

# Contents: Keynote Elementary

| UNIT   | TED TALK  | GRAMMAR   | VOCABULARY  | PRONUNCIATION   | READING  | LISTENING   | SPEAKING   | WRITING  |                                   |
|--|---|---|---|---|--|---|--|--|-----------------------------------|
|  <p><b>1 Passions</b><br/>9–18</p>   |  <p><b>Blue grass virtuosity from ... New Jersey?</b><br/>Sleepy Man Banjo Boys<br/>Page 16<br/>PRESENTATION SKILL Introducing yourself</p> | <p>Present simple<br/>Language focus: Talking about likes and interests</p>   | <p>Music and film</p>   | <p>Types of film and music<br/>Present simple endings</p>     | <p>Traditional music for a new generation</p>                              | <p>My passion for music<br/>Listening skill: Listening for a reason</p>   | <p>Talking about favourites<br/>Talking about likes and dislikes<br/>Communication skill: Showing interest</p> | <p>Introducing yourself by email</p>   |                                   |
|  |  <p><b>2 Spending money</b><br/>19–28</p>   |  <p><b>Wearing nothing new</b><br/>Jessi Arrington<br/>Page 26<br/>PRESENTATION SKILL Using good body language</p>                | <p>Adverbs and expressions of frequency<br/>Language focus: Talking about habits and routines</p> | <p>Spending money</p>   | <p>Weak forms (1): <i>of</i> and <i>to</i><br/>Intonation in questions</p> | <p>Buy nothing new month</p>  | <p>How I spend my money<br/>Listening skill: Listening for negatives</p>                                       | <p>Talking about shopping<br/>Asking about shopping habits<br/>Communication skill: Adding extra information</p> | <p>Sharing information online</p> |
|  |  <p><b>3 Jobs</b><br/>29–38</p>  |  <p><b>The joy of surfing in ice-cold water</b><br/>Chris Burkard<br/>Page 36<br/>PRESENTATION SKILL Thanking the audience</p>    | <p><i>like</i> and <i>would like</i><br/>Language focus: Asking about and describing jobs</p>     | <p>Jobs</p>   | <p>Word linking (1)<br/><i>/dju: /</i></p>                                 | <p>A dancer's dream</p>   | <p>A fun job<br/>Listening skill: Listening selectively</p>  | <p>Talking about jobs<br/>Talking about a future job<br/>Communication skill: Asking for clarification</p>       | <p>Describing a dream job</p>     |
| <p><b>PRESENTATION 1 (UNITS 1–3) 39</b></p>  |   |   |   |   |  |   |  |  |                                   |
|  <p><b>4 Talents</b><br/>41–50</p> |  <p><b>The orchestra in my mouth</b><br/>Tom Thum<br/>Page 48<br/>PRESENTATION SKILL Introducing a topic</p>                              | <p><i>can</i> and <i>can't</i><br/>Language focus: Describing abilities and talents</p>   | <p>Activities</p>   | <p><i>/ɪ / and / i: /</i><br/><i>can</i> and <i>can't</i></p> | <p>Pro gaming: a dream career?</p>   | <p>A unique ability<br/>Listening skill: Recognizing unstressed words</p> | <p>Talking about abilities<br/>A talented class<br/>Communication skill: Conversation fillers</p>              | <p>Describing an unusual ability</p>   |                                   |
|  |  <p><b>5 Technology</b><br/>51–60</p>   |  <p><b>Fly with the Jetman</b><br/>Yves Rossy<br/>Page 58<br/>PRESENTATION SKILL Using gestures</p>                             | <p><i>much, many, a lot of</i><br/>Language focus: Describing things and how they work</p>        | <p>Gadgets</p>  | <p>Sentence stress<br/>Sentence stress with modifiers</p>                  | <p>Flying like a bird</p>   | <p>How I used drones to make an amazing video<br/>Listening skill: Listening for attitude</p>                  | <p>Talking about gadgets<br/>Wearable technology<br/>Communication skill: Responding to ideas</p>                | <p>Writing an online review</p>   |
|  |  <p><b>6 Challenges</b><br/>61–70</p>   |  <p><b>How I use sonar to navigate the world</b><br/>Daniel Kish<br/>Page 68<br/>PRESENTATION SKILL Involving your audience</p> | <p>Time clauses<br/>Language focus: Describing sequence</p>                                       | <p>Challenges</p>   | <p><i>/e /</i><br/>Linking with <i>/r /</i></p>                            | <p>Seeing with the mind</p>   | <p>It's no big deal<br/>Listening skill: Listening for contrasts</p>   | <p>Talking about challenges<br/>Dealing with exam stress<br/>Communication skill: Inviting opinions</p>          | <p>Posting a challenge online</p> |
| <p><b>PRESENTATION 2 (UNITS 4–6) 71</b></p>  |   |   |   |   |  |   |  |  |                                   |

| UNIT   | TED TALK   | GRAMMAR  | VOCABULARY                 | PRONUNCIATION  | READING  | LISTENING  | SPEAKING  | WRITING                 |
|--|--|--|----------------------------|--|--|--|---|-------------------------|
| <br><b>7 Wild places</b><br>73–82          | <b>Unseen footage, untamed nature</b><br>Karen Bass<br>Page 80<br>PRESENTATION SKILL Showing enthusiasm  | Comparatives and superlatives<br>Language focus: Making comparisons                | Natural features           | Weak forms (2): The schwa /ə/ sound<br>Stressed and weak syllables | Life in the Altiplano                          | An amazing place<br>Listening skill: Listening for content words                 | Talking about places<br>What do you know?<br>Communication skill: Expressing agreement                  | Making a recommendation |
| <br><b>8 Confidence</b><br>83–92           | <b>Why thinking you're ugly is bad for you</b><br>Meaghan Ramsey<br>Page 90<br>PRESENTATION SKILL Using statistics                                 | Modifying adverbs<br>Language focus: Describing people                             | Appearance and personality | Word stress<br>Stress with modifying adverbs                       | The pressure to be 'perfect'                   | Like mother, like daughter<br>Listening skill: Listening for similarities        | Talking about family<br>A film of your life<br>Communication skill: Choosing not to answer a question   | Describing a friend     |
| <br><b>9 Achievement</b><br>93–102         | <b>Let's save the last pristine continent</b><br>Robert Swan<br>Page 100<br>PRESENTATION SKILL Using pauses  | Past simple<br>Language focus: Talking about the past                              | Personal achievements      | Silent letters<br>Regular past endings                             | From Pole to Pole                              | My great achievement<br>Listening skill: Listening for past tense expressions    | Talking about an achievement<br>Round-the-world adventure<br>Communication skill: Interrupting politely | Writing a biography     |
| <b>PRESENTATION 3 (UNITS 7–9) 103</b>  |  |  |                            |  |  |  |   |                         |
| <br><b>10 Creative cities</b><br>105–114 | <b>How to revive a neighbourhood: with imagination, beauty and art</b><br>Theaster Gates<br>Page 112<br>PRESENTATION SKILL Paraphrasing key points | <i>should</i> and <i>shouldn't</i><br>Language focus: Making suggestions           | City life                  | Combinations of consonants<br>Positive intonation                  | Breathing new life into the old place          | The place where I grew up<br>Listening skill: Identifying pros and cons          | What's your neighbourhood like?<br>The right part of town<br>Communication skill: Describing steps      | Writing a proposal      |
| <br><b>11 Images</b><br>115–124          | <b>Impossible photography</b><br>Erik Johansson<br>Page 122<br>PRESENTATION SKILL Introducing a visual   | <i>look</i> and <i>look like</i><br>Language focus: Asking for and giving opinions | Photography                | Compound words<br>Stress with opinions                             | When reality is stranger than fiction          | My perfect photo<br>Listening skill: Listening for opinions                      | What do you think?<br>Is it real?<br>Communication skill: Asking about spelling                         | Describing a photo      |
| <br><b>12 Health</b><br>125–134          | <b>The simple power of handwashing</b><br>Myriam Sidibe<br>Page 132<br>PRESENTATION SKILL Getting the audience's attention                         | Zero conditional<br>Language focus: Talking about facts                            | Habits                     | Word linking (2)<br>Listening for unstressed words                 | Learning to use 'the most beautiful invention' | My healthy (and unhealthy) habits<br>Listening skill: Recognizing linking sounds | Is that healthy?<br>Healthy choices<br>Communication skill: Disagreeing politely                        | Giving health tips      |
| <b>PRESENTATION 4 (UNITS 10–12) 135</b>  |  |  |                            |  |  |  |   |                         |



