

Unit	Vocabulary	Grammar	Listening	Conversation (Useful language)
1 Life on the Edge pp. 2–11	<ul style="list-style-type: none"> Extreme weather Basic needs 	<ul style="list-style-type: none"> Simple present and present continuous review Simple past and past continuous review <i>used to</i> Grammar reference p. 106	<ul style="list-style-type: none"> Biking the Pan-American Highway 	<ul style="list-style-type: none"> Agreeing and disagreeing
2 First Things First! pp. 12–21	<ul style="list-style-type: none"> Priorities Emotions 	<ul style="list-style-type: none"> <i>have to/don't have to</i> <i>must</i> Modals of obligation – <i>should, ought to, had better</i> <i>It's + adjective + infinitive</i> Grammar reference p. 107	<ul style="list-style-type: none"> Take it easy! 	<ul style="list-style-type: none"> Helping someone to do something
3 Art All Around Us pp. 22–31	<ul style="list-style-type: none"> Visual arts Musical instruments 	<ul style="list-style-type: none"> Verb + <i>-ing</i> form (gerund) review <i>-ing</i> forms (gerunds) as subjects Verbs + prepositions + <i>-ing</i> forms (gerunds) Grammar reference p. 108	<ul style="list-style-type: none"> Leo the one-man band 	<ul style="list-style-type: none"> Inviting a friend and arranging to meet
4 Sign Me Up! pp. 32–41	<ul style="list-style-type: none"> Adventure travel Phrasal verbs related to travel 	<ul style="list-style-type: none"> Present perfect with <i>already, yet, and just</i> Present perfect questions Present perfect with <i>for</i> and <i>since</i> <i>How long . . . ?</i> and the present perfect Grammar reference p. 109	<ul style="list-style-type: none"> Adventure travel experiences 	<ul style="list-style-type: none"> Signing up for an adventure activity
5 Yikes! pp. 42–51	<ul style="list-style-type: none"> Fears <i>-ed</i> and <i>-ing</i> adjective endings 	<ul style="list-style-type: none"> Future review – <i>will, be going to</i>, present continuous First conditional Modals of probability – <i>must, can't, may, might, could</i> Grammar reference p. 110	<ul style="list-style-type: none"> Conversations at an amusement park 	<ul style="list-style-type: none"> Expressing disbelief

