



PLAN DE ESTUDIOS INGLÉS

Dynamic English Language Training Academy

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DELTA

Dynamic English Language Training Academy

Introducción

Con la aparición y el avance acelerado de un mundo interconectado y un mercado globalizado, cada vez ha sido más necesario para los individuos aprender otro idioma para vivir, estudiar o trabajar en el extranjero. Por esta razón DELTA English ha creado el programa de estudios del idioma inglés en el cual, para un aprendizaje integral, incluye un lenguaje adaptado al contexto social, académico y laboral. Este programa utiliza el temario y planes de clase de la serie de libros Uncover y Passages de *Cambridge University Press*. La metodología que los docentes (*trainers*) usan en clase está basada en el contenido de la certificación Teaching Knowledge Test (TKT) Módulos 1, 2 y 3 de *Cambridge Assessment English* la cual está avalada por la SEP para la enseñanza del idioma inglés.



I. Objetivo general

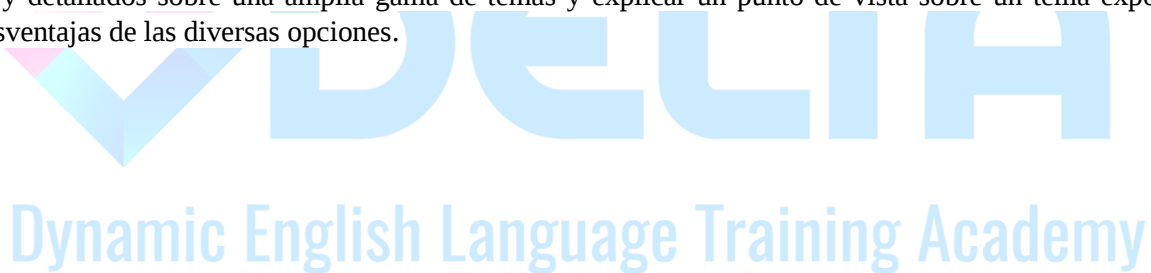
Formar individuos que tengan las habilidades lingüísticas necesarias para seguir un curso de nivel universitario en un país de habla inglesa, que sepan comunicarse eficazmente a un nivel directivo y profesional de tal forma que participen con confianza en reuniones de trabajo y seminarios académicos o tutoriales expresándose con un alto nivel de fluidez

II. Perfil de ingreso

- Conocer y manejar las normas elementales de redacción y las reglas de ortografía de su propia lengua.
- Conocer y manejar estrategias de lectura.
- Capacidad de relación, de análisis y de síntesis.
- Respeto por su propia cultura y apertura hacia otras culturas

III. Perfil de egreso

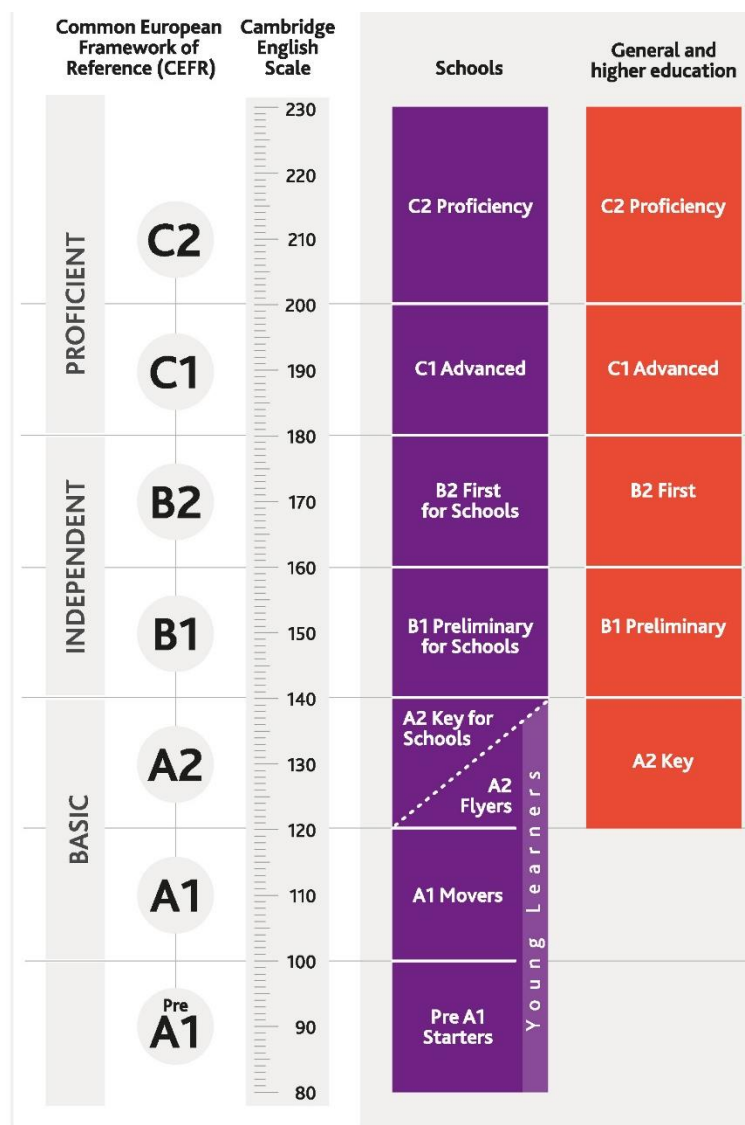
Será capaz de entender las ideas principales de textos complejos que traten de temas tanto concretos como abstractos, incluyendo debates técnicos en su campo de especialización. Podrá interactuar con un grado de fluidez y espontaneidad que hace la interacción habitual con hablantes nativos muy posible sin esfuerzo por cualquiera de las partes. Podrá producir textos claros y detallados sobre una amplia gama de temas y explicar un punto de vista sobre un tema exponiendo las ventajas y desventajas de las diversas opciones.



