

# ***JETSTREAM***

**upper-intermediate**



**Scope & Sequence**

Unit 1 Beginnings				
CEFR B1				
TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
INTRODUCTION			Talking about the meaning of names	
Lesson 1 Breaking free	<b>Collocations with home:</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 holiday 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
Lesson 2 How (not) to learn a language	<b>Collocations with keep:</b> to keep at arm's length; to keep away; to keep busy; to keep calm; to keep informed; to keep a low profile; to keep secret; to keep one's shirt on; to keep shut; to keep 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>P:</b> the sound /ɔ:/ <b>Listening:</b> a conversation about <i>The Jungle Book</i> <b>Reading 2:</b> Rudyard Kipling
Lesson 3 Life soundtrack	<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:</b> a radio programme about music and life
Vocabulary plus	<b>Wordbuilder:</b> Nouns from verbs: suffixes -(t)ion, -ation, -ition, -sion, -ment, -ence, -ance <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			
Everyday English	<b>Expressing disappointment and joy</b> <b>P:</b> the different meanings of <i>you know</i>			

Unit 2 Come to your senses!				
CEFR B1/B2				
TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>INTRODUCTION</b>	<b>Hobbies and activities:</b> birdwatching, cooking, composing music, DIY, doing a jigsaw, doing Zumba, finding directions, knitting, learning English, playing the bagpipes, shopping for food, sketching, watching TV, writing		<b>Talking about different learning styles</b>	
<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	<b>Talking about different toys and how they affect learning</b> <b>Describing childhood toys</b> <b>Writing an opinion essay</b>	
<b>Lesson 2 Paint the town red!</b>	<b>Expressions with colours:</b> blood/brick/coral red; lemon/olive green; navy/ midnight/ sea blue; mustard yellow; salmon pink <b>P:</b> /ɪ/ sound	Hedging: making cautious statements	<b>Talking about two paintings</b> <b>Talking about colours and how they affect people</b> <b>Giving a presentation on colour</b>	<b>Listening:</b> a conversation about colour associations <b>Reading:</b> Colour 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 + <i>-ing</i> ; prevent someone from + <i>-ing</i>	<b>Talking about different music styles and the music you listen to</b> <b>Talking about sounds you like</b> <b>Writing a poem about sounds</b>	<b>Listening 1:</b> vox pops about music preferences <b>Listening 2:</b> a radio interview about 'car-aoke' <b>Reading:</b> poem <i>The Sound Collector</i>
<b>Vocabulary plus</b>	<b>Wordbuilder:</b> Nouns from adjectives: suffixes -ity, -ness, -ence, -ance, -th, -dom <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>Everyday English</b>	<b>Talking about advantages and disadvantages</b> <b>P:</b> changing meaning through intonation			
<b>REVIEW Units 1 &amp; 2</b>	<b>Reading:</b> The Montessori Method <b>Aspects of culture:</b> Cat cafés and other ideas			

UNITS 1 & 2 MULTIMEDIA			
Student Material			
ONLINE Placement test			
For private student study	CLOUDBOOK	Units 1 and 2: Student's Book and Workbook	
	WORKBOOK AUDIO MP3	Tracks 01 – 08	
	ONLINE TRAINING	PRONUNCIATION	<b>Unit 1:</b> /ɔ:/ The different meanings of <i>you know</i> <b>Unit 2:</b> /r / sound Changing meaning through intonation
		EXAM PRACTICE Module 1 A & B	<b>FCE:</b> Listening Test Part 1 <b>IELTS:</b> Reading <b>TOEFL:</b> Writing Task 2 <b>TOEIC:</b> Speaking
	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 1	<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) <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) <b>Lesson 3:</b> 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)
		Unit 2	<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) <b>Lesson 2</b> Reading – Colours for profit (1) Reading – Colours for profit (2) Grammar – Present perfect continuous Grammar – Hedging: making cautious statements (1) Grammar – Hedging: making cautious statements (2) Vocabulary – Expressions with colours (1) Vocabulary – Expressions with colours (2) <b>Lesson 3: Vocabulary Plus / Everyday English</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)
	CLIL PROJECT	Music: A history of rap	

