

# Contents

Chapter	Language focus	
Getting started pp.1–4	<ul style="list-style-type: none"> <li>* Greet other people</li> </ul>	<ul style="list-style-type: none"> <li>* Good morning. / Good afternoon. / Goodbye.</li> <li>* Hello. How are you? I am fine. Thank you.</li> </ul>

## Module: Me, my family and friends

1 Starting school pp.6–16	<ul style="list-style-type: none"> <li>* Ask and answer questions about other people's names and ages</li> <li>* Use <b>This is</b> to introduce family members</li> </ul>	<ul style="list-style-type: none"> <li>* <b>What is your</b> name? <b>My</b> name is Ken. <b>How old</b> are you? I am six <b>years old</b>.</li> <li>* <b>This is</b> my father.</li> </ul>
2 Nice to meet you pp.17–27	<ul style="list-style-type: none"> <li>* Use <b>he / she is</b> and <b>we are</b> to talk about people at school</li> </ul>	<ul style="list-style-type: none"> <li>* This is Mr Li / Miss Hall. <b>He / She is</b> my class teacher.</li> <li>* Mandy and I are classmates. <b>We are</b> in Class 1A.</li> </ul>

**Task:** Make a board display about my class

## Module: Places and activities

3 Be good in class pp.28–38	<ul style="list-style-type: none"> <li>* Use instructions</li> <li>* Use <b>Don't</b> to give orders</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Open</b> the door, please.</li> <li>* <b>Don't</b> talk in class.</li> </ul>
4 Things I bring to school pp.39–49	<ul style="list-style-type: none"> <li>* Use <b>has / have</b> to talk about things we have</li> <li>* Use plural nouns to talk about things we have</li> </ul>	<ul style="list-style-type: none"> <li>* <b>I have</b> a pen. <b>He / She has</b> an eraser.</li> <li>* I have <b>two pens</b>.</li> </ul>

**Task:** Write about the things we have

## Module: Using my five senses

5 My toys pp.50–60	<ul style="list-style-type: none"> <li>* Ask and answer questions about colours</li> <li>* Use <b>and</b> to add information</li> <li>* Use <b>a / an</b> and <b>the</b></li> </ul>	<ul style="list-style-type: none"> <li>* <b>What colour</b> is it / are they? It is green. They are blue and white.</li> <li>* They are blue <b>and</b> white.</li> <li>* I have <b>a</b> car and <b>an</b> aeroplane. <b>The</b> car is red. <b>The</b> aeroplane is blue.</li> </ul>
6 My clothes pp.61–71	<ul style="list-style-type: none"> <li>* Use possessive adjectives to identify other people's clothes</li> <li>* Use <b>'s</b> to identify other people's clothes</li> </ul>	<ul style="list-style-type: none"> <li>* <b>His / Her / Our / Their</b> socks are blue.</li> <li>* Look at Jerry's clothes.</li> </ul>

**Task:** Make a board display of a class fashion show

Junior ambassador project pp.79–80

Classroom language pp.93–94

Vocabulary	Text types	Skills	Phonics	Values
	<ul style="list-style-type: none"> <li>* conversations</li> <li>* songs</li> </ul>			

<ul style="list-style-type: none"> <li>* Family</li> </ul>	<ul style="list-style-type: none"> <li>* stories</li> <li>* conversations</li> <li>* birthday cards</li> </ul>	Reading: Identify feelings Listening: Listen for family members Speaking: Ask for spelling of names	<ul style="list-style-type: none"> <li>* h (hello)</li> <li>* m (my)</li> <li>* y (your)</li> </ul>	Enjoy school
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<ul style="list-style-type: none"> <li>* People at school</li> <li>* Places</li> </ul>	<ul style="list-style-type: none"> <li>* captions</li> <li>* conversations</li> <li>* descriptions</li> </ul>	Reading: Identify pronoun references (I, he, she, we) Listening: Listen for pronouns Speaking: Greet new friends Writing: Use correct punctuation marks	<ul style="list-style-type: none"> <li>* b (boy)</li> <li>* g (girl)</li> <li>* t (teacher)</li> </ul>	Appreciate others
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**Vocab booster Ch 1–2 pp.81–84**

**Reading across the curriculum: Technology pp.73–74**

<ul style="list-style-type: none"> <li>* Things we see at school</li> <li>* Actions</li> </ul>	<ul style="list-style-type: none"> <li>* stories</li> <li>* instructions</li> <li>* signs</li> </ul>	Reading: Identify the main idea of a story Listening: Listen for key words Speaking: Ask for permission	<ul style="list-style-type: none"> <li>* s (sit)</li> <li>* f (fan)</li> <li>* i (sit)</li> <li>* x (six)</li> </ul>	Pay attention in class
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<ul style="list-style-type: none"> <li>* Stationery</li> </ul>	<ul style="list-style-type: none"> <li>* rhymes</li> <li>* conversations</li> <li>* descriptions</li> </ul>	Reading: Identify rhyming words Listening: Listen for numbers Speaking: Make requests Writing: Use the correct subject and verb	<ul style="list-style-type: none"> <li>* p (pencil)</li> <li>* e (pen)</li> <li>* n (nine)</li> </ul>	Be organised
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**Vocab booster Ch 3–4 pp.85–88**

**Reading across the curriculum: Culture pp.75–76**

<ul style="list-style-type: none"> <li>* Toys</li> <li>* Colours</li> </ul>	<ul style="list-style-type: none"> <li>* stories</li> <li>* conversations</li> <li>* riddles</li> </ul>	Reading: Identify pronoun references (it, they) Listening: Listen for colours Speaking: Ask to play with someone's toys	<ul style="list-style-type: none"> <li>* r (red)</li> <li>* u (gun)</li> </ul>	Share my things
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<ul style="list-style-type: none"> <li>* Clothes</li> </ul>	<ul style="list-style-type: none"> <li>* magazine articles</li> <li>* conversations</li> <li>* descriptions</li> </ul>	Reading: Guess the meaning of unknown words Listening: Listen for possessive adjectives Speaking: Give praise Writing: Organise ideas	<ul style="list-style-type: none"> <li>* j (jacket)</li> <li>* sh (shirt)</li> <li>* qu (quiet)</li> </ul>	Appreciate my own culture
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**Vocab booster Ch 5–6 pp.89–92**

**Reading across the curriculum: Science pp.77–78**

**My revision notes pp.95–96**

**Values pledge pp.97–98**

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# Contents

## Chapter

## Language focus

### Module: Using my five senses

#### 1 Our animal friends

pp.2–12

- \* Use **this / that / these / those** to talk about animals
- \* Use **is / are** with adjectives to describe animals

- \* I like **this / that** cat. I like **these / those** ducks.
- \* **It is / They are** big / small / fat / thin.

#### 2 Who is that?

pp.13–23

- \* Ask and answer questions about people's identity
- \* Use **has / have** to talk about body parts
- \* Use singular, plural and uncountable nouns to talk about body parts

- \* **Who** is that? That is Bobo.
- \* **He has / They have** long legs.
- \* He has **a big nose** / long **legs** / short **hair**.

**Task:** Write about funny photos

### Module: The world around us

#### 3 In the park

pp.24–34

- \* Ask and answer questions about what we can see
- \* Use **a / an** and **some**
- \* Use prepositions to talk about where things are

- \* What **can** you **see**? I **can see** a bird.
- \* I can see **a** bird / **an** ant / **some** flowers.
- \* I can see some birds **in** the sky / an ant **on** the grass / **under** the tree / **near** the bench.

