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Scope and sequence





	Vocabulary	Grammar	Global Citizenship	Project
Welcome	At the camp: cabin, camp leader, door, gate, picnic table, roof, rope swing, seat, summer camp, window Putting on a show: act in a film, design a programme, perform on stage, play in a band, put on a show, write a song	What are you going to do? I'm going to (sleep in that cabin). I'm not going to (sleep in my bedroom). Is he going to (play chess)? Yes, he is. / No, he isn't.	Working together: audience, comedy camp, jokes, nervous A postcard	A show programme
1 Let's stay healthy	Food: chocolate, kiwi, lemon, onion, pear, peas, pepper, salt, sweets, watermelon Illnesses: feel sick, go to the doctor, have a cough, have a headache, have a temperature, take medicine	I found / didn't find (peppers). What was the matter? Did he / she go to the doctor? Yes, she did. / No, she didn't. What did you do? Where did they go?	World food: curry, yoghurt, sushi, tacos An online message	A healthy picnic
2 Let's be green Review 1 Our lives	Short adjectives: dark, empty, full, hard, large, light, messy, soft, tidy, tiny Long adjectives and places: ancient castle, eco-friendly theme park, modern skyscraper, picturesque tower, traditional mansion, wonderful palace	(This chair is) softer than (that chair). (This chair is) the softest. (The palace is) more modern than (the castle). (The tower is) the most modern.	Eco-friendly architecture: carbon dioxide, oxygen, solar panels, wind turbines A description	An eco-friendly home
3 Natural world	Nature: cave, cloud, earth, grass, path, plant, rainbow, stream, waterfall, woods Extreme weather: drought, earthquake, flood, thunderstorm, tornado, volcano	(The sun) was shining. We were working (in the woods). Was Su digging (the holes)? Yes, she was. / No, she wasn't. Were they watering (the trees)? Yes, they were. / No, they weren't. Were you sleeping when (the earthquake started)? What were you doing when (the tornado arrived)?	Climate change: hurricane, rainfall, raise, temperature An informal email	A speech about climate change
4 All about water Review 2 Our world	In the bathroom: brush, comb, shampoo, shower, sink, soap, tap, toothbrush, toothpaste, towel Water: bucket, spring, toilet, water charity, water pump, well	We must (clean the sink). We mustn't (have long showers). In the past / These days / In the future	Saving water: dishwasher, flush, tank, washing machine A campaign poster	A 'Save water' campaign
5 Fair future	Jobs: businessperson, cook, dentist, engineer, farmer, firefighter, journalist, mechanic, nurse, photographer Life events: get a flat, get a job, go to university, grow up, have a pet, leave school	I'll become (a cook). I won't be (a nurse). Will you get a job? Yes, I will. / No, I won't. What will you do (when you grow up)? I'll become (a doctor).	Making a difference: disabled, equal, right, support An informative article	A digital news story
6 Sharing the message Review 3 Our future	Film: actor, camera, camera operator, clapperboard, costume, director, props, scene, script, soundtrack Sharing the message: appear on TV, give a speech, make a documentary, publish a book, share a message online, write a blog	We've already (filmed the first scene). We haven't (filmed the rest of the film) yet. Have you ever (given a speech)? Yes, I have. / No, I haven't. Has he ever (made a documentary)? Yes, he has. / No, he hasn't.	Young activists: inspiring, responsible, successful, unsuccessful A biography	A film about making a difference
Goodbye	We'll never forget our summer! We're going to tell everyone that children can make a difference!		Pronunciation	
Celebrations	Empathy Day, World Poetry Day, World Cities Day, Outdoor Classroom Day		Unit 1 /e/, /ə/	Unit 4 /i/, /ai/
Future skills	Encouraging others, Sustainability, Presentation skills, Self-control, Trust, Making decisions		Unit 2 /t/, /d/	Unit 5 /e/, /ei/
			Unit 3 /n/, /ŋ/	Unit 6 /f/, /v/

My Progress Chart





books

- Welcome
- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5
- Unit 6





Listening

 I can follow a conversation and the events in a story. <input type="checkbox"/>	 I can understand important details in conversations. <input type="checkbox"/>	 I can understand conversations about past events. <input type="checkbox"/>	 I can use the language I know to work out the meaning of some new words. <input type="checkbox"/>
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Reading

 I can understand key information in short texts. <input type="checkbox"/>	 I can understand the sequence of events in stories. <input type="checkbox"/>	 I can find detailed information in short texts on familiar topics. <input type="checkbox"/>	 I can follow short articles and biographies. <input type="checkbox"/>
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Speaking

