

## Unit 1

Page	Lesson	Language in action	Grammar	Vocabulary
4	<b>1A</b> Nice to meet you!	<i>Hello. My name's ... I think New York's an excellent city.</i>	Indefinite article: <i>a, an</i> Adjective + noun	Introductions Nouns and adjectives
6	<b>1B</b> I'm fine, thanks	<i>Good morning. How are you? This is Kate.</i>	Verb <i>be (I, you)</i>	Numbers 1 to 12 Greetings Classroom English
8	<b>1C</b> What's this in English?	<i>These are CDs. What are those?</i>	Plurals Verb <i>be (it, they)</i> <i>wh-</i> questions <i>this, that, these, those</i>	Classroom objects Personal things
10	<b>1D</b> Where are you from?	<i>I'm from Sydney. You aren't Spanish.</i>	Verb <i>be (you, we)</i> <i>wh-</i> questions	Countries and nationalities
12	<b>1E</b> I'm a journalist	<i>What do you do? I'm a doctor.</i>	Indefinite article or zero article <i>can/can't</i>	Jobs Numbers 13 to 29
14	<b>1F</b> All about you	<i>What's your home address? What's your cell phone number?</i>		Numbers 30 + Addresses Phone numbers
16	Review 1			
60 Writing 1 Completing a form      77 Phrasebook 1      79–85 Activity Book      112 Essential Grammar 1				

## Unit 2

Page	Lesson	Language in action	Grammar	Vocabulary
18	<b>2A</b> In Paris on Thursday	<i>How do you spell ... ? Would you like a drink? Coffee, please. No, thanks.</i>	Prepositions of time & place: <i>on, in</i>	The alphabet Drinks Days of the week
20	<b>2B</b> How old is he?	<i>She's about 35.</i>	Verb <i>be (he, she, it)</i> <i>who</i>	More jobs
22	<b>2C</b> His music, her show, their charities	<i>What's her website address?</i>	Possessive pronouns Possessive 's	Personal information
24	<b>2D</b> Do you have a big family?	<i>I have a son and two daughters.</i>	Present simple ( <i>I, you, we, they</i> ) questions & short answers	Family <i>have, live</i>
26	<b>2E</b> Meet your perfect partner	<i>Where do you work? What sports do you play?</i>	Present simple ( <i>I, you, we, they</i> ) in <i>wh-</i> questions	<i>a lot, a little, (not) very well</i> Common verbs Languages
28	<b>2F</b> What do you do on the weekend?	<i>I live in a big apartment in Bondi.</i>	Prepositions of time <i>in, on, at</i>	Parts of the day Free-time activities
30	Review 2			
61 Writing 2 An ad for an e-pal      77 Phrasebook 2      86–92 Activity Book      114 Essential Grammar 2				

Pronunciation	Skills	Recycling
Word stress in multi-syllabic words	<i>Listening:</i> for specific information; matching words and pictures <i>Speaking:</i> introducing oneself; giving opinions	
/aɪ/, /ɪ/	<i>Listening:</i> for gist of short conversations; to complete a conversation <i>Reading:</i> analyzing conversations <i>Speaking:</i> greeting people; introducing people; using English in class	Greeting and introducing oneself
Plural endings /ɪ/, /i/, /æ/, /oʊ/ <i>This / these</i> <i>That / those</i>	<i>Listening:</i> to match conversations to pictures; to complete a conversation <i>Reading:</i> to match words and conversations with pictures <i>Speaking:</i> asking and answering about classroom objects	Indefinite article Classroom English Numbers 1–12 Verb <i>be</i>
	<i>Listening:</i> for information <i>Reading:</i> shadow reading a text; for information <i>Speaking:</i> introducing people; asking and answering about where someone is from	Introducing people Giving opinions Adjectives of opinion
	<i>Listening:</i> for specific information <i>Reading:</i> for specific information <i>Speaking:</i> asking and answering questions	Names of countries Numbers 1–12
	<i>Listening:</i> to a phone message for gist and specific information; to a conversation for specific information <i>Reading:</i> web pages for information and to find and correct errors <i>Speaking:</i> asking for and giving personal information <i>Writing:</i> a web page message; a phone message	Countries and nationalities Giving opinions Numbers 1–29
	<i>Listening:</i> to complete a dialog; to identify numbers <i>Speaking:</i> act out a dialog re. greeting & introduction; role play using nationalities & jobs <i>Writing:</i> fill blanks in a text using prepositions	Unit 1 content

Pronunciation	Skills	Recycling
7 vowel sounds Counting syllables	<i>Listening:</i> for specific information <i>Speaking:</i> ordering / offering drinks <i>Reading:</i> for specific information	Verb <i>be</i> Countries Short answers Giving personal information Giving opinions
Connected speech: <i>Is he / she / it ... ?</i>	<i>Listening:</i> for specific information <i>Reading:</i> to match photos and descriptions <i>Speaking:</i> giving personal information	Verb <i>be</i> Jobs / Countries and nationalities Short answers Giving opinions
E-mail addresses	<i>Listening:</i> for specific information <i>Reading:</i> for specific information <i>Speaking:</i> talking about possessions; giving personal information	Verb <i>be</i> Personal objects and information
Connected speech: <i>Do you ... ?</i>	<i>Listening:</i> for specific information; to match words and pictures; to complete questions <i>Speaking:</i> asking about families <i>Writing:</i> a short report about classmates	Questions Jobs Possessive adjectives Verb <i>be</i>
	<i>Listening:</i> for specific information <i>Reading:</i> a personal message for specific information and phrases <i>Speaking:</i> asking about another person	Family / Countries and nationalities Verb <i>be</i> questions and short answers
	<i>Listening:</i> for specific information; to match times and activities <i>Reading:</i> for specific information <i>Speaking:</i> asking about another person <i>Writing:</i> a videoscript giving personal information	Verb <i>have</i> <i>How old...? Where...?</i> Present simple: affirmative
	<i>Reading:</i> complete a dialog using 3rd person singular <i>Listening:</i> for specific information to complete a dialog <i>Speaking:</i> use vowel sounds; ask and answer questions about activities	Unit 2 content

## Course book contents map

### Unit 3

Page	Lesson	Language in action	Grammar	Vocabulary
32	<b>3A</b> Let's watch a DVD tonight	<i>Can I speak to Ana, please? I'm bored. That's a good idea.</i>	<i>can</i> for requests <i>let's</i> + verb for suggestions	Common objects Adjectives of feeling
34	<b>3B</b> Ordinary people?	<i>She lives in New York.</i>	Present simple ( <i>he, she, it</i> ) affirmative forms	Common verbs
36	<b>3C</b> Does he like you? Yes, he does!	<i>Does he speak English? No, he doesn't.</i>	Present simple ( <i>he, she</i> ) questions & short answers	Activities
38	<b>3D</b> Look at the time!	<i>What time is it? It's half past nine. What time does it start?</i>	Present simple ( <i>it</i> ) questions <i>When, It's on ... at (about) ...</i>	The time
40	<b>3E</b> What time do you get up?	<i>He starts work at seven a.m.</i>	Present simple ( <i>he, she, it</i> ) <i>wh-</i> questions	Everyday activities <i>Before, after</i>
42	<b>3F</b> He always leaves home early	<i>I sometimes work late on Fridays. He's always busy.</i>	Adverbs of frequency <i>How many ... ?</i>	Activities
44	Review 3			
62 Writing 3 A composition    78 Phrasebook 3    93–99 Activity Book    116 Essential Grammar 3				

