

	IN THE PICTURE	READING	GRAMMAR (1)
<b>1</b> <b>UNIT</b> <b>WHAT'S IN A NAME?</b> pages 6–15	Names <b>Talk about names and naming traditions</b> <b>Vocabulary (1):</b> Names  <b>PRONOUNCE</b> Unvoiced and voiced sounds: /f/, /v/, /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/ Names	Katrina <b>Find information efficiently</b>	Present tenses review <b>Talk about things in or connected to the present</b>
	<b>UNIT REVIEW</b> page 15		
<b>2</b> <b>UNIT</b> <b>THE WHOLE STORY</b> pages 16–25	Kinds of stories <b>Talk about stories</b> <b>Vocabulary (1):</b> Kinds of stories  <b>PRONOUNCE</b> Vowel sounds: /i/, /ɜː/, /u/, /ɔ/, /ɑ/ Kinds of stories	Kamishibai <b>Deal with new vocabulary when you read</b>	Past tenses review <b>Describe events in the past</b>
	<b>UNIT REVIEW</b> page 25		
<b>PROGRESS CHECK 1&amp;2</b> pages 26–27			
<b>3</b> <b>UNIT</b> <b>LIFE GOALS</b> pages 28–37	Setting goals <b>Talk about short- and long-term goals</b> <b>Vocabulary (1):</b> Phrasal verbs: goals and achievements  <b>PRONOUNCE</b> Linking in natural speech Setting goals	Inventing the future <b>Assess a text</b>	Future tenses review <b>Talk about the future in different ways</b>
	<b>UNIT REVIEW</b> page 37		
<b>4</b> <b>UNIT</b> <b>LEARNING FROM THE PAST</b> pages 38–47	Buildings past and present <b>Talk about buildings and architecture</b> <b>Vocabulary (1):</b> Buildings and architecture  Buildings past and present	Lessons from the past <b>Understand opinions</b>	Conditionals <b>Talk about the consequences of possible or imaginary situations</b>
	<b>UNIT REVIEW</b> page 47		
<b>PROGRESS CHECK 3&amp;4</b> pages 48–49			
<b>5</b> <b>UNIT</b> <b>CURIOUSER AND CURIOUSER</b> pages 50–59	Start a collection <b>Talk about unusual collections</b> <b>Vocabulary (1):</b> Usual and unusual adjectives  <b>PRONOUNCE</b> Consonant combinations Start a collection	Be a museum curator <b>Understand the writer's purpose</b>	Verbs followed by gerunds and/or infinitives <b>Use gerunds and infinitives</b>
	<b>UNIT REVIEW</b> page 59		

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND	SPEAKING	WRITING
<p>I remember your name</p> <p><b>Take clear notes</b></p> <p><b>Vocabulary (2):</b> Word families</p>	<p>Articles and other determiners</p> <p><b>Show what thing you're talking about</b></p>	<p>Know yourself</p> <p><b>Work on your weaknesses</b></p>	<p>That's interesting!</p> <p><b>Make conversation</b></p>	<p>Report back (report)</p> <p><b>Present statistical information</b></p>
<p>The written word</p> <p><b>Follow the speaker's argument</b></p> <p><b>Vocabulary (2):</b> Character adjectives</p>	<p><i>Used to and would</i></p> <p><b>Talk about habits and states in the past</b></p>	<p>Get thinking</p> <p><b>Consider the consequences of your actions</b></p>	<p>What happened?</p> <p><b>Describe an experience</b></p>	<p>My fantasy story (story)</p> <p><b>Avoid repetition</b></p>
<p>The cabin project</p> <p><b>Understand reference words</b></p> <p><b>Vocabulary (2):</b> Adjective + preposition; verb + adjective/noun + preposition</p>	<p>Future progressive and future perfect</p> <p><b>Talk about what will be happening and what will have happened</b></p>	<p>Get organized</p> <p><b>Set achievable goals</b></p>	<p>Anything's possible</p> <p><b>Express certainty, probability, and doubt</b></p>	<p>Dear Sir or Madam (formal letter or email)</p> <p><b>Write a formal letter or email</b></p>
<p>No regrets</p> <p><b>Recognize imaginary situations</b></p> <p><b>PRONOUNCE</b> Sentence stress and meaning</p> <p><b>Vocabulary (2):</b> Abstract nouns</p>	<p>Wishes and regrets: <i>I wish / If only</i></p> <p><b>Talk about wishes and regrets</b></p>	<p>Know yourself</p> <p><b>Learn from your mistakes</b></p>	<p>What do you think?</p> <p><b>Express and react to opinions</b></p>	<p>My travel advice (review)</p> <p><b>Contrast ideas</b></p>
<p>An unusual journey</p> <p><b>Deal with new vocabulary when you listen</b></p> <p><b>Vocabulary (2):</b> Verbs to describe change</p>	<p>Comparisons</p> <p><b>Compare people, things, and actions</b></p>	<p>Get thinking</p> <p><b>Understand how ads try to sell to you</b></p>	<p>Wait a second</p> <p><b>Interact with other people in a conversation</b></p>	<p>Something different (article)</p> <p><b>Write an article</b></p>

