



## *In Sync 4*

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

*In Sync 4* is the fourth level of the *In Sync* series, which is intended for teenage learners. Each Student Book in the series follows a carefully developed structural / grammatical syllabus highlighting the communicative function of each structure. The lesson feature, *Use your English*, introduces frequently used 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 appeal to the target users. Students practice fundamental learning skills such as skimming, scanning, predicting, listening for the general idea, and listening for detail. There is also regular training in pronunciation.

The topics begin with the familiar experiences of teens but then extend to include elements of history, geography, literature, financial management, health and citizenship. This broadening of topics helps develop the students' world experience and knowledge. Students also learn functional language for doing things such as shopping for clothes, inviting people to do things, showing concern, reacting to good and bad news, talking about imaginary situations, asking for and giving advice, speaking on the phone and leaving messages, describing problems, explaining things, apologizing, giving opinions, and giving and receiving congratulations.

In terms of both language and communication *In Sync 4* provides thorough coverage of the **B1** level, giving learners a communicative ability in intermediate level English.

Three unique features of the *In Sync* program are the include:

- 1 the red transparent filter, which can be used to create cloze texts. Completing cloze texts focuses the learners' attention on key grammar points or language conventions.
- 2 the **Solve it!** questions, which invite students to use higher-order thinking skills to analyze texts in order to solve problems.
- 3 the wide array of extra practice activities, which make the book suitable for mixed-ability classes.

In addition to the Language Builder, the CD-ROM provides linked grammar, vocabulary activities, and games for the computer or the interactive white board. *In Sync 4* is a book created by three highly respected and experienced authors, writing at their best.

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

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

Unit 1 Lifestyles	CEF	Pages	CEF ref	Learning and Exam skills	CLIL
<b>Language</b>	Simple present and present continuous / Tag questions, Present perfect with <i>for</i> or <i>since</i> / Simple past, Intensifiers <i>much, a lot, a little</i> , with comparative adjectives and adverbs, ( <i>not</i> ) <i>as ... as ...</i>		A2		
<b>Reading</b>	I can understand a conversation in a street market. I can complete a local newsletter article. I can read an article about rodeo clowns. I can read factfiles about window cleaners and storm chasers. I can read an article about the ambitions of teenagers. I can read an article about teenage fashions in the U.S.	27 4 6 7 8 10	B1	<i>Wh-</i> questions  Correct the statements. Complete the statements.  <i>Wh-</i> questions	Social studies: Project: Teen fashion in the past and today
<b>Speaking</b>	I can buy things in stores, saying what I want, commenting on what I see, and making decisions. I can discuss the type of work I would like to do. I can discuss the options for post-school activity.	5 7 8	B1		
<b>Listening</b>	I can understand a conversation discussing sizes, styles, and prices of clothes. I can understand a speaker describing the clothes he likes.	5 11	B1	T/F statements  Make notes under headings.	
<b>Writing</b>	I can write a paragraph about what I want to do when I leave school. I can write an article about my clothing choices organized in topic paragraphs.	9 11	B1	Organizing topics in writing	

Unit 2 Life stories	CEF	Pages	CEF ref	Learning and Exam skills	CLIL
<b>Language</b>	Simple past Past continuous and simple past with <i>while</i> and <i>when</i> , Simple past and/ Past perfect, <i>after / before</i> + gerund (-ing form)		B1		
<b>Reading</b>	I can understand a conversation about developing an interest. I can understand a brief biography of a skateboarder. I can read an article about the life of a movie star. I can read an article about three travel-related traumas. I can read an article about historic achievements in aviation.	126 13 16 18	B1	<i>Wh</i> - questions  Place statements in order. Match statements to stories. Write sentences. WH questions Using dictionaries	History Biographies; Aviation history Project: Timeline of a type of transportation
<b>Speaking</b>	I can role-play an interview about my life. I can retell Nico's story. I can discuss heroes from the history of my country. I can do a survey.	13 17 19 19	B1	Show interest and concern.	
<b>Listening</b>	I can listen to part of a story and predict the ending. I can understand a radio program in which 3 speakers talk about their aviation heroes.	17 19	B1		
<b>Writing</b>	I can research and write a biography of a movie star. I can research and write an article about a national transportation hero.	19 23	B1	Research	
<b>Review</b>	Grammar and vocabulary				Progress self-check

