

INSIDE OUT INTERMEDIATE: MAPPING TO ESOL NATIONAL CURRICULUM

UNIT 1 Friends

G Question forms in the main tenses and with modals. Subject v object questions. Questions ending with prepositions **L** Friendship expressions. English in pop songs.

P Stress in questions. Long and short vowels

p	activity/exercise number	skill	skill code
4		Asking questions about people who are important to you	
	1	Ask questions to obtain personal or factual information	Sc/E3 3b
	2	Ask questions to obtain personal or factual information	Sc/E3 3b
4-5	Fame	Discussing/asking questions about famous people	
	1	Express views and opinions	Sd/E3 1d
	2	Relate an image to print and use it to obtain meaning	Rt/E3 9a
	3	Relate an image to print and use it to obtain meaning	Rt/E3 9a
	Test your questions		
	1	Use basic sentence grammar accurately	Ws/E3 2a
	2	Listen for grammatical information	Lr/E3 2d
	Pronunciation		
	1	Listen for phonological detail	
	2	Ask questions to obtain personal or factual information	Lr/E3 2e Sc/E3 3b
6-7	Close Up	Forming different kinds of questions	
	Question forms	Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level	Rs/E3 1b
	Subject questions		
	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 knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level	Rs/E3 1b
	3	Use basic sentence grammar accurately	Ws/E3 2a
	4	Use basic sentence grammar accurately	Ws/E3 2a
	5	Use basic sentence grammar accurately	Ws/E3 2a
	Prepositions		
	1	Use basic sentence grammar accurately	Ws/E3 2a
	2	Ask questions to obtain personal or factual information	Sc/E3 3b
	Using questions	Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level	Rs/E3 1b
9-10	Friends for life	Reading about friendship	

	1 2 Lexis 1 2 Anecdote 1 2 3 4	Relate an image to print and use it to obtain meaning Extract the main points and ideas, and predict words from context Recognise and understand relevant specialist key words Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level Listen for the gist of a discussion Follow a discussion without actively participating Give a short description and make comparisons Give a short description and make comparisons	Rt/E3 9a Rt/E3 4a Rw/E3 1a Rs/E3 1b Lr/E3 6b Lr/E3 7b Sc/E3 4f Sc/E3 4f
11-12	You've got a friend	Listening/reading song lyrics	
	1 2 3 4 5 Lexis 1 2 3 4	Listen for phonological detail Listen for phonological detail Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words Listen for phonological detail Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level Recognise and understand relevant specialist key words Recognise and understand relevant specialist key words Relate an image to print and use it to obtain meaning Recognise and understand relevant specialist key words	Lr/E3 2e Lr/E3 2e Rw/E3 5a Lr/E3 2e Rs/E3 1b Rw/E3 1a Rw/E3 1a Rt/E3 9a Rw/E3 1a
13	You've got mail	Reading/writing emails describing people	
	1 2 3 4 5	Extract the main points and ideas, and predict words from context Write using complex sentences Relate an image to print and use it to obtain meaning Proof-read to check for content and expression, on paper and on screen Write using complex sentences	Rt/E3 4a Ws/E3 1a Rt/E3 9a Wt/E3 4a Ws/E3 1a

UNIT 2 Relax

G Adverbs & adverb phrases of frequency. Present simple for habit & routines; present continuous for temporary activities, present perfect for past with present relevance. **L** Expressions about stress, mannerisms and & self control. Adjectives ending in ed/ing. Vocabulary of books, films & music

p	activity/exercise number	skill	skill code
14-15	The Little Book of Calm	Listening to people talking about stress	
	1	Relate an image to print and use it to obtain meaning	Rt/E3 9a
	2	Relate an image to print and use it to obtain meaning	Rt/E3 9a
	3	Listen for detail in narratives and explanations	Lr/E3 2a
15-16	Close Up	Asking people how they relax	
	Adverbs of frequency		
	1	Listen for detail in narratives and explanations	Lr/E3 2a
	2	Recognise and understand relevant specialist key words	Rw/E3 1a
	3	Ask questions to obtain personal or factual information	Sc/E3 3b
	4	Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level	Rs/E3 1b
	5	Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level	Rs/E3 1b
	6	Use basic sentence grammar accurately	Ws/E3 2a
	7	Use basic sentence grammar accurately	Ws/E3 2a
	8	Ask questions to obtain personal or factual information	Sc/E3 3b
17-18	Sally sees herself as she really is	Reading a newspaper article/answering a questionnaire about stress	
	1	Extract the main points and ideas, and predict words from context	Rt/E3 4a
	2	Scan different parts of text to locate information	Rt/E3 7a
	3	Ask questions to obtain personal or factual information	Sc/E3 3b
	Lexis		
	1	Recognise and understand relevant specialist key words	Rw/E3 1a
	2	Write using complex sentences	Ws/E3 1a
	3	Understand and distinguish the different purposes of text at this level	Rt/E3 2a
	4	Ask questions to obtain personal or factual information	Sc/E3 3b
18-19	Close Up	Looking at the different uses of the present tenses	
	Present tenses		
	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 knowledge of syntax and grammar to work out meaning and confirm understanding in	Rs/E3 1b

