**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 module  To talk about a variety of relationships  To 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 web  To give Ss practice in using the words in context  To present adjectives related to personality  To 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 situations  Present Simple  Present 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 questions  To present adjectives related to emotions  To 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 actions  Expressing opinion and elaborating on a topic  stative verbs  Be 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 friendship  To provide Ss with a model of a writing task  To help Ss identify the structure of the article  To introduce adjective/noun collocations related to describing appearance  To 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 1  To give Ss the opportunity to check their progress |  |  |  |
| 7  8 | 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 module  To talk about holidays  To 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/transport  To familiarise Ss with certain compound adjectives and give practice in forming them  To revise the use of the Past Simple and Past Progressive and give Ss practice in using them | Distinguishing between completed/repeated or habitual past action  Distinguishing between past actions that were in progress simultaneously, past actions that were in progress temporarily and past actions that were interrupted by another action  Past Simple  Past 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 activity  To 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 experiences  To give Ss practice in comparing photographs and to provide topic-related vocabulary practice in comparing | Expressing past habits and typical behaviour in the past  Expressing a past intention  Talking about travel and means of transport  Used 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/letter  To familiarise Ss with phrases/expressions relating to specific functions in an informal e-mail/letter  To raise Ss’ awareness of the difference between formal and informal language  To give Ss practice in writing an e-mail | Making suggestions  Expressing an opinion  Explaining 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 2  To give Ss the opportunity to check their progress |  |  |  |
| 15  16 | TEST 2  Test correction and self- evaluation | Revision Test 2 | | |  |
| 17  18 | Revision 1  Modules 1&2  SB 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 module  To talk about jobs, hobbies and spare time  To 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 context  To introduce noun suffixes related to people and professions  To 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 time  Present 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 questions  To 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 tenses  To give Ss practice in using the Past Simple, Past Progressive, Past Perfect Simple and the Past Perfect Progressive  To activate Ss’ background knowledge of leisure activities and get them to talk about their own  To give Ss practice in speculating on a topic and making decisions | Sequencing past action and events  Speculating and ma king decisions  Past 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 wrong  To provide Ss with a model of a writing task  To help Ss focus on the structure of the story  To introduce and/or revise some time expressions and clarify their usage  To 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 3  To give Ss the opportunity to check their progress |  |  |  |
| 25  26 | Test 3  Test 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 module  To talk about communicating with friends and family and not being able to communicate in a foreign country  To 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 sounds  To give Ss practice in distinguishing between words that can easily be confused and using them in context  To give Ss practice in forming nouns from verbs by adding suffixes  To present the Future Progressive and revise the Future *will* and the Future Perfect Simple  To 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 forms  Future Progressive  Simple Future  Future Perfect  Present 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 exercise  To introduce collocations related to communication and give Ss practice in using them in context  To 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/adverbs  To give Ss practice in using comparatives in context  To give Ss the opportunity to talk about means of communication | Making comparisons  Discussing issues related to communication  Comparative / 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 experience  To provide Ss with a sample essay  To 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 4  To give Ss the opportunity to check their progress |  |  |  |
| 33  34 | Test 4  Test correction and self- evaluation | Revision Test 4 | | |  |
| 35  36 | Revision 2  Modules 3&4  SB 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 module  To talk about eating habits  To 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 context  To give Ss practice in distinguishing between words that can easily be confused and using them in context  To give Ss practice in identifying different kinds of food and putting them in the correct category  To revise the use of relative pronouns and adverbs  To help Ss differentiate between defining and non-defining clauses  To give Ss practice in using relative pronouns and adverbs | Defining people, places, things and ideas  Giving additional information  Defining relative clauses  Non-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 exercise  To focus Ss’ attention on verb/adjective/noun +preposition combinations  To present common preposition+(adj.) noun combinations  To 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 both  To help Ss revise the use of quantifiers and present new ones  To generate discussion based on Ss’ personal experience  To give Ss practice in asking for and giving information and offering advice | Expressing quantity  Giving advice  Making suggestions  Expressing opinion  Countable nouns  Uncountable nouns  Quantifiers: 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 response  To provide Ss with a sample for writing a letter/e-mail and make them aware of possible alternative points of reference  To help Ss identify the various language functions in the sample letter/e-mail | Giving advice  Expressing sympathy  Expressing opinion | **Vocabulary**: obvious, run-down | Writing |
| 42 | **Round-up**  SB page 56 | To revise structures, functions and vocabulary presented in Module 5  To give Ss the opportunity to check their progress |  |  |  |
| 43  44 | Test 5  Test 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 module  To talk about education and career  To 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 context  To give Ss practice in distinguishing between words that can easily be confused and using them in context  To revise the use of reported speech  To present special introductory verbs and give Ss practice in using them in context | Reporting statements  Reported 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 context  To 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, requests  To give Ss practice in using reported speech  To give Ss practice in comparing and contrasting two pictures and expressing preference  To give Ss the chance to expand on the topic of education | Reporting questions, commands and requests  Comparing and contrasting  Expressing preference  Reported 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 experience  To provide Ss with a sample letter (to the editor) expressing opinion  To familiarise Ss with some of the stylistic features of a letter (to the editor)  To give Ss practice in uisng linking words/phrases in context  To familiarise Ss with the use of mind maps | Expressing opinion  Expressing 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 6  To give Ss the opportunity to check their progress |  |  |  |