# Contents: Keynote Pre-intermediate

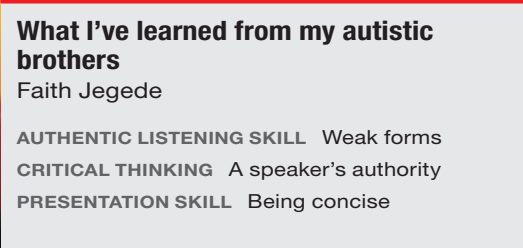
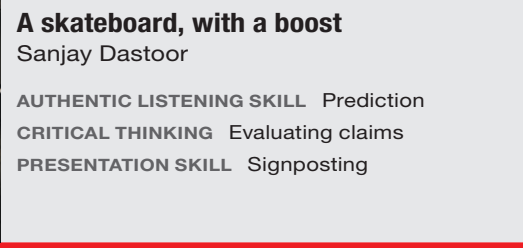
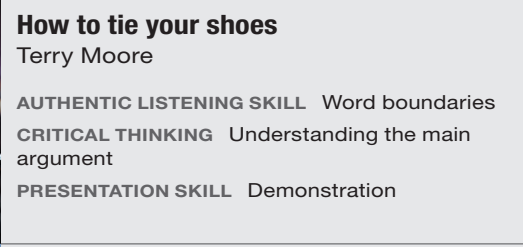




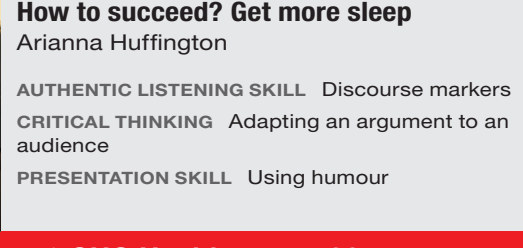
| UNIT  | TED TALK  | GRAMMAR  | VOCABULARY  | PRONUNCIATION  | READING  | LISTENING  | SPEAKING   | WRITING  |   |
|---|---|--|---|--|--|--|--|--|---|
|  <p><b>1 Conservation</b><br/>9–18</p> | <p><b>Why I love vultures</b><br/>Munir Virani<br/>Page 16</p> <p>PRESENTATION SKILL: Signposting with questions</p>  | <p>Present simple and present continuous<br/>Language focus: Describing events in the present</p>                                      | Types of animals  | Types of animals<br>Intonation in questions                          | How the vulture became the victim                                | <p>Moving people to action<br/>Listening skill: Listening for gist</p> | <p>Talking about endangered animals<br/>Protecting species<br/>Communication skill: Presenting arguments</p> | An endangered species  |   |
|   |  <p><b>2 Family connections</b><br/>19–28</p>                                      | <p><b>The world's largest family reunion</b><br/>A.J. Jacobs<br/>Page 26</p> <p>PRESENTATION SKILL: Personalizing a presentation</p>   | <p>Future plans<br/>Language focus: Talking about future plans and arrangements</p>   | Extended family  | <p>Pausing with lists<br/>Weak forms (1): <i>be going to</i></p> | A passion for genealogy  | <p>My family history<br/>Listening skill: Listening for contractions and possessives</p>                     | <p>Talking about family<br/>My family<br/>Communication skill: Checking information</p>                  | Inviting people to a family reunion   |
|   |   |  <p><b>3 Global stories</b><br/>29–38</p>             | <p><b>My year reading a book from every country</b><br/>Ann Morgan<br/>Page 36</p> <p>PRESENTATION SKILL: Closing a presentation</p>  | Defining relative clauses  | Describing stories   | <p>Word stress<br/>Sentence stress</p>                                 | Top picks  | <p>Interview with an author<br/>Listening skill: Taking notes while listening</p>                        | <p>Talking about books<br/>Can you guess?<br/>Communication skill: Asking for opinions</p>                              |
| <b>PRESENTATION 1 (UNITS 1–3) 39</b>  |   |  |   |  |  |  |  |  |   |
|  <p><b>4 Music</b><br/>41–50</p>     | <p><b>Why I take the piano on the road ... and in the air</b><br/>Daria van den Bercken<br/>Page 48</p> <p>PRESENTATION SKILL: Providing background information</p> | <p>Countable and uncountable nouns<br/>Language focus: Talking about quantity</p>  | Music   | <p>/rj/<br/>Stress with quantifiers</p>                              | Music and the brain  | <p>A traditional singer<br/>Listening skill: Understanding accents</p> | <p>Talking about music<br/>Discussing musical preferences<br/>Communication skill: Describing music</p>      | Describing a favourite song  |   |
|   |  <p><b>5 Good design</b><br/>51–60</p>   | <p><b>The worst-designed thing you've never noticed</b><br/>Roman Mars<br/>Page 58</p> <p>PRESENTATION SKILL: Numbering key points</p> | Prepositions and adverbs of place   | Design elements  | <p>Sound and spelling<br/>Word linking</p>                       | Chicago's much-loved flag  | <p>A designer's advice<br/>Listening skill: Listening for changes in topic</p>                               | <p>Talking about design<br/>Describing a coat of arms<br/>Communication skill: Talking about meaning</p> | Describing your country's flag  |
|   |   |  <p><b>6 Inspiring people</b><br/>61–70</p>         | <p><b>How a boy became an artist</b><br/>Jarrett J. Krosoczka<br/>Page 68</p> <p>PRESENTATION SKILL: Using your voice effectively</p> | <p>Reported speech<br/>Language focus: Reporting what people say</p> | Sources of inspiration   | <p><i>that</i><br/>Giving emphasis</p>                                 | Drawing your own success   | <p>My inspiration<br/>Listening skill: Listening for expressions of uncertainty</p>                      | <p>Talking about an inspirational person<br/>Getting advice<br/>Communication skill: Finding out what someone knows</p> |
| <b>PRESENTATION 2 (UNITS 4–6) 71</b>  |   |  |   |  |  |  |  |  |   |

