

Academy Stars: Level 4 Scope and Sequence

Unit	Topic	Vocabulary	Grammar & Language in Use	Reading and Learning skills	Listening	Speaking	Writing	Think about it!	Sounds and Spelling
Welcome		Describe people's lives and interests (sea animals, musical instruments, things to eat, leisure activities, months)	<i>Who's ...? Who likes ...? Who wants to ...? Where do you live? How do you go to school?</i>						
1	<p><b>Unit title:</b> Holiday news</p> <p><b>Topic/theme:</b> The world around us and leisure activities</p>	<p><b>L1</b> – forest, island, lake, river, waterfall, village, town, countryside, volcano, hill</p> <p><b>L2</b> – above, below, inside, outside, kayaking, sailing</p> <p><b>L3</b> – school, choir, chorus, duck, chicken</p> <p><b>L5</b> – mountain biking, horse-riding, skateboarding, surfing</p>	<p><b>L4 - Past simple question forms:</b> <i>Did he hide in his wardrobe? Yes, he did. Was it scary? Yes, it was.</i></p> <p><b>L5 - verb + ...ing:</b> <i>I love skateboarding. I don't mind surfing.</i></p>	Text messages  interpret preferences  Learning to learn: how do you learn best	A dialogue  Listen for specific information	Holiday photos  Ask questions about a holiday photo	A text message  Write a text message	Let's do a survey  Thinking skills: analysis, synthesis and evaluation	<i>ch or ck</i>  <i>/k/</i>
<p><b>Reading time 1:</b> True travellers' tales of kindness     <b>Play 1:</b> Jane and the special butterfly</p>									

2	<b>Unit title:</b> Different lives  <b>Topic/theme:</b> Prepositions of movement and actions	<b>L1</b> – round, across, into, out of, through, up, down, onto, off, over <b>L2</b> – apologise, decide, find (found), forget (forgot), look like, swap <b>L3</b> – George, Jill, jolly, giraffes, jumping, huge gym <b>L5</b> – tie your shoe, do up your coat, count to a hundred, whistle a tune	<b>L4 - verbs with to + infinitive:</b> <i>He wanted to climb the mountain. But now he needs to run.</i> <b>L5 - could / couldn't and when clauses in the past:</b> <i>Could you whistle a tune when you were eight? Yes, I could.</i>	A traditional story  Interpret emotions  Learning to learn: asking classmates for help	Monologues  Listen for specific information	Give a presentation	A story  Write a story summary	Appreciate how people make different choices  Thinking skill: evaluation	<i>j or g</i>  <i>/dz/</i>
<b>Review 1</b>									
3	<b>Unit title:</b> Super cycling  <b>Topic/theme:</b> Bikes, cycling and directions	<b>L1</b> – cyclist, lights, basket, gears, pump, lock, bell, wheel, brakes, safety vest <b>L2</b> – bridge, path, square, ticket, near, opposite <b>L3</b> – nice, mice, bounce, once, twice <b>L5</b> –go straight on, go past, turn right / left, on the right / left	<b>L4 - must and mustn't for obligation:</b> <i>You must look. You mustn't listen to music.</i> <b>L5 - Give directions:</b> <i>First, we go straight on to the hospital. And then, we turn right.</i>	A leaflet  Identify specific information  Learning to learn: using what you know	A street map  Follow directions	Give directions	A leaflet  Write a list with bullet points	Play the Bike Grid game  Thinking skill: application	soft <i>c (s)</i>  <i>/s/</i>
<b>Reading time 2:</b> Journey to the centre of the earth <b>Play 2:</b> Peter and the skateboarding competition									

4	<p><b>Unit title:</b> People at work</p> <p><b>Topic/theme:</b> Jobs and animals</p>	<p><b>L1</b> – chef, photographer, nurse, dentist, businessman / businesswoman, police officer, plumber, lawyer, artist, engineer</p> <p><b>L2</b> – creative, dangerous, delicious, different, exciting, interesting</p> <p><b>L3</b> – actor, police officer, driver, tractor</p> <p><b>L5</b> – caterpillar, mosquito, peacock, crab</p>	<p><b>L4 - Comparative form of long adjectives:</b> <i>Mary's cake is more creative than Ruben's.</i></p> <p><b>L5 - Superlative form of long adjectives:</b> <i>Mosquitoes are the most dangerous.</i></p>	<p>A blog</p> <p>Develop inferential skills</p> <p>Learning to learn: using prefixes to change meaning</p>	<p>Dialogues</p> <p>Listen for opinions</p>	<p>Talk about preferences</p>	<p>A blog</p> <p>Write a blog</p>	<p>Let's find out: opinions about jobs</p> <p>Thinking skill: evaluation</p>	<p><i>er</i> or <i>or</i> ending</p> <p><i>/ə/</i></p>
<b>Review 2</b>									
5	<p><b>Unit title:</b> Be healthy! Be happy!</p> <p><b>Topic/theme:</b> At the doctor's and staying healthy</p>	<p><b>L1</b> – cut, broken arm, temperature, flu, sore throat, cough, toothache, headache, earache, stomach ache</p> <p><b>L2</b> – medicine, exercise (v), rest (v), active, healthy, ill</p> <p><b>L3</b> – Phillip, elephant, laughed, coughed</p> <p><b>L5</b> – bakery, butcher's, chemist's, fishmonger's, greengrocer's</p>	<p><b>L4 - should and shouldn't for advice:</b> <i>You should be active.</i> <i>You shouldn't eat too many sweets.</i></p> <p><b>L5 - Clauses of purpose:</b> <i>Let's go to the bakery to buy some bread.</i></p>	<p>A magazine article</p> <p>Understand detail</p> <p>Learning to learn: asking questions</p>	<p>A role-play</p> <p>Listen for specific information</p>	<p>A dialogue</p> <p>Dialogue at the doctor's</p>	<p>A letter</p> <p>Write a letter</p>	<p>Plan healthy meals</p> <p>Thinking skills: application and analysis</p>	<p><i>gh</i> or <i>ph</i></p> <p><i>/f/</i></p>

