

Scope and sequence

Starter: Welcome back!

page 4

Present simple Present continuous Past simple Past continuous Irregular past forms

	Words	Grammar	Skills	
Free Time	1 Art project! page 8			
	Describing art Working with words: Prefixes un- / im- Words in context: Island Adventure	going to and will I'm going to visit an art gallery this afternoon. I'll come with you. Present continuous with future meaning We're meeting at 10 o'clock.	Reading: A story: <i>Island Adventure</i> (Cross-curricular link) Listening: Listening for details about a painting Speaking: Asking and answering questions about paintings	Writing focus: Writing a story Writing outcome: Completing a story (Workbook)
	2 Sports adventures! page 16			
Free Time	Extreme sports Working with words: Prefixes dis- / in- Words in context: Tanya Streeter	First conditional and first conditional questions If the weather is good, we'll go paragliding. Will you come for a walk if the weather is good? Second conditional and second conditional questions If I had a camera, I'd take a picture. Would you play rugby if you lived in England?	Reading: A sports profile: <i>Tanya Streeter</i> Listening: Listening for details in a sports profile. Speaking: Asking and answering questions about sports	Writing focus: Using a concept map to plan Writing outcome: Completing a concept map and using it to write a leaflet (Workbook)
	3 It's festival time! page 24			
Free Time	Festival adjectives Working with words: Suffix -ous Words in context: Top Ten Food Festivals	Present perfect: since / for / already / just / yet / before I've been here since nine o'clock / for five days. The procession has already / just finished. I haven't seen any fireworks yet. I've never eaten anything so delicious before. Past simple and present perfect I went to that festival last year. I've made my costume.	Reading: A travel article: <i>Top Ten Food Festivals</i> Listening: Listening for details in an interview Speaking: Asking and answering questions about food festivals	Writing focus: Letter-writing conventions Writing outcome: Writing a letter to a friend (Workbook)
	Fluency Time! 1 Discussing future plans Project: a diary page 32			
Extensive reading: non-fiction <i>The Olympic Games</i>, fiction <i>The Picture of Dorian Gray</i> page 34				
Technology	4 Transport of the future! page 38			
	Forms of transport Working with words: Phrasal verbs Words in context: Transport Around the World	Present perfect continuous 1 Passengers have been waiting for five hours. Time markers since / for / all morning / all day / all week Present perfect continuous 2 I'm tired because I've been working. What have you been doing? Have you been swimming?	Reading: A book extract: <i>Transport Around the World</i> Listening: Listening for details in an interview Speaking: Asking and answering questions about different forms of transport	Writing focus: Using process diagrams Writing outcome: Using a process diagram to explain how to ride a bike (Workbook)
	5 The greatest inventions! page 46			
Technology	Inventions Working with words: Suffix -ment Words in context: The History of the Pen	The passive (present simple and past simple) Many kinds of chewing gum are made. The gum wasn't advertised. The passive (present continuous) My computer is being repaired.	Reading: A timeline: <i>The History of the Pen</i> (Cross-curricular link) Listening: Identifying opinions Speaking: Asking and answering questions about inventions	Writing focus: Writing a biography Writing outcome: Writing a biography (Workbook)
	6 You've won a computer! page 54			
Technology	Computer verbs Working with words: Homonyms Words in context: Computers – Fun Facts	The passive (future) You will be given ten new laptops for your school. The passive (present perfect) These wires have been disconnected.	Reading: A website article: <i>Computers – Fun Facts</i> (Cross-curricular link) Listening: Listening for details about why people use computers Speaking: Asking and answering questions about computers	Writing focus: Presenting a research report Writing outcome: Writing a research report (Workbook)
	Fluency Time! 2 Requesting favours Project: an inventions poster page 62			
Extensive reading: non-fiction <i>Diaries from Delhi</i>, fiction <i>Black Beauty</i> page 64				

