Starter Scope & Sequence

Unit	Theme	Objectives	Vocabulary	Language Use	Content Concepts	The Sounds of English	Reading	Writing
0	Greetings	• greet and say goodbye to one another • listen to and respond to classroom instructions • identify and name things that are *red* and *blue* • count up to two items		Hello. I'm [Freddy.] What's your name? Hi. I'm [Polly.] Goodbye. Bye. Stand up. Sit down. Open your book. Close your book.	Colors: blue, red Numbers: 1, 2	/h/ **h**ello /aɪ/ **hi**, goodb**ye** Chant: *Hello, hello*		
1 My School	Classroom objects	• identify and name classroom objects • ask and answer questions to identify classroom objects • identify and name things that are *green* and *yellow* • count up to four items	a book, a chair, a crayon, a desk, an eraser, paper, a pen, a pencil	What is it? It's a [book].	Colors: green, yellow Numbers: 3, 4	/p/ **p**en /eɪ/ **pa**per /ɛ/ **d**e**s**k Chant: *I have some paper*	Time for School	A a B b C c
2 My Toys	Toys	• identify and name toys • ask and answer questions about toys • identify and name things that are *brown* and *orange* • count up to six items	a ball, a balloon, a car, a doll, a kite, a robot, a teddy bear, a truck	Is it a [doll]? Yes, it is. / No, it isn't.	Colors: brown, orange Numbers: 5, 6	/b/ **b**all /oʊ/ r**o**bot /k/ **c**ar Chant: *Dolls and robots*	Birthday Boy	D d E e F f
3 My Family	Family members Rooms in the house	• identify and name family members • ask and answer questions about family members • identify and name rooms in the house • identify and name things that are *black* and *white* • count up to eight items	brother, father, grandma, grandpa, mother, sister a bathroom, a bedroom, a kitchen, a living room	Who's this? It's my [brother]. Where's [Grandma]? In the [kitchen].	Colors: black, white Numbers: 7, 8	/æ/ bl**a**ck /s/ **s**ister /uː/ r**oo**m, bl**ue** Chant: *I love my grandpa!*	Eight Is Great	G g H h I i
4 My Body	Parts of the body	• identify and name parts of the body • say what parts of the body people have • identify and name things that are *pink* and *purple* • count up to ten items	arms, ears, eyes, feet, hair, hands, legs, a mouth, a nose	I have [two hands]. He/She has [two hands].	Colors: pink, purple Numbers: 9, 10	/ɑː/ **a**rm /l/ **l**eg /aʊ/ m**ou**th Chant: *One mouth for me*	It's Me!	J j K k L l
5 Stories	Fairy tales	• identify and name people and things in a story • identify and name the feelings *happy* and *sad* • say what you want • identify and name things that are *gold* and *silver*	a crown, a friend, a frog, a king, a prince, a princess, a queen happy, sad	I want a [friend].	Colors: gold, silver	/g/ **g**old /iː/ qu**ee**n /ŋ/ ki**ng** Chant: *The prince wants silver*	New Friends	M m N n O o
6 I Like Food	Food and drink	• identify and name foods and drinks • talk about likes and dislikes • identify and name *circles* and *squares*	bananas, bread, chicken, cookies, noodles, rice, milk, orange juice, water	I like [noodles]. I don't like [noodles].	Shapes: a circle, a square	/tʃ/ **ch**icken /n/ **n**oodles /r/ **r**ice Chant: *I like chicken*	A Picnic	P p Q q R r
7 Clothes	Clothing	• identify and name clothing items • say what you and others are wearing in hot and cold weather • identify and name *triangles* and *rectangles*	a coat, a dress, a hat, pants, shoes, a shirt, shorts, a skirt, socks	It's [cold]. I'm wearing [a coat]. It's [hot]. He/She's wearing [shorts].	Shapes: a rectangle, a triangle	/ʃ/ **sh**irt /ɒ/ **d**o**ll** /l/ mi**l**k Chant: *I want a shirt*	Wash Day	S s T t U u V v
8 Animals	Animals Actions	• identify and name animals • talk about actions that people and animals do • identify and name the shapes *heart* and *star*	a crocodile, a giraffe, a hippo, a lion, a monkey, a zebra drink, eat, run, walk	Is [the lion] [eating]? No, it isn't. It's [drinking].	Shapes: a heart, a star	/ʌ/ tr**u**ck /z/ **z**ebra /ə/ li**o**n Chant: *Look, I'm a lion*	At the Zoo	W w X x Y y Z z Alphabet chant

Explore Our World Level 1 Scope and Sequence
Units 1-8

Unit 0	Meet the mascots:	Greetings; Talking about your birthday:	Colors:	The Alphabet:	Shapes:	Numbers:	Classroom language:
Welcome to Our World!	Eddie the elephant Polly the parrot Mia the monkey Freddy the frog	Hello, I'm … What's your name? Hi. My name's … How old are you? I'm … It's my birthday! Happy Birthday!	black blue green orange purple red white yellow	A–Z	circle rectangle square star triangle	1–10	draw listen point read say sing sit down stand up walk write

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Value
1 My Classroom	• classroom objects	• name classroom objects • count classroom objects • name colors of objects	clock computer crayon map paper pen pencil	Simple present of *to be*—third person singular ***Is it** a pencil? Yes, **it is**. **It's** a pencil.* ***Is it** a crayon? No, **it isn't**. **It's** a pen.*	book chair desk eraser picture	Question words: *what, what color, how many* ***What** is it? It's a clock. **What color** is it? It's yellow. **How many** crayons? Three.*	**Song:** "My School" **The Sounds of English:** /p/ as in **p**en	Drawing and Writing	**Value:** Work hard in school. **Caption:** I listen. I talk. I read. I write.
2 My World	• nature • animals • plants	• name objects in nature • name colors in nature • talk about nature	bird butterfly river rock sky sun tree	Simple present of *to be*—third person singular and plural *What **is it**? **It's** a bird. What **are they**? **They're** birds.*	bush cloud flower moon star	Question word: *where* ***Where** is the butterfly? It's **on** the flower.*	**Song:** "Nature" **The Sounds of English:** /b/ as in **b**ird	Rainbows	**Value:** Enjoy nature. **Caption:** Stop and look. Enjoy.
3 My Family	• family members	• name family members • talk about family members • use numbers	brother father grandfather grandmother mother parents sister	Simple present of *to have*—first and second person singular *How many brothers **do** you **have**? I **have** two brothers.*	big old short small tall young	Question word: *who* ***Who's** she? She's my sister.*	**Song:** "Big or Small?" **The Sounds of English:** /ɪ/ as in s**i**ster	Families Are Different	**Value:** Love your family. **Caption:** Work and play together.
4 My House	• rooms in a house • furniture • at-home activities	• name rooms in a house • name furniture • talk about actions	bathroom bedroom dining room kitchen lamp living room sofa	*Is there?/there is* ***Is there** a flower in the dining room? Yes, **there is**.*	cleaning cooking eating sleeping taking a bath watching TV	Present progressive, third person singular *Where's your mother? She's in the kitchen. She**'s cooking**.*	**Song:** "My Home" **The Sounds of English:** /l/ as in **l**iving room	Houses Are Different	**Value:** Be neat. **Caption:** Be neat. Clean your room.

