

**Our Discovery Island**  
**1-6**  
**Scope and Sequence**

# Our Discovery Island 1

## Welcome

<b>Vocabulary</b>	numbers 1–50, characters' names, colours	<b>Quest item:</b> egg
<b>Structures</b>	I'm (Oscar). My name's (Oscar). His/Her name's ... How old are you? I'm (seven). My/His/Her favourite colour is yellow.	

## 1 At school

<b>Vocabulary</b>	The classroom: door, window, pencil sharpener, eraser, ruler, pen, pencil, pencil case, table, chair, crayon, scissors, board, book, school bag Classroom commands: stand up, sit down, look, listen, count, open your book, close your book, wave goodbye CLIL (Musical instruments): drum, piano, violin, guitar		<b>CLIL:</b> Musical instruments <b>Culture:</b> My school <b>Phonics:</b> a, p, s, t <b>Values:</b> Work hard at school. <b>Quest item:</b> blanket
<b>Structures</b>	What's this/that? It's a/an (red/orange) (book). It isn't a (pencil).	What are these/those? They're (books). What colour are they? They're (red). They aren't (blue).	

## 2 I'm excited!

<b>Vocabulary</b>	Adjectives (1): hungry, thirsty, tired, scared, excited Adjectives (2): happy, sad, cold, hot, ill, hurt, angry, bored CLIL (Science): long/short shadow		<b>CLIL:</b> Science (Light and shadow) <b>Culture:</b> Shadow puppets in different countries <b>Phonics:</b> d, i, m, n <b>Values:</b> Respect other cultures. Help other people. <b>Quest item:</b> torch
<b>Structures</b>	Are you (hungry)? Yes, I am. / No, I'm not.	Is he/she (angry)? Yes, he is. / No, he isn't. Are they (happy)? Yes, they are. / No, they aren't.	

## 3 My family

<b>Vocabulary</b>	Family members: mum, dad, brother, sister, grandad, grandma, uncle, aunt, cousin, baby TIP: a cousin / an uncle Occupations: vet, pilot, doctor, teacher, dentist, police officer, journalist CLIL (Social Studies): Families (grandparents, parents, children), baby young, old		<b>CLIL:</b> Social Studies (Family) <b>Culture:</b> Family and home <b>Phonics:</b> c, g, o <b>Values:</b> Spend time with your relatives. <b>Quest item:</b> book
<b>Structures</b>	This is my dad. These are my sisters. How old is your (brother/sister)? He/She is (eight). He/She isn't (nine). Have you got (a brother)? Yes, I have. / No, I haven't. I've got (two) cousins.	Who is (he/she)? Is he/she a (vet)? Yes, he/she is. / No, he/she isn't. He's/She's a (teacher).	

# Our Discovery Island 1

## 4 Move your body

<b>Vocabulary</b>	Action verbs: nod your head, move your legs, wave your arms, stamp your feet, clap your hands, touch your (nose), stretch your (arms); head, legs, arms, hands, nose, toes, fingers, eyes, ears, nose, mouth, hair, teeth Action verbs and athletes: swim, run, jump, skip, hop, football player, basketball player, athlete CLIL (P.E.): Exercises: pull, push, kick, skip, jump, move, kick, hop.	<b>CLIL:</b> P.E. (Exercises) <b>Culture:</b> Faces in art <b>Phonics:</b> ck, e, k <b>Values:</b> Exercise regularly. <b>Quest item:</b> milk
<b>Structures</b>	I can/can't (wave my arms). He/She can/can't (wave his/her arms). We can clap our hands. They can touch their heads. Possessive adjectives: my/your/his/her/our/their	Can you (move your legs)? Yes, I can. / No, I can't. Imperatives: Stamp your feet! Clap your hands!

## 5 Animals

<b>Vocabulary</b>	Animals: cat, rabbit, mouse, tortoise, parrot, cow, turkey, duck, goat, sheep, horse, hen; tail, wings CLIL (Science): Baby animals (cat, dog, bird, chick, kitten, puppy, egg, goose)	<b>CLIL:</b> Science (Baby animals) <b>Culture:</b> Life on a farm <b>Phonics:</b> b, h, r, u <b>Values:</b> Respect animals. <b>Quest item:</b> bed
<b>Structures</b>	It's got (two legs). It's (black and white). They've got (four legs). They're (brown). Has it got (four legs)? Yes, it has. / No, it hasn't.	It isn't (big). It's (small). Is it (big)? Yes, it is. / No, it isn't. Are they (big)? Yes, they are. / No, they aren't.

## 6 My house

<b>Vocabulary</b>	My house: house, flat, living room, kitchen, bedroom, bathroom, garden At home: bed, cooker, fridge, TV, sofa, lamp, bath, sink CLIL (Social Studies): Public places (shop, library, playground, café, zoo, park)	<b>CLIL:</b> Social Studies (Public places) <b>Culture:</b> Different homes <b>Phonics:</b> f, ff, l, ll <b>Values:</b> Be tidy. <b>Quest item:</b> soap
<b>Structures</b>	Do you live in a (flat)? Yes, I do. / No, I don't. Where do you live? I live in (Cairo). I live in a (flat).	Where's (Rita)? She's in the (kitchen). Where are ... They're in the ... In the (kitchen) there is/are ... Prepositions: under, on, in, next to, behind

## 7 Food

<b>Vocabulary</b>	Food (1): fruit, cheese, bread, meat, salad, milk, juice, chicken, lemonade, yoghurt Food (2): sandwich, water, chocolate, honey, vegetables, ice cream, cake CLIL (Social Studies): Food: burger, chips, carrots. It's (good/bad) for me.	<b>CLIL:</b> Social Studies (Food) <b>Culture:</b> Packed lunches <b>Phonics:</b> j, ss, v, w <b>Values:</b> Eat healthy food. <b>Quest item:</b> mouse
<b>Structures</b>	I like/don't like (salad). Do you like meat? Yes, I do. / No, I don't.	He/She likes/doesn't like cheese. Does he/she like honey? Yes, he/she does. / No, he/she doesn't.

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## Let's play!

