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| **Lesson 0.4 Visitors from space** | p.7 |  |  |  |  |  |  |
| **Lesson 0.5 Advertising** | p.8 |  |  |  | p.6 |  |  |  |
| **Lesson 0.6 Performers** | p.9 |  |  |  |  |  |  |
| **Lesson 0.7 UK vs. USA** | p.10 |  |  |  | p.7 |  |  |  |
| **Lesson 0.8 UK vs. USA** | p.11 |  |  |  |  |  |  |
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| **Unit 1: Do your best** | **Lesson 1.1 Vocabulary** | pp.12-13 | **Education and different kinds of students:** *studious, single-minded, gregarious, bright, curious, analytic, brainy, self-motivated* | **Phrasal verbs - education:** *look forward to, hand in, catch up on, go on, put off* | Reading: Ex.3-4; What kind of student are you? Speaking: Ex.5; Pair discussion; Describing the worst student  Listening: Ex.6,8,10 | pp.2-3 | pp.8-9 |  |  | Module 17  Unit 91 |  | Test 1 | Test 2 Education and learning Test 8  Health, sport and healthy lifestyle | Test 1  Test 13 |
| **Lesson 1.2 Grammar** | p.14 |  | **Present and past habits,**  *used to* and *would* | Reading: Ex.1; The right education  Listening: Ex.2 Speaking and Writing:  Ex.5-6, 8; School routines and habits | p.10 |  | Units 1-2 pp.3-26 | Module 5  Units 26-29  Module 6  Units 30-33  Module 7  Units 36-40 |
| **Lesson 1.3 Listening** | p.15 | **Collocations:** *earliest memory, remember vividly, lose memory, recall things in detail, slip one's mind* |  | Listening: Ex.2,4-5,9; Multiple matching; Memory tips Pronunciation: Ex.7-8 | p.11 |  |  |  |
| **Lesson 1.4 Reading** | pp.16-17 | **Technology to help you learn:** *computer room, language laboratory, whiteboard, Wi-Fi, outdated, voluntary reading* |  | Reading: Ex.2-3; Lighting the spark of learning; Gapped text  Listening: CD 1.19 (recorded text) | pp.12-13 |  |  |  |

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| **Unit 1: Do your best** | **Lesson 1.5 Grammar** | p.18 | *lefties* | **Verb patterns - to do/do or**  **-ing:** *make, tend, enable, keep, force, encourage, manage, waste, let, expect, avoid*  **Verb patterns - change in meaning:** *remember , forget, stop, try* | Listening: Ex.1-2,5;  A podcast about being left-handed |  | p.14 |  | Unit 4 pp.40-50 | Module 12  Units 64-67 |  |  |  |  |
| **Lesson 1.6 Speaking** | p.19 | **Feelings:** *confused, determined, enthusiastic, frustrated, relieved, terrified, thrilled* | **Phrasal to express opinion:**  *Personally, I think … In my opinion,*  *…I intend to*  *Actually, … To be honest, For this reason I feel … That's why I think …* | Listening: Ex.3-4, 6-7 Speaking: Ex.2,5,8; Photo description | p.15 |  |  |  |
| **Lesson 1.7 Writing** | pp.20-21 |  | **Report structure and useful language** | Reading: Ex.1-4; Stoneberry secondary school  Writing: Ex.5-9; A report for the school website | p.16 |  |  |  |
| **Lesson 1.8 Language in focus** | p.22 |  | *ing* forms |  |  |  |  |  |
| **Focus Review 1** | pp.24-25 |  |  | Use of English: Ex.3; Gapped text  Ex.6; Key word transformations Reading: Ex.7; Gapped text  Listening: Ex.8; Multiple matching  Speaking: Ex.9;  Comparing and contrasting photos Writing: Ex.11; A report; Plans for a new school cafeteria | pp.17-19 |  |  |  |

