

Scope & Sequence

Unit	Vocabulary	Grammar	Reading	Social-Emotional Learning (SEL)	CLIL and Literacy	Education for Sustainable Development and Citizenship (ESDC)	Communication Skills
Welcome pages 5-8	Types of Transportation, Numbers, Actions, Animals, Colors	What are you going to do tomorrow? I'm ... Did you have a nice summer? Yes, I did. I went to ...	<i>The Book Swap</i>				
Unit 1 Good Food! pages 9-22	Cooking add, mix, taste, burn, chop, stir, weigh, peel, roll out, pour, boil, fry Breakfast Food milk, toast, cereal, nuts, raisins, jelly	Verb with Infinitive: need to / want to I need / don't need to make soup. She wants / doesn't want to boil the rice. Quantifiers How much milk would you like? A little. How many raisins would you like? A lot.	<i>A Change of Plan</i> Spelling: -cks, -x	Self-Management Being good at planning	Health Article: <i>Healthy Eating from Around the Globe</i> nutrients, proteins, vitamins, vitamin C, carbohydrates, balanced, chickpeas Information Literacy: Connecting images to personal knowledge	Global Citizenship The importance of a healthy diet Creative Project Healthy Menu	Listening: Listen for the main idea and details Speaking: Ask for things at the table Writing: Write a recipe
Unit 2 Get Well Soon! pages 23-36	Health Problems headache, stomachache, earache, sore throat, cold, cough, flu, cut, temperature, broken arm, dizzy, sick First Aid ambulance, pharmacy, medicine, dentist, doctor, bandage	have and feel I have an earache. She has a cut. They feel sick. should and shouldn't You should go to a dentist. You shouldn't take medicine.	<i>Where's Yappy?</i> Spelling: -ir-, -ur-	Relationship Skills Helping others	Health Leaflet: <i>Kitchen Safety</i> hazards, supervise, germs, sources, burned, surfaces, containers Visual Literacy: Identifying the subject matter through images	Global Citizenship The importance of safety Creative Project Community Safety	Listening: Use pictures to predict what you will hear Speaking: Say what is the matter Writing: Write a leaflet
Unit 3 Out in Space pages 37-50	Space and Planets planets, stars, rocket, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, the moon Long Adjectives exciting, interesting, popular, expensive, famous, important	Superlative Form: Short Adjectives Jupiter is the biggest planet. Venus is the hottest planet. Superlative Form: Long Adjectives I think Earth is the most exciting planet in the universe.	<i>The Test</i> Spelling: -e-, -ea-	Responsible Decision-Making Saying "no"	Science Fact File: <i>The International Space Station</i> spacecraft, orbits, launched, crew, solar panels, gravity, conduct, particles Information Literacy: Extracting information from images	Global Citizenship The importance of space exploration Research Project Space Journey	Listening: Listen for specific information and details Speaking: Present information Writing: Write a story ending
Unit 4 At the Beach pages 51-64	Sea Creatures shell, fin, skeleton, claws, feathers, scales, crab, octopus, seal, turtle, seagull, starfish Adjectives to Describe Animals horrible, beautiful, cute, strange, tiny, huge	Past Progressive I was watching a fish. I wasn't swimming. You were eating. Past Progressive Questions Were they flying? Was he swimming?	<i>The Sea Monster</i> Spelling: -le, -al	Relationship Skills Finding someone to listen	Science Article: <i>Life in the Ocean Zones</i> twilight, beak, translucent, lure, attract Information Literacy: Connecting images to personal knowledge	Global Citizenship The dangers to ocean life Research Project Stop Plastic Pollution!	Listening: Listen for opinions Speaking: Talk about photos or videos Writing: Write an article
