

# Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	<b>Welcome</b> p4	Vocabulary review (describing people, food, clothes, objects, family, people, activities, animals)		What class are you in? How old are you? What's your favourite ... ? I can see ... There is / are ... A boy is wearing ...
<b>1</b>	<b>At school</b> p8	School subjects, rooms and activities Adverbs of sequence	<b>Present simple or present continuous?:</b> <i>He plays... He's watching...</i>	<b>good at / not good at + nouns:</b> <i>I'm good at English. I'm not good at PE.</i>
<b>Reading time 1:</b> The Swiss Family Robinson <b>Play 1:</b> Charlie's homework				
<b>2</b>	<b>At home together</b> p22	Chores and free time Buildings and breakfast Frequency expressions	<b>Adverbs of frequency:</b> <i>I always / usually / sometimes / hardly ever / never ...</i>	<b>How often do you ... ?</b> <i>How often do you watch a film? Once a month.</i>
<b>Review 1</b>				
<b>3</b>	<b>Around town</b> p34	Places around town Adjectives to describe people Family	<b>to be: present simple or past simple?</b> <i>Yesterday she was sad. Today she's happy.</i>	<b>Wh- questions with was / were:</b> <i>Where were you on Saturday?</i>
<b>Reading time 2:</b> Sam and the number 22 bus <b>Play 2:</b> The outing				
<b>4</b>	<b>Safari adventure</b> p48	Food and tableware Safari	<b>Countable and uncountable nouns with some / any:</b> <i>There's some water.</i>	<b>How much / many ... There's / there are ...</b> <i>How much spinach is there? There's a lot.</i>
<b>Review 2</b>				
<b>5</b>	<b>My grandpa</b> p60	Family and musical instruments Action verbs Dressing up	<b>Past simple regular verbs:</b> <i>Yesterday he played the drums.</i>	<b>Past simple yes / no questions:</b> <i>Did you like painting at kindergarten? Yes, I did.</i>
<b>6</b>	<b>Under the sea</b> p70	Sea animals Adjectives	<b>Comparing two people, animals or objects:</b> <i>The starfish is slower than the seahorse.</i>	<b>Superlative form of short adjectives:</b> <i>My dad is the tallest.</i>
<b>Review 3</b>				
<b>7</b>	<b>Once upon a time</b> p82	Past simple irregular verbs Adverbs	<b>Past simple irregular verbs:</b> <i>He had a cake. He didn't have a cake.</i>	<b>Past simple with Wh- question form:</b> <i>What did you eat?</i>
<b>Reading time 3:</b> The race & The wind and the sun <b>Play 3:</b> The dolphin				
<b>8</b>	<b>Back in time</b> p96	Objects in a history museum Materials and objects in a house Zoo words	<b>there was / were ...:</b> <i>There was a mammoth in the cave!</i>	<b>Yes / No questions with there was / were:</b> <i>Were there any parrots? No, there weren't.</i>
<b>Review 4</b>				
<b>9</b>	<b>Sport for all</b> p108	Sports clothes and equipment Healthy eating	<b>have to / don't have to:</b> <i>Tom has to jump high.</i>	<b>Why ... ? and Because ...:</b> <i>Why do they have to ... ? Because they need ...</i>
<b>Reading time 4:</b> Kings of the Sea <b>Play 4:</b> The coin				
<b>10</b>	<b>Let's celebrate!</b> p122	Months and dates Festivals Languages	<b>Future plans with going to:</b> <i>He's going to climb.</i>	<b>Questions with going to:</b> <i>Are you going to visit Spain? Yes, I am.</i>
<b>Review 5</b>				

