

**AMERICAN**

# **JETSTREAM**

**INTERMEDIATE**

**Second edition**



**Scope & Sequence**

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 0 Let's talk about you!</b>				
<b>CEFR B1</b>				
<b>Lesson 1</b> How would you describe yourself?	<b>VOCABULARY PLUS</b> (page 117)  The alphabet review Numbers and symbols review	be (R) Present simple (R) Present continuous (R) Past simple (R) want / need (R) Superlatives (R)	Talking about yourself Finding out about other people Discussing learning strategies Writing an action plan	
<b>Lesson 2</b> How do you want to improve your English?	Years and dates review			
<b>UNIT 1 The role of water</b>				
<b>CEFR B1</b>				
<b>OPENER</b>	<b>Words connected with water:</b> sea, river; ocean, lake, pond cloud, rain; , storm, hail, sail, swim, dive, surf; boat, ship, canoe, cruise hot, dirty, cold, clean; drink, shower, bathe, boil		<b>Doing a quiz to learn more about water</b>	<b>Reading:</b> What do you know about water?
<b>LESSON 1</b> Swimming for clean waters		Infinitive of purpose Present perfect vs. past simple	<b>Talking about ways to raise awareness of clean water</b>	<b>Reading:</b> He did it first!
<b>LESSON 2</b> Tap or bottled?		Modal verbs: <i>can / can't, have to / don't have to, must, should / shouldn't</i>	<b>Discussing ways to save water</b> <b>Writing an email about conserving water</b>	<b>Reading:</b> An article about bottled water
<b>LESSON 3</b> Water activities	<b>Water sports and equipment:</b> aqua walking, board, breathing apparatus, canoeing, flippers, goggles, ironing, kayaking, kitesurfing, mask, paddle, paddle boarding, sailing, scuba diving, snorkeling, swimming, weights, wetsuit, windsurfing		<b>Demonstrating and describing a sport</b>  <b>Talking about a regular activity</b>	<b>Listening 1:</b> Instructions for doing two water sports  <b>Listening 2:</b> A talk about a water sport
<b>Language in Action</b>	<b>Leisure facilities:</b> gym, jacuzzi, sauna, steam room, solarium, swimming pool  <b>Treatments:</b> facial, hot stones, manicure, massage, pedicure		<b>Asking for more information</b>	<b>Listening :</b> A conversation at a gym and spa
<b>Pronunciation activities:</b> Word stress / Links between words				
<b>VOCABULARY PLUS</b> (p.118)	<b>Networking:</b> comment, like, post, media, stream, timeline, tweet, upload  <b>Wordbuilder:</b> nouns from verbs; verbs with <i>un-</i> ; say and tell  <b>FOCUS ON:</b> <i>could</i>			

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 2 Switch on</b>				
<b>CEFR B1</b>				
<b>OPENER</b>	<p><b>Types of TV shows:</b> cartoon, crime show, documentary, game show, fantasy, makeover show, the news, reality court show, reality show, sitcom, soap (opera), sports program, weather forecast</p> <p><b>Collocations:</b> <i>watch vs. look at:</i> a game, a movie, a painting, a photo, a program, TV, a video clip, a view</p>		Talking about TV and the kinds of shows you watch	
<b>LESSON 1</b> Stories from Scandinavia	<p><b>Adjectives for describing a show:</b> abandoned, cold, dark, empty, foggy, glamorous, gray, lonely, ordinary, perfect, pleasant, popular, shocking</p>	Adverbs of frequency: <i>(almost) always, generally, normally, often, usually, sometimes, hardly ever, rarely, never, tend to used to</i>	<p><b>Finding out what people watched</b></p> <p><b>Writing about past TV preferences</b></p>	<p><b>Reading:</b> Black and bleak: A different kind of crime drama</p> <p><b>Listening:</b> Information about Hans Christian Andersen</p>
<b>LESSON 2</b> The world of telenovelas		Present perfect continuous	<p><b>Discussing soap operas</b></p> <p><b>Talking about TV shows</b></p> <p><b>Writing and acting out a scene from a soap opera</b></p>	<p><b>Reading:</b> <i>Avenida Brasil</i></p>
<b>LESSON 3</b> Influential people on screen			<p><b>Giving a short presentation about an influential person in the media from your country</b></p> <p><b>Talking about attitudes toward clothing</b></p>	<p><b>Reading1:</b> David Attenborough and Nelufar Hedayat</p> <p><b>Listening 1:</b> A conversation about male and female TV hosts</p> <p><b>Listening 2:</b> An interview with a former TV host</p>
<b>LANGUAGE IN ACTION</b>	<p><b>Requests and responses (TV talk):</b> What's on? Where's the remote (control)? What time does your show start? What channel is it on? Can you turn the volume down a little? Do you want to change the channel?</p>		<p><b>Asking / Telling people not to do things</b></p> <p><b>Requests and responses (TV talk)</b></p>	
<b>Pronunciation activities:</b> /ʊ/ / Links between words				
<b>VOCABULARY PLUS</b> (p.119)	<p><b>Wordbuilder:</b> un- and im -</p> <p><b>FOCUS ON:</b> verbs of the senses</p> <p>Phrases with <i>turn</i></p>	<i>used to vs. be / get used to</i>		
<b>Pronunciation activities:</b> the fall-rise intonation pattern				

REVIEW Units 1 & 2			Comparing festivals	Listening: Points of view about a TV show. Culture Matters: Water festivals
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**UNITS 0, 1 & 2 MULTIMEDIA**

**Student Material**

**ONLINE Placement Tests**

For private student study	E-BOOK+	Units 1 and 2: Student's Book and Workbook		
	CLASS AUDIO	Student's Book Tracks 01-17 Exam Speaking & Pronunciation Practice Tracks 15-19		
	WORKBOOK AUDIO	Tracks 01 - 07		
	STUDENT PRACTICE	PRONUNCIATION	Unit 1: Vowel sound /ɔ:/ Sentence stress Unit 2: Vowel sound /ʊ/ Weak forms of <i>have</i> /əv/ and <i>been</i> /bɪn/	
EXAM PRACTICE		The same Cyber Homework exercises for private student study (please see under "Cyber Homework" for detailed content)		
Teacher monitored	CYBER HOMEWORK	Unit 1	<b>Lesson 1</b> Grammar – Present perfect vs. past simple Grammar – Infinitive of purpose Grammar – Reflexive pronouns Vocabulary – Words connected with water <b>Lesson 2</b> Grammar – Modal verbs Reading – Drowning Listening – Florida Water Paradise (1) Listening – Florida Water Paradise (2) <b>Lesson 3</b> Dialogue – Asking for information (1) Dialogue – Asking for information (2) Vocabulary – Water sports and equipment Vocabulary – Nouns from verbs Vocabulary – Verbs with <i>un-</i> Vocabulary – <i>Say and Tell</i> Vocabulary – <i>Could</i> Vocabulary – Networking	
		Unit 2	<b>Lesson 1</b> Grammar – Adverbs of frequency Grammar – <i>Used to</i> Vocabulary – TV genres Vocabulary – Words that go with <i>drama, show, program</i> Vocabulary – <i>Look at vs. watch</i> Vocabulary – Adjectives <b>Lesson 2</b> Grammar – Present perfect continuous Grammar – For and since Grammar – <i>had better</i> Listening – sports news (1) Listening – sports news (2) Reading – Lucille Ball (1) Reading – Lucille Ball (2) <b>Lesson 3: Vocabulary PLUS / Language in Action</b> Dialogue – TV talk Dialogue – TV talk: requests and responses Vocabulary – <i>Un-</i> and <i>im-</i> Vocabulary – <i>Used to vs. get used to</i> Vocabulary – Verbs of the senses Vocabulary – Phrasal verbs: <i>turn</i>	

