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	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY
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**Life Competencies:** Saying sorry ▶, **Culture:** Family traditions around the world ▶, Get it right, Review

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**Life Competencies:** Be careful making judgements ▶, **Culture:** Friends in literature ▶, Get it right, Review

<b>Unit 7</b> <b>Smart life</b> p 71 ▶	Giving advice Talking about obligation / lack of obligation Role play: A phone call Developing Speaking: Asking for repetition and clarification	<i>have to / don't have to</i> <i>should / shouldn't</i> ▶ <i>mustn't</i> vs. <i>don't have to</i>	Gadgets <b>WordWise:</b> Expressions with <i>like</i> Housework
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**Life Competencies:** Solving problems ▶, **Culture:** The wonderful world of sport ▶, Get it right, Review

<b>Unit 9</b> <b>Wild and wonderful</b> p 93 ▶	Talking about the weather Developing Speaking: Paying compliments	Comparative adjectives ▶ <i>can / can't</i> for ability Superlative adjectives	Geographical features <b>WordWise:</b> Phrases with <i>with</i> The weather
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**Life Competencies:** Helping in the community ▶, **Culture:** Mythical places around the world ▶, Get it right, Review

<b>Unit 11</b> <b>Future bodies</b> p 115 ▶	Making predictions Role play: At the doctor's Developing Speaking: Sympathising with people	<i>will / won't</i> for future predictions ▶ First conditional Time clauses with <i>when / as soon as</i>	Parts of the body <b>WordWise:</b> Expressions with <i>do when and if</i>
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**Life Competencies:** Dealing with negative feelings ▶, **Culture:** Hard journeys for schoolchildren ▶, Get it right, Review

PRONUNCIATION	THINK! / LITERATURE	SKILLS
/s/, /z/, /ɪz/ sounds	<b>Values:</b> Taking care of yourself <b>Literature:</b> <i>Magic Jane</i> by Roz Warren	<b>Reading</b> Quiz: Do you enjoy life? Blog: What do you do in your free time? <b>Writing</b> Your routine <b>Listening</b> Conversations about hobbies
Contractions	<b>Values:</b> Fashion and clothes <b>Train to THINK:</b> Exploring numbers	<b>Reading</b> Chat conversation: Shopping Web forum: It's Sunday afternoon, what can I do? <b>Writing</b> An email to say what you're doing <b>Listening</b> Shop conversations

A2 Key for Schools Exam practice

Vowel sounds /ɪ/ and /i:/	<b>Values:</b> Food and health <b>Literature:</b> <i>Patty Fairfield</i> by Carolyn Wells	<b>Reading</b> Online article: Creepy crawlies – the superfood of the future? Online blog: Eating around the world <b>Writing</b> What you eat <b>Listening</b> In a café ordering food
-er /ə/ at the end of words	<b>Values:</b> Film families <b>Train to THINK:</b> Making inferences	<b>Reading</b> Blog: Old films, great families News article: Suzie saves her mum <b>Writing</b> An invitation <b>Listening</b> Why I love my family!

A2 Key for Schools Exam practice

-ed endings /d/, /t/, /ɪd/	<b>Values:</b> Following your dreams <b>Literature:</b> <i>Great Expectations</i> by Charles Dickens	<b>Reading</b> Magazine article: The 21 <sup>st</sup> century caveman Holiday blog: Our holiday castle <b>Writing</b> A summary / a blog post <b>Listening</b> My favourite room
Stressed syllables in words	<b>Values:</b> Friendship <b>Train to THINK:</b> Making decisions	<b>Reading</b> Web article: A special friendship Magazine article: Life stories – Pen pals for years <b>Writing</b> A thank you note <b>Listening</b> Giving advice

A2 Key for Schools Exam practice

Vowel sounds /ʊ/ and /u:/	<b>Values:</b> Caring for people and the environment <b>Literature:</b> <i>The Bone Cage</i> by Angie Abdou	<b>Reading</b> Article: '... just because I didn't want to take a bath' Website: Product reviews <b>Writing</b> A paragraph about housework <b>Listening</b> Radio programme: advice for young inventors
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A2 Key for Schools Exam practice

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A2 Key for Schools Exam practice