| UNIT                                  | TED TALK  | GRAMMAR   | VOCABULARY           | PRONUNCIATION   | READING                      | LISTENING   | SPEAKING   | WRITING                            |
|---------------------------------------|---|---|----------------------|---|------------------------------|---|--|------------------------------------|
| <b>7 Ethical choices</b><br>73–82     | <b>Leather and meat without killing animals</b><br>Andras Forgacs<br>Page 80<br><i>PRESENTATION SKILL</i> Creating effective slides | <i>will</i> for predictions<br>Language focus:<br>Discussing the future   | Ethical food choices | Intonation in questions with options<br><i>will</i>                       | Leather from a lab           | Sustainable chef<br>Listening skill:<br>Identifying main ideas in fast speech | Talking about ethical choices<br>Predicting future habits<br>Communication skill:<br>Acknowledging a point | Predicting the future of food      |
|                                       | <b>It's our city. Let's fix it</b><br>Alessandra Orofino<br>Page 90<br><i>PRESENTATION SKILL</i> Using anecdotes                    | Phrasal verbs   | Features of a city   | Showing enthusiasm<br>Stress in phrasal verbs                             | Having a say about your city | Living abroad<br>Listening skill:<br>Listening for time expressions           | Talking about where you live<br>Talking about places to go<br>Communication skill:<br>Giving examples      | Describing a change for the better |
|                                       | <b>Should you donate differently?</b><br>Joy Sun<br>Page 100<br><i>PRESENTATION SKILL</i> Using supporting evidence                 | <i>will</i> for offers and first conditionals<br>Language focus:<br>Making offers and describing possible future events | Fundraising          | Linking with /w/ and /j/<br>Intonation with conditional sentences         | Giving on the go             | My fundraising adventure<br>Listening skill:<br>Understanding directions      | Talking about good causes<br>Planning an event<br>Communication skill:<br>Explaining reasons               | Describing a charity               |
| <b>PRESENTATION 3 (UNITS 7–9) 103</b> |   |   |                      |   |                              |   |  |                                    |
| <b>10 Mind and machine</b><br>105–114 | <b>A headset that reads your brainwaves</b><br>Tan Le<br>Page 112<br><i>PRESENTATION SKILL</i> Dealing with the unexpected          | Adverbs and adverbial phrases   | Brain functions      | Word stress with three-syllable words<br>Pausing with adverbs of attitude | The power of the mind        | The power of visualization<br>Listening skill:<br>Listening for instructions  | Talking about a game<br>A logic puzzle<br>Communication skill:<br>Explaining the uses of something         | Writing a proposal                 |
|                                       | <b>The hidden beauty of pollination</b><br>Louie Schwartzberg<br>Page 122<br><i>PRESENTATION SKILL</i> Calling others to action     | Present perfect<br>Language focus:<br>Talking about past experiences  | Nature               | /ðə/ and /ði:/<br>Weak forms (2): <i>have</i>                             | The miracle of pollen        | My experiences in nature<br>Listening skill:<br>Noticing auxiliary verbs      | Talking about nature<br>Experiences in nature<br>Communication skill:<br>Asking for more details           | Writing a journal entry            |
|                                       | <b>How we unearthed the Spinosaurus</b><br>Nizar Ibrahim<br>Page 132<br><i>PRESENTATION SKILL</i> Using descriptive language        | The passive<br>Language focus:<br>Talking about discoveries   | Discoveries          | Numbers and dates<br>Irregular past participles                           | The dinosaur hunter          | An amazing find<br>Listening skill:<br>Listening for numbers and dates        | Talking about a discovery<br>Discovery quiz<br>Communication skill:<br>Explaining possibilities            | Reporting the news                 |
| <b>12 Discovery</b><br>125–134        | <b>PRESENTATION 4 (UNITS 10–12) 135</b>   |   |                      |   |                              |   |  |                                    |



# Contents: Keynote Intermediate

| UNIT   | TED TALK  | GRAMMAR   | VOCABULARY                                       | PRONUNCIATION  | READING                      | LISTENING              | SPEAKING   | WRITING   |
|--|---|---|--|--|------------------------------|------------------------|--|---|
| <br><b>1 Working life</b><br>8–17     | <b>A life lesson from a volunteer firefighter</b><br>Mark Bezos<br>AUTHENTIC LISTENING SKILL Dealing with new vocabulary<br>CRITICAL THINKING How a message is delivered<br>PRESENTATION SKILL Being authentic        | Present simple: affirmative and negative, <i>yes/no</i> questions, <i>wh-</i> questions, subject/object questions<br>Expressions of frequency<br>Indirect questions | Working life collocations (verb + noun)<br>Jobs  | Sentence stress<br>Intonation in questions   | Skills for the 21st century  | Asking about jobs      | Best and worst jobs<br>My skills<br>Talking about jobs and studies                   | A formal letter<br>Writing skill: Indirect questions                      |
| <br><b>2 Trends</b><br>18–27          | <b>How to start a movement</b><br>Derek Sivers<br>AUTHENTIC LISTENING SKILL Content words<br>CRITICAL THINKING Extending an argument<br>PRESENTATION SKILL Beginning and ending                                       | Present simple and present continuous<br>Present continuous   | Verbs describing trends<br>Relationships         | Stress in everyday phrases   | Identifying trends           | A conference meeting   | General habits and current habits<br>Describing trends<br>Meetings and introductions | Formal and informal emails<br>Writing skill: Formal and informal language |
| <b>REVIEW 1 (UNITS 1 AND 2)   Broken Spoke 28</b>  |   |   |  |  |                              |                        |  |   |
| <br><b>3 Money</b><br>30–39           | <b>An escape from poverty</b><br>Jacqueline Novogratz<br>AUTHENTIC LISTENING SKILL Rhythm and stress<br>CRITICAL THINKING Reading between the lines<br>PRESENTATION SKILL Persuasion                                  | Countable and uncountable nouns<br>Expressions of quantity: <i>much, many, a lot of, a few, a little</i><br>Extension: <i>very, too</i> and <i>enough</i>           | Money  | Questions with <i>Do you</i> and <i>Could you</i>                                      | Teaching financial literacy  | Everyday conversations | Standard of living and quality of life<br>Money quiz<br>Talking about money          | A report<br>Writing skill: Writing numbers in a report                    |
| <br><b>4 Success</b><br>40–49       | <b>Don't eat the marshmallow!</b><br>Joachim de Posada<br>AUTHENTIC LISTENING SKILL Dealing with accents<br>CRITICAL THINKING Considering counter arguments<br>PRESENTATION SKILL Body movement and gesture           | Past simple and past continuous<br>Past perfect   | Success and rewards<br>Prepositional phrases     | Weak forms: <i>was</i> and <i>were</i><br><i>had</i> and <i>hadn't</i><br><i>Sorry</i> | Paid to succeed              | Office conversations   | My career path<br>Incentives at work<br>Giving reasons for actions                   | Messaging<br>Writing skill: Prepositions in messages                      |
| <b>REVIEW 2 (UNITS 3 AND 4)   M-Pesa 50</b>  |   |   |  |  |                              |                        |  |   |
| <br><b>5 Marketing</b><br>52–61     | <b>3 ways to (usefully) lose control of your brand</b><br>Tim Leberecht<br>AUTHENTIC LISTENING SKILL Understanding contrasts<br>CRITICAL THINKING Supporting evidence<br>PRESENTATION SKILL Using presentation slides | Comparatives and superlatives   | Marketing collocations                           | Expressive intonation  | The power of the crowd       | Asking for opinions    | Comparing the market<br>Effective marketing<br>Giving your views                     | A customer review<br>Writing skill: Linking contrasting points            |
| <br><b>6 Communication</b><br>62–71 | <b>Talk nerdy to me</b><br>Melissa Marshall<br>AUTHENTIC LISTENING SKILL Elision<br>CRITICAL THINKING Demonstrating your argument<br>PRESENTATION SKILL Engaging with your audience                                   | Verb patterns with infinitive and <i>-ing</i><br>Infinitive and <i>-ing</i> clauses   | Communication collocations<br>Small talk phrases | Sentence stress  | Why we don't listen any more | Follow-up questions    | Means of communication<br>Communication skills<br>Small talk                         | Short emails<br>Writing skill: Reasons for writing                        |
| <b>REVIEW 3 (UNITS 5 AND 6)   Morally Marketed 72</b>  |   |   |  |  |                              |                        |  |   |

