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		COMMUNICATIVE AIMS	VOCABULARY	GRAMMAR	PRONUNCIATION
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<b>Unit 1</b>		<b>MAKING FRIENDS</b>			
<b>1 Do you really speak Chinese?</b>	10–11	Talking about regular activities Listening for personal information Writing about routines	Likes and dislikes	Simple present	/s/ <u>ch</u> ats /z/ <u>do</u> es /ɪz/ <u>watch</u> es
<b>2 You're standing on my foot!</b>	12–13	Describing what's happening now Talking about what people are wearing Writing descriptions of people	Clothes Colors Actions	Present progressive Relative pronouns: <i>who/that</i>	Syllable stress
<b>3 It's my sister's birthday</b>	14–15	Talking about possessions Reading about a social networking site Writing about what people do, and what they are doing now	Communication technology Jobs and occupations	Possessive adjectives and pronouns Possessive 's and s'	/i/ <u>ea</u> t /eɪ/ <u>br</u> ea <u>k</u>
<b>4 Integrated Skills Personal profiles</b>	16–17	<b>Reading</b> Connecting ideas: webpage interview <b>Listening</b> Checking details of personal information <b>Speaking</b> Interviewing <b>Writing</b> Personal profile <b>Learner Independence</b> Finding the meaning; Personal phrasebook	Personal information Useful expressions	Review	
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<b>Unit 2</b>		<b>FESTIVALS</b>			
<b>1 It's the best street party</b>	22–23	Comparing things Reading an article about two carnivals Writing about cities in your country	Carnivals and festivals Adjectives	Comparative and superlative adjectives	/ə/ <u>fe</u> st <u>i</u> va <u>l</u>
<b>2 We should stay together</b>	24–25	Giving advice Completing a questionnaire Saying where things are	Social customs Prepositions of place Town facilities	<i>should</i> and <i>shouldn't</i>	/s/ <u>s</u> ixty /ʃ/ <u>sh</u> irts
<b>3 I love going to festivals</b>	26–27	Talking about likes and dislikes Saying what people can do Listening to interviews	Music	Verb/Preposition + gerund	Syllable stress
<b>4 Integrated Skills Celebrations</b>	28–29	<b>Reading</b> Topics and details: <i>The New Year Around the World</i> article <b>Listening</b> Choosing the best answers: New Year's Eve in the U.S. <b>Speaking</b> Interviewing <b>Writing</b> Description of a celebration <b>Learner Independence</b> Learning words; Self assessment	New Year's Eve Useful expressions	Review	
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<b>1 A fire started after the earthquake</b>	36–37	Talking about past events (1) Reading about a historical event Listening for mistakes Writing a diary entry	Buildings and places Inventions	Simple past: affirmative and negative	/d/ <u>designed</u> /t/ <u>laughed</u> /ɪd/ <u>invented</u>
<b>2 Did you have fun?</b>	38–39	Talking about past events (2) Listening to match actions and times Talking about weekend activities Writing a diary entry	Famous landmarks Daily activities Adjectives	Simple past: questions and short answers Adverbial phrases of time	Syllable stress
<b>3 It was coming straight toward him</b>	40–41	Describing what was happening Asking for and giving reasons Listening to a description of an accident Writing about a lucky escape	Meteorites Transportation	Past progressive <i>Why? Because ...</i>	/w/ <u>why</u>
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<b>2 Which will we choose?</b>	50–51	Making predictions Reading about the history of recording	Recorded music	Simple future: <i>will/won't</i>	/ɪ/ <u>will</u> /i/ <u>we'll</u>
<b>3 You spoke too fast</b>	52–53	Talking about the way people do things Doing drama exercises Writing about a character in a movie/TV series	Feelings Performance	Adverbs of manner	Syllable stress
<b>4 Integrated Skills TV shows</b>	54–55	<b>Reading</b> Topics: <i>Classic TV Series</i> <b>Listening</b> Choosing the best answers: conversation about a TV series <b>Speaking</b> Interviewing <b>Writing</b> Description of a TV series <b>Learner Independence</b> Word combinations; Using the dictionary	TV shows Grammar words Useful expressions	Review	
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<b>2 Could I borrow some money?</b>	64–65	Ordering a meal in a restaurant Role-play: a conversation between a waiter and customers Writing a dialogue	Food	some and any How much/many? Countable and uncountable nouns can/could for requests	/ʊ/ good /u/ food
<b>3 How do they do it?</b>	66–67	Giving directions Reading an article about GPS Listening for detail	Satellite navigation Prepositions of direction	Object pronouns Verb + indirect and direct object	/ɔ/ walk /ɑ/ stop /oʊ/ go
<b>4 Integrated Skills Suggestions and advice</b>	68–69	<b>Reading</b> Topics: <i>Welcome to TopTeen Travel!</i> advice for travelers <b>Listening</b> Checking details: conversations about travel plans <b>Speaking</b> Role-play: making suggestions and giving advice <b>Writing</b> Dialogue or e-mail giving advice <b>Learner Independence</b> Knowing a word; Using the dictionary	Luggage and clothes Dictionary words Useful expressions	Review	
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<b>2 Have you ever ...?</b>	76–77	Talking about experiences Reading an article about Maglev trains Completing a questionnaire Listening for detail	Transportation	Present perfect with <i>ever/never</i> Indefinite pronouns and adverbs	Word stress in compound nouns
<b>3 Too many tourists</b>	78–79	Saying what's wrong with something Listening to a video commentary Writing about places in your town	Town facilities	<i>too much/too many</i> and <i>(not) enough</i>	/tʃ/ much /ʃ/ shop
<b>4 Integrated Skills Favorite places</b>	80–81	<b>Reading</b> Note-taking: <i>Favorite places</i> facts <b>Listening</b> Note-taking: description of a place <b>Speaking</b> Interviewing <b>Writing</b> Description of a favorite place <b>Learner Independence</b> Organizing vocabulary; Peer assessment	Famous landmarks Useful expressions	Review	
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<b>2 Do we have to go?</b>	90–91	Expressing obligation and lack of obligation Listening to contest rules Writing a questionnaire	Routines and rules	<i>have/has to</i> and <i>don't/doesn't have to</i>	/h/ <u>h</u> ungry
<b>3 Don't be frightened!</b>	92–93	Making suggestions and expressing preferences Listening to a conversation about choices Role-play: deciding on leisure activities Writing an e-mail	Exhibits Animals	Participial adjectives ending in <i>ed/ing</i> Relative pronouns: <i>which/that</i> <i>want to/would like to</i> <i>I'd rather ...</i>	/θ/ <u>e</u> arth /ð/ <u>r</u> ather
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<b>2 What will happen if ...?</b>	102–103	Talking about future possibility Writing about people's personality	Personal details	First conditional	Syllable stress
<b>3 When were the first movies shown?</b>	104–105	Talking about past events (3) Doing a quiz	Review	Simple past passive	Rhyming words
<b>4 Integrated Skills Describing a process</b>	106–107	<b>Reading</b> Order of stages in a process: <i>Walking with Dinosaurs</i> article <b>Listening</b> Order of stages in a process: computer animation <b>Speaking</b> Exchanging information <b>Writing</b> Process description <b>Learner Independence</b> Definitions; Resources for practice	Dinosaurs Computer animation Useful expressions	Review	
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