























| Unit | Grammar | Vocabulary | Skills | |
|---|--|---|---|--|
| DIGITAL STARTER UNIT  | | | | |
| UNIT 1 Working it out  page 7 | Future tenses  Other ways to talk about the future | Expressing change Phrasal verbs | <input checked="" type="checkbox"/> Reading and Use of English Part 8 Reading: Think outside the box: Tammy's take on tomorrow <input checked="" type="checkbox"/> Listening Part 2 <input checked="" type="checkbox"/> Speaking Part 2 <input checked="" type="checkbox"/> Writing Part 2 | |
| UNIT 2 Body positive  Page 17 | <i>No, not, none, neither and nor</i>  Conditional concepts | Body idioms Health collocations | <input checked="" type="checkbox"/> Reading and Use of English Part 5 Reading: Think outside the box: Beware the fitfluencers <input checked="" type="checkbox"/> Listening Part 1 <input checked="" type="checkbox"/> Speaking Part 4 <input checked="" type="checkbox"/>  Writing Part 2 | |
| UNIT 3 Food for thought  Page 27 | Linking ideas: relative clauses Linking ideas: participle clauses  Linking ideas: relative pronouns with prepositions | Describing food Phrasal verbs – food and drink | <input checked="" type="checkbox"/> Reading and Use of English Part 6 Listening: Think outside the box: A podcast <input checked="" type="checkbox"/> Reading and Use of English Part 1 <input checked="" type="checkbox"/> Listening Part 3 <input checked="" type="checkbox"/> Writing Part 2 | |
| UNIT 4 Among friends  Page 37 | Comparatives and superlatives review  Comparatives and superlatives extension | Friendship Personality traits | <input checked="" type="checkbox"/> Reading and Use of English Part 7 Reading: Think outside the box: Dear Abie Listening: emotional intelligence <input checked="" type="checkbox"/> Speaking Part 1 <input checked="" type="checkbox"/>  Writing Part 2 | |
| UNIT 5 Time out  Page 47 |  Inversion Multi-word verbs | Expressions about time Multi word verbs – time | Reading: How the clock came to control us <input checked="" type="checkbox"/> Reading and Use of English Part 4 Reading: Think outside the box: Slow down, live better <input checked="" type="checkbox"/> Reading and Use of English Part 2 Listening: A radio programme <input checked="" type="checkbox"/> Writing Part 1 | |

DIGITAL REVIEW 1

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|--|---|--|---|--|
| UNIT 6 What's in a word?  page 57 | Impersonal reporting structures Preferences, wishes and regrets | Multi word verbs – communication Body language idioms and verbs | <input checked="" type="checkbox"/> Reading and Use of English Part 5 Reading: Think outside the box: Why I shut up for a day <input checked="" type="checkbox"/> Listening Part 1 <input checked="" type="checkbox"/>  Writing Part 2 | |
| UNIT 7 Community spirit  page 67 | Modal verbs extension  Complex prepositions | Community and belonging Urbanisation | <input checked="" type="checkbox"/> Reading and Use of English Part 8 Reading: Think outside the box: Happy hermits Listening: a podcast <input checked="" type="checkbox"/>  Writing Part 2 | |
| UNIT 8 It's not fair!  page 77 | Passive extension  Passive verbs with two objects Passive for information flow | Progress and achievement collocations Adverb-adjective collocations | <input checked="" type="checkbox"/> Reading and Use of English Part 2 Reading: Think outside the box: Letting the garden regrow <input checked="" type="checkbox"/> Listening Part 4 <input checked="" type="checkbox"/> Speaking Part 3 <input checked="" type="checkbox"/> Writing Part 1 | |
| UNIT 9 The fame game  Page 87 |  Cleft sentences Ellipsis and substitution | Fame Adjectives about fame | <input checked="" type="checkbox"/> Reading and Use of English Part 3; Reading and Use of English Part 7 Reading: Think outside the box: When fame arrives unwanted <input checked="" type="checkbox"/> Listening Part 3 <input checked="" type="checkbox"/> Speaking Part 4 <input checked="" type="checkbox"/> Writing Part 2 | |

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Grammar reference and practice page 112

Pair work page 124

Irregular verbs page 128

| Oracy | Employability Skills | Sustainability | STEAM |
|--|---|---|---|
| ▶ Interview skills Controlling the volume and projection of your voice with precision Using appropriate language and register according to the context Maintaining focus, planning the points you want to make and adapting your approach to the situation | Collaboration and Teamwork: Give practical and emotional support Communication: Explain and justify your ideas to a partner | | |
| Using intonation Rhetorical devices Using set phrases | Emotional Intelligence: Research misleading influencers Collaboration and Teamwork: Listen actively | Exploring sustainability: Consider the welfare of present and future generations Knowledge: Appreciating interdependence | Biology, Maths Should gene editing be allowed? |
| ▶ Presentation skills Using a range of gestures and body movements when speaking in front of others Organising the content and structure of your talk to convey meaning Speaking confidently and engaging your audience in different ways | Innovation and Problem solving: Research and brainstorm ideas Communication: Discuss and structure ideas | | Food Technology, Chemistry, Biology How can we reduce food waste? |
| Comforting others Using idioms | Leadership and Global Citizenship: Effective leadership Critical Thinking and Decision Making: Use evidence to support your answers Emotional Intelligence: Help employees in the workplace | Exploring sustainability: Understanding how beliefs and values contribute to sustainable and unsustainable behaviours Values: Understanding beliefs and values | |
| ▶ Having an open and respectful discussion Expressing opinions with supporting reasons Respecting the feelings and views of others Using a wide range of linguistic devices | Professional Intelligence and Management: Manage your time Innovation and Problem Solving: Ways to cope with time pressure | | |
| | | | Physics, Maths, Design and Technology How do we tell the time? |
| Using gestures Apologising | Innovation and Problem solving: Learning and creativity Communication: When to be silent Critical Thinking and Decision Making: Distinguish between fact and opinion | Exploring sustainability: Understanding the bigger picture Innovation: Exploring perspectives | |
| ▶ Managing conflict Respecting and building on the feelings and views of others in a discussion Using vocabulary and phrases effectively to moderate debates Controlling the volume of my voice to avoid aggravating conflict | Collaboration and Teamwork: Manage and resolve conflict Emotional Intelligence: Demonstrate self-awareness | | Physics, Biology, Engineering How could we live in the moon? |
| Identifying strong and weak arguments Planning and structuring a talk effectively | Leadership and Global Citizenship: Initiate on global issues Critical Thinking and Decision Making: Justify decisions | Exploring sustainability: Taking action toward a sustainable future for all Transformation: making positive change | |
| ▶ Interview techniques Using intonation for emphasis Using body movements during interviews and discussions Using open-ended questions in an interview | Critical Thinking and Decision Making: Reflect on your feelings Communication: Adapt communication styles | | |
| | | | Biology, Climate Science How can we save the coral reefs? |
| Digital classroom: Practice Extra | | | |