

# Amazing JOURNEY

Destination B1



Richmond



# Amazing JOURNEY

**Amazing Journey** is a primary language series that takes children on an **English language learning adventure!** Through a careful selection of **narratives** and **learning situations** relevant to the age group, emphasis is on both the children's **English language acquisition** and their **integral skills development**.

The level and progression of the **content** presented in the course not only **engages the children** and **makes learning fun** but also **evolves with them** throughout their primary education years.

The children's **all-round personal growth** is at the forefront of the methodology behind **Amazing Journey**. Each unit is an exciting trip that brings into focus the importance of:

- Social and emotional skills
- Thinking skills
- 21<sup>st</sup> Century skills
- Learning to learn strategies
- Intercultural awareness
- Mediation
- Collaborative learning
- Project-based learning
- Peer and self-assessment

A huge **selection of videos** and **interactive resources** ensure the children develop their **viewing skills** and **digital literacy** while they learn about **English-speaking countries** and **their cultures**.



# Contents

Vocabulary

Grammar

Functions

<b>Starter</b> page 4 <b>Here we go!</b>	<i>Hello! Hi!</i> <i>Listen! Open your book! Sit down! Stand up!</i> <i>Be quiet! Raise your hand!</i>	<i>What's your name?</i> <i>My name's Tim.</i>	Greetings and introductions Following instructions
<b>1</b> page 6 <b>One, two, red, blue!</b>	Numbers 1-10 <i>blue, green, red, yellow</i> <i>circle, square, triangle</i> <b>Art</b> Colours	<i>How old are you? I'm five.</i> <i>It's blue. They're green.</i>	Counting to 10 Asking and answering about age Talking about colours and shapes
<b>2</b> page 16 <b>This is my family</b>	<i>baby, boy, brother, children, dad, family, friends, girl, grandad, grandma, man, mum, sister, woman</i> <b>Social Studies</b> Families	<i>Who's this?</i> <i>This is my mum. These are my brothers.</i> <i>Her name is Anna.</i> <i>Their dog is black.</i>	Introducing family members and friends Talking about family members
<b>3</b> page 26 <b>At school</b>	<i>bin, book, chair, crayon, floor, glue, pen, pencil, pencil case, rubber, ruler, school bag, sharpener, table</i> <b>Maths</b> Counting to 20	<i>What's this? It's a pen.</i> <i>What are these? They're crayons.</i> <i>Where's the ruler? The ruler is on the floor.</i>	Identifying and describing classroom objects Talking about the location of classroom objects
<b>Term 1 Review Game</b> page 36			
<b>4</b> page 38 <b>Everybody is different</b>	<i>arm, ears, eyes, finger, foot, hair, hand, head, leg, mouth, nose, toe</i> <i>black/brown/blonde hair, blue/brown/green eyes</i> <b>Science</b> The five senses	<i>Point to your arm. Don't move your leg.</i> <i>I've got green eyes. She's got brown eyes.</i>	Identifying parts of the body Describing people
<b>5</b> page 48 <b>Today is a great day!</b>	<i>chess, dance, football, judo, music, skating, swimming</i> Days of the week <b>Music</b> Feelings	<i>I do skating. They play music. She does dance.</i> <i>What day is it today? It's Monday today.</i> <i>I do judo on Monday.</i>	Talking about after-school activities Talking about the days of the week
<b>6</b> page 58 <b>I like food!</b>	<i>apples, bananas, burger, carrots, chicken, fish, grapes, juice, oranges, pasta, pears, potatoes, tomatoes, water</i> <b>Science</b> The life cycle of a tree	<i>I like grapes. I don't like tomatoes.</i> <i>Do you like chicken? Yes, I do. / No, I don't.</i>	Talking about fruit and vegetables Expressing likes and dislikes
<b>Term 2 Review Game</b> page 68			
<b>7</b> page 70 <b>Animals all around</b>	<i>bird, cat, caterpillar, dog, fish, frog, mouse, rabbit, spider</i> <i>fly, jump, run, swim, walk</i> <b>Art</b> Origami	<i>There is a frog. There are two birds.</i> <i>It can fly. / It can't run.</i> <i>Can it jump? Yes, it can. / No, it can't.</i>	Identifying animals Saying what animals can and can't do
<b>8</b> page 80 <b>It's sunny today!</b>	<i>dress, jacket, jumper, sandals, shoes, shorts, skirt, T-shirt, trousers</i> <i>cold, hot, raining, snowing, sunny, windy</i> <b>Science</b> The four seasons	<i>What are you wearing? I'm wearing brown sandals.</i> <i>What's the weather like today? It's raining.</i>	Describing clothes Asking questions about the weather
<b>Term 3 Review Game</b> page 90			