	3	other types of text at this level Use knowledge of syntax and grammar to work out meaning and confirm understanding in	Rs/E3 1b
	4	other types of text at this level Use basic sentence grammar accurately	Ws/E3 2a
20	Books, films & music	Finding out what types of books/music/film people are interested in	
	1	Ask questions to obtain personal or factual information	Sc/E3 3b
	2	Follow a discussion without actively participating	Lr/E3 6a
	3	Recognise and understand relevant specialist key words	Rw/E3 1a
	4	Recognise and understand relevant specialist key words	Rw/E3 1a
	5	Recognise and understand relevant specialist key words	Rw/E3 1a
	6	Express clearly statements of fact	Sc/E3 4a
20	A good read	Reading about how people choose books	
	1	Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words	Rw/E3 5a
	2	Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words	Rw/E3 5a
	3	Express clearly statements of fact	Sc/E3 4a
21	How are you feeling?	Talking about feelings	
	1	Express feelings, likes and dislikes	Sd/E3 1c
	2	Express feelings, likes and dislikes	Sd/E3 1c
	3	Express feelings, likes and dislikes	Sd/E3 1c
	Anecdote		
	4	Give a short description and make comparisons	Sc/E3 4f
	5	Give a short description and make comparisons	Sc/E3 4f
22-23	Net reviews	Reading reviews on the Internet	
	1	Understand and distinguish the different purposes of text at this level	Rt/E3 2a
	2	Locate organisational features, such as contents, index, menus and understand their purpose	Rt/E3 5a
	3	Extract the main points and ideas, and predict words from context	Rt/E3 4a
23	A film review	Writing a film review	
	Writing	Write using complex sentences	Ws/E3 1a

UNIT 3 Dating

G Past simple for finished time contrasted with present perfect for time up to now *since & for* **L** Love & relationship expressions. Simple & compound adjectives describing personality **P** The schwa

p	activity/exercise number	skill	skill code
24-25	Twenty-first century dating	Listening to/reading texts about relationships	
	1 2 Lexis 1 2 Listening 1 2	Extract the main points and ideas, and predict words from context Extract the main points and ideas, and predict words from context/Give an account/narrate events in the past Recognise and understand relevant specialist key words Express views and opinions Listen for detail in narratives and explanations Listen for detail in narratives and explanations	Rt/E3 4a Rt/E3 4a Sc/E3 4c Rw/E3 1a Sd/E3 1d Lr/E3 2a Lr/E3 2a
25-26	Close Up	Present perfect & past simple with time phrases	
	Present perfect & past simple 1 2 <i>since & for</i> 1 2	Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level 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	Rs/E3 1b Rs/E3 1b Rs/E3 1b Ws/E3 2a
27	How we met	Looking at the grammar of narrative descriptions	
	1 2 3 4 5 6	Extract the main points and ideas, and predict words from context Use basic sentence grammar accurately Use basic sentence grammar accurately Use basic sentence grammar accurately Express views and opinions Give an account/narrate events in the past	Rt/E3 4a Ws/E3 2a Ws/E3 2a Ws/E3 2a Sd/E3 1d Sc/E3 4c
28-	Dream date	Meeting & describing people/Reading an astrology chart	

29			
	The schwa	Listen for phonological detail	Lr/E3 2e
	1	Express views and opinions/Articulate the sounds of English to make meaning clear	Sd/E3 1d Sc/E3 1a
	2	Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words	Rw/E3 5a
	3		
	Lexis		
	1	Recognise and understand relevant specialist key words	Rw/E3 1a
	2	Recognise and understand relevant specialist key words	Rw/E3 1a
	3	Understand and distinguish the different purposes of text at this level	Rt/E3 2a
	Criticisms & generalisations		
	1	Scan different parts of text to locate information	Rt/E3 7a
	2	Use basic sentence grammar accurately	Ws/E3 2a
30	I don't fancy yours much	Listening to a discussion about a relationship/making criticism less direct	
	1	Listen for the gist in a discussion	Lr/E3 6a
	2	Follow a discussion without participating	Lr/E3 6a
	3	Recognise features of spoken language	Lr/E3 7d
	4	Give a short description and make comparisons	Sc/E3 4f
31	A boyfriend's worst nightmare	Reading about a relationship/phrases with <i>get</i>	
	1	Extract the main points and ideas, and predict words from context	Rt/E3 4a
	2	Write using complex sentences	Ws/E3 1a
	3	Extract the main points and ideas, and predict words from context	Rt/E3 4a
	4	Give an account/narrate events in the past	Sc/E3 4c
	Lexis		
	1	Scan different parts of text to locate information	Rt/E3 7a
	2	Use basic sentence grammar accurately	Ws/E3 2a
	3	Use basic sentence grammar accurately	Ws/E3 2a

