**ROZKŁAD MATERIAŁU**

**Full Blast B1+ plus**

**Opracowanie:** Anna Starzyńska

**Ilość lekcji:** przy wykorzystaniu Student's Book i Workbook około 90 lekcji 45minut. Przy dołączeniu Interactive Board Materials około 120 lekcji

 ***Program nauczania:*** Full Blast B1+ plus

* Student Book + Workbook (with Student CD)
* Class CD

**Umiejętności:** zintegrowane rozwijanie umiejętności słuchania, mówienia, czytania i pisania.

**Potrzebne sprzęty**: odtwarzacz CD, projektor, tablica interaktywna i sprzęty podane w książce nauczyciela.

PROPONOWANE:

1. Przestrzeganie zasad podanych w książce nauczyciela i realizowanie planu nauczania na każdej lekcji
2. Używanie na lekcjach języka angielskiego - tylko w uzasadnionym przypadku stosować język ojczysty
3. Przed rozpoczęciem lekcji przygotować klasę i potrzebny sprzęt
4. Dla uczniów zawsze zadać wyznaczone kopiowanie jako lekcje domowe
5. Na każdej lekcji bezwzględnie sprawdzać kopiowanie, ćwiczyć czytanie, a zaznaczone słowa dyktować. Książka zawiera ćwiczenia „Optional”, które w miarę możliwości warto zawsze wykonać.
6. Ċwiczenia z „Workbook” wykonać na lekcji albo zadać jako lekcje domowe. Należy jednak pamiętać, aby na następnej lekcji nie przeoczyć sprawdzenia zadanych lekcji domowych.
7. Raz w miesiącu warto poinformować rodziców o poziomie nauki języka angielskiego uczniów.

| **Lesson number** | **Topic** | **Aims of the lesson** | **Structures****and functions** | **Vocabulary** | **Skills development and materials** |
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| **Module 1 – The bonds between us** |
| 1 | **The bonds between us****Read** SB pages 7-9 | To introduce the topic of the module and activate Ss’ background knowledge To present the learning objectives of the moduleTo talk about a variety of relationshipsTo give Ss practice in reading for gist and identifying specific information in the text | Talking about a variety of relationship | **Vocabulary**: accomplishment, achievement, admire, all-time, appreciate, bonds, brilliant, certificate, cheer, classics, distinguished, exclaim, fade away, fascinated, feature, field, inspire, legend, matter, media, relationship, taste, tune, wealthy**Phrases/Expressions:** have faith in, how come, make a difference, on sb’s lips, stand the test of time, success story, without a doubt**Phrasal verbs:**  bring about | Reading  |
| 2 | **Vocabulary 1 and grammar 1**SB pages 10-11 | To introduce new vocabulary related to relationships and have Ss categorise it into a word webTo give Ss practice in using the words in contextTo present adjectives related to personalityTo revise the use of the Present Simple and Present Progressive To give Ss practice in using the Present Simple and Present Progressive | Distinguishing between permanent and temporary situationsPresent SimplePresent Progressive | **Vocabulary**: acquaintance, boss, classmate, co-worker, colleague, ex-wife/ex-husband, extrovert, fellow student, generous, grumpy, headteacher, in-laws, mate, pal, peer, relative, reserved, selfish, sibling, stepfather/stepmother, stingy, supervisor |  |
| 3 | **Listen and vocabulary 2**SB page 12 | To give Ss practice in listening for specific information and answering multiple-choice questionsTo present adjectives related to emotionsTo give Ss practice in using the vocabulary and help them learn synonyms |  | **Vocabulary**: annoyed, astonished, delighted, depressed, envious, hopeful, irritated, jealous, miserable, optimistic, overhear, pleased**Phrasal verbs:** break up, come up, keep up, look sb up, pick up, put sb up | Listening  |
| 4 | **Grammar 2 and speak**SB page 13 | To revise the use of stative verbs, *'be used to + -ing*' in expressing *'being accustomed to*'To give Ss practice in using stative verbs, „be used to + -ing”To give Ss practice in talking about friends and friendship | Expressing states and dynamic actionsExpressing opinion and elaborating on a topicstative verbsBe used to + *-ing* | **Vocabulary**: bossy, complement, confide, easy-going, good-natured, identical, immature, insensitive, moody, nosy, pessimist, nosy, pessimistic, quarrel, reliable, stubborn, supportive, thoughtful, trustworthy**Phrases/Expressions:** be a perfect match, be able to, confide in, complement each other, be identical | Speaking  |
| 5 | **Write**SB pages 14-15 | To activate Ss’ background knowledge related to friendshipTo provide Ss with a model of a writing taskTo help Ss identify the structure of the articleTo introduce adjective/noun collocations related to describing appearanceTo present new adjectives and verb phrases related to personality traits |  | **Vocabulary**: build, cheerful classy, complexion, dependable, drag, facial, feature, freckled, helpful, kindergarten, pale, plump, risk-taker, swap, truthful**Phrases/Expressions:** based on, lend a hand, no matter what, get along like two peas in a pod**Phrasal verbs:** let sb down, stand by sb | Writing |
| 6 | **Round-up**SB page 16 | To revise structures, functions and vocabulary presented in Module 1To give Ss the opportunity to check their progress |  |  |  |
| 78 | TEST 1 Test correction and self- evaluation | Revision Test 1 |  |
| **Module 2 – Home & away** |
| 9 | **Home & away** **Read**SB pages 17-19 | To introduce the topic of the module and activate Ss’ background knowledge To present the learning objectives of the moduleTo talk about holidaysTo give Ss practice in reading for gist and to raise Ss’ awareness of text cohesion | Talking about holidays and travel | **Vocabulary**: aquarium, alternative, category, combine, considerably, conversation, credit crunch, departure lounge, determined, distinct, falling star, locally, outskirts, range, scream, surround, territory, vacation, wish(n)**Phrases/Expressions**: all-day, couch potato, drive one up the wall, hours on end, on your own doorstep, to do with, two-mile walk**Phrasal verbs**: come up with, head for, liven up, put up, set off, sleep in, split up, take off, turn into | Reading  |
