

### Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>1 CEFR B1</b>				
<b>1A</b> On TV ARTS & ENTERTAINMENT 	<b>Entertainment</b> action ballet concert drama exhibition festival film horror opera play romantic comedy science-fiction thriller	<b>Tense review</b> I <b>like</b> ballet. You're <b>watching</b> a good TV series. She <b>went</b> out yesterday. We <b>were dancing</b> . <b>Have</b> they <b>seen</b> the film? It's <b>going to end</b> soon.	<b>READING</b> From commercials to zapping <b>SPEAKING</b> Talk about entertainment habits	
<b>1B</b> The office BUSINESS 	<b>Office supplies</b> a calculator a folder a marker a paper clip a pencil sharpener a rubber a rubber band a ruler a stapler a tray a waste-paper basket glue  Guess the object	<b>Subject / object questions</b> Who <b>made</b> that? What <b>happened</b> last week? How many people <b>have arrived</b> ? What <b>did</b> he <b>make</b> ? Who <b>do</b> you <b>know</b> ? <b>Which qualifications does she have</b> ?	<b>LISTENING</b> Conversations at an office <b>SPEAKING</b> Talk about work and jobs	
<b>1C</b> Is that me? LIFE STORIES 	<b>Identity</b> appearance family background interests occupation personality personal values qualifications relationships religion skills   Word stress (3- 4- and 5-syllable words)	<b>Present simple and present continuous</b> He <b>comes</b> from Dublin. I <b>go</b> to the beach on Saturdays. It's <b>doesn't matter</b> . We <b>understand</b> . She's <b>having</b> a break right now. I'm <b>not sleeping</b> very well these days.	<b>SPEAKING</b> Talk about people you know	 California girl

### 101 THINGS TO DO IN ENGLISH

▶ Welcome a visitor

#### Welcome the visitor

*Welcome to ...*

*Come in and make yourself at home.*

*It's really nice to meet you.*

*Let me help you with your bags.*

#### The visitor's journey

*Did you have a good journey?*

*How was your flight?*

*Did you have any problems finding ...?*

#### The visit

*Have you been to ... before?*

*How long are you here for?*

*Is this your first time in ...?*

#### Accommodation

*What's your accommodation like?*

*Where are you staying?*

#### Home town or country

*Have you always lived in ...?*

*Where in ... do you live?*

*Which part of ... are you from?*

#### Spoken English

Ways of saying yes

🔊 Intonation in questions

▶ Start a conversation

### Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>2 CEFR B1</b>				
<b>2A</b> 2A Travel problems TRAVEL 	<b>Travel problems</b> <i>a crash, to crash</i> <i>a delay, to be delayed</i> <i>a strike, to be on strike</i> <i>baggage</i> <i>immigration</i> <i>security</i> <i>the check-in, to check in</i> <i>the landing, to land</i> <i>the queue, to queue</i> <i>the take off, to take off</i> <i>to be cancelled</i> <i>to board (a plane), get on board</i> <i>to miss (a plane)</i>	<b>Past simple and past continuous</b> <i>The plane <b>arrived</b> in Madrid yesterday morning.</i> <i>She <b>was wearing</b> glasses.</i> <i>He <b>didn't say</b> anything.</i> <i>While we <b>were relaxing</b>, they <b>announced</b> that the flight was cancelled.</i> 🗨️ Strange story	<b>READING</b> A travel forum <b>WRITING &amp; SPEAKING</b> Write and talk about a difficult journey	
<b>2B</b> Green architecture EARTH 	<b>Environmental problems</b> <i>chemicals</i> <i>coal</i> <i>crops</i> <i>garbage</i> <i>industry</i> <i>land</i> <i>oil</i> <i>power</i> <i>recycling</i> <i>wood</i>	<b>Quantifiers</b> <i>We had <b>no</b> help.</i> <i>They have <b>very little</b> information.</i> <i>There are <b>few</b> advantages.</i> <i>There are <b>quite a lot of</b> apartments for rent.</i> <i>There <b>aren't many</b> parks in the city.</i> <i>There's <b>not much</b> pollution today.</i> <i>There's <b>a bit of</b> traffic today.</i>	<b>LISTENING</b> Sustainable architecture <b>SPEAKING</b> Discuss environmental projects	
<b>2C</b> Achievements LIFE STORIES 	<b>Success</b> <i>achievement</i> <i>ambition</i> <i>believe in</i> <i>determination</i> <i>effort</i> <i>expert</i> <i>failure</i> <i>luck</i> <i>proud of</i> <i>quit</i> <i>reward</i> <i>talent</i>	<b>Present perfect and past simple</b> <i>He's <b>worked</b> here for ten weeks.</i> <i>She's <b>done</b> it.</i> <i>She <b>did</b> it yesterday.</i> 🗣️ Weak forms of auxiliary verbs	<b>READING &amp; LISTENING</b> The CEO of a digital startup <b>SPEAKING</b> Talk about a person you admire	
<b>101</b> THINGS TO DO BY ENGLISH 🎥 Introduce a topic of conversation	<b>Introduce a topic of conversation</b> <i>Guess what!</i> <i>Do you remember the picture he had last week?</i> <i>Did you hear about his party last night?</i> <i>Did I ever tell you about how we met?</i> <i>Do you know what he said?</i> <i>Guess who I saw this morning!</i>		🗣️ Showing interest	🎥 Introduce a topic of conversation

