

Unit

1

Focus on Free Time

Learning objectives

- Identifying and saying free-time words and phrases and writing them correctly in context (C1 C3 C7 C8)
- Listening to, understanding and singing a song (C1 C6 C7 C8)
- Reading and listening to a story about free time and hobbies (C1 C3 C6 C7 C8)
- Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8)
- Identifying how to use and form the present simple with *like* + *-ing* (C1 C7)
- Identifying parts of the language structure and showing understanding by creating sentences and questions (C1 C7 C8)
- Listening to, reading and acting out an interview using language in context (C1 C5 C7 C8)
- Identifying and saying free-time equipment (C1 C3 C7 C8)
- Reading, extracting information and writing an authentic web page about hobbies (C1 C3 C4 C6 C7 C8)
- Reading, listening and writing about three contemporary artists (C1 C3 C4 C7 C8)
- Using the internet to find out about a famous artist (C3 C4 C6 C7 C8)
- Understanding and extracting information from a letter about hobbies and activities that your friend likes and dislikes (C1 C4 C7 C8)
- Categorising free-time activities with their corresponding verbs (C1 C3 C7 C8)
- Writing your own letter about things you and your friend like and dislike doing in your free time (C1 C3 C5 C6 C7 C8)
- Reviewing and reflecting on the unit (C1 C3 C6 C7 C8)
- Practising everyday English through listening to and acting out a dialogue about hobbies and finding a free-time activity (C1 C3 C5 C6 C7 C8)

Key language

Vocabulary

- play table tennis, play the drums, paint pictures, paint models, collect stickers, collect stamps, go fishing, go to the cinema, do magic tricks, do exercise*
- a paintbrush, an album, an exercise mat, a pack of cards, a fishing rod*

- restoration, detail, minimalist, straight, curved, three-dimensional, hyperrealist, pop art*

Structures

- I like / don't like (painting pictures).*
- He/She likes / doesn't like (going fishing).*
- Do you like (playing football)? Yes, I do. / No, I don't.*
- Does he/she like (doing exercise)? Yes, he/she does. / No, he/she doesn't.*

Recycled language

- I love / like / don't like / hate (Art).*
- He/She likes / doesn't like (Art).*
- Do you play (football)? Yes, I do. / No, I don't.*
- I (don't) play (table tennis).*
- go shopping/skiing/swimming, play basketball/ice hockey/football/volleyball, do sport/gymnastics/judo, watch TV*
- letters, postcards, museum, bedroom, garden, favourite*
- Countries*

Receptive language

- professional, pets, holiday, boats, landscapes, exhibition, newspapers, flowers, driver, instructions, collection, comfortable, championship, free, insect*
- What do the Quest team do in their free time?*
- shapes, sculptures*
- What's wrong? I'm (not) bored.*
- Let's (watch TV).*
- Enjoy yourself!*
- Have fun!*

Pronunciation

- /p/ sound as in people and stamps*
- /b/ sound as in hobbies and table*

Socio-cultural aspects

- Showing interest in and learning about different types of art (C3 C6 C8)
- Learning about culture and customs in the English-speaking world (C5 C6 C7 C8)
- Using everyday English to act out finding a free-time activity (C1 C3 C5 C6 C7 C8)

Lesson 1

Learning objectives

- Identify and say verb phrases for free-time activities
- Play the Quest Memory Game to practise the vocabulary
- Listen to, read and sing the Quest song
- Show understanding by completing sentences

Language focus

- *play table tennis, play the drums, paint pictures, paint models, collect stickers, collect stamps, go fishing, go to the cinema, do magic tricks, do exercise*
- *I (collect stickers). / I don't (collect stickers).*
- *Do you (collect stickers)?*

Materials

- Flashcards: *play table tennis, play the drums, paint pictures, paint models, collect stickers, collect stamps, go fishing, go to the cinema, do magic tricks, do exercise*
- Pupil's Book, page 5
- Activity Book, page 5
- Class audio CD



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

Opening activities

- Remember the Quest TV show and presenters. (C1 C7)
- Brainstorm free-time vocabulary in English. (C1 C7 C8)

Main activities

- **Vocabulary activities** Listen and repeat the words (CD 1 track 9) (PB page 5). Quest Memory Game. Listen and play (CD 1 track 10) (PB page 5). (C1 C7 C8)
- **Song** Listen and read. Sing the song (CD 1 track 11) (PB page 5). (C1 C6 C7 C8)
- **Writing practice** Complete the sentences. Look. Write the questions. Write about you (AB page 5). (C1 C8)

Closing activities

- Sing the karaoke version of the song (CD 1 track 12). (C1 C6)

Opening activities

- Say **Hello, how are you?** and encourage the pupils to return the greeting.
- Ask the class to remind you about the Quest TV show and the presenters from the starter unit: Kiera, Dan, Jack and Sophie.
- Say **Quest's first TV show is about free time.** Check pupils understand the meaning of 'free time', i.e. It's the time when you're not in school. Explain the meaning of the word 'hobby', i.e. a hobby is something fun we do in our free time. Brainstorm with the class any free-time activities they already know in English, especially sports they've already learned. Encourage them to give you verb phrases rather than words, e.g. *play football*.
- Hold up the Unit 1 flashcards one at a time and stick them on the board, in the same order as the verb phrases in the Pupil's Book. Ask the pupils to tell you any phrases or individual words they already know in English. Don't worry about any words they don't know.

Main activities



Listen and repeat the words.

- Say **Open your Pupil's Books at page 5.** Give the pupils time to find the page.
- Point to Activity 1. Say **It's time for Word Quest 1.** Play CD 1 track 9. Point to the flashcards of the different free-time activities as you hear them on the CD.
- Play the CD again and tell the pupils to repeat the phrases as they hear them. Play the CD a final time, get the pupils to repeat the phrases and take down each flashcard as it's mentioned on the CD. Praise their speaking, saying **Well done!**



Hello and welcome to Quest,
The TV show that's the best!
It's time for Word Quest 1.
Listen, repeat and have fun!

play table tennis
play the drums
paint pictures
paint models
collect stickers
collect stamps
go fishing
go to the cinema
do magic tricks
do exercise

Quest TV 1 Focus on Free Time

Lesson 1

1. **Look, listen and repeat.** 2. **Quest Memory Game. Listen and play.**

Word Quest 1

1 play table tennis 2 play the drums
3 paint pictures 4 paint models
5 collect stickers 6 collect stamps
7 go fishing 8 go to the cinema
9 do magic tricks 10 do exercise

MEMORY Game

What's number??
Play the drums
Yes. What other hobby do we use with 'play'?
Play table tennis

3. **Listen and read. Sing the song.**

Monday to Friday, it's school every day.
I'm with all my friends, so I feel ok.
On Tuesday, we paint models after school.
We collect stickers, too – it's really cool!

But on Saturday, I'm free!
I play the drums all day,
Come and listen to me!
And on Sunday, I'm free!
I want to be a pop star,
Come and listen to me!

Monday to Friday, it's school every day.
I'm with all my friends, so I feel ok.
On Wednesday, we go fishing after school.
We go to the cinema, too – it's really cool!

Chorus

Quest TV 1 Focus on Free Time

Lesson 1

Word Quest 1

1. **Complete the sentences.**

play play paint paint collect collect go go do do

1 I collect stickers. 6 I go to the cinema.
2 I play the drums. 7 I go to the cinema.
3 I go fishing. 8 I do exercise.
4 I paint pictures. 9 I collect stamps.
5 I do magic tricks. 10 I paint models.

2. **Look. Write the questions.**

1 2 3 4 5 6

1 Do you play table tennis? 4
2 5
3 6

3. **Write about you.**

In my free time I

Listen to the song again.

page 5 **Quest Memory Game. Listen and play.**

- Hold up the Pupil's Book and point to Activity 2. Say **These children are playing the Quest Memory Game. Listen and repeat.** Play CD 1 track 10. Pause after each line for the class to repeat.



Boy: What's number 2?

Girl: Er ... Play the drums.

Boy: Yes. What other hobby do we use with 'play'?

Girl: Play table tennis.

- Say **Let's play the Quest Memory Game.** First, model the game with a confident student. Then, once the class understands how to play, divide the class into pairs. The pupils take turns to open their books and ask questions. Monitor and praise their speaking, saying **Very good!**

Differentiated learning: If your class finds English difficult, make this game easier. Allow all the pupils to keep their books open. Instead of answering the question from memory, they can look in their books.

- Finally, say **Close your books.** Invite individual pupils to name the activities again from memory. Ask **What's number 1?** (play table tennis). Then

ask **Do you play table tennis in your free time?** Help pupils to answer *Yes, I do.* / *No, I don't.* As pupils answer about each flashcard, stick the flashcards on the board, so they can be used later on in the lesson. Repeat until all the flashcards are on the board.

page 5 **Listen and read. Sing the song.**

- Say **It's time for a Quest song.** Point to the flashcards on the board and ask **Which five free-time activities are in the song?** Play CD 1 track 11.



The I'm free! song

Dan: And now it's time for a Quest song ...

*Monday to Friday, it's school every day.
I'm with all my friends, so I feel ok.
On Tuesday, we paint models after school.
We collect stickers, too – it's really cool!*

*But on Saturday, I'm free!
I play the drums all day,
Come and listen to me!
And on Sunday, I'm free!
I want to be a pop star,
Come and listen to me!*

*Monday to Friday, it's school every day.
I'm with all my friends, so I feel ok.*

*On Wednesday, we go fishing after school.
We go to the cinema, too – it's really cool!*

Chorus

- Elicit the five flashcard verb phrases in the song (paint models, collect stickers, play the drums, go fishing, go to the cinema). Say **Good listening. Well done!**
- Play CD 1 track 11 again and encourage the pupils to read the song in their Pupil's Book while listening.
- Say **Let's sing the song.** Play the CD again, pause after each line and get the pupils to sing the line back to you. Then play the CD again, pause after every two lines and get the pupils to sing these back to you. Finally, play the whole song on the CD and encourage the pupils to sing the song with the CD.



Complete the sentences.

- Say **Open your Activity Book at page 5.** Hold up the Activity Book, and point to Activity 1. Point to the word pool box and ask a pupil to read the verbs to the class. Then, refer the class to number 1. Say **I 'mmm' stickers.** Ask **What's the missing verb?** Get a pupil to read out the completed sentence: *I collect stickers.* Explain that pupils should look at the word pool box and the pictures, and write the missing verbs to complete the sentences 1-10.
- Check their answers as a class.
- Answers: 1 collect / 2 play / 3 go / 4 paint / 5 do / 6 play / 7 go / 8 do / 9 collect / 10 paint



Look. Write the questions.

- Hold up the Activity Book and point to Activity 2. Read out number one (the example). Point to the pictures and tell the class to write the question for each picture.
- When the pupils have finished, check their answers as a class.
- Answers: 1 Do you play table tennis? / 2 Do you go fishing? / 3 Do you paint pictures? / 4 Do you collect stamps? / 5 Do you play the drums? / 6 Do you go to the cinema?



