

UNIT	VOCABULARY	GRAMMAR	READING AND CRITICAL THINKING
<b>STARTER</b> <b>What do you know?</b> Page 6	<b>Vocabulary:</b> activities, likes and dislikes, adjectives, the environment		
<b>1 Amazing people</b> <b>WDYT?</b> Who inspires you? Page 12	Describing people Personal qualities Verb and noun collocations: helping others ▶ Could you work in space?	Past simple, past continuous and <i>used to</i> <i>when</i> and <i>while</i> Subject and object questions	<b>A magazine article</b> <i>Unique strengths</i> <b>Subskill:</b> Reading for gist/skimming
<b>2 Love to learn!</b> <b>WDYT?</b> What's the best new skill you've ever learnt, and how can you teach it to others? Page 24	Skills and abilities Learning techniques ▶ Sophie's monthly update	Present perfect with <i>for</i> , <i>since</i> and <i>How long ...?</i> <i>just</i> , <i>yet</i> and <i>already</i> Present perfect and past simple	<b>Online reviews</b> <i>Learn new skills!</i> <b>Subskill:</b> Scanning for specific information
<b>3 Look after yourself</b> <b>WDYT?</b> How can you improve your health? Page 36	Staying healthy Health and well-being Phrasal verbs: healthy habits ▶ Ethan's top tips	Modal verbs Gerund and infinitive	<b>An advice page</b> <i>Mind what you eat!</i> <b>Subskill:</b> Understanding new words
<b>4 Invention</b> <b>WDYT?</b> What makes a good invention? What's the best way to present it to people? Page 48	Jobs in science Verb and noun collocations: science Describing products ▶ The perfect pitch	Past perfect Relative pronouns Defining relative clauses	<b>An online article</b> <i>Science making a difference</i> <b>Subskill:</b> Identifying text purpose
<b>5 Smile!</b> <b>WDYT?</b> Who took the first selfie? Page 60	Describing art Photography Types of art and word families ▶ A different kind of portrait	The passive: present and past Active and passive The passive: questions and answers	<b>An online article</b> <i>Smile please!</i> <b>Subskill:</b> Using images and captions to help understand a text
<b>6 Let's go!</b> <b>WDYT?</b> How can travel help us to learn about the world? Page 72	Transport Travelling Extreme adjectives ▶ Taking the high road	Future tenses: review Present tenses with future meaning Future continuous	<b>An interview</b> <i>Miro's real world-schooling adventure</i> <b>Subskill:</b> Identifying facts and opinions
<b>7 Choices</b> <b>WDYT?</b> Do we control technology or does it control us? Page 84	IT Technology Phrasal verbs: screen-life balance ▶ Question time: technology	First and second conditional Third conditional	<b>An infographic</b> <i>Digital DOs and digital DON'Ts</i> <b>Subskill:</b> Understanding reference words
<b>8 In the news</b> <b>WDYT?</b> How do we know if news is reliable? Page 96	Types of media The news Reporting verbs ▶ Fact or fiction?	Reported speech Reported offers, requests, suggestions and commands	<b>A web page</b> <i>How to spot fake news</i> <b>Subskill:</b> Navigating web pages
<b>9 Look what you know!</b> Page 108	<b>Vocabulary</b> and <b>Grammar</b> review		<b>Reading:</b> review of subskills

LISTENING	REAL-WORLD SPEAKING	WRITING	PRONUNCIATION	PROJECT
<b>Grammar:</b> present simple and present continuous, comparative and superlative adjectives, <i>was/were</i> and <i>there was/there were</i> , quantifiers <i>too, too much/many, (not) enough, a/an, some/any, much/many, a few, a lot of</i> , past simple and <i>used to</i>				
<b>A radio interview</b> about an inspirational teenager <b>Subskill:</b> Predicting what you will hear	Giving an opinion	<b>A profile</b> <b>Subskill:</b> Using conjunctions – <i>because, so, although</i>	-ed endings: /d/ /t/ /ɪd/  Silent letters	Create a video about an inspiring person. <b>Communication</b> Verbal and non-verbal communication
<b>A podcast</b> about learning languages <b>Subskill:</b> Remembering what you hear	Asking for and giving information	<b>A blog</b> <b>Subskill:</b> Using tenses correctly	Recognising contractions	Create a tutorial to teach your classmates a new skill. <b>Critical thinking</b> Finding the best solution for a problem
<b>An informal conversation</b> about healthy habits <b>Subskill:</b> Recognising informal speech	Giving instructions	<b>An informal email</b> <b>Subskill:</b> Using punctuation	Short /b/ and long /ɔ:/	Create a diary of a fitness weekend. <b>Creativity</b> Evaluating different ideas
<b>A talk</b> about an invention <b>Subskill:</b> Listening for the information you need	Checking information  Question tags	<b>A formal letter</b> <b>Subskill:</b> Using formal language	Diphthongs	Present an invention as a product pitch. <b>Communication</b> Using language to persuade people
<b>An audio guide</b> <b>Subskill:</b> Checking what information you need	Talking about photos	<b>An online post</b> <b>Subskill:</b> Using <i>both</i> and <i>neither</i>	Weak forms: /ə/ with <i>was</i> /wəz/ and <i>were</i> /wə/	Create a timeline about the history of selfies. <b>Collaboration</b> Being flexible to reach a common goal
<b>A conversation</b> between two teenagers <b>Subskill:</b> Following a conversation	Buying tickets  <i>Will</i> for spontaneous decisions	<b>An opinion essay</b> <b>Subskill:</b> Giving opinions	<i>going to</i> /gənə/  Syllables and word stress with extreme adverbs and adjectives	Create a map and itinerary for a world-schooling curriculum. <b>Creativity</b> Using visuals
<b>A radio phone-in</b> about surviving without your phone <b>Subskill:</b> Understanding sentence stress	Giving advice	<b>A survey report</b> <b>Subskill:</b> Using indefinite pronouns	Sentence stress	Write a questionnaire to find out about screen habits. <b>Collaboration</b> Working collaboratively to do a task
<b>A radio news bulletin</b> <b>Subskill:</b> Guessing meaning from context	Reacting to news	<b>A news report</b> <b>Subskill:</b> Editing your writing	Intonation in reported speech	Report a news story in two different ways. <b>Critical thinking</b> Assessing the reliability of sources
<b>Listening:</b> review of subskills		<b>Speaking:</b> review of Key phrases		<b>Writing:</b> review of subskills