

Unit	Vocabulary	Grammar	Listening	Conversation (Useful language)
1 Tell Me About It! pp. 2–11	<ul style="list-style-type: none"> ■ Media ■ Time expressions 	<ul style="list-style-type: none"> ■ Past tense review ■ <i>used to</i> and <i>would</i> Grammar reference p. 106	<ul style="list-style-type: none"> ■ Cell phones were huge! 	<ul style="list-style-type: none"> ■ Expressing interest and disinterest
2 Best Foot Forward pp. 12–21	<ul style="list-style-type: none"> ■ Personal qualities ■ Phrasal verbs related to making progress 	<ul style="list-style-type: none"> ■ Present perfect with present perfect continuous ■ Past perfect with past perfect continuous Grammar reference p. 107	<ul style="list-style-type: none"> ■ It's turned into so much more! 	<ul style="list-style-type: none"> ■ Showing concern
3 Planning for the Future pp. 22–31	<ul style="list-style-type: none"> ■ Verbs of the future ■ Achievements 	<ul style="list-style-type: none"> ■ Future review ■ Future continuous and future perfect Grammar reference p. 108	<ul style="list-style-type: none"> ■ The waters around you 	<ul style="list-style-type: none"> ■ Expressing cause and effect
4 What's Cooking? pp. 32–41	<ul style="list-style-type: none"> ■ Cooking verbs ■ Adjectives describing foods 	<ul style="list-style-type: none"> ■ First conditional review ■ Zero conditional ■ Second conditional review Grammar reference p. 109	<ul style="list-style-type: none"> ■ A taste test 	<ul style="list-style-type: none"> ■ Cooking instructions
5 Fame and Fortune pp. 42–51	<ul style="list-style-type: none"> ■ Verbs expressing opinions ■ Adverbs of degree 	<ul style="list-style-type: none"> ■ Defining and non-defining relative clauses ■ Tag questions Grammar reference p. 110	<ul style="list-style-type: none"> ■ I see your point, but. . . 	<ul style="list-style-type: none"> ■ Making a point

Unit 1–5 Review Game pp. 52–53

Writing	Reading	Video	Accuracy and fluency	Speaking outcomes
<ul style="list-style-type: none"> ■ A blog post about an event 	<ul style="list-style-type: none"> ■ <i>Finding the Facts</i> ■ Reading to Write: <i>Crazy About Comics</i> ■ Culture: <i>Cinderella's Closet</i> 	<ul style="list-style-type: none"> ■ <i>Real or Fake?</i> ■ <i>What music and fashion were your parents into?</i> ■ <i>Milan's Fashion Week</i> 	<ul style="list-style-type: none"> ■ Not using <i>would</i> or <i>used to</i> for one-time events ■ Pronunciation of <i>used to</i> 	<p>I can . . .</p> <ul style="list-style-type: none"> ■ talk about my news-watching habits. ■ talk about experiences in the past. ■ talk about habits in the past. ■ talk about a special event.
<ul style="list-style-type: none"> ■ A thank-you email for support 	<ul style="list-style-type: none"> ■ <i>A Natural Born Climber</i> ■ Reading to Write: <i>Thanks for your help!</i> ■ Culture: <i>Leaving Home to Help</i> 	<ul style="list-style-type: none"> ■ <i>Born to Dive</i> ■ <i>How have you helped a friend?</i> ■ <i>Shanghai Heights</i> ■ <i>The House of the Future</i> (CLIL Project p. 116) 	<ul style="list-style-type: none"> ■ Separable and not separable phrasal verbs ■ Syllable stress 	<p>I can . . .</p> <ul style="list-style-type: none"> ■ talk about a person's qualities. ■ talk about recent events. ■ talk about personal experiences. ■ talk about someone who has helped his/her family.
<ul style="list-style-type: none"> ■ An opinion essay 	<ul style="list-style-type: none"> ■ <i>A Career in Space</i> ■ Reading to Write: <i>Leaving School Early</i> ■ Culture: <i>School in the Cloud</i> 	<ul style="list-style-type: none"> ■ <i>What a Waste!</i> ■ <i>Are you saving up for something?</i> ■ <i>Mission: Possible?</i> 	<ul style="list-style-type: none"> ■ Word order for future perfect ■ Elisions with silent <i>h</i> ■ Spelling the <i>-ing</i> forms 	<p>I can . . .</p> <ul style="list-style-type: none"> ■ talk about people's plans for the future. ■ talk about plans for the near and distant future. ■ make predictions about the future. ■ discuss what schools will be like in the future.
<ul style="list-style-type: none"> ■ An article about a family dish 	<ul style="list-style-type: none"> ■ <i>Food for Thought</i> ■ Reading to Write: <i>A Traditional Dish</i> ■ Culture: <i>Pots and Pans of the Past</i> 	<ul style="list-style-type: none"> ■ <i>The Origin of Argan Oil</i> ■ <i>What would you make if you had to cook for your family?</i> ■ <i>Fruits of the Sea</i> ■ <i>You Are What You Eat</i> (CLIL Project p. 117) 	<ul style="list-style-type: none"> ■ Using simple present with <i>if</i>, <i>when</i>, and <i>unless</i> to talk about the future ■ Word stress with conditionals 	<p>I can . . .</p> <ul style="list-style-type: none"> ■ talk about how to prepare a simple dish. ■ talk about party preferences. ■ discuss imaginary situations in the future. ■ talk about traditional ways of cooking.
<ul style="list-style-type: none"> ■ A comparison/contrast essay 	<ul style="list-style-type: none"> ■ <i>Celebrity Causes</i> ■ Reading to Write: <i>The Book Is Better!</i> ■ Culture: <i>Getting Paid for Your Opinions</i> 	<ul style="list-style-type: none"> ■ <i>A Cool Experiment</i> ■ <i>How do you prepare for a sports event?</i> ■ <i>Trendsetters</i> 	<ul style="list-style-type: none"> ■ Not repeating subjects in relative clauses ■ Intonation with tag questions 	<p>I can . . .</p> <ul style="list-style-type: none"> ■ express opinions about different topics. ■ give reasons why I'd support a cause. ■ ask questions to confirm and find out information. ■ give my opinion about a movie, book, or fashion trend.

