

**Unit objectives**

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

**Key language****Vocabulary**

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

**Structures**

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

**Recycled language**

- Months*
- Days of the week*

**Receptive language**

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

**Socio-cultural aspects**

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

**Summary**

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

**Competences key**

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

## Lesson 1

## Learning objectives

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

## Language focus

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

## Materials

- Flashcards: *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- Pupil's Book page 5
- Activity Book page 5
- Class audio CD

## Opening activities

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

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

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

## At-a-glance lesson plan

(PB page 5, AB page 5)

## Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2) **C1 C6**

## Main activities

- **Vocabulary game** *What's this?* **C1 C7 C8**
- **Vocabulary activities** *School subject* word rap (CD 1 Track 11) Listen, point and say the words. **C1 C6 C7**
- **Vocabulary game** *I can match* **C1 C7 C8**
- **Song** *School subjects* (CD 1 Track 12) Listen to the song. Answer the questions. Listen and read. Sing the song (PB page 5). **C1 C6 C7 C8**
- **Vocabulary game** *Guess the sentence* **C1 C7 C8**
- **Word Quest** (CD 1 Track 14) Listen and play. (PB page 5). **C1 C5 C7 C8**
- **Vocabulary and writing activities** Look and write. Make sentences. Look and complete. (AB page 5). **C1 C7 C8**

## Closing activities

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

## Main activities

Play *What's this?*

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

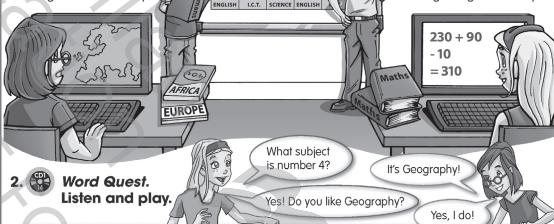
## Unit 1 Web Quest

## 1. Listen and read. Sing the song.

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

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SCIENCE	MUSIC	MATHS	HISTORY	GEOGRAPHY
P.E.	ART	ART	MATHS	P.E.
P.E.	ART	ART	MATHS	P.E.

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



## 2. Word Quest. Listen and play.

1. Hello	2. $230 + 90 - 10 = 310$	3. Microscope	4. Globe	5. Soldiers
6. P.E.	7. Art	8. Music	9. I.C.T.	10. Spanish

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## Unit 1 Web Quest

## Lesson 1

## 1. Look and write.

History Art Maths English Spanish  
I.C.T. P.E. Science Geography Music



Monday \_\_\_\_\_  
Tuesday \_\_\_\_\_  
Wednesday \_\_\_\_\_  
Thursday \_\_\_\_\_  
Friday \_\_\_\_\_

I've got \_\_\_\_\_  
English and \_\_\_\_\_  
I.C.T. on \_\_\_\_\_  
Monday \_\_\_\_\_

## 2. Make sentences. Look and complete.

	English	Geography	Science	Spanish
Olga				
Monday	✓	✓	X	X
Charlie and Anna	Maths	I.C.T.	History	Music
Wednesday	✓	X	X	✓



## 1. Charlie: What have you got on Monday \_\_\_\_\_?

Olga: I've got English and \_\_\_\_\_ on Monday. I haven't got \_\_\_\_\_ or \_\_\_\_\_.

## 2. Olga: What have \_\_\_\_\_?

Charlie and Anna: We've \_\_\_\_\_ and \_\_\_\_\_. We haven't \_\_\_\_\_ or \_\_\_\_\_.

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## Listen, point and say the words.

- Say **Let's listen and say the School subject word rap**. Play CD 1 Track 11 and point to the different flashcards on the board as you hear the words spoken on the CD.
- Play the track again. Get the pupils to say the words while you point to the flashcards on the board. Or you could point to each flashcard in turn, say the word and encourage the pupils to repeat it. Repeat this procedure with all the flashcards.



## School subject word rap

Let's rap, let's rap,  
Let's say the school subject word rap ...

English  
Maths  
Science  
Geography  
History  
P.E.  
Art  
Music  
I.C.T.  
Spanish

**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 school subjects words on the board and ask **Can you match the words to the pictures?** Invite a pupil to the front to point to a word and match it to the flashcard on the board. Write the word next to the correct flashcard on the board. Read the word aloud and encourage the pupils to repeat after you.
- Ask a different pupil to come and match the next word. Continue until you have covered all the flashcards and words.
- Finally, say the words for all the flashcards you have on the board. Move your hand across the pictures and words slowly, then speed up as the pupils become more confident saying the words.

