

Unit objectives

- Identifying and naming library activities (C1 C5 C6 C7 C8)
- Listening to, understanding and reproducing a song, chant and rap (C1 C6 C7 C8)
- Listening to, reading and performing a short dialogue (C1 C5 C7 C8)
- Identifying parts of the language structure and making sentences and questions (C7 C8)
- Listening to, writing and matching sentences and questions (C7 C8)
- Listening to, reading and understanding a comic strip (C1 C6 C7 C8)
- Listening to, reading and understanding informative texts about alphabets and stories (C1 C3 C7 C8)
- Writing a short text about a story (C2 C3 C7 C8)
- Listening to, reading, understanding and explaining a story (C1 C2 C6 C7 C8)
- Identifying and naming books we read and write in (C1 C7)
- Using vocabulary for books we read and write in with library activities (C1 C6 C7 C8)
- Making a cut-out and using it in a communicative game (C1 C5 C6 C7 C8)
- Creating a secret message (C1 C3 C5 C6 C7 C8)
- Reading and understanding a short diary entry (C1 C3 C4 C7 C8)
- Writing a short personalised diary entry about library activities and talking about it (C1 C3 C4 C5 C6 C7 C8)
- Practising and discriminating between the sounds /ɪ/ and /i:/ (C1 C7 C8)
- Creating a record of vocabulary learnt (C7 C8)
- Reviewing what has been studied and reflecting on it (C1 C3 C6 C7 C8)

Key language**Vocabulary**

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

Structures

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

Recycled language

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

Receptive language

- CLIL vocabulary: *Greek, Chinese, Arabic, pyramid, alphabet, ant, grasshopper, corn, winter*
- This is (Greek) writing.*
- This word means...*
- The alphabet is (very) different.*
- You can read (Chinese) from left to right / from right to left / from top to bottom.*
- Some words come from (Greek).*
- There are (28) letters in the (Arabic) alphabet.*
- Let's investigate/listen to/sing/look at/mime/play/say/stop/check/create/talk about...*
- Tell me about...*

Socio-cultural aspects

- Understanding the importance of alphabets
- Showing interest in different types of alphabets

Summary

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

Competences key

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

Lesson 1

Learning objectives

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

Language focus

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

Materials

- Flashcards: *listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (your) diary*
- Pupil's Book, page 5
- Activity Book, page 5
- Class audio CD



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

Opening activities

- Learn the *Days of the week* song (CD 1 track 2). **C1 C6**

Main activities

- **Vocabulary game** Play *What is it?* **C1 C7 C8**
- **Vocabulary activity** *Library word rap* (CD 1 track 13). Listen and say the words. **C1 C6 C7**
- **Vocabulary game** Play *I can match.* **C1 C7 C8**
- **Song** *I like the library!* (CD 1 track 14). Listen to the song. Answer the questions. Listen. Sing the song (PB page 5). **C1 C6 C7 C8**
- **Vocabulary game** Play *Guess the sentence.* **C1 C7 C8**
- **Vocabulary game** *Word Quest.* Listen and play (CD 1 track 16) (PB page 5). **C1 C5 C7 C8**
- **Vocabulary activities** Listen and match. Circle and write the words (CD 1 track 17) (AB page 5). **C1 C7 C8**

Closing activities

- Learn the *Everybody stop now* song (CD 1 track 5). **C1 C6**

Opening activities

Learn the *Days of the week* song.

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

**Days of the week song**

What day is it today?

Is it Monday or Tuesday?

Is it Wednesday or Thursday?

Or is it Friday?

It's...

Main activities

Play *What is it?*

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

Listen and say the words.

- Say **Let's listen and say the words.** Play CD 1 track 13 and point to the flashcards of the different activities as you hear them on the CD.
- Play the CD again and tell the pupils to repeat the words as they hear them. Praise their speaking, saying **Well done!**

Unit 1 The Library

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

What do you do in the library?
I read books and magazines,
look for information
and watch DVDs.
Every day, for study or play.
I like the library!

What do you do in the library?
I write and listen to stories,
use a computer
and do my homework.
Every day, for study or play.
I like the library!

2 **Word Quest**
Listen and play.

What's this? Read books.
Yes! What number is it? Three.

1 listen to stories 2 watch DVDs 3 read books 4 use a computer
5 read magazines 6 look for information 7 do your homework 8 write in your diary

Unit 1 The Library

Lesson 1

1 Read and match.

1 I listen to stories. 2 I read books. 3 I watch DVDs. 4 I read magazines. 5 I do my homework. 6 I write in my diary. 7 I use a computer. 8 I look for information.

2 Circle and write the words.

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

1 read books 4 read _____ 7 look for _____
2 listen to _____ 5 watch _____ 8 _____ in my diary
3 use a _____ 6 do _____

Library word rap

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

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

Play I can match.

- Write the Unit 1 words on the board. Ask **Can you match the words to the pictures?** Invite different pupils to the front to point to a word and match it to the picture flashcard on the board. Ask them to read the word aloud.
- When all of the words have been matched, point to the pictures and words slowly, and ask the pupils to say the words. Then speed up as the children become confident saying the words.

Listen to the song. Answer the questions.

- Say to the pupils **Let's listen to the I like the library! song.** Encourage them to stand up and mime the actions with you.
- Play CD 1 track 14 and encourage the pupils to mime along with the song.
- Play the CD again, and ask the pupils to listen and answer these questions **Do they read books?** (yes) **Do they listen to stories?** (yes).

I like the library! song

What do you do in the library?
I read books and magazines, (mime reading a book)
look for information (mime looking for information)
and watch DVDs.
Every day, for study or play.
I like the library!

What do you do in the library?
I write and listen to stories, (mime writing)
use a computer (mime typing)
and do my homework.
Every day, for study or play.
I like the library!



Listen. Sing the song.

- Say **Open your Pupil's Books at page 5.** Give the pupils time to find the page by themselves.
- Point to Activity 1 and ask the pupils to identify the different *Quest* characters (Anna, Max, Charlie, Olga, Mr Fraser). Ask **Where are the children?** (in the *Quest* library). Point to the different characters and ask the pupils questions about what the characters are doing, for example, **What is Olga doing?** (writing).
- Play CD 1 track 14 and encourage the pupils to look at the pictures in their PB while listening.
- Say to the pupils **Let's sing the *I like the library!* song.**
- Play the CD again, and encourage the pupils to stand up and mime the actions with you as they sing.

Play Guess the sentence.

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



Word Quest. Listen and play.

