













UNIT	VOCABULARY	LISTENING	GRAMMAR	READING	GRAMMAR	TEDTALKS	SPEAKING	WRITING
 <p><b>1 Who are you?</b> Pages 8–19</p>	Personality <b>Vocabulary building</b> Adjective complements	A conversation where students greet each other and discuss their interests	Present simple and present continuous <b>Pronunciation</b> -s verb endings	It's written all over your face Tip: Previewing	Verb patterns: verb + <i>-ing</i> or infinitive with <i>to</i>	 <p><b>Half a million secrets</b></p>	Talking about likes and dislikes	An introductory postcard <b>Writing skill</b> Using informal language
 <p><b>2 Where the heart is</b> Pages 20–31</p>	Describing where you live <b>Vocabulary building</b> Suffix <i>-ion</i>	A news report about a special city	Past simple <b>Pronunciation</b> /st/ and /zd/ in used	All the comforts of home Tip: skimming <b>Pronunciation</b> Word stress <b>Critical thinking</b> Analyze fact and opinion	Past continuous <b>Pronunciation</b> -ing in fast speech	 <p><b>Magical houses, made of bamboo</b></p>	Giving reasons	A description <b>Writing skill</b> Using adjectives
 <p><b>3 Health and happiness</b> Pages 32–43</p>	Being well <b>Vocabulary building</b> Synonyms	A lecture about 'whole-person' healthcare	Quantifiers, <i>how much / many?</i> <b>Pronunciation</b> Contrastive stress	Feeling no pain Tip: identifying the time and order of events <b>Critical thinking</b> Making ideas clear	Phrasal verbs	 <p><b>The amazing story of the man who gave us modern pain relief</b></p>	Giving opinions, disagreeing and conceding a point	An opinion essay <b>Writing skill</b> Organizing points in an essay
 <p><b>4 Learning</b> Pages 44–55</p>	Education <b>Vocabulary building</b> Suffixes <i>-ful</i> and <i>-less</i>	A conversation about a school project where students videoconference with other students around the world	Comparatives and superlatives <b>Pronunciation</b> Linking and elision	Nothing's impossible Tip: scanning <b>Pronunciation</b> Adjective stress <b>Critical thinking</b> Analyzing quotations	Comparative forms ( <i>as ... as, too, enough, so, such</i> )	 <p><b>Don't eat the marshmallow!</b></p>	Asking about opinions, making comparisons, making a decision	An enquiry email <b>Writing skill</b> Using polite expressions
 <p><b>5 Family and friends</b> Pages 56–67</p>	How's it going? <b>Vocabulary building</b> Suffix <i>-al</i>	A news show about how people greet each other around the world	Present perfect and past simple <b>Pronunciation</b> Past form verb endings	From child to adult – in one day	Present perfect with <i>for, since, already, just</i> and <i>yet</i>	 <p><b>Why we laugh</b></p>	Talking about availability, accepting and saying <i>no</i> to an invitation	Informal invitations and replies <b>Writing skill</b> Politely making and replying to invitations

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 <p><b>6 Do your best</b> Pages 68–79</p>	<p>Goals and expectations</p> <p><b>Vocabulary building</b> Negative prefixes</p>	<p>A radio show about two shops with different takes on 'perfection'</p>	<p>Modal verbs: obligation, prohibition, permission, advice</p> <p><b>Pronunciation</b> Reduced <i>have to</i> and <i>has to</i></p>	<p>Not so fast</p> <p>Tip: recognizing cause and effect</p> <p><b>Critical thinking</b> Making inferences</p>	<p>Zero conditional</p> <p><b>Pronunciation</b> Conditional intonation</p>	 <p><b>Teach girls bravery, not perfection</b></p>	<p>Giving advice</p>	<p>An advice blog</p> <p><b>Writing skill</b> Giving advice</p>
 <p><b>7 Tell me what you eat</b> Pages 80–91</p>	<p>Food, drink and flavours</p> <p><b>Vocabulary building</b> Suffixes</p>	<p>A conversation where students discuss classroom projects: the future of food and unexpected food facts</p> <p><b>Pronunciation</b> Minimal pairs</p>	<p>Predictions and arrangements: <i>will, might, going to</i>, present continuous</p>	<p>The most important farmers</p> <p>Tip: identifying the main idea</p>	<p>First conditional</p>	 <p><b>The global food waste scandal</b></p>	<p>Planning a meal: making suggestions, describing food, and making decisions</p>	<p>A restaurant review</p> <p><b>Writing skill</b> Writing a review</p>
 <p><b>8 Buyer's choice</b> Pages 92–103</p>	<p>A product's life</p> <p><b>Vocabulary building</b> Compound nouns</p>	<p>A fashion podcast about a clothing company that cares</p>	<p>Second conditional</p>	<p>Saving the surf</p> <p><b>Pronunciation</b> Compound noun stress</p> <p>Tip: cohesion</p> <p><b>Critical thinking</b> Identifying supporting information</p>	<p>Defining relative clauses</p>	 <p><b>Our campaign to ban plastic bags in Bali</b></p>	<p>How to persuade</p>	<p>A persuasive blog post</p> <p><b>Writing skill</b> Using persuasive language</p>
 <p><b>9 All in a day's work</b> Pages 104–115</p>	<p>Jobs</p> <p><b>Vocabulary building</b> Dependent prepositions</p>	<p>A conversation about an explorer's career and what students want to do in life</p>	<p>Past perfect</p>	<p>Does school prepare you for the world of work?</p> <p>Tip: understanding different points of view</p> <p><b>Critical thinking</b> Identifying tone</p>	<p>Reported speech</p>	 <p><b>The surprising thing I learned sailing solo around the world</b></p>	<p>Talking about careers, skills and interests</p> <p><b>Pronunciation</b> <i>Wh-</i> question intonation</p>	<p>A formal email</p> <p><b>Writing skill</b> Indirect questions</p>
 <p><b>10 Remote control</b> Pages 116–127</p>	<p>Technology</p> <p><b>Vocabulary building</b> Word families</p>	<p>A lecture about the history of communication technology</p>	<p>The passive</p> <p><b>Pronunciation</b> Stress in passive verbs</p>	<p>Playing against computers that learn</p> <p>Tip: 'chunking'</p> <p><b>Critical thinking</b> Counterarguments</p>	<p>The passive with <i>by</i> + agent</p>	 <p><b>How to control someone else's arm with your brain</b></p>	<p>Talking about pros and cons: looking at two sides in an argument</p>	<p>A formal letter of suggestion</p> <p><b>Writing skill</b> Writing politely</p>