Unit 5 Working Together pages 65-78	Jobs and Workplaces photographer, studio, police officer, scientist, laboratory, police station, mechanic, baker, bakery, garage, fire station, firefighter Personal Qualities brave, patient, organized, creative, strong, friendly	Defining Relative Clauses A scientist is a person who works in a laboratory. A fire station is a place where people wear uniforms. have to They have to be strong. You don't have to be brave.	<i>Welcome, Woki!</i> Spelling: silent /	Self-Management Managing your embarrassment	Social Studies Article: <i>Jobs in the Community</i> sanitation, operate, caregivers, medical, online resources, destination, fares Information Literacy: Connecting images to previous knowledge	Global Citizenship The value of different jobs Creative Project Job Fair	Listening: Remove incorrect options while listening Speaking: Express preferences Writing: Write an interview
Unit 6 We Love Water! pages 79-92	Water rain boots, umbrella, bucket, mud, hole, watering can, tap, puddle, raindrops, rainbow, thunder, lightning More Water turn on, turn off, save, waste, splash, fill	The Zero Conditional When it rains, my feet get wet. If it rains, he doesn't work in the garden. must / must not We must turn off the tap. She must not fill the bath.	<i>A Long, Hot Summer</i> Spelling: n-, kn-	Social Awareness Seeing other points of view	Environment Article: <i>Precious Water</i> survive, population, supply, droughts, fall Information Literacy: Extracting information from images	Global Citizenship The importance of saving water Research Project Save Water	Listening: Listen for gist, then details Speaking: Share tasks Writing: Write a rhyming poem
Unit 7 Stories from the Past pages 93-106	Objects from the Past pot, bowl, coins, axe, basket, knife, spear, necklace, bracelet, ring, needle, shield More Objects from the Past ruin, gold, silver, jewels, treasure, statue	Infinitive of Purpose He used coins to buy things. We used baskets to carry things. Question Words Where did you go? What did they do? Why did he run?	<i>The Sunshine Man</i> Spelling: -gh-	Relationship Skills Listening well	History Article: <i>Hieroglyphics</i> hieroglyphics, hieroglyphs, scribes, papyrus, cartouches, record Visual Literacy: Extracting information from images	Global Citizenship The value of learning about ancient cultures Creative Project Museum Treasure	Listening: Listen for specific information Speaking: Asking for information Writing: Write an informational text
Unit 8 Our Future pages 107-120	Energy and Technology skyscraper, Wi-Fi, electricity, app, electric car, drone, smartphone, solar power, wind power, internet, screen, satellite Places in a City factory, university, stadium, apartment, office, gym	Future Predictions with will In the future, people will live in skyscrapers. In the future, people won't have clothes with wings. Questions with will Will you play in a stadium? Will they work in an office?	<i>A Great Idea</i> Spelling: silent h	Self-Awareness Finishing what you start	Technology Article: <i>A World of Buildings</i> suit, materials, surrounded, treated, rot, low-lying, sea level Information Literacy: Extracting information from images	Global Citizenship The relationship between homes and environments Creative Project Future Home	Listening: Listen for the main idea and details Speaking: Ask for clarification Writing: Write an opinion article
Unit 9 What a Great Year! pages 121-134	Life Experiences play an instrument, win a prize, go to a concert/ the theater, be on TV, bake a cake, score a goal, meet a famous person, write a song, do karate, make a video, see a dolphin Vacation Experiences travel by plane, visit an island, sleep in a hammock, ride a camel, go scuba diving, go snorkeling	Present Perfect I've never been on TV. We've baked cakes. Present Perfect Questions Have you ever slept in a hammock? Yes, I have. Has she ever traveled by plane? No, she hasn't.	<i>The Summer Show</i> Spelling: -m, -mb	Relationship Skills Taking feedback	Science Article: <i>Animal Discoveries</i> poisonous, entomologist, identified, extinct Information Literacy: Extracting information from images	Global Citizenship The value of learning about endangered species Research Project Rare Species	Listening: Listen for key words Speaking: Respond with interest and excitement Writing: Write a review

