






Scope and Sequence

| Topic | Vocabulary | Grammar | Skills | Video & Audio |
|---|---|--|--|---|
| 1 CEFR B2+, C1 | | | | |
| 1A The simple life LIVING  | Tidying up <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 out</i> <i>(to) upcycle</i> WORD MAKER The suffix <i>-ism</i> | Simple & continuous forms Habits Complete actions States and general truths Actions in progress Temporary actions Repeated actions Stative verbs | LISTENING Decluttering SPEAKING Talk about essential items in the home  Spot the difference | |
| 1B Inventing the modern world BUSINESS  | Possibility & change: Make unnecessary <i>(to) dispense with</i> <i>(to) do away with</i> <i>(to) make obsolete,</i> <i>redundant, superfluous,</i> <i>a thing of the past</i> <i>(to) supersede</i> Change completely <i>(to) bring about a transformation,</i> <i>revolution in</i> <i>(to) have a profound impact on</i> <i>(to) revolutionise</i> <i>(to) transform</i> Make possible or easier <i>(to) enable</i> <i>(to) facilitate</i> <i>(to) permit</i> <i>(to) simplify</i> | | READING The invisible invention that transformed our cities SPEAKING Discuss items that have an impact on our lives | |
| 1C Moved by music STUDIO VIEWS  | Strong emotional reactions <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> | Perfect forms Unfinished actions Finished actions Present and past perfect: specific uses Present perfect and past simple in American English | SPEAKING Talk about an emotional reaction |  Interview with a psychologist |

101 THINGS TO DO IN ENGLISH

▶ Tell an anecdote

Get attention and introduce your anecdote

Talking about ...

That reminds me of an embarrassing / funny story.

Have I told you about ...?

Start the anecdote

Do you remember ...?

Well, I was in / at / with / on my way to ...

It was about a year ago ...

Add emphasis

And I mean, really loud.

But then to top it all ...

You're not going to believe this but ...

Tell the end of the anecdote

Anyway, it turns out that ...

To cut a long story short ...

You'll never guess what ...

Reactions

Let's hear it.

I can imagine.

Really?

So, what happened?

What?

Awkward!

Oh no!

Seriously?

I bet.

How strange!








No way!








Good story!

▶ Emphasis to add interest






▶ Tell an anecdote

Scope and Sequence

| Topic | Vocabulary | Grammar | Skills | Video & Audio |
|---|--|---|---|--|
| 2 CEFR B2+, C1 | | | | |
| 2A Are you eating plastic? EARTH  | Describing amounts <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> WORD MAKER Negative prefixes and suffixes | Future forms Plans Predictions Other future forms Completed and continuous actions in the future Future assumptions The immediate future  A future story | LISTENING Interview about plastic WRITING & SPEAKING Do a survey on plastic usage | |
| 2B More than just words STYLE  | Personality & style <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> | | READING What's your type? SPEAKING Choose fonts for different contexts | |
| 2C Exercise myths & misconceptions STUDIO VIEWS  | Truth & falsehood <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> | Obligation & necessity <i>must, have to and need to</i> <i>didn't need to and needn't</i> <i>should, ought to, supposed to and meant to</i> Other verbs and expressions to express obligation and necessity Prohibition | LISTENING Interview with a personal trainer SPEAKING Discuss your relationship with exercise | |
| 101 THINGS TO DO IN ENGLISH  Express irritation & annoyance | Exclamations of annoyance <i>For crying out loud!</i> <i>Argh!</i> <i>That's the last straw!</i> Phrases meaning 'It annoys me' <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 |

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

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|---|---|---|---|--|
| 3 CEFR B2+, C1 | | | | |
| 3A Delicious or disgusting? FOOD  | Words to describe food <i>appetising</i> <i>bland</i> <i>flavourless</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> | Verb patterns 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 | READING Are you a picky eater? LISTENING Review of two museums WRITING & SPEAKING Write about the best and worst foods you've eaten | |
| 3B A different kind of education EDUCATION  | Approval & disapproval (to) <i>applaud</i> , <i>applause</i> (to) <i>begrudge</i> , <i>begrudging</i> (to) <i>bless</i> , to <i>give</i> (somebody) your <i>blessing</i> (to) <i>condone</i> (to) <i>disapprove of</i> , <i>disapproval</i> , <i>disapproving</i> (to) <i>endorse</i> , <i>endorsement</i> (to) <i>object to</i> , <i>objection</i> (to) <i>praise</i> , <i>praise</i> (to) <i>support</i> , <i>support</i> , <i>supportive</i> (to) <i>take a dim view of</i> | | READING Edventuring SPEAKING Have a debate about different kinds of schooling | |
| 3C Changing language STUDIO VIEWS  | Online activities <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> WORD MAKER Blends | Relative clauses Defining relative clauses Non-defining relative clauses Reduced relative clauses | READING A brief hist. of abbrev.  What's my word? |  Interview with a lexicographer |

