

AMERICAN

JETSTREAM

ADVANCED

Second edition



Scope & Sequence

| TOPIC | VOCABULARY | GRAMMAR | FUNCTIONS | SKILLS |
|--|---|--|---|--|
| UNIT 1 The way we are | | | | |
| CEFR B2/C1 | | | | |
| INTRODUCTION | Describing personality: affectionate, anxious, charismatic, charming, competent, devoted, dysfunctional, egocentric, efficient, insecure, low self-esteem, reliable, superficial | | Describing people you know | Reading: This is Us |
| LESSON 1 My crazy family | | Narrative tenses, <i>used to</i> and <i>would</i> | Talking about dysfunctional families Telling and writing a story about an unusual person from your past | Reading and Listening: My father, the wig, and the bolster |
| LESSON 2 Good parent, bad parent | Prefixes: anti-- , in-- / un-- / non-- / im-- ; mis-- ; multi-- ; over-- ; self-- ; semi-- | Ability and <i>permission:</i> <i>allow; be able to; may; be capable of; can; let</i> Obligation and necessity: <i>have to, have got to, must, need, oblige, should</i> | Managing conversation: Agreeing, disagreeing, and partially agreeing Describing and giving advice about family problems What's your view? How much should parents control and hothouse their children? | Reading: The parenting question |
| LESSON 3 Only connect | Facial expressions: beam, drop open, frown, grimace, grin, pout, purse, quiver, raise, scowl, smirk, sneer, widen, wrinkle | | Writing and giving a talk on smiling and eye contact | Listening 1: an interview about the power of a smile Listening 2: Body language and eye contact |
| Pronunciation activities: word stress | | | | |
| VOCABULARY PLUS | <p>Expressions with let: let (sb) down; let (sb/sth) out; let (sb) off; let (sb) go; let (sb) in; Let's say...; Let me see...; Let's shake on it!; Let's call it a day! (sb = somebody)</p> <p>Personality expressions: to have a good head on one's shoulders; not to suffer fools gladly; to be a know-it-all; to keep oneself to oneself; to rub people up the wrong way; to be the life of a party</p> <p>Family ties: half-brother; stepmother; great-aunt; brother-in-law; second cousin; blood relative; offspring; sibling; blended family; ex-husband</p> <p>Wordbuilder: Nouns from verbs (Suffixes: -able, -ate, -ence, -ment, -tions)</p> | | | |
| Language in Action | <p>Exchanging news: (I thought I'd) catch up on stuff; How's life treating you?; How's it going with...?; What's been happening?; Have you made any headway with it?; What's the latest gossip?; What's happening on the...front?</p> | | | |
| Pronunciation activities: liaison with words ending in /d/ or /t/ | | | | |

| TOPIC | VOCABULARY | GRAMMAR | FUNCTIONS | SKILLS |
|---|--|---|---|--|
| UNIT 2 Wild world | | | | |
| CEFR B2/C1 | | | | |
| INTRODUCTION | <p>Animal names: bee; chimpanzee; crocodile; dolphin; electric eel; elephant; leopard; panda; polar bear; python; scorpion; turtle</p> <p>Animal behavior: altruistic, aquatic, carnivorous, cooperative, habitat loss, self-aware, solitary, species threatening, warm-blooded</p> | | <p>Talking about animals and their characteristics</p> <p>Talking about your attitude to animals</p> | |
| LESSON 1 The elephants and the bees | | Articles: <i>a / an; the</i> | Acting out a conversation between a local farmer and a representative from Save the Elephants | <p>Reading: Elephant fact file</p> <p>Listening: a talk about a natural elephant deterrent method</p> |
| Pronunciation activities: the /j/ sound | | | | |
| LESSON 2 The human chimpanzee | <p>Animal movements: to bounce; to drop; to flap; to paddle; to prowl; to pounce; to swing, to slither</p> <p>Metaphors and similes: to swim like a fish, to drive like a maniac, to fight like cats and dogs, to have the eyes of a hawk, to be like apples and oranges, to sleep like a baby, as stubborn as a mule</p> | | <p>Talking about the similarities and differences between humans and chimpanzees</p> <p>Using Maslow's hierarchy of needs</p> <p>Managing conversation: Similarities and differences</p> <p>What's your view? Are we more similar to animals than we think?</p> | <p>Listening: extract from <i>We Are All Completely Beside Ourselves</i></p> |
| LESSON 3 Whales and more | The Arctic: blowhole, blubber, camouflaged coat, cub, kelp, pink-footed geese; polar bear; sea otter; seals, semi-aquatic, tusks; walrus; whale; wolf; glacier; ice flow; iceberg; ice ring; pack ice | Verbs of the senses: feel; hear; listen; look; see; smell; taste; watch | <p>Telling the story of an encounter with wildlife</p> <p>Writing an article about a trip to see wildlife</p> <p>Persuading someone to go on a trip</p> | <p>Listening 1: two conversations and a commentary about the Arctic</p> <p>Listening 2: local news item about saving a whale</p> |
| Vocabulary PLUS | <p>Easily confused words: raise / rise; remember / remind; sensitive / sensible; excess / excessive; lonely / alone; affect / effect</p> <p>Wordbuilder: Suffixes: -ation, -ance, -rous, -ine, -uosity</p> <p>Expressions with raise: born and raised; raise an objection; raise one's voice; raise doubts; give (sb) a raise; raise money</p> | | | |
| LANGUAGE IN ACTION | <p>Complaining, apologizing, making polite requests: I can't cope with / take it any longer; It's really driving me mad: It's always / It never stops...; I'm afraid to say / I hate to say it but...; Sorry to break it to you / be the one to tell you...; I feel terrible about this.../ really do apologize; I can't apologize enough / tell you how sorry I am; Could you possibly / I'd be very grateful if you could...; If you gave / you'd give me a hand...</p> | | | |
| Pronunciation activities: the fall-rise intonation pattern | | | | |
| REVIEW Units 1 & 2 | <p>FOCUS ON: <i>any</i></p> <p>Culture Matters: Child-rearing</p> | | | |

