

# Scope & sequence

## Welcome unit Welcome to Students for PEACE!

p. 6

- Reviewing vocabulary related to transport.
- Exploring the values of the Olympic Movement.
- Discussing how sport can change people's lives.

	  <b>Spark &amp; Building blocks</b>	  <b>Explore &amp; Sync</b>	  <b>Toolbox &amp; Studio</b>	 <b>Peace talk</b>
<b>1</b> <b>Relationships</b> p. 10	<ul style="list-style-type: none"> <li>• Discussing different levels of friendship.</li> <li>• Thinking about how to respect others.</li> <li>• Talking about what makes a healthy relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and understanding a text about how to build good relationships with your neighbours, a cartoon about friendship, and an article on some of the best songs about friendship.</li> <li>• Listening to a song about friendship.</li> </ul>	<ul style="list-style-type: none"> <li>• Modal verbs: <i>may</i> and <i>might</i>.</li> <li>• Discussing the stories behind situations in pictures.</li> <li>• Creating a guide on how to be a good friend or writing an article called "The best songs about friendship".</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring and writing thank-you notes.</li> </ul>
<b>2</b> <b>Problem solving</b> p. 22	<ul style="list-style-type: none"> <li>• Working on different forms of problem-solving.</li> <li>• Learning about talented people and their attitudes that change the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing traditional and multiple intelligences theories.</li> <li>• Identifying your abilities and strengths.</li> <li>• Listening to a teacher's challenge and students' reaction to it.</li> </ul>	<ul style="list-style-type: none"> <li>• Word order: adjectives.</li> <li>• Reading, understanding, and rewriting <i>The cleverest son</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Playing an online game on the "Free rice" website.</li> <li>• Setting up an action plan to solve a problem in your neighbourhood.</li> </ul>
<b>3</b> <b>Media</b> p. 34	<ul style="list-style-type: none"> <li>• Identifying the role of media in our daily lives.</li> <li>• Discussing how we relate to media content.</li> <li>• Reading dialogues on media preference and use.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and talking about changes in the availability of information.</li> <li>• Analysing a graph.</li> <li>• Discussing Australian teenagers' use of mobile devices.</li> <li>• Listening to a podcast.</li> </ul>	<ul style="list-style-type: none"> <li>• Present perfect: affirmative, negative, and interrogative forms.</li> <li>• Present perfect: <i>for</i> and <i>since</i>.</li> <li>• Publishing a graph with the results of a survey about media use or content production.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing how to use media in a positive way.</li> <li>• Creating a poster for a campaign against trolling.</li> </ul>
<b>4</b> <b>Free time</b> p. 46	<ul style="list-style-type: none"> <li>• Defining free time.</li> <li>• Talking about how to organize and enjoy your free time.</li> <li>• Using time expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and discussing how teenagers spend their free time.</li> <li>• Helping others as a way of using time more effectively.</li> <li>• Talking about leisure/ social activities, work, volunteering, home chores, hobbies, and pastimes.</li> </ul>	<ul style="list-style-type: none"> <li>• Present perfect: <i>just</i>, <i>already</i>, and <i>yet</i>.</li> <li>• Writing an article about classmates' spare time or creating a poem about free time.</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking about and discussing your "jar of life".</li> </ul>

	  <b>Spark &amp; Building blocks</b>	  <b>Explore &amp; Sync</b>	  <b>Toolbox &amp; Studio</b>	 <b>Peace talk</b>
<b>5</b> <b>Literature</b> p. 58	<ul style="list-style-type: none"> <li>• Discussing the importance of literature in our lives.</li> <li>• Literary genres.</li> <li>• Talking about reasons for reading the work of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the impact of the printing press in our lives and the different ways we write nowadays.</li> <li>• Reading a mobile phone novel.</li> <li>• Listening to a young writer.</li> </ul>	<ul style="list-style-type: none"> <li>• Present perfect vs. Past simple.</li> <li>• Writing a chapter of a mobile phone novel or creating a 50-word story.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a patchwork story quilt about students' experiences.</li> </ul>
<b>6</b> <b>Visual arts</b> p. 70	<ul style="list-style-type: none"> <li>• Discussing the role of art in society.</li> <li>• Understanding a girl's relationship with art.</li> <li>• Talking about our feelings towards art.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading extracts from art reviews about Vik Muniz.</li> <li>• Discussing artistic recreations.</li> <li>• Using materials to create an art assemblage.</li> <li>• Listening to an audio guide about a painting.</li> </ul>	<ul style="list-style-type: none"> <li>• Question tags.</li> <li>• Reading and creating a dialogue based on a painting.</li> <li>• Making an audio guide or creating a tutorial for an assemblage.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing ways of making art more visible in your community.</li> </ul>
<b>7</b> <b>Life plan</b> p. 82	<ul style="list-style-type: none"> <li>• Exploring the importance of planning to achieve your goals.</li> <li>• Talking about future expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Setting a goal for the future and planning how to achieve it.</li> <li>• Thinking about how to be successful in the future.</li> <li>• Listening to a boy's message to his future self.</li> </ul>	<ul style="list-style-type: none"> <li>• Future: <i>going to</i> and <i>will</i>.</li> <li>• Understanding a teenager's life plan.</li> <li>• Recording a message to your future self or making a life plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing ways of turning dreams into goals.</li> <li>• Presenting your dreams and life plan to your classmates.</li> </ul>
<b>8</b> <b>Change</b> p. 94	<ul style="list-style-type: none"> <li>• Discussing change: how to prepare for it and what to expect.</li> <li>• Talking about the changes people experience in life.</li> <li>• Personal stories about life-changing moments.</li> </ul>	<ul style="list-style-type: none"> <li>• Using media to fight for social change.</li> <li>• Analysing and listening to the song "Revolution", by The Beatles.</li> <li>• Listening to people talking about a film.</li> <li>• Showing certainty and uncertainty about the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Connectors: <i>and</i>, <i>so</i>, <i>whether</i>, and <i>although</i>.</li> <li>• Understanding a text about a younger sister's importance in her older brother's life.</li> <li>• Producing a written or photo essay about change.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a message about the importance of change in our lives.</li> </ul>