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	GRAMMAR	VOCABULARY
<b>Welcome</b>	Present simple - <i>be</i> Imperatives <i>Can</i> Subject pronouns Object pronouns <i>This / that / these / those</i>	Personal information Countries and nationalities Classroom objects Prepositions of place Numbers, days and dates
<b>1 Useful things</b>	<i>Have got</i> <i>There is / there are</i> Plural nouns Possessive 's Possessive adjectives <i>A / an</i> <i>Some / any</i>	Everyday objects Adjectives <b>Get Thinking Strategy</b> – <i>Recording new words in context</i>
<b>2 Having fun</b>	Present simple Adverbs of frequency <i>Like + -ing</i> Prepositions of time	Hobbies and free time activities <b>Get Thinking Strategy</b> – <i>Organising vocabulary visually</i>
<b>SKILLS AND CULTURE 1-2</b> (pp. 38-39) <b>Reading</b> Teens and screens <b>Listening</b> A discussion about teenage problems <b>Speaking</b> Discussing the health and social value of free time activities <b>Writing</b> A description of screen-time <b>Study skills</b> <b>Listening:</b> matching Towards Preliminary 1-2 (pp. 40-41)		
<b>3 Money and how to spend it</b>	Present continuous Present simple vs present continuous Verbs of perception and state verbs	Money and prices Shops Clothes <b>Get Thinking Strategy</b> – <i>Recording new words creatively</i>
<b>4 Food for life</b>	Countable and uncountable nouns <i>Much / many / a lot of / lots of</i> <i>Too many / too much / (not) enough</i> <i>Too + adjective / not + adjective + enough</i>	Food and drink Adjectives to talk about food <b>Get Thinking Strategy</b> – <i>Using real-life resources</i>
<b>SKILLS AND CULTURE 3-4</b> (pp. 56-57) <b>Reading</b> Food for thought <b>Listening</b> Dialogues ordering food <b>Speaking</b> Talking about foreign food <b>Writing</b> A food diary and report <b>Study skills</b> <b>Listening:</b> predicting Towards Preliminary 3-4 (pp. 58-59)		
<b>5 Family ties</b>	Possessive adjectives and pronouns <i>Whose</i> and possessive 's Infinitive of purpose Past simple <i>be</i>	Family members Feelings <b>Get Thinking Strategy</b> – <i>Sorting words into categories</i>
<b>6 House and home</b>	Past simple (regular verbs) Modifiers: <i>quite, very, really</i>	Parts of the house Furniture <i>-ed</i> and <i>-ing</i> adjectives <b>Get Thinking Strategy</b> – <i>Labelling objects</i>
<b>SKILLS AND CULTURE 5-6</b> (pp. 76-77) <b>Reading</b> My space? <b>Listening</b> A dialogue about rooms <b>Speaking</b> Discussing homes <b>Writing</b> A description of a room Towards Preliminary 5-6 (pp. 78-79)		
<b>7 Best friends</b>	Past simple (irregular verbs) Double genitive	Character adjectives Friends and friendship Past time expressions <b>Get Thinking Strategy</b> – <i>Using a thesaurus</i>
<b>8 The wonders of the world</b>	Comparative adjectives <i>Can</i> (ability) Superlative adjectives	Animals Geographical features The weather <b>Get Thinking Strategy</b> – <i>Noting pronunciation</i>
<b>SKILLS AND CULTURE 7-8</b> (pp. 96-97) <b>Reading</b> Weird weather <b>Listening</b> Descriptions of weather <b>Speaking</b> Discussing the effect of weather on everyday life <b>Writing</b> An email <b>Study skills</b> <b>Reading:</b> finding detailed information – <b>Speaking:</b> supporting your ideas Towards Preliminary 7-8 (pp. 98-99)		

	FUNCTIONS	THINK! VALUES	PRONUNCIATION
	Greetings and introductions Using classroom language		
	Describing objects	Important things	schwa sound /ə/
	Agreeing and disagreeing	Taking care of yourself Why it's good to have a hobby	/s/, /z/ or /ɪz/ sounds
	Buying things	Fashion and clothes	Contractions
	Ordering food	Food and health	Vowel sounds /ɪ/ and /i:/
	Asking for permission	Family values Helping	er /ə/ at the end of words
	Expressing emotions	Community spirit Feeling safe	-ed endings /d/, /t/ and /ɪd/
	Talking about past events	Friendship and loyalty Making decisions	Stressed syllables in words
	Talking about ability	Valuing our world Being brave is...	Vowel sounds /ɪ/ and /aɪ/