#### 4 Amazing animals

pp.35–45

- \* Ask questions about numbers
- \* Use **There is / are** to talk about the number of animals
- \* Use **It has / They have** to talk about body parts of animals

- \* **How many** elephants are there?
- \* **There is** one elephant. **There are** eighteen elephants.
- \* **It has** a long tail. **They have** long tails.

**Task:** Make a class book about animals

### Module: Fun and games

#### 5 Fun at home

pp.46–56

- \* Use the present continuous tense to ask and answer questions about what people are doing
- \* Ask about where people are

- \* What **are** you **doing**? I **am** / We **are** reading.
- \* **Where** are you? I **am in** the kitchen.

#### 6 Having fun

pp.57–68

- \* Use the present continuous tense to ask and answer questions about what people and animals are doing
- \* Use prepositions to talk about where people are

- \* What **is** he / she / it **doing**? He / She / It **is running**. What **are** they **doing**? They **are running**.
- \* He is ice-skating **at** the rink / swimming **in** the pool / hiking **on** the hill.

**Task:** Write captions for photos of fun times

## Vocabulary

## Text types

## Skills

## Phonics

## Values

- \* Farm animals and pets
- \* Adjectives

- \* stories
- \* conversations
- \* information boards

Reading: Identify reasons  
Listening: Listen for plurals  
Speaking: Ask about likes

- \* d (**do**)
- \* l (**like**)
- \* o (**dog**)

Take care of animals

- \* Body parts
- \* Adjectives

- \* stories
- \* conversations
- \* captions
- \* descriptions

Reading: Guess the meaning of unknown words using pictures  
Listening: Listen for body parts  
Speaking: Give praise  
Writing: Add adjectives to make the sentences interesting

- \* c / k (**cute** / **kitten**)
- \* a (**fat**)

Love myself

**Vocab booster Ch 1–2 pp.77–80**

**Reading across the curriculum: Science pp.69–70**

- \* Things in the park

- \* stories
- \* conversations
- \* captions

Reading: Identify opinions  
Listening: Listen for location  
Speaking: Get attention

- \* ch (**bench**)
- \* th (**the**)

Appreciate nature

- \* Zoo animals
- \* Body parts

- \* rhymes
- \* tables
- \* conversations
- \* descriptions

Reading: Identify rhyming words  
Listening: Listen for numbers  
Speaking: Show surprise  
Writing: Use questions to brainstorm ideas

- \* v (**eleven**)
- \* z (**zoo**)

Discover the wonders of nature

**Vocab booster Ch 3–4 pp.81–84**

**Reading across the curriculum: Technology pp.71–72**

- \* Home activities
- \* Places at home

- \* stories
- \* conversations
- \* postcards

Reading: Identify the main idea of a story  
Listening: Guess the location  
Speaking: Ask 'Wh' questions

- \* -ing (**doing**)

Work hard

- \* Fun activities
- \* Places

- \* newsletters
- \* tables
- \* conversations
- \* captions

Reading: Identify the main idea of a text  
Listening: Listen for the correct information  
Speaking: Ask yes/no questions  
Writing: Add details to make interesting sentences

- \* w (**we**)
- \* wh (**what**)

Participate in school events

**Vocab booster Ch 5–6 pp.85–88**

**Reading across the curriculum: Culture pp.73–74**

# Contents

## Chapter

## Language focus

### Module: Places and activities

#### 1 At my school

pp.2–12

- \* Ask and answer questions about places at school
- \* Ask about the location of places
- \* Use ordinal numbers to talk about floors
- \* Use prepositions to talk about locations

- \* **Is there** a library?  
Yes, **there is**. / No, **there isn't**.
- \* **Where** is the library?
- \* It's on **the first** floor.
- \* It's **on** the ground floor.

#### 2 Please be good

pp.13–23

- \* Use **must** and **mustn't** to talk about school rules
- \* Use prepositions to talk about locations

- \* We **must** keep quiet.  
We **mustn't** eat.
- \* We must keep quiet **in** the school hall.

**Task:** Write about my dream school

### Module: Caring and sharing

#### 3 Caring for others

pp.24–34

- \* Ask and answer questions about how people feel
- \* Use adjectives and **too** to talk about how people feel
- \* Use **Let's** to make suggestions

- \* **Are you** cold?  
Yes, **I am**. / No, **I'm not**. I'm fine.
- \* I'm hungry.  
I'm hungry **too**.
- \* **Let's** eat some biscuits.

#### 4 Sharing things

pp.35–45

- \* Ask and answer questions about what people want
- \* Use plural nouns to talk about food we like / don't like
- \* Use the simple present tense to talk about food we like / don't like
- \* Give reasons

- \* **Do you want** some bananas?  
Yes, please. / No, thank you.
- \* bananas / peaches / cherries
- \* I **like** / **don't like** peaches.
- \* I like peaches **because** they are sweet.

**Task:** Write a story about caring and sharing

### Module: Me, my family and friends

#### 5 About me

pp.46–56

- \* Use the question word **Where** and the prepositions **in** and **on** to talk about where people live
- \* Use the question word **How** and the prepositions **by** and **on** to talk about means of transport

- \* **Where** do you live?  
I live **in** Sha Tin / **on** Hong Kong Island.
- \* **How** do you come to school?  
I come to school **by** bus / **on** foot.

#### 6 Meeting my family

pp.57–67

- \* Use the simple present tense to talk about people's jobs
- \* Ask and answer questions about the number of brothers and sisters
- \* Use the connectives **and** and **or** to link ideas

- \* What is your father's / mother's job?  
He **puts** out fire. She **teaches** English.
- \* Do you have any brothers **or** sisters?  
Yes, I have one brother **and** one sister. /  
No, I have no brothers **or** sisters.

**Task:** Write about me and my family

**Junior ambassador project** pp.75–76

**My revision notes** pp.89–90

**Plurals** p.91

## Vocabulary

## Text types

## Skills

## Phonics

## Values

\* Places at school

\* stories  
\* conversations  
\* directories  
\* pamphlets

Reading: Understand *here* and *there*  
Listening: Pay attention to words with similar sounds  
Speaking: Get people's attention

\* cl- (**cl**assroom)  
\* pl- (**pl**ayground)

Appreciate school

\* Things we must and mustn't do

\* pamphlets  
\* conversations  
\* signs  
\* rules  
\* tables  
\* descriptions

Reading: Identify the purpose of a text  
Listening: Guess unknown words  
Speaking: Say sorry  
Writing: Use a table to organise ideas

\* sp- (**sp**it)  
\* st- (**st**ill)

Follow the rules

**Vocab booster Ch 1–2 pp.77–80**

**Reading across the curriculum: Culture pp.69–70**

\* Activities  
\* Feelings

\* stories  
\* conversations  
\* posters

Reading: Understand punctuation marks (!)  
Listening: Understand how the speaker feels  
Speaking: Show our care

\* -st (**rest**)  
\* -tch (**watch**)

Protect myself

\* Food  
\* Adjectives

\* stories  
\* conversations

Reading: Identify the main idea of a story  
Listening: Listen for reasons  
Speaking: Say what we like / dislike  
Writing: Use questions to brainstorm ideas

\* -nk (**thank**)  
\* -nt (**want**)

Care and share

**Vocab booster Ch 3–4 pp.81–84**

**Reading across the curriculum: Science pp.71–72**

\* Going to school

\* webpages  
\* personal descriptions  
\* conversations  
\* book covers  
\* contents pages

Reading: Guess the meaning of unknown words  
Listening: Listen for place names  
Speaking: Ask for repetition

\* dr- (**dr**iver)  
\* tr- (**tr**am)

Learn about different ways of life

\* Jobs

\* magazine articles  
\* interviews  
\* personal descriptions  
\* conversations  
\* tables

Reading: Identify feelings  
Listening: Listen for numbers  
Speaking: Ask about another person  
Writing: Write in paragraphs

\* -er (**broth**er)

Appreciate different jobs

**Vocab booster Ch 5–6 pp.85–88**

**Reading across the curriculum: Technology pp.73–74**

**Places p.92**

**Task sheet for Ch 4 pp.93–94**

**Values pledge pp.95–96**

# Contents

## Chapter

## Language focus

### Module: Caring and sharing

#### 1 Let's help at home

pp.2–12

\* Use the simple present tense to ask and answer questions about helping at home

\* **Do** you help at home?  
Yes, I **do**. / No, I **don't**.