| UNIT   | TED TALK  | GRAMMAR  | VOCABULARY   | PRONUNCIATION  | READING                              | LISTENING              | SPEAKING   | WRITING  |
|--|---|--|--|--|--------------------------------------|------------------------|--|--|
| <br><b>7 Experience</b><br>74–83                | <br><b>What I've learned from my autistic brothers</b><br>Faith Jegede<br>AUTHENTIC LISTENING SKILL Weak forms<br>CRITICAL THINKING A speaker's authority<br>PRESENTATION SKILL Being concise                | Present perfect simple<br>Present perfect simple and past simple<br>Extension: Present perfect continuous                                  | Personal qualities   | Weak forms: <i>have, has and been</i><br>Linking words | France's new CV law                  | A job interview        | Life experiences<br>Diversity at work<br>Describing skills and interests             | A CV<br>Writing skill: Verb forms                                    |
| <br><b>8 Seeing the future</b><br>84–93         | <br><b>A skateboard, with a boost</b><br>Sanjay Dastoor<br>AUTHENTIC LISTENING SKILL Prediction<br>CRITICAL THINKING Evaluating claims<br>PRESENTATION SKILL Signposting                                     | Predictions with <i>will</i> and <i>might</i><br>Decisions with <i>going to</i><br>Reported speech   | Describing devices   | <i>want</i> and <i>won't</i><br>Contraction <i>'ll</i> | Our pick – new gadgets               | Phrases in telephoning | Transport options<br>Can I live without it?<br>Leaving messages                      | Short emails<br>Writing skill: Reported speech                       |
| <b>REVIEW 4 (UNITS 7 AND 8)   One World Play Project 94</b>  |   |  |  |  |                                      |                        |  |  |
| <br><b>9 Being effective</b><br>96–105         | <br><b>How to tie your shoes</b><br>Terry Moore<br>AUTHENTIC LISTENING SKILL Word boundaries<br>CRITICAL THINKING Understanding the main argument<br>PRESENTATION SKILL Demonstration                       | Zero and first conditional<br>Imperatives in conditionals  | Being effective<br>Practical solutions (adverbial phrases) | Word stress  | Getting the basics right             | Practical instructions | Practical solutions<br>Offering a good service<br>Giving instructions                | An email to a visitor<br>Writing skill: Giving directions            |
| <br><b>10 The environment</b><br>106–115      | <br><b>How we can eat our landscapes</b><br>Pam Warhurst<br>AUTHENTIC LISTENING SKILL Understanding fast speech<br>CRITICAL THINKING Recognizing tone<br>PRESENTATION SKILL Being straightforward          | The passive<br>Phrasal verbs   | Phrasal verbs<br>Food adjectives                           | Stress in passive forms<br>Intonation in questions     | Big rise in greenhouse gas emissions | In a restaurant        | Survey: How 'local' are you?<br>Expressing an opinion<br>Explaining what's on a menu | A description of a system<br>Writing skill: Explaining results       |
| <b>REVIEW 5 (UNITS 9 AND 10)   Pavegen 116</b>   |   |  |  |  |                                      |                        |  |  |
| <br><b>11 Leaders and thinkers</b><br>118–127 | <br><b>Life at 30,000 feet</b><br>Richard Branson<br>AUTHENTIC LISTENING SKILL Fillers in conversation<br>CRITICAL THINKING Fact or opinion<br>PRESENTATION SKILL Dealing with questions                   | Modal verbs (1): <i>must, mustn't, have to, don't have to, need to, don't need to, can</i><br>Modal verbs (2): <i>should and shouldn't</i> | <i>make</i> and <i>do</i>                                  | Positive and negative questions                        | Words of wisdom                      | Problem solving        | Dilemmas<br>Life advice<br>Analysing problems and suggesting solutions               | Posting advice on a forum<br>Writing skill: Features of online posts |
| <br><b>12 Well-being</b><br>128–137           | <br><b>How to succeed? Get more sleep</b><br>Arianna Huffington<br>AUTHENTIC LISTENING SKILL Discourse markers<br>CRITICAL THINKING Adapting an argument to an audience<br>PRESENTATION SKILL Using humour | Second conditional<br>Extension: Third conditional   | Well-being adjectives                                      | Contraction <i>'d</i><br>Stress in suggestions         | Health and well-being news           | Time wasting           | Well-being and productivity<br>Proposals for well-being<br>Discussing options        | A reply to an enquiry<br>Writing skill: Listing options              |
| <b>REVIEW 6 (UNITS 11 AND 12)   CHG Healthcare 138</b>   |   |  |  |  |                                      |                        |  |  |







