


















Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>1 CEFR B2+, C1</b>				
<p><b>1A</b> <b>The simple life</b></p> <p>LIVING</p> 	<p><b>Cleaning up</b>  <i>(to) accumulate</i>  <i>(to) allocate</i>  <i>(to) declutter</i>  <i>(to) deposit</i>  <i>(to) donate</i>  <i>(to) get rid of</i>  <i>(to) mend</i>  <i>(to) sort</i>  <i>(to) upcycle</i></p> <p><b>WORD MAKER</b> The suffix  <i>-ism</i></p>	<p><b>Simple &amp; continuous forms</b>            Habits            Complete actions            States and general truths            Actions in progress            Temporary actions            Repeated actions            Stative verbs</p>	<p><b>LISTENING</b>            Decluttering  <b>SPEAKING</b>            Talk about essential items in the home            Find the difference</p>	
<p><b>1B</b> <b>Inventing the modern world</b></p> <p>BUSINESS</p> 	<p><b>Possibility &amp; change:</b>  <b>Make unnecessary</b>  <i>(to) dispense with</i>  <i>(to) do away with</i>  <i>(to) make obsolete, redundant, superfluous, a thing of the past</i>  <i>(to) supersede</i>  <b>Change completely</b>  <i>(to) bring about a transformation, revolution in</i>  <i>(to) have a profound impact on</i>  <i>(to) revolutionize</i>  <i>(to) transform</i>  <b>Make possible or easier</b>  <i>(to) enable</i>  <i>(to) facilitate</i>  <i>(to) permit</i>  <i>(to) simplify</i></p>		<p><b>READING</b>            The invisible invention that transformed our cities  <b>SPEAKING</b>            Discuss items that have an impact on our lives</p>	
<p><b>1C</b> <b>Moved by music</b></p> <p>STUDIO VIEWS</p> 	<p><b>Strong emotional reactions</b>  <i>(to) be in tears</i>  <i>(to) burst into tears</i>  <i>(to) feel a lump in your throat</i>  <i>(to) feel an overwhelming sense of sadness, joy</i>  <i>(to) get butterflies (in your stomach)</i>  <i>(to) get goosebumps</i>  <i>(to) get the chills</i>  <i>(to) make your hair stand on end</i>  <i>my heart was racing, pounding</i>  <i>(to) send shivers up / down your spine</i></p>	<p><b>Perfect forms</b>            Unfinished actions            Finished actions            Present and past perfect:            specific uses            Present perfect and past simple in American English</p>	<p><b>SPEAKING</b>            Talk about an emotional reaction</p>	<p>Interview with a psychologist</p>






<p><b>101</b> THINGS TOOBY ENGLISH</p> <p>▶ Tell an anecdote</p>	<p><b>Get attention and introduce your anecdote</b>  <i>Talking about ...</i>  <i>That reminds me of an embarrassing / funny story.</i>  <i>Have I told you about ...?</i></p> <p><b>Start the anecdote</b>  <i>Do you remember ...?</i>  <i>Well, I was in / at / with / on my way to ...</i>  <i>It was about a year ago ...</i></p> <p><b>Add emphasis</b>  <i>And I mean, really loud.</i>  <i>But then to top it all ...</i>  <i>You're not going to believe this, but ...</i></p> <p><b>Tell the end of the anecdote</b>  <i>Anyway, it turns out that ...</i>  <i>To cut a long story short ...</i>  <i>You'll never guess what ...</i></p> <p><b>Reactions</b>  <i>Let's hear it.</i>  <i>I can imagine.</i>  <i>Really?</i>  <i>So, what happened?</i>  <i>What?</i>  <i>Awkward!</i>  <i>Oh no!</i>  <i>Seriously?</i>  <i>I bet.</i>  <i>How strange!</i>  <i>No way!</i>  <i>Good story!</i></p>	<p>🗣️ Emphasis to add interest</p>	<p>▶ Tell an anecdote</p>
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Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>2 CEFR B2+, C1</b>				
<b>2A</b> <b>Are you eating plastic?</b>  <b>EARTH</b> 	<b>Describing amounts</b> <i>considerable</i> <i>overwhelming</i> <i>sizeable</i> <i>substantial</i> <i>whopping</i> <i>insignificant</i> <i>minuscule</i> <i>modest</i> <i>negligible</i> <i>nominal</i>  <b>WORD MAKER</b> Negative prefixes and suffixes	<b>Future forms</b> Plans Predictions Other future forms Completed and continuous actions in the future Future assumptions The immediate future   A future story	<b>LISTENING</b> Interview about plastic <b>WRITING &amp; SPEAKING</b> Do a survey on plastic usage	
<b>2B</b> <b>More than just words</b>  <b>STYLE</b> 	<b>Personality &amp; style</b> <i>assertive</i> <i>authoritative</i> <i>childish</i> <i>daring</i> <i>elegant</i> <i>inventive</i> <i>refined</i> <i>self-assured</i> <i>sincere</i> <i>straightforward</i> <i>superficial</i> <i>trustworthy</i>		<b>READING</b> What's your type? <b>SPEAKING</b> Choose fonts for different contexts	
<b>2C</b> <b>Exercise myths &amp; misconceptions</b>  <b>STUDIO VIEWS</b> 	<b>Truth &amp; falsehood</b> <i>an assumption</i> <i>beyond dispute</i> <i>(to) cast doubt on</i> <i>(to) challenge</i> <i>a claim</i> <i>conflicting</i> <i>(to) debunk</i> <i>entrenched</i> <i>incompatible</i> <i>a misconception</i> <i>a myth</i> <i>(to) prove beyond doubt</i>	<b>Obligation &amp; necessity</b> <i>must, have to, and need to</i> <i>didn't need to and needn't</i> <i>should, supposed to, and meant to</i> Other verbs and expressions to express obligation and necessity Prohibition	<b>LISTENING</b> Interview with a personal trainer <b>SPEAKING</b> Discuss your relationship with exercise	
<b>101 THINGS TO DO IN ENGLISH</b>  Express irritation & annoyance	<b>Exclamations of annoyance</b> <i>For crying out loud!</i> <i>Argh!</i> <i>That's the last straw!</i> <b>Phrases meaning "It annoys me"</b> <i>I've had enough of this.</i> <i>I can't stand this.</i> <i>It drives me up the wall.</i>		 Emphasis	 Express irritation & annoyance




