

Syllabus

Unit	Main vocabulary	Main language	Reading
<p>Hello!</p>	<p>Numbers: 1-10</p> <p>Colours: <i>black, blue, brown, green, grey, light blue, orange, pink, purple, red, yellow, white</i></p> <p>School items: <i>brush, glue, marker, notebook, pen, pencil, pencil case, rubber, ruler, school bag, scissors, sharpener</i></p> <p>Classroom furniture: <i>bin, board, clock, cupboard</i></p>	<p><i>Hello, I'm (Hassan).</i></p> <p><i>What's your name? My name's (Natalie).</i></p> <p><i>How old are you? I'm (eight).</i></p> <p><i>What's this in English?</i></p> <p><i>Is it a ...?</i></p> <p><i>Yes, it is. / No, it isn't.</i></p> <p><i>It is ... / They are ...</i></p> <p><i>Are they (blue)?</i></p> <p><i>Yes, they are. / No, they aren't.</i></p>	
<p>UNIT 1</p> <p>Time for sport</p>	<p>Games and sports: <i>play basketball/football/hockey, ride a bike, rollerblade, swim</i></p> <p>Objects related to games and sports: <i>basketball, bike, football, helmet, rollerblades, skateboard</i></p> <p>Other: <i>old, new, nice, horse, diamond</i></p>	<p><i>Can you (help me) / (paint) it?</i></p> <p><i>Yes, I can. / No, I can't.</i></p> <p><i>Come on! Watch out!</i></p> <p><i>Are you OK?</i></p> <p><i>Can (positive, negative, question):</i></p> <p><i>I can (play hockey).</i></p> <p><i>I can't (ride a bike).</i></p> <p><i>Can you (play football)?</i></p> <p><i>Yes, I can. / No, I can't.</i></p> <p><i>I've got a (blue) (helmet).</i></p> <p><i>Have you got a (bike)?</i></p> <p><i>Yes, I have. / No, I haven't.</i></p>	<p>A story about three friends: Joe, Tony and Mandy</p>
<p>UNIT 2</p> <p>Animal watch</p>	<p>Wild animals: <i>elephant, fish, frog, lizard, monkey, parrot, snake, tiger, zebra</i></p> <p>Prepositions of place: <i>behind, in, on, under</i></p> <p>Actions: <i>climb, crawl, fly, hunt, jump, run, swim</i></p> <p>Adjectives (qualifiers): <i>big, long, small (in size)</i></p> <p>Other: <i>tree, house, rock, hide, lion, polar bear, rabbit, owl, grass, snow, magic, map, rock, Let's go! Quick!</i></p>	<p><i>Where's the (elephant)?</i></p> <p><i>It's (behind) the (tree).</i></p> <p><i>Is the (monkey) (on) the (tree)? Yes, it is. / No, it isn't.</i></p> <p><i>(Fish) can't (fly). They can (swim).</i></p>	<p>Animals and their colours</p>
<p>CONSOLIDATION 1 Review of vocabulary and grammar from Units 1 and 2</p>			

Values	Project	CLIL	Everyday English
<p>Greet everyone.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in games in pairs.</p>			
<p>Be a good friend.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in games in pairs.</p>	<p>Write about what you can do.</p>	<p>Natural Science: The water cycle</p> <p>Vocabulary: <i>ice, steam, sea, snow, river, clouds, rain liquid, solid, gas, hot, cold, cloudy/clouds, rainy, rain, sunny, sun, windy, wind, mountains, land, condensation, evaporation, precipitation</i></p> <p>Language: <i>When it's ...</i> <i>How can you save water?</i></p>	<p>Making arrangements</p> <p>Locations in town: <i>cinema, club, museum, aquarium, park, shopping centre, sports centre</i></p> <p>Language: <i>What do you do in your free time?</i> <i>I'm going to the (park) on (Monday).</i></p>
<p>Protect animals.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in games in pairs.</p>	<p>Make notes about your favourite animal. Then draw and write.</p>		