## Listen to the song. Answer the questions.

- Say to the pupils **Let's listen to the School subject song**. Encourage the pupils to stand up.
- Play CD 1 Track 12 and encourage the pupils to sing along with the CD.
- Play the song again and then ask the pupils to answer your questions. Stop the CD after each answer is heard. **Has he/she got (Art / Geography / Science / P.E. / Maths / Music / History / Spanish / I.C.T. / English)? (Yes / No) What day is it? (Tuesday / Thursday).**



**School subject song**

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

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

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

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

**Play Guess the sentence.**

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

**Word Quest. Listen and play.**

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

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

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



**Olga:** What subject is number 4?

**Anna:** It's Geography!

**Olga:** Yes! Do you like Geography?

**Anna:** Yes, I do!

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

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

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

**Look and write.**

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





## Make sentences. Look and complete.

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

## Closing activities

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



### **Time to stop chant**

*Tick tock, Tick tock.*

*Come on everyone. It's time to stop.*

*Close your books. Put your things away.*

*It's the end of English for today.*

## Lesson 2

## Learning objectives

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

## Language focus

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

## Materials

- Flashcards: *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- Digibook, IWB: *The Quest begins again*
- Pupil's Book pages 6–7
- Activity Book page 6
- Class audio CD



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

## Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2) **C1 C6**
- **Vocabulary game** *Mime and match the flashcard* **C1 C7 C8**

## Main activities

- **Song** *School subject* (CD 1 Track 12) (karaoke CD 1 Track 13) Listen and sing. **C1 C6**
- **Story** *The Quest begins again* (CD 1 Track 15) Listen to the story with IWB. Check comprehension. Ask questions. Listen to the story. Read. Find the *Quest* letter. (PB pages 6–7) Remember the story: *The Quest begins again*. Look and match. Number. Write the words. Read and circle the correct words. Write the *Quest* letter. (AB page 6) **C1 C6 C7 C8**
- **Pronunciation** Say the words. Listen and say. (CD 1 Track 16) Listen and say the chant. (CD 1 Track 17) (PB page 7). Circle, sort and write. Listen and check. (CD 1 Track 18) (AB page 6). **C1 C7 C8**

## Closing activities

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

## Opening activities

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

**Play Mime and match the flashcard.**

- Turn to the Activity Bank at the front of your Teacher's Book (TB page 24). Play *Mime and match the flashcard*, or choose another game from the Activity Bank to recycle the vocabulary.

## Main activities

**Listen and sing.**

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

**Listen to the story 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 first frame. **Where are the children?** (in the new *Quest* classroom).
- Tell the story by playing CD 1 Track 15.
- Zoom in on different things in the frames to help the pupils understand during the story.
- Finally ask the pupils, **What is the problem?** (computers have a virus).

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

## 1 Web Quest

## The Quest begins again

## Lesson 2 3. Listen to the story. Read.



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## Frame 1

**Charlie:** Wow! Look at the new classroom.

**Mr Fraser:** Come in and sit down, please!

**Anna:** Let's sit here.

## Frame 2

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

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

**Charlie:** Here it is.

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

## Frame 3

**Mr Fraser:** Here's the next question.

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

**Olga:** Maybe it's the cable!

## Frame 4

**Mr Fraser:** Here's an English question.

**Charlie:** Let's look in an online dictionary.

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

## Frame 5

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

**Charlie:** Look! It's 750.

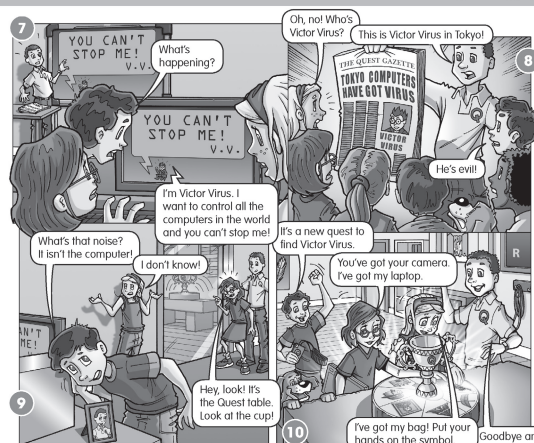
**Anna:** You're really fast, Charlie!

## Frame 6

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

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

## Web Quest 1



## 4. Listen and say.



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



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**Olga:** The cable is connected!