6	<p><b>Unit title:</b> Stories from far away</p> <p><b>Topic/theme:</b> The natural world and activities</p>	<p><b>L1</b> – world, field, grass, ground, campfire, stream, shooting star, branch, nest, leaf / leaves</p> <p><b>L2</b> – fly (flew), hide (hid), take (took), another, both, nothing</p> <p><b>L3</b> – little, people, purple, sandal, petal</p> <p><b>L5</b> – buy a present, catch a bus, plant a flower, write an essay</p>	<p><b>L4 - Past continuous:</b> <i>Yesterday at six o'clock, he was sleeping. He wasn't doing his homework.</i></p> <p><b>L5 - Ask questions using the past continuous:</b> <i>Where were you going? I was going to the school concert.</i></p>	<p>A story</p> <p>Interpret cultural references</p> <p>Learning to learn: learning new vocabulary using colour</p>	<p>A story</p> <p>Listen to sequence a story</p>	<p>A play</p> <p>Act out a play</p>	<p>A story</p> <p>Using adjectives and adverbs in a story</p>	<p>Play a storytelling game</p> <p>Thinking skills: synthesis</p>	<p><i>le or al ending /ə/</i></p>
<b>Review 3</b>									
7	<p><b>Unit title:</b> Technology time</p> <p><b>Topic/theme:</b> Technology and inventions</p>	<p><b>L1</b> – keyboard, charger, laptop, earphones, screen, microphone, speaker, printer, mouse, games console</p> <p><b>L2</b> – ink, invention, machine, material, download</p> <p><b>L3</b> – happy, little, rabbit, yellow, glasses, nibbles, carrot</p> <p><b>L5</b> – mine, yours, his, hers, ours, theirs</p>	<p><b>L4 - Defining relative clauses:</b> <i>This is the man who invented the first computer.</i></p> <p><b>L5 - Use possessive pronouns:</b> <i>Is that your camera? Yes, it's mine.</i></p>	<p>An informational website</p> <p>Relate to your own knowledge</p> <p>Learning to learn: working out the meaning of words</p>	<p>A dialogue</p> <p>Listen for specific information</p>	<p>Give a presentation</p>	<p>An informational text</p> <p>Write an informational text</p>	<p>Compare and contrast devices</p> <p>Thinking skill: application</p>	<p>Double letters</p>

<b>Reading time 3: The colours of life    Play 3: Vicky helps</b>									
<b>8</b>	<b>Unit title:</b> Our world  <b>Topic/theme:</b> Parts of plants and animals, nature and science	<b>L1</b> – spine, petal, fins, scales, stem, soil, feathers, roots, fur, wings <b>L2</b> – air, ladybird, land, sparrow, squirrel <b>L3</b> – bright, knight, straight, through, night <b>L5</b> – electric, gadget, scientist, smartphone	<b>L4 - will / won't for future predictions:</b> It'll grow. <i>It won't grow.</i> <b>L5 - Ask questions using will:</b> <i>Will children still use books? No, they won't. I think they'll use laptops.</i>	Poems  Infer meaning  Learning to learn: finding a word in a dictionary	An animal game  Listen to sequence information	Play a game	A poem  Write a poem	Predict the future of our world  Thinking skill: evaluation	silent <i>gh</i>
<b>Review 4</b>									
<b>9</b>	<b>Unit title:</b> Planet water  <b>Topic/theme:</b> Using water and the water cycle	<b>L1</b> – dishwasher, washing machine, tap, bucket, watering can, fill, empty, waste, save, turn on / off <b>L2</b> – fresh water, salt water, cool, freeze, heat, melt <b>L3</b> – what, why, white, where <b>L5</b> – dissolve, float, heavy, light, sink	<b>L4 - Zero conditional:</b> <i>If it's warm, snow melts.</i> <b>L5 - What happens if + present simple:</b> <i>What happens if you put the marble in the water? It sinks.</i>	A factual text  Interpret data  Learning to learn: the importance of graphs	A dialogue  Listen for specific information	Talk about how you use water	Diagrams  Write a factual report	Plan a campaign  Thinking skill: application	silent letter <i>h</i>
<b>Reading time 4: Unusual hotels    Play 4: Freddy's music</b>									
<b>10</b>	<b>Unit title:</b> Let's be detectives!	<b>L1</b> – jewellery, bracelet, earrings, diamond ring, beard, curly hair, straight	<b>L4 - Present perfect:</b> <i>He's caught the thief.</i> <i>Oh no! He hasn't caught</i>	Emails  Understand	A police description	Tell a convincing	A story  Write	Play the <i>Are you a superstar?</i> game	silent letters <i>b,</i>

	<p><b>Topic/theme:</b> Physical descriptions and detective words</p>	<p>hair, fair hair, dark hair, moustache  <b>L2</b> – detective, steal (stole), thief, everyone, no one, someone  <b>L3</b> – knock, whose, lamb, knitting, knee  <b>L5</b> – attic, basement, dust the furniture, tidy up</p>	<p><i>the thief!</i>  <b>L5 - Ask <i>What's the matter?</i> and make suggestions:</b> <i>What's the matter? I'm really tired. Let's do something relaxing.</i></p>	<p>writers' emotions   Learning to learn: self-motivation</p>	<p>Compare information</p>	<p>story</p>	<p>a story</p>	<p>Thinking skills: analysis, synthesis and evaluation</p>	<p><i>w</i> and <i>k</i></p>
<p><b>Review 5</b></p>									