### Unit 4

Page	Lesson	Language in action	Grammar	Vocabulary
46	<b>4A</b> Have a good trip!	<i>What time does the train arrive? It arrives at ...</i>	Present simple ( <i>it, they</i> )	Around town
48	<b>4B</b> When's your birthday?	<i>Christmas is on December 25th.</i>	Prepositions of time <i>in, on</i>	Months & dates Ordinal numbers Types of music festivals
50	<b>4C</b> Musicals? I'm sorry, I really hate them.	<i>What do you think of rock music? I think it's wonderful. I love it!</i>	Object pronouns	Music and movies Adjectives of opinion
52	<b>4D</b> Swimming is my favorite activity!	<i>Do you like walking? I love it! I prefer watching TV.</i>	Verb + <i>-ing</i> (for activities)	Free-time activities <i>prefer</i>
54	<b>4E</b> He goes running once a week	<i>How often do you play soccer? Every other day.</i>	<i>How often ... ?</i>	<i>every week, once, twice a month play, go, do + activities</i>
56	<b>4F</b> We hardly ever go to bed early	<i>I hardly ever go out. I sometimes go running.</i>	Prepositions of time <i>at, in, on</i> Prepositions of place & movement <i>at, to</i>	More adverbs of frequency <i>always, hardly ever, never, often</i>
58	Review 4			
63 Writing 4 A blog entry    78 Phrasebook 4    100–106 Activity Book    118 Essential Grammar 4				

Pronunciation	Skills	Recycling
	<i>Listening:</i> to phone conversations for gist / specific information; to complete conversations <i>Speaking:</i> making requests and suggestions; on the phone <i>Reading:</i> to complete a conversation	Free-time activities Classroom and personal objects
3rd person singular ending - <i>(e)s</i>	<i>Listening:</i> for specific information and to explain vocabulary <i>Speaking:</i> talking about typical Americans and other nationalities	Verbs; Nationalities <i>I (don't) agree.</i> <i>I think...</i>
Connected speech: <i>does he / does she?</i>	<i>Listening:</i> to complete conversations <i>Reading:</i> to complete a conversation; to complete a chart <i>Speaking:</i> talking about people's habits <i>Writing:</i> sentences about people's habits	Present simple: affirmative / negative Questions Jobs, countries, and nationalities Family members and marital status
Connected speech: <i>What time...?</i>	<i>Listening:</i> to conversations for specific information <i>Reading:</i> a TV guide for specific information <i>Speaking:</i> telling the time, talking about TV programs	Verbs Days of the week Numbers
	<i>Listening:</i> for specific information <i>Speaking:</i> talking about routines	Present simple Verb <i>be</i> Time
	<i>Listening:</i> to a conversation for specific information <i>Reading:</i> a conversation to complete it; a biography to answer questions <i>Speaking:</i> talking about routines and TV programs	Making suggestions / Prepositions Present simple: <i>wh-</i> questions Free-time activities
	<i>Listening:</i> to complete a dialog with requests and suggestions <i>Reading:</i> Match verbs and phrases <i>Speaking:</i> Practice a dialog about daily routines	Unit 3 content

Pronunciation	Skills	Recycling
	<i>Listening:</i> for specific information <i>Speaking:</i> talking about opening hours; buying a train ticket <i>Reading:</i> for specific information	Present simple Times Days of the week
Word stress <i>th</i>	<i>Listening:</i> for specific information <i>Reading:</i> for specific information <i>Speaking:</i> asking and answering about dates, festivals, birthdays	Questions Verb <i>be</i>
Sentence stress	<i>Listening:</i> for specific information <i>Reading:</i> a conversation in order to complete it <i>Speaking:</i> giving opinions	Giving opinions Present simple
	<i>Listening:</i> for specific information <i>Reading:</i> analyzing the vocabulary in an article <i>Speaking:</i> giving opinions	Giving opinions: <i>like / love / hate</i> Adjectives of opinion
Silent letters	<i>Listening:</i> for specific information <i>Reading:</i> to complete a text <i>Speaking:</i> asking and answering about opinions	Activities Prepositions: <i>before / after</i>
	<i>Listening:</i> for specific information <i>Reading:</i> to complete a text with the correct prepositions <i>Speaking:</i> about famous people, art, monuments, etc; about weekend activities	Activities Prepositions: <i>before / after</i>
	<i>Listening:</i> Listen to and complete dialog re. likes and dislikes <i>Reading:</i> text about the Gregorian calendar <i>Speaking:</i> Ask and answer questions about people in your family; about personal likes and dislikes	Unit 4 content

## Unit 1

Page	Lesson	Language in action	Grammar	Vocabulary
4	<b>1A</b> An excellent place to learn English	<i>I'm here to learn English. I study English for my job.</i>	Review Present simple +, ?, – to / for articles: <i>a / an, the, zero</i>	Common adjectives & colors
6	<b>1B</b> What are you doing?	<i>I'm watching TV now. Are they working?</i>	Present continuous	Common verbs
8	<b>1C</b> Money: save a lot, spend a little	<i>How much do you spend on food?</i>	<i>a lot of, some, not any</i>	Money
10	<b>1D</b> Can I try them on?	<i>Which ones? How much are the black ones?</i>	<i>How much + singular and plural pronouns (it, one, this, they, ones, these, them) Which one(s)?</i>	Clothing
12	<b>1E</b> There are hundreds of restaurants	<i>There are over 200 museums.</i>	<i>There is / There are many = lots = a lot of</i> Prepositions of place: <i>opposite, next to, near, between</i>	Places
14	<b>1F</b> Do you have a map?	<i>There's an ATM machine outside the bank.</i>	<i>Is there / Are there ... ?</i> Countable and uncountable nouns	Prepositions of place: <i>in front of, behind, under, inside, outside</i>
16	Review 1			
60 Writing 1 An e-mail    77 Phrasebook 1    79–85 Activity Book    112 Essential Grammar 1				

## Unit 2

Page	Lesson	Language in action	Grammar	Vocabulary
18	<b>2A</b> Were you home yesterday?	<i>No, I wasn't.</i>	<i>Was / Were +, –, ?</i>	Time expressions: <i>last, on, yesterday, at / in + place</i>
20	<b>2B</b> There was no internet in the 1970s	<i>There were MP3s in the 1990s.</i>	<i>There was / There were (+, –, ?) no (= not any)</i>	Time expressions <i>In the (1930s) ago</i> Technology
22	<b>2C</b> Sen needed to go to Beijing	<i>He arrived at the airport.</i>	Past simple (regular)	Traveling by plane
24	<b>2D</b> His life was an opera	<i>He became a singer.</i>	Past simple (irregular) +, –	A biography
26	<b>2E</b> They didn't sing together	<i>Anna didn't like Bob Marley.</i>	Past simple negatives	Music types & musicians
28	<b>2F</b> Did you have a good weekend?	<i>What did you do last weekend?</i>	Past simple: <i>Wh-?</i> short answers	Consonants
30	Review 2			
61 Writing 2 A biography    77 Phrasebook 2    86–92 Activity Book    114 Essential Grammar 2				

Pronunciation	Skills	Recycling
<i>the</i> /ðə/, /ði/	<i>Reading:</i> remembering / summarizing a text <i>Listening:</i> for specific information <i>Speaking:</i> describing people, places, and things, and giving opinions	Question formation Personal information, family, classroom nouns
	<i>Listening:</i> to match pictures and phrases <i>Reading:</i> for specific information <i>Speaking:</i> asking and saying what people are doing	Birthdays /dates Ordinals Common verbs
Weak forms: <i>some, of</i>	<i>Listening:</i> for specific information <i>Reading:</i> to complete a key <i>Speaking:</i> talking about expenses, spending habits, and possessions	Present simple Numbers, prices
	<i>Listening:</i> for specific information <i>Reading:</i> to complete a conversation <i>Speaking:</i> talking about clothing, likes and dislikes, buying and selling clothes	Colors Money, numbers
Vowel sounds	<i>Listening:</i> to and reading a text <i>Reading:</i> for specific information; analyzing a text for key vocabulary <i>Speaking:</i> describing places in cities and towns	Determiners <i>How often</i> once / twice / X times / every
Linking: <i>Yes, there is.</i>	<i>Listening:</i> for specific information; for prepositions and uses of <i>have / have got</i> <i>Speaking:</i> giving opinions about taxis and taxi drivers; describing the location of places; talking about possessions	Unit 1 content Places in a city
	<i>Reading:</i> to complete texts with the correct words / articles; to put a dialog in the correct order; to match words to sentences <i>Listening:</i> to identify and correct mistakes in a text; to play <i>Bingo!</i> <i>Speaking:</i> asking and answering about colors; making phrases <i>Writing:</i> sentences about money, clothes, places	

