember the story. Meeting the Monkey King. Look and match. Number.**

Let's climb the mountain! I've got an idea! Fantastic! We've got the Quest Cup! It's behind the forest.

**4 Read. True ✓ or false X?**

1 The children are on an island. ☒ 2 The Monkey King has got the Cup. ☐  
 3 There's a cave in the mountain. ☐ 4 The children give coconuts for the Cup. ☐

**5 Write the Quest letter.** \_\_\_\_\_

**Write the secret word.** \_\_\_\_\_

**6 Circle and write. Listen and say.** \*phonics\*

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

**Frame 4**

Can they catch the parrot? (no)

Can they get the map? (no)

**Frame 5**

Where is the parrot? (in the mountain)

Can they climb the mountain? (yes)

What has Olga got in her magic bag? (helmets and rope)

**Frame 6**

Has the parrot got the map? (no)

Who has got the map? (the monkey)

What does the monkey throw? (coconuts)

**Frame 7**

Where is the monkey? (in the cave)

Where is the cave? (behind the waterfall)

Can the children climb down? (yes)

**Frame 8**

Who has got the map? (the monkeys)

What has the Monkey King got? (the Quest Cup)

Who has an idea? (Olga)

**Frame 9**

What does Olga give the Monkey King? (bananas)

Does the Monkey King like bananas? (yes)

**Frame 10**

Does the Monkey King give them the Quest Cup? (yes)

Are they happy? (yes)

Where do the children go? (back to school)

**Listen to the story. Read.**

• Say **Open your Pupil's Book at page 52.** 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 3 track 24.

• Say **What island features can you see?** Give the pupils time to look at the story frames, and invite different pupils to suggest answers (a river, a cave, a waterfall, a beach, palm trees, a mountain, a forest).

• Tell the pupils to look for the letter hidden in the story. Ask them **What is the Quest letter?** (A, in Frame 1).

**Remember the story: Meeting the Monkey King. Look and match. Number.**

• Say **Open your Activity Book at page 62.** 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 I've got an idea! / b Fantastic! We've got the Quest Cup! / c It's behind the forest. / d Let's climb the mountain!

• 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 1 / d 2

**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 ✓ / 4 X

**Write the Quest letter. Write the secret word.**

• Ask the pupils to write the secret letter from the story.

• Answer: A

• Next, point to the gapped word and ask the pupils to make the secret word, looking back at the secret letters from each unit. You may want to write the letters on the board to help them.



- When the pupils have finished, ask **What is the secret word?** (waterfall).



### Listen and say.

- Say **Open your Pupil's Book at page 53.** Give the pupils time to find the page by themselves.
- Stick the flashcards of *river* and *waterfall* in the centre of the board. Invite the pupils to say the words. Note that this activity focuses on the schwa sound with 'er' spelling, as in *water*.
- Explain that today they are going to practise the sound in these words. Say /ə/, point to the flashcards of *river* and *waterfall* and say **river, waterfall.** 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 3 track 25, pausing after the first word. Point to the word *tiger* and ask **How do you pronounce the letters in red?**
- Encourage the pupils to produce the sound /ə/. 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 and then a quiet voice.



tiger  
shower  
river  
after  
brother

- Point to the picture in the PB and say **What can you see?** Elicit as many words from the CD as possible, for example, *tiger, shower, river.* 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 3 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.
- Finally, tell the pupils to look back at Frame 7 in the story. Ask them **Can you see pictures of words with the /ə/ sound?** Encourage them to look at the frame and listen to their answers, writing the correct ones on the board.
- Answers: waterfall, Anna, Olga

**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.



Tom the tiger has a shower by the river and after he has breakfast with his brother.



### Circle and write. Listen and say.

- Say **Open your Activity Book at page 62.** 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 more words they know in English with the schwa sound.

- When the pupils have finished, play CD 3 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: tiger / brother / river / after / shower



/ə/  
tiger  
brother  
river  
after  
shower

### Closing activities

- Say **Everybody finish now.** Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the Put your things away song** (for lyrics see TN page 217). Play CD 1 track 7. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.



## Lesson 3

### Learning objectives

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

### Language focus

- *island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path*
- *What is there (on your island)?*
- *There's/There isn't a (beach).*
- *Is there a (river)? Yes, there is. / No, there isn't.*

### Materials

- Crayons for each pupil
- Flashcards you have prepared for the unit: *island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path*
- Pupil's Book, page 54
- Activity Book, page 63
- Class audio CD



### At-a-glance lesson plan (PB page 54, AB page 63)

#### Opening activities

- *It's time for English* song (CD 1 track 14).

C1 C6

- **Vocabulary game** Play any game.

C1 C6 C7 C8

#### Main activities

- **Song review** *There's an island* (CD 3 track 21) (CD 3 track 22). Sing the *There's an island* song. C1 C6

- **Dialogue** Listen and read (CD 3 track 28). Let's investigate grammar (PB page 55). C1

C7 C8

- **Vocabulary game** Play *Guess the island*. 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. Draw the lines (CD 3 track 29). Read and draw the island in your notebook (AB page 63). C6 C7 C8

#### Closing activities

- *Put your things away* song (CD 1 track 7).

C1 C6

## Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *It's time for English* song** (for lyrics see TN page 214). Play CD 1 track 4. 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 *There's an island* song.

- Ask the pupils **Do you remember the *There's an island* song?**
- Stick the flashcards on the wall around the room.
- Say **Let's sing the *There's an island* song** (for lyrics see TN page 243). Ask the pupils to stand up and point at the correct flashcard as they sing.
- Play CD 3 track 21.

**Option:** You may want to do this without the CD or use the karaoke version (CD 3 track 22).



### Listen and read.

- Say **Open your Pupil's Book at page 54.** 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?** (at home) **What are they doing?** (talking and looking at pieces of paper).
- Play CD 3 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 there a beach on both islands?** (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.

**5** The Island Lesson 3

**5** Listen and read.

Let's play a game. What is there on your island?

There's a mountain on my island.

Oh! There isn't a mountain on my island.

Is there a river?

No, there is.

Is there a forest?

No, there isn't. There's a beach and a path.

That's the same as my island!

**6** Let's investigate grammar.

Lesson 4 7 Make your cut-out cards (Activity Book, page 87). Play a game.

Let's investigate grammar Lesson 3 The Island 8

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

1 a river? / is / there

2 a forest? / there / is

3 is / a beach. / There

4 a mountain. / There / isn't

**8** Listen. Draw the lines.

**9** Read and draw the island in your notebook.

1 There's a mountain. 2 There's a beach. 3 There isn't a waterfall.

4 There isn't a lake. 5 There's a river. 6 There's a palm tree.



**Girl 1:** Let's play a game. What is there on your island?

**Girl 2:** There's a mountain on my island.

**Girl 1:** Oh! There isn't a mountain on my island.

**Girl 2:** Is there a river?

**Girl 1:** Yes, there is.

**Girl 2:** Is there a forest?

**Girl 1:** No, there isn't. There's a beach and a path.

**Girl 2:** That's the same as my island!



### 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 *There's* means *There is*. Point to *isn't* in the red box and ask the pupils if they can remember what it means (*is not*).

• Ask the pupils questions about the sentences and questions to check their understanding. Ask **Who says *There's a mountain* in the dialogue in Activity 5?** (Girl 2) **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 (*Let's play a game. That's the same as my island!*).

### Play *Guess the island*.

• Draw two simple islands with island features on the board. Some of the features on each island should be different and some should be the same.

• Choose an island in secret. Invite the class to guess which island it is by asking questions using *Is there (a palm tree)?* Answer with *Yes, there is* or *No, there isn't*. Tell them they can only ask three questions before guessing the island. Encourage them to say *It's (number 1)!* Encourage different pupils to ask questions. Praise their speaking by saying **Very good!** and **Well done!**

• Continue the activity with different pupils choosing an island in secret.

**Option:** You may want to get the pupils to draw islands and use them for the game.



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

- Say **Open your Activity Book at page 63**. 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 Is there a river? (blue) / 2 Is there a forest? (blue) / 3 There's a beach. (green) / 4 There isn't a mountain. (red)

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



### Listen. Draw the lines.

- Hold up your AB and point to Activity 8. Ask the pupils to listen to Anna describing her island and draw lines matching the island features to the correct place on the map.
- Play CD 3 track 29, pausing between each sentence so the pupils have time to draw the lines. Play the CD again, so the pupils can check their answers.
- When the pupils have finished, check the answers with the class.
- Answers: A mountain / B lake / C waterfall / D palm tree / E cave / F river



**Anna:** This is my island. There's a mountain in zone A. There's a lake in zone B. There's a waterfall in zone C. There's a palm tree in zone D. There's a cave in zone E. There's a river in zone F. There isn't a path or a forest.



### Read and draw the island in your notebook.

- Hold up your AB and point to Activity 9. Ask the pupils to read the sentences describing an island and then draw it in their notebook.
- Move around the room as the pupils work and praise their drawings, saying **Well done!**

## Closing activities

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the *Put your things away* song** (for lyrics see TN page 217). Play CD 1 track 7. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

## Lesson 4

## Learning objectives

- Listen to, write and match sentences and questions about island features
- Talk about island features using a cut-out

## Language focus

- *island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path*
- *What is there (on your island)?*
- *There's/There isn't a (beach).*
- *Is there a (river)? Yes, there is. / No, there isn't.*

## Materials

- Crayons and scissors for each pupil
- Flashcards you have prepared for the unit: *island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path*
- Activity Book, page 64
- Cut-out for Unit 8 (AB page 87)
- Class audio CD



### At-a-glance lesson plan (AB page 64)

## Opening activities

- *It's time for English* song (CD 1 track 4).
- **Vocabulary game** Play any game.

## Main activities

- Play *Affirmative, negative or question*.
- **Listening and writing practice** Match to make sentences. Read and complete. Listen and check (CD 3 track 30). Draw and write about an island (AB page 64).
- **Cut-out activity** Make your cut-out cards. Play a game (AB page 87).

## Closing activities

- *Put your things away* song (CD 1 track 7).

## Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *It's time for English* song** (for lyrics see TN page 214). Play CD 1 track 4. 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 island words?** and show them the Unit 8 island flashcards. 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, *There's (a cave). Is there a river?*
- 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 64**. 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 There isn't a forest on my island. / 2 Is there a cave? / 3 Yes, there is. / 4 There's a mountain, too!

**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 3 track 30, so they can listen and check their answers.
- Check the answers with the class. Ask different pupils **What's number (1)?**
- Answers: 1 There's a forest on my island / 2 Yes, there is / 3 Is there a cave / 4 There's a palm tree



**8 The Island Lesson 4**

10 Match to make sentences.

|               |                       |
|---------------|-----------------------|
| 1 There isn't | a cave?               |
| 2 Is there    | a forest on my island |
| 3 Yes,        | a mountain foot       |
| 4 There's     | there is.             |

11 Read and complete. Listen and check.

There's a palm tree    Yes, there is    Is there a cave    There's a forest on my island

Anna: There isn't a forest on my island.  
 Olga: Oh! (1) There's a forest on my island  
 Anna: Is there a waterfall?  
 Olga: (2) \_\_\_\_\_  
 Anna: (3) \_\_\_\_\_?  
 Olga: No, there isn't.  
 Anna: Is there a beach?  
 Olga: Yes, there is. (4) \_\_\_\_\_ on the beach.

12 Draw and write about an island.

There is \_\_\_\_\_  
 There isn't \_\_\_\_\_

Do the activity on page 87.

**Unit 8 Island battleships 8**



**Anna:** There's a forest on my island.  
**Olga:** Oh! There isn't a forest on my island.  
**Anna:** Is there a waterfall?  
**Olga:** Yes, there is.  
**Anna:** Is there a cave?  
**Olga:** No, there isn't.  
**Anna:** Is there a beach?  
**Olga:** Yes, there is. There's a palm tree on the beach.



### Draw and write about an island.

- Say **Open your Activity Book at page 64**. Give the pupils time to find the page by themselves.
- Point to Activity 12. Ask the pupils to first draw an island with a few different island features on it.
- Move around the room as the pupils work, and praise their drawings, saying **Very good!**
- Then, ask the pupils to complete the sentences about their island.

**Fast finishers:** Ask the pupils to show a partner their drawing and tell them about their island.

- When the pupils have finished, ask different pupils to show their pictures and read some of their sentences aloud.



### Make your cut-out cards (Activity Book page 87). Play a game.

#### Stage 1

- Say to the pupils **Open your Activity Book at page 87**. Give them time 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 Island battleships**.
- Place different features in the zones a-f on your island. Hold a book in front so the pupils can't see.
- Say to the pupils **Make my island**. Invite them to ask questions to place the features correctly,

## Unit 8 Lesson 4

for example, *Is there a mountain in a?* If it is correct, say **Yes, that's my island!** and show your island.

- The winner is the first player to find all the features on their partner's island.
- 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!**

### Closing activities

- Say **Everybody finish now.** Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the *Put your things away* song** (for lyrics see TN page 217). Play CD 1 track 7. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

## Lesson 5

### Learning objectives

- Identify and name prepositions
- Listen to, read and sing the *Prepositions* rap
- Use prepositions with island features
- Listen to, read and understand a comic strip

### Language focus

- *island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path*
- *in, next to, opposite, in front of, behind, on*
- *There's/There isn't a (beach).*
- *Is there a (river)? Yes, there is. / No, there isn't.*

### Materials

- A pencil case
- Word cards you have prepared for the unit: *island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path*
- Pupil's Book, page 55
- Activity Book, page 65
- Class audio CD
- Writing Diary, Activity Book page 68



### At-a-glance lesson plan (PB page 55, AB page 65)

#### Opening activities

- *It's time for English* song (CD 1 track 4).
- **Vocabulary game** Play any game.



#### Main activities

- **Vocabulary activity** Listen. Say the words (CD 3 track 31) (PB page 55).
- **Listening practice** *Prepositions* rap (CD 3 track 32). Listen and read. Say the rap (PB page 55).
- **Vocabulary activities** Write the words. Look and complete. Look and write (AB page 65).
- **Comic strip** *A Dog's Day* (CD 3 track 33). Listen and read (PB page 55).