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Unit	Main vocabulary	Main language	Reading
UNIT 3 Lunchtime	Food: <i>bread, cheese, fruit, meat, salad, vegetables, burgers, chips, chocolate / vanilla ice cream, pasta, pizza</i> Other: <i>wet, hungry, bananas</i>	<i>Like</i> (positive, negative, questions): <i>I like (salad). I don't like (meat). Do you like (salad)?</i> <i>Yes, I do. / No, I don't.</i> <i>Can I have a (burger), please?</i> <i>Yes.</i> <i>Here you are.</i> <i>My favourite food is ...</i>	Mrs Stork and Mr Fox
UNIT 4 The clothes box	Clothing (singular): <i>belt, dress, hat, jacket, jumper, T-shirt, skirt, scarf;</i> (plural): <i>boots, jeans, sandals, socks, shoes, trainers</i> Other: <i>clothes box, birthday party, special clothes, pirate, dog, clown, superhero, elf, table, paint tubes, mask</i>	<i>I need ...</i> <i>Guess the colour!</i> <i>Are you sure?</i> <i>He's wearing (a hat).</i> <i>She's wearing (shoes).</i> <i>She isn't wearing (a scarf).</i> <i>I'm wearing (white) (trainers).</i> <i>Are they (blue)?</i> <i>Yes, they are. / No, they aren't.</i>	Harry's birthday party
CONSOLIDATION 2			
Review of vocabulary and grammar from Units 3 and 4			
UNIT 5 Machines	Parts of the body: <i>arms, body, feet, fingers, hands, head, legs, toes</i> Parts of the face: <i>eyes, nose, mouth, ears, hair, neck</i> Other: <i>intelligent, listen to / understand instructions, stand up, sit down, speak, walk, play with a ball, dance to music, express emotions</i>	<i>I love games.</i> <i>Come with me!</i> <i>Who's...?</i> <i>That isn't...</i> <i>You're a smart girl.</i> <i>It's for you!</i> <i>has got</i> (positive, negative and questions): <i>She's got (a nose). She hasn't got (toes). Has he got (two heads)?</i> <i>Yes, he has. / No, he hasn't.</i>	Animal robots
UNIT 6 On the beach	Typical beach activities: <i>go fishing / snorkelling, look for shells / treasure, make a sandcastle, play frisbee</i> Beach objects: <i>bucket, fishing rod, flippers, frisbee, snorkel, spade</i> Other: <i>the weather, the sea, flag, dangerous, calm, the beach</i>	<i>Let's look for more!</i> <i>Want to</i> (positive, negative and questions): <i>I want to (play frisbee). I don't want to (go snorkelling). Do you want to (look for shells)?</i> <i>Yes, I do. / No, I don't.</i> <i>Have you got (a spade)?</i> <i>Yes, I have. / No, I haven't.</i>	At the beach
CONSOLIDATION 3			
Review of vocabulary and grammar from Units 5 and 6			

Values	Project	CLIL	Everyday English
<p>Be polite when requesting something – say please and then thank you.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in games in pairs.</p>	My favourite food.	<p>Natural Science: Let's find out about food</p> <p>Vocabulary: <i>beans, butter, cereals, fish, milk, nuts, rice, yoghurt, flour, wheat, milk, cows, pizza, yoghurt, ice cream</i></p> <p>Food categories: <i>carbohydrates, fat, proteins, vitamins</i></p> <p>Language: <i>I eat a lot of (cereals).</i> <i>We can find (carbohydrates) in cereals.</i> <i>Flour comes from wheat.</i> <i>Where does (milk) come from? It comes from (cows).</i></p>	<p>How healthy are you?</p> <p>Vocabulary: <i>biscuits, chocolate bars, eggs, fizzy drinks, pears, sausages, strawberries, sweets, add, chop, cook, fry, pour</i></p> <p>Language: <i>How many (sweets) do you eat? a lot, some, any</i></p>
<p>Help your friends.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in games in pairs.</p>	Your friend.	<p>ICT</p> <p>Vocabulary: <i>computer, headphones, keyboard, microphone, mouse, screen</i></p> <p>Language: <i>What do we use a (keyboard) for? We use it to (type words).</i> <i>First ... then ... next ... finally</i></p>	<p>Using technology</p> <p>Vocabulary: <i>blog, digital camera, laptop, mobile phone, printer, tablet, webcam, Wi-Fi</i></p> <p>Language: <i>There is / isn't a photo of (my favourite hobby).</i> <i>There are / aren't photos of (my classmates).</i> <i>Your blog is very (nice)!</i> <i>The photos are (beautiful)!</i></p>
<p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in games in pairs.</p>	Your robot.		
<p>Follow rules at the beach.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in games in pairs.</p>	What you have and what you do / don't want to do.		

