| art 3: A young chef<br>art 5: completing a short text<br>art 4: an article about Alek Wek<br>art 7: a short story<br><i>Vocabulary a</i><br>art 3: an interview with a young<br>ymnast<br>art 6: an email<br>art 2: Student life<br>art 5: completing short messages  | Part 1: Five short conversations         Part 3: planning a party         Ind grammar review Units 1 and 2         Part 2: A cake competition         Part 5: a fashion show         Ind grammar review Units 3 and 4         Part 4: short conversations or monologues         Part 3: starting a new school         Ind grammar review Units 5 and 6         Part 4: five short conversations | Part 1, Phase 1         Part 1, Phase 2         Part 2, Phase 1         Part 1, Phase 2         Part 2, Phase 1   |
|---|---|---|
| Vocabulary a  | and grammar review Units 1 and 2 Part 2: A cake competition Part 5: a fashion show and grammar review Units 3 and 4 Part 4: short conversations or monologues Part 3: starting a new school and grammar review Units 5 and 6  | Part 2, Phase 1 Part 1, Phase 2 Part 2, Phase 1 Part 2, Phase 1 Part 2, Phase 2 Part 2, Phase 2   |
| art 3: A young chef<br>art 5: completing a short text<br>art 4: an article about Alek Wek<br>art 7: a short story<br><i>Vocabulary a</i><br>art 3: an interview with a young<br>ymnast<br>art 6: an email<br>art 2: Student life<br>art 5: completing short messages<br><i>Vocabulary a</i><br>art 1: signs and notices | Part 2: A cake competition         Part 5: a fashion show         and grammar review Units 3 and 4         Part 4: short conversations or monologues         Part 3: starting a new school         and grammar review Units 5 and 6   | Part 1, Phase 2 Part 2, Phase 1 Part 2, Phase 2 Part 2, Phase 2   |
| art 5: completing a short text<br>art 4: an article about Alek Wek<br>art 7: a short story<br><i>Vocabulary a</i><br>art 3: an interview with a young<br>ymnast<br>art 6: an email<br>art 2: Student life<br>art 5: completing short messages<br><i>Vocabulary a</i><br>art 1: signs and notices                        | Part 5: a fashion show         and grammar review Units 3 and 4         Part 4: short conversations or monologues         Part 3: starting a new school         and grammar review Units 5 and 6  | Part 1, Phase 2 Part 2, Phase 1 Part 2, Phase 2 Part 2, Phase 2   |
| Vocabulary a<br>Vocabulary a<br>art 3: an interview with a young<br>ymnast<br>art 6: an email<br>art 2: Student life<br>art 5: completing short messages<br>Vocabulary a<br>art 1: signs and notices  | Part 4: short conversations or<br>monologues<br>Part 3: starting a new school   | Part 2, Phase 1<br>Part 2, Phase 2  |
| art 3: an interview with a young<br>ymnast<br>art 6: an email<br>art 2: Student life<br>art 5: completing short messages<br><i>Vocabulary a</i><br>art 1: signs and notices   | Part 4: short conversations or<br>monologues<br>Part 3: starting a new school<br>and grammar review Units 5 and 6   | Part 2, Phase 2   |
| ymnast<br>art 6: an email<br>art 2: Student life<br>art 5: completing short messages<br><i>Vocabulary a</i><br>art 1: signs and notices   | monologues Part 3: starting a new school and grammar review Units 5 and 6   | Part 2, Phase 2   |
| art 5: completing short messages<br>Vocabulary a<br>art 1: signs and notices  | nd grammar review Units 5 and 6   |   |
| art 1: signs and notices  |   | Part 2, Phase 1   |
| 5   | Part 4: five short conversations  | Part 2, Phase 1   |
|   |   |   |
| art 2: Three video makers<br>art 5: completing an email   | Part 5: a computer fair   | Part 1, Phase 2   |
| Vocabulary a  | and grammar review Units 7 and 8  |   |
| art 4: Paddington Bear<br>art 7: a short story  | Part 2: a music concert   | Part 2, Phase 2   |
| art 2: Holiday activities<br>art 5: completing a text   | Part 1: five short conversations  | Part 1, Phase 2   |
| Vocabulary a  | nd grammar review Units 9 and 10  |   |
| art 3: A young personal trainer<br>art 6: an email  | <b>Part 4:</b> short conversations and monologues   | Part 2, Phase 1   |
| art 1: signs and notices<br>art 7: a short story  | <b>Part 2:</b> a park run   | Part 1, Phase 2   |
| Vocabulary an   | nd grammar review Units 11 and 12   |   |
| art 3: A teenage Go player<br>art 6: an email   | Part 3: Horse-riding lessons  | Part 2, Phases 1 and 2  |
|   | Part 5: discussing website design   | Parts 1 and 2   |
|   | rt 2: Holiday activities<br>rt 5: completing a text<br>Vocabulary a<br>rt 3: A young personal trainer<br>rt 6: an email<br>rt 1: signs and notices<br>rt 7: a short story<br>Vocabulary ar<br>rt 3: A teenage Go player<br>rt 3: A teenage Go player<br>rt 6: an email<br>rt 4: Skywriting  | rt 2: Holiday activities       Part 1: five short conversations         rt 5: completing a text       Part 1: five short conversations         Vocabulary and grammar review Units 9 and 10         rt 3: A young personal trainer       Part 4: short conversations and monologues         rt 6: an email       Part 2: a park run         rt 7: a short story       Part 2: a park run         Vocabulary and grammar review Units 11 and 12         rt 3: A teenage Go player       Part 3: Horse-riding lessons |

Complete Key for Schools

| Pronunciation                   | Vocabulary   | Grammar  |
|---------------------------------|--|--|
| Word stress in numbers          | Numbers<br>Family members  | Present simple<br>Adverbs of frequency   |
| Word stress: two-syllable words | Time<br>Rooms<br>Furniture   | Present continuous<br>have got   |
|                                 |  |  |
| /\$/, /z/, /1z/                 | School lunches<br>Food phrases                                       | Countable and uncountable nouns<br>How much / many: a few, a little, a lot   |
| /ı/ and /iː/                    | Clothes and accessories<br>Adjectives<br>Shops                       | Present continuous and present simple too and enough   |
|                                 |  |  |
| schwa /ə/                       | Sports<br><i>do, play</i> and <i>go</i> with sports<br>Nationalities | Comparatives and superlatives<br>Prepositions of time ( <i>at</i> , <i>in</i> , <i>on</i> )                                  |
| /v/ and /f/                     | School subjects<br>Classroom objects<br>Education verbs              | <i>have to</i><br>Object pronouns  |
|                                 |  |  |
| Past simple - <i>ed</i> endings | Buildings<br>Directions  | Past simple<br>Imperatives   |
| can / can't                     | Technology verbs<br>Music  | Past continuous<br>can / can't, could / couldn't   |
|                                 |  |  |
| - <i>ing</i> forms              | Suggesting, accepting and refusing<br>Adjectives                     | Verbs with - <i>ing</i> or <i>to</i> infinitive<br>The future with the present simple,<br>present continuous and <i>will</i> |
| going to                        | What's the weather like?<br>Places                                   | going to<br>must / mustn't   |
|                                 |  |  |
| Sentences with <i>if</i>        | Parts of the body<br>What's the matter? (ailments)                   | First conditional something, anything, nothing, etc.   |
| /ʃ/ and /tʃ/                    | Means of transport<br>Vehicles<br>Travel verbs                       | Present perfect<br>should / shouldn't  |
|                                 |  |  |
| /w/ /v/ /b/                     | Hobbies<br>Adverbs<br>Jobs   | Present perfect with for and since may / might   |
| Sentence stress                 | Communication verbs<br>-ed /-ing adjectives                          | The passive<br>Present perfect with <i>just, already</i> and <i>yet</i>  |