Pronunciation	Skills	Recycling
Sentence stress	<i>Reading:</i> for comprehension; to match photos and text <i>Listening:</i> to number photos <i>Speaking:</i> asking and answering about the past	Places
	<i>Reading:</i> for specific information; to find pronouns and possessive adjectives <i>Listening:</i> for specific information <i>Speaking:</i> asking and answering about new technology / inventions in the past	Dates
Regular verb endings, /ɪd/ verbs	<i>Reading:</i> to identify past simple verbs <i>Listening:</i> to match speech and verbs to pictures <i>Speaking:</i> talking about events in the past	Requests
Vowel sounds in irregular verbs	<i>Reading:</i> for specific information and to match words to definitions <i>Listening:</i> for specific information <i>Speaking:</i> describing somebody's life	Regular past
	<i>Listening:</i> for specific information <i>Reading:</i> a personal message for specific information and phrases <i>Speaking:</i> asking about another person	A biography
Consonants <i>Did you ... ?</i>	<i>Listening and reading:</i> to find differences <i>Listening:</i> for specific information <i>Reading:</i> for comprehension <i>Speaking:</i> asking and answering about the past	Unit 2 content
	<i>Listening:</i> to identify and correct mistakes in sentences <i>Reading:</i> to complete sentences with prepositions; to circle / write past tense verbs <i>Speaking:</i> describing, asking, and answering about events in the past; asking questions to complete a text <i>Writing:</i> sentences about events in the past	

**Unit 3**

Page	Lesson	Language in action	Grammar	Vocabulary
32	<b>3A</b> Images	<i>There were some people sleeping.</i>	Linking ideas: present and past	Irregular plurals
34	<b>3B</b> How much exercise do you do?	<i>How many cups of coffee do you have a day?</i>	<i>How much / How many . . . ?</i> <i>None. Some.</i>	Healthy living Habits
36	<b>3C</b> I can do a lot on a computer!	<i>I can speak French pretty well.</i>	<i>Can</i> for ability ?, +, – <i>Could (n't)</i> as past of <i>can</i> <i>very well / well / a little</i>	Skills at work
38	<b>3D</b> I need to learn quickly	<i>How can I learn fast?</i>	Adjectives and adverbs	Language learning More past tense verbs
40	<b>3E</b> The usual suspects	<i>She's very tall.</i> <i>He has brown hair and glasses.</i>	<i>He has . . .</i> for description Adjective + noun	Describing people
42	<b>3F</b> Staying at a hotel?	<i>She's taking the elevator to the sixth floor.</i>	Question formation General fluency practice	Prepositions: <i>at, in, on, to</i>
44	Review 3			
62 Writing 3 A description    78 Phrasebook 3    93–99 Activity Book    116 Essential Grammar 3				

**Unit 4**

Page	Lesson	Language in action	Grammar	Vocabulary
46	<b>4A</b> Some women have to wear two hats	<i>She doesn't have to do housework.</i>	<i>have to / don't have to / had to</i>	Housework Home, school & work obligations
48	<b>4B</b> Do you want some cookies?	<i>I don't want any meat.</i>	Countable and uncountable nouns <i>some / any</i>	Food and drink
50	<b>4C</b> Tonight? Sure! I'd love to!	<i>Would you like to go to the opera? Sorry, I can't.</i>	Offering and inviting <i>why / because</i> <i>Would you like to . . . ?</i> <i>Let's . . . ?</i>	Free-time activities
52	<b>4D</b> I'm going to visit my brother	<i>She's going to stay in Sydney.</i>	<i>Be going to</i> + infinitive for plans	<i>maybe / perhaps</i> <i>by</i> + transportation
54	<b>4E</b> How do you get around?	<i>How do you get downtown?</i> <i>How long does it take?</i>	<i>How do you get to . . . ?</i> <i>How long . . . take?</i> <i>How far . . . ?</i>	Transportation Prepositions of movement
56	<b>4F</b> The perfect vacation	<i>Where exactly are you going to travel to?</i>	Prepositions in questions <i>Be going to</i> + infinitive for plans	Seasons Travel
58	Review 4			
63 Writing 4 An informal e-mail    78 Phrasebook 4    100–106 Activity Book    118 Essential Grammar 4				

Pronunciation	Skills	Recycling
Irregular plurals: <i>children, men, women, people</i>	<i>Listening:</i> for specific information and to identify combined sentences <i>Reading:</i> for specific information <i>Speaking:</i> talking about photographs and taking photos	<i>There was / There were</i>
	<i>Reading:</i> for specific information <i>Listening:</i> for specific information and to complete a dialog <i>Speaking:</i> talking about stress and healthy / unhealthy habits	Imperatives Past Simple C / U nouns
<i>can / can't +, ?, -</i>	<i>Reading:</i> for specific information <i>Listening:</i> for specific information; in order to answer questions <i>Speaking:</i> giving opinions about computers; asking and answering about past and present abilities; role-playing a job interview	<i>Can</i> for requests <i>ago</i>
Sentence stress	<i>Reading:</i> to report and summarize information <i>Listening:</i> for specific information; in order to complete sentences <i>Speaking:</i> giving advice, talking about skills	Adjectives
	<i>Reading:</i> to identify people from their description; to find new words <i>Listening:</i> for specific information <i>Speaking:</i> describing people's appearance and clothing	Present continuous Adjectives
Stress before <i>-ion</i> endings	<i>Reading:</i> matching a summary to a text; choosing definitions; choosing the correct prepositions <i>Listening:</i> for specific information <i>Speaking:</i> talking about hotels; talking about problems	Unit 3 content
	<i>Listening:</i> to identify and correct mistakes in sentences <i>Reading:</i> to circle correct adverbs; to put sentences in correct order; to correct mistakes; to identify an actor; to complete a text with the correct prepositions <i>Speaking:</i> describing differences between pictures; asking and answering questions with <i>How much / How many</i> ; talking / asking about abilities in the present and the past; role-playing a job interview	

Pronunciation	Skills	Recycling
	<i>Reading:</i> for specific information <i>Listening:</i> for specific information and to identify missing words <i>Speaking:</i> talking about housework and obligations	
	<i>Reading:</i> to identify differences from a listening text <i>Listening:</i> for specific information; to make predictions <i>Speaking:</i> making and accepting / rejecting offers of food and drink	<i>How much / How many is / are there?</i> <i>hungry / thirsty</i>
Intonation	<i>Reading:</i> scanning for specific information; finding key words in a text; to put a dialog in order <i>Listening:</i> for specific information <i>Speaking:</i> offering, inviting and responding	<i>Have to</i> Adjectives of opinion
<i>Going to</i> weak forms	<i>Listening:</i> for specific information; in order to complete sentences <i>Speaking:</i> talking about future plans	Past simple <i>Have to</i>
Sentence stress in questions	<i>Reading:</i> for specific information <i>Listening:</i> for specific information and in order to complete sentences <i>Speaking:</i> talking about journeys and transportation; describing movements	<i>Be going to</i> + infinitive for plans Adjectives of opinion Present simple
	<i>Reading:</i> in order to complete a text; for specific information <i>Listening:</i> for specific information <i>Speaking:</i> talking about seasons, podcasts and vacation plans	Unit 4 content
	<i>Listening:</i> to check answers <i>Reading:</i> to complete a dialog with <i>a / an / the / some / any</i> ; to complete sentences / a dialog; to identify and correct mistakes in a text <i>Speaking:</i> interviewing a partner about housework; talking about obligations; role-playing a waiter and a customer in a restaurant; asking and answering about future plans; talking about time required for trips <i>Writing:</i> writing questions about future plans and vacation activities	