- Hold up your PB, and point to Activity 2. Say to the pupils **Cover the words** and show them how to use their hands to cover the words on the panel below the pictures.
- Point to a picture and say **What's this?** Encourage the pupils to say what the activity is. Repeat this process with a few more pictures.
- Point to Activity 2 again and ask the pupils **Who is playing the game?** (Charlie and Olga). Explain that Charlie is pointing to one of the activities in the book, and Olga is guessing what the activity is. Play CD 1 track 16. Encourage the pupils to point to the correct picture in their PB while listening.
- When the CD has finished, ask the pupils **What's this?** and point to a picture. Encourage them to say what the activity is. When a pupil gives the correct answer, say **What number is it?** and encourage them to say the number of the correct activity.

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



Charlie: What's this?

Olga: Read books!

Charlie: Yes! What number is it?

Olga: Three.

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

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

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



Listen and match.

- Say **Open your Activity Book at page 5.** Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 1. Play CD 1 track 17 number 1 as an example. Tell the pupils to listen to seven more lines and match them to the pictures.
- When the pupils have finished, check the answers together. Ask different pupils to answer, for example, say **(Juan). What's number 1?**
- Praise the pupils' work, saying **Well done!**
- Answers: 1 b / 2 d / 3 a / 4 f / 5 g / 6 e / 7 h / 8 c



1 I listen to stories.

2 I read books.

3 I watch DVDs.

4 I read magazines.

5 I do my homework.

6 I write in my diary.

7 I use a computer.

8 I look for information.



Circle and write the words.

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

Closing activities

Learn the *Everybody stop now* song.

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



Everybody stop now song

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

Everybody stop now.

It's the end of the class.

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

It's time to tidy up now.

It's the end of the class.

Lesson 2

Learning objectives

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

Language focus

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

Materials

- Flashcards: *listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in your diary, bag, laptop, digital camera, Anna, Olga, Charlie*
- Digibook, IWB: Story cards: *Secrets in the Library*
- Pupil's Book, pages 6 and 7
- Activity Book, page 6
- Class audio CD



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

Opening activities

- *Days of the week* song (CD 1 track 2). (C1 C6)
- **Vocabulary game** Play *Mime and match the flashcard*. (C1 C7 C8)

Main activities

- **Song review** *I like the library!* (CD 1 track 15). Sing the *I like the library!* song. (C1 C6)
- **Story** *Secrets in the Library* (CD 1 track 18). Listen to the story with IWB. Check comprehension. Ask questions. Listen to the story. Remember the story: *Secrets in the Library*. Read (PB pages 6–7). Look and match. Number. Read. True ✓ or false ✗? Write the Quest letter (AB page 6). (C1 C2 C6 C7 C8)
- **Pronunciation** Listen and say (CD 1 track 19). Listen and say the chant (CD 1 track 20) (PB page 7). Circle, sort and write. Listen and check (CD 1 track 21) (AB page 6). (C1 C7 C8)

Closing activities

- *Everybody stop now* song (CD 1 track 5). (C1 C6)

Opening activities

- Say **Hello**, and encourage the pupils to answer and return the greeting.
- Ask **How are you?** and encourage the pupils to answer and ask you the same thing. Say **I'm fine, thank you.**
- Say **Let's sing the *Days of the week* song** (for lyrics see TB page 40). Play CD 1 track 2. Encourage the pupils to sing along and say the correct day of the week at the end.

Play *Mime and match the flashcard*.

- Play *Mime and match the flashcard* (TB page 24), or any other game from the Activity Bank to recycle the vocabulary.

Main activities

Sing the *I like the library!* song.

- Ask the pupils **Do you remember the *I like the library!* song?** Encourage them to say sentences from the song, for example, *I write and listen to stories.*
- Say to the pupils **Let's sing and mime the *I like the library!* song** (for lyrics see TB page 41). Play the karaoke version (CD 1 track 15).

Listen to the story with the IWB.

- Say **Let's listen to the story.** Show the first frame to the pupils. Generate interest in the story by inviting pupils to speculate about the picture. Ask **Where are the children?** (at a library). **What can you see in the library?** (books, magazines, computers, etc).
- Tell the story or play CD 1 track 18.
- Make sure that you show the different frames and zoom in on different things in the frames to help the pupils understand the story.
- Finally, ask the pupils **Can you see the Quest Cup?**

Note: You will hear a tone on the CD to signal when you should move to the next story frame.

1 The Library Lesson 2

3 Listen to the story. Read. *Secrets in the Library*

Wow!

Look at all the books and magazines! Let's read magazines.

Shhh! No Charlie! We're looking for the Quest Cup!

The Quest Cup isn't here. Let's watch a DVD!

No! Let's look for information!

Look at this book.

Oh no, Max!

What's happening?

Max, what are you doing?

It's the Quest Cup!

Where are we?

It's a secret room.

Look! Here are some things!

Look, this is for me! It's a digital camera.

I've got a laptop! Brilliant! We can use it to look for the cup!

Look on the wall. What is it?

The Library 1

It's a secret message. I think we need a mirror.

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

It's a magic bag! Great!

What is it, Max?

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

Everybody, put your hands on it.

It's a dolphin.

Let's continue the Quest!

4 Listen and say.

peacock read tree magazine
music listen Tim sit

Tim and his peacock sit under a tree. They listen to music and read magazines.

☆☆ phonics ☆☆



Frame 1

Olga: Wow!

Charlie: Look at all the books and magazines! Let's read magazines.

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

Frame 2

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

Olga: No! Let's look for information!

Frame 3

Olga: Look at this book.

Anna: It's the Quest Cup!

Charlie: Max, what are you doing?

Frame 4

Olga: Oh no, Max!

Charlie: What's happening?

Frame 5

Olga: Where are we?

Charlie: It's a secret room

Anna: Look! Here are some things!

Frame 6

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

Anna: I've got a laptop! Brilliant! We can use it to look for the cup!

Olga: Look on the wall. What is it?

Frame 7

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

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

Charlie: It's a magic bag! Great!

Frame 8

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

Frame 9

Anna: What is it, Max?

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

Frame 10

Charlie: It's a dolphin.

Anna: Everybody, put your hands on it.

Olga: Let's continue the Quest!

Check comprehension. Ask questions.

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

Frame 1

Where are the children? (at a library)

What does Charlie want to do? (read magazines)

What are they looking for? (the Quest Cup)

1 The Library Lesson 2

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

a b c d

It's a magic bag! The Quest Cup isn't here. It's a Quest symbol. It's a secret room.