My Picture Dictionary

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My Passport PAGE 95



Fast finisher activities available in the Teacher's Book



**Language in context**



**Project**



**Cultural window**



**Unit review**

**The birthday party**

- ♥ Happy
- ✈ Initial sound t

**Make a pizza**  
Collaboration

**The UK**  
The Union Jack

**Pre-A1 Starters**  
Listening part 3  
Speaking part 4

**Goldilocks and the three bears**

- ♥ Sad
- ✈ Initial sound b

**Make a family tree**  
Diversity

**The USA**  
My family

**Pre-A1 Starters**  
Listening parts 3 and 4

**It's my ruler!**

- ♥ Angry
- ✈ Initial sound r

**Design a robot**  
Creativity

**New Zealand**  
My school

**Pre-A1 Starters**  
Listening part 4  
Speaking part 3

**Don't move!**

- ♥ Listening to others
- ✈ Initial sound h

**Make a monster**  
Classifying

**Wales**  
That smells lovely!

**Pre-A1 Starters**  
Listening part 4  
Reading and writing part 1

**The wrong bag**

- ♥ Helping others
- ✈ Initial sound s

**Make a weekly calendar**  
Autonomy

**Scotland**  
Beaver Scouts

**Pre-A1 Starters**  
Listening part 2  
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**Lily's lunch**

- ♥ Sharing
- ✈ Initial sound p

**Make a lunch box**  
Critical thinking

**Ireland**  
Grow your own!

**Pre-A1 Starters**  
Listening part 1  
Speaking part 3

**Rabbits can't fly!**

- ♥ Surprised
- ✈ Initial sound c

**Make an animal mask**  
Respect for nature

**Australia**  
Interesting birds

**Pre-A1 Starters**  
Reading and writing part 3  
Speaking part 2

**It's cold**

- ♥ Self-care
- ✈ Initial sound j

**Make a weather report**  
Communication

**Canada**  
Lots of snow!

**Pre-A1 Starters**  
Listening part 3  
Speaking part 3



**Video**



**Listening**



**Interaction**



**Speaking**



**Chant**



**Song**



**Stickers**



**Social and emotional skills**



# Contents

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Grammar

Functions

<b>Starter</b> page 4 <b>Here we go!</b>	Classroom objects, facial features, parts of the body	<i>What's your name? My name's Lisa. This is my nose. / These are my eyes.</i>	Greetings and introductions Describing yourself
<b>1</b> page 6 <b>Going places</b>	<i>bike, boat, bus, car, helicopter, metro, motorbike, plane, scooter, train</i> <i>airport, bus stop, port, railway station</i> <b>Social Studies</b> Transport	<i>How do you go to school? I go to school by bus. I walk to school. Where is the bus? At the bus stop. Where do you catch a boat? At the port.</i>	Talking about how I go to school Talking about transport and places
<b>2</b> page 16 <b>I love my toys</b>	<i>action figure, board game, building bricks, doll, lorry, puzzle, robot, teddy bear, video game</i> <i>ball, kite, skateboard, skates, skipping rope</i> <b>Maths</b> Shapes	<i>I've got a doll. He hasn't got a lorry. Have you got a kite? Yes, I have. Has Lily got a ball? No, she hasn't.</i>	Talking about toys Asking questions about toys
<b>3</b> page 26 <b>This is my day!</b>	<i>brush my teeth, do homework, get dressed, go to bed, go to school, have a shower, wake up, watch TV</i> Times of the day and meals <b>Science</b> Healthy habits	<i>She brushes her teeth. I do homework, then I go to bed. I have a shower in the morning. My dad has a shower at night.</i>	Talking about daily routines Comparing daily routines
<b>Term 1 Review Game</b> page 36			
<b>4</b> page 38 <b>Party time!</b>	<i>big, clean, dirty, fat, old, short, small, tall, thin, young</i> Months of the year <b>Maths</b> Symmetry	<i>He is tall. She isn't small. It is big. When is your birthday? It's in July. When is his/her birthday? It's in May.</i>	Describing people and things Talking about birthdays
<b>5</b> page 48 <b>Wild animals</b>	<i>crocodile, elephant, giraffe, hippo, lion, monkey, parrot, snake, zebra</i> <i>beak, tail, teeth, trunk, wing</i> <b>Science</b> Animal skin	<i>This/That is a snake. These/Those are monkeys. It's got a tail. It hasn't got legs. Has it got teeth? Yes, it has. / No, it hasn't.</i>	Identifying wild animals Describing animals
<b>6</b> page 58 <b>My town</b>	<i>bakery, bookshop, house, park, playground, restaurant, school, supermarket</i> <i>eat a sandwich, fly a kite, play football, ride a bike, run, skip</i> <b>Social Studies</b> Community	<i>Where is the supermarket? It's next to the bakery. I'm running. We are skipping. What is she doing? She's eating a sandwich.</i>	Talking about where places are Saying what people are doing
<b>Term 2 Review Game</b> page 68			
<b>7</b> page 70 <b>My house</b>	<i>bathroom, bedroom, garden, kitchen, living room</i> <i>bed, cupboard, sofa, swing, toilet</i> <i>door, flower, tree, window</i> <b>Social Studies</b> Homes	<i>Is the sofa in the kitchen? Yes, it is. / No, it isn't. How many windows are there? There are two windows. Are the flowers blue? Yes, they are.</i>	Talking about the rooms in a house Asking questions about objects
<b>8</b> page 80 <b>On the farm</b>	<i>chicken, cow, donkey, duck, goat, horse, pig, sheep</i> <i>butter, cheese, eggs, milk, sausages, wool</i> <b>Science</b> Farm produce	<i>There is a cow. There aren't any horses. Is there any milk? Yes, there is. Are there any eggs? No, there aren't.</i>	Identifying farm animals Talking about farm foods

