

# INSIDE OUT ELEMENTARY: MAPPING TO ESOL NATIONAL CURRICULUM

## UNIT 0: CLASSROOM

### Classroom language

p	activity/exercise number	skill	skill code
4		<b>Recognise and ask for classroom vocabulary</b>	
	<b>Lexis: the classroom</b>		
	1	Recognise a limited number of words signs and symbols	<b>Rw/E1 1a</b>
	2	Listen for phonological detail	<b>Lr/E1 2d</b>
	3	Listen for phonological detail	<b>Lr/E1 2d</b>
	4	Ask for information/Make simple statements of fact	<b>Sc/E1 3b Sc/E1 4a</b>
	5	Use and spell correctly some personal key words and familiar words	<b>Ww/E1 1a</b>
5		<b>Recognise instructions</b>	
	<b>Lexis: teacher language</b>		
	1	Read and recognise simple sentence structures	<b>Rs/E1 1a</b>
	2	Listen and extract key information	<b>Lr/E1 2e</b>
	3	Construct a simple sentence using basic word order and verb form	<b>Ws/E1 1a</b>
5		<b>Ask other learners for classroom information</b>	
	<b>Lexis: student language</b>		
	1	Listen and extract key information	<b>Lr/E1 2e</b>
	2	Ask for information/Make simple statements of fact	<b>Sc/E1 3b Sc/E1 4a</b>

## UNIT 1: You

**G** Possessive adjectives, be; questions and short answers; **L** Tel numbers, days, months, colours; **P** Sounds of the alphabet

<b>p</b>	<b>activity/exercise number</b>	<b>skill</b>	<b>skill code</b>
6		<b>Asking for personal information</b>	
	<b>Listening (1)</b>		
	1	Listen for grammatical detail	<b>Lr/E1 2c</b>
	2	Listen for grammatical detail	<b>Lr/E1 2c</b>
	3	Ask for personal details	<b>Sc/E1 3a</b>
	4	Ask for personal details/Give personal information	<b>Sc/E1 3a Sc/E14b</b>
6		<b>Asking for information about others</b>	
	<b>Listening (2)</b>		
	1	Read and recognise simple sentence structures	<b>Rs/E1 1a</b>
	2	Listen and extract key information	<b>Lr/E1 2e</b>
	3	Ask for information/Make simple statements of fact	<b>Sc/E1 3b Sc/E1 4a</b>
7	<b>Name and Number</b>	<b>Reading/ listening for/ pronunciation- letters and numbers</b>	
	<b>Alphabet</b>		
	1	Identify the letters of the alphabet in both upper and lower case	<b>Rw/E1 3a</b>
	2	Listen for phonological detail	<b>Lr/E1 2d</b>
	3	Articulate the sounds of English to be comprehensible to a sympathetic native speaker	<b>Sc/E1 1b</b>
	4	Recognise a limited number of words signs and symbols	<b>Rw/E1 1a</b>
	5	Recognise a limited number of words signs and symbols	<b>Rw/E1 1a</b>
	<b>Spelling</b>		
	1	Listen for phonological detail	<b>Lr/E1 2d</b>
	2	Listen for phonological detail	<b>Lr/E1 2d</b>
	3	Articulate the sounds of English to be comprehensible to a sympathetic native speaker	<b>Sc/E1 1b</b>
	<b>Telephone numbers</b>		
	1	Recognise digits/Use stress and intonation to make speech comprehensible to a sympathetic native speaker	<b>Rw/E13b Sc/E1 1a</b>
	2	Form digits/Use stress and intonation to make speech comprehensible to a sympathetic native speaker	<b>Ww/E1 2b Sc/E1 1a</b>
8	<b>Favourites</b>	<b>Asking about favourite things</b>	
	<b>Lexis</b>		
	1	Recognise a limited number of words signs and symbols	<b>Rw/E1 1a</b>
	2	Recognise a limited number of words signs and symbols	<b>Rw/E1 1a</b>
	3	Recognise a limited number of words signs and symbols	<b>Rw/E1 1a</b>

	4	Ask for personal details/Give personal information	<b>Sc/E1 3a Sc/E14b</b>
8	<b>Close up</b>	<b>Asking yes/no questions about basic personal information</b>	
	<b>Questions &amp; short answers</b>		
	1	Construct a simple sentence using basic word order and verb form	<b>Ws/E1 1a</b>
	2	Listen for grammatical detail	<b>Lr/E1 2c</b>
	3	Construct a simple sentence using basic word order and verb form	<b>Ws/E1 1a</b>
	4	Ask for personal details/Give personal information	<b>Sc/E1 3a Sc/E14b</b>
9	<b>She's Got You</b>	<b>Talking about what things remind you of</b>	
	1	Recognise a limited number of words signs and symbols	<b>Rw/E1 1a</b>
	2	Listen and extract key information	<b>Lr/E1 2e</b>
	3	Give personal information	<b>Sc/E14b</b>

