

# LANGUAGE BOOK, Level 5, Scope and Sequence

Unit	Vocabulary	Explore Language	Global Citizenship		Writing	Speaking	International English	Literacy Book
<b>Language Review</b> Vocabulary <i>Travel and Trade; Emotions; Art; Friendship; Early Civilizations; Actions and Survival</i> Grammar <i>Tag Questions; First Conditional; Modal Verbs of Obligation; Too and Enough; Present Perfect; Used to</i>								<b>Literacy:</b> <i>Predicting; Making Inferences; Points of View; Visualizing Changes; Scanning; Identifying Main Idea and Details; and Identifying Cause and Effect</i> <b>Spelling:</b> <i>Soft g, Soft c and Final -ed</i>
<b>1</b> <b>Let's Get Moving</b> page 10	<b>Sports and Equipment</b> <i>beginner, BMX racing, expert, harness, helmet, pads, rappelling, Rollerblading, rope, skiing, snowboarding, trampolining</i> <b>Fundraising Through Sports</b> <i>charity, fun run, get fit, give up, race, raise money, sponsor, take part in, team, train (v)</i> <b>Beatnik Rap</b> <i>Back to School Challenge</i>	Review of Verb Forms: Present, Past, and Future  Indefinite Pronouns: <i>Everyone, Everything, Everywhere</i> , etc.	How do sports bring people together?  <b>Listening Skills</b> Listening for gist and details		<b>Paragraph Building</b> Organizing Information <b>Word Study</b> Word Families <b>Product</b> An Instructional Flyer	<b>Conversation</b> Making and Responding to Suggestions <b>Pronunciation</b> Connected Speech: Consonant-Vowel Linking	<b>US</b> <i>rappelling; awesome, give it a try, Good job!; flyer, organize</i> <b>UK</b> <i>abseiling; brilliant, have a go, Well done!; leaflet, organise</i>	<b>Story</b> <i>You're Out!</i> <b>Instructional Text</b> <i>The Ultimate Game</i> <b>Reading Skill</b> Understanding Skimming and Scanning
<b>2</b> <b>Circles of Life</b> page 22	<b>Animals and Their Life Cycles</b> <i>be born, behavior, die, female, food chain, habitat, male, pouch, pregnant, trunk</i> <b>Controlling Nature</b> <i>encourage, endangered, extinct, get rid of, harm, native, pesticide, poison, predator, prey</i> <b>Poem</b> <i>Welcome to Our Habitat</i>	Present Perfect With <i>Already, Just</i> , and <i>Yet</i>  Present Perfect With <i>For</i> and <i>Since</i>	How do humans affect nature?  <b>Listening Skills</b> Listening for gist and details		<b>Paragraph Building</b> Giving Facts, Reasons, and Details <b>Sentence Building</b> Conjunctions <b>Product</b> An Infographic	<b>Presentation</b> Using Rhetorical Questions to Create Interest <b>Pronunciation</b> Sentence Stress: Weak Forms <i>and, of</i> (Schwa)	<b>US</b> <i>behavior; Did you see a baby owl yet?, I just read it.</i> <b>UK</b> <i>behaviour; Have you seen a baby owl yet?, I've just read it.</i>	<b>Fantasy</b> <i>Arthur's Adventures</i> <b>Persuasive Text</b> <i>Fire Ecology</i> <b>Reading Skill</b> Understanding Sequence of Events
<b>Put It Together</b>			Review Units 1 and 2 <i>I've Just ...</i>					
<b>3</b> <b>Figure It Out</b> page 36	<b>Investigating Crimes</b> <i>alibi, clue, commit a crime, criminal, detective, fingerprint, interview, investigate, suspect, suspicious, thief</i> <b>Committing and Preventing Crime</b> <i>guilty, opportunity, prevent, report (v), risk (n), solve, steal, track (v), victim, witness (n)</i> <b>Rap</b> <i>Ace Detective</i>	Reported Speech: Statements  Reported Speech: Requests and Commands	Why is it important to be observant?  <b>Listening Skills</b> Listening for gist and details		<b>Paragraph Building</b> Organizing Elements in a Story <b>Word Study</b> Using Adjectives and Adverbs for Atmosphere <b>Product</b> A Crime Story	<b>Conversation</b> Showing Interest and Responding to What You Hear <b>Pronunciation</b> Word Stress: First and Second Syllable		<b>Informational Text</b> <i>Solving Crime With Science</i> <b>Story</b> <i>The Red-Headed League</i> <b>Reading Skill</b> Drawing Conclusions