Teacher Material	
ONLINE DOWNLOADS   TEACHER'S GUIDE   WORKBOOK KEY   CLASS AUDIO MP3	
TESTBUILDER + TEST AUDIO	<p><b>Unit Test 1 Grammar:</b> Time and tense review 1: the present and the past Time and tense review 2: the present and the past Time and tense review 3: the future. <b>Vocab:</b> Collocations: <i>keep</i> Collocations: <i>home</i> Emotions</p> <p><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 cinema.</p> <p><b>Unit Test 2 Grammar:</b> Hedging: making cautious statements Relative clauses Verb patterns 1: cause and effect <b>Vocab:</b> Toys Manual activities Sounds Music</p> <p><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.</p> <p><b>Progress Test 1: Cloze:</b> Healing Light?</p> <p><b>IELTS Reading Practice:</b> Maria Montessori</p>
DISCS CLASS AUDIO CD 1 Tracks 02 – 20	
INTERACTIVE BOOK FOR WHITEBOARD OFFLINE STUDENT'S BOOK AND WORKBOOK VIDEOS SCOPE & SEQUENCE TESTBUILDER + TEST AUDIO FOR UNITS 1 & 2	

Unit 3 Watch your language!				
CEFR B1/B2				
TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
INTRODUCTION	<b>Collocations with <i>language</i>:</b> broken, body, 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	
Lesson 1 Worldwide words!	<b>Loan words:</b> <i>lend, borrow, loan</i> <b>Roots of English</b>	Comparison: <i>quite a lot, more, X times as many, the most, by a long way</i>	<b>Comparing statistics of world languages</b> <b>P:</b> plurals with the sound /dʒɪs/	
Lesson 2 Say what you mean!	<b>Expressions with <i>can't</i>:</b> can't help, can't face, can't stand, can't be bothered with, can't help wondering	Modal verbs: <i>can, could, have to, must, should, ought to, may, might</i>	<b>Thinking about how often we use the word <i>love</i></b> <b>Writing a report</b> <b>Analysing the poem <i>Chivvy</i></b> <b>Talking about how adults and children communicate</b>	<b>Reading:</b> People, curb your enthusiasm <b>Listening:</b> a talk by a life coach on limiting language
Lesson 3 Favourite words		Cleft sentences	<b>Talking about the most beautiful words in English</b> <b>Writing a story about words</b> <b>Conducting a survey about words</b> <b>Writing a report</b>	<b>Reading:</b> Popular favourite words
<b>Vocabulary plus</b>	<b>Wordbuilder:</b> Adjectives: suffixes -al, -ive, -ic. Difference between -al and -ic  <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 lucky / struck me that / struck up			
<b>EVERYDAY ENGLISH</b>	<b>Expressing preferences</b> <b>P:</b> using intonation to convey preferences			

**Unit 4 Conflict and resolution**

CEFR B1/B2

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>INTRODUCTION</b>	<b>Everyday phrases from war and boxing:</b> attack, battle, catch someone off (their) guard, come out with all 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, shoot down in flames, take no prisoners, victory, war, win, wipe somebody out			<b>Listening:</b> a museum audio commentary
<b>Lesson 1 Remembering war</b>		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 War stories</b>	<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>Writing a journalist's report of a war or battle</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>P:</b> diphthongs /eɪ/, /aɪ/, /əʊ/
<b>Lesson 3 It's not fair!</b>	<b>Arguments:</b> get into, have, lose, make, start, win	Future in the past	<b>Writing a blog post about conflict and resolution</b>	<b>Listening:</b> a conversation between school boys and a teacher <b>Reading:</b> West-Eastern Divan Orchestra
<b>Vocabulary plus</b>	<b>Wordbuilder:</b> Nouns for people: suffixes -er, -or, -ee, -ian, ist, -ent / -ant  <b>Phrasal verbs get:</b> get along / get away / get behind / get by / get down / get off / get out / get over / get round / to / get on with			
<b>EVERYDAY ENGLISH</b>	<b>Strengthening opinions with examples and adverbs</b> <b>P:</b> sentence stress and intonation			
<b>REVIEW Units 3 &amp; 4</b>	<b>Reading:</b> Zoe's problem page: Conflict in the workplace <b>Aspects of culture: Words that are difficult to translate</b>			

