

Unit	Reading	Reading comprehension	Working with words	Grammar
1 Magazines Page 7	<i>The portrait project</i> a magazine article including an interview	literal questions; gapfill; thinking skills; scanning; personal response	word classes; suffix <i>-tion</i> ; spelling: <i>ss</i> sounding <i>sh</i>	present tenses: present simple <i>They work for a magazine.</i> present continuous <i>Today they are reporting on a new project.</i>
2 City life Page 17	<i>The man at the fountain</i> a descriptive narrative	multiple choice; thinking skills; adjective recognition; scanning; personal response	present participle adjectives; prefixes and suffixes; spelling: doubling final consonant before suffixing	past tenses: past simple + past continuous <i>While Philippe was watching him, the man pointed his camera.</i> <i>while</i> and <i>when</i>
3 Life at the edge Page 27	<i>Endangered animals in the north</i> an information text	literal questions; meanings of headings; thinking skills; definitions; personal response	adjectives with suffixes <i>-al</i> and <i>-y</i> ; spelling: words with <i>ie / ei</i>	future: <i>will</i> predictions <i>In three days' time they will set out.</i> future: <i>going to</i> plans / intentions <i>They are going to count the otters.</i>
4 Advertisements Page 37	<i>Adventure sports centre</i> an advertisement	literal questions; adjective definitions; word choice; word classes; thinking skills; personal response	words ending <i>-ent / -ence</i> and <i>-ant / -ance</i> ; spelling: words with <i>ou / oo</i>	present perfect <i>He has recently broken his arm.</i> <i>She hasn't tried the vertical slide.</i>
5 Great lives Page 47	<i>Victoria, Queen of the United Kingdom</i> a biography	true/false questions; definitions; thinking skills; scanning; personal response	suffixes: <i>-ment / -ness</i> spelling: words with <i>gu</i>	comparative adjectives: <i>as ... as, not as ... as, -er than</i> <i>Victoria was not as free as other children.</i>
6 What a character! Page 57	<i>Mr Duffy's workshop</i> a description of a character	literal questions; noun phrases; thinking skills; words in context; personal response	words ending <i>-ate</i> ; word classes; spelling: words with silent <i>c</i>	articles: <i>a, an, the</i> , zero article <i>Flowers filled the courtyard. An old peach tree was in the corner. Near the tree was a door.</i>
7 This is what to do Page 67	<i>Ben and Bella's Brilliantly Healthy Beefburgers</i> a recipe with instructions	literal questions; discussion of writing style; matching/ordering sentences; personal response	past participle adjectives; prefix <i>pre-</i> ; spelling: words ending <i>-ture</i>	zero conditional <i>If you heat water to 100° Celsius, it boils.</i>
8 A point of view Page 77	<i>Wildlife World</i> a blog	true/false questions; style discussion; definitions; scanning; thinking skills; personal response	negative prefixes: <i>in- / im-</i> ; homophones; spelling: words with <i>ci / ti</i>	first conditional with <i>if / unless</i> <i>You will see different animals if you visit the zoo.</i> <i>Unless people are given information, they will go on visiting zoos.</i>
9 How the body works Page 87	<i>How we see</i> an explanatory text	literal questions; multiple choice; thinking skills; vocabulary; personal response	suffixes: <i>-ible / -able</i> ; gerunds; spelling: words ending <i>-sion</i>	the passive: present, past, present perfect, future <i>The eye is protected by the eyelid.</i> <i>The eye was / will be / has been damaged.</i>
10 Later that day ... Page 97	<i>A helping hand</i> a narrative story	true/false questions; thinking skills; vocabulary; synonyms and antonyms; personal response	extra information in clauses; suffix <i>-ous</i> ; spelling: words ending <i>-er / -re</i>	present perfect simple and continuous <i>for / since</i> <i>She has been interested in photography for a long time.</i> <i>She has been taking photos since her seventh birthday.</i>
11 Sports reports Page 107	<i>A match with a difference</i> a newspaper sports report	multiple choice; thinking skills; definitions; matching paragraphs to summaries; personal response	compound nouns; hyphenated words; spelling: words with <i>-tch</i>	reported speech <i>Someone shouted that the balloon was landing on the pitch.</i>
12 On stage Page 117	<i>Danger on the railway</i> a playscript based on a classic text	literal questions; thinking skills; synonyms; Who said it?; personal response	adverbial phrases; suffix <i>-ive</i> ; spelling: words with modified <i>a</i> after <i>w</i>	second conditional <i>If a train came along the line now, it would crash.</i>