Unit 1–5 Review Game pp. 52–53

Writing	Reading	Video	Accuracy and fluency	Speaking outcomes
<ul style="list-style-type: none"> A persuasive email 	<ul style="list-style-type: none"> <i>Freezing in Siberia</i> Reading to write: <i>A fun vacation</i> Culture: <i>Tristan da Cunha</i> 	<ul style="list-style-type: none"> <i>The Long Winter</i> <i>Which do you prefer, towns and cities or the country?</i> <i>An Island Flood</i> <i>The Khomani San of the Kalahari</i> (CLIL Project p. 116) 	<ul style="list-style-type: none"> Not using <i>a</i> to talk about the weather Pronunciation of <i>used to</i> 	<p>I can . . .</p> <ul style="list-style-type: none"> talk about extreme weather. discuss how my environment affects my life. talk about past incidents and habits. ask for agreement. discuss a faraway place.
<ul style="list-style-type: none"> A blog post about solving a problem 	<ul style="list-style-type: none"> <i>Getting Some Shut-Eye</i> Reading to write: <i>Stories of Stress</i> Culture: <i>Ten Things I Bet You Didn't Know About . . . Cheerleading</i> 	<ul style="list-style-type: none"> <i>Get Up and Go!</i> <i>What makes a good friend?</i> <i>Irish Dancing</i> 	<ul style="list-style-type: none"> Using <i>to</i> after <i>ought, should, and had better</i> The letter <i>c</i> 	<p>I can . . .</p> <ul style="list-style-type: none"> discuss my priorities. express obligation and prohibition. make strong recommendations. offer help to someone. discuss a sport or cultural activity.
<ul style="list-style-type: none"> A blog post about a concert 	<ul style="list-style-type: none"> <i>Everyone's an Artist</i> Reading to write: <i>Fantastic Free Concert</i> Culture: <i>A Temporary Desert City</i> 	<ul style="list-style-type: none"> <i>Original Art</i> <i>Have you ever been to a concert?</i> <i>A World of Music</i> <i>Art in Perspective</i> (CLIL Project p. 117) 	<ul style="list-style-type: none"> Using the <i>-ing</i> form after <i>enjoy</i> Word stress with <i>love</i> and <i>hate</i> Spelling the <i>-ing</i> forms 	<p>I can . . .</p> <ul style="list-style-type: none"> talk about visual arts. express my likes and dislikes. discuss music. make invitations and arrangements. discuss a cultural event.
<ul style="list-style-type: none"> An email comparing different customs 	<ul style="list-style-type: none"> <i>Anchors Aweigh!</i> Reading to write: <i>Tipping help!</i> Culture: <i>Five Good Reasons to Visit New Zealand</i> 	<ul style="list-style-type: none"> <i>The Age of Discovery</i> <i>What's the most exciting thing you've ever done?</i> <i>Fun in Australia</i> 	<ul style="list-style-type: none"> Using <i>go</i> before activities that end in <i>-ing</i> Word stress with time words 	<p>I can . . .</p> <ul style="list-style-type: none"> talk about adventure travel. ask and answer questions about personal experiences. ask and answer questions about the duration of activities. talk about signing up for an adventure activity. discuss reasons to visit a place.
<ul style="list-style-type: none"> An email to a friend about plans and problems 	<ul style="list-style-type: none"> <i>Ask Maria</i> Reading to write: <i>Afraid to fly!</i> Culture: <i>Superstitions? Who needs them?!</i> 	<ul style="list-style-type: none"> <i>Creepy Creatures</i> <i>What are you afraid of?</i> <i>Calendars of the Ancient Maya</i> <i>City vs. Country</i> (CLIL Project p. 118) 	<ul style="list-style-type: none"> Pronunciation of <i>I'll</i> as /al/ Not using <i>must</i> for future probability 	<p>I can . . .</p> <ul style="list-style-type: none"> identify and discuss common fears. talk about future events. talk about things that are possible and not possible. express disbelief. discuss superstitions.

Unit	Vocabulary	Grammar	Listening	Conversation (Useful language)
6 Difficult Decisions pp. 54–63	<ul style="list-style-type: none"> School life Expressions with <i>make</i> and <i>do</i> 	<ul style="list-style-type: none"> Second conditional Second conditional <i>yes/no</i> questions Second conditional <i>Wh-</i> questions Grammar reference p. 111	<ul style="list-style-type: none"> Would you tell the teacher? 	<ul style="list-style-type: none"> Asking for and giving advice
7 Smart Planet pp. 64–73	<ul style="list-style-type: none"> Materials Eco-construction verbs 	<ul style="list-style-type: none"> Simple present passive Infinitives of purpose Simple past passive Grammar reference p. 112	<ul style="list-style-type: none"> Tour of a museum EcoHouse 	<ul style="list-style-type: none"> Apologizing
8 Run for Cover! pp. 74–83	<ul style="list-style-type: none"> Natural disasters Survival essentials 	<ul style="list-style-type: none"> Past perfect Past perfect <i>yes/no</i> questions Past perfect and simple past Grammar reference p. 113	<ul style="list-style-type: none"> Survival story 	<ul style="list-style-type: none"> Explaining a personal problem
9 He Said, She Said pp. 84–93	<ul style="list-style-type: none"> Reporting verbs Communication methods 	<ul style="list-style-type: none"> Quoted speech vs. reported speech Reported questions Grammar reference p. 114	<ul style="list-style-type: none"> Short conversations 	<ul style="list-style-type: none"> Comparing different accounts of a story
10 Don't Give Up! pp. 94–103	<ul style="list-style-type: none"> Goals and achievements Emotions related to accomplishments 	<ul style="list-style-type: none"> Reflexive pronouns Reflexive pronouns with <i>by</i> Causative <i>have/get</i> Grammar reference p. 115	<ul style="list-style-type: none"> Challenging situations 	<ul style="list-style-type: none"> Reassuring someone

