

| 1 Communication  |  | GRAMMAR                               | VOCABULARY                         | PRONUNCIATION                         | LISTENING/READING                                | SPEAKING/WRITING                             |
|--|--|---------------------------------------|------------------------------------|---------------------------------------|--|--|
| Talk about conversation in different culture<br>Use different question types<br>Talk about written communication<br>Use present perfect tenses<br>Guess the meaning of new words<br>Verbs + prepositions<br>Deal with problems on the phone<br>Write an informal email | <b>1.1 The rules of conversation</b>                     | Using different questions types       | Conversation                       |                                       | Video Vox pops                                   |  |
|  | <b>1.2 The letter is dead, long live the letter!</b>     | Present perfect simple and continuous | Written communication              | Auxiliary verbs: <i>have and been</i> |  |  |
|  | <b>1.3 Vocabulary and skills development</b>             |                                       | Verbs + prepositions               |                                       | <b>Reading</b> guessing the meaning of new words |  |
|  | <b>1.4 Speaking and writing</b>                          |                                       | Dealing with problems on the phone |                                       |  | <b>Writing</b> an informal email giving news |
|  | <b>1.5 Video Minority languages in the British Isles</b> |                                       |                                    |                                       |  |  |

| 2 Escape  |  | GRAMMAR                   | VOCABULARY                         | PRONUNCIATION                    | LISTENING/READING  | SPEAKING/WRITING  |
|---|--|---------------------------|------------------------------------|----------------------------------|--|---|
| <ul style="list-style-type: none"> <li>▪ Talk about travel and adventure</li> <li>▪ Talk about past events</li> <li>▪ Use past perfect forms</li> <li>▪ Talk about feelings</li> <li>▪ Understand North American and British accent</li> <li>▪ Understand North American English</li> <li>▪ Tell and react to a story</li> <li>▪ Write an email of complaint</li> </ul> | <b>2.1 Out of your comfort zone</b>          | Talking about past events | Talking about travel and adventure |                                  | Video Vox pops   |   |
|   | <b>2.2 An extraordinary escape</b>           | Past perfect forms        | Adjectives of feeling              | Word stress – adjectives         |  |   |
|   | <b>2.3 Vocabulary and skills development</b> |                           | North American English             |                                  | <b>Listening</b> understanding North American and British accent |   |
|   | <b>2.4 Speaking and writing</b>              |                           |                                    | Intonation – making exclamations |  | <b>Speaking</b> telling and reacting to a story<br><b>Writing</b> an email of complaint |
|   | <b>2.5 Video <i>The future of work</i></b>   |                           |                                    |                                  |  |   |

| 3 Invest  |  | GRAMMAR                  | VOCABULARY                                     | PRONUNCIATION                     | LISTENING/READING                                    | SPEAKING/WRITING  |
|---|--|--------------------------|--|-----------------------------------|--|---|
| <ul style="list-style-type: none"> <li>Talk about the future</li> <li>Talk about learning, thinking and knowledge</li> <li>Use collocations with time and money</li> <li>Talk about the future</li> <li>Skim a text using topic sentences</li> <li>Use non suffixes</li> <li>Say how likely something is to happen</li> <li>Write a balanced opinion essay</li> </ul> | <b>3.1 Invest in your future</b>             | Talking about the future | Talking about learning, thinking and knowledge | Pronouncing the letter 'l'        | Video Vox pops                                       |   |
|   | <b>3.2 Best ways to invest your time</b>     | Talking about the future | Collocations with time and money               |                                   |  |   |
|   | <b>3.3 Vocabulary and skills development</b> |                          | Noun suffixes                                  | Word stress – noun                | <b>Reading</b> skimming a text using topic sentences |   |
|   | <b>3.4 Speaking and writing</b>              |                          |  | Intonation – expressing certainty |  | <b>Speaking</b> saying hello how likely something is to happen<br><b>Writing</b> a balanced opinion essay |
|   | <b>3.5 Video</b> <i>The future of work</i>   |                          |  |                                   |  |   |