\* Use the simple present tense to talk about habits

**Does** he / she help at home?  
Yes, he / she **does**. / No, he / she **doesn't**.

\* I **fold** the clothes. He / She **clears** the table.

#### 2 Good boys and girls

pp.13–23

\* Use the simple present tense to talk about habits

\* He **washes** the dishes every day.  
She **tidies** the house every week.

\* Use the simple present tense to talk about facts

\* He **does not** tell lies.

**Task:** Write about a star pupil

### Module: Places and activities

#### 3 Busy days

pp.24–34

\* Use the simple present tense and the preposition **on** to talk about weekly activities

\* **What do** you do **on Mondays**?  
I **visit** my grandma.  
**What does** he / she do **on Sundays**?  
He / She **has** ballet lessons.

#### 4 My day

pp.35–45

\* Use the simple present tense and the prepositions **at** and **in** to talk about everyday activities

\* **What time do** you have a shower?  
I have a shower **at** six o'clock **in** the morning / **at** four thirty **in** the afternoon / **at** eight fifty **at** night.

\* Tell the time

\* nine o'clock / nine fifteen / nine thirty

**Task:** Write a picture story

### Module: The world around us

#### 5 Favourite festivals

pp.46–56

\* Use **like** with gerunds and the preposition **at** to talk about what people like doing at different festivals

\* What do you **like doing at** Mid-Autumn Festival?  
I **like eating** moon cakes **at** Mid-Autumn Festival.

\* Ask for and give reasons

\* **Why** do you like Easter?  
I like Easter **because** I like eating chocolate eggs.

#### 6 Weather and seasons

pp.57–67

\* Use adjectives to describe the weather

\* It's **cold** and **dry**.

\* Use the simple present tense and the preposition **in** to talk about what people usually do and wear in different seasons

\* I **usually** wear a coat **in** winter.

\* Use the question word **Which** to ask questions about people's favourite season

\* **Which** season do you like best?  
I like **winter** best.

**Task:** Write a reply letter to a pen pal

**Junior ambassador project** pp.75–76 **My revision notes** pp.89–90 **Telling the time** p.91

Vocabulary	Text types	Skills	Phonics	Values
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<ul style="list-style-type: none"> <li>* Housework</li> </ul>	<ul style="list-style-type: none"> <li>* stories</li> <li>* magazine articles</li> <li>* interviews</li> <li>* conversations</li> <li>* back covers</li> </ul>	Reading: Identify reasons Listening: Understand speakers' responses Speaking: Say 'yes' to requests	<ul style="list-style-type: none"> <li>* a_e (make)</li> <li>* o_e (home)</li> </ul>	Help at home
<ul style="list-style-type: none"> <li>* Adjectives</li> <li>* Actions</li> </ul>	<ul style="list-style-type: none"> <li>* personal descriptions</li> <li>* conversations</li> <li>* notes</li> <li>* poems</li> </ul>	Reading: Identify the main idea of a paragraph Listening: Understand speakers' opinion Speaking: Agree or disagree with others Writing: Add examples	<ul style="list-style-type: none"> <li>* y (short 'i') (tidy)</li> </ul>	Be a better person

<b>Vocab booster Ch 1–2 pp.77–80</b>	<b>Reading across the curriculum: Technology pp.69–70</b>
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<ul style="list-style-type: none"> <li>* After-class activities</li> <li>* School clubs</li> </ul>	<ul style="list-style-type: none"> <li>* stories</li> <li>* conversations</li> <li>* notices</li> </ul>	Reading: Predict what happens next Listening: Listen for the correct information Speaking: Make and respond to invitations	<ul style="list-style-type: none"> <li>* ay (long 'a') (day)</li> </ul>	Make time for family
<ul style="list-style-type: none"> <li>* Daily routine</li> </ul>	<ul style="list-style-type: none"> <li>* stories</li> <li>* timetables</li> <li>* conversations</li> </ul>	Reading: Identify the main idea of a story Listening: Listen for time Speaking: Ask about time Writing: Write a good story with a story map	<ul style="list-style-type: none"> <li>* ast (past)</li> <li>* ath (bath)</li> </ul>	Have good habits

<b>Vocab booster Ch 3–4 pp.81–84</b>	<b>Reading across the curriculum: Science pp.71–72</b>
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<ul style="list-style-type: none"> <li>* Festivals</li> <li>* Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>* magazine articles</li> <li>* interviews</li> <li>* conversations</li> <li>* invitation cards</li> </ul>	Reading: Identify sound words Listening: Listen for reasons Speaking: Ask for others' opinion	<ul style="list-style-type: none"> <li>* i_e (like)</li> <li>* u_e (cute)</li> </ul>	Love my own culture
<ul style="list-style-type: none"> <li>* Weather</li> <li>* Activities</li> <li>* Clothing items</li> <li>* Things</li> </ul>	<ul style="list-style-type: none"> <li>* letters</li> <li>* conversations</li> </ul>	Reading: Identify pronoun references Listening: Understand likes / dislikes Speaking: Express how we feel Writing: Start and end a friendly letter	<ul style="list-style-type: none"> <li>* y (long 'i') (dry)</li> </ul>	Learn about different ways of life

<b>Vocab booster Ch 5–6 pp.85–88</b>	<b>Reading across the curriculum: Culture pp.73–74</b>
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Numbers p.92

Task sheet for Ch 4 pp.93–94

Values pledge pp.95–96

# Contents

## Chapter

## Language focus

### Module: Places and activities

#### 1 Things we can do

pp.2–12

- \* Ask and answer questions about what people can do
- \* Use **good at** and nouns to talk about what people can do well
- \* Use connectives to link similar and contrasting ideas

- \* **Can** you play basketball? Yes, I **can**. / No, I **can't**.
- \* I'm / I'm not **good at** sports.
- \* I can play badminton **and** football. I can play badminton **but** I can't play football. I can't play basketball **or** football.

#### 2 My school calendar

pp.13–23

- \* Use prepositions to talk about dates
- \* Ask and answer questions about dates

- \* Parents' Day is **on** the third of April. Test Week is **from** the first of April **to** the fifth of April.
- \* **When's** the school picnic? It's on **the thirteenth of October**.

**Task:** Write about my favourite school event

### Module: Using my senses

#### 3 Fast food

pp.24–34

- \* Ask and answer questions about the price of food
- \* Use **Can I** and phrases of quantity to order food

- \* **How much** is an apple pie? It's **six dollars fifty**.
- \* **Can I** have **three slices of** pizza, **two cups of** lemon tea and **a can of** cola, please?

