

# Level 1 overview

Teacher's Guide	Number of hours	Vocabulary	Grammar and structures	Communication objectives	It's our world!	Extra!	Resources	
1 What's your name? pages 8–17	6	<b>Animals:</b> <i>cat, monkey, parrot</i> <b>People:</b> <i>boy, friend, girl, man, pupil, teacher</i> <b>Other:</b> <i>Hello!, Hi!, line, stick, tree</i> <b>Numbers:</b> <i>one to ten</i>	<b>subject pronouns:</b> <i>I, you, he, she, it, we, they;</i> <b>possessive adjectives:</b> <i>my, your;</i> <b>verb to be:</b> <i>am, are, is; I'm, you're, he's/she's/it's, we're, they're;</i> <b>singular and plural nouns</b>	To use introductions To count to ten To identify people and things	My school	Vocabulary review puzzle Contrasting <i>p</i> and <i>b</i> sounds: /p/ and /b/	Pupil's Book pages 6–11; Workbook pages 6–11; Unit 1 end-of-unit test; CD or MP3s; Flashcards: animals	
2 In the classroom pages 18–27	5	<b>Classroom objects:</b> <i>board, bookcase, chair, classroom, computer, cupboard, desk, door, floor</i> <b>Colours:</b> <i>blue, red, yellow</i>	<b>questions with What?:</b> <i>What is it? It is/It's a (desk); questions with positive/negative answers:</i> <i>Is it a/the (computer)? Yes, it is. No, it isn't;</i> <b>adjectives:</b> <i>It's (red). It isn't (red).</i>	To identify and describe objects	Our classrooms	Classroom objects review Contrasting <i>d</i> and <i>t</i> sounds: /d/ and /t/	Pupil's Book pages 12–17; Workbook pages 12–17; Unit 2 end-of-unit test; CD or MP3s; Flashcards: colours and my classroom	
3 This is my face pages 28–37	5	<b>Parts of the body:</b> <i>arm, body, ears, eye, face, feet, foot, hair, hand, head, leg, mouth, nose, toes</i> <b>Colours:</b> <i>black, brown, green</i> <b>Toys:</b> <i>doll, clown, robot</i>	<b>demonstrative pronouns:</b> <i>this is, these are;</i> <b>possessive adjectives:</b> <i>my, your, his, her</i>	To describe self and others To identify parts of the body	Our robots	Parts of the body review Contrasting <i>f</i> and <i>h</i> sounds: /f/ and /h/	Pupil's Book pages 18–23; Workbook pages 18–23; Unit 3 end-of-unit test; CD or MP3s; Flashcards: my body and colours	
4 My house pages 38–47	5	<b>Rooms in a house:</b> <i>bathroom, bedroom, dining room, hall, kitchen, living room</i> <b>Furniture:</b> <i>armchair, bed, clock, lamp, mirror, sofa, table</i> <b>Things in a house:</b> <i>bath, mat, window</i> <b>Other:</b> <i>flat, house</i>	<b>questions with Where?:</b> <i>Where is (Sam)? He is in the (dining room).</i>	To describe own house	My houseboat	Furniture game Short <i>a</i> sound: /æ/	Pupil's Book pages 24–29; Workbook pages 24–29; Unit 4 end-of-unit test; CD or MP3s; Flashcards: my home	
5 He's got two wings pages 48–57	5	<b>Adjectives of size:</b> <i>big, long, short, small, tall, thin</i> <b>Parts of a bird:</b> <i>beak, tail, wing</i> <b>Colours:</b> <i>white</i> <b>Other:</b> <i>alien, balloon</i>	<b>verb have got:</b> <i>(he/she/it) has/'s got, (I/you) have/'ve got</i>	To describe animals To say what size things are To talk about oneself	My bird photos	Adjectives crossword Short <i>i</i> sound: /ɪ/	Pupil's Book pages 30–35; Workbook pages 30–35; Unit 5 end-of-unit test; CD or MP3s; Flashcards	
6 I've got a big family pages 58–67	5	<b>Family:</b> <i>baby, brother, dad, family, father, grandfather, grandma, grandmother, grandpa, mother, mum, sister</i> <b>Animals:</b> <i>animal, pet, spider</i> <b>Other:</b> <i>photo</i> <b>Useful phrases:</b> <i>OK, Tell me about ...</i>	<b>questions and positive/negative answers with the verb have got:</b> <i>have you got (any)? I haven't got (a sister)</i>	To talk about pupils' own families and ask about other people's families	My family	Family vocabulary puzzle Contrasting <i>f</i> and voiced <i>th</i> sounds: /f/ and /ð/	Pupil's Book pages 36–41; Workbook pages 36–41; Unit 6 end-of-unit test; CD or MP3s; Flashcards: family and animals	
Revision unit 1 pages 68–72	4	Review of <i>is/are, has/have got, what is...? where is...? This is.../These are...</i>						
7 What's she got in her bag? pages 73–82	5.5	<b>Stationery:</b> <i>bag, book, pen, pencil, pencil case, rubber, ruler</i>	<b>questions with have got:</b> <i>What has/What's she got? What have/What've they got? Who has/Who's got my (ruler)?; determiners:</i> <i>a, some, five, lots of, any</i>	To count and identify classroom objects	My writing kit	Stationery game <i>r</i> sound: /r/	Pupil's Book pages 46–51; Workbook pages 46–51; Unit 7 end-of-unit test; CD or MP3s; Flashcards: stationery	
8 There are sheep in the playground pages 83–92	5.5	<b>Farm animals:</b> <i>chicken, cow, duck, goat, horse, sheep</i> <b>Colours:</b> <i>orange</i> <b>Other:</b> <i>field, gate, on, playground, wall</i>	<b>impersonal subject:</b> <i>There is ..., There are ..., There isn't ..., There aren't ..., There is a (playground), There aren't any (chickens)</i>	To describe what you see	My farm in New Zealand	Farm animal game Hard <i>c</i> sound: /k/	Pupil's Book pages 52–57; Workbook pages 52–57; Unit 8 end-of-unit test; CD or MP3s; Flashcards: animals	
9 Walk! Hop! Jump! Run! pages 93–101	5	<b>Verbs:</b> <i>be quiet, cross, hop, jump, look, pick up, play, ride, run, sit down, stand up, stop, throw, touch, walk, wear</i> <b>Transport:</b> <i>bike, street</i> <b>Toys:</b> <i>ball, football</i> <b>Other:</b> <i>helmet, lights</i>	<b>positive and negative imperatives:</b> <i>Stop! Run! Do not stop!/Don't stop! Do not run!/Don't run!</i>	To tell people to do things To tell people not to do things	Riding a bike	Common verbs puzzle Short <i>u</i> sound: /ʌ/	Pupil's Book pages 58–63; Workbook pages 58–63; Unit 9 end-of-unit test; CD or MP3s; Flashcards: verbs	
10 May's birthday party pages 102–111	5.5	<b>People:</b> <i>children, people, woman, women</i> <b>Fruit:</b> <i>apple, banana, grapes, mango, orange, pineapple</i> <b>Food:</b> <i>bread, burger, cake, chicken, chips, fruit, fruit salad, ice-cream, rice</i> <b>Drinks:</b> <i>juice, water</i> <b>Useful phrases:</b> <i>let's make, a lot of</i> <b>Other:</b> <i>behind, between, box, next to, under</i>	<b>questions about quantities:</b> <i>Is there any (fruit salad)? Yes, there is./No, there isn't. Are there any (grapes)? Yes, there are./No, there aren't. How many (burgers) are there?; irregular plurals:</i> <i>children, people, women;</i> <b>prepositions:</b> <i>behind, between, next to, under</i>	To ask if there is any To ask how much or how many To say where something is	Oranges in Spain	Food anagrams <i>ch</i> sound: /tʃ/	Pupil's Book pages 64–69; Workbook pages 64–69; Unit 10 end-of-unit test; CD or MP3s; Flashcards: food and fruit	
