

# Contents

|                             | LESSON • OBJECTIVES  | GRAMMAR  | VOCABULARY  | PRONUNCIATION  |
|-----------------------------|--|--|---|--|
| <b>U1 COMMUNICATION</b>     |  |  |   |  |
| 1.1                         | <b>Communication today</b> (p2)<br>Update your status on social media<br>Make a short podcast  | <b>present simple and present continuous</b>                         | seeing and hearing  | schwa /ə/  |
| 1.2                         | <b>Who owns English?</b> (p6)<br>Plan and conduct an interview<br>Use rhetorical questions in a presentation                                       | <b>subject and object questions</b>                                  | languages   | pronouncing questions  |
| 1.3                         | <b>Café Hub Welcome back</b> (p10)<br>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> (pXXV) 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)<br>Talk about past experiences and things you want to do<br>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)<br>Talk about an inspirational person<br>Talk about solving a problem  | <b>present and past ability</b>                                      | dependent prepositions<br>problems and solutions                                | word stress: verbs with two syllables  |
| 2.3                         | <b>Café Hub Picture this</b> (p22)<br>Ask for, give and refuse permission  |  | permission  | intonation and stress in questions   |
|                             | <b>UNIT REVIEW</b> (p24)   | <b>WRITING</b> (pXXVI) Write an informal email                       | <b>KEY SKILL</b> Informal writing   |  |
| <b>U3 ON THE MOVE</b>       |  |  |   |  |
| 3.1                         | <b>Travel experiences</b> (p26)<br>Talk about a difficult journey or travel experience<br>Talk about behaviour on public transport                 | <b>narrative tenses</b>  | collocations: travel information<br>nouns ending in <i>-ion</i>                 | word stress in nouns ending in <i>-ion</i>                                   |
| 3.2                         | <b>Travel smart</b> (p30)<br>Evaluate suggestions and justify a choice<br>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)<br>Tell a story  |  | telling a story in five stages  | intonation in responses  |
|                             | <b>UNIT REVIEW</b> (p36)   | <b>WRITING</b> (pXXVII) 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)<br>Talk about resolutions and plans<br>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)<br>Make and discuss predictions<br>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><br>linking final consonant and first vowel sounds |
| 4.3                         | <b>Café Hub Part-time</b> (p46)<br>Clarify and ask for clarification<br>Make and deal with complaints  |  | clarification<br>making and dealing with complaints                             | intonation and stress  |
|                             | <b>UNIT REVIEW</b> (p48)   | <b>WRITING</b> (pXXVIII) 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)<br>Discuss and give advice about employment skills and career interests<br>Discuss and suggest workplace benefits and changes | <b>past habits and states</b>  | employment skills and qualities<br>verbs of influence                           | Intonation and rhythm:<br>holding your turn                                  |
| 5.2                         | <b>In business</b> (p54)<br>Describe and evaluate a small business<br>Talk about environmental business ideas                                      | <b>the passive</b>   | business collocations   | silent consonants  |
| 5.3                         | <b>Café Hub Major presentation</b> (p58)<br>Structure a presentation   |  | structuring a presentation  | ordering adverbs   |
|                             | <b>UNIT REVIEW</b> (p60)   | <b>WRITING</b> (pXXIX) Write a covering letter for a job application | <b>KEY SKILL</b> Paragraph structure  |  |

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

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

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| <p>read an article about the sport of snowball fighting in Scotland<br/>listen to a talk about eSports<br/><b>KEY SKILL</b> Listening for main and supporting points</p>   | <p>describe a sport or a game and discuss sports<br/><b>SPEAKING HUB</b><br/>give a persuasive talk about a sport or a game</p>                         |
| <p>listen to a radio programme about hobbies and free time activities<br/>read about a person who tries something new every month for six months<br/><b>KEY SKILL</b> Identifying tone</p>   | <p><b>SPEAKING HUB</b><br/>interview your classmates about their free time activities<br/><b>SPEAKING HUB</b><br/>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<br/><b>KEY SKILL</b> Hidden contrasts<br/>listen to a conversation at a dinner party</p>   | <p>plan and present a supper club<br/><b>SPEAKING HUB</b><br/>describe a dish you would like to bring to a dinner party</p>                             |
| <p>read a food fad blog<br/>listen to a radio show about household food waste<br/><b>KEY SKILL</b> Identifying people's opinions</p>   | <p>ask and answer questions using superlatives<br/><b>SPEAKING HUB</b><br/>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<br/>read a short text on 'thinking outside the box'<br/>listen to friends discussing what you can do to be more creative<br/><b>KEY SKILL</b> Listening for problems and solutions</p>      | <p>talk about a person, a place and an object<br/><b>SPEAKING HUB</b><br/>talk about ideas for creating a website</p>                                   |
| <p>listen to a podcast about new gadgets<br/>read a magazine article about gadgets<br/><b>KEY SKILL</b> Topic sentences</p>  | <p>invent a new gadget and promote it<br/><b>SPEAKING HUB</b><br/>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<br/>read an article about immersive theatre<br/><b>KEY SKILL</b> Using linking words to understand the writer's opinion</p>  | <p>discuss proposals for an arts venue and suggest improvements<br/><b>SPEAKING HUB</b><br/>discuss ideas for an immersive theatre performance</p>      |
| <p>listen to two friends talking about <i>The Great Gatsby</i><br/>read an extract from <i>The Great Gatsby</i><br/>listen to two friends talking about storytelling<br/><b>KEY SKILL</b> Listening for definitions of new words</p> | <p>talk about books and stories and report a conversation<br/><b>SPEAKING HUB</b><br/>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<br/>listen to a conversation between two friends about a failed shopping trip<br/><b>KEY SKILL</b> Listening for phrases that support an argument</p>               | <p>discuss different outcomes of past events<br/><b>SPEAKING HUB</b><br/>discuss past mistakes</p>  |
| <p>listen to a conversation on the power of habit<br/>read about the psychology of the to-do list<br/><b>KEY SKILL</b> Bridge sentences</p>  | <p>talk about wishes, hopes, regrets and dreams<br/><b>SPEAKING HUB</b><br/>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>   |