4 Read. True ✓ or false ✗?

1 The children visit the library. ☒ 2 They watch DVDs. ☐ 3 Olga has got a mirror in her bag. ☐ 4 Charlie hasn't got a camera. ☐

5 Write the Quest letter. _____

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

peacock listen magazine music read tree

peacock listen

tree

Frame 2

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

Frame 3

Where are they looking for information? (in the books)
 What picture do they find in the book? (the Quest Cup)
 What is Max doing? (taking a book from the shelf)

Frame 4

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

Frame 5

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

Frame 6

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

Frame 7

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

Frame 8

Can they read the secret message now? (yes)

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

Frame 9

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

Frame 10

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

- Stick the flashcards of Anna, Olga and Charlie on the board. Hold up the digital camera flashcard and ask **Who got the camera?** (Charlie). Stick the flashcard on the board next to the flashcard of Charlie. Repeat this process with the flashcards of the laptop (Anna) and the bag (Olga).

**Listen to the story. Read.**

- Say **Open your Pupil's Book at page 6.** Give the pupils time to find the page by themselves.
- Ask the pupils to listen to the story and follow the dialogue by reading it in their PB. Play CD 1 track 18.
- Say **What library activities can you see?** Give the pupils time to look at the story frames, and invite different pupils to suggest answers (use a computer, look for information, read books).
- Tell the pupils to look for the letter hidden in the story. Ask the pupils **What is the Quest letter?** (E, in Frame 1).
- Ask the pupils **What did Max find in Frame 9?** (a symbol). Ask **What is the symbol?** (a dolphin). Tell them the symbol is a clue to the next quest and encourage them to predict what the next quest might be about.

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

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

- Now ask the pupils to number the pictures in the correct order of the story. Check the answers together.

- Answers: a 2 / b 4 / c 1 / d 3



Read. True ✓ or false X?

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

- Answers: 1 ✓ / 2 X / 3 ✓ / 4 X



Write the Quest letter.

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

- Answer: E



Listen and say.

- Say **Open your Pupil's Book at page 7.** Give the pupils time to find the page by themselves.
- Stick the flashcards of *read magazines* and *listen to stories* in the centre of the board. Invite the pupils to say the words.
- Explain that the words contain different sounds, and today they are going to practise these sounds. Say /i:/, point to the flashcard of *read magazines* and say **read, magazine.** Encourage the pupils to repeat the words after you. Then say /ɪ/, point to the flashcard of *listen to stories* and say **listen.** Encourage the pupils to repeat the word after you.
- Point to the words coming from the Quest Cup in the PB. Say **Listen to the word.** Play CD 1 track 19, pausing after the first word. Point to the word *peacock* and ask **How do you pronounce the letters in red?** Encourage the pupils to produce the sound /i/.
- Continue playing the CD and pupils repeat the words. Pause after the word *music*. Point to the word *music* and ask **How do you pronounce the letter in blue?** Encourage the pupils to produce the sound /ɪ/. Play the rest of the CD, asking the pupils to point to the words in their PB as they hear them.
- Say **Listen and say the words.** Play the CD again, pausing after the first word to give the pupils time to listen and repeat. Continue playing the CD, pausing after each word for the pupils to repeat chorally.

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

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



peacock
read
tree
magazine
music
listen
Tim
sit

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



Listen and say the chant.

- Hold up your PB and point to the chant in Activity 4. Say **Let's listen to the chant and point to the words.** Play CD 1 track 20 and encourage the pupils to point.
- Say **Let's say the chant.** Play CD 1 track 20 and encourage the pupils to say the chant. Continue playing the CD until they are confident saying the chant.
- Put the pupils into pairs to practise saying the chant. Monitor and praise their pronunciation, saying **Well done!**
- Finally, tell the pupils to look back at Frame 1 in the story. Ask them **Can you see pictures or words with the /i:/ sound?** Encourage them to look at the frame and listen to their answers, writing the correct ones on the board. Do the same with Frame 7, encouraging the pupils to look for pictures or words with the /ɪ/ sound.
- Answers: Frame 1: magazines, read, Charlie / Frame 7: It's, mirror, minute, in

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



Tim and his peacock sit under a tree.
They listen to music and read magazines.



Circle, sort and write. Listen and check.

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

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

- When the pupils have finished, play CD 1 track 21 so the pupils can check they have written the words in the correct column. Check the answers with the class by asking different pupils to say the words aloud, praising their speaking.
- Answers: /i:/: peacock, magazine, read, tree /
/ɪ/: listen, music, Tim, sit



/i:/
peacock
magazine
read
tree
/ɪ/
listen
music
Tim
sit

Closing activities

- Say **Everybody finish now.** Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the *Everybody stop now* song** (for lyrics see TB page 43). Play CD 1 track 5. Sing along, encouraging the pupils to sing with you and do the actions.

Lesson 3

Learning objectives

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

Language focus

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

Materials

- Crayons for each pupil
- Flashcards: *listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (your) diary*
- Digibook, IWB: *Secrets in the Library*
- Pupil's Book, page 8
- Activity Book, page 7
- Class audio CD



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

Opening activities

- *Days of the week* song (CD 1 track 2). (C1 C6)
- **Vocabulary game** Play *Story sentence review*. (C1 C6 C7 C8)

Main activities

- **Song review** *I like the library!* (CD 1 track 15). Sing the *I like the library!* song. (C1 C6)
- **Dialogue** Listen and read (CD 1 track 22). Let's investigate grammar (PB page 8). (C1 C5 C7 C8)
- **Vocabulary game** Play *Guess the library activities*. (C1 C7 C8)
- **Writing and listening practice** Write the words in order. Colour the boxes using the colour code from the Pupil's Book. Listen. Tick ✓ or cross X (CD 1 track 23). Look and complete (AB page 7). (C7 C8)

Closing activities

- *Everybody stop now* song (CD 1 track 5). (C1 C6)

Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *Days of the week* song** (for lyrics see TB page 40). Play CD 1 track 2. Encourage the pupils to sing along and say the correct day of the week at the end.

Play *Story sentence review*.

- Play *Story sentence review* (TB page 24), or any other game from the Activity Bank to recycle the vocabulary.

Main activities

Sing the *I like the library!* song.

- Ask the pupils **Do you remember the *I like the library!* song?**
- Give out the flashcards to different pupils around the room.
- Say **Let's sing the *I like the library!* song** (for lyrics see TB page 41). Ask the pupils holding a flashcard to stand at the front, and when they hear the word on their flashcard, they lift it above their heads. Encourage the class to sing along and point to the correct flashcard.
- Play the song, using the karaoke version (CD 1 track 15).

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



Listen and read.

- Say **Open your Pupil's Book at page 8**. Give the pupils time to find the page by themselves.
- Hold up your PB, and point to Activity 5. Ask the pupils questions about the picture, for example, **Who can you see?** (two girls) **Where are they?** (in front of a library) **What are they doing?** (talking).
- Play CD 1 track 22 and encourage the pupils to read the dialogue while listening.
- Ask the pupils questions about the dialogue to check their understanding, for example, **Does the girl watch DVDs in the library?** (no).
- Play the CD again, but this time encourage the pupils to repeat each sentence of the dialogue after you, pausing the CD after each line. Help them with pronunciation, if necessary.