UNIT 4 Adrenalin

G Past experiences: past simple for central events; present perfect with *Have you ever...*; past continuous for background. Comparison: comparative & superlative adjectives, *as.....as* **L** Expressions about risk & excitement. Gradable & absolute adjectives (*very good vs absolutely incredible*) Vocabulary of sports, Time expressions

P Using stress to express strong feelings

p	activity/exercise number	skill	skill code
32	Adrenalin	Talking about how things make you feel	
	1	Recognise and understand relevant specialist key words	Rw/E3 1a
	2	Express feelings, likes and dislikes	Sd/E3 1c
32-34	My name is Mike & I'm a skydiver	Reading about skydiving	
	1	Express views and opinions	Sd/E3 1d
	2	Extract the main points and ideas, and predict words from context	Rt/E3 4a
	3	Extract the main points and ideas, and predict words from context	Rt/E3 4a
	Lexis		
	1	Recognise and understand relevant specialist key words	Rw/E3 1a
	2	Ask questions to obtain personal or factual information	Sc/E3 3b
	Grading adjectives		
	1	Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words	Rw/E3 5a
	2	Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words	Rw/E3 5a
	Intonation		
	1	Listen for phonological detail	Lr/E3 2e
	2	Listen for phonological detail	Lr/E3 2e
	3	Use stress, intonation and pronunciation to be understood and make meaning clear	Sc/E3 1a
	4	Use stress, intonation and pronunciation to be understood and make meaning clear	Sc/E3 1a
35	A sporting life	Sports vocabulary	
	Lexis		
	1	Recognise and understand relevant specialist key words	Rw/E3 1a
	2	Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words	Rw/E3 5a
	3	Recognise and understand relevant specialist key words	Rw/E3 1a
	4	Express views and opinions	Sd/E3 1d
	5	Follow a discussion without actively participating	Lr/E3 6a
36-38	Close Up	Contrasting simple and perfect tenses	
	Past experience		
	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 3 4 5 6 7 8 9 10 11 Anecdote 1 2	Ask questions to obtain personal or factual information Ask questions to obtain personal or factual information Listen for detail in narratives and explanations Ask questions to obtain personal or factual information Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level 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 Use basic sentence grammar accurately Use basic sentence grammar accurately Give an account/narrate events in the past Give an account/narrate events in the past	Sc/E3 3b Sc/E3 3b Lr/E3 2a Sc/E3 3b Rs/E3 1b Rs/E3 1b Rs/E3 1b Ws/E3 2a Ws/E3 2a Ws/E3 2a Sc/E3 4c Sc/E3 4c
39	The Adrenalin Game: truth or dare	Asking/answering questions about experiences	
		Ask questions to obtain personal or factual information/Give personal information	Sc/E3 3b Sc/E3 4b
40	Close Up	Using the comparative and superlative to talk about sport	
	1 2 3 4 5	Recognise and understand relevant specialist key words Follow a discussion without actively participating Listen for grammatical detail Give a short description and make comparisons Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level	Rw/E3 1a Lr/E3 6a Lr/E3 2d Sc/E3 4f Rs/E3 1b
41	River Deep Mountain High	Listening to a song	
	1 2 3 4	Recognise and understand relevant specialist key words Recognise and understand relevant specialist key words Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level Listen for detail in narratives and explanations	Rw/E3 1a Rw/E3 1a Rs/E3 1b Lr/E3 2a

UNIT 5 Kids

G Defining relative clauses. Past time: *used to & would* **L** Vocabulary of education & childhood. Guessing meaning from context **P** Syllable timed stress

