

|          |   |  |  |   |
|----------|---|--|--|---|
|          | <b>Welcome</b> ➔ p4<br>▶ Video How to do project work<br>About the projects | <ul style="list-style-type: none"> <li>• Sports</li> <li>• Free-time activities</li> <li>• In a town</li> <li>• Animals</li> <li>• Animal body parts</li> <li>• Food</li> </ul> <ul style="list-style-type: none"> <li>• Question words</li> <li>• <i>like + -ing / noun</i></li> <li>• Quantifiers</li> <li>• Present simple</li> <li>• Present continuous</li> <li>• Present continuous: future arrangements</li> <li>• Possessive pronouns</li> </ul> |  |   |
|          |   | <b>Vocabulary</b>  | <b>Grammar</b>   | <b>Reading</b>  |
| <b>1</b> | <b>Then and now</b> ➔ p8<br>▶ Video Opening a time capsule                  | <ul style="list-style-type: none"> <li>• Verbs and their opposites</li> <li>• Adjectives for feelings</li> </ul>   | <ul style="list-style-type: none"> <li>• Past simple: regular and irregular verbs</li> <li>• Past simple: <i>(there) was / were</i></li> </ul>                       | <b>Blog: The birth of teenage culture</b><br><b>Skill UP!</b> Reading for gist  |
|          | <b>PROJECT</b> Create a time capsule  | ➔  | <b>Project Builder 1</b> p9  | ➔   |
|          |   | ➔  | <b>Project Builder 2</b> p11   | ➔   |
| <b>2</b> | <b>Art and design</b> ➔ p20<br>▶ Video Today we're doing art                | <ul style="list-style-type: none"> <li>• Adjectives and synonyms</li> <li>• Materials</li> </ul>   | <ul style="list-style-type: none"> <li>• Past continuous</li> <li>• Past continuous and past simple</li> </ul>   | <b>Article: You know the picture, but did you know ... ?</b><br><b>Skill UP!</b> Focus on the most important words when reading |
|          | <b>PROJECT</b> Create an art and design gallery                             | ➔  | <b>Project Builder 1</b> p21   | ➔   |
|          |   | ➔  | <b>Project Builder 2</b> p23   | ➔   |
| <b>3</b> | <b>Fresh air</b> ➔ p32<br>▶ Video Designing a park                          | <ul style="list-style-type: none"> <li>• Outdoor activities</li> <li>• Outdoor events</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>will / won't</i> for predictions</li> <li>• First conditional</li> </ul>   | <b>Leaflet: Teens for greener cities (TGC)</b><br><b>Skill UP!</b> Using your own knowledge to help you understand a text       |
|          | <b>PROJECT</b> Design a park  | ➔  | <b>Project Builder 1</b> p33   | ➔   |
|          |   | ➔  | <b>Project Builder 2</b> p35   | ➔   |
| <b>4</b> | <b>A helping hand</b> ➔ p44<br>▶ Video A day for doing good                 | <ul style="list-style-type: none"> <li>• Personality adjectives</li> <li>• Phrasal verbs</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>be going to</i> for future plans and intentions</li> <li>• <i>be going to</i> and <i>will</i> for predictions</li> </ul> | <b>Article: Four things you can donate to charity</b><br><b>Skill UP!</b> Guessing the meaning of unknown words                 |
|          | <b>PROJECT</b> Record or film a radio interview                             | ➔  | <b>Project Builder 1</b> p45   | ➔   |
|          |   | ➔  | <b>Project Builder 2</b> p47   | ➔   |
| <b>5</b> | <b>Let's play</b> ➔ p56<br>▶ Video Welcome to the games club!               | <ul style="list-style-type: none"> <li>• Senses</li> <li>• Gaming verbs</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>can / can't, could / couldn't</i></li> <li>• Comparative and superlative adverbs</li> </ul>                              | <b>Blog: Memory</b><br><b>Skill UP!</b> Using pronouns  |
|          | <b>PROJECT</b> Make a set of games and challenges                           | ➔  | <b>Project Builder 1</b> p57   | ➔   |
|          |   | ➔  | <b>Project Builder 2</b> p59   | ➔   |
| <b>6</b> | <b>Move it!</b> ➔ p68<br>▶ Video Good morning?                              | <ul style="list-style-type: none"> <li>• Exercise and the body</li> <li>• Personal hygiene</li> </ul>  | <ul style="list-style-type: none"> <li>• Present perfect</li> <li>• Present perfect with <i>ever</i> and <i>never</i></li> </ul>                                     | <b>Article: Dump the junk!</b><br><b>Skill UP!</b> Using your own language to understand English                                |
|          | <b>PROJECT</b> Create a health and fitness infographic                      | ➔  | <b>Project Builder 1</b> p69   | ➔   |
|          |   | ➔  | <b>Project Builder 2</b> p71   | ➔   |
| <b>7</b> | <b>Skills for life</b> ➔ p80<br>▶ Video How to learn with the internet      | <ul style="list-style-type: none"> <li>• Verbs and their noun forms</li> <li>• Verbs</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>should / shouldn't, must / mustn't</i></li> <li>• <i>have (got) to + infinitive</i> without <i>to</i></li> </ul>         | <b>Article: You don't have to be an adult to be the best!</b><br><b>Skill UP!</b> Scanning                                      |
|          | <b>PROJECT</b> Create a how-to video  | ➔  | <b>Project Builder 1</b> p81   | ➔   |
|          |   | ➔  | <b>Project Builder 2</b> p83   | ➔   |
| <b>8</b> | <b>What a year!</b> ➔ p92<br>▶ Video Looking at our yearbooks               | <ul style="list-style-type: none"> <li>• Things to do during the summer holidays</li> <li>• Jobs</li> </ul>  | <ul style="list-style-type: none"> <li>• Reflexive and indefinite pronouns</li> <li>• Question tags</li> </ul>   | <b>Online text chat: And the award goes to ...</b><br><b>Skill UP!</b> Recognizing informal style                               |
|          | <b>PROJECT</b> Create a group yearbook                                      | ➔  | <b>Project Builder 1</b> p93   | ➔   |
|          |   | ➔  | <b>Project Builder 2</b> p95   | ➔   |