| 10 | **Vocabulary 1 and grammar 1**SB pages 20-21 | To present phrasal verbs from the text To present idioms deriving from travel/transportTo familiarise Ss with certain compound adjectives and give practice in forming themTo revise the use of the Past Simple and Past Progressive and give Ss practice in using them | Distinguishing between completed/repeated or habitual past actionDistinguishing between past actions that were in progress simultaneously, past actions that were in progress temporarily and past actions that were interrupted by another actionPast SimplePast Progressive | **Vocabulary**: fast-flowing, French-speaking, funny-sounding, long-lasting, meat-eating, strange-tasting**Phrases/Expressions**: be in the same boat, drive sb up the wall, have itchy feet, hit the road, rock the boat, take sb for a ride |  |
| 11 | **Listen and vocabulary 2**SB page 22 | To give Ss practice in listening for specific information and doing sentence-completion activityTo present vocabulary related to travel and means of transport |  | **Vocabulary**: aisle seat, announcement, brochure, cabin, carriage, cockpit, compartment, conductor, corridor, crew, cruise, flight, flight attendant, in-flight, lack (v), luggage rack, luxury, on board, on deck, overhead locker, overhear, passenger, pilot, resort, restaurant carriage, rough, sights, take-off (n), ticket window, travel agency, tunnel, view, waiting room | Listening  |
| 12 | **Grammar 2 and speak**SB page 23 | To revise and practise the structures *used to, would* and *was/were going to* To give Ss practice in using *used to, would* and *was/were going to* To give Ss the opportunity to talk about their personal travel experiencesTo give Ss practice in comparing photographs and to provide topic-related vocabulary practice in comparing | Expressing past habits and typical behaviour in the pastExpressing a past intentionTalking about travel and means of transportUsed to / would / was going to  | **Vocabulary**: confined, fascinating, stress-free, stuffy, time-saving**Phrases/Expressions**: have in common, in the open air, physically tiring, stick to the budget, stick to a schedule, stretch one’s legs | Speaking  |
| 13 | **Write**SB pages 24-25 | To activate Ss’ background knowledge To help Ss identify what language functions are requiered for an informal e-mail/letterTo familiarise Ss with phrases/expressions relating to specific functions in an informal e-mail/letterTo raise Ss’ awareness of the difference between formal and informal language To give Ss practice in writing an e-mail | Making suggestionsExpressing an opinionExplaining and justifying | **Vocabulary**: bridesmaid, monument**Phrasal verbs**: catch up on, fit in, put sb up**Phrases/Expressions**: worth one’s while, the good old days | Writing  |
| 14 | **Round-up**SB page 26 | To revise structures, functions and vocabulary presented in Module 2To give Ss the opportunity to check their progress |  |  |  |
| 1516 | TEST 2 Test correction and self- evaluation | Revision Test 2 |  |
| 1718 | Revision 1Modules 1&2SB pages 144-146 |  |  |  |  |
| **Module 3 – All work & no play...** |
| 19 | **All work & no play...****Read**SB pages 27-29 | To introduce the topic of the module and activate Ss’ background knowledge To present the learning objectives of the moduleTo talk about jobs, hobbies and spare timeTo give Ss practice in reading for gist and identifying specific information in the text | Talking about a variety and hobbies | **Vocabulary**: admission, artwork, benefit (n), casually, charge (v), childhood, comedian, competitive, constantly, dazzling, exhibition, fingerprints, lens, organiser, overnight, painful, portrait, reward (n), run (a company), sandpaper, settings, shortcut, showcase (n), string, update (v), venue**Expressions/Phrases**: be in charge of, drive sb crazy, It’s such a pain, like father, like son, sporting event, theatre production**Phrasal verbs:** pick sth up (learn) | Reading  |
| 20 | **Vocabulary 1 and grammar 1**SB pages 30-31 | To introduce new vocabulary related to work and give Ss practice in using it in contextTo introduce noun suffixes related to people and professionsTo revise the use of the Present Perfect Simple and Present Perfect Progressive To give Ss practice in using the Present Perfect tenses and the Past tenses | Linking past and present timePresent Perfect Simple Present Perfect Progressive | **Vocabulary**: apply, assistant, attendant, bonus, consultant, CV, director, earn, editor, employee, employer, extra benefits, full-time, hard-working, hire, instructor, interview, manager, opening (n), overtime, part-time, pay-rise, pension, position, promotion, referee, resign, retire, salary, self-employed, shift (n), trainee, trainer, unemployed, wages, workload**Phrases/Expressions**: classified ads, earn/make a living, get fired, highly paid, make ends meet, out of work, run a business, well-paid**Phrasal verbs**: take on (hire) |  |
| 21 | **Listen and vocabulary 2**SB page 32 | To give Ss practice in listening for gist and specific information as well as answering multiple-choice questionsTo present phrases/phrasal verbs related to work and leisure |  | **Vocabulary**: dedication, ordinary, related to, staff, waiter/waitress**Phrases/Expressions**: breathing down sb’s neck, day in, day out, do one’s own thing, get away, gets on my nerves, hang out with, have no time for oneself, live it up, on my feet, put one’s feet up, race against time, stressed out, take it/things easy, take one’s mind off, tied to a desk, training programme, wait tables, worn out | Listening  |
