

Scope and Sequence Level Starter



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 Identity	How do you describe yourself?	What are your friends like?	Are you who you say you are?	What's unique about you?	Nationality is the most important part of identity.	
Language Objectives	<p>V: nationalities, body parts; adjectives for physical appearance, places</p> <p>St: to be, present simple: have; Wh- questions</p>	<p>V: personality adjectives, school subjects</p> <p>St: comparative and superlative adjectives; I like (funny) people</p>	<p>V: activities on social media; safe behavior</p> <p>St: present simple: Imperatives, frequency adverbs: always, sometimes, never, once a (week), every day</p>	<p>V: physical features, personal data, Math symbols, Math expressions</p> <p>St: conjunctions: and, so, but; quantifiers: more than ... less than ...</p>	<p>V: expressions for agreeing and disagreeing, groups we belong to: clubs, school, family, ...</p> <p>St: Wh- questions, reasons with because</p>	Review of all language from the unit
Learning Objectives	<p>L: listening for specific information.</p> <p>Sp: presenting yourself to the class.</p>	<p>TT: diary, teacher's report, email, message to a friend.</p> <p>R: skim reading for text type; extracting information.</p> <p>W: writing a description of a friend's personality.</p>	<p>L: identifying specific information; identifying mistakes.</p> <p>Sp: presenting information in a video.</p>	<p>R: scan reading for matching ideas to titles.</p> <p>W: drawing a graph, extracting, and writing conclusions.</p>	<p>L: identifying other people's opinions.</p> <p>Sp: giving opinions and arguments to support opinions; holding a debate.</p> <p>P: -ion endings pronounced as /jən/</p>	<p>Coding the present simple tense; practicing exam skills, making mind maps, self-assessment.</p> <p>L: listening for personal information</p> <p>Sp: speaking about the key questions of the unit.</p> <p>R: reading descriptive information about a person.</p> <p>W: writing about online activities.</p>

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UNIT 2 City Centers	What buildings are in city centers?	What sounds can you hear in the city?	How do we use public spaces in a city?	How can we make cities accessible for everybody?	The city center should be for pedestrians.	
Language Objectives	<p>V: places in a city, parts of a building, actions, adjectives St: There is ... / isn't a ..., There are some ... / aren't any ...; present continuous</p>	<p>V: buildings, verbs for sounds, objects that make noises in a city St: There is / are. It sounds like ...; present continuous, I can hear ...; -ing as noun</p>	<p>V: places in a city; public amenities, behavior, activities St: imperatives: Run / Don't run; should / shouldn't; why / to (do my homework)</p>	<p>V: features of a street, accessibility features, social groups, compound nouns St: There should / shouldn't be; quantifiers: lots of, more, some, any, difficult / easy for ...</p>	<p>V: places in a city, types of transport, activities in a city center St: He / She can't + verb (impossibility); present simple; worst / worse than; want to / need to + verb, organizing ideas: furthermore; in conclusion</p>	Review of all language from the unit
Learning Objectives	<p>L: identifying specific information. Sp: presenting information and opinions</p>	<p>TT: poem. R: analyzing the structure of a poem. W: describing sounds on a familiar route.</p>	<p>L: extracting specific details. Sp: giving advice and explaining reasons.</p>	<p>TT: city planning – analytical text. R: contrasting information; coming to conclusions. W: proposing for improvements to a city.</p>	<p>L: identifying and recording information. Sp: giving arguments to support opinions.</p>	<p>Analyzing the present continuous; practicing exam skills, making mind maps, self-assessment. L: extracting specific information. Sp: playing a language game with the present continuous. R: identifying mistakes. W: making suggestions.</p>

