

Syllabus

Unit	Learning objectives	Key language	Recycled language
Starter – Welcome Back to Quest TV!	<ul style="list-style-type: none"> • Greeting people and saying goodbye (C1 C5) • Remembering the Quest TV presenters (C1 C3) • Reviewing vocabulary from <i>Quest 5</i> (C1 C7 C8) • Reading personal descriptions (C1) • Using personal descriptions to talk about friends (C5 C8) • Listening to, understanding and singing a song (C1 C6 C7 C8) • Writing short descriptions about yourself and others (C1 C5 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Question words: <i>What/How many/When/Who/Where</i> • <i>get up on Saturday, have Sunday lunch, tidy your room, play computer games, study English, do your homework, visit friends or family, go to bed</i> <p>Structures</p> <ul style="list-style-type: none"> • Telling the time: <i>It's five/ten/quarter/twenty/twenty-five past/to / half past six.</i> • <i>I sometimes/often/always (do my homework) at (half past six).</i> 	<ul style="list-style-type: none"> • <i>Do you like (my new bag)? I like/love (your new bag).</i> • <i>He/She has got a (laptop).</i> • <i>You/I have got a (laptop).</i> • <i>My favourite (sport) is (snorkelling).</i> • <i>I'm (Jack).</i> • <i>peaches, green beans, Australia, funny, artist, snorkelling, the underground, long sleeved top, funfair, turtle, sunglasses, laptop, bag, T-shirt</i> • Personal descriptions • Colours • Numbers • Days of the week • Months of the year
1 Focus on Free Time	<ul style="list-style-type: none"> • Identifying and saying free-time words and phrases and writing them correctly in context (C1 C3 C7 C8) • Listening to, understanding and singing a song (C1 C6 C7 C8) • Reading and listening to a story about free time and hobbies (C1 C3 C6 C7 C8) • Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8) • Identifying how to use and form the present simple with <i>like + -ing</i> (C1 C7) • Identifying parts of the language structure and showing understanding by creating sentences and questions (C1 C7 C8) • Listening to, reading and acting out an interview using language in context (C1 C5 C7 C8) • Identifying and saying free-time equipment (C1 C3 C7 C8) • Reading, extracting information and writing an authentic web page about hobbies (C1 C3 C4 C6 C7 C8) • Reading, listening and writing about three contemporary artists (C1 C3 C4 C7 C8) • Using the internet to find out about a famous artist (C3 C4 C6 C7 C8) • Understanding and extracting information from a letter about hobbies and activities that your friend likes and dislikes (C1 C4 C7 C8) • Categorising free-time activities with their corresponding verbs (C1 C3 C7 C8) • Writing your own letter about things you and your friend like and dislike doing in your free time (C1 C3 C5 C6 C7 C8) • Reviewing and reflecting on the unit (C1 C3 C6 C7 C8) • Practising everyday English through listening to and acting out a dialogue about hobbies and finding a free-time activity (C1 C3 C5 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • <i>play table tennis, play the drums, paint pictures, paint models, collect stickers, collect stamps, go fishing, go to the cinema, do magic tricks, do exercise</i> • <i>a paintbrush, an album, an exercise mat, a pack of cards, a fishing rod</i> • <i>restoration, detail, minimalist, straight, curved, three-dimensional, hyperrealist, pop art</i> <p>Structures</p> <ul style="list-style-type: none"> • <i>I like / don't like (painting pictures).</i> • <i>He/She likes / doesn't like (going fishing).</i> • <i>Do you like (playing football)? Yes, I do. / No, I don't.</i> • <i>Does he/she like (doing exercise)? Yes, he/she does. / No, he/she doesn't.</i> 	<ul style="list-style-type: none"> • <i>I love / like / don't like / hate (Art).</i> • <i>He likes / doesn't like (Art).</i> • <i>Do you play (football)? Yes, I do. / No, I don't.</i> • <i>I (don't) play (table tennis).</i> • <i>go shopping/skiing/swimming, play basketball/ice hockey/football/volleyball, do sport/gymnastics/judo, watch TV</i> • <i>letters, postcards, museum, bedroom, garden, favourite</i> • Countries

Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
<ul style="list-style-type: none"> • TV show, studio, presenter • Who is/are ...? • Who has got ...? • Open your Pupil's/Activity Book at page ... • Tell me ... you know in English. • Can you find ...? 		<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"> • professional, pets, holiday, boats, landscapes, exhibition, newspapers, flowers, driver, instructions, collection, comfortable, championship, free, insect • What do the Quest team do in their free time? • shapes, sculptures • What's wrong? I'm (not) bored. • Let's (watch TV). • Enjoy yourself! • Have fun! 	<ul style="list-style-type: none"> • /p/ sound as in <i>people</i> and <i>stamps</i> • /b/ sound as in <i>hobbies</i> and <i>table</i> 	<ul style="list-style-type: none"> • Showing interest in and learning about different types of art (C3 C6 C8) • Learning about culture and customs in the English-speaking world (C5 C6 C7 C8) • Using everyday English to act out finding a free-time activity (C1 C3 C5 C6 C7 C8) 	Art: Contemporary artists



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
2 Fashion Fix	<ul style="list-style-type: none"> Identifying and saying the names of clothes and accessories 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 fashion show (C1 C3 C6 C7 C8) Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8) Comparing the present simple for everyday routines to the present continuous for talking about now (C1 C7 C8) Identifying parts of the language structure and showing understanding by creating sentences and questions (C1 C7 C8) Listening to, reading and acting out a dialogue using language in context (C1 C5 C7 C8) Identifying and saying clothing materials (C1 C3 C7 C8) Reading, extracting information and writing an authentic advertisement for a clothes shop (C1 C3 C4 C6 C7 C8) Reading, listening and writing about materials (C1 C3 C4 C7 C8) Using the internet to find out about where linen comes from (C3 C4 C7 C8) Understanding and extracting information from a letter about what clothes someone often wears and is wearing today (C1 C4 C7 C8) Categorising clothes/accessories with their corresponding season (C1 C3 C7 C8) Writing your own letter about what clothes you and your friends wear (C1 C3 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 clothes in a shop (C1 C2 C3 C5 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> sandals, a cap, a polo shirt, shorts, a tracksuit, a denim skirt, leggings, trousers, a headband, a necklace cotton, wool, silk, denim, leather a textile mill, spin, weave, chemicals, cloth, skins, nylon, natural, artificial, plastic, a tannery <p>Structures</p> <ul style="list-style-type: none"> What are you wearing? I'm (not) wearing (boots). He's/She's wearing (a dress). He/She isn't wearing (a cap). Are you wearing (a cap)? Yes, I am. / No, I'm not. Is he/she wearing (shorts)? Yes, he/she is. / No, he/she isn't. 	<ul style="list-style-type: none"> I/You wear / don't wear (trousers). He/She wears / doesn't wear (trousers). Does he/she (wear trousers)? Where is the (fashion show)? boots, coat, belt, dress, skirt, jeans, scarf, watch sometimes, never, often, normally Colours Countries Likes and dislikes
3 Marvellous Myths	<ul style="list-style-type: none"> Identifying and saying 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 the legend of King Arthur (C1 C3 C6 C7 C8) Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8) Identifying how to use and form superlative adjectives (C1 C7) Identifying parts of the language structure and showing understanding by creating sentences and questions (C1 C7 C8) Listening to, reading and acting out a dialogue using language in context (C1 C5 C7 C8) Identifying and saying more adjectives (C1 C3 C8) Reading, extracting information and writing an authentic film review (C1 C3 