



	IN THE PICTURE	READING	GRAMMAR (1)	LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND	SPEAKING	WRITING
<div>1</div> <div>UNIT</div> <div>WHAT'S IN A NAME?</div> <div>pages 6–15</div>	Names <i>Talk about names and naming traditions</i> <b>Vocabulary (1):</b> Names <div> <div>PRONOUNCE</div> <div>Unvoiced and voiced sounds</div> </div> <div> <div>▶</div> <div>Names</div> </div>	Katrina <i>Find information efficiently</i>	Present tense review <i>Talk about things in or connected to the present</i>	I remember your name <i>Take clear notes</i> <b>Vocabulary (2):</b> Word families	Articles and other determiners <i>Show what thing you're talking about</i>	Know yourself: <i>Work on your weaknesses</i>	<i>That's interesting!</i> <i>Make conversation</i> <div> <div>▶</div> <div>Tell me more</div> </div>	Report back ( <i>report</i> ) <i>Present statistical information</i>
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<div> <div>2</div> <div>THE WHOLE STORY</div> <div>UNIT</div> <div>pages 16–25</div> </div>	<p>Types of story</p> <p><b>Talk about stories</b></p> <p><b>Vocabulary (1):</b> Types of story</p> <p><b>PRONOUNCE</b> Long vowel sounds</p> <p> Types of story</p>	<p>Kamishibai</p> <p><b>Deal with new vocabulary when you read</b></p>	<p>Narrative tenses</p> <p><b>To describe events in the past</b></p>	<p>The written word</p> <p><b>Follow the speaker's argument</b></p> <p><b>Vocabulary (2):</b> Character adjectives</p>	<p><i>Used to and would</i></p> <p><b>Talk about habits and states in the past</b></p>	<p>Get thinking:</p> <p><b>Consider the consequences of your actions</b></p>	<p><b>What happened?</b></p> <p><b>Describe an experience</b></p> <p> <b>Where was I?</b></p>	<p>My fantasy story (story)</p> <p><b>Avoid repetition</b></p>
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**PROGRESS CHECK 1&2**    pages 26–27

<div> <div>3</div> <div>LIFE GOALS</div> <div>pages 28–37</div> </div>	Setting goals <i><b>Talk about short- and long-term goals</b></i> <b>Vocabulary (1):</b> Phrasal verbs: goals and achievements <div> <div>PRONOUNCE</div> <div>Joining words</div> </div> <div> <div>▶</div> <div>Setting goals</div> </div>	Inventing the future <i><b>Assess a text</b></i>	Futures review <i><b>Talk about the future in different ways</b></i>	The cabin project <i><b>Understand referring words</b></i> <b>Vocabulary (2):</b> Adjective + preposition Verb + noun + preposition	Future continuous and future perfect <i><b>Talk about what will be happening and what will have happened</b></i>	Get organised: <b>Set achievable goals</b>	Anything's possible <i><b>Express certainty, probability and doubt</b></i> <div> <div>▶</div> <div>Absolutely</div> </div>	Dear Sir or Madam <i>(formal letter or email)</i> <b>Write a formal letter or email</b>
	<b>UNIT REVIEW</b> page 37							

<div> <div>4</div> <div>UNIT</div> </div> <div> <div>LEARNING FROM THE PAST</div> <div>pages 38–47</div> </div>	<div>Buildings past and present</div> <div>Talk about buildings and architecture</div> <div>Vocabulary (1): Buildings and architecture</div> <div> <div>Buildings past and present</div> </div>	<div>Lessons from the past</div> <div>Understand opinions</div>	<div>Conditionals</div> <div>Talk about the consequences of possible or imaginary situations</div>	<div>No regrets</div> <div>Recognise imaginary situations</div> <div>PRONOUNCE Emphasis</div> <div>Vocabulary (2): Abstract nouns</div>	<div>Wishes and regrets: I wish / if only</div> <div>Talk about wishes and regrets</div>	<div>Know yourself:</div> <div>Learn from your mistake</div>	<div>What do you reckon?</div> <div>Express and react to opinions</div> <div> <div>The way I see it</div> </div>	<div>My trip advice (review)</div> <div>Contrast Ideas</div>
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**PROGRESS CHECK 3&4**    pages 48–49

