

Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
1 CEFR B2+, C1				
<p>1A The simple life</p> <p>LIVING</p> 	<p>Cleaning up <i>(to) accumulate</i> <i>(to) allocate</i> <i>(to) declutter</i> <i>(to) deposit</i> <i>(to) donate</i> <i>(to) get rid of</i> <i>(to) mend</i> <i>(to) sort</i> <i>(to) upcycle</i></p> <p>WORD MAKER The suffix <i>-ism</i></p>	<p>Simple & continuous forms Habits Complete actions States and general truths Actions in progress Temporary actions Repeated actions Stative verbs</p>	<p>LISTENING Decluttering SPEAKING Talk about essential items in the home Find the difference</p>	
<p>1B Inventing the modern world</p> <p>BUSINESS</p> 	<p>Possibility & change: Make unnecessary <i>(to) dispense with</i> <i>(to) do away with</i> <i>(to) make obsolete, redundant, superfluous, a thing of the past</i> <i>(to) supersede</i> Change completely <i>(to) bring about a transformation, revolution in</i> <i>(to) have a profound impact on</i> <i>(to) revolutionize</i> <i>(to) transform</i> Make possible or easier <i>(to) enable</i> <i>(to) facilitate</i> <i>(to) permit</i> <i>(to) simplify</i></p>		<p>READING The invisible invention that transformed our cities SPEAKING Discuss items that have an impact on our lives</p>	
<p>1C Moved by music</p> <p>STUDIO VIEWS</p> 	<p>Strong emotional reactions <i>(to) be in tears</i> <i>(to) burst into tears</i> <i>(to) feel a lump in your throat</i> <i>(to) feel an overwhelming sense of sadness, joy</i> <i>(to) get butterflies (in your stomach)</i> <i>(to) get goosebumps</i> <i>(to) get the chills</i> <i>(to) make your hair stand on end</i> <i>my heart was racing, pounding</i> <i>(to) send shivers up / down your spine</i></p>	<p>Perfect forms Unfinished actions Finished actions Present and past perfect: specific uses Present perfect and past simple in American English</p>	<p>SPEAKING Talk about an emotional reaction</p>	<p>Interview with a psychologist</p>

<p>101 THINGS TOOBY ENGLISH</p> <p>▶ Tell an anecdote</p>	<p>Get attention and introduce your anecdote <i>Talking about ...</i> <i>That reminds me of an embarrassing / funny story.</i> <i>Have I told you about ...?</i></p> <p>Start the anecdote <i>Do you remember ...?</i> <i>Well, I was in / at / with / on my way to ...</i> <i>It was about a year ago ...</i></p> <p>Add emphasis <i>And I mean, really loud.</i> <i>But then to top it all ...</i> <i>You're not going to believe this, but ...</i></p> <p>Tell the end of the anecdote <i>Anyway, it turns out that ...</i> <i>To cut a long story short ...</i> <i>You'll never guess what ...</i></p> <p>Reactions <i>Let's hear it.</i> <i>I can imagine.</i> <i>Really?</i> <i>So, what happened?</i> <i>What?</i> <i>Awkward!</i> <i>Oh no!</i> <i>Seriously?</i> <i>I bet.</i> <i>How strange!</i> <i>No way!</i> <i>Good story!</i></p>	<p>🗨️ Emphasis to add interest</p>	<p>▶ Tell an anecdote</p>
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Topic	Vocabulary	Grammar	Skills	Video & Audio
2 CEFR B2+, C1				
2A Are you eating plastic? EARTH 	Describing amounts <i>considerable</i> <i>overwhelming</i> <i>sizeable</i> <i>substantial</i> <i>whopping</i> <i>insignificant</i> <i>minuscule</i> <i>modest</i> <i>negligible</i> <i>nominal</i> WORD MAKER Negative prefixes and suffixes	Future forms Plans Predictions Other future forms Completed and continuous actions in the future Future assumptions The immediate future  A future story	LISTENING Interview about plastic WRITING & SPEAKING Do a survey on plastic usage	
2B More than just words STYLE 	Personality & style <i>assertive</i> <i>authoritative</i> <i>childish</i> <i>daring</i> <i>elegant</i> <i>inventive</i> <i>refined</i> <i>self-assured</i> <i>sincere</i> <i>straightforward</i> <i>superficial</i> <i>trustworthy</i>		READING What's your type? SPEAKING Choose fonts for different contexts	
2C Exercise myths & misconceptions STUDIO VIEWS 	Truth & falsehood <i>an assumption</i> <i>beyond dispute</i> <i>(to) cast doubt on</i> <i>(to) challenge</i> <i>a claim</i> <i>conflicting</i> <i>(to) debunk</i> <i>entrenched</i> <i>incompatible</i> <i>a misconception</i> <i>a myth</i> <i>(to) prove beyond doubt</i>	Obligation & necessity <i>must, have to, and need to</i> <i>didn't need to and needn't</i> <i>should, supposed to, and meant to</i> Other verbs and expressions to express obligation and necessity Prohibition	LISTENING Interview with a personal trainer SPEAKING Discuss your relationship with exercise	
101 THINGS TO DO IN ENGLISH  Express irritation & annoyance	Exclamations of annoyance <i>For crying out loud!</i> <i>Argh!</i> <i>That's the last straw!</i> Phrases meaning "It annoys me" <i>I've had enough of this.</i> <i>I can't stand this.</i> <i>It drives me up the wall.</i>		 Emphasis	 Express irritation & annoyance

