



In Sync 2

Common European Framework (CEF) Learning and Exam skills Content and Language Integrated Learning (CLIL)

In Sync 2 is the second level for the *In Sync* series, which is intended for teenage learners. It could be the entry level for learners who have completed A1 CEF level at primary school. It follows a carefully developed structural / grammatical syllabus highlighting the communicative function of each structure. The *Use your English* feature in the lessons introduces frequently used communicative phrases and expressions that are outside the structural syllabus. There is graded development of speaking, writing, listening, and reading using up-to-date topics that will appeal to the target users. Students learn fundamental academic learning skills such as skimming and scanning reading texts, prediction, and listening for gist before listening for specific information. There is also regular training in pronunciation.

The topics start from the familiar experiences of learners and extend the ideas to develop the students' world experience and knowledge. Learners also learn functional language for everyday situations such as shopping.

In terms of both language and communication, *In Sync 2* is at **A2** level, giving learners a real communicative ability in elementary English. They learn not only to describe facts and express basic likes and dislikes, but they also learn to express opinions and give reasons. They learn different reading and learning strategies as well as conversation strategies. *In Sync 2* also develops students' writing skills systematically. At the early stage, learners are provided writing models on topics that reflect their personal experience. At a later stage writing tasks become more creative; learners begin to write extended narratives and to express and justify their own opinions.

Three unique features in the *In Sync* program include: (1) the red transparent filter, which can be used to create instant cloze texts and which help focus the learners' attention on key learning items; (2) the questions in Solve It, a regular feature in the *In Sync* lessons, challenge students critical thinking skill in order to solve problem-solving questions; and (3) the wide variety of extra practice activities in the back of the Student Book that make the book suitable for mixed-ability classes.

In addition to the *Language Builder*, the student CD-ROM provides extensive grammar practice, vocabulary activities, and games. The CD-ROM activities are linked to the interactive white board. *In Sync 2* is written by highly respected and experienced authors, writing at their best!

**Correlating *In Sync 2* to
main exam types and grading systems**

IN SYNC	LEVEL	CEF	ALTE	UCLES	IELTS	TOEIC®	TOEFL	PTE
Level 1		A1	0	-		0-245	0-95	
Level 2	A2	A2	1	KET	3.0	246-380	96-125	1
Level 3		A2+	-			381-500	126-160	2
Level 4	B1	B1	2	PET	4.0	500-650	160-180	3

Unit 1 Family life	CEF	Pages		CEF ref	Learning and Exam skills	CLIL
Language	Simple present Adverbs and expressions of frequency Present continuous	2-11		A1		Geography: Countries, nationalities and languages. Sociology: lifestyles in Britain, China, and the U.S.A.
Reading	I can understand a conversation introducing people, explaining relationships and giving personal information. I can read a web page with captioned photographs and chat messages. I can read a magazine article about teenage lifestyles in the U.S. and U.K.	2-3 8 10-11		A1	True / False statements <i>Wh</i> comprehension questions Personal response to information in a text	
Speaking	I can talk about countries, languages, and nationalities. I can say where I'm from. I can say where I live. I can say which languages I speak. I can describe my lifestyle and daily routines. I can say how often I do my favorite activities. I can make and respond to requests. I can give reasons for my responses.	4-5 6-7 8-9 8-9		A1		
Listening	I can understand a conversation and get key information. I can listen to a dialogue and complete a registration form. I can listen to different speakers and match their activities to pictures.	6-7 6-7 10-11		A1	Matching	
Writing	I can write about my partner's daily routine. I can complete a quiz about my free-time activities saying how often I do them. I can write about my free-time activities in a short paragraph.	7 11 11		A1	I can use <i>and, but, because,</i> and <i>so</i> as linkers.	Social activities Project: Teenagers' favorite free-time activities

Unit 2 My world	CEF	Pages		CEF ref	Learning and Exam skills	CLIL
Language	Simple present and present continuous <i>Whose . . . ?</i> Possessive 's and s' Possessive adjectives and pronouns Count and noncount nouns with <i>some, any, and no</i>	12-19				Jobs, Money, Food Economics: Food miles
Reading	I can read a timed diary describing the events of a special day. I can read a long article about where food comes from.	12 18		A1	<i>Who</i> questions Using maps and pictures to predict the topic of a text	
Speaking	I can talk about people doing different jobs and the services they provide. I can talk about prices in U.S. money. I can talk about my and other people's possessions. I can ask about prices in stores and decide on making purchases. I can talk about different types of food and drink and divide them into categories. I can express my opinions about information I read.	13 15 15 16 19		A1		Food science: categories of food and drink
Listening	I can understand a conversation in a store concerning prices and discounts. I can listen to a list of items and find them in a photograph. I can listen to a conversation and make notes in the form of a shopping list. I can listen to a text and identify key information. I can listen to a conversation in a supermarket and answer multiple-choice questions.	14 14/16 17 19 19		A1	Matching Using pictures Making notes Listening for details Multiple-choice questions	Prices and discounts
Writing	I can write about a day doing an imaginary job. I can write about the food I eat, where it comes from, and how far it travels.	13 19		A1		Biology/Nutrition Project: Eating habits
Review	Grammar, Vocabulary	20–21			Completing an email Doing a crossword puzzle Matching syllables in split words Jumbled words Using key conversational phrases	Progress self-check