## UNIT 2: People

Present simple: **G** Auxiliary verbs; possessive 's; **L** Family. Jobs. Nationalities. **P** Word stress

p	activity/exercise number	skill	skill code
10		<b>Reading about/describing family relationships</b>	
	<b>Lexis: Family words</b>		
	1	Follow a short narrative on a familiar topic or experience	<b>Rt/E1 1a</b>
	2	Obtain information from texts	<b>Rt/E1 1b</b>
	3	Compose very simple text to communicate ideas or basic information	<b>Wt/E1 1a</b>
	4	Follow a short narrative on a familiar topic or experience	<b>Rt/E1 1a</b>
	5	Give a description	<b>Sc/E1 4d</b>
11	<b>What do you do?</b>	<b>Reading/writing basic sentences about what jobs people do</b>	
	<b>Lexis: jobs</b>		
	1	Recognise a limited number of words signs and symbols	<b>Rw/E1 1a</b>
	2	Construct a simple sentence using basic word order and verb form	<b>Ws/E1 1a</b>
	3	Listen for grammatical detail	<b>Lr/E1 2c</b>
	4	Construct a simple sentence using basic word order and verb form	<b>Ws/E1 1a</b>
11	<b>Close up</b>	<b>Listening for and using auxiliary verbs <i>have/do</i></b>	
	<b>Present simple</b>		
	1	Listen for grammatical detail	<b>Lr/E1 2c</b>
	2	Listen and extract key information	<b>Lr/E1 2e</b>
	3	Construct a simple sentence using basic word order and verb form	<b>Ws/E1 1a</b>
	4	Listen for grammatical detail	<b>Lr/E1 2c</b>
12-13	<b>Family</b>	<b>Recognising and responding to requests for information about family</b>	
	<b>Listening</b>		
	1	Listen and extract key information	<b>Lr/E1 2e</b>
	2	Construct a simple sentence using basic word order and verb form	<b>Ws/E1 1a</b>
	<b>Possessive – 's</b>		
	1	Obtain information from texts/Give a description	<b>Rt/E1 1b Sc/E1 4d</b>
	2	Ask for personal details/Give personal information	<b>Sc/E1 3a Sc/E14b</b>
	<b>Anecdote</b>		
	1	Listen and respond to requests for personal information	<b>Lr/E1 4b</b>
	2	Listen and respond to requests for personal information	<b>Lr/E1 4b</b>
	3	Give a description	<b>Sc/E1 4d</b>
13	<b>International relations</b>	<b>Word stress in lexis of nationality and country</b>	
	<b>Word Stress</b>		

	1	Use and spell correctly some personal key words and familiar words/Use stress and intonation to make speech comprehensible to a sympathetic native speaker	<b>Ww/E1 1a Sc/E1 1a</b>
	2	Listen for phonological detail	<b>Lr/E1 2d</b>
	3	Give a description	<b>Sc/E1 4d</b>

## UNIT 3 Days

**G** Adverbs of frequency. *like + ing*. Object Pronouns. **L** Daily activities. Prepositions of time. **P** 3<sup>rd</sup> person endings: /s/, /z/, /iz/

p	activity/exercise number	skill	skill code
14-15		<b>Talking/reading about daily activities</b>	
	<b>Lexis: daily activities</b> 1 2 3	Use knowledge of simple and compound sentence structure to work out meaning Listen for grammatical detail Listen for detail in short narratives and explanations	<b>Rs/E2 1b</b> <b>Lr/E2 2c</b> <b>Lr/E2 2a</b>
	<b>Reading</b> 1 2	Use knowledge of simple and compound sentence structure to work out meaning Obtain information from texts	<b>Rs/E2 1b</b> <b>Rt/E2 1b</b>
	<b>3<sup>rd</sup> person endings</b> 1 2 3	Listen for phonological detail Listen for phonological detail Articulate the sounds of English to make meaning understood	<b>Lr/E2 2d</b> <b>Lr/E2 2d</b> <b>Sc/E2 1a</b>
15	<b>Close up</b>	<b>Talking /Asking about habit with adverbs of frequency and time phrases</b>	
	<b>Adverbs of frequency</b> 1 2 3 4	Ask for factual information/ Express statements of fact Ask for factual information/ Express statements of fact Construct simple and compound sentences using common conjunctions to connect two clauses Construct simple and compound sentences using common conjunctions to connect two clauses	<b>Sc/E2 2d Sc/E2 3a</b> <b>Sc/E2 2d Sc/E2 3a</b> <b>Ws/E2 1a</b> <b>Ws/E2 1a</b>
16	<b>A day in the life of</b>	<b>Reading/talking about habit</b>	
	<b>Reading</b> 1 2 3	Obtain information from illustrations, simple maps and diagrams and captions Obtain information from texts Ask for factual information/ Express statements of fact / Construct simple and compound sentences using common conjunctions to connect two clauses	<b>Rt/E2 4a</b> <b>Rt/E2 1b</b> <b>Sc/E2 2d Sc/E2 3a</b> <b>Ws/E2 1a</b>
	<b>Lexis: Make and do</b> 1 2	Use knowledge of simple and compound sentence structure to work out meaning Construct simple and compound sentences using common conjunctions to connect two clauses	<b>Rs/E2 1b</b> <b>Ws/E2 1a</b>
17	<b>Love it. Hate it.</b>	<b>Listening/Reading about likes/ dislikes</b>	
	<b>Listening</b> 1	Recognise a range of familiar words and words with common spelling patterns	<b>Rw/E2 2a</b>