| Unit title                | Reading   | Writing  | Listening   |
|---------------------------|---|--|---|
| My life and hon           | Part 5: 'Sonia's home' – living on a boat<br>Reading for understanding of vocabulary  | <b>Part 1:</b> An email<br>Planning a reply  | <b>Part 2:</b> Listening for specific information<br>Two candidates doing Speaking Part 1   |
| 2 At school               | <b>Part 6:</b> 'On their way to school' – an<br>unusual school journey in China<br>Reading for detailed understanding of<br>words and sentences | A post about what you used to do at<br>primary school<br><b>Part 2:</b> An article on what makes a<br>great school<br>Using a mind map to plan an answer | Emily talking about her experiences as an<br>exchange student<br><b>Part 1:</b> Seven short texts about daily life<br>Two candidates doing Speaking Part 3  |
|                           | Vocabulary c  | and grammar review Units 1 and 2   |   |
| 3 Having fun              | <b>Part 3:</b> 'Ariana's hobby – sand sculptures'<br>Reading for detailed understanding   | <b>Part 2:</b> A story about a day out<br>Planning paragraphs  | <b>Part 4:</b> Ryan Parilla – an Instagram<br>photographer<br>Talking about a skiing holiday<br>Two candidates doing Speaking Part 2  |
| 4 On holiday              | Part 1: Identifying text purpose  | <b>Part 1:</b> An email<br>Suggesting where to go in a city and<br>what to do  | Discussing a quiz<br><b>Part 3:</b> 'A bushcraft skills course for young<br>people'<br>A family discussing their next holiday   |
|                           | Vocabulary c  | and grammar review Units 3 and 4   |   |
| <b>5</b> Different feelin |   | <b>Part 2:</b> A story<br>Using adjectives to describe feeling   | <b>Part 2:</b> Listening for facts, opinions or<br>feelings<br>Two candidates doing Speaking Part 4   |
| 6 That's<br>entertainment | <b>Part 2:</b> 'Turn off the TV and go out!<br>Selecting events from an entertainment<br>guide  | <b>Part 2:</b> An article about a celebration<br>in your country<br>Using the correct style for an article   | Eliza and Bella planning a night out<br><b>Part 1:</b> Seven short texts about daily life<br>Two candidates doing Speaking Part 3   |
|                           | Vocabulary c  | and grammar review Units 5 and 6   |   |
| 7 Getting around          | Part 1: Identifying text purpose  | <b>Part 1:</b> An email<br>Useful email expressions  | Part 4: Olivia talks about extremely heavy<br>snow while travelling in Italy<br>Identifying distracting information<br>Mia and Owen discuss getting to the station<br>on time<br>Two candidates doing Speaking Part 2 |
| Influencers               | Famous families<br><b>Part 6:</b> An article about Hannah Alper, a<br>famous <i>influencer</i>  | <b>Part 2:</b> An article about a person you<br>admire<br>Using correct spelling and<br>punctuation  | <b>Part 3:</b> 'How to become famous on YouTube'<br>Completing notes<br>Carter and Will discuss presenters for a<br>YouTube channel<br>Three candidates doing Speaking Part 1   |
|                           | Vocabulary c  | and grammar review Units 7 and 8   |   |
| 9 Stay fit and healthy    | <b>Part 3:</b> 'Teenager Julia Ryan talks about<br>sleep'<br>Identifying opinion and attitude   | <b>Part 2:</b> A story about feeling nervous<br>Using a range of past tenses to explain<br>what happened   | <b>Part 2:</b> People talking in six different<br>situations<br>Identifying the situation and what you need<br>to listen for<br>Two candidates doing Speaking Part 4  |
| 10 Looks amazing          | Part 2: 'Our top picks at the Street Food<br>market'<br>Selecting places to eat   | Part 2: An article   | <b>Part 1:</b> Seven short texts about daily life<br>Listening carefully for information<br>Two candidates doing Speaking Part 2  |
|                           | Vocabulary a  | nd grammar review Units 9 and 10   |   |
| The natural wo            | rld 'Scientists use robot chick to study<br>penguins'<br>Part 5: 'A school expedition abroad'   | <b>Part 1:</b> An email<br>Checking your work for mistakes   | <b>Part 4:</b> Looking for the Iberian lynx<br>Identifying expressions with similar or<br>different meanings<br>Two candidates doing Speaking Part 4  |
| 12 Express<br>yourself!   | <b>Part 4:</b> 'Can you live without technology<br>for a week?'<br>Matching sentences to paragraphs   | Part 2: A story<br>Using a range of tenses and reported<br>speech  | Raising money for charity<br><b>Part 3:</b> A competition to design a new app<br>Two candidates doing Speaking Part 1   |
|                           | Vocabulary ar   | nd grammar review Units 11 and 12  |   |

