

**INTENSIVE ENGLISH LEANGUAGE PROGRAMME – 18 CLASSES PER WEEK**  
**РАЗШИРЕНО ГОДИШНО РАЗПРЕДЕЛЕНИЕ ПО АНГЛИЙСКИ ЕЗИК ЗА ОСМИ КЛАС –**  
**ЗАДЪЛЖИТЕЛНА ПОДГОТОВКА**

**Book 1** One and a half modules should be covered over a week’s time.

Unit Week	Zoom	Language focus	Skills	Activities	Teaching Hrs	Notes
September - Week 3  Module 1 Order! Order!	Listening	The letter <i>a</i> /æ/, /eɪ/, /ɑː/, /ə/ The letters /ʃ/ /θ/ /ð/ <i>Stressed and unstressed</i> syllables Word stress	Associating letters and sounds Listening for key words, detail and specific information Talking about foods and preferences Expressing preferences	Practising the letters <i>a and th, sh</i> Putting names of countries in alphabetical order Spelling out words Discussing the order of things	2	
	Grammar	The Verb TO BE Nouns – <i>singular and plural</i> <i>Personal and demonstrative pronouns</i> Determiners: <i>a, an, some</i>	Making <i>Positive and negative statements</i> ; Asking <i>General questions</i> ; Giving <i>short answers</i> Using contracted forms of <i>to be</i> Talking about order	Devising grammar rules Comparing personal information Practising short forms of <i>to be</i>	3	
	Reading	The letters of the English alphabet The computer Order	Understanding word forms Discovering language patterns Taking notes	Labelling computer parts Discussing order Putting things in alphabetical order	2	
	Vocabulary	Countries, foods,	Associating images and	Matching words to pictures	2	

	computers Word collocations Words in phrases Prepositions – <i>in, on, before, over, out of</i>	words Using thematic vocabulary Distinguishing between singular and plural nouns Distinguishing between countable and uncountable nouns	Completing missing words Categorising vocabulary Discussing foods and preferences Completing word nets Playing a fluency game		
Writing	Words and phrases Word order Basic punctuation	Associating letters and sounds Combining words and phrases Writing complete sentences Using basic punctuation marks: <i>comma, full stop, question mark, exclamation mark</i>	Putting words in alphabetical order Finishing sentences Writing complete sentences Completing a text with correct punctuation	3	
Additional Materials	Project Work and/or Photocopiable Plus 1 or Dictation & Translations			1 1	

Module 2 English around the world September Week 3 - 4

Listening	<p>The letter <i>e</i>: /e/, /i:/, /eə/, /ə/ Teams of letters: <i>ee, ea</i> /i:/ The consonants /tʃ/, /dʒ/, /ʃ/ Cardinal numbers (1–10) Intonation patterns in statements and questions -s at the end of plural nouns and of 3<sup>rd</sup> person singular in the Present simple</p>	<p>Associating letters and sounds Comparing ideas in listening to personal ideas Listening for key words, detail and specific information Expressing an opinion Agreeing and disagreeing with ideas</p>	<p>Practising the letters <i>e and ch, ge</i> Practising cardinal numbers Practising falling and rising intonation in statements and questions Practising the pronunciation of <i>s</i> at the end of plural nouns and of 3<sup>rd</sup> person singular in the Present simple</p>	2	
Grammar	<p><i>Facts and routines</i> The Present Simple Tense – <i>Statements</i> Word order in the simple sentence Prepositions: <i>about, of, to, on, with</i> Adjectives and adverbs</p>	<p>Talking about the present Making <i>positive and negative statements in the Present Simple</i> Combining phrases into sentences Using adjectives and adverbs in context</p>	<p>Devising grammar rules Completing charts Completing missing adjectives and adverbs Putting sentences in order Describing about routines Completing missing prepositions</p>	3	
Reading	<p>Languages – English Communications Parts of speech</p>	<p>Reading for main ideas &amp; for details Understanding parts of speech &amp; word forms</p>	<p>Completing information in charts Talking about how well we do things</p>	2	

		<p>Discovering language patterns</p> <p>Joining sentences with <i>and</i> or <i>because</i></p> <p>Providing detail to support an opinion</p> <p>Reporting survey results to class</p>	<p>Discussing languages</p> <p>Combining phrases to write statements</p> <p>Completing sentences with <i>and</i> or <i>because</i></p>		
Vocabulary	<p><i>Language</i></p> <p>Guessing the meaning of new words</p> <p>Word collocations</p> <p>Word formation</p> <p>Countries and nationalities</p>	<p>Guessing the meaning of new words</p> <p>Sharing ideas</p> <p>Agreeing and disagreeing with ideas</p> <p>Distinguishing between the different meanings of a word</p>	<p>Completing word-nets</p> <p>Completing sentences with missing words</p> <p>Completing questionnaires</p> <p>Grouping words according to their meaning</p> <p>Talking about nationalities</p> <p>Expressing feelings and opinions</p>	2	
Writing	<p>Spelling rules of plural nouns and 3<sup>rd</sup> person singular verbs in the Present Simple</p> <p><i>Compound nouns</i></p> <p><i>Words</i></p> <p><i>Phrases</i></p> <p>Word formation</p>	<p>Introducing oneself</p> <p>Expressing an opinion</p> <p><i>Combining phrases in sentences</i></p> <p>Writing questions for a questionnaire</p> <p>Presenting results from a survey</p>	<p>Quizzing partners</p> <p>Unscrambling words</p> <p>Putting words and phrases together to make sentences</p> <p>Writing about classmates' opinions</p> <p>Joining a Forum</p>	3	
Additional Materials	Project Work and/or Photocopiable Plus 2A/ 2B or Dictation & Translations			1 1	

September Week 4 Module 3 Young people and their likes and dislikes	Listening	The letter <i>i</i> : /aɪ/, /i/, /ɜ:/ The letters /ŋ/, /n/, /θ/, /ð/ Cardinal numbers (11–20) Ordinal numbers (1–10) Falling intonation (statements and <i>wh</i> -questions Word stress	Associating letters and sounds Listening for gist and for specific information Listening and putting a text in order	Completing information in a chart Practising the letters <i>i</i> , <i>n</i> and <i>th</i> Practising cardinal and ordinal numbers Practising falling intonation in statements and <i>wh</i> -questions Discussing likes and dislikes, habits and routines	2	
	Grammar	<i>General facts and routines</i> The Present Simple Tense <i>Statements</i> <i>Questions and answers</i> Position of frequency adverbs Time adverbials Prepositions of place, direction and time Determiners: <i>a/an, the</i>	Talking about the present Making <i>Positive and negative statements</i> ; Asking <i>questions</i> Giving <i>answers</i> Distinguishing between <i>a/an</i> and <i>the</i>	Combining phrases to make sentences Expanding sentences Discussing likes, dislikes, habits and routines Practising the position of frequency adverbs Completing missing prepositions Completing sentences with <i>a/an/the</i>	3	
	Reading	Routines Appearances Likes and dislikes Popular activities	Reading for key ideas and important details Inferring word meaning from context Sharing information Giving an oral report Classifying words Summarising ideas	Completing missing information Finding a match Discussing things we do and the time we spend Writing a summary of what girls/boys do and the time they spend	2	

Vocabulary	<i>Everyday activities</i> <i>Likes and dislikes</i> Word definitions Words in context Word collocations Peer talk: Cool! Days of the week	Using thematic vocabulary Using phrases with <i>go, do, play</i> Distinguishing between the different uses of <i>the</i>	Matching words and definitions Completing word-nets Matching opposites Practising word collocations Asking and answering questions about everyday routines	2	
Writing	<i>Spelling rules: plural nouns</i> <i>Words and phrases</i>  <i>Writing complete sentences</i> Avoiding unnecessary repetitions	Writing questions to understand and remember Introducing oneself Writing a response to a letter Distinguishing between the different uses of <i>a/an</i> and <i>the</i>	Completing missing letters Unscrambling words and sentences Finishing sentences about one's likes and dislikes Rewriting a text Conducting a survey Writing questions for a survey Summarizing results from a survey Correcting a text	3	
Additional Materials	Project Work and/or Photocopiable Plus 3A or Dictation & Translations			1 1	
<b>Achievement Test 1</b>				2	

October Week 1 Module 4 Around the clock. Appearance

Listening	<p>The letter <i>o</i>: /əʊ/, /ɒ/, /ɔ:/, /ʌ/ Teams of letters: <i>oo</i> /u:/, /ʊ/ The letters /dʒ/, /z/, /ʒ/ Vowels in stressed and unstressed syllables Vowels in stressed open and closed syllables Falling &amp; rising intonation Highlighting words in an utterance Cardinal numbers (20–100) The time</p>	<p>Associating letters and sounds Classifying sounds Listening for specific information and detail Asking and answering questions Interviewing classmates and summarising results of a survey Answering a telephone call Asking and telling the time</p>	<p>Practising the letters <i>o</i>, <i>s</i>, <i>z</i>, and <i>j</i> Practising cardinal numbers Practising falling and rising intonation in statements and <i>wh</i>-questions Discussing time around the world Asking and answering questions about opening and closing time</p>	2	
Grammar	<p><i>Activities in progress</i> The Present Progressive Tense <i>Statements, questions and answers</i> Time Expressions <i>Some, any, no</i> with countable/uncountable nouns</p>	<p>Talking about the present Differentiating between the Present Simple and the Present Progressive Using <i>some, any, no</i> in context Using <i>the</i> in context Talking about dress styles</p>	<p>Devising grammar rules Completing charts Completing sentences Putting questions in order Putting verbs in the correct form Correcting mistakes</p>	3	
Reading	<p>Teenagers: Appearances Spending time Popular activities</p>	<p>Reading a map Reading for key ideas Scanning for information Talking about favourite</p>	<p>Completing information in a chart Completing sentences Matching descriptions and</p>	2	

			<p>actors</p> <p>Researching a topic on the Internet</p> <p>Comparing ideas in reading to personal ideas</p> <p>Understanding word forms</p> <p>Discovering language patterns</p> <p>Describing favourite actors</p>	<p>pictures/names</p>		
Vocabulary	<p><i>Everyday activities</i></p> <p><i>Body parts</i></p> <p><i>Personal appearance</i></p> <p>Word definitions</p> <p>Descriptive adjectives</p> <p>Word connotation</p> <p>Word collocations</p> <p>Words in context</p> <p>Peer talk: Personal appearance</p>	<p>Using thematic vocabulary</p> <p>Differentiating between positive, negative and neutral adjectives</p> <p>Describing people</p> <p>Expressing dislike</p>	<p>Matching words and definitions</p> <p>Completing word-nets</p> <p>Matching opposites</p> <p>Completing text with appropriate adjectives</p> <p>Making sentences with <i>too</i> + <i>adjective</i></p> <p>Discussing appearances</p>	2		
Writing	<p>Spelling rules for <i>-ing</i> at the end of verbs</p> <p>Common and proper nouns</p> <p>Character sketch</p> <p><i>Frequency words and word order</i></p> <p><i>Expressing negative meanings with too</i></p>	<p>Describing typical activities</p> <p>Describing activities in progress</p> <p>Distinguishing between common and proper nouns</p> <p>Interviewing people</p> <p>Writing a character sketch</p>	<p>Practising the spelling of module vocabulary</p> <p>Unscrambling words</p> <p>Finding proper names that correspond to common names</p> <p>Adding punctuation marks to sentences</p> <p>Putting sentences in order</p> <p>Writing questions for an interview</p>	3		



