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**Welcome** p 4   **A** A lucky pilot; Descriptive verbs; Phrasal verbs; Childhood memories; Elements of a story; Talking about past routines   **B** Future plans; Life plans; Future continuous; Future perfect; Being emphatic: *so* and *such*; Extreme adjectives   **C** Conversations; Personality; Using *should*; Career paths; Decisions; Permission   **D** A change of lifestyle?; Reporting verbs; Negative adjectives; Another country; Changes; Regrets: *I wish ... / If only ...*

|  | FUNCTIONS & SPEAKING   | GRAMMAR  | VOCABULARY   |
|--|--|--|--|
| Unit 1<br>Survival<br>p 11                             | Making and accepting a challenge<br>Discussing situations and your emotional reactions to them<br>Diphthongs: alternative spellings                                  | Verb patterns <i>to</i> + infinitive or gerund<br>Verbs + <i>-ing</i> and <i>to</i> + infinitive with different meanings: <i>remember, try, stop, regret, forget</i>                     | Verbs of movement<br>Adjectives to describe uncomfortable feelings<br>Expressions with <i>right</i>                                      |
| Unit 2<br>Going places<br>p 21                         | Expressing surprise<br>Discussing nomadic peoples<br>Phrasal verb stress   | Relative clauses (review)<br><i>which</i> to refer to a whole clause<br>Omitting relative pronouns<br>Reduced relative clauses   | Groups of people<br>Phrasal verbs (1)  |
| Get it right! and Review Units 1 & 2   pages 31–32     |  |  |  |
| Unit 3<br>The next generation<br>p 33                  | Emphasising<br>Discussing the Tiger mum style of parenting<br>Adding emphasis  | Quantifiers<br><i>so</i> and <i>such</i> (review)<br><i>do</i> and <i>did</i> for emphasis   | Costumes and uniforms<br>Bringing up children  |
| Unit 4<br>Thinking outside the box<br>p 43             | Expressing frustration<br>Guessing game to practise personality adjectives<br>Pronouncing words with <i>gh</i>   | <i>be / get used to (doing)</i> vs. <i>used to (do)</i><br>Adverbs and adverbial phrases   | Adjectives for personality<br>Common adverbial phrases<br>Expressions with <i>good</i>   |
| Get it right! and Review Units 3 & 4   pages 53–54     |  |  |  |
| Unit 5<br>Screen time<br>p 55                          | Advice and obligation<br>Talking about technology<br>The schwa sound   | Obligation, permission and prohibition (review)<br>Necessity: <i>didn't need to / needn't have</i><br>Ability in the past ( <i>could, was / were able to, managed to, succeeded in</i> ) | Technology (nouns)<br>Technology (verbs)   |
| Unit 6<br>Bring people together<br>p 65                | Using intensifying comparatives<br>Discussing the use of the Internet for doing good<br>Role play: Stuck in a lift<br>Linking words with <i>/dʒ/</i> and <i>/tʃ/</i> | Comparatives<br>Linkers of contrast  | Ways of speaking<br>Love and relationships   |
| Get it right! and Review Units 5 & 6   pages 75–76     |  |  |  |
| Unit 7<br>Always look on the bright side?<br>p 77      | Cheering someone up<br><i>Silver linings</i> game: – thinking of optimistic solutions<br>Encouraging someone   | Ways of referring to the future (review)<br>Future continuous<br>Future perfect  | Phrases to talk about the future: <i>about to, off to, on the point of</i><br>Feelings about future events<br>Expressions with <i>so</i> |
| Unit 8<br>Making lists<br>p 87                         | Saying 'Yes' and adding conditions<br>Discussing wonders of the world<br>Weak forms with conditionals  | Conditionals (review)<br>Mixed conditionals  | Phrasal verbs (2)<br>Alternatives to <i>if</i> : <i>suppose, provided, as long as, otherwise, unless</i>                                 |
| Get it right! and Review Units 7 & 8   pages 97–98     |  |  |  |
| Unit 9<br>Be your own life coach<br>p 99               | Asking someone politely to change their behaviour<br>Discussing further education and work experience<br>Linking: Intrusive <i>/w/</i> and <i>/j/</i>                | <i>I wish</i> and <i>If only</i><br><i>I would prefer to / I would prefer it if, It's time, I'd rather / sooner</i>  | Life's ups and downs<br>Work and education   |
| Unit 10<br>Spreading the news<br>p 109                 | Making a point<br>Introducing news<br>interviewing a well-known person<br>Discussing the ethics of journalism<br>Linking: Omission of the <i>/h/</i> sound           | Reported speech (review)<br>Reported questions and requests  | Sharing news<br>Reporting verbs<br>Expressions with <i>way</i>   |
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| Unit 12<br>More to explore<br>p 131                    | Speaking persuasively<br>Giving a presentation about human activity and the natural world<br>Linking: Intrusive <i>/t/</i>   | Passive report structures<br>The passive: verbs with two objects   | Geographical features<br>Verb + noun collocations  |
| Get it right! and Review Units 11 & 12   pages 141–142 |  |  |  |

| LIFE SKILLS / LITERATURE   | THINK   | SKILLS  |
|--|---|---|