Complete Preliminary for Schools

|  | <b>D</b>  |  |   |
|--|---|--|---|
| Speaking   | Pronunciation                                     | Vocabulary   | Grammar   |
| <b>Part 1:</b> Saying your name, how old you are, where you live and study   | -s endings /s/, /z/<br>and /ɪz/                   | House and home<br>Countable and uncountable nouns  | Prepositions of time<br>Frequency adverbs<br>Present simple and present continuous<br>State verbs<br><i>a few, a bit of, many, much, a lot of</i> and <i>lots of</i><br>Prepositions of place               |
| <b>Part 3:</b> Discussing a new lunchtime<br>club for students<br>Agreeing and disagreeing<br>Making a decision  | -ed endings /d/, /t/<br>and /ɪd/                  | A typical school day<br>fail, pass, take, lose, miss, study and teach<br>do, earn, have, make, spend and take                      | Past simple<br>Past simple and past continuous<br><i>used to</i><br><i>So do I</i> and <i>Nor/Neither do I</i>  |
|  |   |  |   |
| <b>Part 2:</b> Describing a picture<br>Explaining what you can see and<br>where things are   | - <i>ing</i> endings /ŋ/                          | Leisure activities<br>Prepositions of place<br>Phrasal verbs<br>People's hobbies   | Verbs followed by <i>to</i> or - <i>ing</i>   |
| <b>Part 3:</b> Discussing where to go in a capital city<br>Making suggestions and giving reasons   | Weak forms in<br>comparative<br>structures        | Holiday activities<br><i>travel, journey</i> and <i>trip</i><br>Buildings and places   | Comparative and superlative adjectives<br>a bit, a little, slightly, much, far, a lot<br>not as as<br>big and enormous (gradable and non-gradable<br>adjectives)  |
|  |   |  |   |
| <b>Part 4:</b> Describing personal<br>experiences<br>Asking other people what they think   | Modal verbs: weak<br>and strong forms             | Feelings<br>Adjectives and prepositions<br>Adjectives with <i>-ed</i> and <i>-ing</i><br>Adjectives of emotion and their opposites | <i>can, could, might, may</i> (ability and possibility)<br><i>should, shouldn't, ought to, must, mustn't, have</i><br><i>to</i> and <i>don't have to</i> (advice, obligation and<br>prohibition)            |
| <b>Part 3:</b> Discussing plans for a festival<br>Moving on to a new subject   | Contrastive stress                                | Television programmes<br>Going out<br><i>been/gone, meet, get to know, know</i> and<br><i>find out</i>                             | Present perfect<br><i>just, already</i> and <i>yet</i><br><i>since</i> and <i>for</i><br>Present perfect or past simple?  |
| <b>Part 2:</b> Describing what people are<br>doing in photos<br>Adding new points, and correcting<br>yourself<br>Describing things you don't know<br>the name of | Word stress in<br>compound nouns                  | Weather<br>Compound words  | <i>extremely, fairly, quite, rather, really</i> and <i>very</i><br><i>too</i> and <i>enough</i><br>The future: <i>will, going to</i> , present continuous and<br>present simple<br>Prepositions of movement |
| <b>Part 1:</b> Answering general questions<br>Talking about your daily routine and<br>what you like  | Conditional<br>sentences:<br>Contracted words     | Phrasal verbs<br>Describing people<br>Adjective prefixes and suffixes<br>Adjective order   | Zero, first and second conditionals<br><i>When, if, unless</i> + present, future  |
|  |   |  |   |
| <b>Part 4:</b> Discussing sport, fitness and<br>health<br>Showing agreement and polite<br>disagreement   | Word stress:<br>agreeing and<br>disagreeing       | Illnesses and accidents<br>Sports<br>go, play and do   | which, that, who, whose, when and where clauses<br>(defining and non-defining)<br>Past perfect  |
| <b>Part 2:</b> Describing everyday objects<br>in photos<br>Explaining what things are made of<br>or used for   | Connected speech:<br>linking sounds               | <i>course, dish, food, meal</i> and <i>plate</i><br>Shops and services   | Commands and instructions<br>Have something done  |
|  |   |  |   |
| <b>Part 4:</b> Discussing ways to help the<br>environment<br>Giving examples   | Word stress in<br>longer nouns                    | The natural world<br>Noun suffixes   | The passive: present and past simple<br>Comparative and superlative adverbs   |
| <b>Part 1:</b> General questions<br>Talking about habits and routines  | Intonation in<br>direct and indirect<br>questions | Collocations: using your phone<br>ask, ask for, speak, talk, say and tell<br>Negative prefixes                                     | Reported speech and reported commands<br>Reported questions<br>Indirect questions   |
|  |   |  |   |

| Unit title                    | Reading   | Writing   | Listening   |
|-------------------------------|---|---|---|
| My life and home              | Part 5: 'Emilia's home' – living on a boat  | Part 1: An email  | Part 2: Listening for specific information  |
|                               | Reading for understanding of vocabulary   | Planning a reply  | Two candidates doing Speaking Part 1  |
| 2 Making choices              | <b>Part 6:</b> 'Would you choose to study at a college or university like this?' Reading for detailed understanding of words and sentences                            | A post about what you used to do ten<br>years ago<br><b>Part 2:</b> An article on what makes a<br>great place to work<br>Using a mind map to plan an answer | Emily talking about her work experience in<br>Mexico<br><b>Part 1:</b> Seven short texts about daily life<br>Two candidates doing Speaking Part 3   |
|                               | Vocabulary a  | nd grammar review Units 1 and 2   |   |
| <b>3</b> Having fun           | <b>Part 3:</b> 'Sand sculptures'<br>Reading for detailed understanding  | <b>Part 2:</b> A story about a day out<br>Planning paragraphs   | <b>Part 4:</b> Marc Pasqual – an Instagram<br>photographer<br>Talking about a skiing holiday<br>Two candidates doing Speaking Part 2  |
| 4 On holiday                  | Part 1: Identifying text purpose  | <b>Part 1:</b> An email<br>Suggesting where to go in a city and<br>what to do   | Discussing a quiz<br><b>Part 3:</b> 'A bushcraft skills course'<br>Some friends discussing their next holiday   |
|                               | l<br>Vocabulary a   | nd grammar review Units 3 and 4   | <u> </u>  |
| <b>5</b> Different feelings   | <b>Part 4:</b> 'How I dealt with stress'<br>Identifying the topic of a paragraph<br>Identifying linking words ( <i>this, then, do,</i><br><i>also, however,</i> etc.) | <b>Part 2:</b> A story<br>Using adjectives to describe feeling  | <b>Part 2:</b> Listening for facts, opinions or feelings<br>Two candidates doing Speaking Part 4  |
| 6 That's<br>entertainment!    | <b>Part 2:</b> 'Turn off the TV and go out!'<br>Selecting events from an entertainment<br>guide   | <b>Part 2:</b> An article about a celebration<br>in your country<br>Using the correct style for an article  | Eliza and Bella planning a night out<br><b>Part 1:</b> Seven short texts about daily life<br>Two candidates doing Speaking Part 3   |
|                               | Vocabulary a  | nd grammar review Units 5 and 6   |   |
| <b>7</b> Getting around       | Part 1: Identifying text purpose  | <b>Part 1:</b> An email<br>Useful email expressions   | <b>Part 4:</b> Olivia talks about extremely heavy<br>snow while travelling in Italy<br>Identifying distracting information<br>Mia and Owen discuss getting to the station<br>on time<br>A candidate doing Speaking Part 2 |
| 8 Influencers                 | Famous families<br><b>Part 6:</b> An article about Emma Watson, a<br>famous influencer  | <b>Part 2:</b> An article about a person you<br>admire<br>Using correct spelling and punctuation  | <b>Part 3:</b> 'How to become famous on YouTube'<br>Completing notes<br>Carter and Will discuss presenters for a<br>YouTube channel<br>Three candidates doing Speaking Part 1   |
|                               | Vocabulary a  | nd grammar review Units 7 and 8   | <u>.</u>  |
| <b>9</b> Stay fit and healthy | <b>Part 3:</b> Evie Scott talks about exercise at work<br>Identifying opinion and attitude  | <b>Part 2:</b> A story about feeling nervous<br>Using a range of past tenses to explain<br>what happened  | <b>Part 2:</b> People talking in six different<br>situations<br>Identifying the situation and what you need<br>to listen for<br>Two candidates doing Speaking Part 4  |
|                               | 1   |   |   |
| 10 <sup>Looks amazing!</sup>  | <b>Part 2:</b> 'Our top picks at the street food<br>market'<br>Selecting places to eat  | Part 2: An article  | <b>Part 1:</b> Seven short texts about daily life<br>Listening carefully for information<br>Two candidates doing Speaking Part 2  |
| Looks amazing!                | market'<br>Selecting places to eat  | <b>Part 2:</b> An article   | Listening carefully for information   |
| Looks amazing!                | market'<br>Selecting places to eat  |   | Listening carefully for information<br>Two candidates doing Speaking Part 2<br><b>Part 4:</b> Looking for the Iberian lynx<br>Identifying expressions with similar or<br>different meanings                               |
|                               | market'<br>Selecting places to eat<br><i>Vocabulary an</i><br>'Scientists use robot chick to study<br>penguins'   | nd grammar review Units 9 and 10<br>Part 1: An email  | Listening carefully for information<br>Two candidates doing Speaking Part 2<br><b>Part 4:</b> Looking for the Iberian lynx<br>Identifying expressions with similar or   |

