

# CONTENT

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## WELCOME UNIT

p. 8

### VOCABULARY

Daily activities, clothes and accessories, food and containers, travel and holiday activities, prepositions of place, weekend activities

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## PEOPLE WHO INSPIRE

p. 15

► How can you inspire others?

- Personal qualities: adjectives
- Social qualities: adjectives
- Reflexive pronouns

- Past Continuous and Past Simple with *when/while*
- *used to*
- MEDIATION:** Summarising

A conversation about inspiring people  
**Pronunciation:** stress patterns

A magazine article about Katie's Krops

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## ONLINE AND OFFLINE

p. 29

► What's your favourite app? Why?

- Online activities
- Offline activities

- Present Perfect with *ever, never, already, just, still, and yet*
- *been and gone*

An interview about online habits and wellbeing  
**Pronunciation:** sentence stress

An article about an app for visually impaired people  
**MEDIATION:** Relaying information in speech

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## LEARNING ANYWHERE

p. 43

► What would you like to learn about at school?

- Emotions: adjectives
- Phrasal verbs for learning and with *get*
- Collocations with *exam* and *test*

- Past Simple with *when*
- Present Perfect with *for, since, and how long*

An interview about science projects  
**Pronunciation:** /s/, /ʃ/, /dʒ/, /tʃ/  
**MEDIATION:** Collaborating in a group

A report on work experience in a library

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## ART AROUND US

p. 57

► What does art mean to you?

- Types of art
- Cultural events
- Describing art and entertainment
- Word formation: arts and culture

- *will, be going to, the Present Continuous, and Present Simple* to talk about the future
- Sense verbs with adjectives

A podcast about a TV series  
**Pronunciation:** *going to*

Recommendations for different cultural events

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## DIGITAL SAFETY

p. 71

► What are the risks of going online?

- Online risks
- Online safety terms
- Online activities: verbs
- Negative adjectives

- Present Simple and Past Simple passive
- MEDIATION:** Relaying information in writing

A news story about the use of algorithms  
**Pronunciation:** /f/ /θ/ /ð/ /v/

A *How-to* text about spotting phishing emails

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## ADRENALINE AND SPORTS

p. 85

► How extreme can extreme sports be?

- Extreme sports
- Safety gear
- Prepositions of movement
- Sports tricks: verbs

- Modal verbs: obligation and prohibition
- Modal verbs: speculation

A podcast about extreme sports  
**Pronunciation:** silent consonants

An article about new Olympic sports  
**MEDIATION:** Identifying key words

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## OUR COOL PLANET

p. 99

► How can we protect our planet?

- Extreme weather events and verbs
- Environment, and climate

- First Conditional with *if/unless, when* time clauses
- Second Conditional

A discussion about the causes of climate change  
**Pronunciation:** compound nouns

An infographic about sponge cities  
**MEDIATION:** Explaining data in speech

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## THINGS WE READ

p. 113

► Why are stories important?

- Literary genres
- Words related to books
- Online news vocabulary

- Defining relative clauses
- *say* and *tell*

A podcast about how people get news  
**Pronunciation:** vowel sounds

A blog post about coming-of-age  
**MEDIATION:** Translating

Student Activities pp. 127 and 144

Grammar Time p. 128

Reading Time p. 136

Writing Time p. 140

Irregular Verbs p. 143

## GRAMMAR

Present Simple, articles, indefinite pronouns, comparatives and superlatives, quantifiers, *can/can't* for possibility, Present Continuous, Present Simple vs Present Continuous, Past Simple, regular and irregular verbs, Past Continuous, *wh-* questions



Speaking	Writing	Power Skills	Learning Situation	Key Competences	Links to SDGs
Online meetings ▶ <i>My camera isn't working.</i>	A story about helping others	<b>Leadership:</b> integrity ▶ <i>Do the right thing</i>	<b>Project:</b> <i>Make a creative community project</i>	CLC DC SOCL2L CC CCAЕ	
Checking and confirming information ▶ <i>What do you mean?</i>	A blog post	<b>Self-management:</b> progress checking ▶ <i>Check your progress</i>	<b>Project:</b> <i>Make a treasure box</i>	CLC DC SOCL2L CC CCAЕ	
Asking about and expressing preferences ▶ <i>I prefer swimming to fighting for my life.</i>	An informal email	<b>Self-control:</b> managing emotions ▶ <i>Use strategies to manage emotions</i>	<b>Project:</b> <i>Propose a new subject for your school</i>	CLC DC SOCL2L CC CCAЕ	
Making predictions ▶ <i>AI operated instruments will probably become popular.</i> <b>MEDIATION:</b> <i>Summarising</i>	A review of a film or book	<b>Emotional intelligence:</b> behaving appropriately ▶ <i>Respond to other people's emotions</i>	<b>Project:</b> <i>Create an art installation</i>	CLC DC SOCL2L CC CCAЕ	
Giving advice ▶ <i>You should check for viruses.</i>	Tips for being safe online	<b>Planning:</b> preparing for unexpected challenges ▶ <i>Predict what might go wrong</i>	<b>Project:</b> <i>Create a campaign about digital safety</i>	CLC DC SOCL2L CC CCAЕ	
Explaining the rules ▶ <i>We mustn't talk to anyone.</i>	A formal email	<b>Attention to detail:</b> maintaining attention ▶ <i>Use strategies to stay focused</i>	<b>Project:</b> <i>Design a piece of sports equipment to improve people's safety</i>	CLC DC SOCL2L CC CCAЕ	
Expressing doubt and disbelief ▶ <i>That can't be true!</i>	A persuasive email	<b>Inclusion:</b> Making your classroom more inclusive ▶ <i>Make sure everyone feels valued and included</i>	<b>Project:</b> <i>Make a plan to reduce your carbon footprint</i>	CLC DC SOCL2L CC CCAЕ	
Describing a book ▶ <i>It's a story about a painted wall.</i>	A fictional news report	<b>Working collaboratively:</b> resolving conflict ▶ <i>Use strategies to resolve conflicts</i>	<b>Project:</b> <i>Create a survey and report its results</i>	CLC DC SOCL2L CC CCAЕ	

### Key Competences

**CLC** Competence in linguistic communication

**PC** Plurilingual competence

**STEM** Competence in science, technology, engineering and maths

**DC** Digital competence

**SOCL2L** Social and personal competence and learning to learn

**CC** Competence in citizenship

**CE** Competence in entrepreneurship

**CCAЕ** Competence in cultural awareness and expression