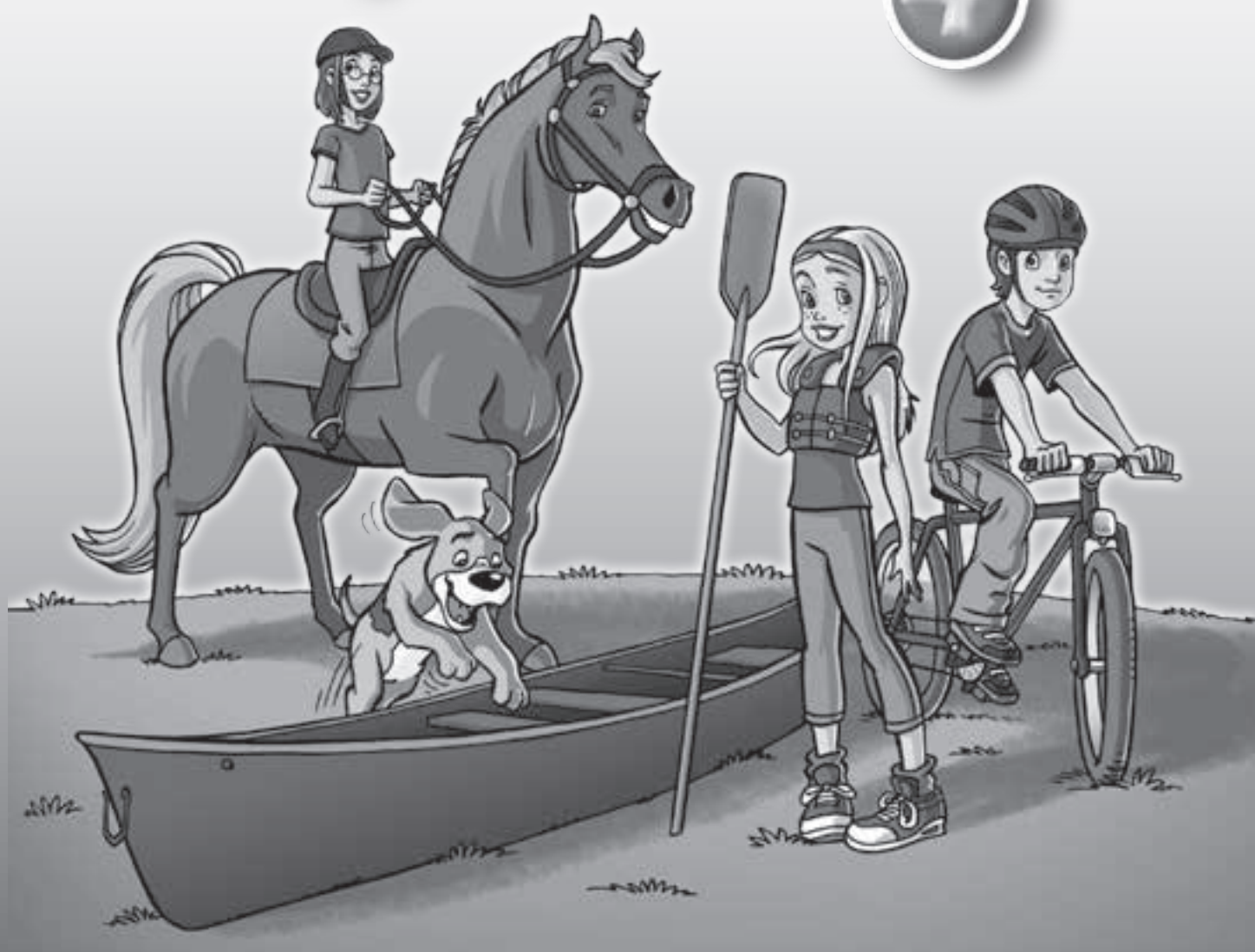


Teacher's Notes

Your Quest 4



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MACMILLAN



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Syllabus

| Unit | Learning objectives | Key language | Recycled language | |
|---|---|---|---|--|
| Starter Unit Welcome Back! | <ul style="list-style-type: none"> •Greeting people and saying goodbye (C1 C5) •Asking questions and giving answers (C1 C5 C7 C8) •Identifying and naming words from different lexical sets (C1 C7 C8) •Listening to, reading and understanding a story. •Showing understanding of a story by sequencing (C1 C7 C8) •Listening to, understanding and saying a rap (C1 C6 C7 C8) •Identifying and using words for months and seasons (C1 C3 C7 C8) •Making cut-outs and using them in a communicative game (C1 C5 C6 C7 C8) •Making the <i>Quest</i> membership hand (C1 C6 C7 C8) | <p>Vocabulary:</p> <ul style="list-style-type: none"> •Months: <i>January, February, March, April, May, June, July, August, September, October, November, December</i> •Seasons: <i>spring, summer, autumn, winter</i> <p>Structures</p> <ul style="list-style-type: none"> •<i>Good to see you again!</i> •<i>How are you?</i> •<i>I'm great, thanks.</i> •<i>What do you want to do?</i> •<i>I want to (go on a quest again).</i> | <ul style="list-style-type: none"> •(For children who have already started learning English, or completed <i>Your Quest</i> 3, language in the column Key language may be recycled.) •<i>Hello! Goodbye!</i> •<i>It's...</i> •<i>Is/Are...?</i> •Wild animals: <i>gorilla, kangaroo, tiger</i> •Land features: <i>mountain, forest, waterfall, palm tree</i> •Clothes: <i>hat, dress, belt, scarf, boots</i> •Foods: <i>chicken, spaghetti, ice cream, meatballs, cake, sausages</i> | |
| 1 Web Quest | <ul style="list-style-type: none"> •Identifying and naming school subjects (C1 C7 C8) •Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8) •Listening to, reading, understanding and explaining a story (C1 C6 C7 C8) •Practising the sound /f/ with two different representations – f and ph (C1 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 (C1 C7 C8) •Making a cut-out and using it in a communicative game (C1 C5 C6 C7 C8) •Identifying and using clock times (C1 C3 C7) •Using clock times with school subjects (C1 C3 C7 C8) •Listening to, reading and understanding a comic strip (C1 C6 C7 C8) •Listening to, reading and understanding texts about the school year and school day in different countries (C1 C3 C7 C8) •Writing a short text about school (C1 C3 C6 C7 C8) •Doing a survey of international school years (C1 C3 C5 C7 C8) •Creating a record of vocabulary learnt (C7 C8) •Reviewing what has been studied and reflecting on it (C1 C3 C6 C7 C8) •Reading and understanding a short diary entry (C1 C3 C7 C8) •Writing a short personalized diary entry about school subjects and talking about it (C1 C3 C5 C6 C7 C8) | <p>Vocabulary:</p> <ul style="list-style-type: none"> •<i>English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish</i> •<i>o'clock, quarter past, quarter to, half past</i> •CLIL Vocabulary: <i>term, school holidays, half-term holiday, public holiday</i> <p>Structures</p> <ul style="list-style-type: none"> •<i>I've got (Music) on (Tuesday) at (ten o'clock).</i> •<i>I haven't got (P.E.).</i> •<i>Have you got (History)?</i> •<i>Yes, I have. / No, I haven't.</i> •<i>When have you got (Music)?</i> | <ul style="list-style-type: none"> •<i>Months</i> •<i>Days of the week</i> | |

| | Receptive language | Pronunciation | Socio-cultural aspects | Cross-curricular content |
|--|---|---|---|---|
| | <ul style="list-style-type: none"> •What's (the month)? •What's your favourite (animal)? •Where is/are...? •When is (summer)? •Let me see/try. •Let's go in/investigate. •Let's listen/say/play/sing/investigate... •Well done! •Very good! •Open your (Pupil's) Book and find page (2). •Cut along this line. | | <ul style="list-style-type: none"> •Show an interest in learning English •Learn about the importance of being friends •Be willing to participate and follow instructions | |
| | <ul style="list-style-type: none"> •Let's sit/listen/say/rap/play/sing/read/investigate... •Do you remember...? •Open your (Pupil's) Book. •Find page (2). •Cut along this line/these lines. | <ul style="list-style-type: none"> •Practising the sound /f/ with two different representations – f and ph | <ul style="list-style-type: none"> •Understanding the differences between schools in different countries •Showing interest in differences between schools in different countries | <ul style="list-style-type: none"> •Social Science: <i>The school year</i> |

| Unit | Learning objectives | Key language | Recycled language | |
|------------------------------|--|---|--|--|
| 2 New York, New York! | <ul style="list-style-type: none"> Identifying and naming shops and places (C1 C7 C8) Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8) Listening to, reading, understanding and explaining a story (C1 C6 C7 C8) Practising and discriminating between the /æ/ and /eɪ/ sounds (C1 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 (C1 C7 C8) Making a cut-out and using it in a communicative game (C1 C5 C6 C7 C8) Identifying and using directions (C1 C3 C7) Using directions with places (C1 C3 C7 C8) Listening to, reading and understanding a comic strip (C1 C6 C7 C8) Listening to, reading and understanding texts about cities (C1 C3 C7 C8) Writing a short text about a city (C1 C3 C7 C8) Doing a quiz about London (C1 C3 C7 C8) Creating a record of vocabulary learnt (C7 C8) Reviewing what has been studied and reflecting on it (C1 C3 C6 C7 C8) Reading and understanding a short diary entry (C1 C3 C7 C8) Writing a short personalized diary entry about a town and talking about it (C1 C3 C5 C6 C7 C8) | <p>Vocabulary</p> <ul style="list-style-type: none"> bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square turn left, turn right, go straight on, walk around CLIL vocabulary: capital, city, art gallery, cathedral, river, the Houses of Parliament, famous, government <p>Structures</p> <ul style="list-style-type: none"> I'm going to the (greengrocer's). I'm not going to the (library). Where are you going? Are you going to the (square)? Yes, I am. / No, I'm not. | <ul style="list-style-type: none"> Let's (go to the cinema). It's... This is... | |
| 3 Activity Camp | <ul style="list-style-type: none"> Identifying and naming activities at an activity camp (C1 C7 C8) Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8) Listening to, reading, understanding and explaining a story (C1 C6 C7 C8) Practising and discriminating between the /k/ and /s/ sounds (C1 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 (C1 C7 C8) Making a cut-out and using it in a communicative game (C1 C5 C6 C7 C8) Identifying and using words for different types of weather (C1 C3 C7) Using weather words with activities (C1 C3 C7 C8) Listening to, reading and understanding a comic strip (C1 C6 C7 C8) Listening to, reading and understanding informative texts about adventure sports (C1 C3 C7 C8) Writing a short text about an adventure sport (C1 C3 C7 C8) Doing a sports survey (C1 C3 C7 C8) Creating a record of vocabulary learnt (C7 C8) Reviewing what has been studied and reflecting on it (C1 C3 C6 C7 C8) Reading and understanding a short diary entry (C1 C3 C7 C8) Writing a short personalized diary entry about an activity camp and talking about it (C1 C3 C5 C6 C7 C8) | <p>Vocabulary</p> <ul style="list-style-type: none"> canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing cloudy, raining, snowing, sunny, foggy, windy CLIL vocabulary: zip-line, gravity, pulley, trainers, gloves, helmet, harness, kite, board, stunt, straps, balance <p>Structures</p> <ul style="list-style-type: none"> He's/She's (cycling). He/She isn't (canoeing). Is he/she horse-riding? Yes, he/she is. / No, he/she isn't. What's he/she doing? | <ul style="list-style-type: none"> Colours I've got (my boots). | |

| | Receptive language | Pronunciation | Socio-cultural aspects | Cross-curricular content |
|--|--|---|--|---|
| | <ul style="list-style-type: none"> • <i>Can I come too?</i> • <i>You can (come).</i> • <i>Let's look at/listen/say/rap/play/sing/read/investigate...</i> • <i>Cut along these lines.</i> | <ul style="list-style-type: none"> • Practising and discriminating between the /æ/ and /eɪ/ sounds | <ul style="list-style-type: none"> • Understanding cities • Showing interest in differences between cities | <ul style="list-style-type: none"> • Geography: <i>London</i> |
| | <ul style="list-style-type: none"> • <i>What's everyone doing?</i> • <i>We/You can (go cycling).</i> • <i>Let's do/talk/look at/listen/say/rap/play/sing/read/investigate...</i> • <i>Where are...?</i> • <i>Cut along these lines.</i> | <ul style="list-style-type: none"> • Practising and discriminating between the /k/ and /s/ sounds | <ul style="list-style-type: none"> • Understanding adventure sports • Showing interest in adventure sports and how you do them | <ul style="list-style-type: none"> • P.E.: <i>Adventure sports</i> |

| Unit | Learning objectives | Key language | Recycled language | |
|---|---|--|--|--|
| Units 1, 2, 3 Your Quest Revision and Traditions in the UK | <ul style="list-style-type: none"> Identifying and naming school subjects, clock times, shops and places, directions, activities, and types of weather (C1 C7 C8) Reviewing what has been studied in Units 1, 2 and 3 (C1 C5 C7 C8) Listening to and showing understanding of a short text on UK culture (C1 C3 C7 C8) Writing a short text about traditions in your country (C1 C3 C5 C6 C7 C8) | Vocabulary: <ul style="list-style-type: none"> English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish o'clock, quarter past, quarter to, half past bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square turn left, turn right, go straight on, walk around canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing cloudy, raining, snowing, sunny, foggy, windy Structures: <ul style="list-style-type: none"> Can you find...? | | |
| 4 Town Fair | <ul style="list-style-type: none"> Identifying and naming food items (C1 C7 C8) Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8) Listening to, reading, understanding and explaining a story (C1 C6 C7 C8) Practising and discriminating between the /e/ and /i:/ sounds (C1 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 (C1 C7 C8) Making a cut-out and using it in a communicative game (C1 C2 C5 C6 C7 C8) Identifying and using UK prices (C1 C2 C3 C5 C7) Using UK prices with food items (C1 C2 C3 C5 C7 C8) Listening to, reading and understanding a comic strip (C1 C6 C7 C8) Listening to, reading and understanding informative texts about money, currencies and famous shops in different countries (C1 C2 C3 C7 C8) Writing a short text about a famous shop (C1 C3 C7 C8) Creating a new bank note and a coin (C1 C2 C3 C6 C7 C8) Creating a record of vocabulary learnt (C7 C8) Reviewing what has been studied and reflecting on it (C1 C3 C6 C7 C8) Reading and understanding a short diary entry (C1 C3 C7 C8) Writing a short dialogue in a shop in their diary and role-playing it (C1 C2 C3 C4 C5 C6 C7 C8) | Vocabulary <ul style="list-style-type: none"> cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries Five pence, Ten pence, Fifty pence, Five pounds fifty, Eight pounds ninety-nine CLIL vocabulary: currency, Euro, Pound, Dollar, country, design, note, coin, metallic thread, cotton, linen Structures <ul style="list-style-type: none"> Can I have some (bread), please? Can I have a (biscuit), please? Here you are. I'm sorry. I haven't got (biscuits). Do you want anything else? Yes, please. / No, thank you. How much is it? That's (five) (pounds). | <ul style="list-style-type: none"> Have you got (lots of money)? I've/We've got (lots of food). I/We haven't got any (money). | |

| | Receptive language | Pronunciation | Socio-cultural aspects | Cross-curricular content |
|--|--|--|---|---|
| | <ul style="list-style-type: none"> •Let's sing/ask/find/listen/check/read... •Open your (Pupil's) Book and find page (23). •What's (the secret word)? •What can you see? | | | |
| | <ul style="list-style-type: none"> •A (pineapple) is better for you. •Let's listen/read/investigate/talk about/sing/say/rap/play/look at/... •Cut along these lines. | <ul style="list-style-type: none"> •Practising and discriminating between the /e/ and /i:/ sounds | <ul style="list-style-type: none"> •Understanding food and shopping •Showing interest in different currencies | <ul style="list-style-type: none"> •Social Science: <i>Money</i> |

| Unit | Learning objectives | Key language | Recycled language | |
|-------------------|---|---|---|--|
| 5 Art Gallery | <ul style="list-style-type: none"> Identifying and naming facial features (C1 C7 C8) Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8) Listening to, reading, understanding and explaining a story (C1 C6 C7 C8) Practising the /ɜ:/ sound with two different representations – ur and ir (C1 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 (C1 C7 C8) Making a cut-out and using it in a communicative game (C1 C5 C6 C7 C8) Identifying and using descriptive adjectives (C1 C3 C7) Using descriptive adjectives with facial features (C1 C3 C7 C8) Listening to, reading and understanding a comic strip (C1 C6 C7 C8) Listening to, reading and understanding texts about paintings (C1 C3 C6 C7 C8) Writing a short text about a child's painting (C1 C3 C6 C7 C8) Creating a painting (C1 C3 C6 C7 C8) Creating a record of vocabulary learnt (C7 C8) Reviewing what has been studied and reflecting on it (C1 C3 C6 C7 C8) Reading and understanding a short diary entry (C1 C3 C7 C8) Writing a short personalized diary entry about a painting and talking about it (C1 C3 C5 C6 C7 C8) | <p>Vocabulary</p> <ul style="list-style-type: none"> <i>curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache</i> <i>happy, sad, strong, weak, rude, polite</i> CLIL vocabulary: <i>Royal family, palace, realism, artist, king, queen, princess</i> <p>Structures</p> <ul style="list-style-type: none"> <i>He's/She's got (curly hair).</i> <i>He/She hasn't got (blue eyes).</i> <i>Has he/she got (dark hair)?</i> <i>Yes, he/she has. / No, he/she hasn't.</i> | <ul style="list-style-type: none"> <i>I've/You've got...</i> <i>It's a...</i> <i>What's this/that?</i> <i>He's...ing.</i> <i>Can I/you...?</i> | |
| 6 What do you do? | <ul style="list-style-type: none"> Identifying and naming daily routines/activities (C1 C7 C8) Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8) Listening to, reading, understanding and explaining a story (C1 C6 C7 C8) Practising and discriminating between the /v/ and /əv/ sounds (C1 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 (C1 C7 C8) Making a cut-out and using it in a communicative game (C1 C5 C6 C7 C8) Identifying and using words for different jobs (C1 C3 C7) Using daily routines/activities with jobs (C1 C3 C7 C8) Listening to, reading and understanding a comic strip (C1 C6 C7 C8) Listening to, reading and understanding texts about different jobs (C1 C3 C6 C7 C8) Writing a short text about an unusual job (C1 C3 C7 C8) Creating a job profile (C1 C3 C7 C8) Creating a record of vocabulary learnt (C7 C8) Reviewing what has been studied and reflecting on it (C1 C3 C6 C7 C8) Reading and understanding a short diary entry (C1 C3 C7 C8) Writing a short personalized diary entry about a job and talking about it (C1 C3 C5 C6 C7 C8) | <p>Vocabulary</p> <ul style="list-style-type: none"> <i>have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house</i> <i>police officer, nurse, vet, firefighter, actor, singer</i> CLIL vocabulary: <i>astronaut, train, mission, flight simulator, underwater training tank, computer games designer, graphics, sports journalist, interview, coach, studio</i> <p>Structures</p> <ul style="list-style-type: none"> <i>He/She (goes to school).</i> <i>He/She doesn't (talk on the phone).</i> <i>Does he/she (have a snack)? Yes, he does. / No, he doesn't.</i> | <ul style="list-style-type: none"> <i>Clock times</i> <i>What's this?</i> <i>He's got...</i> <i>Can you/I...?</i> <i>This is...</i> <i>Do you want to...?</i> | |

| | Receptive language | Pronunciation | Socio-cultural aspects | Cross-curricular content |
|--|--|---|--|--|
| | <ul style="list-style-type: none"> •Let's do/play/look at/look around/sing/say/rap/listen to/investigate/read/... •It's your turn. •Is it...? Yes, it is. / No, it isn't. •He/She is/isn't (polite). •Who am I describing? •Cut along these lines. | <ul style="list-style-type: none"> •Practising the /ɜ:/ sound with two different representations - "ur" and "ir" | <ul style="list-style-type: none"> •Understanding the importance of art •Showing interest in different paintings | <ul style="list-style-type: none"> •Art: <i>Faces in paintings</i> |
| | <ul style="list-style-type: none"> •Who's this? He's/She's a (vet). •Let's do/say/rap/sing/play/look at/listen to/read about/investigate... •Cut along these lines. | <ul style="list-style-type: none"> •Practising and discriminating between the /ɒ/ and /əʊ/ sounds | <ul style="list-style-type: none"> •Understanding the importance of helping in the community •Showing interest in different jobs | <ul style="list-style-type: none"> •Social Science: <i>Different jobs</i> |

| Unit | Learning objectives | Key language | Recycled language | |
|---|--|--|---|--|
| Units 4, 5, 6 Your Quest Revision and Food in the UK | <ul style="list-style-type: none"> Identifying and naming food items, UK prices, words for facial features, descriptive adjectives, daily routines/activities and jobs (C1 C2 C7 C8) Reviewing what has been studied in Units 4, 5 and 6 (C1 C5 C7 C8) Listening to and showing understanding of a short text on UK food (C1 C3 C7 C8) Writing a short text about food in your country (C1 C3 C5 C6 C7 C8) | <p>Vocabulary</p> <ul style="list-style-type: none"> cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries Five pence, Ten pence, Fifty pence, Five pounds fifty, Eight pounds ninety-nine curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache happy, sad, strong, weak, rude, polite have a snack, leave home, go for a walk, go to school, come back home, meet a friend, talk on the phone, go to a friend's house police office, nurse, vet, firefighter, actor, singer <p>Structures</p> <ul style="list-style-type: none"> Who says...? Can I have (some lemonade), please? I've/He's got (brown eyes). I haven't got (pineapples). I'm a (nurse). | | |
| 7 The Castle | <ul style="list-style-type: none"> Identifying and naming items of furniture (C1 C7 C8) Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8) Listening to, reading, understanding and explaining a story (C1 C6 C7 C8) Practising and discriminating between the /ɑ:/ and /eə/ sounds (C1 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 (C1 C7 C8) Making a cut-out and using it in a communicative game (C1 C5 C6 C7 C8) Identifying and using words for the floors of a house (C1 C3 C7) Using words for the floors of a house with items of furniture (C1 C3 C7 C8) Listening to, reading and understanding a comic strip (C1 C6 C7 C8) Listening to, reading and understanding texts about castles (C1 C3 C7 C8) Writing a text about a castle (C1 C3 C7 C8) Creating a castle (C1 C3 C6 C7 C8) Creating a record of vocabulary learnt (C7 C8) Reviewing what has been studied and reflecting on it (C1 C3 C6 C7 C8) Reading and understanding a short diary entry (C1 C3 C7 C8) Writing a short personalized diary entry about a dream house and talking about it (C1 C3 C5 C6 C7 C8) | <p>Vocabulary</p> <ul style="list-style-type: none"> toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase fifth floor, fourth floor, third floor, second floor, first floor, ground floor CLIL vocabulary: stone, dungeon, suit of armour, sword, hire, tower, four-poster bed, cliff <p>Structures</p> <ul style="list-style-type: none"> There's (a fireplace/an armchair). There isn't (a desk/an armchair). There are some (armchairs). Is there (a sofa)? Yes, there is. / No, there isn't. Are there any (cupboards)? Yes, there are. / No, there aren't. | <ul style="list-style-type: none"> Numbers (1–100) Daily routines/activities I can... Can you...? This is... That's... | |

| | Receptive language | Pronunciation | Socio-cultural aspects | Cross-curricular content |
|--|---|--|--|---|
| | <ul style="list-style-type: none"> • <i>fish and chips, take-away meal, batter, tasty, healthy, cream tea, scones, clotted cream, spread, roast dinner, roast beef, Yorkshire pudding, nut roast, chilli peppers, coconut</i> • <i>Let's sing/listen/check/read/make/talk about...</i> • <i>Open your (Pupil's) Book and find page (43).</i> • <i>What's (the secret word)?</i> | | | |
| | <ul style="list-style-type: none"> • <i>What do you think?</i> • <i>This must be...</i> • <i>Let's sing/listen to/say/rap/read/point to/investigate/look at/talk about...</i> • <i>Cut along these lines.</i> | <ul style="list-style-type: none"> • Practising and discriminating between the /a:/ and /eə/ sounds | <ul style="list-style-type: none"> • Understanding information about castles • Showing interest in different castle features | <ul style="list-style-type: none"> • History: <i>Castles</i> |

| Unit | Learning objectives | Key language | Recycled language | |
|---|---|---|--|--|
| 8 Science Museum | <ul style="list-style-type: none"> Identifying and naming electronic items (C1 C7 C8) Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8) Listening to, reading, understanding and explaining a story (C1 C6 C7 C8) Practising and discriminating between the /i/ and /aɪ/ sounds (C1 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 (C1 C7 C8) Making a cut-out and using it in a communicative game (C1 C5 C6 C7 C8) Identifying and using verbs related to computers (C1 C3 C4 C7) Using words for electronic items with verbs related to computers (C1 C3 C4 C7 C8) Listening to, reading and understanding a comic strip (C1 C6 C7 C8) Listening to, reading and understanding texts about inventions (C1 C3 C7 C8) Writing about an invention (C1 C3 C7 C8) Creating an invention (C1 C3 C6 C7 C8) Creating a record of vocabulary learnt (C7 C8) Reviewing what has been studied and reflecting on it (C1 C3 C6 C7 C8) Reading and understanding a short diary entry (C1 C3 C7 C8) Writing a short personalized diary entry about people using technology and talking about it (C1 C3 C5 C6 C7 C8) | <p>Vocabulary</p> <ul style="list-style-type: none"> email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer switch on, switch off, enter, click on, save, print CLIL vocabulary: smart, vacuum cleaner, dirt, dust, brushes, battery, charge, solar powered, draw energy, solar panel <p>Structures</p> <ul style="list-style-type: none"> They're (using a games console). They aren't (writing). What are they doing? Are they (looking for information)? Yes, they are. / No, they aren't. | <ul style="list-style-type: none"> What's this? It's... I've/He's/She's/We've got... Have you got...? | |
| Units 7, 8 Your Quest Revision and Transport in the UK | <ul style="list-style-type: none"> Identifying and naming items of furniture, words for floors in a building, words for electronic items, verbs related to computers (C1 C4 C7 C8) Reviewing what has been studied in Units 7 and 8 (C1 C5 C7 C8) Listening to and showing understanding of a short text on UK transport (C1 C3 C7 C8) Writing a short text about transport in your country (C1 C3 C5 C6 C7 C8) | <p>Vocabulary</p> <ul style="list-style-type: none"> toilet, desk, armchair, cupboard, sofa, shower, fridge, cooker, fireplace, bookcase ground floor, first floor, second floor, third floor, fourth floor, fifth floor email, laptop, mobile phone, MP3 player, digital camera, DVD player, games console, printer switch on, switch off, enter, click on, save, print <p>Structures</p> <ul style="list-style-type: none"> Can you see...? | | |
| Christmas | <ul style="list-style-type: none"> Identifying and naming words related to Christmas (C1 C7 C8) Listening to, reading and understanding a story about Christmas (C1 C6 C7 C8) Showing understanding of the story by answering questions (C1 C7 C8) Listening to, reading and understanding a text about Christmas traditions in different countries (C1 C7 C8) Following instructions to make an advent calendar (C6 C7 C8) | <p>Vocabulary</p> <ul style="list-style-type: none"> wreath, pine cones, holly leaves, berries, ribbon, stocking, present, advent calendar, e-card <p>Structures</p> <ul style="list-style-type: none"> I/We can (make the decorations). I can't (find the decorations). I haven't got (any cards). You've got (mail). Have you got (some scissors)? | <ul style="list-style-type: none"> I'm from (England). She's got... There's... | |
| World Music Day | <ul style="list-style-type: none"> Identifying and naming words related to music (C1 C6 C7 C8) Listening to, reading and understanding a text about unusual musical instruments (C1 C3 C6 C7 C8) Answering a questionnaire (C1 C6 C7 C8) | <p>Vocabulary</p> <ul style="list-style-type: none"> banjo, didgeridoo, bodhran, musical instrument, string, wind, percussion, strings, country music, folk music, Aboriginal, eucalyptus, termites, hand-held drum, two headed stick <p>Structures</p> <ul style="list-style-type: none"> People/They use... I can play... She plays (the accordion). My favourite musician is... Who is your favourite musician? What musical instrument can you play? | <ul style="list-style-type: none"> Do you like...? I like... | |

| | Receptive language | Pronunciation | Socio-cultural aspects | Cross-curricular content |
|--|---|--|---|---|
| | <ul style="list-style-type: none"> •We like to... •They like (watch)ing (films). •Let's do/play/sing/listen/say/rap/point to/investigate/look at/read/talk about... •Cut along these lines. | <ul style="list-style-type: none"> •Practising and discriminating between the /ɪ/ and /aɪ/ sounds | <ul style="list-style-type: none"> •Understanding the importance of technology •Showing interest in different inventions | <ul style="list-style-type: none"> •Science: <i>Technology</i> |
| | <ul style="list-style-type: none"> •taxi, passenger, free, traffic, ferry, high speed train, electricity, ticket, narrow boat, canal •Let's sing/listen/check/read/make/talk about ... •Open your (Pupil's) Book and find page (61). | | | |
| | | | <ul style="list-style-type: none"> •Understanding the importance of family at Christmas •Showing interest in Christmas traditions. | |
| | <ul style="list-style-type: none"> •What type of instrument is it? •Let's sing/complete... | | <ul style="list-style-type: none"> •Understanding the importance of traditional music •Showing interest in music and unusual instruments. | |

Introduction

1 What is *Your Quest*?

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

The main aims of *Your Quest*

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

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

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

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

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

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

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

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

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

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

2 The main aims of *Your Quest 4*

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

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

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

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

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

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

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

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

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

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

3 The course components of *Your Quest 4*

Pupil's Book

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

Activity Book

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

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





Class CDs





All the stories, songs, pronunciation chants and other listening activities in *Your Quest 4* are on the Class CD. Every main unit song has a karaoke version, which can be used when the pupils are familiar with the lyrics, for recycling and follow-up activities. The recordings of the diagnostic test, the unit tests, the term tests and the end-of-year test can also be found on the CD.

Teacher's Notes

The Teacher's Notes provide all the information and guidance for teaching *Your Quest 4*. The Syllabus at the beginning of the book is detailed and gives the teacher a clear overview of how the book and each unit is structured.

Competences key

-  Competence in linguistic communication
-  Mathematical competence
-  Competence in knowledge of and interaction with the physical world
-  Competence in processing information and use of I.C.T.

-  Competence in social skills and citizenship
-  Artistic and cultural competence
-  Learning to learn
-  Autonomy and personal initiative

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

The Teacher's Notes uses the following icons:



Pupil's Book



Activity Book

Each unit of the Teacher's Notes includes:

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

Tests and photocopiable resources

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

Introduction

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

Songs CD

This is a CD packaged with the Activity Book, which includes the songs and chants in **Your Quest 4**. The CD enables pupils to listen at home to the songs and chants that have been introduced in class.

Animated Stories CD-ROM

This is a CD-ROM packaged with the Activity Book, which features animated versions of the stories in **Your Quest 4**, together with activities related to the stories and the vocabulary and structures covered in each unit. The CD-ROM enables pupils to watch the stories, which have been introduced in class, at home and enjoy completing the related activities.

DVD

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

4 The aspects of the course

4.1 The **Your Quest 4** characters

In **Your Quest 4**, the pupils will meet the four main course characters: Anna, Olga, Charlie and Max the dog. The characters are the same age as pupils in your class and attend the *Quest School for Investigators*. At the beginning of the book, the children arrive at the school and meet their teacher Mr Fraser again. They discover that Victor Virus, an evil character, wants to take over all the computers in the world and therefore also rule the world. With the help of the Quest symbols they begin a quest to find Victor Virus and stop his evil plans. During the course, the

characters find themselves in different places looking for Victor Virus. In each place they meet new characters and have an adventure on their quest.

4.2 The **Your Quest** stories

The stories in **Your Quest 4** are all original and contain the course characters. They provide a clear and entertaining context for the target language of each unit, as well as providing a clear link to the CLIL topic, which the pupils will be formally introduced to later in each unit. The stories include real world and fantasy contexts, but all have storylines that young learners of English can easily follow. The varied contexts and storylines:

- provide ample opportunity to consolidate the target language of each unit, with repetition and building on course language as a whole.
- create opportunities for pupils to relate the stories to their own experiences and knowledge of the world around them.
- motivate pupils to speculate about real world content and the unit CLIL focus.

The visual context of the stories is important in order to help understanding and provide clear clues for the pupils to associate what they hear with what they see. The images and language aim to:

- stimulate the imagination of young learners.
- expose them to useful, everyday language in a clear context.
- stimulate curiosity with the introduction of the CLIL theme as part of each storyline.
- promote autonomous discovery by involving the pupils in the quest, encouraging them to look for a quest item in each story.

Recycling of language is supported by the comic strip stories in Lesson 5 of every unit, which feature the dog characters – Scotty, Yorkie and Jack. The stories are humorous and provide an opportunity for pupils to see the language recycled in a different context and enjoy reading for pleasure. They also give them an opportunity to role play the situations if they wish.

4.3 Selection and treatment of language

In **Your Quest 4** pupils are provided with many opportunities to experience and experiment with the language in a variety of activities and contexts. From the first level, they are encouraged to take an active role in the learning process, through enquiring, reflecting, and manipulating the language, thus developing

increasing competence and confidence through the six levels.

Your Quest 4 provides pupils with a careful balance of vocabulary and structures, which is practised and consolidated in a carefully staged and integrated manner. The language of the course has been selected with the following criteria in mind:

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

4.4 The teaching programme

Your Quest 4 is designed to accommodate different teaching situations and is very flexible due to the extensive supplementary material described above.

5 Organization and key competences

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

In **Your Quest 4**, there is coverage of all the key competences. In both the unit map and the **at-a-glance lesson plan**, the key competences for the activities are listed, so that the teacher can easily see which competences are being worked on.

5.1 The organization of units by lesson

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

Lesson 1 The theme for the unit is introduced, along with a new lexical set (you may use your own flashcards). A simple game is played to help the pupils remember the new words, they listen to the word rap and repeat the

words to help them with the pronunciation. The vocabulary is reinforced and more active recognition is encouraged. The pupils then look at an illustration in the book showing the course characters in a setting linked to the theme and the song. The pupils next listen to the song which presents the new vocabulary through simple grammatical structures. The context of the song clearly establishes the communicative purpose of the language. They then play a word game, *Word Quest*, which encourages interactive practice of the new vocabulary using simple question and answer dialogues. Further activities in the Activity Book provide written practice of the vocabulary set.

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

Lesson 3 This lesson introduces pupils to the target grammar structure, first through a dialogue. The photographic image helps establish the context and give the dialogue a real world context. Pupils listen to the dialogue and read along in their books. They then listen again, this time repeating sentences after they hear them. Finally the class read out the lines of the dialogue in two groups. This can be extended further in pair work. Once the pupils are comfortable with the dialogue, the structure

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is focused on in more detail in *Let's investigate grammar*. The dialogue is used to highlight the main points and pupils are asked to make affirmative, negative and question sentences using the examples in the grammar table. Further activities in the Activity Book provide practice of the target structure and a listening element with a similar dialogue with the *Quest* characters.

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

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

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

Lesson 7 This lesson aims at consolidating the language and cross-curricular content of the unit while providing pupils with an opportunity to evaluate their own learning through the unit. They begin by completing a Mind Map focusing on the core vocabulary of the unit. Afterwards they complete various activities in the Activity Book, including a listening comprehension and

a reading comprehension, and are expected to produce short written sentences. At the end of the lesson, pupils evaluate their work and understanding of the unit by colouring one of the *Quest* children, representing their own view of their progress across the unit.

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

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

5.2 The organization of the lesson

The lessons in *Your Quest 4* have been carefully designed to engage the pupils and have been planned to ensure that pupils can easily follow the different stages throughout each lesson. Every activity has a clear linguistic goal and each activity flows naturally to the next. Each lesson follows the same general format.

Opening activities

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

Opening song/chant

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

Main activities

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

Closing activities

There is a song or chant to signal the end of each lesson. As at the beginning of the lesson, the song/chant exposes pupils to useful interactive exchanges and classroom language.

5.3 The organization of the Activity Book

The Activity Book contains 88 pages of activities aimed at promoting reading and writing in English. The activities support the language that the pupils have practised aurally and orally in the Pupil's Book. There are eight pages of activities per unit of work, a page for each of the festivals, a Mind Map section for every unit

where the pupils stick vocabulary stickers, and cut-out activities. The lessons for each unit follow the same general structure.

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

Lesson 2 The pupils read and match sentences from the story script to images of the story. They do a comprehension exercise on the story, such as completing sentences or identifying true or false information, or answering questions. They write the *Quest* letter. Finally pupils circle, sort and write words that match the target phonics sounds. They can then listen and check.

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

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

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

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

Lesson 7 The pupils complete four revision activities, the first using the stickers to complete the Mind Map. They then do a listening activity based on the second lexical set, followed by a reading, matching and writing or listening activity. They next write complete sentences using the vocabulary and structure focused on in that unit. Finally, pupils evaluate their own learning and work for that unit.

Lesson 8 The Writing Diary is an extra resource, which is motivating for the pupils and provides a record of their learning while providing the

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teacher with a further tool for writing practice, revision and evaluation. The pupils complete the relevant section in the diary after they have completed each unit in the Pupil's Book. The pupils reflect on what they have learnt throughout the unit and evaluate what they feel they can do.

6 Methodology

6.1 Child-centred learning

Children are naturally curious and **Your Quest 4** aims to utilize this curiosity to maximize learning. They are encouraged and supported on their quest to investigate the English language and the world around them. The course content generates a fun-filled environment in which pupils can freely experiment with the language and communicate their ideas and opinions to their peers and their teacher. There is a focus on working with language visually; pupils are encouraged to use the pictures to arouse interest, make predictions and generate ideas. Different learning styles are catered to with a variety of tasks and learning is active and child-centred.

6.2 The development of communicative skills

In all six levels of **Your Quest** communicative competence is the central goal and communicative skills are built on in a systematic and integrated way. The main features of **Your Quest 4** are as follows:

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

Speaking: The oral activities in **Your Quest 4** are carefully designed and staged to give pupils the courage and confidence to express themselves in English. Pupils are provided with models which can easily be mimicked, which allow for extension and personalization, providing an opportunity for them to demonstrate their understanding. In Lesson 4

they make cut-outs and play communicative games with them, for which the teacher is provided with clear instructions. The modern and appealing songs and chants, in Lessons 1 and 5, invite them to practise the language and supra-segmental features of pronunciation, such as stress and intonation, while Lesson 2 looks more closely at a specific sound to provide the pupils with more focused pronunciation practice.

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

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

6.3 A focus on meaning

The language in **Your Quest 4** is presented in a child-friendly context, enabling pupils to make connections with it and the world around them. Throughout a unit, language is recycled in various lessons, to consolidate the pupils' learning. The topics included are interesting and relate to their world. Communicative activities in **Your Quest 4** promote practising language in a real world context, which is therefore easily transferable to contexts outside the classroom.

6.4 Cross-curricular content (CLIL)

An objective of **Your Quest 4** is to link learning English with other primary subjects. However, when working in English with topics from another subject, it is important to have a context to aid understanding and help learning. With this in mind, in **Your Quest 4** the CLIL topic of each unit should be introduced first through the colourful photographic images on the CLIL pages. This generates interest and allows pupils to make predictions about the specific topic. It also generates other vocabulary in English (extension vocabulary). The pupils listen to the CLIL texts first without the text in front of them. They then develop their understanding by reading the texts themselves in the Pupil's Book.

6.5 Phonics

In **Your Quest 4** pupils' understanding and usage of key aspects of pronunciation such as rhythm, stress and intonation are incorporated in a natural way through exposure to songs, stories, raps and chants. In Lesson 2 there is a specific feature on phonics. Using a chant, pupils listen and say a fun chant, through which they are made aware of how particular sounds are correctly pronounced. The activity also introduces an awareness of sound-spelling patterns in English. Finally, the pupils complete a sorting activity to demonstrate their understanding of the featured sounds. The objective is to develop the pupils' awareness of a sound, and provide a foundation from which they can learn to speak.

6.6 Developing learner autonomy

It is important for pupils to develop strategies for future learning – a skill which is transferable to all subjects. In **Your Quest 4** these are:

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

In **Your Quest 4** activities in both the Pupil's Book and the Activity Book encourage a degree of autonomy. Pupils are also encouraged to evaluate their progress at the end of each unit.

6.7 Learning how to learn

One of the objectives of **Your Quest 4** is to guide pupils to becoming responsible, independent, reflective learners, which will help them in later years. In **Your Quest 4** there are a

number of ways in which learning how to learn is integrated into the course:

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

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

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

Evaluation: On completing the revision in Lesson 7, pupils colour in pictures of the *Quest* characters to show how well they feel after they have completed the unit.

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

6.8 Managing diversity in the classroom

Not all pupils learn in the same way or at the same pace. In **Your Quest 4**, this difference in learning is approached in a number of ways:

Options: Alternative ideas for activities that suit the level and diversity of the class and individual pupils are included.

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

6.9 Integration of socio-cultural aspects

The integration of socio-cultural aspects of learning is an important part of the **Your Quest 4** syllabus, and is highlighted in the opening page for each unit. The main socio-cultural objective is to nurture interest, and positive attitudes towards a language, people and culture which is different from the pupils' own. In the UK culture section, pupils are able to develop an understanding of other pupils' lives while comparing them to their own. Another objective is to develop a positive belief in pupils in their own ability to learn a foreign language. In **Your Quest 4** this is achieved through the use of games, stories and communicative activities which relate to the pupils' lives and experiences. This develops a positive attitude towards learning English.

Introduction

7 Classroom management

7.1 Classroom organization

Your Quest 4 is a course which incorporates routines in the Teacher's Notes and activities, which in turn support the teacher in his/her classes. Each lesson begins and ends with an opening and closing routine. Other key parts of lessons, such as the story, cross-curricular content, review the Writing Diary are introduced by a chant or questions to predict the topic or activity. The Teacher's Notes provide concise instructions on how to set up and monitor the activities.

7.2 Classroom language

Teachers are encouraged to use English in the classroom wherever possible in **Your Quest 4**. Classroom language is introduced through the songs in the opening and closing routines, and in the course material. Essential classroom language is scripted in the teaching notes for the teacher and pupils to use. However, it is also anticipated that pupils will use their own language (L1) at different times during a lesson.

8 Involving parents and carers

For this age group it is important to involve the family in the learning process. Language which is learnt at school can be reviewed and reinforced at home. **Your Quest 4** aims to involve parents or carers in pupils' learning in a number of ways. The Activity Book is accompanied by an Animated stories CD-ROM which enables the pupils to listen to and watch the story at home with their family. There is also a songs CD and pupils can listen to the songs at home with a parent or carer.

9 Evaluation

Evaluation in **Your Quest 4** is developed appropriately at each stage of the course. The evaluation material is designed to check achievements in teaching and learning, identify pupils' needs and provide the opportunity for self-assessment.

9.1 Informal evaluation

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

9.2 Formal evaluation

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

9.3 Self-evaluation

Self-evaluation is an important part of the learning process in **Your Quest 4**. This is provided in the Writing Diary and the revision lessons.

Activity Bank

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

Mime and match the flashcard

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

Story sentence review

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

Five sentences

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

Banana sentences

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

Mime

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

Story quiz

- Open your book at the story pages, hold it up and ask the pupils **Do you remember the story?**
- Divide the pupils into two teams and say **Let's play the story quiz.** Draw two columns on the board and write the name of each team at the top.
- Ask a team to choose a frame that the other team must answer questions about. Show that frame on your book to the other team. Ask them the questions relating to that frame from Lesson 2, or create some of your own.
- Invite different pupils to answer, and award points for correct answers. If the team cannot answer, invite a pupil from the other team to answer for a bonus point.
- Continue the quiz with the rest of the frames. Praise the pupils' answers, saying **Very good!**

Unit 1 lesson 1

CLIL activity
































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

Unit

Starter

Welcome Back!

Unit objectives

- Greeting people and saying goodbye  
- Asking questions and giving answers  
 
- Identifying and naming words from different lexical sets   
- Listening to, reading and understanding a story  
- Showing understanding of a story by sequencing   
- Listening to, understanding and saying a rap    
- Identifying and using words for months and seasons    
- Making cut-outs and using them in a communicative game     
- Making the *Quest* membership hand  
 

Receptive language

- *What's (the month)?*
- *What's your favourite (animal)?*
- *Where is/are...?*
- *When is (summer)?*
- *Let me see/try.*
- *Let's go in/investigate.*
- *Let's listen/say/play/sing/investigate...*
- *Well done!*
- *Very good!*
- *Open your (Pupil's) Book and find page (2).*
- *Cut along this line.*

Socio-cultural aspects

- Show an interest in learning English
- Learn about the importance of being friends
- Be willing to participate and follow instructions

Key language

Vocabulary

- Months: *January, February, March, April, May, June, July, August, September, October, November, December*
- Seasons: *spring, summer, autumn, winter*

Structures

- *Good to see you again!*
- *How are you?*
- *I'm great, thanks.*
- *What do you want to do?*
- *I want to (go on a quest again).*









Recycled language

- (For children who have already started learning English, or completed *Your Quest 3*, language in **Key language** (above) may be recycled.)
- *Hello! Goodbye!*
- *It's...*
- *Is/Are...?*
- Wild animals: *gorilla, kangaroo, tiger*
- Land features: *mountain, forest, waterfall, palm tree*
- Clothes: *hat, dress, belt, scarf, boots*
- Foods: *chicken, spaghetti, ice cream, meatballs, cake, sausages*

Summary

In this unit you will have the opportunity to evaluate your pupils' knowledge of English through reminding them of the characters and storyline of the course. You will also introduce the months and seasons and review vocabulary sets. The pupils will also create a *Quest* membership hand with personal information.