Grammar Booster pages 135-143

Learning Well Amazing Club

Look. What can you see?

1 Good Food!

Talk about cooking.
Ask and answer questions about how much food I'd like at breakfast.
Read and write a recipe.

2 Get Well Soon!

Talk about health problems.
Talk about advice.
Read and write a leaflet.

3 Out in Space

Talk about planets and space.
Talk about interesting things on Earth.
Read and write a short story.

4 At the Beach

Talk about sea creatures.
Ask and answer about what people and animals were doing in the past.
Read and write a newspaper article.

5 Working Together

Talk about jobs and workplaces.
Talk about personalities.
Read and write an interview.

6 We Love Water!

Talk about rain and water.
Talk about rules for saving water.
Read and write a poem.

7 Stories from the Past

Talk about objects from the past.
Ask and answer about people and places in the past.
Read and write an informational text.

8 Our Future

Talk about technology in the future.
Ask and answer questions about the future.
Read and write an opinion text.

9 What a Great Year!

Talk about interesting activities.
Ask and answer about life experiences.
Read and write a review.

This is Erin. She's going to be your club counselor this year.

Hi, Erin. Is that the new club van?

The Amazing Club

Yes, it is. I'm going to take you to different places in the city. We're going to help people in the community.

Cool! Where are we going to go today?

It's a surprise. Come on! Get in!

1 Look, find, and say.

4 types of transportation 6 children 2 animals 5 actions 7 colors

2 Listen, read, and act out.

3 Talk Partners Ask and answer. What are you going to do ...

1 after school?

2 tomorrow?

3 on the weekend?

What are you going to do after school?

I'm going to play soccer with my brother.

The Amazing City Song

We all live in Amazing City.
The tower is tall, and the park is pretty.
There's a bridge and a harbor, some
beaches, too.
We're all friends, and our city's for you.

We can all help in the community.
I can help you, and you can help me.
Together we can do anything!
Come on now!
Everybody sing! **Chorus**

1 0.02 Listen, move, and sing.

2 0.03 Listen, read, and find out. Where did Erin go on vacation?

Did you have a good summer, Erin?

Yes, I did. I went to Scotland.

Did you stay in a hotel?

No, I didn't. I visited family.

Did you go to the countryside?

Yes, I did. I visited a beautiful castle on a hill.

3 **Talk Partners** Read Activity 1 again. Then talk about Erin's summer.



4 **Talk Partners** Ask and answer.

Did you have a good vacation?

Yes, I did. I ...

1 Look at the title. Where did the children go?

2 0.04 Listen and read. What was Adam's surprise?

The Book Swap

1 The friends went to help Mrs. Brown at the book swap.

A book swap is a store where you give a book and take a different book. You don't need money.

3 Adam opened his book and ...

Oh! This isn't a book! It's a box. And there's a key in it!

Look! There's a name on the book.
Mr. John Sharp.

2 The children cleaned all morning.

Thank you, children. You can all choose a book to take home.

Thank you, Mrs. Brown. I'd like this book about cars.

4 The children wanted to take the key to Mr. Sharp.

And here's an address.
12 Cherry Tree Road.
Let's go!

5 The friends went to the house.

Hello. Are you Mr. John Sharp?

No, I'm Simon Sharp. John Sharp was my grandfather.

We have something for you.

6 Mr. Sharp showed them something special.

Wow! Is it a very old car?

Yes, it's 100 years old. It was my grandfather's. Now I can drive it! Thank you.

3 Watch the video.

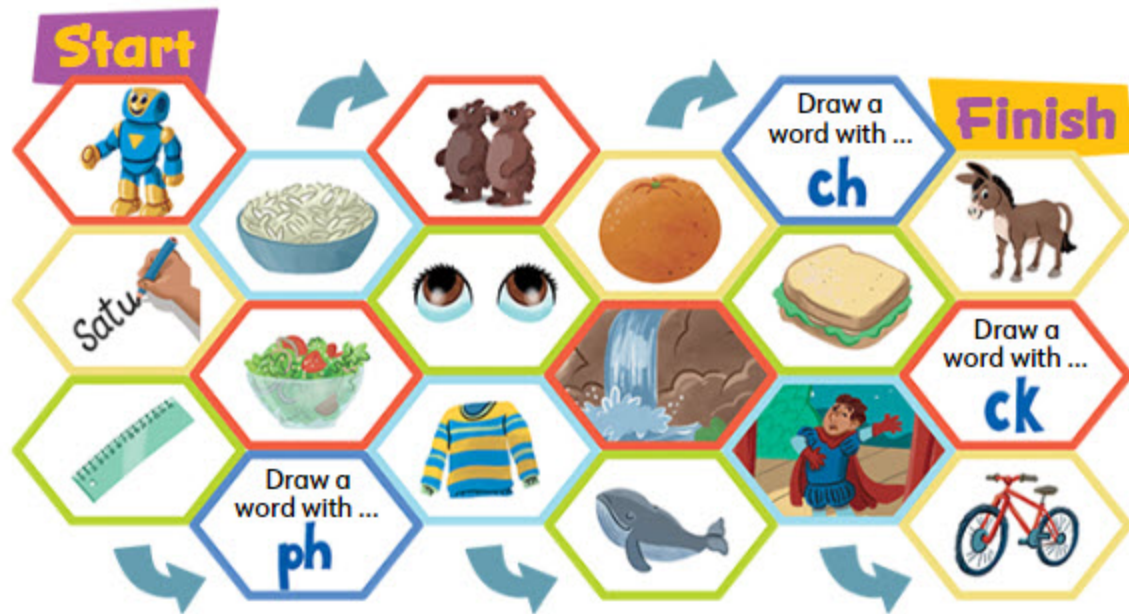
1 Think about the *Learning Well* characters. Match a question to a picture. Then answer with your body.