# Contents: Keynote Upper Intermediate

| UNIT  | TED TALK  | GRAMMAR   | VOCABULARY  | PRONUNCIATION  | READING  | LISTENING           | SPEAKING  | WRITING  |
|---|---|---|---|--|--|---------------------|---|--|
| <br><b>1 Identity</b><br>8–17                | <b>404, the story of a page not found</b><br>Renny Gleeson<br><br>AUTHENTIC LISTENING SKILL Recognizing key terms<br>CRITICAL THINKING Relevant examples<br>PRESENTATION SKILL Giving examples                  | Present tenses: active and passive  | Tasks and interests                                 | Word stress<br>Using intonation to ask a question      | A personal view on personal branding                                     | Networking          | The Internet and me<br>Personal branding<br>Making an impression (Meeting people)                                     | An online profile<br>Writing skill: symbols and notes  |
|   | <br><b>2 Careers</b><br>18–27  | <b>Keep your goals to yourself</b><br>Derek Sivers<br><br>AUTHENTIC LISTENING SKILL Listening for signposts<br>CRITICAL THINKING Using appropriate evidence<br>PRESENTATION SKILL Thinking about your audience                | Future forms and uses                               | Career collocations                                    | Elision<br>Elided /d/  | Jobs for the future | Little people, big plans<br>Applying for a job  | Future goals<br>Learning skills for the future<br>Planning to meet up (Arranging to help someone)              |
| <b>REVIEW 1 (UNITS 1 AND 2)   About Balance 28</b>  |   |   |   |  |  |                     |   |  |
| <br><b>3 Growth and development</b><br>30–39 | <b>Global population growth, box by box</b><br>Hans Rosling<br><br>AUTHENTIC LISTENING SKILL Focused listening<br>CRITICAL THINKING Supporting the main argument<br>PRESENTATION SKILL Using props              | Present perfect simple and continuous   | Personal growth: abstract nouns                     | Intonation in requests                                 | What do you need?  | Market research     | Popular brands<br>Are you satisfied?<br>Leaving voicemails  | Making notes from voicemails<br>Writing skill: abbreviations   |
|   | <br><b>4 Success and failure</b><br>40–49  | <b>Success is a continuous journey</b><br>Richard St. John<br><br>AUTHENTIC LISTENING SKILL Collaborative listening<br>CRITICAL THINKING Challenging assumptions<br>PRESENTATION SKILL Repeating key phrases                  | Narrative tenses<br><i>used to</i> and <i>would</i> | Success and failure<br>Countable and uncountable nouns | Elision of consonants<br><i>t</i> and <i>d</i><br>Intonation and meaning | Lessons for life    | Reviewing an event  | Old habits<br>Passing on lessons learned<br>Making and responding to suggestions                               |
| <b>REVIEW 2 (UNITS 3 AND 4)   Krochet Kids 50</b>   |   |   |   |  |  |                     |   |  |
| <br><b>5 Exercise</b><br>52–61             | <b>Got a meeting? Take a walk</b><br>Nilofer Merchant<br><br>AUTHENTIC LISTENING SKILL Rising intonation<br>CRITICAL THINKING Reflecting on experiences<br>PRESENTATION SKILL Beginning with a strong statement | Modals and related verbs: past forms (1)  | Finance   | Word stress in ellipsis                                | What's in a name?  | Young entrepreneurs | Getting motivated<br>A sponsored event<br>Ellipsis: omitting information when the meaning is clear (Asking questions) | An email (1)<br>Writing skill: questions   |
|   | <br><b>6 Values</b><br>62–71   | <b>Please, please, people. Let's put the 'awe' back in 'awesome'</b><br>Jill Shargaa<br><br>AUTHENTIC LISTENING SKILL Listening for gist<br>CRITICAL THINKING Reading between the lines<br>PRESENTATION SKILL Being authentic | Zero, first and second conditionals                 | Consumerism: phrasal verbs                             | Words beginning with <i>u</i>  | Ethical consumption | Sales talk  | Consumerism and the economy<br>Ethical awareness<br>Requesting and giving clarification (Consumer to consumer) |
| <b>REVIEW 3 (UNITS 5 AND 6)   FooARage Skateboard Company 72</b>  |   |   |   |  |  |                     |   |  |

| UNIT   | TED TALK  | GRAMMAR  | VOCABULARY   | PRONUNCIATION              | READING                             | LISTENING                     | SPEAKING  | WRITING  |
|--|---|--|--|----------------------------|-------------------------------------|-------------------------------|---|--|
| 7<br><b>Innovation and technology</b><br>74–83             | <br><b>The sore problem of prosthetic limbs</b><br>David Seneh<br>AUTHENTIC LISTENING SKILL Dealing with accents<br>CRITICAL THINKING Asking significant questions<br>PRESENTATION SKILL Taking the audience on a journey                | Passives   | Innovation: verbs<br>Online operations                                     | Linking with /w/           | The real value of digital tools     | New ways of doing things      | Technology in everyday life<br>New ideas for unexpected problems<br>Asking and talking about how something works    | A formal online message<br>Writing skill: being clear and precise                                  |
|  | <br><b>Balance</b><br>84–93<br>AUTHENTIC LISTENING SKILL Elision: dropped vowels<br>CRITICAL THINKING Convincing the listener<br>PRESENTATION SKILL Pace and emphasis  | <b>How to make work–life balance work</b><br>Nigel Marsh<br>AUTHENTIC LISTENING SKILL Elision: dropped vowels<br>CRITICAL THINKING Convincing the listener<br>PRESENTATION SKILL Pace and emphasis                     | Verb patterns with <i>-ing</i> and infinitive                              | Relaxation                 | Stress in expressions               | Leisure time around the world | Adjusting the balance<br>Taking a break   | Making the most of your time<br>Giving advice<br>Discussing options (A day off)                    |
| <b>REVIEW 4 (UNITS 7 AND 8)   Enova 94</b>                 |   |  |  |                            |                                     |                               |   |  |
| 9<br><b>Creative thinking</b><br>96–105                    | <br><b>Doodlers, unite!</b><br>Sunni Brown<br>AUTHENTIC LISTENING SKILL Understanding fast speech<br>CRITICAL THINKING Supporting arguments<br>PRESENTATION SKILL Supporting key points with slides                                      | Relative clauses   | Personality adjectives (1)   | Stress and meaning         | The left brain – right brain debate | Launching a new product       | Are you persuaded?<br>Boosting your creativity<br>Co-operating in a discussion: turn-taking (Organizing a campaign) | A personal account<br>Writing skill: informal language   |
|  | <br><b>5 ways to listen better</b><br>Julian Treasure<br>AUTHENTIC LISTENING SKILL Dealing with unknown vocabulary<br>CRITICAL THINKING Identifying problems and solutions<br>PRESENTATION SKILL Body movement and gesture              | <b>5 ways to listen better</b><br>Julian Treasure<br>AUTHENTIC LISTENING SKILL Dealing with unknown vocabulary<br>CRITICAL THINKING Identifying problems and solutions<br>PRESENTATION SKILL Body movement and gesture | Reported speech  | Customer service           | Sounds and meaning                  | Cross-cultural awareness      | Two sides to every story<br>Helplines   | Two sides to every story<br>Leaving tips<br>Taking part in a meeting: RASA (Comparing experiences) |
| <b>REVIEW 5 (UNITS 9 AND 10)   Alpha Communication 116</b> |   |  |  |                            |                                     |                               |   |  |
| 11<br><b>Resources</b><br>118–127                          | <br><b>Cloudy with a chance of joy</b><br>Gavin Pretor-Pinney<br>AUTHENTIC LISTENING SKILL Vowels: sounds and spelling /aʊ/ and /əʊ/<br>CRITICAL THINKING Identifying the 'take away' message<br>PRESENTATION SKILL Being enthusiastic | Articles<br>Quantifiers  | Resources<br>Quantities  | Linking with /r/           | Life in the slow lane               | Making enquiries              | How much is too much?<br>Making a difference<br>Making and responding to enquiries (Finding out about a club)       | Short emails<br>Writing skill: fixed expressions   |
|  | <br><b>Dare to disagree</b><br>Margaret Heffernan<br>AUTHENTIC LISTENING SKILL Grammatical chunks<br>CRITICAL THINKING Relevant background information<br>PRESENTATION SKILL Using pauses  | <b>Dare to disagree</b><br>Margaret Heffernan<br>AUTHENTIC LISTENING SKILL Grammatical chunks<br>CRITICAL THINKING Relevant background information<br>PRESENTATION SKILL Using pauses                                  | Third conditional<br>Mixed conditional sentences<br>Extension: <i>wish</i> | Personality adjectives (2) | Tone and meaning                    | A letter to my younger self   | Managing change   | What if ... ?<br>Never again!<br>Being assertive (Tricky situations)                               |
| <b>REVIEW 6 (UNITS 11 AND 12)   GiveMeTap 138</b>          |   |  |  |                            |                                     |                               |   |  |