UNITS 3 & 4 MULTIMEDIA				
Student Material				
ONLINE Placement test				
For private student study	<b>CLOUDBOOK</b>	Units 3 and 4: Student's Book and Workbook		
	<b>WORKBOOK AUDIO MP3</b>	Tracks 09 – 17		
	<b>ONLINE TRAINING</b>	<b>PRONUNCIATION</b>	<b>Unit 3:</b> Plurals with the sound /dʒɪs/ Using intonation to convey preferences <b>Unit 4:</b> Diphthongs /eɪ/, /aɪ/, /əʊ/ Sentence stress and intonation	
		<b>EXAM PRACTICE Module 2 A &amp; B</b>	<b>IELTS:</b> Listening <b>FCE:</b> Reading Part 7 <b>TOEFL:</b> Writing Task 1 <b>TOEIC:</b> Speaking	
	<b>EXTRA PRACTICE</b>	The same Cyber Homework exercises for private student study ( <i>please see under 'Cyber Homework' for detailed content</i> )		
Teacher monitored	<b>CYBER HOMEWORK</b>	<b>Unit 3</b>	<b>Lesson 1</b> Grammar – Comparison (1) Grammar – Comparison (2) Grammar – Comparison (3) Vocabulary – Loan words (1) Vocabulary – Loan words (2) Vocabulary – Roots of English <b>Lesson 2</b> Reading – New words in the English language (1) Reading – New words in the English language (2) Grammar – Modal verbs (1) Grammar – Modal verbs (2) Vocabulary – Expressions with <i>can't</i> (1) Vocabulary – Expressions with <i>can't</i> (2) <b>Lesson 3</b> Listening – (1) Listening – (2) Dialogue – Expressing preferences Grammar – Cleft sentences (1) Grammar – Cleft sentences (2) Vocabulary – Sounds (1) Vocabulary – Sounds (2)	
		<b>Unit 4</b>	<b>Lesson 1</b> Grammar – Adverbs and adverb phrases (1) Grammar – Adverbs and adverb phrases (2) Grammar – Adverbs and adverb phrases (3) Vocabulary – Adverbs and adverb phrases (1) Vocabulary – Adverbs and adverb phrases (2) Vocabulary – Adverbs and adverb phrases (3) <b>Lesson 2</b> Reading – The scoop of the century (1) Reading – The scoop of the century (2) Grammar – Gerunds and participles (1) Grammar – Gerunds and participles (2) Vocabulary – Hearing and listening (1) Vocabulary – Hearing and listening (2) Vocabulary – About war (1) Vocabulary – About war (2) <b>Lesson 3:</b> Listening (1) Listening (2) Dialogue – Strengthening opinions with examples (1) Dialogue – Strengthening opinions with examples (2) Grammar – Future in the past (1) Grammar – Future in the past (2) Vocabulary – Arguments (1) Vocabulary – Arguments (2)	
	<b>CLIL PROJECT</b>	<b>History: War</b>		



Teacher Material	
<b>ONLINE DOWNLOADS   TEACHER'S GUIDE   WORKBOOK KEY   CLASS AUDIO MP3</b>	
<b>TESTBUILDER + TEST AUDIO</b>	<p><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> Giving a talk about online language learning.</p> <p><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.</p> <p><b>Progress Test 2: Close:</b> Business English Blog.  <b>TOEFL:</b> Integrated Writing Practice: Women in World War 1</p>
<b>DISCS CLASS AUDIO CD 1 Tracks 22 – 34</b>	
<b>INTERACTIVE BOOK FOR WHITEBOARD OFFLINE STUDENT'S BOOK AND WORKBOOK VIDEOS SCOPE &amp; SEQUENCE TESTBUILDER + TEST AUDIO FOR UNITS 3 &amp; 4</b>	

Unit 5 Telling tales				
CEFR B2				
TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>INTRODUCTION</b>	<b>Fiction genres:</b> crime fiction, fables, graphic novel, horror, romance, science fiction, thriller, magic 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>Talking about the seven basic plots of stories</b> <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>Reading:</b> The three dolls
<b>Lesson 2</b> <b>Responses to reading</b>	<b>Opinions:</b> <b>positive:</b> I couldn't wait; fast-paced; unrelenting suspense, intriguing; couldn't put it down; a real masterpiece; incredibly perceptive; thought provoking; tremendous relevance; <b>negative:</b> dismal; disappointingly cardboard characters; let-down; off-putting; one-dimensional; shocking; utterly predictable; tedious;	<i>somewhere, everything, etc.</i>	<b>Writing and presenting a commentary for a video trailer</b> <b>Group story-telling</b> <b>Writing a book review</b>	<b>Reading 1:</b> Extract from Stephen King thriller <i>Under the Dome</i> <b>Listening:</b> reader's opinions of <i>Under the Dome</i> <b>P:</b> word stress on positive and negative opinions <b>Reading 2:</b> review of <i>Under the Dome</i>
<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> Elmore Leonard's 10 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 -able / -ible, -ant / -ent, -ful, -ous  <b>Phrasal verbs come:</b> come across / come alive / come in / come into / come off / come out / come to / come up with			
<b>EVERYDAY ENGLISH</b>	<b>Agreeing; Politely disagreeing</b> <b>P:</b> stress and intonation in polite disagreements			