Unit 3 Sports	CEF	Pages		CEF ref	Learning and Exam skills	CLIL
Language	Verbs of emotion + gerund form (-ing) Imperatives must / must not for rules be going to for future plans, intentions, and predictions	22-29				Social studies: thinking about relationships
Reading	I can read a quiz about sports and my attitudes. I can read an illustrated article about karate. I can understand descriptions of physical actions used in karate. I can give instructions using imperatives. I can talk about rules in sports and everyday life. I can read a conversation with inserted lines revealing thoughts and attitudes.	22 24-25 25 28		A2		
Speaking	I can say what I like or dislike doing. I can say what I prefer doing. I can say what I don't mind doing. I can talk about my attitudes toward winning or losing. I can use notes to talk about what I am going to do. I can talk about the future results of actions. I can ask for, make, and respond to suggestions.	23 22 27 27		A2		Physical education Project: Sports activities in my country and in another country
Listening	I can identify and understand phrases used when watching a game. I can listen to a conversation and identify attitudes. I can listen to a gymnastics teacher giving instructions and match them to pictures. I can understand a conversation about what people are going to do. I can understand a speaker explaining her future plans and giving reasons.	23 23 25 26		A2	Using pictures Predicting what you expect to hear in a recording	
Writing	I can write a paragraph about my athletic activities and my attitudes toward sports. I can respond to an invitation explaining why I can't come and suggest a different date.	23		A2	Writing from a plan	

Unit 4 Places	CEF	Pages		CEF ref	Learning and Exam skills	CLIL
Language	Comparative and superlative adjectives Count and noncount nouns with <i>much, many, a lot of, a few, a little</i> <i>How</i> + adjectives of dimension					Culture: Houses and homes. Home exchange experiences Math / Science: using large numbers, dimensions and measurements
Reading	I can read an article about a home exchange in which the writer describes the differences between U.S. and Costa Rican homes. I can summarize key points and different attitudes. I can read a comparative chart comparing rented houses. I can read a chart about famous buildings and their dimensions. I can read an article about two modern landmarks.	30 30/31 31 35 36		A2	Using comparative charts Completing a chart with information from a text	

Speaking	I can make comparisons between homes. I can talk about sizes, prices, and distances. I can ask permission and respond. I can describe a famous landmark giving details of location, dimensions, age, and function.	30/31 33 37		A2		
Listening	I can understand two speakers expressing opinions about a house. I can understand a conversation about space, luggage, and traffic. I can understand a conversation in which the dimensions of the Space Needle are given. I can listen to a conversation and complete a postcard.	30/31 32 34 37		A2	<i>Wh-</i> comprehension questions Multiple-choice sentence completion	Numbers and dimensions
Writing	I can use information in a chart to write a paragraph about a famous place. I can describe a famous landmark giving details of location, dimensions, age, and function.			A2	Using different sources of information Using <i>but</i> and <i>however</i> as linkers	Geography Project: Historical landmarks in my country
Review	Grammar and vocabulary	38–39			Reading signs and notices	Progress self-check

Unit 5 Truth and lies	CEF	Pages		CEF ref	Learning and Exam skills	CLIL
Language	Simple past of the verb <i>be</i> , regular verbs, irregular verbs Past adverbial phrases Dates Make and respond to apologies	40–47				
Reading	I can understand a conversation about past states. I can read a narrative story and put pictures in order. I can complete a narrative story with correct verbs. I can read a magazine article about events in a historical period.	40 42 43 46		A2	<i>Wh-</i> comprehension questions Sequence pictures Put sentences in order Scanning for specific information	History: The Gold Rush in the U.S.
Speaking	I can talk about dates in number format. I can talk about changes of state. I can ask yes/no questions about past events. I can talk about what I did at specific times or during specific periods. I can make and respond to apologies. I can role play a conversation using a cartoon as stimulus.	41 43 45 45 47		A2		
Listening	I can understand a recording and note the birthdays of celebrities. I can understand a conversation in which a speaker gives excuses for actions. I can understand a radio program about the biographies of two people.	41 44 47		A2	Detailed listening Listening and note taking	
Writing	I can write a narrative story using captioned pictures. I can write an imaginary diary about events in a historical period.	43 47		A2		Social studies Project: Writing about a historical event

