

# Contents

GRAMMAR REVIEW: page 6

	READING	LISTENING	SPEAKING	WRITING
	<b>RECOGNISING COGNATES:</b> an online survey	Listening to a voicemail message <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>• understanding times and dates</li> <li>• understanding personal information</li> </ul>	<b>COMMUNICATION STRATEGY:</b> using polite language	Completing an online registration form <b>WRITING WORKSHOP</b> <b>FUNCTION</b> giving personal information
	Reading a celebrity biography <b>FUNCTION</b> understanding personal information	<b>LISTENING FOR SPECIFIC INFORMATION:</b> an informal conversation	Talking about family <b>SPEAKING WORKSHOP</b> <b>FUNCTION</b> giving personal information	<b>UNDERSTANDING THE MECHANICS:</b> using correct capitalisation and punctuation
	 <b>RECOGNISING COGNATES:</b> a magazine article	Listening to a radio show <b>FUNCTION</b> talking about people's likes and dislikes	<b>COMMUNICATION STRATEGY:</b> asking for opinions	Writing a personal description <b>WRITING WORKSHOP</b> <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>• giving personal information</li> <li>• describing your personality</li> <li>• talking about hobbies and interests</li> </ul>
	Reading a magazine article <b>FUNCTION</b> describing routines and habits	 <b>LISTENING FOR SPECIFIC INFORMATION:</b> an interview	Talking about interesting activities <b>SPEAKING WORKSHOP</b> <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>• describing routines and habits</li> <li>• talking about hobbies</li> </ul>	 <b>UNDERSTANDING THE MECHANICS:</b> writing complete sentences
	<b>READING FOR THE MAIN IDEA:</b> descriptions of places	Listening to a news report <b>FUNCTION</b> describing events and festivals	<b>COMMUNICATION STRATEGY:</b> checking understanding	Writing an email to give directions <b>WRITING WORKSHOP</b> <b>FUNCTION</b> giving and understanding directions
	Reading personal profiles <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>• understanding personal information</li> <li>• describing likes and dislikes</li> </ul>	<b>LISTENING FOR NUMERICAL INFORMATION:</b> online audio profiles	Talking to an old friend <b>SPEAKING WORKSHOP</b> <b>FUNCTION</b> talking about present activities	<b>WRITING SIMPLE SENTENCES:</b> using correct sentence structure (subject + verb + object)

**UNIT OPENER FUNCTIONS:** giving personal details (1), making and checking guesses (2), talking about routines (3), asking for and giving opinions (4), expressing opinions (5), talking about lifestyles (6)

	PRONUNCIATION	GRAMMAR	VOCABULARY	LIFESKILLS
	<b>SOUNDS:</b> the alphabet	<b>BE – STATEMENTS AND YES/NO QUESTIONS</b> <b>FUNCTION</b> using <i>be</i> to give personal information such as name, age and nationality <b>BE – WH- QUESTIONS:</b> <b>FUNCTION</b> using <i>be</i> to ask for personal information such as name, age and nationality	<b>USEFUL QUESTIONS</b> <b>FUNCTION</b> using questions to ask for help in class <b>ORDINAL NUMBERS</b> <b>FUNCTION</b> using ordinal numbers to talk about dates	<b>SELF AND SOCIETY:</b> understanding forms <b>FUNCTION</b> identifying the correct personal information to complete a form
LANGUAGE WRAP-UP				
	<b>WORDS:</b> two-syllable nouns	<b>ARTICLES</b> <b>FUNCTION</b> using articles to describe people and organisations <b>POSSESSION</b> <b>FUNCTION</b> using the apostrophe, possessive adjectives, <i>whose</i> and <i>have got</i> to talk about family and relationships	<b>OCCUPATIONS</b> <b>FUNCTION</b> learning to talk about occupations <b>FAMILY MEMBERS</b> <b>FUNCTION</b> learning to talk about families	<b>WORK AND CAREER:</b> categorising <b>FUNCTION</b> categorising different jobs to work out the most suitable career
LANGUAGE WRAP-UP				
	<b>SOUNDS:</b> third person -s	<b>PRESENT SIMPLE STATEMENTS AND YES/NO QUESTIONS</b> <b>FUNCTION</b> using the present simple to talk about free-time activities <b>PRESENT SIMPLE – INFORMATION QUESTIONS</b> <b>FUNCTION</b> using the present simple to ask questions about people's habits and hobbies	<b>FREE-TIME ACTIVITIES</b> <b>FUNCTION</b> learning to talk about hobbies and free-time activities <b>PERSONALITY ADJECTIVES</b> <b>FUNCTION</b> using adjectives to describe people and what they like doing	<b>STUDY AND LEARNING:</b> understanding your learning style <b>FUNCTION</b> thinking about what you like doing to work out your learning style and improve how you learn English
LANGUAGE WRAP-UP				
	<b>WORDS:</b> days of the week	<b>ADVERBS OF FREQUENCY</b> <b>FUNCTION</b> using adverbs of frequency and adverbial phrases to talk about how often we do things <b>CLAUSES WITH UNTIL, BEFORE AND AFTER</b> <b>FUNCTION</b> using <i>until</i> , <i>before</i> and <i>after</i> to talk about sequences of events	<b>TIME</b> <b>FUNCTION</b> learning how to say what time it is <b>PREPOSITIONS OF TIME</b> <b>FUNCTION</b> using prepositions of time to talk about times of day, days of the week and sequences of activities	<b>SELF AND SOCIETY:</b> managing your time <b>FUNCTION</b> thinking about how you manage your time in order to prioritise different tasks
LANGUAGE WRAP-UP				
	<b>WORDS:</b> compound nouns	<b>THERE IS / THERE ARE WITH SOME, ANY, SEVERAL, A LOT OF</b> <b>FUNCTION</b> using <i>there is / there are</i> and quantifiers to describe places and attractions <b>IMPERATIVE</b> <b>FUNCTION</b> using the imperative to give instructions and directions to places in a city	<b>PLACES AND ATTRACTIONS IN A CITY</b> <b>FUNCTION</b> learning how to describe where you live <b>LOCATIONS AND DIRECTIONS</b> <b>FUNCTION</b> learning phrases to give directions to places	<b>SELF AND SOCIETY:</b> establishing priorities <b>FUNCTION</b> learning ways to study and practise listening
LANGUAGE WRAP-UP				
	<b>SOUNDS:</b> /ɪ/	<b>PRESENT CONTINUOUS</b> <b>FUNCTION</b> using the present continuous to talk about our lives <b>PRESENT CONTINUOUS VS PRESENT SIMPLE</b> <b>FUNCTION</b> using the present continuous and the present simple to talk about our lifestyles	<b>LIFESTYLE ADJECTIVES</b> <b>FUNCTION</b> using adjectives to describe different lifestyles <b>A GREEN LIFESTYLE</b> <b>FUNCTION</b> using verb collocations to describe a 'green' lifestyle	<b>SELF AND SOCIETY:</b> making personal change <b>FUNCTION</b> thinking about changes you want to make in your lifestyle
LANGUAGE WRAP-UP				