11 This train and that plane pages 112–121	5.5	<b>Transport:</b> <i>boat, bus, car, helicopter, motorbike, plane, train.</i> <b>Adjectives:</b> <i>beautiful, broken, clean, dirty, new, old.</i> <b>Toys:</b> <i>shop, toy</i>	<b>demonstrative adjectives this, that:</b> <i>This toy is blue./That toy is green.</i>	To say what this is and what that is To describe vehicles	My school bus	Common adjectives game Voiced and unvoiced <i>th</i> sounds: /ð/ and /θ/	Pupil's Book pages 70–75; Workbook pages 70–75; Unit 11 end-of-unit test; CD or MP3s; Flashcards: transport	
12 Who's got a question? pages 122–131	5	<b>Animals:</b> <i>dog.</i> <b>Other:</b> <i>garden</i>	<b>question word:</b> <i>Which ...?; review of question words:</i> <i>how many, what, what colour, where, who; possessive pronouns:</i> <i>mine, yours, his, hers, ours, theirs</i>	To ask questions	Where are you from?	<i>Wh-</i> questions word search <i>wh-</i> and <i>h</i> sounds: /w/ and /h/	Pupil's Book pages 76–81; Workbook pages 76–81; Unit 12 end-of-unit test; CD or MP3s; Flashcards; end-of-course test	
Revision unit 2 pages 132–135	4	Review of <i>there is/there are, has got/have got, instructions; Wh- question words, How many...?</i>						

# Level 2 overview

Teacher's Guide	Number of hours	Vocabulary	Grammar and structures	Communication objectives	It's our world!	Extra!	Resources
1 Food is nice pages 8–17	6	<b>Food:</b> <i>beans, carrot, coconut, egg, fish, food, lemon, lime, meat, onion, pear, peas, potato, sausage, tomato, vegetables, watermelon</i> <b>Drinks:</b> <i>lemonade, milk</i> <b>Common verbs:</b> <i>eat</i> <b>Common adjectives:</b> <i>happy</i> <b>Other:</b> <i>please, thank you, well done</i>	<b>These and those:</b> <i>These are carrots / Those are limes</i> <b>a/an</b> and zero determiners with plural nouns: <i>It's a watermelon / They're beans</i> <b>What is / What's this? It's milk.</b> <b>What is / What's that? It's a toy.</b>	Identifying food and drinks Asking about and naming food, drinks and other items Describing objects	Piñatas in Mexico	Fruit and vegetables review Short e sound (ten): /e/	Pupil's Book pages 6–11; Workbook pages 6–11; Unit 1 end-of-unit test; CD or MP3s; Flashcards: food
2 Our clothes pages 18–26	5	<b>Clothes:</b> <i>blouse, dress, hat, jacket, jeans, shirt, shoes, skirt, socks, trousers, T-shirt</i> <b>Colours:</b> <i>grey, pink, purple</i> <b>Other:</b> <i>glasses, handbag</i>	<b>Question words:</b> <i>Whose shirt is that?</i> <b>Possessive 's':</b> <i>They're Sue's socks.</i> <b>Possessive adjectives:</b> <i>our, its, their</i>	Identifying the owner of objects, especially clothes Asking about and naming the owner of objects, especially clothes Describing objects	Clothing for people who live in a cold country	Clothes review Contrasting s and sh sounds: /s/ and /ʃ/	Pupil's Book pages 12–17; Workbook pages 12–17; Unit 2 end-of-unit test; CD or MP3s; Flashcards: clothes
3 I can speak English pages 27–36	5	<b>Common verbs:</b> <i>climb, draw, drive, fly, paint, run, sing, speak</i> <i>English, swim</i> <b>Sports:</b> <i>tennis</i> <b>Other:</b> <i>but, fast, guitar</i>	<b>Can for ability:</b> <i>I can speak English. She can't sing.</i>	Talking about abilities and what people are not able to do	Climbing coconut trees in the Philippines	Gap-filling and true or false exercises g sound: /g/	Pupil's Book pages 18–23; Workbook pages 18–23; Unit 3 end-of-unit test; CD or MP3s; Flashcards: verbs
4 Can you play hockey? pages 37–46	5	<b>Sports:</b> <i>badminton, baseball, basketball, hockey, table tennis</i> <b>Other:</b> <i>piano, sports, team</i>	<b>Can for ability:</b> <i>Can you play hockey? Yes, I can. / No, I can't.</i>	Talking about abilities and what people are not able to do Checking and confirming information about abilities	Horses in Mongolia	Sports review and matching exercise Long e sound (spelt ea team): /i:/	Pupil's Book pages 24–29; Workbook pages 24–29; Unit 4 end-of-unit test; CD or MP3s; Flashcards: sports
5 I am singing a song pages 47–56	5	<b>Common verbs:</b> <i>cook, drink, read, talk, sleep, watch</i> <b>Adjectives:</b> <i>closed, strong</i> <b>Other:</b> <i>music, a painting, song, radio, TV</i>	<b>Present continuous:</b> <i>The robot is sleeping. You are eating.</i>	Talking about what you are doing Describing present actions	Gingerbread from Germany	Hobbies review with matching exercise. Vowel sounds in <b>book</b> and <b>walk</b> : /ʊ/ and /ɔ:/	Pupil's Book pages 30–35; Workbook pages 30–35; Unit 5 end-of-unit test; CD or MP3s; Flashcards: verbs
6 At the beach today pages 57–66	5	<b>Common verbs:</b> <i>bounce, catch, hit, kick</i> <b>Places:</b> <i>beach</i> <b>Toys:</b> <i>kite</i> <b>Animals:</b> <i>bird</i> <b>Other:</b> <i>sand, sea, shell, shorts, sky, sun</i>	<b>Present continuous:</b> <i>I am not eating. She isn't swimming. Are Sue and May playing tennis?</i>	Talking about what you are and are not doing Checking and confirming information about what is happening Commenting positively on something	A sand festival	Review of present continuous tense and <i>in/at</i> Vowel sounds in <b>bike</b> and <b>lime</b> : /aɪ/	Pupil's Book pages 36–41; Workbook pages 36–41; Unit 6 end-of-unit test; CD or MP3s; Flashcards: a day at the beach
Revision unit 1 pages 67–71	4	Review of <i>can</i> for ability; review of questions with <i>whose</i> about the owner of object; review of questions with <i>what colour</i>					
7 What are you doing? pages 72–81	5.5	<b>Common verbs:</b> <i>do, go, smile, understand, wave</i> <b>Places:</b> <i>park</i> <b>Other:</b> <i>goodbye, grandma, grandpa, into, phone, video</i>	<b>Present continuous:</b> <i>What are Sue and May doing?</i> <b>Question words:</b> <i>who, where, what</i>	Checking and confirming information about what you and others are doing Saying where you and others are going	Going to a film school in New York	Colouring exercise to review objects cl- sound: /kl/	Pupil's Book pages 46–51; Workbook pages 46–51; Unit 7 end-of-unit test; CD or MP3s; Flashcards: verbs
8 Can you help me? pages 82–91	5.5	<b>Common verbs:</b> <i>close, find, open, try, want</i> <b>Common adjectives:</b> <i>angry, sad</i> <b>Other:</b> <i>can I have, glass, thanks, thank you</i>	<b>Can for requests/permission:</b> <i>Can I have an apple, please?</i> <b>Object pronouns:</b> <i>me, you, him, her, it, us, them</i>	Making and responding to simple, polite requests	A family in Mumbai, India	Review of <i>can</i> for requests/permission Vowel sounds in <b>open</b> and <b>phone</b> : /əʊ/	Pupil's Book pages 52–57; Workbook pages 52–57; Unit 8 end-of-unit test; CD or MP3s; Flashcards: verbs