Complete Preliminary

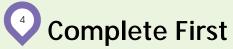
| Speaking   | Pronunciation   | Vocabulary  | Grammar  |
|--|---|---|--|
| <b>Part 1:</b> Saying your name, where<br>you live, what you do, and if you like<br>studying English   | -s endings /s/, /z/<br>and /ız/                                   | House and home<br>Countable and uncountable nouns   | Prepositions of time<br>Frequency adverbs<br>Present simple and present continuous<br>State verbs<br><i>a few, a bit of, many, much, a lot of</i> and <i>lots of</i><br>Prepositions of place    |
| <b>Part 3:</b> Discussing a new club for<br>students to practise English<br>Agreeing and disagreeing<br>Making a decision  | <i>-ed</i> endings /d/, /t/<br>and /ɪd/                           | Life choices<br>fail, pass, take, lose, miss, study and teach<br>do, earn, make, spend, take and win                      | Past simple<br>Past simple and past continuous<br><i>used to</i><br><i>So do I</i> and <i>Nor/Neither do I</i>   |
|  |   | 1   |  |
| <b>Part 2:</b> Describing a picture<br>Explaining what you can see and<br>where things are   | - <i>ing</i> endings /ŋ/  | Leisure activities<br>Prepositions of place<br>Phrasal verbs<br>People's hobbies  | Verbs followed by <i>to</i> or - <i>ing</i>  |
| <b>Part 3:</b> Discussing where to go in<br>a city<br>Making suggestions and giving<br>reasons   | Weak forms in<br>comparative<br>structures                        | Holiday activities<br><i>travel, journey</i> and <i>trip</i><br>Buildings and places                                      | Comparative and superlative adjectives<br>a bit, a little, slightly, much, far, a lot<br>(not) as as<br>big and enormous (gradable and non-gradable<br>adjectives)                               |
|  |   |   |  |
| <b>Part 4:</b> Describing personal<br>experiences<br>Asking other people what they think   | Modal verbs: weak<br>and strong forms                             | Feelings<br>Adjectives and prepositions<br>Adjectives with - <i>ed</i> and - <i>ing</i><br>Adjectives and their opposites | <i>can, could, might, may</i> (ability and possibility)<br><i>should, shouldn't, ought to, must, mustn't, have</i><br><i>to</i> and <i>don't have to</i> (advice, obligation and<br>prohibition) |
| <b>Part 3:</b> Discussing plans for a festival Moving on to a new subject  | Contrastive stress  | Television programmes<br>Going out<br><i>been/gone, meet, get to know, know</i> and<br><i>find out</i>                    | Present perfect<br><i>just, already</i> and <i>yet</i><br><i>since</i> and <i>for</i><br>Present perfect or past simple?   |
| <b>Part 2:</b> Describing what people are<br>doing in photos<br>Adding new points, and correcting<br>yourself<br>Describing things you don't know the<br>name of | Word stress in compound nouns                                     | Weather<br>Compound words   | <i>extremely, fairly, quite, rather, really</i> and <i>very</i><br><i>too</i> and <i>enough</i><br>The future<br>Prepositions of movement  |
| <b>Part 1:</b> Answering general questions<br>Talking about your daily routine and<br>what you like  | Conditional<br>sentences:<br>contracted words                     | Phrasal verbs<br>Describing people<br>Adjective prefixes and suffixes<br>Adjective order                                  | Zero, first and second conditionals<br>when, if, unless + present, future  |
|  |   |   |  |
| <b>Part 4:</b> Discussing sport, fitness and<br>health<br>Showing agreement and polite<br>disagreement   | Word stress:<br>agreeing and<br>disagreeing                       | Illnesses and accidents<br>Sports<br>do, go and play  | Relative clauses<br>(defining and non-defining)<br>Past perfect  |
| <b>Part 2:</b> Describing everyday objects<br>in photos<br>Explaining what things are made of<br>or used for   | Connected speech:<br>linking sounds                               | <i>course, dish, food, meal</i> and <i>plate</i><br>Shops and services  | Commands and instructions<br>Have something done   |
|  |   |   |  |
| <b>Part 4:</b> Discussing ways to help the environment Giving examples   | Word stress in<br>longer nouns<br>Word stress in<br>passive forms | The environment<br>Noun suffixes  | The passive: present simple and past simple<br>Comparative and superlative adverbs   |
| <b>Part 1:</b> General questions<br>Talking about habits and routines  | Intonation in<br>direct and indirect<br>questions                 | Collocations: using your phone<br>ask, ask for, speak, talk, say and tell<br>Negative prefixes                            | Reported speech and reported commands<br>Reported questions<br>Indirect questions  |
|  |   |   |  |