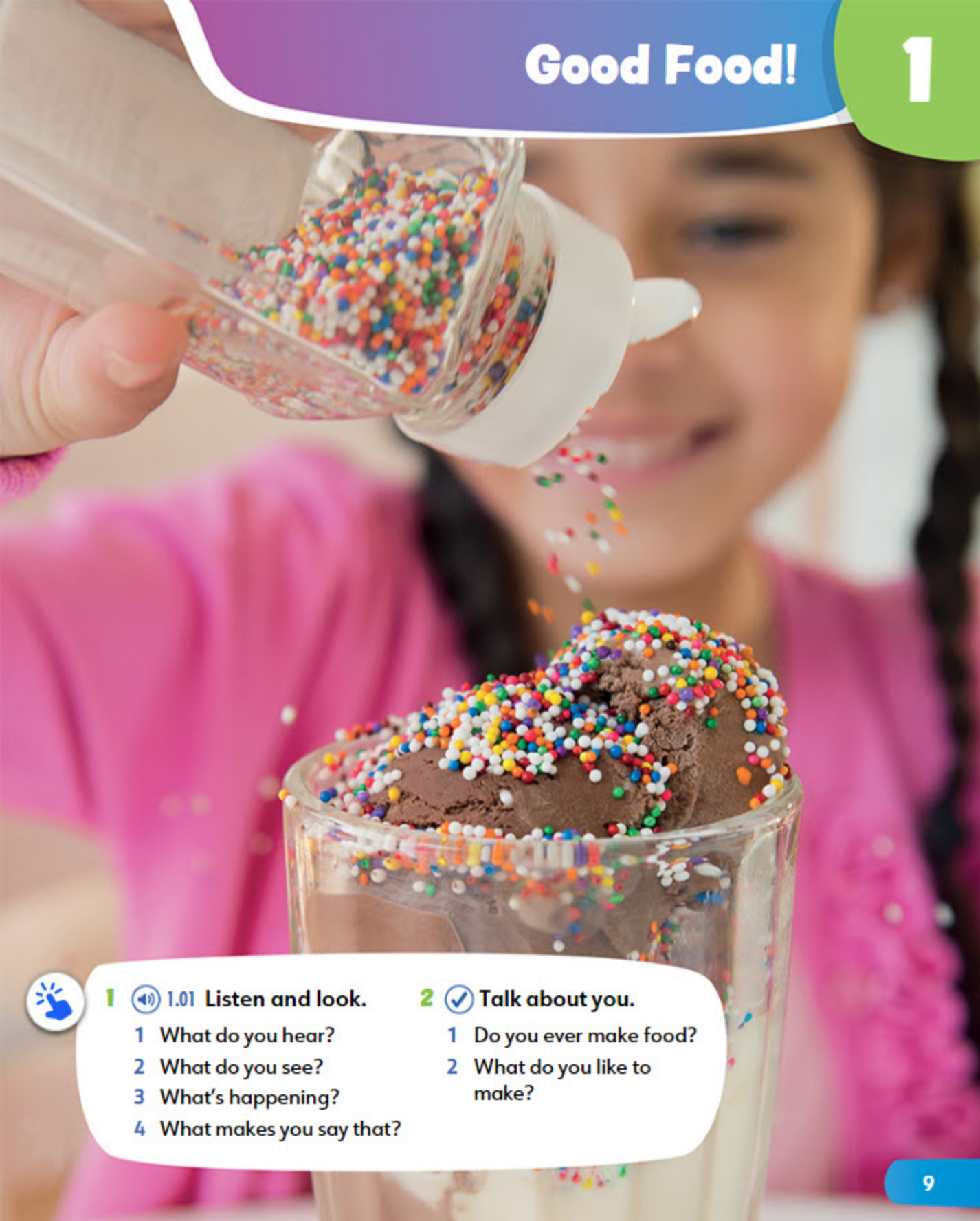
- Who is going to be the club counselor this year, Rick or Erin?
- This year, the children are going to help in the community. *True or false?*
- Did Liam go to Paris in the summer?
- Which places do you think the friends are going to visit this year? Do you agree with these ideas?