9 I like fishing pages 92–101	5	<b>Common verbs:</b> <i>enjoy, give, like</i> <b>Food:</b> <i>chocolate, sandwich</i> <b>Meals:</b> <i>breakfast, dinner, lunch</i> <b>Hobbies:</b> <i>fishing</i> <b>Other:</b> <i>me too, oh dear!, right!, so do I, well...</i>	<b>Present simple:</b> <i>Sue likes juice. I don't want an apple.</i> <b>Like + verb + -ing:</b> <i>I like fishing.</i> <b>-ing forms as nouns:</b> <i>Painting is my hobby.</i> <b>So do I:</b> <i>I like swimming. So do I.</i> <b>Conjunctions:</b> <i>but</i> <b>Prepositions:</b> <i>for</i>	Expressing likes and dislikes Checking and confirming information about what you like and don't like Saying what you want and don't want	Shell collecting in Oman	Review of hobbies Long vowel sound oo ( <b>blue, new, ruler</b> ): /u:/	Pupil's Book pages 58–63; Workbook pages 58–63; Unit 9 end-of-unit test; CD or MP3s; Flashcards: my day and electronics and technology
10 My day pages 102–111	5.5	<b>People:</b> <i>man, men</i> <b>Meals:</b> <i>supper</i> <b>Times:</b> <i>afternoon, evening, morning, night</i> <b>Technology:</b> <i>camera, keyboard, mouse</i> <b>Other:</b> <i>alphabet, class, lorry, mice, number, school, sweets, young</i>	<b>Present simple review:</b> <i>Grace sleeps. She doesn't sleep in the morning. Does Dan live in a small house?</i> <b>Prepositions of time and place:</b> <i>in the morning, at night, in the garden</i>	Talking about daily routines Checking and confirming information about daily routines	A day at a football academy	New vocabulary anagrams Vowel sounds in <b>cow</b> and <b>mouse</b> : /aʊ/	Pupil's Book pages 64–69; Workbook pages 64–69; Unit 10 end-of-unit test; CD or MP3s; Flashcards: my day
11 Tigers eat meat pages 112–121	5.5	<b>Animals:</b> <i>crocodile, elephant, flies, frog, giraffe, hippo, lizard, monkey, snake, tiger</i> <b>Other:</b> <i>cave, flower, monster, plants, zoo</i>	<b>Present simple:</b> questions with <b>what</b> and <b>where</b> : <b>What does it eat?</b> <b>Where does it live?</b> <b>Cardinal numbers:</b> 11–20	Expressing general facts and information Checking and confirming information about daily routines	Crocodiles in Mali	New vocabulary crossword Long e sound (spelt ee sheep): /i:/	Pupil's Book pages 70–75; Workbook pages 70–75; Unit 11 end-of-unit test; CD or MP3s; Flashcards: animals
12 Who are you? pages 122–131	5	<b>Common verbs:</b> <i>spell</i> <b>Other:</b> <i>bookshop, goldfish, how old are you? I'm nine years old, tell (me) about</i>	<b>Question words:</b> <i>how, how old</i> <b>Impersonal you:</b> <i>How do you spell that?</i> <b>Prepositions:</b> <i>from</i>	Talking about yourself and others Asking and answering a range of questions Checking and confirming information about yourself and others Consolidating a range of previously introduced functions	Unusual pets	Review of questions with <i>how</i> and impersonal <i>you</i> <b>ph</b> sound ( <b>elephant</b> ): /f/	Pupil's Book pages 76–81; Workbook pages 76–81; Unit 12 end-of-unit test; CD or MP3s; Flashcards; end-of-course test
Revision unit 2 pages 132–135	4	Review of personal and other common questions; present simple with <i>like, live</i> ; use of <i>have got</i>					

# Level 3 overview

Teacher's Guide	Number of hours	Vocabulary	Grammar and structures	Communication objectives	It's our world!	Extra!	Resources
1 The pirates and the parrot pages 8–18	8	<b>Adjectives:</b> blonde (hair), curly (hair), fat, straight (hair), (quite/very) tall, thin <b>Clothing:</b> coat, scarf <b>Parts of the body:</b> beard, moustache, neck, shoulder <b>Other:</b> carry, party, treasure	<b>quite/very:</b> I'm quite (tall). <b>with (for appearance):</b> The boy with (the curly hair...) <b>Reinforcement of have got:</b> She has got (long hair). <b>Reinforcement of present continuous:</b> He is wearing (jeans and a T-shirt).	To talk about physical appearance To ask and answer questions on how to identify people	Twins	Drawing exercise for grammar and vocabulary review Short o sound: /b/	Pupil's Book pages 6–13; Workbook pages 6–13; Unit 1 end-of-unit test; CD or MP3s; Flashcards: people and weather
2 My friends, the animals pages 19–29	8	<b>Animals:</b> bat, bear, kangaroo, lion <b>Verbs:</b> take for a walk <b>Other:</b> awake, cage, grass, pet <b>Useful language:</b> a lot, after, always, at home, before, careful, leave, look after, never, often, sometimes	<b>Adverbs of frequency:</b> always, often, sometimes, never: I always walk to school. <b>Prepositions of time:</b> at, after, before: I never play before school. <b>Reinforcement of present simple:</b> I get up in the morning.	To talk about animals and pets To ask and answer questions about daily routines	A guide in a tiger park	Animal review Short book: My favourite animal k sound: /k/	Pupil's Book pages 14–21; Workbook pages 14–21; Unit 2 end-of-unit test; CD or MP3s; Flashcards: animals
3 Helping at school and at home pages 30–41	8	<b>Containers:</b> cup, glass <b>Food and drink:</b> coffee, sandwich, tea <b>School and home:</b> bin, brush, rubbish <b>Verbs:</b> buy, cook, empty, plant, tidy, wash, water <b>Other:</b> market <b>Useful language:</b> first... then..., see you!	<b>have (got) to (for obligation):</b> He has (got) to (tidy the classroom). <b>We don't have / haven't got to (cook dinner).</b> <b>Do you have to (help at home)?</b> <b>What do you have to (do at school)?</b>	To talk about what one and others have to do To ask and answer questions about what has to be done	Cleaning the beach	Verb crossword Short book: Helping people y as vowel sound: /i/	Pupil's Book pages 22–29; Workbook pages 22–29; Unit 3 end-of-unit test; CD or MP3s; Flashcards: food and helping out at home
4 The weather's very nice pages 42–52	8	<b>Animals:</b> whale <b>Sports and leisure:</b> holiday <b>The world around us:</b> island, jungle, mountain, river <b>Weather:</b> cloud, cloudy, cold, hot, ice, rain, snow, sunny, weather, wet, wind, windy <b>Verbs:</b> climb, fish <b>Other:</b> email, sweater <b>Useful language:</b> bad, country, difference, different, everything, place, why?	<b>Present simple (for general facts):</b> It's (cold). <b>Present continuous:</b> It's snowing now. <b>Nouns and adjectives for weather:</b> Look at the sun. It's sunny. <b>Reinforcement of Wh- question words:</b> how old, how many, what, where, which, who: How many people are there?	To talk about the weather To describe, ask and give information about pictures and places	An Antarctic holiday	Weather and vocabulary review Short book: Our weather Diphthong sound as in whale: /eɪ/	Pupil's Book pages 30–37; Workbook pages 30–37; Unit 4 end-of-unit test; CD or MP3s; Flashcards: Adventure Island and weather
5 New places to live pages 53–64	8	<b>Ordinal numbers:</b> first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth <b>Parts of a building:</b> basement, ground floor, lift <b>Places:</b> bank, building, bus station, café, cinema, hospital, library, road, supermarket, swimming pool <b>Prepositions:</b> above, below, inside, near, opposite, outside <b>Other:</b> nest, up <b>Useful language:</b> all right, catch, every, go shopping, need	<b>Ordinal numbers:</b> 1st–10th <b>Reinforcement of prepositions:</b> The school is between the library and the house.	To give the order of items To understand directions To ask and answer questions about the location of things	My dad's a builder	Places review Short book: My home ar sound: /ɑ:/	Pupil's Book pages 38–45; Workbook pages 38–45; Unit 5 end-of-unit test; CD or MP3s; Flashcards: places
