

Level	Theme	Aims	Vocabulary	Grammar	Exam Skills	Pronunciation
A1	Introductions	I can understand texts and videos with descriptions of people. I can use adjectives, be and have got to describe myself, my family and my friends. I can write descriptions of people.	Adjectives/personality and emotions: cool, quiet, boring, funny, angry, clever, loud, happy Family members: aunt, uncle, daughter, son, parent, cousin, baby, grandparent Adjectives/people's appearance: blond(e), thin, curly, straight, long, dark, tall, short	Describing people using be (positive, negative, questions); What is/are xxx like? Describing your family and others using have got (positive, negative, questions)	Reading: Scanning for words (p4) Listening: Previewing the text (p8) Speaking: Describing your life, such as yourself, your family, college or work (p9)	Intonation for questions and answers.
A1	Homes	I can understand texts and videos about places where people live. I can use nouns, there is/are and this/that/these/those to talk about places and furniture. I can write simple descriptions of homes and rooms.	Places: lift, floor, inside, outside, stairs, upstairs, downstairs, place Furniture and household items blanket, chair, sofa, mirror, cupboard, shelf, bookcase, desk	There is/are (positive, negative, questions) this, that, these, those, some/any* (*as passive knowledge)	Listening: Distinguishing for correct and incorrect information (p4) Reading: Understanding the meaning of pronouns (p8) Speaking: Turn taking (p9)	Linking sounds in connected speech
A1	Technology and Everyday Life	I can understand and talk about everyday activities. I can discuss my technology habits. I can write and talk about my daily timetable.	Routines/technology: do homework, get up, go to bed, go to school, have breakfast, text friends, surf the net, watch a video Technology: computer, cable, screen; [IN VIDEO:] laptop, camera,	Present simple (I, you, we, they; positive, negative, questions) Present simple (he, she, it; positive, negative, questions)	Listening: Listening for specific detail (p4) Reading: Previewing the text (p8) Writing: Connecting simple sentences (p9)	Intonation in wh- vs yes/no questions (upward/downward intonation)

			headphones, tablet, games console, printer, phone			
A2	Technology and hobbies	I can understand texts and videos about hobbies and technology, including computer games. I can use verbs, adjectives, gerunds, comparatives and superlatives to talk about hobbies. I can write a report about using technology for hobbies and an advert for a computer game.	<p>Actions/computing: upload, download, chat, blog, record, find out, search, follow, game, post</p> <p>Adjectives/opinions: wonderful, brilliant, awful, hard, impossible, simple, exciting</p>	<p>Gerunds (like/don't like/prefer/love +ing because ...)</p> <p>Comparative/superlative adjectives (including irregular: good/better/best, bad/worse/worst)</p>	<p>Reading: Skimming: understanding the main idea of a text (p4)</p> <p>Speaking: Expressing a simple opinion (p5)</p> <p>Listening: Previewing the text (p8)</p> <p>Writing: Completing sentence starters (p9)</p>	Pronunciation in informal speech
A2	School life around the world	I can understand texts and videos about different kinds of school rules and the teenage 'body clock'. I can use verbs, the present simple, the present continuous and imperatives to talk about school. I can write a letter about changing the school schedule and write my ideas for school rules.	<p>Actions/school: begin, leave, understand, explain, improve, prepare, remember, make sure, finish, practise</p> <p>Actions/school: be late, discuss, turn off, check, share, work together, turn on, find out, be early, help</p>	<p>Present simple (repeated actions) vs present continuous (temporary situations/things happening now); state verbs with present simple</p> <p>Imperatives (positive, negative)</p>	<p>Listening: Understanding gist (p4)</p> <p>Speaking: Expressing feelings, likes and dislikes (p5)</p> <p>Reading: Distinguishing between true and false information (p8)</p>	Stress and intonation for imperative structures
A2	Films	I can understand reviews	Film genres: thriller, drama,	Talking about films (It's set	Reading: Scanning for words (p4)	Intonation patterns for giving opinions

		and trailers for films and TV shows. I can discuss and give my opinion about films and TV shows. I can work well in a group to create a trailer for a film or TV show.	romantic comedy, science fiction, animation, action, documentary, comedy, fantasy, martial arts Adjectives/opinions: exciting, awesome, interesting, amazing, exciting, fantastic, boring, terrible, strange, surprising	in, It's the sequel to, It's about, It stars, The main characters are) ed and -ing adjectives	Writing: Expressing views/opinions (p5) Listening: Listening for specific detail (p8)	
B1	You Must Remember This	Find out how music and song lyrics can aid memory Talk about songs that are important to you Learn useful language for talking about music and our emotional response to it	Describing music: Adjectives: emotional, rhythmic, banging, soaring, etc. Nouns: instrument names, music styles, songwriter, songbook, songwriting, lyrics, record, recording, album, band, artist, ballad, banger Verbs: rap, record, reinvent, release, sample, mix, spin, flow, etc. Tentativity: possibly, perhaps, could, might, may Phrases: blending X with Y; an X album, packed with Y songs; some of the most X music of this career;	Verbs and objects: reminds me of / makes me feel... / helps me / associate it with / link it to..., allows me to / stops me / ALSO Language of ability - be able to, manage to, can Cause/effect connections: this is because, as a result, because of this, this may be due to	Reading Identifying the main idea and key details in a text Writing Topic sentences	Rhythm Word stress Sentence stress Intonation
B1	Let's Celebrate	Listen to people talk about festivals they love	Nouns for specific celebrations: fireworks, parade, firecrackers,	Present simple for habits / routines: we usually buy presents, we	Listening Understanding meaning from context	The schwa /ə/ sound