Competences key

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

Lesson 1

Learning objectives

- Greet the *Your Quest* characters
- Identify and name words from different lexical sets
- Ask questions and give answers

Language focus

- Wild animals: *gorilla, kangaroo, tiger*
- Land features: *mountain, forest, waterfall, palm tree*
- Clothes: *hat, dress, belt, scarf, boots*
- Foods: *chicken, spaghetti, ice cream, meatballs, cake, sausages*
- *Where is/are...?*
- *How are you? I'm great, thanks.*
- *Good to see you again. And you too.*
- *What do you want to do this year? I want to go on a quest again.*
- *Goodbye!*

Materials

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



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

Opening activities

- Say *Hello* and introductions (C1 C5)

Main activities

- Say *Hello* to the *Your Quest* characters (C1 C5)
- Listen and read (CD 1 Track 8) (PB pages 2–3) (C1 C7 C8)
- **Vocabulary game** *Answer the questions* (C7 C8)
- **Vocabulary activities** Investigate and find (PB pages 2–3) (C1 C2 C7 C8)
- **Reading and writing practice** Read and match. Look and write. (AB page 2) (C1 C7 C8)

Closing activities

- Say *Goodbye* (C1 C5)

Opening activities

- Greet the pupils by waving your hand and saying **Hello!** Encourage them to wave their hands and say *Hello* to you.

- If you don't know the pupils, say **I'm...** and then ask them **What's your name?** Encourage them to reply, saying *I'm...* . Encourage them to ask their partner the same question and answer.

Main activities

Say *Hello* to the *Your Quest* characters.

- Open your book at pages 2 and 3. Hold up the book, point at Mr Fraser and say **Look! This is Mr Fraser. Do you remember Mr Fraser?** Say **Hello, Mr Fraser!**
- Point to Charlie on the book. Ask **What's his name?** Say **'Hello' Charlie!** Repeat the process with Olga, Anna and Max.
- Encourage the pupils to talk about the characters. Ask some questions, for example, **Do you remember who this is? Is Mr Fraser Olga's dad?** (no) **Where do they meet?** (in the *Quest* School for Investigators) etc.



Listen and read.

- Say **Let's get to know the *Your Quest* characters.** Say **Open your Pupil's Book and find page 2.** Give the pupils time to find the page by themselves.
- Ask the pupils to identify the different *Your Quest* characters. Ask **Where is (Anna)? Are they friends?** (yes) **Is Mr Fraser a teacher?** (yes) **Where are they?** (at the *Quest* School for Investigators).
- Explain to the pupils that the characters are at school, but it is a special school. Write the name of the school on the board (*Quest* School for Investigators).
- Point to the speech bubbles and ask the pupils to read it in their PB while listening. Play CD 1 Track 8.
- When the CD has finished, ask the pupils **What do the children want to do this year?** (go on a quest).



Charlie: Hi, Anna. Good to see you again!

Anna: And you too, Charlie! Hi, Max!

Mr Fraser: Hi! How are you, Olga?

Olga: I'm great, thanks, Mr Fraser.

Mr Fraser: What do you want to do this year?

Olga: I want to go on a quest again.



Play *Answer the questions.*

- Ask the pupils **What questions do the characters ask?** There are two questions. (How are you, Olga? What do you want to do this year?)
- Give the pupils time to look on the pages and write the questions on the board as they say them.
- Repeat the questions aloud and encourage the pupils to say them with you. When they are confident, ask individual pupils the questions and praise their answers. Invite different pupils to the front to ask the class, with the class answering.

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

page 3 **Investigate and find.**

- Say **Let's investigate.** Say **Open your Pupil's Book and find page 3.** Give the pupils a moment to find the right page.
- Hold up your PB and point to Activity 2.
- Say **Let's investigate wild animals.** Give the pupils time to look on pages 2 and 3 of their PBs and find three wild animals. Praise their answers and write them on the board.
- Continue with the other categories.
- Answers: Wild animals: gorilla, kangaroo, tiger / Land features: mountain, forest, waterfall, palm

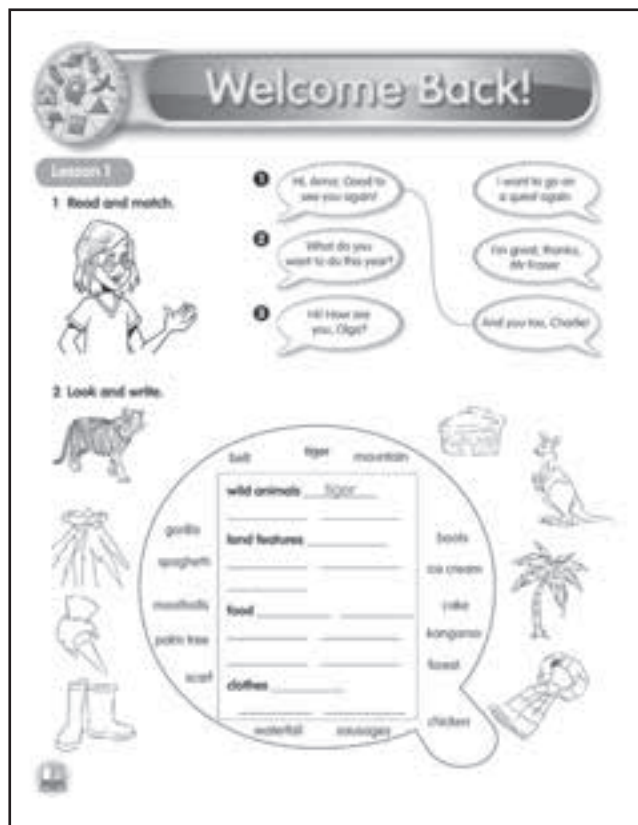
tree / Clothes: hat, dress, belt, scarf, boots / Foods: chicken, spaghetti, ice cream, meatballs, cake, sausages

page 2 **Read and match.**

- Say **Open your Activity Books and find page 2.** Give the pupils time to find the page by themselves.
- Hold up your AB and point to Activity 1.
- Check the pupils understand what they have to do and ask them to work individually to match the two halves of the short exchanges.
- When the pupils have finished, check the answers together. Ask different pupils to answer, for example, say **Maria. What's number 1?**
- Praise the pupils' work, saying **Well done!**
- Answers: 1 Good to see you again! And you too, Charlie! / 2 What do you want to do this year? I want to go on a quest again. / 3 Hi! How are you, Olga? I'm great, thanks, Mr Fraser.

page 2 **Look and write.**

- Say **Open your Activity Books and find page 2.** Give the pupils time to find the page by themselves.
- Hold up your AB and point to Activity 2. Tell the pupils to write the words under the correct headings. Some, but not all, of the words are illustrated.



- Move around the room, checking their work, saying **Very good!** If the pupils have difficulty deciding on the category, they can refer to the words which you wrote on the board earlier.
- Answers: Wild animals: gorilla, kangaroo, tiger / Land features: mountain, forest, waterfall, palm tree / Food: chicken, spaghetti, ice cream, meatballs, cake, sausages / Clothes: belt, scarf, boots

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

Closing activities

- Say to the pupils **It's time to say Goodbye.** Wave to the pupils and say **Goodbye!** Encourage them to say the same.
- Ask the pupils to close their books and tidy up their things.

Lesson 2

Learning objectives

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

Language focus

- *How are you? I'm great, thanks.*
- *Good to see you again. And you too.*
- *What do you want to do this year? I want to go on a quest again.*
- *Goodbye!*





Materials

- Pupil's Book page 4
- Activity Book page 3
- Class audio CD






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

Opening activities

- Say *Hello* and ask questions  
- Remember the *Your Quest* characters  

Main activities

- **Story activities** Listen to the story. Read. (CD 1 Track 9) Check comprehension. Ask questions. (PB page 4) Remember the story. *The new classroom*. Look and match. Number. Write the words. Read. True ✓ or false ✗? Correct the false sentences. (AB page 3)   

Closing activities

- Say *Goodbye*  

Opening activities

- Say **Hello!** and encourage the pupils to reply.
- Ask the pupils the two questions from Lesson 1 and encourage them to ask each other too.

Remember the *Your Quest* characters.

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

Main activities



Listen to the story. Read.

- Say **Open your Pupil's Books and find page 4.** Give the pupils time to find the page by themselves.
- Ask the pupils to listen to the story and follow the dialogue by reading in their PBs. Play CD 1 Track 9.
- Ask the class **What's the problem?** (a virus).



Frame 1

Charlie: It's our new classroom.

Olga: Look at all the computers.

Anna: Be careful, Max. It's a glass door.

Frame 2

Mr Fraser: Is everybody ready?

Charlie, Olga, Anna: Yes!

Mr Fraser: Let's go in.

Frame 3

Mr Fraser: Let's put in the code. Let me see. 3-2-1-2.

Olga: The door isn't opening Mr Fraser.

Mr Fraser: Let me try again. 3-1-2-1

Frame 4

Victor Virus: It's time to plant the virus.

V-I-R-U-S. I want to control all the computers in the world!

Frame 5

Mr Fraser: I can't remember the code!

Charlie: Be quiet, Max!

Mr Fraser: Ah yes! I remember the code. It's 3-1-1-2. Let's go in.

Check comprehension. Ask questions.

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

Lesson 2 3 Listen to the story. Read. *The new classroom*

Lessons 3 and 4 4 Listen and say the rap.

1 January, February. It's cold in winter.
2 March, April, May. Then spring is here.
3 June, July and August. It's hot in summer.
4 September, October, November. Autumn leaves disappear.
5 Winter comes again in December. Christmas and the end of the year.
6 Make your month cards.
7 Make your Quest membership hand.

Frame 1

Where are the children? (the Quest school)

What can they see? (the new classroom/ computers)

What is the door made of? (glass)

Frame 2

Are the children ready? (yes)

Is the door open? (no)

Frame 3

Is the code 3-2-1-2? (no)

Is the door opening? (no)

Frame 4

Who is in the classroom? (a man/Victor Virus)

Does he want to control the computers? (yes)

Frame 5

Can Mr Fraser remember the code? (no)

Is Max happy? (no)

Is the code 3-1-1-2? (yes)

page 3 Remember the story: *The new classroom*. Look and match. Number. Write the words.

• Say **Open your Activity Books and find page 3**. Give the pupils time to find the page by themselves.

• Hold up your AB and point to Activity 3. Tell them to work individually to match the speech bubbles to the correct picture.

Lesson 2 Welcome Back!

3 Remember the story: *The new classroom*. Look and match. Number. Write the words.

4 Read. True ✓ or false ✗? Correct the false sentences.

1 The classroom isn't new. ☒ The classroom is new.
2 It has got computers. ☐
3 The code is 3-1-1-2. ☐
4 Mr Fraser can't remember the code. ☐
5 Victor Virus isn't using a computer. ☐

• Check the answers together, asking different pupils to answer.

• Now explain that they have to unjumble the letters and write the missing words in the speech bubbles.

• Answers: c 1 Look at all the computers. / a 2 Let me see. / b 3 V-I-R-U-S / d 4 I can't remember the code.

page 3 Read. True ✓ or false ✗? Correct the false sentences.

• Hold up your AB and point to Activity 4.

• Ask the pupils to read the sentences and to put a tick or a cross.

• When the pupils have finished, check the answers together as a class.

• Answers: 1 ✗ (The classroom is new.) / 2 ✓ / 3 ✗ (The code is 3-1-1-2) / 4 ✓ / 5 ✗

Closing activities

• Say to the pupils **It's time to say Goodbye**. Wave to the pupils and say **Goodbye!** Encourage them to say the same.

• Ask the pupils to close their books and tidy up their things.

Lesson 3

Learning objectives

- Review words for months and seasons
- Listen to and sing the *Months of the year* rap
- Make Months cut-out cards

Language focus

- Months: *January, February, March, April, May, June, July, August, September, October, November, December*
- Seasons: *spring, summer, autumn, winter*
- *What's the month?*
- *When is (August)?*

Materials

- Scissors for each pupil
- Flashcards you have prepared for the unit: *spring, summer, autumn, winter*
- Pupil's Book page 4
- Activity Book page 4
- Photocopiable: Month cards (TN page 287)
- Class audio CD



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

Opening activities

- Say *Hello* (C1 C5)
- **Vocabulary game** *What's the season?* (C7 C8)

Main activities

- **Vocabulary activities** *Months of the year* rap (CD 1 Track 10) Listen to the *Months of the year* rap. Listen and say the rap. (PB page 4) (C1 C6 C7 C8)
- **Listening and writing practice** Write the months. Listen and check. Sing. (CD 1 Track 10) (AB page 4) (C1 C6 C7 C8)
- **Cut-out activity** Make your month cards. Play a game. (PB page 4). (C1 C5 C6 C7 C8)
- **Writing practice** Answer the questions. (AB page 4) (C1 C7 C8)

Closing activities

- Say *Goodbye* (C1 C5)

Opening activities

- Greet the pupils by waving your hand and saying **Hello**. Encourage them to wave their hands and say *Hello* to you.

Play *What's the season?*

- Show the pupils the pile of season flashcards you have prepared.

- Turn them towards you in sequence. Say **Let's play *What's the season?*** Put a flashcard at the back of the pile and slowly move it upwards, revealing a part of the card little by little. Invite a pupil to guess the season. Say **Yes, (Spring).**

- Repeat the process with the other three flashcards, sticking them to the board in the correct sequence of seasons.

- Point to the flashcards and encourage the pupils to chant the words.

- Repeat this procedure, with the pupils chanting until they are confident of saying the names of the seasons.

Main activities

Listen to the *Months of the year* rap.

- Say **Let's listen and say the *Months of the year* word rap.** Play CD 1 Track 10 and point to the different flashcards on the board as you hear the words spoken on the CD.
- Play the track again. Get the pupils to say the words while you point to the flashcards on the board. Or you could point to each flashcard in turn, say the word and encourage the pupils to repeat it. Repeat this procedure with all the flashcards.



Months of the year rap

January, February.

It's cold in winter.

March, April, May.

Then spring is here.

June, July and August.

It's hot in summer.

September, October, November.

Autumn leaves disappear.

Winter comes again in December.

Christmas and the end of the year.



Listen and say the rap.

- Say **Open your Pupil's Books and find page 4.** Give the pupils time to find the page by themselves.
- Play CD 1 Track 10 and encourage the pupils to read the rap in their PB while listening.
- Say to the pupils **Let's say the *Months of the year* rap.** Play the rap again, and encourage them to read and say the rap.
- Play the track again. Keep pausing the CD before different months. Ask the pupils **What month is next?**

Lesson 2 3 Listen to the story. Read. *The new classroom*

Lessons 3 and 4 4 Listen and say the rap.

1 January, February. It's cold in winter.
2 March, April, May. Then spring is here.
3 June, July and August. It's hot in summer.
4 September, October, November. Autumn leaves disappear.
5 Winter comes again in December. Christmas and the end of the year.

5 Make your month cards.
6 Make your Quest membership card.

Welcome Back! Lesson 3

5 Write the months. Listen and check. Sing.

February June April November

January, February. It's cold in winter.
March, April, May. Then spring is here.
June, July and August. It's hot in summer.
September, October, November. Autumn leaves disappear.
Winter comes again in December. Christmas and the end of the year.

6 Answer the questions.

1 When is your birthday? In _____
2 When is it hot? In _____
3 When is Christmas? In _____
4 When is it cold? In _____

Lesson 4

7 Ask your friends. Write their answers.

| Name | | | |
|-------------------------------|--|--|--|
| What's your favourite sport? | | | |
| What's your favourite animal? | | | |
| What's your favourite food? | | | |

page 4 Write the months. Listen and check. Sing.

- Say **Open your Activity Books and find page 4.** Give the pupils time to find the page by themselves.
- Hold up your AB and point to Activity 5. The pupils work individually to complete the words of the rap.
- When they have finished, say **Let's listen and check.** Play CD 1 Track 10 and encourage them to say the words.
- Answers: February, April, June, November

page 4 Make your month cards.

Stage 1

- Give out the photocopiable months pages to the pupils (TN pages 287-292), one set for each pupil. Invite a volunteer to give out scissors to the class.
- When the pupils are ready, tell them to look and follow your instructions.
- Say **Cut along this line.** Hold up your paper and signal that they should cut along the dotted lines around each card.
- Encourage the pupils to write their initials in a corner on the face of the cards.
- Say **Put your cards face down on your desk.** When the pupils have finished, encourage them to tidy up their desks and put the scissors away.

Stage 2

- Demonstrate the game to the pupils before they play it. Say **Let's play.**
- Invite a pupil to come to the front to play against you.
- Pick up the August flashcard, ask your volunteer **What's this?** Then ask **When is August? Yes. In summer.** Encourage the pupil to say the correct season. If the pupil says the correct season, they win the month card.
- Invite different pupils to play against you.
- Encourage the pupils to play the game in pairs. Move around the room, and check they are taking turns.

page 4 Answer the questions.

- Hold up your AB and point to Activity 6. The pupils work individually answering the questions.
- When they have finished invite different pupils to say the answers aloud.
- Answers: 1 Pupils' own answer / 2 summer / 3 December / 4 winter

Closing activities

- Say to the pupils **It's time to say Goodbye.** Wave to the pupils and say **Goodbye!** Encourage them to say the same.
- Ask the pupils to close their books and tidy up their things.

Lesson 4

Learning objectives

- Listen to and sing the *Months of the year* rap
- Review words from different lexical sets
- Review questions and answers
- Make a *Quest* membership hand

Language focus

- Months: *January, February, March, April, May, June, July, August, September, October, November, December*
- *What's your favourite (thing)?*

Materials

- Crayons
- Flashcards you have prepared: *spring, summer, autumn, winter*
- Photocopiable: *Quest membership hand*. (TN page 293)
- Pupil's Book page 4
- Activity Book page 4
- Class audio CD



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

Opening activities

- Say *Hello* (C1 C5)
- **Vocabulary activity** *Months of the year* rap (CD 1 Track 10) (C1 C6 C7)

Main activities

- **Vocabulary activities** 'Favourites' questions. Ask your friends. Write their answers. (AB page 4) (C1 C7 C8)
- **Cut-out activity** Make your *Quest* membership hand. (TN page 293). (C1 C5 C6 C7 C8)

Closing activities

- Say *Goodbye* (C1 C5)

Opening activities

- Say **Hello!** and encourage the pupils to reply.
- Ask the pupils the two questions from Lesson 1 and encourage them to ask each other too.

Say the *Months of the year* rap.

- Ask the pupils **Do you remember the months?** Show the seasons flashcards and encourage the pupils to say which months are in each season.
- Give out the flashcards to four different pupils around the room, and encourage them to hold them without showing anybody else.

- Say **Let's say the *Months of the year* rap.** Ask the pupils holding a flashcard to stand up. When they hear their season, they lift the flashcard above their heads. Encourage the remainder of the pupils to say the rap and point to the correct card.
- Play CD 1 Track 10. Alternatively, you may want to do this without the CD.

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

Main activities

'Favourites' questions.

- On the board draw three columns and label them – Animals, Clothes and Food. Point to the first column and encourage the pupils to name different animals. Write the pupils' answers under the correct heading. Repeat the same with Clothes and Food.
- Ask the pupils **What's your favourite (animal)?** Encourage a pupil to answer. Repeat with the items in the other two columns.
- Repeat the questions aloud and encourage the pupils to say them with you. When the pupils are confident, ask individual students the questions and praise their answers. Invite different pupils to the front to ask the class.



Ask your friends. Write their answers.

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



Make your *Quest* membership hand.

- Give each pupil a copy of the *Quest* membership hand photocopiable from TN page 293.
- The pupils work individually writing the information on their hand and personalizing it by drawing a picture of themselves in the frame.

Starter Unit Lesson 4

- Move around the room, checking their work, saying **Very good!**

Option: You can display the hands on the classroom wall.

Closing activities

- Say to the pupils **It's time to say Goodbye.**
Wave to the pupils and say **Goodbye!**
Encourage them to say the same.
- Ask the pupils to close their books and tidy up their things.

Unit objectives

- Identifying and naming school subjects (C1 C7 C8)
- Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8)
- Listening to, reading, understanding and explaining a story (C1 C6 C7 C8)
- Practising the sound /f/ with two different representations – f and ph (C1 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 (C1 C7 C8)
- Making a cut-out and using it in a communicative game (C1 C5 C6 C7 C8)
- Identifying and using clock times (C1 C3 C7)
- Using clock times with school subjects (C1 C3 C7 C8)
- Listening to, reading and understanding a comic strip (C1 C6 C7 C8)
- Listening to, reading and understanding texts about the school year and school day in different countries (C1 C3 C7 C8)
- Writing a short text about school (C1 C3 C6 C7 C8)
- Doing a survey of international school years (C1 C3 C5 C7 C8)
- Creating a record of vocabulary learnt (C7 C8)
- Reviewing what has been studied and reflecting on it (C1 C3 C6 C7 C8)
- Reading and understanding a short diary entry (C1 C3 C7 C8)
- Writing a short personalized diary entry about school subjects and talking about it (C1 C3 C5 C6 C7 C8)

Key language**Vocabulary**

- English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- o'clock, quarter past, quarter to, half past*
- CLIL Vocabulary: *term, school holidays, half-term holiday, public holiday*

Structures

- I've got (Music) on (Tuesday) at (ten o'clock).*
- I haven't got (P.E.).*
- Have you got (History)?*
- Yes, I have. / No, I haven't.*
- When have you got (Music)?*

Recycled language

- Months*
- Days of the week*

Receptive language

- Let's sit/look/listen/say/rap/play/sing/read/investigate...*
- Do you remember...?*
- Open your (Pupil's) Book. Find page (2).*
- Cut along this line/these lines.*

Socio-cultural aspects

- Understanding the differences between schools in different countries
- Showing interest in differences between schools in different countries

Summary

In this unit you will introduce and practise vocabulary for school subjects in a timetable and clock times. Students will explore information about the school year in different countries. They will learn how to describe a school timetable and write a short description of their school.

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 I.C.T.
- 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 chant for the opening routine
- Identify, listen to and say words for different school subjects
- Listen to, read and sing the *School subjects* song
- Show understanding by matching pictures to words and by writing
- Learn a chant for the closing routine

Language focus

- *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- *What have you got today?*
- *I've/We've got (Maths) on (Monday).*
- *I/We haven't got (Maths) on (Monday).*

Materials

- Flashcards and word cards you have prepared for the unit: *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- Pupil's Book page 5
- Activity Book page 5
- Class audio CD

Opening activities

- Say **Hello! How are you?** and have the pupils do the same.
- Explain that they are going to learn a new chant which the whole class will sing at the beginning of each lesson.
- Say to the pupils **Let's listen to the Let's sing an English tune chant.** Play CD 1 Track 2. Sing the chant and have the pupils sing with you.

**Let's sing an English tune chant**

*Good morning, Good afternoon.
Let's all sing an English tune.
Let's speak English – Yes!
Let's listen to English – Yes!
Let's read in English – Yes!
Let's write some English – Yes!*

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

Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)

Main activities

- **Vocabulary game** *What's this?*
- **Vocabulary activities** *School subject* word rap (CD 1 Track 11) Listen, point and say the words.
- **Vocabulary game** *I can match*
- **Song** *School subjects* (CD 1 Track 12) Listen to the song. Answer the questions. Listen and read. Sing the song (PB page 5).
- **Vocabulary game** *Guess the sentence*
- **Word Quest** (CD 1 Track 14) Listen and play. (PB page 5).
- **Vocabulary and writing activities** Look and write. Make sentences. Look and complete. (AB page 5).

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)

Main activities

Play *What's this?*

- Hold up the pile of school subject flashcards so that they are facing you and so that the pupils can't see them. Quickly flip over one card to give the pupils a glimpse. Encourage them to guess what it is. When they guess it, say **Yes! (Science). Well done!**
- Encourage the class to speculate about what each flashcard shows. Continue until you have shown them all the flashcards. When they guess correctly, congratulate them saying, **Well done!**
- Hold the pile of flashcards and ask the pupils **What's this?** Pull a card from the back of the pile and slowly move it upwards, revealing a part of the picture.
- Invite a pupil to guess the answer. Stick the flashcard on the board.
- Repeat the process with the rest of the flashcards, sticking them on the board as you go along.
- Finally ask the pupils **What's the Quest topic?** Listen to their answers and say, **Yes, school subjects.**

Unit 1 Web Quest

Lesson 1 1 Listen and read. Sing the song.

It's time to go to school.
What have you got today?
I've got Art and Geography
I haven't got Science or P.E.
Hey! It's Tuesday!
We've got Maths. Hurray!

It's time to go to school.
What have you got today?
I've got Music and History
I haven't got Spanish or I.C.T.
Hey! It's Thursday!
We've got English. Hurray!

What subject is number 4?
It's Geography!
No, I like it!

2 Word Quest
Listen and play

1 Hello 2 $230 + 90 = 320$ 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720



School subject song

It's time to go to school.

What have you got today?

I've got Art and Geography.

I haven't got Science or P.E.

Hey! It's Tuesday!

We've got Maths. Hurray!

It's time to go to school.

What have you got today?

I've got Music and History.

I haven't got Spanish or I.C.T.

Hey! It's Thursday!

We've got English. Hurray!



Listen and read. Sing the song.

- Say **Open your Pupil's Books and find page 5.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to look at the picture and identify the different *Your Quest* characters. Then ask **Where are the children?** (in the *Quest* classroom). Point to the different characters and ask the pupils questions about what the characters are doing.
- Play CD 1 Track 12 and encourage the pupils to read the words of the song in their PB while listening to the CD.
- Say **Let's sing the School subjects song.** Play the track again and encourage the pupils to stand up and sing along with you.

Play Guess the sentence.

- Take the word cards down from the board but leave the flashcards.
- Tell the pupils that they are going to say lines from the song. Say to the pupils **I've got (bleep) and (bleep).** Instead of saying the subject word, point to a flashcard on the board.
- Invite a pupil to say the missing words as you repeat the whole sentence. If they say the words correctly, remove the flashcards from the board.
- Continue by saying different lines from the song, until all the flashcards have been removed.



Word Quest. Listen and play.

- Hold up your PB and point to Activity 2. Ask the pupils **Who is playing the game?** (Olga and Anna).

- Say to the pupils **Cover the words** and show them in your open PB how to use their hands or another book to cover the words on the panel at the bottom of the *Word Quest* game.

- Play CD 1 Track 14 and encourage the pupils to look at the game in their PB while listening.
- When the CD has finished, ask the pupils Olga's questions. **What subject is number (four)?** Encourage the pupils to look at the *Word Quest* and answer. *It's (Geography).* **Do you like Geography?** (Yes, I do. / No, I don't.)
- When the pupils are confident, ask them to play the game in pairs. Monitor and praise their speaking, saying **Very good!**



Olga: What subject is number 4?

Anna: It's Geography!

Olga: Yes! Do you like Geography?

Anna: Yes, I do!

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

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

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



Look and write.

- Say **Open your Activity Books and find page 5.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 1. Check that the pupils understand and ask them to work individually matching the words to the different pictures and completing the sentences.
- When the pupils have finished, correct the sentences together. Nominate different pupils to answer, for example **Juan. What's number 1?**
- Praise the pupils' work, saying **Well done!** and ask them to listen and tick the sentences they got correct in their Activity Books.
- Answers: 1 I've got English and I.C.T. on Monday. / 2 I've got Music and Art on Tuesday. / 3 I've got Science and P.E. on Wednesday. / 4 I've got History and Geography on Thursday. / 5 I've got Spanish and Maths on Friday.



Make sentences. Look and complete.

- Hold up your AB and point to Activity 2. The pupils work individually to complete the sentences.
- Move around the room, checking the pupils' work, saying **Very good!**
- Answers: 1 Monday, English, Geography, Science, Spanish / 2 you got on Wednesday? got Maths and Music. got I.C.T. or History.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Tell the pupils that they are going to learn a chant to sing at the end of each lesson.
- Say **Let's sing the Time to stop chant.** Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.



Time to stop chant

Tick tock, Tick tock.

Come on everyone. It's time to stop.

Close your books. Put your things away.

It's the end of English for today.

Lesson 2

Learning objectives

- Listen to and sing the *School subject* song
- Listen to, read and understand the story
- Show understanding of the story by answering questions, matching and circling correct answers
- Practise the sound /f/ in a chant

Language focus

- *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- *I've got (Maths).*
- *I haven't got (Spanish).*






Materials

- Flashcards and word cards you have prepared: *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- Pupil's Book pages 6–7
- Activity Book page 6
- Class audio CD












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

Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)  
- **Vocabulary game** *Mime and match the flashcard*   

Main activities

- **Song** *School subject* (CD 1 Track 12) (karaoke CD 1 Track 13) Listen and sing.  
- **Story** *The Quest begins again* (CD 1 Track 15) Listen to the story. Check comprehension. Ask questions. Listen to the story. Read. Find the *Quest* letter. (PB pages 6–7) Remember the story: *The Quest begins again*. Look and match. Number. Write the words. Read and circle the correct words. Write the *Quest* letter. (AB page 6)    
- **Pronunciation** Say the words. Listen and say. (CD 1 Track 16) Listen and say the chant. (CD 1 Track 17) (PB page 7). Circle, sort and write. Listen and check. (CD 1 Track 18) (AB page 6).   

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils *Let's sing the Let's sing an English tune* chant (for lyrics see TN page 38). Play CD 1 Track 2. Have the pupils sing along with you.

Play *Mime and match the flashcard*.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play *Mime and match the flashcard*, or choose another game from the Activity Bank to recycle the vocabulary.

Main activities

Listen and sing.

- Ask the pupils **Do you remember the School subject song?** Encourage them to say sentences from the song, *I've got (Art)*.
- Stick the flashcards on the board.
- Say to the pupils **Let's sing the School subject song** (for lyrics see TN page 40). Play CD 1 Track 12 and encourage the pupils to sing along. Have the pupils point to the flashcards as they sing.
- Or you can play the karaoke version, CD 1 Track 13. Encourage the pupils to sing the words.

Listen to the story.

- Say **Let's listen to the story**.
- Hold up your book and show the story to the pupils. Generate interest in the story by inviting pupils to speculate about the first picture. **Where are the children?** (in the new *Quest* classroom).
- You can either tell the story by reading the text or by playing CD 1 Track 15.
- Point to different things on the pictures to help the pupils understand during the story.
- Finally ask the pupils, **What is the problem?** (computers have a virus).

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

**Frame 1**

Charlie: Wow! Look at the new classroom.

Mr Fraser: Come in and sit down, please!

Anna: Let's sit here.

Frame 2

Mr Fraser: Today's lesson is a subject Web Quest. Here's a Geography question. What's the capital of Australia?

Anna: Come on, let's look for the answer.

Charlie: Here it is.

Olga: We've got the answer. It's Canberra.

Frame 3

Mr Fraser: Here's the next question.

Anna: Oh no! The screen isn't working.

Olga: Maybe it's the cable!

Frame 4

Mr Fraser: Here's an English question.

Charlie: Let's look in an online dictionary.

Anna: Good idea! ... The answer is *Mountain*.

Frame 5

Olga: It's a Maths question. Let's calculate the total.

Charlie: Look! It's 750.

Anna: You're really fast, Charlie!

Frame 6

Anna: Oh no! The computer isn't working again.

Mr Fraser: And the interactive whiteboard isn't working.

Olga: The cable is connected!

Frame 7

Charlie: What's happening?

Victor Virus: I'm Victor Virus. I want to control all the computers in the world and you can't stop me!

Frame 8

Olga: Oh no! Who's Victor Virus?

Mr Fraser: This is Victor Virus in Tokyo!

Charlie: He's evil!

Frame 9

Charlie: What's that noise? It isn't the computer!

Olga: I don't know!

Anna: Hey, look! It's the Quest table. Look at the cup!

Frame 10

Charlie: It's a new quest to find Victor Virus.

Anna: You've got your camera. I've got my laptop.

Olga: I've got my bag! Put your hands on the symbol.

Mr Fraser: Goodbye and good luck!

Check comprehension. Ask questions.

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

1 Web Quest Lesson 2

3 Remember the story: The Quest begins again. Look and match. Number. Write the words.

4 Read and circle the correct words.

- The children work in groups of **four** / **three**.
- Charlie is **fast** / **slow** at Maths.
- The first question is a **Geography** / **History** question.
- Victor Virus wants to control all the **computers** / **MP3 players** in the world.
- The children look in an online **dictionary** / **whiteboard**.
- The children have got a camera, **notebook** / **laptop** and bag.

5 Write the Quest letter. ____

6 Circle, sort and write. Listen and check.

*** phonics ***

Frame 1

Where are the children? (in the new classroom)

Frame 2

What are they doing? (a subject Web Quest)

What's the subject? (Geography)

What's the answer? (Canberra)

Frame 3

What's the problem? (the screen isn't working)

Frame 4

What's the subject? (English)

Where do they look for the answer? (in an online dictionary)

What's the answer? (mountain)

Frame 5

What's the subject? (Maths)

What's the answer? (750)

Who is good at Maths? (Charlie)

Frame 6

Is the computer working? (no)

Is the interactive whiteboard working? (no)

Is the cable connected? (yes)

Frame 7

What can they see on the screen? (Victor Virus' message)

What does Victor Virus want to do? (control all the computers in the world)

Frame 8

Where is Victor Virus? (in Tokyo)

Is Victor Virus a good person? (no, he's evil)

Frame 9

Is the noise coming from the computer? (no)

What's the noise? (the Quest table)

Frame 10

What the new quest? (to find Victor Virus)

What has Anna got? (her laptop)

What has Olga got? (her bag)

What's the symbol? (the Statue of Liberty)



Listen to the story. Read.

• Say **Open your Pupil's Books and find page 6.** Give the pupils a moment to find the page by themselves.

• Ask the pupils to listen to the story and follow the dialogue by reading it in their PB. Play CD 1 Track 15.

• Say **What subjects can you see?** Give the pupils time to look at the story frames, and invite different pupils to suggest answers.

• Draw the pupils' attention to the symbols on the dais (Frame 10) and explain that these are clues to where the characters will go on their quest.

• Say to the pupils **Go back to pages 2 and 3 of your Pupil's Books.** Ask them to find things in the picture that look like the symbols on the dais.

• As the pupils find pictures of the symbols on the dais in their PBs pages 2 and 3 (laptop, Statue of Liberty, canoe, helmet, castle, mobile phone. Note: two symbols are not to be found - tent and portrait.), ask them what they think each clue means and where they think the characters will go on that quest. For example, when a pupil finds the Statue of Liberty, ask them **Where is the Statue of Liberty?** (America / New York) **Where will the characters go on that quest?** (New York) The pupils may answer in L1 to suggest possible places for each symbol.

• Ask pupils **Which two symbols are not there?** (tent and portrait).

Find the Quest letter.

• Ask the pupils to search in the story frames of their PB for the letter which is hidden there.

• Explain that they will find a letter in the story of each unit to make a secret word in Unit 8.

• Say **What's the Quest letter?** (R, in frame 10).



Remember the story: The Quest begins again. Look and match. Number. Write the words.

• Say **Open your Activity Books and find page 6.** Give the pupils a moment to find the page by themselves.

- Hold up your AB and point to Activity 3. Explain that the pupils should match the speech bubbles to the correct pictures which are from the PB story.
- The pupils work individually.
- Check the answers as a class, asking different pupils to answer each question.
- Now explain that they have to unjumble the letters and write the missing words in the speech bubbles.
- Answers: c 1 Here's a Geography question. / a 2 Look! It's 750. / d 3 I want to control all the computers. / b 4 It's a new quest to find Victor Virus.



Read and circle the correct words.

- Hold up your AB and point to Activity 4.
- Check that the pupils understand what they have to do.
- Give the pupils time to read the sentences and circle the correct answers. Remind them that they can look in their PBs to check their answers if they are not sure.
- Invite a pupil to read the first sentence aloud and another to say if the circled answer is correct. Write the answers on the board.
- Answers: 1 three / 2 Geography / 3 dictionary / 4 fast / 5 computers / 6 laptop



Write the Quest letter.

- The pupils write the secret letter which they found hidden in the story in the PB in the box provided. This is in preparation for finding the secret word in Unit 8.
- Answer: R

Say the words.

- Stick the 'Geography' flashcard on the board. Draw a simple outline of fish on the board and write 'fish' underneath the picture. Go round the class and ask each of the pupils to say the words.
- Explain that both words contain the same sound but with a different spelling. Write the words on the board.
- Say /f/ **GeograPHy** and encourage the pupils to repeat with you. Repeat the same with **Fish**.



Listen and say.

- Say **Open your Pupil's Books and find page 7.** Give the pupils a moment to find the page by themselves.
- Hold up your PB and show the pupils Activity 4.
- Say **Let's listen and point to the words.** Play CD 1 Track 16 and encourage the pupils to point at the words shown coming out of the school bag in their PBs as they listen.
- Say **Let's say the words.** Play the track again and encourage the pupils to say the words.

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 pointing to the flashcards and encouraging the pupils to repeat with you slowly, then quickly, in a loud voice and then in a quiet voice.



Friday
afternoon
fish
half
dolphin
Geography
photo



Listen and say the chant.

- Show the pupils the words to the chant in their PB. Explain how the words in the list are all included in the chant.
- Say **Look at the picture and find the words.** Point to the picture and ask pupils to find the words from the phonics drill and say them as they point to the items in the picture.
- Say **Now let's say the chant.**
- Play CD 1 Track 17. Have the pupils follow the words in their PB and say the chant at the same time.
- You could play the track again and have the pupils repeat until they feel confident.
- Finally, tell the pupils to look back at the story. Ask them **Can you see words with the /f/ sound in Frame 2?** (Geography) **Can you see words with the /f/ sound in Frame 5?** (Fast).
- Encourage them to look in the frames and listen to their answers, writing the correct ones on the board.

Unit 1 Lesson 2

- If the pupils seem unsure about the sounds. Repeat the example sound words to help them find words with the same sound in the story frame.



On Friday afternoon
at half past three
we look at photos of dolphins and fish
in Geography.



Circle, sort and write. Listen and check.

- Say **Open your Activity Books and find page 6.** Give the pupils a moment to find the page by themselves.
- Hold up your book and point to Activity 6. Check that the pupils understand, and ask them to write the words in the correct column. Complete an example with them.

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

- When the pupils have finished, invite different pupils to say the words aloud.
- Finally, play CD 1 Track 18 and check the pupils' answers.



/f/
fish
afternoon
Friday
half

/f/
Geography
dolphin
photo

Geography fish dolphin afternoon photo Friday half

- Answers: fish, afternoon, Friday, half / Geography, dolphin, photo

Closing activities

- Say to the pupils **It's time to stop.** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

Lesson 3

Learning objectives

- Sing the *School subject* song
- Listen to, read and perform a short dialogue
- Identify parts of the language structure and make sentences and questions
- Show understanding by identifying and writing sentences, matching and listening, and by writing sentences

Language focus

- *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- *I've got (Maths) on (Monday) at (ten o'clock).*
- *I haven't got (History).*
- *Have you got (Maths)? Yes, I have. / No, I haven't.*
- *When have you got (Spanish)?*

Materials

- Crayons for each pupil
- Flashcards you have prepared: *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- Pupil's Book page 8
- Activity Book page 7
- Class audio CD

Opening activities

- Say **Hello! How are you?** and have the pupils return the greeting.
- Say **Sing the *Let's sing an English tune chant*** (for lyrics see TN page 38).
- Play CD 1 Track 2. Have the pupils sing and do the actions with you.

Play *Story sentence review*.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play *Story sentence review* or choose another game from the Bank, to recycle the vocabulary.

Main activities





Listen, sing and point.

- Ask the pupils **Do you remember the *School subjects song*?**
- Give out the school subjects flashcards to different pupils around the class and show them how to hold their flashcard so nobody else can see it.
- Say **Let's sing the song** (for lyrics see TN page 40).

















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



Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)  
- **Vocabulary game** *Story sentence review*  

Main activities

- **Song** *School subjects* (CD 1 Track 12) (karaoke CD 1 Track 13) Listen, sing and point.  
- **Dialogue** Listen and read (CD 1 Track 19) (PB page 8)    
- **Language activity** Let's investigate grammar (PB page 8).   
- **Vocabulary game** *Guess the subject*   
- **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 1 Track 20). Look at Activity 8. Complete the sentences about Charlie and Olga. (AB page 7).  

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5).  

- Play CD 1 Track 12. Encourage the rest of the pupils to sing along and to point to the correct card/pupil holding card.
- You can also use the karaoke version (CD 1 Track 13).



Listen and read.

- Say **Open your Pupil's Books at page 8.**
- Give the pupils a moment to find the page by themselves.
- Hold up your PB and point to Activity 5. Ask the pupils questions about the picture. **Who can you see?** (two children) **What are they looking at?** (school timetable) **What are they doing?** (asking each other about the timetable).
- Play CD 1 Track 19 and encourage the pupils to read the dialogue while listening.

1 Work Quest Lesson 3

5 Listen and read.

6 Let's investigate grammar.

I've got Maths and English.
I haven't got Maths.
Have you got History?
Yes, I have.
When have you got Music?
I've got Music on Tuesday at ten o'clock.
What about Science?
I've got Science and Art on Friday.
Me too. Oh no! We're late! Let's go to class!

Remember! I've got = I have got
I haven't got = I have not got

Remember! We've got English.
We haven't got Science.

Lesson 4 7 Make your cut-out cards (Activity Book, page 73). Play a game.

- Ask the pupils about the dialogue to check their understanding.
- Play the CD again, but this time encourage the pupils to repeat each sentence of the dialogue after you, pausing the CD after each line. Help them with pronunciation, if necessary.
- Put the class into two groups. Ask one group to read out the lines of the dialogue for the boy chorally and the other group to read out the lines of the dialogue for the girl chorally. Repeat this until the pupils are confident with saying the dialogue.

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



Boy: It's Monday today. I've got Maths and English.

Girl: I've got English too. But I haven't got Maths. Have you got History?

Boy: No, I haven't. What about you?

Girl: Yes, I have. When have you got Music?

Boy: I've got Music on Tuesday at ten o'clock.

Girl: What about Science?

Boy: I've got Science and Art on Friday.

Girl: Me too. Oh no! We're late! Let's go to class!

Let's investigate grammar Lesson 3 Work Quest 1

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

1 got / Have / Spanish? / you Have _____

2 History? / you got / have / When _____

3 Maths / I've / got / at nine o'clock. _____

4 haven't got / I / Science. _____

8 Listen. Draw the lines.

a b Charlie Olga c d e f g h i j

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

Charlie: I've got (a) Maths I haven't (b) got Science.
I've (c) _____ and
I've (d) _____
I (e) _____ I.C.T.
Olga: I've (f) _____
(g) _____ (h) _____ Art.
(i) _____ (j) PE, DO



Let's investigate grammar.

- Hold up your PB and point to the box at the bottom of the page. Say **Let's investigate grammar**.
- Point to the coloured questions and sentences and explain their meaning to the pupils.
- Highlight the negative contractions in bold, and the two Remember boxes.
- Ask the pupils questions to check their understanding. Ask **Who says 'I've got Maths' (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 and invite them to find other examples of affirmative, negative or questions.
- Finally, ask the pupils to make sentences or questions. Say **Make an (affirmative) sentence** Praise the pupils' speaking.

Play Guess the subject.

- Invite a pupil to come to the front.
- Invite the class to ask him/her questions to guess which subject he/she has chosen. Encourage different pupils to ask questions and help them by prompting with **Have you got...** if they have difficulties. Praise their speaking by saying **Very good!** and **Well done!**

- Invite different pupils to the front to carry out the task.

Option: You may wish to put the pupils into pairs, and ask them to play the game together. Encourage them to use the 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 Books and find page 7.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to look at Activity 7. Check that the pupils understand what they have to do. Pupils work individually to complete the sentences.
- Finally, ask the pupils to colour in the sentences using the same colours as in the language box in the PB (green for affirmative, red for negative and blue for questions).
- Answers: 1 Have you got Spanish? (blue) / 2 When have you got History? (blue) / 3 I've got Maths at nine o'clock. (green) / 4 I haven't got Science. (red)

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



Listen. Draw the lines.

- Hold up your AB and point to Activity 8. Check that the pupils understand the instructions. They should draw lines to match each person with the school subjects they have got that day.
- Play CD 1 Track 20 and pause the CD after each sentence. Encourage the pupils to draw lines in their AB.
- Play the track again so the pupils can check their answers.
- When they have finished, check the answers together.



Anna: Charlie, have you got Maths today?

Charlie: Yes, I have.

Anna: Have you got Science?

Charlie: No, I haven't.

Anna: Have you got Music?

Charlie: Yes, I have.

Anna: Have you got English?

Charlie: Yes, I have.

Anna: Have you got I.C.T.?

Charlie: No, I haven't.

Anna: Olga, have you got Spanish today?

Olga: Yes, I have.

Anna: Have you got Geography?

Olga: Yes, I have.

Anna: Have you got Art?

