

| Lesson and objective | Grammar | Vocabulary | Pronunciation | Everyday English | Listening and Video | Reading | Speaking | Writing |
|--|---|---------------------------------------|--------------------------------------|---|---|--|---|---|
| Unit 1 Language | | | | | | | | |
| Getting started Talk about animals learning language | | | | | | | | |
| 1A | Talk about second language learning | Adverbs and adverbial phrases | Language learning; Noun forms | Word stress: noun forms with -tion and -ity | BBC interview: Second language learning | Quotes: four celebrities' language learning experiences | Describing experiences of language learning Discussing language learning factors | Five pieces of advice for language learners |
| 1B | Describe languages and how they change | The perfect aspect | Describing changes | Sentence stress | Monologue: the origins of words Four monologues about how languages change | Article: <i>How quickly is the English language changing?</i> Fact file: <i>How languages are special</i> | Speculating when English words originated Discussing interesting facts about your language and others | Changes in your world |
| 1C | Express yourself in an inexact way | | | Sound and spelling: <i>ea</i> , <i>ee</i> and <i>ie</i> | <i>Friends and rivals</i> | | Sharing rough details of an experience | Unit Progress Test |
| 1D | Write a web forum post | | | | Monologue: the dominance of English as a world language | Four discussion board posts | Predicting the main points of a talk and discussing your predictions | Web forum post Expressing opinions |
| Review and extension More practice | | WORDPOWER Idioms: Body parts | | | | | | |
| Unit 2 Going to extremes | | | | | | | | |
| Getting started Talk about tolerance of extreme conditions | | | | | | | | |
| 2A | Describe extreme sensory experiences | Comparison | Multi-word verbs: Social interaction | Consonant-vowel linking | Monologue: <i>My vow of silence</i> | Article: <i>I've been to the quietest place on Earth</i> | Questionnaire: <i>How sensitive are you to sound?</i> Discussing different views on communication | |
| 2B | Talk about plans, intentions and arrangements | Intentions and arrangements | Verbs of movement | Word groups and main stress | Interview with a base jumper | Leaflet: <i>Itching for a good thrill?</i> Article: <i>Why some of us are thrill-seekers</i> | Giving opinions on extreme sports and dangerous activities Discussing a blog post | Blog post: a new experience |
| 2C | Give advice | | | Emphatic stress | <i>A guest overstays his welcome</i> | | Advising a friend on a tricky situation | Unit Progress Test |
| 2D | Write a report | | | | Four monologues about university social programme activities | Report: Review of a social programme and recommendations | Discussing the merits of activities for a social programme | Report Linking: contrast and concession |
| Review and extension More practice | | WORDPOWER Idioms: Movement | | | | | | |
| Unit 3 Travel and adventure | | | | | | | | |
| Getting started Talk about a mishap on a road trip | | | | | | | | |
| 3A | Emphasise positive and negative experiences | Inversion | Wealth and poverty | Tone in inversion structures; Word stress | BBC talk: <i>The problem with volunteering</i> , Daniela Papi | Two reviews: <i>Thinking of volunteering abroad?</i> | Discussing volunteer work abroad Describing new experiences | Blog post: an unusual travel or tourism experience |
| 3B | Describe journeys and landscapes | Future in the past; Narrative tenses | Landscape features | Glottal stops | BBC audio blog: <i>Journey of a lifetime</i> , Will Millard | Narrative article: <i>Survival on the Mano River</i> | Telling the story of an adventurous trip | Article: an adventurous journey |
| 3C | Paraphrase and summarise | | | Consonant groups across two words | A disastrous interview | | Paraphrasing and summarising in informal conversations | Unit Progress Test |
| 3D | Write a travel review | | | | Two monologues about Prague | Traveller's review: <i>Prague get-away weekend</i> | Describing the best and worst places you have been as a tourist Expressing an opinion about a place | Travel review Descriptive language; Writing briefly |
| Review and extension More practice | | WORDPOWER Idioms: Landscapes | | | | | | |
| Unit 4 Consciousness | | | | | | | | |
