

# 1

**BE EXTREME!**  
pages 6–15

# 2

**DIGITAL FOOTPRINTS!**  
pages 16–25

# 3

**EYEWITNESS**  
pages 28–37

# 4

**THINKING AHEAD!**  
pages 38–47

# 5

**STREET ART**  
pages 50–59

| IN THE PICTURE  | READING   | GRAMMAR (1)   | LISTENING & VOCABULARY   | GRAMMAR (2)  | LANGUAGE & BEYOND  | SPEAKING  | WRITING  |
|---|---|---|--|--|--|---|--|
| <p>Sports</p> <p><b>Talk about different adventure sports</b></p> <p><b>Vocabulary (1):</b> Extreme sports</p> <p><b>PRONOUNCE</b> The /ɪ/, /i:/ and /aɪ/ sounds</p> <p>▶ Sports</p> <p><b>UNIT REVIEW</b> page 15</p>        | <p>Choose a sport</p> <p><b>Recognise and understand idioms</b></p>             | <p>Present tenses review</p> <p><b>Talk about things happening now and things that are generally true</b></p>           | <p>I did it!</p> <p><b>Take notes</b></p> <p><b>Vocabulary (2):</b> Achievements and challenges</p>  | <p>Past tenses review</p> <p><b>Talk about past achievements</b></p>   | <p>Know yourself:</p> <p><b>Consider the positive and negative aspects of taking risks</b></p> <p>▶ By the way</p> | <p>At the sports centre</p> <p><b>Start and change topics in a conversation</b></p>     | <p>History of a sport (article)</p> <p><b>Edit and proofread a text</b></p>                    |
| <p><b>PROGRESS CHECK 1&amp;2</b> pages 26–27</p>  |   |   |  |  |  |   |  |
| <p>Digital devices</p> <p><b>Talk about using digital devices</b></p> <p><b>Vocabulary (1):</b> Digital devices</p> <p><b>PRONOUNCE</b> The /k/ and /g/ sounds</p> <p>▶ Digital devices</p> <p><b>UNIT REVIEW</b> page 25</p> | <p>For or against?</p> <p><b>Recognise main ideas and supporting points</b></p> | <p>Present perfect simple</p> <p><b>Connect past actions with the present</b></p>                                       | <p>Record. Stop. Play.</p> <p><b>Use the audio type, grammar and pronunciation to help you understand</b></p> <p><b>Vocabulary (2):</b> Negative prefixes: <i>un-</i> and <i>in-</i></p> | <p>Present perfect continuous</p> <p><b>Talk about activities in progress before or until now</b></p>                                      | <p>Get thinking:</p> <p><b>Deal with peer pressure</b></p>   | <p>Be very careful</p> <p><b>Give warnings and prohibitions</b></p> <p>▶ Watch out!</p> | <p>Keep in touch (email)</p> <p><b>Organise information in informal emails and letters</b></p> |
| <p>Our environment</p> <p><b>Talk about natural disasters in films</b></p> <p><b>Vocabulary (1):</b> Our environment</p> <p>▶ Our environment</p> <p><b>UNIT REVIEW</b> page 37</p>   | <p>A new world</p> <p><b>Recognise and understand similes</b></p>               | <p>Past perfect simple and past perfect continuous</p> <p><b>Talk about actions before another time in the past</b></p> | <p>Survival stories</p> <p><b>Focus on important information</b></p> <p><b>Vocabulary (2):</b> Noise verbs</p> <p><b>PRONOUNCE</b> Consonant combinations</p>                            | <p>Sense verbs + <i>-ing</i> or infinitive</p> <p><b>Talk about things that you see, hear, feel and smell</b></p>                          | <p>Respect others:</p> <p><b>Understand another person's feelings</b></p> <p>▶ I don't think so</p>                | <p>That's not true</p> <p><b>Contradict facts and opinions</b></p>                      | <p>It happened to me (story)</p> <p><b>Link ideas in a story</b></p>                           |
| <p>Jobs</p> <p><b>Talk about jobs and apprenticeships</b></p> <p><b>Vocabulary (1):</b> Jobs</p> <p><b>PRONOUNCE</b> Diphthongs: /ɪə/, /aʊ/, /aɪ/, /eə/</p> <p>▶ Jobs</p> <p><b>UNIT REVIEW</b> page 47</p>                   | <p>Job advice</p> <p><b>Recognise formal and informal writing</b></p>           | <p><i>Make, let</i> and <i>allow</i></p> <p><b>Talk about obligation and permission</b></p>                             | <p>Film credits</p> <p><b>Infer meaning when you listen</b></p> <p><b>Vocabulary (2):</b> Film jobs</p>  | <p>Defining and non-defining relative clauses</p> <p><b>Add extra information to a sentence</b></p>  | <p>Get organised:</p> <p><b>Think ahead and make plans</b></p> <p>▶ That's not what I meant</p>                    | <p>Have you got the idea?</p> <p><b>Check and correct understanding</b></p>             | <p>My job application (letter)</p> <p><b>Write a formal letter</b></p>                         |
| <p><b>PROGRESS CHECK 3&amp;4</b> pages 48–49</p>  |   |   |  |  |  |   |  |
| <p>Art</p> <p><b>Talk about different types of art</b></p> <p><b>Vocabulary (1):</b> Art</p> <p>▶ Art</p> <p><b>UNIT REVIEW</b> page 59</p>   | <p>On the wall</p> <p><b>Transfer information to a different text</b></p>       | <p><i>-ing</i> forms</p> <p><b>Use gerunds and participle clauses</b></p>   | <p>Sand sculptures</p> <p><b>Recognise general statements and exceptions</b></p> <p><b>Vocabulary (2):</b> Words to describe art</p>   | <p>Question tags</p> <p><b>Ask questions and confirm ideas using question tags</b></p> <p><b>PRONOUNCE</b> Intonation in question tags</p> | <p>Respect others:</p> <p><b>Value the art and culture of different societies</b></p> <p>▶ I totally agree</p>     | <p>So do I</p> <p><b>Agree or disagree with an opinion</b></p>                          | <p>I recommend it (review)</p> <p><b>Use linking words</b></p>                                 |