## Frame 7

**Charlie:** What's happening?

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

## Frame 8

**Olga:** Oh no! Who's Victor Virus?

**Mr Fraser:** This is Victor Virus in Tokyo!

**Charlie:** He's evil!

## Frame 9

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

**Olga:** I don't know!

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

## Frame 10

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

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

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

**Mr Fraser:** Goodbye and good luck!

## Check comprehension. Ask questions.

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



**Lesson 2**

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

1 I want to control all the laptop mues!

2 Here's a egahGorpy question.

3 It's a lewn quest to find Victor Virus.

4 (okoL) It's 750.!

4. Read and circle the correct words.

1 The children work in groups of four / three. 2 Charlie is fast / slow at Maths.

3 The first question is a Geography / History question. 4 Victor Virus wants to control all the computers / MP3 players in the world.

5 The children look in an online dictionary / whiteboard. 6 The children have got a camera, notebook / laptop and bag.

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

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

fish Geography fish dolphin afternoon photo Friday half

6

**Frame 1**

Where are the children? (in the new classroom)

**Frame 2**

What are they doing? (a subject Web Quest)

What's the subject? (Geography)

What's the answer? (Canberra)

**Frame 3**

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

**Frame 4**

What's the subject? (English)

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

What's the answer? (mountain)

**Frame 5**

What's the subject? (Maths)

What's the answer? (750)

Who is good at Maths? (Charlie)

**Frame 6**

Is the computer working? (no)

Is the interactive whiteboard working? (no)

Is the cable connected? (yes)

**Frame 7**

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

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

**Frame 8**

Where is Victor Virus? (in Tokyo)

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

**Frame 9**

Is the noise coming from the computer? (no)

What's the noise? (the Quest table)

**Frame 10**

What the new quest? (to find Victor Virus)

What has Anna got? (her laptop)

What has Olga got? (her bag)

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

**Listen to the story. Read.**

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

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

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

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

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

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

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

**Find the Quest letter.**

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

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

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

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

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

- Hold up your AB and point to Activity 3. Explain that the pupils should match the speech bubbles to the correct pictures which are from the PB story.

- The pupils work individually.
- Check the answers as a class, asking different pupils to answer each question.

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

- Answers: c 1 Here's a Geography question. / a 2 Look! It's 750. / d 3 I want to control all the computers. / b 4 It's a new quest to find Victor Virus.



### Read and circle the correct words.

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



### Write the Quest letter.

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

### Say the words.

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



### Listen and say.

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

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



Friday  
afternoon  
fish  
half  
dolphin  
Geography  
photo



### Listen and say the chant.

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

## Unit 1 Lesson 2

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



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



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

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

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

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



/f/  
fish  
afternoon  
Friday  
half  
/f/  
Geography  
dolphin  
photo

Geography fish dolphin afternoon photo Friday half

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

## Closing activities

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



## Lesson 3

### Learning objectives

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

### Language focus

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

### Materials

- Crayons for each pupil
- Digibook, IWB: *The Quest begins again*
- Flashcards: *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- Pupil's Book page 8
- Activity Book page 7
- Class audio CD

### Opening activities

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

### Play *Story sentence review*.

- Turn to the Activity Bank at the front of your Teacher's Book (TB page 24). Play *Story sentence review* or choose another game from the Bank, to recycle the vocabulary.

### Main activities

#### Listen, sing and point.

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



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

#### Opening activities

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

#### Main activities

- **Song** *School subjects* (CD 1 Track 12) (karaoke CD 1 Track 13) Listen, sing and point. (C1 C6)
- **Dialogue** Listen and read (CD 1 Track 19) (PB page 8) (C1 C5 C7 C8)
- **Language activity** Let's investigate grammar (PB page 8). (C1 C7 C8)
- **Vocabulary game** *Guess the subject* (C1 C7 C8)
- **Writing and listening practice** Write the words in order. Colour the boxes using the colour code from the Pupil's Book. Listen. Draw the lines. (CD 1 Track 20). Look at Activity 8. Complete the sentences about Charlie and Olga. (AB page 7). (C7 C8)

#### Closing activities

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

at the front, and when they hear the word which is on their flashcard they lift the card above their heads. Play CD 1 Track 12. Encourage the rest of the pupils to sing along and to point to the correct card/pupil holding card.

- You can also use the karaoke version (CD 1 Track 13).

