



► **TOPIC: MEETING UP (THAT'S ME, MY ROUTINES AND LIKES)**

Grammar: Present Simple and Present Continuous 1 / Present Simple and Present Continuous 2 + Comparative and Superlative

Vocabulary: Skills and Abilities / Hobbies / Subjects / Likes and Dislikes



Listening: Listen to different people talking about their routines. Do the exercises Listening: routines



Listening. Listen to a podcast in which two friends talk about their likes and dislikes. Listening: likes and dislikes



Listening. Listen to a podcast in which different hobbies or activities are presented. Then, choose the word that best describes the activity. Listening: hobbies



Listening. Listen to a video in which a student interviews his classmates about their favourite subjects at school. Listening: school subjects. Now, answer the following questions:

- What is Alex's favourite subject?*
- When does he do history?*
- What is the first student's favourite subject?*
- Does he do English on Thursdays?*
- What is the girl's favourite subject?*
- When does she do singing?*
- What are the second girl's favourite subjects?*
- When does she do geography?*
- What subject is the boy good at?*
- What about the girl?*
- Do they go to school on Saturdays?*

 Speaking: Read the information about Mr. Miller and Ms Lucy and prepare a short presentation about you. [Speaking: that's me](#)

 Speaking. Describe the school and timetable in the pictures and compare them with your own. Then, carry out the dialogue. [Speaking: school subjects and likes and dislikes](#)

 Reading. Read the text and do the exercises. [Reading: routines 1](#)

 Reading. Read the following text about Julia and then answer the questions. [Reading: routines 2](#)

 Writing. Read the following questions and write a brief description about you and your routine. [Writing: routines](#)

ASKING FOR AND GIVING INFORMATION

Watch the [video](#) and create your own dialogue.

► TOPIC: CONNECTED

Grammar: [Past Simple](#) and [Past Continuous](#). Read about the past continuous and past simple tenses and then do the [exercise](#).

Vocabulary: Technology and [Gadgets](#)

 Listening. Listen to people talking about their favourite gadgets and do the Quiz. [Listening: gadgets](#)

 Speaking Read and answer the following questions. [Speaking: past activities](#)



Reading. Read the following [review](#) and write your own version of a gadget.



Writing. Complete the sentences by writing the correct past tense forms of the words in parentheses and finish the story.

[Writing: story](#)



Writing. Write a text about your last weekend. [Writing: my last weekend](#)



Writing. Write a review of your favourite gadget by using the structure of the review above.

► TOPIC: TO THE LIMIT (Extreme Sports)

Grammar: Present Perfect. Review the [structure](#) of the present perfect tense and do the following [exercises](#). Now, check the difference between the [past simple and the present perfect](#).

Vocabulary: [Extreme sports](#) and [-ed / -ing Adjectives](#)



Listening. Watch the [video](#) about extreme sports and do the [exercises](#).



Listening. Listen to a telephone conversation about [emergency assistance](#) and answer the questions.



Speaking. Choose one of the [following situations](#) and create the dialogue.



Reading. Read the [text](#) and write your own description of your favourite extreme sport.



Writing. Write a text describing your life experiences (*the number of years you have studied English, you have lived in your town, the best movie you have watched...*).

► TOPIC: IS IT ART?

Grammar: [Gerunds and Infinitives](#) / [Quantity](#) / Expression of [opinion](#) and [suggestions](#)

Vocabulary: [Art works](#)



Listening. Listen to [David and Carol](#) talking about a modern art exhibition and do the exercises.



Speaking. What do you know about art? Discuss the following [questions](#) / [questions](#).



Speaking. Imagine you have to give your opinion about a famous painter or artwork. Use the following [expressions](#) as an aid and create your own speech.



Reading. Read this article about [graffiti and street art](#) and answer the [questions](#).



Writing. Look at this [painting](#) and tick the adjectives that best describe the artwork. Then, write an email to a friend explaining if you like it or not. Use connectors of contrast and addition to support your “for and against” arguments, and examples of some/any/many/too/enough/much. Use the following [structure](#) as an aid.

► TOPIC: **THAT'S LIFE!**

Grammar: [Future tenses](#) (will, be going to, present continuous) + [Can / Could / Be able to](#)

Vocabulary: [Life events](#) / [Expressions with “get”](#) / [Adverbs of probability](#)



Listening. Listen to the following [interview](#) about future plans. What are they going to do?



Speaking. Tell about important events in your life.

 Speaking. Invitations – Check the following [expressions](#) used for invitations (accepting and refusing). Then, read the following [cards](#) and improvise the conversations.

 Reading. Read the following [conversations](#) about making an invitation.

 Reading. Look at the [Thank-you email](#) and do the exercises to practise and improve your reading skills.

 Writing. An invitation. Imagine you're planning a party. Decide on a reason for the party. Look at the [sample invitation](#). Then design and write your own invitation.

 Writing. Thank you letter. Choose someone you would like to thank for a special present they've given to you. Write a [thank-you note](#) to express your appreciation and say what you are going to do with it. Use the "Thank-you email" above as an aid.

▶ TOPIC: **BLUE PLANET**

Grammar: [Review the First and Second conditional](#) and do the tests / [Might + May + Will](#)

Vocabulary: [Rubbish and recycling](#) / The [environment](#)

 Listening. Listen to the following [discussion](#) on environmental issues and do the different tasks.

 Listening. Watch the [video](#) and look at the examples of conditional sentences. They are in red in the subtitles. Then, do the [grammar exercises](#).

 Speaking. Discussing the news. Review the following [expressions](#) and improvise a presentation of a news story.



Reading. Did you know that the honeybee is disappearing? This [reading](#) tells us how this problem could change the world and affect our future. Read it and do the comprehension quiz to check your understanding.



Writing. Write a paragraph with some predictions about what life might be like in the year 2099.



Writing. Create your own fundraising poster to help save the environment. Mention an environmental problem, the possible consequences and your plan of action. To do so, use the first and second conditional, might, will, and vocabulary of the topic.

► TOPIC: **YOUNG ENTREPRENEURS**

Grammar: Modals (must, mustn't, have to, don't have to, should, shouldn't). Check the modal verbs for [obligation](#) and advice. Then, do the [exercises](#).

Vocabulary: Jobs / Personality Descriptions



Listening.



Speaking.



Reading.



Writing