

# Map of the units

Unit title	Reading and Writing	Listening	Speaking
<b>1</b> Hi, how are you?	<b>Part 2:</b> Three English teenagers <b>Part 6:</b> an email	<b>Part 1:</b> Five short conversations	<b>Part 1, Phase 1</b>
<b>2</b> We're going home	<b>Part 1:</b> signs and notices <b>Part 7:</b> a short story	<b>Part 3:</b> planning a party	<b>Part 1, Phase 2</b>
<i>Vocabulary and grammar review Units 1 and 2</i>			
<b>3</b> Dinner time	<b>Part 3:</b> A young chef <b>Part 5:</b> completing a short text	<b>Part 2:</b> A cake competition	<b>Part 2, Phase 1</b>
<b>4</b> I'm shopping!	<b>Part 4:</b> an article about Alek Wek <b>Part 7:</b> a short story	<b>Part 5:</b> a fashion show	<b>Part 1, Phase 2</b>
<i>Vocabulary and grammar review Units 3 and 4</i>			
<b>5</b> It's my favourite sport!	<b>Part 3:</b> an interview with a young gymnast <b>Part 6:</b> an email	<b>Part 4:</b> short conversations or monologues	<b>Part 2, Phase 1</b>
<b>6</b> Have you got any homework?	<b>Part 2:</b> Student life <b>Part 5:</b> completing short messages	<b>Part 3:</b> starting a new school	<b>Part 2, Phase 2</b>
<i>Vocabulary and grammar review Units 5 and 6</i>			
<b>7</b> Let's go to the museum	<b>Part 1:</b> signs and notices <b>Part 6:</b> an email	<b>Part 4:</b> five short conversations	<b>Part 2, Phase 1</b>
<b>8</b> Did you get my message?	<b>Part 2:</b> Three video makers <b>Part 5:</b> completing an email	<b>Part 5:</b> a computer fair	<b>Part 1, Phase 2</b>
<i>Vocabulary and grammar review Units 7 and 8</i>			
<b>9</b> I love that film!	<b>Part 4:</b> Paddington Bear <b>Part 7:</b> a short story	<b>Part 2:</b> a music concert	<b>Part 2, Phase 2</b>
<b>10</b> It's going to be sunny	<b>Part 2:</b> Holiday activities <b>Part 5:</b> completing a text	<b>Part 1:</b> five short conversations	<b>Part 1, Phase 2</b>
<i>Vocabulary and grammar review Units 9 and 10</i>			
<b>11</b> I like to keep fit	<b>Part 3:</b> A young personal trainer <b>Part 6:</b> an email	<b>Part 4:</b> short conversations and monologues	<b>Part 2, Phase 1</b>
<b>12</b> Have you ever been on a plane?	<b>Part 1:</b> signs and notices <b>Part 7:</b> a short story	<b>Part 2:</b> a park run	<b>Part 1, Phase 2</b>
<i>Vocabulary and grammar review Units 11 and 12</i>			
<b>13</b> What's your hobby?	<b>Part 3:</b> A teenage Go player <b>Part 6:</b> an email	<b>Part 3:</b> Horse-riding lessons	<b>Part 2, Phases 1 and 2</b>
<b>14</b> Keep in touch!	<b>Part 4:</b> Skywriting <b>Part 5:</b> completing a short text	<b>Part 5:</b> discussing website design	<b>Parts 1 and 2</b>
<i>Vocabulary and grammar review Units 13 and 14</i>			

Pronunciation	Vocabulary	Grammar
Word stress in numbers	Numbers Family members	Present simple Adverbs of frequency
Word stress: two-syllable words	Time Rooms Furniture	Present continuous <i>have got</i>
/s/, /z/, /ɪz/	School lunches Food phrases	Countable and uncountable nouns <i>How much / many: a few, a little, a lot</i>
/ɪ/ and /iː/	Clothes and accessories Adjectives Shops	Present continuous and present simple <i>too</i> and <i>enough</i>
schwa /ə/	Sports <i>do, play</i> and <i>go</i> with sports Nationalities	Comparatives and superlatives Prepositions of time ( <i>at, in, on</i> )
/v/ and /f/	School subjects Classroom objects Education verbs	<i>have to</i> Object pronouns
Past simple -ed endings	Buildings Directions	Past simple Imperatives
<i>can / can't</i>	Technology verbs Music	Past continuous <i>can / can't, could / couldn't</i>
-ing forms	Suggesting, accepting and refusing Adjectives	Verbs with -ing or to infinitive The future with the present simple, present continuous and <i>will</i>
<i>going to</i>	What's the weather like? Places	<i>going to</i> <i>must / mustn't</i>
Sentences with <i>if</i>	Parts of the body What's the matter? (ailments)	First conditional <i>something, anything, nothing, etc.</i>
/ʃ/ and /tʃ/	Means of transport Vehicles Travel verbs	Present perfect <i>should / shouldn't</i>
/w/ /v/ /b/	Hobbies Adverbs Jobs	Present perfect with <i>for</i> and <i>since</i> <i>may / might</i>
Sentence stress	Communication verbs -ed / -ing adjectives	The passive Present perfect with <i>just, already</i> and <i>yet</i>