			Describing a favourite TV show Word search	Using words and phrases to write a personal profile		
	Additional Materials	Project Work and/or Photocopiable Plus 4A, 4B 4 C or Dictation & Translations			1 1	
	Listening	The letter <i>u</i> : /ju:/, /ʌ/, /ɜ:/ The consonant /ʃ/ Stressed and unstressed vowels Stressed vowels in open and closed syllables  Rising intonation to express surprise and disbelief Word stress Cardinal numbers (100 –1000)	Associating letters and sounds Classifying sounds Listening for specific information and detail Taking notes Comparing notes Interviewing classmates Reporting findings	Practising the letters <i>u</i> : and <i>sh</i> Practising cardinal numbers Completing a chart Matching problems and answers Asking and answering questions Practising intonation patterns expressing surprise and disbelief Discussing films	2	
	Grammar	<i>Facts and routines</i> The Present Simple Tense <i>Activities in progress</i> The Present Progressive Tense <i>The Imperative:</i> <i>positive/negative</i> Have and have got Possessive forms Names of languages	Talking about the present Differentiating between the Present Simple and the Present Progressive Making <i>positive and negative statements with have/have got</i> ; Asking questions and giving answers Telling people what to	Devising grammar rules Practising <i>wh</i> -questions in the Present Simple and the Present Progressive Completing charts Quizzing partners Using the appropriate forms of the possessive Matching questions and answers Completing texts with the correct form of the verb <i>have</i>	3	

**Module 5 Films and film-making. TV and viewing habits October Week 1-2**

	and nationalities	do <i>Expressing possession:</i> 's, s' and of + noun Talking about movies			
Reading	TV Favourite channels, programmes Viewing habits	Reading for main ideas and specific information Scanning for details Locating information in a text Connecting themes between texts Comparing ideas in reading to personal ideas Talking about viewing habits Researching a topic on the Internet Understanding word forms Discovering language patterns	Completing information in a chart Completing word-nets Completing missing words Listing reasons for watching TV Keeping a diary of viewing habits	2	
Vocabulary	<i>Films and film-making</i> <i>TV programmes</i> <i>Viewing habits</i> Word definitions Word collocations Word formation Compound nouns Peer talk: Films,	Using thematic vocabulary Classifying words Stating preferences Distinguishing between British and American English	Matching descriptions and TV programmes Rating different programmes Matching descriptions and pictures Practising <i>-ing</i> adjectives Completing sentences with the correct verb or adjective	2	

		theatre, and music		Making compound nouns Explaining the meaning of compound words		
	Writing	<i>Informal messages</i> Punctuation in titles Teenage problems Spelling Appearances	Writing about a favourite TV show Writing an e-card Writing a response to a card Spotting differences Giving advice Talking about oneself	Rewriting titles Unscrambling words Completing sentences with appropriate words Discussing teenage problems Making suggestions what to do and what not to do	3	
	Additional Materials	Project Work and/or Photocopiable Plus 5A, 5B or Dictation & Translations			1 1	
October Week 2 Module 6 Leisure activities	Listening	Teams of letters: <i>ow /əʊ/, /əʊ/</i> <i>ou /aʊ/, /uː/, /ʌ/</i> <i>-ing</i> at the end of verbs Rising intonation to express disbelief Highlighting words in an utterance Cardinal numbers (1000 +)	Associating letters and sounds Listening for specific information Listening to complete information in a text Listening to and putting a dialogue in order Talking about hobbies and pastime activities	Practising intonation patterns Completing missing information Conducting a survey Asking and answering questions Joining a chat group Discussing sports Reordering a dialogue	2	
	Grammar	Talking about the existence of something <i>there is, there are</i> <i>Statements, questions and answers</i> Indefinite pronouns	Making statements, questions and answers with <i>there is/are</i> Distinguishing between <i>have and there is/are</i> Polling classmates about their hobbies	Devising grammar rules Practising <i>there is/there are</i> in context Practising indefinite pronouns in context Matching sentences Conducting a survey	3	

		<i>something, anything, nothing, somebody, anybody, nobody</i> <i>Prepositions: up, down, round, across, in, into</i>	Reporting results from survey Using <i>indefinite pronouns</i> Asking and giving direction	Asking and answering questions Completing a text with indefinite pronouns Matching drawings with prepositions Completing sentences with correct prepositions		
Reading	Volunteering Community work Advertising Posters	Reading for specific information Scanning for details Providing support for ideas from text Connecting themes between texts Researching a topic on the Internet Comparing ideas in reading to personal ideas Understanding word forms Discovering language patterns	Completing information in a chart Completing charts with correct words Matching phrases and definitions Completing word-nets with <i>make</i> and <i>do</i> Conducting a survey Asking and answering questions Discussing volunteering and helping others	2		
Vocabulary	<i>Sports, hobbies, leisure activities</i> Word definitions Word collocations Word formation Peer talk: Keep fit! Be active!	Using thematic vocabulary Using dictionaries Classifying words Forming negative adjectives Talking about football	Completing charts Completing word-nets Completing sentences with appropriate verbs Discussing favourite activities and sports	2		

	Writing	Words and phrases <i>Expanding the noun group</i> <i>Identifying the thing or person we are talking about</i> <i>Choosing the relative pronoun: that, who, which</i> <i>Writing definitions</i> <i>Troublemakers</i> <i>Homonyms</i>	Making a poster Writing about one's hobbies Describing places and activities Describing unusual hobbies Keeping a hobby journal Distinguishing between homonyms ( <i>here – hear</i> ) Using adjective clauses to describe people and things Finding pen friends	Practising spelling Unscrambling words Completing sentences with homonyms Completing a text with <i>who</i> and <i>that</i> Putting sentences in order Writing survey questions Introducing oneself to a pen friend	3	
	Additional Materials	Project Work and/or Photocopiable Plus 6A or Dictation & Translations			1 1	
<b>Achievement Test 2</b>					2	
	Listening	Teams of letters: <i>ay /eɪ/ au /ɔ:/ ai /eɪ/</i> Falling & Rising intonation Rhyming words /k/ in words Word stress Stressed and unstressed <i>can</i> Words similar in sound	Associating letters and sounds Listening for specific information and detail Providing support for answers Distinguishing between stressed/unstressed <i>can</i> Talking about skydiving	Practising intonation patterns Matching rhyming words Practising dialogues with stressed/unstressed <i>can</i> Discussing amazing skills and abilities	2	
	Grammar	Talking about skills and abilities <i>can</i> Making comparison	Using <i>can</i> to talk about ability and possibility Making positive, negative statements and questions	Practising <i>can/can't</i> in context Completing charts with adjectives in <i>comparative</i>	3	

Module 7 Abilities and skills October Week 3		<i>comparative and superlative adjectives</i> <i>Much, many and little + adjective</i>	with can Comparing things	<i>and superlative</i> Devising spelling rules in the <i>comparative and superlative</i> Writing sentences with <i>much, many and little + adjective</i> Completing sentences with correct forms of adjectives		
	Reading	Sports activities Skaters and skateboarding Scouts Amazing facts	Reading for main ideas and specific information Providing details for key ideas Comparing ideas in reading to personal ideas Completing information in a chart Researching a topic on the Internet Understanding word forms Discovering language patterns	Competing a text with missing sentences Matching sports activities and people Practising comparative and superlative adjectives in context Completing a text with suitable words Finding about people's opinions on sports Discussing skaters and skateboarding Putting a puzzle together	2	
	Vocabulary	<i>The human body. Skills and abilities</i> Word definitions Word combinations Compound nouns with parts of the body Phrasal verbs Peer talk:	Using thematic vocabulary Reading for detail Reading a poem Distinguishing between nouns and adjectives in context Using dictionaries Making comparisons	Matching pictures and abilities Completing word-nets Completing sentences with comparative adjectives Talking about leisure activities Practising words for parts of	2	

		What do you want to do?	Sharing opinions	the body		
	Writing	<i>Arranging words in phrases</i> <i>Arranging phrases in sentences</i> Zero Conditional	Distinguishing between words spelled similarly Combining sentences with <i>but, or</i> and <i>if</i> Mapping key ideas and important details from reading Adding details to a description Describing a sport Writing a quiz Writing about skills and abilities Writing a poem	Creating word chains Unscrambling sentences Matching parts of sentences together Making a quiz about sport Completing words denoting skills and abilities. Telling about personal skills and abilities Writing about girls' and boys' preferences Using rhyming words to compose a poem	3	
	Additional Materials	Project Work and/or Photocopiable Plus 7A , 7 B or Dictation & Translations			1 1	
<b>October Week 3 Zoom Out on Modules 1–7 Revision</b>					8	
<b>October Week 3 Achievement Test 3</b>					2	

**Book 2** One module should be covered over a week's time.

Unit	Zoom	Language focus	Skills	Activities	Teaching	Notes
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Week					Hrs
October Week 4 Module 8 Brave visions of tomorrow	Listening	<p>Teams of letters: <i>ay</i> /eɪ/ <i>au</i> /ɔ:/ <i>ai</i> /eɪ/ Silent consonants <i>b, gh, l, t, w</i> Falling intonation in statements Rising intonation in general questions Ordinal numbers 13 + Dates</p>	<p>Associating letters and sounds Listening for key ideas and specific information Comparing ideas in listening to personal ideas Making predictions about the future Describing items from the future Expressing optimistic or pessimistic opinions about the future</p>	<p>Practising the letter teams <i>ay, au, ai</i> Practising pronunciation of words with silent letters Practising intonation patterns Practising ordinal numbers 13 + and dates Asking and answering questions about the future Asking about opinions of the future Describing the world 30 years from now</p>	3
	Grammar	<p>Making predictions and spontaneous decisions <i>will</i> Talking about intentions <i>be going to</i> Comparison <i>as old as the world many more/a lot more/far more/much more/much less/much fewer</i> Object pronouns <i>me, you, her, him, us, them</i></p>	<p>Making positive and negative sentences with <i>will</i>; Asking questions with <i>will</i> Expressing plans and intentions Expressing spontaneous decisions Distinguishing between <i>going to and will</i> Describing life in the future Agreeing or disagreeing</p>	<p>Devising grammar rules Matching verb forms and meanings Completing sentences with suitable forms in the future Completing a text about the future Completing sentences with adjectives Writing sentences expressing a positive outlook on the future Putting questions in order and matching with appropriate answers Discussing life 100 years from now</p>	4



