



Look  
p. 4


|         |   |
|---------|---|
| Words   | Numbers 1–10, colours, big, small                           |
|         | Hello! What's your name? My name's Xi.                      |
| Grammar | How old are you? I'm six.<br>How are you? I'm fine, thanks. |

1  
Things for school  
p. 9


| Words   | Grammar   | Skills   | Phonics  |
|---|---|--|--|
| <br>bag, book, crayon, pen, pencil, pencil case, rubber, ruler<br>Reading: chair, desk, poster | What's this?<br>It's a pen.<br><br>What's this? Is it a classroom?<br>Yes, it is. / No, it isn't. | Read about a classroom.<br><br>▶ Listen and learn about things for school in other countries.<br>Speak, draw and write about your own things for school. | Words starting:<br><b>Aa:</b> apple <b>Bb:</b> bag<br><b>Cc:</b> carrot <b>Dd:</b> desk<br><br><b>VALUE</b> Look after your things for school. |
| <br>ball, bat, doll, game, kite, plane, teddy, train<br>Reading: favourite, fun, marble        | This is my train.<br>This is my game.<br><br>Is this your book?<br>Yes, it is. / No, it isn't.    | Read about marbles.<br>▶ Listen and learn about toys in other countries.<br>Speak, draw and write about your own toys.                                   | Words starting:<br><b>Ee:</b> elephant <b>Ff:</b> fish<br><b>Gg:</b> goat <b>Hh:</b> horse<br><br><b>VALUE</b> Share your toys.                |

Function 1 Classroom language 1 p. 25   ▶ School trip 1 Toy museum, Prague, Czech Republic p. 26   Review 1: Units 1–2 p. 28

3  
People  
p. 29


|   |  |  |  |
|---|--|--|--|
| <br>boy, girl, student, classmate, friend, man, woman, teacher<br>Reading: dinosaur, museum, trip | He's a boy. He's my classmate.<br>She's a girl. She's my friend.<br><br>Is he a teacher? No, he isn't.<br>Is she your friend? Yes, she is. | Read about a school trip.<br>▶ Listen and learn about famous paintings.<br>Speak, draw and write about people at school. | Words starting:<br><b>Ii:</b> insect <b>Jj:</b> jellyfish<br><b>Kk:</b> kiwi <b>Ll:</b> lamp<br><br><b>VALUE</b> Make friends at school. |
|---|--|--|--|

4  
My family  
p. 37


|  |   |   |  |
|--|---|---|--|
| <br>grandpa, grandma, dad, mum, uncle, aunt, baby, me, cousin<br>Reading: birthday cake, birthday party, middle | I've got a grandpa.<br>I haven't got a sister.<br><br>Her name is Aneta.<br>His name is Victor. | Read about a birthday party.<br>▶ Listen and learn about cartoon families in other countries.<br>Speak, draw and write about your family. | <b>Mm:</b> mum <b>Nn:</b> nose<br><b>Oo:</b> orange <b>Pp:</b> pencil<br><br><b>VALUE</b> Give things to your friends. |
|--|---|---|--|

Game 1 p. 45   Reading extra 1 Day and night p. 46   Review 2: Units 3–4 p. 48

5  
My body  
p. 49


|   |  |  |   |
|---|--|--|---|
| <br>leg, foot, mouth, eye, head, ear, arm, hand<br>Reading: body, face, hair, skeleton | This is my head.<br>These are my hands.<br><br>He's got brown hair.<br>She hasn't got blue eyes. | Read about face paints.<br>▶ Listen and learn about festivals in other countries.<br>Speak, draw and write about the colour of your eyes and hair. | <b>Qq:</b> queen <b>Rr:</b> rubber<br><b>Ss:</b> sofa <b>Tt:</b> table<br><b>Uu:</b> umbrella<br><br><b>VALUE</b> Keep fit. |
|---|--|--|---|

6  
Homes  
p. 57


|   |  |  |   |
|---|--|--|---|
| <br>bathroom, bedroom, kitchen, living room, bed, cupboard, shower, TV<br>Reading: clock, house, water | Where's the sofa?<br>It's in the living room.<br><br>The table is next to the bed.<br>The game is on the bed.<br>The bedroom is under the water. | Read about a bedroom under water.<br>▶ Listen and learn about houses in other countries.<br>Speak, draw and write about your own home. | <b>Vv:</b> violin <b>Ww:</b> wall<br><b>Yy:</b> yoghurt <b>Zz:</b> zebra<br>Also <b>Xx:</b> box<br><br><b>VALUE</b> Play with your friends. |
|---|--|--|---|

Function 2 Classroom language 2 p. 65   ▶ School trip 2 Animals in the savanna, Africa p. 66   Review 3: Units 5–6 p. 68

