

# 1

**WHAT'S IN A NAME?**  
pages 6–15

IN THE PICTURE	READING	GRAMMAR (1)	LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND	SPEAKING	WRITING
Names <i>Talk about names and naming traditions</i> <b>Vocabulary (1):</b> Names <b>PRONOUNCE</b> Unvoiced and voiced sounds ▶ Names	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> ▶ Tell me more	Report back ( <i>report</i> ) <b>Present statistical information</b>
<b>UNIT REVIEW</b> page 15							

# 2

**THE WHOLE STORY**  
pages 16–25

Types of story <i>Talk about stories</i> <b>Vocabulary (1):</b> Types of story <b>PRONOUNCE</b> Long vowel sounds ▶ Types of story	Kamishibai <i>Deal with new vocabulary when you read</i>	Narrative tenses <i>To describe events in the past</i>	The written word <i>Follow the speaker's argument</i> <b>Vocabulary (2):</b> Character adjectives	<i>Used to and would</i> <i>Talk about habits and states in the past</i>	Get thinking: <i>Consider the consequences of your actions</i>	<i>What happened?</i> <i>Describe an experience</i> ▶ Where was I?	My fantasy story ( <i>story</i> ) <b>Avoid repetition</b>
<b>UNIT REVIEW</b> page 25							

## PROGRESS CHECK 1&2

pages 26–27

# 3

**LIFE GOALS**  
pages 28–37

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

# 4

**LEARNING FROM THE PAST**  
pages 38–47

Buildings past and present <i>Talk about buildings and architecture</i> <b>Vocabulary (1):</b> Buildings and architecture ▶ Buildings past and present	Lessons from the past <i>Understand opinions</i>	Conditionals <i>Talk about the consequences of possible or imaginary situations</i>	No regrets <i>Recognise imaginary situations</i> <b>PRONOUNCE</b> Emphasis <b>Vocabulary (2):</b> Abstract nouns	Wishes and regrets: <i>I wish / if only</i> <i>Talk about wishes and regrets</i>	Know yourself: <i>Learn from your mistake</i>	<i>What do you reckon?</i> <i>Express and react to opinions</i> ▶ The way I see it	My trip advice ( <i>review</i> ) <b>Contrast ideas</b>
<b>UNIT REVIEW</b> page 47							

## PROGRESS CHECK 3&4

pages 48–49

# 5

**CURIOUSER AND CURIOUSER**  
pages 50–59

Start a collection <i>Talk about unusual collections</i> <b>Vocabulary (1):</b> Usual and unusual adjectives <b>PRONOUNCE</b> Consonant groups ▶ Start a collection	Be a museum curator <i>Understand the writer's purpose</i>	Verbs followed by <i>-ing</i> and/or infinitive <i>Use gerunds and infinitives</i>	An unusual journey <i>Deal with new vocabulary when you listen</i> <b>Vocabulary (2):</b> Verbs to describe change	Comparisons <i>Compare people, things and actions</i>	Get thinking: <i>Understand how adverts try to sell to you</i>	<i>Wait a second</i> <i>Interact with other people in a conversation</i> ▶ By the way	Something different ( <i>article</i> ) <b>Write an article</b>
<b>UNIT REVIEW</b> page 59							

**6** THE WAY WE ARE  
pages 60–69

IN THE PICTURE	READING	GRAMMAR (1)	LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND	SPEAKING	WRITING
Detailed descriptions <b>Use compounds to describe people and things</b> <b>Vocabulary (1):</b> Compounds PRONOUNCE Similar sounds Detailed descriptions <b>UNIT REVIEW</b> page 69	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	ing and -ed 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> Do you mind?	Seen from the outside (description) <b>Give impressions in a description</b>

**PROGRESS CHECK 5&6** pages 70–71

**7** ON SCREEN  
pages 72–81

At the cinema <b>Talk about going to the cinema</b> <b>Vocabulary (1):</b> Film words PRONOUNCE Diphthongs At the cinema <b>UNIT REVIEW</b> page 81	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> It's not my cup of tea	The perfect choice (website – response post) <b>Make suggestions and express preferences</b>
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**8** BUY SELL TRADE  
pages 82–91

World trade <b>Talk about how things are made, sold and moved around the world</b> <b>Vocabulary (1):</b> World trade PRONOUNCE Stress World trade <b>UNIT REVIEW</b> page 91	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> Shall I start?	On balance (essay) <b>Develop an argument</b>
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**PROGRESS CHECK 7&8** pages 92–93

**9** MY GENERATIONS  
pages 94–103

Generations <b>Talk about young people today and in the past</b> <b>Vocabulary (1):</b> Prefixes Generations <b>UNIT REVIEW</b> page 103	(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> PRONOUNCE Everyday speech	Communicate & cooperate: <b>Prepare for an interview</b>	I've got some bad news <b>Soften what you say</b> Better luck next time	Old friends (informal email) <b>Write an informal email</b>
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**10** WATCH YOUR LANGUAGE  
pages 104–113

Languages <b>Talk about languages</b> <b>Vocabulary (1):</b> Phrasal verbs: languages and learning Languages <b>UNIT REVIEW</b> page 113	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> PRONOUNCE Word groups and stressed words	Communicate & cooperate: <b>Be a successful non-native speaker</b>	Centre stage <b>Describe a picture</b> From one side to the other	Frankly it's unacceptable (email) <b>Express strong views</b>
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**PROGRESS CHECK 9&10** pages 114–115