101 THINGS
TO DO IN
ENGLISH

▶ Give instructions

Sequencing instructions

The first thing you need to do is ...

The next step is to ...

Once you've done that, ...

And last but not least, ...

Giving instructions

You want to stand near a window.

But whatever you do, don't get direct sunlight in your eyes

You should always turn on the flash.

Make sure you hold the camera at arm's length.

Avoid holding your phone too low.

Try not to scrunch up your neck.

(And) rather than looking straight at the camera, turn your face ...

Don't forget to check out the background.




Be careful not to move when you take the photo.

Try taking three or four shots.

▶ Chunks & pauses






▶ Give instructions

Scope and Sequence

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

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|---|--|--|--|---|
| <p>101 THINGS TO DO IN ENGLISH</p> <p>▶ Change the subject</p> | <p>Introducing a subject or new information <i>Tell me (all) about your ...</i> <i>Let's talk about ...</i> <i>Rumour 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>Changing the subject <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>Staying on or returning to a subject <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>Review 3 & 4</p> | <p>Words to describe food Approval & disapproval Online activities Time Roots & ancestry Fame & notoriety</p> | <p>Verb patterns Relative clauses Past deduction & speculation Passive forms</p> | <p>🗣️ Describe situations and events</p> <p>SPEAKING Mini dialogues: Give instructions; Change the subject</p> | |
| <p>More practice</p> | <p>Language Studio Writing: SB p116 A report; Skill: Describing data and trends Vocabulary: SB p124 Grammar: SB p138 Transcripts: SB p155</p> | <p>Workbook Unit 3: WB pp15-18 Unit 4: WB pp19-22 Vocabulary Beats and Wordlist: p25</p> | <p>📖 Exam Practice Cambridge C1 Advanced Listening Part 2, Reading & Use of English Parts 3 & 4. Writing Part 2 TOEFL Reading TOEIC Listening</p> | <p>📖 CLIL Project EDUCATION Design a study schedule</p> |
| <p>Additional resources</p> | <p>📖 e-book+ Extra Reading & Listening Activities</p> | <p>📖 Cyber Homework 3A, 3B, 3C, 101 4A, 4B, 4C, 101</p> | <p>📖 Testbuilder Unit Test 3 Unit Test 4 Progress Test 2</p> | <p>📱 Helbling Media App Video Audio Pairwork Quick Notes and Keys for Teachers</p> |

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

101 THINGS TO DO IN ENGLISH

▶ Be assertive

Show your understanding and appreciation

*I realise that you're very busy right now.
I understand how much pressure you're under.
Thanks for thinking of me. I appreciate it.*

Say no politely but confidently

*Thanks, but no thanks.
I'm afraid that won't work for me. I already have plans.
I can't help out. Not today anyway.
I'll have to pass on that.*

Express your thoughts, feelings and needs

*I could use some help.
Can I just finish what I was going to say?
I feel frustrated when I'm asked to finish someone else's work.*

Ask for more time

*I'll think about it and get back to you.
Do you mind if I think about it for a while?*