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Value
5 Cool Clothes	• clothes • colors	• name clothes • name colors • say what people are wearing	dress gloves jacket pants shirt shoes skirt socks	Present progressive—first, second, and third person singular What **are** you **wearing**? **I'm wearing** a red dress.	brown closet pink shelf hat	*That/those* **What's that?** **That's** my orange shirt. What **are those?** **Those are** my purple shoes.	**Song:** "My Clothes" **The Sounds of English:** /æ/ as in h**a**t	Clothes Are Fun!	**Value:** Take care of your clothes. **Caption:** Put away your clean clothes.
6 My Toys	• toys	• name and describe toys • talk about wants • talk about possession	ball bike car kite top train truck	Simple present of *to want*—first, second, and third person singular **Do** you **want** a kite? Yes, I **do.** **Does** he **want** a ball? No, he **doesn't.** He **wants** a truck.	game doll puzzle robot teddy bear	*This/these* **Is this** your teddy bear? No, **it** isn't. It's Sonia's teddy bear. Are **these** your toys? No, **they** aren't. They're Mark's toys.	**Song:** "Let's Play!" **The Sounds of English:** /t/ as in **t**oy	We ♥ Teddy Bears (We Love Teddy Bears)	**Value:** Share your toys. **Caption:** Share your toys with your friends.
7 My Body	• parts of the body • physical activities	• name parts of the body • talk about parts of the body • talk about actions	ear eye foot hand head leg mouth nose	Singular possessive adjectives **My** hair is brown. **Your** eyes are brown. **Her** eyes are brown. **His** hair is brown.	jump long hair run strong arms	Ability with *can* I **can** walk. She **can** jump. **Can** you run? Yes, I **can.**	**Song:** "My Body" **The Sounds of English:** /h/ as in **h**air	Sculptures Are Fun	**Value:** Be clean. **Caption:** Wash your hands. Wash your body. Brush your teeth.
8 Good Food	• food • drinks	• name food • talk about likes and dislikes • talk about favorite foods	apple banana chicken cookie egg fish rice sandwich soup	Simple present with *like*—first and second person singular **Do** you **like** bananas? Yes, I **do.** I **like** bananas.	lemonade milk orange juice tea water	The indefinite article: *a, an* **an** apple **an** orange **a** banana **a** cookie	**Song:** "Yes, Please!" **The Sounds of English:** /ɛ/ as in **e**gg	Fun Food	**Value:** Eat good food. **Caption:** Eat fruits and vegetables. Drink water and juice.

Explore Our World Level 2 Scope and Sequence

Units 1-8

Unit 0	My family:	Classroom language:		Subject pronouns:	Possessive adjectives:	Numbers:
	aunt, cousin, dad, grandma, grandpa, me, mom, sister, uncle	Be quiet! Close your book. Go to the board. Hold up your card. Open your book.	Raise your hand. Take out your crayons. Work in a group. Work with a partner.	*I, You, He, She, It, We, You, They*	*my, your, his, her, its, our, your, their*	one (I) to twenty (20)

Unit	Theme	Goals	Vocabulary I	Grammar I	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Value
I Animal Friends	• animals • animal actions	• name animals • talk about what animals can do • describe a favorite animal	a cat a chicken a cow a dog a duck a goat a horse a sheep a turtle	Present progressive, third person plural *What **are** the horses **doing?** They're **running.** **Are** the sheep **sleeping?** No, they **aren't.** **Are** they **eating?** Yes, they **are.***	climb crawl fly see swim	*Want* + infinitive; first, second, and third person singular ***Do** you **want to ride** the goat? No, I don't. What **do** you **want to do?** I **want to ride** the horse. What **does** Anna **want to do?** She **wants to see** the ducks.*	**Song:** "Animals" **The Sounds of English:** /d/as in <u>d</u>og	Animal Babies	**Value:** Be good to animals. **Caption:** Give your pet food and water. **Question:** Are you good to animals? What do you do?
2 Fun in Class	• classroom activities • classroom objects	• say what people are doing • say when I use classroom objects • show where things are	coloring counting cutting drawing erasing gluing talking	Present progressive, first person plural *What **are** you **doing?** We're **counting** crayons.*	glue a marker a notebook a paintbrush scissors	*Are there …? / There are / There aren't* ***Are there** any markers on the desk? No, **there aren't.** **Are there** any markers in the closet? Yes, **there are.***	**Song:** "Our Classroom" **The Sounds of English:** /k/ as in <u>c</u>ounting	Paper Art	**Value:** Be neat. **Caption:** Put away your things. **Question:** Are you neat at school and at home? What do you do?
3 Boots and Bathing Suits	• clothes • weather	• talk about the weather • talk about my clothes • say when it is hot or cold	a bathing suit boots cloudy cold hot a raincoat rainy sunny	*What's* + noun + *like?* *It's …* *What's the weather **like?** It's rainy.*	a coat jeans shorts sneakers an umbrella	Imperatives *It's cold. **Put on** your coat. It's hot. **Take off** your jacket. It's rainy. **Don't forget** your umbrella.*	**Song:** "Hot or Cold?" **The Sounds of English:** /r/ as in <u>r</u>ainy	Snow Animals	**Value:** Dress for the weather. **Caption:** What's the weather like? Look. Put on the right clothes. **Question:** How do you dress for the weather?
4 Fun in the Sun	• outdoor activities	• name games and activities • say what I like and don't like to do outside	fly a kite jump rope play a game play baseball play basketball play soccer ride a bike	*Like* + infinitive ***Do** you **like to play** baseball? Yes, I do. It's fun. Do you **like to jump** rope? No, I don't. It's boring. What do you **like to do?** I **like to play** baseball. What do they **like to do?** They **like to swim.***	bounce a ball catch a ball play tag throw a ball watch a game	*Let's* + verb ***Let's throw** a ball. Ok. What fun! **Let's bounce** a ball. No, thanks.*	**Song:** "Outside" **The Sounds of English:** /ʌ/ as in s<u>u</u>n	A Big Ball of Fun	**Value:** Be a good sport. **Caption:** Play by the rules. Be fair and take turns. Have fun! **Question:** Are you a good sport?

