

UNIT	VOCABULARY	GRAMMAR	READING AND CRITICAL THINKING
<b>STARTER</b> What do you know? Page 6	<b>Vocabulary:</b> introducing yourself, your likes and dislikes, personal information, countries and languages		
<b>1</b> Stories <b>WDYT?</b> What makes a good story? Page 12	TV, films and games Phrases with prepositions: likes and dislikes ▶ A visit to the film studio	Present simple Adverbs and expressions of frequency Present simple and present continuous	<b>A blog post</b> <i>Screen time? Screen-tastic!</i> <b>Subskill:</b> Making and checking predictions
<b>2</b> Then and now <b>WDYT?</b> What can we learn from history? Page 24	Everyday objects Life events ▶ Living in 1927	<i>(there) was/were could</i> Past time expressions Past simple <i>used to</i>	<b>A history magazine</b> <i>How the Aztecs changed the world</i> <b>Subskill:</b> Using visuals to understand ideas
<b>3</b> Goals <b>WDYT?</b> What is your idea of success? Page 36	Success and achievements Word families: verbs and nouns ▶ Making a goal diary	Past continuous Past simple and past continuous <i>when and while</i>	<b>An online article</b> <i>How it all started: the story of three brands</i> <b>Subskill:</b> Finding answers in a text
<b>4</b> Spend! <b>WDYT?</b> How can teenagers learn about money? Page 48	Money Adverbs ▶ What can you buy for €1?	Quantifiers: <i>a lot of (lots of), some, any, not much/many, too much/many, (not) enough</i> Comparative and superlative adjectives <i>(not) as + adjective + as</i>	<b>A magazine article</b> <i>Money for your old things</i> <b>Subskill:</b> Scanning
<b>5</b> A better place <b>WDYT?</b> How can we improve our environment? Page 60	Rooms and furniture Your environment ▶ The nomadic life	<i>will</i> for predictions <i>might</i> First and zero conditional	<b>A newspaper report</b> <i>Print your own home</i> <b>Subskill:</b> Reading quickly
<b>6</b> Experience <b>WDYT?</b> Why might it be a good idea to try new things? Page 72	Collocations: experiences Music ▶ What have you done?	Present perfect: affirmative and negative Present perfect: questions <i>ever and never</i>	<b>A profile</b> <i>Meet Jenk, the founder of iCoolKid</i> <b>Subskill:</b> Answering questions in your own words
<b>7</b> My stuff <b>WDYT?</b> How important are personal possessions? Page 84	Describing things Adjective suffixes ▶ Birthday unboxing	Present perfect with <i>for</i> and <i>since</i> Present perfect and past simple Time expressions	<b>A feature article</b> <i>A new way to collect</i> <b>Subskill:</b> Understanding unfamiliar words
<b>8</b> Responsibility <b>WDYT?</b> What responsibilities do teenagers have? Page 96	Jobs around the home -ed and -ing adjectives ▶ Responsibilities	<i>have to will and going to</i>	<b>An online news story</b> <i>Do girls have to do more jobs at home?</i> <b>Subskill:</b> Identifying text type
<b>9</b> Look what you know! Page 108	<b>Vocabulary and Grammar</b> review		<b>Reading:</b> review of subskills

LISTENING	REAL-WORLD SPEAKING	WRITING	PRONUNCIATION	PROJECT
<b>Grammar:</b> possessive adjectives, likes and dislikes, <i>Wh-</i> questions, question words, <i>there is/are</i> , object pronouns				
<p><b>A live report</b> from a public library</p> <p><b>Subskill:</b> Answering true/false questions</p>	<p>Expressing preferences</p>	<p><b>A review</b></p> <p><b>Subskill:</b> <i>also, too</i> and <i>as well</i></p>	<p>/s/ /z/ /ɪz/</p>	<p>Make a storyboard for a film or a book.</p> <p><b>Creativity</b></p> <p>Generating ideas together</p>
<p><b>A podcast</b> about First Nations people of Canada</p> <p><b>Subskill:</b> Identifying key words in questions</p>	<p>Asking for clarification</p>	<p><b>An email to an e-pal</b></p> <p><b>Subskill:</b> <i>because</i> and <i>because of</i></p>	<p>/ʊ/ and /uː/</p>	<p>Create a fold-out poster about life 25 years ago where you live.</p> <p><b>Communication</b></p> <p>Taking turns</p>
<p><b>A presentation</b> about the Afghan girls' robotics team</p> <p><b>Subskill:</b> Writing notes</p>	<p>Telling a story</p>	<p><b>A story</b></p> <p><b>Subskill:</b> Time expressions</p>	<p>Word linking</p>	<p>Make an infographic about a success story.</p> <p><b>Collaboration</b></p> <p>Taking on different roles</p>
<p><b>An interview</b> with the founder of a skills-sharing scheme</p> <p><b>Subskill:</b> Choosing between options</p>	<p>Giving advice</p>	<p><b>Notes and messages</b></p> <p><b>Subskill:</b> <i>too</i> + adjective, <i>not</i> + adjective + <i>enough</i></p>	<p>Weak forms in comparatives</p>	<p>Make a proposal to get money for a business idea.</p> <p><b>Communication</b></p> <p>Communicating effectively in a formal situation to a group</p>
<p><b>A podcast</b> about environment campaigners</p> <p><b>Subskill:</b> Answering true, false and no information questions</p>	<p>Making decisions</p>	<p><b>An advertisement</b></p> <p><b>Subskill:</b> Giving examples</p>	<p>Diphthongs /eɪ/ /aɪ/ /əʊ/</p>	<p>Conduct a green audit of your school and make proposals for change.</p> <p><b>Critical thinking</b></p> <p>Solving different types of problems</p>
<p><b>A conversation</b> about finding a present</p> <p><b>Subskill:</b> Noticing differences between the question and what you hear</p>	<p>Talking about experience</p>	<p><b>An e-postcard</b></p> <p><b>Subskill:</b> <i>who, where</i> and <i>which</i></p>	<p>Consonant clusters</p>	<p>Make memes of things for classmates to do before they're 18.</p> <p><b>Collaboration</b></p> <p>Working together to achieve your goals</p>
<p><b>An interview</b> with a teenage minimalist</p> <p><b>Subskill:</b> Justifying answers</p>	<p>Asking about lost and found objects</p>	<p><b>A personal email</b></p> <p><b>Subskill:</b> Adjective order</p>	<p><i>for, since</i> and sentence stress</p>	<p>Prepare a 'Me Box' and make a video of yourself talking about the items in it.</p> <p><b>Creativity</b></p> <p>Taking the initiative</p>
<p><b>A presentation</b> given by a teacher at an Open Day</p> <p><b>Subskill:</b> Recognising feelings</p>	<p>Making offers and requests</p>	<p><b>A for-and-against essay</b></p> <p><b>Subskill:</b> Balancing arguments</p>	<p><i>have to</i> /haftə/</p>	<p>Make a proposal for the final lesson at the end of the school year.</p> <p><b>Critical thinking</b></p> <p>Thinking about other people's interests</p>
<b>Listening:</b> review of subskills		<b>Speaking:</b> review of Key phrases		<b>Writing:</b> review of subskills