| A family affair       Part 3: Firm worst comiss to best firm difficult for part 1: 1 worst group to taking about their from their part 1: 1 worst group to taking about their form their part 1: 1 worst group to taking about their form their part 1: 1 worst group to taking about their form their part 1: 1 worst group to taking about their form their part 1: 1 worst group to taking about their form their part 1: 1 worst group to taking about their form their part 1: 1 worst group to taking about their part 1: 1 worst group to taking about their part 1: 1 worst group to taking about their part 1: 1 worst group to taking about their forget.         Mappy holiday:       Part 3: A bus journor'       Part 2: A story: I was a trip I lineer:       Part 3: Five young people taking about their forget.         Food, glorious food       Part 3: Hous journor'       Part 2: A story: I was a trip I lineer:       Part 3: Five young people taking about their forget.         Study time       Part 3: Town stress for teenagers'       Part 2: A review. A local restaurant, work is a port 1: Part 3: Five young people taking about their part 1: Part 3: Five young people taking about your area and their globace to the future of food 1: you area and their globace to the future of food 1: you work work and their globace to the future of food 1: You work work?       Part 3: Five young people taking about the work work work work work work work work   | Unit title          | Reading and Use of English                       | Writing   | Listening  |
|---|---------------------|--|---|--|
| Leisure and<br>plessure       Part 2: No do your manage your money<br>spend your free time       Part 2: An article: A great way to<br>spend your free time       Part 2: A talk by a professional footballer         Happy holidays?       Part 3: Kouing, my passion"<br>Part 4: Sentence transformations       Part 2: A tark the professional footballer         Food, glorious food       Part 5: You is pounder,<br>Part 7: 'Holiday surprises'       Part 2: A tark twas a trip I'll never<br>forget'       Part 4: An interview with a young chef         Food, glorious food       Part 5: You is a stabil?       Part 2: A tark twas a trip I'll never<br>forget'       Part 4: An interview with a young chef         Study time       Part 5: 'Waking the most of your summer'<br>Part 3: 'Exam stress for teenagers'       Part 2: A tester to the book that<br>you have read       Part 3: Five young people talking about study and school<br>challenger!         Wy first job       Part 5: 'Waking the most of your summer'<br>Part 2: Youthary work'       Part 2: A tark to book that<br>you have read       Part 3: Five young people talking about<br>weekend jobs         Wy first job       Part 5: 'Waking the most of your summer'<br>Part 2: Youthary work'       Part 2: A tark to book that<br>you have read       Part 3: A tark about the Duke of Edinburgh<br>Aword         High adventure       Part 6: 'Ne you ready for a school<br>challenger!       Part 2: A tark about the Duke of Edinburgh<br>Aword       Part 2: A tark about the Duke of Edinburgh<br>Aword         Dream of the stars       Part 1: 'Want your job: stunt person'<br>given recently       Part   | A family affair     | Part 6: 'From worst enemies to best              | <b>Part 1:</b> An essay: It is beneficial for teenagers to receive pocket money |  |
| pleasure         part 4: Sentence transformations         spend your free time           Happy holidays?         Part 3: A bus journey'         Port 2: A tony: It was a trip I'll never         Part 3: Five young people talking about their best holiday ever           Food, glorious food         Part 1: Holiday supprises:         Part 2: A review. A local restaurant, transck bar or cafe in your area         Part 4: An interview with a young chef           Study time         Part 1: How to eat suphi'         Part 2: A review. A local restaurant, transck bar or cafe in your area         Part 3: People talking about study and school suppi'           My first job         Part 5: My first job'         Part 2: A tester in the book that you have read         Part 3: Five young people talking about study and school in your country           High adventure         Part 5: My first job'         Part 2: A letter or email: What part time jobs can teenagers do in your country         Part 2: A letter or email: What part time jobs can teenagers do in your country           Part 3: Sentence transformations         Part 2: A letter or email: What part time jobs can teenagers do in your country         Part 4: An interview with someone who did a part 4: An interview with someone who did a part 4: An interview with someone who did a part 4: An interview with someone who did a part 4: An interview with someone who did a part 4: An interview with someone who did a part 4: An interview with a student about file dowing?           Dream of the stare         Part 3: Careers in film and the theatre'         Part 2: A talk about the Duke of Edinburgh </td <td></td> <td></td> <td>from their parents. Do you agree?</td> <td></td>  |                     |  | from their parents. Do you agree?   |  |
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| agree?       agree?         Vocabulary and grammar review Units 7 and 8         Secrets of the mind       Part 5: 'Our month in a tech free house'       Part 2: A short story       Part 1: People talking about different influences on personality         Part 4: Sentence transformations       Part 2: A review: Write about something you have bought or been given recently       Part 4: An interview with a student about 'Bu nothing day'         On the money       Part 2: 'How I like to shop'       Part 2: A review: Write about something you have bought or been given recently       Part 4: An interview with a student about 'Bu nothing day'         Medical matters       Part 4: 'A school science project'       Part 1: An essay: Young people generally don't pay attention to their health and fitness. Do you agree?       Part 1: People talking about wildlife and conservation         Animal kingdom       Part 1: 'Not just a hobby'       Part 2: A letter or email : Advice for a visitor to your country       Part 1: People talking about wildlife and conservation         House space       Part 5: 'Living in a yurt'       Part 2: An article: My ideal home from a kit       Part 2: A talk about building a small house from a kit   |                     | Part 1: 'I want your job: stunt person'          |   |  |
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| Secrets of the mind       Part 5: 'Our month in a tech free house'       Part 2: A short story       Part 1: People talking about different influences on personality         On the money       Part 2: 'How I like to shop'       Part 2: A review: Write about something you have bought or been given recently       Part 4: An interview with a student about 'Bu nothing day'         Medical matters       Part 4: 'A school science project'       Part 1: An essay: Young people generally don't pay attention to their health and fitness. Do you agree?       Part 3: Five people talking about wildlife and conservation         Animal kingdom       Part 1: 'Not just a hobby'       Part 2: A letter or email : Advice for a visitor to your country       Part 1: People talking about wildlife and conservation         House space       Part 5: 'Living in a yurt'       Part 2: An article: My ideal home       Part 2: A talk about building a small house for a kit   |                     |  |   |  |
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| Part 3: 'Afraid of the dentist'       health and fitness. Do you agree?         Animal kingdom       Part 1: 'Not just a hobby'       Part 2: A letter or email : Advice for a visitor to your country       Part 1: People talking about wildlife and conservation         Part 7: 'Animal rescue'       Vocabulary and grammar review Units 11 and 12       Part 2: A talk about building a small house from a kit         House space       Part 5: 'Living in a yurt'       Part 2: An article: My ideal home from a kit       Part 2: A talk about building a small house from a kit   | Medical matters     | Part 4: 'A school science project'               |   |  |
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| Part 7: 'Animal rescue'       visitor to your country       conservation         Vocabulary and grammar review Units 11 and 12       Vocabulary and grammar review Units 11 and 12         House space       Part 5: 'Living in a yurt'       Part 2: An article: My ideal home       Part 2: A talk about building a small house from a kit  | Animal kingdom      | <b>Part 1:</b> 'Not just a hobby'                |   | Part 1: People talking about wildlife and            |
| House space       Part 5: 'Living in a yurt'       Part 2: An article: My ideal home       Part 2: A talk about building a small house from a kit   | 2                   |  | visitor to your country   |  |
| House space       Part 5: 'Living in a yurt'       Part 2: An article: My ideal home       Part 2: A talk about building a small house from a kit   |                     |  |   |  |
| House space       Part 5: 'Living in a yurt'       Part 2: An article: My ideal home       Part 2: A talk about building a small house from a kit   |                     | Vocabulary ap                                    | d arammar review Units 11 and 12  | 1  |
| Part 2: 'The smallest house in Britain'   | House space         |  |   | <b>Part 2:</b> A talk about building a small house   |
|   | 3                   |  | , , , , , , , , , , , , , , , , , , ,   |  |
| Fiesta!   Part 6: 'Koningsdad: Europe's most lively   Part1: An essay: The advantages and   Part 4: An interview with someone who visite  | Fiesta!             | Part 6: 'Koningsdad: Europe's most lively        | <b>Part1:</b> An essay: The advantages and                                      | Part 4: An interview with someone who visits         |
| festival' disadvantages going to the cinema music festivals   | 4                   |  | disadvantages going to the cinema   |  |
| Part 3: 'The week my town goes back in compared to streaming films at home  | -                   | · · · ·  | compared to streaming films at home   |  |
| time'   |                     | time'  |   |  |
| Vocabulary and grammar review Units 13 and 14   |                     | unie   |   |  |