Olga: No, I haven't.

Anna: Have you got P.E.?

Olga: No, I haven't.

Anna: Have you got History?

Olga: Yes, I have.

- Answers: Charlie - Maths, Music, English / Olga - Spanish, Geography, History



Look at Activity 8. Complete the sentences about Charlie and Olga.

- Ask the pupils to look at Activity 9. Check that the pupils understand, and ask them to work individually completing the sentences about Charlie and Olga. Encourage them to look at Activity 8 to complete the task.
- When the pupils have finished, check the answers together.
- Answers: 1 Maths / 2 got Science / 3 got Music / 4 got English / 5 haven't got / 6 got Spanish / 7 I've got Geography / 8 I haven't got / 9 I haven't got / 10 I've got History

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

Lesson 4

Learning objectives

- Match and write sentences and questions about timetables
- Show understanding by listening and writing sentences
- Talk about a timetable using a cut-out

Language focus

- *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- *I've got (Music) on (Tuesday) at (ten) o'clock.*
- *I haven't got (Maths).*
- *Have you got (Spanish) on...?*
Yes, I have. / No, I haven't.
- *When have you got (History)?*






Materials

- Crayons and scissors for each pupil
- Flashcards you have prepared: *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- Activity Book page 8
- Cut-outs for Unit 1 (AB page 73)
- Class audio CD














At-a-glance lesson plan (AB page 8 and page 73)


Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)  
- **Vocabulary game** *Five sentences*   

Main activities

- **Vocabulary game** *Affirmative, negative or question*   
- **Listening and writing practice** Match to make sentences. Look at Activity 10. Write the sentences in the dialogue. Listen and check. (CD 1 Track 21) Draw and write about your school timetable. (AB page 8)   
- **Cut-out activity** Make your cut-out cards. Play a game. (AB page 73).     

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and have the pupils return your greeting.
- Tell the pupils that they are going to sing the *Let's sing an English tune* chant.




- Say to the pupils **Let's sing the *Let's sing an English tune* chant** (for lyrics see TN page 38). Play CD 1 Track 2. Have the pupils sing with you.

Play *Five sentences*.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play *Five sentences*, or choose another game from the Activity Bank to recycle the vocabulary.

Main activities

Play *Affirmative, negative or question*.

- Ask the pupils **Do you remember the subject words?** and show the pupils the school subject flashcards you have prepared. On the board draw three symbols in large clear letters: ,  and . Make sure they are at a height the pupils can reach.
- Divide the class into two teams, A and B. Invite two volunteers from Team A 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 the flashcards shows one of them to Team B. The second pupil points to one of the symbols on the board. Team B must produce a sentence with the flashcard subject and the symbol they have been shown. The + symbol means that they should produce an affirmative sentence. The – symbol means that they should produce a negative sentence. The ? symbol means that they should produce a question.
- Team B gets a point for each correct sentence it produces. The game continues until all the cards have been used.
- Now play again but with two volunteers from Team B at the front. Team A must now produce sentences in the same way. The team with the most points wins.



Match to make sentences.

- Hold up your AB and point to Activity 10. Check the pupils understand and ask them to work individually to join the parts of the sentences,
- Move around the room and check the pupils' work.
- Answers: 1 I've got History and I.C.T. / 2 What about Art? / 3 Have you got Geography today? / 4 Yes, I have.

1

Web Quest

Lesson 4

10 Match to make sentences.

1 I've got

2 What

3 Have you

4 Yes,

got Geography

History

I

about

have

today?

Art?

and I.C.T

11 Look at Activity 10. Write the sentences in the dialogue. Listen and check.

Anna: Oh, Wednesday! (1) I've got History and I.C.T

Olga: Me too! (2) _____

Anna: No, I haven't. It's on Friday. Have you got Music?

Olga: (3) _____

Anna: (4) _____

Olga: No, I haven't got Art.



12 Draw and write about your school timetable.

HELLO!

$\frac{25}{75}x$


| | | | |
|----------------|--|--|--|
| <u>Monday</u> | | | |
| <u>Tuesday</u> | | | |
| | | | |
| | | | |
| | | | |


It's _____

I've got _____


Do the activity on page 73.


HELLO!








$$25 \times \frac{3}{75}$$















Unit 1 Choose the subject

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| | | | | |

 **Look at Activity 10. Write the sentences in the dialogue. Listen and check.**

- Hold up your Activity Book and point to Activity 11. Check that the pupils understand. Ask them to work individually to complete the dialogue. Remind them they should use sentences from Activity 10.
- Play CD 1 Track 21 for the pupils to check their answers. Move around the room and check the pupils' work.
- Answers: 1 I've got History and I.C.T. / 2 Have you got Geography today? / 3 Yes, I have. / 4 What about Art?



Anna: Oh, Wednesday! I've got History and I.C.T.

Olga: Me too! Have you got Geography today?

Anna: No, I haven't. It's on Friday. Have you got Music?


Olga: Yes, I have.

Anna: What about Art?

Olga: No, I haven't got Art.

 **page 8** **Draw and write about your school timetable.**

- Ask the pupils to look at the final task on page 8 of their Activity Books. Check that the pupils understand what they have to do.
- Encourage them to complete the timetable by writing in the days of the week, and by drawing small icons of their own choosing to represent the different school subjects, and then ask them to write sentences. Go round the classroom and check each pupil's work.
- Answers: Pupils' own answers

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

Stage 1

- Say to the pupils **Open your Activity Books and find page 73.** Give the pupils a moment to find the page by themselves.
- When the pupils are ready tell them to look and follow your instructions.
- Say **Cut along these lines.** Hold up your AB and signal they should cut along the dotted line around the subjects and timetable.
- Tell the pupils to write their initials in a corner on the face of the cards.

Unit 1 Lesson 4

- Say **Put your cut-outs face down on your desk.** When the pupils have finished, encourage them to tidy up their desks and put the scissors away.

Stage 2

- Say **Now let's play *Guess the subject*.** Invite a pupil to come to the front to play against you. In this way you can demonstrate the game to the whole class.
- Place a book upright on the desk between you and your volunteer so that you can't see each other's timetables. Ask the pupil to choose and place five subjects on his/her timetable but without you seeing.
- Ask the pupil questions about his/her timetable **Have you got (English) on (Monday)?** If the pupil says *Yes!* place the subject card on Monday on your timetable.
- The game continues until you have completed the pupil's timetable. Reveal it and check that it is the same as the pupil's.
- Encourage the pupils to play the game in pairs. Move around the room and check that they are taking turns.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the *Time to stop* chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

Lesson 5

Learning objectives

- Identify and say times
- Listen to, read and say the *Time* rap
- Show understanding by listening, matching and writing
- Listen to, read and understand a comic strip

Language focus

- *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- *o'clock, quarter past, quarter to, half past*
- *I've got (Maths) at (eleven o'clock).*
- *I haven't got (History).*
- *When have you got (Spanish)?*
- *Have you got (I.C.T.)? Yes, I have. / No, I haven't.*

Materials

- Crayons for each pupil
- Use the flashcards and word cards you have prepared: *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- Pupil's Book page 9
- Activity Book page 9
- Writing Diary page 12
- Class audio CD



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

Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)
- **Vocabulary game** *Banana sentences*

Main activities

- **Vocabulary activities** Listen. Say the words. (CD 1 Track 22) (PB page 9).
- **Listening practice** *Time* rap (CD 1 Track 23) Listen and read. Say the rap. (PB page 9).
- **Listening and writing practice** Listen and number. (CD 1 Track 24) Look and complete. Write and draw. (AB page 9).
- **Comic strip** *A Dog's Day*. (CD 1 Track 25) Listen and read. (PB page 9).

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage them to reply.
- Tell the pupils that they are going to sing the *Let's sing an English tune* chant.
- Say to the pupils **Let's sing the Let's sing an English tune chant** (for lyrics see TN page 38). Play CD 1 Track 2.

Play *Banana sentences*.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play *Banana sentences*, or choose another game from the Activity Bank to recycle the vocabulary.

Main activities



Listen. Say the words.

- Say **Open your Pupil's Books and find page 9**. Give the pupils a moment to find the page by themselves.
- Hold up your PB and point to the left column. Play CD 1 Track 22 and pause between each phrase. Encourage the pupils to repeat the phrases.



ten o'clock
quarter past nine
quarter to two
half past eight
quarter past twelve
quarter to twelve



Listen and read. Say the rap.

- Say to the pupils **Let's look at the pictures** and point to the pictures on page 9. Ask the pupils questions about them. **Where are they in the first picture?** (at school/going to school) **Where are they in the second picture?** (in the classroom) **What are they doing?** (their lessons).
- Play CD 1 Track 23 and encourage the pupils to read the words of the rap in their PB while listening.
- Say to the pupils **Let's listen and say the Time rap**. Play the track again and encourage the pupils to join in the rap. Ask the pupils to stand up and sing.

Lesson 5 Web Quest 1

8 Listen. Say the words.

9 Listen and read. Say the rap.

Tick tick, tick tick. What time is it?
It's half past eight.
It's time to go to school.

Tick tick, tick tick. What time is it?
It's quarter to nine.
We've got to get to school on time!

Tick tick, tick tick. What time is it?
It's nine o'clock.
It's time to open our books.

Tick tick, tick tick. What time is it?
It's quarter past nine.
It's English class with Mr Vine.

10 Listen and read.

It's nine o'clock.
How do you know?
Sophia's in her Geography class.

It's half past ten.
How do you know?
Sophia's in her PE class.

It's eleven o'clock.
How do you know?
Sophia's in her Music class.

It's lunchtime!
How do you know?
You can smell the food!

It's two o'clock.
How do you know?
You can tell the time too!

- When you have finished ask the pupils **What time do they go to school?** (half past eight) **What time do they get to school?** (quarter to nine) **What time do they open their books?** (nine o'clock) **What time do they have English class?** (quarter past nine).

The time rap

Tick tick, tick tick. What time is it?
It's half past eight.
It's time to go to school.

Tick tick, tick tick. What time is it?
It's quarter to nine.
We've got to get to school on time!

Tick tick, tick tick. What time is it?
It's nine o'clock.
It's time to open our books.

Tick tick, tick tick. What time is it?
It's quarter past nine.
It's English class with Mr Vine.

Listen and number.

- Say **Open your Activity Books and find page 9.** Give the pupils a moment to find the page by themselves.

Lesson 5 Web Quest 1

13 Listen and number.

14 Look and complete.

quarter to twelve time Music 11 half past ten English quarter past nine Maths How

1 What time is it?
It's _____ class.

2 What time is it?
It's _____ class.

3 What time is it?
It's _____ class.

4 What time is it?
It's _____ class.

15 Write and draw.

1 I've got _____ of _____

2 I've got _____ of _____

- Hold up your AB and point to Activity 13. Explain that they must number the clock times in the order that they hear them on the CD. Play CD 1 Track 24 and pause between each short exchange so that the pupils can write the number.

- Check the answers together.

- Answers: 1 quarter past nine / 2 half past ten / 3 quarter to twelve / 4 two o'clock



- 1 It's quarter past nine.
- 2 It's half past ten.
- 3 It's quarter to twelve.
- 4 It's two o'clock.



Look and complete.

- Check that the pupils understand the next activity in their Activity Books and ask them to work individually to complete the sentences using the pictures as a guide.

- Check the answers together.

- Answers: 1 time, quarter past nine, English / 2 half past ten, How, Music / 3 it, quarter to twelve, Maths



Write and draw.

- Point to the two picture frames in Activity 15. Explain that they should draw themselves, a school subject and a time.
- Move around the room while the pupils are working and praise their drawings, saying **Well done!**
- Then ask them to complete the sentences about themselves according to what they have drawn. Move around the room and check the pupils' work.
- Pupils' own answers



Listen and read.

- Say **Open your Pupil's Books and find page 9.** Give the pupils a moment to find the page by themselves.
- Point to Activity 10 and ask **Do you remember these dogs? How many dogs can you see? (three) What are their names? (Scotty, Yorkie and Jack) Are they friends? (yes).**
- Say **Let's listen to the comic strip.** Play CD 1 Track 25.
- Say **Let's read and listen to the comic strip again.** Play CD 1 Track 25 again. Encourage the pupils to look at and read the comic strip in their PB as they listen.
- When the pupils have finished reading ask questions about the story, for example, **What time has Sophia got Geography? (nine o'clock).**
- Ask the pupils **Do you like the story?** Invite them to respond and comment on the story.

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



Frame 1

Scotty: It's nine o'clock.

Yorkie: How do you know?

Scotty: Sophia is in her Geography class.

Frame 2

Scotty: It's half past ten.

Yorkie: How do you know?

Scotty: Sophia's in her P.E. class.

Frame 3

Scotty: It's eleven o'clock.

Yorkie: How do you know?

Scotty: Sophia's in her Music class.

Frame 4

Jack: It's lunch time!

Scotty: How do you know?

Frame 5

Jack: I can smell the food!

Yorkie: You can tell the time too!

Closing activities

- Say to the pupils **It's time to stop.** Encourage them to close their books and tidy up their things. Say Goodbye.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

Lesson 6

Learning objectives

- Talk about school years
- Listen to, read and learn about school years in Spain and the UK
- Listen to, read and learn about schools in China
- Show understanding by listening and writing
- Do a survey of international school years

Language focus

- *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- *o'clock, quarter past, quarter to, half past*
- *term, school holidays, half-term holiday, public holiday*

Materials

- Crayons and scissors for each pupil
- Photo of each pupil brought from home
- CLIL Photocopiable: *International school years* (TN page 302)
- Pupil's Book page 10
- Activity Book page 10
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Tell the pupils that they are going to sing the *Let's sing an English tune* chant.
- Say to the pupils **Let's sing the Let's sing an English tune chant** (for lyrics see TN page 38). Play CD 1 Track 2. Have the pupils sing with you.

Play *Mime*.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play *Mime*, or choose another game from the Activity Bank to recycle the vocabulary.



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

Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2).
- **Vocabulary game** *Mime*

Main activities

- **Character's presentation** Listen and read. (CD 1 Track 26) Read and say 'True' or 'False'. Listen and check. (CD 1 Track 27) (PB page 10).
- **Character's presentation** Listen and learn about a school in China. (CD 1 Track 28) (PB page 10).
- **Listening and writing practice** Look at page 10 in the Pupil's Book and circle. Listen and check. (CD 1 Track 29) Read. Write about your school and stick a photo. (AB page 10).

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)

Main activities

Look at the pictures and predict.

- Explain to the pupils that the picture represents today's lesson and its content. (Social Science: *The school year*).
- Explain to the pupils that time spent at school is different around the world. Then ask what they know about school in different countries. The pupils may answer in L1.
- Ask the pupils questions.

Listen and look at the book.

- Explain to the pupils that Charlie has done a presentation about the topic on the page. Say to them **Let's look at the book and listen to Charlie's presentation about the school year.**

1 CLIL Social Science Lesson 6

11 Listen and read.

The school year by Charlie

UK - School holidays
Christmas - 2 weeks
Easter - 2 weeks
Summer - 6 weeks
Half-term - 1 week in the middle of each term

Spain - School holidays
Christmas - 2 weeks
Easter - 1 week
Summer - 12 weeks

In the UK, the school year starts in September and finishes in July. There are Christmas, Easter, summer and three half-term holidays. Children start school at nine and go home at three o'clock. What time do you go to school?

In Spain, the school year starts in September and finishes in June. There are Christmas, Easter and summer holidays. Children in Spain haven't got half-term holidays. They start school at nine and usually go home at four o'clock. Some children finish at five. What time do you finish school?

On public holidays, children don't go to school. Here are some UK and Spanish public holidays. Can you think of any others?

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

- The school year in the UK finishes in June.
- Children go home at three o'clock in the UK.
- There are no half-term holidays in Spain.
- A half-term holiday in the UK is two weeks.
- In Spain there are 12 weeks of holidays.

Lesson 7 14 Do the revision page (Activity Book, page 11).

Lesson 8 15 Write and draw in your Writing Diary (Activity Book, page 12).

1 CLIL Social Science Lesson 6

16 Look at page 10 in the Pupil's Book and circle. Listen and check.

- In the UK, the school year starts in September / October.
- It finishes in June / July.
- There are three / two half-term holidays, one in each term.

17 Read. Write about your school and stick a photo.

Stick a photo

• in the UK
• August
• five

Circle in Spanish in the school.

Do you go to school in the UK? The school is called St. Mary's School. The teacher is Mr. Brown. The school year starts in September. It finishes in July.

By Charlie

I go to school in _____
My school is called _____
My teacher is _____
The school year _____
It _____
By _____

- Play CD 1 Track 26 and guide the pupils' understanding by pointing to the pictures as they are talked about on the CD.
- Ask the pupils questions to check their understanding. **When does the school year start/finish in the UK/Spain? (September) How many types of holiday are there in the UK/Spain? (UK - four, Spain - three)**



The school year by Charlie

The UK – School holidays

Christmas – two weeks

Easter – two weeks

Summer – six weeks

Half-term – one week in the middle of each term

In the UK, the school year starts in September and finishes in July. There are Christmas, Easter, summer and three half-term holidays. Children start school at nine and go home at three o'clock. What time do you go to school?

Spain – School holidays

Christmas – two weeks

Easter – one week

Summer – twelve weeks

In Spain, the school year starts in September and finishes in June. There are Christmas, Easter and summer holidays. Children in Spain

haven't got half-term holidays. They start school at nine and usually go home at four o'clock. Some children finish at five. What time do you finish school?

On public holidays, children don't go to school. Here are some UK and Spanish public holidays. Can you think of any others?



Listen and read.

- Say **Open your Pupil's Books and find page 10.** Give the pupils a moment to find the page by themselves.

- Ask **Where are the children? (at school) Who wrote this presentation? (Charlie).**

- 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 1 Track 26 again.

- Play the CD again and this time encourage the pupils to read the text as they listen.

- Check the pupils' understanding by saying some true/false sentences. Substitute wrong information for the actual information given in the text. Encourage the pupils to say True or False and correct your sentences. Here are some ideas: **In the UK the school year starts in August. Children start school at 8.30. Children go home at two o'clock.**

- Invite a pupil to make a false statement and ask another pupil from the class to correct it. Go around the class with different pairs of pupils.



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

- Hold up your PB and point to Activity 12. Explain that they are going to hear the *Your Quest* children making statements about the school year in England and Spain. Some of the statements will be true and some will be false.
- Play CD 1 Track 27. You will first hear a statement. Pause the CD after the first statement. Ask the pupils whether the statement they heard is True or False. Ask one pupil to give his/her suggested answer. If the pupil thinks that the statement is false, ask him/her to give you the correct answer. Then play the next part of the CD. Check the answer that was given earlier. Continue with all the statements and answers (there are five) in the same way.
- Ask different pupils to answer each time. Praise them, saying, **Very good!**
- Answers: 1 False (The school year in the UK finishes in July.) / 2 True / 3 True / 4 False (A half-term holiday in the UK is two weeks.) / 5 True



- 1 Olga:** The school year in the UK finishes in June.
That's false. The school year in the UK finishes in July.
- 2 Anna:** Children go home at three o'clock in the UK.
That's true.
- 3 Charlie:** There are no half-term holidays in Spain.
That's true.
- 4 Olga:** A half-term holiday in the UK is two weeks.
That's false. A half-term holiday in the UK is one week.
- 5 Anna:** In Spain there are fifteen weeks of holidays.
That's true.

Option: Ask the pupils to form pairs. Encourage them to ask each other True/False questions about the topic using the information in the texts on page 10.

Look at the picture at page 10 and answer questions.

- Draw the pupils' attention to the two orange flashes on the picture. Ask if these facts are true in their school.
- Point to the small photos and extra vocabulary at the bottom of the picture and ask **Where are the children?** (at school in Spain and in the UK) **Do you wear a school uniform?** (pupils' own answers) **What's your favourite special event?** (Pupils' own answers).
- The pupils may answer in L1.

Option: Ask the pupils to close their PBs. Put them into pairs and give each pair half of the photocopiable from TN page 302 (i.e. one paragraph) and a pair of scissors. Pupils cut along the dotted lines. Ask the pairs to mix up their sentences. Nominate one pair to come to the front of the class. They listen to the CD and stick their sentences next to the correct photo on the board in the order they hear them. The rest of the class orders their sentences in their pairs. Play CD 1 Track 26. Pause the CD and ask a second pair to order the sentences for the next paragraph. Alternatively, you can work with the whole class. Make one copy of the photocopiable. Cut up the sentences. Give each sentence to a different pupil in the class and ask them to stand at the front of the class and line up in the correct order as they hear their sentences on the CD.



Listen and learn about a school in China.

- Hold up your PB and explain that the pupils are going to read about a school in China.
- Say **Let's read about a school in China.** Play CD 1 Track 28. Encourage the pupils to follow the text in their books as they listen.
- Check the pupils' understanding by asking questions about the text. Praise their answers, saying **Very good!**



These children are at school in China. They start school at half past seven in the summer and at half past eight in the winter. Every morning before class, there is music in the playground and children do exercise. Some children sleep in the school after lunch!
by Anna



Look at page 10 in the Pupil's Book and circle. Listen and check.

- Say **Open your Activity Books and find page 10**. Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 16. Check that the pupils understand what they have to do. Ask pupils to work individually to circle correct information. Encourage them to look at page 10 for help.
- When the pupils have finished, say **Let's listen and check our answers** and play CD 1 Track 29.
- Check the answers with the class. Ask different pupils **What's number (1)?**
- Answers: 1 September / 2 July / 3 three / 4 starts / 5 are / 6 five



- 1 In the UK the school year starts in September.
- 2 It finishes in July.
- 3 There are three half-term holidays, one in each term.
- 4 In Spain the school year starts in September.
- 5 There are summer holidays.
- 6 Some children finish at five o'clock.



Read. Write about your school and stick a photo.

- Hold up your AB and point to Activity 17. Check the pupils understand the instructions, and explain that first they will read the example.
- Point to the notes on the left. Then show the pupils the empty frame to the right and say **Now write about your school**. The pupils work individually writing their paragraph. Move around the room to check their work. Praise it and say **Very good!**
- Explain that pupils should stick a photo of themselves in the empty frame. If pupils do not have a photo then encourage them to draw a picture instead.
- Check the answers with the class. Ask different pupils to read their paragraph.
- Answers: Pupils' own answers

CLIL project: *International school years*.

- Say to the pupils **Let's do a project about international school years**. Divide the class into four groups and give each group one of the fact files from the TN photocopiable page 302. There are four different countries. Make several copies of the page and cut each page into four. Give each group one fact file. Alternatively, you can make several copies of the photocopiable and have students work in pairs, with several pairs working on the same country.
- Tell the pupils to look at the different headings for their country. Explain that each group should find out information in order to complete their fact file.
- The groups work together to find their information and complete their fact file. When they have found the information, ask the group to draw a picture of children at school in that country. Or ask them to find a photo in a magazine to illustrate their country.
- Move around the classroom to check their work and offer help when required.
- When they have finished, ask each group to come to the front and stick their fact file and picture on a large piece of card. Ask each group to present their country to the rest of the class. Encourage the pupils to say *In (country) school starts at... .*

Closing activities

- Say to the pupils **It's time to stop**. Encourage them to close their books and tidy up their things.
- Say **Let's sing the *Time to stop* chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

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, answering True or False and writing
- Write sentences about subjects, days and times
- Evaluate learning

Language focus

- *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- *o'clock, quarter past, quarter to, half past*
- *I/We have got (Music) on...*







Materials

- Use the flashcards and word cards you have prepared: *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- Activity Book pages 11 and 69
- Class audio CD












At-a-glance lesson plan (AB pages 11 and 69)



Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)  
- **Vocabulary game** *Poster*    

Main activities

- **Mind Map:** Unit 1 (AB page 69)  
- **Listening practice** Listen and number. (CD 1 Track 30) (AB page 11).   
- **Reading and writing practice** Read. True ✓ or false ✗? Write sentences about your school timetable. (AB page 11).  
- Evaluation  

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Tell the pupils that they are going to sing the *Let's sing an English tune* chant.
- Say to the pupils **Let's sing the Let's sing an English tune chant** (for lyrics see TN page 38). Play CD 1 Track 2. Have the pupils sing with you.

Play Poster.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play *Poster*, or choose another game from the Activity Bank to recycle the vocabulary.

Main activities



Mind Map: Unit 1.

- Say **Open your Activity Books and find page 69.** Give the pupils a moment to find the page by themselves.
- Say **Do you remember the school subjects?**
- Hold up your AB and point to the mind map at the top of the page. Explain that the pupils should stick the picture or word stickers in the correct place on the mind map.
- Put the school subjects flashcards and word cards you have prepared face up on your desk. When the pupils have finished their task, invite different pupils to the front to match the flashcards and the wordcards and stick them on the board in the same shape as the mind map.
- Ask the pupils to look at the matched cards on the board and to check their stickers on their mind map.



Listen and number.

- Say **Open your Activity Books and find page 11.** Give the pupils a moment to find the page by themselves.
- Explain that the pupils are going to revise the clock times. Explain that they must listen to the CD and number the clock times in the order they hear them on the CD.
- Play CD 1 Track 30 and pause between each sentence. Ask the pupils to write the correct numbers. Play the CD again so the pupils can check their answers.
- When they have finished check the answers together. Write the numbers 1 to 4 on the board.
- Say to the pupils **Let's check our answers.** Ask individual pupils **What's number (1)?** Continue with the rest of the answers and write the answers on the board. Praise the pupils' answers by saying **Well done!**
- Encourage the pupils to look at the answers on the board and compare with their own answers by ticking the ones they got correct. Move around the room and check their work.
- Answers: 1 a / 2 c / 3 b / 4 d

Revision: Lessons 7 and 8 Web Quest 1

1 Listen and number.

a b c d

2 Read. True ✓ or false X?

1 I've got Science at quarter to ten. ☒ 4 I've got Music on Monday. ☐

2 I've got History on Thursday. ☐ 5 I've got I.C.T. at half past eleven. ☐

3 I've got English at quarter past three. ☐ 6 I haven't got P.E. on Tuesday. ☐

3 Write sentences about your school timetable.

I've got English on Monday at ten o'clock.

Good Very good Excellent

Unit 1 Mind Map 1

School subjects

Science Art 25 x $\frac{3}{75}$

English I.C.T.

Geography

Unit 2 Mind Map 2

Places

greengrocer's bakery

town hall cinema bridge



- 1 It's half past twelve.
- 2 It's one o'clock.
- 3 It's quarter to ten.
- 4 It's quarter past three.

page 11 **Read. True ✓ or false X?**

- Hold up your AB and point to Activity 2.
- Tell the pupils to look at the pictures carefully and to find the clock times or days of the week and decide which subject is illustrated.
- Ask them to read the sentences and to put a tick or a cross according to the information in the pictures.
- When the pupils have finished check the answers together as a class.
- Answers: 1 ✓ / 2 X / 3 X / 4 X / 5 ✓ / 6 X

page 11 **Write sentences about your school timetable.**

- Hold up your AB and point to Activity 3.
- Explain that the pupils should write their own sentences about their school timetable, including their subjects and the days and times of their lessons.
- The pupils work individually writing their sentences. Move around the room to check their work. Praise it and say **Very good!**
- Pupils' own answers

page 11 **Evaluation**

- Praise the pupils' work over the unit.
- Have the pupils look back at their work for the whole unit and think about what they have achieved.
- Hold up your AB and point to the three faces of the *Your Quest* pupils at the bottom of the page.
- Encourage the pupils to colour the face which matches their work for Unit 1.
- Move around the classroom and comment on the pupils' self-assessment.
- Say to the pupils **Well done! We have finished our Web Quest.**

Closing activities

- Say to the pupils **It's time to stop.** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

Lesson 8

Learning objectives

- Review the unit using *Quest 1: Web quest*
- Read the Writing Diary and answer questions
- Create a personalized diary about school subjects and talk about it

Language focus

- *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- *o'clock, quarter past, quarter to, half past*
- *I've got (Maths) on (Tuesday) at (ten) o'clock*
- *I haven't got Science*
- *When have you got (Music)?*
- *Have you got (P.E.) on...?*






Materials

- Crayons for each pupil
- Photocopiable: *Quest 1: Web Quest* (TN page 310)
- Writing Diary
- Class audio CD








At-a-glance lesson plan (Writing Diary)



Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)  
- **Vocabulary game** *Story quiz*   

Main activities

- **Photocopiable activity** Complete *Quest 1: Web Quest*   
- **Writing Diary** Read the diary entry. Read the Diary Notes and answer questions (Activity Book page 12).  
- **Writing Diary** Plan and write your Diary entry. Draw. Complete the Diary Notes. Talk about your timetable (Activity Book page 12).

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and have the pupils answer.
- Tell the pupils that they are going to sing the *Let's sing an English tune* chant.
- Say to the pupils **Let's sing the Let's sing an English tune chant** (for lyrics see TN page 38). Play CD 1 Track 2. Have the pupils sing with you.

Play Story quiz.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play *Story quiz*, or choose another game from the Activity Bank to recycle the vocabulary.

Main activities

Complete *Quest 1: Web Quest*.

- Ask the pupils what they remember about Unit 1: *Web Quest*.
- Ask a volunteer to give out a copy of the *Quest* task sheet for Unit 1 to each student. Explain that it is their quest about subjects, similar to what the characters have done in the unit.
- The pupils work individually completing the sheet and referring to the correct pages in their PBs. 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 Art, Music, Maths, History, Geography, Science, P.E., English and I.C.T (PB page 5) / 2 What's the capital of Australia? (PB page 6) / 3 quarter past nine (PB page 9) / 4 half past ten (PB page 9) / 5 Christmas, Easter, summer, half-term (PB page 10)



Read the diary entry.

- Say **Open your Activity Book at page 12.** Give the pupils a moment to find the page by themselves.
- Hold up your Activity Book and point to the first activity. Ask the pupils **What's this?** (*Quest* diary).
- Ask the pupils to read the entry, telling them that you will then ask them some questions about it. You may wish to read it aloud as they follow in their books.
- When the pupils have finished reading, ask these questions **Who is the writer?** (Charlie) **What is it about?** (his school timetable) **What is the date?** (12th October).
- 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 has he got on Monday?** (English) **When has he got Maths?** (On Tuesday) **Has he got Art on Wednesday?** (No, he hasn't.) **Has he got I.C.T. on Friday?** (Yes, he has.).
- Listen to the pupils' answers and praise them, saying **Very good!**
- Finally ask students to tick or cross the statement at the bottom of the diary entry.
- Answer: ✓

Plan and write your Diary entry. Draw.

- Say to the pupils **It's time to write your diary entry.** Say **Open your Activity Book and find page 12.** Tell the pupils that they are going to write their diary entry on the lines provided and draw a picture in the empty space.
- Say **Tell me about your timetable** Encourage the pupils to respond saying *I've got (History) on (Monday).* Listen and praise their speaking saying **Very good!**

- The pupils now work individually writing their entry. Give the pupils time to write, but move around the room to offer help. Encourage them to refer to Charlie's diary entry for reference.
- When the pupils have finished, check their writing. Then say **Draw yourself.** Then pupils do this individually. Alternatively the pupils can stick a photo in the frame.

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

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 timetable.

- Say to the pupils **Let's talk about your school timetable.** Ask them to work with a pupil near to them.
- When the pupils are ready, say **Tell your partner about your school timetable.** The pupils describe their timetable. 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 to the pupils **It's time to stop.** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

For *The Quest begins again* animated story script see TN page 43.



First day of school

Tilly: Hi Tom! Hi Florence!

Tom and Florence: Hi Tilly!

Tilly: Look! The new school timetable.

Tom: Oh great!

Florence: Look! We've got Art on Friday, at half past two.

Tilly: When do you study Spanish, Tom?

Tom: I study Spanish on Wednesday.

Florence: We haven't got Spanish on Wednesday. We've got Spanish on Thursday.

Tom: When's Science?

Florence: We've got Science on Monday, at quarter to ten and you've got Science on Friday, at one o'clock.

Tilly: Hello, Miss Howard!

Miss Howard: Hello, Tilly!

Florence: Are you OK?

Miss Howard: No, I'm not. I don't know where to go!

Tom: It's easy, Miss Howard. Look, are you blue or green?

Miss Howard: Blue.

Florence: You've got English now and Music at quarter past eleven.

Tilly: And you've got P.E. tomorrow at one o'clock.

Tom: And you've got I.C.T. on Friday, at quarter to ten.

Miss Howard: OK. Thanks everyone!

Tom: Miss Howard! It's that way!



CLIL – The school year

Tilly: Hey Florence, are you back from your holiday?

Florence: Yes, what a great holiday! I wonder if children in other countries have the same school days and the same holidays as us?

Tom: We start school at nine o'clock and finish at three o'clock in the UK.

Tilly: Is that China? What time do they start school in China?

Tom: Yes, look. They are going to school. In China, school starts at half past seven in the winter...

Florence: ...and at half past eight in the summer. Look, that's the Chinese New Year. In the UK, New Year is the 1st of January, but Chinese New Year is in February. Children get a week's holiday for that.

Florence: We get holidays at Christmas.

Tilly: Look, they are having their Christmas dinner.

Tom: We get holidays at Easter too.

Florence: Those children are enjoying an Easter egg hunt.

Tom: Look, this school is in France.

Florence: Do they have a summer holiday in France?

Tilly: Yes, they have eight weeks. We only have six weeks in the summer!

Tom: This is a Hindu festival called Diwali. It's a festival of lights. Children get a holiday.

Florence: It's really beautiful!

Tilly: Lots of different holidays at different times of the year.

Learning objectives

- Identifying and naming shops and places (C1 C7 C8)
- Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8)
- Listening to, reading, understanding and explaining a story (C1 C6 C7 C8)
- Practising and discriminating between the /æ/ and /eɪ/ sounds (C1 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 (C1 C7 C8)
- Making a cut-out and using it in a communicative game (C1 C5 C6 C7 C8)
- Identifying and using directions (C1 C3 C7)
- Using directions with places (C1 C3 C7 C8)
- Listening to, reading and understanding a comic strip (C1 C6 C7 C8)
- Listening to, reading and understanding texts about cities (C1 C3 C7 C8)
- Writing a short text about a city (C1 C3 C7 C8)
- Doing a quiz about London (C1 C3 C7 C8)
- Creating a record of vocabulary learnt (C7 C8)
- Reviewing what has been studied and reflecting on it (C1 C3 C6 C7 C8)
- Reading and understanding a short diary entry (C1 C3 C7 C8)
- Writing a short personalized diary entry about a town and talking about it (C1 C3 C5 C6 C7 C8)

Key language**Vocabulary**

- bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- turn left, turn right, go straight on, walk around*
- CLIL vocabulary: *capital, city, art gallery, cathedral, river, the Houses of Parliament, famous, government*

Structures

- I'm going to the (greengrocer's).*
- I'm not going to the (library).*
- Where are you going?*
- Are you going to the (square)?*
- Yes, I am. / No, I'm not.*

Recycled language

- Let's go (to the cinema).*
- It's...*
- This is...*

Receptive language

- Can I come too?*
- You can (come).*
- Let's look at/listen/say/rap/play/sing/read/investigate...*
- Cut along these lines.*

Socio-cultural aspects

- Understanding cities
- Showing interest in differences between cities

Summary

In this unit you will introduce and practise vocabulary for naming places and expressing intention. Pupils will learn how to give directions. They will learn how to describe places in a city and to write a short description of a city.

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 I.C.T.
- 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 say words for different places
- Listen to, read and sing the *Where are you going?* song
- Show understanding by circling words and by writing

Language focus

- *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- *Where are you going?*
- *Where is he/she going?*
- *I'm going to the (bank).*
- *Let's go to the (baker's).*
- *Can I come too?*
- *You can come to the (cinema) with me.*

Materials

- Flashcards and word cards you have prepared: *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- Pupil's Book page 11
- Activity Book page 13
- Class audio CD

Opening activities

- Say **Hello! How are you?** and have the pupils do the same.
- Say **Sing the *Let's sing an English tune* chant** (for lyrics see TN page 38). Play CD 1 Track 2. Sing the song and have the pupils sing with you.

Main activities

Play *What's this?*

- Hold up the pile of places flashcards you have prepared for the unit so that they are facing you and so that the pupils can't see them. Quickly flip over one card to give the pupils a glimpse. Encourage them to guess what it is. When they guess it, say **Yes! (cinema). Well done!**
- Encourage the class to speculate about what each flashcard shows. Continue until you have shown them all the flashcards. When they guess correctly, congratulate them saying, **Well done!**
- Hold the pile of flashcards and ask the pupils **What's this?** Pull a card from the back of the pile and slowly move it upwards, revealing a part of the picture.



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

Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)

Main activities

- **Vocabulary game** *What's this?*
- **Vocabulary activities** *Places word rap* (CD 1 Track 31) Listen, point and say the words.
- **Vocabulary game** *I can match*
- **Song** *Where are you going?* (CD 1 Track 32) Listen to the song. Answer the questions. Listen and read. Sing the song. (PB page 11)
- **Vocabulary game** *Guess the sentence*
- **Word Quest** (CD 1 Track 34) Listen and play (PB page 11).
- **Vocabulary and writing activities** Look and circle the correct words. Look at the picture and write sentences. (AB page 13).

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)


- Invite a pupil to guess the answer. Stick the flashcard on the board.
- Repeat the process with the rest of the flashcards, sticking them on the board as you go along.
- Finally ask the pupils **What's the Quest topic?** Listen to their answers and say **Yes, places/shops.**

Listen, point and say the words.

- Say **Let's listen and say the *Places* word rap.** Play CD 1 Track 31 and point to the different flashcards on the board as you hear the words spoken on the CD.
- Play the track again. Get the pupils to say the words while you point to the flashcards on the board. Or you could point to each flashcard in turn, say the word and encourage the pupils to repeat it. Repeat this procedure with all the flashcards.


Unit 2 New York, New York!

Lesson 1 1 Listen and read. Sing the song.



Where are you going? Can I come too?
I'm going to town. I've got lots to do.
I'm going to the bank and the library.
You can come to the town hall with me.
Come and have a look around.
There's a square and shops in the town.
The butcher's, the baker's, the greengrocer's too.
Lots of things to see and do.
Where are you going? Can I come too?
Let's go to the cinema, me and you.

2 Word Quest
Listen and play.



What's this place? It's a butcher's.
What other number is it? Three.

Unit 2 New York, New York!

Lesson 1 1 Look and circle the correct words.



1 I'm going to the bank / station. 2 I'm going to the butcher's / butcher's.
3 I'm going to the town hall / library. 4 I'm going to the bridge / square.
5 I'm going to the square / station. 6 I'm going to the town hall / cinema.
7 I'm going to the greengrocer's / butcher's. 8 I'm going to the cinema / baker's.
9 I'm going to the bridge / square. 10 I'm going to the baker's / butcher's.

2 Look at the picture and write sentences.



Where are you going, Charles? I'm going to 1 the baker's, and then 2 _____.
Where are you going, Anna? I'm going to 3 _____ and then 4 _____.
Where are you going, Olga? I'm going to 5 _____, let's meet in 6 _____.



Places word rap

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

bank
cinema
butcher's
greengrocer's
baker's
library
station
town hall
bridge
square

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 places word cards to the class and ask **Can you match the words to the pictures?** Hold the word cards face down in a fan and invite a pupil to the front to pick a card and match it to the flashcard on the board. Stick the word card next to the correct flashcard on the board. Read the word aloud and encourage the pupils to repeat after you.

• Ask a different pupil to come and match the next card. Continue until you have covered all the flashcards/word cards.

• Finally, say the words for all the flashcards you have on the board. Move your hand across the pictures and words slowly, 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 Where are you going? song.** Encourage the pupils to stand up.

• Play CD 1 Track 32 and encourage the pupils to sing along with the CD.

• Play the song again and then ask the pupils to answer your questions. Stop the CD after each answer is heard. **Where is she going?** (bank, library, town hall, square, shops, butcher's, baker's, greengrocer's, cinema). **Is she going to the (library)?** (Yes, she is. / No, she isn't.)



Where are you going? song

Where are you going? Can I come too?
I'm going to town. I've got lots to do.

I'm going to the bank and the library.
You can come to the town hall with me.
Come and have a look around.
There's a square and shops in the town.
The butcher's, the baker's, the greengrocer's too.
Lots of things to see and do.

Where are you going? Can I come too?
Let's go to the cinema, me and you.



Listen and read. Sing the song.

- Say **Open your Pupil's Books and find page 11.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to look at the picture and ask **What are the children doing?** (looking at a town map). Point to the different characters and ask the pupils questions about what they can see.
- Play CD 1 Track 32 and encourage the pupils to read the words of the song in their PB while listening to the CD.
- Say **Let's sing the Where are you going? song.** Play the track again and encourage the pupils to stand up and sing along with you.

Play Guess the sentence.

- Take the word cards down from the board but leave the flashcards.
- Tell the pupils that they are going to say lines from the song. Say to the pupils **I'm going to the (bleep) and the (bleep).** Instead of saying the place or shop, point to a flashcard on the board.
- Invite a pupil to say the missing words as you repeat the whole sentence. If they say the words correctly, remove the flashcard from the board.
- Continue by saying different lines from the song, until all the flashcards have been removed.



Word Quest. Listen and play.

- Hold up your PB and point to Activity 2. Ask the pupils **Who is playing the game?** (Charlie and Anna).
- Say to the pupils **Cover the words** and show them in your open PB how to use their hands or another book to cover the words on the panel at the bottom of the *Word Quest* game.

- Play CD 1 Track 34 and encourage the pupils to look at the game in their PB while listening.
- When the CD has finished ask the pupils Anna's questions. **What's this place?** Encourage the pupils to look at the *Word Quest* and answer. *It's (a butcher's).*
- When the pupils are confident, ask them to play the game in pairs. Monitor and praise their speaking, saying **Very good!**



Anna: What's this place?

Charlie: It's a butcher's.

Anna: Yes! What number is it?

Charlie: Three.

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

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

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



Look and circle the correct words.

- Say **Open your Activity Books and find page 13.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 1. Check that the pupils understand and ask them to work individually circling the correct words.
- When the pupils have finished, correct the sentences together. Nominate different pupils to answer, for example **Maria. What's number 1?**
- Praise the pupils' work, saying **Well done!** and ask them to listen and tick the sentences they got correct in their Activity Books.
- Answers: 1 bank / 2 library / 3 station / 4 greengrocer's / 5 square / 6 baker's / 7 bridge / 8 town hall / 9 cinema / 10 butcher's



Look at the picture and write sentences.

- Hold up your AB and point to Activity 2. The pupils work individually to complete the sentences.
- Move around the room, checking the pupils' work, saying **Very good!**
- Answers: 1 the baker's / 2 the library / 3 the butcher's / 4 the greengrocer's / 5 the bank / 6 the square

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the *Time to stop* chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

Lesson 2

Learning objectives

- Listen to and sing the *Where are you going?* song
- Listen to, read and understand the story
- Show understanding of the story by answering questions, matching and completing sentences
- Practise the sounds /æ/ and /eɪ/ and discriminate between them

Language focus

- *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- *I'm going to the (bank).*






Materials

- Flashcards and word cards you have prepared: *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- Pupil's Book pages 12–13
- Activity Book page 14
- Class audio CD












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



Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)  
- **Vocabulary game** Play any game.   

Main activities

- **Song** *Where are you going?* (CD 1 Track 32) (karaoke CD 1 Track 33) Listen and sing.  
- **Story** *A New York story* (CD 1 Track 35) Listen to the story. Check comprehension. Ask questions. Listen to the story. Read. Find the *Quest* letter. (PB pages 12–13) Remember the story: *A New York story*. Look and match. Number. Write the words. Read and complete the sentences. Write the *Quest* letter. (AB page 14)    
- **Pronunciation** Say the words. Listen and say. (CD 1 Track 36) Listen and say the chant. (CD 1 Track 37) (PB page 13). Circle, sort and write. Listen and check. (CD 1 Track 38) (AB page 14).   

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *Let's sing an English tune chant*** (for lyrics see TN page 38). Play CD 1 Track 2. Have the pupils sing with you.

Play any game.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Choose a game from the Activity Bank to recycle the vocabulary.

Main activities

Listen and sing.

- Ask the pupils **Do you remember the *Where are you going?* song?** Encourage them to say sentences from the song, *I'm going to the (bank).*
- Stick the flashcards on the board.
- Say to the pupils **Let's sing the *Where are you going?* song** (for lyrics see TN page 68). Play CD 1 Track 32 and encourage the pupils to sing along. Have the pupils point to the flashcards as they sing.
- Or you can play the karaoke version, CD 1 Track 33. Encourage the pupils to sing the words.

Listen to the story.

- Say **Let's listen to the story.**
- Explain that the *Your Quest* characters are going on their second quest. Ask the pupils what they remember about the previous *Quest*.
- Generate interest in the story by inviting pupils to speculate about the first picture. **Where are the children?** (in New York).
- You can either tell the story by reading the text by playing CD 1 Track 35.
- Make sure that you show the appropriate frame as you listen to the story on the CD. Point to different things on the pictures to help the pupils understand during the story.
- Finally, ask the pupils **Can you see Victor Virus?** (frames 7 and 8).

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

**Frame 1**

Anna: Wow! We're in New York! This is amazing.

Olga: Look at the skyscrapers.

Charlie: Do you think Victor Virus is here?

Frame 2

Anna: Oh, look. Victor Virus is in New York.

Olga: I wonder where he is.

