

Unit	Reading	Reading comprehension	Looking at language	Grammar
<b>1</b> A website project Page 7	<i>The www project</i> a leaflet giving advice and guidance	literal questions; expressions; thinking skills; vocabulary; personal response	nouns <i>-tion / -sion</i> noun + noun	revision of main tenses: present simple and continuous; past simple and continuous <i>I speak French. Today I am learning Italian. Last year I went to Spain. I was travelling for ten hours.</i>
<b>2</b> We ♥ New York Page 17	<i>New York! New York!</i> Study skills: proofreading; personal account	literal questions; expressions; spotting mistakes; thinking skills; vocabulary; personal response	adjectives <i>oy / oi</i> conjunction <i>because</i>	order of adjectives <i>She wore an unusual, old, Chinese, silk shawl.</i>
<b>3</b> Different places Page 27	<i>The White Giraffe</i> a story from another culture	true/false questions; meanings of phrases; thinking skills; definitions; personal views	verbs <i>gh</i> sounding /t/; <i>silent gh</i> conjunctions; sentences with three main clauses; suffix <i>-ness</i>	past perfect and past perfect continuous <i>He had seen a strange bird. It had been flying above the trees.</i>
<b>4</b> A great destination Page 37	<i>Bangkok – The Grand Palace</i> a guidebook	literal questions; subjects of paragraphs; thinking skills; definitions; personal views	adverbs <i>-ture / -sure</i> complex sentences	reported speech: statements and commands <i>John said that he was tired. The teacher told the boys to sit down.</i>
<b>5</b> Beyond this world Page 47	<i>Hello, Earth</i> science fiction	true/false questions; meanings of phrases; adverbs; thinking skills; definitions; personal views	compound words <i>y</i> sounding /ɪ/ or /aɪ/; informal styles in fiction; prefix <i>trans-</i>	reported speech: statements, past to past perfect, present perfect to past perfect <i>Lucy said that she had never been abroad. The old man said that had grown up in India.</i>
<b>6</b> I remember Page 57	<i>The honey-seller</i> autobiography	literal questions; meanings of phrases; thinking skills; parts of speech; personal views	derived words <i>silent t</i> subordinate clauses	time clauses: all tenses with <i>when, after, while, before, until, as soon as</i> <i>When the bell rang, they went in. As soon as our guests had gone, we went to bed.</i>
<b>7</b> Questions, questions Page 67	<i>A desert map</i> detective fiction	literal questions; meanings of phrases; thinking skills; definitions; word classes; personal views	words with two or more meanings <i>-ous</i> direct speech in fiction	pronouns: subject, object, indirect object, possessive; possessive adjectives <i>They saw us. I gave the flowers to her. The book is mine.</i>
<b>8</b> In my view Page 77	<i>Text messaging – GR8 or not?</i> different opinions	literal questions; expressions; adjective definitions; thinking skills; vocabulary; personal response	words with two or more meanings (2) <i>-ise / -ize / -yse</i> pronouns	reported questions; <i>if / whether</i> <i>The teacher asked if anyone was absent. We wondered what the strange sound was.</i>
<b>9</b> What a wonder! Page 87	<i>And the winners are ...</i> a magazine article	multiple choice questions; defining phrases; thinking skills; vocabulary; personal response	words with two or more meanings (3) <i>-ary / -ery / -ory</i> clause order; prefix, over-	passives: present and past continuous <i>The house is being designed by a famous architect. A play was being performed in the park.</i>
<b>10</b> Communications Page 97	<i>The First Nations</i> letters, emails and texts	literal questions; thinking skills; multiple choice questions; definitions; personal views	phrases <i>au / aw</i> conjunction <i>so</i>	third conditional <i>If he had passed his exams, he would have gone to university.</i>
<b>11</b> I'm going to talk about ... Page 107	<i>Giving a class presentation</i> Study skills: advice about giving a presentation	literal questions; expressions; vocabulary; thinking skills; personal response	phrasal verbs <i>silent u</i> compound adverbs suffix <i>-dom</i>	future continuous <i>This time next week we will be enjoying our holiday.</i>
<b>12</b> A new website Page 117	<i>Global Youth Link</i> a website	literal questions; meanings of phrases; thinking skills; definitions; personal views	synonyms tricky words tones in writing; suffixes: <i>-age, -ship</i>	<i>either / or, neither / nor</i> <i>You can choose either burgers or pizza. Neither Sally nor John passed the exam. past perfect passive</i> <i>The house had been damaged by a violent storm.</i>

Grammar in use	Class writing Independent writing (WB)	Listening and speaking
future: <i>will</i> and <i>going to</i> <i>The lesson will finish at ten o'clock.</i> <i>He is going to become a doctor.</i> present perfect simple/continuous <i>She has never been abroad.</i> <i>I have been waiting for half an hour.</i>	Features of writing to advise SB: advice for taking a trip abroad WB: advice for a friend expecting a visitor from abroad	<b>Conversation practice:</b> the <i>www project</i> topics <b>Listening comprehension:</b> the assignment of the topics <b>Individual speaking (WB):</b> the project topic I would choose
