



# #SCOPE & SEQUENCE

## FUNCTION

## GRAMMAR

## LEXIS

## RECYCLING

### WU #WARM WELCOME!

L1	p.8	Introducing oneself. Asking each other's names and age.	Verb <i>to be</i> ( <i>am, is, are</i> ) used in context.	The alphabet / Greetings / Numbers 1 to 31
L2	p.10	Identifying classroom objects. Asking for permission.	<i>This, these, that, those</i> / <i>a (an) + noun</i> / <i>the + noun (s)</i>	Classroom objects / Classroom language

### U1 #GLOBAL RELATIONSHIPS

L1	p.12	Asking for and giving personal information.	<i>What... ?; Where... from? / Possessive adjectives: my, your</i>	Countries and nationalities	<i>What's your name? / How old are you? / I'm 14 (years old).</i>
L2	p.14	Exchanging information about others.	Verb <i>to be</i> (aff) / Subject pronouns	Famous people: <i>I think he's... / I don't know.</i>	<i>Where... from? / How old... ? / Countries and nationalities</i>
L3	p.15	Asking for and giving personal information.	Prepositions: <i>in + month; on + date</i>	Ordinal numbers / Dates / Months of the year	<i>How do you spell... ? / Full name, age and nationality</i>
L4	p.17	Exchanging information about others and about objects.	Verb <i>to be</i> (neg, interrog & short answers)	Colours / Gadgets	<i>I don't know. / I think it's... / What's your favourite... ?</i>

#### REVIEW LESSON Unit 1

#### WORKBOOK SECTION

### U2 #MY HEROES

L1	p.21	Describing people's appearance and personality.	Adjective (s) + noun	Personality and physical description	Verb <i>to be</i> / Colours / Age, full name and nationalities
L2	p.23	Talking about sportspeople, their personality and physical appearance.	Possessive adjectives	Sports / Adjectives: <i>strong, brave; etc.</i>	Verb <i>to be</i> / Adjectives (physical appearance and personality)
L3	p.25	Talking about sportspeople and describing them.	<i>What does she look like? She's tall and slim. / What's she like? She's a bit shy.</i>	Parts of the body and the face / Sports and sportspeople	Verb <i>to be</i> / Personality and physical description
L4	p.27	Talking about people's jobs and occupations. Expressing opinion.	<i>What's his job? He's a (an) + job / Adjective (s) + noun</i>	Jobs and occupations / Adjectives: <i>boring, great; etc.</i>	Possessive adjectives: <i>What's your (her) job? / He's from...</i>

#### REVIEW LESSON Unit 2

#### WORLD ISSUES 1

#### PROJECT 1

#### WORKBOOK SECTION

### U3 #INTERESTING WORLD

L1	p.31	Talking about family members and relatives. Expressing possession.	Possessive forms: 's and ' / <i>Have got</i> (aff)	Family members	Verb <i>to be</i> / Possessive adjectives
L2	p.33	Describing people's appearance. Describing family members.	<i>Have got</i> (neg, interrog & short answers) / 's vs 's got	Family: <i>adopted, biological, twins; etc.</i>	Adjective (s) + noun / Family members / Parts of the body
L3	p.35	Describing a neighbourhood or area in a town.	<i>There is &amp; there are / How many... ? / a, some, any</i>	Places in a town / Numbers 30 to 100	<i>a / an + noun / Adjectives: beautiful, quiet; etc.</i>
L4	p.37	Talking about location of objects and places in a town.	<i>Where is... ? It's... / Where are... ? They're... / Prepositions of place</i>	Everyday objects: <i>desk, bed, umbrella; etc.</i>	<i>There is &amp; there are / Places in a town</i>

#### REVIEW LESSON Unit 3

#### WORKBOOK SECTION

### U4 #SCHOOLING HERE, THERE, EVERYWHERE!

L1	p.40	Expressing likes and dislikes. Connecting ideas.	Verbs: <i>like, love, hate</i> + noun (s) / Conjunctions: <i>and, but</i>	School subjects / <i>Mr, Mrs, Miss, Ms</i>	Sports / <i>Have got</i> / Verb <i>to be</i>
L2	p.42	Talking about weekly school routine.	Object pronouns / Prepositions of time: <i>at, in, on</i>	Days of the week / Parts of the day / Meals / Intensifiers	<i>Have got / Like, love, hate</i> + noun (s) / School subjects
L3	p.44	Telling the time. Expressing desire.	Prepositions of time: <i>at, from... to... / I want to... or I don't want to...</i>	Greetings / The time	Parts of the day / <i>What's your favourite... ?</i>
L4	p.46	Giving instructions. Making requests and asking for permission.	Imperatives / <i>Can</i> (requests & permission)	<i>Sorry! / No problem! / That's OK. / Don't worry! / Please.</i>	Adjectives used to describe people / Prepositions of time & place