<b>Vocabulary</b>	<p>At the park: climbing a tree, eating a sandwich, playing on the swing, playing on the slide, feeding the ducks, bird, tree, flower</p> <p>Actions: walk, swing, play on the roundabout, fly, look at the birds, catch a ball, win a match, throw a ball</p> <p>CLIL (Science): How plants grow: watering the seed, planting the seed, putting it in sunshine, the plant is growing.</p>	<p><b>CLIL:</b> Science (How plants grow)</p> <p><b>Culture:</b> World sports</p> <p><b>Phonics:</b> qu, x, y, z, zz</p> <p><b>Values:</b> Spend time outdoors.</p> <p><b>Quest item:</b> photo</p>
<b>Structures</b>	<p>What are you doing? I'm jumping. I'm not (walking).</p> <p>What's he/she doing? He/She is/isn't swinging.</p>	

## Goodbye

<b>Vocabulary</b>	<p>Quest items: egg, blanket, book, photo, soap, mouse, bed, milk, torch</p>	
<b>Structures</b>	<p>Revision</p>	

## Festivals

<b>Vocabulary</b>	<p>Christmas: reindeer, Santa, present, sleigh, star, sack, stocking, card, Christmas tree</p> <p>Easter: chick, egg, Easter Bunny</p>
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# Our Discovery Island 2

## Welcome

<b>Vocabulary</b>	<b>Tropical Island Characters:</b> Lindy, Joe, Princess Emily, Pippin, Grandad <b>Quest items:</b> treasure chest, teddy bear, brush, umbrella, water, duck, balloon, photo, sunglasses <b>Revision:</b> colours, occupations, animals, food		<b>Values:</b> Be polite <b>Quest item:</b> treasure chest
<b>Structures</b>	I'm (Lindy) and this is (Joe). / my (brother). How are you? I'm fine, thank you.	Do you like (sandwiches)? Yes, I do. / No, I don't. Can you (jump)? I can/can't (jump).	

## 1 In the town

<b>Vocabulary</b>	<b>Transport:</b> car, bike, bus, taxi, plane, lorry, motorbike, train <b>Places in town:</b> museum, hospital, post office, train station, school, sports centre <b>CLIL (Social Studies):</b> turn left/right, go straight on		<b>CLIL:</b> Social Studies (Directions) <b>Culture:</b> Going to school <b>Phonics:</b> ch, sh (chin, chop, dish, fish, much, rich, shell, ship) <b>Values:</b> Friendship is important <b>Quest item:</b> teddy bear
<b>Structures</b>	What's this/that? It's a (bike). It's (red).	How many (red bikes) are there? There are (ten red bikes). How do you go to school? I go to school by (car) / (on foot). How do I get to (the museum)? Turn left. Turn right. Go straight on.	

## 2 My clothes

<b>Vocabulary</b>	<b>Clothes (1):</b> T-shirt, dress, socks, skirt, shoes, trousers, hat, jacket, jeans <b>Clothes (2):</b> shirt, coat, jumper, glasses, cap, boots, pyjamas, trainers <b>CLIL (Social Studies): Occupations:</b> firefighter, chef, nurse, police officer <b>Uniforms:</b> helmet, chef's hat, white dress, badge		<b>CLIL:</b> Social Studies (Occupations and uniforms) <b>Culture:</b> Special clothes <b>Phonics:</b> th, th (bath, path, that, then, thick, think, this, with) <b>Values:</b> Enjoy the outdoors <b>Quest item:</b> brush
<b>Structures</b>	I'm wearing (a yellow dress). Are you wearing (blue shoes)? Yes, I am. / No, I'm not. Is he/she wearing (a cap)? Yes, he is. / No, she isn't.	What would you like? I'd like (some boots). Would you like (a black jacket)? Yes, I would. / Yes, please. No, I wouldn't. / No, thank you.	

# Our Discovery Island 2

## 3 The weather

<b>Vocabulary</b>	<p><b>Weather:</b> sunny, cloudy, snowy, windy, rainy, stormy</p> <p><b>Activities:</b> ride a bike, fly a kite, make a snowman, go for a walk, go to the beach, read a book, take a photo, watch TV</p> <p><b>Days of the week:</b> Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</p> <p><b>CLIL (Science):</b> freezing, cold, warm, hot</p>		<p><b>CLIL:</b> Science (Measuring temperature and recording weather)</p> <p><b>Culture:</b> Seasons around the world</p> <p><b>Phonics:</b> ng, nk (ink, long, ping, pink, ring, sing, sing, thank)</p> <p><b>Values:</b> Share with friends and family</p> <p><b>Quest item:</b> umbrella</p>
<b>Structures</b>	<p>What's the weather like? It's (rainy).</p>	<p>On (rainy) days, I like (reading a book). On (sunny) days, do you like (going for a walk)? Yes, I do. / No, I don't. <b>On + day:</b> On Mondays, I like (going for a walk). <b>In + season:</b> In summer, I like (going to the beach). What's your favourite season? It's (spring).</p>	

## 4 The things we do

<b>Vocabulary</b>	<p><b>Verbs (1):</b> get up, go to bed, go to school, go home, have breakfast, have lunch, have dinner</p> <p><b>Verbs (2):</b> eat fruit, drink milk, do my homework, listen to music, play the piano, sing, talk on the phone, tidy</p> <p><b>CLIL (Social Studies):</b> set the table, tidy my bedroom, make my bed, dry the dishes, wash the car</p>		<p><b>CLIL:</b> Social Studies (Helping at home)</p> <p><b>Culture:</b> After-school activities</p> <p><b>Phonics:</b> ai, ee (feet, rain, see, sheep, snail, tail, wait, week)</p> <p><b>Values:</b> Respect your family and their jobs</p> <p><b>Quest item:</b> water</p>
<b>Structures</b>	<p><b>At + time:</b> He (gets up) at (half past seven).</p>	<p>I always (go to bed) at eight o'clock. I never (listen to music). I sometimes (play the piano). I (do my homework) every day.</p>	

## 5 Nature

<b>Vocabulary</b>	<p><b>Nature:</b> animal, insect, pond, bird, sun, flower, rock, tree</p> <p><b>Nature and animals:</b> catch butterflies, pick the flowers, water the plants, feed the birds, be kind to animals, throw stones, walk on the grass, drop litter</p> <p><b>CLIL (Science):</b> rainbow, white light, spectrum</p>		<p><b>CLIL:</b> Science (Rainbows)</p> <p><b>Culture:</b> Where we play</p> <p><b>Phonics:</b> igh, oa (boat, coat, goat, high, light, right, sigh, soap)</p> <p><b>Values:</b> Respect the world around you</p> <p><b>Quest item:</b> duck</p>
<b>Structures</b>	<p>There's (a rock). There are (some birds). Is there (a flower)? Are there any (animals)? There aren't any (trees). There isn't (an insect).</p>	<p>We must (be kind to animals). We mustn't (throw stones).</p>	

## 6 My birthday

<b>Vocabulary</b>	<p><b>Toys:</b> doll, jigsaw puzzle, colouring book, modelling clay, robot, kite, train set, board game</p> <p><b>Ordinal numbers and months of the year:</b> 1–31<sup>st</sup>, January, February, March, April, May, June, July, August, September, October, November, December</p> <p><b>CLIL (Maths):</b> half, a quarter, a third</p>		<p><b>CLIL:</b> Maths (half, a quarter, a third)</p> <p><b>Culture:</b> Birthdays around the world</p> <p><b>Phonics:</b> oo, oo (book, cook, food, foot, look, moon, too, zoo)</p> <p><b>Values:</b> Do something kind for a friend</p> <p><b>Quest item:</b> balloon</p>
<b>Structures</b>	<p><b>Regular past simple (I):</b> verb + ed: Joe (opened) his present.</p>	<p>When were you born? I was born on the (7th) of (December).</p>	