Teacher monitored	ONLINE TESTS	UNIT TESTS	<b>Unit 1 Part 1</b> Grammar – Vocabulary – Functions <b>Unit 1 Part 2</b> Reading – Listening <b>Unit 2 Part 1</b> Grammar – Vocabulary – Functions <b>Unit 2 Part 2</b> Reading – Listening
	EXAM PRACTICE	EXAM PRACTICE	<b>Cambridge B2 First Listening – Part 1:</b> Exam practice 1 <b>Cambridge B2 First Reading &amp; Use of English – Part 1:</b> Exam practice 1 <b>Cambridge B2 First Writing – Part 1:</b> Exam practice 1 <b>TOEFL Reading:</b> Quick test 4 <b>TOEIC Listening 1A:</b> Quick test 2
		EXAM PAPERS	<b>Cambridge B2 First – Listening:</b> Parts 1, 2, 3, 4 <b>IELTS Writing:</b> Tasks 1, 2
	PROJECTS	<b>GROUP PROJECTS:</b> Environmental Science: Air pollution <b>INDIVIDUAL WRITING TASKS:</b> Write a report about movie and television viewing habits	

Teacher Material		
Teacher's DIGI Pack	Presentation Software (IWB)	Units 1 and 2: Student's Book and Workbook
	Testbuilder + Test Audio	<b>Unit Test 1 Grammar:</b> Present perfect vs. past simple (1); Present perfect vs. past simple (2); Infinitive of purpose; Modal verbs (1) and (2); Reflexive pronouns <b>Vocab:</b> Water activities and water sports equipment; Words connected with water <b>Functions:</b> Asking for more information <b>Skills:</b> <b>Reading:</b> Two water sports <b>Listening:</b> Tap water and bottled water <b>Writing:</b> Writing about a sporting experience <b>Speaking:</b> A conversation about water conservation  <b>Unit Test 2 Grammar:</b> Adverbs of frequency; <i>Used to</i> ; Present perfect continuous <b>Vocab:</b> Adjectives; TV: words that go with <i>drama, show, program; watch vs. look at</i> <b>Functions:</b> Asking / Telling people not to do things; Requests and responses; TV talk. <b>Skills:</b> <b>Reading:</b> K-drama. <b>Listening:</b> What did you watch last night? <b>Writing:</b> Last night's TV <b>Speaking:</b> My favorite TV show  <b>Progress Test 1: Reading:</b> Matt Damon. <b>Reading (IELTS):</b> Drinking water
	Teacher's Book	
	CLASS AUDIO	<b>Student's Book</b> Tracks 01-17 <b>Exam Speaking &amp; Pronunciation Practice</b> Tracks 15-19
	WORKBOOK AUDIO	Tracks 01-07
Reference Material	Scope & Sequence, <i>I Can</i> statements, Workbook keys	

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 3 What music does</b>				
<b>CEFR B1</b>				
<b>OPENER</b>	<b>Musical instruments:</b> bagpipes, bass guitar, cello, double bass, drums, flute, guitar, harp, keyboard, kora, piano, saxophone, sitar, trombone, trumpet, violin		<b>Talking about what instruments people can play</b>	<b>Listening:</b> information about world-famous musicians
<b>LESSON 1 Living a double life</b>	<b>Body idioms (1):</b> Cost an arm and a leg, Keep your chin up, Keep your fingers crossed, Lend someone a hand, Lose face, Not lift a finger, Provide a shoulder to cry on, Pull my leg	Ability in the past: <i>could / was able to / managed to</i>	<b>Talking about a time you managed to do something difficult</b>	<b>Reading:</b> Hannah's two worlds
<b>LESSON 2 Music from garbage</b>	<b>Where to put things:</b> garbage dump, landfill site, laundry basket, recycling bin, trash can, wastepaper basket	Past continuous vs. past perfect	<b>Acting out a TV interview</b>	<b>Reading:</b> The world sends us its garbage. We send back music
<b>LESSON 3 Street performer!</b>	<b>Types of music:</b> classical, country, western, folk, jazz, pop, rock	Past conclusions: <i>must have, can't have, could have, and might have</i>	<b>Giving a short talk about a favorite song or piece of music</b>	<b>Listening 1 and 2:</b> A conversation about an extraordinary street performer
<b>LANGUAGE IN ACTION</b>	<b>Complimenting someone's performance:</b> High five! You deserve a real pat on the back. You rock. You're amazing. You're great. You're just incredible. You've made my day.		<b>Complimenting someone's performance</b>	
<b>Pronunciation activities:</b> Word stress				
<b>VOCABULARY PLUS</b> (p.120)	<b>Household chores:</b> <b>do:</b> the laundry, the vacuuming <b>make:</b> breakfast, a cup of coffee, a mess, arrangements, a mistake, the bed <b>Collocations with music:</b> listen to music; compose music; live music; background music; play music; music industry; music to my ears; face the music	Phrases with make		

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 4 Is it art?</b>				
<b>CEFR B1</b>				
<b>OPENER</b>	<p><b>Types of art:</b> calligraphy, drawing, graffiti, graphic design, installation, painting, photograph, printmaking, sculpture, statue, tapestry, video</p> <p><b>Types of pictures:</b> collage, landscape, portrait, sketch</p> <p><b>Things we use to make art:</b> chalk, charcoal, chisel, paintbrush</p>		Talking about street art	Listening: A podcast about Banksy
<b>LESSON 1</b> <b>Mystery attacks</b>	<p><b>People in the arts:</b> ballet dancer, camera operator, choreographer, composer, conductor, dancer, designer, director, photographer, playwright, poet, singer, writer</p>	Articles	Deciding whether a work of art should go in your local museum	Reading: <i>Scallop</i>
<b>LESSON 2</b> <b>Mystery man</b>	<p><b>Adjectives to describe people:</b> big, cheerful, crazy, funny, generous, happy, intelligent, large, noisy, old, rich, tall</p>	Modifying adverbs: <i>considerably, a little, a lot, nearly, almost, far, much, significantly, slightly</i>	Writing a poem	Reading: There he is – again
<b>LESSON 3</b> <b>Mystery art</b>	<p><b>Adjectives to describe the arts:</b> amusing, awful, boring, enjoyable, fascinating, gorgeous, hideous, horrible, imaginative, inspiring, interesting, moving, profound, ridiculous, scary, shallow, shocking, silly, terrifying, unusual</p>	Superlatives	<p>Describing works of art</p> <p>Talking and disagreeing about works of art</p>	<p>Listening 1: A radio show</p> <p>Listening 2: An apology</p>
<b>LANGUAGE IN ACTION</b>	<p><b>Discussing opinions and making judgements:</b> Come on!; Do you really think so?; Why? Don't you?; I like it, I guess.; Seriously?; I think the dress is so ugly!; So let's agree to disagree.; Point taken.; That's a little harsh.; We clearly don't see eye to eye on this one.; You're probably right.; You can't be serious.</p>		Discussing opinions and making judgments	
<b>VOCABULARY PLUS</b> (p.121)	<p><b>Photography:</b> angle, composition, edge, exposure, focus, swiping, tapping</p> <p><b>Where things are:</b> at the back / bottom / top of, behind the, in front of the, on the left / right, in the background / foreground / center / front, in the left-hand / right-hand corner</p> <p><b>Art idioms:</b> get your attention, get something online, paint the town red, picture someone saying something, sketch out the details, picture the scene, get over it, get a plan together, painting a picture</p>			

REVIEW Units 3 & 4		Past simple <i>can't / might / must have</i> Articles	Retelling a biography Talking about unusual musical instruments	Reading: How to change the world – or at least a very big company <b>Culture Matters:</b> Musical instruments
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## UNITS 3 & 4 MULTIMEDIA

### Student Material

For self-study	E-BOOK+	Units 3 and 4: Student's Book and Workbook		
	CLASS AUDIO	Student's Book Tracks 18-31 Exam Speaking & Pronunciation Practice Tracks 20-21		
	WORKBOOK AUDIO	Tracks 08-13		
	ONLINE TRAINING	PRONUNCIATION	<b>Unit 3:</b> Vowel sounds /u:/ as in too and /ʊ/ as in cook; Word stress <b>Unit 4:</b> Pronouncing the /ðə/ or /ðɪ:/	
	EXAM PRACTICE	The same Cyber Homework exercises for private student study (please see under "Cyber Homework" for detailed content)		
Teacher monitored	CYBER HOMEWORK	Unit 3	<b>Lesson 1</b> Grammar – <i>Could / was able to / managed to</i> (1) Grammar – <i>Could / was able to / managed to</i> (2) Vocabulary – Musical instruments Vocabulary – Body metaphors <b>Lesson 2</b> Grammar – Past continuous Grammar – Past perfect Reading – The Pros and Cons of Spotify (1) Reading – The Pros and Cons of Spotify (2) Vocabulary – Where to put things <b>Lesson 3</b> Dialogue – Compliments and responses (1) Dialogue – Compliments and responses (2) Grammar – Past conclusions Listening – Performing in the New York City subway (1) Listening – Performing in the New York City subway (2) Vocabulary – Saying what you like Vocabulary – Household chores Vocabulary – Collocations Vocabulary – Phrasal verbs: <i>make</i>	
		Unit 4	<b>Lesson 1</b> Grammar – Articles Vocabulary – Art and pictures Vocabulary – People in the Arts <b>Lesson 2</b> Grammar – Comparison Vocabulary – Adjectives to describe people Reading – Starry Night (1) Reading – Starry Night (2) Listening – Modern Art (1) Listening – Modern Art (2)	



