


Syllabus

Unit	Learning objectives	Key language	Recycled language
Starter- Welcome!	<ul style="list-style-type: none"> Greeting people and saying goodbye C1 C5 Identifying and naming words from different lexical sets C1 C2 C4 C7 C8 Asking questions and giving answers C1 C7 C8 Listening to and singing a song and rap C1 C6 C7 C8 Presenting a small dialogue C1 C5 C7 C8 Listening to, understanding and explaining a story C1 C6 C7 C8 Showing understanding of a story by sequencing C1 C6 C7 C8 Identifying and naming letters of the alphabet C1 C7 Spelling words C1 C7 Making a cut-out to be used in a communicative game C1 C5 C6 C7 C8 Making the <i>Quest</i> membership card 	Vocabulary <ul style="list-style-type: none"> The alphabet Classroom objects: <i>notebook, book, pencil, rubber, crayon</i> Transport: <i>plane, car, boat, bicycle, train, bus</i> Fruit: <i>banana, apple, strawberry</i> Animals: <i>dog, giraffe, elephant, peacock, duck, snake</i> <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i> <i>Quest Cup</i> Structures <ul style="list-style-type: none"> <i>What's your name? I'm...</i> <i>How do you spell...?</i> <i>How old are you? I'm ... years old.</i> <i>Where do you live? I live in...</i> 	<ul style="list-style-type: none"> (For children who have already started learning English, or completed Quest 2, language in the column Key language may be recycled.)
1 The Library	<ul style="list-style-type: none"> 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 /i/ 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 	Vocabulary <ul style="list-style-type: none"> <i>listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in your diary</i> <i>comic, notebook, dictionary, diary</i> Structures <ul style="list-style-type: none"> <i>Do you (read books)? Yes, I do. / No, I don't.</i> <i>What do you do at the library?</i> <i>I (don't) (watch DVDs).</i> 	<ul style="list-style-type: none"> The alphabet Numbers (1–100) Classroom objects The days of the week <i>What's your name? I'm...</i> <i>How do you spell...?</i> <i>How old are you? I'm ... years old.</i> <i>Where do you live? I live in...</i>
2 Animal Park	<ul style="list-style-type: none"> Identifying and naming animals C1 C5 C6 C7 C8 Listening to, understanding and singing 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 texts about Australian animals C1 C3 C7 C8 Writing a short text about an animal C2 C3 C6 C7 C8 Reproducing sentences from text Listening to, reading, understanding and explaining a story C1 C2 C6 C7 C8 Identifying and naming animal food C1 C7 Making a cut-out and using it in a communicative game C1 C5 C6 C7 C8 Creating an animal chart 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 animals and talking about it C1 C3 C4 C5 C6 C7 C8 Practising and discriminating between the sounds /g/ and /dʒ/ 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 	Vocabulary <ul style="list-style-type: none"> <i>bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino</i> <i>plants, meat, fish, fruit</i> Structures <ul style="list-style-type: none"> <i>Do you like (bears)? Yes, I do. / No, I don't.</i> <i>What's your favourite animal?</i> <i>What animals do you like?</i> <i>I like/love/don't like (tigers).</i> <i>This is a...</i> <i>It eats (meat).</i> 	<ul style="list-style-type: none"> The alphabet Numbers (1–100) Classroom objects Animals The days of the week <i>How do you spell...?</i> <i>Where do you live? I live in...</i> <i>information</i>