#### 4 Meal time

pp.35–45

- \* Ask and answer questions about food
- \* Use determiners to talk about quantities of food

- \* **Is there any** cheese? Yes, **there is**. / No, **there isn't**.
- \* **Are there any** mushrooms? Yes, **there are**. / No, **there aren't**.
- \* There's **some** ham. There are **a lot of** vegetables. There isn't **any** ham.

**Task:** Write a picture story with dialogue

### Module: Fun and games

#### 5 A day out

pp.46–56

- \* Use the simple present tense to talk about what people want to do
- \* Use time phrases to show sequence

- \* I **want to** go to the farm because I **want to** feed animals.
- \* **First**, I want to build a sandcastle. **Then / Next**, I want to look at shells. **Finally**, I want to have a picnic.

#### 6 At the shopping centre

pp.57–67

- \* Use the simple present tense to ask and answer questions about where people want to go
- \* Use the simple present tense to ask and answer questions about what people want to do
- \* Ask and answer questions about preferences

- \* **Where** do you want to go? I want to go to the sportswear shop.
- \* **What** do you want to buy? I want to buy a comic.
- \* **Which** T-shirt do you like? The orange one **or** the red one? I like the red one.

**Task:** Write a picture story

## Vocabulary

## Text types

## Skills

## Phonics

## Values

- \* Sports
- \* Music
- \* Board games

- \* stories
- \* posters
- \* conversations
- \* campus TV programmes
- \* interviews
- \* school notices

Reading: Identify feelings  
Listening: Pay attention to linking words  
Speaking: Add details to your answer

- \* all (foot**ball**)

Recognise my talents

- \* School events

- \* magazine articles
- \* conversations
- \* descriptions

Reading: Identify the main idea of a paragraph  
Listening: Listen for dates  
Speaking: Ask about today's date  
Writing: Use 5W1H questions to brainstorm ideas

- \* th (tent**h**)

Respect different cultures

**Vocab booster Ch 1–2 pp.77–80**

**Reading across the curriculum: Science pp.69–70**

- \* Food and drinks

- \* stories
- \* menus
- \* receipts
- \* conversations

Reading: Identify the main idea of a story  
Listening: Listen for prices  
Speaking: Order food at a fast food shop

- \* or (co**rn**)

Solve problems together

- \* Food

- \* stories
- \* conversations

Reading: Guess the meaning of unknown words  
Listening: Listen for amount  
Speaking: Ask about the taste of food  
Writing: Write dialogue using correct punctuation marks

- \* ea / ee (long 'e')  
(me**a**t / conge**e**)

Eat healthy food

**Vocab booster Ch 3–4 pp.81–84**

**Reading across the curriculum: Culture pp.71–72**

- \* Outdoor activities

- \* stories
- \* text messages
- \* advertisements
- \* coupons

Reading: Identify opinion  
Listening: Listen for order of events  
Speaking: Make and respond to invitations

- \* ph (pho**t**o)

Use IT wisely

- \* Things we do at a shopping centre

- \* stories
- \* directories
- \* conversations
- \* riddles

Reading: Predict what happens next  
Listening: Listen for details  
Speaking: Make requests in a clothes shop  
Writing: Write an interesting story with details

- \* ar (ca**r**d)

Spend money wisely

**Vocab booster Ch 5–6 pp.85–88**

**Reading across the curriculum: Technology pp.73–74**

# Contents

## Chapter

## Language focus

### Module: Caring and sharing

#### 1 Growing up

pp.2–12

- \* Use the simple past tense and time adverbials to talk about past states

- \* I **was** weak **last** year.  
Two years **ago** he **was** / they **were** 120 cm (tall).

#### 2 My diary

pp.13–23

- \* Use the simple past tense to ask and answer questions about the past

- \* **Did** you **enjoy** your weekend?  
Yes, I **did**. / No, I **didn't**.  
What **did** you **do**?  
I played online games. I **didn't** study for exams.
- \* I was sick **so** I didn't study for exams.

- \* Use **so** to show results

**Task:** Write a diary entry about a special day

### Module: Fun and games

#### 3 Happy birthday!

pp.24–34

- \* Use the simple past tense to talk about what people did in the past
- \* Use object pronouns to talk about people

- \* What **did** you **do** on your birthday?  
I **had** a birthday party.
- \* They gave **him** / **her** / **me** a belt.

#### 4 Storytime

pp.35–45

- \* Use liking words to join ideas
- \* Use time phrases, sequence words and the simple past tense to talk about events in stories

- \* **and but because so**
- \* **Once upon a time**, there were two poor men.  
**One day**, they arrived at a village.  
**Suddenly**, they came up with an idea.  
**In the end**, the two men shared the soup with the villagers.

**Task:** Write a picture story

### Module: Me, my family and friends

#### 5 My classmates

pp.46–56

- \* Use prepositions to talk about positions
- \* Use **good at** and gerunds to talk about what people can do well

- \* Barry sits **between** Jenny and Peter. Barry sits **in front of** / **behind** / **next to** Frank.  
Barry sits **on my right** / **left**.
- \* He's **good at** doing sums.

#### 6 My family

pp.57–67

- \* Use object pronouns to refer to people
- \* Use the simple present tense to talk about facts

- \* He listens to **me** / **you** / **us** / **him** / **her** / **them** / **it**.
- \* They **look** after me. They **don't** laugh at me.

**Task:** Write about my best friend in class

**Junior ambassador project** pp.75–76

**My revision notes** pp.89–90

**Verb table** pp.93–94

**Task sheet for Ch 4** pp.95–96

## Vocabulary

## Text types

## Skills

## Phonics

## Values

\* Adjectives to describe people

\* letters  
\* conversations  
\* posters

Reading: Guess the meaning of unknown words  
Listening: Listen for correct information  
Speaking: Respond to others' good news

\* are ('air' sound) (careful)

Be a better person

\* After-school activities  
\* Adjectives

\* diary entries  
\* conversations  
\* campus TV programmes  
\* interviews

Reading: Understand the connection of ideas  
Listening: Understand the speaker's feelings  
Speaking: Ask about others' experiences  
Writing: Use a timeline

\* ai (long 'a') (paint)

Use my time wisely

**Vocab booster Ch 1–2 pp.77–80**

**Reading across the curriculum: Science pp.69–70**

\* Birthday celebrations  
\* Gifts

\* webpages  
\* descriptions  
\* conversations  
\* procedures

Reading: Guess the meaning of unknown phrases  
Listening: Listen for details  
Speaking: Thank others for gifts

\* ir (birthday)

Treasure family time

\* Adjectives to describe people  
\* Action verbs

\* fables  
\* stories

Reading: Identify the main idea of a story  
Listening: Listen for linking words  
Speaking: Give comments  
Writing: Write a good story with linking words and phrases

\* oo (long 'oo') (foolish)

Be grateful for what we have

**Vocab booster Ch 3–4 pp.81–84**

**Reading across the curriculum: Technology pp.71–72**

\* Subjects

\* forum posts  
\* descriptions  
\* conversations  
\* poems  
\* school timetables

Reading: Identify the purpose of a text  
Listening: Listen for positions  
Speaking: Ask about likes and dislikes

\* ind (behind)

Be a good friend

\* Actions

\* magazine articles  
\* blog entries  
\* thank-you notes  
\* personal descriptions

Reading: Identify pronoun references  
Listening: Listen for pronouns  
Speaking: Agree or disagree with others  
Writing: Add interesting details

\* oo (short 'oo') (look)

Love my family

**Vocab booster Ch 5–6 pp.85–88**

**Reading across the curriculum: Culture pp.73–74**

**Prepositions p.91**

**Talking about heights and weights p.92**

**Values pledge pp.97–98**

# Contents

Chapter	Language focus
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## Module: Hobbies

### 1 My favourite activities

pp.2–12

- \* Ask and answer questions about what people like doing in their spare time
- \* Use adverbs to talk about frequency

- \* What do you **like doing** in your spare time? I **like going** jogging.
- \* I **always / often / sometimes / seldom / never** play video games.