<b>4</b> <b>When I Grow Up</b> page 48	<b>Jobs and Qualifications</b> <i>architect, challenging, comedian, creative, degree, party planner, pet psychologist, qualifications, rewarding, stressful, talented, underwater photographer</i> <b>Work and Skills</b> <i>ambition, boss, business, experience, independent, inspired, observant, reliable, resourceful, skills</i> <b>Poem</b> <i>That's the Job for Me</i>	Infinitive of Purpose  Tag Questions	Why are all jobs important?  <b>Listening Skills</b> Listening for gist and details		<b>Paragraph Building</b> Support Reasons with Facts and Details <b>Word Study</b> Adjective Collocations <b>Product</b> A Biography	<b>Conversation</b> Using Fillers to Buy Time to Think in an Interview <b>Pronunciation</b> Intonation in Incomplete Yes/No Questions	<b>US</b> <i>realized; in college</i> <b>UK</b> <i>realised; at university</i>	<b>Biography</b> <i>The Hero of Lime Rock</i> <b>Story</b> <i>Delivery Dan</i> <b>Reading Skill</b> Understanding Points of View
<b>Put It Together</b>			Review Units 3 and 4 <i>The Detectives Game</i>					
<b>5</b> <b>Express Yourself</b> page 62	<b>Emotions 1</b> <i>confused, delighted, determined, disappointed, enthusiastic, furious, optimistic, pessimistic, upset, worried</i> <b>Emotions 2</b> <i>confident, fail, frustrating, improve, insecure, make mistakes, negative, positive, succeed</i> <b>Blues Poem</b> <i>Expedition Blues</i>	Modal Verbs of Deduction  Adverbs of Probability	How do our emotions affect our learning?  <b>Listening Skills</b> Listening for gist and details		<b>Paragraph Building</b> Using Expressive Language in Poetry <b>Word Study</b> Similes and Metaphors <b>Product</b> Acrostic Poems	<b>Presentation</b> Offering Encouragement and Dealing with Nerves <b>Pronunciation</b> Sentence Stress: Content Words	<b>US</b> <i>pretty sure; recognize</i> <b>UK</b> <i>quite sure; recognise</i>	<b>Instructional Text</b> <i>Using Your Emotional Toolbox</i> <b>Poems</b> <i>How I Feel</i> <b>Reading Skill</b> Identifying Sensory Details

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<div>6</div> <div>Go Green</div> <div>page 74</div>	<b>Eco-Tourism</b> <i>carbon footprint, conservation, damage (v), eco-friendly, environment, impact (n), pollution, public transportation, tourism, waste (v)</i> <b>Sustainable Living</b> <i>global, global warming, local, organic, natural resources, recycle, reduce, self-sufficient, sustainable, symbol</i> <b>Chant</b> <i>A Green World</i>	First Conditional With Modal Verbs: <i>May, Might, and Be able to</i> <i>Too + Adjective + Infinitive; Adjective + Enough + Infinitive; Enough + Noun + Infinitive</i>	How do our lifestyle choices affect the environment? <b>Listening Skills</b> Listening for gist and details	<b>Paragraph and Sentence Building</b> Organizing and Presenting Information to Argue a Case <b>Product</b> A Persuasive Essay	<b>Presentation</b> Appealing for Help <b>Pronunciation</b> Word Stress: Third and Fourth Syllable	<b>US</b> <i>public transportation</i> <b>UK</b> <i>public transport</i>	<b>Persuasive Text</b> <i>Not-So-Fantastic-Plastic</i> <b>Poem</b> <i>A Greener Life</i> <b>Reading Skill</b> Understanding Author's Purpose
Put It Together	Review Units 5 and 6 <i>Picture Puzzles</i>						
