

Scope and sequence

| | GRAMMAR | VOCABULARY | PRONUNCIATION | READING | LISTENING | WRITING | COMMUNICATION SKILL | CRITICAL THINKING | USEFUL LANGUAGE |
|--|---|-----------------------------|--|--|---|--|------------------------------------|--|---|
| 1 Who am I? <i>Pages 10–21</i>  | present simple <i>be</i> ; articles <i>an</i> and <i>a</i> ; questions with <i>be</i> | countries and nationalities | saying /tʃ/ and /dʒ/; saying /tʃ/ and /ʃ/ | an infographic about jobs; thinking about the topic | an interview with an explorer; listening for specific information | an online form; checking what you write | tips for making English your own | fact or opinion? | talking about photos; talking about my English; saying email addresses |
| 2 People in my life <i>Pages 22–33</i>  | object pronouns; present simple; demonstratives | things people wear | saying /nt/ and /znt/; saying /r/ and /l/ | online posts about friends and social media; finding meaning (1): using word parts | a conversation describing photos; understanding how people feel | a social media post and comment; using a variety of adjectives | active listening | identifying reasons | listening to understand |
| 3 Free time <i>Pages 34–45</i>  | present simple questions and answers; adverbs of frequency; expressions of frequency | activities | saying /t/ and /d/; saying /ɔ:/ and /z:/ | an article about free-time activities; understanding reference words | a podcast about what makes us happy; predicting the content | an email asking for information; structuring an email | five tips for messaging | reflecting | asking for information in an email |
| 4 Homes <i>Pages 46–57</i>  | present continuous; <i>there is / there are</i> | things in a house | stressing <i>be</i> in the present continuous; saying /h/ and /r/ | an article about animal homes and highways; recognizing the main idea of a paragraph | an explorer describes her home; activating vocabulary | an advertisement for a home to rent; giving useful information | avoiding misunderstandings | why is it important? | avoiding misunderstandings; explaining why something is useful or important |
| 5 Then and now <i>Pages 58–69</i>  | past simple <i>be</i> ; <i>there was / there were</i> | describing a place | stressing syllables; understanding sentence stress | city guides about special days; understanding numbers | a description of a city; finding meaning (2): content words | an informal email invitation; ending with a request for action | understanding other people's views | analysing similarities and differences | giving possible reasons; invitations |
| 6 People and places <i>Pages 70–81</i>  | likes, dislikes and preferences; <i>can</i> and <i>can't</i> for possibility | holiday collocations | saying /pr/, /tr/, /dr/, /fr/; stressing <i>can</i> and <i>can't</i> | an article about people and places; scanning | explorers talk about holidays; recognizing synonyms | a city guide; connecting ideas | influencing styles | inferring meaning | making recommendations; push and pull influencing; giving examples |

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| 7 Things Pages 82–93 |  <p>possession; countable and uncountable nouns</p> | <p>everyday items</p> | <p>saying consonants together; saying /s/ and /z/</p> | <p>an infographic about mobile phones; scanning for numbers</p> | <p>an interview about everyday items; learning the stress patterns of new words</p> | <p>a product description; providing details in descriptions</p> | <p>understanding different gestures</p> | <p>drawing conclusions</p> | <p>talking about how much/many; describing things; understanding gestures; describing a product</p> |
| 8 Stories Pages 94–105 |  <p>past simple; past simple negative and questions</p> | <p>past time expressions</p> | <p>saying past simple regular verb endings; understanding connected speech: <i>did you</i>; stressing important words</p> | <p>an article about stories; skimming for the topic of a paragraph</p> | <p>an explorer talks about an important life event; listening for key points</p> | <p>a film or book review; organizing an online review</p> | <p>signposting your story</p> | <p>understanding diagrams</p> | <p>signposting in stories; reviewing a film/book</p> |
| 9 Getting around Pages 106–117 |  <p>comparative adjectives; polite offers and requests with <i>can</i></p> | <p>taking a train</p> | <p>saying /p/ and /b/; saying /k/ and /g/</p> | <p>an article about travelling; finding meaning (3): using context</p> | <p>travel announcements; listening for important information</p> | <p>an informal email to a friend; using imperatives in an email</p> | <p>dealing with impolite behaviour</p> | <p>analysing problems and solutions</p> | <p>describing what you see; asking for ticket information; giving ticket information; giving directions</p> |
| 10 Skills and experiences Pages 118–129 |  <p>present perfect; present perfect or past simple?</p> | <p>life skills</p> | <p>understanding weak <i>have</i>; saying /ɪ/ and /i:/</p> | <p>an article about important experiences; understanding cause and effect</p> | <p>people talking about life skills; understanding sequence</p> | <p>a job-application email; starting formal emails</p> | <p>making small talk</p> | <p>bringing information together</p> | <p>starting small talk; talking about skills</p> |
| 11 Extremes Pages 130–141 |  <p>superlative adjectives; <i>have to</i> / <i>don't have to</i></p> | <p>weather</p> | <p>saying /st/; saying /b/ and /v/</p> | <p>a quiz about world records; finding meaning (4): using a dictionary</p> | <p>weather reports; preparing for listening</p> | <p>a restaurant review; information to include in a review</p> | <p>understanding different Englishes</p> | <p>evaluating sources</p> | <p>asking people to repeat and explain; describing a restaurant experience</p> |
| 12 The future Pages 142–153 |  <p><i>going to</i>; <i>will</i> for predictions</p> | <p>future time expressions</p> | <p>understanding contractions (1): <i>gonna</i> and <i>wanna</i>; understanding contractions (2): <i>will</i></p> | <p>an infographic about cities in the future; summarizing (1): short notes</p> | <p>explorers talk about the future; summarizing (2): a mind map</p> | <p>a blog post; getting your readers' attention</p> | <p>having difficult conversations</p> | <p>predicting how likely something is</p> | <p>having difficult conversations; talking about the future</p> |