| 22 | **Grammar 2 and speak**SB page 33 | To familiarise Ss with the use of the Past Perfect tensesTo give Ss practice in using the Past Simple, Past Progressive, Past Perfect Simple and the Past Perfect ProgressiveTo activate Ss’ background knowledge of leisure activities and get them to talk about their ownTo give Ss practice in speculating on a topic and making decisions | Sequencing past action and eventsSpeculating and ma king decisionsPast Perfect Simple Past Perfect Progressive | **Vocabulary**: appealing, consider, hassle, nutrition, participate, social, socialise, suppose**Phrases/Expressions**: as far as I’m concerned, keep in shape, put on a play, speaking personality, to my mind | Speaking  |
| 23 | **Write** SB pages 34-35 | To activate Ss’ background knowledge and experiences of days when things go wrongTo provide Ss with a model of a writing taskTo help Ss focus on the structure of the storyTo introduce and/or revise some time expressions and clarify their usageTo give Ss practice in writing short stories |  | **Vocabulary**: alarm clock, race (v), skip, soaked, stern, tone, town centre**Phrases/Expressions**: go from bad to worse, look like a drowned rat, needless to say, to make matters worse**Phrasal verb**: pull away | Writing  |
| 24 | **Round-up**SB page 36 | To revise structures, functions and vocabulary presented in Module 3To give Ss the opportunity to check their progress |  |  |  |
| 2526 | Test 3Test correction and self- evaluation | Revision Test 3 |  |
| **Module 4 – Talk to me!** |
| 27 | **Talk to me!****Read** SB pages 37-39 | To introduce the topic of the module and activate Ss’ background knowledge To present the learning objectives of the moduleTo talk about communicating with friends and family and not being able to communicate in a foreign countryTo give Ss practice in reading for gist and reading for details through a multiple-choice activity | Talking about various aspects of communication | **Vocabulary**: advanced, aggressive, assume, clench, commonly, conceal, equivalent, facial, frown (v), gesture, herd, hunched, identify, interpretation, lifeguard, logic, non-verbal, overfishing, palm, place (v), posture, puzzled, respond, separate, signature, specialised, tank, vessel, whistle (n), witness (n), yawn (v)**Expressions/Phrases**: audio equipment, ocean liner, straight away**Phrasal verbs**: break free, set up | Reading  |
| 28 | **Vocabulary 1 and grammar 1**SB pages 40-41 | To present vocabulary related to soundsTo give Ss practice in distinguishing between words that can easily be confused and using them in contextTo give Ss practice in forming nouns from verbs by adding suffixesTo present the Future Progressive and revise the Future *will* and the Future Perfect SimpleTo help Ss differentiate between the different functions of the Future *will* To give Ss practice in using Future forms in context | Distinguishing between the uses of future formsFuture ProgressiveSimple FutureFuture PerfectPresent Progressive (with future meaning)Present Simple (with future meaning)Future *be going to*Time clauses | **Vocabulary**: access, assume, brain, conversation, development, discussion, feeling, impression, improvement, individual, interpret, interpretation, mind, mood, only, preference, reach, reference, single, suppose, temper, thought, translate, unique**Phrases/Expressions**: tell a joke, tell a lie, tell a secret, tell the difference, tell the time, tell the truth**Words relating to sounds**: click, giggle, hum, sigh, roar, whisper, whistle, yell |  |
| 29 | **Listen and vocabulary 2**SB page 42 | To give Ss practice in listening for specific information through multiple matching exerciseTo introduce collocations related to communication and give Ss practice in using them in contextTo introduce idiomatic expressions related to gestures and communication and give Ss practice in using them |  | **Vocabulary**: generation, post (v), security, wave, wink**Phrases/Expressions**: be/keep/get in touch, catch up with, drop a line, get/be/keep in touch with, get/be/keep on speaking terms, keep up with, let one know, lose touch, make a phone call, nod one’s head, raise one’s eyebrows, scratch one’s head, shake one’s head, shrug one’s shoulders, snap one’s fingers, social networking sites | Listening  |
| 30 | **Grammar 2 and speak**SB page 43 | To revise the use of the comparative and superlative form of adjectives/adverbsTo give Ss practice in using comparatives in contextTo give Ss the opportunity to talk about means of communication | Making comparisonsDiscussing issues related to communicationComparative / Superlative form of adjectives/adverbs | **Vocabulary**: custom, instant**Phrases/Expressions**: apart from that, generally speaking, tell how one is feeling | Speaking  |
| 31 | **Write** SB pages 44-45 | To introduce the topic of the writing task by relating to the Ss’ personal experienceTo provide Ss with a sample essayTo focus Ss’ attention on issues of appropriate content and organisation |  | **Vocabulary**: access (v), alarming, bureau, commonplace, drive, essential, exclusively, flexibility, handle (v), impact, increasingly, percent, pre-arranged, re-schedule, schedule (v), statistics, swap, undoubtedly**Phrases/Expressions**: far from it, on the move**Phrasal verb**: check up on | Writing  |
| 32 | **Round-up** SB page 46 | To revise structures, functions and vocabulary presented in Module 4To give Ss the opportunity to check their progress |  |  |  |
| 3334 | Test 4Test correction and self- evaluation | Revision Test 4 |  |
| 3536 | Revision 2Modules 3&4SB page 147-149 | To help students revise and consolidate the structures, functions and vocabulary they have already learnt through a song |  |  |  |
| **Module 5 – An apple a day** |
| 37 | **An apple a day****Read** SB pages 47-49  | To introduce the topic of the module and activate Ss’ background knowledge To present the learning objectives of the moduleTo talk about eating habitsTo give Ss practice in reading for gist and reading for details through a multiple-choice activity | Discussing issues relating to health, diet and fitness | **Vocabulary**: additive, alert, content, crunchy, daily, dietary, factor, fizzy drink, guilty, indulge, irritable, jovial, link (n+v), neglect, nut, outweigh, physical, pleasure, psychological, stressor, supporter, throat, treat (n), trigger, unsurprisingly, vital**Expressions/Phrases**: bad-tempered, caffeine-rich, mental health, take one’s mind off sth**Phrasal verbs**: figure out, miss out | Reading  |