			Talking about Star signs		
Reading	<p>Smart objects of the future</p> <p>Horoscopes</p> <p>Forum page ‘What are you going to be?’</p> <p>Robots</p> <p>Verb + noun collocations with <i>have, make, go</i></p>	<p>Reading for main ideas and specific information</p> <p>Providing details for key ideas</p> <p>Comparing ideas in reading to personal ideas</p> <p>Taking notes</p> <p>Interpreting information in a chart</p> <p>Researching a topic on the Internet</p> <p>Talking about the future</p> <p>Discovering language patterns</p> <p>Using <i>verb + noun</i> collocations</p>	<p>Completing information in a chart.</p> <p>Asking and answering questions about smart objects of the future</p> <p>Making lists of ideas about smart objects of the future</p> <p>Completing texts</p> <p>Practising collocations with <i>have, make, go</i></p> <p>Completing texts with missing clauses.</p>	4	
Vocabulary	<p><i>Science and technology</i></p> <p><i>Inventions</i></p> <p><i>The future</i></p> <p>Descriptive adjectives</p> <p>Word definitions</p> <p>Word collocations</p> <p>Word formation</p> <p>Peer talk: This is my lucky day!</p> <p>Phrasal verbs with <i>back, off, on, up</i></p>	<p>Using thematic vocabulary</p> <p>Intensifying comparatives: <i>a bit, a little, a lot, much, far</i></p> <p>Guessing meaning of adjectives</p> <p>Using a dictionary</p> <p>Using prefixes <i>super-, auto-</i> and <i>self-</i></p>	<p>Labelling pictures</p> <p>Completing definitions</p> <p>Explaining the meaning of words.</p> <p>Describing the future using adjectives</p> <p>Grouping adjectives with positive and negative meaning</p> <p>Matching words to make compound nouns</p> <p>Completing a chart with different forms of words</p> <p>Completing a text with phrasal verbs</p>	3	

	Writing	Spelling <i>Details in a description</i> Words in phrase <i>Complete sentences</i> <i>Comparatives: a bit, a little, a lot, much, far</i> First conditional	Talking about inventions <i>Organizing details in a description</i> <i>Sequencing ideas in a text: first, after that, next, finally</i> <i>Arranging words in phrases</i> <i>Arranging phrases in complete sentences</i> <i>Intensifying comparatives: a bit, a little, a lot, much, far</i> Writing a poem	Practising spelling Adding missing letters Discussing the importance of modern inventions in life Expressing personal opinion about smart objects. Giving reasons for personal preferences Matching parts of <i>if</i> -sentences Finishing <i>if</i> sentences Completing a text with first, next, after that, finally	4	
	Additional Materials	Project Work and/or Photocopiable Plus 8A or Dictation & Translations			1 1	

November Week 1 Module 9 Rights and responsibilities

Listening	<p>Letter-sound Correspondences The English vowels and diphthongs /æ/, /ɪə/ /ʌ/, /eə/, /eɪ/, /aʊə/, /ɜ:/ Stressed and unstressed <i>must</i></p>	<p>Listening for specific information Understanding ideas in listening Relating listening to personal experience Expressing and defending opinions Surveying classmates Reporting survey results Distinguishing between stressed and unstressed <i>must</i> in context</p>	<p>Practising vowels and diphthongs Discussing the power teenagers have in their families Discussing rules and regulations Discussing rights and responsibilities Asking questions to find out how much power students have at home Identifying stressed <i>must</i> <i>Correcting mistakes in a text</i> <i>Matching speakers with their words</i></p>	3
Grammar	<p><i>Expressing necessity and obligation must, must not, have to</i> <i>Expressing absence of necessity or obligation needn't, don't have to</i> Adverb clauses of reason and result Indefinite pronouns</p>	<p>Talking about rules and obligation Making positive and negative statements with verbs expressing obligation; Asking and answering questions Distinguishing between <i>must</i> and <i>have to</i> in positive sentences</p>	<p>Devising grammar rules Describing friends Discussing rules at school Making sentences with <i>must</i> and <i>have to</i> <i>Matching sentences with explanations</i> Asking and answering questions with <i>must</i> and <i>have to</i> Completing dialogues with <i>must/mustn't, have to/don't have to, needn't</i> Completing sentences with <i>something/body, anything/body, everything/body, nothing/body</i></p>	4

Reading	Parents' responsibilities Teenagers' Bill of Rights Learning from mistakes Family rules	Identifying key ideas Relating personal values to information in a text Taking notes Drawing conclusions Summarising information in a text Discovering language patterns Understanding word forms Talking about treating people with respect Surveying classmates Making questionnaires	Making lists of things parents must do Comparing ideas Combining ideas and completing a chart Writing questions for questionnaires Conducting a survey and reporting results Discussing people's rights Making a list of parents' and family members' rights and obligations	4	
Vocabulary	<i>Rights and responsibilities</i> <i>Power and freedom</i> <i>Personal qualities</i> Word collocations Words in phrases	Using thematic vocabulary Using character adjectives Forming negative adjectives Using a dictionary	Describing personalities Practising <i>verb + noun</i> collocations with <i>make, do, take, have, give</i> Expressing the same in other words Finding and correcting mistakes Completing sentences with appropriate adjectives	3	
Writing	<i>Words and phrases</i> <i>Combining ideas in a sentence</i> <i>Combining sentences in a paragraph</i>	Writing an advertisement Writing a letter to give advice Adding information Joining sentences with	Practising spelling Adding missing letters Putting words in suitable groups Writing sentences with character adjectives/ Expanding sentences.	4	

			<p><i>and, so, because</i> and <i>but</i>.  Writing a paragraph response  Writing definitions  Supplying details and examples to support a general statement  Writing a questionnaire  Giving advice</p>	<p>Using <i>not only ..but also...</i> to add information  Using <i>and, so, because</i> and <i>but</i> to join sentences.  Creating a bill of rights  Discussing problems teenagers have  Answering an email and advising people what to do</p>		
	Additional Materials	Project Work and/or Photocopiable Plus 9 A or Dictation & Translations			1 1	
November Week 2 Module 10 Solving a mystery	Listening	<p>The letter <i>c</i>:  Rules for 'soft' and 'hard' <i>c</i>  The past tense ending <i>-ed</i>: /d/ /t/ /ɪd/  Word stress  Stressed and unstressed <i>was</i></p>	<p>Comparing ideas in listening to personal ideas  Taking notes  Listening for specific information and detail  Synthesising information from three listening texts</p>	<p>Matching pictures and descriptions  Completing the news report of a crime  Talking about crime and criminals  Devising spelling rules  Identifying stressed <i>was</i>  Talking about Agatha Christie</p>	3	
	Grammar	<p><i>Completed events at a definite point of time in the past</i>  The Past Tense of BE  <i>Statements and questions</i>  Past tense forms of regular verbs  <i>Statements</i>  Past time adverbs  <i>Possessive</i></p>	<p>Talking about the past  Making positive and negative statements with to be in the Past simple Tense.  Making positive statements with regular verbs in the Past Simple Tense.  Using adverb phrases  identifying time in the</p>	<p>Devising grammar and spelling rules  Spelling verbs in the past tense  Talking about Arthur Conan Doyle  Talking about Sherlock Holmes and other famous detectives  Completing a chart with possessive determiners and possessive pronouns  Expressing the same in other</p>	4	

		<i>determiners and possessive pronouns</i> Prepositions: <i>from, in, of, on, out of, up, to, with</i>	past Using prepositions in context	words Completing adverbials in a text Completing correct prepositions		
Reading	Famous detectives Sherlock Holmes Hercule Poirot	Connecting details from texts Relating personal knowledge to information in a text Comparing descriptions Reading for detail Providing support from reading Discovering language patterns Expressing consequences and reasons: <i>because, because of, due to, consequently, so that, therefore</i>	Describing literary characters Correcting statements Completing a description chart Matching time and events Completing descriptions with appropriate adjectives Matching words with their meaning and function in sentences Matching headings and paragraphs Matching definitions Matching texts with questions	4		
Vocabulary	<i>Crime Reporting and investigating</i> <i>Discovering clues</i> <i>Making deductions</i> Word definitions Word collocations Word formation Idioms:	Using thematic vocabulary Forming abstract nouns Using a dictionary	Revising crime-related words Matching phrases with appropriate verbs Completing a chart with the appropriate forms of adjectives and nouns Matching words with similar meaning Completing texts with <i>one word</i>	3		

		The colour BLACK		only Completing word-nets Labelling people in a picture Talking about the scene of crime Translating phrases connected with crime		
Writing	<i>Spelling of verbs ending in -y in the Past Simple Tense</i> <i>Capital letters</i> <i>Questions</i> <i>Sentence structure</i> <i>Connecting sentences in a paragraph</i> <i>Connecting ideas to express a logical result – therefore</i> <i>That-clauses after certain verbs</i>	Writing a detailed description Writing a narrative account in Past Simple Distinguishing between fact and opinion Composing interview questions Writing a report of survey results <i>Joining sentences with that</i> <i>Forming correct questions</i> <i>Recognising sentence structure</i>		Practising spelling verbs <i>ending in -y in the Past Simple Tense</i> Putting a text in order Matching words Combining sentences with <i>that</i> <i>Completing a text with correct words</i> Describing a family member or a friend Using adjectives and adverbs to make a text more vivid	4	
Additional Materials	Project Work and/or Photocopiable Plus 10 A or Dictation & Translations				1 1	
<b>Achievement Test 4</b>					3	

November Week 3 Module 11 Emotions and feelings

Listening	<p>The letter <i>g</i>:  Rules for 'soft' and 'hard' <i>g</i>  Stressed and unstressed <i>were</i>  Past tense forms of regular and irregular verbs</p>	<p>Listening for specific information  Listening and identifying chronology in a text  Using notes to tell a story  Sharing stories</p>	<p>Practising spelling of words with the letter 'g'  Practising past tense forms of regular and irregular verbs  Completing information in a chart  Discussing feelings and emotions  Talking about kissing  Making a list of past actions  Ranking stories  Putting a text in order.</p>	3	
Grammar	<p><i>Completed events at a definite point of time in the past</i>  Past Simple Tense  <i>Statements</i>  <i>Questions and answers</i>  Past tense forms of irregular verbs  Past time adverbials</p>	<p>Talking about the past  Making positive and negative statements in the Past Simple Tense  Asking and answering questions</p>	<p>Devising grammar rules.  Matching verbs with their past tense form.  Practising regular and irregular forms of verbs in the Past Simple Tense  Asking and answering questions about a person's life and about past facts and activities  Discussing modern appliances  Discussing the most important feelings in people's lives  Completing a text with verbs in the Past Simple Tense  Putting sentences in order</p>	4	
Reading	Mistletoe Madness	Reading for key ideas and	Completing descriptions and	4	



		<p>Kissing St Valentine's traditions St Valentine cards</p>	<p>important details Relating personal knowledge to reading Completing missing information Inferring information from a text Understanding word forms Discovering language patterns</p>	<p>facts in a story Acting out a story Finishing a story Completing gaps Matching words with similar meaning Using contracted negative forms in the Past Simple Tense Describing St Valentine cards</p>		
Vocabulary	<p><i>Emotions and feelings</i> <i>Expressing love and affection</i> <i>Showing respect</i> <i>The custom of kissing</i> Word definitions Word families Words and phrases in context Idioms: The colour GREEN</p>	<p>Using thematic vocabulary Paraphrasing word meaning Guessing the meaning of words and phrases Recognising connotations of words Distinguishing between different meanings of a word Distinguishing between positive, negative and neutral meanings of adjectives Forming adjectives out of nouns Using phrasal verbs <i>go, let, break, make, work, bring</i></p>	<p>Completing missing words in a chart Making a list of words and phrases describing emotions Completing a chart with opposite adjectives Discussing emotions and manners Discussing behaviour in public places Matching phrasal verbs with their definitions. Writing sentences describing people or places someone likes</p>	3		
Writing	<p><i>Forming correct questions in the Past</i></p>	<p>Composing questions for an interview</p>	<p>Matching opposites Matching descriptions and</p>	4		

