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Syllabus outline

| UNIT | LESSON 1 | LESSON 2 | LESSON 3 | VOCABULARY | COMMUNICATION |
|------|--|---|---|--|---|
| 1 | Friends page 5 Lead-in vocabulary: relationship | 1.1 What's normal? Grammar: auxiliary verbs Vocabulary: verbs/adjectives + prepositions Can do: make generalisations Skills: speaking and listening: talk about your spare time activities; listen to people describing their activities reading: read about the differences in men and women's lifestyles pronunciation: saying numbers speaking: make generalisations about specific topics | 1.2 Any friend of yours ... Grammar: Present Simple and Present Continuous Vocabulary: using a computer Can do: write an informal email Skills: speaking and listening: talk about friendship; listen to people describing how they met their friends reading: read about how two friends met through a website writing: emails (Writing bank page 162); write an email introducing yourself to a new friend | 1.3 Brotherly love? Grammar: Present Perfect Simple and Past Simple Vocabulary: for and since Can do: retell a simple narrative in your own words Skills: speaking and listening: listen to people talking about someone they fell out with; discuss falling out with someone you know/knew reading: read about the story of the Dassler brothers' fall out and how they founded their companies, Adidas and Puma pronunciation: have | Vocabulary: Phrasal verbs Lifelong learning: revising new vocabulary Can Do: describe personal relationships |
| | Film Bank: Best friends (Students' Book page 151 and Teacher's Resource Book page 178) Photocopiable materials: Vocabulary, Grammar and Communication (Teacher's Resource Book page 104) | | | | |
| 2 | Media page 19 Lead-in vocabulary: news collocations | 2.1 Media First Grammar: the passive Vocabulary: talking about the media Can do: give opinions and agree/disagree Skills: speaking and reading: talk about the media world and its popularity; read about some of the 'firsts' and 'bests' of the media world pronunciation: sentence stress listening: listen to an interview with a journalist Lifelong learning: interact with English outside the classroom | 2.2 When it all goes wrong Grammar: defining relative clauses Vocabulary: TV programmes Can do: deal with problems Skills: listening: listen to four people talking about what can go wrong on a live TV show speaking: act out mini problem-solving dialogues reading: read about two TV quiz show contestants who were caught cheating | 2.3 Seen the news? Grammar: Past Simple and Past Continuous Vocabulary: common collocations Can do: describe an important event from your life Skills: speaking and reading: talk about the credibility of newspapers; read some unusual newspaper stories pronunciation: /t/, /d/ and /ɪ/ /d/ /ɪ/ speaking and writing: talk about important events in your life; write a short text describing your event | Vocabulary: In the news Skills: writing: write a newspaper report Can Do: compare and contrast alternatives, discussing what to do |
| | Film Bank: Breaking News (Students' Book page 152 and Teacher's Resource Book page 179) Photocopiable materials: Vocabulary, Grammar and Communication (Teacher's Resource Book page 110) | | | | |
| 3 | Lifestyle page 33 Lead-in vocabulary: homes and lifestyle | 3.1 Your Place or mine Grammar: talking about the future Vocabulary: describing homes Can do: write a letter of complaint Skills: speaking and reading: talk and read about house swapping holidays listening: listen to two families talk about their home exchange plans, then listen to the families describing their holiday experiences writing: letters of complaint (Writing bank page 161); write a letter of complaint from one of the home exchange families | 3.2 Top cities Grammar: comparatives and superlatives Vocabulary: adjectives describing places Can do: compare cities Skills: listening and speaking: listen to a song about someone missing home; discuss what makes a city good or bad reading: read about the World's top ten cities and discuss the findings listening: listen to two people discussing the survey speaking: discuss the top five for a category of your choice | 3.3 Homes that think Grammar: future probability Vocabulary: compound nouns Can do: make a formal phone call Skills: reading: read a text about new technology and its impact on our lives speaking and listening: discuss the difficulty in making phone calls in English; practise making formal phone calls | Vocabulary: Prefixes and suffixes Lifelong learning: one word in six words! Can Do: understand straightforward factual information about common topics, identifying both general messages and specific information |
| | Film Bank: City or country? (Students' Book page 153 and Teacher's Resource Book page 180) Photocopiable materials: Vocabulary, Grammar and Communication (Teacher's Resource Book page 116) | | | | |
| 4 | Wealth page 47 Lead-in vocabulary: time and money | 4.1 Can you catch me? Grammar: question tags Vocabulary: phrasal verbs Can do: make small talk at a party Skills: reading and listening: read about the true story of a fake; listen to a summary of the same story and correct the mistakes speaking: Retell the story | 4.2 Getting rich quick Grammar: modal verbs of obligation and prohibition Vocabulary: personal qualities Can do: make and respond to invitations Skills: speaking: discuss ways to become rich listening: listen to the first part of a seminar and complete the notes pronunciation: sentence stress and the elision of /t/ /d/ speaking: discuss how to be a good public speaker/student/employer/employee writing: evaluate the use of letters and emails | 4.3 Spend more! Grammar: First Conditional with if/when/unless/as soon as Vocabulary: opposites Can do: write a short classified advertisement Skills: reading and speaking: read advertising strategies and convey the information; discuss the use of advertising and its related successes pronunciation: word stress Lifelong learning: mark the stress! writing: design an advertisement | Vocabulary: Confusing words Lifelong learning: usage; keeping notes on how to use new vocabulary Can do: express belief, opinion, agreement and disagreement politely |
| | Film Bank: From rags to riches (Students' Book page 154 and Teacher's Resource Book page 181) Photocopiable materials: Vocabulary, Grammar and Communication (Teacher's Resource Book page 122) | | | | |