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> • Hello! • Goodbye! • Very good! • Well done! • Is...? • Let's investigate/listen to/sing/look at/mime/play... 		<ul style="list-style-type: none"> • Show an interest in learning English • Learn about the importance of being friends • Be willing to participate and follow instructions 	
	<ul style="list-style-type: none"> • 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... 	<ul style="list-style-type: none"> • Comparing the sounds /ɪ/ and /i:/ 	<ul style="list-style-type: none"> • Understanding the importance of alphabets • Showing interest in different types of alphabets 	<ul style="list-style-type: none"> • Languages and Literature: Alphabets
	<ul style="list-style-type: none"> • CLIL vocabulary: Australia, Australian, kangaroo, dingo, wild dog, koala bear, desert, grasslands, forest, mob, pack, carnivore, herbivore, eucalyptus leaves, pouch, bark (v) • It lives in... • It is a (herbivore). • Let's investigate/listen to/sing/look at/mime/play/say/stop/check/create/talk about... • Tell me about... 	<ul style="list-style-type: none"> • Comparing the sounds /g/ and /dʒ/ 	<ul style="list-style-type: none"> • Understanding Australian animals • Showing interest in different types of Australian animals 	<ul style="list-style-type: none"> • Natural Science: Australian animals

Unit	Learning objectives	Key language	Recycled language
3 The Olympics	<ul style="list-style-type: none"> Identifying and naming sports 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 texts about Olympic sports and famous Olympians C1 C3 C7 C8 Writing a short text about a famous Olympian C2 C3 C7 C8 Listening to, reading, understanding and explaining a story C1 C2 C6 C7 C8 Identifying and naming sports equipment C1 C7 Using vocabulary for sports equipment with sports C1 C6 C7 C8 Making a cut-out and using it in a communicative game C1 C5 C6 C7 C8 Creating an Olympic podium 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 sports and talking about it C1 C3 C4 C5 C6 C7 C8 Practising and discriminating between the sounds /eɪ/ and /æ/ 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 	<p>Vocabulary</p> <ul style="list-style-type: none"> play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade trainers, goggles, racket, helmet CLIL vocabulary: Olympic athlete, cyclist, gold, silver, bronze, medal, Scotland <p>Structures</p> <ul style="list-style-type: none"> Can you (swim)? Yes, I can. / No, I can't. What sports can you do? I can/can't (ride a bike). To (ride a bike) you need (a bike and a helmet). They swim... 	<ul style="list-style-type: none"> The alphabet Numbers (1–100) Classroom objects Animals The days of the week How do you spell...?
Units 1, 2, 3 Quest Revision and Wildlife in the UK	<ul style="list-style-type: none"> Identifying and naming library activities, animals and sports C1 C7 C8 Listening to and showing understanding of a text about UK culture C1 C3 C7 C8 Writing a short text about an aspect of Spanish culture C1 C3 C5 C6 C7 C8 Reviewing what has been studied in Units 1, 2 and 3 C1 C5 C7 C8 	<p>Vocabulary</p> <ul style="list-style-type: none"> 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 bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino plants, meat, fish, fruit play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade trainers, goggles, racket, helmet <p>Structures</p> <ul style="list-style-type: none"> Can you find...? (Puffins) can/can't (run). They eat (fish). I like/don't like (puffins). 	
4 Museum of Natural History	<p>Learning objectives</p> <ul style="list-style-type: none"> Identifying and naming body parts C1 C5 C6 C7 C8 Listening to, reading 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 reptiles C1 C3 C7 C8 Writing a short text about a reptile C2 C3 C7 C8 Reproduce sentences from text Listening to, reading, understanding and explaining a story C1 C2 C6 C7 C8 Identifying and naming adjectives C1 C7 Using adjectives with body parts and animal C1 C6 C7 C8 Making a cut-out and using it in a communicative game C1 C5 C6 C7 C8 Investigating the height of children in the class C1 C2 C3 C5 C6 C7 C8 Reading and understanding a short diary entry C1 C3 C4 C7 C8 Writing a short personalised diary entry about a dinosaur and talking about it C1 C3 C4 C5 C6 C7 C8 Practising and discriminating between the sounds /b/ and /ɔ:/ 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 	<p>Vocabulary</p> <ul style="list-style-type: none"> wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head big, small, tall, short, fast, slow <p>Structures</p> <ul style="list-style-type: none"> It's got/hasn't got (a tail). Has it got (wings)? Yes, it has. / No, it hasn't. It's about (two) metre(s) tall and (two) metre(s) long. 	<ul style="list-style-type: none"> The alphabet Numbers (1–100) Classroom objects Animals The days of the week How do you spell...? Where do you live? I live in... I like... I love... You/He/She can/can't...