#### Closing activities

- *Put your things away* song (CD 1 track 7).

### Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *It's time for English* song** (for lyrics see TN page 214). Play CD 1 track 4. 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 55.** 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 3 track 31. Pause between each word and encourage the pupils to repeat it.



in  
on  
next to  
opposite  
in front of  
behind

- Demonstrate the prepositions using a pencil and a pencil case. Put the pencil in, next to, opposite, in front of, behind and on the pencil case. Ask the pupils **Where's the pencil?** Encourage them to answer, saying *It's (in) the pencil case.* 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, **How many monkeys are there?** (seven).
- Play CD 3 track 32 and encourage the pupils to read the rap in their PB while listening.
- Say to the pupils **Let's say the *Prepositions* rap.** Play CD 3 track 32 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, **Where is your (pencil)?** Encourage them to answer, saying, for example, *on my desk.*



#### *Prepositions* rap

*Things in different locations.* (point to different places)  
*What can you find?* (turn your palms upwards)  
*On, in, opposite, next to,*  
*in front of, behind.*

Lesson 5 The Island 8

8 Listen. Say the words.

9 Listen and read. Say the rap.  
Things in different locations.  
What can you find?  
On, in, opposite, next to,  
in front of, behind.

10 Listen and read.

11 There's a lake in front of my forest.

12 And there's a beach next to the lake.

13 And look! There's a mountain behind the lake.

14 There isn't a mountain.

15 Oh, it's only Jack.

16 Jack, are you a very big dog?

17 No, Scotty. I'm just a very big dog!

Lesson 5 The Island 8

13 Write the words.

1 The monkey is \_\_\_\_\_ the rock.

2 It's \_\_\_\_\_ the palm tree.

3 It's \_\_\_\_\_ the palm tree.

4 It's \_\_\_\_\_ the palm tree.

5 It's \_\_\_\_\_ the palm tree.

6 It's \_\_\_\_\_ the palm tree.

14 Look and complete.

1 There's a \_\_\_\_\_ in front of the mountain.

2 There's a \_\_\_\_\_ in the mountain.

3 There's a \_\_\_\_\_ next to the mountain.

4 There's a \_\_\_\_\_ behind the mountain.

15 Look and write.

1 \_\_\_\_\_ There's a beach in front of the forest.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_



### Write the words.

- Say **Open your Activity Book at page 65**. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 13. Ask the pupils to complete the sentences about the pictures.
- Check the answers with the class. Ask different pupils **What's number (1)?**
- Answers: 1 on / 2 behind / 3 in front of / 4 next to / 5 in / 6 opposite



### Look and complete.

- Hold up your AB and point to Activity 14. Ask the pupils to work individually to complete the sentences about the island, 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: 1 river / 2 cave / 3 palm tree / 4 forest



### Look and write.

- Hold up your AB and point to Activity 15. Ask the pupils to look at the picture of the island and write sentences about it.
- Move around the room and check the pupils' work.

- When the pupils have finished, check the answers with the class.
- Answers: 1 There's a beach in front of the forest. / 2 There's a mountain and a waterfall behind the forest. / 3 There's a lake next to the forest. / 4 There's a path in the forest.



### Listen and read.

- Say **Open your Pupil's Book at page 55**. Give the pupils time to find the page by themselves.
- Point to Activity 10 and ask **What is Scotty making?** (an island).
- Say **Let's listen to the comic strip**. Play CD 3 track 33.
- When the CD has finished, ask **Where is the mountain?** (behind the lake).
- Say **Let's read and listen to the comic strip again**. Play CD 3 track 33 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 is there on Scotty's island?** (a lake, a forest and a beach) **What is Jack?** (a very big dog).
- 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! Can you help me make my island?

**Frame 2**

**Scotty:** There's a lake, in front of my forest.

**Yorkie:** And there's a beach, next to the lake.

**Frame 3**

**Yorkie:** And look! There's a mountain behind the lake.

**Scotty:** There isn't a mountain!

**Frame 4**

**Jack:** Hello!

**Scotty:** Oh, it's you, Jack!

**Frame 5**

**Yorkie:** Jack, are you a mountain?

**Jack:** No, Yorkie. I'm just a very big dog!

## Closing activities

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the *Put your things away* song** (for lyrics see TN page 217). Play CD 1 track 7. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

## Lesson 6

## Learning objectives

- Learn about islands and island geography around the world and answer questions
- Identify and say sentences about the Isle of Wight and Hawaii
- Listen and learn about an island
- Write about an island
- Create an island

## Language focus

- *island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path*
- *in, next to, opposite, in front of, behind, on*
- *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).*

## Materials

- Crayons for each pupil
- Pupil's Book, page 56
- Activity Book, page 66
- Class audio CD
- CLIL photocopiable: *South American islands* (TN pages 312-313)
- CLIL photocopiable: *Islands* (optional) (TN page 305)
- 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 *It's time for English* song** (for lyrics see TN page 220). Play CD 1 track 4. 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.

- Invite pupils to open their books at page 56. Have them look at the pictures and the title.

At-a-glance lesson plan  
(PB page 56, AB page 59)

## Opening activities

- *It's time for English* song (CD 1 track 4). C1 C6
- **Vocabulary game** Play any game. C1 C7 C8

## Main activities

- **Picture activities** *Islands* (CD 3 track 34). Look at the picture and predict. Listen and look at the picture. C1 C3 C7 C8
- **Character's presentation** Listen and read (CD 3 track 34). Answer the questions. Listen and check (CD 3 track 35) (PB page 56). C1 C3 C7 C8
- **Picture activity** *Islands*. Look at the picture and answer questions. C1 C3 C7 C8
- **Character's presentation** Listen and learn about an interesting island (CD 3 track 36) (PB page 56). C1 C6 C7
- **Reading and writing practice** Look at page 56 in the Pupil's Book and circle. Listen and check (CD 3 track 37). Read. Write about an interesting island (AB page 59). C3 C7 C8
- **Photocopiable activity** CLIL project: *South American islands*. C1 C3 C5 C6 C7 C8

## Closing activities

- *Put your things away* song (CD 1 track 7). C1 C6

- Ask the pupils **What do you think today's lesson is about?** (islands). Acknowledge logical answers and praise the pupils for their ideas, saying **Well done!**
- Explain to the pupils that they are going to learn about the islands of Hawaii and the Isle of Wight.

## 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 living on an island.**
- Play CD 3 track 34.
- Ask the pupils questions to check their understanding, for example, **Where is the Isle of Wight?** (England) **Is Hawaii one island?** (no).

**CLIL Social Science Lesson 6**

11 Listen and read.

**Living on an island** by Charlie



He lives on the Isle of Wight. It is a small English island. There is a river called Medina. You can walk in the beautiful forests on the island.

Her home is in Hawaii. It has got over 100 beautiful islands. Hawaii is part of the USA. The capital is Honolulu. There is a very high mountain. It is called Mauna Kea. Punaluu Beach in Hawaii has got black sand.

12 Answer the questions. Listen and check.

- 1 Is the Isle of Wight an English island?
- 2 What is the name of the river on the Isle of Wight?
- 3 Is Hawaii one island?
- 4 What is the capital of Hawaii?
- 5 What colour is the sand on Punaluu Beach?

13 Listen and learn about an interesting island.

The island of Tenerife is part of the Canary Islands. They are Spanish islands. Mount Teide is a famous volcano on the island. Lots of people go to Tenerife because they like the beautiful beaches with golden sand.

by Sips

Lesson 7 14 Do the revision page (Activity Book, page 67).

Lesson 8 15 Write and draw in your Writing Diary (Activity Book, page 48).

**CLIL Social Science Lesson 6**

16 Look at page 56 in the Pupil's Book and circle. Listen and check.

- 1 The Isle of Wight is a small / big English island.
- 2 There is a lake / river called Medina.
- 3 You can't / can walk in the forests.
- 4 Hawaii has got over 100 / under 100 islands.
- 5 Hawaii is part of the USA / England.
- 6 Punaluu Beach has got white / black sand.



17 Read. Write about an interesting island.



- Anglesey
- small Welsh island
- beaches and paths
- Mallorca
- big Spanish island
- beaches and mountains

This is the Isle of Anglesey.  
It is a small Welsh island.  
It has got a lot of beaches and paths.  
by Charlie



### Living on an island by Charlie

He lives on the Isle of Wight. It is a small English island. There is a river called Medina. You can walk in the beautiful forests on the island.

Her home is in Hawaii. It has got over 100 beautiful islands. Hawaii is part of the USA. The capital is Honolulu. There is a very high mountain. It is called Mauna Kea. Punaluu Beach in Hawaii has got black sand.



### Listen and read.

- Point to Activity 11 and say **Listen and look at Charlie's presentation again.** Encourage the pupils to follow what Charlie says by pointing to the pictures and any important words as they hear them. Play CD 3 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 Isle of Wight is a big island** (False. It's a small island). **Hawaii has got lots of islands** (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 3 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 yes / 2 Medina / 3 from the town of Cowes / 4 no / 5 Honolulu / 6 black



- 1 Yes, the Isle of Wight is an English island.
- 2 The river is called Medina.
- 3 No, Hawaii isn't one island. It's got over 100 islands.
- 4 The capital of Hawaii is Honolulu.
- 5 The sand is black.

**Look and answer questions.**

- Ask the pupils other questions on the topic, for example, **Can you name any islands in the UK? Are there any volcanoes in your country?** 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 photocopyable from TN page 305 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 3 track 34. When the CD has finished, check the answers with the class.

**Listen and learn about an interesting island.**

- Hold up your PB and point to Activity 13. Say **Look at Olga's information. Let's learn about an interesting island.** Encourage the pupils to read the text in their PB as they listen. Play CD 3 track 36.
- Check the pupils' understanding by asking questions about the text, for example, **What island is it?** (Tenerife) **What is the famous volcano called?** (Mount Teide).
- Praise their answers, saying **Very good!**



**Olga:** The island of Tenerife is part of the Canary islands. They are Spanish islands. Mount Teide is a famous volcano on the island. Lots of people go to Tenerife because they like the beautiful beaches with palm trees.  
by Olga

**Look at page 56 in the Pupil's Book and circle. Listen and check.**

- Say **Open your Activity Book at page 66.** 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 islands.
- When the pupils have finished, say **Let's listen to check**, and play CD 3 track 37.

- Check the answers with the class. Ask different pupils **What's number (1)?**
- Answers: 1 small / 2 river / 3 can / 4 over 100 / 5 the USA / 6 black



- 1 The Isle of Wight is a small English island.
- 2 There is a river called Medina.
- 3 You can walk in the forests.
- 4 Hawaii has got over 100 islands.
- 5 Hawaii is part of the USA.
- 6 Punaluu Beach has got black sand.

**Read. Write about an interesting island.**

- 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 notes and the picture on the right. Say to them **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 the island of Mallorca. It is a big Spanish island. It has got a lot of beaches and mountains.

**CLIL project: South American islands**

- Say to the pupils **Let's investigate South American islands.** Divide the class into groups of three or four, and give each group a photocopyable from TN page 313 and a large piece of card.
- Explain that they need to answer the questions about some South American islands. Stick the island information cards from the photocopyable from TN page 312 around the room
- Each group should nominate a pupil to find the answer to a question. They take turns standing up and finding the answer on the information cards. Then they should return to their seat and tell their group.
- Move around the class to check their work, and offer help when required.



- Ask the pupils to now choose one island, draw an outline of the island on the card and write short sentences about the main geographical features.
- When the pupils have finished, invite different groups to the front to show their island and talk about it, for example, *This is Martín García. There's...*

**Option:** If you have access to the Internet, encourage the pupils to complete the questions using Internet searches instead of the information sheet.

## Closing activities

- Say **Everybody finish now. Say Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the *Put your things away* song** (for lyrics see TN page 217). Play CD 1 track 7. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

## Lesson 7

## 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 and answer questions about an island
- Evaluate learning

## Language focus

- *island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path*
- *in, next to, opposite, in front of, behind, on*
- *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).*

## Materials

- Flashcards and word cards you have prepared for the unit: *island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path*
- Activity Book, pages 67 and 72
- Class audio CD



## At-a-glance lesson plan (AB page 67)

## Opening activities

- *It's time for English* song (CD 1 track 4).
- **Vocabulary game** Play any game.

## Main activities

- **Mind map** Unit 8 (AB page 72).
- **Writing and listening practice** Write. Listen and number (CD 3 track 38) (AB page 67).
- **Reading and writing practice** Read. True ✓ or false X? Look at Activity 2. Answer the questions (AB page 67).

## Closing activities

- Evaluation.
- *Put your things away* song (CD 1 track 7).

## Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *It's time for English* song** (for lyrics see TN page 214). Play CD 1 track 4. 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 8

- Say **Open your Activity Book at page 72.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to the Unit 8 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 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.

**Option:** This is the final mind map of the AB. You may want to encourage the pupils to cut them out, create a book cover and put them together to create a Quest vocabulary book.





