

Syllabus

Unit	Learning objectives	Key language	Recycled language	
Starter – Welcome to Quest TV!	<ul style="list-style-type: none"> Greeting people and saying goodbye (C1 C5) Identifying the Quest TV presenters (C1 C3) Reviewing vocabulary from Quest 4 (C1 C7 C8) Reading personal descriptions (C1) Using personal descriptions to talk about friends (C1 C5 C8) Listening to, understanding and singing a song (C1 C6 C7 C8) Asking and answering about things you have and haven't got (C1 C5 C7) Writing short descriptions of yourself and others (C1 C5 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> a bike, a mobile, a school bag, a jacket, an MP3 player, a gorilla, a scarf, a notebook, a laptop, a racket Canada, the USA, the UK, Spain, India, Australia <p>Structures</p> <ul style="list-style-type: none"> I've got (a mobile). He's got (black hair). She's got (brown eyes). Where are you from? I'm from (the UK). Have you got (a bike)? Yes, I have. / No, I haven't. 	<ul style="list-style-type: none"> Colours Numbers Days of the week Months of the year Personal descriptions Hello! Goodbye! I'm (Jack). I'm (ten) years old. I like (computers). Have you got (an MP3 player)? Yes, I have. / No, I haven't. I've got (a mobile). 	
1 Focus on Food	<ul style="list-style-type: none"> Identifying the names of fruit and vegetables and writing them correctly in context (C1 C3 C7 C8) Listening to, understanding and singing a song (C1 C6 C7 C8) Reading and listening to a story about food (C1 C3 C6 C7 C8) Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8) Identifying parts of the language structure and showing understanding by creating sentences and questions (C7 C8) Listening to, reading and acting out a dialogue using language in context (C1 C5 C7 C8) Identifying recipe instructions (C1 C3 C8) Reading, listening and writing about fascinating fruits (C1 C3 C4 C7 C8) Using the internet to find out specific information about fruit (C3 C4 C7 C8) Understanding and extracting information from a letter about foods someone likes and dislikes (C1 C4 C7 C8) Learning to classify vocabulary in preparation for writing (C1 C3 C7 C8) Writing your own letter about foods your friend likes and dislikes (C1 C5 C6 C7 C8) Reviewing and reflecting on the unit (C1 C3 C6 C7 C8) Practising everyday English through listening to and acting out a dialogue about buying fruit in the market (C1 C2 C3 C5 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> grapes, peppers, peaches, onions, olives, pears, mushrooms, peas, green beans, sweetcorn put, stir, peel, wash, cut (into slices) on vines, a cactus, an evergreen tree, leaves, seeds, healthy half a kilo, a kilo <p>Structures</p> <ul style="list-style-type: none"> He/She loves/likes (peas). He/She doesn't like/hates (mushrooms). Does he/she like (pizza)? Yes, he/she does. / No, he/she doesn't. 	<ul style="list-style-type: none"> chicken, burger, salad, ice cream, cake, fish, chips, turkey, sandwich, sausage, pizza, rice, chocolate lunch 	
2 Technology Time	<ul style="list-style-type: none"> Identifying technology words and phrases and writing them correctly in context (C1 C3 C5 C7 C8) Listening to, understanding and singing a song (C1 C6 C7 C8) Reading and listening to a story about a robot (C1 C3 C6 C7 C8) Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8) Identifying parts of the language structure and showing understanding by creating sentences and questions (C7 C8) Listening to, reading and acting out a dialogue using language in context (C1 C5 C7 C8) Identifying adverbs of frequency (C1 C3 C8) Reading, extracting information and writing an authentic text type (C1 C3 C4 C6 C7 C8) Reading, listening and writing about robots (C1 C3 C4 C7 C8) Using the internet to find out specific information about a robot (C3 C4 C7 C8) Learning to classify vocabulary in preparation for writing (C1 C3 C7 C8) Writing your own description of an invented robot (C1 C5 C6 C7 C8) Reviewing and reflecting on the unit (C1 C3 C6 C7 C8) Practising Everyday 	<p>Vocabulary</p> <ul style="list-style-type: none"> log in to a computer, log out of a computer, play computer games, write emails, use a webcam, take photos, send text messages, listen to an MP3 player, surf the internet, read a web page never, sometimes, often, always humanoid robot, factory, dangerous work, repetitive work, hear sounds, turn on lights <p>Structures</p> <ul style="list-style-type: none"> He/She (logs on to a computer). He/She doesn't (write emails). Does he/she (play computer games)? Yes, he/she does. / No, he/she doesn't. 	<ul style="list-style-type: none"> I (write emails). I don't (play computer games). Do you (send text messages)? Yes, I do. / No, I don't. 	

