

Unit	Structures	Functions	New vocabulary
1	<ul style="list-style-type: none"> • Revise the present simple • Revise the present continuous • The infinitive of purpose: <i>I learn Greek to talk to people in their own language.</i> <i>He's learning Arabic to help his business.</i> • Revise the use of connectives such as <i>although, however, etc.</i> 	Greeting Taking leave Asking about someone's health Introducing someone Meeting someone for the first time Describing language learning Expressing purpose and reasons Talking about what is happening now and in the future Talking about routines and facts	conference, phrase
2	<i>Can we ... ?</i> <i>May I ... ?</i> <i>Is it OK if I ... ?</i> <i>Do you mind if I ... ?</i> <i>I'd rather ...</i> <ul style="list-style-type: none"> • Revise the past simple • Revise the past continuous 	Making polite requests Responding to polite requests Expressing preferences Expressing purpose Describing language learning Describing events in the past Telling stories in the past	gorilla, mind (v), rather (adj), request (n), sure, wheelchair
3	<i>Why don't you ... ?</i> <i>What /How about ...ing</i> <i>We could ...</i> <i>Shall we ... ?</i> <i>Let's ...</i> <ul style="list-style-type: none"> • Revise the present perfect tense • Revise the use of <i>already, yet, ever, just</i> and <i>never</i> with the present perfect 	Making, responding to and reporting suggestions Describing what has and hasn't happened in the non-specific past and current periods of time Writing personal letters Reporting recent events	accept, century, classmate, customer, diary, export, fisherman, import, refuse, suggest, unfortunately, weak
Revision A			
4	<ul style="list-style-type: none"> • The present perfect continuous with <i>just</i> • Compare the present perfect continuous and the present perfect • Connectives: <i>however, although, on the other hand, also, in addition, despite</i> 	Describing things that have been happening recently Reporting achievements Responding to being told good and bad news Describing hobbies Describing effects	complex, Congratulations! dam, effect, fertile, glorious, however, hurt, produce (v), race, roller-blading

5	<ul style="list-style-type: none"> • Revise the use of <i>will</i> and <i>going to</i> to speak about the future • Revise <i>used to</i> • Pronouns • Linking words 	<p>Talking about future plans Predicting what will happen in the future Talking about things you no longer do Talking about things that have changed Expressing intention Describing your life at present, in the past and in the future</p>	<p>article, as well, dollar, entertainment, helmet, intend, land (v), Malaysia, narrow, ordinary, passenger, predict, stick</p>
6	<ul style="list-style-type: none"> • The past perfect • Revise the use of past tenses <i>I think/perhaps/probably</i> • Using <i>by the time, however</i> and <i>as well</i> • Revise <i>used to</i> 	<p>Describing past events Apologising and responding to apologies Reporting past events Speculating about what has happened Talking about the future and the past</p>	<p>afraid (= sorry), apologise, apology, by the time, faint (v), grab, guard (n), owner, park (v), recover, rush, service, turn off</p>
Revision B			
7	<ul style="list-style-type: none"> • Revise the use of the first and second conditionals • Revise the use of <i>If I were you</i> to give advice • Revise the use of <i>should</i> to give advice • Revise the use of <i>I think/don't think</i> to express opinions • The prefixes <i>un-</i> and <i>im-</i> 	<p>Talking about imaginary situations Talking about what will happen if a future event/action happens Making offers Giving advice Expressing opinions</p>	<p>attack, button, enemy, give up (= stop), gun, impatiently, improbable, manage, order (v), patient (adj), patiently, relax, succeed, successful, unkind, unsuccessful</p>
8	<ul style="list-style-type: none"> • Revise the use of the third conditional with <i>would</i> or <i>might have</i> • Adjectives to describe feelings • Revise the use of the first and second conditionals 	<p>Talking about imaginary situations in the past Expressing feelings Describing a football match Describing people Expressing regrets Talking about what will happen if a future event/action happens</p>	<p>bullet, confident, goalkeeper, nation, penalty, referee, shoot, stadium, video</p>

