

Unit	Vocabulary	Grammar
 <b>Welcome!</b> page 4	<b>Holidays</b> <b>Hobbies and activities</b> <b>Food</b> <b>Parts of animals</b>	<b>Present simple and continuous</b> <b>Past simple:</b> regular and irregular verbs <b>Future with going to</b> <b>Advice:</b> <i>should</i> and <i>shouldn't</i> <b>Quantifiers</b> <b>Abilities present and past:</b> <i>can, can't, could</i> and <i>couldn't</i>
 <b>Friends</b> page 10	<b>Friendship verbs:</b> <i>argue, be a good listener, feel happy, forget birthdays, listen to problems, make someone laugh, share interests, tell secrets, tell the truth, trust someone</i> <b>Appearance adjectives:</b> <i>athletic, curly, dark, fair, heavy, long, pale, short, straight, tall, tanned</i> <b>Personality adjectives:</b> <i>funny, lazy, outgoing, shy, talkative</i> <b>Activities:</b> <i>dance, do homework, eat cake/pizza, go to the mountains, hang out, play chess, play the guitar, read text messages, ride a bike/a horse, wash the dog, watch TV</i> <b>Adverbs of manner:</b> <i>angrily, happily, hungrily, loudly, nervously, politely, quickly, quietly, sadly, sleepily, slowly</i>	<b>Question words:</b> <i>who, what, when, where, which, why, how</i> <b>be and adjectives</b> <b>Present continuous:</b> affirmative, negative and interrogative <b>Present simple and Present continuous with usually and but</b> <b>Present continuous and adverbs of manner</b>
 <b>Let's explore!</b> page 22	<b>Regular verbs:</b> <i>convince, disappear, discover, establish, explore, kill, name, return, sail, start, travel</i> <b>Irregular verbs:</b> <i>be, bring, do, eat, go, have, hear, leave, take, tell</i> <b>Life events:</b> <i>act in play, be born, get a new job, get a pet, learn to do something, meet your best friend, move house, pass a test, play a musical instrument, start primary school, win a prize</i>	<b>Past simple:</b> affirmative, negative and interrogative <b>Past continuous:</b> affirmative, negative and interrogative
page 34	<b>Language fun! Units 0-2</b>	
 <b>Let the games begin!</b> page 36	<b>Population, temperature and rainfall:</b> <i>millions, Celsius, millimetres</i> <b>Sport:</b> <i>athlete, BMX bike racer, football player, mountain climber, tennis player, wrestler</i> <b>Adjectives:</b> <i>bad, beautiful, big, cold, dangerous, difficult, early, exciting, expensive, good, heavy, high, late, light, long, old, popular, short, small, tall, young</i>	<b>Comparative adjectives:</b> regular and irregular, <i>as ... as</i> <b>Superlative adjectives:</b> regular and irregular
 <b>World of work</b> page 48	<b>Jobs:</b> <i>astronaut, bus driver, carnival worker, chef, farmer, firefighter, journalist, magician, nurse, park ranger, pilot, police officer, sales assistant, stuntwoman, teacher, toy designer, waitress, zoo keeper</i> <b>Work verbs:</b> <i>advise, arrest, buy, check, clean, cook, drive, earn, fill, give, help, interview, investigate, milk, pack, ride, search, sell, serve, take care, take, wear, write</i> <b>Chores:</b> <i>make your bed, sweep the floor, take out the rubbish, tidy your room, walk the dog, wash the dishes</i>	<b>have to and not have to</b> <i>some / every / any / no: -thing, -where, -body</i>
 <b>Into the future</b> page 60	<b>Predicting the future:</b> entertainment, holidays, food, houses, people, pets, space, technology, transport	<b>Future with will:</b> affirmative, negative and interrogative <b>Zero conditional</b>
page 72	<b>Language fun! Units 0-5</b>	
 <b>We're on holiday</b> page 74	<b>Experiences:</b> <i>act, be, buy, climb, cook, cycle, dance, eat, fly, go, hold, learn, listen, make, play, read, ride, sail, see, sing, sleep, swim, take, talk, travel, watch</i>	<b>Present perfect for experiences:</b> affirmative, negative and interrogative <b>Present perfect and Past simple</b> <b>Expressing similarities:</b> <i>too</i> <b>Prepositions of place:</b> <i>above, behind, between, in front of, in the middle of, next to, opposite</i> <b>Prepositions of movement:</b> <i>around, away from, into, out of, over, under, past, through, towards</i>
 <b>Free time</b> page 86	<b>Experience verbs:</b> <i>act, be, drink, eat, fly, go, meet, play, read, ride, sail, see, swim, visit, watch, win, write</i> <b>Musical instruments:</b> <i>bagpipes, didgeridoo, flute, guitar, musical saw, piano, saxophone, thumb piano, trumpet, violin</i>	<b>Present perfect and Past simple</b> <b>Present perfect with ever and never</b> <b>Present and past abilities using can and could</b>
 <b>Extreme experiences</b> page 98	<b>Skateboarding:</b> <i>helmet, pads, rails, ramps, skateboard, shoes, tricks</i> <b>Survival:</b> <i>boots, compass, first-aid kit, fishing rod, hat, insect repellent, lifebelt, matches, map, penknife, radio, river, shirt, torch, trousers, water bottle, whistle</i>	<b>Advice:</b> <i>should</i> and <i>shouldn't</i> <b>Causes with because and consequences with so</b> <b>Suggestions:</b> <i>Let's..., Why don't we..., I agree, I don't agree, That's a good idea.</i> <b>will, might and won't</b>
page 110	<b>Language fun! Units 0-8</b>	
page 112	<b>Achieve more! Units 1-8</b>	

Functions	Phonics for pronunciation	Achieve!