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| **Unit 2: It takes all sorts** | **Lesson 2.1 Vocabulary** | pp.26-27 | **Families and ceremonies:** *once-in-a-lifetime*  *experience, spoilt, the time of my life, shrine, distant relatives, the only child, small gathering, immediate family, be worth the effort, blessing, mass, reception, the center of attention* |  | Reading: Ex.3-4; Coming- of-age ceremonies Speaking: Ex.5  Listening: Ex.6, 8, 10-11 | pp.4-5 | pp.20-21 |  |  |  | Unit 4 pp.78-83  Test 4 pp.84-101 | Test 2 | Test 5 Family and  Interpersonal relationships Test 6 Festivals, customs and traditions Test 14 Teenage problems and  generation gap | Test 7  Test 8 |
| **Lesson 2.2 Grammar** | p.28 |  | **Past perfect simple and continuous** | Speaking and Writing: Ex.8; Asking and answering questions | p.22 |  |  | Module 6  Units 34-35 |
| **Lesson 2.3 Listening** | p.29 |  | **Prepositional phrases:** *attracted to, go out with, fall to, in love with, obsessed with, split up with* | Listening: Ex.2-3; Sentences completion Writing: Ex.6; A short love story  Pronunciation: Ex.8-9 | p.23 |  |  | Module 3  Unit 18 |
| **Lesson 2.4 Reading** | pp.30-31 | *believable, likeable, yell, plunge* |  | Reading: Ex.3-6; One 299 hours 54 minutes; Multiple choice  Ex.7 True/false Speaking: Ex. Explaining the mysteries | pp.24-25 |  |  |  |
| **Lesson 2.5 Grammar** | p.32 | *firstborn, sibling, unlock personality, bring up children, undivided attention* | **Relative clauses** | Reading: Ex.2,4; What birth order says about you?  Speaking: Ex.1,5; Advantages and disadvantages of being the firstborn child | p.26 |  | Unit 8 pp.101-104 | Module 14  Units 72-73 |
| **Lesson 2.6 Speaking** | p.33 | **Phrases to organize your talk:**  *I'm going to tell you … It took place … When/while ...*  *To begin with, … Suddenly,.. Predictably,..*  *Luckily/ fortunately, ... Unexpectedly, ...* |  | Speaking: Ex.1-3, 7; Telling a personal anecdote about a memorable day out Listening: Ex.4-6 | p.27 |  |  |  |
| **Lesson 2.7 Writing** | pp.34-35 |  | **Techniques to write a magazine article** | Reading: Ex.2-3 Speaking: Ex.1  Writing: Ex.4-9; An article about adolescence | p.26 |  |  | Module 19  Unit 100,103 |

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|  | **Lesson 2.8 Language in focus** | p.36 | **Collocations:**  *center of attention, absolutely fantastic, late husband, stare hard, propose a toast, faithful friend* |  |  |  |  |  |  | Module 17  Unit 87 |  |  |  |  |
| **Focus Review 2** | pp.38-39 | *wrongly assume, selfish, mature, decent* |  | Use of English: Ex.7; Key word transformations Listening: Ex.8; Sentence completion  Speaking: Ex.9;  Comparing and contrasting photos Writing: Ex.11; An article; What do parent and teenagers argue about most? | pp.29-31 |  |  | Module 4  Units 23,24 |