Review 1 & 2	Cleaning up Possibility & change Strong emotional reactions Describing amounts Personality & style Truth & falsehood	Simple & continuous forms Perfect forms Future forms Obligation & necessity	 Describe buildings SPEAKING Mini dialogues: Tell an anecdote; Express irritation & annoyance	
More practice	Language Studio Writing: SB p116 A product review; Skill: Evaluating and making choices Vocabulary: SB p122 Grammar: SB p136 Transcripts: SB p153	Workbook Unit 1: WB pp 4-7 Unit 2: WB pp 8-11 Vocabulary Beats and Wordlist: p14	 Exam Practice Cambridge C1 Advanced Listening Part 1, Reading & Use of English Parts 1 & 2. Writing Part 1 IELTS Listening TOEIC Reading	 CLIL Project ARTS & ENTERTAINMENT Create a playlist of favorite songs
Additional resources	 e-book+ Extra Reading & Listening Activities	 Cyber Homework 1A, 1B, 1C, 101 2A, 2B, 2C, 101	 Testbuilder Unit Test 1 Unit Test 2 Progress Test 1	 Helbling Media App Video Audio Pairwork Quick Notes and Keys for Teachers

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Topic	Vocabulary	Grammar	Skills	Video & Audio
3 CEFR B2+, C1				
3A Delicious or disgusting? FOOD 	Words to describe food <i>appetizing</i> <i>bland</i> <i>flavorless</i> <i>foul</i> <i>inedible</i> <i>mouthwatering</i> <i>revolting</i> <i>scrumptious</i> <i>succulent</i> <i>tasteless</i> <i>watery</i> <i>yummy</i>	Verb patterns Verb + <i>-ing</i> form Verb + object + <i>-ing</i> form Verb + (object) + preposition + <i>-ing</i> form Verb + infinitive with <i>to</i> Verb + object + infinitive with <i>to</i> Verbs with both <i>-ing</i> form and infinitive with <i>to</i> After verbs of the senses	READING Are you a picky eater? LISTENING Review of two museums WRITING & SPEAKING Write about the best and worst foods you've eaten	
3B A different kind of education EDUCATION 	Approval & disapproval <i>(to) applaud, applause</i> <i>(to) begrudge, begrudging</i> <i>(to) bless, to give (somebody) your blessing</i> <i>(to) condone</i> <i>(to) disapprove of, disapproval, disapproving</i> <i>(to) endorse, endorsement</i> <i>(to) object to, objection</i> <i>(to) praise, praise</i> <i>(to) support, support, supportive</i> <i>(to) take a negative view of</i>		READING Edventuring SPEAKING Have a debate about different kinds of schooling	
3C Changing language STUDIO VIEWS 	Online activities <i>binge watching</i> <i>crowdfunding</i> <i>crowdsourcing</i> <i>fact-checking</i> <i>photobombing</i> <i>ridesharing</i> <i>telecommuting</i> <i>trolling</i> <i>video conferencing</i> WORD MAKER Blends	Relative clauses Defining relative clauses Non-defining relative clauses Reduced relative clauses	READING A brief hist. of abbrev.  What's my word?	 Interview with a lexicographer

<p>101 THINGS TO DO IN ENGLISH</p> <p>▶ Give instructions</p>	<p>Sequencing instructions <i>The first thing you need to do is ...</i> <i>The next step is to ...</i> <i>Once you've done that, ...</i> <i>And last but not least, ...</i></p> <p>Giving instructions <i>You want to stand near a window.</i> <i>But whatever you do, don't get direct sunlight in your eyes</i> <i>You should always turn on the flash.</i> <i>Make sure you hold the camera at arm's length.</i> <i>Avoid holding your phone too low.</i> <i>(And) rather than looking straight at the camera, turn your face ...</i> <i>Don't forget to check out the background.</i> <i>Be careful not to move when you take the photo.</i> <i>Try taking three or four shots.</i></p>	<p>▶ Chunks & pauses</p>	<p>▶ Give instructions</p>
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4 CEFR B2+, C1				
<p>4A</p> <p>The history of waste</p> <p>HISTORY</p> 	<p>Time</p> <p><i>archaic</i></p> <p><i>commonplace</i></p> <p><i>duration</i></p> <p><i>(to) elapse</i></p> <p><i>enduring</i></p> <p><i>over the course of</i></p> <p><i>time</i></p> <p><i>millennium</i></p> <p><i>(to) outlast</i></p> <p><i>periodically</i></p> <p><i>present-day</i></p> <p><i>temporarily</i></p> <p><i>unprecedented</i></p>	<p>Past deduction & speculation</p> <p><i>He can't have visited Rome - he was in France.</i></p> <p><i>The Romans must have consumed a huge amount of olive oil.</i></p> <p><i>Donkeys would have carried the pots to the hill.</i></p> <p><i>The fatbergs might have been growing for decades.</i></p> <p><i>Fatbergs couldn't have existed before wet wipes.</i></p> <p><i>You really shouldn't have been there - it was too dangerous.</i></p> <p><i>It was undoubtedly a problem.</i></p> <p><i>It may well have been a problem.</i></p>	<p>LISTENING</p> <p>Podcast about garbology</p> <p>SPEAKING</p> <p>Talk about sharing things</p>	
<p>4B</p> <p>Identity</p> <p>PEOPLE</p> 	<p>Roots & ancestry</p> <p><i>adopted</i></p> <p><i>an ancestor</i></p> <p><i>a godparent</i></p> <p><i>a half-sister</i></p> <p><i>maternal</i></p> <p><i>orphaned</i></p> <p><i>paternal</i></p> <p><i>a sibling</i></p> <p><i>a sister-in-law</i></p> <p><i>a stepbrother</i></p> <p>WORD MAKER Compound adjectives</p>		<p>READING</p> <p>A DNA mystery</p> <p>SPEAKING</p> <p>Talk about DNA make-up</p>	
<p>4C</p> <p>Remember my name</p> <p>STUDIO VIEWS</p> 	<p>Fame & notoriety</p> <p><i>acclaimed, acclaim</i></p> <p><i>anonymous, anonymity</i></p> <p><i>celebrated</i></p> <p><i>immortal, immortality</i></p> <p><i>infamous, infamy</i></p> <p><i>notorious, notoriety</i></p> <p><i>renowned, renown</i></p> <p><i>(to) be a household name</i></p> <p><i>(to) be in the limelight</i></p> <p><i>(to) go down in history</i></p>	<p>Passive forms</p> <p>Passive <i>-ing</i> forms and infinitives</p> <p><i>have / get something done</i></p>	<p>LISTENING</p> <p>Interview with a historian</p> <p>SPEAKING</p> <p>Discuss candidates for inclusion in a list</p> <p>🗨️ Who am I?</p>	