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> CLIL vocabulary: <i>synchronized swimmer, whitewater canoeing, running, swim underwater, life jacket, Jamaica, Spain, (200) metres, 25 km</i> <i>He's/She's from (Jamaica).</i> <i>He's/She's got (a gold medal).</i> <i>They are (swimmers).</i> <i>Let's investigate/listen to/sing/look at/ mime/play/say/stop/check/create/talk about...</i> <i>Tell me about...</i> <i>I've got (my trainers).</i> <i>Put on a (helmet).</i> <i>This is...</i> 	<ul style="list-style-type: none"> Comparing the sounds /eɪ/ and /æ/ 	<ul style="list-style-type: none"> Understanding different Olympic sports Showing interest in Olympic sports 	<ul style="list-style-type: none"> P.E.: Olympic sports
	<ul style="list-style-type: none"> <i>Let's sing/listen and check/find/make sentences...</i> <i>What's the secret word?</i> <i>What can ... do?</i> <i>puffin, fox, badger, Iberian lynx, fly, climb, jump, small animals, worms</i> 			
	<ul style="list-style-type: none"> CLIL vocabulary: <i>Galápagos tortoise, Komodo dragon, alligator snapping turtle, giant (adj), shell, sharp, tongue, long</i> <i>How long/fast/small...?</i> <i>How many...?</i> <i>It's/It isn't (slow).</i> <i>It (walks).</i> <i>Let's investigate/listen to/sing/look at/ mime/play/say/stop/check/create/talk about...</i> <i>Tell me about...</i> 	<ul style="list-style-type: none"> Comparing the sounds /ɒ/ and /ɔ:/ 	<ul style="list-style-type: none"> Understanding the importance of respecting the natural world Showing interest in reptiles 	<ul style="list-style-type: none"> Natural Science: Modern day dinosaurs

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

Unit	Learning objectives	Key language	Recycled language
5 The Circus Show	<ul style="list-style-type: none"> Identifying and naming clothes 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 clothes C1 C3 C7 C8 Writing a short text about useful clothes C2 C3 C6 C7 C8 Reproduce sentences from text Listening to, reading, understanding and explaining a story C1 C2 C6 C7 C8 Identifying and naming accessories C1 C7 Using vocabulary for accessories with clothes C1 C6 C7 C8 Making a cut-out and using it in a communicative game C1 C5 C6 C7 C8 Talking about clothes in extreme climates 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 clothes and talking about it C1 C3 C4 C5 C6 C7 C8 Practising the sounds /s/ + consonant 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 	<p>Vocabulary</p> <ul style="list-style-type: none"> boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf bracelet, earrings, watch, badge CLIL vocabulary: hot, dry, cold, windy, protect, the Sun, the cold, fur trousers, fur coat <p>Structures</p> <ul style="list-style-type: none"> He/She is/isn't wearing (a hat). Is he/she wearing (a hat)? No, he/she isn't. / Yes, he/she is. I'm (not) wearing (a hat). 	<ul style="list-style-type: none"> The alphabet Numbers (1–100) Classroom objects Adjectives Colours The days of the week How do you spell...? Can you...? No, I can't. I can/can't... I've got... She's got...
6 Space Café	<ul style="list-style-type: none"> Identifying and naming food 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 our solar system C1 C3 C7 C8 Writing a short text about a planet C2 C3 C7 C8 Reproduce sentences from text Listening to, reading, understanding and explaining a story C1 C2 C6 C7 C8 Identifying and naming stars and planets C1 C7 Talking about planet and stars preferences C1 C5 C7 C8 Using vocabulary for book genres 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 solar system 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 food preferences and talking about it C1 C3 C4 C5 C6 C7 C8 Practising and discriminating between the sounds /tʃ/ and /j/ 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 	<p>Vocabulary</p> <ul style="list-style-type: none"> chocolate, ice cream, sandwiches, chicken, salad, spaghetti, sausages, potatoes, eggs, meatballs the Moon, the Earth, planets, stars <p>Structures</p> <ul style="list-style-type: none"> I want/don't want to eat (chicken). Do you want to eat (salad)? Yes, I do. / No, I don't. What do you want to eat? 	<ul style="list-style-type: none"> The alphabet Numbers (1–100) Classroom objects The days of the week Adjectives Have they got...? I/We can... I like... How do you spell...? It has got...
Units 4, 5, 6 Quest Revision and Clothes in the UK	<ul style="list-style-type: none"> Identifying and naming body parts, clothes and food C1 C7 C8 Listening to and showing understanding of a text about UK culture C1 C3 C7 C8 Writing a short text about an aspect of Spanish culture C1 C3 C5 C6 C7 C8 Reviewing what has been studied in Units 4, 5 and 6 C1 C5 C7 C8 	<p>Vocabulary</p> <ul style="list-style-type: none"> wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head big, small, tall, short, fast, slow boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf bracelet, earrings, watch, badge chocolate, ice cream, sandwiches, chicken, salad, spaghetti, sausages, potatoes, eggs, meatballs the Moon, the Earth, planets, stars <p>Structures</p> <ul style="list-style-type: none"> He/She wants to / doesn't want to eat (chicken). He/She is wearing (a hat). It has got (wings). They are wearing (dresses). They have got (flowers). There's a (badge). 	

