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Module: Me, my family and friends

Task: Make a book about people at my school

1 Getting to know you pp.1–9	Story: Mike's First Day of School	* People I know	* Ask and answer questions about names and ages * Introduce people I know
2 People at my school pp.10–20	Captions about people at my school	* People at school	* Use pronouns and the simple present tense to talk about people at school

Module: Places and activities

Task: Finish a comic strip about Super Girl

3 Listen to the teacher! pp.21–29	Song: Listen, Class!	* Things we see and do at school	* Follow and give instructions * Use Don't to give order
4 In my school bag pp.30–40	Comic strip about Super Girl helping people	* Things we bring to school	* Use the simple present tense to talk about things we have * Use plural nouns to talk about things we have * Use a and an

Module: Using my five senses

Task: Design clothes for a class fashion show

5 Colourful toys pp.41–49 Extended learning: 	Story: A Play Date	* Toys * Colours	* Ask and answer questions about colours * Use the
6 Colourful clothes pp.50–60 Extended learning: 	Magazine article: Clothes from around the world	* Clothes	* Use possessive adjectives to identify other people's clothes * Use 's to identify other people's clothes

STEAM Quest | What is a rainbow? pp.62–63

National Quest | What do traditional Chinese clothes look like? pp.64–65

Vocab booster pp.66–77 Revision notes pp.78–79

	Listening & Speaking	Phonics	Text type / RaC
* What is your name? My name is Pam. How old are you? I am six years old. * This is my father.	Listen for family members	* h (hi) * m (my) * y (you)	Text type: Birthday cards
* He / She is my class teacher. We / They are in Class 1A.	Greet new friends	* b (boy) * g (girl) * t (teacher)	RaC (Culture): Teachers' Day
* Come in, please. * Don't open the door.	Listen for key words	* s (say) * it (sit) * ix (six)	Text type: Signs
* I / You / We / They have / He / She / It has a pen. * I have two pens. * I have a pen. You have an eraser.	Make and respond to requests	* p (pencil) * en (pen)	RaC (Technology): Digital classrooms
* What colour is it / are they? It is / They are yellow. * I have a train and an aeroplane. The train is red. The aeroplane is white.	Listen for colours	* r (red) * f (fun) * un (gun)	RaC (Science): Fun with colours
* His / Her / Our / Their socks are blue. * Look at Jenny's clothes.	Give and respond to praise	* j (jacket) * sh (shirt) * qu (queen)	Text type: Riddles

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Module: Using my five senses		Task: Design a monster and write about it	
1 Animals we love pp.1–9	Story: A Pet for Pam	* Pets * Farm animals * Adjectives	* Use this / that / these / those to talk about animals * Use is / are with adjectives to describe animals
2 Who is that? pp.10–20	Story: Finding Lily	* Body parts * Adjectives	* Ask and answer questions about who someone is * Use is / are / has / have to describe people * Use singular, plural and uncountable nouns to talk about body parts
Module: The world around us		Task: Design a zoo and write about it	
3 In the park pp.21–29	Story: Where Is My Bone?	* Things in the park	* Use prepositions to talk about where something is * Use a / an / some * Ask and answer questions about things we can see / where they are
Extended learning: 			
4 At the zoo pp.30–40	Story: A Day at the Zoo	* Zoo animals * Body parts	* 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
Extended learning: 			
Module: Fun and games		Task: Make a weekend photo album	
5 What are you doing? pp.41–49	Story: Who Can Help Little Red Hen?	* Home activities * Rooms at home	* Use the present continuous tense to ask and answer questions about what people and animals are doing
6 Having fun pp.50–60	Chant and captions about Family Fun Camp	* Fun activities	* Use the present continuous tense to ask and answer questions about what people and animals are doing * Use prepositions to talk about togetherness and location