Teacher monitored	CYBER HOMEWORK		Vocabulary – Adjectives to describe the arts Vocabulary – Photography Vocabulary – Where things are Vocabulary – Collocations Vocabulary – Art Metaphors
	ONLINE TESTS	UNIT TESTS	<b>Unit 3 Part 1</b> Grammar – Vocabulary – Functions <b>Unit 3 Part 2</b> Reading – Listening <b>Unit 4 Part 1</b> Grammar – Vocabulary – Functions <b>Unit 4 Part 2</b> Reading – Listening
	EXAM PRACTICE	EXAM PRACTICE	<b>Cambridge B2 First Reading &amp; Use of English – Part 2:</b> Exam practice 1 <b>Cambridge B2 First Reading &amp; Use of English – Part 3:</b> Exam practice 1 <b>Cambridge B2 First Writing – Part 2:</b> Exam practice 1 <b>IELTS Listening 1A:</b> Quick test 3 <b>IELTS Listening 1B:</b> Quick test 3 <b>TOEIC Reading 1A:</b> Quick test 2 <b>TOEIC Reading 1B:</b> Quick test 2
		EXAM PAPERS	<b>Cambridge B2 First - Reading &amp; Use of English:</b> Parts 1, 2, 3, 4, 5, 6, 7 <b>IELTS Speaking:</b> Parts 1, 2
	PROJECTS	<b>GROUP PROJECTS:</b> The Arts: The importance of the arts in our lives <b>INDIVIDUAL WRITING TASKS:</b> Write an article about a musician, performer, or artist	

Teacher Material		
Teacher's DIGI Pack	Presentation Software (IWB)	<b>Units 3 and 4:</b> Student's Book and Workbook
	Testbuilder + Test Audio	<b>Unit Test 3 Grammar:</b> <i>could / was able to / managed to; Past continuous: past perfect; Past conclusions – can't / could / must / might have</i> <b>Vocab:</b> Musical instruments; Body idioms (1); Where to put things; Phrasal verbs: <i>make</i> ; Collocations with <i>music</i> ; Saying what you like <b>Functions:</b> Complimenting someone's performance <b>Skills: Reading:</b> Two incredible talents <b>Listening:</b> A Stradivarius in a garbage dump. <b>Writing:</b> My kind of music <b>Speaking:</b> My target language items  <b>Unit Test 4 Grammar:</b> Articles; Comparison; Superlative sentences <b>Vocab:</b> Adjectives to describe the arts; People in the arts; Collocations with <i>mystery</i> ; Art and pictures; Adjectives to describe people <b>Functions:</b> Discussing opinions and making judgments <b>Skills: Reading:</b> <i>Field - and installation</i> <b>Listening:</b> Three conversations about art <b>Writing:</b> My kind of art <b>Speaking:</b> A famous work of art  <b>Progress Test 2: Reading:</b> Remembering Amy <b>TOEFL Integrated Writing Practice:</b> Vincent van Gogh
	Teacher's Book	
	CLASS AUDIO	<b>Student's Book</b> Tracks 18-31 <b>Exam Speaking &amp; Pronunciation Practice</b> Tracks 20-21
	WORKBOOK AUDIO	Tracks 08-13
Reference Material	Scope & Sequence, <i>I Can</i> statements, Workbook keys	

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 5 Chill out!</b>				
<b>CEFR B1</b>				
<b>OPENER</b>			<b>Talking about stressful situations</b>	<b>Reading:</b> How chilled are you already?
<b>LESSON 1</b> <b>How did you react?</b>	<p><b>-ed / -ing adjectives:</b> challenged/ing, confused/ing, excited/ing, frustrated/ing, interested/ing, relaxed/ing, stressed/ful</p> <p><b>Words connected with the body:</b> neck and shoulders tense up; heart beats faster; mouth and throat go dry; butterflies in our stomach; eyes can't see properly; ears can't hear properly; mind goes blank</p>	<i>if</i> + first conditional	<p><b>Writing an ending to a story</b></p> <p><b>Acting out a conversation with a student counselor</b></p>	<b>Listening:</b> a conversation with a therapist
<b>LESSON 2</b> <b>Face-to-face with a bear!</b>		<i>unless</i> + first conditional	<b>Discussing ways to reduce stress</b>	<b>Reading:</b> Stress: How does it work?
<b>LESSON 3</b> <b>Nine-to-five</b>	<p><b>Professions:</b> airline pilot, broadcaster, construction worker, dentist, doctor, event coordinator, heart surgeon, information security analyst, journalist, military officer, police officer, firefighter, librarian, hairstylist, medical laboratory technician, public relations executive, taxi driver, university professor, vet</p> <p><b>Words connected with work:</b>  <b>difficult:</b> boss, colleagues, environment, working hours  <b>long:</b> working hours  <b>low:</b> salary  <b>negative:</b> feedback, boss, colleagues  <b>noisy:</b> environment, colleagues  <b>tight:</b> deadlines  <b>uncomfortable:</b> uniform, environment  <b>unfriendly:</b> boss, colleagues, environment</p>		<p><b>Saying how you feel about your job or studies</b></p> <p><b>Writing about what you do and why it's enjoyable or stressful</b></p>	<p><b>Listening 1 and 2 :</b> A conversation about research on stressful jobs</p> <p><b>Listening 3:</b> a description of a stressful job</p>
<b>LANGUAGE IN ACTION</b>	<b>Giving advice and making suggestions:</b> You should ... You could ... See if you can ...Why don't you ...? Why not ...? Try .... If you ..., it'll help. I suggest you ... Just ...		<b>Giving advice and making suggestions</b>	
<b>Pronunciation activities:</b> <i>it'll</i> sentence practice				
<b>VOCABULARY PLUS</b> (p.122)	<p><b>Words connected with the body (review):</b> blood, brain, heart, lung, mind, mouth, muscle, neck, shoulder, skin, stomach, throat, vessel <b>Jobs (review):</b> actor, banker, conductor, director, heart surgeon, truck / bus driver, marketing manager, soldier, writer, yoga instructor</p> <p><b>Wordbuilder:</b> AFFIXES over - overcharge, overcrowded, overdone, overjoyed, oversleep, overtime, overweight</p> <p><b>FOCUS ON:</b> <i>get</i></p>			