**Term 3 Review Game** page 90



**Fast finisher** activities available in the Teacher's Book



**Language in context**



**Project**



**Cultural window**



**Unit review**

<p><b>Let's go to school</b></p> <p>♥ Keep trying</p> <p>✈ Initial sound m</p>	<p><b>Make a vehicle</b></p> <p>Problem solving</p>	<p><b>The USA</b></p> <p>Balloon festival</p>	<p><b>Pre-A1 Starters</b></p> <p>Listening part 4</p> <p>Reading and writing part 3</p>
<p><b>Lily's doll</b></p> <p>♥ Paying attention</p> <p>✈ Initial sound d</p>	<p><b>Draw your favourite toy</b></p> <p>Diversity</p>	<p><b>Australia</b></p> <p>Natural shapes</p>	<p><b>Pre-A1 Starters</b></p> <p>Reading and writing part 3</p> <p>Speaking part 3</p>
<p><b>No school today!</b></p> <p>♥ Confused</p> <p>✈ Initial sound w</p>	<p><b>Make a clock</b></p> <p>Communication</p>	<p><b>England</b></p> <p>Greenwich</p>	<p><b>Pre-A1 Starters</b></p> <p>Listening part 3</p> <p>Reading and writing part 2</p>
<p><b>The birthday present</b></p> <p>♥ Teamwork</p> <p>✈ Initial sound f</p>	<p><b>Make a birthday spinner</b></p> <p>Learner autonomy</p>	<p><b>Northern Ireland</b></p> <p>The Giant's Causeway</p>	<p><b>Pre-A1 Starters</b></p> <p>Listening part 2</p> <p>Reading and writing part 1</p>
<p><b>The safari</b></p> <p>♥ Scared</p> <p>✈ Initial sound l</p>	<p><b>Invent an animal</b></p> <p>Classifying</p>	<p><b>Scotland</b></p> <p>Scottish animals</p>	<p><b>Pre-A1 Starters</b></p> <p>Listening part 3</p> <p>Reading and writing part 2</p>
<p><b>Where's Pat?</b></p> <p>♥ Worried</p> <p>✈ Initial sound sh</p>	<p><b>Make a neighbourhood map</b></p> <p>Citizenship</p>	<p><b>Canada</b></p> <p>Mounties</p>	<p><b>Pre-A1 Starters</b></p> <p>Listening part 1</p> <p>Reading and writing part 5</p>
<p><b>A new game</b></p> <p>♥ Bored</p> <p>✈ Initial sound th</p>	<p><b>Make a house dice</b></p> <p>Cultural awareness</p>	<p><b>New Zealand</b></p> <p>Special homes</p>	<p><b>Pre-A1 Starters</b></p> <p>Reading and writing part 4</p> <p>Speaking part 2</p>
<p><b>Chickens everywhere</b></p> <p>♥ Being responsible</p> <p>✈ Initial sound ch</p>	<p><b>Make a farm</b></p> <p>Respect for nature</p>	<p><b>Wales</b></p> <p>Sheep wool</p>	<p><b>Pre-A1 Starters</b></p> <p>Reading and writing part 1</p> <p>Speaking part 2</p>



**Video**



**Listening**



**Interaction**



**Speaking**



**Chant**



**Song**



**Stickers**



**Social and emotional skills**

# Contents

## Vocabulary

## Grammar

## Functions

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<b>1</b> page 6 <b>Musical tastes</b>	<i>drums, flute, guitar, keyboard, saxophone, tambourine, trumpet, violin</i> <i>classical, jazz, pop, rock</i> <i>curly, long, straight</i> <i>drummer, guitarist, singer</i> <b>Music</b> Instrument families	Present Simple: questions <i>Have got</i> : affirmative, negative and questions <i>Look like</i> : questions	Talking about music Describing people
<b>2</b> page 16 <b>My free time</b>	<i>dancing, drawing, listening to music, painting, playing the piano, reading, singing, taking photos, watching TV, writing</i> <i>always, every day, never, sometimes; once, twice, three times</i> <b>Art</b> Understanding colours	<i>Like / love / don't like / hate + ing</i> Frequency questions	Expressing likes and dislikes Talking about how often we do things
<b>3</b> page 26 <b>Bug world</b>	<i>ant, bee, beetle, butterfly, dragonfly, firefly, fly, grasshopper, ladybird, praying mantis</i> <i>first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, last</i> <b>Science</b> Insect life cycles	<i>Can</i> : affirmative, negative and questions <i>Why / because</i>	Talking about animals and their abilities Asking for reasons

### Our trip to the UK: Books page 36

<b>4</b> page 38 <b>Let's eat!</b>	<i>biscuits, bread, ham, jam, lemonade, lemons, onions, pineapple, rice, strawberries, sugar</i> <i>bag, bottle, bowl, can, carton, cup, glass, jar, plate</i> <b>Maths</b> Measurement	Countable and uncountable nouns <i>Some / any</i> Polite requests and prices	Asking and answering about quantities Asking polite questions
<b>5</b> page 48 <b>Jobs and work</b>	<i>astronaut, chef, dentist, doctor, firefighter, football player, hairdresser, mechanic, shop assistant, police officer</i> <i>clinic, fire station, garage, hospital, shop</i> <i>football kit, helmet, pan, scissors, uniform</i> <b>Social Studies</b> Jobs	Present Simple: <i>Wh-</i> questions Present Simple: affirmative, negative and questions	Asking about jobs Talking about habits and routines
<b>6</b> page 58 <b>City tour</b>	<i>amusement park, bank, bus station, car park, cinema, library, museum, post office, shopping centre, sports centre, stadium, theatre</i> <i>cross, go down, go past, go straight on, go towards, go up, turn left, turn right</i> <b>Social Studies</b> Maps	Prepositions of place <i>Where</i> questions <i>Can</i> : questions Imperatives: affirmative and negative	Talking about places in a city Asking for and giving directions

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<b>7</b> page 70 <b>On the move!</b>	<i>badminton, basketball, cycling, gymnastics, hockey, rugby, skateboarding, table tennis, tennis, volleyball</i> <i>bouncing, catching, cheering, hitting, jumping, kicking, losing, scoring, throwing, winning</i> <b>Science</b> Animal kingdom	Present Continuous <i>What</i> questions Present Continuous: questions	Talking about what people are doing Asking about what people are doing
<b>8</b> page 80 <b>Fantasy world</b>	<i>dragon, fairy, giant, king, knight, queen, troll, unicorn, witch, wizard</i> <i>crown, key, ring, sword, wand</i> <i>bridge, castle, rock, tower, wood</i> <b>Literacy</b> Fantasy genre	Past Simple <i>be</i> : affirmative and negative Past Simple <i>be</i> : questions	Talking about the past Asking questions about the past

### Our trip to the UK: Landmarks page 90

<b>Term Stop 1: Who am I?</b> page 92
<b>Term Stop 2: Play, ask and say!</b> page 94
<b>Term Stop 3: 4 in a row</b> page 96



