

# Scope and sequence

## Starter: Welcome back!

page 4

Present simple Present continuous Past simple Past continuous Irregular past forms

	Words	Grammar	Skills	
Free Time	<b>1 Art project!</b> <span style="float: right;">page 8</span>			
	<b>Describing art</b> <b>Working with words:</b> Prefixes <i>un-</i> / <i>in-</i> <b>Words in context:</b> <i>Island Adventure</i>	<b>going to and will</b> <i>I'm going to visit an art gallery this afternoon.</i> <i>I'll come with you.</i> <b>Present continuous with future meaning</b> <i>We're meeting at 10 o'clock.</i>	<b>Reading:</b> A story: <i>Island Adventure</i> (Cross-curricular link) <b>Listening:</b> Listening for details about a painting <b>Speaking:</b> Asking and answering questions about paintings	<b>Writing focus:</b> Writing a story <b>Writing outcome:</b> Completing a story (Workbook)
	<b>2 Sports adventures!</b> <span style="float: right;">page 16</span>			
Free Time	<b>Extreme sports</b> <b>Working with words:</b> Prefixes <i>dis-</i> / <i>in-</i> <b>Words in context:</b> <i>Tanya Streeter</i>	<b>First conditional and first conditional questions</b> <i>If the weather is good, we'll go paragliding.</i> <i>Will you come for a walk if the weather is good?</i> <b>Second conditional and second conditional questions</b> <i>If I had a camera, I'd take a picture.</i> <i>Would you play rugby if you lived in England?</i>	<b>Reading:</b> A sports profile: <i>Tanya Streeter</i> <b>Listening:</b> Listening for details in a sports profile. <b>Speaking:</b> Asking and answering questions about sports	<b>Writing focus:</b> Using a concept map to plan <b>Writing outcome:</b> Completing a concept map and using it to write a leaflet (Workbook)
	<b>3 It's festival time!</b> <span style="float: right;">page 24</span>			
	<b>Festival adjectives</b> <b>Working with words:</b> Suffix <i>-ous</i> <b>Words in context:</b> <i>Top Ten Food Festivals</i>	<b>Present perfect: since / for / already / just / yet / before</b> <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> <b>Past simple and present perfect</b> <i>I went to that festival last year.</i> <i>I've made my costume.</i>	<b>Reading:</b> A travel article: <i>Top Ten Food Festivals</i> <b>Listening:</b> Listening for details in an interview <b>Speaking:</b> Asking and answering questions about food festivals	<b>Writing focus:</b> Letter-writing conventions <b>Writing outcome:</b> Writing a letter to a friend (Workbook)
<b>Fluency Time! 1</b>		<b>Discussing future plans</b>	<b>Project: a diary</b>	<b>page 32</b>
<b>Extensive reading: non-fiction <i>The Olympic Games</i>, fiction <i>The Picture of Dorian Gray</i> page 34</b>				
Technology	<b>4 Transport of the future!</b> <span style="float: right;">page 38</span>			
	<b>Forms of transport</b> <b>Working with words:</b> Phrasal verbs <b>Words in context:</b> <i>Transport Around the World</i>	<b>Present perfect continuous 1</b> <i>Passengers have been waiting for five hours.</i> <b>Time markers</b> since / for / all morning / all day / all week <b>Present perfect continuous 2</b> <i>I'm tired because I've been working.</i> <i>What have you been doing?</i> <i>Have you been swimming?</i>	<b>Reading:</b> A book extract: <i>Transport Around the World</i> <b>Listening:</b> Listening for details in an interview <b>Speaking:</b> Asking and answering questions about different forms of transport	<b>Writing focus:</b> Using process diagrams <b>Writing outcome:</b> Using a process diagram to explain how to ride a bike (Workbook)
	<b>5 The greatest inventions!</b> <span style="float: right;">page 46</span>			
Technology	<b>Inventions</b> <b>Working with words:</b> Suffix <i>-ment</i> <b>Words in context:</b> <i>The History of the Pen</i>	<b>The passive (present simple and past simple)</b> <i>Many kinds of chewing gum are made.</i> <i>The gum wasn't advertised.</i> <b>The passive (present continuous)</b> <i>My computer is being repaired.</i>	<b>Reading:</b> A timeline: <i>The History of the Pen</i> (Cross-curricular link) <b>Listening:</b> Identifying opinions <b>Speaking:</b> Asking and answering questions about inventions	<b>Writing focus:</b> Writing a biography <b>Writing outcome:</b> Writing a biography (Workbook)
	<b>6 You've won a computer!</b> <span style="float: right;">page 54</span>			
	<b>Computer verbs</b> <b>Working with words:</b> Homonyms <b>Words in context:</b> <i>Computers – Fun Facts</i>	<b>The passive (future)</b> <i>You will be given ten new laptops for your school.</i> <b>The passive (present perfect)</b> <i>These wires have been disconnected.</i>	<b>Reading:</b> A website article: <i>Computers – Fun Facts</i> (Cross-curricular link) <b>Listening:</b> Listening for details about why people use computers <b>Speaking:</b> Asking and answering questions about computers	<b>Writing focus:</b> Presenting a research report <b>Writing outcome:</b> Writing a research report (Workbook)
<b>Fluency Time! 2</b>		<b>Requesting favours</b>	<b>Project: an inventions poster</b>	<b>page 62</b>
<b>Extensive reading: non-fiction <i>Diaries from Delhi</i>, fiction <i>Black Beauty</i> page 64</b>				

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