

# Scope and Sequence



	<b>1</b> <b>Who Am I?</b> page 8	<b>2</b> <b>Misunderstood Animals</b> page 24	<b>3</b> <b>Everybody's Doing It!</b> page 42	<b>4</b> <b>Fashion Footprints</b> page 58
THEME	Teen identity and personality	Animals in popular culture	Human and animal group behaviour	Making responsible fashion choices
VOCABULARY STRATEGY	· Suffix <i>-ous</i> · Using context	· Prefixes <i>mis-</i> and <i>un-</i> · Using a thesaurus	· Synonyms · Definitions and examples	· Suffix <i>-al</i> · Using a dictionary
SPEAKING STRATEGY	Comparing and contrasting	Expressing surprise and disbelief	Expressing cause and effect	Asking for clarification and clarifying
GRAMMAR	<b>Question tags:</b> Confirming information or seeking agreement <i>Alicia is friendly, isn't she?</i> <b>Special uses of it:</b> <i>I hate it when the alarm goes off.</i>	<b>Modals:</b> Speculating about the past <i>He refuses to go in the water. He might have seen a jellyfish.</i> <b>Infinitives with and without to:</b> <i>He doesn't want to hold rats. Make him try it.</i>	<b>Separable and inseparable two-word verbs:</b> <i>They worked out a solution.</i> <b>Enough, too many, too much:</b> Talking about amounts: <i>I have enough pillows, but there are not enough feathers. I need more.</i>	<b>Present passive:</b> Describing actions and processes <i>A lot of pesticides are used to grow cotton.</i> <b>Modals:</b> Making suggestions and giving advice about present and past actions <i>You shouldn't have bought that leather jacket.</i>
READING	<i>Why Am I Me?</i>	<i>Vampire Bats – The Truth Exposed!</i>	<i>Humans in Groups</i>	<i>A Passion for Fashion</i>
READING STRATEGY	Identify descriptive words	Distinguish supporting details	Look for definitions and examples	Compare and contrast
VIDEO	<i>What Makes Up an Identity?</i>	<i>Face-to-Face with a Leopard Seal</i>	<i>Smarter by the Swarm</i>	<i>How Your T-Shirt Can Make a Difference</i>
MISSION	<b>Be Determined</b> National Geographic Explorer: <b>Jack Andraka</b> , Inventor	<b>Keep an Open Mind</b> National Geographic Explorer: <b>Jenny Daltry</b> , Herpetologist and Conservationist	<b>Collaborate</b> National Geographic Explorer: <b>Iain Couzin</b> , Behavioural Ecologist	<b>Make Good Choices</b> National Geographic Explorer: <b>Asher Jay</b> , Creative Conservationist
WRITING	Genre: <b>Comparison and contrast essay</b> Focus: Compare and contrast	Genre: <b>Process description</b> Focus: Describe purpose and sequence	Genre: <b>Descriptive essay</b> Focus: Give examples	Genre: <b>Persuasive essay</b> Focus: Introduce facts and opinion
PRONUNCIATION	Intonation in question tags	Modals + <i>have</i> + past participle	Pausing	<i>Shouldn't have</i> + past participle
EXPRESS YOURSELF	Creative Expression: <b>Flash fiction</b> <i>A Day in the Life</i> Making connections: Teen identity and misunderstood animals		Creative Expression: <b>Poem</b> <i>The Garb Age</i> Making connections: Fashion trends and group behaviour	



	<b>5</b> <b>Flying High</b> page 76	<b>6</b> <b>New Frontiers</b> page 92	<b>7</b> <b>Visual Stories</b> page 110	<b>8</b> <b>Perform and Create</b> page 126
THEME	Evolution of animal and human flight	Space exploration	Telling visual stories	Art as expression
VOCABULARY STRATEGY	· Root words ( <i>port</i> ) · Using a dictionary: Multiple-meaning words	· Greek roots ( <i>astro</i> ) · Using a dictionary: Word parts	· Suffix <i>-ful</i> · Using a thesaurus: Synonyms	· Greek and Latin roots ( <i>phon</i> and <i>dic</i> ) · Antonyms
SPEAKING STRATEGY	Arguing and conceding	Speculating	Explaining a process	Asking for and expressing feelings or opinions
GRAMMAR	<b>Past perfect:</b> Talking about the first of two actions in the past <i>Pterosaurs had already disappeared by the time humans evolved.</i> <b>Past perfect continuous:</b> Talking about the first of two actions in the past <i>The Wright brothers had been working on powered flight for several years.</i>	<b>Present and past conditionals:</b> Talking about unlikely (but possible) or impossible situations <i>If I had known about the talk on Mars, I would have gone.</i> <b>Adverbs:</b> Comparing how things are done <i>The new rover travels faster than the last rover.</i>	<b>Past passive:</b> Describing past actions and processes <i>Many of Goya's works were created at night, by the light of a hat that had candles on it.</i> <b>Reported speech:</b> Describing what others say <i>She said she would save her money for art supplies.</i>	<b>Gerunds and infinitives:</b> <i>Some people like performing/to perform as comedians.</i> <b>Sense verbs + infinitive:</b> Describing what you see, hear and feel <i>Did you see the band perform in concert?</i>
READING	<i>Reaching for the Sky</i>	<i>More Than a Dream</i>	<i>Bringing Stories to Life</i>	<i>Music for Chilling Out</i>
READING STRATEGY	Identify sequence of events	Categorise and classify	Mark up text	Draw conclusions
VIDEO	<i>Flight of the RoboBee</i>	<i>Europa: Ocean World</i>	<i>Animation Creation</i>	<i>Stage Fright in the Spotlight</i>
MISSION	<b>Explore Your Interests</b> National Geographic Explorer: <b>Ryan Carney</b> , Palaeontologist/Evolutionary Biologist	<b>Discover the Future</b> National Geographic Explorer: <b>Bethany Ehlmann</b> , Planetary Geologist	<b>Tell Stories</b> National Geographic Photographer: <b>Ami Vitale</b>	<b>Do Your Own Thing</b> National Geographic Explorer: <b>Paul D. Miller, aka DJ Spooky</b> , Artist/Writer/Musician
WRITING	Genre: <b>Classification essay</b> Focus: Organise ideas into categories	Genre: <b>Persuasive essay</b> Focus: Present both sides of an argument	Genre: <b>Multi-paragraph narrative</b> Focus: Tell what others say	Genre: <b>Explanatory essay</b> Focus: Teach about a topic
PRONUNCIATION	Past perfect	Final <i>d</i> + <i>you</i>	Final <i>ə</i> sound	Rhythm and stress
EXPRESS YOURSELF	Creative Expression: <b>Film script</b> <i>Mission: Discovery!</i> Making connections: The history of flight and space exploration		Creative Expression: <b>Presentation</b> <i>Not Your Typical Performance</i> Making connections: Telling stories through art and performance	