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## Communication

I love running • Running helped me find new friends • I'll be like that • I'm going to give it my best shot • Off to a flying start • Competition day

## Grammar

future forms (revision) • compound adjectives

## Go for it!

Crazy hobby club

## I can ...

give a clear account of a topic within my area of interest • describe the steps of a procedure clearly and in detail • communicate detailed information about future plans, intentions and predictions • understand common idioms related to sports • combine descriptive words to talk about and compare people and things • understand and successfully follow detailed instructions

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## Communication

I'm so tired of this commute! • How are things? • Thinking of going freelance? • I'd be much happier

## Grammar

question tags (revision) • shortened questions • conditionals (revision)

## Go for it!

My dream work environment

## I can ...

understand most information in announcements • begin, maintain and end a conversation • understand articles and reports that present a certain position about current issues • describe advantages and disadvantages • speculate about what might happen in the future and give advice based on this

**Unit 3 · Switch it off!** \_\_\_\_\_ 37

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## Communication

Are you a digital native? • He's driving us all crazy! • It can affect anyone • You'd be lost without YouTube! • I'm afraid I have to disagree • Greater things in life

## Grammar

*be always + -ing / keep + -ing / will/won't + infinitive • I wish/if only* (revision)

## Go for it!

All things digital

## I can ...

talk about the role that digital media plays in my life • complain about other people's behaviour and/or habits • understand detailed talks about familiar topics • structure a talk and present my arguments logically • express wishes and regrets • express my opinions politely and firmly • convey information simply and precisely

**Go for it!**

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**Communication**

What does it mean to you? • There's nothing within our budget • Home is where the heart is • Let's start with step one

**Grammar**

verb + verb in the *-ing* form / verb + *that*-clause / verb + *to*-infinitive (revision)

**Go for it!**

Your new home

**I can ...**

express how I feel about important personal experiences and events • understand a great deal of a lively conversation • understand idioms and compound words to do with house and home • quickly find important pieces of information, even in long, complex texts • clearly describe how to follow a procedure

**Unit 5 · A day to remember** \_\_\_\_\_ **69**  
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**Communication**

Special occasions • Did you use to do that? • Have you done it yet? • Heartfelt congratulations • I could get used to this! • I'm pretty excited!

**Grammar**

past simple / *used to* + verb / *would* + verb • present perfect continuous (revision) • *be used to* / *get used to*

**Go for it!**

Museum of Special Occasions

**I can ...**

explain how holidays and special occasions are celebrated • read correspondence on topics I'm familiar with and understand the most important points • understand most of the information in a long conversation • write messages that convey degrees of emotion and express the personal significance of events and experiences • describe familiar situations or routines • express a range of emotions in conversation to emphasise the personal significance of events

**Unit 6 · You are what you eat** \_\_\_\_\_ **83**  
**Classroom Activities (CA)** \_\_\_\_\_ **83 · Extra Practice (EP)** \_\_\_\_\_ **90**

**Communication**

I don't eat meat • You can have all sorts of things done for you • I'd been eating meat all my life • Share and share alike • The way I see it • Waste not, want not

**Grammar**

*get* / *have something done* • past perfect simple and past perfect continuous • modal verbs: ability, permission, possibility (revision)

**Go for it!**

Campaign for change

**I can ...**

talk about personal preferences and compare these with others • talk about things that other people do for me • explain ideas using supporting points and relevant examples • describe what was happening before a specific time in the past • understand specialised discussions and make accurate notes as I listen to them • convey information or give arguments in writing for / against a certain standpoint • understand and follow recipes for various dishes

**Go for it!**

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**Communication**

Absolutely over the moon! • In search of maximum happiness • You haven't been yourself lately • Do something unexpected! • Perhaps it will inspire you • I'll be waiting

**Grammar**

reported speech • future continuous and future perfect

**Go for it!**

The ingredients of happiness

**I can ...**

describe in detail personal experiences and the associated emotions • follow challenging radio or TV programmes • report what other people have said • understand a conversation about more abstract themes • understand specialised articles if I can look up words in a dictionary now and then • talk about what will be happening or will have happened at a specific point in the future

**Unit 8 · Learn something new** \_\_\_\_\_ **115**  
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**Communication**

They're obviously in love • Let me be your Romeo! • The truth will out • You never stop learning • We'll have to agree to disagree

**Grammar**

passive voice (revision) • phrasal verbs (revision)

**Go for it!**

To play or not to play

**I can ...**

talk about my preferences regarding films and books • write a suitable profile or advert that pertains to my purpose or interests • understand longer texts that contain comprehensive explanations • make and understand detailed arrangements • write clear, detailed texts about a variety of subjects

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**Communication**

Seeing is believing • Can a whole town be lying? • There I was, singing quietly to myself • What do you suggest we do? • What a tale!

**Grammar**

narrative tenses • defining and non-defining relative clauses

**Go for it!**

A pub quiz

**I can ...**

discuss explanations of strange phenomena • analyse newspaper texts and identify the writer's strategies for achieving a certain aim • synthesise and evaluate information from different newspapers • tell a story using different verb forms to create atmosphere and structure • contribute to the progress of a task by encouraging others to participate or to say what they think • summarise something clearly

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