### 2 Shows we like

pp.13–23

- \* Use **too** to link two positive ideas
- \* Use **either** to link two negative ideas
- \* Use **both** for emphasis
- \* Use **or** in negative sentences

- \* I like documentaries. I like cartoons **too**.
- \* I don't like dramas. I don't like game shows **either**.
- \* I want to watch **both** *The best chef* and *Cook with Joe*.
- \* I don't want to watch *The best chef* **or** *Cook with Joe*.

**Task:** Write an introduction about myself

## Module: Choosing food and drinks

### 3 At the supermarket

pp.24–34

- \* Use comparative adjectives to make comparisons
- \* Use superlative adjectives to make comparisons
- \* Use phrases of quantity to talk about food items

- \* Orange juice is **cheaper than** soya milk. Peanut butter is **more** delicious **than** jam.
- \* Cola is **the cheapest**. Honey is **the most** delicious.

### 4 Eating out

pp.35–45

- \* Ask and answer questions about what people would like to eat and drink
- \* Use **Which** to find out people's preferences
- \* Use comparative and superlative adjectives to make comparisons

- \* What **would you like**? I'd **like** some salad.
- \* **Which** would you like, tuna salad **or** prawn salad?
- \* good **better** the **best**  
bad **worse** the **worst**

**Task:** Write a picture story about Ben's birthday

## Module: Changes

### 5 Now and then

pp.46–56

- \* Ask and answer questions with **was / were**
- \* Use indefinite pronouns to talk about people in a general way

- \* **Was** there a market / an airport 80 years ago? Yes, there **was**. / No, there **wasn't**.
- \* **Were** there any buses 80 years ago? Yes, there **were**. / No, there **weren't**.
- \* Did **anybody** have air-conditioners 100 years ago? **Everybody** used fans. **Nobody** had air-conditioners 100 years ago.

### 6 When I was little

pp.57–67

- \* Use **could / couldn't** to talk about abilities in the past
- \* Use reflexive pronouns to emphasise that someone does something without help

- \* I **could / couldn't** climb the stairs when I was one.
- \* **by myself / himself / herself / yourself / yourselves / ourselves / themselves**

**Task:** Write an article about a happy childhood memory

**Junior ambassador project** pp.75–76

**My revision notes** pp.89–90

**Dictionary skills** p.95

**Values pledge** pp.97–98

## Vocabulary

## Text types

## Skills

## Phonics

## Values

- \* After-school activities

- \* webpages
- \* personal descriptions
- \* conversations
- \* timetables
- \* lists
- \* notes
- \* notices

Reading: Guess the meaning of unknown words  
Listening: Listen for phone numbers  
Speaking: Make and respond to invitations

- \* syllables

Learn about different cultures

- \* Shows
- \* Positive and negative adjectives about shows

- \* stories
- \* diary entries
- \* conversations
- \* TV guides
- \* interviews
- \* rhymes
- \* personal descriptions

Reading: Identify the main idea of a story  
Listening: Understand opinions  
Speaking: Say how much you like something  
Writing: Arrange topics into paragraphs

- \* ew (long 'u') (news)
- \* ew (long 'oo') (drew)

Respect family members

### Vocab booster Ch 1–2 pp.77–80

### Reading across the curriculum: Technology pp.69–70

- \* Food and drinks
- \* Opposite adjectives

- \* stories
- \* conversations
- \* charts
- \* lists
- \* rhymes
- \* advertisements

Reading: Identify sound words  
Listening: Identify similar sounds  
Speaking: Talk about price

- \* oa (long 'o') (loaf)

Admit my mistakes

- \* Dishes
- \* Adjectives about food

- \* plays
- \* text messages
- \* conversations
- \* menus
- \* webpages
- \* reviews
- \* stories

Reading: Identify similes  
Listening: Guess the meaning of unknown words / phrases  
Speaking: Make comments about food  
Writing: Write an interesting beginning for the story

- \* c (soft 'c') (sauce)
- \* c (hard 'c') (curry)

Be grateful

### Vocab booster Ch 3–4 pp.81–84

### Reading across the curriculum: Science pp.71–72

- \* Things people use and do now
- \* Places

- \* interviews
- \* tables
- \* blogs
- \* conversations
- \* webpages
- \* stories
- \* posters

Reading: Identify opinions  
Listening: Identify reference words  
Speaking: Express feelings

- \* different 'ed' endings

Appreciate Chinese history and culture

- \* Actions

- \* magazine articles
- \* autobiographies
- \* poems
- \* conversations
- \* articles
- \* personal recounts

Reading: Identify the main idea of a paragraph  
Listening: Identify the main idea of a poem  
Speaking: Praise others  
Writing: Write a good introduction

- \* mb (silent 'b') (comb)

Overcome difficulties

### Vocab booster Ch 5–6 pp.85–88

### Reading across the curriculum: Culture pp.73–74

### Classroom language pp.91–92

### Verb table pp.93–94

# Contents

Chapter	Language focus
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## Module: Travelling around

### 1 Let's take a trip!

pp.2–12

- \* Ask and answer questions about where people will go in the future
- \* Ask and answer questions about what people will do in the future
- \* Ask and answer questions with **will**

- \* Where **will** we **go** on Monday afternoon?  
We'll **go** to Sai Kung.
- \* What **will** we **do** there?  
We'll **go** hiking.
- \* **Will** you **go** on the rides?  
Yes, we **will**. / No, we **won't**.

### 2 Finding the way

pp.13–23

- \* Give directions
- \* Use **Where** to ask about location
- \* Use **How** to ask for directions

- \* **Go out of** the MTR station. **Go / Walk straight ahead**. The bank is **opposite / next to** the clinic. **Walk across** the road. **Turn left / right into** King's Road. The post office is **on your left / right**.
- \* **Where** can I find a bank?
- \* **How do I get to** the post office?

**Task:** Write an e-mail to a friend about plans for a day trip

## Module: Healthy eating

### 3 My eating habits

pp.24–34

- \* Use **a lot of, a few** and **a little** to talk about quantities of food
- \* Use **need to** to give advice
- \* Use **fewer, less** and **more** to give advice about quantities of food

- \* I ate **a lot of** lettuce / peas. I ate **a few** peas. I ate **a little** macaroni.
- \* You **need to** eat more vegetables.
- \* You need to eat **fewer / more** vegetables. You need to eat **less / more** meat.

### 4 A balanced diet

pp.35–45

- \* Use **good for** and **bad for** to give advice
- \* Use **such as** to give examples
- \* Use **too much** and **too many** to talk about quantities of food

- \* Grain products give us energy, so they are **good for** us. Fried food makes us fat, so it is **bad for** us.
- \* We need to eat enough grain products **such as** rice, pasta and bread.
- \* Don't eat **too much** bacon. Don't eat **too many** cookies.

**Task:** Write an article about how to improve my diet

## Module: Making improvements

### 5 Having good habits

pp.46–56

- \* Ask and answer questions about frequency
- \* Use **ought to** to give advice

- \* **How often** do you change your uniform?  
I change my uniform **once / twice / three times a day / week / month / year**.
- \* You / He **ought to** brush your teeth twice a day.

