

Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>1 CEFR B1</b>				
<b>1A</b> <b>On TV</b> ARTS & ENTERTAINMENT 	<b>Entertainment</b> <i>action</i> <i>ballet</i> <i>concert</i> <i>drama</i> <i>exhibition</i> <i>festival</i> <i>horror</i> <i>movie</i> <i>opera</i> <i>play</i> <i>romantic comedy</i> <i>science-fiction</i> <i>thriller</i>	<b>Tense review</b> <i>I like ballet.</i> <i>You're watching a good TV show.</i> <i>She went out yesterday.</i> <i>We were dancing.</i> <i>Have they seen the movie?</i> <i>It's going to end soon.</i>	<b>READING</b> From commercials to zapping <b>SPEAKING</b> Talk about entertainment habits	
<b>1B</b> <b>The office</b> BUSINESS 	<b>Office supplies</b> <i>a calculator</i> <i>a folder</i> <i>a marker</i> <i>a paper clip</i> <i>a pencil sharpener</i> <i>a rubber band</i> <i>a ruler</i> <i>a stapler</i> <i>a tray</i> <i>a wastepaper basket</i> <i>an eraser</i> <i>glue</i> 🗨️ Guess the object	<b>Subject / object questions</b> <i>Who made that?</i> <i>What happened last week?</i> <i>How many people have arrived?</i> <i>What did he make?</i> <i>Who do you know?</i> <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> <b>Is that me?</b> LIFE STORIES 	<b>Identity</b> <i>appearance</i> <i>family background</i> <i>interests</i> <i>occupation</i> <i>personality</i> <i>personal values</i> <i>qualifications</i> <i>relationships</i> <i>religion</i> <i>skills</i> 🗨️ Word stress (3-4- and 5-syllable words)	<b>Present simple and present continuous</b> <i>I go to the beach on Saturdays.</i> <i>It's doesn't matter.</i> <i>We understand.</i> <i>She's taking a break right now.</i> <i>I'm not sleeping very well these days.</i>	<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> <b>Travel problems</b> 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 line, to get in line</i> <i>the take off, to take off</i> <i>to be canceled</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 New York 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 canceled.</i>  Strange story	<b>READING</b> A travel forum <b>WRITING &amp; SPEAKING</b> Write and talk about a difficult trip	
<b>2B</b> <b>Green architecture</b> 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>a lot of</b> apartments for rent.</i> <i>There aren't <b>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> <b>Achievements</b> 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 THINGS TO DO IN ENGLISH</b>  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 movie 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

Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>3 CEFR B1+</b>				
<b>3A</b> <b>Out of fashion</b> 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</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> <i>Is she going to tell us? 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 50 years? <b>SPEAKING</b> Talk about future changes in our society	
<b>3B</b> <b>Party planning</b> PEOPLE 	<b>Phrasal verbs: Events</b> <i>clean up</i> <i>dress up</i> <i>get along 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>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> <b>Mystery shopper</b> 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 store 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 stores 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> <b>Do you promise to go?</b> <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>				
<p><b>4A</b> <b>Online study</b></p> <p>EDUCATION</p> 	<p><b>Education</b>  <i>campus</i>  <i>degree</i>  <i>essays</i>  <i>higher education</i>  <i>lectures</i>  <i>post-graduate</i>  <i>research</i>  <i>results</i>  <i>seminars</i>  <i>take (exams)</i>  <i>tuition</i>  <i>undergraduate</i></p>	<p><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 take that class.</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 sick.</i>  <i>They <b>can't bring</b> their phones into the classroom.</i>  <i>You <b>don't have to sit</b> next to a friend.</i>  <i>We <b>couldn't take</b> the exam home with us.</i>  <i>They <b>weren't allowed</b> to ask for help.</i></p> <p> Guess the place 1</p>	<p><b>LISTENING</b>            Conversation about online study  <b>SPEAKING &amp; WRITING</b>            Discuss and write class contracts</p>	
<p><b>4B</b> <b>Doctors</b></p> <p>HISTORY</p> 	<p><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></p>	<p><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 sick 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</b> you <b>go</b> to the dentist when you were little?</i></p> <p> Weak form of <i>to</i> in <i>used to</i></p>	<p><b>READING</b>            Doctors from history: Benjamin Rush  <b>SPEAKING</b>            Talk about visits to the doctor</p>	