| 38 | **Vocabulary 1 and grammar 1**SB pages 50-51 | To present idioms related to food and give Ss practice in using them in contextTo give Ss practice in distinguishing between words that can easily be confused and using them in contextTo give Ss practice in identifying different kinds of food and putting them in the correct categoryTo revise the use of relative pronouns and adverbsTo help Ss differentiate between defining and non-defining clauses To give Ss practice in using relative pronouns and adverbs | Defining people, places, things and ideasGiving additional informationDefining relative clausesNon-defining relative clauses | **Vocabulary**: allow announce, basil, cabbage, chilli, chop, claim, cinnamon, contain, cucumber, feel, grapefruit, handle, herb, hold, include, leave, let, liver, paprika, parsley, pineapple, raspberry, report, schemes, spice, thyme, touch **Phrases/Expressions**: as easy as apple pie, cream of the crop, full of beans, have one’s cake and eat it, high spirits, like two peas in a pod, pay peanuts for sth, put all one’s eggs in one basket, tell the difference, the icing on the cake |  |
| 39 | **Listen and vocabulary 2**SB page 52 | To give Ss practice in listening for specific information through a multiple-choice exerciseTo focus Ss’ attention on verb/adjective/noun +preposition combinationsTo present common preposition+(adj.) noun combinationsTo present common verb+preposition combinations |  | **Vocabulary**: addicted to, allergic to, annoyed with, argue with, at first sight, at the sight of, benefit from, bored with, comment on, concentrate on, deficiency, depend on, depression, fascinating, fruitarian, great at, harmful to, in favour of, in good shape, indigestion, insist on, nourishing, nutrient, nutritious, object to, objection, on a diet, on good terms, on purpose, pescetarian, popular with, prevent from, similar to, suffer from, terrible at, vegan, vegetarian | Listening  |
| 40 | **Grammar 2 and speak**SB page 53 | To give Ss practice in distinguishing between countable and uncountable nouns and cases of nouns that can be bothTo help Ss revise the use of quantifiers and present new onesTo generate discussion based on Ss’ personal experienceTo give Ss practice in asking for and giving information and offering advice | Expressing quantityGiving adviceMaking suggestionsExpressing opinionCountable nounsUncountable nounsQuantifiers: some, any, much, many, a lot of, lots of, plenty of, (a) few, (a) little, hardly any, all | **Vocabulary**: alternatively, boost (v+n), supplement (n), squeeze**Phrases/Expressions**: binge eating, in combination with | Speaking  |
| 41 | **Write** SB pages 54-55 | To familiarise Ss with the writing task and elicit a personal responseTo provide Ss with a sample for writing a letter/e-mail and make them aware of possible alternative points of referenceTo help Ss identify the various language functions in the sample letter/e-mail | Giving adviceExpressing sympathyExpressing opinion | **Vocabulary**: obvious, run-down | Writing  |
| 42 | **Round-up**SB page 56 | To revise structures, functions and vocabulary presented in Module 5To give Ss the opportunity to check their progress |  |  |  |
| 4344 | Test 5Test correction and self- evaluation | Revision Test 5 |  |
| **Module 6 – Aiming high!** |
| 45 | **Aiming high!****Read** SB page 57-59 | To introduce the topic of the module and activate Ss’ background knowledge To present the learning objectives of the moduleTo talk about education and careerTo give Ss practice in reading for gist and give Ss practice in identifying specific information in the texts | Talking about education | **Vocabulary**: access, admission, annual, assist, attend, background, bright, career, counselling, crucial, entirely, go-getter, guidance, industry, knock, motivated, orientation, participants, path, peak, pursue, recruit (v), representative, rise, run (a business), senior, shape (v), twist (n), upcoming**Expressions**: have one’s way, one’s days are numbered, under one roof | Reading  |
| 46 | **Vocabulary 1 and grammar 1**SB pages 60-61 | To present idioms/expressions related to knowledge and learning and give Ss practice in using them in contextTo give Ss practice in distinguishing between words that can easily be confused and using them in contextTo revise the use of reported speechTo present special introductory verbs and give Ss practice in using them in context | Reporting statementsReported Speech (statements)Reporting verbs | **Vocabulary**: advise, career, consult, employment, fit (v), know-all (n), match (v), profession, qualification, quality, recommend, skill, suit (v)**Phrases/Expressions**: for all one knows, know better, know sth by heart, know sth like the back of one’s head, know what’s good for one, learn a thing or two, learn the hard way, learn the ropes, learn to live with sth |  |
| 47 | **Listen and vocabulary 2**SB page 62 | To give Ss practice in listening for specific information To present vocabulary related to education and give Ss practice in using it in contextTo raise Ss awareness of differences between American and English |  | **Vocabulary**: break, degree, detention, expel, primary school, retake, revise, secondary school, state school, suspend, term**Expression**: play truant | Listening  |
| 48 | **Grammar 2 and speak**SB page 63 | To revise reported speech - questions, commands, requestsTo give Ss practice in using reported speechTo give Ss practice in comparing and contrasting two pictures and expressing preferenceTo give Ss the chance to expand on the topic of education | Reporting questions, commands and requestsComparing and contrastingExpressing preferenceReported speech (questions, commands, requests) | **Vocabulary**: bench, essay, microscope, safety goggles, test tubes, whereas**Phrases/Expressions**: From what I can see, On the other hand, The difference in, What ... have in common | Speaking  |
