

Scope and sequence

	Unit	Vocabulary	Grammar	Language in use		Reading	Listening	Writing	Speaking	Think about it!	Learning skills
	Welcome p4	Buildings, camping items, emergency items/events, outdoor activities, jobs	<i>I've already written a poem. I haven't visited Egypt yet. Have you ever swum in the sea? Yes, I have.</i>								
1	Life in the wild p8	Wildlife and conservation Working with words: compound nouns	Present perfect and past simple: <i>She's taken photos since 2012. She took this photo last winter.</i>	Present perfect and past simple questions: <i>Have you ever visited a bird sanctuary? When did you go?</i>		Biographies Read for specific information	A talk Compare photos with audio information	A biography Use paragraphs to organise information	Describe a wildlife photo	Choose a habitat Thinking skills: analysis and decision-making	Research information online
Reading time 1: Tali's stone											
2	Inspiring ideas p22	Exploration Working with words: suffixes (-ous)	Past perfect: <i>When his mum arrived, Peter had invented a new drink.</i>	Reflexive pronouns: <i>I'm teaching myself to play the guitar. This man films himself giving lessons.</i>		An information text Summarise a text	A talk Listen for similarities and differences	An opinion essay Understand the structure of a for-and-against essay	Compare and contrast two items	Screen viewing time Thinking skills: interpreting and evaluating visual information	Use an index
Review 1											
3	Senses p34	Describing things Working with words: antonyms	Modals of deduction: <i>It can't be a banana. It may/might/could be a leaf. It may not/might not be a leaf. It must be a flower.</i>	Sense verbs + adjective/noun: <i>It looks like a pepper. It tastes familiar. It feels hard. It smells like cheese.</i>		A science-fiction story Infer information from a text	An interview Listen for the main idea and details	A story Write the next part of a story	Describe objects	Animal super-senses Thinking skills: analysis and classification	Use a dictionary
Reading time 2: It can't be true!											
4	Get involved! p48	The environment Working with words: synonyms	Present perfect continuous: <i>They've been planting trees. He's been lying here since 10 o'clock.</i>	Present perfect continuous questions: <i>Have you been working hard today? What have you been doing?</i>		An information text Infer information from a text	A conversation Listen for advice and suggestions	Write an information leaflet from notes	Make and respond to suggestions	Make our school a better place Thinking skills: conceptualisation	Self-reflection
Review 2											
5	Travel adventures p60	Adventurous activities Working with words: prefixes (un- and in-)	Reported requests and commands: <i>I asked you to tell me a story. I told you not to sing.</i>	Present continuous for future arrangements: <i>Where are you going on holiday? What are you doing at the weekend?</i>		Mixed text types Find specific information	An interview Listen for important facts and details	A review Understand the structure of a review	Give advice and recommendations	Choose the best holiday Thinking skills: analysis, evaluation and decision-making	Check and correct your own work
6	Sell, sell, sell! p70	Advertising Working with words: alliteration	Reported speech: <i>They said they had developed a great product. They said I could fly over the city.</i>	Question tags: <i>The graphics looked impressive, didn't they? The reviews have been good, haven't they?</i>		Advertisements Understand techniques in persuasive texts	A talk and discussion Listen and apply information to a task	An advertisement Use persuasive language	Reach a decision about a class outing	Design a toy Thinking skills: evaluation and planning	Organise your study time
Review 3											
7	Winning ways p82	Sport Working with words: suffixes (-ness)	Reported Wh- questions: <i>She asked me how long the race was. She asked me where I trained.</i>	Reported yes/no questions: <i>He asked us if we knew about capoeira. We asked him if it was like karate.</i>		A magazine article Infer meaning from a text	An interview Listen for specific information	Write a personal account from notes	Ask for information about classes	Choose a new sport Thinking skills: establish priorities and decide	Take notes on a talk
Reading time 3: Team spirit											
8	In cyberspace p96	Internet safety Working with words: homonyms	Passive voice (past simple): <i>My computer was hacked last night. All my exercises were stolen.</i>	Modal verbs (review): <i>You might have the wrong password. But I could log in yesterday, so it must be correct.</i>		A website article Read for detailed understanding	An interview Listen and make inferences	A research report Use headings and sub-headings	Express certainty and uncertainty	Do a class survey Thinking skills: evaluation of collected information	How to memorise vocabulary
Review 4											
9	Fun with films p108	Films Working with words: suffix (-ation)	Passive voice (present perfect): <i>The cinema hasn't been painted. The seats haven't been delivered.</i>	Future passive: <i>The film will be based on a real-life story. It won't be released until the end of the year.</i>		Film reviews Recognise the writer's opinion	A talk Listen for important facts and details	A film review Understand features of a film review	Give a talk about a film	Solve a visual puzzle Thinking skills: analysis and drawing conclusions	Work together effectively
Reading time 4: Lost in cyberspace											
10	A brighter future p122	Improving the world Working with words: similes	Second conditional: <i>If I had my phone, I'd take a photo. If you took a photo, I wouldn't forgive you.</i>	I wish + past simple/could: <i>I wish our playground wasn't so messy. I wish we could play basketball outside.</i>		Mixed text types Make inferences and draw conclusions	Monologues Identify the opinions of different speakers	A poem Understand and use features of poetry	Give a talk about someone you admire	A better world Thinking skills: planning and problem-solving	Give and respond to feedback
Review 5											