

Scope & sequence

Welcome unit
Welcome to Students
for PEACE!
 p. 6

- English: What do you already know?
- Identifying shared words.
- Introducing yourself, the letters of the alphabet and numbers.
- Getting to know the book.

	  Spark & Building blocks	  Explore & Sync	  Toolbox & Studio	 Peace talk
<h1>1</h1> Identity p. 10	<ul style="list-style-type: none"> • Discussing one's identity. • Personal documents and their social contexts. 	<ul style="list-style-type: none"> • ID cards and a registration form. • Listening and identifying names and origins. 	<ul style="list-style-type: none"> • Personal pronouns. • Verb <i>be</i>: affirmative form. • Possessive adjectives. • Spidergram: what makes identity. • Creating an IDEAL ID. 	<ul style="list-style-type: none"> • Discussing separation and integration as well as the principles of cooperation, tolerance and respect. • Creating a Declaration of principles for peace.
<h1>2</h1> Origins p. 22	<ul style="list-style-type: none"> • Talking about family and origins. • Giving information about types of families and family trees. 	<ul style="list-style-type: none"> • Reading a school poster and a graph to trace family roots, learning about migration around the world. • Listening to immigrants and to a family party invitation. 	<ul style="list-style-type: none"> • Verb <i>be</i>: negative and interrogative forms. • "Let me introduce..." • <i>Wh</i>- questions. • Spidergram: what family brings to people. • Creating a poster entitled "My origins". 	<ul style="list-style-type: none"> • Human diversity: discussing differences and similarities. • Playing "The diversity box" game.
<h1>3</h1> Houses and homes p. 34	<ul style="list-style-type: none"> • Observing types of houses and discussing the difference between houses and homes. • Parts of a house and furniture. 	<ul style="list-style-type: none"> • Reading book extracts to identify essential characteristics of homes around the globe. • Listening and practising dialogues about being at home. 	<ul style="list-style-type: none"> • Present continuous. • Spidergram: elements of the house and home. • Describing your home or bedroom. 	<ul style="list-style-type: none"> • Discussing people's behaviour in their homes. • Making a poster about Homes and PEACE.
<h1>4</h1> Friends p. 46	<ul style="list-style-type: none"> • Talking about friends and friendship. • Describing friends. 	<ul style="list-style-type: none"> • Reading a story about two friends and a blog post and commenting on it. • Listening to phone conversations between friends and a radio programme. 	<ul style="list-style-type: none"> • Present continuous: <i>yes/no</i> questions and short answers. • Classifying people you know. • Spidergram: words which describe a good friend. • Posting about your best friend on a blog. 	<ul style="list-style-type: none"> • Friendship: a traditional way to show it. • Planning and celebrating a Day of Friendship.

	  Spark & Building blocks	  Explore & Sync	  Toolbox & Studio	 Peace talk
5 Neighbourhood p. 58	<ul style="list-style-type: none"> • Describing and talking about different neighbourhoods. • Matching neighbourhood descriptions to pictures. 	<ul style="list-style-type: none"> • Getting directions to places and reading information about them. • Listening to people asking about places and giving directions. 	<ul style="list-style-type: none"> • <i>there is/are.</i> • Prepositions of place. • Imperative. • Mindmap: identifying places in your neighbourhood. • Preparing and publishing a guide to your neighbourhood. 	<ul style="list-style-type: none"> • How can we make a positive impact on our neighbourhood? • Working on an improvement plan for your school neighbourhood.
6 Time p. 70	<ul style="list-style-type: none"> • Measuring time with different devices. • Thinking about situations in which it is important to check the time. • Telling the time. 	<ul style="list-style-type: none"> • Identifying dates (days of the week and months) on tickets and prepositions of time. • Reading a Central Park events guide. • Listening to people asking their friends to go out and talking about their routines. 	<ul style="list-style-type: none"> • Present simple: affirmative form. • Diagram: classifying activities – obligation or fun? • Organizing your weekly life. 	<ul style="list-style-type: none"> • Thinking and talking about how organizing our time is important for our lives. • Writing out a personal decision.
7 Financial education p. 82	<ul style="list-style-type: none"> • Discussing what money can buy. • Different methods to pay for things and ways to get and spend money. 	<ul style="list-style-type: none"> • Reading a web page which offers children advice on how to spend money properly and write a money diary. • Listening to how children get, spend, and deal with their money. 	<ul style="list-style-type: none"> • Present simple: negative form. • Object pronouns. • Diagram: completing an ideal money cycle. • Writing about money. 	<ul style="list-style-type: none"> • Thinking and talking about money management. • Voting on the Vote now section of a web page.
8 Sports p. 94	<ul style="list-style-type: none"> • Thinking about sports and how they are related to other aspects of life. • Recognizing sports descriptions, body parts, and movements. 	<ul style="list-style-type: none"> • Reading a web page, a cereal box, and an infographic about sports and their benefits. • Listening to a gold medal winner and her coach talk about her routine. 	<ul style="list-style-type: none"> • Present simple: <i>yes/no</i> questions, short answers. • <i>Wh-</i> questions. • Mindmap: body movements related to different sports. • Creating an infographic about an interesting sport. 	<ul style="list-style-type: none"> • Discussing feelings when practising sports. • Making a guide about places where people can practise sports in your neighbourhood.