## Write. Listen and number.




- Say **Open your Activity Book at page 67.** 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 words from the box under the correct picture.
- When the pupils have finished, ask them to now listen and number the pictures. Play CD 3 track 38, 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 them **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 in, 1 / b on, 5 / c in front of, 2 / d behind, 4 / e opposite, 6 / f next to, 3

Revision: Lessons 7 and 8 The Island 8

1 Write. Listen and number.

in front of   next to   opposite   on   in   behind

a  1   b    c 

d    e    f 

2 Read. True ✓ or false X?

1 There's a lake in front of the mountain. ☒ X

2 There's a beach on the island. ☐

3 There isn't a forest behind the palm tree. ☐

4 There's a cave in the mountain. ☐



3 Look at Activity 2. Answer the questions.

1 Is there a palm tree on the beach? Yes, there is.

2 Is there a lake next to the mountain? \_\_\_\_\_

3 Where is the waterfall? \_\_\_\_\_

4 Where is the forest? \_\_\_\_\_

 Good    Very good    Excellent

7 Mind Map Unit 7

8 Mind Map Unit 8

9 Mind Map Unit 9

10 Mind Map Unit 10

11 Mind Map Unit 11

12 Mind Map Unit 12

13 Mind Map Unit 13

14 Mind Map Unit 14

15 Mind Map Unit 15

16 Mind Map Unit 16

17 Mind Map Unit 17

18 Mind Map Unit 18

19 Mind Map Unit 19

20 Mind Map Unit 20

21 Mind Map Unit 21

22 Mind Map Unit 22

23 Mind Map Unit 23

24 Mind Map Unit 24

25 Mind Map Unit 25

26 Mind Map Unit 26

27 Mind Map Unit 27

28 Mind Map Unit 28

29 Mind Map Unit 29

30 Mind Map Unit 30

31 Mind Map Unit 31

32 Mind Map Unit 32

33 Mind Map Unit 33

34 Mind Map Unit 34

35 Mind Map Unit 35

36 Mind Map Unit 36

37 Mind Map Unit 37

38 Mind Map Unit 38

39 Mind Map Unit 39

40 Mind Map Unit 40

41 Mind Map Unit 41

42 Mind Map Unit 42

43 Mind Map Unit 43

44 Mind Map Unit 44

45 Mind Map Unit 45

46 Mind Map Unit 46

47 Mind Map Unit 47

48 Mind Map Unit 48

49 Mind Map Unit 49

50 Mind Map Unit 50

51 Mind Map Unit 51

52 Mind Map Unit 52

53 Mind Map Unit 53

54 Mind Map Unit 54

55 Mind Map Unit 55

56 Mind Map Unit 56

57 Mind Map Unit 57

58 Mind Map Unit 58

59 Mind Map Unit 59

60 Mind Map Unit 60

61 Mind Map Unit 61

62 Mind Map Unit 62

63 Mind Map Unit 63

64 Mind Map Unit 64

65 Mind Map Unit 65

66 Mind Map Unit 66

67 Mind Map Unit 67

68 Mind Map Unit 68

69 Mind Map Unit 69

70 Mind Map Unit 70

71 Mind Map Unit 71

72 Mind Map Unit 72

73 Mind Map Unit 73

74 Mind Map Unit 74

75 Mind Map Unit 75

76 Mind Map Unit 76

77 Mind Map Unit 77

78 Mind Map Unit 78

79 Mind Map Unit 79

80 Mind Map Unit 80

81 Mind Map Unit 81

82 Mind Map Unit 82

83 Mind Map Unit 83

84 Mind Map Unit 84

85 Mind Map Unit 85

86 Mind Map Unit 86

87 Mind Map Unit 87

88 Mind Map Unit 88

89 Mind Map Unit 89

90 Mind Map Unit 90

91 Mind Map Unit 91

92 Mind Map Unit 92

93 Mind Map Unit 93

94 Mind Map Unit 94

95 Mind Map Unit 95

96 Mind Map Unit 96

97 Mind Map Unit 97

98 Mind Map Unit 98

99 Mind Map Unit 99

100 Mind Map Unit 100

CD3  
38

- 1 She's in the boat.
- 2 She's in front of the boat.
- 3 She's next to the boat.
- 4 She's behind the boat.
- 5 She's on the boat.
- 6 She's opposite the boat.

page 67 **Read. 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 X / 2 ✓ / 3 X / 4 ✓

page 67 **Look at Activity 2. Answer the questions.**

- Hold up your AB and point to Activity 3. Ask the pupils to look at the picture of the island in Activity 2 and answer the questions.
- 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: 1 Yes, there is. / 2 No, there isn't. / 3 It's on the mountain. / 4 It's next to the mountain.

page 67 **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 8.
- Say to the pupils **Well done! We have finished our Island Quest.**

**Closing activities**

- Say **Everybody finish now.** Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the Put your things away song** (for lyrics see TN page 217). Play CD 1 track 7. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

## Lesson 8

## Learning objectives

- Review the unit using *Quest 8: The Island*
- Read the Writing Diary and answer questions
- Create a personalized diary about an island and talk about it
- Create a record of interesting words

## Language focus

- *island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path*
- *in, next to, opposite, in front of, behind, on*
- *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).*







## Materials

- Crayons for each pupil
- Quest Diary, Activity Book, page 68
- Photocopiable: *Quest 8: The Island* (TN page 321)
- Class audio CD








### At-a-glance lesson plan (Writing Diary, Activity Book page 68)



## Opening activities

- *It's time for English* song (CD 1 track 4).  
- **Story review** Play any vocabulary game.    

## Main activities

- **Photocopiable activity** Complete *Quest 8: The Island*.   
- **Writing Diary** Read the diary entry. Read the Diary Notes and answer questions (Activity Book, page 68).  
- **Writing Diary** Plan and write your diary entry. Draw. Complete the Diary Notes. Talk about your island (Activity Book, page 68).

## Closing activities

- *Put your things away* song (CD 1 track 7).  

## Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *It's time for English* song** (for lyrics see TN page 214). Play CD 1 track 4. 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 8: The Island*.

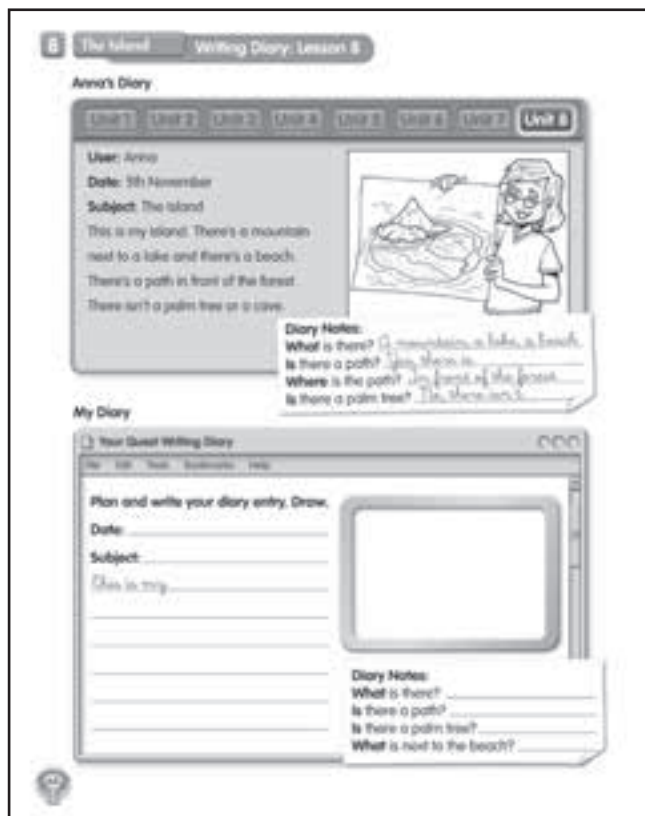
- Ask the pupils what they remember about Unit 8, *The Island*. Praise their answers.
- Ask a volunteer to give out the *Quest 8: The Island* photocopiable to each pupil. Explain to the pupils that they are going to do a quest about the unit. Explain that they are going to answer questions and will find 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 a big palm tree / 2 beach, palm tree, mountain, forest, cave, waterfall / 3 a beach and a path / 4 next to the lake / 5 Mount Teide



## Read the diary entry.

- Say **Open your Activity Books at page 68**. 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?** (her island).
- Listen to the pupils' answers and praise them, saying **Very good!**





**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 question in the Diary Notes section. When the pupils have finished, invite different pupils to read out their answers.

### Talk about your island.

- Say to the pupils **Let's talk about your island.** Ask them to work with a pupil near to them.
- When the pupils are ready, say **Tell your partner about your island.** The pupils describe their island. 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!**

### Closing activities

- Say **Everybody finish now.** Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the Put your things away song** (for lyrics see TN page 217). Play CD 1 track 7. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

### 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, **Is there a lake?** (yes).
- 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 island.** Encourage the pupils to respond, saying, for example, *There is a palm tree.* Listen and praise their speaking, saying **Very good!**
- Ask the pupils to work individually to write their diary entry about their island. Give them time to write, but move around the room to offer help.
- When the pupils have finished, check their writing. Then say **Draw your island.** Alternatively, the pupils can create an island from different pieces of coloured card.

For the Meeting the Monkey King animated story script see TN page 246.



## The Island

**Dad:** OK! There's a forest over there.  
**Tilly:** Yes, and there's a river.  
**Dad:** Where is it?  
**Tom:** It's next to the forest.  
**Dad:** Right! The forest is there. Where's the cave?  
**Tilly:** There isn't a cave, but there is a waterfall.  
**Dad:** A waterfall! Where's the waterfall?  
**Tom:** The waterfall is in front of the forest.  
**Tilly:** And the waterfall is behind the lake.  
**Dad:** The lake! Is there an island?  
**Tilly:** Yes! The picnic place is opposite the island. Just a minute.  
**Dad:** A-ha! Come on then! This way!  
**Dad:** Tom! Tilly! Where are you?  
**Tilly:** Here, Dad! Next to you!  
**Dad:** We're lost.  
**Tom:** Oh, Dad! Follow me! This way!  
**Tom:** Where's Dad?  
**Tilly:** He's just behind me. He's a bit lost.  
**Dad:** Water! Water!



## CLIL – Islands

**Tilly:** Let's do our Geography homework!  
**Florence:** OK! Here we go!  
**Tom:** An island has water all around it.  
**Tilly:** You can get there by boat or aeroplane.  
**Tom:** This is a small English island.  
**Florence:** It's called the Isle of Wight. Look, it's got a lighthouse called 'The Needles'. It also has a famous boat race. My auntie lives there.  
**Tom:** And it's got beaches and forests. It looks great.  
**Tilly:** So does this island. It's called Madagascar. Madagascar is an African island.  
**Florence:** Look, lemurs! I love lemurs.  
**Tilly:** Lemurs come from Madagascar. They live in the forests.  
**Tom:** My friend Pilar lives on this island. It's a volcano!  
**Tilly:** Wow!  
**Tom:** Yes! She's Spanish. The island's called Tenerife. That's Mount Teide, it's a famous volcano.  
**Florence:** Cool!  
**Tilly:** Lots of different islands.  
**Florence:** All different shapes and sizes.  
**Tom:** Some with sand and palm trees like this island in the Pacific Ocean...  
**Tilly:** ...And some with ice and snow, like the largest island in the world, Greenland.  
**Florence:** And finally, we live in Britain, so we live on an island, too.

# The Return of the Quest Cup

## Unit objectives

- 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)

## 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*
- *bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino*
- *run, swim, ride a bike*
- *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, coat, jacket, belt, scarf*
- *watch, badge*
- *sandwiches, chicken, salad, meatballs*
- *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 (don't) (watch DVDs).*
- *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).*
- *I (get up)/don't (get up) at (seven o'clock).*
- *What do you do every day?*
- *What is there (on your island)?*
- *There's/There isn't a (beach).*
- *Where is the (beach)? It's (next to the river).*

## Receptive language

- *Let's sing/look and find/listen to...*
- *What can you see?*
- *What/Where is it?*

## Summary

In this unit you will review material from Units 1–8 in the context of a quiz and finding and categorizing things in a picture. The pupils will review the characters' quests through listening to and singing a song.

## Competences key

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of ICT
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative

## Learning objectives

- Review the book by doing a quiz
- Listen to and sing *The Return of the Quest Cup* song and answer questions
- Find and categorize different lexical sets

## Language focus

- *listen 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*
- *run, swim, ride a bike*
- *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, coat, jacket, belt, scarf*
- *watch, badge*
- *sandwiches, chicken, salad, meatballs*
- *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*
- *I (don't) (watch DVDs).*
- *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).*
- *I (get up)/don't (get up) at (seven o'clock).*
- *There's/There isn't a (beach).*
- *Where is the (beach)? It's (next to the river).*

## Materials

- Pupil's Book, pages 57–59
- Class audio CD



## At-a-glance lesson plan (PB pages 57–59)

### Opening activities

- *It's time for English* song (CD 1 track 4).

### Main activities

- **Quest Cup Quiz** Do the Quest Cup Quiz (PB page 57).
- **Vocabulary review** Look, find and group the things from the stories (PB page 58).
- **Song** *The Return of the Quest Cup* (CD 3 track 39). Listen and read. Sing the song (PB page 58).

### Closing activities

- *Put your things away* song (CD 1 track 7).

## Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *It's time for English* song** (for lyrics see TN page 214). Play CD 1 track 4. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and do the actions.

