

**AMERICAN**

# **JETSTREAM**

**UPPER-INTERMEDIATE**

**Second edition**



Scope & Sequence

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 1 Beginnings</b>				
<b>CEFR B1</b>				
<b>OPENER</b>			Talking about the meaning of names	
<b>LESSON 1</b> <b>Breaking free</b>	<b>Collocations with <i>home</i>:</b> to be at home; to live at home; to move back home; to work from home; to leave home; a broken home; a family home; a vacation home	Time and tense Review 1: present simple, present continuous, present perfect, past simple, past continuous	Talking about the concept of “home”  Writing an essay on the concept of “home”	<b>Reading:</b> The Angulo Family
<b>LESSON 2</b> <b>How (not) to learn a language</b>	<b>Collocations with <i>keep</i>:</b> to keep at arm’s length; to keep quiet; to keep busy; to keep calm; to keep in the loop; to keep a low profile; to keep secret; to keep one’s shirt on; to keep shut; to keep (sby) waiting	Time and tense Review 2: past simple, past perfect, present perfect simple, present perfect continuous	Talking about language acquisition and the best ways of learning a language  Writing a story about a childhood event	<b>Reading 1:</b> The enigma of language  <b>Listening:</b> A conversation about <i>The Jungle Book</i>  <b>Reading 2:</b> Rudyard Kipling  <b>Speaking and Writing:</b> Tell and write a story about something that happened to you when you were young
<b>Pronunciation activities:</b> words that sound like <i>for</i>				
<b>LESSON 3</b> <b>Life soundtrack</b>	<b>Emotions:</b> hide one’s emotions; overcome with emotion; overwhelming emotion; pent-up emotions; show one’s emotions	Time and tense Review 3: <i>going to</i> , <i>will</i> future, present continuous for future, present simple for future, future perfect, future continuous	Talking about the future  Talking about music that has meant a lot to you in your life	<b>Listening 1:</b> A radio show about music and life
<b>VOCABULARY PLUS</b>	<b>Wordbuilder:</b> Nouns from verbs: suffixes <i>-(t)ion, -ation, -ition, -sion, -ment, -ence, -ance</i>  <b>Phrasal verbs and expressions bring:</b> bring about / bring down / bring home / bring in / bring out / bring out the best (worst) in / bring to mind / bring up			
<b>LANGUAGE IN ACTION</b>	<b>Expressing disappointment and sympathy</b>			
<b>Pronunciation activities:</b> the different meanings of <i>you know</i>				

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 2 Come to your senses!</b>				
<b>CEFR B1/B2</b>				
<b>OPENER</b>	<b>Hobbies and activities:</b> cooking, dancing, driving, listening to music, meeting friends, doing a jigsaw puzzle, dancing, driving, following directions, going for a walk, swimming, learning English, playing games online, playing soccer, playing the trumpet, shopping for food, drawing, watching TV, texting, taking a bus ride		Talking about different learning styles	
<b>LESSON 1 Hands on!</b>	<b>Toys:</b> beach ball, Frisbee, hula hoop, Koosh ball, Lego, Mindflex, Rubik's Cube, Super Soaker, yo-yo  <b>Manual activities:</b> catch, grab, grasp, hold, pick up, put down, scratch, stroke, throw, touch, wave	Relative clauses: defining and non-defining	Talking about different toys and how they affect learning  Describing childhood toys  Writing an opinion essay	
<b>LESSON 2 Paint the town red!</b>	<b>Expressions with colors:</b> blood / brick / coral red; lemon / olive green; navy / midnight / sea blue; mustard yellow; salmon pink	Hedging: making cautious statements	Talking about two paintings  Talking about colors and how they affect people  Giving a presentation on color	<b>Listening:</b> A conversation about color associations  <b>Reading:</b> Color and how it affects us
<b>LESSON 3 Sounds interesting?</b>	<b>Music:</b> blues, classical, electronic, garage, gospel, hip hop, jazz, new age, opera, pop, punk, reggae  <b>Sounds:</b> bubbling, creaking, crunching, crying, drumming, gurgle, hissing, scraping, ticking, whistling	Verb patterns 1: cause and effect: make someone / something + adjective; make someone / something + do; cause somebody + to...; stop someone from + -ing; prevent someone from + -ing	Talking about different music styles and the music you listen to  Talking about sounds you like	<b>Listening 1 :</b> Interviews about music preferences  <b>Listening 2:</b> a radio interview about "caraoke"  <b>Reading:</b> Poem <i>The Sound Collector</i>
<b>VOCABULARY PLUS</b>	<b>Wordbuilder:</b> Nouns from adjectives: suffixes <i>-ity, -ness, -ence, -ance, -th, -dom</i>  <b>Phrasal verbs and expressions see:</b> see better days / see eye to eye / see much of (sby) lately / see off / see red / see stars / see the last of (sby) / see through / see to it			
<b>LANGUAGE IN ACTION</b>	Talking about pros and cons			
Pronunciation activities: changing meaning through intonation				
<b>REVIEW Units 1 &amp; 2</b>	<b>Reading:</b> The Montessori Method <b>Culture Matters:</b> Cat cafés and other ideas			

**UNITS 0, 1 & 2 MULTIMEDIA**

**Student Material**

**ONLINE Placement Tests**

<b>For private student study</b>	<b>E-BOOK+</b>	<b>Units 1 and 2:</b> Student's Book and Workbook	
	<b>CLASS AUDIO</b>	<b>Student's Book</b> Tracks 01-21	
	<b>WORKBOOK AUDIO</b>	Tracks 01 – 07	
	<b>STUDENT PRACTICE</b>	<b>PRONUNCIATION</b>	<b>Unit 1:</b> Word stress; Past or present <b>Unit 2:</b> Connected speech; Expressing emotion with word stress
<b>EXAM 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 1</b>	<p><b>Lesson 1</b> Grammar – Time and tense review: present and past (1) Grammar – Time and tense review: present and past (2) Grammar – Time and tense review: present and past (3) Vocabulary – Collocations (1) Vocabulary – Collocations (2) Vocabulary – Collocations (3)</p> <p><b>Lesson 2</b> Reading – The mystery of the forest boy (1) Reading – The mystery of the forest boy (2) Grammar – Time and tense review: past (1) Grammar – Time and tense review: past (2) Vocabulary – <i>Keep</i> (1) Vocabulary – <i>Keep</i> (2)</p> <p><b>Lesson 3:</b> Listening: My favorite song (1) Listening: My favorite song (2) Dialogue – Expressing disappointment Dialogue – Expressing joy Grammar – Time and tense review: the future (1) Grammar – Time and tense review: the future (2) Vocabulary – Emotions (1) Vocabulary – Emotions (2)</p>
		<b>Unit 2</b>	<p><b>Lesson 1</b> Grammar – Relative clauses (1) Grammar – Relative clauses (2) Grammar – Relative clauses (3) Vocabulary – Manual activities (1) Vocabulary – Manual activities (2) Vocabulary – Manual activities (3)</p> <p><b>Lesson 2</b> Reading – Colors for profit (1) Reading – Colors for profit (2) Grammar – Present perfect continuous Grammar – Hedging: making cautious statements (1) Grammar – Hedging: making cautious statements (2) Vocabulary – Expressions with colors (1) Vocabulary – Expressions with colors (2)</p> <p><b>Lesson 3</b> Dialogue – Talking about advantages and disadvantages Grammar – Verb patterns: cause and effect (1) Grammar – Verb patterns: cause and effect (2) Vocabulary – Sounds (1) Vocabulary – Sounds (2)</p>

