

# Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	<b>Welcome</b> p4	Describe people's lives and interests (sea animals, musical instruments, food, leisure activities, months)	<i>Who's ...? Who likes ...? Who wants to ...? Where do you live? How do you go to school?</i>	
<b>1</b>	<b>Holiday news</b> p8	The world around us Prepositions of place and activities Leisure activities	<b>Past simple question forms:</b> <i>Did he hide in his wardrobe? Yes, he did. Was it scary? Yes, it was.</i>	<b>verb + ...ing:</b> <i>I love skateboarding. I don't mind surfing.</i>
<b>Reading time 1:</b> True travellers' tales of kindness <b>Play 1:</b> Jane and the special butterfly				
<b>2</b>	<b>Different lives</b> p22	Prepositions of movement Verbs and action verbs	<b>verbs with to + infinitive:</b> <i>He wanted to climb the mountain. But now he needs to run.</i>	<b>could / couldn't and when clauses in the past:</b> <i>Could you whistle a tune when you were eight? Yes, I could.</i>
<b>Review 1</b>				
<b>3</b>	<b>Super cycling</b> p34	Bikes and cycling Describing a city bike ride Directions	<b>must and mustn't for obligation:</b> <i>You must look. You mustn't listen to music.</i>	<b>Give directions:</b> <i>First, we go straight on to the hospital. And then, we turn right.</i>
<b>Reading time 2:</b> Journey to the Centre of the Earth <b>Play 2:</b> Peter and the skateboarding competition				
<b>4</b>	<b>People at work</b> p48	Jobs Adjectives Animals	<b>Comparative form of long adjectives:</b> <i>Mary's cake is more creative than Ruben's.</i>	<b>Superlative form of long adjectives:</b> <i>Mosquitoes are the most dangerous.</i>
<b>Review 2</b>				
<b>5</b>	<b>Be healthy! Be happy!</b> p60	At the doctor's Adjectives and verbs for staying healthy Shops	<b>should and shouldn't for advice:</b> <i>You should be active. You shouldn't eat too many sweets.</i>	<b>Clauses of purpose:</b> <i>Let's go to the bakery to buy some bread.</i>
<b>6</b>	<b>Stories from far away</b> p70	The natural world Verbs and pronouns Verbs and activities	<b>Past continuous:</b> <i>Yesterday at six o'clock, he was sleeping. He wasn't doing his homework.</i>	<b>Ask questions using the past continuous:</b> <i>Where were you going? I was going to the school concert.</i>
<b>Review 3</b>				
<b>7</b>	<b>Technology time</b> p82	Technology Inventions Possessive pronouns	<b>Defining relative clauses:</b> <i>This is the man who invented the first computer.</i>	<b>Use possessive pronouns:</b> <i>Is that your camera? Yes, it's mine.</i>
<b>Reading time 3:</b> The colours of life <b>Play 3:</b> Vicky helps				
<b>8</b>	<b>Our world</b> p96	Parts of plants and animals Science and technology	<b>will / won't for future predictions:</b> <i>It'll grow. It won't grow.</i>	<b>Ask questions using will:</b> <i>Will children still use books? No, they won't. I think they'll use laptops.</i>
<b>Review 4</b>				
<b>9</b>	<b>Planet water</b> p108	Using water The water cycle	<b>Zero conditional:</b> <i>If it's warm, snow melts.</i>	<b>What happens if + present simple:</b> <i>What happens if you put the marble in the water? It sinks.</i>
<b>Reading time 4:</b> Unusual hotels <b>Play 4:</b> Freddy's music				
<b>10</b>	<b>Let's be detectives!</b> p122	Physical descriptions Pronouns and detective words Around the house	<b>Present perfect:</b> <i>He's caught the thief. Oh no! He hasn't caught the thief!</i>	<b>Ask What's the matter? and make suggestions:</b> <i>What's the matter? I'm really tired. Let's do something relaxing.</i>
<b>Review 5</b>				

Reading and Learning skills	Listening	Speaking	Writing	Think about it!	Sounds and spelling
Text messages: interpret preferences How do you learn best?	Listen for specific information	Ask questions about a holiday photo	A text message: writing messages	Let's do a survey	<b>ch</b> or <b>ck</b> /k/
A traditional story: interpret emotions Asking classmates for help	Listen for specific information	Give a presentation	A story: write a summary	Appreciate how people make different choices	<b>j</b> or <b>g</b> /dz/
A leaflet: identify specific information Using what you know	Follow directions	Give directions	A leaflet: write a list with bullet points	Play the <i>Bike Grid</i> game	soft <b>c</b> (s) /s/
A blog: develop inferential skills Using prefixes to change meaning	Listen for opinions	Talk about preferences	A blog: writing a blog	Let's find out: opinions about jobs	<b>er</b> or <b>or</b> ending /ə/
A magazine article: understand detail Asking questions	Listen for specific information	A dialogue at the doctor's	A letter: writing a letter	Plan healthy meals	<b>gh</b> or <b>ph</b> /f/
A story: interpret cultural references Learning new vocabulary using colour	Listen to sequence a story	Act out a play	A story: using adjectives and adverbs	Play a storytelling game	<b>le</b> or <b>al</b> ending /(ə)l/
An informational website: relate to your own knowledge Working out the meaning of words	Listen for specific information	Give a presentation	An informational text: including information	Compare and contrast devices	Double letters
Poems: infer meaning Finding a word in a dictionary	Listen to sequence information	Play a game	A poem: writing poems	Predict the future of our world	silent <b>gh</b>
A factual text: interpret data The importance of graphs	Listen for specific information	Talk about how you use water	Diagrams: writing a factual report	Plan a campaign	silent letter <b>h</b>
Emails: understand writers' emotions Self-motivation	Listen to compare information	Tell a convincing story	A story: writing a story	Play the <i>Are you a superstar?</i> game	silent letters <b>b</b> , <b>w</b> and <b>k</b>