Revision unit 1 pages 65–68	4	Review of have (got) to; have got (for appearance); quite/very; present simple and present continuous; weather; always, often, sometimes, never; the world around us					Mid-course test
6 Bigger, taller, quicker pages 69–79	8	<b>Adjectives:</b> afraid, loud, quick, round, slow, square, strong, tired <b>Other:</b> wheel <b>Useful language:</b> another, better than, boring, difficult, easy, over, worse than	<b>Comparative adjectives:</b> Mr Lee is taller than Bill. The boy is more afraid than the man. The blue dress is better than the red one. <b>I think ... : I think cold weather is better than hot weather.</b>	To talk about the differences between things and people To express opinions and ideas	Changes as you grow	Comparative adjectives review Poster: We are all different er sound: /ə/	Pupil's Book pages 50–57; Workbook pages 50–57; Unit 6 end-of-unit test; CD or MP3s; Flashcards: additional adjectives
7 Welcome to Coco Island! pages 80–90	8	<b>Adjectives:</b> high <b>The world around us:</b> forest, map <b>Useful language:</b> come on!, wait	<b>Superlative adjectives:</b> The shortest river is Fish River. The happiest girl is Sarah. The most beautiful beach is Whale Beach. The best cake is chocolate cake!	To talk about the differences between things and people To ask and answer questions about people and things	The Seychelles Islands	Superlative adjectives Anagrams Coco Island colouring exercise or sound: /ɔ:/	Pupil's Book pages 58–65; Workbook pages 58–65; Unit 7 end-of-unit test; CD or MP3s; Flashcards: Adventure Island
8 Can you come to the party? pages 91–101	8	<b>School:</b> homework <b>Verbs:</b> text, visit <b>Other:</b> soup, a text <b>Useful language:</b> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, how about...?	<b>Question words:</b> how often, when: How often does Bill clean the floor? When does May have to empty the bins? <b>Time and frequency:</b> Bill has to tidy the desks once a week. May has to empty the bins on Mondays. <b>Reinforcement of prepositions of time:</b> Sue can play tennis after school.	To talk, ask and answer questions about schedules To ask and answer questions about the frequency of activities	First day at school	Days of the week crossword Football quiz (time and frequency) ir sound: /ɜ:/	Pupil's Book pages 66–73; Workbook pages 66–73; Unit 8 end-of-unit test; CD or MP3s; Flashcards: additional verbs
9 The picnic by the waterfall pages 102–112	8	<b>Containers:</b> bottle, bowl, plate <b>Food:</b> salad, vegetables <b>The world around us:</b> waterfall <b>Other:</b> bottom, menu, picnic <b>Useful language:</b> by, nothing	<b>Quantifiers:</b> a bowl of (soup); a cup of (tea); a bottle of (water); a plate of (chips) <b>would like:</b> I'd like (a cup of tea), please.	To talk about containers To make polite requests	School lunches	Containers matching exercise soft c sound as in nice: /s/	Pupil's Book pages 74–81; Workbook pages 74–81; Unit 9 end-of-unit test; CD or MP3s; Flashcards: food
10 After school and at weekends pages 113–123	8	<b>Animals:</b> puppy <b>Family:</b> parents <b>Sports and leisure:</b> comic, sailing, skating <b>Time:</b> weekend <b>Verbs:</b> bring, hate, hide, hop, invent <b>Useful language:</b> be good at, clever, how much, unusual	<b>Expressing likes and dislikes:</b> like/hate + verb + -ing: Sam likes fishing at the weekend. Sue doesn't like doing homework. Ogg hates cooking supper. He likes shopping a lot. Sam likes flying a kite the best. May quite likes drawing.	To ask and answer questions about likes and dislikes To talk about the degree of likes and dislikes	Unusual hobbies	Vocabulary crossword Short book: My hobbies ing sound: /ɪŋ/	Pupil's Book pages 82–89; Workbook pages 82–89; Unit 10 end-of-unit test; CD or MP3s; Flashcards: additional verbs
Revision unit 2 pages 124–127	4	Review of like/hate + verb + -ing; days of the week; comparative and superlative adjectives; containers; food; would like					End-of-course test

Online teacher's resources at [www.mceducation.com/towe](http://www.mceducation.com/towe)

# Level 4 overview

Teacher's Guide	Number of hours	Vocabulary	Grammar and structures	Communication objectives	It's our world!	Extra!	Resources	
1 Aunts and uncles pages 8–18	8	<b>Family:</b> <i>aunt, uncle</i> <b>Food and drink:</b> <i>cheese, pasta</i> <b>Ordinal numbers:</b> <i>eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth</i> <b>Parts of a building:</b> <i>balcony, downstairs, stairs, upstairs</i> <b>Places:</b> <i>bus stop, city, the USA, village</i> <b>Other:</b> <i>address, film, a hundred, money</i> <b>Useful Language:</b> <i>be called, fine, a kind, pretty, visit, well</i>	<b>Shall for offers:</b> <i>Shall I open the door?</i> <b>Reinforcement of present simple:</b> <i>Uncle Chen lives (in a big city).</i>	To talk about one's surroundings and domestic environment To offer to do something	Living in a city and a village	Ordinal numbers review Short book: <i>My country</i> n sound: /n/	Pupil's Book pages 6–13; Workbook pages 6–13; Unit 1 end-of-unit test; CD or MP3s; Flashcards: places, family, ordinal numbers, and parts of a building	
2 Our school and other places pages 19–29	8	<b>Objects and machines:</b> <i>CD, CD player, DVD, DVD player, fan</i> <b>Places:</b> <i>sports centre, sports field</i> <b>Time:</b> <i>yesterday</i> <b>Other:</b> <i>accident, driver, fair (hair), thirsty</i> <b>Useful Language:</b> <i>age, break, mistake, only, safe</i>	<b>Past simple to be:</b> <i>The principal's room was (empty). The teacher's room wasn't (on the ground floor).</i> <b>Were you at the library?</b> <i>Yes, I was. / No, I wasn't.</i> <b>Where were you yesterday?</b>	To talk about things in the past To talk about the location of people and things To ask and answer questions about the location of people and things	Changes in places and things over time	Vocabulary and grammar review Short book: <i>My week</i> l sound: /l/	Pupil's Book pages 14–21; Workbook pages 14–21; Unit 2 end-of-unit test; CD or MP3s; Flashcards: places	
3 At the zoo pages 30–39	8	<b>Animals:</b> <i>dolphin, fly, kitten, panda, rabbit, shark, snail</i> <b>Verbs:</b> <i>brush</i> <b>Other:</b> <i>zookeeper</i> <b>Useful Language:</b> <i>travel, invite, thank, work</i>	<b>Past simple (regular verbs):</b> <i>I played with the monkeys.</i> <i>I didn't play with the rabbits or the dolphins.</i> <b>Did you wash the plates?</b> <i>Yes, I did. / No, I didn't.</i>	To talk about events in the past To ask and answer questions about events in the past	Singapore Zoo	Animals review Short book: <i>Different kinds of animals</i> y sound: /j/	Pupil's Book pages 22–29; Workbook pages 22–29; Unit 3 end-of-unit test; CD or MP3s; Flashcards: jobs and animals	