UNITS 0, 1 & 2 MULTIMEDIA

Student Material

ONLINE Placement Tests

| | | | |
|-------------------|------------------|--|--|
| For self-study | E-BOOK+ | Units 1 and 2: Student's Book and Workbook | |
| | CLASS AUDIO | Student's Book Tracks 01-23 | |
| | WORKBOOK AUDIO | Tracks 01-06 | |
| | STUDENT PRACTICE | PRONUNCIATION | Unit 1: Spelling and sounds; Main stresses Unit 2: Consonant sounds: /s/, /ʃ/, /tʃ/, /dʒ/, /z/; Expressing emotion with word stress |
| EXTRA PRACTICE | | The same Cyber Homework exercises for private student study (please see under "Cyber Homework" for detailed content) | |
| Teacher monitored | CYBER HOMEWORK | Unit 1 | Lesson 1 Grammar – Narrative tenses, <i>used to and would</i> (1) Grammar – Narrative tenses, <i>used to and would</i> (2) Grammar – Narrative tenses, <i>used to and would</i> (3) Vocabulary – Adjectives describing personality (1) Vocabulary – Adjectives describing personality (2) Vocabulary – Adjectives describing personality (3) Lesson 2 Reading – Why can't we allow kids to be kids? (1) Reading – Why can't we allow kids to be kids? (2) Grammar – Ability and permission (1) Grammar – Ability and permission (2) Grammar – Obligation (1) Grammar – Obligation (2) Vocabulary – Prefixes (1) Vocabulary – Prefixes (2) Lesson 3 Listening (1) Listening (2) Dialogue – Exchanging news (1) Dialogue – Exchanging news (2) Vocabulary – Facial expressions (1) Vocabulary – Facial expressions (2) |
| | | Unit 2 | Lesson 1 Grammar – Articles (1) Grammar – Articles (2) Grammar – Articles (3) Vocabulary – Animal names and characteristics (1) Vocabulary – Animal names and characteristics (2) Vocabulary – Animal names and characteristics (3) Lesson 2 Reading – A childhood in the wild (1) Reading – A childhood in the wild (2) Vocabulary – Animal movements (1) Vocabulary – Animal movements (1) Vocabulary – Metaphors and similes (1) Vocabulary – Metaphors and similes (2) Lesson 3 Vocabulary PLUS / Language in Action Listening (1) Listening (2) Dialogue – Complaining, apologizing, making polite requests (1) Dialogue – Complaining, apologizing, making polite requests (2) Grammar – Verbs of the senses (1) Grammar – Verbs of the senses (2) Grammar – Verbs of the senses (3) Vocabulary – The Arctic (1) Vocabulary – The Arctic (2) |

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| ONLINE TESTS | UNIT TESTS | Unit 1 Part 1 Grammar – Vocabulary – Functions Unit 1 Part 2 Reading – Listening Unit 2 Part 1 Grammar – Vocabulary – Functions Unit 2 Part 2 Reading – Listening |
| EXAM PRACTICE | EXAM PRACTICE | Cambridge C1 Advanced Listening – Part 1: Exam practice 1 Cambridge C1 Advanced Reading & Use of English – Part 1: Exam practice 1 Cambridge C1 Advanced Reading & Use of English – Part 2: Exam practice 1 Cambridge C1 Advanced Writing – Part 1: Exam practice 1 IELTS Listening 1A: Quick test 1 IELTS Listening 1B: Quick test 1 TOEIC Reading 1A: Quick test 4 TOEIC Reading 1B: Quick test 4 |
| | EXAM PAPERS | Cambridge C1 ADVANCED Listening: Parts 1, 2, 3, 4 Cambridge C1 ADVANCED Reading & Use of English: Parts 1, 2, 3, 4, 5, 6, 7, 8 Cambridge C1 ADVANCED Writing: Parts 1, 2, 3, 4 |
| PROJECTS | GROUP PROJECTS: Biology: Can apes speak? INDIVIDUAL WRITING TASKS: Write a review of a TV show, book, or movie with an interesting family | |

Teacher Material

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| Teacher's DIGI Pack | Presentation Software (IWB) | Units 1 and 2: Student's Book and Workbook |
| | Testbuilder + Test Audio | Unit Test 1: Grammar: Narrative tenses, <i>used to</i> , and <i>would</i> ; Ability and permission; obligation. Vocab: Facial expressions; Prefixes; Adjectives describing personality; Personality expressions; Expressions with <i>let</i> . Functions: Exchanging news; Agreeing, disagreeing, and partially agreeing. Skills: Reading: What's in a smile? Listening: A conversation between two friends. Writing: An opinion blog. Speaking: A conversation about your childhood Unit Test 2 Grammar: Articles; Verbs of the senses Vocab: Metaphors and similes; Animal movements; Animal names and characteristics; The Arctic; Easily confused words Functions: Complaining, apologizing, making polite requests; Similarities and differences Skills: Reading: Tigers have needs, too Listening: A biology lecture Writing: A news story Speaking: A talk about elephants Progress Test 1: Reading: Jane Goodall (1) IELTS Reading Practice: Jane Goodall (2) |
| | Teacher's Book | |
| | Class Audio | Student's Book Tracks 01-23 |
| | Workbook Audio | Tracks 01-06 |
| Reference Material | Scope & Sequence, <i>I Can statements</i> , Workbook keys | |

| TOPIC | VOCABULARY | GRAMMAR | FUNCTIONS | SKILLS |
|--|--|--|---|---|
| UNIT 3 Right on the money | | | | |
| CEFR C1 | | | | |
| INTRODUCTION | <p>Attitudes toward spending: to be: careful with money; a miser; a saver; a scrooge; a spendthrift; stingy; the last of the big spenders</p> <p>to have: money to burn; more money than sense; so much money one doesn't know what to do with it to go bargain hunting; to live beyond your means; delayed gratification; to be in the red; income bracket; a raise; reduce debt; sales receipt; under control</p> | | <p>Talking about your relationship with money</p> <p>Giving financial advice to someone leaving home</p> | |
| LESSON 1 Just give me money | | Aspect | <p>Talking about living within your means</p> <p>Writing a paragraph explaining your attitude toward money</p> <p>Writing a web article called "How to be rich"</p> | <p>Listening: people talking about how they spend money</p> <p>Reading: How to stop waiting for your next paycheck</p> |
| LESSON 2 The future of money | <p>Money and banking: bankrupt; barter; broke; deal; hard up; have money to burn; loaded; prosperous; stock exchange; transaction; wealthy</p> <p>Money idioms: money doesn't grow on trees; I'm not made of money; to spend money like water; money talks; to put your money where your mouth is</p> | The future: <i>be going to</i> ; <i>will</i> future; future continuous; future passive; future perfect; <i>look set to</i> | <p>Managing conversation: Giving and responding to opinions</p> <p>Talking about different money issues</p> | Reading: Money talks; Money trends |
| Pronunciation activities: differences in pronunciation of numbers and figures in British and American English | | | | |
| LESSON 3 Poor little rich kids | | | <p>Talking about how you would spend money</p> <p>What's your view? What should the rich do with their money?</p> | <p>Listening 1: An extract from <i>The Great Gatsby</i></p> <p>Listening 2: A talk about how the children of rich parents spend money</p> |
| VOCABULARY PLUS | <p>Wordbuilder: cash, contact, fraud, mean, miser, paper, penny, prosperous + Suffixes (-able, -ity, -less, -ness)</p> <p>Expressions for <i>poor</i>: bankrupt, destitute, flat broke, impecunious, insolvent, in reduced circumstances, strapped (for cash)</p> | | | |
| LANGUAGE IN ACTION | Explaining: ...you see?; By making...; In order to...; It does it by...; this is supposed to...; The way it works is that...; to check...you have to...; So you can (get)...; It's all about... | | | |
| Pronunciation activities: the difference between American and British pronunciation of /r/ and /r/ | | | | |