p	activity/exercise number	skill	skill code
42		Reading and discussing the qualities of parent and children	
	1 2 3	Recognise and understand relevant specialist key words Give a short description and make comparisons Give a short description and make comparisons	Rw/E3 1a Sc/E3 4f Sc/E3 4f
42- 43	A child's point of view	Recognising defining relative clauses	
	1 2 3 4	Understand and distinguish the different purposes of text at this level Write using complex sentences Listen for detail in narratives and explanations Give a short description and make comparisons	Rt/E3 2a Ws/E3 1a Lr/E3 2a Sc/E3 4f
43- 44	Close Up	Looking at the grammar of defining relative clauses	
	Defining relative clauses 1 2 3 4 Omitting relative pronouns Where, when & whose 1 2	Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level Relate an image to print and use it to obtain meaning Use basic sentence grammar accurately Write using complex sentences 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 Ask questions to obtain personal or factual information	Rs/E3 1b Rt/E3 9a Ws/E3 2a Ws/E3 1a Rs/E3 1b Ws/E3 2a Sc/E3 3b
45	Definition Auction	Deciding on true or false definitions	
		Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level	Rs/E3 1b
46	Children's rhymes	Using children's nursery rhymes to practise stress timing	
	Stress timing 1 2 3 4 5	Listen for phonological detail Use stress, intonation and pronunciation to be understood and make meaning clear Listen for phonological detail Use stress, intonation and pronunciation to be understood and make meaning clear Use stress, intonation and pronunciation to be understood and make meaning clear	Lr/E3 2e Sc/E3 1a Lr/E3 2e Sc/E3 1a Sc/E3 1a
47-	First memory: The	Reading a children's story and predicting meaning from illustration	

48	Bicycle		
	1 2 3 Lexis 1 2	Relate an image to print and use it to obtain meaning Scan different parts of text to locate information Relate an image to print and use it to obtain meaning Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words	Rt/E3 9a Rt/E3 7a Rt/E3 9a Rw/E3 5a Rw/E3 5a
48	Second memory: The Great Mouse Plot	Reading a children’s story and predicting meaning from illustration	
	1 2	Scan different parts of text to locate information Relate an image to print and use it to obtain meaning	Rt/E3 7a Rt/E3 9a
49	Close Up	Describing childhood	
	Would & used to 1 2 3 Anecdote 4 5	Use basic sentence grammar accurately Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level Give an account/narrate events in the past Listen for detail in narratives and explanations	Ws/E3 2a Rs/E3 1b Rs/E3 1b Sc/E3 4c Lr/E3 2a

UNIT 6 News

G Passive voice. Present perfect for recent events. Irregular past tense verbs **L** Common verb collocations **P** Showing empathy

p	activity/exercise number	skill	skill code
50-52	The hunters & the hunted	Reading about/discussing the Paparazzi	
	Lexis 1	Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text	Rt/L1 3a
	2	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	Discussion	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
		Express views and opinions	Sd/L1 2a
52-53	Close Up	Use of the passive in news stories	
	Irregular verbs 1	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	2	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	The passive voice 1	Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning	Rw/L1 2a
	2	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	3	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	4	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
	5	Ask for information	Sc/L1 2b
	6	Choose language suitable for purpose and audience	Wt/L1 4a
54-55	Headline news	Reading/listening to the news	
	1	Distinguish how language and other textual features are used to achieve different purposes	Rt/L1 2a
	2	Extract information from texts of varying lengths, e.g. on radio, TV or presentations	Lr/L1 1a
	3	Extract information from texts of varying lengths, e.g. on radio, TV or presentations	Lr/L1 1a
	4	Extract information from texts of varying lengths, e.g. on radio, TV or presentations	Lr/L1 1a
	5	Choose language suitable for purpose and audience	Wt/L1 4a
56	Personal news	Responding to good/bad news	
	1	Listen and respond, adapting to speaker, medium and context	Lr/L1 2b

	2	Listen and respond, adapting to speaker, medium and context	Lr/L1 2b
	3	Listen and respond, adapting to speaker, medium and context	Lr/L1 2b
	4	Listen and respond, adapting to speaker, medium and context	Lr/L1 2b
	5	Use stress and intonation, so that meaning is clearly understood	Sc/L1 1a
	6	Listen and respond, adapting to speaker, medium and context	Lr/L1 2b
	7	Listen and respond, adapting to speaker, medium and context	Lr/L1 2b
57	A letter from Berlin	Reading and writing an informal letter	
	1	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	2	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	3	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	4	Choose language suitable for purpose and audience	Wt/L1 4a

UNIT 7 Party

G Future forms: *will* for decisions & offers; (be) *going to* for intentions; present continuous for arrangements

L Phrasal verbs. Socialising expressions **P** Short vowels

p	activity/exercise number	skill	skill code
58-59		Reading about a Spanish festival	
	1	Describe and compare	Sc/L1 3e
	2	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	Phrasal verbs		
	1	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	2	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	3	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	4	Give explanations and instructions	Sc/L1 3d
	Pronunciation		
	1	Apply knowledge about words to aid accurate spelling	Ww/L1 1a
	2	Listen for phonological detail	Lr/L1 2e
	3	Apply knowledge about words to aid accurate spelling	Ww/L1 1a
60	Close Up	Different ways of referring to the future	
	Future forms		
	1	Follow a discussion without participating	Lr/L1 6b
	2	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	3	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	4	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	5	Listen for grammatical detail	Lr/L1 2d
	6	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
61	Invitations	Making- accepting & refusing invitations	
	1	Take part in social interaction	Sd/L1 1a
	2	Take part in social interaction	Sd/L1 1a
	3	Take part in social interaction	Sd/L1 1a
	4	Take part in social interaction	Sd/L1 1a
62-63	Parties	Answering a questionnaire about parties	
	1	Recognise and understand an increasing range of vocabulary, applying knowledge of word	Rw/L1 3a

