

Modules	Vocabulary	Structures	Functions	Reading	Listening	Speaking (Pronunciation*)	Writing	21st century competencies
<b>1 page 5</b> <b>Teen trends</b>	<ul style="list-style-type: none"> <li>Conversational English</li> <li>Free-time activities</li> <li>Collocations related to sports</li> <li>Types of music</li> <li>Phrases expressing like and dislike</li> <li>Adjectives describing clothes and fashion</li> <li>Personality adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Present Simple vs Present Progressive</li> <li>Stative verbs</li> <li>Comparison of adjectives and adverbs</li> <li>Some / Any / No / Every and their compounds</li> <li>Past Simple</li> <li>The verb <i>used to</i></li> </ul>	<ul style="list-style-type: none"> <li>Distinguishing between habitual actions and current activities</li> <li>Discussing future plans</li> <li>Making comparisons</li> <li>Discussing past habits and situations</li> <li>Expressing likes/dislikes</li> <li>Introducing oneself</li> <li>Describing personality</li> </ul>	<ul style="list-style-type: none"> <li>An Internet Forum: <i>Extreme sports</i></li> <li>A magazine page: <i>Musical youth</i></li> <li>A magazine article: <i>Jeans</i></li> </ul>	<ul style="list-style-type: none"> <li>A telephone conversation between three teenagers</li> <li>A dialogue about music preferences</li> <li>A dialogue describing three people's personalities</li> </ul>	<ul style="list-style-type: none"> <li>Pair work</li> <li>Group work</li> <li>Group survey: Do you...?</li> <li>Class discussion about friendships</li> </ul> <p>* /tʃ/, /dʒ/</p>	<ul style="list-style-type: none"> <li>A paragraph comparing two activities</li> <li>An e-mail introducing oneself to a new e-pal</li> <li>A paragraph about one's clothes</li> <li>A description of a person</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Linking words (<i>and, or, but, so, because</i>)</li> </ul>	
<b>2 page 17</b> <b>Standing out</b>	<ul style="list-style-type: none"> <li>Units of measurement</li> <li>Sights and landmarks</li> <li>Hairstyles</li> <li>Conversational English</li> <li>Words easily confused</li> <li>Nouns ending in -ion, -ation, -ment</li> <li>Places in a city</li> </ul>	<ul style="list-style-type: none"> <li>Relative pronouns: who / which / that / whose</li> <li>Relative adverb: where</li> <li>Conditional Sentences Type 1</li> <li>Time Clauses (Present-Future)</li> <li>All / Both / Neither / None / Either</li> <li>Clauses of result</li> </ul>	<ul style="list-style-type: none"> <li>Defining people, places and things</li> <li>Referring to conditions and their results</li> <li>Talking about the future</li> <li>Finding things in common</li> <li>Expressing result</li> <li>Expressing opinion</li> <li>Describing places/sights</li> </ul>	<ul style="list-style-type: none"> <li>A quiz: <i>Famous Landmarks</i></li> <li>A magazine article: <i>Have your say! Graffiti</i></li> <li>A magazine article: <i>Jamie Oliver, TV chef</i></li> </ul>	<ul style="list-style-type: none"> <li>A monologue: A tour guide talking about Uluru</li> <li>Three short dialogues discussing hairstyles</li> <li>A radio programme: Beyoncé Knowles</li> <li>A dialogue about a trip to Madrid</li> </ul>	<ul style="list-style-type: none"> <li>Pair work</li> <li>Pair work (Information gap activity)</li> <li>Questionnaire</li> </ul> <p>* /s/, /z/, /ʃ/</p>	<ul style="list-style-type: none"> <li>A postcard</li> <li>A paragraph about graffiti</li> <li>A description of a place</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Using a variety of adjectives</li> </ul>	
<b>Culture page 1: Mega Museums page 29 / Song 1: Boys or Girls? page 30</b>								
<b>3 page 31</b> <b>Broaden your mind</b>	<ul style="list-style-type: none"> <li>Words related to camps and courses</li> <li>Conversational English</li> <li>Words easily confused</li> <li>Phrasal verbs (look, come)</li> <li>Words related to cooking</li> <li>Collocations and words related to education</li> </ul>	<ul style="list-style-type: none"> <li>Present Perfect Simple</li> <li>Present Perfect Simple vs Past Simple</li> <li>Present Perfect Progressive</li> <li>Present Perfect Simple - Present Perfect Progressive</li> <li>for-since</li> </ul>	<ul style="list-style-type: none"> <li>Talking about experiences</li> <li>Expressing preference</li> <li>Linking past and present time</li> <li>Talking about the duration of an action</li> <li>Focusing on the result of an action</li> <li>Talking about food and quantities</li> <li>Giving and following instructions</li> <li>Giving news</li> </ul>	<ul style="list-style-type: none"> <li>Three advertisements for summer camps</li> <li>A magazine article: <i>English around the world</i></li> <li>A website recipe: <i>Churros with Chocolate</i></li> </ul>	<ul style="list-style-type: none"> <li>A dialogue about a summer camp</li> <li>A TV cooking programme</li> <li>A dialogue about something that happened at school</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Pair work</li> <li>Survey: Learning English!