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> • TV show, presenter • Who's this? • It's time for ... • Open your Pupil's Book at page ... • Listen and check • Let's check our answers. • Everybody finish now. • Send a message 		<ul style="list-style-type: none"> • Interest in a new English Book (C6 C7) • Pleasure in talking about friends in English (C1 C5 C8) • Positive attitude towards own ability to participate in class activities (C8) • Willingness to review and reflect on own learning (C7) 	
	<ul style="list-style-type: none"> • meet, London, friends, recipe, sauce, toast, microwave, bowl • duck • energy, vitamin, asthma, sore throat • I know! • Of course! • Surprise • I'm/We're hungry! • It's ready! • What/Who can you see? • Where are they? 	<ul style="list-style-type: none"> • /ʌ/ sound as in onion and mushroom 	<ul style="list-style-type: none"> • Understanding the importance of fruit in our diet (C3 C8) • Showing interest in the properties of fruit and vegetables (C3 C8) • Learning about culture and customs in the English-speaking world (C5 C6 C7 C8) • Using Everyday English to act out buying fruit in the market (C1 C2 C3 C5 C6 C7 C8) 	Natural Science: Fascinating fruit
	<ul style="list-style-type: none"> • crazy, scary, fun • department store, university • helicopter • similar • type • interactive whiteboard • Look out for (the tree)! • Game over! • It's your turn! • How often do you (use a webcam)? • Let's research interesting facts 	<p>Comparing the sounds /ʊ/, /ɔ:/ and /aʊ/ as in technology, talk and phone</p>	<ul style="list-style-type: none"> • Understanding the importance of technology in our lives (C3 C8) • Showing interest in robots and their role in society (C3 C5 C8) • Learning about culture and customs in the English-speaking world (C5 C6 C7 C8) • Using Everyday English to act out playing a computer game (C1 C3 C5 C6 C7 C8) 	Science: Robots

Unit	Learning objectives	Key language	Recycled language
3 Active Life	<ul style="list-style-type: none"> Identifying the names of sports and writing them correctly in context (C1 C3 C7 C8) Listening to, understanding and singing a song (C1 C6 C7 C8) Reading and listening to a story about a girl's adventure at sea (C1 C3 C6 C7 C8) Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8) Identifying parts of the language structure and showing understanding by creating sentences and questions (C7 C8) Listening to, reading and acting out a dialogue using language in context (C1 C5 C7 C8) Identifying sports clothes and accessories (C1 C3 C8) Reading, listening and writing about how to stay safe when you're doing sports (C1 C3 C4 C7 C8) Using the internet to find out specific information about sports and health (C3 C4 C7 C8) Understanding and extracting information about a holiday from a postcard (C1 C4 C7 C8) Learning to classify vocabulary in preparation for writing (C1 C3 C7 C8) Writing your own postcard about a holiday (C1 C5 C6 C7 C8) Reviewing and reflecting on the unit (C1 C3 C6 C7 C8) Practising everyday English through listening to and acting out a dialogue about buying a ski jacket (C1 C2 C3 C5 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> snowboarding, sailing, skiing, kite surfing, ice skating, jet skiing, sledging, snorkelling, playing ice hockey, playing volleyball a hooded jacket, a long sleeved top, a swimsuit / swimming trunks, flip-flops, sunglasses a helmet, goggles, sun cream, waterproof clothes, cool, warm <p>Structures</p> <ul style="list-style-type: none"> He's/She's (sailing). He/She isn't (skiing). Is he/she (skating)? Yes, he/she is. / No, he/she isn't. What are you doing? 	<ul style="list-style-type: none"> I'm (sailing). I'm not (playing ice hockey). Are you (sledding)? Yes, I am. / No, I'm not. big, small Colours Clothes Sports