# Our Discovery Island 2

## 7 Sport

<b>Vocabulary</b>	<p><b>Sport:</b> play basketball, play handball, play football, play volleyball, play tennis, play badminton, jump in the air, kick the ball, score a goal</p> <p><b>Places to play sport:</b> basketball court, tennis court, football pitch, volleyball court, badminton court, ice rink, gym, swimming pool</p> <p><b>CLIL (PE):</b> bend your knees, turn around, stretch your arms up, turn your body to the left/right</p>	<p><b>CLIL:</b> PE (Regular exercise)</p> <p><b>Culture:</b> Sport around the world</p> <p><b>Phonics:</b> ar, ir, or, ur (car, corn, for, fur, girl, shark, sir, surf)</p> <p><b>Values:</b> Be a good team player</p> <p><b>Quest item:</b> photo</p>
<b>Structures</b>	<p><b>Regular past simple (2):</b> verb + ed / + d: What did you do yesterday? I (scored a goal).</p>	<p>Where were you yesterday? I was at the (gym).</p>

## 8 Activities

<b>Vocabulary</b>	<p><b>Activities (1):</b> throw, catch, run, walk, talk, swim, roller-skate</p> <p><b>Activities (2):</b> use a mobile phone, write an email, use a computer, drive a car, ride a bike, ride a motorbike, speak English</p> <p><b>CLIL (History):</b> in the past, now</p>	<p><b>CLIL:</b> History (People in the past)</p> <p><b>Culture:</b> Using technology</p> <p><b>Phonics:</b> ow, oy (boy, cow, cowboy, down, joy, now, owl, toy)</p> <p><b>Values:</b> Always try your best</p> <p><b>Quest item:</b> sunglasses</p>
<b>Structures</b>	<p>What could you do when you were (six)? I could (talk). I couldn't (swim).</p>	<p>Could you (ride a bike) when you were (seven)? Yes, I could. / No, I couldn't. Tom couldn't (ride a bike) when he was five. He can now.</p>

## Goodbye

<b>Vocabulary</b>	<p><b>Quest items:</b> treasure chest, teddy bear, brush, umbrella, water, duck, balloon, photo, sunglasses</p>	
<b>Structures</b>	<p>I've got a (photo). / I haven't got a (duck). Have you got a (brush)? Yes, I have. / No, I haven't.</p>	<p>What would you like? I'd like a (teddy bear). Would you like a (balloon)? Yes, I would. / No, I wouldn't.</p>

## Festivals

<b>Vocabulary</b>	<p><b>Mother's Day:</b> breakfast in bed, toast, tea, rose, box of chocolates, present</p> <p><b>Summer fun:</b> airport, plane, passenger, passport, ticket, suitcase, holiday, bucket, spade, sea, sand, sandcastle, shell, beach</p>	
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# Our Discovery Island 3

## Welcome

<b>Vocabulary</b>	Space island characters: Hip, Hop, Hoopla, Rose, Harry, Professor Bloom Quest items: ball, bike, glasses, hamster wheel, lamp, pen, rock, T-shirt, water Vocabulary: Numbers (1-50); Days; Ordinal numbers	<b>Quest item:</b> pen
<b>Structures</b>	What's your favourite (day)? My favourite (day) is (Thursday). What do you do on Sundays? I/You/We/They (go for walk). He/She/It (watches TV)	

## 1 At the market

<b>Vocabulary</b>	<b>Food 1:</b> beans, carrots, flour, mangoes, oranges, peaches, peas, plums, rice, strawberries, tomatoes <b>Food 2:</b> apricots, avocados, cherries, pasta, pears, sugar	<b>CLIL:</b> Science (food pyramid) <b>Culture:</b> Food around the world <b>Phonics:</b> air, ear <b>Values:</b> Stay healthy. Eat more fruit and vegetables. <b>Quest item:</b> bike
<b>Structures</b>	<b>Countable and uncountable nouns:</b> There is some (flour). There are some (tomatoes). <b>Countable and uncountable nouns (questions, short answers and negative forms):</b> Is there any (sugar)? Are there any (pears)? Yes, there is. / No, there aren't. There isn't any (pasta). There aren't any (avocados).	

## 2 Ourselves

<b>Vocabulary</b>	<b>Physical descriptions:</b> (black) moustache, (blonde) hair, (brown) eyes, (grey) hair, (red) hair, (short) beard, (small) glasses, (small) nose, (thick) eyebrows <b>Physical characteristics:</b> big, clever, fast, old, short, small, tall, young	<b>CLIL:</b> Art (portraits) <b>Culture:</b> Family portraits <b>Phonics:</b> ay, er <b>Values:</b> Study hard, work hard and play hard. <b>Quest item:</b> rock
<b>Structures</b>	<b>'ve got + adjective order:</b> I have/haven't got ... He/She has/hasn't got ... We've/haven't got ... Have I/you/we/they got ...? Yes, I/you/we/they have. No, I/you/we/they haven't. Has he/she got ...? Yes, he/she has. / No, he/she hasn't. <b>Comparatives (one syllable + object pronouns):</b> I'm/He's/She's/They're/You're taller than Sam/you/him/her. I'm as tall as Sam/you/him/her.	



# Our Discovery Island 3

## 3 At home

<b>Vocabulary</b>	<b>Furniture; Prepositions of place:</b> mirror, picture, plant, wardrobe, above, behind, in front of, next to, opposite, under <b>Household items; Parts of the house:</b> balcony, basement, blankets, broom, comb, computer, cupboard, garage, pans, plates, pots, shampoo, shower, toothbrush, toothpaste, towels		<b>CLIL:</b> Art (mosaics) <b>Culture:</b> Unusual homes <b>Phonics:</b> ea, oi <b>Values:</b> Stay tidy at home. <b>Quest item:</b> hamster wheel
<b>Structures</b>	<b>Past simple to be:</b> Was the sofa in front of the lamp? Yes, it was. / No, it wasn't. The sofa was in front of the TV. Were the pictures next to the cooker? Yes, they were. / No, they weren't. The pictures were next to the fridge.	<b>There was/were:</b> What was there in the house? There was (a broom) in the living room. There were (two cupboards) in the basement.	

