

# Contents

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# Syllabus outline

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



	UNIT	LESSON 1	LESSON 2	LESSON 3	VOCABULARY	COMMUNICATION
5	<b>Spare time</b> page 61  Lead-in vocabulary: leisure activities	<b>5.1 Are you creative?</b> <b>Grammar:</b> Present Perfect Simple vs. Present Perfect Continuous <b>Vocabulary:</b> creative activities <b>Can do:</b> suggest and respond to ideas <b>Skills:</b> <b>listening:</b> listen to three people discussing their creativity <b>pronunciation:</b> contracted forms of <i>have</i> <b>reading:</b> read about three ways to be more creative <b>speaking:</b> suggest and respond to ideas	<b>5.2 The book or the film?</b> <b>Grammar:</b> verb patterns with <i>-ing</i> or infinitive <b>Vocabulary:</b> describing books and films <b>Can do:</b> describe a film or book <b>Skills:</b> <b>speaking:</b> describe a book or film <b>pronunciation:</b> /æ/, /e/ and /ɑ:/ <b>listening:</b> listen to an interview with a film maker describing how she spends her free time	<b>5.3 Memorable meals</b> <b>Grammar:</b> countable and uncountable nouns <b>Vocabulary:</b> food <b>Can do:</b> recommend a restaurant <b>Skills:</b> <b>reading:</b> read about a strange restaurant experience <b>listening and speaking:</b> listen to someone describing a restaurant; recommend a restaurant <b>writing:</b> write a summary of a film description ( <b>Writing bank</b> page 164)	<b>Vocabulary:</b> Explaining what you mean <b>Lifelong learning:</b> explain yourself by using other words to communicate your meaning	<b>Can do:</b> give a clear, detailed description on a topic of interest with relevant supporting detail
		<b>Film Bank:</b> Favourite films (Students' Book page 155 and Teacher's Resource Book page 182) <b>Photocopiable materials:</b> Vocabulary, Grammar and Communication (Teachers' Resource Book page 128)				
6	<b>Holidays</b> page 75  Lead-in vocabulary: travel	<b>6.1 Across Africa</b> <b>Grammar:</b> Past Perfect Simple <b>Vocabulary:</b> descriptive language <b>Can do:</b> describe a memorable photo <b>Skills:</b> <b>reading:</b> read an extract from <i>Travels Across Africa</i> <b>pronunciation:</b> <i>had</i> in the Past Perfect <b>listening and speaking:</b> listen to three people describing photos; talk about photos	<b>6.2 Out and about in Dublin</b> <b>Grammar:</b> uses of <i>like</i> <b>Vocabulary:</b> places to visit in a city <b>Can do:</b> get around a new place <b>Skills:</b> <b>listening:</b> listen to two people's conversations as they travel around Ireland <b>pronunciation:</b> intonation <b>speaking:</b> asking for and relaying travel information <b>reading and speaking:</b> read a city guide; decide which places you'd like to visit <b>writing:</b> write a city guide	<b>6.3 Travellers' tales</b> <b>Grammar:</b> articles <b>Vocabulary:</b> describing nature <b>Can do:</b> show interest and surprise <b>Skills:</b> <b>reading and speaking:</b> read about strange events that have happened when travelling; discuss the events <b>pronunciation:</b> expressing surprise or interest <b>speaking:</b> practise showing surprise or interest in short dialogues	<b>Vocabulary:</b> Expressions with <i>get</i> <b>Lifelong learning:</b> using mind maps	<b>Can do:</b> plan a day trip
		<b>Film Bank:</b> Dream holidays (Students' Book page 156 and Teacher's Resource Book page 183) <b>Photocopiable materials:</b> Vocabulary, Grammar and Communication (Teacher's Resource Book page 134)				
7	<b>Education</b> page 89  Lead-in vocabulary: learning	<b>7.1 Learning from experience</b> <b>Grammar:</b> subject and object questions <b>Vocabulary:</b> education <b>Can do:</b> describe a learning experience <b>Skills:</b> <b>listening:</b> listen to people describing a learning experience <b>reading:</b> read about inventions that were developed by mistake <b>Lifelong learning:</b> learn from your mistakes!	<b>7.2 Great teachers</b> <b>Grammar:</b> <i>used to/would</i> <b>Vocabulary:</b> teachers <b>Can do:</b> describe a teacher from your past <b>Skills:</b> <b>reading and speaking:</b> read an extract from <i>Matilda</i> ; discuss what you remember about your first day at school <b>listening:</b> listen to people discussing their teachers <b>pronunciation:</b> <i>used to</i> and <i>didn't use to</i> <b>speaking:</b> describe a teacher from your past <b>writing:</b> descriptions ( <b>Writing bank</b> page 163); write an entry for a website	<b>7.3 It's never too late</b> <b>Grammar:</b> modals of ability, past and present <b>Vocabulary:</b> old age <b>Can do:</b> talk about abilities in the past and present <b>Skills:</b> <b>listening:</b> listen to three people discussing the issues of old age <b>reading:</b> read about three remarkable people <b>pronunciation:</b> modals of ability, past and present <b>speaking:</b> talk about abilities, past and present	<b>Vocabulary:</b> Idioms about learning	<b>Can do:</b> narrate a true story
		<b>Film Bank:</b> Cambridge (Students' Book page 157 and Teacher's Resource Book page 184) <b>Photocopiable materials:</b> Vocabulary, Grammar and Communication (Teacher's Resource Book page 140)				
8	<b>Change</b> page 103  Lead-in vocabulary: expressions with <i>change</i>	<b>8.1 Changing the rules</b> <b>Grammar:</b> Second Conditional <b>Vocabulary:</b> talking about cities <b>Can do:</b> talk about cause and result <b>Skills:</b> <b>speaking:</b> discuss what you know about New York City <b>reading:</b> read about recent changes in New York City <b>pronunciation:</b> First and Second Conditionals <b>speaking and listening:</b> discuss making changes to your town/city; listen to four people talking about the changes they would make to their cities <b>writing:</b> newspaper articles ( <b>Writing bank</b> page 164); write a newspaper article about an issue you'd like to change	<b>8.2 Change the world</b> <b>Grammar:</b> adverbs <b>Vocabulary:</b> global issues <b>Can do:</b> talk about change/lack of change <b>Skills:</b> <b>Lifelong learning:</b> record new words in pairs <b>listening and speaking:</b> 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 <b>reading:</b> read about the Live 8/Live Aid concerts	<b>8.3 The right decisions</b> <b>Grammar:</b> Third Conditional <b>Vocabulary:</b> life changes <b>Can do:</b> describe the effect of important decisions <b>Skills:</b> <b>speaking:</b> discuss making decisions and the results <b>listening:</b> listen to three people talking about important decisions they have taken <b>pronunciation:</b> Third Conditional <b>speaking:</b> talk about how much your life has changed in the past ten years <b>writing:</b> write about a life-changing event	<b>Vocabulary:</b> Word building	<b>Can do:</b> discuss potential changes in your life
		<b>Film Bank:</b> From cradle to grave (Students' Book page 158 and Teacher's Resource Book page 185) <b>Photocopiable materials:</b> Vocabulary, Grammar and Communication (Teacher's Resource Book page 146)				



