









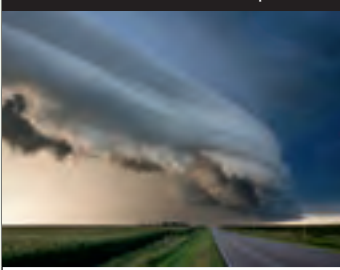








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2 People (p14–21) 	Past simple: regular and irregular verbs (2.1) Use of the affirmative with time expressions (2.1) Past simple negatives and question forms (2.2)	Personality: adjectives and nouns (2.1) Weather words; modifiers (1.2) Character adjectives and <i>like, look like, be like</i> , etc (2.3) Linking words: <i>until, at first, then, at the moment, afterwards</i> (2.4)	Evaluation International Women's Day Awards (2.1) Increasing your understanding Biography of Osamu Tezuka and Frida Kahlo (2.2) A learning styles and strategies questionnaire (2.4) A reflective blog (2.4)
3 The Media (p22–29) 	Past continuous (3.1) Defining relative pronouns: <i>who, which, where, that</i> (3.2)	The media (3.1) Nouns, e.g. <i>journalist / journalism</i> (3.2) TV programme genres, e.g. <i>comedy, politics</i> (3.3)	The story of the internet (3.1) Personal reflection News organisations around the world (3.2) A TV programme review (3.4)
4 Health (p30–37) 	Present perfect (1) with time expressions (4.1) Articles (4.2) Giving advice with reasons (should + infinitive of purpose/in order to) (4.3)	Medical words (4.1) Reporting verbs, e.g. <i>states, claims, shows, thinks</i> , etc (4.2) Ailments, e.g. <i>backache</i> (4.3) Grammar of words; compound nouns; false friends (4.4)	Podcasts about different aspects of International Medi-Aid (IMA) exploring facts (4.1) Text about relationship between diet and mental health (4.2)
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	Listening	Speaking / Pronunciation	Scenario	Study Skills / Writing	Video
	My world, our world entries (1.1) Conversation describing new holidays on offer (1.3) Discussing opinions about new holidays (1.3)	Long turn taking Describe favourite places (1.1) Discussion about different climates (1.2) Showing interest intonation for agreeing and disagreeing (1.3)	Key language: agreeing and disagreeing Task: making a choice Scenario: choosing holiday itinerary for tour operator	Write a short paragraph describing climate (1.2) Study skills: Dictionary skills: Understanding meaning Writing skills: Understanding text organisation descriptive writing: places	Meet the expert: an interview with James Moore, an expedition medical consultant about living in extreme places (1.2) 
	Stories of determination (2.1) Description of an inspirational person (2.2) Conversation discussing potential new flatmates (2.3)	Talk about stories of determination (2.1) Voiced and unvoiced consonants regular past endings (2.1) Collaboration Research and describe inspirational people (2.2) Word stress (2.3)	Key language: describing people Task: choosing a new flatmate Scenario: choosing most suitable flatmate	Write a short description of a determined person (2.1) Study skills: Learning styles and strategies Writing skills: Inferring a reflective blog	Meet the expert: an interview with Karen Rubins, a comic artist (2.2) 
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	Doctors expressing opinions (4.1) Student counsellor interviews (4.3)	Comparing life experiences (4.1) Justifying opinion Discussion about food and health (4.2) Interview about eating habits and diets (4.2) Phrase stress and rhythm (4.3)	Key language: giving advice and reasons Task: giving advice about health issues Scenario: giving advice to students	Write a summary about the eating habits and diets (4.2) Study skills: Guessing the meaning of un known words Writing skills: Inferring an informal email	Meet the expert: interview with Dr John Briffa, a doctor who specialises in nutrition, about brain food (4.2) 
	Nature programme about three islands (5.1) Conversation describing photos; choosing photos and reasons why (5.3)	Describe the islands; presentation to compare two places (5.1) Comparison of personal lives (5.2) Strong and weak forms (schwa) (5.3)	Key language: justifying choices Task: giving reasons and making choices Scenario: describing photos to partner and selecting which ones to use	Write a short paragraph describing climate (1.2) Study skills: developing self-awareness Correcting your writing Writing skills: Understanding text organisation writing comparative paragraphs	Meet the expert: interview with Gareth Philips, a professional photographer about the selection of photos (5.3) 