The /h/ consonant sound	<b>Values:</b> Exercise and health <b>Literature:</b> <i>From A Railway Carriage</i> by Robert Louis Stevenson	<b>Reading</b> Magazine article: Changing bodies Blog: Old Wives' Tales <b>Writing</b> A phone message <b>Listening</b> Conversations about physical problems
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A2 Key for Schools Exam practice

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<b>Unit 2</b> <b>A good education</b> p 15 ▶	Asking and giving / refusing permission to do something Role play: Asking permission	▶ Present perfect with <i>for</i> and <i>since</i> <i>a, an, the</i> or no article	School subjects Verbs about thinking

**Life competencies:** Recognising others' good work ▶, **Culture:** Schools with a difference ▶, Get it right, Review

<b>Unit 3</b> <b>On the screen</b> p 27 ▶	Comparing things and actions Developing Speaking: Asking for and offering help	Comparative and superlative adjectives (review) ( <i>not</i> ) <i>as ... as</i> comparatives ▶ Making a comparison stronger or weaker Adverbs and comparative adverbs	Types of films <b>WordWise:</b> Expressions with <i>get</i> Types of TV programmes
<b>Unit 4</b> <b>Online life</b> p 37 ▶	Giving advice	Indefinite pronouns ( <i>everyone, no one, someone, etc.</i> ) <i>all / some / none / any of them</i> ▶ <i>should(n't), had better, ought to</i>	IT terms Language for giving advice

**Life competencies:** Achieving your goals ▶, **Culture:** From caves to Kindles – how reading has changed ▶, Get it right, Review

<b>Unit 5</b> <b>Music to my ears</b> p 49 ▶	Role play: Helpful suggestions Developing Speaking: Asking about feelings	Present perfect continuous ▶ Present perfect simple vs. present perfect continuous	Making music <b>WordWise:</b> Phrasal verbs with <i>out</i> Musical instruments
<b>Unit 6</b> <b>No planet B</b> p 59 ▶	Expressing surprise and enthusiasm	<i>will (not), may (not), might (not)</i> for prediction ▶ First conditional <i>unless</i> in first conditional sentences	The environment Verbs to talk about energy

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<b>Unit 7</b> <b>The future is now</b> p 71 ▶	Checking information Developing Speaking: Agreeing	Future forms ▶ Question tags <i>Nor, neither</i> and <i>so</i>	Future time expressions Arranging a party <b>WordWise:</b> Phrases with <i>about</i>
<b>Unit 8</b> <b>Science and us</b> p 81 ▶	Talking about past habits Talking about imaginary situations Talking about scientific discoveries	▶ Past simple vs. past continuous (review) <i>used to</i> Second conditional <i>I wish</i>	Direction and movement Science

**Life competencies:** Being flexible ▶, **Culture:** Amazing inventions from ancient civilizations ▶, Get it right, Review

<b>Unit 9</b> <b>Working week</b> p 93 ▶	Developing Speaking: Accepting and refusing offers and invitations Role play: Inviting friends to join you	▶ The passive (present simple, past simple, present continuous, present perfect)	Jobs <i>work as / in / for; work vs. job</i> <b>WordWise:</b> Time expressions with <i>in</i>
<b>Unit 10</b> <b>Mind and body</b> p 103 ▶	Talking about your health	Past perfect simple ▶ Past perfect continuous Past perfect simple vs. past perfect continuous	Time linkers Illness: collocations

**Life competencies:** Taking responsibility for your actions ▶, **Culture:** Keep in shape ... without going to the gym ▶, Get it right, Review

<b>Unit 11</b> <b>Breaking news</b> p 115 ▶	Reporting what someone has said Developing Speaking: Expressing feelings: anger	Reported statements ▶ Verb patterns: object + infinitive	Fun More verbs with object + infinitive <b>WordWise:</b> Expressions with <i>make</i>
<b>Unit 12</b> <b>Rules and regulations</b> p 125 ▶	Talking about permission Following and giving simple instructions	<i>be allowed to / let</i> ▶ Third conditional	Discipline Consequences and reasons