# Map of the units

Unit title	Reading	Writing	Listening
<b>1</b> My life and home	<b>Part 5:</b> 'Sonia's home' – living on a boat Reading for understanding of vocabulary	<b>Part 1:</b> An email Planning a reply	<b>Part 2:</b> Listening for specific information Two candidates doing Speaking Part 1
<b>2</b> At school	<b>Part 6:</b> 'On their way to school' – an unusual school journey in China Reading for detailed understanding of words and sentences	A post about what you used to do at primary school <b>Part 2:</b> An article on what makes a great school Using a mind map to plan an answer	Emily talking about her experiences as an exchange student <b>Part 1:</b> Seven short texts about daily life Two candidates doing Speaking Part 3
<i>Vocabulary and grammar review Units 1 and 2</i>			
<b>3</b> Having fun	<b>Part 3:</b> 'Ariana's hobby – sand sculptures' Reading for detailed understanding	<b>Part 2:</b> A story about a day out Planning paragraphs	<b>Part 4:</b> Ryan Parilla – an Instagram photographer Talking about a skiing holiday Two candidates doing Speaking Part 2
<b>4</b> On holiday	<b>Part 1:</b> Identifying text purpose	<b>Part 1:</b> An email Suggesting where to go in a city and what to do	Discussing a quiz <b>Part 3:</b> 'A bushcraft skills course for young people' A family discussing their next holiday
<i>Vocabulary and grammar review Units 3 and 4</i>			
<b>5</b> Different feelings	<b>Part 4:</b> 'How I dealt with stress' Identifying the topic of a paragraph Identifying linking words ( <i>this, then, do, also, however, etc.</i> )	<b>Part 2:</b> A story Using adjectives to describe feeling	<b>Part 2:</b> Listening for facts, opinions or feelings Two candidates doing Speaking Part 4
<b>6</b> That's entertainment!	<b>Part 2:</b> 'Turn off the TV and go out! Selecting events from an entertainment guide	<b>Part 2:</b> An article about a celebration in your country Using the correct style for an article	Eliza and Bella planning a night out <b>Part 1:</b> Seven short texts about daily life Two candidates doing Speaking Part 3
<i>Vocabulary and grammar review Units 5 and 6</i>			
<b>7</b> Getting around	<b>Part 1:</b> Identifying text purpose	<b>Part 1:</b> An email Useful email expressions	<b>Part 4:</b> Olivia talks about extremely heavy snow while travelling in Italy Identifying distracting information Mia and Owen discuss getting to the station on time Two candidates doing Speaking Part 2
<b>8</b> Influencers	Famous families <b>Part 6:</b> An article about Hannah Alper, a famous <i>influencer</i>	<b>Part 2:</b> An article about a person you admire Using correct spelling and punctuation	<b>Part 3:</b> 'How to become famous on YouTube' Completing notes Carter and Will discuss presenters for a YouTube channel Three candidates doing Speaking Part 1
<i>Vocabulary and grammar review Units 7 and 8</i>			
<b>9</b> Stay fit and healthy	<b>Part 3:</b> 'Teenager Julia Ryan talks about sleep' Identifying opinion and attitude	<b>Part 2:</b> A story about feeling nervous Using a range of past tenses to explain what happened	<b>Part 2:</b> People talking in six different situations Identifying the situation and what you need to listen for Two candidates doing Speaking Part 4
<b>10</b> Looks amazing!	<b>Part 2:</b> 'Our top picks at the Street Food market' Selecting places to eat	<b>Part 2:</b> An article	<b>Part 1:</b> Seven short texts about daily life Listening carefully for information Two candidates doing Speaking Part 2
<i>Vocabulary and grammar review Units 9 and 10</i>			
<b>11</b> The natural world	'Scientists use robot chick to study penguins' <b>Part 5:</b> 'A school expedition abroad'	<b>Part 1:</b> An email Checking your work for mistakes	<b>Part 4:</b> Looking for the Iberian lynx Identifying expressions with similar or different meanings Two candidates doing Speaking Part 4
<b>12</b> Express yourself!	<b>Part 4:</b> 'Can you live without technology for a week?' Matching sentences to paragraphs	<b>Part 2:</b> A story Using a range of tenses and reported speech	Raising money for charity <b>Part 3:</b> A competition to design a new app Two candidates doing Speaking Part 1
<i>Vocabulary and grammar review Units 11 and 12</i>			

Speaking	Pronunciation	Vocabulary	Grammar
<b>Part 1:</b> Saying your name, how old you are, where you live and study	-s endings /s/, /z/ and /ɪz/	House and home Countable and uncountable nouns	Prepositions of time Frequency adverbs Present simple and present continuous State verbs <i>a few, a bit of, many, much, a lot of</i> and <i>lots of</i> Prepositions of place
<b>Part 3:</b> Discussing a new lunchtime club for students Agreeing and disagreeing Making a decision	-ed endings /d/, /t/ and /ɪd/	A typical school day <i>fail, pass, take, lose, miss, study and teach do, earn, have, make, spend and take</i>	Past simple Past simple and past continuous <i>used to</i> <i>So do I</i> and <i>Nor/Neither do I</i>
<b>Part 2:</b> Describing a picture Explaining what you can see and where things are	-ing endings /ɪŋ/	Leisure activities Prepositions of place Phrasal verbs People's hobbies	Verbs followed by <i>to</i> or <i>-ing</i>
<b>Part 3:</b> Discussing where to go in a capital city Making suggestions and giving reasons	Weak forms in comparative structures	Holiday activities <i>travel, journey and trip</i> Buildings and places	Comparative and superlative adjectives <i>a bit, a little, slightly, much, far, a lot not as ... as ...</i> <i>big and enormous</i> (gradable and non-gradable adjectives)
<b>Part 4:</b> Describing personal experiences Asking other people what they think	Modal verbs: weak and strong forms	Feelings Adjectives and prepositions Adjectives with <i>-ed</i> and <i>-ing</i> Adjectives of emotion and their opposites	<i>can, could, might, may</i> (ability and possibility) <i>should, shouldn't, ought to, must, mustn't, have to and don't have to</i> (advice, obligation and prohibition)
<b>Part 3:</b> Discussing plans for a festival Moving on to a new subject	Contrastive stress	Television programmes Going out <i>been/gone, meet, get to know, know and find out</i>	Present perfect <i>just, already and yet</i> <i>since</i> and <i>for</i> Present perfect or past simple?
<b>Part 2:</b> Describing what people are doing in photos Adding new points, and correcting yourself Describing things you don't know the name of	Word stress in compound nouns	Weather Compound words	<i>extremely, fairly, quite, rather, really and very too and enough</i> The future: <i>will, going to</i> , present continuous and present simple Prepositions of movement
<b>Part 1:</b> Answering general questions Talking about your daily routine and what you like	Conditional sentences: Contracted words	Phrasal verbs Describing people Adjective prefixes and suffixes Adjective order	Zero, first and second conditionals <i>When, if, unless</i> + present, future
<b>Part 4:</b> Discussing sport, fitness and health Showing agreement and polite disagreement	Word stress: agreeing and disagreeing	Illnesses and accidents Sports <i>go, play and do</i>	<i>which, that, who, whose, when and where</i> clauses (defining and non-defining) Past perfect
<b>Part 2:</b> Describing everyday objects in photos Explaining what things are made of or used for	Connected speech: linking sounds	<i>course, dish, food, meal and plate</i> Shops and services	Commands and instructions <i>Have something done</i>
<b>Part 4:</b> Discussing ways to help the environment Giving examples	Word stress in longer nouns	The natural world Noun suffixes	The passive: present and past simple Comparative and superlative adverbs
<b>Part 1:</b> General questions Talking about habits and routines	Intonation in direct and indirect questions	Collocations: using your phone <i>ask, ask for, speak, talk, say and tell</i> Negative prefixes	Reported speech and reported commands Reported questions Indirect questions