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 2 <b>Cambridge B2 First Reading &amp; Use of English – Part 1:</b> Exam practice 2 <b>Cambridge B2 First Writing – Part 1:</b> Exam practice 2 <b>IELTS Listening:</b> Quick test 4 <b>TOEIC Reading 1A:</b> Quick test 3
		EXAM PAPERS	<b>Cambridge B2 First – Listening Parts</b> 1, 2, 3, 4 <b>Cambridge B2 First – Reading Parts</b> 1, 2, 3, 4, 5, 6, 7 <b>Cambridge B2 First – Speaking Parts</b> 1, 2, 3, 4
	PROJECTS	<b>GROUP PROJECTS:</b> Music: A history of rap <b>INDIVIDUAL WRITING TASKS:</b> Write a biography of a famous author from your country	

Teacher Material		
Teacher's DIGI Pack	Presentation Software (IWB)	<b>Units 1 and 2:</b> Student's Book and Workbook
	Testbuilder + Test Audio	<b>Unit Test 1 Grammar:</b> Time and tense review: the present and the past (1); Time and tense review: the present and the past (2); Time and tense review: the future <b>Vocab:</b> Collocations: <i>keep</i> ; Collocations: <i>home</i> ; Emotions <b>Functions:</b> Expressing disappointment and joy <b>Skills: Reading:</b> Beginnings <b>Listening:</b> How (not) to learn a language <b>Writing:</b> An experience using or learning English <b>Speaking:</b> Giving a talk about a visit to the movies  <b>Unit Test 2 Grammar:</b> Hedging: making cautious statements; Relative clauses: Verb patterns: cause and effect <b>Vocab:</b> Toys Manual activities; Sounds Music <b>Functions:</b> Talking about advantages and disadvantages. (1); Talking about advantages and disadvantages. (2) <b>Skills: Reading:</b> Hands on! <b>Listening:</b> Paint the town red! <b>Writing:</b> An essay <b>Speaking:</b> A conversation about learning styles  <b>Progress Test 1: Reading:</b> Healing light? <b>IELTS Reading Practice:</b> Maria Montessori
	Teacher's Book	
	CLASS AUDIO	<b>Student's Book</b> Tracks 01-21
	WORKBOOK AUDIO	Tracks 01-07
Reference Material	Scope & Sequence, <i>I Can</i> statements, Workbook keys	

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 3 Watch your language!</b>				
<b>CEFR B1/B2</b>				
<b>OPENER</b>	<b>Collocations with <i>language</i>:</b> colloquial, dead, everyday, extinct, first, foreign, living, maternal, modern, mother, native, offensive, official, poetic, scientific, second, sign, spoken, strong, target, the Russian, weak, world, written		Talking about languages	
<b>LESSON 1 Worldwide words!</b>	<b>Loan words:</b> lend, borrow, loan <b>Roots of English</b>	Comparison: <i>a lot, more, X times as many, the most, by a long way</i>	Comparing statistics of world languages	
<b>Pronunciation activities:</b> plurals with the sound /dʒɪz/				
<b>LESSON 2 Say what you mean!</b>	<b>Expressions with <i>can't</i>:</b> can't help, can't face, can't stand, can't wait	Modal verbs: can / can't, could / couldn't, have to / don't have to, must / must not, should / shouldn't, may / may not, might / might not	Thinking about how often we use the word <i>love</i>  Writing a report Analyzing the poem <i>Chivvy</i>  Talking about how adults and children communicate	<b>Reading:</b> People, curb your enthusiasm <b>Listening:</b> A talk by a life coach on limiting language
<b>LESSON 3 What words reveal</b>		Cleft sentences	Talking about the most beautiful words in English  Writing a story about words  Conducting a survey about words Writing a report	<b>Reading:</b> Popular favorite words
<b>VOCABULARY PLUS</b>	<b>Wordbuilder:</b> Adjectives: suffixes <i>-al, -ive, -ic</i> . Difference between <i>-al</i> and <i>-ic</i>  <b>Collocations and phrases <i>strike</i>:</b> strike a balance / strike while the iron's hot / it strikes me as / struck a blow / struck a chord / struck gold / struck me that / struck up			
<b>LANGUAGE IN ACTION</b>	<b>Expressing preferences</b>			
<b>Pronunciation activities:</b> using intonation to convey preferences				

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 4 Conflict and resolution</b>				
<b>CEFR B1/B2</b>				
<b>OPENER</b>	<b>Everyday phrases from war and boxing:</b> attack, battle, catch someone off (their) guard, come out with guns blazing, counterattack, deadly accurate, defeat, demolish, go in for the kill, (be) on target, on the defensive, have somebody on the ropes, punch above your weight, go down in flames, take no prisoners, victory, war, win, wipe somebody out			<b>Listening:</b> A museum audio commentary
<b>LESSON 1</b> Remembering war		Adverbs and adverb phrases	<b>Talking about war memorials</b>  <b>Giving a presentation about a national event</b>	<b>Reading:</b> Extract from <i>War Horse</i>
<b>LESSON 2</b> War stories	<b>Hearing and listening:</b> audible, eavesdrop, hear, listen, make out, overhear <b>Compound words with war:</b> war correspondent, war crime, war criminal, war grave, war hero, war veteran, war wound	Gerunds and participles	<b>Acting out an interview</b>  <b>Talking about the good and bad of war</b>  <b>Writing an essay about war</b>	<b>Reading 1:</b> Extracts from <i>Dispatches</i>  <b>Reading 2:</b> No place for a lady?
<b>Pronunciation activities:</b> diphthongs /eɪ/, /aɪ/, /oʊ/				
<b>LESSON 3</b> It's not fair!	<b>Arguments:</b> do, get into, have, lose, make, start, win	Future in the past	<b>Writing a blog post about conflict resolution</b>	<b>Listening 1:</b> A conversation between school boys and a teacher  <b>Reading 2:</b> West-Eastern Divan Orchestra
<b>VOCABULARY PLUS</b>	<b>Wordbuilder:</b> Nouns for people. suffixes <i>-er, -or, -ee, -ian, ist, -ent / -ant</i>  <b>Phrasal verbs get:</b> get along / get away / get behind / get by / get down / get off / get out / get over / get around / to / get along with			
<b>LANGUAGE IN ACTION</b>	<b>Strengthening opinions with examples and adverbs</b>			
<b>Pronunciation activities:</b> sentence stress and intonation				
<b>REVIEW</b> Units 3 & 4	<b>Reading:</b> Zoe's Problem Page: Conflict in the workplace <b>Culture Matters</b> Words that are difficult to translate			