	Reading and Learning skills	Listening	Speaking	Writing	Think about it!	Sounds and spelling
	A story: sequence events What to do when you don't understand a word	Listen for specific words	Say a chant	A story: write a dialogue using speech marks	Let's choose an after-school club!	long <b>e</b> <b>ee</b> or <b>ea</b> /i:/
	A blog: infer feelings How to learn new words	Sequence events	Give a presentation	A blog post: use capital letters and punctuation	Let's do a survey!	long <b>o</b> <b>oo</b> or <b>ow</b> /əʊ/
	A story: scan and categorise Use a dictionary to find meaning	Follow sequenced information	Provide sequenced information	A story: plan and write a story using a Mind Map™	Are you a good detective?	long <b>u</b> <b>oo</b> or <b>ue</b> /u/
	An informational website: contrast two texts Use a dictionary to find spelling	Listen for specific information	Give suggestions and make a plan	A safari website: make paragraphs in a website text	Planning a North Pole adventure	<b>ai</b> or <b>ea</b> /eɪ/
	Poetry: recognise features and interpret meaning Notice rhyme in a poem	Listen for specific information	Ask and answer questions about family	A poem: write rhyming poetry	Fact or opinion?	<b>ai</b> or <b>ay</b> /eɪ/
	An informative text: identify facts Adjectives	Sequence events	Act out a story	An informative text: write a text from notes	Write an animal puzzle	<b>ar</b> or <b>a</b> /ɑ:/
	A traditional story: analyse for inference Adverbs	Listen to a traditional story	Act out a story	A story: write a summary	A different point of view	<b>y</b> or <b>igh</b> /aɪ/
	A factual text: use labels in a text to aid comprehension Self-motivation	Analyse information	Describe a picture	A description: use topic sentences	Are you a good archaeologist?	<b>oy</b> or <b>oi</b> /oi/
	Emails: compare and contrast information Self-reflection	Compare and contrast information	Act out a roleplay	An email: use connectors of addition	Crack the secret code!	<b>ou</b> or <b>ow</b> /au/
	A magazine article: identify and infer information How to learn outside the classroom	Listen for specific information	Discuss a topic	A letter: use connectors of sequence	Let's make and play a game!	<b>ir</b> or <b>ur</b> /ɜ:/



# Welcome

1  1.1 Meet the Academy Stars. Listen and point.

Hi, I'm Flo. This is Ella. We're twins.

I'm Luke. I'm their big brother. This year, I want to learn how to use a dictionary.

Hello! I'm Aunt Daisy. I do lots of fun things with the children!

This year, I want to learn about celebrations around the world.

And I want to write emails to schools in other countries!

I'm Charlie. I'm their little brother. This year, I want to see lots of animals. Let's go to the sea and to the desert, too! Do you want to come with us?



# Lesson 1 Meet the Academy Stars

## 2 Look at the picture. Write the names.

1 Who's wearing ...

a a yellow T-shirt? Ella

c green trousers? \_\_\_\_\_

b a blue skirt? \_\_\_\_\_

d a red T-shirt? \_\_\_\_\_

2 Who's holding ...





















a a robot? \_\_\_\_\_

c a book? \_\_\_\_\_

b a football? \_\_\_\_\_

d a bag? \_\_\_\_\_

## 3 1.2 Listen and match the information to the Academy Stars.

	Age	Class	Favourite colour	Favourite food	Favourite sport	Favourite animal
<b>Flo</b> 	5	3				
<b>Charlie</b> 	8	6				
<b>Luke</b> 	8	3				
<b>Ella</b> 	11	kindergarten				