| 49 | **Write** SB pages 64-65 | To introduce the topic of the writing activity by relating it to Ss’ personal experienceTo provide Ss with a sample letter (to the editor) expressing opinionTo familiarise Ss with some of the stylistic features of a letter (to the editor) To give Ss practice in uisng linking words/phrases in contextTo familiarise Ss with the use of mind maps | Expressing opinionExpressing result and consequence | **Vocabulary**: allocate, Board of Education, counsellor, current (adj), dietician, district, first-hand, fund (n), heated, opt, performance-enhancing, postpone, pretty, PTA (Parent Teacher Association), resource, source, stamina, time-consuming**Phrases/Expressions**: voice one’s opinion | Writing  |
| 50 | **Round-up**SB page 66 | To revise structures, functions and vocabulary presented in Module 6To give Ss the opportunity to check their progress |  |  |  |
| 5152 | TEST 6Test correction and self- evaluation | Revision Test 6 |  |
| 5354 | Revision 3Modules 5&6SB pages 150-152 |  |  |  |  |
| **Module 7 – Live it up!** |
| 55 | **Live it up!****Read** SB pages 67-69 | To introduce the topic of the module and activate Ss’ background knowledge To present the learning objectives of the moduleTo talk about forms of entertainment and performing in publicTo give Ss practice in reading for gist and give Ss practice in locating and understanding specific information | Talking about entertainment and entertainers | **Vocabulary**: audition, bully (v), combination, committed, competition, composer, corridor, drain (v), drama, embrace (v), enrol, entry, escape (n), euphoria, execution, fierce, gruelling, intense, jam session, lottery, musical, originally, overwhelming, paintbrush, period, seep, self-aware, tease (V), tolerant, undergo**Phrases/Expressions**: rub shoulders with**Phrasal verbs**: cut out for, fed up with | Reading  |
| 56 | **Vocabulary 1 and grammar 1**SB pages 70-71 | To present expressions and phrases based on vocabulary related to entertainment and give Ss practice in using them in contextTo familiarise Ss with the use of the prefixes *under* and *over* and give them practice in using the verbs with prefixes in contextTo revise the use of *must/can’t* to make deductionsTo revise the use of *may/might/could* to express possibility andgive Ss practice in using them | Expressing possibilityMaking logical deductions Modal verbs (must/can’t/must have/ can’t have/ may/might/could) | **Vocabulary**: undercharge, undercook, underestimate, underfeed, underline, underpay, understaff, undertake**Phrases/Expressions**: act up, be a flop, behind the scenes, change one’s tune, face the music, steal the show |  |
| 57 | **Listen and vocabulary 2**SB page 72 | To give Ss practice in listening for specific information and answering multiple-choice questionsTo raise Ss' awereness of words that have more than one meaningTo familiarise Ss with the use of the prefix *out* |  | **Vocabulary**: aspect, ban (v), caution, fantasy, outbreak, outdoor, outfit, outgoing, outgrow, outlet, outlook, outnumber, output, outsider, rehearsal **Words with two meanings**: act, book, direct, performance, plot, scene, stage, ticket | Listening  |
| 58 | **Grammar 2 and speak** SB page 73 | To revise the use of clauses of concessionand give Ss practice in using themTo give Ss practice in speculating and making a decision | Expressing concessionSpeculating and making decisionsExpressing agreement and disagreementClauses of concession | **Vocabulary**: social event**Phrasal verb**: put forward | Speaking  |
| 59 | **Write**SB pages 74-75 | To introduce the topic of the writing activity by relating it to Ss’ personal experienceTo provide Ss with a sample book reviewTo help Ss identify the content and paragraph organisation of a reviewTo familiarise Ss with descriptive language used when writing reviews |  | **Vocabulary**: ash, autobiography, brisk, contemporary, eruption, flee, flow (n), idyllic, likeable, mysteriously, novel, pace, rumbling (n), selfless, straightforward, vivid**Phrases/Expressions**: timeless classic, to be wrapped up in, twists and turns | Writing  |
| 60 | **Round-up**SB page 76 | To revise structures, functions and vocabulary presented in Module 7To give Ss the opportunity to check their progress |  |  |  |
| 6162 | TEST 7 Test correction and self- evaluation | Revision Test 7 |  |
| **Module 8 – Earthy matters** |
| 63 | **Earthy matters****Read** SB page 77-79 | To introduce the topic of the module and activate Ss’ background knowledge To present the learning objectives of the moduleTo talk about environmental problemsTo give Ss practice in reading for gist and in completing a text with missing sentences in order to raise their awareness of issues of cohesion and coherence | Talking about the environment and environmental problems | **Vocabulary**: capture, carpooling, confidence, conservation, contribution, cooler, decrease (v), earthly-efficient, entitle, force (n), further (v), generate, inhabitant, invaluable, lasting, launch, light bulb, limit (n), limited, long-term, lung, maintain, microorganism, mobilise, neutrality, register (v), survival, switch (v), theme, tremendous, world-renowned **Phrases/Expressions**: all in a day’s work, all walks of life, at the end of the day, draw attention to, in the face of | Reading  |