</li> </ul> <p>* /əʊ/, /aʊ/</p>	<ul style="list-style-type: none"> <li>An article about why you're learning English</li> <li>A recipe</li> <li>An e-mail giving news</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Set phrases for letters and e-mails</li> </ul>	
<b>4 page 43</b> <b>The power of nature</b>	<ul style="list-style-type: none"> <li>Words related to nature and wild animals</li> <li>Words related to weather</li> <li>Conversational English</li> <li>Adverbial phrases</li> <li>Natural disasters</li> <li>-ed / -ing adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of time - place - movement</li> <li>Question tags</li> <li>Past Simple - Past Progressive</li> <li>Time clauses (when / while / as / as soon as)</li> <li>Past Perfect Simple</li> </ul>	<ul style="list-style-type: none"> <li>Asking for confirmation</li> <li>Agreeing and disagreeing</li> <li>Talking about past experiences</li> <li>Sequencing past actions and events</li> <li>Describing feelings</li> <li>Narrating a story</li> </ul>	<ul style="list-style-type: none"> <li>A magazine article: Extraordinary plants</li> <li>Real-life encounters with wild animals</li> <li>Two newspaper articles about natural disasters</li> </ul>	<ul style="list-style-type: none"> <li>A wildlife documentary</li> <li>A news report about a natural disaster</li> <li>An interview: a desert adventure</li> </ul>	<ul style="list-style-type: none"> <li>Pair work</li> <li>Game: How many things do you know about your partner?</li> <li>Group work</li> <li>Role play (reporter and eyewitness)</li> </ul> <p>* Intonation of question tags</p>	<ul style="list-style-type: none"> <li>A paragraph about an imaginary event</li> <li>A story</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Linking words/phrases (time, contrast, result-consequence, cause-reason)</li> </ul>	
<b>Culture page 2: Food around the world page 55 / Song 2: Feel the flow page 56</b>								
<b>5 page 57</b> <b>Nowadays</b>	<ul style="list-style-type: none"> <li>Conversational English</li> <li>Words/Phrases used in telephone conversations</li> <li>Words related to sports and fitness</li> <li>Words easily confused</li> <li>Words related to technology</li> <li>Words related to environmental problems</li> <li>Adjectives ending in -ful, -less</li> </ul>	<ul style="list-style-type: none"> <li>can / could / may / will / would</li> <li>must / have to / need (to) / can't</li> <li>can / could / be able to</li> <li>could / may / might</li> <li>must / can't</li> <li>Passive Voice (Present Simple - Past Simple - Present Perfect Simple - Future 'will' - Future 'going to' - modal verbs)</li> </ul>	<ul style="list-style-type: none"> <li>Talking on the phone</li> <li>Making requests and offers</li> <li>Asking for, giving and refusing permission</li> <li>Expressing possibility</li> <li>Expressing ability</li> <li>Expressing obligation, lack of obligation and prohibition</li> <li>Making deductions</li> <li>Understanding the features of a webpage</li> <li>Expressing opinion</li> </ul>	<ul style="list-style-type: none"> <li>A fitness centre's Internet website</li> <li>An article about robots</li> <li>A Q&amp;A column of a magazine: <i>Environment</i></li> </ul>	<ul style="list-style-type: none"> <li>Three voicemail messages</li> <li>A reporter at a science fair</li> <li>Four monologues about television</li> </ul>	<ul style="list-style-type: none"> <li>Pair work</li> <li>Game: Guess the invention</li> <li>Class discussion</li> </ul> <p>* /ə/</p>	<ul style="list-style-type: none"> <li>A paragraph expressing opinion</li> <li>A short description of an invention</li> <li>An essay discussing the advantages and disadvantages of watching TV</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Linking words/phrases (to list points, to express contrast)</li> <li>Writing in a formal style</li> </ul>	