	2	structure, related words, word roots, derivations and borrowings Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	3	Express views and opinions	Sd/L1 2a
	4	Follow a discussion without participating	Lr/L1 6b
	5	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	Lexis		
	1	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rt/L1 5a
	2	Express views and opinions	Sd/L1 2a
63	Let's party	Describing & planning a party	
	Anecdote		
	1	Narrate events in the past	Sc/L1 3c
	2	Narrate events in the past	Sc/L1 3c
	3	Plan action with other people	Sd/L1 2c
	4	Give advice, persuade, warn, etc	Sd/L1 2b
64	It's my party...	Listening to a song	
	1	Listen to an explanation or narrative	Lr/L1 2a
	2	Extract information from texts of varying lengths, e.g. on radio, TV or presentations	Lr/L1 1a
	3	Extract information from texts of varying lengths, e.g. on radio, TV or presentations	Lr/L1 1a
65-66	Special occasions	Reading & writing letters of invitation & greeting cards	
	Writing		
	1	Distinguish how language and other textual features are used to achieve different purposes	Rt/L1 2a
	2	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	3	Distinguish how language and other textual features are used to achieve different purposes	Rt/L1 2a
	4	Choose language suitable for purpose and audience	Wt/L1 4a
	5	Distinguish how language and other textual features are used to achieve different purposes	Rt/L1 2a

UNIT 9 Soap

G Reported speech & thought. Modals: *will ('ll)* simple, continuous perfect forms **L** Family relationships Describing people *say, tell & ask*. Phrasal verbs. Everyday expressions (*I see what you mean*)

p	activity/exercise number	skill	skill code
72		Lexis of family relationships	
	1	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	2	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	3	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	4	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	5	Describe and compare	Sc/L1 3e
72-74	Pacific Heights	Reading a family soap opera	
	1	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	2	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	Lexis		
	1	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	2	Ask for information	Sc/L1 2b
	3	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
	4	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
	say/tell		
	1	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
	2	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	3	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
75	Pacific Heights: Scene 1	Reading/listening to/acting out a family soap opera	
	1	Extract information from texts of varying lengths, e.g. on radio, TV or presentations	Lr/L1 1a
	2	Extract information from texts of varying lengths, e.g. on radio, TV or presentations	Lr/L1 1a
	3	Describe and compare	Sc/L1 3e
	Lexis		
	1	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	2	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	3	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a

	4 5	structure, related words, word roots, derivations and borrowings Choose language suitable for purpose and audience Use stress and intonation, so that meaning is clearly understood/Listen and respond, adapting to speaker, medium and context	Wt/L1 4a Sc/L1 1a Lr/L1 2b
76	Close Up	Grammar of reported speech/reporting what other students have said	
	Reported speech 1 2 3 4 5	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense Express statements of fact Ask for information Include detail and develop ideas where appropriate	Rs/L1 1a Rs/L1 1a Sc/L1 3a Sc/L1 3b Sc/L1 4b
77- 78	Pacific Heights: Scenes 2-4	Reading/listening to a family soap opera	
	1 2 3 Listening 1 2 Lexis 1 2 3 4	Use sentence grammar accurately to achieve purpose Use sentence grammar accurately to achieve purpose Describe and compare Extract information from texts of varying lengths, e.g. on radio, TV or presentations Extract information from texts of varying lengths, e.g. on radio, TV or presentations Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings Extract information from texts of varying lengths, e.g. on radio, TV or presentations Extract information from texts of varying lengths, e.g. on radio, TV or presentations	Ws/L1 2a Ws/L1 2a Sc/L1 3e Lr/L1 1a Lr/L1 1a Rw/L1 3a Rw/L1 3a Lr/L1 1a Lr/L1 1a
79	Pacific Heights: The next episode	Reading and writing a TV preview	
	1 2 3	Understand how language and other textual features are used to achieve different purposes Choose language suitable for purpose and audience Choose language suitable for purpose and audience	Rt/L1 2a Wt/L1 4a Wt/L1 4a
80- 81	Close up	Future forms with <i>will</i>/making predictions	
	1 2	Express views and opinions Use implicit and explicit grammatical knowledge along with own knowledge to predict	Sd/L1 2a Rs/L1 1a