7  
My town  
p. 69


| Words   | Grammar   | Skills  | Phonics  |
|---|---|---|--|
| <br>library, park, playground, shop, street, swimming pool, town centre, zoo<br>Reading: flower, model, real, tiny | There's a shop in the street.<br>There's a library in the town centre.<br><br>There's a tree in the park.<br>There are houses next to the park. | Read about a model town.<br>▶ Listen and learn about towns and cities in other countries.<br>Speak, draw and write about your own town or city. | CVC sounds with <b>a</b> as in bag, bat, jam, man, map<br><br><b>VALUE</b> Love your town. |

8  
On the farm  
p. 77

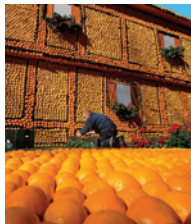
|  |   |  |  |
|--|---|--|--|
| <br>bee, bird, chicken, cow, dog, donkey, duck, sheep<br>Reading: farmer, food, pen | A dog can run.<br>A cat can't swim.<br><br>Can you see the sheep? Yes, I can.<br>Can a duck talk? No, it can't. | Read about a trip to a farm.<br>▶ Listen and learn about farms in other countries.<br>Speak, draw and write about your favourite farm animals. | CVC sounds with <b>e</b> as in bed, leg, pen, pet, yes<br><br><b>VALUE</b> Be kind to animals. |
|--|---|--|--|

Game 2 p. 85   Reading extra 2 The frog and the butter p. 86   Review 4: Units 7–8 p. 88

9  
My clothes  
p. 89


|  |  |  |  |
|--|--|--|--|
| <br>dress, jeans, shirt, shoes, skirt, socks, trousers, T-shirt<br>Reading: boots, gloves, happy, hat, scarecrow | Are these your shoes? Yes, they are.<br>Are these your trousers? No, they aren't.<br><br>What colour is his hair? It's yellow.<br>What colour are his eyes? They're black. | Read about a scarecrow.<br>▶ Listen and learn about school uniforms in other countries.<br>Speak, draw and write about your clothes. | CVC sounds with <b>i</b> as in big, bin, lip, sit, six<br><br><b>VALUE</b> Wear clean clothes. |
|--|--|--|--|

10  
Eat and drink  
p. 97


|  |  |  |   |
|--|--|--|---|
| <br>banana, bread, lemon, milk, potato, rice, sweet, tomato, water<br>Reading: great, horrible, lunch, tray | I like bananas.<br>I don't like rice.<br><br>Do you like apples? Yes, I do. They're great. / They're OK.<br>Do you like milk? No, I don't. It's horrible. / It's OK. | Read about lunch at school.<br>▶ Listen and learn about food in other countries.<br>Speak, draw and write about your favourite food. | CVC sounds with <b>o</b> as in dog, dot, fox, mop, nod<br><br><b>VALUE</b> Eat good food. |
|--|--|--|---|

Function 3 Classroom language 3 p. 105   ▶ School trip 3 Otavalo market, Ecuador p. 106   Review 5: Units 9–10 p. 108

11  
Beach holidays  
p. 109

|  |   |  |   |
|--|---|--|---|
| <br>beach, beach ball, boat, ice cream, sand, sandcastle, sea, shell, sun hat<br>Reading: breather, flippers, mask, snorkel | There isn't a sun hat on my head.<br>There aren't boats on the sea.<br><br>Is there a boat on the sea? No, there isn't.<br>Are there fish in the sea? Yes, there are. | Read about holiday time at the beach.<br>▶ Listen and learn about beaches in other countries.<br>Speak, draw and write about what you can do at the beach. | CVC sounds with <b>u</b> as in bus, cup, mum, jug, run<br><br><b>VALUE</b> Play outside in the sun. |
|--|---|--|---|

12  
Free time  
p. 117

|  |   |   |  |
|--|---|---|--|
| <br>fly a kite, make a cake, paint a picture, play a game, play football, read a book, sing a song, write a story<br>Reading: hot, paper, swing | Let's fly a kite. Great idea! Let's play football. No!<br><br>We're in the park.<br>We're on the beach.<br>We aren't at school. | Read about a trip to the park.<br>▶ Listen and learn about free-time activities in other countries.<br>Speak, draw and write about activities you can do today. | Review of CVC sounds as in hat, red, kid, hot, sun<br><br><b>VALUE</b> Use your time well. |
|--|---|---|--|

Game 3 p. 125   Reading extra 3 Colours p. 126   Review 6: Units 11–12 p. 128

Look further



One more look p. 129   ▶ BONUS School trip International kite festivals p. 130  
BONUS Reading extra What's an elephant? p. 132   BONUS Game p. 134



Look and remember  
p. 4


|         |  |  |  |
|---------|--|--|--|
| Words   | Animals, clothes, colours, family, home, numbers 1–20, parts of the body, town |  |  |
| Grammar | <i>This is my ...<br/>I can/can't ...<br/>How many ... ?</i>                   | <i>I'm/You're/He's/She's ...<br/>I've got/I haven't got ...<br/>There is/are ...</i> | <i>He's got/She hasn't got ...<br/>Let's ...</i> |