<p>101 THINGS TO DO IN ENGLISH</p> <p>▶ Change the subject</p>	<p>Introducing a subject or new information <i>Tell me (all) about your ...</i> <i>Let's talk about ...</i> <i>Rumor has it you want to ...</i> <i>I've been told that ...</i> <i>I've been meaning to ask you about ...</i></p> <p>Changing the subject <i>By the way, ...</i> <i>Incidentally, ...</i> <i>Which reminds me, ...</i> <i>Before I forget, ...</i> <i>Speaking of which, ...</i> <i>I'd rather not talk about it.</i> <i>It's funny you should mention that, because ...</i> <i>Changing the subject, I wanted to ...</i></p> <p>Staying on or returning to a subject <i>Going back to the theme of ...</i> <i>Before we move on, you were ...</i> <i>Can I just finish what I was saying?</i> <i>Can I expand on that a little?</i></p>		<p>🗣️ Rising and falling intonation</p>	<p>▶ Change the subject</p>
<p>Review 3 & 4</p>	<p>Words to describe food Approval & disapproval Online activities Time Roots & ancestry Fame & notoriety</p>	<p>Verb patterns Relative clauses Past deduction & speculation Passive forms</p>	<p>🗣️ Describe situations and events</p> <p>SPEAKING Mini dialogues: Give instructions; Change the subject</p>	
<p>More practice</p>	<p>Language Studio Writing: SB p117 A report; Skill: Describing data and trends Vocabulary: SB p124 Grammar: SB p138 Transcripts: SB p155</p>	<p>Workbook Unit 3: WB pp15-18 Unit 4: WB pp19-22 Vocabulary Beats and Wordlist: p25</p>	<p>📄 Exam Practice Cambridge C1 Advanced Listening Part 2, Reading & Use of English Parts 3 & 4. Writing Part 2 TOEFL Reading TOEIC Listening</p>	<p>📄 CLIL Project EDUCATION Design a study schedule</p>
<p>Additional resources</p>	<p>📖 e-book+ Extra Reading & Listening Activities</p>	<p>📄 Cyber Homework 3A, 3B, 3C, 101 4A, 4B, 4C, 101</p>	<p>📄 Testbuilder Unit Test 3 Unit Test 4 Progress Test 2</p>	<p>📱 Helbling Media App Video Audio Pairwork Quick Notes and Keys for Teachers</p>

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Topic	Vocabulary	Grammar	Skills	Video & Audio
5 CEFR C1				
5A Unsung heroes SCIENCE & TECHNOLOGY 	Phrasal verbs: Work & achievements <i>(to) grapple with</i> <i>(to) hold back</i> <i>(to) pay off</i> <i>(to) play down</i> <i>(to) pore over</i> <i>(to) put (something) down to</i> <i>(to) shrug off</i> <i>(to) single out</i> <i>(to) take on</i> <i>(to) walk away with</i> WORD MAKER Prefixes <i>under- & over-</i>	Linkers of addition, contrast, reason, & result	READING Women in science LISTENING Guide to an exhibition  Complete my profile SPEAKING Discuss reasons for gender inequality	
5B Jekyll & Hyde ARTS & ENTERTAINMENT 	Ways of speaking <i>(to) chatter</i> <i>(to) growl</i> <i>(to) howl</i> <i>(to) mumble</i> <i>(to) screech</i> <i>(to) sigh</i> <i>(to) stammer</i> <i>(to) stutter</i> <i>(to) weep</i> <i>(to) whine / moan</i> <i>(to) whisper</i>		READING Jekyll & Hyde literary extract SPEAKING Perform a radio play	
5C Subscribe! STUDIO VIEWS 	Substitution: collocations and word families <i>(to) budget, a budget</i> <i>(to) be loyal / disloyal, loyalty</i> <i>(to) ship, shipping (n), a shipment</i> <i>(to) subscribe, a subscription, a subscriber</i> <i>(to) value, a value, valued, valuable, invaluable, overvalued, undervalued</i> <i>(to) be on a tight budget</i> <i>(to) draw up a budget</i> <i>(to) go over budget</i> <i>(to) have a budget of</i> <i>(to) keep within (a) budget</i> <i>(to) do (something) out of loyalty (to)</i> <i>(to) expect loyalty (from)</i> <i>(to) show loyalty (to)</i> <i>(to) offer free shipping</i> <i>(to) send a shipment (of)</i> <i>(to) take out a subscription to renew</i> <i>(to) be a subscriber</i> <i>(to) have a high / low value</i> <i>(to) be (good) value for money</i>	Habits <i>used to, will, and would + infinitive (without to)</i> <i>be and get used to + noun / -ing</i> Present and past continuous; <i>keep + -ing</i> Other ways to describe habits	SPEAKING Design a subscription service	 Interview with a media magazine editor