| TOPIC | VOCABULARY | GRAMMAR | FUNCTIONS | SKILLS |
|--|---|---|---|--|
| UNIT 4 Through the ages | | | | |
| CEFR C1 | | | | |
| INTRODUCTION | Inventions: communications satellites, genetically modified plants, microchips, organ transplants, solar roof panels, toughened glass | | Explaining your views about how mankind has progressed | |
| LESSON 1 Old materials, new uses | Properties of materials: absorbent, brittle, conductive, elastic, flexible, magnetic, metallic / non-metallic, opaque, organic / inorganic, opaque, plastic, stiff, tough, transparent, waterproof Useful verbs: be, buy, forget, learn, manage, order, stop, use | The passive | Talking about the importance of ceramics in civilization Describing different materials Giving a talk about the uses and history of plastic | Reading: Ceramics and glass Listening: a talk about paper |
| LESSON 2 Silver beauties & the quest for spice | Value: budget, beyond price, costly, expensive, hard up, invaluable, miserly, precious, priceless, prosperous, valuable, value (n / v), (have) values Tableware and kitchen equipment: bowl, board, dish, glass, jug, knife, plate, machine, maker, mat, peeler, pot, press, processor, timer, toaster | Compound nouns (noun + noun): water jug, coffee pot, potato peeler Possessive 's noun + of + noun | Writing a short presentation ad about the Hoxne hoard Writing about your favorite possessions Giving a talk about a personal time capsule Managing conversation: Listing reasons | Reading 1 and 2: two extracts from <i>A History of the World in 100 Objects</i> |
| Pronunciation activities: intonation patterns for lists; silent "h" | | | | |
| LESSON 3 The internet: a double-edged sword | Internet issues: cyber security, data mining, free online content, hack, identity theft, online fraud, phishing, piracy, privacy, trolling | | Talking about fake news that have gone viral online Describing advantages and disadvantages of the internet What's your view? The downside of the internet outweighs its benefits | Listening 1: five people talking about the downside of the internet Listening 2: extract from a radio show about a book by an American lawyer |
| VOCABULARY PLUS | Easily confused words: principle / principal; persecution / prosecution; access / excess; delicateness / delicacy; insurance / assurance; virtual / virtuous; sliding / slipping; privacy / piracy; assume / consume Expressions with set: set up / set forth / set your mind on (doing) / be (dead) set against (doing sth) / set (sb) free / a set of / set (the clock, a date) Explaining nouns | | | |
| LANGUAGE IN ACTION | Asking for clarification 1: I'd really like...; Sorry, I don't understand what you're saying.; Am I right in thinking that...; Can I ask...?; Can you tell me...?; Could you explain...?; But I can still use them, can't I? | | | |
| Pronunciation activities: different intonation patterns | | | | |
| REVIEW Units 3 & 4 | FOCUS ON: <i>as</i> Culture Matters: Sustainable fashion | | | |

UNITS 3 & 4 MULTIMEDIA

STUDENT MATERIAL

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|--------------------------|-------------------------|--|---|
| For self-study | E-BOOK+ | Units 3 and 4: Student's Book and Workbook | |
| | CLASS AUDIO | Student's Book Tracks 24-41 | |
| | WORKBOOK AUDIO | Tracks 07-10 | |
| | STUDENT PRACTICE | PRONUNCIATION | Unit 3: Connected speech; American or British? Unit 4: Same sound or different; Sounds that aren't pronounced |
| EXTRA PRACTICE | | The same Cyber Homework exercises for private student study (please see under "Cyber Homework" for detailed content) | |
| Teacher monitored | | Unit 3 | Lesson 1 Grammar – Aspect (1) Grammar – Aspect (2) Grammar – Aspect (3) Vocabulary – Attitudes to spending (1) Vocabulary – Attitudes to spending (2) Vocabulary – Attitudes to spending (3) Lesson 2 Reading – The future of money (1) Reading – The future of money (2) Grammar – The future (1) Grammar – The future (2) Grammar – The future (3) Vocabulary – Money and banking (1) Vocabulary – Money and banking (2) Vocabulary – Money idioms (1) Vocabulary – Money idioms (2) Lesson 3 Listening – (1) Listening – (2) Dialogue – Explaining (1) Dialogue – Explaining (2) |
| | | | Unit 4 |
| | CYBER HOMEWORK | | |

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| | ONLINE TESTS | UNIT TESTS | Unit 3 Part 1 Grammar – Vocabulary – Functions Unit 3 Part 2 Reading – Listening Unit 4 Part 1 Grammar – Vocabulary – Functions Unit 4 Part 2 Reading – Listening |
| | EXAM PRACTICE | EXAM PRACTICE | Cambridge C1 Advanced Listening – Part 2: Exam practice 1 Cambridge C1 Advanced Reading & Use of English – Part 3: Exam practice 1 Cambridge C1 Advanced Reading & Use of English – Part 3: Exam practice 2 Cambridge C1 Advanced Writing – Part 2: Exam practice 1 TOEFL Reading: Quick test 3 TOEIC Listening 1A: Quick test 4 |
| | | EXAM PAPERS | Cambridge C1 Advanced Listening: Parts 1, 2, 3, 4 Cambridge C1 Advanced Reading: Parts 1, 2, 3, 4, 5, 6, 7, 8 Cambridge C1 Advanced Speaking: Parts 1, 2, 3, 4 |
| | PROJECTS | GROUP PROJECTS: | IT: Electromagnetic hypersensitivity |
| | | INDIVIDUAL WRITING TASKS: | Write a report about your interaction with nature |

TEACHER MATERIAL

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| Teacher's DIGI Pack | Presentation Software (IWB) | Units 3 and 4: Student's Book and Workbook |
| | Testbuilder + Test Audio | Unit Test 3: Grammar: <i>The future aspect</i> Vocab: Money idioms; Money and banking: collocations with <i>credit</i> ; Money and banking: words to describe <i>rich</i> and <i>poor</i> ; Money trends; Attitudes toward spending Functions: Explaining; Giving and responding to opinions Skills: Reading: <i>The lottery advisor</i> Listening: A conversation between two students. Writing: An agree/disagree essay Speaking: A conversation about money Unit Test 4: Grammar: The passive; Compound nouns; Possessive 's, noun + <i>of</i> + noun Vocab: Properties of materials; Tableware and kitchen equipment; Value internet issues Functions: Asking for clarification; Listing reasons. Skills: Reading: Changing history Listening: A science lecture Writing: A for/against essay Speaking: A talk about an important invention Progress Test 2: Reading: The future of money TOEFL: Integrated Writing Practice: Credit |
| | Teacher's Book | |
| | Class Audio | Student's Book Tracks 01-32 Exam Speaking & Pronunciation Practice Tracks 05-06 |
| | Workbook Audio | Tracks 01-08 |
| Reference Material | Scope & Sequence, <i>I Can</i> statements, Workbook keys | |

| TOPIC | VOCABULARY | GRAMMAR | FUNCTIONS | SKILLS |
|--|---|--------------------------------|--|---|
| UNIT 5 Island hopping | | | | |
| CEFR C1 | | | | |
| OPENER | Geography of islands: archipelago, atoll, beach, castaway, commute, desert, deserted, ferry, getaway, hike, island-hopping, islanders, isle, lagoon, mainland, offshore, outlying, remote, reef, summer vacations, tropical, uninhabited, volcanic | | Talking about the meaning of island | |
| LESSON 1 My amazing island home | | Discourse markers | Managing conversation: Using discourse markers 1 Giving a talk about the advantages and disadvantages of living on an island Writing an article contrasting two islands | Reading: Fact files for two islands |
| LESSON 2 The boat at the end of the world | make: to make (sth) dangerous; to make it ashore; to make an ocean voyage; to make one's way to; to make up for it; make or break, make (it) through, make time for, make-believe, make do with(out), make it to | Past deduction and speculation | Talking about the effects of pollution and tourism on islands, and thinking of solutions Giving a presentation about an imaginary island | Reading: An unexplained mystery |
| LESSON 3 I will survive | | | Talking about survival Writing a diary entry as a participant on a survival TV show What's your view? Do you have what it takes to survive? | Reading: information about <i>Robinson Crusoe</i> Listening 1 and 2: an interview about a survival TV show |
| VOCABULARY PLUS | Expressions with make: to make amends / to make a splash / to make time for / to make your mind up / to make the best of something / to make up for something / to make a point (of) / to make allowances for someone Island escapes: asylum, enclave, haven, hideaway, refuge, retreat, sanctuary | | | |
| LANGUAGE IN ACTION | Discourse markers 2: actually, anyway, but on the other hand, by the way, especially, for example, just, literally, unless, what were we saying, you know, you know? | | | |
| Pronunciation activities: silent letters | | | | |