| 64 | **Vocabulary 1 and grammar 1**SB pages 80-81 | To present idioms/expressions related to nature and environment and give Ss practice in using them in contextTo give Ss practice in distinguishing between words that can easily be confused and using them in contextTo revise the use of the infinitive and –ing formsTo present verbs whose meaning is different when followed by –ing forms and the full infinitive and give Ss practice in using them in context | Full infinitive / bare infinitive-ing forms | **Vocabulary**: activist, arise, court (legal), defend, donate, financially, freezer, hesitate, keep, owe, preserve, prestigious, priceless, rescue, rise, vinegar, worthless**Phrases/Expressions**: a drop in the ocean, break the ice, down-to-earth, every little bit counts, in a flash, in another world, in deep water, older than the hills, the tip of the iceberg, under the weather, walking on air |  |
| 65 | **Listen and vocabulary 2**SB page 82 | To give Ss practice in listening for details and help Ss develop note-taking skillsTo present phrasal verbs in contextTo present vocabulary relating to the environment |  | **Vocabulary**: bin, consume, dispose, greedy, hazardous, knot (n), life jacket, litter (v), logo, oil spill, recycle, renewable, resource, rubber gloves, vanish, waste (v)**Phrasal verb**: call for, come round to, come up with, cut down on, phase out, throw away, use up, wipe out | Listening  |
| 66 | **Grammar 2 and speak** SB page 83 | To revise the use of modal verbs to express obligationTo revise the use of modal verbs to express prohibition and absence of necessityTo give Ss practice in using of the past forms of *have to/need*To give Ss practice in asking for information in order to make a decisionTo generate a discussion based on the Ss’ personal experience | Expressing obligation, prohibition and absence of necessity Modal verbs (must-have to-need/mustn’t-don’t have to-don’t need to-needn’t/needed to-had to-didn’t need to-didn’t have to-needn’t have) | **Vocabulary**: cultivate, curriculum, initiate, manual labour, sponsor, strenuous**Phrases/Expressions**: hands-on experience, sponsorship programme | Speaking  |
| 67 | **Write**SB pages 84-85 | To provide Ss with a sample letter/e-mail of application and help them focus on the purpose of the letterTo raise Ss’ awareness of issues relating to the organisation of a letter of application and appropriate contentTo familiarise Ss with the register of a formal letter of applicationTo give Ss practice in using appropriate register of a formal letter of application |  | **Vocabulary**: candidate, enclosed, endure, information booth, monitor, post (n), qualifications, requirement**Phrases/Expressions**: at one’s earliest convenience, do not hesitate to contact me, look forward to, take sth into consideration | Writing  |
| 68 | **Round-up**SB page 86 | To revise structures, functions and vocabulary presented in Module 8To give Ss the opportunity to check their progress |  |  |  |
| 6970 | TEST 8 Test correction and self- evaluation | Revision Test 8 |  |
| 7172 | Revision 4Modules 7&8SB pages 152-154 |  |  |  |  |
| **Module 9 – Cashing in** |
| 73 | **Cashing in****Read** SB page 87-89 | To introduce the topic of the module and activate Ss’ background knowledge To present the learning objectives of the moduleTo talk about shoppingTo give Ss practice in reading for gist and in reading for specific information through a multiple-choice activity | Talking about shopping | **Vocabulary**: attendance, claim (win), complex (n), complimentary, concern (n), differ, eligible, expectation, food court, further, hangout, house (v), junior (adj), multiplex, press, query, recreation, reduction, ribbon, silver, surpass, utmost **Phrases/Expressions**: rise to the occasion | Reading  |
| 74 | **Vocabulary 1 and grammar 1**SB pages 90-91 | To present vocabulary related to shopping To present nouns related to shoppingTo present common collocations related to shopping and give Ss practice in using themTo revise the Zero Conditional and Conditional sentences Types 1&2 and give Ss practice in using them in context | Expressing hypothesis about what is likely or unlikely to happen in the futureExpressing general truths and scientific factsConditional sentences Types 1&2Zero Conditional | **Vocabulary**: bakery, bill (n), bookshop, boutique, carton, charge (n), chemist’s, discount, DIY shop, extravagant, florist’s, grocer’s, hammer, jeweller’s, nail, newsagent’s, optician’s, chemist’s, receipt, second-hand shop, shop assistant, spender, tax (n), thrifty **Phrases/Expressions**: ask for a refund, bargain hunting, cost a fortune, department store, designer label, during the sales, dressing room, on display, price tag, window shopping |  |
| 75 | **Listen and vocabulary 2**SB pages 92 | To give Ss practice in listening for specific information and answering multiple-choice questionsTo introduce expressions with the word *monkey* and give Ss practice in using them in contextTo present phrasal verbs related to money and spending |  | **Vocabulary**: bargain, initially**Phrases/Expressions**: if you pay peanuts, you get monkeys; make a monkey out of someone, monkey around, monkey business, throw a monkey wrench in the works **Phrasal verbs**: fork out, get by, pay back, pay off, put in, rip off, run up, save up | Listening  |
| 76 | **Grammar 2 and speak** SB pages 93 | To revise and present new uses of *should/ought to/had better* and giveSs practice in using themTo give Ss the opportunity to discuss shopping habitsTo give Ss practice in comparing photos | Giving adviceExpressing threat or warningExpressing expectationExpressing opinion, criticism or regretshouldought to had better | **Vocabulary**: browse, fraud, frustrating**Phrasal verb**: try on | Speaking  |
| 77 | **Write**SB pages 94-95 | To help Ss identify the purpose, audience and stylistic features of a reportTo provide Ss with a sample reportTo raise Ss’ awareness of the function of headings in a reportTo give Ss practice in selecting apprpriate headings for a reportTo give Ss practice in using linking words and relative pronouns in context |  | **Vocabulary**: adequate, alongside, campus, cater to, dweller, groceries, laundrette, neighbouring, outskirts, shuttle service, suburb, vary**Phrases/Expressions**: in stock**Phrasal verb**: hunt out | Writing  |