# Map of the units

Unit title	Reading	Writing	Listening
<b>1</b> My life and home	<b>Part 5:</b> 'Emilia's home' – living on a boat Reading for understanding of vocabulary	<b>Part 1:</b> An email Planning a reply	<b>Part 2:</b> Listening for specific information Two candidates doing Speaking Part 1
<b>2</b> Making choices	<b>Part 6:</b> 'Would you choose to study at a college or university like this?' Reading for detailed understanding of words and sentences	A post about what you used to do ten years ago <b>Part 2:</b> An article on what makes a great place to work Using a mind map to plan an answer	Emily talking about her work experience in Mexico <b>Part 1:</b> Seven short texts about daily life Two candidates doing Speaking Part 3
<i>Vocabulary and grammar review Units 1 and 2</i>			
<b>3</b> Having fun	<b>Part 3:</b> 'Sand sculptures' Reading for detailed understanding	<b>Part 2:</b> A story about a day out Planning paragraphs	<b>Part 4:</b> Marc Pasqual – an Instagram photographer Talking about a skiing holiday Two candidates doing Speaking Part 2
<b>4</b> On holiday	<b>Part 1:</b> Identifying text purpose	<b>Part 1:</b> An email Suggesting where to go in a city and what to do	Discussing a quiz <b>Part 3:</b> 'A bushcraft skills course' Some friends discussing their next holiday
<i>Vocabulary and grammar review Units 3 and 4</i>			
<b>5</b> Different feelings	<b>Part 4:</b> 'How I dealt with stress' Identifying the topic of a paragraph Identifying linking words ( <i>this, then, do, also, however, etc.</i> )	<b>Part 2:</b> A story Using adjectives to describe feeling	<b>Part 2:</b> Listening for facts, opinions or feelings Two candidates doing Speaking Part 4
<b>6</b> That's entertainment!	<b>Part 2:</b> 'Turn off the TV and go out!' Selecting events from an entertainment guide	<b>Part 2:</b> An article about a celebration in your country Using the correct style for an article	Eliza and Bella planning a night out <b>Part 1:</b> Seven short texts about daily life Two candidates doing Speaking Part 3
<i>Vocabulary and grammar review Units 5 and 6</i>			
<b>7</b> Getting around	<b>Part 1:</b> Identifying text purpose	<b>Part 1:</b> An email Useful email expressions	<b>Part 4:</b> Olivia talks about extremely heavy snow while travelling in Italy Identifying distracting information Mia and Owen discuss getting to the station on time A candidate doing Speaking Part 2
<b>8</b> Influencers	Famous families <b>Part 6:</b> An article about Emma Watson, a famous influencer	<b>Part 2:</b> An article about a person you admire Using correct spelling and punctuation	<b>Part 3:</b> 'How to become famous on YouTube' Completing notes Carter and Will discuss presenters for a YouTube channel Three candidates doing Speaking Part 1
<i>Vocabulary and grammar review Units 7 and 8</i>			
<b>9</b> Stay fit and healthy	<b>Part 3:</b> Evie Scott talks about exercise at work Identifying opinion and attitude	<b>Part 2:</b> A story about feeling nervous Using a range of past tenses to explain what happened	<b>Part 2:</b> People talking in six different situations Identifying the situation and what you need to listen for Two candidates doing Speaking Part 4
<b>10</b> Looks amazing!	<b>Part 2:</b> 'Our top picks at the street food market' Selecting places to eat	<b>Part 2:</b> An article	<b>Part 1:</b> Seven short texts about daily life Listening carefully for information Two candidates doing Speaking Part 2
<i>Vocabulary and grammar review Units 9 and 10</i>			
<b>11</b> The natural world	'Scientists use robot chick to study penguins' <b>Part 5:</b> 'Working on the Galápagos Islands'	<b>Part 1:</b> An email Checking your work for mistakes	<b>Part 4:</b> Looking for the Iberian lynx Identifying expressions with similar or different meanings Two candidates doing Speaking Part 4
<b>12</b> Express yourself!	<b>Part 4:</b> 'Can you live without your smartphone for a week?' Matching sentences to paragraphs	<b>Part 2:</b> A story Using a range of tenses and reported speech	Raising money for charity <b>Part 3:</b> A competition to design a new app Two candidates doing Speaking Part 1
<i>Vocabulary and grammar review Units 11 and 12</i>			

