

# Map of the units

| Unit title   | Reading and Use of English   | Writing   | Listening   |
|--|--|---|---|
| <b>1</b> People like us                              | <b>Part 8:</b> 'You can choose your friends'<br><b>Part 4:</b> Key word transformation                                   | <b>Part 1:</b> An essay: Methods schools use to help students find jobs                             | <b>Part 4:</b> Five people talking about a close friend   |
| <b>2</b> More than words                             | <b>Part 3:</b> 'You'll always have your accent – or will you?'<br><b>Part 6:</b> 'Using movies to help learn a language' | <b>Part 2:</b> A report: Foreign language learning in your country                                  | <b>Part 1:</b> Three short conversations about language and communication                         |
| <i>Vocabulary and grammar review Units 1 and 2</i>   |  |   |   |
| <b>3</b> Mind, body and soul                         | <b>Part 5:</b> 'Living with synaesthesia'<br><b>Part 2:</b> 'The importance of music'<br>'Forest bathing'                | <b>Part 1:</b> An essay: How schools can ensure students don't suffer too much stress               | <b>Part 2:</b> Personality quiz   |
| <b>4</b> Career paths                                | <b>Part 1:</b> 'Zero-hours contracts'<br><b>Part 8:</b> 'What do you bring to the table?'                                | <b>Part 2:</b> An email: Young people, migration and opportunities                                  | <b>Part 3:</b> An interview with two business leaders about an open salary policy                 |
| <i>Vocabulary and grammar review Units 3 and 4</i>   |  |   |   |
| <b>5</b> Events to remember                          | <b>Part 4:</b> Key word transformation<br><b>Part 7:</b> 'A cycle ride'  | <b>Part 2:</b> A proposal: Identifying someone who should be honoured                               | <b>Part 1:</b> Three short conversations about dramatic past experiences                          |
| <b>6</b> Creative pursuits                           | <b>Part 5:</b> 'The camera never lies'<br><b>Part 2:</b> 'Live or recorded?'<br>'The timeless appeal of the selfie'      | <b>Part 2:</b> A review: A film you didn't expect to like but did                                   | <b>Part 2:</b> A talk offering career advice by a professional artist                             |
| <i>Vocabulary and grammar review Units 5 and 6</i>   |  |   |   |
| <b>7</b> In your free time                           | <b>Part 7:</b> 'Young film actors'<br><b>Part 1:</b> 'The power of art galleries'  | <b>Part 2:</b> An informal letter: Replying to a friend's dilemma                                   | <b>Part 4:</b> Five people talking about the experience of going to a concert to listen to a band |
| <b>8</b> Sound and vision                            | <b>Part 3:</b> 'The future of TV'<br><b>Part 6:</b> 'Bring a social media influencer'                                    | <b>Part 2:</b> A proposal: Identifying what should be included in a TV programme                    | <b>Part 3:</b> An interview about student media organisations                                     |
| <i>Vocabulary and grammar review Units 7 and 8</i>   |  |   |   |
| <b>9</b> Invention and innovation                    | <b>Part 7:</b> 'A welcome/unwelcome visit'<br><b>Part 4:</b> Key word transformation                                     | <b>Part 1:</b> An essay: Online safety<br>An essay: How technology has benefited society            | <b>Part 1:</b> Three short conversations about technology   |
| <b>10</b> Learning for life                          | <b>Part 1:</b> 'The candle problem'<br><b>Part 8:</b> 'A first time for everything'                                      | <b>Part 2:</b> A report: Improving an education establishment                                       | <b>Part 2:</b> A presentation on 21 <sup>st</sup> century skills                                  |
| <i>Vocabulary and grammar review Units 9 and 10</i>  |  |   |   |
| <b>11</b> Globetrotters                              | <b>Part 5:</b> 'Into the desert'<br><b>Part 2:</b> 'Caretakers wanted'<br>'Living in a castle'                           | <b>Part 2:</b> A review: Two hotels in your area  | <b>Part 1:</b> Three short conversations about travel   |
| <b>12</b> Our planet                                 | <b>Part 7:</b> 'The dramatic life – so far – of Birdgirl'<br><b>Part 3:</b> 'What drives an eco-warrior?'                | <b>Part 2:</b> A proposal: An environmental campaign  | <b>Part 2:</b> A podcast about living and working in Antarctica                                   |
| <i>Vocabulary and grammar review Units 11 and 12</i> |  |   |   |
| <b>13</b> A healthy lifestyle                        | <b>Part 8:</b> 'Sports and me!'<br><b>Part 3:</b> 'The joy of a warm bath'   | <b>Part 2:</b> A letter: Suggesting how council funds should be best spent                          | <b>Part 3:</b> A radio interview about sleep  |
| <b>14</b> A new land                                 | <b>Part 6:</b> 'The psychology of emigration'<br><b>Part 4:</b> Key word transformation                                  | <b>Part 1:</b> An essay: Problems arising from large-scale migration from the countryside to cities | <b>Part 4:</b> Five people talking about their reasons for moving to another country              |
| <i>Vocabulary and grammar review Units 13 and 14</i> |  |   |   |

