




# Contents

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
<b>U1 RELATIONSHIPS</b>						
1.1	<b>Breaking the ice</b> (p2) Find out about someone new	<b>question forms</b>	people	the alphabet	listen to a psychology podcast	find out some information about your classmates
1.2	<b>Blogs and bloggers</b> (p4) Talk about different types of people	<b>frequency words and phrases</b>	types of people	using a dictionary	read a blog review	interview a classmate about websites, blogs and vlogs
1.3	<b>Personality</b> (p6) Describe someone's personality	<b>indefinite pronouns</b>	personality adjectives, adjective + preposition	word stress in multisyllable adjectives	read a magazine article about handwriting <b>KEY SKILL</b> Previewing a text	<b>SPEAKING HUB</b> talk about your partner's handwriting
1.4	<b>Café Hub</b> <b>Hello again</b> (p8) Greet people and give personal information, make introductions		greet people and give personal information, make introductions	word stress and intonation	 watch people introduce themselves	greet people and give personal information, make introductions
<b>UNIT REVIEW</b> p10		<b>WRITING</b> (p158) Write information about yourself   <b>KEY SKILL</b> Checking your writing				
<b>U2 LIVING</b>						
2.1	<b>Love where you live</b> (p12) Talk about your neighborhood	<b>adverbs of degree</b>	describing places	stress in two-syllable adjectives	read about Bosco Verticale (The forest in the sky)	talk about your neighborhood
2.2	<b>The boomerang generation</b> (p14) Talk about your life and routine	<b>simple present and present progressive</b>	verb + preposition	consonant pairs at the beginning of words	listen to a radio show about 'the boomerang generation'	talk about your life and routine
2.3	<b>Time flies</b> (p16) Talk about life events	<b>simple past – regular and irregular verbs</b>	life events	simple past irregular verbs /ɔ:/, /e/ and /eɪ/	read an online psychology article <b>KEY SKILL</b> Skimming for key words	<b>SPEAKING HUB</b> talk about first-time experiences
2.4	<b>Café Hub</b> <b>Noisy neighbors</b> (p18) Ask for and give advice		ask for and give advice	disagreeing	 watch people asking for and giving advice	ask for and give advice
<b>UNIT REVIEW</b> p20		<b>WRITING</b> (p159) Write an email of complaint   <b>KEY SKILL</b> Linking words				
<b>U3 TRAVEL</b>						
3.1	<b>The four-year journey</b> (p22) Talk about journeys and transportation	<b>all / some / most / no / none</b>	types of transportation	/p/, /b/, /v/	read an article about a four-year journey	interview others about their travel habits
3.2	<b>Lost at sea</b> (p24) Tell a story about a journey	<b>past progressive and simple past</b>	prefixes	was and were with past progressive	listen to a podcast about a family lost at sea	discuss different types of adventures describe a journey
3.3	<b>Too good to be true</b> (p26) Talk about the kind of vacations you like	<b>verb + -ing and to + base form</b>	accommodations and amenities	/ʃ/, /tʃ/ and /dʒ/	read an article about tips for a happy vacation <b>KEY SKILL</b> Identifying tone	<b>SPEAKING HUB</b> give a presentation about vacation accommodations
3.4	<b>Café Hub</b> <b>Overslept</b> (p28) Ask for travel information and check understanding		ask for travel information and check understanding	word stress and intonation and check understanding	 watch someone asking for travel information	ask for travel information and check understanding
<b>UNIT REVIEW</b> p30		<b>WRITING</b> (p160) Write an email about a travel experience   <b>KEY SKILL</b> Ordering events				

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
<b>U4</b>	<b>SOCIALIZING</b>					