	2 3	Understand and identify the different purposes of short straightforward texts Listen for detail in short narratives and explanations	Rt/E2 2a Lr/E2 2a
17	<b>Close up</b>	<b>Discussing likes/dislikes/spelling of <i>ing</i> form</b>	
	<b>Likes and dislikes</b> 1 2 3 4	Use grammatical structures that link clauses and help identify sequence Construct simple and compound sentences using common conjunctions to connect two clauses Use their knowledge of sound-symbol relationships and phonological patterns to help work out correct spellings as appropriate for the needs of the learner Express likes and dislikes, feelings, wishes and hopes	Rs/E2 1a Ws/E2 1a Ww/E2 1b Sd/E2 1c

## UNIT 4 Living

**G** there is/there are . some/any **L** Rooms & furniture .Prepositions of place. Positive and negative adjectives

p	activity/exercise number	skill	skill code
18-19		<b>Reading/talking about homes</b>	
	<b>Reading</b> 1 2 3 4 5 6 <b>Lexis: rooms</b> 1 2 3 <b>Lexis: Prepositions</b> 1 2 3	Obtain information from illustrations, simple maps and diagrams and captions Obtain information from texts Obtain information from texts Obtain information from texts Obtain information from texts Express likes and dislikes, feelings, wishes and hopes  Recognise a range of familiar words and words with common spelling patterns Recognise a range of familiar words and words with common spelling patterns Listen for phonological detail  Use knowledge of simple and compound sentence structure to work out meaning Construct simple and compound sentences using common conjunctions to connect two clauses Give a short description	Rt/E2 4a Rt/E2 1b Rt/E2 1b Rt/E2 1b Rt/E2 1b Sd/E2 1c  Rw/E2 2a Rw/E2 2a Lr/E2 2d  Rs/E2 1b Ws/E2 1a Sc/E2 3f
19	<b>Close up</b>	<b>Writing/ reading/talking about homes</b>	
	<b>there is/there are</b> 1 2 3	Construct simple and compound sentences using common conjunctions to connect two clauses Listen for grammatical detail Ask for factual information/ Express statements of fact	Ws/E2 1a Lr/E2 2c Sc/E2 2d Sc/E2 3a
20-21	<b>Where do you want to live?</b>	<b>Reading/discussing horoscopes/describing homes</b>	
	<b>Lexis: prepositions</b> 1 2 3 <b>Anecdote</b> 1 2 3	Obtain information from texts Recognise a range of familiar words and words with common spelling patterns Express views and opinions  Apply own life experience and knowledge to monitor the meaning of sentences as a whole Give a short description Give a short description	Rt/E2 1b Rw/E2 2a Sd/E2 1d  Rs/E2 1c Sc/E2 3f Sc/E2 3f
21	<b>The best in the world</b>	<b>Reading/writing about places</b>	



	<b>Reading</b>		
	1	Obtain information from illustrations, simple maps and diagrams and captions	Rt/E2 4a
	2	Obtain information from illustrations, simple maps and diagrams and captions	Rt/E2 4a
	3	Give a short description	Sc/E2 3f
	<b>Writing</b>	Compose simple text, selecting appropriate format for the purpose	Wt/E2 1a

## Unit 6 Food

**G** Nouns: Countable and uncountable . **Quantity:** How much/How many? **L** Food and drink. Containers. Would like. **P** vowel sounds

p	activity/exercise number	skill	skill code
26		<b>Expanding lexis of food</b>	
	<b>Lexis: Food</b>		
	1	Recognise a range of familiar words and words with common spelling patterns	Rw/E2 2a
	2	Recognise a range of familiar words and words with common spelling patterns	Rw/E2 2a
	3	Recognise a range of familiar words and words with common spelling patterns	Rw/E2 2a
	<b>Vowel sounds</b>		
	1	Use context and a range of phonic and graphic knowledge to decode words	Rw/E2 3a
	2	Listen for phonological detail	Lr/E2 2d
27	<b>Food combining</b>	<b>Reading/listening to texts about diet</b>	
	<b>Reading and listening</b>		
	1	Obtain information from texts	Rt/E2 1b
	2	Obtain information from texts	Rt/E2 1b
	3	Listen for detail in short narratives and explanations	Lr/E2 2a
	4	Express views and opinions	Sd/E2 1d
27	<b>Close up</b>	<b>Using countable/uncountable nouns</b>	
	<b>Nouns: countable/uncountable</b>		
	1	Use knowledge of simple and compound sentence structure to work out meaning	Rs/E2 1b
	2	Use knowledge of simple and compound sentence structure to work out meaning	Rs/E2 1b
	3	Listen for grammatical detail	Lr/E2 2c
28	<b>Divas</b>	<b>Lexis: containers</b>	
	<b>Lexis: Containers</b>		
	1	Recognise a range of familiar words and words with common spelling patterns/Obtain information from illustrations, simple maps and diagrams and captions	Rw/E2 2a Rt/E2 4a
	2	Listen for detail in short narratives and explanations	Lr/E2 2a
	3	Recognise a range of familiar words and words with common spelling patterns	Rw/E2 2a
	4	Compose simple text, selecting appropriate format for the purpose	Wt/E2 1a
28	<b>Close up</b>	<b>Using expressions of quantity with food</b>	
	<b>Quantity</b>		
	1	Use knowledge of simple and compound sentence structure to work out meaning	Rs/E2 1b
	2	Use knowledge of simple and compound sentence structure to work out meaning	Rs/E2 1b
	3	Listen for grammatical detail	Lr/E2 2c
	4	Ask for factual information/ Express statements of fact	Sc/E2 2d Sc/E2 3a
29	<b>Choices</b>	<b>Making requests in different situations</b>	
	<b>Lexis: <i>Would like</i></b>		