		<p><i>Simple Chronological order of past events</i>  <i>Spelling of past tense -ed ending</i></p>	<p>Summarising an interview  Writing a description of a person's character  Surveying classmates  Writing a narrative account in the Past Simple  Writing the end of a short story  Keeping a diary and summarising events</p>	<p>adjectives  Asking and answering questions about past events  Writing questions for a survey  Writing a report of survey results  Writing a story for a competition  Practising spelling rules of verbs in the Past Simple Tense  Discussing personalities from Bulgarian history, rituals and habits from the past  Writing questions for an interview</p>		
	Additional Materials	Project Work and/or Photocopiable Plus 11A 11 B or Dictation & Translations			1 1	
	Listening	<p>Words and phrases which sound similar  Stressed and unstressed <i>to</i> and <i>from</i>  Expressing surprise and disbelief</p>	<p>Listening for key information, specific information and for important details  Taking notes to complete missing information  Agreeing or disagreeing with opinions  Giving advice</p>	<p>Putting words in groups according to meaning  Practising intonation patterns of surprise  Underlining stressed <i>to</i> and <i>from</i>  Discussing embarrassing moments  Discussing good manners and smiles  Expressing an opinion</p>	3	

November week 4 Module 12 Embarrassing moments	Grammar	<p><i>Completed events at a definite point of time in the past</i></p> <p><i>Past tense forms of irregular verbs</i></p> <p><i>A sequence of past events</i></p> <p><i>Specific questions about past events</i></p> <p>Past time adverbials</p>	<p>Talking about the past</p> <p>Making <i>wh</i>-questions in the Past Simple Tense</p> <p>Surveying classmates</p> <p>Using time expression: <i>one day, at one point, before I knew it</i></p>	<p>Asking and answering questions about embarrassing moments in the past</p> <p>Putting questions in order</p> <p>Completing dialogues</p> <p>Completing a text with <i>a/an, the</i> or (-)</p> <p>Sharing funny experiences when telephoning</p> <p>Completing a text with appropriate verb forms</p> <p>Completing a text with appropriate prepositions</p> <p>Practising the past tense form of regular and irregular verbs</p> <p>Using appropriate punctuation after time expressions</p>	4	
	Reading	<p>Blushing</p> <p>Ways to save oneself from messing up one's life</p> <p>Smiling</p>	<p>Reading for key ideas and detail</p> <p>Relating personal knowledge to ideas in the text</p> <p>Reading to classify information</p> <p>Interpreting facts</p> <p>Understanding word forms</p> <p>Discovering language patterns</p> <p>Researching a topic on the Internet</p>	<p>Completing information in a chart</p> <p>Matching heading and paragraphs</p> <p>Matching words with parts of speech</p> <p>Identifying T, F NS statements</p> <p>Guessing vocabulary in context</p>	4	

Vocabulary	<p><i>Good manners</i>  Word families  Word definitions  Word collocations  Words in context  Idioms:  The colour RED</p>	<p>Using thematic vocabulary  Combining words into phrases  Combining phrases into sentences  Recognising connotations of words  Using polite language  Showing appreciation</p>	<p>Defining words  Matching words and phrases with their meaning  Completing sentences with phrases  Completing tables with suitable words  Completing a text with the appropriate form of the words in brackets  Making lists of words and expressions we use to show politeness  Making requests more polite</p>	3	
Writing	<p>Spelling:  <i>-ce and -se at the end of words</i>  Words and phrases  Connecting simple sentences with <i>or, so that, no matter</i></p>	<p>Writing questions for a survey  Writing a narrative account of an event  Writing a story  Writing a letter</p>	<p>Putting events in order  Completing a story  Writing a funny story based on personal experience  Completing a chart with personal information  Practising spelling rules in context  Discussing embarrassing moments from TV  Completing a text with <i>or, so that, no matter</i>  Correcting spelling mistakes  Completing a thank-you letter  Writing a thank-you letter</p>	4	
Additional Materials	Project Work and/or Photocopiable Plus 12A or			1 1	

		Dictation & Translations				
December Week 1 Module 13 Laughter and humour	Listening	Homophones: Same sound, different meaning Identifying sounds in continuous speech Word stress Stressed and unstressed <i>you</i> and <i>for</i>	Relating personal knowledge to ideas in listening Listening for key information Listening for details to fill in information in a chart Sharing jokes	Reading funny jokes and rating them Identifying punch lines in jokes Discussing what makes jokes funny Translating a joke into English Marking stressed syllables Writing homophones Talking about funny jokes Matching words to their meanings	3	
	Grammar	<i>An action in progress in the past</i> The Past Progressive Tense Adverbs of time and duration <i>Conjunctions of time</i> Ability in the past and the future <i>be able to</i>	Talking about the past Making positive and negative statements; Asking and answering questions Distinguishing between the Past Simple and the Past Progressive Combining sentences Talking about ability in the past and the future <i>be able to</i>	Devising grammar rules Matching verb forms and meanings Completing information in sentences Using the Past Simple and the Past Progressive in context Finishing sentences Practising <i>will be able</i> and <i>was/were able</i> in context	4	
	Reading	Funny Days Practical jokes	Reading to evaluate Comparing ideas in	Identifying the punch line in a joke	4	

		Funny news stories Laughter Sense of humour Places famous for their humour	reading to personal knowledge Reading for detail Scanning for details Understanding word forms Discovering language patterns Researching a topic on the Internet Telling jokes	Matching headings and paragraphs Rating laughter development techniques Identifying T, F NS statements Matching parts of jokes Talking about traditions of playing harmless jokes Conducting and reporting a survey		
Vocabulary	<i>Laughter and Humour</i> <i>Jokes and Pranks</i> <i>The Year's Funniest Day</i> Word definitions Word collocations Words with multiple meanings Word families Idioms: What's UP?	Using thematic vocabulary Distinguishing between the nouns <i>laugh</i> and <i>laughter</i> Verbs combining with joke Using a dictionary	Practising words and phrases about joking Completing word-nets Discussing why people laugh Matching words to definitions Completing phrases with <i>laugh</i> and <i>laughter</i> Expressing the same in other words Completing a table with forms of nouns, adjectives and opposite adjectives Finishing sentences about oneself	3		
Writing	Spelling rules: silent <i>k</i> in initial <i>kn</i> <i>Using key words to make sentences</i> <i>Questions</i> <i>Past events</i>	Creating a timeline of events Writing a narrative account of past events Writing a persuasive paragraph	<i>Using key words to make sentences</i> Joining sentences with when and while Putting jokes in order Using the Past Progressive to set	4		

		<i>happening at the same time</i> <i>Link words to combine sentences: when and while</i>	Creating a blog Writing the end of a story Identifying the stress in nouns and verbs with the same spelling <i>Writing about past events happening at the same time</i> <i>Using link words to combine sentences</i>	the background of a story Completing word-nets Marking the stress in homonyms		
	Additional Materials	Project Work and/or Photocopiable Plus 13A or Dictation & Translations			1 1	
<b>Achievement Test 5</b>					3	
<b>December Week 2 Module 14 Storytelling</b>	Listening	Silent letters: <i>g, k, gh, h, t, mb</i> Word stress Stressed and unstressed <i>and and of</i>	Comparing ideas in listening to personal ideas Listening for specific information Listening to complete information Taking notes Identifying the characters, setting, time, plot and moral of a story	Marking word stress Identifying stressed <i>and</i> and <i>of</i> Finding and correcting mistakes in a text Talking about stories and storytelling Completing facts Completing a web Completing a table with information Discussing a moral	3	
	Grammar	<i>Review of past and present tenses</i> Habitual activities in the past	Talking about the past and the present Talking about past habits <i>Positive, negative and</i>	Devising grammar rules Using <i>used to</i> in context Talking about people's past Writing true sentences about	4	

		<i>used to</i> Intentions in the past <i>was going to</i>	<i>question forms</i> Talking about unfulfilled plans	your past habits Discussing changes in plans Matching sentences with meaning. Putting sentences in order Joining sentences with <i>when</i> , <i>while</i> , <i>as</i> Expressing the same in other words		
Reading	Stories Fairy tales Folk beliefs	Inferring information from a text Reading for detail Researching a topic on the Internet Providing support for ideas from a text Connecting themes between texts Comparing ideas in reading to personal ideas Understanding word forms Discovering language patterns	Discussing gossip Discussing values Competing network of events Completing definitions Relating words Discussing a film or TV show Completing texts with words Matching words to definitions Completing a table with information	4		
Vocabulary	<i>Storytelling</i> <i>Tales and fables</i> <i>Myths and legends</i> <i>Past habits</i> <i>Personal weaknesses</i> Word definitions Word collocations	Using thematic vocabulary Distinguishing between nouns and verbs Words describing animal sounds Word families: <i>un-</i> , <i>in</i> ,	Matching pictures to descriptions Writing sentences with words that describe sounds that animals produce Matching nouns with verbs Adding correct prefixes and	3		



	Word families Idioms: The stories of some popular English idioms	<i>-less, -ness, ly, -able/-ible, -ful</i> Distinguishing between words used as nouns or verbs	suffixes Finishing a story Completing sentences Reordering verbs in texts to make sense Matching proverbs to explanations Discussing favourite book or film		
Writing	<i>Expanding sentences</i> <i>Paraphrasing</i> <i>Combining sentences</i> <i>The doubling rule</i>	Using notes to tell a story Giving a narrative account of a scene from a favourite show or film Creating rhymes <i>Paraphrasing using synonyms</i> Understanding how tall tales work Creating a tall tale	Practising spelling Correcting spelling mistakes Completing missing words Putting a tale in order Completing a text with <i>when, after, one day, then, before, as soon as, after a while</i> Completing a legend with words and phrases Rewriting a text with <i>used to</i> Completing a chart with details about a story	4	
Additional Materials	Project Work and/or Photocopiable Plus 14A , 14 B or Dictation & Translations			1 1	
<b>December Week 3</b> <b>Zoom Out on Modules 8–14 Revision</b>				8	
<b>December Week 3</b> <b>Achievement Test 6</b>				3	

**Book 3** One module should be covered over a week's time.

Unit	Zoom	Language focus	Skills	Activities	Teaching Hrs	Notes
<b>January Week 3</b> <b>Module 15</b> <b>Inventions Discoveries Technologies</b>	Listening	Silent letters: <i>gh</i> Word stress Stressed and unstressed <i>have/has</i>	Listening for key ideas, specific information and details Listening for the logical sequence of events Comparing ideas in listening to personal ideas Relating personal knowledge and experience to listening Expressing opinions on latest inventions	Discussing inventions Testing partner's memory Listing inventions and arranging them in order of importance Writing a letter to an editor Practising word stress Marking word stress Underlining silent letters in words Identifying stressed <i>have/has</i> Putting a text in order Completing a chart with information	3	
	Grammar	<i>The Present Perfect Tense</i> A period of time up to the present <i>for two weeks now</i> <i>since last Monday</i>	Talking about the present Relating the past to the present Making positive, negative and question forms in the Present Perfect Tense Distinguishing between the Present Simple, the Past Simple and the Present Perfect	Devising grammar rules Practising the Present Perfect Answering questions using since and for Completing a survey Talking about personal histories Making a joint list Finishing sentences Completing a chart with the Past Simple and the	4	

