

Scope and Sequence Level 1



L: Listening; **P:** Pronunciation; **R:** Reading; **Sp:** Speaking; **St:** Structures; **TT:** Text type; **V:** Vocabulary; **W:** Writing

	CULTURE	LANGUAGE ARTS	CITIZENSHIP	STEM	DEBATE	REVIEW
UNIT 1 Relationships	How many family members live with you?	How do you keep in touch with people?	What is a friend, and what is a bully?	How much of me comes from my family?	Everybody in a family has equal rights and responsibilities.	
Language Objectives	<p>V: family words, verbs for relationships</p> <p>St: word building with affixes; present simple: Do you ... Yes, I do. / No, I don't. object pronouns; me, her, him, us, them</p>	<p>V: Formal and informal language for written messages: Love from, Best wishes, Take care, See you soon, Dear ..., Darling ..., Hi there! Hey!</p> <p>St: possessive pronouns and possessive adjectives</p>	<p>V: personality adjectives; verbs describing relationships; types of bullying; verbs for bullying behavior</p> <p>St: question tags with to be (asking for confirmation); 0 conditional; present simple</p>	<p>V: physical appearance; inherited traits: DNA, genes, physical characteristics, chromosomes, ladder; verbs for behavior</p> <p>St: present simple; this, that, these, those</p>	<p>V: tasks at home; rights and responsibilities at home</p> <p>St: (not) allowed to ...; (don't) have to + verb; (don't) let me + verb; make me + verb; present simple; question tags</p>	Review of all language from the unit
Learning Objectives	<p>L: identifying combinations of words</p> <p>Sp: asking and answering questions about family relationships</p>	<p>TT: emails and text messages</p> <p>R: putting texts together to make threads</p> <p>W: explaining a problem in emails to a teacher and a friend</p>	<p>L: identifying opinions</p> <p>Sp: explaining bullying behavior</p> <p>P: word boundaries</p>	<p>TT: infographics about DNA</p> <p>R: extracting information and labeling texts in a poster</p> <p>W: creating an infographic poster with inherited traits and learned behavior</p>	<p>L: extracting details from a conversation</p> <p>Sp: debating rights and responsibilities at home</p>	<p>Coding pronouns and possessive adjectives; practicing exam skills; making mind maps; self-assessment</p> <p>L: identifying answers in a dialogue</p> <p>Sp: playing a grammar game with question tags</p> <p>R: identifying and correcting mistakes in a text</p> <p>W: explaining a person's inherited traits and learned behavior</p>

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UNIT 2 Robots	How do people use robots at home?	What can robots do?	Are robots going to take jobs away?	How do robots work?	Robots should have rights.	
Language Objectives	<p>V: actions, adverbs, adjectives, and uses of a machine / robot</p> <p>St: passive voice: is used for / are used for; adverbs: quietly, fast</p>	<p>V: verbs of movement, verbs of speech</p> <p>St: Contrasting tenses: present simple, present continuous, future with going to; using verbs of movement and verbs of speech: run, shout</p>	<p>V: actions at work, jobs</p> <p>St: fewer and less</p>	<p>V: components and functions of a robot, problems with and solutions for robots</p> <p>S: similes with like, affirmative, and negative imperatives</p>	<p>V: rights</p> <p>St: language for comparing: neither ... nor, both ..., only</p>	Review of all language from the unit
Learning Objectives	<p>L: listening for functions of a robot</p> <p>Sp: narrating a radio advertisement</p>	<p>R: sequencing a section of narrative in the correct order</p> <p>W: writing an appropriate ending for a story</p>	<p>L: listening and classifying information</p> <p>Sp: doing a role-play</p> <p>P: three ways of pronouncing the digraph / ch/</p>	<p>R: reading and interpreting a spec</p> <p>W: writing an algorithm and a spec</p>	<p>L: listening and classifying information according to the speaker</p> <p>S: debating the rights of robots</p>	<p>Coding present and future tenses; practicing exam skills, making mind maps, self-assessment</p> <p>L: listening for and classifying verbs</p> <p>Sp: playing a grammar game with adjectives and adverbs</p> <p>R: extracting information and conclusions from a text</p> <p>W: instructions for using a robot</p>