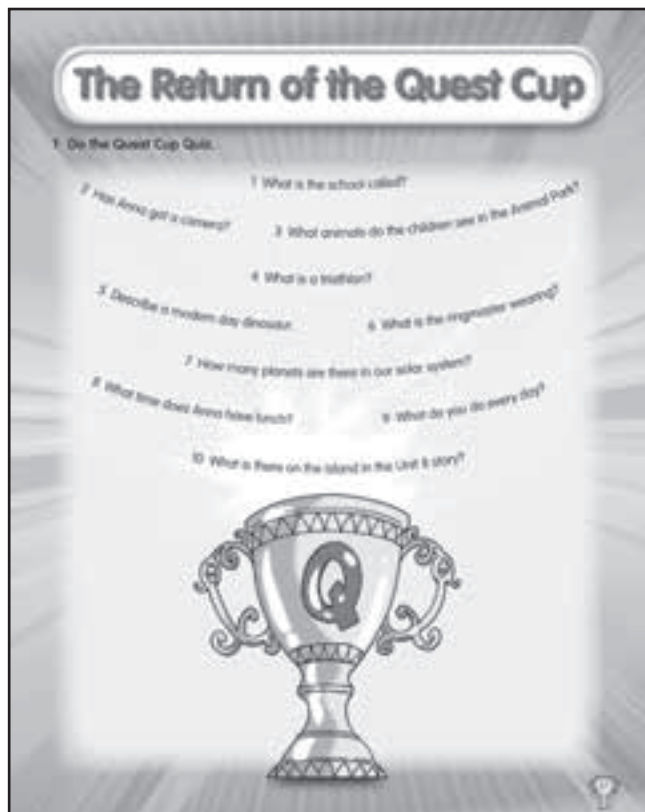
## Main activities



### Do the Quest Cup Quiz.

- Say **Open your Pupil's Book at page 57.** Give the pupils time to find the page by themselves.
- Ask the pupils what they can see at the bottom of the page (the Quest Cup). Encourage the pupils to tell you what they remember about the Quest Cup and the characters' quest.
- Put the pupils into pairs or teams. Point to the questions and explain that they should read the question, find the answer in their PB and then write the answers in their notebooks. Explain that they will find the answers in different units of their PB.
- When the pupils have finished, check the answers together.
- Answers: 1 the Quest School for Investigators / 2 yes / 3 zebras, tigers, giraffes, dolphins, seals, kangaroos / 4 a race with swimming, riding a bike and running / 5 A giant Galapagos tortoise is 1 metre tall and 1.2 metres long. It is slow. It's got a big shell, a small head and four short legs. The Komodo dragon is 0.75 metres tall and 3 metres long. It's fast. It's got 60 teeth, a yellow tongue and big claws. / 6 purple trousers and a yellow hat / 7 eight / 8 half past





twelve / 10 A beach, a big palm tree, a parrot, a map, a forest, a mountain, monkeys, coconuts, a cave, a waterfall, bananas, the Quest cup



### Look, find and group the things from the stories.

- Say **Open your Pupil's Book at page 58**. Give the pupils time to find the page by themselves.
- On the board write **1–8** in columns. Ask the pupils the names of the different Quest locations (the library, the Animal Park, the Olympics, the Museum of Natural History, the circus, Space, London and the island) and write these beneath the numbers. Ask the pupils to copy this into their notebook.
- Say **Let's look and find** and point to the picture in the PB. Ask the pupils **What is from the library?** (mirror, school bag, camera, laptop, Quest Book). Invite different pupils to answer, and write one example on the board. Continue until there is an example for each unit.
- Now ask the pupils to work individually or in pairs to add more examples of things from Unit 1 from the picture.
- When the pupils have finished, check the answers with the class and write them on the board. Ask the class questions about the story in Unit 1, for example, **Who finds the mirror?** (Olga) **Who is the camera for?** (Charlie).
- Continue with the rest of the units. Ask the pupils to find things from each unit in the

picture. Then ask them questions about the story from that unit.

#### Unit 1

- mirror, school bag, camera, laptop, Quest Book
- Who finds the mirror? (Olga)
- Who is the camera for? (Charlie)

#### Unit 2

- kangaroo, photo of seals, elephant
- What animals are in the Animal Park? (tigers, seals, dolphins, giraffes, a gorilla, a dog, kangaroos, zebras)
- Who catches the thief? (Olga)

#### Unit 3

- cycling helmet, goggles, bike, tennis racket, photo of Ivan
- What does Olga give Ivan? (goggles, helmet, trainers)
- Does Ivan win the triathlon? (yes)

#### Unit 4

- skeleton, toy dinosaurs, photo of dinosaur
- Where do the children go? (to the Museum of Natural History)
- Is the T-Rex alive? (no)

#### Unit 5

- hat, cowboy boots, sheriff's badge
- Where do the children go? (to the circus/Wild West Show)
- What has the strange woman got? (the Circus Show Cup)

#### Unit 6

- sandwich, meatballs
- What do the children eat? (chicken and salad sandwiches)
- What does Max eat? (meatballs)

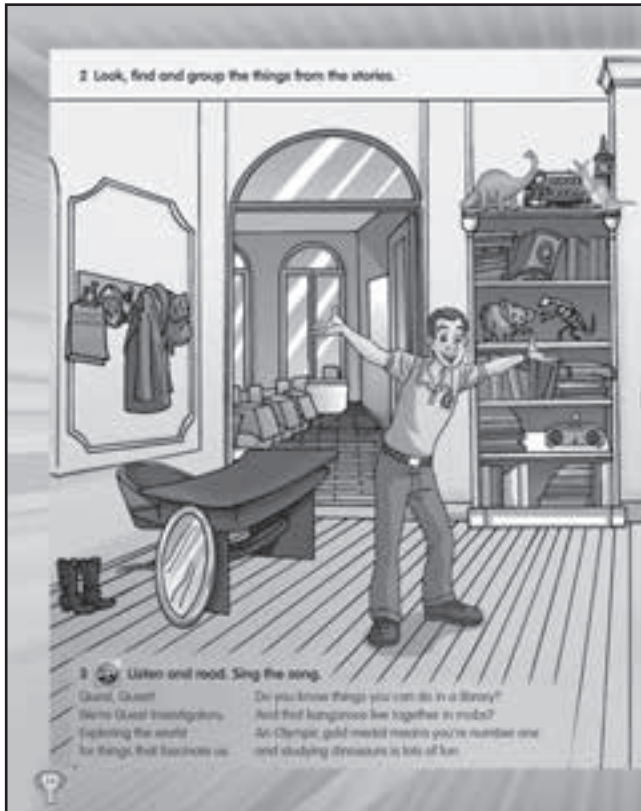
#### Unit 7

- London Museum bag, bus, megaphone, photo on film set
- What do the children see in London? (Big Ben, London Bridge, the River Thames, a museum)
- Do the children want to be in the film? (yes)

#### Unit 8

- map, monkey, Quest Cup, photo of monkeys
- Where do the children go? (to an island)
- Who has got the Quest Cup? (the Monkey King)

**Option:** You may want to make this a competitive game and award points for each correct answer.



## Listen and read. Sing the song.

- Hold up your PB and point to Activity 3. Say to the pupils **Let's listen to *The Return of the Quest Cup* song.**
- Play CD 3 track 39 and encourage the pupils to read the song in their PB while listening.
- Say to the pupils **Let's sing *The Return of the Quest Cup* song.** Play the song again, and encourage the pupils to stand up and mime the actions with you.
- Play the song again and ask the pupils to listen and answer the questions about the song: **What things can you do in a library? What is a gold medal for? (first place) Where is the Quest Cup? (behind a waterfall).**



## *The Return of the Quest Cup* song

*Quest, Quest!*

*We're Quest Investigators. (mime walking)*

*Exploring the world (mime the shape of a globe) for things that fascinate us.*

*Do you know things you can do in a library?*

*And that kangaroos live together in mobs?*

*(mime jumping like a kangaroo)*

*An Olympic gold medal means you're number one (hold up one finger)*

*and studying dinosaurs is lots of fun!*

*Quest, Quest!*

*We're Quest Investigators. (mime walking)*

*Exploring the world (mime the shape of a globe) for things that fascinate us.*

*Do you know a cowboy wears a hat and boots*

*and around the world machines give us food?*

*(mime eating)*

*In London Big Ben is very tall (stretch your*

*hands up high)*

*and you can find the Quest Cup behind a waterfall!*

## Closing activities

- Say **Everybody finish now.** Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.

- Say **Let's sing the *Put your things away* song** (for lyrics see TN page 217). Play CD 1 track 3. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.

**Unit objectives**

- 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 general culture (C1 C3 C5 C6 C7 C8)
- Reviewing what has been studied in Units 7 and 8 (C1 C5 C7 C8)

**Key language****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**

- *the Tower of London, Madame Tussaud's, Buckingham Palace, the Queen, Oceanographic Aquarium, museum, ghost, statue, garden, summer, dolphin show, underwater restaurant*
- *It's next to (a river).*
- *It opens at (nine o'clock).*
- *It's got (statues).*
- *You can visit (in the summer).*
- *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 7 and 8 in the context of a picture puzzle. There is a focus on UK culture using the units' vocabulary and structures. The pupils will also write a short text.

**Competences key**

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of ICT
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative



## Learning objectives

- Identify and name daily routine activities and island features
- Ask and answer questions about a picture puzzle
- 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 aspect of general culture

## Language focus

- *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*
- *I (get up) at (eight o'clock).*
- *There's (a lake).*

## Materials

- Crayons and a piece of paper for each pupil
- Flashcards and word cards you have prepared so far: Units 7 and 8
- Pupil's Book, pages 60 and 61
- Class audio CD




















## At-a-glance lesson plan (PB pages 60 and 61)



### Opening activities

- *It's time for English* song (CD 1 track 4).  

### Main activities

- **Vocabulary game** Play *Against the clock*.   
- **Review** Read and say. Who says what? Listen and check (CD 3 track 4). Look at the picture. Find the eight letters to make the secret word (PB page 60).    
- **UK culture** Listen and read. Answer the questions (CD 3 track 41) (PB page 61).    
- **General culture** Your Investigation. Read and write about places in your country (PB page 61).      

### Closing activities

- *Put your things away* song (CD 1 track 7).  

## Opening activities

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

- Say **Let's sing the *It's time for English* song** (for lyrics see TN page 214). Play CD 1 track 4. Alternatively, you may want to do this without the CD. Encourage the pupils to sing along and do the actions.

## Main activities

### Play *Against the clock*.

- Divide the class into two teams and invite the first team to come to the front. Give half of the team the flashcards from Unit 7. 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 team 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 Unit 8 with the other team. 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 and say. Who says what? Listen and check.

- Say **Open your Pupil's Book at page 60.** 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 is Fred doing?** (eating).
- Say **Let's read the sentences and decide who says what.** Invite two pupils to read the example dialogue aloud, for example, *Who says 'I get up at eight o'clock'? Mike in A1.* Encourage the other pupils to find Mike in A1 and point to him. Write the answer on the board (Mike) and his location (A1).
- Repeat the procedure with the other sentences, inviting different pupils to ask and answer the question each time until all the answers are on the board.








## Unit 7.8 Quest Revision




**1 Read and say. Who says what? Listen and check.**




- 1 I get up at eight o'clock.
- 2 I play tennis at eight o'clock.
- 3 There's a fox in the cave.
- 4 There's a cat behind the tree.
- 5 I have breakfast at eight o'clock.
- 6 I get dressed at eight o'clock.
- 7 There's a waterfall next to the lake.
- 8 There's a tortoise opposite the badger.

Who says I get up at eight o'clock?

Mike in A1.

**2 Look at the picture. Find the eight letters to make the secret word.**



## Places in the UK

**1 Listen and read. Answer the questions.**

**The Tower of London**  
This is the Tower of London. People say there are ghosts! It's next to the River Thames. It opens at nine o'clock in the morning.

**Buckingham Palace**  
This is the Queen's home. There's a lake and a big garden. There are a lot of parks. You can visit in the summer.







**2 Your investigation. Read and write about places in the world.**

**Writing plan**

Theme: *Geographical Information*

Where is it? *Victoria, Spain*

What can you see? *lots of fish and animals from different parts of the world, a dolphin show, an underwater restaurant*

What time can you visit? *10 o'clock in the morning*

How is it? ☐ like ☐ like ☐ don't like

**Geographical Information**

The *Geographical Information* is in *Victoria, Spain*

You can see lots of fish and sea animals from different parts of the world. There is a dolphin show and an underwater restaurant. The *Geographical Information* opens at 10 o'clock in the morning. I love the *Geographical Information*.

- Say to the pupils **Let's listen and check.** Play CD 3 track 40. Tick the answers they have got correct, and praise them when the CD finishes.
- Answers: 1 Mike in A1 / 2 Diane in B2 / 3 Rick in C3 / 4 Steve in C1 / 5 Fred in B1 / 6 May in A2 / 7 Helen in A3 / 8 Nina in C2



- 1**  
**Anna:** Who says 'I get up at eight o'clock.'  
**Charlie:** Mike in A1.
- 2**  
**Charlie:** Who says 'I play tennis at eight o'clock.'  
**Anna:** Diane in B2.
- 3**  
**Anna:** Who says 'There's a fox in the cave.'  
**Charlie:** Rick in C3.
- 4**  
**Charlie:** Who says 'There's a cat behind the tree.'  
**Anna:** Steve in C1.
- 5**  
**Anna:** Who says 'I have breakfast at eight o'clock.'  
**Charlie:** Fred in B1.
- 6**  
**Charlie:** Who says 'I get dressed at eight o'clock.'  
**Anna:** May in A2.

**7**

**Anna:** Who says 'There's a waterfall next to the lake.'  
**Charlie:** Helen in A3.

**8**

**Charlie:** Who says 'There's a tortoise opposite the badger.'  
**Anna:** Nina in C2.



**Look at the picture. Find the eight 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 eight 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: mountain



**Listen and read. Answer the questions.**

- Say **Open your Pupil's Book at page 61.** Give the pupils time to find the page by themselves.

## Units 7, 8 Your Quest Revision and Places in the UK

- Point to the different pictures and texts in Activity 1. Explain to the pupils that Charlie has been investigating places 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 3 track 41.
- 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, **How old is Madame Tussaud's?** (200 years old) **Who lives in Buckingham Palace?** (the Queen). 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 statues of famous people / 3 no



### The Tower of London

This is the Tower of London. People say there are ghosts! It's next to the River Thames. It opens at nine o'clock in the morning.

### Madame Tussaud's

This museum is 200 years old. It's got statues of famous people. It opens at nine o'clock in the morning.

### Buckingham Palace

This is the Queen's home. There's a lake and a big garden. There are a lot of paths. You can visit in the summer.

- When the pupils have finished, say to them **Let's talk about our places.** 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 place.

**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 clothes using the writing plan notes as a guide.

## Closing activities

- Say **Everybody finish now.** Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the Put your things away song** (for lyrics see TN page 217). Play CD 1 track 7. Alternatively, you may want to do this without the CD. Sing along, encouraging the pupils to sing with you and do the actions.



## Your Investigation. Read and write about places in the world.

- Hold up your PB and point to Activity 2. Explain that Charlie's notes for his places investigation is on the left and his finished project is on the right.
- Ask the pupils to look at them. Say **Let's make sentences.** Say a word from the notes, for example, **dolphin.** 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 places in the world.** Write the headings from Charlie's writing plan notes on the board. The pupils copy it into their notebooks.
- Say to the pupils **Choose a place in a country and complete the notes.** Give them time to decide which clothes to write about and offer suggestions if necessary. Move around the class, and help when necessary.

