

	Unit	Skills	Descriptors
September	Unit 1: Digitalisation	Listening Trends with Grams (p. 12)	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. (B1)
		Artificial talks (p. 16)	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. (B1)
		The effects of online hate speech on teens (p. 19)	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. (B1)
		Speaking Artificial intelligence in our lives (p. 11)	Can give detailed accounts of experiences, describing feelings and reactions. (B1)
		Organising a school-wide media literacy workshop (p. 15)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (B2)
		Reading A typical digital day (p. 10)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. (B2)
		A safer online environment (p. 13)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
		Fake news – Navigating the maze of misinformation (p. 15)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
		Digital jobs (p. 18)	Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. (B2)
		Writing Your typical digital day (p. 11)	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. (B2)
		An article on social media and teens (p. 14)	Can express news and views effectively in writing, and relate to those of others. (B2)
		Navigating the AI landscape (p. 17)	Can express news and views effectively in writing, and relate to those of others. (B2)
		Language in use Potentials and challenges (p. 17)	

Unit	Skills	Descriptors	
October	Unit 2: Multi-ethnic society	Listening/Viewing A TV news report: The Notting Hill Carnival (p. 23)	Can understand most TV news and current affairs programmes. (B2)
		Interview with Mary Douglas (p. 24)	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. (B2)
		Collecting further information: Caribbeans in London (p. 25)	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. (B2)
		Speaking The faces of Britain (p. 20)	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. (B2)
		The UK – a multi-ethnic population (p. 20)	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. (B2)
		Discussing the content (p. 23)	Can give or seek personal views and opinions in discussing topics of interest. (B1)
		A TV news report: The Notting Hill Carnival (p. 23)	Can give or seek personal views and opinions in discussing topics of interest. (B1)
		Discussing a topic (p. 25)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (B2)
		Where would you like to go? (p. 26)	Can give or seek personal views and opinions in discussing topics of interest. (B1)
		Madhur Jaffrey (p. 27)	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. (B2)
		Group presentation: Multi-ethnic Britain works (p. 28)	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. (B2)
		Britain – a multi-ethnic society (p. 34)	Can develop an argument well enough to be followed without difficulty most of the time. (B1)
		Reading Caribbean London (p. 22)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
		Hurry and get your curry during National Curry Week (p. 26)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		How to cook curry (p. 27)	Can understand clearly written, straightforward instructions [...]. (B1)
		A painful reminder of what hasn't changed (p. 30)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
		Essay: Structure and paragraphs (p. 32–33)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		Writing A summary (p. 23)	Can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion. (B2)
		Article: An article on education and ethnic background (p. 25)	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. (B1)
		Ethnic food in Britain: A leaflet/poster (p. 26)	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. (B1)
An essay on immigrants and immigration (p. 33)	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (B2)		
A blog comment (p. 34)	Can express news and views effectively in writing, and relate to those of others. (B2)		
Language in use Participle constructions (p. 29)			
What happens at a traffic stop (p. 31)			
Verb forms (p. 35)			

Unit	Skills	Descriptors
October Unit 3: Saving the planet	Listening/Viewing Watching and understanding a short film: Mediterranean Britain (p. 38)	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. (B1)
	Not a new idea – Severn Cullis-Suzuki's speech at the UN Earth Summit 1992 (p. 44)	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. (B2)
	Speaking Commenting on the layout (p. 37)	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. (B2)
	Renewable energy (p. 43)	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. (B2)
	Are they avoidable? (p. 43)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (B2)
	What could be done (p. 43)	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. (B2)
	An interview with a participant (p. 45)	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. (B1)
	Today's most pressing problems (p. 45)	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. (B2)
	Comparing figures (p. 46)	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. (B1)
	Reading Global warming (p. 38)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. (B2)
	Do food miles matter? (p. 40)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
	Forget carbon – Check your water footprint! (p. 41)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
	Electric cars – Are they an alternative? (p. 46)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
	Writing Designing an environment quiz (p. 39)	Can collate short pieces of information from several sources and summarise them for somebody else. (B1)
	An e-mail to the editor (p. 40)	Can express news and views effectively in writing, and relate to those of others. (B2)
	Severn Cullis-Suzuki (p. 45)	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. (B1)
	Today's environmental activists (p. 45)	Can collate short pieces of information from several sources and summarise them for somebody else. (B1)
	An article (p. 47)	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. (B1)
	Language in use Expressing facts and figures (p. 39)	
	Should we stop flying on holiday? (p. 47)	