4 A storm on Coco Island pages 40–50	8	<b>Adjectives:</b> <i>frightened</i> <b>Verbs:</b> <i>cry, sail</i> <b>Weather:</b> <i>fog, foggy, rainbow, storm, temperature</i> <b>Other:</b> <i>blanket, cave, down, towel</i> <b>Useful Language:</b> <i>arrive, back, bad, busy, decide, idea, move, terrible, wait, warm</i>	<b>More past simple (regular verbs):</b> <i>We sailed to Coco Island.</i> <b>Questions:</b> <i>What did you do (on Monday)?</i> <b>Reinforcement of I think:</b> <i>I think Pex watched TV this morning.</i> <b>because:</b> <i>I don't like storms because (I can't go outside).</i>	To talk about the weather and activities To ask and answer questions about the weather and activities To talk about why you like or don't like something	Across the desert	Weather review A weather diary m sound: /m/	Pupil's Book pages 30–37; Workbook pages 30–37; Unit 4 end-of-unit test; CD or MP3s; Flashcards: weather	
5 We went to the circus! pages 51–61	8	<b>Adjectives:</b> <i>surprised</i> <b>The home:</b> <i>shower</i> <b>Leisure:</b> <i>circus, clown, ticket</i> <b>Verbs:</b> <i>drop, get dressed, get undressed, laugh, look for, put on, take off, wake up</i> <b>Other:</b> <i>circle, present</i> <b>Useful Language:</b> <i>dress up, everyone, everything, exciting, lose, pair</i>	<b>Past simple (irregular verbs):</b> <i>I came to school by bus. I lost my pen. I got dressed.</i> <b>Infinitive of purpose:</b> <i>I went to the park to play tennis.</i>	To talk about daily routines To talk about past events	Living in a circus	Drawing exercise for grammar review Verbs wordsearch o sound: /əʊ/	Pupil's Book pages 38–45; Workbook pages 38–45; Unit 5 end-of-unit test; CD or MP3s; Flashcards: home and additional verbs	
Revision unit 1 pages 62–66	4	Review of: weather vocabulary; past simple; offers with <i>shall I</i> ; infinitive of purpose						Mid-course test
6 Going places pages 67–77	8	<b>Transport:</b> <i>get off, get on, sail, taxi, van</i> <b>The world around us:</b> <i>countryside, farm</i> <b>Jobs:</b> <i>farmer</i> <b>Other:</b> <i>grown-up</i> <b>Useful Language:</b> <i>both, excuse me, message, trip</i>	<b>Verb + infinitive:</b> <i>Bill wants to fly (in a plane).</i> <b>Verb + -ing:</b> <i>I enjoy taking (the bus).</i> <b>More past simple (irregular verbs):</b> <i>Yesterday, I took a taxi to school.</i> <b>Reinforcement of because:</b> <i>I like taking the train because I like going fast.</i>	To talk about modes of transportation To ask and answer questions about the preferred type of transportation To give reasons for a preferred type of transportation	A long journey	Transport crossword Short book: <i>My last trip</i> v sound: /v/	Pupil's Book pages 50–57; Workbook pages 50–57; Unit 6 end-of-unit test; CD or MP3s; Flashcards: places and transport	
7 We're not well pages 78–89	8	<b>Health:</b> <i>cold, cough, earache, headache, stomach-ache, toothache</i> <b>The home:</b> <i>toothbrush</i> <b>Jobs:</b> <i>doctor, nurse</i> <b>Parts of the body:</b> <i>back, tooth</i> <b>Verbs:</b> <i>fall</i> <b>Useful Language:</b> <i>hurt, out of, sweet, train, weak, what's the matter?</i>	<b>could and couldn't (for past):</b> <i>Sue could train on Wednesday. May couldn't play tennis. Could Pex fly when he had a headache?</i> <b>Reinforcement of have to:</b> <i>She had to (wash the windows).</i>	To talk about health concerns To ask and answer questions about one's health To ask and answer questions about abilities	Emergency services	Health review <i>Could/couldn't</i> review Short book: <i>When I was young and now I am older</i> ear and air sounds: /ɪə/ and /eə/	Pupil's Book pages 58–65; Workbook pages 58–65; Unit 7 end-of-unit test; CD or MP3s; Flashcards: health, home and jobs	
8 Quickly or slowly? pages 90–100	8	<b>Places:</b> <i>bridge, gym</i> <b>The world around us:</b> <i>moon, rock, star</i> <b>Verbs:</b> <i>shout, skate, skip</i> <b>Useful Language:</b> <i>naughty, a noise</i>	<b>Adverbs (of manner):</b> <i>Kim walked quickly over the bridge. He plays well. Jill talked more loudly than Sue.</i>	To talk about how different actions are done	Braille	Adverbs review igh sound: /aɪ/	Pupil's Book pages 66–73; Workbook pages 66–73; Unit 8 end-of-unit test; CD or MP3s; Flashcards: places and additional verbs	
9 You must do your homework pages 101–112	8	<b>Clothes:</b> <i>uniform</i> <b>Family:</b> <i>grandparents</i> <b>The home:</b> <i>seat</i> <b>Useful Language:</b> <i>internet, rule, website</i>	<b>must and mustn't (for obligation):</b> <i>We must (wear a uniform). We mustn't (eat in the classroom). Where must you go?</i>	To express commands/obligations To ask and answer questions about rules	Uniforms	Rules for using the internet at school th sound: /θ/	Pupil's Book pages 74–81; Workbook pages 74–81; Unit 9 end-of-unit test; CD or MP3s; Flashcards: home, jobs and family	
10 What are you talking about? pages 113–123	8	<b>Family:</b> <i>daughter, grandchildren, granddaughter, grandson, son</i> <b>The world around us:</b> <i>leaf, some leaves</i> <b>Other:</b> <i>dictionary, dream, roof</i> <b>Useful Language:</b> <i>someone, something</i>	<b>Relative clauses:</b> <i>Jack's the boy who's got brown hair. That is the drawing that/which my sister Sue made. A farmer is someone who lives in the countryside. A book is something that you read.</i>	To describe people and things	Memory champions	Drawing and writing exercise to review relative clauses oy sound: /ɔɪ/	Pupil's Book pages 82–89; Workbook pages 82–89; Unit 10 end-of-unit test; CD or MP3s; Flashcards: family	
Revision unit 2 pages 124–127	4	Review of: vocabulary; <i>could</i> and <i>couldn't</i> ; <i>must</i> and <i>mustn't</i> ; <i>have to</i> ; relative clauses						End-of-course test

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# Level 5 overview

Teacher's Guide	Number of hours	Vocabulary	Grammar and structures	Communication objectives	It's our world!	Extra!	Resources
1 It's hot in the summer pages 8–18	8	<b>Seasons and weather:</b> spring, summer, autumn, winter, seasons, icy, rainy <b>Verbs:</b> chase, fall over, pull <b>Other:</b> sky <b>Useful Language:</b> cool, dry, warm, change, dear, each, have a great time, interesting, month, quite, January, February, March, April, May, June, July, August, September, October, November, December	<b>Ordinal numbers:</b> 21st–31st <b>Interrogative pronouns:</b> Which country has a lot of snow? <b>Where doesn't the weather change a lot?</b> <b>coldest/hottest and driest/wettest:</b> Which is the coldest country in July? <b>In:</b> In the rainy season, it rains a lot.	To talk about seasons, weather, months and dates To make comparisons	Seasons in Finland	Falling intonation in <i>Wh-</i> questions Capital letters Months review A project on the seasons in a city	Pupil's Book pages 6–13; Workbook pages 6–13; Unit 1 end-of-unit test; CD or MP3s; Flashcards: seasons and weather