Write about you.

- Hold up the Activity Book and point to Activity 3. Refer the class back to the questions they've just written in Activity 2. Ask a pupil **Do you play table tennis?** Encourage a short answer from the pupil. Then, depending on the short

answer, help him/her to give you a complete sentence, e.g. *I don't play table tennis.*

- Ask the pupils to work individually to write sentences about what they do and don't do in their free time. When the pupils have finished, ask different pupils to read out some of their sentences about their free time.
- Answers: will vary.

Differentiated learning: Pupils could write additional sentences on a separate piece of paper or in their notebooks.

Closing activities

- Say **Everybody finish now.** Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.

Extra: Play the karaoke version of the *I'm free!* song. Play CD 1 track 12 and sing, encouraging the pupils to sing along with you.

Homework: Pupils write more sentences about what they do in their free time. They can add other hobbies/sports that they already know, or new hobbies. They may need to use a dictionary.

Lesson 2

Learning objectives

- Listen to, read, understand and explain the story
- Show understanding of the story by ordering the narration text and matching questions and answers
- Write a review of the story

Language focus

- *play table tennis, play the drums, paint pictures, paint models, collect stickers, collect stamps, go fishing, go to the cinema, do magic tricks, do exercise*

Materials

- Flashcards: *play table tennis, play the drums, paint pictures, paint models, collect stickers, collect stamps, go fishing, go to the cinema, do magic tricks, do exercise*
- Digibook: IWB: *The Young Picasso*
- Pupil's Book, page 6
- Activity Book, page 6
- Class audio CD



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

Opening activities

- Revision of free-time activities (with flashcards). Song review: The *I'm free!* song, karaoke version (CD 1 track 12). **C1 C3 C6**

Main activities

- **Story** *The Young Picasso*. Listen to the story with the IWB (CD 1 track 13). Listen to the story. Read. Check comprehension. Ask questions (PB page 6). **C1 C3 C6 C7 C8**
- **Story activities** Remember the story. Write and order. Listen and check (CD 1 track 14). Match the questions and answers (AB page 6). **C1 C6 C7 C8**
- **Writing practice** Think about the story. Circle. Write a review. (AB page 6). **C1 C6 C7 C8**

Closing activities

- Class survey of free-time activities. **C1 C5 C6**

Opening activities

- Play the *I'm Free!* song on CD 1 track 11 as the class enter the classroom.
- Say **Hello**, and encourage the pupils to return the greeting. Ask **How are you?** and encourage the pupils to answer and ask you the same thing. Say **I'm fine, thank you.**
- Ask them questions about this unit. Ask **What is this unit's Quest topic?** (free-time activities/hobbies). **What do you do in your free time?**
- Brainstorm the activities from the last lesson. Stick the appropriate flashcards on the board as the pupils say the activities.
- Say **Let's sing the I'm free! song.** Play the karaoke version of the song on CD 1 track 12 and encourage the class to join in. Point to the flashcards on the board and ask them to tell you which activities were in the song. Leave the flashcards on the board.

Main activities

Listen to the story with the IWB.

- Say **It's time for a Quest TV story.** Show the story on the IWB. Generate interest in the story by telling the pupils that this is a true story about an amazing young boy called Kieron Williamson. Play the story introduction on CD 1 track 13.
- Ask the class a gist question before you continue with the story. Ask **Why is Kieron amazing?** Tell the story yourself or play CD 1 track 13. Zoom in on the different frames on the IWB to help the pupils understand the story.



Sophie: See what happens when a young boy starts painting pictures on holiday with his family!

The Young Picasso

Frame 1

Narrator: Kieron is five years old and he lives with his family in England. He likes going fishing and he loves playing football.

Kieron: Look Dad! I've got a fish.

Dad: That's great, Kieron.

Frame 2

Narrator: One day on holiday, Kieron starts painting pictures.

Mum: That's a really good picture, Kieron.

Kieron: Thanks Mum. I like painting boats.

Lesson 2

4. **Listen to the story. Read.**

1 Kieron is five years old and he lives with his family in England. He likes going fishing and he loves playing football.

2 One day on holiday, Kieron starts painting pictures.

3 After his holiday, Kieron goes to painting classes. There aren't any children in the class, but that's ok for Kieron.

4 Kieron doesn't like painting with children's paints. He paints pictures of people's pets for money to help him buy professional paints.

5 After his holiday, Kieron goes to painting classes. There aren't any children in the class, but that's ok for Kieron.

6 Soon Kieron is in the newspapers and on TV.

7 This is Kieron at his first art exhibition. People from all over the world want to buy his pictures.

A boy of seven sells all his pictures in fourteen minutes.

Kieron Williamson is an excellent artist.

England's Young Artist!

Some people call Kieron Williamson a mini Monet or a mini Picasso because he paints beautiful pictures and he's only a young boy. Some of his pictures cost thousands of pounds. He's very famous.

Lesson 2

4. **Remember the story. Write and order. Listen and check.**

paints family classes holiday pictures newspapers

a Soon Kieron is in the _____ and on TV. ☐

b People from all over the world want to buy his _____. ☐

c One day on _____, Kieron starts painting pictures. ☐

d Kieron is five years old and he lives with his _____ family in England. ☐

e He _____ pictures of people's pets for money to help him buy professional paints. ☐

f After his holiday, Kieron goes to painting _____. ☐

5. **Match the questions and answers.**

1 How old is Kieron at the start of our story? **a** yes

2 Where does Kieron start painting? **b** five years old

3 Why does Kieron paint people's pets? **c** on holiday

4 How old is Kieron at his first exhibition? **d** seven years old

5 Do lots of people buy Kieron's paintings? **e** because he needs money for professional paints

6. **Think about the story. Circle. Write a review.**

1 It's about ... **a** a boy. **b** a girl. **c** a dog.

2 It happens in ... **a** the USA. **b** England. **c** Scotland.

3 The main character is ... **a** old. **b** young. **c** tall.

4 He's a famous ... **a** writer. **b** singer. **c** artist.

The story _____ is about a boy.

It happens in _____.

The main character is _____.

He's a/an _____.

My favourite character is _____.

In general, I think the story is _____.

☆ ok ☆☆ good ☆☆☆ excellent

Frame 3

Narrator: After his holiday, Kieron goes to painting classes. There aren't any children in the class, but that's ok for Kieron.

Art teacher: You can add some white paint here.

Kieron: That's a good idea. Thanks.

Frame 4

Narrator: Kieron doesn't like painting with children's paints. He paints pictures of people's pets for money to help him buy professional paints.

Kieron: Here's the picture of your dog.

Woman: Thanks Kieron. It's fantastic!

Frame 5

Kieron: Hello! Can I have some paints, please?

Shop assistant: Of course! Here you are.

Narrator: Kieron paints lots of pictures. He's very good.

Frame 6

Narrator: Soon Kieron is in the newspapers and on TV.

Presenter: Does Kieron like painting boats?

Dad: Yes, he does.

Kieron: And I like painting landscapes and animals.

Frame 7

Narrator: This is Kieron at his first art exhibition. People from all over the world want to buy his pictures.

Journalist 1: A boy of seven sells all his pictures in fourteen minutes!

Journalist 2: Kieron Williamson is an excellent artist.

Frame 8

Narrator: England's Young Artist!

Some people call Kieron Williamson a mini Monet or a mini Picasso because he paints beautiful pictures and he's only a young boy. Some of his pictures cost thousands of pounds. He's very famous.

- When the track has finished, ask the class the gist question again. Ask **Why is Kieron amazing?** Elicit the answer *Because he's a very young artist.*



Listen to the story. Read.

- Say **Open your Pupil's Book at page 6.** Give the pupils time to find the page.

- Ask the pupils to listen to the story and follow the dialogue by reading in their Pupil's Book. Play CD 1 track 13.

- When the track has finished, ask the pupils to name any free-time activities mentioned in the story (*go fishing, play football, paint pictures*).

Check comprehension. Ask questions.

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

Frame 1

How old is Kieron at the start of the story?

(five years old)

Where does he live? (in England)

Frame 2

Where does Kieron start painting pictures?

(on holiday)

Who is he on holiday with? (his family)

Frame 3

Are there lots of children in Kieron's painting class? (no)

Does he like his painting class? (yes)

Frame 4

Why does Kieron want more money? (to buy professional paints)

How does Kieron get money for his paints? (he paints people's pets)

Frame 5

What does Kieron buy in the shop? (paints)

Are Kieron's paintings good? (yes)

Frame 6

Does Kieron like painting landscapes? (yes)

Frame 7

How old is Kieron at his first art exhibition?

(seven years old)

Do people want his pictures? (yes)

Do his paintings sell quickly? (Yes, only 14 minutes)

Frame 8

Why do some people call Kieron a mini Picasso? (because he's a young, talented artist)



Remember the story. Write and order. Listen and check.

- Say **Open your Activity Book at page 6**. Give the pupils a moment to find the page.
- Hold up the Activity Book and point to Activity 4. Check the pupils understand what they have to do. Refer them to the words in the word pool box. Tell them to write the correct word in each sentence from the story. Then, they number the sentences in the correct order. Get them to work individually and then to compare answers in pairs.
- Play CD 1 track 14 and the pupils check their answers.
- Answers: 1 Kieron is five years old and he lives with his family in England. / 2 One day on holiday, Kieron starts painting pictures. /

3 After his holiday, Kieron goes to painting classes. / 4 He paints pictures of people's pets for money to help him buy professional paints. / 5 Soon Kieron is in the newspapers and on TV. / 6 People from all over the world want to buy his pictures.



1 Kieron is five years old and he lives with his family in England.

2 One day on holiday, Kieron starts painting pictures.

3 After his holiday, Kieron goes to painting classes.

4 He paints pictures of people's pets for money to help him buy professional paints.

5 Soon Kieron is in the newspapers and on TV.

6 People from all over the world want to buy his pictures.



Match the questions and answers.

- Hold up the Activity Book and point to Activity 5. Check the pupils understand what they have to do.
- Ask a pupil to read the first question aloud. Ask another pupil to give the answer.
- Tell the pupils to work individually. Check the answers together.
- Answers: 1 b / 2 c / 3 e / 4 d / 5 a



Think about the story. Circle. Write a review.

- Hold up the Activity Book and point to Activity 6. Check the pupils understand what they have to do.
- Give the pupils time to read the sentences and circle a), b) or c).
- Check the answers together, asking different pupils to answer.
- Answers: 1 a / 2 b / 3 b / 4 c



Quest Story Review

- Hold up the Activity Book and point to the Quest Story Review box. Ask the pupils to work individually to complete the sentences. They should look at the answers they have circled to help them. They also say who their favourite character is and whether this is a true story or not (it is a true story).
- When they have finished, invite individual pupils to read out their sentences. Ask the class whether they liked the story.