## 4 Our free time

<b>Vocabulary</b>	<b>Leisure activities 1:</b> chat online, cook, go skateboarding, go skiing, go to the pool, play computer games, play the guitar, read the newspaper, tidy, watch TV <b>Leisure activities 2:</b> paint, play hockey, read magazines, ride a scooter, skip, surf the Internet, watch films		<b>CLIL:</b> Maths (bar charts) <b>Culture:</b> At the weekend <b>Phonics:</b> a_e, i_e, o_e <b>Values:</b> Play outside. Play safely! <b>Quest item:</b> ball
<b>Structures</b>	<b>Past simple regular and irregular:</b> Yesterday/Last week/Last Monday/Last month/Last year I/you/he/she/we/they watched TV. cook – cooked, play – played, watch – watched chat – chatted, go – went, read – read, tidy – tidied	<b>Past simple questions:</b> What did I/you/he/she/we/they do yesterday? I/You/He/She/We/They watched films. I/You/He/She/We/They didn't watch films. chat – chatted, cook – cooked, paint – painted, play – played, skip – skipped, surf – surfed, watch – watched go – went, have – had, read – read, ride – rode, tidy – tidied	

## 5 At the zoo

<b>Vocabulary</b>	<b>Wild animals / Food:</b> crocodile, elephant, fish, fruit, giraffe, grass, hippo, leaves, lion, meat, monkey <b>Places to see wild animals:</b> aquarium, monkey sanctuary, reptile house, safari park, zoo		<b>CLIL:</b> Science (the food chain) <b>Culture:</b> Wildlife parks <b>Phonics:</b> sc, sk, sm, sn, sp, squ, st, sw <b>Values:</b> Protect wildlife <b>Quest item:</b> lamp
<b>Structures</b>	How much fish does a crocodile eat? It eats a lot of fish. How many teeth has a giraffe got? It's got 32 teeth. / It's got a lot of teeth.	<b>Going to</b> What are we going to see at the zoo? We're going to see ... We aren't going to see ... I'm going to bring ...	

# Our Discovery Island 3

## 6 The rainforest

<b>Vocabulary</b>	<p><b>Nature; Prepositions of place:</b> hut, bridge, nest, waterfall, valley, vines, over, near, between (plus revision of Unit 3 prepositions: above, behind, in front of, next to, opposite, under)</p> <p><b>Review of animals from U5</b></p> <p><b>Prepositions of movement:</b> around, through, towards, past, across, lake, sea, coast, hills</p>	<p><b>CLIL:</b> Geography (the Amazon rainforest)</p> <p><b>Culture:</b> World forests</p> <p><b>Phonics:</b> bl, fl, gl, pl, sl</p> <p><b>Values:</b> Respect for nature</p> <p><b>Quest item:</b> water</p>
<b>Structures</b>	<p>Where is the hut? It's over the lake/across the bridge.</p>	<p><b>Could questions and short answers:</b></p> <p>Could you walk through the vines? Yes I could, No I couldn't.</p>

## 7 My week

<b>Vocabulary</b>	<p><b>Activities:</b> have music lessons, have ballet lessons, do karate, do gymnastics, practise the violin, learn to draw, learn to cook, study English, study Maths, practise the piano.</p> <p><b>Review of days of the week</b></p> <p><b>Times of day:</b> quarter past, half past, quarter to, o'clock, morning, midday, afternoon, evening</p>	<p><b>CLIL:</b> Social Science (going to school)</p> <p><b>Culture:</b> Daily routines and timetables (Will need adapting)</p> <p><b>Phonics:</b> br, cr, dr, fr, gr, pr, str, tr</p> <p><b>Values:</b> Develop new interests</p> <p><b>Quest item:</b> glasses</p>
<b>Structures</b>	<p><b>Present simple / past simple</b></p> <p>When do you have music lessons now?</p> <p>When did you learn to play the piano?</p> <p>When I was ...</p>	<p>What time do/does ...?</p> <p>How often do/does ...?</p> <p>always, often, never, usually</p>

## 8 On holiday

<b>Vocabulary</b>	<p><b>Weather:</b> warm, humid, wet, stormy, lightning, thunder, degrees, temperature (plus revision of weather vocabulary from level 2)</p> <p><b>Review of spring, summer, autumn, winter</b></p> <p><b>Seasonal activities:</b> go camping, go water skiing, go hiking, go snowboarding, go swimming, go shopping.</p>	<p><b>CLIL:</b> Science (Coral reefs/the Red Sea)</p> <p><b>Culture:</b> Natural disasters</p> <p><b>Phonics:</b> ft, mp, nd, nt, sk, sp, st</p> <p><b>Values:</b> Be safe in the sun.</p> <p><b>Quest item:</b> T-shirt</p>
<b>Structures</b>	<p>What will the weather be like?</p> <p>It will be/might be....</p>	<p>On holiday I/she/he/it/we/they/you will/ won't/ might ... (plus short forms)</p>

## Goodbye

<b>Vocabulary</b>	<b>Quest items:</b> ball, bike, glasses, hamster wheel, lamp, pen, rock, T-shirt, water
<b>Structures</b>	Review and consolidation of course structures

## Festivals

<b>Vocabulary</b>	<p><b>Bonfire Night:</b> bonfire, firework, firework display, hot dog, toffee apple</p> <p><b>Pancake Day:</b> frying pan, pancake, race, racer, toss</p> <p><b>April Fools' Day:</b> joke, fool, funny, surprise</p> <p><b>Earth Day:</b> don't use plastic bags, give old clothes to other people, recycle cans, recycle plastic, reuse bottles, reuse paper</p>
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# Our Discovery Island 4

## Welcome

Grammar structures	New vocabulary	Additional language	Phonics
<p><b>G1:</b> My name's Peter.</p> <p><b>G2:</b> How old are you? I'm ten years old. Have you got brothers/sisters? I've got / haven't got a sister. What's your favourite colour? My favourite colour is blue. Who is your best friend? My best friend is Jack. What do you like? I like films.</p>	<p><b>V1: Simple comparatives:</b> bigger, faster, older, shorter, slower, smaller, taller, younger</p> <p><b>V2: Numbers:</b> fifty, sixty-three, seventy-five, eighty, ninety-four</p>		

## 1 Jobs

<p><b>G1: I want to be ...</b> I/You want to be an architect. I/You don't want to be a paramedic. He/She wants to be an athlete. He/She doesn't want to be a dentist.</p>	<p><b>V1: Jobs:</b> architect, athlete, dentist, graphic designer, hairdresser, judge, librarian, paramedic, photographer, scientist</p>	<p><b>CLIL:</b> Social Studies (Job types)</p> <p><b>Culture:</b> My hero</p> <p><b>Values:</b> Study hard, work hard and play hard.</p> <p><b>Home-School Link:</b> Make a poster showing your favourite job.</p>	ou, ow
<p><b>G2: Questions with do/does</b> Do you want to be a dentist? Yes, I do. / No, I don't. What do you want to be? Why do you want to be an athlete? Does he/she want to be an architect? What does he/she want to be? Why does he/she want to be a paramedic?</p>	<p><b>V2: Jobs:</b> businessman, carpenter, coach, flight attendant, florist, journalist, mechanic, receptionist, sales assistant, sculptor</p> <p><b>V3: CLIL:</b> biologist, computer technician, farmer, illustrator, writer; artistic, creative, physical, scientific, technical</p>		