Unit 3 Responsibility	CEF	Pages	CEF ref	Learning and Exam skills	CLIL
<b>Language</b>	Future tenses: <i>will, be going to</i> , present continuous form, <i>be about to</i> + infinitive, <i>must, need, should, ought to, have to, had better, make, let, allowed to</i>		B1		
<b>Reading</b>	I can read an article advertising a TV program and looking for volunteers to take part in challenges. I can complete an e-mail from one of the volunteers. I can read a chat forum about summer jobs with questions and suggestions. I can read and complete the rules at a hostel. I can read signs restricting behavior and explain their meaning. I can read an article about an African refugee escaping from war.	22-23 23 24  25 27 28	B1	<i>Wh-</i> questions  Who said?  Reading public notices	Ethics and Social studies Project: Understanding the needs and situation of refugees; word web
<b>Speaking</b>	I can discuss whether I would apply for <i>Teen Island Challenge</i> . I can choose three things I would take to an uninhabited island and give reasons for my choices. I can discuss the requirements for different jobs. I can discuss my rules at home. I can invite, accept, and refuse invitations giving reasons.	23  23 25 27 27	B1	Complete a chart.	
<b>Listening</b>	I can understand a conversation about living within rules. I can understand a conversation between a babysitter and a child. I can listen to an interview with the refugee describing what he decided to do.	26  27 27	B1	<i>Wh-</i> questions	
<b>Writing</b>	I can write about rules in my school with reference to four different topics. I can write an imaginary letter in three paragraphs describing my life in a new country, people's reactions to me, and my plans for the future.	27  29	B1	Organized writing	

Unit 4 Entertainment	CEF	Pages	CEF ref	Learning and Exam skills	CLIL
<b>Language</b>	Present perfect with <i>already, before, never, ever, yet</i> , Superlatives with the present perfect Present perfect and present continuous with <i>for</i> and <i>since</i> Present perfect for numbers and amounts Restrictive and nonrestrictive relative clauses		B1		
<b>Reading</b>	I can understand a conversation in which three characters discuss lifetime experiences. I can complete a short text reviewing a computer game. I can read an article about driver Lewis Hamilton and his interest in music. I can read an article describing three different innovations in entertainment. I can understand a short descriptive text about a new TV program in the U.S. I can read a review of a classic novel. I can read a short excerpt from the original novel.	30 31 32 34 35 36 37	B1	<i>Who</i> questions  Correct the sentences.  Match comments to topics.  Rewrite text using relative clauses. <i>Wh-</i> questions	Literature Project: Survey on the reading habits of classmates (types of books)
<b>Speaking</b>	I can react to good or bad news with appropriate responses. I can comment on the innovations and suggest ideas for others. I can talk about science fiction books I've read and movies I've seen.	31 34 37	B1	Falling intonation	
<b>Listening</b>	I can understand an interview with a musician talking about Kanye West. I can understand a discussion about the novel.	33 37	B1	<i>Wh-</i> questions  <i>Wh-</i> questions	
<b>Writing</b>	I can write a paragraph about an experience. I can write sentences about my favorite musician. I can write a review of a book.	31 33 37	B1	Critical writing	
<b>Review</b>	Grammar and vocabulary			Complete a conversation; put the sentences in order.	Progress self-check

Unit 5 Natural world	CEF	Pages	CEF ref	Learning and Exam skills	CLIL
<b>Language</b>	Conditionals with <i>if, unless, provided that, as long as</i> , Future time clauses with <i>when, until, as soon as, by the time, before, in case</i> + simple present		B1		Expressing conditional opinions Geography: <ul style="list-style-type: none"> <li>Describing landforms and the environment</li> </ul>
<b>Reading</b>	I can read a report about a proposed rock festival expressing diverse opinions. I can read an article describing two different examples of problems caused by the weather. I can read an article about glaciers and global warming.	40 42-43 50	B1	Summarize under headings.  Link statements to speakers.  Link statements to numbers. Dictionary skills.	Geography <ul style="list-style-type: none"> <li>Natural disasters and what people can do to help prevent natural disasters</li> <li>Glaciers and global warming</li> </ul>
<b>Speaking</b>	I can participate in a discussion about the rock festival taking an assigned opinion. I can make and respond to requests. I can role-play a conversation with a reporter.	41 45 47	B1		
<b>Listening</b>	I can understand a news report about a tornado. I can understand a conversation about buying things for a camping trip. I can understand a lecture about the sinking of the <i>Titanic</i> .	43 44 47	B1	<i>Wh-</i> questions  Complete the statements.  <i>Wh-</i> questions	
<b>Writing</b>	I can prepare notes before participating in a discussion. I can write an e-mail giving my opinion supported by reasons. I can write a paragraph about icebergs using particular information.	41 41 47	B1	Preparing notes   Synthesizing information	

