

# Scope and sequence

	Unit	Vocabulary	Grammar	Language in use	Reading and Learning skills	Listening	Speaking	Writing	Think about it!	Sounds and spelling
	<b>Welcome</b> p4	Describe people's lives and interests (sea animals, musical instruments, food, leisure activities, months)	<i>Who's ...? Who likes ...? Who wants to ...? Do you live in a house or a flat? How do you go to school?</i>							
<b>1</b>	<b>Holiday news</b> p8	The world around us Prepositions of place and activities Leisure activities	<b>Past simple question forms:</b> <i>Did he hide in the wardrobe? Yes, he did. Was it scary? Yes, it was.</i>	<b>verb + ...ing:</b> <i>I love skateboarding. I don't mind surfing.</i>	Text messages: interpret events How do you learn best?	Listen for specific information	Ask questions about a holiday photo	Text messages: write messages	Let's do a survey	<i>ch</i> or <i>ck</i> /k/
		<b>Reading time 1:</b> True travellers' tales of kindness		<b>Play 1:</b> Jane and the special butterfly						
<b>2</b>	<b>Different lives</b> p22	Prepositions of movement Verbs and action verbs	<b>verbs with to + infinitive:</b> <i>He wanted to climb the mountain. But now he needs to run.</i>	<b>could / couldn't and when clauses in the past:</b> <i>Could you whistle a tune when you were eight? Yes, I could.</i>	A traditional story: identify speakers and events Asking classmates for help	Listen for specific information	Talk about your school	A story: write a summary	Appreciate how people make different choices	<i>j</i> or <i>g</i> /dz/
		<b>Review 1 Cambridge Exams practice:</b> A1 Movers: Listening Part 3; Speaking Part 2								
<b>3</b>	<b>Super cycling</b> p34	Bikes and cycling Tour items and locations Directions	<b>must and mustn't for obligation:</b> <i>You must look. You mustn't listen to music.</i>	<b>Give directions:</b> <i>First, we go straight on to the hospital. And then, we turn right.</i>	A leaflet: identify specific information Using what you know	Follow directions	Give directions	A leaflet: write a list with bullet points	Play the Bike Grid game	soft <i>c</i> ( <i>s</i> ) /s/
		<b>Reading time 2:</b> Journey to the Centre of the Earth		<b>Play 2:</b> Peter and the skateboarding competition						
<b>4</b>	<b>People at work</b> p48	Jobs Adjectives Animals	<b>Comparative form of long adjectives:</b> <i>Mary's cake is more creative than Ruben's.</i>	<b>Superlative form of long adjectives:</b> <i>Mosquitoes are the most dangerous.</i>	Blog posts: develop inferential skills Using prefixes to change meaning	Listen for opinions	Talk about preferences	A blog: write a blog post	Let's find out: opinions about jobs	<i>er</i> or <i>or</i> ending /ə/
		<b>Review 2 Cambridge Exams practice:</b> A1 Movers: Reading and Writing Part 4; Speaking Part 3								
<b>5</b>	<b>Be healthy! Be happy!</b> p60	At the doctor's Adjectives and verbs for staying healthy Shops	<b>should and shouldn't for advice:</b> <i>You should be active. You shouldn't eat too many sweets.</i>	<b>Make suggestions:</b> <i>Let's go to the bakery to buy some bread.</i>	A magazine article: understand detail Asking questions	Listen for specific information	A dialogue at the doctor's	A letter: write a letter	Plan healthy meals	<i>gh</i> or <i>ph</i> /f/
<b>6</b>	<b>Stories from far away</b> p70	The natural world Verbs and pronouns Verbs and activities	<b>Past continuous:</b> <i>Yesterday at six o'clock, he was sleeping. He wasn't doing his homework.</i>	<b>Ask questions using the past continuous:</b> <i>Where were you going? I was going to the school concert.</i>	A story: interpret stories Learning new vocabulary using colour	Listen to sequence a story	Act out a play	A story: use adjectives and adverbs	Play a storytelling game	<i>le</i> or <i>al</i> ending /(ə)l/
		<b>Review 3 Cambridge Exams practice:</b> A1 Movers: Listening Part 4; Reading and Writing Part 6								
<b>7</b>	<b>Technology time</b> p82	Technology Inventions Possessive pronouns	<b>Joining two sentences with who, where or which:</b> <i>This is the man who invented the first computer.</i>	<b>Use possessive pronouns:</b> <i>Is that your camera? Yes, it's mine.</i>	An information website: relate to your own knowledge Working out the meaning of words	Listen for specific information	Give a presentation	An information text: include information	Compare and contrast devices	Double letters
		<b>Reading time 3:</b> The colours of life		<b>Play 3:</b> Vicky helps						
<b>8</b>	<b>Our world</b> p96	Parts of plants and animals Things in nature Science and technology	<b>will / won't for future predictions:</b> <i>It'll grow. It won't grow.</i>	<b>Ask questions using will:</b> <i>Will children still use books? No, they won't. I think they'll use laptops.</i>	Poems: infer meaning Finding a word in a dictionary	Listen to sequence information	Play a game	A poem: write a poem	Predict the future of our world!	silent <i>gh</i>
		<b>Review 4 Cambridge Exams practice:</b> A1 Movers: Reading and Writing Part 5; Speaking Part 4								
<b>9</b>	<b>Planet water</b> p108	Using water The water cycle Water verbs and adjectives	<b>Zero conditional:</b> <i>If it's warm, snow melts.</i>	<b>What happens if + present simple:</b> <i>What happens if you put the marble in the water? It sinks.</i>	A factual text: interpret data The importance of graphs	Listen for specific information	Talk about how you use water	Diagrams: write a factual report	Plan a campaign	silent letter <i>h</i>
		<b>Reading time 4:</b> Unusual hotels		<b>Play 4:</b> Freddy's music						
<b>10</b>	<b>Let's be detectives!</b> p122	Physical descriptions Pronouns and detective words Around the house	<b>Present perfect:</b> <i>He's caught the thief. Oh no! He hasn't caught the thief!</i>	<b>Ask What's the matter? and make suggestions:</b> <i>What's the matter? I'm really tired. Let's do something relaxing.</i>	Emails: infer meaning Self-motivation	Listen to compare information	Tell a convincing story	A story: write a story	Play the Are you a superstar? game	silent letters <i>b</i> , <i>w</i> and <i>k</i>
		<b>Review 5 Cambridge Exams practice:</b> A1 Movers: Reading and Writing Part 3; Speaking Part 1								