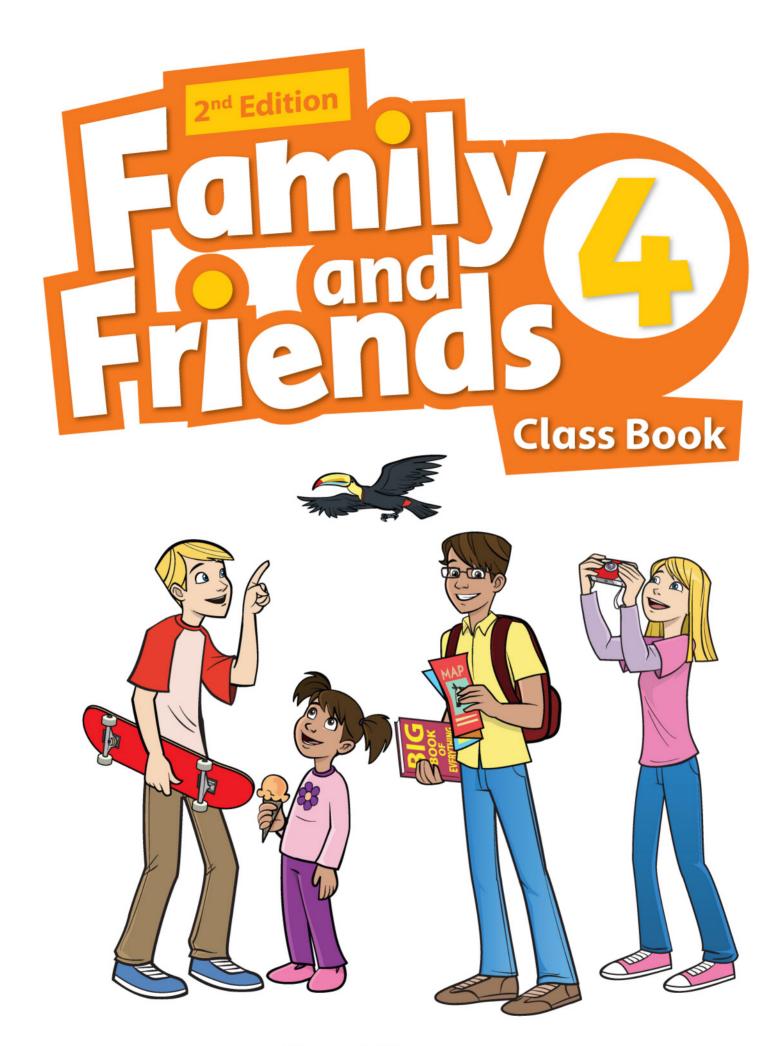


**OXFORD** 

**Naomi Simmons** 



Naomi Simmons With Extensive reading texts by Jenny Quintana and Naomi Simmons



# Scope and sequence

in a month's time / in two weeks' time / next week /

on Monday / this evening / tomorrow / soon / later

Star	rter ik together	like + verb +ing can for permission	nabetical order / requests Countabl Comparative and supe	le and uncountable nouns rlative adjectives page 4		
	Words	Grammar	Phonics	Skills		
1	The food here is great!					
-	The restaurant Words in context: What do you like for breakfast?	Present simple and present continuous They usually wear blue uniforms. They're wearing white today. Time markers: present simple and continuous always / usually / sometimes / rarely / never / now / today / right now / at the moment	Long a and e sounds: a: train, tray, cake e: tree, leaves, key	Reading: a magazine article Listening: identifying details about family meals Speaking: talking about eating habits Writing: recognizing syllables in words, writing about my eating habits (Workbook –WB)		
2	We had a	concert		page 14		
	The concert  Words in context:  The Concert	Past simple: have and be All our friends were there. Past simple: regular verbs The audience clapped and cheered. Time markers: past simple last week / yesterday / last night / two weeks ago	Long i, o and u sounds: i: light, cry, bike o: boat, blow, bone u: room, blue, flute	R: a poem L: identifying different musical activities S: asking and answering questions about musical preferences and abilities W: the double consonant rule, writing a description of a picture (WB)		
3	The dinos	aur museum		page 20		
	The dinosaur museum Words in context: <i>Dinosaur data</i>	Past simple: irregular verbs with negatives We didn't go to school. Past simple: irregular verbs with questions Did they go to a museum? What did you see?	f and ph spellings: f: flamingo, scarf, feet ph: phone, nephew, alphabet	R: a non-fiction text L: identifying favourite things on a school trip S: asking and answering questions about school trips W: exclamation marks, writing a webpage about my school trip (WB)		