<b>Review 1 &amp; 2</b>	Entertainment Office supplies Identity Travel problems Environmental problems Success	Subject / object questions Present simple and present continuous Past simple and past continuous Quantifiers Present perfect and past simple	 Guess the words <b>SPEAKING</b> Mini dialogues: Intonation of questions; Showing interest	
<b>More practice</b>	<b>Language Studio</b> Writing: SB p116 An entertainment review; Skill: Sequencing Vocabulary: SB p122 Grammar: SB p134 Transcripts: SB p147	<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 B2 First Listening Part 1, Reading & Use of English Part 1, Writing Part 1 TOEFL Reading TOEIC Listening	 <b>CLIL Project</b> ARTS & ENTERTAINMENT Create a TV or film quiz
<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

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Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>3 CEFR B1+</b>				
<b>3A</b> Out of fashion LIVING 	<b>Future time expressions</b> <i>a week from now</i> <i>any day now</i> <i>before too long</i> <i>in a few years</i> <i>in a little while</i> <i>in five days' time</i> <i>in the distant future</i> <i>in the near future</i> <i>next year</i> <i>one of these days</i> <i>some day</i> <i>very soon</i>	<b>Future predictions</b> <i>I'm going to need more time.</i> <i>They aren't going to be happy.</i> <b>Is she going to tell us?</b> <i>I'll be late.</i> <i>They won't enjoy it.</i> <b>Do you think this will work?</b> <i>He may / might be very tired.</i>  Your future	<b>READING</b> What will be out of fashion in fifty years? <b>SPEAKING</b> Talk about future changes in our society.	
<b>3B</b> Party planning PEOPLE 	<b>Phrasal verbs: Events</b> <i>dress up</i> <i>fill up</i> <i>get on very well</i> <i>hang around</i> <i>join in</i> <i>look forward to</i> <i>run out</i> <i>sit around</i> <i>show up</i> <i>start off</i> <i>tidy up</i> <i>wrap up</i>	<b>Future plans</b> <i>I'm going to buy a new phone.</i> <b>Are you going to come out this evening?</b> <i>We're leaving home at 7 tomorrow morning.</i> <i>The plan arrives at 9 o'clock this evening.</i>  Weak form of to in <i>be going to</i>	<b>LISTENING</b> Phone messages <b>SPEAKING</b> Plan an event for your class	
<b>3C</b> Mystery shopper LIFE STORIES 	<b>Personal qualities (word building)</b> <i>confidence, confident</i> <i>experience, experienced</i> <i>friendliness, friendly</i> <i>helpfulness, helpful</i> <i>incompetence, incompetent</i> <i>intelligence, intelligent</i> <i>knowledge, knowledgeable</i> <i>laziness, lazy</i> <i>patience, patient</i> <i>respect, respectful</i> <i>responsibility, responsible</i> <i>sensitivity, sensitive</i>	<b>Relative clauses</b> <i>He's a man who loves shopping.</i> <i>It's a novel which my nephew has read.</i> <i>I want a job that I enjoy.</i> <i>It's a shop where I never go.</i> <i>This is the woman whose bag we found.</i> <i>The waiter, who was very young, showed us to our seats.</i> <i>Her job, which was well-paid, was very interesting.</i>	<b>SPEAKING</b> Evaluate and discuss shops and services	 Mystery shopper
<b>101 THINGS TO DO IN ENGLISH</b>  Make a promise	<b>Ask someone to make a promise</b> <i>Promise me you won't talk about ...</i> <i>Is that a promise?</i> <i>Do you promise to go?</i> <b>Make a promise</b> <i>I promise.</i> <i>I will, trust me.</i> <i>Believe me, I won't eat too quickly.</i> <i>I really won't. / I really will.</i> <i>I swear we'll be home by 11 o'clock.</i>		<b>SPEAKING</b> Sounding sincere	 Make a promise

### Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>4 CEFR B1+</b>				
<b>4A</b> Online study EDUCATION 	<b>Education</b> <i>campus</i> <i>degree</i> <i>essays</i> <i>fees</i> <i>higher education</i> <i>lectures</i> <i>research</i> <i>results</i> <i>seminars</i> <i>sit (exams)</i> <i>undergraduate</i>	<b>Modal verbs of obligation, permission and prohibition</b> <i>They <b>must arrive</b> on time.</i> <i>You <b>have to pay</b> a lot of money to do that course.</i> <i>I've <b>got to finish</b> this homework.</i> <i>You <b>can finish</b> the work tomorrow.</i> <i>You <b>may</b> check your answers with a spelling checker.</i> <i>We're <b>allowed to use</b> dictionaries in the exam.</i> <i>We <b>could go</b> home early yesterday because the teacher was unwell.</i> <i>They <b>can't bring</b> their phones into the classroom.</i> <i>You <b>mustn't be</b> late with your homework.</i> <i>You <b>don't have to sit</b> next to a friend.</i> <i>We <b>couldn't take</b> the examination papers home with us.</i> <i>They <b>weren't allowed</b> to ask for help.</i>  Guess the place 1	<b>LISTENING</b> Conversation about online study <b>SPEAKING &amp; WRITING</b> Discuss and write class contracts	
<b>4B</b> Doctors HISTORY 	<b>Health and treatment:</b> <b>Health problems</b> <i>ache</i> <i>cough</i> <i>disease</i> <i>fever</i> <i>injury</i> <b>Parts of the body</b> <i>blood</i> <i>bone</i> <i>skin</i> <b>Treatments</b> <i>bandage</i> <i>diet</i> <i>medicine</i> <i>operation</i> <i>pill</i>	<b>used to and would</b> <i>Benjamin Rush <b>used to look after</b> patients with mental illnesses.</i> <i>He <b>didn't use to worry</b> about becoming ill himself.</i> <i>Where <b>did he use to work</b>?</i> <i>He <b>would treat</b> many patients every day.</i> <i>In the 19th century, doctors <b>wouldn't</b> always <b>clean</b> their tools.</i> <i>How often <b>would you go</b> to the dentist when you were little?</i>  Weak form of to in used to	<b>READING</b> Doctors from history: Benjamin Rush <b>SPEAKING</b> Talk about visits to the doctor	