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Value
5 Inside Our House	• furniture • household objects	• name furniture • name household objects • say where things are	a bookcase a rug a shower stairs a stove a table a tub	Prepositions ***above*** ***behind*** ***in front of*** ***between*** ***next to*** ***under***	a door a phone a refrigerator a sink a window	Subject pronoun agreement with *it, they* *Where is the **phone**?* *It's in the kitchen.* *Where are the **lamps**?* **They**'re in the living room.*	**Song:** "My House" **The Sounds of English:** /eɪ/ as in t<u>a</u>ble	Fun Houses	**Value:** Help at home. **Caption:** Help your family. Help with the chores. **Question:** How can you help at home?
6 Day by Day	• daily routines	• talk about what I do every day • talk about when I do things • name parts of the day	brush my teeth eat breakfast eat dinner eat lunch get dressed get up go to bed go to school play with friends	Telling the time: exact hour ***What time** is it?* *It's 1:00.* *It's one **o'clock**.* ***When** do you get up?* ***At** 7:00.* *At seven **o'clock**.* ***When** does he go to bed?* ***At** 9:00.* *At nine **o'clock**.*	at night in the afternoon in the evening in the morning	Adverbs of frequency: *always, every day, never* *What do you do **every day**?* *I **always** play with my sister.* *What does your brother do on Saturday?* *He sleeps! He **never** gets up before 10:00.*	**Song:** "Day by Day" **The Sounds of English:** /g/ as in g<u>o</u>	A Day in the Space Station	**Value:** Be on time. **Caption:** Don't be late. Plan your day. **Question:** How can you be on time?
7 How Are You?	• feelings • emotions	• say how people look • talk about how people feel • talk about what people are doing	angry bored hungry scared surprised thirsty tired	*How are you?* *I'm OK.* Describe how a person looks ***How are you?*** *I'm **OK**.* *I'm **fine**.* *I'm **great**.* *He **looks** bored.* *No, he's tired.* *She **looks** happy. Yes. It's her birthday.*	crying frowning laughing smiling yawning	Regular and irregular plurals *parent/parents* *person/**people*** *child/**children***	**Song:** "Emotions" **The Sounds of English:** /aɪ/ as in t<u>i</u>red	Fabulous Faces	**Value:** Be kind. **Caption:** Help your friends and family. Be kind to other people. **Question:** Are you kind? What do you do?
8 Awesome Animals	• animals • animal abilities • animal characteristics	• identify animals • describe animals • tell what animals can and can't do	a giraffe a hippo hop a kangaroo a lion a panda a penguin swing a tiger a zebra	Express ability with *can/can't* ***Can** a penguin swim?* *Yes, it **can**. A penguin **can** swim.* ***Can** penguins fly? No, they **can't**. Penguins **can't** fly.*	big teeth colorful feathers a long trunk sharp claws a short tail	Simple present, subject-verb agreement ***Does** a tiger **have** sharp claws? Yes, it **does**.* ***Does** a tiger **have** a trunk? No, it **doesn't**.* ***Do** tigers **have** sharp claws? Yes, they **do**.* ***Do** tigers **have** trunks? No, they **don't**.*	**Song:** "Awesome Animals" **The Sounds of English:** /iː/ as in z<u>e</u>bra	Two Big Birds	**Value:** Respect animals. **Caption:** It's important to respect animals. Be kind and gentle. **Question:** How can we respect animals?

Explore Our World Level 3 Scope and Sequence

Units 1-8

Unit 0 Welcome to Our Class	Classroom language: How do you say … in English? How do you spell …? Could you repeat that, please? I don't understand. Can you help me, please? What's the difference between … and …?	Seasons and months	Numbers: twenty (20) to one billion (1,000,000,000) **Math language:** plus, minus, equals	Ordinal numbers: first (1st) to twenty-first (21st) **Math language:** When's your birthday? September 15th.	Possessive pronouns: *mine, yours, his, hers, ours, yours, theirs*	Object pronouns: *me, you, him, her, it, us, you, them*

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Value
1 The World of Work	• work • professions and occupations	• talk about jobs • talk about where people work • say what I want to be	bus driver chef doctor farmer firefighter nurse police officer scientist vet	Simple present to discuss occupations (*What do you do? Where do you work?*) *What **does** your father **do**? He's a chef. Where does your father work? He **works** in a restaurant.*	artist inventor movie star rock star soccer player	Simple present with *want* + infinitive *What **do** you want to be one day? I **want to be** a movie star. What does your brother **want to be**? He **wants to be** a doctor.*	**Song:** "Work" **The Sounds of English:** /f/ as in *farmer*	Wonderful Work!	**Value:** Work hard. **Caption:** Work hard and enjoy your work. **Question:** Do you work hard? What do you do?
2 Let's Eat!	• food	• talk about foods • say what I like to eat • ask politely for things	beans bread corn ice cream mango meat noodles potato tomato	*Any* in questions and negative responses *Are there **any** tomatoes? No, there aren't **any** tomatoes. Is there **any** bread? No, there isn't **any** bread.*	cheese chip grape nut snack yogurt	Polite requests with *may* ***May** I have some chips, please? Not right now. Dinner is at 7:00.*	**Song:** "Let's Eat!" **The Sounds of English:** /m/ as in *mango*	Super Snacks!	**Value:** Eat good food. **Caption:** Eat fruits and vegetables. Have good snacks. Drink water every day. **Question:** What good things do you eat? What good things do you drink?
3 A Helping Hand	• helping others • daily routines	• talk about caring for others • describe daily routines • talk about how many times people do things	carry feed my pet a goldfish a hamster help hug protect take care of my pet teach	Time phrases with *before* and *after* *What does she do **before** breakfast? She gets dressed **before** breakfast. What does he do **after** school? He feeds his bird **after** school.*	come home do my homework have a snack make my bed take a shower	Adverbs of frequency *I **never** eat lunch at 12:30. I **sometimes** eat lunch at 12:30. I **usually** eat lunch at 12:30. I **always** eat lunch at 12:30.*	**Song:** "Taking Care" **The Sounds of English:** /oʊ/ as in *home*	My Mom, the Airplane	**Value:** Take care of others. **Caption:** Sometimes other people need your help. Be caring. **Question:** How can you take care of others?
4 My Place in the World	• exploring a town • giving directions	• ask for help with *can* • give directions • talk about my town	a bakery a hospital a movie theater a museum a park a police station a restaurant a supermarket a toy store a train station	Ask for help with *can* ***Can** you **help** me? Sure. How **can** I **help**?*	a library a mall a stadium a swimming pool a zoo	Give directions with imperative + adverb ***Go straight.** **Turn left** on Third Avenue. **Turn right** at the supermarket.*	**Song:** "A Great New Town" **The Sounds of English:** /ju:/ as in *museum*	Eye in the Sky	**Value:** Explore your town. **Caption:** It's fun to find new things and places to explore. **Question:** How can you explore your town?

