

# Contents

## FAST-TRACK ROUTE

| MAIN LESSON   | GRAMMAR/LANGUAGE   | VOCABULARY                            | PRONUNCIATION                                    | SPEAKING GOAL  |
|---|--|---------------------------------------|--|--|
| <b>UNIT 1</b> page 6  |  |                                       |  |  |
| <b>1A</b> Talking to strangers<br>page 6                                  | question forms   | verbs with dependent prepositions     | intonation in formal and informal questions      | start a conversation and keep it going                 |
| <b>1B</b> Life lessons<br>page 8  | past simple, past continuous, <i>used to, would, keep + -ing</i> | phrases to describe emotions          | <i>n't</i> in natural speech                     | describe an experience and a life lesson               |
| <b>1C</b> Personalities<br>page 10  | verb + noun collocations   | adjectives of character               | <i>weak your, the, a</i>                         | interview someone about their personality              |
| <b>1D</b> English in action<br>page 12                                    | FUNCTION: contribute effectively to a conversation or discussion | verbs to describe a healthy lifestyle | word linking                                     | contribute effectively to a conversation or discussion |
| Go online for the Roadmap video.  |  |                                       |  |  |
| <b>UNIT 2</b> page 14   |  |                                       |  |  |
| <b>2A</b> What's the truth?<br>page 14                                    | present perfect simple and continuous                            | phrases with <i>get</i>               | <i>weak been</i>                                 | outline problems with your work                        |
| <b>2B</b> Running wild?<br>page 16  | the passive  | social action                         | <i>weak forms of be</i>                          | make recommendations                                   |
| <b>2C</b> It's so annoying!<br>page 18                                    | <i>-ed</i> and <i>-ing</i> adjectives                            | common complaints                     | intonation in phrases with <i>so + adjective</i> | respond to complaints                                  |
| Check and reflect: Units 1 and 2 page 20 Go online for the Roadmap video. |  |                                       |  |  |
| <b>UNIT 3</b> page 22   |  |                                       |  |  |
| <b>3A</b> I remember ...<br>page 22                                       | past perfect simple and continuous                               | memory                                | <i>weak forms: had</i>                           | narrate a childhood memory                             |
| <b>3B</b> Great rivals<br>page 24   | comparatives and superlatives                                    | character adjectives                  | emphasising a big difference                     | express an opinion about rivals                        |
| <b>3C</b> Life's too short<br>page 26                                     | forming adjectives   | arguments                             | word stress in adjectives                        | summarise an argument                                  |
| <b>3D</b> English in action<br>page 28                                    | FUNCTION: complain and give and respond to feedback              | adjectives to describe food           | using intonation to sound polite                 | complain and give and respond to feedback              |
| Go online for the Roadmap video.  |  |                                       |  |  |
| <b>UNIT 4</b> page 30   |  |                                       |  |  |
| <b>4A</b> Possessions<br>page 30  | relative clauses   | adjectives to describe things         | pauses with non-defining relative clauses        | describe a precious possession in detail               |
| <b>4B</b> Job skills<br>page 32   | obligation and prohibition                                       | job requirements                      | <i>have</i> and <i>'ve</i>                       | talk about the requirements of a job                   |
| <b>4C</b> Unwritten rules<br>page 34                                      | forming verbs with <i>en</i>                                     | 21st-century words                    | word stress in verbs with <i>en</i>              | give advice through an informal presentation           |
| Check and reflect: Units 3 and 4 page 36 Go online for the Roadmap video. |  |                                       |  |  |
| <b>UNIT 5</b> page 38   |  |                                       |  |  |
| <b>5A</b> Splashing out<br>page 38  | mistakes in the past   | money phrases                         | <i>should have</i> and <i>could have</i>         | have a conversation about spending money               |
| <b>5B</b> Crime scene<br>page 40  | quantifiers  | crime (robbery)                       | <i>(a) little</i> and <i>(a) few</i>             | talk about quantities                                  |
| <b>5C</b> Bubble trouble<br>page 42                                       | adverb + adjective collocations                                  | money                                 | word stress in adverb + adjective collocations   | summarise a text                                       |
| <b>5D</b> English in action<br>page 44                                    | FUNCTION: deal with and resolve conflicts                        | phrases with <i>leave</i>             | stress and meaning                               | deal with and resolve conflicts                        |
| Go online for the Roadmap video.  |  |                                       |  |  |