**Life competencies:** Being assertive ▶, **Culture:** Strange laws from around the world ▶, Get it right, Review

PRONUNCIATION	THINK! / LITERATURE	SKILLS
Intonation and sentence stress	<b>Values:</b> Human qualities <b>Literature:</b> <i>Frankenstein</i> by Mary Wollstonecraft Shelley	<b>Reading</b> Online survey responses: Who do you admire most? Article: Human moles <b>Writing</b> A short passage about someone you admire <b>Listening</b> Guessing game
Word stress	<b>Values:</b> Learning for life <b>Train to THINK</b> Learning about texts	<b>Reading</b> Article: The loneliest schoolboy in Britain Article: The power of 'yet' <b>Writing</b> An email describing your school routine <b>Listening</b> Conversation about a summer activity list

B1 Preliminary for Schools Exam practice

Words ending in /ə/	<b>Values:</b> Preconceived ideas <b>Literature:</b> <i>Alice's Adventures in Wonderland</i> by Lewis Carroll	<b>Reading</b> Article: A new kind of superhero Article: The history of watching TV <b>Writing</b> A paragraph about your TV habits <b>Listening</b> Interview with a teenage filmmaker
The short /ʌ/ vowel sound	<b>Values:</b> Responsible online behaviour <b>Train to THINK</b> Logical sequencing	<b>Reading</b> Article: Leaving footprints Short texts: Different types of messages <b>Writing</b> A web page giving advice <b>Listening</b> Conversation about falling for online scams

B1 Preliminary for Schools Exam practice

<i>been:</i> strong /bɪ:n/ and weak /bɪn/	<b>Values:</b> Following your dreams <b>Literature:</b> <i>Music</i> by Amy Lowell and <i>Goldenhair</i> by James Joyce	<b>Reading</b> Magazine article: A royal star Article: The future of live music <b>Writing</b> The story of your favourite band <b>Listening</b> Interviews about music
/f/, /v/, /b/ consonant sounds	<b>Values:</b> Caring for the world <b>Train to THINK</b> Different perspectives	<b>Reading</b> Magazine article: Hot topic: saving the Earth Leaflet: Energy matters <b>Writing</b> An article for the school magazine <b>Listening</b> Interview about a town project

B1 Preliminary for Schools Exam practice

Intonation of question tags	<b>Values:</b> Believe in a better future <b>Literature:</b> <i>The Time Machine</i> by H. G. Wells	<b>Reading</b> Newspaper article: Today's world Group chat: Arranging a party <b>Writing</b> An invitation to a party <b>Listening</b> Interview with a singer and a journalist
The /ju:/ sound	<b>Values:</b> How science helps people <b>Train to THINK</b> Using criteria	<b>Reading</b> Magazine article: Curious minds Web forum: What invention or discovery would make your life better? <b>Writing</b> A blog entry <b>Listening</b> A science lesson

B1 Preliminary for Schools Exam practice

/tʃ/ and /dʒ/ consonant sounds	<b>Values:</b> What's important in a job? <b>Literature:</b> <i>The Canary</i> by Katherine Mansfield	<b>Reading</b> Article: The perfect job? Article: Technology in the workplace <b>Writing</b> A short essay about jobs in the future <b>Listening</b> Interview with Marina Stuart
/tʃ/ and /ʃ/ consonant sounds	<b>Values:</b> Never give up <b>Train to THINK</b> Logical conclusions	<b>Reading</b> Article: 8,000 birds to see before you die Article: 3D printing – it can change lives <b>Writing</b> A story <b>Listening</b> Conversation about health and exercise

B1 Preliminary for Schools Exam practice

Intonation: rude or polite?	<b>Values:</b> Reacting to jokes <b>Literature:</b> <i>Twelve Years a Slave</i> by Solomon Northup	<b>Reading</b> Article: It's all fake news Article: The danger of live TV <b>Writing</b> A news report <b>Listening</b> Profile of an extreme weather journalist
Silent consonants	<b>Values:</b> The importance of rules <b>Train to THINK</b> Being creative	<b>Reading</b> Article: Hard times to be a kid Website contest: The best 50-word stories <b>Writing</b> A set of rules <b>Listening</b> The rules of chess

