

Unit	Reading	Reading comprehension	Grammar	Word focus
1 An international school Page 6	<i>Persuasion</i> advertisements	literal questions; definitions; discussion of advertising; opinions; personal response	modal verbs + passive infinitive <i>The forest might be cleared.</i> <i>Can the planet be saved?</i>	Dictionary work: headwords Spelling: <i>ou</i> Word groups: festival and forest Prefixes: <i>de- / dis- / af- / re- / in-</i>
2 Music Page 16	<i>Classical is best!</i> an email discussing an issue	literal questions; phrase definitions; discussion of style; discussion of content; personal response	reported questions tense shifting: present → past; past → past perfect; <i>will</i> → <i>would</i> “Is the boy ill?” → <i>They asked</i> <i>if the boy was ill.</i>	Dictionary work: words with two or more meanings (1) Spelling: /u:/ Word groups: positive and negative adjectives Prefixes: <i>inter-</i>
Study skills 1	Paragraphs			
3 It's a mystery ... Page 28	<i>Z for Zachariah</i> a story with an unusual opening	literal questions; defining words / expressions; inferential questions about story openings; personal response	participle clauses <i>Arriving at the station, John</i> <i>bought a ticket.</i> <i>Damaged by the storm, the</i> <i>boat sank.</i>	Dictionary work: words with two or more meanings (2) Spelling: /eɪ/ Word groups: time and weather Prefixes: <i>bi- / tele-</i>
4 It's a fact! Page 38	<i>Sharing the Planet:</i> <i>Animals in Science</i> a television documentary review	literal questions; phrase definitions; inferential questions; personal response; reviews	non-defining relative clauses <i>We met Mario, who is a famous</i> <i>opera singer.</i> <i>Tigers, which were once</i> <i>common, are now rare.</i>	Dictionary work: words with two or more meanings (3) Spelling: <i>long o</i> Word groups: television Suffixes: <i>-ology / -ist</i>
Life skills 1	Filling in forms			
5 There's a problem Page 50	<i>Champion</i> a play script in two scenes	identifying speakers; discussion of character, structure, content; personal response	<i>to be able to:</i> (all tenses) <i>I was able to swim when I was</i> <i>four.</i> <i>I haven't been able to sleep.</i>	Dictionary work: example phrases / sentences Spelling: /ɪ:/ Word groups: sport Suffixes: <i>-ment / -ness / -ship</i> <i>/ -dom</i>
6 Sounds amazing – let's go! Page 60	<i>Istanbul – a city of two</i> <i>continents</i> a travelogue from a magazine	literal questions; phrase definitions; inferential questions; personal response	future perfect simple <i>By the time you read this letter,</i> <i>I will have left the country.</i>	Dictionary work: grammar boxes Spelling: <i>-le / -el / -al</i> endings Word groups: buildings and transport Prefixes: <i>ir-</i>
Study skills 2	Research			
7 It's a classic Page 72	<i>A New Year Ball</i> an extract from a classic novel	identifying speakers; discussion of characters; phrase definitions; inferential questions; personal response	the indirect object as the subject of a passive sentence <i>He was sent an email.</i> <i>She was given a present by her</i> <i>uncle.</i>	Dictionary work: Build Your Vocabulary boxes Spelling: plurals with <i>-s</i> and <i>-es</i> Word groups: things people wear Suffixes: <i>-ic</i>
8 Finding out Page 82	<i>Human achievement –</i> <i>spaceflight</i> an article giving information and explanations	literal questions; sequencing; inferential questions; discussion of issues; personal response	future perfect passive <i>By the end of the century,</i> <i>many new discoveries will have</i> <i>been made.</i>	Dictionary work: subject labels Spelling: plurals of words ending in <i>-y</i> Word groups: specialised subjects Prefixes: <i>re-</i>
Life skills 2	Formal letter writing			
9 It's an issue Page 94	<i>The Age of the</i> <i>Automobile</i> a discursive essay	literal questions; phrase definitions; questions about discursive style; inferential questions; personal response	reported speech: changes to <i>this, these, here</i> and adverbs of time “I saw this film last year.” <i>He said that he had seen that</i> <i>film the year before.</i>	Dictionary work: bold words in the definition Spelling: plurals of words ending in <i>-f / -fe</i> Word groups: specialised subjects Suffixes: <i>-ed / -d / -t</i>
10 Influences Page 104	<i>Leo</i> an autobiographical extract about an important person in the writer's life	literal questions; phrase definitions; scanning for detail; inferential questions; personal response	<i>would</i> + infinitive (without <i>to</i>) to express habitual actions in the past <i>During the holidays we would</i> <i>camp on the beach.</i>	Dictionary work: synonyms and antonyms Spelling: disappearing letters Word groups: word classes Suffixes: <i>-ive</i>
Study skills 3	Revision			

Grammar in use	Listening and speaking	Writing features
question tags (all tenses) <i>They went abroad, didn't they?</i> <i>He will phone, won't he?</i>	Listening comprehension: matching advertisements to products Individual speaking: advertisements	persuasive writing SB: features and assignment – creating an advertisement WB: planning sheet
transitive and intransitive phrasal verbs <i>He made up a story.</i> <i>The thief made off.</i>	Functions of English: asking for and giving opinions Listening comprehension: answering questions on a dialogue	discursive writing SB: features and assignment – How much should pupils be involved in running their school? WB: planning sheet
modal verbs + perfect infinitive <i>You should have locked the door.</i> <i>He might have lost his mobile.</i>	Listening comprehension: dialogue: completing a chart Individual speaking: organising an event	story openings SB: features and assignment – an unusual story opening WB: planning sheet
third conditional <i>If you had seen the film, you would have enjoyed it.</i> <i>I would have phoned if I had had your number.</i>	Functions of English: agreeing and disagreeing Listening comprehension: dialogue: Are facts true, false or not stated?	a review SB: features and assignment – a television documentary WB: planning sheet
reported questions with modal verbs <i>"Must we leave?"</i> <i>He asked if they had to leave.</i>	Listening comprehension: monologue: a talk about an artist: multiple choice questions Individual speaking: an artist from your country	writing about issues SB: features and assignment – completing the play script WB: planning sheet
relative clauses with <i>whose</i> ; defining and non-defining relative clauses <i>That's the man whose car was stolen.</i>	Functions of English: offering to do something; accepting or refusing an offer of help Listening comprehension: short dialogues: multiple choice and literal questions	a travelogue SB: features and assignment – a town or city you know well WB: planning sheet
pronouns (subject, direct object, indirect object, possessive); possessive adjectives	Listening comprehension: dialogue: Are facts true, false or not stated? Individual speaking: your favourite author	narrative extract SB: features and assignment – character preparing for new experience WB: planning sheet
separable and inseparable phrasal verbs <i>I filled in the form. I filled the form in.</i> <i>I filled it in.</i> <i>He looked after the boys. He looked after them.</i>	Functions of English: making requests Listening comprehension: answering questions on a dialogue	informing and explaining SB: features and assignment – hot-air balloon or shuttle landing WB: planning sheet
the order of adjectives before nouns <i>She wore a beautiful, old, red, Indian, silk shawl.</i>	Listening comprehension: monologue: a talk about archaeology and art: Are the facts true, false or not stated? Individual speaking: an interesting discovery	discursive essay SB: features and assignment – fashion or computer games WB: planning sheet
causatives with <i>have</i> and <i>get</i> <i>Jane had her photo taken.</i> <i>Bob got the car fixed.</i>	Functions of English: making suggestions and giving advice Listening comprehension: answering questions on a dialogue	autobiographical extract SB: features and assignment – people from your past WB: planning sheet