1  
Back to school  
p. 9


| Words   | Grammar   | Skills  | Phonics   |
|---|---|---|---|
| <br><i>art, computer, English, maths, music, PE, reading, science</i><br>Reading: <i>class, garden, homework, lesson</i>             | <i>I've got maths on Tuesday.</i><br><i>Have you got art on Monday?</i><br><i>Yes, I have.</i><br><i>Has she got PE on Friday?</i><br><i>No, she hasn't.</i>                  | Read about the Green School.<br>▶ Listen and learn about school in other countries.<br>Speak and write about your own school day.                   | <b>th</b> as in <i>Thursday</i><br><br><b>VALUE</b> Be responsible. |
| <br><i>bike, building bricks, camera, felt-tip pens, guitar, robot, skateboard, tablet</i><br>Reading: <i>borrow, cool, new, old</i> | <i>This is my camera.</i><br><i>These are my felt-tip pens.</i><br><i>That's my tablet.</i><br><i>Those are my building bricks.</i><br><i>This is Claudia's robot, Robby.</i> | Read about a toy collector.<br>▶ Listen and learn about toy collections in other countries.<br>Speak and write about your own toys and collections. | <b>th</b> as in <i>this</i><br><br><b>VALUE</b> Be tidy.            |

Function 1 Talking about feelings p. 25   ▶ School trip 1 The Miraikan p. 26   Review 1: Units 1–2 p. 28

3  
At home  
p. 29


|  |  |   |   |
|--|--|---|---|
| <br><i>armchair, balcony, bookcase, dining room, door, floor, mirror, rug, window</i><br>Reading: <i>inside, outside, stairs, wall</i> | <i>This is our living room.</i><br><i>We've got a red armchair.</i><br><i>That's their living room.</i><br><i>They've got a red armchair.</i><br><i>The cat is in front of/behind the armchair.</i><br><i>The cat is between the desk and the chair.</i> | Read about a cool house plan.<br>▶ Listen and learn about homes around the world.<br>Speak and write about your own home. | <b>ch</b> as in <i>chair</i><br><b>sh</b> as in <i>shop</i><br><br><b>VALUE</b> Accept differences. |
|--|--|---|---|

4  
Let's play!  
p. 37


|  |   |  |  |
|--|---|--|--|
| <br><i>baseball, basketball, hockey, tennis</i><br><i>bounce, catch, hit, jump, kick, throw</i><br>Reading: <i>different, easy, fantastic, team</i> | <i>I play baseball with my friends.</i><br><i>You don't catch the ball in football.</i><br><i>Do you watch basketball?</i><br><i>Yes, I do.</i><br><i>Do the players run?</i><br><i>No, they don't.</i> | Read about the King Charles Troupe.<br>▶ Listen and learn about sports in other countries.<br>Speak and write about sports you play. | <b>ck</b> as in <i>duck</i><br><b>nk</b> as in <i>sink</i><br><br><b>VALUE</b> Keep fit. |
|--|---|--|--|

Game 1 p. 45   Reading extra 1 Let's go on an insect safari! p. 46   Review 2: Units 3–4 p. 48

5  
At work  
p. 49

|   |  |   |   |
|---|--|---|---|
| <br><i>builder, build, doctor, help, farmer, grow, football player, score goals, taxi driver, drive</i><br>Reading: <i>job, use, work, young</i> | <i>That farmer grows carrots.</i><br><i>He doesn't grow oranges.</i><br><i>Does Paul use lots of building bricks?</i><br><i>Yes, he does.</i><br><i>Does he build what's on the box?</i><br><i>No, he doesn't.</i> | Read about a master builder.<br>▶ Listen and learn about jobs in other countries.<br>Speak and write about jobs your family members do. | <b>s blends</b> as in <i>skirt, slide, small, snack, spoon, stop, swim</i><br><br><b>VALUE</b> Be polite. |
|---|--|---|---|

6  
My day  
p. 57

|   |  |  |   |
|---|--|--|---|
| <br><i>get up, get dressed, have breakfast, have lunch, have dinner, do homework, have a bath, go to bed</i><br>Reading: <i>find, hurt, love, wait</i> | <i>What's the time?</i><br><i>It's six o'clock in the morning.</i><br><i>What time do you get up?</i><br><i>I get up at eight o'clock.</i> | Read about Penguin and the Bloom family.<br>▶ Listen and learn about daily routines in other countries.<br>Speak and write about your daily routine. | <b>/ blends</b> as in <i>black, clock, flag, glass, plum</i><br><br><b>VALUE</b> Help others. |
|---|--|--|---|


Function 2 Making and responding to suggestions p. 65   ▶ School trip 2 The International Space Station p. 66  
Review 3: Units 5–6 p. 68