| 4 Creativity  |  | GRAMMAR                      | VOCABULARY                  | PRONUNCIATION                   | LISTENING/READING                          | SPEAKING/WRITING   |
|---|--|------------------------------|-----------------------------|---------------------------------|--|--|
| <ul style="list-style-type: none"> <li>Use the passive</li> <li>Talk about how things work</li> <li>Describe your impressions of something</li> <li>Use causative have and get</li> <li>Understand speech when consonant sounds are omitted</li> <li>Recognize easily confused words</li> <li>Write a summary</li> <li>Give opinions and try to change someone's opinion</li> </ul> | <b>4.1 Inventive ideas</b>                   | Using the passive            | How things work             | Weak forms                      | Video Vox pops                             |  |
|   | <b>4.2 Creative environment</b>              | Using causative have and get | Describing your impressions | Easily confused words           |  |  |
|   | <b>4.3 Vocabulary and skills development</b> |                              | Easily confused words       | Intonation – softening language | <b>Listening</b> omitting consonant sounds |  |
|   | <b>4.4 Speaking and writing</b>              |                              |                             |                                 |  | <b>Writing</b> a summary<br><b>Speaking</b> giving opinions and trying to change someone's opinion |
|   | <b>4.5 Video</b> <i>La Belle Epoque</i>      |                              |                             |                                 |  |  |

| 5 Mind  |                                       | GRAMMAR                                  | VOCABULARY                       | PRONUNCIATION | LISTENING/READING                                | SPEAKING/WRITING  |
|---|---------------------------------------|--|----------------------------------|---------------|--|---|
| <ul style="list-style-type: none"> <li>Talk about childhood memories</li> <li>Use verbs with -ing and infinitive</li> <li>Talk about emotions and behaviour</li> <li>Other uses of -ing and infinitive with to</li> <li>Understand linkers</li> <li>Understand phrasal verbs with out and up</li> <li>Language to give solutions</li> <li>Write an article giving advice</li> </ul> | 5.1 As if it were yesterday           | Using verbs with – ing and infinitive    | Talking about childhood memories |               |  |   |
|   | 5.2 Bored!                            | Other use of -ing and infinitive with to | Emotional and behaviour          |               |  |   |
|   | 5.3 Vocabulary and skills development |  | Phrasal verbs with out and up    |               | Reading understanding linkers<br>Videos Vox pops |   |
|   | 5.4 Speaking and writing              |  |                                  | Phrase stress |  | Speaking language to give solutions<br>Writing an article giving advice |
|   | 5.5 Video <i>Boredom</i>              |  |                                  |               |  |   |

| 6 Community   |                                       | GRAMMAR                           | VOCABULARY                       | PRONUNCIATION | LISTENING/READING                     | SPEAKING/WRITING  |
|---|---------------------------------------|-----------------------------------|----------------------------------|---------------|---------------------------------------|---|
| <ul style="list-style-type: none"> <li>Talk about cultures and communities</li> <li>Understand and use articles</li> <li>Talk about housing and living</li> <li>Use determiners and quantifiers</li> <li>Understand fluent speech</li> <li>Use high-frequency verb collocations</li> <li>Start a conversation with a stranger</li> <li>Write a description of data</li> </ul> | 6.1 Crossing cultures                 | Articles                          | Cultures and communities         |               | Video Vox pops                        |   |
|   | 6.2 Alone or together?                | Using determiners and quantifiers | Housing and living               | Weak sounds   |                                       |   |
|   | 6.3 Vocabulary and skills development |                                   | High-frequency verb collocations |               | Listening understanding fluent speech |   |
|   | 6.4 Speaking and writing              |                                   |                                  |               |                                       | Speaking starting a conversation with a stranger<br>Writing describing data |
|   | 6.5 Video <i>Communal living</i>      |                                   |                                  |               |                                       |   |