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 22-34	
	WORKBOOK AUDIO	Tracks 08-16	
	ONLINE TRAINING	PRONUNCIATION	<p><b>Unit 3:</b> Sentence stress; Affirmative and negative modals</p> <p><b>Unit 4:</b> Diphthongs /eɪ/, /aɪ/, /əʊ/; Future or future in the past</p>
	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	<p><b>Lesson 1</b></p> <p>Grammar – Comparison (1)</p> <p>Grammar – Comparison (2)</p> <p>Grammar – Comparison (3)</p> <p>Vocabulary – Loan words (1)</p> <p>Vocabulary – Loan words (2)</p> <p>Vocabulary – Roots of English</p> <p><b>Lesson 2</b></p> <p>Reading – New words in the English language (1)</p> <p>Reading – New words in the English language (2)</p> <p>Grammar – Modal verbs (1)</p> <p>Grammar – Modal verbs (2)</p> <p>Vocabulary – Expressions with <i>can't</i> (1)</p> <p>Vocabulary – Expressions with <i>can't</i> (2)</p> <p><b>Lesson 3</b></p> <p>Listening – Words and meaning (1)</p> <p>Listening – Words and meaning (2)</p> <p>Dialogue – Expressing preferences</p> <p>Grammar – Cleft sentences (1)</p> <p>Grammar – Cleft sentences (2)</p> <p>Vocabulary – Sounds (1)</p> <p>Vocabulary – Sounds (2)</p>
		Unit 4	<p><b>Lesson 1</b></p> <p>Grammar – Adverbs and adverb phrases (1)</p> <p>Grammar – Adverbs and adverb phrases (2)</p> <p>Grammar – Adverbs and adverb phrases (3)</p> <p>Vocabulary – Adverbs and adverb phrases (1)</p> <p>Vocabulary – Adverbs and adverb phrases (2)</p> <p>Vocabulary – Adverbs and adverb phrases (3)</p> <p><b>Lesson 2</b></p> <p>Reading – The scoop of the century (1)</p> <p>Reading – The scoop of the century (2)</p> <p>Grammar – Gerunds and participles (1)</p> <p>Grammar – Gerunds and participles (2)</p> <p>Vocabulary – Hearing and listening (1)</p> <p>Vocabulary – Hearing and listening (2)</p> <p>Vocabulary – About war (1)</p> <p>Vocabulary – About war (2)</p> <p><b>Lesson 3</b></p> <p>Listening – New beginnings (1)</p> <p>Listening – New beginnings (2)</p> <p>Dialogue – Strengthening opinions with examples (1)</p> <p>Dialogue – Strengthening opinions with examples (2)</p> <p>Grammar – Future in the past (1)</p> <p>Grammar – Future in the past (2)</p> <p>Vocabulary – Arguments (1)</p> <p>Vocabulary – Arguments (2)</p>



	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 2 <b>Cambridge B2 First Reading &amp; Use of English – Part 3:</b> Exam practice 2 <b>Cambridge B2 First Writing – Part 2:</b> Exam practice 2 <b>TOEFL Reading 1A:</b> Quick test 2 <b>TOEFL Reading 1B:</b> Quick test 2 <b>TOEIC Listening 1A:</b> Quick test 3
		EXAM PAPERS	<b>Cambridge B2 First – Writing Parts</b> 1, 2 <b>Cambridge C1 Advanced – Listening Parts</b> 1, 2, 3, 4 <b>Cambridge C1 Advanced – Reading Parts</b> 1, 2, 3, 4, 5, 6, 7, 8
	PROJECTS	<b>GROUP PROJECTS:</b> History: War <b>INDIVIDUAL WRITING TASKS:</b> Write a blog about learning English	

Teacher Material		
Teacher's DIGI Pack	Presentation Software (IWB)	Units 3 and 4: Student's Book and Workbook
	Testbuilder + Test Audio	<b>Unit Test 3 Grammar:</b> Comparison; Modal verbs Cleft sentences <b>Vocab:</b> Expressions with <i>can't</i> ; Loan words (1); Loan words (2) Collocations with <i>strike</i> <b>Functions:</b> Expressing preferences <b>Skills: Reading:</b> Personal Passions <b>Listening:</b> Say what you mean! <b>Writing:</b> A report about a survey. <b>Speaking:</b> A talk about online language learning  <b>Unit Test 4 Grammar:</b> Adverbs and adverb phrases; Future in the past; Gerunds and participles <b>Vocab:</b> Hearing and listening about war; Arguments (1) Arguments (2); Arguments (3) <b>Functions:</b> Strengthening opinions with examples and adverbs <b>Skills: Reading:</b> War stories <b>Listening:</b> Remembering war <b>Writing:</b> A blog post about ways to end war <b>Speaking:</b> A conversation about the pros and cons of political demonstrations  <b>Progress Test 2: Close:</b> Business English Blog <b>TOEFL:</b> Integrated Writing Practice: Women in World War 1
	Teacher's Book	
	CLASS AUDIO	<b>Student's Book</b> Tracks 22-34 <b>Exam Speaking &amp; Pronunciation Practice</b> Tracks 20-21
	WORKBOOK AUDIO	Tracks 08-16
Reference Material	Scope & Sequence, <i>I Can</i> statements, Workbook keys	

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 5 Telling tales!</b>				
<b>CEFR B2</b>				
<b>OPENER</b>	<b>Fiction genres:</b> crime fiction, fables, graphic novel, horror, romance, science fiction, thriller, magical realism		<b>Discussing opening lines of books</b>  <b>Talking about books you have read</b>	
<b>LESSON 1</b> <b>Once upon a time...</b>		Narrative tenses: past simple, past continuous, past perfect, past perfect continuous	<b>Writing a well-known story in your own words</b>	<b>Listening 1:</b> Opening lines and a summary of a story  <b>Listening 2:</b> The end of a traditional story
<b>LESSON 2</b> <b>Responses to reading</b>	Opinions: positive: I couldn't wait; fast-paced; unrelenting suspense, intriguing; couldn't put it down; a real masterpiece; incredibly perceptive; thoughtprovoking; tremendous relevance; negative: dismal; disappointingly cardboard characters; letdown; offputting; one-dimensional; shocking; utterly predictable; tedious	somewhere, everything, etc.	<b>Writing and presenting a commentary for a video trailer</b>  <b>Group storytelling</b> <b>Writing a book review</b>	<b>Reading 1:</b> Extract from Stephen King thriller <i>Under the Dome</i> <b>Listening:</b> readers' opinions of <i>Under the Dome</i> <b>Reading 2:</b> reviews of <i>Under the Dome</i>
<b>Pronunciation activities:</b> word stress on positive and negative opinions				
<b>LESSON 3</b> <b>How to write ... and how not to!</b>		'd = <i>had</i> and <i>would</i>	<b>Talking about writing, speaking, and editing</b>  <b>Writing a bad beginning to a short story</b>	<b>Listening 1 :</b> A conversation about the rules of writing <b>Reading:</b> extract from <i>The Maltese Cat</i> <b>Listening 2:</b> Information about writing, speaking, and editing
<b>VOCABULARY PLUS</b>	<b>Wordbuilder:</b> Adjectives: suffixes <i>-able / -ible, -ant / -ent, -ful, -ous</i>  <b>Phrasal verbs come:</b> come across / come alive / come in / come into / come off / come out / come to / come up with			
<b>LANGUAGE IN ACTION</b>	<b>Agreeing; politely disagreeing</b>			
<b>Pronunciation activities:</b> stress and intonation in polite disagreements				