<div>7</div> <div>In Safe Hands</div> <div>page 88</div>	<b>Injuries and First Aid</b> <i>accident, allergic reaction, Band-Aid, burn (n), concussion, cut (n), disinfect, faint, ice pack, injured, rash, swell</i> <b>Preparing for an Emergency</b> <i>call for help, drill, emergency exit, evacuate, first responder, keep calm, panic, prepare, rescue, sound the alarm</i> <b>Rap</b> <i>The First Aid Tent</i>	Simple Present Passive Reflexive Pronouns	How do volunteers contribute to our well being? <b>Listening Skills</b> Listening for gist and details	<b>Paragraph Building</b> Researching, Organizing, and Presenting Information <b>Product</b> An Informational Flyer	<b>Presentation</b> Adding Suspense to a Story <b>Pronunciation</b> Connected Speech: Consonant-Vowel Linking with /r/	<b>US</b> <i>Band Aid; First Aid Tent; waterwings, first aid kit; pharmacy; sound the alarm, first responder; fire marshal</i> <b>UK</b> <i>plaster; First-Aid Tent; armbands, first-aid kit; chemist; raise the alarm, emergency services; fire warden</i>	<b>Story</b> <i>The Chopper</i> <b>Instructional Text</b> <i>First Aid for Beginners</i> <b>Reading Skill</b> Understanding Main Idea and Details
<div>8</div> <div>Way Back Then</div> <div>page 100</div>	<b>Discoveries and Inventions</b> <i>cross (v), engineering, invent, practical, preserve, printing, record information (v), solution, stone</i> <b>Developing Knowledge and Ideas</b> <i>assess, civilization, create, culture, develop, discover, knowledge, technique</i> <b>Poem</b> <i>My Favorite Invention</i>	Past Modal Verbs of Obligation Simple Past Passive	Why do people like to learn about the past? <b>Listening Skills</b> Listening for gist and details	<b>Genre Focus</b> Recognizing Fact and Opinion <b>Sentence Building</b> Phrases to Link Cause and Effect <b>Product</b> An Informative Article	<b>Presentation</b> Structuring, Transitioning, and Concluding <b>Pronunciation</b> Connected Speech: Elision, Dropping the <i>t</i>	<b>US</b> <i>civilization; it's too bad</i> <b>UK</b> <i>civilisation; it's a pity</i>	<b>Fable</b> <i>The Great Race</i> <b>Informational Text</b> <i>Mysterious Malta</i> <b>Reading Skill</b> Recognizing Genres
Put It Together	Review Units 7 and 8 <i>Guessword</i>						
<div>9</div> <div>Tell Me a Story</div> <div>page 114</div>	<b>Storytelling</b> <i>brave, characters, cliffhanger, cruel, enemy, hero, heroine, narrator, plot, suspense, terrifying, thrilling, villain</i> <b>Sharing Stories</b> <i>anecdote, details, empathize, fascinating, imagination, moral, pass on, share, surprising, understand</i> <b>Poem</b> <i>Tell Us a Story, Storyteller</i>	Second Conditional: Positive Statements Second Conditional: Negative Statements and Questions	How do stories bring people together? <b>Listening Skills</b> Listening for gist and details	<b>Genre Focus</b> Creating a Narrative Voice <b>Word Study</b> Suffixes and Prefixes <b>Product</b> A Story	<b>Conversation</b> Offering Opinions, Agreeing, and Disagreeing <b>Pronunciation</b> Sentence Stress: Weak Form to (Schwa)	<b>US</b> <i>empathize</i> <b>UK</b> <i>empathise</i>	<b>Informational Text</b> <i>Storytelling Around the World</i> <b>Folk Tale</b> <i>The Weaver</i> <b>Reading Skill</b> Understanding Characters
<div>10</div> <div>Why Was It Made?</div> <div>page 126</div>	<b>Design</b> <i>design (v), evolve, heavy, light, man-made, original, portable, useful, useless</i> <b>Design To Solve Problems</b> <i>adapt, customize, effective, feedback, flexible, material, trial and error, user-friendly</i> <b>Rap</b> <i>Design's My Line</i>	Reported Speech: Questions <i>Agreeing With Too, So, Either, and Neither</i>	Why do we need design? <b>Listening Skills</b> Listening for gist and details	<b>Paragraph Building</b> Letter-Writing Conventions <b>Sentence Building</b> Formal and Informal Language <b>Product</b> A Letter of Complaint	<b>Conversation</b> Exploring Options and Reaching Agreement <b>Pronunciation</b> Connected Speech: Intrusive /w/	<b>US</b> <i>customize; Yours truly</i> <b>UK</b> <i>customise; Yours faithfully</i>	<b>Informational Text</b> <i>Designing Drones</i> <b>Science Fiction</b> <i>The Restore Key</i> <b>Reading Skill</b> Making Inferences
Put It Together	Review Units 9 and 10 <i>Build a Story</i>						
Process Writing page 140	Generating Ideas Step 1 Planning Step 2						
	Drafting Step 3 Editing and Publishing Step 4						