

# Contents WORK IN PROGRESS

| Unit   | Vocabulary  | Grammar   | Reading  | Listening  |
|--|---|---|--|--|
| <b>1</b><br><b>The one and only</b><br>Page 6                                      | <ul style="list-style-type: none"> <li>• Similarity and difference</li> <li>• Words with <i>self-</i></li> <li>• Word formation: adverbs with <i>-ly</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Continuous and perfect forms</li> <li>• Perfect continuous tenses</li> <li>• Present and past habits and present trends</li> <li>• Narrative tenses</li> </ul>               | New ways of identifying people (article)                     | Three short extracts about clothing and appearance       |
| <b>2</b><br><b>Good vibes</b><br>Page 20   | <ul style="list-style-type: none"> <li>• Collocations with <i>atmosphere</i></li> <li>• Adverb + adjective collocations</li> <li>• Emotional responses</li> </ul>   | <ul style="list-style-type: none"> <li>• Review of future forms</li> <li>• Present forms with a future meaning</li> <li>• Passives and causatives</li> <li>• Passive reporting verbs</li> </ul>                       | A visit to an art gallery and Stendhal syndrome (blog entry) | Five short monologues about different cultural festivals |
| <b>3</b><br><b>All in the mind</b><br>Page 34                                      | <ul style="list-style-type: none"> <li>• Words and phrases to describe the brain</li> <li>• Word formation: prefixes <i>out-</i>, <i>over-</i> and <i>under-</i></li> <li>• Expressions with <i>mind</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Advanced conditionals</li> <li>• Talking about desired and hypothetical situations</li> </ul>  | Optical and auditory illusions (short texts)                 | A conversation about persuasion techniques               |
| <b>Design thinking PROJECT 1: Design a creative arts programme for your school</b> |   |   |  |  |
| <b>4</b><br><b>Time will tell</b><br>Page 52                                       | <ul style="list-style-type: none"> <li>• Time expressions</li> <li>• Phrases with <i>time</i>, <i>past</i>, <i>present</i></li> <li>• Commonly confused words</li> <li>• Phrases related to history</li> </ul>  | <ul style="list-style-type: none"> <li>• Emphasis: cleft sentences, <i>do</i> and <i>does</i>, negative adverbials; inversion</li> <li>• Participle clauses</li> </ul>  | Unsung heroes of history (article)                           | A conversation about time travel                         |
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| <b>6</b><br><b>A balancing act</b><br>Page 80                                      | <ul style="list-style-type: none"> <li>• Phrases related to a balanced lifestyle</li> <li>• Connotation: adjectives</li> </ul>  | <ul style="list-style-type: none"> <li>• Ellipsis and substitution</li> <li>• Reduced relative clauses</li> <li>• Omission of subject, auxiliary, pronoun, etc.</li> <li>• Revision of relative clauses</li> </ul>    | Balancing life with nature (article)                         | Three short extracts about making decisions and choices  |
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| <b>9</b><br><b>Check what you know</b><br>Page 126                                 | Vocabulary revision   | Grammar revision  | Reading revision   | Listening revision                                       |

**Design thinking PROJECT 3: Organise better transport for your town**



| Speaking  | Writing                | Life coach              | Pronunciation | Exam coach<br>EXAM | Competences |
|---|------------------------|-------------------------|---------------|--------------------|-------------|
| An interview: answering questions   | An informal email      |                         |               |                    |             |
| An interview: dealing with difficult questions  | A review of an event   | <b>WORK IN PROGRESS</b> |               |                    |             |
| A discussion  | An essay               |                         |               |                    |             |
| <span>● Empathise</span> <span>● Define</span> <span>● Ideate</span> <span>● Prototype</span> <span>● Test</span> |                        |                         |               |                    |             |
| Talking about photographs   | A report               |                         |               |                    |             |
| A discussion  | An essay               | <b>WORK IN PROGRESS</b> |               |                    |             |
| <span>● Empathise</span> <span>● Define</span> <span>● Ideate</span> <span>● Prototype</span> <span>● Test</span> |                        |                         |               |                    |             |
| Describing photographs  | A proposal             |                         |               |                    |             |
| <span>● Empathise</span> <span>● Define</span> <span>● Ideate</span> <span>● Prototype</span> <span>● Test</span> |                        |                         |               |                    |             |
| A presentation  | Analysing infographics |                         |               |                    |             |
| A debate  | A report               | <b>WORK IN PROGRESS</b> |               |                    |             |
| <span>● Empathise</span> <span>● Define</span> <span>● Ideate</span> <span>● Prototype</span> <span>● Test</span> |                        |                         |               |                    |             |
| Speaking revision   | Writing revision       |                         |               |                    |             |