**Unit 6 The nature of sport**

**CEFR B2**

<b>TOPIC</b>	<b>VOCABULARY</b>	<b>GRAMMAR</b>	<b>FUNCTIONS</b>	<b>SKILLS</b>
<b>INTRODUCTION</b>	<b>Sports and activities:</b> backflip, cape, chequered flag, cue, defender, drop kick, goal, handlebars, pass, saddle, scrum, scrum half, sword, triple twenty; bend, board, course, court, field, pitch, pool, ring, straight, table; track		<b>Defining the idea of 'sport'</b>	<b>Listening:</b> sports commentaries
<b>Lesson 1 Two by two</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	Articles	<b>Researching information about a sporting event. Writing a description of a sporting event</b>	<b>Reading:</b> The boat race
<b>Lesson 2 Sink or swim?</b>	<b>Hobbies and activities:</b> base jumping; bee keeping, bird watching, body building, break dancing, candle making, cheer leading, coin collecting, flower arranging, fossil detecting, metal detecting, model making, mountain climbing, plane making, rock climbing, stamp collecting, train spotting	Verb patterns 2: verb +-ing form, infinitive or <i>that</i> clause	<b>Talking about a hobby you do regularly Giving a presentation of an unusual sport Writing a description of an unusual sport</b>	<b>Reading 1:</b> Men in trunks <b>Listening:</b> a review of the film <i>Men who swim</i> <b>Reading 2:</b> A different kind of ball game <b>P:</b> consonant clusters
<b>Lesson 3 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 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 en-; general word building  <b>Phrasal verbs take:</b> (not) take any notice of / take to heart / (not) take kindly to / (not) to take offence / take over / take pains / take pity			
<b>EVERYDAY ENGLISH</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,... How do you work that one out? It stands to reason. That's a good point. That's all there is to it. What I mean is... You're not wrong about that. <b>P:</b> changing sentence stress to change meaning			
<b>REVIEW Units 5 &amp; 6</b>	<b>Reading:</b> <i>What I Talk About When I Talk About Running</i> <b>Aspects of culture: National sports</b>			

**UNITS 5 & 6 MULTIMEDIA**

**Student Material**

**ONLINE Placement test**

<b>For private student study</b>	<b>CLOUDBOOK</b>	Units 5 and 6: Student's Book and Workbook		
	<b>WORKBOOK AUDIO MP3</b>	18 – 31		
	<b>ONLINE TRAINING</b>	<b>PRONUNCIATION</b>	<b>Unit 5:</b> Word stress on positive and negative opinions Stress and intonation in polite disagreements <b>Unit 6:</b> Consonant clusters Changing sentence stress to change meaning	
		<b>EXAM PRACTICE Module 3 A &amp; B</b>	<b>FCE:</b> Listening Part 6 <b>TOEIC:</b> Reading <b>TOEIC:</b> Writing <b>IELTS:</b> Speaking Part 2	
<b>EXTRA PRACTICE</b>		The same Cyber Homework exercises for private student study ( <i>please see under 'Cyber Homework' for detailed content</i> )		
<b>Teacher monitored</b>	<b>CYBER HOMEWORK</b>	<b>Unit 5</b>	<b>Lesson 1</b> 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) <b>Lesson 2</b> Reading – A modern heroine (1) Reading – A modern heroine (2) Grammar – -one / -thing (1) Grammar – -one / -thing (2) Vocabulary – Stories (1) Vocabulary – Stories (2) <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)	
		<b>Unit 6</b>	<b>Lesson 1</b> 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) <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) <b>Lesson 3:</b> Listening (1) Listening (2) Dialogue – Expressing views (1) Dialogue – Expressing views (2) Grammar – Phrasal verbs (1) Grammar – Phrasal verbs (2)	
	<b>CLIL PROJECT</b>	<b>Literature: Characters in a story</b>		