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> CLIL vocabulary: <i>climate, Arctic, desert, gloves, hat with corks, flies</i> <i>What is he/she wearing?</i> <i>The climate in (the desert) is (very hot and dry).</i> <i>People wear (clothes) to protect them from (the Sun).</i> <i>Let's investigate/listen to/sing/look at/ mime/play/say/stop/check/create/talk about...</i> <i>Tell me about...</i> 	<ul style="list-style-type: none"> Practising the sounds /s/+ consonant 	<ul style="list-style-type: none"> Understanding the importance of clothes in different climates Showing interest in people from other countries 	<ul style="list-style-type: none"> Social Science: Clothes
	<ul style="list-style-type: none"> CLIL vocabulary: <i>solar system, the Sun, rotate, axis, atmosphere, mountains, valleys</i> <i>It rotates on its axis.</i> <i>It travels around (the Earth).</i> <i>The Sun isn't (a planet).</i> <i>Let's investigate/listen to/sing/look at/ mime/play/say/stop/check/create/talk about...</i> <i>Tell me about...</i> 	<ul style="list-style-type: none"> Comparing the sounds /tj/ and /j/ 	<ul style="list-style-type: none"> Understanding the importance of the solar system Showing interest in different planets and stars 	<ul style="list-style-type: none"> Science: Our solar system
	<ul style="list-style-type: none"> <i>dress, kilt, uniform, bridesmaid, wedding, hair, policeman, uniform, parties, helmet, flowers</i> <i>Let's sing/listen and check/find/make sentences...</i> <i>What/Where is it?</i> <i>What's the secret word?</i> <i>What can ... do?</i> 			