IV. Mapa curricular

Mapa curricular de curso intensivo

Modalidad: presencial



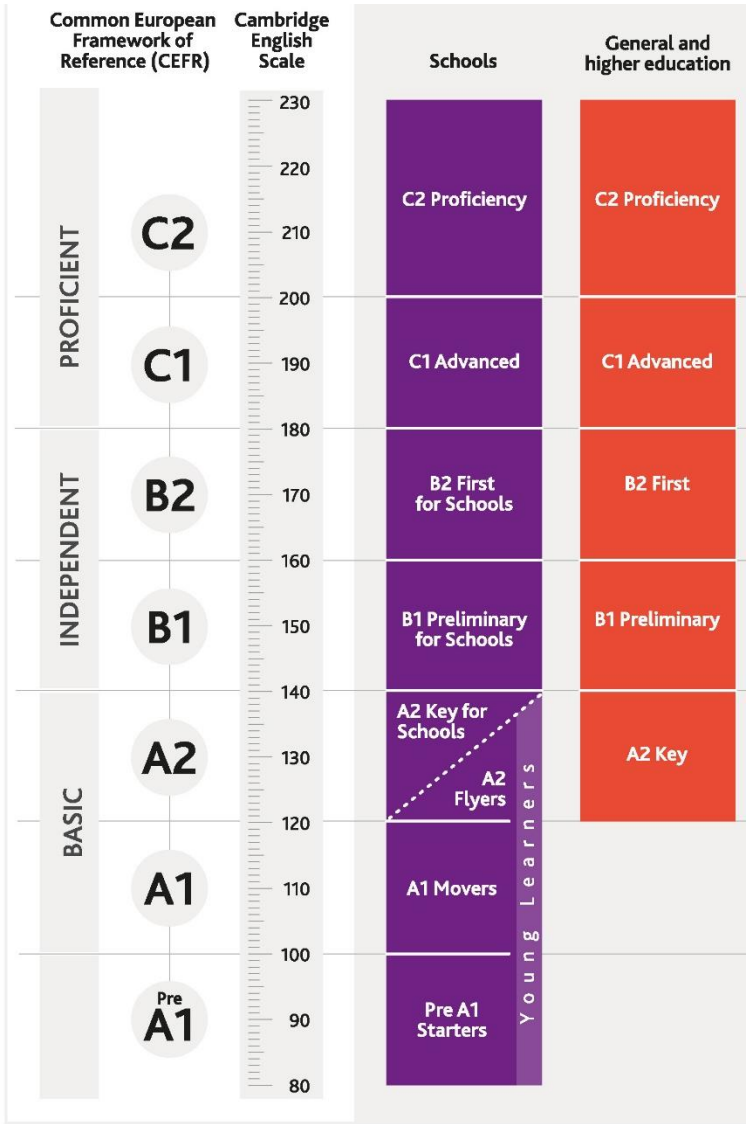
Módulos DELTA English

- Módulo de certificación Cambridge (1 mes de duración)
- Módulo 5 (3 meses de duración)
- Módulo 4 (3 meses de duración)
- Módulo 3 (3 meses de duración)
- Módulo 2 (3 meses de duración)
- Módulo 1 (3 meses de duración)

Duración total del programa: 1 año, 4 meses.

Mapa curricular de curso sabatino

Modalidad: presencial



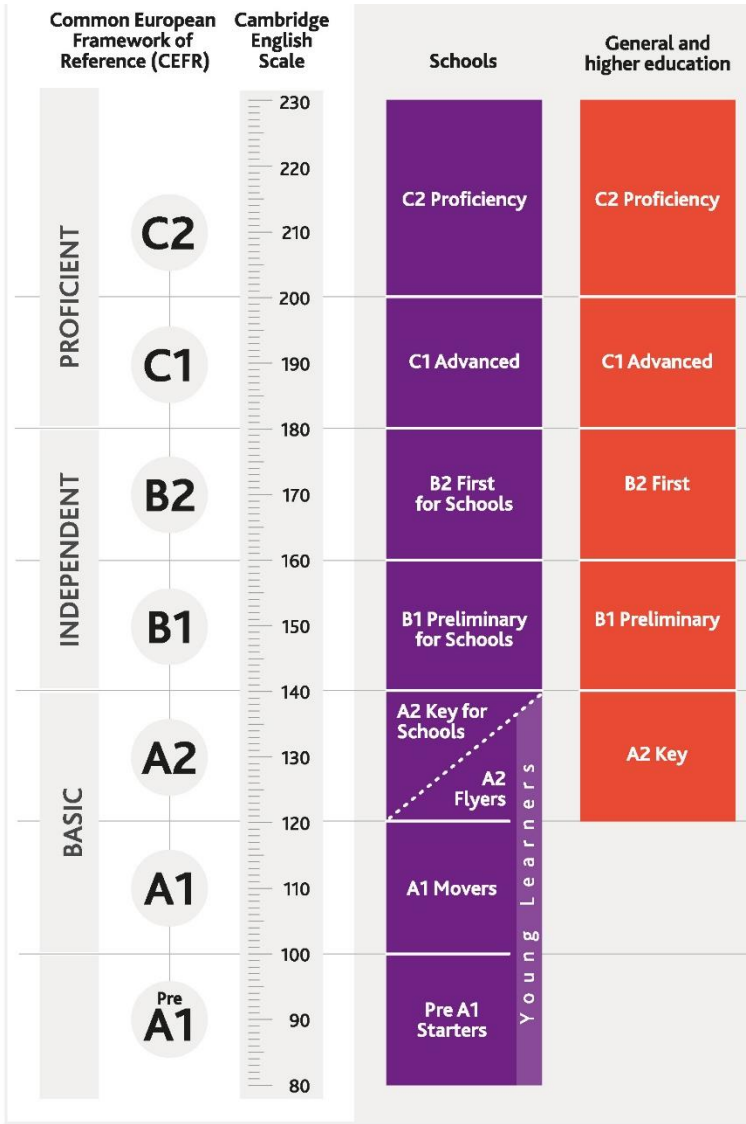
Módulos DELTA English

- Módulo de certificación Cambridge (2 meses de duración)
- Módulo 5 (5 meses de duración)
- Módulo 4 (5 meses de duración)
- Módulo 3 (5 meses de duración)
- Módulo 2 (5 meses de duración)
- Módulo 1 (5 meses de duración)

Duración total del programa: 2 años, 3 meses.

Mapa curricular de curso intensivo online

Modalidad: online



Módulos DELTA English

- Módulo de certificación Cambridge (1 mes de duración)
- Módulo 5 (2 meses de duración)
- Módulo 4 (2 meses de duración)
- Módulo 3 (2 meses de duración)
- Módulo 2 (2 meses de duración)
- Módulo 1 (2 meses de duración)

Duración total del programa: 11 meses.