STEAM Quest | Do all leaves look the same? pp.62–63

National Quest | Why are giant pandas a symbol of China? pp.64–65

	Listening & Speaking	Phonics	Text type / RaC
* I like this / that cat. I like these / those ducks. * It is / They are big / small / fat / thin.	Listen for plurals	* d (duck) * l (like) * -og (dog)	RaC (Science): Animals and their babies
* Who is that? That is Jack. * He is / They are tall. He has / They have long legs. * He has a small nose / long legs / long hair.	Give praise	* c/k (cute, kitten) * a (at)	Text type: Product information
* It is / They are in the sky / on the grass / under the tree / near the bench. * I can see a bird / an ant / some flowers. * What can you see? I can see a bird. * Where is the bird? It is in the sky.	Listen for locations	* ch (ch, th) * th (th)	RaC (Science): Life cycle of a butterfly
* How many elephants are there? * There is one / an elephant. * There are eighteen elephants. * It is / They are fat. It has a long tail. / They have long tails.	Ask someone to keep quiet	* v (vet) * z (zoo)	Text type: Posters
* What are you doing? - I am / We are reading in the living room. - What is he / she / it doing? - He / She / It is eating. - What are they doing? - They are eating.	Guess the location	* -ing (dancing)	RaC (Social studies): Home sweet home
* What is he / she / it doing? - He / She / It is running with John. - What are they doing? - They are running with John. * He / She / It is swimming in the pool / hiking on the hill / ice-skating at the rink. - He is running with John.	Ask questions in the correct tone	* w (with) * wh (what)	Text type: Postcards

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Module: Places and activities

Task: Write about our dream school

1 I love my school pp.1–9	Story: First Day at Animal School	* Places at school	* Ask and answer questions about places at school * Use can to talk about possibilities * Ask about the location of places * Use ordinal numbers and prepositions to talk about floors
2 Please behave! pp.10–20	School newsletter about rules for Superhero Club outing	* Things we must do * Things we mustn't do	* Use must and mustn't to talk about school rules * Use prepositions to talk about locations

Module: Caring and sharing

Task: Rewrite the play 'Hans and Greta in the Forest'

3 How we feel pp.21–29	Story: Harry and Tony in a Race	* Feelings and actions	* Ask and answer questions about how people feel * Use adjectives and too to talk about how people feel * Use Let's to make suggestions
4 Food we like pp.30–40 Extended learning: 	Play: Hans and Greta in the Forest	* Yummy food * Adjectives	* 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 * Use because to give reasons

Module: Me, my family and friends

Task: Write about me and my family

5 Knowing me, knowing you pp.41–49 Extended learning: 	Magazine article: How do you go to school?	* Getting to school	* Use Where and the prepositions in and on to talk about where people live * Use How and the prepositions by and on to talk about means of transport
6 About my family pp.50–60	Rhyme and interview: Love your family week	* Jobs	* Use the simple present tense to talk about people's jobs * Ask and answer questions about number of brothers and sisters * Use the connectives and and or to link ideas

STEAM Quest | Why do apples go brown? pp.62–63

National Quest | What is so special about China's high-speed rail? pp.64–65

Vocab booster pp.66–77 **Revision notes** pp.78–79

Listening & Speaking

Phonics

Text type / RaC

- * **Is there** a library?
Yes, **there is**. / No, **there isn't**.
- * We **can** borrow books there.
- * **Where** is the library?
- * It's **on the first** floor.

Pay attention to words with similar sounds

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

RaC (Culture):
Unusual schools

- * We **must** keep quiet.
We **mustn't** eat.
- * We must line up **at** the bus stop / **on** the platform / **in** the cinema.

Say sorry

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

Text type:
Pamphlets

- * **Are you** cold? Yes, **I am**. / No, **I'm not**.
I'm fine. **Here's** a fan **for you**.
- * I'm bored. I'm bored **too**.

Understand how the speaker feels

- * -st (re**st**)
- * -tch (wa**tch**)

Text type:
Book covers & contents pages

- * **Let's** read comics.

- * **Do you want** some bananas?
Yes, please. I'm hungry. / No, thank you.
I'm fine.
- * bananas / sandwich**es** / cherri**es**
- * I **like** / **don't like** peaches.
- * I like peaches **because** they are sweet.

Show our care

- * -nk (than**k**)
- * -nt (wan**t**)

RaC (Science):
From seed to fruit

- * **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.

Listen for place names

- * dr (**dr**iver)
- * tr (**tr**ain)

RaC (Technology):
Green transport

- * What is your father's / mother's job? He puts **out** fires. / 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.

Ask about another person

- * -er (wait**er**)