2 Times and TV pages 19–29	8	<b>Games:</b> chess <b>Jobs:</b> cook <b>Numbers:</b> million, thousand, zero <b>Subjects:</b> maths, science <b>Verbs:</b> study <b>Other:</b> corner, prize, race, shelf, fast <b>Useful Language:</b> arrive, centimetre, channel, metre, midday, club, next, o'clock, popular, programme, soon, time	<b>Numbers up to 1,000</b> <b>Time in digital form:</b> It's 3:10 now. We'll go at 4:45. <b>Interrogative what:</b> What time is it? What's Robot Races about? <b>before and after:</b> It's on at 5.50, before dinner. Chess Club is at 3:45, after our last lesson.	To ask and answer questions about time in the context of daily routines and TV programmes	Sundials	Pronunciation of numbers and times Full stops and question marks Crossword to review vocabulary Short book: <i>My week at home and at school</i>	Pupil's Book pages 14–21; Workbook pages 14–21; Unit 2 end-of-unit test; CD or MP3s; Flashcards: games, jobs, numbers and school
3 We're going to make some cakes pages 30–41	8	<b>Food:</b> biscuit, butter, flour, honey, jam, salt, sugar <b>Objects:</b> diary, fork, knife, spoon <b>Verbs:</b> brush, cut, mix <b>Other:</b> empty, money <b>Useful Language:</b> add, enough, gram, large, a little, minute, piece, sale	<b>going to:</b> I'm going to make some cakes. I think my cake is going to be really nice. <b>so:</b> The knives are dirty, so Bill is going to wash them.	To ask and answer questions about future plans and intentions To make predictions To express results	Growing cocoa	Stress in polysyllabic food words Conjunctions: <i>because/so</i> and <i>and/or</i> Food, objects and verbs review Learning to make biscuits	Pupil's Book pages 22–29; Workbook pages 22–29; Unit 3 end-of-unit test; CD or MP3s; Flashcards: food
4 Holiday plans pages 42–52	8	<b>Animals:</b> camel <b>Countries:</b> Canada, Egypt <b>Objects and places:</b> sledge, snowball, snowman, tent, wheel, building, hotel <b>Sports:</b> golf, snowboarding <b>The world around us:</b> desert, ice, pyramid <b>Verbs:</b> camp, ski <b>Other:</b> fur, snack <b>Useful Language:</b> competition, go on a tour, group, guess, keep, plans, prepare, stay, tomorrow, visit, wonderful	<b>Questions with going to:</b> Are you going to walk on the beach? Where is Max going to eat his snack? <b>Negatives with going to:</b> I'm not going to throw snowballs.	To talk about future plans and intentions To describe holidays and intended activities	An ice and snow festival	Consonant blends beginning with <i>s</i> Apostrophes for contractions Vocabulary review Making predictions Short book: <i>My plans for the school holidays</i>	Pupil's Book pages 30–37; Workbook pages 30–37; Unit 4 end-of-unit test; CD or MP3s; Flashcards: animals, places and sports
5 Castles and caves pages 53–64	8	<b>Objects:</b> crown <b>People:</b> king, queen, prince, princess, husband, wife <b>The world around us:</b> castle, cave <b>Verbs:</b> get married <b>Useful Language:</b> ago, be like, kind, married, once upon a time, prefer, unusual	<b>is like and look like:</b> Mr Lee is like his father. But he looks like his grandfather. <b>Adverbs of sequence:</b> First, sit down at your desk. Then, please be quiet. Next, close your books. After that, listen to the story. <b>Clauses with when:</b> Robert read lots of books when he was in the library. <b>Reinforcement of before and after:</b> Before Prince Robert left the castle, he only had one goat. After he left the castle, he had five goats.	To ask and answer questions about who one resembles in one's family – physically and in character To talk about events in sequence	The Tower of London	Consonant blends beginning with <i>p</i> Words for showing the order of events: <i>first, then, before, after, when</i> A project to review vocabulary	Pupil's Book pages 38–45; Workbook pages 38–45; Unit 5 end-of-unit test; CD or MP3s; Flashcards: fairy tales
Revision Unit 1 pages 65–69	4	Review of going to (for predictions and future intentions); adverbs of sequence; numbers up to 1,000					Mid-course test
6 Jill's accident pages 70–80	8	<b>Countries:</b> United Kingdom <b>Objects:</b> form, glass, matches, telephone <b>Parts of the body:</b> finger <b>Transport:</b> ambulance, bicycle <b>Verbs:</b> break, burn, fill in, lie, speak <b>Other:</b> fire, medicine, patient, ill <b>Useful Language:</b> anything, dangerous, during, happen, later, leave, might, surname, usually	<b>Present perfect:</b> She has broken an arm. They haven't done everything. <b>Reflexive pronouns (myself, yourself, himself, herself, itself):</b> He has hurt himself. <b>might:</b> The girl might burn herself because the drink is hot.	To ask and answer questions about accidents To talk about accidents and how to prevent them	First aid	Tone in instructions and warnings Apostrophes for possession Reflexive pronouns review Short book: <i>An accident</i>	Pupil's Book pages 50–57; Workbook pages 50–57; Unit 6 end-of-unit test; CD or MP3s; Flashcards: places and emergency
7 Have you ever been to the moon? pages 81–92	8	<b>Adjectives:</b> unhappy <b>Jobs:</b> astronaut <b>Objects:</b> letter, rocket <b>Sports:</b> volleyball <b>Verbs:</b> hear, meet <b>The world around us:</b> planet, space <b>Useful Language:</b> once, twice, around, best wishes, brave, far away, future, give a talk, grow up, headteacher, journey, other, perhaps, send, university, yours sincerely	<b>Present perfect (with ever, yet, already):</b> Has Ivan Star ever been to the moon? Have the children eaten the food yet? Sam has already met Ivan Star. What's the best book you've ever read? The best book I've ever read is The Rocket.	To talk about experiences and recently completed actions To ask and answer questions about events and happenings To ask and answer questions about personal experiences	The night sky	Pronunciation of words ending in <i>-ed</i> Formal and informal emails Vocabulary review A project on an astronaut or events in space	Pupil's Book pages 58–65; Workbook pages 58–65; Unit 7 end-of-unit test; CD or MP3s; Flashcards: jobs and sports
