

Suggested Order

	Suggested Order	Skill 1	Skill 2
1	*Ancient Egypt (Film) Consolidation Week	Linking ideas across paragraph using tense choices [for example, he <i>had</i> seen her before]. (Stage 5)	Indicating degrees of possibility using modal verbs [for example might, should, will, must] (Stage 5)
2	Pedals in the Clouds (Picture) Consolidation Week	Brackets, dashes and commas to indicate parenthesis (Stage 5)	
3	*Dracula's Whitby (Film) Consolidation Week	Converting nouns or adjectives into verbs using suffixes [for example, —ate; —ise; —ify] (Stage 5)	Indicating degrees of possibility using adverbs [for example, perhaps, surely] (Stage 5)
4	Floating Glass Island (Picture) Consolidation Week	Use of commas to clarify meaning and avoid ambiguity (Stage 5)	
5	*Beyond the Lines (Film) Consolidation Week	Verb prefixes [for example, dis-, de-, mis-, over- and re-] (Stage 5)	Relative clauses beginning with who, which, where, that, when, whose (Stage 5)
6	The Enchanted Blue Doorway (Picture) Consolidation Week	Devices to build cohesion within a paragraph. [For example, then, after, that, this, firstly]. (Stage 5)	Linking ideas across paragraphs using adverbials of time [for example, later] place [for example, nearby] and number [for example, secondly]. (Stage 5) — conjunctive adverbs
7	*The Dreadful Menace (Film)	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> — <i>discover</i> ; <i>ask for</i> — <i>request</i> ; <i>go in</i> — <i>enter</i>]	The difference between structures typical of informal speech and structures appropriate for formal speech.
8	The Forgotten Machine (Picture)	How words are related by meaning as synonyms and antonyms [for example, <i>big large, little</i>]	
9	*Faded (Film)	The use of a semi-colon, colon, dash to mark the boundary between independent clauses	
10	The Library of Lost Stories (Picture)	Use of the colon to introduce a list and the use of semi-colon within lists	
11	*The Christmas Truce (Film)	Linking ideas across paragraphs using a wider range of cohesive devices. ➤ Grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence].	
12	The Last Letter (Picture)	Linking ideas across paragraphs using a wider range of cohesive devices ➤ Repetition of a word or phrase	

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13	*The One for All (Film)	Use of the passive to affect how the information is presented in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].	
14	The Interview Mix-Up (Picture)	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> — <i>discover</i> ; <i>ask for</i> — <i>request</i> ; <i>go in</i> — <i>enter</i>]	The difference between structures typical of informal speech and structures appropriate for formal speech and writing.
15	*The Eye of the Storm (Film)	How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]	
16	The Mirror Between (Picture)	The use of a semi-colon , colon, dash to mark the boundary between independent clauses ➤ semi-colon	
17	*Maux Dits (Film)	Linking ideas across paragraphs using a wide range of cohesive devices ➤ ellipsis	
18	The Discovery (Picture)	Linking ideas across paragraphs using a wide range of cohesive devices ➤ repetition of a word or phrase	
19	*Three Little Pigs (Film)	The use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> , used in some very formal writing and speech.	
20	The Epic Pet Parade (Picture)	How words are related by meaning as synonyms and antonyms [for example, <i>big</i> , <i>large</i> , <i>little</i>]	
21	*Biography of Charles Dickens (Film)	Punctuation of bullet points to list information.	
22	Two Bags, One Mystery (Picture)	The use of a semi-colon, colon , dash to mark the boundary between independent clauses ➤ Colon	
23	*Road's End (Film)	Linking ideas across paragraphs using a wide range of cohesive devices ➤ grammatical connections [for example, the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>] ➤ A specific focus on conjunctive adverbs	
24	It Came From the Clouds (Picture)	How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]	

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25	*Titanium (Film)	Using commas to clarify meaning and avoid ambiguity in writing	
26	Not Ready to Go (Picture)	In narratives, describing characters and settings and atmosphere	
27	*The Ridge (Film)	Write effectively for a range of purposes and audiences	
28	*Broken (Film)	Integrating dialogue to convey character and advance the action	
29	*The Present (Film)	Using expanded noun phrases to convey complicated information concisely	
30	Listen: The Planet is Talking (Picture)	Distinguish between the language of speech and writing and choose the appropriate register	
31	*The Piano (Film)	In narratives, describing characters and settings and atmosphere	
32	Punctuation Party Panic! (Picture)	Using commas to clarify meaning and avoid ambiguity in writing (+ Oxford comma discussion)	
33	*The Tale of the Three Brothers (Film)	Use of the colon to introduce a list and the use of semi-colon within lists	
34	*Little Freak (Film)	Integrating dialogue to convey character and advance the action	
35	The Power of Your Words (Picture)	Using expanded noun phrases to convey complicated information concisely	
36	The City Under Siege (Picture)	Use of the passive to affect how the information is presented in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].	