Unit 1 Lesson 2

- Answers (apart from personal opinion): The story is about a boy. / It happens in England. / The main character is young. / He's an artist.

Closing activities

- Say **Everybody finish now**. Say **Goodbye!**
Encourage the pupils to close their books and tidy up their things.

Extra: Do a class survey of free-time activities with the class. Ask each pupil **What do you do in your free time?** Put ticks next to the appropriate flashcards on the board and write any new activities on the board. Say the results (for example, **Twelve people in our class collect stamps**).

Homework: Pupils write about their family's free time. For example, **My mum does exercise**. Remind them to pay attention to the 's' at the end of the verb when writing about He/She.

Lesson 3

Learning objectives

- To recall the story
- Identify the present simple forms and make questions and short answers
- Write sentences and questions practising the language structure
- Listen, read and act out a dialogue

Language focus

- *play table tennis, play the drums, paint pictures, paint models, collect stickers, collect stamps, go fishing, go to the cinema, do magic tricks, do exercise*
- *I love / like / don't like / hate verb + -ing*
- *Do you like verb + -ing ?*
- *Yes, I do. / No, I don't.*

Materials

- Digibook: IWB: The Young Picasso
- Pupil's Book, page 7
- Activity Books, page 7 and 88
- Class audio CD



At-a-glance lesson plan (PB page 7 and AB pages 7 and 88)

Opening activities

- Review the story (CD 1 track 13) with the IWB. **C6 C7 C8**

Main activities

- **Grammar presentation** Let's investigate grammar. Answer the questions. Look at the Grammar Quest to help you (PB page 7). **C7 C8**
- **Grammar practice** Look at the chart and complete the sentences. Look at the pictures. Complete the questions. Write the short answers. Look at activity 8 and write affirmative and negative sentences (AB page 7). Extra! Go to the Grammar Practice on page 88 (AB page 88). **C1 C7 C8**
- **Speaking practice** Listen, read and repeat. Act it out (CD 1 track 15) (PB page 7). **C1 C5 C7 C8**

Closing activities

- Invent a dialogue (PB page 7). **C1 C5 C6 C7 C8**
- Bilingual Dictionary (AB page 14). **C1 C7 C8**

Opening activities

- Say **Hello, how are you?** The pupils answer and return the greeting.
- Show the story for Unit 1 on the IWB. Ask **What's the name of the boy in this story?** (Kieron Williamson). **Is this a true story?** (yes). Summarise the story by asking a question about each important frame. Zoom in on the appropriate frame as you ask the questions.

Frames 1-2

How old is Kieron when he starts painting pictures? (five years old)

Frame 3

Are they children or adults in his painting classes? (adults)

Frame 4

Why does Kieron paint people's pets? (for money)

What does he buy with his money? (professional paints)

Frame 5

Are his pictures good or bad? (good)

Frame 7

How old is Kieron in his first art exhibition? (seven years old)

Do lots of people buy his pictures? (yes)

Frame 8

Why do some people call Kieron a mini Monet? (because he's a young, talented artist)

- Play the story on CD 1 track 13. Encourage the class to listen and check their answers to the questions.

Main activities

Grammar presentation.

- Introduce this lesson's grammar focus. On the IWB, zoom in on Frame 1 of the story. Say **Kieron likes (blank)**. Elicit the end of the sentence and write *He likes going fishing* on the board. Say **And he loves (blank)**. Elicit the end of the sentence and write *He loves playing football* on the board.
- Zoom in on Frame 2 on the story poster. Read out what Kieron's mother says: **That's a really good picture, Kieron.** Begin Kieron's answer: **Thanks, Mum. I like (blank)**. Elicit the end of the sentence and write the complete sentence on the board: *I like painting boats.*
- Zoom in on Frame 4 of the story. Zoom in on Kieron. Say **Kieron doesn't like (blank)**. Elicit the complete sentence and write *He doesn't like painting with children's paints* on the board.

Lesson 3

5. Let's investigate grammar.

Grammar Quest

Present simple - like + -ing

I	like	don't like	painting	pictures.
He/She	likes	doesn't like	going	fishing.
Do	you	like	playing	football?
Does	he/she			

Yes, I do.
No, I don't.
Yes, he/she does.
No, he/she doesn't.

6. Answer the questions. Look at the Grammar Quest to help you.

- Do we use the verb **with** or **without -ing** after like/likes?
- Do we use the verb **with** or **without -ing** after don't like/doesn't like?
- Do we start the question for he/she with Does or Do?

7. Listen, read and repeat. Act it out.

An interview with Free Time Magazine

Interviewer: What do the Quest team do in their free time?
Jack: Well, Sophie loves sport.
Interviewer: Oh yes. What's her favourite sport?
Jack: She loves playing table tennis. And she's very good.
Interviewer: And what about Dan?
Jack: He likes going to the cinema.
Interviewer: Does Kiera like going to the cinema, too?
Jack: Yes, she does. And she likes collecting stamps.
Interviewer: And do you like collecting stamps, Jack?
Jack: No, I don't. I love doing magic tricks. Look!
Interviewer: Oh, what lovely flowers! Thank you!

• Introduce this lesson's grammar by referring the class to the sentences on the board. First, remind them of the third person 's'. Highlight the 's' at the end of *likes* in the sentence *He likes going fishing*. Compare this sentence to *I like painting*. Then, ask **Can you see what happens to the verb after like?** Encourage pupils to notice that the verb ends in *-ing*.



Let's investigate grammar.

- Say **Open your Pupil's Book at page 7**. Give the pupils time to find the page.
- Invite volunteers to read the sentences from the Grammar Quest box. Again, draw pupils' attention to the 's' at the end of the verb *likes*. Draw their attention also to the use of *doesn't*.
- Then, draw the pupils' attention to the verb + *-ing* after *like / likes / don't like / doesn't like*. Remind them that we also use verb + *-ing* after *love / loves / hate / hates*.
- Focus on the question and short answers. Ask a pupil **Do you like painting?** Help him/her to answer (*Yes, I do* or *No, I don't*). Then ask **Does Kieron like painting?** and elicit the answer (*Yes, he does*).



Answer the questions. Look at the Grammar Quest to help you.

- Hold up the Pupil's Book and point to Activity 6. Say **Answer the questions**. Ask the class to

Lesson 3

Grammar Quest

Present simple - like + -ing

7. Look at the chart and complete the sentences.

	Sophie	Dan	Kiera	Jack
do exercise	♥	☹	☹☹	☹
paint pictures	☹	☹	☹	♥
go to the cinema	☹	♥	♥	☹
♥ loves ☹ likes ☹ doesn't like ☹ hates				

- Sophie loves doing exercise
- She doesn't paint pictures
- Dan doesn't go to the cinema
- He likes to the cinema.
- Kiera hates doing exercise
- She likes going to the cinema
- Jack likes to the cinema.
- He doesn't like pictures.

8. Look at the pictures. Complete the questions. Write the short answers.

Paul Jenny You!

- Does Paul like painting models? Yes, he does.
- Does he like painting models? No, he doesn't.
- Does Jenny like painting models? Yes, she does.
- Does she like painting models? No, she doesn't.
- Do you like painting models? Yes, I do.
- Do you like painting models? No, I don't.

9. Look at Activity 8 and write affirmative and negative sentences.

- Paul likes painting models.
- He doesn't like painting models.
- Jenny likes painting models.
- I like painting models.
- I don't like painting models.
- She likes painting models.
- She doesn't like painting models.

Extra! Go to the Grammar Practice on page 88.

look at the Revision table as well as the main Grammar Quest box and to think about the differences they can see.

- Read the questions in Activity 6 out loud to the class. Invite pupils to answer. Ask the rest of the class if they agree before confirming the correct answer. Refer back to the tables, if necessary.

Note: You may need to guide pupils or use L1 to help their understanding of the concept questions.

- Answers: 1 with *-ing* / 2 with *-ing* / 3 Does



Listen, read and repeat. Act it out.

- Hold up the Pupil's Book and point to Activity 7. Ask the pupils questions about the pictures, for example, **Who can you see?** (Jack and an interviewer). Refer the pupils to the dialogue heading *An interview with Free Time Magazine*. Play CD 1 track 15 and encourage the pupils to read the dialogue while listening.
- Ask the pupils questions about the dialogue to check their understanding, for example, **Does Sophie like playing table tennis?** (*Yes, she does. She loves playing table tennis.*) **Does Dan like going to the cinema?** (*Yes, he does.*) **What about Kiera?** (*She likes going to the cinema and collecting stamps.*) **Does Jack like collecting stamps?** (*No, he doesn't. He loves doing magic tricks.*)

Grammar Practice
Present simple - like + -ing

1 **Extra!**

1. Write the missing words.

I	like ☹	(1) <u>don't</u> like ☹	(4) _____ pictures.
He/She	(2) _____ ☹	(3) _____ like ☹	(5) _____ fishing.

(6) _____	you	like	playing football?	Yes, I do. No, I don't.
(7) _____	he/she			Yes, he/she (8) _____ No, he/she (9) _____

♥ loves ☹ likes ☹ doesn't like ☹☹ hates

2. Complete the sentences.

1 ♥ He loves collecting (collect) stickers. 5 ♥ He _____ (do) exercise.
 2 ☹ She _____ (play) table tennis. 6 ☹ She _____ (do) magic tricks.
 3 ☹ He _____ (paint) models.
 4 ☹☹ She _____ (go) fishing.

3. Write the questions and short answers.


1 she / go / fishing
Does she like going fishing? Yes, she does.
 2 he / paint / models

 3 she / collect / stamps

 4 she / go / cinema

 5 he / play / the drums

 6 he / collect / stickers



- Play the CD again, but this time encourage the pupils to repeat each sentence of the dialogue after it is said, pausing the CD after each line. Help them with pronunciation, as necessary.
- Put the class into two groups. Ask one group to read out the interviewer's lines of the dialogue in chorus and the other group to read out Jack's lines of the dialogue in chorus. Repeat this until the pupils are confident with 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.



Narrator: An interview with *Free Time Magazine*

Interviewer: What do the Quest team do in their free time?

Jack: Well, Sophie loves sport.

Interviewer: Oh yes. What's her favourite sport?

Jack: She loves playing table tennis. And she's very good.

Interviewer: And what about Dan?

Jack: He likes going to the cinema.

Interviewer: Does Kiera like going to the cinema, too?

Jack: Yes, she does. And she likes collecting stamps.

Interviewer: And do you like collecting stamps, Jack?

Jack: No, I don't. I love doing magic tricks. Look!