- a café
- a race
- a castle
- a garden
- a beach
- a space center



2 Play the game. Spell or draw and guess.





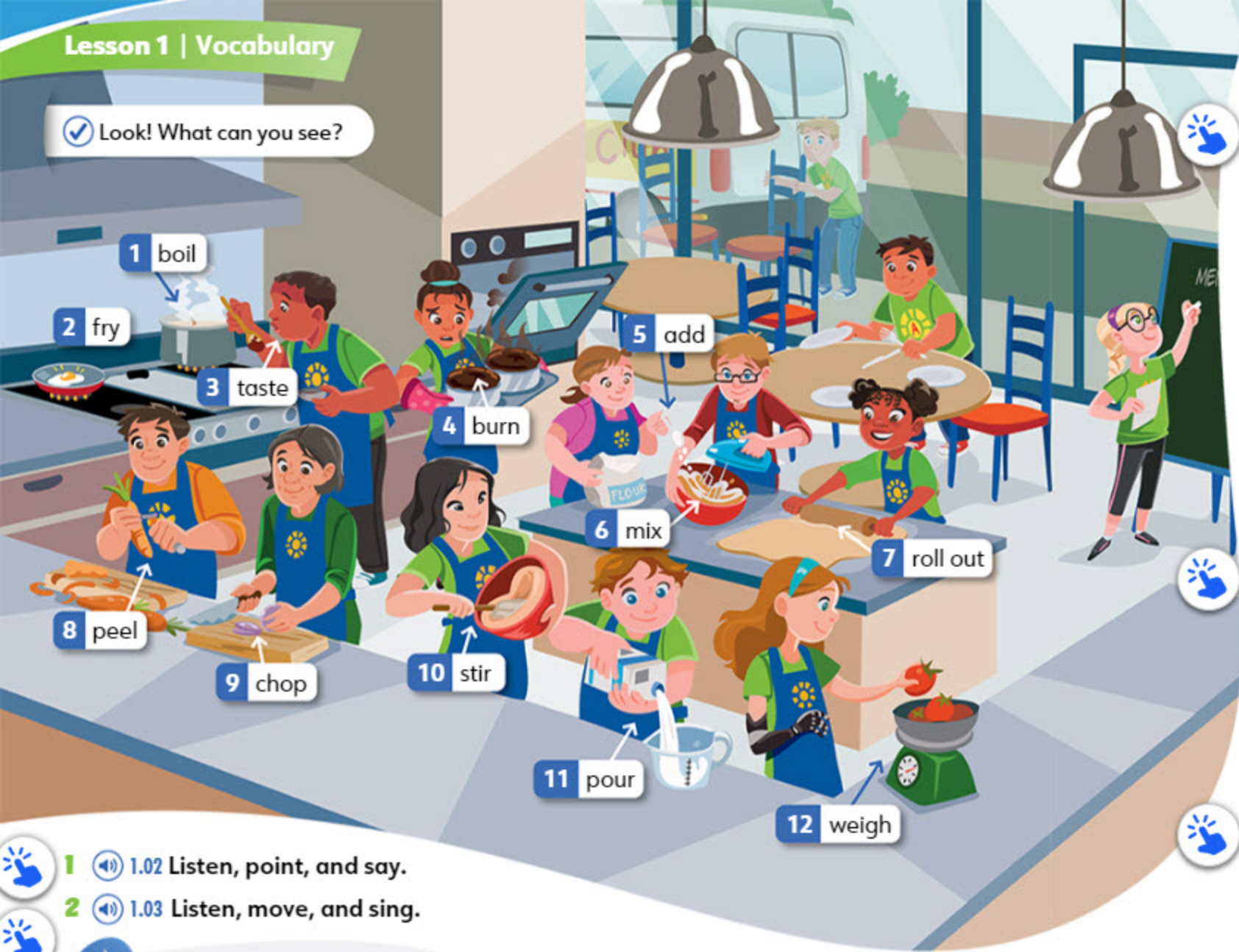
1 1.01 Listen and look.