		Culture
Asking and answering questions about past summer holidays		
<p><b>Discussing friendships:</b> <i>Why do you like your friend? I like him because he's funny.</i></p> <p><b>Comparing what you usually do with what you're doing now:</b> <i>I usually wear trainers to school, but today I'm wearing snow boots!</i></p> <p><b>Describing how something is done:</b> <i>Are you walking slowly? You're singing loudly!</i></p>	-air, -are or -ear	<p>CLIL: Presenting information on a graph and expressing percentages</p> <p>Friendship day: different types of friends</p>
<p><b>Interviewing a historical character:</b> <i>When did you start your journey? How did you feel? What did you bring back?</i></p> <p><b>Cross-checking information:</b> <i>He wasn't fishing at 2pm. He was making coffee.</i></p> <p><b>Asking and answering questions using What and When:</b> <i>What were you doing at 8.30? I was having breakfast.</i></p>	-aw or -au	<p>CLIL: Marco Polo</p> <p>Captain Cook: Voyages of discovery</p>
<p><b>Comparing physical characteristics:</b> <i>Who is younger? Who is the youngest? Whose feet are bigger? Whose feet are the biggest?</i></p> <p><b>Comparing statistics:</b> <i>The New Forest race is shorter than the Leeds race. He is the most popular wrestler.</i></p>	-ou or -ow	<p>CLIL: A healthy heart</p> <p>Wild records: Superlatives in the wild</p>
<p><b>Talking about work obligations:</b> <i>I have to clean the cages. I don't have to wear a uniform.</i></p> <p><b>Asking and answering questions about your weekend:</b> <i>Did you play anything last weekend? What did you play?</i></p> <p><b>Making polite requests:</b> <i>Could I have...? Would you like...? May I...? I'd like some...</i></p>	-or, -ur, -ear or -ir	<p>CLIL: Art from rubbish and other materials</p> <p>Van Gogh: the painter and his paintings</p>
<p><b>Making predictions about the future:</b> <i>I think people will have pet robots. Will I work in an office? No, you will work in a school.</i></p> <p><b>Comparing what you would do in certain situations:</b> <i>When I feel tired, I go to sleep.</i></p>	Long -i and long -a sounds	<p>CLIL: Our Solar System</p> <p>Space travel: important historical dates in space travel</p>
<p><b>Talking about and compare experiences:</b> <i>I've been to London. I haven't read a book, and Bryan hasn't read a book. Have you ever eaten a snake? No, I haven't.</i></p> <p><b>Giving details about experiences:</b> <i>What places have you visited? I've visited new Zealand. When did you go? I went there last year.</i></p>	-i, -ee or -ea	<p>CLIL: Six jobs in the theatre</p> <p>May Day: A traditional celebration in the UK</p>
<p><b>Discussing your experiences and when they happened:</b> <i>Have you ever seen a sad film? When did you see it?</i></p> <p><b>Talking about what you could and couldn't do when you were younger:</b> <i>I could ride a bike when I was four. I couldn't read English when I was two.</i></p> <p><b>Describing what something is made of:</b> <i>It's made of wood.</i></p>	Short -u and short -o sounds	<p>CLIL: Dancing around the world</p> <p>Talent show: Organising a talent show</p>
<p><b>Giving survival advice:</b> <i>You should use insect repellent. You should stay calm.</i></p> <p><b>Making suggestions and agreeing or disagreeing:</b> <i>Why don't we take the torch? That's a good idea. I agree. We should take the first-aid kit. I don't agree. Let's take the penknife.</i></p>	-oo, -ou, -u/e or -ew	<p>CLIL: The Sonoran Desert</p> <p>The code: Following the countryside code</p>