Teacher Material	
ONLINE DOWNLOADS   TEACHER'S GUIDE   WORKBOOK KEY   CLASS AUDIO MP3	
TESTBUILDER + TEST AUDIO	<p><b>Unit Test 5 Grammar:</b> Narrative tenses 'd = <i>had</i> and <i>would</i> <i>somewhere, everything</i>, etc. <b>Vocab:</b> Fiction genres Opinions (1) Opinions (2). <b>Functions:</b> Agreeing; politely disagreeing. <b>Skills: Reading:</b> Telling tales! <b>Listening:</b> Responses to reading. <b>Writing:</b> A short story. <b>Speaking:</b> Giving a talk about a novel you have read.</p> <p><b>Unit Test 6 Grammar:</b> 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 sporting event. <b>Speaking:</b> Have a conversation about corruption in sport.</p> <p><b>Progress Test 3: Cloze:</b> This week's reading.  <b>TOEFL:</b> Integrated Speaking Practice: The Origin of Soccer</p>
DISCS CLASS AUDIO CD 2 Tracks 02 – 22	
INTERACTIVE BOOK FOR WHITEBOARD OFFLINE STUDENT'S BOOK AND WORKBOOK VIDEOS SCOPE & SEQUENCE TESTBUILDER + TEST AUDIO FOR UNITS 5 & 6	

**Unit 7 Heroes and villains**

**CEFR B2**

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>INTRODUCTION</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 favourite lines from films</b>	
<b>Lesson 1 What makes a good baddie?</b>	<b>Adjectives to describe villains:</b> angry, calculating: clever, crazy, creepy, cruel, dangerous, disfigured, evil, focused, funny, greedy, homicidal, jokey, insane, manic, nasty, psychopathic, resentful, revengeful, sadistic, scary, secretive, silly, sinister, spiteful, unpredictable, unstable, violent, wild	<b>Reporting verbs and their patterns:</b> admit, advise, agree, announce, claim, confess, comply, decry, explain, mention, promise, propose, remark, reply, suggest, warn	<b>Writing about your favourite villain Giving a presentation of your favourite villain</b>	<b>Reading:</b> How jokey is the Joker these days? <b>Listening:</b> a talk about Catwoman
<b>Lesson 2 Homemaker or troublemaker?</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 films Talking about a present that had a great influence on you Writing and presenting a video clip about your favourite character as a child</b>	<b>Reading 1:</b> A potted 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 Unsung heroes and heroines</b>			<b>Talking about different biopics and what they have in common 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>P:</b> changing syllable stress in nouns and adjectives <b>Listening 2:</b> a conversation about Harriet Tubman
<b>Vocabulary plus</b>	<b>Wordbuilder:</b> Negative prefixes: un-, in-, il-, im-, ir-, dis-, mis- <b>Phrasal verbs <i>make</i> and <i>do</i>:</b> do away with / do up / do with / make out / make up			
<b>EVERYDAY ENGLISH</b>	<b>Making confident and tentative statements</b> <b>P:</b> American and British English pronunciation; changing stress patterns on verbs and nouns			

**UNIT 8 This land is my land**

**CEFR B1**

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>INTRODUCTION</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		<b>Talking about the population of your country</b> <b>Investigating your family tree</b>	<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> This land is your land
<b>Lesson 2</b> <b>A controversial issue?</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> Opening doors or building fences? <b>Reading 2:</b> A long way from home
<b>Lesson 3</b> <b>The modern city</b>	<b>How countries are organised;</b> citizens, 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:</b> people talking about their city <b>P:</b> word stress in longer words
<b>Vocabulary plus</b>	<b>Wordbuilder:</b> Verb suffixes: -ise, -ify  <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>EVERYDAY ENGLISH</b>	<b>Giving a presentation</b> <b>P:</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>Aspects of culture: Folk heroes</b>			