Text type:
Newsletters

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Module: Caring and sharing		Task: Write a picture story about lying	
1 Helping at home pp.1–9	Story: Snow White and the Seven Dwarves	* Housework	* Use the simple present tense to ask and answer questions about helping at home * Use the simple present tense to talk about habits
2 Good children pp.10–20	Story: John Learns a Lesson	* Adjectives * Actions	* Use the simple present tense to talk about habits * Use the simple present tense to talk about facts
Module: Places and activities		Task: Write a reply letter for some elves	
3 Happy days pp.21–29	Story: The Three Little Pigs	* Activities * School clubs	* Use the simple present tense and the preposition on to talk about weekly activities
4 About my day pp.30–40	Story: The Shoemaker and the Elves	* Daily routine	* Use the simple present tense and the prepositions at and in to talk about everyday activities * Tell the time
Module: The world around us		Task: Write an article about my favourite season	
5 Let's celebrate! pp.41–49 Extended learning: 	Poem and interview about Chinese festivals	* Festivals	* Use like with gerunds and the preposition at to talk about what people like doing at different festivals * Ask for and give reasons
6 Seasons and weather pp.50–60 Extended learning: 	School group chat about seasons	* Weather and items we need * Activities	* Use adjectives to describe the weather * Use the simple present tense and the preposition in to talk about what people usually do and wear in different seasons * Use the question word Which to ask questions about people's favourite season
STEAM Quest Why does the moon change shape?			pp.62–63
National Quest What is Lantern Festival?			pp.64–65
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	Listening & Speaking	Phonics	Text type / RaC
* Do you help at home? Yes, I do. / No, I don't. Does he / she help at home? Yes, he / she does. / No, he / she doesn't. * I make the bed and sweep the floor. He / She walks the dog.	Understand speakers' responses	* a_e (make) * o_e (home)	RaC (Technology): Smart home appliances make life easier!
* He washes the dishes every day. She tidies the house every week. * He / She doesn't tell lies.	Agree or disagree with others	* y (short 'i') (tidy)	Text type: Back covers
* What do you do on Mondays? I visit my grandma. What does he / she do on Mondays? He / She has ballet lessons.	Listen for the correct information	* -ay (long 'a') (day)	Text type: Notices
* 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. * nine o'clock / nine fifteen / nine thirty	Ask and tell the time	* -ast (past) * -ath (bath)	RaC (Science): Day and night
* What do you like doing at Mid-Autumn Festival? I like eating moon cakes at Mid-Autumn Festival. * Why do you like Christmas? I like Christmas because I like getting presents.	Listen for reasons	* i_e (like) * u_e (cute)	Text type: Invitation cards
* It's cold and dry. * I usually wear a coat in winter. * Which season do you like best? I like winter best.	Ask about the weather	* y (long 'i') (dry)	RaC (Geography): Kids around the world

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Module: Places and activities

Task: Write about my favourite school event

1 Things we can do pp.1–9	Play: A Club for Me	* Free time activities	* Ask and answer questions about what people can do * Use good at to talk about what we can do well * Use connectives to link similar and contrasting ideas
2 School events pp.10–20	School magazine article: Our school events	* School events	* Use prepositions to talk about dates * Ask and answer questions about people's favourite school event * Ask and answer questions about dates * Ask and answer questions about reasons

Module: Using my five senses

Task: Write a picture story about making food

3 At the fast food shop pp.21–29	Story: Give a Helping Hand	* Food and drinks	* Ask and answer questions about the price * Use Can I and phrases of quantity to order food * Use altogether to ask about the total price
4 Time to eat! pp.30–40 Extended learning: 	Story: A Birthday Surprise	* Food	* Ask and answer questions about food * Use determiners to talk about quantities of food

Module: Fun and games

Task: Write a picture story about buying toys

5 Weekend fun pp.41–49 Extended learning: 	Story: Fun on Sunday	* Outdoor activities	* Use the simple present tense to ask and answer questions about where people want to go and why they want to go there * Use the simple present tense to ask and answer questions about what else people want to do * Use time phrases to show sequence
6 At the shopping centre pp.50–60	Story about Mother's Day	* At the shopping centre	* Use the simple present tense to ask and answer questions about what people want to do * Ask and answer questions about preferences