# Contents: Keynote Advanced

| UNIT  | TED TALK  | GRAMMAR                                  | VOCABULARY                                  | PRONUNCIATION   | READING                                 | LISTENING                                | SPEAKING   | WRITING  |
|---|---|--|---|---|---|--|--|--|
| 1<br><b>Necessities</b><br>8–17                                 |  <b>Less stuff, more happiness</b><br>Graham Hill<br><br><small>AUTHENTIC LISTENING SKILL: Relaxed pronunciation</small><br><small>CRITICAL THINKING: Identifying aims</small><br><small>PRESENTATION SKILL: Using props</small>  | The perfect aspect                       | The prefixes <i>over-</i> and <i>under-</i> | Vowel sounds at word boundaries   | Why do we sleep?                        | Planning a trip                          | Luxury and necessity<br>Talking about things we need<br>Hedging  | A statement of opinion<br>Writing skill: Hedging expressions               |
|   |  <b>Who am I? Think again</b><br>Hetain Patel and Yuyu Rau<br><br><small>AUTHENTIC LISTENING SKILL: Dealing with accents: voiced and unvoiced sounds</small><br><small>CRITICAL THINKING: Constructing an argument</small><br><small>PRESENTATION SKILL: Using humour</small> | Amounts and comparisons                  | Describing dress                            | Weak of<br>Sounding encouraging   | Image, identity and clothing            | Preparing for a job interview            | Evaluating data<br>Talking about image<br>Making suggestions   | Giving feedback<br>Writing skill: Being diplomatic                         |
| <b>REVIEW 1 (UNITS 1 AND 2)   The Real Junk Food Project 28</b> |   |  |   |   |   |  |  |  |
| 3<br><b>Harmony</b><br>30–39                                    |  <b>Making peace is a marathon</b><br>May El-Khalil<br><br><small>AUTHENTIC LISTENING SKILL: Discourse markers</small><br><small>CRITICAL THINKING: Distinguishing between fact and opinion</small><br><small>PRESENTATION SKILL: Being personal and relatable</small>        | Cleft sentences                          | Conformity and non-conformity               | Sentence stress in cleft sentences<br>Stress in expressions of disagreement | How groupthink closed the 'flying bank' | Choosing a logo                          | Evaluating teamwork<br>Dealing with groupthink<br>Dealing with disagreement and reaching consensus (Choosing a logo)                 | Emails dealing with disagreement<br>Writing skill: Encouraging cooperation |
|   |  <b>How I beat stage fright</b><br>Joe Kowan<br><br><small>AUTHENTIC LISTENING SKILL: Collaborative listening</small><br><small>CRITICAL THINKING: Emotive language</small><br><small>PRESENTATION SKILL: Controlling nerves</small>  | Approximation                            | Obstacles and opportunities                 | Approximations<br>Intonation in questions                                   | One man's meat ...                      | Asking how something works               | Using approximations<br>Talking about sales potential<br>Asking for clarification and repetition (Giving and receiving instructions) | Information for a house guest<br>Writing skill: Instructions               |
| <b>REVIEW 2 (UNITS 3 AND 4)   One Earth Designs 50</b>          |   |  |   |   |   |  |  |  |
| 5<br><b>Inspiration</b><br>52–61                                |  <b>I'm not your inspiration, thank you very much</b><br>Stella Young<br><br><small>AUTHENTIC LISTENING SKILL: Elision</small><br><small>CRITICAL THINKING: Understanding examples</small><br><small>PRESENTATION SKILL: Repeating key ideas</small>                        | Unreal past<br>Inversion in conditionals | Having ideas                                | Softening negative statements   | Eureka moments?                         | Planning a party                         | Talking about life experience<br>Where my ideas come from<br>Brainstorming and choosing the best ideas                               | A to-do list<br>Writing skill: Abbreviations                               |
|   |  <b>How to make filthy water drinkable</b><br>Michael Pritchard<br><br><small>AUTHENTIC LISTENING SKILL: Signposts</small><br><small>CRITICAL THINKING: Using supporting evidence</small><br><small>PRESENTATION SKILL: Demonstration</small>                               | Purpose                                  | Solution collocations                       | Stress in content and function words  | The parable of the stones               | Discussing options for solving a problem | Talking about why things are useful<br>Describing a solution<br>Finding solutions  | Online advice forum<br>Writing skill: Softening advice or recommendations  |
| 6<br><b>Solutions</b><br>62–71                                  |   |  |   |   |   |  |  |  |
| <b>REVIEW 3 (UNITS 5 AND 6)   Sonidos de la tierra 72</b>       |   |  |   |   |   |  |  |  |

