

# Contents

	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>U1</b>	<b>CONNECTIONS</b>			
<b>1.1</b>	<b>Personality</b> (p2) Talk about reactions and feelings Design and present a meet-up group	<b>question forms</b>	feelings	intonation in <i>yes/no</i> and <i>wh-</i> questions
<b>1.2</b>	<b>Who we are</b> (p6) Compare, contrast and summarise short biographies Talk about people that have influenced you	<b>tense review</b>	personality adjectives noun suffixes	connected speech: final consonant and initial vowel
<b>1.3</b>	<b>Café Hub Keeping it in the family</b> (p10) give your opinion on the role of inherited ability in success		idioms: family	
	<b>UNIT REVIEW</b> (p12)	<b>WRITING</b> (p154) Write a formal letter asking for information   <b>KEY SKILL</b> Structuring formal letters		
<b>U2</b>	<b>LIFESTYLES</b>			
<b>2.1</b>	<b>A full life</b> (p14) Talk about health and lifestyle choices Plan and conduct a lifestyle survey	<b>present perfect simple and present perfect continuous</b>	health and fitness	connected speech: present perfect continuous
<b>2.2</b>	<b>Change</b> (p18) Conduct an interview about lifestyle changes Debate the impact of smartphones	<b>used to, would, get used to, be used to</b>	adverbs of stance adverb + adjective collocations	catenation: <i>used to</i>
<b>2.3</b>	<b>Café Hub Clean eating</b> (p22) give your opinion on food choices		adding emphasis	
	<b>UNIT REVIEW</b> (p24)	<b>WRITING</b> (p155) Write an article giving advice   <b>KEY SKILL</b> Using different structures to give advice		
<b>U3</b>	<b>SURVIVAL</b>			
<b>3.1</b>	<b>Staying alive</b> (p26) Create a collaborative story Tell a personal anecdote	<b>narrative tenses</b>	descriptive verbs	dramatic storytelling techniques
<b>3.2</b>	<b>Fear and danger</b> (p30) Discuss priorities in a survival situation Talk about fears and offer advice	<b>alternatives to <i>if</i> in conditionals</b>	phrasal verbs to describe problems dependent prepositions: adjectives	intonation in conditional sentences
<b>3.3</b>	<b>Café Hub Don't look down</b> (p34) describe a journey		shortened idioms	
	<b>UNIT REVIEW</b> (p36)	<b>WRITING</b> (p156) Write a short story   <b>KEY SKILL</b> Using adverbs to add detail to a story		
<b>U4</b>	<b>THE FUTURE</b>			
<b>4.1</b>	<b>My future</b> (p38) Talk about future plans and goals Make predictions about the future of work	<b>future forms</b>	noun + preposition collocations nouns and verbs with the same spelling	nouns and verbs with the same spelling
<b>4.2</b>	<b>What will life be like?</b> (p42) Evaluate future predictions Debate a range of transport proposals	<b>future perfect simple, future continuous and future perfect continuous</b>	intensifiers	intonation with intensifiers
<b>4.3</b>	<b>Café Hub The robot revolution</b> (p46) give your opinion on automation in the workplace		<i>right</i>	
	<b>UNIT REVIEW</b> (p48)	<b>WRITING</b> (p157) Write a for and against blog post   <b>KEY SKILL</b> Structuring a for and against blog post		
<b>U5</b>	<b>CHANGE</b>			
<b>5.1</b>	<b>Changing environment</b> (p50) Summarise a sequence of past events Evaluate a range of proposals	<b>the passive causative <i>have</i> and <i>get</i></b>	green vocabulary	glottal stops
<b>5.2</b>	<b>Changing places</b> (p54) Talk about changes in your town or city Evaluate candidates and put together a team	<b>-ing and infinitive forms</b>	describing areas of a city prefixes	words that lose a syllable
<b>5.3</b>	<b>Café Hub Getting into the habit</b> (p58) discuss ways to help the environment		conditional counterarguments	
	<b>UNIT REVIEW</b> (p60)	<b>WRITING</b> (p158) Write a problem solution article   <b>KEY SKILL</b> Describing problems and solutions		