| TOPIC | VOCABULARY | GRAMMAR | FUNCTIONS | SKILLS |
|---|--|---------------------|---|--|
| UNIT 6 Aspects of society | | | | |
| CEFR C1 | | | | |
| OPENER | Ways of helping society: compassion, charitable, charity, donate, donations, empathy, generosity; humanity, humanitarian, selfless, selflessness, sustainable, sustainability, volunteering | | Talking about aspects of society | |
| LESSON 1 Nature lover | Blended words: ecosystem, chillax, frenemy, infocomercial, infographic, lifescape, malware, mocktail, smog, staycations | | Talking about our relationship with nature and how to get more nature into our lives Writing a list of tips on how to get more nature into our lives | Reading: extracts from <i>Last Child in the Woods</i> Listening: thoughts on our relationship with nature |
| LESSON 2 Social architecture | House features: antique, contemporary, cozy, functional, impressive, luxurious, minimalist, retro, stylish, substantial, vintage Compound nouns: built-in, custom-built, glass-, hot-tub, kitchen stove, master bedroom, open-plan, roof garden, solar panels, underfloor storage, wood-burning heating | Relative clauses | Talking about the place of architecture in society Giving a presentation about an important architecture project Designing a dream house | Reading 1: Shigeru Ban: architect of social change Listening: a conversation about social architecture |
| Pronunciation activities: Final syllable | | | | |
| LESSON 3 The kindness of strangers | | Position of adverbs | Sharing information about personal acts of kindness Managing conversation: asking for clarification 2 and rephrasing What's your view? Would you take a risk to save a stranger? Writing a news report | Listening: a talk about compassion Listening 1 and 2: two news reports about acts of kindness |
| VOCABULARY PLUS | Nature idioms: back-to nature, better nature, call of nature, forces of nature, in nature, mother nature, second nature, let nature take its course Wordbuilder: nouns from adjectives (Suffixes: -ation, -ism, -inct, -y) | | | |
| LANGUAGE IN ACTION | Generalizing: In a large number of cases...; Generally speaking...; By and large...; It doesn't happen that often,...; For the most part,...; I might have a tendency to...; on the whole; in general | | | |
| Pronunciation activities: intrusion with the sounds /j/, /w/, or /r/ | | | | |
| REVIEW Units 5 & 6 | FOCUS ON: still Culture Matters: How cultural values motivate eco-friendly behaviors | | | |

UNITS 5 & 6 MULTIMEDIA

STUDENT MATERIAL

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|--------------------------|-------------------------|--|--|
| For self-study | E-BOOK+ | Units 5 and 6: Student's Book and Workbook | |
| | CLASS AUDIO | Student's Book Tracks 42-59 | |
| | WORKBOOK AUDIO | Tracks 11-14 | |
| | STUDENT PRACTICE | PRONUNCIATION | Unit 5: Expressing fact or opinion; Silent letters Unit 6: Compound words; Intrusion: /r/, /j/, /w |
| EXTRA PRACTICE | | The same Cyber Homework exercises for private student study <i>(please see under "Cyber Homework" for detailed content)</i> | |
| Teacher monitored | CYBER HOMEWORK | Unit 5 | <p>Lesson 1 Grammar – Discourse markers (1) Grammar – Discourse markers (2) Grammar – Discourse markers (3) Vocabulary – Geography of islands (1) Vocabulary – Geography of islands (2) Vocabulary – Geography of islands (3)</p> <p>Lesson 2 Reading – An incredible tale of survival (1) Reading – An incredible tale of survival (2) Grammar – Past deduction and speculation (1) Grammar – Past deduction and speculation (2) Vocabulary – <i>make</i> (1) Vocabulary – <i>make</i> (2)</p> <p>Lesson 3 Listening (1) Listening (2) Dialogue – Using discourse markers (1) Dialogue – Using discourse markers (2)</p> |
| | | Unit 6 | <p>Lesson 1 Vocabulary – Ways of helping society (1) Vocabulary – Ways of helping society (2) Vocabulary – Ways of helping society (3) Vocabulary – Blended words (1) Vocabulary – Blended words (2) Vocabulary – Blended words (3)</p> <p>Lesson 2 Reading – The new generation of emergency shelters (1) Reading – The new generation of emergency shelters (2) Grammar – Relative clauses (1) Grammar – Relative clauses (2) Vocabulary – House features (1) Vocabulary – House features (2)</p> <p>Lesson 3 Listening (1) Listening (2) Dialogue – Asking for clarification and rephrasing (1) Dialogue – Asking for clarification and rephrasing (2) Dialogue – Generalizing Grammar – Position of adverbs (1) Grammar – Position of adverbs (2)</p> |
| | ONLINE TESTS | UNIT TESTS | <p>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</p> |
| | | MID-TERM TESTS | <p>Part 1 Grammar – Vocabulary – Functions Part 2 Reading: What's your sports style? – Listening: Plastic or crash?</p> |

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| | EXAM PRACTICE | EXAM PRACTICE Cambridge C1 Advanced Listening – Part 3: Exam practice 1 Cambridge C1 Advanced Reading & Use of English – Part 5: Exam practice 1 Cambridge C1 Advanced Writing – Part 3: Exam practice 1 IELTS Reading 1A: Quick test 1 IELTS Reading 1B: Quick test 1 IELTS Reading 1C: Quick test 1 TOEIC Reading 1C: Quick test 4 TOEIC Reading 1D: Quick test 4 |
| | | EXAM PAPERS Cambridge C1 Advanced Writing; Parts 1,2 IELTS Listening; Sections 1, 2, 3, 4 |
| | PROJECTS | GROUP PROJECTS: Social studies: Planning solutions to city problems INDIVIDUAL WRITING TASKS: Write an article about your favorite genre of music |