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



### Listen and read.

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

**Web Quest 1**

**Lesson 3 5. Listen and read.**

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

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

No, I haven't. What about you?

Yes, I have. When have you got Music?

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

What about Science?

I've got Science and Art on Friday.

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

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

**6. Let's investigate grammar.**

I've got Maths and English.

I haven't got Maths.

Have you got History? Yes, I have. No, I haven't.

When have you got Music?

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

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

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

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

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



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

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

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

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

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

**Girl:** What about Science?

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

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

**Lesson 3 Let's investigate grammar! Web Quest 1**

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

1 got / Have / Spanish? / you Have

2 History? / you got / have / When

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

4 haven't got / I / Science.

**8. Listen. Draw the lines.**

a b Charlie Olga g h

c d HELLO! e f i  $25 \times \frac{3}{75}$  j

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

Charlie: I've got (1) Maths. I haven't (2) got Science.  
I've (3) \_\_\_\_\_ and  
I've (4) \_\_\_\_\_.  
I (5) \_\_\_\_\_ I.C.T.

Olga: I've (6) \_\_\_\_\_.  
(7) \_\_\_\_\_ (8) \_\_\_\_\_ Art.  
(9) \_\_\_\_\_ P.E. (10) \_\_\_\_\_



## Let's investigate grammar.

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

## Play Guess the subject.

- Invite a pupil to come to the front to choose a flashcard. Tell him/her not to show anybody their flashcard.
- Invite the class to ask him/her questions to guess which card he/she has chosen. Encourage different pupils to ask questions and help them by prompting with **Have you got...** if they have difficulties. Praise their speaking by saying **Very good!** and **Well done!**

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

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



**Write the words in order.**

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

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

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



**Listen. Draw the lines.**

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



**Anna:** Charlie, have you got Maths today?

**Charlie:** Yes, I have.

**Anna:** Have you got Science?

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

**Anna:** Have you got Music?

**Charlie:** Yes, I have.

**Anna:** Have you got English?

**Charlie:** Yes, I have.

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

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

**Anna:** Olga, have you got Spanish today?

**Olga:** Yes, I have.

**Anna:** Have you got Geography?

**Olga:** Yes, I have.

**Anna:** Have you got Art?

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

**Anna:** Have you got P.E.?

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

**Anna:** Have you got History?

**Olga:** Yes, I have.

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



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

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

## Closing activities

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



## Lesson 4

## Learning objectives

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

## Language focus

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

## Materials

- Crayons and scissors for each pupil
- Flashcards: *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- Activity Book page 8
- Cut-outs for Unit 1 (AB page 65)
- Class audio CD



### At-a-glance lesson plan (AB page 8 and page 65)

## Opening activities

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

## Main activities

- **Vocabulary game** *Affirmative, negative or question* **C1 C7 C8**
- **Listening and writing practice** Match to make sentences. Look at Activity 10. Write the sentences in the dialogue. Listen and check. (CD 1 Track 21) Draw and write about your school timetable. (AB page 8) **C6 C7 C8**
- **Cut-out activity** Make your cut-out cards. Play a game. (AB page 65). **C1 C5 C6 C7 C8**

## Closing activities

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

## Opening activities

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

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

Play *Five sentences*.

- Turn to the Activity Bank at the front of your Teacher's Book (TB page 24). Play *Five sentences*, or choose another game from the Activity Bank to recycle the vocabulary.

## Main activities

Play *Affirmative, negative or question*.

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



## Match to make sentences.

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

## Lesson 4

## 10. Match to make sentences.

- |            |               |            |
|------------|---------------|------------|
| 1 I've got | got Geography | have.      |
| 2 What     | History       | today?     |
| 3 Have you | I             | Art?       |
| 4 Yes,     | about         | and I.C.T. |

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

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

Olga: Me too! (2) ?

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

Olga: (3) ?

Anna: (4) ?

Olga: No, I haven't got Art.



## 12. Draw and write about your school timetable.

Monday				It's
Tuesday				I've got

8

Do the activity on page 65.

## Unit 1 Guess the subject

HELLO!		Friday
		Thursday
		Wednesday
$25 \times \frac{3}{75}$		Tuesday
		Monday

65

65

page 8 **Look at Activity 10. Write the sentences in the dialogue. Listen and check.**

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



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

**Olga:** Me too! Have you got Geography today?

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

**Olga:** Yes, I have.

**Anna:** What about Art?

**Olga:** No, I haven't got Art.

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

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

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

**Stage 1**

- Say to the pupils **Open your Activity Books and find page 65.** Give the pupils a moment to find the page by themselves.
- When the pupils are ready tell them to look and follow your instructions.
- Say **Cut along these lines.** Hold up your AB and signal they should cut along the dotted line around the subjects and timetable.
- Tell the pupils to write their initials in a corner on the face of the cards.