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Value
5 On the Move!	• transportation • types of vehicles	• identify different kinds of transportation • describe ways of traveling • compare and contrast	an airplane a boat a bus a helicopter a motorcycle a scooter a ship the subway a taxi	Agree and disagree with *too* and *not* (*I do, too. / I don´t*) *I ride my scooter to school.* **I do, too.** **I don´t.** *I take the subway.*	downhill get off get on park uphill	Express contrast with *but* *My mother takes the bus to work,* **but** *my father takes the subway.*	**Song:** "How Do You Get to School?" **The Sounds of English:** /uː/ as in *sc**oo**ter*	Hot Air Balloons	**Value:** Be safe on the street. **Caption:** Stop. Look both ways. Listen. **Question:** How can we be safe on the street?
6 Our Senses	• the senses • appearances • smells • textures • sounds • flavors	• talk about the senses • talk about how things look, feel, taste, sound, and smell • talk about the past	beautiful delicious hard loud quiet soft terrible ugly	Linking verbs: *taste, smell, look, feel, sound* *The soup* **smells** *great.* *The music* **sounds** *terrible.* *The flowers* **look** *beautiful.* *The baby rabbit* **feels** *soft.* *How* **does** *the chicken* **taste?** *It* **tastes** *delicious.*	bitter salty sour spicy sweet	Simple past of *to be* *How* **was** *the ice cream? It* **was** *delicious. More please!* *How* **were** *the cookies? They* **were** *great. Can I have one more, please?*	**Song:** "Our Senses" **The Sounds of English:** /s/ as in *soft*	Amazing Animal Senses	**Value:** Enjoy the world through your senses. **Caption:** Take time to enjoy the world around you. Use your senses. **Question:** How do your senses tell you about the world around you?
7 Animal Habitats	• animal habitats • animal characteristics	• name animal habitats • say what animals look like • talk about animal homes	a cave a desert a forest a hive ice an island mud a nest a rain forest snow	Cause and effect with *why* and *because* **Why** *does a lion have sharp claws?* **Because** *it needs to catch its food.*	fur horns a pouch a tongue wings	Infinitives of purpose *Giraffes use their long tongues* **to clean** *their ears.* *Goats use their horns* **to fight.**	**Song:** "Why? Because!" **The Sounds of English:** /aʊ/ as in *p**ou**ch*	Amazing Rain Forests	**Value:** Protect animal habitats. **Caption:** Protect animal homes. Remember that we share our world with animals. **Question:** How can we protect animal habitats?
8 What's for Dinner?	• foods • quantities • meals	• name foods • talk about quantities • talk about favorite meals	a bottle of oil a bowl of sugar a box of cereal a can of soda a glass of juice a jar of olives a loaf of bread a piece of cake	Count and noncount nouns with *some* and *any* *Are there* **any** *oranges? Yes, there are* **some** *in the fruit bowl.* *Are there* **any** *bananas? No, there aren't* **any.**	buy compare money a price put away	Count and noncount nouns with *a few* and *a little* *Are there any cookies? Yes, there are* **a few.** *Is there any orange juice? Yes, there is* **a little.**	**Song:** "Let's Go Shopping!" **The Sounds of English:** /dʒ/ as in *j**ui**ce*	What I Eat	**Value:** Eat nutritious food. **Caption:** Eat fresh food. Eat good food. Read the labels on boxes and cans. **Question:** What do you eat? Is your food good for you?