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UNIT 3 Heroes	CULTURE Who are your country's heroes?	LANGUAGE ARTS How much of the legend is true?	CITIZENSHIP Who are your real-life heroes?	STEM Who are the great heroes of science?	DEBATE We don't need heroes.	REVIEW
Language Objectives	<p>V: countries, years, regular and irregular past tense verbs St: was, regular and irregular past simple; time clauses: in, on, at; short answers: mine too, mine didn't, mine wasn't</p>	<p>V: regular and irregular past tense verbs St: past continuous + time clauses: from ... to ... / for ...; past simple and past continuous contrast: What were you doing when ...?</p>	<p>V: helpful actions; qualities of a hero; dramatic events St: present simple, frequency adverbs: always, sometimes, often, never; past simple and present simple contrast; time clauses</p>	<p>V: illnesses and symptoms; famous inventions St: past simple; relative clauses: who, where, that, when; subject and object questions</p>	<p>V: professions and fields of work; types of heroes St: Why? Because ...; present simple: frequency adverbs</p>	Review of all language from the unit
Learning Objectives	<p>L: identifying dates and biographic details Sp: presenting a national or local hero to the class</p>	<p>TT: biography and autobiography R: understanding the author's point of view W: writing an autobiography from an imaginary person's point of view</p>	<p>L: extracting details from a conversation Sp: explaining the qualities and actions of a local hero</p>	<p>TT: informative text about the discovery of a medicine R: sequencing text W: create a quiz about scientific heroes</p>	<p>L: extracting information to complete a chart Sp: debating the need for heroes</p>	<p>Coding past and present tenses – simple and continuous; practicing exam skills, making mind maps, self-assessment L: completing a report Sp: playing a grammar game with relative clauses R: completing an interview W: narrating a personal heroic action</p>

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UNIT 4 Competitions	Have you ever been in a competition?	What have champions given up for success?	When is it good to be competitive?	How has technology changed training?	Winning is the most important thing about competing.	
Language Objectives	<p>V: been, won, regular past participles, types of competitions</p> <p>St: Present perfect: Have (you) ever ...? Has (she) ever ...? short answers; affirmative, negative: (I) have / haven't ... (She) has / hasn't ...</p>	<p>V: irregular past participles</p> <p>St: present perfect affirmative and negative; future with going to</p>	<p>V: idioms with make, ways of competing: (bad) winner, (good) loser, a cheat, fair player</p> <p>St: present perfect, present simple, present continuous</p>	<p>V: movement verbs for sports, sports</p> <p>St: present perfect interrogative, comparative and superlative forms of adjectives, and past simple and present perfect contrast</p>	<p>V: actions describing reasons for competing</p> <p>St: gerund phrases; modals: must / mustn't (prohibitions and obligations), should / shouldn't (suggestions and recommendations)</p>	Review of all language from the unit
Learning Objectives	<p>L: extracting specific information from a conversation</p> <p>Sp: playing a game about possible experiences from the past</p>	<p>TT: personal diaries</p> <p>R: analyzing the writers' attitudes</p> <p>W: composing a diary entry</p>	<p>L: identifying opinions</p> <p>Sp: designing and doing a personality quiz</p> <p>P: word sliding; He's won a race. He's winning the race.</p>	<p>TT: article from a sports science magazine</p> <p>R: identifying the purpose of a device</p> <p>W: devising a training program and a report</p>	<p>L: inferring reasons</p> <p>Sp: debating the importance of winning</p>	<p>Coding present perfect, practicing exam skills, making mind maps, and self-assessment</p> <p>L: extracting data</p> <p>Sp: playing a grammar game with present perfect questions</p> <p>R: completing a conversation</p> <p>W: composing a report from numerical data</p>

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UNIT 5 Brands	CULTURE	LANGUAGE ARTS	CITIZENSHIP	STEM	DEBATE	REVIEW
	What famous brands do you know?	How does language persuade people to buy?	What makes a famous brand popular?	How is data used in advertising?	I'm not influenced by advertisements.	
Language Objectives	<p>V: brands, types of products, places for advertising</p> <p>St: present perfect with since and for, past simple with for</p>	<p>V: adjectives and adverbs, actions, gestures, tones of voice, persuasive expressions</p> <p>St: similes with as --- as, powerful adjectives, and adverbs</p>	<p>V: types of products</p> <p>St: present perfect with yet and already</p>	<p>V: numbers, percentages, data, figures, diagrams</p> <p>St: past passive, reported speech</p>	<p>V: products, types of products, reasons for buying</p> <p>St: present perfect with just</p>	Review of all language from the unit
Learning Objectives	<p>L: listening for dates</p> <p>Sp: presenting a brand</p>	<p>R: reading speech and directions</p> <p>W: writing a script with dialogue and directions</p>	<p>L: listening to graduated responses</p> <p>Sp: doing a role-play</p> <p>P: stressed first syllables in nouns and adjectives</p>	<p>R: interpreting information in text and graphs</p> <p>W: writing a report</p>	<p>L: listening for different opinions</p> <p>Sp: using persuasive techniques: facts, repetition, exaggeration, rhetorical questions; having a debate</p>	<p>Coding present simple, present perfect, past simple; practicing exam skills, making mind maps, self-assessment</p> <p>L: listening for key nouns and verbs</p> <p>Sp: discussing the key questions</p> <p>R: reading and completing a product report</p> <p>W: using techniques of persuasion</p>

