

# Contents



Unit	Unit aims	Vocabulary and Phonics
<b>Welcome!</b> pp. 4–9	<b>How can I talk about my neighborhood?</b> <ul style="list-style-type: none"> <li>• Talk about people and places in my neighborhood.</li> <li>• Use general words: everywhere, everyone, everything</li> </ul>	<b>Neighborhood:</b> apartment, apartment building, floor, block (= area in a city), next door, neighbor <b>Relationships:</b> husband, wife, married <b>Names:</b> first name, last name, nickname
<b>1 Time for school</b> pp. 10–23	<b>How can we design our ideal school?</b> <ul style="list-style-type: none"> <li>• Use words to describe education.</li> <li>• Express rules using <i>must</i> and <i>mustn't</i>.</li> <li>• Talk about obligations using <i>have/don't have to</i>.</li> <li>• Write instructions for a game.</li> </ul>	<b>School:</b> enter a competition, classmate, do an experiment, equipment, inside, make a model, outside, principal, practice (v), study, take a test, wear a uniform <b>Phonics:</b> nk, ng think, sing, thanks
<b>2 Landscapes of China</b> pp. 24–37	<b>How can I make a story plate?</b> <ul style="list-style-type: none"> <li>• Use words to describe landscapes.</li> <li>• Ask questions about the past.</li> <li>• Talk about what life was like in the past.</li> <li>• Write a shape poem.</li> </ul>	<b>Landscape features:</b> cave, cliffs, coast, desert, jungle, lake, sky, stone, stream, view, volcano, waterfall <b>Phonics:</b> nt, nd went, weekend, parents, friend
<b>Checkpoint</b>	<b>Review Units 1–2</b>	<b>pp. 38–39</b>
<b>Culture</b>	<b>The Outback</b>	<b>pp. 40–41</b>
<b>3 Hanging out</b> pp. 42–55	<b>How can we plan a festival?</b> <ul style="list-style-type: none"> <li>• Use words to talk about free-time activities.</li> <li>• Talk about fixed plans for the future.</li> <li>• Talk about when things are happening.</li> <li>• Write an email about future plans.</li> </ul>	<b>Hanging out/leisure activities:</b> buy a ticket, eat at a restaurant, fly a kite, ride a scooter, go bowling, go horseback riding, go roller-skating, go skateboarding, go to a concert, go to the movies, (play) baseball, (play) frisbee <b>Phonics:</b> st, sk August, dentist, roller-skate, basketball
<b>4 Movie magic</b> pp. 56–69	<b>How can we make a movie trailer?</b> <ul style="list-style-type: none"> <li>• Use words to talk about movies.</li> <li>• Compare two things.</li> <li>• Talk about what might happen.</li> <li>• Write a movie review.</li> </ul>	<b>Movies/movie-making:</b> actor, animation, character, director, expensive, famous, film (v), frightening, scene, science fiction, script, sound effects <b>Phonics:</b> ph, gh, tion dolphin, laugh, animation
<b>Checkpoint</b>	<b>Review Units 3–4</b>	<b>pp. 70–71</b>
<b>Culture</b>	<b>Sakura</b>	<b>pp. 72–73</b>
<b>5 Once in a lifetime</b> pp. 74–87	<b>How can we plan the trip of a lifetime?</b> <ul style="list-style-type: none"> <li>• Use words to talk about travel experiences.</li> <li>• Talk about experiences I've had in my life.</li> <li>• Ask for information.</li> <li>• Write an article about an interview.</li> </ul>	<b>Travel experiences:</b> climb a tower, feed a penguin, fly in a helicopter, fly in a hot-air balloon, hike up a mountain, go camping, go snorkeling, ride a camel, see a hummingbird, stay in a hotel, travel by subway, visit a palace <b>Phonics:</b> s (plural) tents, cars, suitcases
<b>6 Codes and clues</b> pp. 88–101	<b>How and why do we use codes?</b> <ul style="list-style-type: none"> <li>• Use words for possessions.</li> <li>• Talk about two events happening in the past.</li> <li>• Express degrees of certainty.</li> <li>• Write a diary entry.</li> </ul>	<b>Possessions, codes and clues:</b> belt, broken, earrings, fingerprint, follow a clue, mean (v), ring, search, sneakers, sunglasses, thief, wristwatch <b>Phonics:</b> ed (past tense) followed, locked, talked, knocked
<b>Checkpoint</b>	<b>Review Units 5–6</b>	<b>pp. 102–103</b>
<b>Culture</b>	<b>The Romans</b>	<b>pp. 104–105</b>
<b>7 What shall we eat?</b> pp. 106–119	<b>How can we invent a lunch menu?</b> <ul style="list-style-type: none"> <li>• Use words to talk about food and cooking.</li> <li>• Talk about actions without saying who does them.</li> <li>• Talk about quantities and order food.</li> <li>• Write a recipe.</li> </ul>	<b>Food and cooking:</b> butter, dish, flour, herbs, honey, meat, nut, oil, salt, spices, sugar, vegetables <b>Phonics:</b> sp, spr, st, str Spanish, spring, students, street
<b>8 Our digital world</b> pp. 120–133	<b>How can we create a song about technology?</b> <ul style="list-style-type: none"> <li>• Use words to talk about technology.</li> <li>• Check information using tag questions.</li> <li>• Describe things and say how they make me feel.</li> <li>• Write a story about some pictures.</li> </ul>	<b>Technology:</b> app, device, download, microphone, press a button, record (v), save a file, screen, speaker, turn on, turn off, type on a keyboard <b>Phonics:</b> sc, scr, squ scarf, screen, squeak
<b>Checkpoint</b>	<b>Review Units 7–8</b>	<b>pp. 134–135</b>
<b>Culture</b>	<b>Moon festival</b>	<b>pp. 136–137</b>