		<p>Talk about customs which generally take place during celebrations</p> <p>Learn and practise adjectives to describe celebrations</p>	<p>float, costumes, colourful, festival, performance, sculpture etc</p> <p>Verbs for celebrating: hold a party, have a party, go to a party, parade, march,</p> <p>Compound nouns: family dinner; new year's eve; party favours, etc.</p> <p>Fixed phrases for celebrating/ gift giving: Happy new year! Have a great birthday! Merry Xmas! You shouldn't have! What a lovely...</p>	<p>exchange presents on Christmas eve, we eat turkey for lunch, lunch starts around 3, just after the queen's speech...</p> <p>Adverbs of frequency, time references to describe when we do things; before, next, then, after, once we've done....</p> <p>zero conditional- things that are always true: If you get a new year's card from someone in Japan, you have to give them one in return.</p>	<p>Speaking</p> <p>Express polite agreement and disagreement</p>	<p>Word stress</p> <p>Intonation to show happiness/ gratitude</p>
B1	Mind Your Manners	<p>Talk and reflect on the power of expressing gratitude</p> <p>Compare ways of showing politeness in different countries</p> <p>Identify and use language for talking about social customs</p> <p>Learn and practise vocabulary related to showing gratitude</p>	<p>Cause effect connectors: because of this, as a result..., this creates..., etc.</p> <p>Collocations with give</p> <p>Collocations with get</p> <p>Saying 'no' politely: I am sorry / I regret that I can't (allow you to) do that / I am afraid that I can't... I think it's best if I don't ... That's very kind, but...</p>	<p>1st conditional: I wouldn't say thank you unless I really meant it. / If someone gave me a really expensive gift, I'd write them a letter to say thank you. / If you say thank you to people, it makes them feel good.</p> <p>zero conditional: for things that are always true e.g. If you want to give flowers to say thank you in Russia, don't give yellow flowers.</p>	<p>Reading</p> <p>Annotating using various techniques: be specific: symbol notation, highlighting, underlining</p> <p>Writing</p> <p>Supporting your main idea with examples</p>	<p>Intonation to sound polite</p>
B2	The Secret to Success	<p>Learn and use vocabulary related to success and failure</p> <p>Read about and discuss views on what</p>	<p>Expressions related to effort & achievement: achieve...goals; long-term goals; self-help; struggle; perseverance; grit, gritty; succeed,</p>	<p>Expressing purpose: in order to + infinitive</p> <p>Expressing reasons: prepositional phrases (due to; because of)</p>	<p>Reading</p> <p>Identify specific information in a reading text</p> <p>Writing</p>	<p>Intonation</p> <p>Stress in polysyllabic words: perseverance; determination;</p>

		you need to be successful Identify and use language for expressing contrast, reason and purpose	success, (hugely) successful; Personal qualities: passion; enthusiasm; smart; the best and brightest; talent; intelligent, intelligence / IQ; characteristic; qualities; born with Other factors: factors; wealth; luck; physical appearance; financial situation;	Expressing contrast: subordinating conjunction (although + finite clause); prepositional phrases (despite / in spite of); sentence adverbial (Nevertheless)	Give your views: supporting sentences and details (use as example exam writing tasks – timed writing)	enthusiasm; characteristic; opportunity Weak forms: opportunity /tə/ learn; work /ət/ something
B2	Our Digital Lives	Learn and practise vocabulary related to social media and technology Share your views about technology and talk about your own preferences Review, learn and use language for making comparisons	Comparing and contrasting, evaluating: advantages and disadvantages; downsides; drawback; plus points; pluses and minuses; Describing apps / other uses of digital technology: access (vb); app; chatting online; clunky; flashcard; game console; graphic; intuitive; instant / text messaging; texting; user interface;; visually appealing Expressions for writing a review: another drawback is; I would definitely recommend; it can be used for; it's not only for; more efficiently; it's perfect for; there are downsides; this allows; just right for	Making comparisons using comparatives, superlatives, intensifiers Contrast: However (in initial sentence position); however (in second position); whereas; while; by contrast; in contrast to; Concession: Despite / In spite of + noun phrase; Although / But + verb phrase Applications: It's not only for..., It can be used for / I use it for..., It's perfect for..., In X mode, you can..., you have to...you can't... Intensifiers: a bit; a lot / much more / less; almost; slightly	Reading Synthesizing (combining different aspects of information from interviews/surveys/research in order to produce new ideas) Writing Writing a summary and a personal response (include summarising strategies and tips)	Word stress: Sentence stress on key words / phrases / emphasise contrasts: Primary and secondary stress in comparisons with intensifiers