7  
Fantastic food  
p. 69


| Words  | Grammar  | Skills   | Phonics  |
|--|--|--|--|
| <br><i>beans, cheese, chicken, chips, egg, grapes, juice, mango, pear, sausage</i><br>Reading: <i>burger, get, money, put</i>           | <i>There are some eggs.</i><br><i>There isn't any juice.</i><br><i>Is there any juice in this vending machine?</i><br><i>Yes, there is.</i><br><i>Are there any chips?</i><br><i>No, there aren't.</i> | Read about vending machines.<br>▶ Listen and learn about dishes from other countries.<br>Speak and write about your favourite meal.                  | <b>r blends</b> as in <i>bread, crab, dress, frog, grapes, present, tree</i><br><br><b>VALUE</b> Give and share. |
| <br><i>dance, drink, eat, hold, listen to music, take photos</i><br><i>balloon, lemonade</i><br>Reading: <i>bucket, enjoy, festival</i> | <i>I'm playing.</i><br><i>She's taking photos.</i><br><i>What are you doing?</i><br><i>I'm throwing water.</i><br><i>What is she doing?</i><br><i>She's enjoying the festival.</i>                     | Read about the Songkran festival.<br>▶ Listen and learn about celebrations in other countries.<br>Speak and write about your favourite celebrations. | <b>ng</b> as in <i>sing</i><br><br><b>VALUE</b> Be grateful.   |

Game 2 p. 85   Reading extra 2 Nasreddin and the dinner party p. 86   Review 4: Units 7–8 p. 88

9  
Animals  
p. 89


|   |  |  |  |
|---|--|--|--|
| <br><i>crocodile, elephant, giraffe, hippo, lion, monkey, snake, tiger, zebra</i><br>Reading: <i>fast, rhino, sleep, slow</i> | <i>Is the giraffe eating?</i><br><i>Yes, it is.</i><br><i>Are the zebras drinking?</i><br><i>No, they aren't.</i><br><i>The baby rhinos are younger than Lammie.</i> | Read about unlikely animal friends.<br>▶ Listen and learn about animals in other countries.<br>Speak and write about animals you know. | <b>a_e</b> as in <i>cake</i><br><br><b>VALUE</b> Be a good friend. |
|---|--|--|--|

10  
Weather  
p. 97

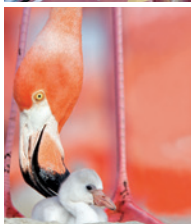
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|--|---|--|---|
| <br><i>cloudy, cold, hot, raining, snowing, sunny, windy</i><br><i>bring an umbrella, put on a scarf, wear a coat</i><br>Reading: <i>bright, forget, rainbow, sky</i> | <i>What's the weather like?</i><br><i>It's sunny.</i><br><i>Bring a glass of water.</i><br><i>Don't forget your umbrella.</i> | Read about rainbows.<br>▶ Listen and learn about weather in other countries.<br>Speak and write about what you do in different types of weather. | <b>i_e</b> as in <i>bike</i><br><br><b>VALUE</b> Look after yourself. |
|--|---|--|---|

Function 3 Being polite p. 105   ▶ School trip 3 The National Zoo, USA p. 106   Review 5: Units 9–10 p. 108

11  
On the move  
p. 109

|   |  |  |  |
|---|--|--|--|
| <br><i>bus, car, helicopter, lorry, motorbike, plane, ship</i><br><i>come home, get to school, ride a bike</i><br>Reading: <i>healthy, month, ready, snack</i> | <i>How do you get to school?</i><br><i>When does the bus come?</i><br><i>Where does the bus go?</i><br><i>Irregular plurals: beaches, boxes, buses, dishes, lorries, scarves, tomatoes, children, feet, fish, men, mice, people, sheep</i> | Read about transporting food.<br>▶ Listen and learn about transport in other countries.<br>Speak and write about transport in your town. | <b>o_e</b> as in <i>home</i><br><br><b>VALUE</b> Know your food. |
|---|--|--|--|

12  
Growing up  
p. 117

|   |  |   |  |
|---|--|---|--|
| <br><i>clean, clever, dirty, kind, little, loud, naughty, quiet, scary, silly</i><br>Reading: <i>cartoon, famous, funny, grow-up</i> | <i>I was good. I wasn't naughty.</i><br><i>Some of the students were naughty. They weren't kind.</i> | Read about Charles Schulz.<br>▶ Listen and learn about how people change over time.<br>Speak and write about what you were like when you were little. | <b>u_e</b> as in <i>cube</i><br><br><b>VALUE</b> Find your talent. |
|---|--|---|--|

Game 3 p. 125   Reading extra 3 Cars: then and now p. 126   Review 6: Units 11–12 p. 128

Look further


One more look p. 129   ▶ BONUS School trip The Yungas Road, Bolivia p. 130  
BONUS Reading extra The best present of all p. 132   BONUS Game p. 134




Look and remember  
page 4

|         |   |   |   |
|---------|---|---|---|
| Words   | My things, clothes, numbers 21–100, at home, family       |   |   |
| Grammar | I've got / I haven't got ...<br>I like / I don't like ... | He's got / She hasn't got ...<br>She likes / She doesn't like ... | Have you got a ... ?<br>I can / I can't ... |

