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| **Unit 1: Looks** | **Lesson 1.1 Vocabulary** | pp.12-13 | **Appearance and Personality:** *caring, blond, curly hair, hard-working, outgoing, top, selfish, gorgeous, mischievous, imaginative, stylish, charming, adventurous, immature, sophisticated, cheeky, cute, adorable* |  | Speaking: Ex.1-2, 6 Reading: Ex.3; Facebook profile photos and what they mean  Listening: Ex.4-5, 7-10  Writing: Ex.13 | pp.2-3 | pp.8-9 |  |  |  | Unit 4 pp.78-83  Test 4  pp.84-101 | Test 1 | Test 5 Family and  Interpersonal  relationships | Test 1  Test 4 |
| **Lesson 1.2 Grammar** | p.14 | *fashion editor, revise for exams, buy clothes online* | **Dynamic and state verbs in Present simple and present continuous** | Speaking: Ex.1 Listening: Ex.2, 4-5  Reading: Ex.3; How to dress:  festival fashion  Writing and speaking: Ex.6-7 | p.10 |  | Unit 1 pp.3-  7 | Module 5  Units 26-29 |
| **Lesson 1.3 Listening** | p.15 | *online friend, opposite sex* | **Phrasal verbs:** *hang out with, lose touch of, take after* | Speaking: Ex.1  Listening: Ex.2,4,8; Multiple choice; Best qualities in a friend  Pronunciation: Ex.6 Writing and Speaking: Ex.7 (game) | p.11 |  | Unit 1 pp.13-14 | Module 17  Unit 91 |
| **Lesson 1.4 Reading** | pp.16-17 | **Describing people:** *resemble, ancestors, have freckles, light-skinned, be the image of, have dimples* |  | Speaking: Ex.2-3,5; Describing family members Reading: Ex.4-5; Teen science: who do you look after? Multiple choice Writing: Ex.9; Describing your family | pp.12-13 |  |  |  |
| **Lesson 1.5 Grammar** | p.18 |  | **Present Perfect Continuous** | Speaking: Ex.1,8  Reading: Ex.2-3; Stop asking silly questions  Writing: Ex.6-8; Asking and answering questions | p.14 |  | Unit 1 pp.8-12 | Module 7  Units 36-40 |
| **Lesson 1.6 Speaking** | p.19 | **Describing clothes:** *fashionable, patterned, skinny, high-heeled, striped, woolen, formal occasion* | **Adjective order;**  **Comparing and contrasting:**  *Both photos show …*  *It looks as if/as though … It seems to be …*  *I imagine they're …* | Speaking: Ex.2-4, 7-8; Photo description  Listening: Ex.6 | p.15 |  |  |  |
| **Lesson 1.7 Writing** | pp.20-21 | *be one's age, be in early twenties, be into, be open to new ideas, make for, medium height, slim, look like* | **Useful language to write an email** | Speaking: Ex.1-4  Writing: Ex.6; An email; A description of a person | p.16 |  |  | Module 19  Units 99-100 |
| **Focus Review 1** | pp.22-23 | *reliable, inherit genes, resemblance, have an impact on, ethical* |  | Use of English: Ex.1; Word formation;  Ex.5-6; Multiple choice  Reading: Ex.7; Stella McCartney; Multiple choice Speaking: Ex.8; Compare and contrast photos Writing: Ex.10; An email | pp.17-19 |  |  |  |

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| **Unit 2: Just do it!** | **Lesson 2.1 Vocabulary** | pp.24-25 | **Sport:** *football pitch, golf course, athletic track, boxing ring, tennis bat, ski resort, ice rink, bounce, catch, hit, kick, pass, throw* | **Collocations:** *break a world record, come first, win a prize, score a goal, lose the match, come last, keep the fit, beat the opponent* | Speaking: Ex.2-5, 7 Listening: Ex.6,8,11,13-14 | pp.4-5 | pp.20-21 |  |  | Module 87  Unit 87 |  | Test 2 | Test 8 Health, sport and healthy lifestyle |  |
