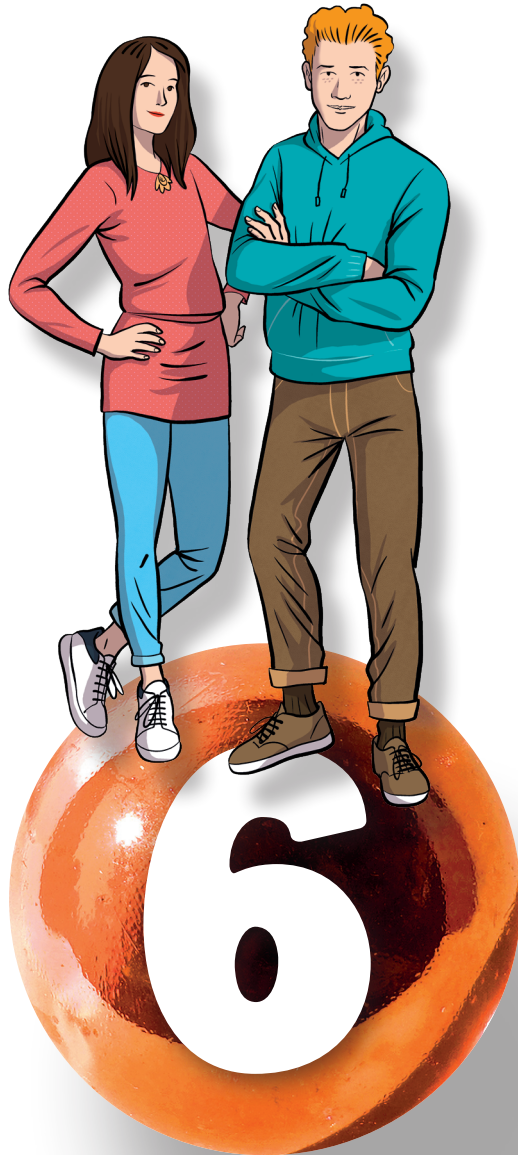




MARBLES

Scope & Sequence



Welcome

Vocabulary

Revision

Language

Past simple review

- *Who was / did ...?*
- *Where was / did...?*
- *When was / did...?*
- *Who learned about ...?*
- *Did you ... last weekend?*
Yes, I did. / No, I didn't.
- *How did ...?*
- *We didn't go away, but we ...*
- *That was great fun!*
- *My ... came to visit and ...*

going to review

- *Where are you going to go?*
- *When are you going to go?*
- *Who are you going to go with?*
- *What are you going to do there?*

Rap with Ronnie + video

Functional language

Reading (and AB Writing)

CLIL + video alternate units

Learning for life

Imagine, research and present

(AB) Serkan's sounds



| Unit 1 Lend a hand! | |
|--------------------------------------|---|
| Vocabulary | Jobs <i>designer</i> <i>journalist</i> <i>pilot</i> <i>engineer</i> <i>mechanic</i> <i>waiter</i> <i>fire fighter</i> <i>paramedic</i> <i>guitarist</i> <i>photographer</i> |
| Language | Present perfect for recent actions <ul style="list-style-type: none"> • <i>I've called the fire brigade.</i> • <i>He's brought the salad.</i> • <i>They haven't arrived.</i> • <i>She hasn't remembered the sandwiches.</i> Present perfect with just <ul style="list-style-type: none"> • <i>He's just fixed the engine.</i> • <i>I've just eaten my last snack.</i> Present perfect questions <ul style="list-style-type: none"> • <i>Have you put out any fires today?</i> <i>Yes, I have. / No, I haven't.</i> • <i>Has the restaurant been busy?</i> <i>Yes, it has. / No, it hasn't.</i> • <i>How many photos have you taken?</i> • <i>What have you designed today?</i> |
| Rap with Ronnie + video | -ed endings |
| Functional language | Checking information with question tags |
| Reading (and AB Writing) | A news article |
| CLIL + video alternate units | Citizenship: Volunteering |
| Learning for life | Helping in the community |
| Imagine, research and present | A volunteering week |
| (AB) Serkan's sounds | g and j |

Unit 2 Save the planet!