<p><b>4C</b> The day the police came</p> <p>LIFE STORIES</p> 	<p><b>Crime</b> arrest court crime criminal gang guilty gun innocent jail judge law murder victim weapon</p>	<p><b>Past perfect</b> When the police arrived, the crime <b>had</b> already <b>taken</b> place. The police arrested her, but she <b>hadn't done</b> anything wrong.</p>	<p><b>SPEAKING &amp; WRITING</b> Write and share a story</p>	
<p><b>101</b> THINGS ENGLISH</p> <p>▶ Check information</p>	<p><b>Check information</b> Let me just see something. This is the check for our meal, right? So, the coffee shouldn't be on the bill. Does that mean we only pay ...? Am I right in thinking ...</p> <p><b>Confirm information</b> That's right, yes. That's correct. Yes, that's it.</p>		<p>🗣️ Questioning or confirming intonation</p>	<p>▶ Check information</p>
<p><b>Review 3 &amp; 4</b></p>	<p>Future time expressions Phrasal verbs: Events Personal qualities (word building) Education Health and treatment Crime</p>	<p>Future predictions Future plans Relative clauses Modal verbs of obligation, permission and prohibition <i>used to</i> and <i>would</i> Past perfect</p>	<p>🗣️ Complete a crossword puzzle</p> <p><b>SPEAKING</b> Mini dialogues: Make a promise; Check information</p>	
<p><b>More practice</b></p>	<p><b>Language Studio</b> Writing: SB p117 A narrative; Skill: Time linkers Vocabulary: SB p123 Grammar: SB p136 Transcripts: SB p149</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> Exam Practice Cambridge B2 First Reading &amp; Use of English Parts 2 &amp; 3, Writing Part 2 IELTS Listening TOEIC Reading</p>	<p>📄 <b>CLIL Project</b> EDUCATION Create a poster about learning a new skill</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>

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<b>5 CEFR B1+</b>				
<b>5A</b> Hair STYLE 	<b>Hair:</b> <b>Types of hair</b> afro curly spiky straight wavy <b>Hairstyles</b> a beard a bun a moustache a ponytail cornrows dreadlocks <b>No hair</b> bald shaved	<b>Comparison</b> <i>My hair is <b>longer than</b> yours.</i> <i>This shampoo is <b>more expensive than</b> that one.</i> <i>This shampoo is <b>the most expensive</b>.</i> <i>I must cut my hair <b>more often</b>.</i> <i>She always arrives <b>the earliest</b>.</i> <i>She looks <b>as young as</b> her daughter.</i> <i>Your hair is <b>not as grey as</b> mine.</i>	<b>READING</b> Facts about hair <b>SPEAKING</b> Talk about how you have changed	
<b>5B</b> Fan of the year SPORT 	<b>Adjective + preposition combinations</b> annoyed with anxious about ashamed of crazy about critical of enthusiastic about fed up with jealous of keen on obsessed with pleased with serious about worried about  Feelings, feelings	<b>Present perfect continuous 1</b> <i>They've <b>been watching</b> TV since three o'clock.</i> <i>She's <b>been supporting</b> the team since her eighth birthday.</i> <i>I've <b>been thinking</b> about it all day.</i>	<b>READING &amp; LISTENING</b> Fan of the Year <b>WRITING &amp; SPEAKING</b> Write about a fan	
<b>5C</b> A tale of two tests LIFE STORIES 	<b>Driving:</b> <b>Verbs</b> accelerate beep brake break down overtake park reverse turn left, turn right <b>On the road</b> cyclist motorway pavement pedestrian road signs speed limit traffic light	<b>both / neither / all / none</b> <b>Both of the students</b> passed the exam. <b>Neither of the exams</b> was / were easy. <b>All (of) the students</b> met at the test centre. <b>All of us</b> met at the test centre. <b>None of the instructors</b> was a woman. <b>None of them</b> has passed.  Weak form of of	<b>SPEAKING</b> Talk about cars and driving	 A tale of two tests