Interviewer: Oh, what lovely flowers! Thank you!

page 7 **Look at the chart and complete the sentences.**

- Say **Open your Activity Book at page 7.** Give the pupils time to find the page.
- Tell the pupils to look at the chart. Ask questions about the chart to check understanding, for example, **Does Sophie like painting pictures?** (No, she doesn't.) **Tell me about Kiera and daily exercise.** (She hates doing exercise.) etc.
- Draw their attention to the example answer for question 1. Ask the class to work individually to complete the sentences.
- When the pupils have finished, check the answers together.
- Answers: 1 Sophie loves doing exercise. / 2 She doesn't like painting pictures. / 3 Dan doesn't like doing exercise. / 4 He loves going to the cinema. / 5 Kiera hates doing exercise. / 6 She likes painting pictures. / 7 Jack doesn't like going to the cinema. / 8 He loves painting pictures.

page 7 **Look at the pictures. Complete the questions. Write the short answers.**

- Hold up the Activity Book and point to Activity 8. Refer the class to the pictures of Paul and Jenny, and the activities in their thought bubbles. Read the first question and short answer with the class to check understanding. Say **Does Paul like painting models?** Refer the pupils to the symbol next to the picture of painting models and elicit the answer, Yes, he does. Tell them to write the questions and short answers for Paul and Jenny. Then, they should complete the final speech bubble and questions about themselves.
- Ask the pupils to work individually to write the questions and short answers about Paul and Jenny. When they have finished, check the answers together.
- Answers: 1 Does Paul like painting models? Yes, he does. / 2 Does he like collecting stickers? No, he doesn't. / 3 Does Jenny like going fishing? Yes, she does. / 4 Does she like playing table tennis? No, she doesn't. / 5-6 questions and answers: will vary.



Look at Activity 8 and write affirmative and negative sentences.

- Hold up the Activity Book and point to Activity 9. Elicit a sentence about Paul, e.g. *Paul likes painting models*. Remind them that there's no 's' at the end of *like* when they're talking about themselves, e.g. **I like painting models**.
- Ask the pupils to work individually to write sentences about Paul, Jenny and themselves. Move around the room to check their work and offer help.
- When the pupils have finished, invite individuals to read out their sentences. Praise them and say **Well done!**
- Answers: 1 Paul likes painting models. / 2 He doesn't like collecting stickers. / 3 Jenny likes going fishing. / 4 She doesn't like playing table tennis. / 5-6: answers will vary.



Go to the Grammar Practice on page 88.

- Say **Turn to page 88 in your Activity Book**. Give pupils time to find the page.
- Pupils work individually to complete the three activities. If pupils find the activities difficult, refer them to the Grammar Quest box in the Pupil's Book on page 7.
- Answers:
Activity 1: (1) don't / (2) likes / (3) doesn't / (4) painting / (5) going / (6) Do / (7) Does / (8) does / (9) doesn't
Activity 2: (1) loves collecting / (2) doesn't like playing / (3) likes painting / (4) hates going / (5) loves doing / (6) doesn't like doing
Activity 3: (1) Does she like going fishing? Yes, she does. / (2) Does he like painting models? Yes, he does. / (3) Does she like collecting stamps? No, she doesn't. / (4) Does she like going to the cinema? Yes, she does. / (5) Does he like playing the drums? No, he doesn't. / (6) Does he like collecting stickers? No, he doesn't.

Closing activities

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.

Extra: Ask pupils to invent their own dialogue in pairs, using the one in the Pupil's Book as a model.

Bilingual Dictionary: Ask the pupils to turn to page 14 in their Activity Book. Explain that this is a Bilingual Dictionary which they can complete to keep a record of the words they have learnt in this unit. Pupils work individually to complete the words from Word Quest 1.

Homework: Pupils write two more sentences about what they like or don't like doing and two more about a member of their family.

Lesson 4

Learning objectives

- Identify and say hobby equipment
- Listen to, read and write a web page about hobbies
- Discriminate between the two sounds /p/ and /b/ and know how to spell words which contain these sounds

Language focus

- *a paintbrush, an album, an exercise mat, a pack of cards, a fishing rod*
- *play table tennis, play the drums, paint pictures, paint models, collect stickers, collect stamps, go fishing, go to the cinema, do magic tricks, do exercise*
- *He/She loves / likes / doesn't like / hates verb + -ing*

Materials

- Flashcards: *play table tennis, paint pictures*
- Pupil's Book, page 8
- Activity Book, page 8
- Digibook: Grammar poster for Unit 1
- Class audio CD



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

Opening activities

- **Grammar practice** Grammar poster summary and game **C1 C7 C8**

Main activities

- **Vocabulary presentation** Listen and repeat the words (CD 1 track 16) (PB page 8). **C1 C7 C8**
- **Listening practice** Listen and read. Answer the question (CD 1 track 17). Listen and answer the questions you hear. Listen and check (CD 1 track 18) (PB page 8). **C1 C6 C7 C8**
- **Writing practice** Match the words and write. Look at the code. Complete the web page (AB page 8). **C1 C4 C6 C7 C8**
- **Funky Phonics** Listen and say (CD 1 track 19) (PB page 8). **C1 C7 C8**
- **Phonics practice** Complete and sort the words. Listen and check (CD 1 track 20) (AB page 8). **C1 C7 C8**

Closing activities

- Say the rap in groups. **C1 C7 C8**

Opening activities

- Say **Hello, how are you?** The pupils answer and return the greeting.
- Show the Unit 1 grammar poster on the screen. Get volunteers to read some of the sentences. Remind the pupils of the third person 's' after *He/She*. Highlight *We/They* and refer them to the fact that after *like / likes / don't like / doesn't like*, it's verb + *-ing*.
- Play a game with the poster. Tell the class to close their eyes for the count of three, and cover a word on the poster. Once the pupils open their eyes, they put their hands up to tell you the covered word. Keep up a fast pace to make this feel like a game.

Main activities



Listen and repeat the words.

- Say **Open your Pupil's Book at page 8**. Give the pupils time to find the page.
- Hold up the Pupil's Book and point to Activity 8. Say **Look at Word Quest 2. Listen to the names of the equipment**.
- Play CD 1 track 16 and encourage the pupils to read the words/phrases in their Pupil's Book while listening.
- Play the CD again. Pause after each word/phrase and encourage the pupils to repeat it.



a paintbrush
an album
an exercise mat
a pack of cards
a fishing rod

- Finally, ask pupils to tell you which free-time activity goes with each piece of equipment. Ask **What hobbies can I do with a paintbrush?** (paint models and paint pictures) etc.



Listen and read. Answer the question.

- Hold up the Pupil's Book and point to Activity 9. Ask **What type of text is this?** (a web page). **What is the web page about?** (hobbies and celebrities).
- Invite a pupil to read the question in the blue box above the web page: **Which 3 hobbies are in the texts?** Play CD 1 track 17 and encourage the pupils to read the web page in their Pupil's Book while listening. Elicit the answer to the

Lesson 4

8. Listen and repeat the words.

Word Quest 2

1 a paintbrush 2 an album 3 an exercise mat 4 a pack of cards 5 a fishing rod

9. Listen and read. Answer the question. Text type: a web page

Which 3 hobbies are in the texts?

Hobbies are a great way to learn something new and to have fun. There are lots of different hobbies. Here are some of the hobbies you can do:

Doing magic tricks is a cool hobby. The formula 1 driver, Fernando Alonso, loves doing card tricks! All you need is a pack of cards and some instructions. And you need to practise. Then you can do your card or other magic tricks for people!

Collecting stamps is an interesting hobby. You can take the stamps from old letters and postcards. It's a good idea to buy an album. You can organise your stamp collection by theme, like putting all your animal stamps together. John Lennon's stamp collection is in a museum!

Doing exercise is a good hobby and it's healthy. You need an exercise mat and comfortable clothes. You can do exercise wherever you want – in your bedroom, in the garden or even on the beach! The pop star, Shakira, does lots of exercise. She likes dancing, too!

What equipment do you need for your favourite hobby?

10. Listen and answer the questions you hear. Listen and check.

11. Listen and say.

Funky Phonics People's hobbies, people's hobbies. What hobbies do they do? They put stamps in albums, play table tennis, And paint pictures with paintbrushes, too!

question (doing magic tricks, collecting stamps, doing exercise).



Hobbies are a great way to learn something new and to have fun. There are lots of different hobbies. Here are some of the hobbies you can do:

Doing magic tricks is a cool hobby. The Formula 1 driver, Fernando Alonso, loves doing card tricks! All you need is a pack of cards and some instructions. And you need to practise. Then you can do your card or other magic tricks for people!

Collecting stamps is an interesting hobby. You can take the stamps from old letters and postcards. It's a good idea to buy an album. You can organise your stamp collection by theme, like putting all your animal stamps together. John Lennon's stamp collection is in a museum!

Doing exercise is a good hobby and it's healthy. You need an exercise mat and comfortable clothes. You can do exercise wherever you want – in your bedroom, in the garden or even on the beach! The pop star, Shakira, does lots of exercise. She likes dancing, too!

Lesson 4

Word Quest 2

10. Match the words and write.

a pack rod
a fishing mat
a point of cards
an brush
an exercise album

11. Look at the code. Complete the web page. Text type: a web page

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

www.freetimeactivities

Hobbies

Going f i s h i n g is a cool h o b b y.

All you n e e d is a fishing r o d (and food for the fish, too!)

You can go fishing in a l a k e, a r i v e r or in the o c e a n.

Ask for permission from your p a r e n t s or 4 first.

Fishing is lots of f u n!

Tennis player Rafa Nadal likes fishing in his free time.

12. Complete and sort the words. Listen and check.

computer _edroom
_icture to_le stam_s
al_um _ook _a_er
_lay _aint_rush

/p/ people /b/ hobby

computer



Listen and answer the questions you hear. Listen and check.

- Hold up the Pupil's Book and ask the class to read the text in Activity 9 again. Ask questions to check their understanding, e.g. **What do you need if you want to do magic tricks?** (a pack of cards) etc.
- Point to Activity 10. Explain to the class that they are going to hear some questions on the CD. Play CD 1 track 18. Pause after each question and elicit answers from the class (these do not have to be complete answers or exactly the same as those on the CD). Check by continuing to play the CD.



1 Which famous person likes doing card tricks?

Fernando Alonso likes doing card tricks.

2 Which hobby do you need comfortable clothes for?

You need comfortable clothes for doing exercise.

3 Which famous person likes doing exercise? Shakira likes doing exercise.

4 Do you need an exercise mat for collecting stamps?

No, you don't. You need an album for collecting stamps.

5 Which hobby do you need a pack of cards for?

You need a pack of cards for doing magic tricks.

Tip: The aim of this activity is to check understanding of the text; therefore don't correct the pupils' grammar or ask for long answers.

- Finally, ask individual pupils the personalisation question below the web page: **What equipment do you need for your favourite hobby?** Listen to their answers and provide them with new vocabulary as they need it.



Match the words and write.

- Say **Open your Activity Books at page 8.** Give the pupils time to find the page.
- Hold up the Activity Book and point to Activity 10. Ask the pupils to work individually to draw lines matching the two halves of the phrases. Check their answers in pairs. Deal with any discrepancies as a class. Then, get the pupils to write the correct phrases under the appropriate picture.
- Answers: 1 an album / 2 a paintbrush / 3 a pack of cards / 4 a fishing rod / 5 an exercise mat



Look at the code. Complete the web page.