9	<p><i>Could I ask you to ... ?</i> <i>Would you mind ... ?</i> <i>Can I ... ?</i></p> <ul style="list-style-type: none"> • Formal and informal language <p><i>In her opinion,...</i> <i>She thinks ...</i></p> <ul style="list-style-type: none"> • Nouns, verbs and adjectives 	<p>Making and responding to polite requests Discussing politeness Discussing feelings Giving opinions Reporting other people's opinions Describing language</p>	<p>annoying, block (v), disappointed, formal, habit, horn, informal, instead, opinion, politeness, rude, stranger, stressful</p>
Revision C			
10	<ul style="list-style-type: none"> • Report <i>wh</i>-questions and <i>Yes/no</i> questions in the present • Report negative and positive instructions, requests and questions in present tenses • Transforming reported speech into direct speech • Nouns, verbs and adjectives 	<p>Reporting instructions, requests and questions Asking and reporting questions Inviting people to attend events Accepting and turning down invitations Describing language</p>	<p>artist, crowded, e-mail, gold, historic, invitation, last (v), souvenir, spice, wish</p>
11	<p>Report with <i>say</i> and <i>tell</i> Report questions asked in present tenses Revise the present perfect continuous Transform reported speech into direct speech Relative clauses with <i>who</i>, <i>which</i>, <i>that</i>, <i>whose</i>, <i>where</i> and <i>when</i> Using two and three-part verbs</p>	<p>Reporting speech Telling a story Describing things, places and people</p>	<p>consist of, controller, disappear, get in touch with, mystery, on board, search, set off, sleepwalk, take off, United States</p>
12	<p>Revise the notion of countable and uncountable nouns Determiners <i>much</i>, <i>many</i>, <i>a lot of</i>, <i>a little</i> and <i>a few</i> <i>too much</i> and <i>too many</i> <i>too little</i> and <i>too few</i> <i>In my opinion, ...</i> <i>I disagree / agree</i> <i>I don't agree</i> <i>I think so, too.</i></p>	<p>Describing quantity Describing lack and excess Expressing opinions Agreeing and disagreeing Describing school life Describing language</p>	<p>agree, disagree, furniture, pollution, prepare, relative, silence, term, traffic jams, upset</p>
Revision D			

Unit	Structures	Functions	New vocabulary
13	<ul style="list-style-type: none"> • The use of possessive 's • Compound nouns • The present continuous for future arrangements • <i>Might, may</i> and <i>will/won't</i> to predict • <i>Fewer, less than</i> and superlative adjectives • Revise comparisons of amounts with <i>more, most, fewer, fewest, less, the least</i> 	Talking about future arrangements Making predictions Comparing and contrasting Describing language	agricultural, appointment, beans, beef, caravan, definitely, goods, shopping centre, silk, suit, tailor, trade (v), trader
14	<ul style="list-style-type: none"> • Revise and compare the use of <i>must</i> and <i>have to</i> • Revise passive structures 	Talking about obligation, necessity and lack of necessity Describing a place Describing a government project in progress	billion, bulb (light), irrigation, ladder, oasis, reclaimed, wire
15	Using <i>must, can't, might have done</i> Using <i>should /shouldn't have done</i> Linking words <i>so that, during, as</i>	Speculating about past possibilities Making deductions and saying what would have been advisable Talking about purpose	as, crew, during, iceberg, Iceland, Mexico, ocean, so that, tobacco, unsinkable, Viking
Revision E			
16	Use <i>not only ... but also</i> for linking Revise past tenses <i>to + -ing</i> and verb + infinitive Use <i>be used to doing something</i>	Listing Reporting past events Expressing feelings Describing countries	anyone, Bangkok, be used to, Buddhist, footprint, hardly, hopeful, humid, jungle, palm, season, Thailand, waterfall

17	<ul style="list-style-type: none"> • Use of <i>so</i> + adjective + <i>that</i> ... • Revise past tenses • Use of <i>neither ... nor</i> • Reflexive pronouns 	<p>Expressing cause and result Listing negatives Narrating a story</p>	<p>biologist, biology, describe, flash, insect, lost, mind, mud, protect, proverb, sight</p>
18	<ul style="list-style-type: none"> • Revision of structures: <i>should have done</i> • Revision of advice with <i>should</i> • Revise <i>so</i> + adjective + <i>that</i> • Revise past tenses 	<p>Expressing opinions Making arrangements Talking about what would have been advisable Giving advice Giving instructions Expressing cause and result Reporting past events</p>	<p>aloud, careless, concentrate, diagram, helpless, hopeless, make sure, point (n), prepare, useless</p>
Revision F			