

Unit	Vocabulary	Grammar	Listening	Conversation (Useful language)
<b>1 Welcome Back!</b> pp. 2–11	<ul style="list-style-type: none"> <li>Classroom objects</li> <li>Colors</li> <li>Instructions</li> </ul>	<ul style="list-style-type: none"> <li>Simple present of <i>be</i></li> <li>Subject pronouns</li> <li>Imperatives</li> </ul> Grammar reference p. 106	<ul style="list-style-type: none"> <li>Important announcements</li> </ul>	<ul style="list-style-type: none"> <li>Learning a new language</li> </ul>
<b>2 My World</b> pp. 12–21	<ul style="list-style-type: none"> <li>Personal items</li> <li>Countries, nationalities, languages</li> </ul>	<ul style="list-style-type: none"> <li>Possessive adjectives, 's, s'</li> <li>Question words</li> </ul> Grammar reference p. 107	<ul style="list-style-type: none"> <li>Making new friends</li> </ul>	<ul style="list-style-type: none"> <li>Meeting and greeting</li> </ul>
<b>3 People in My Life</b> pp. 22–31	<ul style="list-style-type: none"> <li>Family and friends</li> <li>Describing people</li> </ul>	<ul style="list-style-type: none"> <li><i>have</i></li> <li>Comparative adjectives</li> <li>Possessive pronouns</li> </ul> Grammar reference p. 108	<ul style="list-style-type: none"> <li>A computer game</li> </ul>	<ul style="list-style-type: none"> <li>On the phone</li> </ul>
<b>4 It's My Life!</b> pp. 32–41	<ul style="list-style-type: none"> <li>Daily routines</li> <li>After-school activities</li> </ul>	<ul style="list-style-type: none"> <li>Simple present statements</li> <li>Simple present questions</li> <li>Adverbs of frequency</li> </ul> Grammar reference p. 109	<ul style="list-style-type: none"> <li>Podcast interviews about after-school activities</li> </ul>	<ul style="list-style-type: none"> <li>Asking for information</li> </ul>
<b>5 School Days</b> pp. 42–51	<ul style="list-style-type: none"> <li>Places at school</li> <li>School subjects</li> </ul>	<ul style="list-style-type: none"> <li><i>can</i> for ability</li> <li>Object pronouns</li> <li>Verb + <i>-ing</i> form (gerund) for opinions</li> </ul> Grammar reference p. 110	<ul style="list-style-type: none"> <li>A student's experience at a performing arts school</li> </ul>	<ul style="list-style-type: none"> <li>Asking for and giving permission</li> </ul>

**Unit 1–5 Review Game pp. 52–53**

Writing	Reading	Video	Accuracy and fluency	Speaking outcomes
<ul style="list-style-type: none"> <li>A poster with classroom rules</li> </ul>	<ul style="list-style-type: none"> <li><i>It's a New School Year</i></li> <li>Reading to write: <i>Computer Club Rules</i></li> <li>Culture: <i>Picture It!</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Anuj's First Day</i></li> <li><i>How do you spell your name?</i></li> <li><i>Zhin Yan: A Gymnast</i></li> </ul>	<ul style="list-style-type: none"> <li><i>a</i> vs. <i>an</i></li> <li>Rising intonation in <i>yes/no</i> questions</li> <li>Singular form of <i>be</i> for groups</li> </ul>	I can . . . <ul style="list-style-type: none"> <li>identify classroom objects and colors.</li> <li>identify people in my school.</li> <li>give and follow instructions.</li> <li>ask for help learning English.</li> <li>talk about a school club.</li> </ul>
<ul style="list-style-type: none"> <li>A personal profile</li> </ul>	<ul style="list-style-type: none"> <li><i>Jessica Watson – A Teenage Sailor!</i></li> <li>Reading to write: <i>Meet the Team</i></li> <li>Culture: <i>Our World in a Box</i></li> </ul>	<ul style="list-style-type: none"> <li><i>The Yellow Ferrari</i></li> <li><i>What's your name? Where are you from?</i></li> <li><i>Young Scientists</i></li> <li><i>The Land Down Under</i> (CLIL Project p. 116)</li> </ul>	<ul style="list-style-type: none"> <li>Using demonstratives <i>this, that, these, and those</i> in introductions</li> <li>Falling intonation in <i>Wh-</i> questions</li> <li>Capital letters with countries, nationalities, and languages</li> <li>Conjugation of <i>be</i> after plural possessives</li> </ul>	I can . . . <ul style="list-style-type: none"> <li>identify personal items.</li> <li>talk about my favorite things.</li> <li>ask and answer questions about people's background and nationality.</li> <li>meet, greet, and introduce people.</li> <li>choose things for a time capsule.</li> </ul>
<ul style="list-style-type: none"> <li>A description of a person</li> </ul>	<ul style="list-style-type: none"> <li><i>A Very Big Family!</i></li> <li>Reading to write: <i>My Best Friend</i></li> <li>Culture: <i>Diwali</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Robot Fighters</i></li> <li><i>What's your phone number? What's your email address?</i></li> <li><i>My Siberian Family</i></li> </ul>	<ul style="list-style-type: none"> <li>Using <i>It's . . .</i> to identify yourself on the phone</li> <li>Word stress with comparative adjectives</li> <li>Not using <i>more</i> with comparative adjectives ending in <i>-er</i></li> </ul>	I can . . . <ul style="list-style-type: none"> <li>identify my family members and friends.</li> <li>talk about my family.</li> <li>compare people.</li> <li>talk on the phone.</li> <li>talk about festivals.</li> </ul>
<ul style="list-style-type: none"> <li>A blog post about your routine</li> </ul>	<ul style="list-style-type: none"> <li><i>Times Around the World</i></li> <li>Reading to write: <i>Madison's Blog</i></li> <li>Culture: <i>It's a New Year!</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Ali's Day</i></li> <li><i>What do you do after school?</i></li> <li><i>La Quinceañera</i></li> <li><i>Mars</i> (CLIL Project p. 117)</li> </ul>	<ul style="list-style-type: none"> <li>Irregular spellings of third person simple present form</li> <li>Different sounds of third person simple present forms: /s/, /z/, /iz/</li> <li>Position of adverbs of frequency</li> </ul>	I can . . . <ul style="list-style-type: none"> <li>talk about my daily routine.</li> <li>talk about things I do and don't do.</li> <li>ask and answer questions about routines and activities.</li> <li>ask questions for more information.</li> <li>discuss a special occasion.</li> </ul>
<ul style="list-style-type: none"> <li>An email asking for permission</li> </ul>	<ul style="list-style-type: none"> <li><i>Kung Fu School</i></li> <li>Reading to write: <i>Using the Computer Lab</i></li> <li>Culture: <i>A Do-It-Yourself School</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Kung Fu School</i></li> <li><i>Can you use your cell phone at school?</i></li> <li><i>Tobilay's School Day</i></li> </ul>	<ul style="list-style-type: none"> <li>Different vowel sounds for <i>can</i> and <i>can't</i></li> <li><i>Well</i> vs. <i>good</i></li> </ul>	I can . . . <ul style="list-style-type: none"> <li>identify places at my school.</li> <li>talk about my abilities.</li> <li>express opinions about school subjects and activities.</li> <li>ask for and give permission.</li> <li>discuss interesting or unusual things about schools.</li> </ul>