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| **Unit 3: A place to live** | **Lesson 3.1 Vocabulary** | pp.40-41 | **Cities and city life:** *ruined castle, housing estate, dense forest, busy harbor, industrial area, breathtaking view, landmark, youth- friendly, pride oneself on, benefit from, packed with, steep.in history, within walking distance of, located at the mouth, renowned for, offset by* |  | Listening: Ex.3 Reading: Ex.5; The youthful cities index  Speaking: Ex.4; Important things in a city | pp.6-7 | pp.32-33 |  |  |  | Unit 2 pp.30-35  Test 2 pp.36-53 | Test 3 | Test 10  Living in the city Test 11  Places we live in | Test 14  Test 15  Test 19 |
| **Lesson 3.2 Grammar** | p.42 |  | **Future forms** | Reading: Ex.3; The voyage of a lifetime  Speaking: Ex.5-6; Asking and answering questions | p.34 |  | Unit 3 pp.27-37 | Module 8  Units 41-45 |
| **Lesson 3.3 Listening** | p.43 | *freedom ship, co- housing, self-contained house, feature* |  | Speaking: Ex.1-2; Where you'd almost/least like to live  Listening: Ex.3-4; Multiple choice  Pronunciation: Ex.6-7 | p.35 |  |  |  |
| **Lesson 3.4 Reading** | pp.44-45 | *altitude, power source, permanent crew, orbit, astronaut, reflect off, splash, soak u, bathe in light, sleeping bag, nod off, settle down* |  | Speaking: Ex.1-2, 8 Reading: Ex.2-5; Life on board the international space station; True/false | pp.36-37 |  |  |  |
| **Lesson 3.5 Grammar** | p.46 | *loads of dirty washing, speed-cleaning tips* | **Quantifiers** | Speaking: Ex.1; Describing your bedroom and personal habits  Listening: Ex.2, 4  Speaking and writing: Ex.6-7 | p.38 |  | Unit 13 pp.164-168 | Module 2  Units 12,13 |
| **Lesson 3.6 Speaking** | p.47 |  | **Making suggestions/ objections/ agreeing/ compromising**  *What do you think about? Maybe we ought to … What would you say if we?*  *| Given the choice, I'd rather You must be joking!*  *| I think that's completely*  *unfair. | I know what you mean. | Why don't we compromise You're absolutely right.* | Speaking: Ex.1-2, 5-6; Organizing a place to live Listening: Ex.3-4 | p.39 |  |  | Module 20  Unit 107 |

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| **Unit 3: A place to live** | **Lesson 3.7 Writing** | pp.48-49 | *downsides, convincing, likewise, minus, all things considered* | **Organizing a for and against essay** | Reading: Ex.1-4 Writing: 5-10; A for and against essay; Many young people choose living with their parents |  | p.40 |  |  | Module 19  Units 101,105 |  |  |  |  |
| **Lesson 3.8 Language in focus** | p.50 |  | **Determiners - special cases** |  |  |  | Unit 13 pp.159-163 | Module 1  Unit 5  Module 2  Units 8, 10,  11 |
| **Focus Review 3** | pp.52-53 | *overcrowded, designated, satisfy pressing needs, sprawling, quaint, cobbled* |  | Use of English: Ex.1; Word formation  Ex. 5; gapped text Reading: Ex.7; A modern caveman; True/false Speaking: Ex.8-9; Problems in a big city; Pair discussion  Writing: Ex.10; An essay; Advantages and disadvantages of moving to the suburbs | pp.41-43 |  |  |  |

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| **Unit 4: The cost of living** | **Lesson 4.1 Vocabulary** | pp.54-55 | **Shopping and money:** *customer, chain, cost a fortune, range, discounted price, value for money, niche market, money to burn, cost an arm and leg* | **Phrasal verbs:**  *shop around, knock pounds off, snap up, bring out, splash out on, rip off, fork out* | Reading: Ex.3-4; Cool places to hang out in town; Multiple matching Speaking: Ex.1-2 Listening: Ex.6-12 | pp.8-9 | pp.44-45 |  |  |  | Unit 1 pp.6-11  Test 1  pp.12-30+L58 | Test 4 | Test 12 Shopping and consumer society | Test 9  Test 16  Test 20 |
| **Lesson 4.2 Grammar** | p.56 | *save up for, do shopping online, pocket money, open a bank account, credit card* | **Question tags and reply questions** | Listening: Ex.1-4 Writing: Ex.6-8;  A conversation between a  teenager and a parent | p.46 |  | Unit 15 pp.179-186 | Module 11  Units 61-63 |
| **Lesson 4.3 Listening** | p.57 | **Types of markets:** *flea market, car boot sale, online auction, antiques market* |  | Speaking: Ex.1-2; Types of markets  Listening: Ex.3-4 Multiple choice  Pronunciation: Ex.6-7 | p.47 |  |  |  |
| **Lesson 4.4 Reading** | pp.58-59 | *denim, originate, popularity spread, have a reputation, blast* |  | Reading: Ex.3,5; Jeaneology; Multiple matching  Listening: Ex.1, 6 | pp.48-49 |  |  |  |
| **Lesson 4.5 Grammar** | p.60 |  | **Present and past modal structures** | Listening: Ex.1-2, 4,8; Writing and speaking: Ex.9; Criticizing | p.50 |  | Unit 5 pp.51-64 | Module 9  Units 46-53 |
| **Lesson 4.6 Speaking** | p.61 | **Places to shop:** *shopping mall, charity shop, high street shop, street market* | **Language of comparison and contrast** | Speaking: Ex.1,4,6; Important things when choosing where to shop; Pair discussion Listening: Ex.2-3 | p.51 |  |  | Module 4  Units 21-22 |
| **Lesson 4.7 Writing** | pp.62-63 | *coffee shop, fast-food restaurant, street corner* | **Language to complain formally**  **Expressing cause and result** | Speaking: Ex.1 Reading: Ex.2-3; Youth city news  Writing: Ex.5-9; A formal email; Complaining about the way you were treated | p.52 |  | Unit 8 pp.93-98 | Module 15  Unit 79 |
| **Lesson 4.8 Language in focus** | p.64 |  | **Modality - alternative structures** | Use of English: Ex.3; Key word transformations |  |  |  |  |

