

# CONTENTS

		COMMUNICATIVE AIMS	VOCABULARY	GRAMMAR	PRONUNCIATION
Welcome!	6-7	Talking about learning	Language learning Classroom activities	Present simple and present continuous	
Preview Units 1-2 8-9					
Unit <b>1</b>		TURNING POINTS			
<b>1 How are you feeling?</b>	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
<b>2 Why didn't I enjoy it more?</b>	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
<b>3 She was surfing</b>	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
<b>4 Integrated Skills Describing a significant event</b>	16-17	<b>Reading</b> <i>It all started on a bus</i> article <b>Listening</b> Identifying speakers and noting details <b>Speaking</b> Interviewing <b>Guided Writing</b> Describing a significant event <b>Learner Independence</b> Learning diary; Word creation: prefixes <i>dis-</i> and <i>un-</i>	Feelings Useful expressions	Revision	
Inspiration Extra!	18-19	<b>Language Links</b> <b>Sketch</b> <i>The Mirror</i> <b>Revision &amp; Extension</b> <b>Your Choice!</b>			
Culture	20-21	<b>Women in the world</b>			
Unit <b>2</b>		ARTS			
<b>1 You can't help laughing</b>	22-23	Talking about likes and dislikes Agreeing and disagreeing Writing a film review	Films Adjectives for opinions	Verb/Preposition + gerund <i>so/nor</i> + auxiliary verbs	Syllable stress
<b>2 Promise to work together</b>	24-25	Talking about skills, abilities and ambitions Listening to an interview Completing a questionnaire	Music and dance Skills	Verb (+ object) + infinitive	Syllable stress
<b>3 Books are left in public places</b>	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
<b>4 Integrated Skills Describing a picture</b>	28-29	<b>Reading</b> Matching texts with pictures: <i>What's your favourite picture?</i> <b>Listening</b> Listening for details in a description <b>Speaking</b> Interviewing <b>Guided Writing</b> Describing a picture <b>Learner Independence</b> 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>	
Inspiration Extra!	30-31	<b>Project</b> <i>Two-minute talks</i> <b>Revision &amp; Extension</b> <b>Your Choice!</b>			
Review Units 1-2	32-33	Self Assessment			



		COMMUNICATIVE AIMS	VOCABULARY	GRAMMAR	PRONUNCIATION	
Preview Units 3–4 34–35						
Unit	3	OPINIONS				
1	There could be tens of billions of planets	36–37	Making logical deductions and discussing possibility Writing definitions	Space The solar system	<i>must</i> and <i>can't</i> <i>could</i> , <i>may</i> and <i>might</i>	Silent letters
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	<b>Reading</b> Comparing the language of fact and opinion: <i>Global Issues</i> <b>Listening</b> Noting details about saving energy <b>Speaking</b> Interviewing <b>Guided Writing</b> Expressing opinions about saving energy <b>Learner Independence</b> 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>	
Inspiration Extra!		44–45	<b>Language Links</b> <b>Sketch</b> <i>Sign Language</i>	<b>Revision &amp; Extension</b>	<b>Your Choice!</b>	
Culture		46–47	<b>Good reads</b>			
Unit	4	MIND OVER MATTER				
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/</i> <i>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	<b>Reading</b> <i>Rebecca</i> story <b>Speaking</b> Continuing the story based on pictures and predicting outcomes <b>Listening</b> Listening to check predictions <b>Guided Writing</b> Retelling the end of the story <b>Learner Independence</b> Guessing the meaning; Word creation: noun → adjective, verb → noun	Useful expressions	Revision	
Inspiration Extra!		56–57	<b>Project</b> <i>Mystery report</i>	<b>Revision &amp; Extension</b>	<b>Your Choice!</b>	
Review Units 3–4		58–59	<b>Self Assessment</b>			