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|--------------------------------------|---|
| Vocabulary | <p>Helping the environment</p> <p><i>donate toys and clothes</i> <i>reuse paper</i> <i>go by bike</i> <i>turn off the light</i> <i>pick up rubbish</i> <i>turn off the tap</i> <i>plant trees</i> <i>use public transport</i> <i>recycle plastic</i> <i>use renewable energy</i></p> |
| Language | <p>will / won't for promises</p> <ul style="list-style-type: none"> • <i>I'll / I won't recycle paper.</i> • <i>Sue will / won't reuse bottles.</i> • <i>The children will / won't plant trees.</i> <p>will / won't for predictions</p> <ul style="list-style-type: none"> • <i>We'll / We won't drive electric cars.</i> • <i>There will / won't be cleaner air.</i> <p>Questions with will</p> <ul style="list-style-type: none"> • <i>Will we travel by bike? Yes, we will. / No, we won't.</i> • <i>Where will we live?</i> |
| Rap with Ronnie + video | The sound /w/ with <i>will</i> and <i>won't</i> |
| Functional language | Offers and suggestions |
| Reading (and AB Writing) | Poetry |
| CLIL + video alternate units | Social science + video: <i>Luna presents Ethical tourism</i> |
| Learning for life | Being responsible tourists |
| Imagine, research and present | A creative environmental solution |
| (AB) Serkan's sounds | <i>s = /s/, /z/</i> |
| Round the world | Round the world + video: The United Kingdom Story: <i>International Crime Fighters Episode 5</i> |



Unit 3 Let's all take part!

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| Vocabulary | <p>Group activities</p> <p>chess puzzle choir quiz match (egg and spoon) race orchestra show prize winner</p> |
| Language | <p>going to for plans</p> <ul style="list-style-type: none"> • I'm going to go with Max. • He's going to be in the show. • What activities are you going to do? <p>going to for predictions</p> <ul style="list-style-type: none"> • The tortoise is going to win the race. <p>might / may for possible plans</p> <ul style="list-style-type: none"> • I / You / He / She / It / We / They might (not) / may (not) swim in the lake. |
| Rap with Ronnie + video | The weak form of <i>going to</i> |
| Functional language | Encouraging |
| Reading (and AB Writing) | A blog entry |
| CLIL + video alternate units | PE: Sport for all |
| Learning for life | Being more inclusive |
| Imagine, research and present | A new inclusive sport |
| (AB) Serkan's sounds | ch = /tʃ/ or /k/ |

Unit 4 from farm to plate

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|--------------------------------------|--|
| Vocabulary | Food production <i>deliver</i> <i>plant</i> <i>factory</i> <i>grow</i> <i>sell</i> <i>shelf / shelves</i> <i>pack</i> <i>transport</i> <i>pick</i> <i>wrap</i> |
| Language | Relative clause review <ul style="list-style-type: none"> • <i>I'm the web designer who designed our virtual tour.</i> • <i>These are the pods which make chocolate taste so delicious.</i> • <i>This is the field where we grow our cocoa trees.</i> Other clauses with <i>where</i> <ul style="list-style-type: none"> • <i>I can't remember where I put them.</i> • <i>I'm not sure where they are.</i> Present perfect with <i>for</i> and <i>since</i> <ul style="list-style-type: none"> • <i>How long have you had the shop?</i> • <i>We've had the shop since 2000.</i> • <i>How long has the shop been open?</i> • <i>It's been open for many years.</i> |
| Rap with Ronnie + video | The sounds /w/ and /h/ in relative pronouns |
| Functional language | Talking about food |
| Reading (and AB Writing) | A cautionary tale |
| CLIL + video alternate units | Social science + video: <i>Jamie presents Chocolate and Fairtrade</i> |
| Learning for life | Sharing |
| Imagine, research and present | An ethical chocolate bar |
| (AB) Serkan's sounds | <i>c, ck, k = /k/</i> |
| Round the world | Round the world + video: Brazil Story: <i>International Crime Fighters</i> Episode 6 |



Unit 5 Earth, wind, fire, water!

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| Vocabulary | Wild weather and natural disasters <i>blizzard</i> <i>fog</i> <i>lightning</i> <i>drought</i> <i>forest fire</i> <i>tornado</i> <i>earthquake</i> <i>hail</i> <i>flood</i> <i>ice</i> |
| Language | Zero conditional <ul style="list-style-type: none"> • <i>What happens if I fill the glass with water?</i> Commas with the zero conditional <ul style="list-style-type: none"> • <i>If water is 0 °C, it freezes.</i> • <i>Water freezes if it is 0 °C.</i> • <i>If you heat ice, it melts.</i> • <i>Ice melts if you heat it.</i> enough and too <ul style="list-style-type: none"> • <i>It's warm enough to wear a T-shirt all year.</i> • <i>It was too hot to do anything.</i> • <i>There wasn't enough water to drink.</i> • <i>It isn't cold enough to snow.</i> |
| Rap with Ronnie + video | Present tense endings with the zero conditional |
| Functional language | Talking about an experiment |
| Reading (and AB Writing) | An experiment |
| CLIL + video alternate units | Science: Earthquakes |
| Learning for life | Being prepared |
| Imagine, research and present | A drinking water invention |
| (AB) Serkan's sounds | <i>oh</i> and <i>ow</i> |