UNITS 7 & 8 MULTIMEDIA			
Student Material			
ONLINE Placement test			
For private student study	CLOUDBOOK	Units 7 and 8: Student's Book and Workbook	
	WORKBOOK AUDIO MP3	Tracks 32 – 40	
	ONLINE TRAINING	PRONUNCIATION	<p><b>Unit 7:</b> changing syllable stress in nouns and adjectives American v British English pronunciation; changing stress patterns on verbs and nouns</p> <p><b>Unit 8:</b> Word stress in longer words Pausing for punctuation</p>
		EXAM PRACTICE Module 4 A & B	<p><b>TOEIC:</b> Listening</p> <p><b>IELTS</b> Reading practice</p> <p><b>FCE:</b> Writing Part 2</p> <p><b>TOEFL:</b> Speaking</p>
	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 7	<p><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)</p> <p><b>Lesson 2</b> Reading – Still too few female-friendly films (1) Reading – Still too few female-friendly films (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)</p> <p><b>Lesson 3</b> Listening (1) Listening (2) Dialogue – Making confident and tentative statements (1) Dialogue – Making confident and tentative statements (2)</p>
		Unit 8	<p><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)</p> <p><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</p> <p><b>Lesson 3</b> Listening (1) Listening (2) Dialogue – Giving a presentation Grammar – Contrasting ideas (1) Grammar – Contrasting ideas (2) Vocabulary – How countries are organised (1) Vocabulary – How countries are organised (2)</p>
	CLIL PROJECT	Social Science: Immigration	



Teacher Material	
<b>ONLINE DOWNLOADS   TEACHER'S GUIDE   WORKBOOK KEY   CLASS AUDIO MP3</b>	
<b>TESTBUILDER + TEST AUDIO</b>	<p><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.</p> <p><b>Skills: Reading:</b> Homemaker or troublemaker? <b>Listening:</b> What makes a good baddie? <b>Writing:</b> A present that got you started on something.</p> <p><b>Speaking:</b> Giving a talk about your favourite cinema heroine.</p> <p><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 organised Collocations How we walk. <b>Functions:</b> Giving a presentation <b>Skills: Immigration:</b> 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.</p> <p><b>Progress Test 4: Cloze:</b> Meet the Immigrants (1)  <b>IELTS Reading practice:</b> Meet the Immigrants (2)</p>
<b>DISCS CLASS AUDIO CD 2 Tracks 23 – 37</b>	
<b>INTERACTIVE BOOK FOR WHITEBOARD OFFLINE STUDENT'S BOOK AND WORKBOOK VIDEOS SCOPE &amp; SEQUENCE TESTBUILDER + TEST AUDIO FOR UNITS 7 &amp; 8</b>	

**Unit 9 Getting away from it all**

CEFR B2

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>INTRODUCTION</b>			<b>Talking about isolated places</b>	
<b>Lesson 1 The call of the wild</b>	<b>Being self-sufficient:</b> catch fish, fetch water, grow vegetables, hunt reindeer, keep chickens	Passive 1 – tenses	<b>Writing an email in reply to an online ad Finding out about earthships</b>	<b>Reading:</b> two descriptions of people living in remote places
<b>Lesson 2 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  <b>P:</b> vowel sounds	Tag questions Passive (2): modal verbs	<b>Talking about an unusual job description Creating a video application for a job Talking about your ideal landscape 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>Lesson 3 A single to Mars!</b>	<b>The planets:</b> Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune		<b>Writing a description of a planet Giving a presentation of a planet</b>	<b>Listening 1:</b> vox pops about going to Mars <b>Listening 2:</b> people giving reasons for not wanting to go to Mars <b>Reading:</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>EVERYDAY ENGLISH</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>P:</b> intonation in polite requests			

**UNIT 10 The environment**

**CEFR B2**

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>INTRODUCTION</b>	<p><b>Water:</b> brook, creek, current, delta estuary, ford, harbour, 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 clever environmental solutions</b>	
<b>Lesson 1 A tale of two bridges</b>	<p><b>Bridge:</b> burn your bridges; cross that bridge when you come to it; It's all water under the bridge</p>	<i>It is + adjective / noun + to</i>	<b>Acting out a public meeting to discuss a new airport</b>	<b>Reading:</b> Blowing up bridges isn't easy!
<b>Lesson 2 Environmental pioneers</b>	<p><b>Wet and dry:</b> arid, clammy, damp, humid, moist, soaked, muggy, parched, waterlogged</p>	<p>Sequencing events Modifying adjectives <b>P:</b> Showing degrees of enthusiasm using <i>quite</i></p>	<p><b>Giving a talk about drought prevention and problems</b> <b>Writing an essay on drought and its problems</b></p>	<p><b>Reading:</b> Three environmental pioneers <b>Listening:</b> a conversation about collecting water from the air</p>
<b>Lesson 3 Doomed?</b>	<p><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</p>	<i>just</i>	<p><b>Talking about the advantages and disadvantages of recycling</b> <b>Writing an essay on the truth about recycling</b></p>	<b>Listening:</b> a conversation about unusual ways of improving the environment
<b>Vocabulary plus</b>	<p><b>Wordbuilder:</b> Verb suffix -en</p> <p><b>Phrasal verbs and expressions 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 / set upon</p>			
<b>EVERYDAY ENGLISH</b>	<p><b>Suggesting, agreeing and refusing</b> <b>P:</b> changing intonation for refusing or agreeing</p>			
<b>REVIEW Units 9 &amp; 10</b>	<p><b>Reading:</b> Getting away from it all! <b>Aspects of culture: Celebrating the seasons</b></p>			