- 1 What do you hear?
- 2 What do you see?
- 3 What's happening?
- 4 What makes you say that?

2 Talk about you.

- 1 Do you ever make food?
- 2 What do you like to make?

Look! What can you see?



1 1.02 Listen, point, and say.

2 1.03 Listen, move, and sing.

Hot Soup

Weigh the carrots,
Weigh the onions.
Peel and chop them,
Peel and chop them.

Stir the soup,
Stir the soup.
Add some water,
Add some water.

Boil the hot soup,
Boil the hot soup.
Don't let it burn,
Don't let it burn.

Taste the soup,
Taste the soup.
It tastes good!
It tastes good!

3 **Team Time** Close your book. Mime and guess the cooking words.

1 1.04 Listen and look. What does Adam want to do?

Toby: Thank you, everyone. The café opens at 12 o'clock. I need to make some soup for lunch. Who wants to help me?

Emma: Me, please! I want to help. Can I weigh the ingredients?

Toby: Yes. And you can peel them, Liam. But you need to be very careful.

Liam: Yes. I don't want to peel my fingers!

Toby: Mia, you can chop the vegetables. Don't worry. You don't need to chop them very small.

Mia: OK. What about you, Adam? What do you want to do?

Adam: I want to taste the soup!



2 1.05 Listen, read, and repeat. Then circle need to and want to in Activity 1.

Verb with Infinitive: need to / want to

I **need to** make some rice.
You **don't need to** chop the vegetables.
She **wants to** fry the eggs.
He **doesn't want to** taste the soup.

3 1.06 Listen and complete.

- The girl _____ make a pizza.
- She _____ roll out the pizza.
- She _____ fry the tomatoes.
- She _____ add some mushrooms.

4 **Team Time** Play a guessing game.

a cake soup a sandwich a fruit salad

I need to chop some fruit.

You want to make a fruit salad.

Grammar
Booster
page 135

Before You Read

- 1 Look at the pictures. What fruit does Emma need?
- 2 1.07 Listen and repeat. Then circle the words in the story.

rocks box chicks six

- 3 1.08 Listen and read. What happens to the apples?

A Change of Plan

- 1 It was Saturday. The friends were at the community café again.

The city soccer team is coming to the café today. I want to make apple tarts, so we need a lot of apples.

My favorite team! We don't have much time, so we need a plan.

We can go to my grandparents' farm.

- 3 Emma counted the boxes of apples and checked her list.

Six. Good. It's 3:30. Let's go!

- 2 There were ducks and chicks at the farm and a lot of fruit trees.

Eleven players, plus ten more people. We need to make 21 tarts.

That's a lot! Let's take six boxes of apples.

- 4 They drove carefully, but there were a lot of rocks on the farm road.

Stop! Stop! The apples are falling out of the truck!

Oh, no! Come on, everyone. We need to pick up the apples.

- 5 The children put the apples back in the truck.

I'm sorry. You can't make tarts with these apples.

- 6 At four o'clock, they arrived at the café.

I'm afraid we had an accident with the apples.

The apples are not good for tarts, but we can make apple juice!

- 7 Toby liked Emma's new plan. Everyone helped in the kitchen.

Adam and Liam, do you want to peel the apples? Mia and I can chop them.

Erin, you can make the juice with this machine.

- 8 At 5:30, everything was ready. The soccer team arrived at the café.

Would you like some apple juice?

Mmm. Yes, please. Apple juice is my favorite drink!

After You Read

- 4 Watch the video. Act out the story.

- 5 Find the words in the story. Complete. Use a -cks or -x word.

- There were ducks and _____ at the farm.
- Emma counted the _____ of apples and checked her list.
- Let's take _____ boxes of apples.
- Grandpa drove carefully, but there were a lot of _____.



1 Read the story again. Write *True* or *False*.

- 1 There were ducks and cows at the farm.
- 2 The friends needed to make 21 tarts.
- 3 There were a lot of of rocks on the farm road.
- 4 The friends made tarts with the apples.
- 5 At 5:30, everything was ready for the soccer team.