Grammar extra pages 127–130

Project pages 131–135

Grammar in use	Writing Individual writing (WB)	Listening and speaking
stative verbs <i>I live in ... / I go to ... school. / I like / I've got ...</i>	features of interviews SB: an interview with Holly WB: an interview with Ross	<b>Conversation practice:</b> introducing yourself <b>Listening comprehension:</b> a description of family members and the jobs they do <b>Individual speaking (WB):</b> talking about your family
<i>used to</i> <i>I used to go to school.</i>	features of descriptive writing SB: a square at night WB: a square in the rain	<b>Conversation practice:</b> first person memories: <i>I used to ...</i> <b>Listening comprehension:</b> a recount of childhood from a grandma <b>Individual speaking (WB):</b> a family member's childhood
present continuous for future events <i>I'm meeting my cousin in the morning.</i>	study skills note taking and drafting SB: a paragraph about the sea otter WB: a report about the giant panda	<b>Conversation practice:</b> plans for the week <b>Listening comprehension:</b> a description of a planned trip to London <b>Individual speaking (WB):</b> personal future plans
present perfect with <i>for, since, just</i> and <i>yet</i> <i>They've just scored.</i> <i>Have they won the match yet?</i> <i>Joe has been in the team for six weeks / since May.</i>	features of persuasive writing SB: handout for a basketball final WB: handout for a school competition	<b>Conversation practice:</b> a dialogue about tasks done / not done yet <b>Listening comprehension:</b> an interview with a basketball team captain <b>Individual speaking (WB):</b> talking about what you have done / haven't done this week
superlative adjectives; irregular comparative / superlative adjectives <i>good, better, best; bad, worse, worst</i>	features of biographies SB: a biography of Elizabeth I WB: a biography of a relative	<b>Conversation practice:</b> a personal dialogue about favourite things to do: <i>the most interesting, the best, etc.</i> <b>Listening comprehension:</b> an extract from a TV programme <b>Individual speaking (WB):</b> your best project
verb + <i>-ing</i> <i>I enjoy working.</i> verb + infinitive <i>I want to study.</i>	features of portraying character SB: a description of Mrs Duffy WB: a description of George	<b>Conversation practice:</b> a dialogue about future career plans: <i>I don't like working indoors. I want to be a mountain guide.</i> <b>Listening comprehension:</b> a monologue about future career plans <b>Individual speaking (WB):</b> future career plans
quantifiers with countable / uncountable nouns: <i>some, any, a lot of, lots of, much, many, a few, a little</i>	features of writing instructions SB: instructions for making fish burgers WB: instructions for making scrambled eggs	<b>Conversation practice:</b> a dialogue about things in local shops / shopping centre <b>Listening comprehension:</b> conversations from different shops <b>Individual speaking (WB):</b> talking about a favourite shop
modal verbs: <i>may, might, can, could, should, ought to, must</i> <i>We ought not to build on the open spaces.</i> <i>This park may be lost forever.</i>	features of expressing a point of view SB: an opinion of mobile phones WB: an opinion of homework	<b>Conversation practice:</b> talking about buildings <b>Listening comprehension:</b> a council's plans for new buildings <b>Individual speaking (WB):</b> talking about new buildings in your town or city
question tags <i>It's busy, isn't it?</i> <i>She doesn't look busy, does she?</i>	features of explanations SB: an explanation of how the lungs work WB: an explanation of getting ready and travelling to school	<b>Conversation practice:</b> a dialogue about a market <b>Listening comprehension:</b> an interview with a market stall holder <b>Individual speaking (WB):</b> talking about a local market or one visited elsewhere
present perfect with <i>ever / never</i> contrasted with past tense <i>Have you ever tried Morris dancing?</i> <i>I've never seen it.</i>	features of story plots SB: writing the next part of the narrative story WB: planning and writing a story with a simple plot	<b>Conversation practice:</b> a dialogue about festivals and celebrations around the world <b>Listening comprehension:</b> a conversation at a festival <b>Individual speaking (WB):</b> talking about a festival
defining relative clauses with <i>which, who, that, where, when</i> <i>There are some streets where cars are banned.</i>	features of newspapers and magazines SB: a newspaper sports report WB: a newspaper report about a person	<b>Conversation practice:</b> a dialogue about methods of transport <b>Listening comprehension:</b> train information announcements <b>Individual speaking (WB):</b> recounting a journey
modals: <i>have to, had to, don't have to, must, mustn't</i> <i>I had to edit the video.</i> <i>We must finish the project.</i> <i>We mustn't send it off late.</i>	features of playscripts SB: writing the play scene from a different viewpoint WB: writing the next scene of the play	<b>Conversation practice:</b> a dialogue about tasks to be done <b>Listening comprehension:</b> an email <b>Individual speaking (WB):</b> talking about past, present and future tasks