

# Scope and Sequence

Topic	Vocabulary	Grammar	Reading
<b>1 How can I do better in school?</b> Page 6	Lesson 1 p. 8 <b>Study Nouns</b> <i>communication, concentration, correction...</i> <b>Skill</b> Changing Verbs to Nouns ( <i>instruct—instruction</i> ) <b>Video</b>	Lesson 2 p. 9 <b>Reported Commands and Requests</b> <i>He told us not to run. Mrs. Evans asked us to go inside.</i>	Lesson 3 pp. 10–12 <b>Fiction</b> “Ben’s Bad Semester” <b>Skills</b> Previewing a Text, Determining the Theme
	Lesson 7 p. 16 <b>Study Verbs</b> <i>analyze, brainstorm, check...</i> <b>Song</b> “10 Ways to Study Better”	Lesson 8 p. 17 <b>Reported Questions</b> <i>I asked if they preferred e-readers or books. I asked each member of my family what they were reading.</i>	Lesson 9 pp. 18–20 <b>Nonfiction</b> “Learning Styles” <b>Skill</b> Writing a Summary
<b>2 What do I wish for?</b> Page 24	Lesson 1 p. 26 <b>Strong Adjectives</b> <i>ancient, awful, exhausted...</i> <b>Skill</b> Intensifiers with Adjectives ( <i>starving = very hungry</i> ) <b>Video</b>	Lesson 2 p. 27 <b>Expressing Wishes: Wish + Past Simple and Could</b> <i>I wish I was with all my friends again! I wish I could try again!</i>	Lesson 3 pp. 28–30 <b>Fiction</b> “The Fateful Wish” <b>Skill</b> Figurative Language
	Lesson 7 p. 34 <b>Goals Verbs</b> <i>aim (at something), get results, make plans...</i> <b>Goals Nouns</b> <i>achiever, ambition...</i> <b>Song</b> “I’m an Achiever”	Lesson 8 p. 35 <b>Making Complaints: If Only/I Wish + Would</b> <i>If only she would relax and let me check my cell phone. I wish Dad would let me play on my computer.</i>	Lesson 9 pp. 36–38 <b>Nonfiction</b> “Wishes in Folktales and Legends” <b>Skill</b> Story Organization
<b>3 Am I a logical thinker?</b> Page 42	Lesson 1 p. 44 <b>Prefixes with i-</b> <i>illegal, illegible, illogical...</i> <b>Skill</b> Prefixes ( <i>responsible—irresponsible</i> ) <b>Video</b>	Lesson 2 p. 45 <b>Speculations and Deductions</b> <i>It might be the cat. It must be a human. It can’t be the wind.</i>	Lesson 3 pp. 46–48 <b>Fiction</b> “My Summer of Spies” <b>Skill</b> Using a Timeline
	Lesson 7 p. 52 <b>Thinking Expressions</b> <i>be in doubt, figure (something) out...</i> <b>Idioms with Parts of the Body</b> <i>be in two minds, follow your head/heart...</i> <b>Song</b> “Rita Rational and Roger Illogical”	Lesson 8 p. 53 <b>Speculations with Would and the Second Conditional</b> <i>If it were a hound, it wouldn’t grumble.</i> <b>Making Comparisons with Like</b> <i>It looks/sounds/smells/feels like a hound.</i>	Lesson 9 pp. 54–56 <b>Nonfiction</b> “Brain Training” <b>Skill</b> Identifying Consequence and Contrast <b>Thinking Expressions</b> <i>sharpen your memory, solve by trial and error...</i> <b>Idioms with Parts of the Body</b> <i>by word of mouth, in your mind’s eye</i>
<b>4 Why do we like music?</b> Page 60	Lesson 1 p. 62 <b>Skill: Word Families</b> <i>music, musician, musical...</i> <b>Video</b>	Lesson 2 p. 63 <b>Subject and Object Questions</b> <i>Who wrote the songs? What instruments do you play?</i>	Lesson 3 pp. 64–66 <b>Fiction</b> “Sounds in the Silence” <b>Skill</b> Quoting from a Text
	Lesson 7 p. 70 <b>Orchestral Instruments</b> <i>cello, clarinet, double bass...</i> <b>Song</b> “Introducing the Orchestra”	Lesson 8 p. 71 <b>Indirect Questions</b> <i>Can you tell me (who wrote Swan Lake)? Do you know (if Haydn was Austrian or German)?</i>	Lesson 9 pp. 72–74 <b>Nonfiction</b> “The Origins of Music” <b>Skill</b> Finding Evidence and Examples for Arguments

	Listening	Speaking	Writing / Project