<b>Review 1 &amp; 2</b>	Cleaning up Possibility & change Strong emotional reactions Describing amounts Personality & style Truth & falsehood	Simple & continuous forms Perfect forms Future forms Obligation & necessity	 Describe buildings <b>SPEAKING</b> Mini dialogues: Tell an anecdote; Express irritation & annoyance	
<b>More practice</b>	<b>Language Studio</b> Writing: SB p116 A product review; Skill: Evaluating and making choices Vocabulary: SB p122 Grammar: SB p136 Transcripts: SB p153	<b>Workbook</b> Unit 1: WB pp 4-7 Unit 2: WB pp 8-11 Vocabulary Beats and Wordlist: p14	 <b>Exam Practice</b> Cambridge C1 Advanced Listening Part 1, Reading & Use of English Parts 1 & 2. Writing Part 1 IELTS Listening TOEIC Reading	 <b>CLIL Project</b> ARTS & ENTERTAINMENT Create a playlist of favorite songs
<b>Additional resources</b>	 <b>e-book+</b> Extra Reading & Listening Activities	 <b>Cyber Homework</b> 1A, 1B, 1C, 101 2A, 2B, 2C, 101	 <b>Testbuilder</b> Unit Test 1 Unit Test 2 Progress Test 1	 <b>Helbling Media App</b> Video Audio Pairwork Quick Notes and Keys for Teachers

Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>3 CEFR B2+, C1</b>				
<b>3A</b> <b>Delicious or disgusting?</b>  <b>FOOD</b> 	<b>Words to describe food</b> <i>appetizing</i> <i>bland</i> <i>flavorless</i> <i>foul</i> <i>inedible</i> <i>mouthwatering</i> <i>revolting</i> <i>scrumptious</i> <i>succulent</i> <i>tasteless</i> <i>watery</i> <i>yummy</i>	<b>Verb patterns</b> Verb + <i>-ing</i> form Verb + object + <i>-ing</i> form Verb + (object) + preposition + <i>-ing</i> form Verb + infinitive with <i>to</i> Verb + object + infinitive with <i>to</i> Verbs with both <i>-ing</i> form and infinitive with <i>to</i> After verbs of the senses	<b>READING</b> Are you a picky eater? <b>LISTENING</b> Review of two museums <b>WRITING &amp; SPEAKING</b> Write about the best and worst foods you've eaten	
<b>3B</b> <b>A different kind of education</b>  <b>EDUCATION</b> 	<b>Approval &amp; disapproval</b> <i>(to) applaud, applause</i> <i>(to) begrudge, begrudging</i> <i>(to) bless, to give (somebody) your blessing</i> <i>(to) condone</i> <i>(to) disapprove of, disapproval, disapproving</i> <i>(to) endorse, endorsement</i> <i>(to) object to, objection</i> <i>(to) praise, praise</i> <i>(to) support, support, supportive</i> <i>(to) take a negative view of</i>		<b>READING</b> Edventuring <b>SPEAKING</b> Have a debate about different kinds of schooling	
<b>3C</b> <b>Changing language</b>  <b>STUDIO VIEWS</b> 	<b>Online activities</b> <i>binge watching</i> <i>crowdfunding</i> <i>crowdsourcing</i> <i>fact-checking</i> <i>photobombing</i> <i>ridesharing</i> <i>telecommuting</i> <i>trolling</i> <i>video conferencing</i>  <b>WORD MAKER</b> Blends	<b>Relative clauses</b> Defining relative clauses Non-defining relative clauses Reduced relative clauses	<b>READING</b> A brief hist. of abbrev.  What's my word?	 Interview with a lexicographer

<p><b>101</b> THINGS TO DO IN ENGLISH</p> <p>▶ Give instructions</p>	<p><b>Sequencing instructions</b>  <i>The first thing you need to do is ...</i>  <i>The next step is to ...</i>  <i>Once you've done that, ...</i>  <i>And last but not least, ...</i></p> <p><b>Giving instructions</b>  <i>You want to stand near a window.</i>  <i>But whatever you do, don't get direct sunlight in your eyes</i>  <i>You should always turn on the flash.</i>  <i>Make sure you hold the camera at arm's length.</i>  <i>Avoid holding your phone too low.</i>  <i>(And) rather than looking straight at the camera, turn your face ...</i>  <i>Don't forget to check out the background.</i>  <i>Be careful not to move when you take the photo.</i>  <i>Try taking three or four shots.</i></p>	<p>▶ Chunks &amp; pauses</p>	<p>▶ Give instructions</p>
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Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>4 CEFR B2+, C1</b>				
<p><b>4A</b></p> <p><b>The history of waste</b></p> <p>HISTORY</p> 	<p><b>Time</b></p> <p><i>archaic</i></p> <p><i>commonplace</i></p> <p><i>duration</i></p> <p><i>(to) elapse</i></p> <p><i>enduring</i></p> <p><i>over the course of</i></p> <p><i>time</i></p> <p><i>millennium</i></p> <p><i>(to) outlast</i></p> <p><i>periodically</i></p> <p><i>present-day</i></p> <p><i>temporarily</i></p> <p><i>unprecedented</i></p>	<p><b>Past deduction &amp; speculation</b></p> <p><i>He <b>can't have visited</b> Rome - he was in France.</i></p> <p><i>The Romans <b>must have consumed</b> a huge amount of olive oil.</i></p> <p><i>Donkeys <b>would have carried</b> the pots to the hill.</i></p> <p><i>The fatbergs <b>might have been growing</b> for decades.</i></p> <p><i>Fatbergs <b>couldn't have existed</b> before wet wipes.</i></p> <p><i>You really <b>shouldn't have been</b> there - it was too dangerous.</i></p> <p><i>It was <b>undoubtedly</b> a problem.</i></p> <p><i>It may <b>well</b> have been a problem.</i></p>	<p><b>LISTENING</b></p> <p>Podcast about garbology</p> <p><b>SPEAKING</b></p> <p>Talk about sharing things</p>	
<p><b>4B</b></p> <p><b>Identity</b></p> <p>PEOPLE</p> 	<p><b>Roots &amp; ancestry</b></p> <p><i>adopted</i></p> <p><i>an ancestor</i></p> <p><i>a godparent</i></p> <p><i>a half-sister</i></p> <p><i>maternal</i></p> <p><i>orphaned</i></p> <p><i>paternal</i></p> <p><i>a sibling</i></p> <p><i>a sister-in-law</i></p> <p><i>a stepbrother</i></p> <p><b>WORD MAKER</b> Compound adjectives</p>		<p><b>READING</b></p> <p>A DNA mystery</p> <p><b>SPEAKING</b></p> <p>Talk about DNA make-up</p>	
<p><b>4C</b></p> <p><b>Remember my name</b></p> <p>STUDIO VIEWS</p> 	<p><b>Fame &amp; notoriety</b></p> <p><i>acclaimed, acclaim</i></p> <p><i>anonymous, anonymity</i></p> <p><i>celebrated</i></p> <p><i>immortal, immortality</i></p> <p><i>infamous, infamy</i></p> <p><i>notorious, notoriety</i></p> <p><i>renowned, renown</i></p> <p><i>(to) be a household name</i></p> <p><i>(to) be in the limelight</i></p> <p><i>(to) go down in history</i></p>	<p><b>Passive forms</b></p> <p>Passive <i>-ing</i> forms and infinitives</p> <p><i>have / get something done</i></p>	<p><b>LISTENING</b></p> <p>Interview with a historian</p> <p><b>SPEAKING</b></p> <p>Discuss candidates for inclusion in a list</p> <p>🗨️ Who am I?</p>	