1 The Library Lesson 3

5 Listen and read.

What do you do at the library?
I read books, but I don't watch DVDs. What do you do?
I write.
Do you use a computer?
Yes, I do.
Do you read magazines?
No, I don't.

6 Let's investigate grammar.

Lesson 4 7 Make your cut-out cards (Activity Book page 65). Play a game.

• Put the class into two groups. Ask one group to read out the lines of the dialogue for Girl 1 chorally and the other group to read out the lines of the dialogue for Girl 2 chorally. Repeat this until the pupils are confident with saying the dialogue.

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



Girl 1: What do you do at the library?
Girl 2: I read books, but I don't watch DVDs. What do you do?
Girl 1: I write.
Girl 2: Do you use a computer?
Girl 1: Yes, I do.
Girl 2: Do you read magazines?
Girl 1: No, I don't.



Let's investigate grammar.

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

Let's investigate grammar!

Lesson 3 The Library

1

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

1 homework? / Do / do / you

2 books? / you / Do / read

3 stories. / I / listen to

4 don't / I / a computer. / use

8 Listen. Tick ✓ or cross X.



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



9 Look and complete.



1 I don't read books



2 I use _____



3 I write _____



4 Do _____ ?



5 I _____



6 Do _____ ?



• Ask the pupils questions about the sentences and questions to check their understanding. Ask **Who says I read books in the dialogue in Activity 5?** (Girl 2) **Is the sentence affirmative?** (yes). Repeat this process with the other sentences in the investigate grammar box.

• Ask the pupils to look at the dialogue in Activity 5 and invite them to find other examples of affirmative (*I write.*) and questions (*What do you do at the library? What do you do?*).

• Finally, put the flashcards on the board and ask the pupils to make sentences or questions with the activities. Say **Make a (negative) sentence with (use a computer)**. Praise the pupils' sentences and questions.

Play Guess the library activities.

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

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



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

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

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



Listen. Tick ✓ or cross X.

- Hold up your AB, and point to Activity 8. Check the pupils understand the instructions.
- Play CD 1 track 23. Pause between each sentence and encourage the pupils to tick or cross in their AB, according to whether Charlie and Olga do the activity or not.
- Play the CD again, so the pupils can check their answers.
- When the pupils have finished, check the answers together. Stick the word cards on the board in the same sequence as the table in the AB. Draw two columns and write *Charlie / Olga* at the top.
- Say to the pupils **Let's check our answers for Charlie.** Point to the first question. Encourage them to answer, saying *Yes* or *No*, and tick or cross the table. Continue with the rest of the answers.
- Repeat the process with the answers for Olga.



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

Charlie: No, I don't.

Anna: Do you read magazines?

Charlie: Yes, I do.

Anna: What else do you do?

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

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

Olga: Yes, I do.

Anna: Do you read magazines?

Olga: No, I don't.

Anna: What else do you do?

Olga: I look for information and I use a computer. I listen to stories, too.

- Answers:

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



Look and complete.

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

Closing activities

- Say **Everybody finish now.** Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the Everybody stop now song** (for lyrics see TB page 43). Play CD 1 track 5. Sing along, encouraging the pupils to sing with you and do the actions.

Lesson 4

Learning objectives

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

Language focus

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

Materials

- Flashcards: *listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (your) diary*
- Activity Book, page 8
- Cut-out for Unit 1 (AB page 65)
- Class audio CD

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

Opening activities

- *Days of the week* song (CD 1 track 2). C1 C6
- **Vocabulary game** Play *Five sentences*. C1 C7 C8

Main activities

- Play *Affirmative, negative or question*. C1 C7 C8
- **Listening and writing practice** Match to make sentences. Read and complete. Listen and check (CD 1 track 24). Tick ✓ or cross X. Look and write about your library activities (AB page 8). C7 C8
- **Cut-out activity** Make your cut-out cards. Play a game (AB page 65). C1 C5 C6 C7 C8

Closing activities

- *Everybody stop now* song (CD 1 track 5). C1 C6

Opening activities





- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *Days of the week* song** (for lyrics see TB page 40). Play CD 1 track 2. Encourage the pupils to sing along and say the correct day of the week at the end.

Play *Five sentences*.

- Play *Five sentences* (TB page 24), or any other game from the Activity Bank to recycle the vocabulary.

Main activities

Play *Affirmative, negative or question*.

- Ask the pupils **Do you remember the library activities words?** and show them the Unit 1 library activities flashcards. On the board, draw a ,  and  mark, at a height the pupils can reach.
- Divide the class into two teams. Invite two volunteers from one team to come to the front. One stands in front of the symbols on the board, and the other holds the flashcards. Say **Let's play**.
- The pupil with flashcards shows one to the other team. The other pupil points to a symbol. If it's , the team needs to make an affirmative sentence, and so on. The game continues until all the flashcards have been used. The team gets points for correct sentences or questions, for example, *Do you (read books?) I watch DVDs*.
- Invite two volunteers from the other team to come to the front. As they become more confident, encourage the pupil to touch the symbols on the board more quickly.



Match to make sentences.

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



Read and complete. Listen and check.

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

1 The Library Lesson 4

10 Match to make sentences.

1 I read	use a computer?
2 What do	I don't.
3 Do you	you do?
4 No,	books.

11 Read and complete. Listen and check.

No, I don't I read books What do you do Do you use a computer

Anna: What do you do at the library?
 Olga: (1) I read books, but I don't watch DVDs.
 (2) _____?
 Anna: I write. (3) _____?
 Olga: Yes, I do!
 Anna: Do you read magazines?
 Olga: (4) _____

12 Tick ✓ or cross X. Look and write about your library activities.

At the library, I read books.

Do the activity on page 65.

- Answers: 1 I read books / 2 What do you do / 3 No, I don't



Anna: What do you do at the library?
Olga: I read books, but I don't watch DVDs. What do you do?
Anna: I write. Do you use a computer?
Olga: Yes, I do!
Anna: Do you read magazines?
Olga: No, I don't.



page 8 Tick ✓ or cross X. Look and circle your library activities.

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

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

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

Unit 1 Guess who 1

Tom

Sally

Sam

Tracey

page 65 Make your cut-out cards (Activity Book page 65). Play a game.

Stage 1

- Say to the pupils **Open your Activity Book at page 65**. Give them a moment to find the page by themselves. Invite a volunteer to give out scissors to the class.
- When the pupils are ready, tell them to look and follow your instructions.
- Say **Cut along these lines**. Hold up your Activity Book and signal that they should cut along the dotted lines.
- Encourage the pupils to write their initials in a corner on the face of the cards.
- Say **Place your cards face down on your desk**. When the pupils have finished, encourage them to tidy up their desks and put the scissors away.