UNIT	LESSON 1	LESSON 2	LESSON 3	VOCABULARY	COMMUNICATION
<b>9</b> <b>Jobs</b> page 117 Lead-in vocabulary: the working environment	<b>9.1 Democracy at work</b> <b>Grammar:</b> <i>make, let, allow</i> <b>Vocabulary:</b> work <b>Can do:</b> present ideas to a group <b>Skills:</b> <b>speaking:</b> discuss whether you agree with a series of quotes about work <b>reading:</b> read a text about the innovative way Semco is run <b>listening and speaking:</b> listen to a speaker giving a talk about a new business; discuss setting up a company and design its profile <b>Lifelong learning:</b> prepare before giving a presentation	<b>9.2 Good Boss, bad boss.</b> <b>Grammar:</b> reported speech <b>Vocabulary:</b> <i>-ing /-ed</i> adjectives <b>Can do:</b> report information <b>Skills:</b> <b>listening and speaking:</b> listen to people talking about their managers; discuss what makes a good/bad boss <b>reading:</b> read a story about <i>The Engineer and the Manager</i> <b>listening:</b> listen to a job interview	<b>9.3 New on the job</b> <b>Grammar:</b> past obligation/permission <b>Vocabulary:</b> job requirements <b>Can do:</b> state job routine requirements <b>Skills:</b> <b>reading and speaking:</b> read about how two amateurs became famous; discuss being famous and whether you would like to be famous <b>listening:</b> listen to people talking about their jobs <b>speaking:</b> describe your current/ideal job	<b>Vocabulary:</b> UK and US English	<b>Can do:</b> prepare and carry out a job interview
	<b>Film Bank:</b> The ideal workplace (Students' Book page 159 and Teacher's Resource Book page 186) <b>Photocopiable materials:</b> Vocabulary, Grammar and Communication (Teachers' Resource Book page 152)				
<b>10</b> <b>Memories</b> page 131 Lead-in vocabulary: memories	<b>10.1 Losing your money</b> <b>Grammar:</b> <i>I wish/if only</i> <b>Vocabulary:</b> memory <b>Can do:</b> talk about wishes <b>Skills:</b> <b>reading and writing:</b> read three stories about memory; write a title and an ending for each story <b>listening:</b> listen to two people talking about the things they remember/forget <b>speaking:</b> talking about skills you wish you had <b>reading:</b> read a poem about a memory <b>pronunciation:</b> stress patterns and rhythm <b>Lifelong learning:</b> make it rhyme to learn new words	<b>10.2 Famous women</b> <b>Grammar:</b> review of past tenses <b>Vocabulary:</b> biographies <b>Can do:</b> say different types of numbers <b>Skills:</b> <b>listening and speaking:</b> listen to descriptions of famous women; talk about heroes of the 20th century <b>reading:</b> read about the story of another famous woman in history <b>listening:</b> listen and correct the summary of Coco Chanel's life <b>pronunciation:</b> numbers <b>speaking:</b> talk about important five numbers	<b>10.3 Saying goodbye</b> <b>Grammar:</b> phrasal verbs <b>Vocabulary:</b> common phrasal verbs <b>Can do:</b> write a thank you letter <b>Skills:</b> <b>listening:</b> listen to a variety of ways to say goodbye <b>reading and speaking:</b> two texts about ways to say goodbye; relay the information and discuss whether they are good ways of saying goodbye <b>listening:</b> listen to the song, <i>Leaving on a jet plane</i> <b>writing:</b> thank you letters (Writing bank page 162); write a thank you letter	<b>Vocabulary:</b> The senses <b>Skills:</b> <b>writing:</b> write a poem	<b>Can do:</b> talk about memories in detail
	<b>Film Bank:</b> Icons (Students' Book page 160 and Teacher's Resource Book page 187) <b>Photocopiable materials:</b> Vocabulary, Grammar and Communication (Teacher's Resource Book page 158)				
<b>Test A: Units 1 – 5</b> (Teacher's Resource Book page 196) <b>Test B: Units 1 – 5</b> (Teacher's Resource Book page 202 ) <b>Test A: Units 6 – 10</b> (Teacher's Resource Book page 208) <b>Test B: Units 6 – 10</b> (Teacher's Resource Book page 214)					