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 6 Consequences</b>				
<b>CEFR B1</b>				
<b>OPENER</b>	<p><b>Animals:</b> bat, bear, bee, butterfly, dolphin, fly, frog, human, mosquito, lion, mouse, parrot, rat, salmon, shark, snake, spider, wasp, whale, zebra</p> <p><b>Animal categories:</b> amphibians, birds, fish, insects, mammals, reptiles, something else</p>		<b>Talking about the results of a quiz</b>	<b>Listening:</b> A conversation with questions of curiosity
<b>LESSON 1</b> <b>What would we do without them?</b>	<p><b>The natural world: (1) and (2):</b> animals, climate, cold, dark, day, die, disaster, energy, humans, Ice Age, Iceland, lean over, moonlight, night, oceans, orbit, photosynthesis, plants, submarines, sunlight, survive, temperature, tides, tilt, trees, werewolves</p>	<b>Second conditional</b>	<p><b>Talking about the moon and the sun</b></p> <p><b>Writing about extinction</b></p>	<p><b>Reading:</b> Would we die if honeybees didn't exist?</p> <p><b>Listening:</b> A radio interview with a scientist</p>
<b>LESSON 2</b> <b>I had to do something radical!</b>	<p><b>Physical activities:</b> biking on the flat, biking up hills, dancing salsa, doing gymnastics, fast walking, hiking, jogging, playing soccer, rollerblading, skipping, swimming laps, water aerobics</p>	Past obligation and permission	<b>Talking about past eating habits.</b>	<p><b>Reading:</b> an article about diabetes</p> <p><b>Listening:</b> two stories about food and health</p>
<b>LESSON 3</b> <b>Myth or miracle?</b>	<p><b>Superfoods:</b> artichoke, blueberries, Brazil nuts, coconut, garlic, ginger, honey, kiwi, miso, pineapple, turmeric</p> <p><b>Medicine and health:</b> healing properties, treat, penicillin, antibiotics, doctors, medicine, scientists, patients, hospital, operation; infection, superbugs, resistance, bacteria, MRSA, E. coli</p>		<b>Talking about your experience with alternative medicines and superfoods</b>	<p><b>Listening 1:</b> A conversation about treatments</p> <p><b>Listening 2:</b> Interviews about favorite home remedies</p>
<b>Pronunciation activities:</b> Word stress				
<b>LANGUAGE IN ACTION</b>	<p><b>Describing things:</b> It's a thing / some things for... / It's something for... / It's some stuff for ...</p> <p><b>Language for being vague:</b> t's (a) sort / kind of ... It's a little / much / a lot ... It's more or less the same as ...</p>		<b>Describing things</b>	
<b>Pronunciation activities:</b> Sentence stress				
<b>VOCABULARY PLUS</b> (p.123)	<p><b>Wordbuilder:</b> compound nouns; <i>dis-</i></p> <p><b>FOCUS ON:</b> <i>on earth</i></p>	<p>Irregular plurals</p> <p>Phrasal verbs: <i>more or less of something</i></p>		

REVIEW Units 5 & 6	FOCUS ON: prepositions		Writing a mini-saga Talking about natural remedies	Reading: Mini-saga rules Culture Matters : Natural remedies
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UNITS 5 & 6 MULTIMEDIA			
Student Material			
For private student study	E-BOOK+	Units 5 and 6: Student's Book and Workbook	
	CLASS AUDIO	Student's Book Tracks 32-50 Exam Speaking & Pronunciation Practice Tracks 22-23	
	WORKBOOK AUDIO	Tracks 14-18	
	STUDENT PRACTICE	PRONUNCIATION	<b>Unit 5:</b> Consonant clusters <i>br</i> and <i>bl</i> , <i>fr</i> and <i>fl</i> , <i>pr</i> , <i>sl</i> and <i>st</i> The difference between <i>'ll</i> and <i>will</i> <b>Unit 6:</b> The vowel sound /eɪ/ as in <i>weight</i> ; Silent letters
EXAM PRACTICE		The same Cyber Homework exercises for private student study (please see under "Cyber Homework" for detailed content)	
Teacher monitored	CYBER HOMEWORK	Unit 5	<b>Lesson 1</b> Grammar – First conditional Vocabulary – <i>-ed / -ing</i> adjectives Vocabulary – Words connected with the body <b>Lesson 2</b> Grammar – <i>unless</i> + first conditional Reading – Five great jobs (1) Reading – Five great jobs (2) Listening – A horrible experience (1) Listening – A horrible experience (2) <b>Lesson 3: Vocabulary PLUS / Language in Action</b> Vocabulary – Words connected with work Vocabulary – Parts of the body review Vocabulary – Jobs review Vocabulary – Wordbuilder: affixes Vocabulary – Wordbuilder: <i>over-</i> Vocabulary – Focus on: <i>get</i> Dialogue – Giving advice and making suggestions (1) Dialogue – Giving advice and making suggestions (2)
		Unit 6	<b>Lesson 1</b> Grammar – Phrases for certainty and possibility Grammar – Second conditional Vocabulary – Animals Vocabulary – The natural world <b>Lesson 2:</b> Grammar – Past obligation and permission Reading – A different kind of supermarket (1) Reading – A different kind of supermarket (2) Listening – Time travel (1) Listening – Time travel (2) <b>Lesson 3:</b> Vocabulary – Superfoods Vocabulary – Medicine and health Vocabulary – Irregular plurals Vocabulary – Phrasal verbs: more or less of something Vocabulary – Focus on: on <i>earth</i> Vocabulary – Wordbuilder: <i>dis-</i> Dialogue – Describing things (1) Dialogue – Describing things (2)

Teacher monitored	ONLINE TESTS	UNIT TESTS	Unit 5 Part 1 Grammar – Vocabulary – Functions Unit 5 Part 2 Reading – Listening Unit 6 Part 1 Grammar – Vocabulary – Functions Unit 6 Part 2 Reading – Listening
		MID-TERM TESTS	Part 1 Grammar – Vocabulary – Functions Part 2 Reading: Online debate – Listening: Airport problems
	EXAM PRACTICE	EXAM PRACTICE	Cambridge B2 First Listening – Part 2: Exam practice 1 Cambridge B2 First Reading & Use of English – Part 4: Exam practice 1 Cambridge B2 First Writing – Part 2: Exam practice 4 TOEFL Listening: Quick test 4 TOEIC Reading 1C: Quick test 2 TOEIC Reading 1C: Quick test 2 TOEIC Reading 1D: Quick test 2
		EXAM PAPERS	Cambridge B2 First - Writing 1: Parts 1, 2 TOEFL Listening
	PROJECTS	GROUP PROJECTS: Science: Healthy vs. unhealthy food INDIVIDUAL WRITING TASKS: Write an advice column about stress and ways to avoid it	

Teacher Material		
Teacher's DIGI Pack	Presentation Software (IWB)	Units 5 and 6: Student's Book and Workbook
	Testbuilder + Test Audio	<p><b>Unit Test 5 Grammar:</b> Something + <i>make</i> + someone + adjective; First conditional (1); First conditional (2); <i>if / unless</i> <b>Vocab:</b> <i>-ed / -ing</i> adjectives; Words connected with the body; Words connected with work; Focus on: <i>get</i>; <b>Over-Functions:</b> Giving advice and making suggestions <b>Skills:</b> <b>Reading:</b> The country's most stressful jobs <b>Listening:</b> Stress <b>Writing:</b> A solution to a problem <b>Speaking:</b> The dangers of stress</p> <p><b>Unit Test 6 Grammar:</b> Second conditional (1); Second conditional (2); Past obligation and permission <b>Vocab:</b> Animals and categories; The natural world; Medicine and health (1) and (2); Superfoods; Phrasal verbs: More or less of something <b>Functions:</b> Describing things <b>Skills:</b> <b>Reading:</b> No fries! <b>Listening:</b> What would happen if there was no sun or moon? <b>Writing:</b> What would do without ____? <b>Speaking:</b> A fast-food restaurant.</p> <p><b>Progress Test 3: Reading:</b> The magic bulb</p>
	Teacher's Book	
	CLASS AUDIO	Student's Book Tracks 32-50 Exam Speaking & Pronunciation Practice Tracks 22-23
	WORKBOOK AUDIO	Tracks 14-18
Reference Material	Scope & Sequence, <i>I Can</i> statements, Workbook keys	