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

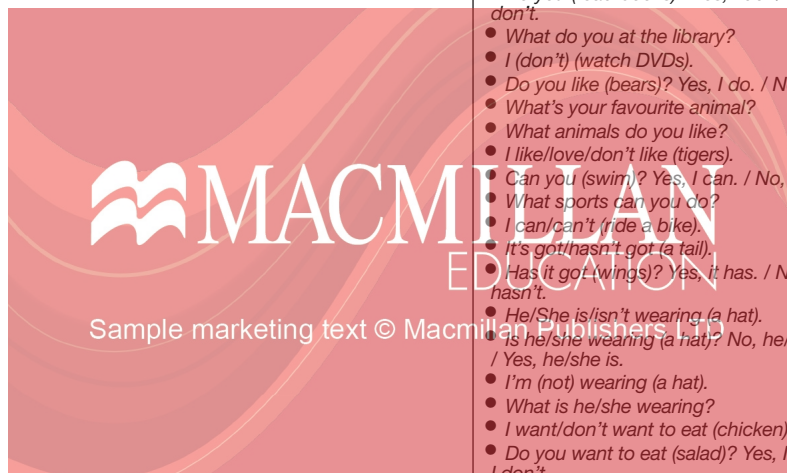
Unit	Learning objectives	Key language	Recycled language
7 A Day in your Life	<ul style="list-style-type: none"> Identifying and naming daily routine activities C1 C5 C6 C7 C8 Listening to, understanding and reproducing a song, chant and rap C1 C6 C7 C8 Listening to, reading and performing a short dialogue 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 time zones and daily routines C1 C3 C7 C8 Writing a short text about a daily routine C2 C3 C6 C7 C8 Reproduce sentences from text Listening to, reading, understanding and explaining a story C1 C2 C6 C7 C8 Identifying and naming vocabulary for time C1 C7 Using vocabulary for time with daily activities C1 C6 C7 C8 Making a cut-out and using it in a communicative game C1 C5 C6 C7 C8 Creating a daily profile 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 daily routines and talking about it C1 C3 C4 C5 C6 C7 C8 Practising and discriminating between the sounds /ʌ/ and /u:/ 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 	<p>Vocabulary</p> <ul style="list-style-type: none"> get up, have a shower, get dressed, have breakfast, go to school, study, have lunch, go home, have dinner, go to bed It's (seven) o'clock, It's half past (twelve), in the morning, in the afternoon, at night <p>Structures</p> <ul style="list-style-type: none"> I (get up) / don't (get up) at (seven o'clock). Do you (study French)? Yes, I do. / No, I don't. What do you do every day? It's (seven o'clock). (Pablo) is (at school). She/He (goes to bed) at (seven o'clock). 	<ul style="list-style-type: none"> The alphabet Numbers (1–100) Classroom objects The days of the week Colours Adjectives How do you spell...? We're going... What's he doing? I can... Do you want...? He/She lives in... book
8 The Island	<ul style="list-style-type: none"> Identifying and naming island features 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 islands C1 C3 C7 C8 Writing a short text about an island C2 C3 C7 C8 Reproduce sentences from text Listening to, reading, understanding and explaining a story C1 C2 C6 C7 C8 Identifying and naming prepositions C1 C7 Using prepositions with daily activities C1 C6 C7 C8 Making a cut-out and using it in a communicative game C1 C5 C6 C7 C8 Creating an island 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 an island and talking about it C1 C3 C4 C5 C6 C7 C8 Practising the sound /ə/ 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 	<p>Vocabulary</p> <ul style="list-style-type: none"> island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path in, next to, opposite, in front of, behind, on <p>Structures</p> <ul style="list-style-type: none"> What is there (on your island)? There's / There isn't a (beach). Is there a (river)? Yes, there is. / No, there isn't. Where is the (beach)? It's (next to the river). (The Isle of Wight) is (a small English island). (Hawaii) has got (100 islands). 	<ul style="list-style-type: none"> The alphabet Numbers (1–100) Classroom objects The days of the week Colours Adjectives Can you spell...? What have you got? It has/hasn't got... We/I've got What can you...? Can you...? helmet

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> CLIL vocabulary: <i>time zones, have pancakes for breakfast, at home, at school, maple syrup, sweet, Liverpool, Madrid, Honolulu, Sydney, Canada</i> <i>I'm (at home).</i> <i>Let's investigate/listen to/sing/look at/ mime/play/say/stop/check/create/talk about...</i> <i>Tell me about...</i> 	<ul style="list-style-type: none"> Comparing the sounds /ʌ/ and /u:/ 	<ul style="list-style-type: none"> Understanding the importance of time in our lives today Showing interest in time zones around the world 	<ul style="list-style-type: none"> Social Science: Time zones
	<ul style="list-style-type: none"> CLIL vocabulary: <i>town, volcano, sand, capital, boat race, high, beautiful, famous, far away, Isle of Wight, Hawaii, Tenerife</i> <i>You can (walk).</i> <i>Let's investigate/listen to/sing/look at/ mime/play/say/stop/check/create/talk about...</i> <i>Tell me about...</i> 	<ul style="list-style-type: none"> Practising the sound /ə/ 	<ul style="list-style-type: none"> Understanding the importance of island features Showing interest in another country's island 	<ul style="list-style-type: none"> Geography: Islands