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

### Stage 2

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

### Closing activities

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



## Lesson 5

### Learning objectives

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

### Language focus

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

### Materials

- Crayons for each pupil
- Flashcards: *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- Pupil's Book page 9
- Activity Book page 9
- Photocopiable: Grammar and Writing Diary (TB page 317)
- Class audio CD



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

#### Opening activities

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

#### Main activities

- **Vocabulary activities** Listen. Say the words. (CD 1 Track 22) (PB page 9). **C1 C7 C8**
- **Listening practice** *Time* rap (CD 1 Track 23) Listen and read. Say the rap. (PB page 9). **C1 C6 C7 C8**
- **Listening and writing practice** Listen and number. (CD 1 Track 24) Look and complete. Write and draw. (AB page 9). **C1 C6 C7 C8**
- **Comic strip** *A Dog's Day*. (CD 1 Track 25) Listen and read. (PB page 9). **C1 C6 C7 C8**

#### Closing activities

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

## Opening activities

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

## Play *Banana sentences*.

- Turn to the Activity Bank at the front of your Teacher's Book (TB page 24). Play *Banana sentences*, or choose another game from the Activity Bank to recycle the vocabulary.

## Main activities



### Listen. Say the words.

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



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



### Listen and read. Say the rap.

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

**Web Quest 1**

**Lesson 5** 8. **Listen. Say the words.** 9. **Listen and read. Say the rap.**

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

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

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

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

10. **Listen and read.**

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

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

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

4 It's lunch time!  
How do you know?  
You can tell the time, too!

5 I can smell the food!

6 Jack can tell the time, too!

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

**CD 23 The time rap**  
Tick tick, tick tick. What time is it?  
It's half past eight.  
It's time to go to school.

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

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

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

**page 9 Listen and number.**

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

**Web Quest 1**

**Lesson 5** 13. **Listen and number.**

14. **Look and complete.**

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

What (1) time is it?

It's (2) 12 class.

It's (3) 10:10 class.

It's (4) 10:30 class.

It's (5) 11:45 class.

It's (6) 11:45 class.

It's (7) 11:45 class.

It's (8) 11:45 class.

It's (9) 11:45 class.

15. **Write and draw.**

1 I've got 10:10 at 10:30. 2 I've got 11:45 at 11:45.

**Now do the Grammar section of your diary.**

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

- Check the answers together.
- Answers: 1 quarter past nine / 2 half past ten / 3 quarter to twelve / 4 two o'clock

- CD 24**
- 1 It's quarter past nine.
  - 2 It's half past ten.
  - 3 It's quarter to twelve.
  - 4 It's two o'clock.

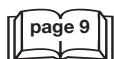
**page 9 Look and complete.**

- Check that the pupils understand the next activity in their Activity Books and ask them to work individually to complete the sentences using the pictures as a guide.
- Check the answers together.
- Answers: 1 time, quarter past nine, English / 2 half past ten, How, Music / 3 it, quarter to twelve, Maths



## Write and draw.

- Point to the two picture frames in Activity 15. Explain that they should draw themselves, a school subject and a time.
- Move around the room while the pupils are working and praise their drawings, saying **Well done!**
- Then ask them to complete the sentences about themselves according to what they have drawn. Move around the room and check the pupils' work.
- Pupils' own answers
- Give the pupils a copy of the Grammar and Writing Diary photocopiable from TB page 317 and 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 Books and find page 9.** Give the pupils a moment to find the page by themselves.
- Point to Activity 10 and ask **Do you remember these dogs? How many dogs can you see? (three) What are their names? (Scotty, Yorkie and Jack) Are they friends? (yes).**
- Say **Let's listen to the comic strip.** Play CD 1 Track 25.
- Say **Let's read and listen to the comic strip again.** Play CD 1 Track 25 again. Encourage the pupils to look at and read the comic strip in their PB as they listen.
- When the pupils have finished reading ask questions about the story, for example, **What time has Sophia got Geography? (nine o'clock).**
- Ask the pupils **Do you like the story?** Invite them to respond and comment on the story.