<b>4.1</b>	<b>What's the plan?</b> (p32) Talk about plans you have made for a weekend with visitors	<b>be going to + base form and present progressive for the future</b>	free time	<i>going to</i>	listen to a conversation about free time activities	plan a weekend
<b>4.2</b>	<b>The future of free time</b> (p34) Present reasons to support or argue against predictions	<b>making predictions</b>	suffixes	<i>will</i> and <i>won't</i>	read an article about the future of our social lives	discuss predictions about the future
<b>4.3</b>	<b>Hygge</b> (p36) Ask and answer questions about how you like to spend your free time	<b>subject and object questions</b>	relaxing	linking a consonant to a vowel	read an online article about <i>hygge</i> <b>KEY SKILL</b> Summarizing	<b>SPEAKING HUB</b> talk about socializing and free time activities
<b>4.4</b>	<b>Café Hub</b> <b>Would you?</b> (p38) Make arrangements to meet up with somebody		make arrangements to meet up with somebody	saying <i>yes</i> or <i>no</i>	watch people making arrangements to meet up	make arrangements and say <i>yes</i> or <i>no</i> to invitations
	<b>UNIT REVIEW</b> p40	<b>WRITING</b> (p161) Write an invitation and reply   <b>KEY SKILL</b> Informal emails				
<b>U5</b>	<b>WORK</b>					
<b>5.1</b>	<b>Work</b> (p42) Talk about the pros and cons of different jobs and say how they help society	<b>can, could, be able to</b>	work collocations	<i>/w/</i> and <i>/v/</i>	read an online article about what makes us happy in our jobs	discuss the pros and cons of different jobs and how valuable they are to society
<b>5.2</b>	<b>Flip-flop entrepreneurs</b> (p44) Decide on the rules for a workplace or classroom	<b>obligation, necessity and permission: must, have to and can</b>	adjectives for appearance	<i>can / can't</i> and <i>must / must not</i>	read an article about a charity	talk about rules in the workplace or classroom
<b>5.3</b>	<b>Don't call us</b> (p46) Answer questions on topics in which you are an expert	<b>present perfect with for and since</b>	<i>work + preposition</i>	<i>has, have, for, since</i>	listen to a job interview <b>KEY SKILL</b> Listening for inference	<b>SPEAKING HUB</b> talk about a topic in which you are an expert
<b>5.4</b>	<b>Café Hub</b> <b>The cat</b> (p48) Give information about your work experience in a job interview		give information about your work experience in a job interview	singular and plural forms	watch someone giving information about work experience in a job interview	role-play a job interview
	<b>UNIT REVIEW</b> p50	<b>WRITING</b> (p162) Write a cover email   <b>KEY SKILL</b> Beginning and ending emails and letters				
<b>U6</b>	<b>HEALTH</b>					
<b>6.1</b>	<b>Health myths</b> (p52) Give a presentation on health dos and don'ts	<b>quantifiers too and enough</b>	minor illnesses	<i>/ʌ/, /ɔ:/, /u:/, /eɪ/</i> and <i>/ɜ:/</i>	listen to a radio show about health myths	give a presentation about staying healthy
<b>6.2</b>	<b>Keep fit</b> (p54) Plan an exercise event for your local community	<b>-ing forms</b>	exercise	<i>/ŋ/, /n/</i> and <i>/m/</i>	read articles about fitness	plan an event to promote fitness
<b>6.3</b>	<b>We may never 'meat' again</b> (p56) Encourage people to make a lifestyle change	<b>present perfect with just, already and yet</b>	food groups	<i>/s/</i> and <i>/ʃ/</i>	read an article about vegetarianism and veganism <b>KEY SKILL</b> Scanning for key words	<b>SPEAKING HUB</b> design a leaflet about a lifestyle change
<b>6.4</b>	<b>Café Hub</b> <b>Painful experience</b> (p58) Talk about your symptoms at a pharmacy		talk about your symptoms at a pharmacy	vowel sounds	watch people describing their symptoms at a pharmacy	role-play a conversation about health