Unit 6 Imagination	CEF	Pages	CEF ref	Learning and Exam skills	CLIL
<b>Language</b>	Conditional: <i>if</i> clause + past, <i>wish /if only</i> + simple past Verb + infinitive or gerund				
<b>Reading</b>	I can understand a magazine article containing 5 different ideas about invisibility. I can read a conversation about regrets. I can read a web page about the pros and cons of computer games with comments from readers. I can read a narrative about organizing a party.	48 50 52 54	B1	<i>Who</i> questions  Fill in chart Summarize facts in a chart.  <i>Wh-</i> questions	
<b>Speaking</b>	I can talk about what I would do in a hypothetical situation. I can ask for and give advice. I can disagree politely. I can role-play a discussion using role descriptions.	49 51 55 55	B1		Ethics Project: Planning an end-of- year class party
<b>Listening</b>	I can understand a discussion about computer games. I can listen to a conversation about a prom.	53 55	B1	<i>Who</i> questions <i>Wh-</i> questions	
<b>Writing</b>	I can write an informal letter giving advice to a friend. I can write an informal letter in 3 paragraphs.	51 55	B1	Layout of letters Addressing envelopes	
<b>Review</b>	Grammar and vocabulary				Progress self-check

Unit 7 Communicate					
<b>Language</b>	Reported statements and questions, Reporting verbs, Subordinating conjunctions that show contrast		B1		Social skill • Relationships with parents
<b>Reading</b>	I can read and respond to a quiz about assertiveness. I can read an article including comments from three readers about parent / teen relationships. I can read an information article about media of communication with case studies and comments.	60 62 64-65	B1	Match questions to topics in the text.  Correct the statements.  Summarize the main ideas.	
<b>Speaking</b>	I can report a printed conversation. I can ask my classmates questions and report their answers. I can send and respond to voicemail messages. I can discuss whether Lisa's action was appropriate. I can participate in a class discussion based on given statements.	59 59 59 61 63	B1		
<b>Listening</b>	I can understand a telephone conversation that is mostly about reporting conversations with others. I can understand a narrative between Lisa and her parents. I can follow a radio talk show discussion.	58 61 69	B1	<i>Wh-</i> questions  Multiple-choice questions <i>Who</i> questions	
<b>Writing</b>	I can write sentences using subordinating conjunctions that show contrast. I can write a paragraph comparing my experience with someone else in my family, using conjunctions. I can write an e-mail as an e-mail, a text message, and as an IM conversation.	63 63 65	B1	Language styles in media	Social studies Media of communication used by different age groups Netlingo Project: Rewriting a text into netlingo

Unit 8 Challenges	CEF	Pages	CEF ref	Learning and Exam skills	CLIL
<b>Language</b>	<i>so</i> + adjective/adverb (that) . . . , <i>such a/an</i> + adjective + noun (that) . . . , <i>so many/much</i> + noun (that) . . . , Verb + <i>so much (that)</i> . . . , <i>used to/be used to/get used to; be able to</i>		B1		
<b>Reading</b>	I can read an embarrassing story about snorkelling. I can read about two people's phobias. I can read about 3 different charities and the experience of two workers.	66 70 72	B1	<i>Wh-</i> questions Complete the sentences. Summarize information in a chart. <i>Wh-</i> questions Using dictionaries with multiple-meaning words.	Health: Phobias
<b>Speaking</b>	I can talk about trying something for the first time. I can ask for and give explanations. I can describe local food to a visitor. I can talk about things I'm afraid of. I can tell the class about the volunteer work I would like to do.	67 69 69 71 73	B1		
<b>Listening</b>	I can understand a conversation about adapting to local rules. I can listen to an interview about treating a phobia. I can understand a phone conversation about volunteering.	68 71 73	B1	<i>Wh-</i> questions Fill in a chart.  Complete the sentences.	
<b>Writing</b>	I can write an e-mail about a first-time experience. I can write sentences about past and current habits. I can write a letter of application for a volunteer job.	67 69 73	B1		Social studies/Ethics Project: Volunteer work Neighborhood charity organization
<b>Review</b>	Grammar and vocabulary				Progress self-check

Unit 9 Solutions	CEF	Pages	CEF ref	Learning and Exam skills	CLIL
<b>Language</b>	Causative <i>have</i> ; Clauses of purpose: <i>to, in order (not) to, so that, look, seem, sound, feel, taste, smell, + adjective / like/ as if.</i>		B1		
<b>Reading</b>	I can read a conversation about getting a bike checked and repaired. I can read a magazine article about how to solve a common problem. I can read a catalogue describing three different products. I can read a narrative article about a work experience.	76 78 80 82	B1	Complete an e-mail. Match the steps to the pictures.  Which product?  <i>Wh-</i> questions	Science: The dangers of asbestos
<b>Speaking</b>	I can describe and deal with problems. I can talk about favorite movies in which problems are solved. I can discuss something I bought as a result of an ad and explain whether the item met my expectations.	77 79	B1	<i>Wh-</i> questions	Ethics Project: Workplace dilemmas
<b>Listening</b>	I can understand three different radio advertisements and make notes. I can understand a phone conversation with a newspaper about dumping hazardous materials.	81 83	B1	Complete a chart.  Complete the sentences.	
<b>Writing</b>	I can write about how a problem in a movie was solved. I can write a formal letter to an employer giving thanks for the work experience.	79 83	B1		