| **Lesson 2.2 Grammar** | p.26 | *compete, athletes, save energy, long-distance race, lead, overtake, at high speed, speed up, look round, chase after* | **Narrative tenses** | Reading: Ex.1; Running wild Listening: Ex.5; Lucky break Writing and Speaking:  Ex.6-7; Telling a story | p.22 |  | Unit 2 pp.13-26 | Module 6  Units 30-35 |
| **Lesson 2.3 Listening** | p.27 | *courageous, generous, determined, healthy, modest, realistic, passionate, positive, enter a competition, look up to* |  | Speaking: Ex.1, 7-8; Photo description  Listening: Ex.2-6; Sentence  completion Pronunciation: Ex.9-10 | p.23 |  |  |  |
| **Lesson 2.4 Reading** | p.28-29 | **Paralympics:** *disabled, fulfill ambitions, do a degree, stay in shape, miss the chance, have a positive outlook on life* |  | Reading: Ex.1, 3-5; She was born this way; Gapped text Speaking: Ex.6-8; Pair discussion | pp.24-25 |  |  |  |
| **Lesson 2.5 Grammar** | p.30 | *encourage, force, can't help doing, mind lending* | **Verb patterns:**  Verb + to do, Verb + -ing, Modal verb + do, verb + object + do | Reading: Ex.1; Think like a winner  Writing and speaking: Ex.4-  6; Asking and answering questions | p.26 |  | Unit 4 pp.40-50 | Module 12  Units 64-67 |
| **Lesson 2.6 Speaking** | p.31 | **Controversial sports issues:** *earn millions, deserve, role model* | **Asking for and giving opinion:**  *What do you think about?*  *The thing is … To be honest, …*  *If you ask me, ...*  **Agreeing and disagreeing:**  *That's true. Absolutely. I'm (not)* s*ure about ...*  *I don't feel strongly one way or the other* | Speaking: Ex.1, 5-6; Talking about sport  Listening: Ex.2-4 | p.27 |  |  | Module 20  Unit 106 |
| **Lesson 2.7 Writing** | pp.32-33 |  | **Sequencing past events:** *before, by the end of, the following morning, next, after, eventually, then* | Speaking: Ex.1,4 Reading: Ex.2-3; Snowboarding for the fist time  Writing: Ex.5-7; An article;  A new experience/a new activity | p.26 |  | Unit 8 pp.97-98 | Module 15  Unit 78 |
| **Focus Review 2** | pp.34-35 | *coach, referee, goalkeeper, spectators, ridiculous* |  | Use of English: Ex.5; Multiple choice Listening: Ex.7; Sentence completion  Reading: Ex.8; Go, girls!  Gapped text Speaking: Ex.9; Pair discussion  Writing: Ex.10; An article; A sporting event | pp.29-31 |  |  |  |

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| **Unit 3: Going places** | **Lesson 3.1 Vocabulary** | pp.36-37 | **Travel and means of transport:** *catch the train, book a ticket, cross Europe, board a cargo, miss the plane, reach the destination* |  | Speaking: Ex.1-3, 6; Advantages and disadvantages of lifestyles Listening: Ex.7.10-12 Reading: Ex.3-5; Travelling for a living | pp.6-7 | pp.32-33 |  |  |  | Unit 2 pp.30-35  Test 2  pp.36-53 | Test 3 | Test 15 Travelling and holidays | Test 6  Test 7  Test 11  Test 14 |
| **Lesson 3.2 Grammar** | p.38 | *holidaymaker, caravan, domestic animal, escape from* | **Present and past speculation** | Listening: Ex.5-6 Reading: Ex.3; Lion on the loose in Essex?  Writing and speaking: Ex.7-  8; Speculating about a past event | p.34 |  | Unit 5 pp.51-64 | Module 9  Unit 47-48 |