## Unit 1

Page	Lesson	Language in action	Grammar	Vocabulary
4	<b>1A</b> What was the weather like?	<i>What were the people like?</i> <i>Who did you go with?</i>	<i>be like</i> Word order in questions	Weather
6	<b>1B</b> Saving the planet	<i>The climate is changing.</i> <i>He's arriving at 8:30 a.m.</i>	<i>Present simple and Present continuous</i> <i>Present continuous for future</i>	Environment Public transportation
8	<b>1C</b> I'm going to relax by the pool	<i>I'll have the chicken.</i> <i>I'm going to eat lunch.</i>	<i>will / won't and be going to</i>	Hotel facilities The verb <i>get</i>
10	<b>1D</b> A very bad trip	<i>Where was he going?</i> <i>It was pouring.</i>	Past continuous	Travel problems
12	<b>1E</b> Should I or shouldn't I?	<i>You shouldn't eat candy.</i>	<i>should / shouldn't</i>	Agreeing and disagreeing American and British English
14	<b>1F</b> Location vacation!	<i>The city is beautiful.</i> <i>You can go on a walking tour.</i>	Articles	Going on vacation
16	Review 1			
60 Writing 1 Telling a story    77 Phrasebook 1    79–85 Activity Book    112 Essential Grammar 1				

## Unit 2

Page	Lesson	Language in action	Grammar	Vocabulary
18	<b>2A</b> Which movie is better?	<i>It's scarier than Batman Begins.</i>	Comparatives	Adjectives
20	<b>2B</b> Have you read <i>Duma Key</i> ?	<i>He has written over 200 stories.</i>	Present perfect	Genres of text
22	<b>2C</b> A spider for breakfast?	<i>You aren't old enough.</i>	<i>too and enough</i>	Personality adjectives
24	<b>2D</b> Do you love your computer?	<i>This is the easiest game.</i>	Superlatives	Computers
26	<b>2E</b> Have you ever volunteered?	<i>It's the best thing I've ever done.</i>	Superlatives and Present perfect	Animals Useful verbs
28	<b>2F</b> Special memories	<i>There were so many events that we couldn't see them all.</i>	<i>so / such ... that</i>	Useful verbs Listening phrases
30	Review 2			
61 Writing 2 A movie review    77 Phrasebook 2    86–92 Activity Book    114 Essential Grammar 2				

Pronunciation	Skills	Recycling
Regular verbs: “extra” syllable Irregular verbs: vowel sounds	<i>Listening:</i> to complete a text; for specific information <i>Speaking:</i> describing the weather; asking and answering about vacations	Question formation Irregular past tense forms
Word stress	<i>Listening:</i> for specific information <i>Reading:</i> for specific information; to complete a questionnaire / sentences <i>Speaking:</i> asking and answering about plans and arrangements	Transportation <i>How often do you ... ?</i>
'll	<i>Listening:</i> for specific information; to match questions and answers <i>Reading:</i> for specific information; to complete dialogs / match questions and answers <i>Speaking:</i> talking about hotel amenities; making and responding to offers, suggestions, invitations; making decisions	Free-time activities
was / were	<i>Listening:</i> to check sequence of events; for specific information <i>Speaking:</i> retelling a story in the past	Past simple Time expressions
	<i>Listening:</i> in order to complete advice <i>Reading:</i> for specific information <i>Speaking:</i> talking about habits in the past; giving opinions and advice; agreeing and disagreeing	Past simple Linking words
	<i>Listening:</i> for specific information <i>Reading:</i> to summarize vacation descriptions; to match types of vacation; to analyze vocabulary <i>Speaking:</i> talking about vacation destinations; doing a vacation survey	Unit 1 content
	<i>Listening:</i> to correct mistakes in a text; for specific information <i>Reading:</i> to identify correct verbs; to complete sentences; to complete a text; for comprehension <i>Speaking:</i> describing actions; talking about plans; giving advice <i>Writing:</i> to describe past actions	

Pronunciation	Skills	Recycling
than	<i>Listening:</i> for specific information; to put information in order; to identify comparatives <i>Reading:</i> to complete a questionnaire and a dialog <i>Speaking:</i> talking about TV and movie viewing habits; comparing movies and actors	<i>be like</i> Adjectives
/hu:z/	<i>Listening:</i> to check answers; to complete a dialog <i>Reading:</i> biographies for specific information; to identify past participles <i>Speaking:</i> talking about tastes in books, movies and TV shows; asking and answering about past experiences	Irregular verbs
Sentence stress	<i>Listening:</i> for specific information; to complete phrases <i>Reading:</i> for specific information; to make predictions <i>Speaking:</i> talking about reality shows; describing and comparing personalities	Adjectives
-est	<i>Listening:</i> for specific information; to complete sentences <i>Reading:</i> to match text to pictures; to match sentences to text; to complete sentences <i>Speaking:</i> talking about computer use; comparing technology	Articles Comparatives
	<i>Listening:</i> to complete sentences <i>Reading:</i> for specific information; to deduce speakers' whereabouts <i>Speaking:</i> talking about pets, memorable experiences <i>Writing:</i> sentences for partners to guess a speaker's whereabouts	Present perfect
	<i>Listening:</i> to describe what people are doing and how they are feeling; for specific information; to check answers <i>Reading:</i> to match blogs to photos; for specific information <i>Speaking:</i> describing what people are doing and how they are feeling; describing memorable events; using positive feedback phrases while listening	Unit 2 content
	<i>Reading:</i> to complete sentences; to identify correct adjectives; to correct a text <i>Speaking:</i> talking about differences and experiences <i>Writing:</i> to complete sentences from prompts; to correct sentences <i>Listening:</i> for specific information; to correct sentences; to correct a text	

**Unit 3**

Page	Lesson	Language in action	Grammar	Vocabulary
32	<b>3A</b> Learn English the modern way	<i>I have to get up early tomorrow.</i>	<i>must / have to / must not / don't have to</i>	Learning English Verbs, adjectives, and prepositions
34	<b>3B</b> A new life	<i>How long have you lived here?</i>	Present perfect to join the past and the present	Time expressions
36	<b>3C</b> How good is your vocabulary?	<i>It's somebody who drives a taxi.</i>	1 <i>anybody / everybody / nobody / somebody</i> 2 <i>who / which / that</i>	Types of games
38	<b>3D</b> A vacation with a difference	<i>You can drive as fast as you want.</i>	<i>as ... as</i>	Driving
40	<b>3E</b> High earners	<i>Who likes classical music?</i>	Subject and Object questions	Professions
42	<b>3F</b> Junior year abroad	<i>I gave up smoking last year.</i>	Phrasal verbs	Phrasal verbs
44	Review 3			
62 Writing 3 A blog    78 Phrasebook 3    93–99 Activity Book    116 Essential Grammar 3				

**Unit 4**

Page	Lesson	Language in action	Grammar	Vocabulary
46	<b>4A</b> Memorable moments	<i>Taking the exam was terrible.</i>	<i>-ing form</i>	Verbs, adjectives, and prepositions
48	<b>4B</b> Looking good	<i>You'll look younger.</i>	<i>will and might</i>	Health Useful verbs
50	<b>4C</b> Friends for life?	<i>If we find your friend, we'll put you in contact.</i>	First conditional	Friendship More verbs and prepositions
52	<b>4D</b> I earn too much!	<i>She earns less money than me.</i>	<i>much, a lot, a little, a bit + comparative</i>	Describing jobs
54	<b>4E</b> Changes	<i>I used to be a lawyer.</i>	<i>used to</i>	Life changes
56	<b>4F</b> Keeping a record	<i>We're going back next year.</i>	Verb + <i>back</i>	Keeping records Prepositions
58	Review 4			
63 Writing 4 A formal e-mail    78 Phrasebook 4    100–106 Activity Book    118 Essential Grammar 4				