## 2 Feelings

<p><b>G1: Why are you ...?</b> Why are you crying? I'm crying because I'm sad. Why is he/she smiling? He's smiling because he's happy.</p>	<p><b>V1: Feelings:</b> crying, frowning, laughing, shouting, smiling, trembling, yawning</p>	<p><b>CLIL:</b> Music (Music, films and feelings)</p> <p><b>Culture:</b> Cultural traditions</p> <p><b>Values:</b> Make others feel happy.</p> <p><b>Home-School Link:</b> Make a list of the things that make you feel relaxed and proud. Show your family.</p>	all, aw
<p><b>G2: How do you feel?</b> What's wrong / the matter? How do you feel? I'm / I feel relieved. How does he/she feel? He's/She's surprised. He/She feels relaxed.</p>	<p><b>V2: Adjectives for feelings:</b> embarrassed, ill, nervous, proud, relaxed, relieved, surprised, worried</p> <p><b>V3: CLIL:</b> character, fun, monster, railway station, sharp</p>		

# Our Discovery Island 4

## 3 Action!

Grammar structures	New vocabulary	Additional language	Phonics
<p><b>G1: Making suggestions</b> Let's go fishing! / Shall we go fishing? / How about going fishing? Great idea! I love fishing. / OK, I like fishing. / No. I don't like fishing. Have you got a fishing rod? Yes, I have. / No, I haven't.</p>	<p><b>V1: Outdoor activities:</b> fishing, horse-riding, kayaking, sailing, snorkelling, surfing, fishing rod, life-jacket, paddle, riding boots, snorkel, surfboard</p> <p><b>V2: Extreme sports:</b> bungee jumping, hang gliding, rafting, rock climbing, scuba diving</p>	<p><b>CLIL:</b> Science (Save the reefs!)</p> <p><b>Culture:</b> Summer camps</p> <p><b>Values:</b> Enjoy all your activities.</p> <p><b>Home-School Link:</b> Make a poster of an outdoor activity you enjoy doing. Show your family.</p>	ew, y
<p><b>G2: Past simple regular and irregular</b> I enjoyed/went surfing. I didn't enjoy/go surfing. Did you enjoy/go surfing? Yes, I did. / No, I didn't. Did he/she enjoy/go surfing? Yes, he/she did. / No, he/she didn't.</p>	<p><b>V3: Emotions:</b> fond of, crazy about, not keen on, scared of, terrified of</p> <p><b>V4: CLIL:</b> coral reef, dead, global warming, rainforest, save, seahorse, skeleton, starfish</p>		

## 4 Friends

<p><b>G1: Comparative adjectives</b> I've got dark hair. I've got darker hair than my friend. Your glasses are modern. Your glasses are more modern than my glasses.</p>	<p><b>V1: Physical descriptions:</b> curly hair, dark brown hair, fringe, light brown hair, long fair hair, short black hair, straight hair, wavy hair</p>	<p><b>CLIL:</b> Social Studies (Describing people in paintings and pictures)</p> <p><b>Culture:</b> Families of the world</p> <p><b>Values:</b> Help your friends in class.</p> <p><b>Home-School Link:</b> Describe your classmate to your family. What does he/she look like? What do you like about him/her?</p>	ie, ue
<p><b>G2: Superlative adjectives</b> Lucy is the quietest person that I know. Mark is the friendliest boy in the class. Kate is the most talkative girl in the room.</p>	<p><b>V2: Personal descriptions:</b> friendly, helpful, intelligent, kind, messy, neat, popular, quiet, sporty, talkative</p> <p><b>V3: CLIL:</b> important, lovely, painting, royal family; at the back, on the right</p>		

## 5 Daily life

<p><b>G1: Must and should</b> You must be on time for school. You mustn't go to bed late. You should go to bed early. You shouldn't watch too much TV.</p>	<p><b>V1: Daily activities:</b> arrive on time, brush your teeth, do your homework, make your bed, meet your friends, revise for a test, take notes in class, take out the rubbish, tidy your bedroom, wash your face</p>	<p><b>CLIL:</b> Science (Food and digestion)</p> <p><b>Culture:</b> Shopping for food</p> <p><b>Values:</b> Helping is great!</p> <p><b>Home-School Link:</b> Tell your family what you usually do at school.</p>	le, y
<p><b>G2: Present simple questions with adverbs of frequency</b> Do you usually tidy your bedroom? Does he always tidy his bedroom? How often do you tidy your bedroom? How often does she tidy her bedroom? every day, once / twice / three times a week</p>	<p><b>V2: Adverbs of frequency:</b> always listen, never watch, often meet, sometimes help, usually make</p> <p><b>V3: CLIL:</b> digestion, intestine, juices, muscle, nutrients, oesophagus, saliva, stomach, taste, tongue</p>		

# Our Discovery Island 4

## 6 Leisure activities

Grammar structures	New vocabulary	Additional language	Phonics
<p><b>G1: Good at ...</b> I'm good / not very good at playing volleyball. He/She's good at playing volleyball. He/She isn't very good at playing volleyball. Are you good at football? Is he/she good at playing football? What are you good at? / What is he/she good at?</p>	<p><b>V1: Leisure activities:</b> doing athletics, doing crafts, doing martial arts, doing puzzles, playing board games, playing mini-golf, playing table tennis, playing volleyball</p> <p><b>V2: Leisure activities:</b> acting, baking cakes, bowling, cycling, making models, playing chess, playing the drums, rollerblading, running races, singing karaoke</p>	<p><b>CLIL:</b> Maths (Making a graph of our favourite activities) <b>Culture:</b> Funny sports <b>Values:</b> It's good to try new activities. <b>Home-School Link:</b> Tell your family what you were doing after school yesterday.</p>	ce, ci, cir
<p><b>G2: Past continuous</b> (all forms) I/He/She was/wasn't studying Maths. Was I/he/she playing chess? Were we/you/they playing chess? What was I/he/she doing? What were we/you/they doing?</p>	<p><b>V3: CLIL:</b> calculate, graph, prefer, range, rather, score, vote</p>		

## 7 Shopping

<p><b>G1: How much is ...?</b> How much is this belt? It's/It isn't £6.00. It's / It isn't too expensive. How much are these gloves? They're/They aren't £6.00. They're/They aren't too much. How much does this belt cost? It costs/ doesn't cost £6.00. How much do these gloves cost? They cost/ don't cost £6.00.</p>	<p><b>V1: Clothing items and accessories:</b> belt, bracelet, cardigan, gloves, jeans, sandals, scarf, sunglasses, tracksuit, watch</p> <p><b>V2: Adjectives for clothes:</b> baggy, checked, modern, old-fashioned, patterned, plain, striped, tight</p>	<p><b>CLIL:</b> Social Studies (Advice for shoppers) <b>Culture:</b> Charity shops <b>Values:</b> Don't spend too much money. It's important to save money, too. <b>Home-School Link:</b> Make a list of the things that are more important and the things that are less important to spend your money on.</p>	ge, dge
<p><b>G2: Whose ... is it?</b> Whose watch is it? It's mine/yours/his/hers/ours/theirs. Whose clothes are they? They're mine/yours/his/hers/ours/theirs.</p>	<p><b>V3: CLIL:</b> advertisement, change, coupon, discount, money, receipt</p>		