 **MACMILLAN**
EDUCATION

Sample marketing text © Macmillan Publishers LTD

Unit	Learning objectives	Key language	Recycled language
The Return of the Quest Cup	<ul style="list-style-type: none"> • Answering questions about previous units C1 C3 C5 C7 C8 • Listening to, reading and singing a song C1 C6 C7 C8 • Reviewing what has been studied in Units 1–8 C1 C3 C5 C7 C8 	<p>Vocabulary</p> <ul style="list-style-type: none"> • <i>listen to stories, watch DVDs, use a computer, read books, read magazines, look for information, do (your) homework, write in (your) diary</i> • <i>comic, notebook, dictionary, diary</i> • <i>bear, tiger, cheetah, zebra, gorilla, seal, whale, dolphin, kangaroo, rhino</i> • <i>plants, meat, fish, fruit</i> • <i>play football, play tennis, play basketball, run, swim, skateboard, do gymnastics, ride a bike, do judo, rollerblade</i> • <i>trainers, goggles, racket, helmet</i> • <i>wings, teeth, a tail, legs, eyes, a mouth, a neck, claws, a body, a head</i> • <i>big, small, tall, short, fast, slow</i> • <i>boots, jeans, shirt, hat, skirt, dress, coat, jacket, belt, scarf</i> • <i>bracelet, earrings, watch, badge</i> • <i>chocolate, ice cream, sandwiches, chicken, salad, spaghetti, sausages, potatoes, eggs, meatballs</i> • <i>the Moon, the Earth, planets, stars</i> • <i>get up, have a shower, get dressed, have breakfast, go to school, study, have lunch, go home, have dinner, go to bed</i> • <i>It's (seven) o'clock, It's half past (twelve), in the morning, in the afternoon, at night</i> • <i>island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path</i> • <i>in, next to, opposite, in front of, behind, on</i> <p>Structures</p> <ul style="list-style-type: none"> • <i>Do you (read books)? Yes, I do. / No, I don't.</i> • <i>What do you do at the library?</i> • <i>I (don't) (watch DVDs).</i> • <i>Do you like (bears)? Yes, I do. / No, I don't.</i> • <i>What's your favourite animal?</i> • <i>What animals do you like?</i> • <i>I like/love/don't like (tigers).</i> • <i>Can you (swim)? Yes, I can. / No, I can't.</i> • <i>What sports can you do?</i> • <i>I can/can't (ride a bike).</i> • <i>It's got/hasn't got (a tail).</i> • <i>Has it got (wings)? Yes, it has. / No, it hasn't.</i> • <i>He/She is/isn't wearing (a hat).</i> • <i>Is he/she wearing (a hat)? No, he/she isn't. / Yes, he/she is.</i> • <i>I'm (not) wearing (a hat).</i> • <i>What is he/she wearing?</i> • <i>I want/don't want to eat (chicken).</i> • <i>Do you want to eat (salad)? Yes, I do. / No, I don't.</i> • <i>What do you want to eat?</i> • <i>I (get up)/don't (get up) at (seven o'clock).</i> • <i>Do you (study French)? Yes, I do. / No, I don't.</i> • <i>What do you do every day?</i> • <i>What is there (on your island)?</i> • <i>There's/There isn't a (beach)?</i> • <i>Is there a (river)? Yes, there is. / No, there isn't.</i> • <i>Where is the (beach)? It's (next to the river).</i> 	
Units 7, 8 Quest Revision and Places in the UK	<ul style="list-style-type: none"> • Identifying and naming daily routine verbs and island features C1 C7 C8 • Listening to and showing understanding of a text about UK culture C1 C3 C7 C8 • Writing a short text about an aspect of Spanish culture C1 C3 C5 C6 C7 C8 • Reviewing what has been studied in Units 7 and 8 C1 C5 C7 C8 	<p>Vocabulary</p> <ul style="list-style-type: none"> • <i>get up, have a shower, get dressed, have breakfast, go to school, study, have lunch, go home, have dinner, go to bed</i> • <i>It's (seven) o'clock, It's half past (twelve), in the morning, in the afternoon, at night</i> • <i>island, river, lake, mountain, forest, cave, waterfall, beach, palm tree, path</i> • <i>in, next to, opposite, in front of, behind, on</i> <p>Structures</p> <ul style="list-style-type: none"> • <i>I (get up) at (eight o'clock).</i> • <i>There's (a lake).</i> 	