V. Contenido del curso



Unit	Vocabulary	Grammar	Listening	Conversation (Useful language)
1 Welcome Back! pp. 2–11	- Classroom objects - Colors - Instructions	- Simple present of <i>be</i> - Subject pronouns - Imperatives Grammar reference p. 106	Important announcements	Learning a new language
2 My World pp. 12–21	- Personal items - Countries, nationalities, languages	- Possessive adjectives, 's, s' - Question words Grammar reference p. 107	Making new friends	Meeting and greeting
3 People in My Life pp. 22–31	- Family and friends - Describing people	<i>have</i> - Comparative adjectives - Possessive pronouns Grammar reference p. 108	A computer game	On the phone
4 It's My Life! pp. 32–41	- Daily routines - After-school activities	- Simple present statements - Simple present questions - Adverbs of frequency Grammar reference p. 109	Podcast interviews about after-school activities	Asking for information
5 School Days pp. 42–51	- Places at school - School subjects	<i>can</i> for ability - Object pronouns - Verb + <i>-ing</i> form (gerund) for opinions Grammar reference p. 110	A student's experience at a performing arts school	Asking for and giving permission

Unit 1–5 Review Game pp. 52–53

Writing	Reading	Video	Accuracy and fluency	Speaking outcomes
A poster with classroom rules	<i>It's a New School Year</i> - Reading to write: <i>Computer Club Rules</i> - Culture: <i>Picture It!</i>	<i>Anuj's First Day</i> <i>How do you spell your name?</i> <i>Zhin Yan: A Gymnast</i>	- a vs. an - Rising intonation in yes/no questions - Singular form of be for groups	I can . . . - identify classroom objects and colors. - identify people in my school. - give and follow instructions. - ask for help learning English. - talk about a school club.
A personal profile	<i>Jessica Watson – A Teenage Sailor!</i> - Reading to write: <i>Meet the Team</i> - Culture: <i>Our World in a Box</i>	<i>The Yellow Ferrari</i> <i>What's your name? Where are you from?</i> <i>Young Scientists</i> <i>The Land Down Under</i> (CLIL Project p. 116)	- Using demonstratives <i>this, that, these</i>, and <i>those</i> in introductions - Falling intonation in <i>Wh-</i> questions - Capital letters with countries, nationalities, and languages - Conjugation of <i>be</i> after plural possessives	I can . . . - identify personal items. - talk about my favorite things. - ask and answer questions about people's background and nationality. - meet, greet, and introduce people. - choose things for a time capsule.
A description of a person	<i>A Very Big Family!</i> - Reading to write: <i>My Best Friend</i> - Culture: <i>Diwali</i>	<i>Robot Fighters</i> <i>What's your phone number? What's your email address?</i> <i>My Siberian Family</i>	- Using <i>It's . . .</i> to identify yourself on the phone - Word stress with comparative adjectives - Not using <i>more</i> with comparative adjectives ending in <i>-er</i>	I can . . . - identify my family members and friends. - talk about my family. - compare people. - talk on the phone. - talk about festivals.
A blog post about your routine	<i>Times Around the World</i> - Reading to write: <i>Madison's Blog</i> - Culture: <i>It's a New Year!</i>	<i>Ali's Day</i> <i>What do you do after school?</i> <i>La Quinceañera</i> <i>Mars</i> (CLIL Project p. 117)	- Irregular spellings of third person simple present form - Different sounds of third person simple present forms: /s/, /z/, /iz/ - Position of adverbs of frequency	I can . . . - talk about my daily routine. - talk about things I do and don't do. - ask and answer questions about routines and activities. - ask questions for more information. - discuss a special occasion.
An email asking for permission	<i>Kung Fu School</i> - Reading to write: <i>Using the Computer Lab</i> - Culture: <i>A Do-It-Yourself School</i>	<i>Kung Fu School</i> <i>Can you use your cell phone at school?</i> <i>Tobilay's School Day</i>	- Different vowel sounds for <i>can</i> and <i>can't</i> <i>Well</i> vs. <i>good</i>	I can . . . - identify places at my school. - talk about my abilities. - express opinions about school subjects and activities. - ask for and give permission. - discuss interesting or unusual things about schools.

Unit	Vocabulary	Grammar	Listening	Conversation (Useful language)
6 Time to Eat! pp. 54–63	- Food - More food - Meals	<i>a/an</i> <i>some/any</i> with countable and uncountable nouns <i>there is/are</i> <i>much, many, and a lot of</i> Grammar reference p. 111	A conversation about after-school snacks	Ordering food
7 Animal World pp. 64–73	- Animals - Action verbs	- Present continuous - Simple present vs. present continuous Grammar reference p. 112	Conversations at a zoo	Asking for and giving directions
8 City Life pp. 74–83	- Places in town - Transportation places - Prepositions of place	- Simple past of <i>be</i> <i>there was/were</i> - Simple past statements with regular and irregular verbs <i>ago</i> Grammar reference p. 113	A report on a school trip	Sharing exciting news
9 Fun and Games pp. 84–93	- Sports and activities - Clothes	- Simple past yes/no questions and short answers - Simple past <i>Wh</i>-questions Grammar reference p. 114	A conversation about a skateboard competition	Expressing interest
10 Vacation: Here and There pp. 94–103	- Weather - Months - Seasons - Landforms	<i>be going to</i> - Superlative adjectives Grammar reference p. 115	A conversation about a trip to Ecuador	Making suggestions