#### REVIEW LESSON Unit 4

#### WORLD ISSUES 2

#### PROJECT 2

#### WORKBOOK SECTION

		FUNCTION	GRAMMAR	LEXIS	RECYCLING
U5 #MY BUSY WEEK					
L1	p.50	Talking about daily routine and activities.	Simple Present (aff)	Activities and daily routine	Preposition of time / Parts of the day / Meals
L2	p.52	Explaining the steps to use different apps. Talking about routine at a summer camp.	Sequence markers / Spelling rules for Simple Present 3 <sup>rd</sup> person singular	Download, click on, tap, type, turn on; etc.	Daily routine and activities / Simple Present (affirmative)
L3	p.54	Talking about other people's routine. Saying how people go to different places.	Simple Present (interrog, neg & short answers)	How do you go to school? By bus, on foot; etc. / Cyber acronyms: CU, GR8; etc.	Daily routine and activities
L4	p.57	Asking and answering interview questions. Talking about other people's routine.	Simple Present (Yes & No questions; Wh- questions)	Wh- words: who, how; etc. / Why... ? Because... / Climate, environment; etc.	Imperatives / Daily routine and activities
REVIEW LESSON Unit 5			WORKBOOK SECTION		
U6 #OUR BEST FRIENDS					
L1	p.60	Expressing frequency. Saying the years.	Frequency adverbs	Animals / Personality adjectives: shy, angry; etc. / How often... ?	Simple Present / Connectors
L2	p.63	Talking about what people and animals can or can't do.	Can (ability & inability) / Connectors: and, but, or	Collocations: detect mines, find truffle, pick up dropped items; etc. / Animals	Daily routine and activities / Connectors
L3	p.64	Discussing dogs as pets. Talking about wishes.	Would like or wouldn't like to + verb; Short form of would: I'd like to...	Breed dogs vs adopted dogs / Muzzle, leash, bark, lick; etc.	Can (ability) / Simple Present / Personality adjectives
L4	p.66	Talking about frequency and routines. Asking for and giving permission.	Frequency expressions / Can (permission)	Elephant sanctuary, natural reserve; etc. / Buy gifts, take photos; etc.	Simple Present / Can (ability)
REVIEW LESSON Unit 6		WORLD ISSUES 3		PROJECT 3	WORKBOOK SECTION
U7 #WHAT ARE WE WATCHING?					
L1	p.70	Describing actions in progress in a reality show.	Present Continuous (aff)	Rooms in a house / Upstairs and downstairs / Action verbs	Prepositions of place / There is & there are
L2	p.72	Asking and answering about actions in progress in a cartoon.	Present Continuous (neg, interrog & short answers)	Furniture and household items / Action verbs	Family members / Prepositions of place
L3	p.74	Discussing household chores and safety at home. Expressing obligation and prohibition.	Must or mustn't (obligation & prohibition)	Household chores / Social media, safety, the news; etc.	Simple Present / Present Continuous
L4	p.76	Contrasting what one habitually does with what one is doing now.	Simple Present vs Present Continuous	TV programmes	Action verbs / Family members
REVIEW LESSON Unit 7			WORKBOOK SECTION		
U8 #VIVID MEMORIES					
L1	p.80	Telling stories about our childhood.	Verb to be (Simple Past) - (aff, neg, interrog & short answers)	Personality adjectives / Physical description adjectives	Simple Present / Present Continuous
L2	p.82	Talking about the weather and the seasons.	What is (was) the weather like? / Past time expressions	Seasons / Clothes / Adjectives: sunny, rainy, cloudy; etc.	Simple Present / Verb to be (Simple Past)
L3	p.84	Talking about natural disasters.	There was & there were (aff, neg, interrog & short answers)	Natural disasters / Natural elements	Numbers / Dates / Countries / Simple Present
L4	p.86	Talking about past experiences and feelings. Asking interview questions.	Question words + was & were	Adjectives used to describe experiences and express emotions	Verb to be (Simple Past) / Question words / There was & there were
REVIEW LESSON Unit 8		WORLD ISSUES 4		PROJECT 4	WORKBOOK SECTION