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UNIT 6 The Internet	How has the Internet changed schools?	How has the Internet changed journalism?	How does the Internet change the way we make friends?	How has digital communication changed?	An Internet connection is essential for modern life.	
Language Objectives	<p>V: classroom equipment, digital terms</p> <p>St: present perfect continuous: I've been using ... for ... years. Past habits: used to + verb; present simple</p>	<p>V: types of news sources, crime, irregular participles</p> <p>St: present and past passive: it was / is written by ..., headline writing, tense contrast</p>	<p>V: places, friendship groups, communication methods, personality adjectives</p> <p>St: question tags with to be, present simple, best, worst</p>	<p>V: computer vocabulary</p> <p>St: past passive, past simple, can, could, instead, until</p>	<p>V: mental attitudes, basic utilities, online activities</p> <p>St: present simple, present continuous, conditional with can: If I don't have ..., I can't ...</p>	Review of all language from the unit
Learning Objectives	<p>L: extracting details from a conversation</p> <p>Sp: presenting the results of an interview with a member of the school community</p>	<p>TT: news articles</p> <p>R: analyzing different news sources</p> <p>W: writing a news article about a crime</p>	<p>L: identifying places in a conversation</p> <p>Sp: doing a role-play about making friends</p> <p>P: used to / didn't use to ... / Did you use to ...?</p>	<p>TT: informative text about the development of digital communications</p> <p>R: sequencing pieces of a text.</p> <p>W: devising a timeline about personal Internet history</p>	<p>L: identifying opinions</p> <p>Sp: debating the importance of the Internet</p>	<p>Coding present and past passive; practicing exam skills, making mind maps, self-assessment</p> <p>L: extracting information to answer questions</p> <p>Sp: playing a grammar game with the present continuous</p> <p>R: completing a text</p> <p>W: composing an account of acquired online skills</p>

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UNIT 7 The Natural World	What role does nature play in society?	How do people write about nature?	How do people affect nature?	What type of farming is better for the environment?	Nobody can own nature.	
Language Objectives	V: nature, food, farming, environmental words St: have to / don't have to, zero conditional	V: nature, wildlife, geographical features St: would like / wouldn't like	V: nature, environmental words, human activity St: first conditional, compounds with some, any, no and every	V: farming, crops, flora, and fauna St: quantifiers for countable / uncountable nouns: too much / many, not enough; There might / might not be ... There will / won't be ...	V: nature, environment rights St: can / can't, could / couldn't, will / won't / might be able to ...	Review of all language from the unit
Learning Objectives	L: listening for different opinions Sp: holding a meeting to plan a project and take notes	R: contrasting the structure and language used in different types of texts W: writing an excerpt from a novel P: the before vowels and consonants	L: listening for chains of consequences Sp: doing a voice-over for a video presentation	R: extracting information from an article and an info poster W: writing an info poster	L: listening for certainty, possibility, and probability Sp: holding a debate	Coding can in the past, present, and future; practicing exam skills, making mind maps, self-assessment L: listening for plans and arrangements Sp: discussing the key questions R: reading a poster and extracting prohibitions and obligations W: writing a cause and consequence chain

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UNIT 8 Cultural Events	How do different communities celebrate their culture?	How do we find out about events?	How can events be welcoming for everybody?	What is the science behind pyrotechnics?	Cultural events should be free.	
Language Objectives	<p>V: phrasal verbs, community, and private celebrations</p> <p>St: phrasal verbs and objects</p>	<p>V: types of events, venues, adjectives for opinions and facts</p> <p>St: while and until with past simple and past continuous</p>	<p>V: venues, problems, and solutions</p> <p>St: reflexive pronouns; offers, suggestions, and requests: Shall I ...? May I ...? Let's ... I'll ...</p>	<p>V: chemical substances, components, shapes</p> <p>St: -ing endings as nouns, verbs, and adjectives, comparatives using as ... as</p>	<p>V: big numbers, events, venues, prices, special groups</p> <p>St: intensifiers</p>	<p>Review of all language from the unit.</p> <p>Coding subject, object, reflexive pronouns, and possessive adjectives; practicing exam skills, making mind maps, self-assessment</p>
Learning Objectives	<p>L: listening for reasons</p> <p>Sp: doing a radio interview</p> <p>P: words ending in /tʃ/ and /ʒ/ sounds</p>	<p>R: reading positive and negative reviews and advertisements for events</p> <p>W: writing a review of an event</p>	<p>L: listening for information about barriers and obstacles at events</p> <p>Sp: making suggestions</p>	<p>R: reading and extracting scientific information</p> <p>W: labeling diagrams and illustrations; writing a description</p>	<p>L: listening to how we say big numbers</p> <p>Sp: sharing opinions of events; holding a debate</p>	<p>L: listening and transcribing big numbers</p> <p>Sp: discussing the key questions</p> <p>R: reading and identifying subjects and objects in a text</p> <p>W: rewriting sentences to show offers, suggestions, and requests; using intensifiers to complete a review</p>