Unit 6 Stories	CEF	Pages		CEF ref	Learning and Exam skills	CLIL
Language	Past continuous Simple past / past continuous <i>when / while</i> Prepositions of location and motion Adjective clauses <i>who, that, where</i>	48–55				Describing the weather Reporting events Movie genres
Reading	I can understand a conversation describing past states and events. I can understand two stories about criminal acts. I can read a schedule at a multi-screen movie theater. I can read an article about events at a music festival.	48 50		A2	<i>Who ?</i> comprehension questions Complete sentences	
Speaking	I can say what people were doing at specific times. I can describe the weather at specific times in the past. I can summarize a story using notes. I can summarize the plot of a movie using adjective clauses. I can talk about the last movie I saw. I can buy movie tickets referring to times and prices. I can give my opinion of the choices made by characters in a story.	49 49 51 53 53 55		A2	Oral summary.	
Listening	I can understand a conversation describing past states and events. I can listen to a story. I can understand a discussion about different movies. I can understand a description of events following the music festival.	48 49 52 55		A2	Multiple-choice sentence completion Focused listening Mixed comprehension questions	
Writing	I can write a short story from pictures. I can summarize the plot of a movie using adjective clauses. I can write an alternative ending to a story.	51 53 55		A2		English and Literature Project: Writing the sequel to a movie or book
Review	Grammar and vocabulary	56–57			Joining split words.	Progress self-check

Unit 7 City life	CEF	Pages		CEF ref	Learning and Exam skills	CLIL
Language	<i>too</i> + adjective (+ infinitive) <i>(not)</i> + adjective + <i>enough</i> (+ infinitive) Present continuous for future plans <i>like</i> and <i>would like</i>	58–65		A2		Geography: describing places and facilities
Reading	I can read an article comparing city and country life. I can read a restaurant menu. I can read a fact file and personal experiences of eating out in the U.S. and the U.K.	58 64		A2	WH comprehension questions. Labeling different sections of a menu Identifying what certain information refers to	
Speaking	I can talk about facilities where I live and what you can do there. I can express opinions about my area. I can talk about different means of transportation. I can describe my travel plans. I can order food in a restaurant.	59 59 61 61 62		A2	Ordering food	
Listening	I can understand a conversation about future plans. I can understand a conversation about choosing and ordering food in a restaurant.	61 63		A2	Complete a chart Make notes and complete a chart	
Writing	I can write a description of the area and facilities where I live. I can write a description of restaurants in my town.	59 65		A2		Social studies Project: Favorite foods and places to eat

Unit 8 Friends	CEF	Pages		CEF ref	Learning and Exam skills	CLIL
Language	<i>one / ones</i> Conditional <i>be like, look like</i>	66–73				Social development: Friendship
Reading	I can read and respond to a quiz about friendship. I can understand a text and Q&A about physical appearance. I can understand a text about friendships between people with different characteristics.	68 70 72		A2	Multiple-choice sentence completion	
Speaking	I can describe clothes, colors, and patterns. I can describe the clothes I want to wear. I can ask and express opinions about clothes. I can describe people and their personalities. I can describe what I do in certain situations. (conditional)	67 67 67 69/71 69		A2		
Listening	I can understand a conversation about choosing clothes. I can understand two people describing their best friends.	67 73 73		A2	T/F statements Wh- questions Complete a table	
Writing	I can write a brief description of a friend and her personality. I can write a brief description of myself and my best friend, describing appearance, personality, and interests, commenting on differences and similarities.	71 73		A2		Ethics Project: Friendship
Review	Grammar and vocabulary	74–75			Crossword, categorize adjectives	Progress self-check

Unit 9 Out and about	CEF	Pages		CEF ref	Learning and Exam skills	CLIL
Language	Present perfect <i>already, yet</i> Simple past and present perfect Definite article with places	76–83				Music: Genres of music and famous performers
Reading	I can read an advertisement for vacations in Hawaii. I can read a description and summary of a movie. I can read a short story about an Outdoor Challenge course.	76 80		A2	Topic check boxes WH questions Multiple-choice questions	
Speaking	I can talk about what I have done. I ask friends about what they have done. I can express surprise, pleasure, horror, and disappointment. I can talk about different types of music. I can talk about the qualities of a good leader.	77 79 80 83		A2	Using gestures and mime	
Listening	I can understand a conversation about recent activities. I can understand an interview with a musician talking about his career. I can understand a conversation in which one speaker describes an experience.	78 85 81		A2	Sentence completion. T/F statements Listening for stressed words giving important information WH questions	
Writing	I can complete an email suggesting vacation activities. I can write an email using a model. I can complete a personal letter describing a course.	77 77 83		A2		Ethics Project: Teamwork

