

Language practice

Anna went to Choir.
She sang very well.

Word bank

Music club	practise
Chess club	play
Computer club	team
Drama club	internet
Choir	program
Orchestra	website
	concert

Think of a club you were in last year. What did you do?

At _____ Club, we ...

- _____
- _____
- _____
- _____
- _____

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Merit card

You're a star!



English World

Level 4 Unit 1

Home-School Connect

Parent's signature

Language practice

I was walking in the forest.
I could hear a voice but I couldn't see anyone.

Word bank

angry	knock
brave	feel
terrible	forget
frightened	leapt
scared	disappear
happen	scream
roar	safe

Write about a time when you were frightened.

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Merit card

Smashing!



English World

Level 4 Unit 2

Home-School Connect

Parent's signature

Language practice

Geese are more beautiful than penguins, but swans are the most beautiful.

Word bank

beak	danger
wing	build
feather	eat
webbed feet	catch
beautiful	live
graceful	dive
strong	fly
colourful	swim

Describe and draw your national bird.

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Merit card

You're great!



English World

Level 4 Unit 3

Home-School Connect

Parent's signature

Up and away!



Level 4 Unit 2

What's next?: 'In the theatre'

Reading objectives

- read and understand a traditional tale

Writing objectives

- use pictures to write a story with a clear beginning, middle and end

Use of English objectives

- use the past continuous; use *could* and *couldn't*

Listening objectives

- listen and sequence pictures to make a story

Speaking objectives

- play a game using *could* and *couldn't*



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The sky's the limit!



Level 4 Unit 3

What's next?: 'Water birds'

Reading objectives

- read and understand an information text about birds

Writing objectives

- write information with labels and captions

Use of English objectives

- make comparisons with long adjectives

Listening objectives

- listen for information and give an opinion

Speaking objectives

- give opinions using *as* + adjective + *as*



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Have fun!



Level 4 Unit 4

What's next?: 'Crafts'

Reading objectives

- read and understand a description of a craft process

Writing objectives

- use pictures to write a description of a process

Use of English objectives

- use time clauses with *When* ...

Listening objectives

- listen and identify a description

Speaking objectives

- ask and answer using *anything*, *something*, *nothing* or *everything*

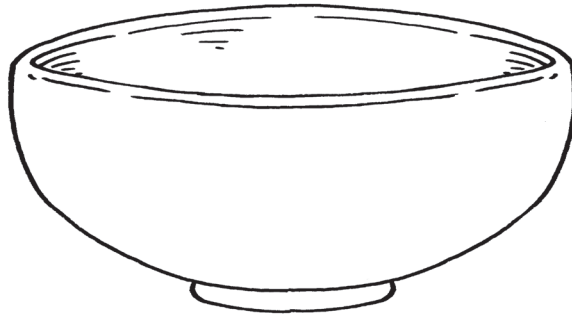


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Language practice

Is there anything in your bowl?
No, there's nothing there.

Decorate and describe your bowl.



Two horizontal lines for writing a description of the bowl.

Word bank

- bowl
- vase
- coil
- shape
- beautiful
- straight
- shiny
- smooth
- paint

Merit card

Congrats!



English World

Level 4 Unit 4

Home-School Connect

Parent's signature

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Language practice

While the prince was fighting the battle, the princess was feeling sad.

Design a ticket for your school play.

Name: _____

Time: _____

Place: _____

Two horizontal lines for drawing a ticket.

Word bank

- ballet
- dance
- dream
- mask
- show
- characters
- hero
- prince
- ticket
- exciting

Merit card

You're brilliant!



English World

Level 4 Unit 5

Home-School Connect

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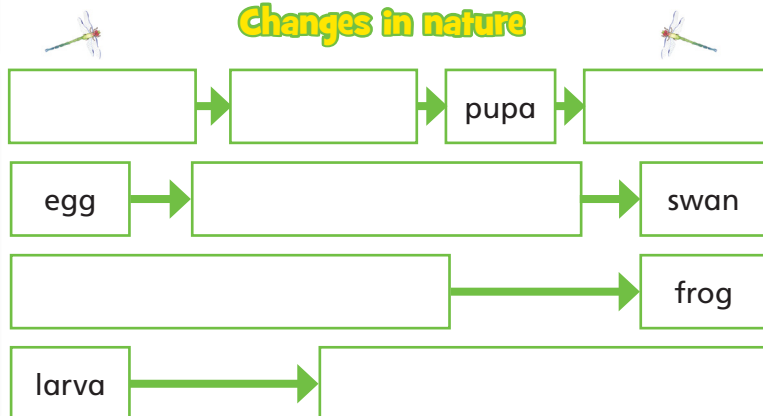
Language practice

This little bird will become a duck.
It will not become a swan.