# Halloween

## Unit objectives

- Identifying and naming Halloween vocabulary  
C1 C7 C8
- Listening to and reading texts about Halloween in different countries  
C1 C3 C6 C7 C8
- Following instructions to make a cut-out Jack o'Lantern  
C6 C7 C8

## Key language

### 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?*

## Recycled language

- Adjectives
- *Can you...?*
- *Do you like...?*
- *You can...*

## Socio-cultural aspects

- Understanding the differences in Halloween traditions
- Showing interest in Halloween

## Competences key

- C1 Competence in linguistic communication
- C2 Mathematical competence
- C3 Competence in knowledge of and interaction with the physical world
- C4 Competence in processing information and use of ICT
- C5 Competence in social skills and citizenship
- C6 Artistic and cultural competence
- C7 Learning to learn
- C8 Autonomy and personal initiative

## Learning objectives

- Identify and name Halloween vocabulary
- Listen to, read and understand Halloween traditions
- Answer questions about Halloween
- Make a cut-out of a Jack o'Lantern

## Language focus

- *apples, Jack o'Lantern, apple bobbing, Barmbrack, trick or treat, ghost*
- *What do you eat at Halloween?*
- *It's/isn't a (sweet bread).*
- *Which costume do you like?*

## Materials

- Crayons and scissors for each pupil
- Flashcards you have prepared for the lesson: *Jack o'Lantern, Skeleton, ghost*
- Pupil's Book page 62
- Class audio CD
- Photocopiable: *Jack o'Lantern* (TN page 278)



## At-a-glance lesson plan (PB page 62)

### Opening activities

- *Days of the week* song (CD 1 track 2). **C1 C6**

### Main activities

- **Vocabulary game** Play *What is it?* **C1 C7 C8**
- Listen and read (CD 3 track 42). Ask questions. Read and say 'True' or 'False' (PB page 62). **C1 C3 C6 C7 C8**
- **Photocopiable activity** Make a Jack o'Lantern. **C6 C7 C8**

### Closing activities

- *Everybody stop now* song (CD 1 track 5). **C1 C6**

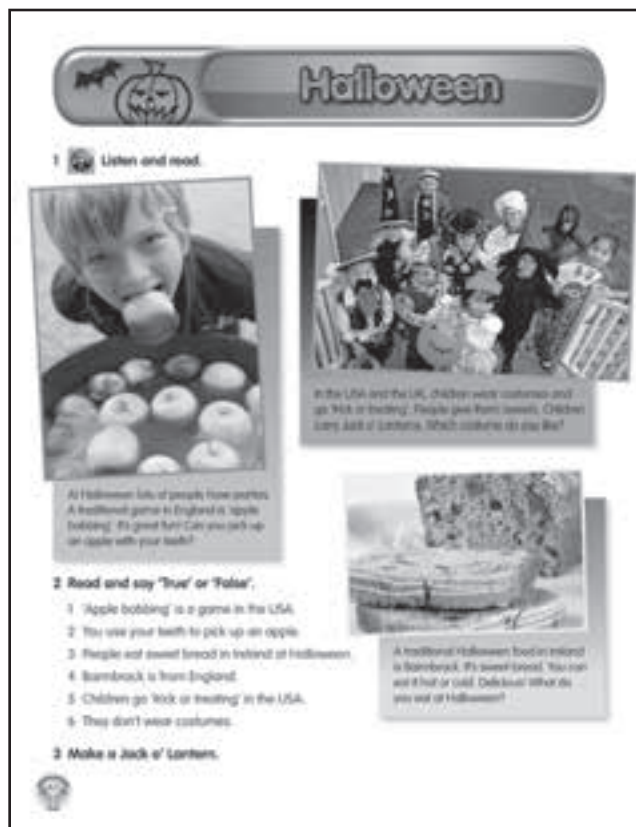
## Opening activities

- Say **Hello! Happy Halloween!** and encourage the pupils to return the greeting.
- Say **Let's sing the Days of the week song** (for lyrics see TN page 38). Play CD 1 track 4. 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 three Halloween flashcards, with the *ghost* card on top, facing you. Quickly flip over the cards to give the pupils a glimpse of the *ghost* card. Encourage them to guess what



it is. If they guess it, say **Yes! A ghost. Well done.** Tell them the word if they cannot guess it.

- Encourage the class to guess what the words for the other flashcards are. If they guess them, congratulate them, saying **Well done!** Ask the class to repeat the words after you.
- Turn the three 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 other flashcards and stick 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, Halloween.**



## Listen and read.

- Say **Open your Pupil's Book at page 62.** Give the pupils time to find the page by themselves. Tell the pupils to look at the photos. Ask **What can you see?** (apples, apple bobbing, children wearing Halloween costumes, Jack o'Lanterns, sweet bread). Ask the pupils what they know about Halloween.
- Encourage the pupils to listen to the information by pointing to the pictures and any important words in their PB as they hear them. Play CD 3 track 42.



- Play the CD again, and this time encourage the pupils to read the text as they listen.



At Halloween lots of people have parties. A traditional game in England is 'apple bobbing'. It's great fun! Can you pick up an apple with your teeth?

In the USA and the UK, children wear costumes and go 'trick or treating'. People give them sweets. Children carry Jack o'Lanterns. Which costume do you like?

A traditional Halloween food in Ireland is Barmbrack. It's sweet bread. You can eat it hot or cold. Delicious! What do you eat at Halloween?

### Ask questions.

- Check that the pupils understand the texts by asking questions, for example, **What is the game in England?** (apple bobbing) **What is the traditional food in Ireland?** (Barmbrack) **How do you eat it?** (hot or cold) **What do they do in the USA?** (go trick or treating).



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

- Hold up your PB, and point to Activity 2. Check the pupils understand.
- Give the pupils time to read the sentences, and decide if they are true or false. Invite a pupil to read the first sentence aloud, and another to say if it's true or false. Write the answers on the board.
- Answers: 1 false / 2 true / 3 true / 4 false / 5 true / 6 false

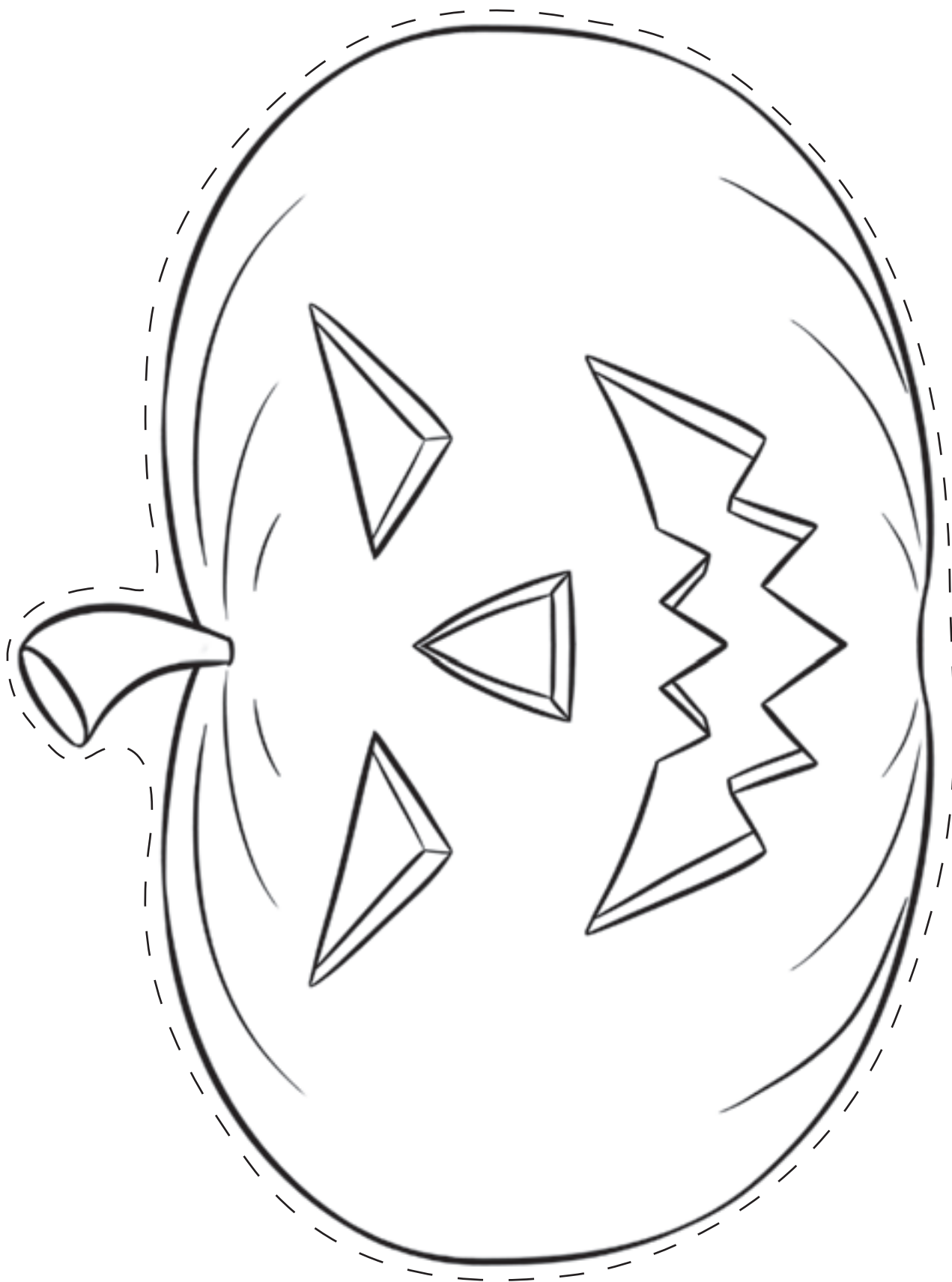
### Make a Jack o'Lantern.

- Hand out a photocopiable to each pupil. Invite a volunteer to give out scissors and crayons to the class.
- Ask the pupils to cut out the Jack o'Lantern and decorate it.

### Closing activities

- 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.

# Jack o'Lantern



# Christmas

## Unit objectives

- 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)

## Competences key

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of ICT
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative

## Key language

### Vocabulary

- *donkey, sack, reindeer, present, turkey, Santa, Christmas Eve, 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).*

### Recycled language

- Adjectives
- *I can...*
- *There's a...*
- *I'm/We're...*
- *I'm/We're from...*
- *We have...*

## Socio-cultural aspects

- Understanding the importance of helping at Christmas
- Showing interest in Christmas food in different countries

### Learning objectives

- Identify and name Christmas vocabulary
- Listen to, understand and explain *The Little Donkey* story
- Answer questions about the story
- Listen to, read and understand a text about Christmas food in different countries
- Make a cut-out of a bookmark

### Language focus

- *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*
- *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).*

### Materials

- Crayons and scissors for each pupil
- Flashcards you have prepared for the lesson: *donkey, reindeer, Santa, turkey, Christmas pudding, sack*
- Pupil's Book pages 63 and 64
- Class audio CD
- Photocopiable: *Christmas bookmark* (TN page 283)



### At-a-glance lesson plan (PB pages 63 and 64)

#### Opening activities

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

#### Main activities

- **Vocabulary game** Play *What is it?*
- **Story** *The Little Donkey* (CD 3 track 43). Listen to the story. Read. Ask questions (PB page 63).
- Listen and read about Christmas food (CD 3 track 44) (PB page 64).
- **Photocopiable activity** Make a Christmas cut-out (TN page 283).

#### Closing activities

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

## Opening activities

- Say **Hello! Happy Christmas!** 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 *donkey* and *reindeer* flashcards, with the *donkey* card on top, facing you. Quickly flip over the cards to give the pupils a glimpse of the *donkey* card. Encourage them to guess what it is. If they guess it, say **Yes! A donkey. Well done.** Tell them the word if they cannot guess it.
- Repeat this process with the other flashcards.
- Turn the three flashcards to face you and ask the pupils **What's this?** Slowly move the first flashcard 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 other flashcards and stick 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, Christmas.**



### Listen to the story. Read.

- Say **Open your books at page 63.** 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 books. Play CD 3 track 43.
- Say **What Christmas words can you see?** Give the pupils time to look at the story frames, and invite different pupils to suggest answers (*donkey, Christmas Eve, reindeer, Santa*).



#### Frame 1

**Narrator:** The Christmas fair is coming to town.

**Little Donkey:** Wait for me!

**Horse:** You're too slow, Little Donkey.

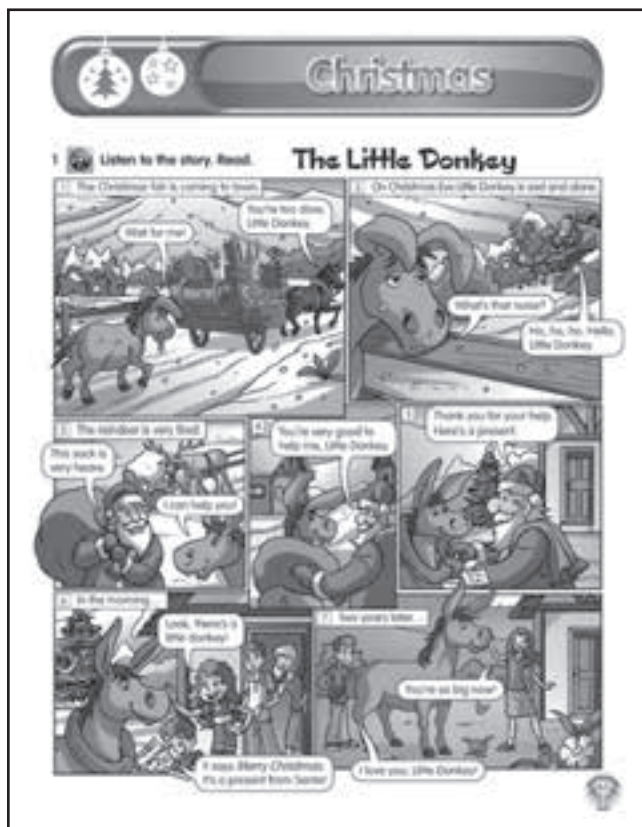
#### Frame 2

**Narrator:** On Christmas Eve Little Donkey is sad and alone.

**Little Donkey:** What's that noise?

**Santa:** Ho, ho, ho. Hello, Little Donkey.





### Frame 3

**Narrator:** The reindeer is very tired.

**Santa:** This sack is very heavy.

**Little Donkey:** I can help you!

### Frame 4

**Santa:** You're very good to help me, Little Donkey.

### Frame 5

**Santa:** Thank you for your help. Here's a present.

### Frame 6

**Narrator:** In the morning...

**Girl:** Look, there's a little donkey!

**Boy:** It says *Merry Christmas*. It's a present from Santa!

### Frame 7

**Narrator:** Two years later...

**Girl:** You're so big now!

**Boy:** I love you, Little Donkey!

## Ask questions.

- Check that the pupils understand the story by asking questions about each frame. The pupils may answer in L1.