| **Lesson 3.3 Listening** | p.39 | **Types of holidays:** *a city break, a skiing holiday, an overland tour, a cruise, trekking in the mountains* |  | Speaking: Ex.1; Picture discussion; Types of holidays  Listening: Ex.2-3; Multiple  choice Pronunciation: Ex.7-8 | p.35 |  |  |  |
| **Lesson 3.4 Reading** | pp.40-41 | *amazing views, fantastic beaches, lively cafes, outdoor activities, safari, steep hills, stunning, sparkling lights, unspoilt* |  | Speaking: Ex.1-2, 7; What is important for a good holiday  Reading: Ex.3-6;  Globetrotters Travel competition; Multiple matching | pp.36-37 |  |  |  |
| **Lesson 3.5 Grammar** | p.42 | *traffic pollution, follow a map, revolutionary* | *Used to and would* | Speaking: Ex.1 Listening: Ex.2, 5-6  Reading: Ex.3; Left or right?  Writing: Ex.7; Your past habits | p.38 |  | Unit 2 pp.19-20 | Module 6  Unit 33 |
| **Lesson 3.6 Speaking** | p.43 |  | **Asking for, giving and accepting advice** | Speaking: Ex.1, 5-7; Pair discussion; Holiday advice Listening: Ex.2-3 | p.39 |  |  | Module 20  Unit 108 |
| **Lesson 3.7 Writing** | pp.44-45 | *ferry, snow tyres* |  | Speaking: Ex.1; A difficult journey  Reading: Ex.2; What a  nightmare!  Writing: Ex.3-4; A story about a journey | p.40 |  |  |  |
| **Focus Review 3** | pp.46-47 | *at one's convenience, valid, baggage reclaim, snorkeling* |  | Use of English: Ex.3; Key word transformations  Ex.6; Lost passport; Multiple  choice Speaking: Ex.9-11; Why people like to go on holiday  Listening: Ex.7; Multiple choice  Writing: Ex.8; A story;  Holiday surprises | pp.41-43 |  |  |  |

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| **Unit 4: Eat up** | **Lesson 4.1 Vocabulary** | pp.48-49 | **Food, Flavors and Textures:** *limited selection, sensitive to flavors, eating habits, raw, stale, salty, bitter, greasy, tasty, ripe, Brussels sprout, beetroot, juicy, crispy, mild, prawns, shellfish, tuna, salmon, be keen on* |  | Speaking: Ex.1-2, 5; Cooking in the family, Food you love Listening: Ex.7, 10, 12 Reading: Ex.3-4; Fussy eaters  Writing: Ex.6; Comments for  the blog about fussy eaters | pp.8-9 | pp.44-45 |  |  |  | Unit 5 pp.102-107  Test 5  pp.108-125 | Test 4 | Test 8 Health, sport and healthy lifestyle | Test 10  Test 15  Test 18 |
| **Lesson 4.2 Grammar** | p.50 | **Food and health:** *eyesight, contain vitamins, have a balanced diet, an energy boost, bloodstream, lose weight, fattening snacks, long living genes, virus* | **Future time clauses** | Reading: Ex. 1; The truth about food  Writing and speaking: Ex.7 | p.46 |  | Unit 8 pp.91-93 | Module 8  Units 41,45 |
| **Lesson 4.3 Listening** | p.51 | *fizzy drinks, nutrition, nutrients, fresh local produce, vegetarian* |  | Speaking: Ex.1, 2; A healthy diet test  Listening: Ex.3-5; Multiple  matching Pronunciation: Ex.6-7 | p.47 |  |  |  |
| **Lesson 4.4 Reading** | pp.52-53 | **Food wastes:** *uncover a scandal, go without food, highlight the problem, chop up, leftovers, feed, soya- based feed, donate, blame for, portion, edible* |  | Speaking: Ex.1, 6; What to do to avoid wasting food Listening: Ex.4-5  Reading: Ex.2-3; The  problem of food waste; Multiple choice | pp.48-49 |  |  |  |
| **Lesson 4.5 Grammar** | p.54 |  | **Future Continuous and Future Perfect** | Speaking: Ex.1; Teenager cook camp  Writing and speaking:  Ex.4-8; Schedules | p.50 |  | Unit 3 pp.27-37 | Module 8  Unit 42-44 |