<p>101 THINGS TOOFT-ENGLISH</p> <p>▶ Be assertive</p>	<p>Show your understanding and appreciation <i>I realize that you're very busy right now. I understand how much pressure you're under. Thanks for thinking of me. I appreciate it.</i></p> <p>Say no politely but confidently <i>Thanks, but no thanks. I'm afraid that won't work for me. I already have plans. I can't help out. Not today anyway. I'll have to pass on that.</i></p> <p>Express your thoughts, feelings, and needs <i>I could use some help. Can I just finish what I was going to say? I feel frustrated when I'm asked to finish someone else's work.</i></p> <p>Ask for more time <i>I'll think about it and get back to you. Do you mind if I think about it for a while?</i></p> <p>Suggest an alternative <i>How about tomorrow morning instead? Can I suggest we meet there at 8?</i></p>	<p>▶ Connected speech</p>	<p>▶ Be assertive</p>
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Topic	Vocabulary	Grammar	Skills	Video & Audio
6 CEFR C1				
<p>6A Adaptive athletes</p> <p>SPORTS</p> 	<p>Sports dreams <i>an accomplishment</i> <i>adversity</i> <i>dedication</i> <i>drive</i> <i>(to) fulfill your potential</i> <i>(to) hinder your progress</i> <i>inclusion</i> <i>a medalist</i> <i>(to) overcome an obstacle</i> <i>(to) pursue a dream</i> <i>record-breaking</i> <i>sportsmanship</i> <i>unbeatable</i> <i>world class</i></p> <p>WORD MAKER Shortened words</p>	<p>Ability & permission <i>can</i> <i>could</i> <i>be able to / manage to</i> <i>allow, permit, let</i> Other phrases</p>	<p>LISTENING Interview with a Paralympic athlete SPEAKING Discuss benefits of sporting activities</p>	
<p>6B Happiness tourism</p> <p>TRAVEL</p> 	<p>Happiness idioms <i>(to) be buzzing</i> <i>(to) be on cloud nine</i> <i>(to) be as happy as a clam</i> <i>(to) be / feel on top of the world</i> <i>(to) be thrilled to pieces</i> <i>(to) be walking on air</i> <i>(to) have the time of your life</i></p>		<p>READING The world's happiest countries SPEAKING Discuss activities for World happiness Day</p>	
<p>6C Favorite numbers</p> <p>STUDIO VIEWS</p> 	<p>Numbers <i>a billion</i> <i>binary</i> <i>decimal</i> <i>a digit</i> <i>an even number</i> <i>a fraction</i> <i>infinity</i> <i>an odd number</i> <i>a prime number</i> <i>a Roman numeral</i> <i>a trillion</i> <i>a whole number</i></p> <p>💬 What's the number?</p>	<p>Position of adverbs <i>We sometimes do sudoku puzzles.</i> <i>If you do number puzzles, you should always figure out the patterns.</i> Personally, I love math. <i>He unfortunately didn't win the competition. / He didn't win the competition unfortunately.</i> Only Ellie was a little surprised when she won the algebra competition.</p>	<p>LISTENING Interview with a mathematician WRITING & SPEAKING Create an infographic 🗣️ Emphasis</p>	

<p>101 THINGS TO DO IN ENGLISH</p> <p>▶ Clarify & rephrase</p>	<p>Clarify <i>Could you be a bit more specific? I'm afraid I didn't quite catch that. Could you repeat that? I'm afraid I don't follow. What do you mean by ...? I'm not sure we're on the same page. Let me see if I've understood you correctly. I'm afraid I'm not quite sure what you mean by ... Sorry, I didn't quite hear what you said.</i></p> <p>Rephrase <i>Sorry, let me rephrase that. What I actually meant was ... I'm afraid I haven't explained it very well. So in other words ... Let me put it another way. What I'm actually trying to say is ...</i></p>		<p>🗣️ Intonation of introductory phrases</p>	<p>▶ Clarify & rephrase</p>
<p>Review 5 & 6</p>	<p>Phrasal verbs: work & achievements Subscription collocations Sporting dreams Happiness idioms Numbers</p>	<p>Linkers of addition, contrast, reason, & result Habits Ability & permission Position of adverbs</p>	<p>🗣️ Collaborate to tell a story SPEAKING Mini dialogues: Be assertive; Clarify & rephrase</p>	
<p>More practice</p>	<p>Language Studio Writing: SB p118 An essay; Skill: Expressing and justifying opinions Vocabulary: SB p126 Grammar: SB p141 Transcripts: SB p157</p>	<p>Workbook Unit 5: WB pp26-29 Unit 6: WB pp30-33 Vocabulary Beats and Wordlist: p36</p>	<p>📄 Exam Practice Cambridge C1 Advanced Listening Part 3, Reading & Use of English Part 5. Writing Part 3 IELTS Reading TOEIC Reading</p>	<p>📄 CLIL Project PEOPLE Create an infographic about how people spend their time</p>
<p>Additional resources</p>	<p>📖 e-book+ Extra Reading & Listening Activities</p>	<p>📄 Cyber Homework 5A, 5B, 5C, 101 6A, 6B, 6C, 101</p>	<p>📄 Testbuilder Unit Test 5 Unit Test 6 Progress Test 3</p>	<p>📱 Helbling Media App Video Audio Pairwork Quick Notes and Keys for Teachers</p>