- Hold up the Activity Book and point to Activity 11. Explain to the pupils that they are going to use a code to write a web page about Rafa Nadal's favourite hobby.
- Point to the first gapped word and the numbers under each letter. Get pupils to tell you the letters and to spell out the first word together as an example.
- Move around the room to check their work.
- When the pupils have finished, check the answers with the class. Ask different pupils to read out the completed sentences.
- Answers: Going fishing is a cool hobby. All you need is a fishing rod (and food for the fish, too!) You can go fishing in a river, a lake or in the sea. Ask for permission from your mum or dad first. Going fishing is lots of fun!



Listen and say.

- Hold up the Pupil's Book and point to Activity 11. Stick the *play table tennis* and *paint pictures* flashcards on the board. Stick the

corresponding word cards on the board next to the flashcards. Say **paint pictures**. Exaggerate the /p/ sound. Get the pupils to copy you. Then say **table tennis** and exaggerate the /b/ sound. Get the pupils to copy you. Then say **play table tennis** and exaggerate the /p/ and the /b/. Get the pupils to copy you.

- Point to the Funky Phonics rap. Explain that the letters in red have the same /p/ sound and the letters in blue have the /b/ sound. Play CD 1 track 19 and encourage the pupils to read the rap in their Pupil's Book while listening.
- Play the CD again. Pause at the end of each line and encourage the pupils to repeat it. Then, play the CD without pausing and encourage the class to join in with the rap. Repeat this procedure.
- Invite individual pupils to say the rap aloud. Then ask pupils to read it as fast as possible.



*People's hobbies, people's hobbies.
What hobbies do they do?*

*They put stamps in albums, play table tennis,
And paint pictures with paintbrushes, too!*



Complete and sort the words. Listen and check.

- Hold up the Activity Book and point to Activity 12. Tell the class the words in this activity contain the letter 'p' or 'b'. Ask the pupils to work in pairs to complete the words. Play CD 1 track 20 and get them to check their answers. They can change any answers which are incorrect.
- Get the pupils to work individually and to write the words in the correct column. When the pupils have finished, check the answers with the class.



/p/
computer
picture
stamps
paper
play
paintbrush

/b/
bedroom
table
album
book
paintbrush

Closing activities

- Say **Everybody finish now**. Say **Goodbye!**
Encourage the pupils to close their books and tidy up their things.

Extra: Divide the class into two groups. Play the Funky Phonics rap again on CD 1 track 19 and ask the groups to alternate reading a sentence each from the rap. Correct their pronunciation, if necessary. Encourage the class to say it as fast as they can. Congratulate them and say **Well done!**

Homework: Pupils find out about a celebrity and a hobby he/she likes doing. They write a few sentences for a web page.

Lesson 5

Learning objectives

- Listen and learn about three contemporary artists
- Answer comprehension questions about the text
- Read and find out some amazing facts

Language focus

- *hyperrealist, minimalist, pop art*
- *restoration, detail, straight, curved, three-dimensional*

Materials

- Digibook: Unit 1 CLIL poster: *Contemporary Artists*
- Pupil's Book, pages 8 and 9
- Activity Book, page 9
- Class audio CD



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

Opening activities

- Hobbies equipment vocabulary quiz (C1 C7 C8)

Main activities

- **Unit 1 CLIL poster activities** *Contemporary Artists*. Look at the poster and discuss. Focus on vocabulary. (C1 C3 C6 C7 C8)
- **CLIL main activities** Listen and read. Answer the audience questions (CD 1 track 21). Read and say 'True' or 'False' (PB page 9). (C1 C3 C5 C6 C7 C8)
- **CLIL follow-up activities** Write. Write the words in order. Complete the sentences about Julian Opie and Frank Stella. Complete the amazing facts. Write the mystery word (AB page 9). (C1 C3 C4 C6 C7 C8)

Closing activities

- Make a poster. (C1 C3 C6 C7 C8)
- Bilingual dictionary (AB page 14). (C1 C7 C8)

Opening activities

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

Vocabulary quiz.

- Do a quiz with your class to practise the hobbies equipment vocabulary from Lesson 4. Divide the class into small groups. Give each group a piece of scrap paper. Get them to write 1-5 on the paper. Explain they'll write short answers.

- Then, say **Number one. I like doing magic tricks. What do I need?** (a pack of cards). Continue **Number two. I like doing exercise. What do I need?** And so on, until pupils have written the five pieces of equipment learned in Lesson 4.

Main activities

Look at the poster and discuss.

- Show the CLIL poster *Contemporary Artists* on the screen. Ask the class to tell you what today's lesson is about. Ask the class the questions in the Teacher's Questions box on the poster. Encourage your pupils to speak English as much as possible but use L1 as necessary. Get the class interested in the topic.

Focus on vocabulary.

- Zoom in on the six smaller pictures on the poster. Use the pictures to teach them the key words/phrases they need for this lesson: *restoration, detail, minimalist, straight, curved, three-dimensional*. Ask questions to check their understanding of these words/phrases, for example, **Which picture on the poster do you think is 'minimalist' art? Which picture has curved lines?** etc.
- Finally, ask a volunteer to read out the *Amazing Fact* on the poster.



Listen and read. Answer the audience questions.

- Say **Open your Pupil's Book at page 9**. Give the pupils time to find the page.
- Explain that the questions on the mobile phone have been sent in to the Quest team by the Quest audience. Read the questions aloud to the class. Encourage pupils to predict the answers but don't say if they are right or wrong.
- Say **Listen and read. Answer the audience questions**. Play CD 1 track 21 and encourage the pupils to read the main text as they listen. Afterwards, ask the pupils to raise their hands to answer the questions. Accept short answers.
- Answers: 1 Spain / 2 Popular style / 3 people / 4 minimalist



Contemporary Artists

Girl: Where is the artist Pedro Campos from? Sarah in England

Boy: What style of Art is Julian Opie famous for? Mark in Scotland

Lesson 5

CLIL Art 1

12. Listen and read. Answer the audience questions.

CONTEMPORARY ARTISTS

Pedro Campos
He's an artist from Spain. He was born in 1966. He studied at an Art restoration school in Madrid. He's famous for his 'hyperrealist' style of art. He likes painting everyday objects, for example apples, cans of cola and sweets. His paintings look very realistic, like photographs.

Julian Opie
He's an artist from England. He was born in 1958. He studied at an Art school in London. He's famous for his popular style of art. He likes painting people. His paintings look very simple. They don't have a lot of detail. He painted a CD cover for a famous British band called Blur.

Frank Stella
He's an artist from the USA. He was born in 1936. He studied painting at Phillips Academy in Massachusetts. He's famous for his 'minimalist' style of art. He likes painting straight lines and curved lines. Colours and shapes are important in his paintings. He also likes making sculptures. He thinks sculptures are like three-dimensional (3D) paintings.

Audience Questions:

- 1 Where is the artist Pedro Campos from?
SMS from Sarah in England
- 2 What style of Art is Julian Opie famous for?
SMS from Mark in Scotland
- 3 What does Julian Opie like painting?
SMS from Eleri in Wales
- 4 What style of Art is Frank Stella famous for?
SMS from Brian in Ireland

Amazing Fact
Julian Opie designed a stamp for the London 2012 Olympics

Amazing Fact
Frank Stella sometimes uses normal house paint.

13. Read and say 'True' or 'False'.

- 1 Lots of Pedro Campos' paintings look like photographs.
- 2 Julian Opie painted a CD cover.
- 3 Frank Stella is from the UK.
- 4 Frank Stella likes painting people.

Online Quest
What style of art was the artist Andy Warhol famous for?

Lesson 5

CLIL Art 1

13. Write.

popular art Spain everyday objects the USA Frank Stella Julian Opie people
Pedro Campos 'minimalist' art England 'hyperrealist' art straight and curved lines

Artist: _____
From: _____
Style of art: _____
Likes painting: _____

14. Write the words in order.

- 1 Spain / . / from / Pedro / is / Campos
Pedro
- 2 famous / He / . / art / is / for / style / his / 'hyperrealist' / of

- 3 everyday / likes / . / He / objects / painting /

15. Complete the sentences about Julian Opie and Frank Stella.

- 1 Julian Opie is from England
- 2 He is famous for _____
- 3 He likes painting _____
- 4 Frank _____
- 5 He is _____
- 6 He likes _____

16. Complete the amazing facts. Write the mystery word.

Amazing facts London house Opie stamp Stella

- 1 Julian _____ designed a _____ for the _____
2012 Olympics™.
- 2 Frank _____ sometimes uses normal _____ paint in his pictures.

Mystery Word! You can paint these. _____

Girl: What does Julian Opie like painting? Eleri in Wales

Boy: What style of Art is Frank Stella famous for? Brian in Ireland

Pedro Campos

He's an artist from Spain. He was born in 1966. He studied at an Art restoration school in Madrid. He's famous for his 'hyperrealist' style of art. He likes painting everyday objects, for example apples, cans of cola and sweets. His paintings look very realistic, like photographs.

Julian Opie

He's an artist from England. He was born in 1958. He studied at an Art school in London. He's famous for his popular style of art. He likes painting people. His paintings look very simple. They don't have a lot of detail. He painted a CD cover for a famous British band called Blur.

Frank Stella

He's an artist from the USA. He was born in 1936. He studied painting at Phillips Academy in Massachusetts. He's famous for his 'minimalist' style of art. He likes painting straight lines and curved lines. Colours and shapes are important in his paintings. He also likes making sculptures. He thinks sculptures are like three-dimensional (3D) paintings.

Option: Ask the class to close their books. Write the audience questions on the board. The pupils work in pairs and guess the answers to the questions. Feed back their ideas as a class. Then ask the class to open their Pupil's Books at page 9. Play CD 1 track 21 as they read. The pupils see if their initial ideas were correct or not. Feed back the correct answers as a class.

page 9 Read and say 'True' or 'False'.

- Hold up the Pupil's Book and point to Activity 13. Ask the pupils to work in pairs, to read the sentences and say if they are true or false. They can write the answers in their notebooks or on scrap paper.

- When the pupils have finished, check the answers with the class. Ask different pupils to read the sentences and then ask **True or False?** Encourage the pupils to read you the parts of the text which justify their answers.

- Answers: 1 True / 2 True / 3 False / 4 False

- Hold up the Pupil's Book and point to the *Amazing facts*. Ask pupils to read them out. Ask questions to check that pupils have understood the facts. Finally, ask pupils **Which is your favourite amazing fact?**

page 9 Write.

- Say **Open your Activity Book at page 9.** Give the pupils time to find the page.