Suggest an alternative

*How about tomorrow morning instead?
Can I suggest we meet there at 8?*

▶ Connected speech






▶ Be assertive

Scope and Sequence

| Topic | Vocabulary | Grammar | Skills | Video & Audio |
|--|--|---|--|---------------|
| 6 CEFR C1 | | | | |
| 6A Adaptive athletes SPORT  | Sporting dreams <i>an accomplishment</i> <i>adversity</i> <i>dedication</i> <i>drive</i> <i>(to) fulfil your potential</i> <i>(to) hinder your progress</i> <i>inclusion</i> <i>a medallist</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> WORD MAKER Shortened words | Ability & permission <i>can</i> <i>could</i> <i>be able to / manage to</i> <i>allow, permit, let</i> Other phrases | LISTENING Interview with a Paralympic athlete SPEAKING Discuss benefits of sporting activities | |
| 6B Happiness tourism TRAVEL  | Happiness idioms <i>(to) be buzzing (to) be on cloud nine</i> <i>(to) be full of the joys of spring</i> <i>(to) be / feel on top of the world</i> <i>(to) be thrilled to bits</i> <i>(to) be walking on air</i> <i>(to) have the time of your life</i> | | READING The world's happiest countries SPEAKING Discuss activities for World happiness Day | |
| 6C Favourite numbers STUDIO VIEWS  | Numbers <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>  What's the number? | Position of adverbs We sometimes do sudoku puzzles. If you do number puzzles, you should always work out the patterns. Personally , I love maths. He unfortunately didn't win the competition. He didn't win the competition unfortunately . Only Ellie was a little surprised when she won the algebra competition. | LISTENING Interview with a mathematician WRITING & SPEAKING Create an infographic  Emphasis | |

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

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|--|--|---|---|---|
| 7 CEFR C1 | | | | |
| 7A Power words BUSINESS  | Advertising <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> WORD MAKER The suffix <i>-ie</i> | Comparison Comparatives Superlatives <i>the more ... , the ...</i> Modifying comparatives and superlatives Similarity: (<i>not</i>) <i>as ... as ...</i> Other ways to express similarities and differences  What am I comparing? | READING Ad saturation LISTENING Interview with an advertising expert WRITING & SPEAKING Write a script for a radio ad | |
| 7B A life well lived ARTS & ENTERTAINMENT  | Euphemisms <i>a comfort break</i> <i>(to) be economical with the truth</i> <i>(to) be no spring chicken</i> <i>(to) be between jobs</i> <i>creative differences</i> <i>(to) leave a lot to be desired</i> <i>(to) let (someone) go</i> <i>(to) pass away</i> <i>a restroom</i> <i>(to) serve time</i> | | READING Carrie Fisher obituary SPEAKING & WRITING Write an obituary | |
| 7C If only STUDIO VIEWS  | Phrasal verbs: life experiences <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) weigh on</i> | The unreal past <i>If I had known, I would have told you.</i> <i>If I'd accepted, I could have taken part in Wimbledon.</i> <i>If I'd chosen a different career, I wouldn't be working here.</i> Had I not done that, my life would be very different. I wish (that) I had accepted the scholarship. / If only I'd accepted the scholarship. I wish / If only the world were a more peaceful place. Supposing / Imagine / What if I'd had the courage of my convictions. Many of them would rather have lived a different life. | SPEAKING Talk about regrets |  Interview with a psychologist |

101 THINGS
TO DO IN
ENGLISH

▶ Make a business pitch

Explaining your idea

I'm going to revolutionise ...

I'm excited to tell you about ...

Imagine a community dining room ...

I envision / I envisage ...

Promoting yourself

I have a strong track record of ...

My key strengths are ...

I am confident that ...

What motivates me is ...

Talking about cooperation and competition

I plan to partner with ...

This will set us apart from ...

Describing future dreams

My larger dream would be ...

In ten years I see myself ...

Ending your pitch





Thank you for your attention.

I appreciate your time.

▶ Main stress in a phrase









▶ Make a business pitch

Scope and Sequence





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|--|---|---|---|---------------|
| 8 CEFR C1 | | | | |
| 8A Relax LIVING  | Onomatopoeic sounds <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> WORD MAKER Initialisms | Emphasis Cleft sentences Emphatic <i>do</i> Inversion  What I love | READING Relaxation techniques LISTENING Podcast on ASMR SPEAKING Talk about sounds | |
| 8B Your ecological footprint EARTH  | The environment <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> | | READING Earth Overshoot Day SPEAKING & WRITING Exchange ideas for reducing your carbon footprint | |
| 8C Values STUDIO VIEWS  | Social values & opposites <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> | Ellipsis & substitution <i>You going to Kim's party?</i> <i>Don't know. You?</i> <i>Flight delayed.</i> <i>I didn't know (that) you liked 'Black Mirror'.</i> <i>Can you Speak English?</i> <i>Yes, I can.</i> <i>Have you watched that video? Not yet, but I will.</i> <i>Which top shall I get? I like both, but the red one's more original.</i> <i>Why don't we eat out tonight? We could do, but we're saving money.</i> | LISTENING Interview with a historian SPEAKING Plan a TV episode | |