1

**Listen, find and point. Then listen again and repeat.**

a monkey a tiger a snake an elephant a zebra a parrot a fish a frog



2

**Listen and read. Then sing and act out.**

Where's the elephant? I can't see.
It's over there. It's behind the tree.

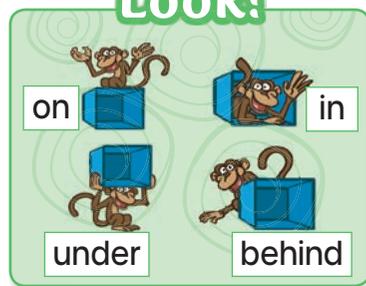
Where's the parrot? I can't see.
It's over there. It's in the tree.

Where's the tiger? I can't see.
It's over there. It's on the tree.

Where's the zebra? I can't see.
It's over there. It's under the tree.



Look!



1 Ask and answer.



2 Listen and read.

on the tree behind the tree in the tree under the tree



✗ ✗ ✓ ✗



✗ ✗ ✗ ✓

3 Look at Activity 2. Then ask and answer.



STEPS INTO GRAMMAR

Where's the tiger?
It's on the tree.

1



Listen and read. Then act out.



2



Read again. Then choose and say.

1 Hassan can't see the **lizard** / **rock**.

3 The lizard **is** / **isn't** behind the rock.

2 The lizard **is** / **isn't** under the rock.

4 The lizard is **on** / **behind** Kim's head.

3



Ask and answer.

1



... behind
the tree?

2



... in the
tree?

3



... under
the tree?

STEPS
INTO

GRAMMAR

Is the monkey
on the tree?
Yes, it **is**. / No, it **isn't**.

1 Listen, find and point. Then listen again and repeat.



2 Look and read.

1 fly swim

2 run jump

3 climb fly

4 hunt jump

5 swim fly

3 Look at Activity 2. Then say.



- 1  Look at the pictures. Name the animals and their colours.
- 2  Listen and read. How many animals hide in grass?

ANIMALS AND THEIR COLOURS

Animals are different colours. Some animals can hide in nature. Can you see the animals in the photos?



Lions are brown. They can hide in grass.



Polar bears are white. They are big, but they can hide in snow.



This snake is green and brown. It is long, but it can hide under leaves.



This owl is black and brown, and it can hide in trees.



This rabbit is grey and brown. It can hide in grass.



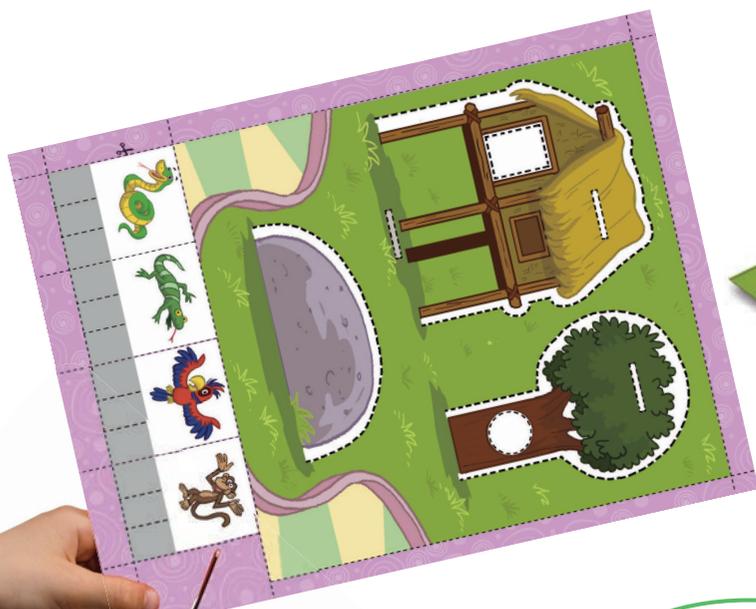
Tree frogs are green. They can hide in trees.