Fast finisher activities available in the Teacher's Book

## Virtual Tour Writing



## Project Unit review

### Language in context



<p><b>The pop concert</b></p> <ul style="list-style-type: none"> <li>Being excited and disappointed</li> <li>Short vowel sounds <b>a, e, i, o</b> and <b>u</b></li> <li>Polite requests</li> </ul>	<p><b>UK:</b> The Royal Albert Hall</p> <p><b>A flyer</b></p>	<p><b>A recycling festival</b></p> <p>A musical instrument Creativity</p>	<p><b>A1 Movers</b></p> <p><b>Reading and writing</b> part 6 <b>Speaking</b> part 1</p>
<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Being a good friend</li> <li>Vowel sound <b>ai</b></li> <li>Giving advice</li> </ul>	<p><b>Ireland:</b> Dublin street art</p> <p><b>A description</b></p>	<p><b>An art exhibition</b></p> <p>A feelings picture Communication</p>	<p><b>A1 Movers</b></p> <p><b>Listening</b> part 4 <b>Reading and writing</b> part 2</p>
<p><b>The bug hotel</b></p> <ul style="list-style-type: none"> <li>Caring for nature</li> <li>Vowel sound <b>ee</b></li> <li>Making suggestions</li> </ul>	<p><b>Wales:</b> The Butterfly House</p> <p><b>A fact file</b></p>	<p><b>A wildlife centre workshop</b></p> <p>An insect exhibit Digital literacy</p>	<p><b>A1 Movers</b></p> <p><b>Listening</b> part 2 <b>Speaking</b> part 3</p>
<p><b>A new dish</b></p> <ul style="list-style-type: none"> <li>Trying new food</li> <li>Vowel sound <b>ie</b></li> <li>Helping out</li> </ul>	<p><b>Canada:</b> Farmers' markets</p> <p><b>A blog post</b></p>	<p><b>A healthy eating programme</b></p> <p>A sugar investigation Critical thinking</p>	<p><b>A1 Movers</b></p> <p><b>Speaking</b> part 1 <b>Reading and writing</b> part 1</p>
<p><b>When I grow up</b></p> <ul style="list-style-type: none"> <li>Being scared and embarrassed</li> <li><b>-ar, -er, -or</b> endings</li> <li>Expressing intentions</li> </ul>	<p><b>Australia:</b> A fire station</p> <p><b>A riddle</b></p>	<p><b>Celebrate local heroes</b></p> <p>A local hero poster Citizenship</p>	<p><b>A1 Movers</b></p> <p><b>Listening</b> part 1 <b>Reading and writing</b> part 1</p>
<p><b>Where are we?</b></p> <ul style="list-style-type: none"> <li>Being tired and stressed</li> <li>Vowel sound <b>oa</b></li> <li>Approaching someone</li> </ul>	<p><b>Scotland:</b> Edinburgh city</p> <p><b>A recommendation</b></p>	<p><b>A school games day</b></p> <p>A treasure hunt Problem solving</p>	<p><b>A1 Movers</b></p> <p><b>Listening</b> part 4 <b>Reading and writing</b> part 5</p>
<p><b>Come on, Tigers!</b></p> <ul style="list-style-type: none"> <li>Being a good loser</li> <li>Vowel sound <b>aw</b></li> <li>Congratulating someone</li> </ul>	<p><b>USA:</b> Florida Gators</p> <p><b>A review</b></p>	<p><b>A school team mascot</b></p> <p>A sport mascot Collaboration</p>	<p><b>A1 Movers</b></p> <p><b>Listening</b> part 3 <b>Reading and writing</b> part 6</p>
<p><b>Fantasy month</b></p> <ul style="list-style-type: none"> <li>Saying sorry</li> <li>Vowel sounds <b>ow</b></li> <li>Asking for information</li> </ul>	<p><b>England:</b> Alnwick Castle</p> <p><b>A diary entry</b></p>	<p><b>A story competition</b></p> <p>A fantasy story Classifying</p>	<p><b>A1 Movers</b></p> <p><b>Reading and writing</b> part 4 <b>Speaking</b> part 3</p>