Flue	ncy Time!	1 Eating out Pro	ect: a café me	nu page 26		
Revi	ew 1	page 28	Extensive readi	ng: Fossils page 30		
<b>4</b> 5	Whose jack	et is this?		page 32		
Ĭ	Sports time Words in context: tennis	Possessive pronouns Whose jacket is it? It's mine / yours / his / hers / ours / theirs. Adverbs: +ly and irregular He ran slowly. They played well.	Il endings: smell, bell, shell rr words: mirror, carrot, cherry	R: a history poster L: identifying children's favourite sports S: asking and answering questions about favourite sports W: It's or Its, writing instructions for a sport (WB)		
5	Go back to	the roundabout		page 38		
U	Directions  Words in context: Shadow puppet theatre	have to / had to We have to go back to the roundabout. Giving directions Go straight on at the roundabout. why / because Why are we at this petrol station? Because	ck and c endings: ck: neck, duck, clock, rock c: plastic, picnic, music, comic	R: an informative webpage L: understanding directions S: giving directions W: instructions, writing an invitation (WB)		
6	The best bed! page					
	Describing words Words in context: The Ant and the Grasshopper	Comparatives and superlatives: long adjectives My bed is more comfortable than this one. Irregular comparatives and superlatives better than / worse than / the best / the worst	Soft c and g sounds: c: city, ice, dance, rice g: cage, page, giraffe, stage	R: a fable L: identifying chronology in a fable S: telling a story from pictures W: identifying irregular plurals, writing a fable (WB)		
Flue	ncy Time!	2 Making phone calls	Project: 0	a telephone page 50		
Revi	ew 2	page 52	Extensive readi	ng: Sport page 54		
77	Will it reall	y happen?		page 56		
	In space Words in context: The Future	The future with will  People will travel in super-fast planes.  Will they go back to Australia?  Time markers: the future  in a month's time / in two weeks' time / next week /	au, aw and or spellings: au: sauce, August, autumn aw: jigsaw, straw, paw or: horse, sport, morning	R: a website forum L: identifying children's predictions S: offering opinions about the future W: compound words, expanding notes into a text (WB)		

or: horse, sport, morning

(WB)