2 Number the speech bubbles in order.

- *I'm sorry. You can't make tarts with these apples.*
- *Apple juice is my favorite drink!*
- *The city soccer team is coming to the café today.*
- *The apples are falling out of the truck.*
- *Erin, you can make the juice with this machine.*



3 How does Emma feel? Circle.

- 1 "I'm sorry. You can't make tarts with these apples."
 a disappointed b lonely c guilty
- 2 "The apples are not good for tarts, but we can make apple juice!"
 a sad b excited c angry
- 3 "Apple juice is my favorite drink!"
 a embarrassed b excited c proud

4 How does Emma change her plans? Write.

- 1 Emma's first plan: _____
- 2 Emma's new plan: _____

5 Think about plans you make. Then complete the chart.



When?	Where?	With Who?

6 Why is it a good idea to make a plan? Check (✓).



- A plan can help you get things done on time.
- Making a plan takes a lot of time.
- A plan can help you reach your goals.
- Making a plan means you can tell other people what to do.
- Making a plan helps you think about the details.

7 **Talk Partners** Role-play. Make a plan with a friend. Then change the plan.

I'll see you at the movies tonight.

No problem. We can go on Saturday night instead.

I just remembered, I'm going to Grandpa's for dinner!



Go to Wellness Book pages 2-7

1 1.09 Listen and say. 1.10 Then listen and number.



jelly milk toast cereal nuts raisins

2 Answer the quiz questions. Use words from Activity 1.

The Food Quiz What Is It?

- 1 It's made with fruit. You eat it on bread.
- 2 It's warm bread. You eat it with butter.
- 3 It comes from a cow. You drink it.
- 4 These are dry grapes. They are brown.
- 5 These grow on trees. They are hard.
- 6 This is usually in a box. You eat it for breakfast.

3 **Talk Partners** Breakfast is different all over the world. Talk about your breakfast using the words from the boxes.

always sometimes usually never like don't like

I _____ eat _____ for breakfast.

I _____ for breakfast.

My favorite breakfast is _____.



1 1.11 Watch and listen. Move and sing.

Time for Breakfast!

How much milk would you like?
Just a little.

How much toast would you like?
A lot, please!

How much jelly would you like on your toast?
Not much. It's not good for me!

*Wake up! Get up! It's a nice day!
Come and have breakfast.
Are you hungry today?*

How many raisins would you like?
Not many.

How much cereal would you like?
A lot, please.

How many nuts would you like with that?
A few. They're good for me!

Chorus



2 1.12 Listen, read, and repeat. Then underline the quantifiers in Activity 1.

Quantifiers

How **much** milk would you like? **A little.**
How **many** raisins would you like? **A few.**
How **much** jelly would you like? **A lot.**

Look

We use **many** with words that are plural. Plural words have an **s** on the end.

apples raisins nuts

3 Read and match.

- 1 How much orange juice would you like?
- 2 How many potatoes would you like?
- 3 How much cheese would you like in your sandwich?

- a Just a little, please. I'm not hungry.
- b A lot, please. I'm very thirsty.
- c Just a few, please. I'm not very hungry!

4 **Talk Partners** Imagine you're having breakfast with your friends. Talk about how much food you want.

How much apple juice would you like?

Just a few, please.

A lot, please. I love apple juice.
How many nuts would you like?

Grammar
Booster
page 135

1 Look at the pictures. What do you think this article is about?

2 1.13 Listen and read. What kind of food is pho?



HEALTHY EATING from Around the GLOBE

Nutrients are the things in our food that our bodies need to grow and stay healthy. There are many different kinds of nutrients: for example, **proteins**, which help to build muscle; **vitamins** such as **vitamin C**, which helps our bodies fight off sickness; and **carbohydrates**, which give us energy.

It is important to eat a **balanced** diet with a mix of nutrients. Around the world, there are many dishes that can be part of a healthy menu!

Paella Stop by Spain for this traditional dish. A paella is full of flavor, with a mix of ingredients, such as chicken, shellfish, and vegetables, all cooked together with rice. The seafood and chicken are full of protein.



Pho The national dish of Vietnam is a soup called pho. There are many different kinds of pho, each with their own flavor. Pho ga is made with chicken. It is a clear soup with rice noodles, vegetables, and herbs, like mint. Rice noodles are high in carbohydrates.

