

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

Writing	Reading	Video	Accuracy and fluency	Speaking outcomes
<ul style="list-style-type: none">■ A poster with classroom rules	<ul style="list-style-type: none">■ <i>It's a New School Year</i>■ Reading to write: <i>Computer Club Rules</i>■ Culture: <i>Picture It!</i>	<ul style="list-style-type: none">■ <i>Anuj's First Day</i>■ <i>How do you spell your name?</i>■ <i>Zhin Yan: A Gymnast</i> (Ecuador CLIL Project pp. 122–123)	<ul style="list-style-type: none">■ a vs. an■ Rising intonation in yes/no questions■ Singular form of be for groups	<p>I can . . .</p> <ul style="list-style-type: none">■ identify classroom objects and colors.■ identify people in my school.■ give and follow instructions.■ ask for help learning English.■ talk about a school club.
<ul style="list-style-type: none">■ A personal profile	<ul style="list-style-type: none">■ <i>Jessica Watson – A Teenage Sailor!</i>■ Reading to write: <i>Meet the Team</i>■ Culture: <i>Our World in a Box</i>	<ul style="list-style-type: none">■ <i>The Yellow Ferrari</i>■ <i>What's your name? Where are you from?</i>■ <i>Young Scientists</i>■ <i>The Land Down Under</i> (CLIL Project p. 116)	<ul style="list-style-type: none">■ Using demonstratives <i>this, that, these</i>, and <i>those</i> in introductions■ Falling intonation in <i>Wh-</i> questions■ Capital letters with countries, nationalities, and languages■ Conjugation of <i>be</i> after plural possessives	<p>I can . . .</p> <ul style="list-style-type: none">■ identify personal items.■ talk about my favorite things.■ ask and answer questions about people's background and nationality.■ meet, greet, and introduce people.■ choose things for a time capsule.
<ul style="list-style-type: none">■ A description of a person	<ul style="list-style-type: none">■ <i>A Very Big Family!</i>■ Reading to write: <i>My Best Friend</i>■ Culture: <i>Diwali</i>	<ul style="list-style-type: none">■ <i>Robot Fighters</i>■ <i>What's your phone number? What's your email address?</i>■ <i>My Siberian Family</i> (Ecuador CLIL Project pp. 124–125)	<ul style="list-style-type: none">■ Using <i>It's . . .</i> to identify yourself on the phone■ Word stress with comparative adjectives■ Not using <i>more</i> with comparative adjectives ending in <i>-er</i>	<p>I can . . .</p> <ul style="list-style-type: none">■ identify my family members and friends.■ talk about my family.■ compare people.■ talk on the phone.■ talk about festivals.
<ul style="list-style-type: none">■ A blog post about your routine	<ul style="list-style-type: none">■ <i>Times Around the World</i>■ Reading to write: <i>Madison's Blog</i>■ Culture: <i>It's a New Year!</i>	<ul style="list-style-type: none">■ <i>Ali's Day</i>■ <i>What do you do after school?</i>■ <i>La Quinceañera</i>■ <i>Mars</i> (CLIL Project p. 117)	<ul style="list-style-type: none">■ Irregular spellings of third person simple present form■ Different sounds of third person simple present forms: /s/, /z/, /iz/■ Position of adverbs of frequency	<p>I can . . .</p> <ul style="list-style-type: none">■ talk about my daily routine.■ talk about things I do and don't do.■ ask and answer questions about routines and activities.■ ask questions for more information.■ discuss a special occasion.
<ul style="list-style-type: none">■ An email asking for permission	<ul style="list-style-type: none">■ <i>Kung Fu School</i>■ Reading to write: <i>Using the Computer Lab</i>■ Culture: <i>A Do-It-Yourself School</i>	<ul style="list-style-type: none">■ <i>Kung Fu School</i>■ <i>Can you use your cell phone at school?</i>■ <i>Tobilay's School Day</i> (Ecuador CLIL Project pp. 126–127)	<ul style="list-style-type: none">■ Different vowel sounds for <i>can</i> and <i>can't</i>■ <i>Well</i> vs. <i>good</i>	<p>I can . . .</p> <ul style="list-style-type: none">■ identify places at my school.■ talk about my abilities.■ express opinions about school subjects and activities.■ ask for and give permission.■ discuss interesting or unusual things about schools.