Frame 3

Charlie: Look over there, at the poster. It's the launch of the new *Quest* computer game today.

Anna: I bet Victor Virus is there.

Olga: Let's take the bus.

Frame 4

Olga: I love New York. Look at all the buildings.

Anna: I think that building is the Town Hall.

Charlie: Look! That's Grand Central Station over there.

Frame 5

Olga: Can you tell us where the *Quest* computer shop is?

Passer-by: It's over there, between the bank and the cinema.

Anna: Thanks.

Frame 6

Olga: Here we are. It's two o'clock.

Anna: We're just in time for the launch.

Frame 7

Charlie: Look, it's the famous computer games designer, Jim Jones.

Anna: Cool!

Olga: But who's that up there?

Anna: I think it's Victor Virus.

Frame 8

Charlie: Stop him! It's Victor Virus.

Security guards: We can stop him.

Jim Jones: Oh no! Is the computer game OK?

Frame 9

Security guard: We don't know where Victor Virus is.

Jim Jones: But the computer game is safe.

Children: Hooray!

Frame 10

Jim Jones: Thank you for your help, children. Here are copies of the new computer game.

Charlie: Thank you!

Anna: Here's the *Quest* symbol. Time to go.

Check comprehension. Ask questions.

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

2 New York, New York! Lesson 2

3 Remember the story: A New York story. Look and match. Number. Write the words.

That's Grand Central Station! / I think it's Victor Virus! / Victor Virus is in New York! / Here are copies of the new Quest computer game.

4 Read and complete the sentences.

1 The children are in New York.

2 The children take the bus to the launch of the new Quest computer game.

3 The Quest computer shop is between the bank and the cinema.

4 They go to the Quest computer shop at two o'clock.

5 Jim Jones is a games designer.

6 Jim Jones gives the children copies of the new computer game.

5 Write the Quest letter.

6 Circle, sort and write. Listen and check.

** phonics **

b o k e r a p p l e s k a t e o t s a n d w i c h e s l a k e

booker

apple

Frame 1

Where are the children? (in New York)

What can Olga see? (skyscrapers)

Frame 2

Is Victor Virus in New York? (yes)

Frame 3

What's happening today? (the launch of the new Quest computer game)

How do the children travel? (by bus)

Frame 4

Who loves New York? (Olga)

Which building can Anna see? (the Town Hall)

Which building can Charlie see? (Grand Central Station)

Frame 5

Who asks the man for directions? (Olga)

Where is the Quest computer shop? (between the bank and the cinema)

Frame 6

What time is it? (two o'clock)

Are the children in time for the launch? (yes)

Frame 7

What's the name of the famous computer games designer? (Jim Jones)

Who can the children see on the balcony? (Victor Virus)

Frame 8

What does Victor Virus do? (he runs away)

Who tries to stop him? (the security guards)

Frame 9

Do the security guards know where Victor Virus is? (no)

Is the computer game safe? (yes)

Frame 10

What does Jim Jones give the children? (the new computer game)

What is the Quest symbol? (a canoe)



Listen to the story. Read.

• Say **Open your Pupil's Books and find page 12.** Give the pupils a moment to find the page by themselves.

• Ask the pupils to listen to the story and follow the dialogue by reading it in their PB. Play CD 1 Track 35.

• Say **What places can you see?** Give the pupils time to look at the story frames, and invite different pupils to suggest answers.

Find the Quest letter.

• Ask the pupils to search in the story frames of their PB for the letter which is hidden there.

• Say **What's the Quest letter?** (D, in frame 3)



Remember the story: A New York story. Look and match. Number. Write the words.

• Say **Open your Activity Books and find page 14.** Give the pupils a moment to find the page by themselves.

• Hold up your AB and point to Activity 3.

Explain that the pupils should match the speech bubbles to the correct pictures which are from the PB story.

• The pupils work individually.

• Check the answers as a class, asking different pupils to answer each question.

• Now explain that they have to unjumble the letters and write the missing words in the speech bubbles.

• Answers: b 1 Victor Virus is in New York. / c 2 That's Grand Central Station over there. / a 3 I think it's Victor Virus. / d 4 Here are copies of the new computer game.



Read and complete the sentences.

- Hold up your AB and point to Activity 4.
- Check that the pupils understand what they have to do.
- Give the pupils time to read and complete the sentences with the words from the box. Remind them that they can look in the PBs to check their answers if they are not sure.
- Invite a pupil to read the first sentence aloud and another to say if that answer is correct. Write the answers on the board.
- Answers: 1 New York / 2 bus / 3 cinema / 4 two o'clock / 5 computer / 6 game



Write the Quest letter.

- The pupils write the secret letter which they found hidden in the story in the PB in the box provided. This is in preparation for finding the secret word in Unit 8.
- Answer: D

Say the words.

- Stick the *baker's* and *bank* flashcards on the board. Go round the class and ask each of the pupils to say the words.
- Explain that the words contain different sounds and today they are going to practise those sounds.
- Say /eɪ/ **bAker's** and encourage the pupils to repeat with you. Repeat the same with /æ/ **bAnk**.



Listen and say.

- Say **Open your Pupil's Books and find page 13.** Give the pupils a moment to find the page by themselves.
- Hold up your PB and show the pupils Activity 4.
- Say **Let's listen and point to the words.** Play CD 1 Track 36 and encourage the pupils to point at the words shown coming out of the school bag in their PBs as they listen.
- Say **Let's say the words.** Play the track again and encourage the pupils to say the words.

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 pointing to the flashcards and encouraging the pupils to repeat with you slowly, then quickly, in a loud voice and then in a quiet voice.



at
apples
sandwiches
cake
lake
baker



Listen and say the chant.

- Show the pupils the words to the chant in their PB. Explain how the words in the list are all included in the chant.
- Say **Look at the picture and find the words.** Point to the picture and ask pupils to find the words from the phonics drill and say them as they point to the items in the picture.
- Say **Now let's say the chant.**
- Play CD 1 Track 37. Have the pupils follow the words in their PB and say the chant at the same time.
- You could play the track again and have the pupils repeat until they feel confident.
- Finally, tell the pupils to look back at the story. Ask them, **Can you see words with the /eɪ/ in Frame 1?** (amazing, skyscrapers) **Can you see words with the /eɪ/ in Frame 3?** (game, take) **Can you see words with the /æ/ in Frame 4?** (at, that, grand) **Can you see words with the /æ/ in Frame 5?** (can, bank, thanks).
- Encourage them to look in the frames and listen to their answers, writing the correct ones on the board.
- If the pupils seem unsure about the sounds. Repeat the example sound words to help them find words with the same sound in the story frame.



At the greengrocer's and the baker's
by the lake
we've got sandwiches,
apples and enormous cakes.



Circle, sort and write. Listen and check.

- Say **Open your Activity Books and find page 14.** Give the pupils a moment to find the page by themselves.
- Hold up your book and point to Activity 6. Check that the pupils understand, and ask them to write the words in the correct place. Complete an example with them.

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

- When the pupils have finished, invite different pupils to say the words aloud.
- Finally, play CD 1 Track 38 and check the pupils' answers.



Phonics

/eɪ/

baker

cake

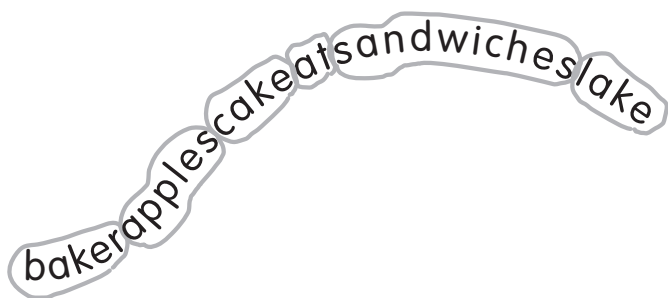
lake

/æ/

apples

at

sandwiches



- Answers: baker, cake, lake / apples, at, sandwiches

Closing activities

- Say to the pupils **It's time to stop.** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

Lesson 3

Learning objectives

- Sing the *Where are you going?* song
- Listen to, read and perform a short dialogue
- Identify parts of the language structure and make sentences and questions
- Show understanding by identifying and writing sentences, listening and matching, and by writing sentences

Language focus

- *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- *Where are you going?*
- *Are you going to the (baker's)? Yes, I am. / No, I'm not.*
- *I'm going to the (bank).*
- *I'm not going to the (cinema).*

Materials

- Crayons for each pupil
- Flashcards you have prepared: *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- Pupil's Book page 14
- Activity Book page 15
- Class audio CD

Opening activities

- Say **Hello! How are you?** and have the pupils return the greeting.
- Say **Sing the *Let's sing an English tune chant*** (for lyrics see TN page 38). Choose any game from the Bank, to recycle the vocabulary.

Play any game.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play any game from the Bank, to recycle the vocabulary.

Main activities

Listen, sing and point.

- Ask the pupils **Do you remember the *Where are you going?* song?**
- Give out the flashcards you have prepared to different pupils around the class and show them how to hold their flashcard so nobody else can see it.
- Say **Let's sing the song** (for lyrics see TN page 68). Ask the pupils holding a card to stand at the front, and when they hear the word which



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

Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)
- **Vocabulary game** Any game.

Main activities

- **Song** *Where are you going?* (CD 1 Track 32) (karaoke CD 1 Track 33) Listen, sing and point.
- **Dialogue** Listen and read (CD 1 Track 39) (PB page 14)
- **Language activity** Let's investigate grammar (PB page 14).
- **Vocabulary game** *Where am I going?*
- **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 1 Track 40). Look at Activity 8. Write sentences about Anna. (AB page 15).

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5).

is on their flashcard they lift the card above their heads. Play CD 1 Track 32. Encourage the rest of the pupils to sing along and to point to the correct card/pupil holding card.

- You can also use the karaoke version (CD 1 Track 33).

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



Listen and read.

- Say **Open your Pupil's Books and find page 14.**
- Give the pupils a moment to find the page by themselves.
- Hold up your PB and point to Activity 5. Ask the pupils questions about the picture. **Who can you see?** (two girls) **Where are they?** (in town) **What are they doing?** (asking each other about places).
- Play CD 1 Track 39 and encourage the pupils to read the dialogue while listening.

2 New York, New York! Lesson 3

5 Listen and read.

16 Harriet! Where are you going?
Oh, hi! I'm going to the greengrocer's. Where are you going?
I'm going to the library to return this book.
Oh! Are you going to the square then?
Yes, I am. Do you want to come with me?
I'm not going to the library, but the greengrocer's is in the square!
Let's go together!

6 Let's investigate grammar.

Lesson 4 7 Make your cut-out cards (Activity Book, page 75). Play a game.

Let's investigate grammar! Lesson 3 New York, New York! 2

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

- to the library? / you / Are / going
- to the cinema. / I'm / going
- going / I'm / to the station. / not
- you / are / Where / going?

8 Listen. Tick ✓ or cross ✗.

9 Look at Activity 8. Write sentences about Anna.

I'm going to the cinema.

- Ask the pupils about the dialogue to check their understanding.
- Play the CD again, but this time encourage the pupils to repeat each sentence of the dialogue after you, pausing the CD after each line. Help them with pronunciation, if necessary.
- Put the class into two groups. Ask one group to read out the lines of the dialogue for the first girl chorally and the other group to read out the lines of the dialogue for the second girl chorally. Repeat this until the pupils are confident with saying the dialogue.

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



Girl 1: Hi Harriet! Where are you going?
Girl 2: Oh, hi! I'm going to the greengrocer's. Where are you going?
Girl 1: I'm going to the library to return this book.
Girl 2: Oh! Are you going to the square then?
Girl 1: Yes, I am. Do you want to come with me?
Girl 2: I'm not going to the library, but the greengrocer's is in the square!
Girl 1: Let's go together.



Let's investigate grammar.

- Hold up your PB and point to the box at the bottom of the page. Say **Let's investigate grammar**.
- Point to the coloured questions and sentences and explain their meaning to the pupils.
- Highlight the negatives in bold and the contractions in the Remember box.
- Ask the pupils questions to check their understanding. Ask **Who says 'I'm going to the library'** (Harriet – girl on the left) **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 and invite them to find other examples of affirmative, negative or questions.
- Finally, stick the flashcards on the board and ask the pupils to make sentences or questions. Say **Make an (affirmative) sentence**. Praise the pupils' speaking.

Play *Where am I going?*

- Invite a pupil to come to the front to choose a flashcard. Tell him/her not to show anybody their flashcard.

- Invite the class to ask him/her questions to guess which card he/she has chosen. Encourage different pupils to ask questions and help them by prompting with **Are you going to the (library)?** if they have difficulties. Praise their speaking by saying **Very good!** and **Well done!**
- Invite different pupils to the front to carry out the task.

Option: You may wish to put the pupils into pairs, and ask them to play the game together. Encourage them to use the 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 Books and find page 15.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to look at Activity 7. Check that the pupils understand what they have to do. Pupils work individually to complete the sentences.
- Finally, ask the pupils to colour in the sentences using the same colours as in the language box in the PB (green for affirmative, red for negative, blue for questions).
- Answers: 1 Are you going to the library? (blue) / 2 I'm going to the cinema. (green) / 3 I'm not going to the station. (red) / 4 Where are you going? (blue)

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



Listen. Tick ✓ or cross X.

- Hold up your AB and point to Activity 8. Check that the pupils understand the instructions.
- Play CD 1 Track 40 and pause the CD after each sentence. Encourage the pupils to tick or cross in their AB.
- Play the track again so the pupils can check their answers.
- When they have finished, check the answers together.



Olga: Hi Anna! Are you going to the cinema?

Anna: Yes, I am.

Olga: Are you going to the bank?

Anna: No, I'm not.

Olga: Are you going to the library?

Anna: Yes, I am.

Olga: Are you going to the station?

Anna: No, I'm not.

Olga: Are you going to the baker's?

Anna: Yes, I am.

Olga: Are you going to the greengrocers?

Anna: Yes, I am.

Olga: Are you going to the butcher's?

Anna: No, I'm not.

- Answers: cinema ✓ baker's ✓ greengrocer's ✓ bank X butcher's X station X library ✓



Look at Activity 8. Write sentences about Anna.

- Ask the pupils to look at Activity 9. Check that the pupils understand, and ask them to work individually completing the sentences about Anna. Encourage them to look at Activity 8 to complete the task.
- When the pupils have finished, check the answers together.
- Answers: I'm going to the cinema. I'm going to the library. I'm going to the baker's. I'm going to the greengrocer's. I'm not going to the bank, the station or the butcher's.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

Lesson 4

Learning objectives

- Match and write sentences and questions about shops and places
- Show understanding by listening and writing sentences
- Talk about shops and shopping items using cut-outs

Language focus

- *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- *Where are you going?*
- *Are you going to the (library)? Yes, I am. / No, I'm not.*
- *I'm going to the (station).*
- *I'm not going to the (bank).*

Materials

- Crayons and scissors for each pupil
- Flashcards you have prepared: *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- Activity Book page 16
- Cut-outs for Unit 2 (AB page 75)
- Class audio CD



At-a-glance lesson plan (AB page 16 and page 75)

Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2) **C1 C6**
- **Vocabulary game** Any game. **C1 C7 C8**

Main activities

- **Vocabulary game** *Affirmative, negative or question* **C1 C7 C8**
- **Listening and writing practice** Match to make sentences. Look at Activity 10. Write the sentences in the dialogue. Listen and check. (CD 1 Track 41) Look and write the sentences. (AB page 16) **C7 C8**
- **Cut-out activity** Make your cut-out cards. Play a game. (AB page 75). **C1 C3 C6 C7 C8**

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5) **C1 C6**

Opening activities

Sing the *Let's sing an English tune* chant.

- Greet the pupils. Say **Hello. How are you?** and have the pupils return your greeting.
- Say **Sing the *Let's sing an English tune* chant** (for lyrics see TN page 38). Play CD 1 Track 2. Have the pupils sing with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Choose any game from the Activity Bank to recycle the vocabulary.

Main activities

Play *Affirmative, negative or question*.

- Ask the pupils **Do you remember the words for shops?** and show the pupils the flashcards. On the board draw three symbols in large clear letters: **+**, **-** and **?**. Make sure they are at a height the pupils can reach.
- Divide the class into two teams, A and B. Invite two volunteers from Team A 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 the flashcards shows one of them to Team B. The second pupil points to one of the symbols on the board. Team B must produce a sentence with the flashcard and the symbol they have been shown. The + symbol means that they should produce an affirmative sentence. The - symbol means that they should produce a negative sentence. The ? symbol means that they should produce a question.
- Team B gets a point for each correct sentence it produces. The game continues until all the cards have been used.
- Now play again but with two volunteers from Team B at the front. Team A must now produce sentences in the same way. The team with the most points wins.


2 New York, New York! Lesson 4

10 Match to make sentences.

| | | |
|-----------|---------|-------------------|
| 1 Where | I'm | to the baker's. |
| 2 I'm | are you | to the butcher's? |
| 3 No, | going | not. |
| 4 Are you | going | going? |


11 Look at Activity 10. Write the sentences in the dialogue. Listen and check.

Charlie: Hi, Olga! (1)
 ...Where are you going ...?
 Olga: I'm going to the bank. Are you going to the greengrocer's?
 Charlie: (2)
 Olga: You've got a shopping list. (3)
 Charlie: Yes, I am. And (4)



12 Look and write the sentences.

SHOPPING LIST



1 I'm going to _____
 2 _____
 3 _____
 4 _____

Do the activity on page 75.

Unit 2 Place names

| | | | |
|--------|----------|---------------|------|
| BAKERS | BUTCHERY | GREENGROCER'S | BANK |
| | | | |
| | | | |
| | | | |
| | | | |

page 16 Match to make sentences.

- Hold up your AB and point to Activity 10. Check the pupils understand and ask them to work individually to join the parts of the sentences.
- Move around the room and check the pupils' work.
- Answers: 1 Where are you going? / 2 I'm going to the baker's. / 3 No, I'm not. / 4 Are you going to the butcher's?

page 16 Look at Activity 10. Write the sentences in the dialogue. Listen and check.

- Hold up your book and point to Activity 11. Check that the pupils understand. Ask them to work individually to complete the dialogue. Remind them they should use the sentences from Activity 10.
- Play CD 1 Track 41 for the pupils to check their answers. Move around the room and check the pupils' work.
- Answers: 1 Where are you going? / 2 No, I'm not. / 3 Are you going to the butcher's? / 4 I'm going to the baker's.



- Charlie:** Hi Olga! Where are you going?
Olga: I'm going to the bank. Are you going to the greengrocer's?
Charlie: No, I'm not.
Olga: You've got a shopping list. Are you going to the butcher's?
Charlie: Yes, I am. And I'm going to the baker's.

page 16 Look and write the sentences.

- Ask the pupils to look at the final task on page 16 of their Activity Books. Check that the pupils understand what they have to do. Encourage them to write their sentences. Go round the classroom and check each pupil's work.
- Answers: 1 I'm going to the baker's. / 2 I'm going to the butcher's. / 3 I'm going to the bank. / 4 I'm going to the greengrocer's.



Make your cut-out cards. (Activity Book page 75). Play a game.

Stage 1

- Say to the pupils **Open your Activity Books and find page 75**. Give the pupils a moment to find the page by themselves.
- When the pupils are ready tell them to look and follow your instructions.
- Say **Cut along these lines**. Hold up your AB and signal they should cut along the dotted line around the pictures of the different shops and shopping items.
- Tell the pupils to write their initials in a corner on the face of the cards.
- Say **Place your cut-outs face down on your desk**. When the pupils have finished, encourage them to tidy up their desks and put the scissors away.

Stage 2

- Say **I need a cake** and hold up the cake flashcard. Encourage the pupils to hold up the card which shows the shop where you can buy a cake (baker's) and say **I'm going to the baker's**. Continue with all the shopping item cards until the pupils are confident.
- Say **Let's play Place pelmanism**. Invite a pupil to come to the front to play against you.
- Put all your cards face down on your desk, places on the left and things on the right.
- Turn over one card from each set and say the sentences. **I need a(n) (cake). I'm going to the (baker's)**.
- If the cards are a pair (place plus appropriate item), you win the cards. If they are not a pair, turn them face down again. Now it is the pupil's turn.
- The winner is the player with the most pairs of cards.
- Encourage the pupils to play the game in pairs. Move around the room and check that they are taking turns and saying the sentences correctly.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

Lesson 5

Learning objectives

- Identify and say directions
- Listen to, read and say the *Directions* rap
- Show understanding by matching and writing
- Listen to, read and understand a comic strip

Language focus

- *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- *turn left, turn right, go straight on, walk around*
- *I'm going to the (square).*
- *I'm not going to the (bank).*
- *Where is he/she going?*
- *Where are you going?*
- *Are you going to the (butcher's)? Yes, I am. / No, I'm not.*

Materials

- Word cards you have prepared: *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- Pupil's Book page 15
- Activity Book page 17
- Writing Diary, Activity Book page 20
- Class audio CD



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

Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)
- **Vocabulary game** Any game

Main activities

- **Vocabulary activities** Listen. Say the words. (CD 1 Track 42) (PB page 15).
- **Listening practice** *Directions* rap (CD 1 Track 43) Listen and read. Say the rap. (PB page 15).
- **Vocabulary and writing practice** Look and match. Look and complete. Look at the picture in Activity 14. Complete the sentences. (AB page 17).
- **Comic strip** *A Dog's Day*. (CD 1 Track 44) Listen and read. (PB page 15).

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage them to reply.
- Say **Sing Let's sing an English tune chant** (for lyrics see TN page 38).
- Say to the pupils **Let's sing**. Play CD 1 Track 2.

Play any game.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Choose any game from the Activity Bank to recycle the vocabulary.

Main activities



Listen. Say the words.

- Say **Open your Pupil's Books and find page 15**. Give the pupils a moment to find the page by themselves.
- Hold up your PB and point to the left column. Play CD 1 Track 42 and pause between each phrase. Encourage the pupils to repeat the phrases.



turn left
turn right
go straight on
walk around



Listen and read. Say the rap.

- Say to the pupils **Let's look at the picture** and point to the picture on page 15. Ask the pupils questions about it. **What's in the picture?** (a town) **What places can you see in the picture?** (library / bridge / square).
- Play CD 1 Track 43 and encourage the pupils to read the words of the rap in their PB while listening.
- Say to the pupils **Let's listen and say the Directions rap**. Play the track again and encourage the pupils to join in the rap. Ask the pupils to stand up and sing.
- When you have finished ask the pupils **Where is she going?** (to the library) **How is she going there?** (turn left, turn right, go over the bridge, go straight on, walk around the square).

Lesson 5 New York, New York 2

8 Listen. Say the words.



turn left
turn right
go straight on
walk around

9 Listen and read. Say the rap.

How can I get to the library?
Ah! I know! Listen to me.
Turn left, turn right,
and go over the bridge.
Go straight on,
and walk around the square.
That's how you get to the library.
See you there!
See you there!



10 Listen and read.

A Dog's Day



Panel 1: Fred the beaver is in the garden. He says, 'How can I get to the library?'
Panel 2: A dog says, 'Turn left, turn right, and go over the bridge. Go straight on, and walk around the square. That's how you get to the library. See you there! See you there!'
Panel 3: Fred says, 'First, turn left at the bank. Go straight on, at the square. (2) at the (3) The station is in front of the baker's.'
Panel 4: Fred says, 'How can I get to the station?'
Panel 5: Fred says, 'First, turn left at the bank. Go straight on, at the square. (2) at the (3) The station is in front of the baker's.'

Lesson 5 New York, New York 2

13 Look and match.



1 turn left 2 walk around 3 go straight on 4 turn right

14 Look and complete.

turn right walk around turn left baker's



15 Look at the picture in Activity 14. Complete the sentences.



How can I get to the station?
First, (1) _____
(2) _____ the square. (3) _____
at the (4) _____ The station is in front of the baker's.



Directions rap

How can I get to the library?
Ah! I know! Listen to me.
Turn left, turn right,
and go over the bridge.
Go straight on,
and walk around the square.
That's how you get to the library.
See you there!
See you there!



Look and match.

- Say **Open your Activity Books and find page 17.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 13. Explain that they must match the sign posts to the phrases.
- Check the answers together.
- Answers: 1 a / 2 d / 3 b / 4 c



Look and complete.

- Check that the pupils understand the next activity in their Activity Books and ask them to work individually to complete the sentences using the picture as a guide.
- Check the answers together.
- Answers: 1 turn left / 2 Walk around / 3 Turn right / 4 baker's



Look at the picture in Activity 14. Complete the sentences.

- Explain that they should look at the map in Activity 14 and complete the directions for Charlie.
- Move around the room while the pupils are working and praise their work, saying **Well done!**
- Answers: 1 can I get to the / 2 turn right / 3 Turn left at the butcher's / 4 the cinema



Listen and read.

- Say **Open your Pupil's Books and find page 15.** Give the pupils a moment to find the page by themselves.
- Point to Activity 10 and ask **Where are the three friends?** (in the garden).
- Say **Let's listen to the comic strip.** Play CD 1 Track 44.
- Say **Let's read and listen to the comic strip again.** Play CD 1 Track 44 again. Encourage the pupils to look at and read the comic strip in their PBs as they listen.
- When the pupils have finished reading and listening, ask questions about the story, for example, **Which child is in the comic strip?** (Freddy).
- Ask the pupils **Do you like the story?** Invite them to respond and comment on the story.

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



Frame 1

Yorkie: Scotty? Who's that?

Scotty: Hey! It's Freddy! Let's go and say 'Hello'! Follow me, Yorkie!

Frame 2

Scotty: First, turn left at the bush!

Frame 3

Yorkie: Where next?

Scotty: Walk around the tree. Quickly Yorkie!

Frame 4

Yorkie: Are we there yet?

Scotty: No! Now we go straight on to the gate! Run!

Frame 5

Scotty: We're here! Hi Freddy!

Yorkie: Phew! Aren't you tired Jack?

Jack: No! You go the long way. I just walk up the path!

Closing activities

- Say to the pupils **It's time to stop**. Encourage them to close their books and tidy up their things. Say **Goodbye**.
- Say **Let's sing the *Time to stop* chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

Lesson 6

Learning objectives

- Talk about a city
- Listen to, read and learn about London and Tokyo
- Show understanding by reading and writing about cities
- Do a quiz about London

Language focus

- *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- *turn left, turn right, go straight on, walk around*
- *capital, city, art gallery, cathedral, river, the Houses of Parliament, famous, government*

Materials

- Scissors for each pupil
- CLIL Photocopiable: *London quiz* (TN page 303)
- Pupil's Book page 16
- Activity Book page 18
- Class audio CD



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

Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2). (C1 C6)
- **Vocabulary game** Any game (C1 C6 C7 C8)

Main activities

- **Picture activities** *London* Look at the picture and predict. Listen and look at the picture. (CD 1 Track 45) (C1 C3 C7 C8)
- **Character's presentation** Listen and read. (CD 1 Track 45) Answer the questions. Listen and check. (CD 1 Track 46) (PB page 16). (C1 C3 C7 C8)
- **Picture activity** Look at the picture and answer questions. (C1 C3 C7 C8)
- **Character's presentation** Listen and learn about a city in Japan. (CD 1 Track 47) (PB page 16). (C1 C7 C8)
- **Reading and writing practice** Read. True ✓ or false ✗? Read. Write about a city. (AB page 18). (C3 C7 C8)
- **CLIL project: London quiz** (C1 C3 C5 C7 C8)

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5) (C1 C6)

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say **Sing Let's sing an English tune chant** (for lyrics see TN page 38). Play CD 1 Track 2. Have the pupils sing with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Choose any game from the Activity Bank to recycle the vocabulary.

Main activities

Look at the picture and predict.

- Explain to the pupils that the picture represents today's lesson and its content. (Geography: *London*).
- Ask the pupils what they know about London. The pupils may answer in L1.
- Ask the pupils questions.

Listen and look at the picture.

- Explain to the pupils that Olga has done a presentation about the topic on the picture. Say to them **Let's look at the picture and listen to Olga's presentation about London.**
- Play CD 1 Track 45 and guide the pupils' understanding by pointing to features on the picture as they are talked about on the CD.
- Ask the pupils questions about the information on the picture to check their understanding.
Where is London? (in England) **Where does the name come from?** (the Roman name Londinium) **Is London big?** (yes) **What river is in London?** (the Thames) **How many bridges are there?** (32) **What sights can you see in London?** (Millennium Bridge / Tate Modern art gallery / St Paul's Cathedral / Tower Bridge / the Houses of Parliament / Big Ben).



London by Olga

London is the capital of England. The name comes from *Londinium*, the city's Roman name. Today London is a very big, modern city and people from all over the world live there.

The river Thames flows through London. There are 32 bridges across the Thames. A famous bridge is the Millennium Bridge. It connects the Tate Modern art gallery to St Paul's Cathedral. Can you see the cathedral in the photo?

2 CLIL Geography Lesson 6

11 Listen and read.

London by Olga

London is the capital of England. The name comes from Londonium, the city's Roman name. Today London is a very big, modern city and people from all over the world live there.

The river Thames flows through London. There are 32 bridges across the Thames in London. A famous bridge is the Millennium Bridge. It connects the Tate Modern art gallery to St Paul's Cathedral. Can you see the cathedral in the picture?

Tower Bridge is a very old road bridge. Ships can go under this bridge. If the ship is very big, then the bridge goes up!

London has got lots of places to visit. The Houses of Parliament are very famous. The UK Government meets here. Can you see the big clock tower? This is the famous Big Ben. Do you want to visit London?

12 Answer the questions. Listen and check.

1. What is the capital of England?
2. How many bridges are there across the Thames?
3. How can you get from the Tate Modern to St Paul's Cathedral?
4. How can big ships go under Tower Bridge?
5. What is Big Ben?

13 Listen and learn about a city in Japan.

This is Tokyo in Japan. "Tokyo" means "Eastern capital" in Japanese. It is on the island of Honshu which is the main island in Japan. Tokyo is a big metropolis that includes many areas and villages. You can travel from Tokyo to many big cities on many fast trains called "shinkansen".

Big Charlie.

Lesson 7 14 Do the revision page (Activity Book, page 18).

Lesson 8 15 Write and draw in your Writing Diary (Activity Book, page 20).

2 CLIL Geography Lesson 6

16 Read. True ✓ or false X?

- 1 London is the capital of England. ☒
- 2 There are 32 bridges across the Thames. ☐
- 3 Tower Bridge is a road bridge. ☐
- 4 Cars can go under Tower Bridge. ☐
- 5 The Houses of Parliament are where the UK Government meets. ☐
- 6 Big Ben is a clock tower. ☐

17 Read. Write about a city.

Madrid in Spain

- a big city
- 128 neighbourhoods
- banks, cinemas, shops and stations

Toronto in Canada

- a very big city
- a lake called Lake Ontario
- the CN Tower, cinemas, bridges and libraries

This is Madrid in Spain.
It is a big city.
It has got 128 neighbourhoods.
You can see banks, cinemas, shops and stations.
Big Charlie.

Tower Bridge is a very old road bridge. Ships can go under this bridge. If the ship is very big, then the bridge goes up!

London has got a lot of places to visit. The Houses of Parliament are very famous. The UK Government meets here. Can you see the big clock tower? This is the famous Big Ben. Do you want to visit London?

page 16 Listen and read.

- Say **Open your Pupil's Books and find page 16.** Give the pupils a moment to find the page by themselves.
- Ask **Who wrote this presentation?** (Olga).
- Point to Activity 11 and say **Listen and look at Olga's presentation again.** Encourage the pupils to follow what Olga says by pointing to the pictures and any important words as they hear them. Play CD 1 Track 45 again.
- Play the CD again, and this time encourage the pupils to read the text as they listen.
- Check the pupils' understanding by saying some true/false sentences. Substitute wrong information for the actual information given in the text. Encourage the pupils to say True or False and correct your sentences. Here are some ideas: **London is the capital of Scotland. London is a small city. There are 20 bridges across the Thames. The Houses of Parliament aren't very famous.**

- Invite a pupil to make a false statement and ask another pupil from the class to correct it. Go around the class with different pairs of pupils.

page 16 Answer the questions. Listen and check.

- Hold up your PB and point to Activity 12.
- Explain the task to the pupils and allow some time for them to complete it.
- When the pupils have finished explain that they are going to hear the answers. Say **Let's listen.** Play CD 1 Track 46. Pause the CD after each answer is heard. Ask the pupils if their answers were the same as the CD.
- Answers: 1 London / 2 32 / 3 You can get from the Tate Modern to St Paul's Cathedral across the Millennium Bridge. / 4 Big ships can go under Tower Bridge when the bridge goes up. / 5 Big Ben is a big clock tower.



- 1 Charlie:** The capital of England is London.
2 Anna: There are 32 bridges across the Thames.
3 Olga: You can get from the Tate Modern to St Paul's Cathedral across the Millennium Bridge.
4 Charlie: Big ships can go under Tower Bridge when the bridge goes up.
5 Anna: Big Ben is a big clock tower.

Look at the picture and answer questions.

- Ask the pupils questions.
- **Do you like cities? Do you want to visit London? Do you like museums/shops?** (Pupils' own answers).

Option: Ask the pupils to close their PBs. Put them into pairs and give each pair one paragraph from the photocopiable from TN page 303 and a pair of scissors. Pupils cut along the dotted lines. Ask the pairs to mix up their sentences. Nominate one pair to come to the front of the class. They listen to the CD and stick their sentences in the order they hear them. (The first pair should stick their sentences at the top of the board.) The rest of the class orders their sentences in their pairs. Play CD 1 Track 45. Pause the CD and ask different pairs to order the sentences for the other paragraphs. Alternatively, you can work with the whole class. Make one copy of the photocopiable. Cut up the sentences. Give each sentence to a different pupil in the class and ask them to stand at the front of the class and line up in the correct order as they hear their sentences on the CD.



Listen and learn about a city in Japan.

- Say **Let's listen and read about a city in Japan.** Play CD 1 Track 47. Encourage the pupils to follow the text in their books as they listen.
- Check the pupils' understanding by asking questions about the text.



This is Tokyo in Japan. 'Tokyo' means 'Eastern capital' in Japanese. It is on the island of Honshu which is the main island in Japan. Tokyo is a big metropolis that includes cities, towns and villages! You can travel from Tokyo to many big cities on very fast trains called 'shinkansen'.
by Charlie



Read. True ✓ or false X?

- Say **Open your Activity Books and find page 18.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 16. Check that the pupils understand what they have to do. Ask pupils to work individually to read the sentences and put ticks or crosses.
- Answers: 1 ✓ / 2 X / 3 ✓ / 4 X / 5 ✓ / 6 ✓



Read. Write about a city.

- Hold up your AB and point to Activity 17. Check the pupils understand the instructions, and explain that first they will read the example.
- Point to the notes and the photo on the left. Then show the pupils the photo to the right and say **Now write a paragraph about Toronto.** The pupils work individually writing their paragraph. Move around the room to check their work. Praise it and say **Very good!**
- Check the answers with the class. Ask different pupils to read their paragraph.
- Answer: This is Toronto in Canada. It is a very big city. It has got a lake called Lake Ontario. You can see the CN Tower, cinemas, bridges and libraries.

CLIL project: London quiz.

- Say to the pupils **Let's do a quiz about London.** Divide the class into groups of three or four, and give each group a photocopiable from TN page 303.
- Explain that they need to answer the eight questions by carrying out an internet search.
- Move around the classroom and offer help when required.
- Ask the pupils to write their names on the back of their quiz cards and to give you their cards. Check the quiz cards to see which group got the most correct answers.
- Answers: 1 the London underground train / 2 Queen Elizabeth II / 3 Pounds Sterling / 4 a giant ferris wheel / 5 the Thames river / 6 The Houses of Parliament / 7 Harrods / 8 (Any of these are correct) fish and chips, cream tea, roast dinner

Closing activities

- Say to the pupils **It's time to stop.** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

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, matching and writing
- Write sentences about shops and intentions
- Evaluate learning

Language focus

- *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- *turn left, turn right, go straight on, walk around*

Materials

- Flashcards and word cards you have prepared: *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- Activity Book pages 19 and 69
- Class audio CD



At-a-glance lesson plan (AB pages 19 and 69)

Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)
- **Vocabulary game** Any game

Main Activities

- **Mind Map:** Unit 2 (AB page 69)
- **Listening practice** Listen and draw. (CD 1 Track 48) (AB page 19).
- **Reading and writing practice** Read and match. Look and write. (AB page 19).
- Evaluation

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)

Opening activities

- Greet the pupils. **Say Hello. How are you?** and encourage the pupils to reply.
- Say **Sing the *Let's sing an English tune* chant** (for lyrics see TN page 38). Play CD 1 Track 2. Have the pupils sing with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Choose any game from the Activity Bank to recycle the vocabulary.

Main activities



Mind Map: Unit 2.

- Say **Open your Activity Books and find page 69.** Give the pupils a moment to find the page by themselves.
- Say **Do you remember the shops and places?**
- Hold up your AB and point to the mind map at the bottom of the page. Explain that the pupils should stick the picture or word stickers in the correct place on the mind map.
- Put the shops flashcards and word cards you have prepared face up on your desk. When the pupils have finished their task, invite different pupils to the front to match the flashcards and the wordcards and stick them on the board in the same shape as the mind map.
- Ask the pupils to look at the matched cards on the board and to check their stickers on their mind map.



Listen and draw.

- Say **Open your Activity Books and find page 19.** Give the pupils a moment to find the page by themselves.
- Explain that the pupils are going to revise the directions. Explain that they must listen to the CD and draw the direction symbol for what they hear on the CD.
- Play CD 1 Track 48 and pause between each phrase. Ask the pupils to draw. Play the CD again so the pupils can check their answers.
- Say to the pupils **Let's check our answers.** Ask individual pupils **What's number (1)?** Continue with the rest of the answers and draw the answers on the board. Praise the pupils' answers by saying **Well done!**
- Encourage the pupils to look at the pictures on the board and compare them with their own answers by ticking the ones they got correct. Move around the room and check their work.
- Answers: 1 go straight on drawing / 2 walk around drawing / 3 go straight on drawing / 4 turn left drawing



- Praise the pupils' work over the unit.
- Have the pupils look back at their work for the whole unit and think about what they have achieved.
- Hold up your AB and point to the three faces of the *Your Quest* children at the bottom of the page.
- Encourage the pupils to colour the face which matches their work for Unit 2.
- Move around the classroom and comment on the pupils' self-assessment.
- Say to the pupils **Well done! We have finished our New York, New York! Quest.**



Closing activities

- Say to the pupils **It's time to stop**. Encourage them to close their books and tidy up their things.
- Say **Let's sing the *Time to stop* chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.



- Hold up your AB and point to Activity 3.
- Explain that the pupils should look at the pictures of the shopping items and decide which shop they need to go to in order to buy them. Then they should write their sentences.
- The pupils work individually writing their sentences. Move around the room to check their work. Praise it and say **Very good!**
- Answers: 1 I'm going to the greengrocer's. / 2 I'm going to the butcher's. / 3 I'm going to the baker's. / 4 I'm going to the bank. / 5 I'm going to the library.

Lesson 8

Learning objectives

- Review the unit using *Quest 2: New York, New York!*
- Read the Writing Diary and answer questions
- Create a personalized diary about a town and talk about it

Language focus

- *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- *I'm going to the (library).*
- *I'm not going to the (library).*
- *Where are you going?*
- *Where is he/she going?*
- *Is he/she going to the (greengrocer's)?*
- *Are you going to the (square)? Yes, I am. / No, I'm not.*
- *Is there a (bank)?*






Materials

- Crayons for each pupil
- Photocopiable: *Quest 2: New York, New York!* (TN page 311)
- Writing Diary, Activity Book page 20
- Class audio CD












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



Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)  
- **Vocabulary game** Any game   

Main activities

- **Photocopiable activity** Complete *Quest 2: New York, New York!*   
- **Writing Diary** Read the diary entry. Read the Diary Notes and answer questions (AB page 20).  
- **Writing Diary** Plan and write your Diary entry. Draw. Complete the Diary Notes. Talk about your town (AB page 20).    

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and have the pupils answer.
- Say to the pupils **Let's sing the *Let's sing an English tune chant*** (for lyrics see TN page 38). Play CD 1 Track 2. Have the pupils sing with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Choose any game from the Activity Bank to recycle the vocabulary.

Main activities

Complete *Quest 2: New York, New York!*

- Ask the pupils what they remember about Unit 2: *New York, New York!*
- Ask a volunteer to give out a copy of the *Quest* task sheet for Unit 2 to each student (TN page 311). Explain that it is their quest about cities, similar to what the characters have done in the unit.
- The pupils work individually completing the sheet and referring to the correct pages in their PBs. 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 butcher's, greengrocer's, baker's (PB page 11) / 2 the Town Hall, Grand Central Station, the *Quest* computer shop (PB page 12) / 3 near the square (PB page 15) / 4 Jack (PB page 15) / 5 the river Thames, the Millennium Bridge, the Tate Modern art gallery, St Paul's Cathedral, Tower Bridge, the Houses of Parliament, Big Ben (PB page 16)



Read the diary entry.

- Say **Open your Activity Book and find page 20.** Give the pupils a moment to find the page by themselves.
- Ask the pupils **What's this?** (*Quest* diary).



- Ask the pupils to read the entry, telling them that you will then ask them some questions about it. You may wish 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 town) **What is the date?** (19th April).
- 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 and ask the pupils to follow in their books.
- When the pupils have finished reading, ask them questions about the Diary Notes, for example, **Is there a bank?** (yes) **Where is she going?** (to the baker's) **Is she going to the butcher's?** (No, she isn't.) **Is she going to the bank?** (No, she isn't.) **Is she going to the baker's?** (Yes, she is.)
- Listen to the pupils' answers and praise them, saying **Very good!**
- Finally, ask to circle the correct option at the bottom of the diary entry.
- Answer: baker's

Plan and write your Diary entry. Draw.

- Say to the pupils **It's time to write your diary entry.** Say **Open your Activity Book and find page 20.** Tell the pupils that they are going to write their diary entry on the lines provided and draw a picture in the empty space.
- Say **Tell me about your town.** Encourage the pupils to respond saying *There's a (bank).* Listen and praise their speaking saying **Very good!**
- The pupils now work individually writing their entry. Give the pupils time to write, but move around the room to offer help. Encourage them to refer to Anna's diary entry for reference.
- When the pupils have finished, check their writing. Then say **Draw a map of your town.** Then pupils do this individually.

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

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 town.

- Say to the pupils **Let's talk about your town.** Ask them to work with a pupil near to them.
- When the pupils are ready, say **Tell your partner about your town.** The pupils describe their town. 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 to the pupils **It's time to stop.** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

For A New York story animated story script
see TN page 71.



Lost

Miss Howard: Are you OK children?
Tom: Well...
Miss Howard: Where are you going?
Tilly: I'm going to the library.
Florence: Me too.
Tom: I want to go to the library and the café.
All: Oh!
Tilly: Thank you. Yes.
Miss Howard: Go straight on, past the bank, and the museum. Look for the Town Hall and turn left. The library is next to the fire station.
Tom: Past the bank, past the town hall and left at the museum.
Florence: No. Straight on, past the bank, past the museum. Look for the Town Hall and turn left.
Tom: And where's the café?
Miss Howard: Near the library. And the library is just here next to the fire station!
Florence: Brilliant! Thanks.
Miss Howard: Goodbye and good luck.
All children: Thanks. Goodbye!
Tilly: Here we are!
Tom: I think it's closed.
Tilly and Florence: Oh no!
Tom: But here's the café. Let's get an ice-cream.
Tilly and Florence: Good idea!



CLIL – A city

Tom: Hi Florence, what are you doing?
Florence: I'm researching a trip to London.
Tilly: Let's look!
Florence: That's Big Ben.
Tom: I know.
Florence: What's that then?
Tilly: It's the London Eye.
Tom: I love the London Eye.
Tilly: Me too.
Florence: It's very high!
Tom: Yes, it is! You can see the whole of London from up there.
Tilly: It's really amazing at night.
Florence: It's right next to the River Thames.
Tom: Look, those people are on a boat going down the river!
Florence: What's the bridge doing?
Tom: It's called Tower Bridge. It goes up and down to let big ships through.
Florence: Is that a train?
Tilly: Yes, it's an underground train. You can travel around London on it.
Tom: Or take a red London bus like this one.
Florence: That's a big house.
Tilly: That's the Queen's house! It's called Buckingham Palace.
Florence: It looks very beautiful!
Tom: London is the capital of the United Kingdom.
Florence: I can't wait to go and visit!

