

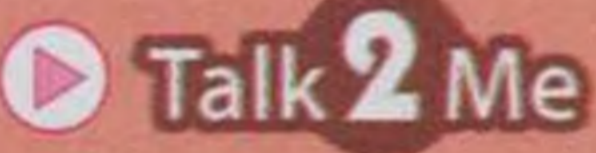

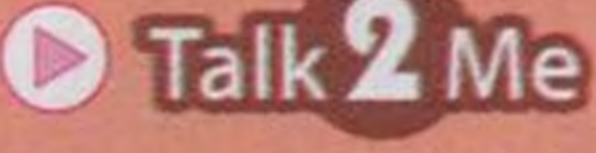








| UNIT                                                                                         | READING                                                                                          | GRAMMAR                                                                                                | VOCABULARY                                                                                                                 |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>1 This is me</b><br>(PERSONAL IDENTITY)<br>p 4–13                                         | <i>What do they do all day?</i><br>Skimming<br><b>Multiple choice</b>                            | Present simple, present continuous, stative verbs<br>Quantifiers                                       | Words connected with <i>personality</i><br>Nouns with <i>-ity / -ness</i><br>Collocations with adjectives                  |
| <b>2 Home sweet home</b><br>(HOUSE AND HOME)<br>p 14–23                                      | <i>Accommodation available</i><br>Understanding text type<br><b>Multiple choice</b>              | Past simple and past continuous<br><i>used to</i> and <i>would</i>                                     | Words connected with <i>the house and home</i><br>Phrasal verbs<br>Word patterns                                           |
| <b>Progress check Units 1 and 2:</b> Grammar and vocabulary / <b>Exam skills</b> p 24–25     |                                                                                                  |                                                                                                        |                                                                                                                            |
| <b>3 On the road</b><br>(TRAVEL AND TRANSPORT)<br>p 26–35                                    | <i>The Hyperloop</i><br>Understanding difference<br><b>True/false</b>                            | Present perfect simple and continuous<br>Countable and uncountable nouns                               | Words connected with <i>holidays</i><br>Adjectives with <i>un- / im- / il- / ir- / dis-</i><br>Word patterns               |
| <b>4 Give it a go</b><br>(NEW EXPERIENCES)<br>p 36–45                                        | <i>Maximum fun!</i><br>Scanning<br><b>Multiple matching</b>                                      | <i>will</i> and <i>be going to</i><br>Present simple and present continuous for future                 | Words connected with <i>outdoor activities</i><br>Phrasal verbs<br>Collocations connected with <i>free time</i>            |
| <b>Progress check Units 3 and 4:</b> Grammar and vocabulary / <b>Exam skills</b> p 46–47     |                                                                                                  |                                                                                                        |                                                                                                                            |
| <b>5 In good health</b><br>(HEALTH)<br>p 48–57                                               | <i>Teenlife: animal lives</i><br>Locating information<br><b>True/false/not stated</b>            | Modals (1): ability, obligation, advice, permission<br>Modals (2): possibility, probability, certainty | Words connected with <i>health and illness</i><br>Phrasal verbs<br>Collocations with <i>have, take, make</i> and <i>do</i> |
| <b>6 A piece of cake!</b><br>(FOOD AND DRINK)<br>p 58–67                                     | <i>A young star of the kitchen</i><br>Identifying synonyms<br><b>Multiple choice</b>             | Relative clauses<br>Articles                                                                           | Words connected with <i>food</i><br>Phrasal verbs<br>Adjectives/nouns/verbs                                                |
| <b>Progress check Units 5 and 6:</b> Grammar and vocabulary / <b>Exam skills</b> p 68–69     |                                                                                                  |                                                                                                        |                                                                                                                            |
| <b>7 Shop till you drop!</b><br>(SHOPPING AND SERVICES)<br>p 70–79                           | <i>Teenagers take over the market</i><br>Understanding meaning from context<br><b>True/false</b> | Past perfect simple and continuous<br>Comparatives and superlatives                                    | Words connected with <i>shopping</i><br>Phrasal verbs<br>Idioms for <i>shopping and spending</i>                           |
| <b>8 A sense of style</b><br>(FASHION)<br>p 80–89                                            | <i>Project fashion!</i><br>Identifying synonyms<br><b>Matching headings to paragraphs</b>        | The passive<br>Question tags                                                                           | Words connected with <i>clothes and accessories</i><br>Phrasal verbs<br>Adjectives/nouns/verbs                             |
| <b>Progress check Units 7 and 8:</b> Grammar and vocabulary / <b>Exam skills</b> p 90–91     |                                                                                                  |                                                                                                        |                                                                                                                            |
| <b>9 Playing to win</b><br>(SPORT)<br>p 92–101                                               | <i>Want to play Quidditch?</i><br>Understanding implication<br><b>Multiple choice</b>            | Conditionals (1): zero, first and second conditionals<br>Time clauses                                  | Words connected with <i>people in sport</i><br>Phrasal verbs<br>Collocations with <i>do, play</i> and <i>go</i>            |
| <b>10 All in good fun!</b><br>(ENTERTAINMENT)<br>p 102–111                                   | <i>We love Hollywood</i><br>Understanding linking words and phrases<br><b>Open questions</b>     | Conditionals (2): third conditional<br>The causative                                                   | Words connected with <i>people in the media</i><br>Phrasal verbs<br>Word patterns                                          |
| <b>Progress check Units 9 and 10:</b> Grammar and vocabulary / <b>Exam skills</b> p 112–113  |                                                                                                  |                                                                                                        |                                                                                                                            |
| <b>11 Curious minds</b><br>(EDUCATION)<br>p 114–123                                          | <i>Summer camp</i><br>Making deductions<br><b>Multiple matching</b>                              | Reported speech<br>Reported questions                                                                  | Words connected with <i>studying</i><br>Phrasal verbs<br>Idioms for education and learning                                 |
| <b>12 Our wonderful world</b><br>(THE NATURAL WORLD)<br>p 124–133                            | <i>Local river clean-up!</i><br>Understanding instructions<br><b>Multiple choice</b>             | Future perfect<br>Modal perfect                                                                        | Words connected with <i>natural habitats</i><br>Phrasal verbs<br>Adjectives and nouns                                      |
| <b>Progress check Units 11 and 12:</b> Grammar and vocabulary / <b>Exam skills</b> p 134–135 |                                                                                                  |                                                                                                        |                                                                                                                            |
| <b>OPTIMISE YOUR EXAMS</b>                                                                   |                                                                                                  | <b>▶ READING AND WRITING</b> p 136–141                                                                 | <b>▶ LISTENING</b> p 142–143                                                                                               |
| Grammar reference p 148–160                                                                  | Vocabulary reference p 161–168                                                                   | Writing reference p 169–174                                                                            | Irregular verbs reference p 175                                                                                            |