Pronunciation	Skills	Recycling
	<i>Reading:</i> to complete a questionnaire; for specific information; to complete a text <i>Speaking:</i> talking about obligations and necessities	Language learning <i>have to</i>
Linking <i>long</i> and <i>have / has</i> Consonant sounds	<i>Listening:</i> dictated questions; for specific information; to complete sentences <i>Reading:</i> for specific information <i>Speaking:</i> talking about living abroad; asking and answering questions about duration	Past simple
Sentence stress	<i>Listening:</i> to complete relative clauses and spoken phrases <i>Reading:</i> for specific information; to find words to match definitions <i>Speaking:</i> talking about games; playing a word game	The verb <i>get</i>
<i>as ... as</i>	<i>Listening:</i> for specific information; to complete sentences <i>Reading:</i> for specific information; to complete sentences <i>Speaking:</i> talking about trips and landmarks; talking about vacation preferences; comparing the present and the past; giving directions	Vacations
Connected speech: linking words	<i>Listening:</i> for specific information; to complete a chart <i>Reading:</i> to answer a quiz <i>Speaking:</i> asking and answering about famous people's lives	Question formation Irregular verbs
	<i>Listening:</i> for specific information <i>Reading:</i> to complete texts; for specific information <i>Speaking:</i> talking about study abroad; talking about recent experiences with phrasal verbs; planning study abroad	Unit 3 content
	<i>Listening and Writing:</i> for comprehension; to complete sentences <i>Speaking:</i> talking about obligations; talking about experiences <i>Writing:</i> to complete sentences; to make sentences for a partner; to revise vocabulary <i>Reading:</i> to correct a text	

Pronunciation	Skills	Recycling
	<i>Listening:</i> to check answers <i>Reading:</i> to match a text to a picture and question; to summarize a text orally; to match sentence halves <i>Speaking:</i> describing feelings; asking and answering about childhood memories	Superlatives
Sentence stress and /ə/ /ɪ/	<i>Listening:</i> to match ads to photos; for specific information; to identify word stress <i>Speaking:</i> discussing ways to look good; making predictions about the future <i>Writing:</i> an ad for a health / beauty product or service	<i>Will</i>
Linking words and silent letters	<i>Listening:</i> for specific information; to match topics to pictures <i>Speaking:</i> talking about friendship; talking about possible future situations <i>Reading:</i> to identify gist; to complete texts with missing words <i>Writing:</i> endings for sentences about the future	Prepositions
Stressed words	<i>Listening:</i> to check a prediction; for specific information <i>Speaking:</i> talking about work and pay; making comparisons <i>Reading:</i> to match statements to pictures	Personality adjectives Comparatives
Consonant sounds <i>used to</i>	<i>Listening:</i> to check an oral summary of a text; for specific information <i>Speaking:</i> comparing photos; making predictions about people's lives; talking about situations in the past <i>Reading:</i> in order to summarize a text	Comparatives
Vowel sounds <i>/s /, /z /</i>	<i>Listening:</i> to check answers; to match speakers to photos <i>Speaking:</i> talking about ways of communicating / keeping records now and in the past <i>Reading:</i> to complete texts; for specific information <i>Writing:</i> questions for "online" chatting	The verb <i>get</i> Unit 4 content
	<i>Reading:</i> to correct sentences; for comprehension <i>Writing:</i> to complete prompts; to make sentences; to complete a text <i>Speaking:</i> describing yourself; to perform a roleplay; describing life changes and habits <i>Listening:</i> for comprehension; to correct sentences; for specific information	

## Unit 1

Page	Lesson	Language in action	Grammar	Vocabulary
4	<b>1A</b> I'm sure I know you from somewhere	<i>What time do you finish work? How are you feeling?</i>	Word order in questions Simple and continuous tenses	Getting (re)acquainted
6	<b>1B</b> How long have you been a movie extra?	<i>How long have you lived in Italy? I've been a model for two years.</i>	Present perfect for experiences <i>for</i> and <i>since</i> Questions with <i>How long ... ?</i>	Prefixes Fashion and celebrity
8	<b>1C</b> What have you just done?	<i>I've already lost 40 pounds. We've just won the competition.</i>	Present perfect with <i>already / just / yet</i>	Self-improvement Reacting to news
10	<b>1D</b> Somewhere special	<i>I didn't see anybody last night. We've sent her some flowers.</i>	<i>Every- / Some- / Any- / No- + body / one / thing / where</i> Verbs with two objects	Emotions
12	<b>1E</b> Learning from experience	<i>Have you ever lived abroad? I've never been to the U.S.</i>	Present perfect or Past simple <i>ever / never</i>	Movies
14	<b>1F</b> A once in a lifetime experience	<i>It was such an amazing trip. We met some wonderful people.</i>	Articles and <i>some / any</i>	Going on vacation
16	Review 1			
60 Writing 1 A travel blog    77 Phrasebook 1    79–85 Activity Book    112 Essential Grammar 1				

## Unit 2

Page	Lesson	Language in action	Grammar	Vocabulary
18	<b>2A</b> Shopping around	<i>I managed to get to the store yesterday. I couldn't find anywhere to park.</i>	<i>can / could / be able to / manage to</i>	Stores and facilities American and British English Making / responding to suggestions
20	<b>2B</b> On the road	<i>You must wear a seatbelt. You don't have to turn on your headlights during the day.</i>	<i>must (not) / (don't) have to</i> (all forms)	Driving and road safety Adverbs
22	<b>2C</b> How fast can you run?	<i>I've never run a marathon. Neither have I!</i>	<i>How?</i> questions with adjectives / adverbs Auxiliary verbs <i>so / neither</i>	Measurements Sports and sports people
24	<b>2D</b> A healthy balance	<i>They played soccer yesterday, didn't they?</i>	Question tags	Healthy habits Adjectives + prepositions
26	<b>2E</b> You really ought to see a doctor!	<i>You shouldn't go to work. Should I call the hospital?</i>	<i>should(n't) / ought to</i>	Parts of the body Symptoms Giving and refusing / accepting advice
28	<b>2F</b> We live more privately these days	<i>They don't drive nearly as fast as I do.</i>	Comparing with adverbs	Expressions with <i>make</i> and <i>do</i>
30	Review 2			
61 Writing 2 Formal & informal texts    77 Phrasebook 2    86–92 Activity Book    114 Essential Grammar 2				

Pronunciation	Skills	Recycling
Schwa /ə/	<i>Listening:</i> to order and complete a text; for specific information; to correct a text <i>Speaking:</i> role-playing meetings between people; asking and answering about learning English	<i>themselves</i> or <i>each other</i> Question formation Verb tenses
Sentence stress and schwa /ə/	<i>Reading:</i> for specific information <i>Speaking:</i> asking and answering about experiences	Present perfect Question formation Movie vocabulary
Word stress	<i>Reading:</i> scanning a TV guide; matching photos to TV shows <i>Listening:</i> for gist; to match extracts to pictures <i>Speaking:</i> talking about recent experiences; using phrases to show interest, and react to good and bad news	Present perfect TV shows
	<i>Listening:</i> for gist; to match people to their moods; for specific information; to complete dialogs <i>Speaking:</i> discussing which gift to give people	Past tenses <i>too / so / such</i>
<i>have</i> in questions and short answers	<i>Reading:</i> a biography for specific information <i>Listening:</i> for specific information <i>Speaking:</i> discussing quotes about learning from experience; asking and answering about experiences	Present perfect for experiences <i>So do I. / Neither do I.</i>
Stress in articles and <i>some / any</i>	<i>Listening:</i> for specific information; to follow a route on a map; to complete a chart <i>Speaking:</i> asking and answering about travel experiences; responding with good listener phrases	Articles Past simple Adjectives Question forms
Short and long vowel sounds	<i>Listening:</i> for specific information; to correct a text <i>Speaking:</i> exchanging information to complete a text <i>Reading:</i> to identify correct verbs; to complete a text	Unit 1 content