## 4 Ask and answer the questions in Activity 3 with a friend. **Be a star!**

1 Find and write.

1 four animals

\_\_\_\_\_ giraffe \_\_\_\_\_  
\_\_\_\_\_

2 two rooms

\_\_\_\_\_

3 four items of furniture

\_\_\_\_\_  
\_\_\_\_\_

4 three forms of transport

\_\_\_\_\_  
\_\_\_\_\_

5 six places in the town

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

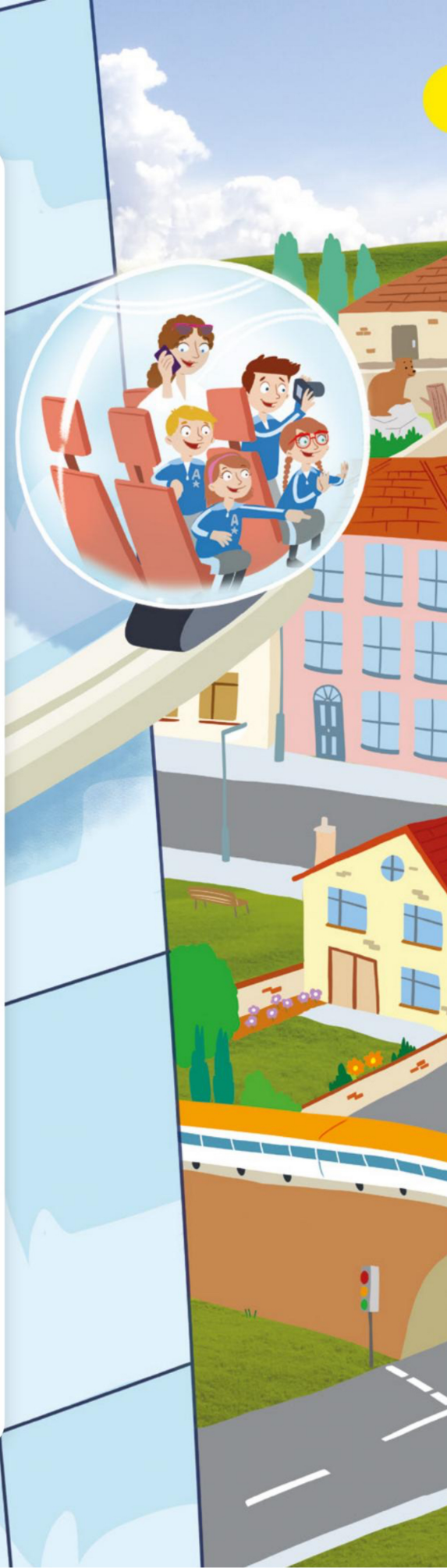
6 six activities

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 Write five questions about the picture in your notebook.

Where is / are the ... ? What is / are ... doing?  
Is it ... ? / Are they ... ? How many ... are there?  
Are there any ... ? Is there a ... ?

3  Ask and answer questions about the picture with a friend. **Be a star!** 









# 1

# At school



*Monday 10th September*

- 9:00 science*
- 10:00 English*
- 11:00 break time*
- 11:30 art*
- 12:30 lunch*
- 1:30 music*
- 2:30 computer studies*
- 3:30 PE*

*Homework: social studies and maths*

Take out your science books, please.

Sorry I'm late!



# Lesson 1 Vocabulary

- 1 1.3 Listen, point and say.
- 2 1.4 Listen and play the game. What's next?



science



English



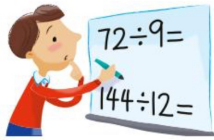
computer studies



music



break time



maths



social studies



PE



art



homework

- 3 Write the new words in your notebook.

Today, we've got ...

maths

Today, we haven't got ...

social studies

- 4 Look at the picture. Ask and answer.

What time is art?

It's at half past eleven.

- 5 1.5 Sing the song. **Be a star!**

## Our school day

*The clock goes tick-tock-tick-tock.*

*The lessons go by.*

*Now what have we got?*

Science, music and then art.

Computer studies – we're all so smart!

*The clock goes tick-tock-tick-tock.*

*The lessons go by.*

*Now what have we got?*

English, PE and social studies.

Then it's break time with my buddies!

*The clock goes tick-tock-tick-tock.*

*The lessons go by.*

*Now what have we got?*

How many school subjects are in the song?





1 Look at the title and the pictures. **Circle** the answers.

- 1 The text is ...      a a diary.                      b a story.  
 2 It's about ...      a a boy.                              b a man.  
 3 He's ...              a at school.                          b in a shop.

2 Scan the text. **Underline** the new words from Lesson 1.

3  1.6  Read the text. Why are the school subjects difficult for Joe?

## Joe's new school

1 It's Joe's first day at his new school.

He sees a teacher and says, 'Hello, my name's Joe. I'm new. I'm looking for my classroom.'

The teacher says, 'Your classroom is over there.'