	1	Listen for grammatical detail	Lr/E2 2c
	2	Listen for grammatical detail	Lr/E2 2c
	3	Make requests: ask for things or actions	Sc/E2 2a
	4	Make requests: ask for things or actions	Sc/E2 2a

## Unit 7 Work

**G** Modals; can, can't, have to, don't have to **L** Describing character: Jobs **P** Word stress

p	activity/exercise number	skill	skill code
30		<b>Adjectives to describe character and their pronunciation/ Reading a personality test</b>	
	<b>Lexis: Describing character</b>		
	1	Use context and a range of phonic and graphic knowledge to decode words	Rw/E2 3a
	2	Listen for phonological detail	Lr/E2 2d
	3	Use context and a range of phonic and graphic knowledge to decode words	Rw/E2 3a
	4	Obtain information from illustrations, simple maps and diagrams and captions	Rt/E2 4a
31	<b>Which Job?</b>	<b>Characteristics matching jobs/ Reading about/discussing jobs</b>	
	<b>Lexis: Jobs</b>		
	1	Use context and a range of phonic and graphic knowledge to decode words	Rw/E2 3a
	2	Obtain information from texts	Rt/E2 1b
	<b>Reading</b>		
	1	Use context and a range of phonic and graphic knowledge to decode words	Rw/E2 3a
	2	Obtain information from texts	Rt/E2 1b
	3	Express views and opinions	Sd/E2 1d
32	<b>Close up</b>	<b>Sentence formation with modals</b>	
	<i>can, can't, have to, don't have to</i>		
	1	Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words	Rs/E2 1c
	2	Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words	Rs/E2 1c
	3	Use knowledge of simple and compound sentence structure to work out meaning	Rs/E2 1b
	4	Listen for grammatical detail	Lr/E2 2c
33	<b>A good job</b>	<b>Describing a job/Writing a letter of application</b>	
	<b>Anecdote</b>		
	1	Respond to requests for information	Lr/E2 5b
	2	Respond to requests for information	Lr/E2 5b
	3	Give a short description	Sc/E2 3f

	<b>Writing</b> 1 2 3	Understand and identify the different purposes of short straightforward texts Understand and identify the different purposes of short straightforward texts Compose simple text, selecting appropriate format for the purpose	Rt/E2 2a Rt/E2 2a Wt/E2 1a
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## Unit 8 Sea

**G** Past simple: regular & irregular affirmative forms. *ago* **L** Water sports. Time expressions: *on, in, at, last*. Time linkers **P** *ed* endings

p	activity/exercise number	skill	skill code
34		<b>Using the past simple with time expressions</b>	
	<b>Listening</b> 1 2 3 <b>Lexis: time expressions</b> 1 2 3	Listen for grammatical detail Use knowledge of simple and compound sentence structure to work out meaning Ask for factual information/ Express statements of fact  Recognise a range of familiar words and words with common spelling patterns Use knowledge of simple and compound sentence structure to work out meaning Construct simple and compound sentences using common conjunctions to connect two clauses	Lr/E2 2c Rs/E2 1b Sc/E2 2d Sc/E2 3a  Rw/E2 2a Rs/E2 1b Ws/E2 1a
35	<b>Surfing USA</b>	<b>Reading for gist and detail/pronunciation of <i>ed</i> endings</b>	
	<b>Reading</b> 1 2 3 <b><i>ed</i> endings</b> 1 2	Obtain information from texts Obtain information from texts Obtain information from texts  Use context and a range of phonic and graphic knowledge to decode words Listen for phonological detail	Rt/E2 1b Rt/E2 1b Rt/E2 1b  Rw/E2 3a Lr/E2 2d
36	<b>Close up</b>	<b>Formation and pronunciation of Past Simple</b>	
	<b>Past simple</b> 1 2 3 4 5	Use context and a range of phonic and graphic knowledge to decode words Use context and a range of phonic and graphic knowledge to decode words Listen for phonological detail Listen for phonological detail Ask for factual information/ Express statements of fact	Rw/E2 3a Rw/E2 3a Lr/E2 2d Lr/E2 2d Sc/E2 2d Sc/E2 3a
37	<b>Jaws</b>	<b>Reading/writing/giving a narrative account</b>	
	<b>Reading and writing</b> 1 2 3 4 <b>Anecdote</b> 1 2 3	Obtain information from texts Give a short account Compose simple text, selecting appropriate format for the purpose Compose simple text, selecting appropriate format for the purpose  Listen for detail in short narratives and explanations Give a short account Give a short account	Rt/E2 1b Sc/E2 3c Wt/E2 1a Wt/E2 1a  Lr/E2 2a Sc/E2 3c Sc/E2 3c