	Meeting between futurologist and a business investor; evaluating and predicting (6.1) Conversation about specific problems and possible solutions (6.2) Television talk show about family matters (6.3)	Making future predictions (6.1) Discuss Q about family; Discussion about family dilemmas; contractions: 'll (6.2) Word linking (6.3)	Key language: expressing opinions Task: having a discussion Scenario: discussion about family matters in a talk show	Write paragraph(s) about predictions for a specific society and country (6.1) Study skills: Critical Thinking: judging reliability, considering evidence, developing self-awareness Writing skills: Understanding text organisation a short article	Study skills video: a short lecture on critical thinking (6.4) 

Unit	Grammar	Vocabulary	Reading
7 Science (p54–61) 	Obligation: <i>should, must</i> and <i>have to</i> (7.1) <i>had to</i> and <i>could</i> (7.2)	Science and crime (7.1) Nouns, adjectives and verbs with prepositions (7.2) Developing an argument (<i>This means that ...</i> etc) (7.3) Scientific fields and inventions/ discoveries (7.4)	TV programme reviews: a documentary and a crime drama (7.1) Webpage about Stephen Hawking; justifying selections (7.2)
8 The night (p62–69) 	Verb patterns (8.1) Future intentions: <i>going to, hoping to, I'm going to, I'd like to</i> (8.2)	Expressions with sleep, e.g. <i>sleep badly, have a sleepless night</i> , etc (8.1) Jobs; <i>-ing/-ed</i> adjectives (8.2) Expressing preferences; Night out entertainment, e.g. <i>go out for dinner</i> (8.3)	Email exchange about a talk on sleep (8.1) Ordering ideas Article about night workers (8.2) Sydney festival events listing (8.3) A short mysterious story (8.4)
9 Work and industry (p70–77) 	<i>Used to</i> (9.1) Present simple passive (9.2)	Work and working conditions, e.g. <i>colleague, employee, good pay, opportunities to travel</i> , etc (9.1) Compound nouns (9.2) Negotiating; Price/Quantity, Delivery, Payment negotiation phrases (9.3) Linkers: sequencing phrases, e.g. <i>to begin with ...</i> , etc (9.4)	Email from HR asking for employee opinion about the company (9.1) Making informed guesses Use of gold in industry (9.2) The early stages of making chocolate (9.4)
10 Global affairs (p78–85) 	Present continuous for future arrangements (10.1) Past simple passive (10.2)	People and organisations (10.1) Global companies (10.2) Adding emphasis using adverbs; Adjectives to describe experiences, e.g. <i>magical, memorable with just and only</i> (10.3) Importance markers Linkers: <i>although, on the other hand, therefore</i> (10.4)	Encyclopaedia entry about the United Nations ; evaluating opinions (10.1) History of Apple; identifying key dates (10.2) Background info on the bid cities (10.3) The advantages and disadvantages of phone-tapping (10.4)
11 The environment (p86–93) 	Present perfect (2): <i>for/since</i> (11.1) Phrasal verbs (11.2) Question tags (11.2)	Noun phrases: noun + <i>of</i> + noun, e.g. the consequence of change (11.1) Containers and materials (11.2) Regeneration needs (11.3)	Extreme weather web search (11.1) A discussion in the press about packaging (11.2) A funding proposal Regeneration project information (11.3) Action group newsletter; A report; Plans for a new airport terminal (11.4)
12 Sport (p94–101) 	Second conditional (12.1) <i>too</i> and <i>enough</i> (12.2)	types of sports to collocate with <i>do/go/play</i> (12.1) linking words (12.2) Sports personalities (12.3)	Open letter to the Minister of Sport; evaluating effective language (12.1) Magazine article about female football fans (12.2) an English course advert a formal email (12.4)

	Listening	Speaking / Pronunciation	Scenario	Study Skills / Writing	Video
