

IN THE PICTURE**READING****GRAMMAR (1)****1**
UNIT**BE EXTREME!**

pages 6–15

Sports

*Talk about different adventure sports***Vocabulary (1):** Extreme sports**PRONOUNCE** The /ɪ/, /i:/ and /aɪ/ sounds

▶ Sports

Choose a sport

Recognise and understand idioms

Present tenses review

Talk about things happening now and things that are generally true**UNIT REVIEW** page 15**2**
UNIT**DIGITAL FOOTPRINTS!**

pages 16–25

Digital devices

*Talk about using digital devices***Vocabulary (1):** Digital devices**PRONOUNCE** The /k/ and /g/ sounds

▶ Digital devices

For or against?

Recognise main ideas and supporting points

Present perfect simple

Connect past actions with the present**UNIT REVIEW** page 25**PROGRESS CHECK 1&2**

pages 26–27

3
UNIT**EYEWITNESS**

pages 28–37

Our environment

*Talk about natural disasters in films***Vocabulary (1):** Our environment

▶ Our environment

A new world

Recognise and understand similes

Past perfect simple and past perfect continuous

Talk about actions before another time in the past**UNIT REVIEW** page 37**4**
UNIT**THINKING AHEAD!**

pages 38–47

Jobs

*Talk about jobs and apprenticeships***Vocabulary (1):** Jobs**PRONOUNCE** Diphthongs: /ɪə/, /aʊ/, /aɪ/, /eə/

▶ Jobs

Job advice

Recognise formal and informal writing

Make, let and allow

Talk about obligation and permission**UNIT REVIEW** page 47**PROGRESS CHECK 3&4**

pages 48–49

5
UNIT**STREET ART**

pages 50–59

Art

*Talk about different types of art***Vocabulary (1):** Art



▶ Art


On the wall


Transfer information to a different text


-ing forms


Use gerunds and participle clauses**UNIT REVIEW** page 59

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
<p>I did it!</p> <p>Take notes</p> <p>Vocabulary (2): Achievements and challenges</p>	<p>Past tenses review</p> <p>Talk about past achievements</p>	<p>Know yourself:</p> <p>Consider the positive and negative aspects of taking risks</p>	<p>At the sports centre</p> <p>Start and change topics in a conversation</p> <p> By the way</p>	<p>History of a sport (article)</p> <p>Edit and proofread a text</p>

<p>Record. Stop. Play.</p> <p>Use the audio type, grammar and pronunciation to help you understand</p> <p>Vocabulary (2): Negative prefixes: <i>un-</i> and <i>in-</i></p>	<p>Present perfect continuous</p> <p>Talk about activities in progress before or until now</p>	<p>Get thinking:</p> <p>Deal with peer pressure</p>	<p>Be very careful</p> <p>Give warnings and prohibitions</p> <p> Watch out!</p>	<p>Keep in touch (email)</p> <p>Organise information in informal emails and letters</p>
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<p>Survival stories</p> <p>Focus on important information</p> <p>Vocabulary (2): Noise verbs</p> <p>PRONOUNCE Consonant combinations</p>	<p>Sense verbs + <i>-ing</i> or infinitive</p> <p>Talk about things that you see, hear, feel and smell</p>	<p>Respect others:</p> <p>Understand another person's feelings</p>	<p>That's not true</p> <p>Contradict facts and opinions</p> <p> I don't think so</p>	<p>It happened to me (story)</p> <p>Link ideas in a story</p>
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<p>Film credits</p> <p>Infer meaning when you listen</p> <p>Vocabulary (2): Film jobs</p>	<p>Defining and non-defining relative clauses</p> <p>Add extra information to a sentence</p>	<p>Get organised:</p> <p>Think ahead and make plans</p>	<p>Have you got the idea?</p> <p>Check and correct understanding</p> <p> That's not what I meant</p>	<p>My job application (letter)</p> <p>Write a formal letter</p>
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<p>Sand sculptures</p> <p>Recognise general statements and exceptions</p> <p>Vocabulary (2): Words to describe art</p>	<p>Question tags</p> <p>Ask questions and confirm ideas using question tags</p> <p>PRONOUNCE Intonation in question tags</p>	<p>Respect others:</p> <p>Value the art and culture of different societies</p>	<p>So do I</p> <p>Agree or disagree with an opinion</p> <p> I totally agree</p>	<p>I recommend it (review)</p> <p>Use linking words</p>
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IN THE PICTURE