Explore Our World Level 4 Scope and Sequence

Units 1-8

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Mission / Explorer
1 Feeling Fit	exercising healthy habits	• name parts of the body • talk about the past • talk about good and bad habits	a back a bone an elbow fingers a knee a muscle a shoulder a stomach toes	Simple past with did and short answers ***Did** you **wash** your hands? Yes, I **did**.* ***Did** you **brush** your teeth? No, I **didn't**.* ***Did** he take a shower? Yes, he **did**.*	eat fruit eat junk food eat vegetables get exercise get rest	Talk about quantity using *enough* and *too*. *It's important to get **enough** sleep.* *Don't stay up **too** late.* *I drink **enough** water.* *I don't eat **too** much junk food.*	**Song:** "Let's Move" **The Sounds of English:** /ʃ/ as in <u>sh</u>oe	Get Rest *and* Exercise!	**Mission:** Keep fit. **Explorer:** Mireya Mayor, Primatologist/Conservationist, Emerging Explorer **Quote:** "My job involves either chasing animals or running from animals chasing me, so staying fit is essential to doing work in my field."
2 Let's Celebrate!	celebrations festivals cultural traditions	• talk about celebrations and festivals • tell what happened in the past • talk about cultural traditions	celebrate a costume dance dress up fireworks a lantern a mask a parade a party	Past tense of regular verbs: questions and long answers ***Did** you **watch** the parade?* *Yes, I **watched** the parade.* ***Did** you **dance** at the party?* *Yes, I **danced** at the party.*	balloons a birthday cake candles an invitation a present	Past tense of irregular verbs: questions and long answers ***Did** you **go** to the parade?* *Yes, I **went** to the parade.* ***Did** you see the fireworks? Yes, I **saw** the fireworks.* ***Did** you **eat** cake at the party?* *Yes, I **ate** a piece of cake at the party.*	**Song:** "Celebrate!" **The Sounds of English:** /t/ /d/ /ɪd/	November Celebration	**Mission:** Learn more about other cultures. **Explorer:** Daniel Torres Etayo, Archaeologist, Emerging Explorer **Quote:** "When I was a child, my father told me hundreds of fantastic stories about the Inca, Maya, and Aztec Empires; the European conquerors; and Cuba's own indigenous peoples."
3 My Weekend	hobbies free-time activities	• talk about free-time activities • talk about the past • talk about hobbies	busy exciting go on a picnic go to the movies interesting lose stay home text my friends win	Simple past with *didn't* in long answers *How was your weekend? It was boring. I **didn't do** anything special.* *What did you do? I went to a soccer game.* *Did your team win? No, they **didn't win**. They lost.*	go fishin go hiking go horseback riding go ice skating go swimming	Go + -ing form in the simple past *What **did** you **do** last weekend?* *We **didn't go hiking**.* *We **went swimming**.*	**Song:** "Free Time" **The Sounds of English:** /w/ as in <u>w</u>ater	Wow! Look at That!	**Mission:** Try new things. **Explorer:** Iain Couzin, Behavioral Ecologist, Emerging Explorer **Quote:** "I never had special training in math or computer science, but I realized the power of using computational tools, so I basically taught myself programming."

4 All in Our Family	family
	personal
	    features/
	    characteristics
		• describe my family
		• describe physical appearance
		• talk about plans
			bigger shorter
			cuter smaller
			different smarter
			friendlier taller
			older younger
			relatives
				Comparatives with *-er*
				*My best friend is **bigger** than I am.*
				*I'm **shorter** than my sister.*
				*My dog is **friendlier** than your cat. Cats are **cuter** than dogs.*
					blond hair
					curly hair
					glasses
					straight hair
					wavy hair
						Express future plans using the present progressive
						*What **are** you **doing** on Saturday?*
						***I'm going** to visit my aunt.*
						*What **are** they **doing** at 7:00?*
						*They**'re having** dinner with their neighbors.*
							Song: "We're All Different"
							The Sounds of English: /ˈɑr/
								Where Do Your Eyes Come From?	**Mission:** Understand the human family.
									Explorer: Spencer Wells, Geneticist, Emerging Explorer
									Quote: "Everyone alive today descends from one woman who lived around 180,000 years ago."

Let's Talk **Units 1–4**	**Hello!** **Goals:** • greet people (formally and informally) • say thank you (formally and informally)					**What does that mean?** **Goals:** • interrupt someone (formally and informally) • ask the meaning and ask how to spell or say something • explain a meaning and give a spelling • say that I don't know			

Unit	Theme	Goals	Vocabulary 1		Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Mission / Explorer
5 Fresh Food	fresh food growing plants farming	• talk about obligation • describe frequency • discuss and order food	cabbage cucumber dig grow hot peppers	lettuce onion pick plant pumpkin	Express obligation with *have to* + verb *I **have to** wash and cut the vegetables.* *I **don't have to** buy any more seeds.* *She **has to** plant the tomatoes in a sunny place.* *He **doesn't have to** do homework today.*	every day how often on (Friday) once (a month) three times (a week) twice (a year)	Order using *would like* *What **would you like** for lunch?* *I'**d** **like** a bowl of vegetable soup.*	**Song:** "Something's Growing" **The Sounds of English:** /ə/ as in b<u>a</u>nan<u>a</u>	Up the Wall and On the Roof	**Mission:** Appreciate local food. **Explorer:** Juan Martínez, Environmentalist, Emerging Explorer **Quote:** "Learning how to grow jalepeños changed my life."
6 Long Ago and Today	life in the past vs. life today household chores	• talk about people's actions in the past • describe what the past was like • compare the past and the present	begin cell phone chores electric lights fire	learn make spend time tell stories wash	Contrast with *but* and with *instead* *Long ago, children walked to school, **but** I ride my bike.* *Two hundred years ago, people didn't have TV. They told stories **instead.***	difficult expensive important modern old-fashioned	Comparatives with *more* + adjective *Life was **more difficult** back then.* *That cell phone is **more expensive** than this one.*	**Song:** "Yesterday and Today" **The Sounds of English:** syllable stress as in <u>mod</u>ern	From Walking to Biking	**Mission:** Appreciate the past. **Explorer:** Stephen Ambrose (1936–2002), Historian, Explorer-in-Residence Emeritus **Quote:** "The past is a source of knowledge, and the future is a source of hope. Love of the past implies faith in the future."
7 Get Well Soon!	health illness	• talk about health and illness • describe actions • give advice • talk about cause and effect	cough earache first-aid kit have a cold have a fever	headache medicine sneeze stomachache tissue	Give advice with *should* *I have a bad earache. What **should** I do?* *You **shouldn't** wait any longer. Your mom **should** take you to the doctor.*	a broken leg a bruise (n) a burn (n) a cut (n) a scratch (n)	Reflexive pronouns *Ouch! I cut **myself**.* *Be careful. Don't hurt **yourself**.* *My brother burned **himself** on the stove. He shouldn't cook by **himself**.* *Look at that bandage. Did she hurt **herself**?*	**Song:** "Get Well Soon" **The Sounds of English:** /v/ as in <u>vet</u>	Why Do We Sneeze?	**Mission:** Be prepared. **Explorer:** Hayat Sindi, UNESCO Goodwill Ambassador for Sciences, Emerging Explorer **Quote:** "My mission is to find simple, inexpensive ways to check on the health of people in distant places and difficult conditions."
8 My Favorites	entertainment	• identify different types of entertainment • compare people and activities • talk about my favorite people and things • give my opinion	actor amazing athlete cool famous	funny great movie person popular	Superlatives with *-est* and *most* *I think Yao Ming is **the greatest** basketball player in the world.* *J.K. Rowling is **the most amazing** writer I know.* *In your opinion, what's **the funniest** movie of all?*	a hobby a school subject a sport a TV show a writer	Irregular comparatives and superlatives: *better, the best, worse, the worst* *I'm **good** at music. I'm **better** than my friend at sports. And I'm **the best** in our class in English!* *A cough is **bad**; a cold is **worse**; but a fever is **the worst!***	**Song:** "You're the Best" **The Sounds of English:** /ɜːʳ/ as in f<u>ir</u>st, w<u>or</u>d, l<u>ear</u>n, c<u>ur</u>ly	Amazing Acrobats	**Mission:** Find a role model. **Explorer:** Aparajita Datta, Wildlife Biologist, Emerging Explorer **Quote:** "When I was a young girl I always wanted to be working with wildlife. But it's only because I had really great science teachers in school who gave me that interest in biology."
Let's Talk **Units 5–8**	**What's wrong? Goals:** • ask how someone is feeling • describe how I feel • show that I care or understand • make a suggestion						**I don't understand. Goals:** • politely interrupt • express confusion • check that someone understands • thank someone and reply			