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



### Frame 1

**Scotty:** It's nine o'clock.

**Yorkie:** How do you know?

**Scotty:** Sophia is in her Geography class.

### Frame 2

**Scotty:** It's half past ten.

**Yorkie:** How do you know?

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

### Frame 3

**Scotty:** It's eleven o'clock.

**Yorkie:** How do you know?

**Scotty:** Sophia's in her Music class.

### Frame 4

**Jack:** It's lunch time!

**Scotty:** How do you know?

**Jack:** I can smell the food!

**Yorkie:** You can tell the time, too!

## Closing activities

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



## Lesson 6

## Learning objectives

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

## Language focus

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

## Materials

- Crayons and scissors for each pupil
- Digibook, CLIL poster: *The school year*
- Photo of each pupil brought from home
- CLIL Photocopiable: *International school years* (TB page 298)
- Pupil's Book page 10
- Activity Book page 10
- Class audio CD

## Opening activities

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

Play *Mime*.

- Turn to the Activity Bank at the front of your Teacher's Book (TB page 24). Play *Mime*, or choose another game from the Activity Bank to recycle the vocabulary.



## At-a-glance lesson plan

(PB page 10, AB page 10)

## Opening activities

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

## Main activities

- **Poster activities** *The school year* Look at the poster and predict. Listen and look at the poster. (CD 1 Track 26) (C1 C3 C7 C8)
- **Character's presentation** Listen and read. (CD 1 Track 26) Read and say 'True' or 'False'. Listen and check. (CD 1 Track 27) (PB page 10). (C1 C3 C7 C8)
- **Poster activity** Look at the poster and answer questions. (C1 C3 C7 C8)
- **Character's presentation** Listen and learn about a school in China. (CD 1 Track 28) (PB page 10). (C1 C7 C8)
- **Listening and writing practice** Look at page 10 in the Pupil's Book and circle. Listen and check. (CD 1 Track 29) Read. Write about your school and stick a photo. (AB page 10). (C3 C6 C7 C8)
- **CLIL project: International school years** (C1 C3 C5 C7 C8)

## Closing activities

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

## Main activities

## Look at the poster and predict.

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

## Listen and look at the poster.

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

**1 Social Science**

**Lesson 6** 11. **Listen and read.**

**The UK – School Holidays**  
Christmas – 2 weeks  
Easter – 2 weeks  
Summer – 6 weeks  
Half-term – 1 week in the middle of each term

**Spain – School Holidays**  
Christmas – 2 weeks  
Easter – 1 week  
Summer – 12 weeks

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

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

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

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

- The school year in the UK finishes in June.
- Children go home at three o'clock in the UK.
- There are no half-term holidays in Spain.
- A half-term holiday in the UK is two weeks.
- In Spain there are 15 weeks of holidays.

**13. Listen and learn about a school in China.**

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

**Lesson 7**

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

**Lesson 8**

**15. Write and draw in your Grammar and Writing Diary.**

**Lesson 6**

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

- In the UK, the school year starts in September / October.
- It finishes in June / July.
- There are three / two half-term holidays, one in each term.
- In Spain, the school year starts / ends in September.
- There are / aren't summer holidays.
- Some children finish at five / seven o'clock.

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

Stick a photo.

• in the USA  
• August  
• May

This is David in his school.  
He goes to school in the USA. His school is called Springfield Town School. His teacher is Mr Barnes. The school year starts in August. It finishes in May.  
by Anna

I go to school in \_\_\_\_\_.  
My school is called \_\_\_\_\_.  
My teacher is \_\_\_\_\_.  
The school year \_\_\_\_\_.  
It \_\_\_\_\_.  
by \_\_\_\_\_.

- Play CD 1 Track 26 and guide the pupils' understanding by zooming in on the names of the months on the poster as they are talked about on the CD.
- Ask the pupils questions about the information on the poster in L1 to check their understanding. **When does the school year start/finish in the UK/Spain?** (September) **How many types of holiday are there in the UK/Spain?** (UK - four, Spain - three)



**Charlie**

### The school year

The UK – School holidays

Christmas – two weeks

Easter – two weeks

Summer – six weeks

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

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

Spain – School holidays

Christmas – two weeks

Easter – one week

Summer – twelve weeks



### Listen and read.

- Say **Open your Pupil's Books and find page 10.** Give the pupils a moment to find the page by themselves.
- Ask **Where are the children?** (at school) **Who wrote this presentation?** (Charlie).
- Point to Activity 11 and say **Listen and look at Charlie's presentation again.** Encourage the pupils to follow what Charlie says by pointing to the pictures and any important words as they hear them. Play CD 1 Track 26 again.
- Play the CD again and this time encourage the pupils to read the text as they listen.
- Check the pupils' understanding by saying some true/false sentences. Substitute wrong information for the actual information given in the text. Encourage the pupils to say True or False and correct your sentences. Here are

some ideas: **In the UK the school year starts in August. Children start school at 8.30.**

**Children go home at two o'clock.**

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



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

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



**1 Olga:** The school year in the UK finishes in June.

That's false. The school year in the UK finishes in July.