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UNIT 3 Food for Life	CULTURE	LANGUAGE ARTS	CITIZENSHIP	STEM	DEBATE	REVIEW
	What do people have for breakfast?	How do we turn food into dishes?	Is a healthy diet the same for everybody?	What's in our food?	We should ban junk food at school.	
Language Objectives	<p>V: breakfast food and drink; meals of the day</p> <p>St: present simple and present continuous contrast: Do you have ...? Are you having ...?</p>	<p>V: food words; meals; cooking verbs; courses in a meal; types of dishes</p> <p>St: past simple regular and irregular verbs</p>	<p>V: food allergies; food words; food types</p> <p>St: modal verbs: Would you like ...? I'd like ..., I should / shouldn't ..., I must / mustn't ...</p>	<p>V: food words; kitchen equipment; experiments; the senses</p> <p>St: past simple – affirmative, negative, and interrogative</p>	<p>V: food words; contents of food; junk food; words related to health</p> <p>St: too much / not enough</p>	Review of all language from the unit
Learning Objectives	<p>L: identifying food words, listening for detailed information.</p> <p>Sp: talking about different types of breakfast.</p>	<p>TT: restaurant review and recipes.</p> <p>R: extracting key words from a text; identifying key concepts in a text.</p> <p>W: writing a recipe.</p>	<p>L: identifying two sets of information.</p> <p>Sp: talking about food you don't like and food you mustn't eat.</p>	<p>TT: scientific experiment.</p> <p>R: identifying meanings in context.</p> <p>W: the different parts of an experiment; a worksheet for collecting data.</p>	<p>L: finding reasons.</p> <p>Sp: holding a debate, asking for clarification.</p>	<p>Coding countable and uncountable nouns; practicing exam skills, making mind maps, self-assessment-</p> <p>L: listening and classifying information.</p> <p>Sp: discussing the key questions of the unit.</p> <p>R: reading a dialogue and choosing direct speech.</p> <p>W: writing a review for a restaurant.</p>

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UNIT 4 A New Home	Why do people move?	What's your ideal home like?	How can you make friends in a new place?	How many people are on the move?	Nationality is the most important part of identity.	
Language Objectives	<p>V: suburbs, neighbors, country, types of dwellings; natural and manmade features of places, reasons for moving</p> <p>St: I'd like to + verb; Would you like to ...? because ...; going to + verb</p>	<p>V: parts of a house and facilities, adjectives of opinion and fact</p> <p>St: Which one / ones ...? quantifiers: fewer, the fewest, more, the most</p>	<p>V: social groups, activities; emotions</p> <p>St: going to and present continuous; adjectives + preposition: (excited) about / (interested) in / (good) at; phrases: Why don't you ...? It's just that I feel ...</p>	<p>V: big numbers, years: 1990, 2022; population, increase, decrease</p> <p>St: past simple + ago / in + year; What size ...? There was / were; more than, fewer than; getting + comparative adjective; farthest</p>	<p>V: expressions for agreeing and disagreeing, groups we belong to: clubs, school, family, ...</p> <p>St: Wh- questions, reasons with because</p> <p>P: -ion endings pronounced as /jən/</p>	Review of all language from the unit
Learning Objectives	<p>L: inferring opinions.</p> <p>Sp: carrying out a survey and presenting results.</p>	<p>TT: real estate brochure.</p> <p>R: classifying information.</p> <p>W: describing a house for a real estate brochure.</p>	<p>L: extracting specific information.</p> <p>Sp: asking questions to find common interests or connections.</p>	<p>TT: demographics – cluster maps.</p> <p>R: matching maps and descriptions.</p> <p>W: drawing and describing a cluster map.</p>	<p>L: identifying other people's opinions.</p> <p>Sp: giving opinions and arguments to support opinions; holding a debate.</p>	<p>Coding the present simple tense; practicing exam skills, making mind maps, self-assessment.</p> <p>L: listening for personal information</p> <p>Sp: speaking about the key questions of the unit.</p> <p>R: reading descriptive information about a person.</p> <p>W: writing about online activities</p>