2

It's nine o'clock and Joe is in the classroom. It's time for maths. Joe is sitting next to Paul. *That's strange. My maths book is different,* Joe thinks.

'You can look at my book,' says Paul.

3 It's ten o'clock now and the pupils are in the music room. They're playing the recorder. The teacher says, 'Repeat after me, please!'

Joe thinks, *Oh! This is difficult!*





4 At break time, the pupils always play in the playground. It's break time now, but Joe is sitting in the classroom.

The teacher asks, 'What are you doing?'

Joe says, 'I'm reading the maths book. This maths is difficult for me.'

'OK, I can help you,' says the teacher.



5 It's time for computer studies. The pupils are in the computer room. Joe is looking at a computer. *Oh dear. This is difficult for me. I don't understand it,* he thinks.

Then the door opens and a boy comes in. 'Is this Class Five?' he asks.

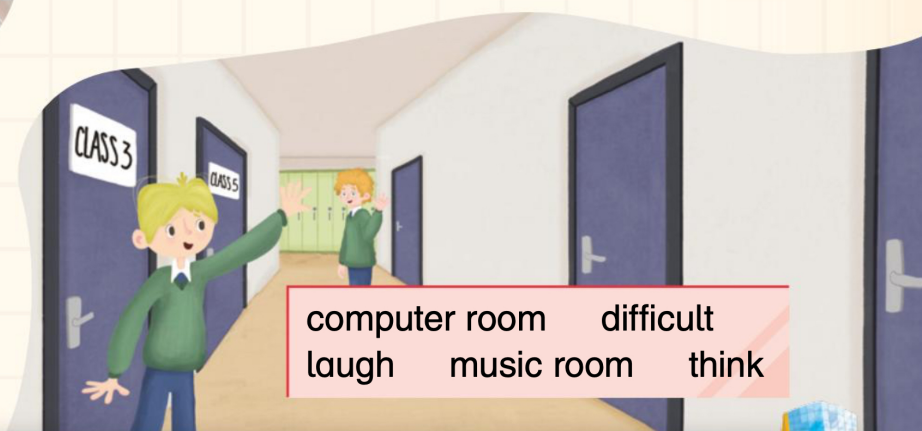
'Yes, it is,' says the teacher.

'Oh, no!' says Joe. 'I'm in the wrong class.' Joe and the other pupils laugh.

6 'I'm in Class Three, not Class Five!' says Joe.

Joe goes to his classroom.

'Bye! See you in the playground,' says Paul.



computer room    difficult  
laugh    music room    think

## Learning to learn

What do you do when you don't understand a word? Do you...

1 look in a dictionary?    2 ask a friend?    3 ask the teacher?

Ask questions about the words in the vocabulary box.

What does 'difficult' mean?

## 1 Answer the questions with full sentences.

- 1 What do the pupils study at ten o'clock? They study music at ten o'clock.
- 2 Where is Joe at break time? \_\_\_\_\_
- 3 What do the pupils study in the computer room? \_\_\_\_\_


2  Who is speaking?

- 1 'I'm new.' Joe
- 2 'You can look at my book.' \_\_\_\_\_
- 3 'OK. I can help you.' \_\_\_\_\_
- 4 'I'm in the wrong class!' \_\_\_\_\_