<p><b>4C</b> <b>The day the police came</b></p> <p>LIFE STORIES</p> 	<p><b>Crime</b>  <i>arrest</i>  <i>court</i>  <i>crime</i>  <i>criminal</i>  <i>gang</i>  <i>guilty</i>  <i>gun</i>  <i>innocent</i>  <i>jail</i>  <i>judge</i>  <i>law</i>  <i>murder</i>  <i>victim</i>  <i>weapon</i></p>	<p><b>Past perfect</b>  <i>When the police arrived, the crime <b>had</b> already <b>taken</b> place.</i>  <i>The police arrested her, but she <b>hadn't</b> <b>done</b> anything wrong.</i></p>	<p><b>SPEAKING &amp; WRITING</b>          Write and share a story</p>	
<p><b>101 THINGS TO DO IN ENGLISH</b></p> <p>▶ Check information</p>	<p><b>Check information</b>  <i>Let me just see something.</i>  <i>This is the check for our meal, right?</i>  <i>So, the coffee shouldn't be on the bill.</i>  <i>Does that mean we only pay ...?</i>  <i>Am I right in thinking ...</i></p> <p><b>Confirm information</b>  <i>That's right, yes.</i>  <i>That's correct.</i>  <i>Yes, that's it.</i></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 EDUCATION</b>          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>

Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>5 CEFR B1+</b>				
<b>5A</b> <b>Hair</b> STYLE 	<b>Hair:</b> <b>Types of hair</b> <i>afro</i> <i>curly</i> <i>spiky</i> <i>straight</i> <i>wavy</i> <b>Hairstyles</b> <i>a beard</i> <i>a bun</i> <i>a moustache</i> <i>a ponytail</i> <i>cornrows</i> <i>dreadlocks</i> <b>No hair</b> <i>bald</i> <i>shaved</i>	<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 should 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 gray as</b> mine.</i>	<b>READING</b> Facts about hair <b>SPEAKING</b> Talk about how you have changed	
<b>5B</b> <b>Fan of the year</b> SPORTS 	<b>Adjective + preposition combinations</b> <i>annoyed with</i> <i>anxious about</i> <i>ashamed of</i> <i>crazy about</i> <i>critical of</i> <i>enthusiastic about</i> <i>fed up with</i> <i>interested in</i> <i>jealous of</i> <i>obsessed with</i> <i>pleased with</i> <i>serious about</i> <i>worried about</i>  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> <b>A tale of two tests</b> LIFE STORIES 	<b>Driving: Verbs</b> <i>accelerate</i> <i>beep</i> <i>brake</i> <i>break down</i> <i>park</i> <i>pass</i> <i>reverse</i> <i>turn left, turn right</i> <b>On the road</b> <i>bicyclist</i> <i>highway</i> <i>pedestrian</i> <i>road signs</i> <i>sidewalk</i> <i>speed limit</i> <i>traffic light</i>	<i><b>both / neither / all / none</b></i> <i><b>Both of the students</b> passed the exam.</i> <i><b>Neither of the exams</b> was / were easy.</i> <i><b>All (of) the students</b> met at the test center.</i> <i><b>All of us</b> met at the test center.</i> <i><b>None of the instructors</b> was a woman.</i> <i><b>None of them</b> has passed.</i>  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

