

# Contents

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>U1 COMMUNICATION</b>				
1.1	<b>Communication today</b> (p2) Update your status on social media Make a short podcast	<b>present simple and present continuous</b>	seeing and hearing	schwa /ə/
1.2	<b>Who owns English?</b> (p6) Plan and conduct an interview Use rhetorical questions in a presentation	<b>subject and object questions</b>	languages	pronouncing questions
1.3	<b>Café Hub Welcome back</b> (p10) Ask for, offer and respond to help		ask for, offer and respond to help	intonation and stress
	<b>UNIT REVIEW</b> (p12)	<b>WRITING</b> (p156) Write a report about trends   <b>KEY SKILL</b> Using formal language in reports		
<b>U2 EXPERIENCES</b>				
2.1	<b>Important decisions</b> (p14) Talk about past experiences and things you want to do Talk about a life-changing decision	<b>present perfect simple and past simple</b>	collocations: making big decisions	's and 've
2.2	<b>You can do it!</b> (p18) Talk about an inspirational person Talk about solving a problem	<b>present and past ability</b>	dependent prepositions problems and solutions	word stress: verbs with two syllables
2.3	<b>Café Hub Picture this</b> (p22) Ask for, give and refuse permission		permission	intonation and stress in questions
	<b>UNIT REVIEW</b> (p24)	<b>WRITING</b> (p157) Write an informal email   <b>KEY SKILL</b> Informal writing		
<b>U3 ON THE MOVE</b>				
3.1	<b>Travel experiences</b> (p26) Talk about a difficult journey or travel experience Talk about behaviour on public transport	<b>narrative tenses</b>	collocations: travel information nouns ending in <i>-ion</i>	word stress in nouns ending in <i>-ion</i>
3.2	<b>Travel smart</b> (p30) Evaluate suggestions and justify a choice Talk about why a plan didn't work	<b>articles and quantifiers</b>	gradable and ungradable adjectives	sentence stress: quantifiers
3.3	<b>Café Hub Getting there</b> (p34) Tell a story		telling a story in five stages	intonation in responses
	<b>UNIT REVIEW</b> (p36)	<b>WRITING</b> (p158) Write an email of complaint   <b>KEY SKILL</b> Using adverbs to give emphasis		
<b>U4 CHANGE</b>				
4.1	<b>Personal change</b> (p38) Talk about resolutions and plans Talk about a life-changing book or film	<b>future forms</b>	collocations: goals and resolutions	intonation for attitude and mood
4.2	<b>Social change</b> (p42) Make and discuss predictions Discuss problems, reasons and consequences	<b>making predictions</b>	prefixes: <i>dis-</i> , <i>mis-</i> , <i>over-</i> , <i>re-</i> , <i>under-</i>	contraction of <i>will</i> linking final consonant and first vowel sounds
4.3	<b>Café Hub Part-time</b> (p46) Clarify and ask for clarification Make and deal with complaints		clarification making and dealing with complaints	intonation and stress
	<b>UNIT REVIEW</b> (p48)	<b>WRITING</b> (p159) Write a short essay   <b>KEY SKILL</b> Using linking words to introduce reasons and consequences		
<b>U5 WORK AND BUSINESS</b>				
5.1	<b>At work</b> (p50) Discuss and give advice about employment skills and career interests Discuss and suggest workplace benefits and changes	<b>past habits and states</b>	employment skills and qualities verbs of influence	Intonation and rhythm: holding your turn
5.2	<b>In business</b> (p54) Describe and evaluate a small business Talk about environmental business ideas	<b>the passive</b>	business collocations	silent consonants
5.3	<b>Café Hub Major presentation</b> (p58) Structure a presentation		structuring a presentation	ordering adverbs
	<b>UNIT REVIEW</b> (p60)	<b>WRITING</b> (p160) Write a covering letter for a job application   <b>KEY SKILL</b> Paragraph structure		