	READING	LISTENING	SPEAKING	WRITING
UNIT <b>7</b> YOU'VE GOT TALENT page 80	READING FOR THE <b>MAIN IDEA:</b> a horoscope	Listening to a review of a TV show <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>describing talents and abilities</li> <li>talking about likes and dislikes</li> </ul>	<b>COMMUNICATION STRATEGY:</b> showing interest	Writing a personal reference <b>WRITING WORKSHOP</b> <b>FUNCTIONS</b> describing abilities and personal qualities
UNIT <b>8</b> SHOPPING AROUND page 92	Reading a questionnaire <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>talking about shopping habits</li> <li>talking about how much things cost</li> </ul>	LISTENING FOR <b>NUMERICAL INFORMATION:</b> product advertisements	Asking to try on clothes <b>SPEAKING WORKSHOP</b> <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>asking for help in a shop</li> <li>talking about how much things cost</li> </ul>	WRITING <b>COMPOUND SENTENCES:</b> using conjunctions to connect phrases ( <i>and, or, but</i> )
UNIT <b>9</b> LET'S EAT page 104	<b>SCANNING FOR SPECIFIC INFORMATION:</b> restaurant advertisements	Listening to and taking phone messages <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>understanding phone language</li> <li>making plans to go out</li> </ul>	<b>COMMUNICATION STRATEGY:</b> using phone language	Writing a restaurant review <b>WRITING WORKSHOP</b> <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>describing different kinds of restaurants</li> <li>giving opinions and making a recommendation</li> </ul>
UNIT <b>10</b> SPEAKING OF THE PAST page 116	Reading a survey <b>FUNCTION</b> describing past experiences	<b>UNDERSTANDING THE MAIN IDEA:</b> informal conversations	Talking about a past experience <b>SPEAKING WORKSHOP</b> <b>FUNCTION</b> describing feelings towards past experiences	<b>SEQUENCING AND CONNECTING IDEAS:</b> using connectives like <i>first, then, after that</i> and <i>finally</i> to sequence ideas in a text
UNIT <b>11</b> GREAT LIVES page 128	SCANNING FOR <b>SPECIFIC INFORMATION:</b> a short biography	Listening to a life story <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>understanding biographical information</li> <li>identifying key events in a person's life</li> </ul>	<b>COMMUNICATION STRATEGY:</b> taking time to think	Writing a short biography <b>WRITING WORKSHOP</b> <b>FUNCTIONS</b> <ul style="list-style-type: none"> <li>recounting biographical information</li> <li>talking about historical figures and events</li> </ul>
UNIT <b>12</b> IN THE NEAR FUTURE page 140	Reading a blog <b>FUNCTION</b> thinking about intentions and resolutions	UNDERSTANDING THE <b>MAIN IDEA:</b> an informal conversation	Talking about plans and intentions <b>SPEAKING WORKSHOP</b> <b>FUNCTION</b> describing holiday plans	SEQUENCING AND <b>CONNECTING IDEAS:</b> using connectives like <i>first, then, next, after that</i> and <i>finally</i> to sequence ideas in a text