<i>see, hear, watch, feel something happen/happening</i> <i>I saw the boy fall.</i> <i>I watched the snow falling.</i>	Study skills: proofreading, correcting and re-writing texts SB: proofreading/correcting a text WB: proofreading/rewriting two texts	<b>Conversation practice:</b> photos of NY <b>Listening comprehension:</b> a presentation about the Statue of Liberty <b>Individual speaking (WB):</b> talking about two local sights of interest
expressing purpose: <i>so (that), (in order) to</i> <i>She went to the library so that she could study in peace.</i> <i>He went to the sports centre to have a swim.</i>	Features of stories from other cultures SB: a story about travel in own country WB: a story set in own school	<b>Conversation practice:</b> photos of Australia <b>Listening comprehension:</b> an interview about the Great Barrier Reef <b>Individual speaking (WB):</b> talking about a place of outstanding beauty or importance
present simple for fixed future events <i>Our train leaves in ten minutes.</i>	Features of writing to inform / persuade SB: a guide to the Grand Canyon WB: a guide to a local place	<b>Conversation practice:</b> schools <b>Listening comprehension:</b> a discussion about two very different schools <b>Individual speaking (WB):</b> talking about your school
quantifiers: <i>(a) few, fewer, the fewest, (a) little, less, the least</i> <i>Our team scored the fewest goals.</i> <i>There is little water left in the lake.</i> <i>Joe shows the least interest.</i>	Features of science fiction writing SB: a boy's first visit to the Moon WB: continuation of the story	<b>Conversation practice:</b> performance arts <b>Listening comprehension:</b> a tour of the Globe Theatre <b>Individual speaking (WB):</b> talking about a theatre or cinema visit
agreement: <i>so do I, so will you, so must he, neither / nor do I</i> <i>"I love the holidays." "So do I."</i> <i>"I can't swim." "Neither can I."</i>	Features of autobiographical writing SB: an autobiographical event from notes WB: a true autobiographical incident	<b>Conversation practice:</b> schoolwork and hobbies <b>Listening comprehension:</b> Laura and her parents talking about her schoolwork and the website project <b>Individual speaking (WB):</b> talking about time for schoolwork and hobbies
reflexive pronouns <i>She looked at herself in the mirror.</i> <i>The children made the cake themselves.</i>	Features of detective writing SB: an investigative interview – Luke / Miranda WB: an investigative interview – Miranda and the bookshop owner	<b>Conversation practice:</b> environmental disasters <b>Listening comprehension:</b> a TV programme about an oil spill disaster <b>Individual speaking (WB):</b> researching and recounting an environmental disaster
exclamations: <i>what, what a / an, so, such a / an, such</i> <i>What clever girls!</i> <i>It's such a big car!</i> result clauses: <i>so / such a / such ... that</i> <i>The film was so bad that we left.</i>	Features of writing about opinions SB: different opinions about a subject WB: different opinions about a subject	<b>Conversation practice:</b> losing things <b>Listening comprehension:</b> monologues about items people have lost <b>Individual speaking (WB):</b> talking about an event when something important was lost
adjective + preposition: <i>good at, keen on, interested in, etc</i> <i>John is good at sport.</i> <i>New York is famous for its skyscrapers</i>	Features of magazine articles SB: a magazine article from notes WB: researching and writing a magazine article	<b>Conversation practice:</b> eating habits and preferences <b>Listening comprehension:</b> a questionnaire about healthy eating <b>Individual speaking (WB):</b> talking about your daily diet and how healthy it is
<i>wish + would, past, past perfect</i> <i>I wish he would stop shouting.</i> <i>Sally wishes she had a pet.</i> <i>Fred wishes he had worked harder.</i>	Features of formal and informal letters SB: a formal letter of enquiry WB: an informal letter to a friend	<b>Conversation practice:</b> environmental problems <b>Listening comprehension:</b> the project leaders talking about environmental issues <b>Individual speaking (WB):</b> talking about local environmental concerns
question tags <i>You like animals, don't you?</i> <i>They haven't arrived yet, have they?</i> <i>We mustn't be late, must we?</i>	Study skills: preparing for a class presentation SB: notes for a class presentation WB: preparing a class presentation	<b>Conversation practice:</b> using computers <b>Listening comprehension:</b> Laura's presentation about the project <b>Individual speaking (WB):</b> talking about creating a student website for your school
adverbs of degree + adjective (+ adverb) <i>It's rather cold today.</i> <i>That man is incredibly rich.</i> <i>She sings really well.</i>	Features of evaluative writing SB: evaluation of the Global Youth Link website WB: evaluation of a real website	<b>Conversation practice:</b> the website <b>Listening comprehension:</b> team leaders talking about the website <b>Individual speaking (WB):</b> giving your opinion of the website