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 6 The nature of sports</b>				
<b>CEFR B2</b>				
<b>OPENER</b>	<b>Sports and activities:</b> checkered flag, cue, defender, drop kick, eight ball, flip turn, goal, handlebars, heat, pass, set, serve, spike, triple twenty		<b>Defining the idea of "sport"</b>	<b>Listening:</b> Sports commentaries
<b>LESSON 1</b> <b>All at sea</b>	<b>Ways of liking and not liking:</b> can't get enough of; I can take it or leave it; it leaves me cold; it's just not for her; can't stand; not crazy about; detest; loathe	<b>Articles</b>	<b>Researching information about a sporting event</b>  <b>Writing a description of a sporting event</b>	<b>Reading:</b> The America's Cup
<b>LESSON 2</b> <b>Floating or sinking?</b>	<b>Hobbies and activities:</b> base jumping; beekeeping, birdwatching, body building, breakdancing, candle making, cheerleading, coin collecting, flower arranging, fossil detecting, metal detecting, model making, mountain climbing, plane making, rock climbing, stamp collecting, trainspotting	Verb patterns 2: verb + <i>-ing</i> form, infinitive or <i>that</i> clause	<b>Giving a presentation of an unusual sport</b>  <b>Writing a description of an unusual sport</b>	<b>Reading 1:</b> Men in trunks <b>Listening:</b> A review of the movie <i>Men who swim</i> <b>Reading 2:</b> A different kind of ball game
<b>Pronunciation activities:</b> consonant clusters				
<b>LESSON 3</b> <b>This is fun?</b>	<b>Prepositions of movement:</b> across, along, down, from, into, off, onto, over, through, towards, under, up  <b>Verbs of movement:</b> climb, crawl, hang, jump, make (your way), rope, run, slide, walk	Phrasal verbs 1  Phrasal verbs 2	<b>Designing a mud run course</b>  <b>Writing an online press announcement for a mud run</b>	<b>Reading:</b> Welcome to the world of mud running  <b>Listening 1:</b> A conversation about a mud run  <b>Listening 2:</b> advice for doing a mud run
<b>VOCABULARY PLUS</b>	<b>Wordbuilder:</b> Verbs with prefix <i>en-</i> ; general word building  <b>Phrasal verbs take:</b> (not) take any notice of / take to heart / (not) take kindly to / (not) to take offense / take over / take pains / take pity			
<b>LANGUAGE IN ACTION</b>	<b>Expressing views:</b> That's all I'm saying. Anyway. But that's just the point. Do you really think so? Fair enough. First of all,... What do you mean? I mean, it's only logical. That's a good point. What I mean is... Well, you're right about that			
<b>Pronunciation activities:</b> changing sentence stress to change meaning				
<b>REVIEW</b> <b>Units 5 &amp; 6</b>	<b>Reading:</b> What I Talk About When I Talk About Running <b>Culture Matters:</b> National sports			

**UNITS 5 & 6 MULTIMEDIA**

**Student Material**

<b>For private student study</b>	<b>E-BOOK+</b>	<b>Units 5 and 6:</b> Student's Book and Workbook	
	<b>CLASS AUDIO</b>	<b>Student's Book</b> Tracks 35-55 <b>Exam Speaking &amp; Pronunciation Practice</b> Tracks 22-23	
	<b>WORKBOOK AUDIO</b>	Tracks 17-30	
	<b>STUDENT PRACTICE</b>	<b>PRONUNCIATION</b>	<b>Unit 5:</b> 'd = had or would?; Stress and intonation in polite disagreements <b>Unit 6:</b> 'd = Compound nouns; Degree of feeling
<b>EXAM 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 5</b>	<p><b>Lesson 1</b> Lesson 1 Grammar – Narrative tenses (1) Grammar – Narrative tenses (2) Grammar – Narrative tenses (3) Vocabulary – Genres of fiction (1) Vocabulary – Genres of fiction (2) Vocabulary – Genres of fiction (3)</p> <p><b>Lesson 2</b> Reading – A modern heroine (1) Reading – A modern heroine (2) Grammar – <i>-one / -thing</i> (1) Grammar – <i>-one / -thing</i> (2) Vocabulary – Stories (1) Vocabulary – Stories (2)</p> <p><b>Lesson 3:</b> Listening – Joel Rogers (1) Listening – Joel Rogers (2) Dialogue – Agreeing; politely disagreeing (1) Dialogue – Agreeing; politely disagreeing (2) Grammar – 'd = had and would (1) Grammar – 'd = had and would (2) Vocabulary – Opinions (1) Vocabulary – Opinions (2)</p>
		<b>Unit 6</b>	<p><b>Lesson 1</b> Lesson 1 Grammar – Articles (1) Grammar – Articles (2) Grammar – Articles (3) Vocabulary – Ways of liking and not liking (1) Vocabulary – Ways of liking and not liking (2) Vocabulary – Ways of liking and not liking (3)</p> <p><b>Lesson 2</b> Reading – From existential crisis to a new start (1) Reading – From existential crisis to a new start (2) Grammar – Verb patterns (1) Grammar – Verb patterns (2) Vocabulary – Hobbies and activities (1) Vocabulary – Hobbies and activities (2)</p> <p><b>Lesson 3:</b> Listening - A mud run (1) Listening - A mud run (2) Dialogue – Expressing views (1) Dialogue – Expressing views (2) Grammar – Phrasal verbs (1) Grammar – Phrasal verbs (2)</p>

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 2 Cambridge B2 First Reading & Use of English – Part 4: Exam practice 2 Cambridge B2 First Writing – Part 2: Exam practice 8 IELTS Reading 1A: Quick test 4 IELTS Reading 1B: Quick test 4 IELTS Reading 1C: Quick test 4 TOEIC Reading 1B: Quick test 3
		EXAM PAPERS	Cambridge C1 Advanced: Writing Parts 1, 2, 3, 4 IELTS Practice Test: Listening Sections 1, 2, 3, 4 IELTS Practice Test: Reading Sections 1, 2, 3
	PROJECTS	GROUP PROJECTS: Literature: Characters in a story INDIVIDUAL WRITING TASKS: Write an essay about sports	

Teacher Material		
Teacher's DIGI Pack	Presentation Software (IWB)	Units 5 and 6: Student's Book and Workbook
	Testbuilder + Test Audio	Unit Test 5 Grammar: Narrative tenses; 'd = <i>had</i> and <i>would</i> ; <i>somewhere</i> , <i>everything</i> , etc. <b>Vocab:</b> Fiction genres; Opinions (1); Opinions (2) <b>Functions:</b> Agreeing; politely disagreeing <b>Skills: Reading:</b> Once upon a time ... <b>Listening:</b> Responses to reading <b>Writing:</b> A short story <b>Speaking:</b> A talk about a novel you have read  Unit Test 6 Grammar: Articles; Verb patterns (1); Verb patterns (2); Phrasal verbs <b>Vocab:</b> Hobbies and activities; Ways of liking and not liking; Prepositions and verbs of movement <b>Functions:</b> Expressing views <b>Skills: Reading:</b> Two by two <b>Listening:</b> This is fun? <b>Writing:</b> A description of a sports event <b>Speaking:</b> A conversation about corruption in sports  Progress Test 3: <b>Reading:</b> This week's reading. TOEFL: Integrated Speaking Practice: The Origin of Soccer
	Teacher's Book	
	CLASS AUDIO	Student's Book Tracks 35-55
	WORKBOOK AUDIO	Tracks 17-30
	Reference Material	Scope & Sequence, <i>I Can</i> statements, Workbook keys

