

| | Unit | Vocabulary | Grammar | Pronunciation |
|--|---|--|--|--|
| | Starter unit page 4 | <ul style="list-style-type: none"> ▪ Introductions ▪ Vocabulary ▪ Grammar ▪ Classroom language | | |
| | Unit 1 Changing lives page 6 | <ul style="list-style-type: none"> ▪ Life-changing events ▪ Verb + preposition | <ul style="list-style-type: none"> ▪ Present simple ▪ Past simple ▪ <i>used to</i> ▪ Subject and object questions | <ul style="list-style-type: none"> ▪ Sentence stress |
| | Unit 2 Literature page 18 | <ul style="list-style-type: none"> ▪ Literary genres ▪ Compound nouns | <ul style="list-style-type: none"> ▪ Past simple and past continuous ▪ Past perfect ▪ Time expressions with the past perfect | <ul style="list-style-type: none"> ▪ /əʊ/ /ɒ/ /ɔ:/ /u:/ /ʌ/ |
| | Unit 3 The world around us page 30 | <ul style="list-style-type: none"> ▪ Saving environmental resources ▪ Prefixes | <ul style="list-style-type: none"> ▪ Present perfect + <i>for / since / how long?</i> ▪ Present perfect and past simple ▪ Time expressions with the present perfect: <i>still, yet, already, just</i> | <ul style="list-style-type: none"> ▪ Word stress |
| | Revision 1 page 42 | <ul style="list-style-type: none"> ▪ Vocabulary ▪ Grammar ▪ Sketch ▪ Project | | |
| | Unit 4 Followers of fashion page 46 | <ul style="list-style-type: none"> ▪ Style adjectives ▪ Phrasal verbs: clothes | <ul style="list-style-type: none"> ▪ Relative pronouns ▪ <i>some / any / no</i> compounds ▪ The future | <ul style="list-style-type: none"> ▪ /dʒ/ /tʃ/ /j/ /h/ |
| | Unit 5 Work and money page 58 | <ul style="list-style-type: none"> ▪ The world of work ▪ Work verbs | <ul style="list-style-type: none"> ▪ The first and second conditional ▪ Gerunds and infinitives | <ul style="list-style-type: none"> ▪ Sentence stress and contractions |
| | Unit 6 Crime doesn't pay page 70 | <ul style="list-style-type: none"> ▪ Crime verbs ▪ Crimes and criminals | <ul style="list-style-type: none"> ▪ Modals of deduction and possibility ▪ The third conditional | <ul style="list-style-type: none"> ▪ /aɪ/ /eɪ/ /ɪə/ /eə/ /ɔɪ/ |
| | Revision 2 page 82 | <ul style="list-style-type: none"> ▪ Vocabulary ▪ Grammar ▪ Sketch ▪ Project | | |
| | Unit 7 Sporting greats page 86 | <ul style="list-style-type: none"> ▪ Sporting verbs ▪ Confusing verbs | <ul style="list-style-type: none"> ▪ The passive ▪ Passive questions | <ul style="list-style-type: none"> ▪ /ɑ:/ /ɜ:/ /i:/ /æ/ /e/a |
| | Unit 8 Virtual world page 98 | <ul style="list-style-type: none"> ▪ Developing products ▪ Reporting verbs | <ul style="list-style-type: none"> ▪ Reported speech ▪ Time expressions in reported speech ▪ Reported questions | <ul style="list-style-type: none"> ▪ Sentence stress and intonation |
| | Unit 9 Communicate page 110 | <ul style="list-style-type: none"> ▪ The written word ▪ Adjectives with <i>-able</i> and <i>-ible</i> | <ul style="list-style-type: none"> ▪ Tense review ▪ Tense review: question forms | <ul style="list-style-type: none"> ▪ Intonation |
| | Revision 3 page 122 | <ul style="list-style-type: none"> ▪ Vocabulary ▪ Grammar ▪ Sketch ▪ Project | | |