<p>3</p> <p>4</p> <p><i>will + continuous will + perfect</i></p> <p>1</p> <p>2</p> <p>3</p>	<p>meaning, try out plausible meanings and to read and check for sense</p> <p>Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense</p> <p>Express views and opinions</p> <p>Use sentence grammar accurately to achieve purpose</p> <p>Use sentence grammar accurately to achieve purpose</p> <p>Use sentence grammar accurately to achieve purpose</p>	<p>Rs/L1 1a</p> <p>Sd/L1 2a</p> <p>Ws/L1 2a</p> <p>Ws/L1 2a</p> <p>Ws/L1 2a</p>
--	---	--

UNIT 10 Time

G Modals: *must* (n't); *should* (n't); *can* ('t) for obligation, prohibition & permission- plus (don't) *have to* **L** Sayings about time. Time prepositions & expressions. Business & time management expressions **P** Sounds

p	activity/exercise number	skill	skill code
82		Looking at different sayings about time	
	1	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	2	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
83-85	Punctuality	Reading a questionnaire & listening to a radio programme about punctuality	
	Listening	Express statements of fact	Sc/L1 3a
	1	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	2	Extract information from texts of varying lengths, e.g. on radio, TV or presentations	Lr/L1 1a
	3	Express views and opinions	Sd/L1 2a
	Pronunciation		
	1	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	2	Listen for phonological detail	Lr/L1 2e
	Dates		
	1	Use stress and intonation, so that meaning is clearly understood	Sc/L1 1a
	2	Listen for phonological detail	Lr/L1 2e
	Prepositions		
	1	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	2	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
	Time expressions		
	1	Use organisational and structural features to locate information	Rt/L1 4a
	2	Narrate events in the past	Sc/L1 3c
	3	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	4	Express statements of fact	Sc/L1 3a
86-87	Things to do...	Reading about organising your time	
	1	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	2	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	Collocation		
	1	Recognise and understand an increasing range of vocabulary, applying knowledge of word	Rw/L1 3a

	2 3	structure, related words, word roots, derivations and borrowings Ask for information Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Sc/L1 3b Rw/L1 3a
88	Close Up	Use of <i>must</i> and <i>should</i>	
	<i>must & should</i> 1 2 3 4 5	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense Use sentence grammar accurately to achieve purpose Use sentence grammar accurately to achieve purpose Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a Ws/L1 2a Ws/L1 2a Rs/L1 1a Rs/L1 1a
89	Office cultures	Listening to people describing office culture	
	1 2 3	Express views and opinions Listen to an explanation or narrative Extract information from texts of varying lengths, e.g. on radio, TV or presentations	Sd/L1 2a Lr/L1 2a Lr/L1 1a
90	To whom it may concern	Writing a formal letter of application	
	1 2 3 4 5 6	Choose language suitable for purpose and audience Choose language suitable for purpose and audience Choose language suitable for purpose and audience Choose language suitable for purpose and audience Choose language suitable for purpose and audience Choose language suitable for purpose and audience	Wt/L1 4a Wt/L1 4a Wt/L1 4a Wt/L1 4a Wt/L1 4a Wt/L1 4a

UNIT 11 Journey

G Modals (1) *must; could; may; can't* for deduction; (2) *would* for unreal situations . Past perfect **L** Geographical location. Describing places

p	activity/exercise number	skill	skill code
92		Reading about a journey	
	1	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	2	Express statements of fact	Sc/L1 3a
	3	Ask for information	Sc/L1 3b
	4	Describe and compare	Sc/L1 3e
93	Conrad's round the world trip	Listening to someone describing their travel experiences	
	1	Follow a discussion without participating	Lr/L1 6b
	2	Follow a discussion without participating	Lr/L1 6b
	3	Express views and opinions	Sd/L1 2a
94	Close up	Using modals for guessing	
	Speculating & deducing		
	1	Follow a discussion without participating	Lr/L1 6b
	2	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	3	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	4	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	5	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
95	Wish you were here		
	1	Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning	Rw/L1 2a
	2	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	3	Choose language suitable for purpose and audience	Wt/L1 4a
	Anecdote		
	4	Listen to an explanation or narrative	Lr/L1 2a
	5	Express views and opinions	Sd/L1 2a
	6	Express views and opinions	Sd/L1 2a
96	Close up	Describing ideal destinations with <i>would</i>	
	<i>would</i> for unreal situations		
	1	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	2	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
	3	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a

	4	Describe and compare	Sc/L1 3e
97	Coast to coast	Reading about/describing a journey	
	1	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	2	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	3	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	Anecdote		
	4	Narrate events in the past	Sc/L1 3c
	5	Narrate events in the past	Sc/L1 3c
98	Close up	Looking at how the past perfect is used	
	Past perfect		
	1	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	2	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	3	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	4	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
	5	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
99	Tell us a story	Reading/writing a story using a variety of adverbs	
	1	Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning	Rw/L1 2a
	2	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	3	Express views and opinions	Sd/L1 2a
	4	Choose language suitable for purpose and audience	Wt/L1 4a
	5	Choose language suitable for purpose and audience	Wt/L1 4a