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| 5 | Spare time page 61 Lead-in vocabulary: leisure activities | 5.1 Are you creative? Grammar: Present Perfect Simple vs. Present Perfect Continuous Vocabulary: creative activities Can do: suggest and respond to ideas Skills: listening: listen to three people discussing their creativity pronunciation: contracted forms of <i>have</i> reading: read about three ways to be more creative speaking: suggest and respond to ideas | 5.2 The book or the film? Grammar: verb patterns with <i>-ing</i> or infinitive Vocabulary: describing books and films Can do: describe a film or book Skills: speaking: describe a book or film pronunciation: /ə/, /e/ and /a:/ listening: listen to an interview with a film maker describing how she spends her free time | 5.3 Memorable meals Grammar: countable and uncountable nouns Vocabulary: food Can do: recommend a restaurant Skills: reading: read about a strange restaurant experience listening and speaking: listen to someone describing a restaurant; recommend a restaurant writing: write a summary of a film description (<i>Writing bank</i> page 164) | Vocabulary: Explaining what you mean Lifelong learning: explain yourself by using other words to communicate your meaning | Can do: give a clear, detailed description on a topic of interest with relevant supporting detail |
| | Film Bank: Favourite films (Students' Book page 155 and Teacher's Resource Book page 182) Photocopiable materials: Vocabulary, Grammar and Communication (Teachers' Resource Book page 128) | | | | | |
| 6 | Holidays page 75 Lead-in vocabulary: travel | 6.1 Across Africa Grammar: Past Perfect Simple Vocabulary: descriptive language Can do: describe a memorable photo Skills: reading: read an extract from <i>Travels Across Africa</i> pronunciation: <i>had</i> in the Past Perfect listening and speaking: listen to three people describing photos; talk about photos | 6.2 Out and about in Dublin Grammar: uses of <i>like</i> Vocabulary: places to visit in a city Can do: get around a new place Skills: listening: listen to two people's conversations as they travel around Ireland pronunciation: intonation speaking: asking for and relaying travel information reading and speaking: read a city guide; decide which places you'd like to visit writing: write a city guide | 6.3 Travellers' tales Grammar: articles Vocabulary: describing nature Can do: show interest and surprise Skills: reading and speaking: read about strange events that have happened when travelling; discuss the events pronunciation: expressing surprise or interest speaking: practise showing surprise or interest in short dialogues | Vocabulary: Expressions with <i>get</i> Lifelong learning: using mind maps | Can do: plan a day trip |
| | Film Bank: Dream holidays (Students' Book page 156 and Teacher's Resource Book page 183) Photocopiable materials: Vocabulary, Grammar and Communication (Teacher's Resource Book page 134) | | | | | |
| 7 | Education page 89 Lead-in vocabulary: learning | 7.1 Learning from experience Grammar: subject and object questions Vocabulary: education Can do: describe a learning experience Skills: listening: listen to people describing a learning experience reading: read about inventions that were developed by mistake Lifelong learning: learn from your mistakes! | 7.2 Great teachers Grammar: <i>used to/would</i> Vocabulary: teachers Can do: describe a teacher from your past Skills: reading and speaking: read an extract from <i>Matilda</i> ; discuss what you remember about your first day at school listening: listen to people discussing their teachers pronunciation: <i>used to</i> and <i>didn't use to</i> speaking: describe a teacher from your past writing: descriptions (<i>Writing bank</i> page 163); write an entry for a website | 7.3 It's never too late Grammar: modals of ability, past and present Vocabulary: old age Can do: talk about abilities in the past and present Skills: listening: listen to three people discussing the issues of old age reading: read about three remarkable people pronunciation: modals of ability, past and present speaking: talk about abilities, past and present | Vocabulary: idioms about learning | Can do: narrate a true story |
| | Film Bank: Cambridge (Students' Book page 157 and Teacher's Resource Book page 184) Photocopiable materials: Vocabulary, Grammar and Communication (Teacher's Resource Book page 140) | | | | | |
| 8 | Change page 103 Lead-in vocabulary: expressions with <i>change</i> | 8.1 Changing the rules Grammar: Second Conditional Vocabulary: talking about cities Can do: talk about cause and result Skills: speaking: discuss what you know about New York City reading: read about recent changes in New York City pronunciation: First and Second Conditionals speaking and listening: discuss making changes to your town/city; listen to four people talking about the changes they would make to their cities writing: newspaper articles (<i>Writing bank</i> page 164); write a newspaper article about an issue you'd like to change | 8.2 Change the world Grammar: adverbs Vocabulary: global issues Can do: talk about change/lack of change Skills: Lifelong learning: record new words in pairs listening and speaking: listen to two people discussing how the world has changed since they were children; discuss five things that have made the world better/worse in the last twenty-five years reading: read about the Live 8/Live Aid concerts | 8.3 The right decisions Grammar: Third Conditional Vocabulary: life changes Can do: describe the effect of important decisions Skills: speaking: discuss making decisions and the results listening: listen to three people talking about important decisions they have taken pronunciation: Third Conditional speaking: talk about how much your life has changed in the past ten years writing: write about a life-changing event | Vocabulary: Word building | Can do: discuss potential changes in your life |
| | Film Bank: From cradle to grave (Students' Book page 158 and Teacher's Resource Book page 185) Photocopiable materials: Vocabulary, Grammar and Communication (Teacher's Resource Book page 146) | | | | | |