STEAM Quest | Why do my fingers get wrinkly in the water? pp.62–63

National Quest | How does China grow enough rice for its people? pp.64–65

Vocab booster pp.66–77 Revision notes pp.78–79

	Listening & Speaking	Phonics	Text type / RaC
* 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 badminton or football.	Pay attention to linking words	* all (footb all)	RaC (Music): Musical instruments from East and West
* Parents' Day is on the third of April. Test Week is from the first of April to the fifth of April. * What's your favourite school event? My favourite school event is the school picnic. * When's the school picnic? It's on the fifth of October. * Why do you like the school picnic? I like it because I can share snacks with my friends.	When you can't hear clearly	* th (four th)	Text type: School notices
* How much is an apple pie? It's six dollars fifty. * Can I have two slices of pizza, two cups of lemon tea and a can of cola, please? * How much is it altogether? It's one hundred dollars.	Listen for prices	* or (co rn)	Text type: Menus & coupons
* Is there any cheese? Yes, there is. / No, there isn't. * Are there any eggs? Yes, there are. / No, there aren't. * There's some corn. There isn't any ham. There are a lot of vegetables.	Talk about food	* ea (long 'e') (eat) * ee (long 'e') (beef)	RaC (Social studies): Say 'NO' to food waste
* Where do you want to go? I want to go to the beach. Why do you want to go there? I want to go there because I want to go swimming. * What else do you want to do there? I want to build a sandcastle. * First, I want to build a sandcastle. Then / Next, I want to look at shells. Finally, I want to have a picnic.	Listen for order of events	* ph (ph oto)	Text type: Leaflets
* Do you want to eat dim sum? Yes, I do. / No, I don't. I want to have a buffet lunch. Does he / she want to eat dim sum? Yes, he / she does. / No, he / she doesn't. He / She wants to have a buffet lunch. * Which T-shirt do you like? The red one or the blue one? I like the red one.	Ask for and give opinions	* ar (c ar d)	RaC (Technology): Go cashless!

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Module: Caring and sharing

Task: Write a diary entry for the Teddy Adventure Project

1 Growing up pp.1–9	Speech: Best Progress Award winner	* Opposite adjectives * Feelings	* Use the simple past tense and time adverbials to talk about past states and activities
2 My diary pp.10–20	Newsletter about the Teddy Adventure Project	* After-school activities * Adjectives	* Use the simple past tense to ask and answer questions about the past * Use so to show results

Module: Fun and games

Task: Write a picture story about Tom Thumb

3 Happy birthday! pp.21–29 Extended learning: 	Personal recount and descriptions about birthdays	* Birthday celebrations * Gifts	* Use the simple past tense to talk about what people did in the past * Use object pronouns to talk about people
4 Once upon a time pp.30–40	Stories: The Emperor and the Seeds & The Woodcutter and His Axe	* Opposite adjectives * Verbs	* Use linking words to join ideas * Use time phrases, sequence words and the simple past tense to talk about events in stories

Module: Me, my family and friends

Task: Write about my best friend in class

5 My class pp.41–49 Extended learning: 	Poem and descriptions: Friendship Week	* Subjects	* Use prepositions to talk about positions * Use good at and gerunds to talk about what people can do well
6 My family pp.50–60	Description and story: Family matters	* Actions * Adjectives	* Use object pronouns to refer to people and animals * Use the simple present tense to talk about facts

STEAM Quest | What makes bridges so strong? pp.62–63

National Quest | What is the Chinese zodiac? pp.64–65

Vocab booster pp.66–77 Revision notes pp.78–79

	Listening & Speaking	Phonics	Text type / RaC
* Two years ago I was weak. Last year they were weak. When I was three years old, I planted ed vegetables for the first time.	Listen to the correct information	* are ('air' sound) (c are ful)	RaC (Science): Types of animals
* Did you enjoy your weekend? Yes, I did. / No, I didn't. What did you do? I played card games. * Last weekend I was sick so I didn't study for my exams.	Ask about others' experience	* ai (p ai nt)	Text type: Posters
* What did you do on your birthday? I had a birthday party at home. My grandparents took me to a Chinese restaurant. * I gave him / her a watch.	Listen for details	* ir (b ir thday)	Text type: Advertisements
* and but or because so * Once upon a time, there was a lady named Mrs Brown. One day, Mrs Brown saw an ugly woman. Suddenly, the dirty woman turned into a fairy! In the end, she opened a restaurant.	Express strong feelings	* oo (long 'oo') (f oo lish)	RaC (Chinese culture): Journey to the West
* Tom sits between Jenny and Sam. Tom sits in front of / behind / next to Frank. Tom sits on my right / left. * He's good at doing sums / PE.	Listen for positions	* ind (beh ind)	Text type: Timetables
* He listens to me / you / us / them / him / her / it. * They look after him. They don't laugh at him.	Add details to your answers	* oo (short 'oo') (l oo k)	RaC (Culture): Kids' forum

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Module: Hobbies

Task: Write a letter to a pen friend

1 Activities we like pp.1–9	Interview: Lucy the Lion	* After-school activities	* Ask and answer questions about what people like doing in their spare time * Use adverbs to talk about frequency
2 Let's watch a show! pp.10–20 Extended learning: 	Story about choosing a TV show	* Shows * Positive and negative adjectives about shows	* Use too to link two positive ideas * Use either to link two negative ideas * Use both to show emphasis * Use or in negative sentences

Module: Choosing food and drinks **Task:** Rewrite Act 2 of the play 'A Restaurant Lesson'