| 78 | **Round-up**SB page 96 | To revise structures, functions and vocabulary presented in Module 9To give Ss the opportunity to check their progress |  |  |  |
| 7980 | TEST 9Test correction and self- evaluation | Revision Test 9 |  |
| **Module 10 – Easy on the eye** |
| 81 | **Easy on the eye****Read** SB page 97-99 | To introduce the topic of the module and activate Ss’ background knowledge To present the learning objectives of the moduleTo talk about different forms of art and creative expressionTo give Ss practice in reading for gist and in reading for specific information through a multiple-choice activity | Talking about art and talent | **Vocabulary**: angle, belongings, chalk, competitive, dedicate, evolve, follower, identity, illustrator, ingenuity, intentionally, interaction, mainstream, master (n), mastery, method, noted (adj), pastel (n), require, secure (adj), short-lived, shower (rain), sidewalk, startlingly, stroll (v), temporarily, tempt, term, track, twist (v), ultimately, widely, youngster, **Phrases/Expressions**: catch the eye**Phrasal verb**: fall into | Reading  |
| 82 | **Vocabulary 1 and grammar 1**SB pages 100-101 | To present nouns relating to the performing and visual arts To give Ss practice in forming nouns and using them in contextTo give and give Ss practice in distinguishing between words easily confused and using them in contextTo revise the uses of clauses of purpose and result and give Ss practice in using them | Expressing purposeExpressing result Clauses of purposeClauses of resultClauses of purpose and result | **Vocabulary**: audience, ballet, building, creativity, depth, drama, drawing, earn, ending, filmmaking, gain, graphic design, illusion, image, mime, modern dance, natural, opera, painting, performing arts, photography, physical, pure, sculpture, sightseer, spectator, stupidity, viewer, visibility, vision, visual arts, warmth, width, win, witness |  |
| 83 | **Listen and vocabulary 2**SB pages 102 | To give Ss practice in listening for gist or details and completing a multiple matching activityTo present adjectives relating to emotionsTo introduce phrasal verbs and give Ss practice in using them in context |  | **Vocabulary**: amusing, astonishing, confusing, disappointing, frustrating, inspiring, moving, publicity, terrifying **Phrasal verbs**: figure out, get into, go along with, grow up, make up, stick with, take off | Listening  |
| 84 | **Grammar 2 and speak** SB pages 103 | To revise the use and formation of Question Tags and give Ss practice in using them in contextTo give Ss the opportunity to expand on the topic of the module and genarate the discussion based on the Ss' personal experience | Expressing uncertaintyAsking for confirmationExpressing preference and opinionQuestion Tags | **Vocabulary**: absorbing, abstract, inspiring, lifelike**Phrases/Expressions**: relate to, spirit of experimentation | Speaking  |
| 85 | **Write**SB pages 104-105 | To raise Ss’ awareness of topic and their functions sentencesTo give Ss practice in recognising topic sentences in contextTo help Ss identify thevarious aspects involved in effectively dealing with the task of writing an opinion essay | Expressing opinion | **Vocabulary**: accessible, accessibility, argument, beautify, controversial, conventional, engage (in), innovate, intervention, multimedia, networking, portable, quality, quantity, thought-provoking, vandalism, vandalise**Phrases/Expressions**: electronic devices, entertainment industry, game consoles, hold the view, idle time, on the contrary, on the other side of the coin | Writing  |
| 86 | **Round-up**SB page 106 | To revise structures, functions and vocabulary presented in Module 10To give Ss the opportunity to check their progress |  |  |  |
| 8788 | TEST 10 Test correction and self- evaluation | Revision Test 10 |  |
| 8990 | Revision 5Modules 9&10SB pages 156-158 |  |  |  |  |
| **Module 11 – Eureka!** |
| 91 | **Eureka!****Read**SB page 107-109 | To introduce the topic of the module and activate Ss’ background knowledge To present the learning objectives of the moduleTo talk about inventions, science and technologyTo give Ss practice in reading for gist and in completing a text with missing sentences in order to raise their awareness of text cohesion and coherence | Talking about inventions, science and technology | **Vocabulary**: bot (robot), baffled, bundle (n), cosmos, countless, drug, earthly, lift, enable, grant, greenhouse, handicap (n), homemade, homeschool (v), innovation, inspiration, late developer, licence (v), lunar, mist, patent (v), pending, potential (adj), produce (n), scholarship, side effect, small-scale, thickness, untangle, whiz (n)**Phrases/Expressions**: hold out some hope for sth**Phrasal verb**: pay off | Reading  |
| 92 | **Vocabulary 1 and grammar 1**SB pages 110-111 | To raise Ss' awareness of collective nouns To give Ss practice in distinguishing between words that can easily be confused and using them in contextTo introduce expressions with *under*To revise the basic uses of the Passive Voice To revise how the Passiv Voice is formed and give Ss practice in using it in context | Emphasising an action rather than the doer of an actionPassive Voice | **Vocabulary**: area, bunch, create, develop, direct (v), discover, drive, explore, guide (v), increase, invent, investigate, lead (v), pack, pile, place, produce (v), set, space**Phrases/Expressions**: under age, under control, under new management, under pressure, under the condition, under the impression |  |
| 93 | **Listen and vocabulary 2** SB page 112 | To give Ss practice in listening for specific information and choosing the picture that answers the questionTo present vocabulary relating to computers/information technology | Comparing and contrastingTransferring from verbal to visual information | **Vocabulary**: bug, filter, hot key, housekeeping, icon, log on, menu, multi-tasking, operations system, phish, shield, spam, toolbar, unsuitable**Phrasal verb**: clutter up | Listening  |