READING • LISTENING	SPEAKING • WRITING
<p>read an online article about everyday heroes  <b>KEY SKILL</b> Skimming for the main ideas                      listen to three conversations at meet-up groups</p>	<p>discuss how you would react in three different scenarios  <b>SPEAKING HUB</b>                      plan and present an idea for a new meet-up group in your area</p>
<p>read biographies of famous people who overcame challenges                      listen to a radio interview about personality types  <b>KEY SKILL</b> Listening for the main ideas</p>	<p>research and discuss famous people that overcame great challenges  <b>SPEAKING HUB</b>                      discuss someone influential from your past</p>
<p>▶ watch a video about an Olympic medal winner                      ▶ watch people talking about family traits</p>	<p><b>KEY SKILL</b> Developing and introducing new topics  <b>SPEAKING HUB</b>                      debate the influence of practice on ability</p>
<p>read a newspaper article about how to live longer                      listen to radio interviews about lifestyle changes  <b>KEY SKILL</b> Listening for reasons</p>	<p>discuss health, fitness and modern lifestyles  <b>SPEAKING HUB</b>                      conduct a lifestyle survey and offer advice</p>
<p>listen to a TV interview about quitting the rat race                      read a for and against article about the impact of social media  <b>KEY SKILL</b> Identifying assumptions</p>	<p>interview your partner about how their life has changed over the last ten years  <b>SPEAKING HUB</b>                      have a debate about the impact of smartphones on personal relationships</p>
<p>▶ watch a video about clean eating                      ▶ watch people talking about food</p>	<p><b>KEY SKILL</b> Backchannelling and lexical repetition  <b>SPEAKING HUB</b>                      present your opinion on veganism</p>
<p>read a newspaper article about someone who survived against the odds  <b>KEY SKILL</b> Following the sequence of a narrative                      listen to a radio phone-in programme about extreme sports</p>	<p>tell a dramatic survival story  <b>SPEAKING HUB</b>                      tell an anecdote from your personal experience</p>
<p>read an interview with a survival expert                      listen to an extract from an audiobook about phobias  <b>KEY SKILL</b> Listening for definitions, examples and explanations</p>	<p>discuss how to survive a dangerous situation  <b>SPEAKING HUB</b>                      discuss people's fears and how to address them</p>
<p>▶ watch a video about climbing a mountain                      ▶ watch someone telling an anecdote</p>	<p><b>KEY SKILL</b> Backtracking  <b>SPEAKING HUB</b>                      tell an anecdote about a journey</p>
<p>listen to a podcast about turning points in people's lives                      read a magazine article about the future of work  <b>KEY SKILL</b> Identifying evidence</p>	<p>interview your partner about their plans and goals  <b>SPEAKING HUB</b>                      discuss jobs and automation</p>
<p>read a magazine article about predictions in films                      listen to a debate about the future of transport  <b>KEY SKILL</b> Identifying agreement and disagreement</p>	<p>discuss predictions from film and TV  <b>SPEAKING HUB</b>                      debate transport options in a city</p>
<p>▶ watch a video about the automation of jobs                      ▶ watch people talking about running a small business</p>	<p><b>KEY SKILL</b> Asking for clarification  <b>SPEAKING HUB</b>                      conduct an interview on the use of robots in the workplace</p>
<p>read a magazine article about the reintroduction of wolves in Yellowstone park  <b>KEY SKILL</b> Identifying cause and effect                      listen to a radio interview about making a house more eco-friendly</p>	<p>describe changes to an ecosystem  <b>SPEAKING HUB</b>                      discuss how to make a school more eco-friendly</p>
<p>read an article about fast-growing cities                      listen to a radio interview with Mars One applicants  <b>KEY SKILL</b> Listening for rhetorical questions</p>	<p>discuss key changes in your town or city  <b>SPEAKING HUB</b>                      select the perfect team for a Mars mission</p>
<p>▶ watch a video about how to encourage changes in behaviour                      ▶ watch people discussing a green issue</p>	<p><b>KEY SKILL</b> Taking the floor  <b>SPEAKING HUB</b>                      prioritise steps we can take to live a greener lifestyle</p>