3 Smart shopping pp.21–29	Personal recount about shopping for a picnic	* Food and drinks * Opposite adjectives	* Use comparative and superlative adjectives to make comparisons
4 Dining out pp.30–40	Play: A Restaurant Lesson	* Dishes * Adjectives about food	* 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

Module: Changes

Task: Write an interview report about a special childhood memory

5 In the old days pp.41–49	Conversation about a famous painting	* Things people use and do now * Places	* Ask and answer questions with was / were * Use indefinite pronouns to talk about people in a general way
6 When I was little pp.50–60 Extended learning: 	Description and interview about childhood memories	* Actions * Special events	* Use could / couldn't to talk about abilities in the past * Use reflexive pronouns to emphasise that someone does something without help * Use the past tense to talk about past activities and states * Ask and answer yes / no questions in the past tense

STEAM Quest | How do we move our bodies? pp.62–63

National Quest | What are China's Olympic achievements? pp.64–65

Vocab booster pp.66–77 Revision notes pp.78–79

	Listening & Speaking	Phonics	Text type / RaC
* What do you like doing in your spare time? I like going cycling. * I always / often / sometimes / seldom / never do karate.	Listen for phone numbers	* Syllables	Text type: Notices
* I like dramas. I like game shows too. * I don't like cartoons. I don't like dramas either. * I like both travel shows and documentaries. * I don't like travel shows or documentaries.	Say that you like or don't like something	* ew (long 'u') (news) * ew (long 'oo') (flew)	RaC (Technology): From black & white to streaming bright!
* Soya milk is cheaper than apple juice. Cola is the cheapest. * Apples are more popular than mangoes. Oranges are the most popular.	Identify similar sounds	* oa (long 'o') (loaf)	Text type: Webpages
* What would you like? I'd like some salad. * Which would you like, prawn salad or tuna salad? * good better the best bad worse the worst	Make comments about food	* c (soft 'c') (sauce) * c (hard 'c') (curry)	RaC (Science): Yummy or yucky? The power of taste
* Was there a theme park 70 years ago? Yes, there was. / No, there wasn't. Were there any trams 70 years ago? Yes, there were. / No, there weren't. * Did anybody make e-payments 100 years ago? Everybody used cash 100 years ago. Nobody made e-payments 100 years ago.	Identify reference words	* Different 'ed' endings	RaC (History): History of transport
* I could / couldn't pour drinks when I was five. * by myself / himself / herself / yourself / yourselves / ourselves / themselves * I gave a performance at the graduation ceremony when I was in K3. * Did he perform a song? Yes, he did. Was he nervous? Yes, he was.	Give praise	* mb (silent 'b') (co mb)	Text type: Survey reports and charts

Writing wizard pp.80–81

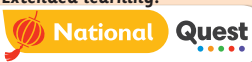
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Module: Travelling around		Task: Write an e-mail about a day trip	
1 Holiday plans pp.1–9 Extended learning: 	Conversation and diary entry about a study trip to Beijing	* Things to do	* Ask and answer questions about where people will go in the future * Ask and answer questions about what people will do in the future * Ask and answer questions with will
2 Finding the way pp.10–20 Extended learning: 	Story: A Bad Day with a Good Lesson	* Places in our neighbourhood and things we do	* Give directions * Use Where to ask about location * Use How to ask for directions
Module: Healthy eating		Task: Write an article about choosing snacks	
3 Eat well and get fit pp.21–29	Diary entries of some superheroes getting fit	* Types of food	* Use a lot of, a few and a little to talk about quantities of food * Use need to to give advice * Use more, fewer and less to give advice about quantities of food
4 A balanced diet pp.30–40	Webpage: Eat well with Dr Well	* Food groups	* Use such as to give examples * Use good for and bad for to give advice * Use how many / too many for countable nouns * Use how much / too much for uncountable nouns
Module: Making improvements		Task: Write a poem about improving myself	
5 Good habits pp.41–49	Story about Peter Pig	* Bad habits * Good habits	* Use ought to to give advice * Ask and answer questions about frequency
6 We can be better! pp.50–60	Description and poem about being diligent	* Resolutions * Results	* 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