Stage 2

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

Unit 1 Lesson 4

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

Closing activities

- Say **Everybody finish now.** Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the Everybody stop now song** (for lyrics see TB page 43). Play CD 1 track 5. Sing along, encouraging the pupils to sing with you and do the actions.

Lesson 5

Learning objectives

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

Language focus

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

Materials

- Crayons for each pupil
- Pupil's Book, page 9
- Activity Book, page 9
- Class audio CD
- Photocopiable: Grammar and Writing Diary (TB page 329)



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

Opening activities

- *Days of the week* song (CD 1 track 2). (C1) (C6)
- **Vocabulary game** Play *Banana sentences*. (C1) (C7) (C8)

Main activities

- **Vocabulary activity** Listen. Say the words (CD 1 track 25) (PB page 9). (C1) (C7)
- **Listening practice** *Book* rap (CD 1 track 26). Listen and point. Say the rap (PB page 9). (C6) (C7) (C8)
- **Vocabulary activities** Write the words. Look and complete. Draw and write about the books you use (AB page 9). (C1) (C6) (C7) (C8)
- **Comic strip** *A Dog's Day* (CD 1 track 27). Listen and point (PB page 9). (C1) (C6) (C7) (C8)

Closing activities

- *Everybody stop now* song (CD 1 track 5). (C1) (C6)

Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *Days of the week* song** (for lyrics see TB page 40). Play CD 1 track 2. Encourage the pupils to sing along and say the correct day of the week at the end.

Play *Banana sentences*.

- Play *Banana sentences* (TB page 24), or any other game from the Activity Bank to recycle the vocabulary.

Main activities



Listen. Say the words.

- Say **Open your Pupil's Book at page 9**. Give the pupils time to find the page by themselves.
- Hold up your PB, and point to Activity 8. Tell the pupils **Listen. Say the words** and play CD 1 track 25. Pause between each word and encourage the pupils to repeat it.



a notebook
a diary
a dictionary
a comic

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



Listen and point. Say the rap.

- Hold up your PB and point to Activity 9. Say **Let's look at the picture** and point to the picture on the page. Ask the pupils questions about it, for example, **What is the boy reading?** (a comic).
- Play CD 1 track 26 and encourage the pupils to point at the comic, diary, notebook and books in their PB while listening.
- Say to the pupils **Let's say the *Book* rap**. Play CD 1 track 26 again and encourage them to say the rap. Ask them to stand up and do the actions with you as they say the rap.
- Finally, ask the pupils questions, for example, **Do you read (comics)?** Encourage them to answer, saying *Yes, I do* or *No, I don't*.

Lesson 5 The Library 1

8 Listen. Say the words.

a notebook
a diary
a dictionary
a comic

9 Listen and read. Say the rap.

A comic, a diary, a notebook.
A comic, a notebook, a diary.
Lots of books to read and write in.
What's your favourite book?

10 Listen and read.

1 Hello, Scotty! What's that?
2 What's that?
3 Hi, Yorkie. This is my diary.
4 This is my dictionary.
5 This is a comic.
6 This is my favourite story book. It's about a giant.
7 Hello!
8 Hi, Jack!
9 Are you a giant?
10 Great pictures!

CD 26 Book rap

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

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

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

What's your favourite book?

page 9 Write the words.

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

page 9 Look and complete.

- Hold up your AB and point to Activity 14. Ask the pupils to work individually to complete the sentences about Anna's books, using the pictures as a guide.
- When the pupils have finished, check the answers with the class.

Lesson 5 The Library 1

13 Write the words.

1 boelkono notebook

2 oicmc _____

3 itoaydcinr _____

4 irday _____

14 Look and complete.

I read comics
I don't read Olga's _____
I write in my _____
I don't write in a _____

15 Draw and write about the books you use.

read ✓ read X write ✓ write X

Now look at the Grammar section of your diary.

- Answers: I read comics. I don't read Olga's diary. I write in my notebook. I don't write in a dictionary.

page 9 Draw and write about the books you use.

- Hold up your AB and point to Activity 15.
- Tell the pupils to draw the types of book they read and don't read on the first two blank book covers, and draw the types of book they write and don't write in on the last two blank book covers. Point to the ticks and crosses next to each book cover, so they know what they need to draw on each cover.
- Move around the room while the pupils are working and praise their drawings, saying **Well done!**
- When the pupils finish drawing, ask them to write a sentence about each picture. Give an example for the first picture, for example, say **I read comics**.
- When the pupils finish writing, ask different pupils to say some of their sentences.
- Give the pupils a copy of TB page 329 of the Grammar and Writing Diary and tell them look at the grammar for Unit 1. Ask them to read through the sentences to remind themselves of the grammar they have been learning.



Listen and read.

- Say **Open your Pupil's Book at page 9.** Give the pupils time to find the page by themselves.
- Point to Activity 10 and ask **How many dogs can you see?** (three) **What are their names?** (Scotty, Yorkie and Jack) **Are they friends?** (yes).
- Say **Let's listen to the comic strip.** Play CD 1 track 27.
- When the CD has finished, ask **What books from Activity 8 does Scotty have?** (a comic, a diary, a dictionary).
- Say **Let's read and listen to the comic strip again.** Play CD 1 track 27 again. Encourage the pupils to look at and read the comic strip in their PB as they listen.
- When the pupils have finished, ask questions about the story, for example, **What's Scotty's favourite book about?** (a giant) **Is Jack a giant?** (no).
- Ask the pupils **Do you like the story?** Invite them to respond and comment on it.

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



Frame 1

Yorkie: Hello, Scotty! What's that?

Scotty: Hi, Yorkie. This is my diary.

Frame 2

Yorkie: What's that?

Scotty: This is my dictionary.

Frame 3

Scotty: This is a comic.

Yorkie: Great pictures!

Frame 4

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

Yorkie: Oh, no!

Frame 5

Jack: Hello!

Scotty: Hi, Jack!

Yorkie: Are you a giant?

Closing activities

- Say **Everybody finish now.** Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the Everybody stop now song** (for lyrics see TB page 43). Play CD 1 track 5. Sing along, encouraging the pupils to sing with you and do the actions.

Lesson 6

Learning objectives

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

Language focus

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

Materials

- Digibook, CLIL poster: *Alphabets*
- Pupil's Book, page 10
- Activity Book, page 10
- Class audio CD
- CLIL photocopiable: *Picture alphabet code* (TB page 309)
- CLIL photocopiable: *Alphabets* (optional) (TB page 301)
- Card for each group of 3–4

Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *Days of the week* song** (for lyrics see TB page 40). Play CD 1 track 2. Encourage the pupils to sing along and say the correct day of the week at the end.