	Words	Grammar	Phonics	Skills	
8	How much	time have we got?			page 62
	At the airport Words in context: my holiday	Expressing quantity How much money have you got? I haven't got much money. some / any Have you got any newspapers?	Past simple -ed endings: walked, waited, showed	R: a letter L: identifying details about holidays S: asking and answering questions about w: addressing envelopes, writing a letter holiday (WB)	
9	Something (	new to watch!			page 68
	Audio-visual entertainment Words in context: What's on TV?	Infinitive of purpose I turned on the TV to watch sports. We went in the boat to see the dolphins. How often? I watch TV every day / three times a week.	er and or endings: er: mother, father, September or: visitor, doctor, actor	R: a TV guide L: identifying details about children's f shows S: talking about favourite TV shows W: the prefix <i>un</i> , writing a TV guide (W	
Flue	ncy Time!	3 Choosing TV progra	mmes Pr	oject: my own TV	page 74
Revie	ew 3	page 76	Extensive readi	ng: Travel	page 78
10	l've printe	ed my homework			page 80
	Computers Words in context: sending emails	Present perfect: affirmative He's put the books on the shelves. Present perfect: questions, answers and negatives Have you seen my new speakers? Yes, I have. / No, I haven't.	ur and ir spellings: ur: hurt, Thursday, nurse, curtains ir: circle, girl, shirt, bird	R: online instructions L: identifying children's computer use S: talking about computer use W: parts of speech, writing about how computer (WB)	I use a
11.	Have you	ever been?			page 86
	Places Words in context: Everest Expeditions	Present perfect: ever Have you ever been to space? Yes, I have. / No, I haven't. Present perfect: never We've never fallen in the mountains.	ea and e spellings: ea: feather, bread, head, heavy e: spend, tent, present, help	R: an account L: identifying details about a mountai S: interviewing an explorer W: topic sentences, writing a blog entry	
119	What's th	e matter?			page 92
	Illness Words in context: How to stay healthy	should / shouldn't You should drink some water. You shouldn't eat lots of cakes. could / couldn't Max couldn't eat his dinner. But he could eat lots of cakes.	le and al endings: le: candle, castle, table, people al: sandal, animal, hospital, cereal	R: an information leaflet L: identifying details about children's h S: describing what you do to be health W: connecting sentences using because an information leaflet (WB)	ny
Flue	ncy Time!	4 Describing accidents	Project:	a room cube	page 98
Revie	ew 4	page 100	Extensive readi	ng: Exciting places	page 102
13.	Can you h	elp me?			page 104
	Making smoothies Words in context: Young Heroes	Object pronouns me/you/him/her/it/them/us Relative pronouns This is the boy who didn't put the lid on. This is the smoothie which was in the blender.	el and il endings: el: tunnel, camel, towel, travel il: lentils, pencil, April, pupil	R: two factual accounts L: matching people with how they hel S: asking questions about jobs W: identifying and using sub clauses, vinterview (WB)	
14.	We were	fishing			page 110
	Family Words in context: My relatives are coming!	Past continuous What were you doing? I was looking at photos. Dates and I was born My dad was born in 1971. He was born on 9th July 1971.	tion and shion endings: tion: addition, subtraction, invitation shion: fashion, cushion	R: a poem L: identifying favourite memories S: talking about your memories W: poem structure and rhyme, comple	
115.	Good new	s, bad news			page 116
	Jobs Words in context: Three Wishes	Past simple and past continuous When I was working, the phone rang. Grammar homophones: there   they're   their There is some good news.	Vocabulary homophones: see/sea, hear/here, wear/where, write/right	R: a traditional story L: identifying children's wishes S: talking about your wishes W: using speech marks, writing the end	of a story (WB)
APPROXIMATE AND APPROXIMATE AN	and 54mall [	In the playground	Project: a	mini book	TPO
Fluer	ncy Time! !				page 122
Fluer Revie	- U	page 124 Extensive reading: (			page 122 page 128

# Starter

## **Back together!**

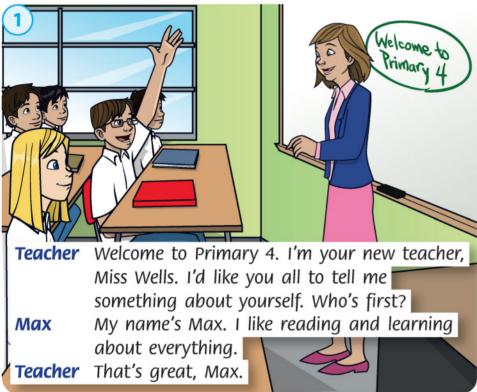
### **Lesson One**

## 1 Listen and sing. 🊳 🛚 01

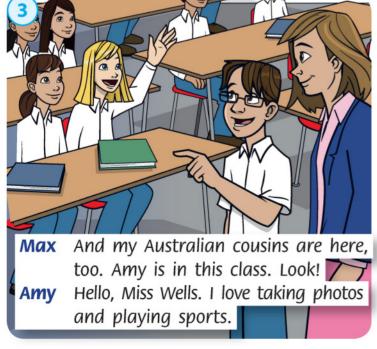
## We're all back together

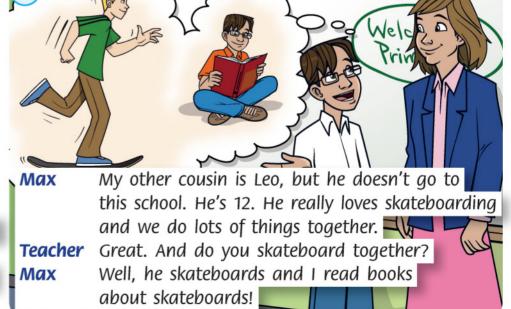
We're all back together with friends from before. We're ready to work and learn some more. It's time to show what we can do.
The holidays are over for me and you!