**UNITS 9 & 10 MULTIMEDIA**

**Student Material**

**ONLINE Placement test**

<b>For private student study</b>	<b>CLOUDBOOK</b>	Units 9 and 10: Student's Book and Workbook		
	<b>WORKBOOK AUDIO MP3</b>	Tracks 41 – 48		
	<b>ONLINE TRAINING</b>	<b>PRONUNCIATION</b>	<b>Unit 9:</b> vowel sounds      Intonation in polite requests <b>Unit 10:</b> Showing degrees of enthusiasm using <i>quite</i> Changing intonation for refusing or agreeing	
		<b>EXAM PRACTICE Module 5 A &amp; B</b>	<b>TOEFL:</b> Listening <b>TOEFL:</b> Reading <b>IELTS:</b> Writing Task 1 <b>FCE:</b> Speaking Part 3	
	<b>EXTRA PRACTICE</b>	The same Cyber Homework exercises for private student study ( <i>please see under 'Cyber Homework' for detailed content</i> )		
<b>Teacher monitored</b>	<b>CYBER HOMEWORK</b>	<b>Unit 9</b>	<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	
		<b>Unit 10</b>	<b>Lesson 1</b> Grammar – It is + adjective / noun + to (1) Grammar – It is + adjective / noun + to (2) Grammar – It is + 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 (1) Listening (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)	
	<b>CLIL PROJECT</b>	<b>Geography: The Anthropocene epoch</b>		

Teacher Material	
ONLINE DOWNLOADS   TEACHER'S GUIDE   WORKBOOK KEY   CLASS AUDIO MP3	
TESTBUILDER + TEST AUDIO	<p><b>Unit Test 9 Grammar:</b> Passives 1 – tenses Passives 2 – modal verbs Tag questions <b>Vocab:</b> The planets Geographical features Collocations</p> <p><b>Functions:</b> Suggesting, agreeing and refusing <b>Skills: Reading:</b> The Self Sufficiency Fad. <b>Listening:</b> A single to Mars. <b>Writing:</b> An email applying for a job. <b>Speaking:</b> Giving a talk about your ideal landscape.</p> <p><b>Unit Test 10 Grammar:</b> <i>It is</i> + adjective / noun + <i>to</i> Sequencing events <i>just</i> Modifying adjectives <b>Vocab:</b> Waste Bridge Wet and dry</p> <p><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.</p> <p><b>Progress Test 5: Cloze:</b> Postcards from America</p> <p><b>TOEFL:</b> Integrated Writing Practice: Bridges</p>
DISCS CLASS AUDIO CD 3 Tracks 02 –15	
INTERACTIVE BOOK FOR WHITEBOARD OFFLINE STUDENT'S BOOK AND WORKBOOK VIDEOS SCOPE & SEQUENCE TESTBUILDER + TEST AUDIO FOR UNITS 9 & 10	

Unit 11 Getting older				
CEFR B2				
TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>INTRODUCTION</b>	<b>The seven ages of man:</b> ages, entrances, exits, infant, justice, lover, pantaloons, parts, players, schoolboy, second childishness, soldier, stage			Mini-story Part 1
<b>Lesson 1</b> <b>Will it be too late?</b>	<b>Success:</b> achievement, bonus, breakthrough, challenge, determination, effort, feedback, fulfilment, 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? Mini-story Part 2
<b>Lesson 2</b> <b>Changing lives</b>	<b>Collocations with sky:</b> the sky's the limit, go sky-high, 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, work/figure out, calculate concentrate on, decide, reflect on, speculate, think about, think carefully about. <b>P:</b> contrasting /s/ and /θ/ sounds	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 (1):</b> Reach for the sky Mini-story Part 3  <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 Mini-story Part 5
<b>Vocabulary plus</b>	<b>Wordbuilder:</b> Compound nouns: verb + preposition  <b>Expressions make:</b> make a face / make a fuss of / make a mess of / make a point of / make a go of / make amends / make the best of / make the most of / make a fuss about / make a mountain out of / make ends meet / make up your mind			
<b>EVERYDAY ENGLISH</b>	<b>Wishing someone well</b> <b>P:</b> intonation used when making a list			

