

Learning goals

Project

Vocabulary

Linguistic items

Speech patterns

UNIT 1
The children's Olympics

- Identify countries and their corresponding nationalities.
- Name different occupations related to sports.
- Ask about and answer personal information.
- Describe people physically.
- Use the suffixes **-or**, **-er** and **-ist**.

Researching famous people.

Nouns: athlete, swimmer, tennis player, gymnast, dancer, photographer, journalist.
Qualities: Argentinian, Colombian, Chinese, French, Japanese, Spanish, British, Bolivian, Australian, Canadian, Puerto Rican, Venezuelan, Mexican, Italian. Short, tall, of medium height, fat, thin, of medium weight, long, blond, dark, straight, wavy (hair).

What's your/his/her name?
How old are you/is he/she?
Where are you/is he/she from?
What do you/does he/she do?
What does he/she look like?

UNIT 2
My last trip

- Express possession.
- Talk about city and country life.
- Use adjectives to describe and compare.
- Express personal opinion about places and things.
- Recognize the suffixes **-ed** and **-ing** as endings that form qualities.

Making a tourist TV commercial.

Nouns: country, mountain, hill, waterfall, valley.
Qualities: high, low, expensive, cheap, interesting, exciting, boring, important, comfortable, polluted, crowded, noisy, quiet.

Comparative form of adjectives (**-er/more than**)
Superlative form of adjectives (**-est/the most**)

UNIT 3
Time for cleaning

- Tell time.
- Identify house chores.
- Express obligation using **have to** and **must**.
- Talk about habits and frequency of events.
- Get the main ideas of a text.

Making a household device.

Nouns: the time (numbers to tell time).
Actions: do the shopping, do the dishes, dust, sweep the floor, do the laundry, take the trash out, make the bed, vacuum the carpet.
Adverbs: always, usually, often, sometimes, seldom, never.

What time is it?
Do you help at home?
What do you have to do?
O'clock, quarter past, quarter to, half past.



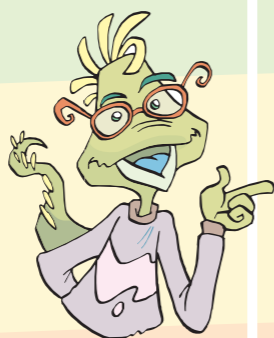
UNIT 4
I was busy all the time

- Identify the past form of regular and some irregular verbs.
- Talk about events in the past.
- Make inferences while reading.
- Use the dictionary.
- Use new words in sentences.

Creating a big book.

Nouns: punishment, princess, castle, noise.
Actions: saved, failed, punished, worked, played, studied, was/were, went, did, had, took, swept, woke up, made, picked, kissed, appeared.
Adverbs: one hour/two days/three months/four years ago, yesterday, last Tuesday/week/month/year.

What did you do?
How long was the punishment?
What did you do yesterday?
What time did you...?
Did you ...?



UNIT 5
Cooking with Wordy and Grammy

- Understand instructions in a recipe.
- Use expressions of quantity.
- Ask and answer about quantities.
- Understand and interpret a graph.
- Infer meaning from context.

Making a file folder accordion book.

Nouns: flour, bead, milk, sugar, salt, cream, bowl.
Actions: wash, peel, cut, chop, mix, add, pour, stir, beat, fry, bake, cook, put, turn.
Expressions of quantity: a pound of, a spoon of, a slice of, a cup of.

Imperative.
How much....?
How many...?

UNIT 6
An invitation

- Talk about his/her plans.
- Relate places to activities that can be performed there.
- Ask and answer about the future.
- Make, accept and refuse invitations.
- Recognize some homophones.
- Get the main ideas and important details from a reading.

Planning a party.

Nouns: entrance.
Actions: shall, going to.
Time expressions: tomorrow, next week/ weekend/month/vacation/year; on Saturday/Sunday.

Sounds great!
I'm back from school.
Let's...
Great idea!
I'm sorry. I can't.
I'm going to...
What are you going to do?
Where are you going to go?
Are you going to be at home?
Do you want to...?

UNIT 7
An emergency!

- Learn the emergency numbers in his/her city.
- Identify home and health emergencies.
- Identify the elements of a first-aid kit.
- Ask for and give advice.
- Recognize compound words.

Designing an emergency index card set.

Nouns: Emergency, response, first-aid kit, headache, stomachache, toothache, sore throat, cold, fever, pain reliever, antiseptic, gauze, band-aid, syrup.
Qualities: serious.
Actions: demands, choking, should/ **should not**, throw up, wait for.

What should I do?
You should/should not.



UNIT 8
I have a problem

- Express feelings.
- Understand personal problems.
- Ask for and give advice.
- Establish cause-effect relationships.
- Write notes asking for and giving advice.

Designing a poster.

Nouns: call, listener, advice.
Qualities: desperate, disappointed, annoyed, afraid, frustrated, sad, worried.
Actions: propose, cheer up, miss (the plane/bus).

Had a terrible argument.
Tell lies.
Should/should not.