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UNIT 5 It's electric!	How did electricity change people's lives?	What do inventors do?	How can we save electricity?	How do appliances work?	We can't survive without electricity.	
Language Objectives	<p>V: electrical appliances; everyday routines; types of music machines, components</p> <p>St: can, can't, could, couldn't; had or had to</p>	<p>V: inventions, machines for communication</p> <p>St: reporting verbs; defining relative clauses with that</p>	<p>V: language for giving advice; electrical appliances; abstract nouns (uncountable)</p> <p>St: present passive — is / are switched on / off</p>	<p>V: appliances, component parts, materials</p> <p>St: present and past passives — is / are / was / were made of</p>	<p>V: electricity, renewable sources; data; expressions with take and keep</p> <p>St: adjectives + infinitives — it's hard / good / quicker to ...; adverbs — roughly, almost, between, just over, just under</p>	Review of all language from the unit
Learning Objectives	<p>L: listening for specific dates.</p> <p>Sp: discussing different music machines</p>	<p>R: organizing text chronologically.</p> <p>W: writing a fictional biography.</p>	<p>L: listening for times and other data.</p> <p>Sp: organizing and conducting a survey.</p>	<p>R: extracting specific information from a text to complete a chart.</p> <p>W: writing an email to complain about a malfunctioning appliance.</p>	<p>L: listening for different positions in an argument.</p> <p>Sp: using data and figures; holding a debate.</p>	<p>Coding the past simple; practicing exam skills, making mind maps, self-assessment.</p> <p>L: listening for direct speech.</p> <p>Sp: discussing the key questions of the unit.</p> <p>R: information about characters.</p> <p>W: writing about appliances.</p>

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UNIT 6 Ocean Life	What did early maps of the ocean look like?	What are the features of an underwater fantasy story?	Why is plastic a problem for the ocean?	What can we use ocean water for?	We should stop using ocean resources.	
Language Objectives	<p>V: names of oceans; explore, map, sail, arrive, leave / left, last (+ time); activities and events on board</p> <p>St: time expressions — in, on, for, from ... to ..., at, conjunctions — after / before, past simple</p>	<p>V: real and fantasy features of marine life, irregular past — freeze / froze</p> <p>St: past continuous; affirmative, negative, interrogative; past continuous + past simple — while, when; sequencing — first, next, at the end</p>	<p>V: big numbers, dimensions, plastic objects, materials, means of communication</p> <p>St: present simple; How + adjective; adjective-noun contrast; instead of; so for giving reasons; can + verb</p>	<p>V: states of water — boil, melt, freeze, condense, evaporate, flow, cool, heat; scientific equipment</p> <p>St: What's it for? It's for ...; zero conditional — When you heat water to 100°C, it boils</p>	<p>V: types of fishing — overfishing, trawling, fish farms; oil rigs, ocean threats — pollution, waste, disease; types of marine life</p> <p>St: past simple and past continuous; until + past continuous; language for expressing degrees of agreement</p>	Review of all language from the unit
Learning Objectives	<p>L: extracting details to complete a chart.</p> <p>Sp: sequencing and describing past events.</p> <p>P: regular past tense verbs.</p>	<p>TT: a fantasy story.</p> <p>R: identifying parts of a story and titles.</p> <p>W: narrating a scene from a fantasy story.</p>	<p>L: extracting specific information.</p> <p>Sp: presenting a radio message about plastic contamination.</p>	<p>TT: scientific diagrams for experiments.</p> <p>R: using diagrams to clarify meaning.</p> <p>W: composing a report of an experiment.</p>	<p>L: extracting details from a report.</p> <p>Sp: debating the use of ocean resources.</p>	<p>Coding conjunctions; practicing exam skills, making mind maps, self-assessment.</p> <p>L: identifying the answer to a question from a conversation.</p> <p>Sp: playing a language game combining sentences with the zero conditional.</p> <p>R: recognizing the writer of a diary page.</p> <p>W: explaining a beach cleanup.</p>