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|  | **Focus Review 4** | pp.66-67 | *consumer, withdraw, retail company, bar code* |  | Use of English: Ex.3, 5; multiple choice  Ex.6; Key word transformations Listening: Ex.7; multiple choice  Writing: Ex.8; An email of complaint to the manager of the museum  Speaking: Ex.9-10; Pair discussion; Effective forms of advertising |  | pp.53-55 |  |  |  |  |  |  |  |
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| **Unit 5: The world at your feet** | **Lesson 5.1 Vocabulary** | pp.68-69 | **Work and Employment:** *accountant, beautician, civil servant, detective, requirements, qualification, experience, terms and conditions, working hours, living expenses, target the market, fill the vacant post* | **Phrasal verbs:**  *take on, pick up, keep smb. on, take up, step down from, draw up* | Speaking: Ex.1-3, 13 Reading: Ex.4-5; The return of the best job in the world  Listening: Ex.6-11 | pp.10-11 | pp.56-57 |  |  |  |  | Test 5 | Test 9  Jobs and careers | Test 5 |
| **Lesson 5.2 Grammar** | p.70 | *weakness, struggle, morning/evening person* | **Reported speech** | Listening: Ex.1-2; Job interview situations | p.58 |  | Unit 9 pp.109-122 | Module 13  Units 68-70 |
| **Lesson 5.3 Listening** | p.71 | **Verbs to describe trends:** *decline, mark, rise, sharp, unchanged* |  | Speaking: Ex.1,5,8; Job trends  Listening: Ex.2-3,6; Multiple matching Pronunciation: Ex.9-10 | p.59 |  |  |  |
| **Lesson 5.4 Reading** | pp.72-73 | *child care, era, breadwinner, dual- income marriage, generation, child- rearing duties* |  | Reading: Ex.4-5; Multiple choice; Work/home life for the average American family  Speaking: Ex.1-3, 6 | pp.60-61 |  |  |  |
| **Lesson 5.5 Grammar** | p.74 |  | **Reporting verbs:** *claim, explain, assure, suggest, insist, add,*  *promise, offer, beg, accuse of* | Reading: Ex.1; Spoilt brat or neglected child?  Use of English: Ex.4; Multiple choice Speaking and writing: Ex.6-7 | p.62 |  |  |  |

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| **Unit 5: The world at your feet** | **Lesson 5.6 Speaking** | p.75 | *Think* | **Talking about solutions:**  *Have you tried …?*  *It's worth a try/ a go … I doubt … but let's see That doesn't make any solution/difference* **Expressing annoyance:**  *What are we supposed to do now?*  *How should I know/ think? You should have thought about it earlier.* | Listening: Ex.2-4 Speaking: Ex.1,5-6; Pair work; Solving a problem |  | p.63 |  |  |  |  |  |  |  |
| **Lesson 5.7 Writing** | pp.76-77 | *as a consequence, outcome, significant, dedicate to, affect* | **Generalizing and describing possible consequences** | Speaking: Ex.1 Reading: Ex.2-5; Teen2teen  Writing: Ex.6-10; An article; Get a part-time job! | p.64 |  |  | Module 15  Units 80-82 |
| **Lesson 5.8 Language in focus** | p.78 |  | **Phrasal verbs (separable and inseparable)** | Use of English: Ex.4; Key word transformations |  |  |  |  |
| **Focus Review 5** | pp.80-81 | *expire, tedious, high- powered, fulfilling, monotony, lucrative, livelihood* |  | Use of English: Ex.1; Word formation  Reading: Ex.7; The human scarecrow multiple choice Speaking: Ex.8; Pair word answering questions Writing: Ex.9; An article Taking a gap-year | pp.65-67 |  |  |  |

