

# Scope & sequence

## Welcome unit Welcome to Students for PEACE!

p. 6

- Talking about you and other people.
- Exchanging information about family and friends, neighbourhoods, time, money, and sports.
- Review vocabulary from **Students for PEACE 1**.

	  <b>Spark &amp; Building blocks</b>	  <b>Explore &amp; Sync</b>	  <b>Toolbox &amp; Studio</b>	 <b>Peace talk</b>
<b>1</b> <b>Food</b> p. 10	<ul style="list-style-type: none"> <li>• Analysing images to identify healthy eating habits.</li> <li>• Vocabulary: foods, fruits, and food nutrients.</li> <li>• Talking about eating habits.</li> <li>• Classifying food in different groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding food labels.</li> <li>• Reading a web page about nutrition facts.</li> <li>• Listening to a podcast about what people eat and to street interview.</li> </ul>	<ul style="list-style-type: none"> <li>• Present simple: talking about habits and routines.</li> <li>• Adverbs of frequency.</li> <li>• <i>Wh-</i> questions and short answers.</li> <li>• Creating your own healthy eating plan, or writing a family recipe.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading a piece of a school campaign for healthier meals.</li> <li>• Discussing food items in your school canteen.</li> <li>• Planning a campaign for a healthier menu at school.</li> </ul>
<b>2</b> <b>Health</b> p. 22	<ul style="list-style-type: none"> <li>• Understanding the concepts of good health.</li> <li>• Truths and myths about how to be healthy.</li> <li>• Actions and advice for a healthy life.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting an advertising campaign and an information guide.</li> <li>• Understanding some advice from a doctor and a dentist.</li> <li>• Listening to a radio programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Imperatives: affirmative and negative forms.</li> <li>• Adverbial phrases of frequency.</li> <li>• Creating an educational ad.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and creating a poster campaign to change unhealthy habits.</li> </ul>
<b>3</b> <b>Expression</b> p. 34	<ul style="list-style-type: none"> <li>• Forms of self-expression.</li> <li>• Abilities related to human expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Different ways of expressing something.</li> <li>• Reading a web page and a blog to understand how to explore different perspectives in images.</li> <li>• Listening to a podcast about abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Modal verb <i>can</i>: expressing abilities in the affirmative, negative, and interrogative forms.</li> <li>• Reflexive pronouns.</li> <li>• Creating a visual poem, or creating a photographic report of someone's abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading the back cover of a book.</li> <li>• Holding a classroom talent show.</li> <li>• Valuing personal expression.</li> </ul>
<b>4</b> <b>Music</b> p. 46	<ul style="list-style-type: none"> <li>• Recognizing musical instruments.</li> <li>• Feelings and moods related to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding a graphic.</li> <li>• Survey: Music likes and dislikes.</li> <li>• Reading Leo Fender's biography and a text about sound and string instruments.</li> <li>• Listening to a conversation about tuning an electric guitar.</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive pronouns.</li> <li>• Connectors: <i>and</i> &amp; <i>but</i>.</li> <li>• Writing a biography of a musician, or making a marimba.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and understanding a sign.</li> <li>• Accepting people's musical preferences.</li> <li>• Making a sign for your school.</li> </ul>

	  <b>Spark &amp; Building blocks</b>	  <b>Explore &amp; Sync</b>	  <b>Toolbox &amp; Studio</b>	 <b>Peace talk</b>
<h1>5</h1> <b>Consumerism</b> p. 58	<ul style="list-style-type: none"> <li>• Portraits of Indian and Japanese families: objects that are needed and not needed.</li> <li>• Wants and needs: impulse buying, brands, and shops.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and interpreting an editorial cartoon and a book review.</li> <li>• Discussing Annie Leonard's <i>The Story of Stuff</i> book cover.</li> <li>• Listening to Jessie J's song "Price Tag".</li> </ul>	<ul style="list-style-type: none"> <li>• Countable and uncountable nouns.</li> <li>• <i>How much &amp; how many</i>.</li> <li>• Connectors: <i>so &amp; because</i>.</li> <li>• Writing a book review or designing a book cover.</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking about what is important and what is not needed.</li> <li>• Organizing a Buy Nothing Day.</li> </ul>
<h1>6</h1> <b>Technology</b> p. 70	<ul style="list-style-type: none"> <li>• Definition and usage of technology.</li> <li>• Effects of technology on our lives: the mobile phone addiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and interpreting an interview about the future of mobile phones.</li> <li>• Activity about the future of mobile phones and vocabulary used to make predictions.</li> <li>• Listening to a TV interview about solar cookers.</li> </ul>	<ul style="list-style-type: none"> <li>• Degrees of adjectives: comparatives.</li> <li>• Making predictions: <i>will &amp; won't</i>.</li> <li>• Creating a life hack and giving instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing cyberbullying.</li> <li>• Using media to reflect on how to use technology safely.</li> </ul>
<h1>7</h1> <b>Journeys</b> p. 82	<ul style="list-style-type: none"> <li>• Talking about different kinds of journeys and activities to be done.</li> <li>• Seasons of the year.</li> <li>• Expressing one's personal opinion about cool activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding specific information on a map.</li> <li>• Interacting with travel diaries and flyers.</li> <li>• Listening to and arranging a visit by voice messages.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about plans for the future: <i>going to</i>.</li> <li>• Playing "Find Someone Who".</li> <li>• Creating an illustrated travel journal.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about the difficulties of a journey.</li> <li>• Making a list of things to be used on a journey.</li> <li>• Playing "Jimmeknowland".</li> </ul>
<h1>8</h1> <b>Indigenous people</b> p. 94	<ul style="list-style-type: none"> <li>• Contextualizing cultural manifestations.</li> <li>• Indigenous people's survival and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how our societies work and relate.</li> <li>• Reading and interpreting a cartoon about survival in the past and present.</li> <li>• Listening to a native person's testimonial.</li> </ul>	<ul style="list-style-type: none"> <li>• Verb <i>be</i>: Past simple: affirmative, negative, and interrogative forms.</li> <li>• <i>Used to</i>.</li> <li>• Writing a legend.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and talking about dream catchers.</li> <li>• Discussing how our society deals with dreams.</li> </ul>