TEACHER MATERIAL

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| Teacher's DIGI Pack | Presentation Software (IWB) | Units 5 and 6: Student's Book and Workbook |
| | Testbuilder + Test Audio | Unit Test 5 Grammar: Discourse markers; Past deduction and speculation Vocab: <i>Make</i> ; Geography of islands Functions: Using discourse markers Skills: Reading: The Tempest Listening: A conversation about a ghost ship Writing: A report on an island. Speaking: A conversation about saving islands from developers Unit Test 6 Grammar: Relative clauses; Position of adverbs (1); Position of adverbs (2) Vocab: Blended words; Ways of helping society; House features Functions: Generalizing; Asking for clarification and rephrasing. Skills: Reading: Social housing Listening: A sociology lecture Writing: An email proposal Speaking: A talk about your dream house Progress Test 3: Reading: Island prison TOEFL: Integrated Speaking Practice: A remote tourist destination |
| | Teacher's Book | |
| | Class Audio | Student's Book Tracks 42-59 Exam Speaking & Pronunciation Practice Tracks 05-06 |
| | Workbook Audio | Tracks 11-14 |
| Reference Material | Scope & Sequence, <i>I Can</i> statements, Workbook keys | |

| TOPIC | VOCABULARY | GRAMMAR | FUNCTIONS | SKILLS |
|--|--|-------------|--|--|
| UNIT 7 Get to work | | | | |
| CEFR C1 | | | | |
| OPENER | Job categories: administrative, creative, helping, people, practical, technical | | Taking a psychometric test and talking about the results in relation to your career | |
| LESSON 1 Flexible working | Ways of working: coworking, digital nomad, freelance, gig economy, in-house, millennial, network, outsource, start-up, work remotely | Comparison | Talking about different work environments Managing conversation: filled pauses and hesitation Comparing co-working with a traditional working environment | Reading: Why you should take a stand against sitting Listening: a conversation about co-working |
| LESSON 2 Secrets of success | Jobs and suffixes: archaeologist, anesthetist, art therapist, beautician, busker, cardiologist, carpenter, comedian, curator, illustrator, electrician, fundraiser, interior designer, interpreter, nutritionist, obstetrician, statistician, radiologist | | Talking about the importance of background and personality traits in business success Giving a talk about the day in the life of a particular job Writing an article or giving a speech What's your view? What's the best way to succeed in business? | Reading 1: One of China's richest women Reading 2: quotes by self-made billionaires |
| Pronunciation activities: voiced and unvoiced sounds /f/ /tʃ/ /s/ /dʒ/ /g/ /k/ | | | | |
| LESSON 3 The future of work | Work and technology: algorithm, automate, automation, big data, drone, innovation, nanotechnology, production line, robot, transformational | Speculation | Talking about work and leisure in the future and the effect of technology Writing an article about automation in society / a letter from a robot / an article about typical future jobs | Listening 1: an interview about jobs in the future Listening 2: a lecture about the role of robots in the workplace |
| VOCABULARY PLUS | Phrasal verbs and idioms with work: to work around / to work at / to work sth off / to work sth out / to work through / to work up to / to work both ways / to work your way / to have your work cut out / to work on sth / to do someone's dirty work for them / the works / to work the system / to make fast (short) work of sth (sth = something) | | | |
| LANGUAGE IN ACTION | Pitching a business idea: I'd like you to consider another option...; If we could deliver...; So, we step in with...; potentially a huge market...; This could be a new market...; The latest Gallup poll tells...; From what I can see...; So, let's look again... | | | |
| Pronunciation activities: differences in American and British English pronunciation for /æ/ and /ɑ/ | | | | |

| TOPIC | VOCABULARY | GRAMMAR | FUNCTIONS | SKILLS |
|--|---|------------------------------|---|---|
| UNIT 8 Music and creativity | | | | |
| CEFR C1 | | | | |
| OPENER | Music genres: blues, classical, country and western, EDM, disco, folk, fusion, heavy metal, house, hymn, jazz, opera, pop, rap, ragtime, reggae, rock, rock and roll, soul, trance | | Talking about the purpose of the creative arts | |
| LESSON 1 The world's favorite songs | Songs: anthem, ballad, chant, hymn, lyric, soundtrack, track, lullaby Ways of singing: chant, harmonize, rap, serenade, sing a capella, sing along | Ellipsis and substitution | Talking about your favorite songs Writing a review of songs | Reading: 100 Greatest Songs of All Time Listening 2: people talking about their favorite songs |
| LESSON 2 Music to my ears | Playing music: acoustics, chord, dramatic, electronic, harmonies, haunting, highpitched, intimate, jabbing, melody, note riffs, orchestral, scale, score, sweeping Idioms: toot your own horn, music to my ears, drum something into your head, face the music, sound like a broken record | Fronting and cleft sentences | Managing conversation: Emphasizing Comparing experiences of creative activities Writing about a creative achievement | Reading 1: Your Brain on Music Reading 2: Why I took up a new skill |
| Pronunciation activities: stress for emphasis | | | | |
| LESSON 3 Your creative mind | | | Talking about your experience of creativity in school What's your view? How can you be more creative? | Listening 1: an interview about film music and composers Listening 2: a podcast about creativity |
| VOCABULARY PLUS | Music: accompanist, conductor, duo, multi-instrumentalist, singer-songwriter, vocalist Creativity: accomplishment, artfulness, craftsmanship, finesse, flair, proficiency, virtuosity Parts of the guitar: body, bridge, control knobs, fret, turning keys, neck, output jack, strings | | | |
| LANGUAGE IN ACTION | Recommending and giving advice: I'm sure we can recommend...; My advice would be that...; They're not the cheapest but...; If I were in your shoes...; Whatever you do...; I can't recommend this highly enough; It's worth a try...; It really does depend on what... | | | |
| REVIEW Units 7 & 8 | FOCUS ON: <i>one, ones</i> Culture Matters: The global workplace | | | |

UNITS 7 & 8 MULTIMEDIA

STUDENT MATERIAL

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|-------------------|------------------|--|---|
| For self-study | E-BOOK+ | Units 7 and 8: Student's Book and Workbook | |
| | CLASS AUDIO | Student's Book Tracks 60-74 | |
| | WORKBOOK AUDIO | Tracks 15-17 | |
| | STUDENT PRACTICE | PRONUNCIATION | Unit 7: Stress in word families; American or British? Unit 8: Weak and strong forms; Emphasis |
| 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 | Lesson 1 Grammar – Comparison (1) Grammar – Comparison (2) Grammar – Comparison (3) Vocabulary – Job categories (1) Vocabulary – Job categories (2) Lesson 2 Reading – China's richest man (1) Reading – China's richest man (2) Vocabulary – Jobs and suffixes (1) Vocabulary – Jobs and suffixes (2) Vocabulary – Jobs and suffixes (3) Lesson 3 Listening (1) Listening (2) Dialogue – Pitching a business idea (1) Dialogue – Pitching a business idea (2) Grammar – Speculation (1) Grammar – Speculation (2) Vocabulary – Work and technology (1) Vocabulary – Work and technology (2) |
| | | Unit 8 | Lesson 1 Grammar – Ellipsis and substitution (1) Grammar – Ellipsis and substitution (2) Grammar – Ellipsis and substitution (3) Vocabulary – Music genres (1) Vocabulary – Music genres (2) Vocabulary – Music genres (3) Vocabulary – Songs (1) Vocabulary – Songs (2) Lesson 2 Reading – It's all in the beat (1) Reading – It's all in the beat (2) Grammar – Fronting and cleft sentences (1) Grammar – Fronting and cleft sentences (2) Vocabulary – Playing music (1) Vocabulary – Playing music (2) Lesson 3 Listening (1) Listening (2) Dialogue – Recommending and giving advice (1) Dialogue – Recommending and giving advice (1) |
| | ONLINE TESTS | UNIT TESTS | Unit 7 Part 1 Grammar – Vocabulary – Functions Unit 7 Part 2 Reading – Listening Unit 8 Part 1 Grammar – Vocabulary – Functions Unit 8 Part 2 Reading – Listening |