## EXTENDED ROUTE

| DEVELOP YOUR SKILLS LESSON                  | GOAL                                      | FOCUS  |
|---|---|--|
| <b>1A Develop your listening</b><br>page 86 | understand common informal conversations  | recognising exaggeration                       |
| <b>1B Develop your writing</b><br>page 116  | write a detailed description of a place   | adding interest to a description               |
| <b>1C Develop your reading</b><br>page 96   | understand an article with survey results | understanding cause and effect relationships   |
|   |   |  |
| <b>2A Develop your writing</b><br>page 118  | write an informal email to a friend       | asking for and giving personal news            |
| <b>2B Develop your reading</b><br>page 98   | understand what makes a text formal       | identifying formal and informal texts          |
| <b>2C Develop your listening</b><br>page 87 | understand detailed guidance              | recognising positive and negative instructions |
|   |   |  |
| <b>3A Develop your writing</b><br>page 120  | write a personal anecdote                 | showing the time and sequence of events        |
| <b>3B Develop your listening</b><br>page 88 | understand most of a TV/radio programme   | ignoring filler phrases                        |
| <b>3C Develop your reading</b><br>page 100  | understand a magazine article             | using a monolingual dictionary                 |
|   |   |  |
| <b>4A Develop your reading</b><br>page 102  | understand a magazine article             | understanding the writer's purpose             |
| <b>4B Develop your writing</b><br>page 122  | write a covering email                    | matching a covering email with a job advert    |
| <b>4C Develop your listening</b><br>page 89 | understand phone messages                 | understanding understatement                   |
|   |   |  |
| <b>5A Develop your reading</b><br>page 104  | understand academic texts                 | understanding references to numerical data     |
| <b>5B Develop your writing</b><br>page 124  | write a detailed description of a person  | using similes                                  |
| <b>5C Develop your listening</b><br>page 90 | understand presentations                  | matching information with visuals              |