Unit 6–10 Review Game pp. 104–105

Writing	Reading	Video	Accuracy and fluency	Speaking outcomes
<ul style="list-style-type: none"> An article about online safety 	<ul style="list-style-type: none"> <i>A School with a Difference</i> Reading to write: <i>How to Be Safe Online!</i> Culture: <i>Punishment or Rehabilitation?</i> 	<ul style="list-style-type: none"> <i>Working Together</i> <i>Who would you talk to if you needed advice?</i> <i>Watch Your Identity</i> 	<ul style="list-style-type: none"> Pronunciation of /ʊ/ and /u/ Using the simple past after <i>if</i> in the second conditional 	<p>I can . . .</p> <ul style="list-style-type: none"> talk about school life. talk about good and bad behavior at school and home. discuss difficult situations. ask for and give advice. discuss different systems for dealing with crime.
<ul style="list-style-type: none"> A newspaper article about an event 	<ul style="list-style-type: none"> <i>Houses Made of Garbage</i> Reading to write: <i>Volunteers Clean Valley Nature Reserve</i> Culture: <i>Under the Australian Sun</i> 	<ul style="list-style-type: none"> <i>Where Does it All Go?</i> <i>What kind of volunteer work can you do in your school or town?</i> <i>Build It Better</i> <i>Driving into the Future</i> (CLIL Project p. 119) 	<ul style="list-style-type: none"> Including <i>is</i> or <i>are</i> in passive sentences 	<p>I can . . .</p> <ul style="list-style-type: none"> identify materials. talk about how people recycle and reuse materials. talk about eco-construction. apologize. discuss solar energy and sun safety.
<ul style="list-style-type: none"> A story about a personal experience 	<ul style="list-style-type: none"> <i>Krakatoa</i> Reading to write: <i>Story Source</i> Culture: <i>It isn't just a hobby.</i> 	<ul style="list-style-type: none"> <i>Land of Volcanoes</i> <i>Do you often lose things?</i> <i>Storm Chasers</i> 	<ul style="list-style-type: none"> Pronunciation of /æ/ and /ɒ/ Using the past perfect for events completed before another past moment 	<p>I can . . .</p> <ul style="list-style-type: none"> discuss natural disasters. ask and answer questions about past experiences. discuss past events. ask about and discuss personal problems. discuss tornadoes and people who chase tornadoes.
<ul style="list-style-type: none"> An essay about social networking sites 	<ul style="list-style-type: none"> <i>Communication Changes</i> Reading to write: <i>Are Cell Phones Good for Teenagers?</i> Culture: <i>The World Speaks One Language</i> 	<ul style="list-style-type: none"> <i>Social Networks</i> <i>What do you think about celebrity gossip?</i> <i>The Language of the Future?</i> <i>Pictures with Meaning</i> (CLIL Project p. 120) 	<ul style="list-style-type: none"> Pronunciation of final consonants /d/, /l/, /m/, and /n/ Not using <i>do</i> in reported questions 	<p>I can . . .</p> <ul style="list-style-type: none"> talk about different ways of speaking. discuss social networking. talk about different communication methods. compare stories. discuss language use throughout the world.
<ul style="list-style-type: none"> A personal action plan 	<ul style="list-style-type: none"> <i>Make Your Dreams Come True</i> Reading to write: <i>Achieving My Goal</i> Culture: <i>Olympics for the Brain</i> 	<ul style="list-style-type: none"> <i>Lifeguard and Athlete</i> <i>Have you ever given a class presentation?</i> <i>Circus Star</i> 	<ul style="list-style-type: none"> The sound /i:/ in words with the letters <i>ie</i> and <i>ei</i> Consonant clusters Getting/having something done 	<p>I can . . .</p> <ul style="list-style-type: none"> talk about goals and accomplishments. discuss emotions related to accomplishments. discuss steps toward achieving goals. reassure someone. discuss an academic competition.