B1 Preliminary for Schools Exam practice

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<b>Unit 2</b> <b>A hard life</b> p 15	Talking about the past	Narrative tenses (review) <i>would</i> and <i>used to</i>	Descriptive verbs Time periods

**Life Competencies:** Managing stress , **Culture:** Creative climate solutions , Get it right, Review

<b>Unit 3</b> <b>What's in a name?</b> p 27	Giving advice Expressing obligation Giving recommendations, warnings and prohibitions	<i>(don't) have to / ought to / should(n't) / must</i> <i>had better (not) can('t) / must(n't)</i>	Making and selling Expressions with <i>name</i>
<b>Unit 4</b> <b>What would you do?</b> p 37	Talking about hypothetical situations Expressing wishes Apologising and accepting apologies Developing Speaking: Talking about what to study at university	First and second conditional (review) Time conjunctions <i>wish</i> and <i>if only</i> Third conditional (review)	Being honest Making a decision <b>WordWise:</b> Phrases with <i>now</i>

**Life Competencies:** Appreciating other people's skills, Acting on instinct , **Fiction:** *How I Met Myself* by David A. Hill, Get it right, Review

<b>Unit 5</b> <b>Storytelling</b> p 49	Telling a story	Relative pronouns Defining and non-defining relative clauses Relative clauses with <i>which</i>	Elements of a story Types of story
<b>Unit 6</b> <b>That's impossible</b> p 59	Talking about sequence Explaining how things are done	Present and past passive (review) <i>have something done</i> Future and present perfect passive (review)	Extreme adjectives and modifiers <i>make</i> and <i>do</i>

**Culture:** Storytelling in the Caribbean , **Fiction:** *The Mind Map* by David Morrison, Get it right, Review

<b>Unit 7</b> <b>Breaking away</b> p 71	Talking about permission Talking about habits Invitations Developing Speaking: Being more flexible Role play: Accepting or refusing invitations	<i>make / let</i> and <i>be allowed to</i> <i>be / get used to</i>	Phrasal verbs (1) Personality <b>WordWise:</b> Phrases with <i>all</i>
<b>Unit 8</b> <b>Crime and punishment</b> p 81	Reporting what someone said, asked or requested Giving and reacting to news	Reported speech (review) Reported questions, requests and imperatives	Crime Reporting verbs

**Life Competencies:** Getting along with others , **Culture:** Famous prisons , Get it right, Review

<b>Unit 9</b> <b>It's a mystery!</b> p 93	Making deductions	Modals of deduction (present) <i>should(n't) have</i> Modals of deduction (past)	Mysteries Expressions with <i>go</i>
<b>Unit 10</b> <b>Money</b> p 103	Talking about future events Sympathising Developing Speaking: Talking about having or not having money	Future continuous Future perfect	Money and value Jobs and work <b>WordWise:</b> Phrases with <i>by</i>

**Life Competencies:** Not prejudging people, Being determined , **Fiction:** *Wild Country* by Margaret Johnson, Get it right, Review

<b>Unit 11</b> <b>Emergency!</b> p 115	Expressing purpose Emphasising	Verbs followed by gerund or infinitive <i>to / in order to / so as to</i> <i>so</i> and <i>such</i>	Danger and safety Adjectives with negative prefixes
<b>Unit 12</b> <b>Life's firsts</b> p 125	Expressing regret Talking about fears	Phrasal verbs <i>I wish / If only</i> + past perfect	Phrasal verbs (2) Nervousness and fear

**Culture:** The Great Escape , **Fiction:** *Bullring Kid and Country Cowboy* by Louise Clover, Get it right, Review

PRONUNCIATION	THINK! / LITERATURE	SKILLS
Linking words with <i>up</i>	<b>Train to THINK</b> Reading between the lines. <b>Literature:</b> <i>Those Winter Sundays</i> by Robert Hayden	<b>Reading</b> Online forum: What next? Blog: Before I settle down – a list <b>Writing</b> An email about resolutions <b>Listening</b> Conversation about success and failure
Initial consonant clusters with /s/	<b>Train to THINK</b> Following an idea through a paragraph <b>Values:</b> Animal rights	<b>Reading</b> Magazine article: They made a difference: The slave trade Online magazine article: A short history of bathing in the UK <b>Writing</b> A magazine article about someone who made an important discovery <b>Listening</b> The passenger pigeon