Pronunciation	Skills	Recycling
Stress in + and – statements	<i>Speaking:</i> comparing shopping habits; agreeing / disagreeing with, and expressing opinions; making and responding to suggestions <i>Listening:</i> for gist; for specific information; to match opinions to speakers	<i>too (much / many) / (not) enough</i> <i>can / can't</i> Verb tenses
Silent letters between consonants	<i>Speaking:</i> discussing good / bad driving habits; talking about family rules now and in the past <i>Listening:</i> for specific information	Transportation <i>let / allow</i> <i>can(n't) / could(n't)</i> <i>must (not) / (don't)</i> <i>have to</i> (present)
Intonation in + and – statements	<i>Speaking:</i> discussing sports and sports heroes; answering about measurements <i>Listening:</i> for gist; for specific information; to complete a survey <i>Reading:</i> for specific information; to complete statements; to write and answer quiz questions	Expressions with <i>by</i> Question forms Superlatives
Stress and intonation in question tags	<i>Speaking:</i> answering and discussing a health check questionnaire <i>Reading:</i> for gist; to choose the best title for an article; for specific information <i>Listening:</i> for specific information; to match statements to speakers	<i>(a) few / (a) little</i> Auxiliary verbs
	<i>Reading:</i> for gist <i>Listening:</i> for gist; to identify the correct picture; for specific information <i>Speaking:</i> giving advice; accepting or refusing advice	<i>should(n't)</i>
Silent letters and schwa /ə/	<i>Speaking:</i> comparing family life and roles at home; comparing habits and lifestyles <i>Listening:</i> for specific information; to check predictions	Adverbs <i>a lot / lots / much / a little / very</i>
Diphthongs	<i>Speaking:</i> complaining about items in stores; comparing habits and interests <i>Listening:</i> to correct a text; to notice linking words and silent letters; for specific information; to complete notes; to order and complete a dialog <i>Reading:</i> for gist; to identify the main point in an article	Unit 2 content

**Unit 3**

Page	Lesson	Language in action	Grammar	Vocabulary
32	<b>3A</b> Are you going to a show soon?	<i>You're doing an interview at 2 p.m.</i> <i>You're going to be busy!</i>	Present continuous or <i>going to</i>	Entertainment and events
34	<b>3B</b> What will the world be like?	<i>There won't be enough fuel.</i> <i>Science is going to change our lives.</i>	<i>will</i> or <i>going to</i> for predictions	The environment
36	<b>3C</b> Could it be a masterpiece?	<i>It might be worth a lot of money.</i>	Modals of deduction (present tense)	Materials and shapes The art world
38	<b>3D</b> What have you been doing?	<i>I've been training all morning.</i>	Present perfect, simple or continuous	Celebrations
40	<b>3E</b> If the passenger next to you is like this ...!	<i>Give us a call as soon as you get there.</i>	Zero and First conditionals Other future sentences with <i>as soon as / even if / unless / in case / otherwise</i>	Traveling by plane
42	<b>3F</b> You use it for opening cans	<i>You give them to people whose eyes are watering.</i>	Relative clauses with <i>who / which / that / where / when / whose</i>	Defining words and objects
44	Review 3			

62 Writing 3 A review    78 Phrasebook 3    93–99 Activity Book    116 Essential Grammar 3

**Unit 4**

Page	Lesson	Language in action	Grammar	Vocabulary
46	<b>4A</b> How's it done?	<i>The movie is shot.</i> <i>The actors are paid.</i>	Passive voice (Present simple)	Moviemaking Filmmaking
48	<b>4B</b> Good luck or hard work?	<i>His new movie is being shot at the moment.</i>	Other forms of the passive	Talking about your background
50	<b>4C</b> If I wanted to meet someone new ...	<i>What would you do if you won a million dollars?</i>	Second conditional	Relationships
52	<b>4D</b> I'd never thought about that	<i>I'd been at the bus stop for 40 minutes when he showed up.</i>	Past perfect	Describing personality Phrasal verbs
54	<b>4E</b> He said he knew I'd planned to kill him	<i>He told her that he loved her.</i>	Reported speech	Crime
56	<b>4F</b> They asked me if I had any questions	<i>She told me to sit down.</i> <i>She asked me why I had left my last job.</i>	Reported questions, requests, and orders	Common suffixes Phrasal verbs
58	Review 4			

63 Writing 4 A covering letter    78 Phrasebook 4    100–106 Activity Book    118 Essential Grammar 4

Pronunciation	Skills	Recycling
Pronunciation of <i>going to</i> : /gəʊnə/	<i>Reading</i> : for gist; to match ads to types of events <i>Listening</i> : for gist; for specific information; to complete a schedule <i>Speaking</i> : asking about weekend plans to complete a daily planner; comparing long-term plans	Present continuous for future arrangements
Linking words and chunks of speech Word stress	<i>Speaking</i> : making and comparing predictions about life in the future; responding to ideas <i>Listening</i> : for gist; to match pictures to extracts; for specific information <i>Reading</i> : to choose options to complete a text; to find words to match definitions; to extract and discuss the main ideas	The environment <i>will</i> for predictions
Silent letters in modal verbs	<i>Reading</i> : to check predictions; to summarize the main ideas; to find words to match definitions <i>Listening</i> : for gist; to match a description to a photo; to complete a dialog <i>Speaking</i> : describing objects and works of art	Modal verbs
Word stress	<i>Speaking</i> : describing festivals and celebrations; conducting a survey about recent events and activities <i>Reading</i> : for gist; to give an oral summary of the text; for specific information	Present perfect simple with <i>already</i> / <i>just</i> / <i>yet</i>
Intonation in promises / warnings	<i>Speaking</i> : giving advice to visitors to your hometown <i>Reading</i> : for gist; to match extracts to pictures; for specific information <i>Listening</i> : to confirm predictions; for specific information; to complete sentences	Traveling by plane First conditional
Stress in relative pronouns	<i>Listening</i> : for specific information; to match photos to clues; to complete sentences <i>Reading</i> : for gist; to identify relative pronouns; to analyze vocabulary <i>Speaking</i> : defining difficult words	<i>who</i> / <i>which</i> / <i>that</i>
Voiced and unvoiced consonants	<i>Listening</i> : for specific information; to order events in a schedule; to complete a text; to notice weak (schwa) sounds <i>Speaking</i> : discussing ideas about the future; comparing pictures <i>Reading</i> : for gist; to identify the main idea of each paragraph; for specific information; to match sentence halves	Unit 3 content

Pronunciation	Skills	Recycling
Stresses and unstressed words in sentences	<i>Speaking</i> : discussing experiences of moviemaking; describing movies and the Oscars <i>Reading</i> : for gist; to choose the best summary; for specific information; to sequence events	Linkers: <i>first</i> , <i>next</i> , <i>then</i> , <i>after that</i> , <i>finally</i>
Linking words and chunks of speech	<i>Speaking</i> : talking about luck and success; giving opinions, agreeing, and disagreeing; talking about your background <i>Listening</i> : for gist; to extract the main ideas <i>Reading</i> : for specific information	Movie vocabulary Passive voice (Present simple)
Intonation in conditional sentences	<i>Speaking</i> : talking about relationships; giving opinions, agreeing, and disagreeing; asking and answering questions for a TV dating show <i>Listening</i> : for specific information; to match speakers to pictures; to check predictions	Second conditional for advice
Stress patterns in time expressions	<i>Speaking</i> : describing people; telling a story <i>Listening</i> : for gist; to check predictions; for specific information <i>Reading</i> : to complete a text; to sequence events	Past simple and continuous <i>I'd</i> ( <i>I had</i> ) or <i>I'd</i> ( <i>I would</i> )
	<i>Speaking</i> : discussing crime in TV shows, movies, and books; discussing clues in a murder mystery and predicting the ending <i>Reading</i> : for specific information; to give an oral summary of a text <i>Listening</i> : for gist; for specific information; to check predictions	Verb tenses
Intonation in <i>Wh-</i> and <i>Yes / No</i> questions	<i>Speaking</i> : discussing a job listing; role-playing a job interview <i>Listening</i> : for gist; to determine speakers' attitudes and motives; for specific information	Question forms
	<i>Speaking</i> : discussing jobs around the house; describing a movie; talking about imaginary situations; performing a role play <i>Listening</i> : to correct sentences; to correct a text; to notice linking words <i>Reading</i> : for gist; to identify genre	Unit 4 content