Learning objectives

- Identifying and naming activities at an activity camp (C1 C7 C8)
- Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8)
- Listening to, reading, understanding and explaining a story (C1 C6 C7 C8)
- Practising and discriminating between the /k/ and /s/ sounds (C1 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 (C1 C7 C8)
- Making a cut-out and using it in a communicative game (C1 C5 C6 C7 C8)
- Identifying and using words for different types of weather (C1 C3 C7)
- Using weather words with activities (C1 C3 C7 C8)
- Listening to, reading and understanding a comic strip (C1 C6 C7 C8)
- Listening to, reading and understanding informative texts about adventure sports (C1 C3 C7 C8)
- Writing a short text about an adventure sport (C1 C3 C7 C8)
- Doing a sports survey (C1 C3 C7 C8)
- Creating a record of vocabulary learnt (C7 C8)
- Reviewing what has been studied and reflecting on it (C1 C3 C6 C7 C8)
- Reading and understanding a short diary entry (C1 C3 C7 C8)
- Writing a short personalized diary entry about an activity camp and talking about it (C1 C3 C5 C6 C7 C8)

Key language**Vocabulary**

- canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- cloudy, raining, snowing, sunny, foggy, windy*
- CLIL vocabulary: *zip-line, gravity, pulley, trainers, gloves, helmet, harness, kite, board, stunt, straps, balance*

Structures

- He's/She's (cycling).*
- He/She isn't (canoeing).*

- Is he/she horse-riding? Yes, he/she is. / No, he/she isn't.*
- What's he/she doing?*

Recycled language

- Colours
- I've got (my boots).*

Receptive language

- What's everyone doing?*
- We/You can (go cycling).*
- Let's do/talk/look at/listen/say/rap/play/sing/read/investigate...*
- Where are...?*
- Cut along these lines.*

Socio-cultural aspects

- Understanding adventure sports
- Showing interest in adventure sports and how you do them

Summary

In this unit you will introduce and practise vocabulary for naming activities and describing the weather. Pupils will learn how to describe different activities and write a short description of an adventure sport.

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 I.C.T.
- (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 say words for different activities
- Listen to, read and sing the *Activities* song
- Show understanding by matching pictures to sentences and by writing

Language focus

- *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- *What's everyone doing?*
- *He's/She's (rafting).*
- *We're/They're (hiking).*
- *We can (go horse-riding/do rafting).*


Materials

- Flashcards and word cards you have prepared for the unit: *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- Pupil's Book page 17
- Activity Book page 21
- Class audio CD
























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


Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)  

Main activities

- **Vocabulary game** *What's this?*   
- **Vocabulary activities** *Activity word rap* (CD 1 Track 49) Listen, point and say the words.   
- **Vocabulary game** *I can match*   
- **Song** *Activities* (CD 1 Track 50) Listen to the song. Answer the questions. Listen and read. Sing the song. (PB page 17).    
- **Vocabulary game** *Guess the sentence*  
- **Word Quest** (CD 1 Track 52) Listen and play (PB page 17).    
- **Vocabulary and writing activities** Read and match. Look and write. (AB page 21).  

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)  

Opening activities

- Say **Hello! How are you?** and have the pupils do the same.
- Say to the pupils **Let's sing the *Let's sing an English tune chant*** (for lyrics see TN page 38). Play CD 1 Track 2. Sing the chant and have the pupils sing with you.

Main activities

Play *What's this?*

- Hold up the pile of activities flashcards you have prepared for the unit so that they are facing you and so that the pupils can't see them. Quickly flip over one card to give the pupils a glimpse. Encourage them to guess what it is. When they guess it, say **Yes! (hiking). Well done!**
- Encourage the class to speculate about what each flashcard shows. Continue until you have shown them all the flashcards. When they guess correctly, congratulate them saying, **Well done!**
- Hold the pile of flashcards and ask the pupils **What's this?** Pull a card from the back of the pile and slowly move it upwards, revealing a part of the picture.
- Invite a pupil to guess the answer. Stick the flashcard on the board.
- Repeat the process with the rest of the flashcards, sticking them on the board as you go along.
- Finally, ask the pupils **What's the Quest topic?** Listen to their answers and say **Yes, activities.**

Listen, point and say the words.

- Say **Let's listen and say the Activity word rap**. Play CD 1 Track 49 and point to the different flashcards on the board as you hear the words spoken on the CD.
- Play the track again. Get the pupils to say the words while you point to the flashcards on the board. Or you could point to each flashcard in turn, say the word and encourage the pupils to repeat it. Repeat this procedure with all the flashcards.



Activity word rap

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

*canoeing
climbing
rafting
swimming*

Unit 3 Activity Camp

Lesson 1 1 Listen and read. Sing the song.

In the country,
what's everyone doing?
Camping, hiking and climbing too.
We can go cycling everyone
and let's go horse-riding. It's great fun!

On the lake,
what's everyone doing?
Water skiing, swimming and canoeing.
Windsurfing is really great
and you can do rafting on the lake.

2 Word Quest
Listen and play.

Unit 3 Activity Camp

Lesson 1 1 Read and match.

2 Look and write.

hiking
camping
cycling
horse-riding
windsurfing
water-skiing

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 activities 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 a pupil to the front to pick a card and match it to the flashcard on the board. Stick the word card next to the correct flashcard on the board. Read the word aloud and encourage the pupils to repeat after you.
- Ask a different pupil to come and match the next card. Continue until you have covered all the flashcards/word cards.
- Finally, say the words for all the flashcards you have on the board. Move your hand across the pictures and words slowly, 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 Activities song.** Encourage the pupils to stand up.
- Play CD 1 Track 50 and encourage the pupils to sing along with the CD.
- Play the song again and then ask the pupils to answer your questions. Stop the CD after each answer is heard. **What activities are they doing in the country?** (camping, hiking, climbing, cycling, horse-riding). **What activities are they doing on the lake?** (water-skiing, swimming, canoeing, windsurfing, rafting).



Activities song

*In the country,
what's everyone doing?
Camping, hiking and climbing too.
We can go cycling everyone
and let's go horse-riding. It's great fun!*

*On the lake,
what's everyone doing?
Water-skiing, swimming and canoeing.
Windsurfing is really great
and you can do rafting on the lake.*



Listen and read. Sing the song.

- Say **Open your Pupil's Books and find page 17.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to look at the picture and identify the different *Your Quest* characters. Then ask **Where are the children?** (at the activity camp). Point to the different characters and ask the pupils questions about what the characters are doing.
- Play CD 1 Track 50 and encourage the pupils to read the words of the song in their PB while listening to the CD.
- Say **Let's sing the Activities song.** Play the track again and encourage the pupils to stand up and sing along with you.

Play Guess the sentence.

- Take the word cards down from the board but leave the flashcards.
- Tell the pupils that they are going to say lines from the song. Say to the pupils **What's everybody doing? They're (bleep) and (bleep).** Instead of saying the activity word, point to a flashcard on the board.
- Invite a pupil to say the missing words as you repeat the whole sentence. If they say the words correctly, remove the flashcard from the board.
- Continue by saying different lines from the song, until all the flashcards have been removed.



Word Quest. Listen and play.

- Hold up your PB and point to Activity 2. Ask the pupils **Who is playing the game?** (Charlie and Olga).
- Say to the pupils **Cover the words** and show them in your open PB how to use their hands or another book to cover the words on the panel at the bottom of the *Word Quest* game.
- Play CD 1 Track 52 and encourage the pupils to look at the game in their PB while listening.
- When the CD has finished ask the pupils Charlie's questions. **Do you like (rafting)?** (yes / no). **What number is it?** (Three). Encourage the pupils to look at the *Word Quest* and answer. *It's (rafting).*
- When the pupils are confident, ask them to play the game in pairs. Monitor and praise their speaking, saying **Very good!**



Charlie: Do you like rafting?

Olga: Yes, I do.

Charlie: What number is it?

Olga: Three.

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

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

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



Read and match.

- Say **Open your Activity Books and find page 21.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 1. Check that the pupils understand and ask them to work individually matching the sentences to the different activities in the picture.
- When the pupils have finished, correct the sentences together. Nominate different pupils to answer, for example, **Chris. What's number 1?**
- Praise the pupils' work, saying **Well done!** and ask them to tick the sentences they got correct in their Activity Books.
- Answers: 1 d / 2 e / 3 g / 4 h / 5 b / 6 j / 7 a / 8 f / 9 i / 10 c



Look and write.

- Hold up your AB and point to Activity 2. The pupils work individually to write the sentences.
- Move around the room, checking the pupils' work, saying **Very good!**
- Answers: 1 horse-riding / 2 canoeing / 3 camping / 4 She's water-skiing. / 5 He's swimming. / 6 She's hiking. / 7 She's cycling. / 8 He's rafting. / 9 She's windsurfing.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

Lesson 2

Learning objectives

- Listen to and sing the *Activities song*
- Listen to, read and understand the story
- Show understanding of the story by answering questions, matching and choosing true or false
- Practise the sounds /k/ and /s/ (hard and soft c) and discriminate between them

Language focus

- *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- *He's/She's (swimming).*
- *I can/can't (activity).*
- *He's/She's/They're cheating.*

Materials

- Flashcards and word cards you have prepared for the unit: *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- Pupil's Book pages 18–19
- Activity Book page 22
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *Let's sing an English tune chant*** (for lyrics see TN page 38). Play CD 1 Track 2. Have the pupils sing along with you.

Play games.






- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play any game from the Activity Bank to recycle the vocabulary.













At-a-glance lesson plan

(PB pages 18 and 19, AB page 20)



Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)  
- **Vocabulary game** Play games   

Main activities

- **Song** *Activities* (CD 1 Track 50) (karaoke CD 1 Track 51) Listen and sing.  
- **Story** *The Competition* (CD 1 Track 53) Listen to the story. Check comprehension. Ask questions. Listen to the story. Read. Find the *Quest* letter. (PB pages 18–19) Remember the story: *The Competition*. Look and match. Number. Write the missing words. Read. True ✓ or false X. Correct the false sentences. Write the *Quest* letter. (AB page 22)     
- **Pronunciation** Say the words. Listen and say. (CD 1 Track 54) Listen and say the chant. (CD 1 Track 55) (PB page 19). Circle, sort and write. Listen and check. (CD 1 Track 56) (AB page 22).   

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)  

Main activities

Listen and sing.

- Ask the pupils **Do you remember the *Activities song*?** Encourage them to say sentences from the song, *They're (hiking)*.
- Stick the flashcards on the board.
- Say to the pupils **Let's sing the *Activities song*** (for lyrics see TN page 95). Play CD 1 Track 50 and encourage the pupils to sing along. Have the pupils point to the flashcards as they sing.
- Or you can play the karaoke version, CD 1 Track 51. Encourage the pupils to sing the words.

Listen to the story.

- Say **Let's listen to the story.**
- Generate interest in the story by inviting pupils to speculate about the first picture. **Where are the children?** (at the activity camp).
- You can either tell the story by reading the text or by playing CD 1 Track 53.



- Make sure that you show the appropriate frame as you listen to the story on the CD. Point to different things to help the pupils understand during the story.
- Finally ask the pupils **Which team is the winner?** (the blue team).

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



Frame 1

Charlie: Look! I'm wearing a red T-shirt.

Olga: Me too. What are we doing?

Anna: We're at an activity camp and there's a competition. We're the red team.

Frame 2

Olga: Goggles for you Charlie. You're good at swimming.

Charlie: Thanks.

Anna: And trainers for me. I can run fast.

Olga: I've got my boots for hiking. Good luck everyone!

Frame 3

Olga: Come on, Charlie!

Anna: Go, go, go!

Frame 4

Anna: Look! She isn't swimming. She's canoeing!

Olga: That's cheating!



Frame 5

Olga: Look! Anna's in front of the others.

Charlie: Great! Where's my T-shirt, Olga? It's cloudy and I'm cold.

Olga: Here it is.

Charlie: Thanks.

Frame 6

Blue team girl: Look! He's cycling!

Anna: That isn't fair! He's cheating!

Frame 7

Blue team boy: This is a very high mountain.

Olga: Oh no! They're cheating again! The yellow team is terrible!

Frame 8

Horse-rider: Help! I can't swim!

Charlie: I can help you!

Frame 9

Anna: One, two, three, pull!

Olga: You're OK now.

Horse-rider: Thank you!

Frame 10

Camp leader: The winning team is the blue team. Congratulations!

Blue team captain: Hooray!

Blue team boy: Wait! We want to share the trophy with the red team. They're kind.

Children: Hooray!

Olga: Anna! Charlie! I think this is another symbol!

3 Remember the story: The Competition. Look and match. Number. Write the missing words.

4 Read. True ✓ or false ✗? Correct the false sentences.

- The children are in the red team. ☐
- A boy is canoeing. ☐
- Anna is running. ☐
- The yellow team is good. ☐
- The horse rider can swim. ☐

5 Write the Quest letter. _____

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

Color: _____

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

Color: _____

Check comprehension. Ask questions.

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

Frame 1

What is Charlie wearing? (a red T-shirt)
Where are the children? (at an activity camp)
What team are the Quest children? (red)

Frame 2

Who is good at swimming? (Charlie)
What has Anna got? (trainers)
What is Olga's activity? (hiking)

Frame 3

What's Charlie doing? (swimming)
Can Charlie swim well? (yes)

Frame 4

Is the yellow team swimming? (no)
What is the girl doing? (canoeing)

Frame 5

Can Anna run fast? (yes)
Who has got Charlie's T-shirt? (Olga)
What's the weather like? (cloudy and cold)

Frame 6

What is the yellow team doing? (cycling)
What's the problem with the yellow team? (they're cheating)

Frame 7

What is Olga doing? (hiking)
What activity is the yellow team doing? (horse-riding)
What's the problem with the yellow team? (they're cheating again)

Frame 8

Can the boy swim? (no)
Who helps him? (Charlie)

Frame 9

Do Anna and Olga help the boy? (yes)
What does the boy say? ('Thank you')

Frame 10

Which team is the winner? (the blue team)
Who gets the prize? (the blue team and the red team)
What is the symbol? (a fortune teller's tent)



Listen to the story. Read.

- Say **Open your Pupil's Books and find page 18.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to listen to the story and follow the dialogue by reading it in their PB. Play CD 1 Track 53.
- Say **What activities can you see?** Give the pupils time to look at the story frames, and invite different pupils to suggest answers.

Find the Quest letter.

- Ask the pupils to search in the story frames of their PB for the letter which is hidden there.
- Say **What's the Quest letter?** (O, in frame 7)



Remember the story: **The Competition. Look and match. Number. Write the missing words.**

- Say **Open your Activity Books and find page 22.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 3. Explain that the pupils should match the speech bubbles to the correct pictures which are from the PB story.
- The pupils work individually.
- Check the answers as a class, asking different pupils to answer each question.
- Now explain that they have to write the missing words in the speech bubbles. If they can't remember the words, let them refer to their PBs.
- Answers: a 1 You're good at swimming. / c 2 That's cheating! / d 3 This is a very high mountain. / b 4 You're ok now.



Read. True ✓ or false ✗ Correct the false sentences.

- Hold up your AB and point to Activity 4.
- Check that the pupils understand what they have to do.
- Give the pupils time to read and tick or cross the sentences. Remind them that they can look in their PBs to check their answers if they are not sure.
- Invite a pupil to say whether the first sentence is true or false. Ask a second pupil to confirm whether they think that answer is correct or not. Write the answers on the board.
- Answers: 1 ✓ / 2 ✗ A girl is canoeing. / 3 ✓ / 4 ✗ The yellow team is cheating. / 5 ✗ The horse-rider can't swim.



Write the Quest letter.

- The pupils write the secret letter which they found hidden in the story in the PB in the box provided. This is in preparation for finding the secret word in Unit 8.
- Answer: O

Say the words.

- Stick the 'climbing' and 'cycling' flashcards on the board. Go round the class and ask each of the pupils to say the words.
- Explain that both words contain the same letter but with a different sound. Write the words on the board.
- Say /k/ **Climbing** and encourage the pupils to repeat with you. Repeat the same with /s/ **Cycling**.



Listen and say.

- Say **Open your Pupil's Books and find page 19.** Give the pupils a moment to find the page by themselves.
- Hold up your PB and show the pupils Activity 4.
- Say **Let's listen and point to the words.** Play CD 1 Track 54 and encourage the pupils to point at the words shown coming out of the school bag in their PBs as they listen.
- Say **Let's say the words.** Play the track again and encourage the pupils to say the words.

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 pointing to the flashcards and encouraging the pupils to repeat with you slowly, then quickly, in a loud voice and then in a quiet voice.



Colin
climbing
gymnastics
fantastic
Celia
cycling



Listen and say the chant.

- Show the pupils the words to the chant in their PB. Explain how the words in the list are all included in the chant.
- Say **Look at the picture and find the words.** Point to the picture and ask pupils to find the words from the phonics drill and say them as they point to the items in the picture.
- Say **Now let's say the chant.**
- Play CD 1 Track 55. Have the pupils follow the words in their PB and say the chant at the same time.
- You could play the track again and have the pupils repeat until they feel confident.
- Finally, tell the pupils to look back at the story. Ask them **Can you see words with the /k/ sound in Frame 1?** (activity, camp, competition). **Can you see words with the /k/ sound in Frame 2?** (can) **Can you see words with the /s/ sound in Frame 6?** (cinema – on poster, cycling).
- Encourage them to look at the frames and listen to their answers, writing the correct ones on the board.
- If the pupils seem unsure about the sounds, repeat the example sound words to help them find words with the same sound in the story frame.



Colin and Celia
think sports are fantastic.
They go climbing and cycling
and do underwater gymnastics.



Circle, sort and write. Listen and check.

- Say **Open your Activity Books and find page 22.** Give the pupils a moment to find the page by themselves.
- Hold up your book and point to Activity 6. Check that the pupils understand, and ask them to write the words in the correct column. Complete an example with them.

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

- When the pupils have finished, invite different pupils to say the words aloud.
- Finally, play CD 1 Track 56 and check the pupils' answers.



/k/

Colin
climbing
gymnastics
fantastic

/s/

Celia
cycling

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

- Answers: Colin, climbing, gymnastics, fantastic / Celia, cycling

Closing activities

- Say to the pupils **It's time to stop.** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

Lesson 3

Learning objectives

- Sing the *Activities song*
- Listen to, read and perform a short dialogue
- Identify parts of the language structure and make sentences and questions
- Show understanding by identifying and writing sentences and by listening and writing sentences

Language focus

- *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- *What's he/she doing?*
- *Is she/he (rafting)? Yes, she/he is. / No, she/he isn't.*
- *He's/She's (cycling).*
- *He/She isn't (hiking).*

Materials

- Crayons for each pupil
- Flashcards you have prepared: *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- Pupil's Book page 20
- Activity Book page 23
- Class audio CD

Opening activities

- Say **Hello! How are you?** and have the pupils return the greeting.
- Say **Let's sing the *Let's sing an English tune chant*** (for lyrics see TN page 38). Play CD 1 Track 2. Have the pupils sing with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play any game from the Activity Bank, to recycle the vocabulary.

Main activities

Listen, sing and point.

- Ask the pupils **Do you remember the *Activities song*?**
- Give out the flashcards to different pupils around the class and show them how to hold their flashcard so nobody else can see it.
- Say **Let's sing the song** (for lyrics see TN page 95). Ask the pupils holding a card to stand at the front, and when they hear the word which is on their flashcard they lift the card above their



At-a-glance lesson plan (PB page 20, AB page 23)

Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)
- **Vocabulary game** Play games

Main activities

- **Song** *Activities* (CD 1 Track 50) (karaoke CD 1 Track 51) Listen, sing and point.
- **Dialogue** Listen and read (CD 1 Track 57) (PB page 20)
- **Language activity** Let's investigate grammar (PB page 20).
- **Vocabulary game** *Activity mime*
- **Writing and listening practice** Write the words in order. Colour the boxes using the colour code from the Pupil's Book. Listen. Tick ✓ or X cross. (CD 1 Track 58). Look at Activity 8. Write sentences about Charlie and Olga. (AB page 23).

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5).

heads. Play CD 1 Track 50. Encourage the rest of the pupils to sing along and to point to the correct card/pupil holding card.

- You can also use the karaoke version (CD 1 Track 51).

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 Books and find page 20.**
- Give the pupils a moment to find the page by themselves.
- Hold up your PB and point to Activity 5. Ask the pupils questions about the picture. **Who can you see?** (a boy and a girl) **Where are they?** (at home) **What are they doing?** (talking about photos from an activity camp).
- Play CD 1 Track 57 and encourage the pupils to read the dialogue while listening.
- Ask the pupils about the dialogue to check their understanding.

3 Activity Camp Lesson 3

5 Listen and read. Look at my photos from the Activity Camp!

Fantastic! Here's John. What's he doing? Oh, he's cycling.

Yes, and in this photo he's rafting. He isn't canoeing.

Cool! Here's Clare. What's she doing in this photo? Is she horse-riding?

Yes, she is.

And in this photo? Is she canoeing?

No, she isn't... she's swimming!

Oh yes. She looks very happy!

6 Let's investigate grammar.

He's/She's / is/are / isn't/aren't / doing? / is/are / isn't/aren't / canoeing? / is/are / isn't/aren't / swimming? / is/are / isn't/aren't / rafting? / is/are / isn't/aren't / cycling?

Lesson 4 7 Make your cut-out cards (Activity Book, page 77). Play a game.

Let's investigate grammar! Lesson 3 Activity Camp 3

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

1 is / windsurfing? / he _____

2 's / swimming / he _____

3 he / What's / doing? _____

4 isn't / He / canoeing. _____

8 Listen. Tick ✓ or cross X.

| Is he/she... | Charlie | Olga |
|---------------|---------|------|
| swimming? | ✓ | |
| rafting? | X | |
| water-skiing? | | |
| hiking? | | |
| cycling? | | |

9 Look at Activity 8. Write sentences about Charlie and Olga.

| Charlie | | Olga | |
|---------------------|-------|----------|-------|
| 1 He's swimming. | _____ | 6 _____ | _____ |
| 2 He isn't rafting. | _____ | 7 _____ | _____ |
| 3 _____ | _____ | 8 _____ | _____ |
| 4 _____ | _____ | 9 _____ | _____ |
| 5 _____ | _____ | 10 _____ | _____ |

- Play the CD again, but this time encourage the pupils to repeat each sentence of the dialogue after you, pausing the CD after each line. Help them with pronunciation, if necessary.
- Put the class into two groups. Ask one group to read out the lines of the dialogue for the boy chorally and the other group to read out the lines of the dialogue for the girl chorally. Repeat this until the pupils are confident with saying the dialogue.

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



Girl: Look at my photos from the Activity Camp!

Boy: Fantastic! Here's John. What's he doing? Oh, He's cycling.

Girl: Yes, and in this photo he's rafting. He isn't canoeing.

Boy: Cool! Here's Clare. What's she doing in this photo? Is she horse-riding?

Girl: Yes, she is.

Boy: And in this photo? Is she canoeing?

Girl: No, she isn't... she's swimming!

Boy: Oh yes. She looks very happy.



Let's investigate grammar.

- Hold up your PB and point to the box at the bottom of the page. Say **Let's investigate grammar**.
- Point to the coloured questions and sentences and explain their meaning to the pupils.
- Highlight the negative contractions in bold and the Remember box.
- Ask the pupils questions to check their understanding. Ask **Who says 'He's cycling'?** (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 and invite them to find other examples of affirmative, negative or questions.
- Finally, stick the flashcards on the board and ask the pupils to make sentences or questions. Say **Make an (affirmative) sentence**. Praise the pupils' speaking.

Play Activity mime.

- Stick the flashcards on the board. Invite a pupil to come to the front.
- Tell him/her that he/she must mime one of the activities from the flashcards.
- Ask the class **What is he/she doing?** and encourage the pupils to answer, *He's/She's (swimming)*.

Unit 3 Lesson 3

- Invite different pupils to the front to carry out the task. Praise the speaking by saying **Well done!**

Option: You may wish to put the pupils into pairs, and ask them to play the game together. Encourage them to use the 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 Books and find page 23.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to look at Activity 7. Check that the pupils understand what they have to do. Pupils work individually to complete the sentences.
- Finally, ask the pupils to colour in the sentences using the same colours as in the language box in the PB (green for affirmative, red for negative, blue for questions).
- Answers: 1 Is he windsurfing? (blue) / 2 He's swimming. (green) / 3 What's he doing? (blue) / 4 He isn't canoeing. (red)

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



Listen. Tick ✓ or cross X.

- Hold up your AB and point to Activity 8. Check that the pupils understand the instructions.
- Play CD 1 Track 58 and pause the CD after each sentence. Encourage the pupils to tick or cross in their AB.
- Play the track again so the pupils can check their answers.
- When they have finished, check the answers together.



Anna: Look at these photos of Charlie at the Camp!

Olga: Is he swimming?

Anna: Yes, he is.

Olga: Is he rafting?

Anna: No, he isn't.

Olga: Is he water-skiing?

Anna: No, he isn't.

Olga: Is he hiking?

Anna: Yes, he is. And in this photo he's cycling.

Anna: Look at these photos of Olga at the camp!

Charlie: Is she swimming?

Anna: No, she isn't. In this photo she's rafting.

Charlie: Is she water-skiing?

Anna: Yes, she is.

Charlie: Is she hiking?

Anna: Yes, she is.

Charlie: Is she cycling?

Anna: No, she isn't.

- Answers: Charlie: swimming, hiking, cycling / Olga: rafting, water-skiing, hiking



Look at Activity 8. Write sentences about Charlie and Olga.

- Ask the pupils to look at Activity 9. Check that the pupils understand, and ask them to work individually writing sentences about Charlie and Olga. Encourage them to look at Activity 8 to complete the task.
- When the pupils have finished, check the answers together.
- Answers: 1 He's swimming. / 2 He isn't rafting. / 3 He isn't water-skiing. / 4 He's hiking. / 5 He's cycling. / 6 She isn't swimming. / 7 She's rafting. / 8 She's water-skiing. / 9 She's hiking. / 10 She isn't cycling.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

Lesson 4

Learning objectives

- Match and write sentences and questions about activities
- Show understanding by listening and writing sentences
- Talk about activities using cut-outs

Language focus

- *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- *What's he/she doing?*
- *Is she/he (hiking)? Yes, she/he is. / No, she/he isn't.*
- *He's/She's (swimming).*
- *We're/They're (canoeing).*
- *He/She isn't (climbing).*






Materials

- Crayons and scissors for each pupil
- Flashcards you have prepared: *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- Activity Book page 24
- Cut-outs for Unit 3 (AB page 77)
- Class audio CD














At-a-glance lesson plan (AB page 24 and page 77)



Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)  
- **Vocabulary game** Play games   

Main activities

- **Vocabulary game** *Affirmative, negative or question*   
- **Listening and writing practice** Match to make sentences. Look at Activity 10. Write the sentences in the dialogue. Listen and check. (CD 1 Track 59) Draw your friends and write sentences. (AB page 24)   
- **Cut-out activity** Make your cut-out cards. Play a game (AB page 77).     

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and have the pupils return your greeting.
- Say to the pupils **Let's sing the *Let's sing an English tune chant*** (for lyrics see TN page 38). Play CD 1 Track 2. Have the pupils sing with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). 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 word for activities?** and show the pupils the activity flashcards. On the board draw three symbols in large clear letters: **+**, **-** and **?**. Make sure they are at a height the pupils can reach.
- Divide the class into two teams, A and B. Invite two volunteers from Team A 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 the flashcards shows one of them to Team B. The second pupil points to one of the symbols on the board. Team B must produce a sentence with the flashcard activity and the symbol they have been shown. The **+** symbol means that they should produce an affirmative sentence. The **-** symbol means that they should produce a negative sentence. The **?** symbol means that they should produce a question.
- Team B gets a point for each correct sentence it produces. The game continues until all the cards have been used.
- Now play again but with two volunteers from Team B at the front. Team A must now produce sentences in the same way. The team with the most points wins.

3 Activity Camp Lesson 4

10 Match to make sentences.

| | | | |
|----------|---------|-----------|-------------|
| 1 What's | 2 she | 3 is | 4 No, |
| 5 she | 6 she | 7 Anna | 8 isn't |
| 9 is | 10 she | 11 doing? | 12 climbing |
| 13 No, | 14 Anna | 15 isn't | 16 climbing |

11  Look at Activity 10. Write the sentences in the dialogue. Listen and check.

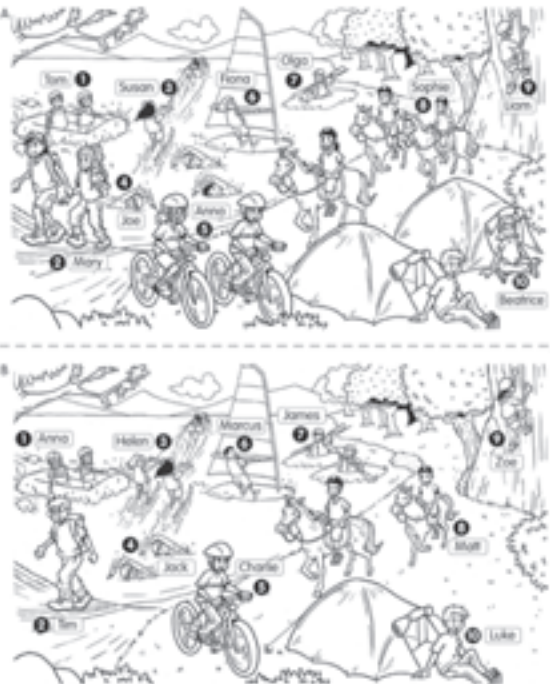
Olga: Look at the photos from the Activity Camp!
 Charlie: They're great! (1) What's Anna doing?
 Olga: She's windsurfing. Here's another photo.
 Charlie: Oh! I don't know. (2) Is she hiking?
 Olga: No, she isn't. (3) Is she climbing? Here's another photo.
 Charlie: Is she rafting?
 Olga: (4) No, she isn't. She's canoeing.

12 Draw your friends and write sentences.



 Do the activity on page 77.

Unit 3 Spot the difference 3



page 24 Match to make sentences.

- Say **Open your Activity Books and find page 24.** Allow the pupils a moment to find the right page.
- Hold up your AB and point to Activity 10. Check the pupils understand and ask them to work individually to join the parts of the sentences.
- Move around the room and check the pupils' work.
- Answers: 1 What's Anna doing? / 2 She's climbing. / 3 Is she hiking? / 4 No, she isn't.

page 22 Look at Activity 10. Write the sentences in the dialogue. Listen and check.

- Hold up your AB and point to Activity 11. Check that the pupils understand. Ask them to work individually to complete the dialogue. Remind them they should use sentences from Activity 10.
- Play CD 1 Track 59 for the pupils to check their answers. Move around the room and check the pupils' work.
- Answers: 1 What's Anna doing? / 2 Is she hiking? / 3 She's climbing. / 4 No, she isn't.



Olga: Look at the photos from the Activity Camp!

Charlie: Oh. They're great! What's Anna doing?

Olga: She's windsurfing. Here's another photo.

Charlie: Oh! I don't know. Is she hiking?

Olga: No, she isn't. She's climbing. Here's another photo.

Charlie: Is she rafting?

Olga: No, she isn't. She's canoeing.

page 24 Draw your friends and write sentences.

- Ask the pupils to look at the final task on page 24 of their Activity Books. Check that the pupils understand what they have to do. Encourage them to draw their pictures and then ask them to write sentences. Go round the classroom and check each pupil's work.
- Answers: Pupils' own answers



Make your cut-out cards. (Activity Book page 77). Play a game.

Stage 1

- Say to the pupils **Open your Activity Books and find page 77**. Give the pupils a moment to find the page by themselves.
- When the pupils are ready tell them to look and follow your instructions.
- Say **Cut along these lines**. Hold up your AB and signal they should cut along the dotted line around the two picture cards.
- Tell the pupils to write their initials in a corner on the face of the cards.
- Say **Place your cut-outs face down on your desks**. When the pupils have finished, encourage them to tidy up their desks and put the scissors away.

Stage 2

- Say **Now let's play Spot the difference**. Invite a pupil to come to the front to play against you. In this way you can demonstrate the game to the whole class.
- You must have the first of the two pictures in front of you. The pupil has the second version of the picture.
- Look at your picture and say a sentence, for example **Olga is canoeing**. Encourage your volunteer to look at the picture and say **Yes, Olga is canoeing**. Or alternatively **Charlie is horse-riding**. If the answer is no, circle Charlie and encourage your volunteer to say *No, Charlie isn't horse-riding*. Now the pupil makes a sentence. There are 10 differences to find.
- Encourage the pupils to play the game in pairs. Move around the room and check that they are taking turns.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

Lesson 5

Learning objectives

- Identify and say types of weather
- Listen to, read and say the *Weather* rap
- Show understanding by matching, writing and drawing
- Listen to, read and understand a comic strip

Language focus

- *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- *cloudy, raining, snowing, sunny, foggy, windy*
- *What's he/she doing?*
- *Is she/he (horse-riding)? Yes, she/he is. / No, she/he isn't.*
- *He's/She's (climbing).*
- *He/She isn't (rafting).*

Materials

- Crayons for each pupil
- Word cards you have prepared: *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- Pupil's Book page 21
- Activity Book page 25
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage them to reply.
- Say to the pupils **Let's sing the *Let's sing an English tune chant*** (for lyrics see TN page 38). Play CD 1 Track 2.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play any game from the Activity Bank to recycle the vocabulary.



At-a-glance lesson plan (PB page 21, AB page 25)

Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)
- **Vocabulary game** Play games

Main activities

- **Vocabulary activities** Listen. Say the words. (CD 1 Track 60) (PB page 21).
- **Listening practice** *Weather rap* (CD 1 Track 61) Listen and read. Say the rap. (PB page 21).
- **Listening and writing practice** Listen and number. (CD 1 Track 62) Look and complete. Draw yourself and write. (AB page 25).
- **Comic strip** *A Dog's Day*. (CD 1 Track 63) Listen and read. (PB page 21).

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)

Main activities



Listen. Say the words.

- Say **Open your Pupil's Books and find page 21**. Give the pupils a moment to find the page by themselves.
- Hold up your PB and point to the left column. Play CD 1 Track 60 and pause between each phrase. Encourage the pupils to repeat the phrases.

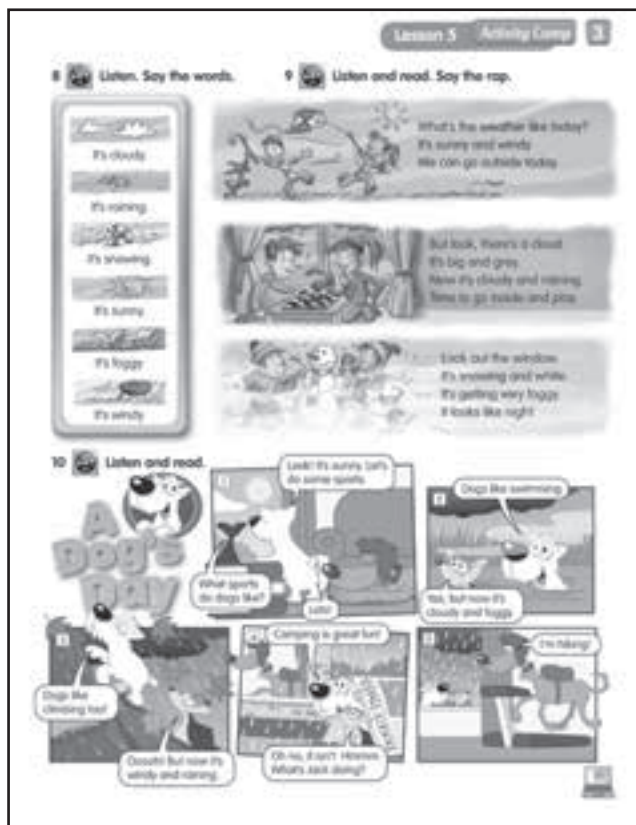


It's cloudy.
It's raining.
It's snowing.
It's sunny.
It's foggy.
It's windy.



Listen and read. Say the rap.

- Say to the pupils **Let's look at the pictures** and point to the pictures on page 21. Ask the pupils questions about them. **What's the weather like in the first picture?** (It's windy and it's sunny) **What's the weather like in the second picture?** (It's raining and it's cloudy.) **What's the weather like in the third picture?** (It's snowing.).



- Play CD 1 Track 61 and encourage the pupils to read the words of the rap in their PB while listening.
- Say to the pupils **Let's listen and say the Weather rap**. Play the track again and encourage the pupils to join in the rap. Ask the pupils to stand up and sing.
- When you have finished ask the pupils **What can the children do?** (They can go outside / go inside and play).

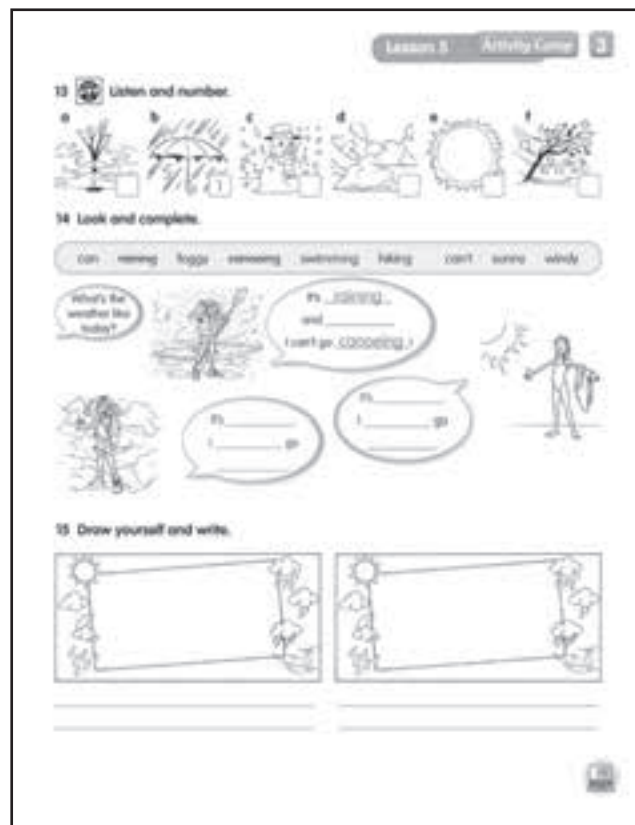


Weather rap

*What's the weather like today?
It's sunny and windy.
We can go outside today.*

*But look, there's a cloud.
It's big and grey.
Now it's cloudy and raining.
Time to go inside and play.*

*Look out the window.
It's snowing and white.
It's getting very foggy.
It looks like night.*



Listen and number.

- Say **Open your Activity Books and find page 25**. Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 13. Explain that they must number the weather pictures in the order that they hear them on the CD. Play CD 1 Track 62 and pause after each phrase so that the pupils can write the number.
- Check the answers together.
- Answers: 1 b / 2 e / 3 a / 4 f / 5 c / 6 d



- 1 It's raining
- 2 It's sunny
- 3 It's foggy
- 4 It's windy
- 5 It's snowing
- 6 It's cloudy



Look and complete.

- Check that the pupils understand the next activity in their Activity Books and ask them to work individually to complete the sentences with the words from the box, using the pictures as a guide.
- Check the answers together.
- Answers: raining, windy, canoeing, / foggy, can't, hiking, / sunny, can, swimming



Draw yourself and write.

- Point to the two picture frames in Activity 15. Explain that they should draw themselves doing two different activities in two different kinds of weather.
- Move around the room while the pupils are working and praise their drawings, saying **Well done!**
- Then ask them to complete the sentences about themselves according to what they have drawn. Move around the room and check the pupils' work.
- Pupils' own answers



Listen and read.

- Say **Open your Pupil's Books and find page 21.** Give the pupils a moment to find the page by themselves.
- Point to Activity 10 and ask **What's the weather like in Frame 1?** (It's sunny.).
- Say **Let's listen to the comic strip.** Play CD 1 Track 63.
- Say **Let's read and listen to the comic strip again.** Play CD 1 Track 63 again. Encourage the pupils to look at and read the comic strip in their PB as they listen.
- When the pupils have finished reading ask questions about the story, for example, **What are the animals doing in Frame 2?** (They're swimming.) **What's the weather like in Frame 3?** (It's windy and raining.).
- Ask the pupils **Do you like the story?** Invite them to respond and comment on the story.

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



Frame 1

Scotty: Look! It's sunny. Let's do some sports.

Yorkie: What sports do dogs like?

Jack: Lots!

Frame 2

Scotty: Dogs like swimming.

Yorkie: Yes, but now it's cloudy and foggy.

Frame 3

Scotty: Dogs like climbing too!

Yorkie: Ooooh! But now it's windy and raining.

Frame 4

Scotty: Camping is great fun!

Yorkie: Oh no, it isn't. Hmmm. What's Jack doing?

Frame 5

Jack: I'm hiking!

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the *Time to stop* chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

Lesson 6

Learning objectives

- Talk about adventure sports
- Listen to, read and learn about adventure sports
- Show understanding by completing sentences and writing about an adventure sport
- Do a sports survey

Language focus

- *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- *cloudy, raining, snowing, sunny, foggy, windy*
- *zip-line, gravity, pulley, trainers, gloves, helmet, harness, kite, board, stunt, straps, balance*

Materials

- Scissors for each pupil
- CLIL Photocopiable: *Sports survey* (TN page 304)
- Pupil's Book page 22
- Activity Book page 26
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *Let's sing an English tune* chant** (for lyrics see TN page 38). Play CD 1 Track 2. Have the pupils sing with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play any game from the Activity Bank to recycle the vocabulary.

Main activities

Look at the picture and predict.

- Explain to the pupils that the picture represents today's lesson and its content. (P.E.: *Adventure sports*).
- Ask what they know about different adventure sports. The pupils may answer in L1.
- Ask the pupils questions.



At-a-glance lesson plan (PB page 22, AB page 26)

Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2). C1 C6
- **Vocabulary game** Play games C1 C6 C7 C8

Main activities

- **Picture activities** *Adventure sports* Look at the picture and predict. Listen and look at the picture. (CD 1 Track 64) C1 C3 C7 C8
- **Character's presentation** Listen and read. (CD 1 Track 64) Read and say 'True' or 'False'. Listen and check. (CD 1 Track 65) (PB page 22). C1 C3 C7 C8
- **Picture activity** Look at the picture and answer questions. C1 C3 C7 C8
- **Character's presentation** Listen and learn about a fun adventure sport. (CD 1 Track 66) (PB page 22). C1 C7 C8
- **Reading and writing practice** Look at page 22 in the Pupil's Book and complete. Read. Write about a fun adventure sport. (AB page 26). C1 C7 C8
- **CLIL project: Do a sports survey** C1 C3 C5 C7 C8

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5) C1 C6

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 adventure sports.**
- Play CD 1 Track 64 and guide the pupils' understanding by pointing to features on the picture as they are talked about on the CD.
- Ask the pupils questions about the information on the picture to check their understanding.
Where can you zip-line? (in forests, adventure camps and river gorges) **What do you need to zip-line?** (trainers, gloves, a helmet, a harness) **What is kitesurfing?** (a watersport) **What do you need?** (a kite, a board, lots of wind) **Can you travel fast?** (yes) **Where can you snowboard?** (in the winter/snow) **What do you need?** (special boots, straps).

3 CUI P.E. Lesson 6

11 Listen and read.

Adventure sports by Anna

Zip-lining



You can zip-line in forests, adventure camps and river gorges. You use gravity, a pulley and a line to travel from the top to the bottom. You wear trainers, gloves, a helmet and a harness.

Kitesurfing



Kitesurfing is a water sport. You use the wind to move across the water. You need a kite, a board and lots of wind! You can travel at about 90 kilometres per hour and do different stunts.

Snowboarding



Snowboarding is a fun winter sport. It's like surfing but on snow. The snowboard has got special boots and straps. Snowboarding is great exercise. You use your feet for steering and keeping your balance.

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

- You can zip-line in forests.
- Zip-lining is a water sport.
- You need a kite, a board and lots of wind to kitesurf.
- When you kitesurf, you can travel at about 50 kilometres per hour.
- Snowboarding is a summer sport.
- Snowboarding is good exercise.

13 Listen and learn about a fun adventure sport.



Mountain biking is a summer outdoor activity. You need a bike, a helmet and a harness. You ride bikes across hills and fields.

14 Do the revision page (Activity Book, page 27).

15 Write and draw in your Writing Diary (Activity Book, page 28).


3 CUI P.E. Lesson 6

16 Look at page 22 in the Pupil's Book and complete.

a pulley feet the wind boots stunts adventure camps

- You can zip-line in forests, _____, _____ and river gorges.
- You use gravity _____ and a line to travel from the top to the bottom.
- In kitesurfing, you use _____ to move across the water.
- You can do different _____.
- The snowboard has got special _____.
- You use your _____ for keeping your balance.


17 Read. Write about a fun adventure sport.



- mountain biking
- a summer outdoor activity
- a bike, a helmet
- ride bikes across hills and fields

Mountain biking is a summer outdoor activity. You need a bike and a helmet. You ride bikes across hills and fields.

By Anna



- snorkelling
- a water activity
- mask, snorkel, fins
- swim under water
- see fish



Adventure sports by Anna

Zip-lining

You can zip-line in forests, adventure camps and river gorges. You use gravity, a pulley and a line to travel from the top to the bottom. You wear trainers, gloves, a helmet and a harness.

Kitesurfing

Kitesurfing is a water sport. You use the wind to move across the water. You need a kite, a board and lots of wind! You can travel at about 90 kilometres per hour and do different stunts.

Snowboarding

Snowboarding is a fun winter sport. It is like surfing but on snow. The snowboard has got special boots and straps. Snowboarding is great exercise. You use your feet for steering and keeping your balance.



Listen and read.

- Say **Open your Pupil's Books and find page 22.** Give the pupils a moment to find the page by themselves.
- Ask **What is the presentation about?** (adventure sports) **Who wrote this presentation?** (Anna).
- Point to Activity 11 and say **Listen and look at Anna's presentation again.** Encourage the pupils to follow what Anna says by pointing to

the pictures and any important words as they hear them. Play CD 1 Track 64 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/false sentences. Substitute wrong information for the actual information given in the text. Encourage the pupils to say True or False and correct your sentences. Here are some ideas: **You can zip-line across water.** **For zip-lining you wear special boots.** **Kitesurfing is a winter sport.** **For kitesurfing you need trainers.**

- Invite a pupil to make a false statement and ask another pupil from the class to correct it. Go around the class with different pairs of pupils.