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| <p>101 THINGS TO DO IN ENGLISH</p> <p> Give a talk</p> | <p>Signposting <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>Emphasising and restating a point <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, recognise your anxiety.</i></p> <p>Engaging the audience <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>Providing evidence <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>Review 7 & 8</p> | <p>Advertising Euphemisms Phrasal verbs: life experiences Onomatopoeic sounds The environment Social values & opposites</p> | <p>Comparison The unreal past Emphasis Ellipsis & substitution</p> | <p> Guess the question SPEAKING Mini dialogues: Make a business pitch; Give a talk</p> | |
| <p>More practice</p> | <p>Language Studio Writing: SB p119 A formal letter; Skill: Using emphatic language Vocabulary: SB p128 Grammar: SB p144 Transcripts: SB p160</p> | <p>Workbook Unit 7: WB pp37-40 Unit 8: WB pp41-44 Vocabulary Beats and Wordlist: p47</p> | <p> Exam Practice Cambridge C1 Advanced Listening Part 4, Reading & Use of English Part 6. Writing Part 4 IELTS Writing TOEIC Listening</p> | <p> CLIL Project SCIENCE & TECHNOLOGY Produce a podcast to explain the benefits of a relaxation technique</p> |
| <p>Additional resources</p> | <p> e-book+ Extra Reading & Listening Activities</p> | <p> Cyber Homework 7A, 7B, 7C, 101 8A, 8B, 8C, 101</p> | <p> Testbuilder Unit Test 7 Unit Test 8 Progress Test 4</p> | <p> Helbling Media App Video Audio Pairwork Quick Notes and Keys for Teachers</p> |

Scope and Sequence



| Topic | Vocabulary | Grammar | Skills | Video & Audio |
|--|--|--|---|--|
| 9 CEFR C1 | | | | |
| 9A Beautification STYLE  | Beauty treatments <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>  Truth or lie | Softeners Introductory phrases Indirect questions and modals Past continuous Second conditional Qualifiers and adverbs of degree Positive words with negative verbs | READING The history of body modification LISTENING Podcast about body modification SPEAKING Discuss body art situations | |
| 9B Combat sports SPORT  | Similes & metaphors <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> | whoever, whatever, etc Emphasis Vagueness and indifference | READING Two articles on Olympic sports SPEAKING & WRITING Write an opinion piece about a new Olympic sport | |
| 9C Emojis STUDIO VIEWS  | Images <i>(to) caricature, a caricature</i> <i>(to) characterise, 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) symbolise, a symbol</i> WORD MAKER Foreign plurals | | SPEAKING Design an emoji |  Interview with a lexicographer |
| 101 THINGS TO DO IN ENGLISH  Give tactful advice | Asking for advice and help <i>I was hoping you might be able to give me some advice.</i> <i>I think maybe you could talk to him.</i> Analysing the problem <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> Giving advice tactfully <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 |
|--|--|---|--|---------------|
| 10 CEFR C1 | | | | |
| 10A Accessible cities TRAVEL  | Accessibility aids <i>an audible sign</i> <i>an automatic doorway</i> <i>Braille buttons</i> <i>a dropped kerb</i> <i>a handrail</i> <i>a low-floor tram</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> WORD MAKER The prefix <i>must-</i> | Nouns & determiners Nouns Determiners: articles, quantifiers and demonstratives | READING Leading the way towards fully accessible cities LISTENING A blind woman's tour of a city SPEAKING & WRITING Create a town accessibility plan | |
| 10B Children's rights EDUCATION  | Formal language <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 with a view to</i> | | READING Convention on the rights of a child WRITING & SPEAKING Write an article for adult rights | |
| 10C Are you being tracked? STUDIO VIEWS  | Tracking <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> | Participle clauses <i>You can easily stop it by configuring the settings for your email.</i> Worrying about their children's well-being, many parents use apps. Having been trusted to be careful online, it isn't surprising that his parents didn't check his online activity. The account having been hacked many times, the boy's parents decided to shut it down. Not being used to computers, my grandfather often makes some funny mistakes. After downloading an app, you can track how far you walk. <i>She ran out of the room screaming.</i>  Pros and cons | LISTENING Interview with an IT specialist SPEAKING Talk about tracking situations | |