Play *Mime*.

- Play *Mime* (TB page 24), or any other game from the Activity Bank to recycle the vocabulary.

Main activities

Look at the poster and predict.

- Show the Unit 1 poster *Alphabets* on the screen. Ask **What can you see in the photos?** (the pyramids in Egypt, a statue of Athena, a building in China). Zoom in on the text with each photo and ask **Do you know what alphabet this is?** (Arabic, Greek, Chinese). **What do you think this word means?** (pyramid, Athena, palace). The pupils may answer in L1.

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

Opening activities

- *Days of the week* song (CD 1 track 2). C1 C6
- **Vocabulary game** Play *Mime*. C1 C7 C8

Main activities

- **Poster activities** *Alphabets* (CD 1 track 28). Look at the poster and predict. Listen and look at the poster. C1 C3 C7 C8
- **Character's presentation** Listen and read (CD 1 track 28). Read and say 'True' or 'False'. Listen and check (CD 1 track 29) (PB page 10). C1 C3 C6 C7 C8
- **Poster activity** *Alphabets* Look at the poster and answer questions. C1 C3 C7 C8
- **Character's presentation** Listen and learn about an amazing story (CD 1 track 30) (PB page 10). C1 C6 C7
- **Reading and writing practice** Look at page 10 in the Pupil's Book and circle. Listen and check (CD 1 track 31). Read and listen. Write about an amazing story (CD 1 track 32) (AB page 10). C3 C6 C7 C8
- **Photocopiable activity** CLIL project: *Picture alphabet code*. C1 C3 C5 C6 C7 C8

Closing activities

- *Everybody stop now* song (CD 1 track 5). C1 C6

- Ask the pupils **What do you think today's lesson is about?** (alphabets). Acknowledge logical answers and praise the pupils for their ideas, saying **Well done!**
- Explain to the pupils that different alphabets are used today. Then ask them if they know any different alphabets. The pupils may answer in L1.


Listen and look at the poster.

- Explain to the pupils that Olga has done a presentation about the topic on the poster. Say to them **Let's look at the poster and listen to Olga's presentation about alphabets.**
- Play CD 1 track 26 and guide the pupils' understanding by zooming in on features in the pictures on the poster as they are talked about on the CD.
- Ask the pupils questions about the information on the poster to check their understanding, for example, **What is the first kind of writing?** (Arabic) **Is the Chinese alphabet the same as the English alphabet?** (no).

1 CLIL Languages and Literature Lesson 6


11 Listen and read.

Alphabets by Olga




ΑΘΗΝΑ

This is Greek writing. This word means 'Athena'. Greek is a very old language. Some English words come from Greek, for example, 'ASTRONAUT' (ΑΣΤΡΟΝΑΥΤΗΣ). The Greek alphabet is different but some letters are the same. Do you know any other words from Greek?



宫殿

This is Chinese writing. The alphabet is very different. This word means 'palace'. You can read Chinese from left to right, from top to bottom or from right to left. It's very different to English!



هرم

This is Arabic writing. There are 28 letters in the Arabic alphabet. You read Arabic from right to left. This word means 'pyramid'. How many letters are there in your alphabet?


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

- Greek is a very old language.
- The Greek alphabet is the same as the English alphabet.
- You can read Chinese from top to bottom.
- There are 26 letters in the Arabic alphabet.
- You read Arabic from left to right.

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

Lesson 8 15 Write and draw in your Quest Grammar and Writing Diary.

13 Listen and learn about an amazing story.



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


by Charlie

1 CLIL Languages and Literature Lesson 6


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

- There are 26 / 28 letters in the Arabic alphabet. **هرم**
- You read Arabic writing from right to left / left to right.
- Greek is a very old / young language. **ΑΘΗΝΑ**
- Some Chinese / English words come from Greek.

17 Read. Write about an amazing story.



- fairy tale
- from Denmark
- 'The Princess and the Pea'
- a prince who wants to marry a real princess



- fairy tale
- from Germany
- 'Rapunzel'
- a girl with very long hair

This is a fairy tale. It comes from Denmark. It's called 'The Princess and the Pea'. It's the story of a prince who wants to marry a real princess by Charlie



Olga: Alphabets

This is Greek writing. This word means 'Athena'. Greek is a very old language. The Greek alphabet is different, but some letters are the same.

This is Chinese writing. The alphabet is very different. This word means 'palace'. It's very different to English!

This is Arabic writing. There are 28 letters in the Arabic alphabet. This word means 'pyramid'. How many letters are there in your alphabet?



Listen and read.

- Say **Open your Pupil's Book at page 10.** Give the pupils time to find the page by themselves.
- Point to Activity 11 and say **Listen and look at Olga's presentation again.** Encourage the pupils to follow what Olga says by pointing to the pictures and any important words as they hear them. Play CD 1 track 28 again.
- Play the CD again, and this time encourage the pupils to read the text as they listen.
- Check the pupils' understanding by saying some true or false sentences. Encourage them to say *true* or *false* and correct the false sentences, for example, **The Greek alphabet is the same as the Chinese alphabet** (False. It is different to the Chinese alphabet.) **There are 28 letters in the Arabic alphabet** (true).

- Invite different pupils to make a false statement. Encourage other pupils to correct it.



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

- Hold up your PB and point to Activity 12. Ask the pupils to the sentences and say if they are true or false. They can write the answers in their notebooks.
- When the pupils finish, explain to them that they are going to hear the Quest characters doing the activity and saying the correct sentences. Ask them to listen and check their answers.
- Play CD 1 track 29. Pause between each statement to give the pupils time to check their answers. Check the answers with the class. Praise them, saying **Well done!**
- Answers: 1 true / 2 false / 3 true / 4 false



- 1 Greek is a very old language. That's true.
- 2 The Greek alphabet is the same as the Spanish alphabet. That's false. The Greek alphabet is different, but some letters are the same.
- 3 The Chinese alphabet is very different. That's true.
- 4 There are 26 letters in the Arabic alphabet. That's false. There are 28 letters.

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

Look at the poster and answer questions.

- Zoom in on the three main photos on the poster and ask the pupils the teacher questions again to reinforce their understanding.
- Ask the pupils the two questions in the blue flashes on the poster. Praise their answers, saying **Well done!**
- Point to the six small photos and extra vocabulary at the bottom of the poster and ask the pupils the teacher questions. Ask **What can you see in the pictures?** (different alphabets) **Do you know what alphabet this is?** (Russian, German, Japanese, Korean, Romanian, French) **What do you think this word means?** (hello). The pupils may answer in L1.