<b>6 page 69</b> <b>Night</b>	<ul style="list-style-type: none"> <li>Words related to astronomy</li> <li>Conversational English</li> <li>Expressions with 'way'</li> <li>Words related to celebrations</li> </ul>	<ul style="list-style-type: none"> <li>The article 'the'</li> <li>so / neither / too / either</li> <li>Full and Bare Infinitive</li> <li>-ing form</li> </ul>	<ul style="list-style-type: none"> <li>Discussing facts</li> <li>Expressing agreement/ disagreement</li> <li>Finding things in common</li> <li>Inviting and making arrangements</li> <li>Expressing purpose</li> <li>Describing festivals / celebrations / events</li> </ul>	<ul style="list-style-type: none"> <li>A magazine page: <i>The sky at night</i></li> <li>An extract from the novel: <i>The Canterville Ghost</i></li> <li>A health magazine interview: <i>Feeling sleepy?</i></li> </ul>	<ul style="list-style-type: none"> <li>A dialogue about constellations</li> <li>A radio play: The Canterville Ghost (continued)</li> <li>Four monologues describing dreams</li> <li>Three short dialogues about New Year's Eve</li> </ul>	<ul style="list-style-type: none"> <li>Pair work</li> <li>Pair work (Information gap)</li> <li>Group work</li> <li>Class discussion</li> </ul> <p>* Stressed syllables</p>	<ul style="list-style-type: none"> <li>An e-mail inviting, giving information and making arrangements</li> <li>A short story based on a picture</li> <li>A short description of a dream</li> <li>A description of an event</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Planning paragraphs</li> </ul>	
<b>Culture page 3: New York City Helicopter Ride page 81 / Song 3: Gadget freak page 82</b>								
<b>7 page 83</b> <b>Challenge</b>	<ul style="list-style-type: none"> <li>Words related to crime</li> <li>Phrasal verbs 'turn'</li> <li>Conversational English</li> <li>Words related to fundraising events and competitions</li> </ul>	<ul style="list-style-type: none"> <li>Subject - Object Questions</li> <li>Negative Questions</li> <li>Reflexive Pronouns</li> <li>Conditional Sentences Type 2</li> <li>Wishes</li> </ul>	<ul style="list-style-type: none"> <li>Asking for confirmation and expressing surprise</li> <li>Understanding instructions</li> <li>Asking for and giving advice</li> <li>Talking about imaginary situations</li> <li>Making wishes</li> <li>Understanding dictionary entries</li> <li>Expressing enthusiasm</li> </ul>	<ul style="list-style-type: none"> <li>A comic strip about a theft</li> <li>Quiz: <i>How far would you go for your BF?</i></li> <li>A magazine article about Médecins Sans Frontières (MSF)</li> </ul>	<ul style="list-style-type: none"> <li>A dialogue following an instruction manual</li> <li>A dialogue between two friends about a problem</li> <li>A TV report on Red Nose Day</li> <li>Three short exchanges</li> </ul>	<ul style="list-style-type: none"> <li>Group work: The alibi game</li> <li>Pair work</li> <li>Class discussion</li> </ul> <p>* Pronunciation of <i>gh</i> (/f/ or silent)</p>	<ul style="list-style-type: none"> <li>A letter asking for advice</li> <li>A letter giving advice</li> <li>An e-mail based on prompts</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Expanding notes</li> </ul>	
<b>8 page 95</b> <b>Have a nice trip!</b>	<ul style="list-style-type: none"> <li>Types of holiday</li> <li>Conversational English</li> <li>Expressions with 'time'</li> <li>Words related to holiday misfortunes</li> <li>Opposites (un-, dis-, im-)</li> <li>Words related to gestures</li> </ul>	<ul style="list-style-type: none"> <li>Reported Speech (Statements, Commands, Requests, Questions)</li> </ul>	<ul style="list-style-type: none"> <li>Reporting</li> <li>Narrating events and experiences</li> <li>Discussing cultural differences</li> <li>Asking for information</li> </ul>	<ul style="list-style-type: none"> <li>A feature article: <i>And you call that a holiday?</i></li> <li>A blog about a holiday that went wrong</li> <li>A magazine article: <i>Travel tips: Cultural differences</i></li> </ul>	<ul style="list-style-type: none"> <li>A dialogue about a holiday</li> <li>Four monologues about holiday experiences</li> <li>A man calling a travel agency</li> </ul>	<ul style="list-style-type: none"> <li>Pair work</li> <li>Pair work (Interview)</li> <li>Role play (travel agent and customer)</li> </ul> <p>* Stress and meaning</p>	<ul style="list-style-type: none"> <li>An account of a true event</li> <li>A formal letter asking for information</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Distinguishing between formal and informal language</li> <li>Using indirect questions</li> <li>Editing one's writing</li> </ul>	
<b>Culture page 4: All aboard! page 107 / Song 4: I'm sorry page 108</b>								