UNIT 12 Basics

G Quantifiers. Countable & uncountable nouns L Restaurant. Social register. Vocabulary of food, tastes & ways of cooking

p	activity/exercise number	skill	skill code
100		Discussing eating out	
	1	Ask for information	Sc/L1 3b
	2	Ask for information	Sc/L1 3b
100	First date	Listening to someone ordering a meal in a restaurant	
	1	Express views and opinions	Sd/L1 2a
	2	Listen for the gist of a discussion	Lr/L1 6a
	3	Follow a discussion without participating	Lr/L1 6b
	4	Listen for grammatical detail	Lr/L1 2d
101	Close up	Collocation of quantifiers and nouns	
	Quantity		
	1	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	2	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	3	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
	Countable & uncountable nouns		
	1	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	2	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
	3	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	4	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	5	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
	6	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	7	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
102-103	Eating Out	Ordering a meal in a restaurant	
	1	Respond to questions on a range of topics	Lr/L1 5a
	2	Take part in social interaction	Sd/L1 1a
	3	Make requests	Sc/L1 2a
	4	Make requests	Sc/L1 2a
	Anecdote		
	5	Narrate events in the past	Sc/L1 3c
	6	Narrate events in the past	Sc/L1 3c

104	What's for dinner?		
	1	Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning	Rw/L1 2a
	2	Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning	Rw/L1 2a
	3	Ask for information	Sc/L1 2b
	4	Plan action with other people	Sc/L1 2c
105	Incredible edibles	Describing food & discussing strange food	
	1	Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning/ Describe and compare	Rw/L1 2a Sc/L1 3e
	2	Express views and opinions	Sd/L1 2a
	3	Extract information from texts of varying lengths	Lr/L1 1a
	4	Narrate events in the past	Sc/L1 3c
106-107	Bedtime	Reading and conducting a sleep survey	
	1	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	2	Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning	Rw/L1 2a
	3	Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning	Rw/L1 2a
	Report writing		
	1	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
	2	Ask for information	Sc/L1 3b
	3	Use sentence grammar accurately to achieve purpose	Ws/L1 2a

UNIT 13 Communication

G Real conditionals, e.g.: first conditional; zero conditional; conditional imperative **L** Telephone, email & website addresses. Telephone language. *Make & do*

p	activity/exercise number	skill	skill code
108		Recognising website/email addresses	
	1	Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning	Rw/L1 2a
	2	Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning/Ask for information	Rw/L1 2a Sc/L1 3b
108-110	After the beep...	Speaking on the telephone	
	1	Extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond	Lr/L1 1b
	2	Extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond	Lr/L1 1b
	Telephone language		
	1	Extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond	Lr/L1 1b
	2	Extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond	Lr/L1 1b
	3	Extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond	Lr/L1 1b
	4	Extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond	Lr/L1 1b
	5	Extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond	Lr/L1 1b
110-111	Close up	Looking at conditionals	
	Real conditionals		
	1	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
	2	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
	3	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	4	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	5	Give explanations and instructions	Sc/L1 3d
	6	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
112-113	Stereotypes	Reading about/discussing stereotypes	
	1	Express views and opinions	Sd/L1 2a
	2	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a

	3 4 5 6	Use sentence grammar accurately to achieve purpose Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings Express statements of fact Express views and opinions/Use organisational and structural features to locate information	Ws/L1 2a Rw/L1 3a Sc/L1 3a Sd/L1 2a Rt/L1 4a
114-115	What do men and women really think?	Reading a questionnaire and survey about differences between British men and women	
	1 2 3 Report writing 1 2 3	Use skimming, scanning and detailed reading in different ways for different purposes Use skimming, scanning and detailed reading in different ways for different purposes Express views and opinions Use sentence grammar accurately to achieve purpose Ask for information Choose language suitable for purpose and audience	Rt/L1 5a Rt/L1 5a Sd/L1 2a Ws/L1 2a Sc/L1 3b Wt/L1 4a