<p><b>101</b> THINGS TO DO IN ENGLISH</p> <p>▶ Change the subject</p>	<p><b>Introducing a subject or new information</b>  <i>Tell me (all) about your ...</i>  <i>Let's talk about ...</i>  <i>Rumor has it you want to ...</i>  <i>I've been told that ...</i>  <i>I've been meaning to ask you about ...</i></p> <p><b>Changing the subject</b>  <i>By the way, ...</i>  <i>Incidentally, ...</i>  <i>Which reminds me, ...</i>  <i>Before I forget, ...</i>  <i>Speaking of which, ...</i>  <i>I'd rather not talk about it.</i>  <i>It's funny you should mention that, because ...</i>  <i>Changing the subject, I wanted to ...</i></p> <p><b>Staying on or returning to a subject</b>  <i>Going back to the theme of ...</i>  <i>Before we move on, you were ...</i>  <i>Can I just finish what I was saying?</i>  <i>Can I expand on that a little?</i></p>		<p>🗣️ Rising and falling intonation</p>	<p>▶ Change the subject</p>
<p><b>Review 3 &amp; 4</b></p>	<p>Words to describe food          Approval &amp; disapproval          Online activities          Time          Roots &amp; ancestry          Fame &amp; notoriety</p>	<p>Verb patterns          Relative clauses          Past deduction &amp; speculation          Passive forms</p>	<p>🗣️ Describe situations and events</p> <p><b>SPEAKING</b>          Mini dialogues: Give instructions; Change the subject</p>	
<p><b>More practice</b></p>	<p><b>Language Studio</b>          Writing: SB p117 A report;          Skill: Describing data and trends          Vocabulary: SB p124          Grammar: SB p138          Transcripts: SB p155</p>	<p><b>Workbook</b>          Unit 3: WB pp15-18          Unit 4: WB pp19-22          Vocabulary Beats and Wordlist: p25</p>	<p>📄 <b>Exam Practice</b>          Cambridge C1          Advanced Listening Part 2, Reading &amp; Use of English Parts 3 &amp; 4. Writing Part 2          TOEFL Reading          TOEIC Listening</p>	<p>📄 <b>CLIL Project EDUCATION</b>          Design a study schedule</p>
<p><b>Additional resources</b></p>	<p>📄 <b>e-book+</b>          Extra Reading &amp; Listening Activities</p>	<p>📄 <b>Cyber Homework</b>          3A, 3B, 3C, 101          4A, 4B, 4C, 101</p>	<p>📄 <b>Testbuilder</b>          Unit Test 3          Unit Test 4          Progress Test 2</p>	<p>📱 <b>Helbling Media App</b>          Video          Audio          Pairwork          Quick Notes and Keys for Teachers</p>






Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>5 CEFR C1</b>				
<b>5A</b> <b>Unsung heroes</b> SCIENCE & TECHNOLOGY 	<b>Phrasal verbs: Work &amp; achievements</b> <i>(to) grapple with</i> <i>(to) hold back</i> <i>(to) pay off</i> <i>(to) play down</i> <i>(to) pore over</i> <i>(to) put (something) down to</i> <i>(to) shrug off</i> <i>(to) single out</i> <i>(to) take on</i> <i>(to) walk away with</i> <b>WORD MAKER</b> Prefixes <i>under- &amp; over-</i>	<b>Linkers of addition, contrast, reason, &amp; result</b>	<b>READING</b> Women in science <b>LISTENING</b> Guide to an exhibition  Complete my profile <b>SPEAKING</b> Discuss reasons for gender inequality	
<b>5B</b> <b>Jekyll &amp; Hyde</b> ARTS & ENTERTAINMENT 	<b>Ways of speaking</b> <i>(to) chatter</i> <i>(to) growl</i> <i>(to) howl</i> <i>(to) mumble</i> <i>(to) screech</i> <i>(to) sigh</i> <i>(to) stammer</i> <i>(to) stutter</i> <i>(to) weep</i> <i>(to) whine / moan</i> <i>(to) whisper</i>		<b>READING</b> Jekyll & Hyde literary extract <b>SPEAKING</b> Perform a radio play	
<b>5C</b> <b>Subscribe!</b> STUDIO VIEWS 	<b>Substitution: collocations and word families</b> <i>(to) budget, a budget</i> <i>(to) be loyal / disloyal, loyalty</i> <i>(to) ship, shipping (n), a shipment</i> <i>(to) subscribe, a subscription, a subscriber</i> <i>(to) value, a value, valued, valuable, invaluable, overvalued, undervalued</i> <i>(to) be on a tight budget</i> <i>(to) draw up a budget</i> <i>(to) go over budget</i> <i>(to) have a budget of</i> <i>(to) keep within (a) budget</i> <i>(to) do (something) out of loyalty (to)</i> <i>(to) expect loyalty (from)</i> <i>(to) show loyalty (to)</i> <i>(to) offer free shipping</i> <i>(to) send a shipment (of)</i> <i>(to) take out a subscription to renew</i> <i>(to) be a subscriber</i> <i>(to) have a high / low value</i> <i>(to) be (good) value for money</i>	<b>Habits</b> <i>used to, will, and would + infinitive (without to)</i> <i>be and get used to + noun / -ing</i> Present and past continuous; <i>keep + -ing</i> Other ways to describe habits	<b>SPEAKING</b> Design a subscription service	 Interview with a media magazine editor