Speaking	Pronunciation	Vocabulary	Grammar
<b>Part 1:</b> Saying your name, where you live, what you do, and if you like studying English	-s endings /s/, /z/ and /ɪz/	House and home Countable and uncountable nouns	Prepositions of time Frequency adverbs Present simple and present continuous State verbs <i>a few, a bit of, many, much, a lot of</i> and <i>lots of</i> Prepositions of place
<b>Part 3:</b> Discussing a new club for students to practise English Agreeing and disagreeing Making a decision	-ed endings /d/, /t/ and /ɪd/	Life choices <i>fail, pass, take, lose, miss, study and teach do, earn, make, spend, take and win</i>	Past simple Past simple and past continuous <i>used to</i> <i>So do I</i> and <i>Nor/Neither do I</i>
<b>Part 2:</b> Describing a picture Explaining what you can see and where things are	-ing endings /ɪŋ/	Leisure activities Prepositions of place Phrasal verbs People's hobbies	Verbs followed by <i>to</i> or <i>-ing</i>
<b>Part 3:</b> Discussing where to go in a city Making suggestions and giving reasons	Weak forms in comparative structures	Holiday activities <i>travel, journey and trip</i> Buildings and places	Comparative and superlative adjectives <i>a bit, a little, slightly, much, far, a lot (not) as ... as ...</i> <i>big and enormous</i> (gradable and non-gradable adjectives)
<b>Part 4:</b> Describing personal experiences Asking other people what they think	Modal verbs: weak and strong forms	Feelings Adjectives and prepositions Adjectives with <i>-ed</i> and <i>-ing</i> Adjectives and their opposites	<i>can, could, might, may</i> (ability and possibility) <i>should, shouldn't, ought to, must, mustn't, have to</i> and <i>don't have to</i> (advice, obligation and prohibition)
<b>Part 3:</b> Discussing plans for a festival Moving on to a new subject	Contrastive stress	Television programmes Going out <i>been/gone, meet, get to know, know</i> and <i>find out</i>	Present perfect <i>just, already</i> and <i>yet</i> <i>since</i> and <i>for</i> Present perfect or past simple?
<b>Part 2:</b> Describing what people are doing in photos Adding new points, and correcting yourself Describing things you don't know the name of	Word stress in compound nouns	Weather Compound words	<i>extremely, fairly, quite, rather, really</i> and <i>very too</i> and <i>enough</i> The future Prepositions of movement
<b>Part 1:</b> Answering general questions Talking about your daily routine and what you like	Conditional sentences: contracted words	Phrasal verbs Describing people Adjective prefixes and suffixes Adjective order	Zero, first and second conditionals <i>when, if, unless</i> + present, future
<b>Part 4:</b> Discussing sport, fitness and health Showing agreement and polite disagreement	Word stress: agreeing and disagreeing	Illnesses and accidents Sports <i>do, go and play</i>	Relative clauses (defining and non-defining) Past perfect
<b>Part 2:</b> Describing everyday objects in photos Explaining what things are made of or used for	Connected speech: linking sounds	<i>course, dish, food, meal and plate</i> Shops and services	Commands and instructions <i>Have something done</i>
<b>Part 4:</b> Discussing ways to help the environment Giving examples	Word stress in longer nouns Word stress in passive forms	The environment Noun suffixes	The passive: present simple and past simple Comparative and superlative adverbs
<b>Part 1:</b> General questions Talking about habits and routines	Intonation in direct and indirect questions	Collocations: using your phone <i>ask, ask for, speak, talk, say and tell</i> Negative prefixes	Reported speech and reported commands Reported questions Indirect questions

