

# SCOPE AND SEQUENCE

	IN THE PICTURE	READING	GRAMMAR (1)	LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND	SPEAKING	WRITING
<b>1</b> <b>UNIT</b> <b>BE EXTREME!</b> pages 6–15	Sports <i>Talk about different adventure sports</i> <b>Vocabulary (1):</b> Extreme sports  <b>PRONOUNCE</b> The /ɪ/, /i:/ and /aɪ/ sounds Sports	Choose a sport <b>Recognise and understand idioms</b>	Present tenses review <b>Talk about things happening now and things that are generally true</b>	I did it! <b>Take notes</b>  <b>Vocabulary (2):</b> Achievements and challenges	Past tenses review <b>Talk about past achievements</b>	Know yourself: <b>Consider the positive and negative aspects of taking risks</b>	At the sports centre <b>Start and change topics in a conversation</b>  By the way	History of a sport (article) <b>Edit and proofread a text</b>
	<b>UNIT REVIEW</b> page 15							

<b>2</b> <b>UNIT</b> <b>DIGITAL FOOTPRINTS!</b> pages 16–25	Digital devices <i>Talk about using digital devices</i> <b>Vocabulary (1):</b> Digital devices  <b>PRONOUNCE</b> The /k/ and /g/ sounds Digital devices	For or against? <b>Recognise main ideas and supporting points</b>	Present perfect simple <b>Connect past actions with the present</b>	Record. Stop. Play. <b>Use the audio type, grammar and pronunciation to help you understand</b>  <b>Vocabulary (2):</b> Negative prefixes: un- and in-	Present perfect continuous <b>Talk about activities in progress before or until now</b>	Get thinking: <b>Deal with peer pressure</b>	Be very careful <b>Give warnings and prohibitions</b>  Watch out!	Keep in touch (email) <b>Organise information in informal emails and letters</b>
	<b>UNIT REVIEW</b> page 25							

**PROGRESS CHECK 1&2** pages 26–27

<b>3</b> <b>UNIT</b> <b>EYEWITNESS</b> pages 28–37	Our environment <i>Talk about natural disasters in films</i> <b>Vocabulary (1):</b> Our environment  Our environment	A new world <b>Recognise and understand similes</b>	Past perfect simple and past perfect continuous <b>Talk about actions before another time in the past</b>	Survival stories <b>Focus on important information</b> <b>Vocabulary (2):</b> Noise verbs  <b>PRONOUNCE</b> Consonant combinations	Sense verbs + -ing or infinitive <b>Talk about things that you see, hear, feel and smell</b>	Respect others: <b>Understand another person's feelings</b>	That's not true <b>Contradict facts and opinions</b>  I don't think so	It happened to me (story) <b>Link ideas in a story</b>
	<b>UNIT REVIEW</b> page 37							

<b>4</b> <b>UNIT</b> <b>THINKING AHEAD!</b> pages 38–47	Jobs <i>Talk about jobs and apprenticeships</i> <b>Vocabulary (1):</b> Jobs  <b>PRONOUNCE</b> Diphthongs: /ɪə/, /aʊ/, /aɪ/, /eə/ Jobs	Job advice <b>Recognise formal and informal writing</b>	Make, let and allow <b>Talk about obligation and permission</b>	Film credits <b>Infer meaning when you listen</b> <b>Vocabulary (2):</b> Film jobs	Defining and non-defining relative clauses <b>Add extra information to a sentence</b>	Get organised: <b>Think ahead and make plans</b>	Have you got the idea? <b>Check and correct understanding</b>  That's not what I meant	My job application (letter) <b>Write a formal letter</b>
	<b>UNIT REVIEW</b> page 47							

**PROGRESS CHECK 3&4** pages 48–49

<b>5</b> <b>UNIT</b> <b>STREET ART</b> pages 50–59	Art <i>Talk about different types of art</i> <b>Vocabulary (1):</b> Art  Art	On the wall <b>Transfer information to a different text</b>	-ing forms <b>Use gerunds and participle clauses</b>	Sand sculptures <b>Recognise general statements and exceptions</b> <b>Vocabulary (2):</b> Words to describe art	Question tags <b>Ask questions and confirm ideas using question tags</b>  <b>PRONOUNCE</b> Intonation in question tags	Respect others: <b>Value the art and culture of different societies</b>	So do I <b>Agree or disagree with an opinion</b>  I totally agree	I recommend it (review) <b>Use linking words</b>
	<b>UNIT REVIEW</b> page 59							

# 6 CRIME SCENE

pages 60–69

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

## PROGRESS CHECK 5&6

pages 70–71

# 7 TURNING POINTS

pages 72–81

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

pages 82–91

Relationships <i>Talk about relationships</i> <b>Vocabulary (1):</b> Relationships Relationships <b>UNIT REVIEW</b> page 91	I wish <b>Recognise facts and opinions</b>	Wishes and regrets: <i>I wish</i> and <i>If only</i> <b>Talk about wishes and regrets</b>	Need to talk? <b>Understand hesitation</b> <b>Vocabulary (2):</b> Reporting verbs <b>PRONOUNCE</b> Stress in two-syllable words	Reported speech review <b>Report what other people say</b>	Communicate and cooperate: <b>Give and accept feedback</b>	Don't worry about it <b>Express regret and forgiveness</b> It doesn't matter	My role model (description) <b>Add detail to a description</b>
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## PROGRESS CHECK 7&8

pages 92–93

# 9 LOOK AFTER YOURSELF

pages 94–103

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

pages 104–113

Life in space <i>Talk about visions of the future</i> <b>Vocabulary (1):</b> Life in space <b>PRONOUNCE</b> The <i>g</i> , <i>d</i> and <i>b</i> final consonants Life in space <b>UNIT REVIEW</b> page 113	Mission to Mars <b>Understand links between and within sentences</b>	Futures review <b>Talk about arrangements, schedules, plans and predictions</b>	Futurology <b>Understand paraphrase</b> <b>Vocabulary (2):</b> Prefixes of size, quantity and degree	Future continuous and future perfect <b>Say if actions will be in progress or completed in the future</b>	Get organised: <b>Rate your progress</b>	We'll miss you <b>Express hopes, wishes and promises</b> Look after yourself	You choose! (email) <b>Present options</b>
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## PROGRESS CHECK 9&10

pages 114–115