STEAM Quest | How does a compass help us find directions? pp.62–63

National Quest | What is the Great Wall of China? pp.64–65

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	Listening & Speaking	Phonics	Text type / RaC
* Where will we go on Sunday morning? We'll go to Tai O. * What will we do there? We'll eat seafood. * Will you visit a museum? Yes, we will. / No, we won't.	Listen for time phrases	* final le (cab le)	Text type: Brochures
* Go out of ... Turn left / right into ... Go straight ahead. Walk across the road. on your left / right, next to, opposite, at the corner / end of * Where can I find a bank? * How do I get to the nearest clinic?	Ask for directions	* ur (t urn)	RaC (Technology): Your smart guide
* I ate a lot of lettuce / peas. I ate a few beans. I ate a little spaghetti. * You need to eat more vegetables. * You need to eat more / fewer vegetables. You need to eat more / less meat.	Listen for amounts	* ea (long 'a') (ste a k)	Text type: Product catalogues
* Dairy products such as milk and cheese are good for us. * Dairy products are good for us. Fried food is bad for us. * How many cookies did you eat? Too many cookies are bad for you. * How much cola did you drink? Too much cola is bad for you.	Give advice with examples	* ea (long 'e') (meat) * ea (short 'e') (healthy)	RaC (Science): Rainbow power
* You / He ought to eat less junk food. * How often do you help with the housework? I help with the housework once / twice / three times a day / week / month / year.	Understand the speaker's feelings	* ou (hou se work)	Text type: Posters
* I often get low marks in my exams so I'm going to do more revision. * Then he will find his books. Then she won't fail her tests.	Encourage others	* tion (resol u tion)	RaC (Chinese culture): Diligent students in Chinese history

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Module: Be considerate

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

1 Good manners pp.1–9	Online forum post and poem about good and bad manners	* Things we should and shouldn't do	* Use adverbs of manner to describe how we do things * Use should and shouldn't to give advice on good manners
2 Getting on with others pp.10–20	Diary entries about a misunderstanding between two friends	* Things friends should and shouldn't do * Feelings	* Use verbs / adjectives + prepositions to talk about things friends should and shouldn't do * Use adverbs of degree to talk about our feelings

Module: People and things around me

Task: Write a story about a lost thing

3 Describing people pp.21–29	Play: The Ten Brothers	* Clothing items * Accessories * Hair and facial features	* Use prepositional phrases to describe people * Use who to add information about a person
4 Lost and found pp.30–40	Story: The New Tennis Racket	* Objects * Materials and objects	* Use possessive pronouns to show possession * Use Whose to ask about possession

Module: Entertainment and leisure

Task: Write an article about my favourite holiday destination

5 Going on a tour pp.41–49	Personal recount about a school trip	* Preparations for a trip * Activities	* Use the present perfect tense to relate past events to the present * Use adverbs to express time
Extended learning: 			
6 Travelling around the world pp.50–60	Description and interview about our favourite holidays	* Activities * International cuisines	* Use the present perfect tense to ask and answer questions about what people have done * Use the past tense to talk about past activities * Ask and answer questions with How many times
Extended learning: 			

STEAM Quest | What makes hot-air balloons float?

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National Quest | What is Chinese opera?

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	Listening & Speaking	Phonics	Text type / RaC
* Speak softly. * We should eat quietly. We shouldn't eat noisily.	Collect information to work out the answer	* magic e (late / politely / phone / use)	RaC (Culture): Manners matter!
* This morning I quarrelled with my best friend. * I was so / very / really / a bit / a little disappointed.	Respond to an apology	* gh ('f' sound) (laughh)	Text type: Letters to the editor
* Who's the boy with the round face / with the sunglasses / in the suit? * Eva is the girl who is sleeping.	Listen for details	* air (hair)	RaC (Science): What makes you, YOU?
* Is this cotton top yours? Yes, it's mine / ours. * Whose backpack is this? It's his / hers / theirs.	Ask about the owner	* Intonation (Yes / No questions)	Text type: Announcements
* I have exchanged some money. He has done some sightseeing. * Have you sent any postcards yet? Yes, I've already / just sent some postcards. / No, I haven't sent any postcards yet.	Work out the speaker's meaning	* oi / oy (join / enjoy)	Text type: Blog entries
* Have you ever been to Thailand? Yes, I have. / No, I've never been there. * What did you do there? I visited a fishing village. * How many times have you travelled abroad? I've travelled abroad once / twice / three times.	Make comments	* ch ('k' sound) (Christmas) * ch ('ch' sound) (chocolate)	RaC (Social studies): Green getaways