READING • LISTENING	SPEAKING • WRITING
read a text about 'My perfect online life' listen to a homemade podcast <b>KEY SKILL</b> Listening to check predictions	discuss pictures on your phone write a social media update <b>SPEAKING HUB</b> make a podcast about an experiment
listen to a discussion about English language <b>KEY SKILL</b> Rhetorical questions	interview a classmate about their experience of English <b>SPEAKING HUB</b> give a presentation about language learning
 watch a video about someone asking for help	ask a friend for help
read a blog about achievable bucket lists listen to a radio interview about a life-changing decision <b>KEY SKILL</b> Listening for the main idea	write and discuss your achievable bucket list <b>SPEAKING HUB</b> interview a classmate about a life-changing decision
read a news article about an older man looking for employment <b>KEY SKILL</b> Deducing the meaning of unknown words from context listen to four people talking about a time they overcame a problem	give a presentation about an inspirational person <b>SPEAKING HUB</b> ask and answer interview questions about problem-solving skills
 watch a video about a photoshoot	ask for and give permission for something
listen to a radio phone-in programme about bad travel experiences read a social science article on talking to people on public transport <b>KEY SKILL</b> Skim-reading to build a map of a text	tell a story for a radio show <b>SPEAKING HUB</b> discuss annoying behaviour on public transport
read an article about Helsinki's <i>Kutsuplus</i> transport scheme listen to a town council meeting discussing 'car-free days' <b>KEY SKILL</b> Listening for signposting language	discuss Helsinki's <i>Kutsuplus</i> transport scheme <b>SPEAKING HUB</b> evaluate proposals to reduce the traffic problems and pollution in a city
 watch a video about someone telling a story	tell a story about someone you used to spend time with
listen to two friends talking about resolutions on a Skype call read about the book <i>Life Cycle</i> <b>KEY SKILL</b> Summarising listen to four people talking about books or films that changed their lives	make and compare resolutions <b>SPEAKING HUB</b> discuss how a book or film changed your life
read a text about super-forecasters listen to a radio programme about the future of the countryside in Japan <b>KEY SKILL</b> Paraphrasing	discuss predictions for life in the future <b>SPEAKING HUB</b> discuss solutions to predicted problems
 watch a video about complaints	act out a restaurant scene
listen to a conversation between a careers advisor and client read a text about modern offices <b>KEY SKILL</b> Following reference links in a text	<b>SPEAKING HUB</b> interview a classmate to give careers advice <b>SPEAKING HUB</b> discuss and agree a plan to redesign an office
read a text about a business that is selling bottled air listen to a business podcast about marketing <b>KEY SKILL</b> Listening for examples	<b>SPEAKING HUB</b> present a company for an award <b>SPEAKING HUB</b> talk about an environmental business idea on a podcast
 watch a video about a presentation	give a presentation about a personal possession

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<b>U6</b>	<b>SPORTS AND HOBBIES</b>			
6.1	<b>Take part!</b> (p62) Describe a sport or game Give a short, persuasive talk	<b>modals of obligation</b>	adjectives ending in <i>-ive</i> sport	rhythm: pausing
6.2	<b>Hobbies</b> (p66) Talk about hobbies and free time activities Discuss trying new things	<b>present perfect continuous</b> <i>had to / needed to</i>	hobbies and free time activities	<i>been</i> : weak form
6.3	<b>Café Hub You got served</b> (p70) Express your opinion		express an opinion	intonation for expressing opinions
	<b>UNIT REVIEW</b> (p72)	<b>WRITING</b> (p161) Write an article for a magazine	<b>KEY SKILL</b> Introductory clauses	
<b>U7</b>	<b>FOOD</b>			
7.1	<b>Eating out</b> (p74) Talk about eating out Make speculations and deductions about food	<b>modals of speculation and deduction</b>	phrasal verbs adjectives to describe food	diphthongs word stress with modals
7.2	<b>Food fads</b> (p78) Compare different types of food Compare a range of solutions and choose the best one	<b>comparatives and superlatives</b> <i>the ..., the ...</i>	waste	vowel + w
7.3	<b>Café Hub Comfort eating</b> (p82) Make suggestions		making suggestions	suggestions
	<b>UNIT REVIEW</b> (p84)	<b>WRITING</b> (p162) Write a reply in an online discussion forum	<b>KEY SKILL</b> Comparing and recommending	
<b>U8</b>	<b>INNOVATION</b>			
8.1	<b>Making a difference</b> (p86) Explain how an invention works Suggest and evaluate creative ideas	<b>relative clauses</b>	word families creative thinking	relative clauses
8.2	<b>Must-have gadgets</b> (p90) Use positive language to promote a new product Give a friend advice about choosing a gadget	<b>zero and first conditionals</b> <b>conditionals with modals and imperatives</b>	positive adjectives	<i>'ll</i> and <i>won't</i>
8.3	<b>Café Hub Flat-packed</b> (p94) Give and follow instructions		giving and following instructions	sentence stress
	<b>UNIT REVIEW</b> (p96)	<b>WRITING</b> (p163) Write a biography	<b>KEY SKILL</b> Using linking words to show contrast	
<b>U9</b>	<b>THE ARTS</b>			
9.1	<b>Art for everybody</b> (p98) Suggest improvements to a proposal Plan an arts event	<b>second conditional</b>	the arts verbal idioms	<i>/tʃ/, /ʃ/</i> and <i>/k/</i>
9.2	<b>Tell me a story</b> (p102) Report a conversation Create a collaborative story	<b>reported speech</b>	reporting verbs	using your voice to make a story more interesting
9.3	<b>Café Hub Leaving London</b> (p106) Talk about films and books		phrases to talk about films	words connected to films
	<b>UNIT REVIEW</b> (p108)	<b>WRITING</b> (p164) Write a review	<b>KEY SKILL</b> Using colons to introduce explanations	
<b>U10</b>	<b>PSYCHOLOGY</b>			
10.1	<b>Making up your mind</b> (p110) Talk about different versions of past events Talk about past mistakes	<b>third conditional</b> <i>should have + past participle</i>	psychology verbs expressions with <i>mind</i>	third conditional
10.2	<b>Wish lists</b> (p114) Talk about your wishes and regrets Plan a to-do list	<b>hopes and wishes</b>	reflexive verbs staying organised	emphasis and reflexive pronouns
10.3	<b>Café Hub Come home</b> (p118) Make and accept apologies		make and accept apologies	vowel sounds
	<b>UNIT REVIEW</b> (p120)	<b>WRITING</b> (p165) Write a report	<b>KEY SKILL</b> Writing a report	