| Speaking  | Vocabulary   | Grammar  |
|---|--|--|
| <b>Part 1:</b> Responding to questions about yourself, your friends and family  | Collocations with <i>give</i> and <i>make</i>  | Verb forms to talk about the past  |
| <b>Part 2:</b> Talking about how people explain things<br>Talking about intergenerational conversations   | Collocations with <i>make</i> , <i>get</i> and <i>do</i>   | Expressing purpose, reason and result  |
| <b>Part 3:</b> Discussing actions that help people prevent or cope with stress  | Multi-word verbs<br>Verb collocations  | <i>no, none, not</i><br>The passive  |
| <b>Part 4:</b> Talking about people's opinion regarding satisfaction at work  | Dependant prepositions<br>Adjective-noun collocations (1)  | Expressing possibility, probability and certainty  |
| <b>Part 2:</b> Talking about people doing dangerous activities  | Idiomatic language   | Verbs followed by <i>to</i> + infinitive or the <i>-ing</i> form   |
| <b>Part 3:</b> Discussing factors that affect people's enjoyment of a movie<br>Discussing what motivates a person to take a course in a creative activity | Adjective-noun collocations (2)  | Avoiding repetition  |
| <b>Part 4:</b> Discussing ways to get to know other people  | Complex prepositions<br>Money words and idioms   | Linking ideas: relative and participle clauses<br>Linking ideas: apposition                              |
| <b>Part 3:</b> Discussing how people's ideas are affected by media influence  | Prefixes and suffixes<br>Reporting verbs   | Reported speech<br>Transitive and intransitive verbs   |
| <b>Part 2:</b> Talking about how people use technology  | Multi-word verbs<br><i>action, activity, event</i> and <i>programme</i>  | Future perfect and continuous<br><i>be</i> + <i>to</i> infinitive<br>Objects, reflexives and reciprocals |
| <b>Part 4:</b> Discussing opinions on different styles of learning  | <i>chance, occasion, opportunity</i> and <i>possibility</i>  | Expressing ability, possibility and obligation   |
| <b>Part 1:</b> Responding to questions about travel   | Fixed phrases<br><i>at, in</i> and <i>on</i> to express location   | Conditionals<br><i>wish</i> and <i>if only</i>   |
| <b>Part 3:</b> Discussing how environmental issues affect people's lives  | Prepositions following verbs<br>Word formation   | Countable and uncountable nouns<br>Articles  |
| <b>Part 2:</b> Discussing the effectiveness of and qualities needed for different physical activities   | Prepositions following adjectives  | Ways of contrasting ideas<br>The language of comparison  |
| <b>Part 4:</b> Discussing issues regarding moving to another country  | Comment adverbials and intensifying adverbs<br><i>learn, find out</i> and <i>know</i><br><i>provide, offer</i> and <i>give</i> | Emphasis   |