READING

GRAMMAR (1)

6
UNIT

CRIME SCENE
pages 60–69

Crime
Talk about crimes and criminals
Vocabulary (1): Crime

▶ Crime

Chicago
Infer meaning when you read

Should, must, have to, ought (to), had better
Use modal verbs to give advice and make recommendations

UNIT REVIEW page 69

PROGRESS CHECK 5&6

pages 70–71

7
UNIT

TURNING POINTS
pages 72–81

Money
Talk about money
Vocabulary (1): Money verbs and nouns

PRONOUNCE The /b/ and /əʊ/ sounds

▶ Money

The power of half
Make notes for a summary

Conditionals review
Talk about possible or imaginary situations in the present and future

UNIT REVIEW page 81

8
UNIT

FRENEMIES
pages 82–91

Relationships
Talk about relationships
Vocabulary (1): Relationships

▶ Relationships

I wish
Recognise facts and opinions

Wishes and regrets: *I wish* and *If only*
Talk about wishes and regrets

UNIT REVIEW page 91

PROGRESS CHECK 7&8

pages 92–93

9
UNIT

LOOK AFTER YOURSELF
pages 94–103

Food
Talk about street food and how it's made
Vocabulary (1): Food

PRONOUNCE The /ʊ/ and /u:/ sounds

▶ Food

The right snack
Recognise reasons and results

Modal passives
Use the passive form of modal verbs

UNIT REVIEW page 103

10
UNIT

FUTURE VISIONS!
pages 104–113

Life in space
Talk about visions of the future
Vocabulary (1): Life in space

PRONOUNCE The g, d and b final consonants

▶ Life in space

Mission to Mars
Understand links between and within sentences

Futures review
Talk about arrangements, schedules, plans and predictions

UNIT REVIEW page 113

PROGRESS CHECK 9&10

pages 114–115

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
<p>No place to hide</p> <p>Recognise turn-taking</p> <p>Vocabulary (2): Types of evidence</p>	<p>Can't have, could/may/might have, must have</p> <p>Talk about possible explanations for things in the past</p> <p>PRONOUNCE Stressed and unstressed words</p>	<p>Know yourself:</p> <p>Take responsibility for your actions</p>	<p>You shouldn't have done that</p> <p>Give and react to criticism</p> <p>▶ It won't happen again</p>	<p>In my opinion (opinion essay)</p> <p>Use paragraphs and topic sentences</p>
<p>If ...</p> <p>Predict what a story will be about</p> <p>Vocabulary (2): Adjectives ending with <i>-ful</i> and <i>-less</i></p>	<p>Third conditional</p> <p>Talk about imaginary situations in the past</p>	<p>Communicate & cooperate:</p> <p>Adapt to changing situations</p>	<p>At the post office</p> <p>Send letters and parcels at the post office</p> <p>▶ How much will it cost?</p>	<p>Join our appeal (poster)</p> <p>Use persuasive language</p>
<p>Need to talk?</p> <p>Understand hesitation</p> <p>Vocabulary (2): Reporting verbs</p> <p>PRONOUNCE Stress in two-syllable words</p>	<p>Reported speech review</p> <p>Report what other people say</p>	<p>Communicate & cooperate:</p> <p>Give and accept feedback</p>	<p>Don't worry about it</p> <p>Express regret and forgiveness</p> <p>▶ It doesn't matter</p>	<p>My role model (description)</p> <p>Add detail to a description</p>
<p>Teen habits</p> <p>Understand the speaker's attitude</p> <p>Vocabulary (2): Services</p>	<p>Have/get something done</p> <p>Talk about things you pay someone else to do</p>	<p>Get thinking:</p> <p>Make decisions</p>	<p>Get your hair cut</p> <p>Ask for advice at the hairdresser's</p> <p>▶ I'd like a haircut</p>	<p>Our school report (report)</p> <p>Write a report</p>
<p>Futurology</p> <p>Understand paraphrase</p> <p>Vocabulary (2): Prefixes of size, quantity and degree</p>	<p>Future continuous and future perfect</p> <p>Say if actions will be in progress or completed in the future</p>	<p>Get organised:</p> <p>Rate your progress</p>	<p>We'll miss you</p> <p>Express hopes, wishes and promises</p> <p>▶ Look after yourself</p>	<p>You choose! (email)</p> <p>Present options</p>