UNIT 14 Style

G *I wish* + past simple. Unreal conditionals, e.g. second conditional **L** Verbs & verb phrases: clothes (*put on, get dressed, suit, fit* etc). Clothes & materials. Adjective order. Clothes idioms **P** Pure vowels and diphthongs

p	activity/exercise number	skill	skill code
116		Reading/describing daily routines	
	1	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	2	Describe and compare	Sc/L1 3e
	3	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	4	Choose language suitable for purpose and audience	Wt/L1 4a
	5	Describe and compare	Sc/L1 3e
117	Suits you	Talking/listening to a discussion about clothes	
	1	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	2	Extract information from texts of varying lengths	Lr/L1 1a
	3	Express views and opinions	Sd/L1 2a
118-119	Close up	Describing clothes	
	Adjective order		
	1	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
	2	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	3	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
	Anecdote		
	4	Describe and compare	Sc/L1 3e
	5	Describe and compare	Sc/L1 3e
	Idioms		
	1	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	2	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	3	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense	Rs/L1 1a
	4	Describe and compare	Sc/L1 3e
120-121	First impressions	Listening to/reading/writing descriptions of people	
	1	Apply knowledge about words to aid accurate spelling	Ww/L1 1a
	2	Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings	Rw/L1 3a
	3	Describe and compare	Sc/L1 3e
	4	Express views and opinions	Sd/L1 2a

	5 6 7 8 9	Express views and opinions Use skimming, scanning and detailed reading in different ways for different purposes Choose language suitable for purpose and audience Choose language suitable for purpose and audience Choose language suitable for purpose and audience	Sd/L1 2a Rt/L1 5a Wt/L1 4a Wt/L1 4a Wt/L1 4a
122	Ugly	Listening to a song	
	1 2	Extract information from texts of varying lengths Extract information from texts of varying lengths	Lr/L1 1a Lr/L1 1a
122	Close up	Making sentences with: <i>I wish...</i>	
	I wish 1 2 3	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense Use sentence grammar accurately to achieve purpose Use sentence grammar accurately to achieve purpose	Rs/L1 1a Ws/L1 2a Ws/L1 2a
123	Interview with Jon Bon Jovi	Reading an interview	
	1 2 3	Use skimming, scanning and detailed reading in different ways for different purposes Use skimming, scanning and detailed reading in different ways for different purposes Express views and opinions	Rt/L1 5a Rt/L1 5a Sd/L1 2a
124	Close up	Looking at conditionals	
	Unreal conditionals 1 2 3 4 5	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense Listen for the gist of a discussion Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense Use sentence grammar accurately to achieve purpose	Rs/L1 1a Lr/L1 6a Rs/L1 1a Rs/L1 1a Ws/L1 2a

UNIT 15 Age

G *I wish & If only* + past perfect. Unreal conditions, e.g. third conditional; mixed conditionals. Indirect conditionals **L** Vocabulary of age & regrets

p	activity/exercise number	skill	skill code
126-127		Reading a poem about age	
	1 2 3 Wishes 1 2 3 4	Describe and compare Distinguish how language and other textual features are used to achieve different purposes Distinguish how language and other textual features are used to achieve different purposes Write using complex sentences Write using complex sentences Write using complex sentences Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning	Sc/L1 3e Rt/L1 2a Rt/L1 2a Ws/L1 1a Ws/L1 1a Ws/L1 1a Rw/L1 2a
127-128	Close up	Looking at conditional sentences	
	<i>I wish & if only</i> 1 2 3 4	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense Write using complex sentences Write using complex sentences Describe and compare	Rs/L1 1a Ws/L1 1a Ws/L1 1a Sc/L1 3e
129-130	Act your age	Reading about how people feel about age	
	1 2 3 4 5 6 7	Express views and opinions Use skimming, scanning and detailed reading in different ways for different purposes Understand and identify the different ways in which meaning is built up in a range of paragraphed texts Express views and opinions Choose language suitable for purpose and audience Listen to an explanation or narrative Express views and opinions	Sd/L1 2a Rt/L1 5a Rt/L1 1a Sd/L1 2a Wt/L1 4a Lr/L1 2a Sd/L1 2a
130	Close up	Looking at unreal conditionals	
	1 2	Use implicit and explicit grammatical knowledge along with own knowledge to predict meaning, try out plausible meanings and to read and check for sense Write using complex sentences	Rs/L1 1a Ws/L1 1a
131	Unreal! The Conditional	Using conditionals	

	Game		
		Express views and opinions	Sd/L1 2a
132	What would you have done?	Reading/listening to texts about difficult situations	
	1	Use skimming, scanning and detailed reading in different ways for different purposes	Rt/L1 5a
	2	Extract information from texts of varying lengths	Lr/L1 1a
133	Sweet sixteen	Using indirect questions	
	1	Express views and opinions	Sd/L1 2a
	2	Extract information from texts of varying lengths	Lr/L1 1a
	3	Extract information from texts of varying lengths	Lr/L1 1a
	Delicate questions		
	1	Use sentence grammar accurately to achieve purpose	Ws/L1 2a
	2	Ask for information	Sc/L1 3b
	3	Ask for information	Sc/L1 3b
	4	Ask for information	Sc/L1 3b
	5	Ask for information	Sc/L1 3b