### 101 THINGS TO DO IN ENGLISH

▶ Ask for medical help

#### The patient

*I hurt myself.*

*There's something wrong with my leg.*

*It's really painful to walk.*

*Is there anything I can take for it?*

*I'm having trouble moving it.*

#### The first aid helper

*What seems to be the problem?*

*Let me take a look.*

*Where exactly does it hurt?*

*How did you do it?*

▶ Stressing the most important word in a sentence

▶ Ask for medical help

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Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>6 CEFR B1+</b>				
<b>6A</b> Food for thought FOOD 	<b>Food</b> <b>Vegetables</b> <i>beans</i> <i>broccoli</i> <i>carrot</i> <i>chilli</i> <i>cucumber</i> <i>olives</i> <i>onion</i> <i>peas</i> <b>Fruit</b> <i>avocado</i> <i>coconut</i> <i>mango</i> <i>pineapple</i> <b>Meat</b> <i>beef</i> <i>lamb</i> <i>turkey</i> <b>Fish and seafood</b> <i>cod</i> <i>prawns</i> <i>salmon</i> <i>tuna</i> <b>Dairy products and others</b> <i>cream</i> <i>honey</i> <i>yogurt</i>  The letter o	<b>Zero and first conditionals</b> <i>If food <b>is</b> gluten-free, it <b>contains</b> no wheat.</i> <i><b>If I drink</b> too much juice, I often <b>feel</b> unwell.</i> <i><b>If</b> you <b>want</b> to be healthier, <b>eat</b> less fat.</i> <i><b>If I don't understand</b> the menu, <b>I'll ask</b> for help.</i> What <b>will</b> you <b>do if</b> the restaurant is closed? <i><b>If</b> the restaurant <b>is</b> closed, I <b>won't have</b> dinner.</i> <i><b>If</b> you <b>drink</b> this, you <b>may / might feel</b> better.</i> <i><b>As long as</b> we <b>don't eat</b> too much food, eating a wide variety is good for us.</i> You'll <b>be able to</b> get a table if you <b>arrive</b> early. <i><b>Otherwise</b>, the restaurant <b>will be</b> full.</i>	<b>READING</b> Food beliefs and facts <b>SPEAKING</b> Discuss beliefs about food	
<b>6B</b> Engineering the brain SCIENCE & TECHNOLOGY 	<b>Expressions for probability</b> <i>probably</i> <i>certainly</i> <i>I don't think</i> <i>I doubt</i> <i>I expect</i> <i>is bound to</i> <i>is sure to be</i> <i>is unlikely to</i> <i>it's certain</i> <i>it's likely</i> <i>it's possible</i> <i>it's probable</i> <i>may</i> <i>my guess</i> <i>perhaps</i> <i>there's a chance</i> <i>there's no doubt</i> <i>there's no question</i>	<b>Second conditional</b> <i><b>If</b> the technology <b>cost</b> a lot, many people <b>wouldn't use</b> it.</i> <i><b>I'd be</b> very happy <b>if I had</b> a chip in my brain.</i> <i><b>If I was / were able to</b> read other people's minds, I <b>would know</b> all their secrets.</i> <i><b>If I could choose</b> one of these technologies, I <b>would like</b> to control machines with my thoughts.</i> <i><b>If I read</b> a book about <b>understand</b> it better.</i>  What if? 1	<b>LISTENING</b> Engineering the brain <b>WRITING</b> Write a post about new technologies	

<p><b>6C</b> Friend for hire</p> <p>LIFE STORIES</p> 	<p><b>Friendship</b> best friend close friends good friends old friends true friends admire get on with someone get to know someone have something in common have the same background keep in touch with someone loyal patient respect see each other often share secrets support each other understanding</p>	<p><b>so and such</b> She was <b>so</b> interesting. He was <b>such</b> a good friend. She was <b>so</b> interesting <b>that</b> we talked for hours. He was <b>such</b> a good friend <b>that</b> we always went on holiday together. I had <b>such fun</b>. It was <b>such a worry</b>. I have <b>such good memories</b>. She has <b>so many clients</b>. We have <b>so much time</b>.</p>	<p><b>READING &amp; LISTENING</b> Friend for hire</p> <p><b>SPEAKING</b> Talk about a relationship with a friend</p>	
<p><b>101</b> THINGS TO DO IN ENGLISH</p> <p>▶ Get through on the phone</p>	<p><b>The caller</b> I'm calling about a lost credit card. / I'm calling to report a lost credit card. I'd like to speak to the supervisor, please. / Could you put me through to your supervisor, please? Could you tell him I called? / Would you mind telling him I called? Could you ask her to call me back? Would it be possible for me to leave a message?</p> <p><b>The call-centre operator</b> Thank you for holding. / Thank you for waiting. How may I help you? One of our operators will be available shortly. I'll need to transfer you to another operator. Can you hold please, and I'll put you through? I'm afraid the line's busy. Please hold.</p>		<p>🗣️ Sentence stress</p>	<p>▶ Get through on the phone</p>
<p><b>Review 5 &amp; 6</b></p>	<p>Hair Adjective + preposition combinations Driving Expressions for probability Friendship</p>	<p>Comparison Present perfect continuous <i>both / neither / all / none</i> Zero and first conditionals Second conditional <i>so and such</i></p>	<p>🗣️ Find similarities and differences</p> <p><b>SPEAKING</b> Mini dialogues: Ask for medical help; Get through on the phone</p>	
<p><b>More practice</b></p>	<p><b>Language Studio</b> Writing: SB p118 A report; Skill: Expressing consequences Vocabulary: SB p125 Grammar: SB p139 Transcripts: SB p151</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 B2 First Listening Part 2, Reading &amp; Use of English Part 4, Writing Part 2 TOEFL Listening TOEIC Reading</p>	<p>📖 <b>CLIL Project</b> FOOD Present a report on a health food product</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>