TOWARDS B2 First for Schools practice

Strong and weak forms: /ɒv/ and /əv/	<b>Train to THINK</b> Identifying the main topic of a paragraph	<b>Reading</b> Article: Brand names Article: Funny place names <b>Writing</b> A reply to a letter asking for advice <b>Listening</b> Nicknames
Consonant–vowel word linking	<b>Train to THINK</b> Thinking of consequences <b>Values:</b> Doing the right thing	<b>Reading</b> Quiz: How honest are you? Article: How honest is that? <b>Writing</b> A diary entry about a dilemma <b>Listening</b> A guessing game: I wish

TOWARDS B2 First for Schools practice

The schwa /ə/ in word endings	<b>Train to THINK</b> Thinking about different writing styles <b>Literature:</b> <i>Three Golden Apples</i> by Nathaniel Hawthorne	<b>Reading</b> Blog: So you want to write a novel, do you? Article series: There are always two sides to an argument: Books are always better than their films. <b>Writing</b> A short paragraph expressing an opinion <b>Listening</b> Roald Dahl
The /ɜ/ phoneme	<b>Train to THINK</b> Understanding what's relevant	<b>Reading</b> Magazine article: How on earth does he do it? Blog: Big questions – bigger answers! <b>Writing</b> Explaining how things are done <b>Listening</b> Conversation about a haircut

TOWARDS B2 First for Schools practice

Intonation – inviting, accepting and refusing invitations	<b>Train to THINK</b> Thinking outside the box <b>Values:</b> Stereotypes <b>Literature:</b> <i>Jane Eyre</i> by Charlotte Brontë	<b>Reading</b> Article: Changing the rules Article: My prisoner, my friend, my president and my father <b>Writing</b> An article about stereotypes <b>Listening</b> Conversation about travelling to India
Intonation – expressing surprise	<b>Train to THINK</b> Thinking about empathy <b>Values:</b> Respecting the law	<b>Reading</b> Newspaper articles: Crimes! Magazine article: Eating out behind bars <b>Writing</b> A report of a crime <b>Listening</b> Restoring Justice

TOWARDS B2 First for Schools practice

Moving word stress	<b>Train to THINK</b> Fact or opinion? <b>Values:</b> Thinking carefully before you act	<b>Reading</b> Web article: The truth is out there Magazine article: The dress <b>Writing</b> Explaining a mystery <b>Listening</b> A short story
Short and long vowel sounds: /ɪ/ – /i:/ and /ɒ/ – /əʊ/	<b>Train to THINK</b> Exaggeration	<b>Reading</b> Magazine article: Money: past, present and future Web forum: Inequality <b>Writing</b> My life in the future <b>Listening</b> Quiz show: <i>Moneyspinners</i>

TOWARDS B2 First for Schools practice

Strong and weak forms: /tu:/ and /tə/	<b>Train to THINK</b> Understanding cause and effect <b>Literature:</b> <i>The Mysteries of Udolpho</i> by Ann Radcliffe	<b>Reading</b> News report: Miracle underground Article: Emergency? What emergency? <b>Writing</b> A story about a rescue <b>Listening</b> The story of <i>Androcles and the Lion</i>
Different pronunciations of <i>ea</i>	<b>Train to THINK</b> Logical conclusions <b>Values:</b> Breaking new ground	<b>Reading</b> Online forum: The first time I ... A story: The first time I made friends with a spider <b>Writing</b> A story about a bad decision <b>Listening</b> Quiz: Transport firsts

TOWARDS B2 First for Schools practice

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<b>Unit 1</b> <b>Survival instinct</b> p 5 ▶	Issuing and accepting a challenge Discussing situations and your emotional reactions to them	Verbs followed by infinitive or gerund ▶ Verbs which take gerund and infinitive with different meanings: <i>remember, forget, regret, try, stop</i>	Verbs of movement Adjectives to describe uncomfortable feelings <b>WordWise:</b> Expressions with <i>right</i>
<b>Unit 2</b> <b>On the road</b> p 15 ▶	Introducing (amazing) information Discussing nomadic people	Relative clauses (review) <i>which</i> to refer to a whole clause ▶ Omitting relative pronouns Reduced relative clauses	Groups of people Phrasal verbs (1)