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	GRAMMAR	VOCABULARY
<b>9</b> Around town	<i>Be going to</i> (intentions) Present continuous (arrangements) Adverbs of manner	Places in town Things in town <b>Get Thinking Strategy</b> – <i>Compound nouns</i>
<b>10</b> Future bodies	<i>Will / won't</i> (future predictions, offers and spontaneous decisions) First conditional	Parts of the body Health problems <i>When, if and as soon as</i> <b>Get Thinking Strategy</b> – <i>Idioms</i>
<b>SKILLS AND CULTURE 9-10</b> (pp. 116-117) Reading How long will you live? <b>Listening</b> Descriptions of future intentions <b>Speaking</b> Talking about the future <b>Writing</b> A questionnaire about free time Study skills <b>Listening:</b> listening for gist		
Towards Preliminary 9-10 (pp. 118-119)		
<b>11</b> Travellers' tales	Present perfect simple Present perfect with <i>ever / never</i> <i>Been to vs gone to</i> Present perfect vs past simple	Transport and travel Travel collocations Irregular past participles <b>Get Thinking Strategy</b> – <i>A collaborative story</i>
<b>12</b> Amazing people	Present perfect with <i>already, yet and just</i> Present perfect with <i>for and since</i>	People and personality Collocations <b>Get Thinking Strategy</b> – <i>Prefixes</i>
<b>SKILLS AND CULTURE 11-12</b> (pp. 136-137) Reading Who are our role models? <b>Listening</b> A discussion of celebrity and role models <b>Speaking</b> A discussion about celebrity culture <b>Writing</b> A short biography		
Towards Preliminary 11-12 (pp. 138-139)		
<b>13</b> The easy life	<i>Have to / don't have to</i> <i>Should / shouldn't</i> <i>Mustn't / don't have to</i>	Gadgets Housework <b>Get Thinking Strategy</b> – <i>Word games</i>
<b>14</b> Sporting moments	Past continuous Defining relative clauses Past simple vs past continuous <i>When and while</i>	Sport and sport verbs Sequence words <b>Get Thinking Strategy</b> – <i>Word associations</i>
<b>SKILLS AND CULTURE 13-14</b> (pp. 156-157) Reading No barriers <b>Listening</b> An interview about the Olympics <b>Speaking</b> A presentation about a Paralympic athlete <b>Writing</b> An email about a competition		
Towards Preliminary 13-14 (pp. 158-159)		
<b>15</b> Science counts	Past simple vs past continuous (review) <i>Used to</i> Second conditional <i>Wish + past simple</i>	Science Direction and movement <b>Get Thinking Strategy</b> – <i>Word families</i>
<b>16</b> What a job	The passive (present simple, past simple, present continuous, present perfect, future)	Jobs <i>Work as / in / for</i> <i>Work vs job</i> <b>Get Thinking Strategy</b> – <i>Collocations</i>
<b>SKILLS AND CULTURE 15-16</b> (pp. 176-177) Reading The future jobs market <b>Listening</b> A radio phone interview with a careers advisor <b>Speaking</b> A discussion about problems facing young job-seekers <b>Writing</b> An application letter <b>Study skills</b> <b>Writing:</b> a job application		
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	Writing a CV Writing a cover letter Making phone calls Meeting people – Formal introductions Having a job interview Giving a presentation Describing graphs Writing a formal email Asking for information	Punctuation Present tenses Future tenses Questions Conditional sentences Adverbs of manner Comparatives and superlatives The passive Indirect questions
<b>Documents bank</b> pp. 398-401 • <b>Functions bank</b> pp. 402-403		

	FUNCTIONS	THINK! VALUES	PRONUNCIATION
	Inviting and making arrangements	Appreciating other cultures Problem solving	Voiced /ð/ and unvoiced /θ/
	Making predictions	Exercise and health Getting help	The consonant sound /h/
	Talking about life experiences	Travel broadens the mind	Word stress
	Reacting to news	Human qualities Individual qualities	Intonation and sentence stress
	Giving opinions	Caring for people and the environment Classroom rules	Vowel sounds /ʊ/ and /u:/
	Talking about feelings	Trying, winning and losing	Weak and strong forms of <i>was</i> and <i>were</i>
	Talking about past habits	How science helps people	The /ju:/ sound
	Expressing preferences	What's important in a job? I'd rather be ...	/tʃ/ and /dʒ/ consonant sounds

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- **Photostory** pp. 353-377
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- **Irregular verbs** p. 407
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