Unit	Grammar	Vocabulary	Skills	Pronunciation	
DIGITAL STARTER UNIT					
UNIT 1 **Have a great day!** page 7	Present simple *Wh-* questions	**Free-time activities** **Describing feelings**	**Reading** Part 2 **Reading: Think outside the box:** How to do nothing **Speaking** Part 1 **Writing:** A blog post **Listening** Part 2	Intonation in *Wh-* questions	
UNIT 2 **School days** page 17	*must*, *have to*, *mustn't*, *don't have to* *love*, *like*, *don't mind*, *don't like*, *hate*	**School subjects** **School words**	**Reading** Part 1 **Reading: Think outside the box:** Courses with a difference **Speaking** Part 2 **Writing:** A social media post **Listening** Part 1	*mustn't* and *have to* /mʌsən(t)/ /hæftə/	
UNIT 3 **Home is best!** page 27	Prepositions of place *some* and *any*	**Things at home** **Describing homes**	**Reading** Part 4 **Reading: Think outside the box:** Is #VanLife for me? **Writing** Part 6 **Listening** Part 4	Stress of prepositions of place	
UNIT 4 **Life's a journey** page 37	Past simple Connecting words	**Travel and transport** **Holidays**	**Reading** Part 3 **Reading: Think outside the box:** How to have a holiday at home **Writing** Part 7 **Listening** Part 3	Words ending in *-ed* (part 2)	
UNIT 5 **To buy or not to buy?** page 47	Countable and uncountable nouns *this*, *that*, *these*, *those*; *can* and *could*	**Describing things** **Clothes and accessories**	**Reading** Part 5 **Reading: Think outside the box:** Why is shopping great? **Writing:** An online advert **Listening** Part 5	/ɒ/ versus /əʊ/	
DIGITAL REVIEW 1					
UNIT 6 **It's showtime!** page 57	*Have you ever ...?* Quantifiers	**Kinds of entertainment** **Kinds of music**	**Reading** Part 3 **Reading Think outside the box:** The Worst on Earth challenge **Speaking** Part 2 **Writing:** A script **Listening** Part 2	*Have you ever ...?* /hæfjʊevə/	
UNIT 7 **Take Ctrl** page 67	The passive Adverbs of manner	**Technology** **Technology phrases**	**Reading** Part 4 **Reading: Think outside the box:** Great inventions? **Writing** Part 7 **Listening** Part 4	/tʃ/ versus /dʒ/ for *ch* or *j* and *ge*	
UNIT 8 **How healthy are you?** page 77	Adverbs of degree *should*, *must* and *have to*	**Parts of the body** **Health problems**	**Reading** Part 5 **Reading: Think outside the box**: Would you like some frogs for your cough? **Writing:** A reply to a problem **Listening** Part 3	/ʊ/ versus /uː/	
UNIT 9 **Our world** page 87	Permission (*can*, *could*, *may*, *be allowed to*) *will* and *be going to*	**Natural places** **Nature and technology**	**Reading** Part 1 **Reading: Think outside the box**: Nature vs technology **Writing** Part 6 **Listening** Part 1	/ɪ/ versus /iː/	
UNIT 10 **A job title** page 97	Relative clauses First conditional	**Jobs** **Describing people**	**Reading** Part 2 **Think outside the box**: The future of work **Speaking** Part 1 **Writing:** an application **Listening** Part 5	/ə/ schwa at end of words	
DIGITAL REVIEW 2					

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

© in this web service Cambridge University Press & Assessment www.cambridge.org

	Oracy	Challenge	Life competencies	STEAM
	Using body language to express interest Talking in full sentences and linking your ideas	Change your 24 hours and you will change your life.	**Critical thinking:** evaluating ideas and arguments **Emotional development:** understanding emotions **Learning to learn:** taking control of own learning	**Technology, Science** What's the time?
	Participating in discussions Listening carefully Agreeing and disagreeing clearly Following rules for discussions		**Learning to learn:** developing skills and strategies for learning **Creative thinking:** participating in a range of creative activities	
	Listening and adding to your partners' ideas Presenting a poster	Around 70% of people want to change something in their home.	**Critical thinking:** using effective strategies for learning and retaining information **Creative thinking:** generating ideas **Learning to learn**: reflecting on and evaluating own learning	
	Speaking in front of an audience Projecting your voice so everyone can hear it Speaking in front of an audience Talking in full sentences		**Learning to learn**: developing skills and strategies for learning **Critical thinking**: evaluating ideas and arguments **Emotional development:** empathy and relationship skills	
	Active listening Asking follow-up questions Being polite	Find ways to create less rubbish.	**Critical thinking:** solving problems and making decisions **Social responsibility:** understanding global issues **Learning to learn:** developing skills and strategies for learning	
				Science
	Giving and responding to opinions Using open body language Giving an opinion, agreeing and disagreeing Responding positively to other people's opinions		**Digital literacy:** sharing and interacting online **Critical thinking:** evaluating ideas and arguments	**Arts** What makes a great story?
	Speculating Speaking fluently	Every great invention solves a problem.	**Critical thinking:** solving problems and making decisions **Learning to learn:** reflecting on and evaluating own learning	
	Asking questions Asking open questions Listening to others Understanding when to use polite language		**Learning to learn:** reflecting on and evaluating own learning **Creative thinking:** preparing for creativity **Creative thinking:** generating ideas	**Engineering, Technology** Why are engineers making invisible robots?
	Asking for clarity Answering questions Asking questions if you don't understand	Insects are in danger because there aren't enough places for them to live.	**Social responsibility:** understanding global issues **Critical thinking:** solving problems and making decisions **Learning to learn:** reflecting on and evaluating own learning	
	Giving a presentation Keeping an audience interested Planning your ideas Marking the beginning, middle and end of a talk		**Critical thinking:** understanding and analysing ideas and arguments **Creative thinking:** generating ideas **Creative thinking:** generating ideas	
				Biology
	Digital classroom: Practice Extra			

© in this web service Cambridge University Press & Assessment www.cambridge.org