 I can take turns during a conversation. <input type="checkbox"/>	 I can paraphrase and describe things and places. <input type="checkbox"/>	 I can participate in social exchanges. <input type="checkbox"/>	 I can say what a story is about, evaluate it and make simple predictions. <input type="checkbox"/>
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Writing

 I can link simple sentences and add detail to my writing. <input type="checkbox"/>	 I can write short, simple descriptive texts on familiar topics. <input type="checkbox"/>	 I can write short, simple messages to give information. <input type="checkbox"/>	 I can use the correct phrases for different text types. <input type="checkbox"/>
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IBPIS We know books Welcome to our summer camp!



1

2

4

5

3

Julia

Mateo

Omer

I wonder
Omer says that it's exciting to visit new countries. Do you agree? Why / Why not?

- 1 rope swing
- 2 cabin
- 3 door
- 4 roof
- 5 window
- 6 gate
- 7 seat
- 8 camp leader
- 9 picnic table
- 10 summer camp

Lesson 1



What can you see?

3



Listen again. Then answer.

1



Listen and explore.

Who comes from...

2



Listen, point and say.

- 1 a town in Argentina?
- 2 a village in Spain?
- 3 a city in China?
- 4 a big city in Turkey?

I like playing on the rope swing and climbing trees! What do you like doing at summer camps?



4

Describe the summer camp and the characters. Say.

There's...

He's / She's...



Anita

Su



Lesson 2

1 0.05 Read. Then listen and match.

- a *I'm going to sleep in that cabin! I'm not going to sleep in my bedroom!* Omer
- b *I'm going to eat at that picnic table! I'm not going to eat inside!* Julia
- c *We're going to do challenges! We aren't going to go to school!* Mateo
- d *I'm going to play on that rope swing! I'm not going to play chess!* Su

2 Read and learn.

Grammar

What are you going to do?
 I'm going to sleep in that cabin.
 I'm not going to sleep in my bedroom.
 Is he going to play on the rope swing?
 Yes, he is. / No, he isn't.

3 Look at Activity 1. Ask and answer.

- Is Julia going to climb trees?* *No, she isn't.*

I can shine!

4 Imagine you're at the summer camp. What are you going to do?

*I'm going to sleep in a cabin.
 I'm not going to sleep outside.*

I can talk about things I'm going to do.

1 Look. What do you think the children are planning?

2  **0.07** Read and listen. What are the children going to do?

Anita: We're going to **put on a** 'Make the world a better place' **show** at the end of the summer. Have you got any ideas for the show?

Julia: Hmm... I can **write a song** to sing in the show!

Mateo: I can play the guitar! I can **perform on stage** with you!

Julia: Great idea!

Su: I can play the drums. Let's **play in a band** together!

Julia: Let's make a film about getting ready for the show!

Omer: Yes! I like writing. I can write the film!

Su: I like acting! I can **act in the film!**

Mateo: I can use a camera. I can make the film!

Su: We need to **design a programme** for our show!

Omer: What's a programme?

Julia: It's a small book that tells people what they're going to see in the show.

Mateo: Oh yes! What are you going to put on the cover of our programme?

Su: I'm going to draw a picture of us on stage with the world behind us!




3 Read again. Then say. *True or false?*

- 1 Omer is going to play the guitar.
- 2 Mateo and Su are going to play in a band.
- 3 Su likes acting.
- 4 Julia wants to make a film about Spain.

How do the children feel at the end?



I can shine! 

4  Imagine you're in the show. What are you going to do?

I like singing. I'm going to write a song!

I like acting. I'm going to act in the film!

I can understand information in a story.

1  Read and listen. What are Julia and Su talking about?



Su: Let's talk about our ideas for the end-of-summer show! **You go first!**
 Julia: **OK! Maybe we could** perform a song. **What do you think?**
 Su: **That's a great idea!** I can write it and you can sing it! **What do you reckon?**
 Julia: **That sounds great!**

2  Read and learn. Then ask and answer.

Grammar builder

You go first!

OK! Maybe we could

perform a song.

What do you

think?

That's a great idea!

What do you

reckon?

That sounds great!

- 1 put on a show for our friends
- 2 write a film about our school
- 3 play in a band together
- 4 perform a song on stage
- 5 design a programme
- 6 act in a film

Remember!
 What do you **reckon?**
 =
 What do you **think?**



I can shine!

3  Talk with a partner. Take turns!

You go first!

That sounds great!

OK! Maybe we could write a pop song. What do you think?