## Unit 1

Page	Lesson	Language in action	Grammar	Vocabulary
4	<b>1A</b> Life crisis!	<i>I thought I'd walk into a well-paid job. It got her thinking.</i>	Tense review (Past, Present, and Future)	Work collocations Essential phrases: giving advice
6	<b>1B</b> Happy families?	<i>I take after my dad. You can look it up in the dictionary.</i>	Phrasal verbs	Phrasal verbs for relationships
8	<b>1C</b> Life since Web 2.0	<i>José felt really embarrassed. Three strange men arrived.</i>	Narrative tenses	Words for feelings
10	<b>1D</b> Trading places	<i>She was slowly getting used to the cold. Finnish coffee is unbelievably strong.</i>	<i>be used to get used to</i>	Intensifiers, e.g., <i>slowly, incredibly, unbelievably</i> Essential phrases: making suggestions
12	<b>1E</b> The grass is always greener ...	<i>If you get to the airport on time, the plane is late. If I go outside, I'll freeze. If you were an actor, you'd have a very stressful life.</i>	Zero / First / Second conditional <i>as / like</i>	Common sayings Collocations with <i>get</i>
14	<b>1F</b> Going away	<i>I'm having a party next Saturday. It starts at 9 p.m. Marc will turn up at 10. I'm not going to hang around.</i>	Future forms ( <i>will, going to, Present simple, Present continuous</i> )	Phrasal verbs Essential phrases: expressing preferences, re: travel
16	Review 1			
60 Writing 1 Telling a story    77 Phrasebook 1    79–85 Activity Book    112 Essential Grammar 1				

## Unit 2

Page	Lesson	Language in action	Grammar	Vocabulary
18	<b>2A</b> The first job I ever had was ...	<i>I enjoyed the movie we watched last night. The only person online was Lee, who was answering e-mails.</i>	Defining and non-defining relative clauses	Adjective suffixes (1) Noun + -y, adjective + <i>ish</i>
20	<b>2B</b> White lies	<i>It's never OK to lie, is it? You don't tell lies, do you?</i>	Question tags	Negative prefixes for confirming facts
22	<b>2C</b> Casual Friday	<i>She told me she's going to Chile next week. They asked me when I was starting that job.</i>	Reported speech Reported questions	Reporting verbs Essential phrases: reacting to ideas
24	<b>2D</b> Cash on the side	<i>He stopped to have coffee. He stopped smoking last year.</i>	Verb + infinitive and / or Verb + gerund	Money idioms Essential phrases: about spending habits
26	<b>2E</b> The shape of things to come	<i>It will be 10 degrees warmer. By 2050 everybody will be reading electronic books. The population will have doubled.</i>	Future simple, Future continuous, Future Perfect for predictions	Noun forms Essential phrases: making predictions
28	<b>2F</b> Testing times	<i>It could have happened to anyone. He must have remembered me ...</i>	Past modals for speculation and obligation <i>What + noun How + adjective</i>	Parts of a car Essential phrases: building and responding to a story
30	Review 2			
61 Writing 2 A movie review    77 Phrasebook 2    86–92 Activity Book    114 Essential Grammar 2				

Pronunciation	Skills	Recycling
	<p><i>Reading:</i> for gist; to match headings to the correct paragraphs; to paraphrase expressions</p> <p><i>Listening:</i> to match people with their comments</p> <p><i>Speaking:</i> to find out information about the other people in the class; talk about problems faced by young people</p>	<p>Prepositions</p> <p>Question formation</p> <p>Irregular past tense forms</p>
Stress in phrasal verbs	<p><i>Listening:</i> to match speakers to the correct picture; listen for specific information</p> <p><i>Reading:</i> to answer comprehension questions; to find out specific information</p> <p><i>Speaking:</i> to find out information about family members</p>	<p><i>no one / none</i></p> <p>Describing family</p>
Unstressing auxiliary verbs The schwa /ə/	<p><i>Reading:</i> to match people to the correct website entry; to find who had done what</p> <p><i>Listening:</i> to predict what comes next; to put the story in the correct order</p> <p><i>Speaking:</i> to talk about what you use the Internet for; continue a story</p>	<p>Talking about the Internet</p> <p>Storytelling</p>
Homographs (words with same spelling and different pronunciation)	<p><i>Reading:</i> to read a text and then paraphrase what it was about</p> <p><i>Listening:</i> to identify where people are from; listen to answer comprehension questions</p> <p><i>Speaking:</i> to give advice to someone who is visiting your country</p>	<p><i>used to</i></p> <p>Responding to greetings</p>
	<p><i>Listening:</i> to answer comprehension questions; listen and shadow read</p> <p><i>Reading:</i> to answer comprehension questions; to share information with a partner</p> <p><i>Speaking:</i> talk about common sayings; talk about conditional sentences</p>	<p><i>If + was / were</i></p>
Linking sounds Understanding rapid speech	<p><i>Reading:</i> scan for specific vocabulary; to answer a quiz</p> <p><i>Listening:</i> to see if statements are true or false</p> <p><i>Speaking:</i> talk about experiences of traveling abroad; role-play a conversation at a travel agent's</p>	<p>Talking about travel</p> <p>Present continuous = <i>going to</i> future</p>
	<p><i>Reading:</i> to insert missing words in sentences; to match comments with replies</p> <p><i>Listening:</i> to identify number of syllables in adjectives; to complete sentences; to underline stressed words; listen and repeat vowel sounds</p> <p><i>Speaking:</i> about personal histories; role play a phone call; talk about a topic for one minute</p> <p><i>Writing:</i> make true sentences using adjective and adverb prompts</p>	<p>Unit 1 content</p>

Pronunciation	Skills	Recycling
Tip: pausing	<p><i>Reading:</i> to identify whether the extract comes from an ad for a job or an e-mail; to paraphrase and exchange information; read an answer to identify the question</p> <p><i>Listening:</i> for gist; for specific information</p> <p><i>Speaking:</i> talk about jobs; discuss questions in a questionnaire</p>	<p>Jobs</p> <p>Adjectives</p>
Question tags for confirmation and real questions	<p><i>Reading:</i> to give your opinion on something</p> <p><i>Listening:</i> for specific information to spot when someone is lying</p> <p><i>Speaking:</i> talk about yourself; give your opinion on something</p>	<p><i>let</i></p> <p>Talking about past experiences</p>
Word stress	<p><i>Reading:</i> to insert missing sentences back into a text</p> <p><i>Listening:</i> for gist to see whether someone is for or against an idea; to match the speaker to the phrases</p> <p><i>Speaking:</i> talk about clothes you like; express your opinion on something</p>	<p>Clothes</p> <p>Likes and dislikes</p> <p>Imperatives</p>
Word stress	<p><i>Listening:</i> for gist to see if an idea is mentioned; to complete sentences</p> <p><i>Reading:</i> to share information with a partner; to answer comprehension questions</p> <p><i>Speaking:</i> talk about ways of saving money; talk about budgeting</p>	<p>Habits and routines</p> <p>Verbs of emotions</p>
Word stress with suffix <i>-ic</i> Contractions	<p><i>Listening:</i> check the answers to a quiz; listen to match predictions to the correct pictures</p> <p><i>Reading:</i> to answer quiz questions</p> <p><i>Speaking:</i> talk about the future</p>	<p><i>going to</i> for prediction</p>
Auxiliary verbs ( <i>should / would / could have</i> )	<p><i>Listening:</i> decide if a statement is true or false; put phrases in the correct order</p> <p><i>Reading:</i> to exchange information; hypothesis about what could have happened</p> <p><i>Speaking:</i> talk about parts of the car and what they are used for</p>	<p>Explaining a process</p> <p>Predicting</p> <p><i>had to</i> for past obligation</p>
	<p><i>Reading:</i> to complete sentences with adjectives; paraphrase and identify reporting verbs</p> <p><i>Listening:</i> to complete notes; count question tags; listen and repeat diphthongs</p> <p><i>Speaking:</i> ask and answer questions about money; describe a cartoon using future tenses; role play a conversation; give instructions to a learner about how to drive a car</p> <p><i>Writing:</i> choose correct options to complete questions, then write answers</p>	<p>Unit 2 content</p>