### 6 Be a star pupil

pp.57–67

- \* Use **be + going to** to talk about things we have decided to do in the future
- \* Use **will** or **won't** to say what we think or guess will or won't happen in the future

- \* Jason failed his English exam last week so he **is going to** do more English exercises.
- \* I'm going to do more sport. Then I'll be fit / I **won't** get fat.

**Task:** Write an article about becoming a better student

**Junior ambassador project** pp.75–76

**My revision notes** pp.89–90

**Countable and uncountable nouns** p.93

**Dictionary skills** p.94

## Vocabulary

## Text types

## Skills

## Phonics

## Values

\* Things to do

- \* stories
- \* e-mails
- \* itineraries
- \* conversations
- \* schedules
- \* brochures

Reading: Identify reasons  
Listening: Listen for time phrases  
Speaking: Give comments

\* Final le  
(cable)

Appreciate  
my country

\* Places in our  
neighbourhood  
and things  
we do

- \* stories
- \* e-mails
- \* maps
- \* diary entries
- \* conversations
- \* rhymes

Reading: Predict what happens next  
Listening: Listen for directions  
Speaking: Ask for help  
Writing: Use a variety of adjectives

\* ur (turn)

Look on the  
bright side

**Vocab booster Ch 1–2 pp.77–80**

**Reading across the curriculum: Culture pp.69–70**

\* Types of  
food

- \* diary entries
- \* tables
- \* conversations
- \* text messages
- \* stories
- \* food packaging

Reading: Identify opinions  
Listening: Listen for amounts  
Speaking: Give advice

\* ea (long 'a')  
(steak)

Eat healthily

\* Food groups

- \* articles
- \* expositions
- \* conversations
- \* campus TV  
programmes

Reading: Identify the main idea of a text  
Listening: Listen for main ideas  
Speaking: Give examples  
Writing: Write topic sentences

\* ea (long 'e')  
(meat)  
\* ea (short 'e')  
(healthy)

Have a  
balanced diet

**Vocab booster Ch 3–4 pp.81–84**

**Reading across the curriculum: Science pp.71–72**

\* Good and  
bad habits

- \* stories
- \* tables
- \* conversations
- \* notes
- \* rhymes
- \* poems
- \* event programmes

Reading: Guess the meaning of unknown words  
Listening: Understand the speaker's feelings  
Speaking: Say you are unsure

\* ou  
(housework)

Develop good  
habits

\* Resolutions  
and results

- \* newsletters
- \* poems
- \* personal  
descriptions
- \* diary entries
- \* conversations
- \* articles

Reading: Identify the main idea of a poem  
Listening: Listen for reasons  
Speaking: Encourage others  
Writing: Use a graphic organiser to brainstorm  
ideas

\* tion  
(resolution)

Have good  
study habits

**Vocab booster Ch 5–6 pp.85–88**

**Reading across the curriculum: Technology pp.73–74**

**Famous tourist spots p.91**

**Talking about directions and locations p.92**

**Verb table p.95**

**Values pledge pp.97–98**

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## Chapter

## Language focus

### Module: Be considerate

#### 1 Good manners

pp.2–12

- \* Use **should** and **shouldn't** to give advice about good manners
- \* Use adverbs of manner to describe how we do things

- \* We **should** offer our seats to people in need. We **shouldn't** jump the queue.
- \* We should talk on the phone **softly**.

#### 2 Be a good friend

pp.13–23

- \* Use verbs / adjectives + prepositions to talk about things friends should and shouldn't do
- \* Use adverbs of degree to talk about our feelings

- \* Friends shouldn't **quarrel with** / **be jealous of** one another.
- \* I was **so** / **very** / **really** / **a bit** / **a little** upset.

**Task:** Write diary entries about a bad time with my friend

### Module: People and things around me

#### 3 Describing people

pp.24–34

- \* Use prepositional phrases to describe people
- \* Use **who** to add information about a person

- \* Who's the boy **with** the long face / the glasses / **in** the vest?
- \* Tina is the girl **who** is receiving a trophy for a drawing competition.

#### 4 Lost and found

pp.35–45

- \* Use possessive pronouns to show possession
- \* Use **Whose** to ask about possession

- \* Is this cotton top **yours**?  
Yes, it's **mine** / **ours**.  
Are these combs **yours**?  
No, they aren't **mine** / **ours**. They're **his** / **hers** / **theirs**.
- \* **Whose** backpack is this? It's his.

**Task:** Write a picture story about meeting an actress

### Module: Entertainment and leisure

#### 5 Going on a tour

pp.46–56

- \* Use the present perfect tense to relate past events to the present
- \* Use adverbs to express time

- \* I **have eaten** local food. He **has packed** his suitcase.
- \* Have you met your uncle **yet**?  
Yes, I've **already** / **just** met him. / No, I haven't met him **yet**.

#### 6 Travel fun

pp.57–67

- \* Use the present perfect tense to ask and answer questions about whether people have been to certain places
- \* Use the past tense to talk about past activities
- \* Ask and answer questions with **How many times**

- \* **Have you ever been** to Thailand?  
Yes, I **have**. / No, I've **never been** there.
- \* What **did you do**?  
I **visited** a fishing village.
- \* **How many times** have you travelled abroad?  
I've travelled abroad **once** / **twice** / **three times**.

**Task:** Write about my favourite holiday destination

## Vocabulary

## Text types

## Skills

## Phonics

## Values

\* Things we should and shouldn't do

\* newsletters  
\* tables \* posters  
\* captions \* raps  
\* conversations  
\* poems \* notices

Reading: Identify the purpose of a text  
Listening: Collect information to work out the answer  
Speaking: Give opinions

\* Magic e (late / politely / phone / use)

Follow the rules

\* Things friends should and shouldn't do  
\* Feelings

\* diary entries  
\* text messages  
\* rhymes  
\* conversations  
\* stories

Reading: Guess the meaning of unknown words  
Listening: Predict what happens next  
Speaking: Respond to an apology  
Writing: Use suitable phrases to begin a diary entry

\* gh ('f' sound) (laugh)

Be considerate on social media

**Vocab booster Ch 1–2 pp.77–80**

**Reading across the curriculum: Culture pp.69–70**

\* Clothing items and accessories  
\* Body parts

\* plays  
\* conversations  
\* webpages  
\* captions  
\* rhymes  
\* posters

Reading: Identify similes  
Listening: Listen for details  
Speaking: Talk about appearance

\* air (hair)

Use my skills

\* Objects  
\* Materials and objects

\* stories  
\* story maps  
\* tables  
\* conversations  
\* messages

Reading: Identify reference words  
Listening: Listen for correct information  
Speaking: Talk about things we have  
Writing: Describe characters in a detailed way

\* Intonation (Yes / No questions)

Help one another

**Vocab booster Ch 3–4 pp.81–84**

**Reading across the curriculum: Science pp.71–72**

\* Activities  
\* Preparations

\* plays  
\* text messages  
\* conversations  
\* lists  
\* postcards

Reading: Identify feelings  
Listening: Work out the speaker's meaning  
Speaking: Add details to your answer

\* oi / oy (enjoy / join)

Explore the world

\* Activities  
\* International cuisines

\* webpages  
\* interviews  
\* personal recounts  
\* tables  
\* conversations  
\* surveys

Reading: Predict what happens next  
Listening: Understand the same meaning in different words  
Speaking: Make comments  
Writing: Add details from five senses

\* ch ('k' sound) (Christmas)  
\* ch ('ch' sound) (chocolate)

Respect different cultures

**Vocab booster Ch 5–6 pp.85–88**

**Reading across the curriculum: Technology pp.73–74**

# Contents

## Chapter

## Language focus

### Module: Special people

#### 1 People who help us

pp.2–12

- \* Ask and answer questions about illnesses and injuries
- \* Report what people say
- \* Use object pronouns correctly

- \* **What's the matter?**  
I've **got** a toothache.
- \* The doctor **told** me **to** rest in bed / **told** me **not to** go to school.
- \* The doctor told **me** / **him** / **her** to rest in bed.