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 7 Technology, old and new</b>				
<b>CEFR B1</b>				
<b>OPENER</b>	<b>Technological inventions:</b> ATM (cash machine), cassette player, cell phone, CD-ROM, cloud storage, desktop, Facebook, IBM PC, iPad, iPod, laptop, monitor, mp3 player, Smartphone, Twitter, video cassette, Windows, Wi-Fi, world wide web ; app, computer, connectivity, hardware, mobile technology, operating system, printer, program, software, technology			Listening: a museum audio guide
<b>LESSON 1 Futurology</b>	<b>Optimism:</b> (adverbs of degree): extremely, really, quite, pretty, not very	<i>hope, will</i> future and future, continuous;	<b>Giving your opinion on various world topics</b> <b>Give a short talk about predictions for the future</b>	<b>Reading:</b> F.E. Smith's predictions  Listening: Thomas Frey's predictions
<b>LESSON 2 Big Brother is watching you</b>		Future plans and predictions	<b>Talking about future plans</b>  <b>Giving a talk about "our surveillance society"</b>	<b>Reading :</b> Two texts about personal information
<b>LESSON 3 Losing skills</b>	<b>On the road:</b> avenue, boulevard, highway, one-way street, path, road, a two-lane highway, a fork in the road, a T-junction, a road sign, an on ramp	Time adverbials	<b>Talking about technology in airplanes</b>  <b>Writing a script for your phone's navigation</b>	<b>Listening:</b> A conversation in a car
<b>LANGUAGE IN ACTION</b>	<b>Asking for and giving directions:</b> Do you know where the Museo del Barrio is? How long will it take to walk? I'm looking for the Museo del Barrio. Fifth Avenue is five blocks away. Keep going. Turn / Take a right. The best way is to go left from here and go one block to East 97th Street. You can't miss it.		<b>Asking for and giving directions</b>	
<b>Pronunciation activities:</b> Intonation: Different meanings of "Excuse me"				
<b>VOCABULARY PLUS</b> (p.125)	<b>Cars:</b> avenue, boulevard, cul-de-sac, freeway, highway, lane, main street, one-way-street, overpass, toll road <b>Pedestrians:</b> streetlights, underpass, overpass, highway, freeway, crosswalk, intersection, walkway, sidewalk, curb, stoplights, pedestrian mall, driveway, four-way stop, one-way street, stop sign <b>Collocations with future:</b> a brighter future, the foreseeable future, what the future holds, immediate future, in future, no future, an uncertain future			
<b>Pronunciation activities:</b> Sentence stress: Phrasal verbs				

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 8 Film and the movies</b>				
<b>CEFR B1</b>				
<b>INTRODUCTION</b>	<b>Compound nouns connected with movies:</b> action movie, blockbuster, camera operator, character actor, co-star, co-writer, film critic, film extra, film set, film star, leading actor, leading lady, makeup artist, scriptwriter, sound engineer, storyboard, story-writer		<b>Talking about the last movie you saw</b>	<b>Listening:</b> Movie news on the radio
<b>LESSON 1</b> <b>Who does what in the movie business?</b>	<b>Jobs in the movies:</b> assistant director, camera operator, casting director, composer, costume designer, director, director of photography, editor, foley artist, gaffer, location scout, producer, scriptwriter, set designer, sound designer <b>Adjectives to describe character:</b> calm, clean, decisive, easy-going, friendly, grumpy, hard-working, ignorant, indecisive, intelligent, knowledgeable, lazy, messy, moody, nervous, polite, rude, shy, smart, stupid, unintelligent.	Reporting orders and requests	<b>Describing and guessing jobs</b>  <b>Talking about two movies</b>  <b>Reporting what people said</b>	<b>Reading:</b> Jobs on a movie set  <b>Listening 2:</b> People talking about their favorite songs.
<b>LESSON 2</b> <b>From Mexico to Hollywood</b>	<b>Working in the home:</b> babysitter, bodyguard, caretaker, cat sitter, chauffeur, cleaner, companion, dog walker, gardener, housekeeper, house sitter, maid, nanny, personal assistant (PA)	<i>would and used to</i>	<b>Writing about your life as a child</b>	<b>Reading:</b> A text about the movie <i>Roma!</i>
<b>LESSON 3</b> <b>I'm going to be a star!</b>	<b>Jobs and actions:</b> call center operator / answers; bike courier / delivers; garbage collector / collects; security guard / watches, grocery store worker / works	Reporting what people say Reporting what people said	<b>Giving good and bad news</b>	<b>Listening 1:</b> a conversation with a casting director <b>Listening 2:</b> a conversation with a friend
<b>LANGUAGE IN ACTION</b>	<b>Giving good and bad news:</b> Come in. Sit down. It's open. Yes? // There's something I want to talk to you about. // There's something I've been meaning to say to you. // Thanks for coming. I'm glad you were able to make it.  <b>Good news and bad news:</b> dismiss, downsize, fire, give someone new responsibilities, lay someone off, let someone go, promote, resign, restructure, upgrade			<b>Listening:</b> A conversation
<b>Pronunciation practice:</b> Sentence intonation: Statements vs. questions				

<b>VOCABULARY PLUS</b> (p.126)	<p><b>At the movies:</b> at a movie, big / low budget movie, movie goer, catch a movie, film / movie premiere, movie buff, movie theater, silent movie, star in, a movie, take in, a movie.</p> <p><b>Collocations with video:</b> stream a video, a promotional video, upload a video, a home video, download a video, make a video</p> <p><b>Wordbuilder:</b> Adverbs / Nouns from adjectives: lazy / lazily; ignorant / ignorance</p> <p><b>Weddings:</b> best man, bride, bridesmaids, civil ceremony, groom, honeymoon, maid of honor, wedding reception</p>			
<b>Pronunciation activities:</b> Word stress: a rap				
<b>REVIEW</b> Units 7 & 8		The future (R) used to (R)	<b>Taking down notes</b> <b>Acting out an interview with a possible robot</b> <b>Talking about a happy memory; Writing about a happy memory; Talking about foreign films</b>	<b>Reading:</b> How human are robots? <b>Listening:</b> <i>Blade runner</i> <b>Culture Matters:</b> Movies and films

UNITS 7 & 8 MULTIMEDIA			
STUDENT MATERIAL			
For self-study	E-BOOK+	Units 7 and 8: Student's Book and Workbook	
	CLASS AUDIO	<b>Student's Book</b> Tracks 51-64 <b>Exam Speaking &amp; Pronunciation Practice</b> Tracks 24-26	
	WORKBOOK AUDIO	Tracks 19-24	
	STUDENT PRACTICE	PRONUNCIATION	<b>Unit 7:</b> Short and long vowel sounds /a/ as in not and /oʊ/ no; Words ending in /θ/ -th <b>Unit 8:</b> The vowel sounds /ɑ:/, /ɔ:/ and /ɜ:/; Sentence intonation: question vs. statement
EXTRA PRACTICE		The same Cyber Homework exercises for private student study (please see under "Cyber Homework" for detailed content)	
Teacher monitored	CYBER HOMEWORK	Unit 7	<b>Lesson 1</b> Grammar – <i>Will be able to, will</i> future, future continuous, <i>hope</i> Vocabulary – Inventions Vocabulary – Optimism: adverbs of degree <b>Lesson 2:</b> Grammar – Future plans and predictions (1) Grammar – Future plans and predictions (2) Reading – Cars of the future (1) Reading – Cars of the future (2) Listening – Smiles for the blind (1) Listening – Smiles for the blind (2) <b>Lesson 3: Vocabulary PLUS / Language in Action</b> Grammar – Time adverbials Vocabulary – On the road, cars, pedestrians (1) Vocabulary – On the road, cars, pedestrians (2) Vocabulary – Collocations Dialogue – Asking for and giving directions (1) Dialogue – Asking for and giving directions (2)
	CYBER HOMEWORK		<b>Lesson 1</b> Grammar – Reporting orders and requests



Teacher monitored	CYBER HOMEWORK	Unit 8	<p>Vocabulary – Compound nouns connected with movies  Vocabulary – Jobs in the movies  Vocabulary – Adjectives to describe character</p> <p><b>Lesson 2:</b>  Grammar – <i>Would</i> and <i>used to</i>  Vocabulary – Statistics  Reading – Advice for success (1)  Reading – Advice for success (2)  Listening – My favorite scene (1)  Listening – My favorite scene (2)</p> <p><b>Lesson 3:</b>  Grammar – Reporting what people say  Grammar – Reporting what people said  Vocabulary – Jobs and actions  Vocabulary – At the movies  Vocabulary – Collocations  Vocabulary – Wordbuilder  Vocabulary – Weddings  Dialogue – Giving good and bad news (1)  Dialogue – Giving good and bad news (2)</p>
	ONLINE TESTS	UNIT TESTS	<p><b>Unit 7 Part 1</b> Grammar – Vocabulary – Functions  <b>Unit 7 Part 2</b> Reading – Listening  <b>Unit 8 Part 1</b> Grammar – Vocabulary – Functions  <b>Unit 8 Part 2</b> Reading – Listening</p>
	EXAM PRACTICE	EXAM PRACTICE	<p><b>Cambridge B2 First Reading &amp; Use of English – Part 5:</b> Exam practice 1; <b>Cambridge B2 First Writing – Part 2:</b> Exam practice 5  <b>Cambridge C1 Advanced Writing – Part 4:</b> Exam practice 1  <b>IELTS Reading 1A:</b> Quick test 3 ; <b>IELTS Reading 1B:</b> Quick test 3  <b>TOEIC Listening 1B:</b> Quick test 2</p>
		EXAM PAPERS	<p><b>Cambridge B2 First - Writing 2:</b> Part 2  <b>TOEFL Reading:</b> Sections 1, 2, 3</p>
	PROJECTS	<p><b>GROUP PROJECTS:</b> Design and Technology: Living on Mars  <b>INDIVIDUAL WRITING TASKS:</b> Write a set of tips for the school magazine about how to use technology safely</p>	