| Listening  | Speaking  | Writing  | PROJECT <span>LS</span> Learning situation   |
|--|---|--|--|
| <b>Short oral histories: Creepy places!</b><br>Skill UP! Using pictures and labels to predict vocabulary | <b>▶Video Making and responding to suggestions</b><br>Skill UP! Showing interest during conversations                     | <b>A personal message</b><br>Skill UP! Using linkers                               | <b>LS Create a time capsule</b> p18<br><b>Project skills:</b> Deciding together<br><b>▶Project coach:</b> Choosing ideas for your project  |
| Project Builder 3 p13 →  | Project Builder 4 p15 →   | Project Builder 5 p17 →  |  |
| <b>Podcast: Looks good, works well</b><br>Skill UP! Listening for context                                | <b>▶Video Describing a photo or scene</b><br>Skill UP! Explaining unknown words   | <b>An illustrated story</b><br>Skill UP! Making your illustrated story fun to read | <b>LS Create an art and design gallery</b> p30<br><b>Project skills:</b> Planning and creating your display together<br><b>▶Project coach:</b> Creating a project planner              |
| Project Builder 3 p25 →  | Project Builder 4 p27 →   | Project Builder 5 p29 →  |  |
| <b>▶Video Outdoor events</b><br>Video focus: Round-up videos   | <b>▶Video Asking for and offering help</b><br>Skill UP! Showing that you are happy to help                                | <b>A speech</b><br>Skill UP! Writing a speech                                      | <b>LS Design a park for the whole community</b> p42<br><b>Project skills:</b> Giving a group speech or presentation<br><b>▶Project coach:</b> Using body language when presenting      |
| Project Builder 3 p37 →  | Project Builder 4 p39 →   | Project Builder 5 p41 →  |  |
| <b>▶Video Feeling good about doing good</b><br>Video focus: Joining video calls                          | <b>▶Video Asking for, giving and reacting to advice</b><br>Skill UP! Using phrases that give you time to think            | <b>A formal email</b><br>Skill UP! Writing a formal email, letter or message       | <b>LS Record or film a radio interview about helping others</b> p54<br><b>Project skills:</b> Practising in groups<br><b>▶Project coach:</b> Using your voice in recordings and videos |
| Project Builder 3 p49 →  | Project Builder 4 p51 →   | Project Builder 5 p53 →  |  |
| <b>Vox pop: Gaming</b><br>Skill UP! Listening for examples   | <b>▶Video Interacting during games and activities</b><br>Skill UP! Asking, explaining or checking something during a game | <b>An online advert</b><br>Skill UP! Writing an online advert                      | <b>LS Make a set of games and challenges</b> p66<br><b>Project skills:</b> Writing instructions<br><b>▶Project coach:</b> Giving feedback to other groups                              |
| Project Builder 3 p61 →  | Project Builder 4 p63 →   | Project Builder 5 p65 →  |  |
| <b>Radio programme: Hygiene</b><br>Skill UP! Listening for detail  | <b>▶Video Talking about health problems</b><br>Skill UP! Expressing sympathy  | <b>A report</b><br>Skill UP! Writing a report on a class survey                    | <b>LS Create a health and fitness infographic</b> p78<br><b>Project skills:</b> Dealing with disagreements in a group<br><b>▶Project coach:</b> Using font and colour in infographics  |
| Project Builder 3 p73 →  | Project Builder 4 p75 →   | Project Builder 5 p77 →  |  |
| <b>▶Video Sharing skills</b><br>Video focus: Using on-screen text in videos                              | <b>▶Video Giving spoken instructions</b><br>Skill UP! Using intonation when giving instructions                           | <b>Instructions and cue cards</b><br>Skill UP! Writing cue cards                   | <b>LS Create a how-to video</b> p90<br><b>Project skills:</b> Teamwork and skills<br><b>▶Project coach:</b> Editing videos   |
| Project Builder 3 p85 →  | Project Builder 4 p87 →   | Project Builder 5 p89 →  |  |
| <b>▶Video Dream jobs</b><br>Video focus: Asking the viewers questions in videos                          | <b>▶Video Expressing and responding to thanks</b><br>Skill UP! Responding to thanks with <i>thank YOU</i>                 | <b>A reflective essay</b><br>Skill UP! Writing a reflective essay                  | <b>LS Create a group yearbook</b> p102<br><b>Project skills:</b> Thinking about design<br><b>▶Project coach:</b> Creating a project design   |
| Project Builder 3 p97 →  | Project Builder 4 p99 →   | Project Builder 5 p101 →   |  |

KEY COMPETENCES

- Digital
- Personal, Social, and Learning to learn
- Cultural awareness and expression
- Entrepreneurship
- Citizenship
- Mathematical, Science, Technology and Engineering (STEM)
- Linguistic communication