| UNIT   | TED TALK  | GRAMMAR  | VOCABULARY                                  | PRONUNCIATION  | READING                     | LISTENING                       | SPEAKING   | WRITING  |
|--|---|--|---|--|-----------------------------|---------------------------------|--|--|
| <br><b>7 Imagination</b><br>74–83            | <b>Taking imagination seriously</b><br>Janet Echelman<br><br>AUTHENTIC LISTENING SKILL: Inferring meaning from context<br>CRITICAL THINKING: Reading between the lines<br>PRESENTATION SKILL: Being authentic   | The continuous aspect  | Expressions with <i>mind</i>                | /ŋ/ sound<br>Contraction with <i>have</i>  | The power of visualization  | Speculating about a mystery     | The benefits and drawbacks of daydreaming<br>Talking about visualization<br>Speculating  | A news story<br>Writing skill: Neutral reporting           |
| <br><b>8 Working together</b><br>84–93       | <b>Build a tower, build a team</b><br>Tom Wujec<br><br>AUTHENTIC LISTENING SKILL: Understanding contrastive stress<br>CRITICAL THINKING: Supporting the main idea<br>PRESENTATION SKILL: Using visuals  | Cause and result   | Teams and teamwork                          | Voicing in final consonants<br>Emphasizing the main focus of the sentence        | Bad team building           | Reviewing a project             | Cause-and-result relationships<br>Work issues<br>Taking part in a meeting  | Debriefing questionnaire<br>Writing skill: Linking devices |
| <b>REVIEW 4 (UNITS 7 AND 8)   Boxcycle, Hipcycle and Marriott Construction 94</b>  |   |  |   |  |                             |                                 |  |  |
| <br><b>9 Stress and relaxation</b><br>96–105 | <b>All it takes is 10 mindful minutes</b><br>Andy Puddicombe<br><br>AUTHENTIC LISTENING SKILL: Understanding mid-sentence changes in direction<br>CRITICAL THINKING: Understanding the speaker's technique<br>PRESENTATION SKILL: Thinking about your audience    | Intensifying adverbs   | Idioms related to parts of the body         | Stress with intensifying adverbs<br>Polite and assertive intonation              | Can stress be good for you? | Dealing with awkward situations | Holiday lessons learned<br>Talking about stress<br>Having difficult conversations  | A record of a meeting<br>Writing skill: Reporting verbs    |
| <br><b>10 Risk</b><br>106–115              | <b>Protecting Twitter users (sometimes from themselves)</b><br>Del Harvey<br><br>AUTHENTIC LISTENING SKILL: Avoiding frustration<br>CRITICAL THINKING: Analogies<br>PRESENTATION SKILL: Pace and emphasis   | Passive reporting verbs 1<br>Passive reporting verbs 2<br>Qualifiers | Risk and probability                        | Saying lists   | Understanding risk          | Assessing risk                  | A TV news story<br>Facing risks<br>Discussing alternatives (Health and safety issues)  | A consumer review<br>Writing skill: Using qualifiers       |
| <b>REVIEW 5 (UNITS 9 AND 10)   Triodos Bank 116</b>  |   |  |   |  |                             |                                 |  |  |
| <br><b>11 Vision</b><br>118–127            | <b>How to build with clay ... and community</b><br>Diébédo Francis Kéré<br><br>AUTHENTIC LISTENING SKILL: Dealing with accents: different stress patterns<br>CRITICAL THINKING: Relevance<br>PRESENTATION SKILL: Varying your tone of voice                       | Subordinate clauses  | Expressions with <i>look</i> and <i>see</i> | Intonation in subordinate clauses<br>Sure and unsure tones                       | Visionaries                 | Life coaching                   | Looking after what matters<br>Talking about visionaries<br>Sharing dreams and visions of the future (Talking about a vision of the future) | An endorsement<br>Writing skill: Persuasive language       |
| <br><b>12 The future</b><br>128–137        | <b>Image recognition that triggers augmented reality</b><br>Matt Mills and Tamara Roukaerts<br><br>AUTHENTIC LISTENING SKILL: Listening for grammatical chunks<br>CRITICAL THINKING: Thinking about the speaker's motivation<br>PRESENTATION SKILL: Being concise | Future in the past   | Optimism and pessimism                      | Sentence stress in explaining outcomes<br>Sentence stress in making arrangements | Is pessimism really so bad? | Arranging to meet               | Past views of the present<br>Talking about financial decisions<br>Making arrangements  | A group email<br>Writing skill: Impersonal language        |
| <b>REVIEW 6 (UNITS 11 AND 12)   Mellowcabs 138</b>   |   |  |   |  |                             |                                 |  |  |



# Contents: Keynote Proficient

| UNIT   | TED TALK   | GRAMMAR   | VOCABULARY  | PRONUNCIATION                           | READING  | LISTENING   | SPEAKING  | WRITING   |
|--|--|---|---|---|--|---|---|---|
|  <p><b>1 Creativity</b><br/>8–17</p>            | <p><b>Do schools kill creativity?</b><br/>Ken Robinson</p> <p>AUTHENTIC LISTENING SKILL Rhythm and stress<br/>CRITICAL THINKING The speaker's aims<br/>PRESENTATION SKILL Using humour</p>                     | <p>Definite and indefinite time<br/>Language focus: Expressions with statistics</p>   | <p>Creativity collocations</p>  | <p>Emphasis and de-emphasis</p>         | <p>What I talk about when I talk about running<br/>Sing while you work</p> | <p>A company choir</p>                                    | <p>Creativity survey<br/>Learning from experience<br/>Describing likes and talents</p>            | <p>A progress report<br/>Writing skill: Nominalization</p>  |
|  |  <p><b>2 Hopes and fears</b><br/>18–27</p>  | <p><b>Why I live in mortal dread of public speaking</b><br/>Megan Washington</p> <p>AUTHENTIC LISTENING SKILL Listening to songs<br/>CRITICAL THINKING Winning your audience over<br/>PRESENTATION SKILL Being authentic</p>      | <p>Future forms<br/>Language focus: Expressions of certainty</p>                | <p>Hopes and fears</p>                  | <p>Consonant clusters</p>  | <p>Outside the comfort zone<br/>Being prepared</p>        | <p>Travel advice</p>  | <p>Attitudes towards the future<br/>Comfort zone<br/>Giving advice (Giving and justifying advice)</p>       |
| <p><b>REVIEW 1 (UNITS 1 AND 2)   Pixar 28</b></p>  |  |   |   |   |  |   |   |   |
|  <p><b>3 Perception</b><br/>30–39</p>           | <p><b>The 4 ways sound affects us</b><br/>Julian Treasure</p> <p>AUTHENTIC LISTENING SKILL Understanding fast speech<br/>CRITICAL THINKING Achieving aims<br/>PRESENTATION SKILL Giving shape to your talk</p> | <p>Stative and dynamic verbs<br/>Language focus: Emphatic structures</p>  | <p>Feelings and emotions</p>  | <p>Stress in contrasts</p>              | <p>Multi-sensory marketing<br/>Not what they seem</p>                      | <p>The reality of the situation</p>                       | <p>Impressions and judgements<br/>Creating attractive spaces<br/>Describing beliefs and facts</p> | <p>A response to a proposal<br/>Writing skill: Describing different perspectives</p>                        |
|  |  <p><b>4 Human interaction</b><br/>40–49</p>  | <p><b>Your body language shapes who you are</b><br/>Amy Cuddy</p> <p>AUTHENTIC LISTENING SKILL Linking: assimilation and reduction<br/>CRITICAL THINKING Avoiding misinterpretation<br/>PRESENTATION SKILL Structuring a talk</p> | <p>Past forms<br/>Language focus: Inversion with adverbial phrases</p>          | <p>Body language</p>                    | <p>Appropriate intonation</p>  | <p>Business and life lessons<br/>Getting things wrong</p> | <p>Saying the right thing</p>   | <p>Being hyperconnected<br/>Can I have my money back?<br/>Everyday conversations (Everyday expressions)</p> |
| <p><b>REVIEW 2 (UNITS 3 AND 4)   Blindekuh 50</b></p>  |  |   |   |   |  |   |   |   |
|  <p><b>5 Economic resources</b><br/>52–61</p> | <p><b>The magic washing machine</b><br/>Hans Rosling</p> <p>AUTHENTIC LISTENING SKILL Prediction<br/>CRITICAL THINKING Reading between the lines<br/>PRESENTATION SKILL Presenting statistics</p>              | <p>Passive forms<br/>Language focus: Nominalization in passive sentences</p>  | <p>Economics</p>  | <p>Silent letters</p>                   | <p>Land – a fairer system<br/>Fact or hearsay?</p>                         | <p>Discussing facts and beliefs</p>                       | <p>Headline news<br/>Economic prospects<br/>Expressing belief and disbelief</p>                   | <p>A newspaper report<br/>Writing skill: Passive reporting verbs</p>  |
|  |  <p><b>6 Practical design</b><br/>62–71</p>   | <p><b>Magical houses, made of bamboo</b><br/>Elora Hardy</p> <p>AUTHENTIC LISTENING SKILL Word boundaries<br/>CRITICAL THINKING Testing arguments<br/>PRESENTATION SKILL Persuasive techniques</p>                                | <p>Causatives<br/>Language focus: Expressions with <i>go</i> and <i>get</i></p> | <p>Describing objects: collocations</p> | <p>Word stress</p>   | <p>Object of desire<br/>Tricky questions</p>              | <p>An interview</p>   | <p>Hired help<br/>Classic objects<br/>Interview questions</p>   |
| <p><b>REVIEW 3 (UNITS 5 AND 6)   Broad Sustainable Building 72</b></p>   |  |   |   |   |  |   |   |   |