Unit	Vocabulary	Grammar	Listening	Conversation (Useful language)
<b>6 Time to Eat!</b> pp. 54–63	<ul style="list-style-type: none"> <li>■ Food</li> <li>■ More food</li> <li>■ Meals</li> </ul>	<ul style="list-style-type: none"> <li>■ <i>a/an</i></li> <li>■ <i>some/any</i> with countable and uncountable nouns</li> <li>■ <i>there is/are</i></li> <li>■ <i>much, many, and a lot of</i></li> </ul> Grammar reference p. 111	<ul style="list-style-type: none"> <li>■ A conversation about after-school snacks</li> </ul>	<ul style="list-style-type: none"> <li>■ Ordering food</li> </ul>
<b>7 Animal World</b> pp. 64–73	<ul style="list-style-type: none"> <li>■ Animals</li> <li>■ Action verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Present continuous</li> <li>■ Simple present vs. present continuous</li> </ul> Grammar reference p. 112	<ul style="list-style-type: none"> <li>■ Conversations at a zoo</li> </ul>	<ul style="list-style-type: none"> <li>■ Asking for and giving directions</li> </ul>
<b>8 City Life</b> pp. 74–83	<ul style="list-style-type: none"> <li>■ Places in town</li> <li>■ Transportation places</li> <li>■ Prepositions of place</li> </ul>	<ul style="list-style-type: none"> <li>■ Simple past of <i>be</i></li> <li>■ <i>there was/were</i></li> <li>■ Simple past statements with regular and irregular verbs</li> <li>■ <i>ago</i></li> </ul> Grammar reference p. 113	<ul style="list-style-type: none"> <li>■ A report on a school trip</li> </ul>	<ul style="list-style-type: none"> <li>■ Sharing exciting news</li> </ul>
<b>9 Fun and Games</b> pp. 84–93	<ul style="list-style-type: none"> <li>■ Sports and activities</li> <li>■ Clothes</li> </ul>	<ul style="list-style-type: none"> <li>■ Simple past yes/no questions and short answers</li> <li>■ Simple past <i>Wh</i>-questions</li> </ul> Grammar reference p. 114	<ul style="list-style-type: none"> <li>■ A conversation about a skateboard competition</li> </ul>	<ul style="list-style-type: none"> <li>■ Expressing interest</li> </ul>
<b>10 Vacation: Here and There</b> pp. 94–103	<ul style="list-style-type: none"> <li>■ Weather</li> <li>■ Months</li> <li>■ Seasons</li> <li>■ Landforms</li> </ul>	<ul style="list-style-type: none"> <li>■ <i>be going to</i></li> <li>■ Superlative adjectives</li> </ul> Grammar reference p. 115	<ul style="list-style-type: none"> <li>■ A conversation about a trip to Ecuador</li> </ul>	<ul style="list-style-type: none"> <li>■ Making suggestions</li> </ul>