# Map of the units

Unit title	Reading and Use of English	Writing	Listening
<b>1</b> A family affair	<b>Part 6:</b> 'From worst enemies to best friends' <b>Part 2:</b> 'How do you manage your money?'	<b>Part 1:</b> An essay: It is beneficial for teenagers to receive pocket money from their parents. Do you agree?	<b>Part 1:</b> Young people talking about their families and activities
<b>2</b> Leisure and pleasure	<b>Part 1:</b> 'Ice skating – my passion' <b>Part 4:</b> Sentence transformations	<b>Part 2:</b> An article: A great way to spend your free time	<b>Part 2:</b> A talk by a professional footballer
<i>Vocabulary and grammar review Units 1 and 2</i>			
<b>3</b> Happy holidays?	<b>Part 3:</b> 'A bus journey' <b>Part 7:</b> 'Holiday surprises'	<b>Part 2:</b> A story: It was a trip I'll never forget'	<b>Part 3:</b> Five young people talking about their best holiday ever
<b>4</b> Food, glorious food	<b>Part 6:</b> 'Are insects the future of food?' <b>Part 1:</b> 'How to eat sushi'	<b>Part 2:</b> A review: A local restaurant, snack bar or café in your area	<b>Part 4:</b> An interview with a young chef
<i>Vocabulary and grammar review Units 3 and 4</i>			
<b>5</b> Study time	<b>Part 7:</b> 'Making the most of your summer' <b>Part 3:</b> 'Exam stress for teenagers'	<b>Part 2:</b> The set text: The most interesting character in the book that you have read	<b>Part 1:</b> People talking about study and school
<b>6</b> My first job	<b>Part 5:</b> 'My first job' <b>Part 2:</b> 'Voluntary work'	<b>Part 2:</b> A letter or email: What part-time jobs can teenagers do in your country	<b>Part 3:</b> Five young people talking about weekend jobs
<i>Vocabulary and grammar review Units 5 and 6</i>			
<b>7</b> High adventure	<b>Part 6:</b> 'Are you ready for a school challenge?' <b>Part 4:</b> Sentence transformations	<b>Part 2:</b> An article: A great way to keep fit	<b>Part 2:</b> A talk about the Duke of Edinburgh Award <b>Part 4:</b> An interview with someone who did a parachute jump for the first time
<b>8</b> Dream of the stars	<b>Part 7:</b> 'Careers in film and the theatre' <b>Part 1:</b> 'I want your job: stunt person'	<b>Part 1:</b> An essay: There are both advantages and disadvantages to a career as a musician or actor. Do you agree?	<b>Part 2:</b> A talk about unusual sports
<i>Vocabulary and grammar review Units 7 and 8</i>			
<b>9</b> Secrets of the mind	<b>Part 5:</b> 'Our month in a tech free house' <b>Part 4:</b> Sentence transformations	<b>Part 2:</b> A short story	<b>Part 1:</b> People talking about different influences on personality
<b>10</b> On the money	<b>Part 2:</b> 'How I like to shop' <b>Part 5:</b> 'I got rid of nearly everything I owned'	<b>Part 2:</b> A review: Write about something you have bought or been given recently	<b>Part 4:</b> An interview with a student about 'Buy nothing day'
<i>Vocabulary and grammar review Units 9 and 10</i>			
<b>11</b> Medical matters	<b>Part 4:</b> 'A school science project' <b>Part 3:</b> 'Afraid of the dentist'	<b>Part 1:</b> An essay: Young people generally don't pay attention to their health and fitness. Do you agree?	<b>Part 3:</b> Five people talking about health problems and reasons for visiting a doctor
<b>12</b> Animal kingdom	<b>Part 1:</b> 'Not just a hobby' <b>Part 7:</b> 'Animal rescue'	<b>Part 2:</b> A letter or email: Advice for a visitor to your country	<b>Part 1:</b> People talking about wildlife and conservation
<i>Vocabulary and grammar review Units 11 and 12</i>			
<b>13</b> House space	<b>Part 5:</b> 'Living in a yurt' <b>Part 2:</b> 'The smallest house in Britain'	<b>Part 2:</b> An article: My ideal home	<b>Part 2:</b> A talk about building a small house from a kit
<b>14</b> Fiesta!	<b>Part 6:</b> 'Koningsdad: Europe's most lively festival' <b>Part 3:</b> 'The week my town goes back in time'	<b>Part 1:</b> An essay: The advantages and disadvantages going to the cinema compared to streaming films at home	<b>Part 4:</b> An interview with someone who visits music festivals
<i>Vocabulary and grammar review Units 13 and 14</i>			

Speaking	Pronunciation	Vocabulary	Grammar
<b>Part 1:</b> Speaking about your home and what it is like to grow up in your hometown	Word stress	Phrasal verbs to describe relationships Collocations with <i>make</i> and <i>do</i>	Present perfect simple and continuous
<b>Part 2:</b> Describing and discussing the benefits of different free time activities	Sentence stress (1)	Phrasal verbs to talk about skills and hobbies	Making comparisons Adjectives with <i>-ing</i> and <i>-ed</i>
<b>Part 3:</b> Choosing the best activities for a school trip	Intonation (1)	<i>travel, journey, trip</i> and <i>way</i>	Past simple, past continuous and <i>used to</i> <i>at, in</i> and <i>on</i> in time phrases Past perfect simple and continuous
<b>Part 4:</b> Talking about diet and healthy eating	Grouping words and pausing (1)	<i>food, dish</i> and <i>meal</i> Adjectives to describe food, meals and restaurants	<i>so</i> and <i>such</i> <i>too</i> and <i>enough</i>
<b>Part 1:</b> Talking about your preferences regarding school subjects	Word stress (2)	Phrasal verbs connected with study <i>find out, get to know, know, learn, teach</i> and <i>study</i> <i>attend, join, take part</i> and <i>assist</i>	Zero, first and second conditional
<b>Part 2:</b> Describing what people learn and enjoy about doing different kinds of jobs	Sentence stress (2)	<i>work</i> and <i>job</i> ; <i>possibility, occasion</i> and <i>possibility</i> ; <i>fun</i> and <i>funny</i> Collocations with <i>job</i> and <i>work</i>	Countable and uncountable nouns Articles
<b>Part 3:</b> Discussing different ways to encourage students to do more sport	Intonation (2)	Verb collocations with adventure activities <i>look, see</i> and <i>watch</i> ; <i>listen</i> and <i>hear</i>	Infinitive and verb + <i>-ing</i>
<b>Part 4:</b> giving opinions on the importance of dance, drama and music as school subjects	Grouping words and pausing (2)	Verb collocations with <i>ambition, career, experience</i> and <i>job</i> People and the theatre Verb collocations with <i>ambition, career, experience</i> and <i>job</i>	<i>at, in, on</i> to express location Reported speech
<b>Part 2:</b> Describing the emotions that people have in different situations	Sentence stress (3)	<i>achieve, carry out</i> and <i>devote</i> <i>stay, spend</i> and <i>pass</i> ; <i>move, cause</i> and <i>have</i>	Modal verbs to express certainty and possibility
<b>Part 1:</b> Talking about your personal life and interests	Linking (1)	<i>arrive, get</i> and <i>reach</i> Phrasal verbs connected with shopping	<i>as</i> and <i>like</i> Modal verbs to express ability
<b>Part 2:</b> Describing different ways to stay healthy and ways to deal with different illnesses	Intonation (3)	Health vocabulary Idiomatic expressions	Relative pronouns and relative clauses
<b>Part 3:</b> choosing a topic connected with animals <b>Part 4:</b> Discussion about looking after animals	Word stress (3)	<i>avoid, prevent</i> and <i>protect</i> ; <i>check, control, keep an eye on</i> and <i>supervise</i>	Third conditional and mixed conditionals <i>wish, if only</i> and <i>hope</i>
<b>Part 2:</b> Describing what life is like in different places	Revision of features of pronunciation	<i>space, place, room, location</i> and <i>square</i>	Causative <i>have</i> and <i>get</i> Expressing obligation and permission
<b>Part 3:</b> Deciding how to celebrate an occasion <b>Part 4:</b> Discussion on festivals and celebrations	Improving fluency	Vocabulary to describe what people do Vocabulary for festivals	The Passive