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| EXAM PRACTICE | EXAM PRACTICE | Cambridge C1 Advanced Listening – Part 4: Exam practice 1 Cambridge C1 Advanced Reading & Use of English – Part 6: Exam practice 1 Cambridge C1 Advanced Writing – Part 4: Exam practice 1 IELTS Writing: Quick test 1 TOEIC Listening 1B: Quick test 4 |
| | EXAM PAPERS | IELTS Reading: Sections 1, 2, 3 IELTS Writing: Tasks 1, 2 |
| PROJECTS | GROUP PROJECTS: Technology / Business: Work in 2050 INDIVIDUAL WRITING TASKS: Write an essay about happiness | |

TEACHER MATERIAL

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|---------------------|--|--|
| Teacher's DIGI Pack | Presentation Software (IWB) | Units 7 and 8: Student's Book and Workbook |
| | Testbuilder + Test Audio | Unit Test 7 Grammar: Speculation; Comparison; Speculation and comparison Vocab: Jobs and suffixes; Work and technology; Phrasal verbs with <i>work</i> (1); Phrasal verbs with <i>work</i> (2) Functions: Pitching a business idea Skills: Reading: The future of work Listening: A conversation between three students Writing: A cover letter Speaking: A conversation about the future of work Unit Test 8 Grammar: Fronting and cleft sentences; Ellipsis and substitution Vocab: Music genres; Songs; Playing music (1); Playing music (2); Playing music (3) Functions: Recommending and giving advice; Emphasizing Skills: Reading: Talk to Singapore Listening: A music lecture Writing: A music review Speaking: A talk about a creative project Progress Test 4: Cloze: The University of Anywhere: BMus in Creative Music Technology IELTS Reading practice: BMus course |
| | Teacher's Book | |
| | Class Audio | Student's Book Tracks 60-74 |
| | Workbook Audio | Tracks 15-17 |
| Reference Material | Scope & Sequence, <i>I Can</i> statements, Workbook keys | |

| TOPIC | VOCABULARY | GRAMMAR | FUNCTIONS | SKILLS |
|---|--|------------------------|---|---|
| UNIT 9 An active life | | | | |
| CEFR C1 | | | | |
| OPENER | Sports impressions, expressing strong emotion: beam, flinch, gasp, shake, shriek, shudder, turn green, whoop | | Finding out your feelings about sports | |
| LESSON 1 Love it or hate it? | | The future in the past | Talking about male and female attitudes toward sports Discussing reactions to anecdotes | Reading: a blog about sports Listening: three anecdotes about sports |
| LESSON 2 Nature or nurture? | Track and field: aptitude, athletics, high jump, hurdling, intensive training, pole vault, prowess, sprinting, stadium, track, track and field events, work regimen | Participle clauses | Writing a list of tips for young athletes and their families Talking about the importance of nature or nurture in the success of top athletes Writing a biography of an Ironman athlete | Reading 1: A Tale of Two Jumpers Reading 2: Information about <i>The Sports Gene</i> Listening: a biography of an Ironman champion |
| Pronunciation activities: intonation in participle clauses | | | | |
| LESSON 3 Would you like to live forever? | Adjectives of quantity: additional, decent, excessive, further, immoderate, limited, meagre, minuscule, modest, sizeable, substantial | | Talking about attitudes to health and fitness Managing conversation: Making formal proposals What's your view? What should government policy be with regard to access to an anti-aging pill? | Listening 1: a news report on the effects of activity on longevity Listening 2: a radio discussion about anti-aging research |
| VOCABULARY PLUS | Wordbuilding: Suffixes (-ance, -ation, -ence, -hood, -ive, -ize, -ition -sion) Sports idioms and terminology: the ball to be in someone's court; hit below the belt; call the shots; throw in the towel; to be on the home stretch; to keep your eye on the ball; to move the goal posts | | | |
| LANGUAGE IN ACTION | Encouraging and praising: Go for it! ; Hang in there!; Out of sight! How impressive!; You're making (real) headway!; Come on!; That was outstanding!; Keep it up!; Nice one!; Superb! Soccer terms: book (a player), cross, extra time, foul, half-time, header, kick-off, near miss, pass, (give a) penalty, save, shot, shoot, smash, stoppage time, tackle | | | |
| Pronunciation activities: diphthong sounds: /aʊ/ /ei/ /əʊ/ | | | | |

| TOPIC | VOCABULARY | GRAMMAR | FUNCTIONS | SKILLS |
|--|---|---|---|---|
| UNIT 10 Mixed feelings | | | | |
| CEFR C1 | | | | |
| OPENER | Degrees of happiness: blue, carefree, content, dejected, depressed, discontented, down, ecstatic, euphoric, heartbroken, lighthearted, melancholy, overjoyed, over the moon, pleased, satisfied | | Sharing high and low points in life Writing a poem about happiness | |
| LESSON 1 Happiness by design | | Complex <i>-ing</i> forms and infinitives | Agreeing on a definition of happiness Retelling a story Talking about pleasurable and purposeful activities in your life | Listening: a talk about a book on happiness |
| LESSON 2 Play to your weaknesses | Negative emotions: anger / rage, anxiety / fear, boredom / sloth, depression / sadness, envy / jealousy, guilt / shame, yearning / greed The body language of anger : clenched fist; jutting jaw; gritted teeth; narrowed eyes; snarling mouth; glaring eyes; raised fist | | Describing people, their expressions and feelings Talking about harmful emotions Writing a summary of an article Managing conversation: Managing discussion What's your view? How can we live more happily? | Reading: a book review of <i>The Power of Negative Emotion</i> |
| Pronunciation activities: short and long vowel sounds | | | | |
| LESSON 3 Two poems | Poetry: alliteration, evoke, image, line, meter, rhyme, scheme, transcendent, verse | Inversion used for emphasis | Practicing reading a poem Introducing a poem | Reading 1: a <i>Everyone Sang</i> , by Siegfried Sassoon Listening 1: a discussion of <i>Everyone Sang</i> Reading 2: <i>The Word</i> by Zaffar Kunial Listening 2: a poetry group discussion of the two poems |
| VOCABULARY PLUS | Wordbuilding: Suffixes (-ation, -ative, -ity, -less) Phrasal verbs: to bottle up, to come across; to clean up; to lie around; to fit in; to start up Expressions with <i>heart</i>: a man after my own heart, have your heart in (sth), (have) a heart of stone, at heart, cross your heart, set your heart on (sth), (have) a heart to heart, (have) a heart of gold, to your heart's content | | | |
| LANGUAGE IN ACTION | Expressing irritation and annoyance: That's just what I needed to hear!; I've told you a hundred times...; That's just not fair...; I tell you...; Come on!; It's bad enough having to...; Look what you've made me do...; Please, don't tell me... | | | |
| Pronunciation activities: word stress and intonation in questions | | | | |
| REVIEW Units 9 & 10 | FOCUS ON: <i>so</i> Culture Matters: When straight talking is not a good idea | | | |