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<b>U6</b>	<b>COMING OF AGE</b>			
<b>6.1</b>	<b>The right method?</b> (p62) Discuss rules in education Talk about changes to education in your country	<b>obligation, prohibition and permission</b>	education	intonation to show interest
<b>6.2</b>	<b>Traditions of youth</b> (p66) Discuss age milestones in your country Debate the best time to start university	<b>articles</b>	compound adjectives phrases with <i>make</i> and <i>do</i>	intrusive /j/ sounds
<b>6.3</b>	<b>Café Hub A new perspective</b> (p70) give your opinion on an aspect of education		emphatic structures	
	<b>UNIT REVIEW</b> (p72)	<b>WRITING</b> (p159) Write a report   <b>KEY SKILL</b> Describing data		
<b>U7</b>	<b>COMMUNITY</b>			
<b>7.1</b>	<b>Open spaces</b> (p74) Discuss community development projects Discuss responses to hypothetical situations	<b>first conditional with different future forms unreal conditionals</b>	verbs to describe change	connected speech in conditionals
<b>7.2</b>	<b>Make a change</b> (p78) Talk about wishes and regrets Design and present a community project	<b>wish and if only</b>	three-part phrasal verbs compound nouns	two-stress phrasal verbs
<b>7.3</b>	<b>Café Hub A shared vision</b> (p82) give your opinion on a social initiative		<i>you know</i>	
	<b>UNIT REVIEW</b> (p84)	<b>WRITING</b> (p160) Write a formal letter of complaint   <b>KEY SKILL</b> Hedging		
<b>U8</b>	<b>MYSTERY</b>			
<b>8.1</b>	<b>Myths and legends</b> (p86) Speculate about past events Summarise a cultural story	<b>past modals of deduction</b>	word families	thought groups
<b>8.2</b>	<b>Who did it?</b> (p90) Write and perform a short scene Speculate about the causes and consequences of a crime	<b>order of adjectives</b>	easily confused verbs crime	adding information
<b>8.3</b>	<b>Café Hub Fact or fiction?</b> (p94) discuss how to test an idea		understatement	
	<b>UNIT REVIEW</b> (p96)	<b>WRITING</b> (p161) Write a complex essay   <b>KEY SKILL</b> Writing conclusions		
<b>U9</b>	<b>BUSINESS</b>			
<b>9.1</b>	<b>Customers</b> (p98) Talk about the risks and benefits of apps Make an effective complaint about a product or service	<b>relative clauses</b>	dependent prepositions: verbs	pitch on non-defining relative clauses
<b>9.2</b>	<b>Products</b> (p102) Conduct a survey about what influences our purchases Design and present an advertising campaign	<b>determiners and quantifiers</b>	science advertising	connected speech: determiners and quantifiers
<b>9.3</b>	<b>Café Hub Raising capital</b> (p106) discuss investment opportunities		illustrating your argument	
	<b>UNIT REVIEW</b> (p108)	<b>WRITING</b> (p162) Write a proposal   <b>KEY SKILL</b> Using discourse markers in formal writing		
<b>U10</b>	<b>MEDIA</b>			
<b>10.1</b>	<b>Reporting the news</b> (p110) Give opinions on recent news stories Intervene appropriately in a discussion	<b>reported speech</b>	traditional media	avoiding interruption
<b>10.2</b>	<b>Digital media</b> (p114) Report a conversation Plan and create a viral marketing advert	<b>reporting verbs</b>	social media adjective + noun collocations	using intonation to attract and keep interest
<b>10.3</b>	<b>Café Hub Watch on demand</b> (p118) give your opinion on streaming services		<i>from ... to</i>	
	<b>UNIT REVIEW</b> (p120)	<b>WRITING</b> (p163) Write a persuasive essay   <b>KEY SKILL</b> Concession		

READING • LISTENING	SPEAKING • WRITING
listen to a radio discussion about different school systems listen to an interview about a new film <b>KEY SKILL</b> Pronoun referencing	design rules for the perfect school <b>SPEAKING HUB</b> discuss how education has changed in your country
read an article about coming-of-age ceremonies around the world listen to three interviews about age <b>KEY SKILL</b> Decoding: idioms	discuss legal milestones in your country <b>SPEAKING HUB</b> debate when the best time to start university is
▶ watch a video about a floating school ▶ watch people working on a presentation	<b>KEY SKILL</b> Using correct register <b>SPEAKING HUB</b> give a presentation about education
listen to a talk about regeneration projects read a magazine article about a failing restaurant <b>KEY SKILL</b> Identifying speculation	discuss the best way to regenerate an area <b>SPEAKING HUB</b> discuss how to address hypothetical situations
read a blog post and comments about regrets <b>KEY SKILL</b> Inferring meaning listen to an interview about a moneyless society	discuss your wishes and regrets <b>SPEAKING HUB</b> design a community project
▶ watch a video about building your own home in London ▶ watch a video call between two people	<b>KEY SKILL</b> Talking on the telephone <b>SPEAKING HUB</b> debate the merits of an approach to affordable housing
read an online article about unexplained mysteries <b>KEY SKILL</b> Decoding: similes and metaphors listen to a podcast about myths and legends	make deductions about an unexplained mystery <b>SPEAKING HUB</b> discuss myths and legends
read a scene from a detective story listen to a lecture about eye-witness testimony <b>KEY SKILL</b> Following an argument	write and perform a scene from a detective story <b>SPEAKING HUB</b> solve a murder mystery
▶ watch a video about an urban myth ▶ watch people discussing how to escape from a locked room	<b>KEY SKILL</b> Maintaining a conversation <b>SPEAKING HUB</b> discuss how to test different urban myths
read an article about the trust economy listen to a customer complaint <b>KEY SKILL</b> Fronting	talk about the risks and benefits of apps you use <b>SPEAKING HUB</b> practise making complaints
listen to a radio interview about health myths read an article about a successful entrepreneur <b>KEY SKILL</b> Topic sentences	conduct a survey about shopping habits <b>SPEAKING HUB</b> pitch a product
▶ watch a video about crowdfunding ▶ watch people discussing ways to raise money for a business	<b>KEY SKILL</b> Reformulating and paraphrasing <b>SPEAKING HUB</b> discuss how much to invest in different business ideas
read an article about the death of print listen to an interview about fake news <b>KEY SKILL</b> Listening for repair and elaboration	discuss recent news stories and your opinions of them <b>SPEAKING HUB</b> discuss fake news, bias and online media
read three fake news stories <b>KEY SKILL</b> Substitution listen to a talk about viral marketing campaigns	interview your partner and report their answers <b>SPEAKING HUB</b> design a viral marketing campaign
▶ watch a video about streaming services ▶ watch someone talking about getting a new job	<b>KEY SKILL</b> Circumlocution <b>SPEAKING HUB</b> debate the pros and cons of streaming services