## 2 Listen and read. 🊳 👊









1 Speaking Ask and answer about Max, Amy, Holly and Leo.

skateboard read play with toys take photos

What does Max like doing?

He likes reading.

2 Write. can can't





Oli 1 Can I play some games on the computer, please?

**Dad** Sorry. No, you <sup>2</sup>\_\_\_\_. I'm working on the computer.

Dad But you <sup>3</sup> \_\_\_\_\_ listen to your new MP3 player. Or you <sup>4</sup> \_\_\_\_ watch this DVD.



Oli I'd like to watch the DVD. <sup>5</sup> \_\_\_\_\_ I watch it in here?

Dad No, you <sup>6</sup>\_\_\_\_\_. I'm working here. You <sup>7</sup>\_\_\_\_\_ watch it on the DVD player in the living room.

Oli OK, Dad.

3 Speaking Choose four foods you would like to buy. Ask and answer.

pasta bread onions meat
cheese eggs melon
cucumber cereal lemon milk
potato grapes bananas



What would you like?

I'd like a / some ... , please.

4 Now write about what your friend would like.

Leila would like ...

### **Lesson Three**

1 Speaking Ask and answer.

read a comic watch TV visit grandma play the guitar play volleyball play chess



What is he going to do this weekend?

What are they going to do?

They're going to ...

He's going to ...

2 Write about what you are going to do this weekend.

This weekend, I'm going to ...

3 Complete the words.

mp nt ld lt nd



There is a lamp next to my te\_\_!



Next to the green fie\_s is a beach with white sa\_.



There is a big pla\_\_ growing in the po\_\_.



I've got a new be\_\_\_.

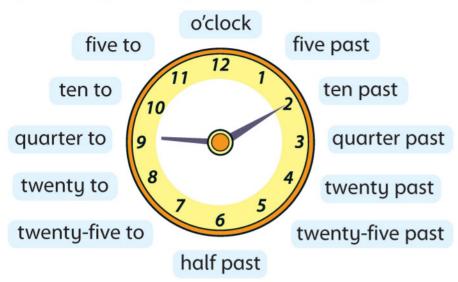


Look at this beautiful qui\_\_.



"Tickets for six chi\_\_ren and two adu\_\_s, please."

## 1 Speaking Listen, point and repeat. 6 03 Ask and answer.

















### Complete the sentences with er or est.

- 1 Max is <u>taller</u> than Holly. But Leo is the cousin. (tall)
- 2 Russia is the \_\_\_\_\_ country. But Australia is \_\_\_\_ than the UK. (big)
- 3 Leo's skateboard is \_\_\_\_\_ than Amy's skates.

  But Holly's bike is the \_\_\_\_\_ . (fast)
- 4 Holly is the \_\_\_\_\_ cousin. But Max is \_\_\_\_\_ than Leo. (young)



Words in a dictionary are in **alphabetical order**. We look at the **first letter** of a word, but when two words have the same letter, we look at the **second letter**.

## a b c d e f g h i j k l m n o p q r s t u v w x y z

1 monkey zebra camel	camel	<u>monkey</u>	zebra
2 winter summer autumn			
<b>3</b> Spain Thailand Russia			
<b>4</b> cinema café museum			
5 bike taxi bus			

# The food here is great!

Lesson One Words

Listen, point and repeat. 60 04





















Listen and read. 🌑 05









Can I have a bowl of pasta Dad and some salad, please? Sorry, we haven't got any Waiter pasta. But on the menu, we've got a selection of pizzas. Look!