Unit 6 The lost world

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|--------------------------------------|--|
| Vocabulary | Animal body parts <i>beak</i> <i>fur</i> <i>tongue</i> <i>claws</i> <i>horns</i> <i>tusks</i> <i>feathers</i> <i>jaws</i> <i>fossil</i> <i>scales</i> |
| Language | Past tense review with <i>before</i> and <i>after</i> <ul style="list-style-type: none"> • <i>The stegosaurus was extinct before T-rex walked on Earth.</i> • <i>Most dinosaurs became extinct after the asteroid hit.</i> • <i>Were the dinosaurs dying before the asteroid hit?</i> <i>Yes, they were.</i> • <i>Did all the dinosaurs die after the asteroid hit?</i> <i>No, they didn't.</i> so <ul style="list-style-type: none"> • <i>It was very cold in the Ice Age, so these huge creatures grew fur.</i> • <i>They grew long tusks so they could dig in the snow for food.</i> should / shouldn't <ul style="list-style-type: none"> • <i>We should leave some beaches for the turtles.</i> • <i>We shouldn't build hotels on all the beaches.</i> • <i>Should we help them?</i> • <i>What should we do?</i> |
| Rap with Ronnie + video | Word stress |
| Functional language | Talking about dinosaurs |
| Reading (and AB Writing) | A fact file |
| CLIL + video alternate units | Natural science + video: <i>Luna presents Extinction of the dinosaurs</i> |
| Learning for life | Protecting animals |
| Imagine, research and present | An animal protection plan |
| (AB) Serkan's sounds | <i>or</i> |
| Round the world | Round the world + video: The United States Story: <i>International Crime Fighters Episode 7</i> |



| Unit 7 Stay in touch | |
|--------------------------------------|--|
| Vocabulary | Technology <i>attach</i> <i>delete</i> <i>send</i> <i>charge</i> <i>print</i> <i>chat</i> <i>plug in</i> <i>copy</i> <i>save</i> |
| Language | used to <ul style="list-style-type: none"> • <i>Computers used to have a floppy disk drive.</i> • <i>They didn't use to make videos for school projects!</i> used to questions and short answers <ul style="list-style-type: none"> • <i>Did she use to take selfies?</i> <i>Yes, she did. / No, she didn't.</i> Present perfect with yet <ul style="list-style-type: none"> • <i>Have you sent your essay to Mr Rivers yet?</i> <i>Yes, I have. / No, I haven't.</i> • <i>I haven't read it yet.</i> |
| Rap with Ronnie + video | <i>used to</i> |
| Functional language | Talking about technology |
| Reading (and AB Writing) | An encyclopedia entry |
| CLIL + video alternate units | ICT: Staying in touch |
| Learning for life | Using technology to stay in touch |
| Imagine, research and present | An inter-school portal |
| (AB) Serkan's sounds | 1 or 2 consonants? |

Unit 8 Out of this world

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|--------------------------------------|--|
| Vocabulary | <p>Space</p> <p>astronaut Mars comet rocket crater solar system Earth space station</p> |
| Language | <p>Present perfect with <i>already</i></p> <ul style="list-style-type: none"> • A spacecraft has already landed on a comet. • Astronauts have already lived in space. <p><i>already</i> and <i>yet</i></p> <ul style="list-style-type: none"> • I've already been to it. • He's already gone home. • I haven't been yet. • He hasn't gone home yet. <p><i>will</i> and <i>going to</i></p> <ul style="list-style-type: none"> • I'm going to / not going to take some swimming shorts. • I think he'll take his headphones. |
| Rap with Ronnie + video | The sound /h/ with the present perfect |
| Functional language | Talking about science fiction |
| Reading (and AB Writing) | A book review |
| CLIL + video alternate units | Science + video: <i>Jamie presents</i> Space exploration |
| Learning for life | Being curious and asking questions |
| Imagine, research and present | A sci-fi sketch with a message |
| (AB) Serkan's sounds | e, i and y |
| Round the world | Round the world + video: Antarctica Story: <i>International Crime Fighters</i> Episode 8 |
| End of Pupil's Book | Language reference; Project; Irregular verbs |
| End of Activity Book | Reviews: Welcome and Units 1–2, Units 3–5, Units 6–8, Final; YLE A2 Flyers Exam practice |