- Hold up the Activity Book and point to Activity 13. Refer the class to the word pool box. Look at the examples in the boxes. Do a couple more words/phrases from the word pool box with the class orally to check they understand.
- The pupils work individually to categorise the vocabulary. Encourage them to check with a partner once they've finished. Draw three big boxes on the board, check their answers as a class and write the answers on the board, within the appropriate box.
- Answers: Box 1: Pedro Campos, Spain, 'hyperrealist' art, everyday objects / Box 2: Julian Opie, England, 'popular style', people / Box 3: Frank Stella, the USA, 'minimalist' art, straight and curved lines



Write the words in order.

- Hold up the Activity Book and point to Activity 14. Refer the class to the completed box on the board about Pedro Campos. Then, do the first sentence with the class orally. Afterwards pupils can work in pairs to order the sentences.
- Check the answers with the class. Write the three sentences on the board so they can check their work more accurately.
- Answers: 1 Pedro Campos is from Spain. / 2 He is famous for his 'hyperrealist' style of art. / 3 He likes painting everyday objects.



Complete the sentences about Julian Opie and Frank Stella.

- Explain the activity. Tell pupils to look back at the boxes they completed in Activity 13 to help them and to use the same structures as the sentences about Pedro Campos in Activity 14.
- The pupils work individually to complete the sentences. Walk around the class and help as necessary. Praise them for their effort, saying **Well done!**
- When the pupils have finished, ask volunteers to read out their sentences. Correct as necessary.
- Answers: 1 Julian Opie is from England. / 2 He is famous for his popular style of art. / 3 He likes painting people. / 4 Frank Stella is from the USA. / 5 He is famous for his 'minimalist' style of art. / 6 He likes painting straight and curved lines.



Complete the amazing facts. Write the mystery word.

- Hold up the Activity Book and point to Activity 16. Check the pupils understand the

instructions. Refer them to the words in the word pool box. Ask the pupils to write the missing words.

- Check the answers with the class. Ask different pupils to read out their completed sentences.
- Answers: 1 Opie, stamp, London / 2 Stella, house / Mystery word: models
- Write the circled letters on the board and encourage the pupils to work out from the letters what the mystery word is.



What sort of art was the artist Andy Warhol famous for?

Option: Hold up the Pupil's Book and point to the Online Quest at the bottom of page 9. Say **This is a Quest challenge**. Take your class to the computer room so they can research the answer (Andy Warhol was famous for his 'pop' art).

Ask the pupils to find out about another famous artist. Give them some questions to help structure their research: **Who is your famous artist? Where was he/she born? What is his/her style of art? What does he/she have in his/her paintings?**

Get the class to write down their research answers in their notebook or on paper. Then, get pupils to share their information with the class. Help them to say what they want to say in English by referring back to the structures used in the writing tasks.

Closing activities

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.

Extra: Pupils can work in small groups to create a poster combining all their interesting facts about new artists to present to the rest of the class.

Bilingual Dictionary: Ask the pupils to turn to page 14 in their Activity Book. Remind them that this is a Bilingual Dictionary, which they can complete to keep a record of the words they have learnt in this unit. Pupils work individually to complete the words from Word Quest 2.

Homework: Pupils write up the information they found, using complete sentences. Or, they can find out about another artist.

Lesson 6

Learning objectives

- Do a Culture Quiz
- Learn about the UK and the English-speaking world
- Listen, read and understand a letter
- Listen and find information about free-time activities and likes and dislikes.
- Complete a letter

Language focus

- *play table tennis, play the drums, paint pictures, paint models, collect stickers, collect stamps, go fishing, go to the cinema, do magic tricks, do exercise*
- *I like / don't like verb + -ing*
- *He/She likes/ doesn't like verb + -ing*

Materials

- Flashcards: *play table tennis, play the drums, paint pictures, paint models, collect stickers, collect stamps, go fishing, go to the cinema, do magic tricks, do exercise*
- Pupil's Book, page 10
- Activity Book, pages 10 and 14
- Digibook: Unit 1 CLIL poster
- Class audio CD



At-a-glance lesson plan (PB page 10 and AB pages 10 and 14)

Opening activities

- Review the Unit 1 CLIL poster (C3 C4 C7 C8)

Main activities

- **Culture Quiz** Do the quiz. Listen and check (CD 1 track 22) (PB page 10). Complete the sentences. (AB page 10). (C1 C6 C7)
- **Writing and listening practice** *Star writer* Listen and read (CD 1 track 23) (PB page 10). Look at Jim's letter on page 10 in the Pupil's Book. Complete column A. Listen and complete column B (CD 1 track 24) (AB page 10). Complete Ruth's letter to the Quest team. Look at column B (AB page 10). (C1 C6 C7 C8)
- **Vocabulary practice** Bilingual Dictionary (AB page 14). (C1 C7 C8)

Closing activities

- Free-time activity vocabulary game. (C1 C5 C7)

Opening activities

- Say **Hello, how are you?** The pupils answer and return the greeting.
- Show the Unit 1 CLIL poster to review what the class learnt in Lesson 5. Ask questions to check understanding, for example: **What are the names of these three contemporary artists? What different styles of art do they represent? What things can we see in their paintings?**

Main activities



Do the quiz. Listen and check.

- Say **Open your Pupil's Book at page 10.** Give the pupils time to find the page.
- Hold up the Pupil's Book and point to Activity 14. Tell them that they are going to find out some interesting facts about free time in Britain and other English-speaking countries (in today's lesson, the USA).
- Say **Let's do the Quest Culture Quiz about free time in Britain and other English-speaking countries.** Put the pupils in pairs and together they answer the quiz questions. They can write their answers on a piece of scrap paper or in their notebooks.
- When the pupils finish, ask them to swap their papers with another pair. Say **Listen and check** and write a ✓ and a X on the board so they understand they should mark the other pair's quiz. Play CD 1 track 22. Pause after each answer, so the pupils have time to correct their friends' quiz.
- Ask the pupils to return the marked quizzes so they can see how they did. Praise them, saying **Well done!**
- Answers: 1 c / 2 a / 3 c / 4 b / 5 c



Kiera: And now a Quest Culture Quiz!

1 The most popular day for going shopping in the UK is on ... Saturday! The answer is C!

2 People in the UK spend about half their free time ... watching TV! The answer is A!

3 The first world table tennis championship was in ... London. The answer is C!

4 The first stamps were from ... the UK in 1840. The answer is B!

5 In the USA, ... collecting stamps is one of the most popular hobbies. The answer is C!

Lesson 6

Culture Quiz

14. Do the quiz. Listen and check.

- The most popular day for going shopping in the UK is on ...
a) Monday b) Thursday c) Saturday
- People in the UK spend about half their free time ...
a) watching TV b) playing the drums c) going fishing
- The first world table tennis championship was in ...
a) Dublin b) Edinburgh c) London
- The first stamps were from ... in 1840.
a) the USA b) the UK c) Australia
- In the USA, ... is one of the most popular hobbies.
a) doing exercise b) painting models c) collecting stamps

Language fact
In the UK, people often say 'enjoy yourself' or 'have fun' when they want someone to like an activity.

15. Listen and read.

Star Writer
Write to Quest TV.
Tell us about what you and your friend do in your free time.

Dear Quest team,
My name's Jim. In my free time I like going to the cinema. My favourite films are adventure films. I also like doing magic tricks. I normally use a pack of cards and do magic tricks for my sister and my friends. I don't like painting pictures. My friend's name is Diana and she loves painting pictures. She loves playing the drums, too. She's really good! She likes doing exercise, but she doesn't like going to the cinema. She likes my magic tricks!
Bye, Jim

Lesson 7
Write your letter (Activity Book, page 11).

Lesson 8
Do the Progress Check (Activity Book, page 12).

10

Lesson 6

Culture Quiz

17. Complete the sentences.

- People in the UK spend about half their free time watching TV.
- In the UK, the most popular day for going shopping is on _____.
- The first world table tennis championship was in _____.
- The first _____ were from the UK.
- _____ stamps is a very popular hobby in the USA.

What is a popular hobby in your country?

18. Look at Jim's letter on page 10 in the Pupil's Book. Complete column A.

Prepare it!

	A Jim	B Ruth
Like?	<u>going to the cinema.</u>	
Don't like?		
My friend's name:		
Likes?		
Doesn't like?		

19. Listen and complete column B.

20. Complete Ruth's letter to the Quest team. Look at column B.

Dear Quest team,
My name's **1** Ruth In my free time I like **2** _____ with my dad. I also like **3** _____. I put my stickers in an album. I don't like **4** _____. My friend's name is **5** _____ and he loves **6** _____. He likes **7** _____ too. He's very good. He doesn't like **8** _____.
Bye, Ruth

10 **Extra!** Go to the Bilingual Dictionary on page 14.

• Ask the pupils what they say if they want someone to enjoy an activity. Pupils can answer in L1. Ask pupils if they know what people say in English. Acknowledge logical answers and praise the pupils for their ideas, saying **Well done!**

• Hold up the Pupil's Book and point to the *Language fact*. Invite a pupil to read out the sentence. Then repeat the key phrases and do a thumbs up sign to help comprehension of **Enjoy yourself!** and **Have fun!**

page 10 Complete the sentences.

- Say **Open your Activity Book at page 10.** Give the pupils time to find the page.
- Hold up the Activity Book and point to Activity 17. Ask the pupils to work individually to unscramble the letters and write the words.
- When the pupils have finished, check the answers with the class.
- Answers: 1 watching TV / 2 Saturday / 3 London / 4 stamps / 5 Collecting
- Invite a pupil to read out the personalisation question *What is a popular hobby in your country?* Encourage the pupils to answer, naming hobbies they like doing or that are popular where they live. Listen to their answers and praise their speaking.

page 10 Listen and read.

- Hold up the Pupil's Book and point to Activity 15. Say **This is the Quest TV Star Writer.** Invite a pupil to read the instruction (*Write to Quest TV. Tell us about what you and your friend do in your free time.*). Then say **Lots of people write to Quest TV. Each week they choose the best letter. Their Star Writer today is Jim. Let's listen and read.** Encourage the pupils to read the text as they listen. Play CD 1 track 23.
- Check the pupils' understanding by saying some true or false sentences. Encourage them to say *true* or *false* and correct the false sentences, for example, **This letter is about the Quest team** (False. It's about Jim and his friend, Diana.) **Jim likes going to the cinema.** (True) **He doesn't like doing magic tricks.** (False. He likes doing magic tricks.) **He likes painting pictures.** (False. He doesn't like painting pictures.) **Diana doesn't like playing the drums.** (False. She loves playing the drums.) **She likes doing exercise.** (True) **She likes going to the cinema.** (False. She doesn't like going to the cinema.)



Write to Quest TV. Tell us about what you and your friend do in your free time.

Dear Quest team,

My name's Jim. In my free time I like going to the cinema. My favourite films are adventure films. I also like doing magic tricks. I normally use a pack of cards and do magic tricks for my sister and my friends. I don't like painting pictures. My friend's name is Diana and she loves painting pictures. She loves playing the drums, too. She's really good! She likes doing exercise, but she doesn't like going to the cinema. She likes my magic tricks!