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| MAIN LESSON   | GRAMMAR/LANGUAGE   | VOCABULARY  | PRONUNCIATION                                 | SPEAKING GOAL                                      |
|---|--|---|---|--|
| <b>UNIT 6</b> page 46   |  |   |   |  |
| <b>6A</b><br>page 46  | <b>Love it or loathe it?</b><br>verb + <i>-ing</i> and infinitive with <i>to</i> | common idioms   | sentence stress                               | talk about things you love and loathe              |
| <b>6B</b><br>page 48  | <b>We can work it out</b><br>reported speech                                     | negotiating   | s and ss                                      | summarise a negotiation                            |
| <b>6C</b><br>page 50  | <b>Tricky conversations</b><br>verb patterns after reporting verbs               | reporting verbs   | word stress in verbs                          | paraphrase what someone has said                   |
| <b>Check and reflect: Units 5 and 6</b> page 52  Go online for the Roadmap video.                                   |  |   |   |  |
| <b>UNIT 7</b> page 54   |  |   |   |  |
| <b>7A</b><br>page 54  | <b>Possible futures</b><br>real conditionals                                     | social issues   | schwa sound                                   | talk about possible consequences of situations     |
| <b>7B</b><br>page 56  | <b>Business plans</b><br>future forms and degrees of probability                 | collocations with <i>make, take, do</i> and <i>give</i> | sentence stress                               | describe future plans with degrees of probability  |
| <b>7C</b><br>page 58  | <b>Cultural awareness</b><br>introductory <i>It</i>                              | personal and professional relationships                 | sentence stress                               | summarise a situation and give opinions and advice |
| <b>7D</b><br>page 60  | <b>English in action</b><br>FUNCTION: lead a discussion and come to a decision   | meetings and discussions                                | linking w and y sounds                        | lead a discussion and come to a decision           |
| Go online for the Roadmap video.  |  |   |   |  |
| <b>UNIT 8</b> page 62   |  |   |   |  |
| <b>8A</b><br>page 62  | <b>It's so predictable ...</b><br>second conditional                             | events in films   | linking w sound                               | talk about your favourite film/TV series           |
| <b>8B</b><br>page 64  | <b>On the run</b><br>conditionals in the past                                    | searching and hiding                                    | <i>would have</i> and <i>wouldn't have</i>    | talk about other options and outcomes in the past  |
| <b>8C</b><br>page 66  | <b>Great art?</b><br>linkers of concession                                       | visual art  | linkers of concession                         | develop an argument for a class debate             |
| <b>Check and reflect: Units 7 and 8</b> page 68  Go online for the Roadmap video.                                   |  |   |   |  |
| <b>UNIT 9</b> page 70   |  |   |   |  |
| <b>9A</b><br>page 70  | <b>Mysteries</b><br>past modals of deduction                                     | mystery   | sentence stress                               | speculate about unsolved mysteries                 |
| <b>9B</b><br>page 72  | <b>Strange theories</b><br>verb patterns   | knowledge   | vowel sounds in verb/noun pairs               | plan and give a convincing argument                |
| <b>9C</b><br>page 74  | <b>Celebrity</b><br>phrasal verbs  | common phrasal verbs                                    | word linking                                  | describe a personal experience                     |
| <b>9D</b><br>page 76  | <b>English in action</b><br>FUNCTION: explain a problem and ask for action       | describing problems with products and services          | elision                                       | explain a problem and ask for action               |
| Go online for the Roadmap video.  |  |   |   |  |
| <b>UNIT 10</b> page 78  |  |   |   |  |
| <b>10A</b><br>page 78   | <b>Will I be happy?</b><br>future perfect and future continuous                  | personal fulfilment                                     | <i>Will you have?</i> and <i>Will you be?</i> | talk about future events                           |
| <b>10B</b><br>page 80   | <b>Believe it or not!</b><br>articles  | fame  | <i>the</i>                                    | maintain a discussion on interesting facts         |
| <b>10C</b><br>page 82   | <b>New solutions</b><br>compound adjectives                                      | persuasion and enforcement                              | word stress in compound adjectives            | give detailed opinions                             |
| <b>Check and reflect: Units 9 and 10</b> page 84  Go online for the Roadmap video.                                  |  |   |   |  |
| Language bank page 136      Vocabulary bank page 156      Communication bank page 166      Irregular verbs page 176 |  |   |   |  |

## EXTENDED ROUTE

| DEVELOP YOUR SKILLS LESSON                   | GOAL  | FOCUS   |
|--|---|---|
| <b>6A Develop your listening</b><br>page 91  | understand informal discussions               | recognising signpost expressions                  |
| <b>6B Develop your reading</b><br>page 106   | understand a website                          | recognising irony                                 |
| <b>6C Develop your writing</b><br>page 126   | write an email of complaint requesting action | using comment adverbs                             |
| <b>7A Develop your reading</b><br>page 108   | understand websites and longer texts          | recognising cohesive devices                      |
| <b>7B Develop your writing</b><br>page 128   | write notes during a conversation             | using abbreviations in notes                      |
| <b>7C Develop your listening</b><br>page 92  | understand a radio programme                  | recognising examples                              |
| <b>8A Develop your listening</b><br>page 93  | understand fast, unscripted speech            | recognising when words are missed out             |
| <b>8B Develop your reading</b><br>page 110   | understand the plot of a narrative            | distinguishing background detail from main events |
| <b>8C Develop your writing</b><br>page 130   | write a review of a film or book              | including relevant information                    |
| <b>9A Develop your listening</b><br>page 94  | understand fast, scripted speech              | understanding pauses in speech                    |
| <b>9B Develop your writing</b><br>page 132   | write a simple discursive essay               | structuring a simple discursive essay             |
| <b>9C Develop your reading</b><br>page 112   | predict content from headlines                | understanding newspaper headlines                 |
| <b>10A Develop your writing</b><br>page 134  | write a magazine article                      | attracting and keeping the reader's attention     |
| <b>10B Develop your listening</b><br>page 95 | extract the main points from a news programme | distinguishing fact from opinion                  |
| <b>10C Develop your reading</b><br>page 114  | understand an article                         | inferring the meaning of words from context       |