# Complete First for Schools

| Speaking   | Pronunciation        | Vocabulary   | Grammar  |
|--|----------------------|--|--|
| Part 1: Speaking about your home   | Word stress          | Phrasal verbs to describe relationships                                  | Present perfect simple and continuous            |
| and what it is like to grow up in your hometown                                |                      | Collocations with make and do  |  |
| Part 2: Describing and discussing  | Sentence stress (1)  | Phrasal verbs to talk about skills and                                   | Making comparisons                               |
| the benefits of different free time  |                      | hobbies  | Adjectives with <i>-ing</i> and <i>-ed</i>       |
| activities   |                      |  |  |
| <b>Part 3:</b> Choosing the best activities                                    | Intonation (1)       | travel, journey, trip and way  | Past simple, past continuous and <i>used to</i>  |
| for a school trip  |                      | a wei, journey, and and way  |  |
|  |                      |  | <i>at, in</i> and <i>on</i> in time phrases      |
| Part 4: Talking about diet and   | Grouping words and   | food, dish and meal  | Past perfect simple and continuous so and such   |
| healthy eating   | pausing (1)          |  |  |
|  |                      | Adjectives to describe food, meals and restaurants                       | too and enough                                   |
|  |                      |  |  |
| Part 1: Talking about your   | Word stress (2)      | Phrasal verbs connected with study                                       | Zero, first and second conditional               |
| preferences regarding school<br>subjects                                       |                      | find out, get to know, know, learn, teach                                |  |
| Jubjects   |                      | and study  |  |
|  |                      | attend, join, take part and assist                                       |  |
| Part 2: Describing what people learn   | Sentence stress (2)  | work and job; possibility, occasion and<br>possibility; fun and funny    | Countable and uncountable nouns                  |
| and enjoy about doing different<br>kinds of jobs                               |                      |  | Articles   |
|  |                      | Collocations with <i>job</i> and <i>work</i>                             |  |
|  |                      |  |  |
| Part 3: Discussing different ways to   | Intonation (2)       | Verb collocations with adventure   | Infinitive and verb + - <i>ing</i>               |
| encourage students to do more sport  |                      | activities   |  |
|  |                      | look, see and watch; listen and hear                                     |  |
| Part 4: giving opinions on the impor-  | Grouping words and   | Verb collocations with ambition, career,                                 | at, in, on to express location                   |
| tance of dance, drama and music as school subjects                             | pausing (2)          | <i>experience</i> and <i>job</i>   | Reported speech                                  |
| school subjects  |                      | People and the theatre   |  |
|  |                      | Verb collocations with <i>ambition, career,</i>                          |  |
|  |                      | experience and job   |  |
| <b>Part 2:</b> Describing the emotions that                                    | Sentence stress (3)  | achieve, carry out and devote  | Modal verbs to express certainty and possibility |
| people have in different situations  |                      | stay, spend and pass; move, cause and                                    | inour verbs to express certainty and possibility |
|  |                      | have   |  |
| Part 1: Talking about your personal  | Linking (1)          | arrive, get and reach  | as and like                                      |
| life and interests   |                      | Phrasal verbs connected with shopping                                    | Modal verbs to express ability                   |
|  |                      |  |  |
| Devis 2: December - different -  | Internetic (2)       |  | Deletion processing and a feature of             |
| <b>Part 2:</b> Describing different ways to stay healthy and ways to deal with | Intonation (3)       | Health vocabulary  | Relative pronouns and relative clauses           |
| different illnesses  |                      | Idiomatic expressions  |  |
| <b>Part 3:</b> choosing a topic connected with animals                         | Word stress (3)      | avoid, prevent and protect; check, control, keep an eve on and supervise | Third conditional and mixed conditionals         |
|  |                      | keep an eye on and super vise  | wish, if only and hope                           |
| Part 4: Discussion about looking after animals                                 |                      |  |  |
|  |                      |  |  |
| Part 2: Describing what life is like in  | Revision of features | space, place, room, location and square                                  | Causative have and get                           |
| different places   | of pronunciation     |  | Expressing obligation and permission             |
| Part 3: Deciding how to celebrate an   | Improving fluency    | Vocabulary to describe what people do                                    | The Passive                                      |
| occasion   |                      | Vocabulary for festivals   |  |
| Part 4: Discussion on festivals and  |                      |  |  |
| celebrations   |                      |  |  |
|  |                      |  |  |