| **Lesson 4.6 Speaking** | p.55 | **In a restaurant:** *a course, main, dessert* | **Making orders; Indirect questions** | Speaking: Ex.1,6-7; Making dialogues  Listening: Ex.2-4 | p.51 |  |  | Module 13  Units 69-70 |
| **Lesson 4.7 Writing** | pp.56-57 | *get in touch, write back, clarify* | **Structure of an email; Formal language** | Reading: Ex.1-4; Enrolling for a course  Writing: Ex.5-6; A semi-  informal email; Visiting a chocolate factory | p.52 |  | Unit 9 pp.113-115 | Module 19  Unit 105 |
| **Focus Review 4** | pp.58-59 |  |  | Use of English: Ex.5-6; Multiple choice Speaking: Ex.8-9; Comparing pictures and places to buy food Reading: Ex.7; Multiple choice  Writing: Ex.10; An email;  Your cooking experience | pp.53-55 |  |  |  |

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| **Unit 5: One world** | **Lesson 5.1 Vocabulary** | pp.60-61 | **Natural world:** *on the coast, on the banks of the river, glacier, foothill, river valley, dam, reduce the risk of, be located, peninsula, strike, destroy, bay, predict, evacuate, eruption, crops* |  | Listening: Ex.4,7,9-10 Reading: Ex.3-4; Living with natural disasters | pp.10-11 | pp.56-57 |  |  |  |  | Test 5 | Test 4 Environmental issues | Test 2 |
| **Lesson 5.2 Grammar** | p.62 | **Natural disasters:** *drought, earthquake, flood, hurricane, tsunami, volcano* | **Articles:** no article, a/an, the | Speaking: Ex.1 Listening: Ex.3  Reading: Ex.1-2; The world's  growing problem  Writing and speaking: Ex.7 | p.58 |  | Unit 10 pp.125-134 | Module 1  Units 2-4 |
| **Lesson 5.3 Listening** | p.63 | **Environmental worries:** *bicycle rack, fast-food canteen, large car park, low- energy light bulb, organic vegetable garden, recycling bin, global warming, renewable energy, solar panel* |  | Speaking: Ex.1-2,6; Eco- school  Listening: Ex.3-4; Multiple  choice Pronunciation: Ex.7-8 | p.59 |  |  |  |
| **Lesson 5.4 Reading** | pp.64-65 | **Environmental issues:** *endangered plants and wildlife, overpopulation, air pollution, deforestation* |  | Speaking: Ex.2,7; Most important environmental issues  Reading: Ex.1, 3-6; Google  earth and the Amazonian tribe; Gapped text | pp.60-61 |  |  |  |
| **Lesson 5.5 Grammar** | p.66 | *in the bush, aggressive, attack, rescuer* | **Non-defining relative clauses** | Listening: Ex.3,5 Reading: Ex.1,4; Animals save people's lives | p.62 |  | Unit 8 pp.101-104 | Module 14  Units 72-73 |
| **Lesson 5.6 Speaking** | p.67 | *effective logo, attractive, amusing, eco-school, beach clear-up, put up a poster* | **Expressing and justifying opinion** | Speaking: Ex.1,4; Schools help environmental problems  Listening: Ex.2-3 | p.63 |  |  | Module 20  Unit 109 |
| **Lesson 5.7 Writing** | pp.68-69 | *instant communication, rainforest, the outside world, get access to electricity, running water, tourist attraction, die form diseases* | **Phrases to organize an essay** | Speaking: Ex.1  Reading: Ex.2-4; Making contact with tribes Writing: Ex.5-7; A for and against essay; Is it a good idea to keep animals in zoos? | p.64 |  |  | Module 19  Units 100-101 |
| **Focus Review 5** | pp.70-71 | *animal shelter, throw litter, economic growth, consequence, cut down trees, survive, species, make a full recovery, melt, industrial, vertical, owe* |  | Speaking: Ex.10-12; Ways of helping animals  Listening: Ex.7; Multiple  choice  Writing: Ex.8-9; An essay; Looking after a new pet in the animal shelter | pp.65-67 |  |  |  |