Writing	Reading	Video	Accuracy and fluency	Speaking outcomes
An article about a special meal	<i>Art You Can Eat!</i> - Reading to write: <i>Let's Celebrate!</i> - Culture: <i>Chino Meets Latino</i>	<i>Fishing in Japan</i> <i>What do you usually have for lunch?</i> <i>Dabbawallas</i> <i>Mountains of Rice</i> (CLIL Project p. 118)	- Linking vowel sounds with <i>an</i> - Not using <i>much</i> in affirmative sentences	I can . . . - identify different kinds of food. - ask and answer questions about food. - talk about quantities of food and meals. - order food in a restaurant. - talk about food and culture.
A description of an animal	<i>Animal Actions Quiz</i> - Reading to write: <i>All about Hippos</i> - Culture: <i>Huskies: The Inuit's Best Friend</i>	<i>Shark Attack!</i> <i>Do you like going to museums?</i> <i>Animals in the City</i> <i>Chameleons</i> (CLIL Project p. 119)	- Irregular plural words for animals - Different <i>g</i> sounds: <i>going</i> - Verbs usually used in the simple present, not the present continuous	I can . . . - identify different animals. - ask and answer questions about animals' actions. - talk about my favorite zoo animal. - ask for and give directions. - talk about how animals help people.
An email about a place	<i>Pompeii</i> - Reading to write: <i>My trip to Puebla</i> - Culture: <i>Getting Around in Hong Kong</i>	<i>Rome: Ancient and Modern</i> <i>Where do you usually go with your friends?</i> <i>Crossing Cities</i>	- Different sounds for -ed endings: /t/, /d/, /ɪd/ - Using <i>were</i> after singular subjects when they're part of a list	I can . . . - talk about places in my city or town. - ask and answer questions about the past. - describe past events and activities. - share exciting news and experiences. - talk about transportation and how I get to school.
A biography of an athlete	<i>Sumo Giants</i> - Reading to write: <i>A Teen Athlete</i> - Culture: <i>Ye Olde English Faire</i>	<i>The Palio</i> <i>What's your favorite sport and why?</i> <i>The Bowler</i>	- Using some words for sports as both nouns and verbs - Reduction of <i>did</i> you to /dɪdʒə/ - Using <i>did</i> (not <i>do</i>) in past tense <i>Wh-</i> questions	I can . . . - identify different sports and activities. - ask and answer <i>yes/no</i> questions about past events. - ask and answer <i>Wh-</i> questions about past events. - express interest in what someone is saying. - talk about traditional sports events.
An email about a vacation	<i>Wish You Were Here</i> - Reading to write: <i>My Trip to Brazil</i> - Culture: <i>Canada: Land of Surprises</i>	<i>City of Water</i> <i>Where do you like going on vacation?</i> <i>Alaska!</i> <i>Big Art</i> (CLIL Project p. 120)	- Reduction of <i>going to</i> to /gənə/ - Remembering the apostrophe in <i>let's</i>	I can . . . - talk about weather, seasons, and months. - discuss vacation plans. - describe different landforms and places to visit. - make suggestions. - share interesting facts about my country.

Unit	Vocabulary	Grammar	Listening	Conversation (Useful language)
1 Traditions pp. 2–11	- Categories - Clothes and objects	- Simple present review with <i>be</i> and <i>have</i> <i>whose</i> and possessives Grammar reference p. 106	Whose shoes are they?	Keeping a conversation going
2 What's Playing? pp. 12–21	- Types of movies - Types of TV shows	- Simple present review - Adverbs of frequency - Verb + infinitive or <i>-ing</i> form (gerund) Grammar reference p. 107	Deciding what to watch	Asking for and giving opinions
3 Spending Habits pp. 22–31	- Places to shop - Money verbs	- Present continuous review - Simple present vs. present continuous - Quantifiers Grammar reference p. 108	Shopping habits	Making requests when shopping
4 Our Heroes pp. 32–41	- Cool jobs - Adjectives of personality	- Simple past statements review and <i>ago</i> - Simple past questions review and <i>ago</i> Grammar reference p. 109	Interview with a teenage hero	Asking for and giving clarification
5 It's a Mystery! pp. 42–51	- Action verbs - Adverbs of manner	- Past continuous - Adverbs of time - Simple past vs. past continuous <i>when</i> and <i>while</i> Grammar reference p. 110	I saw something strange last night.	Telling and reacting to a story

Writing	Reading	Video	Accuracy and fluency	Speaking outcomes
A description of a family tradition	<i>At Home in Two Worlds</i> - Reading to write: <i>Our Summer Tradition</i> - Culture: <i>Colorful Hands and Heads</i>	<i>Carpets of Dagestan</i> <i>What is your favorite place in town?</i> <i>A Very Indian Wedding</i>	<i>whose</i> vs. <i>who's</i> - Pronouncing the possessive of names ending in -s	I can . . . - identify and talk about modern and traditional things - talk about modern and traditional things in my life - ask and answer questions about possessions - keep a conversation going - talk about sports, weddings, and other traditions
A movie review	<i>Cinema's Best Villains</i> - Reading to write: <i>My All-Time Favorite Movie</i> - Culture: <i>Hooray for Bollywood!</i>	<i>A Life on Broadway</i> <i>What kind of TV shows do you like to watch?</i> <i>Mumbai: From Computers to Film</i> <i>Who's Real?</i> (CLIL Project p. 116)	- Infinitive or -ing form (gerund) vs. base form after some verbs - Irregular spellings of third person simple present form - The /ʃ/ sound	I can . . . - identify different types of movies - talk about my movie-watching habits - talk about different types of TV shows, preferences, and TV habits - ask for and give opinions - compare Hollywood movies with other movies
A product review	<i>A Day at the Mall in Dubai</i> - Reading to write: <i>Product Reviews</i> - Culture: <i>Adopt an Animal</i>	<i>Unusual Fun</i> <i>How do you spend your money?</i> <i>Zero: Past and Present</i>	<i>enough</i> and <i>not enough</i> - Irregular spellings of the -ing form - syllable stress in compound nouns	I can . . . - identify places to shop - talk about the things I do every day and the things I'm doing now - ask and answer questions about spending and saving money - make requests when shopping - talk about using money to help people or animals
A description of a person you admire	<i>Young and Talented!</i> - Reading to write: <i>My Hero</i> - Culture: <i>The Island of Champions</i>	<i>Wildlife Hero</i> <i>Who is your role model and why?</i> <i>The Chilean Mine Rescue</i> <i>Amelia Earhart: Famous Flyer</i> (CLIL Project p. 117)	- Irregular verbs in the simple past - Spelling rules for the simple past - Short and long <i>i</i> sounds	I can . . . - identify some cool jobs - share facts about someone's life - ask and answer questions about being brave - ask for and give clarification - talk about famous athletes from my country
A narrative about an interesting or unusual event	<i>Whodunit?</i> - Reading to write: <i>An Urban Legend</i> - Culture: <i>The World's Number One Detective</i>	<i>Mysteries in the Mountains</i> <i>What's an interesting or unusual thing that happened to you recently?</i> <i>The Case of the Missing Woman</i> <i>An Underwater Mystery</i> (CLIL Project p. 118)	- The simple past for an event that interrupts an event in progress - Spelling rules for forming adverbs - Pronouncing <i>was</i>	I can . . . - tell a story with action verbs - talk about what I was doing in the past - talk about past events and describe how I do things - tell an interesting or unusual story - understand information and talk about fictional characters