			Survey Comparing results	Past Participle forms of irregular verbs Completing a text with verbs in the Present Perfect		
Reading	Inventions The Bicycle Computers Robots	Setting a purpose for reading Comparing ideas in reading to personal ideas Reading for specific information Reading to check predictions Locating information in the text Understanding word forms Discovering language patterns	Completing information in a chart Guessing vocabulary in context Asking questions for specific information Completing descriptions Talking about the development of the modern bicycle Discussing the advantages and disadvantages of computers Identifying T, F NS statements Relating words	4		
Vocabulary	<i>Inventions</i> <i>discoveries</i> <i>technology</i> <i>patents</i> Word definitions Word collocations Word formation Idiom Corner: Are you up to some more UP idioms?	Using thematic vocabulary Distinguishing between words denoting persons, activities and objects Classifying vocabulary Distinguishing between <i>invention</i> and <i>discovery</i>	Matching definitions and inventions Giving definitions Completing a table with words denoting <i>inventions</i> and <i>discoveries</i> Discussing inventions and putting them in order of importance Labelling pictures	3		

				Completing word-nets Completing sentences with appropriate verbs Completing sentences with the appropriate forms of words		
Writing	<i>Giving details in a description</i> <i>Specifying the point of time</i> <i>The two-syllable rule</i>	Writing about inventions Writing a letter to the editor Writing a letter to express an opinion Reporting results from a survey Creating a class poster Identifying spelling mistakes	Practising spelling of two-syllable words Correcting spelling mistakes Completing missing words to make meaningful compound words Completing missing double letters Using the Present Perfect in context	4		
Additional Materials	Project Work and/or Photocopiable Plus 15 or Dictation & Translations			1 1		

**Module 16 Travelling Ways Space . Travel UFOs and alien visitors**

Listening	<p>Words with sound the same          Word stress          Unstressed words and reduced forms in speech</p> <p>Fractions</p>	<p>Comparing ideas in listening to personal ideas          Listening for specific information and details          Relating listening to personal experience          Relating the past to the present          Talking about the present          Distinguishing between verbs and nouns that sound the same          Giving a talk show</p>	<p>Marking statements T, F NS          Completing missing information in a text          Completing a chart          Explaining facts          Practising pronunciation patterns          Matching fractions and written expressions          Roleplay          Discussing mysterious encounters with aliens          Completing missing words in sentences          Finishing sentences</p>	3
Grammar	<p><i>The Present Perfect Tense</i>          Adverbials of indefinite time: <i>ever, never, already, yet, just</i>  <i>Word order</i></p>	<p>Talking about the present          The result of a past event for the present: <i>positive, negative and question forms</i>          Relating the past to the present          Distinguishing between the Present Simple, the Past Simple and the Present Perfect          Expressing indefinite time          Sharing information</p>	<p>Devising grammar rules          Describing accounts of UFO sightings          Describing experiences up to now          Describing the result of a past event for the present          Asking and answering questions          Matching sentences with their meanings          Practising the Present Perfect in context          Putting sentences in</p>	4

January Week 4

				<p>order</p> <p>Expressing the same in other words</p> <p>Completing a text with information from a table</p>		
Reading	<p>Mysterious encounters with UFOs</p> <p>Aliens</p> <p>Space travel</p>	<p>Reading for specific information</p> <p>Providing details for key ideas</p> <p>Taking notes</p> <p>Discovering language patterns</p> <p>Understanding word forms</p> <p>Distinguishing between <i>have been</i> and <i>have gone</i></p>	<p>Completing information in a chart</p> <p>Matching parts of sentences.</p> <p>Matching sentences from a text with their meanings</p> <p>Matching words with definitions</p> <p>Completing sentences with <i>have been</i> and <i>have gone</i></p>	4		
Vocabulary	<p><i>Travelling, ways of transport, space travel, UFOs, alien visitors</i></p> <p>Prepositions with means of transport</p> <p>Word collocations</p> <p>Word formation</p> <p>Word families</p> <p>Idiom Corner: BLUE is the colour of the sky!</p>	<p>Using thematic vocabulary</p> <p>Using <i>-ing</i> and <i>-ed</i> adjectives</p> <p>Using a dictionary</p>	<p>Practising vocabulary for means of transport</p> <p>Matching phrases and explanations</p> <p>Categorising words denoting means of transport</p> <p>Matching verbs with means of transport</p> <p>Discussing different ways of travelling</p> <p>Labelling pictures</p> <p>Completing a text with correct prepositions</p>	3		

	Writing	<p>Arranging words in phrases</p> <p>Arranging phrases in complete sentences</p> <p>Combining ideas in a sentence</p> <p><i>The two-syllable rule</i></p>	<p>Understanding the logical sequence of events</p> <p>Writing a description</p> <p>Providing details in a description</p> <p>Survey</p> <p>Taking notes</p> <p>Writing about experiences</p>	<p>Practising spelling of two-syllable words</p> <p>Completing missing letters</p> <p>Putting a CV in order</p> <p>Completing phrases with suitable verbs</p> <p>Writing questions for a survey</p> <p>Describing an alien</p> <p>Writing a CV</p>	4	
	Additional Materials	Project Work and/or Photocopiable Plus 16 or Dictation & Translations			1 1	
	Listening	<p>The sounds of the letter <i>a</i></p> <p>Syllable stress and pitch</p> <p>Word stress</p> <p>Percentages</p>	<p>Interpreting pictures</p> <p>Identifying key ideas</p> <p>Listening for specific information and details</p> <p>Making connections</p> <p>Identifying causes and effects</p> <p>Taking notes</p> <p>Making predictions</p>	<p>Practising word stress</p> <p>Completing a chart</p> <p>Matching environmental changes and effects</p> <p>Discussing pollution, global warming and overpopulation and possible solutions</p> <p>Practising fractions</p> <p>Matching words and phrases with definitions</p> <p>Completing a table with forms of nouns and verbs</p> <p>Saying how man will evolve in the future</p>	3	
	Grammar	<p><i>The Present Perfect Tense</i></p> <p>Review of the present</p>	<p>Talking about the present</p> <p>The result of a past event for the present</p>	<p>Revising and using the present tenses in context</p> <p>Matching sentences with</p>	4	

<b>Module 17 A Green Planet. Problems and solutions. The 3 R's: Recycle, Reduce, Reuse February Week 1</b>		tenses <i>The</i> with geographic names Prepositions <i>either</i>	Relating the past to the present Distinguishing between the Present Simple, the Present Progressive and the Present Perfect Talking about the environment	their meaning Devising grammar rules Completing sentences about geographical places with <i>the</i> Rewriting sentences with <i>either</i> Underlining the correct verb forms		
	Reading	Green Planet Global Warming The Galapagos Islands Rare Animals	Setting a purpose for reading Interpreting photographs Making predictions Identifying the main idea Reading for details Identifying causes and effects Drawing conclusions Inferring word meaning from context Discovering language patterns Understanding word forms	Discussing environmental issues Discussing the consequences of events, advantages and disadvantages Matching paragraphs to questions Matching words to definitions Completing sentences with information from a text Guessing vocabulary in context	4	
	Vocabulary	<i>Environment</i> <i>environmental issues</i> <i>environment</i> <i>preservation</i> 'going green' Word definitions	Using thematic vocabulary Expressing causes and effects Distinguishing between verbs and nouns	Practising thematic vocabulary Making lists Matching words and definitions Practising ways of saying	3	



- II - 2		Word collocations Idiom Corner: In the air, above water, in this world	Forming nouns and adverbs Making apologies Accepting apologies	<i>'I'm sorry'</i> Completing a chart with nouns and adverbs Expressing the same in other words – <i>because, as a result</i> Completing a text with the correct form of words		
	Writing	<i>Using key words to make sentences</i> <i>Writing topic sentences</i> <i>Explaining the reasons: because, because of</i> <i>Explaining results: as a result, so</i> <i>The l rule</i>	Writing about causes and effects Explaining reasons and results Connecting reading with writing Using notes to write about a problem Expressing opinions about ecological problems, their effects and possible solutions	Completing a chart with information Discussing environmental changes Using connecting phrases in sentences Practising spelling words ending in <i>l</i> Correcting spelling mistakes Unscrambling words Putting a letter in order Writing a letter to express concern Giving reasons to support an opinion	4	
	Additional Materials	Project Work and/or Photocopiable Plus 17 or Dictation & Translations			1 1	
<b>Achievement Test 7</b>					3	

**Module 18 Sports. The history of sports. Games and rules February Week 2**

Listening	Word Stress Sentence stress Rhythm and thought groups	Interpreting pictures Listening for key information and for specific information Completing information for key ideas Relating personal experience and values to the listening Interviewing people	Talking about sports and abilities Completing a chart Underlining stressed words in sentences Talking about winter sports Answering questions Roleplay	3
Grammar	<i>Difficult Contrasts</i> <i>Present Perfect and Past Simple</i> Obligation in the past and the future <i>have to</i> Abilities in the past and the future <i>could, be able to</i>	Talking about general and specific ability in the past and the present Talking about necessity/ lack of necessity and obligation in the past and the future Using the Present perfect for unfinished time Using the Past Simple for finished time	Devising grammar rules Completing a chart with modal verbs Matching sentences with their meanings Identifying meanings expressed by modals Asking and answering questions about obligations Completing a text with the correct forms of modals expressing obligation, necessity/lack of necessity	4
Reading	Sports Baseball Mountain Bike Racing Ice hockey Bossaball	Relating personal knowledge to reading Reading for key ideas and details Taking notes	Matching pictures and sports Discussing sport Marking statements T or F	4

**Winning and losing**

			<p>Reading to complete information in a chart</p> <p>Inferring information from the text</p> <p>Understanding word forms</p> <p>Discovering language patterns</p> <p>Agreeing and disagreeing</p>	<p>Completing a chart</p> <p>Talking about the origin of baseball</p> <p>Answering questions</p> <p>Finishing statements</p> <p>Matching headings and paragraphs</p>		
Vocabulary	<p><i>History of sports, sports today, sports players</i></p> <p><i>sports equipment, sports facilities, sports events</i></p> <p>Word definitions</p> <p>Word collocations</p> <p>Word formation</p> <p>Idiom Corner:</p> <p>Get the ball rolling</p>	<p>Using thematic vocabulary</p> <p>Using phrasal verbs in context</p> <p>Using <i>a/an, the</i> or (-)</p> <p>Formal and informal language</p>	<p>Completing charts with words denoting sports activities</p> <p>Completing sentences with phrases</p> <p>Congratulating people in different ways</p> <p>Completing sentences with appropriate verbs</p> <p>Completing texts with <i>a/an, the</i> or (-)</p> <p>Matching phrasal verbs and definitions</p> <p>Completing a text with clauses</p> <p>Discussing human values in the past and now</p>	3		
Writing	<p><i>Using key words to make sentences</i></p> <p><i>Writing topic sentences</i></p> <p><i>Providing specific details</i></p> <p><i>The silent e rule</i></p>	<p>Writing about a specific sport</p> <p>Expanding ideas and adding details</p> <p>Connecting reading with</p>	<p>Practising the silent <i>e</i> rule</p> <p>Adding appropriate suffixes</p> <p>Writing sentences with</p>	4		