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 7 Heroes and villains</b>				
<b>CEFR B2</b>				
<b>OPENER</b>	<b>Actions associated with heroes and villains:</b> avenge, capture, cheat, corrupt, defend, destroy, expose, fight crime, hurt, murder, plot, prevent, protect, rescue, right injustice, risk their life, rob, save, scheme, set free, steal, take hostages, threaten		<b>Acting out favorite lines from movies</b>	
<b>LESSON 1</b> <b>What makes a villain</b>	<b>Adjectives to describe villains:</b> angry, calculating: clever, crazy, creepy, cruel, dangerous, disfigured, evil, focused, funny, greedy, homicidal, insane, manic, nasty, psychopathic, resentful, revengeful, sadistic, scary, secretive, silly, sinister, spiteful, unpredictable, unstable, violent, wild	Reporting verbs and their patterns: admit, advise, agree, announce, claim, confess, comply, decry, explain, mention, promise, propose, remark, reply, suggest, warn	<b>Writing about your favorite villain</b>  <b>Giving a presentation of your favorite villain</b>	<b>Reading:</b> The Joker isn't a joke  <b>Listening:</b> A talk about <i>Black Widow</i>
<b>LESSON 2</b> <b>From homemaker or troublemaker ... to warrior!</b>	<b>Adjectives to describe heroines:</b> brave, capable, controlling, efficient, exciting, faithful, forceful, loyal, loving, obedient, single, untrustworthy <b>Nouns with more than one meaning:</b> bank, case, character, jam, lap, lock, match, organ, partner, rest, spring, study, tip, volume	<i>would</i> and <i>used to</i> Modal verbs: speculating about the past	<b>Writing a paragraph about men or women in movies</b>  <b>Talking about a gift that had a great influence on you</b>  <b>Talking about your childhood heroes</b>	<b>Reading 1:</b> A brief history of women in Hollywood  <b>Reading 2:</b> A review of <i>The Girl with the Dragon Tattoo</i>  <b>Listening:</b> An interview with a biographer of Stieg Larsson
<b>LESSON 3</b> <b>Unsung heroes and heroines</b>			<b>Talking about different biopics and what they have in common</b>  <b>Writing a script for an event in a biopic</b>	<b>Reading:</b> Summary of <i>The Motorcycle Diaries</i> <b>Listening 1:</b> a conversation about <i>The Motorcycle Diaries</i> <b>Listening 2:</b> A conversation about Harriet Tubman
<b>Pronunciation activities:</b> changing syllable stress in nouns and adjectives				
<b>VOCABULARY PLUS</b>	<b>Wordbuilder:</b> Negative prefixes: <i>un-</i> , <i>in-</i> , <i>il-</i> , <i>im-</i> , <i>ir-</i> , <i>dis-</i> , <i>mis-</i>  <b>Phrasal verbs <i>make</i> and <i>do</i>:</b> do away with / do with / make out / make up			
<b>LANGUAGE IN ACTION</b>	<b>Making confident and tentative statements</b>			
<b>Pronunciation activities:</b> changing stress patterns on verbs and nouns				

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 8 This land is my land</b>				
<b>CEFR B1</b>				
<b>OPENER</b>	<b>Migration:</b> alien, asylum, born and bred, born in, citizen, descendant, immigrant, indigenous, inhabitant, migrant, native, raised / brought up in, refugee, settled in, xenophobia		Talking about the population of your country  Investigating your family tree	<b>Reading:</b> Descriptions of prominent Americans  <b>Listening:</b> Four short biographies
<b>LESSON 1</b> <b>We are one</b>	<b>How we walk:</b> limp, march, saunter, shuffle, stagger, stride, stroll, stumble, tiptoe.	Reason and result clauses	<b>Writing about a big concert</b>  <b>Writing a verse for a song about your country</b>	<b>Reading:</b> <i>This Land is Your Land.</i>  <b>Reading:</b> <i>Woody Guthrie: The voice of a generation</i>
<b>LESSON 2</b> <b>Which side of the fence are you on?</b>	<b>Collocations with reflexive pronouns and alone:</b> being by myself, being myself, to go it oneself, Leave me alone!, you are not alone, feel alone, stand alone, work alone	Purpose clauses	<b>Acting out a conversation with an immigrant</b>  <b>Debating for or against the motion that immigration does more harm than good</b>	<b>Reading 1:</b> A Difficult Issue <b>Reading 2:</b> A long way from home
<b>LESSON 3</b> <b>The modern city</b>	<b>How countries are organized:</b> citizens, citizenship, elections, government, identity card, leaders, local, mayor, monarchs, nationality, parliament, passport, president, prime minister, resident, subject vote	Contrasting ideas	<b>Talking about citizenship classes</b>	<b>Listening 1:</b> People talking about their city
<b>Pronunciation activities:</b> word stress in longer words				
<b>VOCABULARY PLUS</b>	<b>Wordbuilder:</b> Verb suffixes: <i>-ize, -ify</i>  <b>Phrasal verbs and expressions look:</b> look back on / look on the bright side / look down on / look down (one's) nose / look (sby) in the eye			
<b>LANGUAGE IN ACTION</b>	<b>Giving a presentation</b>			
<b>Pronunciation activities:</b> pausing for punctuation				
<b>REVIEW</b> <b>Units 7 &amp; 8</b>	<b>Reading:</b> Everyday heroes helping refugees and making a difference <b>Culture Matters:</b> Folk heroes			

**UNITS 7 & 8 MULTIMEDIA**

**STUDENT MATERIAL**

<b>For self-study</b>	<b>E-BOOK+</b>	<b>Units 7 and 8:</b> Student's Book and Workbook	
	<b>CLASS AUDIO</b>	<b>Student's Book</b> Tracks Tracks 56-69	
	<b>WORKBOOK AUDIO</b>	Tracks 31-39	
	<b>STUDENT PRACTICE</b>	<b>PRONUNCIATION</b>	<b>Unit 7:</b> Weak and strong forms of have; Same spelling, different stress <b>Unit 8:</b> Rhyming vowel sounds; Pausing for punctuation
<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 7</b>	<b>Lesson 1</b> Grammar – Reporting verbs and their patterns (1) Grammar – Reporting verbs and their patterns (2) Grammar – Reporting verbs and their patterns (3) Vocabulary – Adjectives to describe villains (1) Vocabulary – Adjectives to describe villains (2) Vocabulary – Adjectives to describe villains (3) <b>Lesson 2</b> Reading – Still too few female-friendly movies (1) Reading – Still too few female-friendly movies (2) Grammar – <i>Would and used to</i> (1) Grammar – <i>Would and used to</i> (2) Grammar – Modal verbs: speculating about the past (1) Grammar – Modal verbs: speculating about the past (2) Vocabulary – Adjectives to describe heroines (1) Vocabulary – Adjectives to describe heroines (2) Vocabulary – Nouns with more than one meaning (1) Vocabulary – Nouns with more than one meaning (2) <b>Lesson 3</b> Listening – Biopics (1) Listening – Biopics (2) Dialogue – Making confident and tentative statements (1) Dialogue – Making confident and tentative statements (2)
	<b>CYBER HOMEWORK</b>	<b>Unit 8</b>	<b>Lesson 1</b> Grammar – Reason and result clauses (1) Grammar – Reason and result clauses (2) Grammar – Reason and result clauses (3) Vocabulary – How we walk (1) Vocabulary – How we walk (2) Vocabulary – How we walk (3) <b>Lesson 2</b> Reading – American dream still alive (1) Reading – American dream still alive (2) Grammar – Purpose clauses (1) Grammar – Purpose clauses (2) Vocabulary – Collocations <b>Lesson 3</b> Listening – A lost ID card (1) Listening – A lost ID card (2) Dialogue – Giving a presentation Grammar – Contrasting ideas (1) Grammar – Contrasting ideas (2) Vocabulary – How countries are organized (1) Vocabulary – How countries are organized (2)



	ONLINE TESTS	UNIT TESTS	<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
	EXAM PRACTICE	EXAM PRACTICE	<b>Cambridge B2 First Reading &amp; Use of English – Part 5:</b> Exam practice 2 <b>Cambridge B2 First Writing – Part 2:</b> Exam practice 9 <b>TOEFL Listening 1A:</b> Quick test 3 <b>TOEIC Reading 1B:</b> Quick test 3 <b>TOEIC Reading 1C:</b> Quick test 3
		EXAM PAPERS	<b>Cambridge B2 First - Writing 2:</b> Part 2 <b>TOEFL Reading:</b> Sections 1, 2, 3
	PROJECTS	<b>GROUP PROJECTS:</b> Social Studies: Immigration <b>INDIVIDUAL WRITING TASKS:</b> Write a blog about your country or your city	

