

SCOPE AND SEQUENCE

UNIT	TOPIC	VOCABULARY	GRAMMAR
Welcome p. 4		Alphabet • Numbers 1-100 • Colours • Classroom language • Greetings	
1 p. 8	Identity	<ul style="list-style-type: none"> • Countries and nationalities • Months of the year 	<ul style="list-style-type: none"> • Verb <i>to be</i> (affirmative)
2 p. 22	Family	<ul style="list-style-type: none"> • Family members 	<ul style="list-style-type: none"> • Verb <i>to be</i> (affirmative, negative, interrogative) • <i>Have got</i> (affirmative) • Demonstrative pronouns
Review 1 p. 21 - Review 2 p. 35			
3 p. 36	School	<ul style="list-style-type: none"> • School facilities • School objects • School subjects 	<ul style="list-style-type: none"> • <i>There be</i> • Prepositions of place • articles <i>a/an</i> • Plural nouns
4 p. 50	House	<ul style="list-style-type: none"> • Parts of the house • Furniture and personal items in the bedroom 	<ul style="list-style-type: none"> • <i>Have got</i> (affirmative, negative, interrogative) • Possessive adjectives • Genitive case
Review 3 p. 49 - Review 4 p. 63			
5 p. 64	Friends	<ul style="list-style-type: none"> • Adjectives to describe personality • Activities friends do together 	<ul style="list-style-type: none"> • Present continuous • <i>Let's</i> + verb • Telling the time
6 p. 78	Neighbourhood	<ul style="list-style-type: none"> • Places and elements around town • Adjectives to describe neighbourhoods 	<ul style="list-style-type: none"> • Imperative
Review 5 p. 77 - Review 6 p. 91			
7 p. 92	Leisure	<ul style="list-style-type: none"> • Free-time activities • Musical instruments • Periods of the day 	<ul style="list-style-type: none"> • Simple present (1st and 2nd persons; 3rd person plural) • Expressions of frequency • Adverbs of frequency • Question words (<i>how often, what, when</i>)
8 p. 106	Routine	<ul style="list-style-type: none"> • Routine actions • Means of transportation 	<ul style="list-style-type: none"> • Simple present (3rd person singular) • Question words (<i>who, how</i>) • <i>By</i> + means of transportation
Review 7 p. 105 - Review 8 p. 119			

PRONUNCIATION	LISTENING	SPEAKING	READING	WRITING	SEL
<ul style="list-style-type: none"> Verb <i>to be</i>: contracted forms (/m/, /z/, /r/) 	<ul style="list-style-type: none"> Two children introducing themselves 	<ul style="list-style-type: none"> Introducing yourself 	<ul style="list-style-type: none"> Social media profile 	<ul style="list-style-type: none"> Social media profile 	<ul style="list-style-type: none"> Appreciating diversity
<ul style="list-style-type: none"> /ð/ 	<ul style="list-style-type: none"> A child introducing her family 	<ul style="list-style-type: none"> Presentation of your family 	<ul style="list-style-type: none"> Photo captions 	<ul style="list-style-type: none"> Photo caption 	<ul style="list-style-type: none"> Respecting differences
<ul style="list-style-type: none"> /θ/ 	<ul style="list-style-type: none"> School tour 	<ul style="list-style-type: none"> Podcast presenting your school 	<ul style="list-style-type: none"> School posters 	<ul style="list-style-type: none"> Poster 	<ul style="list-style-type: none"> Awareness of social issues
<ul style="list-style-type: none"> Stress in compound nouns 	<ul style="list-style-type: none"> Bedroom tour 	<ul style="list-style-type: none"> Bedroom tour 	<ul style="list-style-type: none"> Comic strip 	<ul style="list-style-type: none"> Alternative ending for a comic strip 	<ul style="list-style-type: none"> Acting politely
<ul style="list-style-type: none"> /ŋ/ 	<ul style="list-style-type: none"> Surprise for a friend 	<ul style="list-style-type: none"> Surprise for a friend 	<ul style="list-style-type: none"> Chat 	<ul style="list-style-type: none"> Chat messages 	<ul style="list-style-type: none"> Relationship building
<ul style="list-style-type: none"> /st/, /sp/, /sk/ clusters at the beginning of words 	<ul style="list-style-type: none"> Neighbourhood descriptions 	<ul style="list-style-type: none"> Presentation about your neighbourhood 	<ul style="list-style-type: none"> Street signs 	<ul style="list-style-type: none"> Sign for school 	<ul style="list-style-type: none"> Social engagement
<ul style="list-style-type: none"> /t/ vs. /tʃ/ 	<ul style="list-style-type: none"> Interview about free-time activities 	<ul style="list-style-type: none"> Interview about free-time activities 	<ul style="list-style-type: none"> Blog post 	<ul style="list-style-type: none"> Blog post 	<ul style="list-style-type: none"> Self-motivation
<ul style="list-style-type: none"> -s in 3rd person singular verbs 	<ul style="list-style-type: none"> Description of a routine 	<ul style="list-style-type: none"> Description of your routine 	<ul style="list-style-type: none"> Weekly schedule 	<ul style="list-style-type: none"> Weekly schedule 	<ul style="list-style-type: none"> Organisation