			<p>writing</p> <p>Researching a topic</p> <p>Creating a timeline</p> <p>Using notes for writing</p> <p>Writing a brief biography of an athlete</p> <p>Distinguishing between British and American spelling</p> <p>Expressing admiration</p>	<p>thematic vocabulary</p> <p>Completing a chart</p> <p>Describing sports</p> <p>Practising the expressions <i>First of all, next, before</i></p> <p>Writing a letter to a famous personality</p>		
	Additional Materials	Project Work and/or Photocopiable Plus 14A , 14 B or Dictation & Translations			1 1	

Module 19 The mystery of time. Timekeeping throughout the ages. Time in a capsule	Listening	Words that sound similar Word stress Highlighting intonation Time units: <i>second, minute, ...millennium</i>	Interpreting pictures Listening for key information, specific information and details Relating personal knowledge to listening Using time units in context	Talking about the history of timekeeping Answering questions Completing missing information Identifying stressed syllables Matching information from a text with a question Matching clocks and countries Identifying T, F, NS statements	3	
	Grammar	<i>The Past Perfect Tense</i> Review of the past tenses <i>Time clauses and time words</i>	Talking about the past Relating a past event to another past event Using positive, negative and question forms Sequencing past events Distinguishing between conjunctions and prepositions Distinguishing between verbs related to <i>laughter</i> Combining sentences with after, before, by the time Surveying classmates	Devising grammar rules Matching verb forms with meanings Putting events in order Expressing the same in other words Completing a text with the Past simple and Past Perfect Correcting mistakes Finishing sentences Conducting a survey Reporting results from a survey	4	
	Reading	Calendars	Interpreting a photograph Setting a purpose for	Completing information in a chart	4	

February Week 3

	Time Capsules Ancient Horoscopes	reading Reading for key ideas and important details Supporting answers with information from text Inferring word meaning from context Understanding word forms Discovering language patterns	Talking about time capsules Talking about managing time Answering questions Making a list of items to be included in a time capsule Matching words to definitions		
Vocabulary	<i>History of timekeeping, calendars and clocks, time management, periods of time</i> Time expressions Prepositions of time Word definitions Word collocations Idiom Corner: Time is money	Using thematic vocabulary Using prepositions of time: <i>at, in, on, during, after, until, by, over</i> Using verbs that go with <i>time</i> Using expressions with <i>clock</i> Asking and giving the time	Guessing the meaning of words Completing a text with the appropriate measuring unit Completing word-nets Practising collocations with <i>time</i> and <i>money</i> Completing texts with prepositions of time	3	
Writing	<i>Writing a topic sentence</i> <i>Choosing details to support a topic sentence</i> <i>Giving examples to explain details</i> <i>Writing a concluding sentence</i> <i>Using adverbs of</i>	Writing about managing time Structuring a paragraph Writing about personal values and accomplishments Researching a topic Writing a description of a	Asking and answering about time Writing sentences and adding frequency adverbs Completing sentences Talking about wasting time Practising phrases	4	

		<i>frequency</i> <i>The y to i rule</i>	famous clock Making resolutions	denoting indefinite period of time Practising the <i>y to i</i> rule Using past tenses in stories Writing a paragraph		
	Additional Materials	Project Work and/or Photocopiable Plus 14A , 14 B or Dictation & Translations			1 1	
		<b>Achievement Test 8</b>			3	
Module 20 Space. Space Travel. Meteors	Listening	Word groups Words that begin and end with the same consonant Echo questions Consonant clusters in connected speech	Interpreting photographs Listening for key information, specific information and details Connecting themes in texts Relating personal knowledge to ideas in listening A class survey	Completing missing information Commenting dreams Interviewing an astronaut Answering questions Making predictions Discussing life in zero gravity Discussing sci-fi Putting dialogues in order Completing dialogues with missing words Summarising findings from a survey	3	
	Grammar	Arranged plans for the future <i>The Present Progressive Tense</i> Schedules and timetables <i>Present Simple</i> An action in progress	Talking about the future Using positive, negative and question forms in <i>The Future Progressive Tense</i> Talking about schedules, programmes, and	Devising grammar rules Matching verb forms from a text with their meanings Practising <i>The Future Simple, be going and the Future Progressive</i>	4	

**Blogs and more February Week 4**

	<p><i>The Future Progressive Tense</i> <i>Time clauses</i></p>	<p>timetables Distinguishing between the Future Simple and be going to Using time clauses with <i>after, before, once, when</i></p>	<p><i>Tense</i> Underlining correct verb tenses expressing the future Asking and answering questions about the future Completing sentences with appropriate tense forms of the verbs in time clauses Discussing our future and the place of robots in the future Writing sentences about personal plans for the future</p>		
Reading	<p>Meteors and meteorites The End of Dinosaurs Space Tourism</p>	<p>Making predictions Relating personal knowledge to ideas in the text Reading for key ideas and specific information Reading to check predictions Understanding word forms Discovering language patterns</p>	<p>Completing information in a chart Guessing vocabulary in context Matching words to definitions Completing a text with appropriate phrases or clauses Matching headings and paragraphs Making predictions about travel 50 years from now Discussing favourite</p>	4	



				activities Telling a personal story		
Vocabulary	<i>Space, travel, holidays, space and room</i> Word definitions Word collocations Words similar in meaning Word families Idiom Corner: Watch this space	Using thematic vocabulary Using word combinations and synonyms Summarising information Being polite	Matching adjectives with nouns or noun phrases Completing sentences with missing words Completing word-nets Writing a summary about space rocks Asking polite questions Practising suffixes <i>-ful, -al, -able, -ous, -ment, -ist, -ly</i> Matching words and definition	3		
Writing	<i>Combining sentences: time clauses</i> <i>Using appropriate time words</i> <i>The i before e rule</i>	Talking about personal plans Writing about personal plans for the future Writing about a weekly schedule Summarizing Posting a comment to a blog Extracting relevant information from a tourist brochure Supporting personal opinions with arguments Making predictions Evaluating predictions of	Practising the <i>i before e rule</i> Discussing and planning a dream holiday Writing a summary using key words Practising informal language in emails Writing sentences about robots in the future Expressing opinion about the future of communications, medicine, education Writing a paragraph about our life 10 years	4		

			a futurologist Connecting reading with writing Writing an informal email Writing about our life 10 years from now Writing an advertisement	from now		
	Additional Materials	Project Work and/or Photocopiable Plus 20 or Dictation & Translations			1 1	
	Listening	Word stress Words which sound similar Intonation patterns in negative and positive tags Joining sounds in speech	Connecting reading with listening Listening for key ideas and specific information Listening to complete a timeline Taking notes Comparing ideas in listening to personal ideas Linking phrases in continuous speech	Practising intonation patterns in tags Marking stress Devising pronunciation rules Discussing the future of our town	3	
	Grammar	<i>Goals and accomplishments: will have done</i>	Using positive, negative and question forms of the Future Perfect Tense Distinguishing between the Future Progressive and Future Perfect Tense Surveying classmates	Devising grammar rules Practising future tenses in context Matching future tense forms to their meaning Practising tag questions Conducting a survey and reporting results Completing sentences	4	

<b>Module 21 Dreams for the future. Future plans and goals Accomplishments Dream and Sleep</b>				Matching sentences to definitions Completing sentences with the Future Perfect Tense Completing missing tags Putting sentences in order Correcting grammar mistakes		
	Reading	Dreams come true Universal Symbols Related to Dreams	Reading for key ideas and specific information Supporting answers with information from text Comparing ideas in reading to personal ideas Inferring words from context Understanding word forms Discovering language patterns Extracting the meaning of words and expressions from context Identifying antonyms	Answering questions Guessing unknown vocabulary in context Matching adjectives and nouns from a text Identifying T, F, NS statements Rearranging words in a text Discussing dreams	4	
	Vocabulary	<i>Following a dream</i> <i>dreams and goals, goals and accomplishments</i> <i>dream and sleep</i>	Using thematic vocabulary Using prepositions of place and direction	Completing a chart Completing word-nets Putting expressions in the right place on a scale	3	

<b>March Week 1</b>		Word definitions Word collocations Word families Idiom Corner: It's Like a Dream!	Offering encouragement in formal and informal situations	Matching words and definitions Roleplay – acting mini- dialogues to offer encouragement Competing a text with prepositions		
	Writing	<i>Combining ideas in a sentence</i> <i>Combining sentences in a paragraph</i> <i>The complete ie rule</i>	Writing about future and goals Creating a personal goals sheet Connecting reading with writing Taking notes Creating a class time capsule Keeping a journal Interpreting dreams	Practising the <i>complete ie rule</i> Completing a goal planning worksheet Unscrambling words Writing tag questions Putting a text in order Using notes to write a short news item Talking about short-term and long-term goals	4	
	Additional Materials	Project Work and/or Photocopiable Plus 14A , 14 B or Dictation & Translations			1 1	
<b>March Week 2</b> <b>Zoom out on Modules 15–21 Revision</b>					8	
<b>March Week 2 Achievement Test 9</b>					3	

**Book 4** One module should be covered over a week and a half.

Unit	Zoom	Language focus	Skills	Activities	Teaching Hrs	Notes
<b>March Week 3 –4Module22 Popular beliefs and science facts</b>	Listening	Words which sound similar Give the topic of the listening texts	Listening for key ideas and specific information Relating listening to popular local beliefs Taking notes while listening using a graphic organizer Agreeing and disagreeing Quizzing classmates Describing Bulgarian traditions in a magazine Classifying words	Talking about popular beliefs Completing a table and taking notes Matching superstitions with reasons for them Asking and answering questions Talking about Baba Marta Popularising Bulgarian traditions in a magazine Completing a chart with nouns, verbs and adjectives Completing missing words Identifying false statements	4	
	Grammar	<i>Present real condition:</i> <i>If, When</i> <i>Future real condition: If</i> <i>Future unreal condition:</i> <i>If</i> Making wishes Prepositions	Talking about conditions Talking about imaginary situations Distinguishing between condition and result Expressing wishes and regrets	Devising grammar rules Completing conditions for facts and general truths, possible results Fantasy question game Matching sentences with meanings	6	

