

UNIT	VOCABULARY	GRAMMAR	READING AND CRITICAL THINKING	LISTENING	REAL-WORLD SPEAKING	WRITING	PRONUNCIATION	PROJECT
<b>STARTER</b> What do you know? Page 6	<b>Vocabulary:</b> activities, likes and dislikes, adjectives, the environment		<b>Grammar:</b> present simple and present continuous, comparative and superlative adjectives, <i>was/were</i> and <i>there was/there were</i> , quantifiers <i>too</i> , <i>too much/many</i> , <i>(not) enough</i> , <i>a/an</i> , <i>some/any</i> , <i>much/many</i> , <i>a few</i> , <i>a lot of</i> , past simple and <i>used to</i>					
<b>1</b> Amazing people <b>WDYT?</b> Who inspires you? Page 12	Describing people Personal qualities Verb and noun collocations: helping others 📺 Could you work in space?	Past simple, past continuous and <i>used to</i> <i>when</i> and <i>while</i> Subject and object questions	<b>A magazine article</b> <i>Unique strengths</i> <b>Subskill:</b> Reading for gist/skimming	<b>A radio interview</b> about an inspirational teenager <b>Subskill:</b> Predicting what you will hear	📺 Giving an opinion	<b>A profile</b> <b>Subskill:</b> Using conjunctions – <i>because</i> , <i>so</i> , <i>although</i>	-ed endings: /d/ /t/ /ɪd/ Silent letters	📺 Create a video about an inspiring person. <b>Communication</b> Verbal and non-verbal communication
<b>2</b> Love to learn! <b>WDYT?</b> What's the best new skill you've ever learnt, and how can you teach it to others? Page 46	Skills and abilities Learning techniques 📺 Sophie's monthly update	Present perfect with <i>for</i> , <i>since</i> and <i>How long ...?</i> <i>just</i> , <i>yet</i> and <i>already</i> Present perfect and past simple	<b>Online reviews</b> <i>Learn new skills!</i> <b>Subskill:</b> Scanning for specific information	<b>A podcast</b> about learning languages <b>Subskill:</b> Remembering what you hear	📺 Asking for and giving information	<b>A blog</b> <b>Subskill:</b> Using tenses correctly	Recognising contractions	📺 Create a tutorial to teach your classmates a new skill. <b>Critical thinking</b> Finding the best solution for a problem
<b>CLIL and CULTURE</b> , Page 80								
<b>3</b> Look after yourself <b>WDYT?</b> How can you improve your health? Page 82	Staying healthy Health and well-being Phrasal verbs: healthy habits 📺 Ethan's top tips	Modal verbs Gerund and infinitive	<b>An advice page</b> <i>Mind what you eat!</i> <b>Subskill:</b> Understanding new words	<b>An informal conversation</b> about healthy habits <b>Subskill:</b> Recognising informal speech	📺 Giving instructions	<b>An informal email</b> <b>Subskill:</b> Using punctuation	Short /b/ and long /ɔ: /	📺 Create a diary of a fitness weekend. <b>Creativity</b> Evaluating different ideas
<b>4</b> Invention <b>WDYT?</b> What makes a good invention? What's the best way to present it to people? Page 116	Jobs in science Verb and noun collocations: science Describing products 📺 The perfect pitch	Past perfect Relative pronouns Defining relative clauses	<b>An online article</b> <i>Science making a difference</i> <b>Subskill:</b> Identifying text purpose	<b>A talk</b> about an invention <b>Subskill:</b> Listening for the information you need	📺 Checking information Question tags	<b>A formal letter</b> <b>Subskill:</b> Using formal language	Diphthongs	📺 Present an invention as a product pitch. <b>Communication</b> Using language to persuade people
<b>CLIL and CULTURE</b> , Page 150								