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 75-95 | |
| | WORKBOOK AUDIO | Tracks 18-23 | |
| | STUDENT PRACTICE | PRONUNCIATION | Unit 9: Minimal pairs; How do they sound? Unit 10: Expressing negative emotions through intonation; Sentence stress and meaning |
| 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 | Lesson 1 Grammar – The future in the past (1) Grammar – The future in the past (2) Grammar – The future in the past (3) Vocabulary – Expressing strong emotion (1) Vocabulary – Expressing strong emotion (2) Vocabulary – Expressing strong emotion (3) Lesson 2 Reading : Usain Bolt's unlikely success (1) Reading : Usain Bolt's unlikely success (2) Grammar – Participle clauses (1) Grammar – Participle clauses (2) Vocabulary – Track and field (1) Vocabulary – Track and field (2) Lesson 3 Listening (1) Listening (2) Dialogue – Encouraging and praising (1) Dialogue – Encouraging and praising (2) Vocabulary – Adjectives of quantity (1) Vocabulary – Adjectives of quantity (2) Vocabulary – Soccer terms (1) Vocabulary – Soccer terms (2) |
| | | Unit 10 | Lesson 1 Grammar – Complex <i>-ing</i> forms and infinitives (1) Grammar – Complex <i>-ing</i> forms and infinitives (2) Grammar – Complex <i>-ing</i> forms and infinitives (3) Vocabulary – Degrees of happiness (1) Vocabulary – Degrees of happiness (2) Vocabulary – Degrees of happiness (3) Lesson 2 Reading – Turning a negative into a positive (1) Reading – Turning a negative into a positive (2) Vocabulary – Negative emotions (1) Vocabulary – Negative emotions (2) Vocabulary – The body language of anger (1) Vocabulary – The body language of anger (2) Lesson 3 Listening (1) Listening (2) Dialogue – Expressing irritation and annoyance (1) Dialogue – Expressing irritation and annoyance (2) Grammar – Inversion used for emphasis (1) Grammar – Inversion used for emphasis (2) |
| | ONLINE TESTS | UNIT TESTS | Unit 9 Part 1 Grammar – Vocabulary – Functions Unit 9 Part 2 Reading – Listening Unit 10 Part 1 Grammar – Vocabulary – Functions Unit 10 Part 2 Reading – Listening |

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| | EXAM PRACTICE | EXAM PRACTICE | Cambridge C1 Advanced Reading & Use of English – Part 7: Exam practice 1 Cambridge C1 Advanced Writing – Part 4: Exam practice 2 Cambridge C1 Advanced Writing – Part 4: Exam practice 3 TOEFL Listening 1B: Quick test 3 TOEIC Reading 1E: Quick test 4 TOEIC Reading 1F: Quick test 4 |
| | | EXAM PAPERS | IELTS Speaking: Parts 1, 2 TOEFL: Listening |
| | PROJECTS | GROUP PROJECTS: Poetry: The Favorite Poem Project INDIVIDUAL WRITING TASKS: Write a news story | |

TEACHER MATERIAL

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| Teacher's DIGI Pack | Presentation Software (IWB) | Units 9 and 10: Student's Book and Workbook Unit Test 9 Grammar: The future in the past; Participle clauses (1); Participle clauses (2) Vocab: Sports/soccer terms; Expressing strong emotion; Sports idioms and terminology; Adjectives of quantity Functions: Encouraging and praising; Making formal proposals Skills: Reading: Great sporting anecdotes Listening: An interview with an athlete Writing: An ad for a vacation Speaking: A conversation about the ethics of major sporting events |
| | Testbuilder + Test Audio | Unit Test 10 Grammar: Complex <i>-ing</i> forms and infinitives; Inversion used for emphasis Vocab: Degrees of happiness; The body language of anger; Negative emotions; Poetry Functions: Expressing irritation and annoyance Skills: Reading: Introduction to key terms Listening: A lecture from a psychology course. Writing: Writing: a report based on a table Speaking: A conversation about what give meaning to your life Progress Test 5: Reading: Soccer blog TOEFL: Integrated Writing Practice: Longevity |
| | Teacher's Book | |
| | Class Audio | Student's Book Tracks 75-95 |
| | Workbook Audio | Tracks 24-27 |
| Reference Material | Scope & Sequence, <i>I Can</i> statements, Workbook keys | |

| TOPIC | VOCABULARY | GRAMMAR | FUNCTIONS | SKILLS |
|--|---|---|---|---|
| UNIT 11 Crime and justice | | | | |
| CEFR C1 | | | | |
| OPENER | Crime: cyber crime, organized crime, property, victimless crime, violent crime, white-collar crime | | Talking about crime statistics Telling a story about a criminal | |
| LESSON 1 Wanted, dead or alive! | | Distancing | Giving a talk about a legendary figure | Reading: biographies of two famous criminals Listening: a talk about Robin Hood and other famous outlaws |
| Pronunciation activities: noun / verb word stress | | | | |
| LESSON 2 Whodunit? | Crime fiction: alibi, confess (to) a crime; find clues; investigate a murder; make an accusation; scaffold; search (for) evidence; suspect (someone) of murder Metaphors: to blacken sb's name, to get away with murder, to be a (real) goldmine, the long arm of the law, to pull the wool over sb's eyes, top dog | | Deciding what features are important for crime fiction Managing conversation: Persuading What's your view? Which crime novel or drama would you recommend to all your friends? | Reading: The best crime novel – ever |
| LESSON 3 Restorative justice | Criminal justice: prison, a fine, work in the community, a warning, a face-to-face session with the victim, to be in trouble, carry out, case worker, make reparation, offense, reintegration, shoplifting, to show up | Sentences with <i>if</i> Alternatives to <i>if</i> | Writing an e-mail about your work on a youth offender panel Deciding how to deal with young offenders | Listening 1: a talk about restorative justice Listening 2: an interview with the chair of a youth offender panel |
| VOCABULARY PLUS | Crime vocabulary: accomplice, bail, deserter, espionage, pickpocketing, probation, prosecution, stowaway, terrorist, vandalism Expressions related to crime: (to be) behind the bars, (to have) your hand in the cookie jar, (to be) on the run, to beat the rap, to clear one's name, (to be) caught red handed, to obtain sth under false pretenses Wordbuilding: Suffixes (-ation, -ial, -ion, -ious, -iously, -ry, -ulously) | | | |
| LANGUAGE IN ACTION | Expressing certainty, probability, and doubt: I have my doubts about ...; I guess ...; Someone's bound to ...; That would make sense,...; They could easily...; I'd bet my bottom dollar that...; There's no way...; I can't say for sure.: I'm in two minds about...; ...most likely... | | | |
| Pronunciation activities: using intonation to convey different feelings | | | | |