IN THE PICTURE	READING	GRAMMAR (1)
<p>Detailed descriptions</p> <p><b>Use compounds to describe people and things</b></p> <p><b>Vocabulary (1):</b> Compounds</p> <p><b>PRONOUNCE</b> Voiced sounds: /b/ and /v/</p> <p> Detailed descriptions</p>	<p>Left and right</p> <p><b>Recognize the main ideas and supporting details</b></p>	<p>Relative clauses</p> <p><b>Define and describe things</b></p>
<b>UNIT REVIEW</b> page 69		

**6** UNIT  
**THE WAY WE ARE**  
pages 60–69

**PROGRESS CHECK 5&6** pages 70–71

<p>At the movies</p> <p><b>Talk about going to the movies</b></p> <p><b>Vocabulary (1):</b> Movie words</p> <p><b>PRONOUNCE</b> Diphthongs</p> <p> At the movies</p>	<p>Code of conduct</p> <p><b>Identify the tone of a text</b></p>	<p>Modals of obligation, prohibition, and advice</p> <p><b>Use modals to say what is and isn't necessary or recommended</b></p>
<b>UNIT REVIEW</b> page 81		

**7** UNIT  
**ON SCREEN**  
pages 72–81

<p>World trade</p> <p><b>Talk about how things are made, sold, and transported</b></p> <p><b>Vocabulary (1):</b> World trade</p> <p><b>PRONOUNCE</b> Changing word stress</p> <p> World trade</p>	<p>The world in a box</p> <p><b>Understand references</b></p>	<p>Passive forms</p> <p><b>Talk about things that are done by other people</b></p>
<b>UNIT REVIEW</b> page 91		

**8** UNIT  
**BUY, SELL, TRADE**  
pages 82–91

**PROGRESS CHECK 7&8** pages 92–93

<p>Generations</p> <p><b>Talk about young people today and in the past</b></p> <p><b>Vocabulary (1):</b> Prefixes</p> <p> Generations</p>	<p>(Do not) share</p> <p><b>Recognize emphasis</b></p>	<p>Reported speech review</p> <p><b>Report what people say</b></p>
<b>UNIT REVIEW</b> page 103		

**9** UNIT  
**MY GENERATION**  
pages 94–103

<p>Languages</p> <p><b>Talk about languages</b></p> <p><b>Vocabulary (1):</b> Phrasal verbs: languages and learning</p> <p> Languages</p>	<p>The teenage multilingualist</p> <p><b>Understand what a writer's really saying</b></p>	<p>Intensifiers</p> <p><b>Emphasize qualities and quantities</b></p>
<b>UNIT REVIEW</b> page 113		

**10** UNIT  
**WATCH YOUR LANGUAGE**  
pages 104–113

**PROGRESS CHECK 9&10** pages 114–115

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND	SPEAKING	WRITING
Teen tips for parents <b>Follow a conversation</b> <b>Vocabulary (2):</b> Three-word phrasal verbs	-ing and -ed clauses <b>Use clauses that start with -ing or -ed</b>	Respect others <b>See things from another person's perspective</b>	I was wondering ... <b>Ask polite questions</b>	Seen from the outside (description) <b>Give impressions in a description</b>
The greatest movies never made <b>Understand purpose and intention</b> <b>Vocabulary (2):</b> Adjective + noun collocations	Future in the past <b>Talk about future events seen from the past</b>	Respect others <b>Respect rules and social boundaries</b>	It was awesome! <b>Express likes and dislikes</b>	The perfect choice (website post) <b>Make suggestions and express preferences</b>
Customer service <b>Recognize a speaker's attitude and feelings</b> <b>Vocabulary (2):</b> Buying and selling	Modals of speculation and expectation <b>Give possible explanations for things</b>	Get organized <b>Make a budget and stick to it</b>	Let's discuss it <b>Participate in a discussion</b>	On balance ... (paragraph) <b>Develop an argument</b>
The elephant in the room <b>Infer meaning</b> <b>Vocabulary (2):</b> Idioms	Tag questions <b>Ask questions and confirm ideas using tag questions</b> <b>PRONOUNCE</b> Weak forms and simplifications in natural speech	Communicate & cooperate <b>Prepare for an interview</b>	I have some bad news <b>Soften what you say</b>	Old friends (informal email) <b>Write an informal email</b>
Speech day <b>Be an active listener</b> <b>Vocabulary (2):</b> Colloquial phrases	Inversion <b>Add emphasis to what you write and say</b> <b>PRONOUNCE</b> Word groups and stressed words	Communicate & cooperate <b>Be a successful non-native speaker</b>	Center stage <b>Describe a picture</b>	Frankly, it's unacceptable (email) <b>Express strong views</b>