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





Scope and Sequence








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

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| <p>11C Touristification</p> <p>STUDIO VIEWS</p>  | <p>Tourism affordable housing a city break cultural heritage displacement environmental degradation gentrification grassroots initiatives overtourism regulation speculation sustainability a tourist hotspot</p> <p>WORD MAKER The suffix -ification</p> | <p>The future in the past <i>I was really excited because we were going on holiday the following day.</i> <i>She was about to board the plane when they announced it was cancelled.</i> The idea was to raise £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 might experience some hostility.</i> <i>You said you'd call me, but you never did.</i> <i>I thought I would have finished by now, but it's taking longer than expected.</i> <i>They were meant to be here an hour ago. Should I call them?</i></p> <p> Frustrated plans</p> | <p>SPEAKING Hold a meeting to discuss problems with tourism</p> | <p> Discussion about touristification</p> |
| <p>101 THINGS TO DO BY ENGLISH</p> <p> Review a film</p> | <p>Give factual information about a film <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>Evaluate aspects of a film <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>Make general evaluations <i>It didn't do anything for me.</i> <i>The trip ... was simply awe-inspiring.</i> <i>It's really heart-wrenching.</i> <i>It's a masterpiece.</i></p> | <p> Contrastive stress</p> | <p> Review a film</p> | |

Scope and Sequence

| Topic | Vocabulary | Grammar | Skills | Video & Audio |
|---|--|---|--|---------------|
| 12 CEFR C1 | | | | |
| 12A A meat-free lifestyle FOOD  | Dependent prepositions <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>  Two recipes | Distancing <i>The number of vegans is apparently growing fast.</i> <i>Concern for the environment seems to have led many people to change their diet.</i> There appear to be many reasons why veganism is a good choice. <i>It could be that some people feel cornered when asked to talk about their diet.</i> <i>Some factory farms are rumoured to have provided false information.</i> It was reported that the farm had closed down. There are claimed to be many abuses of the law. It's likely that many people will not want to give up meat. It's important not to vilify certain diets. I would suggest that everybody should be able to make their own choices. | LISTENING A review of two books SPEAKING Discuss different diets | |
| 12B Global health SCIENCE & TECHNOLOGY  | Health <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> | | READING Doctor's website about World Vaccination Week WRITING Write about a global health advance | |

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| <p>12C Memory in the digital age</p> <p>STUDIO VIEWS</p>  | <p>Memory collocations (to) commit (something) to memory (to) evoke a memory (to) have a hazy memory of (something) (to) have a memory like a sieve (to) have a photographic memory (to) hold a (special) memory (to) jog (somebody's) memory (to) recite (something) from memory (to) relive a memory (to) retrieve a memory (to) stick in (somebody's) memory (to) trigger a memory</p> <p>WORD MAKER Conversion (nouns to verbs)</p> | <p>Vague language <i>I'm always mislaying stuff.</i> <i>... the feel of sand between your toes ... things like that.</i> <i>She's a professor or a researcher or something.</i> <i>Memory techniques are kind of strange.</i> <i>I sort of don't like using search engines.</i> <i>... so we can retain and access memories, information and the like more easily.</i> <i>He can memorise loads of cards,</i> <i>She can only remember a couple of phone numbers.</i> <i>Just hand me that thingy over there, will you?</i> <i>I forgot to buy that whatchamacallit that you wanted.</i> <i>You know, whatsername who works in the post office.</i> So-and-so from across the street told me about the accident. <i>In order to memorise extremely long lists of names, it is possible to use techniques such as the loci method, etcetera.</i> <i>How old is he? – I really don't know, fiftyish maybe?</i> Fifty or so people were at the meeting.</p> | <p>LISTENING Interview with a memory and technology specialist</p> <p>SPEAKING Remember words</p> | |
| <p>101 THINGS ENGLISH</p> <p> Have a debate</p> | <p>Express a strong opinion <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>Emphasise <i>I would like to emphasise that ...</i> <i>I can't stress enough that ...</i> <i>I must underline that ...</i></p> <p>Express importance <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>Express lack of importance <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> | |

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