1  
Around the world  
page 9


| Words  | Grammar  | Skills   | Phonics  |
|--|--|--|--|
|  Argentina, Australia, Brazil, Italy, Japan, Poland, South Africa, Spain, the UK, the US<br>Reading: daughter, grandparents, parents, son | Where are you from?<br>I'm from Japan.<br>Our parents are giraffe experts.<br>Their grandparents' house is in Germany. | Read about the giraffe family.<br>▶ Listen and learn about a family in Namibia who help giraffes.<br>Speak and write about your country. | <b>a_e</b> as in <i>plane</i><br><b>ai</b> as in <i>train</i><br><b>ay</b> as in <i>play</i><br><br><b>VALUE</b> Make friends. |

2  
On my way!  
page 17


|  |  |  |   |
|--|--|--|---|
|  farm, field, forest, lake, mountain, path, river, town, village, waterfall<br>Reading: cable car, exercise, subway | Do you live in a town?<br>Yes, we do.<br>Does Ana live next to a forest?<br>No, she doesn't.<br>above, across, along, around, down, past, through, under | Read about how children get to school.<br>▶ Listen and learn about long journeys.<br>Speak and write about your journey. | <b>ee</b> as in <i>tree</i><br><b>ea</b> as in <i>beach</i><br><b>y</b> as in <i>country</i><br><br><b>VALUE</b> Help others. |
|--|--|--|---|

Function 1 Talking about dates page 25 ▶ School trip 1 The Sami and the reindeer page 26 Review 1: Units 1–2 page 28

3  
Helping out  
page 29


|  |  |  |   |
|--|--|--|---|
|  cook lunch, do the washing up, feed the dog, fix my bike, go shopping, make my bed, practise the piano, take out the rubbish, tidy my bedroom, water the plants<br>Reading: pick [fruit], put away, recycling | always, usually, sometimes, never<br>How often do children in the city help at home?<br>every morning, once a week, at the weekend | Read about helping out in the country and the city.<br>▶ Listen and learn about helping at home.<br>Speak and write about what you do to help. | <b>igh</b> as in <i>night</i><br><b>y</b> as in <i>my</i><br><b>i_e</b> as in <i>kite</i><br><br><b>VALUE</b> Be responsible. |
|--|--|--|---|

4  
Playtime!  
page 37


|   |  |  |   |
|---|--|--|---|
|  bake, collect stickers, do puzzles, dress up, make things, play computer games, play hide-and-seek, read comic books, roller-skate, watch films<br>Reading: interested in, real, stick, teenagers | I like doing puzzles.<br>Maz doesn't like reading comic books.<br>Does Alisa like riding her hobby horse?<br>Yes, she does. / No, she doesn't. | Read about a new sport.<br>▶ Listen and learn about hobbies in other countries.<br>Speak and write about your hobbies. | <b>ow</b> as in <i>know</i><br><b>oa</b> as in <i>coat</i><br><b>o_e</b> as in <i>home</i><br><br><b>VALUE</b> Look after your friends. |
|---|--|--|---|

Game 1 page 45 Reading extra 1 The greatest artist in the world page 46 Review 2: Units 3–4 page 48

5  
Eating out  
page 49


|  |  |   |  |
|--|--|---|--|
|  milkshakes, noodles, pancakes, pasta, salad, sandwiches, sauce, soup, vegetables<br>Reading: bottles, bowls, cups, glass, plates, straws | There's a sandwich.<br>There's some juice.<br>There are some noodles.<br>There are lots of things to eat. There's lots of sauce.<br>Can I have a glass of water, please? | Read about helping to reduce plastic rubbish.<br>▶ Listen and learn about eating out in other countries.<br>Speak and write about eating out. | <b>oo</b> as in <i>noodles</i><br><b>ue</b> as in <i>blue</i><br><b>u_e</b> as in <i>ruler</i><br><br><b>VALUE</b> Care for the environment. |
|--|--|---|--|

6  
Animal behaviour  
page 57


|   |   |   |   |
|---|---|---|---|
|  ants, bat, dolphins, kangaroo, panda, parrot, penguins, shark, whale<br>Reading: busy, hungry, lizards, safe, waking up | The penguin is jumping.<br>The whales aren't swimming.<br>Is it looking for food?<br>Yes, it is. / No, it isn't.<br>What is it doing? | Read about meerkats.<br>▶ Listen and learn about students' favourite animals.<br>Speak and write about your favourite animal. | <b>ph</b> as in <i>dolphin</i><br><b>f</b> as in <i>fish</i><br><br><b>VALUE</b> Learn about animals. |
|---|---|---|---|

Function 2 Talking about preferences page 65 ▶ School trip 2 The Antarctic food chain page 66 Review 3: Units 5–6 page 68