4 Cinema File	<ul style="list-style-type: none"> Identifying adjectives and writing them correctly in context (C1 C3 C7 C8) Listening to, understanding and singing a song (C1 C6 C7 C8) Reading and listening to a story about auditions for a new film (C1 C3 C6 C7 C8) Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8) Identifying parts of the language structure and showing understanding by creating sentences (C7 C8) Listening to, reading and acting out a dialogue using language in context (C1 C5 C7 C8) Identifying superhero abilities (C1 C3 C8) Reading, extracting information and writing an authentic text type (C1 C3 C4 C6 C7 C8) Reading, listening and writing about the Hollywood and Bollywood film industries (C1 C3 C4 C7 C8) Using the internet to find out specific information about Bollywood (C3 C4 C7 C8) Understanding and extracting information about a superhero from an email (C1 C3 C7 C8) Learning to classify vocabulary in preparation for writing (C1 C3 C7 C8) Writing your own email about a superhero (C1 C5 C6 C7 C8) Reviewing and reflecting on the unit (C1 C3 C6 C7 C8) Practising everyday English through listening to and acting out a dialogue about going to the cinema (C1 C2 C3 C5 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> rich, poor, confident, shy, funny, serious, attractive, ugly, kind, nasty fly in the sky, climb walls, lift heavy objects, see in the dark, see through objects Hollywood, Bombay (Mumbai), special effects, dancing, colourful, a musical <p>Structures</p> <ul style="list-style-type: none"> I'm/He's/She's (poor)er than (you). I'm/He's/She's (funn)ier than (Mr Raman). I'm/He's/She's more (serious) than (Mr Patel). 	<ul style="list-style-type: none"> I'm/You/re/He's/She's (poor). I/You can/can't (sing/dance). Can they (save the world)? young, intelligent, strong India, the UK, What time does it start/finish? At (half past eight). want to ... Numbers Personal descriptions
5 Ocean Animals	<ul style="list-style-type: none"> Identifying the names of ocean animals and writing them correctly in context (C1 C3 C7 C8) Listening to, understanding and singing a song (C1 C6 C7 C8) Reading and listening to a story about the Great Barrier Reef (C1 C3 C6 C7 C8) Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8) Identifying parts of the language structure and showing understanding by creating sentences and questions (C7 C8) Listening to, reading and acting out a dialogue using language in context (C1 C5 C7 C8) Identifying landscape features (C1 C3 C7 C8) Reading, extracting information and writing an authentic text type (C1 C3 C4 C6 C7 C8) Reading, listening and writing about sharks (C1 C3 C4 C7 C8) Using the internet to find out specific information about sharks (C3 C4 C7 C8) Understanding and extracting information about nature in Australia from a letter (C1 C3 C4 C7 C8) Learning to classify vocabulary in preparation for writing (C1 C3 C7 C8) Writing your own letter about the landscape and animals where you live (C1 C3 C5 C6 C7 C8) Reviewing and reflecting on the unit (C1 C3 C6 C7 C8) Practising everyday English through listening to and acting out a dialogue about a boat trip (C1 C3 C5 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> a turtle, a shark, a whale, a swordfish, a seagull, a sea horse, a jellyfish, a penguin, a pelican, an octopus the coast, ocean, coral reef, seaweed, rainforest gills, scales, teeth, cartilage, fish, mammals <p>Structures</p> <ul style="list-style-type: none"> There are some (turtles). There aren't any (sharks). Are there any (sharks)? Yes, there are. / No, there aren't. 	<ul style="list-style-type: none"> There's a (seagull). There isn't a (whale). Is there a (seagull)? Yes, there is. / No, there isn't. A (shark) has got (gills). It can/can't (fly). seal, dolphin fish, meat beach, lake, river

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> ● <i>around the world, journey, trip, sail, boat, world, problems, safe</i> ● <i>sun, snow, storm</i> ● <i>two months/weeks later</i> ● <i>distress signal, communication</i> ● <i>race, competition</i> ● <i>worried, dangerous, important</i> ● <i>reflects, protects, shade</i> ● <i>medium, large</i> 	Comparing the sounds /s/ as in <i>flip-flops</i> and /z/ as in <i>goggles</i>	<ul style="list-style-type: none"> ● Understanding the importance of safety when practicing adventure sports (C3 C8) ● Showing interest in adventure sports (C3 C8) ● Learning about culture and customs in the English-speaking world ● Using Everyday English to act out buying a ski jacket (C1 C2 C3 C5 C6 C7 C8) 	PE.: Be safe when you're doing sports