# Map of the units

Unit title	Reading and Use of English	Writing	Listening
<b>1</b> A family affair	<b>Part 6:</b> 'A seat at the table' <b>Part 2:</b> 'The housework gap'	<b>Part 1:</b> An essay: Technology has a largely positive impact on families. Do you agree? Expressing opinions Using <i>although, however, despite, that being said</i> and <i>whereas</i>	<b>Part 1:</b> People talking about friends and family
<b>2</b> Leisure and pleasure	<b>Part 5:</b> 'View from the top' <b>Part 4:</b> Key word transformation	<b>Part 2:</b> An article: A great way to spend your free time Writing compound sentences	<b>Part 2:</b> A talk by a vlogger
<i>Vocabulary and grammar review Units 1 and 2</i>			
<b>3</b> Happy holidays?	<b>Part 3:</b> 'Danger ahead' <b>Part 7:</b> 'It was great, but ...'	<b>Part 2:</b> A report: A one-day excursion to a local place of interest Structuring a report	<b>Part 3:</b> Five people talking about a holiday they've been on
<b>4</b> Food, glorious food	<b>Part 6:</b> 'What are you printing for dinner?' <b>Part 1:</b> 'A café with a difference'	<b>Part 2:</b> A review: A restaurant, café or snack bar Using descriptive adjectives	<b>Part 4:</b> An interview with someone who runs a catering business
<i>Vocabulary and grammar review Units 3 and 4</i>			
<b>5</b> Study time	<b>Part 7:</b> 'At university abroad' <b>Part 3:</b> 'Mobile phones in the classroom'	<b>Part 1:</b> An essay: All young people should study a foreign language as part of their education. Do you agree? Writing opening paragraphs	<b>Part 1:</b> People talking about studying and education
<b>6</b> Good job!	<b>Part 5:</b> 'Chasing a storm' <b>Part 2:</b> 'Volunteers wanted'	<b>Part 2:</b> A letter or email: Describing jobs students do in your country Commonly misspelt words	<b>Part 3:</b> Five people talking about their jobs in tourism
<i>Vocabulary and grammar review Units 5 and 6</i>			
<b>7</b> High adventure	<b>Part 6:</b> 'Looking for something different? Try a Tough Mudder' <b>Part 4:</b> Key word transformation	<b>Part 2:</b> An article: A great way to keep fit Structuring an article	<b>Part 2:</b> A talk about scuba diving <b>Part 4:</b> A radio interview with someone who went wing walking
<b>8</b> Dream of the stars	<b>Part 7:</b> 'What sort of films are you into?' <b>Part 1:</b> 'The rise of the bedroom producer'	<b>Part 1:</b> An essay: Being a famous film star has both advantages and disadvantages. Do you agree? Writing a balanced essay	<b>Part 2:</b> A talk by a celebrity chef
<i>Vocabulary and grammar review Units 7 and 8</i>			
<b>9</b> The power of the mind	<b>Part 5:</b> 'The secret of happiness' <b>Part 4:</b> Key word transformation	<b>Part 2:</b> A report: The benefits of improving classrooms and students' social activities Making recommendations and suggestions	<b>Part 1:</b> People talking about different aspects of psychology
<b>10</b> Spend, spend, spend	<b>Part 2:</b> 'A new way to shop' <b>Part 5:</b> 'A journey of self-discovery'	<b>Part 2:</b> A review: A place where people have a good time Building complex sentences	<b>Part 4:</b> An interview with someone who runs their own fashion magazine
<i>Vocabulary and grammar review Units 9 and 10</i>			
<b>11</b> Medical matters	<b>Part 6:</b> '#VerifyHealthcare' <b>Part 3:</b> 'How would you react?'	<b>Part 1:</b> An essay: Modern lifestyles can seriously endanger our health. Do you agree? Writing concluding paragraphs	<b>Part 3:</b> Five people talking about their job as a doctor
<b>12</b> Animal kingdom	<b>Part 1:</b> 'Aoshima: Japan's cat island' <b>Part 7:</b> 'Surviving an animal attack'	<b>Part 2:</b> A letter or email: Advice to a visitor to your country Giving advice	<b>Part 1:</b> People talking about animals in different situations
<i>Vocabulary and grammar review Units 11 and 12</i>			
<b>13</b> House space	<b>Part 5:</b> 'My new home in Venice, 1733' <b>Part 2:</b> 'Living in a tiny home'	<b>Part 2:</b> An article: My ideal home Planning a piece of writing	<b>Part 2:</b> A talk by someone who attended a conference about smart homes
<b>14</b> Fiesta!	<b>Part 6:</b> 'Keeping festivals clean and green' <b>Part 3:</b> 'My neighbourhood street party'	<b>Part 1:</b> An essay: Is it better to listen to live or recorded music? Is it better to watch films at the cinema or at home? <i>it, this, that</i> and <i>they</i> for reference	<b>Part 4:</b> An interview with a comedian
<i>Vocabulary and grammar review Units 13 and 14</i>			