	<b>UNIT REVIEW</b> p60	<b>WRITING</b> (p163) Write a product review   <b>KEY SKILL</b> Ordering information				

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
<b>U7</b>	<b>MIND</b>					
<b>7.1</b>	<b>Smile</b> (p62) Discuss what makes you happy	<b>articles</b>	feelings	/ə/ (schwa) in a / an	read an article about smiling	do a class survey about everyday things that make people happy
<b>7.2</b>	<b>The internet and the brain</b> (p64) Write an online comment about the effects of the internet	<b>used to</b>	shortened words	<i>used to</i>	read a blog about the effect of the internet on our brains	write a comment on a blog discuss the effects of the internet
<b>7.3</b>	<b>Intelligence</b> (p66) Talk about intelligence and achievements	<b>no article (school, the school)</b>	phrasal verbs	practicing <i>the</i> : /ði:/ or /ðə/	listen to a podcast about a child prodigy <b>KEY SKILL</b> Listening for the order of events	<b>SPEAKING HUB</b> give a presentation about a child prodigy
<b>7.4</b>	<b>Café Hub</b> <b>Neena's dinner</b> (p68) Describe an object and say what you use it for		describe an object and say what you use it for	objects	▶ watch someone describing an object and saying what you use it for	talk about objects
	<b>UNIT REVIEW</b> p70	<b>WRITING</b> (p164) Write a survey report	<b>KEY SKILL</b> Using survey report language			
<b>U8</b>	<b>ART</b>					
<b>8.1</b>	<b>Musical taste</b> (p72) Talk about taste in music and your favorite songs	<b>reflexive pronouns</b>	music	consonant clusters in words	listen to a podcast about music read a short text about a radio show	talk about types of music you like
<b>8.2</b>	<b>Unusual art</b> (p74) Talk about art and artists	<b>infinitive of purpose</b>	types of art	/ɪ/ and /i:/	read a blog about art	talk about art
<b>8.3</b>	<b>Telling stories</b> (p76) Describe movies and books	<b>first conditional</b>	movie and book genres; adjectives for describing movies and books	word stress in longer words	listen to a podcast about movies and books <b>KEY SKILL</b> Identifying contrasts	<b>SPEAKING HUB</b> recommend a movie or book
<b>8.4</b>	<b>Café Hub</b> <b>First date</b> (p78) Show interest in a topic		show interest in a topic	intonation	▶ watch people showing interest in a topic	show interest
	<b>UNIT REVIEW</b> p80	<b>WRITING</b> (p165) Write a review	<b>KEY SKILL</b> Describing and recommending			
<b>U9</b>	<b>MONEY</b>					
<b>9.1</b>	<b>Spending money</b> (p82) Talk about attitudes toward money and about spending money	<b>second conditional</b>	prepositions in money phrases	/ɑ:/, /ʌ/ and /æ/	read an article about whether spending money can buy you happiness	talk about spending money
<b>9.2</b>	<b>Getting and giving</b> (p84) Talk about philanthropy and charities	<b>essential adjective clauses</b>	verbs connected with money	/s/ and /z/	listen to a lecture about philanthropists	discuss different charities and attitudes towards giving money to charity
<b>9.3</b>	<b>Who needs money?</b> (p86) Discuss your skills and how they could help others	<b>gerunds</b>	<i>make</i> and <i>do</i> expressions	/z/ and /dʒ/	read an article about bartering <b>KEY SKILL</b> Using context to guess unknown words	<b>SPEAKING HUB</b> speak about exchanging skills and services
<b>9.4</b>	<b>Café Hub</b> <b>Difficult customer</b> (p88) Go shopping for clothes and ask for a refund		go shopping for clothes and ask for a refund	adding emphasis	▶ watch someone shopping for clothes and asking for a refund	role-play buying and returning a gift
	<b>UNIT REVIEW</b> p90	<b>WRITING</b> (p166) Write a 'for sale' advertisement	<b>KEY SKILL</b> Describing a product			