Option: Ask the pupils to close their PB. Put them into groups of six or more and give each group a photocopiable from TB page 301 and a pair of scissors. Ask them to cut out the three texts. Tell each group to get into pairs or small groups and cut out the sentences of one of the texts, so that each pair has the sentences for one text. Ask the pairs to mix up their sentences. Nominate one group to come to the front of the class and stand by the poster. Ask them to listen to the CD and, in their pairs, stick their sentences next to the correct photo on the poster in the order they hear them. Ask the rest of the class to also order their sentences in their pairs. Play CD 1 track 28. When the CD has finished, check the answers with the class. Alternatively, instead of having the group stick their sentences on the poster, give each sentence to a different pupil and ask them to stand at the front of the class and line up in the correct order as they hear their sentences on the CD.



Listen and learn about an amazing story.

- Hold up your PB and point to Activity 13. Say **Look at Charlie's information. Let's learn about an amazing story**. Encourage the pupils to follow the text in their PB as they listen. Play CD 1 track 30.
- Check the pupils' understanding by asking questions about the text, for example, **Where is the story from?** (Greece) **Which animal works hard?** (the ant).
- Praise their answers, saying **Very good!**



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



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

- Say **Open your Activity Book at page 10**. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to Activity 16. Ask the pupils to circle the correct information about alphabets.
- When the pupils have finished, say **Let's listen to check**, and play CD 1 track 31.
- Check the answers with the class. Ask different pupils **What's number (1)?**
- Answers: 1 28 / 2 Greek / 3 old / 4 Very different



- 1 There are 28 letters in the Arabic alphabet.
- 2 Some Greek letters are the same as English letters.
- 3 Greek is a very old language.
- 4 The Chinese alphabet is very different.



Read and Listen. Write about an amazing story.

- Hold up your AB, and point to Activity 17. Check the pupils understand the instructions, and explain that first they will read the example.
- Point to the example text on the left. Ask the pupils to look at the notes with the picture. Say **Let's listen to the story**.

- Pupil's listen and read the story.
- Play CD1 track 32.
- When the pupils have finished, point to the notes and the picture on the right. Say to the pupils **Write your sentences**. The pupils work individually to write their sentences, using the notes and Charlie's sentences as a guide.
- Move around the room to check the pupils' work. Praise it and say **Very good!**
- Check the answers with the class. Ask different pupils to read their sentences.
- Answer: This fairy tale comes from Germany. It's called 'Rapunzel'. It's the story of a girl with very long hair.



This fairy tale comes from Denmark. It's called 'The Princess and the Pea'. It's the story of a real princess.

CLIL project: *Picture alphabet code*

- Say to the pupils **Let's create secret messages**. Divide the class into groups of three or four, and give each group a photocopiable from TB page 309 and a large piece of card.
- Explain that they need to look at the picture alphabet code, and create a sentence for the class to solve. Suggest a topic for the message, for example, libraries, books, or writing, and an example sentence, for example, **I use computers in the library**.
- Ask the pupils to write the sentence in their notebooks and then draw it using the picture code on the card. Check the pupils' sentences before they draw.
- Move around the class to check their work, and offer help when required.
- When the pupils have finished, invite different groups to the front to show their message and ask the class to solve it.

Closing activities

- Say **Everybody finish now**. Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the Everybody stop now song** (for lyrics see TB page 43). Play CD 1 track 5. Sing along, encouraging the pupils to sing with you and do the actions.

Lesson 7

Learning objectives

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

Language focus

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

Materials

- Digibook, CLIL poster: *Alphabets*
- Flashcards: *listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (your) diary*
- Activity Book, pages 11 and 61
- Class audio CD

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

Opening activities

- *Days of the week* song (CD 1 track 2). **C1 C6**
- **Vocabulary game** *Play Poster*. **C1 C3 C7 C8**

Main activities

- **Mind map** Unit 1 (AB page 61). **C7 C8**
- **Listening practice** Listen and number (CD 1 track 33) (AB page 11). **C2 C7 C8**
- **Reading and writing practice** Read and match. Complete. Write the words in order (AB page 11). **C7 C8**

Closing activities

- Evaluation. **C7 C8**
- *Everybody stop now* song (CD 1 track 5). **C1 C6**

Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *Days of the week* song** (for lyrics see TB page 40). Play CD 1 track 2. Encourage the pupils to sing along and say the correct day of the week at the end.

Play Poster.

- Play *Poster* (TB page 24), or any other game from the Activity Bank to recycle the vocabulary.

Main activities



Mind map: Unit 1

- Say **Open your Activity Book at page 61**. Give the pupils time to find the page by themselves.
- Hold up your AB, and point to the Unit 1 mind map. Ask the pupils to work individually to stick the picture or word stickers in the correct place.
- Put the flashcards and word cards face up on your desk. When the pupils have finished, invite different pupils to the front to match a flashcard and a word card, and stick them on the board in the shape of the mind map.
- Ask the pupils to look at the flashcards and word cards on the board and check their stickers on their mind map.



Listen and number.

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



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



Read and match. Complete.

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

Revision: Lessons 7 and 8 The Library 1

1 Listen and number.

a b c d

2 Read and match. Complete.

1 I go to the library.

2 I read books.

3 I look for information.

4 I watch TV.

3 Write the words in order.

1 write / diary. / I / my / in _____

2 my / homework. / I / do _____

3 use / I / computer. / a _____

4 to / listen / I / stories. _____

Good Very good Excellent

Now do the Writing section of your diary.

Unit 1 Mind Map 1

Library

listen to stories

read books

look for information

Unit 2 Mind Map 2

Animals

cheetahs

bears

seals

whales

rhinos

• When the pupils have finished, check the answers with the class. Ask the pupils to tick their correct sentences.

• Answers: 1 library / 2 books / 3 information / 4 DVDs

page 11 Write the words in order.

• Hold up your AB and point to Activity 3. Tell the pupils to write the words in the correct order to make sentences about library activities.

• Move around the room to check their work. Praise it and say **Very good!**

• When the pupils have finished, ask them to read their sentences aloud to their partner to check the answers.

• Answers: 1 I write in my diary. / 2 I do my homework. / 3 I use a computer. / 4 I listen to stories.

page 11 Evaluation

• Finally, hold up your AB, and point to the evaluation at the bottom of the page. Ask the pupils to colour the face of Max which represents their work for Unit 1.

• Say to the pupils **Well done! We have finished our Library Quest.**

Closing activities

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

• Say **Let's sing the Everybody stop now song** (for lyrics see TB page 43). Play CD 1 track 5. Sing along, encouraging the pupils to sing with you and do the actions.