Unit	Skills	Descriptors
December Unit 4: Making a difference	Listening Radio interview on Fridays for Future (p. 50)	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc. (B2)
	A representative of a support centre (p. 53)	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (B1)
	Speaking People who made history (p. 48)	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. (B2)
	Making a difference in everyday life (p. 49)	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. (B2)
	News on social media (p. 51)	Can give or seek personal views and opinions in discussing topics of interest. (B1)
	Make a difference quiz (p. 52)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (B2)
	Myths and facts (p. 53)	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. (B2)
	What people say about homelessness (p. 53)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (B2)
	An ethical dilemma (p. 59)	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly. (B2)
	Reading Young people and climate change (p. 51)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
	Make a difference quiz (p. 52)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
	Lost and found (p. 54)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. (B2)
	How women got the right to vote (p. 58)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. (B2)
	Writing Young people can make a difference (p. 55)	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. (B1)
	Erin's work (p. 57)	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play. (B2)
	A blog comment on Operation Homeless Camps (p. 59)	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. (B2)
	Language in use Talking about the past and present (p. 56)	
Simple and progressive forms (p. 59)		

Unit	Skills	Descriptors	
January	Unit 5: Globalisation	Listening The five eras of globalisation (p. 63)	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. (B2)
		What people think about globalisation (p. 73)	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)
		Speaking Globalisation and you (p. 60)	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. (B2)
		Outsourcing – the pros and cons (p. 69)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (B2)
		One Belt. One Road. (p. 70)	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. (B2)
		Individual long turn: Conscious choices (p. 72)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (B2)
		Reading Globalisation then and now (p. 62)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. (B2)
		The British Empire FAQ (p. 64)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		Outsourcing or homesourcing? (68)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		Sourcing global talent in software (p. 68)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		China's New Silk Road: A glimpse into the global future (p. 70)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. (B2)
		Writing An e-mail to the editor (p. 71)	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. (B2)
		The global village (p. 72)	Can express news and views effectively in writing, and relate to those of others. (B2)
		Language in use Adjectives and adverbs (p. 66)	
Adjectives and adverbs (p. 73)			

Unit	Skills	Descriptors
February Unit 6: South Africa	Listening Interview about South Africa (p. 76)	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. (B1)
	Booking a room at a B&B place in South Africa (p. 85)	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. (B1)
	Speaking Your turn: Internet research (p. 81)	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. (B2)
	Individual long turn: "Whites only" (p. 81)	Can give or seek personal views and opinions in discussing topics of interest. (B1)
	Paired activity: Europe and Africa (p. 85)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (B2)
	Reading South Africa quiz (p. 74)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
	Kruger National Park (p. 77)	Can obtain information, ideas and opinions from highly specialised sources within his/her field. (B2)
	Long walk to freedom (p. 80)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. (B2)
	Christopher van Wyk: In Detention (p. 81)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. (B2)
	She doesn't speak (p. 82–83)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. (B2)
	Writing Your holiday in South Africa (p. 78)	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play. (B2)
	An e-mail (p. 84)	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. (B2)
	Language in use Talking about the future and possibilities (p. 79)	
Apartheid (Conditionals I, II and III) (p. 85)		