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<b>7 CEFR B1+</b>				
<b>7A</b> Faster, higher, forever? SPORT 	<b>Describing changes and statistics</b> a bar chart a bar graph a line chart a line graph a pie chart a pie graph decrease drop fall increase jump reach a high point reach a low point remain unchanged rise stay the same	<b>Past, present and future ability</b> How fast <b>can</b> you <b>run</b> ? <b>Are you able to lift</b> 50kg? They <b>won't / 'll be able to improve</b> their speed after training. <b>Will we be able to run</b> 100 metres in under 9 seconds? I <b>couldn't swim</b> when I was younger. He <b>wasn't able to / didn't manage to finish</b> the race.	<b>LISTENING</b> Progression in world records <b>SPEAKING</b> Discuss abilities in music, sports and art	
<b>7B</b> Jewellery on men STYLE 	<b>Jewellery</b> a bracelet a chain a necklace a pin a ring an engagement ring a wedding ring cufflinks earrings precious stones antique diamond fake gold pearl silver valuable  Spot the difference	<b>Infinitive and -ing forms</b> We <b>decided to buy</b> a diamond ring. Have you <b>considered giving</b> him a necklace? Don't <b>worry about wearing</b> too much jewellery. She <b>stopped to look at</b> the bracelet. She <b>stopped looking at</b> the bracelet because it was too expensive.	<b>READING</b> Search engine extracts <b>SPEAKING</b> Talk about a dilemma	
<b>7C</b> Child prodigy LIFE STORIES 	<b>Expressions with make</b> make a difference make a face make a good impression make (your) bed make friends make fun of make sure make up make up (your) mind  Elision	<b>Time linkers</b> I studied the flute <b>after</b> I learner to play the piano. <b>Before</b> I went to school, I knew how to read. <b>As soon as / Once</b> she had joined the higher class, she felt happier. She did some tests <b>while</b> she was visiting the specialist. She made a good impression <b>during</b> the show. Most of the children were reading simple picture books. <b>Meanwhile</b> , Stefanie was enjoying long novels.	<b>WRITING</b> Write a short biography of a talented person	 Child prodigy

### 101 THINGS TO DO IN ENGLISH

▶ Make a complaint

#### Begin politely

*Excuse me,  
Sorry to bother you,  
I'm sorry but,  
I'm afraid that ...  
Sorry to say this but ...*

#### Make the complaint

*there's something wrong in our hotel room.  
there appears to be a problem in the bathroom.  
there's a slight problem with the hot water.  
I want to complain about our room.*

#### Replies

*I'm so sorry, I'll ...  
I'm sorry to hear that, I'll ...  
I'm afraid there is nothing we can do.*

🗣 Word stress

▶ Make a complaint

### Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>8 CEFR B1+</b>				
<b>8A</b> People watching PEOPLE 	<b>Body movements</b> <i>bite your lip</i> <i>blink</i> <i>cross your legs</i> <i>fold your arms</i> <i>hold your ear</i> <i>lean backwards</i> <i>lower your head</i> <i>raise your eyebrow</i> <i>rub your eye</i> <i>touch your nose</i> P The letters ch Move it	<b>Modals of deduction (present)</b> <i>She <b>must be</b> tired.</i> <i>You <b>must be studying</b> a lot these days.</i> <i>She <b>can't be</b> older than me.</i> <i>That <b>may / might / could be</b> his sister.</i> <i>They <b>may / might / could be having</b> lunch right now.</i> <i>She <b>can't be feeling</b> too good at the moment.</i> <i>He <b>may not / might not understand</b> what you mean.</i>	<b>LISTENING</b> People watching <b>SPEAKING</b> Talk about people in a picture	
<b>8B</b> Missing HISTORY 	<b>Word building (nouns)</b> <i>accuse, accusation</i> <i>admit, admission</i> <i>celebrate, celebration</i> <i>confess, confession</i> <i>connect, connection</i> <i>decide, decision</i> <i>deduce, deduction</i> <i>describe, description</i> <i>discuss, discussion</i> <i>explain, explanation</i> <i>generalise, generalisation</i> <i>imagine, imagination</i> <i>instruct, instruction</i> <i>intend, intention</i> <i>investigate, investigation</i> <i>invite, invitation</i> <i>solve, solution</i>	<b>Modals of deduction (past)</b> <i>He <b>must have gone</b> to live in another country.</i> <i>It <b>can't / couldn't have been</b> an accident.</i> <i>His wife <b>may have helped</b> him.</i> <i>He <b>could have got</b> into trouble in the water.</i> <i>He <b>may not / might not have died</b>.</i>	<b>READING</b> The mystery of DB Cooper <b>SPEAKING &amp; WRITING</b> Talk and write about historical mysteries	
<b>8C</b> The Dream Room LIFE STORIES 	<b>In a room</b> <i>air conditioning</i> <i>balcony</i> <i>bin</i> <i>blanket</i> <i>candle</i> <i>central heating</i> <i>chest of drawers</i> <i>cupboard</i> <i>curtain</i> <i>cushion</i> <i>duvet</i> <i>frame</i> <i>mirror</i> <i>pillow</i> <i>rug</i> <i>sheet</i> <i>stool</i> <i>wardrobe</i>	<b>Causative verbs</b> <i>They <b>had</b> the windows <b>replaced</b>.</i> <i>We're <b>having</b> our bedroom <b>decorated</b>.</i> <i>Can I <b>have</b> breakfast <b>brought</b> to my room?</i>	<b>READING &amp; LISTENING</b> The Dream Room <b>SPEAKING</b> Plan a room	