Video



Listening



Chant



Song



Speaking



Interaction



Reading



Writing



Thinking skills



Social and emotional skills



# Contents

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## Grammar

## Functions

<b>Starter</b> page 4 <b>Here we go!</b>	Abilities, free time activities	<i>I like (playing football).</i> <i>Can you (wink)? Yes, I can. / No, I can't.</i>	Talking about likes and dislikes and personal abilities
<b>1</b> page 6 <b>Exploring the ocean</b>	<i>clownfish, dolphin, jellyfish, octopus, seahorse, shark, starfish, turtle, whale</i> <i>beautiful, colourful, dangerous, fast, friendly, heavy, light, scary, slow, ugly</i> <b>Science</b> Vertebrates and invertebrates	Comparative adjectives: short and questions Comparative adjectives: long, spelling and negative	Identifying and describing sea animals Asking questions and making comparisons
<b>2</b> page 16 <b>Our amazing planet</b>	<i>cave, cliff, desert, island, lake, mountain, river, valley, volcano, waterfall</i> <i>active, deep, dry, famous, high, important, interesting, large, noisy, unusual</i> <b>Social Studies</b> Man-made landmarks	Superlative adjectives: long and short Superlative adjectives: questions	Identifying and describing landmarks Asking questions and making comparisons
<b>3</b> page 26 <b>Clothes and weather</b>	<i>coat, gloves, hat, jeans, scarf, sunglasses, swimsuit, trainers, umbrella, wellies</i> <i>cloudy, cool, drizzling, foggy, hailstones, hailstorm, lightning, thunder, thunderstorm, warm</i> <b>Social Studies</b> Climate zones	<i>Whose / mine / yours / 's</i> Present Simple and Past Simple <i>be</i> : questions	Asking about possession Asking questions about the weather
<b>Our trip to Ireland: Landmarks</b> page 36			
<b>4</b> page 38 <b>Are you OK?</b>	<i>bruise, cold, cough, earache, headache, insect bite, sore throat, stomach ache, temperature, toothache</i> <i>cold, dizzy, hot, hungry, ill, sick, sleepy, thirsty, tired</i> <b>Science</b> Healthy habits	<i>Have got</i> : affirmative and questions <i>Should and shouldn't</i> : advice	Talking about health and illnesses Asking for and giving advice
<b>5</b> page 48 <b>Rules, rules, rules!</b>	<i>arrive at 9:00, bring a packed lunch, bring a school bag, clean the classroom, do homework, eat fruit, put our hand up, wear a uniform</i> <i>do the washing up, lay the table, make my bed, take the rubbish out, tidy my bedroom, sweep the floor, walk the dog, water the plants</i> <b>Computing</b> Technology	<i>Have to and don't have to</i> : rules and obligation <i>Had to and didn't have to</i> : rules and obligation in the past	Talking about rules and obligation Talking about rules and obligation in the past
<b>6</b> page 58 <b>My family history</b>	<i>arrived, called, cooked, decided, liked, listened, lived, married, moved, opened, played, sailed, stayed, studied, wanted, worked</i> <i>grandchildren, granddaughter, grandparents, grandson</i> <b>PE</b> Sports	Past Simple regular verbs: affirmative and negative Past Simple: questions	Talking about past events Asking <i>wh</i> - questions about past events
<b>Our trip to Ireland: Activities</b> page 68			
<b>7</b> page 70 <b>Days to remember</b>	<i>ate sandwiches, drank a milkshake, had a party, made a cake, sang happy birthday, saw a rainbow, took photos, wore a party hat</i> <i>did, drew, read, rode, slept, swam, went, wrote</i> <b>Art</b> Jobs	Past Simple irregular verbs: affirmative and negative Past Simple: <i>Wh</i> - questions	Talking about past events Asking <i>wh</i> - questions about past events
<b>8</b> page 80 <b>Summer holidays</b>	<i>cook sausages, do yoga, go canoeing, go hiking, go horse riding, learn archery, make a campfire, play games, sing songs, tell stories</i> <i>cabin, caravan, cottage, hotel, tent</i> <i>beach, campsite, city, countryside, village</i> <b>Maths</b> Telling the time	Future with <i>going to</i> : affirmative and negative Future with <i>going to</i> : <i>Wh</i> - questions	Talking about future plans Asking questions about future plans
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<b>Term Stop 1: Review game</b> page 92			
<b>Term Stop 2: Review game</b> page 94			
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Fast finisher activities available in the Teacher's Book



Virtual Tour



Writing



Project



Unit review

Language in context



**The mural**

- ♥ Feeling nervous and shy
- ✈ s and sh
- 🚩 Praising people's work

**Ireland:** Ireland's marine life

**A labelled diagram**

**Conservation centre exhibition**

- Marine life poster
- Computing

**A1 Movers exam practice**

- Speaking part 3
- Reading and writing part 4

**The video game**

- ♥ Everyone is good at something
- ✈ b and v
- 🚩 Giving a warning

**Canada:** Toronto's skyscrapers

**A description**

**Love the Planet Day**

- World landmark quiz
- Communication

**A1 Movers exam practice**

- Reading and writing parts 2 and 6

**The school trip**

- ♥ Keeping safe
- ✈ h and j
- 🚩 Giving orders

**Antarctica:** Antarctic research stations

**A profile**

**Environmental group display**

- A weather poster
- Collaboration

**A1 Movers exam practice**

- Listening part 2
- Reading and writing part 1

**Test**

- ♥ Being honest
- ✈ Short i and long ee
- 🚩 Apologising

**England:** Roman baths

**A recommendation**

**A healthy habits programme**

- Make a survey
- Critical thinking

**A1 Movers exam practice**

- Listening part 1
- Reading and writing part 5

**Grandad's holiday**

- ♥ Being open to new experiences
- ✈ Final d and g
- 🚩 Reminding people to do things