| 7 Rules  |                                       | GRAMMAR                   | VOCABULARY                 | PRONUNCIATION                    | LISTENING/READING                                | SPEAKING/WRITING  |
|--|---------------------------------------|---------------------------|----------------------------|----------------------------------|--|---|
| <ul style="list-style-type: none"> <li>Talk about crime and justice</li> <li>Use present modal verbs</li> <li>Use verbs and prepositions</li> <li>Use past modals and deduction</li> <li>Understand ellipsis</li> <li>Understand the meaning of prefixes</li> <li>Agree and disagree</li> <li>Write a persuasive letter/email</li> </ul> | 7.1 Finders keepers?                  | Present modal verbs       | Crime and justice          |                                  |  |   |
|  | 7.2 Rules at work                     | Past modals and deduction | Use verbs and prepositions | Have in past modals              |  |   |
|  | 7.3 Vocabulary and skills development |                           | Meaning of prefixes        |                                  | Reading understanding ellipsis<br>Video Vox pops |   |
|  | 7.4 Speaking and writing              |                           |                            | Agreeing or disagreeing strongly |  | Speaking agreeing and disagreeing<br>Writing a persuasive letter/mail |
|  | 7.5 Video <i>Against the law?</i>     |                           |                            |                                  |  |   |

| 8 Old and new  |                                       | GRAMMAR            | VOCABULARY                          | PRONUNCIATION              | LISTENING/READING            | SPEAKING/WRITING   |
|--|---------------------------------------|--------------------|-------------------------------------|----------------------------|------------------------------|--|
| <ul style="list-style-type: none"> <li>Talk about smart technology</li> <li>Use relative clauses</li> <li>Describe people</li> <li>Use participle clauses</li> <li>Listen for stressed words</li> <li>Understand adjectives + dependant prepositions</li> <li>Give your impressions of an event</li> <li>Write a review</li> </ul> | 8.1 The internet of Things            | Relatives clauses  | Smart technology                    | Pauses in relative clauses | Video Vox pops               |  |
|  | 8.2 Gen X, Gen Y, Gen Z               | Participle clauses | Describing people                   |                            |                              |  |
|  | 8.3 Vocabulary and skills development |                    | Adjectives + dependant prepositions |                            | Listening for stresses words |  |
|  | 8.4 Speaking and writing              |                    |                                     |                            |                              | Speaking giving your impressions of an event<br>Writing a review |
|  | 8.5 Video <i>Traditional skills</i>   |                    |                                     |                            |                              |  |

| 9 Nightlife   |   | GRAMMAR                       | VOCABULARY                        | PRONUNCIATION                    | LISTENING/READING                         | SPEAKING/WRITING  |
|---|---|-------------------------------|-----------------------------------|----------------------------------|---|---|
| Talk about different climates and lifestyles<br>Use adjectives and adverbs<br>Talk about past and present habits<br>Talk sleep patterns<br>Understand reference<br>Use synonyms and antonyms<br>Interrupt appropriately<br>Write a report | <b>9.1 Dark days and white nights</b>         | Adjectives and adverbs        | Different climates and lifestyles | Dropped syllables                |   |   |
|   | <b>9.2 Sleep</b>                              | About past and present habits | Sleep patterns                    |                                  | Video Vox pops                            |   |
|   | <b>9.3 Vocabulary and skills development</b>  |                               | Synonyms and antonyms             |                                  | <b>Reading</b> understanding assimilation |   |
|   | <b>9.4 Speaking and writing</b>               |                               |                                   | Polite intonation – interrupting |   | <b>Speaking</b> interrupting appropriately<br><b>Writing</b> a report |
|   | <b>9.5 Video</b> <i>A town in the shadows</i> |                               |                                   |                                  |   |   |