C4 C6 C7 C8) Reading, listening and writing about mythical creatures in children's literature (C1 C3 C4 C7 C8) Using the internet to find out about the mythical creature Pegasus (C3 C4 C7 C8) Understanding and extracting information about a mythical creature from an email (C1 C4 C7 C8) Planning and writing a description of a mythical creature (C1 C6 C7 C8) Categorising adjectives in pairs of opposites (C1 C3 C7 C8) Writing your own email about your own mythical creature (C1 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 book about myths and legends (C1 C3 C5 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> brave, frightened, strong, weak, lucky, unlucky, difficult, easy, dangerous, safe interesting, boring, clever, silly, magical a torso, a soldier, a bat, treasure, fall in love, a centaur, a dragon, a mermaid, a horse <p>Structures</p> <ul style="list-style-type: none"> I'm (the unluckiest) boy in London. You're (the strongest) person in the world. He's/She's (the most dangerous) king/queen in the country. 	<ul style="list-style-type: none"> I'm/You're/He's/She's luckier/stronger/more important than you/me/ them. It can't/can (pull out the sword). It's/They've got (a horse's body and legs). He's/She's/I'm (fighting). It's/She's/He's/I'm (brave). There are (kings). star, hide, island, sea, shark, king, queen, princess Countries The continents Colours Adjectives Animal body parts

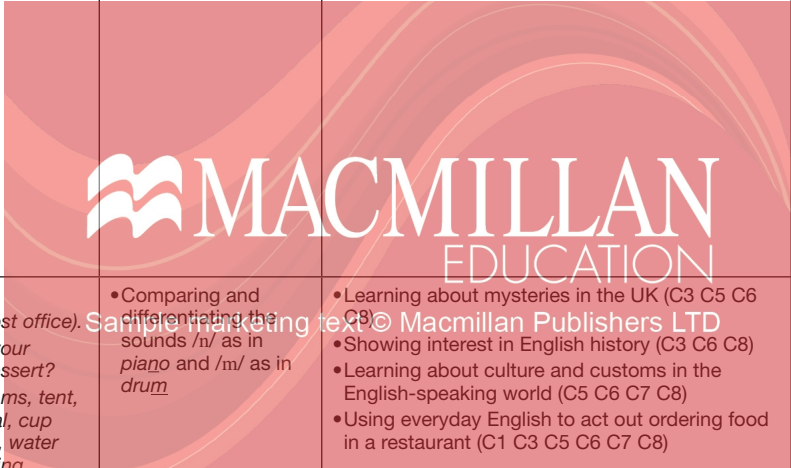
Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
<ul style="list-style-type: none"> • <i>What are you wearing today?</i> • <i>They're wearing (clothes).</i> • <i>They feel good.</i> • <i>Don't worry / be silly.</i> • <i>She can't win the fashion show.</i> • <i>What a great (T-shirt)! What great (shoes)!</i> • <i>The changing room is on the left.</i> • <i>Can I try them on?</i> • <i>dressed up, fashion star/show, model, clothes shop, materials, match, kilt, miniskirt, worm, size, imagination</i> • <i>imaginative, fashionable, colourful, small, medium, large</i> • <i>elastic, strand, liquid, preserve, machine, paper, prehistoric</i> 	<ul style="list-style-type: none"> • /w/ sound as in <i>woolly</i> • /v/ sound as in <i>gloves</i> 	<ul style="list-style-type: none"> • Understanding where clothing materials come from (C3 C6 C8) • Showing interest in materials and how they're made (C3 C6 C8) • Learning about culture and customs in the English-speaking world (C5 C6 C7 C8) • Using everyday English to act out buying clothes in a shop (C1 C3 C5 C6 C7 C8) 	<p>Science: Where materials come from</p>
<ul style="list-style-type: none"> • <i>adventure, wizard, knight, myth, legend, magic, bells, century, sword, fight, marry, review, special effects, character, prince, funniest, Loch Ness Monster, St George, Bigfoot, leprechauns, unicorn, eagle, respect</i> • <i>My favourite film/character is ...</i> • <i>Once upon a time ...</i> • <i>How can I help you? I'm looking for (a book).</i> • <i>What adjectives do you know to describe how a person looks?</i> • <i>What's the opposite of (brave)?</i> 	<p>Stress in two and three-syllable words</p>	<ul style="list-style-type: none"> • Understanding mythical creatures and where they originate from (C6 C8) • Showing interest in mythical creatures in Literature (C6 C8) • Learning about culture and customs in the English-speaking world (C5 C6 C7 C8) • Using everyday English to act out buying a book about myths and legends (C1 C3 C5 C6 C7 C8) 	<p>Languages and Literature: Mythical creatures in Literature</p>



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