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

- Hold up your PB and point to Activity 12. Explain that the pupils are going to hear statements about adventure sports. Some of the statements will be true and some will be false.
- Play CD 1 Track 65. You will first hear a statement. Pause the CD after the first statement. Ask the pupils whether the statement they heard is True or False. Ask one pupil to give his/her suggested answer. If the pupil thinks that the statement is false, ask him/her to give you the correct answer. Then play the next part of the CD. Check the answer that was given

earlier. Continue with all the statements and answers in the same way.

- Ask different pupils to answer each time. Praise them, saying, **Very good!**
- Answers: 1 True / 2 False (Zip-lining isn't a water sport.) / 3 True / 4 False (You can travel at about 90 kilometres per hour.) / 5 False (Snowboarding is a winter sport.) / 6 True



1 Anna: You can zip-line in forests.
That's true.

2 Charlie: Zip-lining is a water sport.
That's false. Zip-lining isn't a water sport.

3 Olga: You need a kite, a board and lots of wind to kitesurf.
That's true.

4 Anna: When you kitesurf, you can travel at about 50 kilometres per hour.
That's false. When you kitesurf, you can travel at about 90 kilometres per hour.

5 Charlie: Snowboarding is a summer sport.
That's false. Snowboarding is a winter sport.

6 Olga: Snowboarding is good exercise.
That's true.

Option: Ask the pupils to form pairs. Encourage them to ask each other True/False questions about the topic using the information in the texts on page 22.

Look at the picture and answer questions.

- Point to the main frames on the picture and ask the pupils questions to reinforce their understanding.
- Ask **Do you know any other Olympic sports?** Praise their answers, saying **Well done!**
- Ask **What is this sport?** (sky diving, sledging, scuba diving, mountain biking, go-karting, surfing) **What sports can you do? Do you like (water/winter/adventure) sports? Do you want to go (zip-lining)?** (Pupils' own answers). The pupils may answer in L1.

Option: Ask the pupils to close their PBs. Put them into pairs and give each pair one paragraph from the photocopiable from TN page 304 and a pair of scissors. Pupils cut along the dotted lines. Ask the pairs to mix up their sentences. Nominate one pair to come to the front of the class. They listen to the CD and stick their sentences next to the correct photo on the board in the order they hear them. The rest of the class orders their sentences in their pairs. Play CD 1 Track 64. Pause the CD and ask different pairs to order the sentences for the other paragraphs. Alternatively, you can work with the whole class. Make one copy of the photocopiable. Cut up the sentences. Give each sentence to a different pupil in the class and ask them to stand at the front of the class and line up in the correct order as they hear their sentences on the CD.



Listen and learn about a fun adventure sport.

- Hold up your PB and explain that the pupils are going to read about a winter sport.
- Say **Let's read about a fun adventure sport.** Play CD 1 Track 66. Encourage the pupils to follow the text in their books as they listen.
- Check the pupils' understanding by asking questions about the text. Praise their answers, saying **Very good!**



Sledging is a winter outdoor activity. Children slide down hills in the snow. You use a sledge. It's really fun! But at the Manabi-no-Mori park in Japan, the children sledge on the grass!
by Olga



Look at page 22 in the Pupil's Book and complete.

- Say **Open your Activity Books and find page 26.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 16. Check that the pupils understand what they have to do. Ask pupils to work individually to complete the sentences.
- Check the answers with the class. Ask different pupils **What's number (1)?**
- Answers: 1 adventure camps / 2 a pulley / 3 the wind / 4 stunts / 5 boots / 6 feet



Read. Write about a fun adventure sport.

- Hold up your AB and point to Activity 17. Check the pupils understand the instructions, and explain that first they will read the example.
- Point to the notes on the left. Read the notes and then the sentences aloud with the pupils.
- Explain that the pupils must look at the notes on the right and write their own sentences.
- Say **Now write your sentences.** The pupils work individually writing their sentences. Move around the room to check their work. Praise it and say **Very good!**
- Check the answers with the class. Ask different pupils to read their sentences.
- Answers: Snorkelling is a water activity. You need a mask, a snorkel and fins. You swim under water. You see fish.

CLIL project: Sports survey.

- Say to the pupils **Let's do a sports survey.** Give each pupil a photocopiable from TN page 304. Tell the pupils to write their own name in the first column of the chart and to complete the information about themselves.
- Now tell the pupils to find a partner and write his/her name in the second column of the chart and to complete the information about him/her.
- When they have finished, ask the pupils to move quietly around the classroom and to choose another partner and to complete the next column. Pupils continue until they have completed all the columns of their survey.
- Move around the classroom to check their work and offer help if required.
- When the pupils have completed their surveys, invite different pupils to talk about their results, for example, *Jenny plays tennis. She wears a T-shirt and shorts. She plays two times every week. She plays in summer. She plays outside. She plays with friends.*

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

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 completing sentences and matching
- Write sentences about doing activities
- Evaluate learning

Language focus

- *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- *cloudy, raining, snowing, sunny, foggy, windy*
- *It's (sunny).*
- *He's/She's (hiking).*
- *He/She isn't (cycling).*







Materials

- Flashcards and word cards you have prepared: *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- Activity Book pages 27 and 70
- Class audio CD












At-a-glance lesson plan (AB pages 27 and 70)



Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)  
- **Vocabulary game** Play games    

Main activities

- **Mind Map:** Unit 3 (AB page 70)  
- **Writing and listening practice** Write the words. Listen and check. (CD 1 Track 67) (AB page 27).   
- **Reading and writing practice** Look and read. True ✓ or false ✗? Look and write affirmative or negative sentences. (AB page 27).  
- Evaluation  

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *Let's sing an English tune chant*** (for lyrics see TN page 38). Play CD 1 Track 2. Have the pupils sing with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play any game from the Activity Bank to recycle the vocabulary.

Main activities



Mind Map: Unit 3.

- Say **Open your Activity Books and find page 70.** Give the pupils a moment to find the page by themselves.
- Say **Do you remember the activities?**
- Hold up your AB and point to the mind map at the top of the page. Explain that the pupils should stick the picture or word stickers in the correct place on the mind map.
- Put the activities flashcards and word cards you have prepared for this unit face up on your desk. When the pupils have finished their task, invite different pupils to the front to match the flashcards and the wordcards and stick them on the board in the same shape as the mind map.
- Ask the pupils to look at the matched cards on the board and to check their stickers on their mind map.



Write the words. Listen and check.

- Say **Open your Activity Books and find page 27.** Give the pupils a moment to find the page by themselves.
- Explain that they are going to revise the weather words. Explain that they must unjumble the letters to find the missing words.
- Say **Now listen and check your answers.** Play CD 1 Track 67 and pause between each sentence.
- When they have finished check the answers together. Write the numbers 1 to 6 on the board.
- Say to the pupils **Let's check our answers.** Ask individual pupils **What's number (1)?** Continue with the rest of the answers and write the answers on the board. Praise the pupils' answers by saying **Well done!**
- Encourage the pupils to look at the answers on the board and compare with their own answers by ticking the ones they got correct. Move around the room and check their work.
- Answers: 1 foggy / 2 snowing / 3 cloudy / 4 raining / 5 sunny / 6 windy

Revision: Lessons 7 and 8 Activity Camp

1 Write the words. Listen and check.

1 It's foggy: foggy 2 It's snowy: snowy
3 It's raining: raining 4 It's sunny: sunny
5 It's cloudy: cloudy 6 It's windy: windy

2 Look and read. True ✓ or false X?

1 He's cycling: ✓ 2 She's horse-riding: X
3 He's water-skiing: X 4 She isn't climbing: X
5 He isn't camping: X 6 She's canoeing: X

3 Look and write affirmative or negative sentences.

1 She's camping: ✓ 2 He isn't sailing: X
3 He isn't swimming: X 4 She isn't horse-riding: X
5 He isn't swimming: X 6 He's cycling: ✓

Good Very good Excellent

1 Mind Map: Unit 3

Activities

water-skiing cycling
camping horse-riding
climbing canoeing

2 Mind Map: Unit 4

Food

bread lemonade
pie chips
pan



- 1 It's foggy.
- 2 It's snowing.
- 3 It's cloudy.
- 4 It's raining.
- 5 It's sunny.
- 6 It's windy.



Look and read. True ✓ or false X?

- Hold up your AB and point to Activity 2.
- Tell the pupils to look at the pictures carefully.
- Ask them to read the sentences and to put a tick or a cross according to the information in the pictures.
- When the pupils have finished check the answers together as a class.
- Answers: 1 ✓ / 2 ✓ / 3 X / 4 ✓ / 5 X / 6 X



Look and write affirmative or negative sentences.

- Hold up your AB and point to Activity 3.
- Explain that the pupils should write their own sentences according to what they can see in the pictures.
- The pupils work individually writing their sentences. Move around the room to check their work. Praise it and say **Very good!**

- Answers: 1 She's camping. / 2 He isn't sailing. / 3 He's canoeing. / 4 She isn't horse-riding. / 5 He isn't swimming. 6 He's cycling.



Evaluation

- Praise the pupils' work over the unit.
- Hold up your AB and point to the three faces of the *Your Quest* children at the bottom of the page.
- Encourage the pupils to colour the face which matches their work for Unit 3.
- Move around the classroom and comment on the pupils' self-assessment.
- Say to the pupils **Well done! We have finished our Activity Camp Quest.**

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

Lesson 8

Learning objectives

- Review the unit using *Quest 3: Activity Camp*
- Read the Writing Diary and answer questions
- Create a personalized diary about an activity camp and talk about it

Language focus

- *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- *cloudy, raining, snowing, sunny, foggy, windy*
- *What's he/she doing?*
- *Is she/he (swimming)? Yes, she/he is. / No, she/he isn't.*
- *He's/She's (water-skiing).*
- *He/She isn't (cycling).*






Materials

- Crayons for each pupil
- Photocopiable: *Quest 3: Activity Camp* (TN page 312)
- Writing Diary, Activity Book page 28.
- Class audio CD












At-a-glance lesson plan (Writing Diary, Activity Book page 28)



Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)  
- **Vocabulary game** Play games   

Main activities

- **Photocopiable activity** Complete *Quest 3: Activity Camp*   
- **Writing Diary** Read the diary entry. Read the Diary Notes and answer questions (AB page 28).  
- **Writing Diary** Plan and write your Diary entry. Draw. Complete the Diary Notes. Talk about your activity camp (AB page 28).    

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and have the pupils answer.
- Say to the pupils **Let's sing the *Let's sing an English tune chant*** (for lyrics see TN page 38). Play CD 1 Track 2. Have the pupils sing with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play any game from the Activity Bank to recycle the vocabulary.

Main activities

Complete *Quest 3: Activity Camp*.

- Ask the pupils what they remember about Unit 1: *Activity Camp*.
- Ask a volunteer to give out a copy of the Quest task sheet for Unit 3 to each student (TN page 312). Explain that it is their quest about activities and weather, similar to what the characters have done in the unit.
- The pupils work individually completing the sheet and referring to the correct pages in their PBs. 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 canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing (PB page 17) / 2 swimming, hiking, canoeing, cycling, horse-riding (PB pages 18–19) / 3 climbing, cycling, underwater gymnastics (PB page 19) / 4 Not good. It's raining. (PB page 21) / 5 zip-lining (PB page 22)



Read the diary entry.

- Say **Open your Activity Book and find page 28**. Give the pupils a moment to find the page by themselves.
- Ask the pupils **What's this?** (*Quest diary*).



- Ask the pupils to read the entry, telling them that you will then ask them some questions about it. You may wish 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?** (activity camp) **What is the date?** (7th May).
- 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's Anna doing?** (horse-riding) **What's the weather like?** (sunny) **What's Charlie doing?** (water-skiing) **Is Charlie swimming?** (No, he isn't.)
- Listen to the pupils' answers and praise them, saying **Very good!**
- Finally, ask pupils to answer the question.
- Answer: Yes, he is.

Plan and write your Diary entry. Draw.

- Say to the pupils **It's time to write your diary entry.** Say **Open your Activity Book and find page 28.** Tell the pupils that they are going to write their diary entry on the lines provided and draw a picture in the empty space.
- Say **Tell me about your perfect activity camp.** Encourage the pupils to respond saying *I'm (hiking). It's (sunny). He's/She's (swimming).* Listen and praise their speaking saying **Very good!**
- The pupils now work individually writing their entry. Give the pupils time to write, but move around the room to offer help. Encourage them to refer to Olga's diary entry for reference.
- When the pupils have finished, check their writing. Then say **Draw a picture of an activity camp.** Then pupils do this individually.

Tip: If the pupils are having difficulties choosing what to write, encourage them to look at Olga's diary entry.

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 activity camp.

- Say to the pupils **Let's talk about your activity camp.** Ask them to work with a pupil near to them.
- When the pupils are ready, say **Tell your partner about your activity camp.** The pupils describe their activity camp. 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 to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

For *The Competition* animated story script see TN page 98.



Camp Adventure

Florence: Camp Adventure! Wow!
Tom: That looks like great fun!
Tilly: Look! You can do everything! Swimming, hiking, running...
Florence: You can even go windsurfing!
Tom: And sailing! Wow!
Everyone: Brilliant!
Tom: I love sailing!
Tilly and Florence: We love windsurfing!
Tom: Look! It's Miss Howard!
Tilly: What's she doing?
Florence: I think she's running! Wow! She's good!
Tilly: She isn't running in this photo.
Tom: It's a hot day. She's swimming in the pool.
Florence: It's sunny in this photo too. Look! She's sailing!
Tilly: She isn't sailing in this photo. She's windsurfing!
Tom: Wow! Is this really Miss Howard? She's good at sport!
Miss Howard: Hello, everyone.
Everyone: Hello, Miss Howard.
Miss Howard: Are you all coming to Camp Adventure?
Everyone: Oh, yes!
Tilly: Is it sunny at Camp Adventure?
Miss Howard: Oh! It's always sunny at Camp Adventure! Can you windsurf? I can! I love windsurfing! It's great fun!
Miss Howard: Yes, well! I'll see you all at Camp Adventure.
Everyone: Yes, Miss Howard!



CLIL – Adventure sports

Tilly: They're doing adventure sports. Great!
Florence: Look, they're in the snow and they're going very fast! That's amazing!
Tilly: That's called snow boarding. It's a bit like skiing.
Florence: She's flying a kite. Cool! I love kites.
Tom: She's not just flying a kite, she's kite skiing.
Florence: Kite skiing?
Tom: Yes, look! You need a big kite and skis.
Tilly: Wow! It looks great fun!
Florence: Why is she in that tree?
Tom: She's climbing. You can go to forests and climb up ropes into the tree tops.
Florence: You have to wear a helmet and a harness like her.
Tilly: Look, she's swinging on that rope!
Tom: That's called zip-lining. It's great fun!
Tilly: That river looks very big.
Florence: He's canoeing down that waterfall. Scary!
Tilly: He must be very strong.
Tom: And very brave.
Tilly: I'd love to try some adventure sports.

Learning objectives

- Identifying and naming school subjects, clock times, shops and places, directions, activities, and types of weather (C1 C7 C8)
- Reviewing what has been studied in Units 1, 2 and 3 (C1 C5 C7 C8)
- Listening to and showing understanding of a short text on UK culture (C1 C3 C7 C8)
- Writing a short text about traditions in your country (C1 C3 C5 C6 C7 C8)

Key language**Vocabulary**

- *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- *o'clock, quarter past, quarter to, half past*
- *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- *turn left, turn right, go straight on, walk around*
- *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- *cloudy, raining, snowing, sunny, foggy, windy*

Structures

- *Can you find...?*

Receptive language

- *celebrate, decorate, maypole, bonfire, firework display, toffee apple*
- *Let's sing/ask/find/listen/check/read/...*
- *Open your (Pupil's) Book and find page (23).*
- *What's (the secret word)?*
- *What can you see?*

Summary

In this unit you will review material from Units 1, 2 and 3 in the context of a picture puzzle. There is a focus on UK culture using the units' vocabulary and structures. The 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 I.C.T.
- (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 school subjects, clock times, shops, directions, activities and types of weather
- Ask and answer questions about a picture puzzle
- Find a hidden word in the picture puzzle
- Listen to, read and show understanding of a text about UK culture
- Write a short text about traditions in your country

Language focus

- *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- *o'clock, quarter past, quarter to, half past*
- *bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square*
- *turn left, turn right, go straight on, walk around*
- *canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing*
- *cloudy, raining, snowing, sunny, foggy, windy*
- *What can you see?*
- *What is it?*
- *Where is it?*
- *Can you find...?*

Materials

- Crayons and a piece of A4 paper for each pupil
- Flashcards and word cards you have prepared: Units 1, 2 and 3
- Pupil's Book pages 23 and 24
- Class audio CD

Opening activities

- Say **Hello! How are you?** and have the pupils do the same.
- Say to the pupils **Let's sing the Let's sing an English tune chant** (for lyrics see TN page 38). Play CD 1 Track 2. Sing the song and have the pupils sing with you.

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 members flashcards from Unit 1 from both vocabulary sets. They hold them up and stand at different places around the classroom. Give the other half of the team the equivalent word cards and ask them to stand at the front of the class.



At-a-glance lesson plan

(PB pages 23 and 24)

Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2)

Main activities

- **Vocabulary game** *Against the clock*
- **Review** Read, ask and answer in pairs. Listen and check. (CD 1 Track 68) Look at the picture and find eleven letters. What's the secret word? (PB page 23)
- **UK culture** Listen and read. Answer the questions. (CD 1 Track 69) (PB page 24)
- **Spanish culture** Your Investigation. Read Charlie's report and write about traditions in your country. (PB page 24)

Closing activities

- **Chant** *Time to stop* (CD 1 Track 5)

- 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 both pupils stand together displaying their two cards.
- Invite the other teams to count the number of seconds it takes the team to match the cards. Write it on the board.
- Continue the game with the flashcards for Units 2 and 3 with the other two teams. The winning team is the one with the least number of seconds.

Note: Ensure that the pupils understand that they must walk, not run.



Read, ask and answer in pairs. Listen and check.

- Say **Open your Pupil's Book and find page 23.** Give the pupils time to find the page by themselves.
- Ask the pupils to look at the picture puzzle in Activity 1. Ask **What can you see?** and praise their answers. If they seem unsure, point to and ask about specific things, for example, **What's the boy doing in A2?** (water-skiing).
- Say **Let's ask and find.** Invite two pupils to read Anna and Olga's dialogue aloud, for

Units 1, 2, 3 Your Quest Revision

1 Read, ask and answer in pairs. Listen and check.

Can you find a school subject with five letters?

Yes, Music. It's in B1.

Can you find...?

- a school subject with five letters
- a sport you do in water
- a place to buy meat
- the time
- a place to watch films
- a school subject with seven letters
- a sport you do in the mountains
- a place to buy vegetables
- a type of weather

2 Look at the picture and find eleven letters. What's the secret word?

example, **Can you find a school subject with five letters? Yes. Music. It's in B1.** Encourage the other pupils to find the butcher's in B2 and point to it. Write the answer on the board (butcher's) and its location (B2).

- Repeat the procedure with the other questions, inviting different pupils to ask and answer the question each time until all the answers are on the board.
- Say to the pupils **Let's listen and check.** Play CD 1 track 68. Tick the answers the pupils have got correct, and praise them when the CD finishes.

Tip: Encourage the pupils to answer, saying what it is and where it is, for example *Music. It's in B1. / I can see it in B1.* If they seem unsure, prompt them with questions, for example, **What is it? Where is it?**



1 Olga: Can you find a school subject with five letters?

Anna: Yes. Music. It's in B1.

2 Anna: Can you find a sport you do in water?

Olga: Yes. Water-skiing. It's in A2.

3 Olga: Can you find a place to buy meat?

Anna: Yes. A butcher's. It's in B2.

4 Anna: Can you find the time?

Olga: Yes. It's quarter to eleven. It's in C3.

5 Olga: Can you find a place to watch films?

Anna: Yes. A cinema. It's in A3.

Traditions in the UK

1 Listen and read. Answer the questions.

May Day
In some villages in the UK people celebrate the start of summer on May Day. May Day is 1st May. It is a tradition to decorate a maypole with different colours and dance around it.

Bonfire night
This is a special night on 5th November. People make very big bonfires, watch fireworks, eat apples and eat coffee apples.

Pancake Day
Pancake Day is always on a Tuesday about 40 days before Easter. It is a day when people make pancakes and eat them with chocolate or jam and maple 'syrup'.

2 Your investigation. Read Charlie's report and write about traditions in your country.

Charlie's report
Tradition: Carnival
Where is it? Carnival, Rio, Brazil
When is it? Carnival
What do people do? Carnival is a festival of music, dance, and costumes. People wear costumes and dance. There are parades and fireworks.

Comment
Carnival is a festival of music, dance, and costumes. People wear costumes and dance. There are parades and fireworks.

6 Anna: Can you find a school subject with seven letters?

Olga: Yes. Science. It's in C1.

7 Olga: Can you find a sport you do in the mountains?

Anna: Yes. Hiking. It's in A1.

8 Anna: Can you find a place to buy vegetables?

Olga: Yes. A greengrocer's. It's in B2.

9 Olga: Can you find a type of weather?

Anna: Yes. It's cloudy and windy. It's in A1.

• Answer: 1 B1 / 2 A2 / 3 B2 / 4 C3 / 5 A3 / 6 C1 / 7 A1 / 8 B2 / 9 A1



Look at the picture and find eleven letters. What's the secret word?

• Finally point at Activity 2 and say to the pupils **Let's find the secret word.**

• Invite the pupils to say the letters they can see in the picture. Write them on the board but not in order. When you have the eleven letters, ask the pupils **What's the secret word?**

• Give them time to look at the letters and sort them into the correct order. Praise the correct answer saying **Well done!** Invite the pupils to spell the word letter by letter to revise the alphabet.

Tip: If the pupils seem unsure, write a gapped word on the board _ _ with a couple of letters to help them.

- Answer: WINDSURFING



Listen and read. Answer the questions.

- Say **Open your Pupil's Books and find page 24.** Give the pupils a moment to find the page by themselves.
- Point to the different pictures and texts on page 24. Explain to the pupils that Charlie has been investigating traditions in the UK. Say **Let's listen.** Encourage the pupils to listen to the information, pointing to the pictures and key words as they hear them. Play CD 1 Track 69.
- Say **Let's listen and read** and play the track again. This time encourage the pupils to read the text as they listen.
- Check the pupils' understanding by asking questions about the texts. Praise their answers and encourage them to answer using full sentences. For example, **When is Bonfire Night?** (5th November). **When do people dance?** (on May Day).
- Then ask the pupils to answer the questions in the PB individually. When they have finished, check the answers with the class.
- Answers: 1 1st May / 2 watch firework displays and eat toffee apples / 3 No. Pancake Day is always on a Tuesday.



May Day

In some villages in the UK people celebrate the start of summer on May Day. May Day is 1st May. It is a tradition to decorate a maypole in different colours and dance around it!

Bonfire Night

This is a special night on 5th November. People make very big bonfires, watch firework displays and eat toffee apples.

Pancake Day

Pancake Day is always on a Tuesday about 40 days before Easter. It is a day when people make pancakes and eat them with chocolate or lemon and sugar. Yummy!



Your Investigation. Read Charlie's report and write about traditions in your country.

- Hold up your PB and point to Activity 2. Explain that Charlie's notes for his investigations on traditions are on the left and his finished project is on the right. Explain that the pupils are going to create a similar project.
- Ask the pupils to look at the notes and text. Say **Let's make sentences.** Say a word from the notes, for example, **carnival.** Encourage the pupils to find the word in the text on the right and invite a pupil to read that sentence aloud.
- Say to the pupils **Let's investigate traditions in your country.** Write the headings only (not the notes under each heading) from Charlie's writing plan on the board. The pupils copy them into their notebooks.
- Say to the pupils **Choose a tradition in your country** and ask them to write notes under each heading in their notebook. Give them time to decide which festival to write about and offer suggestions if necessary. Move around the class and help when necessary.
- When the pupils have finished, say to them **Let's talk about traditions.** Encourage the pupils to talk to somebody near them, making sentences using their notes. Move around the class and encourage the pupils's speaking.
- Finally, have the pupils work individually to write their sentences in their notebooks. Check their writing.
- Then ask a volunteer to give a piece of A4 paper to each pupil. Ask the pupils to copy out their sentences neatly onto the piece of paper and draw or stick a picture to illustrate it.

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 traditions in other countries using the writing plan notes as a guide.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Time to stop chant** (for lyrics see TN page 41). Play CD 1 Track 5. Sing along, encouraging the pupils to sing with you.

Learning objectives

- Identifying and naming food items (C1 C7 C8)
- Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8)
- Listening to, reading, understanding and explaining a story (C1 C6 C7 C8)
- Practising and discriminating between the /e/ and /i:/ sounds (C1 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 (C1 C7 C8)
- Making a cut-out and using it in a communicative game (C1 C2 C5 C6 C7 C8)
- Identifying and using UK prices (C1 C2 C3 C5 C7)
- Using UK prices with food items (C1 C2 C3 C5 C7 C8)
- Listening to, reading and understanding a comic strip (C1 C6 C7 C8)
- Listening to, reading and understanding informative texts about money, currencies and famous shops in different countries (C1 C2 C3 C7 C8)
- Writing a short text about a famous shop (C1 C3 C7 C8)
- Creating a new bank note and a coin (C1 C2 C3 C6 C7 C8)
- Creating a record of vocabulary learnt (C7 C8)
- Reviewing what has been studied and reflecting on it (C1 C3 C6 C7 C8)
- Reading and understanding a short diary entry (C1 C3 C7 C8)
- Writing a short dialogue in a shop in their diary and role-playing it (C1 C2 C3 C8 C5 C6 C7 C8)

Key language**Vocabulary**

- Cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- Five pence, Ten pence, Fifty pence, Five pounds fifty, Eight pounds ninety-nine*
- CLIL vocabulary: *currency, Euro, Pound, Dollar, country, design, note, coin, metallic thread, cotton, linen*

Structures

- Can I have some (bread), please?*
- Can I have a (biscuit), please?*

- Here you are.*
- I'm sorry. I haven't got (biscuits).*
- Do you want anything else?*
- Yes, please. / No, thank you.*
- How much is it?*
- That's (five) (pounds), please.*

Recycled language

- Have you got (lots of money)?*
- I've/We've got (lots of food).*
- I/We haven't got any (money).*

Receptive language

- A (pineapple) is better for you.*
- Let's listen/read/investigate/talk about/sing/say/rap/play/look at...*
- Cut along these lines.*

Socio-cultural aspects

- Understanding food and shopping
- Showing interest in different currencies

Summary

In this unit you will introduce and practise vocabulary for food items and prices. Pupils will learn how to describe different currencies and to write a short description of a shop.

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 I.C.T.
- 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 say words for different foods
- Listen to, read and sing the *Fair* song
- Show understanding by matching pictures to sentences and by writing
- Learn a new song for the closing routine

Language focus

- *cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- *Can I have (a pie/some cheese)?*
- *A (fruit) is better for you.*

Materials

- Flashcards and word cards you have prepared: *cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- Pupil's Book page 25
- Activity Book page 29
- Class audio CD

Opening activities

- Say **Hello! How are you?** and have the pupils do the same.
- Explain to the pupils that they are going to learn a new song for the opening routine.
- Say **Let's sing the *International English* song.** Play CD 1 Track 3. Sing the song and have the pupils sing with you.

**International English song**

It's time for English.

International English.

People speak English all over the world.

England, Ireland, Scotland, Wales.

The U.S.A. and Canada.

New Zealand and Australia.

In other countries too.

They speak English. Can you?

At-a-glance lesson plan (PB page 25, AB page 29)

Opening activities

- **Song** *International English* (CD 1 Track 3)

Main activities

- **Vocabulary game** *What's this?*
- **Vocabulary activities** *Food word rap* (CD 2 Track 1) Listen, point and say the words.
- **Vocabulary game** *I can match*
- **Song** *The fair* (CD 2 Track 2) Listen to the song. Answer the question. Listen and read. Sing the song. (PB page 25)
- **Vocabulary game** *Guess the sentence*
- **Word Quest** (CD 2 Track 4) Listen and play. (PB page 25).
- **Vocabulary and writing activities** Look and write the words. Look and complete the sentences. (AB page 29).

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)

Main activities

Play *What's this?*

- Hold up the pile of food flashcards you have prepared for the unit so that they are facing you and so that the pupils can't see them. Quickly flip over one card to give the pupils a glimpse. Encourage them to guess what it is. When they guess it, say **Yes! (bread). Well done!**
- Encourage the class to speculate about what each flashcard shows. Continue until you have shown them all the flashcards. When they guess correctly, congratulate them saying, **Well done!**
- Hold the pile of flashcards and ask the pupils **What's this?** Pull a card from the back of the pile and slowly move it upwards, revealing a part of the picture.
- Invite a pupil to guess the answer. Stick the flashcard on the board.
- Repeat the process with the rest of the flashcards, sticking them on the board as you go along.
- Finally ask the pupils **What's the Quest topic?** Listen to their answers and say **Yes, food and drink.**

Unit 4 Town Fair

Lesson 1 1 Listen and read. Sing the song.

Can I have some jam and bread?
Or maybe some cheese instead.
A pie and crisps are delicious too.
But a pineapple is better for you.
Yes, a pineapple is better for you.

Can I have some jam and bread?
Or maybe some cheese instead.
Biscuits and sweets are delicious too.
But strawberries are better for you.
Yes, strawberries are better for you.

2 Word Quest
Listen and play.

What's number 8?
Sweet!
No! Can you spell 'sweets'?

5-8-6-8-5-5

Unit 4 Town Fair

Lesson 1 1 Look and write the words.

cheese bread sweets jam strawberries
lemonade pineapple crisps biscuits pie

2 Look and complete the sentences.

Can I have some _____?
some _____ and some _____
please?

Listen, point and say the words.

- Say **Let's listen and say the Food word rap**. Play CD 2 Track 1 and point to the different flashcards on the board as you hear the words spoken on the CD.
- Play the track again. Get the pupils to say the words while you point to the flashcards on the board. Or you could point to each flashcard in turn, say the word and encourage the pupils to repeat it. Repeat this procedure with all the flashcards.



Food word rap

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

cheese
a pie
bread
crisps
jam
sweets
biscuits
a pineapple
lemonade
strawberries

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 food word cards you have prepared for the unit to the class and ask **Can you match the words to the pictures?** Hold the word cards face down in a fan and invite a pupil to the front to pick a card and match it to the flashcard on the board. Stick the word card next to the correct flashcard on the board. Read the word aloud and encourage the pupils to repeat after you.
- Ask a different pupil to come and match the next card. Continue until you have covered all the flashcards/word cards.
- Finally, say the words for all the flashcards you have on the board. Move your hand across the pictures and words slowly, then speed up as the pupils become more confident saying the words.

Listen to the song. Answer the question.

- Say to the pupils **Let's listen to The fair song**. Encourage the pupils to stand up.
- Play CD 2 Track 2 and encourage the pupils to sing along with the CD.
- Play the song again and then ask the pupils to answer your question. **What's better for you?** (a pineapple, strawberries).



The fair song

Can I have some jam and bread?
Or maybe some cheese instead.
A pie and crisps are delicious too.
But a pineapple is better for you.
Yes, a pineapple is better for you.

Can I have some jam and bread?
Or maybe some cheese instead.
Biscuits and sweets are delicious too.
But strawberries are better for you.
Yes, strawberries are better for you.



Listen and read. Sing the song.

- Say **Open your Pupil's Books and find page 25.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to look at the picture and identify the different characters. Then ask **Where are the children?** (at the school fair). Point to the different characters and ask the pupils questions about what the characters are doing.
- Play CD 2 Track 2 and encourage the pupils to read the words of the song in their PB while listening to the CD.
- Say **Let's sing The fair song.** Play the track again and encourage the pupils to stand up and sing along with you.

Play Guess the sentence.

- Take the word cards down from the board but leave the flashcards.
- Tell the pupils that they are going to say lines from the song. Say to the pupils **Can I have (...)?** Instead of saying the food word, point to a flashcard on the board.
- Invite a pupil to say the missing word as you repeat the whole sentence. If they say the words correctly, remove the flashcard from the board.
- Continue by saying different lines from the song, until all the flashcards have been removed.



Word Quest. Listen and play.

- Hold up your PB and point to Activity 2. Ask the pupils **Who is playing the game?** (Anna and Olga).
- Say to the pupils **Cover the words** and show them in your open PB how to use their hands or another book to cover the words on the panel at the bottom of the *Word Quest* game.

- Play CD 2 Track 4 and encourage the pupils to look at the game in their PB while listening.
- When the CD has finished ask the pupils Olga's questions. **What's number 6?** Encourage the pupils to look at the *Word Quest* and answer. *It's (sweets).* Then ask **Can you spell 'sweets'?** and encourage the pupils to spell out the word.
- When the pupils are confident, ask them to play the game in pairs. Monitor and praise their speaking, saying **Very good!**



Olga: What's number 6?

Anna: Sweets!

Olga: Yes! Can you spell 'sweets'?

Anna: S-W-E-E-T-S.

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

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

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



Look and write the words.

- Say **Open your Activity Books and find page 29.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 1. Check that the pupils understand and ask them to work individually completing the sentences with the words from the box.
- When the pupils have finished, correct the sentences together. Nominate different pupils to answer, for example, **Maria. What's number 1?**
- Praise the pupils' work, saying **Well done!** and ask them to tick the sentences they got correct in their Activity Books.
- Answers: 1 cheese / 2 crisps / 3 sweets / 4 pie / 5 bread / 6 pineapple / 7 lemonade / 8 jam / 9 biscuits / 10 strawberries



Look and complete the sentences.

- Hold up your AB and point to Activity 2. The pupils work individually to complete the sentences.
- Move around the room, checking the pupils' work, saying **Very good!**
- Answers: 1 cheese, bread, jam / 2 Can I have some lemonade, a pie and some sweets, please? / 3 Can I have some biscuits, a pineapple and some strawberries, please?

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** 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 each lesson.
- Say **Let's sing the Remember your English song.** Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.



Remember your English song

*Finish what you're doing.
Think about today.
Remember your English.
And use it everyday.*

*Say Hello! Say Goodbye!
Say Please and Thank you.
Remember your English,
And use it, too.*

Lesson 2

Learning objectives

- Listen to and sing the *Fair song*
- Listen to, read and understand the story
- Show understanding of the story by answering questions, matching and circling correct answers
- Practise the sounds /e/ and /i:/ and discriminate between them

Language focus

- *cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- *Can I have some (cheese)?*
- *How much is it?*
- *That's... pounds.*
- *Here you are.*

Materials

- Flashcards and word cards you have prepared: *cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- Pupil's Book pages 26–27
- Activity Book page 30
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 24). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Listen and sing.

- Ask the pupils **Do you remember the *Fair* song?** Encourage them to say sentences from the song, *Can I have some (cheese)?*
- Stick the flashcards on the board.
- Say to the pupils **Let's sing the *Fair* song.** Play CD 2 Track 2 and encourage the pupils to sing along. Have the pupils point to the flashcards as they sing.



At-a-glance lesson plan

(PB pages 26 and 27, AB page 30)

Opening activities

- Song *International English* (CD 1 Track 3)
- **Vocabulary game** Play games

Main activities

- **Song** *The fair* (CD 2 Track 2) (karaoke CD 2 Track 3) Listen and sing.
- **Story** *The cheese race* (CD 2 Track 5) Listen to the story. Check comprehension. Ask questions. Listen to the story. Read. Find the *Quest* letter. (PB pages 26–27) Remember the story: *The cheese race*. Look and match. Number. Write the missing words. Read and circle the correct words. Write the *Quest* letter. (AB page 30)
- **Pronunciation** Say the words. Listen and say (CD 2 Track 6). Listen and say the chant (CD 2 Track 7) (PB page 30). Circle, sort and write. Listen and check. (CD 2 Track 8) (AB page 30).

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)

- Or you can play the karaoke version, CD 2 Track 3. Encourage the pupils to sing the words.

Listen to the story.

- Say **Let's listen to the story.**
- Generate interest in the story by inviting pupils to speculate about the first picture. **Where are the children?** (at the school fair).
- You can either tell the story by reading the text or by playing CD 2 Track 5.
- Make sure that you show the appropriate picture as you listen to the story on the CD. Point to different things on the pictures to help the pupils understand during the story.
- Finally, ask the pupils **What does the fortune teller have?** (a crystal ball).

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

**Frame 1**

Anna: This is great! We're at a town fair.

Olga: And look! You can throw the hoops and win a prize. Let's have a go.

Charlie: Mmm. Cheese racing? This looks interesting.

Frame 2

Anna: Brilliant, Olga! A pineapple.

Olga: I love pineapples!

Frame 3

Charlie: Can I have some cheese for the cheese race, please?

Cheese man: Here you are.

Charlie: Thank you. How much is it?

Cheese man: Two pounds fifty, please.

Frame 4

Starter: The cheese race is starting. Ready, steady, go!

Charlie: Oh no! My cheese is too fast!

Frame 5

Anna: Can I have some sweets, please?

Lady: That's eighty pence.

Anna: Eighty pence. Here you are.

Lady: Thank you.

Frame 6

Charlie: Help! My cheese is jumping the wall!

Frame 7

Olga: Look! Here's a fortune teller.

Anna: Great! Let's go inside.

**Frame 8**

Olga: What can you see in the crystal ball?

Fortune teller: I can see ... a big, round, yellow thing!

Frame 9

Charlie: Look out!

Anna: Oh no! It's a big cheese!

Olga: And it's coming this way!

Frame 10

Charlie: I'm really sorry!

Fortune teller: It's OK.

Olga: Oh, look at the crystal ball. It's a Quest symbol.

Check comprehension. Ask questions.

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

Frame 1

Where are the children? (at a town fair)

What does Olga want to do? (throw hoops and win a prize)

What is Charlie interested in? (cheese racing)

Frame 2

What does Olga win? (a pineapple)

Does Olga like pineapples? (yes)

Frame 3

What does Charlie buy? (some cheese)

3 Remember the story: The cheese race. Look and match. Number. Write the missing words.



Can't have some _____ (please)? It's a big _____ My cheese is _____ fast. I love _____

4 Read and circle the correct words.
The children go to a town (a) fair / hall. Charlie buys some cheese and enters a competition. Charlie's cheese is too (b) fast / slow and jumps the wall. Anna and (c) Olga / Charlie go to a fortune teller. The fortune teller can see a big (d) cheese / pineapple in the crystal ball. The cheese goes into the fortune teller's tent. Olga can see a Quest symbol in (e) the cheese / the crystal ball.

5 Write the Quest letter. _____

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



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

_____ cheese

How much is Charlie's cheese? (two pounds fifty)

Frame 4

What's happening? (the cheese race)

Is Charlie's cheese slow? (no, it's fast)

Frame 5

What does Anna want to buy? (some sweets)

How much are they? (80 pence)

Frame 6

What is the cheese doing? (jumping the wall)

Frame 7

Who do the girls visit? (a fortune teller)

Frame 8

What are they looking at? (a crystal ball)

What can she see in her crystal ball? (a big round yellow thing)

Frame 9

Is the cheese small? (no, it's big)

What crashes into the tent? (the cheese)

Frame 10

Who says 'sorry'? (Charlie)

Who sees the next Quest symbol? (Olga)

What is the symbol? (a portrait painting)



Listen to the story. Read.

• Say **Open your Pupil's Books and find page 26.** Give the pupils a moment to find the page by themselves.

• Ask the pupils to listen to the story and follow the dialogue by reading it in their PB. Play CD 2 Track 5.

• Say **What food items can you see?** Give the pupils time to look at the story frames, and invite different pupils to suggest answers.

Find the Quest letter.

• Ask the pupils to search in the story frames of their PB for the letter which is hidden there.

• Say **What's the Quest letter? (S, in frame 1)**



Remember the story: *The cheese race*. Look and match. Number. Write the missing words.

• Say **Open your Activity Books and find page 30.** Give the pupils a moment to find the page by themselves.

• Hold up your AB and point to Activity 3.

Explain that the pupils should match the speech bubbles to the correct pictures which are from the PB story.

• The pupils work individually.

• Check the answers as a class, asking different pupils to answer each question.

• Now explain that they have to write the missing words in the speech bubbles. If they can't remember the words, let them refer to their PBs.

• Answers: c 1 I love pineapples. / b 2 My cheese is too fast! / a 3 Can I have some sweets, please? / d 4 It's a big cheese!



Read and circle the correct words.

• Hold up your AB and point to Activity 4.

• Check that the pupils understand what they have to do.

• Give the pupils time to read the short text and circle the correct answers. Remind them that they can look in their PBs to check their answers if they are not sure.

• Invite a pupil to read out the first sentence of the text. Ask a second pupil to confirm whether they think that answer is correct or not. Write the answers on the board.

• Answers: 1 fair / 2 fast / 3 Olga / 4 cheese / 5 the crystal ball



Write the Quest letter.

• The pupils write the secret letter which they found hidden in the story in the PB in the box provided. This is in preparation for finding the secret word in Unit 8.

• Answer: S

Say the words.

- Stick the *bread* and the *cheese* flashcards on the board. Go round the class and ask each of the pupils to say the words.
- Explain that the words contain different sounds and today they are going to practise those sounds.
- Say /e/ **brEAd** and encourage the pupils to repeat with you. Repeat the same with /i:/ **chEEse**.



Listen and say.

- Say **Open your Pupil's Books and find page 27.** Give the pupils a moment to find the page by themselves.
- Hold up your PB and point to Activity 4.
- Say **Let's listen and point to the words.** Play CD 2 Track 6 and encourage the pupils to point at the words shown coming out of the school bag in their PBs as they listen.
- Say **Let's say the words.** Play the track again and encourage the pupils to say the words.

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 pointing to the flashcards and encouraging the pupils to repeat with you slowly, then quickly, in a loud voice and then in a quiet voice.



| | |
|-----------|--------|
| friends | meal |
| breakfast | eat |
| bread | cheese |
| Jenny | Neal |



Listen and say the chant.

- Show the pupils the words to the chant in their PB. Explain how the words in the list are all included in the chant.
- Say **Look at the picture and find the words.** Point to the picture and ask pupils to find the words from the phonics drill and say them as they point to the items in the picture. Ask **Who is Jenny?** (a duck) **Who is Neal?** (a mouse).
- Say **Now let's say the chant.**
- Play CD 2 Track 7. Have the pupils follow the words in their PB and say the chant at the same time.
- You could play the track again and have the pupils repeat until they feel confident.

- Finally, tell the pupils to look back at the story. Ask them **Can you see words with the /e/ sound in Frame 4?** (ready, steady). **Can you see words with the /i:/ sound in Frame 3?** (cheese, please).



Breakfast is my favourite meal.
I eat bread and cheese
with my friends
Jenny and Neal.



Circle, sort and write. Listen and check.

- Say **Open your Activity Books and find page 30.** Give the pupils a moment to find the page by themselves.
- Hold up your book and point to Activity 6. Check that the pupils understand, and ask them to write the words in the correct column. Complete an example with them.

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

- When the pupils have finished, invite different pupils to say the words aloud.
- Finally, play CD 2 Track 8 and check the pupils' answers.



| | |
|-----------|--------|
| /e/ | /i:/ |
| bread | cheese |
| breakfast | Neal |
| friends | eat |
| Jenny | meal |

- Answers: bread, breakfast, friends, Jenny / cheese, Neal, eat, meal

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

Lesson 3

Learning objectives

- Sing the *Fair song*
- Listen to, read and perform a short dialogue
- Identify parts of the language structure and make sentences and questions
- Show understanding by identifying and writing sentences and by listening, matching and writing sentences

Language focus

- *cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- *Can I have (a pie/some cheese), please?*
- *Yes, here you are.*
- *I'm sorry, I haven't got (biscuits).*
- *Do you want anything else? Yes, please. / No, thank you.*
- *How much is it?*
- *That's... pounds.*

Materials

- Crayons for each pupil
- Flashcards you have prepared: *cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- Pupil's Book page 28
- Activity Book page 31
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English song*** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities






Listen, sing and point.

- Ask the pupils **Do you remember the *Fair song*?**
- Give out the flashcards to different pupils around the class and show them how to hold their flashcard so nobody else can see it.

















At-a-glance lesson plan (PB page 28, AB page 28)


Opening activities

- **Song** *International English* (CD 1 Track 3)  
- **Vocabulary game** Play games   

Main activities

- **Song** *Fair* (CD 2 Track 2) (karaoke CD 2 Track 3) Listen, sing and point.  
- **Dialogue** Listen and read (CD 2 Track 9) (PB page 28)    
- **Language activity** Let's investigate grammar (PB page 28).   
- **Vocabulary game** *Shopping*   
- **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 2 Track 10). Look at Activity 8. Write the sentences. (AB page 31).  

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)  

- Say **Let's sing the *Fair song*** (for lyrics see TN page 128). Ask the pupils holding a card to stand at the front, and when they hear the word which is on their flashcard they lift the card above their heads. Play CD 2 Track 2. Encourage the rest of the pupils to sing along and to point to the correct card/pupil holding card.
- You can also use the karaoke version (CD 2 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 pupils to sing along.



Listen and read.