# 6 CRIME SCENE

pages 60–69

| IN THE PICTURE   | READING                                       | GRAMMAR (1)  | LISTENING & VOCABULARY   | GRAMMAR (2)  | LANGUAGE & BEYOND   | SPEAKING  | WRITING  |
|--|---|--|--|--|---|---|--|
| Crime<br><b>Talk about crimes and criminals</b><br><b>Vocabulary (1):</b> Crime<br>Crime<br><b>UNIT REVIEW</b> page 69 | Chicago<br><b>Infer meaning when you read</b> | <i>Should, must, have to, ought (to), had better</i><br><b>Use modal verbs to give advice and make recommendations</b> | No place to hide<br><b>Recognise turn-taking</b><br><b>Vocabulary (2):</b> Types of evidence | <i>Can't have, could/may/might have, must have</i><br><b>Talk about possible explanations for things in the past</b><br><b>PRONOUNCE</b> Stressed and unstressed words | Know yourself:<br><b>Take responsibility for your actions</b> | You shouldn't have done that<br><b>Give and react to criticism</b><br>It won't happen again | In my opinion (opinion essay)<br><b>Use paragraphs and topic sentences</b> |

## PROGRESS CHECK 5&6

pages 70–71

# 7 TURNING POINTS

pages 72–81

|   |  |   |  |   |   |  |  |
|---|--|---|--|---|---|--|--|
| Money<br><b>Talk about money</b><br><b>Vocabulary (1):</b> Money verbs and nouns<br><b>PRONOUNCE</b> The /b/ and /əʊ/ sounds<br>Money<br><b>UNIT REVIEW</b> page 81 | The power of half<br><b>Make notes for a summary</b> | Conditionals review<br><b>Talk about possible or imaginary situations in the present and future</b> | <i>If ...</i><br><b>Predict what a story will be about</b><br><b>Vocabulary (2):</b> Adjectives ending with <i>-ful</i> and <i>-less</i> | Third conditional<br><b>Talk about imaginary situations in the past</b> | Communicate & cooperate:<br><b>Adapt to changing situations</b> | At the post office<br><b>Send letters and parcels at the post office</b><br>How much will it cost? | Join our appeal (poster)<br><b>Use persuasive language</b> |
|---|--|---|--|---|---|--|--|

# 8 FRENEMIES

pages 82–91

|   |   |  |  |   |   |  |   |
|---|---|--|--|---|---|--|---|
| Relationships<br><b>Talk about relationships</b><br><b>Vocabulary (1):</b> Relationships<br>Relationships<br><b>UNIT REVIEW</b> page 91 | I wish<br><b>Recognise facts and opinions</b> | Wishes and regrets: <i>I wish</i> and <i>If only</i><br><b>Talk about wishes and regrets</b> | Need to talk?<br><b>Understand hesitation</b><br><b>Vocabulary (2):</b> Reporting verbs<br><b>PRONOUNCE</b> Stress in two-syllable words | Reported speech review<br><b>Report what other people say</b> | Communicate and cooperate:<br><b>Give and accept feedback</b> | Don't worry about it<br><b>Express regret and forgiveness</b><br>It doesn't matter | My role model (description)<br><b>Add detail to a description</b> |
|---|---|--|--|---|---|--|---|

## PROGRESS CHECK 7&8

pages 92–93

# 9 LOOK AFTER YOURSELF

pages 94–103

|   |   |  |  |   |  |   |   |
|---|---|--|--|---|--|---|---|
| Food<br><b>Talk about street food and how it's made</b><br><b>Vocabulary (1):</b> Food<br><b>PRONOUNCE</b> The /ʊ/ and /u:/ sounds<br>Food<br><b>UNIT REVIEW</b> page 103 | The right snack<br><b>Recognise reasons and results</b> | Modal passives<br><b>Use the passive form of modal verbs</b> | Teen habits<br><b>Understand the speaker's attitude</b><br><b>Vocabulary (2):</b> Services | <i>Have/get something done</i><br><b>Talk about things you pay someone else to do</b> | Get thinking:<br><b>Make decisions</b> | Get your hair cut<br><b>Ask for advice at the hairdresser's</b><br>I'd like a haircut | Our school report (report)<br><b>Write a report</b> |
|---|---|--|--|---|--|---|---|

# 10 FUTURE VISIONS!

pages 104–113

|  |   |  |  |  |   |  |   |
|--|---|--|--|--|---|--|---|
| Life in space<br><b>Talk about visions of the future</b><br><b>Vocabulary (1):</b> Life in space<br><b>PRONOUNCE</b> The <i>g</i> , <i>d</i> and <i>b</i> final consonants<br>Life in space<br><b>UNIT REVIEW</b> page 113 | Mission to Mars<br><b>Understand links between and within sentences</b> | Futures review<br><b>Talk about arrangements, schedules, plans and predictions</b> | Futurology<br><b>Understand paraphrase</b><br><b>Vocabulary (2):</b> Prefixes of size, quantity and degree | Future continuous and future perfect<br><b>Say if actions will be in progress or completed in the future</b> | Get organised:<br><b>Rate your progress</b> | We'll miss you<br><b>Express hopes, wishes and promises</b><br>Look after yourself | You choose! (email)<br><b>Present options</b> |
|--|---|--|--|--|---|--|---|

## PROGRESS CHECK 9&10

pages 114–115