<div> <div>UNIT</div> <div>5</div> </div> <div> <div>CURIOUSER AND CURIOUSER</div> <div>pages 50–59</div> </div>	<div>Start a collection</div> <div><i>Talk about unusual collections</i></div> <div>Vocabulary (1): Usual and unusual adjectives</div> <div> <div>PRONOUNCE</div> <div>Consonant groups</div> </div> <div> <div>▶ Start a collection</div> </div>	<div>Be a museum curator</div> <div><i>Understand the writer's purpose</i></div>	<div>Verbs followed by <i>-ing</i> and/or infinitive</div> <div><i>Use gerunds and infinitives</i></div>	<div>An unusual journey</div> <div><i>Deal with new vocabulary when you listen</i></div> <div>Vocabulary (2): Verbs to describe change</div>	<div>Comparisons</div> <div><i>Compare people, things and actions</i></div>	<div>Get thinking:</div> <div><i>Understand how adverts try to sell to you</i></div>	<div>Wait a second</div> <div><i>Interact with other people in a conversation</i></div> <div> <div>▶ By the way</div> </div>	<div>Something different (article)</div> <div><i>Write an article</i></div>
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	IN THE PICTURE	READING	GRAMMAR (1)	LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND	SPEAKING	WRITING
<div><div>UNIT</div><div>6</div><div>THE WAY WE ARE</div><div>pages 60–69</div></div>	Detailed descriptions  <b>Use compounds to describe people and things</b>  <b>Vocabulary (1):</b> Compounds  <div><div>PRONOUNCE</div> Similar sounds</div> <div><div>▶</div> Detailed descriptions</div>	Left and right  <b>Recognise the main ideas and supporting details</b>	Relative clauses  <b>Define and describe things</b>	Teen tips for parents  <b>Follow a conversation</b>  <b>Vocabulary (2):</b> Three-word phrasal verbs	<i>ing</i> and <i>-ed</i> clauses  <b>Use clauses that start with -ing or -ed</b>	Know yourself:  <b>See things from another person's perspective</b>	I was wondering ...  <b>Ask polite questions</b>  <div><div>▶</div> Do you mind?</div>	Seen from the outside (description)  <b>Give impressions in a description</b>
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PROGRESS CHECK 5&6

pages 70–71

<div><div>UNIT</div><div>7</div><div>ON SCREEN</div><div>pages 72–81</div></div>	At the cinema  <b>Talk about going to the cinema</b>  <b>Vocabulary (1):</b> Film words  <div><div>PRONOUNCE</div> Diphthongs</div> <div><div>▶</div> At the cinema</div>	Code of conduct  <b>Identify the tone of a text</b>	Modals of obligation, prohibition and advice  <b>Use modal verbs to say what is and isn't necessary or recommended</b>	The greatest films never made  <b>Understand purpose and intention</b>  <b>Vocabulary (2):</b> Collocations	Future in the past  <b>Talk about future events seen from the past</b>	Respect others:  <b>Respect rules and social boundaries</b>	It was awesome!  <b>Express likes and dislikes</b>  <div><div>▶</div> It's not my cup of tea</div>	The perfect choice (website – response post)  <b>Make suggestions and express preferences</b>
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<div><div>UNIT</div><div>8</div><div>BUY SELL TRADE</div><div>pages 82–91</div></div>	World trade  <b>Talk about how things are made, sold and moved around the world</b>  <b>Vocabulary (1):</b> World trade  <div><div>PRONOUNCE</div> Stress</div> <div><div>▶</div> World trade</div>	The world in a box  <b>Understand references</b>	Passive forms  <b>Talk about things that are done by other people</b>	Customer service  <b>Recognise a speaker's attitude and feelings</b>  <b>Vocabulary (2):</b> Buying and selling	Modal verbs of speculation and expectation  <b>Give possible explanations for things</b>	Get organised:  <b>Make a budget and stick to it</b>	Let's discuss it  <b>Take part in a debate</b>  <div><div>▶</div> Shall I start?</div>	On balance (essay)  <b>Develop an argument</b>
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PROGRESS CHECK 7&8

pages 92–93

<div><div>UNIT</div><div>9</div><div>MY GENERATIONS</div><div>pages 94–103</div></div>	Generations  <b>Talk about young people today and in the past</b>  <b>Vocabulary (1):</b> Prefixes  <div><div>▶</div> Generations</div>	(Do not) share  <b>Recognise emphasis</b>	Reported speech review  <b>Report what people say</b>	The elephant in the room  <b>Infer meaning</b>  <b>Vocabulary (2):</b> Idioms	Question tags  <b>Ask questions and confirm ideas using question tags</b>  <div><div>PRONOUNCE</div> Everyday speech</div>	Communicate & cooperate:  <b>Prepare for an interview</b>	I've got some bad news  <b>Soften what you say</b>  <div><div>▶</div> Better luck next time</div>	Old friends (informal email)  <b>Write an informal email</b>
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<div><div>UNIT</div><div>10</div><div>WATCH YOUR LANGUAGE</div><div>pages 104–113</div></div>	Languages  <b>Talk about languages</b>  <b>Vocabulary (1):</b> Phrasal verbs: languages and learning  <div><div>▶</div> Languages</div>	The teenage multilingualist  <b>Understand what a writer's really saying</b>	Intensifiers  <b>Empahsise qualities and quantities</b>	Speech day  <b>Be an active listener</b>  <b>Vocabulary (2):</b> Colloquial phrases	Inversion  <b>Add emphasis to what you write and say</b>  <div><div>PRONOUNCE</div> Word groups and stressed words</div>	Communicate & cooperate:  <b>Be a successful non-native speaker</b>	Centre stage  <b>Describe a picture</b>  <div><div>▶</div> From one side to the other</div>	Frankly it's unacceptable (email)  <b>Express strong views</b>
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PROGRESS CHECK 9&10

pages 114–115