**Australia:** Canberra Deep Space Station

**A review**

**New school rules**

- School rules sign
- Learner autonomy

**A1 Movers exam practice**

- Listening part 4
- Speaking part 1

**The real story**

- ♥ Feeling guilty
- ✈ ed endings
- 🚩 Expressing surprise

**Scotland:** St Andrews Links

**A diary entry**

**School family blog**

- Interview a family member
- Diversity

**A1 Movers exam practice**

- Reading and writing part 4
- Speaking part 2

**The surprise party**

- ♥ Asking for help
- ✈ Long and short oo
- 🚩 Asking for something

**New Zealand:** Māori art

**An email**

**Geography classroom display**

- Investigate a place or landmark
- Citizenship

**A1 Movers exam practice**

- Listening part 3
- Reading and writing part 2

**Summer plans**

- ♥ Showing empathy
- ✈ g and y
- 🚩 Expressing excitement for the future

**USA:** American hotels

**A postcard**

**Community summer camp**

- A camp leaflet
- Creativity

**A1 Movers exam practice**

- Reading and writing part 3
- Speaking part 4



Video



Listening



Speaking



Interaction



Reading



Writing



Thinking skills



Social and emotional skills

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Grammar

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<b>Starter</b> page 4 <b>Here we go!</b>	Vocabulary review	Questions review: present, past and future	Getting to know people
<b>1</b> page 6 <b>Study tips</b>	<i>ask for help, do everything alone, get distracted, go to bed early, listen to music, make a study plan, pay attention, take notes, watch TV, worry</i> <i>arrive on time, bring a pen, cheat, copy, distract others, listen carefully, read the instructions, talk, write your name</i> <b>Social Studies</b> School subjects	<i>Should and shouldn't</i> for advice <i>Must and mustn't</i> for obligation Present Continuous for future plans	Asking for and giving study advice Talking about exam advice Discussing future plans
<b>2</b> page 18 <b>Listen to your art</b>	<i>bad, boring, cheap, dark, expensive, good, horrible, light, modern, silly, weird</i> <i>creative, exciting, funny, inventive, lovely, popular, shy, successful, talented</i> <b>Art</b> Painting techniques	Comparative and superlative adjectives Comparatives with <i>as ... as</i> Present Passive	Describing and comparing paintings Comparing people and works of art Talking about facts
<b>3</b> page 30 <b>Time to eat!</b>	<i>avocado, cereal, chocolate sauce, coffee, cucumbers, honey, ice cream, peaches, peppers, watermelon</i> <i>flour, pancakes, salt, a pinch, pour, a scoop, a spoonful, mix, toss, weigh</i> <b>Science</b> Food and the senses	<i>How much and How many</i> Quantifiers <i>Used to and didn't use to</i> for past habits	Talking about food quantities Talking about recipes Talking about habits in the past
<b>Our trip to the USA: Food</b> page 42			
<b>4</b> page 44 <b>Grand inventions</b>	<i>brought, built, enjoyed, explored, invented, said, sent, travelled, used, wore</i> <i>games console, laptop computer, microwave, mobile phone, passenger plane, remote control, sun cream, trampoline, vinyl record, zip</i> <b>Social Studies</b> Inventions	Past Simple with <i>ago</i> <i>Could and couldn't</i> for ability in the past <i>Was/were going to</i> for past intentions	Talking about the past with <i>ago</i> Talking about abilities in the past Expressing past intentions
<b>5</b> page 56 <b>Let's investigate!</b>	<i>attic, balcony, basement, garage, gate, hall, roof, shed, shelf, stairs</i> <i>appear, disappear, discover, follow, hurry, investigate, remember, search, solve</i> <b>Social Studies</b> Being eco-friendly	Past Continuous Past Continuous questions Past Continuous vs. Past Simple	Describing past actions Asking about past actions Talking about the past
<b>6</b> page 68 <b>How we move</b>	<i>badly, beautifully, fast, happily, hard, noisily, peacefully, quietly, slowly, well</i> <i>cheetah, eagle, kangaroo, mole, peacock, platypus, polar bear, sloth, swan, tortoise</i> <b>Science</b> Animal homes	Adverbs of manner Comparative and superlative adverbs Past Passive	Describing how we do things Comparing how things move Talking about past facts
<b>Our trip to the USA: People</b> page 80			
<b>7</b> page 82 <b>World travellers</b>	<i>been, camped, caught, climbed, drunk, eaten, landed, skied, swum, taken off</i> <i>chopsticks, festival, field, hill, market, noodles, postcard, statue, tea, temple</i> <b>Social Studies</b> Great Britain	Present Perfect Present Perfect with <i>just</i> Present Perfect vs. Past Simple	Talking about past experiences Talking about recent past experiences Describing past experiences
<b>8</b> page 94 <b>Our planet</b>	<i>donate, pick up, plant, recycle, reduce, repair, reuse, save, turn off, upcycle</i> <i>cotton, glass, gold, leather, metal, paper, plastic, rubber, silver, wood</i> <b>Science</b> The water cycle	Zero Conditional Zero Conditional word order First Conditional	Talking about consequences Focusing on word order Talking about future consequences
<b>Our trip to the USA: Landmarks</b> page 106			

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Fast finisher activities available in the Teacher's Book



<p><b>Steven's problem</b></p> <ul style="list-style-type: none"> <li>♥ Solving problems</li> <li>✈ Initial <b>s</b> blends</li> <li>🚩 Asking for and giving advice</li> </ul>	<p><b>USA:</b> Schools in the USA</p> <p><b>A description</b> Paragraphs</p>	<p><b>A2 Key for Schools</b> <b>Reading and Writing</b> parts 5 and 7</p> <p><b>Listening</b> part 1</p>	<p><b>A study guide</b> Learner autonomy</p> <hr/> <p>Project Terminal <b>page 116</b></p>
<p><b>The art competition</b></p> <ul style="list-style-type: none"> <li>♥ Being polite</li> <li>✈ Hard and soft <b>th</b></li> <li>🚩 Buying tickets</li> </ul>	<p><b>England:</b> Tate Modern</p> <p><b>A comparison</b> Connectors: <i>and, but</i></p>	<p><b>A2 Key for Schools</b> <b>Reading and Writing</b> part 2</p> <p><b>Listening</b> part 3</p> <p><b>Speaking</b> part 1</p>	<p><b>An art gallery</b> Critical thinking</p> <hr/> <p>Project Terminal <b>page 117</b></p>
<p><b>The cupcake compromise</b></p> <ul style="list-style-type: none"> <li>♥ Compromising</li> <li>✈ Final <b>s</b> sounds</li> <li>🚩 Eating at a restaurant</li> </ul>	<p><b>Canada:</b> Canadian food</p> <p><b>A review</b> Sequencers</p>	<p><b>A2 Key for Schools</b> <b>Listening</b> part 5</p> <p><b>Reading and Writing</b> parts 6 and 1</p>	<p><b>An ideal restaurant</b> Citizenship</p> <hr/> <p>Project Terminal <b>page 118</b></p>
<p><b>Rapunzel's great invention</b></p> <ul style="list-style-type: none"> <li>♥ Overcoming frustration</li> <li>✈ <b>ough</b> sounds</li> <li>🚩 Giving opinions</li> </ul>	<p><b>Scotland:</b> Scottish inventors</p> <p><b>A blog post</b> Adding information: <i>also, too</i></p>	<p><b>A2 Key for Schools</b> <b>Listening</b> part 2</p> <p><b>Speaking</b> part 2</p> <p><b>Reading and Writing</b> part 4</p>	<p><b>An inventor</b> Appreciating diversity</p> <hr/> <p>Project Terminal <b>page 119</b></p>
<p><b>What's in the attic?</b></p> <ul style="list-style-type: none"> <li>♥ Recognising our strengths</li> <li>✈ Silent letters <b>h, t, w</b></li> <li>🚩 Looking for a lost object</li> </ul>	<p><b>Wales:</b> Homes in Wales</p> <p><b>A labelled diagram</b> Connectors: <i>because, so</i></p>	<p><b>A2 Key for Schools</b> <b>Reading and Writing</b> parts 5 and 7</p> <p><b>Listening</b> part 4</p>	<p><b>A security plan</b> Problem solving</p> <hr/> <p>Project Terminal <b>page 120</b></p>
<p><b>The tortoise and the hare</b></p> <ul style="list-style-type: none"> <li>♥ Keep trying</li> <li>✈ <b>ea</b> sounds</li> <li>🚩 Asking for and giving directions</li> </ul>	<p><b>New Zealand:</b> Animals in New Zealand</p> <p><b>A fact file</b> Colons and bullet points</p>	<p><b>A2 Key for Schools</b> <b>Reading and Writing</b> part 4</p> <p><b>Speaking</b> part 1</p> <p><b>Listening</b> part 1</p>	<p><b>A wellness leaflet</b> Autonomy</p> <hr/> <p>Project Terminal <b>page 121</b></p>
<p><b>The plane journey</b></p> <ul style="list-style-type: none"> <li>♥ Overcoming your fears</li> <li>✈ <b>er</b> sound</li> <li>🚩 Travelling by plane</li> </ul>	<p><b>UK:</b> Islands around the UK</p> <p><b>A postcard</b> Informal writing</p>	<p><b>A2 Key for Schools</b> <b>Listening</b> part 3</p> <p><b>Reading and Writing</b> parts 6 and 3</p>	<p><b>A travel brochure</b> Cultural awareness</p> <hr/> <p>Project Terminal <b>page 122</b></p>
<p><b>A visitor from space</b></p> <ul style="list-style-type: none"> <li>♥ Looking after the planet</li> <li>✈ <b>ul</b> sound</li> <li>🚩 Travelling by train</li> </ul>	<p><b>Australia:</b> The Australian climate</p> <p><b>Non-fiction</b> Introductions and conclusions</p>	<p><b>A2 Key for Schools</b> <b>Listening</b> part 5</p> <p><b>Speaking</b> part 2</p> <p><b>Reading and Writing</b> part 1</p>	<p><b>Green Week calendar</b> Respect for the planet</p> <hr/> <p>Project Terminal <b>page 123</b></p>