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Chapter	Reading	Vocabulary	Grammar
Module: Special people		Task: Write a biography of a person who I admire	
1 What's the matter? pp.1–9	Personal recount and poem about injuries and illnesses	* Illnesses * Injuries	* Ask and answer questions about illnesses and injuries * Use reported speech to report what people say
2 People we admire pp.10–20	Magazine article: My role models	* Achievements * Jobs	* Use How long to ask about duration * Use the present perfect tense with since / for * Use the past tense with ago / in + past time
Module: Entertainment and leisure		Task: Write an opinion essay about transport in Hong Kong	
3 Making things is fun pp.21–29 Extended learning: 	Recipe and procedures about making gifts for Grandparents' Day	* Verbs for cooking * Verbs for doing crafts * Materials	* Use before, after and until to show when things happen * Use use ... to to talk about tools and materials * Use made of and used for + gerunds to describe things
4 Ways to get around pp.30–40	Online forum about transport	* Describing transport	* Use although to link contrasting ideas * Use How far to ask about distance * Use How long to ask about duration
Module: News and events		Task: Write a picture story about a robbery	
5 Accidents around us pp.41–49	Story: Superheroes to the Rescue	* Accidents	* 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
6 Fighting crime pp.50–60 Extended learning: 	Newspaper article: Burglar's escape goes down the toilet	* Actions	* 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
STEAM Quest How do police use science to solve crimes?			pp.62–63
National Quest What are the Four Great Inventions of China?			pp.64–65
Vocab booster		pp.66–77	Revision notes pp.78–79

	Listening & Speaking	Phonics	Text type / RaC
* What's the matter? I've got a sore throat. * The doctor told me to rest in bed / told me not to go to school.	Understand the speaker's feelings	* augh ('or' sound) (daughter) * ough ('or' sound) (brought)	RaC (Science): Body Wonders
* How long have you been an athlete? * I have been an athlete since 2000 / for 23 years. * She won an award in 2020 / three years ago.	Emphasise ideas	* ti ('sh' sound) (competition) * ci ('sh' sound) (musician)	Text type: Biographical timelines
* Wash the apples before you cut them. Mix it well after adding the salt. Bake until it is golden brown. * Use a fork to beat the eggs. * It is made of metal. It is used for opening bottles.	Listen for numbers	* oar (cardboard) * ore (before) * our (pour)	RaC (Technology): Wearable Technology
* Although travelling by tram is slower, it's cheaper. * How far is the campsite from here? It's not far. / It's a long way. * How long does it take to walk there? It takes half an hour.	Express doubts	* un-uncomfortable) * in- (inconvenient) * im- (impatient)	Text type: Formal letters
* What were you doing at 3 o'clock yesterday? I was / We were waiting for the bus. * He was looking at his phone while he was walking along the street.	Listen for sound words	* 's' sound (res sc ue / ambulan ce)	RaC (Social studies): First aid at home
* The robber was running away when the police arrived. * Did you see anyone / hear anything? Yes, I saw someone in a striped T-shirt. / No, I didn't see anyone / hear anything.	Express shock	* -er (robber) * -ing (robbing)	Text type: Back covers

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Module: Growing up

Task: Write an article about my dream job

1 When I grow up pp.1-9 Extended learning: 	Description and poem: What do you want to be when you grow up?	* Jobs and duties	* Ask and answer questions about what people want to be when they grow up * Ask for and give reasons * Use if to express conditions
2 My dream job pp.10-20	Newsletter: The world's youngest video game developer	* Job requirements	* Use need to be + adjectives and need to to show requirements * Use so to show results * Use so that to show purposes

Module: Knowing about our world

Task: Write a blog entry about a charity run

3 World problems pp.21-29 Extended learning: 	Story: A Lesson During a Typhoon	* Natural disasters	* Use since to show reasons * Use not enough to talk about quantities * Use too to express degree
4 How can we help? pp.30-40	Story: What Shall We Do for Charity Week?	* Charity activities	* Use shall we to make suggestions * Use either ... or to express alternatives * Use neither ... nor to link two negative ideas * Use both ... and to link positive ideas

Module: Fun with stories

Task: Write a picture story about a good daughter

5 Fascinating films pp.41-49	Film reviews of <i>Kung Fu Panda 4</i> and <i>Despicable Me 4</i>	* Adjectives	* 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 * Use -ed adjectives to describe feelings * Use -ing adjectives to describe films
6 The magic of stories pp.50-60	Stories about loving our family members	* Phrasal verbs * Opposite adjectives	* 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 * Use as ... as / be + adjective + like to describe people or things

STEAM Quest | What happens when a volcano explodes? pp.62-63

National Quest | What amazing discoveries has China made in space technology? pp.64-65