**UNIT OPENER FUNCTIONS:** talking about yourself (7), talking about likes and dislikes (8), expressing opinions (9), discussing results (10), comparing (11), talking about yourself (12)

	PRONUNCIATION	GRAMMAR	VOCABULARY	LIFESKILLS
	<b>WORDS:</b> <i>can/can't</i>	<b>CAN/CAN'T</b> <b>FUNCTION</b> using <i>can</i> and <i>can't</i> to talk about abilities <b>ADVERBS OF MANNER</b> <b>FUNCTION</b> using adverbs of manner to talk about people's talents	<b>PERSONALITY ADJECTIVES</b> <b>FUNCTION</b> using adjectives to describe people <b>TALENTS AND ABILITIES</b> <b>FUNCTION</b> learning to talk about what people are able to do	<b>WORK AND CAREER:</b> working as a team to complete a task <b>FUNCTION</b> identifying strengths and weaknesses of each member of the team, to ensure that tasks are completed efficiently
LANGUAGE WRAP-UP				
	<b>SENTENCE RHYTHM:</b> emphasis with <i>this, that, these</i> and <i>those</i>	<b>DEMONSTRATIVE ADJECTIVES</b> <b>FUNCTION</b> using <i>this, that, these</i> and <i>those</i> to identify items of clothing <b>COMPARATIVE ADJECTIVES</b> <b>FUNCTION</b> using comparative adjectives to compare gadgets	<b>CLOTHES</b> <b>FUNCTION</b> learning to talk about what people wear <b>TECHNOLOGY ADJECTIVES</b> <b>FUNCTION</b> using adjectives to talk about gadgets	<b>WORK AND CAREER:</b> making choices <b>FUNCTION</b> comparing different options to be able to make good choices
LANGUAGE WRAP-UP				
	<b>SENTENCE RHYTHM:</b> <i>weak to</i>	<b>COUNTABLE AND UNCOUNTABLE NOUNS WITH SOME, ANY, MUCH AND MANY</b> <b>FUNCTION</b> using quantifiers to talk about different amounts of food and drink items <b>VERB PHRASES</b> <b>FUNCTION</b> using phrases like <i>I'd like to, let's</i> and <i>I have to</i> to make, accept and refuse invitations and suggestions and to express obligations	<b>FOOD</b> <b>FUNCTION</b> learning to talk about different food and drink items and food groups <b>ORDERING FOOD</b> <b>FUNCTION</b> learning how to interpret menus and phrases to order food from a waiter	<b>SELF AND SOCIETY:</b> making a plan <b>FUNCTION</b> making a plan to be able to host a group meal
LANGUAGE WRAP-UP				
	<b>SOUNDS:</b> <i>-ed</i> endings	<b>PAST SIMPLE – AFFIRMATIVE STATEMENTS</b> <b>FUNCTION</b> using the past simple to describe a holiday <b>PAST SIMPLE – QUESTIONS AND NEGATIVE STATEMENTS</b> <b>FUNCTION</b> using the past simple to ask about somebody's weekend	<b>-ED AND -ING ADJECTIVES</b> <b>FUNCTION</b> using adjectives to talk about feelings and states <b>MEMORABLE EXPERIENCES</b> <b>FUNCTION</b> using verb collocations to talk about past experiences	<b>STUDY AND LEARNING:</b> making notes on a text <b>FUNCTION</b> identifying the most important information in a description of historical events
LANGUAGE WRAP-UP				
	<b>SENTENCE RHYTHM:</b> object pronouns	<b>PAST SIMPLE WITH WHEN CLAUSES</b> <b>FUNCTION</b> using the past simple with <i>when</i> to talk about the order of events in the past <b>DIRECT AND INDIRECT OBJECTS</b> <b>FUNCTION</b> using object pronouns to avoid repeating nouns in a description of a person's life	<b>LIFE EVENTS</b> <b>FUNCTION</b> learning to talk about key events in people's lives <b>HISTORICAL EVENTS</b> <b>FUNCTION</b> learning to talk about key events in history	<b>STUDY AND LEARNING:</b> brainstorming in a group <b>FUNCTION</b> brainstorming to come up with ideas for subjects for a biography
LANGUAGE WRAP-UP				
	<b>WORDS:</b> verbs ending in <i>-y +ing</i>	<b>PRESENT CONTINUOUS AS FUTURE</b> <b>FUNCTION</b> using the present continuous to talk about future plans and arrangements <b>GOING TO FUTURE</b> <b>FUNCTION</b> using <i>going to</i> to talk about future plans, intentions and resolutions	<b>PHRASES WITH GO</b> <b>FUNCTION</b> using present participles and the verb <i>go</i> to talk about activities <b>INTENTIONS</b> <b>FUNCTION</b> using <i>start</i> and <i>stop</i> + gerund to talk about good and bad habits and intentions for the future	<b>STUDY AND LEARNING:</b> identifying strengths and weaknesses <b>FUNCTION</b> evaluating areas for future improvement in learning English
LANGUAGE WRAP-UP				