Explore Our World Level 5 Scope and Sequence

Units 1-8

Unit	Theme	Goals	Vocabulary 1		Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Mission / Explorer
1 Wonders of the Sea	the ocean sea animals ocean pollution	• identify sea life • describe characteristics of sea life • talk about protecting the oceans	disappear a dolphin a layer an octopus	a resource a sea turtle a shark a squid a whale	Express obligation/ necessity with *must* and *have to* and prohibition with *can't* and *don't* We **have to** *keep the oceans clean.* We **must** *protect the oceans.* You **can't** *throw trash into the ocean.* **Don't** *leave food on the beach.*	biodegradable garbage oil spill plastic pollution	Make predictions with *will* and *won't* What **will** *happen in the future?* *Sea animals and plants* **will** *disappear.* We **won't** *have clean air to breathe.*	**Song:** "Protect the Seas" **The Sounds of English:** /ɑːr/ as in *shark*	Colorful Corals	**Mission:** Protect the oceans. **Explorer:** Sylvia Earle, Oceanographer, Explorer-in-Residence **Quote:** "With every drop of water you drink, every breath you take, you're connected to the ocean. No matter where on Earth you live. Taking care of the ocean means taking care of us."
2 Good Idea!	inventions	• talk about inventions • talk about habits in the past • describe how to use an invention	fail an idea imagination invent	an invention a problem a solution succeed try useful a wheel	Describe habits in the past with *used to* + verb *People* **used to** *erase writing with bread.* *We* **didn't use to** *have erasers.* *Why* **did** *people* **use to** *read by candlelight?*	lift move put turn use	Generalize using *you* **You** *need to have imagination to invent things.* **You** *should always try again if* **you** *fail.* *What do* **you** *do with this invention?* *Do* **you** *play with it?*	**Song:** "Inventions" **The Sounds of English:** /j/ as in *yes*	Creative Kids	**Mission:** Use your imagination to solve problems. **Explorer:** Aydogan Ozcan, Electrical Engineer, Explorer **Quote:** "In science it's always a long train of ideas. Many succeed, but in between you often fail … science is entirely based on curiosity."
3 That's Really Interesting!	hobbies	• talk about hobbies and interests • give information about people • describe and explain a hobby	alone an avatar collect compete a controller	enjoy a score a screen take photos together	Defining relative clauses with *who* *The person* **who** *has the highest score wins the game.* *My friend* **who** *collects DVDs knows a lot about movies.*	a bug a comic book a dinosaur a fossil a stuffed animal	Direct and indirect objects *My dad gave* this fossil *to me = My dad gave* **me** *this* fossil.	**Song:** "What's Your Hobby?" **The Sounds of English:** /ɔɪ/ as in *boy*	Hide and Seek	**Mission:** Enjoy a hobby. **Explorer:** Jørn Hurum, Paleontologist, Emerging Explorer **Quote:** "As a child, I felt very alone with my interest in fossils. Finally, at age 13, I discovered there was a museum in Norway that actually employed people to study fossils."
4 The Science of Fun	the scientific principles behind some sports and hobbies	• identify actions which use force • understand and make definitions • read a text and retell the information	backward balance fall over a force forward	happen pull push a skater spin	Cause and effect with double comparatives: *The more… the more…* **The more** *she pushes,* **the higher** *he goes.* **The higher** *he goes,* **the more** *he feels sick.*	away from direction gravity lean toward	Defining relative clauses with *which* *The force* **which** *pulls you toward the center of the earth is called gravity.* *Skates are special shoes* **which** *you wear when you go ice skating.*	**Song:** "I'm on the Move!" **The Sounds of English:** /ʊ/ as in *push*	Up, Down, and All Around!	**Mission:** Think creatively and critically. **Explorer:** Stephon Alexander, Theoretical Physicist, Emerging Explorer **Quote:** "When something unexpected or unusual happens, I am always curious to find out why."
Let's Talk **Units 1–4**	**Wow, that's cool!** **Goals:** • ask questions • show I'm interested • keep the conversation going						**What does that mean?** **Goals:** • interrupt someone (formally and informally) • ask the meaning and ask how to spell or say something • explain a meaning and give a spelling • say that I don't know			