### TEACHER MATERIAL

Teacher's DIGI Pack	Presentation Software (IWB)	Units 7 and 8: Student's Book and Workbook
	Testbuilder + Test Audio	<b>Unit Test 7 Grammar:</b> Reporting verbs and their patterns (1); Reporting verbs and their patterns (2); <i>would</i> and <i>used to</i> ; Modal verbs: speculating about the past <b>Vocab:</b> Collocations with <i>make</i> and <i>do</i> .; Nouns with more than one meaning; Suffixes and prefixes; Adjectives to describe villains and heroines <b>Functions:</b> Making confident and tentative statements <b>Skills: Reading:</b> Homemaker or troublemaker? <b>Listening:</b> What makes a good bad guy? <b>Writing:</b> A gift that got you started on something <b>Speaking:</b> Giving a talk about your favorite movie heroine <b>Unit Test 8 Grammar:</b> Reason, result, or purpose clauses; Reason or result clauses; Purpose clauses; Contrasting ideas <b>Vocab:</b> How countries are organized; Collocations; How we walk. <b>Functions:</b> Giving a presentation <b>Skills: Reading:</b> Immigration: A controversial issue? <b>Listening:</b> A controversial issue? <b>Writing:</b> A description of a city and its immigrants <b>Speaking:</b> A debate about immigration <b>Progress Test 4: Reading:</b> Meet the Immigrants (1) <b>IELTS Reading practice:</b> Meet the Immigrants (2)
	Teacher's Book	
	Class Audio	<b>Student's Book</b> Tracks 56-69
	Workbook Audio	Tracks 31-39
Reference Material	Scope & Sequence, <i>I Can</i> statements, Workbook keys	

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 9 Getting away from it all</b>				
<b>CEFR B2</b>				
<b>OPENER</b>			<b>Talking about isolated places</b>	
<b>LESSON 1</b> <b>The call of the wild</b>	<b>Being self-sufficient:</b> catch fish, get water, grow vegetables, hunt reindeer, have chickens	Passive 1 – tenses	<b>Writing an e-mail in reply to an online ad</b>  <b>Finding out about earthships</b>	<b>Reading:</b> Two descriptions of people living in remote places
<b>LESSON 2</b> <b>The best job in the world?</b>	<b>Requirements for a job:</b> familiarity...; adept / good...; background / experience / expert / interested...; knowledge...; ability / willingness...; enthusiasm / a flair / a passion / responsibility; excellent interpersonal English skills; good written and verbal communication skills; an adventurous attitude; fluent Swahili; a passion for the outdoors; strong swimmer; enthusiasm for snorkeling and / or diving; ability to engage with others; at least one year's relevant experience; willingness to try new things  <b>Geographical features:</b> bay; beach, bush, coast, cliff, cove, desert, dune, forest, grassland, mountain, outback, plain, plateau, rainforest, reef, resort, swamp, valley, waterfall	Tag questions Passive (2): modal verbs	<b>Talking about an unusual job description</b>  <b>Creating a video application for a job</b>  <b>Talking about your ideal landscape</b> <b>Writing a tweet about your ideal landscape</b>	<b>Listening:</b> An interview for an unusual job  <b>Reading:</b> The best job in the world?
<b>Pronunciation practice:</b> vowel sounds				
<b>LESSON 3</b> <b>A ticket to Mars?</b>	<b>The planets:</b> Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune		<b>Talking about things to take on a journey to space</b>  <b>Summarizing stories about space</b>	<b>Listening 1:</b> Ten people talk about going to Mars <b>Listening 2:</b> People giving reasons for not wanting to go to Mars <b>Reading / Listening 3:</b> I promised to love her, no matter what
<b>VOCABULARY PLUS</b>	<b>Wordbuilder:</b> Prefixes  <b>Phrasal verbs and expressions go:</b> go back on one's word / go far / go off / go on at (sby) for / go to great lengths / go to waste			
<b>LANGUAGE IN ACTION</b>	<b>Asking for and giving permission:</b> Would you mind if...? Would it be possible (for me) to...? Could I...? What do you think about...? – Yes, you can if you ... / provided you... Not unless you promise to... Well, if you're sure ... you can... Only if you can...			
<b>Pronunciation activities:</b> intonation in polite requests				

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 10 The environment</b>				
<b>CEFR B2</b>				
<b>INTRODUCTION</b>	<p><b>Water:</b> brook, creek, current, delta estuary, ford, harbor, inlet, lagoon, lake, ocean, puddle, rapids, river, sea, spring, stream, tide, tributary</p> <p><b>Crossings:</b> aqueduct, bridge, footbridge, suspension bridge, tunnel, viaduct</p> <p><b>Man-made things:</b> barrier, canal, dam, fence, girder, pillar, wall, well</p>		<b>Finding out about smart environmental solutions</b>	
<b>LESSON 1 A tale of two bridges</b>	<b>Bridge:</b> burn your bridges; cross that bridge when you come to it; It's all water under the bridge	<i>It is + adjective / noun + to</i>	<b>Acting out a public meeting to discuss a new airport</b>	<b>Reading:</b> Dismantling bridges isn't easy!
<b>LESSON 2 Plastic and charcoal</b>	<b>Wet and dry:</b> arid, clammy, damp, humid, moist, soaked, muggy, parched, waterlogged	Sequencing events  Modifying adjectives	<b>Giving a talk about drought prevention and problems</b> <b>Writing an essay on drought and its problems</b>	<b>Reading:</b> Two environmental pioneers  <b>Listening:</b> conversation about collecting water from the air
<b>Pronunciation activities:</b> showing degrees of enthusiasm using <i>pretty</i>				
<b>LESSON 3 Doomed?</b>	<b>Waste:</b> dispose of, dump, incinerate, recycle, throw away, chemical waste, domestic waste, hazardous waste, household waste, industrial waste, nuclear waste, organic waste, radioactive waste, toxic waste	<i>just</i>	<b>Talking about the advantages and disadvantages of recycling</b>  <b>Writing an essay on the truth about recycling</b>	<b>Listening:</b> a conversation about unusual ways of improving the environment
<b>VOCABULARY PLUS</b>	<b>Wordbuilder:</b> Verb suffix -en <b>Phrasal verbs and expressions:</b> <b>set:</b> set an example / set aside / set fire to / set foot in / set off / set one's sights on / set out to / set up			
<b>LANGUAGE IN ACTION</b>	<b>Suggesting, agreeing, and refusing</b>			
<b>Pronunciation activities:</b> changing intonation for refusing or agreeing				
<b>REVIEW Units 9 &amp; 10</b>	<b>Reading:</b> Getting away from it all! <b>Culture Matters:</b> Celebrating the seasons			