| 51  52 | TEST 6  Test correction and self- evaluation | Revision Test 6 | | |  |
| 53  54 | Revision 3  Modules 5&6  SB 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 module  To talk about forms of entertainment and performing in public  To 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 context  To familiarise Ss with the use of the prefixes *under* and *over* and give them practice in using the verbs with prefixes in context  To revise the use of *must/can’t* to make deductions  To revise the use of *may/might/could* to express possibility and  give Ss practice in using them | Expressing possibility  Making 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 questions  To raise Ss' awereness of words that have more than one meaning  To 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 concession  and give Ss practice in using them  To give Ss practice in speculating and making a decision | Expressing concession  Speculating and making decisions  Expressing agreement and disagreement  Clauses 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 experience  To provide Ss with a sample book review  To help Ss identify the content and paragraph organisation of a review  To 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 7  To give Ss the opportunity to check their progress |  |  |  |
| 61  62 | 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 module  To talk about environmental problems  To 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 context  To give Ss practice in distinguishing between words that can easily be confused and using them in context  To revise the use of the infinitive and –ing forms  To 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 skills  To present phrasal verbs in context  To 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 obligation  To revise the use of modal verbs to express prohibition and absence of necessity  To 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 decision  To 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 letter  To raise Ss’ awareness of issues relating to the organisation of a letter of application and appropriate content  To familiarise Ss with the register of a formal letter of application  To 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 8  To give Ss the opportunity to check their progress |  |  |  |
| 69  70 | TEST 8  Test correction and self- evaluation | Revision Test 8 | | |  |
| 71  72 | Revision 4  Modules 7&8  SB 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 module  To talk about shopping  To 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 shopping  To present common collocations related to shopping and give Ss practice in using them  To 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 future  Expressing general truths and scientific facts  Conditional sentences Types 1&2  Zero 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 questions  To introduce expressions with the word *monkey* and give Ss practice in using them in context  To 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 them  To give Ss the opportunity to discuss shopping habits  To give Ss practice in comparing photos | Giving advice  Expressing threat or warning  Expressing expectation  Expressing opinion, criticism or regret  should  ought 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 report  To provide Ss with a sample report  To raise Ss’ awareness of the function of headings in a report  To give Ss practice in selecting apprpriate headings for a report  To 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 9  To give Ss the opportunity to check their progress |  |  |  |
| 79  80 | TEST 9  Test 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 module  To talk about different forms of art and creative expression  To 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 context  To give and give Ss practice in distinguishing between words easily confused and using them in context  To revise the uses of clauses of purpose and result and give Ss practice in using them | Expressing purpose  Expressing result  Clauses of purpose  Clauses of result  Clauses 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 activity  To present adjectives relating to emotions  To 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 context  To give Ss the opportunity to expand on the topic of the module and genarate the discussion based on the Ss' personal experience | Expressing uncertainty  Asking for confirmation  Expressing preference and opinion  Question 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 sentences  To give Ss practice in recognising topic sentences in context  To help Ss identify the  various 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 10  To give Ss the opportunity to check their progress |  |  |  |
| 87  88 | TEST 10  Test correction and self- evaluation | Revision Test 10 | | |  |
| 89  90 | Revision 5  Modules 9&10  SB 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 module  To talk about inventions, science and technology  To 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 context  To 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 action  Passive 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 question  To present vocabulary relating to computers/information technology | Comparing and contrasting  Transferring 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 uses  To give Ss practice in transforming sentences from Active into Passive Voice through a transformation activity  To give Ss practice in talking about technology and speculating on a topic and making decision | Stressing direct/indirect objects  Expressing something that is commonly known, believed, said, etc  Comparing and contrasting  Speculating and making a decision  Passive structures with verbs with two objects  It 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 options  To familiarise Ss with the organisation and content of an article  To familiarise Ss with some stylistic features of an article  To 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 11  To give Ss the opportunity to check their progress |  |  |  |
| 97  98 | TEST 11  Test 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 module  To talk about crime and punishment  To 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 Past  To give Ss practice in using Conditional sentences Type 3 and Unreal Past in context through a transformation activity | Referring to hypothetical situation in the past  Expressing wishes, regret and unreal situations  Expressing what we would like someone to do/not to do in the present and the past  Conditional sentences Type 3  Unreal Past  wish, if only, as if, as though  would 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 questions  To introduce expressions relating to law and punishment and give Ss practice in using them in context  To 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 experiences  To 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 us  to get someone to do sth  to have someone do sth  to 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 requires  To raise Ss awareness of text organisation, cohesion and coherence  To give Ss practice in recognising text organisation, cohesion and coherence  To discuss the issue of rewarding good behaviour as a means of discipline and compare it to punishment  To 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 12  To give Ss the opportunity to check their progress |  |  |  |
| 105  106 | TEST 12  Test correction and self- evaluation | Revision Test 12 | | |  |
| 107  108 | Revision 6  Modules 11&12  SB pages 159-161 |  |  |  |  |
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