

Communication Objectives	Structures	Vocabulary	Writing	Phonics
<b>Module 1 • Everyday life • p. 5</b>				
<ul style="list-style-type: none"> <li>to talk about hobbies, everyday and free-time activities</li> <li>to talk about actions happening at the moment of speaking</li> <li>to talk about space</li> <li>to introduce the indefinite and the definite articles</li> <li>to talk about possession</li> <li>to talk about one's schedule</li> <li>to talk about future plans</li> </ul>	Present Simple How often do you play volleyball? I play volleyball once/twice/three times a week. Present Progressive The indefinite article <i>a/an</i> The definite article <i>the</i> Possessive Pronouns	Everyday activities Free-time activities Hobbies Space Events	<b>Project:</b> to write an email about one's hobby  <b>Writing tip:</b> <ul style="list-style-type: none"> <li>to revise how to use different tenses in a description</li> <li>to revise how to use adverbs of frequency</li> </ul>	<b>oi</b> /ɔɪ/ noise  <b>oy</b> /ɔɪ/ boy, toy
<b>Module 2 • The Past • p. 15</b>				
<ul style="list-style-type: none"> <li>to talk about free-time activities</li> <li>to talk about the past</li> <li>to talk about a past experience</li> <li>to talk about actions happening at a specific point in time in the past</li> <li>to talk about interrupted actions in the past</li> <li>to talk about how an experiment was performed</li> </ul>	Past Simple Past Progressive Past Simple vs Past Progressive when/while First, Second/Next, Then, After that, Finally	Free-time activities Outdoor activities Adventures Experiments	<b>Project:</b> to write a personal story  <b>Writing tip:</b> to learn how to use the past tenses and <i>when/while</i> in a description	<b>ow</b> /əʊ/ yellow, window, blows  <b>ow</b> /aʊ/ tower, towel
<b>Cross-curricular 1 (Modules 1-2) • p. 25</b>		<b>Cross-curricular Connections: Social Studies</b> (Olympic Games)		
<b>Module 3 • Be careful! • p. 27</b>				
<ul style="list-style-type: none"> <li>to talk about digital safety</li> <li>to learn how to use object pronouns</li> <li>to talk about table manners</li> <li>to use the Imperative</li> <li>to use verbs with two objects</li> <li>to talk about ailments</li> <li>to talk about actions one is advised to or not advised to do</li> <li>to ask about quantity</li> <li>to ask and answer about something one would like</li> <li>to use the verb <i>need</i></li> <li>to talk about the senses</li> </ul>	Object Pronouns Imperative Verbs with two objects What's the matter? I've got a sore throat. should/shouldn't Would you like...? I'd like... How much/many...? I need... taste/look/sound/smell + adjective It's/They're good/bad for you.	Digital safety Table manners Ailments Personal hygiene	<b>Project:</b> to write a text message about a problem, to ask for advice and give encouragement  <b>Writing tip:</b> <ul style="list-style-type: none"> <li>to learn how to use phrases/expressions to ask for help or advice</li> <li>to learn how to use <i>should/shouldn't</i> and phrases/expressions to give advice</li> <li>to learn how to use phrases/expressions to give encouragement</li> <li>to learn how to use <i>before</i> and <i>after</i> to talk about the order of events</li> </ul>	<b>oa</b> /əʊ/ coach, boat, coat  <b>ow</b> /əʊ/ yellow, rainbow

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<b>Module 4 • Life in town • p. 37</b>				
<ul style="list-style-type: none"> <li>to talk about occupations</li> <li>to talk about obligations</li> <li>to order in a restaurant</li> <li>to talk about lack of obligation</li> <li>to talk about road safety and rules around town</li> <li>to talk about obligation and prohibition</li> <li>to accept or refuse an invitation</li> </ul>	Have to (Affirmative - Negative - Questions - Short answers) must/mustn't can't Would you like to (go to the park)? That would be nice. / I'd love to. / Sure. I'm afraid I can't. I have to (tidy my room). I don't think so. I have to (study).	Occupations Food Road safety Places	<b>Project:</b> to write an email to a friend giving information from a leaflet  <b>Writing tip:</b> <ul style="list-style-type: none"> <li>to learn how to use the conjunction <i>also</i></li> <li>to learn how to use the adverb <i>too</i></li> </ul>	<b>ir</b> /ɜː/ girl, shirt, skirt, bird  <b>ur</b> /ɜː/ purple, turtle
<b>Cross-curricular 2 (Modules 3-4) • p. 47</b>		<b>Cross-curricular Connections: Science and Social Studies</b> (Natural disasters)		
<b>Module 5 • Differences • p. 49</b>				
<ul style="list-style-type: none"> <li>to talk about ability in the past</li> <li>to talk about a past experience</li> <li>to talk about obligation in the past</li> <li>to talk about technology</li> <li>to talk about how life used to be in the past</li> <li>to talk about things that didn't happen in the past but happen now</li> <li>to talk about physical appearance in the past</li> </ul>	Could (Affirmative - Negative - Questions - Short answers) Had to (Affirmative - Negative - Questions - Short answers) Used to (Affirmative - Negative - Questions - Short answers)	Free-time activities Technology Physical appearance	<b>Project:</b> to make a poster about what one used to do/look like in the past and what he/she does/looks like now  <b>Writing tip:</b> to learn how to make a poster	<b>u</b> /juː/ student, uniform, computer
<b>Module 6 • What's it like? • p. 59</b>				
<ul style="list-style-type: none"> <li>to talk about free-time activities</li> <li>to talk about likes and dislikes</li> <li>to learn how to use <i>too/enough</i></li> <li>to compare people, animals and things</li> <li>to compare two people, animals or things using <i>(not) as + adjective + as</i></li> </ul>	-ing as subject of verbs go, start, hate, can't stand, love, like, enjoy, (be) good/bad at + -ing too + adjective + full infinitive adjective + enough + full infinitive Comparative form Superlative form Comparison (not) as + adjective + as	Sports Amazing facts Technological features Units of measurement	<b>Project:</b> to write a profile about one's country  <b>Writing tip:</b> to learn how to describe a country	<b>ng</b> /ɪ/ morning, eating, drinking  <b>ck</b> /k/ snack  <b>nk</b> /ɪŋk/ trunk
<b>Cross-curricular 3 (Modules 5-6) • p. 69</b>		<b>Cross-curricular Connections: Science</b> (Dinosaurs)		