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| **Unit 6: Get well** | **Lesson 6.1 Vocabulary** | pp.72-73 | **Parts of the body:** *bottom, cheek, chest, elbow, fingernail, forehead, heel, toe, waist, wrist, ankle, calf, eyebrows, jaw, knee, hip, thigh, thumb;* ***Injuries:*** *sprain, break, cut, bruise, scratch, burn, dislocate* | **Idioms:** *pull one's leg, break one's heart, Laugh one's mouth off, give a hand, believe one's eyes, on the tip of the tongue* | Speaking: Ex.1-2, 5  Listening: Ex.3-4, 6,8,10-11; How much are they worth? (football injuries) | pp.12-13 | pp.68-69 |  |  | Module 17  Units 92-94 |  | Test 6 |  | Test 13 |
| **Lesson 6.2 Grammar** | p.74 | **First aid:** *nosebleed, twist an ankle, get a black eye, bee-stung, eye drops* | **Second conditional; Wish/ If only** | Speaking: Ex.1; First aid Listening: Ex.2, 5-6  Writing and speaking: Ex. 8-  9; Asking and answering questions | p.70 |  | Unit 7 pp.79-90 | Module 10  Units 55,58 |
| **Lesson 6.3 Listening** | p.75 | ***Charities:*** *raise money, donate money, sponsor, set up a webpage* |  | Speaking: Ex.7; Charity events in your country Listening: Ex.2-3, 6; Sentence completion Reading: Ex.1; Charity donations Pronunciation: Ex.8-9 | p.71 |  |  |  |
| **Lesson 6.4 Reading** | pp.76-77 | **Treatment and Recovery:** *contagious, catch a disease, prevent, cure, give an injection, take to hospital, give herbal medicine, develop symptoms, catch a cold, examine, fall ill, prescribe medicine, recover from a disease* |  | Speaking: Ex.1,7; Asking and answering questions Listening: Ex.8  Reading: Ex.1-6; A sorry of  hope; Multiple choice | p.72 |  |  |  |
| **Lesson 6.5 Grammar** | p.78 | *make a decision, choose the option, hang over a cliff* | **Third conditional** | Reading: Ex.1-5; Decision time;  Writing and speaking:  Ex.6-7 | pp.73-74 |  | Unit 7 pp.79-90 | Module 10  Unit 56 |
| **Lesson 6.6 Speaking** | p.79 | **Symptoms:** *pain in the back, headache, stomachache, rash, runny nose, feel ill/ dizzy/ sick/ weak, My neck hurts, My ankle/thumb/toe is swollen;* **Diagnosis:** *take temperature, do a blood test, breathe in and out, lie down, have injection/flu/an infection/a virus, be allergic to;* **Treatment:** *go on a diet, give a prescription, make an appointment, take a tablet* | **Constructions for giving advice:**  *You should …*  *You'd better … You need to …* | Speaking: Ex.2-3, 7; A doctor's appointment; A dialogue  Listening: Ex.1, 4-6; A  doctor's appointment | p.75 |  |  | Module 9  Units 50-51 |

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|  | **Lesson 6.7 Writing** | pp.80-81 | *medical field, proud of, patient, understanding, care, minor operation* | **Linking devices:** *as well as, but, in my opinion, so, although* | Speaking: Ex.1; Pair discussion; Advantages and disadvantages of being a doctor  Reading: Ex.2; A doctor in  the family  Writing: Ex.3-4; An article; Your favorite TV doctor or nurse |  | p.76 |  | Unit 8 pp.105-108 | Module 15  Unit 80-82 |  |  |  |  |