4 Let's Cook!	<ul style="list-style-type: none"> Identifying and saying the names of food and drink 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 cookery programme (C1 C3 C6 C7 C8) Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8) Identifying how to use and form <i>There is/are + countable and uncountable nouns</i> (C1 C7) Identifying parts of the language structure and showing understanding by creating sentences and questions (C1 C7 C8) Listening to, reading and acting out a dialogue using language in context (C1 C5 C7 C8) Identifying and saying types of TV programmes (C1 C3 C5 C8) Reading, extracting information and writing an authentic class survey about types of TV programmes (C1 C3 C4 C6 C7 C8) Reading, listening and writing about food around the world (C1 C3 C4 C7 C8) Using the internet to find out about <i>dan tat</i> cakes (C3 C4 C7 C8) Understanding and extracting information about a description of food in the kitchen (C1 C3 C4 C5 C6 C7 C8) Categorising food and drink by taste (C1 C3 C7 C8) Writing a description of the food that is/isn't in your fridge or cupboard (C1 C3 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 watching cookery programmes (C1 C3 C5 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> <i>butter, milk, sugar, salt, a mango, a lemon, flour, a doughnut, a pancake, an omelette</i> <i>a cookery programme, a cartoon, a quiz show, a sports programme, a comedy series</i> <i>a snack, a dessert, honey, cardamom, spice, baklava cakes, alfajor biscuits</i> <p>Structures</p> <ul style="list-style-type: none"> <i>There's some (milk). / There are some (eggs).</i> <i>There isn't any (milk). / There aren't any (eggs).</i> <i>Is there any (milk)? Yes, there is. / No, there isn't.</i> <i>Are there any (eggs)? Yes, there are. / No, there aren't.</i> 	<ul style="list-style-type: none"> <i>He's/She's/You've/I've got (an omelette).</i> <i>Can I have (a lemon), please?</i> <i>I like / don't like (pizza).</i> <i>Do you like (pizza / watching cookery programmes)? Yes, I do. / No, I don't.</i> <i>It's (ten past four).</i> <i>This is/isn't (my special mango cake). These are/aren't (my special pancakes).</i> <i>I'm hungry. Let's (cook something).</i> <i>Can you cook? Yes, I can. / No, I can't.</i> <i>smile, ingredient, kitchen, fridge, cupboard, football, basketball, run</i> Countries Continents Adjectives Food
5 Where Were You?	<ul style="list-style-type: none"> Identifying and saying the names of places 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 missing football cup (C1 C3 C6 C7 C8) Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8) Identifying how to use and form the past simple of <i>to be</i> (C1 C7) Identifying parts of the language structure and showing understanding by creating sentences and questions (C1 C7 C8) Listening to, reading and acting out a dialogue using language in context (C1 C5 C7 C8) Identifying and saying different time expressions to talk about the past (C1 C3 C8) Reading, extracting information and writing an authentic blog about a band (C1 C3 C4 C6 C7 C8) Reading, listening and writing about mysteries in the UK (C1 C3 C4 C7 C8) Using the internet to find out about the Nazca Desert in Peru (C3 C4 C7 C8) Understanding and extracting information about places from an email (C1 C3 C4 C7 C8) Categorising places by purpose (C1 C3 C7 C8) Writing your own email about places you were at in the last week (C1 C6 C7 C8) Reviewing and reflecting on the unit (C1 C3 C5 C6 C7 C8) Practising everyday English through listening to and acting out a dialogue about ordering food in a restaurant (C1 C3 C5 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> <i>a football stadium, a shopping centre, a police station, a post office, a palace, a market, a sports centre, an airport, a campsite, an amusement park</i> <i>last month, last weekend, last week, yesterday, last night</i> <i>stones, a cemetery, a field, a temple, crops, a monster</i> <p>Structures</p> <ul style="list-style-type: none"> <i>I/He/She was/wasn't (at the football stadium).</i> <i>We were/weren't (at the football stadium).</i> <i>Were you (at the football stadium)? Yes, I was. / No, I wasn't. / Yes, we were. / No, we weren't.</i> <i>Was he/she (at the football stadium)? Yes, he/she was. / No, he/she wasn't.</i> 	<ul style="list-style-type: none"> <i>Can we (speak to your grandma)?</i> <i>We're (looking for a cup).</i> <i>Do you (remember anything about yesterday)?</i> <i>She has got (the cup).</i> <i>horses, gold, clean, mystery, problem, basketball, feet, imagination, king, queen</i> Everyday activities Adjectives Places Natural Features Food Days of the week Countries

Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
<ul style="list-style-type: none"> tears, chef, primary, results, survey, TV programmes, drawings, laugh, throw, shelf sweet, flat, rainy, thin cookie, tea, coffee, pavlova, meringue nuts, honey bees, main meal Here are your ingredients. Let's (watch this). What's your favourite type of TV programme? It's a piece of cake! Can you change the channel? All right. 	<ul style="list-style-type: none"> Comparing the sounds in words with a voiced and unvoiced /r/ as in orange and in purple 	<ul style="list-style-type: none"> Learning about food from around the world (C3 C5 C6 C8) Showing interest in food ingredients and cooking (C3 C5 C6 C8) Learning about culture and customs in the English-speaking world (C5 C6 C7 C8) Using everyday English to act out watching cookery programmes (C1 C3 C5 C6 C7 C8) 	Social Science: Food around the world
<ul style="list-style-type: none"> How can I help you? Where I live (there is a post office). What would you like for your starter / main course / dessert? police officer, football teams, tent, guards, football cup, local, cup of tea, answer the phone, water activities, drummer, missing, fans, on stage, hometown, tourist attraction, clock tower, Bigfoot, hairy, theories Stonehenge, Loch Ness, crop circles, monument, religious, astronomical, site, report, dinosaur, patterns, mathematical, aliens, tornadoes, mysterious 	<ul style="list-style-type: none"> Comparing and differentiating the sounds /n/ as in piano and /m/ as in drum 	<ul style="list-style-type: none"> Learning about mysteries in the UK (C3 C5 C6 C8) Showing interest in English history (C3 C6 C8) Learning about culture and customs in the English-speaking world (C5 C6 C7 C8) Using everyday English to act out ordering food in a restaurant (C1 C3 C5 C6 C7 C8) 	Social Science: Mysteries in the UK



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 Eureka!	<ul style="list-style-type: none"> Identifying and saying regular 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 visit to an ice cream factory (C1 C3 C6 C7 C8) Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8) Identifying how to use and form the past simple with regular verbs (C1 C7) Identifying parts of the language structure and showing understanding by creating sentences and questions (C1 C7 C8) Listening to, reading and acting out a dialogue using language in context (C1 C5 C7 C8) Identifying and saying sentence linkers (C1 C7 C8) Reading, extracting information and writing an authentic biography of a scientist (C1 C3 C4 C6 C7 C8) Reading, listening and writing about young inventors (C1 C3 C4 C6 C7 C8) Using the internet to find out about Blaise Pascal's invention (C3 C4 C7 C8) Understanding and extracting information about Mark Zuckerberg from a biography (C1 C3 C4 C7 C8) Categorising verbs in pairs (C1 C3 C7 C8) Writing your own biography (C1 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 visiting the doctor (C1 C3 C5 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> <i>invent, discover, ask, answer, open, close, travel, return, start, finish</i> <i>First, Then, After that, Later, Finally</i> <i>patent, a pocket, a wrist, a doll, sew, ear muffs</i> <p>Structures</p> <ul style="list-style-type: none"> <i>I/He/She/They invented (a dessert).</i> <i>I/He/She/They didn't invent (a new dessert).</i> <i>What did he/she invent? Did you/he/she/they invent (a new dessert)?</i> <i>Yes, I/he/she/they did.</i> <i>No, I/he/she/they didn't.</i> 	<ul style="list-style-type: none"> <i>I love (chocolate).</i> <i>You can try (this month's new flavour).</i> <i>Do you know (who invented Converse shoes)? It was (a man called Mr Converse).</i> <i>What happened?</i> <i>What time (did you start school yesterday)?</i> <i>history, mountains, snow, ingredients, dessert, octopus, basketball, Maths class, village, hospital, cow, jeans, website, supermarket, homework</i> Ingredients, food and drink Verbs Adjectives Jobs Family members Countries