	Interview with a crime documentary researcher; making personal connections (7.1) Radio programme for intellectual discussion about important inventions and scientific discoveries (7.3)	Discussion about crime and science; Discussion about rules and regulations in students' own lives (7.1) Discussion about famous scientists and their discoveries; Discussion about attitudes to science (7.2) Word stress and the schwa (7.3) Discuss type of notes and ways to make notes (7.4)	Key language: developing an argument Task: making your case Scenario: discussion about the top inventions/discoveries	Research and write a short description of a famous person's life and work (7.1) Study skills: making notes Writing skills: analysing data Describing charts	Meet the Expert: an interview with Huw James, a scientist who specializes in astronomy, about black holes and astrophysics (7.2) 
	Presentation about sleep; Evaluating performance (8.1) Conversation planning a night out at festival (8.3)	Discussion about sleep Quiz about sleep patterns (8.1) Contractions Discussing future plans, hopes and dreams (8.2) Sentence stress: key words and clarity (8.3)	Key language: discussing preferences Task: making a future plan Scenario: planning a night out	Write a short paragraph describing climate (1.2) Study skills: remembering vocabulary; evaluating methods Writing skills: prediction A narrative	Meet the Expert: an interview with Karen Fowler, a communications manager, about working in the dark in Antarctica (8.2) 
	Interview with two employees exploring the topic (9.1) Business people negotiating a deal (9.3) Discussing opinions about new holidays (1.3)	study vs working discussion Comparison of the way people used to live and work today with the past ' s ' in used to (9.1) Talk about industries/well-known business (9.2) Numbers (9.3)	Key language: making offers and proposals Task: having a negotiation Scenario: negotiating a deal	Write a paragraph comparing life in past to now (9.2) Study skills: Giving a short talk; analysing performance Writing skills: Describing a process	Study skills video: a short talk about the history of chocolate (9.4) 
	A meeting to discuss a trip schedule (10.1) The history of Apple (10.2) An Olympic bid presentation (10.3) A talk about INTERPOL (10.4)	General discussion about the United Nations; Interviews to check social arrangements (10.1) Exchanging knowledge about global companies; exploring the topic talking about big businesses and globalisation (10.2) Pausing and emphatic stress (10.3)	Key language: giving examples Task: giving a presentation Scenario: making an Olympic bid	Write a paragraph summarising next week's social arrangements (10.2) Study skills: improving your listening: predicting content, predicting vocabulary, importance markers Writing skills: A for and against essay; developing ideas	Meet the Expert: an interview with Nick Cooper, a brands specialist, about what makes a global brand (10.2) 
	A radio documentary about the environment and global warming (11.1) A funding committee discussing a regeneration project proposal (1.3)	Illustrating a claim Talking about the causes and effects of global warming (11.1) Problem-solving Discussion about ways to reduce waste (11.2) Intonation in question tags (11.3) Discuss the effects of the newsletter (11.4)	Key language: checking agreement Task: collaborating Scenario: Allocating funds for local regeneration	Write a short paragraph describing climate (1.2) Study skills: thinking critically about reading texts Writing skills: Asking critical questions A report	Meet the Expert: an interview with Dr Laura Baker, a meteorologist, about tracking and analysing storms (12.1) 
	Current affairs programme on TV (12.1) Interview between a sports psychologist and a client (12.3) A tutorial about time management (12.4)	Discussion about attitudes and approaches to sport (12.1) Evaluating claims Discussion of topical issues related to football, sport and health and sports facilities in different countries (12.2) Intonation in lists (12.3)	Key language: answering complex questions Task: using a questionnaire Scenario: Doing a sports psychology survey	A summary paragraph of topical issues (12.2) Study skills: Time Management; critical evaluation Writing skills: a formal email	Meet the Expert: an interview with Rachel Pavlou, the Women's Football Development Manager for the English FA, about the rise of women's football (12.2) 