TEACHER MATERIAL		
Teacher's DIGI Pack	Presentation Software (IWB)	Units 7 and 8: Student's Book and Workbook
	Testbuilder + Test Audio	<p><b>Unit Test 7 Grammar:</b> The future and time adverbials; <i>hope</i>; Future plans and predictions; Future continuous <b>Vocab:</b> On the road: British and American English; Technological inventions; Collocations with future; Optimism: Adverbs of degree <b>Functions:</b> Asking for and giving directions <b>Skills:</b> <b>Reading:</b> Thomas Frey's predictions <b>Listening:</b> Online surveillance <b>Writing:</b> Technology in my life <b>Speaking:</b> Technological developments in the future</p> <p><b>Unit Test 8 Grammar:</b> Orders and requests; Reporting orders and requests; Reporting what people say; Reporting what people said; Reporting questions; <i>would</i> and <i>used to</i> <b>Vocab:</b> Jobs; Statistics; Adjectives to describe character <b>Functions:</b> Giving good and bad news <b>Skills:</b> <b>Reading:</b> Today's stars <b>Listening:</b> What's their job? <b>Writing:</b> A day in the life of a ____ <b>Speaking:</b> A movie I've seen</p> <p><b>Progress Test 4: Reading:</b> Movie magic: is the magic going? (1) <b>IELTS Reading practice:</b> Movie magic: is the magic going? (2)</p>
	Teacher's Book	
	Class Audio	Student's Book Tracks 51-64
	Workbook Audio	Tracks 19-24
Reference Material	Scope & Sequence, <i>I Can</i> statements, Workbook keys	

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 9 Made to last?</b>				
<b>CEFR B1</b>				
<b>OPENER</b>	<b>Buildings:</b> art museum, cathedral, hotel, mosque, opera house, stadium		<b>Giving a talk about a beautiful building</b>	<b>Listening:</b> Students talking about famous buildings
<b>LESSON 1 Beautiful buildings</b>	<b>Materials:</b> brick, cardboard, clay, concrete, cotton, fiberglass, glass, gold, grass, ice, iron, mud, paper, plastic, sand, silver, steel, stone, straw, wood, wool	Passive (1): present and past simple	<b>Giving a talk about a well-known building</b> <b>Retelling a story</b>	<b>Listening:</b> The Sagrada Família
<b>LESSON 2 Ugly buildings</b>	<b>Compound nouns for buildings:</b> apartment building, apartment block, bus station, engineering building, engineering works, fire station, gas station, gas works, government building, office building, office block, police station, power station, residential building, residential block, school building, steel works, steel building, train station, water works	Passive (2): modals	<b>Talking about buildings with problems and what can happen to them</b>	<b>Reading :</b> Should they be demolished?
<b>LESSON 3 Cowboy contractors</b>	<b>Parts of a building:</b> attic, balcony, basement, bathroom, bedroom, ceiling, central heating, floor, floorboard, kitchen, living room, patio, pipe, radiator, roof, sink, space heater, staircase, toilet, wall, water heater, window, wiring <b>Building problems:</b> (be) blocked, damaged, dangerous, (have) dry rot, mold, not watertight, (have) cracks, holes	<i>have or get something done</i>	<b>Giving a presentation about work you've had done in your home</b> <b>Writing a poem</b>	<b>Listening 1:</b> A conversation about a cowboy contractor  <b>Reading:</b> About an old house
<b>LANGUAGE IN ACTION</b>	<b>Expressions for softening a complaint:</b> I'm afraid...; I'm (very) sorry, but...; I have to say that...; Actually,...		<b>Making and responding to a complaint</b>  <b>Acting out a polite and a less polite version of a complaint</b>	<b>Listening (1):</b> A conversation about a complaint <b>Listening (2):</b> A conversation about a complaint
<b>VOCABULARY PLUS (p.127)</b>	<b>Umbrella words:</b> Countable and uncountable nouns  <b>Wordbuilder:</b> Nouns from verbs; Verbs with the prefix <i>re-</i> Homophones	Phrasal verbs: <i>down</i>		

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 10 Wanting things to be different</b>				
<b>CEFR B1</b>				
<b>OPENER</b>			<b>Discussing quotations about wishes</b>  <b>Talking about wishes</b>	<b>Reading:</b> Quotes from famous people
<b>LESSON 1</b> <b>"Oh my!"</b>	<b>Mishaps:</b> <b>drop:</b> a plate, (the) garbage, money <b>fall off:</b> a bike <b>fall out of:</b> bed <b>get stuck in:</b> a traffic jam <b>lose:</b> instructions, a jacket, a map, money, a passport <b>misread:</b> instructions, a map <b>miss:</b> a bus <b>run out of:</b> coffee, ideas, money, gas <b>spill:</b> coffee <b>tear:</b> a jacket, a map, my dress	Wishes and regrets: <i>I wish...</i>	<b>Talking about things that have gone wrong</b> <b>Writing a poem</b>	
<b>LESSON 2</b> <b>Things would have been different</b>	<b>Greek myths:</b> make trouble, in full swing, grab, wealth, eventually, got together	Third conditional	<b>Retelling a Greek myth</b>  <b>Talking about a myth or legend from your country</b>	<b>Reading:</b> Eris and the golden apple
<b>LESSON 3</b> <b>Against the odds</b>	<b>Facing challenges:</b> ambulance, amputate, artificial, bionic, catastrophe, eventually, limb, struggle		<b>Retelling a survivor's story</b>  <b>Giving a short talk about an inspirational person</b>	<b>Reading:</b> Connections <b>Listening 1:</b> Information about a pop star <b>Listening 2:</b> A conversation about a ballroom dancer <b>Listening 3:</b> An interview about a ballet dancer
<b>LANGUAGE IN ACTION</b>	<b>Showing concern / Cheering someone up:</b> But you can't let it get you down; What a shame!; Tell you what ... ; What happened to you?; Why don't we go out?; I can imagine.; Are you OK?; What a shame.; That's awful.; Poor you!; You poor thing!; Oh, dear! / Oh, no!; How horrible / terrible!; I'm so sorry!; How disappointing!; That's shocking!; What a disaster!		<b>Showing concern; cheering someone up</b>  <b>Acting out a conversation showing concern</b>	<b>Listening 1 and 2:</b> Showing sympathy
<b>Pronunciation activities:</b> Using different voice ranges to convey meaning				

<b>VOCABULARY PLUS</b> (p.128)	<b>Gender specific and gender - neutral words:</b> <b>Gender-specific:</b> groom – bride; husband – wife; king – queen; lion – close up - lioness; nephew – niece; prince – princess; son – daughter; uncle – aunt; waiter – waitress; widower – widow <b>Gender neutral:</b> businessman – businessperson; cameraman – cameraperson / camera operator; chairman – chair / chairperson; cleaning lady – cleaner; fireman – firefighter; headmaster / headmistress – headteacher / head; housewife – homemaker; policeman / policewoman – police officer; salesman – salesperson; stewardess – flight attendant <b>Wordbuilder:</b> verbs with <i>mis-</i> <b>FOCUS ON:</b> <i>wrong</i>	Phrases with <i>back</i>		
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**Pronunciation activities:** Word stress: verbs with *mis-*

<b>REVIEW</b> Units 9 & 10			<b>Retelling Michaela's story</b>  <b>Talking about photos, places, people, etc. which have affected your life</b>  <b>Talking about types of dance</b>	<b>Reading:</b> A wind of change <b>Listening:</b> Michaela's story <b>Culture Matters:</b> Types of dance
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**UNITS 9 & 10 MULTIMEDIA**