Lesson 8

Learning objectives

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

Language focus

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

Materials

- Crayons for each pupil
- Photocopiable: Grammar and Writing Diary (TB pages 326 and 329)
- Photocopiable: *Quest 1: The Library* (TB page 318)
- Class audio CD



At-a-glance lesson plan

(Grammar and Writing Diary pages 2 and 3)

Opening activities

- *Days of the week* song (CD 1 track 2). C1 C6
- **Story review** Play *Story quiz*. C1 C6 C7 C8

Main activities

- **Photocopiable activity** Complete *Quest 1: The Library*. C1 C7 C8
- **Grammar and Writing Diary** Read the diary entry. Read the Diary Notes and answer questions (GWD page 326). C1 C7
- **Grammar and Writing Diary** Plan and write your diary entry. Draw. Complete the Diary Notes. Talk about your library activities (GWD page 326). Tick the **Now I can** ... sentences (GWD page 329). C1 C6 C7 C8

Closing activities

- *Everybody stop now* song (CD 1 track 5). C1 C6

Opening activities

- Say **Hello, how are you?** and encourage the pupils to answer and return the greeting.
- Say **Let's sing the *Days of the week* song** (for lyrics see TB page 40). Play CD 1 track 2. Encourage the pupils to sing along and say the correct day of the week at the end.

Play *Story quiz*.

- Play *Story quiz* (TB page 24), or any other game from the Activity Bank to recycle the vocabulary.

Main activities

Complete *Quest 1: The Library*.

- Ask the pupils what they remember about Unit 1, *The Library*. Praise their answers.
- Ask a volunteer to give out the *Quest 1: The Library* photocopiable to each pupil. Explain to the pupils that they are going to do a quest about the unit. Explain that they are going to answer questions and will find the answers in different lessons from the unit.
- Ask the pupils to work individually to complete the photocopiable. Remind them to refer to the lessons in the unit to help them. Move around the room to check their work.
- When the pupils have finished, invite different pupils to read their answers aloud. Praise their answers.
- Finally, ask the pupils to colour the Q at the top of the photocopiable to show they have completed the task.
- Answers: 1 books, magazines, DVDs, computer, CDs / 2 the *Quest Cup* book / 3 read books, write, use a computer. / 4 diary, dictionary, comic, story book / 5 Greek

Read the diary entry.

- Give out the Grammar and Writing Diary photocopiable from TB page 326 to each pupil.
- Hold up your copy of Grammar and Writing Diary page 326, and point to the diary entry. Ask the pupils **What's this?** (a diary entry where someone writes about their day).
- Ask the pupils to read the diary entry. Tell them that you are going to ask them some questions about it afterwards. You may want to read it aloud as they follow in their books.

Charlie's Diary

Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 Unit 7 Unit 8

User: Charlie


Date: 15th October

Subject: The Library

I go to the library with my friends. I use a computer and look for information.

I don't read comics. I read magazines.

I like magazines.



Diary Notes:

Who do you go with? *My friends*

What do you do there? *Use a computer, look for information*

Do you read comics? *No, I don't*

What do you read there? *Magazines*

My Diary

Quest Grammar and Writing Diary


File Edit Tools Bookmarks Help

Plan and write your diary entry. Draw.

Date: _____

Subject: *The Library*

I go to the library



Diary Notes:

Who do you go with? _____

What do you do there? _____

Do you read comics? _____

What do you read there? _____

Key competences: C1, C6, C7 and C8

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

Read the Diary Notes and answer questions.

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

Plan and write your diary entry. Draw.

- Ask the pupils to look at the Grammar and Writing Diary photocopyable page 326. Tell the pupils that they are going to write their diary entry in the space provided and draw a picture in the empty space.
- Say **Tell me about your library activities.** Encourage the pupils to respond, saying, for example, *I read books.* Listen and praise their speaking, saying **Very good!**
- Ask the pupils to work individually to write their diary entry about library activities. Tell them to refer to their copy of Grammar and Writing Diary photocopyable Unit 1 page 329 to help them with the structures. Give the pupils time to write, but move around the room to offer help.
- When the pupils have finished, check their writing. Then say **Draw yourself doing a library activity.** Alternatively, the pupils can stick a photo of themselves in their school library on the page.

Tip: If the pupils are having difficulty choosing what to write, encourage them to look at Charlie's diary entry on page 326 for reference.

Grammar Units 1, 2 and 3

Grammar: Unit 1

- + I read books.
- I don't watch DVDs.
- ? Do you listen to stories? Yes, I do./No, I don't.

Grammar: Unit 2

- + I like bears. I love dolphins.
- I don't like tigers.
- ? Do you like cheetahs? Yes, I do./No, I don't.

Grammar: Unit 3

- + I can ride a bike.
- I can't play tennis.
- ? Can you play football? Yes, I can./No, I can't.



Now I can ...

Tick ✓ the things you can do.



Unit 1

- | | | | |
|---|--------------------------|--|--------------------------|
| • I can ask questions and talk about my library activities. | <input type="checkbox"/> | • I can read and draw in my Diary about my library activities. | <input type="checkbox"/> |
| • I can understand the story. | <input type="checkbox"/> | • I can participate well in class. | <input type="checkbox"/> |
| • I can sing the song and rap from the unit. | <input type="checkbox"/> | • I can use the Pupil's CD-ROM at home. | <input type="checkbox"/> |

Unit 2

- | | | | |
|--|--------------------------|---|--------------------------|
| • I can ask questions and talk about animals. | <input type="checkbox"/> | • I can work well with my classmates and I enjoy activities in class. | <input type="checkbox"/> |
| • I can understand the story. | <input type="checkbox"/> | • I can show my family my work. | <input type="checkbox"/> |
| • I can sing the song and rap from the unit. | <input type="checkbox"/> | | |
| • I can read and draw in my Diary about animals. | <input type="checkbox"/> | | |

Unit 3

- | | | | |
|---|--------------------------|--|--------------------------|
| • I can ask questions and talk about sports. | <input type="checkbox"/> | • I can follow instructions in class. | <input type="checkbox"/> |
| • I can understand the story. | <input type="checkbox"/> | • I can use the Macmillan website at home. | <input type="checkbox"/> |
| • I can say the phonics chant. | <input type="checkbox"/> | | |
| • I can read and draw in my Diary about sports. | <input type="checkbox"/> | | |



Complete the Diary Notes.

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

Talk about your library activities.

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

Tick the *Now I can ...* sentences.

- Ask the pupils to look at the Grammar and Writing Diary page 329. Point to the *Now I can ...* language statements for Unit 1. Ask the pupils to tick the language statements to show what they can do.

Closing activities

- Say **Everybody finish now. Say Goodbye!** Encourage the pupils to close their books and tidy up their things.
- Say **Let's sing the *Everybody stop now* song** (for lyrics see TB page 43). Play CD 1 track 5. Sing along, encouraging the pupils to sing with you and do the actions.

For the Secrets in the Library animated story script see TB page 45.