### Frame 1

Does Little Donkey stay with the fair? (no)  
Why not? (He's too slow.)

### Frame 2

Is Little Donkey happy? (no)

### Frame 3

What's Santa's problem? (He has a heavy sack and a tired reindeer.)

### Frame 4

What does Little Donkey do? (help Santa)

### Frame 5

What happens at the last house? (Santa leaves Little Donkey there.)

### Frame 6

Who finds Little Donkey in the morning? (two pupils and their parents)  
What is their present? (Little Donkey)

### Frame 7

Is Little Donkey happy? (yes)



## Listen and read about Christmas food.

- Hold up the *Christmas pudding* flashcard. Encourage the pupils to guess what it is. If they guess it, say **Yes! Christmas pudding. Well done!** Tell them the word if they cannot guess it. Repeat this process with the *turkey* flashcard.
- Tell the pupils that in some countries children eat these foods at Christmas. Ask the pupils **What food do you eat at Christmas?** The pupils can answer in L1, but encourage them to answer in English. Help them with any new English vocabulary, if necessary.
- Say **Open your Pupil's Book at page 64.** Give the pupils time to find the page by themselves.

- Say **Let's look at Christmas food.** Point to Activity 2. Ask the pupils to identify the different countries and food in the pictures.
- Encourage the pupils to listen to the information by pointing to the pictures and any important words as they hear them. Play CD 3 track 44.
- Play the CD again, and this time encourage the pupils to read the text as they listen.
- Check the pupils understand by asking questions about the texts, for example, **Where is he/she from?** (England, Jamaica, Australia) **What is their traditional Christmas dessert?** (Christmas pudding, Christmas cake, mince pies). Praise their answers and encourage them to answer using full sentences.



**Girl 1:** Hi! I'm Grace and I'm from England. For Christmas dinner we have turkey and stuffing, sausages, Brussels sprouts and potatoes. For dessert we have Christmas pudding.

**Boy 1:** I'm Ben from Jamaica. At Christmas we eat goat curry with rice and peas. Mum makes a traditional Christmas cake. It's delicious!

**Girl 2 and Boy 2:** Hello! We're from Australia.

**Girl 2:** Christmas here is in the summer. Some people have a barbecue and eat prawns and seafood on the beach.

**Boy 2:** But we like turkey and mince pies. What do you eat at Christmas?

**Option:** To extend this activity, ask the pupils to interview each other about Christmas dinner in their homes. Then ask them to write a short text with a drawing.

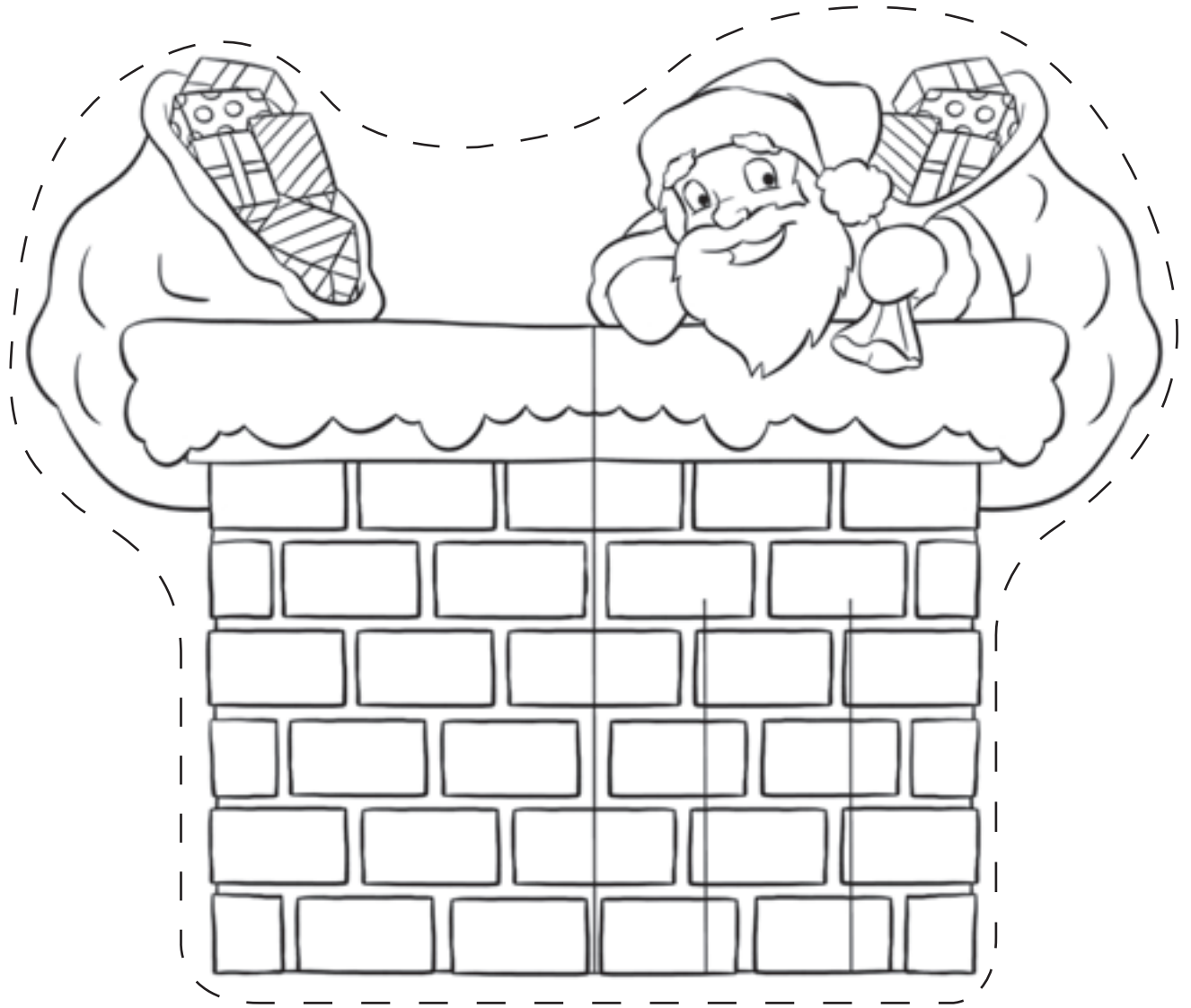
### Make a Christmas cut-out.

- Hand out a photocopiable to each pupil. Invite a volunteer to give out scissors to the class.
- Ask the pupils to cut out the Christmas bookmark and decorate it.
- When the pupils have finished, ask them to cut along the two dotted lines. Tell the pupils to fold the bookmark lengthways.

## Closing activities

- 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.

# Christmas bookmark



## Welcome! Days of the week cards

Monday

Tuesday



## Welcome! Days of the week cards

Wednesday

Thursday

## Welcome! Days of the week cards

Friday

Saturday

# Welcome! Days of the week cards

Sunday

# Welcome! Alphabet cards

A

B

C

D



# Welcome! Alphabet cards

E

F

G

H

# Welcome! Alphabet cards

I

J

K

L

# Welcome! Alphabet cards

M

N

O

P

# Welcome! Alphabet cards

Q

R

S

T



# Welcome! Alphabet cards

U

V

W

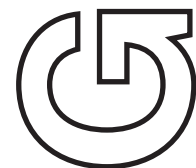
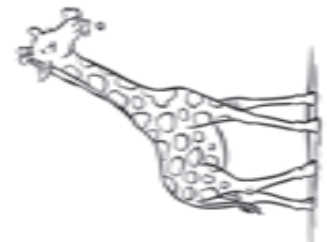
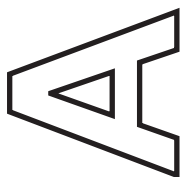
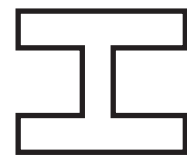
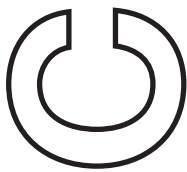
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# Welcome! Alphabet cards

Y

Z

# Welcome! Alphabet picture cards



# Welcome! Alphabet picture cards

P



M



C



Q



Z



K



R



O



L



# Welcome! Alphabet picture cards



U



X



T



W



Z



S



V



Y



# Welcome! Quest membership card



**What's your name?**

**How old are you?**

**Where do you live?**



## 2 CLIL Natural Science Australian animals

This is a Red kangaroo. It lives in deserts and grasslands in  
 Australia.

It lives with other kangaroos in a group. It's 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.

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!

### 3 CLIL P.E. Olympic sports

┌ - - - - - ┐  
| 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. |  
└ - - - - - ┘

┌ - - - - - ┐  
| 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 Olaberriá, 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! |  
└ - - - - - ┘

## 4 CLIL Natural Science    Modern day dinosaurs

|   |
|---|
| 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.                     |

|  |  |
|--|--|
|  |  |
| A Komodo dragon is 0.75 metres tall and about 3 metres long. |  |
|  |  |
| It's fast. It runs about 18km per hour.                      |  |
|  |  |
| It's got 60 sharp teeth, a yellow tongue and big claws.      |  |
|  |  |

## 5 CLIL Social Science Clothes

┌ - - - - - ┐  
| 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. |  
└ - - - - - ┘



## 6 CLIL Science Our solar system

## Our solar system has got eight planets.

**This is our planet, the Earth. It rotates on its axis every day.**

**This is our Moon. It travels around the Earth.**

**The Sun isn't a planet. It is a very big star.**

## The Earth travels around the Sun.

## 7 CLIL Social Science Time zones

|  |   |  |
|--|---|--|
|  |   |  |
|  | The time is different in many parts of the world.                       |  |
|  |   |  |
|  | In Liverpool it's 7 o'clock in the morning. I'm at home. I get up at 7  |  |
|  | o'clock.  |  |
|  |   |  |
|  | In Madrid it's 8 o'clock in the morning. Pablo is at school. He goes to |  |
|  | school at 8.  |  |
|  |   |  |
|  | In Sydney it's 6 o'clock in the afternoon. Matt is at home. He has      |  |
|  | dinner at 6.  |  |
|  |   |  |
|  | In Honolulu it's 9 o'clock at night. Malina is at home. She goes to     |  |
|  | bed at 9.   |  |
|  |   |  |

## 8 CLIL Social Science Islands

The Isle of Wight is a small English island.  
 There is a river called Medina.  
 You can walk in the beautiful forests on the island.  
 There is a famous boat race from the town of Cowes every year.

This is Hawaii. It has got over 100 beautiful islands.  
 Hawaii is part of the USA, but it is very far away. The capital is Honolulu.  
 There is a very high mountain. It is called Mauna Kea.  
 Punaluu Beach in Hawaii has got black sand.

## Unit 2 Animal survey

What does it eat?



koala bear

---



kangaroo

---



tiger

---



dolphin

---



gorilla

---



rhino

---



seal

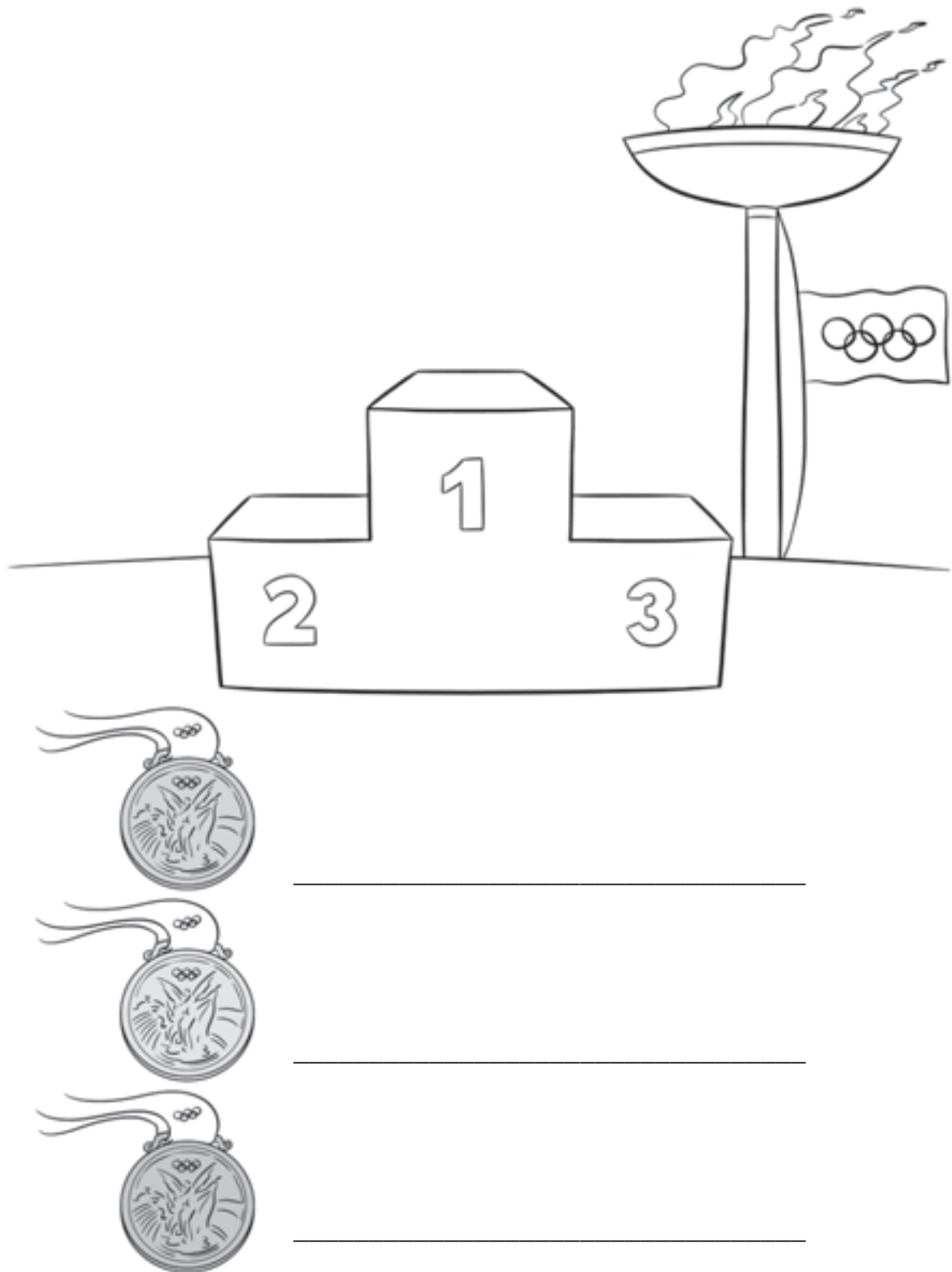
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zebra