Unit	Vocabulary	Grammar	Listening	Conversation (Useful language)
6 It's the Little Things pp. 54–63	<ul style="list-style-type: none"> ■ Everyday objects ■ Modifiers 	<ul style="list-style-type: none"> ■ Passive infinitive ■ Review of causative <i>have/get</i> Grammar reference p. 111	<ul style="list-style-type: none"> ■ All kinds of unusual things 	<ul style="list-style-type: none"> ■ Buying a gadget
7 Have a Ball! pp. 64–73	<ul style="list-style-type: none"> ■ Celebration phrases ■ Descriptive adjectives 	<ul style="list-style-type: none"> ■ verb + <i>-ing</i> form (gerund) or infinitive ■ <i>-ing</i> form (gerund) as subject ■ <i>by/for</i> + <i>-ing</i> form Grammar reference p. 112	<ul style="list-style-type: none"> ■ Weird and wonderful celebrations 	<ul style="list-style-type: none"> ■ Making exclamations
8 Mysteries and Secrets pp. 74–83	<ul style="list-style-type: none"> ■ Adjectives with <i>un-</i> ■ Reporting verbs 	<ul style="list-style-type: none"> ■ Time clauses ■ Present participle clauses ■ Reported speech ■ Indirect questions Grammar reference p. 113	<ul style="list-style-type: none"> ■ A mysterious act of kindness 	<ul style="list-style-type: none"> ■ Confirming and denying
9 Weird and Wonderful pp. 84–93	<ul style="list-style-type: none"> ■ Story elements ■ Linking phrases 	<ul style="list-style-type: none"> ■ Third conditional ■ <i>wish</i> + past perfect ■ Past modals of speculation Grammar reference p. 114	<ul style="list-style-type: none"> ■ Who or what is a hoodoo? 	<ul style="list-style-type: none"> ■ Asking for more information
10 I Have To! I Can! pp. 94–103	<ul style="list-style-type: none"> ■ Training and qualifications ■ Jobs 	<ul style="list-style-type: none"> ■ Past ability ■ Modal expressions for past and future ■ <i>make</i> and <i>let</i> Grammar reference p. 115	<ul style="list-style-type: none"> ■ Job talk 	<ul style="list-style-type: none"> ■ Making decisions