| **Focus Review 6** | pp.82-83 | *be concerned about, formulate a concept, run the marathon, dedicate to, facial defect, perform surgery, abandon at birth, free of cost, feel honored* |  | Speaking: Ex.8; Pair discussion; Giving advice on recovery  Use of English: Ex.1;  Grammar transformations Ex.6; Multiple choice Reading: Ex.7; All aboard the smile train! Gapped text Writing: Ex.9-10; An article; Giving first aid | p.77-79 |  |  |  |

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| **Unit 7: In the spotlight** | **Lesson 7.1 Vocabulary** | pp.84-85 | **TV programs:** *chat show, documentary, series, news, current affairs, quiz and game show, reality show, sitcom, soap opera;* **Reality TV:** *contestant, panel of judges, present,*  *entertainment, edit, viewer,*  *audition, broadcast live, rehearsal* |  | Speaking: Ex.1-3,7; Your attitude to reality shows Listening: Ex.5-6,8,10,12 Reading: Ex. 4; Reality television | pp.14-15 | pp.80-81 |  |  |  | Unit 1 pp.6-11  Test 1  pp.12-29 | Test 7 | Test 1  Arts and culture Test 7  Free time and entertainment Test 13 Technology, discoveries and inventions | Test 3 |
| **Lesson 7.2 Grammar** | p.86 | *gallery owner, positive attention of the media, critic, fake, use a hidden camera* | **Reported speech - statements;**  **Reporting verbs:** *tell, claim,*  *point out, suggest, explain, say, add, reply* | Speaking: Ex.1,7; Your attitude to art  Reading: Ex.2; They said she  was a genius Writing: Ex.5-6 | p.82 |  | Unit 9 pp.109-122 | Module 13  Unit 68-71 |
| **Lesson 7.3 Listening** | p.87 | *broadband connection, be addicted to, online advertising, go viral, social networking, inspiring, share emotions* |  | Speaking: Ex.7; Talking about an online video Listening: Ex.2-3, 5-6; Multiple matching Reading: Ex.1; Viral videos Pronunciation: Ex.8-9 | p.83 |  |  |  |
| **Lesson 7.4 Reading** | pp.88-89 | *subscriber, webcam, video blogging, keep updated, publicize, autobiographical, issue, relate to* | **Phrasal verbs:** *come across, come out, keep up with, come up with, live up to, get into, come to* | Speaking: Ex.7-8 Listening: Ex.6  Reading: Ex.1-5; The rise of  the bloggers; Multiple matching | pp.84-85 |  |  | Module 17  Units 89-90 |
| **Lesson 7.5 Grammar** | p.90 | *date, look serious, split up with, put on weight, blow a kiss at the camera, nominate for, write a screenplay* | **Reported speech - questions and imperatives** | Speaking: Ex.1-2, 8-9; Popular magazine, Magazine interviews Listening: Ex.3  Reading: Ex.7; Meet Darina  Parfitt | p.86 |  | Unit 9 pp.109-122 | Module 13  Unit 68-71 |
| **Lesson 7.6 Speaking** | p.91 |  | **Asking for permission; Polite requests** | Speaking: Ex.1-2,7 Listening: Ex.3-4 | p.87 |  |  | Module 9  Units 52-53 |
| **Lesson 7.7 Writing** | pp.92-93 | **Adjectives:** *delicious, amazing, brilliant, fabulous, terrible, fantastic, tasty* **Adverbial modifiers:** *extremely, absolutely, really* | **Giving an opinion and recommendations** | Reading: Ex.1-3; Winner of this year's festival; Review competition  Writing: Ex.4-7; A review on  charity events | p.88 |  |  | Module 19  Units 102-104 |
| **Focus Review 7** | pp.94-95 | *interact, channel, session, solo, male/female, influential, groundbreaking* |  | Speaking: Ex.10-12; Photo description, Pair discussion Listening: Ex.7; Multiple matching  Writing: Ex.8-9; A review on  a festival | pp.89-91 |  |  |  |