| LISTENING                                                               | SPEAKING                                                                                                                                       | LANGUAGE IN USE                                              | WRITING                                                             |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------|
| Understanding the situation<br><b>Multiple choice (extracts)</b>        | Talking about yourself<br><b>Interview</b><br>               | Identifying phrasal verbs<br><b>Multiple choice cloze</b>    | Starting and ending a letter/an email<br><b>A letter / An email</b> |
| Predicting<br><b>Multiple choice</b>                                    | Saying where things are<br><b>Photo task</b><br>             | Result clauses<br><b>Sentence transformation</b>             | Asking questions<br><b>A short message</b>                          |
| Listening for feelings and attitude<br><b>True/false</b>                | Making suggestions<br><b>Collaborative task</b><br>          | Using particles to create phrasal verbs<br><b>Open cloze</b> | Choosing positive and negative points<br><b>A review</b>            |
| Recognising similar meanings<br><b>Multiple choice</b>                  | Explaining likes and dislikes<br><b>Discussion</b><br>       | Connectors of contrast<br><b>Sentence transformation</b>     | Describing personal experience<br><b>A short message</b>            |
| Understanding agreement and disagreement<br><b>True/false</b>           | Talking about habits<br><b>Interview</b><br>               | Words formed from verbs<br><b>Word formation</b>             | Using narrative tenses<br><b>A story</b>                            |
| Recognising similar meaning<br><b>Gap fill</b>                          | Describing situations and actions<br><b>Photo task</b><br> | Collocations<br><b>Multiple choice cloze</b>                 | Making suggestions<br><b>A letter / An email</b>                    |
| Understanding relevant information<br><b>Multiple choice (extracts)</b> | Asking questions<br><b>Discussion</b><br>                  | Nouns connected with people<br><b>Word formation</b>         | Using direct speech<br><b>A story</b>                               |
| Predicting missing information<br><b>Gap fill</b>                       | Discussing alternatives<br><b>Collaborative task</b><br>   | -ing and infinitives<br><b>Sentence transformation</b>       | Writing descriptions<br><b>A story</b>                              |
| Listening for attitude and opinion<br><b>Multiple choice</b>            | Talking about other people<br><b>Interview</b><br>         | Verbs with similar meaning<br><b>Multiple-choice cloze</b>   | Giving opinions<br><b>A short message</b>                           |
| Selecting relevant information<br><b>Gap fill</b>                       | Listening and responding<br><b>Discussion</b><br>          | wish and if only<br><b>Open cloze</b>                        | Describing how to do something<br><b>An article</b>                 |
| Understanding implication<br><b>Multiple choice (extracts)</b>          | Expressing uncertainty<br><b>Photo task</b><br>            | Spelling of irregular forms<br><b>Word formation</b>         | Using given information<br><b>A short message</b>                   |
| Thinking logically<br><b>True/false/not stated</b>                      | Reaching a decision<br><b>Collaborative task</b><br>       | Auxiliary verbs<br><b>Open cloze</b>                         | Giving reasons<br><b>An essay</b>                                   |

**Student's Resource Centre**

- Talk2Me videos
- Speaking test videos
- *Optimise your grammar* worksheets
- *Optimise your vocabulary* worksheets
- *Say it right* pronunciation worksheets
- Culture and CLIL worksheets
- Class and Workbook audio