<p><b>101</b> THINGS TOOFT-ENGLISH</p> <p>▶ Be assertive</p>	<p><b>Show your understanding and appreciation</b>  <i>I realize that you're very busy right now.</i>  <i>I understand how much pressure you're under.</i>  <i>Thanks for thinking of me. I appreciate it.</i></p> <p><b>Say no politely but confidently</b>  <i>Thanks, but no thanks.</i>  <i>I'm afraid that won't work for me. I already have plans.</i>  <i>I can't help out. Not today anyway.</i>  <i>I'll have to pass on that.</i></p> <p><b>Express your thoughts, feelings, and needs</b>  <i>I could use some help.</i>  <i>Can I just finish what I was going to say?</i>  <i>I feel frustrated when I'm asked to finish someone else's work.</i></p> <p><b>Ask for more time</b>  <i>I'll think about it and get back to you.</i>  <i>Do you mind if I think about it for a while?</i></p> <p><b>Suggest an alternative</b>  <i>How about tomorrow morning instead?</i>  <i>Can I suggest we meet there at 8?</i></p>	<p>▶ Connected speech</p>	<p>▶ Be assertive</p>
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Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>6 CEFR C1</b>				
<p><b>6A</b> <b>Adaptive athletes</b></p> <p>SPORTS</p> 	<p><b>Sports dreams</b>  <i>an accomplishment</i>  <i>adversity</i>  <i>dedication</i>  <i>drive</i>  <i>(to) fulfill your potential</i>  <i>(to) hinder your progress</i>  <i>inclusion</i>  <i>a medalist</i>  <i>(to) overcome an obstacle</i>  <i>(to) pursue a dream</i>  <i>record-breaking</i>  <i>sportsmanship</i>  <i>unbeatable</i>  <i>world class</i></p> <p><b>WORD MAKER</b> Shortened words</p>	<p><b>Ability &amp; permission</b>  <i>can</i>  <i>could</i>  <i>be able to / manage to</i>  <i>allow, permit, let</i>                      Other phrases</p>	<p><b>LISTENING</b>                      Interview with a Paralympic athlete  <b>SPEAKING</b>                      Discuss benefits of sporting activities</p>	
<p><b>6B</b> <b>Happiness tourism</b></p> <p>TRAVEL</p> 	<p><b>Happiness idioms</b>  <i>(to) be buzzing</i>  <i>(to) be on cloud nine</i>  <i>(to) be as happy as a clam</i>  <i>(to) be / feel on top of the world</i>  <i>(to) be thrilled to pieces</i>  <i>(to) be walking on air</i>  <i>(to) have the time of your life</i></p>		<p><b>READING</b>                      The world's happiest countries  <b>SPEAKING</b>                      Discuss activities for World happiness Day</p>	
<p><b>6C</b> <b>Favorite numbers</b></p> <p>STUDIO VIEWS</p> 	<p><b>Numbers</b>  <i>a billion</i>  <i>binary</i>  <i>decimal</i>  <i>a digit</i>  <i>an even number</i>  <i>a fraction</i>  <i>infinity</i>  <i>an odd number</i>  <i>a prime number</i>  <i>a Roman numeral</i>  <i>a trillion</i>  <i>a whole number</i></p> <p>💬 What's the number?</p>	<p><b>Position of adverbs</b>                      We <b>sometimes do</b> sudoku puzzles.                      If you do number puzzles, you <b>should always</b> figure out the patterns.  <b>Personally</b>, I love math.                      He <b>unfortunately</b> didn't win the competition. / He didn't win the competition <b>unfortunately</b>.  <b>Only</b> Ellie was a little surprised when she won the algebra competition.</p>	<p><b>LISTENING</b>                      Interview with a mathematician  <b>WRITING &amp; SPEAKING</b>                      Create an infographic                      🗣️ Emphasis</p>	





<p><b>101 THINGS TO DO IN ENGLISH</b></p> <p>▶ Clarify &amp; rephrase</p>	<p><b>Clarify</b>  <i>Could you be a bit more specific?          I'm afraid I didn't quite catch that. Could you repeat that?          I'm afraid I don't follow.          What do you mean by ...?          I'm not sure we're on the same page.          Let me see if I've understood you correctly.          I'm afraid I'm not quite sure what you mean by ...          Sorry, I didn't quite hear what you said.</i></p> <p><b>Rephrase</b>  <i>Sorry, let me rephrase that.          What I actually meant was ...          I'm afraid I haven't explained it very well.          So in other words ...          Let me put it another way.          What I'm actually trying to say is ...</i></p>		<p>🗣️ Intonation of introductory phrases</p>	<p>▶ Clarify &amp; rephrase</p>
<p><b>Review 5 &amp; 6</b></p>	<p>Phrasal verbs: work &amp; achievements          Subscription collocations          Sporting dreams          Happiness idioms          Numbers</p>	<p>Linkers of addition, contrast, reason, &amp; result          Habits          Ability &amp; permission          Position of adverbs</p>	<p>🗣️ Collaborate to tell a story  <b>SPEAKING</b>          Mini dialogues: Be assertive; Clarify &amp; rephrase</p>	
<p><b>More practice</b></p>	<p><b>Language Studio</b>          Writing: SB p118 An essay;          Skill: Expressing and justifying opinions          Vocabulary: SB p126          Grammar: SB p141          Transcripts: SB p157</p>	<p><b>Workbook</b>          Unit 5: WB pp26-29          Unit 6: WB pp30-33          Vocabulary Beats and Wordlist: p36</p>	<p>📄 <b>Exam Practice</b>          Cambridge C1          Advanced Listening Part 3, Reading &amp; Use of English Part 5. Writing Part 3          IELTS Reading          TOEIC Reading</p>	<p>📄 <b>CLIL Project PEOPLE</b>          Create an infographic about how people spend their time</p>
<p><b>Additional resources</b></p>	<p>📖 <b>e-book+</b>          Extra Reading &amp; Listening Activities</p>	<p>📄 <b>Cyber Homework</b>          5A, 5B, 5C, 101          6A, 6B, 6C, 101</p>	<p>📄 <b>Testbuilder</b>          Unit Test 5          Unit Test 6          Progress Test 3</p>	<p>📱 <b>Helbling Media App</b>          Video          Audio          Pairwork          Quick Notes and Keys for Teachers</p>

Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>7 CEFR C1</b>				
<p><b>7A</b> <b>Power words</b></p> <p><b>BUSINESS</b></p> 	<p><b>Advertising</b>  <i>a billboard</i>  <i>a display ad</i>  <i>a freebie</i>  <i>a gimmick</i>  <i>a jingle</i>  <i>a mailing list</i>  <i>a native ad</i>  <i>(to) plug</i>  <i>a pop-up</i>  <i>product placement</i>  <i>sponsorship</i>  <i>a target audience</i>  <i>telemarketing</i>  <i>a testimonial</i>  <i>a transit ad</i>                      The suffix <i>-ie</i></p>	<p><b>Comparison</b>                      Comparatives                      Superlatives  <i>the more ... , the ...</i>                      Modifying                      comparatives and                      superlatives                      Similarity: <i>(not) as ...</i>  <i>as ...</i>                      Other ways to express                      similarities and                      differences</p> <p>💬 What am I                      comparing?</p>	<p><b>READING</b>                      Ad saturation  <b>LISTENING</b>                      Interview with an                      advertising expert  <b>WRITING &amp; SPEAKING</b>                      Write a script for a                      radio ad</p>	
<p><b>7B</b> <b>A life well lived</b></p> <p><b>ARTS &amp; ENTERTAINMENT</b></p> 	<p><b>Euphemisms</b>  <i>(to) be economical</i>  <i>with the truth</i>  <i>(to) be no spring</i>  <i>chicken</i>  <i>(to) be between jobs</i>  <i>creative differences</i>  <i>(to) leave a lot to be</i>  <i>desired</i>  <i>(to) let (someone) go</i>  <i>(to) pass away</i>  <i>a restroom</i>  <i>a rest stop</i>  <i>(to) serve time</i></p>		<p><b>READING</b>                      Carrie Fisher obituary  <b>SPEAKING &amp; WRITING</b>                      Write an obituary</p>	
<p><b>7C</b> <b>If only</b></p> <p><b>STUDIO VIEWS</b></p> 	<p><b>Phrasal verbs: life experiences</b>  <i>(to) branch out (into)</i>  <i>(to) chicken out (of)</i>  <i>(to) creep up on</i>  <i>(to) dwell on</i>  <i>(to) go on (about)</i>  <i>(to) lighten up</i>  <i>(to) live up to</i>  <i>(to) measure up (to)</i>  <i>(to) move on</i>  <i>(to) revel in</i>  <i>(to) stand up (to) (to)</i>  <i>weigh on</i></p>	<p><b>The unreal past</b>  <i>If I had known, I would</i>  <i>have told you.</i>  <i>If I'd accepted, I could</i>  <i>have taken part in</i>  <i>Wimbledon.</i>  <i>If I'd chosen a</i>  <i>different career,</i>  <i>I wouldn't be</i>  <i>working here.</i>  <b>Had I not done that,</b>  <i>my life would be</i>  <i>very different.</i>  <i>I wish (that) I had</i>  <b>accepted</b> <i>the</i>  <i>scholarship. / If</i>  <b>only I'd accepted</b>  <i>the scholarship.</i>  <i>I wish / If only the</i>  <i>world were a more</i>  <i>peaceful place.</i>  <b>Supposing / Imagine /</b>  <b>What if I'd had</b>  <i>the courage of my</i>  <i>convictions.</i>  <i>Many of them would</i>  <b>rather have lived a</b>  <i>different life.</i></p>	<p><b>SPEAKING</b>                      Talk about regrets</p>	<p>📺 Interview with a                      psychologist</p>

<p><b>101</b> THINGS TO DO IN ENGLISH</p> <p>▶ Make a business pitch</p>	<p><b>Explaining your idea</b>  <i>I'm going to revolutionize ...</i>  <i>I'm excited to tell you about ...</i>  <i>Imagine a community dining room ...</i>  <i>I envision / I envisage ...</i></p> <p><b>Promoting yourself</b>  <i>I have a strong track record of ...</i>  <i>My key strengths are ...</i>  <i>I am confident that ...</i>  <i>What motivates me is ...</i></p> <p><b>Talking about cooperation and competition</b>  <i>I plan to partner with ...</i>  <i>This will set us apart from ...</i></p> <p><b>Describing future dreams</b>  <i>My larger dream would be ...</i>  <i>In ten years, I see myself ...</i></p> <p><b>Ending your pitch</b>  <i>Thank you for your attention.</i>  <i>I appreciate your time.</i></p>	<p>▶ Main stress in a phrase</p>	<p>▶ Make a business pitch</p>
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Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>8 CEFR C1</b>				
<b>8A</b> <b>Relax</b> LIVING 	<b>Onomatopoeic sounds</b> <i>(to) crinkle</i> <i>(to) crunch</i> <i>(to) fizz</i> <i>(to) jingle</i> <i>(to) pop</i> <i>(to) scratch</i> <i>(to) slurp</i> <i>(to) splash</i> <i>(to) tap</i> <i>(to) tinkle</i>  <b>WORD MAKER</b> Initialisms	<b>Emphasis</b> Cleft sentences Emphatic <i>do</i> Inversion   What I love	<b>READING</b> Relaxation techniques <b>LISTENING</b> Podcast on ASMR <b>SPEAKING</b> Talk about sounds	
<b>8B</b> <b>Your ecological footprint</b> EARTH 	<b>The environment</b> <i>biodegradable</i> <i>a biofuel</i> <i>carbon footprint</i> <i>carbon neutral</i> <i>deforestation</i> <i>ecotourism</i> <i>ecosystem</i> <i>emissions</i> <i>fossil fuels</i> <i>(to) liquidate</i> <i>overpopulation</i> <i>non-renewable</i> <i>(to) regenerate</i> <i>renewables</i>		<b>READING</b> How to reduce your carbon footprint <b>SPEAKING &amp; WRITING</b> Exchange ideas for reducing your carbon footprint	
<b>8C</b> <b>Values</b> STUDIO VIEWS 	<b>Social values &amp; opposites</b> <i>arrogance</i> <i>altruism</i> <i>bigotry</i> <i>bravery</i> <i>cowardice</i> <i>freeloading</i> <i>modesty</i> <i>reciprocation</i> <i>rivalry</i> <i>self-interest</i> <i>solidarity</i> <i>tolerance</i>	<b>Ellipsis &amp; substitution</b> <i>You going to Kim's party? Don't know. You?</i> <i>Flight delayed. I didn't know (that) you liked "Black Mirror".</i> <i>Can you speak English? Yes, I can.</i> <i>Have you watched that video? Not yet, but I will.</i> <i>Which top should I get? I like both, but the red one's more original.</i> <i>Why don't we eat out tonight? We could, but we're saving money.</i>	<b>LISTENING</b> Interview with a historian <b>SPEAKING</b> Plan a TV episode	