<p><b>101 THINGS TO DO IN ENGLISH</b></p> <p>▶ Generalise and make exceptions</p>	<p><b>Expressions to generalise</b>  <i>generally speaking</i>  <i>on the whole</i>  <i>for the most part</i>  <i>as a rule</i>  <i>in most cases</i>  <i>in general</i>  <i>in my experience</i>  <i>they tend to be ...</i></p> <p><b>Make exceptions</b>  <i>except for</i>  <i>apart from</i></p>		<p>🗣️ Intonation for unfinished speech</p>	<p>▶ Generalise and make exceptions</p>
<p><b>Review 7 &amp; 8</b></p>	<p>Describing changes and statistics          Jewellery          Expressions with <i>make</i>          Body movements          Word building (nouns)          In a room</p>	<p>Past, present and future ability          Infinitive and <i>-ing</i> forms          Time linkers          Modals of deduction (present and past)          Causative verbs</p>	<p>🗣️ Guess the words  <b>SPEAKING</b>          Mini dialogues: Make a complaint; Generalise and make exceptions</p>	<p><b>BUSINESS, STYLE</b>          Create a slideshow about dress codes at work</p>
<p><b>More practice</b></p>	<p><b>Language Studio</b>          Writing: SB p119 A description of a room;          Skill: Using a wide range of vocabulary          Vocabulary: SB p128          Grammar: SB p142          Transcripts: SB p152</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 B2 First Reading &amp; Use of English Part 5, Writing Part 2          IELTS Reading          TOEIC Listening</p>	<p>📄 <b>CLIL Project</b></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 B1+</b>				
<b>9A</b> Under the weather EARTH 	<b>Weather collocations</b> <i>clear sky</i> <i>extreme temperatures</i> <i>grey sky</i> <i>heavy rain</i> <i>heavy snow</i> <i>light wind</i> <i>low clouds</i> <i>normal temperatures</i> <i>strong wind</i> 📌 The letter <i>u</i>	<b>Passives 1</b> <i>It <b>is called</b> 'snow rage'.</i> <i>A lot of barbecues <b>are being organised</b>.</i> <i>I <b>was bitten by</b> the neighbour's dog.</i> <i>People <b>were being told</b> to stay at home.</i> <i>Many flights <b>have been cancelled</b>.</i> <i>The roads <b>won't be closed</b> for very long.</i> <i>Some people <b>are going to be trapped</b> in their homes.</i> <i>Passengers <b>may be delayed</b>.</i>	<b>LISTENING</b> Short interviews about the weather <b>WRITING</b> Write a poem	
<b>9B</b> Celebrating science SCIENCE & TECHNOLOGY 	<b>Science</b> <i>data</i> <i>experiment</i> <i>found</i> <i>gather</i> <i>hypothesis</i> <i>look into</i> <i>observation</i> <i>publish</i> <i>results</i> <i>theory</i>	<b>Passives 2 (verbs with two objects)</b> <i>The data <b>was sent to</b> the researchers.</i> <i>The award <b>was given to</b> three people.</i>	<b>READING</b> Ig Nobel Prizes <b>SPEAKING</b> Discuss science in society	
<b>9C</b> Helicopter parent LIFE STORIES 	<b>Rules and regulations</b> <i>behave, behaviour</i> <i>break</i> <i>in trouble</i> <i>naughty</i> <i>obey</i> <i>punish, punishment</i> <i>strict</i> <i>tell (someone) off</i> 🗨️ Truth or lie	<b>make, let, allow</b> <i>They <b>make their children come</b> home before seven o'clock.</i> <i>Her parents <b>didn't make her go</b> to bed early.</i> <i>The college <b>lets us use</b> mobile phones in the lessons.</i> <i>She <b>allowed us to go</b> home early.</i> <i>The teachers <b>don't let the students sit</b> where they want.</i> <i>He <b>didn't allow me to have</b> any extra time for the work.</i>	<b>SPEAKING</b> Talk about parenting styles	▶️ Helicopter parent
<b>101</b> THINGS TO DO IN ENGLISH ▶️ Be sympathetic	<b>Express sympathy</b> <i>I know the feeling.</i> <i>I'm sorry to hear that.</i> <i>Oh, no!</i> <i>Poor you.</i> <i>That's terrible.</i> <i>That's awful.</i> <i>I'm so sorry.</i> <i>I hope you feel better soon.</i> <i>What bad luck!</i> <i>What a shame!</i> <b>Follow-up questions</b> <i>What happened?</i> <i>Is there anything I can do to help?</i> <i>Let me know if there's anything I can do for you.</i>		📌 Ways of saying <i>no</i>	▶️ Be sympathetic

### Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>10 CEFR B1+</b>				
<b>10A</b> Bank of Mum and Dad LIVING 	<b>Money</b> <i>account</i> <i>broke</i> <i>in debt</i> <i>live on</i> <i>loan</i> <i>owe</i> <i>pay (you) back</i> <i>save</i> <i>support</i>	<b>Indirect questions</b> <b>Do you know what the real reason is?</b> <b>Can you tell me where you are going to rent a flat?</b> <b>I wonder when he opened the account.</b> <b>I'd like to know if / whether you have enough money.</b>	<b>LISTENING</b> Conversations about money <b>SPEAKING</b> Make a phone call to find information	
<b>10B</b> Feel the beat ARTS & ENTERTAINMENT 	<b>Music</b> <i>bass (guitar)</i> <i>beat</i> <i>drums</i> <i>headphones</i> <i>keyboard</i> <i>live performance</i> <i>lyrics</i> <i>recording</i> <i>rhythm</i> <i>speakers</i> <i>tune</i> <i>venue</i> <i>volume</i> P The letter u	<b>Verb patterns (verbs of perception)</b> <i>Have you ever seen her play / playing the piano?</i> <i>They watched the technicians prepare the stage.</i> <i>They watched the technicians preparing the stage.</i> <b>We heard him speak to the guitarist.</b> <b>We heard him speaking to the guitarist.</b> Guess the place 2	<b>READING</b> How do deaf people feel the beat? <b>WRITING</b> Write about a song	
<b>10C</b> The perfect wedding LIFE STORIES 	<b>Weddings</b> <i>bride</i> <i>ceremony</i> <i>(to get) engaged</i> <i>groom</i> <i>guests</i> <i>(to go) on honeymoon</i> <i>(to) propose</i> <i>reception</i> <i>speech</i> <i>veil</i>	<b>Present perfect continuous 2</b> <b>Have you been working a lot this week?</b> <b>He's been preparing his speech.</b> <b>She hasn't been feeling too good in the last few days.</b>	<b>READING &amp; LISTENING</b> Planning a wedding <b>SPEAKING</b> Talk about a wedding	
<b>101</b> THINGS TO DO IN ENGLISH Correct yourself	<b>Correct yourself</b> <i>Sorry / No / Um ...</i> <i>Not (x), (y) / I don't want the boarding card, I want the passenger card.</i> <i>I mean ...</i> <i>What I meant is, ...</i> <i>I wasn't very clear.</i> <i>I didn't mean to say that.</i> <i>What I'm trying to say is ...</i> <i>I'll put this another way.</i> <i>I don't mean ...</i> <i>What I'm saying is ...</i>		P Contrastive stress	Correct yourself

<b>Review 9 &amp; 10</b>	Weather collocations Science Rules and regulations Money Music Weddings	Passives <i>make, let, allow</i> Indirect questions Verb patterns (verbs of perception) Present perfect continuous	 Put a news story in order <b>SPEAKING</b> Mini dialogues: Be sympathetic; Correct yourself	
<b>More practice</b>	<b>Language Studio</b> Writing: SB p120 An application letter; Skill: Formal language Vocabulary: SB p130 Grammar: SB p143 Transcripts: SB p154	<b>Workbook</b> Unit 9: WB pp48-51 Unit 10: WB pp52-55 Vocabulary Beats and Wordlist: p58	 <b>Exam Practice</b> Cambridge B2 First Listening Part 3, Reading & Use of English Part 6, Writing Part 2 TOEFL Writing TOEIC Reading	 <b>CLIL Project</b> PEOPLE Present a radio panel programme giving parents advice about teenagers
<b>Additional resources</b>	 <b>e-book+</b> Extra Reading & Listening Activities	 <b>Cyber Homework</b> 9A, 9B, 9C, 101 10A, 10B, 10C, 101	 <b>Testbuilder</b> Unit Test 9 Unit Test 10 Progress Test 5	 <b>Helbling Media App</b> Video Audio Pairwork Quick Notes and Keys for Teachers

### Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>11 CEFR B1+</b>				
<b>11A</b> The Cola Wars BUSINESS 	<b>Marketing</b> advertisement appeal to brand celebrity commercial consumer logo product promote slogan sponsor	<b>Reported speech</b> He <b>said</b> (that) he <b>liked</b> the new logo. They <b>thought</b> (that) they <b>were</b> winning the war. They <b>told</b> the company (that) they <b>did not like</b> the new drink.	<b>READING</b> The Cola Wars <b>SPEAKING</b> Talk about a device you own	
<b>11B</b> Pack like a pro TRAVEL 	<b>Travel items</b> earplugs first-aid kit guidebook hair brush insect spray map passport phone charger plug adaptor portable battery sunscreen tissues toilet paper toiletries toothbrush	<b>Articles (generalising)</b> <b>Sunscreen</b> is a good idea. <b>Phone chargers</b> are very useful when you're travelling.	<b>LISTENING</b> Packing tips from experienced travellers <b>SPEAKING</b> Plan what to take on a trip	
<b>11C</b> Hacked LIFE STORIES 	<b>Negative prefixes</b> able, unable agree, disagree appear, disappear believable, unbelievable comfortable, uncomfortable correct, incorrect expensive, inexpensive fiction, non-fiction inform, misinform legal, illegal legible, illegible like, dislike perfect, imperfect place, misplace possible, impossible profit, non-profit resistible, irresistible respect, disrespect satisfied, dissatisfied smoking, non-smoking understand, misunderstand  Word stress	<b>Reported commands</b> They <b>told us to send</b> them the money immediately. I told them <b>not to make</b> the same mistake. Everyone <b>advised me to do</b> something different. He <b>asked me not to share</b> the information.  Commands	<b>SPEAKING</b> Talk about online safety	 Hacked