	Unit	Skills	Descriptors
March	Unit 7: The world of work	Listening Interview for the show <i>Globetrotters</i> (p. 90)	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)
		Useful phrases (p. 92)	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. (B1)
		Dictating information (p. 93)	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. (B1)
		Recorded messages (p. 93)	Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. (B2)
		A job interview (p. 98–99)	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)
		Speaking Spoken interaction: Work in the future (p. 98)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (B2)
		Reading A quiz: How motivated are you? (p. 86–87)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		Tips for young job seekers (p. 91)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		Artificial Intelligence (p. 96–97)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text [...]. (B1)
		Writing A report (p. 94)	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play. (B2)
		A blog post: Being unemployed (p. 95)	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. (B2)
		A report (p. 98)	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play. (B2)
		Language in use Prepositions (p. 99)	

Unit	Skills	Descriptors	
April	Unit 8: Famous speeches	Listening Listening: Education for all (p. 105)	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. (B2)
		A comment on a speech (p. 107)	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. (B2)
		How to begin a speech (p. 108)	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (B1)
		Looking for Alibrandi (p. 109–110)	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (B1)
		Speaking Famous words, famous people (p. 100)	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. (B2)
		A thank-you speech (p. 107)	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly. (B2)
		One-minute speeches (p. 108)	Can initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest. (B2)
		Discussion (p. 111)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (B2)
		Have a Say Day (p. 112)	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. (B2)
		Reading Looking for advice: How to make a good speech (p. 102)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		A short guide to a happy life by Anna Quindlen (p. 103)	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (B2)
		Education for all (p. 104)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. (B2)
		<i>Looking for Alibrandi</i> (p. 109)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. (B2)
		Matthew McConaughey's motivational speech (p. 112)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		Writing A comment on a speech (p. 107)	Can express news and views effectively in writing, and relate to those of others. (B2)
		A report (p. 112)	Can express news and views effectively in writing, and relate to those of others. (B2)
		Language in use Typical phrases used in speeches (p. 108)	
		Vocabulary: Phrasal verbs (p. 111)	
		Multiple choice: A speech by Lenny Henry (p. 113)	

	Unit	Skills	Descriptors
May	Unit 9: Sports	Listening Going to a sports event (p. 124)	Can understand recordings in standard dialect [...] and identify speaker viewpoints and attitudes as well as the information content. (B2)
		Speaking Popular sports (p. 114)	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. (B2)
		Quotes about sports (p. 115)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (B2)
		Sports vs. eSports (p. 116)	Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, [...]. (B2)
		The most dangerous sport for girls (p. 120)	Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, [...]. (B2)
		Responsibilities and duties (p. 120)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (B2)
		Individual long turn: Individual sports vs. team sports (p. 125)	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. (B2)
		Reading The buzz on eSports: Not just a game (p. 117)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (B1)
		Cheerleading: An extreme sport? (p. 119)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		The most dangerous sport for girls (p. 120)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		The rise of women's soccer (p. 122)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. (B2)
		Writing eSports are real sports (p. 116)	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. (B2)
		Physical education at school (p. 124)	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. (B2)
		Language in use Nouns and articles (p. 121)	
Word formation (p. 125)			

Unit	Skills	Descriptors
June Unit 10: Beauty and fashion trends	Listening <i>Uglies</i> – Part 2 (p. 135)	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc. (B2)
	Speaking Describing and commenting on beauty and fashion trends (p. 127)	Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. (B2)
	Dress code as a statement (p. 131)	Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. (B2)
	Modelling (p. 132)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (B2)
	Plastic surgery (p. 135)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (B2)
	Make-up for men (p. 138)	Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. (B2)
	Reading Inside the world of child beauty pageants (p. 128)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. [...]. (B2)
	Explore your taste in fashion (p. 130)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
	<i>Uglies</i> – Part 1 (p. 133)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. (B2)
	Survey, question, recite and review (p. 136)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
	The history of the T-shirt (p. 138)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
	Writing Explore your taste in fashion (p. 130)	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. (B1)
	Does beauty guarantee success? (p. 132)	Can write short, simple essays on topics of interest. (B1)
	Future trends (p. 135)	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. (B2)
	Beauty pageants for children (p. 138)	Can write short, simple essays on topics of interest. (B1)
Language in use Skincare for men (p. 139)		