**Life Competencies:** Giving yourself a challenge ▶, **Literature:** *My Antonia* by Willa Cather, **Culture:** Nomadic people ▶, Get it right, Review

<b>Unit 3</b> <b>Growing up</b> p 27 ▶	Emphasising Discussing sharenting	▶ Quantifiers <i>so</i> and <i>such</i> (review) <i>do</i> and <i>did</i> for emphasis	Costumes and uniforms Bringing up children
<b>Unit 4</b> <b>The art of thinking</b> p 37 ▶	Expressing frustration Guessing game to practise personality adjectives	▶ <i>be / get used to (doing) vs. used to (do)</i> Adverbs and adverbial phrases	Personality adjectives Common adverbial phrases <b>WordWise:</b> Expressions with <i>good</i>

**Literature:** *About a Boy* by Nick Hornby, **Life Competencies:** Having courage, Being supportive ▶, Get it right, Review

<b>Unit 5</b> <b>Too much tech?</b> p 49 ▶	Advice and obligation Talking about technology	Obligation, permission and prohibition (review) ▶ Necessity: <i>didn't need to / needn't have</i> Ability in the past ( <i>could, was / were able to, managed to, succeeded in</i> )	Technology (nouns) Technology (verbs)
<b>Unit 6</b> <b>Better together</b> p 59 ▶	Using intensifying comparatives Discussing community projects Role play: The missing suitcase	Comparatives ▶ Linkers of contrast	Ways of speaking Friendship idioms

**Culture:** Four of the smartest cities ▶, **Literature:** *Wired Love* by Ella Cheever Thayer, *Little Women* by Louisa May Alcott, Get it right, Review

<b>Unit 7</b> <b>Rose-tinted glasses</b> p 71 ▶	Cheering someone up <i>Silver Linings</i> game: thinking of optimistic solutions	Ways of referring to the future (review) ▶ Future continuous (review) Future perfect (review)	Phrases to talk about the future: <i>about to, off to, on the point of, due to</i> Feelings about future events <b>WordWise:</b> Expressions with <i>so</i>
<b>Unit 8</b> <b>List it!</b> p 81 ▶	Saying 'yes' and adding conditions Discussing wonders of the world	Conditionals (review) ▶ Mixed conditionals	Phrasal verbs (2) Alternatives to <i>if: suppose, provided, as long as, otherwise, unless</i>

**Life Competencies:** Being tactful ▶, **Literature:** *The Road not Taken* by Robert Frost, **Culture:** Seven wonders of the natural world ▶, Get it right, Review

<b>Unit 9</b> <b>Take charge</b> p 93 ▶	Asking someone politely to change their behaviour Discussing further education and work experience	<i>I wish</i> and <i>If only</i> ▶ <i>I would prefer to / it if, It's time, I'd rather / sooner</i>	Life's ups and downs Work and education
<b>Unit 10</b> <b>Unbelievable news</b> p 103 ▶	Making a point Introducing news Interviewing a well-known person Discussing the ethics of journalism	Reported speech (review) ▶ Reported questions and requests	Sharing news Reporting verbs <b>WordWise:</b> Expressions with <i>way</i>

**Literature:** *The Remains of the Day* by Kazuo Ishiguro, **Life Competencies:** Exercising self-discipline, Laughing at yourself ▶, Get it right, Review

<b>Unit 11</b> <b>Shoot for the stars</b> p 115 ▶	Sympathising about past situations Discussing films Discussing life in space	▶ Speculating (past, present and future) Cause and effect linkers	Space idioms Adjectives commonly used to describe films
<b>Unit 12</b> <b>Off the beaten track</b> p 125 ▶	Speaking persuasively Giving a presentation about human activity and the natural world	Passive report structures ▶ The passive: verbs with two objects	Geographical features Verb + noun collocations

**Culture:** A multinational enterprise ▶, **Literature:** *They're Made out of Meat* by Terry Bisson, *The Lost World* by Arthur Conan Doyle, Get it right, Review