7 On Safari	<ul style="list-style-type: none"> Identifying and saying irregular 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 Jane Goodall, the anthropologist (C1 C3 C6 C7 C8) Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8) Identifying how to use and form the past simple with irregular verbs (C1 C7) Identifying parts of the language structure and showing understanding by creating sentences and asking questions (C1 C7 C8) Listening to, reading and acting out a dialogue using language in context (C1 C5 C7 C8) Identifying and saying safari animals (C1 C3 C7 C8) Reading, extracting information and writing an authentic fact file about African animals (C1 C3 C4 C6 C7 C8) Reading, listening and writing about animals and animal conservation (C1 C3 C4 C5 C6 C7) Using the internet to find out about endangered animals (C3 C4 C5 C7 C8) Understanding and extracting information about a safari holiday from a postcard (C1 C3 C4 C7 C8) Categorising verbs into regular or irregular verbs (C1 C3 C7 C8) Writing your own postcard about a safari holiday (C1 C3 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 visiting a safari park (C1 C3 C5 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> <i>I went on safari/to bed, I said hello/goodbye, I ate a sandwich/pineapple, I saw zebras/lions, I wrote emails/postcards</i> <i>a buffalo, an ostrich, an antelope, a leopard, a vulture</i> <i>a cage, a fence, a habitat, an enclosure, biodiversity, a safari park, animal conservation</i> <p>Structures</p> <ul style="list-style-type: none"> <i>I/He/She saw I didn't see (an ostrich).</i> <i>Did you/he/she see (an ostrich)?</i> <i>Yes, I/he/she did.</i> <i>No, I/he/she didn't.</i> 	<ul style="list-style-type: none"> <i>I/They can/can't (see the chimpanzees).</i> <i>I often (go to the cinema).</i> <i>They are/aren't (about one metre tall).</i> <i>There are (lots of different types of animals).</i> <i>(A safari park) is bigger than (a zoo).</i> <i>We/I/He/She travelled (in a special safari car).</i> <i>awards, basketball match, swim, climb, jump</i> Continents Countries Wild animals Family members Food Regular past simple verbs Adjectives Body parts Places Natural features

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> •wide, coolest, flavours, hope, facts, ruled, Roman Empire, buffalo milk, mixed, ice cream cone, cart, biography, explorer, the public, unusual •by car, by bus, by underground •medical, medicine, penicillin, prescription, cream, disease, smallpox, cowpox, vaccination •inventions, electronic TV, experimented, discovery, reflecting telescope, gravity, universe, co-invent, Glo-Sheet, windscreen wipers •Wristies®, Little Bundies, patented, battery operated heater, pockets, inventor, ice skating •What an (interesting world we live in). •What's your favourite (flavour)? •What's the matter? My leg hurts. •How are you feeling? 	<ul style="list-style-type: none"> •Comparing the sounds /t/ as in <i>cart</i> and /d/ as in <i>card</i> 	<ul style="list-style-type: none"> •Learning about famous discoveries, inventors and scientists (C3 C6 C7 C8) •Showing interest in the history of science and inventors (C3 C6 C8) •Learning about culture and customs in the English-speaking world (C5 C6 C7 C8) •Using everyday English to act out visiting the doctor (C1 C3 C5 C6 C7 C8) 	Science: Young inventors
