

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 <i>un-</i> / <i>in-</i> Words in context: <i>Island Adventure</i>	going to and will <i>I'm going to visit an art gallery this afternoon.</i> <i>I'll come with you.</i> Present continuous with future meaning <i>We're meeting at 10 o'clock.</i>	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			
Fluency Time! 1	Extreme sports Working with words: Prefixes <i>dis-</i> / <i>in-</i> Words in context: <i>Tanya Streeter</i>	First conditional and first conditional questions <i>If the weather is good, we'll go paragliding.</i> <i>Will you come for a walk if the weather is good?</i> Second conditional and second conditional questions <i>If I had a camera, I'd take a picture.</i> <i>Would you play rugby if you lived in England?</i>	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			
	Festival adjectives Working with words: Suffix <i>-ous</i> Words in context: <i>Top Ten Food Festivals</i>	Present perfect: since / for / already / just / yet / before <i>I've been here since nine o'clock / for five days.</i> <i>The procession has already / just finished.</i> <i>I haven't seen any fireworks yet.</i> <i>I've never eaten anything so delicious before.</i> Past simple and present perfect <i>I went to that festival last year.</i> <i>I've made my costume.</i>	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! 2		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: <i>Transport Around the World</i>	Present perfect continuous 1 <i>Passengers have been waiting for five hours.</i> Time markers since / for / all morning / all day / all week Present perfect continuous 2 <i>I'm tired because I've been working.</i> <i>What have you been doing?</i> <i>Have you been swimming?</i>	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			
Fluency Time! 2	Inventions Working with words: Suffix <i>-ment</i> Words in context: <i>The History of the Pen</i>	The passive (present simple and past simple) <i>Many kinds of chewing gum are made.</i> <i>The gum wasn't advertised.</i> The passive (present continuous) <i>My computer is being repaired.</i>	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			
Computer verbs Working with words: Homonyms Words in context: <i>Computers – Fun Facts</i>	The passive (future) <i>You will be given ten new laptops for your school.</i> The passive (present perfect) <i>These wires have been disconnected.</i>	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)	page 62
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