			Expressions for making a presentation: We're going to talk about / describe; first/next/ finally, we'd like to;			
B2	You Are What You Eat	Learn about the effects of sugar on the body Investigate the amounts of sugar in common foods Listen to a debate about red meat Discuss the health, environmental and moral aspects of diet	Food and ingredients Environmental effects Quantifiers: huge, unhealthy, ridiculous amounts of Intensifiers: unlikely, less likely, most likely/probable, highly likely, inevitable Fixed phrases for controlling meetings: Thank you for your (interesting/ thoughtful/emotional) contribution. I'd like to bring in X at this point. Can we please have one person speaking at a time? Would Y like to respond to that?	Expressing possibility: <ul style="list-style-type: none"> Modals in fixed phrases: It might because..., One possible consequence could be..., But if..., then Y would be highly likely. Paraphrasing using alternative grammar structures, elaboration of individual words e.g <i>You are what you eat = Everything you put into your body has an effect on your health and wellbeing.</i> Complaint letter structure Formal meeting structure	Listening Understanding lecture organisation (listening text needs to be a lecture) identifying auxiliary verbs for emphasis Speaking Previewing a topic Organising ideas Explaining how something is used	Vowel omission Sentence stress for emphasising opinions: What you must understand is... There is so much sugar in fizzy drinks that....
C1	It's a Small World	Find out and talk about some amazing coincidences and connections Learn and practise language to talk about probability and chance Discuss the consequences of living in a connected world	Expressions/idioms of likelihood/chance/luck: the odds/chances are; luck of the draw; in all likelihood; fall into one's lap. synonyms: chance, serendipity, fate, destiny Associated phrases: take a chance, a twist of fate, being in charge of your own destiny,	Dependent relative clauses: some/none/neither of which; none of/all of/both of whom (to talk about the different topics in the project and their similarities/differences). Expressing doubt to varying degrees: I'm not sure that that there is a connection; Do you	Listening Inferring opinions Speaking language for debates - expressing contrasting opinions - reinstating somebody's point	Stress in word families Speaking slowly to focus on enunciation and emphasis. Vowel stretching

			fortune telling, a freak storm, accidental death, hazard warning; what are the odds?	really think we can say that? I don't know that that works. Hedging: there is the possibility that...; there is some evidence to suggest that...; on balance, I believe that ...;		
C1	Once Upon a Time	Find out about the history of storytelling Talk about what makes a good story Analyse and practise using different tenses to summarise stories	Descriptive language: sophisticated adverb/adjective combinations. The dark, lonely house stood on the barren moor. Words with closely related yet subtly different meanings (e.g. thin, skinny, slim). Intensifiers: After working all day and all night he was totally exhausted; He was absolutely horrified when he realised what he had done; She's completely hopeless when it comes to housework; I am entirely satisfied that he followed the correct procedure.	Narrative tenses for storytelling Metaphors/similes for elaborating stories Transitions for progressing a narrative: Turn taking language for collaboration: Adding information: In addition to that...; on top of that; There is also the fact that...	Reading Sequencing (time reference/event order) Identifying cohesive devices Writing Developing ideas Sentence variety - compound, complex and simple sentences	Intonation to maintain listener interest when telling a story. Trying out different voices/accents to tell a story.
C1	Do you Speak the Lingo?	Learn about linguistic diversity and the reasons behind it Debate the arguments for and against saving endangered languages Practise language to describe change and trends	"loan words" in English and their origins: emoji, piri piri, genre, zeitgeist, tsar (as in the governments language tsar) New words and new meanings for old words:	Language to express changes and trends: New words have been entering the English language recently because of the internet... X language is dying out because...	Listening Understanding specific observations and generalisations Opportunity to look at hyperbole, especially when preparing for debates.	Unstressed syllables Sentence stress for emphasis and persuasion. That's just what I was thinking;

			<p>phubbing, prinks, lit, choice, rad, random. Vocabulary fields associated with specific subjects and groups of people: Management speak: downsizing, blue-sky-thinking, upselling Linguistics: sociolect, pidgin, dialect, lingua franca, loan word, autochthonous Urban slang: That's well rad innit?, Fancy a cheeky Nando's? Allow it fam, that tune is well annoyin.</p>	<p>Emphatic agreement or disagreement: More informal: That's just what I was thinking; You know, that's exactly what I think; I totally agree; More formal: I completely agree with what you are saying. While I agree thatI do think there are reasons why we should consider...;</p>		<p>You know, that's exactly what I think; I totally agree; That's a good point; No I'm afraid I can't agree with you there; You can't be serious!; Don't be silly!; That's ridiculous.</p>
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