Speaking	Pronunciation	Vocabulary	Grammar
<b>Part 1:</b> Talking about yourself, your friends and your family Giving extended answers	Word stress: Stress in words with two or more syllables	Phrasal verbs to describe relationships Collocations with <i>make</i> and <i>do</i>	Present perfect simple and continuous
<b>Part 2:</b> Describing the benefits of different free-time activities Using discourse markers to structure answers	Sentence stress (1): Stress on words carrying the most meaning	Phrasal verbs and expressions to talk about skills and hobbies	Making comparisons Adjectives with <i>-ed</i> and <i>-ing</i>
<b>Part 3:</b> Discussing the benefits of different kinds of trips Phrases to involve partners in a discussion Strategies for dealing with the second section of Part 3	Intonation (1): Indicating that you have finished speaking, or have more to say	<i>travel, journey, trip</i> and <i>way</i> Forming adjectives and adverbs with suffixes	Past simple, past continuous and <i>used to</i> <i>at, in</i> and <i>on</i> in time phrases Past perfect simple and continuous
<b>Part 4:</b> Discussing diet, food and health Supporting opinions with reasons and examples	Grouping words and pausing (1)	<i>food, dish</i> and <i>meal</i> Adjectives to describe restaurants	<i>so</i> and <i>such</i> <i>too</i> and <i>enough</i>
<b>Part 1:</b> Talking about studying Giving reasons and offering several possible ideas	Syllable stress: Shifting word stress	Phrasal verbs connected with education and study <i>find out, get to know, know, learn, teach, study, attend, join, take part, assist</i>	Zero, first and second conditionals
<b>Part 2:</b> Describing different kinds of work Describing similarities and differences when comparing	Sentence stress (2): Contrastive sentence stress	<i>work or job; possibility, occasion or opportunity; fun or funny</i> Collocations with <i>job</i> and <i>work</i>	Countable and uncountable nouns Articles
<b>Part 3:</b> Discussing whether people should spend more of their free time playing sports Suggesting ideas, asking your partner's opinion, agreeing and disagreeing	Intonation (2): Showing interest and enthusiasm	Verb collocations with activities <i>look, see, watch, listen</i> and <i>hear</i>	Infinitive and verb + <i>-ing</i>
<b>Part 4:</b> Discussing different aspects of entertainment Giving balanced answers	Grouping words and pausing (2)	Describing entertainment <i>play, performance</i> and <i>acting; audience, (the) public</i> and <i>spectators; scene</i> and <i>stage</i>	<i>At, in</i> and <i>on</i> to express location Reported speech
<b>Part 2:</b> Describing different kinds of feelings and emotions Speculating about photos using modals and <i>look, seem</i> and <i>appear</i>	Sentence stress (3): Using stress for emphasis	<i>achieve, carry out</i> and <i>devote</i> <i>stay, spend</i> and <i>pass; move, cause</i> and <i>have</i>	Modal verbs to express certainty and possibility
<b>Part 1:</b> Talking about spending money Strategies for answering Part 1 questions	Linking (1): Linking to increase fluency	<i>arrive, get</i> and <i>reach</i> Phrasal verbs connected with shopping	<i>as</i> and <i>like</i> Modal verbs to express ability
<b>Part 2:</b> Describing situations related to health Expressions when you need time to think, can't think of a word or have made a mistake	Intonation (3): Showing certainty / uncertainty	Health vocabulary Idiomatic expressions	Relative pronouns and relative clauses
<b>Parts 3 and 4:</b> Discussing topics related to animals Commenting on the question Expressing other people's opinions Expressing agreement and disagreement	Word stress (3): Strong and weak forms	<i>avoid, prevent</i> and <i>protect; check, control, keep an eye on</i> and <i>supervise</i>	Third conditional and mixed conditionals <i>wish, if only</i> and <i>hope</i>
<b>Part 2:</b> Describing people in different locations Strategies for answering Part 2 questions	Linking (2): Linking with consonant sounds	Vocabulary to describe where you live <i>space, place, room, area, location</i> and <i>square</i>	Causative <i>have</i> and <i>get</i> Expressing obligation and permission
<b>Parts 3 and 4:</b> Discussing topics related to festivals and celebrations Strategies for working with a partner	Improving fluency	Vocabulary for festivals Suffixes to form nouns for people	The passive

