



Unit	Vocabulary	Language	Reading (Values)	Writing	CLIL	Word Study	Review	Exam Practice
Welcome to Shareville! pages 4-5								
Unit 1 Adventure Camp pages 10-23	build a shelter, ride on a zipline, sleep in a tent, go hiking, go mountain biking, cook on a campfire, go horseback riding, go canoeing; jump on a trampoline, go climbing, play table tennis, play badminton, play volleyball, make jewelry, go ice skating, go bowling	What did you do? We went climbing. Did you play outside every day? Yes, we did / No, we didn't.	I care about fair play. Reading skills: Visual aids	Review	SOCIAL STUDIES: How to prepare for emergencies while camping Project: Camping emergency kit	-ed endings	Simple past tense conjugation of verbs: regular and irregular	Listening: Understand simple spoken descriptions of objects, people, and events.
Unit 2 Happy Memories pages 24-37	go snorkeling, eat ice cream, build a snowman, have a party, have a picnic, build a sandcastle, sunbathe, learn to ski; perform on stage, tell jokes, do gymnastics, play the drums, sing in a band, act in a play, watch the show	What were you doing? I was ... Was he ...? No, he wasn't Were you ...? Yes, I was.	We share our experiences. Reading skills: Predicting	Picture Description	HEALTH: Mental health and healthy lifestyle Project: Lifestyle journal	/ar/ versus /er/	Past progressive: interrogative, affirmative, and negative	Speaking: Ask basic questions about everyday topics.
Our Shared World Fact file: Haleakalā National Park / Global Citizenship: <i>Take positive action in the community</i> , pages 38-39								
Unit 3 Daily Life pages 40-53	buy groceries, walk the dog, study for a test, take out the trash, buy a present, play chess, read the newspaper, watch the news; go online, listen to the radio, read blog posts, read magazines, download an app, look at a screen	A man was walking his dog when it ran into the street. What were you doing when ...?	I can help others. Reading skills: Topic sentence	News story	HISTORY: History of the Internet Project: Timeline	/or/, /ar/, and /er/	Past progressive + when, affirmative and negative	Reading and Writing: Understand simple written descriptions of objects, people, and events.
Unit 4 Stay Healthy! pages 54-67	have a headache, feel good, have a sore throat, have a cold, have a stomach ache, have a toothache, feel sick, have a fever; flu, symptoms, temperature, cough, lie down, medicine, pharmacy	What's the matter? I have a stomach ache. I don't feel good. What should I do? You should / shouldn't ...	I show my friends that I care for them. Reading skills: Informal language	Formal email	NATURAL SCIENCE: Viruses and Bacteria Project: How to stay healthy poster and/or video	Syllables	Modal <i>should</i> : interrogative, affirmative, and negative	Listening: Understand simple conversations on everyday topics.
Our Shared World Personal narrative: A Healthy Day A World Away / Global Citizenship: <i>Engage with ideas about healthy living through exercise</i> , pages 68-69								
Unit 5 Cook Well, Eat Well! pages 70-83	flour, butter, sugar, jelly, salt and pepper, honey, olives, strawberries, mushrooms; cup, teaspoon, tablespoon, knife, bowl, fork, plate, glass	There are too many ... There aren't enough ... There's too much ... There isn't enough ...	I can choose food responsibly. Reading skills: Topic sentence	Food diary	MATH: Measurements Project: Recipe poster or video	Word Stress	Countable and uncountable nouns	Speaking: Give simple descriptions of objects, pictures, and actions.
Unit 6 Outer Space pages 84-97	satellite, spaceship, the moon, planet, comet, space station, solar system, telescope; bright, enormous, heavy, light, wide, far, near	(not) as ... as How big is Jupiter? How far is it from the sun? How heavy is it?	I can put myself in others' shoes. Reading skills: Skimming	Informal email	ART: Space photography Project: Planet fact file	long and short /oo/	Comparative and superlative forms	Reading and Writing: Read and understand short texts, even if some words are unknown.
Our Shared World Food blog: Planet Protectors / Global Citizenship: <i>Engage with ideas about healthy living through diet</i> , pages 98-99								
Unit 7 High-Tech Future pages 100-113	flying car, robot worker, 3D printer, drone, hoverboard, VR headset, jetpack, electric bike; skyscrapers, green buildings, energy, smart homes, automatic, driverless cars, inventions, travel	will / won't Will we have robots? Yes, we will. Will I have to clean my room? No, you won't.	I can recognize the purpose of a text. Reading skills: Headings	User guide	TECHNOLOGY: The future of green buildings Project: Design a green building	/ô/ sound	Future with <i>will</i> : affirmative, negative, and interrogative	Listening: Understand simple conversations on everyday topics.
Unit 8 Changing Planet pages 114-127	ocean, shark, jellyfish, crab, octopus, coral reef, dolphin, whale; save the environment, waste, turn off lights, electricity, save, reuse, recycling bins	What will happen to the oceans? They'll be warmer. Small fish won't have a home. When we turn off our computers, we save electricity.	I can take action in my community. Reading skills: Tense review	Interview Dialogue	SOCIAL STUDIES: Carbon Footprint Project: Infographic with ideas for reducing carbon footprint	/ear/ sounds	Wh- questions with <i>will</i>	Speaking: Tell short, simple stories using pictures or own ideas.
Our Shared World Science-Fiction comic: Welcome to the Future! / Global Citizenship: <i>Compare and contrast own opinion with others</i> , pages 128-129								
Grammar Practice pages 130-133								