| 10 Senses   |   | GRAMMAR                        | VOCABULARY                   | PRONUNCIATION            | LISTENING/READING                           | SPEAKING/WRITING   |
|---|---|--------------------------------|------------------------------|--------------------------|---|--|
| <ul style="list-style-type: none"> <li>▪ Talk about looking and seeing</li> <li>▪ Use adjectives in the correct order</li> <li>▪ Use if + other conjunction clauses</li> <li>▪ Rate performances</li> <li>▪ Understand assimilation</li> <li>▪ Recognize easily confused sense verbs</li> <li>▪ Check and clarify</li> <li>▪ Write a detailed description of a scene</li> </ul> | <b>10.1 Can you believe your eyes?</b>        | Order of adjectives            | Words for looking and seeing |                          |   |  |
|   | <b>10.2 Sense of humour</b>                   | If + other conjunction clauses | Rating performances          | Word stress - adjectives | Video Vox pops                              |  |
|   | <b>10.3 Vocabulary and skills development</b> |                                | Easily confused sense verbs  |                          | <b>Listening</b> understanding assimilation |  |
|   | <b>10.4 Speaking and writing</b>              |                                |                              |                          |   | <b>Speaking</b> checking and clarifying<br><b>Writing</b> describing a scene in detail |
|   | <b>10.5 Video</b> <i>Why we see colour</i>    |                                |                              |                          |   |  |

| 11 Media  |   | GRAMMAR         | VOCABULARY                | PRONUNCIATION                                 | LISTENING/READING                              | SPEAKING/WRITING  |
|---|---|-----------------|---------------------------|---|--|---|
| <ul style="list-style-type: none"> <li>Talk about television viewing habits</li> <li>Use reported speech</li> <li>Talk about news</li> <li>Use reporting verbs</li> <li>Understand complex sentences</li> <li>Understand and use adjective suffixes</li> <li>Retell a news story</li> <li>Write an opinion essay in a formal style</li> </ul> | <b>11.1 Extreme streaming</b>                 | reported speech | Television viewing habits |   | Video Vox pops                                 |   |
|   | <b>11.2 Positive news</b>                     | reporting verbs | Talk about news           | Weak syllables /i/ and /e/ in reporting verbs |  |   |
|   | <b>11.3 Vocabulary and skills development</b> |                 | Adjective suffixes        |   | <b>Reading</b> understanding complex sentences |   |
|   | <b>11.4 Speaking and writing</b>              |                 |                           |   |  | <b>Speaking</b> retelling a news story<br><b>Writing</b> an opinion essay in a formal style |
|   | <b>11.5 Video</b> <i>Going viral</i>          |                 |                           |   |  |   |

| 12 Life stages  |  | GRAMMAR                | VOCABULARY               | PRONUNCIATION                             | LISTENING/READING                           | SPEAKING/WRITING  |
|---|--|------------------------|--------------------------|---|---|---|
| <ul style="list-style-type: none"> <li>Talk about family and relationships</li> <li>Talk about unreal situations</li> <li>Talk</li> <li>Use wish and if only</li> <li>Listening: Recognize vague language</li> <li>Understand and use compound language</li> <li>Reflect on life events and choices</li> <li>Write a biography</li> </ul> | <b>12.1 Nearest and dearest</b>                  | Unreal situations      | Family and relationships | Sentences stress in conditional sentences | Video Vox pops                              |   |
|   | <b>12.2 If I could turn back time...</b>         | Using wish and if only | Life events and choices  |   |   |   |
|   | <b>12.3 Vocabulary and skills development</b>    |                        | Compound adjectives      |   | <b>Listening</b> Recognizing vague language |   |
|   | <b>12.4 Speaking and writing</b>                 |                        |                          |   |   | <b>Speaking</b> reflecting on life events and choices<br><b>Writing</b> a biography |
|   | <b>12.5 Video</b> <i>Dynasty – the Churchill</i> |                        |                          |   |   |   |