## 8 The natural world

<p><b>G1: Present perfect</b> I/You have/haven't visited a marsh. He/She has/hasn't hiked in the forest. We/They have/haven't tried bungee jumping.</p>	<p><b>V1: Geographical features:</b> canyon, cave, cliff, forest, island, marsh, plain, river, sand dune, volcano</p>	<p><b>CLIL:</b> Science (Solar System) <b>Culture:</b> The weather <b>Values:</b> It's good to explore new places and try new things. <b>Home-School Link:</b> Make a poster showing an adventure tour that you would like to do. Show your family.</p>	ph, wh
<p><b>G2: Present perfect questions; ever/never</b> Have you ever tried rafting? Yes, I have. / No, I haven't. Has he/she ever been to a forest? Yes, he/she has. / No, he/she hasn't. I've tried rafting. You've never seen an eagle. / He/she has never seen an eagle.</p>	<p><b>V2: Irregular past participles:</b> caught, fallen, found, had, made, ridden, seen, slept</p> <p><b>V3: CLIL:</b> air, environment, gas, gravity, land, moon, planet, space</p>		

## Goodbye

### Grammar structures

He's laughing because the film is funny.  
Jimmy has blue eyes and curly hair.  
Jimmy's hair is curlier than Billy's.

Is Carl good at doing athletics?  
Have you ever been to Ireland?  
How much do/does this belt cost?

# Our Discovery Island 5

## Welcome

Grammar structures	New vocabulary	Additional language	Phonics and spelling
<p>I'm crazy about the stars and the planets. He's good at skiing. What are you fond of? Have you ever visited London? Yes, I have. / No, I haven't. What does he look like? He's got brown hair and blue eyes. How often do you tidy your bedroom? Twice a week.</p>	<p>Sports and outdoor activities; physical descriptions and personality; adverbs of frequency; daily routines</p>		

## 1

## Celebrations

<p><b>G1: Past simple and past continuous</b> I took a photo. You didn't take a photo He was throwing confetti. She wasn't throwing confetti. They were throwing confetti. We weren't throwing confetti. When I took a photo, the boys were throwing confetti. While the boys were throwing confetti, I took a photo.</p>	<p><b>V1: Celebrating:</b> blowing up balloons, eating sweets, greeting guests, lighting candles, making a video, opening presents, putting up decorations, taking photos, throwing confetti, watching fireworks</p> <p><b>V2: Food and drink for celebrations:</b> apple pie, crisps, fizzy drink, frozen yoghurt, fruit salad, pasta, pastries, peanuts, popcorn, rice</p>	<p><b>CLIL:</b> Social Studies (The First Thanksgiving) <b>Culture:</b> Weddings <b>Values:</b> Celebrate important events. <b>Home-School Link:</b> Tell your family about a celebration that you had at school.</p>	<p>Past simple of regular verbs -ed /t/, /id/</p>
<p><b>G2: Past simple and past continuous questions</b> Where did you go? I went to France. When did you go? I went on 1st August. What did you see? I saw the Eiffel Tower. Who did you meet? I met my sister. What was he/she doing? Where were they going?</p>	<p><b>V3: CLIL:</b> dangerous, diary, foggy, Native American, ocean, settler, turkey, voyage</p>		

## 2

## Around the world

<p><b>G1: First conditional</b> If I win a free trip, I will go to France. <b>Questions and short answers</b> Will he go to Turkey? Yes, he will. / No, he won't.</p>	<p><b>V1: Countries:</b> Argentina, Australia, Brazil, Canada, China, Egypt, France, Spain, South Africa, the United Kingdom, the United States, Turkey</p> <p><b>V2: Tourist attractions:</b> the Alhambra Palace, the Blue Mosque, the Eiffel Tower, the Great Wall, the Great Pyramid, the Sydney Opera House, the Temple of Karnak, the Washington Memorial</p> <p><b>V3: CLIL:</b> Africa, Asia, Antarctica, Australasia, Europe, North America, South America</p>	<p><b>CLIL:</b> Social Studies (Continents and oceans) <b>Culture:</b> Holidays <b>Values:</b> Learn as much as you can about other countries and other cultures. <b>Home-School Link:</b> Tell your family about a city or country that you have learnt about in this unit.</p>	<p>Present simple third person singular endings, /s/, /z/, /iz/</p>
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# Our Discovery Island 5

## 3 School days

Grammar structures	New vocabulary	Additional language	Phonics and spelling
<p><b>G1: Present perfect affirmative and negative</b> I've had Maths class today. I haven't had English class this morning.</p>	<p><b>V1: School subjects:</b> Art, Arabic, Computer Studies, English, French, Maths, Music, Physical Education (PE), Science, Social Studies</p>	<p><b>CLIL:</b> Art (Creating a storyboard) <b>Culture:</b> Unusual schools <b>Values:</b> Take part in as many school events as you can. It's good to feel a part of your school! <b>Home-School Link:</b> Tell your family about the extra activities that you have done at school this week.</p>	<p>Negative contractions</p>
<p><b>G2: Present perfect questions and answers</b> Have you finished your homework? Yes, I have. / No, I haven't. Has he been to a concert? Yes, he has. / No, he hasn't.</p>	<p><b>V2: School events:</b> Art Show, Book Day, class trip, school assembly, school concert, school play, Science Day, Sports Day</p> <p><b>V3: CLIL:</b> character, happy ending, problem, proof read, scene, share, solution, storyboard</p>		

## 4 Computers

<p><b>G1: Can / Can't</b> You can play music. It can't play video games. Can it play music? Yes, it can./No, it can't.</p>	<p><b>V1: Computers:</b> cursor, desktop computer, headphones, laptop computer, keyboard, key, microphone, mouse, printer, screen, speakers, Wi-Fi router</p>	<p><b>CLIL:</b> Computer Studies: (Computers and the environment) <b>Culture:</b> Computer games <b>Values:</b> Don't use computers too often. It's always good to play outside! <b>Home-School Link:</b> Tell your family what you use computers for at school. How is it different from how you use computers at home?</p>	<p>Rising and falling intonation (questions and answers)</p>
<p><b>G2: Have to / Need to</b> I need to have lunch. You don't need to eat now. He has to study Maths. We don't have to study Italian. Does Robbie have to do a Science project? Yes, he does. / No, he doesn't. Do you need to go now? Yes, I do. / No, I don't.</p>	<p><b>V2: Computer actions:</b> click on, move, plug in, press, put on, touch, turn off, turn on, type, unplug</p> <p><b>V3: CLIL:</b> batteries, electricity, planet, pollute, protect the environment, recycle</p>		

