





# Scope and Sequence

Unit	Vocabulary	Grammar	Skills
<p>4</p>  <p><b>Can learning be fun?</b></p>	<p><b>Review:</b> rooms in a house, furniture, classroom objects, food, clothes, free-time activities</p>	<p>Verb <i>be</i>; <i>There is / are</i>; <i>Can / Can't</i>; Imperatives</p>	<p><b>Reading:</b> Identifying the main idea</p>
 <p><b>Why do we need rules?</b></p>	<p><b>School supplies:</b> calculator, dictionary, gym uniform, recorder, ruler, trainers</p> <p><b>School subjects:</b> art, chemistry, English, geography, history, literature, maths, music, physical education, Spanish, technology</p>	<p>Present simple; Adverbs of frequency: <i>always, never, often, sometimes, usually</i>; Prepositions of time: <i>in, on, at</i>; <i>The time</i>; <i>Must / Mustn't</i></p>	<p><b>Listening:</b> Identifying key words</p> <p><b>Writing:</b> Describing one's morning routine</p> <p><b>Project:</b> Creating an infographic</p>
 <p><b>What's the best job?</b></p>	<p><b>Jobs:</b> engineer, firefighter, hairstylist, pilot, receptionist, transit operator</p> <p><b>Workplaces:</b> airport, factory, fire station, hotel, salon, train station</p>	<p>Present continuous; Prepositions of place: <i>on, at, in</i></p>	<p><b>Reading:</b> Identifying and distinguishing facts from opinions</p> <p><b>Writing:</b> Describing an imaginary job</p> <p><b>Project:</b> Researching and writing about a dream job</p>

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 <p><b>Do we really need all this stuff?</b></p>	<p><b>Clothes:</b> belt, blouse, coat, dress, hat, jeans, jewelry, scarf, shorts, skirt, socks, sweater, trainers, trousers, T-shirt</p>	<p>Comparative and superlative adjectives</p>	<p><b>Reading:</b> Skimming and scanning</p> <p><b>Listening:</b> Identifying specific information</p> <p><b>Project:</b> Designing a notice board</p>
 <p><b>How do you protect the planet?</b></p>	<p><b>Food:</b> apple, bread, carrot, flour, lettuce, lime, milk, onion, orange, salami, strawberry, sugar, potato, tomato</p>	<p>Countable and uncountable nouns; Quantifiers: <i>a lot of, some, a little, a few, any;</i> <i>How much, How many</i></p>	<p><b>Writing:</b> Organising ideas in paragraphs</p> <p><b>Speaking:</b> Interviewing a classmate</p> <p><b>Project:</b> Creating a short video to promote a green attitude</p>
 <p><b>What does it mean to be happy?</b></p>	<p><b>Pastimes:</b> camping, dancing, dive-bombing, doing a wheelie, drawing, hanging out with friends, making models, playing board games, rollerblading</p>	<p>Verb <i>be</i>: <i>was, were;</i> <i>There was / were;</i> Short answers</p>	<p><b>Reading:</b> Describing a photo</p> <p><b>Speaking:</b> Describing a photo</p> <p><b>Project:</b> Conducting a survey and designing a survey report</p>

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 <p>6 What's your story?</p>	<p><b>Film and Book Genres:</b> action, animated, autobiography, children's book, comedy, fantasy, romance, science fiction</p> <p><b>Adjectives:</b> boring, fun, inspirational, interesting, sad</p> <p><b>Irregular Verbs:</b> found, made, met, saw, went, wrote</p>	<p>Past simple Regular and irregular verbs</p>	<p><b>Listening:</b> Identifying sequence in a narrative</p> <p><b>Writing:</b> Connecting ideas in a past-tense text</p> <p><b>Project:</b> Making a timeline</p>
 <p>7 When is the right time?</p>	<p><b>Weather:</b> cloud, cloudy, fog, foggy, rain, rainy, snow, snowy, storm, stormy, sun, sunny, wind, windy</p>	<p>Future simple: will / won't; Future: going to Short answers Should / Shouldn't</p>	<p><b>Reading:</b> Previewing to predict content</p> <p><b>Speaking:</b> Storytelling</p> <p><b>Project:</b> Making a poster</p>
 <p>8 How do you feel?</p>	<p><b>Feelings:</b> anger, angry, embarrassment, embarrassed, excitement, excited, fear, frightened, happiness, happy, jealousy, jealous, sadness, sad, worry, worried</p>	<p>Wh-questions; Yes / No questions; What and Which; Ordinal numbers; Reflexive pronouns</p>	<p><b>Writing:</b> Expressing opinions in a review essay</p> <p><b>Speaking:</b> Discussing film reviews</p> <p><b>Project:</b> Making a brochure</p>