Video



Listening



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<b>1</b> page 6 <b>End of the holidays</b>	<i>bought a skateboard, broke my arm, fell off my bike, found a message in a bottle, held a snake, lost my passport, met a famous person, read a novel, stood on top of a mountain, told stories</i> <i>bite, cut, scream, shake, shave, stare, think, throw, touch, turn</i> <b>Literacy</b> Literary genres	Regular and irregular Past Simple verbs <i>Wh-</i> questions <i>While</i> and <i>when</i> with past tenses Phrasal verbs	Talking about events in the past Describing past actions when/while other events occurred Using phrasal verbs
<b>2</b> page 18 <b>Using technology</b>	<i>coding, listening to music, making video calls, playing video games, reading e-books, recording videos, studying robotics, taking photos, watching videos, writing a blog</i> <i>battery, charger, download, headphones, mouse, printer, speaker, tablet, virus, website</i> <b>Computing</b> Robotics	Adjective and preposition pairs <i>Could, let's, shall</i> and <i>how about</i> for suggestions <i>If I were you</i> and <i>I wish</i>	Expressing preferences and abilities Making suggestions Expressing wishes and giving advice
<b>3</b> page 30 <b>Adventures</b>	<i>coast, desert, mountain range, tropical rainforest, tundra; caught a fish, driven a 4x4, flown over, ridden a camel, taken photos</i> <i>bought, charged, checked, found, washed; compass, first-aid kit, insect repellent, sleeping bag, torch</i> <b>Social Studies</b> Life in a cold place	Present Perfect questions with <i>ever</i> Present Perfect with <i>already</i> and <i>yet</i> Past Perfect	Asking about past experiences Talking about past experiences Describing past events
<b>Our trip to Australia: Cities</b> page 42			
<b>4</b> page 44 <b>Living abroad</b>	<i>France, Germany, Ireland, Italy, Portugal</i> <i>French, German, Irish, Italian, Portuguese</i> <i>felt, learned, lived, made, missed, studied, taught, travelled, tried, worked</i> <b>Social Studies</b> Gestures around the world	Present Perfect with <i>never</i> Present Perfect with <i>for</i> and <i>since</i> Reported speech with <i>said</i> and <i>told</i>	Talking about life experiences Talking about different cultures and customs Reporting direct speech
<b>5</b> page 56 <b>A day in the life</b>	<i>architect, builder, fashion designer, gardener, journalist, lifeguard, pharmacist, plumber, translator, vet</i> <i>boss, building site, magazine, meeting, newspaper, office, patient, pharmacy, studio, swimming pool</i> <b>Maths</b> Telling the time	Relative pronouns <i>who, where</i> and <i>that</i> Sequencing words Second Conditional	Describing people's jobs Talking about a day in someone's life Talking about improbable events
<b>6</b> page 68 <b>Let's get creative!</b>	<i>art class, choir, circus club, comic design, drama club, film club, modern dance, orchestra, photography, sewing class</i> <i>actors, audience, costume, curtains, director, make-up, props, script, set, stage</i> <b>Art</b> The performing arts	Future with <i>will</i> and <i>won't</i> <i>Wh-</i> questions with <i>will</i> : <i>how, what, when, where, which, who</i> <i>Will vs. going to</i>	Talking about plans and predictions Asking about plans and predictions Talking about the future
<b>Our trip to Australia: Artists</b> page 80			
<b>7</b> page 82 <b>A museum trip</b>	<i>bone, claws, dinosaur, footprint, fossil, horns, mammoth, skeleton, skull, tusks</i> <i>annoyed, bored, confused, disappointed, excited, frightened, interested, surprised, tired, worried</i> <b>Science</b> Dinosaurs	Tag questions <i>-ing</i> and <i>-ed</i> adjectives Reported speech questions with <i>asked</i>	Talking about prehistoric animals Describing feelings Reporting questions
<b>8</b> page 94 <b>Fun at the fair!</b>	<i>bouncy castle, bumper cars, carousel, Ferris wheel, ghost train, house of mirrors, mini golf, roller coaster, slide</i> <i>bracelet, candyfloss, chips, concert, fireworks, hot dog, juggler, necklace, popcorn, stalls</i> <b>Maths</b> Money	<i>Somebody, everybody, anybody</i> and <i>nobody</i> <i>May, might, will</i> and <i>won't</i> for future possibilities Modal verbs of deduction	Talking about groups of people Talking about future possibilities Making deductions