**STUDENT MATERIAL**

<b>For self-study</b>	<b>E-BOOK+</b>	<b>Units 9 and 10:</b> Student's Book and Workbook		
	<b>CLASS AUDIO</b>	<b>Student's Book</b> Tracks 65-85 <b>Exam Speaking &amp; Pronunciation Practice</b> Tracks 27-29		
	<b>WORKBOOK AUDIO</b>	Tracks 25-30		
	<b>STUDENT PRACTICE</b>	<b>PRONUNCIATION</b>	<b>Unit 9:</b> Diphthongs /ae/ as in <i>chair</i> and /ɪ/ as in <i>year</i> ; Connected speech <b>Unit 10:</b> Weak form of have /əv/ when used in the third conditional; Word stress	
	<b>EXTRA PRACTICE</b>	The same Cyber Homework exercises for private student study (please see under "Cyber Homework" for detailed content)		
<b>Teacher monitored</b>	<b>CYBER HOMEWORK</b>	<b>Unit 9</b>	<b>Lesson 1</b> Vocabulary – Buildings Vocabulary – Materials Grammar – Passive: present and past simple <b>Lesson 2:</b> Grammar – Passive: modals Vocabulary – Buildings Reading – A fascinating museum (1) Reading – A fascinating museum (2) Listening – Home improvement (1) Listening – Home improvement (2) <b>Lesson 3:</b> Grammar – <i>Have / get something done</i> Grammar – <i>Need</i> Vocabulary – Building problems Vocabulary – Umbrella words Vocabulary – Phrasal verbs: <i>down</i> Vocabulary – Wordbuilder: nouns from verbs Vocabulary – Wordbuilder: verbs with the prefix <i>re-</i>	

Teacher monitored		Vocabulary – Homophones Dialogue – Making and responding to a complaint (1) Dialogue – Making and responding to a complaint (2)	
	CYBER HOMEWORK	Unit 10 <b>Lesson 1</b> Grammar – Wishes and regrets Vocabulary – Professions Vocabulary – Accidents <b>Lesson 2:</b> Grammar – Third conditional Reading – Shark attack (1) Reading – Shark attack (2) Listening – Regrets (1) Listening – Regrets (2) <b>Lesson 3:</b> Grammar – <i>be able to</i> Dialogue – Showing concern; cheering someone up (1) Dialogue – Showing concern; cheering someone up (2) Vocabulary – Gender-specific and gender-neutral words Vocabulary – Wordbuilder: verbs with the prefix <i>mis-</i> Vocabulary – Focus on: <i>wrong</i> Vocabulary – Phrasal verbs: <i>back</i>	
	ONLINE TESTS	UNIT TESTS <b>Unit 9 Part 1</b> Grammar – Vocabulary – Functions <b>Unit 9 Part 2</b> Reading – Listening <b>Unit 10 Part 1</b> Grammar – Vocabulary – Functions <b>Unit 10 Part 2</b> Reading – Listening	
	EXAM PRACTICE	EXAM PRACTICE	<b>Cambridge C1 Advanced Reading &amp; Use of English – Part 7:</b> Exam practice 1 <b>Cambridge C1 Advanced Writing – Part 4:</b> Exam practice 2; <b>Cambridge C1 Advanced Writing – Part 4:</b> Exam practice 3 <b>TOEFL Listening 1B:</b> Quick test 3; <b>TOEIC Reading 1E:</b> Quick test 4 <b>TOEIC Reading 1F:</b> Quick test 4
		EXAM PAPERS	<b>IELTS Speaking</b> Parts 1,2 <b>TOEFL</b> Listening
	PROJECTS	<b>GROUP PROJECTS:</b> Poetry: The Favorite Poem Project <b>INDIVIDUAL WRITING TASKS:</b> Write a news story	

### TEACHER MATERIAL

Teacher's DIGI Pack	Presentation Software (IWB)	Units 9 and 10: Student's Book and Workbook
	Testbuilder + Test Audio	<b>Unit Test 9 Grammar:</b> Passive voice: Present and past and modals; Passive voice (1); Passive voice (2); Passive voice (3); <i>have / get something done</i> <b>Vocab:</b> Materials; Buildings; Building problems <b>Functions:</b> Making and responding to a complaint <b>Skills: Reading:</b> "And the winner for the ugliest building in the world is..." <b>Listening:</b> The Westin St. Francis Hotel in San Francisco <b>Writing:</b> Beautiful buildings <b>Speaking:</b> A famous building in my country <b>Unit Test 10 Grammar:</b> Wishes and regrets; <i>If only</i> ; Conditionals; Third conditional <b>Vocab:</b> Gender-specific and gender-neutral nouns; Accidents; Focus on: <i>wrong</i> ; Phrasal verbs: <i>back</i> <b>Functions:</b> Showing concern; cheering someone up <b>Skills: Reading:</b> Remarkable people <b>Listening:</b> Myth and reality <b>Writing:</b> The day I ____ <b>Speaking:</b> Something I regret <b>Progress Test 5: Reading:</b> Richard Rogers at 80 <b>TOEFL Integrated Writing Practice:</b> Art Nouveau
	Teacher's Book	
	Class Audio	<b>Student's Book</b> Tracks 65-85 <b>Exam Speaking &amp; Pronunciation Practice</b> Tracks 27-29
	Workbook Audio	Tracks 25-30
Reference Material	Scope & Sequence, <i>I Can</i> statements, Workbook keys	

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 11 Games and temptation</b>				
<b>CEFR B1</b>				
<b>OPENER</b>	<b>Board games:</b> (the) arts, backgammon, bishop, board, cards, checkers, chess, dice, double, elephant, entertainment, history, horse, king, knight, literature, nature, Monopoly®, pawn, Pictionary®, queen, rook / castle, science, squares, triple, Scrabble®, Trivial Pursuit®			<b>Listening:</b> Descriptions of games
<b>LESSON 1</b> <b>Playing games</b>	<b>Compound nouns with game:</b> all-star game, ball game, board game, card game, end game, game plan, game show, multi - player game, war game, zero-sum game	Indirect questions	<b>Talking about video games statistics</b>  <b>Writing a description and giving a talk about games</b>	<b>Reading:</b> Some recent research findings <b>Listening:</b> street interviews about video games
<b>LESSON 2</b> <b>Temptation</b>	<b>Describing food:</b> bitter, bland, fresh, hot / spicy, ripe, rotten, salty, sour, stale, sweet	Defining relative clauses	<b>Writing and giving a presentation about your favorite food</b>	<b>Reading:</b> Self-control or smart thinking?
<b>LESSON 3</b> <b>Cheating?</b>	<b>Running and walking:</b> jog, limp, march, run, sprint, stride, stroll, walk	Making sentences into questions	<b>Confirming information</b>  <b>Preparing an argument</b>  <b>Persuading others to agree with your opinion</b>	<b>Listening 1:</b> a podcast about a runner
<b>LANGUAGE IN ACTION</b>	<b>Complimenting someone on their appearance:</b> I really like your shoes; That shirt looks great on you; That's a cool hat; That's a really nice shirt; Those are amazing shoes; Those glasses look good on you.		<b>Complimenting someone on their appearance</b>	
<b>Pronunciation activities:</b> Sentence stress: changing meaning according to stress and intonation				
<b>VOCABULARY PLUS</b> (p.129)	<b>Crime and criminals:</b> assault, blackmail, burglary, carjacking, fraud, hacking, kidnap, mugging, murder, pickpocketing, rape, robbery, shoplifting, stealing, theft <b>Crime verbs:</b> assault, break into, burgle, mug, rob, steal <b>Crime idioms:</b> highway robbery, rob someone blind, rob someone blind, get away with murder, steal one's thunder, steal the show			