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| **Unit 6: True or false?** | **Lesson 6.1 Vocabulary** | pp.82-83 | **People and the media:** *wavy-haired, acne, bags under the eyes, crow's feet, wrinkles, furrowed brow, fine lines, greying hair, create the illusion, far-fetched, distort the truth, worldly-wise, fake, genuine, light- hearted, stone-faced, ill- advised, misleading, manipulate, authentic, deceive, sensationalize the story* | **Phrases with *take* :**  *take for granted, take pride in, take smth with a pinch of salt, take at face value, take out of context* | Speaking: Ex.1-3,5; Photo description  Reading: Ex.4; Why can't you believe everything you see in the media? Listening: Ex.6-12 | pp.12-13 | pp.68-69 |  |  |  | Unit 5 pp.102-107  Test 5 pp.108-125 | Test 6 | Test 7  Free time and entertainment Test 1  Arts and culture | Test 3  Test 4  Test 10 |
| **Lesson 6.2 Grammar** | p.84 |  | **Conditional clauses - alternatives to if**  *if, unless, imagine, provided, suppose* **Inversion** | Speaking: Ex.1; Students' typical excuses  Reading: Ex.2; The exam question  Use of English: Ex.5; Key word transformations Speaking and writing: Ex.6-7; Asking and answering questions | p.70 |  | Unit 7 pp.79-90 | Module 10  Units 54-56,  58 |
| **Lesson 6.3 Listening** | p.85 | **Suffixes pro- and anti-; Controversy:** *anonymity, authority, peaceful protest, fairness, equality* |  | Speaking: Ex.1,7; Agreeing and disagreeing about street art Listening: Ex.2, 4-5; Sentence completion Pronunciation: Ex.8-9 | p.71 |  |  | Module 17  Units 88-90  Module 18  Units 95-98 |
| **Lesson 6.4 Reading** | pp.86-87 | **Ways of changing appearance:** *bleach or dye hair,*  *change hairstyle, draw a mole, go on an extreme diet, have a tattoo, have plastic surgery, wear color- change contact lenses, wear a wig* | **Phrasal verbs:** *keep up the lie, pass oneself off as, see through, swear under oath, be taken in, cover up* | Reading: Ex.2-5; The imposter; Gapped text Speaking: Ex.1,9; Ways of changing one's appearance  Listening: Ex.10 | p.72 |  |  |  |
| **Lesson 6.5 Grammar** | p.88 | *play the part/role of, fictional character, mega-famous* | **Mixed conditionals** | Reading: Ex.1-2; Actors like their screen characters or do they? | pp.73-74 |  |  | Module 10  Unit 57 |

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| **Unit 6: True or false?** | **Lesson 6.6 Speaking** | p.89 | **Ethical issues:**  *hand out leaflets, post on social media, public figures, protest march, petition* | **Expressing tentative opinions:**  *It could be … that …*  *I don’t feel … strongly about …*  *I don't have a strong opinion about …*  *I suppose you could say that …* | Listening: Ex.3-4 Speaking: Ex.1-2,7; Expressing personal opinion |  | p.75 |  |  |  |  |  |  |  |
| **Lesson 6.7 Writing** | pp.90-91 | *humble opinion, in the public eye, role model, unacceptable an irresponsible behavior, satisfy curiosity* | **Structure of an opinion essay;**  **Expressing contrast:**  *while, whereas* | Speaking: Ex.1  Reading: Ex.2-4; IMHO In my humble opinion Writing: Ex.5-7; An opinion essay; It's not always a good idea to be completely honest | p.76 |  |  | Module 20  Unit 108 |
| **Lesson 6.8 Language in focus** | p.92 | **Word families** - suffixes |  | Speaking: Ex.6 |  |  |  |  |
| **Focus Review 6** | pp.94-95 |  | **Compound adjectives** | Reading: Ex. 7; The Conman who fights fraud; Gapped text  Speaking: Ex.8-10;  Comparing and contrasting photos Writing: Ex.11; An essay; Should journalists used information got illegally when writing about politicians? | p.77-79 |  | Unit 12 pp.141-156 | Module 18  Unit 98 |