## 5 Famous people

<p><b>G1: Defining relative clauses</b> A surgeon is a doctor who does operations. A spacesuit is a special suit that an astronaut wears.</p>	<p><b>V1: Famous professions:</b> archaeologist, astronaut, author, composer, entrepreneur, naturalist, physicist, politician, sculptor, surgeon</p>	<p><b>CLIL:</b> Social Studies (Inventions and inventors) <b>Culture:</b> Kings and queens <b>Values:</b> Work hard to reach your dream. <b>Home-School Link:</b> Tell your family what job you would like to do</p>	<p>-er / -or endings</p>
<p><b>G2: Non-defining relative clauses</b> Jane Austen, who was a British author, wrote many novels. The Canadian flag, which is red and white, has got a leaf on it.</p>	<p><b>V2: Nationalities:</b> American, Canadian, Chinese, Egyptian, French, South African, Spanish, Turkish</p> <p><b>V3: CLIL:</b> a.m., date, hour, midday, midnight, minute, p.m., time, year</p>		

# Our Discovery Island 5

## 6 Having fun

Grammar structures	New vocabulary	Additional language	Phonics and spelling
<p><b>G1: Present perfect and past simple with time expressions</b> I/You/We/They have/haven't been to the circus before. He/She has/hasn't been to the circus before. I/You/We/They/He/She went / didn't go to the circus yesterday.</p>	<p><b>V1: Tourist attractions in a town:</b> amusement park, cinema, circus, climbing centre, mini-golf course, restaurant, skate park, sports field, theatre, water park <i>Finished times:</i> last Friday, last month, last night, last week, last year, yesterday <i>Unfinished times:</i> this month, this week, this year, today</p>	<p><b>CLIL:</b> Maths (Tourism statistics) <b>Culture:</b> Famous tourist attractions <b>Values:</b> Doing fun things helps you learn. <b>Home-School Link:</b> Think of a fun place you can visit with a family member.</p>	<p><b>Intonation:</b> yes/no questions and Wh- questions</p>
<p><b>G2: Present perfect and past simple questions</b> Have you ever been on the big wheel? Yes, I have. / No, I haven't. Has he been on the pirate ship today? Yes, he has. / No, he hasn't. Did you go on the dodgems yesterday? Yes, I did. / No, I didn't. Did she go on the carousel last weekend? Yes, she did. / No, she didn't.</p>	<p><b>V2: Fun rides:</b> big wheel, carousel, dodgems, log flume, paddle boats, pirate ship, rollercoaster, swing ride</p> <p><b>V3: CLIL:</b> average, diagram, key facts, percentage, table</p>		

## 7 Nature parks

<p><b>G1: Question tags</b> It's a fish, isn't it? He doesn't like lizards, does he? You played basketball this afternoon, didn't you? They weren't doing sports, were they?</p>	<p><b>V1: Wild animals:</b> (reptiles) lizard, snake; (birds) flamingo, penguin; (fish) clownfish, shark; (mammals) cheetah, rhino, seal, tiger</p>	<p><b>CLIL:</b> Science (Fossils) <b>Culture:</b> City animals <b>Values:</b> Help protect animals in the wild. <b>Home-School Link:</b> Tell your family about an endangered animal.</p>	<p>Long and short vowels</p>
<p><b>G2: Comparative and superlative adjectives and How + adjective</b> How tall is it? It's smaller than a lion. Which is the fastest mammal?</p>	<p><b>V2: Animal body parts:</b> beak, claws, feathers, fin, fur, paws, scales, tail, whiskers, wing</p> <p><b>V3: CLIL:</b> analyse, dinosaur, fossil, marine, octopus, palaeontologist, shape, structure, swan</p>		

## 8 When I was younger

<p><b>G1: Used to</b> When I was one, I used to have a dummy. I didn't use to have glasses. We didn't use to play with marbles when we were younger.</p>	<p><b>V1: Childhood objects:</b> cot, doll's house, dummy, highchair, marbles, pram, rattle, skipping rope, swings, toy cars</p>	<p><b>CLIL:</b> Social Studies (Toys through the ages) <b>Culture:</b> Traditional games <b>Values:</b> Reading important books helps you learn about being a good person. <b>Home-School Link:</b> Tell your family about your favourite book.</p>	<p>Intonation (Exclamations)</p>
<p><b>G2: Questions with use to</b> Did you use to have a dummy? Yes, I did. / No, I didn't. Where did you use to have playdates? What did she use to do at kindergarten?</p>	<p><b>V2: Childhood milestones:</b> have playdates, learn to crawl, learn to talk, learn to tie my shoelaces, learn to walk, learn to write, lose my first tooth, share a bedroom, start kindergarten, wear a school uniform</p> <p><b>V3: CLIL:</b> battery-operated, hi-tech, jigsaw puzzle, robot, stuffed toys, timeline, yo-yo</p>		

## Goodbye

### Grammar structures

That was scary, wasn't it!  
When I took a photo, they were blowing up balloons!  
If Jane goes to the UK on holiday, she'll visit London.

Clare has finished her homework.  
Do you have to press the green button to turn in on?  
She didn't use to play with her doll's house.



# Our Discovery Island 6

## Welcome

Grammar structures	New vocabulary	Additional language	Phonics and spelling
<p><b>G1: Past simple and past continuous with <i>when</i> and <i>while</i></b> While I was turning on the computer, my mother called me.</p> <p><b>G2: Present perfect and past simple</b> I've visited the Eiffel Tower. I haven't visited the Great Pyramid. I went to the circus yesterday.</p>	Attractions and countries; computers and computer actions; places in a town to visit		

## 1 Outdoors

<p><b>G1: Modal verbs for rules and advice</b> You must be careful with matches. You should pack some sun cream. You had better take a compass. You ought to take some matches.</p>	<p><b>V1: Camping equipment:</b> campsite, compass, fire, matches, raincoat, rucksack, sleeping bag, sun cream, tent, torch</p>	<p><b>CLIL: Science</b> (Deforestation) <b>Culture:</b> Camping around the world <b>Values:</b> Safety first! Think about safety when you go camping.</p>	Inflectional endings ( <i>ed/ing</i> )
<p><b>G2: Past simple regular and irregular forms</b> I picked up the rucksack. He didn't take off his raincoat. Did they put up the tent? Yes, they did. / No, they didn't.</p>	<p><b>V2: Camping verbs:</b> light, pick up, put down, put on, put out, put up, roll out, roll up, take down, take off</p> <p><b>V3: CLIL:</b> deforestation</p>	<p><b>Home-School Link:</b> Tell your family why camping safety is important.</p>	

