

## Scope and Sequence 6

Unit	Title	Theme	Communication Objectives
1	Famous People	biographies	to discuss favourite performers and famous people; to talk about events in the past; to ask and answer questions; to complete time lines
2	My Story	personal experiences	to talk about personal experiences; to read and write friendly letters; to conduct a survey; to fill in a personal questionnaire
3	Jobs	careers	to discuss career aptitudes and requirements; to interview someone
4	The Future	the future	to make predictions; to talk and write about the future; to conduct an opinion poll; to say a poem; to plan and put on a radio programme
5	The Planets	planets and outer space	to learn facts about the planets; to make comparisons; to read and write about imaginary trips to another planet
6	Adventures	adventure stories	to discuss leisure-time activities and adventure stories; to tell what one would or wouldn't like to do; to narrate past events
7	Records	games and contests	to discuss games, contests and records; to ask and answer information questions; to organise a classroom "Olympics"
8	Symbols	non-verbal communication	to discuss signs and symbols; to make suggestions; to give and follow instructions; to read and write a poem
9	On Stage	talents and entertainment	to discuss personal talents and entertainment; to state opinions; to read and write reviews; to conduct a survey; to plan and put on a talent show; to follow instructions; to tell and appreciate jokes

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Language Objectives	Learning Strategies/ Thinking Skills	Content Connections
to use regular and irregular past tense; to use appropriate form questions	to use music and rhythm; to understand chronological order; to skim for information; to sequence events in a time line; to conduct research; to guess a person's identity from clues	Art; Drama; Language; Music; Social Studies
to use past participles; to use the present perfect	to brainstorm; to work out meaning from context; to identify main ideas; to conduct a survey; to make charts and graphs; to make predictions; to skim for specific information; to use pictures to determine meaning	Drama; Language; Music; Social Studies
to use gerunds; to use present conditionals ( <i>if</i> clauses)	to use word parts to work out meaning; to get meaning from context; to organise information; to explain something to others	Art; Language; Social Studies
to use the future tense with <i>will</i> ; to use <i>may, might, could</i>	to use pictures to make predictions; to make vocabulary flashcards; to use drawings and diagrams; to understand cause and effect	Art; Language; Mathematics; Science; Social Studies
to use comparative and superlative forms of adjectives; to use contrary-to-fact conditionals ( <i>if</i> + past tense + <i>would</i> + verb); to form questions	to read and interpret charts and diagrams; to make comparisons	Art; Language; Mathematics; Science
to use <i>if</i> clauses and modals; to use the past tense	to work out meaning from context; to summarise a story; to identify main ideas; to use graphic organisers	Language
to use superlative forms; to use <i>most/fewest</i> + nouns; to form information questions	to skim; to use headings to locate information; to categorise; to gather information for reports	Geography; Language; Mathematics; Music
to use <i>might, could</i> and <i>must</i> to express probability; to understand and write instructions; to use colour idioms	to give and interpret non-verbal messages; to work out meaning from context; to use illustrations	Art; Language; Mathematics; Social Studies
to use the language of opinion; to understand instructions; to use <i>good at</i> + gerund	to use music and rhyme; to understand and use synonyms and antonyms; to order tasks; to classify; to listen for details	Art; Language; Music