- 3   Read, match and say.

- | | |
|------------------------|-----------------|
| 1 Polar bears can hide | a in trees. |
| 2 Lions can hide | b in grass. |
| 3 Tree frogs can hide | c under leaves. |
| 4 Snakes can hide | d in snow. |

Your turn!

- 1   → Go to Activity Book page 78. Make the game. Then play.



Is the snake **under** the rock?

No, it isn't!

- 2  Read. → Go to Activity Book page 17.

Mini project

My favourite animal is the tiger. Tigers are orange and black. They can hunt. They can swim and they can run. They can't fly.



1   Listen and read. Answer the questions.

- 1 What do Casey and Ronnie want to find?
- 2 Which animals are in the story? Where are they?

Is that a magic diamond?



Yes, it is. Shh!
It's a secret.

I've got a map.
Look. There's a diamond
on that rock.



Can you
climb a rock?

Er ...
Yes, I can.

Great. Let's go
to the top.

Come on, Casey.
You can do it!



Phew!
And where's the
diamond?



It's over there.
It's behind
the frog.





2  **Read again. Say *yes* or *no*.**

- 1 Casey and Ronnie don't climb a rock.
- 2 The diamond is behind the frog.
- 3 The snake is in the river.
- 4 Casey and Ronnie jump into the water.

1   Listen and repeat.



liquid



solid



gas

2   Listen and read.

Water

We need water to live. We can find water in many places on Earth. Water can be a **liquid**, a **solid** or a **gas**.

3   Listen and repeat. Then match the words to the pictures.

ice steam the sea snow a river a cloud rain



4  Look at Activity 3. What is a solid, a liquid or a gas?



What is ice?



It's a solid.



5 Look, match and say.

It's cloudy. It's sunny. It's rainy. It's windy.



6 Look at Activity 7. What different weather can you see?

7 Listen and point.



8 Look at the water cycle in Activity 7. Listen, read and follow.

Some water in the sea goes to the sky when it's sunny. This is called **evaporation**.
 The water makes clouds in the sky. The clouds go to the land when it's windy.
 This is called **condensation**.
 The water falls on the land and in the river when it's rainy. The water in the river
 goes to the sea. This is called **precipitation**.

1   Listen and point. Then listen and repeat.



museum



cinema



shopping centre



library



sports centre



club

2   Where is Mary going at the weekend? Listen and say.

On Saturday, I'm going to the ...

On Sunday, I'm going to the ...



3  Ask and answer.

Where are you going on Saturday?

I'm going to the club with my brother.



STEPS INTO ENGLISH

Where are you going on Sunday?
On Sunday, I'm going to the cinema with my friend.



4 **Read and match. Then listen, check and say.**

zoo aquarium mountains park



5 **Listen. Then answer the questions.**

- 1 Where is Mary going on Thursday morning?
- 2 Why can't Li go?
- 3 Where are they going on Friday afternoon?

Look!

6 **Choose three places for three days. Copy the diary in your notebook.**

	Monday <i>cinema</i>	Tuesday ?	Wednesday ?	Thursday ?	Friday ?
	Saturday ?		Sunday ?		

7 **Listen to the examples. Ask and answer. Then complete your diary.**

Where are you going on Tuesday?

I'm going to the park on Tuesday.

Where are you going on Saturday?

I'm going to the museum on Saturday.