	<ul style="list-style-type: none"> •interested in, lay eggs, anthropologist, vegetarian, tool, environment, organisations, conservation projects, spots, herbivore, omnivore, carnivore, soar, balance, main aim, text message •We need someone to (go to the Gombe Reserve). •hens, chimpanzees, ants, gazelles, insects, white-backed vulture, common ostrich •fur, feathers, hooves, curly horns •grass stem, savannah, desert, jungle, leaves, rainforest, National Park •extinction, animal reserve, giant panda, golden lion tamarin, one-horned rhino •Where is it? It's over there. / Where are they? They're over there. 	<ul style="list-style-type: none"> •Comparing the /t/ sound in differently spelt words as in <i>French, different</i>, and <i>geography</i> 	<ul style="list-style-type: none"> •Interest in learning about animals and conservation (C3 C5 C7 C8) •Showing interest in learning about animals and being on safari (C3 C6 C8) •Learning about culture and customs in the English-speaking world (C5 C6 C7 C8) •Using everyday English to act out seeing animals on safari (C1 C3 C5 C6 C7 C8) 	Natural Science: Animal conservation

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 Party Time!	<ul style="list-style-type: none"> Identifying and saying vocabulary about parties and celebrations 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 party at Greenhill school (C1 C3 C6 C7 C8) Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8) Identifying how to use and form the future with <i>to be + going to</i> (C1 C7) Identifying parts of the language structure and showing understanding by creating sentences and questions (C1 C7 C8) Listening to, reading and acting out a dialogue using language in context (C1 C5 C7 C8) Identifying and saying different stages in life (C1 C3 C5 C8) Reading, extracting information and writing an authentic horoscope (C1 C3 C4 C6 C7 C8) Reading, listening and writing about the history of birthday celebrations (C1 C3 C4 C5 C7 C8) Using the internet to find out about the <i>Happy Birthday</i> song (C3 C4 C5 C6 C7 C8) Understanding and extracting information about a party from an e-invitation and email (C1 C3 C4 C5 C6 C7) Categorising party words into different groups (C1 C3 C7 C8) Writing your own email about a party (C1 C3 C4 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 being invited to a party (C1 C3 C5 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> a party, an invitation, snacks, fizzy drinks, paper plates, paper cups, a band, speakers, balloons, streamers make friends, get a job, get married, have children, go on holiday spirits, a birthday cake, a goddess, candles, round, an e-card <p>Structures</p> <ul style="list-style-type: none"> What are you going to do? I'm/He's/She's/We're going to (buy balloons). I'm not going to (bring speakers). He/She isn't going to (buy snacks). We aren't going to (bring streamers). Are you going to (go to the party)? Yes, I am. / No, I'm not. Yes, we are. / No, we aren't. Is he/she going to (bring snacks)? Yes, he/she is. / No, he/she isn't. 	<ul style="list-style-type: none"> They/We are/aren't (talking to their teacher). Can we (have a party)? We/They need (snacks and fizzy drinks). There are (no lights). Let's have (a party). / It's time for (a party). I've got (an idea). (The cakes) looked (like the moon). When, Who, Where, What Don't worry. dancing, safari holiday, sports, celebrations, computer, guitar Months Continents Countries Free-time activities Adjectives Jobs
New Year's Eve	<ul style="list-style-type: none"> Identifying New Year's Eve words and writing them correctly (C1 C3 C6 C7 C8) Listening to, understanding and singing a New Year's Eve song (C1 C6 C7 C8) Listening to, understanding and explaining a New Year's Eve web page (C1 C3 C4 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> New Year's Eve, midnight, Big Ben, fireworks, torches, pipers, bagpipes, kilts, Times Square, confetti <p>Structures</p> <ul style="list-style-type: none"> I want to (improve my Spanish). There are (decorations). There's (a bonfire). 	<ul style="list-style-type: none"> party, decorations, London, New York, famous, kiss, favourite, fantastic, special, beautiful, healthy, play the drums What do you do (on New Year's Eve)?
