<table>
<thead>
<tr>
<th>Welcome unit</th>
<th>Welcome to Students for PEACE!</th>
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<tbody>
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<td>p. 6</td>
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<thead>
<tr>
<th>Scope &amp; sequence</th>
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<tbody>
<tr>
<td>Spark &amp; Building blocks</td>
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| **1** | **Identity** | **p. 10** | - Discussing one’s identity.  
- Personal documents and their social contexts. | - ID cards and a registration form.  
- Listening and identifying names and origins. | - Personal pronouns.  
- Verb be: affirmative form.  
- Possessive adjectives.  
- Spidergram: what makes identity.  
- Creating an IDEAL ID. | - Discussing separation and integration as well as the principles of cooperation, tolerance and respect.  
- Creating a Declaration of principles for peace. |
| **2** | **Origins** | **p. 22** | - Talking about family and origins.  
- Giving information about types of families and family trees. | - Reading a school poster and a graph to trace family roots, learning about migration around the world.  
- Listening to immigrants and to a family party invitation. | - Verb be: negative and interrogative forms.  
- “Let me introduce...”  
- Wh- questions.  
- Spidergram: what family brings to people.  
- Playing “The diversity box” game. |
| **3** | **Houses and homes** | **p. 34** | - Observing types of houses and discussing the difference between houses and homes.  
- Parts of a house and furniture. | - Reading book extracts to identify essential characteristics of homes around the globe.  
- Listening and practising dialogues about being at home. | - Present continuous.  
- Spidergram: elements of the house and home.  
- Describing your home or bedroom. | - Discussing people’s behaviour in their homes.  
- Making a poster about Homes and PEACE. |
| **4** | **Friends** | **p. 46** | - Talking about friends and friendship.  
- Describing friends. | - Reading a story about two friends and a blog post and commenting on it.  
- Listening to phone conversations between friends and a radio programme. | - Present continuous: yes/no questions and short answers.  
- Classifying people you know.  
- Spidergram: words which describe a good friend.  
- Posting about your best friend on a blog. | - Friendship: a traditional way to show it.  
- Planning and celebrating a Day of Friendship. |
**Neighbourhood**  
*p. 58*

- Describing and talking about different neighbourhoods.
- Matching neighbourhood descriptions to pictures.

**Time**  
*p. 70*

- Measuring time with different devices.
- Thinking about situations in which it is important to check the time.
- Telling the time.

**Financial education**  
*p. 82*

- Discussing what money can buy.
- Different methods to pay for things and ways to get and spend money.

**Sports**  
*p. 94*

- Thinking about sports and how they are related to other aspects of life.
- Recognizing sports descriptions, body parts, and movements.

**Peace talk**

- How can we make a positive impact on our neighbourhood?
- Working on an improvement plan for your school neighbourhood.

**Spark & Building blocks**

- Getting directions to places and reading information about them.
- Listening to people asking about places and giving directions.
- th**ere is/are.**
- Prepositions of place.
- Imperative.
- Mindmap: identifying places in your neighbourhood.
- Preparing and publishing a guide to your neighbourhood.

**Explore & Sync**

- Identifying dates (days of the week and months) on tickets and prepositions of time.
- Reading a Central Park events guide.
- Listening to people asking their friends to go out and talking about their routines.
- Present simple: affirmative form.
- Diagram: classifying activities – obligation or fun?
- Organizing your weekly life.

**Toolbox & Studio**

- Reading a web page which offers children advice on how to spend money properly and write a money diary.
- Listening to how children get, spend, and deal with their money.
- Present simple: negative form.
- Object pronouns.
- Diagram: completing an ideal money cycle.
- Writing about money.

**Language reference**

- Reading a web page, a cereal box, and an infographic about sports and their benefits.
- Listening to a gold medal winner and her coach talk about her routine.
- Present simple: yes/no questions, short answers.
- Wh- questions.
- Mindmap: body movements related to different sports.
- Creating an infographic about an interesting sport.