UNITS 9 & 10 MULTIMEDIA

STUDENT MATERIAL

For self-study	E-BOOK+	Units 9 and 10: Student's Book and Workbook	
	CLASS AUDIO	Student's Book Tracks 70-84	
	WORKBOOK AUDIO	Tracks 40-47	
	STUDENT PRACTICE	PRONUNCIATION	<b>Unit 9:</b> Hesitant or confident intonation; Intonation on tag questions <b>Unit 10:</b> Different meaning of pretty; Vowel sounds
EXTRA PRACTICE		The same Cyber Homework exercises for private student study (please see under "Cyber Homework" for detailed content)	
Teacher monitored	CYBER HOMEWORK	Unit 9	<b>Lesson 1</b> Grammar – Passives (1) Grammar – Passives (2) Grammar – Passives (3) <b>Lesson 2</b> Reading: Jason Hill: My dream job (1) Reading: Jason Hill: My dream job (2) Grammar – Tag questions (1) Grammar – Tag questions (2) Grammar – Passives (1) Grammar – Passives (2) Vocabulary –Geographical features (1) Vocabulary –Geographical features (2) <b>Lesson 3</b> Listening (1) Listening (2) Dialogue – Asking and giving permission; working out a solution Vocabulary – The planets
		Unit 10	<b>Lesson 1</b> Grammar – <i>It is</i> + adjective / noun + to (1) Grammar – <i>It is</i> + adjective / noun + to (2) Grammar – <i>It is</i> + adjective / noun + to (3) Vocabulary – Metaphors: <i>barrier, bridge, fence, and wall</i> (1) Vocabulary – Metaphors: <i>barrier, bridge, fence, and wall</i> (2) Vocabulary – Metaphors: <i>barrier, bridge, fence, and wall</i> (3) <b>Lesson 2</b> Reading – A simple solution to a difficult problem (1) Reading – A simple solution to a difficult problem (2) Grammar – Sequencing events (1) Grammar – Sequencing events (2) Grammar – How to modify adjectives (1) Grammar – How to modify adjectives (2) Vocabulary – Wet and dry (1) Vocabulary – Wet and dry (2) <b>Lesson 3</b> Listening – Solar farms (1) Listening – Solar farms (2) Dialogue – Suggesting, agreeing, and refusing (1) Dialogue – Suggesting, agreeing, and refusing (2) Grammar – <i>Just</i> (1) Grammar – <i>Just</i> (2) Vocabulary – Waste (1) Vocabulary – Waste (2)

	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 B2 First Listening – Part 3:</b> Exam practice 2 <b>Cambridge B2 First Reading &amp; Use of English – Part 6:</b> Exam practice 2 <b>IELTS Writing:</b> Quick test 4 <b>TOEIC Reading 1D:</b> Quick test 3 <b>TOEIC Reading 1E:</b> Quick test 3
		EXAM PAPERS	<b>TOEFL Practice Test – Listening</b> Conversations 1, 2, 3, 4, 5, 6 <b>TOEFL Practice Test – Reading</b> Passages 1, 2, 3
	PROJECTS	<b>GROUP PROJECTS:</b> Geography: The Anthropocene epoch <b>INDIVIDUAL WRITING TASKS:</b> Write a report about what you do to take care of the environment	

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> Passives 1 – tenses Passives 2 – modal verbs; Tag questions <b>Vocab:</b> The planets; Geographical features; Collocations <b>Functions:</b> Suggesting, agreeing, and refusing <b>Skills: Reading:</b> The Self - Sufficiency Fad <b>Listening:</b> One-way ticket to Mars! <b>Writing:</b> An email applying for a job. <b>Speaking:</b> A talk about your ideal landscape.
		<b>Unit Test 10 Grammar:</b> <i>It is + adjective / noun + to</i> ; Sequencing events <i>just</i> ; Modifying adjectives <b>Vocab:</b> Waste Bridge; Wet and dry <b>Functions:</b> Understanding signs <b>Skills: Reading:</b> Plastic Planet <b>Listening:</b> A tale of two bridges. <b>Writing:</b> An essay about hazardous waste <b>Speaking:</b> A conversation about drought
		<b>Progress Test 5: Reading:</b> Postcards from America <b>TOEFL:</b> Integrated Writing Practice: Bridges
	Teacher's Book	
Class Audio	Student's Book Tracks 70-84	
Workbook Audio	Tracks 40-47	
Reference Material	Scope & Sequence, <i>I Can</i> statements, Workbook keys	

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 11 Getting older</b>				
<b>CEFR B2</b>				
<b>OPENER</b>	<b>The seven ages of man:</b> ages, entrances, exits, infant, justice, lover, pantaloons, parts, players, schoolboy, second childishness, soldier, stage			<b>Mini-story Part 1</b>
<b>LESSON 1</b> <b>Will it be too late?</b>	<b>Success:</b> achievement, bonus, breakthrough, challenge, determination, effort, feedback, fulfillment, goal, happiness, luck, money, obstacle, opportunity, power, recognition, security, status, struggle, youth	Zero and first conditionals	<b>Acting out an interview for a local paper</b>	<b>Reading:</b> Have you missed the boat?  <b>Mini-story Part 2</b>
<b>Pronunciation activities:</b> word stress				
<b>LESSON 2</b> <b>Changing lives</b>	<b>Collocations with: sky:</b> the sky's the limit, go skyhigh, pie in the sky, castles in the sky, out of the blue, reach for the sky  <b>Verbs for thinking:</b> consider, focus on, guess, make up your mind, mull over, ponder, figure out, calculate, concentrate on, decide, reflect on, speculate, think about, think carefully about	Second conditional  Third conditional	<b>Thinking of ideas for a project to help children</b>  <b>Writing a letter to your local government</b>  <b>Talking about the idea of escaping from real life</b>	<b>Reading:</b> Reach for the sky  <b>Mini-story Part 3</b> <b>Reading (2):</b> extract from <i>The One Hundred Year Old Man who Climbed Out of the Window and Disappeared</i>  Mini-story Part 4
<b>LESSON 3</b> <b>Life is short</b>		<i>I wish / if only</i>  Mixed conditionals	<b>Deciding what five things you have to do before you die</b>  <b>Writing a description of something you'd really like to do</b>	<b>Listening 1:</b> If I had my life over  <b>Listening 2:</b> people talking about things they wish they had done differently in their 20s  <b>Mini-story Part 5</b>
<b>VOCABULARY PLUS</b>	<b>Wordbuilder:</b> Compound nouns: verb + preposition  <b>Expressions make:</b> make a face / make a fuss over / make a mess of / make a point of / make amends / make the best of / make the most of / make a big deal about / make a mountain out of / make ends meet / make up your mind			
<b>LANGUAGE IN ACTION</b>	<b>Wishing someone well</b>			
<b>Pronunciation activities:</b> word stress				

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>UNIT 12 Doing things together</b>				
<b>CEFR B2</b>				
<b>OPENER</b>	<b>Collecting money:</b> asking, donating, go to, pay, pledge, sponsor, raise		<b>Choosing a charity you'd work for or raise money for</b>	<b>Listening:</b> Raising money for charity
<b>LESSON 1 All together now!</b>	<b>Surprise:</b> a surprise attack, a surprise move, a surprise party, a surprise victory	Review 1: conditionals and cleft sentences  Review 2: reported speech	<b>Talking about organizing a flash mob performance</b>  <b>Writing an announcement for a flash mob performance</b>	<b>Reading:</b> Descriptions of two different flash mobs  <b>Listening:</b> A conversation about flash mobs
<b>LESSON 2 Can you help me?</b>	<b>Collocations:</b> give something back, give somebody a chance to explain something, give a hand, give up, give oneself away  <b>The countryside:</b> coast land, footpath, hay barn, kissing gate, lighthouse, narrow boat, riverbank, signpost, windmill, woodland	Review 3: verb tenses and forms	<b>Giving a talk about a personal project</b>  <b>Writing about crowdfunding</b>  <b>Thinking of ideas to celebrate a country</b>  <b>Writing an essay called <i>Celebrating my country</i></b>	<b>Reading 1:</b> Want financial help? Ask your friends!  <b>Reading 2:</b> Together and apart
<b>LESSON 3 The great chili cook-off</b>		Review 4: questions	<b>Acting out a meeting</b>  <b>Creating and taking part in a quiz about <i>Jetstream Upperintermediate</i></b>	<b>Reading:</b> For the love of chilies <b>Listening:</b> A meeting of contestants for a chili cook-off
<b>Pronunciation activities:</b> stress and intonation in questions				
<b>VOCABULARY PLUS</b>	<b>Wordbuilder:</b> Nouns with suffix <i>-ship</i> ; general wordbuilding  <b>Phrasal verbs and expressions <i>turn</i>:</b> turn a blind eye on / turn back / turn down / turn into / turn over / turn up / turn out to be / turn one's back on (sby)			
<b>LANGUAGE IN ACTION</b>	<b>Asking , clarifying, and confirming</b>			
<b>Pronunciation activities:</b> making statements into questions				
<b>REVIEW Units 11 &amp; 12</b>	<b>Reading:</b> Team-building <b>Culture Matters:</b> Respect for older people			