**2 Anna:** Children go home at three o'clock in the UK.

That's true.

**3 Charlie:** There are no half-term holidays in Spain.

That's true.

**4 Olga:** A half-term holiday in the UK is two weeks.

That's false. A half-term holiday in the UK is one week.

**5 Anna:** In Spain there are fifteen weeks of holidays.

That's true.

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

### Look at the poster and answer questions.

- Draw the pupils' attention to the two orange flashes on the poster. Ask if these facts are true in their school.
- Zoom in on the small photos and extra vocabulary at the bottom of the poster and ask the pupils the teacher questions. Ask **Where are the children?** (at school in Spain and in the UK) **Do you wear a school uniform?** (pupils' own answers) **Do you know what event this is?** (Valentine's Day, Pancake Day, Mother's Day, Book Day, May Day, Father's Day) **What's your favourite special event?** (Pupils' own answers).
- The pupils may answer in L1.

**Option:** Ask the pupils to close their PBs. Put them into pairs and give each pair half of the photocopiable from TB page 290 (i.e. one paragraph) and a pair of scissors. Pupils cut along the dotted lines. Ask the pairs to mix up their sentences. Nominate one pair to come to the front of the class. They listen to the CD and stick their sentences next to the correct photo on the poster in the order they hear them. The rest of the class orders their sentences in their pairs. Play CD 1 Track 26. Pause the CD and ask a second pair to order the sentences for the next paragraph.

Alternatively, you can work with the whole class. Make one copy of the photocopiable. Cut up the sentences. Give each sentence to a different pupil in the class and ask them to stand at the front of the class and line up in the correct order as they hear their sentences on the CD.



### Listen and learn about a school in China.

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



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





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

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



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



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

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

## CLIL project: *International school years.*

- Say to the pupils **Let's do a project about international school years.** Divide the class into four groups and give each group one of the fact files from the TB photocopiable page 298. There are four different countries. Make several copies of the page and cut each page into four. Give each group one factfile. Alternatively, you can make several copies of the photocopiable and have students work in pairs, with several pairs working on the same country.
- Tell the pupils to look at the different headings for their country. Explain that each group should find out information in order to complete their factfile.
- The groups work together to find their information and complete their factfile. When they have found the information, ask the group to draw a picture of children at school in that country. Or ask them to find a photo in a magazine to illustrate their country.
- Move around the classroom to check their work and offer help when required.
- When they have finished, ask each group to come to the front and stick their factfile and picture on a large piece of card. Ask each group to present their country to the rest of the class. Encourage the pupils to say *In (country) school starts at ...*

## Closing activities

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

## Lesson 7

## Learning objectives

- Review vocabulary and structure
- Create a record of vocabulary learnt in the form of a mind map
- Listen and show understanding by numbering, answering True or False and writing
- Write sentences about subjects, days and times
- Evaluate learning

## Language focus

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

## Materials

- Digibook, CLIL poster: *The school year*
- Flashcards: *English, Maths, Science, Geography, History, P.E., Art, Music, I.C.T., Spanish*
- Activity Book pages 11 and 61
- Class audio CD



### At-a-glance lesson plan (AB pages 11 and 61)

## Opening activities

- **Chant** *Let's sing an English tune* (CD 1 Track 2) (C1 C6)
- **Vocabulary game** *Poster* (C1 C3 C7 C8)

## Main activities

- **Mind Map:** Unit 1 (AB page 61) (C7 C8)
- **Listening practice** Listen and number. (CD 1 Track 30) (AB page 11). (C2 C7 C8)
- **Reading and writing practice** Read. True ✓ or false ✗? Write sentences about your school timetable. (AB page 11). (C7 C8)
- Evaluation (C7 C8)

## Closing activities

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

## Opening activities

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

## Play Poster.

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

## Main activities



## Mind Map: Unit 1.

- Say **Open your Activity Books and find page 61.** Give the pupils a moment to find the page by themselves.
- Say **Do you remember the school subjects?**
- Hold up your AB and point to the mind map at the top of the page. Explain that the pupils should stick the picture or word stickers in the correct place on the mind map.
- Write the words on the board. Put the school subjects flashcards face up on your desk. When the pupils have finished their task, invite different pupils to the front to match the flashcards and the words and stick the flashcards and write the words on the board in the same shape as the mind map.
- Ask the pupils to look at the matched cards and words on the board and to check their stickers on their mind map.







