
































Communication Objectives	Structures	Vocabulary	Writing	21st Century Competencies
Module 1 • People • p. 5				
<ul style="list-style-type: none">• to talk about school subjects• to give personal details• to ask for personal details• to talk about actions happening at the moment of speaking• to talk about everyday actions• to talk about activities which someone is good or bad at• to talk about free-time activities• to make suggestions	<p>Information Questions (What, Where, Who)</p> <p>Present Simple vs Present Progressive</p> <p>I'm good/bad at (skateboarding).</p> <p>What's the matter? I'm (bored).</p> <p>Let's (watch a DVD). Great idea! / Sure! / No, thanks.</p>	<p>School subjects</p> <p>Actions</p> <p>Free-time activities</p>	<p>Project: to write an email about one's daily routine</p> <p>Writing tip: to learn how to use <i>capital letters, full stops, question marks and exclamation marks</i> in sentences</p> <p>Phonics</p> <p>oi /ɔɪ/ oy /ɔɪ/</p>	
Module 2 • Looking back • p. 15				
<ul style="list-style-type: none">• to talk about events that happened in the past• to introduce holiday activities• to talk about exploration• to talk about a specific point in time or the order of past events• to talk about Art• to talk about ability in the past• to talk about free-time activities	<p>Past Simple (the verb to be)</p> <p>Past Simple (regular and irregular verbs)</p> <p>Time clause (when)</p> <p>The verb Could</p>	<p>Holiday activities</p> <p>Free-time activities</p> <p>Occupations</p>	<p>Project: to learn how to write a diary entry</p> <p>Writing tip: to learn how to use intensifiers (<i>very, really, so</i>) in a sentence</p> <p>Phonics</p> <p>ow /aʊ/ ou /aʊ/</p>	
Cross-curricular 1 (Modules 1-2) • p. 25			Cross-curricular Connections: History (ancient civilisations)	
Module 3 • Let's learn! • p. 27				
<ul style="list-style-type: none">• to introduce different kinds of buildings• to introduce the Comparative form of adjectives• to talk about places• to introduce the Superlative form of adjectives• to talk about endangered species• to introduce adverbs of manner• to introduce units of measurement• to talk about track and field events• to introduce units of time• to introduce the Comparative and the Superlative form of adverbs	<p>Comparative form</p> <p>Superlative form</p> <p>Adverbs of manner</p> <p>Comparison of adverbs</p>	<p>Places</p> <p>Buildings</p> <p>Units of measurement</p> <p>Sports</p> <p>Units of time</p>	<p>Project: to learn how to write an article about a famous person</p> <p>Writing tip: to learn the position of adjectives in a sentence, to learn to use the conjunction <i>because</i> and the adverb <i>too</i> in sentences</p> <p>Phonics</p> <p>ow /əʊ/ ow /aʊ/</p>	



Communication Objectives	Structures	Vocabulary	Writing	21st Century Competencies
Module 4 • What happened? • p. 37				
<ul style="list-style-type: none">to talk about actions that were happening at a specific point in time in the pastto say what one was doing at a specific time in the pastto talk about accidents and injuriesto ask and answer about reasonsto talk about a safarito talk about activities	<p>Past Progressive</p> <p>Why did you (go to the doctor)? Because I (was ill).</p> <p>What's the matter? I (sprained my ankle).</p>	Activities Accidents	<p>Project: to learn how to write an incident report</p> <p>Writing tip: to learn how to use <i>commas</i> and the conjunction <i>and</i> in a sentence</p> <p>Phonics</p> <p>ay, ai /eɪ/ i, ie /aɪ/</p>	      
Cross-curricular 2 (Modules 3-4) p. 47		Cross-curricular Connections: History and Geography (famous explorers)		
Module 5 • Eating right • p. 49				
<ul style="list-style-type: none">to do a quizto talk about healthy and unhealthy eatingto talk about eating habitsto talk about quantityto talk about foodto talk about preferences	<p>some / any / many / much / a lot of/lots of / a few / a little</p> <p>How much...? / How many...?</p> <p>Both / Neither</p>	Food Food containers	<p>Project: to learn how to write a recipe</p> <p>Writing tip: to learn how to use sequence words (<i>First, Second, Next, Then, Finally</i>)</p> <p>Phonics</p> <p>silent gh silent k</p>	      
Module 6 • Time for Science! • p. 59				
<ul style="list-style-type: none">to talk about colours in natureto give information about something while avoiding repetitionto give information about someone while avoiding repetitionto talk about people who first did somethingto talk about inventions that were invented by mistake	Relative pronouns: who, which, that	Occupations Inventions	<p>Project: to learn how to write a suggestion about a film or a book</p> <p>Writing tip: to learn how to use the conjunctions <i>or</i> and <i>but</i> in a sentence</p> <p>Phonics</p> <p>or /ɔ:/ er /ə/ ar /ɑ:/</p>	      
Cross-curricular 3 (Modules 5-6) p. 69		Cross-curricular Connections: Home Science (food round the world)		
Module 7 • Planning the future • p. 71				
<ul style="list-style-type: none">to talk about an amusement parkto talk about future plansto talk about festivalsto talk about special days and celebrationsto talk about free-time activitiesto accept or refuse an invitation	Future <i>be going to</i> Would you like to...? Yes, I'd love to./Sure, why not? / I'm sorry. I can't./I'm afraid I'm busy./I'm sorry. I've got other plans.	Free-time activities Festivals Celebrations Special days	<p>Project: to learn how to write a trip itinerary and a postcard</p> <p>Writing tip: • to learn how to use different tenses in a description • to learn how to use adjectives to describe feelings and impressions</p> <p>Phonics</p> <p>ir /ɜ:/ ur /ɜ:/</p>	     

Communication Objectives	Structures	Vocabulary	Writing	21st Century Competencies
Module 8 • Let's have fun • p. 81				
<ul style="list-style-type: none"> • to talk about movement • to ask for directions • to give directions • to talk about hobbies and free-time activities • to say what people like / love / enjoy / hate doing 	<p>Prepositions of movement</p> <p>Directions</p> <p>love / like / enjoy / hate + -ing</p> <p>Let's... / Why don't we...? / How about...?</p>	<p>Prepositions of movement</p> <p>Directions</p>	<p>Project: to write an invitation to an event and draw a map</p> <p>Writing tip: to learn how to write an invitation and draw a map</p> <p>Phonics</p> <p>oo /u:/</p> <p>oo /ʊ/</p>	
Cross-curricular 4 (Modules 7-8) • p. 91		Cross-curricular Connections: Geography and Science (learning about the seasons round the world)		