St Patrick's Day	<ul style="list-style-type: none"> Identifying St Patrick's Day words and writing them correctly (C1 C3 C6 C7 C8) Listening to, understanding and explaining a St Patrick's Day webpage (C1 C3 C4 C6 C7 C8) Listening to and reading about St Patrick's Day traditions (C1 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> St Patrick's Day, parade, an Irish flag, a shamrock, a leprechaun, fairy (fairies), a pot of gold, Ireland <p>Structures</p> <ul style="list-style-type: none"> Happy St Patrick's Day! It's (a day of fun). We/I wear (green clothes). 	<ul style="list-style-type: none"> symbol, special, celebration, fun, silly, hat, jackets, myth, little, old, good luck, mythical creature Do you know (about St Patrick's Day)? Colours
Notting Hill Carnival	<ul style="list-style-type: none"> Identifying Notting Hill Carnival words and writing them correctly (C1 C3 C6 C7 C8) Listening to, understanding and explaining a Notting Hill Carnival web page (C1 C3 C4 C6 C7 C8) Listening to and reading a Notting Hill Carnival song (C1 C6 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> Notting Hill Carnival, children's parade, bright costumes, steel bands, food stalls, sweetcorn <p>Structures</p> <ul style="list-style-type: none"> There's/There are ... People wear (bright costumes). People are (wearing) ... I love (dancing to the music). 	<ul style="list-style-type: none"> celebration, favourite, traditionally, amazing I like (watching the Notting Hill Carnival parades). I love/like (the music). There are (fantastic steel bands). Days of the week Do you know (about the Notting Hill Carnival)? Do you like (wearing costumes)?

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> • <i>party animal, horoscope, Valentine's Day, Ancient Greeks, Artemis, the Goddess of the Moon, christening, ceilidh, carnival, MP3 player, long life</i> • <i>as soon as possible</i> • <i>Come on everyone!</i> • <i>Would you like to come? I'd love to!</i> 	<ul style="list-style-type: none"> • /h/ sound as in <i>holiday</i> • /dʒ/ sound as in <i>job</i> 	<ul style="list-style-type: none"> • Showing interest in learning about parties, birthdays and celebrations (C3 C5 C6 C7 C8) • Learning about culture and customs in the English-speaking world (C5 C6 C7 C8) • Using everyday English to act out being invited to a party (C1 C3 C5 C6 C7 C8) 	History: The history of birthday celebrations
	<ul style="list-style-type: none"> • <i>Auld Lang Syne, New Year's Resolutions, Happy New Year, bonfire, chime, Edinburgh, hold hands</i> • <i>How is your New Year's Eve similar or different?</i> 		<ul style="list-style-type: none"> • Pleasure in celebrating New Year's Eve in English (C3 C5 C8) • Awareness of the traditions of New Year's Eve in other countries (C5 C6 C7 C8) 	
	<ul style="list-style-type: none"> • <i>limerick, public holiday, culture, The Emerald Isle, poem, rain, sun, hair</i> 		<ul style="list-style-type: none"> • Pleasure in celebrating St Patrick's Day in English (C3 C5 C8) • Awareness of the traditions of St Patrick's Day in other countries (C5 C6 C7 C8) 	
	<ul style="list-style-type: none"> • <i>cultures, Caribbean, reggae, hip hop, jazz, variety, delicious</i> 		<ul style="list-style-type: none"> • Pleasure in celebrating the Notting Hill Carnival in English (C3 C5 C8) • Awareness of the traditions of carnivals in other countries (C5 C6 C7 C8) 	



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