Unit 10 Technology	CEF	Pages		CEF ref	Learning and Exam skills	CLIL
Language	<i>will</i> for future predictions, <i>will</i> for decisions/promises, <i>will/shall</i> for offers. First conditional.	84–91				Technology: Computers Technology: Future of aircraft
Reading	I can understand an article about a planned hypersonic aircraft. I can read a fact file about a space plane. I can read an article about how two people use the Internet. I can read a fact file about computer use.	84 85 90		A2	Matching information with topics How ADJ questions	
Speaking	I can discuss future household inventions. I can talk about the results of actions. I can offer to do things to solve problems. I can describe problems and faults. I can talk about how and how often I use the computer. I can discuss computer use with the class. I can do a survey in my class.	85 87 89 89 90 91		A2		Science and Technology Project: Inventing new technology for communication
Listening	I can understand an interview about schools in the future. I can understand a conversation about computer viruses. I can understand a conversation in which a customer reports a fault with a computer. I can listen to an interview about computer use.	85 86 88		A2	Identify topics T/F statements <i>Who ..</i> questions	
Writing	I can complete a website about predictions. I can complete a text about computer skills for students. I can write about my plans for the weekend if certain conditions apply. I can write a paragraph about computer use in my class.	85 87 87 91		A2	Using quantifiers	
Review	Grammar and Vocabulary	92–93			Letter writing	

Unit 11 Dilemmas	CEF	Pages	CEF ref	Learning and Exam skills	CLIL
Language	<i>should / shouldn't, have to / don't have to, had to / didn't have to</i>	94–101			Health: describing symptoms First aid after accidents
Reading	I can read a public notice about tour times. I can read an article about a teenager caring for her mother. I can read a story about problem solving. I can read a website with first aid advice.	94 96 98 100	A2	WH questions T/F statements Skimming: organizing information in topic areas Matching pictures to text information Completing a table	
Speaking	I can describe how I feel and my illnesses. I can ask someone what is the matter. I can suggest what they should do. I can talk about household chores. I can talk about my own household responsibilities. I can describe difficult or funny situations and what I did. I can describe accidents, consequences, and actions.	95 95 95 96 97 99 101	A2		
Listening	I can understand a conversation discussing future decisions. I can listen to a story and place pictures in order. I can understand a program about an accident.	94 99 101	A2	Putting pictures in sequence to match a narrative	
Writing	I can read a chart about daily chores. I can write a paragraph about household chores with a negative attitude. I can complete an email describing what the writer had to do to solve a problem. I can write a question and answer giving advice on a health website.	97 97 98 101	A2		Health Project: Common illnesses and common cures

Unit 12 Action	CEF	Pages		CEF ref	Learning and Exam skills	CLIL
Language	Infinitive of purpose, <i>so</i> + adjective + <i>that</i> , <i>would</i> ('d) <i>rather</i> , <i>would</i> ('d) <i>prefer</i>	102– 109				Environmental studies: separating refuse Endangered species
Reading	I can read an article about endangered species. I can read a conversation about attitudes to risk. I can read a 'problem page' from a magazine.	104 106 108		A2	Mixed questions. <i>T/F</i> statements	
Speaking	I can talk about packaging of food items. I can talk about my preferences. I can say goodbye in different situations. I can respond to people saying goodbye. I can agree and disagree with opinions expressed by others and give my reasons.	103 107 107 107 109		A2	I can show that I am following a conversation by nodding and adding comments	
Listening	I can understand a conversation about separating refuse for recycling. I can understand a conversation about buying a cell phone. I can understand a phone conversation arranging the date and time of an interview and complete notes.	102 103 109		A2	Correct comprehension statements Write statements I can listen repeatedly for different levels of comprehension	
Writing	I can rewrite questions using infinitives of purpose. I can complete a text about chimpanzees using tools. I can write text for a poster about sharks based on a model about snakes. I can write an answer to problem, giving advice and making suggestions.	103 105 105 109		A2	Using models for writing Re-using information in a new format	Environmental studies Project: Suggested solutions to an environmental problem
Review	Grammar and vocabulary	110– 111			Conversation completion Matching two halves of a sentence	Progress self-check