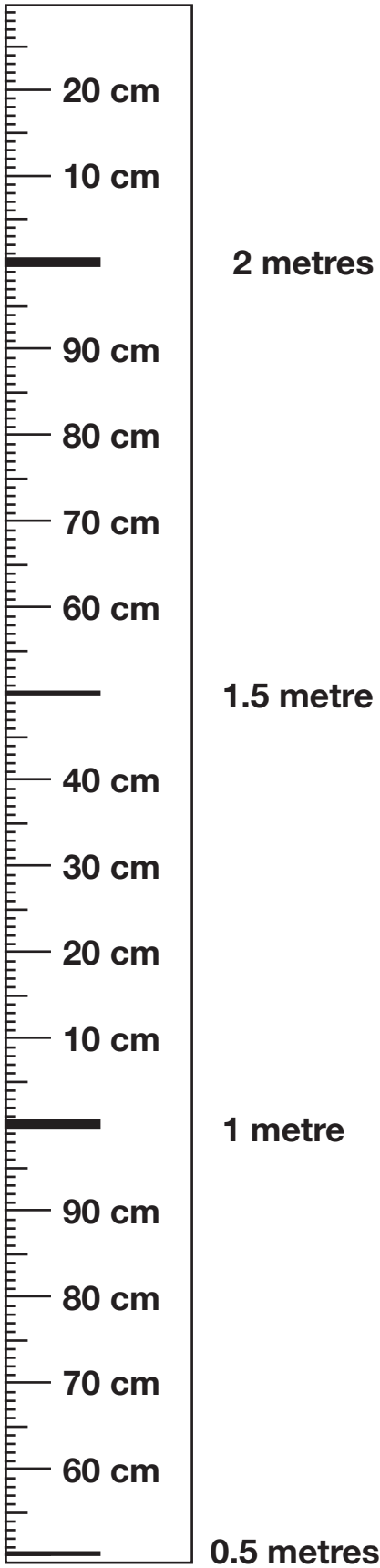
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# Unit 3 Olympic podium





# Unit 4 Our height



I'm \_\_\_\_\_ metres tall.

My friend is \_\_\_\_\_ metres tall.

# Unit 5 Clothes for different places



**Name:** Ling  
**Country:** China  
**Climate:** cold  
**Place where I live:** the mountains



**Name:** Carlos  
**Country:** Mexico  
**Climate:** hot  
**Place where I live:** the beach



**Name:** Jane  
**Country:** America  
**Climate:** hot  
**Place where I live:** the city



**Name:** Anton  
**Country:** Russia  
**Climate:** cold  
**Place where I live:** the countryside

## Unit 6 A solar system

**1 How many planets are there?**

\_\_\_\_\_

**2 What is the name of your planet?**

\_\_\_\_\_

**3 What colour are the planets?**

\_\_\_\_\_

**4 What has each planet got? For example, rings?  
Stars? Volcanoes?**

\_\_\_\_\_

**1 How many planets are there?**

\_\_\_\_\_

**2 What is the name of your planet?**

\_\_\_\_\_

**3 What colour are the planets?**

\_\_\_\_\_

**4 What has each planet got? For example, rings?  
Stars? Volcanoes?**

\_\_\_\_\_

# Unit 7 Daily profile



**Kanja, Kenya**



**Kylie, Australia**



**Alberto, Chile**



Kanja \_\_\_\_\_



Kylie \_\_\_\_\_



Alberto \_\_\_\_\_



Kanja \_\_\_\_\_



Kylie \_\_\_\_\_



Alberto \_\_\_\_\_



Kanja \_\_\_\_\_



Kylie \_\_\_\_\_



Alberto \_\_\_\_\_



Kanja \_\_\_\_\_



Kylie \_\_\_\_\_



Alberto \_\_\_\_\_



Kanja \_\_\_\_\_



Kylie \_\_\_\_\_



Alberto \_\_\_\_\_

## Unit 8 South American islands

### Martín García

**Location:** River Plate

**Size:** 1.84km<sup>2</sup>

**Features:** beaches, forests

### Margarita

**Location:** Caribbean Sea

**Size:** 1020km<sup>2</sup>

**Features:** mountains, beaches

### Santa Catarina

**Location:** Atlantic Ocean

**Size:** 424km<sup>2</sup>

**Features:** beaches, lakes  
and mountains

### Isla de Lobos

**Location:** Atlantic Ocean

**Size:** 435km<sup>2</sup>

**Features:** beaches



# Unit 8 South American islands

|                           | Where is the island? | How big is it? | What has it got? |
|---------------------------|----------------------|----------------|------------------|
| <b>Martín<br/>García</b>  |                      |                |                  |
| <b>Margarita</b>          |                      |                |                  |
| <b>Santa<br/>Catarina</b> |                      |                |                  |
| <b>Isla de Lobos</b>      |                      |                |                  |

# Quest 1: The Library



**1 Find five things in the library in Lesson 1.**

---

**2 Which book opens the secret door in Lesson 2?**

---

**3 What do the girls do at the library in Lesson 3?**

---

**4 Name three types of books Scotty likes in Lesson 5.**

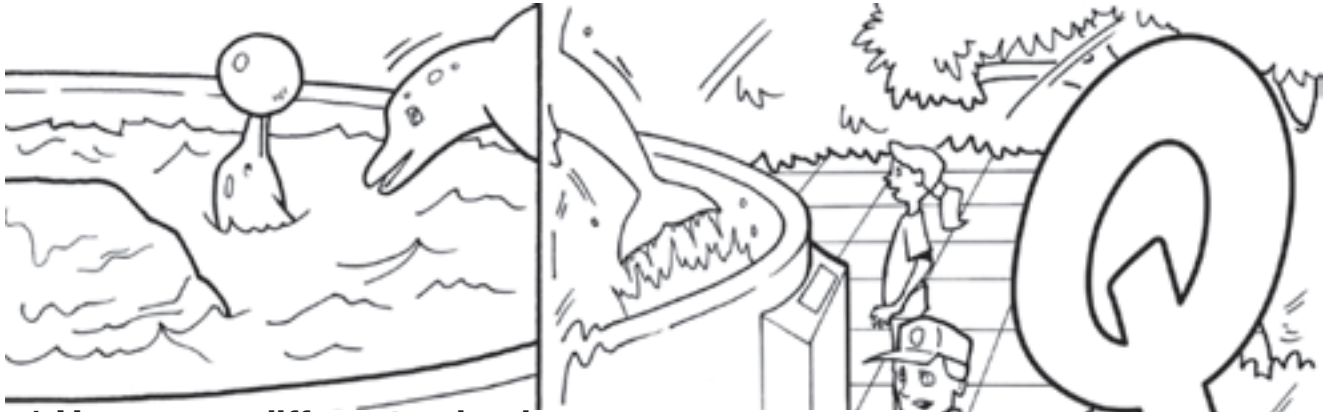
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**5 What language does the word 'astronaut' come from Lesson 6?**

---



## Quest 2: Animal Park



**1 How many different animals can you see in Lesson 1?**

**2 Name the animals the children like in Lesson 2.**

**3 What is the girl's favourite animal in Lesson 3?**

**4 What food do Scotty and Yorkie eat in Lesson 5?**

**5 What do dingoes eat in Lesson 6?**



## Quest 3: The Olympics



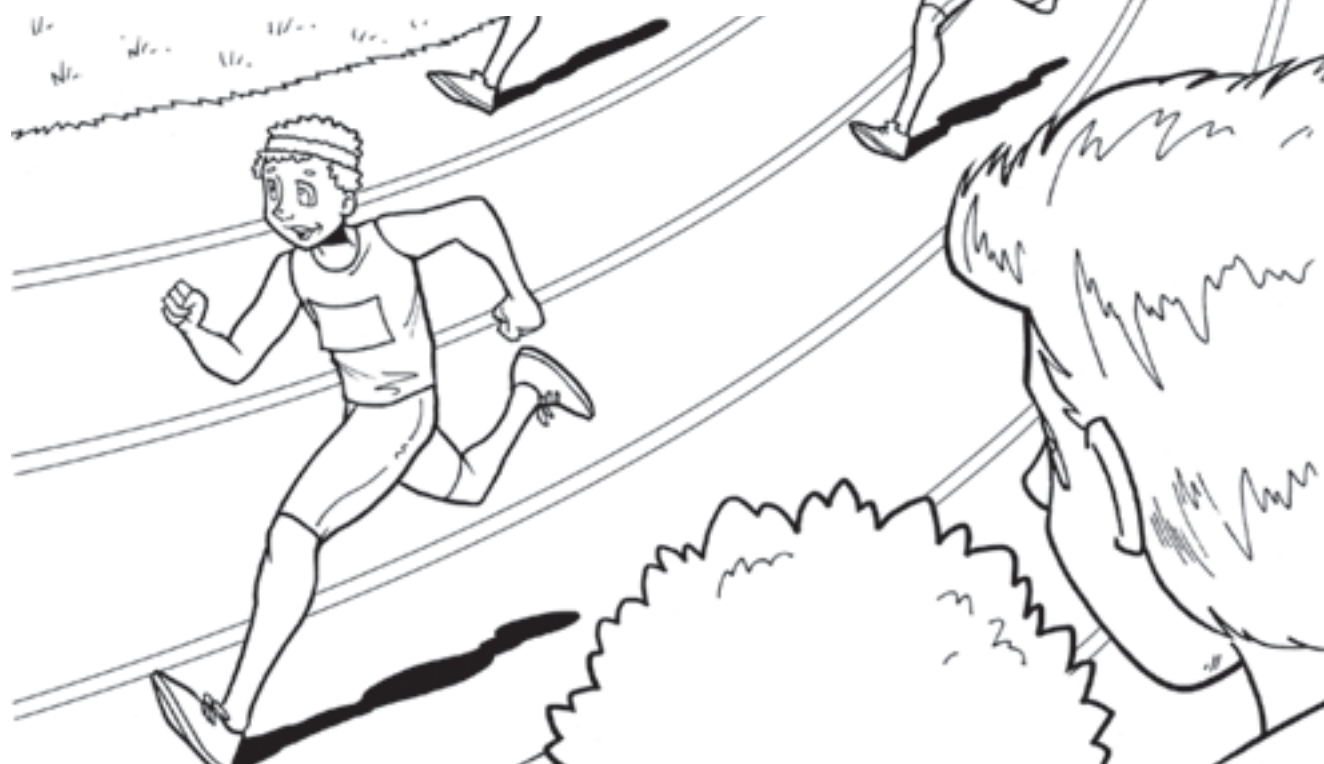
**1 Name five different sports in Lesson 1.**

**2 Which sport does Ivan do in Lesson 2?**

**3 What sports can the girl do in Lesson 3?**

**4 Is Yorkie good at skateboarding in Lesson 5?**

**5 Name the three Olympic medals in Lesson 6.**





# Quest 4: Museum of Natural History



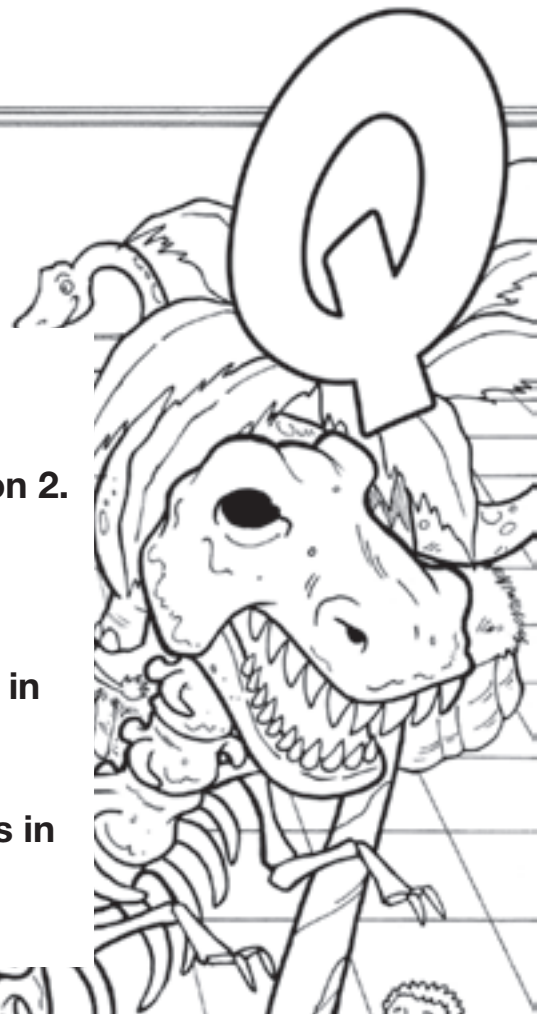
1 How many dinosaurs can you see in the picture in Lesson 1?

