

# Scope and Sequence

Unit	Vocabulary	Explore Language	Global Citizenship
<b>Language Review</b>			
Vocabulary <i>Nature, Weather, Food, Adjectives, Animals, Action Verbs</i> Grammar <i>Present Progressive, Comparative and Superlative Adjectives, Simple Past</i>			
<b>1</b> <b>I Love Reading</b> page 10	<b>Books and Reading</b> <i>adventure, biography, boring, complicated, exciting, famous, fantasy, interesting, novel, popular, science fiction</i> <b>School Subjects</b> <i>art, English, geography, health, history, math, music, P.E. (physical education), science, technology</i> <b>Song</b> <i>The Library</i>	Simple Past: Regular and Irregular Verbs Adverbs of Manner	Why do communities need libraries? <b>Listening Skills</b> Listening for gist and details
<b>2</b> <b>What Lives Here?</b> page 22	<b>The World Around Us</b> <i>biome, camel, cheetah, desert, dry, forest, grassland, plants, polar bear, tundra, wet, wolf</i> <b>Plants</b> <i>bud, flower, ground, leaves, petal, pollen, roots, seeds, shoot, stem</i> <b>Song</b> <i>Different Homes</i>	Comparatives and Superlatives: Short and Long Adjectives Comparatives and Superlatives: Short and Long Adverbs	How do plants grow in difficult climates? <b>Listening Skills</b> Listening for gist and details
<b>Put It Together</b>			
<b>Review Units 1 and 2 Where in the World?</b>			
<b>3</b> <b>How Much Is It?</b> page 36	<b>Money 1</b> <i>allowance, buy, cashier, customer, change, cheap, expensive, pay, save, sell, spend, wallet</i> <b>Money 2</b> <i>add, bills, dime, cents, coins, dollar, equals, nickel, penny, quarter, subtract</i> <b>Song</b> <i>Mone! Money! Money!</i>	Modal Verbs: <i>Have to and Don't Have to</i> Modal Verbs: <i>Should, Shouldn't, and Could</i>	What can people do with money? <b>Listening Skills</b> Listening for gist and details
<b>4</b> <b>We Can Do It</b> page 48	<b>Performance</b> <i>actor, audience, backstage, costume, crew, curtain, director, nervous, performance, script, set, stage</i> <b>Time</b> <i>early, lasts, late, midnight, noon, on time, rehearsal, schedule, team</i> <b>Song</b> <i>Are You Ready?</i>	Past Progressive: Statements Past Progressive: Questions	How do performances bring people together? <b>Listening Skills</b> Listening for gist and details
<b>Put It Together</b>			
<b>Review Units 3 and 4 Come to the Show!</b>			
<b>5</b> <b>Make Some Noise</b> page 62	<b>Noises</b> <i>bang, bark, buzz, chirp, crash, crunch, splash, squeak, whisper, whistle</i> <b>Musical Instruments</b> <i>cello, clarinet, conductor, drums, flute, harp, orchestra, piano, trumpet, violin, xylophone</i> <b>Song</b> <i>Are You Awake?</i>	Future Plans: <i>Going to Statements</i> Future Plans: <i>Going to Questions</i>	Why are there different kinds of music? <b>Listening Skills</b> Listening for gist and details

	Speaking	Writing	International English	Literacy Book
				<b>Literacy Review:</b> Scanning; Cause and Effect; Sequence of Events; Main Idea and Details; Fact and Opinion; <i>st; tr, nd, ng</i>
	<b>Conversation</b> Asking for and offering help and advice <b>Pronunciation</b> <i>/sk / and /gr/</i>	<b>Word Building</b> Adverb endings <b>Product</b> A Book Report		<b>Fantasy</b> <i>The Beginning of Alice's Adventures</i> <b>Informational Text</b> <i>Learning and Your Brain</i> <b>Reading Skill</b> Skimming a text
	<b>Presentation</b> Describing biomes <b>Pronunciation</b> <i>/pl/ and /kl/</i>	<b>Sentence Building</b> Sequencers <b>Product</b> Writing Instructions	<b>US</b> <i>plastic wrap</i> <b>UK</b> <i>cling film</i>	<b>Informational Text</b> <i>Two Different Forests</i> <b>Folk Tale</b> <i>A New Friend</i> <b>Reading Skill</b> Understanding the author's purpose
	<b>Conversation</b> Buying a birthday present <b>Pronunciation</b> <i>/pr/ and /dr/</i>	<b>Sentence Building</b> Conjunctions: <i>and, but, so</i> <b>Product</b> Anecdotal Paragraph	<b>US</b> <i>allowance; bill; college</i> <b>UK</b> <i>pocket money; note; university</i>	<b>Informational Text</b> <i>The History of Money</i> <b>Story</b> <i>The \$100 Bill</i> <b>Reading Skill</b> Identifying problems and solutions
	<b>Presentation</b> Describing a hobby <b>Pronunciation</b> <i>/ð/ and /θ/</i>	<b>Sentence Building</b> Time phrases and commas <b>Product</b> A Diary Entry		<b>Informational Text</b> <i>Teamwork Makes the Dream Work</i> <b>Play</b> <i>Late for the Show</i> <b>Reading Skill</b> Understanding the sequence of events
	<b>Conversation</b> Agreeing and disagreeing <b>Pronunciation</b> <i>/θ/ and /f/</i>	<b>Punctuation</b> Using quotation marks and commas <b>Product</b> A Description	<b>US</b> <i>program; have a show; apartment</i> <b>UK</b> <i>programme; do a show; flat</i>	<b>Informational Text</b> <i>The Art of Sound</i> <b>Poem</b> <i>Beethoven's 9th</i> <b>Reading Skill</b> Understanding cause and effect