	<ul style="list-style-type: none"> ● <i>director, hero, star</i> ● <i>Congratulations! Bad luck!</i> ● <i>What's the opposite of (rich)?</i> ● <i>What is (Kiera) like?</i> ● <i>comedy, cartoon</i> 	Comparing the sounds /i/ as in <i>lift</i> and /ai/ as in <i>fly</i>	<ul style="list-style-type: none"> ● Learning about the film industry in the USA and India (C3 C8) ● Showing interest in the differences between the film industry in two cultures (C3 C5 C8) ● Learning about culture and customs in the English-speaking world (C5 C6 C7 C8) ● Using Everyday English to act out going to the cinema (C1 C3 C5 C6 C7 C8) 	Social Science: The film industry
	<ul style="list-style-type: none"> ● <i>rubbish, plastic bag, scissors, snorkelling</i> ● <i>Some sharks give birth to ...</i> ● <i>If you're lucky</i> ● <i>Be careful!</i> ● <i>Relax!</i> ● <i>Let's explore/save/clean up ...</i> 	Comparing the long and short sounds /ɪ/ as in <i>fish</i> and /i:/ as in <i>beach</i>	<ul style="list-style-type: none"> ● Learning about different types of sharks (C3 C8) ● Showing interest in sharks, their environment and characteristics (C3 C8) ● Learning about culture and customs in the English-speaking world (C5 C6 C7 C8) ● Using Everyday English to act out being on a boat trip (C1 C3 C5 C6 C7 C8) 	Natural Science: Sharks

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	
6 Things People Do	<ul style="list-style-type: none"> Identifying different jobs and writing them correctly in context (C1 C3 C5 C7 C8) Listening to, understanding and singing a song (C1 C6 C7 C8) Reading and listening to a story about Helen Keller (C1 C3 C5 C6 C7 C8) Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8) Identifying parts of the language structure and showing understanding by creating sentences (C7 C8) Listening to, reading and acting out a dialogue using language in context (C1 C5 C7 C8) Identifying leisure activities (C1 C3 C7 C8) Reading, extracting information and writing an authentic text type (C1 C3 C4 C6 C7 C8) Reading, listening and writing about Braille and British Sign Language (C1 C3 C4 C7 C8) Using the internet to find out how to sign your name (C3 C4 C7 C8) Understanding and extracting information about weekend activities from a diary entry (C1 C3 C4 C7 C8) Learning to classify vocabulary in preparation for writing (C1 C3 C7 C8) Writing your own diary entry about your weekend (C1 C3 C5 C6 C7 C8) Reviewing and reflecting on the unit (C1 C3 C6 C7 C8) Practising everyday English through listening to and acting out a dialogue about ordering a snack in a café (C1 C3 C5 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> a writer, an artist, a builder, a teacher, a housewife, an architect, a waitress, a hairdresser, a taxi driver, a businessperson at the shops, at a family lunch, at a football match, at home, at a birthday party deaf, blind, Braille, sign language, dots, a gesture <p>Structures</p> <ul style="list-style-type: none"> I/She/He was (a teacher). I/He/She wasn't (happy). What was your favourite (subject)? 	<ul style="list-style-type: none"> I'm/He's/She's (a teacher). I'm not/He isn't/ She isn't (happy). paint, write, help, cut, understand ill, happy, similar, different, short, long, big, small Saturday, Sunday, weekend, morning, evening, night always, often Food and drink Parts of the body 	