**Unit 3**

Page	Lesson	Language in action	Grammar	Vocabulary
32	<b>3A</b> I am what I am	<i>Kim's in college in Chicago.</i> <i>I have a new e-mail address.</i> <i>Dubai is in the UAE.</i>	Articles	Changing images and the media
34	<b>3B</b> Man-flu	<i>Could you help me?</i> <i>Do you know if there are any problems?</i> <i>Do you mind staying at a cheaper hotel?</i>	Indirect questions	Illnesses Essential phrases: explaining lifestyles
36	<b>3C</b> The art of the street	<i>I've sent over a hundred e-mails today.</i> <i>It's been raining for hours!</i>	Present perfect simple vs. Present perfect continuous	Word + preposition Essential phrases: saying what you've been doing
38	<b>3D</b> Changing times	<i>I wish I had my own car.</i> <i>If only we'd had more time.</i>	<i>wish</i> and <i>if only</i>	The face and appearance
40	<b>3E</b> Gadget mania	<i>If you'd been there, you would have loved it.</i> <i>If I'd had more money, I could have bought that ring.</i>	Third conditional	Describing objects and their function
42	<b>3F</b> Artist at work!	<i>An exhibition was held in London.</i> <i>He taught Congo to paint.</i>	More irregular past participles U.S. and U.K. English	Describing pictures
44	Review 3			
62 Writing 3 A blog    78 Phrasebook 3    93–99 Activity Book    116 Essential Grammar 3				

**Unit 4**

Page	Lesson	Language in action	Grammar	Vocabulary
46	<b>4A</b> Live tonight!	<i>She was going to come to lunch, but she's changed her mind.</i> <i>The meeting was to start at 7 p.m.</i> <i>They were leaving later that afternoon.</i>	The future in the past <i>be (about) to ...</i>	Concerts and shows Essential phrases: talking about past experiences
48	<b>4B</b> How technology can change your life	<i>I have very little free time now.</i> <i>There's plenty of milk.</i> <i>There were hardly any passengers on the train.</i>	Quantifiers ( <i>much, many, little, a few</i> etc.)	U.S. and U.K. English <i>be / keep in / lose touch with</i>
50	<b>4C</b> Any volunteers?	<i>Many cheetahs are killed by hunters.</i> <i>Most meat is cooked before we eat it.</i>	The passive	Charity and the environment Volunteering
52	<b>4D</b> Reality TV ruined my life!	<i>If I were a billionaire, I'd buy my own island.</i>	Mixed conditionals	TV shows Pairs of adjectives Essential phrases: speculating about the past
54	<b>4E</b> My avatar and me	<i>Bill is just as crazy as his brother!</i> <i>My dad is much older than my mom.</i>	Making comparisons	Internet services
56	<b>4F</b> The Internet generation	<i>Although we didn't have any tickets, we went along anyway.</i> <i>Even though we are working incredibly hard, we don't have much hope of success.</i>	Linking phrases	Childhood activities Adjective suffixes (2)
58	Review 4			
63 Writing 4 A formal e-mail    78 Phrasebook 4    100–106 Activity Book    118 Essential Grammar 4				

Pronunciation	Skills	Recycling
	<p><i>Reading:</i> to predict the next word in a text</p> <p><i>Listening:</i> for gist; listen for specific information</p> <p><i>Speaking:</i> find out information about other SS; talk about yourself</p>	Describing people <i>remind / remember</i>
Shadow reading Silent letters	<p><i>Listening:</i> listen for specific information</p> <p><i>Reading:</i> sentence completion</p> <p><i>Speaking:</i> find out who's the healthiest by asking and answering questions about health</p>	Questions with <i>mind</i> Comparing men and women
	<p><i>Listening:</i> to see if a statement is true or false</p> <p><i>Reading:</i> read and report what you've read to another person</p> <p><i>Speaking:</i> talk about busking; talk about what you've been doing</p>	Non-action verbs Countable v. uncountable nouns
Unstressed words and sentence stress	<p><i>Listening:</i> listen for gist; listen to match information with photos</p> <p><i>Reading:</i> read and report what has been read to a partner and then comment on it</p> <p><i>Speaking:</i> role play</p>	Describing appearance Giving advice Past modals
Intonation and stress for emphasis	<p><i>Reading:</i> read to answer comprehension questions</p> <p><i>Listening:</i> listen for gist</p> <p><i>Speaking:</i> describe objects; speak to consolidate a grammar point</p>	<i>It's used for / It looks like / it might be made of / made from</i>
Irregular past participles	<p><i>Listening:</i> to see if sentences are true or false</p> <p><i>Speaking:</i> describe and compare two paintings; ask and answer questions on a board game</p>	Uses of <i>on</i> Irregular past verbs
	<p><i>Speaking:</i> talk about various topics for a board game; talk about folk cures; role play game; explain similar sounding things to a Martian; play Twenty Questions</p> <p><i>Listening:</i> to identify rhyming words; listen and chant unvoiced consonants</p> <p><i>Reading:</i> read a story about three men on a desert island and choose options</p> <p><i>Writing:</i> write sentences beginning <i>If I hadn't...</i></p>	Unit 3 content

Pronunciation	Skills	Recycling
Intonation for giving good or bad news	<p><i>Reading:</i> read and report information to another person</p> <p><i>Listening:</i> for specific information</p> <p><i>Speaking:</i> talk about tastes in music; talk about music festivals</p>	Questions that end in prepositions Future tenses
	<p><i>Listening:</i> to see if a statement is true or false; listen for key words to reconstruct a conversation</p> <p><i>Reading:</i> read to complete sentences</p> <p><i>Speaking:</i> talk about using web forums</p>	U.S. vs. U.K. spelling Countable / uncountable nouns
Homophones (words with different spelling but same pronunciation)	<p><i>Reading:</i> read to report information to another person</p> <p><i>Listening:</i> to see if a statement is true or false</p> <p><i>Speaking:</i> speak about volunteer work</p>	Jobs
Linking Sentence stress Schwa vowel	<p><i>Listening:</i> to match speakers to their favourite TV show; listen for information</p> <p><i>Reading:</i> read questions and predict answers before reading to check; read to understand idiomatic expressions in context</p> <p><i>Speaking:</i> talk about the types of TV shows you like and dislike; discuss the best things to have with you on a desert island</p>	Paraphrasing idioms Second and third conditionals
Stress on <i>much, a lot, a little</i> , etc.	<p><i>Reading:</i> to match questions to answers</p> <p><i>Listening:</i> to match a description to the correct picture</p> <p><i>Speaking:</i> talk about what you use the Internet for; design and speak about an avatar</p>	Superlatives
	<p><i>Listening:</i> to see if a statement is true or false; listen to complete a sentence</p> <p><i>Reading:</i> read for error correction</p> <p><i>Speaking:</i> compare childhood today with childhood 40 years ago</p>	Technology Apostrophes
	<p><i>Reading:</i> read a survey and answer the questions; read a text and identify errors</p> <p><i>Speaking:</i> role play a conversation about being at a music festival; play a game; role play conversations using mixed conditionals; compare opinions about websites</p> <p><i>Listening:</i> listen to four dialogs and identify correct meanings; to complete sentences; to identify U.S. vs. U.K. English; listen and repeat voiced consonants</p>	Unit 4 content