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7 CEFR C1				
<p>7A Power words</p> <p>BUSINESS</p> 	<p>Advertising <i>a billboard</i> <i>a display ad</i> <i>a freebie</i> <i>a gimmick</i> <i>a jingle</i> <i>a mailing list</i> <i>a native ad</i> <i>(to) plug</i> <i>a pop-up</i> <i>product placement</i> <i>sponsorship</i> <i>a target audience</i> <i>telemarketing</i> <i>a testimonial</i> <i>a transit ad</i> The suffix <i>-ie</i></p>	<p>Comparison Comparatives Superlatives <i>the more ... , the ...</i> Modifying comparatives and superlatives Similarity: <i>(not) as ...</i> <i>as ...</i> Other ways to express similarities and differences</p> <p>💬 What am I comparing?</p>	<p>READING Ad saturation LISTENING Interview with an advertising expert WRITING & SPEAKING Write a script for a radio ad</p>	
<p>7B A life well lived</p> <p>ARTS & ENTERTAINMENT</p> 	<p>Euphemisms <i>(to) be economical</i> <i>with the truth</i> <i>(to) be no spring</i> <i>chicken</i> <i>(to) be between jobs</i> <i>creative differences</i> <i>(to) leave a lot to be</i> <i>desired</i> <i>(to) let (someone) go</i> <i>(to) pass away</i> <i>a restroom</i> <i>a rest stop</i> <i>(to) serve time</i></p>		<p>READING Carrie Fisher obituary SPEAKING & WRITING Write an obituary</p>	
<p>7C If only</p> <p>STUDIO VIEWS</p> 	<p>Phrasal verbs: life experiences <i>(to) branch out (into)</i> <i>(to) chicken out (of)</i> <i>(to) creep up on</i> <i>(to) dwell on</i> <i>(to) go on (about)</i> <i>(to) lighten up</i> <i>(to) live up to</i> <i>(to) measure up (to)</i> <i>(to) move on</i> <i>(to) revel in</i> <i>(to) stand up (to) (to)</i> <i>weigh on</i></p>	<p>The unreal past <i>If I had known, I would</i> <i>have told you.</i> <i>If I'd accepted, I could</i> <i>have taken part in</i> <i>Wimbledon.</i> <i>If I'd chosen a</i> <i>different career,</i> <i>I wouldn't be</i> <i>working here.</i> Had I not done that, <i>my life would be</i> <i>very different.</i> <i>I wish (that) I had</i> accepted the <i>scholarship. / If</i> only I'd accepted <i>the scholarship.</i> <i>I wish / If only the</i> <i>world were a more</i> <i>peaceful place.</i> Supposing / Imagine / What if I'd had <i>the courage of my</i> <i>convictions.</i> <i>Many of them would</i> rather have lived a <i>different life.</i></p>	<p>SPEAKING Talk about regrets</p>	<p>📺 Interview with a psychologist</p>

<p>101 THINGS TO DO IN ENGLISH</p> <p>▶ Make a business pitch</p>	<p>Explaining your idea <i>I'm going to revolutionize ...</i> <i>I'm excited to tell you about ...</i> <i>Imagine a community dining room ...</i> <i>I envision / I envisage ...</i></p> <p>Promoting yourself <i>I have a strong track record of ...</i> <i>My key strengths are ...</i> <i>I am confident that ...</i> <i>What motivates me is ...</i></p> <p>Talking about cooperation and competition <i>I plan to partner with ...</i> <i>This will set us apart from ...</i></p> <p>Describing future dreams <i>My larger dream would be ...</i> <i>In ten years, I see myself ...</i></p> <p>Ending your pitch <i>Thank you for your attention.</i> <i>I appreciate your time.</i></p>	<p>▶ Main stress in a phrase</p>	<p>▶ Make a business pitch</p>
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Topic	Vocabulary	Grammar	Skills	Video & Audio
8 CEFR C1				
8A Relax LIVING 	Onomatopoeic sounds <i>(to) crinkle</i> <i>(to) crunch</i> <i>(to) fizz</i> <i>(to) jingle</i> <i>(to) pop</i> <i>(to) scratch</i> <i>(to) slurp</i> <i>(to) splash</i> <i>(to) tap</i> <i>(to) tinkle</i> WORD MAKER Initialisms	Emphasis Cleft sentences Emphatic <i>do</i> Inversion  What I love	READING Relaxation techniques LISTENING Podcast on ASMR SPEAKING Talk about sounds	
8B Your ecological footprint EARTH 	The environment <i>biodegradable</i> <i>a biofuel</i> <i>carbon footprint</i> <i>carbon neutral</i> <i>deforestation</i> <i>ecotourism</i> <i>ecosystem</i> <i>emissions</i> <i>fossil fuels</i> <i>(to) liquidate</i> <i>overpopulation</i> <i>non-renewable</i> <i>(to) regenerate</i> <i>renewables</i>		READING How to reduce your carbon footprint SPEAKING & WRITING Exchange ideas for reducing your carbon footprint	
8C Values STUDIO VIEWS 	Social values & opposites <i>arrogance</i> <i>altruism</i> <i>bigotry</i> <i>bravery</i> <i>cowardice</i> <i>freeloading</i> <i>modesty</i> <i>reciprocation</i> <i>rivalry</i> <i>self-interest</i> <i>solidarity</i> <i>tolerance</i>	Ellipsis & substitution <i>You going to Kim's party? Don't know. You?</i> <i>Flight delayed. I didn't know (that) you liked "Black Mirror".</i> <i>Can you speak English? Yes, I can.</i> <i>Have you watched that video? Not yet, but I will.</i> <i>Which top should I get? I like both, but the red one's more original.</i> <i>Why don't we eat out tonight? We could, but we're saving money.</i>	LISTENING Interview with a historian SPEAKING Plan a TV episode	