7  
Happy faces  
page 69


| Words  | Grammar  | Skills   | Phonics  |
|--|--|--|--|
|  a beard, curly hair, dark hair, fair hair, fat, a moustache, round face, straight hair, tall, thin<br>Reading: died, metres, nearly, takes [two hours] | I'm shorter than the giant.<br>She's thinner than him.<br>She's got the longest hair in the world. | Read about amazing people.<br>▶ Listen and learn about descriptions of friends and family.<br>Speak and write about a friend or family member. | <b>ar</b> as in <i>car</i><br><b>or</b> as in <i>short</i><br><b>ir</b> as in <i>dirty</i><br><br><b>VALUE</b> Accept differences. |

8  
Healthy body, healthy mind  
page 77


|  |   |   |   |
|--|---|---|---|
|  back, a cold, a cough, ill, medicine, shoulder, a sore neck, stomach, tooth (two teeth), toothache<br>Reading: calm, grades, worry | You must sit down now.<br>You mustn't run.<br>It's good to do yoga.<br>It isn't always easy to learn at school. | Read about yoga in schools.<br>▶ Listen and learn about sport in school.<br>Speak and write about sport in your school. | <b>ou</b> as in <i>bounce</i><br><b>ow</b> as in <i>now</i><br><br><b>VALUE</b> Keep fit. |
|--|---|---|---|

Game 2 page 85 Reading extra 2 Solar eclipses page 86 Review 4: Units 7–8 page 88

9  
I love my town  
page 89


|   |  |   |  |
|---|--|---|--|
|  building, bus stop, café, car park, cinema, hospital, market, sports centre, supermarket<br>Reading: factories, skyscraper, shopping centres | There was a zoo.<br>There weren't things to do.<br>Were there any shops?<br>40 years ago, it was different.<br>The big companies arrived then.<br>There are skyscrapers everywhere these days.<br>They make mobile phones now. | Read about a megacity.<br>▶ Listen and learn about cities in other countries.<br>Speak and write about a city you know. | <b>er</b> as in <i>person</i><br><b>ir</b> as in <i>dirty</i><br><b>ur</b> as in <i>burger</i><br><b>or</b> as in <i>world</i><br><br><b>VALUE</b> Love your town. |
|---|--|---|--|

10  
People in the past  
page 97


|  |   |   |  |
|--|---|---|--|
|  climb trees, cry, cycle to school, laugh, need water, sail, stay at home, wait for the bus, walk to school<br>Reading: archaeologists, changed, machine, remains | The ancient Maya people lived in Mexico.<br>They didn't use electricity.<br>Did they have horses?<br>No, they didn't. | Read about an ancient Mayan city.<br>▶ Listen and learn about weekend activities.<br>Speak and write about your weekend activities. | <b>air</b> as in <i>hair</i><br><b>are</b> as in <i>parents</i><br><b>ear</b> as in <i>bear</i><br><br><b>VALUE</b> Be interested in others. |
|--|---|---|--|

Function 3 Making suggestions and responding page 105 ▶ School trip 3 The Taos pueblo page 106 Review 5: Units 9–10 page 108

11  
Outdoor adventure  
page 109

|   |   |  |  |
|---|---|--|--|
|  eat outside, go canoeing, go on a roller coaster, have a picnic, lose your way, make friends, ride on a motorbike, see a shooting star, sleep in a tent, swim in a lake<br>Reading: explorer, ski, sled | They went to the forest.<br>She didn't get in the back seat.<br>Where did she go? She went to the Arctic.<br>When did you last see snow?<br>Yesterday morning. / Last Saturday. | Read about an Arctic explorer.<br>▶ Listen and learn about the first time students did something.<br>Speak and write about the first time you did something. | <b>ce</b> as in <i>face</i><br><b>ci</b> as in <i>pencil</i><br><b>ge</b> as in <i>huge</i><br><b>gi</b> as in <i>giraffe</i><br><br><b>VALUE</b> Stay safe outside. |
|---|---|--|--|

12  
Let's have fun!  
page 117

|   |  |  |   |
|---|--|--|---|
|  art gallery, dinosaur, funfair, museum, ride, sculpture, summer camp, theme park, water park, wildlife park<br>Reading: chefs, circus, juggle, skills, star, unicycle | I'm going to see some dinosaurs.<br>She isn't going to leave the car.<br>Are you going to have fun this summer?<br>Yes, I am. / No, I'm not. | Read about summer camps.<br>▶ Listen and learn about students' next holiday.<br>Speak and write about your next holiday. | <b>schwa</b> as in <i>summer</i><br><br><b>VALUE</b> Plan your free time. |
|---|--|--|---|

Game 3 page 125 Reading extra 3 The feast page 126 Review 6: Units 11–12 page 128

Look further


One more look page 129 ▶ BONUS School trip Outdoor adventure in New Zealand page 130  
BONUS Reading extra The Comedy Wildlife Photography Awards page 132 BONUS Game page 134