Complete the diagram and talk about it.

tadpole egg cygnet caterpillar
dragonfly butterfly

Changes in nature



Word bank

- change
- become
- grow
- nature
- worm
- beast
- golden
- leaf
- seed

Merit card

You're terrific!



English World

Level 4 Unit 6

Home-School Connect

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You're amazing!



Level 4 Unit 5

What's next?: 'All about a show'

Reading objectives

- read a report about a dance festival

Writing objectives

- write text for a poster and a programme

Use of English objectives

- use time clauses with *While* + past continuous

Listening objectives

- listen to and understand a narrative

Speaking objectives

- talk about choices using *either ... or ...*



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Reach for the stars!



Level 4 Unit 6

What's next?: 'Changes in nature'

Reading objectives

- read and understand poems about nature

Writing objectives

- use the correct words to complete a rhyming poem

Use of English objectives

- use the future with *will*

Listening objectives

- listen and sequence pictures in a story

Speaking objectives

- give opinions with *good, better, the best* and *bad, worse, the worst*



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You're a winner!



Level 4 Unit 7

What's next?: 'People of the world'

Reading objectives

- read and understand information about old customs in different parts of the world

Writing objectives

- use pictures to write factual information

Use of English objectives

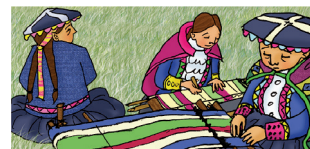
- use *much, many, lots of, a lot of*

Listening objectives

- listen to and follow a description

Speaking objectives

- give advice using *should* and *shouldn't*



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Language practice

There isn't much water.
There aren't many birds.
There are lots of trees.
There's a lot of sand.

Word bank

north desert
south electricity
east hunt
west language
explorer reindeer
village

Complete the code to read the message. Write a reply.

15			18		20	21		
	b	c		e			h	i
		26	1	2				
j	k				o	p	q	r
		9	10			13	14	
s	t			w	x			

8 22 19 6 19 7 15 26 3 8 3 20
7 15 2 18. 11 22 19 6 19 15 1 23?

Merit card

Good for you!



English World

Level 4 Unit 7

Language practice

Are there any feathers?
Yes, there are lots of feathers.
Is there any gold?
No, there isn't any gold.

Word bank

headdress shield
jewellery jewels
gold great
feathers important
spear rare
sword

Design an Inca headdress. Label it.

My Inca headdress

Merit card

Superduper!



English World

Level 4 Unit 8

Language practice

If the house is dirty, the robot will clean it.

Word bank

invention melt
flame explode
fireworks printing
map mixture
salt problem
silk useful
display
scientist

ideas cloud

house-cleaning robot
homework machine
treasure-finding machine

Invent a useful machine. Draw and label it.

My amazing _____

Merit card

Great work!



English World

Level 4 Unit 9

Let's do it!



English
World

What's next?: 'The Incas'

Reading objectives

- read and understand a story with a historical setting

Writing objectives

- continue a story with a forest setting

Use of English objectives

- use *anybody*, *somebody*, *everybody* and *nobody*

Listening objectives

- listen to and identify descriptions

Speaking objectives

- ask for and give directions



Level 4 Unit 8

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Home-School Connect

You can do it!



English
World

What's next?: 'Chinese inventions'

Reading objectives

- read and understand factual information with description

Writing objectives

- use pictures to write information and descriptions

Use of English objectives

- use the first conditional, e.g. *If it rains, I'll take an umbrella.*

Listening objectives

- listen to a description of a process and sequence pictures

Speaking objectives

- make suggestions with *Let's ...*, *Shall we ...?*, and *How about ...?*



Level 4 Unit 9

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Keep going!