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| **UNIT** | **LESSON** | **PAGES** | **LESSON CONTENT** | | | **WORD STORE** | **WORKBOOK** | **MyEnglishLab** | **ADDITIONAL MATERIALS** | | | | |  |
| **VOCABULARY** | **GRAMMAR** | **SKILLS** | **Round up 5** | **MyGrLab B1-B2** | **PTE G Tests Level 3** | **Practice Tests for Cambridge First** |  | **EXAM**  **preparation** |
| **Unit 8: Good citizens** | **Lesson 8.1 Vocabulary** | pp.96-97 | **Human Qualities*:*** *courageous, determined, enthusiastic, generous, honest, loyal, modest, optimistic, honorable* **Acts of kindness:**  *engagement, appreciation,*  *donations, employment, friendship, stupidity, cruelty, neighborhood, kindness, helpfulness* |  | Speaking: Ex.2,5,12; Human qualities and helping others Listening: Ex. 6,8,10 Reading: Ex. Honest, honourable and no longer homeless. Buying boots for a barefoot beggar | pp.16-17 | pp.92-93 |  |  |  | Unit 3 pp.54-59  Test 3  pp.60-77 | Test 8 | Test 14 Teenage problems and generation gap |  |
| **Lesson 8.2 Grammar** | p.98 | *imprison, make into, attempt, cell, recreation park, release, on average* | **The passive** | Listening: Ex.3-4; Alcatraz, a famous island prison Reading: Ex.1-2; Robben Island  Writing & speaking: Ex.6-7;  Personal situations; asking  & answering questions | p.94 |  | Unit 6 pp.65-76 | Module 16  Units 83-86 |
| **Lesson 8.3 Listening** | p.99 | **Crime and punishment:** *offender, commit a crime, violence, sentence, exclude from school, lock up, punish, break the law* |  | Speaking: Ex.1,6; Young offenders  Listening: Ex.3-4; Multiple  choice Pronunciation: Ex.7-8 | p.95 |  |  |  |
| **Lesson 8.4 Reading** | pp.100-101 | *slicing, loaf, groan* | **Phrasal verbs:** *squatter down, poke out, work out, take hold of* | Reading: Ex.1-4; The curious incident of a dog; Gapped text  Writing: Ex.8 | pp.96-97 |  |  | Module 18  Unit 95-98 |
| **Lesson 8.5 Grammar** | p.102 | **Work about the house:** *paint the door, put in security lights, install a burglar alarm, change locks, fit a new door* | *Have something done* | Speaking: Ex.1 Listening: Ex.2-3  Reading: Ex. 4-5; Burglary:  the facts  Writing & speaking: Ex.6-8 | p.98 |  | Unit 11 pp.135-140 | Module 16  Unit 85 |
| **Lesson 8.6 Speaking** | p.103 | *single-sex school, call on an elderly person, voluntary work, selfish, independent* | **Talking about advantages and disadvantages** | Speaking: Ex.4-5,8; Debates Listening: Ex.2-3, 6-7 Reading: Three easy ways to be a good citizen  Writing: Ex.1 | p.99 |  |  | Module 20  Unit 107 |
| **Lesson 8.7 Writing** | pp.104-105 | *older generation, unfair, incorrect, majority, involve* | **Expressing personal opinion:** *In my view, as far as I'm concerned, put another way, lastly, moreover, in summary* | Speaking: Ex.2; Are young people enjoying life? Reading: Ex.1,3; Criticizing young people's lifestyles Writing: Ex.3-5; An opinion essay; Teaching manners at school | p.100 |  |  |  |
| **Focus Review 8** | pp.106-107 | *campaign, provide with health care, deed, suffer, make a difference, senior citizen* |  | Use of English: Ex.3; word formation; Ex.6; Gapped text  Reading: Ex.7; Multiple  matching  Speaking: Ex.8-9; Protecting people's homes from theft Writing: Ex.10; An essay; Are celebrities good role models for young people? | pp.101-103 |  |  |  |