- Say **Open your Pupil's Books and find page 28.** Give the pupils a moment to find the page by themselves.
- Hold up your PB and point to Activity 5. Ask the pupils questions about the picture. **Who can you see?** (a boy and a girl) **Where are they?** (at a school fair) **What are they doing?** (buying and selling food).

4 Town Fair Lesson 3

5 Listen and read.

6 Let's investigate grammar.

Remember
10p = ten pence
£10 = ten pounds

Lesson 4 7 Make your cut-out cards (Activity Book, page 79). Play a game.

Let's investigate grammar!

Lesson 3 Town Fair 4

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

- some bread, please? / I / Can / have
- please. / five pounds, / That's
- I / got / pineapples. / I haven't
- you / are. / Here

8 Listen. Draw the lines.

9 Look at Activity 8. Write the sentences.

- Oleg: Can I have some bread, please? / That's five pounds.
- Anna: Yes, here you are. / Thank you. / Goodbye!
- Charlie: Yes, here you are. / Thank you. / Goodbye!

- Play CD 2 Track 9 and encourage the pupils to read the dialogue while listening.
- Ask the pupils about the dialogue to check their understanding.
- Play the CD again, but this time encourage the pupils to repeat each sentence of the dialogue after you, pausing the CD after each line. Help them with pronunciation, if necessary.
- Put the class into two groups. Ask one group to read out the lines of the dialogue for the boy chorally and the other group to read out the lines of the dialogue for the girl chorally. Repeat this until the pupils are confident with saying the dialogue.

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



Boy: Hello, can I help you?

Girl: Yes. Can I have some bread, please?

Boy: Here you are! Do you want anything else?

Girl: Yes, please. Can I have a biscuit, please?

Boy: I'm sorry. I haven't got biscuits.

Girl: OK. Can I have some strawberry jam, please?

Boy: That's one pound, please.

Girl: Here you are. Thank you. Goodbye!



Let's investigate grammar.

- Hold up your PB and point to the box at the bottom of the page. Say **Let's investigate grammar.**
- Point to the coloured questions and sentences and explain their meaning to the pupils.
- Highlight the information in the Remember box.
- Ask the pupils questions to check their understanding. Ask **Who says 'Can I have some bread, please?' (the girl) Is this a question?** (yes) Repeat the process with the other sentences in the investigate grammar box.
- Ask the pupils to look at the dialogue and invite them to find other examples of affirmative, negative or questions.
- Finally, stick the flashcards on the board and ask the pupils to make sentences or questions. Say **Make an (affirmative) sentence.** Praise the pupils' speaking.

Play Shopping.

- Invite a pupil to come to the front. Set out the flashcards on your desk as if it is a shop display.
- Invite the pupil to ask for something *Can I have (some biscuits)?* Reply saying, **Yes, here you are.**
- Invite different pupils to the front to carry out the task. Praise the speaking by saying **Well done!**

Option: You may wish to put the pupils into pairs, and ask them to play the game together. Encourage them to use the 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 Books and find page 31.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to look at Activity 7. Check that the pupils understand what they have to do. Pupils work individually to complete the sentences.
- Finally, ask the pupils to colour in the sentences using the same colours as in the language box in the PB (green for affirmative, blue for questions, red for negatives).
- Answers: 1 Can I have some bread, please? (blue) / 2 That's five pounds, please. (green) / 3 I haven't got pineapples. (red) / 4 Here you are (green).

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



Listen. Draw the lines

- Hold up your AB and point to Activity 8. Check that the pupils understand the instructions.
- Play CD 2 Track 10 and pause the CD after each sentence. Encourage the pupils to draw lines to join the pictures.
- Play the track again so the pupils can check their answers.
- When they have finished, check the answers together.



1 Charlie: Hello, can I help you?

Olga: Yes! Can I have a pie, please?

Charlie: Yes, here you are. That's seven pounds, please.

Olga: Here you are. Thank you. Goodbye!

2 Charlie: Hello, can I help you?

Anna: Yes. Can I have some biscuits, please?

Charlie: Yes, here you are. That's four pounds, please!

Anna: Here you are. Thank you. Goodbye!

3 Anna: Hello, can I help you?

Charlie: Yes. Can I have a pineapple, please?

Anna: Yes, here you are. That's eight pounds, please.

Charlie: Here you are. Thank you. Goodbye!

- Answers: 1, c, e / 2, a, f / 3, b, d



Look at Activity 8. Write the sentences.

- Ask the pupils to look at Activity 9. Check that the pupils understand, and ask them to work individually writing the sentences. Encourage them to look back at Activity 8 to complete the task.
- When the pupils have finished, check the answers together.
- Answers: 1 Can I have a pie, please? Yes, here you are. That's seven pounds, please. / 2 Can I have some biscuits, please? Yes, here you are. That's four pounds, please. / 3 Can I have a pineapple, please? Yes, here you are. That's eight pounds please.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the *Remember your English* song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

Lesson 4

Learning objectives

- Match and write sentences and questions about food items
- Show understanding by listening and writing sentences
- Talk about food items using cut-outs

Language focus

- *cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- *Can I have (a pie)?*
- *Can I have (some cheese)?*
- *I'm sorry. I haven't got (a pie).*
- *Do you want anything else? Yes, please. / No, thank you.*
- *Here you are.*
- *That's (one) pound, please.*

Materials

- Crayons and scissors for each pupil
- Flashcards you have prepared: *cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- Activity Book page 32
- Cut-outs for Unit 4 (AB page 79)
- Class audio CD



At-a-glance lesson plan (AB page 32 and page 79)

Opening activities

- **Song** *International English* (CD 1 Track 3)
- **Vocabulary game** Play games

Main activities

- **Vocabulary game** *Affirmative, negative or question*
- **Listening and writing practice** Match to make sentences. Look at Activity 10. Write the sentences in the dialogue. Listen and check. (CD 2 Track 11) Look and write the dialogue. (AB page 32)
- **Cut-out activity** Make cards. Play a game. (AB page 79).

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a 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 the pupils the food flashcards. On the board draw three symbols in large clear letters: **+**, **-** and **?**. Make sure they are at a height the pupils can reach.
- Divide the class into two teams, A and B. Invite two volunteers from Team A 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 the flashcards shows one of them to Team B. The second pupil points to one of the symbols on the board. Team B must produce a sentence with the flashcard activity and the symbol they have been shown. The + symbol means that they should produce an affirmative sentence. The - symbol means that they should produce a negative sentence. The ? symbol means that they should produce a question.
- Team B gets a point for each correct sentence it produces. The game continues until all the cards have been used.
- Now play again but with two volunteers from Team B at the front. Team A must now produce sentences in the same way. The team with the most points wins.

4 Town Fair Lesson 4

10 Match to make sentences.

| | | |
|--------------|--------------|------------|
| 1 Can I have | you | please. |
| 2 That's | some cheese, | are. |
| 3 I | haven't got | please? |
| 4 Here | four pounds, | pineapples |

11 Look at Activity 10. Write the sentences in the dialogue. Listen and check.

Anna: Hello! Can I help you?
 Olga: Yes! (1) _____
 Anna: Yes, here you are.
 Olga: Can I have a pineapple, please?
 Anna: I'm sorry (2) _____
 Olga: OK. Can I have some strawberries, please?
 Anna: Yes! (3) _____
 (4) _____
 Olga: Thank you. Goodbye!

12 Look and write the dialogue.

Assistant: Hello! Can I (1) _____?
 Customer: Yes. (2) _____ some cheese, please?
 Assistant: Yes, here (3) _____
 Customer: (4) _____ a pie, please?
 Assistant: I'm sorry. (5) _____
 Customer: OK. Can (6) _____ jam, please?
 Assistant: Yes. Here (7) _____
 (8) _____ five pounds, please.
 Customer: Thank you. Goodbye!

Do the activity on page 79

Unit 4 Stage 1

page 32 Match to make sentences.

- Say **Open your Activity Books and find page 32.** Allow the pupils a moment to find the right page.
- Hold up your AB and point to Activity 10. Check the pupils understand and ask them to work individually to join the parts of the sentences.
- Move around the room and check the pupils' work.
- Answers: 1 Can I have some cheese, please? / 2 That's four pounds, please. / 3 I haven't got pineapples. / 4 Here you are.

page 32 Look at Activity 10. Write the sentences in the dialogue. Listen and check.

- Hold up your AB and point to Activity 11. Check that the pupils understand. Ask them to work individually to complete the dialogue. Remind them they should use sentences from Activity 10.
- Play CD 2 Track 11 for the pupils to check their answers. Move around the room and check the pupils' work.
- Answers: 1 Can I have some cheese, please? / 2 I haven't got pineapples. / 3 Here you are. / 4 That's four pounds, please.



Anna: Hello! Can I help you?
 Olga: Yes! Can I have some cheese, please?
 Anna: Yes, here you are.
 Olga: Can I have a pineapple, please?
 Anna: I'm sorry. I haven't got pineapples.
 Olga: OK. Can I have some strawberries, please?
 Anna: Yes! Here you are. That's four pounds, please!
 Olga: Thank you. Goodbye!

page 32 Look and write the dialogue.

- Ask the pupils to look at the final task on page 32 of their Activity Books. Check that the pupils understand what they have to do. Go round the classroom and check each pupil's work.
- Answers: 1 I help you? / 2 Can I have / 3 you are / 4 Can I have / 5 I haven't got pies. / 6 I have some / 7 you are / 8 That's

page 79 Make your cut-out cards. (Activity Book page 79). Play a game.

Stage 1

- Say to the pupils **Open your Activity Books and find page 79.** Give the pupils a moment to find the page by themselves.

Unit 4 Lesson 4

- When the pupils are ready tell them to look and follow your instructions.
- Say **Cut along these lines**. Hold up your AB and signal they should cut along the dotted line around each shopping basket.
- Explain to the pupils that they must now draw different food items in each basket. Encourage them to look at the price tags and think about what items might have that price. Say **Now draw your food items**.
- Allow the pupils time to finish their drawings.
- Tell the pupils to write their initials in a corner on the face of the cards.
- Say **Place your cut-outs face down on your desk**. When the pupils have finished, encourage them to tidy up their desks and put the scissors away.

Stage 2

- Say **Now let's play Shops**. Invite a pupil to come to the front to play against you. In this way you can demonstrate the game to the whole class.
- Use your pupil's cut-out baskets in which he/she has drawn food items. Set the baskets in front of you on your desk as if this were a shop and stand behind them.
- Invite a pupil to visit your shop. Encourage the pupil to ask for different things and respond with the prices.
- Encourage the pupils to play the game in pairs. Move around the room, and check that they are taking turns. Praise their speaking saying **Well done!**

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

Lesson 5

Learning objectives

- Identify and say prices
- Listen to, read and say the *How much is it?* rap
- Show understanding by matching, writing and drawing
- Listen to, read and understand a comic strip

Language focus

- *cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- *five pence, ten pence, fifty pence, five pounds fifty, eight pounds ninety-nine*
- *Can I have some (strawberries)?*
- *I'm sorry. I haven't got (strawberries).*
- *Here you are. That's (two) pounds, please.*
- *Do you want anything else? Yes, please. / No, thank you.*

Materials

- Crayons for each pupil
- Word cards you have prepared: *cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- Pupil's Book page 29
- Activity Book page 33
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 24). Play a game from the Activity Bank to recycle the vocabulary.

Main activities








Listen. Say the words.

- Say **Open your Pupil's Books and find page 29.** Give the pupils a moment to find the page by themselves.
- Hold up your PB and point to the left column. Play CD 2 Track 12 and pause between each phrase. Encourage the pupils to repeat the phrases.


















At-a-glance lesson plan (PB page 29, AB page 33)



Opening activities

- **Song** *International English* (CD 1 Track 3)  
- **Vocabulary game** Play games   

Main activities

- **Vocabulary activities** Listen. Say the words. (CD 2 Track 12) (PB page 29).   
- **Listening practice** *How much is it?* rap (CD 2 Track 13) Listen and read. Say the rap. (PB page 29).    
- **Vocabulary and writing practice** Look and match. Look and complete the sentences. Draw and write how much it is. (AB page 33).    
- **Comic strip** *A Dog's Day.* (CD 2 Track 14) Listen and read. (PB page 29).    

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)  



Five pence
Ten pence
Fifty pence
Five pounds fifty
Eight pounds ninety-nine



Listen and read. Say the rap.

- Say to the pupils **Let's look at the picture** and point to the picture on page 29. Ask the pupils questions about it **Where is he?** (a shop/a newsagent's) **What is the boy buying?** (a comic).
- Play CD 2 Track 13 and encourage the pupils to read the words of the rap in their PB while listening.
- Say to the pupils **Let's listen and say the *How much is it?* rap.** Play the track again and encourage the pupils to join in the rap. Ask the pupils to stand up and sing.

Lesson 5 Team Two 4

8 Listen. Say the words.

5p
five pence
10p
ten pence
50p
fifty pence
£5.50
five pounds fifty
£8.99
eight pounds ninety-nine

9 Listen and read. Say the rap.

How much is it?
How much is it?
Five pence, ten pence, one pound, two?
I've got one pound twenty.
How much is it? How much is it?
It's fifty pence for you. It's fifty pence for you.

10 Listen and read.

What are you doing, Scotty?
I'm counting my money.
How much money have you got?
Let's go shopping!
Oh, nothing! Just. Can we buy some more?
Start, how many got lots of money?
No! I haven't got any money!
No one can get two boxes of biscuits!
Look! There's Jack and he's got lots of food!
But I've got lots of food because I'm older!

27, 28, 29, 30 pence!
About that's four pounds thirty in total!

Lesson 5 Team Two 4

13 Look and match.

a 10p b 2p c £7.50 d 20p e 50p

1 twenty pence
2 two pence
3 twelve pounds ninety-nine
4 fifty pence
5 seven pounds fifty

14 Look and complete the sentences.

How much is it?

1 It's two pounds fifty.
2 It's
3 It's
4 It's

15 Draw and write how much it is.

1
2
3
4



How much is it? rap

How much is it?
How much is it?
Five pence, ten pence, one pound, two?
I've got one pound twenty.
How much is it? How much is it?
It's fifty pence for you. It's fifty pence for you.



Look and match.

- Say **Open your Activity Books and find page 33**. Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 13. Explain that they must read the prices 1–5 and match them with the pictures.
- Check the answers together.
- Answers: 1 d / 2 b / 3 a / 4 e / 5 c



Look and complete the sentences.

- Check that the pupils understand the next activity in their Activity Books and ask them to work individually to complete the sentences with the words from the box using the pictures as a guide.
- Check the answers together.
- Answers: 1 two pounds fifty / 2 one pound eighty pence / 3 ninety-nine pence / fifty pence



Draw and write how much it is.

- Point to the picture frame and the shopping baskets in Activity 15. Explain that they should draw food items in the baskets and they should also put prices on the items.
- Move around the room while the pupils are working and praise their drawings, saying **Well done!**
- Then ask them to complete the sentences according to what they have drawn. Move around the room and check the pupils' work.
- Pupils' own answers.



Listen and read.

- Say **Open your Pupil's Books and find page 29**. Give the pupils a moment to find the page by themselves.
- Point to Activity 10 and ask **What do the animals want to buy in Frame 3?** (dog biscuits).
- Say **Let's listen to the comic strip**. Play CD 2 Track 14.
- Say **Let's read and listen to the comic strip again**. Play CD 2 Track 14 again. Encourage the pupils to look at and read the comic strip in their PB as they listen.
- When the pupils have finished reading ask questions about the story, for example, **What is Scotty doing in Frame 1?** (counting his money).

- Ask the pupils **Do you like the story?** Invite them to respond and comment on the story.

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



Frame 1

Yorkie: What are you doing, Scotty?

Scotty: I'm counting my money.

Yorkie: How much money have you got?

Frame 2

Scotty: 27, 28, 29, 30 pence!

Yorkie: Wow! That's four pounds thirty in total.

Scotty: Let's go shopping!

Frame 3

Scotty: Let's buy some dog biscuits. It's two pounds fifteen for biscuits.

Yorkie: So we can get... two boxes of biscuits.

Frame 4

Yorkie: Oh, yummy! Jam! Can we buy some jam?

Scotty: No! We haven't got any money now!

Yorkie: Look! There's Jack and he's got lots of food!

Frame 5

Yorkie: Jack, have you got lots of money?

Jack: No. I haven't got any money.

Jack: But I've got lots of food because I'm cute!

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the *Remember your English* song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

Lesson 6

Learning objectives

- Talk about money and currencies
- Listen to, read and learn about money and currencies
- Show understanding by circling correct options and by writing
- Create a bank note and a coin and talk about them

Language focus

- *Five pence, Ten pence, Fifty pence, Five pounds fifty, Eight pounds ninety-nine*
- *currency, Euro, Pound, Dollar, country, design, note, coin, metallic thread, cotton, linen*

Materials

- Crayons and scissors for each pupil
- CLIL Photocopiable: *Design a bank note and coin* (TN page 305)
- Pupil's Book page 30
- Activity Book page 34
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities







Look at the picture and predict.

- Explain to the pupils that the picture represents today's lesson and its content. (Social Science: *Money*).
- Ask what they know about money. The pupils may answer in L1.



























At-a-glance lesson plan (PB page 30, AB page 34)


Opening activities

- **Song** *International English* (CD 1 Track 3)  
- **Vocabulary game** Play games    

Main activities

- **Picture activities** *Money* Look at the picture and predict. Listen and look at the picture (CD 2 Track 15)    
- **Character's presentation** Listen and read. (CD 2 Track 15) Answer the questions. Listen and check. (CD 2 Track 16) (PB page 30).    
- **Picture activity** Look at the picture and answer questions.    
- **Character's presentation** Listen and learn about a famous department store. (CD 2 Track 17) (PB page 30).   
- **Listening and writing practice** Look at page 30 in the Pupil's Book and circle. Listen and check. (CD 2 Track 18) Read. Write about a famous shop. (AB page 34).   
- **CLIL project:** *Design a bank note and a coin*      

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)  

Listen and look at the picture.

- Explain to the pupils that Charlie has done a presentation about the topic on the picture. Say to them **Let's look at the picture and listen to Charlie's presentation about money.**
- Play CD 2 Track 15 and guide the pupils' understanding by pointing to features on the picture as they are talked about on the CD.
- Ask the pupils questions about the information on the picture to check their understanding.
What currency is there in Europe? (the Euro) **What currency is there in the UK?** (British Pound Sterling) **What is on the coins and notes?** (the Queen's head) **What currency is there in the USA?** (the American Dollar).

4 CLIL Social Science Lesson 6

11 Listen and read.

Money by Charlie

The Euro - €
The Euro is the currency in lots of countries in Europe such as France, Italy and Ireland. The coins have got a common side that is the same in all the countries and a national side that is a different design. All Euro banknotes have got the same design.

The Pound - £
The British Pound Sterling is the currency in the UK. You can see the Queen's head on one side of the coins and notes. On the note you can see a dark line. This means that the money is real.

The American Dollar - \$
This is the currency of the USA. All the notes are the same size and almost the same colour. The \$1 note has got a picture of George Washington, the first President of the USA. American dollar notes are made from cotton and linen.

12 Answer the questions. Listen and check.

- Do all the countries in Europe use the Euro?
- Is the design of all Euro coins the same?
- What have all pound coins and notes got on one side?
- Are all American dollar notes the same size?
- What can you see on one side of the \$1 note?

13 Listen and learn about a famous department store.

This is Marks & Spencer. It's a famous department store in London. It's over 150 years old. It's got 30 departments and 25 restaurants. There is a big department with bags, shoes, etc.

Any other ideas:
clothes, shoes, accessories, etc.
even Marks & Spencer's range of bags, shoes, etc.

Lesson 7 14 Do the revision page (Activity Book, page 33).

Lesson 8 15 Write and draw in your Writing Diary (Activity Book, page 34).

4 CLIL Social Science Lesson 6

16 Look at page 30 in the Pupil's Book and circle, listen and check.

- The Euro is the currency in lots of countries in Asia / Europe.
- All Euro banknotes have got the same / a different design.
- The Pound / Dollar is the currency in the UK.
- On one side of the banknotes you can see a dark / light line.
- American dollar notes are made from linen and cotton / paper and cotton.
- The one dollar / ten-dollar note has got a picture of George Washington.

17 Read. Write about a famous shop.

MARKS & SPENCER

- The Sports Authority: sports shop, the USA, different areas for different sports, equipment, sports clothes.
- Marks and Spencer: department store, the UK, lots of departments, clothes, food, furniture.

The Sports Authority is a famous sports shop in the USA. It's got different areas for different sports. You can buy equipment and sports clothes.

By Charlie



Money by Charlie

The Euro

The Euro is the currency in lots of countries in Europe such as France, Italy and Ireland. The coins have a common side that is the same in all the countries and a national side that is a different design. All Euro banknotes have got the same design.

The Pound

The British Pound Sterling is the currency in the UK. You can see the Queen's head on one side of the coins and notes. On the note you can see a dark line. This means that the money is real.

The American Dollar

This is the currency of the USA. All the notes are the same size and almost the same colour. The \$1 note has got a picture of George Washington, the first President of the USA. American dollar notes are made from cotton and linen.



Listen and read.

- Say **Open your Pupil's Books and find page 30.** Give the pupils a moment to find the page by themselves.

- Ask **What is the presentation about?** (money/currencies) **Who wrote this presentation?** (Charlie).

- 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 2 Track 15 again.

- Play the CD again and this time encourage the pupils to read the text as they listen.

- Check the pupils' understanding by saying some true/false sentences. Substitute wrong information for the actual information given in the text. Encourage the pupils to say True or False and correct your sentences. Here are some ideas: **The Dollar is the currency in Europe. British notes and coins have George Washington on them.**

- Invite a pupil to make a false statement and ask another pupil from the class to correct it. Go around the class with different pairs of pupils.



Answer the questions. Listen and check.

- Hold up your PB and point to Activity 12.
- Explain the task to the pupils and allow some time for them to complete it.
- When the pupils have finished explain that they are going to hear the answers. Say **Let's listen.** Play CD 2 Track 16. Pause the CD after each

Unit 4 Lesson 6

answer is heard. Ask the pupils if their answers were the same as the CD.

- Answers: 1 No / 2 no / 3 the Queen's head / 4 to show that the money is real / 5 yes / 6 picture of George Washington



1 Charlie: No. Lots of the countries in Europe use the Euro, but not all of them.

2 Anna: No. The design on one side of the coins is the same in all the countries, but the design on the other side is different in every country.

3 Olga: All pound coins and notes have got the Queen's head on one side.

4 Anna: Yes. All American dollar notes are the same size.

5 Olga: On one side of the \$1 note you can see a picture of George Washington, the first president of the USA.

Option: Ask the pupils to form pairs. Encourage them to ask each other questions about the topic using the information in the texts on page 30.

Look at the picture and answer questions.

- Point to the main photos on the picture and ask the pupils questions to reinforce their understanding.
- Ask **What is the currency in your country?** (Pupils' own answers) **What colour is a (50 Euro) note?** (orange) **Where do you use (pounds)?** (in the UK). The pupils may answer in L1.

Option: Ask the pupils to close their PBs. Put them into pairs and give each pair one paragraph from the photocopiable from TN page 305 and a pair of scissors. Pupils cut along the dotted lines. Ask the pairs to mix up their sentences. Nominate one pair to come to the front of the class. They listen to the CD and stick their sentences next to the correct photo on the board in the order they hear them.

The rest of the class orders their sentences in their pairs. Play CD 2 Track 15. Pause the CD and ask different pairs to order the sentences for the other paragraphs.

Alternatively, you can work with the whole class. Make one copy of the photocopiable. Cut up the sentences. Give each sentence to a different pupil in the class and ask them to stand at the front of the class and line up in the correct order as they hear their sentences on the CD.



Listen and learn about a famous department store.

- Hold up your PB and explain that the pupils are going to read about a famous department store.
- Say **Let's read about a famous department store.** Play CD 2 Track 17. Encourage the pupils to follow the text in their books as they listen.
- Check the pupils' understanding by asking questions about the text. Praise their answers, saying **Very good!**



This is Harrods, a luxury department store in London. It is over 150 years old. It's got 330 departments and 28 restaurants! There is a big department with toys. You can buy pedal cars, remote control helicopters, fancy roller skates and even Harry Potter's magic wands!

by Anna



Look at page 30 in the Pupil's Book and circle. Listen and check.

- Say **Open your Activity Books and find page 34.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to the Activity 16. Check that the pupils understand what they have to do. Ask pupils to work individually to circle the correct answers.
- Play CD 2 Track 18 so that pupils can check their answers.
- Check the answers with the class. Ask different pupils **What's number (1)?**

- Answers: 1 Europe / 2 the same / 3 Pound / 4 dark / 5 linen and cotton / 6 one dollar



- 1 The Euro is the currency in lots of countries in Europe.
- 2 All Euro banknotes have got the same design.
- 3 The pound is the currency in the UK.
- 4 On one side of the banknotes you can see a dark line.
- 5 American Dollar notes are made from linen and cotton.
- 6 The one Dollar note has got a picture of George Washington.



Read. Write about a famous shop.

- Hold up your AB and point to Activity 17. Check the pupils understand the instructions, and explain that first they will read the example.
- Point to the notes on the left. Read the notes and then the paragraph below aloud with the pupils.
- Explain that the pupils must look at the notes on the right and write their own sentences.
- Say **Now write your sentences.** The pupils work individually writing their sentences. Move around the room to check their work. Praise it and say **Very good!**
- Check the answers with the class. Ask different pupils to read their sentences.
- Answers: Marks and Spencer is a famous department store in the UK. It's got lots of departments. You can buy clothes, food and furniture.

CLIL project: *Design a bank note and a coin.*

- Explain to the pupils that the class is going to work on a project together. Explain that you are going to make a bank note and a coin.
- Divide the class into groups of three or four and give each group a photocopyable from TN page 305.
- Explain that they should draw the details of their own bank note and coin.
- Move around the class to check the groups and offer help when required.

- When the pupils have finished drawing, ask them to complete the sentences with information about their note and coin.
- When the pupils have finished, invite different groups to the front to talk about their note and coin.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

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 listening and matching
- Write sentences about food items
- Evaluate learning

Language focus

- *cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- *Five pence, Ten pence, Fifty pence, Five pounds fifty, Eight pounds ninety-nine*
- *(A pie) is (two pounds).*
- *Can I have some (cheese)?*

Materials

- Flashcards and word cards you have prepared: *cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- Activity Book pages 35 and 70
- Class audio CD



At-a-glance lesson plan (AB pages 35 and 70)

Opening activities

- **Song** *International English* (CD 1 Track 3)
- **Vocabulary game** Play games

Main activities

- **Mind Map:** Unit 4 (AB page 70)
- **Reading and listening practice** Listen and number. (CD 2 Track 19) Look and match. (AB page 35).
- **Writing practice** Look and complete. (AB page 35).
- **Evaluation**

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities



Mind Map: Unit 4.

- Say **Open your Activity Books and find page 70.** Give the pupils a moment to find the page by themselves.
- Say **Do you remember the foods?**
- Hold up your AB and point to the mind map at the bottom of the page. Explain that the pupils should stick the picture or word stickers in the correct place on the mind map.
- Put the food flashcards and word cards you have prepared for the unit face up on your desk. When the pupils have finished their task, invite different pupils to the front to match the flashcards and the word cards and stick them on the board in the same shape as the mind map.
- Ask the pupils to look at the matched cards on the board and to check their stickers on their mind map.



Listen and number.

- Say **Open your Activity Books and find page 35.** Give the pupils a moment to find the page by themselves.
- Explain that the pupils are going to revise the food words. Explain that they must listen and number the pictures in the order they hear them on the CD.
- Say **Let's listen.** Play CD 2 Track 19 and pause between each sentence.
- When they have finished check the answers together. Write the numbers 1 to 4 on the board.
- Say to the pupils **Let's check our answers.** Ask individual pupils **What's number (1)?** Continue with the rest of the answers and write the answers on the board. Praise the pupils' answers by saying **Well done!**
- Encourage the pupils to look at the answers on the board and compare with their own answers by ticking the ones they got correct. Move around the room and check their work.
- Answers: 1 c / 2 d / 3 a / 4 b

Revision: Lessons 7 and 8 Town Fair 4

1 Listen and number.

a b c d

2 Look and match.

1 Jam is _____ a eighty-five pence
 2 Crisps are _____ b cheese, please?
 3 Can I have some _____ c two pounds thirty-five
 4 Sweets are _____ d pie, please?
 5 Can I have a _____ e three pounds fifty
 6 A pineapple is _____ f ninety-nine pence.

3 Look and complete.

1 Can I _____ 2 A pie is _____ 3 _____ 4 _____

7 _____ 7 _____

Good Very good Excellent

3 Mind Map Unit 3

4 Mind Map Unit 4



- 1 fifteen pence
 2 fourteen pounds ninety-nine
 3 fifty pence
 4 seven pounds twenty-five



Look and match.

- Hold up your AB and point to Activity 2.
- Tell the pupils to look at the picture carefully and note the prices and the kinds of food.
- Ask them to read the two parts of the sentences and draw lines to join the correct halves.
- When the pupils have finished check the answers together as a class.
- Answers: 1 c / 2 a / 3 b / 4 e / 5 d / 6 f



Look and complete.

- Hold up your AB and point to Activity 3.
- Explain that the pupils should write their own sentences according to what they can see in the pictures.
- The pupils work individually writing their sentences. Move around the room to check their work. Praise it and say **Very good!**
- Answers: 1 some lemonade, please? / 2 one pound seventy-five / 3 Can I have some strawberries, please? / 4 Jam is two pounds fifty.



Evaluation

- Praise the pupils' work over the unit.
- Have the pupils look back at their work for the whole unit and think about what they have achieved.
- Hold up your AB and point to the three faces of the *Your Quest* children at the bottom of the page.
- Encourage the pupils to colour the face which matches their work for Unit 4.
- Move around the classroom and comment on the pupils' self-assessment.
- Say to the pupils **Well done! We have finished our Town Fair Quest.**

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6.

Lesson 8

Learning objectives

- Review the unit using *Quest 4: Town Fair*
- Read the Writing Diary and answer questions
- Create a personalized diary about shopping and talk about it

Language focus

- *cheese, a pie, bread, crisps, jam, sweets, biscuits, a pineapple, lemonade, strawberries*
- *Five pence, Ten pence, Fifty pence, Five pounds fifty, Eight pounds ninety-nine*
- *Here you are.*
- *How much is it? That's (two pounds), please.*
- *I'm sorry, I haven't got (pineapples).*
- *Can I have some bread, please? Can I have a pineapple, please?*
- *Do you want anything else? Yes, please. / No, thank you.*

Materials

- Crayons for each pupil
- Photocopiable: *Quest 4: Town Fair* (TN page 313)
- Writing Diary, Activity Book page 36.
- Class audio CD



At-a-glance lesson plan
(Writing Diary, Activity Book
page 36)

Opening activities

- **Song** *International English* (CD 1 Track 3)

C1 C6

- **Vocabulary game** Play games

C1 C7 C8

Main activities

- **Photocopiable activity** Complete *Quest 4: Town Fair*

C1 C7 C8

- **Writing Diary** Read the diary entry. Read the Diary Notes and answer questions (AB page 36).

C1 C7

- **Writing Diary** Plan and write your Diary entry. Draw. Complete the Diary Notes. Say your shopping dialogue. (AB page 36).

C7 C8

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)

C1 C6

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Complete *Quest 4: Town Fair*.

- Ask the pupils what they remember about Unit 4: *Town Fair*.
- Ask a volunteer to give out a copy of the *Quest* task sheet for Unit 4 to each student (TN page 313). Explain that it is their quest about food and money, similar to what the characters have done in the unit.
- The pupils work individually completing the sheet and referring to the correct pages in their PBs. 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 three (PB page 26) / 2 eighty pence (PB page 26) / 3 bread and cheese (PB page 27) / 4 dog biscuits (PB page 29) / 5 in London (PB page 30)

**Read the diary entry.**

- Say **Open your Activity Book and find page 36**. Give the pupils a moment to find the page by themselves.
- Hold up your Activity Book and point to the first activity. Ask the pupils **What's this?** (*Quest* diary).
- Ask the pupils to read the entry, telling them that you will then ask them some questions about it. You may wish 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?** (shopping) **What is the date?** (15th June)
- 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, **Does Charlie want a pie?** (yes) **How much is the jam?** (two pounds fifty).
- Listen to the pupils' answers and praise them, saying **Very good!**
- Finally, ask the pupils to write the answer to the question.
- Answer: No, he doesn't.

Plan and write your Diary entry. Draw.

- Say to the pupils **It's time to write your diary entry.** Say **Open your Activity Book and find page 36.** Tell the pupils that they are going to write their diary entry on the lines provided and draw a picture in the empty space.
- Say **Tell me about your shopping dialogue.** Encourage the pupils to respond saying *It's in a (butcher's).* Listen and praise their speaking saying **Very good!**
- The pupils now work individually writing their dialogue. Give the pupils time to write, but move

around the room to offer help. Encourage them to refer to Charlie's diary entry for reference.

- When the pupils have finished, check their writing. Then say **Draw a picture of your shop.** Then pupils do this individually.

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

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.

Say your shopping dialogue.

- Say to the pupils **Let's say your shopping dialogue.** Ask them to work with a pupil near to them.
- When the pupils are ready, say **Do your shopping dialogue with your partner.** The pupils work together reading out their dialogues together. 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 to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

For *The cheese race* animated story script see TN page 131.



Shopping

Tilly: Hi Florence!
Florence: Hi Tilly! Hi Tom! What are you doing?
Tilly: This is our food shop. We want to send forty pounds to the rainforest charity.
Tom: We have thirty pounds, we just need ten pounds more.
Florence: OK. I'm thirsty. Can I have some lemonade, please?
Tilly: Of course. Here you are.
Florence: Thank you. How much is it?
Tom: It's fifty pence, please.
Florence: Here you are, Tom.
Tom: Thanks.
Florence: Oh, can I have a biscuit, please?
Tilly: Here you are. Five pence, please.
Tom: Oh well, that's it. It's nearly time for dinner.
Dad: Hello. I'm on my way to the supermarket. But I think you've got everything I need here. Can I have some cheese, please?
Dad: And can I have some bread, please?
Tom: Here you are.
Dad: ...and can I have...some jam, some lemonade, some sweets, a pineapple, some crisps, some biscuits, some strawberries...
Florence: And a pie?
Dad: ...and a pie, yes please.
Tilly: Here you are.
Dad: How much is it?
Kids: That's £10 please!
Dad: Thank you.
Tilly: Now I have all the money for the Save the Rainforest charity
Tom, Tilly, Florence: Hooray!



CLIL – Money

Tom: I want to find out about money.
Florence: That's gold!
Tilly: Yes, it's a gold bar!
Florence: Gold is worth lots of money!
Tom: In Britain, we use pounds.
Florence: That's right. We have coins and notes.
Tilly: Look! He's buying lottery tickets.
Tom: He's using money. You can use cards for shopping as well.
Florence: She's using a card.
Tilly: That's a cash machine. You can get money out of it.
Tom: That's right! He's putting his card in and typing his secret code.
Tilly: Lots of countries in Europe use the same money.
Tom: Look! The different notes have different pictures.
Tilly: They're called euros.
Florence: They're in America. What money do they use in America?
Tom: They use dollars and cents in America.
Florence: Different countries have different money.
Tilly: Lots of money in all different colours, shapes and sizes.

Learning objectives

- Identifying and naming facial features (C1 C7 C8)
- Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8)
- Listening to, reading, understanding and explaining a story (C1 C6 C7 C8)
- Practising the /3:/ sound with two different representations – ur and ir (C1 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 (C1 C7 C8)
- Making a cut-out and using it in a communicative game (C1 C5 C6 C7 C8)
- Identifying and using descriptive adjectives (C1 C3 C7)
- Using descriptive adjectives with facial features (C1 C3 C7 C8)
- Listening to, reading and understanding a comic strip (C1 C6 C7 C8)
- Listening to, reading and understanding texts about paintings (C1 C3 C6 C7 C8)
- Writing a short text about a child's painting (C1 C3 C6 C7 C8)
- Creating a painting (C1 C3 C6 C7 C8)
- Creating a record of vocabulary learnt (C7 C8)
- Reviewing what has been studied and reflecting on it (C1 C3 C6 C7 C8)
- Reading and understanding a short diary entry (C1 C3 C7 C8)
- Writing a short personalized diary entry about a painting and talking about it (C1 C3 C5 C6 C7 C8)

Key language**Vocabulary**

- curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache*
- happy, sad, strong, weak, rude, polite*
- CLIL vocabulary: *Royal family, palace, realism, artist, king, queen, princess*

Structures

- He's/She's got (curly hair).*
- He/She hasn't got (blue eyes).*
- Has he/she got (dark hair)?*
- Yes, he/she has. / No, he/she hasn't.*

Recycled language

- I've/You've got...*
- It's a...*
- What's this/that?*
- He's...ing.*
- Can I/you...?*

Receptive language

- Let's do/play/look at/look around/sing/say/rap/ listen to/investigate/read...*
- It's your turn.*
- Is it...? Yes, it is. / No, it isn't.*
- He/She is/isn't (polite).*
- Who am I describing?*
- Cut along these lines.*

Socio-cultural aspects

- Understanding the importance of art
- Showing interest in different paintings

Summary

In this unit you will introduce and practise vocabulary to describe people's faces, as well as descriptive adjectives. Pupils will learn how to explore the information that paintings provide and to describe a picture.

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 I.C.T.
- 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 say words to describe people's faces
- Listen to, read and sing the *Description* song
- Show understanding by matching pictures to sentences and by writing

Language focus

- curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache
- Who am I describing?
- He's/She's got (fair hair).
- He/She hasn't got (glasses).

Materials

- Flashcards and word cards you have prepared: curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache
- Pupil's Book page 31
- Activity Book page 37
- Class audio CD
























At-a-glance lesson plan (PB page 31, AB page 37)

Opening activities

- **Song** *International English* (CD 1 Track 3) 

Main activities

- **Vocabulary game** *What's this?*   
- **Vocabulary activities** *Description* word rap (CD 2 Track 20) Listen, point and say the words.   
- **Vocabulary game** *I can match*   
- **Song** *Description* (CD 2 Track 21) Listen to the song. Answer the questions. Listen and read. Sing the song. (PB page 31)   
- **Vocabulary game** *Guess the sentence*  
- **Word Quest** (CD 2 Track 23) Listen and play. (PB page 31).    
- **Vocabulary and writing activities** Read and match. Look and write sentences. (AB page 37).   

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)  

Opening activities

- Say **Hello! How are you?** and have the pupils do the same.
- Say **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Sing the song and have the pupils sing with you.

Main activities

Play *What's this?*

- Hold up the pile of appearance flashcards you have prepared so that they are facing you and so that the pupils can't see them. Quickly flip over one card to give the pupils a glimpse. Encourage them to guess what it is. When they guess it, say **Yes! (glasses). Well done!**
- Encourage the class to speculate about what each flashcard shows. Continue until you have shown them all the flashcards. When they guess correctly, congratulate them saying, **Well done!**
- Hold the pile of flashcards and ask the pupils **What's this?** Pull a card from the back of the pile and slowly move it upwards, revealing a part of the picture.
- Invite a pupil to guess the answer. Stick the flashcard on the board.
- Repeat the process with the rest of the flashcards, sticking them on the board as you go along.
- Finally ask the pupils **What's the Quest topic?** Listen to their answers and say **Yes, describing people/appearances.**

Listen, point and say the words.

- Say **Let's listen and say the *Description* word rap**. Play CD 2 Track 20 and point to the different flashcards on the board as you hear the words spoken on the CD.
- Play the track again. Get the pupils to say the words while you point to the flashcards on the board. Or you could point to each flashcard in turn, say the word and encourage the pupils to repeat it. Repeat this procedure with all the flashcards.

**Description word rap**

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

Unit 5 Art Gallery

Lesson 1 1 Listen and read. Sing the song.

Come on everybody let's play a game.
Who am I describing? What's the name?
She's got long, straight, fair hair.
She hasn't got brown eyes or glasses.
Is it Olga?
Yes, it is!

He's got short, curly, dark hair.
He hasn't got a beard or moustache.
Is it Mr Fraser?
Yes, it is!

Now it's your turn. Let's play again.
You describe and I guess the name.

2 Word Quest
Listen and play.

What's his?
Curly hair.
Is that right?
One.

1 curly hair 2 straight hair 3 long hair 4 brown eyes 5 fair hair
6 dark hair 7 brown eyes 8 glasses 9 a beard 10 a moustache

Unit 5 Art Gallery

Lesson 1

1 Read and match.

1 She's got brown eyes. 2 He's got a beard. 3 He's got curly hair. 4 She's got long hair. 5 She's got straight hair.

a b c d

6 She's got short hair. 7 He's got a moustache. 8 She's got fair hair. 9 She's got dark hair. 10 He's got glasses.

2 Look and write sentences.

| | |
|-----------|---------|
| straight | short |
| long | fair |
| dark | beard |
| brown | glasses |
| moustache | |

1 Anna has got straight hair and is...
2 Olga...
3 Charles...

She hasn't got a...
m... eyes

curly hair
straight hair
long hair
short hair
fair hair
dark hair
brown eyes
glasses
a beard
a moustache

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 appearance 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 a pupil to the front to pick a card and match it to the flashcard on the board. Stick the word card next to the correct flashcard on the board. Read the word aloud and encourage the pupils to repeat after you.
- Ask a different pupil to come and match the next card. Continue until you have covered all the flashcards/word cards.
- Finally, say the words for all the flashcards you have on the board. Move your hand across the pictures and words slowly, 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 Description song.** Encourage the pupils to stand up.
- Play CD 2 Track 21 and encourage the pupils to sing along with the CD.
- Play the song again and then ask the pupils to answer your questions. **Has Olga got glasses?** (no) **Has Mr Fraser got dark hair?** (yes).



Description song

Come on everybody. Let's play a game.
Who am I describing? What's the name?

She's got long, straight, fair hair.
She hasn't got brown eyes or glasses.
Is it Olga?
Yes, it is!

He's got short, curly, dark hair.
He hasn't got a beard or moustache.
Is it Mr Fraser?
Yes, it is!

Now it's your turn. Let's play again.
You describe and I guess the name.

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

- Say **Open your Pupil's Books and find page 31.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to look at the picture and identify the different characters. Then ask **Where are the children?** (at their school). Point to the different characters and ask the pupils questions about what the characters are doing.
- Play CD 2 Track 21 and encourage the pupils to read the words of the song in their PB while listening to the CD.
- Say **Let's sing the Description song.** Play the track again and encourage the pupils to stand up and sing along with you.

Play Guess the sentence.

- Take the word cards down from the board but leave the flashcards.
- Tell the pupils that they are going to say lines from the song. Say to the pupils **He's got (bleep).** Instead of saying the description word, point to a flashcard on the board.
- Invite a pupil to say the missing word or phrase as you repeat the whole sentence. If they say the words correctly, remove the flashcard from the board.
- Continue by saying different lines from the song, until all the flashcards have been removed.

**Word Quest. Listen and play.**

- Hold up your PB and point to Activity 2. Ask the pupils **Who is playing the game?** (Anna and Charlie).
- Say to the pupils **Cover the words** and show them in your open PB how to use their hands or another book to cover the words on the panel at the bottom of the *Word Quest* game.
- Play CD 2 Track 23 and encourage the pupils to look at the game in their PB while listening.
- When the CD has finished ask the pupils Anna's questions. **What's this?** Encourage the pupils to look at the *Word Quest* and answer. *It's (curly hair).* Then ask **What number is it?** and encourage the pupils to find and say the number.
- When the pupils are confident, ask them to play the game in pairs. Monitor and praise their speaking, saying **Very good!**

**Anna:** What's this?**Charlie:** Curly hair!**Anna:** Yes! What number is it?**Charlie:** One.

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

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

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

**Read and match.**

- Say **Open your Activity Books and find page 37.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 1. Check that the pupils understand and ask them to work individually matching the sentences in the speech bubbles to the pictures.
- When the pupils have finished, look at their answers together. Nominate different pupils to answer, for example, **Maria. Which picture is number 1?**
- Praise the pupils' work, saying **Well done!** and ask them to tick the items they got correct in their Activity Books.
- Answers: 1 d / 2 a / 3 c / 4 b / 5 d / 6 d / 7 c / 8 b / 9 d / 10 c

**Look and write sentences.**

- Hold up your AB and point to Activity 2. The pupils work individually to complete the sentences.
- Answers: 1 straight, glasses, moustache / 2 has got long, fair hair; got brown. / 3 has got short, dark hair; hasn't got a beard.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

Lesson 2

Learning objectives

- Listen to and sing the *Description song*
- Listen to, read and understand the story
- Show understanding of the story by answering questions, matching and writing sentences
- Practise the sound /ɜ:/

Language focus

- *curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache*
- *Has he/she got (glasses)?*
- *He's/She's got (brown eyes).*

Materials

- Flashcards and word cards you have prepared: *curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache*
- Pupil's Book pages 32–33
- Activity Book page 38
- Class audio CD

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English song*** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Listen and sing.

- Ask the pupils **Do you remember the *Description song*?** Encourage them to say sentences from the song, *He's got (short hair)*.
- Stick the flashcards on the board.
- Say to the pupils **Let's sing the *Description song*** (for lyrics see TN page 155). Play CD 2 Track 21 and encourage the pupils to sing along. Have the pupils point to the flashcards as they sing.