7 Our World	<ul style="list-style-type: none"> Identifying verbs and writing them correctly in context (C1 C3 C7 C8) Listening to, understanding and singing a song (C1 C6 C7 C8) Reading and listening to a story about a lion (C1 C3 C6 C7 C8) Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8) Identifying parts of the language structure and showing understanding by creating sentences and asking questions (C7 C8) Listening to, reading and acting out a dialogue using language in context (C1 C5 C7 C8) Identifying after school activities (C1 C3 C7 C8) Reading, extracting information and writing an authentic text type (C1 C3 C4 C6 C7 C8) Reading, listening and writing about how to look after the environment (C1 C2 C3 C4 C5 C7 C8) Using the internet to find out about recycling (C3 C4 C5 C7 C8) Understanding and extracting information about yesterday's activities from an email (C1 C3 C4 C7 C8) Learning to classify vocabulary in preparation for writing (C1 C3 C7 C8) Writing your own email about your friend's day yesterday (C1 C3 C5 C6 C7 C8) Reviewing and reflecting on the unit (C1 C3 C6 C7 C8) Practising everyday English through listening to and acting out a dialogue about recycling rubbish (C1 C3 C5 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> talk, shout, walk, jump, hug, kiss, work, help, live, visit watch a film, play the guitar, tidy (my) room, look after (my) brother/sister, walk the dog pollution, breathe, pick up (v), aluminium, glass, endangered (adj) <p>Structures</p> <ul style="list-style-type: none"> I/He/She (visited) Kenya. Did you/he/she (walk)? Yes, I/he/she did. / No, I/he/she didn't. 	<ul style="list-style-type: none"> In the morning/ afternoon, evening The family The continents Days of the week Colours Wild animals 	

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> • deaf, blind, angry • degree, member, code • universal • Would you like something to (eat)? • Enjoy your meal! • scientist, singer, astronaut, waitress, inventor • special, amazing, important 	Comparing the sounds /æ/ as in <i>Zac</i> and /ɑ:/ as in <i>Mark</i>	<ul style="list-style-type: none"> • Learning about different jobs people do (C3 C5 C8) • Showing interest in different forms of communication (C3 C5 C8) • Learning about culture and customs in the English-speaking world. (C5 C6 C7 C8) • Using Everyday English to act out ordering a snack in a café (C1 C3 C5 C6 C7 C8) 	<i>Social Science:</i> Communication
	<ul style="list-style-type: none"> • department store, London, lion, Kenya, churchyard • planet, habitat, bin, rubbish, endangered • exotic, extinct, plastic • What can I (recycle)? • Can you guess the word? 	Comparing the sounds /ed/ as in <i>played</i> /d/, as in <i>visited</i> /ɪd/ and /ɪ/ as in <i>watched</i>	<ul style="list-style-type: none"> • Interest in learning about our planet (C3 C5 C8) • Showing interest in learning about recycling (C3 C5 C8) • Learning about culture and customs in the English-speaking world. (C5 C6 C7 C8) • Using Everyday English to act out recycling rubbish (C1 C3 C5 C6 C7 C8) 	<i>Social Science:</i> Looking after our world

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EDUCATION

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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	
8 Holiday Fun!	<ul style="list-style-type: none"> Identifying places to visit on holiday and writing them correctly in context (C1 C3 C6 C7 C8) Listening to, understanding and singing a song (C1 C6 C7 C8) Reading and listening to a story about a holiday in New York (C1 C3 C6 C7 C8) Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8) Identifying parts of the language structure and showing understanding by creating sentences (C7 C8) Listening to, reading and acting out a dialogue using language in context (C1 C5 C7 C8) Identifying different forms of transport (C1 C3 C7 C8) Reading, extracting information and writing an authentic text type (C1 C3 C4 C5 C6 C7 C8) Reading, listening and writing about Global Positioning System (GPS) (C1 C3 C4 C7 C8) Using the internet to find out about GPS satellites (C3 C4 C7 C8) Understanding and extracting information about a holiday in London from a postcard (C1 C3 C4 C7 C8) Learning to classify vocabulary in preparation for writing (C1 C3 C7 C8) Writing your own postcard about a holiday (C1 C3 C5 C6 C7 C8) Reviewing and reflecting on the unit (C1 C3 C6 C7 C8) Practising everyday English through listening to and acting out a dialogue about buying a train ticket (C1 C2 C3 C5 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> supermarket, hotel, aquarium, museum, internet café, bookshop, tourist office, zoo, funfair, theatre double-decker bus, taxi, high speed train, ferry, the underground GPS receiver, satellite, space, batteries, radio signal, collar <p>Structures</p> <ul style="list-style-type: none"> He/She wants to (go to the zoo). He/She doesn't want to (visit a museum). Does he/she want to (walk)? Yes he/she does. / No, he/she doesn't. I don't want to (visit a museum). Do you want to (visit a museum)? Yes, I do. / No, I don't. 	<ul style="list-style-type: none"> What can we do? What time ...? I love / She loves (food). visit, see, come, walk, do, go, send, stay, have, use, help, arrive 	