# CONTENTS

		COMMUNICATIVE AIMS	VOCABULARY	GRAMMAR	PRONUNCIATION
Preview Units 5–6 60–61					
Unit	<b>5</b>	CHALLENGES			
<b>1</b>	<b>Has she learnt first aid yet?</b>	62–63	Talking about what has and hasn't happened Reading an article about a journey	Countries Phrases with <i>go</i> , <i>learn</i> and <i>ride</i>	Present perfect with <i>just</i> , <i>already</i> , <i>yet</i>  <i>/eə/ where</i> <i>/eɪ/ way</i>
<b>2</b>	<b>Have you ever wondered ...?</b>	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
<b>3</b>	<b>We've been friends ever since we met</b>	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
<b>4</b>	<b>Integrated Skills Describing personal experiences</b>	68–69	<b>Reading</b> Connecting ideas: blog about a journey <b>Listening</b> Checking details: conversation about an itinerary <b>Speaking</b> Planning a backpacking trip <b>Guided Writing</b> Blog describing a trip <b>Learner Independence</b> Self assessment; Word creation: noun suffix <i>-ity</i>	Countries Geographical features Useful expressions	Linking words: <i>so</i> and <i>because</i>
Inspiration Extra!		70–71	<b>Language Links</b> <b>Sketch</b> <i>The Interview</i>	<b>Revision &amp; Extension</b>	<b>Your Choice!</b>
Culture		72–73	<b>Tourism</b>		
Unit	<b>6</b>	THAT'S CLEVER!			
<b>1</b>	<b>He had won awards</b>	74–75	Describing a sequence of past events Reading an article about teenage inventors Writing about what you did yesterday	Disability	Past perfect  Syllable stress
<b>2</b>	<b>People didn't use to throw things away</b>	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 + infinitive</i>  <i>/eɪ/ waste</i> <i>/e/ west</i>
<b>3</b>	<b>The first car was invented by him</b>	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
<b>4</b>	<b>Integrated Skills Describing a process</b>	80–81	<b>Reading</b> Connecting ideas: <i>Ancient Inventions</i> article <b>Listening</b> Ordering the stages in a process <b>Speaking</b> Describing a process <b>Guided Writing</b> Process description <b>Learner Independence</b> Self assessment; Word creation: noun suffixes <i>-er</i> , <i>-or</i> and <i>-ist</i>	Inventions Useful expressions	Linking words: <i>although</i>
Inspiration Extra!		82–83	<b>Project</b> <i>An extraordinary person</i>	<b>Revision &amp; Extension</b>	<b>Your Choice!</b>
Review Units 5–6		84–85	<b>Self Assessment</b>		



		COMMUNICATIVE AIMS	VOCABULARY	GRAMMAR	PRONUNCIATION
Preview Units 7–8 86–87					
Unit	<b>7</b>	COMMUNICATION			
<b>1</b>	<b>He asked her not to go</b>	88–89	Reporting requests and commands Reading an article about animal language learners Describing parents' instructions	Animals Language Phrasal verbs: opposites	<i>ask/tell</i> + object + infinitive Linking
<b>2</b>	<b>He said he couldn't remember</b>	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> <b>/g/</b> dog <b>/k/</b> dock
<b>3</b>	<b>They asked how he had got the idea</b>	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
<b>4</b>	<b>Integrated Skills Telling a story</b>	94–95	<b>Reading</b> Details: <i>Amazing Rescue</i> newspaper story <b>Listening</b> Details: radio news <b>Speaking</b> Comparing newspaper and radio news reports of the same story <b>Guided Writing</b> News story about a rescue <b>Learner Independence</b> Using the Internet to practise language skills; Word creation: noun suffix <i>-tion</i>	Sailing and the sea Useful expressions	Linking words: sequencing adverbs
Inspiration Extra!		96–97	<b>Language Links</b> <b>Sketch</b> <i>Hotel Reception</i>	<b>Revision &amp; Extension</b>	<b>Your Choice!</b>
Culture		98–99	<b>Global English</b>		
Unit	<b>8</b>	NATURAL WORLD			
<b>1</b>	<b>They should have thought ...</b>	100–101	Criticising past actions Doing a quiz and reading an interview about water Describing past situations you regret	Water	<i>should(n't) have/ought to have</i> <b>/dʒ/</b> jump <b>/ʃ/</b> shark <b>/tʃ/</b> punch
<b>2</b>	<b>What would you do?</b>	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>
<b>3</b>	<b>You'd like to stay there, wouldn't you?</b>	104–105	Asking for agreement and checking information Doing a quiz Writing descriptions	Buildings	Question tags Intonation in question tags
<b>4</b>	<b>Integrated Skills Describing a country</b>	106–107	<b>Reading</b> Topics: <i>Australia</i> website description <b>Listening</b> Specific information: description of Canada <b>Speaking</b> Exchanging information <b>Guided Writing</b> Describing a country <b>Learner Independence</b> English resources outside school; Word creation: adjective suffix <i>-al</i>	Geographical features Animals Climate Useful expressions	Revision
Inspiration Extra!		108–109	<b>Project</b> <i>Extreme places</i>	<b>Revision &amp; Extension</b>	<b>Your Choice!</b>
Review Units 7–8 110–111 Self Assessment					
Language File 112		Word List 122	Irregular Verbs 127	Pronunciation Guide 127	