Unit 10 Right or not?	CEF	Pages	CEF ref	Learning and Exam skills	CLIL
<b>Language</b>	<i>should have/ ought to have;</i> <i>must / can't / might / could</i> for deductions in the present; <i>must have / can't have / might have / could have</i> for deductions in the past		B1		Ethics: Apologizing for actions  Social studies Social customs: greeting and eating in different cultures
<b>Reading</b>	I can read a conversation about a lost bicycle. I can read a web page about two mythical creatures. I can read an article about a man who tried to disappear. I can read a police report. I can read a web page describing a mystery.	84 86 88 89 89	B1	<i>Wh-</i> questions Matching statements to speakers. Number the pictures in the correct order. Write sentences using cues.	
<b>Speaking</b>	I can apologize for past mistakes. I can discuss possible solutions to a puzzle. I can talk about social customs in my own country and compare them with customs in the U.S.	85 89 90	B1		Social studies Project: Unusual customs around the world
<b>Listening</b>	I can listen to a podcast about strange events. I can understand a woman describing her holiday.	87 91	B1	<i>Wh-</i> questions Complete a chart	
<b>Writing</b>	I can write a story about an unusual crime. I can write an article for a website describing social customs.	93 95	B1		Social studies • Unusual social customs
<b>Revise</b>	Grammar and vocabulary				Progress self-check

Unit 11 In the news	CEF	Pages	CEF ref	Learning and Exam skills	CLIL
<b>Language</b>	The passive voice: simple present, simple past, present perfect, past perfect; The passive voice: present continuous, past continuous, and simple future; The passive voice: modals, gerunds, and infinitive	94-95	B1		Media Studies: <ul style="list-style-type: none"> <li>• Popular and serious media</li> <li>• Expressing views, convincing others.</li> </ul>
<b>Reading</b>	I can read an opinion article about the paparazzi. I can read a conversation about people watching a film being made. I can read a web quiz about changing the world, including a contribution from one campaigner. I can read a scientific article about nanotechnology.	96 98 100	B1	T/F/NI statements  <i>Who</i> questions  Complete the statements.	
<b>Speaking</b>	I can talk about the news media I use. I can express my opinions, agree, and disagree. I can discuss a set of school rules with in a group. I can express my opinions and give reasons.	94 97 97 99	B1		
<b>Listening</b>	I can understand a discussion about celebrities and the paparazzi.	95	B1	<i>Wh-</i> questions	
<b>Writing</b>	I can write a paragraph about a celebrity and the paparazzi. I can write a paragraph explaining my opinion and giving reasons. I can write a paragraph about nanotechnology for a school magazine.	95 99 101	B1		Science/Technology Project: Uses of nanotechnology; problems arising from nanotechnology

Unit 12 Money	CEF	Pages	CEF ref	Learning and Exam skills	CLIL
<b>Language</b>	Conditional: <i>If</i> -clause + plus perfect <i>If</i> -clause + <i>might have</i>		B1		Making decisions about spending, saving, or investing money.
<b>Reading</b>	I can read a narrative article about people who won the lottery and then lost all their money. I can read an interview with a successful business person. I can complete a short text about a lottery winner who donated her winnings to charity. I can complete a short text about a cooking disaster. I can read an article about a girl who inherited \$1,000.	102 104 103 105 108	B1	<i>Wh</i> - questions  Complete the statements.  <i>Wh</i> - questions	
<b>Speaking</b>	I can discuss what the lottery winners should have done with their money. I can talk about things I regret doing or not doing in the past. I can give and respond to congratulations. I can role-play a discussion about money using role descriptions.	102 105 107 109	B1		
<b>Listening</b>	I can understand a discussion between five people talking about their teenage years. I can understand a conversation about failing in exams. I can understand a conversation about plans for spending money.	105 106 109	B1	<i>Who</i> questions  <i>Who</i> questions Complete the sentences.	
<b>Writing</b>	I can write a paragraph about something that might have or might not have happened if I had done something. I can write a formal letter thanking a donor for a donation.	103 109	B1		Ethics Project: A biography of a rich person; An admirable rich person (How this person uses his or her money to do good)
<b>Review</b>	Grammar and vocabulary	110- 111			