Unit	Theme	Goals	Vocabulary 1		Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Mission / Explorer
5 Extreme Weather	• weather • preparedness for weather emergencies	• talk about types of extreme weather • describe the damage storms can cause • identify ways to prepare for extreme weather	a blizzard a drought evacuate a flood a hurricane lightning	a sandstorm speed a storm a tornado thunder	Future predictions with *going to* + verb *Is it **going to** rain tomorrow?* *No, it's **going to** snow tomorrow.*	an emergency a flashlight a plan (n.) a shelter supplies	Zero conditional (present tense) *If the weather **is** cold, I **put on** my winter coat.*	**Song:** "Bad Weather" **The Sounds of English:** /ð/ as in *weather*	Tornado Trouble	**Mission:** Understand weather. **Explorer:** Tim Samaras Severe Storm Researcher **Quote:** "It all started when I was about six years old and saw that fantastic tornado in *The Wizard of Oz.*"
6 Copycat Animals	• animal adaptations	• describe animal features • describe how animals protect themselves • talk about ways animals imitate others	camouflage copy (v.) hunt an insect	poisonous a predator prey species a spot (n.) a stripe	Equative comparisons with *as* + adj + *as* *That insect is **as green as** a leaf.*	attack defend escape hide	Tag questions *Lightning **is** dangerous, **isn't it?*** *That frog **wasn't** poisonous, **was it?***	**Song:** "It's a Wild World" **The Sounds of English:** /z/ as in *crazy*	The Copycat Dragon	**Mission:** Protect biodiversity. **Explorer:** Krithi Karanth Conservation Biologist, Emerging Explorer **Quote:** "We need to increase people's interest and awareness about wildlife and conservation issues and reduce the general disconnect from nature."
7 Music in Our World	• music • musical instruments • musical styles	• identify musical instruments • talk about musical styles • express preferences	a band beat a concert a drum a flute a guitar a lead singer	a piano practice a saxophone a violin	Present perfect with *ever* and *never* ***Have** you **ever played** the piano?* *Yes, I **have.*** ***Have** you **ever danced** to this music?* *No, I **haven't.***	classical hip-hop jazz pop rock	Comparisons with adverbs (*more/less … than; as … as*) *He sings **more loudly than** I do.* *She plays the violin **better than** he does.* *I play the guitar **more often than** my brother.*	**Song:** "Music Is Fun" **The Sounds of English:** /ɒ/ as in *hot*	Listen to This!	**Mission:** Change through music. **Explorer:** Jack Johnson National Geographic Arts Ambassador for the Environment **Quote:** "Music can change the world. It can inspire people to care, to do something positive, to make a difference."
8 Life Out There	• the universe • space exploration • possibility of life in space	• discuss life in space • discuss space exploration • express an opinion	a comet an extraterrestrial (n.) a galaxy a journey	orbit (noun and verb) a planet search (v.) a solar system space the universe	Speculation with *may* and *might* *I **may** become an astronaut, but I'm not sure.* *We **will** learn more about planets next year in school.* *We **might** find life on another planet. It's possible!*	an astronaut communicate (v.) a rocket a space station a spacecraft	Indefinite pronouns (*everyone, someone, anyone, no one*) *Did **everyone** see that comet?* *Does **anyone** want to be an astronaut?* ***Someone** will go to Mars one day.* ***No one** can see all the stars in the universe.*	**Song:** "Deep in Outer Space" **The Sounds of English:** /n/ as in *name*	Listening for Life	**Mission:** Be curious. **Explorer:** Kevin Hand, Planetary Scientist/Astrobiologist, Emerging Explorer **Quote:** "We finally have the tools and technology to answer this age-old question: Are we alone? Jupiter's moon Europa is a beautiful place to go and explore that question."
Let's Talk **Units 5–8**	**"It's my turn."** **Goals:** • take turns • give commands • talk about who won a game						**"Who's going to take notes?"** **Goals:** • talk about a classroom task • make a request • offer to do something			

Explore Our World Level 6 Scope and Sequence

Units 1-8

Unit	Theme	Goals	Vocabulary I		Grammar I	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Mission/Explorer
1 Arts Lost and Found	• traditional arts • arts and crafts • keeping and passing down traditions	• talk about cultures and traditions • explain how the past makes us who we are • express opinions about traditions	art a community culture future a language	proud share (v.) storytelling a tourist a tradition weave (v.)	Gerunds as subjects ***Knowing*** your history is important. ***Sharing*** traditions is a good thing. ***Telling*** stories is fun. ***Creating*** art is a good way to share your culture.	embroidery handcrafted jewelry pottery sculpture	Gerunds as objects My friends are good at ***making*** jewelry. I like ***eating*** traditional foods. My mother enjoys ***embroidering*** clothes. I'm interested in ***learning*** about new places.	**Song:** "Keep Your Culture Strong" **The Sounds of English:** /tʃ/ as in <u>ch</u>ange, wa<u>tch</u>, cul<u>t</u>ure	Modern Music with Ancient Roots	**Mission:** Value your cultural traditions. **Explorer:** Elizabeth Kapu'uwailani Lindsey, Filmmaker/Anthropologist, National Geographic Fellow **Quote:** "I'm committed to protecting the cultures of the world in hopes that the wisdom of their elders is remembered."
2 Amazing Plants!	• plants • plant behavior	• talk about how plants behave • discuss the parts of plants and different kinds of plants • compare and rank plants	attract digest ground a leaf light	roots a stem stink trap trick (n.)	Passive voice, present tense Insects **are attracted** to the plant's sweet smell. They **are tricked** by the plant. How is the insect **trapped?** The fly **is caught** inside the closing leaf.	a daisy a petal a rose a thorn a vine	Defining relative clauses with *that* I've never seen a plant **that** smells like rotting meat! I like plants **that** play tricks on insects.	**Song:** "Plants Are All Around" **The Sounds of English:** /əl/ as in pet<u>al</u>, usef<u>ul</u>, jung<u>le</u>	Is That a *Plant?*	**Mission:** Value plants. **Explorer:** Maria Fadiman, Ethnobotanist, Emerging Explorer "On my first trip to the rain forest I met a woman who was in terrible pain because no one in her village could remember which plant would cure her. I saw that knowledge was truly being lost, and in that moment I knew this was what I wanted to do with my life."
3 Volcanoes	• how volcanoes erupt • types of volcanoes	• discuss volcanoes • describe how a volcano erupts • make predictions • talk about cause and effect	calm cover (v.) deep erupt gas heat	inside melted steam (n.) a surface thick	First conditional: (*If* + present tense, *will* + verb) **If** the volcano **erupts,** the people **will** have to evacuate. **If** you **go out** in the rain, you'**ll** get wet. I **will celebrate if** we **win** the game! I **won't be** happy **if** we **lose**.	active cone crater dormant extinct	Cause and effect with *because of* **Because of** the rain, we couldn't play in the yard. We couldn't sleep **because of** the noise from the stadium.	**Song:** "Volcanoes Are a Lot Like Me" **The Sounds of English:** /iː/ and /ɪ/ as in d<u>ee</u>p and d<u>i</u>p	Active Volcanoes	**Mission:** Help in a disaster. **Explorer:** Patrick Meier, Crisis Mapper, Emerging Explorer **Quote:** "Crisis mapping can pinpoint urgent needs instantly, saving time and lives."
4 Reduce, Reuse, Recycle	• the environment • recycling • art made from recycled materials	• discuss the importance of reducing, reusing, and recycling • discuss art made from recycled materials • talk about what I can do to help the environment	build conserve design (v.) energy-efficient environment	natural recycle reduce reuse throw away trash (n.)	Passive voice with modals, present tense Natural things **can be grown** again. Aluminum cans **must be melted** to be recycled. Many things **can be made** into art! Some plastics **may be put** in recycling containers.	cardboard chemicals glass metal tools	Clauses with *when* **When we recycle trash,** we save on materials and energy. An artist's work may surprise us **when we first see it.**	**Song:** "The Three Rs" **The Sounds of English:** linking, as in Do your par<u>t</u> every day.	Found Art	**Mission:** Help reduce our human footprint. **Explorer:** Alexandra Cousteau, Water Advocate and Environmental Filmmaker, Emerging Explorer **Quote:** "People have created the problem, so it's critical to get the public excited and eager to participate in a solution."
Let's Talk **Units 1–4**	"Can I borrow your bike?" Goals: • make an informal request • make an excuse • show understanding / accept "no" for an answer						"It could work." Goals: • make a suggestion • agree and disagree • counter			