Unit	Vocabulary	Grammar	Listening	Conversation (Useful language)
6 Home, Sweet Home pp. 54–63	- Furniture and other household items - Household appliances	- Comparative and superlative adjectives and adverbs <i>should (not), (not) have to, must (not)</i> Grammar reference p. 111	A clothing emergency	Asking for and offering help
7 Visions of the Future pp. 64–73	- Computers and communication - Technology verbs	<i>will</i> and <i>won't</i> for predictions - Adverbs of possibility - First conditional with <i>will (not), may (not),</i> and <i>might (not)</i> Grammar reference p. 112	They're always coming out with something new.	Asking for and giving instructions
8 The Choices We Make pp. 74–83	- Life events - Containers and materials	<i>be going to</i> and <i>will</i> - Present continuous and simple present for future Grammar reference p. 113	An eco-project	Agreeing and disagreeing
9 Watch Out! pp. 84–93	- Accident and injury verbs - Parts of the body	- Present perfect statements with regular and irregular verbs - Present perfect questions - Present perfect vs. simple past Grammar reference p. 114	I'm accident-prone.	Reacting to good and bad news
10 Have Fun! pp. 94–103	- Free-time activities - Adjectives of feeling	- Indefinite pronouns <i>too</i> and <i>enough</i> Grammar reference p. 115	I'll never forget . . .	Making and responding to suggestions

Writing	Reading	Video	Accuracy and fluency	Speaking outcomes
An email about your house	<i>A Home in the Jungle</i> - Reading to write: <i>My House</i> - Culture: <i>Life on the Water</i>	<i>A Cool Life</i> <i>Which do you prefer – houses or apartments?</i> <i>Moving House</i>	- Using <i>must</i> for obligation - Pronouncing the letters <i>er</i> and <i>or</i>	I can . . . - identify rooms in a house and household items - compare two or more rooms - identify and talk about household appliances - ask for and offer help - talk about the kind of house I'd like to live in
An opinion paragraph	<i>Computers: A Big Past, A Small Future</i> - Reading to write: <i>How do you think people will listen to music in the future?</i> - Culture: <i>Television Grows Up . . . and Down!</i>	<i>A Pizza Robot</i> <i>How important is your cell phone to you?</i> <i>Music Sharing</i> <i>The Secret of the Pyramids</i> (CLIL Project p. 119)	- First conditional vs. simple present - Different sounds for the letters <i>ou</i> - Using commas with <i>if</i> clauses	- talk about computers and technology - make predictions about the future - talk about how to use technology - ask for and give instructions - talk about how I watch TV today and in the future
An application letter	<i>Life in the Outback</i> - Reading to write: <i>Farah's Application Letter</i> - Culture: <i>A Summer in Alaska</i>	<i>A School at Home</i> <i>What are you going to do when you finish school?</i> <i>Time for an Adventure!</i>	- Present continuous for future arrangements - The vowel sound of <i>will</i> and <i>we'll</i> - Using <i>think</i>, <i>probably</i>, and <i>maybe</i> with <i>will</i>	I can . . . - identify and talk about life events - discuss future plans and predictions - talk about future plans and scheduled events - agree and disagree with someone - talk about places I'd like to volunteer
An email to refuse an invitation	<i>It's Hard Being a Teen!</i> - Reading to write: <i>Your Invitation</i> - Culture: <i>Beware of the Amazon!</i>	<i>Danger in Our Food</i> <i>Have you ever had an accident?</i> <i>A Deadly Job</i>	- The present perfect with <i>never</i> - Forming past participles - The sound of <i>have</i> in <i>Wh</i>-questions - Using accident and injury words as both nouns and verbs	I can . . . - talk about accidents and injuries - talk about things I have and haven't done - ask, answer, and give details about things I've done - react to good and bad news - talk about dangerous animals
An invitation	<i>Jodi's Blog</i> - Reading to write: <i>Your Invitation</i> - Culture: <i>April Fool's!</i>	<i>A New York City Food Tour</i> <i>How do you celebrate your birthday?</i> <i>Punkin Chunkin!</i> <i>An Ancient Answer</i> (CLIL Project p. 120)	- Indefinite pronouns with <i>any-</i> in negative sentences - The sound of the letters <i>gh</i>	I can . . . - talk about free-time activities - talk about weekend plans - describe feelings and situations with <i>too</i> and <i>enough</i> - make and respond to suggestions - talk about April Fool's Day and jokes

Unit	Vocabulary	Grammar	Listening	Conversation (Useful language)
1 Life on the Edge pp. 2–11	- Extreme weather - Basic needs	- Simple present and present continuous review - Simple past and past continuous review <i>used to</i> Grammar reference p. 106	Biking the Pan-American Highway	Agreeing and disagreeing
2 First Things First! pp. 12–21	- Priorities - Emotions	<i>have to/don't have to</i> <i>must</i> - Modals of obligation – <i>should, ought to, had better</i> <i>It's</i> + adjective + infinitive Grammar reference p. 107	Take it easy!	Helping someone to do something
3 Art All Around Us pp. 22–31	- Visual arts - Musical instruments	- Verb + <i>-ing</i> form (gerund) review <i>-ing</i> forms (gerunds) as subjects - Verbs + prepositions + <i>-ing</i> forms (gerunds) Grammar reference p. 108	Leo the one-man band	Inviting a friend and arranging to meet
4 Sign Me Up! pp. 32–41	- Adventure travel - Phrasal verbs related to travel	- Present perfect with <i>already, yet, and just</i> - Present perfect questions - Present perfect with <i>for</i> and <i>since</i> <i>How long . . . ?</i> and the present perfect Grammar reference p. 109	Adventure travel experiences	Signing up for an adventure activity
5 Yikes! pp. 42–51	- Fears <i>-ed</i> and <i>-ing</i> adjective endings	- Future review – <i>will, be going to</i>, present continuous - First conditional - Modals of probability – <i>must, can't, may, might, could</i> Grammar reference p. 110	Conversations at an amusement park	Expressing disbelief