	Words	Grammar	Skills	
Adventures	7 Explorers for a day!			page 68
	Exploring Working with words: Suffixes -er / -ist Words in context: <i>Famous Shipwrecks</i>	Relative pronouns: who, which <i>There are many climbers who successfully climb Mount Everest.</i> <i>They climb a mountain there which is the highest mountain in the world.</i> Reported pronouns: that <i>He met a man that was more than 120 years old.</i>	Reading: An encyclopedia entry: <i>Famous Shipwrecks</i> (Cross-curricular link) Listening: Listening for details in a tour Speaking: Asking and answering questions about being an explorer	Writing focus: Writing a personalized text about your dream job Writing outcome: Writing a personalized text (Workbook)
	8 It's a mystery!			page 76
	Mysteries Working with words: Suffix -able Words in context: <i>The Nazca Lines</i>	Past perfect <i>After they had climbed onto the ship, they saw there was no one there.</i> Past perfect negative sentences and questions <i>They hadn't invented trucks and trains before they built the pyramids.</i> <i>Had people invented trucks and trains before they built the pyramids?</i>	Reading: An interview: <i>The Nazca Lines</i> (Cross-curricular link) Listening: Listening for details in an advert Speaking: Asking and answering questions about mysteries	Writing focus: Features of a tourist information leaflet Writing outcome: Writing a tourist information leaflet (Workbook)
	9 Survival!			page 84
	Survival items Working with words: Homophones Words in context: <i>Robinson Crusoe</i>	Third conditional <i>If the machine had worked, he would have been happy.</i> Modal verbs: have to, must, should and ought to <i>You have to bring a water bottle.</i> <i>You mustn't touch any insects.</i> <i>You shouldn't bring valuable possessions.</i> <i>You ought to bring a camera.</i>	Reading: A story extract: <i>Robinson Crusoe</i> Listening: Listening to order events Speaking: Asking and answering questions about surviving on a desert island	Writing focus: Features of an advice text Writing outcome: Writing an advice text (Workbook)
Fluency Time! 3		Solving problems	Project: a survival board game	page 92
Extensive reading: non-fiction <i>Atlantis: The Lost City</i>, fiction <i>We Didn't Mean to Go to Sea</i> page 94				
Travel	10 Around the world!			page 98
	World languages Working with words: Suffix -ery Words in context: <i>Languages of the World</i>	Reported speech (all tenses) <i>He said he wanted to visit lots of countries.</i> <i>He said he was looking forward to the trip.</i> <i>He said he had cycled around Africa.</i> <i>He said he had had lessons in French and Arabic.</i> <i>He said the trip would take about two years.</i> Reflexive pronouns: myself, yourself, itself, himself, herself, ourselves, yourselves and themselves <i>The machine turned itself off.</i>	Reading: A question and answer text: <i>Languages of the World</i> (Cross-curricular link) Listening: Listening to match speakers to statements Speaking: Asking and answering questions about languages	Writing focus: Features of an advert Writing outcome: Writing an advert (Workbook)
	11 Space travel!			page 106
	Space Working with words: Phrasal verbs Words in context: <i>Dreaming in a Spaceship</i>	Reported speech: Wh- questions Where, Why, What, Who and When <i>He asked him where he was.</i> Reported speech: commands and requests told / asked <i>He told us to turn off our mobile phones.</i> <i>He asked them to leave quietly.</i>	Reading: A poem: <i>Dreaming in a Spaceship</i> (Cross-curricular link) Listening: Identifying missing words in a poem Speaking: Asking and answering questions about space	Writing focus: Writing a poem and using similes Writing outcome: Writing a poem using similes (Workbook)
	12 Holiday time!			page 114
	Holiday adjectives Working with words: Silent letters: w and h Words in context: <i>My Year Around the World</i>	wish <i>I wish I was taller.</i> <i>I wish I could fly.</i> <i>I wish it wasn't the last day of our holiday.</i> Question tags <i>There are lots of robots, aren't there?</i> <i>You can swim, can't you?</i> <i>You like ice cream, don't you?</i>	Reading: A travel blog: <i>My Year Around the World</i> (Cross-curricular link) Listening: Listening for details in an interview Speaking: Asking and answering questions about travelling	Writing focus: Structuring an essay Writing outcome: Writing an essay (Workbook)
Fluency Time! 4		Dream adventures	Project: a space tourist brochure	page 122
Extensive reading: non-fiction <i>The Mysteries of Mars</i>, fiction <i>The Diary of an Astronaut</i> page 124				
Culture	Films in English	Canada	English around the World	page 128
Class play: The Mystery of the Diamond Ring				page 134