## Unit 9 Solo

**G** Past simple: regular and irregular negative and question forms **L** Feelings. Adjective + particle collocations **s P** past simple vowel sounds

p	activity/exercise number	skill	skill code
38		<b>Using adjectives to describe feelings</b>	
	<b>Lexis: Feelings</b> 1 2 3 4	Listen for phonological detail Give a short description Give a short description Express likes and dislikes, feelings, wishes and hopes	Lr/E2 2d Sc/E2 3f Sc/E2 3f Sd/E2 1c
39-40	<b>Solo voyage</b>	<b>Listening for detail in a narrative/past simple vowel sounds</b>	
	<b>Reading</b> 1 2 <b>Listening</b> 1 2 3 4 <b>Past Simple vowel sounds</b> 1 2	Obtain information from texts Obtain information from texts  Listen for detail in short narratives and explanations Recognise a range of familiar words and words with common spelling patterns Listen for detail in short narratives and explanations Express likes and dislikes, feelings, wishes and hopes  Use their knowledge of sound-symbol relationships and phonological patterns to help work out correct spellings as appropriate for the needs of the learner Use their knowledge of sound-symbol relationships and phonological patterns to help work out correct spellings as appropriate for the needs of the learner	Rt/E2 1b Rt/E2 1b  Lr/E2 2a Rw/E2 2a Lr/E2 2a Sd/E2 1c  Ww/E2 1b Ww/E2 1b
40	<b>Close up</b>		
	<b>Past simple</b> 1 2 3 4	Respond to requests for information Listen for grammatical detail Ask for factual information Ask for factual information/ Express statements of fact	Lr/E2 5b Lr/E2 2c Sc/E2 2d Sc/E2 2d Sc/E2 3a
41	<b>The life and times of ...</b>		
	<b>Reading</b> 1 2 3 <b>Writing a biography</b>	Construct simple and compound sentences using common conjunctions to connect two clauses Obtain information from texts Give a short description	Ws/E2 1a  Rt/E2 1b Sc/E2 3f

	1	Use a range of strategies and knowledge about texts to trace and understand the main events of chronological and instructional texts	Rt/E2 1a
	2	Compose simple text, selecting appropriate format for the purpose	Wt/E2 1a
	3	Compose simple text, selecting appropriate format for the purpose	Wt/E2 1a





	1	Listen for detail in short narratives and explanations	Lr/E2 2a
	2	Listen for detail in short narratives and explanations	Lr/E2 2a
49	<b>Close up</b>	<b>Asking/ responding to questions in the Present Continuous</b>	
	<b>Present continuous</b>		
	1	Respond to requests for information	Lr/E2 5b
	2	Listen for phonological detail	Lr/E2 2d
	3	Give a short description	Sc/E2 3f

## Unit 12 Reality

**G** Future forms: want to, would like to, hope to, going to **L** TV programmes. Collocations **P** Vowel sounds

p	activity/exercise number	skill	skill code
50		<b>Reading/listening for detail/expressing wishes with <i>I'd like</i></b>	
	<b>Reading and listening</b>		
	1	Obtain information from texts	Rt/E2 1b
	2	Obtain information from illustrations, simple maps and diagrams and captions	Rt/E2 4a
	3	Listen for detail in short narratives and explanations	Lr/E2 2a
	4	Listen for detail in short narratives and explanations	Lr/E2 2a
	5	Express likes and dislikes, feelings, wishes and hopes	Sd/E2 1c
51	<b>Reality TV</b>	<b>Identifying/discussing different TV programmes/completing an online form</b>	
	<b>Lexis: TV programmes</b>		
	1	Recognise context and predict general meaning	Lr/E2 1a
	2	Express views and opinions	Sd/E2 1d
	<b>Writing</b>		
	1	Understand and identify the different purposes of short straightforward texts	Rt/E2 2a
	2	Express views and opinions	Sd/E2 1d
	3	Record information on forms	Wt/E2 1b
	4	Record information on forms	Wt/E2 1b
52-53	<b>Close up</b>	<b>Writing/listening/speaking- future wishes and plans/vowel sounds</b>	
	<b>want to, 'd (would) like to, hope to</b>		
	1	Use knowledge of simple and compound sentence structure to work out meaning	Rs/E2 1b
	2	Use knowledge of simple and compound sentence structure to work out meaning	Rs/E2 1b
	3	Express likes and dislikes, feelings, wishes and hopes	Sd/E2 1c
	<b>(be) going to</b>		
	1	Listen for grammatical detail	Lr/E2 2c
	2	Listen for grammatical detail	Lr/E2 2c
	3	Use knowledge of simple and compound sentence structure to work out meaning	Rs/E2 1b
	4	Express likes and dislikes, feelings, wishes and hopes	Sd/E2 1c
	5	Express likes and dislikes, feelings, wishes and hopes	Sd/E2 1c
	<b>Vowel sounds</b>		
	1	Articulate the sounds of English to make meaning understood	Sc/E2 1b
	2	Listen for phonological detail	Lr/E2 2d
	3	Articulate the sounds of English to make meaning understood	Sc/E2 1b
53	<b>I HAVE A DREAM</b>	<b>Listening to a song</b>	
	<b>Song</b>		