Unit 6–10 Review Game pp. 104–105

Writing	Reading	Video	Accuracy and fluency	Speaking outcomes
<ul style="list-style-type: none"> <li>An article about a special meal</li> </ul>	<ul style="list-style-type: none"> <li><i>Art You Can Eat!</i></li> <li>Reading to write: <i>Let's Celebrate!</i></li> <li>Culture: <i>Chino Meets Latino</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Fishing in Japan</i></li> <li><i>What do you usually have for lunch?</i></li> <li><i>Dabbawallas</i></li> <li><i>Mountains of Rice</i> (CLIL Project p. 118)</li> </ul>	<ul style="list-style-type: none"> <li>Linking vowel sounds with <i>an</i></li> <li>Not using <i>much</i> in affirmative sentences</li> </ul>	I can . . . <ul style="list-style-type: none"> <li>identify different kinds of food.</li> <li>ask and answer questions about food.</li> <li>talk about quantities of food and meals.</li> <li>order food in a restaurant.</li> <li>talk about food and culture.</li> </ul>
<ul style="list-style-type: none"> <li>A description of an animal</li> </ul>	<ul style="list-style-type: none"> <li><i>Animal Actions Quiz</i></li> <li>Reading to write: <i>All about Hippos</i></li> <li>Culture: <i>Huskies: The Inuit's Best Friend</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Shark Attack!</i></li> <li><i>Do you like going to museums?</i></li> <li><i>Animals in the City</i></li> <li><i>Chameleons</i> (CLIL Project p. 119)</li> </ul>	<ul style="list-style-type: none"> <li>Irregular plural words for animals</li> <li>Different <i>g</i> sounds: <i>going</i></li> <li>Verbs usually used in the simple present, not the present continuous</li> </ul>	I can . . . <ul style="list-style-type: none"> <li>identify different animals.</li> <li>ask and answer questions about animals' actions.</li> <li>talk about my favorite zoo animal.</li> <li>ask for and give directions.</li> <li>talk about how animals help people.</li> </ul>
<ul style="list-style-type: none"> <li>An email about a place</li> </ul>	<ul style="list-style-type: none"> <li><i>Pompeii</i></li> <li>Reading to write: <i>My trip to Puebla</i></li> <li>Culture: <i>Getting Around in Hong Kong</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Rome: Ancient and Modern</i></li> <li><i>Where do you usually go with your friends?</i></li> <li><i>Crossing Cities</i></li> </ul>	<ul style="list-style-type: none"> <li>Different sounds for <i>-ed</i> endings: /t/, /d/, /ɪd/</li> <li>Using <i>were</i> after singular subjects when they're part of a list</li> </ul>	I can . . . <ul style="list-style-type: none"> <li>talk about places in my city or town.</li> <li>ask and answer questions about the past.</li> <li>describe past events and activities.</li> <li>share exciting news and experiences.</li> <li>talk about transportation and how I get to school.</li> </ul>
<ul style="list-style-type: none"> <li>A biography of an athlete</li> </ul>	<ul style="list-style-type: none"> <li><i>Sumo Giants</i></li> <li>Reading to write: <i>A Teen Athlete</i></li> <li>Culture: <i>Ye Olde English Faire</i></li> </ul>	<ul style="list-style-type: none"> <li><i>The Palio</i></li> <li><i>What's your favorite sport and why?</i></li> <li><i>The Bowler</i></li> </ul>	<ul style="list-style-type: none"> <li>Using some words for sports as both nouns and verbs</li> <li>Reduction of <i>did you</i> to /dɪdʒə/</li> <li>Using <i>did</i> (not <i>do</i>) in past tense <i>Wh-</i> questions</li> </ul>	I can . . . <ul style="list-style-type: none"> <li>identify different sports and activities.</li> <li>ask and answer <i>yes/no</i> questions about past events.</li> <li>ask and answer <i>Wh-</i> questions about past events.</li> <li>express interest in what someone is saying.</li> <li>talk about traditional sports events.</li> </ul>
<ul style="list-style-type: none"> <li>An email about a vacation</li> </ul>	<ul style="list-style-type: none"> <li><i>Wish You Were Here</i></li> <li>Reading to write: <i>My Trip to Brazil</i></li> <li>Culture: <i>Canada: Land of Surprises</i></li> </ul>	<ul style="list-style-type: none"> <li><i>City of Water</i></li> <li><i>Where do you like going on vacation?</i></li> <li><i>Alaska!</i></li> <li><i>Big Art</i> (CLIL Project p. 120)</li> </ul>	<ul style="list-style-type: none"> <li>Reduction of <i>going to</i> to /gənə/</li> <li>Remembering the apostrophe in <i>let's</i></li> </ul>	I can . . . <ul style="list-style-type: none"> <li>talk about weather, seasons, and months.</li> <li>discuss vacation plans.</li> <li>describe different landforms and places to visit.</li> <li>make suggestions.</li> <li>share interesting facts about my country.</li> </ul>

Irregular verbs p. 121