2 Find a dinosaur with a small head in Lesson 2.

3 Has the dinosaur got wings in Lesson 3?

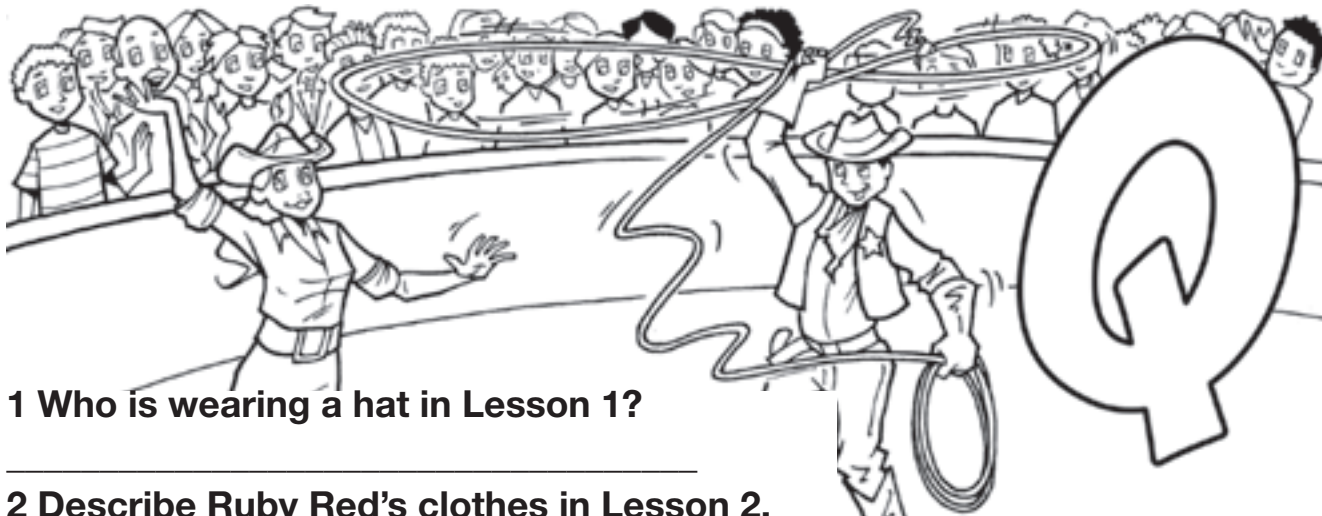
4 Write three things about Scotty's dinosaur in Lesson 5.

5 Find a modern day dinosaur with big claws in Lesson 6.





## Quest 5: The Circus Show



1 Who is wearing a hat in Lesson 1?

---

2 Describe Ruby Red's clothes in Lesson 2.

---

3 What is Lucy Lane wearing in Lesson 3?

---

4 What do Scotty and Yorkie find in Lesson 5?

---

5 What is the woman in the desert wearing in Lesson 6?

---



# Quest 6: Space Café

1 Name five food items in Lesson 1.

---

2 What food does Max eat in Lesson 2?

---

3 What does the girl want to eat in Lesson 3?

---

4 What can Scotty see in the sky at night in Lesson 5?

---

5 Name three things in our solar system in Lesson 6.

---



## Quest 7: A Day in your Life



1 Name three things Anna does every day in Lesson 1.

\_\_\_\_\_

2 What is the river called in London in Lesson 2?

\_\_\_\_\_

3 Does the girl study English in Lesson 3?

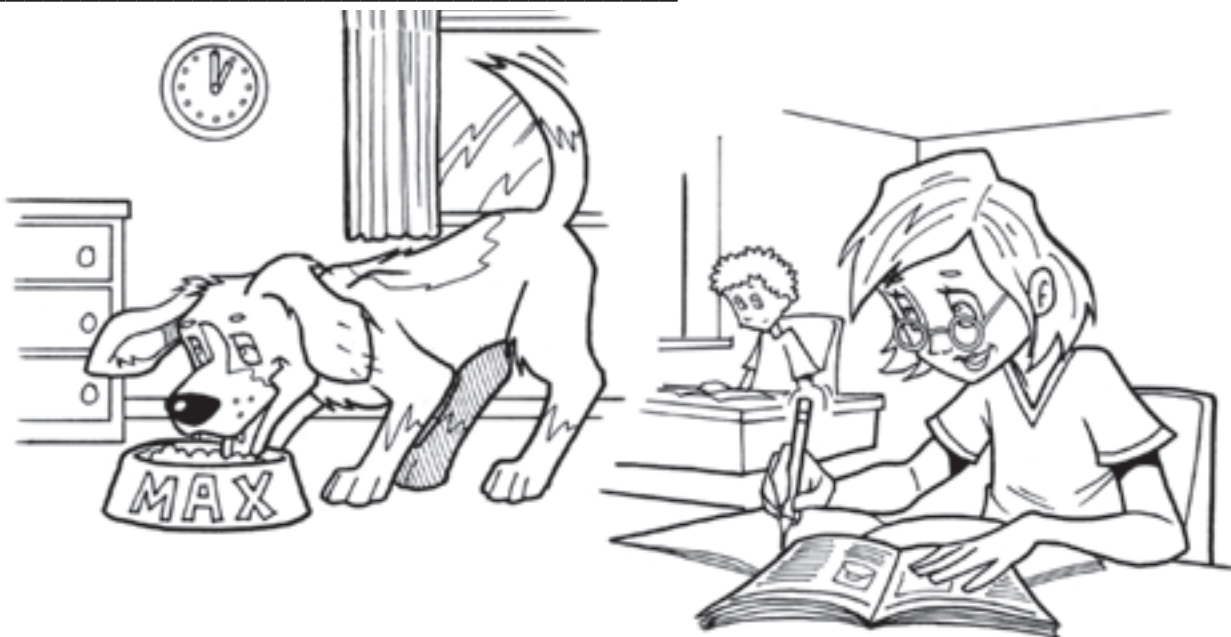
\_\_\_\_\_

4 Name three things in London Scotty and Yorkie talk about in Lesson 5.

\_\_\_\_\_

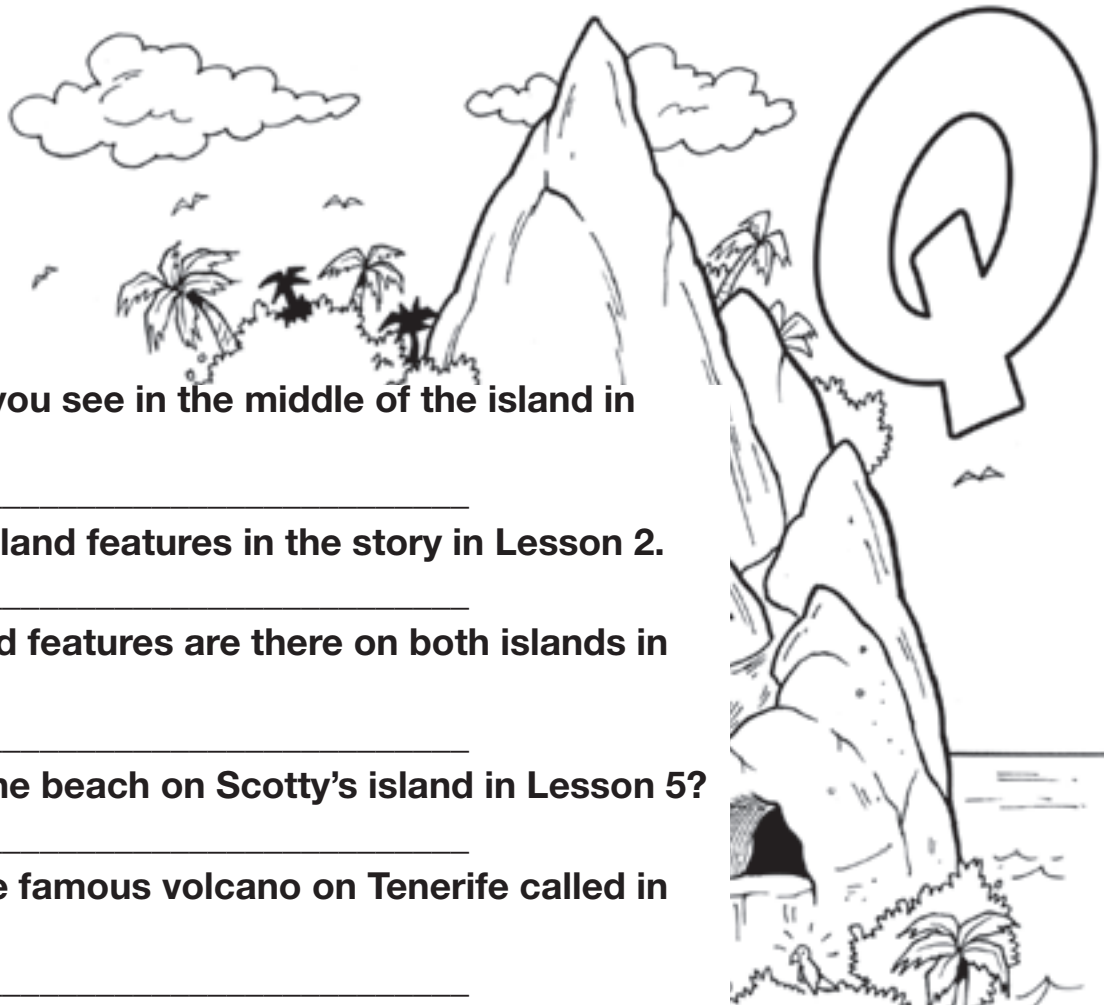
5 What time does Olga get up in Lesson 6?

\_\_\_\_\_





# Quest 8: The Island



**1 What can you see in the middle of the island in Lesson 1?**

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**2 Find five island features in the story in Lesson 2.**

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**3 What island features are there on both islands in Lesson 3?**

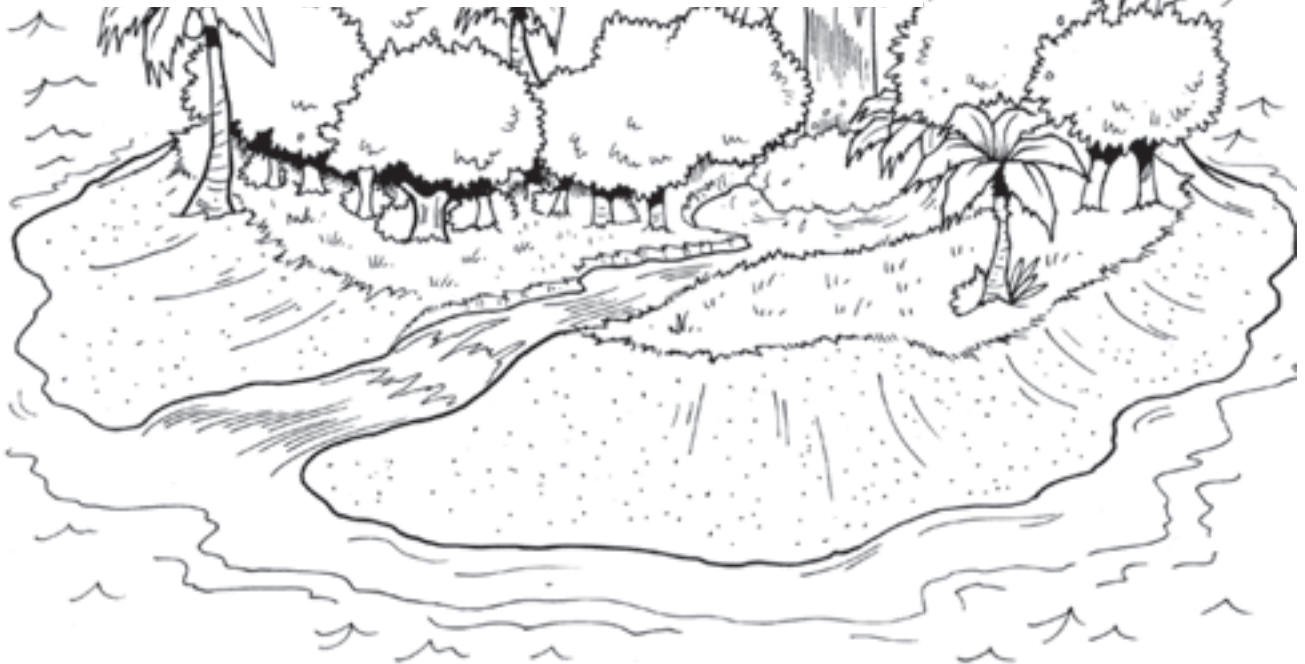
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**4 Where is the beach on Scotty's island in Lesson 5?**

---

**5 What is the famous volcano on Tenerife called in Lesson 6?**

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ISBN N° 978-987-672-099-1

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Diseño original: Xen Media Ltd  
Ilustraciones: Simon Walmesley y Matt Ward  
Diseño de tapa: Echelon Design  
Ilustración de tapa: Studio Pulsar  
Adaptaciones de diseño: Departamento de Arte y Diseño de Grupo Macmillan (Claudia Deleau)  
Revisado por Juan Carlos Ottolina y Martha Laborde.

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Corbett, Jeanette  
Your Quest 3 Teacher's Notes / Jeanette Corbett y Roisin O'Farrell. - 1a ed. - San Isidro : Macmillan, 2013.  
Recurso electrónico.

ISBN 978-987-672-099-1

1. Inglés. 2. Enseñanza Primaria. 3. Guía del Docente. I. O'Farrell, Roisin II. Título  
CDD 371.1

Producido en la Argentina

2017 2016 2015 2014 2013

10 9 8 7 6 5 4 3 2 1

Primera edición.

Este CD se terminó de reproducir en enero de 2013.

ISBN 978-987-672-099-1



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