Writing	Reading	Video	Accuracy and fluency	Speaking outcomes
A persuasive email	<i>Freezing in Siberia</i> - Reading to write: <i>A fun vacation</i> - Culture: <i>Tristan da Cunha</i>	<i>The Long Winter</i> <i>Which do you prefer, towns and cities or the country?</i> <i>An Island Flood</i> <i>The Khomani San of the Kalahari</i> (CLIL Project p. 116)	- Not using a to talk about the weather - Pronunciation of <i>used to</i>	I can . . . - talk about extreme weather. - discuss how my environment affects my life. - talk about past incidents and habits. - ask for agreement. - discuss a faraway place.
A blog post about solving a problem	<i>Getting Some Shut-Eye</i> - Reading to write: <i>Stories of Stress</i> - Culture: <i>Ten Things I Bet You Didn't Know About . . . Cheerleading</i>	<i>Get Up and Go!</i> <i>What makes a good friend?</i> <i>Irish Dancing</i>	- Using <i>to</i> after <i>ought, should, and had better</i> - The letter <i>c</i>	I can . . . - discuss my priorities. - express obligation and prohibition. - make strong recommendations. - offer help to someone. - discuss a sport or cultural activity.
A blog post about a concert	<i>Everyone's an Artist</i> - Reading to write: <i>Fantastic Free Concert</i> - Culture: <i>A Temporary Desert City</i>	<i>Original Art</i> <i>Have you ever been to a concert?</i> <i>A World of Music</i> <i>Art in Perspective</i> (CLIL Project p. 117)	- Using the <i>-ing</i> form after <i>enjoy</i> - Word stress with <i>love</i> and <i>hate</i> - Spelling the <i>-ing</i> forms	I can . . . - talk about visual arts. - express my likes and dislikes. - discuss music. - make invitations and arrangements. - discuss a cultural event.
An email comparing different customs	<i>Anchors Aweigh!</i> - Reading to write: <i>Tipping help!</i> - Culture: <i>Five Good Reasons to Visit New Zealand</i>	<i>The Age of Discovery</i> <i>What's the most exciting thing you've ever done?</i> <i>Fun in Australia</i>	- Using <i>go</i> before activities that end in <i>-ing</i> - Word stress with time words	I can . . . - talk about adventure travel. - ask and answer questions about personal experiences. - ask and answer questions about the duration of activities. - talk about signing up for an adventure activity. - discuss reasons to visit a place.
An email to a friend about plans and problems	<i>Ask Maria</i> - Reading to write: <i>Afraid to fly!</i> - Culture: <i>Superstitions? Who needs them?!</i>	<i>Creepy Creatures</i> <i>What are you afraid of?</i> <i>Calendars of the Ancient Maya</i> <i>City vs. Country</i> (CLIL Project p. 118)	- Pronunciation of <i>I'll</i> as /al/ - Not using <i>must</i> for future probability	I can . . . - identify and discuss common fears. - talk about future events. - talk about things that are possible and not possible. - express disbelief. - discuss superstitions.

Unit	Vocabulary	Grammar	Listening	Conversation (Useful language)
6 Difficult Decisions pp. 54–63	- School life - Expressions with <i>make</i> and <i>do</i>	- Second conditional - Second conditional <i>yes/no</i> questions - Second conditional <i>Wh-</i> questions Grammar reference p. 111	Would you tell the teacher?	Asking for and giving advice
7 Smart Planet pp. 64–73	- Materials - Eco-construction verbs	- Simple present passive - Infinitives of purpose - Simple past passive Grammar reference p. 112	Tour of a museum EcoHouse	Apologizing
8 Run for Cover! pp. 74–83	- Natural disasters - Survival essentials	- Past perfect - Past perfect <i>yes/no</i> questions - Past perfect and simple past Grammar reference p. 113	Survival story	Explaining a personal problem
9 He Said, She Said pp. 84–93	- Reporting verbs - Communication methods	- Quoted speech vs. reported speech - Reported questions Grammar reference p. 114	Short conversations	Comparing different accounts of a story
10 Don't Give Up! pp. 94–103	- Goals and achievements - Emotions related to accomplishments	- Reflexive pronouns - Reflexive pronouns with <i>by</i> - Causative <i>have/get</i> Grammar reference p. 115	Challenging situations	Reassuring someone

Unit 6–10 Review Game pp. 104–105

Writing	Reading	Video	Accuracy and fluency	Speaking outcomes
An article about online safety	<i>A School with a Difference</i> - Reading to write: <i>How to Be Safe Online!</i> - Culture: <i>Punishment or Rehabilitation?</i>	<i>Working Together</i> <i>Who would you talk to if you needed advice?</i> <i>Watch Your Identity</i>	- Pronunciation of /ʊ/ and /u/ - Using the simple past after <i>if</i> in the second conditional	I can . . . - talk about school life. - talk about good and bad behavior at school and home. - discuss difficult situations. - ask for and give advice. - discuss different systems for dealing with crime.
A newspaper article about an event	<i>Houses Made of Garbage</i> - Reading to write: <i>Volunteers Clean Valley Nature Reserve</i> - Culture: <i>Under the Australian Sun</i>	<i>Where Does it All Go?</i> <i>What kind of volunteer work can you do in your school or town?</i> <i>Build It Better</i> <i>Driving into the Future</i> (CLIL Project p. 119)	Including <i>is</i> or <i>are</i> in passive sentences	I can . . . - identify materials. - talk about how people recycle and reuse materials. - talk about eco-construction. - apologize. - discuss solar energy and sun safety.
A story about a personal experience	<i>Krakatoa</i> - Reading to write: <i>Story Source</i> - Culture: <i>It isn't just a hobby.</i>	<i>Land of Volcanoes</i> <i>Do you often lose things?</i> <i>Storm Chasers</i>	- Pronunciation of /æ/ and /ʌ/ - Using the past perfect for events completed before another past moment	I can . . . - discuss natural disasters. - ask and answer questions about past experiences. - discuss past events. - ask about and discuss personal problems. - discuss tornadoes and people who chase tornadoes.
An essay about social networking sites	<i>Communication Changes</i> - Reading to write: <i>Are Cell Phones Good for Teenagers?</i> - Culture: <i>The World Speaks One Language</i>	<i>Social Networks</i> <i>What do you think about celebrity gossip?</i> <i>The Language of the Future?</i> <i>Pictures with Meaning</i> (CLIL Project p. 120)	- Pronunciation of final consonants /d/, /l/, /m/, and /n/ - Not using <i>do</i> in reported questions	I can . . . - talk about different ways of speaking. - discuss social networking. - talk about different communication methods. - compare stories. - discuss language use throughout the world.
A personal action plan	<i>Make Your Dreams Come True</i> - Reading to write: <i>Achieving My Goal</i> - Culture: <i>Olympics for the Brain</i>	<i>Lifeguard and Athlete</i> <i>Have you ever given a class presentation?</i> <i>Circus Star</i>	- The sound /i:/ in words with the letters <i>ie</i> and <i>ei</i> - Consonant clusters - Getting/having something done	I can . . . - talk about goals and accomplishments. - discuss emotions related to accomplishments. - discuss steps toward achieving goals. - reassure someone. - discuss an academic competition.