	<b>Lesson 4</b> p. 13 Talk on the seven study habits of successful students <b>Skill</b> Listening for Key Words and Phrases	<b>Lesson 5</b> p. 14 Team brainstorming <b>Making Suggestions</b> <i>How about...? Let's... Why don't we...? That sounds great!</i> <b>Responding to Suggestions</b> <i>Yes, OK. That's a good idea. That sounds great!</i>	<b>Lesson 6</b> p. 15 Essay on personal study habits <b>Skill</b> Brainstorming <b>Giving Examples</b> <i>...such as sticky notes...</i> <b>Writing Resolutions</b> <i>I'm going to...</i>
	<b>Lesson 10</b> p. 21 Two students talk about their unusual schools <b>Skill</b> Listening for Points of View	<b>Lesson 11</b> p. 22 Learning styles questionnaire <b>Conducting a Survey</b> <i>May I ask you a question? Could you give me an example? Could you repeat that?</i>	<b>Lesson 12</b> p. 23 <b>Poster</b> How to Be a Better Student
	<b>Lesson 4</b> p. 31 "Ganesh and the Blind Woman" <b>Skill</b> Predicting while Listening	<b>Lesson 5</b> p. 32 Group bucket list <b>Coming to Agreement</b> <i>How about you? What do you think? Do you agree?</i>	<b>Lesson 6</b> p. 33 Personal bucket list <b>Skill</b> Supporting Opinions with Reasons <b>Giving Reasons</b> <i>The first/second/main reason is... This is because...</i>
	<b>Lesson 10</b> p. 39 Seven children make one wish to change the world <b>Skill</b> Identifying Reasons for Opinions	<b>Lesson 11</b> p. 40 Wishes for a better world <b>Giving Opinions</b> <i>In my opinion... I (strongly) believe that... I feel that...</i>	<b>Lesson 12</b> p. 41 <b>Craft</b> A Wish Tree
	<b>Lesson 4</b> p. 49 Two children speculate on the content of close-up photos <b>Skill</b> Inferring the Attitude of Speakers	<b>Lesson 5</b> p. 50 Speculating about close-up photos <b>Speculation and Deduction</b> <i>I think/bet/reckon it's... It could/may/might be...</i> <b>Certainty and Uncertainty</b> <i>I'm positive. I'm not sure (at all). I don't have a clue.</i>	<b>Lesson 6</b> p. 51 Story from pictures of a day out fishing <b>Skill</b> Sequencing Events <b>Sequence Conjunctions</b> <i>before, as soon as/once, while/as...</i>
	<b>Lesson 10</b> p. 57 "Guess My Job" quiz show <b>Skill</b> Inferring Situations and Participants	<b>Lesson 11</b> p. 58 Game of twenty questions <b>Asking for Repetition and Clarification</b> <i>Could you explain what you mean? Could you say that again? Excuse me?</i>	<b>Lesson 12</b> p. 59 <b>Create a Code</b>
	<b>Lesson 4</b> p. 67 Talk on the elements of music <b>Skill</b> Listening for Supporting Information <b>Elements of Music</b> <i>beat, in/out of tune, note...</i>	<b>Lesson 5</b> p. 68 Report on a great song <b>Skill</b> Reporting to the Class	<b>Lesson 6</b> p. 69 Song following a pattern <b>Skill</b> Writing a Song
	<b>Lesson 10</b> p. 75 Medley of musical genres <b>Skill</b> Using Real-World Knowledge <b>Music Genres</b> <i>blues, classical, country...</i>	<b>Lesson 11</b> p. 76 Role play: interview with a famous person <b>Skill</b> Register <b>Formal Interviews</b> <i>Thank you for agreeing to this interview. Could you tell me...?</i>	<b>Lesson 12</b> p. 77 <b>Craft</b> Make a Musical Instrument

Topic	Vocabulary	Grammar	Reading
<b>5 Who wants to live forever?</b> Page 78	<b>Lesson 1</b> p. 80 <b>Periods of Time</b> <i>second, minute, hour...</i> <b>Video</b>	<b>Lesson 2</b> p. 81 <b>Present, Past and Perfect Passives</b> <i>Rare spices are dissolved in water. It was written in hieroglyphics. Has it been tested?</i>	<b>Lesson 3</b> pp. 82–84 <b>Fiction</b> “The Immortality Blog” <b>Skill</b> Guessing the Meaning of Unknown Words