Look and remember  
p. 4

|         |  |  |
|---------|--|--|
| Words   | Animals, Friends and family, Places, The body and the face, The world around us                |  |
| Grammar | <i>We always come to this beautiful place.</i><br><i>Tomorrow, we're going to go canoeing.</i> | <i>I'm camping with my friends.</i><br><i>What other activities do you like doing outside?</i> |

1  
All kinds of jobs  
p. 9


| Words   | Grammar  | Skills  |
|---|--|---|
| <br><i>actor, clown, dentist, firefighter, nurse, photographer, pilot, police officer, waiter</i><br>Reading: <i>animations, designer, film director, models</i> | <i>They fight fires in forests every summer.</i><br><i>They aren't fighting a fire today.</i><br><i>They're training.</i><br><i>The designer often makes two or three models.</i><br><i>They are usually difficult to paint.</i> | Listen and learn about smoke jumpers.<br>Read about an animation.<br>Write an interview.<br>▶ Learn and speak about jobs. |
| VALUE Be curious.   |  |   |

2  
Move to the music!  
p. 17


|   |   |  |
|---|---|--|
| <br><i>cello, classical music, concert, dancer, drums, flute, keyboard, pop music, singer, violin</i><br>Reading: <i>bang, carry, climb, shout</i> | <i>It was their first concert.</i><br><i>Were the instruments expensive?</i><br><i>Yes, they were./No, they weren't.</i><br><i>The children didn't play instruments yesterday.</i><br><i>They played quietly.</i><br><i>They banged the drums loudly.</i> | Listen and learn about the Recycled Orchestra of Cateura.<br>Read about Indian drummers from Karnataka.<br>Write a review.<br>▶ Learn and speak about traditional musical instruments. |
| VALUE Be yourself.  |   |  |

Function 1 Giving directions p. 25 ▶ School trip 1 Redwood forests p. 26 Review 1: Units 1–2 p. 28

3  
Let's celebrate!  
p. 29


|  |   |   |
|--|---|---|
| <br><i>eat traditional food, give presents, make special food, play party games, put up decorations, see a parade, throw streamers, wear a costume</i><br>Reading: <i>buy/bought, choose/chose, drink/drank, learn/learnt, take/took</i> | <i>We ate traditional food.</i><br><i>They didn't eat pizza.</i><br><i>Did people wear costumes?</i><br><i>Yes, they did./No, they didn't.</i><br><i>Where did you go?</i><br><i>What did you eat?</i><br><i>What was your favourite flavour?</i> | Listen and learn about a harvest festival.<br>Read about two food festivals in Italy.<br>Write an email describing an event.<br>▶ Learn and speak about celebrations. |
| VALUE Be a good neighbour.   |   |   |

4  
Sport for all  
p. 37


|  |  |  |
|--|--|--|
| <br><i>athletics, cycling, diving, golf, gymnastics, ice skating, rowing, sailing, snowboarding, volleyball</i><br>Reading: <i>brave, nervous, surprised, tired</i> | <i>They can hear the ball.</i><br><i>They can't see the ball.</i><br><i>They could see, but not very well.</i><br><i>They couldn't play any sports.</i><br><i>Can you help me?</i><br><i>Everyone watched him.</i><br><i>He waved to them.</i> | Listen and learn about a Paralympic sport.<br>Read about swimmer Eric Moussambani.<br>Write a factfile about a sportsperson.<br>▶ Learn and speak about famous sportspeople. |
| VALUE Have fun doing sport.  |  |  |

Game 1 p. 45 Reading extra 1 The tightrope across Niagara Falls p. 46 Review 2: Units 3–4 p. 48

5  
Incredible places  
p. 49


|   |  |  |
|---|--|--|
| <br><i>bridge, castle, cave, desert, island, jungle, plant, pyramid, rock, wave</i><br>Reading: <i>exciting, dangerous, important, popular</i> | <i>The pyramid is taller than the trees.</i><br><i>It's the busiest place in the city.</i><br><i>The homes by the beach are more popular than the homes in the city.</i><br><i>Dubai is the most important city in the United Arab Emirates.</i> | Listen and learn about Yucatan in Mexico.<br>Read about Dubai.<br>Write a travel brochure.<br>Learn and speak about popular, natural places. |
| VALUE Explore new places.   |  |  |

6  
Cool clothes  
p. 57


|   |   |   |
|---|---|---|
| <br><i>bracelets, comfortable, leggings, plain, pockets, spotted, striped, sunglasses, trainers</i><br>Reading: <i>frighten, hurt, match, weaker</i> | <i>Whose striped shirt is this?</i><br><i>It's mine.</i><br><i>We usually wear socks to keep our feet warm.</i> | Listen and learn about a teenage fashion designer.<br>Read about Odd Socks Day.<br>Write an invitation.<br>▶ Learn and speak about special clothes. |
| VALUE Look after your things.   |   |   |

Function 2 Going shopping p. 65 ▶ School trip 2 Hang Son Doong p. 66 Review 3: Units 5–6 p. 68

