







# SCOPE AND SEQUENCE

	IN THE PICTURE	READING	GRAMMAR (1)	LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
<b>1</b> <b>LIFE STAGES</b> pages 6–15 	Special days <i>Talk about special days in your life</i> <b>Vocabulary (1):</b> Special days <b>PRONOUNCE</b> the /e/ and /ɜ:/ sounds Special days	Coming of age <i>Find specific information</i>	Present tenses review <i>Talk about present actions</i>	Leaving home <b>Recognise informal speech</b> <b>Vocabulary (2):</b> Adjectives for describing objects	Past tenses review <i>Talk about past actions</i>	Get organised <b>Collaborate to organise a group activity</b>	Invitations <b>Make and react to invitations</b> I'd love to	A special object (description) <b>Make a writing plan</b>
	UNIT REVIEW page 15							
<b>2</b> <b>PACK YOUR BAGS</b> pages 16–25 	Travel <i>Talk about travel items</i> <b>Vocabulary (1):</b> Travel items <b>PRONOUNCE</b> the /p/ and /b/ sounds Travel	Be a voluntourist <i>Identify the purpose of a text</i>	Present perfect <i>Talk about how long something has happened</i>	Around the world <b>Listen for the information you need</b> <b>Vocabulary (2):</b> Travel	The future <i>Talk about events in the future</i>	Respect others <b>Respect other people's personal space</b>	At the airport <b>Check in at the airport</b> I'd like to check in	Wish you were here (postcard) <b>Use correct verb tenses</b>
	UNIT REVIEW page 25							
PROGRESS CHECK 1&2 pages 26–27								
<b>3</b> <b>MY MUSIC</b> pages 28–37 	Live music <i>Talk about music and music events</i> <b>Vocabulary (1):</b> Music words <b>PRONOUNCE</b> the /ɔ:/ and /b/ sounds Live music	A dream concert <i>Understand new words</i>	Verbs followed by <i>-ing</i> form or <i>to + infinitive</i> <i>Talk about things you enjoy doing</i>	Talking music <b>Transfer spoken information to a table</b> <b>Vocabulary (2):</b> Adverbs of degree	Comparison of adverbs <b>Compare how people do things</b>	Get organised <b>Stay on task and avoid distractions</b>	My sister thinks ... <b>Present other people's opinions</b> What's your opinion?	My music profile (profile) <b>Link contrasting ideas</b>
	UNIT REVIEW page 37							
<b>4</b> <b>VERY IMPORTANT PEOPLE</b> pages 38–47 	Relationships <i>Talk about people you know</i> <b>Vocabulary (1):</b> People and relationships Relationships	Close friends <b>Recognise examples</b>	First conditional with <i>if/ unless</i> <i>Talk about possible situations in the future</i>	Back from the future <b>Use stress and intonation to help you understand</b> <b>Vocabulary (2):</b> Extreme adjectives	Second conditional <b>Talk about imaginary situations in the present and future</b> <b>PRONOUNCE</b> stressed words and phrases	Know yourself <b>Decide what's important to you</b>	Do you mind? <b>Make and react to requests</b> Go ahead	A poem about true friends (poem) <b>Use a dictionary</b>
	UNIT REVIEW page 47							
PROGRESS CHECK 3&4 pages 48–49								
<b>5</b> <b>FIVE SENSES</b> pages 50–59 	Can you feel it? <i>Talk about how we use our senses</i> <b>Vocabulary (1):</b> The senses and sense verbs <b>PRONOUNCE</b> Consonant combinations Can you feel it?	Fragrance fact file <b>Use pictures to help you understand</b>	Passives (past, present and future) <b>Use the past, present and future passives to talk about senses</b>	The power of colour <b>Follow a conversation</b> <b>Vocabulary (2):</b> Colour idioms	(In order) to ... , so (that) ... <b>Talk about the purpose of doing things</b>	Communicate & cooperate <b>Recognise non-verbal communication</b>	At the chemist's <b>Ask for help with words at the chemist's</b> What's the difference?	A place I really like (description) <b>Link similar ideas</b>
	UNIT REVIEW page 59							