	1	Listen for gist in a short passage, e.g. TV or radio	Lr/E2 1b
	2	Listen for detail in short narratives and explanations	Lr/E2 2a
	3	Express likes and dislikes, feelings, wishes and hopes	Sd/E2 1c

## Unit 13 Things

**G** Comparative and superlative adjectives. Comparison structures **L** Describing objects. Money. Big numbers **P** Schwa

p	activity/exercise number	skill	skill code
54		<b>Describing/ reading about/listening to a description – everyday objects</b>	
	<b>Reading</b> 1 2 3 4	Recognise a range of familiar words and words with common spelling patterns Express views and opinions Obtain information from texts Express statements of fact	Rw/E2 2a Sd/E2 1d Rt/E2 1b Sc/E2 3a
	<b>Listening</b> 1 2 3 4	Listen for detail in short narratives and explanations Listen for detail in short narratives and explanations Ask for description of people, places and things Ask for description of people, places and things/Give a short description	Lr/E2 2a Lr/E2 2a Sc/E2 2f Sc/E2 2f Sc/E2 3f
55-56	<b>Shop till you drop</b>	<b>Reading for detail/lexis of money/schwa</b>	
	<b>Reading</b> 1 2	Obtain information from texts Express views and opinions	Rt/E2 1b Sd/E2 1d
	<b>Lexis: money</b> 1 2	Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words	Rs/E2 1c Rs/E2 1c
	<b>Anecdote</b> 1 2	Give a short account Give a short account	Sc/E2 3c Sc/E2 3c
	<b>The schwa</b> 1 2	Listen for phonological detail Articulate the sounds of English to make meaning understood	Lr/E2 2d Sc/E2 1b
56	<b>Close up</b>	<b>Using comparative and superlative adjectives/saying large numbers</b>	
	<b>Comparatives</b> 1 2 3 4	Use adjectives Use adjectives Use adjectives Use adjectives	Ws/E2 2a Ws/E2 2a Ws/E2 2a Ws/E2 2a
	<b>Superlatives</b>		

	1 2	Use adjectives Use adjectives/Ask for description of people, places and things	Ws/E2 2a Ws/E2 2a Sc/E2 2f
57	<b>The most valuable things in the world</b>		
	<b>Reading</b> 1 2 <b>Lexis: big numbers</b> 1 2 3	Use a range of strategies and knowledge about texts to trace and understand the main events of chronological and instructional texts Express statements of fact  Listen for phonological detail Listen for detail in short narratives and explanations Express statements of fact	Rt/E2 1a  Sc/E2 3a  Lr/E2 2d Lr/E2 2a Sc/E2 3a

## Unit 14 Energy

**G** Problems and advice: *too, enough, should* **L** Frequency expressions. *How often....?* Parts of the body, Collocations. Describing character **P** /Λ/  
sound

p	activity/exercise number	skill	skill code
58		<b>Reading for gist/using frequency expressions/ vowel sounds</b>	
	<b>Reading</b>		
	1	Obtain information from texts	Rt/E2 1b
	2	Use knowledge of simple and compound sentence structure to work out meaning	Rs/E2 1b
	3	Express likes and dislikes, feelings, wishes and hopes	Sd/E2 1c
	<b>/Λ/ sound</b>		
	1	Articulate the sounds of English to make meaning understood	Sc/E2 1b
	2	Listen for phonological detail	Lr/E2 2d
59	<b>Once or twice?</b>	<b>Frequency expressions/body/listening to and following instructions</b>	
	<b>Lexis: frequency expressions</b>		
	1	Use context and a range of phonic and graphic knowledge to decode words	Rw/E2 3a
	2	Ask for factual information/ Express statements of fact	Sc/E2 2d Sc/E2 3a
	3	Ask for factual information/ Express statements of fact	Sc/E2 2d Sc/E2 3a
	<b>Lexis: parts of the body</b>		
	1	Recognise a range of familiar words and words with common spelling patterns	Rw/E2 2a
	2	Construct simple and compound sentences using common conjunctions to connect two clauses	Ws/E2 1a
	3	Ask for factual information	Sc/E2 2d
	<b>Lexis: collocations</b>		
	1	Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words	Rs/E2 1c
	2	Listen, follow and respond to explanations, directions and instructions	Lr/E2 4a
60	<b>Image</b>	<b>Answering a questionnaire about image</b>	
	<b>Reading</b>		
	1	Listen for phonological detail	Lr/E2 2d
	2	Obtain information from texts	Rt/E2 1b
	3	Give a short description	Sc/E2 3f
61	<b>I'm too tired</b>	<b>Making excuses</b>	
	<b>Listening</b>		
	1	Obtain information from illustrations, simple maps and diagrams and captions	Rt/E2 4a
	2	Listen for detail in short narratives and explanations	Lr/E2 2a