| <b>Life skills:</b> Giving yourself a challenge  | <b>Train to Think:</b> Thinking rationally<br><b>Self-esteem:</b> How adventurous are you?                          | <b>Reading</b> Article: Sacrifice for survival? Article: The ultimate survivor<br><b>Writing</b> Photostory: The challenge<br><b>Listening</b> An email about an experience<br>Radio show: <i>Desperate Measures</i>  |
| <b>Literature:</b> <i>My Antonia</i> by Willa Cather   | <b>Train to Think:</b> Distinguishing fact from opinion<br><b>Values:</b> Learning from other cultures              | <b>Reading</b> Article: Refugees bring new life to a village Blog: From London to Lyon<br><b>Writing</b> Culture: Nomadic people<br><b>Listening</b> An informal email<br>Radio interview about migration in nature   |
| <b>Literature:</b> <i>About a Boy</i> by Nick Hornby<br><b>Life skills:</b> Respecting older people                      | <b>Train to Think:</b> Changing your opinions<br><b>Self-esteem:</b> Developing independence                        | <b>Reading</b> Blog: An embarrassing dad<br><b>Writing</b> Book blurb and reviews: For and against – Tiger Mums<br><b>Listening</b> An essay about bringing up children<br>Radio show about bringing up children in different cultures  |
| <b>Life skills:</b> Being supportive   | <b>Train to Think:</b> Lateral thinking<br><b>Values:</b> Appreciating creative solutions                           | <b>Reading</b> Article: Lion lights Web post: A problem on Answers4U<br><b>Writing</b> Photostory: Writer's block<br><b>Listening</b> A story ending: <i>'Thanks, you saved my life!'</i><br>Talking heads – being imaginative  |
| <b>Literature:</b> <i>Wired Love</i> by Ella Cheever-Theyer  | <b>Train to Think:</b> The PMI strategy<br><b>Self-esteem:</b> Learning from elderly people                         | <b>Reading</b> Texts: Smart screens? Article: Great success for teenage teachers:<br><b>Writing</b> When cyber seniors get connected Culture: When pictures learnt<br><b>Listening</b> to walk and talk: the history of film<br>Instructions<br>A conversation about watching too much TV |
| <b>Literature:</b> <i>A Kind of Loving</i> by Stan Barstow<br><b>Life skills:</b> Making the best of unwanted situations | <b>Train to Think:</b> Exaggeration<br><b>Values:</b> Doing good  | <b>Reading</b> Blog: The day people started talking Article: An Ice Cold Summer<br><b>Writing</b> An essay about social media<br><b>Listening</b> Radio show: <i>Radio romances</i>   |
| <b>Life skills:</b> Being tactful  | <b>Train to Think:</b> Learning to see things from a different perspective<br><b>Self-esteem:</b> What cheers me up | <b>Reading</b> Blog: Me, Myself and My take on the World Website page:<br><b>Writing</b> QUOTATIONSforWORRIERS Photostory: The competition<br><b>Listening</b> A short story ending: 'every cloud has a silver lining'<br>Radio show: <i>Silver Linings</i>                               |
| <b>Literature:</b> <i>The Backward Fall</i> by Jason Hellmandollar   | <b>Train to Think:</b> The 'goal setting' checklist<br><b>Values:</b> Lists   | <b>Reading</b> Book review: <i>The Checklist Manifesto</i> by Atul Gawande Blog: Adrian's<br><b>Writing</b> list blog Culture: The New Seven Wonders of the World<br><b>Listening</b> An essay: A Modern Wonder of the World<br>An interview about why we make lists                      |
| <b>Literature:</b> <i>The Remains of the Day</i> by Kazuo Ishiguro<br><b>Life skills:</b> Exercising self-discipline     | <b>Train to Think:</b> Jumping to a hasty conclusion<br><b>Self-esteem:</b> Being diplomatic                        | <b>Reading</b> Presentation: Life and how to live it Quiz: Are you in control?<br><b>Writing</b> An article for the school magazine<br><b>Listening</b> A radio programme about life choices  |
| <b>Life skills:</b> Laughing at yourself   | <b>Train to Think:</b> Identifying the source of a piece of news<br><b>Values:</b> News or not?                     | <b>Reading</b> Magazine article: Everybody's Tweeting Article: Bad news<br><b>Writing</b> Photostory: The news clip<br><b>Listening</b> A magazine article about an interview with a well-known person<br>An interview with a foreign correspondent                                       |
| <b>Literature:</b> <i>They're Made of Meat</i> by Terry Bisson   | <b>Train to Think:</b> Spotting flawed arguments<br><b>Self-esteem:</b> Who we are                                  | <b>Reading</b> Article: They might not come in peace ... Blog: My all-time favourite<br><b>Writing</b> films about space Culture: Real Humans<br><b>Listening</b> A report about a problem on a school trip<br>A talk about the Voyager mission   |
| <b>Literature:</b> <i>The Lost World</i> by Arthur Conan Doyle<br><b>Life skills:</b> Having courage                     | <b>Train to Think:</b> Exploring hidden messages<br><b>Values:</b> Human activity and the natural world             | <b>Reading</b> Article: Our undiscovered world Article: Explorers: a friend to native<br><b>Writing</b> people Cândido Rondon<br><b>Listening</b> A short biography<br>A talk about discovering new species   |