<p><b>101 THINGS TO DO IN ENGLISH</b></p> <p>▶ Give a talk</p>	<p><b>Signposting</b>  <i>Let me start by asking a question.</i>  <i>In this talk, I'm going to share four tips.</i>  <i>Let's turn our attention now to ...</i>  <i>This ties in with my previous point.</i>  <i>As I said before, ...</i>  <i>Let's move on to my final tip.</i>  <i>To conclude, let me sum up my main points.</i></p> <p><b>Emphasizing and restating a point</b>  <i>I can't stress enough the importance of being prepared.</i>  <i>Put simply, you need to channel your nervous energy.</i>  <i>In other words, recognize your anxiety.</i></p> <p><b>Engaging the audience</b>  <i>But does it have to be that way? My answer is no.</i>  <i>I think you'd agree that ...</i>  <i>You're feeling nervous, right?</i></p> <p><b>Providing evidence</b>  <i>Studies suggest that as much as 75% ...</i>  <i>According to research conducted at Harvard University, ...</i></p>		<p>🗣️ Contrastive stress</p>	<p>▶ Give a talk</p>
<p><b>Review 7 &amp; 8</b></p>	<p>Advertising          Euphemisms          Phrasal verbs: Life experiences          Onomatopoeic sounds          The environment          Social values &amp; opposites</p>	<p>Comparison          The unreal past          Emphasis          Ellipsis &amp; substitution</p>	<p>💬 Guess the question  <b>SPEAKING</b>          Mini dialogues: Make a business pitch; Give a talk</p>	
<p><b>More practice</b></p>	<p><b>Language Studio</b>          Writing: SB p119 A formal letter;          Skill: Using emphatic language          Vocabulary: SB p128          Grammar: SB p144          Transcripts: SB p160</p>	<p><b>Workbook</b>          Unit 7: WB pp37-40          Unit 8: WB pp41-44          Vocabulary Beats and Wordlist: p47</p>	<p>📄 <b>Exam Practice</b>          Cambridge C1          Advanced Listening Part 4, Reading &amp; Use of English Part 6. Writing Part 4          IELTS Writing          TOEIC Listening</p>	<p>📄 <b>CLIL Project SCIENCE &amp; TECHNOLOGY</b>          Produce a podcast to explain the benefits of a relaxation technique</p>
<p><b>Additional resources</b></p>	<p>📖 <b>e-book+</b>          Extra Reading &amp; Listening Activities</p>	<p>📄 <b>Cyber Homework</b>          7A, 7B, 7C, 101          8A, 8B, 8C, 101</p>	<p>📄 <b>Testbuilder</b>          Unit Test 7          Unit Test 8          Progress Test 4</p>	<p>📱 <b>Helbling Media App</b>          Video          Audio          Pairwork          Quick Notes and Keys for Teachers</p>



Scope and Sequence



Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>9 CEFR C1</b>				
<b>9A</b> <b>Beautification</b>  <b>STYLE</b> 	<b>Beauty treatments</b> <i>bling</i> <i>a facial</i> <i>fillers</i> <i>lotion</i> <i>a manicure</i> <i>a nose job</i> <i>a pedicure</i> <i>plastic surgery</i> <i>a spray tan</i> <i>teeth whitening</i>   Draw the person	<b>Softeners</b> Introductory phrases Indirect questions and modals Past continuous Second conditional Qualifiers and adverbs of degree Positive words with negative verbs	<b>READING</b> The history of body modification <b>LISTENING</b> Podcast about body modification <b>SPEAKING</b> Discuss body art situations	
<b>9B</b> <b>Combat sports</b>  <b>SPORTS</b> 	<b>Similes &amp; metaphors</b> <i>as gentle as a lamb</i> <i>as graceful as a gazelle</i> <i>as light as a feather</i> <i>(to) fight like cats and dogs</i> <i>(to) be like a dog with a bone</i> <i>(to) have lightning reflexes</i> <i>(to) have a heart of gold</i> <i>(to) be music to your ears</i> <i>(to) get cold feet</i> <i>a meteoric rise</i>		<b>READING</b> Two articles on Olympic sports <b>SPEAKING &amp; WRITING</b> Write an opinion piece about a new Olympic sport	
<b>9C</b> <b>Emojis</b>  <b>STUDIO VIEWS</b> 	<b>Images</b> <i>(to) caricature, a caricature</i> <i>(to) characterize, a character</i> <i>(to) display, a display</i> <i>(to) illustrate, an illustration</i> <i>(to) outline, an outline</i> <i>(to) portray, a portrait</i> <i>(to) reflect, a reflection</i> <i>(to) symbolize, a symbol</i> <b>WORD MAKER</b> Foreign plurals	<b>whoever, whatever, etc.</b> Emphasis Vagueness and indifference	<b>SPEAKING</b> Design an emoji	 Interview with a lexicographer
<b>101</b> THINGS TO DO IN ENGLISH  Give tactful advice	<b>Asking for advice and help</b> <i>I was hoping you might be able to give me some advice.</i> <i>I think maybe you could talk to him.</i> <b>Analyzing the problem</b> <i>I hope you don't mind me saying this, but ...</i> <i>It seems to me that it's James you need to talk to.</i> <i>I'm not convinced that's true.</i> <i>I get the impression that you never really stand up for yourself.</i> <b>Giving advice tactfully</b> <i>Wouldn't it be better if you told him how you felt?</i> <i>However intimidating he might seem, I think ...</i> <i>I think it's worth a try. What do you have to lose?</i> <i>I think you'd do better to talk face to face.</i> <i>The sooner you do that, the better.</i> <i>If it were me, I'd tell him what you think.</i> <i>Couldn't you suggest he makes a financial contribution instead?</i> <i>You might want to consider striking a deal.</i>		 Stressed and unstressed sounds	 Give tactful advice







Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>10 CEFR C1</b>				
<p><b>10A</b> <b>Accessible cities</b></p> <p>TRAVEL</p> 	<p><b>Accessibility aids</b> <i>an audible sign</i> <i>an automatic door</i> <i>Braille buttons</i> <i>a curb cut</i> <i>a handrail</i> <i>a low-floor bus</i> <i>a mobility scooter</i> <i>a roll-in shower tactile paving and flooring</i> <i>a threshold ramp</i> <i>a voice-guided ticket machine</i> <i>a walkway</i></p> <p><b>WORD MAKER</b> The prefix <i>must-</i></p>	<p><b>Nouns &amp; determiners</b> Nouns Determiners: articles, quantifiers and demonstratives</p>	<p><b>READING</b> Leading the way towards fully accessible cities <b>LISTENING</b> A blind woman's tour of a city <b>SPEAKING &amp; WRITING</b> Create a town accessibility plan</p>	
<p><b>10B</b> <b>Children's rights</b></p> <p>EDUCATION</p> 	<p><b>Formal language</b> <i>(to) be deprived of</i> <i>(to) be directed to</i> <i>(to) be enshrined in</i> <i>(to) be subjected to</i> <i>consistent with</i> <i>(to) ensure</i> <i>in accordance with</i> <i>on the basis of</i> <i>regardless of</i> <i>(to) secure</i> <i>(to) strive to</i> <i>(to) take (all) appropriate measures to</i> <i>(to) undertake to do</i> <i>(to) use their best efforts</i> <i>with a view to</i></p>		<p><b>READING</b> Convention on the rights of the child <b>WRITING &amp; SPEAKING</b> Write an article for adult rights</p>	
<p><b>10C</b> <b>Are you being tracked?</b></p> <p>STUDIO VIEWS</p> 	<p><b>Tracking</b> <i>(to) be under surveillance</i> <i>(to) disclose</i> <i>(to) monitor</i> <i>(to) spy on</i> <i>(to) stalk</i> <i>(to) track</i> <i>(to) violate</i> <i>(to) configure</i> <i>(to) evade</i> <i>(to) opt out of</i> <i>(to) revoke</i> <i>encryption spyware</i> <i>vigilant</i></p>	<p><b>Participle clauses</b> <i>You can easily stop it <b>by configuring</b> the settings for your email.</i> <i><b>Worrying</b> about their children's well-being, many parents use apps.</i> <i><b>Having been trusted</b> to be careful online, it isn't surprising that his parents didn't check his online activity.</i> <i><b>The account having been hacked</b> many times, the boy's parents decided to shut it down.</i> <i><b>Not being used to</b> computers, my grandfather often makes some funny mistakes.</i> <i><b>After downloading</b> an app, you can track how far you walk.</i> <i>She ran out of the room <b>screaming</b>.</i></p> <p>🗨️ Pros and cons</p>	<p><b>LISTENING</b> Interview with an IT specialist <b>SPEAKING</b> Talk about tracking situations</p>	