	Listening & Speaking	Phonics	Text type / RaC
* What do you want to be when you grow up? I want to be an architect. * Why do you want to be a vet? I want to be a vet because I like animals. * If I become an astronaut, I will travel in space.	Identify the main idea of a poem	* word stress	Text type: Poems
* Firefighters need to be brave. * Hairdressers need to think of new hairstyles for their customers so they need to be creative. * I'm going to do exercises so that I can be fit.	Show you understand	* ient (pat ient)	RaC (Technology): Robots in action
* Since there is not enough food, many animals have died. * Many people are sick since there is not enough medicine. * People are too poor to rebuild their houses. The water is too dirty for people to drink.	Listen for weather words	* ough ('uff' sound) (en ough)	RaC (Geography): Earthquakes
* Shall we donate money to them? Yes, that's a good idea. / No, let's visit them instead. * We can either sell flags or visit a children's home. * Neither Peter nor I want to sell flags. * Both Peter and I want to sell flags.	Respond to suggestions	* ow (long 'o') (sh ow)	Text type: Event programmes
* <i>The Little Mermaid</i> is about a mermaid who falls in love with a human. * She lives in a kingdom which is under the sea. * If I were Ariel, I would save the prince. * I was boreded because the plot was too slow. * The film was boringing.	Understand the speaker's feelings	* g (soft 'g') (mag ic) * g (hard 'g') (g ood)	Text type: Charts
* Once upon a time, a witch turned a selfish prince into a beast. * Soon / After a while, Belle and the Beast became friends. At last, she found him in the castle. In the end, he and Belle got married. * However, Belle didn't love him at all. Suddenly, Gaston attacked the Beast. * The man was as fierce as a tiger. Her skin was smooth like silk.	Ask for and give opinions	* ture (advent ure) * sure (treas ure)	RaC (Literature): The timeless playwright

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Module: Wonderful places		Task: Write an article about my city / country	
1 Let's celebrate! pp.1-9	Magazine article: Two cultures, one spirit	* Festivals	* Use the simple present tense to talk about festival traditions * Use the present passive to describe festival traditions * Use prepositions to indicate time
2 Amazing countries pp.10-20	Descriptions about two children writing about their home towns	* Natural features * Man-made landmarks	* Use where to add information about a place * Use the past passive to describe past events
Module: Taking care of the Earth		Task: Write a formal letter on behalf of some endangered animals	
3 Green living pp.21-29	Article: A kids' guide to Climate Change	* Actions that are good / bad for the environment * Types of pollution	* Use so much and so many to talk about the quantities of things * Use keep / stop + gerunds to talk about environmental problems
Extended learning: 			
4 Endangered animals pp.30-40	Letter from a red panda asking humans for help	* Actions that harm animals * Actions that protect animals	* Use Therefore to show the result of an action * Use unless to express conditions
Extended learning: 			
Module: Growing up		Task: Write a speech about an unforgettable experience	
5 Memorable experiences pp.41-49	Diary entries about a boy's wonderful and terrible experiences	* Adjectives with prepositions * Adjectives about experiences	* 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
6 So long, farewell! pp.50-60	Poem and letter: Goodbye, Primary School	* Things we learnt * Adjectives about people	* Use used to to talk about past habits and states * 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 * Use verbs + to + infinitives to express ideas

STEAM Quest | How do eco-homes help us save energy? pp.62-63

National Quest | What is China doing to save its wildlife? pp.64-65

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	Listening & Speaking	Phonics	Text type / RaC
* My mother makes rice cakes. * The spring-cleaning is done by my brother. Rice cakes are made by my mother. * Fireworks are lit at Chinese New Year / at midnight / on New Year's Eve.	Listen for sequence	* ear (year) * ear ('ur' sound) (learn)	Text type: News reports
* It is the place where the flag-raising ceremony is held. * The Palace Museum was built more than 500 years ago.	Ask and answer about height and length	* dge (bridge) * ge (age)	RaC (Culture): World wonders
* People throw so much rubbish into the sea. People use so many disposable products. * If we keep throwing away so much rubbish, the landfills will fill up soon. To reduce waste, we should stop using disposable products.	Guess the meaning of unknown words	* long 'a' (save, away, again, great)	RaC (Social studies): What do we do with rubbish?
* People hunt bears for their body parts. Therefore many bears have died. * Elephants will become extinct unless we stop hunting them for their tusks.	Persuade someone	* long 'e' (keep, please, be)	Text type: Encyclopaedias
* Entering the Speech Festival was my most memorable experience in P6. * I was so proud of my performance / myself / it. * I was so proud of myself.	Collect information to work out the answer	* long 'i' (time, night, cry)	RaC (History): A giant leap for mankind
* I used to be rude. * Miss Chan taught me to respect others. Miss Chan helped us to improve our English skills. * Thank you for your encouragement / supporting me. * I am sorry for being selfish. * I learnt to / will try to / have decided to be generous.	Express good wishes	* silent letters	Text type: School notices
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