### 101 THINGS TO DO IN ENGLISH

▶ Interrupt someone

#### Interrupt someone

*I'm really sorry for interrupting you, but ...*

*I can see that, but ...*

*I'm sorry to cut you off, but ...*

*Exactly!*

*I see what you mean.*

*Hang on.*

*Sorry, but can I just ask a question?*

*Well, yes, maybe, but ...*

*Yes, good point.*

▶ Weak schwa sound

▶ Interrupt someone

### Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>12 CEFR B1+</b>				
<b>12A</b> International market FOOD 	<b>Commonly confused words</b> <i>advice, advise</i> <i>altogether, all together</i> <i>historic, historical</i> <i>hole, whole</i> <i>prices, prizes</i> <i>quiet, quite</i> <i>sight, site</i>	<b>Third conditional</b> <i>If I hadn't gone to university, I <b>wouldn't have got</b> this job.</i> <i>The market <b>would have been</b> nicer <b>if</b> there <b>had been</b> fewer tourists.</i> <i>What <b>would</b> you <b>have done</b> <b>if</b> you <b>had had</b> more time?</i> P Contracted forms What if? 2	<b>LISTENING</b> A podcast about food <b>SPEAKING</b> Talk about life changes	
<b>12B</b> The wish tree EDUCATION 	<b>Phrases with wish and hope</b> <i>a wish list</i> <i>be (someone's) only hope</i> <i>have no hope</i> <i>hope for the best</i> <i>(I) hope so!</i> <i>make a wish</i> <i>wish (someone) a happy birthday</i> <i>wish (someone) luck</i>	<b>Wishes</b> <i>I wish I had superpowers.</i> <i>He <b>wishes</b> his team <b>were</b> the champions.</i> <i>I wish I could speak Russian.</i> <i>I wish I were somewhere else.</i> <i>I wish I hadn't said that.</i> <i>I wish the weather would improve.</i> <i>I hope she will explain this more clearly.</i> <i>If only I could help you.</i> <i>If only we'd (we had) thought of that earlier.</i>	<b>READING</b> Wishes on a wish tree <b>WRITING</b> Write about wishes and regrets	
<b>12C</b> Zee or zed? LIFE STORIES 	<b>UK and US English</b> <i>biscuit, cookie</i> <i>chips, fries</i> <i>crisps, chips</i> <i>football, soccer</i> <i>ground floor, first floor</i> <i>petrol, gas</i> <i>queue, line</i> <i>sweets, candies</i> <i>tap, faucet</i> <i>trousers, pants</i> <i>zed, zee</i>	<b>should have / shouldn't have</b> <i>I should have driven more slowly.</i> <i>You shouldn't have worried.</i> <i>What should he have done?</i>	<b>READING &amp; LISTENING</b> An American in England <b>SPEAKING</b> Talk about different varieties of English	
<b>101</b> THINGS TO LEARN ENGLISH  Finish a conversation	<b>Say you have to go</b> <i>I'm really sorry, but I've got to go. / I'm so sorry, but I've got to be going. / I'm so sorry, but I have to head out.</i> <i>I'm really sorry, but I've got to let you go.</i> <i>I really must hang up now.</i> <b>Say you will call back</b> <i>Let me get back to you.</i> <i>I'll call you back.</i> <i>I'll talk to you later.</i> <b>Last words</b> <i>See you.</i> <i>Take care.</i> <i>Take it easy.</i>	P Elision	 Finish a conversation	

<b>Review 11 &amp; 12</b>	Marketing Travel items Commonly confused words Phrases with wish and hope UK and US English	Reported speech Articles (generalising) Reported commands Third conditional Wishes <i>should have / shouldn't have</i>	 Talk about what you packed <b>SPEAKING</b> Mini-dialogues: Interrupt someone; Finish a conversation	
<b>More practice</b>	<b>Language Studio</b> Writing: SB p121 An 'advantages and disadvantages' essay; Skill: Contrasting ideas Vocabulary: SB p132 Grammar: SB p145 Transcripts: SB p157	<b>Workbook</b> Unit 11: WB pp59-62 Unit 12: WB pp63-66 Vocabulary Beats and Wordlist: p69	 <b>Exam Practice</b> Cambridge B2 First Listening Part 4, Reading & Use of English Part 7, Writing Part 2 IELTS Writing TOEIC Listening	 <b>CLIL Project</b> TRAVEL, SCIENCE & TECHNOLOGY Create an advertisement demonstrating a travel product
<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