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| **VOCABULARY** | **GRAMMAR** | **SKILLS** | **Round up.5** | **MyGrLab B1-B2** | **PTE G Tests Level 3** | **Practice Tests for Cambridge First Plus 2** |  | **EXAM**  **preparation** |
| **Unit 7: Log on** | **Lesson 7.1 Vocabulary** | pp.96-97 | **Technology:** *attachment, e-book, icon, twit, surf/browse the net, text, sedentary lifestyle, withdrawal symptoms, play a crucial role, update status, post comments, upload photos, lose track of time, at the expenses, address all issues, at one's fingertips, bookmark sites* |  | Speaking: Ex.1-2,5; Is technology a danger or a useful tool? Agreeing and disagreeing  Reading: Ex.3-4; Technology: Danger or useful tool  Listening: Ex.6-12 | pp.14-15 | pp.80-81 |  |  |  |  | Test 7 | Test 13 Technology, discoveries and inventions | Test 17 |
| **Lesson 7.2 Grammar** | p.98 | *plug/unplug smb , device, bleep away, rediscover* | **Advanced passive forms** | Reading: Ex.1; What happened when mum pulled the plug on technology  Writing and speaking: Ex.5; Technology and you | p.82 |  | Unit 6 pp.65-76  Unit 11 pp.135-140 | Module 16  Units 83-85 |
| **Lesson 7.3 Listening** | p.99 | *top-of-the-range* | **Phrasal verbs:**  *do without, think over, figure out, talk into, wind up, come out, bring in* | Speaking: Ex.1,6; Problems with technology Listening: Ex.2-4; multiple choice  Pronunciation: Ex.7-8 | p.83 |  |  |  |
| **Lesson 7.4 Reading** | pp.100-101 | *wearable technology, stay on top, tack movements, revolutionize, safe in the knowledge that, the next frontier, line the pockets* |  | Reading: Ex.2-4; Rise of the inner-net meet the most connected man on the planet; Multiple choice  Speaking: Ex.1,6-7;  Wearable technology | pp.84-85 |  |  |  |
| **Lesson 7.5 Grammar** | p.102 |  | **Passive reporting structures** | Listening: Ex.1,3 Reading: Ex. 3; Where do  our numbers come from? Writing and speaking: Ex.5-6; Most/least important school subjects | p.86 |  |  | Module 16  Unit 86 |
| **Lesson 7.6 Speaking** | p.103 | *computer-generated friend, robotic, self- driving, technology fair, interact* | **Phrases to signal confusing, check understanding and give clarification** | Speaking: Ex.2; Photo description  Ex.6; Pair discussion Is  technological development good or bad?  Listening: Ex.3-5 | p.87 |  |  | Module 20  Unit 110 |

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| **Unit 7: Log on** | **Lesson 7.7 Writing** | pp.104-105 | **Adverbs of certainty:** *undeniably, undoubtedly, actually* | **Expressing certainty and contrast** | Speaking: Ex.1-2; Completing a survey Reading: Ex.3-5; The Internet  Writing: Ex.6-11; A for and against essay; Should students be banned from using mobile phones at school? |  | p.88 |  |  | Module 15  Unit 81 |  |  |  |  |
| **Lesson 7.8 Language in focus** | p.106 | **Easily confused words:** *lose/loose, lone/lonely/alone, late/lately, arise/rise/raise, include/comprise/ consist of, present/actual* | **Spelling issues:**  *affect-effect, practice- practice, breathe-breath, advise-advice* |  |  |  |  |  |
| **Focus Review 7** | pp.108-109 | *aerial views, common sight, commercial use, lack of privacy* |  | Use of English: Ex.2; Word formation  Ex.5; Multiple choice Listening: Ex.7; Multiple choice  Speaking: Ex.8; Pair discussion; What changes might robots make? Writing: Ex.10; An essay; Advantages and disadvantages of sharing information on social networks | pp.89-91 |  |  |  |