	<b>Lesson 7</b> p. 88 <b>Inside the Body</b> <i>artery, bone, brain...</i> <b>Skill</b> Labeling Diagrams <b>Song</b> “The Forever Man”	<b>Lesson 8</b> p. 89 <b>Passive Modals</b> <i>Genes will be modified to slow down aging. Chips may be implanted into your body to monitor your health.</i>	<b>Lesson 9</b> pp. 90–92 <b>Nonfiction</b> “Can We Become Immortal?” <b>Skill</b> Finding Main Ideas and Supporting Details
<b>6 How do living things change?</b> Page 96	<b>Lesson 1</b> p. 98 <b>Animal Body Parts</b> <i>beak, claw, fang...</i> <b>Video</b>	<b>Lesson 2</b> p. 99 <b>So and Such</b> <i>It’s so dark. It’s such a fake.</i>	<b>Lesson 3</b> pp. 100–102 <b>Fiction</b> “How Owl Got His Hoot” “Why Platypus Looks So Strange” <b>Skill</b> Writing a Summary
	<b>Lesson 7</b> p. 106 <b>Evolution</b> <i>adapt/adaptation, develop/development, diversity/diversify...</i> <b>Song</b> “The Evolution Song”	<b>Lesson 8</b> p. 107 <b>Relative Clauses in Subjects</b> <i>The honeybees that collect pollen are all female.</i>	<b>Lesson 9</b> pp. 108–110 <b>Nonfiction</b> “The Evolutionary Timeline” <b>Skill</b> Using a Timeline
<b>7 What influences who I am?</b> Page 114	<b>Lesson 1</b> p. 116 <b>Social Media Collocations</b> <i>add/follow a hashtag, change privacy settings, chat online...</i> <b>Skill</b> Using Collocations <b>Video</b>	<b>Lesson 2</b> p. 117 <b>Verb + Infinitive or Gerund</b> <i>I stopped taking selfies. I stopped to take a selfie.</i>	<b>Lesson 3</b> pp. 118–120 <b>Fiction</b> “Status Update” <b>Skill</b> Making Inferences
	<b>Lesson 7</b> p. 124 <b>Personality Adjectives</b> <i>extroverted, frustrated, gregarious...</i> <b>Song</b> “The Social Media Rap”	<b>Lesson 8</b> p. 125 <b>Verb + Object + Infinitive or Gerund</b> <i>I caught him stealing a car. She encouraged us to do the best we could.</i>	<b>Lesson 9</b> pp. 126–128 <b>Nonfiction</b> “What Influences Who I Am?” <b>Skill</b> Distinguishing Facts from Opinions
<b>8 How will technology change the world?</b> Page 132	<b>Lesson 1</b> p. 134 <b>Compound Adjectives</b> <i>computer-controlled, cutting-edge...</i> <b>Skill</b> Forming Compound Adjectives <b>Video</b>	<b>Lesson 2</b> p. 135 <b>Future Continuous</b> <i>I’ll be sleeping when you get home.</i>	<b>Lesson 3</b> pp. 136–138 <b>Fiction</b> “Underground” <b>Skill</b> Using Mind Maps
	<b>Lesson 7</b> p. 142 <b>Technology</b> <i>algorithm, analysis, artificial intelligence (AI)...</i> <b>Song</b> “Why Can’t a Robot Be More Like a Human?”	<b>Lesson 8</b> p. 143 <b>Future Perfect</b> <i>I will have finished my homework in half an hour.</i>	<b>Lesson 9</b> pp. 144–146 <b>Nonfiction</b> “The Future City: 2120” <b>Skill</b> Quoting from a Text
<b>9 What events changed the world?</b> Page 150	<b>Lesson 1</b> p. 152 <b>Warfare</b> <i>ally, attack, battle...</i> <b>Video</b>	<b>Lesson 2</b> p. 153 <b>Regret, Criticism and Obligation in the Past</b> <i>You shouldn’t have brought it into the city. We had to surrender.</i>	<b>Lesson 3</b> pp. 154–156 <b>Fiction</b> “A Hot Day in June” <b>Skill</b> Identifying Pronoun Antecedents
	<b>Lesson 7</b> p. 160 <b>History</b> <i>civil war, conflict, declaration...</i> <b>Song</b> “History Is Tricky”	<b>Lesson 8</b> p. 161 <b>The Third Conditional</b> <i>I would have had a quiet life if I had stayed on Elba.</i>	<b>Lesson 9</b> pp. 162–164 <b>Nonfiction</b> “8 Events That Changed the World” <b>Skill</b> Summarizing
Glossary	Pages 168–179		

	Listening	Speaking	Writing / Project