| 94 | **Grammar 2 and speak** SB page 113 | To present alternative forms of the Passive Voice and their usesTo give Ss practice in transforming sentences from Active into Passive Voice through a transformation activityTo give Ss practice in talking about technology and speculating on a topic and making decision | Stressing direct/indirect objectsExpressing something that is commonly known, believed, said, etcComparing and contrastingSpeculating and making a decisionPassive structures with verbs with two objectsIt is said that he/she/they...He/She/They is/are said to ... | **Vocabulary**: alter, dependent, link (v), printing, press**Phrases/Expressions**: freeze a moment in time, snap photos, without doubt, you have a point | Speaking  |
| 95 | **Write**SB pages 114-115 | To provide Ss with a model of an article evaluating three optionsTo familiarise Ss with the organisation and content of an articleTo familiarise Ss with some stylistic features of an articleTo raise Ss' awareness of vocabulary used to make an article interesting |  | **Vocabulary**: amazing, digital book, groundbreaking, massive, powerful, revolutionary**Phrases/Expressions**: at the touch of one's fingertips, by far, global village | Writing  |
| 96 | **Round-up**SB page 116 | To revise structures, functions and vocabulary presented in Module 11To give Ss the opportunity to check their progress |  |  |  |
| 9798 | TEST 11Test correction and self- evaluation | Revision Test 11 |  |
| **Module 12 – The price of crime** |
| 99 | **The price of crime****Read** SB page 117-119 | To introduce the topic of the module and activate Ss’ background knowledge To present the learning objectives of the moduleTo talk about crime and punishmentTo give Ss practice in reading for gist and in locating and understanding specific information | Talking about crime and punishment  | **Vocabulary**: acquit, armed, armoured truck, charge (n) (legal), charitable fund, convict (v), diversion, dozen, enraged, flee, float (v), force (v), frame, gnome, goggles, good-natured, honesty, indirectly, inner tube, kidnap, leniently, mastermind, ornament, overcome, pensioner, pocket money, prison, ransom, refuge, release, resemble, savings, shame, spokesperson, stream, transfer (v)**Phrases/Expressions**: what is going on**Phrasal verb**: go through with, turn around | Reading  |
| 100 | **Vocabulary 1 and grammar 1**SB pages 120-121 | To present vocabulary relating to crime through a word building activity and give practice in using it in context To revise Conditional sentences Type 3 and give Ss practice in using them in context To revise and introduce the use of Unreal PastTo give Ss practice in using Conditional sentences Type 3 and Unreal Past in context through a transformation activity | Referring to hypothetical situation in the pastExpressing wishes, regret and unreal situationsExpressing what we would like someone to do/not to do in the present and the pastConditional sentences Type 3 Unreal Pastwish, if only, as if, as thoughwould rather | **Vocabulary**: accuse, arrest, arson, arsonist, burgle, burglar, burglary, charge (legal), convict (n+v), hijack, hijacker, hijacking, innocent, judge, jury, kidnap, kidnapper, kidnapping, mug, mugger, mugging, murder (n+v), murderer, proof, rob, robber, robbery, sentence (n+v), shoplift, shoplifter, shoplifting, smuggle, smuggler, smuggling, steal, suspect, theft, thief, trial**Phrases/Expressions**: plead guilty/not guilty |  |
| 101 | **Listen and vocabulary 2** SB pages 122 | To give Ss practice in listening for specific information and answering multiple-choice questionsTo introduce expressions relating to law and punishment and give Ss practice in using them in contextTo introduce phrasal verbs and give Ss practice in using them in context |  | **Vocabulary**: academic history, bank account, detention (legal), house arrest, interval, medical records, oblige, offender, pose, social security number, term (condition), transaction, urge**Phrases/Expressions**: bend the rules, do time, get/let someone off the hook, have a brush with the law, take the law into one's own hands, turn over a new leaf**Phrasal verbs**: blow up, break into/out of, cover up, get away with sth, hold up, look into | Listening  |
| 102 | **Grammar 2 and speak** SB pages 123 | To introduce the formation and use of the causative form and give Ss practice in using it in context To activate Ss' background knowledge and give them practice in talking about cheating and their own experiencesTo give Ss practice in asking for and giving information in order to solve the problem | Expressing actions that have been carried out by someone for usto get someone to do sthto have someone do sthto have sth done | **Vocabulary**: confront, resort to, **Phrases/Expressions**: even so | Speaking  |
| 103 | **Write** SB pages 124-125 | To help Ss analyse the rubric and essay title and understand what the task requiresTo raise Ss awareness of text organisation, cohesion and coherenceTo give Ss practice in recognising text organisation, cohesion and coherenceTo discuss the issue of rewarding good behaviour as a means of discipline and compare it to punishmentTo help Ss form an opinion and generate ideas | Expressing opinion | **Vocabulary**: acquire, citizen, contribute, detention (education), discipline (n+v), imprison, interact, maintain, minor, offender, overlook, pointless, reform**Phrases/Expressions**: community service, cost-effective, fight a losing battle, give the opportunity, hardened criminals, law-abiding, pay for a crime, serve time, repeat offenders | Writing  |
| 104 | **Round-up**SB page 126 | To revise structures, functions and vocabulary presented in Module 12To give Ss the opportunity to check their progress |  |  |  |
| 105106 | TEST 12Test correction and self- evaluation | Revision Test 12 |  |
| 107108 | Revision 6Modules 11&12SB pages 159-161 |  |  |  |  |
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