Values	Writing	Structures	STEAM	Project and Review	
Be a good neighbor.		<b>Language Lab</b> everywhere, everyone, everything, somewhere, someone, something,	anywhere, anyone, anything, nowhere, no one, nothing		
Think about rules.	Instructions for a game.	<b>Language Lab</b> I <b>must</b> listen to the teacher. We <b>mustn't</b> climb the tree.	<b>Communication</b> I <b>have to</b> do homework every day. My friend <b>doesn't have to</b> wear a uniform. Do you <b>have to</b> ...?	<b>Science:</b> Light and light energy <b>Experiment:</b> Which surfaces reflect or absorb light?	Design your ideal school. 
Show empathy.	Shape poems.	<b>Language Lab</b> <b>Object questions:</b> What did you do? <b>Subject questions:</b> What happened next?	<b>Communication</b> What food did you eat? Which museum did they visit?	<b>Science:</b> The Water Cycle <b>Experiment:</b> How can I make a cloud rain?	Make a story plate. 
Share things.	An email about future plans.	<b>Language Lab</b> I am <b>horseback riding</b> on Saturday. Are you <b>playing basketball</b> tomorrow?	<b>Communication</b> half past, quarter past, quarter to, noon, midnight	<b>Math:</b> Partitioning in sports <b>Experiment:</b> How can I use fractions to record scores?	Design your own festival. 
Listen to other people's opinions.	A movie review.	<b>Language Lab</b> It is <b>funnier / more interesting than ...</b> It is <b>as good / funny as ...</b> It is <b>the best / the funniest ...</b>	<b>Communication</b> The movie <b>might</b> be good. The tickets <b>might not</b> sell.	<b>Art and design:</b> How do movies work? <b>Experiment:</b> How can we make an animation loop?	Make a movie trailer. 
Care for the environment.	Writing an interview.	<b>Language Lab</b> I <b>have / haven't</b> been camping. She <b>has / hasn't</b> visited a big city. <b>Have you ever ridden</b> a camel? <b>Has she ever been camping?</b>	<b>Communication</b> <b>How wide / long</b> is the river? <b>How much</b> does it cost to climb the tower?	<b>Science:</b> Animals around the world <b>Experiment:</b> Why do birds have different shaped beaks?	Plan the trip of a lifetime. 
Contact the police in an emergency.	Writing a diary.	<b>Language Lab</b> What were you <b>doing when</b> you <b>lost</b> the ring? I <b>was swimming when</b> I <b>lost</b> the ring.	<b>Communication</b> It <b>might / could / must be</b> him/her/them because ...	<b>Engineering and technology:</b> Ciphers <b>Experiment:</b> How can I write a cipher?	Create a scavenger hunt. 
Be healthy.	Writing a recipe.	<b>Language Lab</b> Maize <b>is grown</b> in fields. Many drinks <b>are made</b> from maize.	<b>Communication</b> He has <b>enough / too many</b> nuts. She has <b>enough / too much</b> chicken.	<b>Science:</b> Solutions and mixtures <b>Experiment:</b> Are the ingredients soluble or insoluble?	Invent a lunch menu. 
Spend time with friends.	Writing a story from pictures.	<b>Language Lab</b> The computer is new, <b>isn't</b> it? She <b>can</b> play the keyboard, <b>can't</b> she? You <b>like</b> taking photos, <b>don't</b> you?	<b>Communication</b> It's <b>exciting</b> . It looks <b>boring</b> . It sounds <b>relaxing</b> . I'm <b>excited</b> . I feel <b>bored</b> .	<b>Science:</b> How does electricity work? <b>Experiment:</b> How can we make an electrical circuit with a switch?	Create a song about technology. 