## 2 Entertainment

<p><b>G1: Present perfect with <i>ever</i>, <i>just</i>, <i>never</i>, <i>already</i>, <i>yet</i></b> I have seen that cartoon. He hasn't seen that cartoon. Have you ever seen that talent show? I've just seen it. I've never seen it. I've already seen it. I haven't seen it yet.</p>	<p><b>V1: Television programmes:</b> cartoon, comedy programme, cooking show, documentary, game show, police drama, talent show, the news</p>	<p><b>CLIL: Music</b> (Types of music) <b>Culture:</b> World instruments <b>Values:</b> Remember to always tidy up after you do art tasks at home.</p>	Question tags and intonation
<p><b>G2: Present perfect continuous with <i>for</i> and <i>since</i></b> How long have you been studying the guitar? I've been studying the guitar for three years / since I was nine.</p>	<p><b>V2: Musical instruments:</b> cello, clarinet, drums, harmonica, harp, saxophone, tambourine, triangle</p> <p><b>V3: CLIL:</b> blues, country, jazz, pop, rock</p>	<p><b>Home-School Link:</b> Tell your family about the musical instruments that you have learned about.</p>	

# Our Discovery Island 6

## 3 Science

Grammar structures	New vocabulary	Additional language	Phonics and spelling
<p><b>G1: Present simple passive</b> Geology is studied by geologists.</p>	<p><b>V1: Types of science:</b> Astronomy, Biology, Botany, Chemistry, Geology, Oceanography, Physics, Zoology</p>	<p><b>CLIL:</b> Science (Types of plants) <b>Culture:</b> Famous scientists <b>Values:</b> Safety first in the laboratory! Always listen to your teacher.</p>	<p>Suffixes -ful and -less</p>
<p><b>G2: Past simple passive</b> The water was poured into a beaker. It was poured by Lucy.</p>	<p><b>V2: Laboratory equipment:</b> beakers, burner, calculator, gloves, goggles, magnifying glass, microscope, scales, test tubes, thermometer <b>V3: CLIL:</b> conifers, ferns, flowering plants, mosses</p>	<p><b>Home-School Link:</b> Tell your family about a science experiment that you have recently done in a Science lesson.</p>	

## 4 Where we live

<p><b>G1: Present continuous for future plans and appointments</b> I'm going to the library this afternoon. Tom is arriving by train tomorrow.</p>	<p><b>V1: Public places:</b> airport, bus station, café, fire station, hospital, library, police station, shopping centre, train station, underground station</p>	<p><b>CLIL:</b> Social Studies (Population graphs) <b>Culture:</b> Our homes <b>Values:</b> Remember that it's important to spend time with both your family and your friends.</p>	<p>Compound nouns</p>
<p><b>G2: going to and will for the future</b> I'm going to look for a new jacket today. I'm not going to spend a lot of money. I'll buy that blue jacket. It's nice. I won't buy that red jacket. It's too big.</p>	<p><b>V2: Neighbourhood shops:</b> baker's, bookshop, butcher's, chemist's, clothes shop, electronics shop, fishmonger's, greengrocer's, newsagent, supermarket <b>V3: CLIL:</b> population, rural, urban</p>	<p><b>Home-School Link:</b> Talk to your family about the differences between living in a village and living in a city.</p>	

## 5 Space

<p><b>G1: Reported speech statements</b> Lucy said that there was a telescope in the cupboard. The astronomer said that a comet was coming. He said that the comet had a tail.</p>	<p><b>V1: Space:</b> astronaut, astronomer, comet, rocket, satellite, shooting star, space station, spacesuit, telescope</p>	<p><b>CLIL:</b> Science (Distorting mirrors) <b>Culture:</b> Five space facts <b>Values:</b> When you want to find out some information, ask questions.</p>	<p>Prefixes un-, im-, dis-</p>
<p><b>G2: Reported speech questions</b> I asked him why it was such an amazing place. I asked him why it was frightening. He asked me what I wanted to be one day.</p>	<p><b>V2: Adjectives:</b> amazing, brilliant, complicated, expensive, frightening, horrible, important, intelligent, interesting <b>V3: CLIL:</b> concave, convex, curved mirror, distorted image, reflect</p>	<p><b>Home-School Link:</b> Tell your family about the questions your partner asked you, and what you said.</p>	

# Our Discovery Island 6

## 6 The environment

Grammar structures	New vocabulary	Additional language	Phonics and spelling
<b>G1: Present perfect passive</b> The lights have been turned off. The rubbish has been recycled.	<b>V1: Ways to help the environment:</b> collect rubbish, recycle bottles, recycle paper, reuse plastic bags, turn off the lights, use public transport	<b>CLIL:</b> Science (Allergies) <b>Culture:</b> Protecting our environment <b>Values:</b> Save our planet. Learn to save energy and keep the planet clean.	Suffixes <i>-tion, -sion</i>
<b>G2: The gerund as subject</b> Using public transport saves resources. Collecting rubbish keeps the planet clean.	<b>V2: Environmental issues:</b> burn wood/coal, conserve energy, cut down trees, keep the planet clean, reduce pollution, reduce waste, save resources, save trees, waste water <b>V3: CLIL:</b> allergies, ambulance, pollution, sneezing	<b>Home-School Link:</b> Tell your family about ways to save water at home.	

## 7 Food around the world

<b>G1: The second conditional</b> If I went to India, I would eat curry.	<b>V1: International food:</b> chicken kebab, curry, dumplings, fish and chips, omelette, paella, rice and beans, spaghetti, stew, sushi	<b>CLIL:</b> Science (A healthy diet) <b>Culture:</b> Food traditions <b>Values:</b> Eat healthy food whenever you can. Include lots of fruit and vegetables.	Sentence stress
<b>G2: Reported speech commands</b> He told us to slice the carrots.	<b>V2: Cooking verbs and implements:</b> bake, boil, chop, cut, fry, frying pan, oven, peel, pour, saucepan, slice	<b>Home-school Link:</b> Show good manners at the table.	

## 8 Families

<b>G1: Past perfect</b> By 8.45 p.m., he hadn't finished his homework.	<b>V1: Families:</b> brother/sister-in-law, daughter, grandson/granddaughter, husband, nephew, niece, relative, sibling, son, wife	<b>CLIL:</b> Social Studies (Immigrants into the United States) <b>Culture:</b> Our families <b>Values:</b> Be polite! When you ask a question, listen politely to the answer.	Past simple / participles endings
<b>G2: Past perfect and past simple</b> I'd planned to travel the world since I was seven or eight.	<b>V2: Phrasal verbs connected with family:</b> be named after someone, bring someone up, fall out with someone, get on with someone, grow up, look after someone, look back on something, look up to someone, take after someone, tell someone off <b>V3: CLIL:</b> ancestors, emigrate, immigration, immigrants, foreign, famine, paperwork, records	<b>Home-School Link:</b> Find out more about your family history by asking members of the family about their relatives.	

## Goodbye

### Reported speech

Dad said that there was an underground river.

### The second conditional

If I had a boat, I'd be much happier.

### The gerund as subject

Recycling paper and glass conserves resources.