# Map of the units

Unit title	Reading and Use of English	Writing	Listening
<b>1</b> People like us	<b>Part 8:</b> 'You can choose your friends' <b>Part 4:</b> Key word transformation	<b>Part 1:</b> An essay: Methods schools use to help students find jobs	<b>Part 4:</b> Five people talking about a close friend
<b>2</b> More than words	<b>Part 3:</b> 'You'll always have your accent – or will you?' <b>Part 6:</b> 'Using movies to help learn a language'	<b>Part 2:</b> A report: Foreign language learning in your country	<b>Part 1:</b> Three short conversations about language and communication
<i>Vocabulary and grammar review Units 1 and 2</i>			
<b>3</b> Mind, body and soul	<b>Part 5:</b> 'Living with synaesthesia' <b>Part 2:</b> 'The importance of music' 'Forest bathing'	<b>Part 1:</b> An essay: How schools can ensure students don't suffer too much stress	<b>Part 2:</b> Personality quiz
<b>4</b> Career paths	<b>Part 1:</b> 'Zero-hours contracts' <b>Part 8:</b> 'What do you bring to the table?'	<b>Part 2:</b> An email: Young people, migration and opportunities	<b>Part 3:</b> An interview with two business leaders about an open salary policy
<i>Vocabulary and grammar review Units 3 and 4</i>			
<b>5</b> Events to remember	<b>Part 4:</b> Key word transformation <b>Part 7:</b> 'A cycle ride'	<b>Part 2:</b> A proposal: Identifying someone who should be honoured	<b>Part 1:</b> Three short conversations about dramatic past experiences
<b>6</b> Creative pursuits	<b>Part 5:</b> 'The camera never lies' <b>Part 2:</b> 'Live or recorded?' 'The timeless appeal of the selfie'	<b>Part 2:</b> A review: A film you didn't expect to like but did	<b>Part 2:</b> A talk offering career advice by a professional artist
<i>Vocabulary and grammar review Units 5 and 6</i>			
<b>7</b> In your free time	<b>Part 7:</b> 'Young film actors' <b>Part 1:</b> 'The power of art galleries'	<b>Part 2:</b> An informal letter: Replying to a friend's dilemma	<b>Part 4:</b> Five people talking about the experience of going to a concert to listen to a band
<b>8</b> Sound and vision	<b>Part 3:</b> 'The future of TV' <b>Part 6:</b> 'Bring a social media influencer'	<b>Part 2:</b> A proposal: Identifying what should be included in a TV programme	<b>Part 3:</b> An interview about student media organisations
<i>Vocabulary and grammar review Units 7 and 8</i>			
<b>9</b> Invention and innovation	<b>Part 7:</b> 'A welcome/unwelcome visit' <b>Part 4:</b> Key word transformation	<b>Part 1:</b> An essay: Online safety An essay: How technology has benefited society	<b>Part 1:</b> Three short conversations about technology
<b>10</b> Learning for life	<b>Part 1:</b> 'The candle problem' <b>Part 8:</b> 'A first time for everything'	<b>Part 2:</b> A report: Improving an education establishment	<b>Part 2:</b> A presentation on 21 <sup>st</sup> century skills
<i>Vocabulary and grammar review Units 9 and 10</i>			
<b>11</b> Globetrotters	<b>Part 5:</b> 'Into the desert' <b>Part 2:</b> 'Caretakers wanted' 'Living in a castle'	<b>Part 2:</b> A review: Two hotels in your area	<b>Part 1:</b> Three short conversations about travel
<b>12</b> Our planet	<b>Part 7:</b> 'The dramatic life – so far – of Birdgirl' <b>Part 3:</b> 'What drives an eco-warrior?'	<b>Part 2:</b> A proposal: An environmental campaign	<b>Part 2:</b> A podcast about living and working in Antarctica
<i>Vocabulary and grammar review Units 11 and 12</i>			
<b>13</b> A healthy lifestyle	<b>Part 8:</b> 'Sports and me!' <b>Part 3:</b> 'The joy of a warm bath'	<b>Part 2:</b> A letter: Suggesting how council funds should be best spent	<b>Part 3:</b> A radio interview about sleep
<b>14</b> A new land	<b>Part 6:</b> 'The psychology of emigration' <b>Part 4:</b> Key word transformation	<b>Part 1:</b> An essay: Problems arising from large-scale migration from the countryside to cities	<b>Part 4:</b> Five people talking about their reasons for moving to another country
<i>Vocabulary and grammar review Units 13 and 14</i>			

Speaking	Vocabulary	Grammar
<b>Part 1:</b> Responding to questions about yourself, your friends and family	Collocations with <i>give</i> and <i>make</i>	Verb forms to talk about the past
<b>Part 2:</b> Talking about how people explain things Talking about intergenerational conversations	Collocations with <i>make</i> , <i>get</i> and <i>do</i>	Expressing purpose, reason and result
<b>Part 3:</b> Discussing actions that help people prevent or cope with stress	Multi-word verbs Verb collocations	<i>no, none, not</i> The passive
<b>Part 4:</b> Talking about people's opinion regarding satisfaction at work	Dependant prepositions Adjective-noun collocations (1)	Expressing possibility, probability and certainty
<b>Part 2:</b> Talking about people doing dangerous activities	Idiomatic language	Verbs followed by <i>to</i> + infinitive or the <i>-ing</i> form
<b>Part 3:</b> Discussing factors that affect people's enjoyment of a movie Discussing what motivates a person to take a course in a creative activity	Adjective-noun collocations (2)	Avoiding repetition
<b>Part 4:</b> Discussing ways to get to know other people	Complex prepositions Money words and idioms	Linking ideas: relative and participle clauses Linking ideas: apposition
<b>Part 3:</b> Discussing how people's ideas are affected by media influence	Prefixes and suffixes Reporting verbs	Reported speech Transitive and intransitive verbs
<b>Part 2:</b> Talking about how people use technology	Multi-word verbs <i>action, activity, event</i> and <i>programme</i>	Future perfect and continuous <i>be</i> + <i>to</i> infinitive Objects, reflexives and reciprocals
<b>Part 4:</b> Discussing opinions on different styles of learning	<i>chance, occasion, opportunity</i> and <i>possibility</i>	Expressing ability, possibility and obligation
<b>Part 1:</b> Responding to questions about travel	Fixed phrases <i>at, in</i> and <i>on</i> to express location	Conditionals <i>wish</i> and <i>if only</i>
<b>Part 3:</b> Discussing how environmental issues affect people's lives	Prepositions following verbs Word formation	Countable and uncountable nouns Articles
<b>Part 2:</b> Discussing the effectiveness of and qualities needed for different physical activities	Prepositions following adjectives	Ways of contrasting ideas The language of comparison
<b>Part 4:</b> Discussing issues regarding moving to another country	Comment adverbials and intensifying adverbs <i>learn, find out</i> and <i>know</i> <i>provide, offer</i> and <i>give</i>	Emphasis