






Unit	Grammar	Vocabulary	Skills	Pronunciation	
DIGITAL STARTER UNIT 					
UNIT 1 The right fit  page 7	 Present simple and present continuous State verbs  Adjectives: word order	Clothes Adjectives to describe clothes	 Reading Part 2 Reading: Think outside the box: We want a uniform!  Speaking Part 2 Writing: A flyer  Listening Part 1	present simple third person	
UNIT 2 Free time  page 17	 Past simple and past continuous  Past perfect and adverbs of sequence	Hobbies and leisure Entertainment and media	 Reading Part 1 Reading: Think outside the box: The benefits of doing nothing!  Writing Part 2  Listening Part 2	linking in collocations	
UNIT 3 The natural world  page 27	 Present perfect and past simple  <i>used to</i>	Animals Landscape	 Reading Part 3   Speaking Part 1 Reading: Think outside the box: Living in a big city is actually greener!  Reading Part 6 Writing: A letter  Listening Part 3	<i>used to</i>	
UNIT 4 Healthy and happy  page 37	 Modal verbs  Obligation in the present and past	Body, health and injury Feeling healthy	 Reading Part 5 Reading: Think outside the box: A problem page  Speaking Part 3 Writing: A diary entry  Listening Part 4	modals in connected speech	
UNIT 5 Too much travel?  page 47	 <i>be going to</i> , present continuous,  Present simple for the future	Travel Places	 Reading Part 3   Speaking Part 4 Listening: Think outside the box: Digital nomads  Writing Part 1 Listening: An interview	<i>be going to</i> /'gənə/	
DIGITAL REVIEW 1 					
UNIT 6 Home and away  page 57	 <i>can</i> for ability  Present and past passive Causative <i>have</i>	House and home Household objects	 Reading Part 2  Speaking Part 1 Reading Think outside the box: My week living in a Stone Age camp Writing: A description of a place  Listening Part 1	unstressed <i>a</i> and <i>of</i>	
UNIT 7 Education  page 67	 Future possibility: <i>will, may, might</i>  Modal verbs of deduction: <i>must, may, might, could, can't</i>	Education Collocations	 Reading Part 4 Reading: Think outside the box: Why do I enjoy school?   Speaking Part 2  Writing Part 2  Listening Part 4	- <i>tion</i> /ʃən/ and - <i>sion</i> /ʒən/	
UNIT 8 The best weather  page 77	 First conditional  <i>if, when</i> and <i>unless</i>	Weather Outdoor equipment	 Reading Part 1 Reading: Think Outside the box: We love the rain!   Speaking Part 3 Writing: An advice page  Listening Part 2	intonation in conditionals	
UNIT 9 A great job  page 87	 Relative clauses  Non-defining relative clauses Comparisons with (<i>not</i>) <i>as ... as</i>	Jobs The world of work	 Reading Part 5  Reading Part 6 Reading: Think outside the box: I don't want a 'real job' Writing: A description  Listening Part 3	unstressed syllables	
UNIT 10 Dreams and ambitions  page 97	 Second conditional  Third conditional	Adjectives of feeling Verb-noun collocations	 Reading Part 3  Speaking Part 4 Listening: Think outside the box: An interview with a life coach  Writing Part 1	<i>would have</i> /'wʊdəv/	
DIGITAL REVIEW 2 					
Grammar reference and practice page 114 Pair work page 124 Irregular verbs page 128					

	Oracy	Challenge	Life competencies	STEAM
	Giving encouragement Giving yourself thinking time Organising your answer	We can't always find the right clothes for every situation.	Digital literacy: using tools and creating digital content Creative thinking: generating multiple ideas Learning to learn: using feedback to improve learning	
	 Giving a presentation Speaking clearly and at an appropriate speed Using humour Making positive comments and asking sensible questions		Creative thinking: considering multiple perspectives Learning to learn: evaluating learning and progress	Science and Engineering Does skateboarding defy the laws of physics?
	Asking questions Using a range of vocabulary Giving positive feedback	Young people have lost touch with nature.	Creative thinking: experimenting with and refining ideas Critical thinking: drawing appropriate conclusions	Science How do animals adapt to their environment?
	 Having a debate Using confident body language Managing speaking time Identifying weaker arguments		Learning to learn: using effective strategies for learning and retaining information Critical thinking: evaluating options and recommendations to come to a decision	
	Getting everyone's opinions Giving positive feedback Offering examples	Travel is exciting but can be very bad for our planet.	Critical thinking: identifying and understanding problems Critical thinking: drawing appropriate conclusions	
Science and Maths				
	 Giving a talk Sequencing ideas for structure Using appropriate gestures and body language Engaging the audience		Creative thinking: Imagining alternatives and possibilities Collaboration: actively contributing to a task	
	Using evidence Summarising Listening actively	Some students feel that school is boring and irrelevant for their future.	Emotional development: showing empathy for the feelings of others Critical thinking: identifying, gathering and organising relevant information Creative thinking: elaborating on and combining ideas	
	 Participating actively in discussions Getting everyone's opinion Taking turns Interrupting politely		Creative thinking: participating in a range of creative activities Learning to learn: using effective strategies for comprehension and production tasks	Science What is extreme weather?
	Showing interest Justifying your ideas Ending a presentation	Jobs are changing and young people need new skills for their working life.	Critical thinking: evaluating options and recommendations to come to a decision Critical thinking: participating in a range of creative activities	
	 Interviewing Listening actively Asking open questions Asking follow-up questions		Creative thinking: imagining alternatives and possibilities Critical thinking: drawing appropriate conclusions	
Arts				
Digital classroom: Practice Extra				