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1 How are you feeling?	10–11	Talking about states and regular activities Talking about what's happening now Talking about future arrangements Writing a personal profile	Leisure activities School subjects Clothes	Present tense review Adverbial phrases of frequency	/ɒ/ job /ʌ/ club
2 Why didn't I enjoy it more?	12–13	Describing past events Listening to a phone conversation Role play: a phone conversation Writing a diary entry	Adjectives for feelings	Past simple review	/θ/ both /ð/ together
3 She was surfing	14–15	Describing what happened and what was happening Listening to a radio broadcast Writing a newspaper article about a dramatic event	Water Parts of the body Phrasal verbs with <i>get</i>	Past simple and past continuous	/ʃ/ splash /tʃ/ beach
4 Integrated Skills Describing a significant event	16–17	Reading <i>It all started on a bus</i> article Listening Identifying speakers and noting details Speaking Interviewing Guided Writing Describing a significant event Learner Independence Learning diary; Word creation: prefixes <i>dis-</i> and <i>un-</i>	Feelings Useful expressions	Revision	
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2 Promise to work together	24–25	Talking about skills, abilities and ambitions Listening to an interview Completing a questionnaire	Music and dance Skills	Verb (+ object) + infinitive	Syllable stress
3 Books are left in public places	26–27	Describing a system Writing a book review Doing a quiz	Books Phrasal verbs with <i>up</i> World records	Present simple passive	Linking: consonant sound + vowel
4 Integrated Skills Describing a picture	28–29	Reading Matching texts with pictures: <i>What's your favourite picture?</i> Listening Listening for details in a description Speaking Interviewing Guided Writing Describing a picture Learner Independence Classroom English; Word creation: adjective suffixes <i>-ful</i> and <i>-less</i>	Art styles Feelings Useful expressions	Linking words: <i>which</i> and <i>who</i>	
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2 When can you drive a car?	38–39	Expressing obligation and prohibition Listening to information about UK laws	Rules and regulations Laws and age limits	<i>must</i> and <i>mustn't</i> / <i>can't</i> <i>have/has to</i> and <i>don't/doesn't have to</i> Reflexive pronouns	Syllable stress
3 You should calm down!	40–41	Giving advice Reading an online problem page Writing notes about problems	School life Teenage problems Adjectives for opinions Phrasal verbs with <i>down</i>	<i>should/ought to</i> and <i>shouldn't</i> <i>had better (not)</i> Adjective + infinitive	/æ/ <i>sad</i> /e/ <i>said</i>
4 Integrated Skills Discussing facts and opinions	42–43	Reading Comparing the language of fact and opinion: <i>Global Issues</i> Listening Noting details about saving energy Speaking Interviewing Guided Writing Expressing opinions about saving energy Learner Independence Learning contracts; Word creation: adjective prefixes: <i>il-</i> , <i>im-</i> and <i>in-</i>	Poverty and aid Energy and water Useful expressions	Linking words: <i>however</i> and <i>and</i>	
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1 She saw furniture moving	48–49	Describing what you can see and hear Describing a picture Listening to a story in sounds	Sensations and sounds	Verbs of perception + present participle <i>can/could</i> + verbs of perception	/eə/ <i>hair</i> /ɪə/ <i>hear</i>
2 I'll keep my fingers crossed!	50–51	Making predictions, promises and offers Talking about plans and intentions Listening and predicting what happens in a story	Superstitions Phrasal verbs with <i>out</i>	Future review: <i>will/won't</i> , <i>shall</i> and <i>going to</i>	/æ/ <i>bad</i> /ʌ/ <i>luck</i>
3 If you follow this advice ...	52–53	Talking about future possibility Completing a questionnaire	Memory School life	First conditional	Syllable stress
4 Integrated Skills Telling a story	54–55	Reading <i>Rebecca</i> story Speaking Continuing the story based on pictures and predicting outcomes Listening Listening to check predictions Guided Writing Retelling the end of the story Learner Independence Guessing the meaning; Word creation: noun → adjective, verb → noun	Useful expressions	Revision	
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2	Have you ever wondered ...?	64–65	Talking about experiences Reading an article about extreme sports Writing about things you want to do but have never done	Sport	Present perfect with <i>ever</i> and <i>never</i> Present perfect and past simple Word stress: compound nouns
3	We've been friends ever since we met	66–67	Talking about achievements and important events Interviewing	Sport Prepositions Personal information	Present perfect with <i>for</i> and <i>since</i> Syllable stress
4	Integrated Skills Describing personal experience	68–69	Reading Connecting ideas: blog about a journey Listening Checking details: conversation about an itinerary Speaking Planning a backpacking trip Guided Writing Blog describing a trip Learner Independence Self assessment; Word creation: noun suffix <i>-ity</i>	Countries Geographical features Useful expressions	Linking words: <i>so</i> and <i>because</i>
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2	People didn't use to throw things away	76–77	Talking about past habits and states Reading an article about recycling Writing about changes in your life	Recycling Household items Materials	<i>used to</i> + infinitive <i>/eɪ/ waste</i> <i>/e/ west</i>
3	The first car was invented by him	78–79	Talking about inventions Reading about Leonardo da Vinci's inventions Doing a quiz Writing about the best/worst inventions	Inventions Phrases with <i>do</i> and <i>make</i>	Past simple passive Syllable stress
4	Integrated Skills Describing a process	80–81	Reading Connecting ideas: <i>Ancient Inventions</i> article Listening Ordering the stages in a process Speaking Describing a process Guided Writing Process description Learner Independence Self assessment; Word creation: noun suffixes <i>-er</i> , <i>-or</i> and <i>-ist</i>	Inventions Useful expressions	Linking words: <i>although</i>
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2 He said he couldn't remember	90–91	Reporting what someone said Reading an article about the invention of email Listening to the differences between what was said and what actually happened Reporting good news	Email Communication technology	Reported statements: <i>say</i> and <i>tell</i>	/g/ dog /k/ dock
3 They asked how he had got the idea	92–93	Reporting what someone asked Role play: interviewing an inventor Writing a report of an interview	Education Phrasal verbs with <i>go</i>	Reported questions	Syllable stress
4 Integrated Skills Telling a story	94–95	Reading Details: <i>Amazing Rescue</i> newspaper story Listening Details: radio news Speaking Comparing newspaper and radio news reports of the same story Guided Writing News story about a rescue Learner Independence Using the Internet to practise language skills; Word creation: noun suffix <i>-tion</i>	Sailing and the sea Useful expressions	Linking words: sequencing adverbs	
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2 What would you do?	102–103	Talking about imaginary or unlikely situations Giving advice Completing a questionnaire Listening to note down answers	Geographical features Weather Illnesses and ailments Survival kit	Second conditional	Pronunciation of <i>gh</i>
3 You'd like to stay there, wouldn't you?	104–105	Asking for agreement and checking information Doing a quiz Writing descriptions	Buildings	Question tags	Intonation in question tags
4 Integrated Skills Describing a country	106–107	Reading Topics: <i>Australia</i> website description Listening Specific information: description of Canada Speaking Exchanging information Guided Writing Describing a country Learner Independence English resources outside school; Word creation: adjective suffix <i>-al</i>	Geographical features Animals Climate Useful expressions	Revision	
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