### Unit 1: One Day At a Time

**Goals**
- Ask and answer simple questions about how you and other people feel.
- Give information about your routines, habits, and current activities.
- Use falling and raising intonation when asking yes/no and wh-questions.
- Ask and write information about someone else’s routine.
- Use typical expressions in a telephone conversation.
- Feelings (positive and negative)
- Verbs related to school, home, work, and leisure
- Adverbs of frequency
- The Simple Present tense: *I walk my dog twice a day. She never takes a nap in the afternoon.*
- The Present Progressive tense: *I’m chatting right now. He’s taking hip hop classes this month.*

**Grammar and Vocabulary**
- Feelings (positive and negative)
- Verbs related to school, home, work, and leisure
- Adverbs of frequency
- The Simple Present tense: *I walk my dog twice a day. She never takes a nap in the afternoon.*
- The Present Progressive tense: *I’m chatting right now. He’s taking hip hop classes this month.*

**Functions**
- Talking about feelings
- Asking for and giving information about routines and habits
- Expressing the frequency of an action
- Talking about what people are doing at the moment

**Listening**
- Asking for verification or clarification

**Reading**
- Highlighting

**Writing**
- Using mechanical techniques

**Speaking**
- Taking risks wisely

**Communication**
- Rising and falling intonation

**Social Studies:** Regions and routines

**Project**
- A Comic Presentation (comic strip)

### Unit 2: Talented People All Around You!

**Goals**
- Describe someone’s personality and his/her talents.
- Talk about your abilities and future plans for those abilities you lack.
- Correctly pronounce *can* and *can’t*.
- Write about what some Paralympic athletes can do really well.
- Use expressions to react to good and bad news.

**Grammar and Vocabulary**
- Personality adjectives (I)
- Action verbs
- Good at: *I’m good at learning languages. They aren’t good at singing.*
- Can: *I can cook Thai food. He can’t do financial math.*
- Be + going to: *I’m going to hire a voice coach. She isn’t going to give up!*

**Functions**
- Describing people (qualities)
- Talking about things that people do well
- Expressing ability in the present
- Talking about future plans

**Listening**
- Rewarding yourself

**Reading**
- Translating

**Writing**
- Using a circumlocution or synonym

**Speaking**
- Using mime or gesture

**Technology:** Paralympic Games

**Got Talent (talent show)**
### Unit 3: Healthy and Tasty!

- Use different expressions to talk about food items that you like and don't like.
- Write a simple recipe.
- Identify and pronounce the vowel sound schwa /ə/ correctly.
- Write suggestions based on a text for how to have a balanced diet.
- Use expressions to ask for and buy food.

### Grammar and Vocabulary
- Countable and uncountable nouns (food)
- Containers and quantifiers
- Cooking actions
- There is/are + some/any: There is some cheese. There aren't any tomatoes.
- How much/many: How much butter do you need? How many bananas are there?
- Imperatives: Grate the cheese. Don't boil it.
- Object pronouns *it* and *them*.

### Functions
- Expressing existence in the present
- Talking about food
- Following and giving simple instructions
- Describing simple recipes
- Buying and selling food

### Listening
- Taking notes

### Reading
- Switching to the mother tongue

### Writing
- Structured reviewing

### Speaking
- Asking for correction

### Communication
- Long and short vowels
- Showing interest and surprise

### Math
- Fractions and percentages

### CLIL
- Global Foodcast (podcast)

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### Unit 4: A Fascinating Kingdom

- Complete a short paragraph describing an animal.
- Describe an animal’s abilities.
- Identify and pronounce short and long vowels correctly.
- Write short sentences describing animals’ emotions.
- Use expressions to show interest and surprise in short conversations.

### Grammar and Vocabulary
- Vertebrates
- Animal body parts
- Animal skills
- Short and long adjectives
- The comparative form: The giant panda is heavier than the spectacled bear.
- The superlative form: The ostrich is the largest bird in the world.
- Can (review): Blue whales can swim up to 48 kilometers per hour (km/h).

### Functions
- Making comparisons and expressing degrees of difference
- Expressing ability in the present

### Listening
- Repeating

### Reading
- Developing cultural understanding

### Writing
- Adjusting or approximating the message

### Speaking
- Placing new words into a context

### CLIL
- Science: Animals' emotions

### Project
- Animals on the Brink (photography exhibition)
**Unit 5: Ancient Civilizations**

**Goals**
- Ask and answer questions about an ancient civilization.
- Give specific information about an ancient culture.
- Identify and pronounce the final -ed sound properly.
- Use also, too, and as well in different sentences.
- Use may, could, and can properly when asking for permission or making a request.

**Grammar and Vocabulary**
- Personality adjectives (II)
- Regular verbs
- The verb to be in the Simple Past tense: I was in Mexico last month. You were 12 when I met you. He wasn’t bored during his last vacation.
- The Simple Past tense with regular verbs: The Muiscas thrived in the high Andean plains. The Egyptians didn’t cultivate maize.
- Could: I could read when I was four. He couldn’t speak Swahili.
- Yes/No and wh-questions in the Simple Past tense: Did the Incas cultivate rice? Where did they live?

**Functions**
- Describing people (qualities)
- Talking about past events
- Expressing ability in the past

**Listening**
- Delaying speech production to focus on listening

**Reading**
- Highlighting

**Writing**
- Overviewing and linking with already known material

**Speaking**
- Developing cultural understanding

**Pronunciation**
- -ed ending: /ɪd/, /t/, and /d/

**Communication**
- Asking for permission and making requests

**Arts**
- Colors and their meaning

**Comparing Civilizations (Venn diagram)**

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**Unit 6: The Traveler Is the Journey**

**Goals**
- Use adjectives to describe different activities.
- Write summaries about past events, based on simple interviews.
- Distinguish and pronounce the sounds /ʃ/ and /tʃ/ correctly.
- Write simple ideas on how to become a more responsible tourist.
- Recognize different airport announcements and instructions.

**Grammar and Vocabulary**
- Adjectives related to vacation experiences
- Irregular verbs
- Adjectives ending in -ed and -ing
- There was/were: There was only local food. There were three international restaurants.
- The Simple Past tense with irregular verbs: I went to Rome last vacation. She didn’t go hiking yesterday.
- Yes/No and wh-questions in the Simple Past tense: Did you have an accident during your trip? What did you lose?

**Functions**
- Expressing existence in the past
- Talking about past events and completed actions in the past

**Listening**
- Taking notes

**Reading**
- Reasoning deductively

**Writing**
- Seeking practice opportunities

**Speaking**
- Using mime or gesture

**Pronunciation**
- Sounds /ʃ/ and /tʃ/

**Communication**
- Recognizing airport announcements and instructions

**Arts**
- Colors and their meaning

**Comparing Civilizations (Venn diagram)**

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**Civic Literacy**
- Responsible tourism

**A Trip Through Pictures (photo blog)**

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HIT THE ROAD! 2