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 12 Survival and loss</b>				
<b>CEFR B1</b>				
<b>OPENER</b>	<p><b>Hiking equipment:</b> book, camera, cell phone, chess set, chocolate, compass, hat, jacket, map, mp3 player (with your favorite music), a pair of extra shoes, space / thermal blanket, sticks / poles (for walking), stuffed animal, tablet / small laptop, tent, toilet paper, water bottle</p> <p><b>Surviving:</b> a clean bill of health, back on your feet, by the skin of my teeth, come through, convalesce, fade away, fail, get through, get worse, give up the ghost, live to fight another day, (not) make it, on the mend, outlive, perish, pull through, recover, succumb</p>		<p><b>Retelling a story</b></p> <p><b>Talking about survival</b></p> <p><b>Describing your favorite landscape</b></p>	<p><b>Listening:</b> a description of a night in the mountains</p>
<b>LESSON 1</b> <b>Why we forget</b>	<p><b>remember and forget:</b> forget, memorize, memory, remember, remind ; search high and low, lose your mind, memory kicks in</p>	Past perfect review	<b>Talking about a time when you forgot or lost something</b>	<p><b>Listening:</b> Three stories about forgetting things</p> <p><b>Reading:</b> Why we forget. Why we get lost.</p>
<b>LESSON 2</b> <b>A miracle rescue</b>	<p><b>Ways of showing comfort or care:</b> cradle, cuddle, embrace, hold, hug</p>	Non-defining relative clauses	<p><b>Retelling Dillon's story</b></p> <p><b>Talking about a time you helped or saved someone</b></p>	<p><b>Reading:</b> a story about baby Dillon</p>
<b>LESSON 3</b> <b>Songlines</b>	<p><b>Conditions:</b> carsickness, dehydration, dizziness, dry mouth, headache, irritability, insomnia, lying awake, morning sickness, nausea, seasickness, tiredness, vomiting, waking up frequently</p>	Verb tense (R)		<p><b>Listening:</b> a conversation in Melbourne</p> <p><b>Reading:</b> Songlines of the Aboriginal people of Australia</p>
<b>LANGUAGE IN ACTION</b>	<p><b>Telling and reacting to stories:</b> Are you sure I haven't told you this story before?; Incredible!; Don't stop now. It's just getting interesting.; It was quite a few years ago now.; Go on. What happened?; So, what did you do?; Have I ever told you about the time I ... ; So, to cut a long story short ... ; I still can't get over it.; You have heard this story before.; I'm sure I've told you this one before.; You must be kidding!</p>		<b>Telling and reacting to stories</b>	<p><b>Listening:</b> a story at an airport</p>

**Pronunciation activities:** Using pitch, intonation, and volume to show interest, amazement, disbelief, or boredom

<b>VOCABULARY PLUS</b> (p.130)	<b>Injuries:</b> Making adjectives from verbs: broken, bruised, dislocated, fractured, sprained, strained, swollen, twisted; ankle, arm, collarbone, back, eye, finger, jaw, leg, neck, nose, rib, shoulder, stomach, tooth, tummy (informal), wrist  <b>Body idioms (2):</b> to hand it to somebody, to be a pain in the neck, to put one's foot in one's mouth, to wear one's heart on one's sleeve to break a leg, to keep somebody / something at arm's length, a rule of thumb	Phrases with <i>break</i> <i>Crime and criminals</i> <i>Body language</i>		
<b>REVIEW</b> Units 11 & 12		Tense review  Defining and nondefining relative clauses	<b>Talking about people's reactions</b>  <b>Writing a story about one of these moments</b>  <b>Inventing and comparing laws</b>	<b>Reading:</b> Two scenarios  <b>Listening:</b> A podcast  <b>Culture Matters:</b> The law

### UNITS 11 & 12 MULTIMEDIA

#### STUDENT MATERIAL

<b>For self-study</b>	<b>E-BOOK+</b>	<b>Units 11 and 12:</b> Student's Book and Workbook		
	<b>CLASS AUDIO</b>	<b>Student's Book</b> Tracks 86-98 <b>Exam Speaking &amp; Pronunciation Practice</b> Tracks 30-31		
	<b>WORKBOOK AUDIO</b>	Tracks 31-36		
	<b>STUDENT PRACTICE</b>	<b>PRONUNCIATION</b>	<b>Unit 11:</b> Some sounds of the letter 'A': /ɑː/, /eɪ/, /ɔː/, and /ə/; Sentence stress <b>Unit 12:</b> Short and long vowel sounds: /ɒ/, /oʊ/, /iː/, /e/, /aɪ/, /ɪ/; Sentence intonation: expressing emotion	
<b>Teacher monitored</b>	<b>CYBER HOMEWORK</b>	<b>Unit 11</b>	<b>Lesson 1:</b> Grammar – Indirect questions Vocabulary – Board games Vocabulary – Games <b>Lesson 2:</b> Grammar – Defining relative clauses Vocabulary – Describing food Reading – Store games (1) Reading – Store games (2) Listening – Studying to music (1) Listening – Studying to music (2) <b>Lesson 3:</b> Grammar – Making sentences into questions Vocabulary – Running and walking Vocabulary – Crime and criminals Vocabulary – Crime verbs Vocabulary – Crime metaphors Dialogue – Complimenting someone's appearance (1) Dialogue – Complimenting someone's appearance (2)	



Teacher monitored	CYBER HOMEWORK	Unit 12	<p><b>Lesson 1</b> Grammar – Past perfect review Vocabulary – Emergency equipment Vocabulary – Features in a landscape Vocabulary – <i>Remember</i> and <i>forget</i></p> <p><b>Lesson 2 :</b> Grammar – Non-defining relative clauses Vocabulary – Injuries Reading – The negative effects of technology (1) Reading – The negative effects of technology (2) Listening – A Spanish anecdote (1) Listening – A Spanish anecdote (1)</p> <p><b>Lesson 3:</b> Grammar – Tense review Vocabulary – Conditions Vocabulary – Injuries Vocabulary – Body metaphors Vocabulary – Phrasal verbs : <i>break</i> Dialogue – Telling and reacting to stories (1) Dialogue – Telling and reacting to stories (2)</p>
	ONLINE TESTS	UNIT TESTS	<p><b>Unit 11 Part 1</b> Grammar – Vocabulary – Functions <b>Unit 11 Part 2</b> Reading – Listening <b>Unit 12 Part 1</b> Grammar – Vocabulary – Functions <b>Unit 12 Part 2</b> Reading – Listening</p>
	EXAM PRACTICE	EXAM PRACTICE	<p><b>Cambridge B2 First Listening – Part 4:</b> Exam practice 1 <b>Cambridge B2 First Reading &amp; Use of English – Part 7:</b> Exam practice 1; <b>Cambridge B2 First Writing – Part 2:</b> Exam practice 7 <b>Cambridge B2 First Writing – Part 2:</b> Exam practice 7 <b>IELTS Writing:</b> Quick test 3 <b>TOEIC Listening 1C:</b> Quick test 2</p>
		EXAM PAPERS	<p><b>IELTS Reading:</b> Sections 1, 2, 3 <b>TOEFL Speaking:</b> Sections 1, 2, 3, 4, 5, 6</p>
	PROJECTS	<p><b>GROUP PROJECTS:</b> Geography: A sense of direction <b>INDIVIDUAL WRITING TASKS:</b> Write the instructions for a game</p>	

#### TEACHER MATERIAL

Teacher's DIGI Pack	Presentation Software (IWB)	Units 11 and 12: Student's Book and Workbook
	Testbuilder + Test Audio	<p><b>Unit Test 11 Grammar:</b> Indirect questions (1) and (2); Defining relative clauses (1), (2) and (3); Making sentences into questions <b>Vocab:</b> Games; Running and walking <b>Functions:</b> Complimenting someone's appearance <b>Skills: Reading:</b> Learning in your sleep <b>Listening:</b> Video games. <b>Writing:</b> Pros and cons of online games <b>Speaking:</b> Cheating</p> <p><b>Unit Test 12 Grammar:</b> Past perfect review; Tense review; Non-defining relative clauses (1); Non-defining relative clauses (2) <b>Vocab:</b> Conditions; <i>Remember</i> and <i>forget</i>; Injuries; Body idioms (2); Phrasal verbs: <i>break</i> <b>Functions:</b> Telling and reacting to stories <b>Skills: Reading:</b> Disaster on Everest <b>Listening:</b> The hippocampus <b>Writing:</b> A mystery story <b>Speaking:</b> An injury</p> <p><b>Progress Test 6: Reading:</b> A night on the mountain <b>TOEFL Integrated Speaking Practice:</b> The brain of H.M.</p>
	Teacher's Book	
	Class Audio	Student's Book Tracks 96-110
	Workbook Audio	Tracks 29-32
Reference Material	Scope & Sequence, <i>I Can</i> statements, Workbook keys	