	<b>Lesson 4</b> p. 85 Ten centenarians give advice for living a long life <b>Skill</b> Identifying and Reviewing Main Ideas	<b>Lesson 5</b> p. 86 Questionnaire on habits for a long life <b>Skill</b> Reduced Questions <b>Talking about Yourself in General</b> <i>Most of the time, I...</i> <b>Getting More Information</b> <i>Why do you say that?</i>	<b>Lesson 6</b> p. 87 Opinion piece on immortality <b>Skill</b> Writing an Opinion
	<b>Lesson 10</b> p. 93 Two teens discuss immortality <b>Skill</b> Paraphrasing	<b>Lesson 11</b> p. 94 Debate on the consequences of immortality <b>Skill</b> Debating	<b>Lesson 12</b> p. 95 <b>Poster</b> An Immortal Character
	<b>Lesson 4</b> p. 103 Talk on adaptations to extreme environments <b>Skill</b> Listening for Specific Information	<b>Lesson 5</b> p. 104 Discussion on adaptations <b>Asking for and Giving Reasons</b> <i>Can you tell me why? Why do you think that? Could you explain?</i>	<b>Lesson 6</b> p. 105 "Just So" story <b>Skill</b> Writing Dialogue
	<b>Lesson 10</b> p. 111 Q&A discussion on evolution <b>Skill</b> Distinguishing Facts from Opinions	<b>Lesson 11</b> p. 112 Balloon debate on the importance of species <b>Persuading</b> <i>The world can't do without... We definitely need... Imagine what would happen if...</i>	<b>Lesson 12</b> p. 113 <b>Art</b> Create a Chimera
	<b>Lesson 4</b> p. 121 Seven tweens describe their thoughts and feelings about social media <b>Skill</b> Understanding Figurative Language	<b>Lesson 5</b> p. 122 Survey on social media use <b>Reviewing Key Ideas</b> <i>We both (have social media accounts). Neither of us (has a smart phone).</i>	<b>Lesson 6</b> p. 123 Survey report on the class's social media use <b>Skill</b> Writing a Survey Report
	<b>Lesson 10</b> p. 129 A talk on staying safe online <b>Skill</b> Listening for Signposts	<b>Lesson 11</b> p. 130 Online dilemmas <b>Discussing Dilemmas</b> <i>What would you do? Would you tell the truth? What would happen if...?</i>	<b>Lesson 12</b> p. 131 <b>Slideshow</b> My Influences
	<b>Lesson 4</b> p. 139 Interview with an expert on robots <b>Skill</b> Preparing for a Talk	<b>Lesson 5</b> p. 140 Interview with a house robot <b>Asking and Answering about Abilities</b> <i>What housework can you do? What else are you good at? Are you a good (cook)?</i>	<b>Lesson 6</b> p. 141 For-and-against essay on whether technology will improve the future <b>Skill</b> Writing a For-and-Against Essay
	<b>Lesson 10</b> p. 147 A historian and a physics professor discuss life in the year 2525 <b>Skill</b> Inferring the Relationship between Speakers	<b>Lesson 11</b> p. 148 Talk about life in 100 years <b>Giving a Talk</b> <i>Today, I'm going to talk about (life in 100 years' time). First of all, let's take a look at (vacations). In conclusion...</i>	<b>Lesson 12</b> p. 149 <b>Advertisement</b> A World-Changing Invention
	<b>Lesson 4</b> p. 157 The sinking of the <i>Titanic</i> <b>Skill</b> Listening for Signposts	<b>Lesson 5</b> p. 158 Speculating about the fall of the Aztec Empire <b>Speculating about Past Events</b> <i>He could have... He didn't have to... He didn't seem to realize that...</i>	<b>Lesson 6</b> p. 159 First-person account of the fall of the Aztec Empire <b>Skill</b> Orienting the Reader
	<b>Lesson 10</b> p. 165 Talk on three world-changing inventions <b>Skill</b> Identifying Cause and Effect	<b>Lesson 11</b> p. 166 Board game on how history could have been different <b>Taking Turns</b> <i>Whose turn is it next? It's my/your turn.</i>	<b>Lesson 12</b> p. 167 <b>A Historical Comic</b>