Scope and Sequence

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

<p><b>6C</b> <b>Friend for hire</b></p> <p>LIFE STORIES</p> 	<p><b>Friendship</b>  <i>best friend</i>  <i>close friends</i>  <i>good friends</i>  <i>old friends</i>  <i>true friends</i>  <i>admire</i>  <i>get along with someone</i>  <i>get to know someone</i>  <i>have something in common</i>  <i>have the same background</i>  <i>keep in touch with someone</i>  <i>loyal</i>  <i>patient</i>  <i>respect</i>  <i>see each other often</i>  <i>share secrets</i>  <i>support each other</i>  <i>understanding</i></p>	<p><b>so and such</b>  <i>She was <b>so</b> interesting.</i>  <i>He was <b>such</b> a good friend.</i>  <i>She was <b>so</b> interesting <b>that</b> we talked for hours.</i>  <i>He was <b>such</b> a good friend <b>that</b> we always went on vacation together.</i>  <i>I had <b>so much fun</b>.</i>  <i>I have <b>such good memories</b>.</i>  <i>She has <b>so many clients</b>.</i>  <i>We have <b>so much time</b>.</i></p>	<p><b>READING &amp; LISTENING</b>          Friend for hire  <b>SPEAKING</b>          Talk about a relationship with a friend</p>	
<p><b>101</b> THINGS TO DO BY ENGLISH</p> <p>▶ Get through on the phone</p>	<p><b>The caller</b>  <i>I'm calling about a lost credit card. / I'm calling to report a lost credit card.</i>  <i>I'd like to speak to the supervisor, please. / Could you put me through to your supervisor, please?</i>  <i>Could you tell him I called? / Would you mind telling him I called?</i>  <i>Could you ask her to call me back?</i>  <i>Would it be possible for me to leave a message?</i></p> <p><b>The call-center operator</b>  <i>Thank you for holding. / Thank you for waiting.</i>  <i>How may I help you?</i>  <i>One of our operators will be available shortly. I'll need to transfer you to another operator.</i>  <i>Can you hold please, and I'll put you through?</i>  <i>I'm afraid the line's busy. Please hold.</i></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  <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 p152</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>

Scope and Sequence

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

**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.*

**P** Word stress

▶ Make a complaint

Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>8 CEFR B1+</b>				
<b>8A</b> <b>People watching</b> 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 <i>ch</i> 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> <b>Missing</b> 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>generalize, generalization</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 gotten</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> <b>The Dream Room</b> LIFE STORIES 	<b>In a room</b> <i>air conditioning</i> <i>blanket</i> <i>cabinet</i> <i>candle</i> <i>chest of drawers</i> <i>closet</i> <i>comforter</i> <i>curtain</i> <i>cushion</i> <i>deck</i> <i>frame</i> <i>heat</i> <i>mirror</i> <i>pillow</i> <i>rug</i> <i>sheet</i> <i>stool</i> <i>wastepaper basket</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</b> THINGS TO DO IN ENGLISH</p> <p>▶ Generalize and make exceptions</p>	<p><b>Expressions to generalize</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>  <b>Make exceptions</b>  <i>except for</i>  <i>apart from</i></p>		<p>🗣️ Intonation for unfinished speech</p>	<p>▶ Generalize and make exceptions</p>
<p><b>Review 7 &amp; 8</b></p>	<p>Describing changes and statistics          Jewelry          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; Generalize and make exceptions</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 p154</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>  <b>BUSINESS, STYLE</b>          Create a slideshow about dress codes at work</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> <b>Under the weather</b> EARTH 	<b>Weather collocations</b> <i>clear sky</i> <i>extreme temperatures</i> <i>gray 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> 🗣️ /al/ and /el/	<b>Passives 1</b> <i>It <b>is called</b> "snow rage".</i> <i>A lot of barbecues <b>are being organized</b>.</i> <i>I <b>was bitten by</b> the neighbor's dog.</i> <i>People <b>were being told</b> to stay at home.</i> <i>Many flights <b>have been canceled</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> <b>Celebrating science</b> 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> <b>Helicopter parent</b> LIFE STORIES 	<b>Rules and regulations</b> <i>behave, behavior</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 school <b>lets us use</b> cell 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 THINGS TO DO BY ENGLISH</b> 📺 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 no	📺 Be sympathetic