Unit 6–10 Review Game pp. 104–105

Writing	Reading	Video	Accuracy and fluency	Speaking outcomes
<ul style="list-style-type: none"> ■ A product review for a gadget 	<ul style="list-style-type: none"> ■ <i>Light in a Bottle</i> ■ Reading to Write: <i>Let's Hear It For Headphones!</i> ■ Culture: <i>Before There Was Texting</i> 	<ul style="list-style-type: none"> ■ <i>Survival Objects</i> ■ <i>What's your favorite gadget?</i> ■ <i>The Start of the Web</i> ■ <i>Inside the Guitar</i> (CLIL Project p. 118) 	<ul style="list-style-type: none"> ■ <i>get/have</i> for actions done for someone else ■ dropping consonant sounds with <i>kind of</i> 	<p>I can . . .</p> <ul style="list-style-type: none"> ■ talk about everyday objects and why they're important. ■ talk about new uses for everyday objects. ■ talk about inventions. ■ talk about how inventions have changed the world.
<ul style="list-style-type: none"> ■ A description of a celebration 	<ul style="list-style-type: none"> ■ <i>How to Plan a Party</i> ■ Reading to Write: <i>A Great Family Party!</i> ■ Culture: Korea: <i>Coming of Age</i> 	<ul style="list-style-type: none"> ■ <i>Let's Celebrate</i> ■ <i>What's the worst party you've ever been to?</i> ■ <i>Like Father, Like Daughter</i> 	<ul style="list-style-type: none"> ■ Using <i>so</i> and <i>too</i> ■ Word stress with verb + infinitive 	<p>I can . . .</p> <ul style="list-style-type: none"> ■ talk about party preparations and activities. ■ plan an end-of-school party. ■ describe events and festivals. ■ talk about coming-of-age celebrations.
<ul style="list-style-type: none"> ■ A story about a secret 	<ul style="list-style-type: none"> ■ <i>A Secret Under the Street</i> ■ Reading to Write: <i>The Secret Room</i> ■ Culture: <i>An Unbelievable Book</i> 	<ul style="list-style-type: none"> ■ <i>A Lost Civilization</i> ■ <i>What's the biggest lie you've ever been told?</i> ■ <i>Mysteries of the Brain</i> ■ <i>Reliving History</i> (CLIL Project p. 119) 	<ul style="list-style-type: none"> ■ Time clauses in present tense with future ■ Intonation with indirect questions 	<p>I can . . .</p> <ul style="list-style-type: none"> ■ describe unusual events. ■ talk about an imaginary discovery. ■ solve a mystery by using reported speech and questions. ■ discuss world mysteries.
<ul style="list-style-type: none"> ■ A story about an event 	<ul style="list-style-type: none"> ■ <i>Lucky's Luck</i> ■ Reading to Write: <i>Bicycle Accident!</i> ■ Culture: <i>Mesa Verde: Homes Up High</i> 	<ul style="list-style-type: none"> ■ <i>On the Run</i> ■ <i>What's the biggest mistake you've ever made?</i> ■ <i>Insectmobile</i> 	<ul style="list-style-type: none"> ■ <i>so that</i> and <i>in order to</i> ■ Shortening <i>had</i> and <i>would</i> with third conditional 	<p>I can . . .</p> <ul style="list-style-type: none"> ■ talk about the story elements in a story. ■ talk about imaginary situations in the past. ■ discuss possible explanations for past events. ■ talk about what my life might have been like in the past.
<ul style="list-style-type: none"> ■ A biography about a musician 	<ul style="list-style-type: none"> ■ <i>Building a Dream</i> ■ Reading to Write: <i>A Singing Star</i> ■ Culture: <i>Young and Talented Australians</i> 	<ul style="list-style-type: none"> ■ <i>Future Directions</i> ■ <i>What do you see yourself doing ten years from now?</i> ■ <i>The Young and the Brave</i> ■ <i>Lions in Danger</i> (CLIL Project p. 120) 	<ul style="list-style-type: none"> ■ Not using <i>could</i> for ability in certain cases ■ Eliding words ending in vowels with words beginning with vowels 	<p>I can . . .</p> <ul style="list-style-type: none"> ■ talk about my plans after graduation. ■ discuss careers and abilities. ■ talk about my abilities and obligations in the past. ■ compare someone's abilities and obligations to mine.

Irregular verbs p. 121