I can take turns in a conversation.



Lesson 5

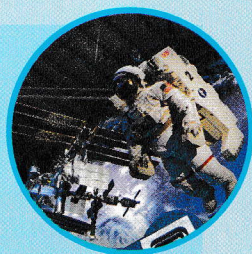


Summer camps around the world!

There are a lot of exciting summer camps around the world! Here are a few postcards from some lucky children who are staying at very unusual camps!

a ...

I'm Sam and I'm 11 years old. I'm staying at a space centre at the moment. It's very exciting! Yesterday, I talked to a real astronaut and I tried on her spacesuit. It was very hot. Tomorrow, we're going to go inside a spaceship. I can't wait!

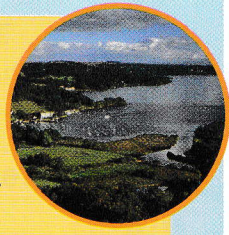


b ...

My name is Tessa and I love animals. This year, I'm staying at a camp in the countryside with a lot of animals. I'm learning many new skills. Yesterday morning, I helped to feed the chickens and I picked up 14 fresh eggs. Tomorrow I'm going to learn how to milk a cow!

c ...

Hi, I'm Lucien and I love learning new languages. This year, I'm at a summer camp in England, in the Lake District. Yesterday, we went on a boat trip on Lake Windermere. Tomorrow, we're going to visit a railway museum!



d ...

My name is Samira. When I grow up, I want to perform on stage. This summer, I'm staying at a **comedy camp**. Yesterday, we learnt how to write **jokes**. It's not easy to write funny things! Tomorrow, we're going to go on stage in front of an **audience**. I feel a bit **nervous** but I'm also very excited!



1 Look at the texts in the article. What are they?

- a** text messages **b** emails
- c** postcards **d** blogs

2 Read and listen. Complete the article with the missing headings.

- 1** English camp
- 2** Comedy camp
- 3** Space camp
- 4** Farm camp

3 Read again. Then answer.

- 1 What did the children do yesterday?
- 2 What are they going to do tomorrow?
- 3 Who is staying by a lake this summer?
- 4 Who wants to make people laugh?

Rank the summer camps.



I can shine!

4 Which summer camp do you want to visit? Why?
I want to stay at the... camp because...


I can read and write about summer camps.

Review

1  Look and write.

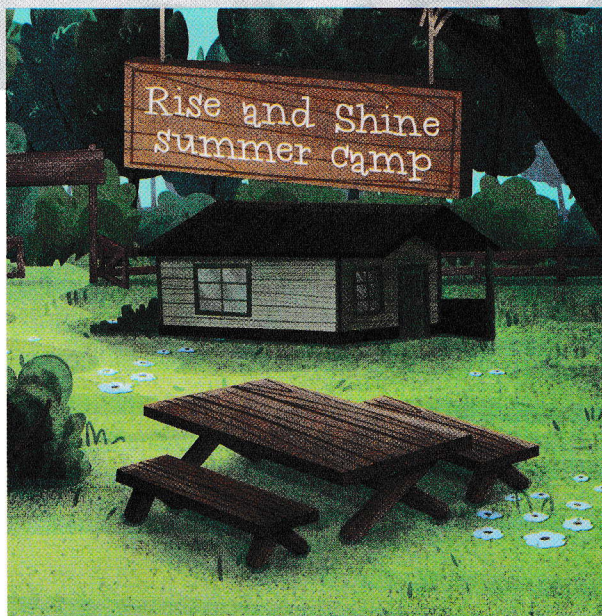
There's...

There are...

2  What are you going to do at the camp? Ask and answer.

Where are you going to sleep?

I'm going to sleep in that cabin!



3 Read and choose the correct word.

Anita: What are you ¹going / go to do for the show?

Julia: I²m / is going to write a song. I'm not going to ³design / designing a programme. That's Su.

Anita: Great! ⁴Are / Is Su and Mateo going to play in a band?




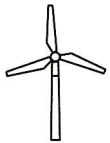


Julia: Yes, ⁵she / they are.

Anita: Wow! Is Omer going to write the film?

Julia: Yes, ⁶she / he is.

Create

4 Create your show programme. Write the topics you will cover in your show.

Staying healthy 	Climate change 	Fair future 
Green homes 	Saving water 	Sharing the message 

5 Look and say.

I want to write a poem about staying healthy.

Time to shine!

6  Show your programme to the class.

*This is my show programme.
I like writing. I'm going to write a poem.*

I can talk about my show programme.