| TOPIC | VOCABULARY | GRAMMAR | FUNCTIONS | SKILLS |
|---|---|--------------------|---|--|
| UNIT 12 Utopia / Dystopia | | | | |
| CEFR C1 | | | | |
| OPENER | Utopias and dystopias: conflict, dystopia, future perfect, post-apocalypse, postmodern, problem, superficially, utopia | | Talking about utopian and dystopian stories, movies, and games | |
| LESSON 1 Why we love dystopia | | Reflexive pronouns | Finding out about an unknown dystopian movie Talking about dystopian stories in relation to modern popular culture | Reading and listening: four movie reviews Listening: a conversation about dystopian fiction |
| LESSON 2 The Hunger Games | Heroes and heroines: courage, imagination, integrity, loyalty, resilience, resourcefulness Visions of the future: anecdote, cynicism, pulp fiction; collective idea; potent, token action; wasteland; to ditch, to fend off; to go awry; to molest; to revel in; to run up against, to wield | | Managing conversation: Speculating Writing a movie script / diary entry / a set of rules | Reading: an extract from <i>The Hunger Games</i> |
| Pronunciation activities: consonant clusters | | | | |
| LESSON 3: What if...? | | Supposition | Comparing science fiction and reality What's your view? What is your vision of utopia? | Listening 1: a talk about Project Hieroglyph Listening 2: news reports about three places |
| Vocabulary PLUS | Idioms: Optimism: cheerful, excited, depressed, disappointed, embarrassed, miserable Utopia: bliss, dream world, make-believe, never-never land, paradise, pie-in-the-sky, seventh heaven, wonderland American and British English: <i>from / than; holiday / vacation; trainers / sneakers; mail / post; mom / mum; icing / frosting; lorry / truck; got / gotten</i> | | | |
| Language in Action | Responding to questions and suggestions: That's a fun question; I can't think of anything worse; Now you're talking; I'd love to; I wouldn't say no to either of those propositions; I'm not so hot on that idea. Making suggestions | | | |
| Pronunciation activities: chunking | | | | |
| REVIEW Units 11 & 12 | FOCUS ON: <i>should</i> Culture Matters: TV crime shows | | | |

UNITS 11 & 12 MULTIMEDIA

STUDENT MATERIAL

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| For self-study | E-BOOK+ | Units 11 and 12: Student's Book and Workbook | |
| | CLASS AUDIO | Student's Book Tracks 96-110 | |
| | WORKBOOK AUDIO | Tracks 29-32 | |
| | STUDENT PRACTICE | PRONUNCIATION | Unit 11: Same spelling different stress; Expressing emotion through intonation Unit 12: Intonation and voice range; Pauses in a talk |
| 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 | Lesson 1 Grammar – Distancing (1) Grammar – Distancing (2) Grammar – Distancing (3) Vocabulary – Crime (1) Vocabulary – Crime (2) Lesson 2 Reading – The queen of crime (1) Reading – The queen of crime (2) Reading – The queen of crime (3) Vocabulary – Crime fiction (1) Vocabulary – Crime fiction (2) Vocabulary – Metaphors (1) Vocabulary – Metaphors (1) Lesson 3 Listening (1) Listening (2) Dialogue – Expressing certainty, probability, and doubt (1) Dialogue – Expressing certainty, probability, and doubt (2) Grammar – Sentences with <i>if</i> , alternatives to <i>if</i> (1) Grammar – Sentences with <i>if</i> , alternatives to <i>if</i> (2) Grammar – Sentences with <i>if</i> , alternatives to <i>if</i> (3) Vocabulary – Criminal justice (1) Vocabulary – Criminal justice (2) |
| | | Unit 12 | Lesson 1 Grammar – Pronouns and substitution (1) Grammar – Pronouns and substitution (2) Grammar – Pronouns and substitution (3) Vocabulary – Future worlds (1) Vocabulary – Future worlds (2) Vocabulary – Future worlds (3) Lesson 2 Reading – <i>Oblivion</i> (2013) (1) Reading – <i>Oblivion</i> (2013) (2) Vocabulary – Heroes and heroines (1) Vocabulary – Heroes and heroines (2) Lesson 3 Listening (1) Listening (2) Dialogue – Responding to questions and suggestions (1) Dialogue – Responding to questions and suggestions (2) Grammar – Supposition (1) Grammar – Supposition (2) |
| | ONLINE TESTS | UNIT TESTS | Unit 11 Part 1 Grammar – Vocabulary – Functions Unit 11 Part 2 Reading – Listening Unit 12 Part 1 Grammar – Vocabulary – Functions Unit 12 Part 2 Reading – Listening |

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| EXAM PRACTICE | EXAM PRACTICE | Cambridge C1 Advanced Reading & Use of English – Part 8: Exam practice 1 Cambridge C1 Advanced Writing – Part 1: Exam practice 2 Cambridge C1 Advanced Writing – Part 1: Exam practice 3 TOEFL Writing: Quick test 3 TOEIC Listening 1C: Quick test 4 |
| | EXAM PAPERS | TOEFL Reading: Parts 1, 2, 3 TOEFL Writing: Tasks 1, 2 TOEFL Speaking: – Questions 1, 2, 3, 4, 5, 6 |
| PROJECTS | GROUP PROJECTS: Literature: Dystopian society INDIVIDUAL WRITING TASKS: Write a speculative science fiction story | |

TEACHER MATERIAL

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| Teacher's DIGI Pack | Presentation Software (IWB) | Units 11 and 12: Student's Book and Workbook Unit Test 11 Grammar: Distancing; Sentences with <i>if</i> , Alternatives to <i>if</i> (1); Alternatives to <i>if</i> (2) Vocab: Metaphors; Crime; Criminal justice; Crime fiction Functions: Persuading; Expressing certainty, probability, and doubt Skills: Reading: The origins of crime fiction Listening: A conversation between two friends Writing: A problem/solution essay Speaking: A conversation about restorative justice |
| | Testbuilder + Test Audio | Unit Test 12 Grammar: Pronouns and substitution; Supposition Vocab: Heroes and heroines; American and British English; Future worlds Idioms: Optimism Functions: Speculating Responding to questions and suggestions Skills: Reading: Number 1: <i>Blade Runner</i> Listening: A literature lecture Writing: A story Speaking: A talk about science fiction Progress Test 6: Reading: My movie viewing TOEFL: Integrated Speaking Practice: The hero |
| | 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 | |

EXAM TRAINING

| | |
|----------------|---|
| USE OF ENGLISH | READING AND USE OF ENGLISH: PARTS 1 AND 2 TEXT COMPLETION |
| USE OF ENGLISH | READING AND USE OF ENGLISH: WORD FORMATION |
| USE OF ENGLISH | READING AND USE OF ENGLISH: KEY WORD TRANSFORMATIONS |
| READING 1 | READING FOR DETAIL: TRUE / FALSE / NOT GIVEN; GAP-FILL SENTENCES |
| READING 2 | READING FOR MAIN IDEAS: MULTIPLE CHOICE QUESTIONS |
| READING 3 | READING FOR STRUCTURE: TEXT ORGANIZATION / GAPPED TEXT |
| LISTENING 1 | CONVERSATIONS: MULTIPLE CHOICE; SHORT ANSWERS |
| LISTENING 2 | MONOLOGUE: GAP-FILL; SENTENCE COMPLETION |
| LISTENING 3 | LONG DIALOGUE: MATCHING |
| LISTENING 4 | LECTURE: MULTIPLE CHOICE |
| SPEAKING | INTERVIEW LONG TURN DISCUSSION |
| WRITING | ESSAY; REPORT |

WRITING

| | |
|----------------|----------------------------|
| UNIT 1 | A BLOG ENTRY |
| UNIT 2 | A NEWS STORY |
| UNIT 3 | AN AGREE / DISAGREE ESSAY |
| UNIT 4 | A FOR / AGAINST ESSAY |
| UNIT 5 | A REPORT |
| UNIT 6 | AN EMAIL PROPOSAL |
| UNIT 7 | A COVER LETTER |
| UNIT 8 | A REVIEW |
| UNIT 9 | A VACATION AD |
| UNIT 10 | A REPORT BASED ON A TABLE |
| UNIT 11 | A PROBLEM / SOLUTION ESSAY |
| UNIT 12 | A STORY |