			Offering solutions	Matching conditions with results Practising first and second conditionals Identifying T or F statements Correcting mistakes Completing a text with prepositions		
Reading	Superstitions Titles of texts?	Skimming to preview a text Setting a purpose for reading Interpreting information in diagrams and photos Providing details for key ideas Reading for specific information Understanding word forms: <i>imaginary and improbable situations</i> Discovering language patterns: future unreal conditions Agreeing and disagreeing	Making a joint list of questions on superstitions Answering question Completing a text with words Completing a table Putting sentences in order Completing missing adverbs Matching words and definitions Expressing personal opinions about superstitions	5		
Vocabulary	<i>Beliefs and superstitions, good and bad luck, lucky numbers, popular legends and rituals</i> Word definitions	Using thematic vocabulary Forming adjectives and nouns Summarising Being polite	Completing definitions with appropriate words Matching verbs and nouns Discussing lucky and	4		

		<p>Word collocations  Word formation:  Say it in Style  <i>Giving advice:</i>  <i>If I were you</i>  <i>Asking and giving permission:</i>  <i>Would you mind if...?No, go ahead.</i>  Phrase of the week:  Fingers Crossed!</p>	<p>Distinguishing between different forms of asking and giving permission  Giving solutions</p>	<p>unlucky numbers  Writing a summary about beliefs and superstitions  Practising sharing problems and giving advice  Practising asking and giving permission  Completing missing words  Completing sentences with phrases  Matching adjectives with nouns  Completing a text with prepositions</p>		
	Writing	<p><i>Organising details in a description</i>  <i>Adverb clauses for contrast (although, while)</i>  <i>Determiners and repetition of words to connect ideas in paragraphs</i>  <i>Correct punctuation in conditional sentences</i>  <i>Tag questions</i></p>	<p>Describing a cultural tradition  Connecting reading with writing  Connecting ideas in a paragraph: <i>determiners and repetition of words</i>  Combining ideas in a sentence: indicating contrast (<i>although, while</i>)  Evaluating the information structure of a text  Identifying the main idea of a paragraph  Supporting the main idea</p>	<p>Practising correct punctuation in conditional sentences  Writing tag questions  Identifying and correcting spelling mistakes  Writing a summary using key words  Practising second conditional  Rewriting sentences with correct linking words for contrast  Completing a fairy tale</p>	5	

			with important details Summarizing Giving advice <i>If I were you....</i>	Completing a text with a/an, the or (–)		
	Additional Materials	Project Work and/or Photocopiable Plus 23 or Dictation & Translations			1 1	
March Week 4–April Week 2Module 23 Alternative history	Listening	Rhythm and thought groups Give the topic of the listening texts	Listening for specific information and details Taking notes while listening Understanding ideas in listening Relating listening to personal experience Interpreting photographs Defining Summarising	Asking and answering questions Describing the ifs of Bulgarian alternative history discussing computer games Talking about Alternative Reality Games Competing a chart Writing a definition of alternative history Using key words to write a summary Putting a text in order	4	
	Grammar	Talking about imaginary past situations <i>Past unreal condition:</i> <i>If I had known</i> <i>I wish I had known</i> <i>Past unreal result:</i> <i>I would have called you</i> <i>Degrees of certainty:</i> <i>I would have done very well if</i> <i>I could have done better</i>	Talking about imaginary past situations Distinguishing between second and third conditional Expressing wishes and regrets about the past Expressing imaginary conditions and imaginary results	Devising grammar rules Completing imaginary past situations in sentences Adding imaginary past conditions Discussing which is better – to defend your views and pursue dreams or to adapt to the circumstances Playing the wishing game	6	



		<i>if</i> <i>I might have passed the test if</i>		Writing sentences expressing imaginary situations and results Putting events in order		
Reading	The Sinking of the Titanic The Internet The Great Fire of London	Making predictions Reading for specific information and details Taking notes Summarising information in a text using notes Drawing conclusions Connecting details from texts Discovering language patterns Understanding word forms Classifying words	Completing information in a chart Talking about the Titanic Matching people with their responsibilities Exchanging information to check prediction Guessing words in context Matching words and phrases to definitions Finishing sentences Completing a chart with words	5		
Vocabulary	<i>What-if situations</i> <i>Reflecting on the past</i> <i>Faults and mistakes</i> <i>Blame and responsibility</i> <i>Regrets and dissatisfaction</i> Words with multiple meanings Word collocations Words with the same form but with different pronunciation Say it in Style	Using thematic vocabulary Expressing regret and dissatisfaction Using dictionaries Using words combinations Distinguishing between words with the same form, but different pronunciation	Matching verbs with nouns Practising words with the same form, but different pronunciation Practising expression of regret and dissatisfaction Matching words and phrases Practising words with more than one meaning	4		

		<i>Regret and dissatisfaction</i> <i>If only I'd known</i> <i>I wish I'd known</i> Phrase of the week: If wishes were horses ...				
Writing	<i>Combining ideas in a sentence</i> <i>Connecting ideas in a paragraph: position of adverbs</i> <i>Paraphrasing</i> <i>Incomplete sentences in informal language use</i>	Writing a personal letter Writing an informal email Evaluating the information structure of a text Identifying the main idea of a paragraph Supporting the main idea with important details Summarising using notes Reviewing all types of questions Expressing admiration	Practising spelling Matching paragraphs with ideas they express Interpreting pictures Using key words to summarise a text Discussing imaginary situations Revising types of questions and completing a table Adding imaginary result to imaginary conditions Writing e-mails	5		
Additional Materials	Project Work and/or Photocopiable Plus 23 or Dictation & Translations			2 1		

		Achievement Test 10			3	
<b>Module 24 Personality types. Strengths and Weaknesses</b>	Listening	Rhythm Intonation	Comparing ideas in listening to personal ideas Taking notes Listening for details and specific information Connecting reading with listening Defining personalities and learning styles Synthesising information from three talks Comparing ideas in listening to personal ideas	Talking about personal preferences Matching descriptions with personality types Completing notes and a diagram Giving definitions of different personalities Describing the positive and negative sides of a character	4	
	Grammar	<i>Adjective clauses</i> <i>Relative pronouns</i> <i>Who, which, that</i>	Identifying people and things Using relative pronouns Using <i>a/an, the, (-)</i> in context Defining human virtues Classifying words	Devising grammar rules Undelining adjective clauses in a text Circling the nouns they modify Writing definitions using appropriate relative	6	

April Week 3-4			<p>Distinguishing between adjectives and adverbs</p> <p>Expanding sentences</p>	<p>pronouns</p> <p>Underlining correct relative pronouns</p> <p>Practising words that modify nouns and words that modify verbs</p> <p>Adding information in sentences using adjective clauses</p> <p>Completing a text with <i>a/an, the, (-)</i></p>		
	Reading	<p>Birth Order and Personality</p> <p>Identical Twins</p>	<p>Identifying key ideas</p> <p>Relating personal knowledge to information in text</p> <p>Reading for details</p> <p>Reading to check predictions</p> <p>Providing support from reading</p> <p>Comparing descriptions</p> <p>Connecting details from texts</p> <p>Discovering language patterns</p> <p>Understanding word forms</p>	<p>Discussing questions about family members and relationships</p> <p>Guessing words in context</p> <p>Matching descriptions with children in a family</p> <p>Discussing birth order</p> <p>Doing a fun activity</p> <p>Answering questions about yourself</p> <p>Finishing sentences</p> <p>Matching paragraphs and headings</p> <p>Matching words and phrases from a text with definitions</p> <p>Putting statements in order</p>	5	

	Vocabulary	<i>Personality types</i> <i>Personal qualities</i> <i>Strengths and weaknesses</i> <i>Clothes, colours and personality</i> <i>Birth order and personality</i> <i>Getting along with people</i> Word definitions Word collocations Word formation Phrase of the week: Totally embarrassing! <i>Go through the floor</i> <i>Put one's foot in it</i>	Using thematic vocabulary Surveying classmates Relating favourite leisure activities to personality types Using words opposite in meaning Shades in meaning Expressing preferences Giving support for ideas Being polite Using a dictionary	Matching personality types and their strengths or weaknesses Matching words with their opposites Completing a chart with words in a family Making suggestions and giving advice Matching free-time activities to personalities Matching antonyms Completing a text with suitable forms of words Completing a table with correct forms of words	4	
	Writing	<i>Learning the difference between general and specific ideas in sentences</i> <i>Combining ideas to avoid repetition</i> <i>Adjective clauses</i> <i>Using countable and uncountable nouns</i>	Describing personalities Connecting reading with writing Reading actively to improve writing Evaluating the information structure of a text Distinguishing between countable and uncountable nouns Writing definitions Writing a formal description	Practising using and omitting relative pronouns in context Combining sentences using appropriate relative pronouns Finishing dialogues Acting out dialogues Writing dialogues to illustrate seeking and giving advice Matching topics and paragraphs Expressing personal opinion on a topic	5	

	Additional Materials	Project Work and/or Photocopiable Plus 14A , 14 B or Dictation & Translations			2 1	
<b>Module 25</b> The latest trends. First impressions	Listening	Phrases which sound similar Sentences which sound similar Sentence stress	Listening for key information and for specific information Relating personal experience and values to the listening Completing information for key ideas Expressing personal opinion Surveying classmates Giving presentation	Discussing fashion, fashion houses Marking statements T or F Conducting a survey and reporting results Answering questions Completing information Preparing presentations and using appropriate phrases Talking about tattooing and piercing	4	
	Grammar	<i>Adjective clauses who, which, that</i> <i>Omitting the relative pronoun in conversation</i> <i>Reporting requests and orders</i> <i>Reporting people's actual words</i>	Identifying people and things Joining sentences with relative pronouns – whom Identifying sentence types  Expanding an idea into paragraph	Devising grammar rules Saying people's actual words Practising using appropriate relative pronouns Identifying adjective clauses in a text	6	

April Week 4 – May Week 2

				<p>Connecting pairs of sentences with relative pronouns          Leaving out relative pronouns where necessary          Underlining the nouns modified by the adjective clauses          Using <i>tell</i> and <i>ask</i> to report orders and requests          Completing sentences</p>		
Reading	<p>Trends in Fashion          Clothes – likes and dislikes          Hippie Fashion</p>	<p>Reading for key ideas and for important details          Comparing ideas in reading to personal ideas          Taking notes          Inferring information from the text          Understanding word forms          Discovering language patterns          Expressing opinion on fashion          Surveying classmates</p>	<p>Discussing the importance of clothes          Arranging reasons according to importance          Discussing personal preferences for styles of clothes          Conducting a survey and reporting findings          Underlining sentences that do not belong to a text          Matching words with synonyms and antonyms          Identifying true statements          Completing a table</p>	5		
Vocabulary	<p><i>Fashion trends and fads</i>  <i>Clothes, colours, and personality type</i></p>	<p>Using thematic vocabulary          Talking about likes,</p>	<p>Completing sentences with appropriate words or phrases</p>	4		

		<i>Tips for good looks</i> <i>First impressions</i> <i>Fashion everywhere</i> <i>Fashion and food</i> Word definitions Word collocations Word families Phrase of the week: <i>cap in hand</i> <i>Hats off to you!</i>	dislikes and preferences Guessing the meaning of words and phrases Stating an opinion Illustrating an opinion Being polite	Putting words in their right places in a text Completing a text with prepositions Using indirect questions to ask politely for information		
	Writing	Spelling of thematic vocabulary <i>Omitting the relative pronoun:</i> <i>formal and informal texts</i> <i>Combining ideas in a text: linking words and phrases</i> <i>Using correct punctuation for linking words and phrases</i> Using verbs and modals to make	Writing a description Providing specific information in a description Connecting reading with writing Distinguishing between facts and opinions Writing about changes in fashion Taking notes Writing a fashion profile of a past period Writing an article for a general interest magazine	Practising spelling of thematic vocabulary Using notes for writing Numbering paragraphs according to topic Giving the actual words of the spokesperson Reporting people's words Completing missing words to make compound words Describing a friend or a family member	5	
	Additional Materials	Project Work and/or Photocopiable Plus 14A , 14 B or Dictation & Translations			2 1	



