

Scope & sequence

Welcome unit Welcome to Students for PEACE!

p. 6

- Talking about daily routine.
- Exchanging information about music, technology, and healthy lifestyles.
- Review vocabulary from **Students for PEACE 2**.

	  Spark & Building blocks	  Explore & Sync	  Toolbox & Studio	 Peace talk
1 Timeline p. 10	<ul style="list-style-type: none"> • Discussing how the past, present, and future are related. • Thinking about cause and effect relations. 	<ul style="list-style-type: none"> • Reading, interpreting, listening to, and talking about personalities and their timelines. • Expressing surprise or disbelief. 	<ul style="list-style-type: none"> • Past simple: time expressions. • Past simple: regular verbs. • Making and publishing your own timeline or blog entry. 	<ul style="list-style-type: none"> • Playing the "Timeline" game. • Discussing the best time in your life so far.
2 Values p. 22	<ul style="list-style-type: none"> • Considering actions and values. • Concepts: cheating, gossiping, and pirating. • Adverbs: <i>actually, eventually, instead, likely, and then.</i> 	<ul style="list-style-type: none"> • Reading about and discussing cheating in schools and pirated materials. • Listening to and talking about a radio programme. 	<ul style="list-style-type: none"> • Past simple: irregular verbs. • Writing and recording a radio programme or drawing a comic strip. 	<ul style="list-style-type: none"> • Discussing gossip and its effects. • Recreating a picture about gossiping.
3 Mobility p. 34	<ul style="list-style-type: none"> • Discussing and understanding means of transport and urban mobility. • Vocabulary related to transport. 	<ul style="list-style-type: none"> • Reading and interpreting guidelines for pedestrians. • Listening to an announcement on a ferry. 	<ul style="list-style-type: none"> • <i>Must</i> and <i>mustn't</i>. • First conditional. • Writing a transport code for your school or making an infographic about a classmate's mobility habits. 	<ul style="list-style-type: none"> • Talking about car sharing. • Organizing a car share project.
4 Water p. 46	<ul style="list-style-type: none"> • Talking about the importance of water to human life. • Talking about water and its uses. 	<ul style="list-style-type: none"> • Understanding and reading a water bill. • Reading about people from different parts of the world who don't have access to running water. • Listening to tips from the United States Environmental Protection Agency. 	<ul style="list-style-type: none"> • Gallons and litres. • Survey: steps and conclusions. • Second conditional. • Writing and recording a podcast. 	<ul style="list-style-type: none"> • Reflecting on how to use water properly. • Discussing water waste and ways to save water.

	  Spark & Building blocks	  Explore & Sync	  Toolbox & Studio	 Peace talk
5 Africa p. 58	<ul style="list-style-type: none"> Sharing previous knowledge about Africa. Learning some interesting facts about the African territory and its people. 	<ul style="list-style-type: none"> Understanding the African people through local literature. Listening to an African citizen's revolutionary solution. 	<ul style="list-style-type: none"> Pie chart. Superlatives: long and short adjectives. Writing a poem. 	<ul style="list-style-type: none"> Discussing the concept of <i>ubuntu</i>. Playing "The pen in the bottle" game.
6 Sustainability p. 70	<ul style="list-style-type: none"> Observing and discussing sustainable actions. The 5 Rs. 	<ul style="list-style-type: none"> Measuring your ecological footprint. Identifying and understanding an encyclopaedia entry. Learning how to compost. Listening to a report about an environmental incident. 	<ul style="list-style-type: none"> Past continuous: affirmative, negative, interrogative, and short answer forms. <i>When</i> and <i>while</i>. Creating a tutorial related to sustainability. 	<ul style="list-style-type: none"> Discussing a painting by Wynford Dewhurst. Talking about and preparing a zero-footprint picnic.
7 Volunteering p. 82	<ul style="list-style-type: none"> Defining volunteering and reasons for it. Discussing different volunteering activities. 	<ul style="list-style-type: none"> Reading and interpreting a volunteer's testimony and some tips about volunteering in an online guide. Listening to and role playing an interview for a job as a volunteer. 	<ul style="list-style-type: none"> <i>Should</i>. <i>Can</i> and <i>could</i>. Writing a personal testimony about volunteering. 	<ul style="list-style-type: none"> Discussing a book donation campaign poster. Organizing a book donation campaign at your school.
8 Tribes p. 94	<ul style="list-style-type: none"> Sharing opinions and ideas about groups and urban tribes. Tribes and people's personality. Defining tribes. 	<ul style="list-style-type: none"> Positive and negative aspects of belonging to a group. Listening to a student asking for advice about her group of friends. Learning how to express personal opinion, agree, and disagree. 	<ul style="list-style-type: none"> Reading tweets and talking about Twitter. Verb tense review: Past simple, Future, Present continuous, and modal verbs. Creating a social network page about your tribe or writing a post about tribes on a social network page. 	<ul style="list-style-type: none"> Talking about the <i>Universal Declaration of Human Rights</i>. Playing the "Stars and dots" game.