

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) 	Vocabulary: <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> Structures <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>Quest 3</i>, 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 personalised diary entry about school subjects and talking about it (C1 C3 C5 C6 C7 C8) 	Vocabulary: <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> Structures <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"> • Months • Days of the week

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>

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

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 /ei/ 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 personalised diary entry about a town and talking about it (C1 C3 C5 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • <i>bank, cinema, butcher's, greengrocer's, baker's, library, station, town hall, bridge, square</i> • <i>turn left, turn right, go straight on, walk around</i> • CLIL vocabulary: <i>capital, city, art gallery, cathedral, river, the Houses of Parliament, famous, government</i> <p>Structures</p> <ul style="list-style-type: none"> • <i>I'm going to the (greengrocer's).</i> • <i>I'm not going to the (library).</i> • <i>Where are you going?</i> • <i>Are you going to the (square)?</i> • <i>Yes, I am. / No, I'm not.</i> 	<ul style="list-style-type: none"> • <i>Let's (go to the cinema).</i> • <i>It's ...</i> • <i>This is ...</i>
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 personalised 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"> • <i>canoeing, climbing, rafting, swimming, hiking, camping, cycling, horse-riding, windsurfing, water-skiing</i> • <i>cloudy, raining, snowing, sunny, foggy, windy</i> • CLIL vocabulary: <i>zip-line, gravity, pulley, trainers, gloves, helmet, harness, kite, board, stunt, straps, balance</i> <p>Structures</p> <ul style="list-style-type: none"> • <i>He's/She's (cycling).</i> • <i>He/She isn't (canoeing).</i> • <i>Is he/she horse-riding? Yes, he/she is. / No, he/she isn't.</i> • <i>What's he/she doing?</i> 	<ul style="list-style-type: none"> • Colours • <i>I've got (my boots).</i>

	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>

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

Unit	Learning objectives	Key language	Recycled language
Units 1, 2, 3 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"> • <i>Let's sing/ask/find/listen/check/read ...</i> • <i>Open your (Pupil's) Book and find page (23).</i> • <i>What's (the secret word)?</i> • <i>What can you see?</i> 			
	<ul style="list-style-type: none"> • <i>A (pineapple) is better for you.</i> • <i>Let's listen/read/investigate/talk about/sing/say/rap/play/look at/ ...</i> • <i>Cut along these lines.</i> 	<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>

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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 personalised diary entry about a painting and talking about it (C1 C3 C5 C6 C7 C8) 	Vocabulary <ul style="list-style-type: none"> • 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 Structures <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I've/You've got ... • It's a ... • What's this/that? • He's ...ing. • Can I/you ...?
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 /ɒ/ and /əʊ/ 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 personalised diary entry about a job and talking about it (C1 C3 C5 C6 C7 C8) 	Vocabulary <ul style="list-style-type: none"> • 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 officer, nurse, vet, firefighter, actor, singer • CLIL vocabulary: astronaut, train, mission, flight simulator, underwater training tank, computer games designer, graphics, sports journalist, interview, coach, studio Structures <ul style="list-style-type: none"> • He/She (goes to school). • He/She doesn't (talk on the phone). • Does he/she (have a snack)? Yes, he does. / No, he doesn't. 	<ul style="list-style-type: none"> • Clock times • What's this? • He's got ... • Can you/I ...? • This is ... • Do you want to ...?

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> • <i>Let's do/play/look at/look around/sing/say/rap/listen to/investigate/read/ ...</i> • <i>It's your turn.</i> • <i>Is it ...? Yes, it is. / No, it isn't.</i> • <i>He/She is/isn't (polite).</i> • <i>Who am I describing?</i> • <i>Cut along these lines.</i> 	<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"> • <i>Who's this? He's/She's a (vet).</i> • <i>Let's do/say/rap/sing/play/look at/listen to/read about/investigate ...</i> • <i>Cut along these lines.</i> 	<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>

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Unit	Learning objectives	Key language	Recycled language
Units 4, 5, 6 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) 	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 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 Structures <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 personalised diary entry about a dream house and talking about it (C1 C3 C5 C6 C7 C8) 	Vocabulary <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 Structures <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 /ɑ:/ 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>

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