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| **Unit 8: Around the globe** | **Lesson 8.1 Vocabulary** | pp.110-111 | **The environment:**  *cliff, dam, float, foothill, fossil fuel, glacier, drought, flood, melt, ice cap, sea level, species, landfill, oilfield, current, whirlpool, prey, nutrient, tide* |  | Speaking: Ex.1-3, 5 Reading: Ex.4; Can a teenager environmentalist clean our ocean?  Listening: Ex.7-14 | pp.16-17 | pp.92-93 |  |  |  | Unit 3 pp.54-59  Test 3 pp.60-77 | Test 8 | Test 4 Environmental issues  Test 15 Travelling and holidays | Test 2  Test 6  Test 12 |
| **Lesson 8.2 Grammar** | p.112 | **Holidays:**  *adventure, alone, beach, camping, great nightlife, historic monument, hot sun, peace and quiet* | **Unreal past and regrets** - *wish, if only, it's time, would rather* | Speaking: Ex.1; Ideal and nightmare holiday; Pair discussion  Listening: Ex.2-3,6 Writing and speaking: Ex.8-9 | p.94 |  |  | Module 10  Unit 58 |
| **Lesson 8.3 Listening** | p.113 | **Adjectives to describe animals:**  *adorable, agile, aggressive, friendly, gentle, independent, loyal, playful, sociable, stupid, wise* |  | Speaking: Ex.1,5; Photo description  Listening: Ex.2-3; Multiple choice  Use of English: Ex.4; Word formation  Pronunciation: Ex.6-7 | p.95 |  |  |  |
| **Lesson 8.4 Reading** | pp.114-115 | *remote, inhospitable, scorching temperatures, arduous, desolate, record snowfalls, encounter* |  | Speaking: Ex.1,6; Extraordinary journeys Reading: Ex.2-5; True stories about extraordinary people; Multiple matching Listening: CD 3.38; The whole text | pp.96-97 |  |  |  |
| **Lesson 8.5 Grammar** | p.116 |  | **Emphasis - cleft sentences and inversion** | Use of English: Ex.3; Key word transformations Listening: Ex.1  Writing: Ex.6 | p.98 |  | Unit 8 pp.99-100 | Module 20  Unit 109 |
| **Lesson 8.6 Speaking** | p.117 | *cavern, crystal, mineral, geologist, underground, aware, familiar* | **Useful language and tips on giving a presentation** | Speaking: Ex.1-2, 7; Making a presentation on a natural wonder Listening: Ex.3-4 | p.99 |  |  | Module 19  Unit 99 |
| **Lesson 8.7 Writing** | pp.118-119 | *cultural heritage, diverse landscapes, environmental impact, natural beauty, sustainable tourism, wildlife protection* | **Descriptive constructions** | Speaking: Ex.1,8; Discussing a travel destination  Reading: Ex.2-7; Greek island of Zakynthos Writing: Ex.9-10; A review about a travel destination | p.100 |  |  |  |

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| **Unit 8: Around the globe** | **Lesson 8.8 Language in focus** | p.120 | **Word families** - prefixes and suffixes  *un-, in-, dis-, il-, im-,*  *ir-, re-, mis-, multi-,*  *over-, under-, pre-, post-* |  | Use of English: Ex.5; Word formation |  |  |  |  |  |  |  |  |  |
| **Focus Review 8** | pp.122-123 | *sighting, escaped animal, debris, habitat, wellsail single-handedly, sought-after source, preserve* |  | Use of English: Ex.2; Word formation  Ex.5; Gapped text Reading: Ex.7; Multiple matching  Speaking: Ex.8-9;  Compare ad contrast photos  Writing: Ex.11; Film review | pp.101-103 |  |  |  |