| Getting started Talk about manipulating the senses | | | | | | | | |
| 4A | Talk about using instinct and reason | Noun phrases | Instinct and reason | Sound and spelling: /ʃəsl/, /təsl/, /dʒəsl/ | BBC radio discussion: gut instinct in medical diagnosis | Article: <i>Learn to trust your gut!</i> | Quiz: <i>Do you have a sixth sense?</i> Dilemmas: would you go with your gut instinct? | |
| 4B | Talk about memories and remembering | <i>have / get</i> passives | Memory | Sentence stress | Four monologues about childhood memories | Article: <i>False childhood memories</i> Article: <i>How eyewitness evidence can be unreliable</i> | Talking about a childhood memory Giving an eyewitness account of a crime Discussing ways to improve memory | |
| 4C | Use tact in formal discussions | | | Homophones in words and connected speech | <i>Feedback and an unexpected opportunity</i> | | Giving opinions tactfully | Unit Progress Test |
| 4D | Write a profile article | | | | Interview: musician Nora Manning | Profile article: <i>Nora Manning: 'I come back from travelling with my head full of music'</i> | Asking and answering questions about being interviewed for a profile article Interviewing a classmate for a profile article | Profile article Organising information; Showing time relationships |
| Review and extension More practice | | WORDPOWER mind | | | | | | |
| Unit 5 Fairness | | | | | | | | |
| Getting started Talk about activities for prisoners | | | | | | | | |
| 5A | Talk about crime and punishment | Relative clauses | Crime and justice | Sound and spelling: <i>s</i> and <i>ss</i> | Radio news: bizarre crimes | Article: <i>Can we have a swimming pool? Life at Halden Prison</i> | Giving definitions of crime vocabulary Discussing punishments for crimes | |
| 5B | Talk about job requirements and fair pay | Willingness, obligation and necessity | Employment | Word stress: nouns and verbs | Four monologues about employment | Four job descriptions: <i>Bomb disposal diver</i> , <i>Private butler</i> , <i>Ethical hacker</i> and <i>Social engineer</i> | Discussing employment terms and conditions Exchanging information about different jobs Negotiating salaries for a range of jobs | |
| 5C | Recall and speculate | | | Main stress | <i>Opening up</i> | | Dealing with a situation without the facts | Unit Progress Test |
| 5D | Write an opinion essay | | | | Two monologues about job applications and social media | Essay: <i>Social media and recruitment</i> | Discussing how an employer should respond to employee comments on social media | Opinion essay Essays; Linking: addition and reinforcement |
| Review and extension More practice | | WORDPOWER Idioms: Crime | | | | | | |

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| Unit 6 Perspectives | | | | | | | | |
| Getting started Talk about the impact of 3-D street art | | | | | | | | |
| 6A | Describe photos and hobbies | Simple and continuous verbs | Adjectives: Describing images | Sentence stress | Interview with an amateur photographer | Article: <i>Lessons Elliott Erwitt has taught me about street photography</i> | Discussing photography skills Talking about your favourite photos | |
| 6B | Tell a descriptive narrative | Participle clauses | Emotions | Main stress and emphatic stress (adverbs and adjectives) | Narrative: the conclusion of <i>You are now entering the human heart</i> | Short story: <i>You are now entering the human heart</i> | Discussing the themes of a piece of fiction Reading a short story aloud | Creating an alternative ending to a short story |
| 6C | Organise a presentation | | | Tone in comment phrases | Organising a presentation | <i>A big presentation</i> | Presenting an application for a grant | Unit Progress Test |
| 6D | Write a letter of application | | | | | | | |
| Review and extension More practice | | WORDPOWER Idioms: Feelings | | | | | | |
| Unit 7 Connections | | | | | | | | |
| Getting started Talk about technologies in the classroom | | | | | | | | |
| 7A | Speculate about inventions and technology | Speculation and deduction | Compound adjectives | Main stress: compound adjectives | Three monologues: inventions that would make the world a better place | Article: <i>I'm about to interview a robot.</i> | Discussing questions to ask a robot Presenting a new invention | |