Unit	Theme	Goals	Vocabulary 1		Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Mission/Explorer
5 Exciting Sports	• extreme sports • safety equipment in sports	• discuss extreme sports • discuss safety in sports • describe people and actions	accident crash equipment flip hang-gliding height injury kitesurfing	land (v.) length skiing strength	Present perfect with *for* and *since* *Kitesurfing* **has been** *popular* **for** *about fifteen years.* *Surfing and skateboarding* **have been** *popular* **since** *the 1970s.* *How long* **have** *you* **done** *extreme sports?*	brakes elbow pad a helmet knee pads a life jacket	Intensifiers *(so, very, really, incredibly, extremely, super, totally)* *Skateboarding is* **extremely** *cool.* *That trick is* **incredibly** *scary.*	**Song:** "Extreme Sports" **The Sounds of English:** /ɪɚ/ and /ɛɚ/ as in <u>ear</u> and a<u>ir</u>	Cool Adventurers	**Mission:** Connect with our world. **Explorer:** J. Michael Fay, Conservationist, Explorer-in-Residence **Quote:** "If you're a young person and you like to walk, climb trees, or explore, keep doing that. Because this world needs more people that are connected to Earth."
6 History's a Mystery	• history • famous discoveries	• talk about famous discoveries • discuss historical mysteries • speculate about the past	bury died discover excavate gold a mummy	an object preserve a statue a thief a tomb a treasure	Passive voice in the simple past *The Sphinx* **was built** *around 2500 BCE.* *It* **wasn't excavated** *until 1925.* *When* **were** *these objects* **discovered?** *They* **were found** *last year.* *My bag* **was discovered** *in a classroom.* *My pens* **weren't stolen.** *I lost them.*	analyze an artifact a DNA test a sample a site	Passive voice in the simple past with past with *by* + agent *The mummy* **was found** *by hikers.* *The tomb* **wasn't found** *by an archaeologist.* *The bottles* **were found** *by divers.* *The bodies* **weren't analyzed** *by scientists.* **Was** *this toy* **made by** *your dad?* *Who* **was** *that ball* **thrown by?**	**Song:** "So Much to Learn" **The Sounds of English:** /ɔː/ as in b<u>ough</u>t, c<u>augh</u>t, astron<u>au</u>t	The Amazing Discovery of King Tut	**Mission:** Learn about local history. **Explorer:** Johan Reinhard, Anthropologist, Explorer-in-Residence **Quote:** "I decided that I wanted to learn more about civilizations of the past and about people living totally different lives from mine. I could not believe my luck when I found there was an actual profession for this type of work—anthropology."
7 Chocolate!	• the history of chocolate • chocolate traditions	• describe types of chocolate • talk about the uses of chocolate • discuss the history of chocolate • connect cause and effect	candy bar caramel cinnamon hot chocolate liquid milk shake	a pod powder solid a spice type vanilla	Past progressive *I* **was playing** *soccer when it started to rain.* *We* **were talking** *about chocolate* **when** *the bell rang.* *What* **were** *you* **doing** *at 4 p.m. yesterday?* *I* **was skateboarding.**	ingredients mix pour a recipe a teaspoon	Cause and effect with *so that* and *would/could* *The boy* **printed** *out the recipe* **so that** *he* **could read** *it while he was cooking.* *We* **put** *all the ingredients on the table* **so that** *it* **would be** *easy to find them later.* **so that** *it* **wouldn't be** *difficult to find them.*	**Song:** "Hot Chocolate" **The Sounds of English:** /ŋ/ as in bri<u>ng</u>	The Story of Chocolate	**Mission:** Learn about your food. **Explorer:** Barton Seaver Chef/Conservationist, National Geographic Fellow **Quote:** "We all have a chance to save the earth, through our fork, through our plates."
8 "Cool Vacations!"	• types of vacations • vacation activities • vacation destinations	• talk about different vacation places • talk about what I would do in different situations • express preferences	a beach camping a guide a hotel a photo safari relax	ruins a tent a theme park a ticket a tour wildlife	Second conditional *(if + past tense, would + verb)* *If we* **went** *on a photo safari, I* **would take** *pictures of lions.* *I'* **d go** *mountain climbing if I* **weren't** *afraid of heights.* *If you* **had** *a lot of money, where* **would** *you* **go** *on vacation?*	an airport a passport souvenirs a suitcase sunglasses	Preference with *would rather* *I* **would rather** *go on a photo safari than go to a theme park.* *We'* **d rather** *go on a tour than stay at the hotel.* **Would** *you* **rather** *stay or go?* *He'* **d rather** *not eat at that restaurant.*	**Song:** "If I Went on Vacation" **The Sounds of English:** /aʊɚ/ and /ʊɚ/ as in s<u>ure</u> and sh<u>ower</u>	Tree House Vacations	**Mission:** Be a respectful tourist. **Explorer:** Joseph Lekuton, Teacher, Emerging Explorer **Quote:** "To bridge cultures you must mix people together. Education and travel are the best teachers."
Units 5–8 Let's Talk	**I love it!** **Goals:** • start a conversation • change the topic • bring the topic back on track • discuss likes and dislikes						**Excuse me.** **Goals:** • ask for clarification • express doubt • interrupt politely			