

UNIT	VOCABULARY ▶ GETTING STARTED	GRAMMAR ▶ FLIPPED CLASSROOM	READING ▶ CULTURE BYTE	LISTENING	INTEGRATED SKILLS ▶ SPEAKING SKETCH	WRITING
<b>STARTER</b> page 4	• Communication verbs • <i>too</i> and <i>(not) enough</i>	• Present simple • Present continuous			• Quantity: <i>some / any; (too) much / many; a few and a lot of</i>	• Adjectives • Comparatives and superlatives
<b>1 HI-TECH</b> page 9	▶ Gadgets • Technology • Phrasal verbs: communication	▶ Past simple; Past continuous • Past simple and past continuous <b>Grammar in context:</b> <i>Owl Hall</i>	• <b>An online debate:</b> <i>Should mobile phones be banned at school?</i> <b>Critical thinking:</b> Analyse <b>Social awareness:</b> Social media ▶ Media	• An informal conversation about apps	▶ <b>In the phone shop</b> • Speaking: Make a complaint • Reading: An online forum	• A product review <b>Focus on language:</b> Adverbs of degree
<b>2 TO THE MAX</b> page 19	▶ Adventure sports • Adventure sports • <i>-ed</i> and <i>-ing</i> adjectives	▶ Present perfect; Present perfect with time expressions • Present perfect and past simple <b>Grammar in context:</b> <i>The Story of the Olympics</i>	• <b>A website article:</b> <i>Against the odds: Inspirational sporting stories</i> <b>Critical thinking:</b> Identify <b>Life skills:</b> Coping with stress	• A TV programme about a charity	▶ <b>In an emergency</b> • Speaking: Make an emergency call • Reading: Emergency advice	• A blog post <b>Focus on language:</b> <i>so</i> and <i>because</i>
<b>3 WHAT IS ART?</b> page 29	▶ Works of art • Visual arts • Body art and decoration	▶ Past perfect; Past perfect with time expressions • Gerunds and infinitives <b>Grammar in context:</b> <i>The Picture of Dorian Gray</i>	• <b>An infographic:</b> <i>Is Instagram art?</i> <b>Critical thinking:</b> Interpret <b>Social awareness:</b> Festivals around the world ▶ New Zealand	• An art expert talking about beauty	▶ <b>At the art gallery</b> • Speaking: Give opinions • Reading: A school art magazine	• A for and against essay <b>Focus on language:</b> Connectors of contrast and addition
<b>4 REAL LIFE</b> page 39	▶ Important life events • Life events • Uses of <i>get</i>	▶ Future tenses; Adverbs of possibility and probability • Future continuous <b>Grammar in context:</b> <i>Little Women</i>	• <b>A newspaper article:</b> <i>Double trouble... again, again... and again!</i> <b>Critical thinking:</b> Evaluate <b>Social awareness:</b> Intergenerational projects ▶ Teen culture	• An informal conversation about the future	▶ <b>Invitations and celebrations</b> • Speaking: Invite and respond to invitations • Reading: An invitation	• An informal letter <b>Focus on language:</b> Informal language
<b>5 ONE PLANET</b> page 49	▶ Recycling • Rubbish and recycling • The environment: word families (verbs and nouns)	▶ First conditional; <i>will</i> and <i>might</i> • Second conditional <b>Grammar in context:</b> <i>Robinson Crusoe</i>	• <b>An online news story:</b> <i>Drastic plastic: Polluting our oceans</i> <b>Critical thinking:</b> Develop <b>Life skills:</b> Prioritizing	• An informal conversation about quiz results	▶ <b>In the news</b> • Speaking: React to news • Reading: A news story	• A fundraising poster <b>Focus on language:</b> Using synonyms
<b>6 WORLD OF WORK</b> page 59	▶ Jobs • Job sectors • Personal qualities	▶ Modals of obligation and prohibition • <i>should / shouldn't</i> <b>Grammar in context:</b> <i>This is London</i>	• <b>A magazine article:</b> <i>One hot potato... how to make it big!</i> <b>Critical thinking:</b> Understand <b>Social awareness:</b> Vocational and academic education ▶ Working at the weekend	• A radio programme about work experience	▶ <b>Getting advice</b> • Speaking: Make requests • Reading: An information leaflet	• A formal letter <b>Focus on language:</b> Organizing a formal letter
<b>7 FIGHTING CRIME</b> page 69	▶ Witnessing a crime • Crime and criminals • Fighting crime: verb + noun collocations	▶ Present and past passive: affirmative and negative; Active and passive • Present and past passive: questions and answers <b>Grammar in context:</b> <i>The Sign of Four</i>	• <b>Book reviews:</b> <i>Review-a-book</i> <b>Critical thinking:</b> Contrast <b>Social awareness:</b> Laws in different countries ▶ The law	• A description of a crime scene investigation	▶ <b>A crime mystery</b> • Speaking: Agree and disagree • Reading: A crime mystery game	• A school magazine article <b>Focus on language:</b> Sentence adverbs
<b>8 A BETTER PLACE</b> page 79	▶ Raising money for charity • Global issues • Citizenship: word families (nouns and adjectives)	▶ Relative pronouns; Indefinite pronouns • <i>used to</i> <b>Grammar in context:</b> <i>Nelson Mandela</i>	• <b>An online article:</b> <i>The World Youth Organization</i> <b>Critical thinking:</b> Explain <b>Life skills:</b> Presentation skills	• A presentation about children's charities	▶ <b>School council elections</b> • Speaking: Persuade people • Reading: A poster	• A biography <b>Focus on language:</b> Connectors of time and sequence
<b>9 LET'S TALK!</b> page 89	▶ Speaking different languages • Languages • Reporting verbs	▶ Reported speech: affirmative and negative; Time expressions • Reported speech: questions <b>Grammar in context:</b> <i>Romeo and Juliet</i> by William Shakespeare	• <b>A magazine article:</b> <i>From Arabic and 'Alien' to Russian and Wolof</i> <b>Critical thinking:</b> Discuss <b>Social awareness:</b> Global languages ▶ Music	• Phone calls about past and future arrangements	▶ <b>At a language school</b> • Speaking: Take part in an interview • Reading: A website	• A composition <b>Focus on language:</b> <i>say</i> and <i>tell</i>
<b>COLLABORATIVE PROJECTS</b>	Project 1: Making a video page 108 Project 2: Creating a company page 110		Project 3: Making a radio programme page 112			
<b>EXTERNAL EXAM TRAINER: SPEAKING</b>	Introducing yourself page 114 Individual long turn page 116		Talking about a photo page 118 Collaborative task page 120 A discussion page 122			
	STUDY GUIDE page 99			PRONUNCIATION LAB page 124		IRREGULAR VERBS page 126