#### 2 Fantastic people

pp.13–23

- \* Use **How long** to ask about duration
- \* Use the present perfect tense with **since** / **for**
- \* Use the past tense with **ago** / **in**

- \* **How long** have you been a writer?
- \* I've **been** a writer **since** 1999 / **for** 21 years.
- \* She won a race **in** 2015 / eight years **ago**.

**Task:** Write a description of a person I admire

### Module: Entertainment and leisure

#### 3 Having fun at home

pp.24–34

- \* Use **made of** and **used for** + gerunds to describe things
- \* Use **before**, **after** and **until** to show when things happen
- \* Use **use ... to** to talk about tools and materials

- \* It's **made of** metal.  
It's **used for** frying food.
- \* Add some salt **before** you beat the eggs.  
Cut the apples **after** you wash them.  
Fry **until** it is golden brown.
- \* **Use** a fork **to** beat the eggs.

#### 4 Getting around

pp.35–45

- \* Use **How long** to ask about duration
- \* Use **although** to link contrasting ideas
- \* Use **How far** to talk about distance

- \* **How long** does it **take** to get there by bus?  
It **takes** half an hour.
- \* **Although** travelling by tram is slower, it's cheaper.
- \* **How far** is the pier from here?  
**It's not far.** / **It's a long way.**

**Task:** Write a picture story about a hiking trip

### Module: News and events

#### 5 In the news

pp.46–56

- \* Ask and answer questions about actions that continued for a period of time in the past
- \* Use **while** to link two continuous actions that happened at the same time in the past

- \* What **were** you **doing** at 4:00 this afternoon?  
I **was** / We **were crossing** the road.
- \* A man was talking on the phone **while** he was driving his van.

#### 6 Police stories

pp.57–67

- \* Use **when** to link a longer action and a shorter action in the past
- \* Use indefinite pronouns to talk about people and things in a general way

- \* The bank manager was crying for help **when** the policemen arrived.
- \* Did you see **anyone** / **anything**?  
No, I didn't see **anyone** / **anything**.

**Task:** Write an article about an accident at school

## Vocabulary

## Text types

## Skills

## Phonics

## Values

- \* Illnesses
- \* Injuries

- \* stories
- \* biographies
- \* conversations
- \* patient's records
- \* telephone conversations
- \* pamphlets

Reading: Identify unknown words  
Listening: Understand the speaker's feelings  
Speaking: Show your concern

- \* augh (**caugh**t)
- \* ough (**though**t)

Respect people who help us

- \* Achievements

- \* magazine articles
- \* biographies
- \* diary entries
- \* conversations
- \* radio programmes
- \* rhymes
- \* descriptions

Reading: Identify the main idea of a paragraph  
Listening: Listen for time  
Speaking: Give details to your answers  
Writing: Write supporting sentences

- \* ti ('sh' sound) (**patie**nt)
- \* ci ('sh' sound) (**musici**an)

Overcome difficulties

**Vocab booster Ch 1–2 pp.77–80**

**Reading across the curriculum: Science pp.69–70**

- \* Verbs for cooking / doing crafts
- \* Materials

- \* magazine articles
- \* procedures
- \* recipes
- \* conversations
- \* biographical timelines

Reading: Identify the purpose of a text  
Listening: Listen for numbers  
Speaking: Express doubts

- \* oar (**cardboar**d)
- \* ore (**before**)
- \* our (**pour**)

Love the environment

- \* Describing transport

- \* stories
- \* text messages
- \* itineraries
- \* conversations
- \* maps and legends

Reading: Identify the writer's meaning  
Listening: Understand the connection between ideas  
Speaking: Add more information  
Writing: Use a variety of action verbs

- \* un- (**un**comfortable)
- \* in- (**in**convenient)
- \* im- (**im**patient)

Respect nature

**Vocab booster Ch 3–4 pp.81–84**

**Reading across the curriculum: Culture pp.71–72**

- \* Accidents
- \* Vehicles

- \* newspaper articles
- \* conversations
- \* stories
- \* rhymes
- \* letters to the editor

Reading: Identify sound words  
Listening: Listen for sound words  
Speaking: Show your sympathy

- \* 's' sound (**safe** / **ambulan**ce)

Be helpful

- \* Actions

- \* stories
- \* conversations
- \* news reports
- \* articles

Reading: Identify the main idea of a story  
Listening: Work out when things happened  
Speaking: Express shock  
Writing: Write a good conclusion

- \* -er (**robber**)
- \* -ed (**robbed**)
- \* -ing (**robbing**)

Be a law-abiding citizen

**Vocab booster Ch 5–6 pp.85–88**

**Reading across the curriculum: Technology pp.73–74**

# Contents

## Chapter

## Language focus

### Module: Growing up

#### 1 What do you want to be?

pp.2–12

- ✳ Ask and answer questions about what people want to be when they grow up
- ✳ Use **if** to express conditions

- ✳ What do you **want to be** when you grow up? I **want to be** an architect because I want to design buildings.
- ✳ **If I become** an astronaut, I **will explore** space.

#### 2 The best job for me

pp.13–23

- ✳ Use **need to be + adjective** to show requirements
- ✳ Use **so** to show results
- ✳ Use **so that** to show purposes

- ✳ Flight attendants take care of passengers on planes **so** they **need to be** attentive.
- ✳ I'm going to practise the violin every day **so that** I can improve my playing.

**Task:** Write an article about my dream job

### Module: Knowing about our world

#### 3 Problems around the world

pp.24–34

- ✳ Use **since** to show reasons
- ✳ Use **too** to express degree

- ✳ **Since** the earthquake has damaged roads, people need to walk a long way to the aid camps.
- ✳ People are **too** weak **to** work. The food is **too** expensive **for** people **to** buy.

#### 4 We can make a difference!

pp.35–45

- ✳ Use **either ... or** to express alternatives
- ✳ Use **Shall we** to make suggestions
- ✳ Use **neither ... nor** to link two negative ideas

- ✳ We can **either** sell flags **or** run a second-hand stall.
- ✳ **Shall we** sell flags?
- ✳ **Neither** adults **nor** children have enough warm clothes. They can **neither** work **nor** go to school.

**Task:** Give a speech to ask for help

### Module: Fun with stories

#### 5 Film review

pp.46–56

- ✳ Use **who** to link two sentences about a person or an animal character together
- ✳ Use **which** to link two sentences about a thing or an animal together
- ✳ Use **If I were** to talk about imaginary situations

- ✳ *Rapunzel* is about a kind girl **who** lives in a tower.
- ✳ She lives in a room **which** has only one window.
- ✳ **If I were** Rapunzel, I **would** try to escape from the tower.
- ✳ I was **amused** because the characters were funny.
- ✳ The plot was **amusing**.

#### 6 Once upon a time

pp.57–67

- ✳ Use **as ... as / be + adjectives + like** to describe people or things
- ✳ Use **Once upon a time** to start a story
- ✳ Use **Soon**, **After a while**, **At last** and **In the end** to show time passing
- ✳ Use **However** and **Suddenly** to show changes and surprises

- ✳ Her lips were **as** red **as** a rose. Her skin **was** white **like** snow.
- ✳ **Once upon a time**, a princess named Aurora was born.
- ✳ **Soon** / **After a while**, she fell asleep. **At last**, Prince Phillip arrived with a magic sword. **In the end**, he won.
- ✳ **Suddenly**, in the middle of the party, Maleficent appeared. **However**, they weren't powerful enough.

