

Unit	Grammar	Vocabulary	Skills	Pronunciation	
DIGITAL STARTER UNIT 					
UNIT 1 Have a great day!  page 7	 Present simple  Wh- questions	Free-time activities Describing feelings	 Reading Part 2 Reading: Think outside the box: How to do nothing   Speaking Part 1 Writing: A blog post  Listening Part 2	Intonation in Wh- questions	
UNIT 2 School days  page 17	 <i>must, have to, mustn't, don't have to</i>  <i>love, like, don't mind, don't like, hate</i>	School subjects School words	 Reading Part 1 Reading: Think outside the box: Courses with a difference   Speaking Part 2 Writing: A social media post  Listening Part 1	<i>mustn't</i> and <i>have to</i> /mʌsən(t)/ /hæftə/	
UNIT 3 Home is best!  page 27	 Prepositions of place  <i>some</i> and <i>any</i>	Things at home Describing homes	 Reading Part 4 Reading: Think outside the box: Is #VanLife for me?  Writing Part 6  Listening Part 4	Stress of prepositions of place	
UNIT 4 Life's a journey  page 37	 Past simple  Connecting words	Travel and transport Holidays	 Reading Part 3 Reading: Think outside the box: How to have a holiday at home  Writing Part 7  Listening Part 3	Words ending in -ed (part 2)	
UNIT 5 To buy or not to buy?  page 47	 Countable and uncountable nouns  <i>this, that, these, those; can</i> and <i>could</i>	Describing things Clothes and accessories	 Reading Part 5 Reading: Think outside the box: Why is shopping great? Writing: An online advert  Listening Part 5	/ɒ/ versus /əʊ/	
DIGITAL REVIEW 1 					
UNIT 6 It's showtime!  page 57	 <i>Have you ever ...?</i>  Quantifiers	Kinds of entertainment Kinds of music	 Reading Part 3 Reading: Think outside the box: The Worst on Earth challenge   Speaking Part 2 Writing: A script  Listening Part 2	<i>Have you ever ...?</i> /hæfjʊevə/	
UNIT 7 Take Ctrl  page 67	 The passive  Adverbs of manner	Technology Technology phrases	 Reading Part 4 Reading: Think outside the box: Great inventions?  Writing Part 7  Listening Part 4	/tʃ/ versus /dʒ/ for <i>ch</i> or <i>j</i> and <i>ge</i>	
UNIT 8 How healthy are you?  page 77	 Adverbs of degree  <i>should, must</i> and <i>have to</i>	Parts of the body Health problems	 Reading Part 5 Reading: Think outside the box: Would you like some frogs for your cough? Writing: A reply to a problem  Listening Part 3	/ʊ/ versus /u:/	
UNIT 9 Our world  page 87	 Permission (<i>can, could, may, be allowed to</i>)  <i>will</i> and <i>be going to</i>	Natural places Nature and technology	 Reading Part 1 Reading: Think outside the box: Nature vs technology  Writing Part 6  Listening Part 1	/ɪ/ versus /i:/	
UNIT 10 A job title  page 97	 Relative clauses  First conditional	Jobs Describing people	 Reading Part 2 Think outside the box: The future of work   Speaking Part 1 Writing: an application  Listening Part 5	/ə/ schwa at end of words	
DIGITAL REVIEW 2 					
Grammar reference and practice page 114 Pair work page 124 Irregular verbs page 128					

	Oracy	Challenge	Life competencies	STEAM
	Using body language to express interest Talking in full sentences and linking your ideas	Change your 24 hours and you will change your life.	Critical thinking: evaluating ideas and arguments Emotional development: understanding emotions Learning to learn: taking control of own learning	Technology, Science What's the time?
	 Participating in discussions Listening carefully Agreeing and disagreeing clearly Following rules for discussions		Learning to learn: developing skills and strategies for learning Creative thinking: participating in a range of creative activities	
	Listening and adding to your partners' ideas Presenting a poster	Around 70% of people want to change something in their home.	Critical thinking: using effective strategies for learning and retaining information Creative thinking: generating ideas Learning to learn: reflecting on and evaluating own learning	
	 Speaking in front of an audience Projecting your voice so everyone can hear it Speaking in front of an audience Talking in full sentences		Learning to learn: developing skills and strategies for learning Critical thinking: evaluating ideas and arguments Emotional development: empathy and relationship skills	
	Active listening Asking follow-up questions Being polite	Find ways to create less rubbish.	Critical thinking: solving problems and making decisions Social responsibility: understanding global issues Learning to learn: developing skills and strategies for learning	
				Science
	 Giving and responding to opinions Using open body language Giving an opinion, agreeing and disagreeing Responding positively to other people's opinions		Digital literacy: sharing and interacting online Critical thinking: evaluating ideas and arguments	Arts What makes a great story?
	Speculating Speaking fluently	Every great invention solves a problem.	Critical thinking: solving problems and making decisions Learning to learn: reflecting on and evaluating own learning	
	 Asking questions Asking open questions Listening to others Understanding when to use polite language		Learning to learn: reflecting on and evaluating own learning Creative thinking: preparing for creativity Creative thinking: generating ideas	Engineering, Technology Why are engineers making invisible robots?
	Asking for clarity Answering questions Asking questions if you don't understand	Insects are in danger because there aren't enough places for them to live.	Social responsibility: understanding global issues Critical thinking: solving problems and making decisions Learning to learn: reflecting on and evaluating own learning	
	 Giving a presentation Keeping an audience interested Planning your ideas Marking the beginning, middle and end of a talk		Critical thinking: understanding and analysing ideas and arguments Creative thinking: generating ideas Creative thinking: generating ideas	
				Biology
Digital classroom: Practice Extra				