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
<b>U10</b>	<b>SCIENCE AND TECHNOLOGY</b>					
<b>10.1</b>	<b>Devices</b> (p92) Describe and compare personal possessions	<b>comparatives and superlatives</b>	electronic devices	<b>/ɪst/</b> and <b>superlative adjectives</b>	listen to a radio show about devices	compare phones
<b>10.2</b>	<b>It's only good when it works</b> (p94) Describe types of technology	<b>more comparative structures</b>	using devices and the internet	<b>/əz/</b> in comparative structures	read a blog about technology and the internet	talk about different types of technology
<b>10.3</b>	<b>The best view in the universe</b> (p96) Discuss the requirements for a job	<b>need to</b>	collocations: science and research	<b>/ʊ/</b> and <b>/uː/</b>	read an article about the International Space Station <b>KEY SKILL</b> Facts and opinions	<b>SPEAKING HUB</b> talk about working in space
<b>10.4</b>	<b>Café Hub</b> <b>Locked out</b> (p98) Make and receive formal and informal phone calls		make and receive formal and informal phone calls	word stress and intonation	watch people making and receiving phone calls	make and receive phone calls role-play calling friends to ask for help
	<b>UNIT REVIEW</b> p100	<b>WRITING</b> (p167) Write a recommendation	<b>KEY SKILL</b> Making recommendations			
<b>U11</b>	<b>NATURAL WORLD</b>					
<b>11.1</b>	<b>Natural wonders</b> (p102) Talk about natural wonders	<b>the passive voice (simple present and simple past)</b>	natural features	<b>/e/</b> and <b>/iː/</b>	listen to a radio show about the Seven Natural Wonders of the World	give a presentation about a natural wonder
<b>11.2</b>	<b>Animal images</b> (p104) Read and talk about wildlife photography	<b>adjective + infinitive</b>	animals	<b>to /tə/</b>	read an article about a wildlife photographer	choose the best animal picture
<b>11.3</b>	<b>Throw-away world</b> (p106) Talk about the causes and effects of plastic pollution	<b>even</b>	<i>somewhere, nowhere, everywhere, anywhere</i>	<b>/l/</b> pronounced and silent	read a news report about plastic pollution <b>KEY SKILL</b> Looking for ways of expressing cause and effect	<b>SPEAKING HUB</b> make a plan to do the Plastic Challenge
<b>11.4</b>	<b>Café Hub</b> <b>Power cut</b> (p108) Tell a story		tell a story	showing interest	watch a someone telling a story	tell and respond to a story
	<b>UNIT REVIEW</b> p110	<b>WRITING</b> (p168) Write an email giving suggestions and advice	<b>KEY SKILL</b> Making suggestions and giving advice			
<b>U12</b>	<b>MEDIA</b>					
<b>12.1</b>	<b>The news</b> (p112) Talk about the pros and cons of online news	<b>reported speech</b>	news expressions	<b>/b /, /ɔː/</b> and <b>/oʊ/</b>	read an article about the news	conduct a class survey about people's attitudes to the news
<b>12.2</b>	<b>On the box</b> (p114) Talk and debate about different TV viewing habits	<b>past perfect</b>	television	word stress in past perfect sentences	read an article about how binge-watching has changed TV	hold a debate about TV shows, box sets and on-demand viewing
<b>12.3</b>	<b>Advertising</b> (p116) Talk about advertising and what makes a good advertisement	<b>should</b>	advertising	<b>/æ/</b> and <b>/e/</b>	listen to a discussion about advertising campaigns <b>KEY SKILL</b> Identifying opinion and attitudes of speakers	<b>SPEAKING HUB</b> plan and present an advertising campaign
<b>12.4</b>	<b>Café Hub</b> <b>Watch this</b> (p118) Give and respond to opinions		give and respond to opinions	agreeing and disagreeing	watch people discussing the pros and cons of soccer	give and respond to opinions
	<b>UNIT REVIEW</b> p120	<b>WRITING</b> (p169) Write a story	<b>KEY SKILL</b> Writing a story			