Christmas	<ul style="list-style-type: none"> Identifying Christmas words and writing them correctly (C1 C3 C6 C7 C8) Listening to, understanding and singing a Christmas song (C1 C6 C7 C8) Listening to, understanding and explaining a Christmas web page (C1 C3 C4 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> carols, candles, lights, paper hats, decorations, crackers, snowball fight Christmas Eve, Christmas Day, Boxing Day 	<ul style="list-style-type: none"> mince pies, present, stocking, star, tree, snowman 	
Easter	<ul style="list-style-type: none"> Identifying Easter words and writing them correctly (C1 C3 C6 C7 C8) Listening to, understanding and explaining an Easter web page (C1 C3 C4 C6 C7 C8) Listening to and reading about Easter traditions (C1 C4 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> hard-boiled eggs, Easter bunny, a wooden spoon, chocolate eggs, paint 	<ul style="list-style-type: none"> sweets, chocolate, Easter, garden, village, spring little, big 	
May Day	<ul style="list-style-type: none"> Identifying May Day words and writing them correctly (C1 C3 C6 C7 C8) Listening to, understanding and explaining a May Day web page (C1 C3 C4 C6 C7 C8) Listening to and reading a May Day poem (C1 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> pole ribbons, sticks, rides, shopping, sales May Day 	<ul style="list-style-type: none"> funfair, park, summer dance, stand, hit, go shopping, celebrate I like to (buy clothes) I love (the rides) the first (day) tall Colours 	

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> ● <i>limousine, follow, circle, study, last, travel</i> ● <i>solar, public</i> ● <i>destination, journey, navigation, ambulance driver,</i> ● <i>What number bus do you need?</i> ● <i>How do you go to school?</i> ● <i>What does GPS stand for?</i> ● <i>Can I help you?</i> ● <i>address, fish, shark, giraffe</i> 	Comparing the short a sound /æ / as in <i>taxi</i> and the long a sound /eɪ / as in <i>train</i>	<ul style="list-style-type: none"> ● Interest in learning about places to visit on holiday and transport in the UK (C3 C5 C8) ● Showing interest in learning about Global Positioning Systems (C3 C5 C8) ● Learning about culture and customs in the English-speaking world. (C5 C6 C7 C8) ● Using Everyday English to act out buying a train ticket (C1 C2 C3 C5 C6 C7 C8) 	
	<ul style="list-style-type: none"> ● <i>We light candles</i> ● <i>How is your Christmas similar or different?</i> ● <i>He was made of snow</i> ● <i>hang up</i> ● <i>There must have been some magic</i> ● <i>he came to life</i> 		<ul style="list-style-type: none"> ● Pleasure in celebrating Christmas in English (C3 C5 C8) ● Awareness of the traditions of Christmas in other countries (C5 C6 C7 C8) 	
	<ul style="list-style-type: none"> ● <i>egg painting, egg hunt, egg rolling</i> ● <i>welcome, celebrate, weigh, break, think</i> ● <i>as fast as possible</i> ● <i>It's really funny!</i> 		<ul style="list-style-type: none"> ● Pleasure in celebrating Easter in English (C3 C5 C8) ● Awareness of the traditions of Easter in other countries (C5 C6 C7 C8) 	
	<ul style="list-style-type: none"> ● <i>Morris dancing, Maypole dancing</i> ● <i>local</i> ● <i>especially</i> ● <i>bank holiday</i> ● <i>It's time for us to say</i> ● <i>What's your favourite (May Day activity)?</i> 		<ul style="list-style-type: none"> ● Pleasure in celebrating Easter in English (C3 C5 C8) ● Awareness of the traditions of Easter in other countries (C5 C6 C7 C8) ● Pleasure in celebrating May Day in English (C3 C5 C8) ● Awareness of the traditions of May Day (C5 C6 C7 C8) 	