| Part 6: 'A seat at the table'<br>Part 2: 'The housework gap' | <b>Part 1:</b> An essay: Technology has a largely positive impact on families. Do you agree?  | <b>Part 1:</b> People talking about friends and family  |
|--|---|---|
|  |   | inenus anu fainity  |
|  | Expressing opinions   |   |
| <b>Part 5:</b> 'View from the top'                           | Using although, however, despite, that being said and whereas   | <b>Part 2:</b> A talk by a ylogger  |
| Part 4: Key word transformation                              | Part 2: An article: A great way to spend your free time<br>Writing compound sentences   | Part 2: A talk by a vlogger   |
| Fart 4. Rey word transformation                              | writing compound sentences  |   |
|  |   | 1   |
| -  |   | <b>Part 3:</b> Five people talking abo<br>a holiday they've been on   |
| <b>Part 7:</b> 'It was great, but'                           |   | a notiday they ve been on   |
|  |   |   |
| <b>Part 6:</b> 'What are you printing for                    | Part 2: A review: A restaurant, café or snack bar   | Part 4: An interview with   |
| dinner?'   | Using descriptive adjectives  | someone who runs a catering   |
| Part 1: 'A café with a difference'                           |   | business  |
|  |   |   |
| -  | <b>Part 1:</b> An essay: All young people should study a foreign  | <b>Part 1:</b> People talking about studying and education  |
|  |   | Studying and Education  |
|  |   |   |
| Part 5: 'Chasing a storm'                                    | Part 2: A letter or email: Describing jobs students do in your  | Part 3: Five people talking abo   |
| Part 2: 'Volunteers wanted'                                  | -   | their jobs in tourism   |
|  | Commonly misspelt words   |   |
| Vocal  | bulary and grammar review Units 5 and 6   |   |
| Part 6: 'Looking for something                               | Part 2: An article: A great way to keep fit   | Part 2: A talk about scuba divi   |
|  | Structuring an article  | Part 4: A radio interview with  |
| Part 4: Key word transformation                              |   | someone who went wing<br>walking  |
| Part 7: 'What sort of films are you                          | Part 1: An essay: Being a famous film star has both   | Part 2: A talk by a celebrity che   |
| into?'   |   |   |
|  | Writing a balanced essay  |   |
| ·  | bulary and grammar review Units 7 and 8   | 1   |
| Part 5: 'The secret of happiness'                            | <b>Part 2:</b> A report: The benefits of improving classrooms and   | Part 1: People talking about  |
| Part 4: Key word transformation                              | students' social activities   | different aspects of psychology   |
|  | Making recommendations and suggestions  |   |
| Part 2: 'A new way to shop'                                  | Part 2: A review: A place where people have a good time   | Part 4: An interview with some  |
| <b>Part 5:</b> 'A journey of self-discovery'                 | Building complex sentences  | one who runs their own fashion  |
|  |   | magazine  |
|  |   | Dave 2. Five meanly sufficient  |
| -  |   | <b>Part 3:</b> Five people talking abo their job as a doctor  |
| i uito, now would you react:                                 | Writing concluding paragraphs   | ,   |
| Part 1: 'Aoshima: Japan's cat                                | Part 2: A letter or email: Advice to a visitor to your country  | Part 1: People talking about  |
| island'  | Giving advice   | animals in different situations   |
| Part 7: 'Surviving an animal attack'                         |   |   |
| l/coch   | ulary and arammar review Units 11 and 12  |   |
|  |   | Part 2: A talk by someone who   |
| 1733'  | -   | attended a conference about   |
| Part 2: 'Living in a tiny home'                              |   | smart homes   |
| Part 6: 'Keeping festivals clean                             | Part 1: An essay: Is it better to listen to live or recorded  | Part 4: An interview with a   |
| and green'   | music? Is it better to watch films at the cinema or at home?  | comedian  |
| <b>Part 3:</b> 'My neighbourhood street party'               | it, this, that and they for reference   |   |
|  | Vocal Part 3: 'Danger ahead' Part 7: 'It was great, but' Part 6: 'What are you printing for dinner?' Part 1: 'A café with a difference' Vocal Part 7: 'At university abroad' Part 3: 'Mobile phones in the classroom' Part 5: 'Chasing a storm' Part 2: 'Volunteers wanted' Vocal Part 6: 'Looking for something different? Try a Tough Mudder' Part 4: Key word transformation Part 7: 'What sort of films are you into?' Part 1: 'The rise of the bedroom producer' Vocal Part 5: 'The secret of happiness' Part 4: Key word transformation Part 7: 'What sort of films are you into?' Part 5: 'The secret of happiness' Part 4: Key word transformation Part 5: 'A journey of self-discovery' Vocab Part 6: '#VerifyHealthcare' Part 3: 'How would you react?' Part 1: 'Aoshima: Japan's cat island' Part 7: 'Surviving an animal attack' Vocab Part 5: 'My new home in Venice, 1733' Part 2: 'Living in a tiny home' Part 6: 'Keeping festivals clean | Voccbulary and grammar review Units 1 and 2           Part 3: "Danger ahead"         Part 2: A report: A one-day excursion to a local place of interest.           Structuring a report         Part 2: A report: A one-day excursion to a local place of interest.           Part 6: "What are you printing for dinner?"         Part 2: A review: A restaurant, café or snack bar Using descriptive adjectives           Part 1: A café with a difference?         Vocabulary and grammar review Units 3 and 4           Part 7: A university abroad'         Part 1: An essay: All young people should study a foreign language as part of their education. Do you agree?           Writing opening paragraphs         Part 2: A letter or email: Describing jobs students do in your country.           Commonly misspelt words         Part 2: A letter or email: Describing jobs students do in your country.           Commonly misspelt words         Part 2: A narticle: A great way to keep fit divantages and disadvantages. Do you agree?           Part 1: "The rise of the bedroom producer"         Part 1: An essay: Being a famous film star has both advantages and disadvantages. Do you agree?           Part 4: Key word transformation         Part 2: A report: The benefits of improving classrooms and students" social activities           Part 5: "The secret of happiness"         Part 2: A review: A place where people have a good time Building complex sentences           Part 6: "Writing an animal attack?         Part 1: An essay: Modern lifestyles can seriously endanger or writing in animal attack? |



| Speaking   | Pronunciation  | Vocabulary   | Grammar   |
|--|--|--|---|
| <b>Part 1:</b> Talking about yourself, your friends and your family                                  | Word stress: Stress in words<br>with two or more syllables | Phrasal verbs to describe relationships<br>Collocations with <i>make</i> and <i>do</i>     | Present perfect simple and continuous   |
| Giving extended answers  |  |  |   |
| <b>Part 2:</b> Describing the benefits of different free-time activities                             | Sentence stress (1): Stress<br>on words carrying the most  | Phrasal verbs and expressions to talk about skills and hobbies                             | Making comparisons<br>Adjectives with - <i>ed</i> and - <i>ing</i>              |
| Using discourse markers to structure answers   | meaning  |  |   |
| Part 3: Discussing the benefits of different kinds   | Intonation (1): Indicating                                 | travel, journey, trip and way  | Past simple, past continuous  |
| of trips<br>Phrases to involve partners in a discussion  | that you have finished speaking, or have more to           | Forming adjectives and adverbs with suffixes   | and <i>used to</i><br><i>at, in</i> and <i>on</i> in time phrases               |
| Strategies for dealing with the second section of Part 3   | say  |  | Past perfect simple and continuous  |
| Part 4: Discussing diet, food and health   | Grouping words and paus-                                   | food, dish and meal  | so and such   |
| Supporting opinions with reasons and examples  | ing (1)  | Adjectives to describe restaurants   | too and enough  |
| Part 1: Talking about studying   | Syllable stress: Shifting                                  | Phrasal verbs connected with education   | Zero, first and second  |
| Giving reasons and offering several possible ideas   | word stress  | and study  | conditionals  |
|  |  | find out, get to know, know, learn, teach,<br>study, attend, join, take part, assist       |   |
| <b>Part 2:</b> Describing different kinds of work Describing similarities and differences when       | Sentence stress (2):<br>Contrastive sentence stress        | work or job; possibility, occasion or<br>opportunity; fun or funny                         | Countable and uncountable nouns   |
| comparing  |  | Collocations with <i>job</i> and <i>work</i>   | Articles  |
|  |  |  | 1   |
| <b>Part 3:</b> Discussing whether people should spend more of their free time playing sports         | Intonation (2): Showing interest and enthusiasm            | Verb collocations with activities <i>look, see, watch, listen</i> and <i>hear</i>          | Infinitive and verb + - <i>ing</i>  |
| Suggesting ideas, asking your partner's opinion, agreeing and disagreeing                            |  |  |   |
| Part 4: Discussing different aspects of  | Grouping words and   | Describing entertainment   | At, in and on to express location   |
| entertainment<br>Giving balanced answers   | pausing (2)  | play, performance and acting; audience,<br>(the) public and spectators; scene and<br>stage | Reported speech   |
|  |  |  |   |
| <b>Part 2:</b> Describing different kinds of feelings and emotions                                   | Sentence stress (3): Using stress for emphasis             | achieve, carry out and devote<br>stay, spend and pass; move, cause and                     | Modal verbs to express certainty and possibility                                |
| Speculating about photos using modals and <i>look,</i> seem and appear                               |  | have   |   |
| Part 1: Talking about spending money   | Linking (1): Linking to                                    | arrive, get and reach  | as and like   |
| Strategies for answering Part 1 questions  | increase fluency   | Phrasal verbs connected with shopping  | Modal verbs to express ability  |
| Part 2: Describing situations related to health  | Intonation (3): Showing                                    | Health vocabulary  | Relative pronouns and relative  |
| Expressions when you need time to think, can't think of a word or have made a mistake                | certainty / uncertainty                                    | Idiomatic expressions  | clauses   |
| Parts 3 and 4: Discussing topics related to animals  | Word stress (3): Strong and                                | avoid, prevent and protect; check, control,  | Third conditional and mixed   |
| Commenting on the question   | weak forms   | keep an eye on and supervise   | conditionals<br>wish, if only and hope  |
| Expressing other people's opinions<br>Expressing agreement and disagreement                          |  |  | wish, it only and hope  |
|  |  |  |   |
| <b>Part 2:</b> Describing people in different locations<br>Strategies for answering Part 2 questions | Linking (2): Linking with<br>consonant sounds              | Vocabulary to describe where you live<br>space, place, room, area, location and<br>square  | Causative <i>have</i> and <i>get</i><br>Expressing obligation and<br>permission |
| Parts 3 and 4: Discussing topics related to festivals  | Improving fluency  | Vocabulary for festivals   | The passive   |
| and celebrations   |  | Suffixes to form nouns for people  |   |
| Strategies for working with a partner  |  |  |   |