<p>101 THINGS TO DO IN ENGLISH</p> <p>▶ Give a talk</p>	<p>Signposting <i>Let me start by asking a question.</i> <i>In this talk, I'm going to share four tips.</i> <i>Let's turn our attention now to ...</i> <i>This ties in with my previous point.</i> <i>As I said before, ...</i> <i>Let's move on to my final tip.</i> <i>To conclude, let me sum up my main points.</i></p> <p>Emphasizing and restating a point <i>I can't stress enough the importance of being prepared.</i> <i>Put simply, you need to channel your nervous energy.</i> <i>In other words, recognize your anxiety.</i></p> <p>Engaging the audience <i>But does it have to be that way? My answer is no.</i> <i>I think you'd agree that ...</i> <i>You're feeling nervous, right?</i></p> <p>Providing evidence <i>Studies suggest that as much as 75% ...</i> <i>According to research conducted at Harvard University, ...</i></p>		<p>🗣️ Contrastive stress</p>	<p>▶ Give a talk</p>
<p>Review 7 & 8</p>	<p>Advertising Euphemisms Phrasal verbs: Life experiences Onomatopoeic sounds The environment Social values & opposites</p>	<p>Comparison The unreal past Emphasis Ellipsis & substitution</p>	<p>💬 Guess the question SPEAKING Mini dialogues: Make a business pitch; Give a talk</p>	
<p>More practice</p>	<p>Language Studio Writing: SB p119 A formal letter; Skill: Using emphatic language Vocabulary: SB p128 Grammar: SB p144 Transcripts: SB p160</p>	<p>Workbook Unit 7: WB pp37-40 Unit 8: WB pp41-44 Vocabulary Beats and Wordlist: p47</p>	<p>📄 Exam Practice Cambridge C1 Advanced Listening Part 4, Reading & Use of English Part 6. Writing Part 4 IELTS Writing TOEIC Listening</p>	<p>📄 CLIL Project SCIENCE & TECHNOLOGY Produce a podcast to explain the benefits of a relaxation technique</p>
<p>Additional resources</p>	<p>📖 e-book+ Extra Reading & Listening Activities</p>	<p>📄 Cyber Homework 7A, 7B, 7C, 101 8A, 8B, 8C, 101</p>	<p>📄 Testbuilder Unit Test 7 Unit Test 8 Progress Test 4</p>	<p>📱 Helbling Media App Video Audio Pairwork Quick Notes and Keys for Teachers</p>

Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
9 CEFR C1				
9A Beautification STYLE 	Beauty treatments <i>bling</i> <i>a facial</i> <i>fillers</i> <i>lotion</i> <i>a manicure</i> <i>a nose job</i> <i>a pedicure</i> <i>plastic surgery</i> <i>a spray tan</i> <i>teeth whitening</i>  Draw the person	Softeners Introductory phrases Indirect questions and modals Past continuous Second conditional Qualifiers and adverbs of degree Positive words with negative verbs	READING The history of body modification LISTENING Podcast about body modification SPEAKING Discuss body art situations	
9B Combat sports SPORTS 	Similes & metaphors <i>as gentle as a lamb</i> <i>as graceful as a gazelle</i> <i>as light as a feather</i> <i>(to) fight like cats and dogs</i> <i>(to) be like a dog with a bone</i> <i>(to) have lightning reflexes</i> <i>(to) have a heart of gold</i> <i>(to) be music to your ears</i> <i>(to) get cold feet</i> <i>a meteoric rise</i>		READING Two articles on Olympic sports SPEAKING & WRITING Write an opinion piece about a new Olympic sport	
9C Emojis STUDIO VIEWS 	Images <i>(to) caricature, a caricature</i> <i>(to) characterize, a character</i> <i>(to) display, a display</i> <i>(to) illustrate, an illustration</i> <i>(to) outline, an outline</i> <i>(to) portray, a portrait</i> <i>(to) reflect, a reflection</i> <i>(to) symbolize, a symbol</i> WORD MAKER Foreign plurals	whoever, whatever, etc. Emphasis Vagueness and indifference	SPEAKING Design an emoji	 Interview with a lexicographer
101 THINGS TO DO IN ENGLISH  Give tactful advice	Asking for advice and help <i>I was hoping you might be able to give me some advice.</i> <i>I think maybe you could talk to him.</i> Analyzing the problem <i>I hope you don't mind me saying this, but ...</i> <i>It seems to me that it's James you need to talk to.</i> <i>I'm not convinced that's true.</i> <i>I get the impression that you never really stand up for yourself.</i> Giving advice tactfully <i>Wouldn't it be better if you told him how you felt?</i> <i>However intimidating he might seem, I think ...</i> <i>I think it's worth a try. What do you have to lose?</i> <i>I think you'd do better to talk face to face.</i> <i>The sooner you do that, the better.</i> <i>If it were me, I'd tell him what you think.</i> <i>Couldn't you suggest he makes a financial contribution instead?</i> <i>You might want to consider striking a deal.</i>		 Stressed and unstressed sounds	 Give tactful advice

Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
10 CEFR C1				
<p>10A Accessible cities</p> <p>TRAVEL</p> 	<p>Accessibility aids <i>an audible sign</i> <i>an automatic door</i> <i>Braille buttons</i> <i>a curb cut</i> <i>a handrail</i> <i>a low-floor bus</i> <i>a mobility scooter</i> <i>a roll-in shower tactile paving and flooring</i> <i>a threshold ramp</i> <i>a voice-guided ticket machine</i> <i>a walkway</i></p> <p>WORD MAKER The prefix <i>must-</i></p>	<p>Nouns & determiners Nouns Determiners: articles, quantifiers and demonstratives</p>	<p>READING Leading the way towards fully accessible cities LISTENING A blind woman's tour of a city SPEAKING & WRITING Create a town accessibility plan</p>	
<p>10B Children's rights</p> <p>EDUCATION</p> 	<p>Formal language <i>(to) be deprived of</i> <i>(to) be directed to</i> <i>(to) be enshrined in</i> <i>(to) be subjected to</i> <i>consistent with</i> <i>(to) ensure</i> <i>in accordance with</i> <i>on the basis of</i> <i>regardless of</i> <i>(to) secure</i> <i>(to) strive to</i> <i>(to) take (all) appropriate measures to</i> <i>(to) undertake to do</i> <i>(to) use their best efforts</i> <i>with a view to</i></p>		<p>READING Convention on the rights of the child WRITING & SPEAKING Write an article for adult rights</p>	
<p>10C Are you being tracked?</p> <p>STUDIO VIEWS</p> 	<p>Tracking <i>(to) be under surveillance</i> <i>(to) disclose</i> <i>(to) monitor</i> <i>(to) spy on</i> <i>(to) stalk</i> <i>(to) track</i> <i>(to) violate</i> <i>(to) configure</i> <i>(to) evade</i> <i>(to) opt out of</i> <i>(to) revoke</i> <i>encryption spyware</i> <i>vigilant</i></p>	<p>Participle clauses <i>You can easily stop it by configuring the settings for your email.</i> <i>Worrying about their children's well-being, many parents use apps.</i> <i>Having been trusted to be careful online, it isn't surprising that his parents didn't check his online activity.</i> <i>The account having been hacked many times, the boy's parents decided to shut it down.</i> <i>Not being used to computers, my grandfather often makes some funny mistakes.</i> <i>After downloading an app, you can track how far you walk.</i> <i>She ran out of the room screaming.</i></p> <p>🗨️ Pros and cons</p>	<p>LISTENING Interview with an IT specialist SPEAKING Talk about tracking situations</p>	