Unit	Vocabulary	Grammar	Listening	Conversation (Useful language)
1 Tell Me About It! pp. 2–11	- Media - Time expressions	- Past tense review <i>used to</i> and <i>would</i> Grammar reference p. 106	Cell phones were huge!	Expressing interest and disinterest
2 Best Foot Forward pp. 12–21	- Personal qualities - Phrasal verbs related to making progress	- Present perfect with present perfect continuous - Past perfect with past perfect continuous Grammar reference p. 107	It's turned into so much more!	Showing concern
3 Planning for the Future pp. 22–31	- Verbs of the future - Achievements	- Future review - Future continuous and future perfect Grammar reference p. 108	The waters around you	Expressing cause and effect
4 What's Cooking? pp. 32–41	- Cooking verbs - Adjectives describing foods	- First conditional review - Zero conditional - Second conditional review Grammar reference p. 109	A taste test	Cooking instructions
5 Fame and Fortune pp. 42–51	- Verbs expressing opinions - Adverbs of degree	- Defining and non-defining relative clauses - Tag questions Grammar reference p. 110	I see your point, but. . .	Making a point

Unit 1–5 Review Game pp. 52–53

Writing	Reading	Video	Accuracy and fluency	Speaking outcomes
■ A blog post about an event	■ <i>Finding the Facts</i> ■ Reading to Write: <i>Crazy About Comics</i> ■ Culture: <i>Cinderella's Closet</i>	■ <i>Real or Fake?</i> ■ <i>What music and fashion were your parents into?</i> ■ <i>Milan's Fashion Week</i>	■ Not using <i>would</i> or <i>used to</i> for one-time events ■ Pronunciation of <i>used to</i>	I can . . . ■ talk about my news-watching habits. ■ talk about experiences in the past. ■ talk about habits in the past. ■ talk about a special event.
■ A thank-you email for support	■ <i>A Natural Born Climber</i> ■ Reading to Write: <i>Thanks for your help!</i> ■ Culture: <i>Leaving Home to Help</i>	■ <i>Born to Dive</i> ■ <i>How have you helped a friend?</i> ■ <i>Shanghai Heights</i> ■ <i>The House of the Future</i> (CLIL Project p. 116)	■ Separable and not separable phrasal verbs ■ Syllable stress	I can . . . ■ talk about a person's qualities. ■ talk about recent events. ■ talk about personal experiences. ■ talk about someone who has helped his/her family.
■ An opinion essay	■ <i>A Career in Space</i> ■ Reading to Write: <i>Leaving School Early</i> ■ Culture: <i>School in the Cloud</i>	■ <i>What a Waste!</i> ■ <i>Are you saving up for something?</i> ■ <i>Mission: Possible?</i>	■ Word order for future perfect ■ Elisions with silent <i>h</i> ■ Spelling the <i>-ing</i> forms	I can . . . ■ talk about people's plans for the future. ■ talk about plans for the near and distant future. ■ make predictions about the future. ■ discuss what schools will be like in the future.
■ An article about a family dish	■ <i>Food for Thought</i> ■ Reading to Write: <i>A Traditional Dish</i> ■ Culture: <i>Pots and Pans of the Past</i>	■ <i>The Origin of Argan Oil</i> ■ <i>What would you make if you had to cook for your family?</i> ■ <i>Fruits of the Sea</i> ■ <i>You Are What You Eat</i> (CLIL Project p. 117)	■ Using simple present with <i>if</i>, <i>when</i>, and <i>unless</i> to talk about the future ■ Word stress with conditionals	I can . . . ■ talk about how to prepare a simple dish. ■ talk about party preferences. ■ discuss imaginary situations in the future. ■ talk about traditional ways of cooking.
■ A comparison/contrast essay	■ <i>Celebrity Causes</i> ■ Reading to Write: <i>The Book Is Better!</i> ■ Culture: <i>Getting Paid for Your Opinions</i>	■ <i>A Cool Experiment</i> ■ <i>How do you prepare for a sports event?</i> ■ <i>Trendsetters</i>	■ Not repeating subjects in relative clauses ■ Intonation with tag questions	I can . . . ■ express opinions about different topics. ■ give reasons why I'd support a cause. ■ ask questions to confirm and find out information. ■ give my opinion about a movie, book, or fashion trend.

Unit	Vocabulary	Grammar	Listening	Conversation (Useful language)
6 It's the Little Things pp. 54–63	- Everyday objects - Modifiers	- Passive infinitive - Review of causative <i>have/get</i> Grammar reference p. 111	All kinds of unusual things	Buying a gadget
7 Have a Ball! pp. 64–73	- Celebration phrases - Descriptive adjectives	- verb + <i>-ing</i> form (gerund) or infinitive <i>-ing</i> form (gerund) as subject <i>by/for</i> + <i>-ing</i> form Grammar reference p. 112	Weird and wonderful celebrations	Making exclamations
8 Mysteries and Secrets pp. 74–83	- Adjectives with <i>un-</i> - Reporting verbs	- Time clauses - Present participle clauses - Reported speech - Indirect questions Grammar reference p. 113	A mysterious act of kindness	Confirming and denying
9 Weird and Wonderful pp. 84–93	- Story elements - Linking phrases	- Third conditional <i>wish</i> + past perfect - Past modals of speculation Grammar reference p. 114	Who or what is a hoodoo?	Asking for more information
10 I Have To! I Can! pp. 94–103	- Training and qualifications - Jobs	- Past ability - Modal expressions for past and future <i>make</i> and <i>let</i> Grammar reference p. 115	Job talk	Making decisions