8 How do we get there? pages 93–103	8	<b>Jobs:</b> captain, sailor <b>Objects:</b> flag, gate, glove, key, magazine, paper <b>Places:</b> bridge, restaurant <b>Prepositions:</b> across, along, over, past, through <b>The world around us:</b> hill, path <b>Other:</b> half, quarter, left, right, straight on <b>Useful language:</b> alone, hour, kilometre, middle, take time, turn, way	<b>Questions related to distance, time and directions:</b> How far is it? How long does it take? What's the best way to get there? <b>Prepositions (along, across, through, over, past):</b> Go along the road and over the hills. Walk across the fields, past the farm. Go through the gate.	To give directions To ask and answer questions about distances, times and the location of places, and how to get there	Transport in Bangkok	Intonation in asking and answering questions Speech marks Grammar and vocabulary review Short book: <i>A famous person in my country</i>	Pupil's Book pages 66–73; Workbook pages 66–73; Unit 8 end-of-unit test; CD or MP3s; Flashcards: jobs and places
9 What shall we do today? pages 104–114	8	<b>Adjectives:</b> heavy <b>Animals:</b> butterfly <b>Food and drink:</b> pizza <b>Jobs:</b> mechanic <b>Leisure:</b> cartoon, concert, play <b>Objects and places:</b> rucksack, torch, museum, shopping mall, theatre <b>Verbs:</b> teach, tidy <b>Useful Language:</b> adventure, dark, else, find out, hate, information, late, online	<b>let's, could, shall and how about (for making suggestions):</b> Let's go to the beach. We could go to the beach. Shall we go to the beach? How about going to the beach? <b>Reinforcement of talking about preferences:</b> I like exciting sports. I would hate to go to the Downhill Club.	To make and respond to suggestions To express preferences and opinions	Summer camps	Tone in responding to suggestions: being interested or not interested Giving titles for different parts of a text Objects and places review Poster: <i>My town</i>	Pupil's Book pages 74–81; Workbook pages 74–81; Unit 9 end-of-unit test; CD or MP3s; Flashcards: animals, food and jobs
10 What is your dinosaur made of? pages 115–126	8	<b>Animals:</b> dinosaur <b>Jobs:</b> painter <b>Objects:</b> comb, dictionary, microscope, scissors, musical instruments, drum, violin <b>Subjects:</b> art, geography, history <b>Verbs:</b> push, win <b>Other:</b> exam, timetable, gold, silver, triangle <b>Useful Language:</b> card, glass, metal, plastic, wood, glue, stick, use, hard, light, of course, the past, shape, subject, wire, without	<b>made of:</b> A microscope is made of metal and glass. <b>Imperatives:</b> Glue two glass balls onto the head. Wait for six hours. Use a piece of card to make the tail.	To ask and answer questions about school subjects and timetables To describe what things are made of To give instructions for making things	Fossils	Stress in polysyllabic words Identifying different kinds of texts Exercises to review <i>made of</i>	Pupil's Book pages 82–89; Workbook pages 82–89; Unit 10 end-of-unit test; CD or MP3s; Flashcards: animals, jobs and school
Revision Unit 2 pages 127–131	4	Review of present perfect; questions related to directions; school subjects; let's, could, shall and how about (for making suggestions)					End-of-course test

# Level 6 overview

Teacher's Guide	Number of hours	Vocabulary	Grammar and structures	Communication objectives	It's our world!	Extra!	Resources
1 A visit to the TV studios pages 8–20	8	<b>Jobs:</b> artist, journalist, photographer, secretary, writer <b>Other:</b> envelope <b>Useful Language:</b> bored, excited, during, early, entrance, environment, everywhere, excellent, fact, friendly, front, important, job, lovely, missing, natural, news, ready, studio, suddenly, sure, together, tonight, wild, worried, explain, feel, forget, look after, whisper	<b>Question tags in the present simple, present continuous and present perfect:</b> <i>It's about the competition, isn't it? Yes, it is. We're going to get up early, aren't we? Yes, we are. We have looked in the basement, haven't we? No, we haven't. We can't visit the studio again, can we? Yes, we can.</i>	To obtain, understand, check and confirm information	School radio in the USA	Stress in polysyllabic words Mixed punctuation: capital letters, full stops, question marks, apostrophes and speech marks Adjectives review A project to find out about a job	Pupil's Book pages 6–13; Workbook pages 6–13; Unit 1 end-of-unit test; CD or MP3s; Flashcards: jobs
2 Jobs for everyone pages 21–32	8	<b>Jobs:</b> actor, chemist, dentist, fire fighter, footballer, pilot, police officer, postman, postwoman <b>Places:</b> factory, fire station, office, post office <b>Verbs:</b> post, score a goal <b>Other:</b> fire engine, newspaper, postcard, shorts, smoke, stamp, team, uniform <b>Useful Language:</b> a.m., p.m., language, lift, match, material, nowhere, player, real, rich, special, you're welcome, finish, grow, make sure, protect, repair, sell, steal	<b>Pronouns and adverbs to refer to unspecified people, things and places:</b> <i>There isn't anyone. There is something. There is no one. It is everywhere.</i>	To talk about unspecified people, things and places To talk about jobs and describe workplace activities	Take Our Kids to Work™ Day	Intonation to show interest in what a speaker is saying Unusual spellings of some words Vocabulary review A project about jobs and inventions	Pupil's Book pages 14–21; Workbook pages 14–21; Unit 2 end-of-unit test; CD or MP3s; Flashcards: jobs and places
3 In the future pages 33–45	8	<b>Jobs:</b> businessman, engineer, singer <b>Objects and places:</b> light, machine, screen, college, police station <b>Verbs:</b> blow, build <b>Other:</b> passengers, students, traffic <b>Useful Language:</b> air, away, business, cheap, exercise, expensive, hard, health, illness, lazy, life, noisy, poor, same, still, hope, save, spend, turn off, turn on	<b>will and won't:</b> <i>I will help people. Sam won't be lazy. may and may not: Will a police officer's job change in the next 20 years? It may. Will a singer's job change? It may not.</i>	To ask and answer questions about future plans and intentions To make predictions To talk about possibilities in the future	Masdar City	Intonation to show probability and certainty Commas in lists Vocabulary review Short book: <i>My future in 10 years</i>	Pupil's Book pages 22–29; Workbook pages 22–29; Unit 3 end-of-unit test; CD or MP3s; Flashcards: jobs, home and places
4 The cooking competition pages 46–56	8	<b>Adjectives:</b> untidy <b>Food and drink:</b> pepper, strawberry, sweets <b>Places:</b> railway station <b>Verbs:</b> feel, smell, taste, whistle <b>Other:</b> conversation, sound, sunglasses, winner <b>Useful Language:</b> a bit, actually, decide, describe, meal, repeat, the problem with, colourful, free, fresh, healthy, horrible, lucky, soft, strange, tidy	<b>Verbs of sensation with adjectives and superlative adjectives:</b> <i>It looks a bit untidy. It tasted the worst. Verbs of sensation with like and nouns to describe things and people: The cake looked like a rabbit. She sounded like a bird.</i>	To talk about and compare how things taste, feel, look and sound	Mooncake Festival	Pronunciation of words containing 'ee' and 'ea' Ordering of multiple adjectives used together in a sentence Crossword to review vocabulary Interpreting a poem: <i>Clouds</i> by Christina Rossetti	Pupil's Book pages 30–37; Workbook pages 30–37; Unit 4 end-of-unit test; CD or MP3s; Flashcards: places, food and drink