<b>Module 26 The world of the news Traditional news sources The new media</b> <b>May</b> <b>Week 2-3</b>	Listening	Sentence stress Give the topic of the listening texts	Interpreting a photograph Listening for key information, specific information and details Relating personal experience and values to listening Interviewing people Being polite	Discussing news reading habits Completing a chart Asking and answering questions about news gathering habits Completing missing information Talking about the mass media Comparing youth magazines Putting items in order Using appropriate vocabulary to interview people Finishing statements Making sentences sound more polite	4	
	Grammar	<i>Reported speech</i> <i>Reported statements</i> <i>Reported questions</i> <i>Reporting verbs</i>	Reporting what people say or think Reported speech changes: tenses, determiners, adverbs	Devising grammar rules Comparing the actual words to the words that have been reported Matching speakers with their actual words Practising reporting questions	6	
	Reading	Job Shadowing News Stories Celebrities Video Search Engines	Previewing vocabulary Reading for key ideas and details Relating personal	Discussing job shadowing Supporting answers with information from text Making a list of events	5	

			<p>knowledge to ideas in the text</p> <p>Taking notes</p> <p>Inferring word meaning from context</p> <p>Reading to classify information</p> <p>Understanding word forms</p> <p>Discovering language patterns</p> <p>Surveying classmates</p>	<p>Interpreting a picture and inventing a story</p> <p>Labelling photos and people</p> <p>Finishing statements</p> <p>Conducting a survey into viewing habits and reporting findings</p> <p>Marking statements which are not true</p> <p>Matching words and expressions with definitions</p>		
Vocabulary	<p><i>The media</i></p> <p><i>Traditional news sources</i></p> <p><i>The new media</i></p> <p><i>The power to inform</i></p> <p><i>In the newsroom</i></p> <p><i>Job shadowing</i></p> <p>Word definitions</p> <p>Words similar in meaning</p> <p>Words in context</p> <p>Word collocations</p> <p>Word families</p> <p>Phrase of the week:</p> <p>Hit the headlines</p>	<p>Using thematic vocabulary</p> <p>Talking about values</p> <p>Interpreting photographs</p> <p>Surveying classmates</p> <p>Identifying people and things with adjective clauses</p> <p>Talking about things in general : <i>either ...or....</i></p> <p>Categorising mass media</p> <p>Using <i>a/an, zero article</i> with uncountable and plural nouns</p> <p>Distinguishing between nouns and adjectives in words families</p>	<p>Underlining words that refer to media</p> <p>Completing job descriptions with words</p> <p>Matching stories and definitions</p> <p>Practising <i>either ...or ...</i></p> <p>Talking about new reading habits</p> <p>Matching nouns and adjectives</p>	4		

	Writing	<i>Using the appropriate reporting verb</i> <i>Reporting questions</i> <i>Making a statement less direct</i> <i>Types of adverbs</i> <i>Adverb clauses</i>	Interpreting a photograph Using adverb clauses Being <i>more</i> or <i>less direct</i> Writing a news story to go with a picture Writing a headline for a story Evaluating the information structure of a text Writing a newspaper article Using notes to report a news story	Devising a grammar rule about reporting sentences Grouping adverbs Matching types of adverbs clauses with examples Underlining adverb clauses Completing a text with conjunctions Using <i>I think/believe</i> and <i>might and could</i> to make sentences less direct Organising ideas in an article	5	
	Additional Materials	Project Work and/or Photocopiable Plus 14A , 14 B or Dictation & Translations			2 1	
		<b>Achievement Test 11</b>			3	

Module 27 Special occasions and holidays Customs and traditions	Listening	<p>Phrases which sound similar</p> <p>Sentences which sound similar</p> <p>Distinguishing between <i>t</i> and <i>d</i> in <i>connected speech</i></p>	<p>Interpreting photographs</p> <p>Listening for key information, specific information and details</p> <p>Connecting themes in listening texts</p> <p>Relating personal knowledge to ideas in listening</p> <p>Talking about festivals and celebrations</p>	<p>Completing missing information</p> <p>Labelling pictures</p> <p>Completing notes</p> <p>Arranging holidays on a timeline.</p> <p>Making a list of phrases expressing agreement and understanding</p> <p>Completing missing words</p> <p>Marking the letter <i>t</i> and <i>d</i> that are heard in a text</p> <p>Putting a text in order</p>	4	
	Grammar	<p><i>Passive forms: be done</i></p> <p><i>The present passive</i></p> <p><i>The past passive</i></p> <p><i>The future passive</i></p> <p><i>Active and passive forms</i></p> <p>Comparative and superlative degrees of adverbs</p>	<p>Shifting the focus in the sentence</p> <p>Identifying passive verb forms</p> <p>Using passive and active forms in context</p> <p>Using prepositions in context</p> <p>Using adverbs in the comparative and superlative</p>	<p>Devising grammar rules</p> <p>Practising passive and active forms in context</p> <p>Rewriting sentences with a given beginning</p> <p>Completing the appropriate passive forms</p> <p>Writing questions referring to the verb ; <i>How.../What time...?</i></p> <p>Completing sentences with adverbs in the superlative</p> <p>Completing missing prepositions</p> <p>Underlining the doer of the action</p>	6	

May Week 3-4				Matching reported speech with statements		
	Reading	New Year around the world Festivals around the world	Previewing vocabulary Making predictions Taking notes Reading for key ideas and specific information Relating personal knowledge to ideas in the text Understanding word forms Discovering language patterns	Guessing vocabulary in context Completing information using notes Discussing similarities and differences in the way people celebrate New Year Comparing celebrations in Europe and China Identifying T or F statements Putting questions in order and answering them Matching words and definitions Completing a test with missing sentences	5	
	Vocabulary	<i>Celebrations</i> <i>Special occasions</i> <i>Holidays</i> <i>Festivals and carnivals</i> <i>Customs and traditions</i> <i>Words for special days</i> Word definitions Word collocations Words with multiple meanings	Using thematic vocabulary Using words with similar meaning Interpreting photographs Exploring word families Being polite	Matching nouns and adjectives Matching verbs and nouns Matching words with definitions Greeting and congratulating people on special occasions Completing a text with appropriate words	4	

		Word families Special words for happy occasions Phrase of the week: Happy Mother's Day! Happy Father's Day		Completing sentences with appropriate forms of words		
Writing	<i>Using the appropriate verb form: active or passive</i> <i>Mentioning the doer of the action</i> <i>Adverbs</i>	Shifting the focus in the sentence Identifying spelling mistakes Using adverb phrases Writing about Carnival celebrations Interpreting photographs Evaluating the information structure of a text Recognising the purpose of a text Organising details in a paragraph Using notes to write a coherent text		Practising spelling of thematic vocabulary Putting sentences in order Rewriting sentences with a given beginning Correcting spelling mistakes Describing traditions belated to birthdays and name days Describing New Year in your country and another culture Modelling a text and describing a popular holiday Finishing sentences	5	
Additional Materials	Project Work and/or Photocopiable Plus 14A , 14 B or Dictation & Translations				2 1	

<b>Module 28 School and schoolwork. Peer pressure and in-groups</b> <b>June</b> <b>Week 1–2</b>	Listening Give the topic of the listening texts	Word stress Sentence stress	Interpreting photographs Listening for specific information and detail Listening to complete information in a chart Taking notes Comparing ideas in listening to personal ideas Distinguishing between active and passive forms Comparing and contrasting Bulgarian and British education systems	Describing what children are doing in pictures Completing a table Completing a chart Completing a text with missing words Rewriting sentences and adding the doer of the action Finishing sentences Talking about Bulgarian school life Talking about similarities and differences between Bulgarian and British education systems Talking about Art	4	
	Grammar	<i>The modal passive</i> <i>can be done, may be done</i> <i>should be done</i> <i>have to be done</i> <i>Verbs with two objects</i> <i>I was given a ticket to the concert</i>	Shifting the focus in the sentence Expressing personal opinion Using modal verb in context Interpreting pictures	Devising grammar rules Underlining passive forms Matching modal verb forms with meanings Describing school rules Rewriting sentences in the passive Underlining the two object in sentences Omitting the doer of the action Completing sentences with suitable modal verbs	6	

				Deciding which rules are necessary, obligatory and advisable in European secondary schools Writing a set of rules		
Reading	School School Uniforms Educational Programmes	Reading for key ideas and specific information Supporting answers with information from text Comparing ideas in reading to personal ideas Connecting themes between texts Understanding word forms Discovering language patterns Expressing opinion Improving paragraphs using adjective clauses	Voting for and against school uniforms Listing reasons for and against Asking and answering questions about dress code Guessing vocabulary in context Rewriting sentences in the passive Finishing sentences Agreeing or disagreeing about rules at school Identifying T, F, NS statements Rewriting a paragraph using adjective clauses Describing and extracurricular activity	5		
Vocabulary	<i>Schools and education</i> <i>School curriculum</i> <i>School uniforms</i> <i>Getting along in school</i> <i>Bullies and bullying</i>	Using thematic vocabulary Using words with similar meaning Reporting conversations	Practising module vocabulary Talking about ways to overcome negative phenomena in school life	4		



		<p>Word definitions  Word collocations  Word families  Phrase of the week:  Respect each other!</p>	<p>Classifying words  Expressing an opinion  Stating preferences</p>	<p>Making lists of suggestions how to deal with negative phenomena in school life  Grouping words into positive, negative and neutral  Completing mini-dialogues with let, allow, permit  Turning conversations into reported speech  Matching types of schools with definitions  Choosing what subjects to study intensively</p>		
	Writing	<p><i>Grammatical features of informal language</i>  <i>Informal language in a personal diary</i>  <i>A present tense for past events: an immediate and vivid account of the past</i>  <i>Identifying the doer of the action in passive forms</i>  Reflexive pronouns</p>	<p>Creating a blog:  A day in the life of a student  Writing about personal experiences  Evaluating the information structure of a text  Adding details to comment on a statement  Expressing an opinion</p>	<p>Writing a forum contribution  Matching simplified sentences with their features  Writing a formal version of sentences  Preparing arguments to support an opinion on postings in blogs  Completing sentences with appropriate reflexive pronouns  Rewriting sentences with a given beginning</p>	5	

			Finishing statements with <i>because, as, so that</i> Writing an advertisement		
	Additional Materials	Project Work and/or Photocopiable Plus 14A , 14 B or Dictation & Translations		2 1	
<b>June Week 2</b> <b>Zoom out on Modules 22– 28 Revision</b>				8	
<b>June Week 2</b> <b>Achievement Test 12</b>				3	
<b>June Week 3–4</b>	<b>General Revision</b>			18	