Scope and Sequence

Topic	Vocabulary	Grammar	Skills	Video & Audio
<b>10 CEFR B1+</b>				
<b>10A</b> <b>Bank of Mom and Dad</b> 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> <i>Do you know what the real reason is?</i> <b>Can you tell me where you are going to rent an apartment?</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> <b>Feel the beat</b> 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> <i>We heard him speak to the guitarist.</i> <i>We heard him speaking to the guitarist.</i> Guess the place 2	<b>READING</b> How do deaf people feel the beat? <b>WRITING</b> Write about a song	
<b>10C</b> <b>The perfect wedding</b> 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 a 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> <i>He's been preparing his speech.</i> <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 p157	<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 PEOPLE</b> Present a radio panel show 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> <b>The Cola Wars</b> BUSINESS 	<b>Marketing</b> <i>advertisement</i> <i>appeal to</i> <i>brand</i> <i>celebrity</i> <i>commercial</i> <i>consumer</i> <i>logo</i> <i>product</i> <i>promote</i> <i>slogan</i> <i>sponsor</i>	<b>Reported speech</b> <i>He <b>said</b> (that) he <b>liked</b> the new logo.</i> <i>They <b>thought</b> (that) they <b>were</b> winning the war.</i> <i>They <b>told</b> the company (that) they <b>did not like</b> the new drink.</i>	<b>READING</b> The Cola Wars <b>SPEAKING</b> Talk about a device you own	
<b>11B</b> <b>Pack like a pro</b> TRAVEL 	<b>Travel items</b> <i>earplugs</i> <i>first-aid kit</i> <i>guidebook</i> <i>hair brush</i> <i>insect spray</i> <i>map</i> <i>passport</i> <i>phone charger</i> <i>plug adaptor</i> <i>portable battery</i> <i>sunscreen</i> <i>tissues</i> <i>toilet paper</i> <i>toiletries</i> <i>toothbrush</i>	<b>Articles (generalizing)</b> <i>Sunscreen is a good idea.</i> <i>Phone chargers are very useful when you're traveling.</i>	<b>LISTENING</b> Packing tips from experienced travelers <b>SPEAKING</b> Plan what to take on a trip	
<b>11C</b> <b>Hacked</b> LIFE STORIES 	<b>Negative prefixes</b> <i>able, unable</i> <i>agree, disagree</i> <i>appear, disappear</i> <i>believable, unbelievable</i> <i>comfortable, uncomfortable</i> <i>correct, incorrect</i> <i>expensive, inexpensive</i> <i>fiction, non-fiction</i> <i>inform, misinform</i> <i>legal, illegal</i> <i>legible, illegible</i> <i>like, dislike</i> <i>perfect, imperfect</i> <i>place, misplace</i> <i>possible, impossible</i> <i>profit, non-profit</i> <i>resistible, irresistible</i> <i>respect, disrespect</i> <i>satisfied, dissatisfied</i> <i>smoking, non-smoking</i> <i>understand, misunderstand</i> P Word stress	<b>Reported commands</b> <i>They <b>told us to send</b> them the money immediately.</i> <i>I told them <b>not to make</b> the same mistake.</i> <i>Everyone <b>advised me to do</b> something different.</i> <i>He <b>asked me not to share</b> the information.</i> 🗨️ 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> <b>International market</b> <b>FOOD</b> 	<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 college, I wouldn't have got this job.</i> <i>The market would have been nicer if there had been fewer tourists.</i> <i>What would you have done if you had had more time?</i> <p> Contracted forms</p> <p> What if? 2</p>	<b>LISTENING</b> A podcast about food <b>SPEAKING</b> Talk about life changes	
<b>12B</b> <b>The wish tree</b> <b>EDUCATION</b> 	<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 wishes his team were 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> <b>Zee or zed?</b> <b>LIFE STORIES</b> 	<b>US and UK English</b> <i>cookie, biscuit</i> <i>fries, chips</i> <i>chips, crisps</i> <i>soccer, football</i> <i>first floor, ground floor</i> <i>gas, petrol</i> <i>line, queue</i> <i>candies, sweets</i> <i>faucet, tap</i> <i>pants, trousers</i> <i>zee, zed</i>	<i>should have / shouldn't have</i> <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 THINGS TO DO IN ENGLISH</b>  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</p>	<p> Finish a conversation</p>	

<b>Review 11 &amp; 12</b>	Marketing Travel items Commonly confused words Phrases with wish and hope US and UK English	Reported speech Articles (generalizing) 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 p159	<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