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UNIT 7 Outer Space	What are some ancient ideas about space?	How do people use the stars for predictions?	If there are aliens, how will we treat them?	How do we know about outer space?	We shouldn't spend money on space exploration.	
Language Objectives	<p>V: celestial bodies (star, eclipse, meteor, comet); war, life, death, medicine, childbirth, good luck; superstitions; bring / brought, predict, navigate, believe</p> <p>St: past simple; subject questions — What brought lightning? past habits — used to + verb</p>	<p>V: constellations, signs of the zodiac, names of planets, everyday events, Be careful! Make sure</p> <p>St: future with will; imperatives</p>	<p>V: everyday routines, feelings; kitchen appliances, safety rules; antisocial behavior</p> <p>St: first conditional — What will you do if ...? I will / won't ...; If ..., I'll ...; must / mustn't (prohibition and obligation)</p>	<p>V: celestial bodies, space equipment, light-years, explosion, image; look like; shapes; colors; powerful adjectives — awesome, breathtaking, stunning</p> <p>St: past simple, years ago; descriptive language</p>	<p>V: materials and technology from space missions, public buildings, big numbers</p> <p>St: object pronouns — it / them; enough money; first conditional, It's ... to + verb</p>	Review of all language from the unit
Learning Objectives	<p>L: checking information in a chart.</p> <p>Sp: explaining a superstition.</p>	<p>TT: horoscopes.</p> <p>R: matching pieces of text together.</p> <p>W: inventing predictions about the future.</p>	<p>L: identifying opinions from a conversation.</p> <p>Sp: explaining the reasons for safety rules and social behavior.</p>	<p>TT: descriptions of pictures from the Hubble telescope.</p> <p>R: matching a text to its title.</p> <p>W: describing a picture from the Hubble telescope.</p>	<p>L: extracting information from an interview.</p> <p>Sp: debating the purpose of space exploration.</p> <p>P: sounds of the letter l.</p>	<p>Coding the parts of first conditional statements.</p> <p>L: identifying answers to questions from a conversation.</p> <p>Sp: playing a language game forming subject and object questions.</p> <p>R: identifying and correcting mistakes in a text.</p> <p>W: explaining your own past beliefs.</p>

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UNIT 8 Free Time	What is the ideal amount of free time?	How do we choose free time activities?	How can we use our free time for helping others?	How do we measure time?	Teens should be in control of their free time.	
Language Objectives	<p>V: vocabulary for: routines, free time activities, downtime activities. Frequency: once, twice, three times a day/week/...</p> <p>St: uncountable quantifiers more or less time</p>	<p>V: adventure, art, music, performance, sports; equipment: for adventure and sports activities</p> <p>St: offers and suggestions: How about ...? Let's Why don't we ...? I'll ...! What about ...? you must be able to ...; you don't have to be able to ...</p>	<p>V: actions for volunteering</p> <p>St: How often....? How long?</p>	<p>V: time and time zones, parallels and meridians on the map</p> <p>St: time idioms</p>	<p>V: should; free time activities</p> <p>St: Learn how to identify different opinions; summarize opinions; disagree formally and informally; debate who controls free time.</p>	Review of all language from the unit
Learning Objectives	<p>L: listening for information for classifying.</p> <p>Sp: presenting a schedule.</p>	<p>R: extracting key information to summarize</p> <p>W: writing a brochure for a summer camp.</p>	<p>L: classifying different people's actions, extracting key information.</p> <p>Sp: summarizing information orally, describing how you can help.</p> <p>P: different spellings of the long i.</p>	<p>R: labeling pictures from reading texts.</p> <p>W: describing a machine and how it works.</p>	<p>L: identifying opinions and associating them with people.</p> <p>Sp: holding a debate; disagreeing formally and informally.</p>	<p>Coding parts of speech; practicing exam skills, making mind maps, self-assessment.</p> <p>L: listening for information about free time.</p> <p>Sp: discussing the key questions.</p> <p>R: reading and completing a dialogue with possessive adjectives.</p> <p>W: writing a piece of free writing about free time activities.</p>