Unit	Grammar	Vocabulary	Skills	Pronunciation	
DIGITAL STARTER UNIT					
UNIT 1 **All together now** page 7	Present simple and present continuous Present participle clauses Modifying comparatives and superlatives	**Where we live** **Community and connection**	**Reading:** An article: Who'd live in a house like this? **Reading: Think outside the box:** The metaverse is coming together **Speaking** Part 2 **Writing** Part 2 **Listening** Part 3	word stress	
UNIT 2 **Money matters** page 17	Past tense review Countable and uncountable nouns Conjunctions	**Our relationship with money** **Shopping**	**Reading and Use of English** Part 6 **Reading: Think outside the box:** Is swapping on the rise? **Writing:** An essay **Listening** Part 2 **Speaking** Part 3	unstressed syllables /ə/ or /ɪ/	
UNIT 3 **There's no Planet B** page 27	*will* and *going to* Comparative and superlative adverbs	**Environmental issues** **Describing animals**	**Reading and Use of English** Part 5 **Reading: Think outside the box:** Is extinction ever a good thing? **Reading and Use of English** Part 2 **Writing** Part 2 **Listening** Part 1	plural nouns /s/ and /z/	
UNIT 4 **Dress to express** page 37	*used to* and *be / get used to* Adjective order	**Adjective suffixes** **Fashion**	**Reading and Use of English** Part 3 **Reading:** An article: Clothes for kids: A colourful history **Reading and Use of English** Part 4 **Reading: Think outside the box:** One outfit is all I need **Writing** Part 1 **Listening** Part 4	*used to*	
UNIT 5 **Food for the future** page 47	Zero and first conditionals Verbs followed by gerund or *to* + infinitive	**Food and health** **Nutrition**	**Reading and Use of English** Part 7 **Speaking** Part 4 **Listening: Think outside the box:** A podcast **Reading and Use of English** Part 1 **Reading and Use of English** Part 4 **Writing:** A review **Listening:** A presentation	verbs followed by gerund or *to* + infinitive: /tə/ and /ŋ/	
DIGITAL REVIEW 1					
UNIT 6 **What's next?** page 57	Modals of ability Adverbs of degree	**Phrasal verbs and technology** **Negative prefixes**	**Reading:** An article: Focus on: Biohacking **Reading and Use of English** Part 2 **Reading: Think outside the box:** Unplugging **Speaking** Part 1 **Writing** Part 2 **Listening** Part 4	sentence stress: adverbs of degree	
UNIT 7 **Holiday mode** page 67	Defining and non-defining relative clauses Conjunctions: addition and contrast	**Holidays and travel** **Collocations with *travel*, *trip* and *journey***	**Reading and Use of English** Part 6 **Speaking** Part 2 **Reading: Think outside the box:** Will virtual travel ever replace the real thing? **Writing** Part 2 **Listening** Part 1	/æ/	
UNIT 8 **Sport for all** page 77	Present perfect with *ever*, *never*, *for*, *since*, *still*, *already*, *yet* and *just* Present perfect simple and continuous Present perfect and past simple	**Competition and challenge** **Suffixes for personal nouns**	**Reading and Use of English** Part 5 **Reading: Think outside the box:** Are e-sports real sports? Let's see who's winning the argument! **Reading and Use of English** Part 1 **Writing:** A blog post **Listening:** A podcast **Speaking** Part 3 **Speaking** Part 4	Have you ever, Has he ever, Has she ever ... ?	
UNIT 9 **Future Learning** page 87	Modals of obligation, prohibition, permission, necessity and advice Past perfect simple and continuous	**Learning and study** **Expressions with *brain* and *mind***	**Reading and Use of English** Part 7 **Reading: Think outside the box:** Should we learn facts at school? **Writing** Part 1 **Listening** Part 2	sentence stress: reinforcing important points	
UNIT 10 **Same but different** page 97	Passive Reported statements Reported requests	**Noun suffixes** **Culture and cultural differences**	**Reading and Use of English** Part 3 **Reading:** A blog post **Reading and Use of English** Part 4 **Reading: Think outside the box:** Should we let languages die out? **Writing** Part 2 **Listening** Part 4	noun suffixes: /ʒən/ and /ʃən/	
DIGITAL REVIEW 2					

Grammar reference and practice page 114 **Pair work** page 124 **Irregular verbs** page 128

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	Oracy	Challenge	Life competencies	STEAM
	Using modifiers for different purposes Giving reasons to support your ideas	People say we are losing our sense of community	**Learning to learn:** using effective strategies for comprehension and production tasks **Critical thinking:** identifying and classifying information **Learning to learn:** evaluating learning and progress	
	Agreeing and disagreeing Using appropriate gestures and body language Expressing your opinion respectfully Making constructive comments on other people's ideas or views		**Creative thinking:** generating multiple ideas **Creative thinking:** elaborating on and combining ideas **Learning to learn:** setting goals and planning for learning	**Chemistry, Maths** What is the environmental impact of the devices we use?
	Taking turns Structuring a talk to convey meaning	We all have a responsibility to look after the natural world	**Critical thinking:** identifying and classifying information **Learning to learn:** using feedback to improve learning **Collaboration:** taking on different roles	
	Managing conflict Suggesting and applying ground rules Listening actively and responding confidently Adapting the volume of your voice		**Learning to learn:** using effective strategies for learning and retaining information **Communication:** adapting language use according to different cultures and social groups	**Physics, Maths** Does the mass of a shoe affect the force needed to move it?
	Expressing your opinion confidently Engaging your audience	The food choices we make have an effect on the planet, as well as our health	**Social responsibilities:** recognising personal impact on global issues	
				Biology, Maths
	Being persuasive Using appropriate gestures and body language when speaking to others Using vocabulary and phrases to persuade others Using evidence to support an argument		**Critical thinking:** identifying and classifying information **Creative thinking:** imagining alternatives and possibilities **Creative thinking**: generating multiple ideas	
	Asking follow-up questions Asking rhetorical questions	Travel and tourism can have a negative impact on places	**Critical thinking:** evaluating options and recommendations to come to a decision **Learning to learn:** keeping track of progress	**Chemistry, Technology** What substances work best as sunscreen?
	Involving other people in discussions Using appropriate gestures and body language to encourage participation Participating in a discussion, asking questions and encouraging contributions from others Making positive comments about other people's ideas		**Leaning to learn:** using effective strategies for learning and retaining information **Critical thinking:** evaluating arguments as a whole	
	Adapting speed and emphasis Deciding what to include in a presentation and how to structure it	The world is changing quickly, and our education needs to be relevant for an unpredictable future	**Learning to learn:** taking initiative to improve own learning; managing the learning environment **Critical thinking:** drawing appropriate conclusions **Digital literacy:** selecting and using appropriate digital tools for specific purposes	
	Checking understanding and listening actively Asking clarifying questions to check understanding Listening actively and responding confidently Using formal or informal language depending on the context		**Social responsibilities:** understanding aspects of other cultures **Critical thinking:** evaluating arguments as a whole	
				Arts
	Digital classroom: Practice Extra			

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