PRONUNCIATION	THINK!	SKILLS
Diphthongs: alternative spellings	<b>Train to THINK:</b> Thinking rationally	<b>Reading</b> Article: Surviving for seven weeks Article: How to survive in the wilderness <b>Writing</b> A diary page about an experience <b>Listening</b> Radio show: <i>Exams advice</i>
Phrasal verb stress	<b>Train to THINK:</b> Distinguishing fact from opinion <b>Values:</b> Learning from other cultures	<b>Reading</b> Article: Getting to work Blog: A Brazilian adventure <b>Writing</b> An informal email <b>Listening</b> Radio quiz about migration in nature

B2 First for Schools practice

Adding emphasis	<b>Train to THINK:</b> Changing your opinions	<b>Reading</b> Blog: An embarrassing dad Website article: To sharent or not to sharent <b>Writing</b> An essay about parenting <b>Listening</b> Podcast about a hero dad
Pronouncing words with <i>gh</i>	<b>Train to THINK:</b> Lateral thinking <b>Values:</b> Appreciating creative solutions	<b>Reading</b> Article: A big change for artists Web post: A problem on <i>Your answers here</i> <b>Writing</b> A story beginning: 'I had no idea what to do.' <b>Listening</b> Talking heads – thinking imaginatively

B2 First for Schools practice

The schwa /ə/ sound	<b>Train to THINK:</b> The PMI strategy	<b>Reading</b> Article: A digital detox Article: Great success for teenage teachers: when silver surfers get connected <b>Writing</b> Instructions <b>Listening</b> A podcast about an invention
Linking words with /dʒ/ and /tʃ/	<b>Train to THINK:</b> Exaggeration <b>Values:</b> Doing good	<b>Reading</b> Email: Comic Con Article: CoderDojo Coolest Projects International <b>Writing</b> An essay about social media <b>Listening</b> Interview: <i>Friendships</i>

B2 First for Schools practice

Intonation: encouraging someone	<b>Train to THINK:</b> Learning to see things from a different perspective	<b>Reading</b> Blog: My takes on life, the universe and everything Website page: Quotations for worriers <b>Writing</b> A short story ending: 'Every cloud has a silver lining' <b>Listening</b> Podcast: <i>Silver Linings</i>
Weak forms with conditionals	<b>Train to THINK:</b> The 'goal-setting' checklist <b>Values:</b> Lists	<b>Reading</b> Book review: <i>The Checklist Manifesto</i> by Atul Gawande Blog: Elisa's list blog <b>Writing</b> An essay: A wonder of the natural world <b>Listening</b> A talk about bucket lists

B2 First for Schools practice

Linking: intrusive /w/ and /j/	<b>Train to THINK:</b> Jumping to a hasty conclusion	<b>Reading</b> Article: Making difficult decisions Quiz: What kind of a friend are you? <b>Writing</b> An article for the school magazine <b>Listening</b> A radio programme about life choices
Linking: omission of the /h/ sound	<b>Train to THINK:</b> Recognising the source of a statement	<b>Reading</b> Magazine article: Fake news Article: The Secret Paparazzo <b>Writing</b> A magazine article about an interview with a well-known person <b>Listening</b> An interview with a foreign correspondent

B2 First for Schools practice

Stress on modal verbs for speculation	<b>Train to THINK:</b> Spotting flawed arguments	<b>Reading</b> Article: A mission to Mars Blog: Top four space films of the 21st century <b>Writing</b> A report about a problem on a school trip <b>Listening</b> Podcast about space tourism
Linking: intrusive /r/	<b>Train to THINK:</b> Exploring hidden messages <b>Values:</b> Human activity and the natural world	<b>Reading</b> Article: Saving great discoveries! Article: Explorers: a friend to the native people: Cândido Rondon <b>Writing</b> A short biography <b>Listening</b> A talk about discovering new species

B2 First for Schools practice

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<b>Unit 11</b> <b>The modern world</b> p 115	Telling someone to keep calm Talking about 21st century problems	More on the passive Causative <i>have</i> (review) Modal passives (review)	(not) getting angry <i>-isms</i>
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PRONUNCIATION	THINK!	SKILLS
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TOWARDS C1 Advanced practice

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