**Task:** Write a picture story about a magic apple

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## Vocabulary

## Text types

## Skills

## Phonics

## Values

\* Jobs and duties

\* webpages  
\* descriptions  
\* poems  
\* diary entries  
\* conversations

Reading: Identify metaphors  
Listening: Identify the main idea of a poem  
Speaking: Agree or disagree with others

\* word stress

Discover my talents and interests

\* Job requirements

\* magazine articles  
\* interviews  
\* job advertisements  
\* conversations  
\* articles

Reading: Identify the main idea of a paragraph  
Listening: Listen for meaning  
Speaking: Show you understand  
Writing: Write topic sentences and supporting sentences

\* ient (patient)

Work hard for my dreams

**Vocab booster Ch 1–2 pp.77–80**

**Reading across the curriculum: Technology pp.69–70**

\* Natural disasters

\* newsletters  
\* news articles  
\* conversations  
\* blog entries  
\* news and weather reports  
\* rhymes  
\* school notices

Reading: Identify feelings  
Listening: Listen for weather words  
Speaking: Respond to bad news

\* ough (enough)

Care about the world

\* Charity activities

\* plays  
\* conversations  
\* newsletters  
\* speeches

Reading: Guess the meaning of unknown words  
Listening: Identify reasons  
Speaking: Respond to suggestions  
Writing: Write a convincing speech

\* ow (long 'o') (grow)

Don't give up easily

**Vocab booster Ch 3–4 pp.81–84**

**Reading across the curriculum: Science pp.71–72**

\* Adjectives  
\* Feelings

\* film reviews  
\* diary entries  
\* conversations  
\* charts

Reading: Identify opinions  
Listening: Understand the speaker's feelings  
Speaking: Ask for and give opinions

\* g (soft 'g') (message)  
\* g (hard 'g') (go)

Value friendship

\* Phrasal verbs  
\* Opposite adjectives

\* fables  
\* stories  
\* conversations  
\* rhymes

Reading: Identify the main idea of a story  
Listening: Listen for similes  
Speaking: Ask about likes / dislikes  
Writing: Write a good story with different reporting verbs

\* ture (adventure)  
\* sure (treasure)

Learn life lessons from stories

**Vocab booster Ch 5–6 pp.85–88**

**Reading across the curriculum: Culture pp.73–74**

# Contents

## Chapter

## Language focus

### Module: Wonderful places

#### 1 Festivals around the world

pp.2–12

- \* Use the simple present tense to talk about festival traditions
- \* Use the present passive to describe festival traditions
- \* Use prepositions to indicate time

- \* My grandma **prepares** a big meal.
- \* A big meal **is prepared** by my grandma. Fireworks **are lit** at Chinese New Year.
- \* Fireworks are lit **at** midnight / **on** New Year's Eve.

#### 2 Amazing countries

pp.13–23

- \* Use **famous for** to talk about what a place is known for
- \* Use the past passive to describe past events
- \* Use **where** to add information about a place

- \* Japan **is famous for** its cuisine such as sashimi and sushi.
- \* The first International Sushi Day **was celebrated** in 2009.
- \* It is the place **where** the US president works.

**Task:** Write an article about my city / country

### Module: Taking care of the Earth

#### 3 Save our Earth

pp.24–34

- \* Use **so many** and **so much** to talk about the quantities of things
- \* Use **stop** + gerunds to talk about ways of protecting the environment

- \* People dump **so many** disposable products. They dump **so much** food waste.
- \* To reduce waste, we should **stop** throwing away so many plastic bottles.

#### 4 Be kind to our animals

pp.35–45

- \* Use **Therefore** to show the result of an action
- \* Use **unless** to express conditions

- \* People buy star tortoises as pets. **Therefore** there are very few left in the wild.
- \* Star tortoises will become extinct **unless** we stop keeping them as pets.

**Task:** Write a formal letter on behalf of some endangered animals

### Module: Growing up

#### 5 Memorable experiences

pp.46–56

- \* Use gerunds to talk about experiences
- \* Use adjectives + prepositions to talk about feelings
- \* Use reflexive pronouns when the subject and the object are the same

- \* **Getting** a gold medal was a wonderful experience.
- \* I was (so) **pleased with** my performance. I was (so) **upset about** it.
- \* I was (so) proud of **myself**.

#### 6 So long, farewell

pp.57–67

- \* Use **taught / helped ... to** to talk about what was learnt from teachers
- \* Use **thank you for** to show gratitude
- \* Use **sorry for** to make apologies

- \* You **taught** me **to** respect others. You **helped** us **to** solve problems.
- \* **Thank you for** your **patience** / supporting me.
- \* I am **sorry for** being lazy.

**Task:** Write an article about a memorable experience in Primary 6

**Junior ambassador project** pp.75–76

**My revision notes** pp.89–90

## Vocabulary

## Text types

## Skills

## Phonics

## Values

- \* Festivals

- \* magazine articles
- \* tables
- \* conversations
- \* presentations
- \* rhymes
- \* contents pages

Reading: Identify sound words  
Listening: Listen for sequence  
Speaking: Ask about someone's favourite

- \* ear (year)
- \* ear ('ur' sound) (early)

Respect other cultures

- \* Natural features
- \* Man-made landmarks

- \* school newsletters
- \* text messages
- \* webpages
- \* captions
- \* presentations
- \* fact sheets
- \* rhymes
- \* articles

Reading: Identify the main idea of a paragraph  
Listening: Listen for big numbers  
Speaking: Ask about height and length  
Writing: Add interesting details

- \* dge (bridge)
- \* ge (age)

Love my own country

**Vocab booster Ch 1–2 pp.77–80**

**Reading across the curriculum: Culture pp.69–70**

- \* Actions that are good / bad for the environment
- \* Types of pollution

- \* stories
- \* reports
- \* diagrams
- \* conversations
- \* radio programmes
- \* encyclopaedias

Reading: Identify the main idea of a story  
Listening: Guess the meaning of unknown words  
Speaking: Persuade someone

- \* long 'a' (save, explain, away)

Protect the environment

- \* Actions that harm animals
- \* Actions that protect animals

- \* letters
- \* conversations
- \* TV programmes
- \* fact sheets

Reading: Identify the purpose of a text  
Listening: Listen for measurements  
Speaking: Express sadness  
Writing: Write a formal letter with the correct format

- \* long 'e' (keep, clean, be)

Protect animals

**Vocab booster Ch 3–4 pp.81–84**

**Reading across the curriculum: Technology pp.71–72**

- \* Adjectives with prepositions
- \* Adjectives about experiences

- \* diary entries
- \* captions
- \* online forums
- \* conversations
- \* stories
- \* back covers

Reading: Identify feelings  
Listening: Collect information to work out the answer  
Speaking: Respond to good / bad news

- \* long 'i' (time, find, cry)

Share my feelings with my family

- \* Things we learnt
- \* Adjectives about people

- \* school yearbooks
- \* poems
- \* conversations
- \* notes and messages
- \* personal recounts

Reading: Identify the main idea of a poem  
Listening: Understand poems  
Speaking: Express good wishes  
Writing: Express your feelings

- \* silent letters

Be grateful

**Vocab booster Ch 5–6 pp.85–88**

**Reading across the curriculum: Science pp.73–74**

**Dictionary skills p.91**

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