

Student Book



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Scope and sequence

Starter: Do something different!

Simple present Present progressive Simple past Punctuation review

page

	Words	Grammar	Skills	page
Performing arts	1 You can build it!			
	Tools Working with words: subject verb object adjectives and adverbs Words in context: <i>My tree house</i>	Present perfect: <i>ever / never</i> <i>Have you ever cleaned a kitchen?</i> <i>I've never made a cake.</i> Present perfect: <i>for / since</i> <i>Ben has had woodworking classes since he was eight.</i> <i>He's worked on this wooden table for two weeks.</i>	Reading: A poem: <i>My tree house</i> (Cross-curricular link) Listening: Listening and ordering objects Speaking: Asking and answering questions about making things	Writing focus: Rhythm in poetry (stressed syllables) Writing outcome: Writing a poem using syllable counts and stresses (Workbook)
	2 It's show time!			
	Putting on a play Working with words: Silent letters: <i>gh</i> and <i>k</i> Words in context: <i>The Crown Diamond</i>	Simple past and present perfect <i>It was great!</i> <i>I've cut the grass.</i> <i>already / yet / before / just</i> <i>I've already built the set.</i> <i>I haven't learned the script yet.</i> <i>I haven't been in a play before.</i> <i>Karen has just finished the costumes.</i>	Reading: A play script: <i>The Crown Diamond</i> (Cross-curricular link) Listening: Listening and ordering events Speaking: Predicting the ending to a play	Writing focus: Features of a play script Writing outcome: Completing a play script (Workbook)
The environment	3 The best party ever!			
	Household items Working with words: Suffix <i>-ion</i> Words in context: <i>Lost at the parade</i>	Comparatives and superlatives <i>as ... as ...</i> <i>It's as colorful as the carnival in Rio.</i> <i>not as ... as ...</i> <i>It's not as big as the carnival in Rio de Janeiro.</i> <i>too / enough</i> <i>It's too dark now.</i> <i>There's not enough light in here.</i>	Reading: A story: <i>Lost at the parade</i> Listening: Predicting and listening for descriptions Speaking: Asking and answering questions about wearing costumes	Writing focus: Beginnings and endings of stories Writing outcome: Ending a story (Workbook)
	Extensive reading and project: fiction <i>The Raft</i>			page 3
The environment	4 Our planet			
	The environment Working with words: Compound nouns Words in context: <i>An eco home</i>	Past progressive <i>I was picking up litter in the park.</i> Simple past and past progressive: Interrupted actions <i>Some children were playing when we arrived.</i>	Reading: An information text: <i>An eco home</i> (Cross-curricular link) Listening: Identifying details of a lifestyle Speaking: Asking and answering questions about the environment	Writing focus: Making writing more fluent Writing outcome: Writing an information text (Workbook)
	5 Reuse and recycle			
	Recycling Working with words: Prefix <i>re-</i> Words in context: <i>As good as new</i>	<i>Will / won't</i> <i>Now Chip will know how to do everything and he won't make mistakes.</i> Present progressive with future meaning <i>We're leaving at two o'clock.</i>	Reading: A magazine article: <i>As good as new</i> (Cross-curricular link) Listening: Listening and ordering events Speaking: Asking and answering questions about recycling	Writing focus: Making suggestions Writing outcome: Writing a brochure (Workbook)
	6 Crazy about wildlife!			
	At the wildlife park Working with words: Suffixes <i>-er / -or</i> Words in context: <i>Meet the pandas!</i>	<i>Going to</i> : future plans and intentions <i>My class is going to adopt a tiger.</i> <i>Going to</i> : predictions <i>It's going to fall.</i>	Reading: An article: <i>Meet the pandas!</i> (Cross-curricular link) Listening: Listening and completing fact files Speaking: Asking and answering questions about animals	Writing focus: Topic sentences and paragraphs Writing outcome: Writing an article (Workbook)
Extensive reading and project: non-fiction <i>Trash People</i>				page 5