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| 9 | Jobs page 117 Lead-in vocabulary: the working environment | 9.1 Democracy at work Grammar: <i>make, let, allow</i> Vocabulary: work Can do: present ideas to a group Skills: speaking: discuss whether you agree with a series of quotes about work reading: read a text about the innovative way Semco is run listening and speaking: listen to a speaker giving a talk about a new business; discuss setting up a company and design its profile Lifelong learning: prepare before giving a presentation | 9.2 Good Boss, bad boss. Grammar: reported speech Vocabulary: <i>-ing / -ed</i> adjectives Can do: report information Skills: listening and speaking: listen to people talking about their managers; discuss what makes a good/bad boss reading: read a story about <i>The Engineer and the Manager</i> listening: listen to a job interview | 9.3 New on the job Grammar: past obligation/permission Vocabulary: job requirements Can do: state job routine requirements Skills: reading and speaking: read about how two amateurs became famous; discuss being famous and whether you would like to be famous listening: listen to people talking about their jobs speaking: describe your current/ideal job | Vocabulary: UK and US English | Can do: prepare and carry out a job interview |
| | | Film Bank: The ideal workplace (Students' Book page 159 and Teacher's Resource Book page 186) Photocopiable materials: Vocabulary, Grammar and Communication (Teachers' Resource Book page 152) | | | | |
| 10 | Memories page 131 Lead-in vocabulary: memories | 10.1 Losing your money Grammar: <i>I wish/if only</i> Vocabulary: memory Can do: talk about wishes Skills: reading and writing: read three stories about memory; write a title and an ending for each story listening: listen to two people talking about the things they remember/forget speaking: talking about skills you wish you had reading: read a poem about a memory pronunciation: stress patterns and rhythm Lifelong learning: make it rhyme to learn new words | 10.2 Famous women Grammar: review of past tenses Vocabulary: biographies Can do: say different types of numbers Skills: listening and speaking: listen to descriptions of famous women; talk about heroes of the 20th century reading: read about the story of another famous woman in history listening: listen and correct the summary of Coco Chanel's life pronunciation: numbers speaking: talk about important five numbers | 10.3 Saying goodbye Grammar: phrasal verbs Vocabulary: common phrasal verbs Can do: write a thank you letter Skills: listening: listen to a variety of ways to say goodbye reading and speaking: two texts about ways to say goodbye; relay the information and discuss whether they are good ways of saying goodbye listening: listen to the song, <i>Leaving on a jet plane</i> writing: thank you letters (Writing bank page 162); write a thank you letter | Vocabulary: The senses Skills: writing: write a poem | Can do: talk about memories in detail |
| | | Film Bank: Icons (Students' Book page 160 and Teacher's Resource Book page 187) Photocopiable materials: Vocabulary, Grammar and Communication (Teacher's Resource Book page 158) | | | | |

Test A: Units 1 – 5 (Teacher's Resource Book page 196)

Test B: Units 1 – 5 (Teacher's Resource Book page 202)

Test A: Units 6 – 10 (Teacher's Resource Book page 208)

Test B: Units 6 – 10 (Teacher's Resource Book page 214)