Bye,
Jim



Look at Jim's letter on page 10 in the Pupil's Book. Complete column A.

- Hold up the Activity Book and point to Activity 18. Ask the pupils to work individually to complete column A with the information from the Pupil's Book letter on page 10. Refer the pupils to the example answer and check understanding. When the pupils finish writing, check the answers with the class.

- Answers: (Jim): like: going to the cinema, doing magic tricks / don't like: painting pictures / My friend's name: Diana / likes: painting pictures, playing the drums, doing exercise / doesn't like: going to the cinema



Listen and complete column B.

- Hold up the Activity Book and point to Activity 19. Tell the pupils they're going to listen to a girl called Ruth. She's talking about herself and her friend, Bob. Explain that they must listen carefully and complete column B with the correct answers. Explain that Ruth is talking about free-time activities.

- Play CD 1 track 24, pausing at the end of each sentence to give the pupils time to write the answers. Play the CD again for the pupils to check their work.

- Check the answers with the class. Write the correct words on the board.

- Answers: (Ruth): likes: going fishing, collecting stickers / doesn't like: doing exercise / My friend's name: Bob / likes: painting models, playing table tennis / doesn't like: collecting stamps



Ruth: Hi. My name's Ruth. In my free time I like going fishing with my dad. I also like collecting stickers. I put my stickers in an album. I don't like doing exercise.

My friend's name is Bob and he loves painting models, especially model trains. He likes playing table tennis, too. He's very good. He doesn't like collecting stamps.



Complete Ruth's letter to the Quest team. Look at column B.

- Hold up the Activity Book and point to Activity 20. Check the pupils understand the instructions. Ask the pupils to work individually to complete the sentences in Ruth's letter about herself and her friend, Bob. Refer the pupils to Jim's model letter in their Pupil's Book on page 10 and column B in Activity 18.

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

- Get pupils to check their answers in pairs. Where they have a different answer, they should both look back at column B and try to find the correct answer. Finally, check the answers with the class. Ask different pupils to read the completed sentences.

- Answers: 1 Ruth / 2 going fishing / 3 collecting stickers / 4 doing exercise / 5 Bob / 6 painting models / 7 playing table tennis / 8 collecting stamps

Differentiated learning: If pupils find writing in English easy, ask them to do this writing task without looking at the model letter in their Pupil's Book.



Bilingual Dictionary

- Ask the pupils to turn to page 14 in their Activity Book. Remind pupils that the Bilingual Dictionary is where they can keep a record of the words they have learnt in this unit.

- Pupils work individually to complete the CLIL words.

Closing activities

- Say **Everybody finish now**. Say **Goodbye!**

Encourage the pupils to close their books and tidy up their things.

Extra: Play a miming game to practise the free-time vocabulary. Shuffle the flashcards and put them face down on your desk. Ask a volunteer to come and look at the first flashcard. He/She mimes the activity to the class. Pupils raise their hands to say the free-time activity, e.g. *play the drums*.

Homework: Pupils write a Culture Quiz about free time in their country. Ask pupils to research facts about free time in their country on the internet, in books or in the library. Pupils write three questions and give three multiple-choice answers for each question. Pupils take turns asking some of their quiz questions in the next lesson, and the other pupils guess which of the multiple-choice answers are correct.

Lesson 7

Learning objectives

- Categorising free-time activities with their corresponding verbs
- Asking a friend about their free-time likes and dislikes
- Planning and writing a letter

Language focus

- *play table tennis, play the drums, paint pictures, paint models, collect stickers, collect stamps, go fishing, go to the cinema, do magic tricks, do exercise*
- *likes / doesn't like / hates / loves verb + -ing*
- *Do you like verb + -ing? Yes, I do. / No, I don't.*

Materials

- Flashcards: *play table tennis, play the drums, paint pictures, paint models, collect stickers, collect stamps, go fishing, go to the cinema, do magic tricks, do exercise*
- Activity Book, page 11

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

Opening activities

- **Vocabulary practice** A flashcard game to revise free-time vocabulary (C1 C3 C7)

Main activities

- **Vocabulary activity** Write the words in the correct column (AB page 11). (C1 C7 C8)
- **Speaking and writing practice** Make notes for you. Then ask a friend and make notes (AB page 11). (C1 C3 C5 C8)
- **Writing practice** Write a letter to *Star Writer*. Use your notes from Activity 22 (AB page 11). (C1 C5 C6 C7 C8)

Closing activities

- Play a hobby guessing game (C1 C7 C8)

Opening activities

- Say **Hello, how are you?** The pupils answer and return the greeting.
- Play a flashcard game to revise this unit's free-time vocabulary. Mix up the flashcards. Stick them face down on the board and label them 1-10. Say **Find the activities with the same verbs.**
- Divide the class into two teams: A and B. Ask team A to choose two flashcards, e.g. 3 and 6. Show these flashcards to the class. Elicit the two

Lesson 7

Focus on FreeTime 1

21. Write the words in the correct column.

stickers to the cinema exercise ice hockey swimming the drums gymnastics
table tennis magic tricks stamps fishing volleyball judo basketball skiing

play

do

collect
stickers

go

22. Make notes for you. Then ask a friend and make notes.

My name: _____

Like? _____

Don't like? _____

My friend's name: _____

Likes? _____

Doesn't like? _____

Plan it!

Do you like painting in your free time?

Yes, I do. I love painting pictures.

23. Write a letter to Star Writer. Use your notes from Activity 22.

Star Writer

activities, e.g. *collect stamps* and *play the drums*. Ask **Do they contain the same verb?** (No). Put the two cards face down again on the board. If the two flashcards do contain the same verb, keep them face up and give a point to team A. Next, it's team B's turn to choose two flashcards. Continue until all the verb pairs have been found.

- The team with the most points wins the game. Say **Well done!** Ask individual pupils about the activities on the board, e.g. **Do you like playing the drums?** (Yes, I do. / No, I don't.)

Main activities

page 11 Write the words in the correct column.

- Say **Open your Activity Book at page 11.** Give the pupils time to find the page.
- Hold up the Activity Book and point to Activity 21. Ask **What verb do we use with stickers?** Pupils put up their hands to answer (collect). Ask the pupils to work individually to write the free-time words in the correct columns.
- When the pupils have finished, check the answers with the class. Say to the pupils **Let's check our answers.** Ask different pupils **What verb do we use with to the cinema** (go). Continue with the rest of the answers and write them on the board. Praise the pupils' answers by saying **Well done!**

- Answers: play: ice hockey, the drums, table tennis, volleyball, basketball / do: exercise, gymnastics, magic tricks, judo / collect: stickers, stamps / go: to the cinema, swimming, fishing, skiing



Make notes for you. Then ask a friend and make notes.

- Hold up the Activity Book and point to Activity 22. Ask two pupils to read the question and answer. Then ask several pupils questions about the free-time activities in Activity 21. Ask, for example, **Do you like playing table tennis?** Encourage the pupils to reply with different answers using *like, love, don't like* or *hate*.
- Ask the pupils to complete the first part for themselves. Give them a short time limit to finish. Then, get them to work in pairs. Tell them to take turns asking questions about what they like and don't like doing in their free time. They note down the answers.
- Afterwards, get pupils to tell you something about themselves or their friend, e.g. **I like collecting stamps. My friend doesn't like going to the cinema.**
- Answers: will vary.



Write a letter to Star Writer. Use your notes from Activity 22.

- Hold up the Activity Book and point to Activity 23. Explain to the pupils that this is their turn to be Star Writer on Quest TV. Ask the pupils to write a letter about free-time activities. They should write about themselves and their friend. Tell the pupils that they should use the notes they have made in Activity 22. They can also refer to Ruth's letter on the previous page in their Activity Book.
- Ask the pupils to work individually to write the letter. Move around the room to offer help. Encourage pupils to decorate their letters, too, if appropriate. When the pupils have finished, take their books in to correct their writing.

Differentiated learning: If your students find writing in English easy, challenge them further by asking them to include more detail in their letter. Who do they like doing their hobby with? What equipment do they use? etc. Refer them to the model writing in their Pupil's Book and encourage them to use some of the additional language.

Closing activities

- Say **Everybody finish now. Say Goodbye!** Encourage the pupils to close their books and tidy up their things.

Extra: Play a hobby guessing game. Model the game first to the class. Say **I'm thinking of a hobby. What is it?** Then help the pupils to ask you questions in order to guess your hobby, e.g. *Do you need a paintbrush?* (no) *Do you need a ball?* (yes) *Is it 'play volleyball'?* (yes). Refer the pupils to the vocabulary on page 11 in their Activity Book and get them to take turns playing this guessing game in pairs.

Homework: Ask your class to write their letters in neat on pieces of paper. Get them to draw a small picture to illustrate their letter. Then, display their letters on the classroom wall under the heading *Our Star Writer letters!* Each week, you can choose one letter and read it to the class as the Star Writer. Stick a star next to it on the display. Make a note of the Star Writer each week, to ensure each pupil has a turn to be the Star Writer.

Lesson 8

Learning objectives

- Review the unit with the Language Guide
- Review the unit using the Progress Check
- Complete the Bilingual Dictionary for Unit 1
- Add words to the hobby Concept Map to create a personalised record

Language focus

- *play table tennis, play the drums, paint pictures, paint models, collect stickers, collect stamps, go fishing, go to the cinema, do magic tricks, do exercise*
- *likes / doesn't like / loves / hates verb + -ing*
- *Does he/she like verb + -ing? Yes, he/she does. / No, he/she doesn't.*
- *a paintbrush, an album, an exercise mat, a pack of cards, a fishing rod*

Materials

- Flashcards: *play table tennis, play the drums, paint pictures, paint models, collect stickers, collect stamps, go fishing, go to the cinema, do magic tricks, do exercise*
- Pupil's Book page 11
- Activity Book pages 12, 13 and 14
- Class audio CD



At-a-glance lesson plan (PB page 11, AB pages 12, 13 and 14)

Opening activities

- **Vocabulary Game** Play *Ten unit questions*.
(C1 C7 C8)

Main activities

- **Unit 1 Language Guide** Word Quest 1 and 2 Grammar Quest (PB page 11). (C1 C7 C8)

Progress Check 1

- **Vocabulary** Complete the sentences. Use free-time activities and equipment words (AB page 12). (C1 C3 C6 C7 C8)
- **Grammar** Look at the chart and write sentences about the group of friends (AB page 12). (C1 C7 C8)
- **Listening** Listen and draw lines. What do David's family like doing? (CD 1 track 25) (AB page 13). (C1 C7 C8)
- **Reading** Read and write 'True' or 'False' (AB page 13). (C1 C7 C8)
- **Speaking** Ask and answer. Make your own dialogue (AB page 13). (C1 C5 C7 C8)
- **Vocabulary practice** Complete the Bilingual Dictionary (AB page 14). (C1 C7 C8)

Closing activities

- Act out the dialogue. (C1 C5 C7 C8)

Unit 1 Language Guide

Word Quest 1



Word Quest 2



Learn to LEARN

Go to the Bilingual Dictionary (Activity Book, page 14).