PRONUNCIATION, Page 152

PROJECT PLANNER, Page 154

PHRASEBOOK, Page 156

SOCIAL AND EMOTIONAL COMPETENCE, Page 158

IRREGULAR VERBS, Page 166

RAZLAGA SLOVNICE V SLOVENŠČINI, Page 168

 DIGITAL LITERACY

 HEALTH AND WELL-BEING

 SUSTAINABILITY

UNIT	VOCABULARY	GRAMMAR	READING AND CRITICAL THINKING	LISTENING	REAL-WORLD SPEAKING	WRITING	PRONUNCIATION	PROJECT	
<b>5 Smile!</b> <b>WDYT?</b> Who took the first selfie? Page 6	Describing art Photography Types of art and word families A different kind of portrait	The passive: present and past Active and passive The passive: questions and answers	<b>An online article</b> <i>Smile please!</i> <b>Subskill:</b> Using images and captions to help understand a text		<b>An audio guide</b> <b>Subskill:</b> Checking what information you need	Talking about photos Buying tickets <i>Will</i> for spontaneous decisions	<b>An online post</b> <b>Subskill:</b> Using <i>both</i> and <i>neither</i>	Weak forms: /ə/ with <i>was</i> /wəz/ and <i>were</i> /wə/ Syllables and word stress with extreme adverbs and adjectives	Create a timeline about the history of selfies. <b>Collaboration</b> Being flexible to reach a common goal
<b>6 Let's go!</b> <b>WDYT?</b> How can travel help us to learn about the world? Page 40	Transport Travelling Extreme adjectives Taking the high road	Future tenses: review Present tenses with future meaning Future continuous	<b>An interview</b> <i>Miro's real world-schooling adventure</i> <b>Subskill:</b> Identifying facts and opinions		<b>A conversation</b> between two teenagers <b>Subskill:</b> Following a conversation	<b>An opinion essay</b> <b>Subskill:</b> Giving opinions		Create a map and itinerary for a world-schooling curriculum. <b>Creativity</b> Using visuals	

**CLIL and CULTURE, Page 74**

<b>7 Choices</b> <b>WDYT?</b> Do we control technology or does it control us? Page 76	IT Technology Phrasal verbs: screen-life balance Question time: technology	First and second conditional Third conditional	<b>An infographic</b> <i>Digital DOs and digital DON'Ts</i> <b>Subskill:</b> Understanding reference words		<b>A radio phone-in</b> about surviving without your phone <b>Subskill:</b> Understanding sentence stress	Giving advice <b>A survey report</b> <b>Subskill:</b> Using indefinite pronouns	Sentence stress	Write a questionnaire to find out about screen habits. <b>Collaboration</b> Working collaboratively to do a task
<b>8 In the news</b> <b>WDYT?</b> How do we know if news is reliable? Page 110	Types of media The news Reporting verbs Fact or fiction?	Reported speech Reported offers, requests, suggestions and commands	<b>A web page</b> <i>How to spot fake news</i> <b>Subskill:</b> Navigating web pages		<b>A radio news bulletin</b> <b>Subskill:</b> Guessing meaning from context	Reacting to news <b>A news report</b> <b>Subskill:</b> Editing your writing	Intonation in reported speech	Report a news story in two different ways. <b>Critical thinking</b> Assessing the reliability of sources

**CLIL and CULTURE, Page 144**

<b>9 Look what you know!</b> Page 146	<b>Vocabulary and Grammar</b> review	<b>Reading:</b> review of subskills			<b>Listening:</b> review of subskills	<b>Speaking:</b> review of Key phrases	<b>Writing:</b> review of subskills
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**PRONUNCIATION, Page 152**

**PROJECT PLANNER, Page 154**

**PHRASEBOOK, Page 156**

**SOCIAL AND EMOTIONAL COMPETENCE, Page 158**

**EXAM TRAINER, Page 166**

**IRREGULAR VERBS, Page 177**

**RAZLAGA SLOVNICE V SLOVENŠČINI, Page 179**

 **DIGITAL LITERACY**

 **HEALTH AND WELL-BEING**

 **SUSTAINABILITY**