7  
Life in the past  
p. 69


| Words  | Grammar   | Skills   |
|--|---|--|
| <br><i>the back, downstairs, entrance, floor, the front, gate, key, lift, roof, upstairs</i><br>Reading: <i>chalk, circle, glass, pavement, squares</i> | <i>Last week, we talked about the pyramids.</i><br><i>They went to bed early in the evening.</i><br><i>Today, children have to be careful.</i><br><i>You had to draw squares on the pavement.</i> | Listen and learn about houses in ancient Egypt.<br>Read about games children played outside.<br>Write a timeline.<br>▶ Learn and speak about life today and in the past. |
| VALUE Play outside.  |   |  |

8  
Fresh food  
p. 77


|  |   |  |
|--|---|--|
| <br><i>broccoli, cereal, chilli, sweetcorn, courgette jam, lettuce, nuts, olives, strawberry</i><br>Reading: <i>fresh food, junk food, seeds, weeds</i> | <i>How many chillies are there?</i><br><i>How much cereal do you have for breakfast?</i><br><i>Are there any vegetables?</i><br><i>There is some water.</i><br><i>They ate a few olives/a little fresh food.</i><br><i>They grew lots of courgettes/lots of fresh food.</i> | Listen and learn about chillies.<br>Read about the Community Vegetable Garden Project.<br>Write a recipe.<br>▶ Learn and speak about food. |
| VALUE Make your own food.  |   |  |

Game 2 p. 85 Reading extra 2 The Wind and the Sun p. 86 Review 4: Units 7–8 p. 88

9  
The world of the future  
p. 89


|  |   |  |
|--|---|--|
| <br><i>app, charge a tablet, e-book, go online, headphones, interactive whiteboard, laptop, microphone, VR headset, Wi-Fi</i><br>Reading: <i>control, drops, satellites, send a text</i> | <i>The robot will help a lot of students.</i><br><i>They won't miss any lessons.</i><br><i>One day, we'll have robots in our class.</i><br><i>Will there be more drones in the future?</i><br><i>Yes, there will./No, there won't.</i><br><i>Where will they fly?</i> | Listen and learn about a school robot.<br>Read about different uses of drones.<br>Write an opinion text about the future.<br>▶ Learn and speak about technology now and in the future. |
| VALUE Use your imagination.  |   |  |

10  
Feeling good!  
p. 97

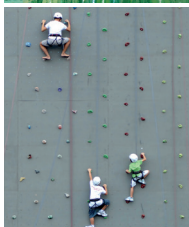
|  |  |   |
|--|--|---|
| <br><i>asleep, awake, dark, dry, light, rest, strong, take exercise, weak, wet</i><br>Reading: <i>brush our teeth, shampoo, soap, toothbrush, toothpaste, towel</i> | <i>You should take some exercise.</i><br><i>You shouldn't eat a lot before you sleep.</i><br><i>Why do birds clean their feathers? Because it keeps them clean and strong.</i> | Listen and learn about sleep.<br>Read about how animals keep clean.<br>Write a message giving advice.<br>▶ Learn and speak about treating a cold. |
| VALUE Sleep well.  |  |   |

Function 3 Requesting and offering help p. 105 ▶ School trip 3 Taking photos of lions p. 106 Review 5: Units 9–10 p. 108

11  
City life  
p. 109

|  |  |   |
|--|--|---|
| <br><i>airport, bus station, chemist's, fire station, hotel, police station, railway station, restaurant, square, university</i><br>Reading: <i>chimneys, city centre, motorways, office blocks</i> | <i>He's been to Miniatur Wunderland.</i><br><i>They haven't finished.</i><br><i>Have you visited a big city?</i><br><i>Yes, I have./No, I haven't.</i> | Listen and learn about Miniatur Wunderland.<br>Read about Stephen Wiltshire's art.<br>Write a poster about a city.<br>▶ Learn and speak about popular cities. |
| VALUE Explore your city.   |  |   |

12  
You can do this!  
p. 117

|  |   |  |
|--|---|--|
| <br><i>crawl, discover, go gliding, go horseriding, go kayaking, go snorkelling, jump off, smell, swing, taste</i><br>Reading: <i>coast, hide, skills, splashed</i> | <i>Have you ever done something dangerous?</i><br><i>Yes, I have./No, I haven't.</i><br><i>She's seen a dolphin.</i><br><i>Yesterday, I went snorkelling.</i> | Listen and learn about 125 challenges.<br>Read about National Geographic Global Explorers.<br>Write a survey and a survey report.<br>▶ Learn and speak about challenges. |
| VALUE Challenge yourself.  |   |  |

Game 3 p. 125 Reading extra 3 The man who wanted a simple life p. 126 Review 6: Units 11–12 p. 128

Look further  
p. 129

One more look p. 129 ▶ BONUS School trip Hunting for fish p. 130  
BONUS Reading extra Annie takes a challenge p. 132 BONUS Game p. 133