## Listen and number.





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





Revision: Lessons 7 and 8 **Web Quest 1**





1. Listen and number.

a.  1  2  3  4

2. Read. True ✓ or false X?




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

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

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

3. Write sentences about your school timetable.

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

 Good  Very good  Excellent

Now do the Writing section of your diary.

**Unit 1 Mind Map**

School subjects

Science, Art, English, I.C.T., Geography, Music

**Unit 2 Mind Map**

Places

greengrocer's, baker's, town hall, cinema, bridge

61



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



### Read. True ✓ or false X?

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



### Write sentences about your school timetable.

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



### Evaluation

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

### Closing activities

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



## Lesson 8

## Learning objectives

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

## Language focus

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

## Materials

- Crayons for each pupil
- Photocopiable: *Quest 1: Web Quest* (TB page 306)
- Photocopiable: Grammar and Writing Diary (TB pages 314 and 317)
- Class audio CD



## At-a-glance lesson plan

(Grammar and Writing Diary pages 314 and 317)

## Opening activities

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

## Main activities

- **Photocopiable activity** Complete *Quest 1: Web Quest* **C1 C7 C8**
- **Grammar and Writing Diary** Read the diary entry. Read the Diary Notes and answer questions (GWD page 314). **C1 C7**
- **Grammar and Writing Diary** Plan and write your Diary entry. Draw. Complete the Diary Notes. Talk about your timetable (GWD page 314). Tick the *Now I can ...* sentences (GWD page 317). **C1 C6 C7 C8**

## Closing activities

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

## Opening activities

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

## Play Story quiz.

- Turn to the Activity Bank at the front of your Teacher's Book (TB page 24). Play *Story quiz*, or choose another game from the Activity Bank to recycle the vocabulary.

## Main activities

Complete *Quest 1: Web Quest*.

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

## Read the diary entry.


- Give out the Grammar and Writing Diary photocopiable from TB page 314.
- Hold up your copy of the Grammar and Writing Diary and point to the first activity. Ask the pupils **What's this?** (*Quest* diary).

**GRAMMAR AND WRITING DIARY**  
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 mag



**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? \_\_\_\_\_

- Ask the pupils to read the entry, telling them that you will then ask them some questions about it. You may wish to read it aloud as they follow on their copies.
- When the pupils have finished reading, ask these questions **Who is the writer?** (Charlie) **What is it about?** (his school timetable) **What is the date?** (12th October).
- Listen to the pupils' answers and praise them saying **Very good!**

### Read the Diary Notes and answer questions.

- Ask different pupils to read the questions and answers in the Diary Notes. You may want to read them aloud as the pupils follow in their books.
- When the pupils have finished reading, ask them questions about the Diary Notes, for example, **What has he got on Monday?** (English) **When has he got Maths?** (On Tuesday) **Has he got Art on Wednesday?** (No, he hasn't.) **Has he got I.C.T. on Friday?** (Yes, he has.).
- Listen to the pupils' answers and praise them, saying **Very good!**
- Finally ask students to tick or cross the statement at the bottom of the diary entry.
- Answer: ✓

### Plan and write your Diary entry. Draw.

- Say to the pupils **It's time to write your diary entry.** Refer pupils to the Grammar and Writing Diary photocopyable from TB page 314 to each pupil. Tell the pupils that they are going to write their diary entry on the lines provided and draw a picture in the empty space.

- Say **Tell me about your timetable** Encourage the pupils to respond saying *I've got (History) on (Monday).* Listen and praise their speaking saying **Very good!**
- The pupils now work individually writing their entry. Give the pupils time to write, but move around the room to offer help. Encourage them to refer to Charlie's diary entry for reference.
- When the pupils have finished, check their writing. Then say **Draw yourself.** Then pupils do this individually. Alternatively the pupils can stick a photo in the frame.

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

### Complete the Diary Notes

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

### Talk about your timetable.

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