- Listen to the story again and repeat. Act.
- Read and learn.

## Present simple and present continuous

They usually wear blue uniforms. They're wearing green today.

Use the present simple for things you do many times or all the time. Use the **present continuous** for things you are doing at the time of speaking. We usually have pasta. But we're having pizza now.



We usually eat at Ken's Café, but today we're trying The Pizza Place. It's great!

#### Read and circle.

- 1 She's drink / drinking / drinks a glass of water now.
- 2 The family are sit / sitting / sits by the door today.
- 3 They usually sit / sitting / sits by the window.
- 4 He never have / having / has soup for dinner.
- 5 She's have / having / has soup at the moment.



#### Write.

having (x2) shares has playing play have



At break t	ime, I usually <sup>1</sup> _	play	with my friends			
Beth and Alex. Alex isn't at school today, so I'm						
2	_ with Beth. We'ı	re <sup>3</sup>	fun today.			
At lunchtime, I always <sup>4</sup> a sandwich and						
an apple. But there weren't any apples, so today						
I'm 5	a banana.	Alex us	ually			
6	salad and bisc	uits. So	metimes, she			
7	her biscuits wi	th us. Sh	ne's a kind girl.			

## **Lesson Three** Grammar 2 and Song

Read and learn.

## Time markers: present simple and present continuous

always usually sometimes rarelu 0000 never

right now now at the moment todau

He usually has pasta, but he's eating pizza now.

The words above go before the verb. But they go after the verb to be.

Speaking Think of a girl. Say and answer.

Karen	now		sometimes	
Amy		usually		right now
Kai	today			sometimes
Sarah		always	today	

She usually has a bowl of salad. She's having ...

It's ...

- Now write sentences about the girls.
- Listen and sing. 🌑 😘

## At my friend's house

I'm at my friend's house to eat and play. But the food isn't what I eat each day. I rarely eat carrots. But I'm eating them right now. I didn't know I liked them. But I really love them now.

I usually drink water. But I'm drinking juice today. I didn't know I liked to have fruit this way. I'm at my friend's house to eat and play. The food is delicious. What a wonderful day.



## 1 Listen, point and repeat. 🌑 🛭



## 2 Listen and read. 60 08



- 3 Read again. Circle the words with long a sounds and underline the words with long e.
- 4 Circle the word that contains a different vowel sound.
  - 1 train tray tree play
  - **3** eating seeing playing dreaming
  - 5 feet tray space Spain
  - 7 case race sea lake

- 2 cake peas day rain
- 4 leaves key queen same
- 6 three please snake turkey
- 8 plane week mean sea

## Skills Time!

## **Lesson Five**

### Reading

- 1 What do you eat for breakfast?
- 2 Listen and read. 60 09

# What do you like for breakfast?

We asked four children about their favourite breakfast foods.



Hi. I'm Abd Allah from Egypt. I sometimes eat bread with jam or cheese. But usually I eat fuul and bread for breakfast. Fuul is mashed beans. It's great with olive oil and flat bread. I sometimes have an egg with it, too.



My name's Pete. I'm from Scotland. For breakfast, I usually have a bowl of cereal with milk, and then toast with butter. We have lots of different cereals at home, but my favourite is cornflakes.

I don't have a very big breakfast because I eat lunch early at school.



Hi, everyone. I'm Huong and I come from Vietnam. For breakfast, I usually have noodle soup. My grandma makes it every morning. Sometimes, I have *xoi*. These are balls of rice with beans. They are wrapped in coconut leaves and are really yummy.



breakfast because we don't

have lunch at school.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

beans olive oil toast noodles coconut chilli corn pancake

4 Read again and write M (Mexico), S (Scotland), V (Vietnam)	or E	(Egypt).
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			, , , , , , , , , , , , , , , , , , , ,	
1	People have soup for breakfast.	V	2 People eat cereal with milk.	
3	Breakfast here is a pancake with eggs.		4 People eat mashed beans and bread.	
5	The children have a big breakfast.		<b>6</b> Some people have rice balls.	