45 words and expressions

Grammar Quest

Present simple - like + -ing

Affirmative and negative

I	like		
You	don't like		
He/She	likes	painting	pictures.
	doesn't like	going	fishing.
We			
You	like		
They	don't like		

Questions and short answers

Do	you	like	playing	football?
Does	he/she			
Yes, I do.				Yes, he/she does.
No, I don't.				No, he/she doesn't.

Remember!

He likes painting pictures.
She doesn't like going fishing.

11

Opening activities

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

Play *Ten unit questions*.

- Ask the pupils ten questions about Unit 1. The pupils write one word or short answers to the questions.
- Here are some suggestions for questions: Ask questions about this unit's main vocabulary sets, for example, **Name one free-time activity we use with the verb 'collect'.** (stickers or stamps). **What verb do we use with 'magic tricks'?** (do). **What equipment do you need if you like doing exercise?** (an exercise mat). **What do you need if you like painting models?** (a paintbrush).
- Ask simple comprehension questions based on the story in Lesson 2, for example, **Name one thing Kieron likes doing?** (going fishing/playing football/painting pictures). **How old was Kieron in his first art exhibition?** (seven years old).
- Ask questions about this unit's grammar, for example, **Complete the sentence: I like ... the**

Progress Check 1

1. Complete the sentences. Use free time activities and equipment words. Vocabulary

- You can collect stamps or and put them in .
- You can paint or with .
- You can do . You need .
- You can do on .
- You can go . You need .
- You can play or play after school.
- You can go to at the weekend.

2. Look at the chart and write sentences about the group of friends. Grammar

	Chris	Sophie	John	Penny
play table tennis	😊			😊
do magic tricks		😊	😊	
paint pictures	😊	😊		
collect stamps			😊	😊

- Chris likes playing table tennis.
- He doesn't like magic tricks.
- Sophie likes doing magic tricks. No, she doesn't like painting.
- She likes painting.
- John likes playing table tennis. Yes, he likes collecting stamps.
- He likes collecting stamps.
- Penny likes playing table tennis.
- She likes painting.

YES I CAN

- Remember the vocabulary from the unit. ☐
- Use like + -ing to talk about things I like and don't like doing. ☐

3. Listen and draw lines. What do David's family like doing? EXAM PRACTICE Listening

- David
- mum
- dad
- brother
- sister

4. Read and write 'True' or 'False'. Reading

I like collecting stickers. It's a fun hobby. I buy stickers from shops and my parents sometimes buy me stickers, too. I like looking at my friends' stickers at school. I sometimes give stickers to my friends and my friends sometimes give me stickers. I have got an album for my stickers. I organise my stickers by theme, for example, all my insect stickers are together. Collecting stickers is an interesting hobby. I like looking at my stickers with my friends at school. And I like looking at my stickers on my own in my bedroom before I go to sleep.

- Mary likes collecting stamps. False
- Mary's parents sometimes buy her stickers. True
- Mary's friends sometimes give her stickers. True
- Mary puts her stickers in an album. True
- She organises her stickers by alphabet. False
- Mary looks at her stickers at school and at home. True

5. Ask and answer. Make your own dialogue. Speaking

YES I CAN

- Understand a short listening. ☐
- Read about hobbies. ☐
- Talk about things I like and don't like doing. ☐

drums. (playing). Which sentence is correct, a or b? a) He likes going fishing. b) He like going fishing. (sentence a).

- Ask questions about this unit's CLIL lesson, for example, **Name an artist who paints in a 'hyperrealist' style.** (Pedro Campos) **Name an artist who is famous for 'pop art'.** (Andy Warhol, Julian Opie)

- Check the answers with the class. Pupils put up their hands to answer. Write the answers on the board. Say **Well done!**

Option: Pupils can play this game in pairs or in groups. Give each group or pair a piece of paper and a pencil. Read out the questions, then ask the groups to exchange papers and mark one another's work. The groups get one point for each correct answer. The group with the most points wins.

Main activities

page 11 **Review the unit with the Language Guide.**

- Say **Open your Pupil's Book at page 11.** Give the pupils time to find the page.
- Hold up the Pupil's Book and point to Word Quest 1 and 2 and the grammar boxes. Tell the pupils to spend a few minutes just looking

over the vocabulary and grammar, in silence. Afterwards, ask them if they have any questions about the vocabulary or the grammar.

page 12 **Progress Check 1. Complete the sentences. Use free-time activities and equipment words.**

- Say **Open your Activity Book at page 12.** Give the pupils time to find the page. Explain that the Progress Check pages focus on all the language they've been studying in Unit 1.
- Hold up the Activity Book and point to Activity 1. Ask the pupils to work individually to look at the pictures and write the correct words in the sentences.
- When the pupils have finished, check the answers with the class.
- Answers: 1 stamps, stickers, an album / 2 pictures, models, a paintbrush / 3 magic tricks, a pack of cards / 4 exercise, an exercise mat / 5 fishing, a fishing rod / 6 table tennis, the drums / 7 the cinema



Look at the chart and write sentences about the group of friends.

- Hold up the Activity Book and point to Activity 2. Refer the pupils to the chart. Check they understand the chart. Elicit the first two sentences with the class as a whole. Remind them that some of the children in the chart are girls, and some are boys, so they need to remember to use *He* and *She* as appropriate.
- Ask the pupils to work individually to write sentences. Move around the room to offer help.
- When the pupils have finished, check their work by asking different pupils to read out their sentences.
- Answers: 1 Chris likes playing table tennis. / 2 He doesn't like painting pictures. / 3 Does Sophie like doing magic tricks? No, she doesn't. / 4 She likes painting pictures. / 5 Does John like doing magic tricks? Yes, he does. / 6 He doesn't like collecting stamps. / 7 Penny likes collecting stamps. / 8 She doesn't like playing table tennis.



Listen and draw lines. What do David's family like doing?

- Hold up the Activity Book and point to Activity 3. Read out the names in the centre of the activity (David, mum, dad, brother, sister). Read out the question **What do David's family like doing?** Say **Listen and draw lines from the people to the activity.** Tell the pupils that you will play the CD twice.
- Play CD 1 track 25 all the way through without stopping. Pupils complete what they can. Play the CD again. Pause a short time after each section to give the pupils time to finish the activity and to check their answers.
- Finally check the answers orally with the class.
- Answers: 1 a / 2 e / 3 d / 4 f / 5 b



Woman: So, David, what do you like doing in your free time?

David: I like playing the drums. I love music.

Woman: Ok. And what about your mum, does she like music?

David: Yes, she does. But she doesn't play an instrument. She likes doing exercise. She does exercise classes every week.

Woman: I see. And what about your dad?

David: That's easy. He loves going fishing. He goes fishing every weekend.

Woman: Does your brother like going fishing, too?

David: No, he doesn't. He hates fish. My brother likes collecting stickers.

Woman: Oh cool. And what about your sister?

David: My sister likes going to the cinema. She loves funny films.

CYL Exam Practice: This listening activity provides practice for pupils who may do the Cambridge Young Learner exams.



Read and write 'True' or 'False'.

- Hold up the Activity Book and point to Activity 4. Ask the pupils to read about Mary's hobby silently, to themselves. You may also want to read the text aloud as the pupils follow in their books.
- When the pupils have finished reading, ask them questions to check understanding, for example, **What is Mary's hobby?** (collecting stickers). **Where does she get her stickers?** (from shops, her parents and her friends). **Where does she keep her stickers?** (in an album).
- Ask the pupils to work individually to read the sentences under the text and write whether they are true or false.
- When the pupils have finished, get them to check their answers in pairs. Where they have different answers, get them to look back at the text and decide which is correct. Finally, write the answers on the board for them to check a final time.
- Answers: 1 False / 2 True / 3 True / 4 True / 5 False / 6 True



Ask and answer. Make your own dialogue.

- Hold up the Activity Book and point to Activity 5. Ask two pupils to read out the dialogue.
- Say to the pupils **Now, you talk about the free-time activities you like and don't like.** Ask the pupils to work in pairs. They should use the dialogue as a model, substituting the words in brackets. When they finish, you may want to ask the pupils to find new partners and repeat the activity.
- Move around the room to listen to the pupils speaking and praise them, saying **Very good!**

1 Bilingual Dictionary

album (n)	_____	paint models (v)	_____
artist (n)	_____	paint pictures (v)	_____
bright (adj)	_____	paintbrush (n)	_____
championship (n)	_____	painting (n)	_____
collect stamps (v)	_____	play table tennis (v)	_____
collect stickers (v)	_____	play the drums (v)	_____
colourful (adj)	_____	realistic (adj)	_____
curved (adj)	_____	restoration (n)	_____
detail (n)	_____	sculpture (n)	_____
do exercise (v)	_____	straight (adj)	_____
do magic tricks (v)	_____	three-dimensional (adj)	_____
dream (n)	_____		_____
exercise mat (n)	_____	Useful Expressions	
exhibition (n)	_____	Enjoy yourself!	_____
fishing rod (n)	_____	Have fun!	_____
go fishing (v)	_____	Here you are.	_____
go shopping (v)	_____	I'm (not) bored. *	_____
go to the cinema (v)	_____	Let's (go)... *	_____
hyperrealist art (n)	_____	Let's (watch)... *	_____
hobby (n)	_____	Of course!	_____
landscape (n)	_____	That's a good idea.	_____
minimalist (adj)	_____	That's great!	_____
museum (n)	_____		_____
pack of cards (n)	_____		_____

Everyday English *

Add words to the Concept Map.

Hobbies

My favourite hobbies

Hobbies I want to do

Learning to LEARN

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Option: The class create a Concept Map poster. Pupils add new vocabulary to the poster. This could be done at the beginning of the unit and displayed throughout the year. Pupils can add new categories, linked to the topic.

Closing activities

• Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.

Extra: Ask some pairs to act out their dialogues in front of the class. Listen and praise their speaking, saying **Well done!**

Everyday English: For teaching notes for the *Everyday English* section on PB page 12, see TB page 266.

Tick the **Yes I can ...** statements.

• Point to the **Yes I can ...** language statements for Unit 1. Ask the pupils to tick the language statements to show what they can do.



Complete the Bilingual Dictionary.

• At the end of the lesson, pupils complete their Bilingual Dictionary. Ask them to complete the Useful Expressions section, and translate any words they have not done yet.

• Hold up the Activity Book and point to the Concept Map at the bottom of the page. Ask a pupil to read out the headings at the top of each box. Explain to the pupils that this is another way of recording new vocabulary they learn in English. It is a visual map in which they can record words and associate them within different categories. Explain that it sometimes helps to link new words in different ways.

• Encourage pupils to give you examples of words they know in English that can go in each box. They should be able to add the words they have learned in the unit in some of the boxes.

• If pupils want to add a word they know in L1, encourage them to use a dictionary to check what the word is in English.