<p><b>101</b> THINGS TO DO IN ENGLISH</p> <p>▶ Give an informal speech</p>	<p><b>Give an informal speech</b></p> <p><b>Starting an informal speech</b></p> <p><i>I've been asked to say a few words.</i> <i>I'll try to be brief, I promise.</i> <i>I'd like to thank everyone for coming this evening.</i> <i>I think you'd agree that the occasion is worth it.</i></p> <p><b>Remembering and giving praise</b></p> <p><i>I can still recall that first time ...</i> <i>Who would have thought that you'd become ...?</i> <i>The ... will go down as one of the funniest events ...</i> <i>Your students' enthusiasm ... pays tribute to your inspiration as a teacher.</i> <i>There's no denying that you're a credit to our profession.</i></p> <p><b>Ending an informal speech</b></p> <p><i>It's been a pleasure working with you.</i> <i>I know you'll be sorely missed by everyone here.</i> <i>On behalf of us all I'd like to wish you the best for the future.</i> <i>I think I speak for us all when I say that ...</i> <i>Let's raise our glasses and drink a toast to Alex.</i></p>		<p>🗨 Express enthusiasm</p>	<p>▶ Give an informal speech</p>
<p><b>Review 9 &amp; 10</b></p>	<p>Beauty treatments Similes &amp; metaphors Images Accessibility aids Formal language</p>	<p>Softeners <i>whoever, whatever, etc.</i> Nouns &amp; determiners Participle clauses</p>	<p>💬 Give definitions of words</p> <p><b>SPEAKING</b> Mini dialogues: Give tactful advice; Give an informal speech</p>	
<p><b>More practice</b></p>	<p><b>Language Studio</b> Writing: SB p120 A proposal; Skill: Persuading Vocabulary: SB p130 Grammar: SB p147 Transcripts: SB p162</p>	<p><b>Workbook</b> Unit 9: WB pp48-51 Unit 10: WB pp52-55 Vocabulary Beats and Wordlist: p58</p>	<p>📖 <b>Exam Practice</b> Cambridge C1 Advanced Reading &amp; Use of English Part 7, Writing Part 4 TOEFL Listening TOEIC Reading</p>	<p>📺 <b>CLIL Project LIVING</b> Film a report on accessibility in your town or city</p>
<p><b>Additional resources</b></p>	<p>📖 <b>e-book+</b> Extra Reading &amp; Listening Activities</p>	<p>📖 <b>Cyber Homework</b> 9A, 9B, 9C, 101 10A, 10B, 10C, 101</p>	<p>📖 <b>Testbuilder</b> Unit Test 9 Unit Test 10 Progress Test 5</p>	<p>📱 <b>Helbling Media App</b> Video Audio Pairwork Quick Notes and Keys for Teachers</p>


Scope and Sequence








Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>11 CEFR C1</b>				
<b>11A</b> <b>Mapping the world</b>  <b>BUSINESS</b> 	<b>Increase &amp; reduction</b> <i>(to) amplify</i> <i>(to) deform</i> <i>(to) diminish</i> <i>(to) lessen</i> <i>(to) minimize</i> <i>(to) distort</i> <i>(to) enhance</i> <i>(to) enlarge</i> <i>(to) exaggerate</i> <i>(to) lengthen</i> <i>(to) maximize</i> <i>(to) shorten</i> <i>(to) stretch</i> <i>(to) warp</i>	<b>Noun phrases</b> Compound nouns Possessive 's Expressions with <i>of</i> Making the right choice	<b>LISTENING</b> News report about maps in schools <b>READING</b> Are paper maps obsolete? <b>SPEAKING</b> Devise ways to portray the world	
<b>11B</b> <b>It's a conspiracy</b>  <b>PEOPLE</b> 	<b>Conspiracy theory collocations</b> <i>(to) adhere to</i> <i>(to) adopt</i> <i>(to) counter a cover-up</i> <i>(to) be / feel disempowered</i> <i>(to) dispel</i> <i>(to) disseminate</i> <i>(to) endorse</i> <i>(to) feel socially marginalized</i> <i>(to) harbor a hoax</i> <i>reassurance</i> <i>a sense of belonging</i> <i>a sense of self-worth</i> <i>(to) validate</i>		<b>READING</b> Why do we believe in conspiracy theories? <b>SPEAKING</b> Invent a conspiracy theory	

<p><b>11C</b> <b>Touristification</b></p> <p>STUDIO VIEWS</p> 	<p><b>Tourism</b> <i>affordable housing</i> <i>a city break</i> <i>cultural heritage</i> <i>displacement</i> <i>environmental degradation</i> <i>gentrification</i> <i>grassroots initiatives</i> <i>overtourism</i> <i>regulation</i> <i>speculation</i> <i>sustainability</i> <i>a tourist hotspot</i></p> <p><b>WORD MAKER</b> The suffix <i>-ification</i></p>	<p><b>The future in the past</b> <i>I was really excited because we <b>were going</b> on vacation <b>the following day</b>.</i> <i>She was <b>about to board</b> the plane when they announced it was canceled.</i> <b>The idea was to raise</b> \$1000 for charity, but we raised much more. <i>Everyone said I'd love Venice, and they were right.</i> <i>I knew that we <b>might</b> experience some hostility.</i> <i>You said you'd call me, but you never did.</i> <i>I thought I <b>would have finished</b> by now, but it's taking longer than expected.</i> <i>They <b>were meant to be</b> here an hour ago. Should I call them?</i></p> <p> Frustrated plans</p>	<p><b>SPEAKING</b> Hold a meeting to discuss problems with tourism</p>	<p> Discussion about touristification</p>
<p><b>101</b> THINGS TO DO IN ENGLISH</p> <p> Review a movie</p>	<p><b>Give factual information about a movie</b> <i>It premiered a few years ago.</i> <i>It's a sci-fi movie produced and directed by ...</i> <i>The lead roles are played by ...</i> <i>It co-stars Jessica Chastain as ...</i> <i>There's a cameo by veteran British actor ...</i> <i>It got mixed reviews when it came out.</i></p> <p><b>Evaluate aspects of a movie</b> <i>I loved the opening sequence.</i> <i>I was intrigued to know what would happen next.</i> <i>For me, things start to go downhill when they blast off.</i> <i>The visual effects are out of this world.</i> <i>There's an amazing scene in which we see ...</i></p> <p><b>Make general evaluations</b> <i>It didn't do anything for me.</i> <i>The trip ... was simply awe-inspiring.</i> <i>It's heart-wrenching.</i> <i>It's a masterpiece.</i></p>	<p> Contrastive stress</p>	<p> Review a movie</p>	

Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>12 CEFR C1</b>				
<p><b>12A</b> <b>A meat-free lifestyle</b></p> <p>FOOD</p> 	<p><b>Dependent prepositions</b> <i>accustomed to</i> <i>adept at</i> <i>ambivalent towards</i> <i>destined for</i> <i>estranged from</i> <i>equivalent to</i> <i>fundamental to</i> <i>insensitive to</i> <i>lacking in</i> <i>oblivious to</i> <i>synonymous with</i></p> <p> Two recipes</p>	<p><b>Distancing</b> <i>The number of vegans is <b>apparently</b> growing fast.</i> <i>Concern for the environment <b>seems to have led</b> many people to change their diet.</i> <b>There appear to be</b> many reasons why veganism is a good choice. <i>It <b>could</b> be that some people feel cornered when asked to talk about their diet.</i> <i>Some factory farms <b>are rumored to have provided</b> false information.</i> <b>It was reported that</b> the farm had closed down. <b>There are claimed to be</b> many abuses of the law. <b>It's likely that</b> many people will not want to give up meat. <b>It's important not to vilify</b> certain diets. <b>I would suggest that</b> everybody should be able to make their own choices.</p>	<p><b>LISTENING</b> A review of two books <b>SPEAKING</b> Discuss different diets</p>	
<p><b>12B</b> <b>Global health</b></p> <p>SCIENCE &amp; TECHNOLOGY</p> 	<p><b>Health</b> <i>an anaesthetic</i> <i>a diagnosis</i> <i>a donor</i> <i>eradication</i> <i>life-saving</i> <i>life-threatening</i> <i>measles</i> <i>pneumonia</i> <i>sanitation</i> <i>a transfusion</i> <i>a vaccination</i> <i>a transplant</i></p>		<p><b>READING</b> Doctor's website about World Vaccination Week <b>WRITING</b> Write about a global health advance</p>	

<p><b>12C</b> <b>Memory in the digital age</b></p> <p>STUDIO VIEWS </p>	<p><b>Memory collocations</b> (to) <i>commit</i> (something) to memory (to) <i>evoke a memory</i> (to) <i>have a hazy memory of</i> (something) (to) <i>have a memory like a sieve</i> (to) <i>have a photographic memory</i> (to) <i>hold a (special) memory</i> (to) <i>jog</i> (somebody's) memory (to) <i>recite</i> (something) from memory (to) <i>relive a memory</i> (to) <i>retrieve a memory</i> (to) <i>stick in</i> (somebody's) memory (to) <i>trigger a memory</i></p> <p><b>WORD MAKER</b> Conversion (nouns to verbs)</p>	<p><b>Vague language</b> <i>I'm always misplacing <b>stuff</b>.</i> <i>... the feel of sand between your toes ... <b>things like that</b>.</i> <i>She's a professor or a researcher or <b>something</b>.</i> <i>Memory techniques are <b>kind of</b> strange.</i> <i>I <b>sort of</b> don't like using search engines.</i> <i>... so we can retain and access memories, information <b>and the like</b> more easily.</i> <i>He can memorize tons of cards, She can only remember <b>a couple of</b> phone numbers.</i> <i>Just hand me that <b>thingy</b> over there, will you?</i> <i>I forgot to buy that <b>whatchamacallit</b> that you wanted.</i> <i>You know, <b>whatsername</b> who works in the post office.</i> <b>So-and-so</b> from across the street told me about the accident. <i>In order to memorize extremely long lists of names, it is possible to use techniques such as the loci method, <b>etcetera</b>.</i> <i>How old is he? - I really don't know, <b>fiftyish</b> maybe?</i> <b>Fifty or so</b> people were at the meeting.</p>	<p><b>LISTENING</b> Interview with a memory and technology specialist <b>SPEAKING</b> Remember words</p>	
<p><b>101</b> THINGS ENGLISH ▶ Have a debate</p>	<p><b>Express a strong opinion</b> <i>I believe quite strongly that ...</i> <i>It (also) goes without saying that ...</i> <i>There's no doubt in my mind that ...</i> <i>I'm absolutely convinced that ...</i></p> <p><b>Emphasize</b> <i>I would like to emphasize that ...</i> <i>I can't stress enough that ...</i> <i>I must underline that ...</i></p> <p><b>Express importance</b> <i>... is of the utmost importance.</i> <i>It's absolutely fundamental.</i> <i>... is crucial for ...</i> <i>I think this is paramount.</i> <i>We also shouldn't underestimate ...</i></p> <p><b>Express lack of importance</b> <i>We shouldn't exaggerate (the importance of success).</i> <i>... is completely irrelevant.</i> <i>... is of little importance.</i></p>	<p>🗣️ Say words clearly</p>	<p>▶ Have a debate</p>	

<b>Review 11 &amp; 12</b>	Increase & reduction Tourism Health Memory collocations	Noun phrases The future in the past Distancing Vague language	 Discuss an issue <b>SPEAKING</b> Mini-dialogues: Review a movie; Have a debate	
<b>More practice</b>	<b>Language Studio</b> Writing: SB p121 Personal comment; Skill: Expressing emotions and impressions Vocabulary: SB p133 Grammar: SB p150 Transcripts: SB p165	<b>Workbook</b> Unit 11: WB pp59-62 Unit 12: WB pp63-66 Vocabulary Beats and Wordlist: p69	 <b>Exam Practice</b> Cambridge C1 Advanced Reading & Use of English Part 8, Writing Part 4 TOEFL Writing TOEIC Listening	 <b>CLIL Project TRAVEL</b> Record a radio show about touristification in your town or city
<b>Additional resources</b>	 <b>e-book+</b> Extra Reading & Listening Activities	 <b>Cyber Homework</b> 11A, 11B, 11C, 101 12A, 12B, 12C, 101	 <b>Testbuilder</b> Unit Test 11 Unit Test 12 Progress Test 6	 <b>Helbling Media App</b> Video Audio Pairwork Quick Notes and Keys for Teachers