## Unit 12 Doing things together

CEFR B2

TOPIC	VOCABULARY	GRAMMAR	FUNCTIONS	SKILLS
<b>INTRODUCTION</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 organising 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> organise / plan / clear up after a party, donate all one's money to, fall into temptation, give something back, give somebody a chance to explain something, give a hand, give up, give oneself away <b>The countryside:</b> coast land, foot path, hay barn, kissing gate, light house, narrow boat, river bank, sign post, 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> A woman and a donkey
<b>Lesson 3: The great chilli cook-off</b>		Review 4: questions <b>P:</b> stress and intonation in questions	<b>Acting out a meeting</b> <b>Creating and taking part in a quiz about <i>Jetstream Upper-Intermediate</i></b>	<b>Reading:</b> For the love of chillies <b>Listening:</b> a meeting of contestants for a chilli cook-off
<b>Vocabulary plus</b>	<b>Wordbuilder:</b> Nouns with suffix -ship; 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>EVERYDAY ENGLISH</b>	<b>Asking for information, clarification and confirmation</b> <b>P:</b> making statements into questions			
<b>REVIEW Units 11 &amp; 12</b>	<b>Reading: Team-building</b> <b>Aspects of culture: Respect for older people</b>			

**UNITS 11 & 12 MULTIMEDIA**

**Student Material**

**ONLINE Placement test**

<b>For private student study</b>	<b>CLOUDBOOK</b>	Units 11 and 12: Student's Book and Workbook		
	<b>WORKBOOK AUDIO MP3</b>	Tracks 49 – 58		
	<b>ONLINE TRAINING</b>	<b>PRONUNCIATION</b>	<b>Unit 11:</b> contrasting /s/ and /θ/ sounds      Intonation used when making a list <b>Unit 12:</b> stress and intonation in questions      Making statements into questions	
		<b>EXAM PRACTICE Module 6 A &amp; B</b>	<b>TOEFL:</b> Listening <b>IELTS:</b> Reading <b>TOEIC:</b> Writing <b>FCE:</b> Speaking Part 1	
	<b>EXTRA PRACTICE</b>	The same Cyber Homework exercises for private student study ( <i>please see under 'Cyber Homework' for detailed content</i> )		
<b>Teacher monitored</b>	<b>CYBER HOMEWORK</b>	<b>Unit 11</b>	Listening (1) Listening (2) Dialogue – Wishing someone well (1) Dialogue – Wishing someone well (2) Grammar – wish ... / If only ... (1) Grammar – wish ... / If only ... (2) Grammar – Mixed conditionals (1) Grammar – Mixed conditionals (2)	
		<b>Unit 12</b>	<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 holiday homes (1) Reading – Hay-barn holiday 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 (1) Listening (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)	
	<b>CLIL PROJECT</b>	<b>Politics: Climate Strike</b>		



Teacher Material	
<b>ONLINE DOWNLOADS   TEACHER'S GUIDE   WORKBOOK KEY   CLASS AUDIO MP3</b>	
<b>TESTBUILDER + TEST AUDIO</b>	<p><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.</p> <p><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> Giving a talk about something you would like to do.</p> <p><b>Unit Test 12 Grammar:</b> Review of: 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.</p> <p><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.</p> <p><b>Progress Test 6: Cloze:</b> Happy Birthday Molly!  <b>TOEFL:</b> Integrated Speaking Practice: Crowdfunding</p>
<b>DISCS CLASS AUDIO CD 3 Tracks 16 – 31</b>	
<b>INTERACTIVE BOOK FOR WHITEBOARD OFFLINE STUDENT'S BOOK AND WORKBOOK VIDEOS SCOPE &amp; SEQUENCE TESTBUILDER + TEST AUDIO FOR UNITS 11 &amp; 12</b>	