# 6 SELLING POWER

pages 60–69

IN THE PICTURE	READING	GRAMMAR (1)	LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND	SPEAKING	WRITING
In a shop <b>Talk about shopping</b> <b>Vocabulary (1):</b> Shopping <b>PRONOUNCE</b> the /æ/ and /ɑ:/ sounds ▶ In a shop	What's it for? <b>Identify the tone of written comments</b>	Possibility and impossibility <b>Make logical guesses</b>	Smart shopping <b>Understand the speaker's intention</b> <b>Vocabulary (2):</b> Things and people in a shop	Indirect questions <b>Ask polite questions</b>	Communicate & cooperate <b>Be assertive</b>	At the cash desk <b>Return goods and make a complaint</b> ▶ It doesn't fit	We look forward to hearing from you (letter and survey) <b>Use polite phrases in formal emails and letters</b>

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## PROGRESS CHECK 5&6

pages 70–71

# 7 TRADITION AND CHANGE

pages 72–81

Traditional ways <b>Talk about traditional and modern ways of living</b> <b>Vocabulary (1):</b> Traditional activities ▶ Traditional ways	Living in the past <b>Make notes</b>	Used to <b>Talk about habits and situations in the past</b> <b>PRONOUNCE</b> the /s/, /ʒ/ and /z/ sounds	The Pretty Colored Snake <b>Understand the situation</b> <b>Vocabulary (2):</b> Feelings	Past perfect simple <b>Talk about things that happened before another time in the past</b>	Respect others <b>Value your elders</b>	At the library <b>Join and use a library</b> ▶ Can I borrow a DVD?	Telling tales (story) <b>Say how and when things happen in a story</b>
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# 8 SHE SAID, HE SAID

pages 82–91

In the news <b>Talk about people working in the media</b> <b>Vocabulary (1):</b> Print and digital media jobs <b>PRONOUNCE</b> stressed syllables and the /ə/ sound ▶ In the news	Media culture <b>Recognise formal and informal writing</b>	Reported speech <b>Report what people say</b>	Picture stories <b>Infer meaning</b> <b>Vocabulary (2):</b> Reporting verbs	Reported questions <b>Report what people ask</b>	Get thinking <b>Compare and evaluate information that you read or hear</b>	Excuse me ... <b>Interrupt someone</b> ▶ Can I say something?	School news (news story) <b>Use correct punctuation</b>
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## PROGRESS CHECK 7&8

pages 92–93

# 9 LEARNING JOURNEYS

pages 94–103

At school <b>Talk about different types of school</b> <b>Vocabulary (1):</b> Types of school ▶ At school	School journeys <b>Understand referring words</b>	Reported requests and commands <b>Say what people ask and tell you to do</b> <b>PRONOUNCE</b> word stress	Circus school <b>Understand spoken instructions</b> <b>Vocabulary (2):</b> Words with self-	Reflexive pronouns; each other <b>Use reflexive pronouns and each other</b>	Know yourself <b>Learn to be more self-confident</b>	Go on! <b>Persuade people to do things</b> ▶ Don't be boring	Our school (website section) <b>Express reasons and results</b>
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# 10 CHANGING FASHIONS

pages 104–113

In fashion <b>Talk about changing fashions</b> <b>Vocabulary (1):</b> Fashion <b>PRONOUNCE</b> the /t/ and /d/ sounds ▶ In fashion	Fashion statements <b>Understand paraphrase</b>	So and such ... that <b>Emphasise somebody's or something's qualities</b>	Materials and more <b>Recognise formal and informal speech</b> <b>Vocabulary (2):</b> Adjectives with -able	Ability <b>Talk about ability in the past, present and future</b>	Get thinking <b>Consider all the options</b>	You look great! <b>Give and react to compliments</b> ▶ Thanks!	For sale (online advert) <b>Refer to two options</b>
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## PROGRESS CHECK 9&10

pages 114–115