English
World

What's next?: 'Space travel'

Reading objectives

- read and understand a biography about the first woman in space

Writing objectives

- use notes to write a biography

Use of English objectives

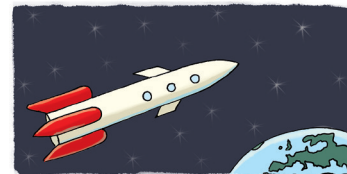
- use *a few* and *a little*

Listening objectives

- listen to an account for the main idea and detail

Speaking objectives

- give opinions using adjective + *enough*



Level 4 Unit 10

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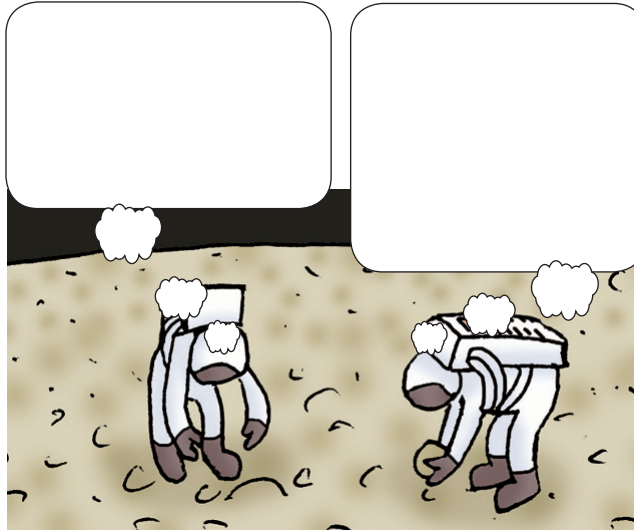
Language practice

There are a few biscuits.
There is a little water.
It's not heavy enough.

Word bank

- | | |
|----------|-------------|
| arrive | astronaut |
| on board | cosmonaut |
| journey | driver |
| call | engineer |
| lift off | exploration |
| return | flight |
| take off | planet |
| | delighted |

Two astronauts are walking on the moon.
What are they thinking?



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Merit card

Hooray!



Level 4 Unit 10

Home-School Connect

Parent's signature

Language practice

In summer, we like flying kites.
We might win the next competition. We might not.

Word bank

- | | |
|-----------|-----------|
| border | important |
| coast | wonderful |
| fisherman | modern |
| meat | powerful |
| proud | national |
| match | tool |

Write about your culture.

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Merit card

Tip-top!



Level 4 Unit 11

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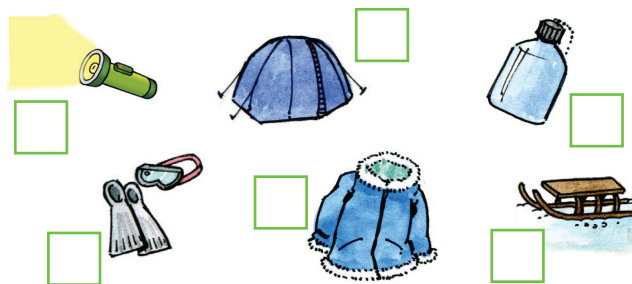
Language practice

What do you call a person who discovers new places?
An explorer is a person who discovers new places.

Word bank

- | | |
|-----------|----------|
| adventure | protect |
| torch | amazed |
| insects | distant |
| drink | hot |
| tent | pyramid |
| thirsty | tourists |

You are going to the rainforest. Tick three things you need. Explain your choices.



Merit card

Hats off!



Level 4 Unit 12

Home-School Connect

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Go for it!



English World

What's next?: 'Life in the north'**Reading objectives**

- read and understand information about the Sami people

Writing objectives

- use a picture to write a description of a person's appearance

Use of English objectives

- use the present perfect, e.g. *The children have picked some flowers.*

Listening objectives

- listen and identify detail

Speaking objectives

- talk about possibility using *might*



Level 4 Unit II

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Enjoy!



English World

What's next?: 'A desert oasis'**Reading objectives**

- read and understand an adventure story set in the desert

Writing objectives

- use pictures to write a story with a strong beginning

Use of English objectives

- use relative clauses with *who*

Listening objectives

- listen to a dialogue and identify detail

Speaking objectives

- ask questions using relative clauses with *who*



Level 4 Unit I2

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Keep it up!



English World

What's next?: 'A journey to adventure'**Reading objectives**

- read and understand the beginning of an adventure story

Writing objectives

- use pictures to continue an adventure story

Use of English objectives

- use the past continuous and past simple

Listening objectives

- listen to the first part of an adventure story

Speaking objectives

- describe past events using *used to*

New level!



Level 5 Unit I

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