At-a-glance lesson plan (PB pages 32 and 33, AB page 38)

Opening activities

- **Song** *International English* (CD 1 Track 3)
- **Vocabulary game** Play games

Main activities

- **Song** *Description* (CD 2 Track 21) (karaoke CD 2 Track 22) Listen and sing.
- **Story** *The thief in the gallery* (CD 2 Track 24) Listen to the story. Check comprehension. Ask questions. Listen to the story. Read. Find the *Quest* letter. (PB pages 32–33) Remember the story: *The thief in the gallery*. Look and match. Number. Write the missing words. Answer the questions. Write the *Quest* letter. (AB page 38)
- **Pronunciation** Say the words. Listen and say. (CD 2 Track 25) Listen and say the chant. (CD 2 Track 26) (PB page 33). Circle, sort and write. Listen and check. (CD 2 Track 27) (AB page 38).

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)

- Or you can play the karaoke version, CD 2 Track 22. Encourage the pupils to sing the words.

Listen to the story.

- Say **Let's listen to the story.**
- Generate interest in the story by inviting pupils to speculate about the first picture. **Where are the children?** (at an art gallery).
- You can either tell the story by reading the text or by playing CD 2 Track 24.
- Make sure that you show the appropriate frame as you listen to the story on the CD. Point to different things on the pictures to help the pupils understand during the story.
- Finally, ask the pupils **What's the name of the stolen painting?** (Mona Matilda).

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

**Frame 1**

Olga: Look! We're at an art gallery. The statues are over there.

Anna: And the paintings of people are in here.

Charlie: Let's look at the paintings!

Frame 2

Charlie: This is modern art. It's a painting of a man.

Anna: But I can't see a man. Oh yes! Here's a mouth.

Olga: And he's got a moustache and three eyes. Strange.

Frame 3

Charlie: This is the Mona Matilda. It's a famous painting!

Olga: She's beautiful. She's got long, straight hair!

Anna: Straight hair? Let me check on my laptop.

Frame 4

Anna: It says the Mona Matilda has got long, CURLY hair!

Olga: Look, the paint is wet. It's not the real painting!

Frame 5

Charlie: I think the thief is in the gallery with the real painting!

Olga: There's some paint on the floor too! It's going this way.

Frame 6

Anna: Oh no! All the people here are painting. How can we find the thief here?

Charlie: Look at the paint! Let's go, Max.

Frame 7

Anna: Excuse me. Can I look at your painting?

Boy: Of course. Do you like it?

Olga: It's very nice.

Charlie: Come on!

Frame 8

Charlie: It's this way!

Olga: Let's look around quietly.

Frame 9

Thief: Arrgghh!

Charlie: It's the thief!

Olga: And he's got the Mona Matilda!

Anna: Well done, Max!

Frame 10

Director: Thank you for returning the Mona Matilda.

Anna: Look, she's got long, curly hair!


Charlie: Well done, Max! Here's a Quest symbol. Come on!

Check comprehension. Ask questions.

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

5 Art Gallery Lesson 2

3 Remember the story: The thief in the gallery. Look and match. Number. Write the missing words.



Can I look at your _____?
She's got _____ straight hair.
And he's _____ the Mona Matilda.
I think the real _____ is in the gallery with the _____ painting.

4 Answer the questions.

- Where are the children? At an art gallery.
- What is the problem with the Mona Matilda? She's got _____
- What is on the floor? Wet paint.
- Where does it go? Into the _____
- Who finds the thief? Anna.
- What does the real Mona Matilda look like? She's got _____

5 Write the Quest letter. _____

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


Frame 1

Where are the children? (at an art gallery)
What do they want to see? (paintings)

Frame 2

What is the painting of? (a man)
Has he got a moustache? (yes)
How many eyes has he got? (three)

Frame 3

What is the famous painting? (the Mona Matilda)
Is she beautiful? (yes)
What is her hair like? (long, straight hair)

Frame 4

What does Anna's laptop say about the painting? (she's got long, curly hair)
Is it the real painting? (no)
How does Olga know? (the paint is wet)

Frame 5

Is the thief in the gallery? (yes)
What has the thief got? (the real painting)
What's on the floor? (some paint)

Frame 6

What's the problem? (all the people are painting)
What can Charlie see? (paint)

Frame 7

Does Anna like the boy's painting? (yes)
Is the boy the thief? (no)

Frame 8

What does Olga want to do? (look around quietly)

Frame 9

Is the thief in the statue gallery? (yes)
Who catches the thief? (Max)
What has he got? (the Mona Matilda)

Frame 10

Is it the real Mona Matilda? (yes)
Has she got long, straight hair? (no, long, curly hair)
What's the Quest symbol? (a fireman's helmet)

**Listen to the story. Read.**

- Say **Open your Pupil's Books and find page 32.**
- Ask the pupils to listen to the story and follow the dialogue by reading it in their PB. Play CD 2 Track 24.
- Say **What words for face and hair can you see?** Give the pupils time to look at the story frames.

Find the Quest letter.

- Ask the pupils to search in the story frames of their PB for the letter which is hidden there.
- Say **What's the Quest letter?** (P, in frame 7)

**Remember the story: The thief in the gallery. Look and match. Number. Write the missing words.**

- Say **Open your Activity Books and find page 38.**
- Hold up your AB and point to Activity 3. Explain that the pupils should match the speech bubbles to the correct pictures which are from the story.
- Check the answers as a class, asking different pupils to answer each question.
- Now explain that they have to write the missing words in the speech bubbles. If they can't remember the words, let them refer to their PBs.
- Answers: d 1 She's got long, straight hair! / b 2 I think the thief is in the gallery with the real painting! / c 3 Can I look at your painting? / a 4 And he's got the Mona Matilda!

**Answer the questions.**

- Hold up your AB and point to Activity 4.
- Check that the pupils understand what they have to do.
- Give the pupils time to write the correct answers. Remind them that they can look in their PBs to check their answers if they are not sure.

Unit 5 Lesson 2

- Invite a pupil to read out the first sentence. Ask a second pupil to confirm whether they think that answer is correct or not. Write the answers on the board.
- Answers: 1 at an art gallery / 2 long, straight hair / 3 paint / 4 statue gallery / 5 Max / 6 long, curly hair



Write the Quest letter.

- The pupils write the secret letter which they found hidden in the story in the PB in the box provided. This is in preparation for finding the secret word in Unit 8.
- Answer: P

Say the words.

- Stick the 'curly' flashcard on the board. Draw a simple picture of a bird on the board. Go round the class and ask each of the pupils to say the words (curly and bird).
- Explain that both words contain the same sound but with a different spelling. Write the words on the board.
- Say /3:/ **cURly** and encourage the pupils to repeat with you. Repeat the same with **blrd**.



Listen and say.

- Say **Open your Pupil's Books and find page 33.** Give the pupils a moment to find the page by themselves.
- Hold up your PB and show the pupils Activity 4.
- Say **Let's listen and point to the words.** Play CD 2 Track 25 and encourage the pupils to point at the words shown coming out of the school bag in their PBs as they listen.
- Say **Let's say the words.** Play the track again and encourage the pupils to say the words.



curls
Thursday
windsurf
purple
girl
birds
Shirley

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 pointing to the flashcards and encouraging the pupils to repeat with you slowly, then quickly, in a loud voice and then in a quiet voice.



Listen and say the chant.

- Show the pupils the words to the chant in their PB. Explain that the words in the list are all included in the chant.
- Say **Look at the picture and find the words.** Point to the picture and ask pupils to find the words from the phonics drill and say them as they point to the items in the picture.
- Say **Now let's say the chant.**
- Play CD 2 Track 26. Have the pupils follow the words in their PB and say the chant at the same time.
- You could play the track again and have the pupils repeat until they feel confident.
- Finally, tell the pupils to look back at the story. Ask them **Can you see words with the /3:/ sound in Frames 4 and 10?** (curly, returning).
- Encourage them to look in the frames and listen to their answers, writing the correct ones on the board.
- If the pupils seem unsure about the sounds. Repeat the example sound words to help them find words with the same sound in the story frame.



I know a girl called Shirley.
She's got lots of curls
and every Thursday
she loves to windsurf
with her purple birds.



Circle, sort and write. Listen and check.

- Say **Open your Activity Books and find page 38.** Give the pupils a moment to find the page by themselves.
- Hold up your book and point to Activity 6. Check that the pupils understand, and ask them to write the words in the correct column, according to whether they are spelt 'ur' or 'ir'. Complete an example with them.

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

- When the pupils have finished, invite different pupils to say the words aloud.
- Finally, play CD 2 Track 27 and check the pupils' answers.



/3:/

curls

windsurf

purple

Thursday

girl

birds

Shirley

- Answers: curls, windsurf, Thursday / girl, birds, Shirley

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

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the *Remember your English* song** (for lyrics see TN page 129). Play CD 1 Track 6.

Lesson 3

Learning objectives

- Sing the *Description song*
- Listen to, read and perform a short dialogue
- Identify parts of the language structure and make sentences and questions
- Show understanding by identifying and writing sentences, by matching and listening, and by writing sentences

Language focus

- curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache
- Has he/she got (glasses)? Yes, she has. / No, she hasn't.
- He's/She's got (fair hair).
- He/She hasn't got (curly hair).






Materials

- Crayons for each pupil
- Flashcards you have prepared: curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache
- Pupil's Book page 34
- Activity Book page 39
- Class audio CD

















At-a-glance lesson plan (PB page 34, AB page 39)



Opening activities

- **Song** *International English* (CD 1 Track 3)  
- **Vocabulary game** Play games   

Main activities

- **Song** *Description* (CD 2 Track 21) (karaoke CD 2 Track 22) Listen, sing and point.  
- **Dialogue** Listen and read (CD 2 Track 28) (PB page 34)    
- **Language activity** Let's investigate grammar (PB page 34).   
- **Vocabulary game** *Guess who?*   
- **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 2 Track 29). Look at Activity 8. Write about Charlie's and Olga's paintings. (AB page 39).  

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English song*** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Listen, sing and point.

- Ask the pupils **Do you remember the *Description song*?**
- Give out the flashcards you have prepared to different pupils around the class and show them how to hold their flashcard so nobody else can see it.
- Say **Let's sing the *Description song*** (for lyrics see TN page 155). Ask the pupils holding a card to stand at the front, and when they hear the word which is on their flashcard they lift the card above their heads. Play CD 2 Track 21. Encourage the rest of the pupils to sing along and to point to the correct card/pupil holding card.
- You can also use the karaoke version (CD 2 Track 22).

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 Books and find page 34.** Give the pupils a moment to find the page by themselves.
- Hold up your PB and point to Activity 5. Ask the pupils questions about the picture. **Who can you see?** (two girls) **Where are they?** (at home) **What are they doing?** (playing a descriptions game).
- Play CD 2 Track 28 and encourage the pupils to read the dialogue while listening.
- Ask the pupils about the dialogue to check their understanding.

5 Art Gallery Lesson 3

5 Listen and read.

Let's play 'Guess the person!' Is it a boy?
No, it isn't.
OK! So it's a girl. Has she got long hair?
No, she hasn't.
Has she got brown, curly hair?
Yes, she has.
Has she got blue eyes?
No, she hasn't.
OK! She hasn't got blue eyes. She's got short, brown, curly hair... It's Maria!

6 Let's investigate grammar.

Remember!

He/She's got + He/She has got
He/She hasn't got + He/She has not got

Lesson 4

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

Remember!

They've got dark hair.
They haven't got dark hair.

Let's investigate grammar! Lesson 3 Art Gallery 5

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

1 curly hair? / she / Has / got

2 hasn't got / blue eyes. / She

3 got / she / Has / long hair?

4 got / She's / brown hair.

8 Listen. Tick ✓ or cross ✗.

| | Charlie's painting | Olga's painting |
|---------------|--------------------|-----------------|
| long hair | ✓ | |
| short hair | | |
| dark hair | | |
| fair hair | | |
| straight hair | | |
| curly hair | | |
| its number... | | |

9 Look at Activity 8. Write about Charlie's and Olga's paintings.

Charlie

1 She's got long hair.

2

3

Olga

4

5

6

- Play the CD again, but this time encourage the pupils to repeat each sentence of the dialogue after you, pausing the CD after each line. Help them with pronunciation, if necessary.
- Put the class into two groups. Ask one group to read out the lines of the dialogue for Girl 1 chorally and the other group to read out the lines of the dialogue for Girl 2 chorally. Repeat this until the pupils are confident with saying the dialogue.

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



Girl 1: Let's play 'Guess the person!' Is it a boy?
Girl 2: No, it isn't.
Girl 1: OK! So it's a girl. Has she got long hair?
Girl 2: No, she hasn't.
Girl 1: Has she got brown, curly hair?
Girl 2: Yes, she has.
Girl 1: Has she got blue eyes?
Girl 2: No, she hasn't.
Girl 1: OK! She hasn't got blue eyes. She's got short, brown, curly hair... It's Maria!



Let's investigate grammar.

- Hold up your PB and point to the box at the bottom of the page. Say **Let's investigate grammar**.
- Point to the coloured questions and sentences and explain their meaning to the pupils.
- Highlight the negative contractions in bold and the information in the Remember boxes.
- Ask the pupils questions to check their understanding. Say **Which girl asks 'Has she got brown, curly hair?'** (Girl 1) **Is this a question?** (yes) Repeat the process with the other sentences in the investigate grammar box.
- Ask the pupils to look at the dialogue and invite them to find other examples of affirmative, negative or questions.
- Finally, stick the flashcards on the board and ask the pupils to make sentences or questions. Say **Make an (affirmative) sentence**. Praise the pupils' speaking.

Play Guess who?

- Invite a pupil to come to the front to play the game with you.
- Ask him or her to think of a person in the classroom. Ask the pupil questions. **Is it a boy? Has he got long hair? Has he got brown eyes?**

Unit 5 Lesson 3

- Listen to the pupil's answers and guess who they are thinking about. If the pupils don't feel confident yet, swap roles and encourage your volunteer to ask you questions about a person you have chosen.
- Ask another pupil to come to the front to play against you. Praise their speaking by saying **Well done!**

Option: You may wish to put the pupils into pairs, and ask them to play the game together. Encourage them to use the 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 Books and find page 39.** Give the pupils a moment to find the page by themselves.
- Ask the pupils to look at Activity 7. Check that the pupils understand what they have to do. Pupils work individually to complete the sentences.
- Finally, ask the pupils to colour in the sentences using the same colours as in the language box in the PB (green for affirmative, red for negative, blue for questions).
- Answers: 1 Has she got curly hair? (blue) / 2 She hasn't got blue eyes. (red) / 3 Has she got long hair? (blue) / 4 She's got brown hair. (green)

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



Listen. Tick ✓ or cross X.

- Hold up your AB and point to Activity 8. Check that the pupils understand the instructions.
- Play CD 2 Track 29 and pause the CD between each sentence. Encourage the pupils to tick or cross in their ABs.
- Play the track again so the pupils can check their answers.
- When they have finished, check the answers together.



Charlie: My painting is a girl. She has got long hair. She has got fair hair. She hasn't got curly hair. Which number is it?

Olga: My painting is a boy. He has got short hair. He hasn't got fair hair. He has got curly hair. Which number is it?

- Answers:

| | Charlie's painting | Olga's painting |
|-----------------|--------------------|-----------------|
| long hair | ✓ | X |
| short hair | X | ✓ |
| dark hair | X | ✓ |
| fair hair | X | X |
| straight hair | ✓ | X |
| curly hair | X | ✓ |
| It's number ... | 2 | 3 |



Look at Activity 8. Write about Charlie's and Olga's paintings.

- Ask the pupils to look at Activity 8. Check that the pupils understand, and ask them to work individually writing the sentences. Encourage them to look at Activity 8 to complete the task.
- When the pupils have finished, check the answers together.
- Answers: 1 She's got long hair. / 2 She hasn't got curly hair. / 3 She's got fair hair. / 4 He's got short hair. / 5 He's got curly hair. / 6 He hasn't got fair hair.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

Lesson 4

Learning objectives

- Match and write sentences and questions about appearances
- Show understanding by listening and writing sentences
- Talk about appearances using cut-outs

Language focus

- *curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache*
- *Has he/she got (fair hair)? Yes, she has. / No, she hasn't.*
- *He's/She's got (glasses).*
- *He/She hasn't got (blue eyes).*



Materials

- Crayons and scissors for each pupil
- Flashcards you have prepared: *curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache*
- Activity Book page 40
- Cut-outs for Unit 5 (AB page 81)
- Class audio CD













At-a-glance lesson plan (AB page 40 and page 81)

Opening activities



- **Song** *International English* (CD 1 Track 3)  

- **Vocabulary game** Play games   

Main activities

- **Vocabulary game** *Affirmative, negative or question*   
- **Listening and writing practice** Match to make sentences. Look at Activity 10. Write the sentences in the dialogue. Listen and check. (CD 2 Track 30) Look at Activity 11. Look and write about painting c. (AB page 40)  
- **Cut-out activity** Make your cut-out cards. Play a game. (AB page 81).     

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)  

Opening activities

Sing the *International English* song.




- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Play *Affirmative, negative or question*.

- Ask the pupils **Do you remember the description words?** and show the pupils the appearance flashcards you have prepared. On the board draw three symbols in large clear letters: ,  and .

Make sure they are at a height the pupils can reach.


- Divide the class into two teams, A and B. Invite two volunteers from Team A 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 the flashcards shows one of them to Team B. The second pupil points to one of the symbols on the board. Team B must produce a sentence with the flashcard activity and the symbol they have been shown. The + symbol means that they should produce an affirmative sentence. The – symbol means that they should produce a negative sentence. The ? symbol means that they should produce a question.

- Team B gets a point for each correct sentence it produces. The game continues until all the cards have been used.

- Now play again but with two volunteers from Team B at the front. Team A must now produce sentences in the same way. The team with the most points wins.



-  **page 40** **Look at Activity 10. Write the sentences in the dialogue. Listen and check.**

- Anna:** Let's play 'Guess the painting'.

Charlie: OK! Is it a girl?

Anna: No, it isn't.

Charlie: OK! Has he got glasses?

Anna: No, he hasn't.

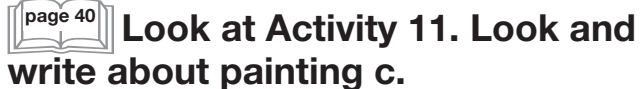
Charlie: Has he got straight hair?

Anna: Yes, he has. And he's got black hair.

Charlie: Has he got long hair?

Anna: No, he hasn't. And he hasn't got a moustache.

Charlie: OK! It's this one!



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Make your cut-out cards. (Activity Book page 81). Play a game.

Stage 1

- Say to the pupils **Open your Activity Books and find page 81.** Give the pupils a moment to find the page by themselves.
- When the pupils are ready tell them to look and follow your instructions. Ask the pupils to colour in each set of eyes a different colour.
- Say **Cut along these lines.** Hold up your AB and signal they should cut along the dotted line around the facial features.
- Tell the pupils to write their initials in a corner on the face of the cards.
- Say **Place your cut-outs face down on your desk.** When the pupils have finished, encourage them to tidy up their desks and put the scissors away.

Stage 2

- Say **Now let's play Create a portrait.** Invite a pupil to come to the front. In this way you can demonstrate the game to the whole class.
- Set a book up between you so that your pupil can't see what you are doing. Tell the pupil to put the outline of the face in front of him/her and you do the same. Tell the pupil to listen to your sentences.
- Say **Listen and create a portrait.** Say five sentences. **He's got blue eyes. He's got a beard. He's got dark hair. He's got curly hair. He's got long hair.** As you say the sentences, add these facial features to your own outline of a face.
- Encourage the pupil to add facial features to their outline of a face.
- Finally, remove the book between you and say **Is this your portrait?** And compare your two portraits to see if they are the same.
- Encourage the pupils to play the game in pairs. Move around the room, and check that they are taking turns. Praise their speaking saying **Well done!**

Option: You may wish to alter the game slightly and turn it into a quiz/puzzle game. One pupil creates a portrait and the other must find out what the portrait is like by asking questions. *Has he got (description word)?*

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

Lesson 5

Learning objectives

- Identify and say descriptive adjectives
- Listen to, read and say the *My best friend* rap
- Show understanding by matching, writing and drawing
- Listen to, read and understand a comic strip

Language focus

- curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache
- happy, sad, strong, weak, rude, polite
- He's/She's got (glasses).
- He/She hasn't got (dark hair).
- Has he got (fair hair)? Yes, he has. / No, he hasn't.






Materials

- Crayons for each pupil
- Word cards you have prepared: curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache
- Pupil's Book page 35
- Activity Book page 41
- Class audio CD


















At-a-glance lesson plan (PB page 35, AB page 41)


Opening activities

- **Song** *International English* (CD 1 Track 3)  
- **Vocabulary game** Play games   

Main activities

- **Vocabulary activities** Listen. Say the words. (CD 2 Track 31) (PB page 35).   
- **Listening practice** *My best friend* rap (CD 2 Track 32) Listen and read. Say the rap. (PB page 35).    
- **Reading and writing practice** Write the words. Look and read. Complete the sentences. Draw a friend and write sentences. (AB page 41).    
- **Comic strip** *A Dog's Day*. (CD 2 Track 33) Listen and read. (PB page 35).    

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)  

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities



Listen. Say the words.

- Say **Open your Pupil's Books and find page 35**. Give the pupils a moment to find the page by themselves.
- Hold up your PB and point to the left column. Play CD 2 Track 31 and pause between each word. Encourage the pupils to repeat the words.



happy
sad
strong
weak
rude
polite



Listen and read. Say the rap.

- Say to the pupils **Let's look at the picture** and point to the picture on page 35. Ask the pupils questions about it **Where are they?** (in the park) **What are they doing?** (playing).
- Play CD 2 Track 32 and encourage the pupils to read the words of the rap in their PB while listening.
- Say to the pupils **Let's listen and say the *My best friend* rap**. Play the track again and encourage the pupils to join in the rap. Ask the pupils to stand up and sing.

Lesson 5 Art Gallery 5

8 Listen. Say the words.

9 Listen and read. Say the rap.

My best friend is Suzy.
Her hair is very long.
She isn't sad, she's happy.
She isn't weak, she's strong.

We play together after school
and have fun at the weekend.
Suzy isn't rude, she's polite
and I'm happy she's my friend.

10 Listen and read.

Lesson 5 Art Gallery 5

13 Write the words.

1 happy 2 strong 3 rude 4 sad 5 weak 6 polite

14 Look and read. Complete the sentences.

He's got short, curly hair. Which number is he? Number 1! He's happy.

She's got long, dark hair. Which number is she? Number 2! She's polite.

He's got a moustache. He's got straight hair. Which number is he? Number 3! He's strong.

She's got straight, fair hair. Which number is she? Number 4! She's sad.

15 Draw a friend and write sentences.

This is _____



My best friend rap

My best friend is Suzy.
Her hair is very long.
She isn't sad, she's happy.
She isn't weak, she's strong.

We play together after school
and have fun at the weekend.
Suzy isn't rude, she's polite
and I'm happy she's my friend.



Write the words.

- Say **Open your Activity Books and find page 41**. Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to Activity 13. Explain that they must look at the pictures and write the correct words.
- Check the answers together.
- Answers: 1 happy / 2 strong / 3 rude / 4 sad / 5 weak / 6 polite



Look and read. Complete the sentences.

- Check that the pupils understand the next activity in their Activity Books and ask them to work individually to complete the sentences using the pictures as a guide.
- Check the answers together.

- Answers: 1 Number 1! He's happy. / 2 Number 4! She's sad. / 3 Number 3! He's strong. / 4 Number 2! She's polite.



Draw a friend and write sentences.

- Point to the picture frame. Explain that they should draw a picture of their best friend.
- Move around the room while the pupils are working and praise their drawings, saying **Well done!**
- Then ask them to write sentences according to what they have drawn. Move around the room and check the pupils' work.
- Pupils' own answers
- Ask the pupils to open their Grammar and Writing Diary at page 16 and look at the grammar for Unit 5. Ask them to read through the sentences to remind themselves of the grammar they have been learning.



Listen and read.

- Say **Open your Pupil's Books and find page 35**. Give the pupils a moment to find the page by themselves.
- Point to Activity 10 and ask **What has Yorkie got?** (glasses).

Unit 5 Lesson 5

- Say **Let's listen to the comic strip.** Play CD 2 Track 33.
- Say **Let's read and listen to the comic strip again.** Play CD 2 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 reading ask questions about the story, for example, **Who has got a moustache and big teeth?** (Jack).
- Ask the pupils **Do you like the story?** Invite them to respond and comment on the story.

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



Frame 1

Yorkie: Hello, Scotty! Oh! You look sad. What's the matter?

Scotty: I'm bored!

Yorkie: Well, I've got a surprise for you.

Frame 2

Yorkie: I've got glasses!

Scotty: You look funny, Yorkie! You're really small! You've got long hair and tiny brown eyes!

Frame 3

Yorkie: Well, you look really...big!

Scotty: What? Let me see!

Frame 4

Scotty: I can't see me! But what's that?

Yorkie: Oooh! It's an enormous beard.

Scotty: And a moustache... and big teeth.

Frame 5

Scotty: It's scary!...RUN!

Jack: Hey, you two! It's me!

Yorkie: Oh! It's Jack!

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

Lesson 6

Learning objectives

- Talk about art and paintings
- Listen to, read and learn about art and paintings
- Show understanding by choosing true or false and by writing
- Create a painting

Language focus

- curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache
- happy, sad, strong, weak, rude, polite
- Royal family, palace, realism, artist, king, queen, princess

Materials

- Crayons, glue and scissors for each pupil
- CLIL Photocopiable: *Create a painting* (TN page 306)
- Pupil's Book page 36
- Activity Book page 42
- Class audio CD



At-a-glance lesson plan (PB page 36, AB page 42)

Opening activities

- **Song** *International English* (CD 1 Track 3)



- **Vocabulary game** Play games



Main activities

- **Picture activities** *Styles of art* Look at the picture and predict. Listen and look at the picture. (CD 2 Track 34)
- **Character's presentation** Listen and read. (CD 2 Track 34) Read and say 'True' or 'False'. Listen and check. (CD 2 Track 35) (PB page 36).
- **Picture activity** Look at the picture and answer questions.
- **Character's presentation** Listen and learn about a beautiful painting. (CD 2 Track 36) (PB page 36).
- **Reading and writing practice** Read. True ✓ or false ✗? Read. Write about a child's painting. (AB page 42).
- **CLIL project:** *Create a painting*



Closing activities

- **Song** *Remember your English* (CD 1 Track 6)



Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Look at the picture and predict.

- Explain to the pupils that the picture represents today's lesson and its content. (Art: *Styles of art*).
- Ask what they know about art and painting. 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 picture. Say to them **Let's look at the picture and listen to Olga's presentation about art.**
 - Play CD 2 Track 34 and guide the pupils' understanding by pointing to features on the picture as they are talked about on the CD.
 - Ask the pupils questions about the information on the picture to check their understanding.
- Who painted *Las Meninas*? (Velázquez) Who is offering a drink to the princess? (Maria) What is the name of the princess? (Princess Margarita).**



Faces in paintings by Olga

Las Meninas

This is a famous painting by Diego Velázquez. It shows people from the Spanish Royal Family in a room in the Alcázar Palace in Madrid. This type of painting is called realism. You can see this painting in the Prado Museum.

This is the artist, Velázquez. He's painting a picture of the King and Queen. He's got dark, curly hair and a moustache.

5 CLIL Art Lesson 6

11 Listen and read.

Faces in paintings by Olga

Let's listen:
This is a famous painting by Diego Velázquez. It shows people from the Spanish Royal Family in a room in the Alcázar Palace in Madrid. This type of painting is called realism. You can see this painting in the Prado Museum.

This is the artist, Velázquez. He's painting a picture of the King and Queen. He's got dark, curly hair and a moustache.

This is a friend. Her name is María Agustina Sarmiento de Sotomayor. She's got short, curly hair. She's offering a drink to the Princess.

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

- The people in the painting are in the palace.
- Diego Velázquez has got a beard.
- Princess Margarita hasn't got fair hair.
- Princess Margarita has got straight hair.
- María Agustina has got long, curly hair.

Lesson 7 14 Do the revision page (Activity Book, page 43).

Lesson 8 15 Write and draw in your Writing Diary (Activity Book, page 44).

13 Listen and learn about a beautiful painting.

This is the *Portrait of a Girl* by Francisco Goya. Look at the colours. They look so bright! The girl has got black hair and beautiful eyes. Look at the smile! It is a very lovely smile. I like this painting very much! by Charlie

This is Princess Margarita. She's got straight, fair hair. She looks happy, I think. Can you see her eyes? I wonder what she is looking at.

This is a friend. Her name is María Agustina Sarmiento de Sotomayor. She's got short, curly hair. She's offering a drink to the Princess.

Listen and read.

- Say **Open your Pupil's Books and find page 36.** Give the pupils a moment to find the page by themselves.
- Ask **What is the presentation about?** (art and faces in paintings) **Who wrote this presentation?** (Olga).
- Point to Activity 11 and say **Listen and look at Olga's presentation again.** Encourage the pupils to follow what Olga says by pointing to the pictures and any important words as they hear them. Play CD 2 Track 34 again.
- Play the CD again and this time encourage the pupils to read the text as they listen.
- Check the pupils' understanding by saying some true/false sentences. Substitute wrong information for the actual information given in the text. Encourage the pupils to say True or False and correct your sentences. Here are some ideas: **Princess Margarita has got curly, fair hair. Her friend is offering her a cake.**

5 CLIL Art Lesson 6

16 Read. True ✓ or false? X

- This is a new painting by Diego Velázquez. ☒
- This type of painting is called realism. ☒
- Velázquez has got dark, curly hair. ☐
- He's got a moustache. ☐
- Princess Margarita has got curly, fair hair. ☐
- María Agustina has got short, curly hair. ☐
- She's offering some biscuits to the Princess. ☐

17 Read. Write about a child's painting.

self portrait
• different shapes and colours
• long, black hair
• brown eyes

self portrait
• different shapes and colours
• short, black hair
• glasses

This is a self portrait.
The painter uses different shapes and colours.
The girl has got long, black hair and brown eyes.
by Charlie

- Invite a pupil to make a false statement and ask another pupil from the class to correct it. Go around the class with different pairs of pupils.

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

- Hold up your PB and point to Activity 12.
- Explain the task to the pupils and allow some time for them to complete it.
- When the pupils have finished explain that they are going to hear the answers. Say **Let's listen.** Play CD 2 Track 35. Pause the CD after each answer is heard. Ask the pupils if their answers were the same as the CD.
- Answers: 1 True / 2 False (He hasn't got a beard. He's got a moustache.) / 3 False (She has got fair hair.) / 4 True / 5 False (She's got short, curly hair.)



1 Olga: The people in the painting are in the palace.
That's true.

2 Anna: Diego Velázquez has got a beard.
That's false. He hasn't got a beard. He's got a moustache.

3 Charlie: Princess Margarita hasn't got fair hair.
That's false. She has got fair hair.

4 Olga: Princess Margarita has got straight hair.

That's true.

5 Anna: María Agustina has got long, curly hair. That's false. She's got short, curly hair.

Option: Ask the pupils to form pairs. Encourage them to ask each other questions about the topic using the information in the texts on page 36.

Look at the picture and answer questions.

- Point to the main photos on the picture and ask the pupils questions to reinforce their understanding.
- Ask **What style of art is this?** (portrait, still life, abstract, caricature, sculpture) **What is your favourite style of art? Do you like painting/drawing? What do you like to paint/draw?** (Pupils' own answers). The pupils may answer in L1.

Option: Ask the pupils to close their PBs. Put them into pairs and give each pair one paragraph from the photocopiable from TN page 306 and a pair of scissors. Pupils cut along the dotted lines. Ask the pairs to mix up their sentences. Nominate one pair to come to the front of the class. They listen to the CD and stick their sentences next to the correct photo on the picture in the order they hear them. The rest of the class orders their sentences in their pairs. Play CD 2 Track 34. Pause the CD and ask different pairs to order the sentences for the other paragraphs.

Alternatively, you can work with the whole class. Make one copy of the photocopiable. Cut up the sentences. Give each sentence to a different pupil in the class and ask them to stand at the front of the class and line up in the correct order as they hear their sentences on the CD.

Listen and learn about a beautiful painting.

- Hold up your PB and explain that the pupils are going to read about a beautiful painting.

- Say **Let's read about a beautiful painting.** Play CD 2 Track 36. Encourage the pupils to follow the text in their books as they listen.
- Check the pupils' understanding by asking questions about the text. Praise their answers, saying **Very good!**



This is the *Parasol* by Francisco Goya. Look at the colours. They look so bright. The girl has got black hair and beautiful eyes. Look at the tree! It is a very windy day. I like this painting very much!

by Charlie



Read. True ✓ or False ✗?

- Say **Open your Activity Books and find page 42.** Give the pupils a moment to find the page by themselves.
- Hold up your AB and point to the Activity 16. Check that the pupils understand what they have to do. Ask pupils to work individually to tick or cross the sentences.
- Check the answers with the class. Ask different pupils **What's number (1)?**
- Answers: 1 ✗ / 2 ✓ / 3 ✓ / 4 ✓ / 5 ✗ / 6 ✓ / 7 ✗



Read. Write about a child's painting.

- Hold up your AB and point to Activity 17. Check the pupils understand the instructions, and explain that first they will read the example.
- Point to the notes on the left. Read the notes and then the sentences aloud with the pupils.
- Explain that the pupils must look at the notes on the right and write their own sentences.
- Say **Now write your sentences.** The pupils work individually writing their sentences. Move around the room to check their work. Praise it and say **Very good!**
- Check the answers with the class. Ask different pupils to read their sentences.
- Answers: This is a self-portrait. The painter uses different shapes and colours. The girl has got short black hair and glasses.

CLIL project: *Create a painting.*

- Say to the pupils **Let's create a painting.** Give each pupil one section of the photocopiable TN page 306. There are four different pictures on the photocopiable. Make several copies of the page, cut them into two and give one section to each pupil. Make sure that each pupil has two portraits, two lined spaces and two frames. Keep one whole photocopiable page for yourself.

- Say **Look at your painting and write.**

Pupils work on their individual painting, writing sentences which match the picture. For example, *She has got long hair. She has got curly hair.*

- Move around the classroom and offer help if required. If pupils are unsure, help by asking questions as you move around the classroom.

Has she got short hair? Has she got glasses?

- When the pupils have finished writing, hold up your photocopiable and point to the first painting. Invite the pupils who wrote about the first painting to come to the front of the classroom. Ask each pupil to read out their sentences. Do the same with the other three paintings.

- Ask pupils to colour in their portraits and to cut out the frames and glue them around their paintings.

Option: You could stick all the portraits on a big piece of card and display them on the classroom wall.

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.

- Say **Let's sing the *Remember your English song*** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

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 matching and choosing true or false
- Write sentences describing appearance
- Evaluate learning

Language focus

- *curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache*
- *happy, sad, strong, weak, rude, polite*
- *He's/She's (happy).*
- *Has he/she got (curly hair)? Yes, she has. / No, she hasn't.*
- *He's/She's got (glasses).*
- *He/She hasn't got (brown eyes).*

Materials

- Flashcards and word cards you have prepared: *curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache*
- Activity Book pages 43 and 71
- Class audio CD



At-a-glance lesson plan (AB pages 43 and 71)

Opening activities

- **Song** *International English* (CD 1 Track 3)
- **Vocabulary game** Play games

Main activities

- **Mind Map:** Unit 5 (AB page 71)
- **Reading and listening practice** Match. Listen and check. (CD 2 Track 37) Read. True ✓ or false X? (AB page 43).
- **Writing practice** Look and write about Charlie. (AB page 43).
- Evaluation

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities



Mind Map: Unit 5.

- Say **Open your Activity Books and find page 71.** Give the pupils a moment to find the page by themselves.
- Say **Do you remember the description words?**
- Hold up your AB and point to the mind map at the top of the page. Explain that the pupils should stick the picture or word stickers in the correct place on the mind map.
- Put the description flashcards and word cards you have prepared for the unit face up on your desk. When the pupils have finished their task, invite different pupils to the front to match the flashcards and the word cards and stick them on the board in the same shape as the mind map.
- Ask the pupils to look at the matched cards on the board and to check their stickers on their mind map.






Match. Listen and check.

- Say **Open your Activity Books and find page 43.** Give the pupils a moment to find the page by themselves.
- Explain that the pupils are going to revise the description words. Explain that they must match the pictures with the sentences and that they will listen to the CD to check their answers.
- Say **Let's listen.** Play CD 2 Track 37 and pause between each sentence.
- When they have finished check the answers together. Write the numbers 1 to 6 on the board.
- Say to the pupils **Let's check our answers.** Ask individual pupils **What's number (1)?** Continue with the rest of the answers and write the answers on the board. Praise the pupils' answers by saying **Well done!**

Revision: Lessons 7 and 8 Art Gallery 5

1 Match. Listen and check.

a He's rude. 1  2  3  d She's sad.

b He's strong. 4  5  6  e She's weak.

c He's happy. f She's polite.

2 Read. True ✓ or false X?

1 He's got curly hair. ☐ 2 She's got dark hair. ☐
 3 He hasn't got long hair. ☐ 4 She's got long hair. ☐
 5 He hasn't got dark hair. ☐ 6 She hasn't got curly hair. ☐
 7 He's got a moustache and beard. ☐ 8 She's got glasses. ☐

3 Look and write about Charlie.



Good Very good Excellent

- Encourage the pupils to look at the answers on the board and compare with their own answers by ticking the ones they got correct. Move around the room and check their work.
- Answers: 1 c / 2 e / 3 a / 4 d / 5 b / 6 f



- 1 He's happy.
- 2 She's weak.
- 3 He's rude.
- 4 She's sad.
- 5 He's strong.
- 6 She's polite.

page 43 Read. True ✓ or false X?

- Hold up your AB and point to Activity 2.
- Tell the pupils to look at the pictures carefully.
- Ask them to read the sentences and to tick or cross according to what they can see in the pictures.
- When the pupils have finished check the answers together as a class.
- Answers: 1 ✓ / 2 ✓ / 3 X / 4 X / 5 X / 6 ✓ / 7 ✓ / 8 ✓

page 43 Look and write about Charlie.

- Hold up your AB and point to Activity 3.
- Explain that the pupils should write their own

Unit 5 Mind Map 5

Unit 6 Mind Map 6

Face

straight hair short hair

moustache glasses

dark hair

go to school meet a friend

Daily activities

go to a friend's house go for a walk

sentences about Charlie according to what they can see in the picture.

- The pupils work individually writing their sentences. Move around the room to check their work. Praise it and say **Very good!**
- Pupils' own answers

page 43 Evaluation

- Praise the pupils' work over the unit.
- Have the pupils look back at their work for the whole unit and think about what they have achieved.
- Hold up your AB and point to the three faces of the *Your Quest* children at the bottom of the page.
- Encourage the pupils to colour the face which matches their work for Unit 5.
- Move around the classroom and comment on the pupils' self-assessment.
- Say to the pupils **Well done! We have finished our Art Gallery Quest.**

Closing activities

- Say to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

Lesson 8

Learning objectives

- Review the unit using *Quest 5: Art Gallery*
- Read the Writing Diary and answer questions
- Create a personalized diary about a painting and talk about it

Language focus

- curly hair, straight hair, long hair, short hair, fair hair, dark hair, brown eyes, glasses, a beard, a moustache
- happy, sad, strong, weak, rude, polite
- He's/She's got (glasses).
- He/She hasn't got (fair hair).
- Has he/she got (straight hair)? Yes, he/she has. / No, he/she hasn't.
- Is he/she (sad)?






Materials

- Crayons for each pupil
- Photocopiable: *Quest 5: Art Gallery* (TN page 314)
- Writing Diary, Activity Book page 44
- Class audio CD












At-a-glance lesson plan (Writing Diary, Activity Book page 44)

Opening activities

- **Song** *International English* (CD 1 Track 3)
 
- **Vocabulary game** Play games   

Main activities

- **Photocopiable activity** Complete *Quest 5: Art Gallery*   
- **Writing Diary** Read the diary entry. Read the Diary Notes and answer questions (AB page 44).  
- **Writing Diary** Plan and write your Diary entry. Draw. Complete the Diary Notes. Talk about your painting. (AB page 44).    

Closing activities

- **Song** *Remember your English* (CD 1 Track 6)
 

Opening activities

- Greet the pupils. Say **Hello. How are you?** and encourage the pupils to reply.
- Say to the pupils **Let's sing the *International English* song** (for lyrics see TN page 126). Play CD 1 Track 3. Have the pupils sing along with you.

Play games.

- Turn to the Activity Bank at the front of your Teacher's Notes (TN page 25). Play a game from the Activity Bank to recycle the vocabulary.

Main activities

Complete *Quest 5: Art Gallery*.

- Ask the pupils what they remember about Unit 5: *Art Gallery*.
- Ask a volunteer to give out a copy of the *Quest* task sheet for Unit 5 to each student (TN page 314). Explain that it is their quest about art, similar to what the characters have done in the unit.
- The pupils work individually completing the sheet and referring to the correct pages in their PBs. 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 Olga (PB page 31) / 2 She's beautiful. She's got long curly hair. (PB page 32) / 3 lots of curls (PB page 33) / 4 glasses (PB page 35) / 5 She's got straight, fair hair. (PB page 36)



Read the diary entry.

- Say **Open your Activity Book and find page 44**. Give the pupils a moment to find the page by themselves.
- Hold up your Activity Book and point to the first activity. Ask the pupils **What's this?** (*Quest* diary).
- Ask the pupils to read the entry, telling them that you will then ask them some questions about it. You may wish 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?** (a painting) **What is the date?** (20th August).
- 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 **Is this a painting of a man?** (yes) **Has he got curly hair?** (yes).
- Listen to the pupils' answers and praise them, saying **Very good!**
- Finally, ask students to tick or cross the statement at the bottom of the diary entry.
- Answer: **X**

Plan and write your Diary entry. Draw.

- Say to the pupils **It's time to write your diary entry.** Say **Open your Activity Book and find page 44.** Tell the pupils that they are going to write their diary entry on the lines provided and draw a picture in the empty space.

- Say **Tell me about your painting.** Encourage the pupils to respond saying *It's He's/She's got* Listen and praise their speaking saying **Very good!**

- The pupils now work individually writing their entry. Give the pupils time to write, but move around the room to offer help. Encourage them to refer to Charlie's diary entry for reference.
- When the pupils have finished, check their writing. Then say **Draw a picture.** The pupils do this individually.

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

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 painting.

- Say to the pupils **Let's talk about your painting.** Ask them to work with a pupil near to them.
- When the pupils are ready, say **Talk about your painting.** The pupils work together. 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 to the pupils **It's time to stop. Goodbye!** Encourage them to close their books and tidy up their things.
- Say **Let's sing the Remember your English song** (for lyrics see TN page 129). Play CD 1 Track 6. Sing along, encouraging the pupils to sing with you.

For *The thief in the gallery* animated story script see TN page 158.



Who is it?

Tom: Let's see if you can guess the people.

Dad: Great! I like this game. I always win. You can help me Florence.

Tilly: The cake can be the prize. Let's play!

Dad: OK.

Florence: Has he got blue eyes?

Tom: Yes, he has got blue eyes.

Tilly: OK. Our turn. Does he have dark hair?

Florence: No.

Dad: Has he got glasses?

Tilly: No, he hasn't got glasses.

Tom: Does he have a... moustache?

Florence: Yes. Has he got blonde hair?

Tom: Yes, he's got blonde hair.

Tilly: Hmm, he's got a moustache

Tom: Is he... What about the eyes – does he have blue eyes?

Dad: Yes. Has he got a beard?

Tilly: No, he hasn't got a beard.

Dad: We know don't we Florence? It's OK. Don't look sad. I love cake! We love cake. Don't we Florence?

Florence: Is it Russell?

Tilly: Yes, it is. Well done!

Dad & Florence: Hooray!

Florence: Don't worry – we can share the cake!

Dad: Yes, we can. Cake for everyone – hooray!

Tilly & Tom: Oh Dad!

Florence: It's OK. We can still eat it.



CLIL – Faces in paintings

Tom: Hi Tilly, what are you doing?

Tilly: I'm doing a project on painting.

Florence: Let's see what we can find out. You can mix paint to create different colours and you can use your fingers or a brush to create a picture.

Tilly: Look at this painting of flowers. The colours are very beautiful!

Tom: This is an interesting drawing. I can see a person's face but the style is abstract.

Florence: Yes, you're right. Look at all the strange shapes.

Tilly: This painting is called *Las Meninas*. It's by a famous painter called Velazquez.

Tom: She looks very young.

Tilly: Yes, and all those people are helping her get dressed I think.

Florence: Maybe she's a princess.

Tom: He's got a moustache.

Tilly: He's holding a paintbrush. He must be the painter of the picture.

Tom: The girls have got flowers in their hair.

Florence: They all look very serious.

Tom: Look at all the faces here. Are these paintings by a famous painter too?

Florence: No, these are children's paintings. They're very good!

Tilly: Which do you like best, Tom?

Tom: I like the woman with the glasses. She looks funny.

Florence: I like painting faces.

Tilly: I think it's difficult but I like doing it.

Tom: So do I!