	3	Take part in social interaction	Sd/E2 1a
	<b>Close up</b>	<b>Giving advice with should/shouldn't</b>	
	<b>Problems &amp; advice</b>		
	1	Recognise a range of familiar words and words with common spelling patterns	Rw/E2 2a
	2	Ask for factual information	Sc/E2 2d
	3	Use knowledge of simple and compound sentence structure to work out meaning	Rs/E2 1b
	4	Construct simple and compound sentences using common conjunctions to connect two clauses	Ws/E2 1a



## Unit 16 dotcom

### G Present perfect + ever. Past participles L *to*-infinitive. Computer terms. Phrasal verbs.

p	activity/exercise number	skill	skill code
66		<b>Discussion/Listening: computer terms +<i>to</i>-infinitive</b>	
	<b>Lexis: <i>to</i>- infinitives</b> 1 2 3	Recognise and understand relevant specialist key words Ask questions to obtain personal or factual information/Express clearly statements of fact Use basic sentence grammar accurately	<b>Rw/E3 1a</b> <b>Sc/E3 3b Sc/E3 4a</b> <b>Ws/E3 2a</b>
	<b>Lexis: computer terms</b> 1 2 3 4 5	Listen for grammatical detail Listen for grammatical detail Recognise and understand relevant specialist key words Recognise and understand relevant specialist key words Recognise and understand relevant specialist key words	<b>Lr/E3 2d</b> <b>Lr/E3 2d</b> <b>Rw/E3 1a</b> <b>Rw/E3 1a</b> <b>Rw/E3 1a</b>
67	<b>dotcom success</b>	<b>Reading for gist and detail/phrasal verbs</b>	
	<b>Reading</b> 1 2 3	Skim read key textual features (title, heading and illustrations) for different purposes Read every word to obtain specific information Express clearly statements of fact	<b>Rt/E3 6a</b> <b>Rt/E3 8a</b> <b>Sc/E3 4a</b>
	<b>Lexis: phrasal verbs</b> 1 2 3	Recognise and understand relevant specialist key words Recognise and understand relevant specialist key words Express clearly statements of fact	<b>Rw/E3 1a</b> <b>Rw/E3 1a</b> <b>Sc/E3 4a</b>
	<b>Reading</b>	Use basic sentence grammar accurately	<b>Ws/E3 2a</b>
68-69	<b>Close up</b>	<b>Discussing experiences</b>	
	<b>Past participles</b> 1 2 3	Recognise and understand relevant specialist key words Listen for grammatical detail Express clearly statements of fact	<b>Rw/E3 1a</b> <b>Lr/E3 2d</b> <b>Sc/E3 4a</b>
	<b>Present perfect</b> 1 2 3 4	Use basic sentence grammar accurately Listen for grammatical detail Use basic sentence grammar accurately Ask questions to obtain personal or factual information/Express clearly statements of fact	<b>Ws/E3 2a</b> <b>Lr/E3 2d</b> <b>Ws/E3 2a</b> <b>Sc/E3 3b Sc/E3 4a</b>
	<b>Anecdote</b> 1	Respond to requests for information	<b>Lr/E3 5b</b>

	2	Respond to requests for information	<b>Lr/E3 5b</b>
	3	Express clearly statements of fact	<b>Sc/E3 4a</b>

## Unit 17 Drive

**G** Question forms: *How* + adjective/adverb; *What* + noun **L** Prepositions of movement. Traffic situations. Directions **P** Ordinal numbers: 1<sup>st</sup>, 2<sup>nd</sup>....

p	activity/exercise number	skill	skill code
70		<b>Predicting content and main ideas of text</b>	
	<b>Reading</b> 1 2	Extract the main points and ideas and predict words from context Extract the main points and ideas and predict words from context	<b>Rt/E3 4a</b> <b>Rt/E3 4a</b>
71	Close up	<b>Reading for detail/Using prepositions of movement to describe a journey</b>	
	<b>Questions with <i>How</i> +adverb/adjective &amp; <i>What</i> + noun</b> 1 2 3 <b>Lexis: Prepositions of movement</b> 1 2 3	Use basic sentence grammar accurately Scan different parts of text to locate information Ask questions to obtain personal or factual information/Express clearly statements of fact  Use basic sentence grammar accurately Express clearly statements of fact Use basic sentence grammar accurately	<b>Ws/E3 2a</b> <b>Rt/E3 7a</b> <b>Sc/E3 3b Sc/E3 4a</b>  <b>Ws/E3 2a</b> <b>Sc/E3 4a</b> <b>Ws/E3 2a</b>
72	<b>It drives me mad!</b>		
	<b>Listening</b> 1 2 <b>Ordinal numbers</b> 1 2 3	Listen for detail in narratives and explanations Express views and opinions  Listen for phonological detail Listen for detailed instructions Give directions and instructions	<b>Lr/E3 2a</b> <b>Sd/E3 1d</b>  <b>Lr/E3 2e</b> <b>Lr/E3 2c</b> <b>Lr/E3 4e</b>
73	<b>On the way home</b>	Give an account/narrate events in the past	<b>Sc/E3 4c</b>