UNITS 11 & 12 MULTIMEDIA

STUDENT MATERIAL

For self-study	E-BOOK+	Units 11 and 12: Student's Book and Workbook	
	CLASS AUDIO	Student's Book Tracks 85-101	
	WORKBOOK AUDIO	Tracks 48-57	
	STUDENT PRACTICE	PRONUNCIATION	<b>Unit 11:</b> Conditional forms; Expressing emotion with intonation <b>Unit 12:</b> Vowel sounds and diphthongs; Making statements into questions
EXTRA PRACTICE		The same Cyber Homework exercises for private student study (please see under "Cyber Homework" for detailed content)	
Teacher monitored	CYBER HOMEWORK	Unit 11	<b>Lesson 1</b> Grammar – Zero and first conditional (1) Grammar – Zero and first conditional (2) Grammar – Zero and first conditional (3) Vocabulary – Success (1) Vocabulary – Success (2) Vocabulary – Success (3) <b>Lesson 2</b> Reading – You're never too old to have a new adventure (1) Reading – You're never too old to have a new adventure (2) Grammar – Second conditional (1) Grammar – Second conditional (2) Grammar – Third conditional (1) Grammar – Third conditional (2) Vocabulary – Verbs for thinking (1) Vocabulary – Verbs for thinking (2) <b>Lesson 3</b> Listening – Regrets (1) Listening – Regrets (2) Dialogue – Wishing someone well (1) Dialogue – Wishing someone well (2) Grammar – <i>Wish ... / If only ...</i> (1) Grammar – <i>Wish ... / If only ...</i> (2) Grammar – Mixed conditionals (1) Grammar – Mixed conditionals (2)
		Unit 12	<b>Lesson 1</b> Grammar – Review 1: conditionals and cleft sentences (1) Grammar – Review 1: conditionals and cleft sentences (2) Grammar – Review 2: Reported speech (1) Grammar – Review 2: Reported speech (2) Vocabulary – Surprise (1) Vocabulary – Surprise (2) Vocabulary – Surprise (3) <b>Lesson 2</b> Reading – Hay-barn vacation homes (1) Reading – Hay-barn vacation homes (2) Grammar – Review 3: verb tenses and forms (1) Grammar – Review 3: verb tenses and forms (2) Vocabulary – Collocations (1) Vocabulary – Collocations (2) Vocabulary – The countryside (1) Vocabulary – The countryside (2) <b>Lesson 3</b> Listening – How about a farm stay in Vermont? (1) Listening – How about a farm stay in Vermont? (2) Dialogue – Asking for information, clarification, and confirmation (1) Dialogue – Asking for information, clarification, and confirmation (2) Grammar – Review 4: questions (1) Grammar – Review 4: questions (2)



Teacher monitored	ONLINE TESTS	UNIT TESTS	<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
		END OF TERM TESTS	<b>Part 1</b> Grammar – Vocabulary – Functions <b>Part 2</b> Reading: Power posing – Listening: A marketing meeting
	EXAM PRACTICE	EXAM PRACTICE	<b>Cambridge B2 First Listening – Part 4:</b> Exam practice 2 <b>Cambridge B2 First Reading &amp; Use of English – Part 7:</b> Exam practice 2 <b>TOEFL Writing:</b> Quick test 2 <b>TOEIC Listening 1C:</b> Quick test 3
		EXAM PAPERS	<b>TOEFL Practice Test:</b> Writing Integrated Task; Independent Task <b>TOEFL Practice Test:</b> Speaking Sections 1, 2, 3, 4, 5, 6 <b>TOEIC Practice Test:</b> Speaking Reading a text aloud; Responding to questions using information provided <b>TOEIC Practice Test:</b> Reading Part 7 <b>TOEIC Practice Test:</b> Writing Writing an opinion essay; Writing a sentence based on a picture; Writing a sentence based on a picture <b>TOEIC Practice Test:</b> Listening Part 2
	PROJECTS	<b>GROUP PROJECTS:</b> Politics: Climate Strike <b>INDIVIDUAL WRITING TASKS:</b> Write an article about success	

TEACHER MATERIAL		
Teacher's DIGI Pack	Presentation Software (IWB)	<b>Units 11 and 12:</b> Student's Book and Workbook
	Testbuilder + Test Audio	<b>Unit Test 11 Grammar:</b> Conditionals (first, second, third, mixed); Conditionals (mixed) (1); Conditionals (mixed) (1); <i>Wish / if only</i> <b>Vocab:</b> Collocations with <i>sky</i> , Success; Verbs for thinking <b>Functions:</b> Wishing someone well <b>Skills: Reading:</b> Defining Success. <b>Listening:</b> Will it be too late? <b>Writing:</b> A letter about an idea for a project <b>Speaking:</b> A talk about something you would like to do  <b>Unit Test 12 Grammar:</b> Review: conditionals, cleft sentences, verb tenses and forms, reported speech <b>Vocab:</b> Collocations; The countryside; Collecting money; Relationships <b>Functions:</b> Asking for information, clarification, and confirmation <b>Skills: Reading:</b> Did they get what they paid for? <b>Listening:</b> Can you help me? <b>Writing:</b> An article about a fund-raising project <b>Speaking:</b> A conversation about surprises  <b>Progress Test 6: Reading:</b> Happy birthday, Molly! <b>TOEFL:</b> Integrated Speaking Practice: Crowdfunding
	Teacher's Book	
	Class Audio	<b>Student's Book</b> Tracks 85-101
	Workbook Audio	Tracks 48-57
Reference Material	Scope & Sequence, <i>I Can</i> statements, Workbook keys	

EXAM TRAINING	
USE OF ENGLISH	<b>READING AND USE OF ENGLISH PARTS 1 AND 2</b>
LANGUAGE 2	<b>READING AND USE OF ENGLISH PART 3</b>
LANGUAGE 3	<b>READING AND USE OF ENGLISH PART 4</b>
READING 1	<b>READING FOR DETAIL: TRUE/FALSE/NOT GIVEN; GAP-FILL SENTENCES</b>
READING 2	<b>READING FOR MAIN IDEAS: MULTIPLE CHOICE QUESTIONS</b>
READING 3	<b>READING FOR STRUCTURE: TEXT ORGANIZATION</b>
LISTENING 1	<b>SOCIAL CONVERSATIONS: MULTIPLE CHOICE</b>
LISTENING 2	<b>MONOLOGUE: GAP FILL/SENTENCE COMPLETION</b>
LISTENING 3	<b>SHORT MONOLOGUES: MATCHING</b>
LISTENING 4	<b>LECTURE: MULTIPLE CHOICE</b>
SPEAKING	<b>INTERVIEW; DESCRIBING PHOTOGRAPHS; COLLABORATIVE TASK</b>
WRITING	<b>PART 1: ESSAY; PART 2: Task</b>

WRITING	
WRITING 1	<b>AN ESSAY</b>
WRITING 2	<b>A FORMAL LETTER OR EMAIL</b>
WRITING 3	<b>A REPORT</b>
WRITING 4	<b>A REVIEW</b>
WRITING 5	<b>AN INFORMAL EMAIL</b>
WRITING 6	<b>AN ARTICLE GIVING ADVICE</b>