Unit 6–10 Review Game pp. 104–105

Writing	Reading	Video	Accuracy and fluency	Speaking outcomes
■ A product review for a gadget	■ <i>Light in a Bottle</i> ■ Reading to Write: <i>Let's Hear It For Headphones!</i> ■ Culture: <i>Before There Was Texting</i>	■ <i>Survival Objects</i> ■ <i>What's your favorite gadget?</i> ■ <i>The Start of the Web</i> ■ <i>Inside the Guitar</i> (CLIL Project p. 118)	■ <i>get/have</i> for actions done for someone else ■ dropping consonant sounds with <i>kind of</i>	I can . . . ■ talk about everyday objects and why they're important. ■ talk about new uses for everyday objects. ■ talk about inventions. ■ talk about how inventions have changed the world.
■ A description of a celebration	■ <i>How to Plan a Party</i> ■ Reading to Write: <i>A Great Family Party!</i> ■ Culture: <i>Korea: Coming of Age</i>	■ <i>Let's Celebrate</i> ■ <i>What's the worst party you've ever been to?</i> ■ <i>Like Father, Like Daughter</i>	■ Using <i>so</i> and <i>too</i> ■ Word stress with verb + infinitive	I can . . . ■ talk about party preparations and activities. ■ plan an end-of-school party. ■ describe events and festivals. ■ talk about coming-of-age celebrations.
■ A story about a secret	■ <i>A Secret Under the Street</i> ■ Reading to Write: <i>The Secret Room</i> ■ Culture: <i>An Unbelievable Book</i>	■ <i>A Lost Civilization</i> ■ <i>What's the biggest lie you've ever been told?</i> ■ <i>Mysteries of the Brain</i> ■ <i>Reliving History</i> (CLIL Project p. 119)	■ Time clauses in present tense with future ■ Intonation with indirect questions	I can . . . ■ describe unusual events. ■ talk about an imaginary discovery. ■ solve a mystery by using reported speech and questions. ■ discuss world mysteries.
■ A story about an event	■ <i>Lucky's Luck</i> ■ Reading to Write: <i>Bicycle Accident!</i> ■ Culture: <i>Mesa Verde: Homes Up High</i>	■ <i>On the Run</i> ■ <i>What's the biggest mistake you've ever made?</i> ■ <i>Insectmobile</i>	■ <i>so that</i> and <i>in order to</i> ■ Shortening <i>had</i> and <i>would</i> with third conditional	I can . . . ■ talk about the story elements in a story. ■ talk about imaginary situations in the past. ■ discuss possible explanations for past events. ■ talk about what my life might have been like in the past.
■ A biography about a musician	■ <i>Building a Dream</i> ■ Reading to Write: <i>A Singing Star</i> ■ Culture: <i>Young and Talented Australians</i>	■ <i>Future Directions</i> ■ <i>What do you see yourself doing ten years from now?</i> ■ <i>The Young and the Brave</i> ■ <i>Lions in Danger</i> (CLIL Project p. 120)	■ Not using <i>could</i> for ability in certain cases ■ Eliding words ending in vowels with words beginning with vowels	I can . . . ■ talk about my plans after graduation. ■ discuss careers and abilities. ■ talk about my abilities and obligations in the past. ■ compare someone's abilities and obligations to mine.

Plan of **BOOK 1**

	FUNCTIONS	GRAMMAR	VOCABULARY
UNIT 1 Friends and family pages 2–9			
A What kind of person are you? B Every family is different.	- Describing personalities - Expressing likes and dislikes - Describing personal change - Stating advantages and disadvantages	- Verbs followed by gerunds - Noun clauses after <i>be</i>	- Personality collocations - Compound family terms
UNIT 2 Mistakes and mysteries pages 10–17			
A Life lessons B I can't explain it!	- Describing rules and obligations in the past - Giving advice about the past - Speculating about past events - Offering explanations about past events	- Past modals and phrasal modals of obligation - Modals with multiple uses	- Collocations with <i>problem</i> - Verbs of belief
UNIT 3 Exploring new cities pages 18–25			
A Popular destinations B My kind of town	- Describing and giving information about places - Stating preferences - Presenting contrasting information - Categorizing and evaluating issues	- Defining and non-defining relative clauses - Order of modifiers - Connecting contrasting ideas	- Features of cities - Compound terms for towns
UNITS 1–3 Communication review pages 26–27			
UNIT 4 Early birds and night owls pages 28–35			
A It's about time! B Tossing and turning	- Describing routines and habits - Giving advice - Explaining reasons and conditions - Giving interpretations of meaning	- Reduced time clauses - Clauses stating reasons and conditions	- Phrasal verbs related to energy and sleep - Expressions related to sleep
UNIT 5 Communication pages 36–43			
A Making conversation B It's personal.	- Describing types of conversationalists - Talking about appropriate behavior - Starting a conversation - Making small talk - Reporting what someone else has said	- Infinitive and gerund phrases - Reported speech	- Terms to describe behavior - Expressions for reported speech
UNIT 6 What's the real story? pages 44–51			
A That's some story! B Storytelling	- Presenting information in chronological order - Narrating news events - Organizing and presenting information	- Present perfect vs. simple past - Present perfect vs. present perfect continuous - Adverbs with the simple past and past perfect	- News events - Storytelling expressions
UNITS 4–6 Communication review pages 52–53			

SPEAKING	LISTENING	WRITING	READING
- Finding out what personality traits you have in common with your classmates - Comparing personal profiles - Talking about how you have changed or how you would like to change - Comparing families	- Two people describe how they have changed - Two people compare similarities and differences between their families - A young man describes his recent family reunion	- Identifying the topic sentence in a paragraph - Writing a paragraph about your most positive or negative quality	“From Circle of Friends to Modern Tribe”: A group of friends can function as a family
- Talking about past mistakes - Comparing reactions to a news story - Discussing what might have caused three mysterious events - Making guesses about unusual questions - Comparing opinions about a real-life unexplained event	- A man talks about a bad decision he made - Three people talk about how they dealt with their problems - Two people talk about everyday mysteries	- Brainstorming topic sentences and supporting ideas - Writing a paragraph with dos and don'ts	“Amnesia Spoils Newlyweds’ Bliss”: A man loses his memory after his wedding
- Explaining why you'd like to visit a particular city - Choosing the right city for a particular purpose - Deciding which city is best to live in - Describing your hometown - Discussing quality-of-life issues	- A TV show introduces two exciting cities - Two foreign students explain what they like about their host city - Two Sydney residents talk about the city	- Organizing ideas with a mind map - Writing a paragraph about a place you know	“Rivals with a Lot in Common”: The rivalry between two major Australian cities
- Discussing personal energy levels - Talking about how to deal with stress - Giving advice on sleep and energy levels - Talking about sleeping habits - Interpreting dreams	- Three people describe methods they use to lower stress - Two people describe their dreams and try to interpret them	- Choosing the best topic sentence - Writing a paragraph giving advice on good habits	“To Sleep or Not to Sleep?”: People are sleeping fewer hours than ever before
- Discussing conversational styles - Discussing awkward social situations - Determining appropriate topics for small talk - Comparing who you confide in - Recounting an interesting conversation	- People make small talk at parties - Two people tell some interesting news	- Making an outline - Writing about a cultural rule	“Cell Phone Personality Types”: What kind of cell phone user are you?
- Determining if a story is true or false - Presenting a recent news story - Discussing how you follow the news - Telling stories about uncomfortable situations	- A radio news broadcast - Two people describe complicated experiences - An actor describes some embarrassing moments	- Putting events in chronological order - Writing a narrative paragraph	“It Happened to Me!”: Two comical personal anecdotes