| Unit title                     | Reading and Use of English   | Writing  |
|--------------------------------|--|--|
| 1 Our people                   | Part 8: My early career<br>Part 4: Key word transformation   | Part 1: An essay on methods schools and universities use to help students find jobs                |
| 2 Mastering languages          | Part 6: Endangered languages<br>Part 3: The naming of products   | Part 2: A report on English-language TV<br>programmes  |
|                                | Vocabulary and grammar reviews Units a   | 1 and 2  |
| 3 All in the mind              | Part 5: The next step in brain evolution<br>Part 2: Nature vs nurture, Where do my talents<br>come from? | Part 1: An essay on methods schools and<br>universities should use to help students with<br>stress |
| 4 Just the job!                | Part 8: Graduate jobs: advice from an expert<br>Part 1: Friends benefit firms                            | Part 2: A report on a work experience programme  |
|                                | Vocabulary and grammar reviews Units 3   | 3 and 4  |
| 5 Dramatic events              | Part 7: A walk in the woods<br>Part 4: Key word transformation   | Part 2: A proposal on honouring a local hero   |
| 6 Picture yourself             | Part 5: Teenage self-portraits<br>Part 2: Art for offices; Graffiti: art or vandalism?                   | Part 2: A review of a book   |
|                                | Vocabulary and grammar reviews Units 5   | 5 and 6  |
| 7 Leisure and<br>entertainment | Part 7: Your guide to virtual worlds<br>Part 1: The changing face of Bollywood                           | Part 2: An informal letter about free-time activities in your town                                 |
| 8 Media matters                | Part 6: The ethics of reality TV<br>Part 3: Broadcasters must find ways to regain<br>public trust        | Part 2: A proposal for a series of television documentaries  |
|                                | Vocabulary and grammar reviews Units 7   | 7 and 8  |
| 9 At top speed                 | Part 7: Bugatti Veyron<br>Part 4: Key word transformation  | Part 1: An essay on technological progress   |
| 10 A lifelong process          | Part 8: Choosing a university<br>Part 1: Why do we need lifelong learning?                               | Part 2: A report on ways of attracting students to a language school                               |
|                                | Vocabulary and grammar reviews Units 9   | P and 10   |
| 11 Being somewhere else        | Part 5: Disappearing into Africa<br>Part 2: Island wanted; Paradise found                                | Part 2: A review of two hotels   |
| 12 The living world            | Part 7: Alex the African Grey<br>Part 3: Species loss accelerating                                       | Part 2: A proposal on ways of conserving resources and reducing waste                              |
|                                | Vocabulary and grammar reviews Units 11  | 1 and 12   |
| 13 Health and lifestyle        | Part 8: Unusual national sports<br>Part 3: Why I run   | Part 2: A letter of complaint about a sports club  |
| 14 Moving abroad               | Part 6: Cities and immigration<br>Part 4: Key word transformation  | Part 1: An essay on helping immigrants to integrate  |
|                                | Vocabulary and grammar reviews Units 13  | 3 and 14   |



| Part 1 | Collocations with give and make  |  |
|--------|--|--|
|        | Conocations with give and make   | Verb forms to talk about the past  |
| Part 2 | Collocations with make, get and do   | Expressing purpose, reason and result  |
|        |  |  |
| Part 3 | Nouns which can be countable or uncountable<br>Formal or informal?   | no, none, not<br>The passive   |
| Part 4 | Dependent prepositions<br>Adjective–noun collocations (1)  | Expressing possibility, probability and certainty  |
|        |  |  |
| Part 2 | Idiomatic language   | Verbs followed by to + infinitive<br>or the - <i>ing</i> form  |
| Part 3 | Adjective-noun collocations (2)  | Avoiding repetition  |
|        |  |  |
| Part 4 | Complex prepositions<br>Money words  | Linking ideas: relative and participle clauses; apposition   |
| Part 3 | 'Talking' verbs  | Reported speech<br>Transitive verbs  |
|        |  | 1  |
| Part 2 | action, activity, event and programme  | Time clauses<br>Prepositions in time expressions   |
| Part 4 | chance, occasion, opportunity and possibility  | Expressing ability, possibility and obligation   |
|        |  |  |
| Part 1 | Phrasal verbs<br><i>at, in</i> and <i>on</i> to express location   | Conditionals   |
| Part 3 | Prepositions following verbs<br>Word formation   | Nouns and articles   |
|        |  |  |
| Part 2 | Prepositions following adjectives  | Ways of contrasting ideas<br>The language of comparison  |
| Part 4 | learn, find out and know; provide, offer and give  | Comment adverbials and<br>intensifying adverbs<br>Cleft sentences for emphasis   |
|        | Part 3<br>Part 4<br>Part 2<br>Part 2<br>Part 3<br>Part 3<br>Part 3<br>Part 2<br>Part 4<br>Part 2<br>Part 4<br>Part 4<br>Part 2<br>Part 1 | International ControlPart 3Nouns which can be countable or uncountable<br>Formal or informal?Part 4Dependent prepositions<br>Adjective-noun collocations (1)Part 2Idiomatic languagePart 3Adjective-noun collocations (2)Part 4Complex prepositions<br>Money wordsPart 3Talking' verbsPart 4complex prepositions<br>Money wordsPart 4complex prepositions<br>Money wordsPart 4complex prepositions<br>Money wordsPart 2action, activity, event and programmePart 4chance, occasion, opportunity and possibilityPart 4prepositions following verbs<br>Word formationPart 3Prepositions following verbs<br>Word formationPart 2Prepositions following adjectives |