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Fast finisher activities available in the Teacher's Book



**Did it really happen?**

- Not showing off
- Hard c
- Going to the doctor

**England:** William Shakespeare's House

**A book review**  
Summarising

**B1 Preliminary for Schools**

- Listening** part 2
- Speaking** parts 1 and 2
- Reading** part 4

**A reader survey**

- Communication
- Project Terminal **page 116**

**Real friends**

- Valuing your friends
- Connected speech
- Buying something in a shop

**Australia:** Scienceworks

**A story**  
Characters, setting and plot

**B1 Preliminary for Schools**

- Reading** part 5
- Listening** part 3
- Speaking** parts 3 and 4

**An internet safety guide**

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**Try something new!**

- Understanding and accepting differences
- d** and **th**
- Planning a day out

**Ireland:** The Vikings in Ireland

**An interview**  
Questions

**B1 Preliminary for Schools**

- Reading** part 2
- Listening** part 4
- Writing** part 1

**A tourism leaflet**

- Respect for the planet
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**A friend from Italy**

- Adapting to new situations
- Informal contractions
- Asking for clarification

**New Zealand:** A Marae

**A letter**  
Informal letters

**B1 Preliminary for Schools**

- Reading** part 6
- Writing** part 2
- Listening** part 1

**A country display**

- Cultural awareness
- Project Terminal **page 119**

**You saved my life!**

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- Silent letters
- Helping in an emergency

**UK:** Big Ben

**A fact sheet**  
Dates and measurements

**B1 Preliminary for Schools**

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**A profile poster**

- Appreciating diversity
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**The star of the show**

- Believing in yourself
- Homophones
- Making plans with a friend

**USA:** Hollywood studios

**A play script**  
Punctuation in scripts

**B1 Preliminary for Schools**

- Reading** part 5
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- Speaking** parts 3 and 4

**A play**

- Creativity
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**Look after your stuff!**

- Taking care of your belongings
- Intonation in tag questions
- Asking for and offering help

**Wales:** Fossils in Wales

**A trip report**  
Facts and opinions

**B1 Preliminary for Schools**

- Reading** part 6
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**A museum exhibit**

- Collaboration
- Project Terminal **page 122**

**Fairground adventure**

- Being honest
- Syllable stress in numbers
- Giving warnings

**Canada:** The Bank of Canada Museum

**An email**  
Informal emails

**B1 Preliminary for Schools**

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- Listening** part 4
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**A fundraising event**

- Citizenship
- Project Terminal **page 123**



Video



Listening



Speaking



Interaction



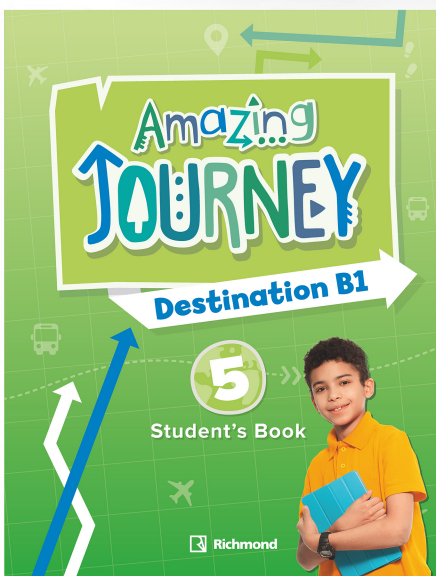
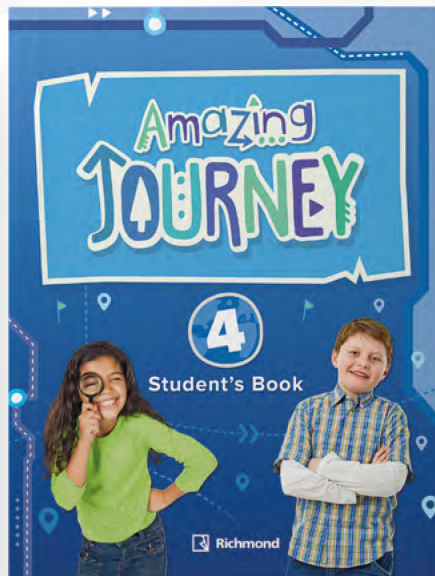
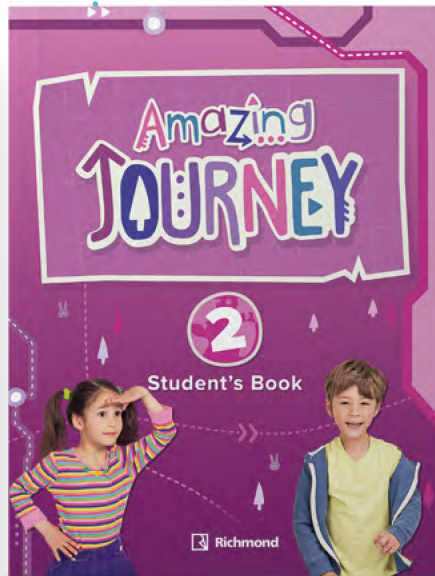
Reading



Writing



Social and emotional skills





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