Irregular verbs (p121)   Grammar Hub (p122)   Vocabulary Hub (p142)   Communication Hub (p147)   Writing lessons (p156)   Audio scripts (p166)

READING • LISTENING	SPEAKING • WRITING
<p>read an article about the sport of snowball fighting in Scotland listen to a talk about eSports <b>KEY SKILL</b> Listening for main and supporting points</p>	<p>describe a sport or a game and discuss sports <b>SPEAKING HUB</b> give a persuasive talk about a sport or a game</p>
<p>listen to a radio programme about hobbies and free time activities read about a person who tries something new every month for six months <b>KEY SKILL</b> Identifying tone</p>	<p><b>SPEAKING HUB</b> interview your classmates about their free time activities <b>SPEAKING HUB</b> talk and ask about new activities</p>
<p>▶ watch a video about different types of food</p>	<p>give an opinion about doing exercise</p>
<p>read an article about supper clubs <b>KEY SKILL</b> Hidden contrasts listen to a conversation at a dinner party</p>	<p>plan and present a supper club <b>SPEAKING HUB</b> describe a dish you would like to bring to a dinner party</p>
<p>read a food fad blog listen to a radio show about household food waste <b>KEY SKILL</b> Identifying people's opinions</p>	<p>ask and answer questions using superlatives <b>SPEAKING HUB</b> give a presentation about how to reduce food waste in the home</p>
<p>▶ watch a video about a problem and a suggestion</p>	<p>talk about possible solutions to problems</p>
<p>read a text about a Canadian inventor read a short text on 'thinking outside the box' listen to friends discussing what you can do to be more creative <b>KEY SKILL</b> Listening for problems and solutions</p>	<p>talk about a person, a place and an object <b>SPEAKING HUB</b> talk about ideas for creating a website</p>
<p>listen to a podcast about new gadgets read a magazine article about gadgets <b>KEY SKILL</b> Topic sentences</p>	<p>invent a new gadget and promote it <b>SPEAKING HUB</b> give advice to a friend who wants to buy a gadget</p>
<p>▶ watch a video about people assembling furniture</p>	<p>follow and give practical instructions</p>
<p>listen to finalists from a public arts competition read an article about immersive theatre <b>KEY SKILL</b> Using linking words to understand the writer's opinion</p>	<p>discuss proposals for an arts venue and suggest improvements <b>SPEAKING HUB</b> discuss ideas for an immersive theatre performance</p>
<p>listen to two friends talking about <i>The Great Gatsby</i> read an extract from <i>The Great Gatsby</i> listen to two friends talking about storytelling <b>KEY SKILL</b> Listening for definitions of new words</p>	<p>talk about books and stories and report a conversation <b>SPEAKING HUB</b> create and tell a collaborative story</p>
<p>▶ watch a video about a film</p>	<p>describe a favourite film</p>
<p>read an article about thinking rationally and decision making listen to a conversation between two friends about a failed shopping trip <b>KEY SKILL</b> Listening for phrases that support an argument</p>	<p>discuss different outcomes of past events <b>SPEAKING HUB</b> discuss past mistakes</p>
<p>listen to a conversation on the power of habit read about the psychology of the to-do list <b>KEY SKILL</b> Bridge sentences</p>	<p>talk about wishes, hopes, regrets and dreams <b>SPEAKING HUB</b> make a wish list into a to-do list</p>
<p>▶ watch a video about an apology</p>	<p>act out conversations to make and accept apologies</p>