Falafel Falafel is a popular dish found all over the Middle East. Falafel is made from ground **chickpeas**, which are like beans, mixed together with spices. Falafel is rolled into balls and fried and often served with bread, salad, and sauces. Chickpeas and beans are high in protein.



Bento Too difficult to choose just one dish? In Japan, you can have a bento box, or lunch box. A bento box contains many different foods and colors. A bento box might have rice, vegetables, fish, and sushi rolls. There might also be fried vegetables or seafood. Vegetables like cabbage and lettuce have vitamin C.

3 Read the text again. Are these *facts* or *opinions*? Check (✓).

- Paella is the best dish on the menu.
- Our bodies need nutrients to grow and stay healthy.
- Falafel is too difficult to make.
- A bento box has different kinds of foods.
- Carbohydrates give us energy.

Fact **Opinion**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Scanning

When we want to find specific information, we **scan** a text. This means we read the text quickly and look for key words. Scan the article and look for the words *healthy menu*.



What healthy foods are popular in your country?



4 1.14 Listen to Luke from the United Kingdom talk about his healthy breakfast. What does he like to have?

5 1.14 Listen again. What nutrients does Luke mention?

-
-
-

6 Talk Partners What things do you eat for a healthy breakfast?

I have fruit.

I have some fish and miso soup.

What can you do to help others learn about healthy eating?

1 1.15 Listen. Which meal is the family eating: breakfast, lunch, or dinner?

2 1.15 Listen again. Which sentences are true? Circle.

- 1 Carla is very hungry.
- 2 Max asks for the tomato sauce and the juice.
- 3 This afternoon, Max is going to play his new video game.
- 4 First, Carla and Max need to do the dishes.



3 1.16 Watch or listen and say. Then practice in pairs.

A: Would you like some more toast?

B: Yes, please.

A: Here you are.

B: Can you pass the jelly, please?

A: Yes, here you are.

B: And can I have some more apple juice, please?

A: Yes, of course. Would you like some more cereal?

B: No, thank you. I've had enough.

A: Can I have some more milk, please?

B: Oh, I'm sorry. There isn't any more milk!



Asking for Things at the Table

Would you like some more ...? Here you are.

Can you pass the ..., please? No, thank you. I've had enough.

4 **Talk Partners** Make new dialogues.



Would you like some more rice?



No, thank you. I've had enough.

1 1.17 Listen and read. Do you think this is a healthy meal?

SMILING OMELET



Don't forget to wash your hands before you start!

Preparation time: 10 minutes

Ingredients

three eggs
a little milk
a carrot
a few mushrooms
a tomato
some toast

Method

- 1 First, wash the carrot, mushrooms, and tomato. You need to peel the carrot, but you don't need to peel the mushrooms or the tomato.
- 2 Next, slice the mushrooms and fry them. Then put them on a plate.
- 3 Now, mix the eggs and add a little milk.
- 4 Pour the eggs and milk into a frying pan. Fry the omelet for three minutes. Be careful! Don't burn it.
- 5 Put the omelet on a plate. Chop the carrot to make eyes and a nose.
- 6 After that, chop the tomato and add it to make the mouth.
- 7 Finally, add the mushrooms to make the hair.
- 8 Eat the omelet with toast. Delicious!

2 Read the recipe again and answer.

- 1 Do you need nuts for this recipe?
- 2 How many eggs do you need?
- 3 Which vegetable do you need to peel?
- 4 Do you need to cook the tomatoes?

3 Number the pictures in order.



4 Plan and write a recipe in your Workbook.

Writing a Recipe

When we write a recipe, we give a list of the food we need. We call these **ingredients**. We also write **how long** the recipe takes and give **instructions**. There are numbers and words to help you know what order to do things in, such as *first*, *next*, *then*, *after that*, and *finally*.



Make a restaurant menu using healthy ingredients!
Come up with different meals.



1 Plan

Work with a partner and research different nutrients.
Find foods that can give you those nutrients.

Vitamins: _____

Protein: _____

Carbohydrates: _____

2 Prepare: A Healthy Menu

Think of meals you want to make using the foods you researched. Then make a menu showing the mixes of all those foods.

Come up with some names for your meals:

- _____
- _____
- _____
- _____
- _____

3 Show and Tell

Share your menu. Explain what meals you want to make. Talk about why the foods you chose help make a balanced diet.



What do you know now?

- ✓ Review Unit 1 in your Workbook.