## Unit 18 Justice

### G Punctuation. Past continuous L Time adverbials. Adverbs of manner

p	activity/exercise number	skill	skill code
74-76		<b>Looking at the structure of narrative texts</b>	
	<b>Reading</b>		
	1	Recognise and understand relevant specialist key words	Rw/E3 1a
	2	Extract the main points and ideas and predict words from context	Rt/E3 4a
	3	Understand and identify how meaning is built up in chronological, continuous descriptive and explanatory texts of more than one paragraph	Rt/E3 1a
	4	Express views and opinions	Sd/E3 1d
	<b>Lexis: Time adverbials</b>		
	1	Understand and identify how meaning is built up in chronological, continuous descriptive and explanatory texts of more than one paragraph	Rt/E3 1a
	2	Give an account/narrate events in the past	Sc/E3 4c
	<b>Lexis: adverbs of manner</b>		
	1	Apply knowledge of spelling to a wide range of common words and special interest vocabulary	Ww/E3 1a
	2	Apply knowledge of spelling to a wide range of common words and special interest vocabulary	Ww/E3 1a
	3	Use basic sentence grammar accurately	Ws/E3 2a
	4	Use basic sentence grammar accurately	Ws/E3 2a
	<b>Punctuation</b>		
	1	Use punctuation to aid clarity in relation to beginnings and ends of sentences	Ws/E3 3a
	2	Give an account/narrate events in the past	Sc/E3 4c
76	<b>Close up</b>	<b>Using narrative tenses</b>	
	<b>Past continuous</b>		
	1	Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level	Rs/E3 1b
	2	Use basic sentence grammar accurately	Ws/E3 2a
	3	Listen for grammatical detail	Lr/E3 2d
77	<b>Once upon a time</b>	<b>Using narrative tenses</b>	

	<b>Writing a story</b>		
1		Recognise and understand relevant specialist key words	<b>Rw/E3 1a</b>
2		Use basic sentence grammar accurately	<b>Ws/E3 2a</b>
3		Listen for detail in narratives and explanations	<b>Lr/E3 2a</b>
4		Listen for detail in narratives and explanations	<b>Lr/E3 2a</b>
5		Express views and opinions	<b>Sd/E3 1d</b>

## Unit 19 Extreme

**G** Passives **L** Geographical features. Weather, *will/might* **P** Word and sentence stress

p	activity/exercise number	skill	skill code
78		<b>Geographical lexis/recognising sentence stress in a poem</b>	
	<b>Reading</b> 1 2 3	Recognise and understand relevant specialist key words Extract the main points and ideas and predict words from context Express clearly statements of fact	<b>Rw/E3 1a</b> <b>Rt/E3 4a</b> <b>Sc/E3 4a</b>
	<b>Word and sentence stress</b> 1 2 3	Use stress, intonation and pronunciation to be understood and to make meaning clear Use stress, intonation and pronunciation to be understood and to make meaning clear Use stress, intonation and pronunciation to be understood and to make meaning clear	<b>Sc/E3 1a</b> <b>Sc/E3 1a</b> <b>Sc/E3 1a</b>
79	<b>Extreme hotels</b>	<b>Predicting possible meaning/detailed reading</b>	
	<b>Reading</b> 1 2 3	Extract the main points and ideas and predict words from context Scan different parts of text to locate information Express clearly statements of fact	<b>Rt/E3 4a</b> <b>Rt/E3 7a</b> <b>Sc/E3 4a</b>
80	<b>Close up</b>		
	<b>Passives</b> 1 2 3	Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level Use basic sentence grammar accurately Listen for grammatical detail	<b>Rs/E3 1b</b> <b>Ws/E3 2a</b> <b>Lr/E3 2d</b>
81	<b>What's the weather like?</b>		
	<b>Lexis: The weather</b> 1 2 3	Recognise and understand relevant specialist key words Extract the main points and ideas and predict words from context Give a short description and make comparisons	<b>Rw/E3 1a</b> <b>Rt/E3 4a</b> <b>Sc/E3 4f</b>
	<b>Anecdote</b> 1 2 3	Listen for detail in narratives and explanations Express clearly statements of fact Express clearly statements of fact	<b>Lr/E3 2a</b> <b>Sc/E3 4a</b> <b>Sc/E3 4a</b>