<p>101 THINGS TO DO IN ENGLISH</p> <p>▶ Give an informal speech</p>	<p>Give an informal speech</p> <p>Starting an informal speech</p> <p><i>I've been asked to say a few words.</i> <i>I'll try to be brief, I promise.</i> <i>I'd like to thank everyone for coming this evening.</i> <i>I think you'd agree that the occasion is worth it.</i></p> <p>Remembering and giving praise</p> <p><i>I can still recall that first time ...</i> <i>Who would have thought that you'd become ...?</i> <i>The ... will go down as one of the funniest events ...</i> <i>Your students' enthusiasm ... pays tribute to your inspiration as a teacher.</i> <i>There's no denying that you're a credit to our profession.</i></p> <p>Ending an informal speech</p> <p><i>It's been a pleasure working with you.</i> <i>I know you'll be sorely missed by everyone here.</i> <i>On behalf of us all I'd like to wish you the best for the future.</i> <i>I think I speak for us all when I say that ...</i> <i>Let's raise our glasses and drink a toast to Alex.</i></p>		<p>🗣 Express enthusiasm</p>	<p>▶ Give an informal speech</p>
<p>Review 9 & 10</p>	<p>Beauty treatments Similes & metaphors Images Accessibility aids Formal language</p>	<p>Softeners <i>whoever, whatever, etc.</i> Nouns & determiners Participle clauses</p>	<p>💬 Give definitions of words</p> <p>SPEAKING Mini dialogues: Give tactful advice; Give an informal speech</p>	
<p>More practice</p>	<p>Language Studio Writing: SB p120 A proposal; Skill: Persuading Vocabulary: SB p130 Grammar: SB p147 Transcripts: SB p162</p>	<p>Workbook Unit 9: WB pp48-51 Unit 10: WB pp52-55 Vocabulary Beats and Wordlist: p58</p>	<p>📖 Exam Practice Cambridge C1 Advanced Reading & Use of English Part 7, Writing Part 4 TOEFL Listening TOEIC Reading</p>	<p>📺 CLIL Project LIVING Film a report on accessibility in your town or city</p>
<p>Additional resources</p>	<p>📖 e-book+ Extra Reading & Listening Activities</p>	<p>📖 Cyber Homework 9A, 9B, 9C, 101 10A, 10B, 10C, 101</p>	<p>📖 Testbuilder Unit Test 9 Unit Test 10 Progress Test 5</p>	<p>📱 Helbling Media App Video Audio Pairwork Quick Notes and Keys for Teachers</p>

Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
11 CEFR C1				
11A Mapping the world BUSINESS 	Increase & reduction <i>(to) amplify</i> <i>(to) deform</i> <i>(to) diminish</i> <i>(to) lessen</i> <i>(to) minimize</i> <i>(to) distort</i> <i>(to) enhance</i> <i>(to) enlarge</i> <i>(to) exaggerate</i> <i>(to) lengthen</i> <i>(to) maximize</i> <i>(to) shorten</i> <i>(to) stretch</i> <i>(to) warp</i>	Noun phrases Compound nouns Possessive 's Expressions with <i>of</i> Making the right choice	LISTENING News report about maps in schools READING Are paper maps obsolete? SPEAKING Devise ways to portray the world	
11B It's a conspiracy PEOPLE 	Conspiracy theory collocations <i>(to) adhere to</i> <i>(to) adopt</i> <i>(to) counter a cover-up</i> <i>(to) be / feel disempowered</i> <i>(to) dispel</i> <i>(to) disseminate</i> <i>(to) endorse</i> <i>(to) feel socially marginalized</i> <i>(to) harbor a hoax</i> <i>reassurance</i> <i>a sense of belonging</i> <i>a sense of self-worth</i> <i>(to) validate</i>		READING Why do we believe in conspiracy theories? SPEAKING Invent a conspiracy theory	

<p>11C Touristification</p> <p>STUDIO VIEWS</p> 	<p>Tourism <i>affordable housing</i> <i>a city break</i> <i>cultural heritage</i> <i>displacement</i> <i>environmental degradation</i> <i>gentrification</i> <i>grassroots initiatives</i> <i>overtourism</i> <i>regulation</i> <i>speculation</i> <i>sustainability</i> <i>a tourist hotspot</i></p> <p>WORD MAKER The suffix <i>-ification</i></p>	<p>The future in the past <i>I was really excited because we were going on vacation the following day.</i> <i>She was about to board the plane when they announced it was canceled.</i> The idea was to raise \$1000 for charity, but we raised much more. <i>Everyone said I'd love Venice, and they were right.</i> <i>I knew that we might experience some hostility.</i> <i>You said you'd call me, but you never did.</i> <i>I thought I would have finished by now, but it's taking longer than expected.</i> <i>They were meant to be here an hour ago. Should I call them?</i></p> <p> Frustrated plans</p>	<p>SPEAKING Hold a meeting to discuss problems with tourism</p>	<p> Discussion about touristification</p>
<p>101 THINGS TO DO IN ENGLISH</p> <p> Review a movie</p>	<p>Give factual information about a movie <i>It premiered a few years ago.</i> <i>It's a sci-fi movie produced and directed by ...</i> <i>The lead roles are played by ...</i> <i>It co-stars Jessica Chastain as ...</i> <i>There's a cameo by veteran British actor ...</i> <i>It got mixed reviews when it came out.</i></p> <p>Evaluate aspects of a movie <i>I loved the opening sequence.</i> <i>I was intrigued to know what would happen next.</i> <i>For me, things start to go downhill when they blast off.</i> <i>The visual effects are out of this world.</i> <i>There's an amazing scene in which we see ...</i></p> <p>Make general evaluations <i>It didn't do anything for me.</i> <i>The trip ... was simply awe-inspiring.</i> <i>It's heart-wrenching.</i> <i>It's a masterpiece.</i></p>	<p> Contrastive stress</p>	<p> Review a movie</p>	

Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
12 CEFR C1				
<p>12A A meat-free lifestyle</p> <p>FOOD</p> 	<p>Dependent prepositions <i>accustomed to</i> <i>adept at</i> <i>ambivalent towards</i> <i>destined for</i> <i>estranged from</i> <i>equivalent to</i> <i>fundamental to</i> <i>insensitive to</i> <i>lacking in</i> <i>oblivious to</i> <i>synonymous with</i></p> <p> Two recipes</p>	<p>Distancing <i>The number of vegans is apparently growing fast.</i> <i>Concern for the environment seems to have led many people to change their diet.</i> There appear to be many reasons why veganism is a good choice. <i>It could be that some people feel cornered when asked to talk about their diet.</i> <i>Some factory farms are rumored to have provided false information.</i> It was reported that the farm had closed down. There are claimed to be many abuses of the law. It's likely that many people will not want to give up meat. It's important not to vilify certain diets. I would suggest that everybody should be able to make their own choices.</p>	<p>LISTENING A review of two books SPEAKING Discuss different diets</p>	
<p>12B Global health</p> <p>SCIENCE & TECHNOLOGY</p> 	<p>Health <i>an anaesthetic</i> <i>a diagnosis</i> <i>a donor</i> <i>eradication</i> <i>life-saving</i> <i>life-threatening</i> <i>measles</i> <i>pneumonia</i> <i>sanitation</i> <i>a transfusion</i> <i>a vaccination</i> <i>a transplant</i></p>		<p>READING Doctor's website about World Vaccination Week WRITING Write about a global health advance</p>	

<p>12C Memory in the digital age</p> <p>STUDIO VIEWS</p> 	<p>Memory collocations (to) <i>commit</i> (something) to memory (to) <i>evoke a memory</i> (to) <i>have a hazy memory of</i> (something) (to) <i>have a memory like a sieve</i> (to) <i>have a photographic memory</i> (to) <i>hold a (special) memory</i> (to) <i>jog (somebody's) memory</i> (to) <i>recite</i> (something) from memory (to) <i>relive a memory</i> (to) <i>retrieve a memory</i> (to) <i>stick in</i> (somebody's) memory (to) <i>trigger a memory</i></p> <p>WORD MAKER Conversion (nouns to verbs)</p>	<p>Vague language <i>I'm always misplacing stuff.</i> <i>... the feel of sand between your toes ... things like that.</i> <i>She's a professor or a researcher or something.</i> <i>Memory techniques are kind of strange.</i> <i>I sort of don't like using search engines.</i> <i>... so we can retain and access memories, information and the like more easily.</i> <i>He can memorize tons of cards, She can only remember a couple of phone numbers.</i> <i>Just hand me that thingy over there, will you?</i> <i>I forgot to buy that whatchamacallit that you wanted.</i> <i>You know, whatsername who works in the post office.</i> So-and-so from across the street told me about the accident. <i>In order to memorize extremely long lists of names, it is possible to use techniques such as the loci method, etcetera.</i> <i>How old is he? - I really don't know, fiftyish maybe?</i> Fifty or so people were at the meeting.</p>	<p>LISTENING Interview with a memory and technology specialist</p> <p>SPEAKING Remember words</p>	
<p>101 THINGS ENGLISH</p> <p>▶ Have a debate</p>	<p>Express a strong opinion <i>I believe quite strongly that ...</i> <i>It (also) goes without saying that ...</i> <i>There's no doubt in my mind that ...</i> <i>I'm absolutely convinced that ...</i></p> <p>Emphasize <i>I would like to emphasize that ...</i> <i>I can't stress enough that ...</i> <i>I must underline that ...</i></p> <p>Express importance <i>... is of the utmost importance.</i> <i>It's absolutely fundamental.</i> <i>... is crucial for ...</i> <i>I think this is paramount.</i> <i>We also shouldn't underestimate ...</i></p> <p>Express lack of importance <i>We shouldn't exaggerate (the importance of success).</i> <i>... is completely irrelevant.</i> <i>... is of little importance.</i></p>	<p>🗣️ Say words clearly</p>	<p>🗣️ Have a debate</p>	

Review 11 & 12	Increase & reduction Tourism Health Memory collocations	Noun phrases The future in the past Distancing Vague language	 Discuss an issue SPEAKING Mini-dialogues: Review a movie; Have a debate	
More practice	Language Studio Writing: SB p121 Personal comment; Skill: Expressing emotions and impressions Vocabulary: SB p133 Grammar: SB p150 Transcripts: SB p165	Workbook Unit 11: WB pp59-62 Unit 12: WB pp63-66 Vocabulary Beats and Wordlist: p69	 Exam Practice Cambridge C1 Advanced Reading & Use of English Part 8, Writing Part 4 TOEFL Writing TOEIC Listening	 CLIL Project TRAVEL Record a radio show about touristification in your town or city
Additional resources	 e-book+ Extra Reading & Listening Activities	 Cyber Homework 11A, 11B, 11C, 101 12A, 12B, 12C, 101	 Testbuilder Unit Test 11 Unit Test 12 Progress Test 6	 Helbling Media App Video Audio Pairwork Quick Notes and Keys for Teachers