| 7B | Emphasise opinions about the digital age | Cleft sentences | Nouns with suffixes: Society and relationships | Tone in cleft structures | Radio programme: <i>From My Bookshelf</i> | Article: <i>Loneliness and temperature</i> | Talking about what you read online Explaining how you would overcome a hypothetical problem | |
| 7C | Apologise and admit fault | | | Sound and spelling: <i>ou</i> and <i>ough</i> | Apologising and admitting fault | <i>Unsolicited suggestions</i> | Dealing with a situation where you are at fault | Unit Progress Test |
| 7D | Write a proposal | | | | | | | |
| Review and extension More practice | | WORDPOWER self- | | | | | | |
| Unit 8 Body and health | | | | | | | | |
| Getting started Talk about physical activity in old age | | | | | | | | |
| 8A | Describe sleeping habits and routines | Gerunds and infinitives | Sleep | Sentence stress | Radio interview with a sleep researcher Radio phone-in programme about waking up at night | Article: <i>Top tips to help you sleep</i> Article: <i>The myth of the eight-hour sleep</i> | Discussing tips for a good night's sleep Planning a typical day for someone with a segmented sleep pattern | |
| 8B | Talk about lifestyles and life expectancy | Conditionals | Ageing and health | Pitch: extra information | BBC interview: living on a calorie restricted diet | Article: <i>Anti-ageing treatments</i> Interview: <i>We don't have to get sick as we get older</i> | Discussing anti-ageing treatments Presenting your views on health and ageing issues | |
| 8C | Negotiate | | | Intonation in implied questions | Negotiating | <i>An exclusive story</i> | Negotiating the price of a product or service | Unit Progress Test |
| 8D | Write promotional material | | | | | | | |
| Review and extension More practice | | WORDPOWER and | | | | | | |
| Unit 9 Cities | | | | | | | | |
| Getting started Talk about obstacles to urban development | | | | | | | | |
| 9A | Talk about city life and urban space | Reflexive and reciprocal pronouns | Verbs with <i>re-</i> | Sound and spelling: <i>re-</i> | Podcast: new ideas for 'smart cities' | Article: <i>Exhibition Road London's first example of 'shared space'</i> Fact files: four city initiatives | Sharing information about initiatives to improve cities Presenting ideas for 'smarter' cities | |
| 9B | Describe architecture and buildings | Ellipsis and substitution | Describing buildings | Word stress | BBC news report: <i>'Pants' skyscraper? China reacts against latest tall building</i> | Article: <i>Zaha Hadid 'I don't make nice little buildings'</i> | Describing buildings Presenting a proposal for the redevelopment of a derelict building Role play discussing the state of a town | |
| 9C | Deal with conflict | | | Sound and spelling: foreign words in English | Dealing with conflict | <i>A leak and a fall out</i> | Complaining and responding to complaints | Unit Progress Test |
| 9D | Write a discussion essay | | | | | | | |
| Review and extension More practice | | WORDPOWER build | | | | | | |
| Unit 10 Occasions | | | | | | | | |
| Getting started Talk about an unusual wedding | | | | | | | | |
| 10A | Give a presentation or a speech | Regret and criticism structures | Communication verbs | Word groups and main stress | Three monologues about giving a presentation | Article: <i>How to give a killer presentation</i> | Discussing what makes a good presentation Giving a one-minute speech: <i>Learning from my mistakes</i> | |
| 10B | Talk about superstitions and rituals | Passive reporting verbs | Superstitions, customs and beliefs | Consonant groups | Radio interview: superstitions in the theatre | Article: <i>The game before the game</i> | Discussing superstitions, customs and beliefs Role play talking about plans and responding Explaining theatrical superstitions | The origins of the <i>Macbeth</i> superstitions in the theatre |
| 10C | Take turns in more formal conversations | | | Tone in question tags | Turn-taking | <i>A successful interview</i> | Taking turns in an interview | Unit Progress Test |
| 10D | Write a film review | | | | | | | |
| Review and extension More practice | | WORDPOWER luck and chance | | | | | | |
| Communication Plus p.127 | | | | | Writing focus p.189 | | | |
| Grammar Focus p.138 | | | | | Audioscripts p.176 | | | |
| Vocabulary Focus p.158 | | | | | Verb patterns p.190 | | | |
| | | | | | Irregular verbs p.191 | | | |