| UNIT   | TED TALK  | GRAMMAR  | VOCABULARY   | PRONUNCIATION                           | READING   | LISTENING                                       | SPEAKING  | WRITING   |
|--|---|--|--|---|---|---|---|---|
| 7<br><b>Same but different</b><br>74–83            | <br><b>The danger of a single story</b><br>Chimamanda Ngozi Adichie<br>AUTHENTIC LISTENING SKILL Weak forms<br>CRITICAL THINKING Objectivity and subjectivity<br>PRESENTATION SKILL Using stories and anecdotes    | Comparative forms<br>Language focus:<br>Expressing preferences   | Idioms related to choice   | Linking in discourse markers            | The paradox of choice<br>Reading habits           | Different viewpoints                            | Different approaches<br>Criteria for choosing<br>Constructing arguments (Using discourse markers) | Describing and interpreting data<br>Writing skill:<br>Describing graphs   |
|  | <br><b>Food and sustainability</b><br>84–93  | <b>How I fell in love with a fish</b><br>Dan Barber<br>AUTHENTIC LISTENING SKILL Word recognition<br>CRITICAL THINKING Supporting evidence<br>PRESENTATION SKILL Varying the pace                              | Modal verbs<br>Language focus:<br>Expressions with modal verbs                           | Synonyms: <i>-able</i> and <i>-ible</i> | Assimilation and elision                          | Can business be sustainable?<br>Today's foodies | Talking about food  | Discussing the news<br>Encouraging good practice<br>Attitude to food (Describing customs and convention)          |
| <b>REVIEW 4 (UNITS 7 AND 8)   WD-40 Company 94</b> |   |  |  |   |   |   |   |   |
| 9<br><b>Internet sensation</b><br>96–105           | <br><b>Why videos go viral</b><br>Kevin Allocca<br>AUTHENTIC LISTENING SKILL Dealing with accents: British and American<br>CRITICAL THINKING Making assumptions<br>PRESENTATION SKILL Being clear and to the point | Gradability<br>Language focus:<br>Collocations with intensifying adverbs   | New Internet words   | Stress in opinion giving                | The medium is the message<br>Your online identity | Is it ethical?                                  | Life without the Internet<br>Creating a sharing website<br>Giving and explaining opinions         | An online professional profile<br>Writing skill:<br>Compound nouns: adjective + noun and noun + noun collocations |
|  | <br><b>The meaning of success</b><br>106–115   | <b>A kinder, gentler philosophy of success</b><br>Alain de Botton<br>AUTHENTIC LISTENING SKILL Hedging<br>CRITICAL THINKING The message you take away<br>PRESENTATION SKILL Remembering what you want to say   | Verb and adjective patterns<br>Language focus:<br>Patterns using adjective + <i>that</i> | Success and failure                     | Prepositions as weak forms<br>Elision             | Success across generations<br>Age no barrier    | Looking for a job   | Self-help advice<br>Generation Z<br>Talking about success   |
| <b>REVIEW 5 (UNITS 9 AND 10)   Kickstarter 116</b> |   |  |  |   |   |   |   |   |
| 11<br><b>Learning and memory</b><br>118–127        | <br><b>Build a school in the cloud</b><br>Sugata Mitra<br>AUTHENTIC LISTENING SKILL Understanding mid-sentence changes<br>CRITICAL THINKING Bold statements<br>PRESENTATION SKILL Body movement and gesture      | Conditionals<br>Language focus:<br>Conditional conjunctions  | Learning and memory  | Linking vowel sounds                    | The memory palace<br>Thrown in at the deep end    | Starting a new job                              | The great education debate<br>Memory tips<br>In at the deep end (Describing capabilities)         | A formal letter<br>Writing skill:<br>Preposition + participle   |
|  | <br><b>Invention or innovation</b><br>128–137  | <b>Creative problem-solving in the face of extreme limits</b><br>Navi Radjou<br>AUTHENTIC LISTENING SKILL Discourse markers<br>CRITICAL THINKING Summarizing an argument<br>PRESENTATION SKILL Giving examples | Adverbs and word order<br>Language focus:<br>Adverbial phrases                           | Phrasal verbs: innovation               | Word endings                                      | The innovation that never was<br>Life hacks     | Getting good results  | Granting patents<br>Pitching a new invention<br>Handy tips (Giving advice)  |
| <b>REVIEW 6 (UNITS 11 AND 12)   OneLeap 138</b>    |   |  |  |   |   |   |   |   |