5 Molly's amazing neighbours pages 57–67	8	<b>Jobs:</b> businesswoman <b>The home:</b> fridge, mobile phone, toilet <b>Other:</b> chopsticks, midnight, neighbour, umbrella, wool <b>Useful Language:</b> amazing, chat, Chinese, cooker, designer, east, electricity, just, move in, nice to meet you, until	<b>Present perfect (with for and since):</b> <i>She has lived here since 1960. She hasn't lived there for six months. How long ...? answered with for and since: How long has she lived there? She's lived there for 10 years. She's lived there since September. Reinforcement of present simple and comparison with present perfect: My friend, Ben, lives in Jakarta. He has lived there for 11 years.</i>	To talk about how long a present action or state has lasted	A community garden	Sounds twinning Ordering ideas in descriptive writing <i>for and since</i> review Poster: <i>My street or A street I know well.</i>	Pupil's Book pages 38–45; Workbook pages 38–45; Unit 5 end-of-unit test; CD or MP3s; Flashcards: jobs and home
Revision Unit 1 pages 68–72	4	Review of: will, question tags; How long ... ? and present perfect (with for and since); verbs of sensation with adjectives					Mid-course test
6 That's a good idea pages 73–84	8	<b>Adjectives:</b> striped <b>Clothes:</b> belt, tights <b>The home:</b> air conditioner, curtains <b>Other:</b> necklace, ring, shade, spots, stage, stripes, water cooler <b>Useful Language:</b> advice, agree, bright, comfortable, improve, let, meeting, secret, should, suggestion, thank	<b>should and shouldn't (for advice and opinions):</b> <i>What should I do? Should I ask for different presents? I should ask for different presents. You shouldn't ask for different presents. Reinforcement of will: The room will feel cooler. Reinforcement of how about, let's, could (for making suggestions): How about having a fridge with cool drinks in the classroom? Let's just open all the windows and doors. We could have darker glass for the windows.</i>	To give suggestions and advice for everyday problems To give reasons for the suggestions made	A school community council	Different ways to spell the same sound Checking and correcting written work: grammar, vocabulary, spelling, punctuation Crossword to review vocabulary Poster: <i>Good advice</i>	Pupil's Book pages 50–57; Workbook pages 50–57; Unit 6 end-of-unit test; CD or MP3s; Flashcards: clothes and home
7 Sea monsters pages 85–95	8	<b>Adjectives:</b> full, little, smelly, spotted <b>Animals:</b> octopus <b>Clothes:</b> pocket <b>Verbs:</b> follow <b>Other:</b> bin, exit, rubbish, smell <b>Useful Language:</b> begin, collect, disappear, end, the beginning, scream, several	<b>Past continuous (for background setting and interrupted actions):</b> <i>Sue was walking along the beach. Mum was sitting on the beach when Jill screamed. What was Sue doing when Jill screamed? Causal make: Rubbish on the beach makes it a dangerous place.</i>	To set the scene for a story To describe and narrate interrupted past events To talk about the effects of states and actions	Amazing sea creatures	Different ways to spell the same sound Different ways to check and correct written work: grammar, spelling, punctuation A project on a sea, lake or river 'monster'	Pupil's Book pages 58–65; Workbook pages 58–65; Unit 7 end-of-unit test; CD or MP3s; Flashcards: clothes and animals
8 Not too big and not too small pages 96–107	8	<b>Adjectives:</b> burnt, high, low, light <b>Food and drink:</b> pepper <b>Jobs:</b> waiter <b>Verbs:</b> lift <b>Other:</b> trolley <b>Useful Language:</b> do you mind?, fetch, hurry, normal, sour, unfriendly	<b>Adverbs too and enough:</b> <i>The grapes are too sour. The watermelon is not large enough. It was too late to eat dinner. Are you old enough to drive? No, I'm too young to drive. Yes, I'm old enough to drive.</i>	To talk about excess, sufficiency and insufficiency	Growing food in Iceland	Intonation and sentence stress to give meaning in answers Word order in sentences and questions Comprehension exercise using <i>too</i> Writing exercise to review grammar and structures	Pupil's Book pages 66–73; Workbook pages 66–73; Unit 8 end-of-unit test; CD or MP3s; Flashcards: jobs, food and drink
9 A trip to London pages 108–119	8	<b>Animals:</b> swan <b>Food and drink:</b> peanut <b>The home:</b> shampoo, soap, suitcase, toothpaste <b>Places:</b> airport, hostel, London <b>Weather:</b> fog, foggy <b>Other:</b> view <b>Useful Language:</b> see you soon!, north, south, west	<b>Adverbs too many and too much with nouns to talk about excess:</b> <i>Molly's got too many T-shirts and too much chocolate. not enough with nouns to talk about insufficiency: Molly hasn't got enough water. There aren't enough cupboards in the kitchen. There isn't enough food for lunch. a few and a little to talk about quantity: She's got a few peanuts and a little water. where clauses: Hyde Park is the place where Molly went riding.</i>	To talk about quantity, excess and insufficiency To talk about where things happen or happened	A school trip to a butterfly centre	Stress in polysyllabic words Writing a postcard Grammar review	Pupil's Book pages 74–81; Workbook pages 74–81; Unit 9 end-of-unit test; CD or MP3s; Flashcards: home, places, weather, animals, food and drink
10 The Science Club pages 120–130	8	<b>Animals:</b> insects <b>Food and drink:</b> vinegar <b>Jobs:</b> scientist <b>Parts of the body:</b> toe, wing <b>Verbs:</b> float <b>Other:</b> pond, swing <b>Useful Language:</b> believe, century, experiment, extinct, join, member, partner, project	<b>Zero conditional (with if):</b> <i>If you put an egg in vinegar for a week, its shell disappears. Revision of how about, let's, could, shall we (for making suggestions): How about picking up the rubbish? Let's bake some cakes. I could carry bags for people. Shall we have a race? Revision of past simple (in a narrative): After we joined the new Science Club ...</i>	To express general truths about what happens when a condition is met	Being a scientist	Different pronunciations of words with 'oo' Writing a thank-you letter Vocabulary review	Pupil's Book pages 82–89; Workbook pages 82–89; Unit 10 end-of-unit test; CD or MP3s; Flashcards: jobs, animals, food and drink, and face and body
Revision Unit 2 pages 131–135	4	Review of: adverbs to talk about excess and insufficiency; zero conditionals (with if); should (for advice) and could (for suggestions)					End-of-course test