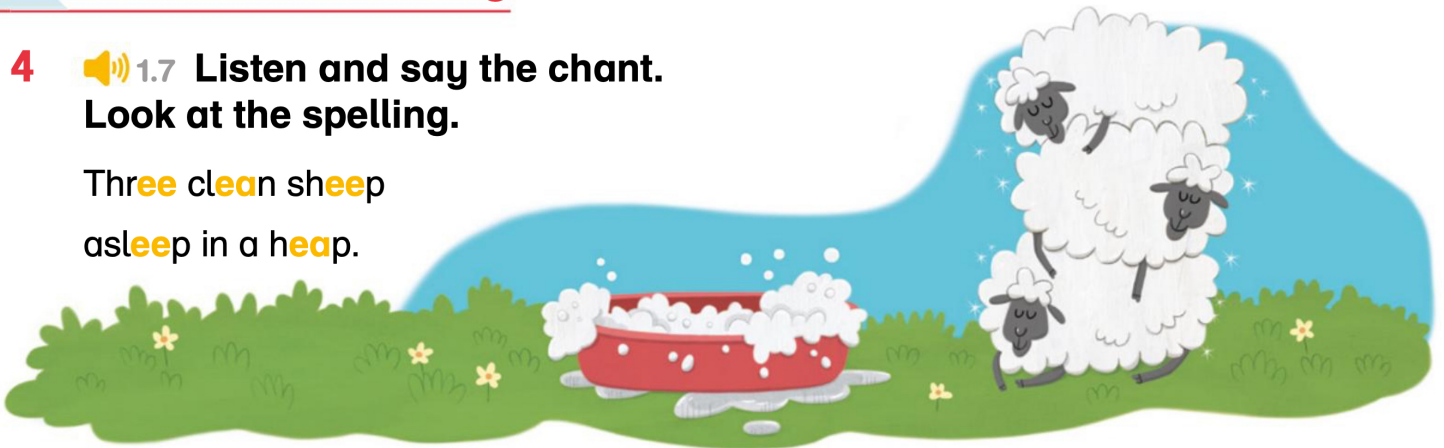
3  Think. Order the sentences 1–6. **Be a star!** 

- |                          |                            |                                     |                               |
|--------------------------|----------------------------|-------------------------------------|-------------------------------|
| <input type="checkbox"/> | Joe goes to Class 3.       | <input type="checkbox"/>            | Joe sits next to Paul.        |
| <input type="checkbox"/> | The teacher helps Joe.     | <input checked="" type="checkbox"/> | 1 Joe starts at a new school. |
| <input type="checkbox"/> | They're in the music room. | <input type="checkbox"/>            | Joe goes to the classroom.    |

## Sounds and spelling

4  1.7 Listen and say the chant.  
Look at the spelling.

Three clean sheep  
asleep in a heap.

5  1.8 Write the missing letters ee or ea. Listen to check.

- 1 eat    2 green    3 ice cream    4 street    5 please    6 tree

1  Look and read.

Graphic

Grammar

Present simple or present continuous?



He always plays football on Wednesdays .

Now he's watching football on TV .





2 When does Joe do these activities? Write *now* or *always*.

- 1 Joe is painting in art club. now \_\_\_\_\_
- 2 Joe goes home at five o'clock every day. \_\_\_\_\_
- 3 Joe is doing his homework. \_\_\_\_\_
- 4 Joe is playing a computer game. \_\_\_\_\_
- 5 In the evenings, Joe eats dinner at six o'clock. \_\_\_\_\_



3  Write what you think Joe *does* or *is doing*.










- 1 It's three o'clock now. Joe is going home.
- 2 It's nine o'clock now. Joe \_\_\_\_\_
- 3 After dinner, Joe always \_\_\_\_\_
- 4 In the morning, Joe always \_\_\_\_\_

4  Discuss with a friend. What do you do every day? What are you doing now? **Be a star!** 



1  1.9  Listen and say.



-  What lessons have we got today?
-  Well, first we've got English.
-  Great! **I'm good at** English.
-  Second, we've got PE.
-  Oh, **I'm not good at** PE.
-  Then it's break time. After break time, we've got science.
-  I like science. **Are you good at** science?
-  Yes, I am. And, we've got art before lunch.
-  Fantastic!

2  Complete the text about lessons on Monday.

On Mondays, we've got \_\_\_\_\_ lessons before break time and we've got \_\_\_\_\_ lessons after break time. First, we've got \_\_\_\_\_ and I'm \_\_\_\_\_ at that. Second, we've got \_\_\_\_\_ and I'm \_\_\_\_\_ at that. After lunch, we've got \_\_\_\_\_. My favourite subject is \_\_\_\_\_.

What \_\_\_\_\_ you good at?

3  Now make a new dialogue. **Be a star!** 



Are you good at sport?

Oh, I'm good at art, too!

No, I'm not!  
I'm good at art.