	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> • <i>Let's sing/look and find/listen to...</i> • <i>What/Where is it?</i> 			
 <p>MACMILLAN EDUCATION</p> <p>Sample marketing text © Macmillan Publishers LTD</p>				
	<ul style="list-style-type: none"> • <i>the Tower of London, Madame Tussaud's, Buckingham Palace, the Queen, Oceanographic Aquarium, museum, ghost, statue, garden, summer, dolphin show, underwater restaurant</i> • <i>It's next to (a river).</i> • <i>It opens at (nine o'clock).</i> • <i>It's got (statues).</i> • <i>You can visit (in the summer).</i> • <i>Let's sing/listen and check/find/make sentences...</i> • <i>What/Where is it?</i> • <i>What's the secret word?</i> • <i>What can ... do?</i> 			

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

Unit	Learning objectives	Key language	Recycled language
Halloween	<ul style="list-style-type: none"> Identifying and naming Halloween vocabulary C1 C7 C8 Listening to and reading texts about Halloween in different countries C1 C3 C6 C7 C8 Following instructions to make a cut-out Jack o' Lantern C6 C7 C8 	<p>Vocabulary</p> <ul style="list-style-type: none"> apples, Jack o' Lantern, apple bobbing, Barmbrack, trick or treat, ghost <p>Structures</p> <ul style="list-style-type: none"> What do you eat at Halloween? It's/isn't a (sweet bread). Which costume do you like? 	<ul style="list-style-type: none"> Adjectives Can you...? Do you like...? You can...
Christmas	<ul style="list-style-type: none"> Identifying and naming Christmas vocabulary C1 C7 C8 Listening to, reading and explaining a story C1 C6 C7 C8 Showing understanding of the story by answering questions C1 C7 C8 Listening to, reading and understanding a text about Christmas food in different countries C1 C7 C8 Following instructions to make a bookmark cut-out C6 C7 C8 	<p>Vocabulary</p> <ul style="list-style-type: none"> donkey, sack, reindeer, present, Christmas Eve, Santa, turkey, stuffing, Brussels sprouts, Christmas pudding, Christmas cake, goat, curry, delicious, rice, peas, barbecue, prawns, seafood, mince pies, dessert <p>Structures</p> <ul style="list-style-type: none"> What do (you) eat (at Christmas)? Merry Christmas At Christmas, we eat (turkey). We have (turkey). We like (turkey). What that? I can help you. There's a (donkey). 	<ul style="list-style-type: none"> Adjectives I can... There's a I'm/We're... I'm/We're from... We have...



	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> • <i>Let's sing/look at...</i> 		<ul style="list-style-type: none"> • Understanding the differences in Halloween traditions • Showing interest in Halloween 	
	<ul style="list-style-type: none"> • <i>Let's sing/look at...</i> 		<ul style="list-style-type: none"> • Understanding the importance of helping at Christmas • Showing interest in Christmas food in different countries 	