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<b>6</b> <b>That Looks Good</b> page 74	<b>Kitchen and Food</b> cut up, fresh, fridge, fry, grill, microwave, mix, peel, sink, stove, throw out, trash can <b>A Balanced Diet</b> beans, butter, carbohydrates, dairy, fat, grains, meat, nuts, protein, sugar <b>Song</b> That Looks Good!	Infinitives Gerunds	How do people stay healthy? <b>Listening Skills</b> Listening for gist and details
<b>Put It Together</b> Review Units 5 and 6 <i>Say Three Things!</i>			
<b>7</b> <b>How Can We Help?</b> page 88	<b>Emergency Services</b> ambulance, dangerous, emergency, flood, helicopter, rescue worker, safe, shelter, storm <b>Natural Disasters</b> avalanche, burn, cover, earthquake, forest fire, hurricane, tornado, tsunami, volcano <b>Song</b> Emergency Helpers	Relative Clauses: <i>Who</i> Relative Clauses: <i>That</i>	How can we prepare before an emergency? <b>Listening Skills</b> Listening for gist and details
<b>8</b> <b>Under the Sea</b> page 100	<b>Marine Life</b> angelfish, clownfish, coral, dolphin, jellyfish, octopus, seahorse, sea turtle, shark, starfish, whale <b>Patterns</b> aquarium, clear, flat, horizontal, protect, round, save, spotted, striped, vertical <b>Song</b> Under the Sea	Simple Present and Present Progressive Future: Predictions with <i>Will</i>	Why is sea life important? <b>Listening Skills</b> Listening for gist and details
<b>Put It Together</b> Review Units 7 and 8 <i>Crossword Clues</i>			
<b>9</b> <b>What's the Matter?</b> page 114	<b>Illnesses</b> cold, cough, dizzy, earache, fever, headache, sick, sneeze, sore throat, stomachache <b>Treatments</b> bandage, blood, broken arm, cast, germs, medicine, nurse, shot <b>Song</b> What's the Matter?	Past Progressive with <i>When</i> Past Progressive with <i>While</i>	Why are doctors and nurses important? <b>Listening Skills</b> Listening for gist and details
<b>10</b> <b>Don't Push the Button</b> page 126	<b>How Machines Work</b> button, flip, gear, lever, pull, push, switch, turn, wheel <b>Materials</b> cotton, gold, leather, metal, plastic, silver, wood, wool <b>Song</b> This Huge Machine	Comparatives with <i>Than</i> and <i>as ... as</i> Modal Verbs	Why do people invent new things? <b>Listening Skills</b> Listening for gist and details
<b>Put It Together</b> Review Units 9 and 10 <i>Inside the Machine</i>			
Plays page 140	Play 1 <i>The Grassland Orchestra</i> (Units 1–5) Play 2 <i>Into the Future</i> (Units 6–10)		

	Speaking	Writing	International English	Literacy Book
	<p><b>Conversation</b> Talking about a menu</p> <p><b>Pronunciation</b> /fr/ and /bl/</p>	<p><b>Text Features</b> Using Headings</p> <p><b>Product</b> Describing an Experiment</p>	<p><b>US</b> <i>trash can; server</i></p> <p><b>UK</b> <i>rubbish bin; waiter/waitress</i></p>	<p><b>Story</b> <i>Little Chef</i></p> <p><b>Persuasive Text</b> <i>Too Young to Cook? True Stories of Young Chefs</i></p> <p><b>Reading Skill</b> Scanning for specific information</p>
	<p><b>Presentation</b> Describing a dream job</p> <p><b>Pronunciation</b> /stɪ/ and /tr/</p>	<p><b>Punctuation</b> Using exclamation points and quotation marks</p> <p><b>Product</b> Finishing a Story</p>	<p><b>US</b> <i>fire truck; truck; student; named; exclamation point</i></p> <p><b>UK</b> <i>fire engine; lorry; pupil; called; exclamation mark</i></p>	<p><b>Story</b> <i>What Happens Next?</i></p> <p><b>Informational Text</b> <i>Animals to the Rescue</i></p> <p><b>Reading Skill</b> Making inferences and predictions</p>
	<p><b>Presentation</b> An endangered animal</p> <p><b>Pronunciation</b> /h/ and /w/</p>	<p><b>Word Building</b> Synonyms</p> <p><b>Product</b> A Concrete Poem</p>	<p><b>US</b> <i>ocean floor</i></p> <p><b>UK</b> <i>seabed</i></p>	<p><b>Persuasive Text</b> <i>Coral Reefs</i></p> <p><b>Fantasy</b> <i>The Lost Camera</i></p> <p><b>Reading Skill</b> Identifying perspective</p>
	<p><b>Conversation</b> Giving health advice</p> <p><b>Pronunciation</b> /kw/ and /kt/</p>	<p><b>Spelling</b> Simple past irregular verb forms</p> <p><b>Product</b> A Letter to a Friend</p>	<p><b>US</b> <i>have a fever, sick; clinic, shot</i></p> <p><b>UK</b> <i>have a temperature, ill; health centre, injection</i></p>	<p><b>Informational Text</b> <i>Take Your Medicine</i></p> <p><b>Story</b> <i>A Surprise Cure</i></p> <p><b>Reading Skill</b> Understanding main ideas and details</p>
	<p><b>Presentation</b> Telling a story about something you made</p> <p><b>Pronunciation</b> /br/ and /fl/</p>	<p><b>Paragraph Building</b> Transition: words and phrases</p> <p><b>Product</b> A Story</p>		<p><b>Informational Text</b> <i>Moving Machines</i></p> <p><b>Science Fiction</b> <i>Searching for Sterling</i></p> <p><b>Reading Skill</b> Understanding facts and opinions</p>